



Early Readers.
Future Leaders.
Pinellas Campaign for
Grade Level Reading

COMMUNITY SOLUTIONS ACTION PLAN



Submitted by the Juvenile Welfare Board of Pinellas County
Clearwater, Florida
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Investing in Children.
Strengthening Our Community.

PART ONE: COVER PAGE/SUMMARY

Early Readers, Future Leaders: Pinellas Campaign for Grade Level Reading—the name selected by our Steering Committee—targets children ages birth to 5 not yet enrolled in school and children enrolled in Kindergarten through Grade 3 enrolled in 20 Pinellas County School District priority elementary schools (of 73 total). All 20 schools qualify as Title I schools, and seven of them are in state ‘turnaround’ status. These schools are located in high risk neighborhoods throughout the county, including its northern (3 schools), middle (9 schools), and southern (8 schools) areas.

Pinellas County Schools (PCS), the seventh largest district in Florida and 26th largest in the country, served 103,779 Pre-K through 12th grade students in Academic Year (AY) 2015-16.¹ The mission of PCS is to educate and prepare each student for college, career and life. It includes over 100 schools including magnets, career academies, adult education centers, and a virtual school program. The majority of students (56.6%) are White. Nearly 19% (18.6%) of students are Black, 15.8% are Hispanic, 4.2% are Asian, 4.2% are Multiracial, 0.3% are Native Hawaiian or Other, and 0.2% are American Indian or Alaskan.¹ The total number of K-3 students enrolled in the 20 Title I schools is approximately 9,650. In addition, an estimated 11,874 children under age 5 live in poverty throughout the entire county (i.e., live in and outside the catchment areas of the 20 schools). Therefore, a maximum of 21,528 children are estimated as the total number of children involved in our Campaign. At least 40% of students (3,862) are from families who qualify as low-income, as defined in Title I, Part A of the Elementary and Secondary Education Act.

Pinellas County is a peninsula bordered by the Gulf of Mexico to the west and Tampa Bay to the east. The population is predominately White, non-Hispanic (83%), with relatively small percentages of persons who are Black (10%) or other races. Persons who are Hispanic represent 8% of the population. Pinellas County includes two large metropolitan areas, the cities of Clearwater and St. Petersburg, with 161,576 children under the age of 18, including 42,409 children under the age of 5.

The Juvenile Welfare Board (JWB) serves as the backbone of this collective impact initiative and as community lead of the Campaign for Grade Level Reading in Pinellas County. Our community’s campaign is entitled, *Early Readers, Future Leaders: Pinellas Campaign for Grade Level Reading* and the geographic boundary for this initiative is Pinellas County. Pinellas County is the sixth most populous county in the state of Florida with 925,030 residents.² For the purpose of this Campaign, Pinellas County can be classified as a community size of 500,000 or more (500k+). The Pinellas County School district serves the entire County. A total of 103,779 Pre-Kindergarten-12th grade students were enrolled in Academic Year (AY) 2015/2016. 49% of all K-12 students were eligible to receive free or reduced priced lunch in FY 2015-16. In AY 2015-16, 51.1% of students were economically disadvantaged.⁴The names of individuals serving on our sponsoring coalition, along with their organizational affiliations and contact information are included in the Appendix.

The funder community committed to investing in and supporting our Coalition’s effort includes the Juvenile Welfare Board of Pinellas County, United Way Suncoast, Pinellas County Schools, the Early Learning Coalition of Pinellas County, Florida Department of Health-Pinellas County, and the Pinellas Community Foundation, JWB has provided in-kind contributions, with JWB staff providing backbone support to the action plan. In addition, Pinellas County Schools and providers of before- and after-school services, United Way Suncoast, the Cities of Clearwater, Dunedin, Pinellas Park, St. Petersburg, and Tarpon Springs, Bright House Networks, and several other partners are contributing their time providing direct services to children, messaging to the community, and/or dedicating staff time to work on teams implementing the CSAP.

PART ONE: COMMUNITY OVERVIEW

The Juvenile Welfare Board – Backbone Support

The Juvenile Welfare Board (JWB) is a publicly funded, mission-driven organization that believes all children matter. We improve their lives through programs, partnerships and advocacy that ultimately benefit the whole community. In 1945, the Juvenile Welfare Board was conceived by a Juvenile Court Judge, an attorney, and a concerned group of professionals as well as private citizens who were unhappy with the lack of resources and services being provided to at-risk youth and families. Established by statute in 1945 and approved overwhelmingly by voters in a referendum in 1946, JWB was created with a mission to provide needed services to children throughout Pinellas County. JWB responsibly invests in programs with proven results and creates innovative partnerships that benefit tens of thousands of children and families each year. Our efforts also strengthen neighborhoods, communities and schools, making this a better place for everyone to live. JWB is accredited by the Council on Accreditation. The organization is governed by an 11-member Board of Directors and has identified four strategic focus areas: School Readiness, School Success, the Prevention of Child Abuse and Neglect, and Strengthening Community. JWB also is a convener, serving as the backbone organization for several collective impact initiatives.

Key Partners

The vision of the Juvenile Welfare Board is that children in Pinellas County will have a future of more successful and satisfying lives because of the efforts of JWB and its partners. There are several key partners who make this campaign successful. Pinellas County Schools (PCS) was officially formed in 1912 when Pinellas County separated from Hillsborough County. In 1975, Pinellas County Schools was the first public school system in the state to require teachers to pass a screening test before being hired. Five years later, the state Legislature required that all teachers pass a state test to receive certification to teach in Florida. In 1984, PCS began the first International Baccalaureate (IB) program in the state. That same year, the district began what is now known as the Pinellas County Center for the Arts at Gibbs High School. In 1987, when the district celebrated its 75th anniversary, PCS was the 20th largest district in the nation with approximately 97,000 students and 118 schools. Since the late 1990s, dozens of specialized programs have been started at schools throughout the district to respond to the changing needs of Pinellas County students and families. Currently, PCS offers a wealth of educational choices, including more than 60 application programs suited to students' interests, talents and abilities for those who have access to transportation and the means to participate. PCS is now the largest employer in Pinellas County, with more than 16,000 full- and part-time staff members. The district's original "fleet" of five buses has grown to approximately 600 buses that run more than 500 routes daily, transporting about 32,000 students twice per day. The current Superintendent, Dr. Michael A. Grego, is the district's 17th superintendent.

Another key partner, the Florida Department of Health in Pinellas County (FDOH-P) was established in 1936 and was the 7th county Health Department to open its doors in the Florida. Today, the FDOH-P has more than 600 employees in six locations throughout Pinellas County all working to serve needs in areas that range from controlling infectious diseases to safe drinking water to disaster preparedness.

The Early Learning Coalition of Pinellas County, Inc. (ELC) was established in 2000 as a private, nonprofit corporation exempt from the federal income tax under Section 501(c)(3) of the Internal

Revenue Code. ELC administers the School Readiness and Voluntary Prekindergarten programs. The current service area is Pinellas County and the target population includes all eligible children

Community Composition

There are 160,854 children under the age of 18 living in Pinellas County, which represents 17% of the county population. This includes 42,409 children under the age of five. Most children (58%) live in married-couple households, but a significant portion (33%) live in single-headed female (33%) or male (8%) households. Five percent of children live with grandparents responsible for their care. **Nearly one-fourth (24%) of children under 5 years old live in poverty** (the figure is slightly lower for all children under 18 years old, at 22%). The unemployment rate for those 20 and older is nine percent. Eleven percent of adults 25 and older did not complete high school, and 40% of adults have no education beyond high school completion. The primary spoken language by about one in eight persons in our county is a language other than English. Approximately one-third of all household residences are rented, and half (51%) of all renters have no access to a vehicle.⁵

The increasing diversity of the county (in terms of ethnicity and language) is both a challenge and an asset. The Hispanic population in Pinellas increased 71% from 2000 to 2010.⁶ Two of the five high-risk areas have high percentages of Hispanic residents, and up to 25% of all residents in these areas have a primary language other than English. These neighborhood characteristics indicate a need for culturally and linguistically appropriate approaches.

Challenges and Strengths

The county has a number of challenges related to its infrastructure. Public transportation is a major challenge: Pinellas County has the highest population density in the state, but no mass transit system. Nine percent of residents in the county do not have access to a vehicle, and public transportation is perceived by residents as “neither user friendly nor easy to access.”⁷ Although the national headquarters of several Fortune 500 companies are located in Tampa Bay, Pinellas County also has a large number of tourists and service workers who earn low pay. An estimated 12% of all households in Pinellas live in poverty, and another 34% of all households earn more than the U.S. poverty level but less than the basic cost of living for the county.⁸ It’s in the worst quartile for the state in rate of hospitalizations for children ages 12 to 18 related to asthma, as well as to diabetes.⁹ It’s also in the worst quartile for the percent of births among unwed mothers ages 15 to 19.⁹

Despite these challenges, the County has many strengths. These strengths include its natural resources and a number of important institutions, including the Pinellas County School District, public and private universities and colleges, (University of South Florida St. Petersburg, St. Petersburg College, Eckerd College); its public health system, major hospitals, including Johns Hopkins All Children’s; and the Early Learning Coalition. Early learning providers including Head Start, providers of before-and-after school care, and summer programming. More than 40,000 businesses call Pinellas County home. Pinellas County’s top key business sectors are health services, tourism services, manufacturing and financial services. Major companies include Jabil, TechData, and Raymond James. Local leaders in the County’s public service sector have a deep knowledge and commitment to its citizens and a history of interagency cooperation.

Strengths include a burgeoning St. Petersburg Arts District, theatre, music (enrichment activities for children and families), museums, many county and city parks, the Rays baseball team, which hosts a program called “Reading with the Rays,” County Commission; City Councils; a County-wide public library cooperative, and a strong faith-based community.

PART TWO: THE COMMUNITY SOLUTION ACTION PLAN (CSAP)

ASSURANCE 1: THE PROBLEM

As Figure 1 shows, federal high school graduation rates in Pinellas County Schools (PCS) have steadily increased for the Academic Years (AY) 2012-13 through 2014-15 (all Tables appear in the Appendix).¹⁰ The graduation rate in 2012-13 was 71.9% and 77.8% in 2014-15. The District graduation rate has exceeded the state graduation rate for the last two years. Graduation rates have increased among students of every race and ethnicity: The graduation rate for African-American males increased from 56.4% in 2012-13 to 64.6% in 2014-15. Over the same time period, the graduation rate for Hispanic students increased by 63.0% to 75.1%. **However, gaps exist and there is still far more work that needs to be done.**

Gaps in High School Graduation Rates

However, there are marked gaps in graduation rates among students. Students who are Asian have the highest graduation rates, followed by those who are either White or Multi-Racial. In contrast, students who are American Indian, Hispanic, and Black have substantially lower graduation rates. Graduation rates also differ by gender (see Table 1). Among students of nearly every race or ethnicity, the graduation rates of females are higher than those of males. Black males have the lowest graduation rates. PCS has been placing special emphasis on closing the achievement gap of Black students, and this emphasis is producing results in the desired direction. As noted by PCS, “The graduation rate for Pinellas County Schools’ Black students continued its upward trend in the 2014-15 academic year. The total Black student graduation rate rose by 3.89% and is now 64.62%. The Pinellas Black/Non-Black gap narrowed by 2.19% from 18.91% to 16.72%. Additionally, the gap between Pinellas’ Black student graduation rate and the State’s Black student graduation continued to narrow another 0.65% from 3.96% to 3.31%. Black males once again had one of the highest rates of growth of all subgroups with a 5.74% increase for a total of 61.00%. The graduation rate for Black females showed an increase of 1.94% from 66.37% to 68.31% in 2014-15.”¹¹

The federal graduation rate for English Language Learners (ELL) is increasing, with rates over a five-year period increasing from 48.1% in 2012-13 to 58.3% in 2014-15. The ELL graduation rate in 2014-15 is lower than that obtained for the school district as a whole (78.3% in 2014-2015).^a In 2014-15, 12.7% of all ELL students demonstrated reading proficiency (Level 3 and above), versus 53.5% of students who were not ELL. A similar trend was found for SY 2015-2016 (13.3% and 53.0% Pinellas students reading Level 3 and above, respectively).¹⁰ Neither school readiness nor absenteeism rates by ELL status are available.

Absenteeism

Students who are frequently absent are less likely to meet academic milestones and are less likely to graduate from high school within the standard four-year time period.¹² For AY 2012-13 to 2014-15, the following elementary schools had the highest average absenteeism rates (21 days or more): Seventy-Fourth Street, Fairmount Park, Campbell Park, Pinellas Park, and Lealman.

Traditionally, data on **student absenteeism** was measured as the percentage of students absent 21 or more school days. Using this measure, the percentage of students meeting this criterion ranged from 8.3% to 8.9% of students in the 20 priority elementary schools during the period 2012-13 to 2014-15¹⁴ (see Table 3). Beginning in 2014-15, The Pinellas County school system began to systematically collect and closely monitor student absenteeism with a more sensitive measure that facilitates earlier intervention by tracking the cumulative percentage of students who are absent

10% of school days each month (or more). Although these data are not yet available, information from PCS reveals absenteeism is decreasing in many of these schools.

Reading Proficiency

The Florida Standards Assessment (FSA) is the measure used by the state to assess students' reading proficiency. Table 2 shows the percentage of children in the priority schools demonstrating grade level reading proficiency (as measured by the FSA) in 2015 and 2016. In Pinellas School District as a whole, 53% of Grade 3 students read at Level 3 or higher, which is very close to the State percentage (54%). However, for the 20 priority schools, an average of 31% of children across the 20 schools demonstrated a reading achievement level of 3 or higher in 2015. This percentage rose to 33.2% in 2016. Campbell Park, Gulfport, Maximo, Melrose, Sandy Lane and Woodlawn elementary schools showed an increase of 10% or more of students who demonstrated Level 3 or higher in 2016, compared to 2015. In six schools, the percentage of students demonstrating proficiency decreased.

The Stanford Achievement Test, 10th Edition (SAT-10) is one of several measures that the Pinellas County school system uses to assess students' reading proficiency. Table 3 shows the percentage of children in 18 of the priority schools demonstrating grade level reading proficiency (as measured by the SAT-10) over a three-year period. In 12 of 18 schools, the percentage of first-grade children reading proficiently increased from 2012/2013 to 2014/2015. In contrast, SAT-10 results among second-grade students decreased from 2012/2013 to 2014/2015 in 16 of the 18 schools. The percent of second-grade children reading proficiently, when averaged across these 18 schools for 2014/2015, is 28%. Fairmount Park, Campbell Park, and Lealman elementary schools also have some of the students with the lowest grade level reading proficiency, as measured by the SAT 10. Reading proficiency is measured by more than one type of assessment.

School Readiness

Recent data on trends in **school readiness** are not available, as one of the measures used to assess children's development in emergent reading, the FAIR-FS (Florida Assessment for Instruction in Reading, aligned to Florida Standards), was suspended in September 2014 for kindergarten through Grade 2.9 The Executive Director of the Office of Early Learning stated, "Because of changes to the Florida Kindergarten Readiness Screener, this year's preliminary results did not accurately reflect whether students were actually ready for kindergarten..."¹³ Older trend data indicate that the percentage of children ready for kindergarten, as measured by provider Voluntary Pre-Kindergarten (VPK) readiness rates, rose steadily during the period 2010/2011 to 2012/2013, with 80.7%, 84.9%, and 87.5% of children scoring as ready for kindergarten, respectively.

Multiple agencies in our community provide **services and supports addressing healthy readers and school readiness**. The *Florida Department of Health, Pinellas County (FDOH-P)* provides maternal-child health care, including prenatal care, well-baby and well child visits. Is Healthy Start Coalition of Pinellas is a community based, private, non-profit organization that offers pregnant women, infants, and young children services that promote healthy pregnancies and healthy babies. Most Healthy Start services are provided at no cost to families. Healthy Start services are provided in the comfort of a family's home and at some obstetric offices. These services include: care coordination, home visiting services, breastfeeding education and support, childbirth education, parenting support, smoking cessation, nutritional care and other services. FDOH-P also offers *Parents as Teachers Plus* for expectant parents with current and/or historical substance involvement, with children ages birth to 1. With multiple locations located throughout the County;

most *FDOH-P* clinics provide pediatric care, dental care, primary care, and free childhood immunizations. Its *Women, Infants and Children (WIC)* program provides healthy foods, nutrition education and counseling, breastfeeding support, and referrals for health care at no cost.

The *Pinellas County School Health Services Department* provides services to school-age children, including vision and hearing screening for students in Kindergarten and Grade 1. Vision and hearing screening also is performed on all students entering Florida schools for the first time in grades Kindergarten through Grade 5 and at the request of the classroom teacher or parent. JWB funds dental care (fluoride washes, dental checks and sealing) in Title 1 schools for children in Grades 1-3. A dentist is on staff to handle children's dental needs. JWB also funds *Preserve Vision Florida* to provide free vision screenings for children, along with examinations and glasses for those who qualify at five Neighborhood Family Centers across the county.

The *Pinellas County License Board* for Children's Centers and Family Day Care Homes (*PCLB*), part of the Florida Department of Health in Pinellas County, licenses and regulates over 400 children's centers. *PCLB* monitors children's centers and family day care homes in Pinellas for compliance with Licensing Regulations for safety and adequacy of facilities. School Readiness (SR) funds available through the Florida Office of Early Learning's School Readiness Program are administered by the *Early Learning Coalition of Pinellas County, Inc. (ELC)*. These funds pay a portion of the child care costs for low to moderate income earning families and allows parents to focus on professional and educational goals. Children in SR programs participate in developmentally appropriate early learning programs, screenings and assessments to assist them in being ready to enter school. Voluntary Pre-Kindergarten (VPK) services were provided by over 300 providers and served 6,6000 children in 2015-2016, which represents a participation rate of 77.4% of all four-year-old children in Pinellas County. Enrollment in school readiness programs among low-income children is a challenge: *ELC* served just 28% of the 19,426 children who were below 150% of the federal poverty level and thus eligible for school readiness scholarships.¹⁵ *ELC* also provides Officer Friendly's Book Club, which pairs three law enforcement agencies in 43 early learning centers to promote literacy. "Officer Friendly" reads a book to the children and talks to them about safety and community, and the book is donated to the center at the end of the visit. After the officer leaves, centers debrief the book using curriculum and activities provided by the Early Learning Coalition. The shared reading experiences promote a love of reading and build positive relationships between our youngest citizens and law enforcement. JWB provides matching funds (\$1.04 million) to the Early Learning Coalition for its Child Care Executive Partnership and subsidized child care match (\$720,000) to provide child care services to participating families. JWB also funds the Pinellas County Licensing Board (\$595,286)(all are FY 2016-2017 dollars).

Through its *Head Start and Early Head Start* programs, *Lutheran Services Florida, Inc. (LSF)* offers comprehensive early childhood education, family services, disability supports, and health and nutritional services to children ages one to four and their families. Nearly a third of families served in Pinellas County are low-income and/or at-risk children. Both programs are accredited by the National Association for the Education of Young Children as well other organizations. Both programs include health, nutrition, education, mental health, disabilities, parent and parent involvement, as well as family and community engagement to support strong healthy children and families. Head Start is a VPK provider.

School-based Pre-K for three-year-olds and VPK are available during the school year at nearly all of the priority schools. Students attend free for three hours each day, Monday through Friday.

PCS offers VPK+3, which extends the VPK day an additional 3 hours so students attend for the full six-hour school day. Also, PCS offers a 300 hour, full day Summer VPK program. This program is available for students the summer before entering kindergarten and only for those who did not attend VPK during the school year. The summer program is available at select elementary schools and is a full day program, Monday through Friday. The Children of the World Pre-School serves English Language Learners (ELL), and PCS offers a Dual Language VPK at Garrison-Jones Elementary. At this location, students spend half the day learning the curriculum in English and half the day learning the curriculum in Spanish. Many students in the Dual Language VPK at Garrison-Jones Elementary program apply for the K-5 dual language program at the school.

JWB-funded programs for school readiness include *HIPPY (Home Instruction for Parents of Preschool Youngsters)*, an evidence-based home visiting program provided by R'Club, Inc. which has well-trained peer home visitors who provide 30 weeks of high quality school readiness curriculum directly to parents, who then work with their children ages 3 to 5. JWB also funds four *Quality Early Learning* centers for children ages 2 months through 5 years across Pinellas County. United Methodist Cooperative Ministries-Suncoast delivers this program, which includes Bachelor-level teachers, research-based curricula, low student-to- teacher ratios, and an emphasis on parent engagement. All sites serve children of families who are participating in JWB-funded home visiting programs. Collaboration and strong communication among center and home visiting program staff is key. Program outcomes to date show children making significant progress in their learning and development.

The *Pinellas Public Library Cooperative (PPLC)* offers a plethora of activities to all County residents that promote early literacy and school readiness. PPLC coordinates activities, funding, and marketing services for 15 member libraries, which are mostly located in the same areas of the priority schools. Each library offers programs targeted to infants, toddlers and children throughout the year, including summer; these include lap-sit story time, songs, finger-plays for infants, Baby and Me Story Time, and Toddler Time. The *Pinellas Public Library Cooperative* offers activities to support K-3 students' grade level reading, including the Paws for Friendship reading program and after-school homework help by high school students in many of its locations.

Pinellas County Schools and community-based providers offer **services and supports that address student attendance**. The mission of the Student Services Department (SSD) is to provide an interrelated system of support to students, schools, families, and communities to ensure sustainable student success. The SSD includes the Office of School Social Work, Psychological Services, School Counseling, Health Services, and staff work together with school administrators and other school-based and district staff to address students that display patterns of non-attendance. Principals are provided data on an ongoing basis that looks at the percentage of their students that are missing 10% or more of school days per month. This allows them to identify potential patterns of non-attendance early and to intervene to improve attendance quickly.

All schools have a *Child Study Team* that includes principals and other administrators, social workers, attendance specialists, school counselors, teachers and others. Each Team tracks the number of days students are absent and engages in problem-solving to provide appropriate interventions that improve students' attendance. Families are invited to participate in the process for their student. Schools are asked to establish the early classroom interventions that occur before referral to the intervention team. Schools also are to establish processes that monitor and ensure that classroom interventions are being implemented with fidelity. In addition, schools refer families to

community supports for further intervention as needed. One such support is a Family Engagement Specialist position funded by United Way Suncoast at Campbell Park Elementary. Another is the provision of school-based navigation and comprehensive mental health services. JWB funds Personal Enrichment through Mental Health Services, Inc. (PEMHS) and Suncoast Center, Inc. to provide these services. PEMHS refers to the navigators as Family Connection Navigators (FCN). The FCNs work in partnership with the schools and families to meet family needs to increase family stability and positive family-school experiences. Navigators specialize in coordinating wrap-around services, successful linkage to community resources, and removal of barriers in order to strengthen family success. This approach empowers families and the schools to successfully identify and access services within their immediate communities. The therapist provides comprehensive mental health services to families and children at school, the family's home, or another location comfortable for the family. Services provided by the mental health clinicians are designed to increase students' academic performance in the classroom, increase parent/family engagement with the school, promote healthy family relationships and increase family stability, increase effective parenting and child-rearing skills, and improve areas of child development (cognitive, emotional, language, physical and social). These services have been available in five of the 20 priority schools since Academic Year 2014-2015; in partnership with PCS, JWB expanded them in 2016-2017 to three more priority schools. A recent evaluation report found that upon completion of services, families had gained knowledge about their needs and how to access services to meet these needs. Families also had more stable housing, were better able to meet basic needs, and increased their parenting skills. In addition, children's psychosocial functioning improved, and their school attendance had improved from a rating of "occasionally attending classes" to a rating of "attending classes most of the time."¹⁶

Services addressing summer learning loss include a major initiative by Pinellas County

Schools and a variety of summer programs. Pinellas County Schools began an initiative in 2013 to counteract summer learning loss. *Summer Bridge* provides K-12 students 20 hours of engaging activities and intensive instruction per week for six weeks during the summer. The Summer Bridge Elementary School Program is for students currently in kindergarten through fourth grade who are performing below grade level in reading or math or need additional help to stay on track. The program offers engaging reading, mathematics and science activities as well as individualized instruction. Lessons blend technology with small group instruction, hands-on experiments and project-based learning. The elementary language arts program provided students with reading and writing experiences that were closely aligned with grade level science topics. Guided reading, read aloud, and literacy stations provided differentiated, literature-based experiences to all students. In 2013, 217 students in grades K-3 were promoted at the end of program. Half (53%) of students in grades K-4 had improved their reading performance, 71% of elementary students were proficient in Mathematical operations skills and 73% of elementary students showed an increase in their proficiency in science at the end of the program.

JWB has been funding on-site before- and after-school programming for elementary-age students since 2013 to encourage children's participation in Summer Bridge. R'Club, Inc. and the YMCAs of the Suncoast and Greater St. Petersburg provide before and aftercare to Summer Bridge students from 6:30 a.m. to 6 p.m. Monday through Thursday, and all day on Friday. Similarly, the City of Largo funds before and after care at its Highland Park Recreation Center. Student participation in Summer Bridge has grown significantly since 2013, more than doubling the number of students participating since 2013 (Over 6,000 students attended the elementary and middle school Summer Bridge Program in 2013, and 12,951 students participating in summer 2015.)

Numerous *summer camps* are also available for children who are under the age of nine. These are provided by a range of community non-profit organizations including R'Club, Inc., the YMCAs of the Suncoast and Greater St. Petersburg, Boys and Girls Clubs, Police Athletic Leagues, Urban League, Science Center. Summer camps in many locations throughout the County also are provided by the Parks and Recreation departments of the Cities of St. Petersburg and Clearwater and the County's 24 municipalities. As noted above, the Neighborhood Family Centers funded by JWB also provide summer programming. JWB funds *Neighborhood Family Centers (NFCs)* that are located throughout Pinellas County. Each NFC provides daily after-school and summer activities for young children in grades K-3. In some cases, the NFC also provides individualized tutoring for children with reading and writing challenges. Most NFCs focus on serving families that live near the Center's location; however, there are three Centers that provide county-wide services: the Family Center on Deafness, Lealman/Asian NFC and the Intercultural Advocacy Institute (ICAI).

The engagement of parents and other caregivers is an important goal of PCS' Office of Strategic Partnerships/Family and Community Relations. The office establishes partnerships and builds relationships between families, communities, schools and the district to support student success. It operates *Parent University*, a free series of informational sessions that supports the academic life and success of PCS students in kindergarten, elementary, middle and high school. PCS' *Parent University* offers information to help parents help their children with math, reading, graduation requirements, STEM, Khan Academy and Pathways, college readiness, and student learning styles. At Parent University events, the Resource Café is an area where parents can get their questions and concerns answered by district staff. The center includes stations about 504 plans, Kindergarten registration, Choice Programs, Student Assignment, ESE, Career Academies, PTA, Pinellas Technical Colleges, family engagement opportunities, and family resources provided by JWB and others. Free childcare is provided for children in grades K-5.

PCS is consulting with Dr. Karen Mapp of Harvard University to build the school system's capacity to cultivate and sustain effective family-school partnerships that support both student achievement and school improvement.¹⁷ Dr. Mapp also helped PCS develop a District Family Engagement Plan. PCS defines family engagement as, "Any caring adult (caretaker, biological or foster parent, sibling, grandparent) who effectively supports learning and healthy development of the student." The goal of the District plan is to "educate, empower, and support families to enable them to effectively reinforce learning and healthy development of their child." Key components of the plan are *effective communication* (improving communication channels to educate empower, increase awareness, and enhance relationships between schools and families), *school culture* (igniting school environments to reflect a "Family Friendly" school culture to engage families and enhance relationships), and *home learning environment* (providing families with tools, resources, and connections to support their child's education and enhance relationships with schools).¹⁷

PCS provides opportunities for families to use technology as a way to engage with their children and schools. This includes the PCS website, a protected online portal where caregivers can view their child's grades and attendance (as well as school and district news) and the PCS Family Engagement Mobile app, which provides caregivers access to extended classroom opportunities, family engagement tips and opportunities, and parent "How To" videos. The app also allows for more effective communications with families via its direct messaging feature.

All NFCs provide varied services that are tailored to the population's needs. They include activities such as parenting classes, monthly support groups, goal planning and support for meeting personal

goals, and adult computer use and money management classes. The Lealman and Asian NFC provides English for Speakers of Other Languages classes and the ICAI provide counseling services, Spanish interpreters, educational forums in a bilingual format, and legal workshops in Spanish. Some NFCs provide access to Florida's online portal for applying for temporary cash assistance and other economic supports. All NFCs are sites for citizens to receive free tax return assistance and preparation. This is a service supported by JWB and United Way Suncoast. Many also hold special events throughout the year that help families make ends meet, such as Back-to-School events that provide free backpacks and school supplies and food to help families celebrate Thanksgiving and Christmas. All Children's Hospital provides six-week series of *Active Parenting* classes targeted, respectively, to those caring for very young children, and for children ages 5 to 12.

Pinellas County also has a number of faith-based organizations focused on facilitating school success. This includes the Parent Support for Education Council, Inc., led by Pastor Martin Rainey. The purpose of PSFEC is "1. to provide a forum through which parents, grandparents, guardians, foster and other caring adults may offer and receive unbiased assistance, guidance and support to parents and guardians of children in public and private schools; 2. to promote moral and Christian principles, high educational standards; and 3. to increase parent, teacher and community cooperation and engagement, with the goal of attaining higher levels of academic performance and success of all students and more specifically, struggling students."¹⁸ PSFEC provides a parent of the week award, training on how to use the school system's online services, scholarship essay coaching, and empowerment training for parents prior to parent-teacher conferences. It coordinates wraparound services such as child and sibling care, refreshments/transportation, computer classes, ex-offender job training and placement, family anger management and conflict resolution, church-based mental health support, parenting and life skills, tutoring on Florida's standardized tests for grades 3 through 12, and job fairs and job training.

Several services funded by JWB provide parent support. The *Pinellas Support Team*, administered by the Children's Home, Inc., serves families with children who are pre-K through high school age experiencing school difficulties. Its goal is to achieve success through the use of resources, collaboration, and the development of family and individual strengths. Services may include in-home behavior modification, tutoring, and counseling with individuals, couples, or the family. The focus of *Healthy Families Pinellas* (HFP) is supporting new or expectant parents, preventing child maltreatment and the promotion of positive parent-child interaction through home visits by Family Support Workers and ancillary Healthy Families staff. The program is designed to provide quality services that are intensive, comprehensive, long-term, flexible and culturally appropriate. *Pinellas Nurse-Family Partnership* (PNFP) is designed to empower families to make long-lasting change by partnering first-time parents with a trusted and compassionate public health nurse who visits the mom from pregnancy until the baby turns two years old. PNFP can be described generally as helping low-income, first-time mothers develop behaviors that enable them to have healthier pregnancies, be better parents, have emotionally and physically healthier children, and attain greater economic self-sufficiency. Each of four *Quality Early Learning* centers include full-time parent engagement specialists. All of these programs teach parents how to advocate for themselves and will accompany parents to these child care centers to support parents' learning about their children's progress.

The Florida Dream Center's Adopt-a-Block Program uses an army of volunteers to canvass neighborhoods every week to address urgent and critical needs of individuals and families, including shortage of food, household repairs, mobility impairments of the disabled, and removal of a severe

rat infestation and tons of junk, trash, and debris. Volunteers from various organizations, including Family Oriented Concept Unified to Serve (FOCUS), a network of faith-based organizations and social service providers, Pathways Community Church and other caring adults along with youth. The first families served were from the high need and under-resourced community known as the Lealman Corridor. Although Pinellas County has a wealth of social services, many families in crisis are not being connected to these services for various reasons. Volunteers share information about services with each home visit. Other communities have requested the training in order for the program to expand into other high need areas of Pinellas County such as Highpoint in Mid-County Pinellas and the Childs Park neighborhood located in south St. Petersburg, Florida—areas where several of the 20 priority schools for the Campaign for Grade Level Reading are located.

Our coalition has reached tentative conclusions about issues contributing to the performance gap including: *insufficient engagement of and support for parents; ineffective use of available resources, mismatch between the interventions and the needs; insufficient coordination of resources; and inadequate resources.*

Insufficient Engagement of and Support for Parents

Families play a critical role in helping their children be ready for school and for a lifetime of academic success. “Over 50 years of research links the various roles that families play in a child’s education—as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child.”¹⁹ “Parents, meanwhile—particularly low-income and limited-English-proficient parents— face multiple barriers to engagement, often lacking access to the social capital and understanding of the school system necessary to take effective action on behalf of their children.¹⁹ Without attention to training and capacity building, well-intentioned partnership efforts fall flat. Rather than promoting equal partnerships between parents and schools at a systemic level, these initiatives default to one-way communication and “random acts of engagement”¹⁹ such as poorly attended parent nights. Many states, districts, and schools struggle with how to cultivate and sustain positive relationships with families. According to the 2012 “MetLife Survey of the American Teacher,” both teachers and principals across the country consistently identify family engagement to be one of the most challenging aspects of their work.²⁰ A common refrain from educators is that they have a strong desire to work with families from diverse backgrounds and cultures and to develop stronger home-school partnerships of shared responsibility for children’s outcomes, but they do not know how to accomplish this. Families, in turn, can face many personal, cultural, and structural barriers to engaging in productive partnerships with teachers. They may not have access to the social and cultural capital needed to navigate the complexities of the U.S. educational system, or they may have had negative experiences with schools in the past, leading to distrust or to feeling unwelcomed.²⁰ The limited capacity of the various stakeholders to partner with each other and to share the responsibility for improving student achievement and school performance is a major factor in the relatively poor execution of family engagement initiatives and programs over the years. Efforts to strengthen the parent-school relationship in Pinellas County have been met with some success. Our key focus is changing the paradigm of engagement from event-oriented to results-oriented by connecting engagement to student learning in a systemic manner. It is clear that the community as a whole must work together to support parents’ and other caregivers’ involvement with their children’s education.

Ineffective Use of Available Resources

Ineffective use of available resources is evident in enrollment rates for early childhood education

and VPK. Florida provides free VPK, but this program is only available for three hours each day. Working families may not be able to enroll their child in VPK because they can't afford the fees for the before-and-after care hours they need in order to keep their jobs. Some may be fortunate to find full-day affordable quality care; others may have their children cared for in a setting that is less than optimal for their children's early education.

Mismatch Between the Interventions and the Needs

In addition, for some programs such as summer camps and after-school youth development services, there may be a mismatch between interventions and needs. The skill sets of staff who work closely with youth are unlikely to include how best to encourage children to read, for example.

Insufficient Coordination of Resources

Pinellas County has been described as “resource rich with challenges coordinating services.” There are about 35 non-profit organizations in the county that provide services to families; in addition, many of the 24 municipalities offer their own programs, as do large cities and county government. While organizations do have a history of cooperation, they are generally not accustomed to coordinating or integrating their services with one another. One model that stands as an exception to this method is the Family Services Initiative, in which multiple providers truly coordinate the work each does with families.

Inadequate or Limited Access to Resources

School readiness resources are limited: we have many children waiting for school readiness scholarships, we have a relatively low number of Gold Seal sites; a number of school readiness providers are performing below the minimum provider rate for school readiness, and the number of child care slots available for infants and toddlers is insufficient to meet demand. We are aware that some portion of children are screened multiple times within a short period of time by different providers, using the same instrument, and yet children may still experience delays in receiving intervention. These gaps are important in light of the state of knowledge about early brain development. In addition, drop-in care for children who are sick and cannot attend their regular child care setting is needed. There may also be a need to provide child care for parents who work second and third shifts. We also believe the number of children enrolled in pre- Kindergarten and VPK could be increased, especially in the Title I elementary schools that are the focus of this Initiative.

There also may be limited access to resources. Transportation is a significant problem in Pinellas County. Nine percent of households does not own a vehicle. Public transportation is not convenient. National surveys show families want to enroll their children in out-of-school time programs, but transportation is a barrier to participation, as many children rely on school buses to carry them back home immediately after school ends for the day, and many after-school programs do not provide transportation back to children's homes.

ASSURANCE 2: THE DESTINATION (Desired Outcomes and Impact)

Each Campaign partner has organizational goals that facilitate achievement of the Campaign's goals: increase the number of low-income children who are healthy, ready to learn when they enter school, attend school every day, participate in summer learning, and have parents/caregivers engaged in their learning. For example, by 2018, FDOH-P's goals include reducing the black-white infant mortality gap by 12%, increasing the percent of 2 year olds who are fully immunized from 86% (2014) to 90%, and increasing the percentage of children in

grade 1 who are at a healthy weight from 66% (2013) to 70%.²¹ The PCS Strategic Plan has three strategic directions most relevant to the Campaign: 1) increase student achievement resulting in improvements for each school's learning gains, grade level proficiency rates, graduation rates and school grade designations of A, B or C; 2) ensure curriculum, instruction and assessment are designed and delivered with a focus on content rigor, student engagement and continuous improvement of academic achievement, and 3) develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff and community resulting in individual employee learning, student achievement and overall school improvement. ELC anticipates serving over 6,800 children in School Readiness this year and continues to see an increase in participation in VPK. Each of the 52 programs funded by JWB has performance measures that correspond to JWB's focus areas of school readiness, school success, prevention of child abuse and neglect, and strengthening community. For example, HIPPY performance measures include the percent of children enrolled in the HIPPY curriculum who demonstrate improved literacy skills and the number of parents participating in Parent/Family Engagement activities. Performance measures for HFP and other child abuse and neglect prevention programs include measurement of whether any verified abuse and/or neglect occurred within 18 months after case closure.

We are confident that as the campaign continues to develop, we will align each partner's goals and measures and also develop common measures unique to the Campaign.

Currently, our main goals are as follows:

1. Ninety percent of Pinellas County children (involved in Early Learning Coalition programming) will be considered ready for school by 2020.
2. The number of Pinellas County School students absent 10% or more will be reduced by 20% by 2020.
3. The number of Pinellas County School students testing at a Level 1 (of 5) for reading comprehension will be reduced by 50%, from 18% to 9% of the student population.

ASSURANCE 3: STRATEGY (Integrated and Intertwined)

In order to achieve our goals, our Campaign strategies are as follows:

1. Leverage existing resources;
2. Conduct small pilot projects and expand those that are successful;
3. Bring existing projects to scale; and
4. Adapt promising practices and model programs from outside the community.

Information to encourage **school readiness parent engagement in their children's learning and is integrated** into the work of the Early Learning Coalition, which currently provides information about the free *Daily Vroom* app to parents who come to the *ELC* office to apply for child care scholarships and enroll their child in Voluntary Pre-Kindergarten (VPK). *Vroom* is a national initiative based on the principles outlined in the book *Mind in the Making*.^f *Vroom* provides a free and downloadable app that suggests to parents how to turn daily activities, such as bath time and mealtime, into brain-building moments for children. The app supports parents through such positive affirmations as, "you already have what it takes" and "you've got this!" ELC is finding that parents are excited about using *Vroom*, and feel very proud they understand the science of building their children's brains through eye contact, being present, touching, and being playful with their child. The fact that *Vroom* material and text messages are available in Spanish and Vietnamese is important for our community, given our County's diversity. ELC presented about *Vroom* to our

work group recently, and community service providers, including a domestic violence shelter and a Neighborhood Family Center, were excited about using it with their clients. JWB is considering expanding *Vroom* to other providers and will conduct a follow-up survey to the work group soon.

To further **promote parent and family engagement**, JWB community capacity-building and outreach staff provide brief, parent-friendly workshops at *Parent University* that promote good listening and communication skills (*True Colors*) and ways to strengthen family ties (*Protective Factors to Promote Well-Being*). The *Protective Factors* workshop is based on a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, [programs and communities in building five protective factors: parent resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and the social and emotional competence of children.²³ These workshops also are presented at PTA conferences and parent meetings held at Neighborhood Family Centers. To date, they have reached 159 parents.

PCS reading specialists and JWB communications staff are in the planning phase to develop *Everyday Parenting Tip Videos*, short videos that parents can use to encourage their children's learning. Videos will be produced on various topics, including the importance of education, daily reading, and having a good breakfast.

Our Campaign has made a number of **coordinated efforts to increase school attendance**. To spread the message about the importance of school attendance, JWB partnered with PCS in our **Kindergarten Counts initiative** to distribute over 6,000 (in 2015) and 7,000 (in 2016) coloring books and crayons, pledge flyers, and magnetic photo frames to Pinellas County kindergartners and their parents. JWB created a coloring book, *Every Day Counts in Kindergarten* that tells the story of how much children learn in just one week of school as a way of raising families' awareness about the importance of regular school attendance, beginning in kindergarten. The emphasis on kindergarten attendance was the result of a study on absenteeism funded by a grant from the Annie E. Casey Foundation.²¹ Parents received a pledge sheet with facts and tips that stress the importance of forming good attendance habits early—plus a magnetic photo frame to reinforce a positive attendance message. In kindergarten and early elementary schools, it is the caregiver that influences a child's attendance and helps form good attendance habits early. Part of our Campaign's *Kindergarten Counts* initiative is to offer easy-to-remember tips related to regular school attendance for caregivers such as knowing the attendance policy for their child's school and keeping a copy of it handy, setting a regular bed time and morning routine, having a back-up plan for getting their child to school if something comes up, and avoiding scheduling appointments or extended trips for their child when school is in session.

In August 2016 (when school started in Pinellas County) and continuing through September in recognition of **National Attendance Awareness Month**, the Campaign conducted an attendance awareness campaign called *Every Day Counts*, using *Attendance Works!* banners, posters, stickers, and coloring sheets. These materials were distributed in all elementary and secondary schools in the district, as well as preschools and after-school programs in the community. Our work included a marquee messaging campaign, with schools, community centers, churches and businesses posting common attendance messages such as *Every Day Counts*; *Attend Today, Achieve Tomorrow*; and, using Twitter, #SchoolEveryDay.

In addition, our Campaign wanted to get a message out to young students that being in school on time every day was important to their future success. JWB partnered with local rap artist Corey Thornton to write, record, and produce an original song that features a **positive school attendance message** plus tips to get to school on time every day. The song was debuted and performed at Pinellas Park Elementary School in September 2016.²² Stories about the event appeared in Tampa Bay newspaper and two local news stations.

The Campaign is looking forward to working even more closely with PCS on ways to continue the messaging throughout the school year, such as public recognition of, and incentives for, students with perfect attendance for the quarter. We anticipate conducting another attendance campaign next year. In addition, resources for the attendance initiative are available for all to use. They are posted on earlyreaderspinellas.net/resources, which is the Campaign's website that is maintained by JWB. The website includes printable posters saying *Attend Today, Achieve Tomorrow* in English and Spanish and an attendance awareness toolkit. The website also has information about school readiness, parent engagement, healthy readers, the importance of attendance, and how the achievement gap grows in the summer, as well as a separate tab that includes multiple tips for parents, including the link for downloading the *Daily Vroom* app.

Our focus on **developing healthy readers** includes weaving literacy components into the existing programs and activities in our community. FDOH-P is coordinating its provision of health care services with the Campaign by implementing *Read While You Wait (RWYW)* in its Women Infant Care (WIC) and public health clinics. *RWYW* is an adaptation of *Reach Out and Read*, a model program that began 25 years ago at Boston City Hospital (now Boston Medical Center). The idea for *RWYW* was inspired at a monthly work group meeting, when participants learned about *Reach Out and Read* and discussed an idea from the United Way about book kiosks. JWB will be providing the books for *RWYW*; however, under consideration in the future is requesting books from First Book. In partnership with the library system and the school system, which participates in the Summer Food Service Program, the Campaign is expanding *Summer Break Spots (SBS)*, a pilot intervention begun last summer. Children who visited the St. Petersburg library ate a nutritious hot lunch on the library's premises. On average, 25 children were served per day, but that number spiked as high as 70 children. The program provided lunch for 34 days. Our enthusiastic library and school partners are working together to plan an expansion of *SBS* to several other libraries in the County this summer, with a focus on parts of the community where children from low-income families live.

As noted previously, **Family Connection Navigators and mental health clinicians are located in eight Title I elementary schools to connect families with needed resources and to support children's school attendance.** The program was designed to focus on children whose school attendance is problematic. JWB, the two provider agencies who deliver the navigation and mental health services, and PCS are in the process of revising the referral process used in *Scale Up for Success* to focus on students missing more than 10% of school days a month. We are planning to coordinate more closely with the Child Study Team (CST) process at these schools.

In partnership with FDOH-P JWB funds **school-based health clinics in four high schools** that includes provision of mental health services. JWB, FDOH-P, PCS, and Pinellas County government are in the process of exploring a means to provide school health personnel in elementary schools. Absenteeism has decreased in the high schools with school-based clinics, and we believe providing health personnel in elementary schools will similarly improve school attendance.

The Campaign is supporting a number of efforts to **prevent summer learning loss**. PCS continues to provide and expand its **Summer Bridge program offering summer education at schools throughout the county**, and JWB continues to fund *Summer Bridge Wrap Services*, a partnership with PCS and OST providers. This program allows elementary students to attend school programming and aftercare during the summer. PCS and community partners have created a summer reading program to help prevent summer learning loss. The goals of the *Summer Reading Initiative* are to put books into the hands of its students, track their progress and provide incentives for increasing school and community engagement in reading for all K-12 students. PCS collects donations of new and gently used books donated at schools or a Barnes and Noble location, and then travels to *Summer Bridge* sites, where students have the opportunity to pick out books that interest them. PCS distributed 100,000 books this past year. In addition, the “**Book Bus**” made sixteen stops at local community locations, as part of the Campaign, reaching over 1,000 children in programs and neighborhoods of highest need across the county. PCS also has created a summer reading site to help students stay on top of their reading and log their summer reading time. Students have a chance to win weekly prizes (movie passes, sports tickets and tablets) for logging their reading time. PCS’s website includes a link to the *Pinellas County Library Consortium* calendar page for activities and ideas for summer reading, along with links for obtaining a library card (available in both English and Spanish).

PCS also has implemented **MyON online reading program** in 47 Title I schools beginning this year as one method to use **to help students gain reading proficiency**. *MyON* can personalize students’ reading list and provide them with choices from a wide variety of books, including book sets created by their teachers to support instructional goals. Students can log into *MyON* on any web-enabled device. Free mobile apps allow downloads of up to 20 titles at a time for offline reading. JWB is complementing this approach by funding the implementation of *MyON* in its funded OST programs and eight NFCs. OST and NFC sites serve children K-12, are open year-round, and provide additional opportunities for children to access books over the summer months.

ASSURANCE 4: CONNECTING FOR SYNERGY

Throughout this CSAP we have described the many ways we are working together as partners to support the school system’s work to improve its lowest performing schools. **In addition to the activities already mentioned, our Campaign is working with local school improvement, education reform, and family support efforts of the Pinellas County School District.**

Pinellas County’s Poorest Performing Schools

PCS is making a special effort to turn around eight elementary schools. Five of these schools (Campbell Park, Fairmount Park, Maximo, Melrose, and Lakewood) were formerly termed “low performing schools” and are now *Transformation Zone Schools (TZ)* (Pinellas County Schools, 2016b). PCS has also included three additional elementary schools—High Point, Sandy Lane, and Midtown Academy—as *TZ* schools. These schools are in state “turnaround” status. Turnaround schools receive the highest level of support in the school district, with enhancements to personnel (such as additional recruitment and retention bonuses), curriculum and instruction (an extended student day), leadership development (side-by-side coaching from the Director of School Leadership), discipline resources (monthly data reports to the district Transformation Team, restorative practices/alternatives to suspension), and family and community engagement (extensive training for schools on key strategies by Dr. Karen Mapp, a family engagement specialist from Harvard University, and additional staffing as needed (Pinellas County Schools, 2015b). JWB has

expanded its funding of Family Connection Navigators and mental health clinicians to these TZ schools beginning AY 2016-17. PCS conducts evaluates its TZ initiative, and JWB evaluates the provision of navigation and mental health services. The two entities confer throughout the school year to learn what is working

Promise Time Initiative

A number of community providers and partners participate in *Promise Time*, an extended learning program that is offered before and after school on school premises on regular school days, and full day services during teacher professional in-service days and winter and spring school breaks. Promise Time combines the *i-Ready* online curriculum with out-of-school time (OST) programming that includes enrichment or educational overlays that provide interactive and hands-on educational activities and small group tutoring. JWB supports *Promise Time* by funding the *i-Ready* online curriculum for reading and math in these schools, and also provides funding for OST programming. This initiative has grown from 37 Title I elementary schools (including all 20 priority schools) in AY 2014-15 to 44 schools in AY 2015-16. *i-Ready*, an online curriculum developed by Curriculum Associates, is a two-part product using a diagnostic assessment and online instruction that focuses on reading and math. The curriculum aligns with Florida Standards. The evaluation of *Promise Time* is a collaboration with the PCS Title I office. The results of *i-Ready* pre and post-tests are showing that children who participate in the full program are showing gains in reading and math.

Our Campaign will benefit from the ongoing efforts of the FDOH-P, and from the set of providers whose services have been outlined previously in this CSAP.

Working with the Statewide Campaign for Grade Level Reading

Our Campaign has been benefiting from participation in the *Florida Campaign for Grade Level Reading* (FL-GLR) group for over a year. We hosted a regional meeting this past year and have attended regional meetings convened by the FL-GLR. We have shared information about our campaigns and activities with them and in turn, have learned from our colleagues. We meet and exchange information regularly with United Way Suncoast. We also have informal contacts with professionals involved with efforts being done in Hillsborough, Manatee and Sarasota counties and as such learning about Mind in the Making curriculum. We also anticipate getting connected with the national network for grade level reading and getting technical assistance and more insight about what we can do better to have a greater impact, especially with respect to measuring various outcomes.

ASSURANCE 5: DATA

JWB is uniquely positioned to demonstrate outcomes for its funded programs. JWB-funded programs are required by contract to provide data to JWB about its budget and clients. Programs either upload data directly (using encryption technology), or use a software programs called GEMS (Grant Evaluation and Management Solution). This software enables social programs to track clients, services, and outcomes for self-evaluation and to share this data with JWB. Staff from JWB use GEMS to manage administrative and fiscal information about the programs, including attainment of contractual obligations, and to measure performance outcomes. In FY 2016-2017, JWB is funding 52 programs and expects that approximately 50,000 children and families will be served. Performance measures in GEMS relate to prevention of child abuse and neglect, school readiness, school success, and strengthening communities. We see each of these areas as relevant to the development of healthy young readers who live in a safe, caring home, are ready to learn when they enter school, and who continue to learn as they progress through grades K-3. We also believe

in the importance of place as a factor in children's success, hence, the performance of community-based programs is also relevant.

GEMS provides quantified information on the outcomes of clients in each program. FY 2014-15 data have been analyzed and from this, we can learn what the baseline looks like now for programs like HFP, HIPPY, NFCs, etc., e.g., number of children ages birth to 9 being served. And from there, we can see how new clients are doing and whether the existing performance is staying the same, increasing or decreasing.

JWB is fortunate to have formal data sharing agreements with Pinellas County Schools (PCS) and with the Early Learning Coalition. Both agreements are for a one-year period ending September 30, 2017. Agreements with each agency have been in place for the past several years, and JWB expects these agreements to be continued for the foreseeable future.

PCS provides JWB with students' data at the individual level. JWB staff match program participants with their school data to assess program outcomes for children who participate in JWB-funded services. School data files received from PCS include student name and demographics, student address, identification number, results of standardized testing, such as the Stanford Achievement Test (Grades 1-2) and Florida Standards Assessments (Grades 3 and higher), measures related to disciplinary action, and on-time promotion to the next grade. The current PCS-JWB agreement expires in 2017; it has been renewed since 2007, and we anticipate it will continue to be renewed. JWB also is fortunate to have a data sharing agreement with ELC to obtain school readiness data about children enrolled in JWB-funded QELI programs. The current agreement ends September 2016; again, it is expected this will be renewed.

As a partner, PCS has provided JWB with information at the school level for reading proficiency, as measured by the SAT (Grades 1 and 2) and the FSA (Grade 3) for the purposes of this Campaign. PCS also tracks the percentage of students missing 10% or more of school days per month. The Campaign will explore with PCS the possibility of including attendance data by school and sharing this information with the work group. It is possible that a formal data sharing agreement for the purposes of this Campaign will result from these discussions. Data on graduation rates (overall and by school, as well as by gender, race and ethnicity), as well as information on outcomes for English Language Learners are available from the Florida Department of Education website. JWB will explore with PCS the possibility of obtaining graduation data directly with the District to obtain these data more quickly than what is available from the state website. JWB has strict guidelines (included in the data sharing agreements) regarding confidentiality of the data and reporting of the data in aggregate only; in addition, JWB reviews data with PCS and ELC before reporting any information publicly.

We will explore with ELC its interest in sharing information about attendance for all children receiving scholarships for child care and for all VPK students. ELC also has data on the number of sites that are Gold Seal, as well as sites that participate in training to improve quality of child care. We will also explore ELC's interest in sharing school readiness data when the Florida legislature and Office of Early Learning have identified this measure.

ELC and PCS also have a data sharing agreement. All children in the shared ELC database have been issued a Pinellas County Schools Student ID number, which assists District staff to better project kindergarten enrollment each year, and which allows for effective tracking and monitoring

of student achievement as the children proceed through the school district.

ASSURANCE 6: SUCCESS AND SUSTAINABILITY

Early Readers, Future Leaders: The Pinellas Campaign for Grade Level Reading Work Group has been supporting and designing the work of this initiative for the two years. As the backbone for this work, JWB has mobilized leaders and staff from key organizations that have an enduring stake in the success and well-being of Pinellas County children and their families. This includes the Early Learning Coalition, Pinellas County School District, the Florida Department of Health-Pinellas County, grassroots organizations such as Concerned Organization for the Quality Education of Black Students and the Parent Support for Education Council, the Mayor’s office of the City of St. Petersburg, United Way Suncoast, the Pinellas Community Foundation, the Provost of St. Petersburg College-Midtown, the University of South Florida, the Clearwater Police Department, the Pinellas County Urban League and the Pinellas Public Library Consortium. Mr. David Archie, Executive Director of Citizens Alliance for Progress NFC, represents all Neighborhood Family Centers (NFCs) funded by JWB; Scott Goyer, Executive Director of YMCA of the Suncoast, represents all other JWB-funded organizations.

The Steering Committee of Early Readers, Future Leaders: The Pinellas Campaign for Grade Level Reading is composed of leaders in health, K-20 education, social services, early learning, library system, grassroots and faith-based community. A key venue for conversation and ongoing joint planning are the monthly meetings of *Early Readers, Future Leaders: The Pinellas Campaign for Grade Level Reading*. We have a work group of 30 providers who consistently attend and participate and bring their ideas, energy, creativity and heartfelt desire to improve children’s lives through literacy-based efforts. In addition, a number of ongoing meetings provide opportunities for rich cross-fertilization of ideas and action. These include quarterly meetings of the Administrative Forum, which takes place at JWB and is composed of key leaders of public and private health providers, organizations and institutions, service providers, program operators, and funders. It also includes quarterly meetings of several Learning Communities convened by JWB. These are composed of groups of providers that provide similar kinds of services and address issues such as home visiting, mentoring and tutoring, school support, mental health and substance use, etc. In addition, JWB Community Planning staff regularly attends a number of meetings throughout the County. JWB Community Councils, located in North, Mid-, and South County, have direct reach with a broad array of community-based organizations throughout the County, including Kiwanis, Lions, Urban League, and sororities and fraternities that are dedicated to public service. Members of each Community Council and members of our NFCs also have relationships with parents of young children, and are able to reach out to a number of parents who can provide frank feedback relevant to the Campaign, especially for Campaign activities being considered for family engagement purposes. We envision relying upon these informal contacts at first and then broadening Campaign membership to include family members.

The Campaign plans to include measurement as part of the ongoing work. This is needed in order to track progress, communicate that progress out, and learn from existing work in order to make improvements as we move forward.

PART THREE: OVERVIEW OF THE CSAP DEVELOPMENT PROCESS

How We Got Started

The process utilized to develop the CSAP consisted of internal backbone meetings at the start, small meetings with key PCS staff, expanding out to work group meetings with the provider community, and holding meetings regularly. We balanced getting attendance awareness efforts done with longer-term thinking we needed to do about what we want to achieve.

JWB has taken the responsibility for drafting this Community Solutions Action Plan. JWB leadership has discussed issues related to this initiative with key stakeholders and important constituencies, including school/district officials, civic organizations, parent-serving organizations, service providers, and funders.

Work Group, Collaborative Lab Planning, Forming the Steering Committee

Our Work Group began meeting in May 2015 and met roughly every two months through April 2016. Most of the early meetings were focused on learning about what each organization at the table did with respect to literacy, and what they were interested in doing in the future. The early meetings also focused on logistics and updates for events involving reading to children and getting books out to the community. Our kick-off breakfast with our steering committee took place on April 26, 2016. In May 2016 JWB convened a full day session at the St. Petersburg College Epicenter's Collaborative Lab. Beginning in September, our work group meetings have occurred monthly.

At the Collaborative Lab session, the work group reviewed the previously-distributed draft Community Solutions Action Plan and reviewed the major tenets of the Campaign. We also reviewed school data in the priority schools related to grade level reading proficiency. Reviewed the draft CSAP, Discussed issues contributing to the performance gap: one that was mentioned was insufficient parent engagement and the need for professionals in the work force to learn how to better relate to parents and families.

The value of working with grassroots organizations and local businesses was raised by a prominent pastor. He suggested that local businesses near schools (such as barber shops and hair braiding and nail salons) could be approached about the Campaign and enlisted as allies and participants. The idea was to have develop a small group of persons who would visit these local businesses, tell them about the Campaign and its focus on increasing school attendance and grade level reading, and see whether businesses were interested in getting involved. Their involvement could take the form of speaking to students who come in to their shops during the hours that school is open and engaging them in a conversation about school. It also could involve providing incentives to young customers who come in with their parent for a haircut and being encouraged to read while they wait, being encouraged to show their report card and receiving a discount or a free haircut if the child had a good report card. He suggested mapping resources (retail businesses, health organizations, religious establishments, etc.) within one half-mile of each of the priority schools. This project was recently completed and the information has been shared with one Transformation Zone principal, and we will be looking to share it and develop more activity around it as we move forward.

Steering Committee

A Kick-off Breakfast for the Campaign's Steering Committee took place on April 26, 2016. Guests invited to participate as members of the Campaign's Steering Committee included the Superintendent of Pinellas County Schools, elected officials representing the target areas where the

priority schools are located, key leaders of business, civic, public and philanthropic organizations, the public health department, community organizations and institutions, and parent-serving organizations. All invitees have received a copy of this draft Plan. JWB has asked members of the proposed Steering Committee to commit staff from their organizations as part of their agreement to serve as a Steering Committee member. We anticipate convening representatives from these organizations soon after the Kick-off to begin the more detailed process of planning and developing specific objectives. Leaders asked to participate and the organizations they represent appear in the Appendix. Invitations to the Kick-off also were extended to the Executive Directors of all agencies funded by JWB and to representatives of these and other organizations who have regularly attended Campaign Work Group meetings that have taken place in the past year.

Our second Steering Committee took place November 16, 2016, at which updates about the work in the community (attendance awareness campaigns, library lunch and literacy pilot, Fill the Bus, Read While You Wait) were given by Shana Rafalski, Executive Director of Elementary Education, Gail Ramsdell, Early Childhood Education Coordinator PCS, Donna Sicilian, Executive Director of Special Services, Paula Alexis, the head of Youth Services at St. Petersburg Library, MyON by Ms. Julie Cole, and Read While You Wait, by Dr. Ulyee Choe, Director, Florida Department of Health, Pinellas County. Ms. Rafalski also spoke about an upcoming Literacy Think Tank scheduled for November 19, 2016, the purpose of which is to develop out-of-the-box ideas for improving reading in children K-3. Ms. Cole reminded attendees that 75% of children's time is spent outside of school, and Dr. Michael Grego, PCS Superintendent, stressed that the school system cannot improve children's literacy without the strong support and involvement of the community. Dr. Grego further identified the goal of reducing the percentage of children who are not reading proficiently from 20% of school-age children to 10%, accomplishing this in the next 5 years, and having Pinellas County become the first county in the state that achieves this goal. He also spoke about the need to examine who in the community is serving one-year-olds, two-year-olds, etc., identify what providers are currently doing with each age group, and identify and implement ways to improve their work to lift up children's literacy. The Think Tank is a key step in this process. Clearly, momentum in Pinellas County is building.

Importance of Partners- Collective Impact

JWB views all of the above as partners and funders in this Campaign. We recognize that the time and commitment of those who have been and will be participating as in-kind contributions of these organizations. We also recognize that by modifying services and seeking to increase the number of low-income children who are reading proficiently, agencies will be devoting some portion of their organization's resources to this effort. We intend to quantify these contributions to this Campaign as we work together to further develop, implement, assess, and fine-tune our work.

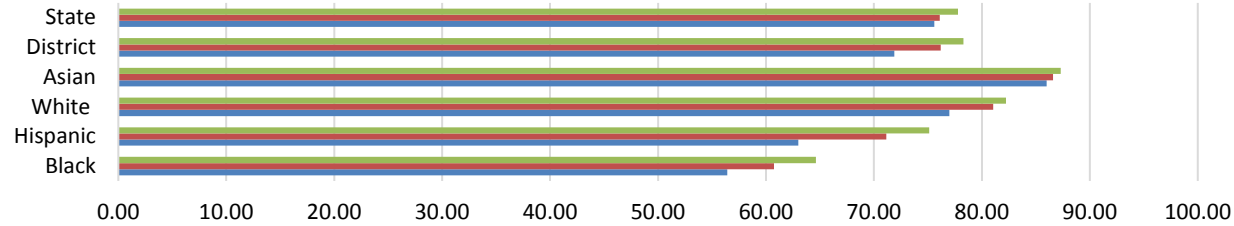
Examples of special success include having the library system involved from the very beginning, conducting a pilot project of having a Summer Break Spot at the St. Petersburg library—an initiative we are expanding this year, our attendance awareness campaign using Attendance Works! materials, and the production, performance, and dissemination of the rap song, *Every Day Counts*. **Particular challenges** include keeping abreast of promising practices in other communities, connecting the various initiatives into a more cohesive whole, and developing quantified goals and measurable objectives while also accomplishing visible 'wins' that provide the work group with a sense of momentum and sustain their engagement in the process.

APPENDIX

LIST OF ACRONYMS

AY	Academic Year
CSAP	Community Solutions Action Plan
FDOH-P	Florida Department of Health-Pinellas County
ELC	Early Learning Coalition
FSA	Florida Standards Assessment
GEMS	Grant Evaluation Management System
HFP	Healthy Families Pinellas
HIPPY	Home Instruction for Parents of Preschool Youngsters
ICAI	Intercultural Advocacy Institute
JWB	Juvenile Welfare Board of Pinellas County
LSF	Lutheran Services of Florida
NFC	Neighborhood Family Center
OST	Out-of-School-Time
PCLB	Pinellas County License Board
PCS	Pinellas County Schools
PSFEC	Pinellas Support for Education Council
PNFP	Pinellas Nurse Family Partnership
PPLC	Pinellas Public Library Cooperative
RWYW	Read While You Wait
SAT-10	Stanford Achievement Test, Tenth Edition
SBS	Summer Break Spots
SR	School Readiness
SSD	Student Services Department
TZ	Transformation Zone
UWS	United Way Suncoast
VPK	Voluntary Pre-Kindergarten

Figure 1. Federal Graduation Rates



	Black	Hispanic	White	Asian	District	State
2014-2015	64.62	75.11	82.22	87.29	78.30	77.80
2013-2014	60.73	71.15	81.04	86.60	76.20	76.10
2012-2013	56.42	63.00	77.00	86.00	71.89	75.60

2014-2015 2013-2014 2012-2013

Table 1. Percent of Students Graduating (Federal Graduation Rates) for Three Academic Years by Race, Ethnicity, and Gender

Academic Year

Race/Ethnicity	2012/2013		2013/2014		2014/2015	
	Males	Females	Males	Females	Males	Females
Black	48.85%	64.64%	55.26%	66.37%	61.00%	68.31%
Hispanic	56.63	68.48	67.12	75.29	68.26	81.46
White	71.38	82.11	76.58	85.67	78.22	86.22
Asian	79.25	93.88	87.82	85.45	82.51	92.40
Total District	71.89%		76.24%		78.30%	
Total State	75.60		76.10		77.80	

Agencies funded by the Juvenile Welfare Board of Pinellas County (FY 2016/2017)

211 Tampa Bay Cares, Inc. ARTZ
4 Life
Big Brothers Big Sisters of Tampa Bay
Boley Centers, Inc.
Boys and Girls Clubs of the Suncoast CASA
(Community Action Stops Abuse)
Central Florida Behavioral Health Network, Inc. Citizens
Alliance for Progress
City of Dunedin
City of Largo Recreation, Parks and Arts
City of St. Petersburg Parks and Recreation
Directions for Living
Early Learning Coalition of Pinellas County, Inc. Family
Center on Deafness
Family Resources, Inc.
Florida Department of Health – Pinellas County
Greater Ridgecrest Area Youth Development Initiative (GRAYDI) Gulf
Coast Jewish Family and Community Services
Gulf Coast Legal Services
High Point Community Pride
Intercultural Advocacy Institute
Lealman and Asian Neighborhood Family Center
Martin Luther King, Jr. Neighborhood Family Center
Operation PAR, Inc.
PACE Center for Girls, Pinellas
Personal Enrichment through Mental Health Services
Pinellas County Homeless Leadership Board
Preserve Vision Florida, Inc.
Public Defender’s Office
Providing and Recognizing Capabilities (PARC)
R’ Club Child Care, Inc. Religious
Community Services
Safety Harbor Neighborhood Family Center
Sanderlin Neighborhood Family Center
Seniors in Service of Tampa Bay, Inc.
Sixth Judicial Circuit Court
Society of St. Vincent de Paul South Pinellas, Inc.
St. Petersburg Free Clinic
Suncoast Center, Inc.
The Children’s Home, Inc.
United Methodist Cooperative Ministries/Suncoast, Inc., d/b/a UMCM Suncoast
University of South Florida
WorkNet Pinellas, Inc.
YMCA of the Suncoast
Youth Development Initiatives
Youth Development Foundation

Table 3. Florida Standards Assessment Scores in 20 Priority Elementary Schools

School Name	Grade	Number of Students	Mean Scale Score	2016 Level 3 or Above	2015 Level 3 or Above	Change in %3+	Percentage in Each Achievement Level				
							1	2	3	4	5
GRADE 03	03	220,663	301	54	53	1	22	24	27	19	9
GRADE 03	03	8,049	301	53	52	1	22	25	27	18	8
BEAR CREEK ELEMENTARY SCHOOL	03	54	292	35	55	-20	39	26	24	9	2
BELLEAIR ELEMENTARY SCHOOL	03	93	290	32	39	-7	38	30	25	8	0
BLANTON ELEMENTARY SCHOOL	03	85	300	56	52	4	19	25	36	15	5
CAMPBELL PARK ELEMENTARY SCHOOL	03	119	281	18	7	11	61	20	13	4	1
DUNEDIN ELEMENTARY SCHOOL	03	97	296	38	38	0	21	41	28	9	1
FAIRMOUNT PARK ELEMENTARY SCHOOL	03	92	286	24	19	5	50	26	17	7	0
GULFPORT MONTESSOURI ELEM.SCHOOL	03	119	295	44	34	10	34	23	23	18	3
HIGH POINT ELEMENTARY SCHOOL	03	117	293	34	30	4	29	37	25	7	3
LAKESWOOD ELEMENTARY SCHOOL	03	81	286	21	23	-2	47	32	14	6	1
LEALMAN AVENUE ELEMENTARY SCHOOL	03	74	289	27	30	-3	39	34	18	8	1
MARJORIE KINNAN RAWLINGS ELEM SCHOOL	03	115	293	38	41	-3	29	33	23	13	2
MAXIMO ELEMENTARY SCHOOL	03	64	290	27	16	11	34	39	17	8	2
MELROSE ELEMENTARY SCHOOL	03	62	285	24	14	10	48	27	23	2	0
NEW HEIGHTS ELEMENTARY SCHOOL	03	165	291	35	35	0	38	27	22	9	4
PINELLAS PARK ELEMENTARY SCHOOL	03	96	292	39	37	2	36	25	25	10	3
PONCE DE LEON ELEMENTARY SCHOOL	03	116	292	36	32	4	38	26	22	11	3
SANDY LANE ELEMENTARY SCHOOL	03	78	288	27	16	11	46	27	22	4	1
SEVENTY-FOURTH ST. ELEMENTARY SCHOOL	03	93	293	42	37	5	38	20	23	14	5
TARPON SPRINGS ELEMENTARY SCHOOL	03	108	293	37	46	-9	31	32	25	10	2
WOODLAWN ELEMENTARY SCHOOL	03	81	291	30	19	11	38	32	19	10	1

Table 2. Students Absent 21 or More Days by School for Academic Years 2012-13 through 2014-15

Elementary School	% absent 21+ days		
	2012-13	2013-14	2014-15
Bear Creek	6.4%	6.2%	5.9%
Belleair	7.5	8.1	8.1
Blanton	8.9	7.4	9.4
Campbell Park	7.9	10.0	11.9
Dunedin	5.6	6.1	7.2
Fairmount Park	12.1	11.6	11.2
Gulfport	7.4	8.8	8.6
High Point	7.1	6.2	8.6
Lakewood	8.1	8.5	7.5
Lealman Avenue	9.0	11.3	11.4
Marjorie Kinnan Rawlings	8.1	6.6	6.1
Maximo	6.1	6.3	5.8
Melrose	8.1	12.9	11.3
New Heights	8.6	8.6	9.5
Pinellas Park	9.7	8.8	11.9
Ponce DeLeon	6.8	6.7	6.8
Sandy Lane	9.6	7.6	10.1
Seventy-Fourth Street	12.7	11.7	13.0
Tarpon Springs	9.9	9.0	5.7
Woodlawn	6.4	10.9	8.5
Average percent	8.3	8.7	8.9

Grade-Level Reading Community Coalition Members - Pinellas Campaign for Grade Level Reading

Title	Name	Last Name	Job Title	Email	Phone #	Organization	Business Street	Business City	State	Zipcode	Notes/Role	First
			Sr. Director of Government and Public Affairs			Bright House Networks	700 Carillon Parkway, Suite #6	St. Petersburg	FL	33716		
Mr.	Brian	Aungst, Sr.										
The Honorable	George	Cretekos	Mayor			City of Clearwater	PO Box 4748	Clearwater	FL	33758		
The Honorable	Sandra	Bradbury	Mayor			City of Pinellas Park	PO Box 1100	Pinellas Park	FL	33780		
The Honorable	Rick	Kriseman	Mayor			City of St. Petersburg	PO Box 2842	St. Petersburg	FL	33731		
The Honorable	David O.	Archie	Mayor			City of Tarpon Springs	324 East Pine Street	Tarpon Springs	FL	34689		
Ms.	Carol	Hague	President and CEO			Clearwater Regional Area Chamber of Commerce	600 Cleveland St., Ste. 200	Clearwater	FL	33755		
Ms.	Marlene	Spalten	President and CEO			Community Foundation of Tampa Bay	550 North Reo Street, Ste. 301	Tampa	FL	33609		
Dr.	Ricardo	Davis	President			Concerned Organization for Quality Education for Black Students, Inc.	P.O. Box 35311	St. Petersburg	FL	33705		
Ms.	Lindsay	Carson	Chief Executive Officer			Early Learning Coalition of Pinellas County	5735 Rio Vista Drive	Clearwater	FL	33760		
Dr.	Ulyee	Choe	Director			Florida Department of Health- Pinellas County	205 Dr. M L K Jr Blvd N	St. Petersburg	FL	33701		
Dr.	Marcie	Biddleman	Executive Director			Juvenile Welfare Board	14155 58th Street North	Clearwater	FL	33760		
Pastor	Harold	Paxton, Jr.	Chair			JWB Mid-County Community Council	5800 58th Street North	St. Petersburg	FL	33709		
Pastor	Martin	Rainey	President			Parent Support for Education Council, Inc.	3901 39th Street South	St. Petersburg	FL	33711		
Ms.	Julie	Scales	Executive Director			Pinellas Community Foundation	5200 E Bay Drive	Clearwater	FL	33764		
The Honorable	Karen	Seel	Commissioner, Distr. 5			Pinellas County Commission	315 Court Street, Room 501	Clearwater	FL	33756		
Ms.	Jessica	Summers	President			Pinellas County Council of Parent Teacher Associations	12090 Starkey Road	Largo	FL	33773		
Dr.	Michael	Grego	Superintendent			Pinellas County School Board	301 Fourth Street Southwest	Largo	FL	33770		
Mr.	Watson	Haynes	President			Pinellas County Urban League	333 31st Street North	St. Petersburg	FL	33713		
Mr.	Terry	Boehm	President			Pinellas Education Foundation	12090 Starkey Road	Largo	FL	33773		
Mr.	Michael	Whitaker	President			Pinellas Park Chamber of Commerce	5851 Park Blvd. N.	Pinellas Park	FL	33781		
Ms.	Cheryl	Morales	Executive Director			Pinellas Public Library Cooperative	1330 Cleveland Street	Clearwater	FL	33755		
Mr.	Chris	Steinocher	President and CEO			St. Petersburg Area Chamber of Commerce	100 2nd Ave. N. - Suite 150	St. Petersburg	FL	33701		
Dr.	Kevin	Gordon	Provost, SPC Midtown Campus			St. Petersburg College	P.O. Box 13489	St. Petersburg	FL	33733		
Ms.	Suzanne	Luecke	Senior Director, Community Relations			Tampa Bay Rays	One Tropicana Field	St. Petersburg	FL	33705		
Ms.	Suzanne	McCormick	President and CEO			United Way Suncoast	5201 W. Kennedy Blvd., Ste. 600	Tampa	FL	33609		
Dr.	James	McHale	Director			USF Family Study Center	140 7th Avenue S, DAV 121A	St. Petersburg	FL	33701		
Mr.	Scott	Goyer	President/CEO			YMCA of the Suncoast	2469 Enterprise Road	Clearwater	FL	33763		

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