Implementation Manual

Youth Development Programs

Fall 2023

THE CHILDREN'S TRUST

NURTURING GREATNESS

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Youth Development Theory of Change

We believe that IF we…

- Provide safe and enriching, high-quality after-school and summer programming
- That meets the age-appropriate needs of children and youth from K through 12th grades
- And supports academic, health, and social and emotional wellness (SEW)…

Then, children and youth will succeed academically and minimize involvement in risky behaviors.

Using this Manual

This Initiative Manual serves as a guide for all contracted providers implementing Youth Development (YD) Programs. It conveys the current initiative design and framework, staffing and service delivery expectations, continuous learning and quality improvement (CLQI) processes and data collection requirements to be followed within YD. The Manual aims to ensure fidelity and consistency with the YD initiative and standard practices across the various funded agencies. In line with our CLQI framework, this Manual will be reviewed and updated regularly to incorporate lessons learned through ongoing review of data collected through program implementation and provider feedback.

The Manual is organized into eight (8) key components. These components are in alignment with The Trust's program performance metrics.

Safety, Admin, Fiscal Performance	Fiscal Health	Service Delivery	Program Participation
Staffing	Population Focus	Particpant Outcomes	Data Quality

Safety, Administrative & Fiscal Performance

Safety, Administrative and Fiscal Performance items must be incorporated into the organization's operations and processes. It is critical to review the core contract to maintain compliance with all Trust requirements and expectations. The core contract will provide additional details from what is listed in this Manual.

Safety Performance

Incident Reporting

Organization must have a policy on incident reporting that is in line with The Trust's Incident Reporting Policy and Procedure. Programs must follow the timeframes set in the core contract and follow the reporting guidelines. Guide on how to upload an incident report can be found here.

Background Checks

All employees, volunteers and subcontracted personnel in direct contact with children must complete a background screening and be cleared prior to starting employment. Staff working without a background check must be removed from the site immediately and must be background checked within five (5) days and prior to returning to work (refer to the core contract).

> Programs serving K-5 children may only utilize the DCF Clearinghouse and Live Scan for background screening and must follow the process outlined by the Office of Child Care Regulation. (No other clearances are acceptable. For example: Letters/ID badges from M-DCPS are no longer valid for after-school and these employees must be screened using the Clearinghouse).
>
> For all other populations, each file must contain one of the following:

- Volunteer and Employee Criminal History System Attachment E-1
- Affidavit for Level 2 Background Screening from the Florida Department of Law Enforcement
- Miami-Dade County Public Schools ID Badge
- Department of Children and Families (DCF) clearance letter
- Department of Juvenile Justice (DJJ) clearance letter

Administrative Performance

Marketing and Publicity

- Organization prominently displays most current The Children's Trust program sign decal - decal must be placed on the main entry door, front window of its Trust-funded site locations or where services are provided.
- Organization displays current The Children's Trust logo on their website or web page.

Program Roles and Contact Information

Organization must have the following program roles assigned with most up-to-date contact information in Trust Central:

- Official Correspondence Contact
- Program Primary Contact
- Parent Contact, if applicable
- Program Secondary Contact, if applicable
- Finance Contact

Guidance on how to assign contact roles can be found here. For special roles, such as CEO, follow the Adding Special Roles guide.

Data Security

Each organization must have a policy on data security that is in line with the expectations laid out in the contract with The Trust.

Data security policy must be provided to Program Manager and should include information on how data and confidentiality are handled by the organization and acknowledged by staff.

Transportation

Organization must have all requirements in place prior to transporting children.

Miami-Dade County Public Schools (M-DCPS) requires an active affiliating agreement or facility use agreement to provide after-school or summer camp services at an M-DCPS site.

Department of Children and Families (DCF) child care license is required by all programs serving children in kindergarten through fifth grade. DCF license exemptions are accepted with proper documentation (How to Apply for a DCF License).

Fiscal Performance

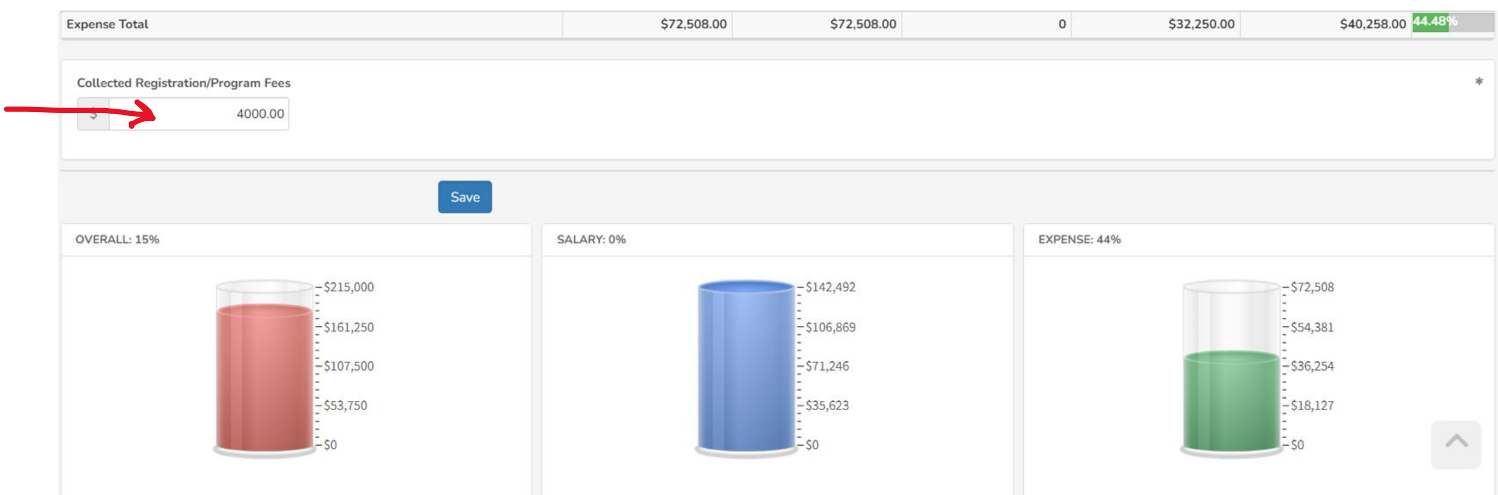
Insurance Requirements

- The provider's insurance agent will submit insurance certificates via email to insurance@thechildrenstrust.org.
- Providers must have updated insurance certificates throughout their contract period.
- Should the provider insurance certificates expire, payments will be held until updated documents are received.
- All required coverages may be afforded via commercial insurance, self-insurance, a carrier or some combination thereof.
- The Children's Trust must be listed as the certificate holder and needs to be added as "additional insured" with respect to Auto and General Liability.

Parent Fees Collection

[YD Parent Fee Collection Guide]

- Expectations
    - Annual amount expected to be collected in parent fees should be reflected in the Program Funders of the program budget as match funding
    - Actual amount collected in parent fees each month will be reported in the reimbursement the following month
    - Parent fees include registration fees and weekly/monthly fees
- Process
    - Each year during the development of the program budget, agency will add the annual amount expected to be collected in parent fees to the Program Funders section of the budget
    - Each month when submitting a reimbursement, the Program Fees Collected field is required. If the program does not collect fees, enter $0.



Financial Audit

- Annual Audited Financial Statement and Program Specific Audit must be submitted with audited financial statements within 180 days of the organization's fiscal year end to insurance@thechildrenstrust.org.
- Audit extension requests should be submitted in writing via the email address audits@thechildrenstrust.org.
    - Requests should include anticipated completion date.
    - Extension requests should not exceed sixty (60) calendar days after the initial due date.
    - Provider's CPA must submit the request or must be copied on the request.
    - Approval of extension requests will be granted by the Finance Director.

- Approvals will be given in writing by responding to the original extension request email.

Invoicing

- Fiscal Reimbursement Guide
- How to Create a Reimbursement
- How to Edit Reimbursements

Indirect cost (first invoice) - The first invoice will be for the full amount of indirect costs allocated to the contract. The period selected is 8/15/XX-8/31/XX. An error message will pop up, but the reimbursement may still be submitted.

Program Participation

Program Participation requirements and expectations are defined within the Youth Development Request for Proposal (RFP). Program Participation includes Service Utilization and Engagement.

The metrics tool is in the process of being updated, however, the items related to Program Participation are detailed below.

Youth Development programs now have access to a dashboard and metrics grids to view data and analyze data. The Dashboard Guide is included in this Manual.

YD Dashboard, Data & Metrics Training and Resources

1. YD Dashboard & Metrics Part 1- Understanding Contract Expectations : Click here to view
2. YD Dashboard & Metrics Part 2- Understanding Key Metrics: Click here to view
3. YD Metrics Grids Overview: Click here to view
4. YD Dashboard Guidance with videos- See page 31 Youth Development Dashboard Guide

Item	Calculation
Service Utilization Average Percentage of Contracted Slots Filled Daily	$\frac{\text{Avg \# slots consumed per program day}}{\text{\# Contracted slots}}$
Engagement Consistency of Participant Attendance	$\frac{\text{Sum of \# days attended}}{\text{Sum of \# days expected}}$
Inclusion.1A Actual Percentages of Children with Disabilities is in line with Contracted Expectations	$\frac{\text{Actual \% of CWD enrolled}}{\text{Contracted \% of CWD to be served}}$
Inclusion.1B Average Percentage of Slots Filled Daily by Children with Disabilities	$\frac{\text{Avg \# slots consumed by CWD}}{\text{Avg \# slots consumed by all participants.}}$

Population Focus

The Children's Trust Youth Development initiative provides high-quality youth development programming during the school year and summer for children and youth in kindergarten through 12th grade, as well as young adults involved in the child welfare or juvenile justice systems and/or living with disabilities.

The populations to be served are defined as:

- ES: Elementary School; Kindergarten – Fifth grade
- MS: Middle School; Sixth grade – Eight grade
- HS: High School; Ninth grade – 12th grade
- FC: Foster Care; those participants in or transitioning from the foster care system
- SIY: System Involved Youth

All programs must include children and youth with disabilities, accommodating their needs so that they may fully participate in all program activities CWD expectations are included in the sites table in the scope of work within the contract.

Definition of a Child or Youth with a Disability

The Children's Trust Board of Directors defines children with disabilities as: Children who currently have a physical, emotional, developmental, behavioral, or chronic medical condition or delay. These children experience impairment in their sensory, cognitive, motor, emotional, or behavioral functioning, which requires support, ongoing intervention, or accommodation provided by others to participate in an age-appropriate fashion in education, social activity, or physical activity in an appropriate environment.

Service Timeframe Site Level, Grade Level and Expectations for Inclusion of CWD

Service Timeframe

The CWD requirement must be maintained per service timeframe. This means one of the following:

- If you offer programming during the school year only, you must serve a minimum of 15% CWD or contracted percent at each service site for each population.
- If you offer programming during the summer only, you must serve a minimum of 15% CWD or contracted percent at each service site for each population.
- If you offer programming during the school year and summer timeframes, you must serve a minimum of 15% CWD or contracted percent during the school year AND the summer at each service site for each population.

Site Level

Each service site must maintain a minimum of 15% CWD* or contracted percent. This means that if you host programming at multiple sites, each site must serve a minimum of 15% CWD or contracted percent.

Exceeding the 15% CWD requirement at one site does not exempt providers from serving 15% CWD at another site.

D*It is important to note that many sites are required to serve over 15% CWD. Each site is required to serve the contracted amount of CWD included in the site table.

<u>Does Not Meet Trust Requirements</u>

- Site A: 20% CWD
- Site B: 12% CWD

<u>Does Meet Trust Requirements</u>

Site A: 20% CWD
Site B: 20% CWD

Grade Level:

Each population served must serve the contracted percent. This means that if you serve multiple populations.

How will I know if a program participant is a child or youth with a disability?

The Participants Demographics Form is intended to assist providers in collecting meaningful information about program participants. It contains a series of questions relating to this population which will signal to a provider that the participant is a child or youth with a disability. This includes information about a child's primary method of communication, as well as specialized supports and services the child is receiving and/or needs to participate in the program fully and meaningfully. This information is reported in Trust Central in the Participants module along with other demographic information.

What, if any, help does your child/youth receive at this time? (Mark all that apply)

☐ Behavioral therapy or services
☐ Counseling for emotional concerns
☐ Daily medication (not including vitamins)
☐ Occupational therapy (OT)
☐ Physical therapy (PT)
☐ Special education services in school
☐ Speech/language therapy
☐ None of the above

What conditions does your child/youth have that are expected to last for a year or more? (Mark all that apply)

☐ Autism spectrum disorder
☐ Developmental delay (only if under age 5)
☐ Intellectual/developmental disability (over age 5)
☐ Hearing impairment or deaf
☐ Learning disability (school age)
☐ Medical condition or illness
☐ Physical disability or impairment
☐ Problems with aggression or temper
☐ Problems with attention and hyperactivity (ADHD)
☐ Problems with depression or anxiety
☐ Speech or language condition
☐ Visual impairment or blind
☐ Other condition lasting one year or more (please specify): ______
☐ No condition lasting one year or more

If you marked "No condition lasting one year or more" on the previous question, please skip the next two questions and sign below. If you marked any other answer on the question above, please answer the remaining questions and sign below.

Do any of the conditions noted make it harder for your child/youth to do things that others of the same age can do?
☐ Yes ☐ No

To support your child/youth's successful participation in this program, in what areas might they need extra assistance?

☐ No specific help needed
☐ Holding a crayon/pencil, writing, using scissors or other fine motor tasks
☐ Sports or physical activities like running or other gross motor tasks
☐ Managing feelings and behavior
☐ Academic, learning or reading activities
☐ Adapting activities to consider a visual or hearing impairment
☐ Using assistive device(s) like a wheelchair, crutches, brace, or walker
☐ Personal services like help with feeding, toileting, or changing clothes
☐ Other ______

SIY Providers

To better understand and represent our system-involved youth participants, we have created additional fields specifically for the Youth Development SIY contracts. Additional details on how to enter demographics for SIY participants can be found in the Demographics Data Entry_SIY Participants guide.

Staffing

Program staff play an important role in program implementation and overall success of the program.

General Requirements

There are staff requirements all Youth Development staff should meet per the Youth Development RFP.

- Staff must meet the position's minimum qualifications identified in the Staffing section of the contract scope. Qualifications are based on the position category, not the individual filling the position, therefore your staff may have additional qualifications.

- Direct service staff (i.e. facilitators, tutors, instructors) that are not certified teachers must be categorized as "Direct Service Staff - K-12/SIY" in the staffing table.

- Staff must take any required training/certification if using an Evidence-Based Practice (EBP).

  The table below lists other general requirements with links to access additional details.

Requirement	Description	Link(s) to additional details
Background Screenings	All staff having contact with participants must have a background screening before being around participants. Director and direct care staff for K-5 programs must meet the State of Florida Department of Children and Families, Office of Child Care Regulation and Background Screening. License-exempt entities are strongly encouraged to pursue child care licensing as an indicator of program quality.	Licensure training requirements
DCF Requirements	Providers that offer grades K-5 services must adhere to DCF staff requirements. This includes, but not limited to, service hours, director's credentials, and certain trainings.	How to Apply for a DCF License
DLI Requirements	Programs offering grade K-5 services must have a qualified and trained instructor with a background in reading instruction to provide Differentiated Literacy Instruction (DLI).	View qualifying credentials listed in the RFP
	DLI instructional staff must also participate in all Trust Academy support related to DLI.	To access Trust Academy supports visit Trust Central https://collabornation.net/my-courses

System-Involved Youth (SIY) Providers

SIY providers must employ staff who are qualified and experienced with serving this population. Staff must have effective communication skills, verbal and listening skills, sensitivity and understanding, and patience and calm in stressful situations. Youth also benefit from staff who have been in similar situations previously and come through successfully.

Trust Academy Quality Supports

Although the contract scope identifies the minimum staff qualifications, The Trust expects providers to evaluate their programs on a regular basis, identify any areas of needs or support, and work with their staff in selecting appropriate trainings and/or support. Trust Academy Quality Supports (TAQS) provides training, coaching, peer learning and other support to Trust-funded providers. A brief description of Youth Development partners and link to additional resources is available below. Contact information along with the current catalog are available on the Training page of The Children's Trust website.

Trust Academy

Trust Academy Partner	Supports
Nova Southeastern Project RISE	Varying supports to Youth Development (YD) providers serving both K-5 , 6-8 & 9-12 grade level in the areas of academic support, fitness, behavior management, youth development, social emotional learning, and learning environment.
SKILLBUILD POWERED BY BREAKTHROUGHMIAMI	Trainings and courses for Youth Development providers 6-12
Reading Explorers	Literacy/DLI Coaching for Youth Development providers K-5
The Pontis Group	Program Management Leadership Academy and selected providers for Capacity Building
ADVOCACY NETWORK ON DISABILITIES	Ensures providers have the materials, training, skills and support needed to facilitate a positive, nurturing and developmentally appropriate programs that welcome ALL children.
eliminating racism empowering women ywca South Florida 100 YEARS forward	Social Emotional Wellness/Racial Equity Diversity and Inclusion (SEW/REDI)

Access Trust Academy Learning Management System

All courses and trainings are available for Trust-funded staff through the Trust Academy Learning Management System (LMS). Once the agency administrator adds the staff in Trust Central (instructions on how-to here), staff will have access to register for trainings, peer learning communities, courses, and enter coaching hours.

- Supervisors must ensure all staff profiles are kept up to date in the Trust Academy LMS.
- It is recommended that supervisor/administrative staff also complete the same trainings as their direct service staff to ensure support and alignment when needed.

Staffing and Supervision

As stated in the Youth Development solicitation, regular performance evaluations and feedback should be part of staff supervision. Programs must also ensure staff wellbeing, both physical and mental health, and include racial equity, diversity and inclusion (REDI).

Professional Services and Subcontractor Staff

Due to the new Youth Development framework, providers are encouraged to incorporate some professional services specialists in their plan, since regular program staff will not likely have the required depth of expertise in all proposed enrichment areas.

Some things to keep in mind:

- Contracted Children's Trust providers are responsible for subcontractors and professional services and must ensure proper program implementation.

- When using external support staff, internal staff should still actively support and participate in the enrichment activities led by the external staff.

- If the external staff is solely responsible for providing instruction for a certain amount of time, they should not be considered in ratio.

- All professional services and subcontracted staff must have the required level 2 in place and available for review.

Service Delivery

All after-school programs and summer camps must use an intentional, age-appropriate design for high-quality, engaging activities, schedule and hours of services.

The requirements of service delivery for youth development programs are stated within the YD RFP and specific to each program in the scope of service of the contract. The Trust will use the RFP and contract to gauge program performance and engage in continuous quality improvement.

All Youth Development programs must ensure they understand their scope of work and the alignment of the programming with the RFP.

Operation Expectations

Refer to the “Sites” section in the Scope of Services. Start / End dates and times are included in your contract. Additional information can be found on page 15 of the RFP. Operation expectations may vary by grade group.

Program operations including frequency and duration are tied to attendance and service utilization expectations of the contract.

Service sites are contracted locations and have been approved by The Trust at the beginning of the funding cycle. The Trust analyzes and approves site locations for service delivery based on a variety of factors. Any changes in service delivery locations (sites) must be approved by The Trust. If any changes are anticipated, it is important to discuss them with your program manager prior to moving to a new site. All Trust visits and program observations are scheduled based on contracted sites. Changes without pre-approval may have an impact on observations. Approved site changes will require a site revision to ensure it is included in the contract and proper data collection can take place.

K-5 sites must have appropriate DCF license and M-DCPS sites must have approved affiliated agreements.

Ratios and Group Size

All programs are expected to adhere to the developmentally appropriate maximum ratios of children and youth to staff to ensure program quality. Ratios have been set by The Trust by grade-level grouping. Additionally, minimum group sizes are set to maximize economies of scale. Contracted sites all have the minimum group size. In the event a program must make site changes, the minimum group size is expected to be met.

All staffing plans must be in alignment with ratio expectations including professional services program delivery. Direct service staff assigned to the participants' supervision must be aligned with the contracted staff/child ratios in the staffing table in the scope of services.

Grade Levels	MAXIMUM Child-to-Staff Ratio	MINIMUM Group Size per Site

ES: Elementary (K-5)	15-to-1	30
MS: Middle (6-8)	20-to-1	20
HS: High (9-12)	20-to-1	20

Activities

All contracted activities include frequency, duration, approach to implementation expectations and are indicated in the scope of services. Activities should be sequenced, aligned with program goals, and taught by trained, dedicated instructors who work effectively with children and youth.

The RFP includes expectations on activities. The below are highlights, however, all providers must be familiar with all expectations set in their scope of work and RFP.

- The schedule of activities must include structured or planned programming for at least 75 percent of operational hours.

- All activities must be fully inclusive of children and youth with disabilities and adapted to the appropriate developmental and functional levels for the participants served.

- Youth Development programs should be intentionally designed to emphasize in-person engagement, positive interactions and relationship-building. At times, technology and electronic media tools may be useful elements to support learning and enrichment activities but should be used sparingly and only in direct relation to the proposed program activities.

- Approaches to learning must incorporate a balance of about half traditional instructional and half experiential learning methods.

- Required program activities expectations can be found on page 31 & 32 of the RFP and in your scope of work. These include:

    - 2-4 enrichment activities per participant per time frame (summer and school year)
    - Academic Supports
    - Differentiated Literacy Instruction (DLI), K-5 only
    - High School Completion Supports, 9-12 only
    - Healthy Beverages and Foods
    - Family Engagement and Connections

Subcontractors and Professional Service partners must meet expectations and requirements set in the RFP and contract. The lead agency must ensure these are met.

Program Observations & Site Visits

Program managers and Trust staff will visit program sites on an ongoing basis. During observations, program managers will observe activities including if the activities observed aligns with the overall description, approaches to implementation, frequency, and intensity proposed in the scope of services, staff-participant interactions, overall environment and materials.

Program managers may request schedules to ensure it aligns with the activities' frequency and intensity in the scope of services.

Program visits support continuous quality improvement efforts and conversations. During these visits The Trust gains an understanding of the program and participants as well as identify areas of strength and/or growth.

Trust program managers are encouraged to visit programs during programming hours outside of the formal metrics visits to engage with program staff and become familiar with the services provided.

Content Area Team (CAT) Observations

The Trust will conduct formal observations of programs using the Weikart Center for Youth Program Quality's Social and Emotional Learning Program Quality Assessment (SEL PQA). The tool observes program interactions within the following domains.

- Safe spaces that create positive emotional climates
- Supportive environments where staff support school-aged children through encouragement and opportunities for managing emotions
- Interactive environments where staff foster teamwork, responsibility and leadership among school-aged children
- Engaging environments that provide opportunities for school-aged children to experience belonging

These observations will be conducted by internal (Trust Staff) and External (individual external observers) in quarter 2 and 3 of the contract year. Guidance is provided by The Trust on logistics and coordination of these observations, and it is critical providers provide the information requested. More information will be provided around CAT observations for year 1 of the funding cycle.

Link to the SEL-PQA tool: https://form.jotform.com/Weikart/sel-pqa-download . You will need to fill out the required items to access the downloadable form.

CQI and Service Delivery

The program should have a systematic way of using collected input (such as Parent and Youth Questionnaires) from program participants and using this feedback in a systematic way to improve programming.

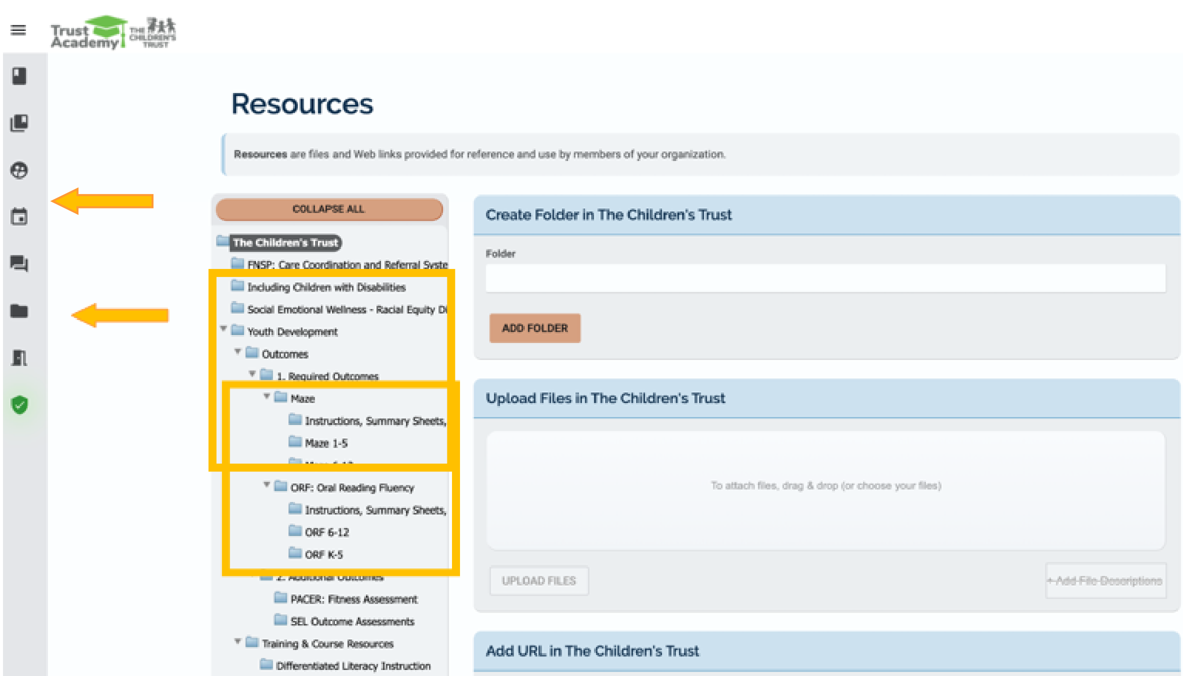
Additionally, program administrators/management embed a strong supervision plan including self-assessments and observations of programming to ensure high-quality services are being delivered and in alignment with the contracted expectations.

Participant Outcomes

Required outcomes were entered into the contracts when the contracting period for the cycle began.

ORF and MAZE

- For K-5 participants, the outcome is linked to the differentiated literacy instruction activity. Participants are set to make improvements in their literacy based on their results from the ORF and MAZE assessments. This can be found in your scope of services within the contract.
- Timing Details for this outcome are as follows:
  - School Year:
    - ALL K-5 Pre-test: Within first 30 days of first attendance
    - ALL K-5 Mid-test: Between 12/1-1/15 (DLI K-5 ONLY)
    - Post-test: Between 5/1-end of school year.
  - Summer:
    - ALL K-5 Pre-test: Within first 10 days of first attendance
    - DLI K-5 ONLY Post-test: Within last 10 days of the program.
- All DLI related resources can be found within the Trust Academy LMS module within Trust Central. These resources include:
  - Participant Forms
  - Scoring Forms
  - Assessment Instructions
  - Assessment Instructions for “Can’t Do, Won’t Do”
  - Reading Intervention Planning Sheet
  - Benchmarks for ORF and MAZE
  - Summary Sheets
  - Literacy Intervention Decision-Making Guide
- For assessing participants with disabilities please review this document. https://thechildrenstrust.box.com/s/b6rvpi6fh57p9zzylxhtl8ua3lyt4jjb



Parent and Youth Questionnaire

- For all program participants and their parents, a satisfaction questionnaire must be completed. This will allow for The Children's Trust to evaluate program satisfaction and program impact on the youth and parents.
- Timing Details for this outcome are as follows:
  - School Year: Mid-year between 12/1-1/15, Post-test between 5/1-end of school year
  - Summer: Post-test within the last 10 days/2 weeks of the program

Postsecondary Supports

- Job Retention: Enter whether each youth was placed in a job, internship, or apprenticeship. If yes, follow up with the participant to see if retention in this role was for 3 months or longer. If not, select that the role was not intended to last 3 months or longer.
  - Timing Details:
    - School Year: Post-test: Between 5/1 and the end of the year
    - Summer: Post-test: Must occur during the final 14 days of the program.
- College Readiness: Capture the number of postsecondary or college applications that youth completed, at mid timeframe. During post timeframe, capture how many of those applications resulted in an acceptance.
  - Timing Details: Mid-test: Between 12/1-1/15, Post-test: Between 5/1-end of school year.

Additional Outcomes:

- Additional outcomes were negotiated during the contracting period and are evaluated based on the percentage determined appropriate for the tool. Timing was determined based on tool needs but follow a similar pattern to the tools above.
- Entering In Trust Central- Ensure that the correct "enrichment activity" response is selected for each child in their demographics form. This field will allow for the correct population of the outcomes for the correct subset of participants.

Data Quality & Collection

Data Collection Live Training Sessions were hosted by TCT in August 2023, and links to this recording can be found on our [website.]()

Data Entry Instructions and Expectations

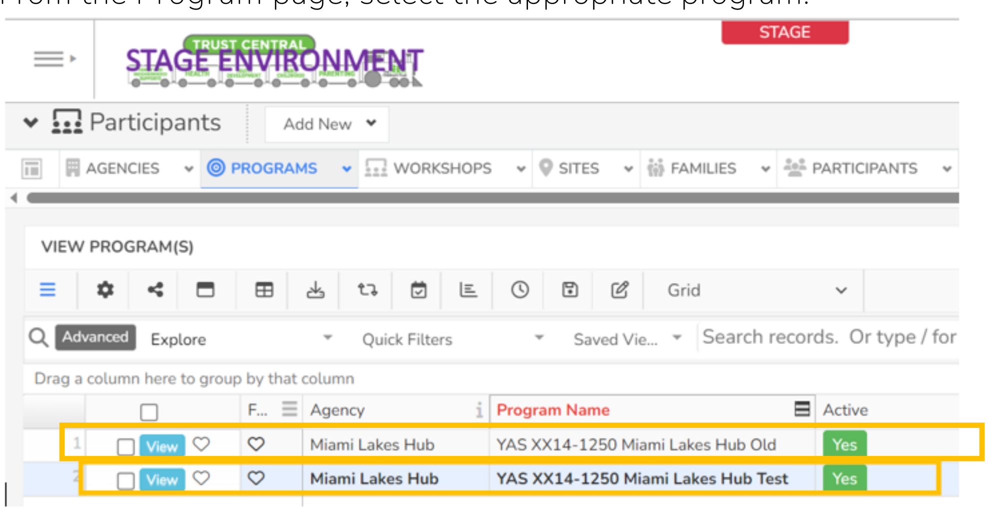
Creating Groups

This allows the provider to create groups that permit and facilitate Attendance entry. This feature is used in Trust Central to:

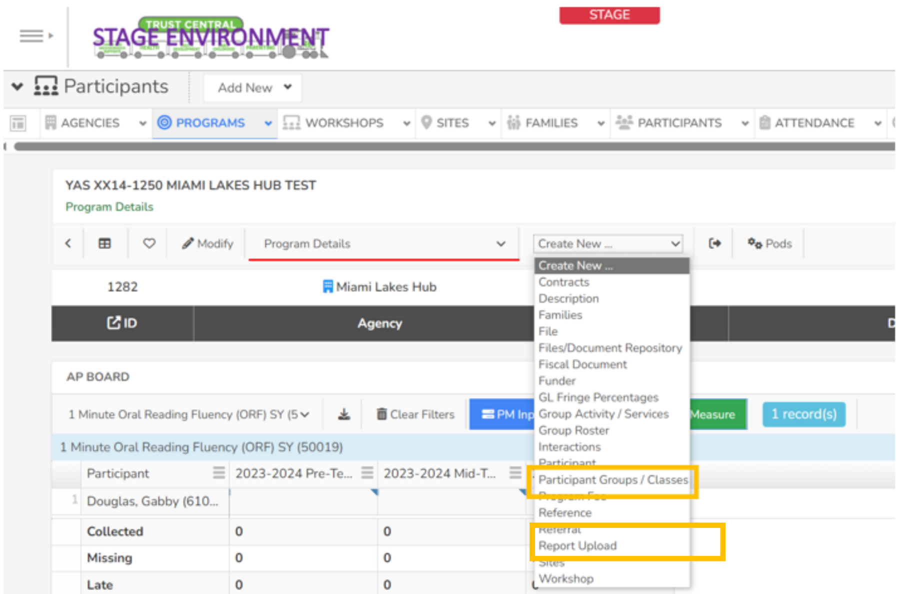
- Expedite the attendance entry of multiple participants
- Track attendance and enrollment based on desired participant groups, which are to be established by every agency prior to entering attendance
- Facilitate the selection and correction of any attendance entry errors
- Should be at least one group PER SITE

Key Term	Definition	Example
Participant Group	• Grouping of participants is required for attendance entry. • Groups should be created for each site, minimum one group per site. • Groups must be created for each timeframe School year & Summer	• Clients may be grouped by Classroom, Site Location, etc. It should be according to the agency's preference. • Some programs, particularly Youth Development, should designate School year vs. Summer groups, and include the contract year in the group name.

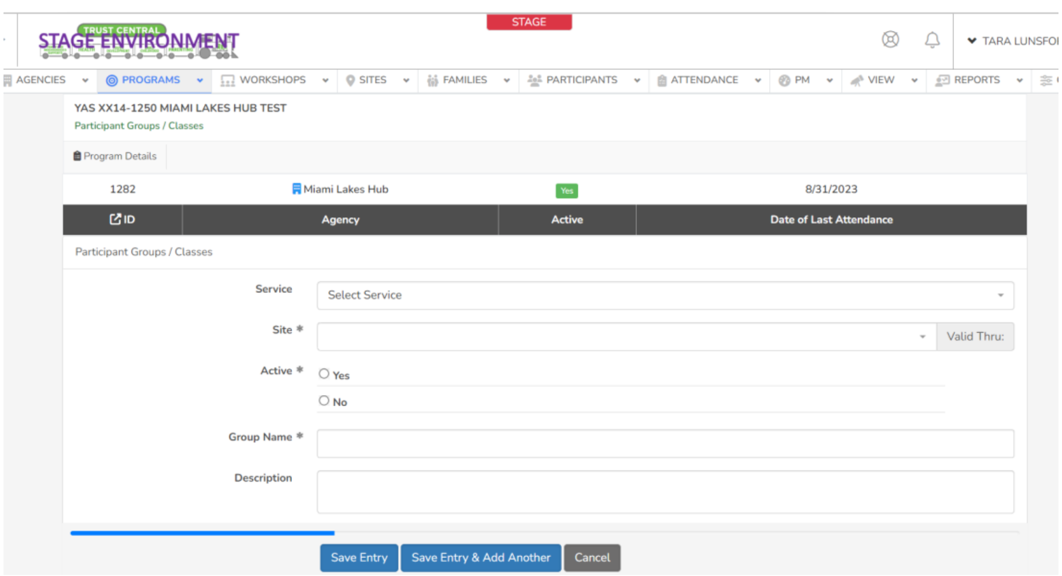
1. From the Program page, select the appropriate program.



2. Select the Create New dropdown box, then select Participant Groups/Classes.



3. On the Group Activity page, enter the required details. Participants can be added to a group from this screen by selecting from the list under "Participants", when finished select Save Entry.



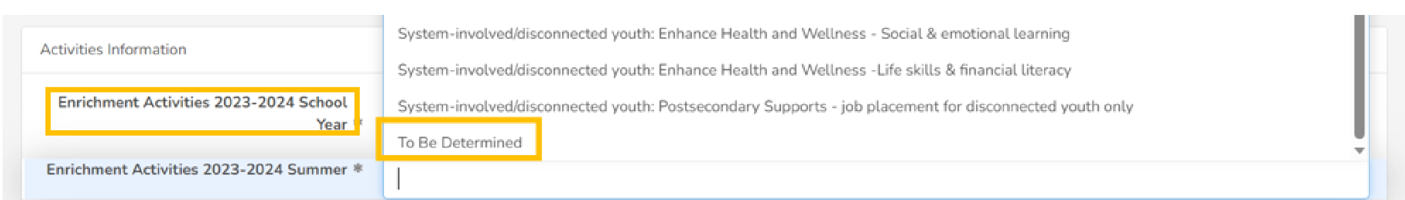
Note: If you do not see the site, reach out to your program manager. The sites populating are those in your contract. Any site change request must be communicated to the Trust.

Creating a Participant

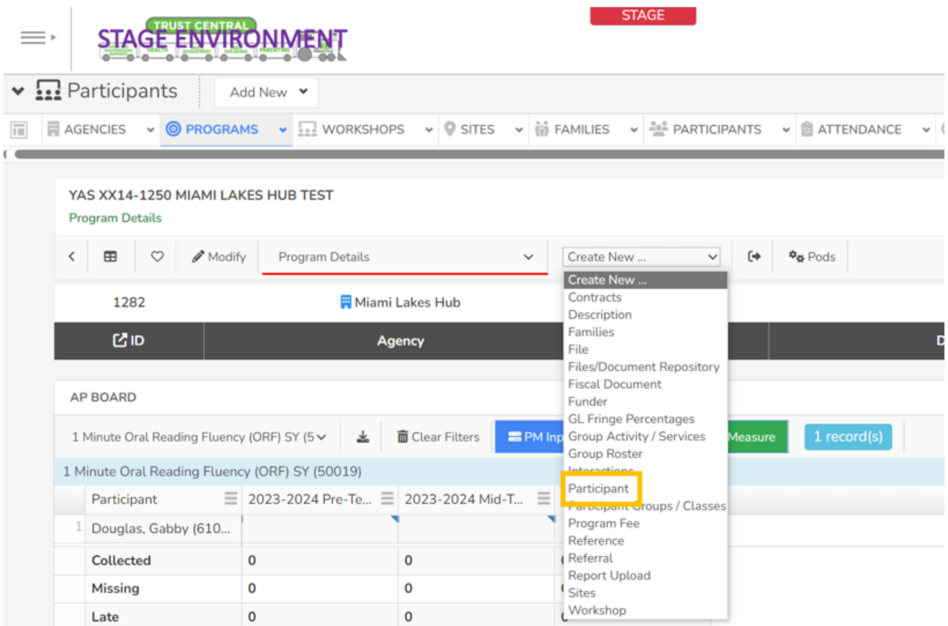
Participant(s) can be created under the previous "create new" drop down menu.

Key Term	Definition	Answer options/Examples
Participant	• A participant is defined as a person receiving direct services from a program funded by The Children's Trust.	• Sarah Herrity • Leila Herrity

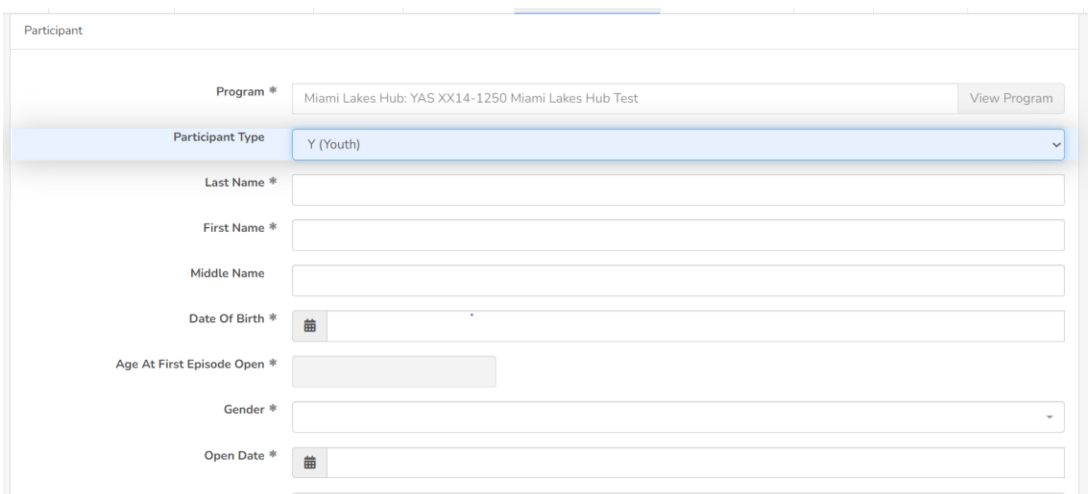
- Demographics form [The Children's Trust | Programmatic (thechildrenstrust.org)]
    - Providers are expected to maintain the demographic information for all their participants through Trust Central.
    - For the 2023 YD Funding Cycle, the Youth Demographic form has been updated, any copies that have been previously used are no longer valid.
    - Grade level
        - Need to be manually updated for each participant each year.
        - Grade level is a field that is used to determine what outcomes and activities a child is expected to have, making it a crucial data point.
        - For the summer programs, participants should be registered under the grade they just completed.
    - Guardian/Parent email
        - This is important to ensure accuracy so The Trust can send out the Satisfaction Survey, which will be part of program evaluation.
    - Activities /Timeframe
        - Participants will need to be correctly placed into the program's activities. This is important for K-5 participants that need DLI. Participants will need options selected in this field for attendance to be captured correctly.
    - Enrichment Activities 2023-2024 School Year/Summer
        - Select the correct enrichment activities for each participant. This selection will be how the system knows what participants will receive each outcome, both required and additional.
        - Please select "To Be Determined" if you are unsure which enrichment activities a participant will be participating in, but ensure that this information gets updated once a participant is placed in the correct one.

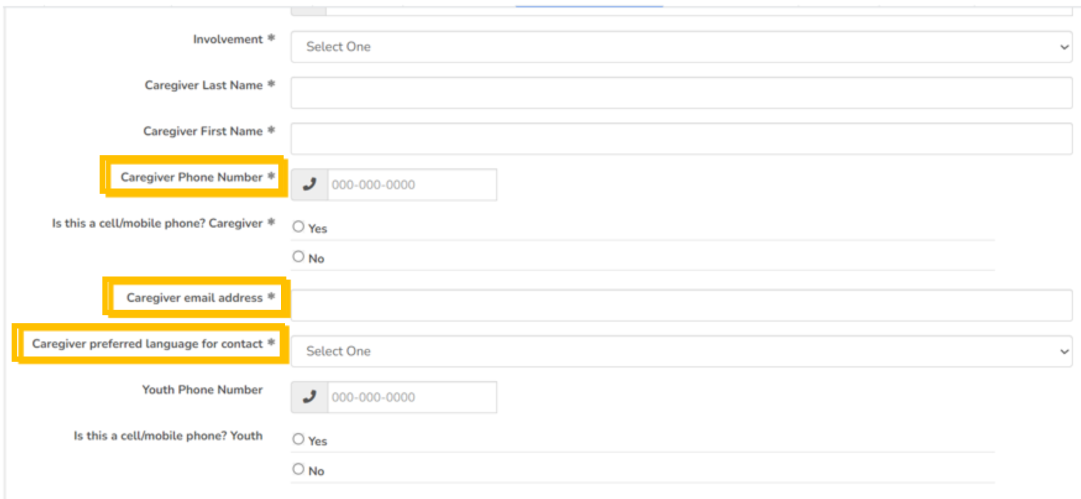


1. From the program screen, select Participant.



2. Select Youth for participant type and then enter demographics and the activities/group information as you scroll down the entire page. Select Save when finished. Ensure that disability questions are answered correctly for each youth.





Involvement * Select One

Caregiver Last Name *

Caregiver First Name *

Caregiver Phone Number * 000-000-0000

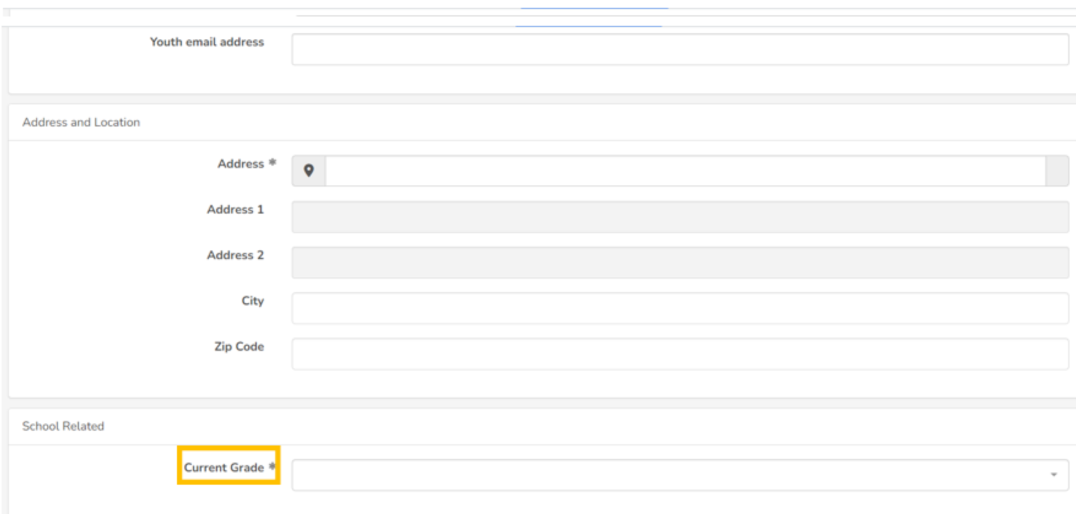
Is this a cell/mobile phone? Caregiver * Yes No

Caregiver email address *

Caregiver preferred language for contact * Select One

Youth Phone Number 000-000-0000

Is this a cell/mobile phone? Youth Yes No



Youth email address

Address and Location

Address *

Address 1

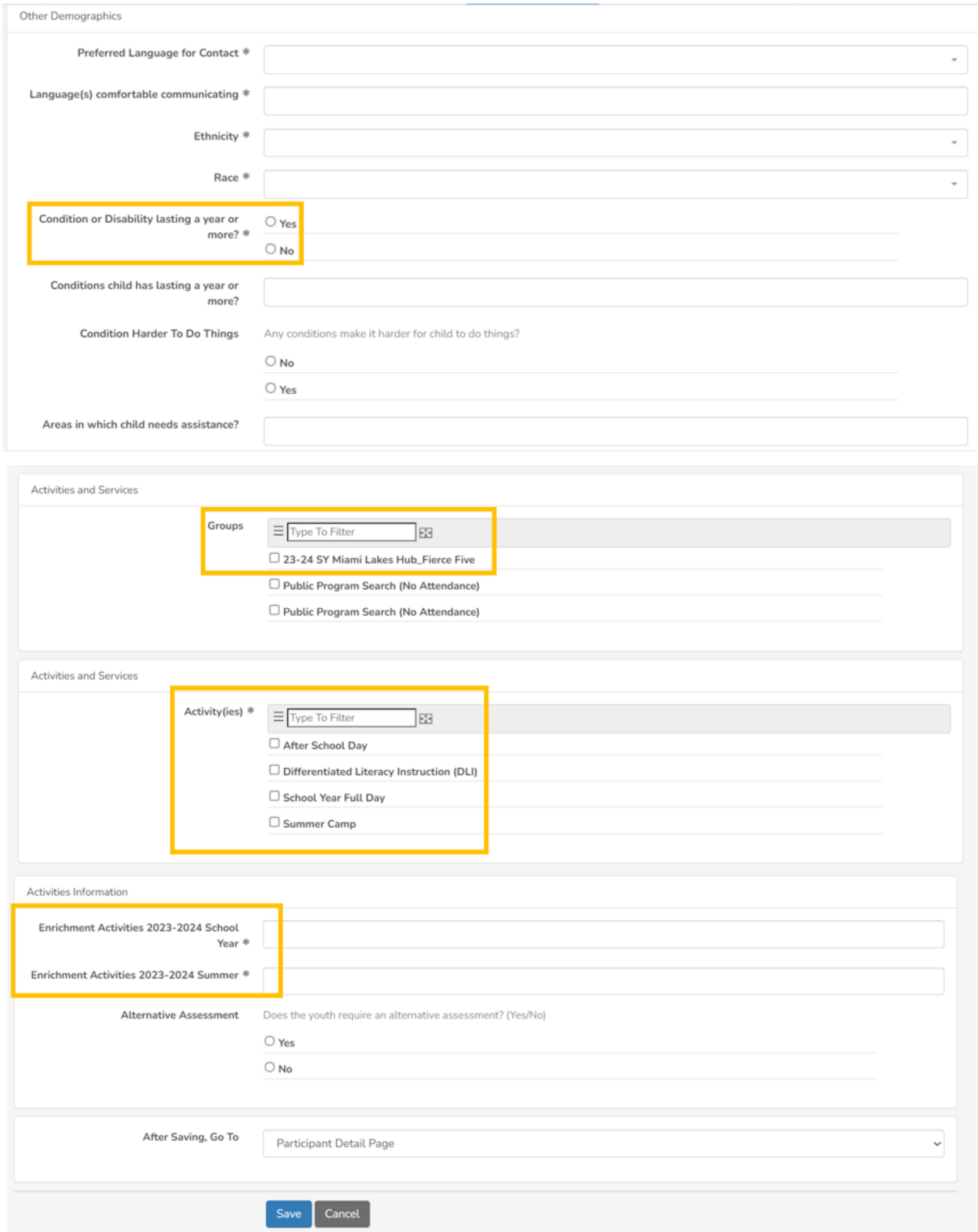
Address 2

City

Zip Code

School Related

Current Grade *



Notes:

- If you have missing information for a participant, you can enter the following generic data responses. However, try to collect missing information as soon as possible to ensure the most accurate data possible.

- Demographics Data Generic Responses:

Date of Birth	If the date of birth is missing, enter 11/11/1911
Student ID	If the participant attends a private school, does not have a MDCPS student ID number, rather not disclose it, or the information is missing, only enter a 9.
Street Type	1234 NE Main Ave.
Phone Number	If the phone number was not provided or is missing, enter: 999-999-9999

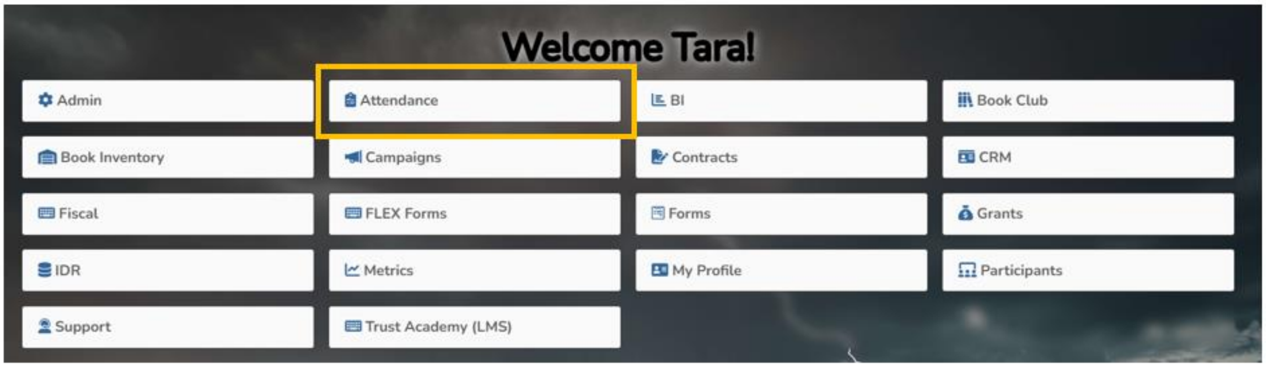
- Note that a valid email address should be collected from every caregiver as the survey questionnaire will be sent via email.
- The address field is being validated. In the case, you go back into the participant to make an update, you may need to validate the address for the system to allow you to save.

Entering Attendance

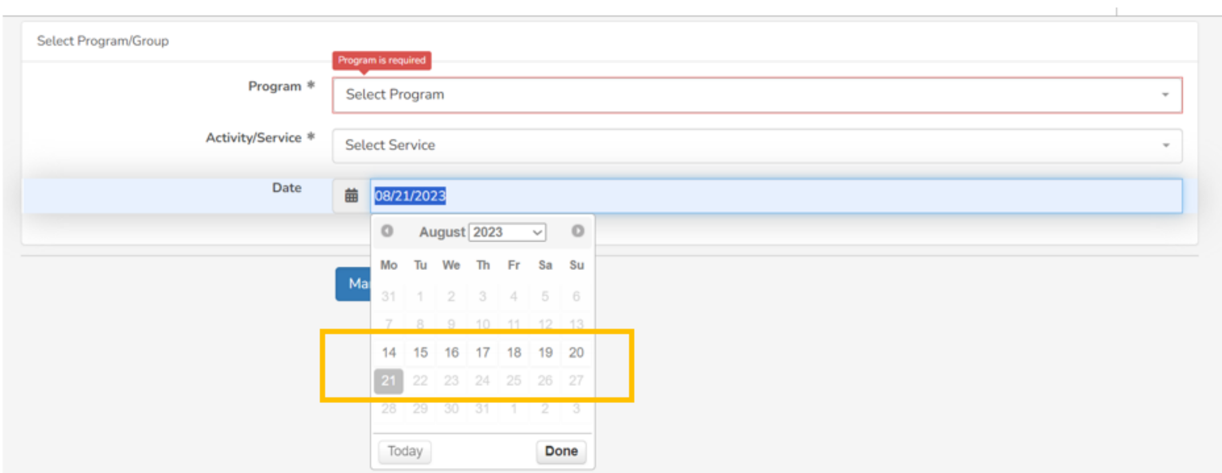
Key Term	Definition	Example
Units of Service (UOS)	• A unit of service (day/session) for a participant.	• X participant attended After school day session on 8/08/18. • X participant attended DLI session on 8/08/18.

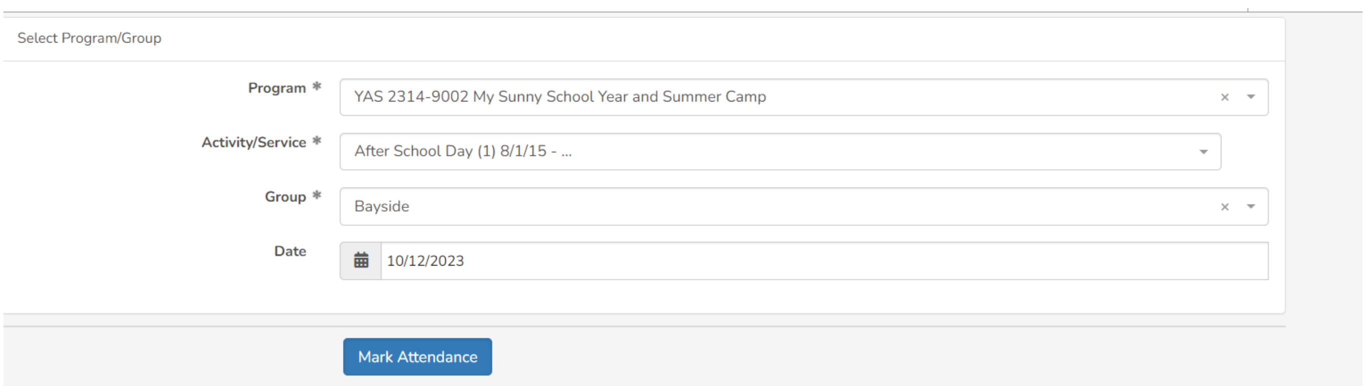
  - A new attendance module is in Trust Central. This module allows for participants to be checked into the program (After School, Summer, Full Day) or the required activities (DLI, if applicable).
  - Attendance is expected to be entered for the current day within 24 hours from the program's operating start time, by 11:59 p.m. the next day.
  - Providers can utilize the attendance module to enter the previous 7 days. If attendance is not entered for longer than 7 days, providers will need to manually enter attendance within the programs tab in the participant module.
  - Navigating Trust Central Attendance Module (2 min): [Navigating Trust Central Attendance Module.mp4 | Powered by Box]

1. Start by accessing the Attendance Module. Those that have access to the participants module will also be able to access this module.

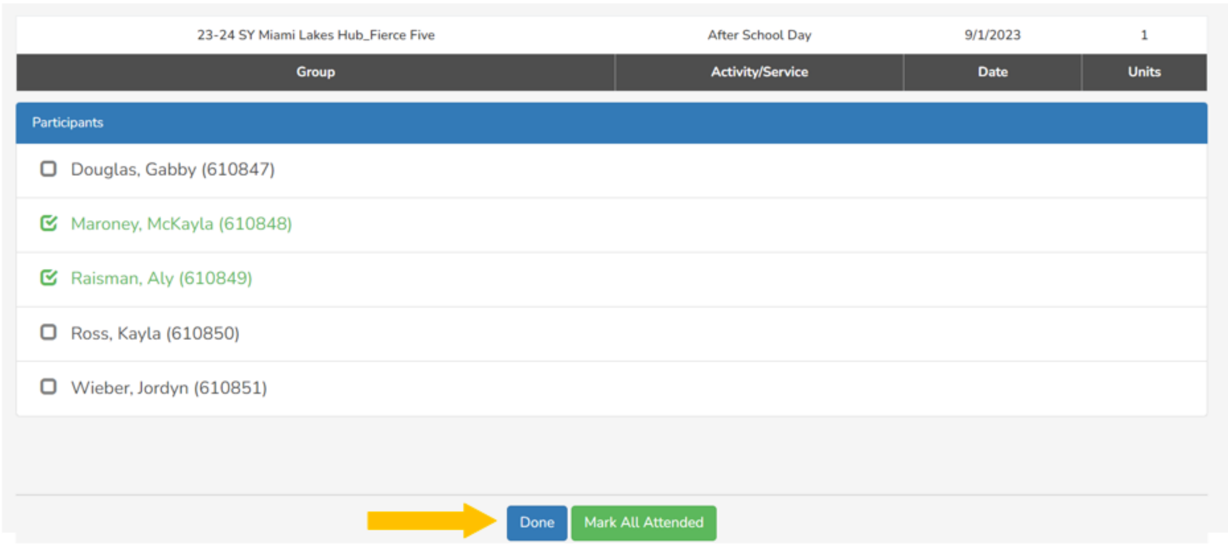


2. Select the correct Program, Activity/Service, Group and Date you are looking to capture attendance for.





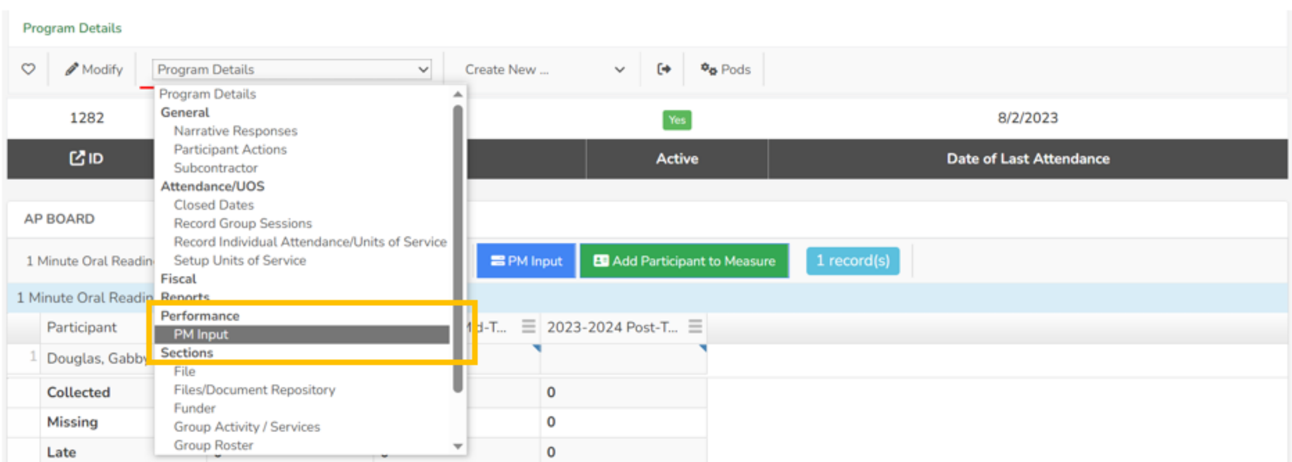
3. A new screen will pop up with the participants within the group. Providers can select participants individually OR select "Mark All Attended" and unselect those absent participants. Once complete, select "Done". This will bring you back to the above screen,



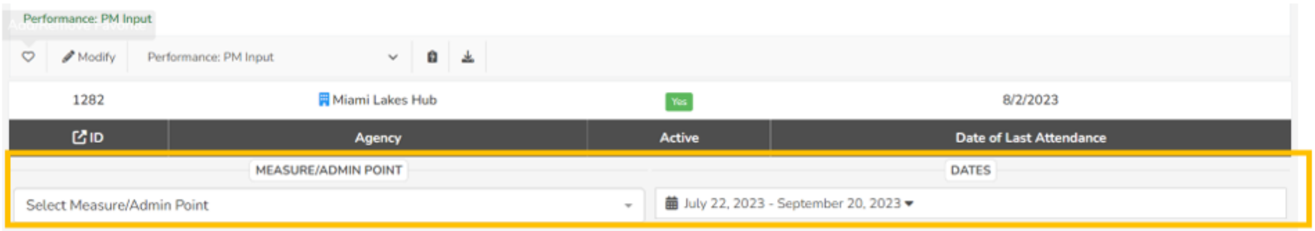
Entering Performance Measures

Performance measures are detailed within each program's scope of services. Each performance measure has specific timing details, meaningful improvement and a target percentage. Understanding this information can assist in creating testing plans.

1. Login to your programs landing page and from the "Program Details" drop down menu, select PM Input.



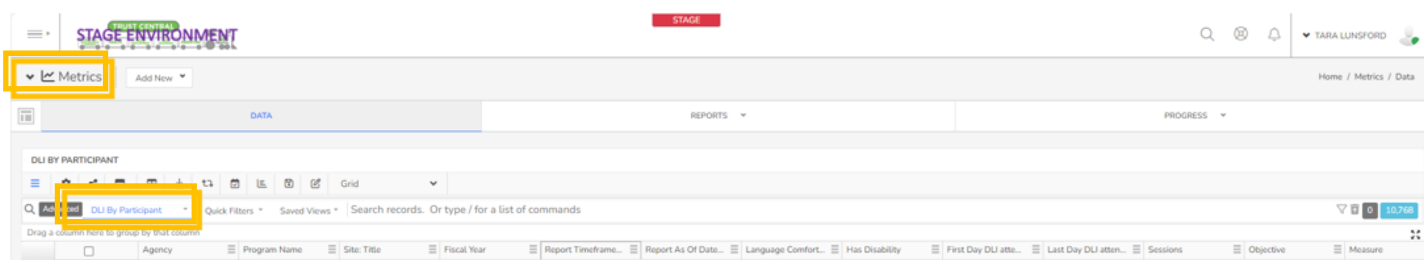
2. Select which Performance Measure/Admin Point is being entered, and for what date.



3. Responses can then be recorded for the participants that are associated with that performance measure.

K-5 ONLY-Differentiated Literacy Instruction

- DLI Grids are available for provider use. This will allow for a clear view of how K-5 participants are doing within their literacy instruction program. **For an instructional video on the DLI grids in Trust Central, please see** [How to Access DLI Grids.]() You can also find additional DLI data collection resources in the following folder: [DLI Training and Resources]().
- There are three new grids; participant, site and program views. This allows for individual and summarized data to be easily accessible and shared.
- Providers will be able to access which benchmarks participants fall into, how many DLI sessions they have attended, and the progress participants have made between each assessment. Grids can be found under Metrics module.
- Activity Attendance: Attendance must be captured for every participant that is receiving the DLI intervention, details can be found within scope of service.



Parent and Youth Questionnaires

- Youth and Parent Report Questionnaires that will be disseminated. Participants and their guardians will receive this survey twice during the school year and once in the summer.
- There are three potential modalities for this survey to be administered and providers are expected to have a completion rate of 70%, in addition to the outcomes set within the scope of services.
- Paper copies are available when neither additional option is possible, however, they must still be entered by participants in Trust Central. [Access Youth Development Survey Questionnaires].

Parent/Guardian Report Questionnaire

- This version will be sent out to parents via text message and email. Within the email/text message, there will be a unique link that the parent/guardian can open to complete the survey.
- Questions will vary based on the timeframe and information collected on the demographics form.
- For SIY Providers: participants over 18 years of age will not need a legal guardian to complete the questionnaire.

Youth Report Questionnaire

- To qualify for receiving the survey, youth will need to have participation in the program between a 30-day period in the school year and a 15-day period in the summer.
- There are two version of the Youth Report Questionnaire, one with language catered to the K-5 graders and the other with language more appropriate for participants between 6-12th grade, see below.
- Youth will be expected to complete the survey during program hours via the “kiosk” modality. This will allow for a unique code to be shown on a screen/be read by an adult, with participants then entering identifying information and completing the survey. This can also be utilized at the program location or special events and during program hours.
- Knowing your population will help to create efficient and proper testing plans.

Data Quality Checks

- These checks will include the completion of daily attendance.
- Complete and accurate demographic information for program participants.
- DLI: ensuring that attendance is captured by this activity, and the correct assessments have been given for the timeframe.
- Additional Performance Measures: Ensure correct data is being captured and entered.
- If applicable, the completion rate of the satisfaction survey.

Timing Details for Data Quality Checks

Program Managers will be doing monthly data collection and metrics. These will be discussed quarterly to ensure programmatic performance.

- Quarter 1: November (Check pre-test PM collection, demographic data and attendance)
- Quarter 2: February (Check mid-test PM collection, demographic data and attendance)
- Quarter 3: Due end of May (Check post-test PM collection, demographic data and attendance)
- Quarter 4: Due end of August (end of year data & contract close-out)

Youth Development Dashboard Guide

The Youth Development Dashboard includes visuals on key performance metrics and indicators such as attendance, inclusion of children with disabilities, Differentiated Literacy Instruction (DLI), parent & child satisfaction surveys and fiscal performance.

Each program identified two users that will have direct access to the dashboard. These users can share the information with others, however, access to the live data can only be provided to the two users identified.

The staff granted access are responsible for:

- Acting based on the story the data is telling.
- Serving as the primary contact should data quality, data collection or program performance questions arise.

If changes to users with access are needed-please inform your program manager, they will ensure the update occurs.
Dashboards are reviewed on an on-going basis by the Program Manager, Trust Initiative Leads and Director of Programs.

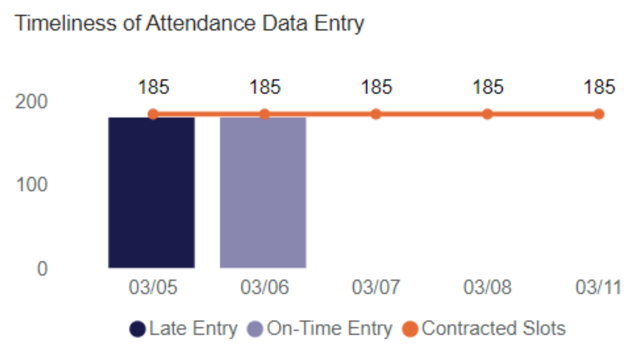
Programs must incorporate review and analysis of their dashboard data into their program continuous quality improvement strategy. This includes weekly, monthly, and quarterly reviews.
Below you will find guidance on each visual of the dashboard including:

- Sample visual with a video and description.
- Data Review Questions to ask yourself and your team as you review and assess.
- Trust Central Metrics Grid & Data Collection Review- Indicate where data collection occurs and what grid within Trust Central to double click into the data.
- Metric/Performance Measure- Describes the calculation being used. While some visuals show a metric calculation, others are important data points to understand and support data collection and perfomance.

General Navigation Highlights

- Dashboard is broken down into different "Pages"
- It is refreshed each morning with data from the day prior
- Tool tips to provide guidance are included when you hover over visuals
- If a calculation is part of visual- Numerator and Denominator are noted
- Filters by population and site are available to best review and analyze data
- To view a video with brief description click here.

Dashboard Visual 1: Timeliness of Attendance Data Entry



This visual illustrates the timeliness of attendance data entry. YD programs are expected to enter data daily (by 11:59 pm the day following services). The count of on-time and late attendance entries for program participants over time for the previous 5 days. A missing bar indicates, 1) Attendance was not entered or B) services were not expected for that day (possible for contracts serving MS, HS, SIY 2-4 times a week or holidays, teacher planning days). The visual includes contracted slots from the scope of services. To best review this data, review by population and site. To view a video with brief description click here.

Data Review Question

Is the program entering attendance timely?

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Attendance Module
- Participants: UOS Input

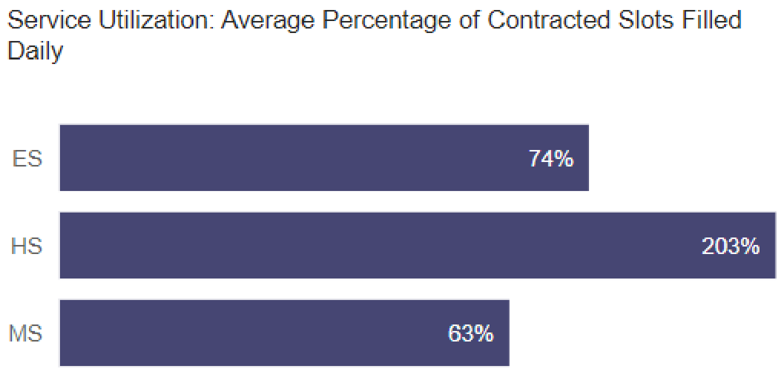
Metrics Grids- YD Contract Metrics, YD Site Metrics

- Latest Date of Attendance: most recent date for which attendance was entered at the site level
- Date Attendance Updated: last date on which attendance was entered or updated at the site level

Metric/Performance Measure

Programs are expected to enter attendance daily by 11:59 p.m. the following day. Each participant whose attendance is entered prior to 11:59 the next day counts as one on-time entry for that day, while each participant whose attendance is not entered by 11:59 p.m. the next day counts as one late entry for that day. If participant attendance is not entered, they will not show up as a slot in the visual.

Dashboard Visual 2: Service Utilization: The Average Percentage of Contracted Slots Filled Daily



This visual illustrates the percentage of contracted slots filled. Populations displayed depend on contracted populations (i.e-: Elementary School (ES), Middle School (MS), High School (HS), Transitioning from Foster Care (TFC), and System-Involved Youth (SIY)). If data is not entered timely and service days are passing, slots are considered not filled. Data quality is important to have the most accurate data. As a reminder, service utilization is looking at the slot being filled. If a program recruited all participants, however, participants are not attending on the expected days this will impact Service Utilization. Note: Programs serving children/youth outside of a population they are contracted for are not counted toward program participation. To view a video with brief description click here.

Data Review Question

Is the program filling their contracted slots on the expected days by population? By site?

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Attendance Module
- Participants: UOS Input

Metrics Grid- YD Contract Metrics, YD Site Metrics

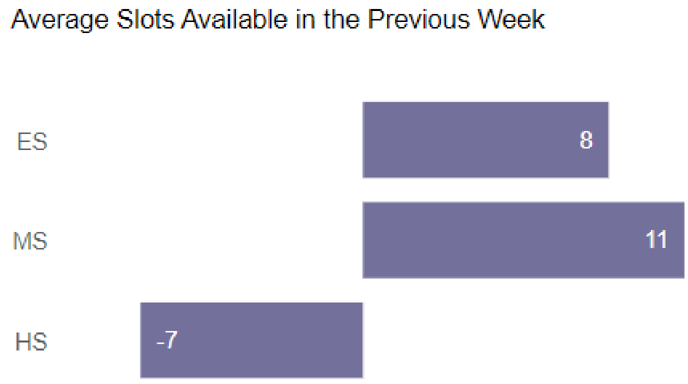
- Average Actual Slots: The number of slots used per service day (Total Actual Slots/ Possible Service Days Passed)
- Contracted Youth Participants: The number of youth participants or slots contracted for

Metric/Performance Measure

Service Utilization is Program Performance Metric. Contracted slots are expected to be filled for the duration of the service time.

Service Utilization % = Average Actual Slots/Contracted Youth Participants

Dashboard visual 3: Average Slots Available in the Previous Week



This visual illustrates the average number of contracted slots available by population (ES, MS, HS, SIY) in the previous week. This information indicates how many slots are not being filled on average. It can also be useful when families call to ask if slots are available at the program. In this visual a negative value represents over-enrollment in the program. To view a video with brief description click here.

Data Question Review

How many slots are available based on attendance from the previous week?

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Attendance Module
- Participants: UOS Input

Metrics Grid- YD Contract Metrics, YD Site Metrics

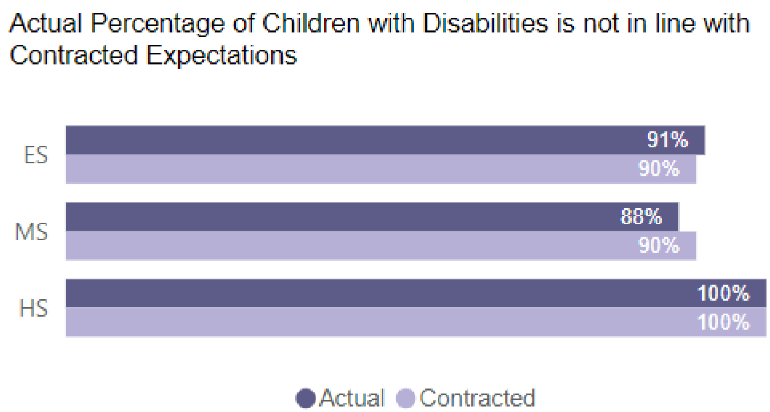
- Total Actual Slots: Number of actual slots used within a period of time
- Possible Service Days: Number of days during which services could have been provided since the start of the contracted timeframe

Metric/Performance Measure

Average slots available indicates the number of slots that remain unfilled. This should be used together with the Service Utilization visual to help understand the data.

Average Slots Available = Total Actual Slots / Possible Service Days

Dashboard Visual 4: Actual percentage of children with disabilities (CWD) is not in line with Contracted Expectations



This visual illustrates a comparison between the contracted percentage of children with disabilities with the actual percentage of children with disabilities by population. It utilizes a dynamic title to highlight if the percentages are "in line" or "not in line" with the contracted expectations. If multiple populations and at least one is not meeting expectations, the title will state that it is "not in line" even if another population is meeting contractual expectations. To view a video with brief description click here.

Data Question Review

Is the program meeting their contracted CWD expectations by population? By site?

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Demographics (Condition lasting more than a year= YES/NO)

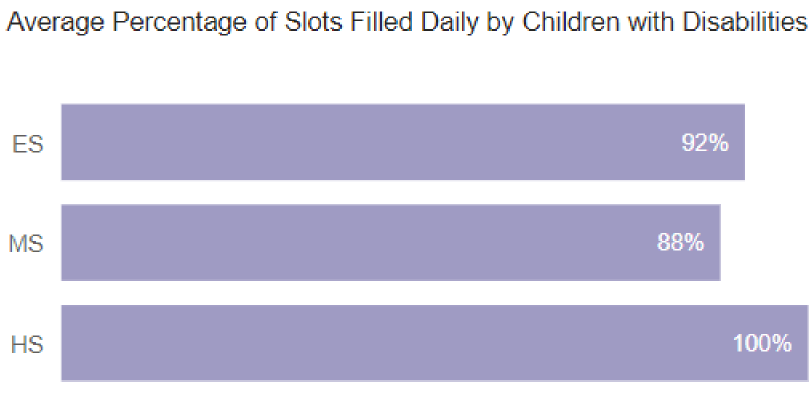
Metrics Grid- YD Contract Metrics, YD Site Metrics, Participant Metrics

- Participants Metrics: CWD= YES/NO
- Actual CWD %: The percentage of CWD that is actually being served (Actual CWD Participants/Actual Youth Participants)
- Contracted CWD %: The percentage of CWD expected to be served

Metric/Performance Measure

Inclusion of Children with Disabilities is a Program Performance Metric. Programs must meet contracted CWD requirements at the population and site level.

Dashboard Visual 5: Average Percentage of Slots Filled Daily By Children With Disabilities (CWD)



This visual illustrates the average percentage of contracted slots filled by children with disabilities across different populations. To view a video with brief description click here.

Data Question Review

Are children/youth with disabilities attending the program and filling slots by population? By site?

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Demographics (Condition lasting more than a year= YES/NO)

Metrics Grid- YD Contract Metrics, YD Site Metrics, Participant Metrics

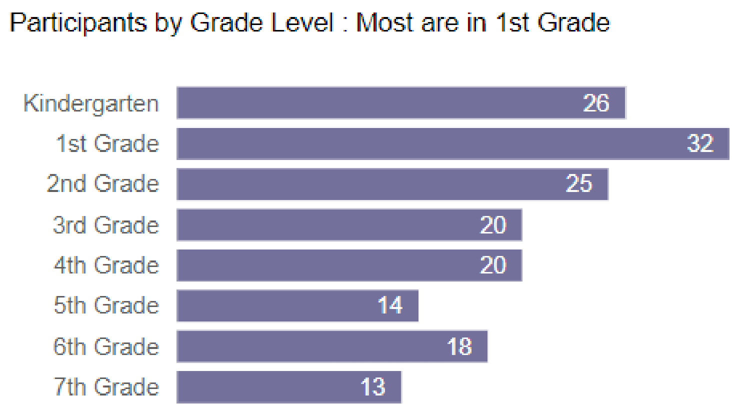
- Participants Metrics: CWD= YES/NO
- Average Slots Consumed Daily CWD by Day (or Per Day): The number of slots that are consumed on average per program day by CWD.
- Average Slots Consumed By Day (or per Day): The number of slots that are consumed on average per program day by all participants.

Metric/Performance Measure

Inclusion of Children with Disabilities slots filled is a Program Performance Metric. In addition to children with disabilities being recruited into the program it is important they are also attending regularly. This metric helps to understand if children with disabilities are filling program slots.

Average % of Slots Filled Daily by CWD = Average Slots Consumed Daily CWD by Day (or Per Day) /Average Slots Consumed By Day (or per Day)

Dashboard Visual 6: Participants By Grade Level



This visual illustrates the number of participants within each grade level across contracted populations. It contains a dynamic title to show which grade most participants are in. Participants that are outside contracted populations will not show in this visual. It is important that demographic data is updated yearly to update the grade level of participants. If participants grade levels are not updated, it will impact population numbers. To view a video with brief description click here.

Data Question Review

What grade levels are the children attending the program in?

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Demographics (Grade)

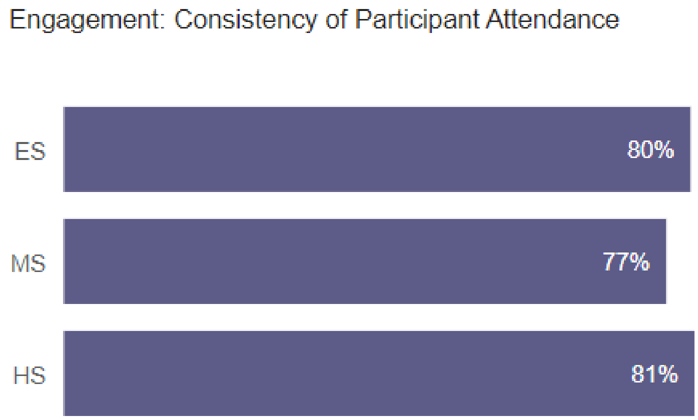
Metrics Grid- YD Participant Metrics

- Grade Level: Grade

Metric/Performance Measure

Programs are contracted to serve participants within specific populations. This visual should be used together with the Service Utilization visual to help understand the data. If a program is serving participants outside of a population they are contracted for, participants will not show up across the dashboard.

Dashboard visual 7: Engagement: Consistency of Participant Attendance



This visual illustrates the percentage of contracted days that participants have attended by populations. Engagement points to the participants attendance in the program, whereas service utilization tracks the slot. To view a video with brief description click here.

Data Review Question

Are participants attending the program as expected by population? By site?

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Attendance Module
- Participants: UOS Input

Metrics Grid- YD Participant Metrics, YD Site Metrics, YD Contract Metrics

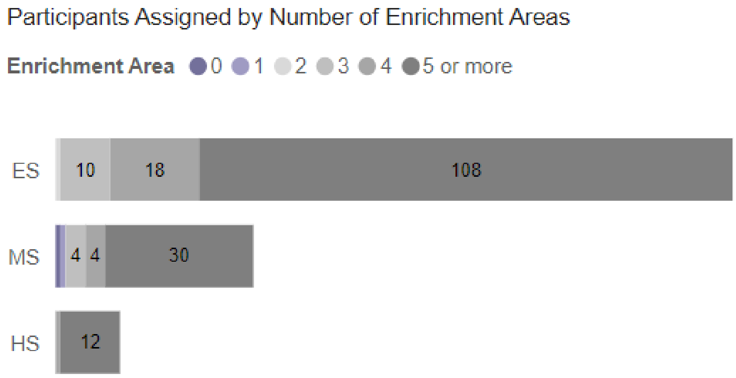
- Total Actual Days: the total number of calendar days that participants attended
- Total Expected Days: The number of days expected to be attended by all participants
- If you would like to see engagement at the participant level, you can do so. Keep in mind that that at the participant level, the metrics tool names will be "Actual Days" and "Expected Days".

Metric/Performance Measure

Engagement is a Program Performance Metric. Participants attending the program are expected to attend during contracted service days for the duration of the service time frame.

Engagement %= Actual days/Total expected days

Dashboard Visual 8: Participants Assigned by the Number of Enrichment Areas



This visual illustrates the total number of participants that were assigned enrichment activities and how many. All participants should participate in 2 or more enrichment activities. If participants are shown under 0 or 1, the program will need to update the system. The system is coded to only what is considered an enrichment activity. To view a video with brief description click here.

Data Review Question

Are participants attending the 2-4 expected enrichment activities?

Trust Central Metrics Grid & Data Collection Review

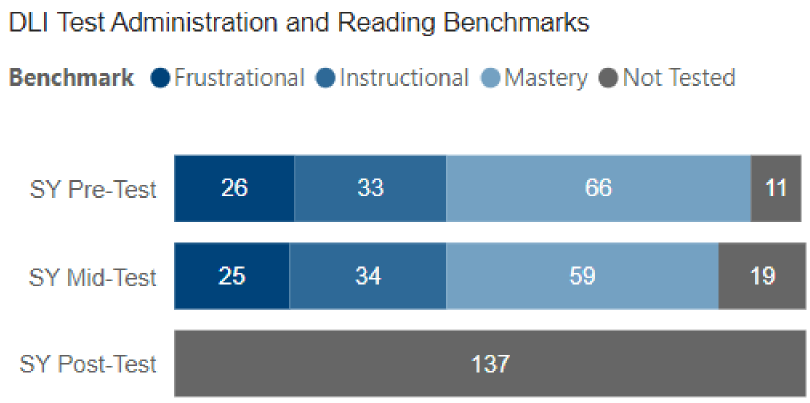
Data Collection

- Participants: Demographics - Enrichment Activities

Metric/Performance Measure

All YD participants are expected to engage in 2-4 enrichment activities per service timeframe.

Dashboard visual 9: DLI Test Administration & Reading Benchmarks



This visual illustrates the participants that are expected to be tested and what reading benchmark they fall into once tested by administration point. All K-5 participants should be tested at pre-test and mid-test admin points. At the post-test admin point, only the frustrational level youth are expected to be tested. To view a video with brief description click here.

Data Review Question

Are participants being tested? If so, what benchmark are they in?

Trust Central Metrics Grid & Data Collection Review

Data Collection

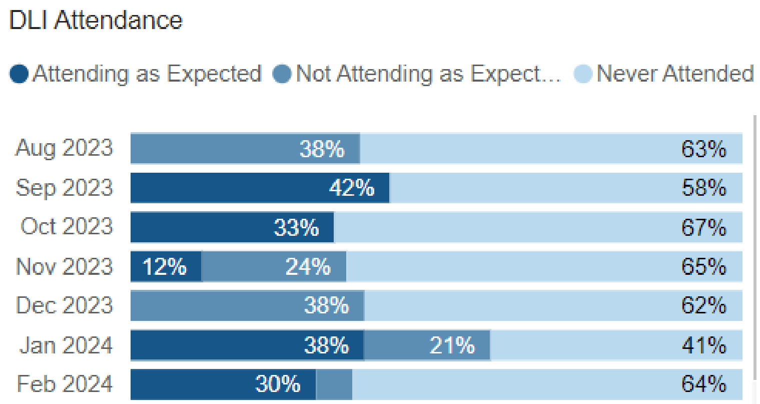
- Participants: PM Input

Metrics Grid- DLI by Participant, DLI by Site and DLI by Performance Measure

Metric/Performance Measure

All K-5 participants are expected to be tested using the ORF/MAZE. Review the contract for outcome expectations per assessment per timeframe. Administration periods are included in the contract and in the manual.

Dashboard visual 10: DLI Attendance



This visual illustrates the percentage of elementary school participants that are attending as expected, are not attending as expected, and have never attended differentiated literacy instruction (DLI). Breakdown is by month (school year) and weekly (summer). In the beginning of the program start date, as testing is occurring, you may see limited attendance, however, once testing has ended participants should be attending DLI sessions as expected

Attending as Expected: Attending 3x per week in the School-Year and 4x per week in the Summer.

Not attending as Expected: Attending some sessions, however, not in alignment with expectations.

Never Attended: No DLI attendance.

To view a video with brief description click here.

Data Review Question

Are participants that tested in the Frustrational level receiving DLI? If so, are they receiving it as expected? Sometimes (Not attending as expected)? Never?

Trust Central Metrics Grid & Data Collection Review

Data Collection

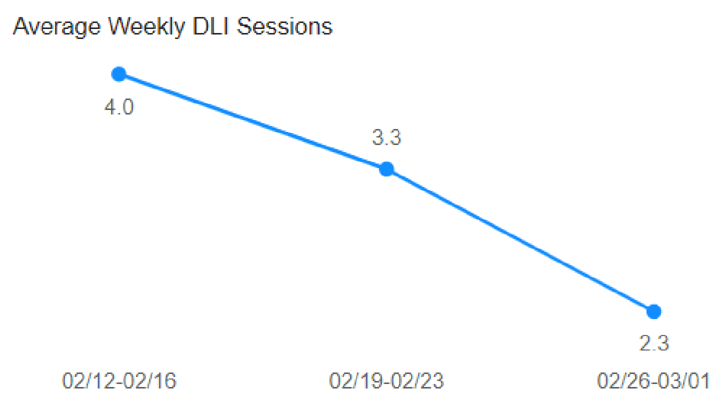
- Participants: PM Input
- Participants: UOS Input (DLI)

Metrics Grid- DLI by Participant, DLI by Site and DLI by Performance Measure

Metric/Performance Measure

In addition to being tested in Reading, K-5 participants that fall in the frustrational benchmark must be engaged in DLI session. Please refer to your contract scope for contracted DLI sessions.

Dashboard visual 11: Average Weekly DLI Sessions



This visual illustrates the average number of weekly DLI sessions attended by elementary school participants. To view a video with brief description click here.

Data Review Question

On average, how many DLI sessions are participants receiving weekly?

Trust Central Metrics Grid & Data Collection Review

Data Collection

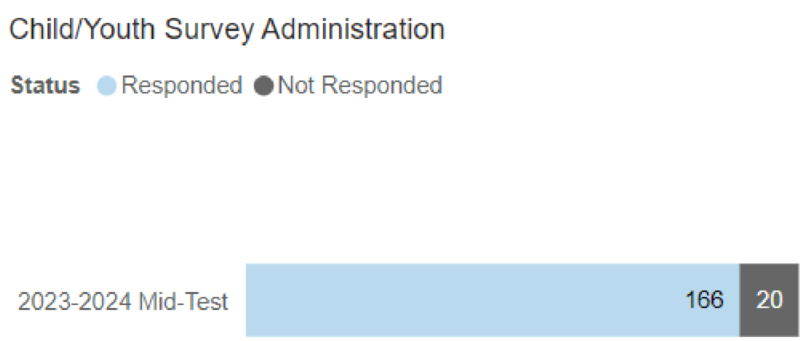
- Participants: UOS Input (DLI)

Metrics Grid- DLI by Participant, DLI by Site and DLI by Performance Measure

Metric/Performance Measure

Participants in the Frustrational benchmark should be attending sessions as expected. The average weekly DLI sessions helps visualize if the expectation is being met. Use this visual with the DLI attendance to assess needs/challenges.

Dashboard visual 12: Child/ Youth Survey Administration



This visual illustrates the number of child/youth participants that either have responded or have not responded to the Child/Youth Report Questionnaire during each admin point (Mid-Test & Post-Test). Elementary School (ES) and Middle School (MS)/High School (HS) Surveys are batched together. To view a video with brief description click here.

Data Review Question

Are the expected participants responding to the survey?

Data Collection

Participants: PM Input

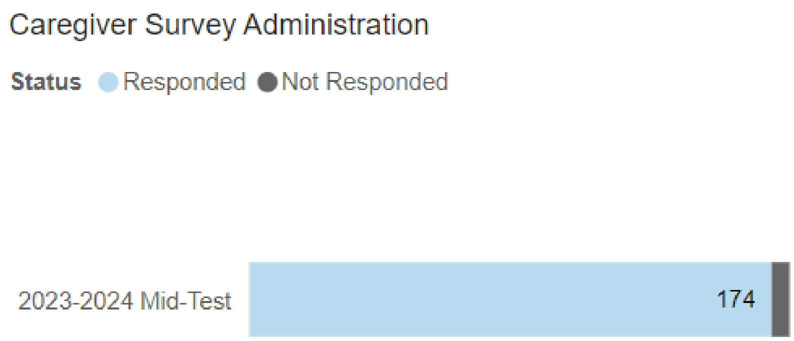
"Collected" Responses

"Missing" Responses

Metric/Performance Measure

Participants must be administered the Child/Youth Report Questionnaire. Please refer to the contract for outcome expectations. All participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response.

Dashboard visual 13: Caregiver Survey Administration



This visual illustrates the number of caregivers that either have or have not responded to the Caregiver Report Survey during each admin point (Mid-Test and Post-Test). Caregivers receive an automated email from Trust Central during each administration point. Programs must ensure completion by caregivers. To view a video with brief description click here.

Data Review Question

Are the expected participants responding to the survey?

Data Collection

Participants: PM Input

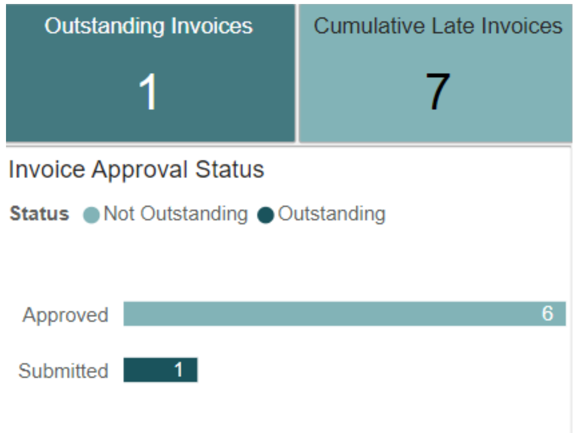
“Collected” Responses

“Missing” Responses

Metric/Performance Measure

Participant’s caregivers must be administered Caregiver Report Survey. Please refer to the contract for outcome expectations. All caregivers of participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response.

Dashboard Visuals: Fiscal Performance- Invoice Status



These visuals are packaged together to illustrate fiscal performance as it relates to invoicing. In Trust Central, only one fiscal document can be open at a time. To view a video with brief description click here.

Outstanding Invoices: Invoices including all non-approved invoices past the due date. This can mean an invoice that is not started, with the agency or in-house with the Trust. An invoice is "outstanding" until approved. If an invoice is "not started" and was due it will be counted as outstanding.

Cumulative Late Invoices: Invoices received after the fifteenth (15th) of each month are late, even if the cause of a late submission is due to the delayed approval of a budget or amendment.

Invoice Approval Status: This visual provides insight into what status the invoice is in and whether it is outstanding or not.

Data Review Question

What is the status of invoices?

Trust Central Grid & Data Collection Review

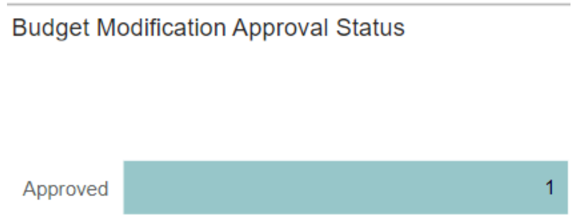
Data Collection

- Fiscal Module- Invoice status
- Fiscal Module- Fiscal Documents

Metric/Performance Measure

Programs are expected to submit invoices on or before the fifteenth (15th) day of the month following the month in which expenditures were paid (exclusive of legal holidays or weekends).

Dashboard Visuals: Fiscal Performance- Budget Modification Approval Status



This visual illustrates the status of budget modifications. Statues include edit, submitted, rejected, and approved. Budget modifications are limited to two per year-round contracts and one for summer-only contracts. Understanding the status of a modification can also provide insight to delays in invoicing. To view a video with brief description click here.

Data Review Question

If the program has a budget revision, what is the status?

Trust Central Grid & Data Collection Review

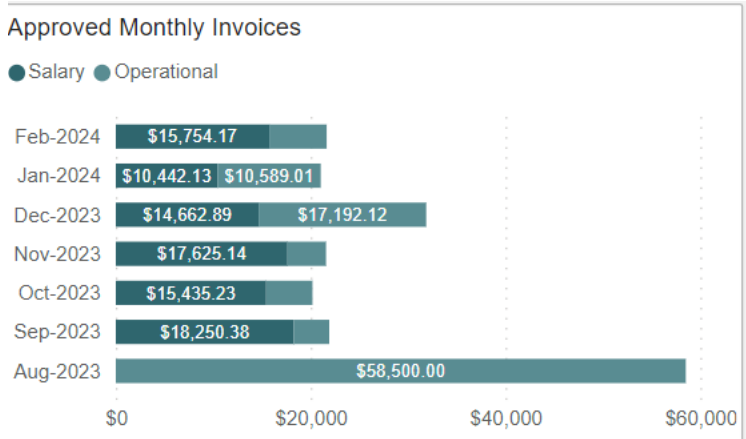
Data Collection

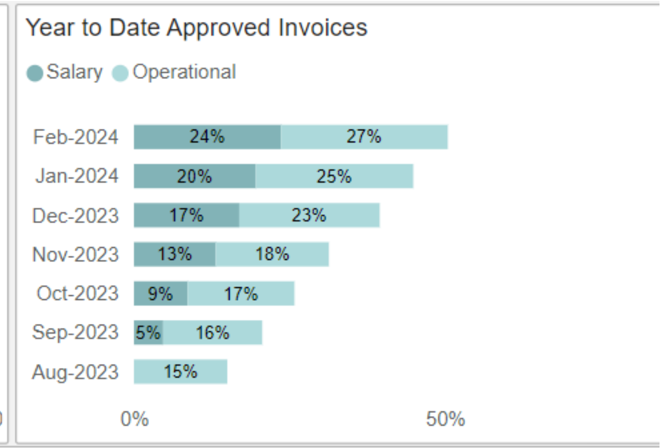
- Fiscal Module- Fiscal Documents

Metric/Performance Measure

The budget modification status invoice should be reviewed along with the invoice status visual. Delays in budget modifications will impact invoicing.

Dashboard Visuals: Fiscal Performance- Expenditures





umulative Budget maining	Reimbursement Start Date	Reimbursement End Date	Reimbursement Status	Reimbursement Approved Date	Reimbursement Submit Date	Reimbursement Total Amount
31,500.00	08/15/2023	08/31/2023	Approved	08/16/2023	08/15/2023	$58,500.00
09,598.02	09/01/2023	09/30/2023	Approved	11/16/2023	11/14/2023	$21,901.98
89,414.40	10/01/2023	10/31/2023	Approved	12/19/2023	12/19/2023	$20,183.62
67,841.21	11/01/2023	11/30/2023	Approved	01/08/2024	01/06/2024	$21,573.19
35,986.20	12/01/2023	12/31/2023	Approved	01/18/2024	01/17/2024	$31,855.01
14,955.06	01/01/2024	01/31/2024	Approved	02/22/2024	02/20/2024	$21,031.14
						$196,683.11

These visuals are packaged together illustrate fiscal performance as it related to expenditures. These visuals only display data from approved invoices. To view a video with brief description click here.

Approved Monthly Invoices: Monthly view of Salaries vs Operational. This visual is not cumulative.

Year-to-Date Invoices: View of Salaries vs Operational in a percentage month to month breakdown. This visual is cumulative.

Fiscal Table: Breakdown of data for Fiscal Performance visuals.

Data Review Question

What is the expenditure breakdown month-to-month? What about year to date? Is a budget modification needed?

Trust Central Grid & Data Collection Review

Data Collection

- Fiscal Module- Fiscal Documents

Metric/Performance Measure

Understanding expenditure breakdown will indicate if a modification is needed. Budget modifications are limited to two per year-round contracts and one for summer-only contracts. A budget revision cannot be initiated within 60 days from the contract end date.

THE CHILDREN'S TRUST

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