



Implementation Manual

Youth Development Programs

Fall 2023



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) Services. It conveys the current initiative design and framework, staffing and service delivery expectations, and 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, 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.

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 Compliance

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 adding roles: [Adding Contact Program Roles](#)

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 8/15/23-8/31/23. 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.

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

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.

*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.

Does Not Meet Trust Requirements

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

Does Meet Trust Requirements

- 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)

| | |
|--|---|
| <input type="checkbox"/> Behavioral therapy or services | <input type="checkbox"/> Physical therapy (PT) |
| <input type="checkbox"/> Counseling for emotional concerns | <input type="checkbox"/> Special education services in school |
| <input type="checkbox"/> Daily medication (not including vitamins) | <input type="checkbox"/> Speech/language therapy |
| <input type="checkbox"/> Occupational therapy (OT) | <input type="checkbox"/> 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)

| | |
|---|---|
| <input type="checkbox"/> Autism spectrum disorder | <input type="checkbox"/> Problems with aggression or temper |
| <input type="checkbox"/> Developmental delay (only if under age 5) | <input type="checkbox"/> Problems with attention and hyperactivity (ADHD) |
| <input type="checkbox"/> Intellectual/developmental disability (over age 5) | <input type="checkbox"/> Problems with depression or anxiety |
| <input type="checkbox"/> Hearing impairment or deaf | <input type="checkbox"/> Speech or language condition |
| <input type="checkbox"/> Learning disability (school age) | <input type="checkbox"/> Visual impairment or blind |
| <input type="checkbox"/> Medical condition or illness | <input type="checkbox"/> Other condition lasting one year or more (please specify): _____ |
| <input type="checkbox"/> Physical disability or impairment | <input type="checkbox"/> 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

When a participant between the ages of 19-21 either disconnected from work/school or system-involved is entered in Trust Central this field will appear to validate youth participation within your program.

System-involved/disconnected youth * **SIY CONTRACTS ONLY:** Youth who are dependency or delinquency system-involved and/or who are disconnected from school and/or work may be served from ages 16 through 21.

Select One

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 |







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 Partner | Supports |
|---|--|
| Nova Southeastern  | 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. |
|  | Trainings and courses for Youth Development providers 6-12 |
|  | 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. |
|  | 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.

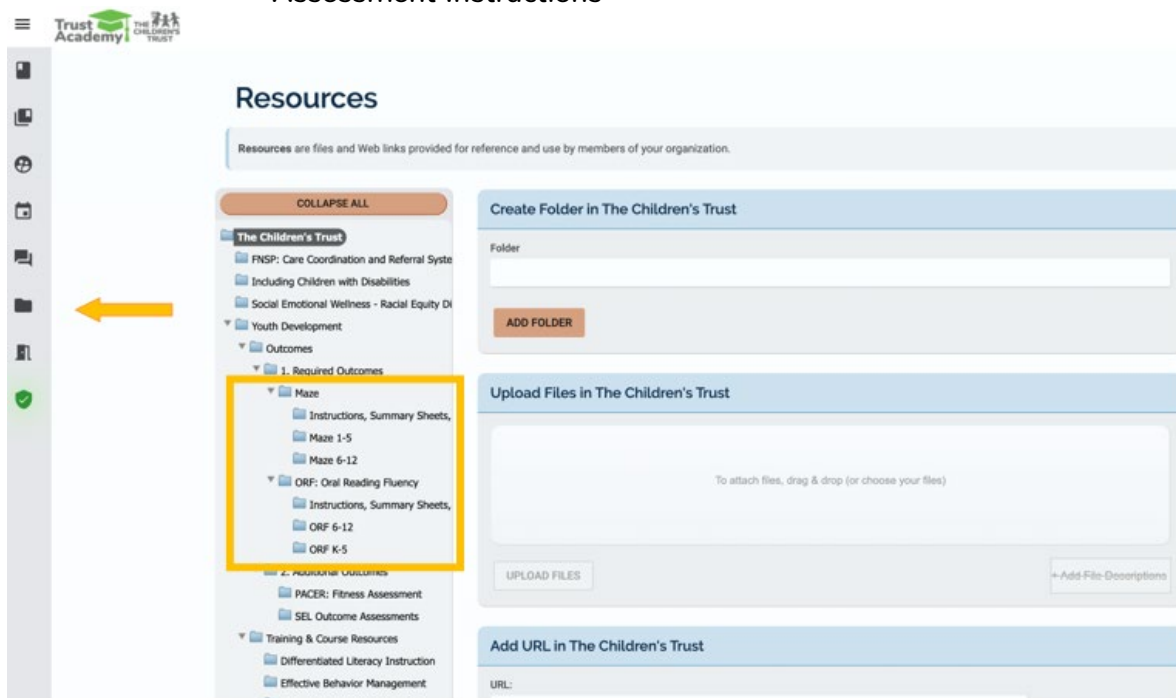
Additionally, program administrators/management embed a strong supervision plan including self-assessments and observations of programming to ensure high-quality services are being delivered and in alignment with the contracted expectations.

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/b6rvpi6fh57p9zzylxhtl8ua3lyt4jbb>

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

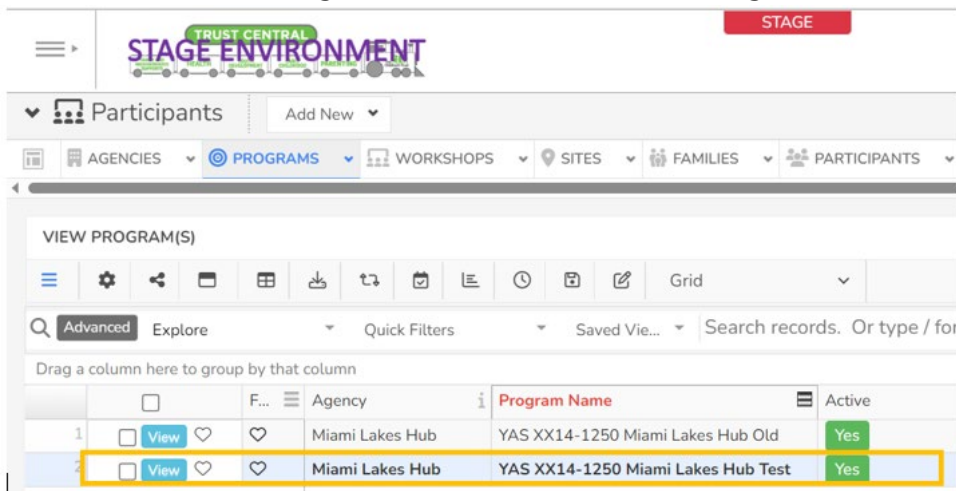
Creating Groups

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

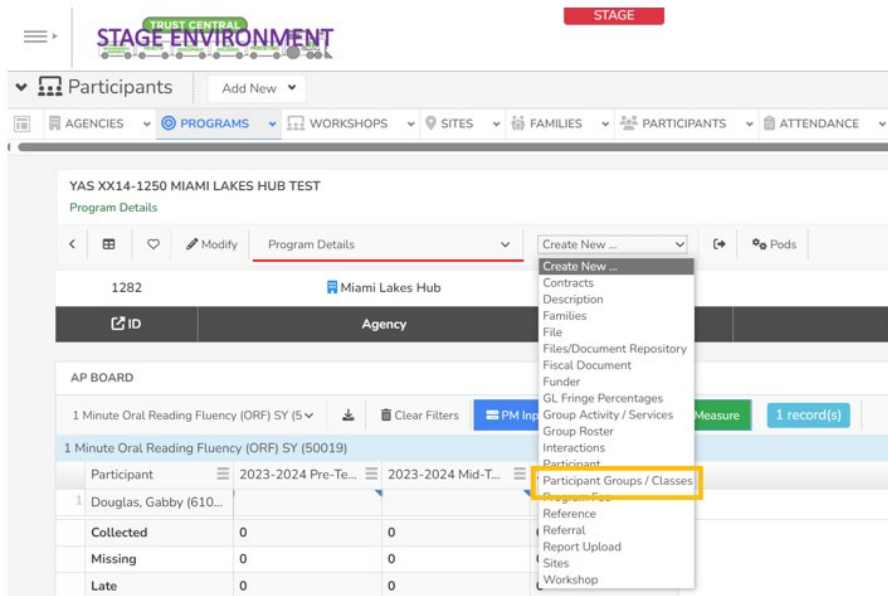
- Expedite the attendance entry of multiple participants
- Track attendance and enrollment based on desired participant groups, which are to be established by every agency prior to entering attendance
- Facilitate the selection and correction of any attendance entry errors
- Should be at least one group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

| Key Term | Definition | Example |
|-------------------|---|--|
| Participant Group | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. |

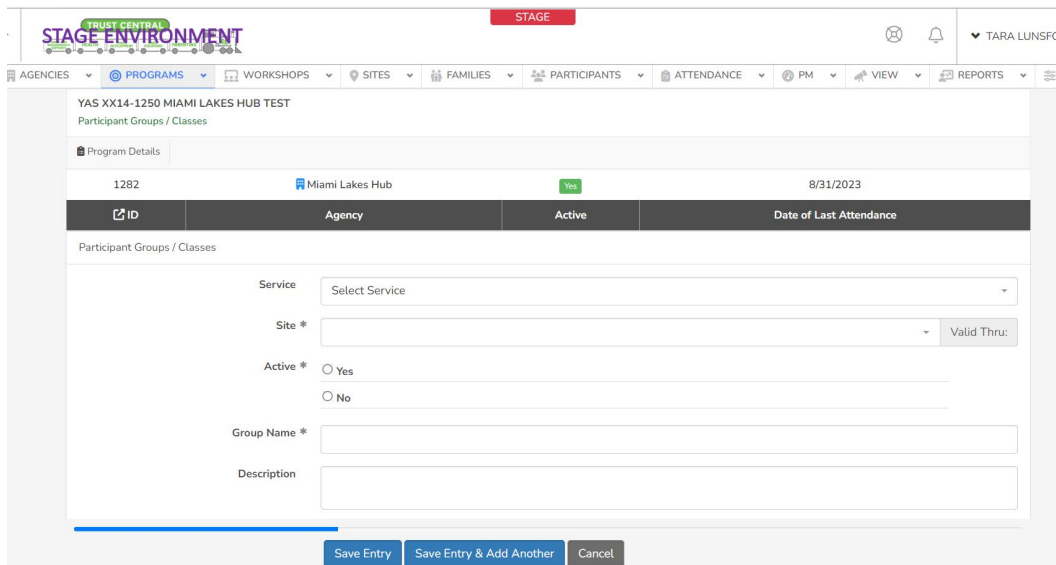
1. From the **Program** page, select the appropriate program.



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 | <ul style="list-style-type: none"> A participant is defined as a person receiving direct services from a program funded by The Children’s Trust. | <ul style="list-style-type: none"> Sarah Herrity Leila Herrity |

- Demographics form [The Children's Trust | Programmatic \(thechildrenstrust.org\)](https://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.

Activities Information

Enrichment Activities 2023-2024 School Year *

Enrichment Activities 2023-2024 Summer *

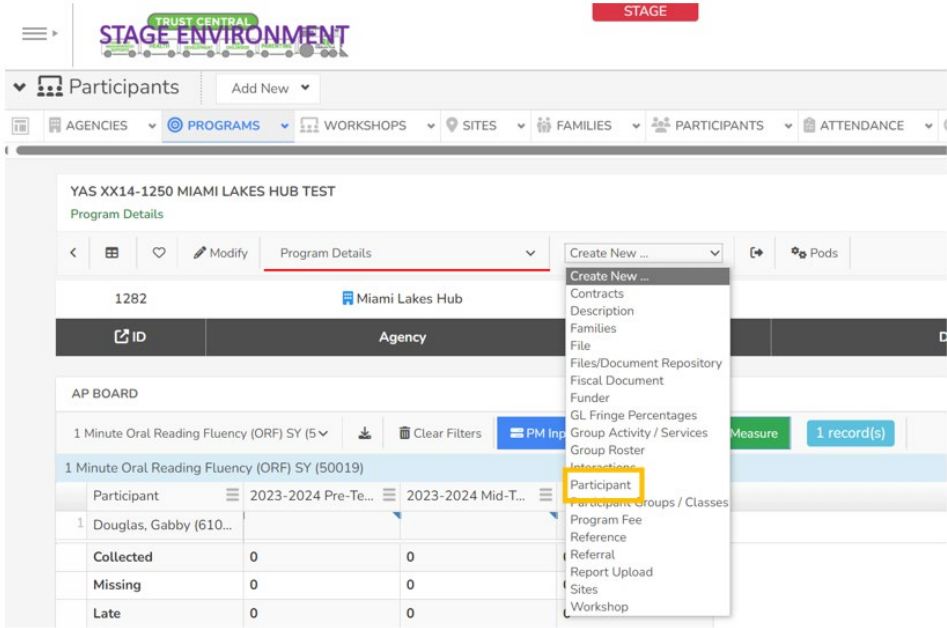
System-involved/disconnected youth: Enhance Health and Wellness - Social & emotional learning

System-involved/disconnected youth: Enhance Health and Wellness -Life skills & financial literacy

System-involved/disconnected youth: Postsecondary Supports - job placement for disconnected youth only

To Be Determined

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.

The screenshot shows the 'Participant' form in the software. The 'Program' field is set to 'Miami Lakes Hub: YAS XX14-1250 Miami Lakes Hub Test'. The 'Participant Type' dropdown is set to 'Y (Youth)'. The form includes fields for 'Last Name *', 'First Name *', 'Middle Name', 'Date Of Birth *', 'Age At First Episode Open *', 'Gender *', 'Open Date *', and 'Involvement *'. Each field has a corresponding input box or dropdown menu.

Involvement *

Caregiver Last Name *

Caregiver First Name *

Caregiver Phone Number *

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

Caregiver email address *

Caregiver preferred language for contact *

Youth Phone Number

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 *

Other Demographics

Preferred Language for Contact *

Language(s) comfortable communicating *

Ethnicity *

Race *

Condition or Disability lasting a year or more? * Yes No

Conditions child has lasting a year or more?

Condition Harder To Do Things Any conditions make it harder for child to do things?
 No Yes

Areas in which child needs assistance?

Activities and Services

Groups

23-24 SY Miami Lakes Hub_Fierce Five

Public Program Search (No Attendance)

Public Program Search (No Attendance)

Activities and Services

Activity(ies) *

After School Day

Differentiated Literacy Instruction (DLI)

School Year Full Day

Summer Camp

Activities Information

Enrichment Activities 2023-2024 School Year *

Enrichment Activities 2023-2024 Summer *

Alternative Assessment Does the youth require an alternative assessment? (Yes/No)
 Yes No

After Saving, Go To

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 M-DCPS student ID number, would rather not disclose it, or the information is missing, only enter a 9 . |
| Street Type | 1234 NE Main Ave. |
| Email Address | If emails <u>was</u> not provided or is missing, enter: no@email.com . |
| Phone Number | If the phone number was not provided or is missing, enter: 999-999-9999 . |

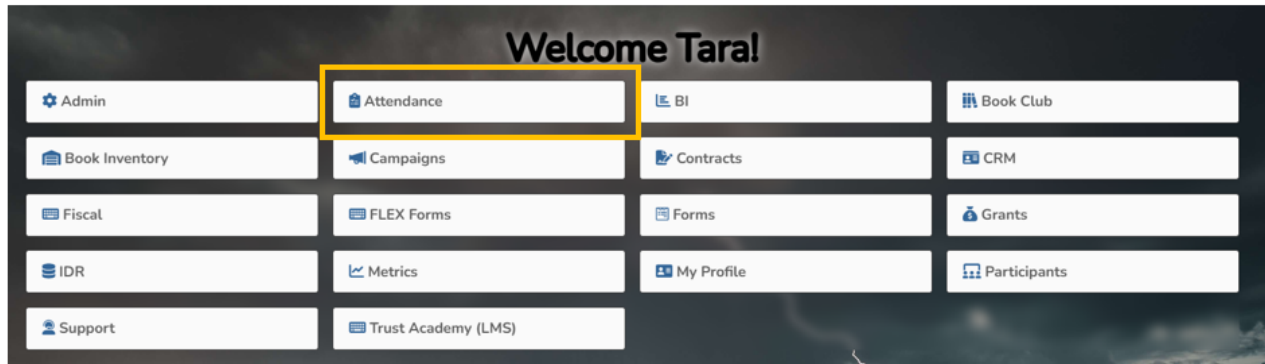
- The address field is being validated. In the case, you go back into the participant to make an update, you may need to validate the address for the system to allow you to save.

Entering Attendance

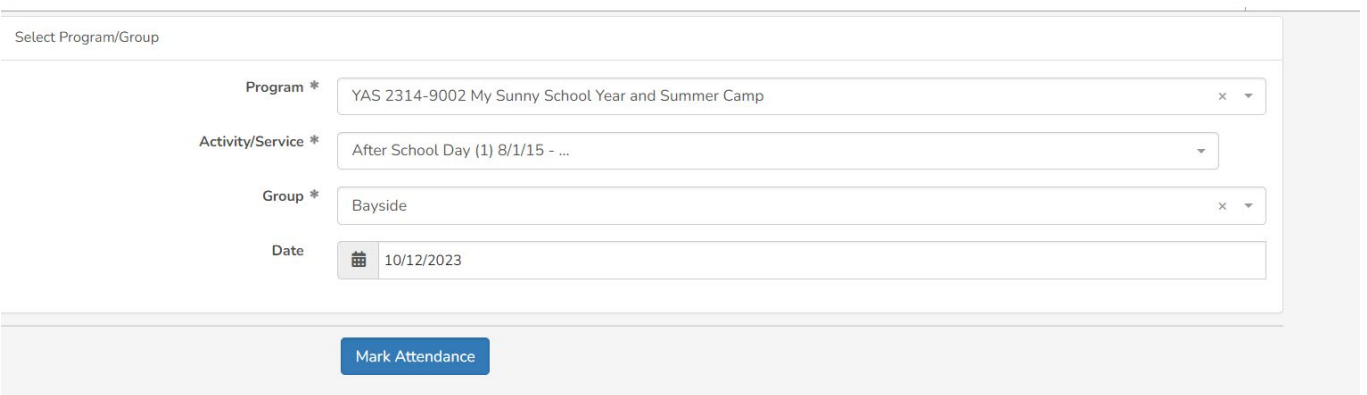
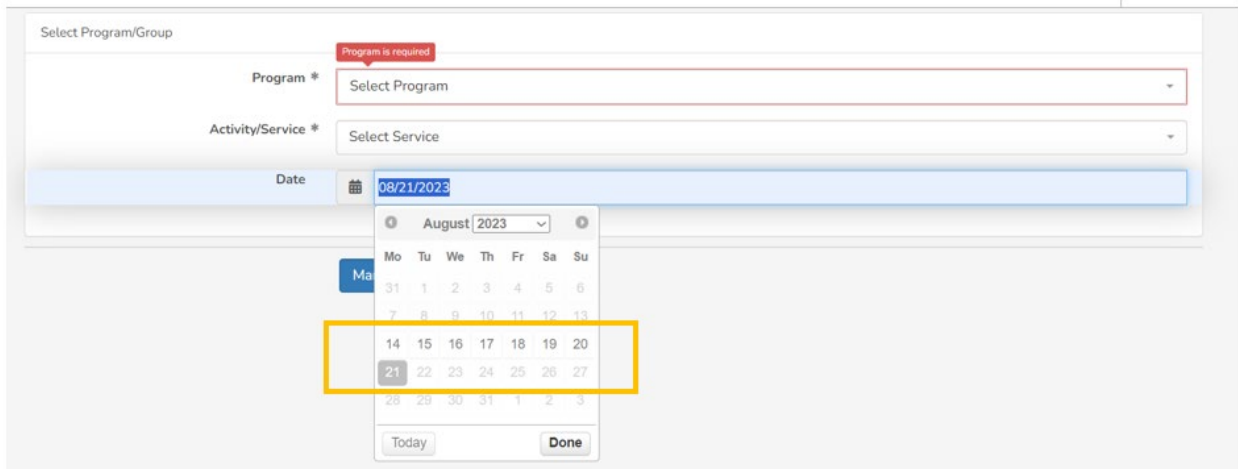
| Key Term | Definition | Example |
|------------------------|--|---|
| Units of Service (UOS) | • A unit of service (day/session) for a participant. | <ul style="list-style-type: none"> • X participant attended After school day session on 8/08/18. • X participant attended DLI session on 8/08/18. |

- 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,

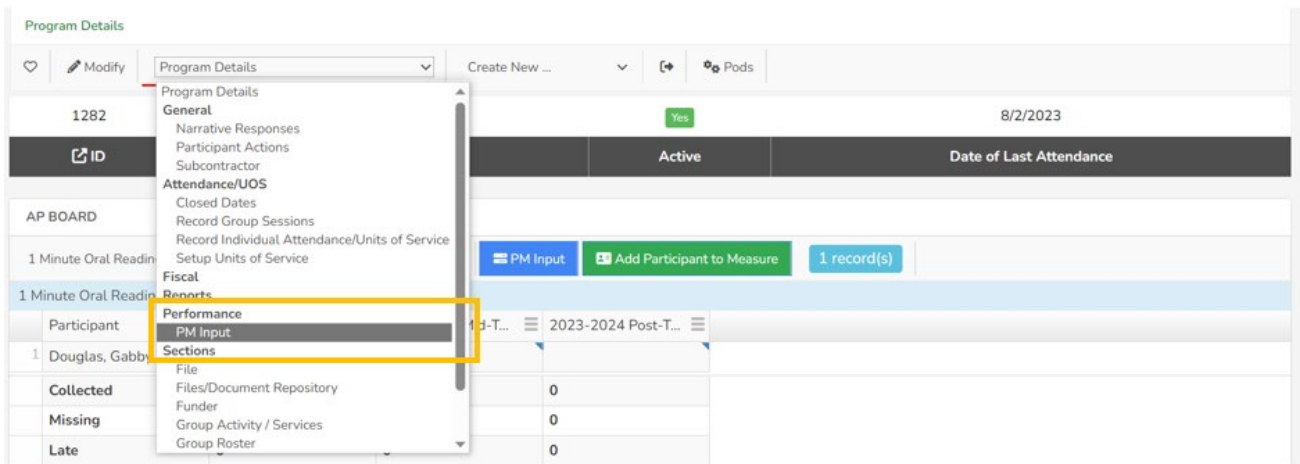
| Group | Activity/Service | Date | Units |
|-------------------------------------|---------------------------|------|-------|
| Participants | | | |
| <input type="checkbox"/> | Douglas, Gabby (610847) | | |
| <input checked="" type="checkbox"/> | Maroney, McKayla (610848) | | |
| <input checked="" type="checkbox"/> | Raisman, Aly (610849) | | |
| <input type="checkbox"/> | Ross, Kayla (610850) | | |
| <input type="checkbox"/> | Wieber, Jordyn (610851) | | |

➔
Done
Mark All Attended

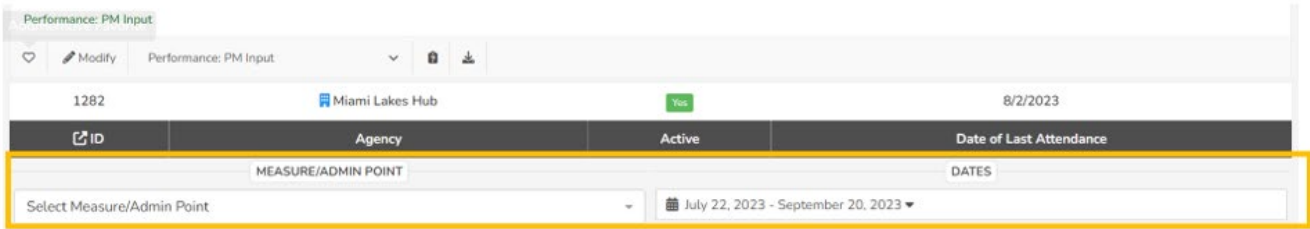
Entering Performance Measures

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.

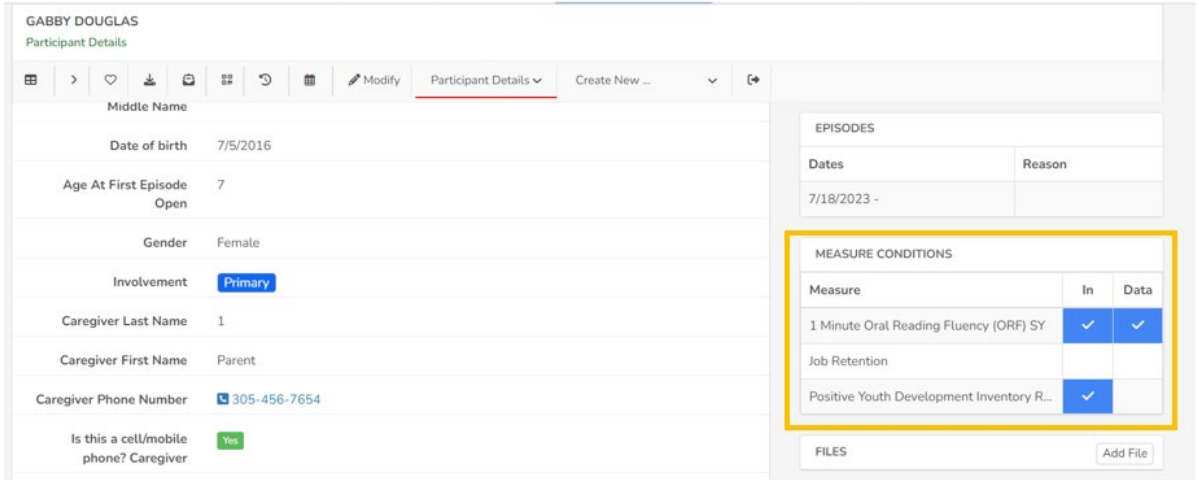
1. Login to your programs landing page and from the "Program Details" drop down menu, select PM Input.



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



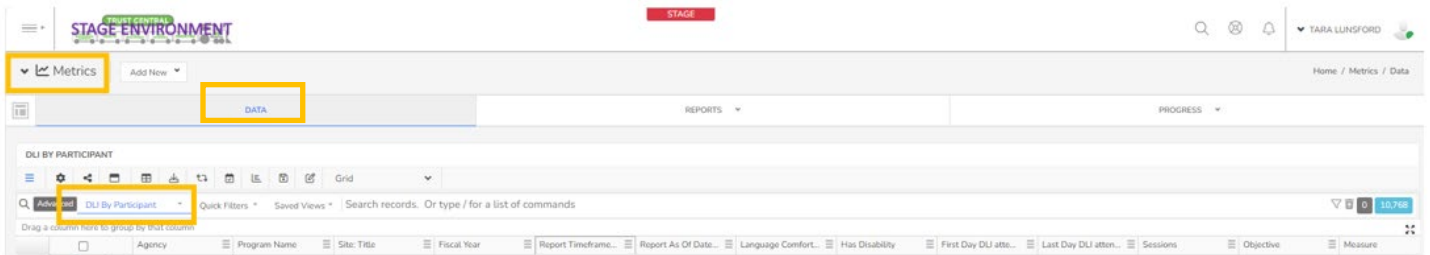
3. Responses can then be recorded for the participants that are associated with that performance



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.
- There are three new grids; **participant**, **site** and **program** views. This allows for individual and summarized data to be easily accessible and shared. [How to Access DLI Grids](#)
- 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 upon request when neither additional option is possible.

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.

| Parent/Guardian Report Questionnaire | |
|---|--|
| Questions | Options |
| Staff at this program... | |
| Help my child do better in school. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help my child get ready for the new school year. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Make sure my child does their homework. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help my child to read better. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Keep my child physically active. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help the kids get along and work together. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Understand and support my child's culture and language. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Make sure my child can fully participate in all activities with supports when needed. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Care about my child. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Supervise my child and keep them safe. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Have good communication with me about activities, my ideas and my child's progress. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| This program.... | |
| Offers my child the opportunity to do new enriching activities. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Gives me <u>child care</u> so that I can go to work or school. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Is affordable. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| My child likes coming to this program. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| I would recommend this program to a friend or family member. | Strongly Agree; Agree; Disagree; Strongly Disagree |

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.

Youth (6th-12th Grade) Questionnaire

| Youth Report Questionnaire (Grades 6 -12) | |
|---|--|
| Questions | Options |
| Staff at this program... | |
| Help me do better in school. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me get ready for the new school year. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Make sure I do my homework. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Keep me physically active. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help the kids to get along and work together. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Understand and support my culture and language. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me to take part in all the activities. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Care about me. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Watch out for me and keep me safe. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Give me the chance to share my ideas and choose what activities I have interest in. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| | |
| This program gives me a chance to do things I like that I can't do anywhere else. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| I would tell my friends to come to this program. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| I like coming here. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me do better in school. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me get ready for the new school year. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Make sure I do my homework. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Keep me physically active. | Strongly Agree; Agree; Disagree; Strongly Disagree |

Youth (K-5th Grade) Questionnaire

| Youth Report Questionnaire (Grades K -5) | |
|--|--|
| Questions | Options |
| Adults in my after-school program.... | |
| Adult in my summer camp.... | |
| Help me do better in school. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me get ready for the new school year. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me do my homework. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me to read better. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me to exercise. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help the kids get along. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Listen to me. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Help me to do all the activities. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Care about me. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| Watch out for me and keep me safe. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| I like coming here. | Strongly Agree; Agree; Disagree; Strongly Disagree |
| I would tell my friends to come to this program. | Strongly Agree; Agree; Disagree; Strongly Disagree |

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)



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