



Julian Place 2024 Annual Program Report

Prepared for Adopt-A-Family of the Palm Beaches, Inc.

June, 2025

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EXECUTIVE SUMMARY

This report is an update on the current status and outcomes of Adopt-A-Family's Julian Place Program (the Program). Details on the implementation and in-depth background of Julian Place - from planning to intake to program design - can be found in the 2020, 2021, 2022, and 2023 reports¹ from Geo Education & Research (Geo) ([click here for 2023 report](#)). In addition, this report includes an overview of the progress of the resident families over their tenure at Julian Place in terms of the parents' economic, career, and education status, as well as achievements of the children. Additional insights gathered during a visit to Julian Place in the spring of 2024 are also included.

During 2024 at the Julian Place community, Adopt-A-Family of the Palm Beaches, Inc. (AAF) provided housing and a supportive environment with wraparound services for 19 families (29 adults (including children 18+) and 46 minor children) previously at risk of housing instability. Six families moved out during 2024 and five new families moved in. AAF provides this housing support in order to measurably improve outcomes for all family members, and most importantly for the future, to improve the educational outcomes of the children in their families. The Program is a collaboration with Highland Elementary School (HES) in Lake Worth, Florida, a community highly impacted by poverty and housing instability. This report highlights the progress and accomplishments of the Program with a special emphasis on the achievement of the children served by the Program through December 2024.

Background

Tropical Ridge, a neighborhood located in Lake Worth, Florida, has a high level of poverty and crime, and limited affordable housing. **HES consistently serves one of the highest percentages of at-risk students in the School District of Palm Beach County (the District) where in the 2023-24 school year 72% were low income, 2% were experiencing homelessness, and 1% were immigrant students.**² The high price and limited supply of affordable housing in the area are major barriers to the recovery and success of families experiencing homelessness. At HES that year, 100% of the students were low income, **6% were experiencing homelessness, and 2% were immigrant students.**

Julian Place Program

The Julian Place Program is based on substantial research into the interrelationships between housing stability and attaining positive outcomes for adults and children. Families that are experiencing

¹ <https://www.aafpb.org/wp-content/uploads/AAF-Julian-Place-2022-Annual-Report-Final.pdf>

² Source: Florida State Department of Education Report Card - <https://www.fldoe.org/accountability/accountability-reporting/interactive-reporting/>

homelessness or chronic housing instability often do not have sufficient capacity and resources to sustain employment and/or education and achieve high levels of personal development. The Program was specifically created to provide stable housing and support services to families with students enrolled at HES experiencing homelessness. Unlike many other housing support programs, AAF allows the Program families to remain at Julian Place until their youngest child graduates from high school. They do not have to move out even if their income increases in the meantime. This “place-based” design allows families to remain at their home school and stay rooted in established social supports in the neighborhood in which they live. It allows them to envision a future of stability, not just a short-term reprieve from the constant search for housing.



Julian Place design plan



Exterior view of Julian Place

Julian Place Objectives

Eight key objectives of the Program were established by AAF at the Program’s outset. Progress so far on each objective is detailed below.

Objective 1: Secure Funding to Build Affordable Housing for Families with Students in Highland Elementary School

By the end of 2022, AAF closed a capital campaign that raised \$6.6 million for the Julian Place project. The 14 fully furnished townhomes and related facilities in the Julian Place community were completed in the spring of 2020, and AAF secured funding to operate the Program through 2025. In June of 2020 Julian Place welcomed the first family and has been at full capacity since. At the end of 2024, 13 families were being served. AAF staff were working to fill the other unit.

Objective 2: Build Collaboration with Partners in the School, School District, and Community Service Agencies

AAF partnered with a wide variety of agencies to plan and implement Julian Place. Partner educators and agencies also provide extensive services to Julian Place families.

These partnerships will influence outcomes relevant to several of the Program objectives. Several have been providing support for Program families since the beginning of the Program. AAF continues to seek new partnerships with organizations to provide adult education, financial literacy support, parenting classes, and vocational opportunities.

Objective 3: Recruit and House Families

The goal of housing 14 families by August 2020 was not met due largely to the COVID-19 pandemic shutting down the school in the spring and thereby reducing access to school staff and potential families. In subsequent years all units were filled. As of December, 2024, one of the 14 units at Julian Place was not occupied. Previously, one unit was occupied by the Resident Manager, but this has since been repurposed as client housing. AAF continues to meet its goal of 86% of Julian Place families remaining in their homes for at least one full year. Only four families left the Program prior to 2024, however, during 2024, six families left Julian place for a variety of reasons. Data from their exit interviews are presented in the full report. AAF staff are actively working to fill the vacant units with families who have children at HES.

Objective 4: Provide Opportunities and Support Family Personal Change and Development

Many opportunities are available at Julian Place to support family personal change and development. The opportunities include access to the Jayne and Tim Donahue Community Center for family gatherings, work, online study, support programs and classes, as well as AAF's Project Grow afterschool program, which is housed in the AAF main office building adjacent to Julian Place.

AAF staff report that all but two Julian Place families participated in at least three support services in 2024, many taking advantages of as many programs, courses, and events as they could. All households participate in regular case management, which includes family action planning and budget counseling with the Julian Place Program Manager. In the last year, five of the families had at least one member engaged with the on-site Mental Health Therapist, and 13 families received assistance from the Job Coach Manager.

Objective 5: Improve Student Outcomes

Compared to students with similar demographic characteristics, Julian Place students outperformed their peers on a range of academic and behavioral outcomes. Program students exceeded the performance of demographically comparable students on the annual state FAST test by 6.3 percentile points in English Language Arts and 2.2 points in math. On a School District assessment, Program students scored 6.7 percentile points higher in English Language Arts, and performed as well as the

comparison group in mathematics. The Program students also earned higher class grades and demonstrated no significant concerns in the areas of attendance and discipline. Parent surveys also show that parents feel their children are improving academically and in school behavior.

Objective 6: Improve Parent and Family Outcomes

In addition to the progress of the families reported by AAF staff, based on survey data collected by Geo from the Program parents in the fall of 2024, it is clear that these families are experiencing powerful changes in their lives as a result of having stable housing, and more importantly, having the expectation that the housing and supportive services will continue. Family incomes have increased significantly and many parents have received academic degrees and professional certification while in the Program.

Objective 7: Improve Community Outcomes

Julian Place is designed to be a community of residents, not stand-alone housing units. AAF intends Julian Place to become a model for other housing and school programs to comprehensively address the needs of students and families experiencing housing insecurity. AAF staff report an increase of residents sharing and helping each other and often having conversations in the parking lot, by the mailboxes, or by their porches. One Program resident hired another Julian Place resident at their place of work.

Objective 8: Design and Implement an Ongoing Program Evaluation Process to Track Changes in Youth and Families

It is essential to the success of any initiative to collect and analyze clear, objective, and comprehensive data to determine if the program is being implemented as intended (formative evaluation) and if it is achieving the desired outcomes (summative evaluation).

In addition to Geo's annual report on the outcomes, accomplishments, and challenges for the Program, AAF entered into a data sharing agreement with the District in effect through 2025. Geo has been tracking data on both family outcomes and student achievement through the first five years of the Program. Data come from parents, HES, the District, AAF staff, and others engaged with the families. Geo and AAF have developed data collection and analysis tools that will also support ongoing data-driven management and course correction decisions resulting from report findings.

Conclusion

Through the first five years of the Program, Adopt-A-Family of the Palm Beaches, Inc. (AAF) has provided quality, affordable housing to families who were experiencing homelessness or were at risk of experiencing homelessness and who have children at Highland Elementary School and local middle and high schools. AAF has designed and implemented a comprehensive program to support these families with education and provides referrals to job skills training and social services. With the support of Geo Education & Research (Geo), the agency has also implemented a comprehensive system of data collection and analysis to support ongoing program improvement. Regular parent surveys provide evidence that the families are experiencing individual and family growth in careers, education (adult and child), and personal development. Families continue to express their gratitude to AAF staff for the support and opportunities the Program has provided.

Based on data provided by the District, Program students outperform comparable students in their school on a range of academic and behavior outcome measures.

Program parents have increased their incomes considerably, a 43% increase from their time of entry to their most current reported income.

All but three of the adults in the Program have taken advantage of education and training opportunities resulting in them obtaining post-secondary degrees, professional certificates, and job qualifications. The parents currently have a wide range of employment including management positions and running a self-owned business.

An ongoing evaluation strategy and data collection and analysis tools are in place to monitor and evaluate the work as it continues.

The data collected to date indicate that Julian Place is succeeding in all eight of its objectives. Evidence for this conclusion is presented in detail in the full 2025 report.

Recommendations by Geo Education & Research

- **Consider broadening the school partnership.** The challenges cited by AAF staff to recruiting new residents may require a re-conceptualization of the program to extend beyond just serving HES. Any discussions should include a wide range of impacted groups, importantly including the voices of current Program residents.
- **Build on the data sharing agreement with the District to coordinate the services provided to students and families.** Now that the Data Sharing Agreement is well established, it would

be beneficial for AAF to use these data to build on their work with the principal and teacher leaders (ideally including a teacher who has a Julian Place student) to develop a strategy for connecting with teachers on an ongoing basis to share information about the needs of individual students. Noting that the Program students did not perform well on the State tests (a school-wide problem), the school staff may be able to provide suggestions as to how AAF staff can further support the children of Julian Place families.

- In collaboration with Geo, the District, HES administration, and at least one HES teacher if possible, **develop a protocol whereby teachers can systematically provide periodic insights into how Julian Place students are progressing in the classroom beyond what they provide in report cards.**
- **Review the comments from parents presented in this report.** Although few parents this year gave any suggestions for improving the Program, their answers as to which program supports they find most helpful provide guidance on which family supports to emphasize or increase.
- **Continue to conduct periodic surveys of the parents to identify their support needs and gauge their progress in meeting personal goals and how the program is helping to meet those goals.**



AAF Bulletin Board

INTRODUCTION

This is the fifth year in which Geo Education & Research (Geo) conducted an evaluation of Adopt-A-Family's (AAF) Julian Place Program (the Program). The evaluation focuses on the following eight goals established by AAF:

- Secure funding to build affordable housing for families with students in Highland Elementary School;
- Build collaboration with partners in the School, School District, and community service agencies;
- Recruit and house families;
- Provide opportunities and support family personal change and development;
- Improve student outcomes;
- Improve parent and family outcomes;
- Improve community outcomes; and
- Design and implement an ongoing program evaluation process to track changes in youth and families.

The Adopt-A-Family Mission Statement

The mission of Adopt-A-Family of the Palm Beaches, Inc. is to strengthen families with children in their efforts to achieve stability and self-sufficiency by providing access to all-encompassing services.

In the previous annual reports, Geo has shown that AAF has achieved high levels of success for the families in their care. In the fall of 2022, AAF established a data sharing agreement with the School District of Palm Beach County (the District) allowing Geo to compare Julian Place students attending Highland Elementary School (HES) to an anonymous comparison group created by the District to match the demographic characteristics of the AAF-supported students. The District includes information on the income status of the comparison group students to provide a more equivalent comparison to the Program students. The data sharing agreement was updated in January 2025.

This report provides an update on all eight Program objectives. In addition, it updates parent satisfaction data presented in the previous reports and draws conclusions and makes recommendations based on the progress of Julian Place since its beginning. In separate reports, Geo is continuing to provide updates on the achievement and graduation rates of Project Grow students as compared to comparable students throughout the District.

"I look forward to becoming greater and better. I know my children's future is in good hands with the help of AAF."

~Julian Place Parent

The Local Situation

The Tropical Ridge Neighborhood has a high level of poverty and crime and has limited affordable housing. According to the most recent data from the Department of Housing and Urban Development, **the fair market rent for a two-bedroom apartment in Lake Worth in 2024 was \$1,900.³ Staff at AAF report that they cannot find unsubsidized two-bedroom units in the area for under \$2,000.** This cost is out of reach for many families, even those with full-time, low-wage jobs. According to the 2022 US Census update, 24% of the residents of Lake Worth were at or below the poverty line, approximately twice the rate of the county as a whole, and only 36% of residents who are younger than 65 had health insurance.⁴ AAF staff report that in order to adequately pay for the cost of rent, food, transportation, and daycare for a family of four, the household income must exceed \$104,000 per year.

In the 2024-2025 school year, there were 3,630 students experiencing homelessness within the District.⁵ As of February 2025, 4,252 students in the Palm Beach County School District had experienced homeless during the 2024-25 school year. HES consistently ranks high on the State list of schools with the highest numbers of students experiencing homelessness. As of the spring of 2025, 100% of students at Highland qualify for free or reduced-cost lunch due to family income.

Highland Elementary Population⁶

Forming a strong partnership with the school is critical for achieving a positive impact on the educational success of the students. All but two of the elementary age students in the Program attend HES. One child attends a parochial school, and another attends a public charter school.

HES serves 937 students in pre-kindergarten through grade 5. The demographics of the student population are shown in Table 1 below.

³https://www.huduser.gov/portal/datasets/fmr/fmrs/FY2025_code/2025zip_code_calc.odn?zcta=33460&metro_code=METRO33100MM8960&year=2025

⁴<https://www.census.gov/quickfacts/fact/table/lakeworthbeachcityflorida,palmbeachcountyflorida/PST045222>

⁵<https://cbs12.com/news/local/sachs-says-number-of-homeless-students-is-shocking>

⁶[https://knowyourdatafl.org/views/PK12-](https://knowyourdatafl.org/views/PK12-Enrollment/ENROLLMENTDEMOGRAPHICS?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y)

[Enrollment/ENROLLMENTDEMOGRAPHICS?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y](https://knowyourdatafl.org/views/PK12-Enrollment/ENROLLMENTDEMOGRAPHICS?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y)

Although the number of students increased this year, the population at Highland Elementary was in decline from the 2018-19 to the 2023-24 school year as shown in **Figure 1** below. According to the Highland Principal, the initial drop was due to the District changing school attendance boundaries to reduce the number of students at the school. The proportion of low-income students is very high (82%) as shown in **Table 1** but has declined from a high of 98% in 2018-19.

Figure 1 | Change in HES Enrollment Over Time

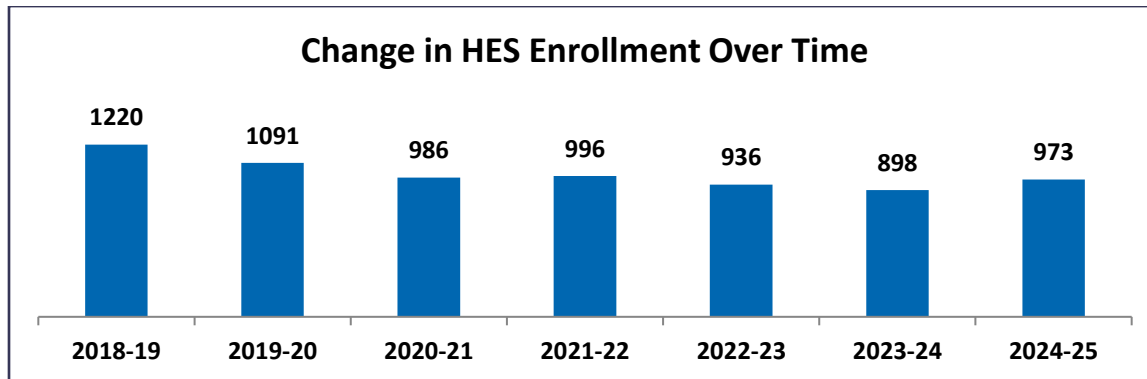


Table 1 | Highland Elementary School Demographics⁷ as of School Year 2024-2025*

Demographic Category	% of School Population	% of District Population
Hispanic	71%	38%
Black/African American	20%	28%
White	5%	27%
Asian	0.5%	3%
Other/Mixed	4%	3%
Economically Disadvantaged	84%	51%
English Language Learners**	68%	23%
Students with Disabilities	14%	17%
Homeless	9%	2%
Immigrant	14%	9%

* These data are subject to change. The data above are as of the time of this report.

** English Language Learners (ELL) are students who are learning English as a second language.

OUTCOMES, RESULTS AND BENEFITS

⁷<https://www.palmbeachschools.org/about-us/reports-and-publications/testssurvey-reports/enrollment>

Objective 1: Secure Funding to Build Affordable Housing for Families with Students in Highland Elementary School

Results

By the end of 2022, AAF closed a capital campaign that raised \$6.6 million for the Julian Place project. The 14 fully furnished townhomes and related facilities in the Julian Place community were completed in the spring of 2020, and AAF secured funding to operate the Program through 2025. In June of 2020 Julian Place welcomed the first family and has been at full capacity since. At the end of 2024, 13 families were being served. AAF staff were working to fill the other unit.

Benefits

Based on the belief that stable housing is a critical factor in the success of children and their families, securing the funding for the completion of the housing units and program operations was the first and most important goal of this Program. The completion of Julian Place provided the underpinning of all the other aspects of the Program, including academic support for the children, job and educational coaching for the adults, and the development of a nurturing and supportive community.

“A long-term challenge centers on sustaining the program. The provision of affordable housing is challenging without ongoing subsidy. Julian Place is able to offer such low rents as a result of the caring community of donors that support our work.”

~AAF CEO

Objective 2: Build Collaboration with Partners in the School, School District, and Community Service Agencies

Results

As reported in previous reports by Geo, AAF partnered with a wide variety of agencies to plan and implement the Program. Significantly, these partners included civic and community leaders, educators, and agencies that now provide services to Julian Place families.

Many activities are required to mobilize, inform, and coordinate staff, services, and partners including the following.

- Develop/expand strategic partnerships;
- Raise and manage the funds to build and maintain housing and related facilities and activities;
- Develop and support effective staff and volunteers;
- Identify and engage families to participate in all aspects of the Program;
- Build referral networks among providers of social, educational, and economic services;
- Assist partners with self-assessment, program improvement, and cultural competency;
- Identify and address ongoing areas of need, gaps in service, and opportunities for collaboration and intervention;
- Educate community leaders and the public on support needs;
- Incorporate School and District data for ongoing planning and support;
- Share information, data, and lessons learned on program effectiveness;
- Implement best practices of family care and support; and
- Encourage continuous learning and program refinement.

Continued work on these tasks influences outcomes relevant to several Program objectives. Although providing Program services had a slow start due to the COVID-19 pandemic, AAF has built partnerships with key agencies that are critical to the success of the enrolled families. Prior to building Julian Place, AAF already had a good working relationship with HES and many local service providers. In addition, AAF continues to seek new partnerships with organizations to provide adult education, financial literacy support, parenting classes, and vocational opportunities.

Program clients have access to the following support services through AAF and partner entities.

- AAF's Project Grow—Licensed afterschool and summer program, located adjacent to Julian Place, for children attending kindergarten through fifth grade
- AAF's Youth Success Program—Academic support, tutoring, and activities for AAF's middle and high school students, including guest speakers on topics including interview skills, money management, college prep, etc.
- AAF's Job Coaching Program—Vocational assessments and job coaching are provided to all residents who are interested in increasing their education, earning potential, and vocational satisfaction

- BRIDGES at Highland—Classes including Triple P Parenting, early childhood development, and food/diaper assistance
- The Early Learning Coalition—Palm Beach County’s provider of subsidized childcare vouchers which reduce or eliminate the cost to families to participate in Project Grow, and provide day care coverage so that parents can go to a job or attend school
- Sweet Dream Makers—New beds and mattresses for Julian Place residents
- The School District of Palm Beach County and HES—Various supports for low-income families, especially those experiencing homelessness
- PNC Bank—Financial literacy classes
- Restoration Bridge and Palm Beach Sherriff’s Office—Fresh food distribution
- Fifth Third Bank—Financial literacy and budgeting classes
- Aid to Victims of Domestic Abuse—Informative presentations on domestic violence, safety planning and resources available (not utilized in 2024 but always available)
- Cotton Bottoms—Provides diapers on a monthly basis to assist with family finances (new in 2024)

Administrators in the District and at HES have shown their support for the Program by providing access to staff and resources and by agreeing to share District achievement data with AAF and Geo.

“This past year, Adopt-A-Family was recognized at the Volunteers & Community Business Partner’s event by the staff from Highland Elementary School. We also joined them to celebrate National Hispanic Heritage Month and the Celebration of Black History Month.”
~JP Program Manager

Benefits

It appears that the resources and partnerships needed to support the Program families are solidly in place and providing the resources that will enable the families to thrive. Although AAF provides stable housing to the Julian Place families, it will take the continued support of a large and diverse team to assure that the families succeed.

Objective 3: Recruit and House Families

Results

Overall, AAF continues to meet its goal of 86% of Julian Place families remaining in their homes for at least one full year.

As of December 2024, 13 of the units at Julian Place are occupied by families. Since Julian Place opened, 10 families have moved out. One family was relocated after six months due to safety concerns. The other families left to take advantage of other opportunities or due to internal family situations. **Since the inception of the program, 23 families have been served.**

Rents are a very reasonable \$650 per month for a two bedroom unit and \$750 for a three- or four-bedroom unit. As mentioned above, by comparison, the HUD fair market rent for housing in the same ZIP code for 2024 was \$1,900 for a two-bedroom home.⁸ The HUD rate for 2025 has been slightly increased to \$1,910.

Benefits

Now that the families are becoming stable in their new homes, the adults are clearly focused on their employment and skill development, and the children are able to concentrate more fully on their studies. Housing stability and a sense of normality for the children served by the Program is helping them to establish a circle of friends and supportive adults in school and in the community. This should contribute to their sense of well-being and stability, both of which are strong contributors to long-term success. The ongoing evaluation of the Program will continue to include these indicators to determine the extent to which the desired outcomes are being achieved.

Future Challenges to Providing Housing

The AAF Director of Housing reported, “Although the Program was intended for students who were attending Highland Elementary, some parents have started to seek schools such as charter schools or private schools as they feel they want a better education that they feel will be provided elsewhere. If the issue continues we may have to seek referrals from the other Lake Worth elementary schools.”

Demographics of Julian Place Families as of February 2025

As of February 2025, Julian Place families have the following characteristics.

- Nine single-adult families

⁸https://www.huduser.gov/portal/datasets/fmr/fmrs/FY2025_code/2025zip_code_calc.odn?zcta=33460&metro_code=METRO33100MM8960&year=2025

- Three two-adult families
- One three-adult family (3 generations plus one child)
- Seven families have two children
- Four families have three children
- Children’s average age is 7.9 years
- Children’s age range is one year to 18 years old
- All school-aged children attend school (see **Table 2** for details)

Table 2 | Children Served by the Program by Grade Level

Grade	Number of Children Served
Pre-Kindergarten	3
Kindergarten	1
1	2
3	2
4	3
5	2
6	1
7	1
8	1
11	1

Objective 4: Provide Opportunities and Support Family Personal Change and Development

Many opportunities are available at Julian Place to support family personal change and development. This includes access to the Jayne and Tim Donahue Community Center for family gatherings, work, online study, support programs and classes, as well as AAF’s Project Grow afterschool program, which is housed in the AAF main office building adjacent to Julian Place.

AAF has identified the following means to support the Program families.

Provide Opportunities for Growth

- Provision and support of pro-social activities
- Developing an assessment and referral process to link parents and youth to services and activities
- Linking participants to community partners that provide education, jobs training, and employment
- Making a Job Coach Program available to all residents
- Empowering parents and families to identify and address collective problems and opportunities
- Providing a Youth Success Coach to build rapport with a trusted adult with whom youth can speak to about challenges they face as teenagers

Support Personal Change and Development

- Parenting training
- Financial literacy classes
- Tutoring and mentoring to students
- Academic advising with parents for their student(s)
- Mental health counseling for family members
- Case management services on-site and at school with interactions among teachers, parents, and students
- Self-confidence and work-life balance workshops

Promote Community Engagement

- Implement activities that increase neighborhood cohesiveness
- Recognize and celebrate individual and collective successes

Results

In the fall of 2024, adult residents at Julian Place were asked to participate in a survey to determine how the Program is going for them and their family so far. At least one of the adults from each of the families responded. Some of the parents filled out the answers themselves; some were conducted as interviews by Julian Place staff if the participants were not comfortable writing in English. This survey is designed to be repeated every six months throughout the evaluation of the Program.

The results from the fall 2024 survey are presented in **Table 3** along with the change in ratings from fall 2023 and the change since the first administration of the survey in 2021. **The ratings on all of the survey items have remained high with just slight changes in the mean ratings.** The largest change since 2021 was the increase on the item “I feel like I am a part of the Julian Place community.” Note that the three new families that joined the Program in the fall of 2024 are not included in this analysis. The mean rating is 4.7, which is quite high, as it has been in the past.

Table 3 | Results of Julian Place Fall 2024 Parent Questionnaire

Since we moved into Julian Place...	How much does client agree or disagree with the statements below?							Change from Previous Survey	Change from First Survey 2021
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Don't Know or No Answer (No Rating)	Mean Rating		
I have received a lot of the help my family needed.				2	9		4.8	0.0	0.2
I am better able to support my child.				3	8		4.7	0.0	-0.1
I have been better able to focus on our future.				2	9		4.8	0.1	0.4
I am more involved in my child's education.				4	7		4.6	-0.3	0.3
I have better access to community resources.				5	6		4.5	-0.2	0.0

Table 3 | Results of Julian Place Fall 2024 Parent Questionnaire (continued)

Since we moved into Julian Place...	How much does client agree or disagree with the statements below?							Change from Previous Survey	Change from First Survey 2021
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Don't Know or No Answer (No Rating)	Mean Rating		
My child behaves better in school.				3	8		4.7	0.0	0.4
My child behaves better at home.			1	3	7		4.5	0.0	0.5
My child has learned more in school (or online).				4	7		4.6	-0.2	0.6
AAF and the school staff worked together effectively for my child.				4	7		4.6	-0.2	0.1
The AAF staff understand what support my family needs.				4	7		4.6	-0.3	0.0
I am improving my parenting skills.				4	7		4.6	0.1	0.3
I am improving my work skills.				6	5		4.5	-0.3	0.3
I am improving my communication skills.*				4	5	1	4.6	-0.1	0.5

Table 3 | Results of Julian Place Fall 2024 Parent Questionnaire (continued)

Since we moved into Julian Place...	How much does client agree or disagree with the statements below?							Change from Previous Survey	Change from First Survey 2021
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Don't Know or No Answer (No Rating)	Mean Rating		
Working on our Family Success Plan is helpful.				3	8		4.7	0.0	0.2
Being encouraged to meet my personal, economic, and educational goals is helpful.				5	6		4.5	-0.4	-0.1
I feel like I am part of the Julian Place community.				2	9		4.8	-0.1	0.7
					Average Change →			-0.1	0.3

* One parent did not respond to this question.

Parent Comments on Questionnaire

The last four questions on the survey were open-ended. The parent responses for 2024 are reported verbatim below. Not all respondents answered all the questions. One interesting difference over time in the comments is an increase of parents mentioning AAF by name or speaking of “the agency” as compared to only mentioning the Program. This may reflect a growing awareness of the broader range of support available through AAF’s other programs and resources.

What are the most important changes you have seen in yourself or your child since coming to Julian Place?

- We are more successful in the things we apply ourselves to.
- Improving (child's name)'s reading.
- I feel at peace with my children. We have a place for us. My kids are happy and doing better in school.
- Less stressed about where we are going to live.

- I am more confident and focus on my kids more.
- More confident. Stability has improved. Working toward success because of motivation.
- Thanks to this program we are doing better. I am able to save money and provide for my kids thanks to the affordable rent.
- The most important change I've seen in myself is I am more confident and independent.
- We are very stable in everything. Feel comfortable. We have a better life now.
- Before I was struggling, now I am with my family. Now I am able to provide for my family. We are together.
- Having a safe environment and a place to call home.

Which community resources are the most helpful to you so far?

- Low rent. (Child's name) wouldn't be able to do extracurriculars.
- All food drives and the events
- Providing Pampers and wipes for my baby and food
- Project Grow has been very helpful in providing daycare for (child's name) especially on days she doesn't have school.
- This agency - community action, Project Grow, events, and therapy
- Project Grow and the assistance from the Job Coach
- The afterschool program
- All the help that you guys provide - diapers, wipes, food drive
- Everything that we do.
- Project Grow

What suggestions do you have to help us improve our support to Julian Place families?

- To continue helping families like mine
- Nothing I can think of. Everyone and everything have given me a lot of support.
- Nothing to suggest - you guys are great
- I don't have any suggestions at this time.
- My suggestion is to continue helping other families to be happy and comfortable as we are.
- This agency is doing a good job and to continue doing a good job.
- None needed

Is there is anything else you would like to tell us about the Program?

- I am so grateful for all the support we receive. It has helped to transform our lives.
- The program is excellent. We love the events for the children. The care for my kids, and the respect for us is excellent as well.
- I'm very grateful and blessed to be here.
- Thank you for all you do and continue to do for my family.
- This program has helped me and my family. You guys help me emotionally, mentally. I was lost when I came into this program, and I still have many problems. I receive the support I need. This agency has helped me tremendously.
- Thank you for everything.
- I look forward to becoming greater and better. I know my children's futures are in good hands with the help of AAF.
- Keep doing what you do. Thank you
- We have a place to live peacefully. Thank you
- I love and appreciate [the Program Manager] so much; she is like an aunt to the kids and me.

"I would like to emphasize the importance of recognizing the diversity of the residents and to respect it. This creates a better understanding between the case manager and the client which helps the client to be comfortable to share their story, concerns, and fears."

~JP Program Manager

The 11 parents surveyed showed very high levels of satisfaction with all of the program elements as shown by high mean scores on all of the rating questions (above four on the five point scale). The comments show the depth of their satisfaction and appreciation for the services and program staff. These ratings are slightly higher than the high ratings the parents gave the Program after the first three years of implementation. The changes are only a few tenths of a percent, but the ratings are already so high that not much gain is possible.

Additional Services Provided to Residents in 2024

- 13 families have been assessed by the Job Coach. Nine of 13 of these families are pursuing a higher education/ certification program.
- Seven out of eight families who have a child in middle/high school have been assessed and were working with the Youth Success Program Manager. All are being offered enrichment

groups, tutoring and one-on-one counseling to assist with academics, social, and emotional help.

- Five families who requested therapy services have been linked to the AAF Mental Health Therapist.
- Food distributions by Palm Beach County Sheriff's Office and Restoration Bridge
- BRIDGES organization informational session
- Residents focus group
- Triple P Parenting Seminar
- Budgeting seminar conducted by Fifth Third Bank
- Equal Ground Presentation – Provided updates on Florida's legislative session, review of the makeup of the state government, provided a detailed review of key bills passed during 2024 legislative session and update on what your legislator did
- STEM – Science, Technology, Engineering and Math activities for the family
- Family Movie Nights – once per month on a Friday night.

Benefits

The parents are increasing their participation in the activities above, allowing them to focus more on employment and skill development. Families that had been experiencing housing instability and inconsistent access to resources and support are now able to establish new norms of stability and consistency in their personal and professional lives.

Some of the presentations that AAF has provided to the JP families include: budgeting and managing debt training, self-confidence, work/life balance, domestic violence awareness, and a PNC Bank presentation.

Families Exiting the Program

For a variety of reasons 10 families have left Julian Place since it opened, four prior to 2024, and six during 2024. The reasons including moving in with other family members, relocating to another state, getting other subsidized housing, moving for a medical reason, and internal family concerns. One family was exited by AAF for a lease violation.

Upon exiting, parents were asked to complete an exit interview that involved rating items related to living in Julian Place, and four open-ended questions. The results are provided in **Table 4** below. The average rating was 4.7, which is the same as the current residents. In looking at the difference

between those who left before 2024 and the recent departures, the mean satisfaction rating was 0.3 points lower in 2024.

“This past year some of our residents experienced personal challenges that created some setbacks. Thankfully, between the collaboration from our therapy department, our Youth Success Program, case management, and one of our community partners, we were able to prevent a client from going back to homelessness and also prevent her from losing the continuation of services she needs.”

~JP Program Manager

Table 4 | Changes in Former Residents since Residing at Julian Place

Since we moved into Julian Place...	How much does the client agree or disagree with the statements below?						Mean Rating
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Don't Know or No Answer (No Rating)	
The AAF staff provided the support my family needed.				2	10		4.8
I became better able to support my child(ren).				1	11		4.9
I was better able to focus on our future.				2	10		4.8
I became more involved in my child's education.			1	1	10		4.8

Table 4 | Changes in Former Residents since Residing at Julian Place (continued)

Since we moved into Julian Place...	How much does the client agree or disagree with the statements below?						Mean Rating
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Don't Know or No Answer (No Rating)	
I learned more about how to access community resources.		1		3	8		4.5
My child's behavior in school improved.			2	2	8		4.5
My child's behavior at home improved.			2	3	7		4.4
My child's learning in school improved.			2	1	9		4.6
AAF and the school staff worked together effectively for my child.				4	8		4.7
I improved my work skills.			1	2	9		4.7
I improved my communication skills.			1	2	9		4.7
Working on our family's personal, economic, and educational goals was helpful.				1	11		4.9
I felt like I was part of the Julian Place community.			2	1	9		4.6
I feel more confident in my ability to find and keep a good home.				2	10		4.8

Parent Comments on Exit Interview

The following are the verbatim responses to the open-ended items. Those responses that revealed sensitive or personally identifiable information have been omitted.

What are the most important changes have you seen in yourself or your child since coming to Julian Place?

- I gained the ability to become part of my child's afterschool activities when they were at Project Grow.
- For my kids, they were more focused on their studies and for myself I was more confident.
- I was able to complete the GED, and I began a training in administration.
- I have better economic stability to cover what is necessary; academic and personal improvement in my children; and being able to spend more quality time with my children in each activity they do in the program.
- Having a sense of stableness. Seeing my children happy. Knowing I am able to achieve things.
- My husband and I were able to find a stable job and keep it to provide for our family.
- I proved to myself that I can do better and I did. While in JP I obtained security guard licenses D and G and a concealed weapon license for the job.
- More confidence in myself and confidence in being a mother.
- Better grades and attendance. (Kids are happier and she felt support.)
- We feel comfortable; my kids are happy in this beautiful place; able to play with other children outside and in Project Grow.
- They do better at school and they have gotten better at home. Comfortable, beautiful place. Children are happy and able to play with other kids outside.
- We had stability, we were in a position to have a better life, better future.

Which community resources are the most helpful to you so far?

- The Santa Shoppe and helpful clothing gifts. The holiday family adoption.
- Julian Place and Adopt-A-Family. The internal resources more helpful were the Job Coach, therapy, case management and Project Grow, and the food drive.
- The case manager was everything for me and my children since she was always attentive to every detail, every need. Resource with Mr. Bryan to create a better resume and search for a better job. The care resource and youth group were undoubtedly super essential and super excellent.
- Community actions along with Adopt-A-Family - Project Grow, Job Coach, therapy, food drive, Safe, Julian Place.
- The Job Coach helped us a lot with getting a stable career. Also, the therapy helped me a lot.

- Internal resources - therapy, Job Coach, Project Grow. Referrals for jobs, school, food drives, activities, case management.
- Education and financial assistance and offering services in the community has to offer.
- The budgeting to learn how to manage my bills and expenses. Community action for rent assistance when need it. Case management
- Project Grow, youth program for my son, case management, Early Learning Coalition
- The school program for the kids Project Grow
- Community Action, Catholic Charities, LIHEAP (Low Income Home Energy Assistance Program), AAF Youth Group, after school program, Project Grow

What suggestions do you have to help us improve our support to Julian Place families?

- I think parents should only have to show check stubs every month. I don't see the need for meetings nor the "budget" part. I feel it is intrusive and unhelpful as we are still fully responsible to pay our bills. I also don't understand the "outside" policy and the fact that the outside storage and water was taken away. Honestly in my opinion that really drew the "community apart." It's almost like you're always doing something wrong.
- To have activities during the weekends and at least once per month.
- For me, you do your best to provide for families in need. It is a very complete program.
- Continue to be a blessing for those in need.
- To continue keep helping families and don't change anything. Thank you for everything you have helped my family accomplish.
- Keep doing a good job to continue helping families.
- More family activities
- Keep up the good work. Nothing, because I feel every time we need support or help you guys are there for us.
- So far you guys are perfect.
- To set a specific time for the children to be outside.

Is there is anything else you would like to tell us about the Program?

- [The Program Manager] was great from the moment she took over. I don't fault her for doing her job, I just think the program's "way" is a bit much and not needed. It made it almost a "chore" as my kids would say to come home because "we can't do anything here." Thank you for the support.

- My experience with Julian Place was a good experience because they help me a lot with my kids. I don't have any complaint at all especially for Adopt-A-Family. They help me also with my little one. Finally, I will miss that place so much.
- It's a good program. It helped me a lot with the housing stability for my kids. Thank you. I want to thank you for the opportunity you gave me to return to the program. Thank you for all the love you have shown us and shown at all times to me and my children. I also want to congratulate you on the great work you have, everyone is very helpful, kind, and respectful. I am very grateful to my case manager for always being on the lookout and working hand-in-hand with us to obtain the best results both personally and in professional growth, etc. This project has undoubtedly been the best thing they have created, and I am sure that the people who use it correctly will be able to come out of it completely fulfilled.
- At Julian Place I had a sense of stableness, feeling like I can do anything. I put my mind to it and Julian Place gave me a sense of hope that positiveness can always come out of a bad situation. With the support of my case manager and manager they saw potential in me and decided not to give up on me who I am forever thankful for I am able to stay in this.
- The food drive was very helpful sometimes when we didn't have enough in our fridge.
- The program gave me the motivation to move forward with my goals for my future. I was able to get my driver's license and purchase my first car. I want Julian Place program to continue doing what you do. Thank you.
- Thank you for the opportunity to be able to better myself. Thank you
- I am grateful for the opportunity to live here.
- The treatment was excellent, always a quick response for any services that we need. The services for the children are excellent. The quality and quantity of activities for the children, the educational part is excellent. The case management is excellent. Thank you
- God bless you guys and don't change. Keep helping families. Thanks a lot.
- No. Thank you

Objective 5: Improve Student Outcomes

Success in school is a multi-faceted outcome, but all of the indicators of success are built into the Program. For example, regular school attendance leads to better academic performance, but the reverse is also true. Students who experience success in their schoolwork are reinforced to work and study hard and are more likely to enjoy school and therefore make the effort to attend.

AAF expects children living at Julian Place will find improved success in school in both academic and non-academic outcomes, anticipating growth in the following areas:

- Improved school attendance;
- Improved access to educational services, if needed;
- Improved engagement in extra-curricular activities;
- Improved performance in school learning;
- Improved test scores;
- Improved percent advancement to next grade;
- Improved likelihood of graduation from high school and enrollment in post-secondary education; and
- Improved social skills.

In the spring of 2021, discussions with the District began on allowing AAF and Geo to access data on the achievement of Program students and comparable students not in the Program. Obtaining parent consent to share their student's data with AAF and Geo was essential to this work. In 2024 the Program staff contacted all of the parents of current Program students and had them complete the District's data sharing consent form in their native language. These forms were then forwarded to the District. In total, data from 20 Program students were retrieved from the District—11 elementary, 5 middle school, and 4 high school students. Although these are too few students to be able to demonstrate any statistical significance, the results shown below do point to overall trends in the achievement of the students.

The data from the District address the question: *How do the children served by the Program compare to comparable students at Highland Elementary School in terms of their academic achievement?*

In order to create a meaningful comparison group, the students were matched with students in the District by gender, race/ethnicity, and eligibility for free and reduced-cost lunch, and participation in special programs. The majority of the younger Julian Place students attend HES, which is their neighborhood school, so the comparison group was composed of the other Highland students sharing the same demographic characteristics. The District also included information on the income status of the comparison group to provide a more equivalent comparison to the Program students.

A roster of the students was transmitted to the District, and staff performed a match on the characteristics listed above to create an anonymous group of comparable students. The data returned did not have any student names but indicated for each record if the student was in the Program or

the comparison group. Subsequently, the District compiled the necessary data from their records and sent them to Geo for analysis. The results of those analyses are presented here.

Academic Results

Assessment Scores

The Florida Assessment of Student Thinking (FAST) test is administered to all public school students in Florida in grades 3-8 in English Language Arts (ELA) and Math. Scores reported in the District data showed each student's percentile score showing how they performed relative to all students taking the test at that time. A percentile score of 50 is the average score for the state at the time of each administration of the test.

Since the FAST is given twice a year, District data can demonstrate how the students' performance changed during the 2023-2024 school year (see Table 5).

Table 5 | Change in FAST Performance Fall to Spring 2023-24 School Year

	Mean Fall Percentile	Mean Spring Percentile	Change
ELA JP	33.0	37.1	4.1
ELA Comparison	30.6	30.6	0
Low Income ELA Comparison*	31.4	30.3	-1.1
Math JP	38.9	44.7	5.8
Math Comparison	35.6	41.8	6.2
Low Income Math Comparison	35.9	42.3	6.4

* The fact that the Full and Low-Income groups have nearly identical averages is due in large part to the fact that 79% of the Full Comparison group is low income.

In the fall of 2023, Program students outperformed the comparison group and the low income comparison group. On the same test at the end of the school year, Program students again scored higher than both comparison groups. In terms of growth, Program students grew more than the comparison groups in ELA, whereas in math, the comparison groups grew more than the Program students.

In addition to the percentile scores, the state reports which performance level (1-5) each student has achieved. Level 1 is the lowest, level 3 is expected performance by the end of the year at that grade level, and level 5 is the highest. **Table 6** shows the performance of Program students and the

comparison group at each level. Students are not expected to be on grade level in the fall, so the lack of higher scores is not surprising. In comparison to the fall 2023 scores, there were more Program students in Level 2 by 4.7% in ELA and by 2.4% in math.

Table 6 | FAST Performance by Level in Fall 2024

	Level 1	Level 2	Level 3 (On Grade Level)	Level 4	Level 5
ELA JP	66.7%	33.3%	0	0	0
ELA Comparison	76.6%	16.3%	4.8%	2.1%	0.2%
Math JP	83.3%	16.7%	0	0	0
Math Comparison	83.9%	12.4%	3.4%	0.2%	0%

In addition to the FAST test, all elementary school students in the District take the i-Ready diagnostic assessment. The 50th percentile on i-Ready is the average performance of students in a national sample (see **Table 7**).

Table 7 | i-READY Average Percentile Scores Fall 2024

	Julian Place	Comparison Group	Low Income Comparison Group
Reading	36.9	30.2	30.9
Math	26.1	26.1	25.8

Although the average i-Ready percentile scores are low, this masks the wide range of performance in both groups, from single digits to scores in the 90's. Among the Program students, two students scored in the single digits in reading, and two scored in the single digits in math. These are clearly outliers. Omitting those scores, for the Program students, the average percentiles are 46 in reading and 33 in math.

Summary of Assessments

On both the state and District assessments, Program students did slightly better than the comparison groups in both ELA and Math. This is true for both their performance in the fall of this school year, and the fall to spring scores of the previous school year. Although the average scores compared to the State are low, considering that Julian Place is designed to support students who need additional help with their learning, this is a positive outcome.

Course Grades

The District reported fall 2024 grades for the Program students and other HES comparison students in English Language Arts and Math (see **Tables 8 and 9**).

At the elementary level, students are not given A-F letter grades. The grading scale is:

- **EX** - Exemplary - Demonstrates broad in-depth skill/concept development that most often exceeds grade level standards
- **PR** - Proficient - Demonstrates skill/concept development that meets grade level standards
- **AP** - Approaching - Demonstrates skill/concept development that is beginning to meet grade level standards
- **ND** - Needs Development - Demonstrates skill/concept that is significantly below grade level standards

Table 8 | Fall 2024 Elementary Grades: ELA

Grade	Julian Place #	Julian Place %	Full Comparison Group #	Full Comparison Group %	Low Income Comparison Group #	Low Income Comparison Group %
EX	0		0		0	
PR	1	10%	73	11%	60	16%
AP	5	50%	225	3%	184	48%
ND	4	40%	389	57%	143	37%
TOTAL	10	-	687	-	387	-

Table 9 | Fall 2024 Elementary Grades: Math

Grade	Julian Place #	Julian Place %	Full Comparison Group #	Full Comparison Group %	Low Income Comparison Group #	Low Income Comparison Group %
EX	0		2	0.3%	1	0.2%
PR	5	50%	102	16%	97	19%
AP	5	50%	264	40%	200	38%
ND	0		284	44%	224	43%
TOTAL	10	-	652	-	522	-

In both ELA and Math, much higher percentages of Program students perform at the approaching and proficient levels than those in the comparison groups, especially in math.

Secondary Grades

At the middle and high schools, the traditional A-F system is used. There are no comparative data since the comparison group was only elementary students. As shown in **Table 10**, in ELA, of the seven students from whom grades were retrieved, 71% got As and Bs with no Ds or Fs, and in math, 73% got As and Bs although there was one C and one D.

Table 10 | Julian Place Secondary Grades

Grade	Number of Students with Each Grade	
	ELA	Math
A	3	2
B	2	3
C	2	1
D	0	1
F	0	0

Non-Academic Results

Attendance and Suspensions

In addition to the test scores, the District supplied data on attendance and suspensions for the Program students and the HES comparison group (see **Table 11**).

Table 11 | Average Percent Daily Attendance 2023-2024 School Year

Julian Place	Full Comparison Group	Low Income Comparison Group
94%	93%	93%

Program Students have a comparable level of attendance with the full comparison group and the low income comparison group.

Additionally, of the 20 students for whom information was available, 16 (80%) achieved the AAF goal of at least 90% attendance. The average attendance was 92%. Two Julian Place students achieved 99% attendance. Attendance decreased compared to the previous report, perhaps due to issues related to the higher number of exits from the Program in 2024.

Suspensions

In addition to the test scores, the District supplied data on suspensions for Julian Place students and the Highland comparison group. Although suspension is rarely applied in elementary schools, three elementary and one secondary Program students had in-school or out-of-school suspensions in the 2023-2024 school year. All of the suspensions were noted by Program staff and addressed.

Grade Promotion

AAF reports that based on a review of student report cards, as of the end of the 2023-2024 school year, all of the eligible children were promoted to the next grade level, exceeding AAF's goal of 93%.

Summary of Results

In comparison with students with similar demographic characteristics, Julian Place students outperformed their peers on most academic outcomes. On the state test, no Program students performed on grade level in ELA or math compared to a few students in the comparison group, but more students reached level 2 in both ELA and math. On the District i-Ready test, the Program students scored over six percentile points higher in reading, and they matched the comparison group in mathematics. The Program students also earned higher class grades in the elementary grades and most secondary students earned A's or B's. Program students provided no concerns in the areas of attendance, but suspensions increased this year compared to previous years in which no elementary students were suspended. In addition to the test results, parent surveys show that parents feel their children are improving academically and in school behavior.

The Julian Place students are also benefiting from use of the computer facilities at the on-site Jayne and Tim Donahue Community Center. Several of the Julian Place children participate in Project Grow,

AAF's adjacent afterschool program, which a separate evaluation has shown to be effective in promoting learning and social-emotional development. The parent surveys also show that parents feel their children are improving academically and in school behavior.

"Although our kids are often outperforming their peers in test scores, there is definitely room for improvement in academic performance, test scores, etc."

~AAF CEO

Objective 6: Improve Parent and Family Outcomes

As articulated in the Julian Place Logic Model, the following parent and family outcomes are key factors to the success of this program.

- Improved parenting skills to support children's educational, social, and emotional needs
- Improved parent engagement with school
- Improved ability of parents to prepare children for school (e.g., fed, be on-time, homework completed)
- Improved ability of families to cope with obstacles to progress
- Improved access to stable, suitable, safe housing with facilities to support healthy family life
- Improved stress management
- Improved opportunity for employment
- Improved financial literacy knowledge and use of financial support advisors
- Improved income from earned and unearned sources
- Improved sense of life improvement and movement toward self-sufficiency and resiliency

Results

Based on survey data collected by Geo from the Program parents, the families are already reporting progress in these areas and have expectations for even more growth.

In addition to the survey responses reported above, below are typical responses to the question, "What are the most important changes have you seen in yourself or your child since coming to Julian Place?"

- We are more successful in the things we apply ourselves to.
- Improving (my child's) reading.
- I am more confident and focused on my kids.

- I'm working toward success because of motivation.

"Now I am able to provide for my family. We are together."

~Julian Place parent

In written feedback from the AAF management team (in the boxed quotes throughout this report), staff members reported feeling very satisfied with the progress of Julian Place so far. The team cited clients having safe, affordable housing; children getting the support they need; and positive and productive partnerships with HES and community partners. They report that they are meeting their goals for student success and family growth.

Based on their responses, it is clear that the Julian Place parents are very grateful to be in the Program, and more important, they are seeing positive changes in their lives and in the successes their children are experiencing. They see the support from the Program staff as an essential part of these changes but rather than just relying on that support, they are building on it to enhance their personal growth.

"Key to service delivery is having wrap around services with an array of specialty areas that support all household members regardless of age. Additionally, having these programs on the same campus where the housing is located helps. We are seeing that families are better able to handle lease challenge as well as other personal challenges such as relationship issues, parenting issues and DV when the family is engaged in multiple support services. Additionally the family that is more engaged is observed to be more comfortable speaking with their case manager when challenges arise. They also are able to see the team is vested in their family's success."

~AAF Director of Housing

Family Outcomes Over Time

The Julian Place Program Manager provided Geo with documentation of the accomplishments of the 16 adults who were currently active in the Program in four areas:

- Education and training,
- Income over time,
- Employment, and
- Child accomplishments.

Resident's Income

Figure 2 shows the mean income for all of the Program adults over the first four years, based on their annual federal tax returns. **Table 12** shows the average income of the adults as a function of the number of years they were in the Program. Note that the number of individuals represented in each year varies as families moved out and new families moved in.

Figure 2 | Julian Place Families Mean Individual Income Over Time for Those with Income

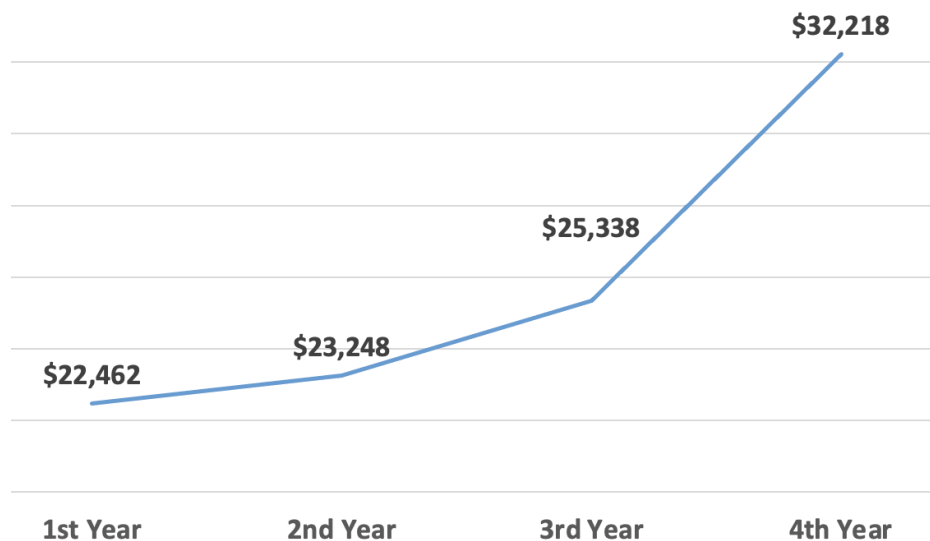


Table 12 | Range of Incomes Over Time for Those with Income

	1 st Year	2 nd Year	3 rd Year	4 th Year
Lowest	\$8,337	\$6,304	\$3,313	\$1,587
Highest	\$41,806	\$38,126	\$49,316	\$58,645

The mean income of all residents increased by 43% from the first to the last year of reported income. One resident had self-reported income which is not included in the above data. If this was included, the mean income for the third year would be \$25,235 and the fourth year would be \$31,527.

Eight residents had reported income for all four years. The mean annual income of those eight residents in the first year in the Program was \$1,911 and \$26,323 for year four. Based on the data available, residents show significant increases in their annual incomes.

Employment

All but one resident was employed full or part time as of the end of 2024. The range of employment was extensive. Many families faced health issues or disruptions to their lives but continued to seek and hold jobs.

Resident Job Titles on Entry to Julian Place

- Barista
- Interpreter at Highland Elementary
- Impact Door Fabricator
- Housekeeper (2)
- Dispatcher
- Operations Administrator
- School Treasurer
- Stocker at Department Store
- School District Bus Driver
- Front Desk/Hair Stylist
- Secretary/Tutor
- Beach Attendant
- Electrician Helper
- Environmental Service Tech
- Admin. Office Worker & Overnight Security and office work (two Part-time jobs)
- Security Guard
- Translator & Janitorial Cleaner
- Department Store Employee
- Dental Assistant
- Health Home Aid (2)

Current Resident 2024 Job Titles

- Owns home cleaning business
- Translator at Highland Elementary
- Odd jobs
- Housekeeper

- Operations Administrator
- School Treasurer
- School District Bus Driver
- Secretary/Tutor
- Beach Attendant
- Construction Work
- Food Service Director
- Environmental Service Tech
- Housekeeper in a Living Facility
- Order Intake Representative
- Translator at HES and Janitorial Cleaner
- Assistant Office Manager

Education and Training

Key to the success of the Program families is the personal and professional development of the parents. As seen above, family incomes have increased considerably, likely due in part to the parents' participation in education and training programs.

Prior to coming to the Program, the parents' educational background was diverse. Three parents had some college credits, eleven had a high school diploma or a GED, two had some secondary education but did not complete it, and seven did not report any education experience. Three had professional certificates – in home health care, business management, and medical billing.

After coming to the Program, the parents participated in the following education and training opportunities by year. Because some of the programs are multi-year, the number of programs in which the parents enrolled is lower each year.

Year One

- Obtained Bachelor's Degree in Human Service (2) (one graduated Summa Cum Laude)
- Certified Nursing Assistant
- Obtained Dental Assistant Certification (2)
- Home Health Certification
- Art Education
- Water Waste Program Training

- GED Program
- Online Training Medical Technician
- Security Guard Training/License (2)
- Data Entry

Year Two

- Obtained Business Administration Certificate
- Passed GED Test
- Dental Office Entry Level Front Desk Administration
- Microsoft Office 365 Administration
- Dental Assistant

Year Three

- Public Notary
- Human Resource Entry Level Training

Year Four

- Computer Service Skills

Accomplishments of the Program Children

Children in the Program have also had accomplishments that are worthy of highlighting. According to the Program Manager, half of the students are doing “very well” in school including a student in high school who is getting all A’s and is enrolled in the Path to College Program. A middle school student was accepted into the pre-veterinarian program. Several students are involved in music, dance, and cheerleading. One student went to the state cheerleading championships. Two are on safety patrol at school. In 2023 one elementary student was selected as student of the year, and one middle school student was in the top five percent of her class and on the Principal’s Honor Roll.

“Parents continue to work on improving their income and exploring avenues for furthering their employability either through college or trainings. In reviewing the participation level of ancillary services, it is noticed that the more services a family engages in, the better the family is doing.”

~AAF Director of Housing

Benefits

While stable housing is key to improving student outcomes, family stability is based on steady income from fulfilling employment, good parenting skills, and a positive connection with the community in one's neighborhood and with society at large. Through training provided by AAF staff and community partners, the adults in Julian Place families should be able to improve and/or solidify their skills in these areas and to experience a broader range of realms of growth.

Objective 7: Improve Community Outcomes

Results

Much of the support that the Program parents receive is delivered through case management. Parents participate in monthly meetings at which the case manager discusses topics such as health, their children, education, employment, goals, and their budgets. In addition, they discuss any concerns about their financial, education, and employment status. Clients are referred to the Job Coach Manager for jobs or educational support services.

Julian Place is designed to be a community of neighbors, not just stand-alone housing units. AAF intends for residents to form a mutually supportive community in which members share resources and information to enrich each other's lives. In last year's report, AAF staff reported that this goal has not been achieved to the extent anticipated. This year the situation has improved.

Support for families is provided by a Volunteer and Community Outreach Coordinator. After the person hired in 2022 left for a position in another state, AAF made the position full-time and added Volunteer Coordination to their duties. The Coordinator organizes events, promotes the use of outdoor green space, and facilitates client participation in community activities such as sports and the arts. The Volunteer and Community Outreach Coordinator has also started a Resident Council and is working with all AAF programs to improve the experiences of residents.

Benefits

As in any supportive housing program, there will be mobility within the Julian Place families, with some choosing to move out and others moving in. So far, 10 families (42% of the families served at any time) have left Julian Place for a variety of reasons as summarized above. Support from the continuing families can be very helpful to the new families, orientating them to the resources and expectations of the Program and housing community and providing a new set of friends for their children.

"I think the biggest benefit centers on housing stability. In talking with some of the residents, I am reminded as to how difficult it is to parent and provide security for your family when you are unsure where you will be sleeping in a week, a month, or even a year."

~ AAF CEO

Objective 8: Design and Implement an Ongoing Program Evaluation Process to Track Changes in Youth and Families

Results and Benefits

It is essential to the success of any initiative to collect and analyze clear, objective, and comprehensive data to determine if the program is being implemented as intended (formative evaluation) and if it is achieving the desired outcomes (summative evaluation).

Geo, AAF, and the School District have developed data collection and analysis tools that will also support ongoing data-driven management and course correction decisions as a result of report findings. Geo will continue to track data on both family outcomes and student achievement and provide comprehensive reporting through the first five years of the Program. Data will come from parents, HES, the District, AAF staff, and others engaged with the families.



MARCH 2024 SITE VISIT TO JULIAN PLACE



AAF Main Office

Overview of Site Visit

As a part of Geo Education & Research's (Geo's) ongoing evaluation of AAF's Julian Place and Project Grow programs, Geo Senior Associate Michael Power conducted a site visit to Adopt-A-Family from March 11-13, 2024. The purpose of the visit was to provide a more qualitative and interactive perspective for evaluation reports on the programs. Previous reports relied heavily on quantitative data and secondhand observations. Geo and AAF agreed that the value of future evaluations would be enhanced by direct observation and interactions with staff and clients.

A full version of this report was provided to AAF in March 2025. The following observations relate to Julian Place only.

The three day site visit included:

- Conversations with nine Julian Place residents,
- Conversations with AAF leadership and program staff,
- Visits to Julian Place including visiting residents' apartments,
- Conversation with Highland Elementary's Principal and Parent Community Liaison,
- Tour of Highland Elementary,
- Visit to Project Grow classes, and
- Attendance at Julian Place community celebration event.

Impressions and Observations

Although the scope of Geo's work with AAF includes only Julian Place and Project Grow, having the opportunity to hear about the range of services and housing opportunities that AAF offers, and speaking with the staff who provide supportive services, provides a broad perspective on AAF's ability to support families as they move from housing instability to independence, financial and employment security, and if they choose, home ownership.

AAF Staff

The leadership and program staff of AAF articulated a clear vision of full service support for their clients and especially the families that come to them in great need. It was clear from observing AAF staff interact with the children and adults in their programs that they know these families well and are committed to meeting their needs and challenges.



Facilities

Having previously only seen AAF housing and support facilities in photographs, it was very informative to see the actual properties and gain a greater appreciation of the resources available to the families and children. Particularly, the street view of Julian Place does not show the large area behind the units in which children can play and the easy access to the Jayne and Tim Donahue Community Center and the large grassy play area behind the main office.

The interiors of the two Julian Place units visited revealed them to be spacious and comfortable with quality furniture and fixtures. Residents have personalized the units to make them unique to their families.



Julian Place Rear Parking



**Julian Place Child's Bedroom Door
Decorated with Removable Stickers**

Meetings with Julian Place Families

The nine residents who were interviewed (eight adults and one child) were welcoming and comfortable speaking with a stranger. They expressed similar sentiments to the responses previously seen on Geo's biannual family surveys. They expressed great appreciation of AAF, not just for the housing, but for the opportunities afforded to their families, especially their children. They spoke frankly of their financial and work situations and the training and education they are receiving. Most of them have children in Project Grow and everyone spoke very highly of that opportunity. The respect and appreciation that the residents feel for the Julian Place Program Manager Thelma Addarich-Lopez was evident in all the parent interactions.

One father mentioned that his son had been having behavior problems in school but this has improved a lot since they moved to Julian Place. His son's teacher even called him and asked him what had happened to bring about the improvement.

When asked if their children feel a part of the larger neighborhood, several parents responded that their children feel that Julian Place is their neighborhood and they make friends within the Program and at school. Some of the Program children went on a school field trip to Washington, D.C. One of their parents expressed amazement that something like that could happen to their family.

Julian Place has helped my family a lot. Before I had problems paying bills. Since coming to Julian Place, we're safe. If something happened, I have the opportunity to help my family. I couldn't before because money was so tight. We are so happy.

~Program Parent (paraphrased)

Other Supportive Services Available to Program Families

Conversations with the AAF **Youth Success Program Manager** and the **Job Coach Manager** were very informative. Both older youth residents and adults building their careers have access to dedicated staff who provide them with more than just information. They serve as mentors and counselors to help residents work through the wide variety of situations in which they find themselves.

Highland Elementary School

The Principal and Parent Community Liaison at Highland were both very familiar with AAF and particularly Julian Place and Project Grow. Their ease of communication with AAF was evident, as was their knowledge of the resources AAF provides. Their knowledge of the needs of their predominantly low-income and limited English student body was impressive, as was the range of programs at the school to meet those needs.

On the first day of school the HES teachers traveled by bus to Julian Place to learn about the Program and the community.



HES Liaison Paredes and Principal Frye

*"If the students didn't have Julian Place support I don't know where they'd be today."
~HES Staff Member*

Site Visit Conclusion

Geo's access to AAF staff, families, and service providers made this site visit high productive and informative. The background, information, and insights that Geo was able to gain will ideally make all of Geo's future reports and evaluations much better informed and useful to the AAF team as they continue their efforts to improve their services to their residents and families.

Geo is grateful to all the AAF staff who facilitated this visit and provided extensive support to assure the complicated schedule was implemented smoothly, especially Ms. Thelma Addarich-Lopez who went out of her way to provide support and guidance.

CONCLUSION

Since the first family entered the program in 2020, Adopt-A-Family of the Palm Beaches, Inc. (AAF) has provided quality, affordable housing to a total of 20 families (including nine who subsequently left the Program for reasons described above) who were homeless or at risk of homelessness and who have children at Highland Elementary School and local middle and high schools. Additionally, it has implemented a comprehensive program to support these families with education, job skills training, and social services. It also has a robust system for data collection and analysis to support ongoing program improvement. Parent surveys detailed above indicate that the families are benefiting from the project and feel strongly positive about the support they receive and the impact on their families.

AAF has increased support (including bringing on additional staff over time to provide services such as career counseling and youth mentoring) to provide the immediate help the families need and to link families with support services in the school and community. Surveys of the parents in the fall of 2024 show they are taking advantage of these resources and greatly appreciate them.

Based on data provided by the District, Program students outperform comparable students in their school on almost all academic and behavioral indicators.

Program parents have increased their incomes considerably, a 43% increase from their time of entry to their most current reported income.

All but three the adults in the Program have taken advantage of education and training opportunities resulting in several post-secondary degrees, professional certificates, and job qualifications. The parents currently have a wide range of employment including management positions and running a self-owned business.

An ongoing evaluation strategy and data collection and analysis tools are in place to monitor and evaluate the work as it continues. Geo will continue to integrate additional data sources related to the Program outcomes into its evaluation strategy as they become available.

Data collected to date indicate that Julian Place is succeeding or likely to succeed in all eight of its objectives. Evidence for this conclusion is presented in detail above and summarized by objective in the executive summary.

RECOMMENDATIONS BY GEO EDUCATION & RESEARCH

- **Geo has only a few additional recommendations at this point.**
- **Consider broadening the school partnership.** The challenges cited by AAF staff to recruiting new residents may require a re-conceptualization of the program to extend beyond just serving HES. Any discussions should include a wide range of impacted groups, importantly including the voices of current Program residents.
- **Build on the data sharing agreement with the District to coordinate the services provided to students and families.** Now that the Data Sharing Agreement is well established, it would be beneficial for AAF to use these data to build on their work with the principal and teacher leaders (ideally including a teacher who has a Julian Place student) to develop a strategy for connecting with teachers on an ongoing basis to share information about the needs of individual students. Noting that the Program students did not perform well on the State tests (a school-wide problem), the school staff may be able to provide suggestions as to how AAF staff can further support the children of Julian Place families.
- In collaboration with Geo, the District, HES administration, and at least one HES teacher if possible, **develop a protocol whereby teachers can systematically provide periodic insights into how Julian Place students are progressing in the classroom beyond what they provide in report cards.**
- **Review the comments from parents presented in this report.** Although few parents this year gave any suggestions for improving the Program, their answers as to which program supports they find most helpful provide guidance on which family supports to emphasize or increase.

- Continue to conduct periodic surveys of the parents to identify their support needs and gauge their progress in meeting personal goals and how the Program is helping to meet those goals.

Geo Education & Research

Geo Education & Research is an evaluation and research firm working nationally and internationally to help organizations measure and increase their success. It serves nonprofit organizations, Tribes, all levels of government, schools, school districts, foundations, and business clients. Its services include:

- Developing theory of change and logic models to help organizations identify their intended outcomes in ways that are meaningful and measurable;
- Creating and managing evaluation plans with appropriate strategies, tools, and methods;
- Collecting, managing, analyzing, and reporting on data to help clients use data for program improvement and reporting;
- Creating strategic plans, educational programs, and community development projects;
- Training people in evaluation;
- Developing, hosting, and managing online databases for ongoing program management and evaluation needs to make it easier and cheaper to collect, store, analyze, use, and report data as it is collected; and
- Meeting high industry standards in the management of personal data and in engaging clients with cultural competency.



**GEO EDUCATION &
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