



Julian Place 2020 Project Progress Report

Prepared for Adopt-A-Family of the Palm Beaches

2020

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EXECUTIVE SUMMARY

Building on past successes, Adopt-A-Family of the Palm Beaches, Inc. (AAF) saw an opportunity to build new housing and a supportive environment (including wraparound services) for 14 families experiencing homelessness, in order to noticeably improve outcomes for all family members, and, most importantly for the future, to improve the educational outcomes of their children housed. AAF's Julian Place Project (the Project) is now doing that in collaboration with Highland Elementary School (HES) in Lake Worth, Florida. The need for this project is evident in any review of local economic statistics and housing markets or in the demographics and performance of students at schools such as HES, which are highly impacted by poverty and housing instability. This report highlights the work accomplished through December 2020.

AAF researched how this effort could be effectively designed and funded; created a vision for it; recruited community partners and funders; raised \$5.4 million to design, build and furnish the housing units and community building; hired staff; recruited service providers; and has managed the process throughout. It is now in the process of finding the 14 families that will live there. Even at this early stage with few families housed, AAF is beginning to see how the Project will benefit the neighborhood and the wider community.

The Project is very intentional in its design, management and evaluation. To keep it focused and on track, it has identified eight key objectives that are briefly described here and more thoroughly discussed in the body of this report.

Background

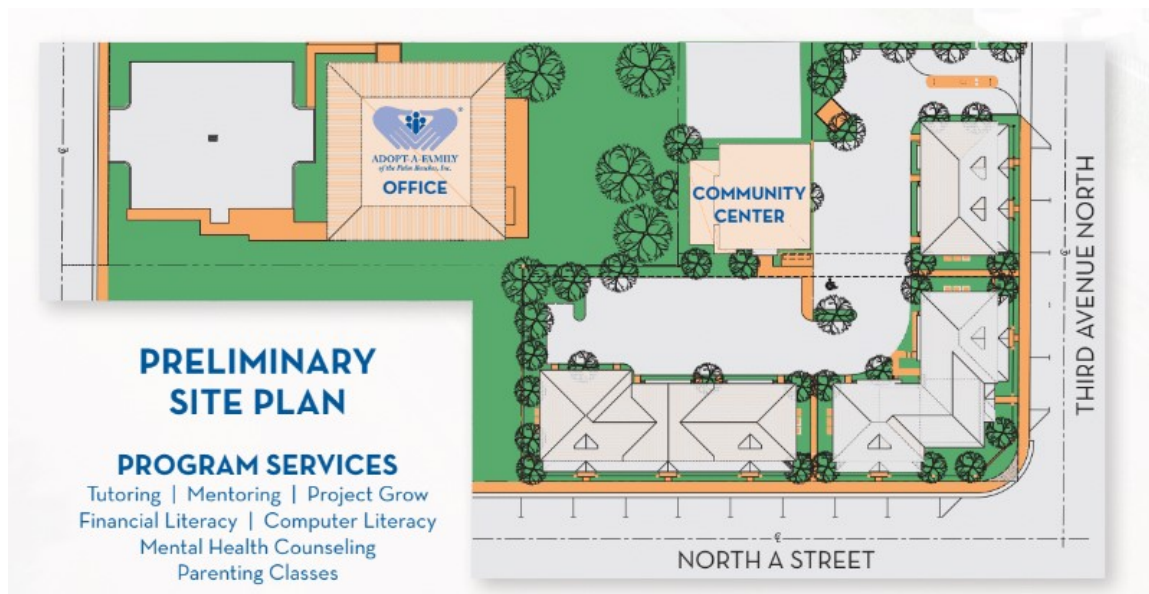
Tropical Ridge, a neighborhood located in Lake Worth, Florida, has a high level of poverty and crime, and there is limited affordable housing. The neighborhood school – HES – is consistently ranked in the top five areas for percentage of homeless students in the School District of Palm Beach County. The high price and limited supply of housing in the area is a major barrier to the recovery and success of families experiencing homelessness there. Students at HES who take State tests in grades three through five perform well below the District and State averages on tests of English language arts and slightly below on tests of mathematics.

In order to discover the full nature of and how to address the issues facing families experiencing homelessness, AAF, a non-profit organization dedicated to providing housing and holistic support services to local families with housing insecurity, gathered existing local data on housing and

additional information from focus groups. AAF also searched nationwide for programmatic models that paired affordable housing with positive educational outcomes. It identified one in the Tacoma Housing Authority's Elementary School Housing Assistance Program in Tacoma, Washington, which began as a partnership between the Tacoma Housing Authority and McCarver Elementary School. Prior to intervention, McCarver had poor academic outcomes and extremely high student turnover. Over five years, the program was able to contribute to significant changes in student academic outcomes and family development and stability.

Julian Place Project

The Julian Place Project (Project) is based on substantial research into the interrelationships between housing stability and attaining positive outcomes for adults and children. Families that are homeless or who have unstable housing often do not have sufficient capacity and resources to sustain work and achieve high levels of personal development. The Project was specifically created to provide stable housing and support services to 14 families experiencing homelessness with students at HES. **Julian Place has a "Place Based" design that allows families to remain at their home school and stay rooted in their existing social supports in the neighborhood in which they live.** Because Julian Place families can stay in their homes as long as they wish, it allows them to envision a future of stability, not just a short-term reprieve from the constant search for housing.





Julian Place Objectives

The Project is very intentional in design, management and evaluation. The following eight key objectives for Julian Place are discussed at length in the full report.

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

By spring of 2020, AAF raised \$5.4 million and built 14 fully furnished townhomes in the Julian Place community. They housed their first family in July, added the second in November and are in the intake process for other families. They are currently equipping the Jayne and Tim Donahue Community Center, which will allow families to hold gatherings, work and study online and attend programs and classes.

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

Although the program has had a slow start up due to the coronavirus pandemic of 2020, AAF has built partnerships with several key agencies and hired staff that will be critical to the success of the enrolled families. The Program Manager is already working with a few families and connecting them to additional services.

Objective 3: Recruit and House Families

So far, two families with a total of three children are housed at Julian Place. Two of the children attend HES and one is in preschool. Recruitment of additional families is being conducted through a variety

of means including working through the Parent Liaison and Volunteer Coordinator, public notices, videos and local news reports. AAF has implemented other methods for recruiting families such as phone calls/voice mails sent to HES families by age group and by informing nearby residents of Julian Place opportunities. Recruitment has been severely limited by the pandemic and HES's subsequent temporary move to remote learning which greatly reduces contact with families which would benefit.

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

One of the major objectives of the Project is to support family personal change and development so that they can become stable and self-sufficient. Progress in these areas will be covered in subsequent reports.

Objective 5: Improve Student Outcomes

It is expected that the children of the Julian Place families will find improved success in school in both academic and non-academic outcomes. Data on the outcomes below and others as available will be included in future reports.

- 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 advancement to next grade
- Improved likelihood to graduate from high school and post-secondary education
- Improved social skills

Objective 6: Improve Parent and Family Outcomes

As articulated in the Julian Place Logic Model (Appendix A), the following parent and family outcomes are key to the success of this program. Data on these outcomes will be included in future reports.

- 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., eat a nutritious breakfast, be on-time, have 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

Objective 7: Improve Community Outcomes

Julian Place is designed to be a community of residents, not 14 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. This is reflected in the design of the homes and the inclusion of the community center and access to Project Grow¹. AAF also anticipates that the Project will be long-term benefit to HES, the neighborhood and the community.

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

AAF has built thorough evaluation capacity into the design of the Julian Place Project, working with Geo Education & Research to design and implement a comprehensive evaluation plan covering data collection, analysis and reporting on the outcomes of the Project (see Appendix D). They have worked with the School District to develop a data sharing agreement which will allow Geo to track the outcomes of Project students over time and compare them to the progress of students in the school as a whole.

CONCLUSION

Adopt-A-Family has built not only quality housing to accommodate 14 families, but has designed and built an entire program to support families with education, social services and a robust system for ongoing program improvement. The roll out of the Julian Place Project has been completed with a high degree of coordination with significant partners in the community and with a well thought out and planned response to local needs and the challenges of individual students and families. The Program is already having positive impacts on two families, and AAF expects that twelve more will enter by the end of the 2020-2021 school year. The biggest delays in the project were due to the unforeseen pandemic, which has made it especially difficult to find, inform and recruit families.

Continued efforts in marketing and recruiting Julian Place families are underway. Relationships and staffing are in place to provide the insights into individual child and family needs and to link families with support services. An evaluation strategy and data collection and analysis tools are in place to capture data for evaluation and ongoing management as the Project progresses.

¹ AAF's licensed afterschool and out-of-school program for children attending kindergarten through fifth grade and located adjacent to Julian Place

RECOMMENDATIONS

- Once all students resume full-time in-person learning at HES, 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 identify more families who would be eligible to live at Julian Place.
- Before next fall, develop (in collaboration with Geo, the School District, HES administration and at least one teacher) 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).
- Engage additional community partners for support in job training, GED study, trade skills education, mental and physical health and other areas of need for parents and other family members.

INTRODUCTION

Adopt-A-Family of the Palm Beaches, Inc. (AAF) is a non-profit organization dedicated to providing housing and holistic support services to local homeless and low-income families with children. For over 35 years, AAF has found innovative ways to help families overcome obstacles preventing them from locating and maintaining stable housing and from becoming self-sufficient.

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.

The Julian Place Project (Project), located in the Tropical Ridge Neighborhood in Lake Worth, Florida, is being implemented to provide stable housing and support services for 14 families experiencing homelessness with students at HES. The housing + education strategy will be a key determinant of its success.

This report highlights the work accomplished through December 2020.

Nature of the Challenge

The Julian Place Project is based on substantial research into the interrelationships between housing stability and positive outcomes for adults and children. In order to discover the full extent of the issues facing families experiencing homelessness in the Lake Worth area, AAF gathered data on housing and information from focus groups with a variety of participants: AAF staff, AAF Board of Directors, donors and supporters; local partners consisting of nonprofit organizations, foundations, government and schools; and residents including AAF families, neighborhood associations and local residents. Additional insights were gathered from research into practices in other communities such as the partnership between the Tacoma Housing Authority and Tacoma Public Schools in Washington State². (Note: The authors of this report were directly involved in creating and in evaluating that effort.)

² <http://www.tacomahousing.net/research-and-data>

Homeless or housing unstable families often do not have the quantity and/or quality of resources to concentrate on work, study and personal development that most people take for granted. Younger children particularly feel this impact on their learning as they may have no appropriate, or even safe, place to study and may have to change schools several times during a single school year. Schools such as Highland Elementary also feel the impact when they attempt to serve a high percentage of homeless students and find it difficult to support these students, to plan consistent lessons and to provide instructional continuity within the school year and across grade levels.

Community based social service agencies experience similar challenges when the families they serve are highly mobile and find it difficult to concentrate on careers and the health of their family members due to the struggle just to find adequate housing.

The Local Situation

All of these factors are present in Palm Beach County. The high price and limited supply of housing in the area contribute to these issues.

An additional challenge that was mentioned by AAF staff in interviews is that due to AAF receiving some federal funding with restrictions on their use, they are not able to provide housing to families which include members who do not have documentation for legal residence in the United States. Many of the otherwise eligible families with children in Highland Terrace are undocumented or have an undocumented member in their family.

The Tropical Ridge Neighborhood has a high level of poverty and crime and there is limited affordable housing. The fair market rent for a two-bedroom apartment in Lake Worth in 2020 was \$1,506. This is out of reach for many families, even many with full-time, low-wage jobs. Palm Beach County ranks number two in Florida for children living in spaces not designed for human habitation. As of the 2019 US Census update, 25% of the residents of Lake Worth were at or below the poverty line, and only 39% of residents who are under 65 years old had health insurance. The crime rate is one of the highest in Florida³.

In 2018, 4,414 homeless students were identified within the Palm Beach County School District. HES consistently ranks high on the State list of schools with the highest numbers of homeless students. At

³ <https://www.palmbeachpost.com/news/new-city-pbc-other-florida-cities-among-most-dangerous-the/6VncCoyV9oIQ9VaXsOMocL/>

Highland, 95% of students qualify for free or reduced-rate lunch due to the low income of their parents.

HES serves 1,091 students in pre-kindergarten through grade 5. The demographics⁴ of the student population are shown in Table 1 below. Forming a strong partnership with the school is critical achieving a positive impact on the educational success of the students there.

Table 1 | Highland Elementary School Demographics

Demographic Category	% of Population
Hispanic	73.6
Black/African American	14.4
Alaska Native/American Indian	7.5
White	3.6
Other/Mixed	0.9
Economically Disadvantaged	94.8
English Language Learners*	65.7
Students with Disabilities	11.4
Homeless**	11.1

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

** Second most in the District

Students at HES who take State tests in grades three through five perform well below the District and State averages on tests of English language arts and slightly below on tests of mathematics, as shown in Table 2. The relative weakness in English language arts is likely due to the very high percentage of English Language Learner students at the school.

⁴ Source: Florida State Department of Education Report Card
<https://edudata.fldoe.org/ReportCards/Schools.html?school=0671&district=50>

Table 2 | Highland Elementary School Student, District and State English Language Arts and Mathematics Test Scores

Subject	Group	All Students % at State Standard	Homeless Students % at State Standard
English Language Arts	HES	34%	27%
	District	59%	33%
	State	57%	38%
Mathematics	HES	57%	56%
	District	63%	41%
	State	60%	41%

The homeless students at HES do relatively better at mathematics than other homeless students in the District and State. In schools nationwide, homeless students perform less well than the other students in English Language Arts.

Rooted in this community and already having close connections with Highland, AAF is in a position to act in new and creative ways to provide housing and other substantial assistance to families in need and to build programs that are likely to improve educational outcomes for students who are housed.

JULIAN PLACE COMMUNITY SOLUTION

The Search for a Programmatic Model

AAF searched nationwide for a programmatic model that paired affordable housing with positive educational outcomes. The search provided an inspiring example.

The McCarver Housing Program, developed by the Tacoma Housing Authority in Tacoma, Washington, served as one of the models for Julian Place. The Tacoma Housing Authority Elementary School Housing Assistance Program partnered with McCarver Elementary School (McCarver) to address multiple issues. Prior to intervention, McCarver had poor academic outcomes and extremely high student turnover. As a result, the Housing Authority provided 50 housing vouchers to McCarver families. The McCarver Program provided housing subsidies for families experiencing homelessness whose children attended the very high poverty, low achieving elementary school. After a few years of support, the school saw gains in both stability and student achievement. In fact, once housing was

stabilized, students in the McCarver Program saw immediate gains in reading scores to levels equal those of other low income, housed students. The McCarver program was funded, in part, by the Bill and Melinda Gates Foundation, and Geo Education & Research (Geo) performed a five-year evaluation of the Program.

The five-year study showed many favorable results. Among them were:

- Children reading at grade level increased from 35.8% in Year 1 to 68.8% at the end of Year 2;
- The five-year turnover rate among program students was 23.3% compared to 99.7% of non-program students and
- The average household income increased from \$182 to \$1,369 per month.

Although the Julian Place housing support model is different, the theory of change is the same – increased housing stability and family support will lead to improved short- and long-term outcomes for the children and adults in the Program.

“Julian Place is designed to improve children's educational outcomes through the provision of stable housing. Homelessness and housing instability have plagued our County for a long time now, and the Project's model of investing in children by providing housing for their whole family really resonated with our staff, partners, and funders. The data from the McCarver Program [in Tacoma, Washington] was really promising, and it's exciting to Adopt-A-Family's community of supporters.”

~AAF Grants and Communications Manager

Julian Place Timeline

Year	Actions
2014:	<ul style="list-style-type: none">• Adopt-A-Family inquired about a vacant lot adjacent to its campus• Seller owned four lots and would only sell entire parcel• Adopt-A-Family presented opportunity to longtime agency donor who provided funds to purchase land
2015:	<ul style="list-style-type: none">• Blighted structures on the land were demolished• Adopt-A-Family embarked on a community needs assessment to determine the best use for the land
2017:	<ul style="list-style-type: none">• Preliminary plans created• Capital campaign launched to raise funds
2018:	<ul style="list-style-type: none">• November - Groundbreaking Ceremony
2020:	<ul style="list-style-type: none">• April - Construction complete• June - First family moved into Julian Place

Design and Location of Julian Place

Julian Place has a “Place Based” design that allows families to stay connected to their home school and to the social supports in the neighborhood in which they live. Julian Place is located at one site, three blocks from HES.

The Julian Place community has 14 two-, three-, and four-bedroom townhomes and a two-story community center with a kitchen, computer bar, meeting rooms and office space. AAF is excited about this location because of its proximity to a high impact elementary school (HES) and other AAF housing across the street and in nearby locations. All AAF supported families will have access to the Jayne and Tim Donahue Community Center and available resources including computers, tablets, television, games for children and resources for adults. The community center is where families can participate in AAF sponsored services such as meeting with AAF staff and job coaches and attend community events.

“The Community Center is going to be a big support. The families are going to get to know their neighbors, of course, as well as kids from other AAF housing programs that access services there. Those kids are living in the same neighborhood. That’s the great thing about AAF—all the housing programs are very close by, so if this becomes a central hub, it really helps in building community with all the residents.”

~ Julian Place Program Manager



Families housed at Julian Place will pay only \$550 for a two bedroom unit or \$650 for a three or four bedroom unit. This is less than half of the fair market rate. In addition, they will have access to the following services provided directly by AAF or through AAF community partners.

Adult Services

- Case management by on-site Program Manager
- Financial literacy training
- Mental health services
- Job coaching
- Parenting classes
- Links to community resources

Student and Child Services

- Enrollment in Project Grow, an after school and summer education program
- Tutoring
- Mentoring
- Access to computer lab
- Mental health services
- Links to community resources

By targeting students at a school facing many challenges in a low-income neighborhood, AAF has clearly prioritized improving children's academic outcomes and long-term success in life through creating a stable living situation. **The fact that the Julian Place families can stay in their homes as long as they wish allows them to envision a future of stability, not just a short-term reprieve from the constant search for housing.** This is rare among programs of this type which typically focus on shorter-term support to stabilize families, in the expectation that they will gain and maintain self-sufficiency. Indeed, some families who are homeless and get temporary assistance can maintain their economic status, but others continue to struggle and may once again become homeless because they have challenges that these programs cannot address (e.g., parent health, education/training deficits). One reason that AAF has not set a time limit on their support to the families is that they do not want to be contributors to housing instability in the communities that they serve.

Qualifications and Requirements for Families Housed at Julian Place

In order to be a participant in the Project, families must meet the following eligibility criteria and once housed, adhere to the Julian Place commitments.

Eligibility Criteria

- One or more child enrolled at HES (primary grades prioritized but not required)
- Family income is less than 50% of area median income level
- Being homeless or unstably housed
- Qualify for support under the federal McKinney-Vento Homeless Assistance Act

Julian Place Family Commitments

- Adhere to the lease agreement
- Make monthly rent payments
- Participate in case management
- Share educational data with AAF
- Have a student enrolled at Highland when the family moves in

Julian Place Objectives

Eight key objectives of the Julian Place Project have been identified. The progress so far on each is detailed below.

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

Intended Results

Providing affordable, stable housing for 14 families so that their children will thrive, be successful in school and have a solid basis for their lives is at the core of this project. In order to provide the housing, AAF initiated a successful capital campaign. Marketing methods to secure resources included:

- Marketing materials;
- Presentations to small groups in the homes of donors;
- Grant proposals;
- Obtaining matching funds from a partner foundation; and
- Offering naming opportunities (a lead donor selected “Julian Place” as the name for the Project).

Achieved Results

Building on an initial donation of one million dollars and purchase of the land for \$175,000 in 2015, AAF launched a successful fundraising campaign to secure the additional needed funding to complete the construction of Julian Place by the spring of 2020.

By spring of 2020, AAF built 14 fully furnished townhomes in the Julian Place community. In July they housed their first family and added the second in November. They are currently equipping the Jayne and Tim Donahue Community Center which will allow families to hold gatherings, work and study online and attend programs and classes. Recruiting is underway for 12 more families to fully occupy the other units, but this is being slowed by the coronavirus pandemic as the school serves as the primary source of referrals and not all students are currently attending in-person classes.

Project Funding

Funds sought

- \$4,000,000 for constructing and furnishing 14 townhomes and a community center
- \$2,600,000 to fund all program operating expenses for ten years

Funds Raised to date total **\$5,425,126.**

- Private contributions: \$3,015,110 (56%)
- Foundations/grants: \$1,577,016 (29%)
- Agency Reserves: \$833,000 (15%)

Benefits

Securing the funding for completion of the housing units and program operations is the first and most important goal of this project. Based on the belief that stable housing is a critical factor in the success of families and especially children, the completion of Julian Place provides the underpinning of all the other aspects of the Project – academic support for the children, job and educational training for the adults and developing Julian Place as a nurturing, supportive community.

Starting in 2015 and building on an initial donation of one million dollars and the purchase of the land for \$175,000, AAF launched a fundraising campaign that succeeded in raising most of the funds necessary to build and operate Julian Place for 10 years. Most of the \$6.6 million necessary to complete the construction and amenities and to fund programs at Julian Place were committed by the fall of 2020.

Private donations were essential to complete this project and AAF was able to call on continuing and new donors to raise the necessary funds fairly quickly for a major housing project. The housing needed to be located near the school (it is only three blocks away), have space for growing families and create

the sense of a community in which the families will support each other in addition to being supported by AAF. Even though not all of the envisioned program funds have been raised, all of the core outcomes have been achieved.

“To be able to open our doors and know that we had already raised funds to keep the program running without having to scramble right away for grants has been great. The units have really improved the look and the atmosphere of our neighborhood. The housing is beautiful, and it is also truly affordable. It has elevated the feeling of the neighborhood by providing new stable housing for people who already lived in the community.”

~AAF Grants and Communications Manager

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

Intended Results

Many activities are required to mobilize, inform and coordinate staff, services and partners including:

- Develop/expand strategic partnerships;
- Develop and support effective staff and volunteers;
- Identify and engage families to participate in all aspects of the Project;
- 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 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.

These tasks influence outcomes relevant to several objectives and most are underway and several are far along.

Although providing program services has had a slow start up due to the coronavirus pandemic of 2020, AAF has built partnerships with several key agencies that will be critical to the success of the enrolled

families. AAF already had a good, working relationship with Highland and some local service providers. In addition, AAF has been seeking new partnerships with organizations to provide parenting educators, financial literacy educators and data support and advice from HES and the School District of Palm Beach County.

Achieved Results

AAF formed the Julian Place Program Committee to provide guidance in the development of the Program and its ongoing work. Committee participants include:

- City of Lake Worth Commissioner;
- Adopt-A-Family CEO;
- School Board Member;
- Adopt-A-Family Director of Housing;
- School District McKinney-Vento Specialist;
- Adopt-A-Family Grants Manager;
- HES Principal;
- Julian Place Program Manager;
- Highland Elementary Parent Liaison and Volunteer Coordinator;
- Project Manager and
- BRIDGES at Highland Executive Director.

AAF has partnered with the following support organizations and agencies including:

- BRIDGES at Highland—Program offering a variety of classes including Triple P Parenting, early childhood development and food/diaper assistance;
- AAF’s Project Grow—Licensed afterschool and out-of-school program for children attending kindergarten through fifth grade and located adjacent to Julian Place;
- The Early Learning Coalition—Palm Beach County’s provider of subsidized childcare vouchers, which will reduce or eliminate the cost to families to participate in Project Grow;
- Sweet Dream Makers—Provider of new beds and mattresses for Julian Place residents;
- Guatemalan-Mayan Center—Tailored services for the Highland Guatemalan-Mayan families that enter Julian Place;
- The School District of Palm Beach County and HES—Various supports for low-income families and especially those experiencing homelessness; and
- PNC Bank— financial literacy classes.

Administrators in the School District and at HES have shown their support for the project by providing access to staff and resources. Currently AAF, Geo and the District are working out the terms of a data

sharing agreement that will allow Geo to measure changes in educational outcomes in students served by the Project.

Benefits

Although AAF can provide the core aspect of stable housing, it will take a large support team to assure that 14 families thrive. Ongoing evaluation will determine the extent to which this team expands and is able to contribute to the positive outcomes outlined in the Project's goals. **At this early stage, it appears that the core team is solidly in place and ready to provide the needed resources as more families are brought into Julian Place.**

"It's going to be an awesome triangle of services happening between Julian Place, the school and BRIDGES."

~Julian Place Program Manager

"We have always had a strong relationship with Highland. . . . Our Project Grow teachers have always been in touch with the staff at Highland [to discuss the needs of individual children]. Our relationship has become stronger because of Julian Place. Principal Villani was involved with the development. . . . She gave us a lot of really valuable advice, and it was a privilege for us to work closely with her on a project. . . . Setting aside the Julian Place townhomes for Highland families demonstrates our commitment to the success of the school. "

~AAF Grants and Communications Manager

Objective 3: Recruit and House Families

Intended Results

AAF is seeking to fill all spaces with qualified families as soon as possible. Recruitment of clients is being done through a variety of means including public notices, videos, and local news reports; but the primary strategy is to work with the staff at HES, especially the Family Liaison and Volunteer Coordinator and the McKinney-Vento Advocate. These individuals know the housing status of the HES children and work closely with the Project Manager to identify prospective clients.

Achieved Results

As of the date of this report, there are two families and a total of three children participating in this program. **The delay in reaching the goal of 14 families housed by August 2020 is due largely to the coronavirus pandemic shutting down the school in the spring and reducing access to school staff and potential clients.** AAF reports they have two more families who are in the final stages of becoming qualified. AAF staff are confident that they will fill the rest of the units by the end of 2021, but qualify that based on the unknowns of the pandemic.

An additional strategy to inform parents about the opportunity was to send an automated phone call (“phone blast”) from HES to the school’s families. The first robo-call went out to McKinney-Vento families only (85 families). The second robo-call went out to all families with a child in kindergarten at Highland (roughly 200 families). Recently a robo-call went out to all families with a child in 1st through 5th grade (roughly 200 families per grade). The calls go out in English, Spanish, or Creole depending on the household's preferred language.

Geo and AAF have developed a comprehensive screening and approval process for families interested in joining the program. Identified families are interviewed to determine their needs, their resources and their commitment to the goals of the Project.

Benefits

Once families become stable in their new homes, it is anticipated that the adults will be able to concentrate on employment and skill development, and the children will be able to concentrate more fully on their studies. An additional benefit for children will be establishing a circle of friends and supportive adults in school and in the community, which will 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 include these indicators to determine the extent to which the desired outcomes are being achieved.

“Families are frozen. Even in a time with such a housing crisis in our community, there have not been as many people transitioning through housing units as there typically are in a year due to the COVID-related moratorium on evictions. A lot of folks are remaining doubled up or their landlords are just waiting for a time in 2021 to evict.”

~AAF CEO

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

Many opportunities are and will be available at Julian Place to support family personal change and development. The opportunities include equipping the Jayne and Tim Donahue Community Center to allow families to hold gatherings, work and study online and attend support programs and classes. During the coronavirus pandemic restrictions, housed families have access to support services delivered online.

Intended Results

Provide Opportunities

- Provide and support pro-social activities;
- Develop assessment and referral process to link parents and youth to services and activities;
- Link participants to support activities providing education, jobs training and employment;
- Empower parents and families to identify and address collective problems and opportunities.

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

Promote Community Engagement

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

Achieved Results

One of the major objectives of the Project is to support family personal change and development so that they can become stable and self-sufficient. Progress in these areas will be covered in subsequent reports.

Benefits

Once coronavirus pandemic restrictions are lifted, the activities above will allow adults to focus more on employment and skill development, and the students will be able to focus more fully on their studies. Families that have been experiencing instability and inconsistent access to resources and support will be able to establish a new norm of stability and consistency in their personal and professional lives.

“Families want access to the practical things like aftercare and financial literacy training. I am also able to collaborate with AAF’s new position Job Coach who works closely with our clients to create career plans for them. The families that we have here want to go back to school or get some kind of education or training and get a better job.”

~Julian Place Program Manager

Objective 5: Improve Student Outcomes

Intended Results

AAF expects children living at Julian Place will find improved success in school in both academic and non-academic outcomes. The Logic Model anticipates 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
- Improved social skills

Benefits

Success in school is a multi-faceted outcome, but all of the indicators of success are built into this Project. Regular attendance leads to better academic performance, but the reverse is also true. Students who experience success in their school work are reinforced to work and study hard and are more likely to enjoy and therefore make the effort to attend school. The agreement among the School District, AAF and Geo to share data on student activities and outcomes is still being negotiated as of the time of this report, but it is anticipated that Geo will be able to report student progress (with full confidentiality to meet all school and government privacy regulations) in at least these areas:

- Student demographics (age, gender, grade level, participation in special programs, race, ethnicity, free or reduced-price lunch status etc., as permitted by the District)
- State and school test scores
- Attendance
- Report cards
- Discipline information
- Samples of student work
- Teacher comments

Objective 6: Improve Parent and Family Outcomes

Intended Results

As articulated in the Julian Place Logic Model, the following parent and family outcomes are key 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

Additional measures may be added as support programs evolve.

Intended 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 experience a broader range of potential areas of growth.

“We can see these families now being able to navigate the school system, to understand what's going on with their kids' education, to take action, and to take the initiative to reach out to teachers and to principals moving forward. [We are] building that habit in the sense that they have had to engage with Highland so much, that when their kids finally move up to middle school and high school, they will continue those habits of reaching out to the teachers, being involved with the schools, and being involved in their child's education.”

~Julian Place Program Manager

Objective 7: Improve Community Outcomes

Intended Results

Julian Place is designed to be a community of residents, not 14 stand-alone housing units. This is reflected in the design of the homes and the inclusion of the community center and access to Project Grow.

The eventual 14 families residing in Julian Place and the AAF support staff ideally will form a mutually supportive community in which members share resources and information to enrich each other's lives. It is likely that at some point there will be mobility within the Julian Place families, with some choosing to move out and others moving in. The continuing families would be very helpful to the new families, orientating them to the resources and expectations of the Project and providing a new set of friends for their children.

Future evaluations by Geo will determine if, in fact, families are benefiting from the connection with other participants in the Project by collecting such evidence as sharing of career and job information, exchanging ideas for extended learning opportunities for both children and adults, sharing skills possessed by individuals with others, being supportive during difficult situations, providing mutual child care and so forth.

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

Intended Results

It is essential to the success of any initiative to collect and analyze clear, 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 will track data for both types of evaluation for five years and provide comprehensive reporting. Data will come from parents, HES, the District, AAF staff and others engaged with families. Geo and AAF have developed data collection and analysis tools that will also support ongoing data-driven management and course correction decisions between reports.

Achieved Results

Geo and AAF have designed a comprehensive Evaluation Plan including data collection protocols, analysis and reporting on the Project outcomes (see Appendix D).

For measurable outcomes, Geo has:

- Created evaluation methods;
- Defined indicators to determine whether the outcome is being achieved;
- Defined, where needed, sampling frameworks for each indicator; and
- Identified and/or created data collection tools (surveys or questionnaires) and data collection protocols.

Additional measures may be added to this scope by mutual agreement. AAF and the District are currently negotiating an agreement to share data with Geo on student activities and outcomes.

Geo will be reporting student progress using data from several areas:

- Student demographics
- State and school test scores
- Attendance
- Report cards
- Discipline information
- Samples of student work
- Teacher comments

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.
- Meeting high industry standards in the management of personal data and in engaging clients with cultural competency.

Geo in consultation with AAF has created several key documents to record and map out a Julian Place Plan for success:

- Logic Model (see Appendix A);
- Outcome Map (see Appendix B);
- Outcome Map Narrative (see Appendix C) and
- Evaluation Plan (see Appendix D).

Table 3 shows the data types and the way in which data are collected.

TABLE 3 | Julian Place Project Data Types and Data Collection Tools

Data Types	Data Collection Tools
Housing Site and Other Project Data	Descriptions of the development of the built environment and the related programs Collaboration Partners Tracking Tool and memoranda of understanding
Family Data	Application Form, Eligibility Rating Scale, Parent Interview Protocol, Family Progress Tracking Log, Reports from AAF staff
Student Data	Student attendance, assessments, standardized test scores, grades, records of support and discipline and reports from teachers and parents
Schoolwide Student Data	Comparison data from School District
Key Informants Data	Geo interview notes
Project Leaders Data	Geo discussion notes

Much of the evaluation data collection has been postponed due to the coronavirus pandemic. When more families are housed and all students return full-time to in-classroom learning , more data will be collected.

Benefits

With the Evaluation Plan in place, AAF and Geo are ready to collect data on housed families. The collection and analysis of data are critical to a Project’s success. This is documented in the Evaluation Plan. Success in school is multi-faceted, and all of the key indicators of success are included in the Evaluation Plan.

CONCLUSION

Adopt-A-Family of the Palm Beaches, Inc. (AAF) has built not only quality housing to accommodate 14 families, but has designed and built an entire program to support families with education, social services. It also has a robust system for data collection and analysis to support ongoing program improvement.

The five year roll out of the Julian Place Project, from conception through funding, design and construction, has been completed with a high degree of coordination with significant partners in the community and well thought out and planned response to local needs and the challenges of individual students and families. The Program is already having positive impacts on two families, and AAF expects that twelve more will be participating by the end of the school year. The biggest delays in the project were due to the unforeseen pandemic, which has made it especially difficult to find, inform and recruit families.

Relationships and staffing are in place to provide the insights into individual child and family needs and to link families with support services in the school and community. Once all 14 families are provided housing and some semblance of normalcy returns to the students' education, it is very likely that the Project will experience greater success.

An evaluation strategy and data collection and analysis tools are in place to monitor and evaluate the work as it continues. These data will assist case workers in their support of individual families, AAF in its ongoing Project management and HES, the School District, other service providers, funders and other stakeholders in their review of progress.

Geo concurs with the views of some of the administrators and staff who responded to a question about long-term outcomes from the Project. Here is some of what they said.

I think the program will strengthen and cement our relationship with Highland. Over the next five years, the school will be more ingrained with Adopt-A-Family and we will be more ingrained in the fabric of the school. The families at the school will be more aware of, not only Julian Place, but also the ways Adopt-A-Family can help them. . . . We will be an extension of the school. We will be a place that supports what is going on at the school, reinforces it and provides additional services. This is all with the goal of improving educational outcomes through providing stable housing. . . . The Program will be an anchor for the school and our neighborhood. Families in the school will see that there are people in the community that really care for them, who want them to succeed, who want their kids to do well and who are invested in them. I see a really strong bond with the school and a stabilizing force for the neighborhood.

~AAF Grants and Communications Manager

One of the things we are mindful of is that we don't want to drift too far out [from our mission]. We want to stay focused on stable housing. But when you talk about stable housing, you see that it is related to social determinants of health. To me, housing is the foundation of that. You can't deal with medical problems or education or community without housing.

~AAF CEO

I hope that what Julian Place has in common with the Tacoma program is that it shows that stable housing does make a difference in a child's education. . . . [There are not many programs] that focus on this specifically, so if we can clearly show that if a child has stable housing—and it's not just for six months, it's not for a year—it's their long-term home where they know their neighbors and are friends with the kids next door, we anticipate that the data will show that it makes a huge difference in how this child learns in school and at home.

~Julian Place Program Manager

In five years, I would love to see some other agency replicate this at their local school. I would love to have data that show that this model really works and that maybe housing is the key to homeless and low-income kids succeeding in school. I would love the model to inspire others to give it a try or riff on the model and do their own thing, and to think a little outside the box about how we address the problems of family homelessness and the education gap.

~AAF Grants and Communications Manager

RECOMMENDATIONS

At this stage in the development and leasing of Julian Place, AAF has the process working well. The coronavirus pandemic is still a factor affecting the occupation of the units, but that is likely to be addressed in the near future by the creative outreach efforts of AAF staff. Geo has only a few additional recommendations at this point.

- Once all students resume in-person learning at Highland, 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 identify more families who would be eligible to live at Julian Place. Teachers are probably too overworked at this point to be actively engaged in recruitment, but making sure they are aware of the opportunity and that they have seen pictures of the units may keep it in mind so they can mention it to parents and encourage them to apply when appropriate.
- Before next fall, develop (in collaboration with Geo, the School District, Highland administration and at least one teacher) 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).
- Identify additional community partners for support in job training, GED study, trade skills education, mental and physical health and other areas of need for parents and other family members.



Appendix A – Julian Place Evaluation Logic Model

Adopt-A-Family Julian Place Evaluation Logic Model (Version: 3.15.2021)

RESOURCES →	ACTIVITIES →	OUTPUTS →	OUTCOMES →	GOALS
<ul style="list-style-type: none"> ◆ Donor funding from The Moran Foundation, The Kyle Fraser Family Foundation, The Lost Tree Foundation, the Donahue Family, and many other private donors ◆ Affordable housing ◆ Onsite community center ◆ Onsite computer lab 	<p>Mobilized, Inform and Coordinate Staff, Services and Partners</p> <ul style="list-style-type: none"> ◆ Develop/expand strategic partnerships ◆ Develop and support effective staff and volunteers ◆ Identify and engage families to participate in all aspects of program ◆ Build referral networks 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 & opportunities for collaboration and intervention ◆ Educate leaders and public on support needs ◆ Incorporate school and district data for ongoing planning and support ◆ Share information, data and lessons learned on program effectiveness ◆ Encourage continuous learning and program refinement ◆ Implement best practices of family care and support 	<p>PARTNERSHIP AND SERVICE</p> <ul style="list-style-type: none"> ◆ Number of additional strategic partnerships ◆ Number of volunteers ◆ Number of families participating in all aspects of program ◆ Number of referral agencies 	<p>PARTNERSHIP AND SERVICE</p> <ol style="list-style-type: none"> 1. Improved coordination between Adopt-A-Family, Highland Elementary School, Palm Beach County District School and other social services 2. Improved use of local social agencies by families 3. Improved ability to measure and track progress 	<ul style="list-style-type: none"> ◆ The Julian Place Project becomes a model for additional properties and neighborhoods ◆ Families are stable in housing and other basic needs ◆ Families are self-sufficient in meeting their needs ◆ Children succeed in school and are prepared for life

RESOURCES →	ACTIVITIES →	OUTPUTS →	OUTCOMES →	GOALS
	<p>Provide Opportunities</p> <ul style="list-style-type: none"> ◆ Select, orient and house families ◆ Provide housing for 14 families ◆ Provide and support pro-social activities ◆ Continue after school programs for elementary school students ◆ Develop assessment and referral process to link parents and youth to services and activities ◆ Link participants to support activities providing education, jobs training and employment ◆ Empower parents and families to identify and address collective problems and opportunities <p>Support Personal Change and Development</p> <ul style="list-style-type: none"> ◆ Provide parenting training ◆ Provide financial literacy classes ◆ Provide tutoring and mentoring to students ◆ Provide academic advising with parents for their student(s) ◆ Provide any needed mental health counseling for family members ◆ Provide case management services on site and at school with interactions among teachers, parents, and students <p>Measure and Track Progress</p> <ul style="list-style-type: none"> ◆ Use evaluation system with process and outcome measures ◆ Assess and track youth and parents' growth over time 	<p>PARENT AND FAMILY</p> <ul style="list-style-type: none"> ◆ Number of families housed ◆ Number of children housed ◆ Number of other family members housed ◆ Number of pro-social family activities per year ◆ Number of additional after school programs in which children participate per year ◆ Number of family members participating in parenting training ◆ Number of family members seeking mental health services ◆ Number of collective problems and opportunities identified and addressed by residents <p>STUDENT</p> <ul style="list-style-type: none"> ◆ Number of family members participating in financial literacy classes ◆ Number of students tutored and/or mentored ◆ Number of family members parents seeking academic advising for students 	<p>PARENT AND FAMILY</p> <ol style="list-style-type: none"> 1. Improved parenting skills to support children's educational and emotional needs 2. Improved engagement with school 3. Improved ability of parents to prepare children for school (e.g., fed, be on-time, homework completed) 4. Improved ability to cope with obstacles to progress 5. Improved access to stable, suitable, safe housing with facilities to support healthy family life 6. Improved access to services 7. Improved access to and use of health care 8. Improved use of educational and job training opportunities and career support services 9. Improved stress management 10. Improved opportunity for employment 11. Improved financial literacy knowledge and use of financial support advisors 12. Improved income from earned and unearned sources 13. Improved sense of life improvement and movement toward self-sufficiency and resiliency <p>STUDENT</p> <ol style="list-style-type: none"> 14. Improved school attendance 15. Improved access to educational services, if needed 16. Improved engagement in extra-curricular activities 17. Improved performance in school learning 18. Improved test scores 19. Improved advancement to next grade 20. Improved likelihood to graduate from high school and post-secondary education 21. Improved social skills 	

RESOURCES →	ACTIVITIES →	OUTPUTS →	OUTCOMES →	GOALS
	<p>Promote Community Engagement</p> <ul style="list-style-type: none"> ◆ Implement activities that increase neighborhood cohesiveness ◆ Recognize and celebrate individual and collective successes 	<p>COMMUNITY</p> <ul style="list-style-type: none"> ◆ Number of additional activities that increase neighborhood cohesiveness 	<p>COMMUNITY</p> <ol style="list-style-type: none"> 1. Improved sense of community among families 2. Improved sense of community among residents of the neighborhood 3. Improved neighborhood stability 	

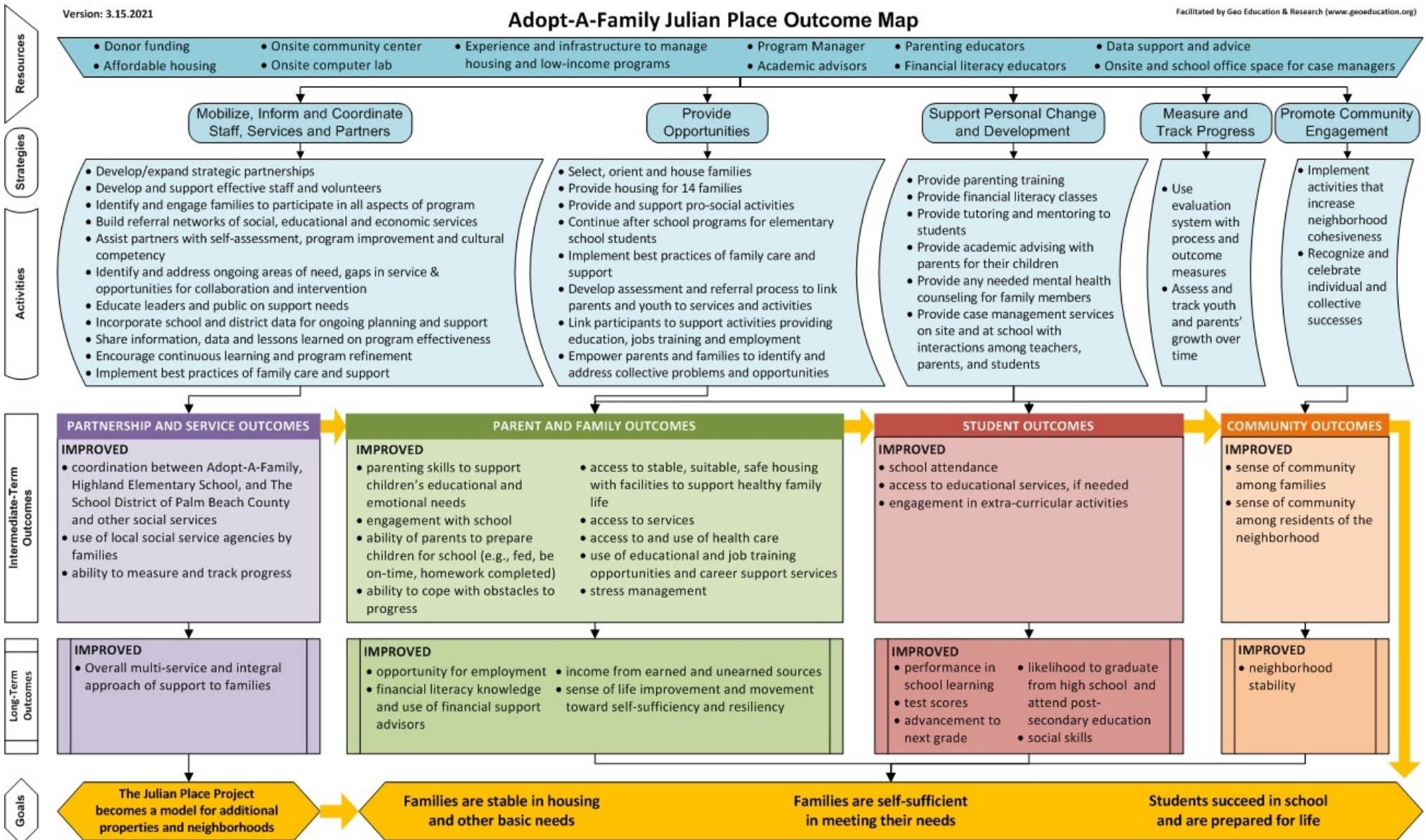


Appendix B –Julian Place Outcome Map

Version: 3.15.2021

Facilitated by Geo Education & Research (www.geoeducation.org)

Adopt-A-Family Julian Place Outcome Map





Appendix C – Julian Place Outcome Map Narrative

Adopt-A-Family Julian Place Homes Outcome Map Narrative

Adopt-A-Family has undertaken the Julian Place Project to help families experiencing homelessness achieve stable housing and other basic needs so that those families can become self-sufficient in meeting their needs and students in the families can succeed and be prepared for life.

The Adopt-A-Family Julian Place Outcome Map depicts the sequential relationships between strategies and intended outcomes and goals. Strategies, outcomes and goals are often used differently by different groups and or fields. Geo defines Strategies, Outcomes and Goals as follows:

Strategies are a related set of **Activities** connected with implementation of a program using the available **Resources**; **Outcomes** are short, intermediate or long-term changes that can occur among individuals, families, communities; and organizations or systems **Goals** and sizeable, lasting positive long-term changes.

For the Julian Place Project,

these
RESOURCES
are used...

- | | |
|--|--|
| <ul style="list-style-type: none"> • Donor funding • Affordable housing • Onsite community center • Onsite computer lab • Experience and infrastructure to manage housing and low-income programs | <ul style="list-style-type: none"> • Program Manager • Academic advisors • Parenting educators • Financial literacy educators • Data support and advise • Onsite and school office space for case managers |
|--|--|

...to perform
these
ACTIVITIES for
each
STRATEGY...

Strategy Activities	Mobilize, Inform and Coordinate Staff, Services and Partners
	<ul style="list-style-type: none"> • Develop/expand strategic partnerships • Develop and support effective staff and volunteers • Identify and engage families to participate in all aspects of program • Build referral networks 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 & opportunities for collaboration and intervention • Educate leaders and public on support needs • Incorporate school and District data for ongoing planning and support • Share information, data and lessons learned on program effectiveness • Encourage continuous learning and program refinement • Implement best practices of family care and support

<p>Strategy Activities</p>	<p>Provide Opportunities</p> <ul style="list-style-type: none"> ● Select, orient and house families ● Provide housing for 14 families ● Provide and support pro-social activities ● Continue after school programs for elementary school students ● Implement best practices of family care and support ● Develop assessment and referral process to link parents and youth to services and activities ● Link participants to support activities providing education, jobs training and employment ● Empower parents and families to identify and address collective problems and opportunities
<p>Strategy Activities</p>	<p>Support Personal Change and Development</p> <ul style="list-style-type: none"> ● Provide parenting training ● Provide financial literacy classes ● Provide tutoring and mentoring to students ● Provide academic advising with parents for their children ● Provide any needed mental health counseling for family members ● Provide case management services on site and at school with interactions among teachers, parents, and students
<p>Strategy Activities</p>	<p>Measure and Track Progress</p> <ul style="list-style-type: none"> ● Use evaluation system with process and outcome measures ● Assess and track youth and parents’ growth over time
<p>Strategy Activities</p>	<p>Promote Community Engagement</p> <ul style="list-style-type: none"> ● Implement activities that increase neighborhood cohesiveness ● Recognize and celebrate individual and collective successes

...to achieve these anticipated intermediate- and long-term OUTCOMES...

PARTNERSHIP AND SERVICE OUTCOMES	
Intermediate-Term Outcomes	<p>IMPROVED</p> <ul style="list-style-type: none"> • coordination between Adopt-A-Family, Highland Elementary School, and The School District of Palm Beach County and other social services • use of local social service agencies by families • ability to measure and track progress
Long-Term Outcome	<p>IMPROVED</p> <ul style="list-style-type: none"> • Overall multi-service and integral approach of support to families
PARENT AND FAMILY OUTCOMES	
Intermediate-Term Outcomes	<p>IMPROVED</p> <ul style="list-style-type: none"> • parenting skills to support children’s educational and emotional needs • engagement with school • ability of parents to prepare children for school (e.g., fed, be on-time, homework completed) • ability to cope with obstacles to progress • access to stable, suitable, safe housing with facilities to support healthy family life • access to services • access to and use of health care • use of educational and job training opportunities and career support services • stress management
Long-Term Outcomes	<p>IMPROVED</p> <ul style="list-style-type: none"> • opportunity for employment • financial literacy knowledge and use of financial support advisors • income from earned and unearned sources • sense of life improvement and movement toward self-sufficiency and resiliency
STUDENT OUTCOMES	
Intermediate-Term Outcomes	<p>IMPROVED</p> <ul style="list-style-type: none"> • school attendance • access to services, health care and education • engagement in extra-curricular activities
Long-Term Outcomes	<p>IMPROVED</p> <ul style="list-style-type: none"> • performance in school learning • test scores • advancement to next grade • likelihood to graduate from high school and attend post-secondary education • social skills

COMMUNITY OUTCOMES	
Intermediate-Term Outcomes	IMPROVED <ul style="list-style-type: none">• sense of community among families• sense of community among residents
Long-Term Outcome	IMPROVED <ul style="list-style-type: none">• neighborhood stability

...and ultimately these Project GOALS.

- Families are stable in housing and other basic needs**
- Families are self-sufficient in meeting their needs**
- Students succeed in school and are prepared for life**
- Julian Place Project becomes a model for additional properties and neighborhoods**



Appendix D –Julian Place Program Evaluation Plan

Adopt-A-Family Julian Place Program Evaluation Plan (11/13/2020)

Outcomes	Indicators	Data Collection Method/Tools	Frequency and Schedule of Data Collection	Sampling Strategy
PARTNERSHIP AND SERVICE				
1. Improved coordination between Adopt-A-Family, Highland Elementary School, Palm Beach County District School and other social services	1.1 Coordinated planning among agencies takes place regularly 1.2 Agreements and protocols are in place to appropriately share information about clients	Periodic meeting minutes summarized by AAF staff Any MOUs between agencies	Ongoing with annual summary Ongoing with annual summary	Meetings with key decisions
2. Improved use of local social agencies by families	2.1 Tracking of clients' needs and access to services 2.2 Tracking of changes in situations	Spreadsheet to track individual issues, referrals, treatment, severity over time (plus other items mentioned below)	ongoing	None
3. Improved ability to measure and track progress	3.1 Evaluation plan is implemented with systematic collection, analysis, reporting, and use of data for program improvement and reporting	Methods and protocols vary	Ongoing	None
PARENT AND FAMILY				
4. Improved parenting skills to support children's educational and emotional needs	4.1 List of parenting skills addressed in trainings	Pre-post training survey	Each training series	None

Outcomes	Indicators	Data Collection Method/Tools	Frequency and Schedule of Data Collection	Sampling Strategy
5. Improved engagement with school	5.1 Parents reporting on school interactions 5.2 Teachers' report on attendance at school conferences	Parent survey/interviews Teacher survey	Annual Sept., Nov. Jan. Mar.	None Teachers of students in Julian Place homes
6. Improved ability of parents to prepare children for school (e.g., fed, be on time, homework completed)	6.2 Teachers' report on school readiness	Teacher survey	Sept., Nov. Jan. Mar.	Teachers of students in Julian Place homes
7. Improved ability to cope with obstacles to progress	7.1 Tracking of changes in situations	Spreadsheet to track individual issues, referrals, treatment, severity over time	Ongoing	None
8. Improved access to stable, suitable, safe housing with facilities to support healthy family life	8.1 Changes in housing situations between application and housing 8.2 Changes in housing situation after entering Julian Place homes (e.g., ability to pay partial rent, meet other needs, move out and live independently)	Compare application with situation in Julian Place homes Parent survey/interviews Exit survey	After all housed Annual Upon exit	None None None

Outcomes	Indicators	Data Collection Method/Tools	Frequency and Schedule of Data Collection	Sampling Strategy
9. Improved access to services	9.1 Tracking referrals and use of services	Spreadsheet and parent survey	Ongoing/annual	None
	9.2 Tracking enrollment in standard support programs (e.g., SNAP, WIC, Head Start)	Spreadsheet and parent survey	Ongoing/annual	None
10. Improved access to and use of health care	10.1 Tracking enrollment in health care insurance programs	Parent survey	Annual	None
	10.2 Do HH members have a medical home (identified physician or clinic)	Parent survey	Annual	None
	10.3 Immunizations tracking	Parent survey	Annual	None
11. Improved use of educational and job training opportunities and career support services	11.1 Catalogue steps toward economic self-sufficiency	Spreadsheet and Parent survey/interviews	Ongoing/annual	None
12. Improved stress management	12.1 Parents can identify major stressors for them and other family members	Spreadsheet and Parent survey/interviews	Ongoing/annual	None
	12.2 Parents have coping strategies and/or solutions for stressors	Spreadsheet and Parent survey/interviews	Ongoing/annual	None

Outcomes	Indicators	Data Collection Method/Tools	Frequency and Schedule of Data Collection	Sampling Strategy
13.Improved opportunity for employment	13.1 Employment history before and during residency (wage/salary; hours per week; job type)	Spreadsheet and Parent survey/interviews	Ongoing/annual	All adults in HH
14.Improved financial literacy knowledge and use of financial support advisors	14.1 Attended financial literacy training?	Parent survey	Annual	None
	14.2 Has back account; savings plan?	Parent survey	Annual	None
	14.3 Credit use trends (e.g., rarely uses high interest loans; has manageable credit card debt)	Parent survey	Annual	None
15.Improved income from earned and unearned sources	15. Income trends over time by source	Parent survey	Annual	None
16.Improved sense of life improvement and movement toward self-sufficiency and resiliency	16. Series of perception questions	Parent survey/interviews	Annual	None
STUDENT				
17.Improved school attendance	17.1 % school days at school or excused	School records and comparison to all kids; low income; homeless	Annual	None
	17.2 % school days on time when present			

Outcomes	Indicators	Data Collection Method/Tools	Frequency and Schedule of Data Collection	Sampling Strategy
18. Improved access to educational services, if needed	18.1 Screened for needed services 18.2 Receiving needed services	School records and/or teacher input on teacher survey	Sept., Jan.	None
19. Improved engagement in extra-curricular activities	19.2 List of extra-curricular activities and hours/week engaged	Spreadsheet and parent survey	Ongoing/annual	None
20. Improved performance in school learning	20.1 Grades 20.2 teacher feedback	Report card	On school schedule	None
21. Improved test scores	21.1 standardized tests conducted by school/District	Standardized tests and comparison to all kids; low income; homeless	On school schedule	None
22. Improved advancement to next grade	22.1 Grade advancement or reason repeating	Report card	On school schedule	None
23. Improved likelihood to graduate from high school and post-secondary education	Not measured			
24. Improved social skills	24.1 Parents reporting 24.2 Teachers' report	Parent survey Teacher survey School discipline records	Annual Sept., Nov. Jan. Mar.	None Teachers of students in Julian Place homes

Outcomes	Indicators	Data Collection Method/Tools	Frequency and Schedule of Data Collection	Sampling Strategy
COMMUNITY				
25. Improved sense of community among families	25.1 Parents perceptions	Parent survey/interviews	Annual	None
26. Improved sense of community among residents in neighborhood	25.1 Parents perceptions	Parent survey/interviews	Annual	None
27. Improved neighborhood stability	25.1 Parents perceptions	Parent survey/interviews	Annual	None



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