



# Julian Place 2023 Annual Program Report

---

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

Released April 13, 2024

By: Michael A. Power, Ph. D.  
Bill Leon, Ph.D.





billleon@geoeducation.org | [www.geoeducation.org](http://www.geoeducation.org) | 206.914.6663  
17027 37<sup>th</sup> AV NE, Lake Forest Park, WA 98155 USA



# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY .....</b>	<b>1</b>
BACKGROUND .....	1
JULIAN PLACE PROGRAM .....	1
JULIAN PLACE OBJECTIVES .....	3
CONCLUSION.....	5
RECOMMENDATIONS BY GEO EDUCATION & RESEARCH.....	6
<b>INTRODUCTION .....</b>	<b>7</b>
THE LOCAL SITUATION .....	8
<b>OUTCOMES, RESULTS, AND BENEFITS .....</b>	<b>10</b>
OBJECTIVE 1: SECURE FUNDING TO BUILD AFFORDABLE HOUSING FOR FAMILIES WITH STUDENTS IN HIGHLAND ELEMENTARY SCHOOL .....	10
OBJECTIVE 2: BUILD COLLABORATION WITH PARTNERS IN THE SCHOOL, SCHOOL DISTRICT, AND COMMUNITY SERVICE AGENCIES ..	11
OBJECTIVE 3: RECRUIT AND HOUSE FAMILIES .....	13
OBJECTIVE 4: PROVIDE OPPORTUNITIES AND SUPPORT FAMILY PERSONAL CHANGE AND DEVELOPMENT .....	15
OBJECTIVE 5: IMPROVE STUDENT OUTCOMES .....	22
OBJECTIVE 6: IMPROVE PARENT AND FAMILY OUTCOMES.....	30
OBJECTIVE 7: IMPROVE COMMUNITY OUTCOMES .....	32
OBJECTIVE 8: DESIGN AND IMPLEMENT AN ONGOING PROGRAM EVALUATION PROCESS TO TRACK CHANGES IN YOUTH AND FAMILIES .....	33
<b>CONCLUSION .....</b>	<b>34</b>
<b>RECOMMENDATIONS BY GEO EDUCATION &amp; RESEARCH.....</b>	<b>35</b>

## TABLE OF TABLES

TABLE 1   HIGHLAND ELEMENTARY SCHOOL DEMOGRAPHICS AS OF SCHOOL YEAR 2022-2023 .....	10
TABLE 2   CHILDREN SERVED BY THE PROGRAM BY GRADE LEVEL.....	14
TABLE 3   RESULTS OF JULIAN PLACE FALL 2023 PARENT QUESTIONNAIRE.....	18
TABLE 4   FAST PERCENTILE SCORES FALL 2023 .....	25
TABLE 5   FAST PERFORMANCE BY LEVEL FALL 2023: PROGRAM STUDENTS.....	25
TABLE 6   FAST PERFORMANCE BY LEVEL FALL 2023: COMPARISON STUDENTS .....	26
TABLE 7   I-READY PERCENTILE SCORES FALL 2023 .....	26
TABLE 8   ELEMENTARY GRADES: ELA .....	27
TABLE 9   ELEMENTARY GRADES: MATH .....	27
TABLE 10   JULIAN PLACE SECONDARY GRADES .....	28
TABLE 11   AVERAGE PERCENT DAILY ATTENDANCE FALL 2023 .....	28

## LIST OF FIGURES

Figure 1   Change in HES Enrollment Over Time .....	9
---	---

## 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, and 2022 reports<sup>1</sup> from Geo Education & Research (Geo) ([click here for 2022 report](#)).

During 2023, Adopt-A-Family of the Palm Beaches, Inc. (AAF) provided housing and a supportive environment with wraparound services for 14 families (20 adults and 31 children) previously at risk of homelessness. One family moved out during 2023, another family moved into that unit, and one of the 14 units of housing is occupied by the Resident Manager. AAF provides this housing support in order to noticeably 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 2023.

## 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), with 85% being low income, 9% experiencing homelessness, and 2% being immigrant students.<sup>2</sup> The high price and limited supply of affordable housing in the area are major barriers to the recovery and success of families experiencing homelessness.

## 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 homelessness or chronic housing instability often do not have sufficient capacity and resources to

---

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

<sup>2</sup> Source: Florida State Department of Education Report Card - <https://edstats.fldoe.org/SASPortal/main.do>

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 raised \$6.6 million, built 14 fully furnished townhomes and related facilities in the Julian Place community, and secured funding to operate the Program through 2025. In June of 2020 they housed their first family and have been at full capacity since. At the time of this report, 13 families were being served. The 14th unit is currently occupied by the Resident Manager.

### 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 now also provide services to Julian Place families.

These partnerships will influence outcomes relevant to several of the Program objectives. Most are underway and several are far along. 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. However, as of the date of this report, 14 of the units at Julian Place are occupied, one unit is occupied by the Resident Manager. AAF met its goal of 86% of Julian Place families remaining in their homes for at least one full year.

### 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 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 every Julian Place family participated in at least three support services in 2023, many taking advantages of as many programs, courses, and events as they could. All households

participate in regular case management and budget counseling with the Julian Place Program Manager. In the last year, two-thirds of the families had at least one member engaged with the on-site mental health therapist.

### Objective 5: Improve Student Outcomes

Compared to students with similar demographic characteristics, Julian Place students outperformed their peers on academic and behavioral outcomes. Program students exceeded the performance of other students on the annual state test by 2.2 percentile points in English Language Arts and 3.7 points in math. On a School District assessment, the Program students scored 3 percentile points higher in English Language Arts, and 3 percentile points higher in mathematics. The Program students also earned higher class grades and demonstrate no 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, 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.

### 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 referred and 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 an annual report on the outcomes, accomplishments, and challenges for the Program conducted by Geo, AAF now has a data sharing agreement with the District which is in effect through

2025. Geo is analyzing District data for further insights into student performance. Geo will continue to track data on both family outcomes and student achievement through the first five years of the Program. Data will 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

**Adopt-A-Family of the Palm Beaches, Inc. (AAF) continues to provide 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 secondary 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), it 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. They 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 several academic and behavioral indicators.**

**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.

**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 2023 report.

## Recommendations by Geo Education & Research

Geo has only a few additional recommendations at this point.

- **Use the District shared information to coordinate the services provided to students and families.** Now that the Data Sharing Agreement has been in place with the District for two years, 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.
- **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,** in collaboration with Geo, the District, HES administration, and at least one HES teacher.
- **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.**



Julian Place Family

## INTRODUCTION

This is the fourth 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:

1. Secure funding to build affordable housing for families with students in Highland Elementary School;
2. Build collaboration with partners in the School, School District, and community service agencies;
3. Recruit and house families;
4. Provide opportunities and support family personal change and development;
5. Improve student outcomes;
6. Improve parent and family outcomes;
7. Improve community outcomes; and
8. 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 three 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. This year the District included information on the income status of the comparison group students to provide a more equivalent comparison to the Program students.

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. (A separate report on the school outcomes of AAF's Project Grow, in which many Julian Place children participate, was submitted to AAF in December 2022.)

## 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 2022 was \$1,900.<sup>3</sup> 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.<sup>4</sup> The crime rate is one of the highest in Florida - 293rd in reported crime out of 308 Florida cities in 2023<sup>5</sup> (with 308 being the highest rate of reported crime).

In the 2021-2022 school year (the most recent data available from the State<sup>6</sup>), there were 4,417 homeless students within the District. HES consistently ranks high on the State list of schools, with the highest numbers of students experiencing homelessness. At Highland, 85% of students qualify for free or reduced-cost lunch due to the low income of their parents.

In April 2022, local media reported that the percent of students experiencing homelessness in the school district had doubled over the previous 18 months. Specifically, Highland Elementary was reported to be among the three schools with the highest rate of children experiencing homelessness.<sup>7</sup>

## Highland Elementary Population<sup>8</sup>

**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. The other two attend a parochial school.**

---

<sup>3</sup>[https://www.huduser.gov/portal/datasets/fmr/fmrs/FY2023\\_code/2023zip\\_code\\_calc.odn?zcta=33460&metro\\_code=METRO33100MM8960&year=2023](https://www.huduser.gov/portal/datasets/fmr/fmrs/FY2023_code/2023zip_code_calc.odn?zcta=33460&metro_code=METRO33100MM8960&year=2023)

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

<sup>5</sup> <http://www.usa.com/rank/florida-state--crime-index--city-rank.htm>

<sup>6</sup> <https://www.fldoe.org/core/fileparse.php/20081/urlt/2022HLStudentCounts.pdf>

<sup>7</sup> <https://www.wptv.com/news/palm-beach-county/school-district-of-palm-beach-county-has-growing-number-of-homeless-students>

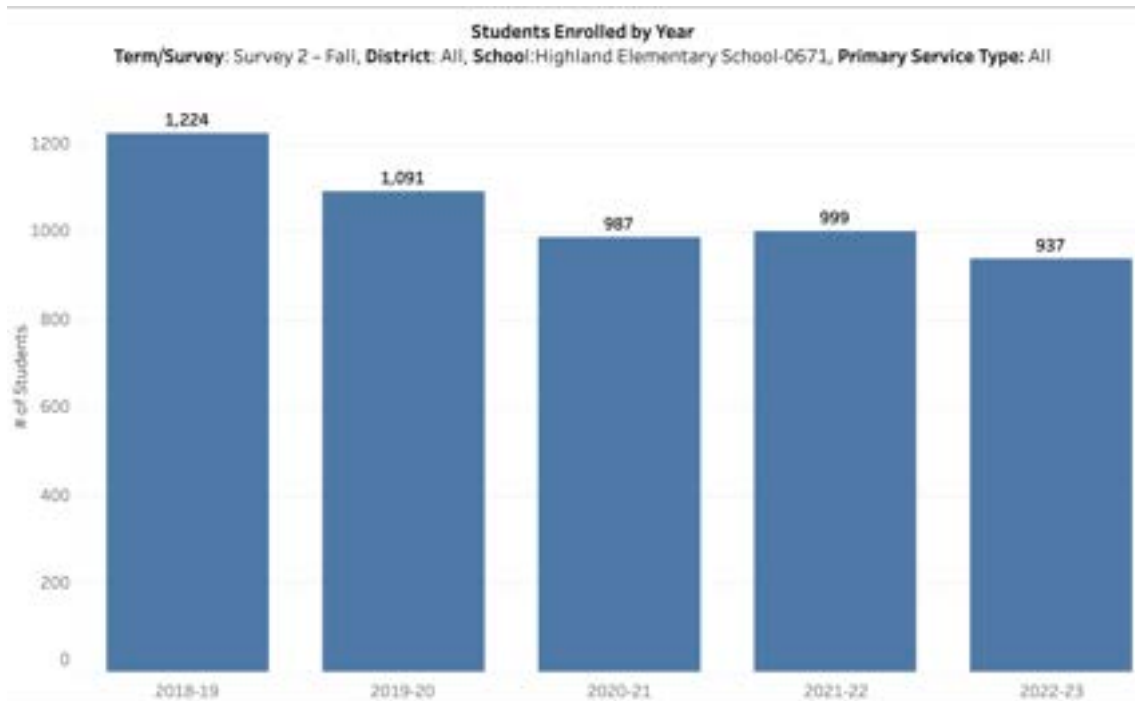
<sup>8</sup> <https://knowyourdatafl.org/views/PK12->

[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)

HES serves 937 students in pre-kindergarten through grade 5. The demographics<sup>9</sup> of the student population are shown in Table 1 below.

The population of Highland Elementary has been declining over the last five years as shown below. According to the Highland Principal, this is due to the District changing school attendance boundaries to reduce the number of students at the school. Nonetheless, the proportion of low income students and families experiencing homelessness remains fairly high.

**Figure 1 | Change in HES Enrollment Over Time**



<sup>9</sup> Source: Florida State Department of Education Report Card - <https://edstats.fldoe.org/SASPortal/main.do>

**Table 1 | Highland Elementary School Demographics as of School Year 2022-2023**

Demographic Category	% of Population
Hispanic	71%
Black/African American	18%
White	6%
Alaska Native/American Indian	4%
Other/Mixed	1%
Economically Disadvantaged	85%
English Language Learners*	61%
Students with Disabilities	13%
Homeless	9%
Immigrant	2%

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

## OUTCOMES, RESULTS, AND BENEFITS

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

#### Results

**By the end of 2022, AAF raised \$6.6 million, built 14 fully furnished townhomes in the Julian Place community, and secured funding to operate the Program through 2025.** In June of 2020 AAF housed their first family and by the end of 2023, a total of 18 families had been served.

#### Benefits

**Based on the belief that stable housing is a critical factor in the success of children and their families, securing the funding for 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.

## 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 which now provide services to Julian Place families.

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

- 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.

**The Julian Place Program Committee provided guidance in the development of the Program and its ongoing work.** Committee participants included:

- 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; and
- Project Manager.

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

- AAF's Project Grow—Licensed afterschool and out-of-school 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 will reduce or eliminate the cost to families to participate in Project Grow;
- 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; and
- PNC Bank—Financial literacy classes.
- Restoration Bridge and Palm Beach Sherriff's Office - Fresh food distribution
- Feeding South Florida - Nutrition and Cooking Class
- Fifth Third Bank - Financial Literacy and Budgeting Class
- AVDA - Aid to Victims of Domestic Abuse - Informative presentations on domestic violence, safety planning and resources available

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.

*"During this year, the relationship between Highland and Adopt-A-Family has continued to strengthen. At the beginning of the school year in August, the school administration set up a tour at Julian Place to allow for school staff to tour the Julian Place campus. The Julian Place Program Manager and Adopt-A-Family staff participated in a Highland Back to School event."*

~AAF Director of Housing

*"I think the early success that we have experienced centers on relationships. Having a strong partnership and relationship with Highland Elementary teachers and administrators has helped Adopt-A-Family immensely. The strong relationship between the Julian Place Program Manager and the residents has also been very important to the program's impact and effectiveness."*

~AAF CEO

## 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 met its goal of 86% of Julian Place families remaining in their homes for at least one full year.**

As of the date of this report, 13 of the units at Julian Place are occupied by families. Since Julian Place opened, five 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. Since the inception of the program, 18 families have been served.

The 14th unit is occupied by an on-site Resident Manager and her family. The Resident Manager serves as an after-hours contact person, supervises the use of the agency's playground, supports client events, and contributes to the safety and cleanliness of the property. In 2024, AAF plans to phase out the Resident Manager and make that unit available to another family. According to AAF's Grants and Communications Manager, "The Resident Manager served an important role during the implementation of the program and fostered a strong foundation of community, but now that the

program has been fully operational and thriving for a few years (coupled with the ongoing scarcity of affordable housing) the agency would like to use the unit to house an additional Highland family.”

Rents are a very reasonable \$600 -\$700 per month depending on unit size. (According to AAF staff, rent will go up \$50 per month in April of 2024.) As mentioned above, by comparison, the HUD fair market rent for housing in the same ZIP code for 2022 was \$1,900 for a two-bedroom home.

## 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.

### *Demographics of Julian Place Families as of December 2023*

As of December 2023, Julian Place families have the following characteristics:

- Eight single adult families;
- Three two adult families;
- Two three adult families (3 generations plus children);
- Seven families have two children;
- Six families have three children;
- Children’s average age is 9 years;
- Children’s age range is 2 months to 18 years old; and
- 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
2	5
3	7
4	2
5	1
6	2

<b>7</b>	2
<b>9</b>	2
<b>10</b>	1
<b>11</b>	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 who 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

**AAF staff report that every Julian Place family participated in at least three support services in 2023, with many taking advantage of as many programs, courses, and events as they could.**

All households participate in regular case management and budget counseling with the Julian Place Program Manager. In the last year, two-thirds of the families had at least one member engaged with the agency's on-site mental health therapist.

*"As the program continues to evolve, the progression of the families can be observed. Families appear happier. Also, it has been noticed that when families are faced with a challenge, they have started to build a stronger rapport with their Program Manager. They call the Program Manager to talk about their issues and develop a plan to address the issue. It seems like families are more proactive than reactive and use coping skills they have learned."*

~AAF Director of Housing

AAF staff report that many families continue to struggle in the area of finances, in part due to inflation. To address this, in addition to the programs offered to families by AAF or their partners, Julian Place families can take advantage of Early Learning Coalition (ELC) vouchers, which enable families to access free or reduced-cost daycare, afterschool programming, and summer camp, allowing parents to work or go to school.

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, study online, and attend support programs and classes.

*"From time to time if unexpected circumstances arise which may cause an economic challenge, clients are more comfortable proactively speaking with Program Manager to discuss options to help them stay afloat. Some have expressed that they no longer have to worry about needing to borrow money each month and feel they are juggling finances better than in past years. This creates more emotional stability for self and family."*

~AAF Director of Housing

## Results

In the fall of 2023, 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 2023 survey are presented in Table 3.

**Table 3 | Results of Julian Place Fall 2023 Parent Questionnaire**

Since we moved into Julian Place ...	Don't Know (No rating)	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean Rating
I have received a lot of the help my family needed.					5	11	4.7
I am better able to support my child.					6	10	4.6
I have been better able to focus on our future.					6	10	4.6
I am more involved in my child's education.					5	11	4.7
I have better access to community resources.					5	8*	4.6
My child behaves better in school.					6	10	4.6
My child behaves better at home.					9	7	4.4
My child has learned more in school (or online).					5	11	4.7
AAF and staff at school are working					7	9	4.6

Since we moved into Julian Place ...	Don't Know (No rating)	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Mean Rating
together for my child.							
The AAF staff understand what support my family needs.					6	10	4.6
I am improving my parenting skills.					6	10	4.6
I am improving my work skills.					3	12*	4.8
I am improving my communication skills.					8	8	4.5
Working on our Family Success Plan is helpful.					6	9*	4.6
Being encouraged to meet my personal, economic, and educational goals is helpful.				1	4	10*	4.6
I feel like I am part of the Julian Place community.					5	11	4.7

\* Some parents did not respond to this question.

### Parent Comments

The last four questions on the survey were open-ended. The parent responses are reported verbatim below. Not all respondents answered all the questions.

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

- We stress less about money. We communicate well when we're not busy.
- My child is getting better grades. Responsible with instrument.
- My child is more educated, getting better grades. My employment is good.
- I am more determined, motivated, in order to help my kids. My kids are also more active and driven. They have good grades. I'm proud of them.
- We have a better life and are also more involved in my kids' education.
- We are more at peace with school and housing.
- Sense of feeling more responsible, able to be more of a parent and able to think clearly. My children are happier, more comfortable, and their behavior is better and (they are) doing well in school.
- My kids have their own space and they love it. When I was not able to work for my health condition, knowing that rent is affordable was very helpful and less stressful.
- I obtained the (private security services) licenses D&G. I got a job with the assistance from the Job Coach. I obtained my driver's license and just got a used car.
- I am more patient, more active and involved with my kids' education. We are able to support my family. The kids are comfortable and happy.
- The most important change I have seen is my children are happier. They are always looking forward to activities with AAF.
- I completed my BA in social services and want to continue.
- My child's behavior has changed in a positive way. He was recognized at school for his grades and behavior. I am more calm, happy, and at peace.
- I am happy, my family is together, and we are comfortable in our home. My son was not listening, and he was not doing well in school. Now he is another kid; he is respectful and is doing great I school. I am proud of him.
- (My children are) beyond comfortable in their own space.

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

- Case management and affordable rent
- All
- All the resources are helpful.
- The meeting with you (Thelma) for case management and the agency food drives.
- St. Vincent De Paul, the food drives conducted on a monthly basis by the agency and for the assistance during Christmas time.
- Project Grow
- The food distribution

- When I was in a very difficult situation, Community Action helped me tremendously and Adopt-A-Family has been my rock in my difficult life from domestic violence to severe trauma.
- Project Grow has helped my kids so much. Case management has also helped me. I am able to share things that are difficult to talk about.
- Job Coach and Project Grow
- Project Grow, Job Coach, and case management
- The most helpful resources are food drives and school education opportunities.
- Our Florida, Project Grow, therapy services, and the Job Coach.
- Case management and all the assistance that we receive from the agency, including donations for Christmas time.
- Julian Place case management

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

- More services at night when clients are home.
- No suggestions.
- I have no suggestions because the staff at Julian Place are doing a great job.
- Everything so far is great.
- To continue providing resources.
- So far, support has been great!
- Nothing at this time.
- None
- I would like to suggest cooking lessons, yoga, dance classes, meditation.
- So far everything is ok. The help I've been receiving from Julian place is very helpful.
- Not really, you guys are doing a pretty good job.
- To please continue to help more people like you helped us and you continue to do it.
- To continue helping people. There are many people that need help like you are giving us.
- None

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

- We are incredibly grateful.
- Thankful!
- Thank you. God bless AAF.
- I have good neighbors, it's a beautiful and safe place. I am thankful and grateful for everything.
- Thank you - Julian Place continue helping clients.
- I am blessed to be in this program. I am able to evaluate myself and not looking back on the past, and not letting it define me.
- Thank you. My kids are happy here.

- I love that we are here. I love this program. Julian Place's program is helping me to grow and do better for my life and my family.
- Thank you. Keep doing what you are doing. The Julian Place Program is amazing. Thank you
- Thank you.
- Just thank you for everything.
- Thank you to Julian Place for helping me and my family. I would like to say God bless each one of the staff in the agency for what you guys do for others.
- Thank you for everything.

*"The staff at Julian Place and AAF are understanding and patient. My children are comfortable and open to have conversations with me. They are happier and always ready to come home."*

~Julian Place Parent

**The 16 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.

## 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.

This year some of the presentations provided to the JP families included: budgeting and managing debt training, self-confidence, work life balance, a presentation on domestic violence awareness, a community services agency's presentation on the services they provide, and a PNC Bank presentation.

## 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. Due to a variety of factors, the agreement was not concluded until the fall of 2022. Obtaining parent consent to share their student's data with AAF and Geo was essential to this work. In 2023 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—13 elementary, 3 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, 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. This year, the District also included information on the income status of the comparison group students 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 following section provides the results of those analyses.

## Academic Results

### Assessment Scores

The District provided the following academic data for the Program students and the comparison group for the fall reporting period of school year 2023-2024.

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. A percentile score of 50 is the average score for the state.

**TABLE 4 | FAST Percentile Scores Fall 2023**

	Julian Place	Full Comparison Group	Low Income Comparison Group*
<b>ELA</b>	32.9	30.7	31.5
<b>Math</b>	39.0	35.3	35.4

\* The fact that the Full and Low-Income groups have nearly identical averages is likely due to the fact that 80% of the Full Comparison group is low income.

In addition to the percentile scores, the state reports which of five levels of performance each student has achieved. Level 1 is the lowest, level 3 is expected performance at that grade level, and level 5 is the highest. Tables 7 and 8 show the performance of Program student and the comparison group at each level.

**TABLE 5 | FAST Performance by Level Fall 2023: Program Students**

Julian Place	Level 1	Level 2	Level 3 (On Grade Level)	Level 4	Level 5
<b>ELA</b>	71.4%	28.6%	0.0%	0.0%	0.0%
<b>Math</b>	85.7%	14.3%	0.0%	0.0%	0.0%

**TABLE 6 | FAST Performance by Level Fall 2023: Comparison Students**

Comparison Group	Level 1	Level 2	Level 3 (On Grade Level)	Level 4	Level 5
ELA	76.6%	16.3%	4.8%	2.1%	0.2%
Math	83.9%	12.4%	3.5%	0.2%	0.0%

**i-READY:** In addition to the FAST test, all elementary school students in the District take the i-Ready diagnostic assessment. The 50<sup>th</sup> percentile on i-Ready is the average performance of students in a national sample.

**TABLE 7 | i-READY Percentile Scores Fall 2023**

	Julian Place	Comparison Group	Low Income Comparison Group
Reading	33.5	30.3	31.43
Math	29.7	26	26.4

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, 2 students scored in the single digits in reading, and 2 in math scored in the single digits, clearly outliers. Omitting those scores, for the Program students, the average percentiles are 40.6 in reading and 35 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.** 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 2023 grades for the Program students and other HES comparison students in English Language Arts and Math. See Tables 7 and 8.

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 | Elementary Grades: ELA**

Grade	Julian Place #	Julian Place %	Full Comparison Group #	Full Comparison Group %	Low Income Comparison Group #	Low Income Comparison Group %
EX						
PR	1	10%	100	12%	84	13%
AP	5	50%	293	35%	243	37%
ND	4	40%	451	53%	338	51%
<b>TOTAL</b>	10		844		665	

**TABLE 9 | Elementary Grades: Math**

Grade	Julian Place #	Julian Place %	Full Comparison Group #	Full Comparison Group %	Low Income Comparison Group #	Low Income Comparison Group %
EX			5	0.1%	1	0.2%
PR	5	50%	160	19%	128	19%
AP	5	50%	357	42%	283	42%
ND			320	38%	255	38%
<b>TOTAL</b>	10		842		667	

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

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 9, **In ELA, 63% are doing very well, though one is failing, and in math, 75% are doing well.**

**TABLE 10 | Julian Place Secondary Grades**

	Number of Students with Each Grade	
Grade	ELA	Math
A	3	2
B	2	4
C	2	1
D		1
F	1	

## 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.

**TABLE 11 | Average Percent Daily Attendance Fall 2023**

Julian Place	Full Comparison Group	Low Income Comparison Group
95.3	93.1	92.9

**Program Students have a slightly higher level of attendance than the full comparison group and the low income comparison group.**

**Additionally, of the 14 students for whom information was available, 13 (93%) achieved the AAF goal of at least 90% attendance.** One Julian Place student achieved 100% attendance. The one student who did not meet the goal of 90% attendance at Highland was a transfer student, enrolling at Highland in March of this year.

### *Suspensions*

In addition to the test scores, the District supplied data on suspensions for Julian Place students and the Highland comparison group. Suspension is rarely applied in elementary schools, but even so, no elementary Program students had in-school or out-of-school suspensions, so clearly this is not currently a matter for concern. Seven comparison elementary students had out-of-school suspensions

and two had in-school-suspensions. (One Julian Place secondary student had had an out-of-school suspension.)

### Grade Promotion

AAF reports that based on a review of student report cards, as of the end of the 2022-2023 school year, **all but one of the eligible children were promoted to the next grade level, exceeding AAF's goal of 93%. This Highland student is receiving tutoring in both reading and math in an after-school program.**

### Summary of Results

**In comparison with students with similar demographic characteristics, Julian Place students outperformed their peers on academic and behavioral 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. However, on the District i-Ready test, the Program students scored 3 percentile points higher in reading, and 3 percentile points higher 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 and discipline. Parent surveys show that parents feel their children are improving academically and in school behavior.

In addition to experiencing progress in school, 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. In addition, **an analysis of Project Grow students completed in 2022 showed that participants tend to graduate at rates higher than the District average.**

*"I feel like I am doing well in my kid's life for them to achieve their accomplishments in school."*

~Julian Place Parent quoted in the *Julian Place Newsletter*, September 2023

## 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?”*

- I have lots of emotions. I see my kids happy, playing with each other and with other kids. I am able to cook for my children every day, able to give them a bath every day, and put them to sleep in their own bed. It is an amazing feeling.
- I am getting things done. I'm moving forward and not looking back.
- I am involved with my kids' education. I am more motivated to continue my education.
- I am able to set goals and meet them.

*“As a family we have overcome all the obstacles and become stronger every day with the help of our community and neighbors.”*

~Julian Place Parent quoted in the *Julian Place Newsletter*, September 2023

**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.

*"A good example on how the clients feel about the benefit of this program is as follows: recently during a case management meeting with a male client, we reviewed his budget for the month, which we do on a monthly basis with the clients. The calculations of their income vs. their expenses demonstrated again that their income was greater than their expenses. At that moment he began to share that in the past, they struggled financially and that in order to pay the rent, he needed to apply for loans in cash advance places and then pay it back within two weeks with interest. The client got quiet for a moment and then started to say how grateful and thankful he was of Julian Place that allows him to provide properly for his family."*

~Julian Place Program Manager

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.

*"I have a sense of feeling more responsible, able to be more of a parent and able to think clearly. My children are happier, more comfortable, their behavior is better, and they are doing well in school."*

~Julian Place Parent

## 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 residents, 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.

According to the Julian Place Program Manager, *"There is definitely an increase of residents sharing and helping each other. A good example is clients are observed having conversations in the parking lot, by the mailboxes, or by their porches. Another good example is that one of our residents, who was promoted to a supervisor position working in a company in charge of the cafeterias in a school referred and hired another Julian Place resident."*

The AAF Director of Housing observed, *"Clients are reporting having relationships with Julian Place neighbors. Children are walking to school together. Parents have shared that kids are getting invited to birthday parties within the neighborhood. Adults are looking out for one another's children when kids play outside."*

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 coordinates 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.

*"I have good neighbors, it's a beautiful and safe place. I am thankful and grateful for everything."*

~Julian Place Parent

## 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, however, only five families (28%) have left Julian Place (for a variety of reasons). 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.

*“Another benefit of Julian Place centers around the sense of community that has developed among residents. A quick walk over to the parking lot reveals what a real community looks like – neighbors talking, kids playing, and people helping people.”*

~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.



## CONCLUSION

**In 2023, Adopt-A-Family of the Palm Beaches, Inc. (AAF) provided quality, affordable housing to 14 families who were homeless or at risk of homelessness and who have children at Highland Elementary School and local secondary 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 additional staffing for services) 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 2023 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.**

**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.

*"The foundational / underlying benefit (of Julian Place) is housing stability. Removing the fear of eviction, homelessness, and instability allows parents to focus on their kids. It also allows parents to spend time and energy in areas of self-improvement."*

~AAF CEO

## RECOMMENDATIONS BY GEO EDUCATION & RESEARCH

Geo has only a few additional recommendations at this point.

- **Use the District shared information to coordinate the services provided to students and families.** Now that the Data Sharing Agreement has been in place with the District for two years, 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.
- **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,** in collaboration with Geo, the District, HES administration, and at least one HES teacher.
- **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.





geoed@geoeducation.org | [www.geoeducation.org](http://www.geoeducation.org) | 206.941.6663  
17027 37<sup>th</sup> AV NE, Lake Forest Park, WA 98155 USA