



Julian Place 2021 Program Progress Report

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

2021

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EXECUTIVE SUMMARY

In 2021, Adopt-A-Family of the Palm Beaches, Inc. (AAF) began providing housing and a supportive environment (including wraparound services) for 13 families previously at risk of homelessness. They did this in order to noticeably improve outcomes for all family members, and, most importantly for the future, to improve the educational outcomes of the children. The Julian Place Program (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 through December 2021.

Starting in 2014, AAF researched how this effort could be effectively designed and funded; created a vision for it; recruited community partners and funders; raised \$6.2 million to design, build, furnish and operate the housing units and community building; hired staff; recruited service providers; and has managed the process throughout. The first phase reached its culmination the summer of 2021 when the final family moved into Julian Place. Data presented in this report will provide insights into how these efforts are benefitting the Program families.

The Program is very intentional in its design, management, and evaluation. To keep it focused and on track, it has identified eight key objectives. Progress on each of those objectives is 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. HES is consistently ranked in the top five schools for percentage of homeless students in the School District of Palm Beach County. The high price and limited supply of housing in the area are major barriers 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 average on tests of mathematics.

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 homeless or who have unstable housing often do not have sufficient capacity and resources to sustain employment and/or education and achieve high levels of personal development. The Program was

specifically created to provide stable housing and support services to 14 families experiencing homelessness with students at HES. Unlike many other housing support programs, AAF is allowing 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 their existing 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

The Program is very intentional in design, management, and evaluation. The outcomes to date of the Program's eight key objectives for Julian Place are summarized here and discussed at length in the full report.

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

By the 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 the summer of 2020, and their last in the summer of 2021. They have also developed the Jayne and Tim Donahue Community Center adjacent to Julian Place, which allows families to hold gatherings, work and study online, and attend programs and classes.

Data collected through family intake surveys (presented in detail in the full report) show that AAF families benefit from the Program.

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

Although the program had a slow start up due to the coronavirus pandemic, AAF was able to build partnerships with several key agencies and hired support staff that will be critical to the success of the enrolled families. AAF is working with the Program families and connecting them to supportive services such as job training, counseling, and personal development classes.

Objective 3: Recruit and House Families

This objective was completed in 2021 with the housing of the 13th family. Currently the 14th unit is being reserved for an on-site Resident Manager.

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

Support for personal change and development so that the families can become stable and self-sufficient is being provided through partnerships with many service agencies and through direct support by Program staff. In addition, AAF's Project Grow provides afterschool instruction and childcare. This service is highly valued by the Program families as shown in the data presented below.

The program gives me peace of mind; I am able to breathe. My depression and anxiety have calmed down and also Julian Place has given me a second chance at life again.

~Intake Interview Response

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. Due to continuing delays in enacting a formal agreement with the School District, individual student data have not yet been made available. Data on the outcomes below and perhaps others will be included in future reports.

- Improved school attendance over time since program entry
- Improved access to educational services
- 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

Nevertheless, many students are already benefiting from use of the computer facilities at the onsite learning center. Children in ten families 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.

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.

- 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

Based on interview and 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. Details are provided below.

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. This is reflected in the design of the homes and the inclusion of the community center and access to Project Grow³. AAF also anticipates that the Program will be a long-term benefit to HES, the neighborhood and the community. Geo does not yet have data to report on the progress toward this objective. Once we are able to communicate directly with School District staff, we will begin to provide community impact data.

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 Program, working with Geo Education & Research (Geo) to design and implement a comprehensive evaluation plan (see Appendix D) covering data collection, analysis, and reporting on the outcomes of the Program. AAF and Geo are working with the School District to develop a data sharing agreement that will allow Geo to track the outcomes of Program 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 families who were homeless or at risk of homelessness, but has also designed and built an entire program to support families with education, social services, and a robust system for ongoing program evaluation and improvement. The rollout of the Julian Place Program was completed with a high degree of coordination with donors, funding agencies, and significant partners in the community. AAF has a well thought out and planned

³ AAF's licensed afterschool and out-of-school program for children attending kindergarten through fifth grade, located adjacent to Julian Place

response to local needs and the challenges of individual students and families. The Program is already having positive impacts on the 13 resident families.

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 for ongoing management as the Program progresses. **Data collected to date indicate that Julian Place is succeeding or is likely to succeed in all eight of its objectives.** The results of the second year of data collection are reported below.

RECOMMENDATIONS

- Now that in-person learning at Highland has resumed, and once a data sharing agreement is in place with the District, 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. Use this information to coordinate the services provided to students and families.
- In collaboration with Geo, the School District, HES administration and at least one HES teacher, 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).
- Parents clearly expressed a desire for connections to resources to continue their education and careers. AAF has established a wide range of partners for support in the areas of need for parents and other family members. It would be helpful to develop a system whereby parents can easily access the information they feel they need, perhaps through a physical or electronic bulletin board indexed to specific needs rather than by agency.
- Continue to conduct periodic surveys of the parents to identify their support needs and gauge their progress in meeting personal and program goals.



Mural at Julian Place

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 families with children which are experiencing homelessness or chronic housing instability. For over 38 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.

Through the Julian Place Program (Program), located in the Tropical Ridge Neighborhood in Lake Worth, Florida, AAF is currently providing stable housing and support services for 13 families previously at risk of homelessness who have students at the nearby Highland Elementary School (HES). The partnership between AAF and HES is a key factor in the current and future success of the Program.

This report highlights the work accomplished on the Program through December 2021.

Nature of the Challenge

As reported in Geo's 2020 report, the Julian Place Program is based on substantial research into the interrelationships between housing stability and positive outcomes for parents and their children. Key insights were gathered from research⁴ into practices in other communities such as the partnership between the Tacoma Housing Authority and Tacoma Public Schools in Washington State. (The authors of this report were directly involved in creating and in evaluating the Tacoma project.)

⁴ <https://www.tacomahousing.org/resources/ties-between-housing-and-educational-outcomes>

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. This increases the stress and recurring crises of an unstable housing situation. Schools such as HES also feel the impact when they attempt to serve many 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 parents 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 continue to impact Palm Beach County. The high price and limited supply of housing in the area contribute to these issues.

The Tropical Ridge Neighborhood has a high level of poverty and crime and has limited affordable housing. According to the Department of Housing and Urban Development, the fair market rent for a two-bedroom apartment in Lake Worth in 2021 was \$1,300⁵. Staff at AAF report⁶ that they cannot find two-bedroom units in the area for under \$2,000. 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 habitation⁷. According to 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 younger than 65 had health insurance⁸. The crime rate is one of the highest in Florida (ranking 24th in reported crime out of 308 Florida cities in 2021⁹).

In the 2019-20 school year (the most recent data available from the state¹⁰), there were 4,500 homeless students 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 Highland, 97% of students

⁵ https://www.huduser.gov/portal/datasets/fmr/fmrs/FY2021_code/2021summary.odn

⁶ K. Rigell, Personal communication 2/4/21

⁷ <https://www.palmbeachpost.com/story/lifestyle/2021/03/04/nonprofit-family-promise-aids-families-struggling-homelessness/6758599002/>

⁸ 2020 census data for Lake Worth are not yet available.

⁹ <http://www.usa.com/rank/florida-state--crime-index--city-rank.htm>

¹⁰ <https://www.fldoe.org/core/fileparse.php/7482/urlt/1920HLSStudentCounts.pdf>

qualify for free or reduced-rate lunch due to the low income of their parents. Forming a strong partnership with the school is critical to achieving a positive impact on the educational success of the students there.

Forming a strong partnership with the school is critical for achieving a positive impact on the educational success of the students. HES serves 987 students in pre-kindergarten through grade 5. The demographics¹¹ of the student population are shown in Table 1 below.

Table 1 | Highland Elementary School Demographics as of School Year 2020-21

Demographic Category	% of Population	% Change Since 2019-2020
Hispanic	71%	-3
Black/African American	18%	+4
Alaska Native/American Indian	6%	-1
White	4%	0
Other/Mixed	1%	0
Economically Disadvantaged	97%	+2
English Language Learners*	64%	-2
Students with Disabilities	12%	+1
Homeless**	9%	+2
Immigrant	5%	n/a

* 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 average on tests of mathematics, as shown in Figure 1. The relative weakness in English language arts is likely impacted by the very high percentage (64%) of English Language Learner students at the school¹².

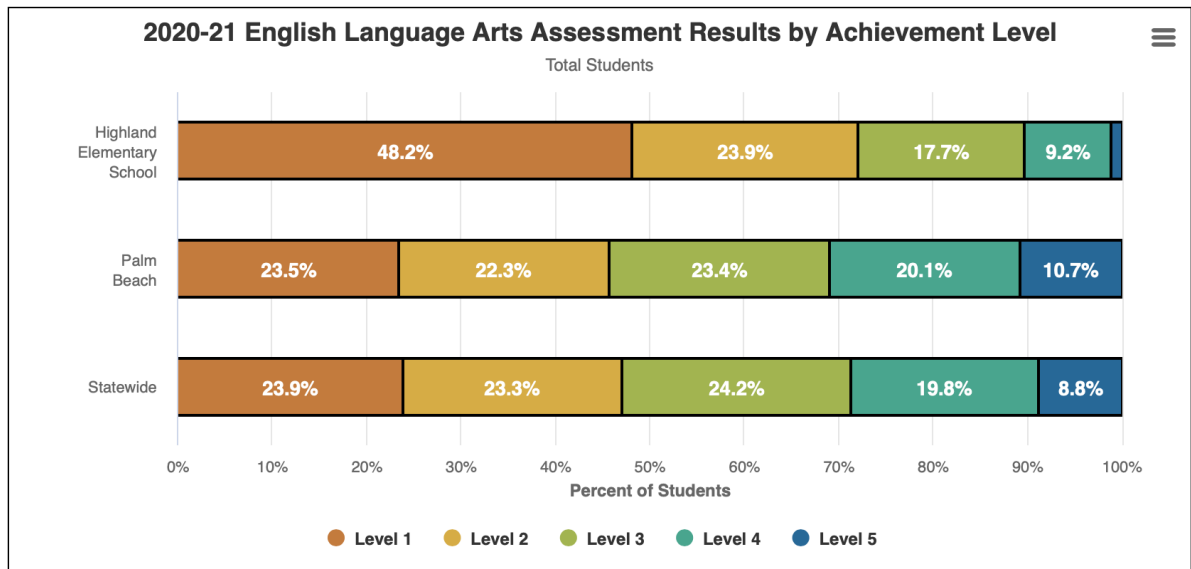
¹¹ Source: Florida State Department of Education Report Card
<https://edstats.fldoe.org/SASPortal/main.do>

¹² Ibid.

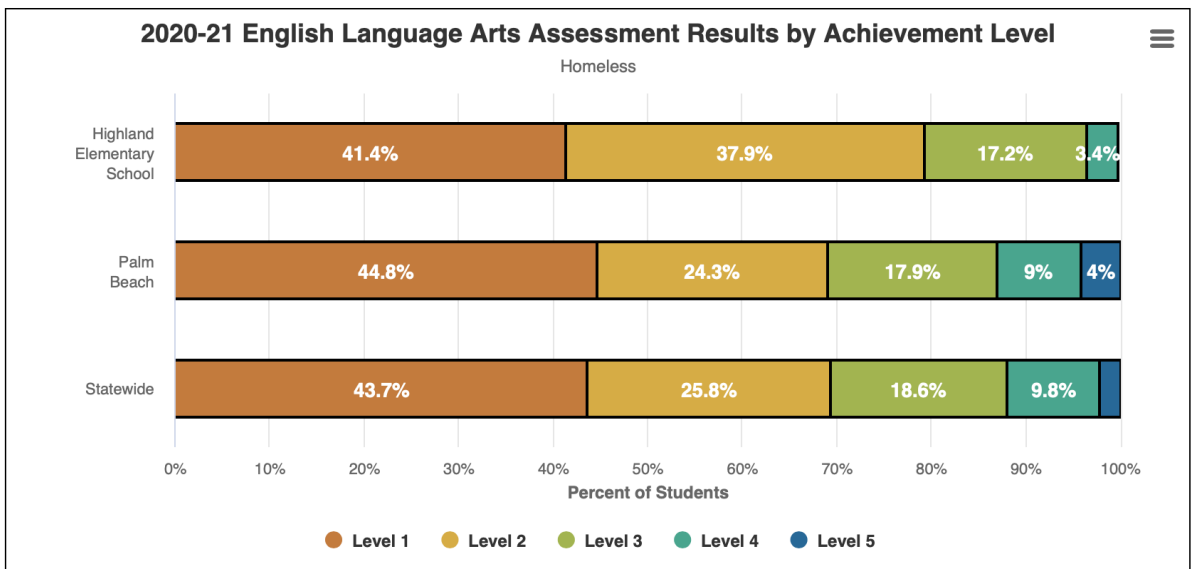
Figure 1 | Highland Elementary School Student, District, and State Test Scores in 2020-2021

TOTAL STUDENT BODY ENGLISH LANGUAGE ARTS GRADES 3-5

(Level 3 is expected performance at grade level)



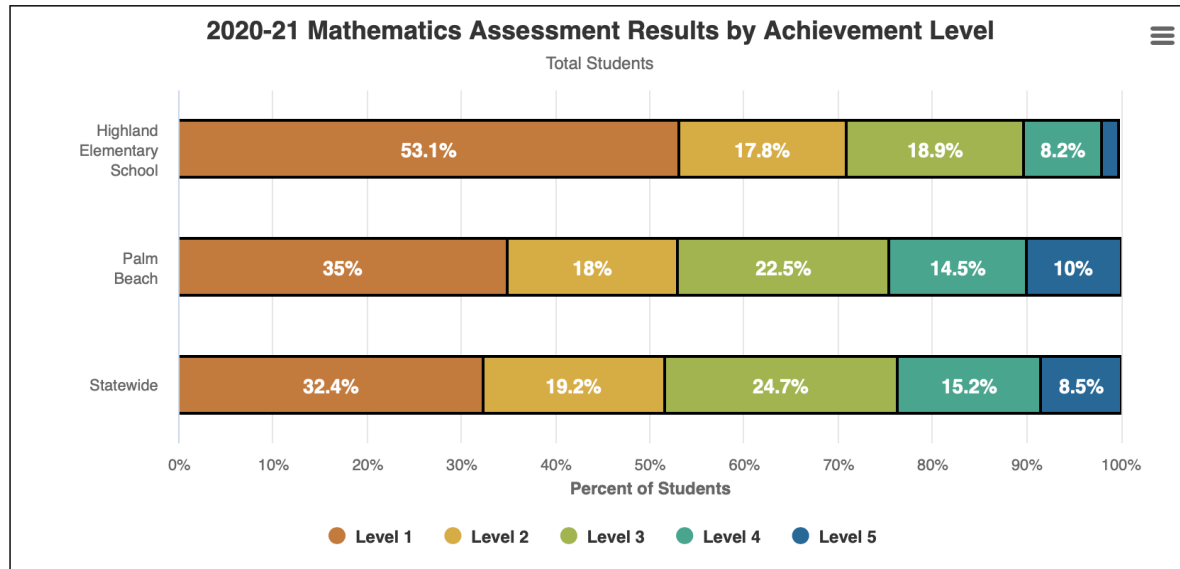
HOMELESS STUDENTS ENGLISH LANGUAGE ARTS GRADES 3-5



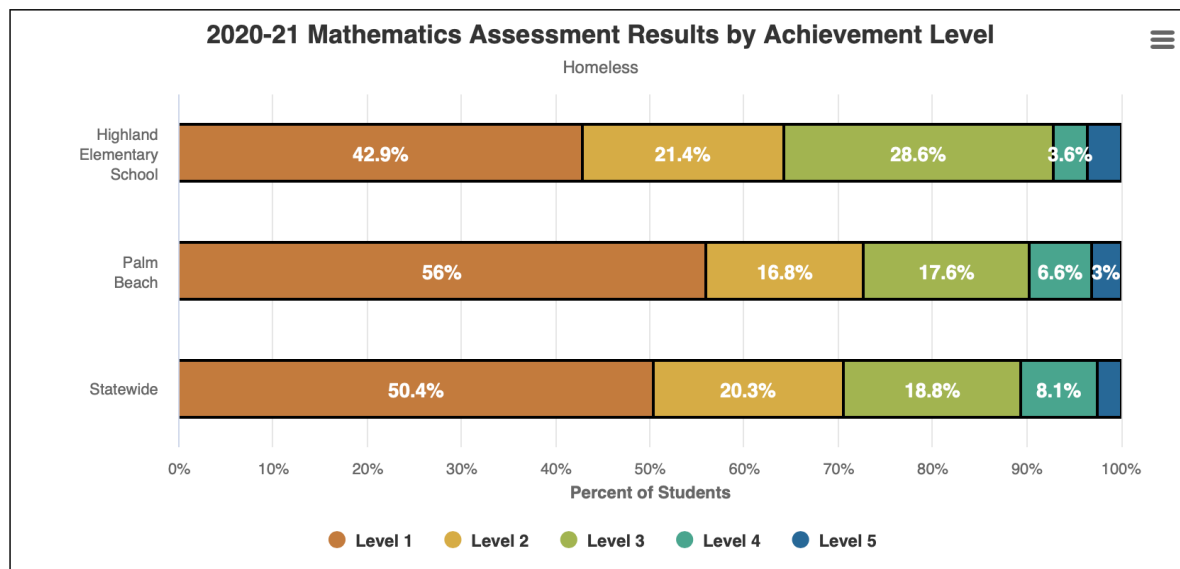
Finding: The homeless students at HES perform substantially lower in language arts than other homeless students in the District and homeless students statewide.

TOTAL STUDENT BODY MATHEMATICS GRADES 3-5

(Level 3 is expected performance at grade level)



HOMELESS STUDENTS MATHEMATICS GRADES 3-5



Finding: The homeless students at HES do relatively better at mathematics than other homeless students in the District and just slightly less well than homeless students statewide.

JULIAN PLACE COMMUNITY SOLUTION

AAF began developing the Program in 2014 and quickly made progress, securing funding, purchasing the property, completing the construction, and housing 13 families in a relatively short time and in the face of an ongoing pandemic.

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">• Architects created preliminary plans• AAF launched a capital campaign to raise funds for the project
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
2021	<ul style="list-style-type: none">• 13th family moved into Julian Place. (AAF is reserving the 14th unit for on-site family support staff.)



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. All of the units are located on one site, three blocks from HES.

AAF believes this is an ideal location because of its proximity to a high impact elementary school (HES) and other AAF housing across the street and in nearby locations. The Julian Place community has 14 two-, three-, and four-bedroom townhomes, each with a full kitchen and washer and dryer.



In addition to the housing unit amenities, all AAF supported families have access to the Jayne and Tim Donahue Community Center, a two-story facility adjacent to Julian Place with a kitchen, computer bar, meeting rooms, and office space. Additional resources available to the families include computers, tablets, television, games for children, and resources for adults. The Community Center provides a nearby, safe location where families can participate in AAF sponsored services such as meetings with AAF staff and job coaches and community events.



Families housed at Julian Place 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 the area. In addition, they have access to the following services provided directly by AAF or through AAF community partners.

Adult Services and Resources

- 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 and Resources

- Enrollment in Project Grow – an afterschool and summer education program¹³
- Tutoring
- Mentoring
- Access to computer lab
- Mental health services
- Links to community resources

As noted in our 2020 progress report, 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 and then move out of subsidized housing. While some families who are homeless and get temporary assistance through other housing programs can maintain their economic status after leaving supported housing, 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.

¹³ Geo is currently conducting an evaluation of Project Grow which will be published separately from this report. Preliminary findings provide evidence that this service is contributing to student learning and is highly appreciated by the Program parents

Julian Place Objectives

Eight key objectives of the Julian Place Program have been identified. The 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

Results

By spring of 2020, AAF built 14 fully furnished townhomes in the Julian Place community. In June they housed their first family and by the end of the summer of 2021, 13 families were housed. The 14th unit is currently being held for a resident manager.

Demographics of Julian Place Residents as of December 2021

As of December 2021, the Julian Place community had the following members.

- Nine single adult families and four two adult families.
- One family with one child, six with two children, five with three children, and one with four children.
- The average age of the children was 10 years, nine months. The age range was three to 18 years old.
- All school-aged children are enrolled in and are attending school.
- The number of children in each grade level in school was:

Table 2 | Program Children by Grade Level

Kindergarten	3
Grade 1	3
Grade 2	3
Grade 3	3
Grade 4	3
Grade 5	3
Grade 6	3
Grade 8	3
Grade 10	1
Grade 11	2
Grade 12	1
Graduated last school year	1

Benefits

Securing the funding for completion of the housing units and program operations was 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 Program – academic support for the children, job and educational training for the adults, and developing Julian Place as a nurturing, supportive community.

The Program Committee formed during the early stages of program development helped us make critical improvements to the program design. The members of the committee were experts in education, housing, construction, and our city, and they used their expertise to guide and advise Adopt-A-Family's staff. The Program Committee highlighted issues that would not have otherwise been on the agency's radar and helped Adopt-A-Family center the clients in the creation of Julian Place.

~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 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.

Work on these tasks will influence outcomes relevant to several Program objectives. Most are underway and several are far along. Although providing program services had a slow start up due to the coronavirus pandemic, 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

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.

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

- AAF's Project Grow—Licensed afterschool and out-of-school program for children attending kindergarten through fifth grade and located adjacent to Julian Place;
- BRIDGES at Highland—Program offering a variety of 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—Provider of new beds and mattresses for Julian Place residents;
- We Believe Ministries—On-site mobile food pantry;
- University of Florida Extension Program—Nutrition classes and the provision of healthy food;
- 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.

Administrators in the School District and at HES have shown their support for the Program by providing access to staff and resources. Currently AAF and Geo are continuing to work with the District to finalize a data sharing agreement that will allow Geo to measure changes in educational outcomes in students served by the Program.

Benefits

Although AAF can provide the core aspect of stable housing, it will take a large support team to assure that the resident 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 Program's goals. **At this early stage, it appears that the resources and partnerships needed to support the 13 Program families are solidly in place and ready to provide the resources by the families in order to thrive.**

The Highland Elementary team worked hard to ensure that families in need of housing were referred to Julian Place. The staff continues to be supportive of every Highland student and parent that lives in Julian Place, and they are in regular contact with program staff. The staff is committed to the success of every student in their school, and Adopt-A-Family feels fortunate to collaborate with their team.

~AAF Grants and Communications Manager

Objective 3: Recruit and House Families

Achieved Results

The goal of housing 14 families by August 2020 was not met due largely to the coronavirus pandemic shutting down the school in the spring and thereby reducing access to school staff and potential clients. **However, AAF has now filled 13 of the 14 units at Julian Place.** The 14th unit is being held for a possible on-site program manager.

Family Intake Interviews

Upon acceptance into Julian Place, all heads of families completed an intake interview developed by Geo and AAF. The interview was extensive, consisting of 39 questions in six categories. As the responses are lengthy and, in many cases, very personal, the results will only be summarized here. The interview protocol can be found in Appendix E.

The first set of questions related to the family's history of housing instability and the impact that has had on their lives and their children.

A common theme is a long history of housing instability and family struggles since childhood. Several respondents are from other countries in the Americas or are children of immigrants and have experienced extreme poverty. Many cited a difference in their recent family life before and after the COVID pandemic, largely changes in the ability to work and/or engage in family recreational activities. Many of the female respondents are divorced, some more than

once, or separated. Violence, abuse, and drug use by former spouses were frequently cited as reasons for the separations, although a few parents reported being on good terms with their separated or divorced spouses.

Many of the respondents, all of them female, reported a history of domestic violence and abuse which contributed to housing instability and big challenges in supporting their children and themselves. Several had lived in cars with their children. Many had been in other supportive housing programs previously, including public housing, shelters, and other AAF housing programs

The parents clearly had a strong focus on supporting their children despite the challenges they experienced, many taking on multiple jobs and debt to reduce the impacts of poverty on their children. Consequently, in nine of the 13 families, the children never had to change schools due to housing instability. In a few cases the children moved between caregivers and therefore had to change schools.

[The client] stated that her housing situation made it so difficult to care for her family and herself . . . that while living in a shelter and her car it was hard to maintain the balance of taking care of her family and to work. She also mentioned not having the time or space to take care of her mental and physical health. . . . The children were unhappy and did not understand why they had to keep moving.

~Intake Interview Response

Worsening grades and poor attendance are the most common impacts of housing instability on the children's education. Only a few parents cited discipline issues resulting from instability. All respondents were hopeful that living in Julian Place would enable them to spend more time with their children and enable them to be more involved and supportive in their education.

The most common responses to what changes they expect in their own lives as a result of having stable housing are the ability to focus on family and work, the chance to get back on track with plans for further education and career planning, and being able to provide a stable income.

[The client] said that she expects to have peace of mind, not to be always worried about her next move. She hopes that her children can finally be themselves. She wants to do all the “family stuff” like taco nights, movie nights, have sleepovers, etc. She stated that it’s all possible now.

~Intake Interview Response

The second set of questions probed deeper into the family’s current situation.

Ongoing debt is a common challenge among these families. In addition to credit card arrears and car loans, several parents had extensive student loans to pay off, up to \$61,000 in one case. On the positive side, none of the 13 families reported any continuing legal problems, and none reported any issues with drug use among their immediate family. There were, however, numerous mentions of drug use issues in their personal histories as noted above.

None of the JP families are currently involved with the State Department of Children and Families, but a few have had brief involvement in the past, mostly wellness checks and issues around custody.

Six families reported health issues or physical challenges, ranging from chronic conditions that are under control, to severe illness requiring ongoing treatment. Children from two families have an Individualized Education Program (IEP) at Highland, one for developmental issues and one for academic support.

Most families have reliable transportation, typically a car in good condition.

The children from 10 families are attending AAF’s Project Grow as their after-school care provider. Two families have children in an afterschool program at HES.

One resident said she felt some fear for her personal safety, but she reported feeling safe within JP because it has a secure gate that is kept closed.

The third set of questions asked about the family’s employment situation.

The 13 respondents reported the following current employment status:

- three unemployed
- four employed with benefits; seven employed without benefits
- six working full time; seven working part time
- seven said they were satisfied with their current job; six were not

The clients' self-reported job skills cover a wide range including interpersonal skills, technology, health care, construction, and bilingualism. Some have completed advanced skills training and are hoping to find work in those fields. Regarding new skills that they hope to acquire, many mentioned skills needed for careers in the medical field. One resident has completed the training to be a registered nurse and is studying for the Board examination. Several residents expressed plans to develop their own businesses using skills they already have such as craft making and beauty care. When asked what job training they have taken, six responded that they have not taken any so far. Four took some form of medical training. One each took training in electronics, customer service, childcare, and food safety. One parent has an associate's degree in psychology, and one is currently pursuing a bachelor's degree in social work. In addition to the above fields, one resident is interested in being a grant writer and one an art teacher.

Most residents said they need more formal education, including taking specific training programs and completing academic degrees. Four cited the need for on-the-job training with their current employer. Regarding help they would like from AAF in achieving their goals, connection to educational and training resources was most frequently mentioned, followed by access to an AAF Job Coach and childcare. Also mentioned were help with scholarships, budgeting and saving, and keeping on track with their goals.

The residents were also asked more specific questions about their experience with adult education.

The residents have a wide range of academic experiences with all but four having graduated high school or attained a GED. Seven reported completing some college work, one has a bachelor's degree, and two have professional degrees. All but one family responded that they enjoyed going to school. They liked learning new things and connecting with friends and teachers. The two parents who did not enjoy school cited the stress of homelessness as the reason.

As for continued learning, the respondents are focused on completing college (5), getting a license or certificate (4), medical training (3), getting a master's degree (2), and a GED (1). In order to achieve these goals, most of the parents mentioned the need for access to information and resources to pursue more education, but many mentioned the need to work toward a balance of home, job, and education. They would like AAF to help them achieve their goals by providing information about educational opportunities and financial aid. Three respondents mentioned the critical role that stable housing plays in achieving their dreams.

[The client] stated that she will need to figure out a schedule for her work, children, and school first. She stated that finding the balance will be the most important thing.

~Intake Interview Response

The interviewer then asked a set of questions about parenting.

As to what makes a good parent, the respondents had a wide range of answers. Being loving and supportive was most frequently mentioned. Spending quality time with the children, listening to them, and being responsive to their needs were also cited by multiple parents. Several responses related to making sure the children are well cared for and that the expectations for their behavior are clear. The participants also had a wide range of responses when asked what their strengths as parents are. Only three characteristics were mentioned more than once – putting the child first, juggling everything, and being involved in their lives. Other thoughts as to what makes a good parent are reflected in the prior answers – communication, loving attitude, and meeting their needs in various areas.

[The client] stated that she feels like Superwoman. She feels like she is able to do everything for her children like getting them to school, getting them to their appointments, feeding them, clothing them, always gives the kids what they need, and is always supportive of them.

~Intake Interview Response

Their thoughts on how to improve their parenting also reflected their priorities. Improving discipline and child management skills were most often mentioned along with improving communication, being with them more to share experiences, being a better role model, and having a healthier lifestyle.

When asked if they would like to take a parenting class, all the parents who directly responded said that they would. (A few parents said that they had taken classes but did not say if they would like another one.) Not surprisingly given their previous answers, they wanted to work on discipline, creating boundaries, improving communication, patience, and coping skills.

The next set of questions inquired about Child Engagement in their family. (It should be noted that, perhaps due to the time it took to complete the interview, the parents' responses to the remaining questions were less in depth than those to the earlier questions, and a few of the parents skipped a question or two.)

When asked what would be good signs that their child is improving in school now that they have stable housing, the parents primarily mentioned better grades, making friends, good attendance and behavior, and reaching learning goals. They also mentioned good attitude, increased involvement in school activities, and positive feedback from the teacher.

The parents were presented with a Parent and Child Education Activities Checklist (Appendix F) and asked with which of those activities they felt most comfortable. The activity most often mentioned was talking to their children about technology and internet safety. Next was talking about positive social interactions and talking about bullying and personal safety. There were one or two mentions of communication with the teacher, homework help, reading or playing educational games with the child, and reviewing progress reports.

The JP parents thought they could improve on several of the items with which they felt less comfortable – reading with their child, homework help, communication with the teacher, and engagement with the school. One parent replied, “Everything!” Their strategies for making these changes included establishing a schedule or routine for working with their child on reading, homework, etc., taking the initiative to talk to the teacher rather than waiting for the teacher to reach out, continuing to have conversations with the child and reacting appropriately, and establishing a better work/life balance.

The interviewer asked how AAF can help parents achieve their goals for their children. Project Grow’s after school program was mentioned by nine parents, including two who were anxious to enroll their children once there are openings in the program. There was also interest in additional tutoring opportunities and getting connected to other resources.

The last question in this section, personal improvement, referred the parents to a list of “things people do to grow personally or just to make life more fun for themselves and their family.” (See last page of Appendix E.)

Ten of the parents cited wanting a healthier lifestyle both through physical activity and a healthier diet. Others mentioned getting more involved with creative activities such as art and writing, developing career skills, and improving their mental health.

Overview of Intake Interview Findings

It is evident from the responses of the JP parents on the intake interviews that AAF has successfully identified families that can benefit from low rent, secure housing, and extensive support services. These individuals have experienced many forms of stress and anxiety from living in precarious situations for years. Considering the challenges they have overcome and continue to face, their

commitment to improving outcomes for their children and themselves is admirable. It also highlights the challenges faced by AAF in providing the wide range of support these families will need to bring personal, professional, and financial stability to their lives.

It is equally evident that the parents have identified the resources they will need to be successful, and that they know many of the strategies they will need to pursue in order for their children to have successful, enriched lives. They can see how having stable housing will enable them to become more involved in their children's lives and how they can work with the HES teachers, AAF staff, and Project Grow staff to improve their children's educational, emotional, and behavioral outcomes.

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 better able to concentrate more fully on their studies. The Covid pandemic has had a substantial negative effect on children nationwide¹⁴, weakening their social skills and connections to their community and schools. Housing stability and a sense of normality for the Program children will help 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 include these indicators to determine the extent to which the desired outcomes are being achieved.

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, study online, and attend support programs and classes.

¹⁴ https://jbcc.harvard.edu/sites/default/files/impact_of_the_covid-19_pandemic_on_children_youth_and_families_.pdf

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

In the summer and fall of 2021, 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. The families included were those who had been at Julian Place for at least three months, so only 12 of the 13 families are included in the results in Table 3 below. 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 will be repeated every six months throughout the formative period of the Program.

Table 3 | Results of Julian Place First Year Parent Questionnaire 2021

Since we moved into Julian Place ...	How much does client agree or disagree with the statements at left?						Mean Rating
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Don't Know (No rating)	
I have received a lot of the help my family needed.				4	8		4.7
I am better able to support my child.				2	10		4.8
I have been better able to focus on our future.			1	4	6		4.5
I am more involved in my child's education.			1	6	5		4.3
I have better access to community resources.				6	6		4.5
My child behaves better in school.			2	4	6		4.3
My child behaves better at home.			3	5	4		4.1
My child has learned more in school (or online).			3	5	4		4.1
AAF and staff at school are working together for my child.				6	6		4.5

Since we moved into Julian Place ...	How much does client agree or disagree with the statements at left?						Mean Rating
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	Don't Know (No rating)	
The AAF staff understand what support my family needs.				4	7		4.6
I am improving my parenting skills.			1	6	5		4.3
I am improving my work skills.		1	1	5	5		4.2
I am improving my communication skills.			3	4	4	1	4.1
Working on our Family Success Plan is helpful.				6	6		4.5
Being encouraged to meet my personal, economic, and educational goals is helpful.				4	8		4.7
I feel like I am part of the Julian Place community.			4	2	6		4.2

Parent Comments

The last four questions on the survey were open-ended. The parent responses are reported verbatim below. The comments in quotes were transcribed by staff. Not all respondents answered all the questions.

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

- Case management, because I am good at doing things but incredibly forgetful.
- The classes they provide for families / individual ones.
- Palm Beach State College, resources with Bryan and Erica's help with all (children's) needs.
- ELC, Project Grow, Camp (staff note: "Client is also working with job coach to go back to school.")
- Project Grow and job coach program (client is interested in returning to school).
- Aftercare / Project Grow
- Helping with my resume
- The rent being less and able to save money. As well as having help with scholarships.
- The child care
- Project Grow
- The Family Plan (Staff note: Client is working with job coach. Goals include child education & academic progress)
- Adopt-A-Family aftercare; Project Grow

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

- Doing great job, keep it up.
- Open up park/playground for kids.
- Keep up the good work. The staff, Ms. Erica is amazing and caring, also understanding.
- Have more communication between the residents.
- Teaching the kids to clean after themselves.
- Keep providing affordable rent

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

- We are incredibly grateful to be allowed to participate in such a program. Thank you for taking some of the burden of being a single mother, in recovery, working. I appreciate all the help love and support that we get on a continuous basis.
- This program is a blessing.
- I am so happy this program exists to help families locally help themselves.
- Everything else is great!
- This program is awesome.

The program gives me peace of mind; I am able to breathe. My depression and anxiety have calmed down and also Julian Place has given me a second chance at life again.

~Intake Interview Response

Analysis of Results

The 12 parents interviewed 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.

Benefits

Once coronavirus pandemic restrictions are substantially eased, greater participation in 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 new norms of stability and consistency in their personal and professional lives.

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

Results

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. Due to this, no school data are available at the time of this report. We anticipate that will be finalized soon. If so, Geo will update this report with those data or issue a supplementary report.

A few results from the parent surveys indicate that they already see changes in their children's behavior and success in school.

Benefits

Success in school is a multi-faceted outcome, but all of the indicators of success are built into the Program. 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. Once data can be collected from the School District, 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 the following 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

Attendance in school is improving overall and families are having discussions during case management services about ways to continue improving attendance and grades for their children. Solutions to obstacles that may be impacting attendance and tardiness are being explored.

~ Director of Housing

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.

Results

In addition to the survey responses reported above, parents were asked, **“What are the most important changes have you seen in yourself or your child since coming to Julian Place?”**

The following are their responses.

- We spend more time together and are much more productive.
- My child is more responsible by having her own room.
- More structure, support, guidance, and just help.
- We are happy.
- [My] three kids have more space at home; this has made them happier.
- My anger has died down. My kids are happy and learning well.
- The children are happier and I have been able to have some more savings.
- Our budgeting has improved.
- Parent stated that she is now setting goals and is preparing to start school in the fall.
- More independence. (Staff note: Client is in therapy with AAF)
- [My child] is getting more help and the Program Manager is involved in IEP meetings.”

Parent stated that her communication with teenager is better and the household is now bonding.

~Survey response

13 families have been assessed by the Job Coach. 12 of these families are pursuing higher education/trade program and one family with two adults saw an increase in income as the wife obtained employment.

~ Director of Housing

Clearly 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 indefinitely. These outcomes reflect the priorities the parents cited in other questions on the survey, and as such this should encourage them to pursue their goals for their families.

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.

Objective 7: Improve Community Outcomes

Intended Results

Julian Place is designed to be a community of residents, not 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 13 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 Program 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 Program 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 childcare, and so forth.

The collaboration with Highland has been great, and we plan to continue to foster this relationship for the benefit of the families, program, and community.

~ Director of Housing

Families have also benefited from the formation of a true community. Children all know each other and attend the same school. This is unique – a real sense of community.

~AAF Chief Executive Officer

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). As initiated in this report, Geo will track data for both types of evaluation for a total of five years and provide comprehensive reporting. Data will come from parents, HES, the District (once a data sharing agreement is concluded), 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.

Results

Geo and AAF have designed a comprehensive Evaluation Plan including data collection protocols, analysis and reporting on the Program 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.

In consultation with AAF, Geo 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)
- Evaluation Plan (see Appendix D)

Table 4 shows the data types and the way in which data are collected.

TABLE 4 | Julian Place Program Data Types and Data Collection Tools

Data Types	Data Collection Tools
Housing Site and Other Program 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, periodic parent feedback surveys
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
Program Leaders Data	Geo discussion notes
Parent Feedback	Periodic Parent Questionnaire

Benefits

AAF and Geo are collecting and reporting comprehensive data on housed families. As documented in the Evaluation Plan, the collection and analysis of data are critical to the Program's success. Success in a project as far-reaching as Julian Place is multi-faceted and all of the key indicators of success identified so far are included in the Evaluation Plan. Should other indicators become available the Plan will be modified to incorporate them.

Supplemental Feedback: AAF Management Team

In November of 2021, Geo surveyed the key AAF leaders instrumental in the implementation and support of the Program to determine their impressions of the successes and challenges of Julian Place so far.

Results

The AAF management team reported feeling very satisfied with the progress of Julian Place so far. They cited clients having safe, affordable housing, children getting the support they need, and positive and productive partnerships with HES and community partners. The ongoing pandemic was seen as continuing barrier to further progress, but they feel that they are meeting their goals even in the face of this adverse situation. The following are some of their comments.

[Julian Place] is a blessing in a housing market like the one we have . . . with such beautiful units at a very affordable price point.

~AAF Chief Program Officer

The agency is thrilled to know that 13 families with children at Highland Elementary have a stable place to call home, many for the very first time. All residents have engaged in regular case management and have been linked to programs and services that will support them on the path to long-term stability and self-sufficiency. The adults have been diligent in their commitment to increasing their involvement in their children's education by submitting report cards, discussing attendance, and engaging in academic advising sessions.

~AAF Grants and Communications Manager

Because Julian Place is designed to be a long-term housing solution, Adopt-A-Family will have to continuously find new ways to engage and challenge the residents. Families could become stagnant or complacent, but the agency wants to make sure that families use the opportunity to actively pursue educational progress, self-sufficiency, and the goals of each family member.

~AAF Grants and Communications Manager

Having a Program Committee helped to bring up needs and challenges to be addressed. Additionally, having a good working relationship with the local elementary school is key. This strong relationship helps the family overall.

~ AAF Chief Executive Officer

Shifting from virtual case management services to all in-person services once COVID-19 subsidies may be a challenge. (We) will develop a gradual plan to increase face-to-face direct contact. More in-person community building activities will be offered. Groups to engage adults will be provided and it is the plan to also offer youth groups for middle and high school students, as well as appropriate childcare for the younger children simultaneously to decrease the barrier of not having childcare in order for adults to attend.

~ Director of Housing

The pandemic continues to impede some of our intended outcomes and interventions. The ability to meet face-to-face, the ability to host groups, the ability to work more closely with the school – all of these have been impacted by the pandemic.

~ AAF Chief Executive Officer

CONCLUSION

Adopt-A-Family of the Palm Beaches, Inc. (AAF) is providing quality, low rent housing to 13 families who were homeless or at risk of homelessness and who have children at Highland Elementary School (HES). 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. **In-depth interviews with the parents indicate that AAF has identified families likely to benefit from the project.**

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. **Surveys of the parents conducted they moved into JP show they are taking advantage of these resources and are highly appreciative of them.**

An evaluation strategy and data collection and analysis tools are in place to monitor and evaluate the work as it continues. As additional data sources related to the Program outcomes become available, they will be integrated into the evaluation strategy. A key element that will expand the breadth of the evaluation will be finalizing a data sharing agreement with the District. Student outcome 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.

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

RECOMMENDATIONS BY GEO EDUCATION & RESEARCH

Geo has only a few additional recommendations at this point.

- Now that in-person learning at Highland has resumed, and once a data sharing agreement is in place with the District, 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. Use this information to coordinate the services provided to students and families.
- In collaboration with Geo, the School District, HES administration and at least one HES teacher, 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).
- Parents clearly expressed a desire for connections to resources to continue their education and careers. AAF has established a wide range of partners for support in the areas of need for parents and other family members. It would be helpful to develop a system whereby parents can easily access the information they feel they need, perhaps through a physical or electronic bulletin board indexed to specific needs rather than by agency.
- Continue to conduct periodic surveys of the parents to identify their support needs and gauge their progress in meeting personal and program goals.



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 	Mobilized, 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 	PARTNERSHIP AND SERVICE <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 	PARTNERSHIP AND SERVICE <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
	Promote Community Engagement <ul style="list-style-type: none"> ◆ Implement activities that increase neighborhood cohesiveness ◆ Recognize and celebrate individual and collective successes 	COMMUNITY <ul style="list-style-type: none"> ◆ Number of additional activities that increase neighborhood cohesiveness 	COMMUNITY <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 	

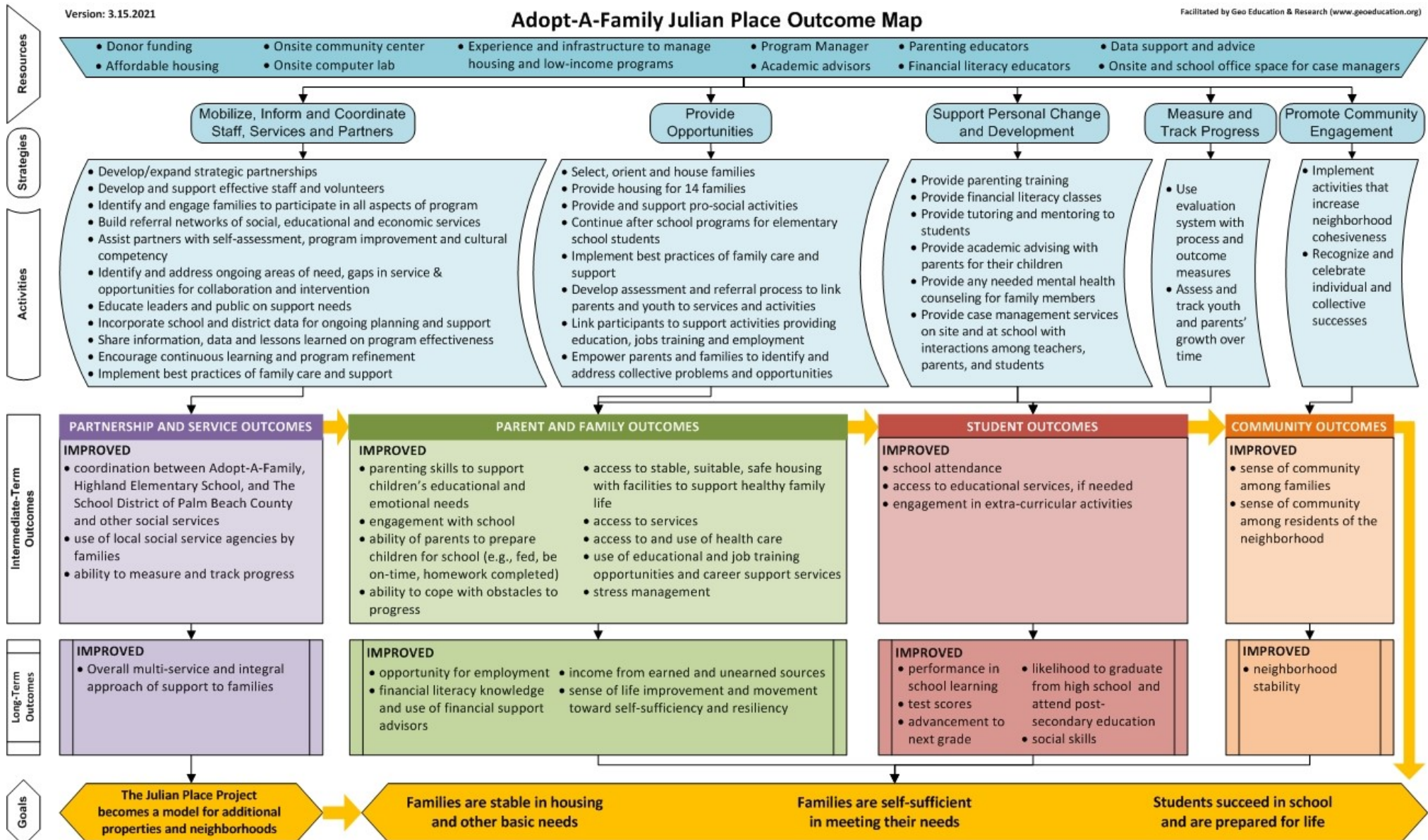


Appendix B –Julian Place Outcome Map

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 Program 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 are sizeable, lasting positive long-term changes.

For the Julian Place Program,

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

Strategy Activities	Provide Opportunities <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
Strategy Activities	Support Personal Change and Development <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
Strategy Activities	Measure and Track Progress <ul style="list-style-type: none"> • Use evaluation system with process and outcome measures • Assess and track youth and parents' growth over time
Strategy Activities	Promote Community Engagement <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	IMPROVED <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	IMPROVED <ul style="list-style-type: none"> • Overall multi-service and integral approach of support to families
PARENT AND FAMILY OUTCOMES	
Intermediate-Term Outcomes	IMPROVED <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	IMPROVED <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	IMPROVED <ul style="list-style-type: none"> • school attendance • access to services, health care and education • engagement in extra-curricular activities
Long-Term Outcomes	IMPROVED <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
Program
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 Program 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	Parent survey/interviews	Annual	None
	5.2 Teachers' report on attendance at school conferences	Teacher survey	Sept., Nov. Jan. Mar.	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	Compare application with situation in Julian Place homes	After all housed	None
	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)	Parent survey/interviews	Annual	None
		Exit survey	Upon exit	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

Appendix E –Julian Place Family Intake Interview Format

Julian Place Family Intake Interview Protocol

Length: Approximately 30-45 minutes

<p>OPENING COMMENTS</p>	<p>Hello! My name is _____, and I work with Adopt-A-Family. Thank you for agreeing to talk with me today.</p> <p><i>(Note to interviewer: Please be sure to cover all the following points, as they include important information related to human subjects protections.)</i></p> <ul style="list-style-type: none"> • I’m talking with you to find out how we can best support you and your family as you join the Julian Place program. • There are no right or wrong answers to these questions. I just want to know you and your family better so that we can support you. • Any information you provide in this interview will be kept confidential by Adopt-A-Family and our partner Geo Education & Research. None of your responses will ever be reported in any way that could identify you or any of your family members. • We may include quotes and stories you tell me, but we will just say they were shared by one of our families. We will always report what our families tell us in ways that protect everyone’s privacy. However, if you say something that is unique to you (for example, “I’m from Alaska and have 10 kids”), it may be possible for others to know that it is you. If so, we will contact you and get your permission before we share your story publicly. • General information and lessons we have learned will be shared in a public report. You will be offered a copy of the final report if you want one. • If we quote you in any report, we will give you the opportunity to review your quote before we publish it. • When I refer to your family members, I mean those people living with you in Julian Place. • You can decide not to answer any of these questions, and it will not be held against you in any way. • If any of these questions are unclear or confusing, it’s okay to ask me to repeat it or explain it. <p>We expect this interview to last 30-45 minutes. Do you have any questions before we begin?</p> <p>Is it OK to tape record our conversation? A recording will help us be sure we don’t miss anything you say. I can turn off the recorder at any time you want.</p>
<p>NOTE:</p>	<ul style="list-style-type: none"> • While it is best to read the questions as they are written here so that we have consistent data on all the clients, it is okay to paraphrase or reword the question if the client doesn’t understand it or has difficulty answering it in the way it is written. Feel free to give examples for clarification. • If the client is uncomfortable answering a question you can skip it and come back to it later (the sequence of these questions isn’t that important) or skip it altogether. • If the interview is not recorded, you don’t need to capture every word the client says; just the substance of the answer is sufficient. Don’t let your note taking interfere with the conversation with the client. • If the client gives the answer to a later question, you can skip that question when you come to it. Afterwards, you can note that a certain section is an answer to a question number elsewhere. • <u>If case issues of child abuse arise and the interviewer is a mandated reporter, the client would need to be informed of this before beginning the interview.</u> If so, before the first question say something like, “By Florida law, any person who knows or suspects that a child is abused, abandoned, or neglected has to report that. This is to make sure that every child is protected. If I hear something that I need to report, I will let you know.

NOTE:

The first question is intended to start off the interview in a conversational tone before you start asking specific questions. You might get some information which will relate to later questions, but even if not, just starting out by chatting will make the client more likely to answer the questions later.

1. *Tell me about your family.*



For some clients this may be sufficient to elicit a lot of information. If they are shy or not very talkative, prompt them with questions like – Where are you from? Tell me about your child's personality. What do you do together as a family?

2. *Please briefly tell me about your family's history of housing. Where have you lived? In what conditions?*
3. *Has your housing situation affected your ability to work or care for your family?*
4. *Has your child had to change schools because of your housing situation?*
5. *What impact has your housing situation had on your child and their education?*



Listen for signs that the family situation has been unstable due to housing and might have affected the child(ren)'s ability to progress academically and socially.

6. *Please tell me one or two important changes in your personal and/or family life you expect now that you're living in Julian Place.*



In the following section, listen and probe for signs that the client is aware of the impact that stable housing has on family outcomes. Does the client seem prepared to make other changes to improve family stability and success?

FAMILY SITUATION



Listen for signs that the family recognizes that these challenges can limit their future success and that the client is open to getting help for their current problems. Note which support agencies or programs might be a good fit for them.

7. *Please tell me about your financial situation. Has it changed recently for better or worse?*
 - a. *Do you have a lot of debts? If so, are you having problems paying them?*
8. *Are you or is anybody in your family having any legal problems?*
 - a. *If so, how are you dealing with them?*
 - b. *Is anybody helping you with this?*
9. *Do you or anybody in your family have a current problem with drug use?*
 - a. *If so, what kinds and how are you dealing with this?*
 - b. *Is anybody helping you with this?*
10. *Have you ever been in contact with the Department of Children and Families? If so, why and what was the result of that?*

NOTE:

If they are not sure, prompt them with examples of what DCF deals with.

(<https://www.myflfamilies.com>)

11. *Do you or any of your family members have any health issues or physical challenges?*
12. *Are any of your children in special education or getting help with physical or other challenges?*
13. *Are any of your children in a program to get additional help in school such as in reading or math?*



Prompt with examples such as Title I, ESL, study skills, etc.

14. *How is your transportation situation? How do you get to work, go shopping, go to the doctor, etc.? For example, car, bus, rides with others . . .*
15. *Do you need help with childcare for your children who are not yet in school, or for before or after school care for school age children?*
16. *Do you have any worries about your personal safety? Please explain if you feel comfortable doing so.*

EMPLOYMENT

Now that you are in Julian Place, we want to support you in your work and career.

17. *Are you working now? Please tell me about your job. How many hours do you work? Are you getting benefits?*
18. *Are you satisfied with this job? Why or why not?*
19. *What job skills do you have?*
20. *What new skills would you like to learn?*
21. *Have you ever taken any job training classes or programs (for example, Goodwill)? Please tell me about them.*



Probe for how productive their job training was, how long they participated, what they gained from it. Listen for how open they are to further training.

22. *If you are not working in a job you want to keep for a long time, what job would be a good fit for you?*
23. *What additional training or learning would you need to do well in that job?*
24. *How can we help you achieve your goals?*



It might be helpful to have examples on hand of resources and supports available to families.

ADULT EDUCATION

25. *How far did you get in school?*

26. *Overall, was going to school a good experience for you? What did you like about it?*



Listen for indications that they value education and know what a good education can go for their children.

27. *What education goals do you have for yourself?*

28. *What do you think you can do to help achieve those goals?*

29. *How can we help you achieve your education goals?*

PARENTING

30. *What do you think makes a good parent?*

31. *What are your strengths as a parent?*

32. *In what ways do you want to improve as a parent?*

33. *Would you agree to taking a parenting class? If so, what would you hope to get out of it?*

CHILD ENGAGEMENT

NOTE:

If the client has not yet completed the Parent and Child Education Activities Checklist, have them do it now. If they have, give them a few minutes to look over their answers before asking the next questions.

One of the main goals of the Julian Place program is helping your child be successful in school.

34. *What do you think would be a good sign that your child is being more successful in school now that you have stable housing?*



If necessary, prompt with examples such as child is happy to go to school, shows pride in their work, has a good relationship with their teacher, improved grades, etc.

35. *When you look at what you told us on the Parent and Child Education Activities Checklist, which of these areas do you feel the best about?*

36. *In which areas do you think you could improve?*

37. *How do you think you can improve in those areas?*

38. *How can we help you to help your child succeed?*

PERSONAL IMPROVEMENT

NOTE:

Hand the client the list of personal improvement examples shown below. Give them a few minutes to look it over before asking the following question. Feel free to add or delete items to make the examples more meaningful to the client. If doing the interview on paper, circle the activities they choose and write in the others they mention.

39. *Here's a list of some things people do to grow personally or just to make life more fun for themselves and/or their family. Which of these are interesting to you? What other things are you interested in?*

- Learn to drive
- Get a GED
- Finish high school
- Improve my English
- Improve my:
 - Reading
 - Writing
 - Math skills
 - Other skills _____
- Learn to play a musical instrument (or improve my playing)
- Public speaking
- Dancing
- Creating art (which kind of art? _____)
- Get physically fit
- Play a sport (which one? _____)
- Other (add as many as you like)

JULIAN HOMES FAMILY INTERVIEW

SOME IDEAS FOR PERSONAL IMPROVEMENT

Here's a list of some things people do to grow personally or just to make life more fun for themselves and/or their family. Which of these are interesting to you? What other things are you interested in?

- Learn to drive
- Get a GED
- Finish high school
- Improve my English
- Improve my:
 - Reading
 - Writing

- Math skills
 - Public speaking
 - Other skills _____
- Learn to play a musical instrument (or improve my playing)
- Dancing
- Creating art (which kind of art? _____)
- Get physically fit
- Play a sport (which one? _____)
- Other (add as many as you like)



Appendix F –Parent and Child Education Activities Checklist



Third Avenue Homes

PARENT AND CHILD EDUCATION ACTIVITIES CHECKLIST

(Modified from the *School District of Palm Beach County Parental Involvement Checklist**)

Please indicate how many times a week you or another adult family member does any of the activities below to help with your child's education.

		Number of Times Per Week
Home Involvement	Read with your child	
	Visit the library (school or community)	
	Play educational games	
	Help with homework	
	Regularly do a home learning activity with your child at home or in the community (for example, comparing prices at the supermarket)	
	Check your child's school progress report	
	Talk with your child about how to have positive social interactions with others	
	Teach your child about ways of speaking up for him/herself without becoming aggressive.	
Technology	Discuss with your child the appropriate use of technology and the potential consequences of misusing it.	
	Monitor your child's use of technology	
	Attend parent-teacher conferences	
School Involvement	Attend meetings or parent trainings at school or the school district (for example, PTA meetings)	
	Volunteer in your child's classroom	
	Communicate with your child's teacher (even when there is no problem)	
	TOTAL NUMBER OF EDUCATIONAL ACTIVITIES.	

*Adapted from Palm Beach Schools Student Family Handbook. Source: www.palmbeachschools.org



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