Implementation Manual

Youth Development Programs

Spring 2026

THE CHILDREN'S TRUST

NURTURING GREATNESS

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Youth Development Theory of Change

We believe that IF we…

- Provide safe and enriching, high-quality after-school and summer programming
- That meets the age-appropriate needs of children and youth from K through 12th grades
- And supports academic, health, and social and emotional wellness (SEW)…

Then, children and youth will succeed academically and minimize involvement in risky behaviors.

Using this Manual

This Initiative Manual serves as a guide for all contracted providers implementing Youth Development (YD) Programs. It conveys the current initiative design and framework, staffing and service delivery expectations, continuous learning and quality improvement (CLQI) processes and data collection requirements to be followed within YD. The Manual aims to ensure fidelity and consistency with the YD initiative and standard practices across the various funded agencies. This Manual is reviewed and updated regularly to incorporate lessons learned through ongoing review of data collected through program implementation and provider feedback.

The Manual is organized into six (6) key components.

Safety, Admin & Fiscal Requirements	Population Focus and Participation	Staffing
Service Delivery	Program Data Entry	YD Dashboard Guide

1.Safety, Administrative & Fiscal Requirements

Safety, Administrative and Fiscal Performance items must be incorporated into the organization's operations and processes. It is critical to review the core contract to maintain compliance with all Trust requirements and expectations. The core contract will provide additional details from what is listed in this Manual.

Safety Requirements

Incident Reporting

Organization must have a policy on incident reporting that is in line with The Trust's Incident Reporting Policy and Procedure, in the core contract.

> Incident Definition: An incident is defined as any actual or alleged event or situation that creates a significant risk of substantial or serious harm to the physical or mental health, safety or well-being of a child participating in the program.
> Reporting Standards: Providers are required to notify their Program Manager in writing within 3 calendar days of becoming aware of an incident, along with Trust Central Report Upload. Programs must follow the timeframes set in the core contract and follow the legal and other reporting standards outlined therein.

To learn more on how to upload an incident report, follow the link here.

Background Checks

All employees, volunteers and subcontracted personnel in direct contact with children must complete a background screening and be cleared prior to starting employment. All screenings must be completed no later than every 5 years. Staff working without a background check must be removed from the site immediately and must be background checked within five (5) days prior to returning to work (refer to the core contract). To ensure that none of a provider's employees are identified on the Dru Sjodin National Sex Offender Public Website (NSOPW), the provider is required to review this site annually, at minimum.

K-5 DCF Background Requirements

> Programs serving K-5 children may only utilize the DCF Clearinghouse and Live Scan for background screening and must follow the process outlined by the Office of Child Care Regulation. (No other clearances are acceptable. For example: Letters/ID badges from M-DCPS are no longer valid for K-5 after- school and these employees must be screened using the Clearinghouse). Acceptable screening must show child care and DCF general as eligible. Each staff file must also include Attachments E- 1, E-2, E-3, and E-4.

Other Population Background Requirements

For all other populations, each file must contain updated versions of **the following**:

- Attachment E-1: Affidavit for Level 2 Background Screenings
- Attachment E-2: Child Care Affidavit of Good Moral Character
- Attachment E-3: Child Abuse & Neglect Reporting Requirements
- Attachment E-4: Background Screening & Personnel File Requirements
  - Level 2 Background Screening (One of the following) Affidavit for Level 2 Background Screening from the Florida Department of Law Enforcement
  - Miami-Dade County Public Schools ID Badge
  - Department of Children and Families (DCF) clearance letter
  - Department of Juvenile Justice (DJJ) clearance letter

Administrative Requirements

Marketing and Publicity

- *Decal Requirements*: The provider must prominently display the most current The Children's Trust program sign decal, identifying The Children's Trust as a funder, on the main entry door, or in a visible area of each of its Trust-funded site locations or where services are provided.
- *Logo Requirements*: The provider must ensure that The Children's Trust logo is displayed and used in all external materials related to the youth program. Display of the current The Children's Trust logo on the provider's website or web page is expected along with a link to The Children's Trust website (www.thechildrenstrust.org).
  - The following paragraph, in English/Spanish, English/Haitian Creole, or English/Spanish/Haitian Creole, must be included along with the current logo on the web page dedicated to the program:
    - English: [Provider Program Name] is funded by The Children's Trust. The Children's Trust is a dedicated source of revenue established by voter referendum to improve the lives of children and families in Miami-Dade County.
    - Español: El [Provider Program Name] está financiado por The Children's Trust. The Children's Trust es una fuente de financiación, creada por los votantes en referéndum para mejorar la vida de los niños y las familias en Miami-Dade.
    - Kreyol: Se Children's Trust ki finanse [Pwogram Sa-a]. Children's Trust se yon sous finansman elektè Miyami-Dade te kreye nan yon referandòm. Finansman sa a dedye pou pwogram k'ap amelyore lavi ti moun ak fanmi yo.
    - Additional details can be found in the core contract.
- *Printed/Digital Material Requirements:* Digital proofs of all marketing materials that display The Children's Trust logo must be submitted to The Children's Trust Communications Department for approval via online form prior to distribution or publication. The form link is located under "Communications Compliance Review," here.

Program Roles and Contact Information

Organization must have the following program roles assigned with most up-to-date contact information in Trust Central:

- Official Correspondence Contact
- Program Primary Contact
- Parent Contact, if applicable
- Program Secondary Contact, if applicable
- Finance Contact

Guidance on how to assign contact roles can be found here. For special roles, such as CEO Contact, please reach out to your program manager for support.

Data Security

Each organization must have a policy on data security that is in line with the expectations laid out in the contract with The Trust.

Data security policy must be provided to the Program Manager and should include information on how data and confidentiality are handled by the organization and acknowledged by staff.

Transportation

Organization must have all requirements in place prior to transporting children. Automobile Insurance requirements are listed in the core contract. All programs transporting program participants require coverage of $1,000,000 combined single limit for bodily injury and property damage. Programs not transporting program participants require coverage of $300,000 combined single limit for bodily injury and property damage for the agency's employees and subcontractors. Refer to the core contract for additional details.

Child Care Licensing and Affiliating Agreements

Miami-Dade County Public Schools (M-DCPS) requires an active affiliating agreement or facility use agreement to provide after-school or summer camp services at an M-DCPS site.

Department of Children and Families (DCF) childcare license is required by all programs serving children in kindergarten through fifth grade. DCF license exemptions are accepted with proper documentation *(How to Apply for a DCF License).*

Administrative Visit

Program Managers conduct an annual administrative visit per service timeframe that reviews key administrative compliance items. A report on the visit is completed and forwarded to the provider to share the results of the review.

Fiscal Requirements

Insurance Requirements

- The provider's insurance agent will submit insurance certificates via email to insurance@thechildrenstrust.org. If the provider is submitting the insurance certificate, the email submission should include the insurance agent's original email with the certificate attached.
- Providers must have updated insurance certificates throughout their contract period.
- Should the provider insurance certificates expire, payments will be held until updated documents are received.
- All required coverage may be afforded via commercial insurance, self-insurance, a carrier or some combination thereof.
- The Children's Trust must be listed as the certificate holder and needs to be added as "additional insured" with respect to Auto and General Liability.

Required Insurances

- To determine the required insurance coverage for your program, refer to the core contract's insurance section. Insurance requirements are also listed on our website, here, in the "Insurance" drop down.

Parent Fees Collection

- Expectations
    - Annual amount expected to be collected in parent fees should be reflected in the Program Funders of the program budget as match funding
    - Actual amount collected in parent fees each month will be reported in the reimbursement the following month
    - Parent fees include registration fees and weekly/monthly fees
- Process
    - Each year during the development of the program budget, agency will add the annual amount expected to be collected in parent fees to the Program Funders section of the budget
    - Each month when submitting a reimbursement, the Program Fees Collected field is required. If the program does not collect fees, enter $0.

Instructions

- In the Reimbursement screen, the Collected Registration/Program Fees field is located between the "Expenses Total" row and the "Save" button.
- Each month enter the total amount of Programs Fees collected, this includes registration fees and weekly/monthly fees.
- "Collected Registration/Program Fees" is a required field, so the reimbursement may not be saved unless a number is entered.

Financial Audit

- Audit engagement letters are due within 30 calendar days of the organization's fiscal year end. Engagement letters must be submitted by the provider to audits@thechildrenstrust.org.
- Annual Audited Financial Statement and Program Specific Audit must be submitted with audited financial statements within 180 days of the organization's fiscal year end by the provider's auditor directly through The Children's Trust Audit Submission Link. .
- Audit confirmation letters should be sent to audit.confirmations@thechildrenstrust.org.
- Audit extension requests should be submitted in writing via the email address audits@thechildrenstrust.org.
    - Requests should include an anticipated completion date.
    - Extension requests should not exceed sixty (60) calendar days after the initial due date.
    - The provider's CPA must submit the request or must be copied on the request.
    - Approval of extension requests will be granted by the Finance Director.
    - Approvals will be given in writing by responding to the original extension request email.

Invoicing

Fiscal Reimbursement Guide

How to Create a Reimbursement

How to Edit Reimbursements

Budget Manual

Indirect cost (first invoice) – A YD program's first invoice will include only indirect costs. The period selected is 8/15/XX-8/31/XX. The reimbursement creator will receive an error message when the reimbursement period is selected because it is not from the first to the end of the month, but this is okay and the reimbursement may still be submitted. The amount of indirect costs eligible for reimbursement is subject to an evaluation of service utilization to align with budget utilization. Please reach out to your program manager if you have any questions.

Action Plans

Implemented fiscal year 2024-2025, providers not meeting any of the key contractual expectations listed below are required to have an action plan entered in Trust Central. This quality improvement tool is designed to document the plan created by the provider to address any areas of growth with the support of their Program Manager.

- Service Utilization
- Program Inclusion
- Enrichment
- Fiscal
- Differentiated Literacy Instruction
- Data Quality

Should a program require an action plan, your Program Manager provides further guidance regarding the process of completion.

2.Population Focus and Participation

Program Participation requirements and expectations are defined within the Youth Development Request for Proposal (RFP). Program Participation includes Service Utilization and Engagement.

Youth Development programs now have access to a dashboard and metrics grids to view and analyze data. The Dashboard Guide is included in the last section of this Manual.

The populations to be served are defined as:

- ES: Elementary School; Kindergarten – Fifth grade
- MS: Middle School; Sixth grade – Eighth grade
- HS: High School; Ninth grade – 12th grade

All programs must include children and youth with disabilities, accommodating their needs so that they may fully participate in all program activities. Expectations for Inclusion of CWD are listed in the site table in the scope of work within a YD contract.

Definition of a Child or Youth with a Disability

The Children's Trust Board of Directors defines children with disabilities as: Children who currently have a physical, emotional, developmental, behavioral, or chronic medical condition or delay. These children experience impairment in their sensory, cognitive, motor, emotional, or behavioral functioning, which requires support, ongoing intervention, or accommodation provided by others to participate in an age-appropriate fashion in education, social activity, or physical activity in an appropriate environment.

Expectations for Inclusion of CWD

By Service Timeframe

The CWD requirement must be maintained per service timeframe. This means one of the following:

- If you offer programming during the school year only, you must serve a minimum of 15% CWD or contracted percent at each service site for each population.
- If you offer programming during the summer only, you must serve a minimum of 15% CWD or contracted percent at each service site for each population.
- If you offer programming during the school year and summer timeframes, you must serve a minimum of 15% CWD or contracted percent during the school year AND the summer at each service site for each population.

By Site Level

Each service site must meet the contracted expectations for inclusion of CWD. This means that if a program hosts programming at multiple sites, each site must serve a minimum of 15% CWD or the higher contracted percentage listed in the contract.

Exceeding the 15% CWD requirement at one site does not exempt providers from serving 15% CWD at another site.

<u>Does Not Meet Trust Requirements</u>

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

<u>Does Meet Trust Requirements</u>

Site A: 20% CWD
Site B: 20% CWD

By Grade Level

Each population served must serve the contracted percentage. This means that if you serve multiple populations, each population must meet the contracted expectations for inclusion of CWD listed in the site table of the scope of services in the contract.

Participant Demographic Criteria for CWD

The Participants Demographics Form is intended to assist providers in collecting meaningful information about program participants. It contains a series of questions relating to the CWD population which help signal to a provider that a participant is a child or youth with a disability. This includes information about a child's primary method of communication, as well as specialized support and services the child is receiving and/or needs to participate in the program fully and meaningfully

Trust Central CWD Status Criteria

Question: *"What conditions does your child/youth have that are expected to last for a year or more?"*

→ No conditions lasting a year or more → CWD Status: No
→ Any other response → CWD Status: Yes

> *Additional guidance on how to report information about Youth with Disabilities can be found on our website, by clicking here and navigating to the drop-down section titled "Children with Disabilities and other Priority Populations".*

3.Staffing

General Staffing Requirements

There are staff requirements all Youth Development staff should meet per the Youth Development RFP.

- Staff must meet the position's minimum qualifications identified in the Staffing section of the contract scope. Qualifications are based on the position category, not the individual filling the position, therefore your staff may have additional qualifications.
- Direct service staff (i.e. facilitators, tutors, instructors) that are not certified teachers must be categorized as "Direct Service Staff - K-12" in the staffing table.

The table below lists other general requirements. For additional information, please access the links provided.

Requirement	Description	Link(s) to additional details
Background Screenings	All staff having contact with participants must have a background screening before being around participants. Director and direct care staff for K-5 programs must meet the State of Florida Department of Children and Families, Office of Child Care Regulation and Background Screening. License-exempt entities are strongly encouraged to pursue childcare licensing as an indicator of program quality.	
DCF Requirements	Providers that offer grades K-5 services must adhere to DCF staff requirements. This includes, but is not limited to, service hours, director's credentials, and certain training.	Training and Credentialing
DLI Requirements	Programs offering grade K-5 services must have a qualified and trained instructor with a background in reading instruction to provide Differentiated Literacy Instruction (DLI).	View qualifying credentials listed below in "DLI Staffing (K-5 Only)" section
	DLI instructional staff must also participate in all Trust Academy support related to DLI.	To access Trust Academy supports visit Trust Central: https://collabornation.net/my-courses

DLI Staffing (K-5 Only)

K-5 providers must provide DLI services facilitated by a qualified and trained teacher with a background in reading instruction. Qualified staff who pass the Differentiated Literacy Instruction training can facilitate DLI groups.

Qualified DLI instructors belong to one of the following categories:

- Certified teachers
- Bachelor's level professionals with at least two years of relevant reading instruction experience in private or charter schools
- Teachers working towards certification
- Retired teachers
- Former teachers no longer maintaining an active certification
- Early childhood teachers who are DCF certified

Test Administrator Eligibility

Any staff member who has passed the required Trust Academy courses for DLI Test Administration can administer the literacy assessments. This includes:

- Literacy Outcome Assessment: Oral Reading Fluency (ORF)
- Literacy Outcome Assessment: Maze

Trust Academy Quality Supports Requirements

Although the contract scope identifies the minimum staff qualifications, The Trust expects providers to evaluate their programs on a regular basis, identify any areas of needs or support, and work with their staff in selecting appropriate trainings and/or support.

Effective 2025-2026 fiscal year, all funded provider staff and professional services are required to engage in the available offerings, which include online courses, live training, peer learning activities and coaching. Each funded direct service staff member must be given paid time to attend a minimum of 10 hours of Trust Academy supports or Trust-required trainings annually (prorated for part-time staff), to be tracked in the LMS. Additional details of this requirement may be found in the Attachment C: Data Requirements and Program Metrics, of the core contract.
External training courses relevant to youth development are subject to approval for consideration in eligibility toward the training hour requirement. This may include DCF training and courses that provide certification.

Trust Academy Quality Supports (TAQS) provides training, coaching, peer learning and other support to Trust-funded providers. A brief description of Youth Development partners and link to additional resources is available below. Contact information along with the current catalog are available on the Training page of The Children's Trust website.

Please remember, Trust Academy partners are available to provide the services above, however, it is the responsibility of the provider and staff to enter all data (test scores, assessments, attendance, etc.) in Trust Central, not the partner.

Trust Academy Partner	Supports	Support Type
	Varying supports to Youth Development (YD) providers serving both K-5 , 6-8 & 9-12 grade level in the areas of academic support, DLI, fitness, behavior management, youth development, social emotional learning, and learning environment.	• Coaching K-12 (virtual and in-person) • Training (virtual and in-person) • Online Courses (LMS) • Peer Learning/Community of Practice
	Trainings and courses for Youth Development providers 6-12	• Training (virtual and in-person) • Coaching 6-12 (virtual and in-person) • Online Courses (LMS) • Peer Learning/Community of Practice
	Reading Explorers Program offers providers and families services to help improve foundational reading and reading comprehension skills in children.	• Needs assessment and coaching support (School Year) • Reading screenings and small-group reading instruction delivery (Summer K-2 only) • Intensive Structured Literacy approach (ILI) (partnership with The Lucy Project) • Science of Reading Trainings (Partnership with The Lucy Project) • Content Consultation
	Program Management Leadership Academy and selected providers for Capacity Building	• Leadership Academy Cohort • Capacity building coaching
	Ensures providers have the materials, training, skills and support needed to facilitate a positive, nurturing and developmentally appropriate programs that welcome ALL children.	• Content Consultation • Coaching (in-person) • Online Courses (LMS) • Training (in-person) • Peer Learning/Community of Practice •
	Social Emotional Wellness/Racial Equity Diversity and Inclusion (SEW/REDI)	• Training (virtual and in-person) • Online Courses (LMS)

How to Access Trust Academy Learning Management System (LMS)

All courses and training are available for Trust-funded staff through the Trust Academy Learning Management System (LMS).

To add a staff to the LMS, the agency administrator must ensure the following are true:

1. The new staff profile has been **assigned to the current contract** "YAS XX…" under the SAMIS Configuration section of their Trust Central user profile.
2. The new staff profile **has been assigned a program role** in the current contract.

For a step-by-step guide with images, please locate the latest *Agency Admin & User Management Guide* on our website, under the *Navigating Trust Central* section by expanding the *General* tab, linked here.

Once the agency administrator adds the staff in Trust Central, staff will have access to register for training, peer learning communities, courses, and enter coaching hours.

- Supervisors must ensure all staff profiles are kept up to date in the Trust Academy LMS.
- It is recommended that supervisor/administrative staff also complete the same training as their direct service staff to ensure support and alignment when needed.

Staffing and Supervision

As stated in the Youth Development solicitation, regular performance evaluations and feedback should be part of staff supervision. Programs must also ensure staff wellbeing, both physical and mental health, and include racial equity, diversity and inclusion (REDI).

Professional Services and Subcontractor Staff

Due to the new Youth Development framework, providers are encouraged to incorporate some professional services specialists in their plan, since regular program staff will likely not have the required depth of expertise in all proposed enrichment areas.
Some things to keep in mind:

- Contracted Children's Trust providers are responsible for subcontractors and professional services and must ensure proper program implementation.
- When using external support staff, internal staff should still actively support and participate in the enrichment activities led by the external staff.
- If the external staff is solely responsible for providing instruction for a certain amount of time, they should not be considered in ratio.

All professional services and sub-contracted staff must have the required level 2 background screening in-place and available for review upon request.

4. Service Delivery

All after-school programs and summer camps must use an intentional, age-appropriate design for high-quality, engaging activities, schedule and hours of services.

The requirements of service delivery for youth development programs are stated within the YD RFP and specific to each program in the scope of service of the contract. The Trust will use the RFP and contract to gauge program performance and engage in continuous quality improvement.

All Youth Development programs must ensure they understand their scope of work and the alignment of the programming with the RFP.

Program Operation Expectations

Refer to the "Sites" section in the Scope of Services for executed, contractual program operation expectations. Start / End dates and times are included in your contract.

Per the Youth Development Request for Proposals (RFP), parameters for program operation are as follows:

	School Year (SY)	Summer (SM)
Program Operation Schedule (Total Duration)	ES: 180 days based on the M-DCPS school calendar (religious exceptions permitted) MS/HS: 36 weeks based on the M-DCPS school calendar Optional: may offer full-day services on teacher planning days, winter/spring break, holidays, with hours that meet summer requirements	ES/MS/HS: 6 to 11 consecutive weeks
Program Operation Days and Hours*	ES: M-F from school dismissal to at least 6 p.m. MS: 3 or more days/week from dismissal for 2-3 hours. HS: 2 or more days/week from dismissal for 2-3 hours Later hours (beyond 6 p.m.) may be served for children and youth interested in evening programming.	ES: M-F, at least 9 hours/day, to at least 6 p.m. MS: 4 or more days/week, 6-8 hours/day HS: 3 or more days/week, 6-8 hours/day
Expected Duration for Child/Youth Participation	ES & MS: Full school year or from time of enrollment to end of school year	ES/MS/HS: 3 or more weeks

	HS: 9 or more weeks (at least one school year grading period)	
Expected Frequency for Child/Youth Participation	**ES:** Daily program participation is expected; metrics take into consideration occasional expected absences **MS:** 3 or more days/week **HS:** 2 or more days/week	**ES:** Daily program participation **MS:** 4 or more days/week **HS:** 3 or more days/week

Program operations including frequency and duration are tied to attendance and service utilization expectations of the contract.

Service Sites

Service sites are contracted locations and have been approved by The Trust at the beginning of a funding cycle. The Trust analyzes and approves site locations for service delivery based on a variety of factors.
Any changes in service delivery locations (sites) must be approved by The Trust.

If any site changes are anticipated, it is important to discuss them with your program manager prior to shifting program operations to or from the site.

All Trust visits and program observations are scheduled based on contracted site locations. Changes without pre-approval may have an impact on observations. Approved site changes will require a site revision to ensure it is included in the contract and proper data collection can take place.

K-5 sites must have an appropriate DCF license and M-DCPS sites must have approved affiliated agreements.

Ratios and Group Size

All programs are expected to adhere to the developmentally appropriate maximum ratios of children and youth to staff to ensure program quality. Ratios have been set by The Trust by grade-level grouping. Additionally, minimum group sizes are set to maximize economies of scale. Contracted sites all have the minimum group size. In the event a program must make site changes, the minimum group size is expected to be met.

All staffing plans must be aligned with ratio expectations including professional services program delivery. Direct service staff assigned to the participants' supervision must be aligned with the contracted staff/child ratios in the staffing table in the scope of services. Specialized programs, in some cases serving higher percentages of children with disabilities, may be approved for lower ratios. Subject to approval.

Grade Levels	*MAXIMUM Child-to-Staff Ratio*	*MINIMUM Group Size per Site*
ES: Elementary (K-5)	15-to-1	30
MS: Middle (6-8)	20-to-1	20
HS: High (9-12)	20-to-1	20

Activities

All contracted activities include frequency, duration, approach to implementation expectations and are indicated in the scope of services. Activities should be sequenced, aligned with program goals, and taught by trained, dedicated instructors who work effectively with children and youth.

The RFP includes expectations on activities. The below are highlights, however, all providers must be familiar with all expectations set in their scope of work and RFP.

- The schedule of activities must include structured or planned programming **for at least 75 percent** of operational hours.

- All activities must be **fully inclusive** of children and youth with disabilities and adapted to the appropriate developmental and functional levels for the participants served.

- Youth Development programs should be intentionally designed to emphasize in-person engagement, positive interactions and relationship-building. At times, technology and electronic media tools may be useful elements to support learning and enrichment activities but should be used sparingly and only in direct relation to the proposed program activities.

- Approaches to learning must incorporate a balance of about half traditional instructional and half experiential learning methods.

- Required program activities expectations can be found on page 31 & 32 of the RFP and in your scope of work. These include:

    - 2-4 enrichment activities per participant per time frame (summer and school year)
    - Academic Supports
    - Differentiated Literacy Instruction (DLI), K-5 only
    - High School Completion Supports, 9-12 only
    - Healthy Beverages and Foods
    - Family Engagement and Connections

Subcontractors and Professional Service partners must meet expectations and requirements set in the RFP and contract. The lead agency must ensure these are met.

Program Meals Requirements

Healthy food and beverages must be provided on all program days for all participants during the school year and summer.

- Afterschool Days
    - **All YD programs must offer a daily nutritious snack. Cold or hot meals may replace snacks.**
    - Logistics for meals acquisition may vary based on your program site's type:
        - USDA-funded - This site type is a food sponsor funded directly by the USDA through the federal meals program. Meals are acquired through external vendors.
        - MDCPS - This site type is a school site that receives meals through the school system (MDCPS), funded by the Afterschool Meals Program.
        - Alternate Provider – This site type receives meals through an alternate provider, not funded by The Children's Trust.

        - *This site may be eligible to become a "FLIPANY site," at no cost to the program.*
    - Matched- This site type does not receive meals from an external provider but purchases snacks for the program as a matched cost (not funded by The Children's Trust).
        - *This site may be eligible to become a "FLIPANY site," at no cost to the program.*
    - FLIPANY site – This site type receives meals through the Trust's designated meals provider for the school year, FLIPANY, at no cost to the program.

- Full Days
    - Programs must offer both snack and lunch.
    - Programs operating in an M-DCPS school on teacher planning days will receive snacks and lunches through the Afterschool Meals Program sponsored by the school system.
    - Programs located in schools other than public schools and in other community locations will receive snacks and lunches from The Children's Trust's designated food service provider.

- Summer Camp
    - Programs must offer both snack and lunch.
    - Programs are responsible for arranging snacks and meals with an approved summer provider. The Children's Trust does not provide funds for summer snacks and meals. Snacks and meals are provided by various Department of Health (DOH)-approved summer meal vendors in the community at no cost through the Summer Breakspot Program.

The Trust's School Year Designated Food Service Provider

FLIPANY is The Children's Trust's designated food service provider. FLIPANY partners with The Children's Trust to deliver healthy meals to children in Miami-Dade County. Meals are served to children between the ages of 5-18, or up to 22 for children with disabilities. FLIPANY's Afterschool Meals Program offers daily hot supper, cold supper, snacks, and lunches for field trip days. Programs may elect to serve up to **two (2)** meal types. During the school year, the only other meal type funded by The Trust is field trip meals—subject to approval.

<u>How to Apply:</u>

To apply for FLIPANY's Afterschool Meals Program, email FLIPANY at meals@flipany.org to request an application. Any additional questions may also be directed to this email.

<u>Eligibility:</u>

- Program must be operated by a public or private nonprofit organization.
- Program sites must be in an area served by a school in which at least 50% of the enrolled children are eligible for free or reduced-price meals.
- Programs must provide after-school care with regularly scheduled educational or enrichment activities that are structured and supervised.
- A Child Care License or Not Subject to Licensure letter is required.
- Food service documentation in the form of a Food Permit or Licensing Report including food safety compliance is required.
- A license showing maximum capacity or official proof of allowable number/occupancy is required.
- Sites where programs are offered must meet state and local health guidelines.

Timeline:

- Applications are due by the 15th of the month prior to the intended start of operation.

Site Requirements:

- Annual 2-hour staff training for a minimum of 3 on-site staff.
- Serve during approved mealtime(s) only
- Maintain Active Point-of-Service
- Record meals served on Monthly Meal Count Record daily, within one hour of meal service
- Post Required Signage

Summer BreakSpot Program

Summer BreakSpot, a federally funded program, provides meals at no cost to kids and teens while school is out for the summer. Two agencies that serve as meals sponsors of this program include FLIPANY and Miami Dade County. Programs may elect to serve up to **two (2)** meal types.

Miami-Dade County

- Meals Provided: Breakfast, Hot Lunch, Cold Lunch, Supper, Snacks and Field Trip Meals
- Website: Summer Food Service Program
- Application: Qualtrics Survey | Qualtrics Experience Management

FLIPANY

- Meals Provided: Breakfast, Hot Lunch, Cold Lunch, Supper, Snacks **(No field trip meals)**
- Website: https://flipany.org/
- Application: email meals@flipany.org for more information

Frequently Asked Meals Questions

Q: I received an invoice for meals waste fees. Is this eligible for reimbursement?	*A: Meals waste fees are incurred because of improper meal counts. Providers are responsible for maintaining accurate data. Reimbursement for waste fees is subject to approval by The Trust.*
Q: Is my agency required to use The Children's Trust's designated food service provider?	A: No, agencies are not required to use a Children Trust designated food service provider. However, programs must provide meals to all participants on all program days. Meals that are offered at no cost by the Trust's designated meal provider cannot be budgeted or reimbursed as expenses to be covered by the Trust.
Q: Where can I request support regarding food delivery, food quality, or additional meal requests?	A: Email your meals provider to provide the feedback directly first. If your concerns are not addressed by the meals provider, reach out to your Program Manager at The Children's Trust.
Q: What meal types can my agency allocate to The Children's Trust's grant funding (CSC)?	A: Summer BreakSpot offers two meal types to serve, which food sponsors such as FLIPANY will ask a provider to select. The Trust may fund a third meal

type to serve to participants funded through the program's Trust grant under the Meals (participants) budget line item. This could include breakfast, lunch, supper, field trip meals, or snacks.

Program Observations & Site Visits

Program managers and Trust staff visit program sites on an ongoing basis. During observations, program managers observe activities including if the activities observed align with the overall description, approaches to implementation, frequency, and intensity proposed in the scope of services. Participant to staff ratios and Trust decal placement are noted. Additional items observed include, but are not limited to, learning environment, group size, and materials used during service delivery.

Program managers may request schedules to ensure it aligns with the activities' frequency and intensity in the scope of services.

Program visits support continuous quality improvement efforts and conversations. During these visits The Trust gains an understanding of the program and participants as well as identify areas of strength and/or growth.

Trust program managers are encouraged to visit programs during programming hours outside of the formal metrics visits to engage with program staff and become familiar with the services provided.

Content Area Team (CAT) Observations

The Trust has previously conducted observations using CLQI tools to observe specific content areas. The Trust will no longer be using the Youth Program Quality's Social and Emotional Learning Program Quality Assessment (SEL PQA) tool for CAT observations.

Quality Improvement and Service Delivery

As a result of site observations, Trust Program Managers may refer a program to Quality Improvement opportunities including the courses in Trust Central LMS or one of our many Trust Academy Partners. An action plan to address service delivery may also be created by the Trust's Program Manager.

The program should have a systematic way of using collected input (such as Parent and Youth Questionnaires) from program participants and using this feedback in a systematic way to improve programming.

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

5. Program Data Entry

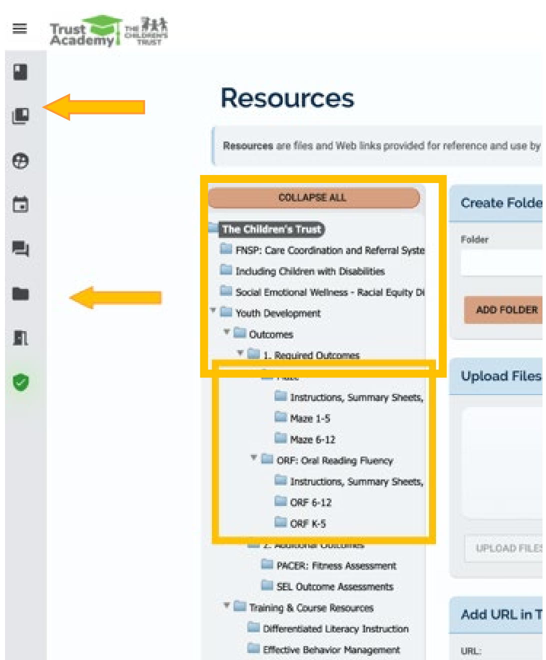
Required outcomes were entered into the contracts when the contracting period for the cycle began. Required outcomes are determined based on the activities included in the scope of services for an agency's youth development program.

ORF and MAZE

- For K-5 participants, the outcome is linked to the differentiated literacy instruction (DLI) activity. Participants are set to make improvements in their literacy based on their results from the ORF and MAZE assessments. This can be found in your scope of services within the contract.
- Timing Details for this outcome are as follows:
    - School Year:
        - ALL K-5 Pre-test: First day of school through 10/31
        - ALL K-5 Mid-test: Between 12/1-1/15
        - DLI K-5 ONLY Post-test: Between 5/1-6/05
- The table below outlines the situations in which participants must undergo testing during the post-test phase during the school year.

Pre	Mid	Post test needed?
Frustrational	Frustrational	Yes
Frustrational	Instructional	Yes
Frustrational	Mastery	**Yes**
Instructional	Instructional	No
Instructional	Mastery	No
Instructional	Frustrational	Yes
Mastery	Mastery	No
Mastery	Instructional	No
Mastery	Frustrational	Yes

- Summer:
    - ALL K-5 Pre-test: Between 6/1 -8/30
    - DLI K-5 ONLY Post-test: Between 6/1-8/30
- All DLI related resources can be found within the Trust Academy LMS module within Trust Central. These resources include:



- DLI Guidelines & FAQs
- Participant Forms (Assessments)
- Scoring Forms
- Assessment Instructions
- Assessment Instructions for "Can't Do, Won't Do"
- Reading Intervention Planning Sheet
- Benchmarks for ORF and MAZE
- Summary Sheets
- Literacy Intervention Decision-Making Guide

Parent and Youth Questionnaire

- For all program participants and their parents, a satisfaction questionnaire must be completed. This will allow for The Children's Trust to evaluate program satisfaction and program impact on the youth and parents.
- Timing Details for this outcome are as follows:
  - School Year: Mid-year between 12/1-1/15, Post-test between 5/1-end of school year
  - Summer: Between 6/10 – 8/30

Additional Outcomes

- Additional outcomes were negotiated during the contracting period and are evaluated based on the percentage determined appropriate for the tool. Timing was determined based on tool needs but follows a similar pattern to the tools above.
- Entering In Trust Central- Ensure that the correct "enrichment activity" response is selected for each child in their demographics form. This field will allow for the correct population of the outcomes for the correct subset of participants.

Data Collection Trainings

New data collection training sessions are hosted by The Trust yearly as a refresher for youth development providers. It is expected that agencies incorporate internal processes in training to facilitate staff transitions throughout the school year as needed due to staff turnover. Sessions are recorded and updated as necessary on our website, as well as linked below.

Live Training Session School-Year 2023

Live Training Session Summer 2024

Creating Groups

Participant Groups must be created to facilitate attendance entry. This feature is used in Trust Central to:

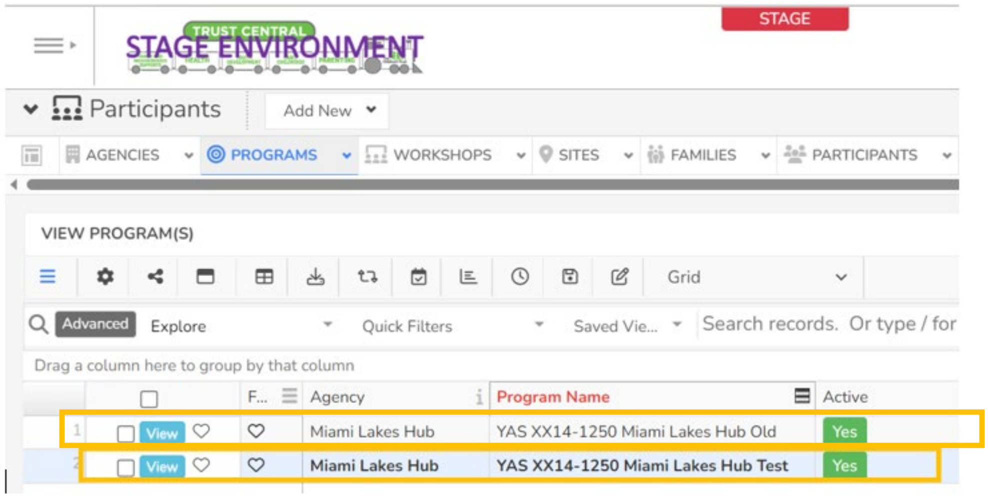
- Expedite the attendance entry of multiple participants
- Track attendance and enrollment based on desired participant groups, which are to be established by every agency prior to entering attendance
- Facilitate the selection and correction of any attendance entry errors

Participant Group Requirements

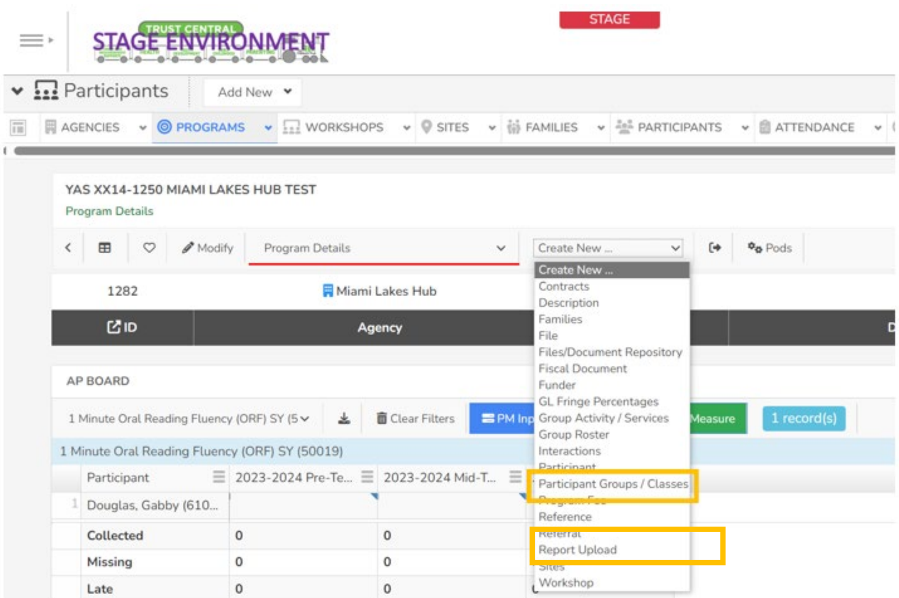
- Each Participant Group is assigned to only ONE site. Groups should be created for each site, with a minimum of one group per site. Providers may group by site location, classroom, grade, etc. to the agency's preference.
- Participant Groups are to be created per timeframe (School Year & separately for Summer) and per fiscal year.
- Active participants may only be assigned to ONE participant group.
- Naming Example: Site A ES SY 25-26 . This is an example of a group for Site A, Elementary, School Year, 25-26.
- DO NOT remove participants from their groups once data has been entered. If a participant is removed from a group, that participant will still count towards the metrics within the YD Dashboard.

- **DO NOT** create separate groups for DLI. The Afterschool Activity and Differentiated Literacy Instruction Activity can be assigned to participant. If that participant is added to a Participant Group, attendance can be entered for both activities. Enter DLI attendance by changing the activity from Afterschool to Differentiated Literacy Instruction (DLI).

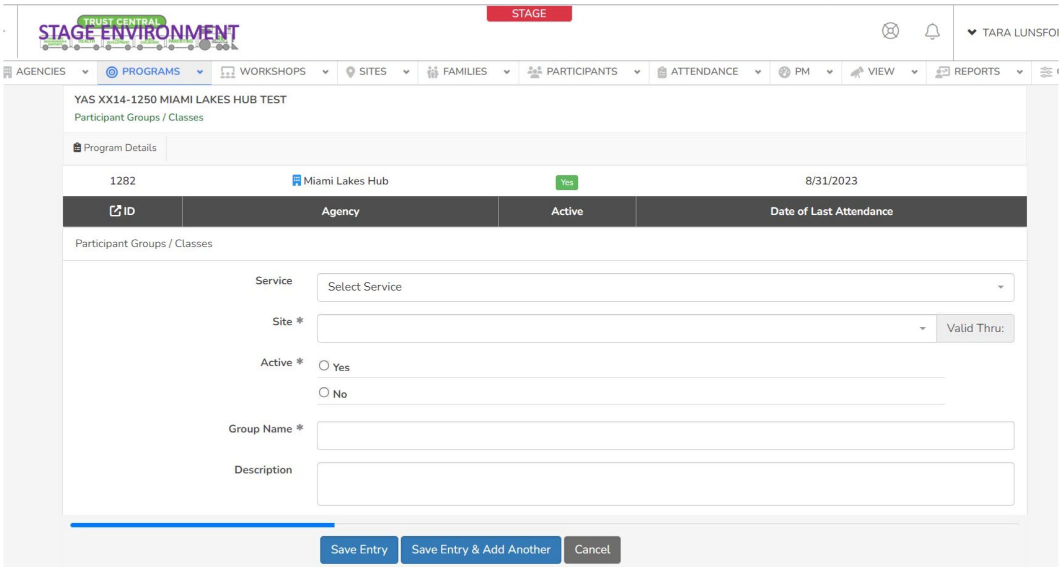
1. From the **Program** page, select the appropriate program.



2. Select the **Create New** dropdown box, then select **Participant Groups/Classes**.



3. On the Group Activity page, enter the required details. Participants can be added to a group from this screen by selecting from the list under "Participants", when finished select **Save Entry**.



Note: The sites populated are those in your contract. If you do not see the site, reach out to your program manager. Any site change request must be communicated to the Trust prior to the physical change.

Creating a Participant

Participant(s) can be created under the previous "create new" drop down menu. <u>We advise doing a participant record search before adding any new participants to avoid creating duplicate participant records.</u>

Key Term	Definition	Answer options/Examples
Participant	• A participant is defined as a person receiving direct services from a program funded by The Children's Trust.	• Sarah Herrity • Leila Herrity

Demographics Form

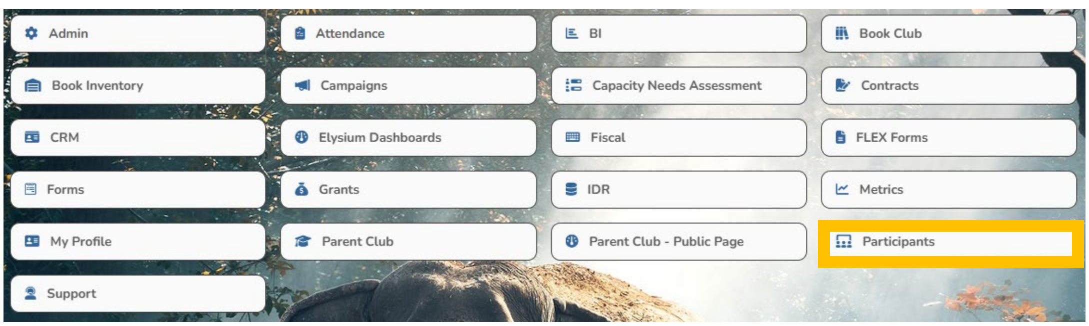
- Providers are expected to enter and maintain the demographic information for all their participants through Trust Central.
- The demographics form is <u>accessible on the Trust Website</u>
- For the 2025-2026 fiscal cycle, the Youth Demographic form has been updated, any copies that have been previously used are no longer valid.
- Open Date
  - Enter the date you are entering the participant in Trust Central.
- Grade level
  - Must be manually updated for each participant each year. Once the grade level has been selected and attendance has been entered, the grade level cannot be modified until the next fiscal year.

        - Grade level is a field that is used to determine what outcomes and activities a child is expected to have, making it a crucial data point.
        - For the summer programs, participants should be registered under the grade they just completed.
    - Guardian/Parent email
        - This is important to ensure accuracy so The Trust can send out the Satisfaction Survey, which will be part of the program's evaluation.
    - Activities /Timeframe
        - Participants will need to be placed into the program's activities (After-School Day, DLI, School Year Full Day, Summer Camp)
        - Only K-5 participants who scored frustrational in the ORF or MAZE and are receiving DLI need to be added under this section.
    - Enrichment Activities School Year/Summer
        - Select the correct enrichment activities for each participant. This selection will be how the system knows what participants will receive each outcome, both required and additional.
        - This information will also be reflected in the YD Dashboard and should be updated manually each time frame (School Year/Summer).
        - Please select "To Be Determined" if you are unsure which enrichment activities a participant will be participating in but ensure that this information gets updated once a participant is placed in the correct one.

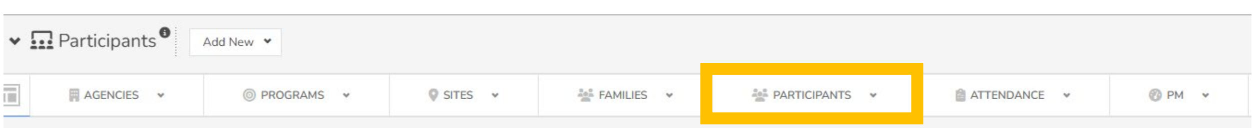
To identify participants that have not been assigned enrichment activities, watch [this video](#).

- To assign enrichment activities to participants, follow the instructions below or watch [this video](#).

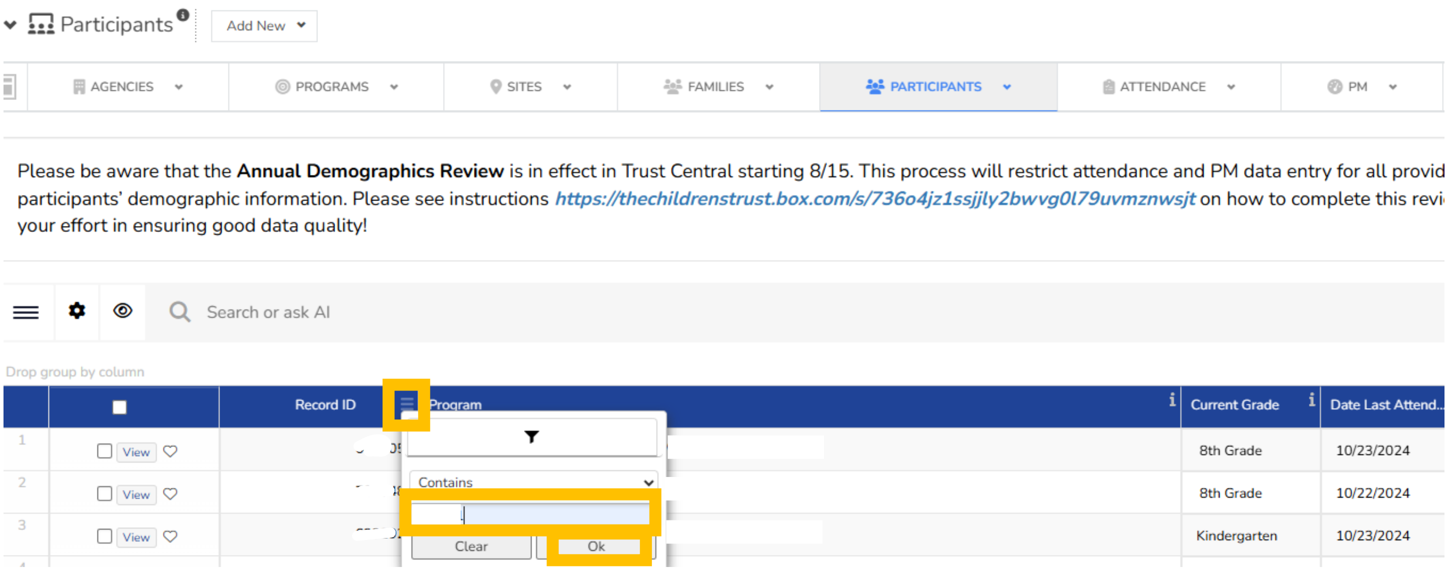
1) Log into Trust Central. Click on the **Participants Module.**



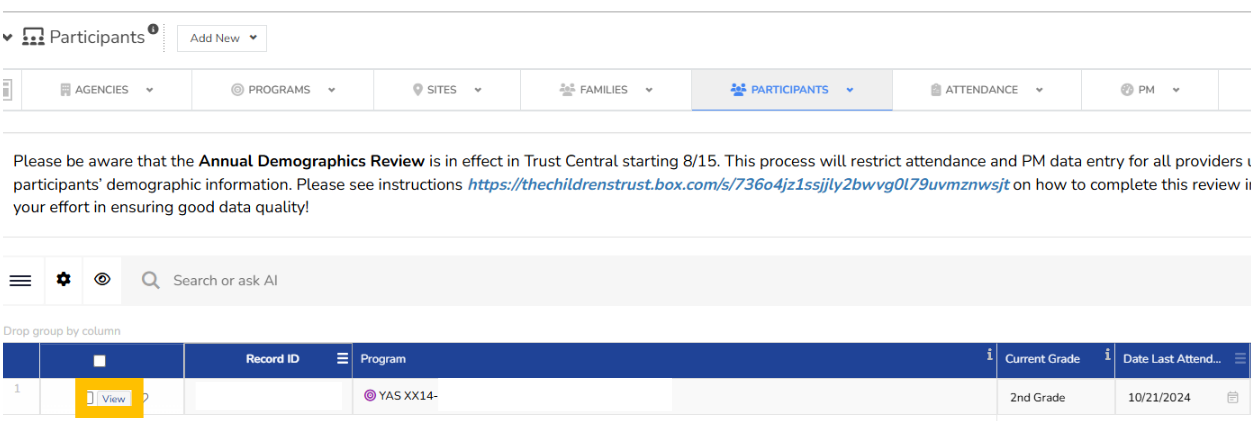
2) Click on the **Participants Module.**



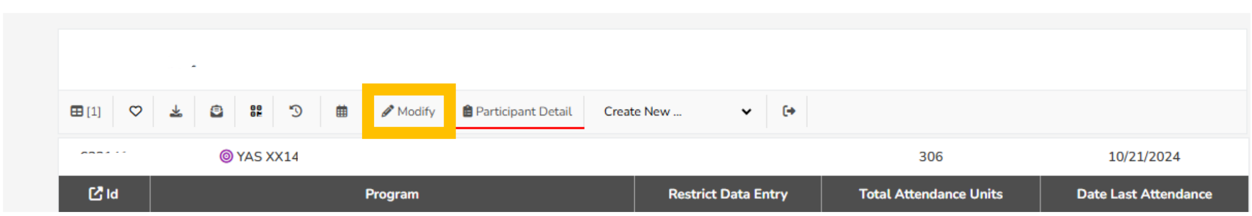
3) Click on the stack icon next to the **Record ID** field. A pop out window will appear. Enter the participant's ID and click **Ok**.



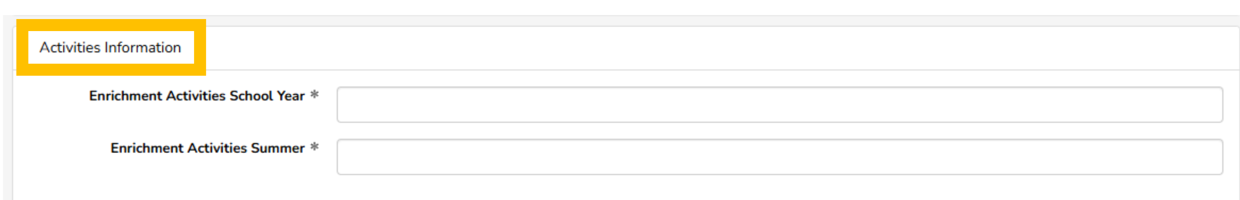
4) Click on the **View** button on the left side of the participant's **Record ID**.



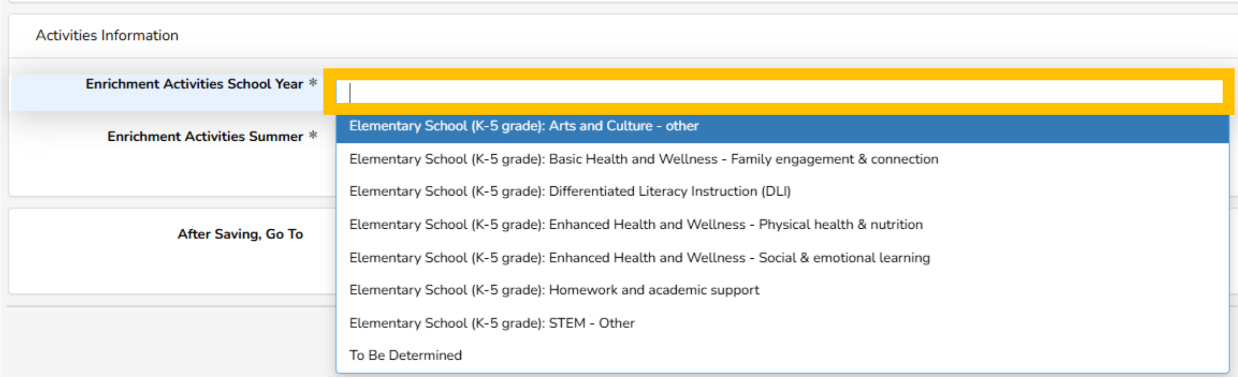
5) Once the participant's detail page opens, click on the **Modify** button.



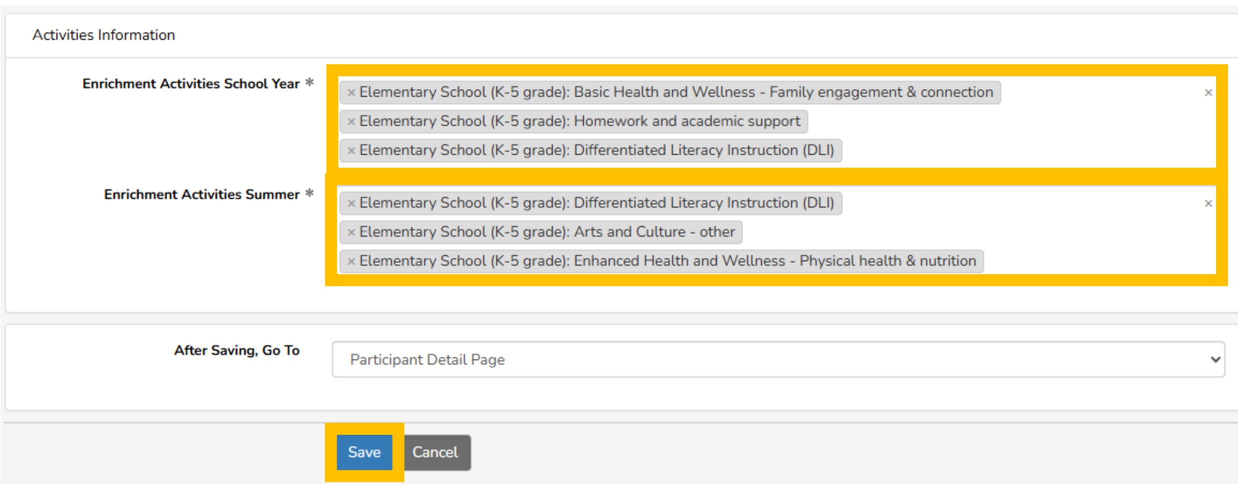
6) Scroll to the bottom of the modify page to the **Activities Information** section.



7) Click into the white box on the right of the Enrichment Activities School Year or Enrichment Activities Summer titles to populate the list of enrichment activities. Then, select the enrichment activities you would like to assign to the participant.

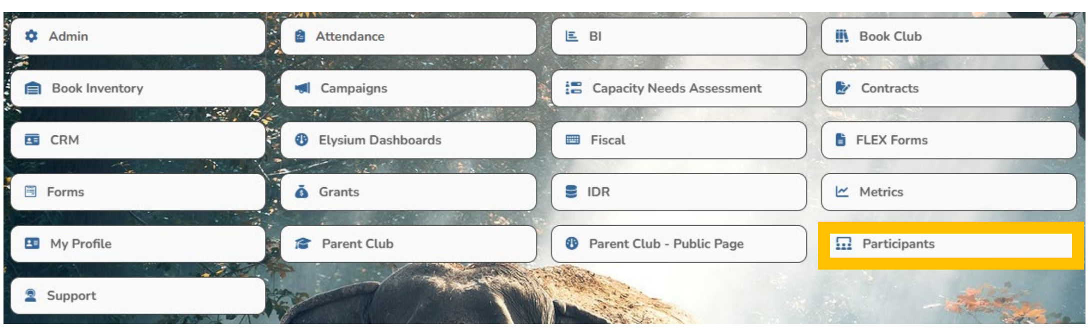


8) After you have selected the enrichment activities for the appropriate timeframe, click on the blue Save button to apply the changes.



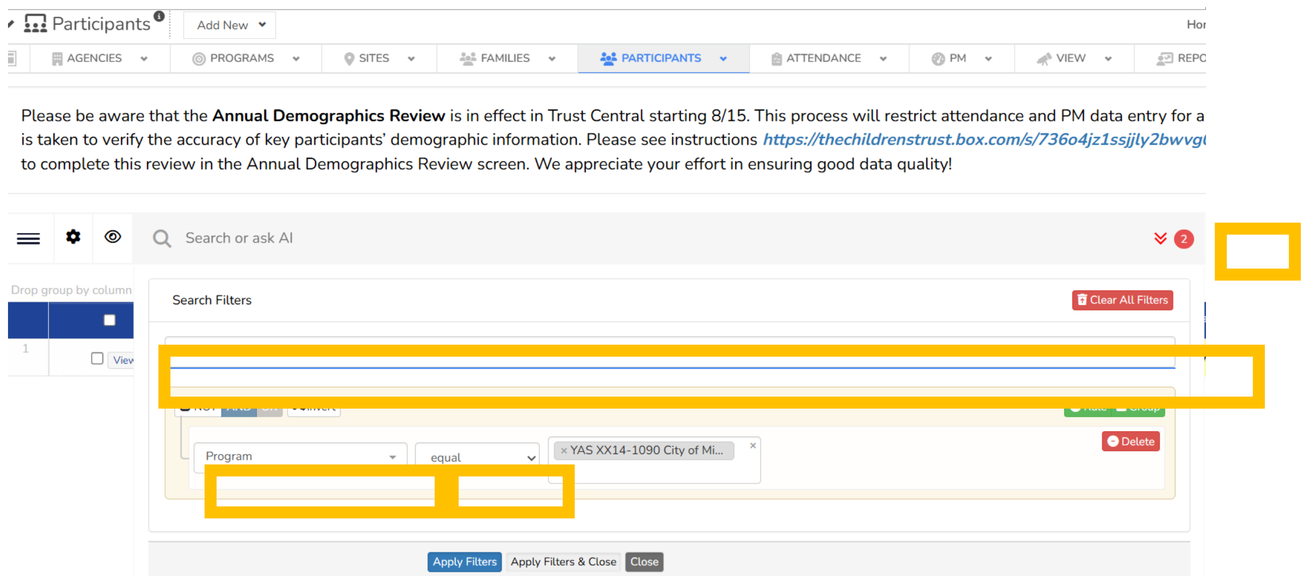
To efficiently identify the participants that do not have enrichment activities assigned to them, follow the instructions below:

1) Log into Trust Central. Click on the Participants Module.

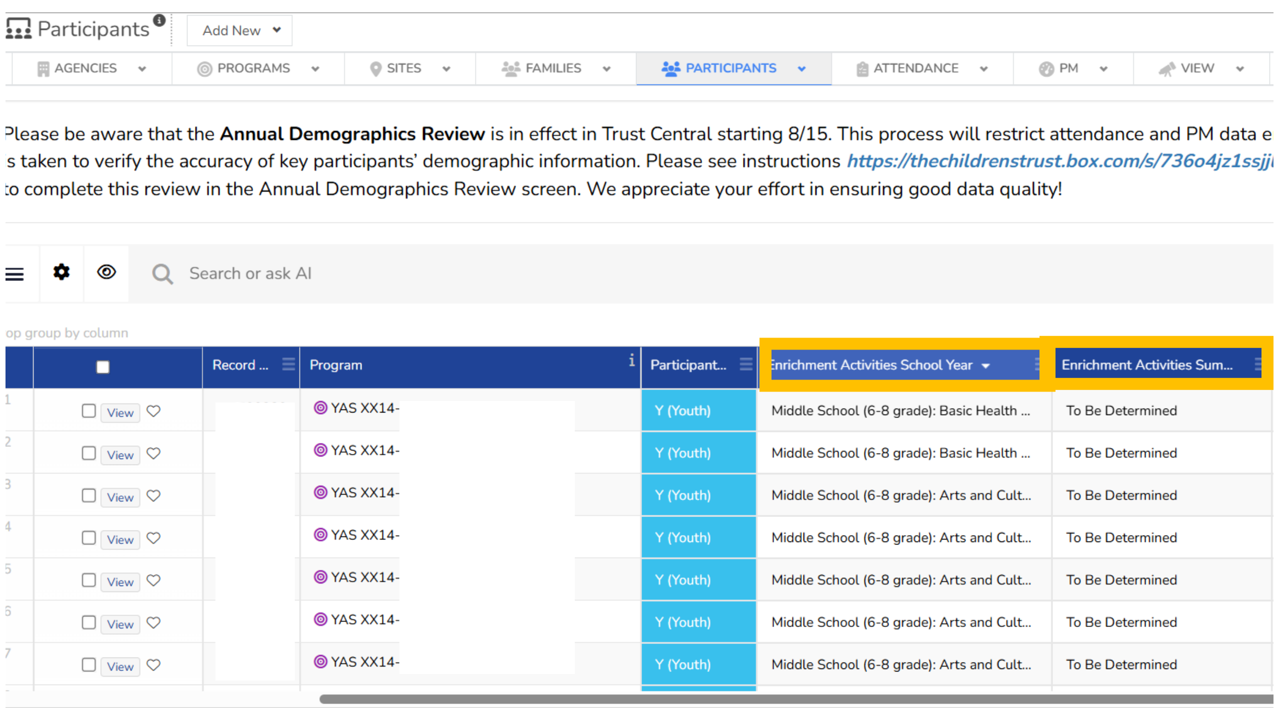


2) Click on the Participants Module.

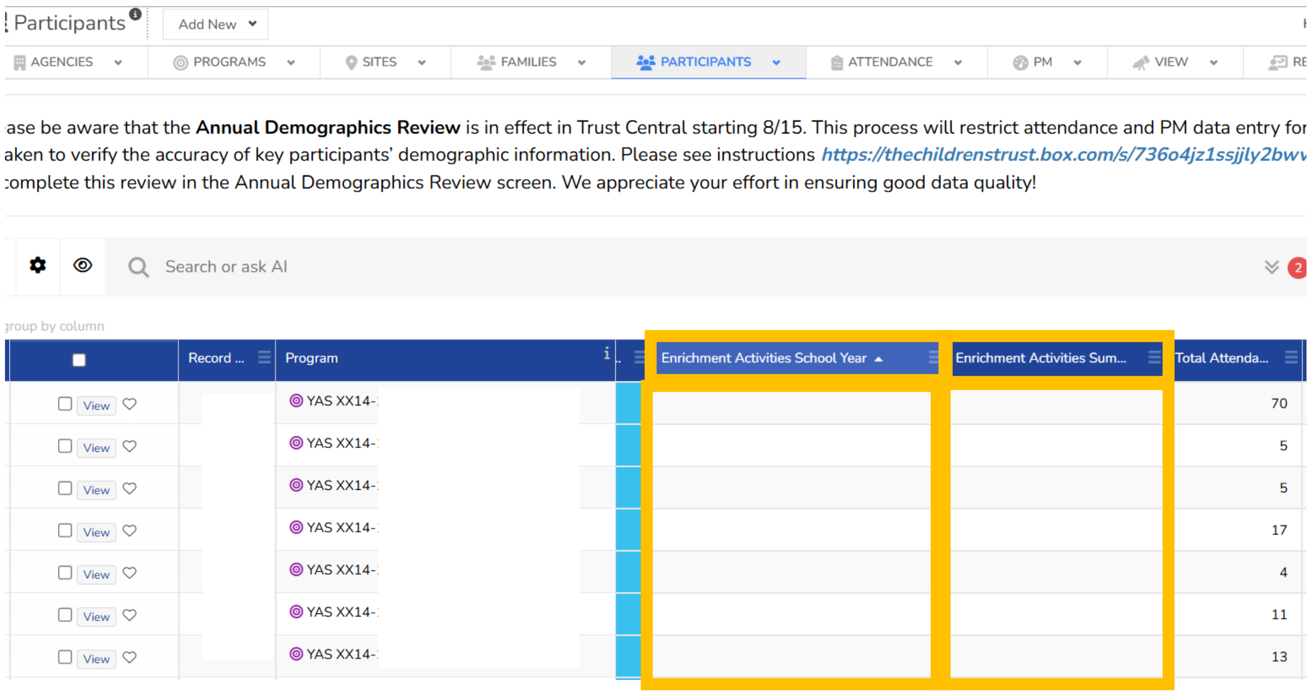
3) Click the downward double arrow symbol on the right side of the screen. Click the filters dropdown menu. Select the **Participants in Program with Active FY** filter. Then, click the green **Rule** button on the right side of the screen. In the first drop down menu on the left, select Program. In the middle drop-down menu, select equal. Then, type in the name of your program and select it. Make sure the program name starts with YAS XX14 to find the current YD contract. Lastly, click the blue **Apply Filters** button to finalize and apply the search.



4) Scroll to the right until you see the **Enrichment Activities School Year** and **Enrichment Activities Summer** fields.



5) To see participants without an enrichment activity assigned, click on the **Enrichment Activities School Year** or the **Enrichment Activities Summer**. This will sort the list of participants, so that those participants without enrichment activities will show at the top of the list (see image below). These participants will have an empty cell. If you see **To Be Determined** within the participant cells, this means that the timeframe is coming up soon.



Notes: If you have missing information for a participant, you can enter the following generic data responses. However, try to collect missing information as soon as possible to ensure the most accurate data possible.

Demographics Data Generic Responses:

Date of Birth	If the date of birth is missing, enter 11/11/1911
Student ID	If the participant attends a private school, does not have a MDCPS student ID number, rather not disclose it, or the information is missing, only enter a **9**.
Street Type	1234 NE Main Ave.
Phone Number	If the phone number was not provided or is missing, enter: 999-999-9999

- Note that a valid email address should be collected from every caregiver as the survey questionnaire will be sent via email.
- The address field is being validated. In the case, you go back into the participant to make an update, you may need to validate the address for the system to allow you to save.

Merging Duplicate Participants

We advise doing a participant record search before adding any new participants to avoid creating duplicate participant records. However, if a duplicate record is created, you may merge them using the guide linked here- Participant Merge Functionality Guide

Closing (Ending) Participant Episodes

Each agency decides according to its own data entry protocols whether to close or end a participant's episode in The Trust's youth development programs. The Trust does not require this action.

As noted earlier in this guide, participants should not be removed from a participant group. If a participant decides to withdraw from a youth program, agencies may opt to end that participant's episode. When a participant's episode is ended, their name will no longer appear on attendance entry rosters in the Attendance module, which can help prevent data entry mistakes at the site level.

If an agency decides to close a participant's episode, a new episode must be created if they serve that participant again in the future before any new data can be entered.

Transitioning School-Year Participants to Summer

Group Setup: Remember to assign the group to the site services will be provided. Site name should at least include the following- Site Name, Timeframe, and Year (ex. Downtown ABC Summer 2025).

Be sure to update all your Summer participants, even if they are rolling over from the School Year (such as DLI, if it applies to the participants, and enrichment activities assigned for Summer).

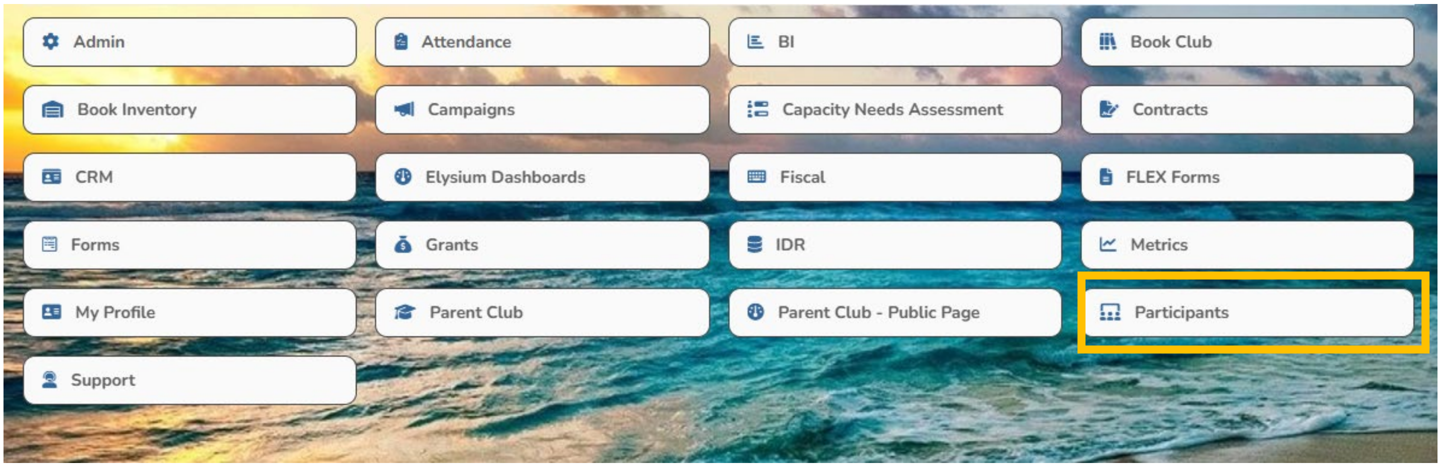
Entering Attendance

Key Term	Definition	Example
Units of Service (UOS)	• A unit of service (day/session) for a participant.	• X participant attended After school day session on 8/08/18. • X participant attended DLI session on 8/08/18.

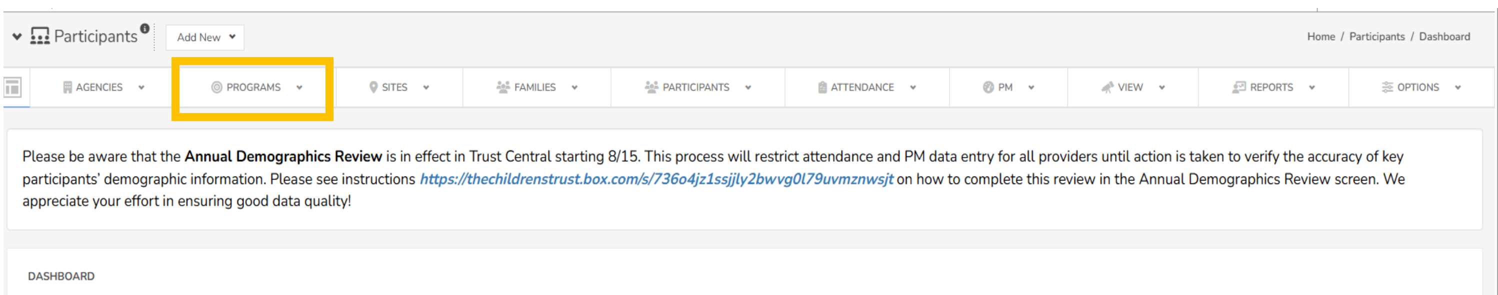
- o A new attendance module is in Trust Central. This module allows for participants to be checked into the program (After School, Summer, Full Day) or the required activities (DLI, if applicable).
- o Attendance is expected to be entered for the current day within 24 hours from the program's operating start time, by 11:59 p.m. the next day.
  Providers can utilize the attendance module to enter the previous 7 days. If attendance is not entered for longer than 7 days, providers will need to manually enter attendance within the programs tab in the participant module. To enter attendance using the Participants Module, follow the instructions below or watch this video.

Entering Attendance Through Participant Module

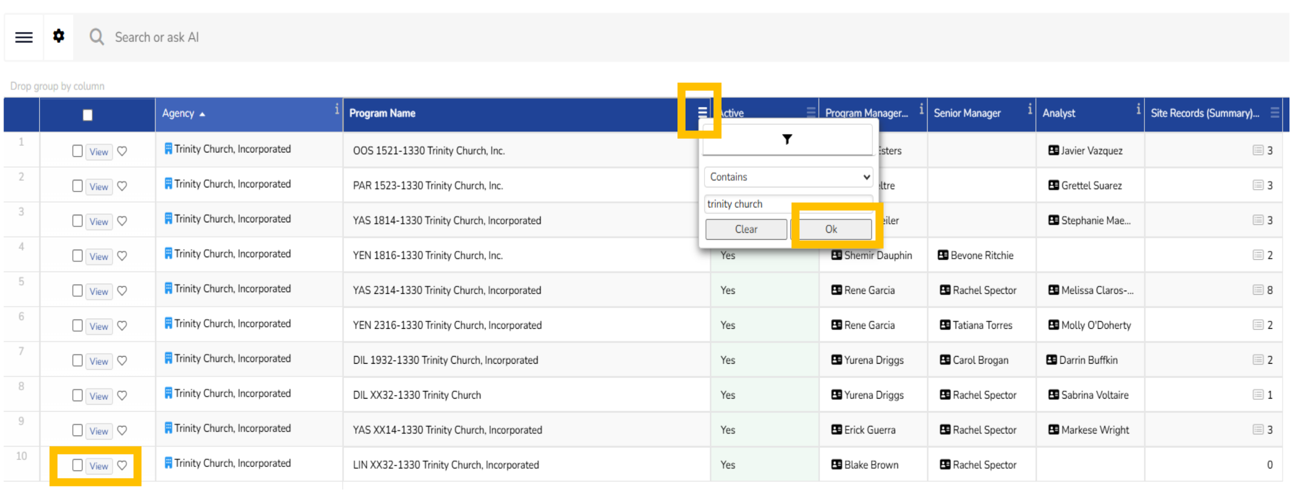
1. Start by accessing the **Participants** Module.



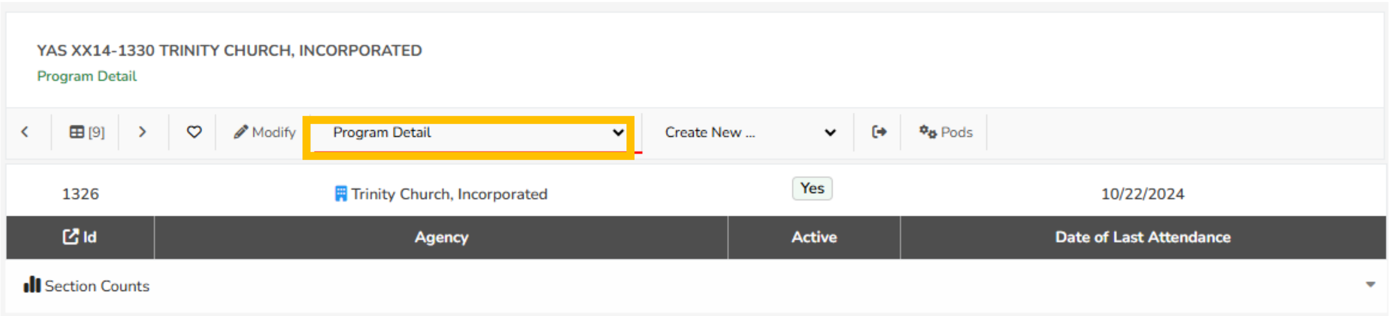
2. Click on the **Programs** Module.



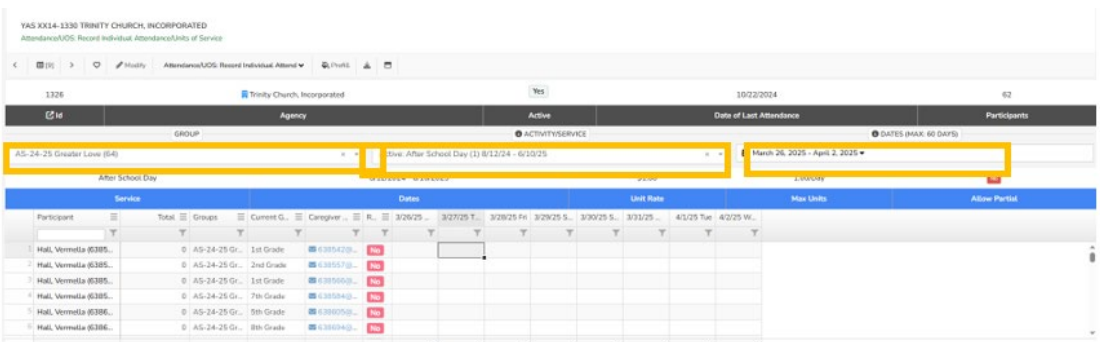
3. Then, click on the stacked menu next to the "Program Name" field and enter the program name. Click "Ok" to search for your program. Once you see your program, click the "View" button on the left side of the screen.



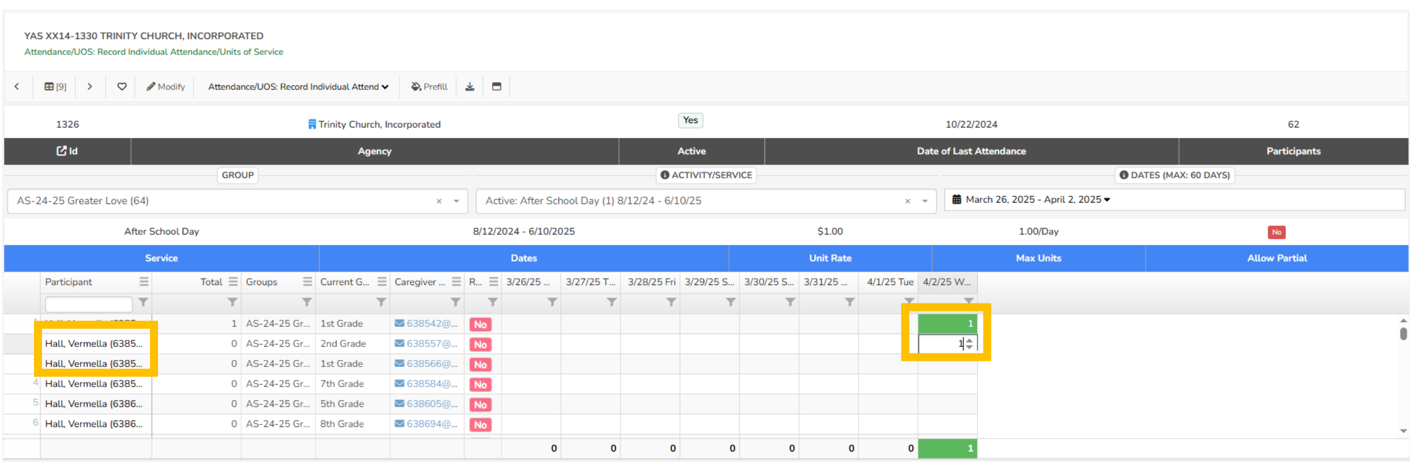
4. Once you are on the “Program Detail” page, click the dropdown menu above the agency name and select “Attendance/UOS: Record Individual Attendance/Units of Service



5. Select the “Group”, “Activity/Service” and the “Dates” using the dropdown menus highlighted in the image below.



6. Once you’ve selected the correct group, activity/service, and dates, find your participants and enter a number “1” in on the dates in which those participants were present. After you enter a “1” in each box, the box should turn green, indicating that the attendance was captured for that participant.

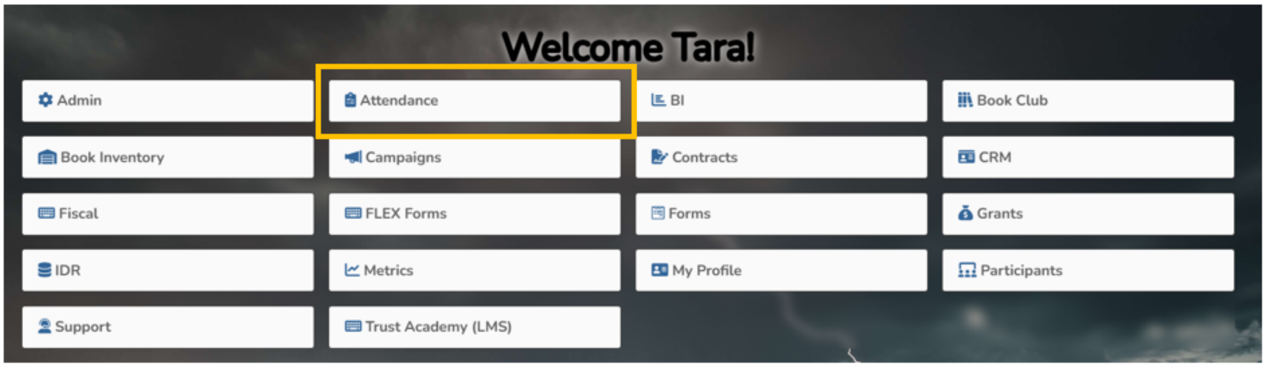


If you are entering attendance within the last 7 days, you can use the Attendance Module. Instructions are provided in the video linked below.

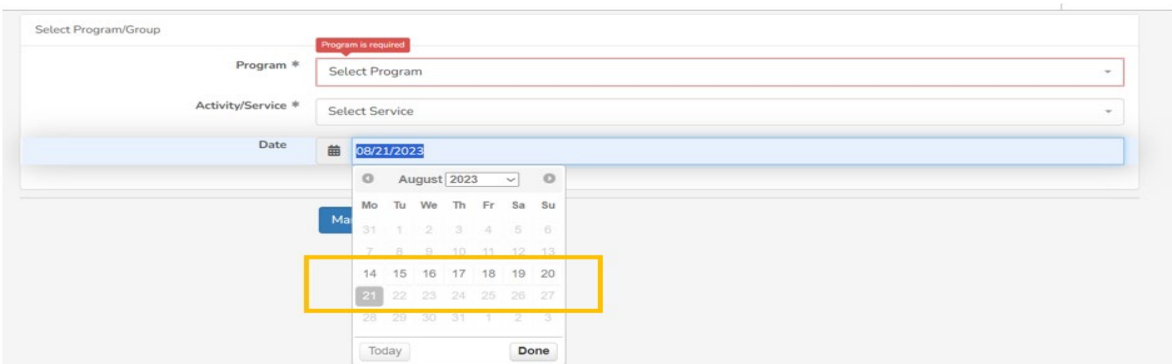
- *Navigating Trust Central Attendance Module (2 min)*: [Navigating Trust Central Attendance Module.mp4 | Powered by Box]

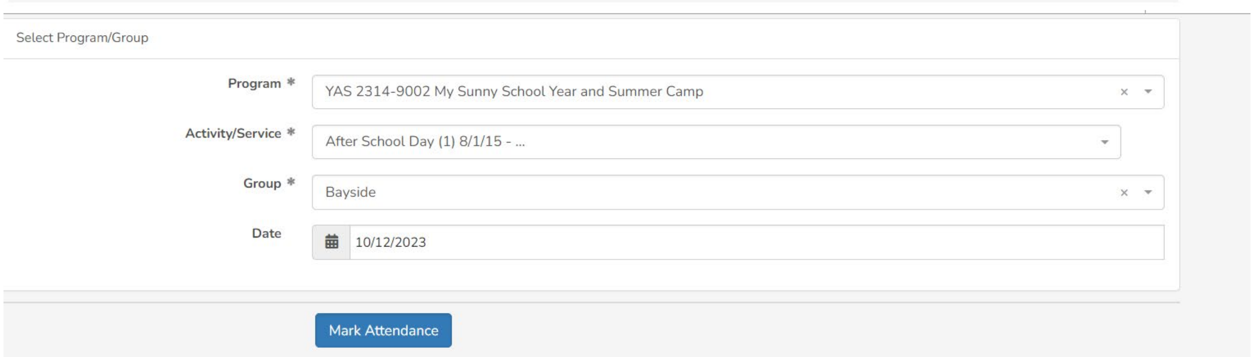
The steps to enter attendance using the Attendance Module are below:

1. Start by accessing the **Attendance** Module. Those that have access to the participants module will also be able to access this module.

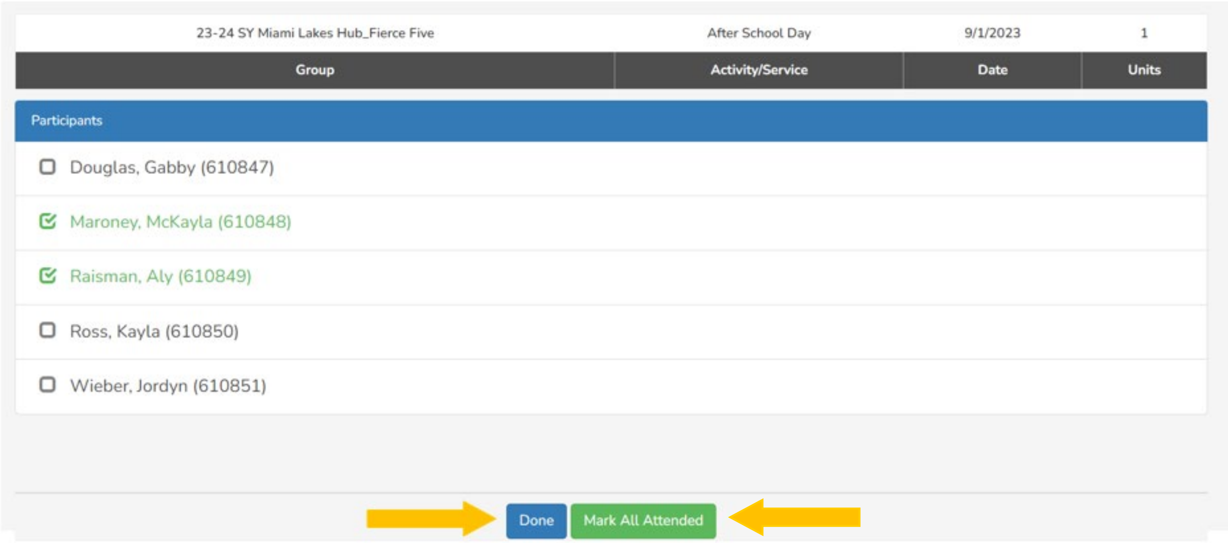


2. Select the correct **Program, Activity/Service, Group and Date** you are looking to capture attendance for.





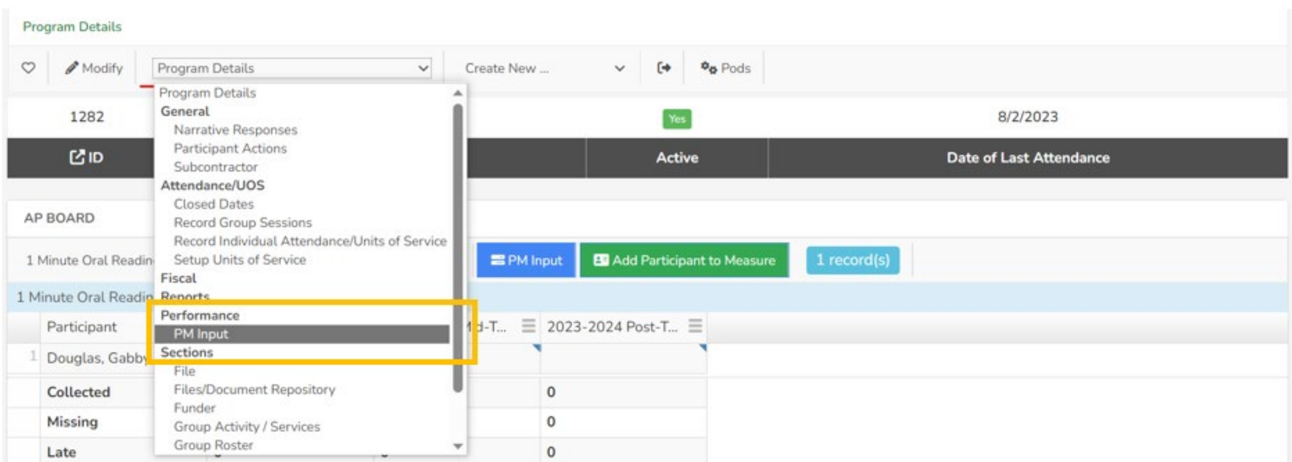
3. A new screen will pop up with the participants within the group. Providers can select participants **individually** OR select "**Mark All Attended**" and unselect those absent participants. Once complete, select "**Done**". This will bring you back to the above screen,



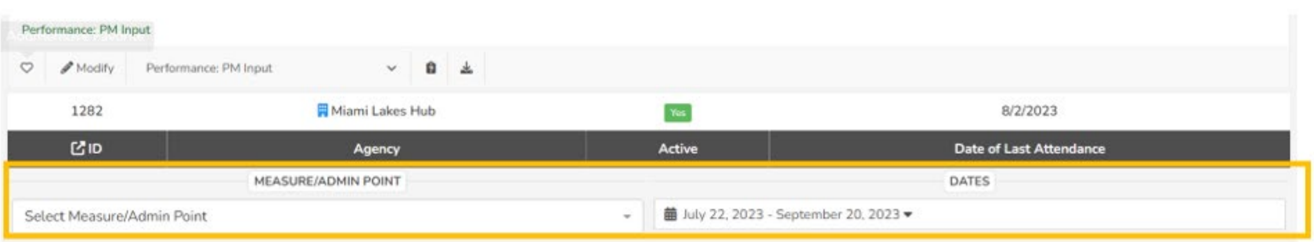
Entering Performance Measures

Performance measures are detailed within each program's scope of services. Each performance measure has specific timing details, meaningful improvement and a target percentage. Understanding this information can assist in creating testing plans.

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

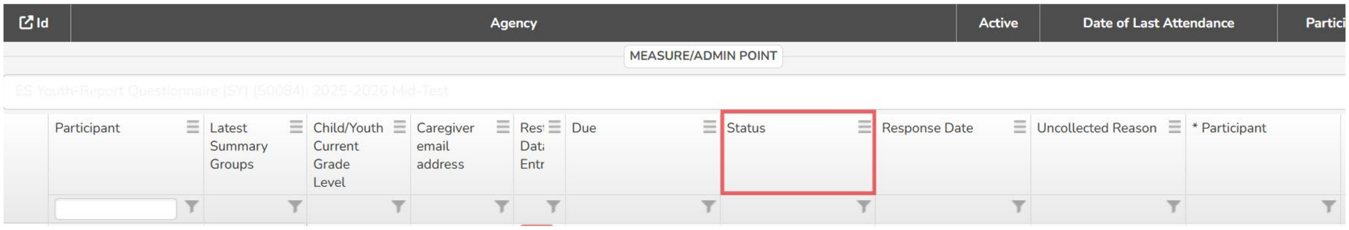


2. Select which Performance Measure/Admin Point is being entered, and for what date.



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

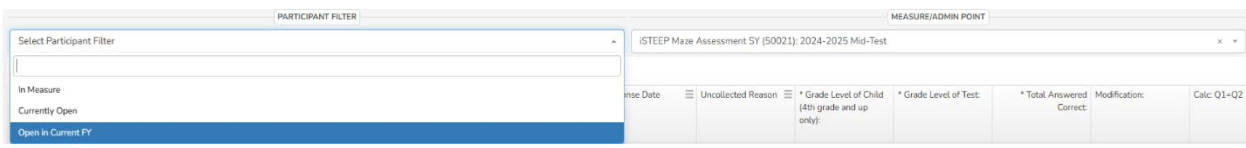
How To Check Who is “Due” --Performance Measure “Status” Key



The “status” column under the performance measure input page provides the status of the measure for each participant. To identify participants by status, click the title of the field to sort by status. *This is especially helpful to determine participants that have a “Due” status for data review during an admin point window.*

- Due Soon = < 30 days away
- Due Later = > 30 days away
- On Time = Entered on time
- Late = Late
- Missing = Not entered
- N/A = Participant does not meet the expectations of the admin point

Performance Measures Filter Definitions



The Participant Filter is optional. Users can choose to ignore it and proceed by selecting the Measure/Admin Point to enter PMs as they normally do.

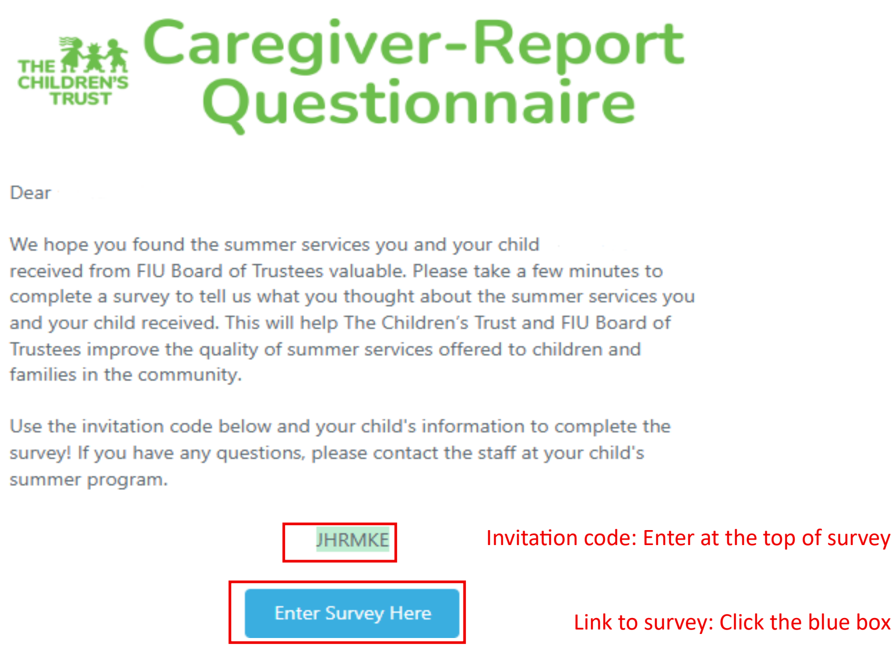
- Measure:
  - This filter displays all participants that have been added to the measure, regardless of their participant episode status.
- Currently Open:
  - This filter displays only participants with a currently open episode.
  - *Definition of "Currently Open"*: An episode is considered currently open if it does not have a closed date.
- Open in Current FY:
  - This filter displays only participants with a currently open episode during the current fiscal year.
  - *Definition of "Currently Open"*: An episode is considered currently open if it does not have a closed date.
  - *Definition of "Current Fiscal Year"*: The fiscal year is determined by the program's assigned initiative fiscal period. For example, the fiscal year for Youth Development programs follows an 8/15–8/14 cycle.

Parent and Youth Questionnaires Collection

- Participants and their caregivers will receive this survey twice during the school year (mid-test and post-test) and once in the summer (post-test).
- There are three potential modalities (email, text, and QR code) for this survey to be administered, and providers are expected to have a completion rate of 100% for each target population, in addition to the outcomes set within the scope of services.
- Paper copies are available as a last resort; however, survey data must be entered by program staff through the link in Trust Central. Access Youth Development Survey Questionnaires.

Parent/Guardian Report Questionnaire

- This version is sent out to parents via text message and email. Within the email/text message, there will be a unique link that the parent/guardian opens to complete the survey, and there is an invitation code at the bottom of the email (See screenshot below)


THE CHILDREN'S TRUST Caregiver-Report Questionnaire

Dear

We hope you found the summer services you and your child received from FIU Board of Trustees valuable. Please take a few minutes to complete a survey to tell us what you thought about the summer services you and your child received. This will help The Children's Trust and FIU Board of Trustees improve the quality of summer services offered to children and families in the community.

Use the invitation code below and your child's information to complete the survey! If you have any questions, please contact the staff at your child's summer program.

JHRMKE

Invitation code: Enter at the top of survey

Enter Survey Here

Link to survey: Click the blue box

- Questions will vary based on the timeframe and information collected on the demographics form.

Youth Report Questionnaire

- Youth participants are expected to be administered the questionnaire if (1), the participant has at least one day of attendance within the testing window and (2), there are at least 30 days between the participant's first and latest day of attendance during the contract year. These participants' Status field in PM Input appear as "Due Later" or "Due Soon" during the testing window.
- There are two versions of the Youth Report Questionnaire, one with language catered to the K-5 graders and the other with language more appropriate for participants between 6-12th grade, see below.
- Youth are expected to complete the survey during program hours via the "kiosk" modality. This will allow for a unique code to be shown on a screen or be read by an adult, with participants then entering identifying information and completing the survey. This can also be utilized at the program location or special events and during program hours.
- Understanding your population helps to create efficient and proper testing plans.

Additional Resources

Links to the YD Youth and Caregiver Survey- Trust Central Tutorial Video, the YD Youth & Caregiver Survey Guide, and the YD Survey Frequently Asked Questions are below.

YD Youth and Caregiver Survey- Trust Central Tutorial Video
Link: https://thechildrenstrust.box.com/s/d9mi1n8polbtfzoltpacskc3vjlo37qa

YD Youth & Caregiver Survey Guide
Link: https://thechildrenstrust.box.com/s/7h89jfoyh55viw0jws0cbjzwcvuijl1h

YD Survey Frequently Asked Questions
Link: https://thechildrenstrust.box.com/s/m59xzyfmygnqq0w2nj62mbxv8gluhofm

Annual Demographics Review

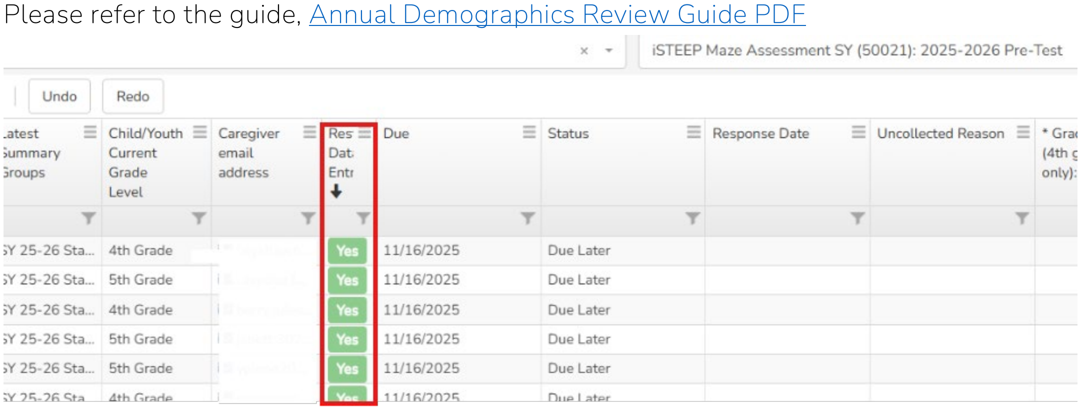
The **Annual Demographics Review** process is a functionality within Trust Central to assist providers in updating select participant demographics annually. Updating participant demographics is an important step in ensuring data quality. Program Providers are expected to update the select participant demographics fields by their contract start date. Failure to update their annual demographic fields will restrict providers from entering PM or attendance data for their participants.

Update Grade Levels

Please note that, for metrics calculations and the YD dashboard, participant grade levels lock after the first attendance data is entered for a participant in each service timeframe. This means that if a participant's grade level is not updated, and attendance is entered before the grade level is updated, Trust Central will consider this participant as the grade level they were at the time attendance was taken for the remainder of the timeframe.

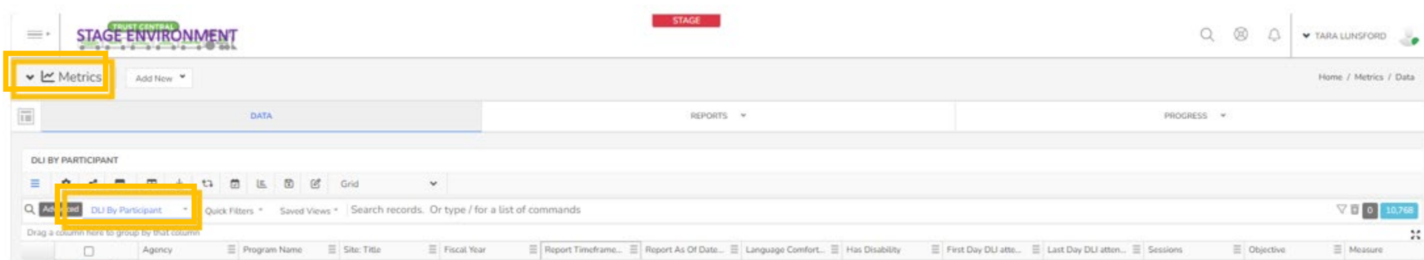
It's important to utilize the Annual Demographics Review as the time to update grade levels to avoid data errors that may impact service utilization.

If a participant's "Restricted Data Entry" shows "yes," the annual demographic review has not been completed. Please refer to the guide, Annual Demographics Review Guide PDF



Differentiated Literacy Instruction Grids (K-5 Only)

- DLI Grids are available for provider use. This will allow for a clear view of how K-5 participants are doing within their literacy instruction program. For an instructional video on the DLI grids in Trust Central, please see How to Access DLI Grids.
- You can also find additional DLI data collection resources in the following folder: DLI Training and Resources.
- There are three new grids; participant, site and program views. This allows for individual and summarized data to be easily accessible and shared.
- Providers will be able to access which benchmarks participants fall into, how many DLI sessions they have attended, and the progress participants have made between each assessment. Grids can be found under Metrics module.
- Activity Attendance: Attendance must be captured for every participant that is receiving the DLI intervention, details can be found within scope of service.



Data Quality Checks

The purpose of the Data Quality Check process is to ensure that participant demographic and outcome data is accurate, complete, and reliable.

- The Data Quality Check process will include reviewing and updating the following items:
  - Missing or incorrect phone numbers
  - Missing or incorrect email
  - Missing or incorrect Student ID
  - Grade misaligned with age
  - CWD Participant entered as “Other”
  - Assignment of 2 or more enrichment activities
  - The number of participants served outside of the population
  - The number of participants unassigned to groups
  - Participants not tested or not tested as expected
  - DLI grades are misaligned with participant grade level
  - DLI errors are higher than words read (Pre/Mid/Post)

6. Youth Development Dashboard Guide

The Youth Development Dashboard includes visuals on key performance metrics and indicators such as attendance, inclusion of children with disabilities, Differentiated Literacy Instruction (DLI), parent & child satisfaction surveys, and fiscal performance.

The staff granted access to the Elysium Dashboard:

- Serve as the **primary contact** should data quality, data collection or program performance questions arise
- Make **data-informed decisions** to improve program quality and performance
- Monitor and track data points to ensure accuracy

If changes to users with access are needed, please inform your program manager.

Training Videos: YD Dashboard, Data & Metrics

- YD Dashboard & Metrics Part 1- Understanding Contract Expectations: [Click here to view]
- YD Dashboard & Metrics Part 2- Understanding Key Metrics: [Click here to view]
- YD Metrics Grids Overview: [Click here to view]
- YD Metrics Grids: [YD Metrics Grids Guide- Participants, Contracts, Sites]
- YD Metrics Grids: [YD Metrics Grids Guide- DLI Participants, Sites, Performance Measures]

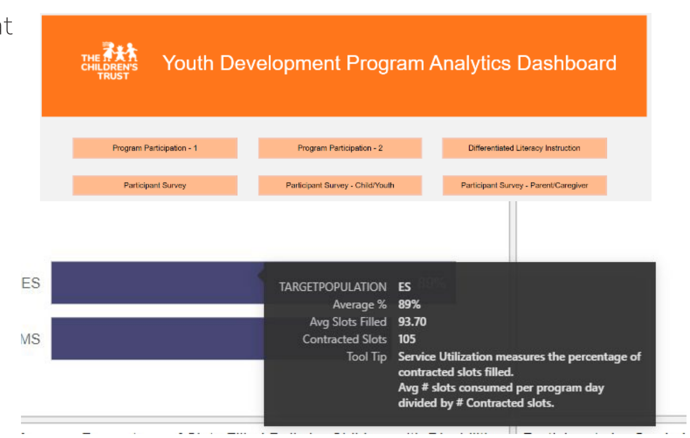
Navigating the YD Dashboard Guide

Each of the section breakdowns in this guide features a visual from the YD Dashboard with the following descriptive information:

- **Sample Visual** with a video and description.
- **Data Review Questions** to ask yourself and your team as you review and assess.
- **Metrics Calculation** to understand the formula behind the visual, if applicable.
- **Trust Central Metrics Grid & Data Collection Review** indicating where data collection occurs and what grid within Trust Central to double click into the data.
- **Metric/Performance Measure** to describe the calculation being used. While some visuals show a metric calculation, others are important data points to understand and support data collection and performance.

Navigating the YD Dashboard

- The dashboard is sectioned into different "Pages," tracked at the bottom of the dashboard for navigation.
- Data refreshes each morning at 5am EST
- Tool tips to provide guidance are included when you hover over visuals
- If a calculation is part of a visual, this is included in the tool tip
- Filters are available at the top ribbon of the dashboard to narrow the focus of data analysis
- To view a video on [Navigating YD Dashboard, follow this link.]

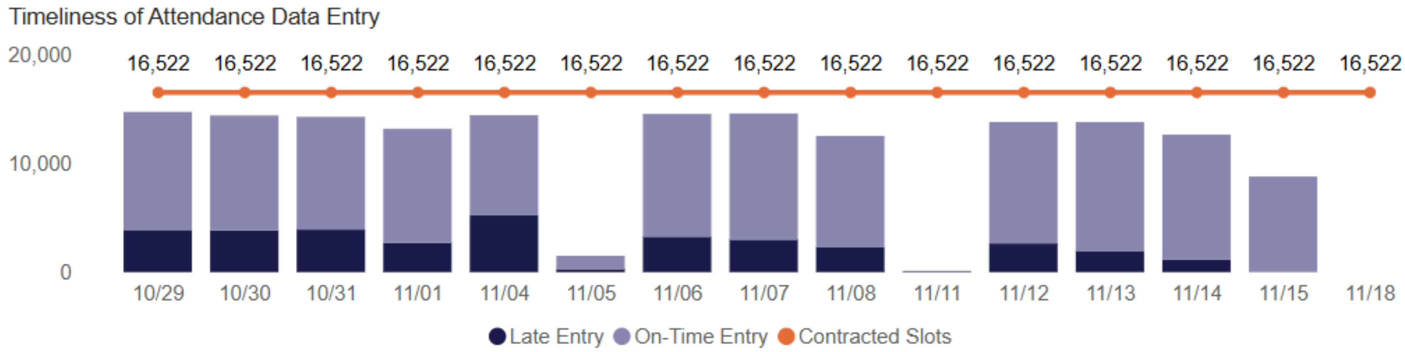


Dashboard Monitoring Expectations

Dashboards are reviewed on an ongoing basis by the Program Manager, Trust Initiative Leads, and Director of Programs.

Programs must incorporate review and analysis of their dashboard data into their program continuous quality improvement strategy. This includes weekly, monthly, and quarterly reviews.

Program Participation 1, Visual 1: Timeliness of Attendance Data Entry



This visual illustrates the timeliness of attendance data entry. YD programs are expected to enter data daily (by 11:59 pm the day following services). The count of on-time and late attendance entries for program participants over time for the previous 15 service days. A missing bar indicates, 1) Attendance was not entered or B) services were not expected for that day (possible for contracts serving MS, HS, 2-4 times a week or holidays, teacher planning days). The visual includes contracted slots from the scope of services. To best review this data, review by population and site. To view a video with brief description click here.

Data Review Question: Is the program entering attendance timely?

Data Collection

- Participants: Attendance Module
- Participants: UOS Input

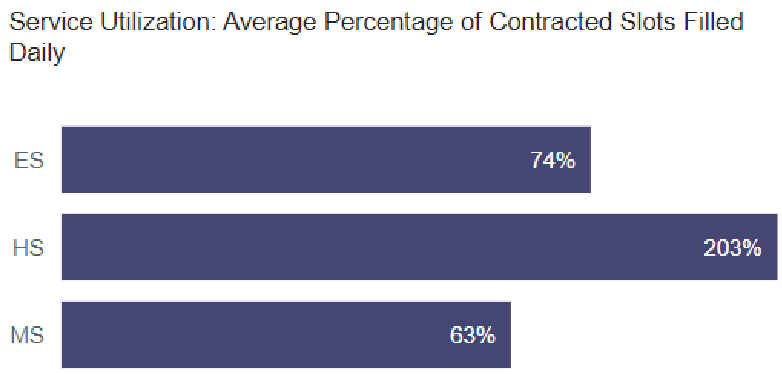
Metrics Grids- YD Contract Metrics, YD Site Metrics

- Latest Date of Attendance: most recent date for which attendance was entered at the site level
- Date Attendance Updated: last date on which attendance was entered or updated at the site level

Metric/Performance Measure

Each participant whose attendance is entered prior to 11:59 the next day counts as one on-time entry for that day, while each participant whose attendance is not entered by 11:59 p.m. the next day counts as one late entry for that day. If participant attendance is not entered, they will not show up as a slot in the visual.

Program Participation 1, Visual 2: Service Utilization: The Average Percentage of Contracted Slots Filled Daily



This visual illustrates the percentage of **contracted slots** filled. Populations displayed depend on contracted populations (i.e-: Elementary School (ES), Middle School (MS), High School (HS). If data is not entered in a timely manner and service days are passing, slots are considered not filled. Data quality is important to have the most accurate data. As a reminder, service utilization is looking at the slot being filled. If a program recruited all participants, however, participants are not attending on the expected days this will impact Service Utilization. Note: Programs serving children/youth outside of a population they are contracted for are not counted toward program participation. To view a video with brief description click here.

Data Review Question

Is the program filling their contracted slots on the expected days by population? By site?

Metric Calculation

$$\frac{Average\ \#\ of\ Slots\ Consumed\ per\ Program\ Day}{\#\ of\ Contracted\ Slots}$$

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Attendance Module
- Participants: UOS Input

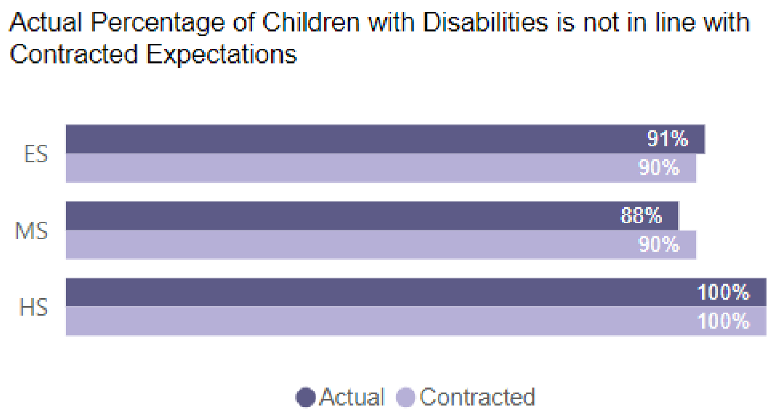
Metrics Grid- YD Contract Metrics, YD Site Metrics

- Average Actual Slots: The number of slots used per service day (Total Actual Slots/ Possible Service Days Passed)
- Contracted Youth Participants: The number of youth participants or slots contracted for

Metric/Performance Measure

Service Utilization is a Program Performance Metric. Contracted slots are expected to be filled for the duration of the service time.

Program Participation 1, Visual 3: Actual percentage of children with disabilities (CWD) is in line with Contracted Expectations



This visual illustrates a **comparison between the contracted percentage of children with disabilities with the actual percentage of children with disabilities by population**. It utilizes a dynamic title to highlight if the percentages are "in line" or "not in line" with the contracted expectations. If multiple populations and at least one is not meeting expectations, the title will state that it is "not in line" even if another population is meeting contractual expectations. To view a video with brief description [click here.](#)

Data Question Review

Is the program meeting their contracted CWD expectations by population? By site?

Metrics Calculation

$$\frac{Actual\ \%\ of\ CWD\ Enrolled}{Contracted\ \%\ of\ CWD\ to\ be\ Served}$$

Trust Central Metrics Grid & Data Collection Review

Data Collection

- Participants: Demographics (Condition lasting more than a year= YES/NO)

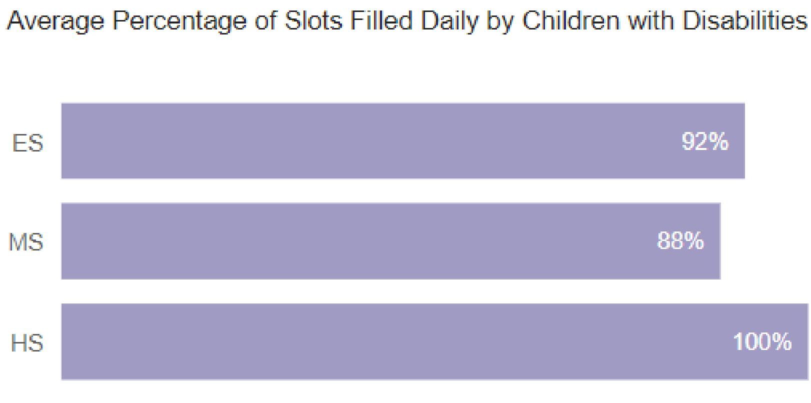
Metrics Grid- YD Contract Metrics, YD Site Metrics, Participant Metrics

- Participants Metrics: CWD= YES/NO
- Actual CWD %: The percentage of CWD that is actually being served (Actual CWD Participants/Actual Youth Participants)
- Contracted CWD %: The percentage of CWD expected to be served

Metric/Performance Measure

Inclusion of Children with Disabilities is a Program Performance Metric. Programs must meet contracted CWD requirements at the population and site level.

Program Participation 1, Visual 4: Average Percentage of Slots Filled Daily by Children with Disabilities (CWD)



This visual illustrates the **average percentage of contracted slots filled by children with disabilities** across different populations. To view a video with brief description [click here.]

Data Question Review

Are children/youth with disabilities attending the program and filling slots by population? By site?

Metrics Calculation

$$\frac{\textit{Average \# of Slots Consumed by CWD}}{\textit{Average \# of Slots Consumed by All Participants}}$$

Data Collection

- Participants: Demographics (Condition lasting more than a year= YES/NO)

Metrics Grid- YD Contract Metrics, YD Site Metrics, Participant Metrics

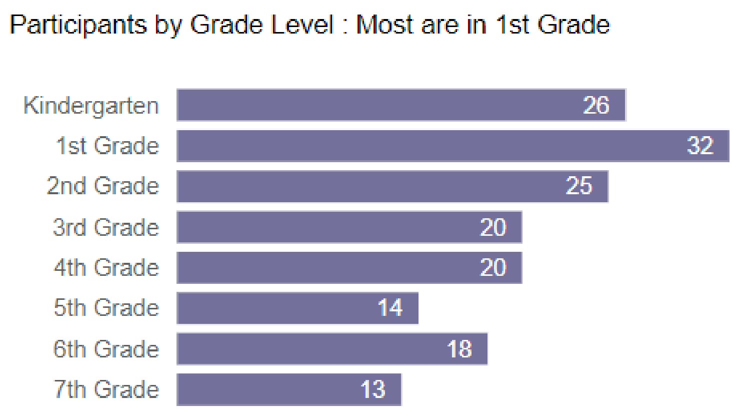
- Participants Metrics: CWD= YES/NO
- Average Slots Consumed Daily CWD by Day (or Per Day): The number of slots that are consumed on average per program day by CWD.
- Average Slots Consumed by Day (or per Day): The number of slots that are consumed on average per program day by all participants.

Metric/Performance Measure

Inclusion of Children with Disabilities slots filled is a Program Performance Metric. In addition to children with disabilities being recruited into the program it is important they are also attending regularly. This metric helps to understand if children with disabilities are filling program slots.

Average % of Slots Filled Daily by CWD = Average Slots Consumed Daily CWD by Day (or Per Day) /Average Slots Consumed by Day (or per Day)

Program Participation 1, Visual 5: Participants By Grade Level



This visual illustrates the **number of participants within each grade level** across contracted populations. It contains a dynamic title to show which grade most participants are in. Participants that are outside contracted populations will not show in this visual. It is important that demographic data is updated yearly to update the grade level of participants. If participants grade levels are not updated, it will impact population numbers. To view a video with brief description click here.

Data Question Review

What grade levels are the children attending the program in?

Data Collection

- Participants: Demographics (Grade)

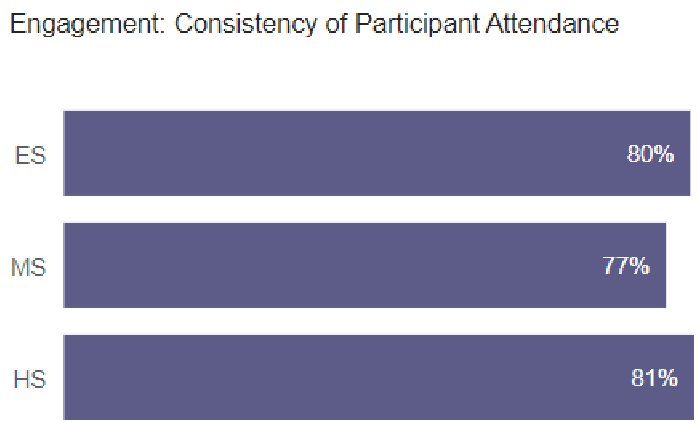
Metrics Grid- YD Participant Metrics

- Grade Level: Grade

Metric/Performance Measure

Programs are contracted to serve participants within specific populations. This visual should be used together with the Service Utilization visual to help understand the data. If a program is serving participants outside of a population they are contracted for, participants will not show up across the dashboard.

Program Participation 2, Visual 1: Engagement: Consistency of Participant Attendance



This visual illustrates the **percentage of contracted days that participants have** attended by population. Engagement points to the participants attendance in the program, whereas service utilization tracks the slot. To view a video with brief description click here.

Data Review Question

Are participants attending the program as expected by population? By site?

Metrics Calculation

$$\frac{Sum\ of\ \#\ of\ Days\ Attended}{Sum\ of\ \#\ of\ Days\ Expected}$$

Data Collection

- Participants: Attendance Module
- Participants: UOS Input

Metrics Grid- YD Participant Metrics, YD Site Metrics, YD Contract Metrics

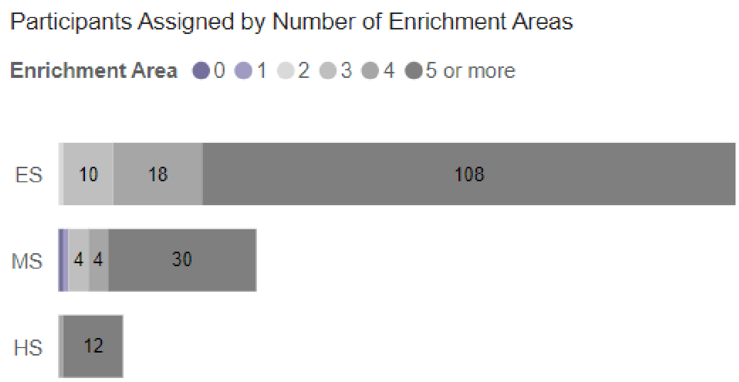
- Total Actual Days: the total number of calendar days that participant attended
- Total Expected Days: The number of days expected to be attended by all participants
- If you would like to see engagement at the participant level, you can do so. Keep in mind that that at the participant level, the metrics tool names will be "Actual Days" and "Expected Days".

Metric/Performance Measure

Engagement is a Program Performance Metric. Participants attending the program are expected to attend during contracted service days for the duration of the service time frame.

Engagement %= Actual days/Total expected days

Program Participation 2, Visual 2: Participants Assigned by the Number of Enrichment Areas



This visual illustrates the total number of participants that were **assigned enrichment activities and how many**. All participants should participate in 2 or more enrichment activities. If participants are shown under 0 or 1, the program will need to update the system. The system is coded to include only what is considered an enrichment activity in the contract. To view a video with brief description click here.

Data Review Question

Are participants attending the 2-4 expected enrichment activities?

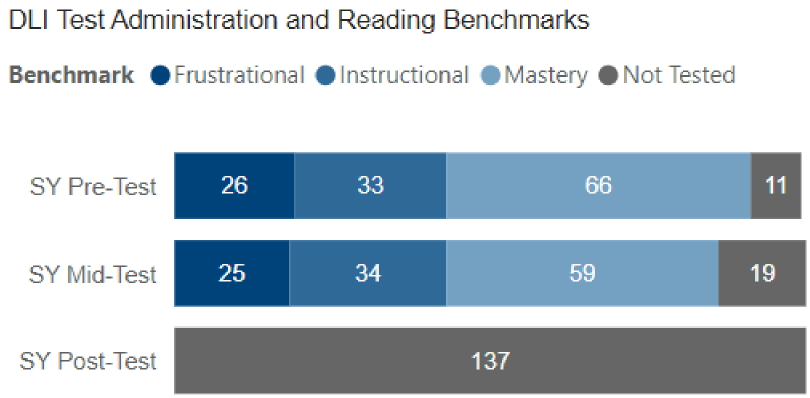
Data Collection

- Participants: Demographics - Enrichment Activities

Metric/Performance Measure

All YD participants are expected to engage in 2-4 enrichment activities per service timeframe.

DLI, Visual 1: DLI Test Administration & Reading Benchmarks



This visual illustrates the **participants that are expected to be tested and what reading benchmark they fall into once tested** by administration point. All K-5 participants should be tested at pre-test and mid-test admin points. At the post-test admin point, only the Frustrational level youth are expected to be tested. To view a video with brief description click here.

Data Review Question

Are participants being tested? If so, what benchmark are they in?

Data Collection

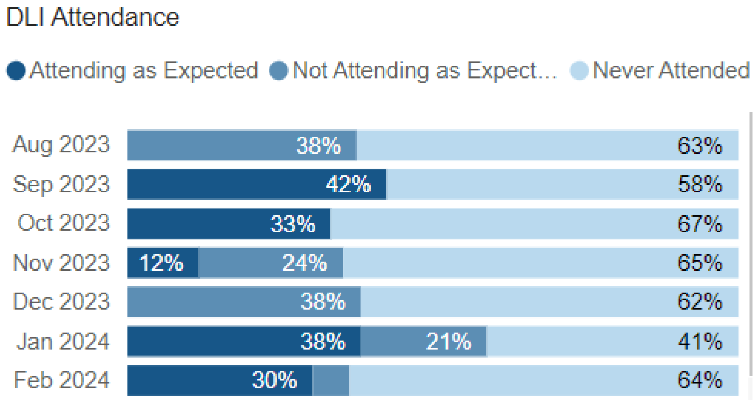
- Participants: PM Input

Metrics Grid- DLI by Participant, DLI by Site and DLI by Performance Measure

Metric/Performance Measure

All K-5 participants are expected to be tested using the ORF/MAZE. Review the contract for outcome expectations per assessment per timeframe. Administration periods are included in the contract and in the manual.

DLI, Visual 2: DLI Attendance



This visual illustrates the **percentage of elementary school participants that are attending as expected, are not attending as expected, and have never attended differentiated literacy instruction (DLI).** Breakdown is by month (school year) and weekly (summer). In the beginning of the program start date, as testing is occurring, you may see limited attendance, however, once testing has ended participants should be attending DLI sessions as expected.

Attending as Expected: Attending 3x per week during the School-Year and 4x per week during the Summer.

Not attending as Expected: Attending some sessions, however, not in alignment with expectations.

Never Attended: No DLI attendance.

To view a video with brief description click here.

Data Review Question

Are participants that tested in the Frustrational level receiving DLI? If so, are they receiving it as expected? Sometimes (Not attending as expected)? Never?

Data Collection

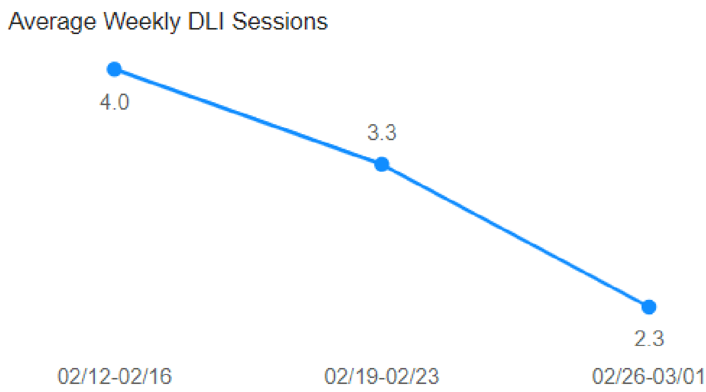
- Participants: PM Input
- Participants: UOS Input (DLI)

Metrics Grid- DLI by Participant, DLI by Site and DLI by Performance Measure

Metric/Performance Measure

In addition to being tested in Reading, K-5 participants that fall in the Frustrational benchmark must be engaged in DLI session. Please refer to your contract scope for contracted DLI sessions.

DLI, Visual 3: Average Weekly DLI Sessions



This visual illustrates the **average number of weekly DLI sessions attended** by elementary school participants. To view a video with brief description click here.

Data Review Question

On average, how many DLI sessions are participants receiving weekly?

Data Collection

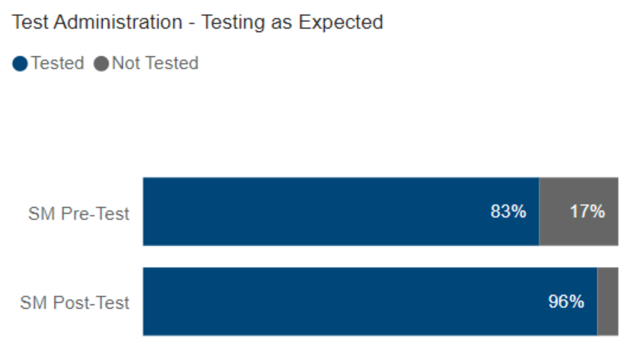
- Participants: UOS Input (DLI)

Metrics Grid- DLI by Participant, DLI by Site and DLI by Performance Measure

Metric/Performance Measure

Participants in the Frustrational benchmark should be attending sessions as expected. The average weekly DLI sessions help visualize if the expectation is being met. Use this visual with the DLI attendance to assess needs/challenges. This visual uses the expected number of DLI sessions per timeframe, three (3) in SY and four (4) in SM.

DLI, Visual 4: Test Administration – Tested as Expected



This visual illustrates **the percentage of participants tested as expected during each admin point.** To view a video with a brief description [click here.]

Data Review Question

What percentage of participants were tested and were not tested as expected during each admin point?

Metric/Performance Measure

All K-5 participants meeting attendance criteria receive pre and mid tests in SY and pre in SM. Those with Frustrational scores require DLI intervention and a post-test. A pos-test is not required for SY for participants who improved to Mastery by mid-test. Participants using alternate assessment or those tested but not expected are not counted in calculation.

Attendance Criteria for testing:

-SY Pre: 1+ attendance days in Afterschool activity before November 1st.

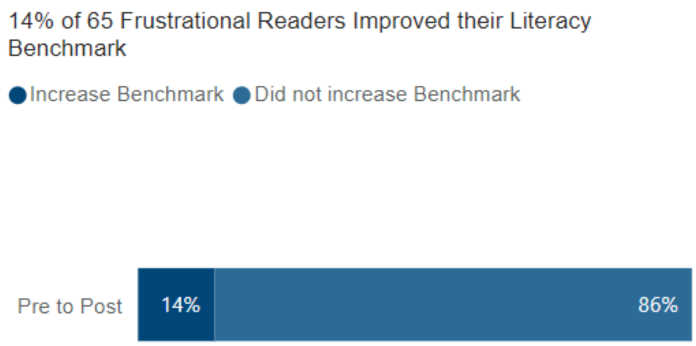
-SY Mid: 1+ attendance days in Afterschool activity between December 1st and Jan 15th.

-SY Post: Frustrational at pre or mid (except if mastery at mid) and 1+ attendance days in Afterschool between May 1st and June 15th.

- SM Pre: 1+ attendance days in June; test expected 45 days after June 1.

- SM Post: Required if Frustrational on pre-test and 1+ attendance days in the last 14 days of the Summer.

DLI, Visual 5: Percentage (%) of Frustrational Readers Improved Their Literacy Benchmark



This visual illustrates **the percentage of Frustrational readers that increased their literacy benchmark and the percentage of Frustrational readers that did not increase their literacy benchmark from one admin point to the next admin point.** To view a video with a brief description click here.

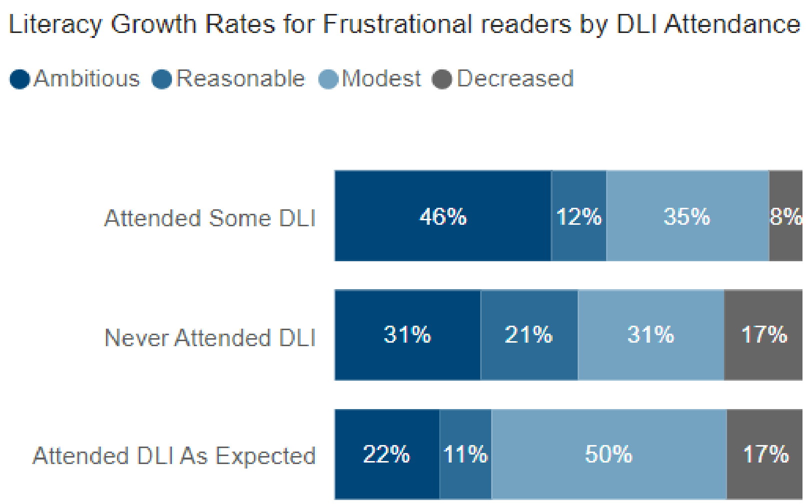
Data Review Question

What percentage of Frustrational readers improved their literacy by at least one benchmark?

Metric/Performance Measure

Participants tested are categorized as Frustrational, Instructional, or Mastery based on test scores. Frustrational readers are given intervention and expected to improve literacy measured by increase of at least one benchmark by the time the post-test is administered. Participants using an alternate assessment, or those tested but not expected, are not counted in calculation. The first and last admin point scores are used in this calculation to determine whether a benchmark increase was made. The “Increased Benchmark” category refers to participants who increased from the Frustrational benchmark to the Instructional or Mastery benchmarks. The “Did Not Increase Benchmark” category refers to participants who remained in the Frustrational benchmark.

DLI, Visual 6: Literacy Growth Rates for Frustrational Readers by DLI Attendance



This visual illustrates **the literacy growth rates for Frustrational readers by DLI attendance**. To view a video with a brief description click here.

Data Review Question

What are the literacy growth rates for Frustrational readers based on their DLI attendance?

Metric/Performance Measure

Some Frustrational readers who may not increase by a benchmark, could have meaningful gains. First and last admin point scores are used in the calculation to determine the rate of growth. Participants using alternate assessment or those tested but not expected are not counted in the calculation.

Growth Rate:

- Decreased: Below 0

- Modest: 0 to 0.399 (ORF & Maze)

- Reasonable: 0.4+ (Maze), 0.4-0.599 (ORF)

- Ambitious: 0.8+ (Maze), 0.6+ (ORF)

Data is displayed by Attendance Rate to gage if it is a potential factor in the literacy growth rate.

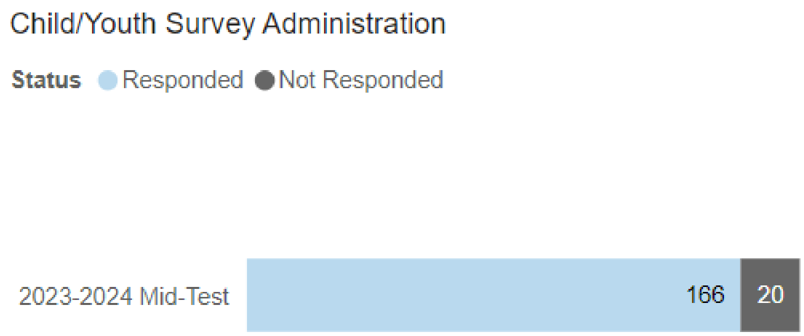
Attendance Rate:

Attended DLI As Expected: 85%+ Sessions

Attended Some DLI: <85% Sessions

Never Attended DLI: 0 Sessions

Participant Survey, Visual 1: Child/ Youth Survey Administration



This visual illustrates the **number of child/youth participants that either have responded or have not responded to the Child/Youth Report Questionnaire** during each admin point (Mid-Test & Post-Test). Elementary School (ES) and Middle School (MS)/High School (HS) Surveys are batched together. To view a video with a brief description click here.

Data Review Question

Are the expected participants responding to the survey?

Data Collection

Participants: PM Input

“Collected” Responses

“Missing” Responses

Metric/Performance Measure

Participants and parents/caregivers must complete the required surveys (SY=2; SM=1) if attendance criteria are met.

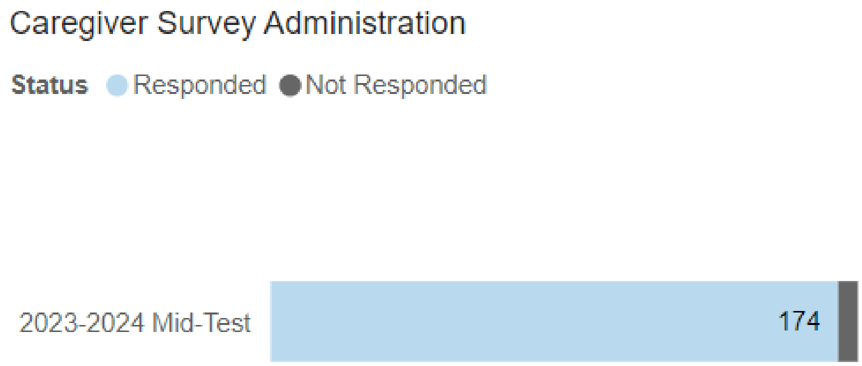
SY Mid: 30+ days between 1st and last attendance, with 1+ UOS in afterschool activity (Aug 1-Dec 31 or Dec 1-Jan 15).

SY Post: 30+ days between 1st and last attendance, with 1+ UOS in afterschool activity (Jan 1-June 15 or May 1-June 15).

SM Post: 15+ days between 1st and last attendance, with 1+ UOS in summer activity in the last 14 days of the program.

*Participants who took a survey but didn't meet attendance criteria will be excluded.

Participant Survey, Visual 2: Caregiver Survey Administration



This visual illustrates the **number of caregivers that either have or have not responded to the Caregiver Report Survey** during each admin point (Mid-Test and Post-Test). Caregivers receive an automated email from Trust Central during each administration point. Programs must ensure completion by caregivers. To view a video with brief description click here.

Data Review Question

Are the expected participants responding to the survey?

Data Collection

Participants: PM Input

"Collected" Responses

"Missing" Responses

Metric/Performance Measure

Participants and parents/caregivers must complete the required surveys (SY=2; SM=1) if attendance criteria are met.

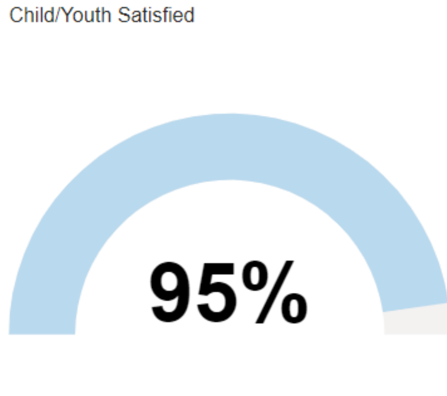
SY Mid: 30+ days between 1st and last attendance, with 1+ UOS in afterschool activity (Aug 1-Dec 31 or Dec 1-Jan 15).

SY Post: 30+ days between 1st and last attendance, with 1+ UOS in afterschool activity (Jan 1-June 15 or May 1-June 15).

SM Post: 15+ days between 1st and last attendance, with 1+ UOS in summer activity in the last 14 days of the program.

Participants who took a survey but didn't meet attendance criteria will be excluded.

Participant Survey, Visual 3: Child/Youth Satisfied



This visual illustrates **the percentage of children and youth that are satisfied** with their program.

To view a video with a brief description click here.

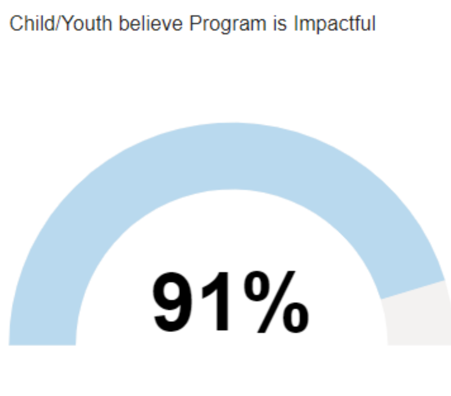
Data Review Question

What percentage of children and youth are satisfied with their program?

Metric/Performance Measure

Participants must be administered the Child/Youth Report Questionnaire. All participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response. For both the school year and the summer, the target is 95% of children and youth are satisfied with their programs. The calculation is the number of participants who strongly agree or agree on all satisfaction questions out of the total participants surveyed. Responses are only included in this calculation for participants expected to be surveyed based on outlined criteria.

Participant Survey, Visual 4: Child/Youth Believe Program Is Impactful



This visual illustrates the percentage of children and youth that believe their program had a positive impact on them. To view a video with a brief description click here.

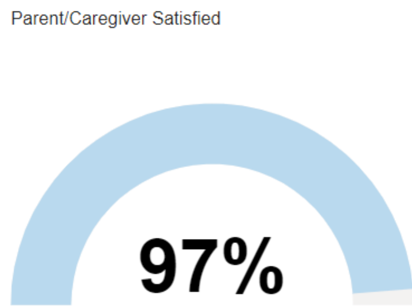
Data Review Question

What percentage of children and youth believe their program had a positive impact on them?

Metric/Performance Measure

Participants must be administered the Child/Youth Report Questionnaire. All participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response. For the school year and summer, the target is 80% of children and youth report that the program had a positive impact on them. The calculation is the number of participants who strongly agree or agree on all impact related questions out of the total participants surveyed. Responses are only included in this calculation for participants expected to be surveyed based on outlined criteria.

Participant Survey, Visual 5: Parent/Caregivers Satisfied



This visual illustrates **the percentage of parents and caregivers that are satisfied** with their child's program. To view a video with a brief description click here.

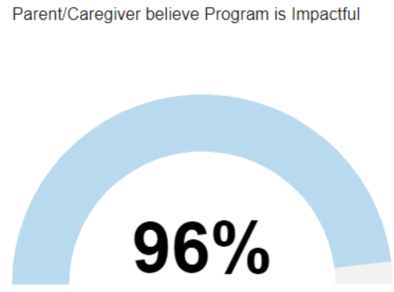
Data Review Question

What percentage of parents and caregivers are satisfied with their child's program?

Metric/Performance Measure

Participant's caregivers must be administered Caregiver Report Survey. All caregivers of participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response. For the school year and summer, the target is that 95% of caregivers are satisfied with the program.

Participant Survey, Visual 6: Parent/Caregivers Believe Program Is Impactful



This visual illustrates **the percentage of parents and caregivers that believe that the program had a positive impact** on the child. To view a video with a brief description click here.

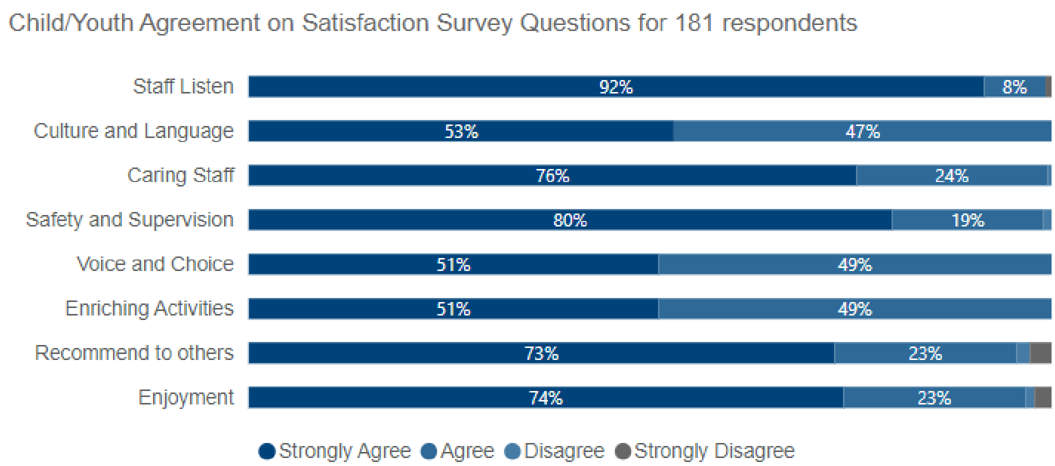
Data Review Question

What percentage of parents and caregivers believe that the program had a positive impact on the child?

Metric/Performance Measure

Participant's caregivers must be administered Caregiver Report Survey. All caregivers of participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response. For the school year and summer, the target percentage is 85% of caregivers reporting that the program had a positive impact on their child.

Participant Survey – Child/Youth, Visual 1: Child/Youth Agreement on Satisfaction Survey Questions



This visual illustrates **the percentage of children and youth satisfied with different aspects of the program.** To view a video with a brief description click here.

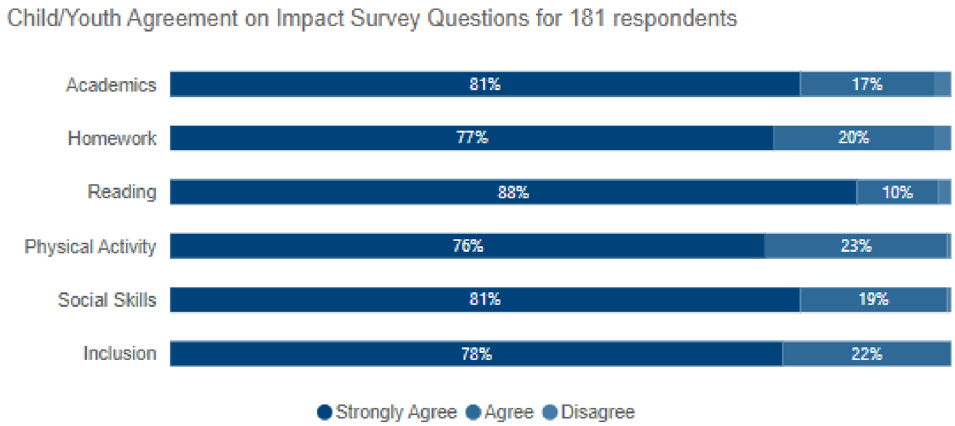
Data Review Question

To what extent are children or youth satisfied with different aspects of the program?

Metric/Performance Measure

Participants must be administered the Child/Youth Report Questionnaire. All participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response. The Child/Youth Survey is administered twice in the school year and once in the summer to gather input from participants through questions that can inform program improvements. Questions align with constructs related to general satisfaction with participating in this program.

Participant Survey – Child/Youth, Visual 2: Child/Youth Agreement on Impact Survey Questions



This visual illustrates **the percentage of children and youth that find different aspects of the program impactful**. To view a video with a brief description click here.

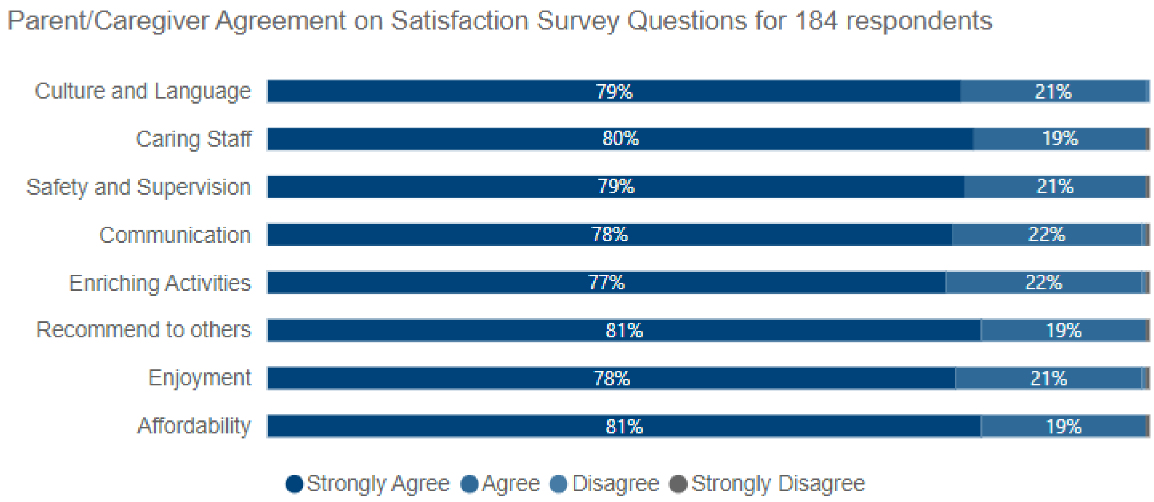
Data Review Question

To what extent do children or youth find different aspects of the program impactful?

Metric/Performance Measure

Participants must be administered the Child/Youth Report Questionnaire. All participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response. The Child/Youth Survey is administered twice in the school year and once in the summer to gather input from participants through questions that can inform program improvements. Questions align with constructs related to general impact from participating in this program.

Participant Survey – Parent/Caregiver, Visual 1: Parent/Caregiver Agreement on Satisfaction Survey Questions



This visual illustrates **the percentage of parents and caregivers satisfied with different aspects of the program.** To view a video with a brief description click here.

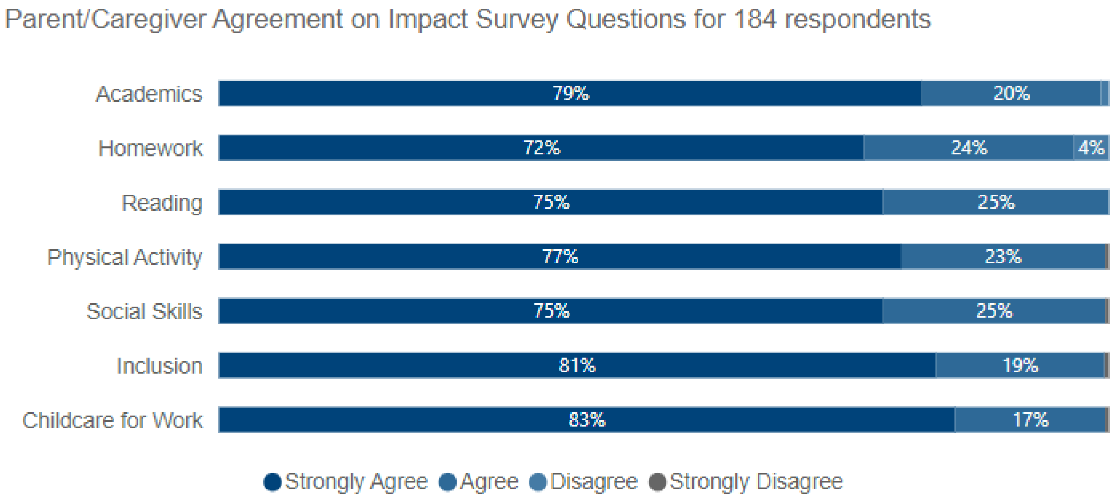
Data Review Question

To what extent are parents or caregivers satisfied with different aspects of the program?

Metric/ Performance Measure

Participant's caregivers must be administered Caregiver Report Survey. All caregivers of participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response. The caregiver survey is administered twice in the school year and once in the summer to gather input from participants through questions that can inform program improvements. Questions align with constructs related to general satisfaction with their child's participation in the program.

Participant Survey – Parent/Caregiver, Visual 2: Parent/Caregiver Agreement on Impact Survey Questions



This visual illustrates **the percentage of parents and caregivers that find different aspects of the program impactful**. To view a video with a brief description click here.

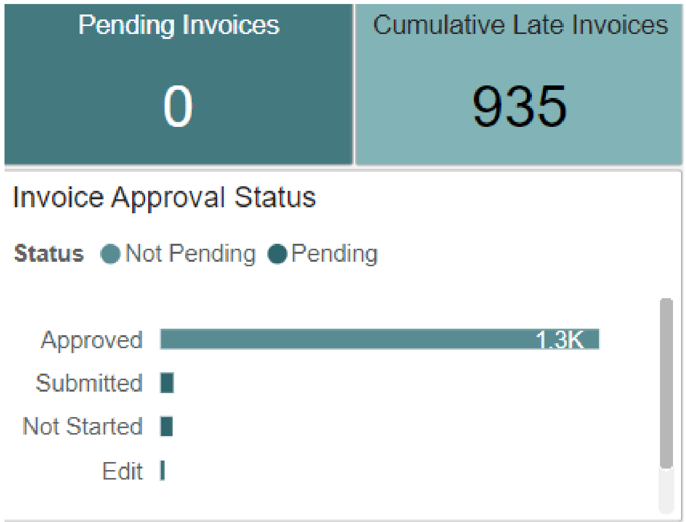
Data Review Question

To what extent do parents or caregivers find different aspects of the program impactful?

Metric/ Performance Measure

Participant's caregivers must be administered Caregiver Report Survey. All caregivers of participants with at least 30 days in the program (first day of attendance to latest day of attendance= 30 days passed) are expected to have a response. The caregiver survey is administered twice in the school year and once in the summer to gather input from participants through questions that can inform program improvements. The survey questions in the chart align with perceived impact from their child's participation in the program.

Fiscal Performance, Visual 1: Invoice Approval Status



These visuals are packaged together to illustrate **fiscal performance as it relates to invoicing**. In Trust Central, only one fiscal document can be opened at a time.

Pending Invoices: Invoices including all non-approved invoices past the due date. This can mean an invoice that is not started with the agency or in-house with the Trust. An invoice is "pending" until approved. If an invoice is "not started" and was due it will be counted as pending.

Cumulative Late Invoices: Payable invoices, meaning accurate and complete, must be received by the fifteenth (15th) of each month to be considered on time. If an invoice is submitted prior to the fifteenth of the month and is not payable by the fifteenth (15) of the month, it is considered late, even if the cause of a late submission is due to the delayed approval of a budget or amendment.

Invoice Approval Status: This visual provides insight into what status the invoice is in and whether it is outstanding or not.

To view a video with a brief description click here.

Data Review Question

What is the status of invoices?

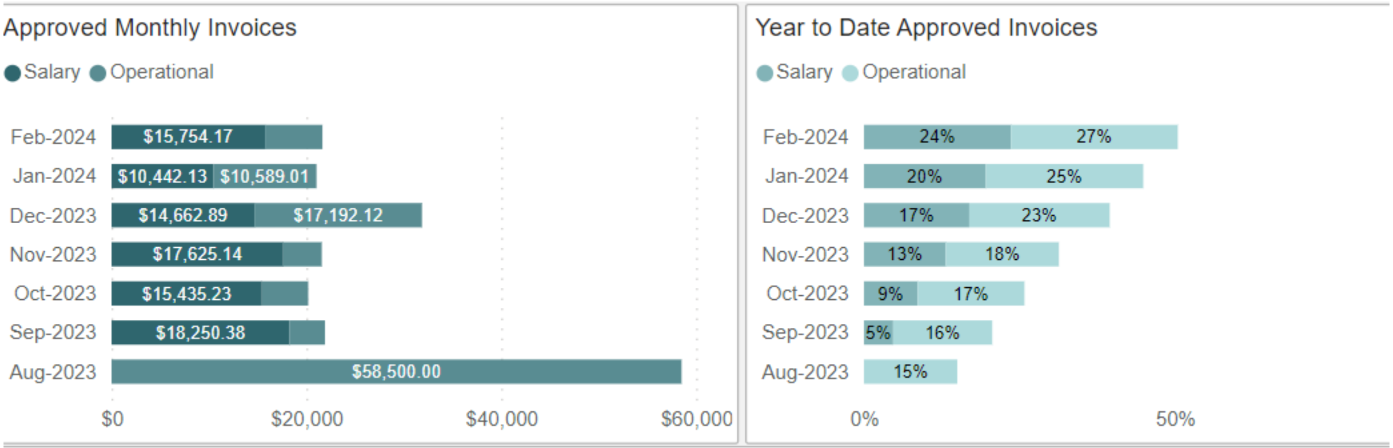
Data Collection

- Fiscal Module- Invoice status
- Fiscal Module- Fiscal Documents

Metric/Performance Measure

Programs are expected to submit payable invoices on or before the fifteenth (15th) day of the month following the month in which expenditures were paid (exclusive of legal holidays or weekends).

Fiscal Performance, Visual 2: Expenditures



umulative Budget emaining	Reimbursement Start Date	Reimbursement End Date	Reimbursement Status	Reimbursement Approved Date	Reimbursement Submit Date	Reimbursement Total Amount
31,500.00	08/15/2023	08/31/2023	Approved	08/16/2023	08/15/2023	$58,500.00
09,598.02	09/01/2023	09/30/2023	Approved	11/16/2023	11/14/2023	$21,901.98
89,414.40	10/01/2023	10/31/2023	Approved	12/19/2023	12/19/2023	$20,183.62
67,841.21	11/01/2023	11/30/2023	Approved	01/08/2024	01/06/2024	$21,573.19
35,986.20	12/01/2023	12/31/2023	Approved	01/18/2024	01/17/2024	$31,855.01
14,955.06	01/01/2024	01/31/2024	Approved	02/22/2024	02/20/2024	$21,031.14
						$196,683.11

These visuals are packaged together illustrate fiscal performance as it related to expenditures. These visuals only display data from approved invoices. To view a video with a brief description click here.

Approved Monthly Invoices: Monthly view of Salaries vs Operational. This visual is not cumulative.

Year-to-Date Invoices: View of Salaries vs Operational in a percentage month to month breakdown. This visual is cumulative.

Fiscal Table: Breakdown of data for Fiscal Performance visuals.

Data Review Question

What is the expenditure breakdown month-to-month? What about year to date? Is a budget modification needed?

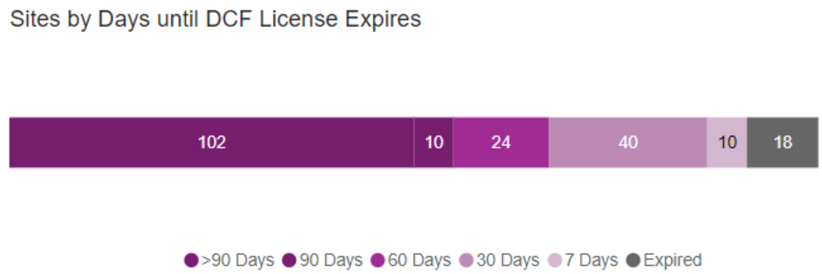
Data Collection

- Fiscal Module- Fiscal Documents

Metric/Performance Measure

Understanding expenditure breakdown will indicate if a modification is needed. Budget modifications are limited to two per year-round contracts and one for summer-only contracts. A budget revision cannot be initiated within 60 days of the contract end date.

DCF License Compliance, Visual 1: Sites by Days until DCF License Expires



Fiscal Period	Agency	Program	Site Name	Site Address	City	ZIP	License Number	Expiration Date
23-24 (8/15/23 - 8/14/24)	Kayleen's Learning Center Corp.	YAS XX14-3070 Kayleen's Learning Center Corp.	KLC Academy	19350 Belview Dr.	Cutler Bay	33155	9999999	99/99/99

This visual illustrates the number of days until the DCF license expires by site. To view a video with a brief description click here.

Data Review Question

How many days does each site have until their DCF license expires?

Metric/Performance Measure

School Year K-5 sites are expected to have an active DCF license or license exemption prior to contract execution and before services begin. Sites with expired licenses are considered out of compliance. This visual includes the number of sites distributed by the number of days until the license expires. To ensure continuity of services, please provide your Program Manager with the updated DCF license as soon as possible. Selecting the number of days until expiration will populate the table with the corresponding site information.

APPENDEX 1: LINK REFRENCE

- Administrative Compliance
  - Incident Reporting Guide
  - DCF Licensing Application
- Finance
  - Audit Submission
  - Budget Manual
  - Reimbursements – How To Create (Video)
  - Reimbursements – How To Edit (Video)
  - Reimbursements- Fiscal Guide (PDF)
- YD Dashboard Resources
  - YD Dashboard & Metrics Part 1- Understanding Contract Expectations: Click here to view
  - YD Dashboard & Metrics Part 2- Understanding Key Metrics: Click here to view
  - YD Metrics Grids Overview: Click here to view
  - YD Metrics Grids: YD Metrics Grids Guide- Participants, Contracts, Sites
  - YD Metrics Grids: YD Metrics Grids Guide- DLI Participants, Sites, Performance Measures
- Staffing
  - DCF Training and Credentialing
  - DLI Requirements to access Trust Academy
  - Trust Academy Quality Supports (TAQS)
  - Adding Staff to Trust Central
- Population Focus
  - The Children's Trust Policies and Forms webpage
- Meals
  - Summer Breakspot Food Program Sponsor: Miami Dade County
    - Website: Summer Food Service Program
    - Application: Qualtrics Survey | Qualtrics Experience Management
  - Summer Breakspot Food Program Sponsor: FLIPANY
    - Website: https://flipany.org/
    - Email: meals@flipany.org

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