

<b>Agency</b>	Greater San Marcos Youth Council
<b>Program</b>	Family and Youth Success
<b>San Marcos Service Address</b>	1402 IH 35 North
<b>Requested</b>	\$50,000
<b>Recommended</b>	\$31,000

Application Completeness Check for HSAB	Greater San Marcos Youth Council Family and Youth Success
<b>Questions</b>	
Are all questions answered?	Yes
Is the application signed? (this is a certification)	Yes
Does the program have measurable outcomes?	Yes
Is the agency a Human Services Agency?	Yes
Is the agency overseen by a Board of Directors?	Yes
<b>Required Attachments</b>	
<b>BUDGETS</b>	
1. Agency budget for current fiscal year	Yes
2. Agency budget proposed for next fiscal year	Yes
3. Program budget for current fiscal year	Yes
4. Program budget proposed for next fiscal year	Yes
5. Budget showing the exact uses of the HSAB funding	Yes
<b>BOARD OF DIRECTORS INFORMATION</b>	
6. Board of Directors membership roster	Yes
7. Board of Directors Meeting Attendance Record for current year	Yes
8. Board of Directors City of Residence	Yes
9. Board of Directors membership criteria	Yes
<b>ORGANIZATION INFORMATION</b>	
10. Organizational chart with names and titles of staff	Yes
11. Current IRS Form 990, pages 1 and 2 (not required for churches)	Yes
12. Non-discrimination policy statement	Yes
<b>Preferred Attachments - 3 Letters of Support</b>	
Letters of support from members of the San Marcos Community	Yes
<b>Attachments if Applicable</b>	
Latest audit or CPA signed review, if applicable	Yes
Policies and Procedures for the proposed Program, if available	Yes
<b>Note: We are not requiring Texas Secretary of State registration</b>	

## CHECKLIST OF REQUIRED ATTACHMENTS

### APPLICATION

- ☒ Completed and signed application
- ☒ Final Performance Report for 2023 Funding

### BUDGETS

- ☒ Agency budget for current fiscal year
- ☒ Agency budget proposed for next fiscal year
- ☒ Program budget for current fiscal year
- ☒ Program budget proposed for next fiscal year
- ☒ NEW: Budget showing the proposed uses of HSAB funding

### BOARD OF DIRECTORS INFORMATION

- ☒ Board of Directors membership roster – NEW must include city of residence for each Board member
- ☒ Board of Directors Meeting Attendance Record for the current fiscal year
- ☒ Board of Directors membership criteria

### ORGANIZATION INFORMATION

- ☒ Organizational chart with names and titles of staff
- ☒ Current IRS Form 990, pages 1 and 2 (not required for churches)
- ☒ Non-discrimination policy statement
- ☒ Latest audit or CPA signed review, if applicable
- ☒ Policies and Procedures for the proposed Program, if available

### LETTERS OF SUPPORT

- ☒ Letters of support from members of the San Marcos Community (prefer minimum of 3)

City of San Marcos Human Services Grants  
**FY 2025 Application**

**I. SUMMARY INFORMATION**

Please spell out organization name and program name completely, without acronyms.

Applicant Organization: Greater San Marcos Youth Council

Contact Name: Julia Ramsay New Telephone: 512-754-0500

Contact E-Mail Address: jrnew@gsmyc.org Website: www.gsmyc.org

Mailing Address: P.O. Box 1455, San Marcos, Texas 78667

San Marcos Service Address for this Program: 1402 IH 35 North, San Marcos, Texas 78666

Who is authorized to execute program documents? (Name, Title) Julia Ramsay New, Executive Director

Program Name: Family and Youth Success (FAYS)

Amount of Funds Requested: \$50,000.00

What percentage of the cost of this program is requested as funding through this application? 10%

**II. QUESTIONS**

**All questions must be answered. Please type your answers.**

**OVERVIEW**

1. What is the agency's or organization's mission?  
The mission of the Greater San Marcos Youth Council is to shelter children and strengthen families.
2. Briefly summarize the program for which funding is being requested and the services it provides.

Family and Youth Success (FAYS) program is provided to households with children between the ages of 6-17 and their families who are experiencing crisis or conflict. FAYS is available in each of Texas' 254 counties and is designed to reduce child maltreatment, juvenile delinquency, and truancy plus related risky behaviors, as well as increase families' protective factors and resiliency to crisis. The Youth Council is the only agency in San Marcos providing around-the-clock access to this multitude of prevention and intervention programs for children and their families at no charge.

The services provided through FAYS to local families include individual and family counseling, parenting and anger management classes, youth skills groups, visits to school campuses for counseling and case management, truancy and delinquency prevention, and a toll-free crisis hotline answered around the clock. Also available is a brief stay in our shelter for local children/youth who are experiencing extreme conflict in their homes and need intervention to safely return.

Additionally, we provide emergency assistance to families facing an extreme financial crisis that threatens the well-being or removal of their children. This assistance includes gift cards to local businesses for food,

gasoline, hygiene and cleaning supplies, clothing, and shoes. We also make partial payments directly to the utility company or property owner for renters.

## COMMUNITY NEED AND JUSTIFICATION - 20 POINTS

### 1. Describe in detail the need for this program in San Marcos.

Families with children reach out to us because they are in crisis or experiencing conflict. The issues they are facing vary greatly, such as mental health, suicide, loss of income or poverty, homelessness, drug or alcohol abuse, domestic violence, child and/or sexual abuse, sexual assault, involvement with the justice system, etc.

The Family and Youth Success Program (FAYS) serves households with children between the ages of 6 and 17 and their families. These services are provided to reduce the incidents of child maltreatment, juvenile delinquency, truancy, and related risky behaviors as well as to increase families' protective factors and resiliency to the crisis. The Youth Council is the only agency in San Marcos providing around-the-clock access to this multitude of prevention and intervention programs for children and their families at no charge.

The services provided through FAYS, free of charge, include individual and family counseling, parenting and anger management classes, youth skills groups, visits to school campuses for counseling and case management, truancy and delinquency prevention, and a toll-free crisis hotline answered around the clock. FAYS also provides short-term emergency assistance to struggling, working families who find themselves in a financial crisis that threatens the well-being of their children. This assistance includes gift cards to local businesses for clothing, shoes, gasoline, and food or partial payments made directly to the utility company or property owner for renters.

Parenting classes are available to parents with children under the age of 18. This evidence-based curriculum addresses specific age groups of children in seven sessions. We also provide Universal Child Abuse Prevention classes to educate the community at large on the various issues surrounding child abuse. Each year, we reach members of the community through child abuse prevention, education and awareness, local government proclamations, and presentations throughout the community, attending health fairs and open houses on school campuses throughout the county, including our Back-to-School Supply Drive and Halloween Carnival.

Our Truancy Program uses an aggressive, proactive approach in targeting children who are missing school for various reasons. Our agency collaborates with both the juvenile courts and school officials to help reduce the rates of truancy and address the underlying issues relating to who they are and why they are missing school.

We also work with other agencies such as Communities in Schools, SMCISD, HCISD, Wimberley ISD, Hays Caldwell Council on Alcohol and Drug Abuse, Hill Country MHDD Centers aka Scheib, San Marcos Housing Authority, Hill County MHDD, Hays County Juvenile Probation Department, the Hays Caldwell Women's Center, Court Appointed Special Advocates CASA, San Marcos Housing Authority, the Hays County Food Bank, etc. to ensure that clients have access to additional services and resources. These collaborative relationships also serve to prevent duplication of services.

### 2. Has the need for this program been increasing in recent years?

The need has increased in recent years, in part because of the continued population growth in our area, combined with the social and political events, the uncertainty of our economy, and the effects of social media, especially on children. In 2022, our counselors provided a monthly average of 243 sessions (counseling, support, and parenting). This number increased to an average of 262 in 2023 for an annual total of 2,461 sessions.

### 3. Client Information

#### **Definitions:**

Direct Client - individuals or families immediately affected or personally served by the helping agency.

#### **Questions:**

- a. Describe the direct clients for this program.

Children between the ages of 6-17 who are at risk for child abuse and neglect, and/or juvenile delinquency, truancy, attempting or committing suicide, dropping out of school, and other risky behaviors and their families.

- b. How is the program marketed to direct clients? How do you find these clients?

We market to direct clients through social media and advertisements in local newspapers, community, and school publications. In addition, we provide flyers and brochures to local schools, daycares, justice officials, and agencies such as law enforcement, social services, and family-frequented sites like the San Marcos Housing Authority and the Texas Department of Human Services. Our staff members regularly attend open houses on school campuses, community events, and health fairs.

These collaborative partnerships are cultivated and maintained with the entities listed above. Through these partnerships, our services are often discussed for youth and families demonstrating priority characteristics as determined by the referring agency. The partnership with school counselors is heavily utilized as we contact them regularly about services with our FAYS staff available in person or virtually and free of charge.

We engage in additional outreach efforts to ensure that families are aware of the available services. This includes participating in and serving on the following committees: Hays County Community Resource Coordination Group (hosted in our counseling and resource center), Hays County Child Fatality Review Team (organized and led by us), San Marcos Interagency Council, San Marcos Mental Health Coalition, Core 4, and the School-Aged Parenting Advisory Council. Many families find us based on these efforts with approximately 50% of referrals made by parents themselves.

- c. Expected total annual unduplicated direct clients who are City of San Marcos residents:

We expect to serve 325 unduplicated direct clients who are City of San Marcos residents with FAYS programming that addresses family conflict and everyday struggles while promoting strong families and youth resilience.

## IMPLEMENTATION - 15 POINTS

1. How exactly will these funds be used?

20% of salaries for 4 full-time positions, utilities for our Counseling and Resource Center for the year. These program costs include but are not limited to:

1. Salaries - \$38,000
2. Utilities - \$12,000

Total: \$50,000

2. What specific, measurable outcomes or results do you hope to achieve with this program?

The objectives of the Family and Youth Success program are to reduce child maltreatment, truancy, and juvenile delinquency, as well as increase families' protective factors and resiliency to the crisis. We enter information received from clients in the state data system operated by the Texas Department of Family and Protective Services. This data is evaluated, and the rate of success is generated for each agency in Texas that provides prevention and early intervention services. Goals are met when a client expresses improvement in their situation(s), indicates that negative behavior is reduced and/or eliminated, and the client(s) no longer require services. Our rate of effectiveness in 2023 was 96% and 97.35% remained safe.

The children and parents also assess our non-residential services through written evaluations that are completed both at the end of services and again in 90-day follow-up phone calls conducted by our staff. During services, family sessions are conducted every 30 days to discuss how the child is doing in school, at home, and with peers. In these sessions, it can be determined if additional work is needed to help the youth correct

inappropriate or unproductive behaviors. Typically, it is found that, within the first 30 days of services, there is a noticeable improvement in both the youth's behavior and positive family dynamics.

3. List the title of each position for which funding is requested and the activities associated with those positions. The Associate Director is responsible for ensuring that our non-residential contract requirements and state mandates are met. This individual is also responsible for hiring and supervising staff.

The Lead Family Support Specialist is responsible for serving clients, training new staff members, and planning and executing our National Family Support Network (NFSN) activities.

The Outreach Marketing Specialist is responsible for community outreach, marketing, and advertising of our programs and assisting with the National Family Support Network program.

The Family Support Specialist/Behavioral Specialist is responsible for the provision of FAYS services with an emphasis on serving our younger clients.

4. If funding is not available at the requested amount, what is the minimum Human Services Grant funding needed to be able to run this program?  
\$40,000

## **IMPACT AND COST EFFECTIVENESS - 25 POINTS**

1. Programs can provide value by deeply impacting the lives of a few, with effects that may ripple through generations, or by providing smaller but meaningful impacts to a larger group. Describe in detail the impact this program will have on the identified need and on San Marcos residents.

Local families with children have around-the-clock access to trained individuals when they are experiencing a crisis. They have access to free counseling, support services, and parenting classes, as well as a resource for referrals for assistance needed that is not met by our agency. Our shelter is also a resource for San Marcos families whose child has run away, or the family would benefit from respite for their child.

We impact the San Marcos community by providing to families 24/7 access to expertly trained professionals during times of crisis. Families with children in distress can rely on our comprehensive suite of free services, including specialized counseling using Solution-Focused Brief Therapy (SFBT) and motivational interviewing, which are designed to quickly address their unique challenges and empower families towards positive change. Change that positively affects family relationships, emotional well-being, school attendance and academic performance, self-harm prevention including suicide, as well as reducing incidents of abuse/neglect, and running away.

Additionally, our vital support resources through parenting classes further equip families with practical skills and strategies for navigating difficult situations. Our shelter stands as a critical safe haven, offering refuge to families in urgent need, whether their child has run away, or they require temporary respite. Also, by continuously forging strategic partnerships with other local agencies, we significantly extend our reach and amplify our impact, ensuring that residents are not only aware of but also seamlessly connected to the full spectrum of essential services throughout San Marcos.

This collaborative, community-centered approach enhances our ability to provide both immediate relief and sustainable long-term support. As we stabilize and empower individual families, we simultaneously foster a more resilient and engaged community. Our program's impact on the community extends beyond immediate crisis intervention, but also gives a nurturing environment that strengthens the social fabric of the San Marcos community. Through these efforts, we build a stronger, more interconnected community that residents and families can be proud of.

2. Discuss the amount of overhead compared to program costs.

The overhead costs of our agency have not exceeded 16% of our budget for over 30 years. Last fiscal year, they were 8%, although 11% to 12% is more the norm for us. Managed ethically and frugally, we never lose sight of the fact that we are expending taxpayer dollars and that we are accountable to the taxpayers and to those who support our mission through monetary donations, as well as through in-kind donations of items and their time.

3. Provide a brief description of other funding sources, volunteers, or in-kind donations that are expected to be used with this program.

Our agency leverages awards from the City of San Marcos to apply for and often secure program support, both monetary and in-kind from other governmental entities, corporations, civic organizations, foundations, and individuals. In 1989, the City of San Marcos, leased just under an acre to the Youth Council to build our 16-bed shelter. A few short years later, an additional acre was granted to build our counseling and resource center and in 2006, we secured the acre behind our shelter. It has been cleared and fenced to create an additional recreational space for the children in our care and other improvements are planned comparable to putting picnic tables and creating structural shade for children to be comfortable while outdoors. Having the support of local government is crucial and lends credibility to those who are unfamiliar with an agency and its history.

Volunteers support the work of our staff and provide valuable services that enhance the quality of our programs and lessen the financial burden. We use volunteers from the community, universities, local schools, civic organizations, churches, and local businesses. These are also the sources for assistance with fundraising, collecting both in-kind and monetary donations, toward offsetting the costs of serving our community.

4. What has your organization done in the past two years to raise different funding for this program?

We increased our social media presence, updated our website, grew our annual fundraiser, collaborated with 2 university groups to raise funds, reinstituted regular attendance at San Marcos Chamber of Commerce events and we are working with Tanger Outlets to create additional fundraisers. We continuously search for foundation and corporate awards our agency is eligible to apply for identifying two this year.

## **COMMUNITY SUPPORT – 10 POINTS**

1. Please submit 3-5 letters of reference that indicate strong local support for the program and the agency's ability to implement it as described in the application.

Attached

2. How is the Board of Directors selected?

Our agency began with a group of community leaders recognizing the need for a youth shelter and they comprised the original board. Local citizens who have expertise, experience, and/or education beneficial to the organization are nominated by the nominating committee and elected by the existing board members. The current board of directors represents a vast array of experience and expertise with the majority residing in San Marcos.

3. How often does the Board meet?

Our board meets monthly, minus November or December dependent upon when the holidays fall.

4. What actions do Board members take to support the programs of the agency or organization?

Each board member contributes monetarily and participates in fundraising events. Board members donate in kind by volunteering their time and/or expertise to clients and staff in support of our programs. Board members recruit donors and volunteers and share their experiences with others in the community.

5. How many volunteers does your agency or organization have and how many hours do they spend on the program requesting funding?



73 volunteers spent 209 hours on our Family and Success Program.

### **COUNCIL PRIORITIES - 30 POINTS**

1. How long has this program served San Marcos residents? (10 points if at least 2 years)  
38 years
2. Does the agency have an office in San Marcos? (10 points if yes)  
Yes, and only in San Marcos
3. Describe how this funding creates an increase in services or an increase in the number of people served. (10 points)  
More families will be served, and services will be increased by reducing the waitlist for counseling and support services and by expanding our National Family Support Network program.

### **II. FUNDING RESTRICTIONS**

**By signing this application, I certify the following to be true:**

1. All Human Services Grant funding will be spent on San Marcos residents, except for school-based programs, in which case it may be spent within the San Marcos Consolidated Independent School District boundary.
2. Funding requested is not more than 50% of the total funding for the agency.
3. Funding will not be used to fund more than 20% of a full-time position.
4. The agency has been in existence for at least 2 years. (This can include serving communities other than San Marcos.)

### **SUBMITTED AND APPROVED BY:**

Julia R. New  
Signature

07/25/24  
Date

Julia Ramsay New, LBSW, LCCA  
Printed Name

Executive Director  
Title



## HUMAN SERVICES ADVISORY BOARD GRANT 2023 FINAL PERFORMANCE REPORT

**Agency Name:** Greater San Marcos Youth Council

**Program Name:** Family and Youth Success Program (FAYS)

**Program Year:** 2023

**Reporting Period:** January – December, 2023 (preferred deadline January 31, 2024)

*NOTE ON DEADLINE: This report must be received by October 24, 2024, or your organization's application for 2025 funding for this program will not be considered.*

### PROGRAM STATUS

**Please provide a brief written description of actions taken this period and how they helped achieve your program goals.**

The Associate Director/Program Director is responsible for ensuring our non-residential contract requirements and state mandates are being met. This individual is also responsible for hiring and supervising staff. The Associate Director/Program Director attends quarterly FAYS contract meetings, prepares FAYS quarterly reports, and attends local events in San Marcos on behalf of GSMYC.

The Lead Family Support Specialist is responsible for serving clients, training new staff members, and planning and executing our National Family Support Network (NFSN) activities. During 2023, our Lead Family Support Specialist hosted five to seven San Marcos families each month for family meetings. These meetings consisted of a dinner, crafts, and family games to encourage open and honest conversation. This person also attends monthly Community Action POD meetings and attended numerous San Marcos local events. The Lead Family Support Specialist also hosted GSMYC's Haunted Hallway Family Friendly Halloween event that was free to San Marcos families. GSMYC also attended Halloween events throughout San Marcos, to include: Tanger Outlet, San Marcos Police Department, DeZavala, Mendez and Travis Elementary Trunk-or-Treats, and Wonder World's Halloween event. The Lead Family Support Specialist authors a monthly newsletter that is sent all throughout San Marcos and surrounding communities.

The Outreach Marketing Specialist is responsible for community outreach, marketing, and advertising of our programs and assisting with the National Family Support Network program. This individual attended many events throughout San Marcos, including the monthly Coffee and Commerce meetings, all the National Family Support Network events along with different events held at the local elementary schools. The Outreach Marketing Specialist also spearheaded the Back to School supply drive which enabled GSMYC to provide supplies to each school within San Marcos. This Specialist also revamped GSMYC's social media presence and posts daily to keep the community updated on local events and weekly mental health reminders.

Local families with children have around-the-clock access to trained individuals when they are experiencing a crisis. They have access to free counseling, support services, and parenting classes, as well as a resource for referrals for assistance needed that is not met by our agency.

Last year, our FAYS program served 233 individuals who live in San Marcos which is 65% of our total served for Hays County, with 2,721 youth and family sessions and parenting classes. This is in addition to providing National Family Support Network (NFSN) activities. Throughout the year, the NFSN program hosted 12 monthly family meetings

## PROGRAM BENEFICIARIES

For the program that received HSAB funding, please report either number of unduplicated individuals served or number of unduplicated households served.

Check one: ☒ Unduplicated Individuals ☐ Unduplicated Households

	Jan – Dec, 2023
Total # Served	359
# San Marcos Residents Served	233
% San Marcos Residents	65%

## PROGRAM EXPENDITURES

For the final report of the year, please provide a bulleted list that briefly summarizes what the HSAB funding was spent on.

- Program Salaries and Benefits
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- 

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### Certification:

*I certify that to the best of my knowledge and belief the information reported in this Quarterly Performance Report is factual and accurate.*

  
Signature

1-18-24  
Date

Julia Ramsay New  
Printed name

Executive Director  
Title

## Greater San Marcos Youth Council, Inc.

## FY24 Budget Overview

Accrual Basis

September 1, 2023 through August 31, 2024

	Sep '23 - Aug 24
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
4100 · Grant/Contract Revenue	
4125 · TANF	0.00
4100 · Grant/Contract Revenue - Other	1,375,439.56
<b>Total 4100 · Grant/Contract Revenue</b>	<b>1,375,439.56</b>
4120 · Contributions Income	
Donated Goods & Services	35,000.00
4122 · Unrestricted	126,757.00
<b>Total 4120 · Contributions Income</b>	<b>161,757.00</b>
4140 · Fundraisers	55,000.00
4150 · Miscellaneous Income	160.00
<b>Total Income</b>	<b>1,592,356.56</b>
<b>Gross Profit</b>	<b>1,592,356.56</b>
<b>Expense</b>	
NFSN Expense	6,000.00
TANF Expense	0.00
5000 · Personnel	
5001 · 403B Contributions	6,000.00
5002 · Compensated Absences	2,000.00
5005 · Winter Storm Pay	0.00
5006 · Payroll Processing Fees	3,000.00
5007 · Overtime Pay	52,500.00
5100 · Salaries	998,520.00
5100.1 · Longevity	3,500.00
5105 · Bonus	0.00
5110 · Payroll Taxes	78,000.00
5115 · Texas Unemployment Tax	10,800.00
5122 · Insurance - Health/Dental/Life	52,850.62
5000 · Personnel - Other	3,000.00
<b>Total 5000 · Personnel</b>	<b>1,210,170.62</b>
5102 · Contract Labor	0.00
5120 · Insurance	
5125 · Insurance-Prof Liability	18,816.00
5130 · Insurance-Building	11,158.68
5135 · Insurance-Vehicle	11,722.00
5140 · Insurance Worker's Compensation	5,292.00
5120 · Insurance - Other	0.00
<b>Total 5120 · Insurance</b>	<b>46,988.68</b>
5200 · Materials and Supplies	
5200.1 · Office Supplies	6,540.00
5210 · School	100.00
5211 · Educational/Informational	2,520.00
5220 · Food	40,800.00
5225 · Shelter	14,175.00
5230 · Hygiene	900.00
5235 · Clothing	7,800.00
5240 · Janitorial	4,500.00
5250 · Program	8,100.00
5251 · Computer	4,200.00
5315 · Grounds Maintenance	6,600.00
5320 · Telephone	
5321 · Cell Phones	1,320.00
5322 · Phone System	0.00
5320 · Telephone - Other	3,720.00
<b>Total 5320 · Telephone</b>	<b>5,040.00</b>

## Greater San Marcos Youth Council, Inc.

## FY24 Budget Overview

September 1, 2023 through August 31, 2024

Accrual Basis

	Sep '23 - Aug 24
5333 · Utilities - All	
5335 · Utilities-Cable	2,640.00
5336 · Utilities-Electric	25,200.00
5340 · Utilities-Dumpster	3,000.00
Total 5333 · Utilities - All	30,840.00
5345 · Postage	480.00
5355 · Transportation - Maintenance	1,800.00
5356 · Transportation - Parking	60.00
5360 · Transportation - Mileage	504.00
5365 · Transportation - Fuel	8,100.00
6170 · Equipment Rental	500.00
5200 · Materials and Supplies - Other	0.00
Total 5200 · Materials and Supplies	143,559.00
5330 · Other Costs	
5300 · Repairs	
5302 · Equipment Repairs/Maintenance	1,500.00
5310 · Building Repairs	30,000.00
5312 · Computer Repairs	504.00
5300 · Repairs - Other	9,960.20
Total 5300 · Repairs	41,964.20
5313 · Miscellaneous	250.00
5318 · Security System	1,200.00
5370 · Expense Reimbursement	1,800.00
5400 · Printing and Advertisement	10,500.00
5410 · Staff Development and Education	6,600.00
5420 · Dues and Subscriptions	1,320.00
5425 · Licenses and Permits	0.00
5430 · Recreation/Entertainment/Act.	6,000.00
5440 · Community Enrichment	200.00
5700 · Accounting and Auditing Fees	10,200.00
5710 · Legal Fees	500.00
5720 · Prof. Fees and Memberships	1,500.00
5730 · Medical Fees and Expenses	300.00
5800 · Computer/Software Maintenance	300.00
5815 · Web Hosting	400.00
6110 · Automobile Expense	300.00
6120 · Financial Institution Charges	10,020.00
6235 · Administration Fee	275.00
6670 · Program Expense	4,200.00
Total 5330 · Other Costs	97,829.20
5850 · Capital Expenditures	
5900 · Purchase of Furniture	5,000.00
5910 · Purchase of Equipment	5,000.00
5915 · Purchase of Vehicle	20,000.00
5920 · Campus Improvements	50,000.00
5990 · Depreciation Expense	29,000.00
5850 · Capital Expenditures - Other	18,000.00
Total 5850 · Capital Expenditures	127,000.00
6230 · Finance Charges	5.83
66900 · Reconciliation Discrepancies	0.01
Total Expense	1,631,553.34
Net Ordinary Income	(39,196.78)
Other Income/Expense	
Other Income	
Unrealized Gains/Losses on Inve	(9,334.10)
7000 · Gain on Sale of Asset	5,000.00

Greater San Marcos Youth Council, Inc.  
FY24 Budget Overview  
September 1, 2023 through August 31, 2024

Accrual Basis

	Sep '23 - Aug 24
7010 · Interest Income	25,000.00
7030 · Other Income	1,780.27
Total Other Income	22,446.17
Other Expense	
8010 · Other Expenses	7,500.00
Total Other Expense	7,500.00
Net Other Income	14,946.17
Net Income	(24,250.61)

# GREATER SAN MARCOS YOUTH COUNCIL INC

## Budget Overview: FY\_2024\_2025 - FY25 P&L

September 2024 - August 2025

	TOTAL
Income	
4100 Grant/Contract Revenue	1,444,211.40
4125 TANF	0.00
<b>Total 4100 Grant/Contract Revenue</b>	<b>1,444,211.40</b>
4120 Contributions Income	
4122 Unrestricted	133,094.85
Donated Goods & Services	40,000.00
<b>Total 4120 Contributions Income</b>	<b>173,094.85</b>
4140 Fundraisers	60,000.00
4150 Miscellaneous Income	200.00
<b>Total Income</b>	<b>\$1,677,506.25</b>
<b>GROSS PROFIT</b>	<b>\$1,677,506.25</b>
Expenses	
5000 Personnel	500.00
5001 403B Contributions	6,000.00
5002 Compensated Absences	2,000.00
5005 Disaster Pay	0.00
5006 Payroll Processing Fees	3,000.00
5007 Overtime Pay	52,500.00
5100 Salaries	1,048,446.00
5100.1 Longevity	4,500.00
5110 Payroll Taxes	78,000.00
5115 Texas Unemployment Tax	8,000.00
5122 Insurance - Health/Dental/Life	55,493.15
<b>Total 5000 Personnel</b>	<b>1,258,439.15</b>
5102 Contract Labor	0.00
5120 Insurance	
5125 Insurance-Prof Liability	18,816.00
5130 Insurance-Building	11,716.61
5135 Insurance-Vehicle	11,722.00
5140 Insurance Worker's Compensation	5,292.00
<b>Total 5120 Insurance</b>	<b>47,546.61</b>
5200 Materials and Supplies	
5200.1 Office Supplies	6,540.00
5210 School	100.00
5211 Educational/Informational	2,520.00
5220 Food	40,800.00
5225 Shelter	17,175.00
5235 Clothing	7,800.00
5240 Janitorial	4,500.00
5250 Program	1,500.00
5251 Computer	4,200.00
5315 Grounds Maintenance	6,600.00

# GREATER SAN MARCOS YOUTH COUNCIL INC

## Budget Overview: FY\_2024\_2025 - FY25 P&L

September 2024 - August 2025

	TOTAL
5320 Telephone	3,720.00
5321 Cell Phones	1,320.00
5322 Phone System	0.00
<b>Total 5320 Telephone</b>	<b>5,040.00</b>
5333 Utilities - All	
5335 Utilities-Cable	2,640.00
5336 Utilities-Electric	26,460.00
5340 Utilities-Dumpster	3,150.00
<b>Total 5333 Utilities - All</b>	<b>32,250.00</b>
5345 Postage	480.00
5355 Transportation - Maintenance	10,000.00
5356 Transportation - Parking	60.00
5360 Transportation - Mileage	504.00
5365 Transportation - Fuel	6,000.00
6170 Equipment Rental	500.00
<b>Total 5200 Materials and Supplies</b>	<b>146,569.00</b>
5330 Other Costs	
5300 Repairs	
5302 Equipment Repairs/Maintenance	1,750.00
5310 Building Repairs	15,000.00
5312 Computer Repairs	1,000.00
<b>Total 5300 Repairs</b>	<b>17,750.00</b>
5313 Miscellaneous	250.00
5318 Security System	2,000.00
5370 Expense Reimbursement	1,800.00
5400 Printing and Advertisement	8,500.00
5410 Staff Development and Education	6,600.00
5420 Dues and Subscriptions	3,000.00
5425 Licenses and Permits	0.00
5430 Recreation/Entertainment/Act.	3,000.00
5440 Community Enrichment	200.00
5700 Accounting and Auditing Fees	15,000.00
5710 Legal Fees	500.00
5720 Prof. Fees and Memberships	500.00
5730 Medical Fees and Expenses	300.00
5800 Computer/Software Maintenance	800.00
5815 Web Hosting	500.00
6110 Automobile Expense	300.00
6120 Financial Institution Charges	12,000.00
6235 Administration Fee	275.00
6670 Program Expense	1,500.00
<b>Total 5330 Other Costs</b>	<b>74,775.00</b>
5850 Capital Expenditures	18,000.00
5900 Purchase of Furniture	5,000.00



# GREATER SAN MARCOS YOUTH COUNCIL INC

## Budget Overview: FY\_2024\_2025 - FY25 P&L

September 2024 - August 2025

	TOTAL
5910 Purchase of Equipment	5,000.00
5915 Purchase of Vehicle	25,000.00
5920 Campus Improvements	50,000.00
5990 Depreciation Expense	29,000.00
<b>Total 5850 Capital Expenditures</b>	<b>132,000.00</b>
6230 Finance Charges	5.83
66900 Reconciliation Discrepancies	0.01
TANF Expense	0.00
<b>Total Expenses</b>	<b>\$1,659,335.60</b>
NET OPERATING INCOME	<b>\$18,170.65</b>
Other Income	
7000 Gain on Sale of Asset	5,000.00
7010 Interest Income	25,000.00
7030 Other Income	1,780.27
Unrealized Gains/Losses on Inve	-9,334.10
<b>Total Other Income</b>	<b>\$22,446.17</b>
Other Expenses	
8010 Other Expenses	7,500.00
<b>Total Other Expenses</b>	<b>\$7,500.00</b>
NET OTHER INCOME	<b>\$14,946.17</b>
NET INCOME	<b>\$33,116.82</b>

**Greater San Marcos Youth Council, Inc.**  
**GSMYC FY25 Proposed FAYS Budget**  
**September 2024 through August 2025**

Expense

Payroll Expenses	\$424,462.50
Insurance - Health/Dental/Life	\$17,915.63
Insurance-Prof Liability	\$6,945.75
Insurance-Building	\$6,063.75
Insurance-Vehicle	\$4,410.00
Insurance Worker's Compensation	\$2,067.19
Supplies	\$15,435.00
Repairs	\$7,166.25
Grounds Maintenance	\$1,653.75
Security System	\$551.25
Telephone	\$1,323.00
Utilities-Cable	\$551.25
Utilities	\$9,922.50
Utilities-Dumpster	\$165.38
Postage	\$551.25
Transportation - Mileage	\$275.63
Transportation - Fuel	\$2,756.25
Expense Reimbursement	\$1,102.50
Printing and Advertisement	\$8,268.75
Staff Development and Education	\$3,858.75
Dues and Subscriptions	\$1,102.50
Licenses and Permits	\$551.25
Recreation/Entertainment/Act.	\$1,102.50
Accounting and Auditing Fees	\$10,473.75
Program Expense	\$4,410.00
<b>Total Expense</b>	<b>\$533,086.31</b>

Family And Youth Services Program

Budget Item	City General Funds
Salaries (no more than 20% of any full-time employees)	\$ 21,145.75
Utilities	\$ 8,854.25
	\$ -
	\$ -
Total	\$ 30,000.00

## **GSMYC Board of Directors**

President-Jeff Caldwell  
405 Cascade Trail  
San Marcos, TX 78666  
[jdc\\_78666@yahoo.com](mailto:jdc_78666@yahoo.com)  
\*Attended 9 out of 9 meetings

512-396-2951 (h)  
512-665-7491 (c)

Vice-President-Rebecca Dickey  
Texas State University-San Marcos  
700 Hugo Rd  
San Marcos, TX 78666  
[rebeccadickey@txstate.edu](mailto:rebeccadickey@txstate.edu)  
\*Attended 9 out of 9 meetings

512-245-9648 (w)  
512-738-0811 (c)

Treasurer-Vickie Dorsett  
Hays County Historical Courthouse  
111 E. San Antonio St., Ste. 204  
San Marcos, TX 78666  
[vickie.dorsett@co.hays.tx.us](mailto:vickie.dorsett@co.hays.tx.us)  
\*Attended 6 out of 9 meetings

512-393-2275 (w)  
512-757-5917 (c)

Secretary-Crystal Dixon  
Edward Jones, Crystal Dixon  
4610 Jack C Hays Trail  
Mountain City, TX 78610  
[crystalgenchurch@yahoo.com](mailto:crystalgenchurch@yahoo.com)  
\*Attended 6 out of 9 meetings

512-757-3681 (c)

Matt Murphree  
Randall Morris & Associates  
1025 Tate Trail  
San Marcos, TX 78666  
[mmurphree@yahoo.com](mailto:mmurphree@yahoo.com)  
\*Attended 4 out of 9 meetings

512-878-2967 (h)  
512-393-1491 (c)

John Schramm  
Recently retired from Thermon  
2120 Annes Trail  
San Marcos, TX 78666  
[john.schramm@thermon.com](mailto:john.schramm@thermon.com)  
\*Attended 4 out of 9 meetings

512-5561793 (c)

Lisa Day  
Hays County Juvenile Probation  
712 S. Stagecoach Tr. Suite 1268  
San Marcos, TX 78666  
[lisa@co.hays.tx.us](mailto:lisa@co.hays.tx.us)  
\*Attended 8 out of 9 meetings

830-660-7065 (c)  
512-393-7755 (w)

Clint Pulpan, Lt. Hays Co. Sheriff  
1307 Uhland Rd.  
San Marcos, TX 78666  
[Clint.pulpan@co.hays.tx.us](mailto:Clint.pulpan@co.hays.tx.us)  
\*Attended 7 out of 9 meetings

512-749-1182 - x9342  
512-781-5383 (c)

Sebastian Hernandez, Area Loss Prevention & Security Mgr. 361-537-5694 (c)  
HEB  
203 Mineral Springs Dr.  
Kyle, TX 78640  
[hernandez.zenon@heb.com](mailto:hernandez.zenon@heb.com)  
\*New Board Member\* Attended all but one meeting since elected to serve (4)

Our agency began with a group of community leaders recognizing the need for a youth shelter and they comprised the original board. Local citizens who have expertise, experience, and/or education beneficial to the organization are nominated by the nominating committee and elected by the existing board members. The current board of directors represents a vast array of experience and expertise with the majority residing in San Marcos.

Attorney-Charmaine Wilde  
133 W. San Antonio St., Ste 400  
San Marcos, TX 78666  
[Charmaine@mcglothlinlaw.com](mailto:Charmaine@mcglothlinlaw.com)

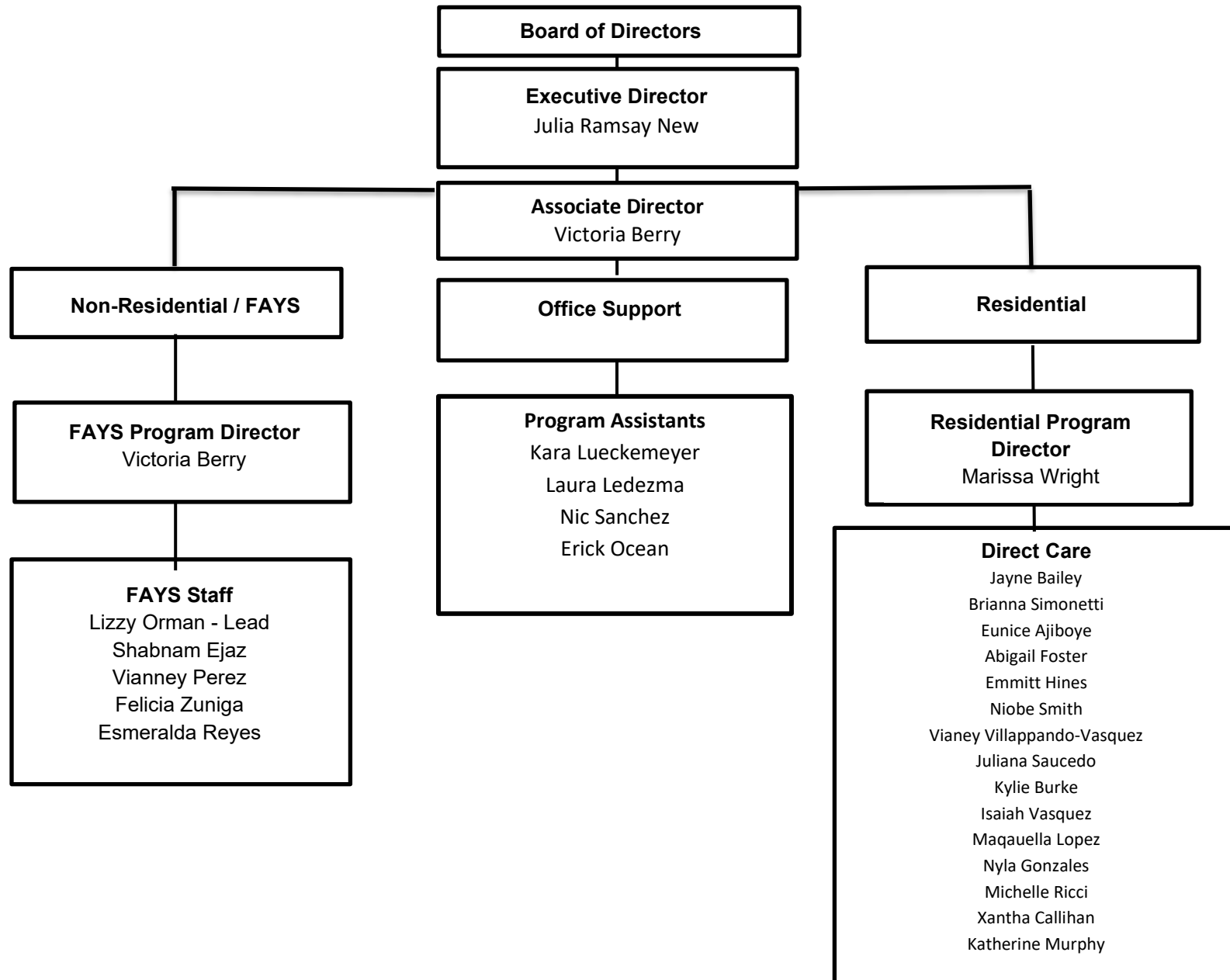
512-392-7510 (w)

Honorary Board Members

Berry James  
Mike Martin  
Dawn Mallory  
David Williams (founding member)  
Shelly Williams (founding member, no relation to D. Williams)  
Vickie Strong  
Maria Fedrick (founding member)  
Becky Sierra (founding member)  
Anna Lopez  
Ray Hernandez  
Harry Stewart  
Rodney van Oudekerke  
AJ Wolpman  
Melanie Mendez

# Greater San Marcos Youth Council

## Agency Organizational Chart



Form 990

## Return of Organization Exempt From Income Tax

OMB No. 1545-0047

2022

Open to Public Inspection

Department of the Treasury  
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

A For the 2022 calendar year, or tax year beginning Sep 1, 2022, and ending Aug 31, 2023

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization <b>Greater San Marcos Youth Council, Inc.</b>		D Employer identification number <b>74-2553659</b>
	Doing business as		E Telephone number <b>(512) 754-0500</b>
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	
	P.O. Box <b>1455</b>		
	City or town, state or province, country, and ZIP or foreign postal code <b>San Marcos, TX 78667-1455</b>		G Gross receipts <b>\$1,831,598.</b>
F Name and address of principal officer: <b>Julia Ramsay-New, 2305 Ledgerock Road, Wimberley, TX 78676</b>			H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions.
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) ( ) (Insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527			
J Website: <b>www.gsmyc.org</b>			
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other			L Year of formation: <b>1986</b>
M State of legal domicile: <b>TX</b>			

## Part I Summary

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: <u>Youth at risk and emergency shelter</u>		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3	Number of voting members of the governing body (Part VI, line 1a)	3	9
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	9
	5	Total number of individuals employed in calendar year 2022 (Part V, line 2a)	5	44
Revenue	6	Total number of volunteers (estimate if necessary)	6	200
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.
	8	Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9	Program service revenue (Part VIII, line 2g)	912,544.	1,211,975.
Expenses	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	531,841.	471,675.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	3,431.	147,861.
	12	Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,940.	87.
	13	Grants and similar amounts paid (Part IX, column (A), lines 1–3)	1,449,756.	1,831,598.
	14	Benefits paid to or for members (Part IX, column (A), line 4)		
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)		
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	961,375.	1,133,446.
	b	Total fundraising expenses (Part IX, column (D), line 25)		
	17	Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	325,711.	293,356.
	18	Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	1,287,086.	1,426,802.
Net Assets or Fund Balances	19	Revenue less expenses. Subtract line 18 from line 12	162,670.	404,796.
	20	Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21	Total liabilities (Part X, line 26)	1,551,558.	1,967,938.
	22	Net assets or fund balances. Subtract line 21 from line 20	23,117.	34,701.

## Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date
	<i>Julia Ramsay-New</i>	01/16/2024
Type or print name and title		
Julia Ramsay-New, Executive Director		

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	Julie Bryant				P01269961
	Firm's name	Business ServicesGO, LLC			Firm's EIN
	Firm's address	1535 S 145th East Ave, Tulsa, OK 74108			87-1611081
Phone no. (512) 964-3533					

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

For Paperwork Reduction Act Notice, see the separate instructions. BAA

REV 05/17/23 PRO

Form 990 (2022)



**Part III** Statement of Program Service AccomplishmentsCheck if Schedule O contains a response or note to any line in this Part III ☐**1** Briefly describe the organization's mission:Youth at risk and emergency shelter**2** Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

**3** Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

**4** Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.**4a** (Code: ) (Expenses \$ 876,877. including grants of \$ 0.) (Revenue \$ 1,154,988.)Co-ed crisis shelter for homeless and runaway children ages 2-17 years**4b** (Code: ) (Expenses \$ 481,316. including grants of \$ 0.) (Revenue \$ 528,551.)At risk non resident programs designed for family intervention and prevention**4c** (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )**4d** Other program services (Describe on Schedule O.)

(Expenses \$ including grants of \$ ) (Revenue \$ )

**4e** Total program service expenses 1,358,193.

GSMYC will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. If at any time employees have a complaint or inquiry regarding this policy, the Executive Director should be contacted immediately. Employees should understand they can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination would be subject to disciplinary action.

### **Immigration Reform and Control Act of 1986**

Under the U.S. Immigration Act, we have a continuing duty to assure that all employees have valid documentation of a right to work in the United States. We will also verify the right to work in other international locations of assignment. Therefore, employees will be asked to verify their immigration status and social security number from time to time if employed in the United States.

### **At-Will Employment Relationship**

This manual is not intended to create or constitute an expressed or implied contract between GSMYC and any one or all of its employees. The Agency or the employee may terminate the employment relationship at any time, without prior notice. This is called “At-Will Employment.”

### **Commitment to Employer**

- I shall work to improve the effectiveness and efficiency of services provided by the agency.
- I shall act to prevent and eliminate discrimination in work assignments or in personnel policies.
- I shall abide by all state licensing standards, agency policies, procedures, and management decisions.
- I shall support the integrity and reputation of the agency.
- I shall exercise special care when making my professional recommendations of opinions public through testimony or other public statements.

## *Code of Ethics and Harassment*

*A signed copy of the Code of Ethics will be kept in each employee's file.*

### **Harmonious Work Environment**

In support of our service values, GSMYC is committed to a harmonious work environment. Rude, abrasive, argumentative, condescending behavior and spreading of rumors will not be tolerated.

Comments and gossip about another employee's performance will not be tolerated. Participating in this type of behavior is detrimental to the quality of care of the people we serve. This type of behavior could result in disciplinary action up to and including termination of employment.

Employees who behave in a manner that creates a hostile work environment or poor public image will be subject to disciplinary action, up to and including termination of employment.

### **Equal Opportunity, Anti-Discrimination, Harassment, and Bullying Policy**

GSMYC is committed to providing a workplace free of all forms of discrimination and harassment including bullying. It aims for equality of opportunity for all employees – staff, contracted and temporary – and is consistent with our policy of merit-based selection and promotion. By effectively implementing our Equal Employment Opportunity (EEO) Policy, we will attract talented people and use their abilities to maximum advantage for both the organization and the employee.

EEO programs are increasingly part of what best-practice companies do to ensure the maximum contribution from their people by managing diversity effectively. GSMYC seeks to make this best practice approach an integral part of our organization's culture.

It is the responsibility of management to provide a working environment free from discrimination, harassment, and bullying. To this end, GSMYC will take all practicable steps to ensure our residents provide a similar working environment.

In addition, Management and their delegates are to ensure all complaints are treated confidentially, seriously, and sympathetically. Thus, we have developed a Grievance Procedure to assist our employees who raise issues of concern. Relevant disciplinary action will be taken against anyone found to have breached this policy.

No employee will be penalized or disadvantaged as a result of raising concerns or complaints relating to discrimination or harassment.

## **What is Discrimination?**

Unlawful discrimination occurs when a person considers they have been treated unfavorably due to an attribute (listed below).

Protected attributes include, but are not limited to:

- Age
- Disability/impairment
- Marital status, including defacto
- Physical features
- Political belief or activity
- Pregnancy/breastfeeding
- Race
- Religious belief or activity
- Sexual Orientation
- Gender
- Status as a parent or care giver
- Personal association with someone of the above attributes

## **Employees with Disabilities Act**

The Americans with Disabilities Act of 1990, as amended, prohibits discrimination on the basis of disability, and protects qualified applicants and employees with disabilities from discrimination in hiring, promotion, discharge, pay, job training, fringe benefits, and other terms and conditions of employment. The law also requires that covered entities provide qualified applicants and employees with disabilities, as defined by the Act, with appropriate reasonable accommodation, if such accommodation does not impose an undue hardship. If you believe that you have been discriminated against based upon a disability, or you have a disability and require some accommodation, you should contact your supervisor or the Executive Director immediately. For more information on this Act, please reference the Americans with Disabilities Act of 1990 and amendments.

## **What is Harassment?**

Harassment is an unwanted behavior and can take many forms. It may involve inappropriate actions, behavior, comments, or physical contact that is objectionable or

GREATER SAN MARCOS YOUTH COUNCIL

FINANCIAL STATEMENTS

AUGUST 31, 2023

With Independent Auditor's Report

# GREATER SAN MARCOS YOUTH COUNCIL

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## Independent Auditor's Report

To the Board of Directors of  
Greater San Marcos Youth Council

### **Opinion**

I have audited the accompanying financial statements of Greater San Marcos Youth Council, (not-for-profit organization), which comprise the statement of financial position as of August 31, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Greater San Marcos Youth Council as of August 31, 2023, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### **Basis for Opinion**

I conducted the audit in accordance with auditing standards generally accepted in the United States of America. My responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of the report. I am required to be independent of Greater San Marcos Youth Council and to meet other ethical responsibilities in accordance with the relevant ethical requirements relating to my audit. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

### **Responsibilities of Management for the Financial Statements**

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Greater San Marcos Youth Council's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

## **Auditor's Responsibilities for the Audit of the Financial Statements**

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards, I:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Greater San Marcos Youth Council's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in my judgement, there are conditions or events, considered in the aggregate, that raise substantial doubt about Greater San Marcos Youth Council's ability to continue as a going concern for a reasonable period of time.

I am required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that I identified during the audit.



San Marcos, Texas  
December 15, 2023



GREATER SAN MARCOS YOUTH COUNCIL  
STATEMENT OF FINANCIAL POSITION  
AUGUST 31, 2023

ASSETS	
CURRENT ASSETS	
Cash and cash equivalents	\$ 65,515
Grants receivable	79,669
Prepaid expenses	2,783
TOTAL CURRENT ASSETS	<u>147,967</u>
INVESTMENTS	<u>1,605,648</u>
PROPERTY AND EQUIPMENT, net of accumulated depreciation	214,323
TOTAL ASSETS	<u><u>\$ 1,967,938</u></u>
LIABILITIES AND NET ASSETS	
LIABILITIES	
Accrued expenses	\$ 34,701
TOTAL LIABILITIES	<u>34,701</u>
NET ASSETS	
Without donor restrictions	1,815,237
With donor restrictions	118,000
TOTAL NET ASSETS	<u>1,933,237</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 1,967,938</u></u>

The accompanying notes are an integral part of these financial statements.

GREATER SAN MARCOS YOUTH COUNCIL  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED AUGUST 31, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
SUPPORT AND REVENUE			
Grants and contracts	\$ 134,750	\$ 1,177,571	\$ 1,312,321
Contributions	304,480	-	304,480
Fundraising	53,589	-	53,589
Inkind contributions	13,260	-	13,260
Interest income	29,208	-	29,208
Unrealized gain	118,653	-	118,653
Other income	87	-	87
TOTAL SUPPORT AND REVENUE	654,027	1,177,571	1,831,598
Net assets released from restrictions, restrictions satisfied by payment	1,059,571	(1,059,571)	-
TOTAL SUPPORT AND REVENUE	\$ 1,713,598	\$ 118,000	\$ 1,831,598
EXPENSES			
Program services	\$ 1,358,193	\$ -	\$ 1,358,193
Supporting services			
Management and general	68,609	-	68,609
Fundraising	-	-	-
TOTAL EXPENSES	1,426,802	-	1,426,802
CHANGE IN NET ASSETS	286,796	118,000	404,796
NET ASSETS, BEGINNING OF YEAR	1,528,441	-	1,528,441
NET ASSETS, END OF YEAR	\$ 1,815,237	\$ 118,000	\$ 1,933,237

The accompanying notes are an integral part of these financial statements.

GREATER SAN MARCOS YOUTH COUNCIL  
STATEMENT OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED AUGUST 31, 2023

	Program Services		Total	Supporting Services			Total	
	Nonresidential	Residential	Program Services	Management and General	Fundraising	Supporting Services		Total
Payroll expenses	\$ 356,981	\$ 685,288	\$ 1,042,269	\$ 34,622	\$ -	\$ 34,622		\$ 1,076,891
Employee benefits	20,570	28,017	48,587	11,020	-	11,020		59,607
Insurance-non health	18,022	16,629	34,651	246	-	246		34,897
Depreciation expense	17,657	10,586	28,243	-	-	-		28,243
Dues and licenses	2,162	290	2,452	-	-	-		2,452
Office expenses	5,621	2,238	7,859	1,095	-	1,095		8,954
Equipment purchases	-	1,053	1,053	-	-	-		1,053
Financial fees/charges	100	150	250	11,795	-	11,795		12,045
Computer expenses	1,969	1,583	3,552	390	-	390		3,942
Materials and supplies	5,619	58,996	64,615	-	-	-		64,615
Printing and advertising	8,049	862	8,911	-	-	-		8,911
Professional fees	2,360	1,454	3,814	9,207	-	9,207		13,021
Program expenses	16,229	1,675	17,904	-	-	-		17,904
Recreation	150	10,280	10,430	-	-	-		10,430
Repairs/maintenance	5,728	24,897	30,625	-	-	-		30,625
Security	175	538	713	-	-	-		713
Staff development	2,969	1,956	4,925	-	-	-		4,925
Transportation	173	9,991	10,164	70	-	70		10,234
Utilities	16,782	20,394	37,176	164	-	164		37,340
	<u>\$ 481,316</u>	<u>\$ 876,877</u>	<u>\$ 1,358,193</u>	<u>\$ 68,609</u>	<u>\$ -</u>	<u>\$ 68,609</u>		<u>\$ 1,426,802</u>

The accompanying notes are an integral of these financial statements.

GREATER SAN MARCOS YOUTH COUNCIL  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED AUGUST 31, 2023

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ 404,796
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:	
Depreciation expense	28,243
Unrealized gain investments	(118,653)
Change in receivables	78,048
Change in prepaids	142
Change in liabilities	13,039
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>405,615</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Transfers to investments	(465,087)
Reinvestment of investment income	(29,066)
Investment in capital assets	(18,000)
NET CASH USED BY INVESTING ACTIVITIES	<u>(512,153)</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(106,538)
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	<u>172,053</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u><u>\$ 65,515</u></u>

The accompanying notes are an integral part of these financial statements.

GREATER SAN MARCOS YOUTH COUNCIL  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2023

NOTE A - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

*Organization*

Greater San Marcos Youth Council is a nonprofit corporation incorporated in 1985, under the laws of the State of Texas. The organization was organized exclusively for charitable and educational purposes. The organization's mission is to create a safe haven for homeless youth. As a crisis facility, children are provided temporary housing until permanent living arrangements are made. In addition to the residential shelter, the counseling and resource center offers a variety of prevention and intervention programs designed to help families in crisis stay together. The organization relies primarily on grants for operating revenue. Therefore, the combined operation of the organization depends on its ability to obtain sufficient grant funds from its various funding sources.

*Basis of presentation*

The financial statements of Greater San Marcos Youth Council have been prepared in accordance with U.S. generally accepted accounting principles (U.S. GAAP), which require the organization to report information regarding its financial position and activities to the following net asset classifications:

Net assets without donor restrictions: Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the organization. These net assets may be used at the discretion of Greater San Marcos Youth Council's management and the board of directors.

Net assets with donor restrictions: Net assets subject to stipulations imposed by donors, and grantors. Some donors' restrictions are temporary in nature; those restrictions will be met by actions of Greater San Marcos Youth Council's or by the passage of time. Other donor restrictions are perpetual in nature, whereby the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statement of activities.

*Cash and cash equivalents*

For purposes of the statements of cash flows, the organization considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents. As of August 31, 2023, the organization's cash and cash equivalents totaled \$65,515.

GREATER SAN MARCOS YOUTH COUNCIL  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2023

NOTE A - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES-CONTINUED

*Fair Value Measurements*

The organization reports its fair value measures using a three-level hierarchy that prioritizes the inputs used to measure fair value. The hierarchy, established by GAAP, requires that entities maximize the use of observable inputs and minimize the use of unobservable inputs when measuring fair value. The three levels of inputs used to measure fair value are as follows:

Level 1 Inputs that are quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date.

Level 2 Inputs other than quoted prices included in level 1 that are observable for the asset or liability, either directly or indirectly.

Level 3 Inputs that are unobservable for the asset or liability.

A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement.

The carrying amount of cash and cash equivalents, prepaids, accounts payables and accrued expenses approximates fair market value due to the short-term maturities of these investments.

*Accounting for Contributions*

Contributions received are recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Contributions that are restricted by the donor are reported as an increase in net assets without donor restrictions if the restriction expires in the reporting period in which the contribution is recognized. All other donor restricted contributions are reported as an increase in net assets with donor restrictions, depending on the nature of restriction. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Contributed property and equipment are recorded at fair value at the date of donation. Contributions with donor-imposed stipulations regarding how long the contributed assets must be used are recorded as net assets with donor restrictions; otherwise, the contributions are recorded as net assets without donor restrictions.

*Gifts Received for Specific Beneficiaries*

As required by ASC 958-605-25, when acting as an agent, the organization does not recognize gifts as revenues if the gifts are designated for specific beneficiaries unless the donor specifies variance power with the gift.

GREATER SAN MARCOS YOUTH COUNCIL  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2023

NOTE A - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING  
POLICIES-CONTINUED

*Expense Recognition and Allocation*

The cost of providing the organization's programs and other activities is summarized on a functional basis in the statement of activities and statement of functional expenses. Expenses that can be identified with a specific program or support service are charged directly to that program or support service. Costs common to multiple functions have been allocated among the various functions benefited.

General and administrative expenses include those costs that are not directly identifiable with any specific program, but which provide for the overall support and direction of the organization.

Fundraising costs are expenses as incurred, even though they may result in contributions received in future years. The organization generally does not conduct its fundraising activities in conjunction with its other activities. In the few cases in which it does, such as when the annual report or donor acknowledgements contain requests for contributions, joint costs have been allocated between fundraising and management and general expenses in accordance with standards for accounting for costs of activities that include fundraising. Additionally, advertising costs are expensed as incurred.

*Use of Estimates*

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of revenues and expenses during the reporting period and the reported amounts of assets and liabilities at the date of the financial statements. On an ongoing basis, the organization's management evaluates the estimates and assumptions based upon historical experience and various other factors and circumstances. The organization's management believes that the estimates and assumptions are reasonable in the circumstances; however, the actual results could differ from those estimates.

*Tax Status*

The organization is incorporated exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code (IRC), though it would be subject to tax on income unrelated to its exempt purposes. The tax year is still open to audit for both federal and state purposes.

*New Accounting Pronouncement*

In February 2016, FASB issued ASU No. 2016-02, *Leases* (Topic 842), which requires lessees to recognize leases on the balance sheet and disclose key information about leasing arrangements. The new standard requires the lessee to recognize lease liability on the statement of financial position for leases greater than 12 months. Leases will be classified as finance or operating, with classification affecting the pattern and classification of the expense recognition in the statement of activities. The effective date for this standard has been delayed to annual reporting periods beginning after December 15, 2021.

GREATER SAN MARCOS YOUTH COUNCIL  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2023

NOTE B - INVESTMENTS

As of August 31, 2023, the organization's investments included:

	<u>Edward Jones</u>
Cash	\$ 18,000
Money market/CDs	312,195
Securities	<u>1,275,453</u>
	\$ 1,605,648
Interest/dividend income	29,066
Unrealized gain	\$ 118,653

Investments were measured at fair value using the market approach and inputs were considered to be level 1 under the fair value hierarchy.

NOTE C - LEASES

Greater San Marcos Youth Council entered into a 30-year lease agreement with the City of San Marcos in 1989 for the property to construct a children's shelter. In 2019 the lease agreement was renewed for an additional 30 years. Greater San Marcos Youth Council leases the land on which the youth shelter is located from the City of San Marcos for \$1 per year.

NOTE D - COMMITMENTS AND CONTINGENCIES

Greater San Marcos Youth Council, Inc. continues to participate in the federal and state funded programs. Under the terms of these contracts, the organization is subject to program compliance audits by the grantor or its representatives. Accordingly, the organization's compliance with applicable contract requirements could be established as some future date. If future program compliance audits result in questioned or disallowed costs, reimbursements would have to be made to the granting agencies. Accordingly, the amounts, if any, of such expenditures which might be disallowed by the grantor agencies cannot be determined as this time; however, the organization's management believes such amounts, if any, would be immaterial.

NOTE E - CONCENTRATIONS OF REVENUE

Grants and contracts from government agencies represent approximately 72% of the organization's total support for the year ended August 31, 2023.



GREATER SAN MARCOS YOUTH COUNCIL  
NOTES TO FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2023

NOTE F - RETIREMENT PLAN

The organization has established a 403(b) retirement plan for employees. Employees are able to contribute a portion of their salary to their retirement account and the organization will match 3% of what the employees contributes. The organization's contributions for the year ended, August 31, 2023 totaled \$9,273.

NOTE G - LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES

The following reflects the organization's financial assets as of the financial position date, reduced by amounts not available for general use due to donor-stipulated restrictions.

	<u>2023</u>
Cash and cash equivalents	\$ 65,515
Grants receivables	79,669
Investments	<u>1,605,648</u>
Total financial assets	1,750,832
Donor restrictions	<u>118,000</u>
Financial assets available to meet cash needs for expenditures within one year	<u>\$1,632,832</u>

The organization's primary sources of cash flows during the year are related to grant awards and state payments program/shelter services. These revenue sources provide a consistent inflow of cash throughout the year.

NOTE H - RELATED PARTY TRANSACTIONS

Greater San Marcos Youth Council hold investments with Edward Jones-Financial Advisors. A Greater San Marcos Youth Council board member is the spouse of the listed financial advisor on the Edward Jones account. As of year end, total Edward Jones investments totaled \$1,605,648.

NOTE I - SUBSEQUENT EVENTS

Management has evaluated subsequent events through December 15, 2023, which is the date the financial statements were available to be issued.



# FAMILY AND YOUTH SUCCESS PROGRAM (FAYS)

## Program Operations Guide

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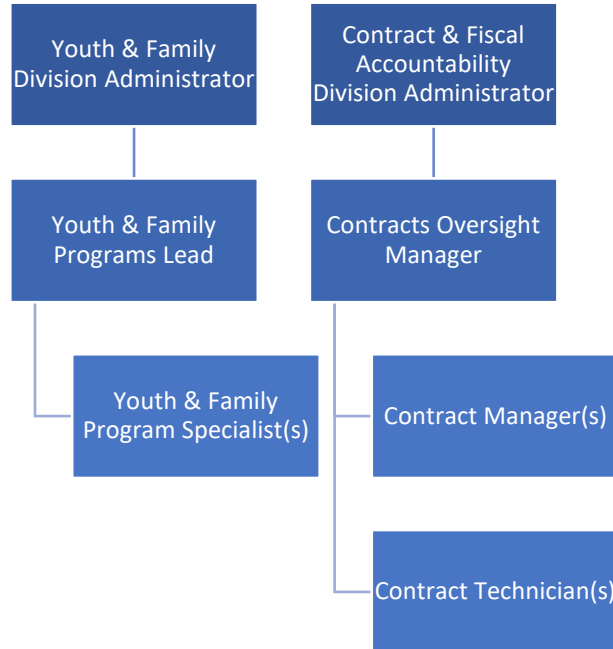
# Introduction to the FAYS Program Operations Guide

The purpose of the Program Operations Guide is to assist current Family and Youth Success Program (FAYS) Grantees with procedures, policy clarifications, and frequently asked questions that are related to the programmatic components of their Family and Youth Success Program contract. This guide includes an overview of DFPS Prevention and Early Intervention (PEI) Division and is divided into sections based on the Request for Application issued in FY16. The Family and Youth Success program was formerly named the Services to At-Risk Youth (STAR) Program. Beginning in 2019, PEI began the process of renaming the program, soliciting input from internal and external program stakeholders. In the spring of FY20, the name Family and Youth Success Program was identified, and a logo design contest was implemented, and the final logos were selected.



# Prevention and Early Intervention (PEI) Overview

All PEI Programs consist of the following team members:



Who do I contact on my PEI Team?	
Team Member	When to Contact
<b>Youth &amp; Family Program Specialist(s)</b>	Questions about programmatic operations, interpretations, policy clarifications, reports, procedures, staff changes, technical assistance requests, client concerns, outreach and stakeholder concerns, and training needs.
<b>Contract Manager/Technician</b>	Billing, Background checks, Budget Concerns and/or Budget Changes.
<b>Research &amp; Evaluation Team</b>	Access to PEIRS, PEIRS technical issues: <a href="mailto:PEIData@dfps.texas.gov">PEIData@dfps.texas.gov</a>
<b>Youth &amp; Family Email Inbox</b>	Quarterly and annual reports are submitted to this email address for Family & Youth Success Program in addition to occasional special projects submissions: <a href="mailto:YouthFamilyPrograms@dfps.texas.gov">YouthFamilyPrograms@dfps.texas.gov</a>
<b>Operation &amp; Program Support Team</b>	Please contact the OPS team when you have training requests or need assistance with a PEI-sponsored event or training (including webinars) <a href="mailto:PEITraining@dfps.texas.gov">PEITraining@dfps.texas.gov</a>

# Getting Connected With PEI

As a PEI Grantee, you and your staff will work with several different other teams within PEI, such as Operation & Program Support Team, Research & Evaluation Team, and Contract Management and Oversight. Each team plays a critical role to the implementation and management of your contract and services.

1. **Operation & Program Support Team:** PEI's Operation & Program Support (OPS) Team oversees multiple avenues of external communications to benefit PEI's programs; as well as, develop positive parenting messaging to Texas families. OPS supports mission objectives in these key areas: Communications and Public Awareness, Training and Professional Development, Community Impact and Parent Engagement. Additional Communication supports are listed below:
  - **PEI Provider News:** PEI's e-newsletter is distributed monthly. PEI Provider News includes news about PEI initiatives, staff, and news related to prevention and early intervention statewide. Family & Youth Success Program Grantees should ensure their programmatic points of contact register for PEI Provider News by clicking here: [PPN Registration Link](#)
  - **The Texas Prevention Network:** is a channel for informing stakeholders about key updates. This network is comprised of a diverse set of stakeholders including advocates, service providers and coalitions. PEI communicates with the network via email newsletters sent periodically. To sign up for TPN: [TPN Registration Link](#)
  - **PEI Learning Hub:** the [PEI Learning Hub](#) is available to all PEI Grantees and serves as an engaging, web-based professional development portal providing training on a variety of topics. The interactive learning management system is designed for community providers, home visitor staff, and other partner agencies serving families through PEI contracts. Grantees and partner agencies can use it to stay up-to-date on best practices and professional development opportunities. [Click here](#) to access the recorded webinar for step-by-step directions on how to create a user account and an overview of the content currently available.
  - **Training Tuesday Webinars:** The webinars explore current relevant topics based on state trends, featuring PEI speakers, and guest experts. Register for the [PEI Provider News](#) and receive the upcoming registration links or email [PEITraining@dfps.texas.gov](mailto:PEITraining@dfps.texas.gov).
  - **Get Parenting Tips Website:** The Get Parenting Tips website was developed to provide a platform to connect Texas parents and caregivers with positive parenting information and resources. Grantees are encouraged to visit [GetParentingTips.com](http://GetParentingTips.com).
  - **PEI Calendar:** PEI produces an annual Parenting Tips Calendar. This free family resource is filled with helpful tips for parents and caregivers of children of all ages. It is available in English and Spanish. The calendar is endorsed by the Texas Pediatric Society and is a great resource for families participating in early childhood programs. Place your order online at: [www.printmailpro.com/dfps](http://www.printmailpro.com/dfps)
  - **Technical Assistance Vendor Pool:** provides access to qualified experts and agencies that can provide subject matter expertise on various topics to our external and internal stakeholders statewide who are dedicated to supporting children and families in Texas. The Technical Assistance Vendor pool allows PEI to deliver services in a

manner that increases competency within a community or cohort to effectively serve and support children and families in Texas. The Technical Assistance Vendor provides quality and effective technical assistance, training sessions and event workshops, and/or opportunities for peer to peer learning. Opportunities may vary in delivery method, scale, timeline, and topic and may include intensive sessions and/or workshops, preparation of customized reports and maps, compilation of toolkits/academic literature, or other methods.

2. **Research & Safety Team:** is composed of two units, the Research and Evaluation (R&E) team and the Office of Child Safety. Most Family & Youth Success Program Grantees will work with the R&E team to request DRITS and get assistance with the PEIRS database. The Research and Evaluation team is responsible for managing PEI's IT projects, data management, data quality assurance, continuous quality improvement efforts, internal research and evaluation, and oversight of third-party evaluation contracts. Key projects include the Prevention and Early Intervention Reporting System (PEIRS), facilitation of the Research Roundtable, and federal and state mandated data and outcomes reporting.
  - **DRIT (Data Request Intake and Tracking Form):** The FAYS program has many different reports to pull data from, but your agency may need data for a specific project. To obtain this information, you will need to complete a Data Request Intake and Tracking Form and submit it directly to the Database team at: [PEIData@dfps.texas.gov](mailto:PEIData@dfps.texas.gov). Please contact your Program Specialist for a DRIT form.
  - **PEIRS Database:** All PEI Grantees utilize the PEIRS database to input data and submit billing. PEIRS stands for Prevention and Early Intervention Reporting System. This system is designed to capture data reporting requirements for all programs funded through Prevention and Early Intervention. To request access into the PEIRS database, you will first need to complete the online PEIRS training at: <https://learninghub.dfps.state.tx.us/>. Once you have completed the training, you will need to e-mail your training certificate to our database team at [PEIData@dfps.texas.gov](mailto:PEIData@dfps.texas.gov) and register for access into the HHS Enterprise Portal. For step-by-step instructions on how to register for access into the HHS Enterprise Portal, please refer to the PEIRS database entry manual. If you need a copy of the PEIRS data entry manual, please contact your Program Specialist or the database team at: [PEIDATA@dfps.texas.gov](mailto:PEIDATA@dfps.texas.gov).
3. **Contract Management and Oversight:** PEI's Contract Management and Oversight team is responsible for planning, developing, awarding and managing all contracts for the division. Primary responsibilities include developing solicitation documents, writing contracts and amendments, awarding contracts, reviewing contract budgets, monitoring of contracts, ensuring contract fulfillment and processing invoices. Your Contract Manager will contact your agency's designated primary contract point-of-contact when the above concerns arise. Your Contract Manager coordinates budget reviews and will work directly with each Grantee regarding that process. In addition, each year Contract Managers and Program Specialists work with the monitoring team to identify candidates for several ad hoc monitoring to occur. While Contract Managers and Program Specialists conduct their own monitoring activities, the official monitoring report will be issued by the monitoring team.

# Family & Youth Success Program Overview

The Family & Youth Success (FAYS) Program's primary focus is on primary and secondary prevention of child maltreatment. Primary and secondary prevention services are foundational principles of the U.S Department of Health and Human Services' Child Maltreatment Prevention Framework (more information on the framework can be referenced on page 29). Opportunities provided through FAYS are intended to be strengths-based and build resiliency through approaches that prevent or reduce child maltreatment and/or juvenile delinquency and increase family functioning and parental protective factors.

PEI contracts with community-based agencies to provide program services to youth and families in all 254 counties in Texas. Youth ages 6-17 and their family members are eligible for Family & Youth Success program services when a family/youth is in crisis, when the youth or family requests services to address a presenting concern related to family or peer conflict, school attendance issues, runaway behaviors, juvenile delinquency or homelessness, or to increase family/youth resilience in coping with stressful life situations. Services are provided to youth and families regardless of their economic status and are provided voluntarily. Voluntary means that a family and/or youth may not be pressured, court-ordered or mandated to attend FAYS services. FAYS services are only to be sought after if the youth or family requests and/or wishes to participate in services. More detailed information regarding client eligibility guidelines can be referenced on page 7.

The primary role of services is developing and strengthening coping skills for the purpose of restoring family stability, building resiliency among youth, and enhancing parental protective factors. Without youth and caregivers possessing these characteristics, maladaptive behaviors and coping strategies can develop, contributing to the long-term impact on youth and families and may impact the incidence of child maltreatment and juvenile delinquency.

The original programmatic guidelines for FAYS were outlined in the procurement RFA and PEI issues policy changes or clarifications via written memos and other external written communications.

## Required Conferences:

Each agency contracted with Family & Youth Success Program is required to have staff attend the two events below. The costs for staff attendance are built into each Grantee's budget.

- Partners in Prevention (PIP) Conference: Every year this conference creates an opportunity for Grantees, community partners, and other professionals in the field from across Texas to network. It allows the opportunity to acquire comprehensive information on the prevention of child abuse and neglect and related problem behaviors such as family violence, substance abuse, and juvenile delinquency. PIP takes place in the fall, rotating locations throughout the state. Information regarding PIP registration, hotel accommodations, room rental codes, etc. will be sent out in PEI Provider News.
- Family Youth & Success Program Annual Meeting/Grantee Webinars: The Family & Youth Success Program has its own program-specific conference each spring, or as otherwise noted. The Family & Youth Success Program's annual meeting is designed to provide program directors and other administrative-level Family & Youth Success Program staff with information and support related to programmatic operations.



## Service Area

The FAYS Program solicited services for all 254 counties in the state of Texas. These are listed by the Grantees in the Statement of Work and Project Work Plans. Services must be delivered to all counties within the service area. All core services of the FAYS program must be available on an as-needed basis and readily accessible to all communities of the county or counties served, regardless of the size of their population. Only one Grantee per county will be selected to provide FAYS services; no counties will be served by more than one Grantee, and if Subgrantees will be utilized, the respective counties of the overall service area must be identified for each subcontract.

Additionally, due to the nature of the FAYS program Grantees are required to have:

- Flexible service delivery plan that is responsive to the needs of clients who have arranged/scheduled services,
- Regular office hours for clients who may walk-in to inquire about FAYS services
- All core FAYS services available to eligible clients in all counties

***Question: We are contracted to serve clients in County X and another FAYS Grantee is contracted to serve clients in County Z. We have a FAYS service office in a school in County X whose students live in both County X and County Z. Can we provide services to students who live in County Z?***

***Answer: Yes. Since the school is physically located within the county you are contracted to serve, and this service location meets the client's needs, as it is the school they attend, it is permissible to serve students who live in County Z who attend this school.***

## Eligible Client Population

The eligible client population to be served utilizing FAYS funds is described below. This includes the update in the Policy Memo issued by PEI Leadership in December 2019.

Families with children ages 6-17. Families with youth who turn 18 years old during the school year will be permitted to participate in the FAYS program until program goals are met or the end of the current fiscal year, provided they were 6-17 years old when first enrolled in the FAYS program. Given that the statute for FAYS outlines the intended age range as 6-17, PEI will not allow for enrollments at 18 or older to be in line with direction of the Legislature. A program site may choose to serve young people 18 and over with other funds.

- Youth whose cases are pre-adjudicated, informally adjudicated, or whose adjudication has been deferred are eligible for FAYS services. Youth who have been adjudicated and convicted of either a misdemeanor or state jail felony offense are NOT eligible for FAYS services.
- Youth in the conservatorship of CPS (named in a CPS referral or open case) are eligible to receive FAYS services, including emergency care regardless of the presenting concern, if intake and assessment process indicates the youth would be appropriately served by the available FAYS opportunities.
- Families with youth between the ages of 0-5, if it is demonstrated that this age group needs services due to lack of other resources or community services.

For further questions regarding the eligible client population please contact your PEI Youth and Family Program Specialist.

**NOTE:** In each Grantee's Project Work Plan, Grantees must identify the criteria utilized to determine appropriateness of fit as well as their assessment process. It is intended that the bulk of recipients of FAYS services do not have a confirmed or open CPS case as the FAYS program has a focus on primary and secondary prevention. While clients with a current or a previous history with Child Protective Services are eligible to be served, outreach efforts must focus on those with at-risk characteristics and behaviors who have not been previously involved with CPS. If determined by PEI, the population served falls excessively outside of the primary and secondary prevention focus, it will provide technical assistance on outreach efforts if necessary.

***Question: Our agency has accepted referrals from our local CPS office, but we are unsure of the number of CPS clients we have served. How do we get this information?***

***Answer: Grantees may request this information from their Program Specialist who will work with PEI Research and Evaluation to obtain this information.***

***Question: Is there any circumstance in which a youth can enroll in services without the consent of their primary caregiver?***

***Answer: If the circumstances align with Texas Family Code terms outlined in §32.004.***

***Consent to Counseling. Found at:***

***<https://statutes.capitol.texas.gov/Docs/SDocs/FAMILYCODE.pdf>***

## **FAYS Statement of Work and Project Work Plan**

### **Statement of Work:**

The Statement of Work (SOW) document is one of several key components of an organization's FAYS contract. The SOW provides an executive level summary of the Grantee's proposed service delivery program, list of services including service area, eligible population, annual performance measures, and additional contract requirements. The Statement of Work is a part of a signed contract with PEI and cannot be altered or changed without a bilateral contract amendment by both parties. Thus, changes or edits to the SOW require a formal contract amendment. For questions about changes to your Statement of Work, contact your FAYS Program Specialist.

### **Project Work Plan:**

The Project Work Plan is a complement to the Statement of Work. It documents how a Grantee will achieve the performance measures outlined in the contract. It is a flexible document, meaning that changes can be made with written approval from both PEI and the Grantee, which are recorded in the Project Work Plan.

The PWP has been organized into multiple sections, each of which contain current descriptions of the Grantee's programmatic processes. The sections are:

- General Information
- Contact Information
- Service Summary Table
- Outputs
- Target Population – including serving children 0-5 and FAYS Express

- Project Structure and Staffing
- Goals and Objectives
- Programming and Service Delivery
- Core and Ancillary Services Provided
- Model Fidelity
- Public Awareness and Education Work/Other Initiatives (Universal Child Abuse Prevention-UCAP)
- Community Coalition Work
- Program Promotion, Outreach and Partnerships
- Data and Data Use
- Standards of Quality for Family Strengthening and Support
- Subcontractor Management and Monitoring
- Virtual Services
- Record of Project Work Plan Changes

### Project Work Plan Change Requests:

Changes can be made to the Project Work Plan as different situations evolve over the life of the contract. Reasons for requesting a change to a Project Work Plan could include updating program contact information, services, locations, schedule, or other minor process changes. The process for requesting changes to a Project Work Plan are as follows:

1. Open your most current Project Work Plan in Microsoft Word and turn on “Track Changes” in the “Review” tab.
2. With track changes on, make your desired updates to the Project Work Plan.
3. Once you have made your updates, save changes and email your Program Specialist with a Microsoft Word version of the revised Project Work Plan attached.
4. Your Program Specialist will review your changes. Upon approval, your Program Specialist will accept all changes made, record changes in the Record of Project Work Plan Changes table and send the approved document back to you noting your change request is approved.

## **FAYS Core Services**

There are 6 core service components of the FAYS program and all 6 components are required to be provided by FAYS Grantees.

Core Services	
1	<b>Family Service (choice of one or both)</b> <ul style="list-style-type: none"> <li>• Sessions</li> <li>• Counseling</li> </ul>

<b>2</b>	<b>Individual Service (choice of one or both)</b> <ul style="list-style-type: none"> <li>• Sessions</li> <li>• Counseling</li> </ul>
<b>3</b>	<b>Parenting skills training</b>
<b>4</b>	<b>Youth skills training</b>
<b>5</b>	<b>Initial Intake session</b>
<b>6</b>	<b>Emergency shelter care services</b>

### Family and Individual (Sessions):

Family and Individual sessions are defined as "a curriculum-based skills approach session and designed to reduce conflict, stress and tension among family members so a child or youth can remain in, or be returned to, his or her home."

The purpose of Family and Individual sessions is to promote protective factors, develop youth coping skills that will help build their resiliency, provide guidance and support to families and individual youth. Family and Individual sessions are not a substitute for individuals who need intensive or long-term counseling or psychiatric care. Respondents should address the following items in their Project Work Plan:

- Family and Individual Sessions must be a minimum of 35 minutes per session. There is no maximum.
- FAYS Family Support Specialist minimum staff qualifications are a bachelor's degree, plus at least one (1) year experience with at risk youth and families. An additional year of experience in working with at-risk youth and families may be substituted for each year of college (30 credit hours) to secure a bachelor's degree.
- The FAYS Family Support Specialist is expected to work with the family and/or youth to identify the presenting concern and subsequent concerns, identify the family and individual's strengths and use an evidenced-based program curriculum or a combination of approaches to explore behavior alternatives, identify steps to resolve the problem and measure progress.
- Family sessions/counseling are considered to be a service delivered to two or more clients, one of them being a registered Target Youth, Primary Caregiver, Secondary Caregiver, other registered adult or registered sibling.
- Individual sessions/counseling is considered to be a service delivered to a single individual. This individual may be the Target Youth, Primary Caregiver, Secondary Caregiver, other registered adult or registered sibling.
- Family and Individual sessions and counseling must be offered within one week of the initial referral and must be provided to the family and the youth needing services. It is encouraged to include other family members living in the same household. Family sessions/counseling is a core service and strongly encouraged for family conflict, school attendance issues, runaway, homeless, and misdemeanor offense issues. The expectation is that the majority of families

will be served as a family unit, and Grantees are expected to promote FAYS services as a family-based program.

***Question: How do we determine what evidence-based curriculums to use?***

***Answer:*** PEI has compiled a list of evidence-based curriculums that may be used in FAYS Services. The list was developed based on curriculums submitted to be utilized beginning with this RFA. A copy of the most current list can be requested from your Program Specialist. If a Grantee would like to utilize a new curriculum that is not listed, they can complete an Evidence-Based Program Information and Ranking Tool and submit it to their Program Specialist who will review and also send to PEI's research team for approval. This tool should be completed any time a new curriculum is proposed for use in FAYS family sessions, individual sessions, youth skills or parenting skills. FAYS Grantees identify the curriculums they use for sessions and skills training in Core and Ancillary Services Provided and the Model Fidelity sections of their Project Work Plan.

*It should be noted that therapeutic modalities provided in Individual and Family Counseling sessions (example, Dialectical Behavior Therapy) do not require the completion of an Evidence-Based Program Information and Ranking Tool. Utilization of appropriate evidence-based modalities in these services are left to the discretion of the licensed mental health professional. If counseling modalities change or are added, a Project Work Plan update is needed.*

***Question: We held a family session with family members of a registered FAYS target youth - but the target youth was not present. How do we enter this into the database?***

***Answer:*** You will always enter Family Sessions or Family Counseling under the family's enrollment.

***Question: During a family session, 3 members of the family attended. How many units do we enter and how many units are we able to bill for?***

***Answer:*** In the enrollment you can enter who was present at the family session. You are only able to bill for one single session. The unit rate you set for Family Sessions is the amount you may bill for no matter if 2 or 7 family members are present.

**Family and Individual (Counseling):**

Family and Individual Counseling is defined as a therapeutic model of counseling designed to reduce conflict and negative behaviors, improve communication, change thought patterns, learn acceptance and intervene with a solution-focused, trauma-informed therapeutic approach. Family and Individual Counseling is not a substitute for individuals who need intensive or long-term counseling or psychiatric care. The following terms outline these services:

- In the project work plan, in *Core and Ancillary Services Provided* and *Model Fidelity* sections, describe the evidence-based therapeutic approaches that will be implemented with FAYS clients in individual and family counseling sessions.
- Explain how the proposed evidenced-based therapeutic approach will meet the needs of youth and families and indicate its evidence basis.
- For Family and Individual counseling, a provider must have a minimum of a Master's degree in social work, counseling, psychology or related field with at least one (1) year experience in counseling/direct service and be licensed in one of the following:

Licensed Master of Social Work (LMSW), Licensed Clinical Social Worker (LCSW), Licensed Professional Counselor or Intern (LPC), Licensed Marriage and Family Therapist or Associate (LMFT), Licensed Psychological Associate or Psychologist. Family Support Specialists may not provide Individual Counseling or Family Counseling sessions.

- The FAYS Counselor is required to work with the family and/or youth to identify the presenting concern and subsequent concerns, identify the family and individual's strengths and use a therapeutic approach or combination of approaches and evidenced based program curricula to help clients process their feelings, resolve problematic behavior, build effective coping strategies and measure progress for a minimum of fifty (50) minutes of counseling time.

***Question: Can we bill for Family or Individual Counseling sessions conducted by an intern enrolled in a Master's or Bachelor's program?***

***Answer: Family and Individual Counseling can be billed only if the staff member conducting the service meets the minimum staff qualifications. The qualifications are:***

- *Minimum of a Master's degree in social work, counseling, psychology or related field and at least 1 year of experience in counseling/direct service*
- *One of the following professional licenses: Licensed Master of Social Work (LMSW), Licensed Clinical Social Worker (LCSW), Licensed Professional Counselor or Intern (LPC), Licensed Marriage and Family Therapist or Associate (LMFT) Licensed Psychological Associate or Psychologist.*

***Note: Most interns in Master's or Bachelor's programs do not meet the billing requirements for counseling sessions because they are still in graduate school and do not possess one of the professional licenses listed.***

### Guidelines for Sessions and Counseling Services:

There are many theories on what constitutes an effective short-term, evidenced-based session and counseling approach. Grantees must address, in their project work plan, the following elements which must, at a minimum, be included in the session and counseling services of the FAYS Program proposed:

- Establishment of rapport – develop a cooperative constructive alliance with the client;
- Identification of the major problem(s) or concerns and each individual's strengths through an assessment process;
- Exploration of behavioral alternatives – create a solution-based versus problem focused approach
- Develop an Action Plan, using the Action Plan Template describing the implementation of steps to resolve the problem – the FAYS Counselor/Family Support Specialist and clients must jointly develop attainable/measurable tasks. An example of an Action Plan Template can be requested from your Program Specialist.
- Establish a method to measure progress – on-going assessment of the attainment of the goals and progress;
- Implementation of follow-up strategies with the participants;
- Maintain documentation summarizing the aforementioned components in case notes which should be separate from the Action Plan.

For billing purposes, family sessions/counseling are considered to be a service delivered to two or more clients, one of them being a registered Target Youth, Primary Caregiver, Secondary Caregiver, other registered adult or registered sibling. Individual sessions/counseling is considered to be a service delivered to a single individual. This individual may be the Target Youth, Primary Caregiver, Secondary Caregiver, other registered adult or registered sibling. If all other criteria are met, initial intake sessions (a core service) may be billed separately, regardless of the number of participants.

Family and Individual sessions and counseling must be offered within one week of the initial referral and must be provided to the family and the youth needing services. The expectation is that the majority of families will be served as a unit, and Grantees are expected to promote FAYS services as a family-based program. In the event a Primary Caregiver refuses to participate in the FAYS services, the Grantee must document, in the case file, the reason(s) the Primary Caregiver is not participating in family sessions/counseling. Although, it is imperative that family sessions be provided to all open FAYS cases, PEI understands that some Primary Caregivers are unwilling to participate. The expectation is that Grantees make strong efforts to serve the family unit or document in the client file why it is not possible.

***Question: If a staff member provided individual counseling to a target youth and towards the end of the session, the parent came in to talk to the practitioner and youth, would this be considered an Individual Session or Family Session?***

***Answer: If 50% or more of the session duration (25 minutes or more) was spent with just the Target Youth, then the session should be billed as an Individual Session and must be documented in the Case Note.***

### **Telehealth Services:**

Face-to-face Family and Individual sessions and counseling are preferred and should encompass the majority of service delivery methodology; however, telephone services, online services, webinars, and video conferencing may also be provided if a face-to-face service is not feasible. Respondents should address the following items, at a minimum, in their proposal:

- Payment for services can only be requested for face-to-face, telephone and video conferencing services.
- Telephone and video conferencing services will be billed at the individual rate of the respective service being offered (session or counseling) and must follow the same duration and staff qualification guidelines. It is not permissible to bill a family rate for delivering a telephone or video conferencing service, unless otherwise noted by PEI.
- Non-billable services such as online services, texting, emails or webinars must be taken into account in each of the fee for service unit rates.

**Note:** In addition, Grantees who use alternative mediums (as those listed above that use technology) to provide services must ensure client confidentiality and submit, as part of the proposal response, their agency's confidentiality plan and Data Use Agreement (DUA) and Security and Privacy Initial Inquiry (SPI).

## Parenting Skills Training:

Parenting Skills Training is defined as an evidence-based program curriculum delivered to a group of adult caregivers in a class/training setting for the purposes of improving family functioning skills and building resiliency. Respondents should address the following items, at a minimum, in their proposal:

- Classes will address topics like communication, coping skills, problem-solving, conflict resolution, decision making, anger management and other adult and parenting specific topics.
- The adult caregiver does not necessarily have to be living in the same house as a registered youth; however, there must be a registered target youth identified for the Grantee to bill for the adult caregiver's participation in the skills class.
- The billable rate should match the Parenting Skills fee-for-service rate.

***Question: The RFA states that Grantees "must provide and have available at a minimum" all of the Core Services. Is there a specific number of training classes that need to be held?***

***Answer: All of the core services must be made available to FAYS clients. In your project work plan you will identify how often you will hold Parent Skills Training classes and how caregivers who would benefit from participation can be referred/access the classes. There is no minimum or maximum amount. Please ensure that core services are available to clients in all counties included in your contract.***

## Youth Skills Training:

Youth Skills Training is defined as an evidence-based program curriculum delivered to a group of registered youth in a class/training setting for the purposes of improving youth coping skills and building resiliency. Classes should address topics like communication, problem-solving, decision making, managing peer pressure, coping skills, conflict-resolution, anger management, and other youth specific topics such as bullying prevention or online-safety.

## Initial Intake:

Initial intake is a service for first time clients or returning clients reopening a case that has been closed for three months (90 days) or longer. An initial intake session is the first session scheduled with the client where intake paperwork is completed including the PEI Client Enrollment Form, the Pre-Protective Factors Survey (PFS), signing and completing any agency specific paperwork, completion of the client/family assessment, development of the Action Plan, and building rapport with the youth and/or the family.

For an initial intake to be billed separate from a family or individual session/counseling, the initial intake would need to be at least seventy-five (75) minutes in duration.

All new youth and returning youth with a case that has been closed for 90 days or more must participate in an Initial Intake Session. The sessions may be billed as an Initial Intake Session if it is 75 minutes in duration or longer. If the session is less than 75 minutes, it can be billed as an Individual session or Family session dependent upon who is physically present during the intake:

Regardless of the length of the session, the following must be completed during an initial intake:

- Building rapport with the youth and/or family;



- PEI Client Enrollment Form
- Pre-Protective Factors Survey;
- Development of the Action Plan;
- Any agency-specific paperwork or assessments

***Question: How do we bill for an intake if it does not last 75 minutes?***

***Answer:*** It is billed as either an Individual Session or a Family Session – depending on who was present during the intake. For example, if only the target youth was present then it would be billed as an individual session.

***Question: May we bill more than one initial intake per family? May we bill more than one initial intake per family on the same day?***

***Answer:*** FAYS is designed so that each registered target youth receives their own initial intake. Since an initial intake is 75 minutes, Grantees who have conducted more than one initial intake per family on the same day (2 intakes would span at least 2 ½ hours) are asked to justify in the case notes why that was in the client's best interest. For example, "family resides in rural area and meeting with staff/family is limited due to extensive travel distance." For staff members who have conducted two intakes, but one was 80 minutes, and the second was 37 minutes, you would bill for one initial intake and one family session.

***Question: What if a PCG enrolls 3 siblings in one initial intake session (75 min total) and completes the index child forms – Do we bill for 3 intakes or bill for 1 intake? When would I bill for separate intakes? Would each youth present at the intake and registered be counted as an unduplicated target youth?***

***Answer:*** If you are doing one intake with the entire family at the same time, you would just bill for one intake. If you are spending 75 minutes with each youth in a family separately, you can bill for three separate intakes. Each youth present at the intake and registered would be counted as an unduplicated target youth.

### Emergency Care Services:

Short-term, temporary emergency care services must be available 24 hours/7 days a week, including holidays. Emergency care services are limited to youth aged 10-17 and cannot exceed fifteen (15) calendar days in a fiscal year per registered youth. The purpose of emergency care services is to reduce child maltreatment and family conflict and should be the last resort after attempts to de-escalate the situation, provide crisis intervention techniques, and all kinship/relative placements have been explored. Grantees are responsible for delivering family and/or individual counseling/sessions a minimum of one time daily for each day the youth is in emergency care. Steps in providing Emergency Care Services are as follows:

- Emergency care services may be provided by emergency shelters, foster homes, or other short-term care facilities. All facilities that are used to provide short-term shelter care and foster homes must be licensed by the Child Care Licensing Division of DFPS. A list of the System Agency licensed facilities can be found at:

[http://www.dfps.state.tx.us/Child\\_Care/Search\\_Texas\\_Child\\_Care/](http://www.dfps.state.tx.us/Child_Care/Search_Texas_Child_Care/)

- Placement of a youth in a shelter must always be preceded by an intake and assessment.
- If emergency care is to be provided by an emergency shelter, a parent or conservator consent should be given before the placement occurs, if possible. Emergency shelter placements that occur without parent or conservator consent must include a search and clearly documented by Grantees attempting to locate parents or conservators. Child Placement Agencies must notify the child's parent before placing the child in emergency care services.
- A contingency plan for providing emergency care must be developed for situations when the Grantee may be unable to accept a youth for emergency care services as a result of licensing constraints or capacity issues. The Grantee must work with local authorities and/or other agencies to locate an appropriate, alternative facility or licensed foster care home through a licensed child-placing agency that can house the youth when necessary.

Additionally, Grantees may subcontract with a licensed facility to provide emergency care services for youth. See steps below if emergency care is subcontracted service:

- Staff of the primary Grantee must arrange face-to-face contact with the youth within twenty-four (24) hours and will be responsible for developing the FAYS Action Plan.
- Action Plans for youth in emergency care (whether a subcontracted service or own shelter facility) must be reviewed and updated weekly to note progress and determine if they may benefit from any additional FAYS services.
- While in care, the youth must be seen at least one (1) time daily with coordinated services provided by the primary Grantee and subcontracted facility staff, if applicable.
- All services must be documented and maintained in the youth's case file.

***Question: Our back-up shelter was a local non-profit that has closed its doors. What are our next steps?***

***Answer:*** Contact your Program Specialist to inform them. You will need to identify another back-up shelter. When a relationship with a new Grantee has been formalized, you will update your project work plan with this information. Train all staff members responsible for manning your Crisis Hotline with the updated back-up info.

***Question: How do youth find out about our emergency care services?***

***Answer:*** In addition to your program's outreach and referral efforts, youth are referred to FAYS Grantees by the Texas Youth Helpline. Texas Youth Helpline staff take calls 24 hours a day, 7 days a week. Helpline staff assisting callers in need of any FAYS core service give callers the crisis helpline number for the FAYS Grantee in their area.

## FAYS Express

For FAYS Express utilization there is a new policy clarification that differs from the guidance initially provided in the RFA. It is important that Grantees follow the revised programmatic guidelines. Please see below for the current FAYS Express guidelines:

- FAYS Express provides a single-instance skills training opportunity to youth or caregivers. For example, a one-time parenting skills workshop on online safety.

- FAYS Express clients differ from general FAYS clients in that they are attendees of the one-time-only skills training event. FAYS Express clients do not receive any other core services of the FAYS program.
- FAYS Express clients are registered in PEIRS only for billing for the FAYS Express event they participated in. These are entered under the FAYS Express workflow as youth skills or parent and education training groups.
- Initial Intake rates do not apply to registering FAYS Express clients. FAYS Express clients need to be discharged from PEIRS immediately after the conclusion of the FAYS Express event.

Clients enrolled in FAYS Express need to complete the PEIRS Enrollment Form. A brief case note is also required for each participant and must be included in the participant's permanent case file:

Service	FAYS Program/PEIRS Form
Youth Skills Training (1-time session)	Enrollment Form
Parenting Skills Training (1-time session)	

***Question: We plan on offering FAYS Express several times a year as part of a partnership we have with a local youth organization. We would like to do some one-day trainings with parents on internet safety as well as some one-time trainings with youth on online bullying/online safety. How do we bill for this?***

***Answer: You will register all participants into PEIRS using your FAYS Express workflow. You will then be reimbursed for youth skills training participants at your agency's contracted youth skills rate and parenting skills training participants at your agency's contracted parenting skills training rate.***

## FAYS Ancillary Services

There are eleven (11) optional ancillary service components of the FAYS Program:

Ancillary Services	
Parent Advocacy Sessions	<ul style="list-style-type: none"> <li>• Provide support, recommendations, or guidance services for Primary or Secondary Caregivers assisting in completing a task or navigating a system/process.</li> <li>• These services include but are not limited to: accompanying a caregiver to apply for government assistance, supporting a caregiver through a legal or domestic issue (i.e.: filing a Domestic Violence Protective Order); or Guiding them along the school system processes.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provides a service that brings participants from their current location to the location of a FAYS service.</li> </ul>

<b>Transportation Services</b>	<ul style="list-style-type: none"> <li>• These services include but are not limited to: worker transportation in a personal or agency owned vehicle, purchasing a bus or metro pass, paying for a taxi or ride-sharing service.</li> <li>• Note: Transportation Services are no more than 100 miles round trip, but a participant may utilize this service as often as needed in conjunction with a FAYS service.</li> </ul>
<b>Child Care in Conjunction with a FAYS Service Activity</b>	<ul style="list-style-type: none"> <li>• Child Care Services provides the supervision, care and nurturing of a child(ren).</li> <li>• Child Care Services include casual and informal services provided by a babysitter, volunteer or child care provider for the duration of a FAYS service being attended by a registered youth, Primary and/or Secondary Caregiver. Length equal to the co-occurring FAYS activity.</li> </ul>
<b>Educational Support Services</b>	<ul style="list-style-type: none"> <li>• Provides skills classes dedicated to the academic success of youth.</li> <li>• Services include but are not necessarily limited to: college preparation activities, researching and applying to schools, FAFSA education and scholarship searches, SAT and GED study courses, understanding GPA's, and truancy prevention classes.</li> </ul>
<b>Education Direct Services</b>	<ul style="list-style-type: none"> <li>• Allow for the purchase of reasonable and necessary items related to a positive educational experience.</li> <li>• Services could include but are not necessarily limited to: paying for college application fees, purchasing of graduation cap and gown, testing expenses of college entrance exams, and costs associated with taking the GED.</li> </ul>
<b>Prison Parenting Sessions</b>	<ul style="list-style-type: none"> <li>• Provides parenting classes delivered to incarcerated caregivers of eligible youth.</li> <li>• Sessions could include but are not necessarily limited to: re-unifying with their family, parenting skills, coping skills, anger management, job skills, and good decision making.</li> <li>• Evidenced-Based Program curriculum required.</li> </ul>
	<ul style="list-style-type: none"> <li>• Provided through referrals, in-kind, purchased or donated items, providing to a family's basic needs.</li> </ul>

<b>Basic Needs Acquisition</b>	<ul style="list-style-type: none"> <li>• Financial reimbursement from the System Agency for basic needs acquisition can be no more than \$150 per family for the duration of their participation in the FAYS program on a cost reimbursement basis.</li> <li>• During emergency or crisis situations, PEI may provide updated guidance on allowable funding for basic needs support.</li> <li>• Basic needs could include but is not limited to: food, shelter, home furnishings, baby supplies, clothes, school supplies, utility assistance, job training/interviewing skills, referrals to substance abuse programs, transportation not related to participation in FAYS services, medical assistance, budgeting, child care, and supportive counseling services and/or legal aid.</li> </ul>
<b>Teen Homeless Outreach</b>	<ul style="list-style-type: none"> <li>• Serves youth who are vulnerable to running away and/or becoming homeless.</li> <li>• May provide direct outreach to street youth who are homeless, disenfranchised, unsupervised, or at risk of involvement with negative peer groups/gangs, particularly in major urban areas.</li> <li>• Can be achieved by: creating, printing and delivering outreach brochure material with contact and referral information, packaging and delivering care packages of clothes, food supplies and/or toiletries, or providing outreach activities to targeted population.</li> <li>• If this service will be utilized, it must include a description of their teen homeless outreach program in the Project Work Plan.</li> <li>• Provide some operational detail regarding activities: e.g. How often will this activity occur? Which staff members will deliver packages and to what areas of town?</li> </ul>
<b>Mentoring Services</b>	<ul style="list-style-type: none"> <li>• A development strategy for a youth's successful path to adulthood.</li> <li>• In a structured mentoring program, a supportive individual works with a youth to build a relationship by offering guidance, support, and encouragement to cultivate the youth's positive and healthy development.</li> </ul>

	<ul style="list-style-type: none"> <li>• This service provides youth with mentors who will help them create a plan and work toward achieving goals that will help the youth succeed.</li> <li>• Mentoring relationships can be formal or informal. The essential components include creating caring, empathetic, consistent, and long-lasting relationships, often with some combination of role modeling, teaching, and advising.</li> <li>• Mentoring must be conducted in individual or small group settings and must primarily focus on facilitating an ongoing positive relationship between the target youth and a caring adult role model who provides help to the younger person as he or she goes through life. The ratio of mentoring group settings should be no larger than four (4) youth to one mentor.</li> <li>• Only face-to-face interactions will be considered direct services to youth, unless otherwise approved by PEI.</li> <li>• Grantees should aim to use an evidence-based or promising practice curriculum for the mentoring process, recruitment/training of mentors, and management of the mentoring relationship to ensure participant safety and positive outcomes.</li> </ul>
<b>Fatherhood Skills Classes</b>	<ul style="list-style-type: none"> <li>• A program that specifically aims to strengthen fatherhood skills in men.</li> <li>• An evidenced-based or promising practice program designed to assist fathers or other male father figures with parent education skills, guidance and support systems which help them improve the well-being of their children by being involved, responsible and committed fathers.</li> <li>• Services include but are not necessarily limited to: parenting skills, group sessions, support groups, basic need supports, case management, respite services, discipline techniques, communication skills, and other training and technical assistance endeavors designed to help fathers become better caregivers.</li> </ul>
<b>Other (specify)</b>	<ul style="list-style-type: none"> <li>• The option to propose a service not listed above would fall under “Other”.</li> <li>• Some examples are Grandparent Support Group or Service Coordination and Support.</li> </ul>

**NOTE:** In order to receive a FAYS ancillary service, a client must be enrolled in the FAYS program. Grantees are not required to provide ancillary services; however, if a need for a service is identified in

a community, Grantees are encouraged to offer this service. If you propose to add an ancillary service, contact your Program Specialist for approval.

Example: If Grantees note that youth and their caregivers frequently need support with accessing resources or advocacy with care coordination meetings, ARDS, etc., Grantees may consider Parent Advocacy Sessions as an ancillary service.

***Question: Our agency has Basic Needs Acquisition as one of our ancillary services and we provided a family with Basic Needs support this month. How do we bill for that in PEIRS?***

***Answer: Great question! You can only bill after the cost has been incurred. When you are ready to bill, please follow the following steps:***

- *List the total amount being requested for reimbursement on the Basic Needs Acquisition line item in the Cost Reimbursement section of the FAYS Purchased Services Expenditure Report (Form 2014);*
- *Include the expense on the billing support documentation spreadsheet and itemize each expense for which reimbursement is requested;*
- *Cost reimbursement expenses should be included on the expenditure report for the month the cost was incurred; however, reimbursement may be requested any month after the cost has been incurred.*
- *Documentation of costs incurred, such as receipts, should be maintained in your records and made available to PEI upon request.*

**NOTE:** Grantees must maintain supporting documentation for all costs associated with expenses paid through cost reimbursement and the documentation must be presented upon request.

***Question: Our agency does not offer mentoring as an ancillary service and although quite a few of our FAYS youth could benefit from mentoring we are not sure that we have the bandwidth to offer this service. What are your recommendations?***

***Answer: Great question! One of PEI's other free youth-serving programs, Community Youth Development (CYD), is available in 21 zip codes in Texas. CYD Grantees offer mentoring, youth leadership programs, opportunities to serve on Youth Advisory Councils, a yearly Youth Summit and other positive youth development activities to their participants. If you would like to know more about the program, or refer a client from your agency, please email:***

***[YouthFamilyPrograms@dfps.texas.gov](mailto:YouthFamilyPrograms@dfps.texas.gov) or reach out to your local CYD Grantee***

***[PEI Provider Directory FY2021](#).***

### **Payment for Ancillary Services:**

Grantees may select the ancillary service(s) they wish to offer, understanding they can propose a different ancillary service to fit their program capacity, needs of families served and/or gaps in their community. Based on market research and considering expenses associated with the service(s), Grantees will be responsible for assigning a cost value to the service(s), determine unit of measure (cost per session, per family, per youth) and how many units of service will be delivered during the fiscal year (twenty-four (24) sessions per year, 200 families served). Grantees will determine the yearly expense for delivering each service as proposed and submit an overall budget for providing the chosen ancillary service(s).

Note: PEI reserves the right to modify the ancillary budget amount if the Grantee fails to deliver the ancillary service(s) as proposed without submitting an updated Project Work Plan.

***Question: How are rates applied to Core and Ancillary services?***

***Answer:*** In each FAYS contract, Grantees identify a distinct unit rate for each Core and Ancillary Service provided. Grantees develop their own rate based upon their budget, internal needs and the needs of the community. 1-unit rate = 1 service unit. For example, 1 unit of Parent Skills Training would be \$30 and 1 unit of Family Counseling would be \$191. Changing a unit rate requires a formal amendment of the contract. Contact your Program Specialist and Contract Manager for more information.

## **Additional FAYS Service Components**

FAYS Grantees are required to provide three additional program components:

- Toll-Free Crisis Hotline
  - **NOT** an answering service or forwarding to the Texas Youth Helpline
  - **NOT** a service that can be subcontracted
- Program Outreach and Awareness
- Universal Child Abuse Prevention (UCAP)/Primary Prevention

<b>Service</b>	<b>Requirements</b>
<b>Toll-Free Crisis Hotline</b>	<ul style="list-style-type: none"><li>• A dedicated publicized phone line for immediate crisis services available 24/7 (including holidays and weekends)</li><li>• Within 24 hours of the crisis referral, a client must have access to a crisis intervention specialist by phone and a face to face service with a FAYS Family Support Specialist/Counselor.</li><li>• If an emergency situation arises such as harm to self or others, the Grantee must take appropriate action to ensure the safety of the youth and family.</li><li>• Detailed assessment process to determine the level of crisis and identify immediate needs of the youth and/or family</li><li>• Must be outlined in Project Work Plan</li><li>• Any changes to the telephone number should be shared with the PEI Program Specialist immediately (for public website update and awareness).</li></ul>
<b>Program Outreach and Awareness</b>	<ul style="list-style-type: none"><li>• Promoting awareness of FAYS services in their geographic service area</li><li>• Providing child abuse and neglect prevention information to the community at-large</li></ul>



	<ul style="list-style-type: none"> <li>• Outreach and awareness plans must be included in the Project Work Plan, including how outreach is conducted, the staff responsible for outreach activities, and oversight of outreach planning and development.</li> </ul>
<p><b>Universal Child Abuse Prevention (UCAP)/Primary Prevention</b></p>	<ul style="list-style-type: none"> <li>• Promote child abuse awareness through primary prevention awareness activities, healthy parenting and family interaction, increase knowledge and awareness of child maltreatment</li> <li>• All activities must be available to the community at large, including all families</li> <li>• Available year-round with emphasis in April for <i>Child Abuse Prevention Month</i></li> <li>• Examples of primary prevention approaches include: public service announcements, parent education programs, media campaigns, educational presentations, family strengthening programs, resources to support positive interactions, etc.</li> <li>• Required to be outlined in the Project Work Plan</li> <li>• Required to provide UCAP in all counties contracted to serve</li> </ul>

**Note:** The Texas Youth Helpline uses FAYS Grantees' toll-free crisis hotline numbers, as well as daytime phone numbers, as contact information for all callers requesting help, particularly for counseling referrals and youth needing emergency respite. The Texas Youth Helpline staff meet regularly with PEI staff. When Texas Youth Helpline staff encounter difficulty connecting a caller via the FAYS Grantee's crisis line, PEI program specialists are notified so the Grantee is aware and can take immediate action to resolve the issue.

Here is how to get connected to the Texas Youth Helpline:

- [www.texasyouth.org](http://www.texasyouth.org)
- Chat 24/7 - [www.texasyouth.org](http://www.texasyouth.org)
- Call 24/7 - (800)-98YOUTH (96884)
- Text 24/7 - (512)872-5777
- [Facebook.com/TexasYouthHelpline](https://www.facebook.com/TexasYouthHelpline)

## FAYS Service Documentation & FAYS Program Forms

### Service Documentation:

Grantees must provide services in accordance with the terms of the contract. All services provided must be supported by documentation to support the claim that participants actually received services. Requirements for service documentation, at a minimum, include:

- General Service Documentation; which MUST include:
  - Enough detail to support determination that quality services were delivered and

- Verify participant attendance in program activities, either by sign-in sheets or attendance rolls including a signature certifying the validity of the information.

All program participants who are eligible and receive services, including Primary Caregivers, will be required to be registered in the PEIRS database. Grantees must track all services provided in accordance with the Grantee's Statement of Work and Project Work Plan and using the appropriate PEI documentation forms.

Grantees must ensure that all service documentation is complete, accurate, maintained in an organized fashion, and made available to PEI staff upon request. Grantees must maintain records in a manner which protects the confidentiality of the families being served.

Participant files receiving on-going FAYS services must include:

- FAYS PEIRS Enrollment Form
- Action Plan developed with the target youth and/or caregiver
- Pre-Service & Post- Service Protective Factors Survey
- Case notes for each instance a service is delivered
- Sign-in sheet for skills training
- Program Experience Survey (completed at discharge)
- Follow-up Program Experience Survey (administered at 90 days after discharge).

All FAYS Forms are available in the "Documents" tab in your FAYS workflow. You may also contact your Program Specialist for a copy or assistance with these forms.

Additional service documentation may include but is not limited to:

- Initial and Ongoing assessment tools
- Consent for services
- Release of information
- Confidentiality statements
- Agency's program guidelines
- Service plans
- Referral source/logs
- Monthly Service Tracking forms
- Additional intake or assessment information
- Resource and Referral information for services outside of the scope of the FAYS program

### FAYS Program Forms:

Here is a list of current forms:

- **PEIRS Enrollment Form:**
  - Grantee is required to complete all fields of program forms in their entirety, including any social security number fields. If a client refuses to provide their social security number, Grantee must document refusal on the Enrollment Form (social security line). The expectation is that Grantees make a good faith effort to obtain social security numbers and other information listed on the program form. Items with an asterisk on program forms are required fields in the database; however, the expectation is that the form is completed thoroughly. Primary caregivers must sign program forms giving consent for services prior to the provision of services.
- **Pre-Protective & Post-Protective Factors Survey:**

- These surveys are administered to a youth's primary caregiver at the start of services (the Pre-PFS) and again at the close of services (the Post-PFS), in order to assess changes in family protective factors.
- **PEIRS Discharge Information Form:**
  - When a participant is no longer receiving services and needs to be discharged this form of needs to be completed. It must include: First and last name, assigned staff, enrollment discharge date, service end date, discharge reason, and if client met program objectives.
  - Note: Since PIERS Expansion there is a difference between the discharge of an index child/youth and discharge of an entire family/enrollment. For more information regarding the discharge of an index child/youth please see page 47 of the PIERS Guidebook.
- **Appropriate "Discharge" Program Experience Survey (completed by Youth and/or Primary Caregiver Dependent Upon Age)**
  - The Program Experience Survey (PES) is given at discharge and is used to gather information and data. Please see "Program Surveys" section for more details.
- **Appropriate "Follow-up" Program Experience Survey (completed by Youth and/or Primary Caregiver Dependent Upon Age)**
  - This survey is given 90 days after the discharge date. Please see "Program Surveys" section for more details.
- **Action Plans (No official PEI form but is a required component and must be updated every 30 days)**
  - These are plans that are updated frequently, should be viewed as a brief social contract, and include the goals and steps the youth and/or caregiver have agreed to work on during services. See below for more details on what needs to be included in an Action Plan.
- **Case Notes/Sign in sheets (No official PEI forms but is a required documentation component)**
  - They are used to keep track of the effectiveness of their interventions and plans for next steps, document assessments of the participant's situation from meeting to meeting; as well as, verifies the sessions for which the Grantee's bills have been delivered and ensures the quality of each service. See below for more details on what should be included in case notes.

**NOTE:** If the above information is unknown or the participant refuses to provide the information, "refused" or "unknown" must be entered in the blank.

### Action Plans:

Grantees must engage a participant in the development of an Action Plan, once the intake and assessment have taken place. The FAYS Action Plan, at a minimum, must:

- Be family-focused
- Identify the specific behavioral changes or actions that each participating family member has committed to make to address the issues
- Be written in the language of the participant and in a way that it is easily comprehended and clearly understood by the Target Youth or family
- Document other resources or referrals offered to the participants
- Be updated with the participant at least every 30-days with progress toward goals documented and any new goals/tasks indicated

- Be signed by the Target Youth and all participating family members with a copy provided to all participants
- Be maintained in the participant's case file.

The Elements of an Action Plan must include:

- Name of the participant;
- Age of the participant;
- Parent(s) name;
- Overall functioning scale;
- Participant/Family strengths;
- State the current behavior/presenting concern;
- Identify main goal;
- Identify measurable tasks needed to achieve goal;
- The timeframe to complete task (by \_\_\_\_ date or \_\_\_\_ times a week);
- Identify who is responsible for completing the tasks/meeting the goal; and
- Signature for youth and PCG (document in participant file if signature cannot be obtained).

***Question: One of the parents has very little contact with the Target Youth. How should we address this when making an Action Plan?***

***Answer:*** The Action Plan is designed to be made by the target youth in conjunction with the primary caregiver. The Action Plan should have actionable goals for both caregiver and youth related to family conflict and resolving family conflict. For example, identifying specific activities to repair the relationship between the target youth and parent.

***Question: Both youth and PCG are required on the action plan signatures, but if one of them is not able to sign the plan for some reason, does one signature make the action plan update valid?***

***Answer:*** Yes, it will be valid. Action Plans should include the signatures of both the youth and PCG when at all possible. Staff can document attempts to schedule the family session to engage the parent/youth and obtain the required signatures. It is encouraged to update the Action Plans when both the youth and PCG are present and available.

### Case Notes:

Case note information must be complete so anyone reading the charting notes can understand who the participant is, what brought them to the FAYS program, what goals were established, what the plan is for the youth/family, what interventions were utilized, effectiveness of interventions and what referral/follow up will occur. Case notes should include, but are not be limited to, the following elements:

- Service type;
- Date and duration of service;
- Participants in the service;
- Briefly identify topic/problem discussed;
- Response/communication from the participant; and
- Identified plan or next steps to address behavior changes.

***Question: Are action plans supposed to be done as a family and case notes individually?***

***Answer:** Action Plans should be planned and done as a family when at all possible. Case Notes can be done based on the session done with the youth/family. For example, if you are doing a family session but not updating the action plan in that session, then a case note can be completed to document the session. Similarly, if you meet with the youth individually, the case note will document that only the youth was present. You can review section 2.11.6 of the RFA for more information on Case Notes.*

### Case Closure/Discharge:

For the case closure, Grantees, at a minimum must:

- Collect post-service Protective Factors Survey,
- Administer the Discharge Program Experience Survey; as well as, administer the Follow-Up Program Experience Survey 90 days after the discharge date.
- Document closure of the case on the FAYS Client Discharge Form and in the PEIRS database within 90 calendar days from the end of the last service.
- In the participant's case notes document the following when services are completed:
  - Administration and attempts of surveys completed
  - Completion of discharge form, including any internal forms
  - Referrals made for additional services to other local social service providers

### 90-Day Program Experience Survey:

Grantees must attempt to contact the program participant to obtain the 90-day Program Experience Survey (PES) follow-up within 75 to 105 calendar days after case closure. The attempt may be in person, by telephone, or email. Attempts to complete the follow-up 90-day PES must be documented in the case notes in the participant's file, and information recorded in PEIRS database within thirty (30) calendar days.

## **Participant Recruitment/Referral, Intake, Discharge and Resumption**

### Participant Recruitment & Referral Process:

FAYS participants may be self-referred, referred by CPS, a juvenile court, county judges, school administrators/counselors, the DFPS Texas Youth Helpline or other social service agencies. All FAYS services are voluntary for participants. Participants must not be court-ordered or mandated to receive services. Grantees are expected to document referral sources for each FAYS client.

Grantees must:

- Track the primary means of recruitment of new participants, including the names of the referring agencies.
- Track families/youth referred to the Grantee for services, including the origin of the referral, whether services were provided and/or if subsequent referrals were made to another social service provider. Efforts must be made by the Grantee to ensure that families and youth are not denied or delayed services due to a waitlist.
- Have referral policies and processes in place that provide alternative service options either through the Grantee or through other community resources when the contract is at capacity.

***Question: If a participant who is referred to our program is identified as having mental health needs that exceed the capacity of our staff, how should we proceed?***

***Answer: This is an excellent question. In your Project Work Plan, your agency should identify alternative community service providers whom participants can be referred to.***

### **Intake Process:**

Grantees' intake process must ensure that the issues presented by the potential participant are appropriate for the FAYS program. Grantees must:

- Complete the FAYS Enrollment Form and enter data fields on the form into the PEIRS database.
- Be responsible for obtaining the Pre-Service Protective Factors Survey from the family and entering the data into the PEIRS database.
- Have a process for intake and assessment of youth/family need(s) for services and this intake must be documented in each participant's case file.

***Question: One of the core services of FAYS is an Initial Intake. Is this section providing us a different set of instructions?***

***Answer: Great question! There are two ways that participants can receive FAYS services through participation in the full FAYS program or for FAYS Express. Clients being enrolled in the FAYS program receive an Initial Intake. FAYS Express clients only complete the PEIRS Enrollment form as part of the intake process.***

### **Resumption of a Client:**

If a target youth or their family is not receiving a regular service from the FAYS program, attempts should be made to contact the client and schedule a service. All PEI programs should be following the 90-Day Rule: if a service is not provided in ninety (90) calendar days, the Grantee should close the case as of the last date of service and discharge them from PEIRS.

Should the client return and request services within ninety (90) calendar days of the date of closure, it is not necessary to complete the entire intake process or bill for an initial intake service. If they return within the next 30 days (120 days since their last service) a Provider Fixer, Provider Administrator, or PEI Staff can use the Undo Discharge function to reactivate the old registration, rather than re-registering them.

All former participants whose PEIRS registration has been closed should develop a new Action Plan, review their FAYS Enrollment Form to ensure information is still current, and complete any additional resumption paperwork deemed necessary by PEI or the Grantee during their resumption appointment.

***Question: If we provided a service to the index youth on March 1<sup>st</sup> but then met with primary caregiver on March 10<sup>th</sup> which would we consider the last date of service?***

***Answer: Since the primary caregiver is associated with the index youth in PEIRS, March 10<sup>th</sup> would be the last date of service. You can proceed forward with the discharge if you know the family no longer wants or necessitates services (i.e. They met their goals). However, if you are unsure you do not have to discharge until the 90 days with no service provision has passed.***

***Question: If we have been working with an index youth and their primary caregiver for several months and they have met all their action plan goals and had their last session on November 15<sup>th</sup> - when do we discharge the registration?***

***Answer: You can discharge the registration at any time. You do not need to wait 90 days. In fact, PEI recommends you discharge the participant without waiting unless you or other staff members believe the participant may return for services.***

***Question: What if you have two siblings under one enrollment, and sibling A is done with services, but sibling B is continuing with services?***

***Answer: Then it will be essential that only sibling A is discharged and not the enrollment. Use the following steps to ensure only one sibling is discharged:***

- ***Go to the Enrollments Tab under your workflow and select Active Enrollments. Then, select the youth that is being discharged by clicking the Edit button (Not the Discharge option). NOTE: If the Discharge button is clicked, it will discharge the entire enrollment, which means that all youth (siblings) under this enrollment will be closed.***
- ***After selecting the edit button, it will take you to the Enrollment Person Detail page and have a breakdown of all the Index/Child Youth Information. For each child you will see on the right side two options: Discharge Index Child and Delete Index Child. Click Discharge Index Child to discharge the youth.***
- ***Fill out the index child/youth's discharge date in the pop-up window and click save. This youth has now been discharged, and the enrollment remains active for sibling(s) that are still receiving services. NOTE: The date of discharge should be on the last date of service entered into PEIRS.***

## **Prevention Framework & Protective Factors**

### **Child Maltreatment Prevention Framework:**

The U.S. Department of Health and Human Services Administration on Children, Youth and Families identified a public health framework for the child maltreatment provision. *The Framework for Prevention of Child Maltreatment* consists of 3 levels of service provision: Primary, Secondary and Tertiary.

- **Primary prevention:** consists of activities that aim to stop maltreatment before it occurs. Primary programming is directed at the general population.
- **Secondary prevention:** consists of activities for high-risk populations (in which one or more risk factors associated with child maltreatment is present). Programming is directed towards communities that have a high incidence of any or all risk factors.
- **Tertiary prevention:** consists of services provided to families in which maltreatment has already occurred (indicated). The goal is to reduce the impact of the consequences of maltreatment and prevent its reoccurrence. Programming is targeted to families in this category.

For more information on the Prevention framework, or to reference the information outlined above please visit: <https://www.childwelfare.gov/topics/preventing/overview/framework>

## Protective Factors:

The U.S. Department of Health and Human Services Administration on Children, Youth and Families defines protective factors as “conditions or attributes in individuals, families, communities, or the larger society that mitigate or eliminate risk in families and communities, thereby increasing the health and well-being of children and families. Research has shown that protective factors are linked to a lower incidence of child abuse and neglect.”

(<https://www.childwelfare.gov/topics/preventing/promoting/protectfactors/>). There are many different protective factors approaches used by various programs and agencies. The FAYS program utilizes the Strengthening Families framework. The Strengthening Families framework, created by the Center for the Study of Social Policy, utilizes the following five protective factors to help families make small but significant changes:

- Family Functioning/Resiliency
- Nurturing and Attachment
- Knowledge of Parenting/Child Development
- Social Emotional Support
- Concrete Support

PEI incorporated the Protective Factors Survey (PFS) into the FAYS program as a part of this framework. More information on the PFS can be found on page 24 of this manual. Taking note of the definitions of the five protective factors, as delineated by FRIENDS, is a helpful first step in learning about child maltreatment prevention:

<b>Family Functioning/Resiliency</b>	Having adaptive skills and strategies to persevere in times of crisis. Family’s ability to openly share positive and negative experiences and mobilize to accept, solve and manage problems.
<b>Nurturing and Attachment</b>	The emotional tie along with a pattern of positive interaction between the parent and child that develops over time.
<b>Knowledge of Parenting/Child Development</b>	Understanding and using effective child management techniques and having age-appropriate expectations for children’s families.
<b>Social Emotional Support</b>	Perceived informal support (from family, friends, neighbors) that helps provide for emotional needs.
<b>Concrete Support</b>	Perceived access to tangible goods and services to help families cope with stress, particularly in times of crisis or intensified need.



# FAYS Performance Measures, Grantee Reports, & Grantee Supports

All FAYS Grantees have three Outputs and six Outcomes. The target metrics for Output 3 and Outcomes 1-6 are standardized across FAYS contracts while Output 1 and Output 2 target metrics are individualized through negotiations with each Grantee. Each FAYS Grantee's Statement of Work and Project Work Plans include the table below.

OUTPUTS	TARGET
<b>OUTPUT 1:</b> Expected average number of Target Youth* served monthly.	SPECIFIC TO EACH GRANTEE
<b>OUTPUT 2:</b> Expected number of Target Youth* served annually.	SPECIFIC TO EACH GRANTEE
<b>OUTPUT 3:</b> Primary Caregivers Complete Both Pre- and Post- Protective Factors Survey	60%
OUTCOMES	TARGET
<b>OUTCOME 1:</b> An average increase in the score for at least one protective factor is reported by primary caregivers completing the Pre- and Post- Protective Factors Survey.	75%
<b>OUTCOME 2:</b> Percent of Target Youths not referred to Juvenile Justice while receiving services.	95%
<b>OUTCOME 3:</b> Target Clients report better outcomes 90 days after termination	80%
<b>OUTCOME 4:</b> Target youth remain safe** while receiving services.	100%
<b>OUTCOME 5:</b> Target Youths remain safe** 12 months after termination of services.	100%
<b>OUTCOME 6:</b> Target Youths remain safe** 3 years after termination of services.	100%
DELIVERABLES	TARGET
NFSN Deliverables	See Project Work Plan for Deliverables.

***Question: How can I track performance for our three Outputs?***

***Answer:*** Log on to PEIRS! Grantees can log into PEIRS any time to view their performance for Outputs 1-3. By using the "Reports" tab, they can run reports to view performance at any time. Follow up with your Program Specialist if you need assistance running reports.

For more information on the report specific to each output and outcome, and where to locate it, please see the table below. In the middle column you will find the name of the report you need to reference, and the right-hand column indicates where you can find the report.

Output/Outcome	Name of Report	Where to Obtain
OUTPUT 1	Report #1 PEIRS	PEIRS Reports Feature
OUTPUT 2	Report #1 PEIRS	PEIRS Reports Feature
OUTPUT 3	Report #3 PEIRS	PEIRS Reports Feature
Note: Reports for Outcomes 1-6 will be provided by PEI when available.		

**Service by Service Provider Reports:**

The Service by Service Provider report shows what services are being provided, to which clients, and by whom. The report can be broken down by Subgrantees, multiple workflows and larger geographic services. This report shows what specific services are being provided to specific enrollments (Index Youth, Children, Caregivers and Other Family Members) and by whom. The report also displays how many enrollments are active in PEIRS without receiving a service in a given period of time.

Your PEI Program Specialist will run your report at the beginning of each month and upload it to your PEIRS FAYS Workflow, under the Documents tab.

**Grantee Performance Management and Support:**

PEI's Contract Managers and Program Specialists are responsible for providing training and technical assistance to all PEI Grantees. Staff review assigned contracts and contract requirements which include Outputs, Outcomes, billing and service delivery.

Additionally, the Program Specialist reviews Output and Outcome data reports as well as monthly and/or quarterly programmatic reports. The Program Specialist identifies any training and technical assistance opportunities through an annual planning process and a review of quarterly reports. Grantees can request training and technical assistance or PEI staff initiate assistance.

Training and technical assistance opportunities include the following, but are not limited to:

- Training on Contract Outputs, Outcomes, and Reports
- Billing Processing Assistance
- Client Service Delivery; including Onsite Observations
- PEIRS Data Entry Assistance
- Contracting Deliverables and Submissions Procedures
- Monitoring Subgrantees
- Internal Controls Policies and Procedures
- Continuous Quality Improvement
- Programmatic Implementation
- Evidence-Based Programs
- Budgeting
- Forms and Surveys

The Contract Manager and Program Specialist work closely with Grantees as partners to enhance the delivery of quality services in their local community.

### Performance Management: Letters of Concern and Corrective Action Plans:

PEI has developed internal policies and procedures to structure improved contract compliance and contract violations outside of the formal Contract Monitoring process. Upon identification of contractual non-compliance, PEI staff meet internally with members of leadership to determine root cause, actions taken to-date such as follow-up communications with Grantee, training & technical assistance, and site visits. Follow-through actions include issuing a Letter of Concern or implementation of a Corrective Action Plan.

#### Letter of Concern (LOC):

A Letter of Concern (LOC) is a tool to assist Grantees in meeting contract requirements. A LOC serves as a formal notification of an observed deviation from contract performance, Project Work Plan or other requirements. A LOC may be issued in the following circumstances:

- Outputs are not met for two (2) consecutive months.
- A core program (as determined by DFPS) component is not delivered for one (1) quarter.
- Identified reoccurring or ongoing issues that impact program performance for two (2) months.
- Required data is late, incomplete or missing in PEIRS for two (2) consecutive months.
- Monthly billing is late, incomplete or missing for two (2) consecutive months.

If there are still observed deviations three months after issuance of a LOC, PEI may then begin a Corrective Action Plan (CAP).

#### Corrective Action Plans (CAPs):

DFPS will provide Grantees with a CAP that identifies areas of noncompliance, poor performance, or other deficiencies. Grantee must respond in writing within the timeframes required in

the CAP, address each identified defect, and provide an appropriately thorough response to DFPS for review and approval. Upon receipt of DFPS approval, the Grantee must implement and maintain compliance with the requirements of the CAP. A CAP may be issued in the following circumstances:

- A core program component (as determined by DFPS) is not delivered for two (2) quarters.
- Outputs are not met for four (4) consecutive months.
- Identified reoccurring or ongoing issues impact program performance for four (4) months.
- Required data is late, incomplete or missing in PEIRS for four (4) consecutive months.
- Monthly billing is late, incomplete or missing for four (4) consecutive months.

### Monthly Technical Assistance Calls:

PEI staff developed a monthly call process to foster communication and support between Grantees and PEI staff (primarily Program Specialists and Contract Managers). The purpose of these calls includes:

- Check-in on the health of the program, by simultaneously examining programmatic and operational aspects
- Monitor output/outcome progress on a monthly basis
- Ongoing budget review to monitor Grantee progress on spending plans
- Receive updates on progress and any changes impacting the overall program and/or budget
- Document communication, lapse projections and any information impacting the budget
- Identify any overall programmatic needs/opportunity areas

## **FAYS Program Reports**

### Required Reports:

Grantees must comply with the following required reporting displayed in the chart below. Please note the due dates have been updated from the original RFA per a policy change made by the Youth and Families Team during FY2018.

<b>Required Report</b>	<b>Purpose of Report</b>	<b>Minimum Requirements</b>	<b>Due Dates</b>
<b>Quarterly Report</b>	For PEI and Grantees to monitor progress on program activities on an ongoing basis.	Complete responses to questions included in the report template.	Q1: January 15 <sup>th</sup> * Q2: April 15 <sup>th</sup> * Q3: July 15 <sup>th</sup> * <i>*Or next business day</i>
<b>Annual Report</b>	A summary of the achievements and challenges of the contract year and plans for program changes in upcoming fiscal year.	Complete responses to questions included in the report template.	Oct. 15 <sup>th</sup> * <i>*Or next business day</i>

**NOTE:** Your programmatic point of contact will be sent Quarterly and Annual Report Templates via email to complete and submit. Submission instructions are included in the email. Structured feedback will be provided by your Program Specialist via email and a deadline for response will be given. Reports, feedback, and feedback responses will be uploaded into PEIRS under the ‘Documents’ tab in your FAYS Workflow for record keeping purposes.

## **FAYS Program Surveys**

PEI utilizes two surveys to evaluate the FAYS program: The Protective Factors Survey (PFS) and the Program Experience Survey (PES). Both surveys are tied to specific contract performance measures.

- Protective Factors Survey: Output 3 & Outcome 1
- Program Experience Survey: Outcome 3

Grantees are required to follow PEI’s general guidelines when administering each tool with participants. However, there is some flexibility in training staff and collecting surveys. For example, some Grantees administer follow-up surveys electronically. Grantees describe their agency's processes in their Project Work Plan.

### **Pre-Service and Post-Service Protective Factors Surveys (PFS):**

Protective Factors Survey (PFS) is a survey given to primary caregivers. The survey is administered to a youth/family’s primary caregiver at the start of services (the Pre-PFS) and again at the close of services (the Post-PFS), in order to assess changes in family protective factors. The PFS consists of 20 questions which measure the five protective factors (Family Functioning/Resiliency, Social Support, Concrete Support, Nurturing and Attachment and Knowledge of Parenting/Child Development).

All FAYS Grantees must administer the Protective Factors Survey (PFS) to FAYS participants. The PFS is administered twice: once at the start of services (during intake) and again at the close of services (discharge). Only one Pre and Post PFS is required per enrolled family (not per index child/youth).

- Example: Four siblings are enrolled in FAYS services. One Pre-PFS is administered to the primary caregiver at Initial Intake. Two siblings are discharged in December and two siblings are continuing with services in January. The Post PFS is administered when the last sibling (the entire family) is discharged.

### **Program Experience Survey:**

The Program Experience Survey (PES) is given at discharge and again 90 days later (at follow-up). The PES is administered to either the youth or the primary caregiver based upon the child’s age at discharge. Youth ages 10 and up should be given the survey. For children ages 0-9 years old, the primary caregiver should be given the survey.

The table below outlines the PFS and PES surveys. The middle column clarifies who completes it and the right-hand column clarifies when to administer it. Please reference the important administration notes under the table.

Survey	Who Completes	When to Give
Protective Factors Survey – PFS Pre	Primary Caregiver	At Enrollment
Protective Factors Survey – PFS Post	Primary Caregiver	At Discharge
Program Experience Survey	Target Youth Completes <i>(when age 10 years – age out)</i>	At Discharge <i>AND</i> Follow-up at 90 days
Program Experience Survey	Primary Caregiver Completes <i>(when target youth is 0-9 years old)</i>	At Discharge <i>AND</i> Follow-up at 90 days

#### Program Experience Survey Notes:

- Please choose who completes the PES survey based on the youth's age at discharge. This ensures that the same survey tool is given at both discharge and follow-up. ***For example: if a youth is nine years old at discharge but turns 10 years old during the 90-day follow-up period, administer the PES to the Primary Caregiver at both discharge and follow-up.***
- When FAYS staff administer both PFS and PES surveys these efforts should be documented in the participant's case notes. Staff attempts to administer surveys should also be documented. The staff's notation should include date and name and signature of staff. Survey attempts should provide some context on how staff attempted to administer – for example, *“Called and left voicemail with primary caregiver.”*
- A hard copy of each completed survey should be included in the participant's case file.

## **PEIRS Access and Data Entry Requirements**

#### PEIRS Database:

- Grantees are responsible for accurately entering all data into the PEIRS database within the required timeframe using a secure internet connection.
- Enter all data for a specific month into the system no later than thirty (30) calendar days following the close of the month in which a registration occurred, services were provided, or the file was closed.

- Enter data prior to the thirty (30) calendar days following the close of the month in order to meet billing requirements.
- Data entered into the PEIRS database includes the enrollment information, service data, and surveys (e.g. Pre-and Post-Service Protective Factors Surveys)

### Database Access Approval:

In order to be approved for database access, a PEI and criminal background check clearance must be obtained. Any person given permission to enter or view FAYS data must strictly adhere to DFPS's rules, regulations and standards for confidentiality, security and integrity of program data.

To request access into the PEIRS database, you will first need to complete the online PEIRS training at: <https://learninghub.dfps.state.tx.us/>. Once you have completed the training, you will need to e-mail your training certificate to our database team at [PEIData@dfps.texas.gov](mailto:PEIData@dfps.texas.gov) and register for access to the HHSC Enterprise Portal.

For step-by-step instructions on how to register for access to the HHSC Enterprise Portal, please refer to the PEIRS Data Entry Guide. If you need a copy of the PEIRS Data Entry Guide, please contact your Program Specialist or the database team at: [PEIDATA@dfps.texas.gov](mailto:PEIDATA@dfps.texas.gov).

### FAYS Services & Corresponding PEIRS Service Terms:

The left-hand column lists all FAYS core services and the right-hand column is the associated term utilized in PEIRS for that service.

<b>FAYS Core Services</b>	<b>PEIRS Service Term</b>
Individual Session (youth is recipient)	Curriculum Based Life Skills Training
Individual Session (PCG or SCG is recipient)	Parent Education Individual
Family Session	Family Based Curriculum
Parent Skills Training	Parent Education & Training Group
Youth Skills Training	Youth Skills Training
Individual Counseling	Individual Counseling
Family Counseling	Family Counseling
Initial Intake	Intake Assessment
<b>FAYS Ancillary Services</b>	<b>PEIRS Service Term</b>
Parent Advocacy	Service Planning & Service Coordination
Transportation to FAYS services	Transportation
Transportation-general	Basic Needs
Child Care w/ FAYS Service	Childcare
Educational Support	Youth Skills Training
Education Direct Services	Basic Needs Support
Basic Needs	Basic Needs
Teen Homeless Outreach	Event, Street Outreach
Mentor Services	Mentoring

Fatherhood Skills Classes	Parent Education & Training Group
Grandparent Support Group	Support Group
Emergency Shelter	Intermediate Care (input # of hours)
<i>#11. Other – Determined Case-by-Case Basis</i>	<i>Dependent Upon Service Type</i>

<b>FAYS Additional Services</b>	<b>PEIRS Service Term</b>
Toll Free Crisis	Event, UCAP
Program Outreach	Event, Outreach Seminar
UCAP	Event, UCAP

**NOTE:** The three Additional FAYS services, the Toll-free crisis hotline, Program outreach and UCAP should be entered using the Events tab. A separate handout with more detailed instructions is available. At this time PEI does not require FAYS Grantees to enter data for the toll-free crisis hotline into PEIRS. For more detailed instructions on entering data into PEIRS, please reference Addendum III: FAYS Services & PEIRS Data Entry Guide.

## 2-1-1 Area Information Center

Grantees are required to add their services to the database of resources for the respective 2-1-1 Area Information Centers in all counties served by the FAYS program. Grantees must update 2-1-1 information within thirty (30) calendar days of any changes in the scope of their program.

If services are provided through a Subgrantee, this requirement must be included in the subcontract, and must be monitored by the Grantee to ensure compliance. Grantees may add, change or update their contact and service information by contacting the Resource Manager at the local 2-1-1 Area Information Center (AIC) by dialing 2-1-1 or by visiting the 2-1-1 Texas website at: [www.211Texas.org](http://www.211Texas.org).

## Staff Qualifications & Training

### Minimum Staff Qualifications:

Qualified staff must be trained and supervised to ensure that the needs of FAYS participants and contractual obligations are met at all times. Grantees may employ two (2) types of direct service staff: Family Support Specialists and Counselors.

<b>Family Support Specialists</b>	<b>Counselors</b>
Family Support Specialists may provide crisis intervention, Family and Individual sessions, curriculum-based parent and youth skills training classes, any ancillary service and emergency care services.	Counselors may provide any FAYS core or ancillary service (in addition to Family and Individual counseling).
Family Support Specialists, at a minimum, must meet the following qualifications: <ul style="list-style-type: none"> <li>• A Bachelor's degree from an accredited university and at least one (1) year of experience working with at-risk youth</li> </ul>	Counselors, at a minimum, must meet the following qualifications: <ul style="list-style-type: none"> <li>• Master's degree in social work, counseling, psychology or a related field and at least one (1) year of experience in counseling/direct practice (one (1) year total experience); and</li> </ul>



<p>and families (1-year total experience); or</p> <ul style="list-style-type: none"> <li>• An additional year of experience in working with at-risk youth and families may be substituted for each year of college (30 credit hours) to secure a bachelor's degree.</li> </ul>	<ul style="list-style-type: none"> <li>• Be licensed as one (1) of the following: Licensed Master of Social Work (LMSW), Licensed Clinical Social Worker (LCSW), Licensed Professional Counselor or Intern (LPC), Licensed Marriage and Family Therapist or Associate (LMFT) or Licensed Psychological Associate or Psychologist.</li> </ul>
--	--

### Supervisory Staff:

Family Support Specialist Supervisor who will oversee the duties of the FAYS Program Family Support Specialist, at a minimum, must meet one of the following criteria:

- Bachelor's degree;
- At least two (2) years professional experience in delivery of direct services and at least one (1) additional year in a supervisory capacity (three (3) years total experience); or
- Three years professional experience in delivery of direct services with at least two additional years in a supervisory capacity (five (5) years total experience).

### Counseling Supervisor:

Counseling Supervisor who will oversee the duties of a FAYS Counselor delivering a therapeutic intervention, at a minimum, must meet one (1) of the following criteria:

- Master's degree in social work, counseling, psychology or related field and at least three (3) years professional experience in counseling/direct practice with at least two (2) additional years in a supervisory capacity (five (5) years total experience); and
- Counseling Supervisors must be licensed as one of the following: Licensed Master of Social Work (LMSW), Licensed Clinical Social Worker (LCSW), Licensed Professional Counselor or Intern (LPC), Licensed Marriage and Family Therapist or Associate (LMFT) or Licensed Psychological Associate or Psychologist.

**NOTE:** If an Applicant does not have a Counseling Supervisor who meets the above qualifications but does have a FAYS Counselor(s) on staff and wishes to provide Family/Individual Counseling services, the applicant would need to identify a clinical supervisor within the agency that does meet the Counseling Supervisor requirements and describe their plan for making that person accessible to the FAYS Counselor for clinical consultation.

### Financial Manager:

The Financial Manager is responsible for financial oversight of the organization. The Financial Manager at a minimum, must meet the following qualifications:

- Associates Applied Science Degree in a financial field such as Accounting or Finance with a minimum of five (5) year's work experience in accounting and have proficient skill in automated accounting system(s) and Microsoft Excel;
- Bachelor's Degree or higher in a financial field, such as Finance or Accounting, with a minimum of two (2) years of work experience in accounting, and have proficient skill in automated accounting system(s) and Microsoft Excel;
- Experience may be substituted for education on a year for year basis if the person holding the Financial Manager position does not have a Bachelor's Degree in a

financial field, in which case said person must have a minimum of seven (7) years of accounting experience; and

- This staff position must obtain a minimum of twenty-four (24) hours of job-related training which can include the cultural competency and new employee orientation trainings.

### Program Director:

The Program Director will be the primary program contact and will be responsible for program oversight. The Program Director at a minimum, must meet the following qualifications:

- Bachelor's degree in a Human Services field and a minimum of five (5) years of work experience in human services;
- Experience may be substituted for education on a year for year basis if the person holding the position of Program Director does not have a Bachelor's Degree in a human services field, in which case said person must have a minimum of seven (7) years of human services experience; and
- If licensed, this staff position must meet the training requirements to obtain the CEUs needed to maintain their license.

### Minimum Staff Training Requirements:

Grantee will be responsible for staff training. Requirements for staff training, at a minimum, include:

- Grantee will be responsible for developing and managing a staff training plan that addresses the appropriate level of training for its direct service, administrative staff, and volunteers; as well as, Subgrantee staff (if applicable) that will ensure the delivery of a quality FAYS program.
  - Suggested training that could be designed in the staff training plan might include, but is not limited to:
    - Crisis intervention, trauma-informed care, addressing mental health in youth and adults, cultural competency and evidence-based or promising practice program training.
- Grantees are encouraged to consider staff training and opportunities for professional development in their proposed fee for service rates for the core FAYS services. Grantees should plan for additional conferences, other than the annual Partners in Prevention Conference; as well as, the purchase of new program and training curriculum for their youth and parenting classes.
- All training must be documented in the personnel files. Training plan and documentation should be maintained on-site for monitoring purposes.

## **Billing and Payment**

### Billing and Payment

Grantees are required to submit requests for reimbursement on a monthly basis. Expenditure documentation must be submitted to DFPS no later than 30 calendar days after the last day of the month of service provision or as required in their contract. Any bill submitted to DFPS later than 2 years after the due date may not be processed for payment.

When requesting reimbursement, PEI Grantees submit the following:

- DFPS Purchase Voucher Form 4116;
- Billing spreadsheet reflecting the actual expenses for any specific month

- DFPS Budget Form 2030 (cost reimbursement contracts) or Expenditure Report (fee-for-service Grantees).

Contract management and oversight staff may request additional information for monthly billing documentation.

### **TASK 1: GRANTEE SUBMITS BILL PAYMENT REQUEST (or INVOICE)**

- **How to complete:**
  - The Grantee submits monthly expenses through PEIRS and the contract staff facilitate approvals or rejections, see tasks 3-5.
  - **Timeframe**
    - No later than no later than 30 calendar days after the last day of the month of service provision or as required in their contract.

### **TASK 2: CONTRACT TECHNICIAN RECEIVES AND REVIEWS BILL PAYMENT REQUEST**

- **How to complete:**
  - Bill payment request arrives in PEIRS.
    - The Contract Technician reviews bill payment requests
    - The Contract Technician discusses proposed budget transfers and any questionable amounts with Contract Manager and Program Specialist, as needed.
  - **Timeframe:**
    - The Contract Technician reviews and approves or rejects bill payment requests in PEIRS.
    - Approval or rejection *must* occur no later than three (3) business days from receiving a bill payment request.

**NOTE:** Grantees receive an automated confirmation of submission through PEIRS.

### **TASK 3: BILL PAYMENT REQUEST APPROVAL**

- **How to complete:**
  - After the decision to approve occurs, the Contract Technician processes budget adjustments directly in IMPACT, as necessary. The Contract Technician approves the bill payment request in PEIRS.
    - PEIRS auto generates the bill payment request in IMPACT to enable the review of second approver (the Contract Manager).
  - Generation of Bill Payment Requests:
    - For contracts in PEIRS, PEIRS generates the bill payment requests.

**NOTE:** Processing happens overnight in daily DFPS batch processing.

### **TASK 4: BILL PAYMENT REJECTION**

- **How to Complete:**
  - When a bill payment request is rejected, an email goes to the Grantee and assigned Contract Manager.
- **Timeframe:**
  - Process in IMPACT, no later than one (1) business day after issues resolved

- If not approved:
  - Send the bill payment request to Grantee within a three (3)-business day turnaround; or
  - Send to second (2<sup>nd</sup>) approver for two (2)-business day turnaround after the processing of the budget adjustment.

## **TASK 5: IMPACT BILL PAYMENT REQUEST REVIEW AND APPROVAL**

- **How to Complete:**
  - After generation of bill payment requests in IMPACT (through overnight batching, see tasks 3 and 4):
    - The Contract Technician notifies the Contract Manager of the IMPACT bill payment request; and
    - The Contract Manager reviews the billing documentation and approves the bill payment request in IMPACT.
  - **Timeframe:**
    - The Contract Manager approves the bill payment request ASAP and no later than two (2) business days
    - IMPACT sends the request automatically to the Office of the Comptroller.

## **TASK 6: GRANTEE RECEIVES REIMBURSEMENT**

- **How to Complete:**
  - Receive via direct deposit
- **Timeframe:**
  - State Comptroller processes the payments using direct deposit
    - Post within three (3) days of IMPACT approval.

## **TASK 7: PEI TRACKING**

- **How to Complete:**
  - The Contract Technician follows-up to ensure payment processing
- **Timeframe:**
  - Follow up no later than 10 business days after the Contract Manager approves bill payment requests:
    - The Contract Technician manually tracks all IMPACT bill payment requests in PEI Invoice Log until paid
    - The Contract Technician submits a trouble ticket for any submitted and unpaid IMPACT bill payment requests after 10 business days;
    - PEI budget staff track all items submitted directly to Accounts Payable; and
    - The Contract Manager notifies the Grantee, if unpaid after 10 business days.

# **Addendum I: Entering FAYS Events Into PEIRS**

The Events section of the database will help with your reporting and records retention if you are asked to report Outreach efforts, UCAP events and the Toll-Free Crisis Hotline. You may also use this feature if your agency would like to utilize this feature for your own administrative needs.

**NOTE:** In regard to your Toll-Free Crisis Hotline, your agency is required to retain your own records offsite. The PEIRS database can be used to compliment those Hotline records.

**Program Outreach:** An informational session geared toward prospective clients designed to increase enrollment in the workflow. Examples would include booths at back to school nights, presentations at community events, informational sessions at places of worship, etc.

- In the database click on Events
- Click the blue Add button
- Choose "Outreach Programs"
- Enter in Date of Event
- Enter Best Estimate of Attendees (or number on a sign-in sheet if available)
- Do not Enter Number of clients (as this is not an event where clients attended to receive a service)
- In Comments List: Hosted/Outreach Awareness/Name of Committee/County(ies) that were targeted
  - *Ex: Attended/Outreach Awareness/Teen Mental Health Task Force/Travis Williamson Counties*

**UCAP:** Events and activities that seek to raise the awareness of the general public, service providers, and decision-makers about the scope and problems associated with child maltreatment. Includes public service announcements that encourage positive parenting, programs and support groups that focus on child development, family strengthening programs that provide resources to support positive interactions among family members.

- In the database click on Events:
- Click the blue Add button
- Choose "UCAP"
- Enter in Date of Event
- Enter Best Estimate of Attendees
- Enter Number of clients (if current clients attended)
- In Comments List: Hosted/Type of Activity/Name of Activity/County(ies) that were targeted
  - *Ex: Hosted/Educational Presentation/Water Safety with Colin's Hope/Bexar County*

## **Toll-free Crisis Hotline Calls:**

- In the database click on Events:
- Click the blue Add button
- Choose "UCAP"
- Enter in Date of Event
- In Comments List: County Location of Caller/Time/Date
  - *Ex: Johnson County/200am/Jan.15.2018*

## Addendum II: PEIRS Data Entry Guide

In this section you will see more detailed instructions on how to enter data for the services provided to participants, caregivers and other family members. Please see page 37-38 for list of services and terms.

### Data Entry Instructions for Participant Services:

Enter the total number of each type of FAYS service received by an enrollment in the month in the “Total Service Units” (A) line on the “Service Enrollment Activity” page. In the Participants section, enter the total number of each type of service provided to each individual in the month (B).

**Example:** In the month of March, the following services were provided to a family:

- 1 intake with the Primary Caregiver and the Index Child/Youth
- 1 family session with the Primary Caregiver and the Index Child/Youth
- 3 family sessions with the Primary Caregiver, Secondary Caregiver, and Index Child/Youth
- 1 individual session with the Index Child/Youth

### March data entry for this enrollment should be:

**Total Service Units:** 1 Intake Assessment (C), 4 Family Based Curriculum (D), 1 Curriculum Based Life Skills Training (E)

**Primary Caregiver:** 1 Intake Assessment (F), 4 Family Based Curriculum (G)

**Secondary Caregiver:** 3 Family Based Curriculum (H)

**Index Child/Youth:** 1 Intake Assessment (I), 4 Family Based Curriculum (J), 1 Curriculum Based Life Skills Training (K)

**NOTE:** See corresponding letters A-K in the PEIRS image on the next page.

Service Enrollment Activity

March 2021

LASTNAME, FIRSTNAME

Save & StaySave & ReturnCancel

\* Subcontractor: FAYS Grantee

\* Required Field  
± Conditionally Required Field

A

± Total Service Units:  
this Enrollment, this Subcontractor, this Service, this Month

Basic Needs Support	Curriculum Based Life Skills Training	Family Based Curriculum	Family Counseling	Individual Counseling	Intake Assessment	Parent Advocacy	Parent Education & Training - Group	Parent Education & Training - Individual	Respite Care - Daily	Telephone Counseling	Youth Skills Training
	C1	D4			E1						

B

Participant	Role	Basic Needs Support	Curriculum Based Life Skills Training	Family Based Curriculum	Family Counseling	Individual Counseling	Intake Assessment	Parent Advocacy	Parent Education & Training - Group	Parent Education & Training - Individual	Respite Care - Daily	Telephone Counseling	Youth Skills Training
LASTNAME, FIRSTNAME	Index Child/Youth		K1	J4			I1						
LASTNAME, FIRSTNAME	Primary Participating Caregiver			G4			F1						
LASTNAME, FIRSTNAME	Secondary Participating Caregiver			H3									

Save & StaySave & ReturnCancel



# Standards of Quality for Family Strengthening & Support

*Developed by the California Network of Family Strengthening Networks*

*Adopted by the National Family Support Network*

April 9, 2016 Edition



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# INTRODUCTION

## THE SIGNIFICANCE OF FAMILIES

Families represent the foundation of a society. When families are healthy and strong, communities thrive. There are many kinds of families, and therefore, many definitions of “family.” People who are significant to one another, whether related by blood, legal bonds, or bonds of friendship and community, may identify themselves as a family. Ultimately, “family” is self-defined.

The focus of the Standards of Quality for Family Strengthening & Support is on families who are responsible for raising children. These families consist of at least one adult and one child who are related biologically, emotionally, or legally. Families may consist of one parent, two parents, grandparents, foster parents, legal guardians, or they may arise from a need for mutual support.

As the primary responsibility for the development and well-being of children lies within the family, all segments of society must support families as they raise their children. These Standards are offered as one way to ensure that families are supported. The Standards may also be applicable for working with individuals and family members of different ages across the lifespan.

## THE IMPORTANCE OF STANDARDS

The development of shared standards is an important strategic step towards defining and promoting quality practice for families. The child care, health care, mental health, and education fields each has a structure, such as a set of standards, which provides practitioners with a shared definition of the elements required in quality practice. The Family Strengthening and Support field has long held a shared philosophy – the Principles of Family Support Practice developed by Family Support America, and more recently a key theory of change – the Center for the Study of Social Policy’s Strengthening Families: A Protective Factors Framework. Yet, the field has not had one shared set of standards that operationalizes these frameworks.

The California Network of Family Strengthening Networks created the Standards of Quality for Family Strengthening & Support to define how the Principles of Family Support Practice and the Strengthening Families Framework with its research-based evidence informed Protective Factors can be applied together programmatically. Five key areas of practice are identified with their associated standards, indicators, and implementation examples.

These Standards establish a common language to promote quality practice across many different kinds of programs that work with families.

What makes these Standards unique is that they are the first to integrate and operationalize both **THE PRINCIPLES OF FAMILY SUPPORT PRACTICE** and the research-based evidence-informed **STRENGTHENING FAMILIES PROTECTIVE FACTORS FRAMEWORK**



# INTRODUCTION

**PROGRAM** refers to an organization or an individual component of an organization that provides family strengthening and support services and activities. It may be public, private, or faith-based. It serves families and may also serve individuals and communities.

## UTILIZING THE STANDARDS OF QUALITY

**T**he Standards of Quality for Family Strengthening & Support are designed to be used by all Family Strengthening and Support stakeholders as a tool for planning, providing, and assessing quality services.

Some examples of the ways various stakeholders can utilize the Standards include:

**FAMILY STRENGTHENING AND SUPPORT PROGRAMS** can use the Standards as a blueprint for implementing best practices, whether they are setting up a new Program or strengthening an existing one. Programs can use the Standards for self-assessment and to demonstrate the quality of their work with families.

**POLICY MAKERS** can endorse the Standards for application in their areas of influence.

**FUNDERS** can adopt the Standards for use in requests for proposals, program monitoring, and quality assurance.

**DIRECT SERVICE STAFF** can use the Standards to reflect on and enhance their work with families.

**FAMILIES** can partner with Programs to apply the Standards. Families can provide feedback about how well a Program is applying the Standards.

**NETWORKS OF FAMILY STRENGTHENING AND SUPPORT PROVIDERS** can use the Standards as a tool for quality assurance and capacity building for network members. Networks can adopt the Standards as a criteria for membership.



# INTRODUCTION

## THE DEVELOPMENT PROCESS OF THE STANDARDS OF QUALITY

The California Network of Family Strengthening Networks was founded in 2009. Its mission is to connect family strengthening networks across California to promote quality practice, peer learning, and mutual support.

The Standards of Quality for Family Strengthening & Support were developed by the California Network of Family Strengthening Networks from the successfully implemented San Francisco Family Support Network Family Support Standards that were created in 2007. The Standards Development Committee, whose diverse members represented networks across the state – urban and rural, large and small, met for a year and a half to create the new Standards.

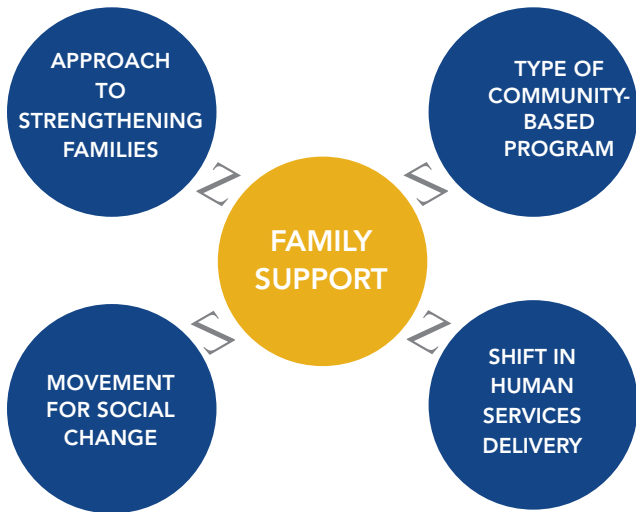
As part of the transparent and inclusive development process, the Standards were vetted twice by the entire membership of the California Network of Family Strengthening Networks, which included the networks vetting them with their own members. Additionally, they were pilot-tested for feedback from direct service staff in one urban and two rural counties. In total, nearly 1,000 Family Strengthening and Support organizations were engaged in reviewing the Standards.

The development process not only yielded rich feedback and significant helpful input, but also ensured that the Standards would be accessible, understandable, and applicable to multiple audiences. Ultimately, the Standards were unanimously approved by the California Network of Family Strengthening Networks membership in 2012.

## THE INTEGRATION OF FRAMEWORKS

The Standards of Quality for Family Strengthening & Support are built upon, and reflect, a unique integration of the following Principles of Family Support Practice and the Strengthening Families Approach with its Protective Factors Framework. Because the Standards of Quality for Family Strengthening & Support emphasize working with the whole family, the language throughout the Standards reflects building supports and protective factors for all family members.

# INTRODUCTION TO FAMILY SUPPORT



## FAMILY SUPPORT IS ALL OF THE FOLLOWING:

- An approach to strengthening families and communities so that they can foster the optimal development of children, youth, and adult family members.
- A type of grassroots, community-based program designed to prevent family problems by strengthening parent-child relationships and supporting parents to be good nurturers and providers.
- A shift in human services delivery that encourages public and private agencies to work in partnership with families to become more preventative, responsive, flexible, family-focused, strengths-based, holistic, and effective.
- A movement for social change that urges policymakers, service providers, parents, and employers to take responsibility for improving the lives of children and families and for ensuring that they get what they need to succeed.



Family Support is based on the premise that the primary responsibility for the development and well-being of children lies within the family, and that all segments of society must support families as they raise their children. Family Support services include a broad array of activities designed to strengthen families. They help parents to raise their children successfully, to become self-sufficient, and to take an active role in their communities.

*Adapted from a definition by Family Support America*

# INTRODUCTION TO FAMILY SUPPORT

## THE PRINCIPLES OF FAMILY SUPPORT PRACTICE

1. Staff and families work together in relationships based on equality and respect.
2. Staff enhances families' capacity to support the growth and development of all family members – adults, youth, and children.
3. Families are resources to their own members, to other families, to Programs, and to communities.
4. Programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.
5. Programs are embedded in their communities and contribute to the community-building process.
6. Programs advocate with families for services and systems that are fair, responsive, and accountable to the families served.
7. Practitioners work with families to mobilize formal and informal resources to support family development.
8. Programs are flexible and continually responsive to emerging family and community issues.
9. Principles of family support are modeled in all Program activities, including planning, governance, and administration.

*Source: Family Support America*





# INTRODUCTION TO THE STRENGTHENING FAMILIES APPROACH

**D**eveloped by the Center for the Study of Social Policy in 2005, the Strengthening Families Approach focuses on building the following 5 Protective Factors with families. Research has shown that these 5 Protective Factors increase family stability, enhance child development, and reduce child abuse and neglect.

## THE PROTECTIVE FACTORS FRAMEWORK

### PARENTAL RESILIENCE

No one can eliminate stress from parenting, but a parent's capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family's life. It means finding ways to solve problems, building and sustaining trusting relationships, including relationships with your own child, and knowing how to seek help when necessary.

### KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT

Accurate information about child development and appropriate expectations for children's behavior at every age helps parents see their children and youth in a positive light and promote their healthy development. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.

### SOCIAL CONNECTIONS

Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to "give back", an important part of self-esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.

### SOCIAL AND EMOTIONAL COMPETENCE OF CHILDREN

A child or youth's ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behavior or delayed development creates extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.

### CONCRETE SUPPORT IN TIMES OF NEED

Meeting basic economic needs like food, shelter, clothing and health care is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.





# INTRODUCTION TO THE STRENGTHENING FAMILIES APPROACH

## STRATEGIES FOR BUILDING THE 5 PROTECTIVE FACTORS

Programs can employ the following 7 strategies to build the 5 Protective Factors in families:

1. Facilitate friendships and mutual support
2. Strengthen parenting
3. Respond to family crises
4. Link families to services and opportunities
5. Value and support parents
6. Facilitate the social and emotional development of children
7. Observe and respond to early warning signs of child abuse or neglect

For more information on the Strengthening Families Approach, please see [www.cssp.org/reform/strengthening-families](http://www.cssp.org/reform/strengthening-families).



# STRUCTURE OF THE STANDARDS OF QUALITY

The Standards of Quality for Family Strengthening & Support have 5 sections with 17 standards, each with a set of indicators and implementation examples.

The 5 sections of the Standards are:

- **Family Centeredness**  
Working with a family-centered approach that values and recognizes families as integral to the Program.
- **Family Strengthening**  
Utilizing a family strengthening approach to support families to be strong, healthy, and safe, thereby promoting their optimal development.
- **Embracing Diversity**  
Acknowledging and respecting families' diversity, supporting their participation in a diverse society, as well as engaging in ongoing learning and adaptation to diversity.
- **Community Building**  
Contributing to building a strong and healthy community by facilitating families' social connections, developing their leadership skills, and by collaborating with other Programs.
- **Evaluation**  
Looking at areas of Program strength, as well as areas for further development, in order to guide continuous quality improvement and achieve positive results for families.



# STRUCTURE OF THE STANDARDS OF QUALITY

## INDICATORS

**E**ach Standard includes 1-2 pairs of indicators of both minimum quality and high quality. The Minimum Quality Indicators demonstrate the basic application of the Standard. Programs build upon the Minimum Quality Indicators to achieve the High Quality Indicators, which represent an ongoing and deeper commitment to the application of the Standard.

## ARROW 1

Arrow 1 is used for the Family Centeredness, Family Strengthening, Embracing Diversity and Community Building sections to illustrate the elements necessary to move from Minimum Quality to High Quality. Each of the elements helps ensure the Standards are more deeply integrated into program practice.

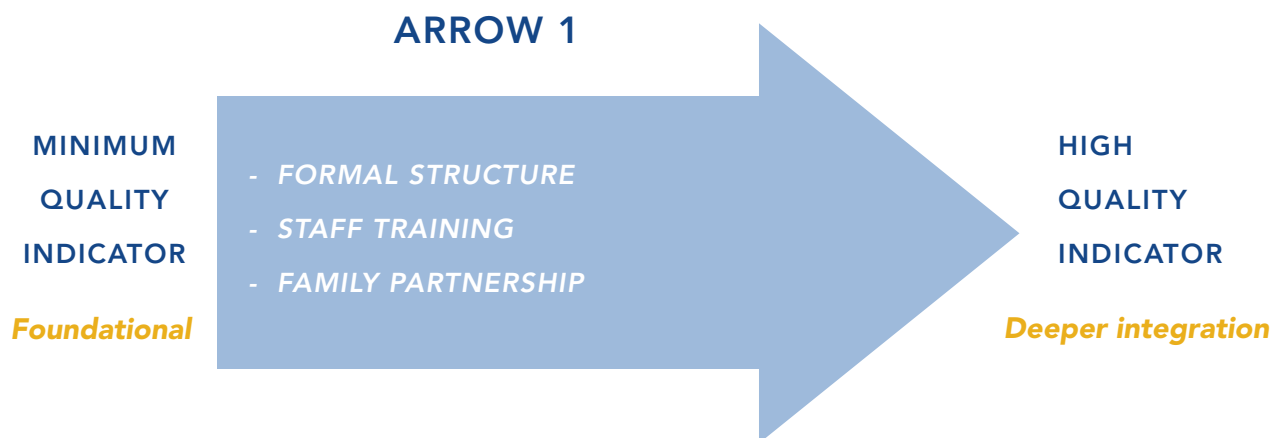
High Quality Indicators include the following elements. The particular elements and the number of elements needed differ for various High Quality Indicators.

- **Formal Structure:** Program has a formal structure for the implementation of the Standard – design, policies, procedures, systemic integration, and intentional strategies with committed resources that ensure consistency of practice.
- **Staff Training:** Program ensures that staff members receive appropriate training to support the implementation of the Standard.
- **Family Partnership:** Program partners with families in the implementation of the Standard.

For these Sections:

- Family Centeredness
- Embracing Diversity
- Family Strengthening
- Community Building

One or more of the elements in the arrow moves a Program from:



# STRUCTURE OF THE STANDARDS OF QUALITY

## EVALUATION SECTION ARROW

The Evaluation section uses Arrow 2 to illustrate the move from Minimum Quality to High Quality. High Quality Indicators include the following elements. The particular elements and the number of elements needed differ for various High Quality Indicators.

- **Data Analysis:** Program reviews and interprets data related to program participation, quality, and outcomes. Program may look at both quantitative data and qualitative data, such as case studies.
- **Sharing Evaluation Results:** Program shares evaluation data and results with families, staff members, and other key stakeholders.
- **Program Modification:** Program makes modifications as a result of evaluation to ensure its continuous quality improvement. This process helps the Program to meet the unique and changing needs of the community or population served.
- **Training for Evaluation Integration:** Program ensures that staff members receive appropriate training for the integration of evaluation processes into their practices.

## ELEMENTS IN THE INDICATORS

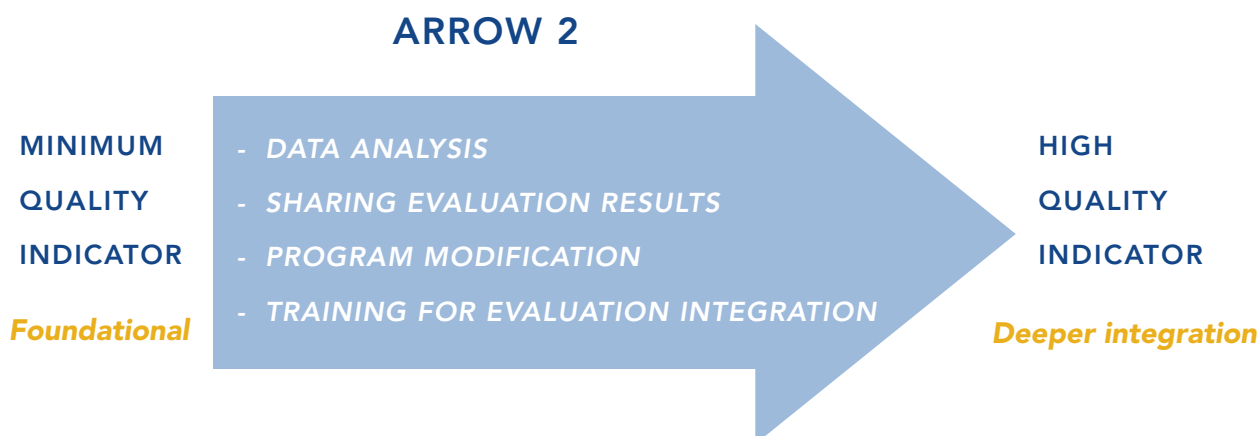
Italicized bold print has been used to highlight the elements present in the High Quality Indicators.

## EXAMPLES

In order to illustrate how the Indicators are applied, some examples from the field have been included. The examples show some or all of the components of the Indicators.

**These 2-4 examples, some general, some specific, are not meant to be an exhaustive list or a specific checklist.** As Programs apply the Standards, they are encouraged to identify their own examples that demonstrate the Indicators in ways that are relevant to their communities.

One or more of the elements in the arrow moves a Program from:



# IMPLEMENTATION OF THE STANDARDS OF QUALITY

**M**eeting the Minimum Quality indicators will create a Family Strengthening and Support Program with a solid foundation. Programs are encouraged to strive to meet the High Quality Indicators in order to serve families most effectively.

The Minimum Quality Indicators are designed to be met within a reasonable scope of resources of a Family Strengthening and Support Program. Some High Quality Indicators may require capacity building and more investment to meet.

Implementing the Standards is a developmental process. It is common that Programs see aspects of their work on different points along a continuum from Minimum Quality to High Quality.

Successful application of the Standards requires the commitment and support of all levels of Program responsibility – executive directors, managers, coordinators, direct service staff, parent leaders, and families. Each has a key role to play.

## CERTIFICATION TRAINING

Training is a fundamental strategy for implementing the Standards effectively. As such, the California Network of Family Strengthening Networks trains representatives of member networks to be able to offer certification trainings on the Standards. These trainings are designed for all management and direct service staff, as well as for funders. Each individual who completes the training receives a certificate from the California Network of Family Strengthening Networks that is valid for 2 years.

## IMPLEMENTATION TOOLS

The Standards document is part of a suite of materials designed to support Programs to implement the Standards effectively. These materials include:

- **Program Self-Assessment Tool** - designed to be used as a critical thinking exercise by Program teams of managers, direct service staff, parent leaders, and other stakeholders as appropriate.
- **Staff Self-Reflection Checklist** - a set of 15 self-reflection questions for staff members to use as a daily reminder to implement the Standards.
- **Standards Participant Survey** - a set of 14 questions for Program participants to indicate how well the Program is meeting the Standards from their perspective. The tool is available in English, Spanish, and Chinese.



# FAMILY CENTEREDNESS

Families are valued as integral to the Program. Families are involved in the planning, development, and implementation of the Program. Activities and services are developed in response to the needs and interests of families. The Program is accessible and welcoming to families.

The Program conducts outreach with families. Staff members develop and sustain constructive relationships with families.

The Program models family centeredness with staff members and in its administrative practices. The Program considers staff members' own family needs and interests, such as child care, flexible schedules for working parents, and dependent benefits.

*This section reflects Family Support Principles 1 and 9, and the following Protective Factors: Social Connections, Concrete Support in Times of Need, and Social and Emotional Competence of Children.*

## Standard FC.1

Program encourages families to participate in Program development and implementation.

## Standard FC.2

Program is accessible and welcoming to families.

## Standard FC.3

Program conducts outreach to families and sustains constructive relationships with them.

## Standard FC.4

Program models family centeredness with staff members and in its administrative practices.



# FAMILY CENTEREDNESS

## Standard FC.1 – Program encourages families to participate in program development and implementation.

### FC. 1.1 Minimum Quality Indicator

Program solicits input from families to shape and plan the Program and services.

- *formal structure*  
- *family partnership*

*Some examples may include:*

- Methods of collecting input from families are used, such as surveys, focus groups, and interviews.
- Staff members survey participants to determine which workshop topics they would like the Program to offer.
- Program welcomes participants to use a suggestion box to provide ideas and feedback.



### FC. 1.1 High Quality Indicator

Program's **design** supports **partnering with families** to have an active role in the development and implementation of the Program.

*Some examples may include:*

- Program has a Parent Advisory Committee which meets regularly and impacts program development.
- Participants are trained to facilitate or co-facilitate with staff members a support group or parenting class.
- Participants are included in an employee hiring process, such as by helping to identify the skills and qualities needed for the job, and by participating on an interview panel.



# FAMILY CENTEREDNESS

## Standard FC.2 – Program is accessible and welcoming to families.

### FC. 2.1 Minimum Quality Indicator

Program offers services at an accessible place and time convenient to families.



- *formal structure*

### FC. 2.1 High Quality Indicator

Program is **structured** to increase its accessibility, in order to meet the unique needs or circumstances of families.

*Some examples may include:*

- Program's regular hours of operation are convenient for families.
- Program is located in a space that is readily accessible to families by public transportation or walking.
- Program space is accessible for people using wheelchairs or strollers.
- Program provides child care space for families during a parenting workshop.

*Some examples may include:*

- Program implements a policy to extend its hours of operation to support families during crises.
- Program conducts home visits to reach families when they cannot travel to the Program site.
- Program provides resources and support for staff members to meet with families at locations convenient to them, such as hospitals, schools, and places of worship.
- Program provides transportation to the Program location.



# FAMILY CENTEREDNESS

## Standard FC.2 – Program is accessible and welcoming to families. (continued)

### FC. 2.2 Minimum Quality Indicator

Program creates a welcoming environment for families.



- family partnership

### FC. 2.2 High Quality Indicator

Program **partners with families** to develop and maintain a welcoming environment for families, promoting their sense of ownership of the Program.

*Some examples may include:*

- Staff members greet families in a helpful and welcoming way.
- Program has a well-maintained and child-safe service area.
- Program's mission, expressed in language readily understood by families, is displayed in its reception area.
- Posters and resource materials in the reception area reflect the diversity of the families served.

*Some examples may include:*

- Families maintain the Program playroom.
- Families are involved in making improvements to the Program environment.
- Program recruits participants who are fathers to greet other fathers at program activities.

# FAMILY CENTEREDNESS

## Standard FC.3 – Program conducts outreach to families and sustains constructive relationships with them.

### FC. 3.1 Minimum Quality Indicator

Program provides outreach and information to potential participants.

- formal structure

*Some examples may include:*

- Staff members conduct door-to-door outreach to families in the community.
- Program provides brochures and fliers about its services and activities at the Program site.
- Program has a booth at a community fair.



### FC. 3.1 High Quality Indicator

Program ***implements an outreach plan*** for potential participants ***with intentional strategies and committed resources.***

*Some examples may include:*

- Staff members are trained to do outreach to underserved families.
- Program conducts home visits as part of an outreach plan to connect with isolated families.
- Program plans, develops, and conducts a social media campaign.
- Program trains and supports participants to do peer-to-peer outreach at schools, WIC offices, and community gathering places, such as laundromats and soccer games.

# FAMILY CENTEREDNESS

## Standard FC.3 – Program conducts outreach to families and sustains constructive relationships with them. (continued)

### FC. 3.2 Minimum Quality Indicator

Program maintains constructive relationships with families.

*Some examples may include:*

- Staff members are consistently warm and respectful, fostering a sense of participants' belonging.
- Participants who complete a program activity are encouraged to participate in other activities.
- Staff members learn family members' names and ask about their well-being.

- formal structure

### FC. 3.2 High Quality Indicator

Program **implements a system** to sustain constructive relationships with families.

*Some examples may include:*

- Staff members are trained to follow up with families who have completed a service activity.
- Program implements an outreach strategy to invite and engage past participants in new program activities.
- Program intentionally develops parents as leaders in the Program.



# FAMILY CENTEREDNESS

## Standard FC.4 – Program models family centeredness with staff members and in its administrative practices.

### FC. 4.1 Minimum Quality Indicator

Program demonstrates that it considers the family needs and interests of staff members.



- formal structure

### FC. 4.1 High Quality Indicator

Program **implements policies, procedures, and benefits** that address the family needs and family interests of staff members.

*Some examples may include:*

- Program tries to schedule staff retreats and trainings so that they do not conflict with family time.
- Staff members are sometimes invited to bring their families to Program holiday activities.
- Staff members are asked about their own family needs, such as child care.

*Some examples may include:*

- Program has a flexible schedule system for staff members to accommodate working families.
- Program has a policy that staff members and their families are welcome to participate in skill-based trainings offered by the Program, such as parenting education and financial management.
- Program provides a menu of benefits to address various family needs, such as medical allowances, and pre-tax flexible spending accounts for child care needs.

# FAMILY STRENGTHENING

**T**he Program, in partnership with families, builds the 5 Protective Factors of the Strengthening Families Approach and other developmental assets throughout the life cycle of the family.

The Protective Factors Framework supports families to be strong, healthy, and safe. The Program uses this framework to enhance families' capacity to understand and promote their own optimal cognitive, social, emotional, and physical development.

Staff and families form a mutually respectful partnership by bringing together their strengths and skills to address issues and create opportunities for success. The Program uses a strengths-based approach, which focuses on families' assets and abilities, as well as their needs and interests. This is a shift away from a deficit approach in which staff members are expected to be the "experts" fixing "problem" families.

Recognizing families as significant resources for each other, the Program facilitates opportunities for families to build relationships for mutual and peer support. Services and activities are designed to include the whole family rather than an individual member. This supports better outcomes for children and caregivers.

*This section reflects Family Support Principles 1,2,3, and 7, and all of the 5 Protective Factors.*

## Standard FS.1

Program recognizes and affirms families' strengths and resilience, and is responsive to their concerns and priorities.

## Standard FS.2

Program enhances families' capacity to support the healthy cognitive, social, emotional, and physical development of their family members.

## Standard FS.3

Program recognizes families as significant resources for their own family members and each other.



# FAMILY STRENGTHENING

## Standard FS.1 – Program recognizes and affirms families’ strengths and resilience, and is responsive to their concerns and priorities.

### FS. 1.1 Minimum Quality Indicator

Staff members work with family members in relationships based on equality and respect, to identify their strengths, resilience, and resources.



- **formal structure**

### FS. 1.1 High Quality Indicator

Staff members, working with family members in relationships based on equality and respect, **implement a formal process** to assess and document families’ strengths, resilience, and resources.

*Some examples may include:*

- Staff members comment on a positive interaction between a parent and his/her child during a playgroup.
- Families are informed that all staff members will honor their privacy and confidentiality, within the confines of the law.
- Staff members celebrate and recognize families’ achievements.

*Some examples may include:*


- Staff members are trained to recognize and document family resilience and strengths.
- Staff members conduct intake interviews with participants using tools that indicate family strengths.
- Program has methods of assessment to help families identify their resources and strengths to handle a crisis.

# FAMILY STRENGTHENING

## Standard FS.1 – Program recognizes and affirms families’ strengths and resilience, and is responsive to their concerns and priorities. (continued)

### FS. 1.2 – Minimum Quality Indicator

Program engages families to identify their concerns, priorities, and resource needs. It links families with service providers, informal supports, or other families to address them.



- **formal structure**  
- **family partnership**

### FS. 1.2 High Quality Indicator

Program **implements a formal process** to gather information about families’ concerns, priorities, and resource needs. Program **partners with families** to set goals. It **formally facilitates** families’ access to services and activities, and **has a system** to provide them with follow-up support.

*Some examples may include:*

- Staff members talk with families about their priorities and make referrals as needed.
- Program encourages families to carpool with one another to get to an activity.
- Program provides a resource list to families seeking elder care support.
- Program links eligible families to an Earned Income Tax Credit provider.

*Some examples may include:*

- Staff members work with families to complete assessment tools that include family-identified needs and goals.
- Staff members partner with families to develop service plans, and periodically meet with them to review progress towards their goals.
- Staff members are trained to provide enhanced information and referral services to families as part of a formal referral system.

# FAMILY STRENGTHENING

## Standard FS.2 – Program enhances families’ capacity to support the healthy cognitive, social, emotional, and physical development of their family members.

### FS. 2.1 Minimum Quality Indicator

Staff members can demonstrate an understanding of healthy family development.

- staff training

### FS. 2.1 High Quality Indicator

Program ***provides staff members with opportunities to strengthen their knowledge and skills*** for supporting healthy family development.

*Some examples may include:*

- Staff members demonstrate an understanding of the stages of child development by supporting parents to have appropriate age expectations.
- Staff members can describe the significance of healthy couple relationships in the context of strengthening families.
- Staff members can identify risk factors and potential warning signs of abuse and neglect.

*Some examples may include:*

- Program connects staff members with professional development opportunities to enhance their understanding of child and youth development.
- Program provides opportunities, such as clinical supervision or team meetings, for staff members to learn about partnering with families to develop healthy couples relationships.
- Staff members receive training on working with parents to prevent childhood obesity.





# FAMILY STRENGTHENING

## Standard FS.2 – Program enhances families’ capacity to support the healthy cognitive, social, emotional, and physical development of their family members. (continued)

### FS. 2.2 – Minimum Quality Indicator

Program shares information with families to support their healthy development.



- formal structure

### FS. 2.2 High Quality Indicator

Program **is designed** to deliver activities that support the healthy development of families.

*Some examples may include:*

- Program has information about child development, such as ages and stages brochures and books available to families.
- Program provides tip sheets to parents on how to talk with their teens.
- Program newsletter includes an article about, and resources for, healthy couples relationships.
- Program refers families to community recreational centers for physical activities.

*Some examples may include:*

- Program provides evidence-based parenting education classes.
- Program designs and offers workshops on developing parent-teen communication skills.
- Program provides workshops on healthy couple relationships, such as communication, healthy marriage, and co-parenting.
- Program develops and provides activities to increase families’ physical activity.

# FAMILY STRENGTHENING

## Standard FS.3 – Program recognizes families as significant resources for their own family members and each other.

### FS. 3.1 Minimum Quality Indicator

Program recognizes the importance of engaging multiple family members, and encourages their participation in program activities.

- formal structure

*Some examples may include:*

- Staff members ask participants if they have other family members who could be invited to program activities.
- Program fliers indicate that multiple family members are welcome.
- Program provides adequate space to accommodate multiple family members in activities.



### FS. 3.1 High Quality Indicator

Program **designs** and provides activities, events, and services that successfully engage multiple family members.

*Some examples may include:*

- Program engages multiple family members in activities and events, such as a Halloween party, Family Literacy Night, and Family Movie Night.
- Program records indicate participation in activities and services designed for a range of family members, such as fathers, partners, grandparents, and godparents.
- Program develops outreach strategies that engage key family members as defined by the family.

# FAMILY STRENGTHENING

## Standard FS.3 – Program recognizes families as significant resources for their own family members and each other. (continued)

### FS. 3.2 Minimum Quality Indicator

Program facilitates opportunities for families to build social connections with each other for resource sharing and mutual support.

*Some examples may include:*

- Staff members warmly introduce families to each other.
- Program hosts potlucks for families to get to know each other.
- Program provides space for young people to play games and sports together.
- Program provides a support group.



### FS. 3.2 High Quality Indicator

Program **facilitates families to create their own opportunities** to build social connections with each other for resource sharing and mutual support.

*Some examples may include:*

- Program welcomes and encourages participants to share their skills with each other, by conducting participant-led cooking or arts and crafts activities.
- Program engages parents to develop their own mutual support systems, such as phone trees, shared child care, co-ops, carpools and playgroups.
- Program invites fathers on the Parent Advisory Committee to plan an event together, such as a Father's Day celebration, to increase social connections among fathers in the Program.

# EMBRACING DIVERSITY

The diversity of families encompasses their cultural traditions, languages, values, socio-economic status, family structures, sexual orientation, religion, individual abilities, and other aspects. The Program sees the diversity of families as both an important part of their identities and as a form of strength.

The Program acknowledges and respects the diversity of families and recognizes that this diversity is multi-layered – even families with similar backgrounds may differ in numerous ways. The Program addresses these multiple layers, for example, by being responsive to language, family structure, and traditions.

In order to thrive and fully participate in a diverse society, both staff members and families need the ability to interact respectfully and meaningfully with those who are different from them. Navigating the dynamics of difference involves understanding, empathy, listening, self-awareness, recognizing and addressing conflict, and being aware of systemic inequalities.<sup>1</sup>

The Program that effectively embraces diversity understands that it is an ongoing developmental journey for both individuals and organizations. The Program has an ongoing commitment to learn about and adapt to the diversity of the families they serve.<sup>2</sup>

*This section reflects Family Support Principle 4, and the following Protective Factors: Parental Resilience and Social Connections.*

## Standard ED.1

Program acknowledges and respects the diversity of families, including their cultural traditions, languages, values, socio-economic status, family structures, sexual orientation, religion, individual abilities, and other aspects.

## Standard ED.2

Program enhances the ability of families and staff to participate in a diverse society and to navigate the dynamics of difference.

## Standard ED.3

Program engages in ongoing learning and adaptation of its practices to address diversity.



1. Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell, Cultural Proficiency: A Manual for School Leaders (Thousand Oaks, CA: Corwin, 2009)
2. Lindsey, Robins, and Terrell.

# EMBRACING DIVERSITY

**Standard ED.1 – Program acknowledges and respects the diversity of families, including their cultural traditions, languages, values, socio-economic status, family structures, sexual orientation, religion, individual abilities, and other aspects.**

## ED. 1.1 Minimum Quality Indicator

Program demonstrates awareness of, and reflects the diversity of, families served.



- formal structure

## ED. 1.1 High Quality Indicator

Program **utilizes formal structures and policies** that demonstrate awareness of, and reflect the diversity of, families served.

*Some examples may include:*

- Program materials are written in the language(s) of the families served.
- Fliers, posters and brochures feature images of the families served and are culturally relevant.
- Services are offered in the language(s) of the families served, either by staff members who speak the languages or through an interpreter.
- Program calendar includes cultural celebrations of the families served.

*Some examples may include:*

- Program intentionally recruits and employs staff members who reflect, and are skilled at working with, the diversity of the populations' served.
- Program implements a peer education model to train community members to share culturally relevant information with hard-to-reach communities.
- Program has a policy that outreach materials are reviewed by the Parent Advisory Committee prior to printing, in order to ensure that they are culturally relevant and linguistically accessible.
- Program develops and implements a policy for potluck events that includes multiple ways that families can contribute, whether or not they can afford to share food.

# EMBRACING DIVERSITY

**Standard ED.1 – Program acknowledges and respects the diversity of families, including their cultural traditions, languages, values, socio-economic status, family structures, sexual orientation, religion, individual abilities, and other aspects. (continued)**

## ED. 1.2 Minimum Quality Indicator

Program demonstrates awareness of, and reflects multiple layers of, the diversity of families served.

- formal structure

*Some examples may include:*

- In addition to program materials in the language(s) of the families served, the wording is targeted to welcome mothers, fathers, and grandparents.
- Images in fliers, posters, and brochures feature multiple aspects of diversity within a population, such as various family structures.
- Program is mindful not to schedule activities that conflict with key religious observances in the community.



## ED. 1.2 High Quality Indicator

Program **utilizes formal structures and policies** to reflect multiple layers of the diversity of families served.

*Some examples may include:*

- Program intentionally employs a variety of staff members skilled at working with and reflecting multiple aspects of the diversity of the population(s) served, such as both males and females, and both parents and grandparents.
- Program intake forms recognize and reflect the variety of family structures, such as single parents, kinship caregivers, foster parents, and gay and lesbian families.
- Parent Advisory Committee is designed to represent multiple aspects of the diversity of the population(s) served, such as mothers, fathers, and grandparents.

# EMBRACING DIVERSITY

**Standard ED.2 – Program enhances the ability of families and staff to participate in a diverse society and to navigate the dynamics of difference.**

## ED. 2.1 Minimum Quality Indicator

Program offers opportunities for families to learn about diversity, and to navigate the dynamics of difference.



- formal structure

*Some examples may include:*

- Program distributes fliers about diverse community events, in order to promote family participation.
- Program encourages family participation in activities that engage diverse communities such as dance classes, blockparties, sports, arts, and community gardening.
- A staff member helps a parent without a special needs child to understand why the Program makes accommodations for families who have special needs children.

## ED. 2.1 High Quality Indicator

Program **implements formal structures** to support families to learn about diversity, and to navigate the dynamics of difference.

*Some examples may include:*

- Program partners with parents to design and organize a parent café series to encourage the sharing of diverse cultural perspectives on parenting practices.
- Program designs intergenerational reading and visiting activities to promote the sharing of experience and wisdom between youth and elders.
- Program develops a community dialog process to explore Western medicine and traditional healing practices, with the goal of bridging cultural divides.
- Program organizes field trips for families to attend events hosted by communities different from theirs.

# EMBRACING DIVERSITY

**Standard ED.2 – Program enhances the ability of families and staff to participate in a diverse society and to navigate the dynamics of difference.**  
(continued)

## ED. 2.2 Minimum Quality Indicator

Program offers opportunities for staff members to learn about diversity, and to navigate the dynamics of difference.

*Some examples may include:*

- Staff members are encouraged to share past work or life experiences with each other that foster mutual understanding.
- Program encourages staff members to seek advice from community elders on how to reach out to families in a culturally appropriate way.
- Program provides an opportunity for a brown-bag lunch that brings staff members together for the purpose of sharing and valuing differences.



- staff training

## ED. 2.2 High Quality Indicator

Program **provides professional development** to support staff members to learn about diversity, and to navigate the dynamics of difference.

*Some examples may include:*

- Program invites partner organizations to provide workshops for staff on diversity issues.
- Program organizes a site visit for staff members to an organization that serves a different community, with the purpose of learning about how to serve that population.
- Program develops and implements a policy that staff members regularly participate in trainings on diversity.
- Program facilitates a series of ongoing discussions to help staff members understand and appreciate their culturally different communication styles.



# EMBRACING DIVERSITY

## Standard ED.3 – Program engages in ongoing learning and adaptation of its practices to address diversity.

### ED. 3.1 Minimum Quality Indicator

Program learns about and adapts to the diversity of families on an ongoing basis.

- *formal structure*

*Some examples may include:*

- Staff members ask families questions that increase their understanding of the families' diverse norms and preferences.
- Staff members discuss identifying and addressing the various aspects of diversity that exist within the surrounding community.
- Program learns about accommodations needed to include a blind parent in a parenting support group.



### ED. 3.1 High Quality Indicator

Program ***implements formal systems and practices*** to learn about and adapt to the diversity of families on an ongoing basis.

*Some examples may include:*

- Through a reflective process, the Program develops and executes an action plan to incorporate multiple aspects of the diversity of the families served.
- Staff members are trained how to interview families to increase their understanding of families' diverse norms and values.
- Program conducts a community assessment process to identify aspects of diversity that exist within the area served, in order to strengthen outreach efforts.

# COMMUNITY BUILDING

Families thrive in strong and healthy communities, and they have a crucial role in developing these communities. When families build social connections with each other for resource sharing and mutual support, they begin to move along a continuum from being focused on their own families to supporting other families. The next step in this development is families collectively taking an active role in the larger community.

The Program makes a vital contribution to build strong and healthy communities. It is aware of community issues and priorities. It is committed to developing community leadership, supporting families to develop skills and to effect meaningful community change. The Program assists families to identify opportunities to develop and exercise their leadership capacity to address common issues, and to create a connected community.

The Program develops, participates in, and leverages collaborative partnerships and networks with various stakeholders to strengthen neighborhoods and communities.

*This section reflects Family Support Principles 5 and 6, and the following Protective Factors: Social Connections and Concrete Support in Times of Need.*

## Standard CB.1

Program is involved in, and engages families in, the larger community building process.

## Standard CB.2

Program supports the development of community-based leadership.

## Standard CB.3

Program builds collaborative relationships with other organizations to strengthen families and communities.



# COMMUNITY BUILDING

## Standard CB.1 – Program is involved in, and engages families in, the larger community building process.

### CB. 1.1 Minimum Quality Indicator

Program is aware of, and provides families with, information about community issues and activities.



- *formal structure*

### CB. 1.1 High Quality Indicator

Program **has a formal structure** involved in addressing community needs and priorities.

*Some examples may include:*

- Program provides information about community issues through a community news bulletin board.
- A staff member attends a community meeting regarding truancy.
- Program distributes fliers about community fairs.

*Some examples may include:*

- Program engages stakeholders, such as partner Programs and families, in an asset-mapping activity to address low-income housing development.
- A staff member serves on a community truancy task force and reports about it regularly at staff meetings.
- Program implements a strategy for staff members to work within appropriate legal parameters to advocate with families for needed policy changes.

# COMMUNITY BUILDING

## Standard CB.1 – Program is involved in, and engages families in, the larger community building process. (continued)

### CB. 1.2 Minimum Quality Indicator

Program connects families to community events that help raise awareness of emerging community needs and assets.

- *formal structure*  
- *family partnership*

*Some examples may include:*

- Program distributes fliers about a town hall meeting held by the city to address safety concerns.
- Program publicizes upcoming candidate forums to families.
- Program links families to a Neighborhood Watch group by providing a meeting space for it.



### CB. 1.2 High Quality Indicator

Program ***formally facilitates the sharing of family voices*** for community impact.

*Some examples may include:*

- Program includes families and other community members in a planning process to develop a school safety program.
- Program conducts focus groups with community members in order to gather their input to inform local child abuse prevention efforts.
- Program organizes a forum with families and elected officials to address a community issue.

# COMMUNITY BUILDING

## Standard CB.2 – Program supports the development of community-based leadership.

### CB. 2.1 Minimum Quality Indicator

Program shares information with families about how to advocate for their needs and priorities.

- *formal structure*  
- *family partnership*

### CB. 2.1 High Quality Indicator

Program ***implements a formal structure to partner with families to*** develop their leadership skills, and to facilitate opportunities for using those skills in the community.

*Some examples may include:*

- Staff members provide information to families on how to understand and navigate systems, such as schools, mental health, and government departments.
- Program provides materials to parents about understanding their legal rights.
- Program invites a presenter to conduct a work shop for families on how to access healthcare.



*Some examples may include:*

- Staff members are trained and supported to facilitate the leadership development of families, including providing ongoing encouragement, skill building, and knowledge development.
- Program trains parents through a series of workshops to understand, and to advocate for, their children's educational rights.
- Families are trained and supported to serve in Program leadership roles, such as becoming members of the Parent Advisory Committee or Board of Directors.

# COMMUNITY BUILDING

## Standard CB.3 – Program builds collaborative relationships with other organizations to strengthen families and communities.

### CB. 3.1 Minimum Quality Indicator

Program is aware of, and works with, other service providers and community organizations to share resources and information.



- *formal structure*

### CB. 3.1 High Quality Indicator

Program ***creates formal partnerships*** with other service providers and community organizations to collaboratively strengthen families and communities.

*Some examples may include:*

- Staff members introduce themselves to, and familiarize themselves with, other service providers.
- Staff members participate in meetings with other service providers.
- Program informs families and staff members about organizations that provide services in a family's preferred language.

*Some examples may include:*

- Program develops collaborative partnerships to provide a continuum of care for homeless families that addresses service gaps and avoids duplication.
- Program works in partnership with other organizations to develop initiatives to address emerging community issues.

# EVALUATION

**E**valuation is the ongoing process of assessing what works and what needs to be modified. Evaluation is an important part of regular program planning, program implementation, and achieving positive results for families. Effective evaluation collects and combines data on program participation, quality, and outcomes.

Family Strengthening and Support evaluation incorporates families as partners in the process. The Program collects and shares evaluation data in partnership with staff members, families, and stakeholders to ensure that it produces meaningful results.

The Program demonstrates a commitment and capacity to incorporate evaluation as a core component of programming. The Program develops key evaluation questions to be answered. The Program builds internal resources and develops a plan for evaluation and continuous feedback.

*This section reflects Family Support Principles 8 and 9, and aligns with the Strengthening Families Approach and the Protective Factors Framework.*

## Standard E.1

Program collects and analyzes information related to program participation.

## Standard E.2

Program collects and analyzes information related to program quality.

## Standard E.3

Program collects and analyzes information related to program outcomes.

## Standard E.4

Program demonstrates that it incorporates evaluation as a core component of programming.





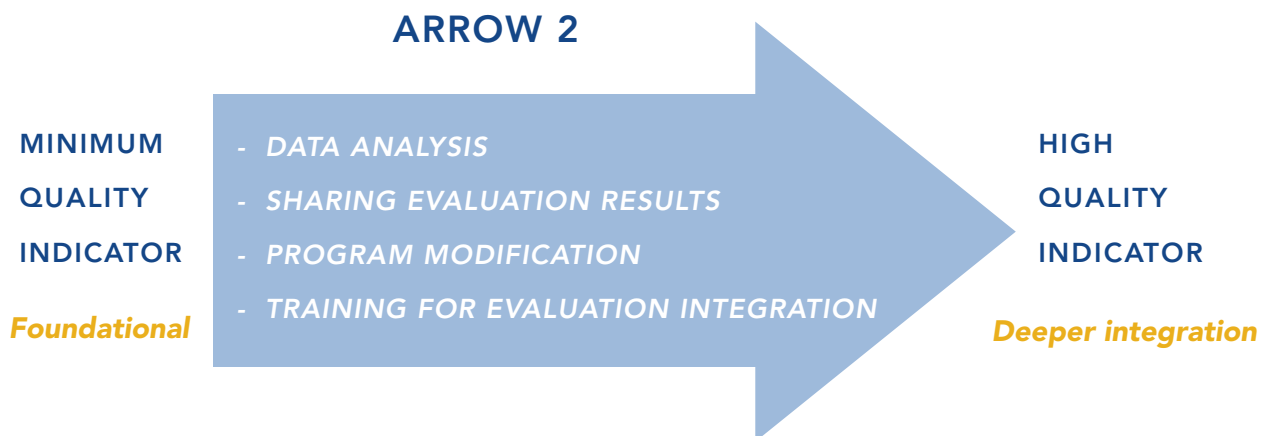
# EVALUATION

## EVALUATION SECTION ARROW

The Evaluation section uses Arrow 2 to illustrate the move from Minimum Quality to High Quality. High Quality Indicators include the following elements. The particular elements and the number of elements needed differ for various High Quality Indicators.

- **Data Analysis:** Program reviews and interprets data related to program participation, quality, and outcomes. Program may look at both quantitative data and qualitative data, such as case studies.
- **Sharing Evaluation Results:** Program shares evaluation data and results with families, staff members, and other key stakeholders.
- **Program Modification:** Program makes modifications as a result of evaluation to ensure its continuous quality improvement. This process helps the Program to meet the unique and changing needs of the community or population served.
- **Training for Evaluation Integration:** Program ensures that staff members receive appropriate training for the integration of evaluation processes into their practices.

One or more of the elements in the arrow moves a Program from:





# EVALUATION

## Standard E.1 – Program collects and analyzes information related to program participation.

### E. 1.1 Minimum Quality Indicator

Program tracks program activities, participant characteristics, and service utilization.

- *data analysis*  
- *program modification*

### E. 1.1 High Quality Indicator

Program tracks and ***intentionally analyzes*** program activities, participant characteristics, and service utilization in relation to its goals, objectives, and community needs. ***Appropriate program modifications are made as a result.***

*Some examples may include:*

- Program uses a sign-in sheet for program activities.
- Program records progress toward contract/grant participation targets.
- Program records information about program services, such as the number of hours of service, the number of referrals families connect with, and case plans.

*Some examples may include:*

- Program uses a database system to generate an analysis of demographics and participation to support necessary program modifications.
- Staff members are trained and responsible for maintaining a database system. They are able to produce reports and analyze results to enhance program services.




# EVALUATION

## Standard E.2 – Program collects and analyzes information related to program quality.

### E. 2.1 Minimum Quality Indicator

Program utilizes the Standards of Quality for Family Strengthening & Support Program Self-Assessment Tool and other appropriate program assessment tools.



- data analysis  
- program modification

### E. 2.1 High Quality Indicator

Program conducts an annual self-assessment utilizing the Standards of Quality for Family Strengthening & Support Program Self-Assessment Tool and other appropriate program assessment tools. Program **analyzes results** to inform program planning efforts, and **makes appropriate modifications**.

*Some examples may include:*

- Staff members at all levels are familiar with the process of implementing the Standards of Quality for Family Strengthening & Support Program Self-Assessment Tool.
- Program conducts team meetings to complete the Standards of Quality for Family Strengthening & Support Self-Assessment Tool and the Father-Friendliness Organizational Self-Assessment tool.

*Some examples may include:*

- Annual program review meeting involves staff members at all levels reflecting on results within the context of research-based practices.
- Program provides professional development for staff members to address service areas that have been identified to be improved or enhanced.

# EVALUATION

## Standard E.2 – Program collects and analyzes information related to program quality. (continued)

### E. 2.2 Minimum Quality Indicator

Program invites and records feedback regarding program quality from families and other stakeholders, such as service provider partners.

- *data analysis*  
- *sharing evaluation results*  
- *program modification*

*Some examples may include:*

- Program utilizes the Participant Survey of the Standards of Quality for Family & Strengthening & Support.
- Methods of collecting feedback from families, such as surveys, focus groups, and interviews are in place.
- Program solicits feedback from other service providers to gather feedback on its quality.



### E. 2.2 High Quality Indicator

Program ***analyzes and shares feedback*** regarding program quality with families and other stakeholders, such as service provider partners. ***Appropriate program modifications are made*** as a result.

*Some examples may include:*

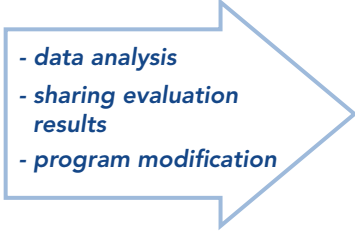
- Feedback regarding program quality is discussed with the Program's Parent Advisory Committee, and their input is solicited to make suitable modifications.
- Feedback regarding program quality is compiled and reported in the Program's newsletter, along with a plan to build on strengths and address concerns.

# EVALUATION

## Standard E.3 – Program collects and analyzes information related to program outcomes.

### E. 3.1 Minimum Quality Indicator

Program tracks data on participant and program outcomes.



- *data analysis*
- *sharing evaluation results*
- *program modification*

*Some examples may include:*

- Program records progress toward contract/grant deliverables.
- Program identifies and tracks participant progress that is relevant to its services and the needs of the community.
- Program administers pre- and post-tests for a parent education series.

### E. 3.1 High Quality Indicator

Program **tracks data** on participant and program outcomes, and **analyzes it in partnership with stakeholders**. Information is compiled and **used for program modification**, accountability to stakeholders, and to inform policy change as needed.

*Some examples may include:*

- Program has been evaluated by an outside evaluator, and the Program shares out the summary or results.
- Program utilizes participant outcome data to continuously refine its activities, policies, staffing, and professional development.
- Outcome data regarding the success of a school readiness program is used to advocate for its expansion to serve more children.

# EVALUATION

## Standard E.4 – Program demonstrates that it incorporates evaluation as a core component of programming.

### E. 4.1 Minimum Quality Indicator

Program has identified key questions to be answered through evaluation.

- *data analysis*  
- *sharing evaluation results*  
- *program modification*  
- *training for evaluation integration*

*Some examples may include:*

- Staff members and stakeholders have developed questions for the evaluation of a parent workshop series.
- Staff members ask the Parent Advisory Committee members what data they need in order to help plan future programming.

### E. 4.1 High Quality Indicator

Program ***implements an evaluation plan*** based on key questions that measure progress toward program goals.

*Some examples may include:*

- Staff members have developed an evaluation plan, such as a logic model, to show how program goals, program activities, and participant outcomes are connected.
- Staff members and the Parent Advisory Committee work with a consultant to develop evaluation questions and an evaluation plan based on a theory of change.



# EVALUATION

## Standard E.4 – Program demonstrates that it incorporates evaluation as a core component of programming. (continued)

### E. 4.2 Minimum Quality Indicator

Staff members demonstrate a basic understanding of evaluation practices.



- training for evaluation integration

### E. 4.2 High Quality Indicator

Program ensures that **staff members receive training to support the integration of evaluation processes into its practices.**

*Some examples may include:*

- Staff members understand evaluation terms and concepts, and how they are relevant to their work.
- Staff members know how to use data collection tools, such as intake forms and surveys.
- Staff members understand that focus groups can be used to get descriptive, informal feedback.

*Some examples may include:*

- Program provides training on evaluation to build skills and clarify the evaluation roles of staff members, board members, and Parent Advisory Committee members.
- Program ensures that staff members have the information and skills to access evaluation resources, such as websites, professional organizations, and relevant training.

# GLOSSARY

**Assessment:** A formal process that includes non-judgmental evaluations of family capacities and goals.

**Asset Mapping:** The process of compiling an inventory of the human, material, financial, entrepreneurial, and other resources in a community. The Asset Mapping process identifies local organizations, businesses, and schools that have the potential to provide resources, such as services, funds, or in-kind gifts.

**Capacity for Evaluation Integration:** The ability and potential of the Program to receive, perform, and produce evaluation results as part of programming. This capacity includes internal resources, such as Program expertise, staff time for evaluation activities, financial resources, and leadership to sustain evaluation practices.

**Developmental Assets:** Abilities that human beings develop over time that enable them to thrive. These abilities may be cognitive, emotional, social, and physical development.

**Direct Service Staff:** Staff members of the Program who provide services for, or conduct activities with, program participants.

**Enhanced Information and Referral:** A service strategy that connects participants with resources, including following up with them to determine if they were able to access them and if their needs were met.

**Evaluation Plan:** A written document that states the objectives of an evaluation, the questions that will be answered, the information that will be collected to answer these questions, and when the collection of information will begin and end.

**Family:** People who are significant to one another, whether related by blood, legal bonds, or bonds of friendship and community. Ultimately, “family” is self-defined.

**Family Structure:** The composition and membership of the family, as well as the organization and patterns of relationships among individual family members.



# GLOSSARY

**Family Support:** (1) An approach to strengthening families and communities so that they can foster the optimal development of children, youth, and adult family members. (2) A type of grassroots, community-based program designed to prevent family problems by strengthening parent-child relationships and supporting parents to be good nurturers and providers. (3) A shift in human services delivery that encourages public and private agencies to work in partnership with families to become more preventative, responsive, flexible, family-focused, strengths-based, holistic, and effective. (4) A movement for social change that urges policymakers, service providers, parents, and employers to take responsibility for improving the lives of children and families and for ensuring that they get what they need to succeed.

**Father-Friendliness Organizational Self-Assessment Tool:** A questionnaire for Programs to measure how welcoming they are of fathers developed by the National Center for Strategic Nonprofit Planning and Community Leadership in partnership with the National Head Start Association, the U.S. Department of Health and Human Services Administration for Children and Families, Region V, and the Illinois Department of Public Aid, Division of Child Support Enforcement.

**Formal Structure:** Design, policies, procedures, systemic integration, and intentional strategies with committed resources that ensure consistency of practice.

**Logic Model:** A planning tool that clarifies and graphically illustrates what a Program hopes to accomplish, what it does, and its intended impact. It includes the theory and assumptions that underlie the Program and communicates both short and long-term program outcomes.

**Navigating the Dynamics of Difference:** An approach to learning effective strategies to resolve conflicts, particularly among people whose cultural backgrounds and values differ. It encourages one to understand the effect that historic distrust has on present-day interactions, and to realize that one may misjudge others' actions based on learned expectations. (Randall B. Lindsey, Kikanza Nuri Robins, and Raymond D. Terrell)

**Neighborhood Watch:** A nationwide model of organizing residents and businesses of a city block to work in partnership with local police to address public safety concerns and prevent crime.

**Outcomes:** The results of services and activities provided by the Program. Participant outcomes measure changes in an individual's or family's knowledge, behavior, attitudes, skills, or condition, as a result of participation. Program outcomes measure how well the Program is meeting its objectives and fulfilling its mission.

**Parent Advisory Committee:** A leadership group of Program participants that provides input, guidance, and feedback to the Program on a regular basis.

**Parent Cafés:** A series of structured parent-led small group conversations used with the Strengthening Families Approach that bring parents together to discuss issues important to them. The goal is to directly engage parents in building the Protective Factors needed to prevent the maltreatment of, and promote healthy outcomes for, their children.



# GLOSSARY

**Peer Learning:** Learning about a topic of common interest with and from others as fellow learners.

**Policy Change:** A shift in thinking, principles, or action at the Program, local, state, or federal levels.

**Program:** An organization or an individual component of an organization that provides family strengthening and support services and activities. It may be public, private, or faith-based. It serves families, and may also serve individuals and communities.

**Program Self-Assessment:** An evaluation of the Program's effectiveness in meeting its goals and objectives. Such an evaluation is conducted by the Program, and may include staff members, board members, parent leaders, and other stakeholders.

**Protective Factors:** Conditions or attributes in individuals, families, communities, or the larger society that, when present, mitigate or eliminate risk in families and communities, and increase the health and well-being of children and families.

**Resilience:** The ability to manage and bounce back from all types of challenges that emerge in every family's life.

**Stakeholders:** Internal or external parties, such as persons, groups, and organizations, which have a direct or indirect stake in the Program. They can affect, or be influenced by, the Program's actions, objectives, and policies. Key stakeholders in a Family Strengthening and Support Program may include: staff members, board members, children, families, schools, collaborative partners, networks, government agencies, policy makers, funders, business owners, and the community.

**Strength-Based Approach:** A positive approach to working with families that recognizes that all people have strengths, and emphasizes the importance of helping them discover, develop, and utilize those strengths to solve problems and achieve goals.

**Strengthening Families Approach:** Developed by the Center for the Study of Social Policy in 2005, an approach that focuses on building 5 Protective Factors with families that research has shown increase family stability, enhance child development, and reduce child abuse and neglect. These Protective Factors are: Parental Resilience, Social Connections, Concrete Support in Times of Need, Knowledge of Parenting and Child Development, and Social and Emotional Competence of Children. For more information, please see [www.cssp.org/reform/strengthening-families](http://www.cssp.org/reform/strengthening-families).

**WIC:** The Women, Infants & Children federally funded supplemental nutrition program for low-income families with young children. The program provides supplemental food items, nutrition education, and breast-feeding support, as well as referrals to health and social services, for eligible pregnant and new mothers of children aged 0-5 years.



Founded in 2011, the National Family Support Network (NFSN) is a membership-based organization of statewide networks that focus on strengthening and supporting families. Its mission is to connect these networks to promote quality practice, peer learning, mutual support, and effective policies and systems that support positive outcomes for children, families, and communities.

For more information, please contact [info@nationalfamilysupportnetwork.org](mailto:info@nationalfamilysupportnetwork.org)



July 10, 2024  
Greater San Marcos Youth Council  
RE: Letter of Support

Dear Board Chair and Members:


On behalf of Community Action, Inc. of Central Texas and the Core Four Partnership, I am writing this letter of support for our community partner, the Greater San Marcos Youth Council, and their organization described below:

GSYMC is currently working closely with the Core Four Partnership- Youth Services Department. Through this partnership they participate in the SMTX Mental Health Coalition and play an active role in the steering committee for the CFP Youth Coalition. With their support they are helping to lead efforts in creating youth-centered coalition to help address the needs of local area youth in the Greater San Marcos Area. In Year 1 the youth coalition was able to create and distribute a Youth and Young Adult Community Needs Assessment in Fall 2023. We were able to finalize our findings in Spring 2024 which highlighted the needs of youth and young adults. Through this CNA and it's findings the coalition aims to provide community activities, trainings and support for youth/young adults, their families and the professionals who work closely with them. This is only a small portion of the work that GSYMC is actively doing in the community. Their collaborative spirit allows us to leverage our resources to provide services for youth and their families in our community.

The staff at GSMYC provide the needed service in the community, not available from any other organization in our community. Their expertise in working with this specific demographic is vital for the health and well-being of our community. The agency's ability to house children following emergency removal from their families as a vital resource in the community and one that is not provided by any other agency locally in San Marcos. The resource they provide is essential for youth and to providing the support and safety that is needed during these crises. Additionally, they provide free family counseling, crisis intervention, parenting classes, school-based groups, truancy intervention, advocacy for youth and families, and trauma support in the greater San Marcos Area. As a community we are dependent on their expertise, services and support they offer.

The letter of support is to highlight the vital role they have in our community and the importance for them to continue to receive funding. Not only are the services vital to the health of our community, GSYMC fills a gap that is not provided by any other organization locally. Without any hesitation continual investment in their agency has a positive impact on the youth and families on our community.

Thank you for time and consideration of this request.

Sincerely,  
  
Cristal Lopez, MA  
Youth Services Director | Core Four Partnership  
Community Action, Inc. of Central Texas



**FW: Support Letter for GSMYC**

Shabnam Ejaz &lt;sejaz@gsmyc.org&gt;

Tue 7/23/2024 1:39 PM

To: Victoria Berry &lt;vberry@gsmyc.org&gt;

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**From:** Sydney Moore <sydnorris@gmail.com>**Sent:** Tuesday, July 23, 2024 1:32 PM**To:** Shabnam Ejaz <sejaz@gsmyc.org>**Subject:** Support Letter for GSMYC

To whom it may concern:

I am writing to express my heartfelt support for the grant application submitted by the Greater San Marcos Youth Council. As a resident of San Marcos, Texas, and a recipient of services from your organization, I have experienced firsthand the significant impact of their programs on our family. My 3 children have all received counseling services through GSMYC.

Living in Hays County, we have benefited immensely from the services provided by the Greater San Marcos Youth Council, particularly through the Family and Youth Services (FAYS) program. As our children transitioned into their school-age years, your organization seamlessly continued to support our family's needs, ensuring a holistic approach to their development and well-being.

The programs offered by the Youth Council have not only provided practical assistance but also fostered a supportive environment that has positively influenced our family dynamics. From educational support to youth empowerment initiatives, your commitment to serving the community has been evident throughout our engagement with your services.

I wholeheartedly endorse the grant application of the Greater San Marcos Youth Council. GSMYC's dedication to improving the lives of families in San Marcos and the surrounding areas is commendable and essential for the continued growth and well-being of our community.

Sincerely,

Sydney Moore (parent of Taylor Moore, Sam Moore and Olivia Stephens)  
208 W Mimosa Cir  
San Marcos, Texas 78666  
[sydnorris@gmail.com](mailto:sydnorris@gmail.com)

## Letter of Support

Vanessa Garcia <vanessa.victoria1978@gmail.com>

Tue 7/23/2024 12:06 PM

To: Felicia Zuniga <fzuniga@gsmc.org>

To whom it may concern:

I am writing to express gratitude for the support that we have received from GSMYC. My daughter was having a really rough time this year with a few students who would taunt her daily. Instead of sharing this with us immediately she internalized it and eventually came to a point where she was causing her self harm. I was at a loss but I remember speaking to the ladies of GSMYC at an event that was held at the elementary school that I work for. I contacted the office and was able to get my daughter signed up. I have seen great improvement in my daughter and am forever grateful for all of the help and support we have both received at GSMYC.

Vanessa