



UNIVERSITY OF
SOUTH FLORIDA
COLLEGE OF BEHAVIORAL
& COMMUNITY SCIENCES

DEPARTMENT OF

Child & Family Studies

IMPACT

LOUIS DE LA PARTE FLORIDA MENTAL HEALTH INSTITUTE

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Child & Family Studies

The Department of Child and Family Studies (CFS) is committed to improving the well-being of individuals, children, and families within communities across the country through promoting respect, inclusion, development, achievement, mental health, and an optimum quality of life.

Mission:

1. Generate hope and solutions for the complex issues confronting individuals, children, families and communities through leadership in research and evaluation, theory, policy, and practice innovation.
2. Support the development of new knowledge and innovative practices through research.
3. Advance the effective application of the best available practices in communities and agencies through education, training, dissemination, consultation, evaluation, advocacy, and collaboration.
4. Demonstrate a sensitivity to and understanding of the cultural, economic, and social diversity of our society through the manner in which we conduct our work and the outcomes of that work.
5. Promote accountability and improvement of services through supporting and influencing local, state, and federal policy-making bodies, funding agencies, communities and neighborhoods, and other organizations that support individuals and families.

Values:

Values are those beliefs essential to reaching the vision, mission and the purpose of the mission. Our beliefs are demonstrated by the respectful and professional ways in which we conduct research, our efforts at teaching, training, and sharing information, and our partnerships with the individuals and families that we serve.

We believe that:

1. Families and communities are the foundation for the well-being of their members and of society as a whole.

Within the CFS work environment—

2. Our mission can best be accomplished in a professional and supportive environment that relies on the contribution of every member of the department and that values the diversity of individuals in the department and multi-disciplinary approaches that result from their collaboration.
3. We should pursue the active participation of stakeholders in development of research, programs, policy, and the delivery of services.
4. We should be accountable for our work and believe that it should result in outcomes that are valued by our stakeholders.

Regarding CFS activities—

5. Services should have empirical support, represent community collaboration, and be delivered in the most natural environment possible.
6. All services and supports should be provided in an individualized and inclusive manner that is sensitive to the diversity of developmental, social, economic, cultural, and familial circumstances.

Each Day in America...

4

children are killed by abuse or neglect.

5

children or teens commit suicide.

8

children or teens are killed by firearms.

32

children or teens die from accidents.

78

babies die before their first birthdays.

155

children are arrested for violent crimes.

296

children are arrested for drug crimes.

928

babies are born at low birthweight.

1,154

babies are born to teen mothers.

1,511

public school students are corporally punished.

2,145

babies are born without health insurance.

2,467

high school students drop out.

2,421

children are confirmed as abused or neglected.

2,483

babies are born into poverty.

3,477

children are arrested.

18,221

public school students are suspended.

1,500,000

Americans live with the effects of autism spectrum disorder.

Getting to Impact

In Spring 2007, each Departmental division began the task of identifying their programs/projects' intended impacts, short-term goals or accomplishments, and how they would be measured. The CFS Impact Group then developed a framework to capture the department's portfolio and produced the first Impact document. In Fall 2008, after many requests for the document, a re-print was planned. After careful review of the first document, it was determined that the framework should be restructured to incorporate and profile our accomplishments and project highlights, and show how they relate to the strategic planning goals of the University. The Impact Group agreed to capture goals, long-term impacts, and accomplishments through the following:

Project

Project leaders provided the title and a brief description of their projects (50 words or less).

Goals

Project leaders identified the goals, or intended accomplishments of their projects.

Long-Term Impacts

Project leaders identified ways in which their work is intended to contribute to improvements in systems, services, or populations. Leaders identified long-term impacts that their projects will have on the mental health or well-being of children and families.

Accomplishments

Project leaders were asked to provide particularly noteworthy project accomplishments.

Linkage to USF Strategic Plan Goals

Project leaders were asked to identify the USF Strategic Plan Goal(s) that each of their projects contribute to. The resulting matrices for each division appear in this booklet. These matrices are living documents which will be periodically updated and will likely evolve in structure over time.

History of Impact Planning

In August 2005, a CFS Impact Team was convened to closely examine CFS activities and their alignment with the overall vision, mission and values of the department. The impact planning process began as an organized way to think about projects within the department and the impact that our work has on the well-being of children and families across the country and to ensure a shared understanding of our purpose as a department. Clarity was gained around questions such as:

- What is CFS all about?
- What do we share?
- Who do we want to serve?
- What differences do we hope to make?
- What approaches could make these differences possible?
- What are our successes?
- What can we learn from our work for the future?

The CFS Impact Team determined that it was important to review the vision, mission and values of the department through a participatory process that included all faculty and staff within the department. Revisions were made to more accurately reflect our work as a department. Each CFS division was then asked to provide the Impact Team information regarding their projects. Specifically, teams were asked to provide a brief description of their projects, short-term project goals, a list of measures to assess progress towards their goals, and their vision of the long-term impacts of their projects. For example, a project may offer a goal such as "dissemination and consultation based on the results of this study will help both established and potential system-of-care communities identify strategies for successful system implementation within their local contexts" but its long-term impact within the field of mental health should contribute towards "improved services systems for children with Serious Emotional Disturbance and their families."



The Evolution of the Impact Planning Process

The impact plan has been modified over the last year based on changing needs and structure of CFS, Louis de la Parte Florida Mental Health Institute, the new College of Behavioral and Community Sciences, and the University of South Florida (USF). This document reflects the current USF strategic plan by linking each project to USF goals, which are delineated in the following section. In addition, within the matrix, projects are organized by division and are further arranged by topic areas within each division.

USF 2007-2012

Strategic Plan Goals

- I: Expanding world-class interdisciplinary research,** creative, and scholarly endeavors.
- II: Promoting globally competitive undergraduate, graduate and professional programs** that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully-engaged, learner-centered campus environment.
- III: Expanding local and global engagement initiatives** to strengthen and sustain healthy communities and to improve the quality of life.
- IV: Enhancing all sources of revenue,** and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth.

Department Overview

The Department of Child and Family Studies is committed to improving the well-being of individuals, children and families who need special attention and support to resolve issues of mental health, disability, education and healthy development. We strive to ensure that appropriate services and supports are available through our leadership in research and evaluation, theory, policy and practice innovation. All activities within CFS are closely aligned with USF strategic goals to expand research and scholarly endeavors, expand initiatives to strengthen and sustain healthy communities and to improve the quality of life for children and families. Our academic programs are aligned with the University's goal of creating and supporting programs that address the changing needs of the region, state and nation through innovative approaches to curriculum development and delivery. In addition, CFS has consistently been among the top three University departments bringing in external funding, thus meeting the University goal of establishing a strong and sustainable economic base in support of USF's growth. Below are a few programs highlighting special CFS accomplishments that are closely aligned with the USF strategic plan.

The dedicated work of our faculty and professional staff is reflected in programs in schools, at home with the family, in public agencies and other child-serving organizations, and is reflected in policies and practices in Florida and across the nation.

CFS Outstanding Leadership

12 faculty received special appointments in 2008 to local, state and national committees and workgroups, including three Governor's task forces.

CFS Special Accomplishments & Impacts

- In 2008, CFS received five new federal grants plus two renewals**, adding to the Current Year All Funding total of \$17,582,729. Federal partnerships include funding from the: U.S. Dept. of Education/Institute of Education Sciences; Administration for Children and Families; Office of Special Education and Rehabilitative Services; U.S. Dept. of Education/Office of Special Education Programs; Admin. on Developmental Disabilities; National Institute on Disability and Rehabilitation Research; and Substance Abuse and Mental Health Services Administration. *Meets USF Goal IV.*
- The most recently compiled Scholarly Activities Report (2007) revealed that: **242 presentations**, workshops, and keynotes were presented or conducted at 138 conferences; **69 journal articles** were published or in press, with more than half captured in the Thompson ISI Journal Citation Reports, which ranks thousands of scholarly and professional journals within their discipline (17 ranked in the top ten of their discipline); **30 book chapters and monographs** were authored; **54 technical reports** were prepared with Institute faculty; and **4 department-produced serial publications** were authored. *Meets USF Goal I.*
- The nationally recognized **Research and Training Center for Children's Mental Health** has hosted a research conference for 22 years. The conference brings together researchers, policy makers and family members to exchange information about new research findings and dialogue about strategies for improving the mental health and overall well-being of children and youth with serious emotional and behavioral disturbances and their families. (Policy Division). *Meets USF Goal III.*
- Training and technical assistance guides developed as part of the project **Financing Structures and Strategies to Support Effective Systems of Care** have been used extensively by both federal agencies and national advocacy groups. These guides provide a better understanding of the critical financing structures and strategies to support systems of care for children and adolescents with behavioral health disorders and their families. (Division of State and Local Support). *Meets USF Goals I & III.*
- The **Center for Autism and Related Disabilities (CARD-USF)** provided 6,879 direct assistance contacts to over 11,000 individuals during 2007-08. In addition, 148 trainings were provided to 4,800 individuals, and 37 public awareness events were held. CARD-USF serves 14 counties and provides information, consultation and coaching to individuals diagnosed with autism spectrum disorders and related disabilities, their families, and professionals in schools and communities. (Division of Applied Research and Educational Support). *Meets USF Goals I & III.*
- Research on **Mental Health Disparities** examined the accessibility of culturally competent and appropriate mental health services. This effort disseminated an empirically based model for increasing access, availability, and utilization of mental health services by youth and families. (Division of Training, Research, Education, and Demonstrations). *Meets USF Goals I & III.*
- The **Applied Behavior Analysis Master's Program** is a nationally recognized program providing coursework, research opportunities, and supervised practical experiences in a variety of areas within applied behavior analysis. Student research helps to advance the field through accepted articles in scholarly publications and presentations in premier research journals and national conferences. (Division of Applied Research and Educational Support). *Meets USF Goals II & III.*
- The **Suicide Prevention Implementation Program (SPIP)** works with the Florida Statewide Office of Suicide Prevention, the Florida Suicide Prevention Coordinating Council and various counties, agencies and partners to enhance Florida's capacity to initiate, implement, and sustain suicide prevention activities. SPIP staff participate in a number of training and education programs offered to raise awareness and disseminate information about the risk factors and warning signs associated with suicide. (Division of State and Local Support). *Meets USF Goals I, II & III.*

DARES

DARES engages in a variety of research, training, technical assistance, and policy projects and programs that affect the range and quality of supports and services available to enhance the lifestyles of individuals with disabilities, persons who may be at risk, and their families. DARES projects and programs encourage and facilitate community participation and inclusion through collaboration among agencies, individuals, and families.

The Division of Applied Research and Education Support (DARES)

University Center for Excellence in Developmental Disabilities

Project	Goals
<p>Florida Center for Inclusive Communities (FCIC-UCEDD) FCIC-UCEDD is part of a federally-funded network of 67 Centers across the United States and territories. UCEDDs have four broad tasks: conduct interdisciplinary training, promote community service programs, provide technical assistance at all levels (from local service delivery to community and state governments), and conduct research and dissemination activities.</p>	<ul style="list-style-type: none"> ■ Use core funding to leverage additional funding to promote mission of conducting research, education, and service that focus on individuals with developmental disabilities and their families.

Autism

Project	Goals
<p>Center for Autism and Related Disabilities (CARD) in the community The Center for Autism and Related Disabilities at the University of South Florida is a community-based project that provides information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities. CARD-USF offers instruction and coaching to families and professionals through a training and assistance model.</p>	<ul style="list-style-type: none"> ■ Participate in state-level systems planning and policy making. ■ Provide parents and professionals the strategies required to increase skill development and reduce problem behavior in individuals with autism.
<p>Center for Autism and Related Disabilities (CARD) in schools The Center for Autism and Related Disabilities at the University of South Florida is a community-based project that provides information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities. CARD-USF offers instruction and coaching to families and professionals through a training and assistance model.</p>	<ul style="list-style-type: none"> ■ Provide schools with the knowledge and strategies to implement evidence based interventions and education for students with Autistic Spectrum Disorder (ASD).
<p>Partnership for Effective Programs for Students with Autism (PEPSA) PEPSA builds professional capacity among educators working with students with autism and related disabilities statewide. The project provides training to educators who are concerned about providing a high quality educational program to students with ASD.</p>	<ul style="list-style-type: none"> ■ The project provides the following professional development opportunities: provision of a variety of regional statewide professional development activities related to serving students with ASD through regional Centers for Autism and Related Disabilities (CARD), a Pre-Conference Day for educators at the Annual CARD conference, provision of support to selected teachers through mentoring with CARD staff, Summer Institutes for educators, and support for teachers to earn autism endorsement.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ CFS faculty and staff have shared values that guide their research, education, and services that focus on individuals with developmental disabilities and their families. ■ Floridians will gain a better understanding of developmental disabilities as well as best practices when supporting individuals with developmental disabilities and their families in achieving full participation in the activities and communities of their choice. 	<ul style="list-style-type: none"> ■ Provided 2,000 hours of technical assistance (TA), 2,500 hours of training, 71 products, 802 activities affecting the lives of 117,000 individuals. ■ Leveraged additional \$8,317,972 (49% federal, 49% state, 4% local). 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ State of Florida will adopt policies that facilitate state and local collaboration and promote effective use of services for individuals with ASD. ■ Individuals with autism will show increased skill development and reduced problem behavior. 	<ul style="list-style-type: none"> ■ CARD-USF Director appointed to the Governor's autism task force 2008-2009. ■ Provided 6,879 direct assistance contacts to families serving 11,460 individuals. ■ Served 2,203 families with 271 new constituents joining CARD during this year. ■ Created 2 multimedia presentations for families; 4 products to promote literacy to young children; a promotional video for CARD; a package on transition preparation for families; a Visual Book for daily routines for families; ■ Over 109,000 downloads to teachers and families on CARD website. ■ Held 2nd statewide Autism and co-existing mental health disorders conference in Ft. Myers; established regional workgroups to designate needs and strategies for expanding awareness. 	Ongoing	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Students with Autistic Spectrum Disorder will increase their rates of learning through teachers who implement best practice strategies received through CARD trainings and technical assistance. 	<ul style="list-style-type: none"> ■ Created 7 tutorials for teachers; and 4 packages of materials for teachers and administrators. ■ Provided 60 trainings to teachers in a 14 county region; Provided 2600 technical assistance contacts with education personnel. ■ Over 10,000 downloads to teacher website (CARD Learning Curve) serving over 3,000 teachers; Over 109,000 downloads to teachers and families on CARD website. ■ Provided 3 regional trainings for teachers in our 14 county area; Provided three-day Summer Institute serving over 400 teachers. 	Ongoing	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Increasing the supply of highly effective teachers and improve student learning and independence by providing educators with meaningful professional development activities that will build their capacity to improve the learning outcomes of students with ASD. 	<ul style="list-style-type: none"> ■ PEPSA provided 27 professional development activities across the state to 2,085 educators. ■ The annual pre-conference day provided training to 610 educators. ■ 42 teachers completed the intensive mentorship program. ■ USF Seventh Annual Summer Institute provided three-day training to 250 educators. ■ PEPSA/UCEDD provided 21 teachers two of the four modules for the Autism Endorsement. 	Ongoing	<ul style="list-style-type: none"> II: Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

Community Supports

Project	Goals
<p>Development of the Diagnostic Adaptive Behavior Scale</p> <p>The development of the Diagnostic Adaptive Behavior Scale (DABS) is critical in the area of diagnosis of intellectual/developmental disabilities and in the determination of eligibility for services and benefits. This five-year project involves collaborators from across the United States and Europe. Funding of this research is provided by the American Association on Intellectual and Developmental Disabilities (AAIDD).</p>	<ul style="list-style-type: none"> ■ Develop a nationally normed and standardized adaptive behavior scale that will permit a more reliable diagnosis of intellectual disability.

Early Childhood

Project	Goals
<p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL)</p> <p>The Center on the Social and Emotional Foundations for Early Learning promotes the social emotional outcomes and enhances the school readiness of low-income children from birth to age 5, and serves as a national resource center for disseminating research and evidence-based practices to Head Start and Child Care programs across the country.</p>	<ul style="list-style-type: none"> ■ Support early educators in implementation of a model for promoting social competence and addressing challenging behavior.
<p>Home Instruction for Parents of Preschool Youngsters (HIPPY)</p> <p>HIPPY is a home-based, early intervention/school readiness program that helps educationally disadvantaged parents provide educational enrichment for their preschool children aged 3-5. The Florida HIPPY Training and Technical Assistance Center works in collaboration with the HIPPY national office to provide training, technical assistance and guidance to HIPPY programs in Florida, and research and evaluation support to HIPPY programs at the state and national levels.</p>	<ul style="list-style-type: none"> ■ Assist Florida HIPPY programs in reaching/building optimal quality and capacity in order to promote parent involvement and school readiness and success of HIPPY children. ■ Increase the knowledge base of the effects of HIPPY program on children and families and the means by which program effects are achieved.
<p>Program-Wide Positive Behavior Support (PWPBS)</p> <p>The Program-Wide Positive Behavior Support program provides training and technical assistance to community early childhood programs to build their capacity to effectively promote young children's social and emotional competence and address challenging behavior.</p>	<ul style="list-style-type: none"> ■ Build the capacity of early childhood programs to promote the social development of all children and address challenging behavior effectively through the program-wide adoption of the teaching pyramid model.
<p>Teaching Pyramid Research Project</p> <p>This project is funded by the Institute for Education Science, this is a collaborative research study conducted by investigators at Vanderbilt University, the University of South Florida, and the University of Florida.</p>	<ul style="list-style-type: none"> ■ Conduct a randomized study to examine the effects of classroom adoption on the Teaching Pyramid Model on child social behavior, challenging behavior, classroom climate, and teacher skills.
<p>Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI)</p> <p>TACSEI provides training and technical assistance to states in the adoption of effective intervention models for young children at risk for and with disabilities.</p>	<ul style="list-style-type: none"> ■ Identify effective intervention models and then work with states in the implementation and scale up of those models.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> Develop, standardize, and disseminate through the AAIDD publishing a nationally recognized diagnostic adaptive behavior scale to assess individuals between the ages of 4 and 21. Develop a diagnostic instrument that uses Item Response Theory to provide a highly reliable instrument at the diagnostic cut-off range for making or ruling out a diagnosis of intellectual disability. 	<ul style="list-style-type: none"> Commenced the national standardization of the instrument. Collected psychometric data from 37 U.S. states. In press article on adaptive behavior. Three presentations done at 1 national conference (American Psychological Association) and 2 international conferences (South Africa, England). 	Ongoing	I: Expanding world-class interdisciplinary research.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> Improved social competence and decreased challenging behaviors in young children. 	<ul style="list-style-type: none"> Provided training and technical assistance for the statewide adoption of the model in Colorado, Maryland, and Iowa. Co-sponsored National Training Institute with 550 attendees. Developed parent group training modules and coaching materials. Developed family materials for web dissemination. 	Ongoing	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Increased parent involvement, and improved school readiness and success of HIPPPY children. 	<ul style="list-style-type: none"> 2,504 children in 2,274 families were served in Florida HIPPPY programs in FY2007-08. Ten of the 13 Florida HIPPPY programs have received a rating of Stellar from HIPPPY USA, indicating they are providing exemplary services to children and families. Eleven of the 13 HIPPPY programs have secured substantial local funding for FY2008-09 to supplement state funding. Three evaluation reports have been completed and disseminated: HIPPPY Americorps evaluation, HIPPPY Health Pilot evaluation and the Tampa HIPPPY Child Growth and Development Study. 	Ongoing	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Improved social development of all children, and decrease in challenging behavior in early childhood programs. 	<ul style="list-style-type: none"> 51 Trainings provided to 333 providers in the community. Hosted 12 local, state, and national conference presentations. Ongoing training and technical assistance provided to 10 local early childhood programs who are adopting the program model, 75% of the children in those programs demonstrated improved social skills. 	Ongoing	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Provide an effective classroom model to promote young children's social competence and address challenging behavior. 	<ul style="list-style-type: none"> Conducted initial study on the psychometric properties of model program fidelity tool. Developed manualized intervention for adoption. Completed pilot study on training and coaching model to support teacher adoption of the model. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Implementation of intervention models by state systems that results in improved social and behavioral outcomes for children served by IDEA. 	<ul style="list-style-type: none"> National web site. National Training Institute attended by 550 participants. Five demonstration programs involved in implementation and outcome monitoring. Partnership collaboration with NAEYC, DEC, PACER, NASDSE, NHSA, NASMHPD, ITCA. 5 journal articles; 4 chapters, 25 conference presentations. 	Ongoing	III: Expanding local and global engagement initiatives.

Education

Project	Goals
<p>Florida's Positive Behavior Support Project (PBS) PBS provides training and technical assistance to Florida school districts to increase their capacity to provide positive behavior support to students. Training and TA are provided to implement PBS at the school, classroom, targeted group and individual student levels.</p>	<ul style="list-style-type: none"> ■ Provide districts and schools with knowledge and tools to promote improved student behavior via Positive Behavior Support. ■ Provide districts and schools with knowledge and tools to promote improved academic performance via Positive Behavior Support.
<p>Prevent-Teach-Reinforce (PTR) PTR is a research project aimed at evaluating the efficacy of a model for providing individualized interventions to students with persistent challenging behavior.</p>	<ul style="list-style-type: none"> ■ Implement and evaluate an evidence-based, PBS approach with students with severe problem behavior in a controlled research study.
<p>The Office of Special Education Programs- Training and Technical Assistance Program for Positive Behavioral Interventions and Supports (OSEP-TAC) OSEP-TAC provides training and technical assistance to state and district leadership teams to increase their capacity to provide positive behavior support to students. Training and TA are provided to implement PBS at the school, classroom, targeted group and individual student levels.</p>	<ul style="list-style-type: none"> ■ Establish resource library for use by consultants, coaches, state coordinators and general public. ■ Provide technical assistance to 5 state teams to implement Blueprint for PBIS over five years of grant funding.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Students in Districts and schools utilizing PBS will show improved behavior. ■ Students in Districts and schools utilizing PBS will show improved academic performance. 	<ul style="list-style-type: none"> ■ Developed over 20 user-friendly training and technical assistance materials across all levels of PBS annually. In addition, over 1,000 DVDs were distributed across the state and nation. ■ The PBS website received 1,000,000 hits last year. Over 79% of Florida PBS schools are implementing with high fidelity. ■ 56% of PBS schools experienced an increase in the total number of points earned on the FCAT Level 3 reading after their first year of implementation. Schools implementing Tier 1 PBS increased the average percentage of the lowest 25% of students making gains on FCAT reading by 2 percentage points. Elementary, middle and high schools realized a larger percentage of students reaching level 3 or higher on FCAT reading after their first year of Tier 1 PBS implementation (elementary up 2 pts or 3%, middle up 2 pts or 4%, high up 1 pt or 2 1/2%). Schools categorized as "other" were the only school type for which a lower average number of students reached level 3 after the first year of implementation (down 1 pt or 2%). ■ Schools implementing PBS with fidelity averaged 29% fewer office discipline referrals compared to low implementing schools. School implementing School-Wide PBS (SWPBS) with fidelity averaged 47% fewer in-school and 54% fewer out-of-school suspensions compared to low implementing schools. 	Ongoing	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Decrease in problem behaviors, and increase in appropriate behaviors in students with serious behavior problems. 	<ul style="list-style-type: none"> ■ To date, pre- and post-test student outcome data have been analyzed for 227 students (123 treatment, 104 comparison). Students who received the PTR interventions showed significantly greater improvement ($p < .05$) in their behaviors, social skills, and academic engaged time than the students who received "services as usual". Teachers give high ratings to the social validity of the intervention. Dissemination activities have included multiple conference presentations nationwide. ■ The PTR manual is in the process of being published by Brookes in 2009. In addition, two manuscripts related to the research study are in press, one in the <i>Journal of Positive Behavior Interventions</i> and the other in the <i>Journal of Emotional and Behavioral Disorders</i>. 	Study completed. Research reports and products development to occur in a no-cost extension year.	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Increase in the number of highly skilled trainers and consultants. ■ Decreases in problem behaviors and increases in academic success within schools trained. 	<ul style="list-style-type: none"> ■ Collaborated on training and supporting over 6,000 schools nation-wide on implementation of School-Wide PBS. ■ Collaborated on 30 national and state conference presentations as well as two national and international conferences for over 1,200 participants. ■ Disseminated two articles nationally on PBS implementation and evaluation. ■ Provided technical assistance to 10 states regarding implementation of SWPBS. 	Ongoing	III: Expanding local and global engagement initiatives.

Health

Project	Goals
<p>Toward Healthcare Parity for Persons with Disabilities</p> <p>The Healthcare Parity project is part of the newly funded Florida Office on Disability and Health, a part of a federally-funded network of 14 state offices across the United States established to improve the health and healthcare for persons with disabilities. USF was funded to develop and provide disability education to healthcare providers.</p>	<ul style="list-style-type: none"> ■ Collaborate with the USF School of Medicine to provide disability education to third year medical students. ■ Evaluate the impact of the education on student's disability knowledge, attitudes, comfort level, and competence in serving people with disabilities. ■ Develop continuing education training on disability for healthcare providers.

USF Graduate Program

Project	Goals
<p>Applied Behavior Analysis Master's Program (ABA)</p> <p>The ABA Master's Program at USF is a two year program designed to provide students with expertise in behavior analysis as they work in applied settings and conduct applied research upon graduation with their master's degree. Students in the program take six core courses and two elective courses, participate in 1,000 hours of practicum experience in community agencies, and conduct a data-based master's thesis.</p>	<ul style="list-style-type: none"> ■ Graduate 20 students each year with their masters degree in applied behavior analysis who have the expertise needed to pass the national certification examination in behavior analysis.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Train healthcare providers to provide better care to people with disabilities. 	<ul style="list-style-type: none"> ■ Over 200 medical students have participated in the disability training as part of their 3rd year clerkship. Significant improvements in disability knowledge, attitudes and comfort-level were found. One training on access to healthcare for people with disabilities has been approved for continuing education credit for physicians, nurses, providers of mental health services, and nursing home administrators. 	Ongoing	<ul style="list-style-type: none"> II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Students will contribute to knowledge through their applied research and provide needed behavior analysis services in the community, both locally and nationally. 	<ul style="list-style-type: none"> ■ 12 student graduated in 2008. ■ 4 students have taken and passed the BACB exam. ■ 6 students are registered to take the BACB exam. ■ 2 theses published or in press in 2008. ■ 2 theses submitted for publication. ■ Students provided over 25,000 hours of community service through practicum placements. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. II. Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.

The Division of Policy, Services Research, and Evaluation is composed of faculty and staff engaged in applied research and evaluation of children’s mental health services. Major research activities of the division center on evidence-based services, mental health services in the schools, and transitional services. The division is home to two peer-reviewed journals, the *Journal of Emotional and Behavioral Disorders* and the *Journal of Behavioral Health Services and Research*.

The Division of Policy, Services Research, and Evaluation

Systems of Care

Project	Goals
<p>Research and Training Center for Children’s Mental Health This national center is one of two federally funded research and training centers for children’s mental health.</p>	<ul style="list-style-type: none"> ■ To support the development of systems of care that provide access to effective care for children with mental health challenges and their families through an integrated set of research, training, consultation, and dissemination activities.

School-Based Mental Health Services

Project	Goals
<p>Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP) This is a four year study that is conducting a random controlled trial evaluating the effectiveness of a parent-to-parent support program for families who have a child with serious emotional disturbances and served in a special education setting.</p>	<ul style="list-style-type: none"> ■ Provide empirical support for an important service for families who have children with emotional disturbances. ■ Contribute to the research base on evidence-based practices for children who have emotional disturbances.
<p>Mental Health Integration Study This is an 18 month study to establish organizational integration among a large school district and mental health service providers.</p>	<ul style="list-style-type: none"> ■ To increase student access to quality mental health services.
<p>Parent Connectors A Parent Support Program to Improve Outcomes for Students Who Have Emotional Disturbances.</p>	<ul style="list-style-type: none"> ■ To develop and document the feasibility of an intervention (Parent Connectors) aimed at increasing the engagement of families in the broad educational development of their children who have emotional disturbances.
<p>The School-Based Mental Health Services Study (RTC Study 4) This study investigates school-mental health collaboration in the context of the overall mental health system and the roles of financing strategies and family voice at all levels of the system.</p>	<ul style="list-style-type: none"> ■ To provide new knowledge to the field on the status of collaboration between education and mental health systems from a national and community level. ■ To provide planners with information on financing mechanisms, staffing, service, organizational characteristics and other factors critical to successful implementation of comprehensive, integrated school-based mental health service models.

Youth Transition

Project	Goals
<p>National Center on Youth Transition Improving Practices, Systems, and Outcomes for Youth and Young Adults with Emotional/ Behavioral Difficulties.</p>	<ul style="list-style-type: none"> ■ To improve outcomes for transition-age youth and young adults (14-25 years of age) with emotional and/or behavioral difficulties (EBD) through system development, program implementation, and research.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> The Center has been funded through consecutive federal grants since 1984, and has a diverse team including researchers, evaluators, policy makers, administrators, parents, and practitioners aimed at making it possible for children with serious emotional disturbances to live, learn, work, and thrive in their own communities. 	<ul style="list-style-type: none"> The Center has developed a theory of factors that contribute to effective implementation and has disseminated those research findings in formats well-suited for key audiences of state and local policy makers, family organizations, researchers and representatives of related service sectors. The Center has initiated the nation's only graduate certificate program in systems of care and children's mental health. The Center website provides updated information on all Center publications, key presentations, annual conference activities, and current and past research agendas. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> Increase coordination in, and quality of, special education services for children with serious emotional/behavioral disturbances. 	<ul style="list-style-type: none"> This grant has led to a large federally funded effort to establish the effectiveness of the program in larger more diverse populations. 	Ongoing	<ul style="list-style-type: none"> III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> To increase the availability and quality of mental and behavioral health services available for children in the school setting, and to establish models for effective integration of school-based mental health services. 	<ul style="list-style-type: none"> This project has established standards of practice and protocols for school-based mental health services, and has developed and implemented formal relationships among community partners and the school district. 	Ongoing	<ul style="list-style-type: none"> III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> To produce a fully developed intervention that will increase family involvement through a peer-to-peer support program, which will lead to improved child functioning. 		New	<ul style="list-style-type: none"> III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Increase coordination in, and quality of, special education services for children with serious emotional/behavioral disturbances. 	<ul style="list-style-type: none"> Published Resource: <i>School-based mental health: an empirical guide for decision-makers.</i> 	Ongoing	<ul style="list-style-type: none"> III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> To expand the number of communities (e.g., agencies, schools) adopting evidence-informed transition systems. 	<ul style="list-style-type: none"> This is the only technical assistance resource that is exclusively focused on improving practices, systems, and outcomes for transition-age youth and young adults and their families. 	Ongoing	<ul style="list-style-type: none"> III: Expanding local and global engagement initiatives.

Education & Training

Project	Goals
<p>Graduate Studies in Behavioral Health Includes the Behavioral Health Concentration (MPH Degree Program); Behavioral Health Focus (MSPH & PhD Degree Programs); the MSW-MPH Dual Degree Program; PhD Public Health (DRPH) Behavioral Health Focus; and the Graduate Certificate in Mental Health Planning, Evaluation, and Accountability.</p>	<ul style="list-style-type: none"> ■ To provide education (through degree programs and a graduate certificate program) and training (i.e. field experiences) for graduate students, community professionals, and other special students in behavioral health services.

Research Dissemination

Project	Goals
<p>Annual National Conference on System of Care for Children's Mental Health</p>	<ul style="list-style-type: none"> ■ To bring together researchers, policy makers, and family members to exchange information about new research findings regarding systems of care and strategies for improving the mental health and overall well-being of children and youth.
<p>Journal of Behavioral Health Services & Research (JBHS&R)</p>	<ul style="list-style-type: none"> ■ To provide new knowledge to the field of behavioral health services nationally through the publication of refereed articles on the organization, financing, delivery, and outcomes of alcohol, drug abuse, and mental health services.
<p>Journal of Emotional and Behavioral Disorders</p>	<ul style="list-style-type: none"> ■ To provide new knowledge to the field of behavioral health services and to offer interdisciplinary research, practice, and commentary related to individuals with emotional and behavioral disabilities.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> Prepares students for a professional career in behavioral health services, applied behavioral health research and outcomes evaluation, as well as students pursuing high level administration or leadership careers in behavioral health services. 	<ul style="list-style-type: none"> This program was recognized as one of only two interdisciplinary programs nation-wide for mental health training in public health. A fifth degree was added in 2008: The Doctor of Public Health (DRPH) Focus in Behavioral Health. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> To further the understanding of how to develop and implement effective systems and services for children with mental health challenges and their families. 	<ul style="list-style-type: none"> The conference, now in its 22nd year, has sought to expand the research base essential to improve service systems for children with serious emotional and behavioral disturbances and their families. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Improve the understanding of effective organization, financing, delivery, systems, and outcomes of alcohol, drug abuse, and mental health services throughout the United States. 	<ul style="list-style-type: none"> the journal is an essential resource for researchers, administrators, policymakers, and other behavioral health professionals. JBHS&R is the official journal of the National Council for Community Behavioral Healthcare (NCCBH). The journal is edited by faculty at the Department of Child & Family Studies. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> To explore critical and diverse topics such as youth violence, functional assessment, school-wide discipline, mental health services, positive behavior supports, and educational strategies. 	<ul style="list-style-type: none"> The journal is co-edited by faculty at the Department of Child & Family Studies, and is an essential resource for researchers, administrators, policymakers, and other behavioral health professionals. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

The Division of State and Local Support performs research, evaluation, training, technical assistance, consultation, and knowledge sharing activities aimed at being responsive to the needs of states, communities, and public sector service systems (including child welfare and mental health services) in developing collaborative, well-functioning systems of care for at-risk children and families. Division activities are geared toward promoting the health and well-being of children and families as well as empowering them to positively impact their own lives.

The Division of State & Local Support

Child Welfare System and Practice Improvement

Project	Goals
<p>Child Welfare Prepaid Mental Health Plan Study</p> <p>Through two study components (implementation analysis and quality of care analysis) in this study contracted by the Agency for Health Care Administration (AHCA), researchers are examining the extent to which the mental health needs of children in Florida's child welfare system are being met by Florida's Child Welfare Prepaid Mental Health Plan (CW-PMHP).</p>	<ul style="list-style-type: none"> ■ Provide process and outcome data to AHCA in order to facilitate refinements in the implementation and operation of the Child Welfare Prepaid Mental Health Plan.
<p>Evaluation of Community-Based Care and Title IV-E Waiver</p> <p>The evaluation examines Community-Based Care (CBC), the outsourcing of child welfare services in Florida. Special attention is paid to child and family outcomes, service quality, and cost. The Title IV-E Waiver enables federal funds to be more flexibly spent on preventing children who come into contact with Florida's child welfare system from being placed in out-of-home care. It is hypothesized that Waiver implementation will lead to expansion of the existing service array offered to children and families. The purpose of the evaluation is to determine how the Waiver will impact child outcomes, including child permanency, safety, and well-being, as well as tracking Waiver implementation efforts and changes to fiscal issues.</p>	<ul style="list-style-type: none"> ■ Examine safety and permanency outcomes for children under Community-Based Care. ■ Describe the expansion of child welfare practices, including innovative and evidence-based practices that contribute to improved outcomes for children in the child welfare system. ■ Contribute to and facilitate further dialogue among Community-Based Care leadership regarding strategies and activities needed to affect a positive impact on children and families through implementation of the IV-E Waiver. ■ Describe the use of fiscal resources in Community-Based Care and its relationship to the funding flexibility provided by the IV-E Waiver.
<p>Evaluation of the National Child Welfare Leadership Institute (NCWLI)</p> <p>This is an evaluation of a national leadership institute for child welfare middle managers, which includes an assessment of changes in knowledge and skill levels, and application of the skills in real world child welfare settings.</p>	<ul style="list-style-type: none"> ■ Increased knowledge regarding effective teaching and coaching strategies for leadership development in child welfare mid-level managers in state and tribal child welfare systems.
<p>Florida District 10 and 11 Pilot Program Evaluation</p> <p>The Community-Based Care (CBC) pilot program (7/1/06 -7/1/09) for the lead agencies serving Miami-Dade, Monroe, and Broward Counties allows for the outsourcing of fiscal, administrative, and programmatic monitoring to independent entities. The evaluation compares performance and fiscal management of CBC lead agencies in the pilot program to those that are not in the pilot program, in addition to tracking the implementation process.</p>	<ul style="list-style-type: none"> ■ Evaluate the implementation and impact of outsourced monitoring of child welfare services to external, private organizations. ■ Provide feedback to stakeholders that will improve the implementation and effectiveness of child welfare monitoring practices in the State of Florida.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Improve the mental health care provided to children in Florida's child welfare system. 	<ul style="list-style-type: none"> ■ Various dissemination activities of findings have contributed to the understanding of the strengths and challenges experienced in the implementation and operation of the CW-PMHP and resulting impacts on those providing and receiving services through the plan. These activities include poster presentations at the annual Research and Training National Conference, American Evaluation Association National Conference, American Professional Society on the Abuse of Children National Conference, and a presentation at the state-level annual briefing at the Agency for Health Care Administration. Project reports are also posted on the FMHI website and the Internet portal of Florida's Center for the Advancement of Child Welfare Practice for ready availability to child welfare professionals and other stakeholders. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improved child safety, permanency, and well-being outcomes for children in the child welfare system and a reduced need to place children in out-of-home care. ■ Improved quality of child welfare services provided to children and families through Community-Based Care. 	<ul style="list-style-type: none"> ■ The child welfare practice findings are being used by stakeholders in presentations to the state legislature to advocate for needed resources. ■ The cost analysis findings have been used by stakeholders in presentations at the state/federal level to explain the importance/success of the IV-E Waiver. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improved leadership strategies and skills will contribute to improved outcomes for children and families in the child welfare system related to child safety, permanency, and well being. 	<ul style="list-style-type: none"> ■ The NCWLI educational and learning strategies have been incorporated into the new National Child Welfare Workforce Institute, a five-year initiative to transform the child welfare workforce. ■ The evaluation plan has been replicated in the evaluation plan for a second major child welfare initiative (Child Welfare Technical Assistance Center) funded recently by the Children's Bureau. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improved implementation of child welfare monitoring procedures and practices. ■ Improved effectiveness of child welfare monitoring procedures and practices. ■ Improved management of resources used to monitor child welfare practices. ■ Improved child and family outcomes. 	<ul style="list-style-type: none"> ■ Recommendations made by the evaluation team to improve the fiscal monitoring process based on evaluation findings have been implemented in the pilot program. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Child Welfare System and Practice Improvement (continued)

Project	Goals
<p>Florida's Center for the Advancement of Child Welfare Practice (The Center) The Center was established to provide needed information and support to Florida's professional child welfare stakeholders. It is funded through a contract with the Department of Children and Families and operated within the University of South Florida's Louis de la Parte Florida Mental Health Institute (FMHI). The Center functions under the guidance of a joint statewide Steering Committee of stakeholders who act similar to a Board of Directors. Services include a fully searchable on-line knowledge base which is available on-line to all users 24 hours a day, seven days a week, and a collaboration component serves as an interactive on-line information-sharing portal where peers and experts can interact with each other and share documents.</p>	<ul style="list-style-type: none"> ■ Ensure engagement and consistent information flow to Florida's child welfare professionals. ■ Enhance efficiencies in information sharing by creating access and linkages to existing resources within Florida's child welfare environment. ■ Link customers to resources, innovations, and evidence-based models throughout the country. ■ Enable virtual meetings to replace conference calls and statewide meetings. ■ Applied multimedia knowledge sharing by hosting and or video-taping events including conference and training workshops and other expert presentations and producing videos which are made available on the Center web portal.
<p>Florida's Center for the Advancement of Child Welfare Practice – Florida Safe Families Network System (FSFN) Application Training To accommodate the new additional Florida Safe Families Network (FSFN) system application training requirements, Florida's Center for the Advancement of Child Welfare Practices shall perform and coordinate expert consultation for FSFN system application training to be delivered up to 4,100 child welfare professionals on-site in each of the six regions of the Florida Department of Children and Families (the Department).</p>	<ul style="list-style-type: none"> ■ Training – Completion of the activities, by up to 20 qualified trainers, necessary to deliver classroom, field-based, on-the-job coaching, observation, feedback, consultation, or technical assistance related to FSFN Release 2 system application training for partners. ■ Develop a Training Implementation Plan for department review and approval that manages training, delivery, and completion of the tasks and activities necessary to support training implementation.
<p>Many Faces of Trauma: Community Engaged Trauma Research The conference Many Faces of Trauma: Community Engaged Trauma Research was intended to facilitate development of partnerships and approaches that can remediate the impacts of trauma.</p>	<ul style="list-style-type: none"> ■ Increase the awareness among policy makers and practitioners of the impact of trauma on the well-being of Florida's citizens across the lifespan. ■ Disseminate state-of-the-art information on trauma assessment, intervention and community and system responses to trauma.
<p>Partners of Hillsborough Partners of Hillsborough was created in response to a community crisis of significant overcrowding of children in the foster care system. A collaborative of provider agencies was developed to address the need for front-end, family-based support and early intervention services. Partners of Hillsborough has two primary service components: Parents as Partners and Kinship support services.</p>	<ul style="list-style-type: none"> ■ Increase the Children's Board and the YMCA's knowledge of the quality of services provided to at-risk children and families in need of supports. Offer recommendations and technical assistance to the provider agencies and their staff. Inform policy at the county level.
<p>Trauma Recovery Initiative for Youth Center (TRI Center) The TRI Center, funded by the National Child Traumatic Stress Network) aims to demonstrate and evaluate the effectiveness of sustainable, culturally competent, trauma-focused interventions and trauma-informed system approaches to ameliorate adverse consequences of complex trauma experience for abused and neglected youth in foster care and other out-of-home family care in the Florida Panhandle region.</p>	<ul style="list-style-type: none"> ■ Increase community capacity to provide trauma-focused, culturally competent evidence-based treatment for youth in the northwest Florida foster care system that have experienced complex trauma. ■ Increase community capacity for identification of trauma. ■ Transform service delivery approaches so that practices based on trauma-informed principles take root in the northwest Florida system of care, with collaborative linkages to the National Child Traumatic Stress Network.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Improve child welfare service operations in Florida through the identification, expansion, and transfer of expert knowledge and best practices in child welfare case practice, direct services, management, finance, policy, and organizational development to child welfare and child protection stakeholders throughout Florida. 	<ul style="list-style-type: none"> ■ 5,693 registered users (Florida's child welfare and related professionals) of The Center's Web Portal. ■ 17,771 average daily hits on Web Portal's knowledge base since unanimous access via World Wide Web in March 2008. ■ Produced and uploaded to the Web Portal videos 58 sessions from 16 conferences and training workshops. ■ Other multimedia resources including hosting and/or video-taping 8 "live" events, also available on the Web Portal. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve child welfare service operations in Florida through the identification, expansion, and transfer of expert knowledge and best practices in child welfare case practice, direct services, management, finance, policy, and organizational development to child welfare and child protection stakeholders throughout Florida. 	<ul style="list-style-type: none"> ■ 2,235 child welfare professionals received FSN training and certification. ■ Training has been completed by all 20 community-based care lead agencies representing all 67 counties in Florida. ■ 15 trainers received and were certified in FSN "Train the Trainer." 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Continue building USF's capacity to be a center for engaged community-focused trauma research. 	<ul style="list-style-type: none"> ■ First annual conference attracted over 100 researchers, clinicians and trauma survivors from Florida and beyond. ■ Initiated the Dave Guymon Trauma Champion award. 	Completed	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Contribute to the enhancement of permanent placements for children and minimize their time in out-of-home care by providing family-based support services and intervention services. ■ Help families remain intact by assisting them in achieving self-sufficiency and sustainability. 	<ul style="list-style-type: none"> ■ From 2006-2007, there were 489 families who were served by Partners of Hillsborough. As a result, almost all of those families served improved family functioning and remained intact. The evaluation helped to identify system issues and improve service provision; outcomes for at-risk children and families were achieved. 	Completed	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Florida shifts to a trauma-informed treatment environment using identified trauma-specific best practices. 	<ul style="list-style-type: none"> ■ CANS-C training provided by developer to community providers to improve trauma screening. ■ Four clinicians at Children's Home Society of Florida providing Trauma Focused – Cognitive Behavioral Therapy (TF-CBT) to children and families. ■ This study facilitated the implementation of Trauma Focused – Cognitive Behavioral Therapy (TF-CBT) to children and youth in the Western Panhandle area of Florida – an evidence-based practice that was previously unavailable to this population. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Facts, Figures, and Data Support on Child Well-Being

Project	Goals
<p>Center for the Study of Children's Futures (CSCF) CSCF promotes the health and well-being of Florida's children and their families by centralizing current research, education, and community engagement activities. Data and resource materials are continually gathered, including state and county level data, data sources, and comparable information from other states and the nation. The Center designs publications and disseminates information for a wide range of audiences. Activities include technical assistance, informing public debate, enhancing credibility of advocacy efforts, and serving as a University resource for staff, students and faculty.</p>	<ul style="list-style-type: none"> ■ Provide an opportunity for students, faculty, and the citizens of Florida to utilize the unique database of statewide and county information on children and families with the assistance of experienced staff for multipurpose efforts. ■ Promote community, university, state and national efforts to effect change in policy and day-to-day outcomes in the lives of children. ■ Provide support materials to agencies, individuals and organizations to facilitate their efforts.
<p>Florida KIDS COUNT (FKC) FKC is the long-term continuation of the data related activities of the Center for the Study of Children's Futures and the relationships begun as part of that initiative in 1992. The objective is to inform Floridians and their policy makers about the quality of life for Florida's children, and to build leadership and accountability for action on behalf of our children. Using selected key well-being indicators and general demographic profiles, the project strives to provide a consistent and reliable source of information that is adaptable to a variety of uses such as policy analysis, grant and proposal writing, needs assessments and public education.</p>	<ul style="list-style-type: none"> ■ Gather data annually and ongoing in all topic domains and provide in user-friendly format to a wide variety of internal and external audiences. ■ Promote local, statewide and national initiatives on the behalf of children. ■ Inform Floridians and their policy makers about the quality of life for Florida's children. ■ Promote the efforts of National KIDS COUNT/Annie E. Casey Foundation.
<p>Getting It Together Newsletter The newsletter by and for families of children with serious emotional or behavioral disorders is published quarterly and distributed statewide in Florida. This publication is supported in part by a grant from the Substance Abuse and Mental Health Administration, Statewide Family Network Grant.</p>	<ul style="list-style-type: none"> ■ Educate consumers, parents and families by providing educational and informational articles, and news of activities and events involving mental health issues through the quarterly distribution of the newsletter to over 1,600 Florida readers.
<p>The Family Voice Study: Assessing the Role of Family Organizations in Developing Family Voice in Systems of Care (RTC Study 6) This Research and Training Center for Children's Mental Health (RTC) study is designed to identify critical implementation factors which support communities and states in their efforts to build effective systems of care to meet the needs of children and youth with, or at risk of, serious emotional disturbances and their families.</p>	<ul style="list-style-type: none"> ■ Increase the field's understanding of the structures, processes, and relationships of family-run organizations in systems of care. ■ Identify factors that contribute to the development and sustainability of an effective family-run organization.
<p>Voices and Choices: Statewide Family & Youth Network Voices & Choices of Florida Statewide Family & Youth Networks (Statewide Family Network Grant) is committed to the development of an effective network of family & youth leadership & family organizations capable of playing a part in the transformation of the children's mental health system to improve the lives of children and their families.</p>	<ul style="list-style-type: none"> ■ Development of a statewide policy agenda that supports activities of family and consumer groups across the state. ■ To create a statewide information/ referral database to promote dissemination. ■ Coordinate a unified public awareness campaign that includes anti-stigma messages, to promote statewide awareness of Mental Health Summit Days information and resources.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Promote the health and well-being of Florida's children and their families by maintaining a repository of statistical data as well as research, policy and program activities occurring throughout Florida and the nation. The Center's focus is to disseminate information and data to policy makers, advocates, educators, and concerned citizens. 	<ul style="list-style-type: none"> ■ Completed and disseminated to a large body of constituents across Florida: a comprehensive publication profiling the status of children and families by state and county; and a poverty awareness postcard series. ■ Awarded Florida KIDS COUNT initiative for the 16th year. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve the lives of children and families by providing the necessary data-driven knowledge base. ■ Track status of children over time to allow policy makers, advocates, educators, and concerned citizens to evaluate and advocate for policies and programs improving outcomes for children. ■ Build leadership and accountability for action on behalf of Florida's children and families. ■ Contribute to the understanding of the need for effective policies to produce positive outcomes for children and their families, empowering leaders by providing reliable data tools. 	<ul style="list-style-type: none"> ■ Completed and disseminated to a large body of constituents across Florida: a comprehensive publication profiling the status of children and families by state and county; and a poverty awareness postcard series. ■ Served on the Annie E. Casey Foundation KC Steering Committee, influencing national partnerships. ■ Provided data and materials to the Children's Campaign, Inc. to utilize in their "Our Children: 2008 Truth Tour," a statewide series of informational community meetings to promote citizen engagement and non-partisan candidate education. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Promote the sharing of information and knowledge about mental health issues and events, occurring in Florida, and increase consumer, parent and family involvement in improving behavioral health care for their families and their communities. 	<ul style="list-style-type: none"> ■ Distributed over 6,400 newsletters annually. ■ Additional dissemination activities conducted at the annual Research and Training Conference in Florida, quarterly meetings of the State Mental Health Planning Council, Tampa Bay Depression Bipolar Support Alliance meetings, and regional Florida trainings of the Statewide Family Network Grant. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Improve and sustain organizational structure for family organizations by developing the capacity of family-run organizations to conduct self-assessments and network analysis. ■ Promote policy change through dissemination of study findings and technical assistance to family-run organizations, state and local policy makers and their partners. 	<ul style="list-style-type: none"> ■ Produced the Quick Guide for Self-Assessment of Family-Run Organizations. ■ Created an interactive web-based National Directory of Family-Run and Youth Guided Organizations. ■ Completed site visits to six family organizations across the country for data collection for upcoming monograph. ■ The National Directory averages 1,233 hits per month. Over 110 family-run and youth-guided organizations are part of the directory. The National Alliance on Mental Illness (NAMI) has requested to be included in the National Directory. ■ Over 1,000 copies of the Quick Guide have been distributed to family organizations and system of care communities. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Children's mental health policy funds and supports promulgation of the system of care framework across child serving agencies and community partners that is seamless, coordinated and integrated for children who are at risk and have serious emotional and behavioral disorders. 	<ul style="list-style-type: none"> ■ Voices and Choices now sponsors the Getting It Together newsletter and several articles and pictures are included in the newsletter. ■ Regional meetings were held around the state—Tampa, Orlando, Tallahassee and West Palm Beach with 152 unduplicated 112 unduplicated in Orlando parents and youth in attendance. ■ Developed an Organizational Structure for the Advisory Board. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Building Effective Systems of Care

Project	Goals
<p>Connecticut Behavioral Health Partnership Evaluation This is a mixed-method evaluation of a new managed care design for at-risk children in Connecticut, including access to a comprehensive array of community-based, individualized services and a reduction in unnecessary hospital and residential admissions.</p>	<ul style="list-style-type: none"> ■ Increased knowledge regarding effective state-level managed care strategies for the creation of a system of care for at-risk children and their families.
<p>Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3) This Research and Training Center for Children's Mental Health (RTC) study explores critical financing structures and strategies that support effective systems of care for children, adolescents and their families, and examines how these financing mechanisms operate separately and collectively to achieve this goal.</p>	<ul style="list-style-type: none"> ■ Test whether our theory regarding a hypothesized set of financing structures and strategies that support effective systems of care is valid. ■ Determine how financing components operate separately and collectively, within a community and systemic context, to create effective financing policy. ■ Promote policy change through dissemination, targeted technical assistance, and utilization of its findings by state and community planners and policymakers.
<p>Iowa Project – System of Care Practice Review This project was designed to document the experiences of children with Serious Emotional Disabilities (SED) in Iowa and their families in order to assess the degree to which the system of care (SOC) philosophy is implemented at the practice level and generate recommendations for improvement.</p>	<ul style="list-style-type: none"> ■ Assess the degree to which the system of care philosophy is implemented at the practice level in Iowa and generate recommendations for improvement.
<p>Medicaid Managed Care: Implementation Analysis As one component of a larger evaluation contracted by the Agency for Health Care Administration (AHCA), the implementation analysis collected data relevant to the organizational, structural, financial, and operational aspects of implementing Medicaid-funded managed mental health care in Florida.</p>	<ul style="list-style-type: none"> ■ Further the understanding of reported challenges experienced by stakeholders in their implementation efforts and generate solutions to ameliorate the issues.
<p>Multi-Agency Network for Students with Emotional/Behavioral Disabilities (SEDNET) – Accountability Database The SEDNET Accountability Database/Reporting Project is focused on the continued maintenance of a statewide reporting system for each of the SEDNET Projects. The primary goal of the database is to allow the SEDNET Projects to demonstrate, in a standardized way, the connection of local project processes/outcomes to the goals of NCLB, DOE, and local Advisory Boards, respectively.</p>	<ul style="list-style-type: none"> ■ Maintain the statewide reporting system allowing for 100% accuracy in process/outcome reporting by the 18 SEDNET Projects. ■ Develop an annual report providing a detailed analysis and summary of each of the database sections including inferences as to how well SEDNET is fulfilling its goals by identifying strengths and weaknesses that should be targeted for future project development. ■ Develop, print and disseminate media briefs targeting specific audiences (i.e. Mental Health, Education, & Juvenile Justice) in order to provide up-to-date information to SEDNET affiliates and constituents. Design table top displays to meet the needs of the project managers.
<p>One Community Project (OCP) This was a six-year study of efforts to integrate multiple child serving systems to improve services for children and youth with serious emotional disturbance and their families in Broward County, Florida.</p>	<ul style="list-style-type: none"> ■ Assist OCP Governance Board and its sub-committees to better use evaluation data. ■ Develop a logic model to guide the growth, expansion and sustainability of Family Voices – Family Choices (local parent organization).

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> State Medicaid and mental health authorities can use the knowledge gained, especially regarding the structuring of managed care contracts and quality assurance systems, to create effective systems of care for at-risk children and their families. 	<ul style="list-style-type: none"> New project 	New	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> States and communities develop strategic financing plans; states and communities use these strategies effectively to positively impact the lives of at risk children and their families. 	<ul style="list-style-type: none"> Rapid production of technical reports that summarize study findings as well as articles and book chapters. The products of this study (A Self-Assessment and Planning Guide: Developing a Comprehensive Financing Plan, and Effective Financing Strategies for Systems of Care: Examples from the Field) have been used extensively at the national level for training and technical assistance activities by groups such as The Center for Mental Health Services, SAMHSA and the Federation of Families for Children's Mental Health. The products are also in use by state Medicaid and mental health authorities. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Contribute to increased adherence to SOC philosophy at system and practice levels. 	<ul style="list-style-type: none"> Presented system of care principles and findings to Iowa's Mental Health Planning Council. Presented system of care principles to Iowa's Mental Health, Mental Retardation, Developmental Disabilities, and Brain Injury Commission and Children's Oversight Committee. Preliminary talks with Bureau Chief of Child and Adolescent Services, Mental Health and Disability Services, Iowa Department of Human Services for continued use of SOCPR and integrating SOC concepts in two Iowa sites. 	Completed	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Improved implementation of managed mental health care efforts throughout Florida in order to better meet the needs of children and families served. 	<p>Study reports submitted to AHCA contributed to the scheduling of meetings between AHCA, mental health care providers, and managed care organizations to lessen the variance in prior authorization processes and tools. Some of the plans reduced the services for which they require prior authorization and others increased the authorization periods thus reducing the number of prior authorizations required.</p>	Completed	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Enhanced SED Networks; Integrated system of care for students with behavioral and/or emotional disabilities. 	<ul style="list-style-type: none"> Completed 2007 SEDNET Annual Report. Completed and disseminated media briefs for education, juvenile justice, mental health, and families. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Increase system capacity for making data-based decisions. Family Voices-Family Choices is incorporated, independently funded, and sustained within seven years. 	<ul style="list-style-type: none"> One Community Partnership has sustained the training and service delivery infrastructure developed through grant funds. The evaluation and quality improvement / quality assurance process of the grant has been subsumed into existing cross-system oversight bodies. The Broward County family organization, Family Voices – Family Choices, has been sustained through County funding. Peer advocacy activities such as Parent Partners have also been sustained through other sources of funding. 	Completed	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Building Effective Systems of Care (continued)

Project	Goals
<p>Out-of-Home Care Study The Out-of-Home Care Study contracted by the Agency for Health Care Administration (AHCA) for FY08-09 investigates a series of questions related to Florida's three out-of-home Medicaid funded programs.</p>	<ul style="list-style-type: none"> ■ Implementation of trauma-informed care in Medicaid funded out-of-home settings in Florida. ■ Contribution to the evidence base regarding group interventions for adolescent girls with mental health, substance use, and violence, abuse, or trauma. ■ Identification and implementation of appropriate treatment practices for justice-involved youth in the public mental health system.
<p>Successful Kids System of Care Practice Review (SOCPR) Project Success for Kids & Families, Inc. has a 3-year contract with the Florida Department of Children and Families to demonstrate the state pilot program for consumer-directed care. As part of this contract, Success for Kids & Families, Inc. is providing coordinated access for children's mental health services, and providing assessment, triage, and family support planning. This study is designed to provide quality improvement feedback to Success for Kids & Families, Inc. regarding the experiences of children and families served through ADM funds, which emanates from the Florida Substance Abuse and Mental Health Program Office.</p>	<ul style="list-style-type: none"> ■ Assess the degree to which the system of care (SOC) philosophy is implemented at the practice level and generate recommendations for improvement.

Suicide Prevention

Project	Goals
<p>The Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns This study allows for a better understanding of the services that the Agency for Health Care Administration (AHCA) funds via Medicaid and the extent to which services were used (or not used) by those who died by suicide. This study allows for an understanding of potential patterns of services and how they are related to this negative outcome.</p>	<ul style="list-style-type: none"> ■ Identify potential service use issues to develop strategies to address suicide reduction among persons with serious mental illness.
<p>Statewide Suicide Prevention Implementation Plan Project This study was conducted in cooperation with the Office of Suicide Prevention (OSP) and the Suicide Prevention Coordinating Council (SPCC) to develop an implementation process and plan to enhance the capacity of the State and of local communities to convert the suicide prevention strategy into concrete actions.</p>	<ul style="list-style-type: none"> ■ Develop a comprehensive statewide suicide prevention plan and implementation process.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ A curriculum and practice guidelines on trauma-informed care in out-of-home settings. ■ A new group intervention for adolescent girls who experience functioning challenges due to substance use/abuse, emotional problems, and violence, abuse, or trauma. ■ Understanding the characteristics, service use and outcomes of youth involved in both the mental health and justice systems. 	<ul style="list-style-type: none"> ■ Technical assistance, training and monitoring system to further the goal of reducing seclusion and restraint statewide. ■ Implementation of a group intervention for girls who have experienced trauma among community residential treatment centers serving as partners in research. ■ Identification and statewide dissemination of policies and practices that promote trauma informed care within residential treatment settings. ■ Community partnerships and collaboration have developed as a result of ongoing research at residential sites. ■ Ensuring Safety: Creating Trauma Informed Care Environments, (USF's curriculum), is uniquely focused on implementing and sustaining cultural change within organizations embracing trauma informed care. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Contribute to increased adherence to SOC philosophy at system and practice levels in Hillsborough County, Florida. ■ Demonstrate success of consumer-directed care for potential statewide rollout. 	<ul style="list-style-type: none"> ■ New project. 	New	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Contribute to strengthening the ability of AHCA and the Baker Act Receiving Facilities to reduce the number of deaths by suicide in Florida. 	<ul style="list-style-type: none"> ■ General findings shared with Suicide Prevention Coordinating Council (including DCF's Baker Act Specialist). Final report submitted to AHCA. ■ Survey data regarding community services presented at 2008 American Association of Suicidology Conference. ■ Presentation submission of data analysis regarding relationships among Medicaid enrollees death by suicide and Baker Acts at 2009 American Association of Suicidology Conference. 	Completed	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Contribute to strengthening the ability of individuals, communities, and state level agencies and organizations to reduce the number of deaths by suicide in Florida. 	<ul style="list-style-type: none"> ■ Established a website to support suicide prevention coalition building. Website also lists suicide prevention action steps and resources. ■ Created Florida Suicide Prevention Strategy awareness brochure. Suicide prevention advocates distributed about 12,000 brochures to various sites in Florida (including but not limited to: domestic violence and sexual assault centers, school social workers, teachers, churches, community colleges, county social service organizations, public libraries, 2008 Florida Counseling Association Convention, police stations, doctors offices). ■ Helped create an ongoing Duval County Suicide Prevention Task Force. 	Completed	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Suicide Prevention (continued)

Project	Goals
<p>The Youth Suicide Prevention School-Based Guide The Youth Suicide Prevention School-Based Guide (The Guide) is a comprehensive, evidence-based guide designed to assist schools, in collaboration with families and community partners, in improving their suicide prevention programs or creating new ones.</p>	<p>■ Help schools address youth suicide via The Guide. This is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program.</p>

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Contribute to the reduction in the number of youth deaths by suicide by increasing the use of evidenced-based, research supported, and/or promising strategies in suicide prevention. 	<ul style="list-style-type: none"> ■ The Youth Suicide Prevention School-Based Guide's Checklists are listed on the Suicide Prevention Resource Center/American Foundation for Suicide Prevention Best Practice Registry for Suicide Prevention. ■ Collaborated with the Center for the Study of Children's Futures through the Florida KIDS COUNT to reprint and distribute 1,000 printed copies of the Guide. ■ The Guide is available on-line for free download. Over 7,600 national and international individuals visited the website during the past year and 26 components of the online version of The Guide were downloaded between 513 and 1,515 times. ■ Over 500 printed copies were distributed to individuals in 17 states and Canada. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

The Division of Training, Research, Education, and Demonstrations (TREaD) is committed to developing knowledge that supports, improves, and sustains best practice in programs and systems serving children and families. TREaD projects and activities focus on the reduction of mental health disparities, support and improvement systems and organizations serving children with or at risk of serious emotional disturbance (SED) and their families, and the development of innovative resources for learning.

The Division of Training, Research, Education, and Demonstrations (TREaD)

Service System Development; Systems Planning and Policy

Project	Goals
<p>Big Sky Project This project studied the services and supports provided to children with mental health challenges who are placed in foster care in the state of Florida. The study seeks to identify the complex combination of individual, family, and systems-level factors and circumstances that impact the medications, and services that children receive. Funded by the Agency for Health Care Administration (AHCA).</p>	<ul style="list-style-type: none"> ■ Conduct analysis of individual, family and systems-level factors, and the relationships among the factors, to provide ACHA with a systemic formulation to improve the quality of care and identify best practices.
<p>Case Studies of System Implementation (RTC Study 2) The purpose of the study is to identify strategies that local communities undertake in implementing community-based systems of care and provide greater understanding of how factors affecting system implementation contribute to the development of local systems of care for children with serious emotional disturbance and their families.</p>	<ul style="list-style-type: none"> ■ Dissemination and consultation based on the results of this study will help both established and potential systems of care identify strategies for successful system implementation within their local contexts.
<p>Collaboration Survey The self-report questionnaire is used to measure interagency collaborative activities in the following four areas; (a) Financial and Physical Resources, (b) Program Development and Evaluation, (c) Client Services, and (d) Collaborative Policies. These four scales, along with information about scoring the scales and their psychometric properties, is described in this overview document.</p>	<ul style="list-style-type: none"> ■ Disseminate and promote appropriate use of instrument through publication, dissemination and consultation.
<p>Developing Systems of Care in African-American Communities Using Natural Supports This research project focuses on the use of natural supports to improve service delivery in African-American communities.</p>	<ul style="list-style-type: none"> ■ Develop technical reports, publications and presentations that examine the impact of natural supports in the African-American community to improve service delivery to children and families. ■ Provide training and consultation to professionals and community partners to identify, plan, and implement research projects.
<p>National Survey of System of Care Implementation (RTC Study 1) The purpose of this study is to provide national data on system of care implementation in a probability sample of counties across the United States</p>	<ul style="list-style-type: none"> ■ Survey a disproportionate stratified probability sample of public mental health systems from randomly selected counties to obtain data on the current status of those factors believed to facilitate integrated systems of care for child and adolescent mental health. The instrument, methods and findings will be disseminated to the field.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> Children with mental health needs in Florida's foster care system will receive appropriate mental health services regardless of the family ecology. 	<ul style="list-style-type: none"> Paper presented on Florida's Center for the Advancement of Child Welfare Webcast. According to their website, the Center "supports Florida's child welfare professionals in achieving practice excellence and developing communities of practice to help keep kids safe." Resulting report, which includes recommendations from a national expert panel, are being presented at The Florida Council for Community Mental Health & The Florida Psychiatric Rehabilitation Association Conference. 	Complete but being disseminated	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Improved service systems for children with Serious Emotional Disturbance and their families. 	<ul style="list-style-type: none"> The research team has been invited by the Technical Assistance Partnership to conduct a training based on Study 2 findings for newly funded communities through the Comprehensive Community Mental Health Services for Children and Their Families Program. Special Issue of Evaluation and Program Planning is in progress based on work from Study 2. The research team will be editors of the Special Issue. Site based reports and additional issue briefs have been completed and disseminated based on findings from this study. They are being used within SOC communities as well as coursework for the Graduate Certificate in Children's Mental Health. Manuscripts based on findings are complete or in preparation. Numerous local and national presentations based on findings. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Increased and effective collaboration at the community level among child serving agencies. 	<ul style="list-style-type: none"> Received 11 requests for instrument. Peer reviewed journal article was published in which the authors used the collaboration instrument. Revised the scale to include 3 factors instead of 4. Working on a manuscript for publication. 	Complete but being disseminated	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> At local, state and national levels, research findings will be used within African-American system of care communities that use natural supports to improve service delivery. Increase in projects that utilize natural support within communities to improve service delivery as identified from our research finding. 	<ul style="list-style-type: none"> This model is currently being used in East Tampa, West Tampa, and Pinellas County. Within a new project, this model is being used with elder populations within the community. Multiple publications and presentations have been developed based on the results of this project. Currently seeking additional funding to expand use. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Local communities and researchers will use national data on systems of care implementation to improve service systems through self-assessment. 	<ul style="list-style-type: none"> Data collection complete, with analysis ongoing. Paper presentation at a national conference. 	Ongoing	I: Expanding world-class interdisciplinary research.

Project	Goals
<p>Patterns of Service Utilization Among Children in Child Protection System Under Implementation of Child Welfare Prepaid Mental Health Plan</p> <p>Because of the high costs and high mental health service utilization rates among children who enter the child protection system, AHCA funded a study to identify patterns of service utilization and identify groups with the highest service use. Participants included Medicaid eligible children in Florida who entered child protection system in fiscal year 2005-2006 between birth and age 18.</p>	<ul style="list-style-type: none"> ■ Produce technical reports describing service utilization patterns for AHCA, Present results and implications at national meetings and in peer reviewed journal publications.
<p>Sustainable Infrastructure Project</p> <p>This project aims to develop strategies that can be used by local multi-disciplinary intervention programs comprised of schools, community and family representatives to ensure the program is being implemented as intended and is sustainable so that lessons learned can be applied to other projects.</p>	<ul style="list-style-type: none"> ■ Conduct a study on implementation and enhancement of a research-grounded field-based practices. ■ Utilize finding to develop innovative tools and a framework for measuring and sustaining fidelity. ■ Assist in building capacity and strengthening Family and School Support Team's (FASST) infrastructure to improve access, availability, and quality of FASST services for children and families.
<p>System of Care Practice Review</p> <p>The SOCPDR provides a tool for assessing whether system of care principles are operationalized at the level of practice. The SOCPDR collects and analyzes data obtained from multiple sources to determine the extent to which direct service workers adhere to the system of care philosophy. It also provides a measure of how well the overall service delivery system is meeting the needs of children with serious emotional disturbances (SED) and their families.</p>	<ul style="list-style-type: none"> ■ Provide a method and instrument for assessing whether System of Care values and principles are operationalized at the level of practice. ■ Provide feedback to enhance quality improvement efforts: <ul style="list-style-type: none"> » At the direct service level specific recommendations can be incorporated into staff training. » On a system-wide level aggregate findings can identify strengths and areas that need improvement.
<p>Theory-based Logic Models Technical Assistance and Training</p> <p>This project provides support to the system development process which allows system stakeholders to discuss desired system change, plan how to accomplish that change, and generate shared responsibility for the results.</p>	<ul style="list-style-type: none"> ■ Generate new knowledge on the impact of developing logic models on development and sustainability of effective systems of care. Help initiatives, communities, and states articulate active ingredients of their policies and service intentions.
<p>Utilization of the Most Costly and Intense Mental Health Services Among Out of Home Care</p> <p>The goal of this study is to examine factors (i.e., child demographics, maltreatment history, and maltreatment severity, placement stability, diagnoses) on utilization of the most costly and intense services among children placed in out-of-home care.</p>	<ul style="list-style-type: none"> ■ Use findings from the project to develop recommendations for policy development and service provision, which will be disseminated through technical reports, manuscripts for publication, and conference presentations.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> System adjustments will be made to ensure children in the child protection system will receive the appropriate level of necessary services. 	<ul style="list-style-type: none"> Technical reports. Submitted findings for national conference. Two manuscripts based on findings are in process. Will submit NIMH R01 grant proposal based on findings and expansion of the study. 	Complete	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Communities throughout the state will successfully implement and maintain fidelity of research-grounded field-based practices. 	<ul style="list-style-type: none"> Phase 1 report has been completed, and findings are being used in FASST program planning by FASST agencies, Children's Future Hillsborough, and the Children's Board of Hillsborough County. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Communities increase and maintain the presence of systems of care values, principles and policies in their child-serving systems. 	<ul style="list-style-type: none"> SOCPR training and technical assistance has been expanded to communities internationally. SOCPR website developed, which includes interactive training modules and narration on the SOCPR. Recently published book chapter on SOCPR. National conference presentations. State presentations of SOCPR data. 	Ongoing	I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Policies and service intentions for child mental health service delivery will be implemented and sustained with fidelity to their original intentions. 	<ul style="list-style-type: none"> Facilitating successful communities in peer-to-peer support—specifically systems who use Theory of Change approach to drive system change. Logic Model Website now includes interactive theory of change logic model training and narration. Training for family organizations on developing logic models. Training for youth organizations on developing logic models. Collaboration on integrating Theories of Change and Continuous Quality Improvement. Theory of Change Logic Model work has been continuous for the past 10 years. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> Children will stay in community-based settings and have the need for less intensive treatment services and settings. 		New	I: Expanding world-class interdisciplinary research.

Reduction in Mental Health Disparities

Project	Goals
<p>The Community-Defined Evidence Project (CDEP) This project aims to evolve and contribute to a developing body of knowledge that takes into consideration cultural values and beliefs and indigenous knowledge to assess the results of practices and treatments for Latinos.</p>	<ul style="list-style-type: none"> ■ The central goal of the CDEP is to discover and develop a model for establishing an evidence base using cultural and/or community indices that identify community-defined and community-based practices that work. ■ Document the common and unique characteristics among identified practices and outline their “essential elements” to develop criteria for Community-Defined Evidence. ■ Develop a national inventory of community-based practices. ■ Disseminate project findings to a wide audience of stakeholders (via issue briefs, journal articles, presentations). ■ Provide training, technical assistance and consultation related to the development of Community-Defined Evidence.
<p>Culturally Competent Community-Based Research within Neighborhoods (East Tampa) The East Tampa Community Revitalization Partnership provides leadership and oversight in transforming East Tampa into a neighborhood of vibrant residential, commercial, social and cultural life through the implementation of the East Tampa Community Redevelopment Plan.</p>	<ul style="list-style-type: none"> ■ Disseminate the East Tampa approach to other community stakeholders to create partnerships for refinement of approach.
<p>Little Havana Community Partnership Evaluation This project is a one-year evaluation of a project funded by the Children’s Trust and the Annie E. Casey Foundation that is developing a partnership that includes a resident council, network of providers, and community health workers, through a representative governance board. The evaluation is based on a theory of change based logic model and employs a participatory and culturally competent approach.</p>	<ul style="list-style-type: none"> ■ To co-develop an evaluation strategy that is accessible and useful for the Little Havana Community Partnership. ■ To inform the development of an effective partnership for increased neighborhood safety in the Little Havana community.
<p>Mental Health Disparities (RTC Study 5) This study, which examines accessibility of mental health services, identifies which systemic organizational practices, rather than clinical practices, operate within systems of care that demonstrate improved access to mental health services.</p>	<ul style="list-style-type: none"> ■ Disseminate and apply an empirically-based conceptual model and organizational strategies for increasing access, availability and utilization of mental health services. Develop and utilize assessment protocol for organizational cultural competence.
<p>Mental Health Service Patterns among Medicaid-eligible Children: Disparities as Differences in Cultural Norms Versus Differential Access Previous studies on mental health service disparities among Florida’s Medicaid-eligible children have shown consistent differences in prevalence and service utilization among children from different racial/ethnic groups. This study looked at the underlying causes of these observed differences.</p>	<ul style="list-style-type: none"> ■ To examine the effect of children’s race/ethnicity on prevalence and mental health service utilization for Medicaid-eligible children in fiscal year 2006-2007. ■ To compare patterns of cultural beliefs/norms and access to mental health services among a sample of Hispanic, African American, and White parents of Medicaid-eligible children. ■ To examine whether observed differences in prevalence and mental health service utilization among the different racial/ethnic groups are associated with the differences in parents’ cultural beliefs/norms, access to services, or a combination of these factors.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<p>The Community-Defined Evidence Project seeks to advance the current body of knowledge for identifying practices that work to successfully improve service delivery and behavioral health outcomes for Latino populations. The project aims to influence the research and evaluation agenda, as well as policymakers and funding agencies, to implement and use innovative community-based practices to reduce disparities and improve availability, quality, and outcomes of behavioral health care for all individuals and families.</p>	<ul style="list-style-type: none"> ■ An article on the definition of Community-Defined Evidence was submitted for publication in the Report on Emotional and Behavioral Disorders in Youth, Published by the Civic Research Institute, New York. ■ Numerous presentations nationwide to promote the ongoing work of the CDEP since the project's inception in 2007 (N=12). ■ Conference call with California Institute for Mental Health (CIMH) to discuss the definition of Community-Defined Evidence, given that Los Angeles County is working to include the definition in planning for services that will be eligible to receive Prop 63 (Mental Health Services Expansion, Funding. Tax on Personal Incomes above \$1 Million, State of California) funds from the state. 	Ongoing	<p>I: Expanding world-class interdisciplinary research.</p> <p>III: Expanding local and global engagement initiatives.</p>
<ul style="list-style-type: none"> ■ Increased stakeholder collaboration in support of improved services in East Tampa. 	<ul style="list-style-type: none"> ■ Recently completed a community needs assessment. ■ Currently conducting presentations to disseminate the East Tampa approach. ■ Seeking funding to extend project. ■ Project is linked to other projects within FMHI and USF. 	Ongoing	<p>I: Expanding world-class interdisciplinary research.</p> <p>III: Expanding local and global engagement initiatives.</p>
<ul style="list-style-type: none"> ■ Use of evaluation findings to gain sustainable funding for the partnership. Adoption of the evaluation approach by other community-based partnerships. 		New	<p>I: Expanding world-class interdisciplinary research.</p> <p>III: Expanding local and global engagement initiatives.</p>
<ul style="list-style-type: none"> ■ Human service organizations will develop and utilize strategies to increase organizational cultural competence and access to services for diverse populations of children and families. 	<ul style="list-style-type: none"> ■ Downloads from website during 07-08: <ul style="list-style-type: none"> » Lit Review Monograph downloads = 856 » Protocol Review Monograph downloads = 1,237 » 7/08 publication Access Monograph downloads = 278 » Spread of effect surveys indicate monographs are useful and are being passed on to other people. ■ Conceptual model has been used in presentations and workshops for the State of Massachusetts, Florida OMH Disparities Conference, and development of the Monterey, CA Office of Behavioral Health cultural competence plan. 	Ongoing	<p>I: Expanding world-class interdisciplinary research.</p>
<ul style="list-style-type: none"> ■ Policy changes in Florida will reduce mental health disparities among Florida's Medicaid-eligible children. 	<ul style="list-style-type: none"> ■ Completed and submitted a technical report for this project. ■ 3 presentations have been conducted at national conferences based on research findings. ■ The research team is in the process of developing manuscripts based on study findings. 	Complete	<p>I: Expanding world-class interdisciplinary research.</p>

Reduction in Mental Health Disparities (continued)

Project	Goals
<p>RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services</p> <p>The RAICES project was funded to develop a training curriculum that integrates the promotora outreach model with the local school-based case management program, known as the Family and School Support Team (FASST) to support families.</p>	<ul style="list-style-type: none"> ■ Develop a training curriculum that prepares FASST (and other Wraparound teams) to work effectively with promotora outreach workers. ■ Disseminate findings from RAICES (via issue briefs, journal articles, presentations) on a local and national level to communities and individuals aiming to develop or improve service systems for children with Serious Emotional Disabilities (SED) and their families. ■ Provide training, technical assistance and consultation related to implementation of RAICES.
<p>Rural Social Services Partnership (RSSP) Needs Assessment</p> <p>The study focused on identifying the social and human service needs in the areas of east and south Hillsborough County, traditionally rural communities with high populations of migrant farmworkers. In light of increased development in these parts of the county, the study also sought to identify barriers to meeting the needs identified.</p>	<ul style="list-style-type: none"> ■ The ultimate goal of the study was to propose new recommendations for the Rural Social Services Partnership (RSSP) to help guide their future strategic planning and coordination efforts.

Education and Training

Project	Goals
<p>Graduate Certificate in Children’s Mental Health (Distance Learning)</p> <p>Cutting-edge research in policy and practice for systems of care in children’s mental health will be disseminated via on-line academic coursework. The Department of Child and Family Studies will be viewed as a leading organization for offering on-line graduate programs in children’s mental health with an emphasis in systems of care.</p>	<ul style="list-style-type: none"> ■ Increase enrollment in the graduate certificate program by a minimum of 10 students per year. ■ Offer a Master’s degree in Children’s Mental Health in the 2010-2011 academic year. ■ Establish CFS as the leading source for graduate programs in children’s mental health with a systems of care emphasis.
<p>Professional In-Service Training</p> <p>Cutting-edge research in policy and practice in behavioral health, including systems of care in children’s mental health, will be disseminated. In-service Professional Training Modules will be utilized by University faculty and community partners to develop their workforce at both the pre-service and in-service levels.</p>	<ul style="list-style-type: none"> ■ Provide on-line in-service training courses with CEUs. ■ Provide customized on-line training packages for systems of care communities, including universities/colleges, agencies/ organizations, and other community partners. ■ Develop contracts with universities, agencies, and community partners around workforce needs. ■ Write grants to secure state/federal support for the implementation and evaluation of the training program.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> Service systems for children with SED and their families will incorporate informal community helpers to improve service access and quality for children at-risk for mental health challenges in Hispanic/Latino populations. 	<ul style="list-style-type: none"> The project was successfully implemented locally resulting in implementation of the RAICES/Promotoras in 5 local schools – an increase from the originally proposed number (2) of implementation sites. The training curriculum has been reviewed by a number of communities across the country (N=5). A group of promotoras and family support workers was trained in August 2008 in Placer County, CA. An article on the RAICES/Promotoras training implementation is in preparation. 	Complete but being disseminated	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> Hillsborough County policymakers will develop strategies and allocate resources to improve the quality of life of residents in east and south County communities. 	<ul style="list-style-type: none"> The RSSP Needs Assessment findings were used by the Rural Social Services Partnership to guide their strategic planning process for 2007. An article on the RSSP Needs Assessment is in preparation. 	Discontinued	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> The field of mental health will have a trained workforce at all levels to serve the needs of children with behavioral health challenges and their families. 	<ul style="list-style-type: none"> Graduated the first 6 students from the program. Accepted 12 new students into the program. Program was identified by the Annapolis Coalition as a best practice. Created and offered 3 new courses as part of the Graduate Certificate curriculum. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs.
<ul style="list-style-type: none"> The field of mental health will have a trained workforce at all levels to serve the needs of children with behavioral health challenges and their families. 	<ul style="list-style-type: none"> Developed 28 in-service training modules that are available for dissemination. Began working with 3 states, with the expectation of having subsequent training contracts utilizing modules in concert with consultation. Expanded involvement and ongoing participation of professionals and family members around the country in the System of Care Professional Training Consortium. 	Ongoing	<ul style="list-style-type: none"> I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs.

Success in School

Project	Goals
<p>GEAR UP Project I Schools Impacted: Franklin Middle and Howard W. Blake High School. GEAR-UP is a six-year federally funded U.S. Department of Education program, which is also supported locally by the Children's Board of Hillsborough County. The program provides academic, educational and enrichment supports to students who are low-income, minority, and/or at risk of dropping out of high school.</p>	<ul style="list-style-type: none"> ■ Support the academic progress of approximately 550 Blake High school students. ■ Provide case management, academic advising, and/or mentoring throughout the academic year to targeted students on the school campus. ■ Provide educational supports including in-class, after school and Saturday tutoring; college preparation support such as SAT/ACT, CPT preparation and testing. ■ Support and prepare students for post secondary placement by guiding them through the application and financial aid processes; conducting college tours and providing college information workshops for students and their parents. ■ Organize social enrichment, leadership and volunteer opportunities for students through the GEAR UP club, Saturday program for students and parents and other recreational activities.
<p>GEAR UP Project II Schools Impacted Memorial Middle School and Hillsborough High School. GEAR-UP is a six-year federally funded U.S. Department of Education program, which is also supported locally by the Children's Board of Hillsborough County. The program provides academic, educational and enrichment supports to students who are low-income, minority, and/or at risk of dropping out of high school.</p>	<ul style="list-style-type: none"> ■ Support the academic progress of approximately 600 targeted Hillsborough High School students. ■ Provide case management, academic advising, and/or mentoring throughout the academic year to targeted students on the school campus. ■ Provide educational supports including in-class, after school and Saturday tutoring; college preparation support such as SAT/ACT, CPT preparation and testing. ■ Support and prepare students for post secondary placement by guiding them through the application and financial aid processes; conducting college tours and providing college information workshops for students and their parents. ■ Organize social enrichment, leadership and volunteer opportunities for students through the GEAR UP club, Saturday program for students and parents and other recreational activities.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Low income, minority youth, at high risk of failure, and dropping out of school. ■ Impacting and providing appropriate educational services to disadvantaged students, in order to improve their academic outcomes, graduation rates and chances of post secondary placement. ■ Youth will improve behavioral, social, and leadership skills. ■ Youths will successfully graduate from high school. ■ Youths will enroll in four- year, two- year and vocational/ technical school, military or workforce. 	<ul style="list-style-type: none"> ■ 107 of 150 (71%) of students targeted for post secondary placement in 2004/2005 were successfully placed into four- year, two- year college and technical/vocational schools. ■ A total of 35 students received, \$1,000 GEAR UP cash scholarships. ■ GEAR UP helped improve Blake High school’s rating from a “D” to “C” in 2004/2005. 	Completed	III: Expanding local and global engagement initiatives.
<ul style="list-style-type: none"> ■ Low income, minority youth, at high risk of failure, and dropping out of school. ■ Impacting and providing appropriate educational services to disadvantaged students, in order to improve their academic outcomes, graduation rates and chances of post secondary placement. ■ Youth will improve behavioral, social, and leadership skills. ■ Youths will successfully graduate from high school. ■ Youths will enroll in four- year, two- year and vocational/ technical school, military or workforce. 	<ul style="list-style-type: none"> ■ In 2007/2008, 146 out of 150 (97%) of the targeted 12th grade students were successfully placed in four-year, two- year and/or vocational/technical schools. ■ 33% enrolled in four year schools; 64% in two-year community college and 1% in other post secondary placements such as the military or technical/vocational school. ■ A total of 49 students received GEAR UP scholarships for their post secondary education (Total Value-\$168,902). ■ 16 students received GEAR UP Florida Prepaid scholarships totaling \$114,902. <ul style="list-style-type: none"> » 2- 4 year scholarships. » 12- 2+2-year scholarships. » 2- 2 year scholarships. ■ 33 students received cash scholarships with a total value of \$54,000. ■ Over the past three years Hillsborough High school with the help of GEAR UP intervention services has made marked academic improvement. The school improved from a “D” grade to a “C” grade in 2006/2007; and from a “C” to an “A” grade in 2007/2008. 	On going- final year of implementation	III: Expanding local and global engagement initiatives.

The key functions of the Communications Division are to promote the key messages of the Department, support and extend the work of the Department, and create information flow within the organization to promote shared identity and collaboration. These functions are accomplished through the the division's blend of technical expertise in knowledge translation and utilization measurement, publication design, technical writing, media relations, marketing, web-based content delivery, and event planning. From this foundation, this division provides a broad range of technical support and consultation to the Department in all mediums of information architecture and knowledge dissemination.

CFS Communications

Promoting & Supporting CFS

Project	Goals
<p>CFS Marketing The Communications team develops and implements strategies for creating, communicating, and delivering CFS activities to colleagues, clients, partners, and society at large. Communications serves as the source for updates on CFS activities and accomplishments both internally and externally.</p>	<ul style="list-style-type: none"> ■ Ensure that CFS activities, events and accomplishments related to the current 70+ federal, state and privately funded projects are adequately and appropriately represented within the University, the media and our target audiences and presented professionally through venues such as websites, e-newsletters, printed materials and special products such as displays, training manuals and technical reports.
<p>Event Planning & Support Expert meeting planners and marketing design staff provide TA, support, and coordination for CFS hosted and co-sponsored professional meetings.</p>	<ul style="list-style-type: none"> ■ Continue to identify and implement best practices for vendor selection, contract negotiations, budget development, program development, marketing, production of support materials and on-site logistics. Create and disseminate conference planning checklist and marketing protocols. Continue collaboration and consultation for major events for reciprocal learning.
<p>Product Development & Design The CFS design team develops and collects materials representing the work of CFS to use at public and professional events. The team also works with faculty and staff to identify products that professionally reflect the work of the department. The Communications design team provides information on seeking intended audiences, and provides design and TA support on the development of products faculty and staff must produce as specified in individual grant contracts.</p>	<ul style="list-style-type: none"> ■ Create and maintain up-to-date depository of CFS resources for use at events and meetings, including but not limited to displays, presentations, brochures, reports and newsletters. ■ Create and maintain packets of key CFS products/order forms, etc. for visitors to the building. ■ Develop guidelines for matching document design/production to key targeted audiences.
<p>Public Relations CFS Media Relations coordinates coverage of departmental activities with the media and with USF university relations. Communications serves as the source for updates on CFS activities and accomplishments.</p>	<ul style="list-style-type: none"> ■ Ensure that CFS events, accomplishments are adequately/ appropriately covered by the targeted media and USF. ■ Develop quick response to issue-based opportunities (i.e., op-eds, TV appearances, radio interviews). ■ Continue to alert CFS to website postings for news, as well as new features/resources on the CFS website. ■ Provide templates/examples for announcements, and adopt safe and effective e-news protocols. Identify and employ user-friendly list management software solution. Coordinate and expand best practice throughout the department.
<p>Web Development & Design CFS Communications provides assistance in planning, creating and launching successful websites, as well as providing support for the 20+ current domains. Design and coordination of the CFS website is focused on incorporating emerging best practices for accessibility and user-centered content delivery.</p>	<ul style="list-style-type: none"> ■ Implement features and procedures that maintain an up-to-date CFS "front door" website to ensure easy access to all the work of the department, including on-line products, interactive features, resource centers, faculty/staff information, etc.
<p>Online Course Support The Communications team provides expert support in marketing and electronic resource development for the department's academic programs.</p>	<ul style="list-style-type: none"> ■ In partnership with FMHI IT and the CFS web team, procedures for capturing, cataloguing and distributing multimedia resources in support of academic programs are identified, disseminated and refined.
<p>Resource for Emerging Technologies Communications serves as a planning and troubleshooting resource for use of electronic communications software and equipment.</p>	<ul style="list-style-type: none"> ■ Maintain consultation role for best practice in emerging communications technology through pursuit of expert-level knowledge and mastery of software/techniques related to design, web and video.

Long-Term Impacts	Accomplishments	Status	Linkage to University Goals
<ul style="list-style-type: none"> ■ Targeted audiences access new information on products and training events which can be incorporated in efforts to integrate findings, tools and interventions to improve policies, services and supports for individuals and communities. ■ Change in public opinion and perceptions about children's mental health, mental health services, and familiarity with the work of CFS. 	<ul style="list-style-type: none"> ■ Supporting all faculty and staff within CFS by providing technical assistance for over 80 projects, including web development and updates, event planning and support, product development and design, public relations, and online course support. ■ Increase in utilization, inclusion of resources, and participation by CFS staff. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Collaborations and partnerships are formed to apply new knowledge to improve policy and practice. New knowledge presented increases awareness of current issues, and best practices are adopted. 	<ul style="list-style-type: none"> ■ Provided planning support and technical assistance for 20 meetings and conferences hosted by CFS, including 4 conferences with over 500 attendees. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Stakeholder groups are familiar with the work of CFS and incorporate CFS methods and findings in their planning and practice. ■ Partners, potential collaborators and contributors develop a positive view of CFS capacity and standards for excellence as a whole and share that view with others. ■ Information seeker's requests are met; information is ready to use, and is incorporated in planning and improvement of human service systems and services. 	<ul style="list-style-type: none"> ■ Increased frequency of use (i.e., number of events), and frequency of contacts and requests for materials following each event. ■ Provided design and printing support for 47 brochures and flyers, 26 monographs and reports, 12 posters and displays, 2 department newsletters, department information packet profiling divisions, centers, academics and publications and numerous materials requested for specific events and activities. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Change in public opinion and perceptions about children's mental health, and mental health services, familiarity with work of CFS. ■ CFS faculty and staff experience a shared identity and benefit from learning about the activities of their colleagues, helping to identify best practices and opportunities for collaboration. 	<ul style="list-style-type: none"> ■ Prepared writing for 2 department newsletters, 3 op-eds for the <i>Tampa Tribune</i> and <i>St. Pete Times</i> related to suicide prevention, children at risk, and children with autism and related disabilities, as well as a profile of the Gear UP program and numerous placements in the <i>USF Magazine</i> and USF e-bulletin, created text for new marketing kit packet profiling divisions, centers, academics and publications, prepared 35 news stories regarding projects, staff accomplishments and publications to post on the web. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ The website serves as a national resource promoting the most current information on best practices and provides a conduit for the transfer of knowledge . 	<ul style="list-style-type: none"> ■ Coordinated development or redesign of 4 new websites, the redesign and maintenance of 17 project websites. Maintained the department website profiling staff, projects, publications, news and events. In 2008, there was an average of 492 visitors to the site each day, with a yearly total of 100,980 staff page views, 67,824 news page views, 48,455 publication page views, and 37,159 project page views. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Learning is enhanced for students enrolled in the department's academic programs, which will promote their leadership roles in human service capacities. 	<ul style="list-style-type: none"> ■ Provided consultation for the development of audio/video encoding and distribution for increased on-line course work. Decreased time spent on each resource, improved quality, and effective coordination and management of digital resources. 	Ongoing	I: Expanding world-class interdisciplinary research.
<ul style="list-style-type: none"> ■ Content of CFS knowledge/information products is utilized to improve policy, services, supports and practice. 	<ul style="list-style-type: none"> ■ Provided consultation for best practice in emerging communications technology. 	Ongoing	I: Expanding world-class interdisciplinary research.

Project List

Annual National Conference on System of Care for Children's Mental Health	14	Mental Health Disparities (RTC Study 5)	32
Applied Behavior Analysis Master's Program (ABA)	10	Mental Health Integration Study	12
Big Sky Project	28	Mental Health Service Patterns among Medicaid-eligible Children: Disparities as Differences in Cultural Norms Versus Differential Access	32
Case Studies of System Implementation (RTC Study 2)	28	Multi-Agency Network for Students with Emotional/Behavioral Disabilities (SEDNET) – Accountability Database	22
Center for Autism and Related Disabilities (CARD) in schools	4	National Center on Youth Transition	12
Center for Autism and Related Disabilities (CARD) in the community	4	National Survey of System of Care Implementation (RTC Study 1)	28
Center for the Study of Children's Futures (CSCF)	20	Office of Special Education Programs-Training and Technical Assistance Program for Positive Behavioral Interventions and Supports (OSEP-TAC) ..	8
Center on the Social and Emotional Foundations for Early Learning	6	One Community Project (OCP)	22
CFS Marketing	38	Online Course Support	38
Child Welfare Prepaid Mental Health Plan Study	16	Out-of-Home Care Study	24
Collaboration Survey	28	Parent Connectors	12
Community-Defined Evidence Project (CDEP)	32	Partners of Hillsborough	18
Connecticut Behavioral Health Partnership Evaluation	22	Partnership for Effective Programs for Students with Autism (PEPSA)	4
Culturally Competent Community-Based Research within Neighborhoods (East Tampa)	32	Patterns of Service Utilization Among Children in Child Protection System Under Implementation of Child Welfare Prepaid Mental Health Plan	30
Developing Systems of Care in African-American Communities Using Natural Supports	28	Prevent-Teach-Reinforce (PTR)	8
Development of the Diagnostic Adaptive Behavior Scale	6	Product Development & Design	38
Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP)	12	Professional In-Service Training	34
Evaluation of Community-Based Care and Title IV-E Waiver	16	Program-Wide Positive Behavior Support (PWPBS)	6
Evaluation of the National Child Welfare Leadership Institute (NCWLI)	16	Public Relations	38
Event Planning & Support	38	RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services	34
Family Voice Study: Assessing the Role of Family Organizations in Developing Family Voice in Systems of Care (RTC Study 6)	20	Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns	24
Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3)	22	Research and Training Center for Children's Mental Health	12
Florida Center for Inclusive Communities (FCIC-UCEDD)	4	Resource for Emerging Technologies	38
Florida District 10 and 11 Pilot Program Evaluation	16	Rural Social Services Partnership (RSSP) Needs Assessment	34
Florida KIDS COUNT (FKC)	20	School-Based Mental Health Services Study (RTC Study 4)	12
Florida Safe Families Network System (FSFN) Application Training	18	Statewide Suicide Prevention Implementation Plan Project	24
Florida's Center for the Advancement of Child Welfare Practice	18	Successful Kids System of Care Practice Review (SOCPR) Project	24
Florida's Positive Behavior Support Project (PBS)	8	Sustainable Infrastructure Project	30
GEAR UP Project I	36	System of Care Practice Review	30
GEAR UP Project II	36	Teaching Pyramid Research Project	6
Getting It Together Newsletter	20	Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI)	6
Graduate Certificate in Children's Mental Health (Distance Learning)	34	Theory-Based Logic Models Technical Assistance and Training	30
Graduate Studies in Behavioral Health	14	Toward Healthcare Parity for Persons with Disabilities	10
Home Instruction for Parents of Preschool Youngsters (HIPPI)	6	Trauma Recovery Initiative for Youth Center (TRI Center)	18
Iowa Project – System of Care Practice Review	22	Utilization of the Most Costly and Intense Mental Health Services among Out of Home Care	30
Journal of Behavioral Health Services & Research (JBHS&R)	14	Voices and Choices: Statewide Family & Youth Network	20
Journal of Emotional and Behavioral Disorders	14	Web Development & Design	38
Little Havana Community Partnership Evaluation	32	Youth Suicide Prevention School-Based Guide	26
Many Faces of Trauma: Community Engaged Trauma Research	18		
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Child & Family Studies

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