The Department of
Child & Family Studies

2009 IMPACT

UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES
2009 CFS Impact Contents

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The Department of 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.

Purpose of this Document

The purpose of the CFS Impact document is to provide readers with a snapshot of the current or recently completed research, evaluation, technical assistance, and consultation that is conducted across each division within the Department of Child and Family Studies. It is a living document that is regularly modified to reflect the work and structure of CFS, the Louis de la Parte Florida Mental Health Institute, the College of Behavioral and Community Sciences, and the University of South Florida (USF).

Getting to Impact

In 2006, a departmental faculty and staff exercise resulted in the sharing of moments when individuals felt they had made a difference during their work efforts. From those shared experiences, a rich and thoughtful commentary was organized into themes and sent to the department at large. The commentary made such an “impact” that a more formal framework was developed to capture accomplishments for each project, particularly noteworthy project highlights, and in year two was restructured to illustrate how the programs/projects relate to the strategic planning goals of USF. The framework is now intended to serve as a yearly guide for the department to update and identify our programs’/projects’ short-term goals, a description of how we measure progress towards these goals, and intended long-term impacts (contributions to overall improvements in systems, services, or populations).

Theory of Impact

Through our research efforts, CFS generates new knowledge, translates knowledge into new methods, perspectives, and approaches to service, and disseminates knowledge through both traditional and innovative venues. As knowledge is acquired and utilized in direct services to populations in need, it changes the landscape of services, systems and whole populations. Feedback from stakeholders and populations generates and expands knowledge so that our activities continue to lead to new discoveries, theories and methods, and successful interventions.

The CFS Theory of Impact Logic Model shows how all that we do – regardless of role – is aimed at bringing research to practice for populations we target, for systems and for services themselves.
Overview

The Department of Child & Family Studies (CFS) is one of eight departments and schools within the College of Behavioral & Community Sciences (BCS) at the University of South Florida (USF), and historically affiliated with the Louis de la Parte Florida Mental Health Institute (FMHI).

College of Behavioral & Community Sciences

BCS was established in 2008 when USF re-aligned existing schools and departments (including FMHI and CFS) in related disciplines to achieve the USF strategic goals for becoming a top research university with local to global impact. BCS prepares students, scholars, human service providers, policy makers, and other professionals to improve the quality of life, health, and safety of diverse populations and to promote positive change in individuals, groups, communities, organizations and systems. Through multidisciplinary teaching and research, service, and engagement with community partners, BCS focuses on the rigorous development, dissemination/implementation, and analysis of innovative solutions to the complex challenges that affect the behavior and well-being of individuals, families, populations, and communities in which we live.

Louis de la Parte Florida Mental Health Institute

Established by the Florida legislature in 1967, FMHI has become a national leader in behavioral health research. Named for the late Senator Louis de la Parte, who for decades was committed to improving mental health services for Florida’s citizens, FMHI is a national leader in behavioral health research and houses several state and national research and training centers focused on improving practices in treating mental, addictive, and developmental disorders.

Department of Child & Family Studies

CFS 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.

The Organization of this Document

The framework of this document is organized by division and further arranged by topic areas within each division according to:

<table>
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<tr>
<th>Project</th>
<th>Goals</th>
<th>Long-Term Impacts</th>
<th>Accomplishments</th>
<th>Status</th>
<th>Linkage to University Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title and a brief description of project (50 words or less).</td>
<td>The goals, or intended accomplishments of projects.</td>
<td>Ways in which projects intend 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.</td>
<td>Project accomplishments toward goals and impacts.</td>
<td>New, ongoing or complete project.</td>
<td>Identify the USF Strategic Plan Goal(s) that each project contributes to.</td>
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</table>

The resulting matrices for each division appear in this booklet.
Aligning Our Work with USF Strategic Goals

Below are programs highlighting special CFS accomplishments that are closely aligned with the USF 2007-12 Strategic Plan.

**Goal I: Expanding world-class interdisciplinary research**
- The most recently compiled Scholarly Activity Report (2008) revealed that:
  - 262 presentations, workshops, and keynotes were conducted at 112 conferences
  - 44 journal peer-reviewed articles, with 18 captured in the *Thompson ISI Journal*
  - 60 book chapters and monographs
  - 31 technical reports
  - 3 department produced serial publications were edited (the *Journal of Educational and Behavioral Disorders*, *Journal of Behavioral Health Services and Research*, and the *Topics in Early Childhood Special Education*).
  - Citations Reports, which ranks scholarly and professional journals (5 ranked in the top ten of their discipline)
  - 13 faculty members received special invitations and/or appointments in 2009 to local, state and national committees and workgroups, including:
    - Joining the Florida Statewide Interagency Taskforce on Trauma
    - Serving as a national expert to Washington State Secretary for the Department of Social and Health Services
    - Invited Project Reviewer for the United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) Science to Service Awards
    - Awarded a special internship at SAMHSA during Summer 2009
    - Serving as national experts to address suicide issues in systems of care to SAMHSA Planning Committee
    - Invited to conduct a national training community-based systems of care
    - Installed as president of the Association for Behavior Analysis International

**Goal II: Promoting globally competitive undergraduate, graduate and professional programs**
- 20 new students were admitted in 2009 to CFS’ Applied Behavior Analysis Master’s program, 16 graduated, 16 presented at conferences, and 3 had papers published.
- The Online Learning in Children’s Mental Health program officially went live October 19 with choices among 32 courses specific to children’s mental health and systems of care featuring national subject experts.
- The CFS & USF College of Public Health joint Graduate Studies in Behavioral Health Concentration prepare masters and doctoral degree graduates to work in alcohol, drug abuse, mental health, and public health organizations.
- The Florida Center for Inclusive Communities (FCIC) provided over 2,000 hours of assistance to individuals and organizations and over 2,500 hours of training focused on supporting individuals with developmental disabilities to achieve full inclusion and participation in society.
- Florida’s Center for the Advancement of Child Welfare Practice Web Portal increased their registered users to 6,355 professionals and had more than 5.5 million web hits during the last quarter of 2009. The Portal also hosted 198 web events and 4 statewide community forums, and provided 1,430 training events.
- The Florida Positive Behavior Support (PBS) Program worked with 745 schools across Florida to address problem behaviors among students. The PBS website received 1,000,000 hits in 2009 and PBS developed over 20 training and technical assistance materials. Schools implementing PBS with high fidelity averaged 29% fewer student discipline referrals compared to other schools implementing with low fidelity.
- The Office of Special Education Programs-Training and Technical Assistance Program for Positive Behavioral Interventions and Supports (OSEP-TAC) collaborated on training and supporting over 6,000 schools nation-wide on implementation of School-Wide PBS.
- The Center for Autism and Related Disabilities (CARD) worked with Florida families, schools and agencies to provide specific strategies and resource assistance serving over 11,460 individuals. CARD had over 10,000 downloads at its Learning Curve website serving over 3,000 teachers. There were over 109,000 downloads by teachers and families.
- The Home Instruction for Parents of Preschool Youngsters (HIPPY) program was given a “stellar” rating from HIPPY USA and served over 2,500 Florida children in seventeen counties. Eleven of the 13 HIPPY programs secured substantial local funding for FY 2008-09 to supplement state funding.
- The Partnership for Effective Programs for Students with Autism (PEPSA) provided 27 professional development activities across the state to 2,085 educators.

**Goal III: Expanding local and global engagement initiatives**
- Students in the Applied Behavior Analysis Master’s program provided over 37,000 hours of community service as part of their practicum training.
- The Florida Center for Inclusive Communities (FCIC) provided over 2,000 hours of assistance to individuals and organizations and over 2,500 hours of training focused on supporting individuals with developmental disabilities to achieve full inclusion and participation in society.
- Florida’s Center for the Advancement of Child Welfare Practice Web Portal increased their registered users to 6,355 professionals and had more than 5.5 million web hits during the last quarter of 2009. The Portal also hosted 198 web events and 4 statewide community forums, and provided 1,430 training events.

**Goal IV: Enhancing all sources of revenue**
- For Fiscal Year 2008-09, CFS received 11 new federal grants plus 10 renewals, totaling $14,028,955 in active funding for FY2009. Federal sponsors include: U.S. Dept. of Education/Institute of Education Sciences; Administration for Children and Families; U.S. Dept of Education/Office of Special Education and Rehabilitative Services; U.S. Dept. of Education/Office of Special Education Programs; ACF/Administration on Developmental Disabilities; U.S. Department of Education/National Institute on Disability and Rehabilitation Research; U.S. Department of Labor and Substance Abuse and Mental Health Services Administration.
- New funding includes:
  - $225,406.00 from the Florida Developmental Disabilities Council to focus on supported Competitive Integrated Employment Training and Technical Assistance (SCETIT).
  - 200,000 for year one of a three-year project by the Centers for Disease Control and Prevention to gain a better understanding of specific challenges faced by youth with tic disorders and their families.
  - $1.2 million three-year grant from the Institute of Education Sciences to improve educational outcomes for students who have emotional disturbances. (In partnership the USF College of Education.)
  - An initial year of funding at $90,000 from the Florida Developmental Disabilities Council for a three-year project to address barriers to servicing individuals with disabilities at the One Stop Service Centers in Florida.
  - 4 year award for from the Florida Developmental Disabilities Council to continue guiding the development of the web site that provides transition to independence information related to youth with disabilities in Florida.
  - $150,000 each year for 2 years – Research Topic of Interest (RTOI) award to examine how to adapt the “Learn the Sign, Act Early Campaign” for early screening of children in Little Havana, Miami. The RTOI awards are funded by the Association of University Centers on Disabilities (AUCD) through a cooperative agreement with the Centers for Disease Control and Prevention National Center on Birth Defects and Developmental Disabilities.
  - The Florida Center for Inclusive Communities leveraged an additional $8,317,972 (49% federal, 49% state, 4% local) to support individuals with developmental disabilities.
### University Center for Excellence in Developmental Disabilities

**Autism**

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals</th>
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<tbody>
<tr>
<td><strong>Florida Center for Inclusive Communities (FCIC-UCEDD)</strong></td>
<td>■ 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.</td>
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<tr>
<td>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.</td>
<td></td>
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<tr>
<td><strong>Center for Autism and Related Disabilities (CARD) in the community</strong></td>
<td>■ Participate in state-level systems planning and policy making.</td>
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<tr>
<td>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.</td>
<td>■ Provide parents and professionals the strategies required to increase skill development and reduce problem behavior in individuals with autism.</td>
</tr>
<tr>
<td><strong>Center for Autism and Related Disabilities (CARD) in schools</strong></td>
<td>■ Provide schools with the knowledge and strategies to implement evidence based interventions and education for students with Autism Spectrum Disorder (ASD).</td>
</tr>
<tr>
<td>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.</td>
<td>■ The project provides the following professional development opportunities: provision 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.</td>
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**About 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.
### Long-Term Impacts Accomplishments Status Linkage to University Goals

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<tr>
<td>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.</td>
<td>Provided 1400 hours of technical assistance (TA), 2,400 hours of training, 94 products, 907 activities affecting the lives of 41,000 individuals. Leveraged additional $6,412,461 (31% federal, 64 9% state, 4% local).</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.</td>
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<tr>
<td>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.</td>
<td>CARD-USF Director appointed to and participated in the Governor’s autism task force (2008-2010). Provided 6,236 direct assistance contacts to families serving 7,275 individuals. Served 2,502 families with 327 new constituents joining CARD during this year. Created various online trainings and multimedia presentations for families and professionals; promoted literacy to young children through public awareness events. Provided 205 trainings serving 5,270 individuals. Developed the Learning Academy (4-semester program on skill development) for young adults diagnosed with ASD with grant funding through Autismspeaks. 641,077 hits to the CARD website from 124 countries, serving 78,340 individuals. Created multiple resource documents on autism awareness topics such as Faith, Airline Travel, Mental Health and Emergency Room visits.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
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<tr>
<td>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.</td>
<td>Served 2,488 professionals with 3,301 technical assistance consultations. Created 4 tutorials, 3 videos, 2 classroom showcases, 16 animated book modifications and 15 printable versions, 8 staff bios and 12 animated and printed social stories for teachers. Provided trainings to 2,582 teachers in a 14 county region; CARD Learning Curve website for teachers served over 9,577 teachers with 54,858 web hits. Provided 2 regional trainings for teachers in our 14 county area. Provided three-day Summer Institute serving over 350 teachers.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
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<tbody>
<tr>
<td>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.</td>
<td>PEPSA provided 28 professional development activities across the state to 2,582 educators. The annual pre-conference day provided training to 445 educators. 39 teachers completed the intensive mentorship program. USF Eighth Annual Summer Institute provided three-day training to 362 educators. PEPSA/UCEDD provided 20 teachers with two of the four modules for the Autism Endorsement.</td>
<td>Ongoing</td>
<td>II: Promoting globally competitive undergraduate, graduate, and professional programs. III: Expanding local and global engagement initiatives.</td>
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## Community Supports

### Project

**Supported Competitive Integrated Employment Training Team (SCIETT) Project**

The SCIETT project, funded through the Florida Developmental Disabilities Council, facilitates systems to support an array of options for supported employment outcomes within integrated work environments, provides training and TA for local capacity building and facilitates the implementation of research-based best practices for supported competitive integrated employment options for persons with developmental disabilities.

- Obtain information at the state and national levels pertinent to improving services provided to individuals with disabilities at One Stop Service Centers.
- Gather/analyze information that will lead to quality recommendations to assist individuals with disabilities at One Stop Service Centers.
- Develop an action plan to assist One Stop Service Centers on improving employment service needs for individuals with disabilities.
- Identify three pilot sites to receive training and technical assistance in phases II and III of the initiative.

### One Stop Service Center Initiative (OSSCI)

The purpose of this initiative is to address barriers to servicing individuals with disabilities at the One Stop Service Centers in Florida through research, collaboration, and education.

- Identify effective intervention models and then work with states in the implementation and scale up of those models.

### Project Conectar-RTOI

Project Conectar is part of a federally-funded Research Topic of Interest (RTOI), a cooperative agreement between the Association of University Centers on Disabilities and the Centers for Disease Control and Prevention. Project Conectar researches the application of early intervention efforts via natural supports within underserved and underrepresented families in Little Havana Miami.

- Adapt, modify, and create Center for Disease Control early intervention materials, “Learn the Signs Act Early.”
- Promote the use of natural supports in early intervention efforts for underserved and underrepresented families.

## Early Childhood

### Project

**Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI)**

TACSEI provides training and technical assistance to states in the adoption of effective intervention models for young children at risk for and with disabilities.

- Develop self sustaining systems and trainers in 8 pilot site communities.
- Facilitate a statewide network of employment practitioners.
- Provide professional development opportunities, TA, and action planning within each team.
- Identify gaps between youth services and adult services of supported employment supports.
### Long-Term Impacts

<table>
<thead>
<tr>
<th>Situation</th>
<th>Accomplishments</th>
<th>Status</th>
<th>Linkage to University Goals</th>
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</thead>
<tbody>
<tr>
<td>The 8 pilot communities will have access to local resources to facilitate ongoing professional development opportunities and will be a part of a network to support each other.</td>
<td>Statistics for the participating 8 pilot sites: 35% developed new job opportunities; 15% acquired non-traditional jobs; 50% established or revised organized community partnerships to focus on hiring opportunities.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives</td>
</tr>
<tr>
<td>Employment consultants will have enhanced skill levels and knowledge.</td>
<td>Developed a website to facilitate statewide communication.</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>The 8 pilot sites will collaborate with non-traditional stakeholders to increase employment outcomes.</td>
<td>Established a core team of 12 trainers.</td>
<td>Ongoing</td>
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<tr>
<td>Communication among the youth transition service providers and the adult service provider systems will improve.</td>
<td>Presented at 3 state and national conferences.</td>
<td>Ongoing</td>
<td></td>
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<tr>
<td>Ongoing III: Expanding local and global engagement initiatives</td>
<td>Provided training and TA to establish two Active Employment Councils.</td>
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<tr>
<td>One Stop Centers in Florida will improve and increase their capacity to serve individuals with disabilities in obtaining gainful, competitive employment in their communities.</td>
<td>Collaborated with IRS, Social Security Administration, One Stops, and Atlanta Region PASS Cadre to provide 10 training and technical assistance opportunities for self advocates, business partners, and other community stakeholders.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research</td>
</tr>
<tr>
<td>Floridians with disabilities will have access to quality services and supports to assist them in becoming employed in a career of their choice that aligns with their interests, strengths, knowledge, and abilities.</td>
<td>Disseminated quarterly newsletters and electronic bulletins of state, local, and national trends to 2,323 registered participants.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives</td>
</tr>
<tr>
<td>CFS faculty and staff gain knowledge and expand values that guide their research efforts for children with developmental disabilities and their families.</td>
<td>Established a statewide advisory committee has been established, a literature review has begun, and coordination of focus group meetings is underway.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research</td>
</tr>
<tr>
<td>Floridians will gain a better understanding of the need to contextualize and tailor early intervention efforts for Hispanic and other underrepresented and underserved families about developmental disabilities.</td>
<td>This initiative began on October 1, 2009. To date, a</td>
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<tr>
<td>Implementation of intervention models by state systems that results in improved social and behavioral outcomes for children served by IDEA.</td>
<td>This recently funded project has thus far provided an opportunity to meet leaders, natural support providers, and Hispanic families of Little Havana, a neighborhood in Miami. This initial meeting provided opportunities to discuss project parameters for the research aspects of Project Conectar.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives</td>
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<tr>
<td>National web site.</td>
<td>National Training Institute attended by 550 participants.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives</td>
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<td>Five demonstration programs involved in implementation and outcome monitoring.</td>
<td>Five demonstration programs involved in implementation and outcome monitoring.</td>
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<td>Partnership collaboration with NAEYC, DEC, PACER, NASDSE, NHSA, NASMHPD, ITCA.</td>
<td>Partnership collaboration with NAEYC, DEC, PACER, NASDSE, NHSA, NASMHPD, ITCA.</td>
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<td>15 journal articles; and chapters, 50 conference presentations.</td>
<td>Recruitment of 2 states for systems change partnerships (Minnesota and Alaska)</td>
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<tr>
<td>Project</td>
<td>Goals</td>
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| **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)**  
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. | Support early educators in the implementation of a model for promoting social competence and addressing challenging behavior. |
| **Program-Wide Positive Behavior Support (PWPBS)**  
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. | 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. |
| **Teaching Pyramid Research Project**  
This project is funded by the Institute for Education Science, and is a collaborative research study conducted by investigators at Vanderbilt University, the University of South Florida, and the University of Florida. | 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. |
| **Topics in Early Childhood Special Education**  
To provide research, policy analyses, program descriptions, and position papers related to improving the lives of young children with special needs and their families. | |
| **Home Instruction for Parents of Preschool Youngsters (HIPPY)**  
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. | 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. |
| **Florida HIPPY AmeriCorps Initiative**  
Through this initiative volunteering opportunities for staff and parents are incorporated into Florida HIPPY programs and HIPPY home visitors receive educational awards to further their own education. | Promote civic engagement and community volunteering among HIPPY staff and parents.  
Provide educational awards to HIPPY home visitors. |
| **HIPPY AmeriCorps Evaluation**  
This project evaluates the HIPPY AmeriCorps Initiative in three states | Determine the benefits for HIPPY parents and children of participating in the HIPPY program and the benefits of volunteering for HIPPY programs, home visitors and parents. |
<table>
<thead>
<tr>
<th>Long-Term Impacts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Improved social development of all children, and decrease in challenging behavior in early childhood programs.</td>
<td>24 community trainings provided to 617 providers in the community. Hosted 6 local, state, and national conference presentations to 250 participants. 20 inservice/preservice trainings provided to 519 participants. Ongoing training and technical assistance provided to seven local early childhood programs who are adopting the program model, with 48 early childhood professionals and 700 children between the ages of birth to 5 years. Our seven centers hosted 104 family events. Participating programs showed improvements in their development efforts, partnerships with their families, fidelity of implementation in classrooms, and in child behavior.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Provide an effective classroom model to promote young children's social competence and address challenging behavior.</td>
<td>Completed first year of a randomized study with teachers of preschool children in Pasco County, Florida. Developed standardized protocol for measuring intervention and coaching fidelity.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>The practical nature of this journal helps professionals improve service delivery systems for preschool children with special needs.</td>
<td>This journal is edited by a faculty member within the Department of Child and Family Studies and is an important resource for leaders in the field of early childhood special education.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Increased parent involvement, and improved school readiness and success of HIPPY children.</td>
<td>2,320 children in 1,833 families were served in Florida HIPPY programs in the 2008-09 program year. Ten of the 12 Florida HIPPY programs have received a rating of Stellar from HIPPY USA, indicating they are providing exemplary services to children and families. Florida HIPPY programs were supported by $6,057,499 in funding from federal, local and private sources. Two evaluation projects associated with the project were completed and results disseminated: The HIPPY Health Pilot Evaluation and The Tampa HIPPY Child Growth and Development Study.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>HIPPY programs, staff and parents provide volunteer service for the betterment of their communities. HIPPY home visitors increase their effectiveness by attaining higher levels of education.</td>
<td>The 34 Florida HIPPY AmeriCorps home visitors provided HIPPY services to 634 parents in the 2008-09 program year. Florida HIPPY AmeriCorps home visitors provided 1,091 hours of volunteer services in their communities. Florida HIPPY parents served by AmeriCorps home visitors provided 1,638 hours of volunteer service in their communities.</td>
<td>On-going</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Increase knowledge of the impact of the HIPPY program and the benefits of the HIPPY AmeriCorps Initiative.</td>
<td>Data from 628 parents on the impact of HIPPY were collected, analyzed and summarized with results indicating that HIPPY parents increased their use of teaching skills, their frequency of engaging in home literacy activities, their confidence in their ability to support their children's learning and the quality of the home literacy environment. Data from 451 parents, 39 home visitors and 13 program coordinators on the benefits of volunteering were collected, analyzed and summarized with results indicating that all three groups found their volunteering experiences to be enjoyable and beneficial, and reported they plan to continue volunteering in the future.</td>
<td>On-going</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
</tbody>
</table>
## 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.  

### Goals
- 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.

## 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.

### Goals
- 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.

## Applied Behavior Analysis Master’s Program (ABA)
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.

### Goals
- 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.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students in districts and schools utilizing PBS will show improved behavior.</td>
<td>Provided training to over 3,400 school personnel in 522 schools.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Students in Districts and schools utilizing PBS will show improved academic performance.</td>
<td>60 of Florida’s 67 school districts are collaborating with the Project and have an active PBS District Leadership Team.</td>
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<td>Provided 138 regional or district level trainings and nearly 250 TA activities.</td>
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<td>Almost 600 schools trained in the school-wide PBS process remain active, with over 70% of these implementing PBS with fidelity.</td>
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<td></td>
<td>Participating schools implementing PBS with fidelity realized 29% fewer office discipline referrals, 54% fewer in-school suspensions and 47% fewer out-of-school suspensions compared to low implementing schools.</td>
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<td>The Project website had almost 4,000,000 hits.</td>
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<td>Provided over 30 lectures, awareness presentations, and conference presentations at the local, state, and national levels.</td>
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<td>Published 3 articles on PBS implementation.</td>
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<td>Developed and disseminated 10 new products.</td>
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<tr>
<td>Increase in the number of highly skilled trainers and consultants.</td>
<td>Collaborated on training and supporting over 11,000 schools nation-wide on implementation of School-Wide PBS.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Decreases in problem behaviors and increases in academic success within schools trained.</td>
<td>Collaborated on 30 national and state conference presentations as well as two national and international conferences for over 1,200 participants.</td>
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<td>Disseminated two articles nationally on PBS implementation and evaluation.</td>
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<td>Provided technical assistance to 10 states regarding implementation of School-Wide PBS.</td>
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<tr>
<td>Students will contribute to knowledge through their applied research and provide needed behavior analysis services in the community, both locally and nationally.</td>
<td>12 students graduated in 2008.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
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<td>10 students graduated in 2009.</td>
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<td>II: Promoting globally competitive undergraduate, graduate, and professional programs.</td>
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<td>6 students scheduled to graduate by the end of 2009.</td>
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<td>III: Expanding local and global engagement initiatives.</td>
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<tr>
<td></td>
<td>8 students took and passed the BCBA exam in 2008.</td>
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<tr>
<td></td>
<td>5 students took and passed the BCBA exam in 2009.</td>
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<tr>
<td></td>
<td>12 students took and passed the BCA exam in 2009.</td>
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<tr>
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<td>3 theses to be published in 2009.</td>
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<td></td>
<td>7 students presented papers at the 2009 ABA conference.</td>
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<td></td>
<td>9 students presented papers at the 2009 FABA conference.</td>
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<td></td>
<td>Students provided over 25,000 hours of community service through practicum placements.</td>
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</table>
## The Division of Policy, Services Research, and Evaluation (Policy)

### Systems of Care

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Training Center for Children’s Mental Health</td>
<td>For 25 years, the Center supported 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.</td>
</tr>
</tbody>
</table>

### School-Based Mental Health Services

**About Policy**

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*.

### Project Goals

<table>
<thead>
<tr>
<th>Project</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Effectiveness of a Parent Support Program: Office of Special Education Programs (OSEP)</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Mental Health Integration Study</strong></td>
<td>To increase student access to quality mental health services.</td>
</tr>
<tr>
<td><strong>Parent Connectors</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>The School-Based Mental Health Services Study (RTC Study 4)</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### Youth Transition

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Network on Youth Transition</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

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*2009 CFS Impact*
The Center was funded through consecutive federal grants since 1984, and consisted of 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.

Significant accomplishments to the field were made during the Center’s 25 years and five funding cycles, and although the Center’s funding cycle is complete, the staff of the Department of Child & Family Studies (CFS), in which the RTC resided, remains committed to broadening the knowledge base for improving child-serving systems through research-informed policies and practices. Department staff will continue to build on the lessons of the past 25 years, to expand systems of care across the country, and to enhance their effectiveness.

Accomplishments are listed in individual RTC studies throughout this book.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Increase coordination in, and quality of, special education services for children with serious emotional/behavioral disturbances. Provide the foundation for more complete research with larger populations.</td>
<td>This grant has led to a large federally funded effort (Parent Connectors) to establish the effectiveness of the program in larger more diverse populations. Manuscript is in preparation for submission.</td>
<td>Completed</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>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.</td>
<td>This project 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. New protocols are in place to increase MH services for children returning to school after crisis. A new federal proposal to expand mental health integration efforts is currently under way.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>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.</td>
<td>Secondary analysis of national data sets is underway. Interviews have been conducted with numerous stakeholders. Consultation with leaders in the field is complete and resulted in a comprehensive revision to the theory of change.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>To expand the number of communities (e.g., agencies, schools) adopting evidence-informed transition systems.</td>
<td>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. NNYYT has worked with federal agencies and national organizations; provided technical assistance to states on policy and systemic issues; and has from 1 to 8 community transition sites in over 20 states.</td>
<td>Ongoing</td>
<td>III: Expanding local and global engagement initiatives.</td>
</tr>
</tbody>
</table>
### Education & Training

**Project** | **Goals**
--- | ---
Graduate Studies in Behavioral Health | 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**
--- | ---
Annual National Conference on System of Care for Children's Mental Health | 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.  
The Center's annual research conference offers one of the most effective methods for bringing together a large network of intermediaries and dissemination partners who are influential in policy and planning for systems of care.

Journal of Behavioral Health Services & Research (JBHS&R) | 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.

Journal of Emotional and Behavioral Disorders | 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

<table>
<thead>
<tr>
<th>Accomplishments</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
</tr>
</tbody>
</table>

### Accomplishments

- This program was recognized as one of only two interdisciplinary programs nation-wide for mental health education and training in public health.
- A fifth degree was added in 2008: The Doctor of Public Health (DRPH) Degree Program which include a Focus in Behavioral Health.

### Accomplishments

- 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. Two special issues of the Journal were published in 2009: Alcohol and Drug Abuse Mental Health Services 36(1) January 2009, and Addiction Health Services, 36(2) April 2009.

### Accomplishments

- 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. A special issue of this journal was published regarding: Implementing Evidence-based Interventions in Elementary Schools for Students with and At-risk for Severe Behavioral Disorders 17(4) December 2009.
# The Division of State & Local Support

## Child Welfare System and Practice Improvement

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals</th>
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</thead>
<tbody>
<tr>
<td>A.I.R. Child Welfare Technical Assistance Implementation Center</td>
<td>Evaluate the capacity of the Western and Pacific Child Welfare Implementation Center to offer intensive technical assistance to states and tribes related to the implementation of sustainable systems changes.</td>
</tr>
<tr>
<td>Child Welfare Prepaid Mental Health Plan Study</td>
<td>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.</td>
</tr>
<tr>
<td>Community-Based Care Technical Assistance Project</td>
<td>Ensure success for administrative, management and programmatic components of Florida’s child welfare agencies and their public/private partnership with DCF.</td>
</tr>
<tr>
<td>Evaluation of Community-Based Care and Title IV-E Waiver</td>
<td>Examine safety and permanency outcomes for children under Community-Based Care.</td>
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<td>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.</td>
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<td>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.</td>
</tr>
<tr>
<td></td>
<td>Describe the use of fiscal resources in Community-Based Care and its relationship to the funding flexibility provided by the IV-E Waiver.</td>
</tr>
</tbody>
</table>

### About State & Local

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.
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Improve the capacity of state, tribal, and county level child welfare systems to meet the needs of at-risk children and families.</td>
<td>Developed tools and protocols for data collection for both the capacity of WPIC and the evaluation of the Implementation Projects.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>Improve the mental health care provided to children in Florida’s child welfare system.</td>
<td>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 a poster presentation at the Academy Health Annual Research Meeting, a presentation at the state-level annual briefing at AHCA, and an accepted paper presentation at the 2010 American Professional Society on the Abuse of Children national conference. 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.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Expand and strengthen local systems of care, increase capacity and expertise in delivery of child welfare services; increase performance standards, and improve outcomes for children and families.</td>
<td>Developed tools and resources to support employment and independent living skills for youth as they prepare to leave substitute care. Reported on a statewide review of substance abuse services system issues as they relate to children and adults of dependency cases to inform policy makers on existing best practices and system improvements Completed child profiles of children in foster care on prescribed psychotropic medications to assist in statewide panel's assessment and understanding of such children and inform the panel's policy recommendations.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>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.</td>
<td>Child welfare practice findings used by stakeholders in presentations to the state legislature to advocate for needed resources. Evaluation findings across all study components disseminated at state and national conferences.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
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</table>
### Child Welfare System and Practice Improvement (continued)

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals</th>
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<tbody>
<tr>
<td><strong>Florida’s Center for the Advancement of Child Welfare Practice</strong>&lt;br&gt;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. 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.</td>
<td>- Ensure engagement and consistent information flow to Florida’s child welfare professionals.&lt;br&gt;- Ensure engagement and consistent information flow to child welfare professionals in Regions IX and X participating in the Child Welfare Implementation Center.&lt;br&gt;- Enhance efficiencies in information sharing by creating access and linkages to existing resources within Florida’s child welfare environment.&lt;br&gt;- Link customers to resources, innovations, and evidence-based models throughout the country.&lt;br&gt;- Enable virtual meetings to replace conference calls and statewide meetings.&lt;br&gt;- Apply 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.</td>
</tr>
<tr>
<td><strong>Florida’s Center for the Advancement of Child Welfare Practice – Florida Safe Families Network System (FSFN) Application Training</strong>&lt;br&gt;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.</td>
<td>- 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.&lt;br&gt;- 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.&lt;br&gt;- Produce on-line multi-media support for child welfare professionals such as video demos, Frequently Asked Questions, live webinar training to support in-service training and support needs. Availability 24/7 through the Center’s web portal.</td>
</tr>
<tr>
<td><strong>Kids Central and Marion County Evaluation of Prevention Project – Phase 1 Literature Review</strong>&lt;br&gt;Marion County has developed a partnership with Kids Central Inc. and Devereux to implement an evidenced-based intervention based on developmental assets for children and youth. The evaluation will examine: rates of child maltreatment reports followed by the child protection investigations; rates of verified child maltreatment; rates of recurrence of maltreatment within six months after the initial maltreatment incident; and proportion of children entering out-of-home care after receiving in-home services.</td>
<td>- Examine the expansion of social support and community-based practices, including innovative and evidence-based practices that contribute to improved outcomes for children in the child welfare system.&lt;br&gt;- Describe the family resource center approach including the role of the community facilitator.</td>
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<tr>
<td>Long-Term Impacts</td>
<td>Accomplishments</td>
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<tr>
<td>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.</td>
<td>Registered users – 6,355 (Florida’s child welfare and related professionals) of The Center’s Web Portal as of 09/30/09, an 11.7% increase from 5,693 in 09/30/08.</td>
</tr>
<tr>
<td>Increase information dissemination, communication and peer networking for Western and Pacific Child Welfare Implementation Center through development and hosting of a web portal and providing webinar services as needed.</td>
<td>Unique users - Monthly total of daily unduplicated users on 9/30/09 was 40,877, a 168% increase from 9/30/08 of 15,238.</td>
</tr>
<tr>
<td>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.</td>
<td>Hits-Monthly total hits 9/30/09 was 1,199,591, a 125% increase from 9/30/08 monthly total of 533,130.</td>
</tr>
<tr>
<td>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.</td>
<td>85 in-service training videos on-line with post-testing.</td>
</tr>
<tr>
<td>Improved quality of child welfare services provided to children and families.</td>
<td>Registered users – 6,355 (Florida’s child welfare and related professionals) of The Center’s Web Portal as of 09/30/09, an 11.7% increase from 5,693 in 09/30/08.</td>
</tr>
<tr>
<td>New project.</td>
<td>Unique users - Monthly total of daily unduplicated users on 9/30/09 was 40,877, a 168% increase from 9/30/08 of 15,238.</td>
</tr>
<tr>
<td>On-going development of on-line FSFN system video demos, FAQ’s and other multi-media resources for workforce in-service training and technical support.</td>
<td>Hits-Monthly total hits 9/30/09 was 1,199,591, a 125% increase from 9/30/08 monthly total of 533,130.</td>
</tr>
<tr>
<td>Project expanded by sponsor 5 months to include additional training services for new module.</td>
<td>85 in-service training videos on-line with post-testing.</td>
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Registered users – 6,355 (Florida’s child welfare and related professionals) of The Center’s Web Portal as of 09/30/09, an 11.7% increase from 5,693 in 09/30/08.

Unique users - Monthly total of daily unduplicated users on 9/30/09 was 40,877, a 168% increase from 9/30/08 of 15,238.

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85 in-service training videos on-line with post-testing.
**Community Engaged Trauma Research**

<table>
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<tr>
<th>Project</th>
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| Many Faces of Trauma: Community Engaged Trauma Research | - 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.  
- Implement trauma-informed care in Medicaid funded out-of-home settings in Florida.  
- Contribute to the evidence base regarding group interventions for adolescent girls with mental health, substance use, and violence, abuse, or trauma. |
| Trauma Recovery Initiative for Youth Center (TRI Center) | - 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. |

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals</th>
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</table>
| Florida KIDS COUNT (FKC) | - Collect and report data in topic domains relevant to the status of children and provide in user-friendly formats to engage a wide variety of internal and external audiences.  
- Increase awareness of policymakers and citizens to the condition of children and families in Florida.  
- Promote local, statewide and national initiatives focused on securing better futures for children.  
- Facilitate the efforts of National KIDS COUNT/Annie E. Casey Foundation as a catalyst for public and private initiatives to improve children's lives. |

FKC, established in 1992, is a long term funded effort of the Annie E. Casey Foundation and part of a nationwide network of state-level KIDS COUNT projects. 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.
<table>
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<tr>
<th>Long-Term Impacts</th>
<th>Accomplishments</th>
<th>Status</th>
<th>Linkage to University Goals</th>
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</thead>
<tbody>
<tr>
<td>Continue building USF’s capacity to be a center for engaged community-focused trauma research.</td>
<td>■ Complete the Statewide Interagency Workgroup on Trauma, presented to the Children’s Cabinet in 07/09. ■ Completion of trauma-informed curriculum and model for a Learning Collaborative to implement change in Medicaid-funded out of home treatment programs. ■ Recruited two additional sites to implement and evaluate a trauma-specific group intervention for adolescent girls. ■ Facilitated the collection and professional presentation of artwork by adolescent trauma survivors in out of home treatment settings. ■ Developed an on-line module on trauma for dissemination.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate and professional programs. III: Expanding local and global engagement initiatives.</td>
</tr>
</tbody>
</table>

| Florida shifts to a trauma-informed treatment environment using identified trauma-specific best practices. | ■ CANS-C, which assists with trauma screening, is being added to Florida’s Medicaid manual as an approved assessment. ■ Seven clinicians trained in the provision of Trauma-Focused – Cognitive Behavioral Therapy (TF-CBT) since grant inception. ■ Continued implementation of TF-CBT to children and youth in the Western Panhandle area of Florida – an evidence-based practice that was unavailable to this population previous to initiation of this study. | Ongoing | I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives. |

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<tbody>
<tr>
<td>Improve the lives of children and families by providing the necessary data-driven knowledge base.</td>
<td>■ Completed annual data collection and disseminated to a large body of constituents across Florida: a comprehensive publication profiling the status of children and families by state and county; a child maltreatment data retrospect of the system; and a Florida comparison profile to key national indicators over time. ■ Conducted work on briefs regarding Florida’s young mothers, and the economic and demographic state of Florida’s children; a training guide for a new, dynamic data base that tracks and measures child well-being. ■ Expanded functionality and redesigned project web site. ■ Sustained a continued knowledge base that includes key indicators and development, data trends, programs and policies on the state and national levels. ■ Continued to serve on the Annie E. Casey Foundation KC Steering Committee, influencing national partnerships, as well as AECF KC working groups. ■ Maintained and strengthened collaborations at the state and national level with partners such as Florida Children’s Services Councils, Voices for America’s Children, Child Trends, Urban Institute, and the Population Reference Bureau. ■ Provided data and materials as requested by various entities around the state such as USF students, faculty and staff; a variety of Florida media outlets/reporters; child-focused programs including United Way, Children’s Home Society, Community Youth Development of Sarasota, and the Children’s Campaign, Inc.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
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## Family-Driven Services

<table>
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<tr>
<th>Project</th>
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<tbody>
<tr>
<td>Getting It Together Newsletter</td>
<td>- 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.</td>
</tr>
<tr>
<td>The Family Voice Study: Assessing the Role of Family Organizations in Developing Family Voice in Systems of Care (RTC Study 6)</td>
<td>- 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.</td>
</tr>
<tr>
<td>Voices and Choices: Statewide Family and Youth Network</td>
<td>- Development of a statewide policy agenda that supports activities of family and consumer groups across the state. - 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.</td>
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## Building Effective Systems of Care

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<th>Project</th>
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<tbody>
<tr>
<td>Financing Structures and Strategies to Support Effective Systems of Care (RTC Study 3)</td>
<td>- Tested whether our theory regarding a hypothesized set of financing structures and strategies that support effective systems of care is valid. - Determined 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.</td>
</tr>
<tr>
<td>Multiagency Network for Students with Serious Emotional/Behavioral Disabilities (SEDNET) – Accountability Database</td>
<td>- Conduct analysis of SEDNET from the SEDNET Accountability Database. - Examine SEDNET operations and related initiatives, interagency collaborations, policies, training, and direct services for Florida's students with or at risk of emotional/behavioral disabilities and their families.</td>
</tr>
<tr>
<td>Long-Term Impacts</td>
<td>Accomplishments</td>
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| ■ 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. | ■ Distributed over 6,400 newsletters by mail annually.  
■ Initiated electronic distribution of newsletter statewide.  
■ 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   | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives.                                                                                                                                                                                                                                                                                                                                                             |
| ■ 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. | ■ The National Directory of Family–Run and Youth Guided Organizations averaged 7,259 hits per month.  
Over 110 family-run and youth-guided organizations are part of the directory.  
■ Over 2,000 copies of the Quick Guide distributed to family organizations and system of care communities.  
■ Produced the monograph – *Examining the Relationship between Family-Run Organizations and Non-Family-Run Organizations in Systems of Care*. | Ongoing   | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives.                                                                                                                                                                                                                                                                                                                                                             |
| ■ 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. | ■ Continued sponsorship of the Getting It Together newsletter for families of children with serious emotional or behavioral disorders.  
■ Statewide trainings and conferences held in Tampa, Ft. Lauderdale, Tallahassee, West Palm Beach, FL with youth and families in attendance.  
■ Developed a logic model for the Statewide Family & Youth Network which includes program resources, activities, objectives, and evaluation. | Ongoing   | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives.                                                                                                                                                                                                                                                                                                                                                             |
| ■ 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. | ■ 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.                                                                                                                                                                                                                                                                                                                                                             |
| ■ Enhanced SED Networks and integrated systems of care for students with behavioral and/or emotional disabilities. | ■ Completed 2008-2009 SEDNET Annual Report.  
■ Completed findings from the SEDNET Accountability Database 2005-2009.  
■ Provided on-site technical assistance to individual SEDNET projects for implementation of the accountability database.  
■ Completed and disseminated media briefs for education, juvenile justice, mental health and families. | Completed  | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives.                                                                                                                                                                                                                                                                                                                                                             |
### Building Effective Systems of Care (continued)

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals</th>
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<tbody>
<tr>
<td><strong>Out-of-Home Care Study</strong></td>
<td>- Understanding the characteristics, service use, and outcomes of youth involved in both the mental health and justice systems.</td>
</tr>
<tr>
<td>The Out-of-Home Care Study contracted by</td>
<td>- Provide most current information on psychotropic medication prescribing practices for children and youth with complex needs served in residential mental health programs (SIPPs).</td>
</tr>
<tr>
<td>the Agency for Health Care Administration</td>
<td>- Describe the children and youth receiving treatment for Tic disorders.</td>
</tr>
<tr>
<td>(AHCA) for FY09-10 investigates a series of</td>
<td>- Better understand access and feasibility of current treatments.</td>
</tr>
<tr>
<td>questions related to Florida’s three out-of-</td>
<td>- Increase the understanding of the role of support, resilience, and coping among these children and their families.</td>
</tr>
<tr>
<td>home Medicaid funded programs.</td>
<td></td>
</tr>
</tbody>
</table>

| **Quality of Life, Comorbidities, and Health** | - Assess the degree to which the system of care (SOC) philosophy is implemented at the practice level and generate recommendations for improvement. |
| Service Utilization for Youth with Tic Disorders |                                                                      |
| This project will generate information about continuity and discontinuities of clinical presentation, perception of self, access to care, and treatment strategies for youth with Tic disorders spanning four developmental phases (early and middle childhood, and early and late adolescence) that will allow us to identify characteristics of each phase for those most at risk for persistent unmet treatment needs and for poor outcomes. | |

### Successful Kids Quality Improvement

<table>
<thead>
<tr>
<th>Project</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>System of Care Practice Review (SOCPR)</strong> Component</td>
<td>- Assess feasibility of implementing the CANS and SPANS across S4KF programs. Develop training and data infrastructure to support implementation.</td>
</tr>
<tr>
<td>Success for Kids &amp; Families, Inc. (S4KF) has</td>
<td>- Assess the degree to which the system of care (SOC) philosophy is implemented at the practice level and generate recommendations for improvement.</td>
</tr>
<tr>
<td>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 &amp; 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 &amp; Families, Inc. regarding the experiences of children and families served through DCF SAMHPO funds.</td>
<td></td>
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</table>

<p>| <strong>Child &amp; Adolescent Needs and Strengths (CANS) and Service Process Adherence to Needs and Strengths (SPANS) Component</strong> | - Assess feasibility of implementing the CANS and SPANS across S4KF programs. Develop training and data infrastructure to support implementation. |
| S4KF serves children, youth, and families that vary in the complexity of their needs and strengths from early intervention programs to more intensive intervention. To address the need for a uniform assessment process and outcome monitoring, S4KF is piloting the use of the CANS. The SPANS is a complementary measure used for quality improvement. |</p>
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</table>
| • Identification and implementation of appropriate treatment practices for justice-involved youth in the public mental health system. | • Technical assistance, training and monitoring system to further the goal of reducing seclusion and restraint statewide.  
• State and local community partnerships and collaboration have developed as a result of ongoing research at residential sites. | Ongoing | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives. |
| • Improve pharmacologic treatment of children and youth on antipsychotic medications. | • New project. | New | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives. |
| • Improve treatment and increase acceptability of treatment and support to children and youth with Tic disorders and their families. | • New component. | New | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives. |

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</table>
| • 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. | • Program changes made at administrative and process levels to better serve children and families in Hillsborough County, Florida. | Ongoing | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives. |
| • Systematic assessment of child and family needs and strengths guides service planning and delivery at the individual, program, and agency levels. | • New component. | New | III: Expanding local and global engagement initiatives. |
### Suicide Prevention

#### Project

**Statewide Suicide Prevention Implementation Plan Project**

This study was conducted in cooperation with the Office of Suicide Prevention and the Suicide Prevention Coordinating Council to develop an implementation process and plan to enhance the capacity of the State and local communities to convert the suicide prevention strategy into concrete actions.

**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.

**The Relationship of Suicide Death to Baker Act Examination, Client Characteristics and Service Use Patterns: Veteran's Acute Mental Health Care**

The purpose of this study is to describe the volume and patterns of Baker Act exams (involuntary assessments) of veterans of Operation Enduring Freedom/Operation Iraqi Freedom (OEF and OIF). The specific aims are to describe the precipitating factors and the use of emergency commitment and involuntary inpatient placement by veterans of OEF and OIF. The relationship of veteran deaths by suicide to involuntary assessments will also be explored. This effort aligns with Florida’s 2009 Green Paper, Returning Veterans and Their Families with Substance Abuse and Mental Health Needs: Florida’s Action Plan, which highlights research gaps in community-based substance abuse and mental health services.

#### Goals

- Develop a comprehensive statewide suicide prevention plan and implementation process.
- Help schools address youth suicide via The Guide. This is a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts and provides resources and information that school administrators can use to establish new programs or enhance existing programs.
- Increase awareness among policy makers, including the Statewide Office of Suicide Prevention and DCF, as well as practitioners concerning veterans’ mental health issues by documenting the impact and experiences of veterans with the mental health systems and involuntary assessment facilities in Florida.
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</table>
| Strengthen the ability of individuals, communities, and state level agencies and organizations to reduce the number of deaths by suicide in Florida. | - Established a website to support suicide prevention coalition building. Website also lists suicide prevention action steps and resources.  
- Continued work with Pasco Aware (one project pilot site) and ongoing consultation with Duval County Suicide Prevention Task Force.  
- Project brochure is being adapted and replicated for the South Carolina suicide prevention coalition. | Completed | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives. |
| 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. | - 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.  
- The Guide is available on-line for free download. Over 24,570 national and international individuals visited the website during the past year and 28 components of the online version of The Guide were downloaded between 535 and 1,641 times.  
- Over 950 printed copies were distributed to individuals in 17 states and Canada.  
- Revised The Guide’s program section to include information and links to programs and resources on the Suicide Prevention Resource Center’s Best Practice Registry.  
- Implementing an evaluation to document impact and usage of The Guide among online visitors. | Ongoing  | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives. |
| Inform policymakers and practitioners regarding issues specific to veterans and their acute mental health care needs in hopes of better preparing the service system to respond to the needs of current and returning veterans. | - New project.                                                                                                                                                                                                 | New      | I: Expanding world-class interdisciplinary research.  
III: Expanding local and global engagement initiatives. |
## Project Goals

##### 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).

- 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.

##### 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.

- 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.

##### 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.

- Disseminate and promote appropriate use of instrument through publication, dissemination and consultation.

##### 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.

- 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.
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</thead>
<tbody>
<tr>
<td>Children with mental health needs in Florida's foster care system will receive appropriate mental health services regardless of the family ecology.</td>
<td>Paper presented on Florida's Center for the Advancement of Child Welfare Webcast. According to their website, the Center &quot;supports Florida's child welfare professionals in achieving practice excellence and developing communities of practice to help keep kids safe.&quot; Resulting report, which includes recommendations from a national expert panel, are being presented at The Florida Council for Community Mental Health &amp; The Florida Psychiatric Rehabilitation Association Conference.</td>
<td>Complete</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>Improved service systems for children with Serious Emotional Disturbance and their families.</td>
<td>The research team conducted a training for newly funded communities through the Comprehensive Community Mental Health Services for Children and Their Families Program based on Study 2 findings. The training was held in February 2009 by invitation of the Technical Assistance Partnership. Special Issue of Evaluation and Program Planning is in press based on work from Study 2. The research team are editors of the Special Issue. Site based reports and additional issue briefs continue to be 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.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>Increased and effective collaboration at the community level among child serving agencies.</td>
<td>Continue to receive requests for instrument from providers throughout the country. An additional peer review journal article was accepted for publication.</td>
<td>Complete but being disseminated</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>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.</td>
<td>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. Findings from this study have been used within texts (Handbook of African-American Psychology: Evidence-Based Treatment and Prevention Practice and African Americans and Community Engagement in Higher Education), during conference presentations (The 17th Annual Imhotep Interdisciplinary Student Research Conference, Florida Agricultural and Mechanical University, Tallahassee, FL), and university courses (such as PHC 7935: Community-based Health Promotion, College of Public Health, USF Health, Tampa, FL).</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
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</table>
**Project**

**Evaluation of Brevard Parenting with Love and Limits Project**
Community-Based Care of Brevard, Inc. has developed a partnership with Parenting with Love and Limits (PLL) to implement an evidence-based intervention that targets children with serious emotional problems. The primary program goals are to (a) reduce youth problem behavior, (b) improve parent and adolescent communication, (c) reduce rate of involvement with juvenile justice system as well as recidivism rates. Current proposal presents an evaluation of PLL intervention and its effect on outcomes among youth served by the child protection system.

**Goals**
- The goal of this project is to examine the effect of Parenting with Love and Limits (PLL) intervention on outcomes among youth served by the child protection system.

---

**Evaluation of Florida’s Behavioral Health Overlay Services 2009-10**
Behavioral Health Overlay Services (BHOS) were developed under the Medicaid Community Mental Health Services Program in the State of Florida to allow providers to address, on a child-specific basis, medically necessary mental health and substance abuse treatment needs of children who are placed in group shelters, residential group care settings, or low to moderate risk Department of Juvenile Justice (DJJ) commitment programs. BHOS providers have served children from the DJJ since 1997 and children from the Department of Children and Families Office of Child Welfare and Community Based Care (DCF) since 2000. The array of covered services was designed to “overlay” contracted services such as room, board, supervision and delinquency programming.

**Goals**
- The goal of this project is to describe profiles of children and youth who receive Behavioral Health Overlay Services (BHOS) services in child welfare group homes and DJJ facilities, including service use, outcomes and costs.

---

**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.

**Goals**
- 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.

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**Profiles of Children with High Utilization of State Inpatient Psychiatric Program**
Excessive utilization of institutional mental health services has been of longstanding public concern because of the high cost of such care and its questionable efficacy. Although previous studies provided some information about child characteristics or factors associated with utilization of residential or inpatient mental health services, currently, little is known about predictors of longer length of stays and multiple re-admissions to the State Inpatient Psychiatric Program (SIPP) and appropriateness of SIPP care for children placed in this program.

**Goals**
- The goal of this project is to examine child characteristics associated with longer length of stay and multiple admissions to SIPP.
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<thead>
<tr>
<th>Long-Term Impacts</th>
<th>Accomplishments</th>
<th>Status</th>
<th>Linkage to University Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful implementation of evidence-based interventions with children and families in the child welfare system.</td>
<td>New project.</td>
<td>New</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>Identification of the effects of services on child welfare outcomes.</td>
<td>New project.</td>
<td>New</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>Local communities and researchers will use national data on systems of care implementation to improve service systems through self-assessment.</td>
<td>Paper presentations at national conferences.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
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<td>Developing publications for peer review.</td>
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<tr>
<td>Reduce recidivism rates and lengths of stay within the child welfare system within the State of Florida.</td>
<td>New project.</td>
<td>New</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
</tbody>
</table>
## Service System Development; Systems Planning and Policy (continued)

<table>
<thead>
<tr>
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</table>
| **Sustainable Infrastructure Project**       | - Conduct a study on implementation and enhancement of research-grounded field-based practices.  
| This project aims to develop strategies that | - Utilize findings to develop innovative tools and a framework for measuring and sustaining fidelity.  
<p>| can be used by local multi-disciplinary      | - 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. |
| 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.    |                                                                      |
| <strong>System of Care Development</strong>               |                                                                      |
| This project includes system of care         |                                                                      |
| development activities related to technical  |                                                                      |
| assistance for three tasks in the Technical  |                                                                      |
| Assistance Partnership (TAP) III Option      |                                                                      |
| Year 1 contract. These tasks include        |                                                                      |
| technical assistance and support directly    |                                                                      |
| with system of care communities as well      |                                                                      |
| as collaboration with TAP staff on projects  |                                                                      |
| related to direct community support (Task    |                                                                      |
| 11); activities associated with the New     |                                                                      |
| Communities Training (Task 13); and         |                                                                      |
| workforce development related to online      |                                                                      |
| learning (Task 5).                           |                                                                      |
| <strong>System of Care Practice Review (SOCPR)</strong>  |                                                                      |
| The SOCPR provides a tool for assessing      |                                                                      |
| whether system of care principles are        |                                                                      |
| operationalized at the level of practice.   |                                                                      |
| The SOCPR 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.                                    |                                                                      |
| <strong>Theory-based Logic Models Technical        |                                                                      |
| Assistance and Training</strong>                    |                                                                      |
| 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.                                     |                                                                      |
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<tr>
<td>Communities throughout the state will successfully implement and maintain fidelity of research-grounded field-based practices.</td>
<td>- Reports for Phases I and II of the project have been completed. During Phase II, the research team developed a multi-level framework for implementing a local program with fidelity. A FASST Implementation Toolkit, based on findings from the project, has also been completed. Reports and the toolkit are being used in FASST program planning by FASST agencies, Children's Future Hillsborough, and the Children's Board of Hillsborough County. - Phase III report is in development.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Improved services systems for children with serious emotional disturbance (SED) and their families; improved capacity of mental health professionals and paraprofessionals in serving children with SED and families.</td>
<td>- New project.</td>
<td>New</td>
<td>I: Expanding world-class interdisciplinary research. II: Promoting globally competitive undergraduate, graduate, and professional programs III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Communities increase and maintain the presence of systems of care values, principles and policies in their child-serving systems.</td>
<td>- 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.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Policies and service intentions for child mental health service delivery will be implemented and sustained with fidelity to their original intentions.</td>
<td>- 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 <a href="http://logicmodel.fmhi.usf.edu/">http://logicmodel.fmhi.usf.edu/</a> - 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.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
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</table>
## Service System Development; Systems Planning and Policy (continued)

<table>
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<tr>
<td><strong>Utilization of the Most Costly and Intense Mental Health Services Among Out of Home Care</strong>&lt;br&gt;The goal of this study is to examine factors (i.e., child demographics, maltreatment history, maltreatment severity, placement stability, diagnoses) on utilization of the most costly and intense services among children placed in out-of-home care.</td>
<td>- 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.</td>
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## Reduction in Mental Health Disparities

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<tr>
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<tr>
<td><strong>The Community-Defined Evidence Project (CDEP)</strong>&lt;br&gt;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.</td>
<td>- 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.&lt;br&gt;- Document the common and unique characteristics among identified practices and outline their “essential elements” to develop criteria for Community-Defined Evidence.&lt;br&gt;- Develop a national inventory of community-based practices.&lt;br&gt;- Disseminate project findings to a wide audience of stakeholders (via issue briefs, journal articles, presentations).&lt;br&gt;- Provide training, technical assistance and consultation related to the development of Community-Defined Evidence.</td>
</tr>
<tr>
<td><strong>Culturally Competent Community-Based Research within Neighborhoods (East Tampa)</strong>&lt;br&gt;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.</td>
<td>- Disseminate the East Tampa approach to other community stakeholders to create partnerships for refinement of approach.</td>
</tr>
<tr>
<td><strong>Little Havana Community Partnership Evaluation</strong>&lt;br&gt;This project is an evaluation of a project funded by the Children’s Trust and the Annie E. Casey Foundation to develop 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.</td>
<td>- To co-develop an evaluation strategy that is accessible and useful for the Little Havana Community Partnership.&lt;br&gt;- To inform the development of an effective partnership for increased neighborhood safety in the Little Havana community.</td>
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<tr>
<td>Long-Term Impacts</td>
<td>Accomplishments</td>
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<tr>
<td>Children will stay in community-based settings and have the need for less intensive treatment services and settings.</td>
<td>Submitted findings for national conference. Manuscripts for peer review publications in development.</td>
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<tr>
<td>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.</td>
<td>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. October 2009 Presentation with Ken Martinez to Compendium of Best Practices for American Indian/Alaska Native and Pacific Island Indigenous Populations Work Group, Substance Abuse and Mental Health Services Administration Headquarters, Washington, D.C. February 2009. National Network to Eliminate Disparities in Behavioral Health (NNED) Forum Call with Ken Martinez, Rosa Gil and Gilberto Perez to present ongoing CDEP progress. October 2009.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives</td>
</tr>
<tr>
<td>Increased stakeholder collaboration in support of improved services in East Tampa.</td>
<td>Completed a community needs assessment. Currently conducting presentations to disseminate the East Tampa approach. Project is linked to other projects within FMHI and USF.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
</tr>
<tr>
<td>Use of evaluation findings to gain sustainable funding for the partnership. Adoption of the evaluation approach by other community-based partnerships.</td>
<td>Development of a theory of change that has been used to guide partnership and program implementation as well as in dissemination of information about the partnership and applications for additional funding. Contract renewed in 2009 and 2010. Completion of an evaluation of the partnership implementation of the theory of change in 2009 resulting in a report published in English and Spanish. Results presented to the Little Havana Partnership, The Children’s Trust, and at the annual American Evaluation Association meeting in 2009.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research. III: Expanding local and global engagement initiatives.</td>
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### Project Goals

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<tr>
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</table>
| 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. |  
- 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. |
| RAICES: Resources, Advocacy, Integration, Collaboration, Empowerment, and Services  
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. |  
- 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. |

### Education and Training

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<th>Project</th>
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</table>
| Graduate Certificate in Children’s Mental Health (Distance Learning)  
Cutting-edge research in policy and practice for systems of care in children’s mental health will be disseminated via on-line academic coursework. |  
- 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. |
| Professional Online Training in Children’s Mental Health  
Cutting-edge research is presented by nationally known subject experts in policy and practice in children’s behavioral health. Three series including building effective systems of care in children’s mental health, creating effective child and family teams, and reducing mental health disparities are currently being disseminated. Online courses will be utilized by University faculty and community partners to develop their workforce at both the pre-service and in-service levels. |  
- Provide online 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, marketing and evaluation of the training program. |
## Long-Term Impacts

### Accomplishments

**Completion and wide dissemination of 4 monographs:**
- Examining the Research Base
- Review of Assessment Protocols
- Creating a Front Porch: Strategies for Improving Access
- Serving Everyone at the Table: Strategies for Enhancing Availability
- Conceptual model published in a peer-reviewed journal and presented in numerous conference and workshop venues across the U.S.
- Findings incorporated into a well-received graduate level course on cultural competence.

**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.**

- The project was successfully implemented locally resulting in implementation of the RAICES/Promotoras in several schools within the School District of Hillsborough County.
- An article on the RAICES/Promotoras training implementation is in preparation.

**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.**

- 15 students have graduated from the program; it is anticipated that 7–10 additional students will graduate by summer 2010.
- Current courses include: Interdisciplinary SOC Practice – 15 students; Cultural Competency and Child Mental Health Disparities – 26 students.
- Courses scheduled for the spring of 2010 include: Program Development and Implementation in Children's Mental Health; and Systems of Care in Children's Mental Health.
- Courses scheduled for summer of 2010 include Leadership within Systems of Care.

**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.**

- Currently the Professional Online Training project has 32 courses in its core curriculum.
- Each course consists of a narrated slideshow presentation, discussion board and/or chat room, required and suggested readings, a preparation and final exam, and a certificate of completion.
- A new website was developed for registration and delivery of courses [http://onlinelearningincmh.fmhi.usf.edu](http://onlinelearningincmh.fmhi.usf.edu)
- A federal grant was awarded through the Technical Assistance Partnership in order to develop a marketing and dissemination plan.
- Currently, there are two contracts that include development of new public access courses for families and communities and customized facilitated live discussions. Two other state contracts are underway that will utilize our courses as part of a certification program for direct care practitioners.

### Status

- Ongoing
- Complete but being disseminated

### Linkage to University Goals

- I: Expanding world-class interdisciplinary research.
- III: Expanding local and global engagement initiatives.
## Success in School

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<tr>
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<tbody>
<tr>
<td><strong>Dawn Center Primary Prevention Program Evaluation</strong></td>
<td>- To co-develop and implement an evaluation strategy that is cost-effective and provides useful information for program implementation and application for additional funding.</td>
</tr>
</tbody>
</table>
| **GEAR UP Project II** | - 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. |

Schools impacted are 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.
**Long-Term Impacts**
- Increased understanding of healthy relationships among middle school and high school students in Hernando County, resulting in reduced relationship violence in schools.
- 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.
- Youth will successfully graduate from high school.
- Youth will enroll in four-year, two-year and vocational/technical school, military or workforce.

**Accomplishments**
- Completed evaluation of the program's first year reporting positive outcomes in most target areas.
- Funded to evaluate an additional program focusing on sexual violence through the Florida Department of Health.

**Status**
- Ongoing

**Linkage to University Goals**
- III: Expanding local and global engagement initiatives.

**Graduation Rates**
- In 2008/2009, 95% (388 of 410 students) of the seniors graduated with a high school diploma. 39% went to four year college; 22% went to two year schools and 18% went to vocational/technical school.

**Scholarships**
- A total of 63 students received GEAR UP scholarships for their post secondary education. Over the life of the grant, a total of $161,500. $108,000 federal dollars and $53,500 match dollars were spent on scholarships to students. Of this amount $102,000 went towards Florida Prepaid Scholarships and $59,500 went towards GEAR UP cash scholarships.

**Florida Prepaid Scholarships**
- 31 students received Florida Prepaid scholarships:
  - 2 students received 4 year Prepaid Scholarships
  - 12 students received 2+2 year Prepaid Scholarships
  - 17 students received 2 year Prepaid Scholarships

**Cash Scholarships ($59,500)**
- 32 students received cash scholarships
- 11 students received a $1,000 cash scholarship (for a 2 year college)
- 5 students received a $2,000 cash scholarship (for a 2 year college - $1,000 GEAR UP cash scholarship and $1,000 match)
- 1 student received a $1,500 cash scholarship (for a 2 year college - $1,000 GEAR UP cash scholarship and $500)

**Complete.**
- Targeted cohorts of students who started with the program in 2002, when they were in the 6th and 7th grades have graduated from high school. Final cohort graduated in 2008/2009.

**Complete.**
- III: Expanding local and global engagement initiatives.
Project | Goals
--- | ---
**CFS Marketing**
The Communications team develops and implements strategies for creating, communicating, and disseminating CFS products and activities to colleagues, clients, and partners. Communications serves as the primary source for updates and information sharing on CFS activities and accomplishments both internally and externally.

- Ensure that CFS activities, events and accomplishments related to the current 60+ federal, state and privately funded projects are adequately and appropriately represented within the University, the media and our target audiences. Products and materials are presented professionally through venues including websites, e-newsletters, printed materials and special products such as displays, training manuals and technical reports.

**Event Planning & Coordination**
Communications staff provide planning, consultation, logistics, coordination and support for CFS hosted and co-sponsored professional meetings.

- 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.

**Product Development, Design, and Dissemination**
The CFS design team develops materials representing the work of CFS for 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 deliverables faculty and staff must produce as specified in individual grant contracts.

- 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.
- Develop guidelines for matching document design/production to key targeted audiences.
- Collaborate with other departments to establish standards based on best practices for product design and dissemination.

**Public Relations**
CFS Media Relations coordinates coverage of departmental activities with the media and with USF university relations. Communications serves as the primary source for updates on CFS activities and accomplishments.

- 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.

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**About Communications**
The key functions of CFS Communications 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 division's blend of technical expertise in knowledge translation and utilization, measurement, publication design, technical and news writing, media relations, marketing, web-based content delivery, and event planning. This division provides a broad range of technical support and consultation to the Department in all mediums of information architecture and knowledge dissemination.
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<td>- 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.</td>
<td>- Supporting all faculty and staff within CFS by providing technical assistance for over 60 projects via web development and updates, event planning and support, product development and design, public relations, and online course support.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>- Educate, inform and therefore help shape public opinion and perceptions about children's mental health, mental health services, and familiarity with the work of CFS.</td>
<td>- Increase in utilization, inclusion of resources, and participation by CFS staff.</td>
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<tr>
<td>- Collaborations and partnerships are formed, applying new knowledge to improve policy and practice. New knowledge presented increases awareness of current issues, and best practices are adopted.</td>
<td>- Provided planning support and technical assistance for meetings and conferences hosted by CFS, including:</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
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<td>- Center for Autism and Related Disabilities Annual CARD Conference</td>
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<td>- Annual Children’s Mental Health Research &amp; Policy Conference</td>
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<td>- Annual National Training Institute on Effective Practices: Supporting Young Children’s Social Emotional Development</td>
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<td>- Annual International Conference on Positive Behavior Support</td>
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<td>- Stakeholder groups are familiar with the work of CFS and incorporate CFS methods and findings in their planning and practice.</td>
<td>- Increased frequency of use, frequency of contacts and requests for materials following events.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>- 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.</td>
<td>- Provided design and printing support for brochures and flyers promoting individual projects, events, special guest lectures, and new publications.</td>
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<tr>
<td>- Information seeker's requests are met; information is ready to use, and is incorporated in planning and improvement of human service systems and services.</td>
<td>- Provided design and printing for project monographs and reports, posters and displays, department newsletters, CFS Impact Book, Power-Point presentations and numerous materials requested for specific events and activities.</td>
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<tr>
<td>- Educate, inform and therefore help shape public opinion and perceptions about children's mental health, mental health services, and familiarity with the work of CFS.</td>
<td>- Create and disseminate quarterly department newsletters.</td>
<td>Ongoing</td>
<td>I: Expanding world-class interdisciplinary research.</td>
</tr>
<tr>
<td>- 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.</td>
<td>- Prepared op-eds related to suicide prevention, mental health awareness month, homeless children, and children at risk.</td>
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<td>- Wrote 25 news stories regarding projects, staff accomplishments, events and publications and distributed via local media, target audiences, department and college website and newsletters.</td>
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<td>- Coordinated e-news announcements for various projects including conferences, Theory of Change Logic Model project, and academic programs such as Graduate Studies in Behavioral Health.</td>
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<td>- Coordinated display in USF Library for May/Mental Health Month.</td>
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<td>Project</td>
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<td><strong>Web Development &amp; Design</strong></td>
<td>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.</td>
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<td><strong>Online Course Support</strong></td>
<td>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.</td>
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<td><strong>Resource for Emerging Technologies</strong></td>
<td>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.</td>
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<td><strong>Content Development</strong></td>
<td>Ensure that written content is appropriately geared to product (web site, web publications, email and print newsletters, technical reports, monographs, etc.).</td>
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CFS Communications

Promoting & Supporting CFS (continued)
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<th><strong>Long-Term Impacts</strong></th>
<th><strong>Accomplishments</strong></th>
<th><strong>Status</strong></th>
<th><strong>Linkage to University Goals</strong></th>
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<td>The website serves as a national resource promoting the most current information on best practices and provides a conduit for the transfer of knowledge.</td>
<td>Coordinated the development or redesign of 4 websites. Maintained the department website profiling staff, projects, publications, news and events. In 2009, there was an average of 813 visitors to the site each day. The yearly total hits equaled 2,007,279 hits, and the most requested pages were the staff (123,431 hits), news (64,283 hits) and publications (57,945 hits) detail pages.</td>
<td>Ongoing</td>
<td>Expanding world-class interdisciplinary research.</td>
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<td>Learning is enhanced for students enrolled in the department’s academic programs, which will promote their leadership roles in human service capacities.</td>
<td>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.</td>
<td>Ongoing</td>
<td>Expanding world-class interdisciplinary research.</td>
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<tr>
<td>Content of CFS knowledge/information products is utilized to improve policy, services, supports and practice.</td>
<td>Provided consultation for best practice in emerging communications technology.</td>
<td>Ongoing</td>
<td>Expanding world-class interdisciplinary research.</td>
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<tr>
<td>The work of CFS is effectively communicated and clearly understood. Readers are engaged and want to learn more about CFS. Content is utilized to improve policy, services, supports and practice.</td>
<td>Provided content support for CFS Impact book and various reports prepared by department faculty. Provided content support for faculty Power-point presentations. Provided content support for CFS, TIP, On-line Learning and Logic Model sites.</td>
<td>Ongoing</td>
<td>Expanding world-class interdisciplinary research.</td>
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CFS Books and Book Chapters (2008)


CFS Journal Articles (2008)


Acronyms

ABA  Applied Behavior Analysis
AECF  Annie E. Casey Foundation
AHCA  Agency for Health Care Administration
ASD  Autism Spectrum Disorder
AUCD  Association of University Centers on Disabilities
BCBA  Board Certified Behavior Analyst
BCS  College of Behavioral and Community Sciences
BHOS  Behavioral Health Overlay Services
CANS  Child & Adolescent Needs and Strengths
CARD  Center for Autism and Related Disabilities
CBC  Community-Based Care
CDEP  Community-Defined Evidence Project
CFS  Child & Family Studies
CPT  College Placement Test
CSEFEL  Center on the Social and Emotional Foundations for Early Learning
CW-PMHP  Child Welfare Prepaid Mental Health Plan
DARES  Division of Applied Research and Educational Support
DCF  Department of Children and Families
DEC  Division for Early Childhood
DJJ  Department of Juvenile Justice
DOE  Department of Education
EBD  Emotional and/or behavioral difficulties
FASST  Family and School Support Team
FCIC  Florida Center for Inclusive Communities
FKC  Florida KIDS COUNT
FMHI  Louis de la Parte Florida Mental Health Institute
FSFN  Florida Safe Families Network
GEAR-UP  Gaining Early Awareness and Readiness for Undergraduate Programs
HIPPY  Home Instruction for Parents of Preschool Youngsters
IDEA  Individuals with Disabilities Education Act
IRS  Internal Revenue Service
ITCA  Inter Tribal Council of Arizona
JBHS&R  Journal of Behavioral Health Services & Research
NAEYC  National Association for the Education of Young Children
NASDSE  National Association of State Directors of Special Education
NASMHPD  National Association of State Mental Health Program Directors
NCCBH  National Council for Community Behavioral Healthcare
NCLB  No Child Left Behind

NHSA  National Head Start Association
NNED  National Network to Eliminate Disparities
NNYT  National Network on Youth Transition
OEF  Operation Enduring Freedom
OIF  Operation Iraqi Freedom
OSEP  Office of Special Education Programs
OSSCI  One Stop Service Center Initiative
PACER  Parent Advocacy Coalition for Educational Rights
PASS  Plan to Achieve Self-Support
PBIS  Positive Behavioral Interventions and Supports
PBS  Positive Behavior Support
PEPSA  Partnership for Effective Programs for Students with Autism
PLL  Parenting with Love and Limits
PWPBS  Program-Wide Positive Behavior Support
RAICES  Resources, Advocacy, Integration, Collaboration, Empowerment, and Services
RTC  Research and Training Center for Children’s Mental Health
RTOI  Research Topic of Interest
S4KF  Success 4 Kids & Families
SAMHPO  Substance Abuse and Mental Health Program Office
SAMHSA  Substance Abuse and Mental Health Services Administration
SCIETT  Supported Competitive Integrated Employment Training Team Project
SED  Serious Emotional Disturbances
SEDMET  Multi-agency Service Network for Children with Severely Emotional Disturbances
SIPP  State Inpatient Psychiatric Program
SOC  System of Care
SOCPR  System of Care Practice Review
SPANS  Service Process Adherence to Needs and Strengths
TA  Technical Assistance
TAC  Technical Assistance Center
TACSEI  Technical Assistance Center on Social Emotional Interventions for Young Children
TAP  Technical Assistance Partnership
TF-CBT  Trauma-Focused – Cognitive Behavioral Therapy
TREaD  The Division of Training, Research, Education & Demonstrations
TRI  Trauma Recovery Initiative
UCEDD  University Centers for Excellence in Developmental Disabilities
WPIC  Western Psychiatric Institute and Clinic
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