

Objectives	Strategies or Action Steps	Measures of Success	Responsibility	Timeframe
<p>Homeless</p> <p>4.a. All homeless children are screened for social-emotional wellness and referred for diagnosis and treatment</p>	<p>4.a.1. All children residing in homeless shelters will be screened for social and emotional issues</p> <p>4.a. 2. Homeless children are tracked and data compiled on outcomes</p>	<p>Completed screens</p> <p>Data collected</p>	<p>SOC/Daniel/MHHCP/CHEQR</p>	<p>Ongoing</p>
<p>Foster Care</p> <p>4.b. All foster care children will have their social, emotional and medical needs met.</p>	<p>4.b.1 All children coming into care will receive immediate trauma informed care and therapy</p> <p>4.b.2. All children coming into care are screened periodically for SED and referred as required for diagnostic and treatment services</p> <p>4.b.3 All child coming into care will have an established Medical and Behavioral Health home.</p>	<p>Children referred and completing trauma therapy</p> <p>Completed screens</p> <p>Identified Medical and behavioral health homes</p>	<p>SOC/FSS/MHRC/agencies/CMOs</p> <p>SOC/FSS/NCC</p> <p>PD/NCC/FSS</p>	<p>Ongoing</p>
<p>Subsidized child care</p> <p>4.c All children in subsidized child care will be screened for developmental and social-emotional wellness and be referred for diagnosis and treatment</p>	<p>4.c.1. All children in subsidized childcare will receive an ECSA and referred appropriately for further assessment and treatment</p> <p>4.c.2. Children tracked and data compiled on outcomes</p>	<p>Completed social and emotional screens</p> <p>Accurate and accessible data</p>	<p>SOC/ELC/Child serving agencies</p> <p>ELC/CHEQR/ SOC</p>	<p>Ongoing</p>
<p>Juvenile Justice</p> <p>4.d All youth referred to the JAC will be screened for SED and referred for diagnosis and treatment</p>	<p>4.d.1. All youth coming through the Juvenile Assessment Center will be screened, with evidence-based instruments, for mental health and referred appropriately for further assessment and treatment</p>	<p>Completed screens and referrals</p>	<p>DJJ/DBWPC/SOC/Gateway</p> <p>CHEQR</p>	<p>January 2014 November 2015</p>

and, if appropriate, diverted from JJ to diversion programs for mental health treatment.	4.d.2. Youth are tracked and data compiled on outcomes	Data collected	Ongoing
4.e. Youth will receive services in the least restrictive environment	4.e.1 Crisis intervention prior to Baker Acts will be available to all children and youth 4.e.2. Wraparound will be utilized for all eligible youth prior to foster care placement disruptions or residential placements 4.e.3. Wraparound and care coordination will be utilized for all eligible youth in juvenile justice to reduce higher levels of care.	Increased wraparound caseloads with foster care population of focus Identified alternatives on plan of care	Jan 2013 January 2014 January 2017 Ongoing

Goal #5: Services are prioritized and funding is blended and braided and allocated based on needs of children			
Objectives	Strategies or Action Steps	Measures of Success	Responsibility
5.a Services are prioritized based on gaps and need	5.a.1. Comprehensive assessment of sources of funds completed using Funding Matrix 5.a.2. USF expenditure report completed	Completed Funding Matrix Completed report	CHEQR USF
5.b. Funding is maximized thru ensuring insurance (public/private) is billed primary to contract dollars	Established strategy and movement is documented using the ME as a venue for blending and braiding funds 5.b.1.ME/JCC/FSS contract language directs Medicaid billing to be used as the primary source for funding services 5.b.2. Providers bill Medicaid for eligible youth when available	Identified language in contracts Rev Max documented	PD/Rev Max Committee/LSF Providers/JCC/PD
Goal #6: Revenue Maximization strategies will generate additional resources for children and youth at-risk of and with severe emotional disturbances			

Objective 6.a. TCM at-risk will be a source of revenue generation for the community	6.a.1. Contract with PCG for TCM infrastructure developments 6.a.2 Obtain Medicaid number for JCC 6.a.3 Identify providers 6.a.4 Develop processes for supporting infrastructure 6.a.5 Modify contracts for TCM at-risk compliance	-Implemented TCM infrastructure -Medicaid number -Completed policies TCM reimbursements	Revenue Max Committee/JCC/PCG/ SOC	January 2015 June 2015 Complete
Goal #7: All children have a behavioral health home structured as a component of the Medical Home, with access to the services required to prevent and treat children with emotional/behavioral/mental health conditions				
Objectives	Strategies or Action Steps	Measures of Success	Responsibility	Timeframe
Objective 7.a: Train pediatricians in Suicide/Depression Screens; ASQ-SEs	7.a.1 All pediatricians trained to screen for social and emotional wellness using the ASQ-SE or comparable screening tool will screen all children 0-5 in their respective practice and make appropriate referrals. 7.a.2 A Collaborative care model will be implemented with 40 pediatricians in the NE Florida 7.a.3 A referral network, including child serving agencies and individual clinicians, will be established to support the collaborative care system 7.a.4 Thirty pediatricians trained to screen for suicidality, depression and anxiety will screen all age appropriate youth in their respective practice and make appropriate referrals.	Pediatricians will screen and refer children under the age of 5 for social and emotional issues. Pediatricians will screen and refer adolescents for suicide and depression	Nemours/Elise Fallucco/SOC/child-serving agencies/pediatric community	July 2015 Complete Ongoing
Goal #8: All services are evidence-based or promising practices				
Objectives	Strategies or Action Steps	Measures	Responsibility	Timeframe
8.a Organizations will utilize an array of evidence-based practices to meet the needs of children and youth	8.a.1 Establish inventory of EBP 8.a.2 Identify gaps in availability and access to EBP 8.a.3 Establish a priority list for expanding availability 8.a.4 Implement priority training	Identified list of EBPs Implemented evidence-based training	EBP and training Committee/PD/JCC/ Child-serving organizations	August 2015 Complete Ongoing

Goal #9: A collaborative Children's Mental Health Research and Policy Center will be established.				
Objectives	Strategies or Action Steps	Measures of Success	Responsibility	Timeframe
<p>9.a. Implement processes for conducting grant evaluation requirements</p> <p>9.b. Establish a collaborative CMH Research and Policy Center</p>	<p>9.a.1 Delineate evaluation requirements for national evaluation</p> <p>9.a.2 Implement at least one local research initiative</p> <p>9.a.3 Identify and structure SOC components requiring evaluation research</p> <p>9.b.1 Establish a working group on children's mental health consisting of UF, Nemours and other researchers</p> <p>9.b.2 Establish and implement a research agenda</p> <p>9.b.3 Submit at least 2 grant proposals</p> <p>9.b.4 Submit presentation proposals to all SOC meetings accepting proposals</p>	<p>Active research center</p> <p>Identified research agenda</p> <p>Completed and submitted grant proposals</p> <p>Completed and submitted conference proposals</p> <p>Receipt of grant funds</p> <p>Presentation acceptance</p>	CHEQR/UF/Nemours/ Baptist/SOC	<p>Ongoing</p> <p>January 2014 Complete</p>
Goal #10: A comprehensive training center will be established to support all facets of established system of care changes				
Objectives	Strategies or Action Steps	Measures of Success	Responsibility	Timeframe
<p>10.a Upgrade JCC training institute to allow for videoconference and web based trainings and meetings</p>	<p>10.a.1 Identify IT needs and components</p> <p>10.a.2 Solicit proposals for hardware and software</p> <p>10.a.3 Select vendor and implement</p>	<p>Installed video upgrades to JCC Training Institute</p>	<p>Training committee/JCC</p>	<p>March 2014</p> <p>September 2014 Complete</p>

Attachment D. Instruments

Child & Adolescent Needs & Strengths (CANS)

Legal Needs Assessment

CCR Intake Resilience Form

CYW Adverse Childhood Experiences Questionnaire - Child

CYW Adverse Childhood Experiences Questionnaire - Teen

Youth Level of Service / Case Management Inventory

Child & Adolescent Needs & Strengths (CANS)

The Child & Adolescent Needs & Strengths Survey can be used to measure the functioning of the child and family in multiple domains. In all cases, a lower score equates to a lower degree of the problem. A rating of 0 indicates there is no problem on this dimension. A rating of 1 indicates mild or emerging issues on this dimension, which should be monitored. A rating of 2 indicates this dimension requires a need for action. A rating of 3 indicates this dimension requires a need for immediate or intensive action. A rating of "U" indicates the level of the problem is unknown.

<u>Problem Presentation</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>U</u>	
Psychosis	X					
Attention Deficit/Impulse	X					
Depression/Anxiety		X				
Oppositional Behavior	X					
Antisocial Behavior	X					
Substance Abuse		X				
Adjustment to Trauma		X				
Attachment		X				
Situational Consistency	X					
Temporal Consistency	X					

Discussion: DN did not indicate symptoms contradictory to appropriate development. DN is improving both academically and behaviorally. He appears well adjusted to his placement with his paternal aunt. DN's parents have exposed him to a sexually dysfunctional environment that includes illegal substances. DN will benefit from the stability and safety of a drug and violence free environment. DN may be internalizing the stress of his social situation and past experiences and would benefit from counseling to reduce the possibility of post-traumatic stress.

<u>Risk Presentation</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>U</u>	
Danger to Self	X					
Danger to Others	X					
Elopement	X					
Sexually Abusive Behavior		X				
Social Behavior		X				

Discussion: DN has been exposure by mother to an environment of illegal substances and sexual activity. DN's aunt is providing a safe and nurturing environment.

<u>Functioning</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>U</u>	
Intellectual	X					
Physical/Medical	X					

Family			X			
School		X				
Sexual Development		X				

Discussion: DN appears to be a healthy nine year old male who presents as developmentally appropriate. DN is improving academically but is currently at risk for grade retention. DN has inconsistent and sporadic contact with his parents. DN's aunt appears to provide a stable and nurturing environment.

<u>Care Intensity Organization</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>U</u>	
Monitoring	X					
Treatment	X					
Transportation	X					
Service Permanence	X					

Discussion: The organization of services is being closely monitored by Daniel Memorial, Inc. CBC staff, XXXX. Guardian, XXXXX, indicated severe economic needs with regards to caring for the children.

<u>Caregiver Needs & Strengths</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>U</u>	
Physical/Behavioral Health	X					
Supervision	X					
Involvement	X					
Knowledge	X					
Organization	X					
Resources			X			
Residential Stability	X					
Safety		X				

Discussion: Guardian, XXXXXX, has expressed concern regarding financial resources, in addition to the need to relocate to a safer residential environment.

<u>Family Needs & Strengths</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>U</u>	
Physical/Behavioral Health					X	
Supervision					X	
Involvement					X	
Knowledge				X		
Organization				X		
Resources				X		

Residential Stability					X	
Safety					X	

Discussion: DN's parents have failed to provide him and his siblings with a safe and nurturing environment. Mr. and Mrs. XXXXX have placed their children in harm.

<u>Child's Needs & Strengths</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>U</u>	
Family			X			
Interpersonal	X					
Relationship Permanence		X				
Educational		X				
Vocational	X					
Well-Being		X				
Spiritual/Religious	X					
Talent/Interests	X					
Inclusions	X					

Discussion: DN presented as a developmentally appropriate nine year-old boy. DN has a history of neglect and exposure to illegal substances and family dysfunction. Child will benefit from the safety and stability of living in a nurturing environment free from drugs and exposure to illegal and sexual events. DN appears bonded to his aunt and his siblings and presents as a well mannered youth. DN will benefit from counseling to address exposure from past environmental dysfunctions. DN will benefit from the presence of a mentor due to the inconsistent parenting presence of his father.



CONCERNED? MAYBE WE CAN HELP



Name: _____

Date: _____

City and Zip Code where you reside: _____

Here is a list of problems some people may face. If you could get help, which of these problems would you want help with? (Please check all that apply)

	Need Help	Don't Need Help
Getting medical care, getting or keeping health insurance, getting the care your doctor orders, or medical bills you cannot pay (Medi-Cal, Covered California, Medicare, dental, counseling, surgery, meds, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Public Benefits/Income Support (Welfare/CalWORKs, WIC, CalFresh/Food Stamps, General Relief, foster care, child care, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Housing (Section 8, eviction, Unlawful Detainer, roaches, heat, water, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Employment (unemployment insurance, not getting paid)	<input type="checkbox"/>	<input type="checkbox"/>
Disability (State Disability Insurance (SDI), Social Security, SSI)	<input type="checkbox"/>	<input type="checkbox"/>
Family Law (custody, divorce, guardianship, paternity, domestic violence)	<input type="checkbox"/>	<input type="checkbox"/>
Immigration (VAWA, U-Visa, permanent residency, deportation, citizenship)	<input type="checkbox"/>	<input type="checkbox"/>
Getting an expungement (cleaning up your criminal record)	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything you or your family is concerned with that is not listed above? If so, please tell us what else we might be able to help with: _____

This information will only be shared with staff at Neighborhood Legal Services of Los Angeles County

CCR Intake Resilience Form

RELATIONSHIPS

I can reach out to my _____ to get help when I need it

IDENTITY

I feel respected when I am with...

I feel respected when I am at...

I feel respected when doing...

I like _____ about myself

I like _____ about school

I like _____ about my community/neighborhood

EMPOWERMENT

I get to participate in making decisions that affect me at...

I would like to participate in making decisions that affect me at...

SOCIAL JUSTICE

I feel like _____ treats me fairly

When I am with _____ I am responsible for myself

When I am with _____ I am responsible for others

BASIC NEEDS

I am well-cared for by...

I feel safe when I am with...

I feel safe when I am at...

SENSE OF BELONGING, RESPONSIBILITY FOR OTHERS, SPIRITUALITY, LIFE PURPOSE

People miss me when I am not at...

There are people in my life who expect me to...

When I do not meet the expectations of _____,
I know that _____ will happen

CCR Intake Resilience Form

SENSE OF CULTURE AND HISTORICAL ROOTS

My favorite tradition is...

I can celebrate my culture and beliefs at...

GOALS

I want to accomplish the following while involved with the CCR:

1.

2.

3.

SPACE TO CREATE

CCR Intake Resilience Form

Child and Youth Resilience Measure (CYRM-revised)

DIRECTIONS: Listed below are a number of questions about you, your family or caregiver(s), your community, and your relationships with people. These questions are designed to help us better understand how you cope with daily life and what role the people around you play in how you deal with daily challenges. There are no right or wrong answers. Just be you.

SECTION A: Please complete the questions below.

1. What is your legal name? _____

2. Do you have any nicknames? _____

3. What is your preferred name? _____

4. What is your preferred pronoun (he, she)? _____

5. What is your gender?

Female

Male

Transgender

Female to Male

Male to Female

Other: _____

6. What is your sexual orientation?

Bisexual

Gay

Heterosexual/Straight

Lesbian

Queer

Other: _____

Not Sure

Don't Know

7. What is your date of birth? _____

8. What grade are you currently in? _____

9. Who do you live with? _____

10. How long have you lived with these people? _____

11. How many times have you moved in the past 5 years?

12. Please describe who you consider to be your family (for example, 1 or 2 biological parents, siblings, friends, a foster family, an adopted family, etc.)

13. People are often described as belonging to a particular racial group. To which of the following group(s) do you belong? (Mark or check the one(s) that best describe(s) you):

Aboriginal or Native

South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)

South-East Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)

CCR Intake Resilience Form

- West Asian to Middle Eastern (e.g., Armenian, Egyptian, Iranian, Lebanese)
- Asian (e.g., Korean, Chinese, Japanese)
- Black (e.g., African or Caribbean descent)
- White or European
- Filipino
- Latin American (e.g., Mexican, South American, Central American)
- Other (please specify): _____
- Mixed Race (please list all groups that apply): _____

14. People are often described as belonging to a particular ethnic or cultural group(s). (For example, Chinese, Jamaican, German, Italian, Irish, English, Ukrainian, Inuit, East Indian, Jewish, Scottish, Portuguese, French, Polish, Vietnamese, Lebanese, etc.). To which ethnic or cultural group(s) do you see yourself belonging? Please list as many groups as you want.

SECTION B: To what extent do the statements below describe you? Circle one answer for each statement.

	Not at all	A little	Somewhat	Quite a bit	A lot
I have people I want to be like	1	2	3	4	5
I get along with people around me	1	2	3	4	5
Getting an education is important to me	1	2	3	4	5
I know how to behave in different social situations (such as school and home)	1	2	3	4	5
My family/caregivers know a lot about me (for example, who my friends are, what I like to do)	1	2	3	4	5
There is enough to eat at home if I am hungry	1	2	3	4	5
I try to finish activities that I start	1	2	3	4	5
Spiritual beliefs are a source of strength for me	1	2	3	4	5
I am proud of my ethnic background (for example, I know	1	2	3	4	5

CCR Intake Resilience Form

where my family comes from or know about their history)					
People think that I am fun to be with	1	2	3	4	5
I talk to my family about how I feel	1	2	3	4	5
When things don't go my way, I can fix it without hurting myself or others	1	2	3	4	5
I feel supported by my friends	1	2	3	4	5
I know where to go if I need help	1	2	3	4	5
I feel like I belong at my school	1	2	3	4	5
I think my family cares about me when times are hard	1	2	3	4	5
I think my friends care about me when times are hard	1	2	3	4	5
I am treated fairly	1	2	3	4	5
I have chances to show others that I am growing up and can do things by myself	1	2	3	4	5
I know what I am good at	1	2	3	4	5
I participate in organized religious activities	1	2	3	4	5
I think it is important to help out in the community	1	2	3	4	5
I feel safe when I am with my family/caregivers	1	2	3	4	5
I have chances to learn things that will be useful when I am older	1	2	3	4	5
I like the way my family/caregiver(s) celebrate things (like holidays, festivals)	1	2	3	4	5
I like the way my community	1	2	3	4	5

CCR Intake Resilience Form

celebrates things (like holidays, festivals)					
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CYW Adverse Childhood Experiences Questionnaire (ACE-Q) Child

To be completed by Parent/Caregiver

Today's Date: _____

Child's Name: _____ Date of birth: _____

Your Name: _____ Relationship to Child: _____

Many children experience stressful life events that can affect their health and wellbeing. The results from this questionnaire will assist your child's doctor in assessing their health and determining guidance. Please read the statements below. Count the number of statements that apply to your child and write the total number in the box provided.

Please DO NOT mark or indicate which specific statements apply to your child.

1) Of the statements in Section 1, HOW MANY apply to your child? Write the total number in the box.

Section 1. At any point since your child was born...

- Your child's parents or guardians were separated or divorced
- Your child lived with a household member who served time in jail or prison
- Your child lived with a household member who was depressed, mentally ill or attempted suicide
- Your child saw or heard household members hurt or threaten to hurt each other
- A household member swore at, insulted, humiliated, or put down your child in a way that scared your child OR a household member acted in a way that made your child afraid that s/he might be physically hurt
- Someone touched your child's private parts or asked your child to touch their private parts in a sexual way
- More than once, your child went without food, clothing, a place to live, or had no one to protect her/him
- Someone pushed, grabbed, slapped or threw something at your child OR your child was hit so hard that your child was injured or had marks
- Your child lived with someone who had a problem with drinking or using drugs
- Your child often felt unsupported, unloved and/or unprotected

2) Of the statements in Section 2, HOW MANY apply to your child? Write the total number in the box.

Section 2. At any point since your child was born...

- Your child was in foster care
- Your child experienced harassment or bullying at school
- Your child lived with a parent or guardian who died
- Your child was separated from her/his primary caregiver through deportation or immigration
- Your child had a serious medical procedure or life threatening illness
- Your child often saw or heard violence in the neighborhood or in her/his school neighborhood
- Your child was often treated badly because of race, sexual orientation, place of birth, disability or religion

CYW Adverse Childhood Experiences Questionnaire (ACE-Q) Teen Self-Report

To be completed by Patient

Today's Date: _____

Your Name: _____ Date of birth: _____

Many children experience stressful life events that can affect their health and development. The results from this questionnaire will assist your doctor in assessing your health and determining guidance. Please read the statements below. Count the number of statements that apply to you and write the total number in the box provided.

Please DO NOT mark or indicate which specific statements apply to you.

1) Of the statements in section 1, HOW MANY apply to you? Write the total number in the box.

Section 1. *At any point since you were born...*

- Your parents or guardians were separated or divorced
- You lived with a household member who served time in jail or prison
- You lived with a household member who was depressed, mentally ill or attempted suicide
- You saw or heard household members hurt or threaten to hurt each other
- A household member swore at, insulted, humiliated, or put you down in a way that scared you OR a household member acted in a way that made you afraid that you might be physically hurt
- Someone touched your private parts or asked you to touch their private parts in a sexual way that was unwanted, against your will, or made you feel uncomfortable
- More than once, you went without food, clothing, a place to live, or had no one to protect you
- Someone pushed, grabbed, slapped or threw something at you OR you were hit so hard that you were injured or had marks
- You lived with someone who had a problem with drinking or using drugs
- You often felt unsupported, unloved and/or unprotected

2) Of the statements in section 2, HOW MANY apply to you? Write the total number in the box.

Section 2. *At any point since you were born...*

- You have been in foster care
- You have experienced harassment or bullying at school
- You have lived with a parent or guardian who died
- You have been separated from your primary caregiver through deportation or immigration
- You have had a serious medical procedure or life threatening illness
- You have often seen or heard violence in the neighborhood or in your school neighborhood
- You have been detained, arrested or incarcerated
- You have often been treated badly because of race, sexual orientation, place of birth, disability or religion
- You have experienced verbal or physical abuse or threats from a romantic partner (i.e. boyfriend or girlfriend)

**YOUTH LEVEL OF SERVICE/CASE MANAGEMENT INVENTORY (YLS/CMI)
SCREENING VERSION
ROBERT D. HOGE & D. A. ANDREWS, CARLETON UNIVERSITY**

This short version of the YLS/CMI is designed to provide an initial screening of risk and need levels in young people for purposes of determining the level and nature of interventions required by the youth. The instrument is designed to assist in making diversion decisions and should not be used as the sole basis for such a decision. A comprehensive assessment with the YLS/CMI may be indicated in high risk/need cases.

Items 1 through 6 require a No (N), Yes (Y), or Omit (O) (not relevant or inadequate information) response. Items 7 and 8 are based on a rating format using the following scale: **0: A satisfactory situation, with no (or little) need for improvement; 1: A relatively satisfactory situation, with some room for improvement evident; 2: A relatively unsatisfactory situation with a need for improvement; 3: A very unsatisfactory situation with a very clear and strong need for improvement.**

In calculating the total score, score 1 point for each “yes” answer and 1 point for a 2 or 3 response on items 7 and 8.

- | | |
|--|---------|
| 1. History of conduct disorder
Score yes if there are two or more prior adjudications or other evidence of earlier conduct problems. | N Y O |
| 2. Current school or employment problems
Score yes if the youth is exhibiting serious behavioral or achievement problems in school; is suspended or expelled; also score if out-of-school and not employed or not seeking employment. | N Y O |
| 3. Some criminal friends
Score yes if the youth has some friends who have a history of delinquency or are currently exhibiting conduct problems or antisocial attitudes. | N Y O |
| 4. Alcohol/drug problems
Score yes if the youth is frequently or chronically using drugs/and or alcohol; drugs/alcohol affecting school work, social life, etc. | N Y O |
| 5. Leisure/recreation
Score yes if the youth is <u>not</u> engaged in organized or otherwise positive leisure time activities; few interests; poor use of time. | N Y O |
| 6. Personality/behavior
Score yes if the youth exhibits serious personality or behavioral problems (e.g., physical/verbal aggression; short attention span; hyperactive; poor controls). | N Y O |
| 7. Family circumstances/parenting
0 indicates a positive and supportive family/parenting situation, while 3 indicates a very poor situation (e.g., abuse, frequent conflicts, inadequate supervision). | 0 1 2 3 |
| 8. Attitudes/orientation
0 indicates that the youth exhibits a positive and prosocial attitude/value system, while 3 indicates an extreme antisocial and procriminal attitude/value system. | 0 1 2 3 |

TOTAL SCORE _____

Note: scores may range from 0 to 8; higher risk/need scores indicate an increased need for intervention and the necessity for a more comprehensive assessment.

Attachment E. Position Descriptions

WINS Program Coordinator

Wraparound Director

Wraparound Coordinator

Education-Legal Advocate

Family Support Partner

Finance and HR Manager

Cultural and Linguistic Competence Coordinator

Wraparound and Intervention Strategies(WINS) Program Coordinator

POSITION SUMMARY

The Program Coordinator is responsible for oversight and reporting on Wraparound and Intervention Strategies (WINS) Grant activities. This includes implementation of the requirements of the grant and sub-contracting with local community mental health agencies. This endeavor partners with several entities to ensure success of the project: the City of Jacksonville, Kids Hope Alliance, The Partnership for Child Health, the Florida Department of Juvenile Justice, the State's Attorney's Office, the Public Defender's Office and the 4th Circuit Judiciary. This position will serve as liaison to assure implementation and operation of the program adheres to the requirements of the grant. In addition, this position will assume Quality Assurance responsibility by developing standards and measurements to be applied on an ongoing basis to determine compliance, best practices and to identify issues that may impede positive outcomes.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Knowledge of the operations of the juvenile justice system in Florida
- Knowledge of the mental health and substance abuse resources in Duval County
- Knowledge of the community partners serving youth in the juvenile justice system
- Knowledge of basic contracting components
- Ability to work collaboratively with other agencies, organizations, government entities
- Ability to organize and coordinate multiple groups/individuals to work toward common goal
- Ability to establish timelines, prioritize activities and assure all tasks are completed within required time frames
- Ability to develop Quality Assurances measures and monitor all grant activities to assure compliance
- Ability to troubleshoot weaknesses or problems interfering with the grant goals
- Skills on contract negotiating and handling contract business transactions
- Skills in computer applications Word, Excel, Power Point, etc.
- Skills in report writing
- Skills in presentation of information to various entities

QUALIFICATIONS

- Program Management Experience

EDUCATION

- Bachelor's Degree in Criminal Justice or related field required
- Master's Degree preferred

Director of Wraparound Services

Description: The Director of Wraparound Services is responsible for the overall functions of the Wraparound Program and the BNet Program. Responsibilities include primary supervision of all programmatic, fiscal components and staff supervision to ensure all clients receive quality services.

- Provides training, feedback, and direction to staff in order for the Wraparound and BNet team to competently meet the needs of the children served.
- Adjusts schedules and/or staff to meet the needs of the children as required.
- Provides direction for the of Wraparound and BNet program while adapting to dynamic business environments.
- Establish and maintains standards for all regulatory agencies to ensure quality and compliance.
- Establish, monitor, and report goals and objectives related to the program's performance standards that are criteria based and job related in order to be accountable to the clients served and the funding sources.
- Ensures compliance with Medicaid Guidelines for all billable services.
- Follows disciplinary procedure by continuously monitoring staff performance for positive actions and deficiencies noted throughout the year.
- Selects prospective employees who can meet the Wraparound and BNet job demands.
- Supervises staff while following agency guidelines for staff disciplinary measures.
- Able to problem solve effectively using logic and critical thinking.
- Prepares necessary reports and information in a timely manner.
- Ensures that client needs and services are provided within departmental guidelines.
- Ensures ongoing budget development and accountability.
- Models appropriate and professional behavior (i.e., dress, habits, personality, tact, etc.)
- Relates with clients, parents, peers and the general public in a respectful and professional manner in person and phone interaction.
- Participate in project evaluation and quality improvement activities
- Ensures compliance with the BNet contract
- Provides accurate monthly data to required entities as outlined in BNET contract
- Performs other duties that may be assigned.

Requirements:

- Master's Degree or 5+ years of foster care experience required
- Management experience in social service environment required
- Excellent written and verbal communication skills
- Strong organizational skills
- Proficient in computer programs and software
- Ability to transport clients in personal vehicle when necessary

Physical Demands:

The employee will be required to talk, hear and see; ability to manipulate objects with hands/fingers.

Wraparound Coordinator

Description:

The primary duty of the Wraparound Coordinator is to support and facilitate the wraparound process for all children that have an identified mental health diagnosis and their families. The Wraparound Coordinator is responsible for meeting with each child and family to conduct a strengths-based inventory from which an Individualized Wraparound Plan, designed to guide the delivery of services and treatment, is developed. The Individualized Wraparound Plan is based on child and family strengths, needs, goals, and resources needed to support the family and is developed through the Wraparound Coordinator convening a Child and Family Team that meets at least every 30 days. Targeted Case management certification preferred, or meet the eligibility requirements to become TCM certified.

- Provide care management to access and coordinate multi-agency services for the child with a serious emotional disturbance and the child's family.
- Document all care coordination activities in the Mental Health electronic record format as formulated and available.
- Utilizes various computer systems effectively to carry out assignments.
- Document care coordination activities within contract and Medicaid compliance standards.
- Maintain a working knowledge of the community mental health system and provide input as appropriate to its evolution
- Participate in project evaluation and quality improvement activities.
- Ability to interpret, adapt and apply guidelines and procedures.
- Possess excellent oral and written communication skills appropriate for children, parents, and professionals.
- Work to continue professional competency through in-service and staff development training.
- Ability to maintain client confidentiality according to established policies, federal and state statutes.
- Ability to maintain established standards for high-fidelity wraparound.
- Ability to provide quality services to clients and families as evidenced by assessment of services and the quality improvement system.
- Ability to work in a Windows environment, ability to learn and utilize other software programs.
- Models appropriate and professional behavior (i.e., dress, habits, personality, tact, etc.).
- Staff member demonstrates an awareness and understanding of the cultural and socioeconomic characteristics of the client and implements awareness and understanding in the client's treatment.
- Relates with clients, parents, peers and the general public in a respectful and professional manner in person and phone interaction.
- Performs other duties that may be assigned.

Requirements:

- Bachelor's Degree required

- 1-3 years of experience
- Excellent written and verbal communication skills
- Strong organizational skills
- Proficient in computer programs and software
- Valid Florida driver's license in good standing
- Ability to transport clients in personal vehicle when necessary

Physical Demands:

The employee will be required to talk, hear and see; be able successfully complete Crisis Prevention training which requires physical components, including bending, crouching, kneeling, reaching, pushing, pulling and lifting, to ensure the safety of clients and staff; stand, walk and sit for extended periods of time.

Education-Legal Advocate

POSITION SUMMARY

An attorney, or paralegal supervised by an attorney, who has specialized training and expertise in education law, children's civil and human rights, legal representation of children with complex trauma/needs, basic interdisciplinary understanding of legal systems that impact children with disabilities, and restorative justice practices.

Our clients are generally 12-21 years old and many are involved in the juvenile justice and child welfare systems. Our legal services program is designed to keep young people out of juvenile court by reconnecting them to education, healthcare, mental health, and other community supports. We work closely with public defenders, juvenile court staff, and the community to positively impact the young person's life while helping the youth to accomplish their goals and reduce further contact with the courts. The goal of all of our programs is to divert children away from school exclusion, arrest and incarceration, and directly into the supports that have the best chances of getting them back on track.

The educational advocate provides a comprehensive educational records review, advises the youth and parent/guardian of the child's educational legal rights as a child with a disability, and advocates with the local school district to ensure that child's educational rights are fulfilled related to the child's disability. This includes advocacy related to provision of services and supports under a 504 or Individualized Education Plan. It also includes addressing discipline such as frequent suspensions, alternative school setting, and risk of expulsion.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Primary job duties include providing holistic civil legal representation to youth who are at risk of or already involved in the juvenile justice. Advocacy involves breaking down legal barriers to education and other community based services and supports, including but not limited to, safe and stable living situations, mental health care and medical services, and other civil rights issues. Activities include legal advice and/or representation, negotiations or other dispute resolution processes.

- Work collaboratively with other agencies, organizations, government entities through a restorative justice framework for the best interest of the child and protection of the child's civil and educational rights
- Identify legal issues and advocate for the child's best possible outcome
- Monitor case activity, prioritize representational tasks, and communicate with client
- Provide educational know your rights trainings to parents, youth, and community partners
- meet with client and parent/guardian
- recommend local service providers, evaluators, and psychologists and other professionals.
- advocacy in juvenile court in partnership with public defenders to promote alternatives to secure detention
- collaborate with and referrals to community providers
- other advocacy activities, including community training, outreach, and policy work on behalf of our client base.

QUALIFICATIONS

- 1-3 years of legal practice experience
- Member in good standing of the Florida Bar Association or eligible for reciprocity or limited admission to practice pending admission to the Florida State Bar Association
- Exceptional legal skills, preferably in the relevant areas of law school discipline/special education, public health care, public benefits, re-entry issues, delinquency, child welfare, or other areas of youth related law
- Knowledge of the education options available and be familiar with IEP issues, disabilities, discipline issues and behavioral supports
- Knowledge of the operations of the juvenile justice system in Florida
- Knowledge of the community partners serving youth in the juvenile justice system
- Skills in computer applications Word, Excel, Power Point, etc.
- Skills in presentation of information to various entities
- Exceptional oral and written communication skills
- Experience working with young people, especially adolescents

EDUCATION

- Minimum Juris Doctor licensed to practice law in Florida.
- 2 years experience in mental health or related area with special emphasis on services to children. Experience in working with educational systems.

Position Title: Family Support Partner

Rev. 08/17

Description:

Family Support Partners are parents/caregivers who have first-hand experience with the various state systems, and who exhibited exceptional qualities in their own efforts to understand how systems work and an appreciation of what it takes to be successful, and the personal qualities that lend themselves to collaboration on various levels. Serves as an advocate / mentor to parents currently involved with the system(s). A FSP is a life-trained paraprofessional who has successfully negotiated child welfare, juvenile justice, medical/disability and/or early Learning systems.

- Ability to complete Wraparound Training, System of Care 101, Cultural and Linguistic Four Modules, Crisis Physical Intervention, and First Aid/CPR Certification
- Adjusts schedules to meet the needs of the children and families as required.
- Ability to become Certified Recovery Peer Specialist
- Ability to represent core program values and principles in a variety of settings
- Serves as a consultant to parents and caregivers throughout the wraparound process, on an as needed basis
- Possess the ability to complete required CFOI/NOMS on a quarterly basis
- Provides accurate quarterly data to required entities as outlined in JSOC contract
- Attend the assigned Wraparound Team Meetings as the supportive voice for the family
- Attend the Psychiatric Team Meetings / Case staffings/ IEP & 504 meetings as necessary to provide the supportive voice for the family
- Ability to document meetings with clients and write progress notes accurately reflecting supports provided and following Medicaid guidelines
- Assist with and attend special events, as required
- Able to problem solve effectively using logic and critical thinking.
- Maintains ongoing communication with service providers in order to ensure quality service delivery
- Ensures that client needs and services are provided within departmental guidelines.
- Complete all paperwork, including but not limited to, leave requests, mileage forms, and correspondence in an organized, accurate and timely fashion
- Ability to maintain established standards for high fidelity wraparound
- Maintains a professional attitude and boundaries with clients, families and others.
- Culturally effective capabilities demonstrating a sensitivity and responsiveness to varying cultural characteristics and beliefs.
- Works effectively as a team member.
- Displays a willingness to work on varying assignments.
- Continually displays a positive attitude to the department and the agency.
- Completes assignments per department and agency schedules.
- Executes sound judgment by effectively analyzing problems, determining appropriate actions and utilizing timely and logical decision making skills.
- Actively seeks self improvement opportunities (continuing education and professional development).
- Ability to work independently and utilize initiative, ability to be organized and meet deadlines.
- Ability to communicate verbally and in writing.
- Utilizes interpersonal skills necessary for focusing, active involvement and participation.
- Develops and maintains treatment team process, to assure interdisciplinary treatment and continued quality client care for the Wraparound Program.
- Ability to set appropriate limits and boundaries in order to assure the safety and protection of the family members.
- Consistently communicates program strengths and needs to Program Director.

Requirements:

- Did the employee complete ALL mandatory annual trainings?
- Did the employee complete the required number of annual training hours?

Finance and Human Resources Manager – Position Description

Position Summary

The Finance and Human Resources Manager is a strategic partner, contributing to the overall success of the organization by effectively managing all budgeting, financial and human resource aspects. This person will play a critical role in partnering with senior leadership in strategic decision making and operations as the organization continues to enhance its quality programming and build capacity. This is an opportunity for a finance leader to help maximize and strengthen the internal capacity of a well-respected, high-impact non-profit organization.

Responsibilities

Budgets, Financial Management and Reporting

- Develop and maintain financial accounting systems for cash management, accounts payable, accounts receivable, credit control, and petty cash and prepare timely and accurate financial statements and reports that are appropriate for the users and in accordance with generally accepted accounting principles (GAAP).
- Responsible for all bookkeeping functions including maintenance of the general ledger, accounts payable, accounts receivable, and all project/program and grants accounting.
- Oversee and lead annual budgeting and planning process in conjunction with the Medical Director; administer and review all financial plans and budgets; monitor progress and changes and keep senior leadership team and Board up to date regarding the organization's financial status.
- Manage organizational cash flow and forecasting to ensure that cash flows are steady and support operational requirements.
- Implement a robust financial management/ reporting system; ensure that the contract billing and collection schedule is adhered to.
- Update and implement all necessary business policies and accounting practices; improve the overall policy and procedure manual.
- Ensure that all statutory requirements of the organization are met including nonprofit status.
- Document and maintain complete and accurate supporting information for all financial transactions for multiple programs.
- Reconcile bank accounts.
- Assist with the preparation of budgets for funding and grant applications.
- Project management accounting - Maintain financial records for each project/program in a manner that facilitates management reports and provide accurate and timely reports on the financial activity of individual projects in accordance with contract agreements with funders.
- Medicaid eligibility verification, provider payment and billing for Medicaid-involved projects.
- Coordinate and lead the annual audit process - Coordinate with external auditors and the finance committee of the Board.

Human Resources/Payroll preparation and administration

- Responsible for all payroll functions.
- Process bi-weekly payroll including bank transfers to assure funding by applicable accounts.

- Maintain employee attendance and leave records.
- Negotiate and manage the employee insurance and benefits plans.
- Process and submit payroll taxes and benefits remittances on time.
- Update Quickbooks as needed with changes in tax rates, etc.
- Further develop the organization's human resources and administration, enhancing professional development, compensation and benefits, performance evaluation, training and recruiting.
- Ensure that recruiting and hiring processes are consistent and streamlined including orientation of employees regarding staff tools, policies and procedures.
- Monitor all legislation relevant to the organization (employment standards, occupation health and safety, human rights, etc.) and all regulations on professional certification to ensure that the organization is compliant.
- Respond to employee questions regarding payroll and benefits.
- Prepare annual w2s and 1099s.

Qualifications

- Minimum of a Bachelor's Degree, ideally with an MBA or related degree
- At least 7-10 years of overall professional experience; ideally 6+ years of broad financial and human resources management experience
- Knowledge of generally accepted accounting principles
- Knowledge of legislation and financial processes related to Nonprofits.
- Ability to translate financial concepts to—and to effectively collaborate with—programmatic and fundraising colleagues who do not necessarily have finance backgrounds
- A track record in grants management
- Technology savvy with knowledge of QuickBooks accounting and reporting software
- Experience in setting priorities; keen analytic, organization and problem solving skills which support and enable sound decision making
- A multi-tasker with the ability to wear many hats in a fast-paced environment
- Proficiency in the use of Information systems and computer programs:
 - Accounting (QuickBooks)
 - MS Office – Word, Publisher, Excel
 - MS Outlook – Email, calendar, etc.
 - Internet and web-based applications

Personal characteristics

- The Finance and Human Resources Manager should demonstrate competence in the following
- Personal qualities of integrity, credibility, and dedication to the mission of Partnership for Child Health
- Building Relationships: Establish and maintain positive working relationships and work with a variety of internal and external stakeholders to prioritize, negotiate and achieve the goals of the organization.
- Communicating Effectively: Speak, listen and write in a clear, thorough and timely manner using appropriate and effective communication tools and techniques.

- **Fostering Teamwork:** Work cooperatively and effectively with others to set goals, resolve problem, and make decisions that enhance organizational effectiveness.
- **Organizing:** Set priorities, develop task checklists and work schedules, monitor progress towards goals, and track details, data, information and activities.
- **Solving Problems:** Assess problem situations to identify causes, gather and process relevant information, generate possible solutions, and make recommendations and/or resolve the problem.

Cultural and Linguistic Competence Coordinator

EDUCATION/EXPERIENCE

Master degree preferred/ minimum baccalaureate degree in public health, social work or related degree or an equivalent combination of training and business experience. Special event planning and graphic design experience is a plus.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- ◆ Provide training and technical assistance in the area of cultural and linguistic competence to project staff and partner agencies.
- ◆ Work directly with leadership, management, families, youth and community partners to ensure assessment, screening and interventions are culturally and linguistically effective.
- ◆ Provide oversight of translation and interpretation services for individuals with Limited English Proficiency (LEP).
- ◆ Other duties as assigned.

PERFORMANCE REQUIREMENTS/PERSONAL QUALITIES

- ◆ Willingness to carry out the mission of Infant and Early Childhood Community Partnership and its programs.
- ◆ Demonstrated problem solving skills, decision making skills and sound judgment.
- ◆ Demonstrated time management skills, effective public speaker, attention to details, and demonstrated independent mobility within the community.
- ◆ Ability to maintain client confidentiality according to established policies, federal and state statutes.
- ◆ Ability to interpret, adapt and apply guidelines and procedures.
- ◆ Ability to work independently and utilize initiative, ability to be organized and meet deadlines.
- ◆ Possess excellent oral and written communication skills.
- ◆ Work to continue personal competency through in-service training, education, outside literature seminars, etc.
- ◆ Attend staff development training for professional growth.
- ◆ Ability to work in partnership with other team members.
- ◆ Valid Florida Driver License and full time access to a reliable vehicle with appropriate insurance coverage.
- ◆ Ability to research and analyze data.
- ◆ Ability to work in partnership with other service providers.

Attachment F. Biographical Sketches

Julie Wintz Alvarez (WINS Program Coordinator)

Elle Marriott, LCSW (Wraparound Director)

Christian Senko (Wraparound Coordinator)

Betsy Dobbins, Esq., MSW (Education-Legal Advocate)

Machumu Harris (Family Support Partner)

Lisa Maldonado (Finance and HR Manager)

Selena WebsterBass, MPH (Cultural and Competence Coordinator)

Julie Wintz Alvarez

Ponte Vedra Beach, FL 32082

jlwintz@bellsouth.net

(904) 472-8468

Authorized to work in the US for any employer

Work Experience

Site Coordinator / Grant Manager

State Attorney's Office - Fourth Judicial Circuit - Jacksonville, FL

February 2016 to Present

Serves as the grant manager and point of contact for the federal Sexual Assault Kit Initiative (SAKI). Collects and maintains qualitative and quantitative data and reports progress on performance measures. Actively facilitates policy review and development. Heads a multi-disciplinary team and ensures the group is meeting their goals and completing required federal grant reporting. Monitors grant sub-recipient agencies and identifies relevant training opportunities. Assists in creation and editing of contracts and funding agreements.

Consulting Clinician

BAYS Florida - Jacksonville, FL

October 2014 to September 2015

Provided clinical consultation and support for high risk youth diverted to the JDAP Program in Circuits 4 and 7. Determined clinical needs of each youth and their family and provided consultation and/or coordinated additional services with community agencies. Conducted psycho-educational group counseling. Maintained documentation related to consultation activities.

Owner

Spotted Stork - Ponte Vedra Beach, FL

February 2011 to June 2015

Created business development plan, fully funded and maintain responsibility for overall operations of a new baby and children's retail store. Implement creative marketing plans, promotional events and future advertising opportunities. Maintain relationships with local and national retail representatives and company owners. Monitor and analyze all company financial reports connected to sales, records and purchases. Maintain all accounts payable and receivable. Responsible for all merchandising, internal displays and floor layout, inventory and supply purchasing, inventory control, customer service, budget planning and development.

Chief Executive Officer / Managing Director

Universal Health Services, Inc - Jacksonville, FL

January 2002 to January 2011

Responsibilities

Director for all aspects of the overall operations of "Deemed Status" male juvenile sex offender Day Treatment facility and Alternative School, Outpatient Treatment, and Conditional Release/ Aftercare programs. Planned, organized and directed the day-to-day behavioral health treatment,

custody and care of the youths placed in the program through court order. Oversaw daily classroom operations and funding as Principal of Day Treatment education program. Developed, updated and implemented facility operational policies and procedures. Managed, monitored and ensured staff meet safety, security and contractual requirements. Oversaw recruitment, screening, and hiring of qualified personnel. Maintained a close working relationship with Department of Juvenile Justice, State Attorney's Office, Public Defender's Office, Jacksonville Sheriff's Office and Duval County School Board. Gathered data and composed grant proposals (RFP) to acquire new programs for the company. Monitored and participated in the analysis of all company issued financial and variance reports, as well as budget planning and development. Active member of the Department of Juvenile Justice Circuit Four Board and Quality Assurance Program.

Accomplishments

Results: Annually exceed budget expectations and financial projections set by company. Maintained a zero percent (0%) recidivism rate in the sex offender Day Treatment program. Consistently maintained a "Deemed Status" State of Florida rating for both the Day Treatment and Conditional Release/Aftercare programs. Created and Implemented new GED Exit Option Program.

Executive Assistant to the President

Websource, Inc - New York, NY
May 2001 to May 2001

Assistant to President of large corporation (division of Georgia Pacific). Identified and determined problem areas within existing Human Resources department. Eliminated unnecessary practices, streamlined, reorganized and headed department. Coordinated and assisted in facilitation of meetings, conference calls and presentations. Maintained relationships with multi-million dollar clients.

Grant Writer / Consultant

Profit Solutions, Inc - Jacksonville Beach, FL
March 2000 to September 2000

Collaborated with five Florida county School Boards and organizations to attain government funding for school readiness and early literacy programs in public schools. Gathered, analyzed and organized statistical data. Composed and edited grants for five counties. Presented grant material to Governor's Office in Tallahassee, Florida. Arranged and promoted School Board/grant committee events and special projects. Assembled and issued press releases. Planned, coordinated and facilitated meetings and presentations to committee members.

Results: Grants were approved by State of Florida allowing implementation of programs and higher education standards.

Victim Witness Counselor (Court Advocate)

State Attorney's Office - Fourth Judicial Circuit - Jacksonville, FL
October 1995 to March 2000

Domestic Violence

Acted as liaison between State Attorney's Office and the victims/witnesses involved in domestic violence criminal cases. Conducted pre-trial interviews with victims/witnesses. Provided counsel, guidance and support for individuals during criminal justice process. Attended all court proceedings with victim/witnesses throughout process. Persuaded victims to accept assistance, contacted community resources and monitored progress.

Diversion Specialist - Juvenile Division

Directed mediation hearings on juvenile cases deferred to the First Offender Program. Resolved conflicts, determined appropriate sanctions and prepared prosecution agreements. Compiled and recorded data for statistical purposes.

Intake Paralegal

Executed in-depth interviews with victims of domestic violence. Provided crisis counseling and Injunctions for Protection. Recorded complaints regarding domestic disputes eligible for resolution through mediation hearings. Filed criminal charges and violations of court orders with State Attorney's Office prosecutors. Established and maintained relationships with attorneys and judges within the Fourth Judicial Circuit.

Education

Master of Arts in Psychology

University of North Florida
1999

Bachelor of Arts in Criminal Justice

University of North Florida
1999

Bachelor of Arts in Psychology

University of North Florida
1994

Certifications/Licenses

Adult CPR/AED

Adult First Aid

Protective Action Response (PAR)

Department of Juvenile Justice Quality Assurance Peer Reviewer

Certified Victim Services Practitioner, Office of the Attorney General

Florida Certified Contract Manager

ELLE MARRIOTT, LCSW

LICENSED SOCIAL WORKER, STATE OF FLORIDA
326 OCEANWALK DRIVE SOUTH
ATLANTIC BEACH, FL 32233-4570
H-(904) 247-2269 C-(803) 553-2476

EDUCATION

NORFOLK STATE UNIVERSITY

Master of Social Work, May 1989

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

Bachelor of Arts, Psychology, May 1986

EMPLOYMENT

DIRECTOR OF WRAP AND BEHAVIORAL HEALTH NETWORK SERVICES 2018

Daniel Memorial Inc.
4203 Southpoint Blvd
Jacksonville, FL

**WRAPAROUND CLINICAL SUPERVISOR 2016-present
BEHAVIORAL HEALTH NETWORK COORDINATOR 2014-present**

Daniel Memorial Inc.
4203 Southpoint Blvd
Jacksonville, FL

Responsible for screening, assessments and the coordination/delivery of all mental health services for eligible candidates in cooperation with Children's Medical Services and the district Alcohol, Drug Abuse, and Mental Health Program Office. Determines therapeutic protocol of clients and families in cooperation with the attending psychiatrist and oversees clinical treatment team staffings. Provide community outreach and culturally competent training to family members. Responsible for direct supervision to primary therapists and targeted case managers.

TBOS THERAPIST 2011-2014

Daniel Memorial Inc.
4203 Southpoint Blvd
Jacksonville, FL

Provided individual and family therapy to children, adolescents, and families with severe emotional/behavioral disorders and legal issues. Utilized Evidenced Based Practices to target treatment plan goals/objectives. Coordinated and presided over treatment team meetings to review behavioral health overlay services with psychiatrist and team members. Completed suicide/behavioral assessments, formulated master treatment plans, and documented client's daily progress and response to therapeutic intervention. Responsible for assessing client needs, linking service systems, coordinating system components, and monitoring/evaluating the effects of service delivery plans.

CHILD AND FAMILY THERAPIST 2008-2011

Boys Home Association
2354 University Blvd., North

Jacksonville, FL

Provided therapeutic mental health services to children, adolescents, and families. Conducted all therapy services for a caseload of thirty clients/families and prepared comprehensive psychosocial assessments, master treatment plans, and daily progress notes.

Responsible for weekly consultations with psychiatrist and treatment team members for assessments and evaluation. Provided on-site therapy and behavioral management services in schools and homes. Collaborated with school personnel to ensure clients' educational needs were met.

CLINICAL THERAPIST 2008-2009

Lakeview Health Systems
8889 Corporate Square Court
Jacksonville, FL

Offered group therapy, psychoeducation, and didactic services to adult chemical dependency population. Facilitated lectures in the field of addiction and performed crisis intervention / individual therapy to dual-diagnosed patients and family members in an inpatient hospital setting. Responsible for case management and discharge planning.

CHILD AND FAMILY THERAPIST 2003-2003

Foster America, Inc.
1100 Cesary Blvd.
Jacksonville, Fl.

Provided individual and family therapy to specialized therapeutic foster care clients and families. Developed and implemented all clinical services, including treatment plans and behavioral goals appropriate for individual clients. Interfaced with multidisciplinary team members to ensure patient quality care. Provided 24-hour crisis intervention and support for staff, clients, and foster parents. Designed and conducted 30-hour training program for prospective STFC foster parents to meet Medicaid requirements.

PSYCHOTHERAPIST - SOCIAL WORKER 1993-2002

Branch Medical Clinic
U.S. Federal Government
Mayport, FL

Responsible for individual, group and child/family therapy for Active Duty, dependents and retirees for all Armed Services. Prepared comprehensive psychosocial histories, established diagnoses and developed all treatment plans. Assisted elderly clientele with exploring future living alternatives and discharge planning after release of acute hospitalizations. Reviewed retiree's functional capacity and referred clients to medical professionals when necessary. Ensured community based services were in place and coordinated case management resources for family members. Comprehensive assessments completed for those elderly experiencing depression and anxiety. Employed in a clinic counseling setting, functioning as an independent psychotherapist.

THERAPIST - UNIT DIRECTOR CHILDREN'S PROGRAM 1989-1992

Portsmouth Psychiatric Center/Pines Residential Treatment Center
Portsmouth, VA

Responsible for the clinical management and supervision of direct care services to the residents of the children's program. Rendered direct therapy to a caseload of nine to twelve children and their families. Conducted individual, group, and family counseling. Coordinated unit treatment, team/staff meetings and all clinical staffing's. Developed and designed program packets for families and referral sources. Monitored and supervised staff to ensure adherence to program philosophy. Provided all clinical supervision to senior residential counselors and therapists.

ADMISSIONS DIRECTOR/CRISIS LINE SOCIAL WORKER 1988-1989

Portsmouth Psychiatric Center
Portsmouth, VA

Responsible for evaluating and determining treatment for all walk-in patients. Screened clients in the community on emergency basis when needed. Coordinated unit admissions via physicians and nursing staff. Provided crisis intervention and referrals through crisis line service.

MENTAL HEALTH WORKER 1986-1988

Portsmouth Psychiatric Center
Portsmouth, VA

Responsible for the care and supervision of child, adolescent and adult patients as well as development of individual treatment plans. Utilization of therapeutic interventions to provide continuous counseling and support. Maintained high standards of patient care.

INTERNSHIPS

SOCIAL WORKER 1 1988-1989

Child and Family Service
Portsmouth, VA

Provided individual, marital, and family therapy. Responsible for intake assessments of clients and their families, treatment plans and case histories. Extensive training in both structural and strategic approaches to family therapy.

PROBATION COUNSELOR 1987-1988

Norfolk Juvenile and Domestic Relations Court
Norfolk, VA

Prepared social history investigations and appropriate dispositional recommendations on juvenile, domestic and adult cases. Responsible for assessing clients' present status/ needs as well as completing records to include concise descriptions of all client contacts. Made referrals where appropriate.

PUBLICATIONS

Researched and co-authored entries for publication in The Encyclopedia of Special

Education.

Brown, R.T. & Marriott, E.B. (1987). Failure to Thrive. C.R. Reynolds & L. Mann (Eds.).
The Encyclopedia of Special Education. New York: Wiley.

Brown, R.T. & Marriott, E.B. (1987). Minor Physical Anomalies. C.R. Reynolds & L. Mann (Eds.).
The Encyclopedia of Special Education. New York: Wiley.

OTHER

Infant Mental Health Specialist – 128 hours CEU 2014 – 2015

Rostered Child Parent Psychotherapy (CPP) Provider, an evidence-based intervention designed for working with infants, toddlers, and young children and their parents/caregivers who have experienced trauma. CPP is rated by the California's Evidence-Based Clearinghouse as an evidence-based intervention with a "high" relevance rating for children ages 0-5 in the child welfare system and is a predominate intervention in "baby courts". The primary goal of CPP is to support and strengthen the child/parent relationship as a vehicle for restoring the child's sense of safety, attachment, and appropriate affect and functioning.

PATS Rostered TF-CBT provider

Completed 21st Century Johnson Model Interventionist Training

Certified EMDR Level I

Certified Wraparound Coordinator

Certified Wraparound Coach

Certified Wraparound Trainer September 2017

REFERENCES

Available upon request

Christian Senko

Objective:

I would like to assist the community in a positive manner through a position in mental healthcare or social work, using my compassion and hard work as driving forces.

Education:

Northern Lehigh High School, Slatington, PA September 2004-June 2008

High School Diploma

Temple University, Philadelphia, PA September 2008-May 2012

Bachelor's of Psychology

-GPA 3.72 (Dean's list from September 2009 until graduation)

-Graduated Cum Laude

Experience:

Daniel Kids, Jacksonville, FL Feb 2016-Present

Senior Lead Wraparound Coordinator

Mental Health Resource Center, Jacksonville, FL May 2015-Feb 2016

Wraparound Coordinator

- Assist families with children with mental health needs in achieving their vision through structured plans
- Communicate with family to make certain family's needs are being met with community providers
- Establish a plan of care with feedback from caregivers, children, and providers from multiple facets of child's life

KidsPeace, Orefield, PA April 2013-February 2015

Mental Health Technician III

- Direct supervision and direction to emotionally and behaviorally challenged adolescents
- Implement therapeutic groups and goals
- Work as a team leader to assure clients are safe
- Guide adolescents and aid them in their treatment

Temple Math and Science Resource Center, Philadelphia, PA September 2009-May 2012

Office Staff/Class Assistant

- Supervise a computer lab and office resource center
- Assist students and faculty with books and computers
- Score papers and work directly with professors to help maintain classroom dynamics

Camp Tioga, Thompson, PA

June 2011-August 2011

Cabin Leader

- Collaborate with peers to implement safe and exciting activities
- Supervise a variety of ages of children, from six to seventeen
- Provide guidance to children in a structured environment

Certifications:

First Aid

CPR

Case Management

Youth Mental Health First Aid

Life Space Crisis Intervention

Wraparound Coordination

Nonviolent Crisis Intervention

References:

Mona Zaoudeh, Philadelphia, PA

(215) 204-8466

Peggy Henderson, Jacksonville, FL

(904) 772-4180

Brandon Yarber, Allentown, PA

(302) 602-0248

Betsy Dobbins

2218 Cypress Landing Drive, Atlantic Beach, Florida • betsy.dobbins@gmail.com • (530) 448-0383

PROFESSIONAL EXPERIENCE

Center for Children's Rights, Inc., Jacksonville, Florida May 2018 – Present
Executive Director

Lead youth legal resource center; provide civil legal representation and advocacy to children; and engage in rights respecting, trauma informed policy and practice reform advocacy.

Office of the Public Defender, Fourth Judicial Circuit, Jacksonville, Florida Sept. 2015 – May 2015
Attorney, JV-B Crossover Court and JV-A

Provide criminal defense in for youth and foster children in delinquency system. Provide legal representation in juvenile life without parole re-sentencings in the 4th Judicial Circuit.

Youth Villages, Atlanta, Georgia March 2011 – June 2012
Bilingual Family Intervention Specialist

Provided trauma informed intensive in-home counseling and case management to families involved with Department of Family and Children Services and Department of Juvenile Justice. Fostered successful reunification and sustained positive outcomes for children and families.

Placer County Children's System of Care, North Lake Tahoe, California 2007- 2011
Bilingual Client Services Counselor II

Utilized trauma informed mental health interventions, case management, and crisis prevention/intervention for families involved in wrap around services through child welfare and juvenile justice systems. Implemented and managed a positive behavior intervention program in the North Tahoe School District.

North Tahoe Family Resource Center, North Lake Tahoe, California 2005- 2007
Bilingual Family Advocate (Differential Response)

Provided trauma informed confidential intensive case management and advocacy for high-risk families and children in areas of assessment, plan development, crisis prevention/intervention, and resource brokerage to decrease child welfare involvement.

Project MANA, North Lake Tahoe, California 2004- 2005
Bilingual Hunger Relief Coordinator

Directed emergency food distributions for over 500 community members weekly, coordinated holiday food programs/distributions and volunteer outreach, managed governmental food supplemental programs.

ACADEMIC SCHOLARSHIP AND PRESENTATION

Paper Presenter, June 2017

Resilience Research Center, Pathways to Resilience IV Conference; Capetown, South Africa
"Pathways to Resilience for Latino Youth in the Juvenile Justice System: Reciprocal Relationships with System Stakeholders and the Need for a Transformative Framework rather than a Rehabilitative One."

Adjunct Professor, Florida Coastal School of Law, Summer Session 2016
Children's Rights Street Law Practitioner's Clinic

Presenter, April 2015

A Workshop on Vulnerability and Education, Emory University Vulnerability and the Human Condition Initiative
"Me Da Cuenta: " A Case Study on the Impact of Resiliency and Vulnerability on the Educational Outcomes of Juvenile Justice Involved Youth

Director, March 2015

Law Review Spring Symposium, Florida Coastal School of Law
"Youth and the Law: Making Visible the Legal Rights and Needs of Minors"

Presenter, October 2011

Annual Staff Training, Southern Poverty Law Center
"Health and Safety for Advocates and Clients: Safety Planning and Crisis Management in the Field"

Betsy Dobbins

2218 Cypress Landing Drive, Atlantic Beach, Florida • betsy.dobbins@gmail.com • (530) 448-0383

Thesis Advisor, November 2010

Sierra Nevada College, Masters in Education Program

Hughes, N. Adventures in education: outcomes and best practices in outdoor adventure education. Sierra Nevada College: Incline Village, NV.

Thesis Advisor, April 2010

Sierra Nevada College, Masters in Education Program

Otis, J. Historical and cultural factors affecting Spanish two-way immersion programs in the United States and California. Sierra Nevada College: Incline Village, NV.

Presenter, Silver State Alliance of Boys and Girls Club 2009

"Rethinking "risk:" towards a new model for engaging children, young people, and their families in relationships for positive youth development and academic connectedness."

Guest Class Lecturer

Jacksonville University: Disproportionate Minority Contact in the Criminal Justice System (Fall 2016)

University of North Florida: Overview of Juvenile Justice (Spring 2016)

University of Nevada, Reno: Anthropology 720 Gender and Migration: Women, Men, and Global Movement (Fall 2009); Social work 650 Social Oppression (Fall 2008); Social Work 651 Gender Issues in Social Work (Spring 2008)

EDUCATION

Juris Doctor, *Magna Cum Laude*, May 2015

Florida Coastal School of Law; Jacksonville, Florida

Master of Social Work, May 2009

University of Nevada Reno; Reno, Nevada

Bachelor of Arts with Honors, May 2004

University of North Carolina at Chapel Hill; Chapel Hill, North Carolina
Morehead-Cain Scholar (4-year all expenses paid education)

PROFESSIONAL AFFILIATIONS

Jacksonville Bar Association Member

Public Interest Law Section, The Florida Bar Association, Member

Florida Association of Criminal Defense Attorneys, Member

National Association of Social Workers

RECOGNITION

Florida Juvenile Justice Delinquency and Prevention State Advisory Group Member (2018-Present)

James A. Richter Humanitarian Award, Florida Coastal School of Law (2015)

Barbara McCalla Memorial Award, Florida Coastal School of Law (2015)

Chris Balin Award for Exemplary Advocacy for Cultural Competency, Equality, and Social Justice in the North Tahoe Community (2010)

Tahoe Women's Services Domestic Violence Prevention Volunteer of the Year (2006)

COMMUNITY SERVICE

200RYT Trauma Informed Yoga Teacher, Yoga 4 Change (2018-Present)

Volunteer, Surfers for Autism (2012 - Present)

Vice President, Board of Directors, Boys and Girls Club of North Lake Tahoe (2010 - 2011)

AmeriCorp Volunteer, Hunger Prevention Coordinator for Project MANA (2004 - 2005)

LANGUAGES: English, Spanish.

Machumu A. Harris

9734 Tapestry Park Circle Apt 280, Jacksonville, Florida, 32246
Home (904) 775-0700, harrismachumu@gmail.com

Career Objective

To obtain employment which will utilize my strong background and skills in the Social Service and Human Service field and to gain the opportunity for professional growth with an established company, which will provide me with the essential necessary for advancement.

Summary of Qualifications

Responsive Special Education teacher who excels at communicating with children with special needs and working collaboratively with the school team. Proficient in handling adaptive equipment supporting the teacher's instructional plans and monitoring students. Communicate well when speaking or writing; able to act as a facilitator between different personality types; communicate effectively with students, staff and supervisors. Able to develop and maintain a working relationship with a wide range of personnel. Experienced at maximizing resources on hand. Exhibits a professional appearance; and strong leadership skills. Able to adapt to changing situations, and the expertise to make a decision and follow through to an effective solution.

Education

Master of Science in Human Resource Management Troy State University, Dothan, Al.	2015
Psychology / Bachelor of Science Troy State University, Dothan Al.	2010
Psychology / Human Services Technology Darton College, Albany, Ga.	2007

Employment History

Hope Haven, (Team Up Enrichment Program), Jacksonville, Fla. 2017 – Present
Site Director

Coordinate operations of school-based after-school program ensuring high quality, comprehensive programming in a safe, nurturing and fun environment. Comply with all policies and procedures set by the Jacksonville Children's Commission, govern by Hope Haven. Supervise, observe, and ensure the safety of the children enrolled in the program. Maintain records including personnel files, children's files, weekly site reports, class lists, sign-in/out sheets, attendance sheets, and meal counts. Actively maintain positive communication with parents. Recognize parent concerns, evaluate course of action, and respond professionally to the needs of the parents. Familiarize self with all aspects of the site budget to ensure that all resources are managed effectively and within budgetary constraints.

- Assist Accounts Receivable Specialist with managing enrollment and accounts receivables.
- Comply with the guidelines of the After School Snack Program.
- Work directly with the cafeteria manager to ensure the program is billed accurately for snacks.
- Responsible for maintaining inventory list and for requesting supplies and equipment

Duval County Public Schools, Jacksonville, Fla.
Exceptional Student Educator (Teacher)

2016 - Present

Implement multiple curricula including mathematics, science and literacy, incorporating Common Core and state standards into lesson planning. Develop and implement individualized education program for special education students. Identify and implement goals tailored to the student's individual needs and abilities. Coordinate with parents, teachers, teacher assistants and various service providers that include speech, Occupational and physical therapists for students having learning disability.

- Write and administer tests and evaluations adapted to the abilities of each student
- Differentiate activities and goals to meet each student's individual needs and abilities
- Lead efforts to ensure effective academic progress for each student with high rates of program completion.
- Develop new curriculum, class work, tests and activities within district guidelines.
- Develop progress reports, student reviews and reassessments in compliance with state programs and school policy.

Asurion, Albany, Ga.

2009 – 2016

Customer Support/Technical Support New Hire Transition Supervisor

Responsible for developing and supervising customer service agents in a call center environment for the technical support department and providing administrative support to ensure efficient operation and unification of other staff relation for the development plan of DirecTV project. Trains, coaches, and mentor employees on how to deliver the best customer service possible by providing world class customer relations by supporting the mission of Asurion.

- Handle major incidents and customer grievance and complaints that cannot be resolved by agents.
- New Hire orientation
- Compile and print reports on overall customer satisfaction.
- Determining appropriate course of action to ensure the customer issue and document the interaction through contact tracking
- Onboarding and termination of employees
- Professionally handle incoming request from customers and ensure that issues are resolved

Aspire Behavioral Health & DD Services, Albany, Ga.

2013 – 2016

Human Services Technician /Mental Health Technician

Functions as a member of the Treatment Team in providing a basic level of general and psychiatric care for the patients on the Mental Health Units, including individual therapy, leading group therapy (process groups), fully assisting patients with secondary care to patients under the supervision of a Registered Nurse and treatment team. Responsible for the safety of assigned unit environment & patient population by conducting visual observations of patients, monitoring & reporting abnormalities to per physician's orders to include appropriate documentation. Performs & documents searches & belongings inventories according to policy.

- Promotes a safe and secure environment to provide for the safe delivery of care
- Participates in team meetings and Quality Improvement initiatives
- Participates in codes to protect the patient from harming self or others
- Assists patients in becoming accustomed to hospital routine and encourages them to participate in social and recreational activities to promote rehabilitation.

Albany Advocacy Resource Center, Albany, Ga.

2002 - 2009

Case Manager

Responsible for the day to day operation and activities of the group home. Organized and implemented daily living skills training for children and adults with development disabilities while overseeing the care of the clients, the facility and the program implementation in the group home. Documentation of consumer's activities in the files such as medical information, communication with other agencies, families and progress of the individual support plan goals.

- Attending consumers' annual staffing and assisting the team in determining the treatment plans
- Gathered documentation in State Medicaid Audit of the agency
- Located benefits such as affordable housing and state funds for consumers who needs assistance
- Advocating for our consumers within the community
- Collaborate with other agencies to ensure the overall progress and living skills for the developmental
- Prepared daily shift reports and counseling and unit planning on a case by case situation
- Developed individual's treatment plans for clients
- Provided outreach and crisis intervention
- Assisted clients with accessing community resource

Certification and Honors

- HEARTSAVER CPR / FIRST AID/ AED
- NAMA CERTIFIED ANGER MANAGEMENT SPECIALIST-1
- PHI THETA KAPPA HONOR SOCIETY
- TOOLS FOR SUCCESS WINNER

Reference: Available upon request

Lisa A. Maldonado

7413 Greenway Drive
Jacksonville, FL 32244

Phone: 904-759-4978

Email: lhaldon@comcast.net

SKILLS HIGHLIGHT

- ❖ Over 15 years in an operational/financial leadership position.
 - ❖ Over 20 years of experience in non-profit fundraising.
 - ❖ Exceptionally detail oriented with a strong interest in analytical results.
 - ❖ Significant strengths at building and maintaining relations with vendors, donors and other constituents.
-

PROFESSIONAL EXPERIENCE

Finance and Human Resources Manager
Partnership for Child Health

Jacksonville, FL

08/2016 – Present

Financial Management

- Develop and maintain financial accounting systems for cash management, accounts payable, accounts receivable, credit control, and petty cash and prepare timely and accurate financial statements and reports that are appropriate for the users and in accordance with generally accepted accounting principles (GAAP).
- Responsible for all bookkeeping functions including maintenance of the general ledger, accounts payable, accounts receivable, and all project/program and grants accounting.
- Oversee and lead annual budgeting and planning process; administer and review all financial plans and budgets; monitor progress and changes and keep senior leadership team and Board up to date regarding the organization's financial status.
- Manage organizational cash flow and forecasting to ensure that cash flows are steady and support operational requirements.
- Implement a robust financial management/ reporting system; ensure that the contract billing and collection schedule is adhered to.
- Update and implement all necessary business policies and accounting practices; improve the overall policy and procedure manual.
- Ensure that all statutory requirements of the organization are met including nonprofit status.
- Document and maintain complete and accurate supporting information for all financial transactions for multiple programs.
- Reconcile bank accounts.
- Assist with the preparation of budgets for funding and grant applications.
- Project management accounting - Maintain financial records for each project/program in a manner that facilitates management reports and provide accurate and timely reports on the financial activity of individual projects in accordance with contract agreements with funders.
- Coordinate and lead the annual audit process - Coordinate with external auditors and the finance committee of the Board.

Human Resources

- Responsible for all payroll functions.
- Process bi-weekly payroll including bank transfers to assure funding by applicable accounts.
- Maintain employee attendance and leave records.
- Negotiate and manage the employee insurance and benefits plans.
- Process and submit payroll taxes and benefits remittances on time.
- Update Quickbooks as needed with changes in tax rates, etc.
- Further develop the organization's human resources and administration, enhancing professional development, compensation and benefits, performance evaluation, training and recruiting.

- Ensure that recruiting and hiring processes are consistent and streamlined including orientation of employees regarding staff tools, policies and procedures.
- Monitor all legislation relevant to the organization (employment standards, occupation health and safety, human rights, etc.) and all regulations on professional certification to ensure that the organization is compliant.
- Respond to employee questions regarding payroll and benefits.
- Prepare annual W2s and 1099s.

Director of Operations, Annual Giving and Stewardship

Florida State College Foundation

Jacksonville, FL

08/2011 – Present

Operations

- Responsible for overseeing the day-to-day activities of the Foundation to improve the operational systems, processes and policies of the organization's mission, specifically: better management reporting, information flow and management, business process and strategic organizational planning.
- Provides coordination and leadership as liaison between the Foundation and Human Resources, Information Technology and Finance through improvement to each function as well as coordination and communication between support and business functions.
- Responsible for all aspects of personnel within department: hiring, training, monitoring, annual evaluations.
- Created new policy and procedure manual for the Foundation and implemented comprehensive internal controls to satisfy audit needs. Updates as needed and works with staff and other departments to inform of current policies as well as updates.
- Responsible for adhering to and maintaining all non-profit statutory requirements to include: annual report, audit, IRS form 990, charitable solicitations acts, etc.
- Collaborates with Vice President of Institutional Advancement and Foundation Executive Director to strategically establish Foundation goals and objectives that align with the College's goals and objectives.
- Responsible for routine maintenance of equipment within department as well as conducting periodic safety reviews.
- Responsible for working with existing vendors to ensure contracts are adhered to, and continually surveying the market to determine if current needs are being met as efficiently and as cost effective as possible.
- Supervises, coaches, and trains other departmental personnel as needed.

Financial

- Oversees overall financial management, planning, systems and control including the annual financial audit, \$44M investment portfolio, and \$46 million in total assets.
- Develops and manages the annual budget and works in tandem with the Foundation's accountant and the Board of Directors to oversee monthly and quarterly assessments and forecasts of organization's financial performance against budget, and financial and operational goals.
- Oversees day-to-day accounting functions and serves as back-up to the Foundation Accountant.
- Collaborates with College scholarship office and various program directors to successfully award over \$1.5M in scholarships and over \$800,000 in program funds annually.
- Responsible for providing financial reports of funds, programs, events, and other activities to show return on investment.
- Prepares in-depth analysis on program outcomes and measures as well as comparing current activities to historical data.
- Manages grant activity by monitoring for usage and providing reports to the donor as outlined in the agreement.

Fundraising

- Responsible for planning, organizing, and implementing special events ranging from small receptions to full galas, including golf tournaments.
- Works with donors and board members to achieve fundraising goals.
- Created comprehensive stewardship plan to appropriately acknowledge all levels of giving.
- Serves as Foundation representative at all new employee orientations, new faculty orientations, and the College's Convocation.
- Manages fundraising system database; supervise gift processing, tracking and donor acknowledgements.

Foundation Financial Manager

St. Vincent's HealthCare Foundation

Jacksonville, FL

05/2007 – 08-2011

- Managed all financial aspects of the Foundation, monitored overall bottom-line to ensure adherence to donor intent and fiscal responsibility.
- Prepared department budget in conjunction with department goals and monitored progress, providing analysis on large variances between budget and actual.
- Successfully rejuvenated the employee giving campaign resulting in donations totaling approximately \$150,000 annually.
- Successfully awarded over \$1M annually to various hospital programs.
- Managed the grant process between the Foundation and St. Vincent's HealthCare programs.
- Acted as staff liaison for the Distribution, Investment, and Audit Committees of the Board.
- Managed the pledge process by preparing all pledge invoices and donor history statements and overseeing the pledge collection process to ensure timely payments and accuracy in pledge balances.
- Managed external audit process, working with the Audit Committee, Auditors, and Accounting Department to ensure accuracy and timeliness of audit and tax form 990.

Education

University of West Florida
MSA, Public Administration

Pensacola, FL

2011

Flagler College
BS, Public Administration
GPA 4.0, Summa Cum Laude
Received the David B. Shoar Award for Academic Achievement

St. Augustine, FL

2006

Affiliations

Association of Fundraising Professionals (AFP)
Member since 1998
Board of Directors 1999 – 2003 and 2009 to present
Treasurer of Florida Caucus – 2015 to present

Council for Advancement and Support of Education (CASE)
Member since 2011

Society for Human Resource Management (SHRM)
Member since 2017

Selena Webster-Bass, MPH
(904)504-9772
selena@voicesinst.org

Education

Master of Public Health, University of South Florida, December 1998
Concentration Area: Tropical Health and Communicable Diseases

Bachelor of Science, University of North Florida, May 1995
Major: Biology
Minor: Music History

Expertise: Individual and Organizational Cultural and Linguistic Competency, Behavioral Health Equity, Faith-Based Engagement, System of Care Core Values Integration and National Cultural and Linguistic Competency Services (CLAS) Standards

Professional

CEO/Lead Innovator, Voices Institute, LLC, November 2015 - present

- Providing professional learning in multicultural consciousness, social justice and well-being for health and human service organizations, businesses, non-profits, faith-based organizations and academic settings
- Providing consulting services specific to the National Culturally and Linguistically Appropriate Services (CLAS) Standards, integration of System of Care Core Values -- family-driven, youth-guided and cultural and linguistic responsive service delivery and multicultural community engagement
- Core partner of the Technical Assistance Network for Children's Behavioral Health (TA Network) & the National Training and Technical Assistance Center for Children's Behavioral Health (NTTAC)
- Contracts with The Partnership for Child Health, National Sickle Cell Disease Association of America, Birnie Bus Transportation, UF Health, Healthy Families, Children's Home Society, Child Guidance Center, Right Path and other health and human service partners for professional development in cultural and linguistic competence
- Certified Youth and Mental Health First Aid Instructor

Cultural & Linguistic Competency Coordinator/Educator, Jacksonville System of Care Initiative, November 2011 – November 2016

- Facilitated over 50 cultural and linguistic competency trainings with mental/physical health professionals, social service professionals, educators and law enforcement across the United States with increased pre/post knowledge scores and over 95% satisfaction with training experience
- Developed a CLC Plan, policies and processes while implementing four cultural and linguistic competency training modules for professionals

- Initiated *The Mirror Project*, a cultural and linguistic competency organizational self-assessment process with over 12 behavioral health and youth serving agencies in Northeast Florida
- Established and led four cultural and linguistic competency sub-committees: Refugee/Immigrant Populations, Hispanic-Latino(a) Populations, Faith-Based and LGBTQ Sub-Committees to promote cultural awareness, knowledge, skills and inclusiveness and reduce disparities and inequities

Adjunct Professor, University of North Florida, August 2012 – 2014

Science Teacher, Duval County Public Schools, August 2010 – November 2011

Consultant, Webster-Bass Health Resources Group, May 2007 – November 2015

- Contracted as health educator, researcher, cultural competency and health literacy consultant.

Senior Program Director/Consultant, Be Sickle Smart Program/Novartis Pharmaceuticals, May 2007 – December 2009

Program Manager, Pediatric Sickle Cell Program at Shands Jacksonville/ Nemours Children's Clinic, Jacksonville, Florida, April 2003 – May 2007

Project Director, University of Florida, Department of Pediatrics, Jacksonville, Florida, Anne E. Dyson Community Pediatrics Training Initiative, July 2002 – January 2003

Community Medicine Director, Shands Jacksonville Family Practice Center/ UF Family Practice Residency Program, Jacksonville, Florida, July 2000 – July 2002

Special Projects Coordinator, Northeast Florida Area Health Center/SHANDS Jacksonville-University of Florida (UF) Family Practice Residency Program, Jacksonville, Florida, July 1999 – July 2000

Selected Peer-reviewed articles

1. Sarkodie A, Meires J, Hannah L, **Webster-Bass S**, and Lavina J. Attitudes, Knowledge, and Comfort Levels of Inner-City School Teachers and Administrators Regarding Children in their Classrooms with Asthma. Jacksonville Medicine, 2001.
2. Peterson K, Alzate I, Meires J, **Webster-Bass S**, Hannah L, and Reeder H. Detection of Early Alzheimer's Disease in the African American Population Using the 7-Minute Screen. Jacksonville Medicine, 2001.

Selected Presentations

1. **Webster-Bass S**. *Developing a Cultural Competency Program for Family Practice Residents*, February 2001, Society of Teachers of Family Medicine Conference, Kiawah Island, South Carolina.
2. **Webster-Bass S**. *Child Rights and Cultural Competency for Pediatricians*. Pediatric Society Conference 2013, Washington, DC.
3. **Callejas, L., Lazear, K. and Webster-Bass, S**. *National Standards for Culturally and Linguistically Appropriate Services (CLAS)* University of Maryland Technical Assistance for Children's Behavioral Health Conference, May 2017

Attachment G. CJMHPA Reinvestment Grant Planning Council

CJMHTSA REINVESTMENT GRANT PLANNING COUNCIL OR COMMITTEE

Laura Lambert
STATE ATTORNEY OR DESIGNEE

Magistrate Brooke Brady
COUNTY COURT JUDGE

Stacy Peterson
LOCAL COURT ADMINISTRATOR OR
DESIGNEE

Councilwoman Joyce Morgan
COUNTY COMMISSION CHAIR

Mike Williams
SHERIFF OR DESIGNEE

Dawn Gilman
AREA HOMELESS OR SUPPORTIVE
HOUSING PROGRAM REPRESENTATIVE

Mark Refour
DJJ - DIRECTOR OF DETENTION
FACILITY OR DESIGNEE

Patricia Medlock
DCF - SUBSTANCE ABUSE AND
MENTAL HEALTH PROGRAM OFFICE
REPRESENTATIVE

Jim Clark
COMMUNITY MENTAL HEALTH
AGENCY DIRECTOR OR DESIGNEE

Federation of Family Executive Committee
PRIMARY CONSUMER OF
COMMUNITY-BASED TREATMENT
FAMILY MEMBER

Rob Mason
PUBLIC DEFENDER OR DESIGNEE

Judge Gooding
CIRCUIT COURT JUDGE

Jill Bessette
STATE PROBATION CIRCUIT
ADMINISTRATOR OR DESIGNEE

Jennifer Whipple
COUNTY DIRECTOR OF PROBATION

Chief Derrick Mitchell
POLICE CHIEF OR DESIGNEE

Vacant
CHIEF CORRECTIONAL OFFICER

Donna Webb
DJJ – CHIEF OF PROBATION OFFICER OR
DESIGNEE

Federation of Families Executive Committee
PRIMARY CONSUMER OF MENTAL
HEALTH SERVICES

Candace Hodgkins
LOCAL SUBSTANCE ABUSE TREATMENT
DIRECTOR OR DESIGNEE

Federation of Family Executive Committee
PRIMARY CONSUMER OF SUBSTANCE
ABUSE SERVICES