



PQI Department

July 1st 2020-June 30th 2021



FY21

Impact Report Summary



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FY21

Executive Statement

"None of us expected that this far after the start of the pandemic we would still be in the thick of it, but of course, the battle to keep our communities, families, participants and employees safe, secure and healthy in the face of the virus wages on.

I continue to be so proud of our entire workforce who have been providing essential human services long before we ever heard the word "COVID."

"We are so grateful to all those individuals and organizations who have provided us with support, funding, and in-kind assistance, all of which has enabled us to have the important and positive impact we have had, and continue to have, on the lives of the thousands of individuals and families we serve.

As you will see from this report, we have not retreated from our mission in this time of crisis, rather we have run straight to the front lines where we will remain serving those in greatest need.
Thank you! "



Marty Castro, CEO Casa Central



Who Did Casa Central Serve?

5,584

total people served

Primary: 1,758

Secondary: 2,580

Single-Service: 1,246

70%

primary participants
are female

113

Adult Seniors offered
virtual emotional and
cognitive support via
remote services

48

Families experiencing
homelessness

70

Individuals impacted
by domestic violence
and other trauma

239

Families in need of services to
improve family functioning
and child well-being

327

Children in School Age
Program and Early Learning
Academy

934

Adults requiring daily
living assistance



Program Highlights

FY21 presented its ongoing challenges amongst precautionary measures due to COVID-19. Through this the PQI department has remained consistent in collecting data to ensure best practices and quality service delivery. As the PQI system and culture has been strategically integrated into the organization, these highlights provide a "snap shot" of deeper analysis for FY21.

Focus Areas

Casa Central programs remained diligent in continuing to persevere in achieving their annual work plan goals and providing participants with quality service, Work Plans contain four possible focus areas:

Health: Participants build knowledge, skills and habits to improve their physical health outcomes

Safety: Participants gain knowledge and confidence to make informed choices about their safety and the safety of their families

Education: Participants increase knowledge and skills to achieve their full potential and contribute meaningfully within their families and communities

Well-Being: Participants improve their well-being and are able to meet their basic living needs in the context of positive family and community relationships

Below are the highlights of results for FY21

98%

of the children did not experience maltreatment during intact family services

IF

100%

of participants successfully completed the 5-part Job Readiness training series reported improvement in their job seeking skills

LP

100%

of our adult wellness participants, who decided to accept virtual services received ongoing support and engaged in cognitive stimulation activities.

AWC

96%

of participants reported feeling supported in managing their daily living activities.

HCS

95%

of students reported that the program helps them be more academically successful at school

SAP

100%

of caregiver/parent participants reported services supporting and strengthening their parent/caregiver-child relationships.

VPI

93%

of children met or exceeded expectations in physical development (gross and fine motor skills)

ELA-CB

77%

of children met or exceeded expectations in physical development

ELA-HB

Participant Satisfaction Results

"I feel that the quality of my life has improved as a result of Casa Central"

90%

"Overall, I am satisfied with the services I am receiving at Casa Central"

92%



Program Success Stories

SAP

When "Julio's" mother, "Anne", enrolled him in SAP in October of 2020, she shared with staff that 8-year-old Julio was struggling with e-learning and displaying behavioral issues throughout the day that were interfering with his ability to learn and her ability to successfully work from home. Anne was receiving emails and calls from Julio's teacher several times per week, and she was feeling frustrated and hopeless. Julio, who had previously been very excited about school, had started saying things like, "I hate school!" and "I can't do e-learning."

Team SAP facilitated full-day e-learning for Julio and 29 other students during the 2020-2021 school year and partnered closely with families and schools to make the challenging experience as successful as possible. The SAP Director joined Anne during parent-teacher conferences for Julio, and together with the teacher, Anne and the SAP team developed plans to provide Julio with the support he needed to make e-learning work as well as possible for him. Opening this line of communication and building collaboration between the important adults in his life made all the difference for Julio!

The SAP team and Julio's teacher built in frequent breaks for him during the day, making sure he had opportunities to "shake his sillies out", move his body, and safely interact with peers in-person at the program. The team also focused on positive reinforcement for Julio, affirming the effort he was putting forth and his resilience in the face of challenges. While he's really excited to be able to return to in-person learning in the fall, Julio ended his year of e-learning successfully, thanks to the awesome teamwork of his mom, teacher, and SAP team!





Program Success Stories

ELA-CB

Mom, "Joy", enrolled her 2-year-old daughter, "Lucy," in our Center-Based Early Learning Academy in January of 2021. At that time, Joy stated that all she needed was a safe place to leave her child while she worked, and that she was not interested in building a relationship with the staff herself. Joy declined invitations to participate in parent-teacher conferences, meet with team members to review the results of Lucy's developmental screenings, or engage in family goal-setting with her assigned Family Development Specialist (and she didn't make time for conversation with staff when she dropped off or picked up Lucy.) The team decided to move at Joy's pace but continue making gentle efforts to engage her, with the goal of honoring her role as her child's first and most important teacher.

Through text messages from the teachers with updates about what Lucy was doing during the day, friendly "hello's" from caring staff at pick up and drop off, and sharing resources and information to support the family, the ELA team helped Joy slowly began to trust and open up more. Eventually, Joy shared that she had left previous early childhood settings because she had felt shamed as a parent, rather than supported, when it seemed that Lucy might have a speech and language delay. The ELA team highlighted Lucy's many strengths and their enthusiasm about the progress Lucy had made in just a few months at the center, and supported Joy with understanding how to get Lucy assessed and connected with speech therapy services.

After just 3 months, Joy participated in a parent-teacher conference, where she and the classroom teachers were able to celebrate all the progress they were seeing in Lucy, both at the program and at home!





Program Success Stories

ELA-HB

“Emily” and “Guillermo” enrolled “Laura”, their 3-year-old daughter, in the Home-Based Early Learning Academy shortly after Laura was diagnosed with Autism. Emily and Guillermo reported feeling unsure of how best to support Laura, their only child. They noted that they didn’t realize Laura’s development was delayed or different because they didn’t have experience with other children, and shared that they felt overwhelmed by the evaluations, therapies and special education, and other services they’d been told Laura now urgently needed. The Parent Educator, Family Development Specialist, and Disabilities Coordinator partnered closely with one another, and with Emily and Guillermo, to develop plans. Emily and Guillermo knew they could bring their questions to this team, and receive accurate information, patience with their concerns, and support navigating many new systems.

Through weekly home visits, with individualized approaches based on Laura’s developmental stage and needs, she began showing incredible progress, particularly in the areas of speech and self-help/independence. Laura showed interest in books for the first time, and clapped her hands and vocalized “yay” when it was time to read with her parents. Emily cried the first time this happened, commenting, “I feel like a good mom for the first time in a long time.” The Parent Educator helped Emily and Guillermo learn how to support Laura while allowing her age and developmentally appropriate independence, and Laura began doing things like picking out what she wanted to wear for the day and feeding herself. Together, the ELA team and the family are helping Laura achieve milestones, and celebrating each step along the way!





Program Success Stories

VPI

“Monica” and her 5-year-daughter “Karla” were referred to the Safe Start program by their ELA Home-Based Parent Educator after Monica shared that she had concerns regarding Karla's behavior, and that she often felt so frustrated that she considered “just walking away from it all.” With the Safe Start program, Monica was able to open up to her Therapist about her own experiences of witnessing domestic violence as a child, domestic violence she had experienced in her relationship with Karla's father, and her history of struggles with depression. The Therapist provided support to Monica, encouraging her to focus on her own needs for healing from these traumatic and challenging experiences in order to also be able to be of support to Karla.

As Monica continued to engage in services, she began to see how her own life experiences were making it difficult for her to tend to Karla's needs, and how trauma that Karla experienced might also be influencing Karla's behavior. Through play therapy as a family, Karla became more comfortable sharing her experiences and concerns. This empowered Monica to process family events with Karla and reinforce that they were safe together; it also helped Monica demonstrate that she could recognize and help Karla with her emotional needs.

With time, Monica realized that Karla's acting-out behaviors were Karla's way of asking for help, and that Monica had the skills and capacity to provide exactly the help Karla needed. The family began to heal together, strengthening and finding joy in their relationship with each other.





Program Success Stories

AWC

Due to COVID-19, the Adult Wellness Center was required to discontinue on-site programming and the Center had to close during the entire fiscal year. However, staff continued to monitor the participants' well-being via remote services, which included daily and/or weekly phone calls to all the participants, as well as providing weekly psychoeducational and recreational material via mail.

One of the Adult Wellness Center's participants, Ella, conveyed her gratitude to program staff, for the phone calls she was receiving. She expressed her appreciation for the opportunity to converse and laugh with staff on a regular basis.

Ella also expressed her sadness regarding the closing of the Adult Wellness Center, due to the pandemic. She mentioned that she missed her friends and the program's daily activities.

Ella added that she wished to return soon, but that in the meantime, she felt a sense of support, happiness and companionship, from the phone calls she received. She commented that, "Every week I have my breakfast, drink my coffee and then I sit down to wait for your call."



HCS

In April 2020 Mrs. Munoz, a Home Care Services participant, requested that her in-home care services be put on hold due to the COVID-19 public health crisis. Nonetheless, program staff continued to monitor her well-being via regular phone calls. In August 2020, however, Mrs. Munoz informed her assigned Home Care Services supervisor that she needed to have her in-home care services reinstated because her health was beginning to deteriorate. The program immediately reinstated her services and in September 2020, via a phone call to program staff, Mrs. Munoz conveyed her gratitude and happiness regarding the services she was receiving.

Mrs. Munoz admitted that she had been initially fearful in allowing a home care aide into her home, due to the COVID-19 pandemic. Mrs. Munoz stated that her fear was soon alleviated as she witnessed her home care aide consistently wearing her mask, washing her hands, using gloves and maintaining social distance. Mrs. Munoz conveyed her sense of confidence and comfort regarding her Home Care Aide, adding that she has learned a lot from her worker, who has encouraged Mrs. Munoz to wear her own mask and to clean her hands regularly. Mrs. Munoz expressed that her health has improved since receiving services from the HCS program.





Program Success Stories

INTACT

The Gonzalez family case was referred to the Intact Family Services program, after a hotline call was made to the Illinois Department of Children and Family Services (IDCFS). Although the initial report of possible abuse or neglect was unfounded by IDCFS, the family case was referred to the IFS program in order to provide the family with supportive services which were needed.

After conducting a thorough family needs assessment, IFS staff recommended a behavioral health assessment for the mother, Angel. Family counseling was recommended, to include the children, and the need for stable housing was also identified.

Once the Gonzalez family conveyed their willingness to participate in services, IFS staff coordinated referrals and linkage to the appropriate community service providers. Angel successfully completed a behavioral health assessment and then she engaged in therapy services. Her children also participated in counseling services through Heartland Alliance.

The Gonzalez family members consistently attended counseling sessions and IFS staff observed that the mother and children were doing well, emotionally.

Angel also received housing assistance from Housing Opportunities for Women and the family was able to secure a fully furnished apartment. Via regular home visits, the IFS staff observed that the Gonzalez home remained clean and organized.

At the time of case closing, IFS staff observed that Angel was providing appropriate care for her children and that the home environment was safe and stable.





Program Success Stories

LP

Prior to arriving at La Posada in a state of homelessness, Sherry and her domestic partner, along with their three children, had been living independently in their own apartment for a year. Sherry had been working overtime/additional hours in order to sustain their housing. However, changes in her workplace limited her ability to continue working extra hours and this change in her income caused Sherry to fall behind in their rent.

Before their eviction process was complete, Sherry and her family voluntarily left their apartment and entered an emergency shelter. A week later, Sherry and her family enrolled in the La Posada Interim Housing Program. During intake, Sherry talked about her long history of homelessness and her determination to overcome this life situation.

With help from her case management team and supportive services from EDUCATE, Sherry was able to pay outstanding balances from utility bills and credit cards. She paid over \$5,000 worth of outstanding balances and increased her credit score by 100 points, in order to achieve a 600 credit score. By increasing her credit score, Sherry created more opportunities to qualify for housing.

Throughout her stay at La Posada, Sherry maintained her employment as a Certified Nursing Assistant and received an additional \$2.00/hour salary increase during that time. Her extra income enabled her to save \$1,500, utilizing La Posada's escrow program, in order to pay for an initial deposit and first month's rent. Additionally, Sherry received ongoing donations for the whole family, which included clothing, food, transportation and household supplies, allowing Sherry to contribute more to her bills and savings.

