

I CARE Advisory Council Report
May 21, 2007

Safe Schools

- All High Schools have security cameras; one Middle School remains
- Portable radios purchased and being distributed
- More metal detectors will be purchased this year

Prevention Curricula

- 4 Prevention Curricula Monitors are hired; 1 will be hired during the summer
- The staff, in consultation with our technical assistance specialists, have developed a detailed plan for implementing the curricula with fidelity
- Prevention Teams (3) from almost all schools have been identified for the *Second Step* and *Too Good for Drugs/Violence* training scheduled next week

Mental Health

- 4 EBRPSS School Based Counselors are being re-assigned over the summer
 - 2 from the newly created Central School District
 - 1 from a school where the space occupied by the counselor is going to be used by additional teachers
 - 1 from a school where the principal decided to not have the counselor return
 - the reason given was that not enough students were served because of the eligibility criteria
- Salaries for the CAHSD School Based Therapists have been increased; all 13 therapists are hired
- 700 students have received nearly 6,000 hours of mental health services and 340 hours of psychiatric services
- 39 students completed treatment and their level of functioning improved as measured by a standardized instrument

Early Childhood Psychosocial Emotional Development

- 11 workshops for parents of pre-K and K students were provided, more than twice the number provided in the previous year

Re-entry Bridge Coordination

- The Bridge Coordinator has developed the program and is working with 28 students between the ages of 12 - 16.
- They were detained 9.25 days on average, and 26 of them have returned to school

Technical Assistance Specialists

- On April 4th – 5th, 2 specialists from the National Center for Mental Health Promotion and Youth Violence Prevention made a site visit. Work was done with the SS/HS Partner Group, the Mental Health Collaborative, and a group of representatives from schools throughout the district

SECTION C

The goal of the East Baton Rouge Parish School System's (EBRPSS) Safe Schools/Healthy Students project is to promote healthy childhood development and prevent violence and alcohol and other drug abuse. The following is a report of the progress made regarding implementation during the period from 10/01/2006 – 03/31/2007.

Element 1: Safe school environment

In the Fall 2006 semester, a parent survey was administered by the district and over 9,000 surveys were completed. The following delineates data related to parents' perception of safety.

- "My child's school has the safety procedures, resources, and equipment necessary to create a secure environment."

89.37% Strongly Agree/Agree 5.65% Strongly Disagree//Disagree 4.98% Missing

- "My child feels safe from harm at school."

90.36% Strongly Agree/Agree 6.65% Strongly Disagree/Disagree 2.99% Missing

In March 2007, one of the High Schools in the District received information from local law enforcement officials that a suspect was thought to be near the school. The school instituted its "lock down" procedures to protect the students and staff until the suspect was apprehended. The principal reported that communication among Central Office administrators, the District Security Department, school staff, local law enforcement, students, and parents was well-coordinated resulting in a successful "lock down" without incident.

In October 2006, District Leadership began reviewing a range of "Security" topics (tornadoes, school intruders) at the monthly Superintendent meetings with principals and

department heads. These discussions involve “table top” scenarios wherein strategies are developed pertaining to actual incidents and shared with the larger group.

Goal I: Increase school safety

- Based upon information in the district Strategic Accountability Plan from the 2005-2006 school year, 75% of teachers “consider their schools ‘moderately’ to ‘very’ safe.” The School Climate Survey will be administered by the NET in early May 2007. Staff at the school building level will complete this survey, and it addresses their “perception of safety.”
- Currently, all High Schools have cameras; one Middle School lacks cameras, and cameras will be installed by the end of the summer 2007. According to the Director of Security, the installation of these cameras has led to the identification of several persons trespassing and stealing on school campuses. Also, at one Middle School, discipline incidents have decreased since cameras were installed. In the Year 2 Annual Report, data regarding the effectiveness of newly installed cameras will be included. Law enforcement uses tapes from the cameras to identify suspects, and school building staff utilize the metal detectors in accordance with federal and state laws, particularly those associated with the establishment of probable cause. Metal detectors are used on an “as needed” basis, particularly when an incident involving contraband is suspected or has occurred.
- Although the security gaps analysis was performed in all schools in the 2005-2006 school year, the actual placement of security cameras at schools is determined by

the Director of Security and school building administration based upon the latter's knowledge of common areas in which most safety incidents occur.

- School-level crisis plans are updated annually. A sample is included in Attachment A.
- The district administers the Louisiana Caring Communities Youth Survey every two years. **I CARE** Specialists share the results of the survey along with a completed School Prevention Summary (Attachment B) with the principals at each school. The School Prevention Summary lists programs occurring at each school and identifies gaps in prevention and social emotional learning programming. The Specialists, along with principals decide what programs will be offered at their respective schools, and they are included on the Service Plan portion of the School Prevention Survey.
- Because of the range of programming offered at schools and the need to measure its effectiveness, **I CARE** is considering contracting with an evaluator to assist them in performing **outcome** evaluation of Social Emotional and Prevention programming. Currently, process data pertaining to the kinds and numbers of programs are being gathered.

Element 2. Alcohol and other drugs and violence prevention and early intervention programs

The parent survey alluded to earlier contains the following data related to parents' perception of the prevention of alcohol and drug use/abuse and violent behavior.

- "My child's school offers sufficient programs to prevent and reduce alcohol abuse, drug use, and violent behaviors."

82.64% Strongly Agree/Agree 7.78% Strongly Disagree/Disagree 9.57% Missing

- “My child has the opportunity to participate in school programs that build skills in conflict resolution and resisting negative peer pressure.”

81.41% Strongly Agree/Agree 10.55% Strongly Disagree/Disagree 8.04% Missing

- “Positive peer leadership programs are in place to encourage safe and healthy choices for students.”

85.53% Strongly Agree/Agree 8.65% Strongly Disagree/Disagree 9.01% Missing

- “The school staff provides the message that alcohol abuse, drug use and violence are unhealthy and are illegal behaviors.”

75.92% Strongly Agree/Agree 4.14% Strongly Disagree/Disagree 19.94% Missing

- The primary intervention used to address this element is implementation of the Second Step and Too Good for Drugs/Violence prevention curricula with fidelity. The initial data gathered related to implementation reveals that there is a wide range of fidelity within and from school to school.
- Along with the district’s requirement for schools to implement these prevention curricula, it is also mandating that the Positive Behavior Support (PBS) program be implemented in all schools over the next three years. The District has hired a staff person to coordinate implementation of PBS. This summer, PBS teams from 10 Elementary, 15 (all) Middle, and 11 High Schools are being trained. Schools chosen for PBS intervention are those that had 500 suspensions/expulsions during the 2005-2006 school year. The Prevention Curricula Support Staff (PCSS) are coordinating with PBS teams and ***I CARE*** Specialists so that the these staff are included on the school building Prevention Teams.

Goal II: Decrease drug and alcohol abuse

Goal III: Decrease student antisocial and violent behavior

- A cataloguing system is in place so that Prevention Curricula materials can be catalogued into the library cataloguing system to ensure that the curricula are maintained at the school building level.
- The prevention curricula are being correlated with the Louisiana State Health content standards and pacing guides to assist teachers who will be teaching the curricula.
- PCSS staff have introduced the highlights (Attachment C) of the PCSS program and identified a 3-member school building level Prevention Team that will participate in the Train the Trainer training that is scheduled at the end of this semester. 160 Elementary School and 110 Middle and High School staff are invited to this training. Currently, 106 Elementary, 39 Middle School, and 40 High School staff are registered. The staff that participate in the Train the Trainer training will be responsible for training staff at their schools in the prevention curricula beginning in the Fall 2007.
- Plans have been initiated to integrate prevention curricula training into the Professional Development calendar for new employees in the district. These trainings are to be conducted by those school building level Prevention Team members who have been trained in the Train the Trainer trainings and rate high in fidelity of implementation of the prevention curricula in their schools and classrooms.

- The Associate Superintendent sent a letter to all principals introducing them to the Prevention Curricula Support Program and its relationship to Objective 2 of the District Strategic Accountability Plan – “To promote a Safe, Caring, and Service-Oriented School/District Environment.” (Attachment D)
- Four of the five Prevention Curricula Monitors have been hired. The staff decided to change their title to Prevention Curricula Support Staff (PCSS) to shift the perception from one of monitoring to that of support without losing the focus on modeling and monitoring fidelity. Their resumes are in Attachment H.
- PCSS staff have visited all schools and initiated relationships with staff at schools to which they are assigned.
- The local evaluator has developed an Implementation Survey (Attachment E) that PCSS staff are using to measure material distribution, training, implementation, monitoring, and level of support for implementation. Information from this survey for each school is in Attachment F. Also, the PCSS staff have completed a preliminary rating (1 = minimal implementation; 5 = full implementation) of each school in the Implementation Worksheets in Attachment G.
- Once the Train the Trainer trainings for the Prevention Teams have occurred, the PCSS staff, in consultation with the prevention curricula developers, will design instruments to measure fidelity on the classroom level. The Prevention Teams will participate in monitoring fidelity of implementation at their respective schools.
- Discussions related to focusing the PCSS staff support and monitoring of fidelity on some and not all 94 schools have begun. If a decision is made to focus on some schools, outcomes associated with these schools can be compared to the

remaining schools. If this approach is decided upon, those schools with less support from PCSS staff will have ongoing support from their respective ***I CARE*** Specialists.

Element 3. School and community mental health preventive and treatment intervention services

Goal IV: Increase school-based mental health services

- The Project Director emailed principals with school based counselors assigned to their schools and asked them for feedback about how their school based counselor was doing. Here are some of the responses:
 - “She is doing a wonderful job and is very optimistic and energetic. DO NOT TAKE HER AWAY.”
 - “Going very well.”
 - “Things are going well. I’m glad to have her as part of our staff.”
 - “Great, great, great! Need I say more?”
 - “The additional counseling services provided in our school have been helpful to our total school community.”
- During the last week in March 2007, the Project Director visited all 13 school based counselors to observe a session with a student, parent, or teacher. Permission to observe was obtained from those involved prior to the observations. It was evident that the students receiving services are resilient and have needs that include running away from home, anger management, grief/loss, hyperactivity, problems concentrating, and mood disorders. In all sessions, rapport between counselors and clients was evident. Interventions observed included:

- A play therapy group pertaining to grief and loss and another focused on identifying anger and developing coping strategies.
- An intervention focused on having the student identify positive and side effects of his medication with the intended outcome of medication compliance.
- A rapport building session wherein the student created a collage that allowed her to express herself in a safe environment.
- A session in which the student projected into the future her vocational aspirations with the goal of seeing how current academic performance and behavior impact preparation for the desired career.
- A cognitive behavior group in which the students identified the connection between triggers/events, thoughts and problematic behaviors.

The Project Director gained a better perspective on the kinds and intensity of problems faced by school based counselors when working with students.

- The overall average caseload for all mental health providers associated with the SS/HS grant is 26.9 which exceeds the target for grant Year 2. A total of 645 students have received SS/HS grant-funded mental health services during Year 2 of the grant.
- On average, for those students discharged from mental health services thus far, levels of need have decreased from CALOCUS Level 4 - “intensive integrated services without 24-hour psychiatric monitoring” to Level 2 – “outpatient services.” This suggests that the mental health services are having a positive impact on the functioning level of students receiving these services.

- CAHSD has hired two additional School-based therapists which brings the total to 11. Applicants are being interviewed to fill the remaining position. As of the end of March, 2007, CAHSD decided to increase the salaries of staff working in the School Based Therapy program which should contribute to employee hiring and retention. The resumes for the newly hired staff are included in Attachment H.
- Four current EBRPSS schools will become schools in the newly created Central School District in July 2007. Two of these schools have SS/HS school based counselors. These counselors will be reassigned to schools within the district after a review of the absentee and discipline incident/actions data is reviewed this summer. The school based counselors that will be reassigned have begun to gather information related to the schools to which students on their current caseloads will be attending next year. This will facilitate making appropriate referrals and following-up on these students during the Fall 2007.
- The Mental Health Collaborative formed last semester is planning to meet with the technical assistance specialists during the scheduled site visit to look at an electronic records system that will give all mental health providers access to client information. Also, the collaborative will review school based mental health best practices from the University of South Florida. Currently, the Mental Health Collaborative is looking to adopt the same screening and assessment tool for all mental health providers in the district. It is one used by a previous SS/HS grantee in Oneida County New York. The instrument is the Child and Adolescent Needs and Strengths assessment.

- CAHSD physicians have provided 340 hours of psychiatric services to students at schools where CAHSD school based therapists are assigned.

Element 4. Early childhood psychosocial and emotional development programs

Goal V: Increase services for children ages 4 and 5 and their families

- One of the areas that requires attention is the development of a relationship with the pre-K program in the district. There are approximately 2,000 children in pre-K classes across the district. The plan is to make contact with the pre-K Resource Coordinator to learn what kinds of services are being provided to pre-K students and their parents. 28 students have been referred to community resources by SS/HS school based counselors, and an additional 25 have been referred to the Early Childhood Support and Services team which provides mental health services to children aged 0 – 6 and their families.
- School based counselors have provided or coordinated 11 workshops for parents of pre-K and Kindergarten students during Year 2 of the grant.
- Staff at the pre-K centers will be attending the Second Step Train the Trainer workshops at the end of this semester and it includes information on the Family Learning Activities for pre-K and K families.
- The Implementation Worksheets completed by the PCSS staff for the two pre-K centers indicates that both are rated a 3.5 out of 5 on level of implementation.

Element 5. Supporting and connecting schools and communities

Goal VII: Maintain involvement of the I-CARE Advisory Council (SS/HS partnership) in the implementation of the EBRPSS SS/HS comprehensive plan

- During the past six months, the ***I CARE*** Advisory Council has met twice. In November 2006, the Project Director shared with the Council some data regarding students' perception of safety, involvement in antisocial behavior, and intention to use/abuse alcohol and marijuana. This data was taken from the Middle and High School survey administered in the Spring 2006. Attendance data was shared, as well. The agenda for the meeting and a copy of the Project Director's report is included in Attachment I.
- Beginning in September 2006, The ***I CARE*** Advisory Council added two students to the council.
- In January 2007, the local evaluators presented an overview of the EBRPSS Evaluation Plan to the ***I CARE*** Advisory council. See the meeting agenda and PowerPoint presentation in Attachment J.
- In February 2007, the local evaluators presented the same information to the EBRPSS Executive Leadership Team who requested that evaluation updates be provided to them as data becomes available.
- On November 8, 2006, the Project Director provided an update to the ***I CARE*** Specialists. An explanation of the Prevention Curricula Implementation Survey to be administered by the local evaluators was given. See Attachment K.
- On November 9, 2006, a Partner Group meeting occurred to discuss the Logic Model, sustainability, and the Annual Performance Report. See the agenda in Attachment L.
- On November 14, 2006, the Project Director provided an overview of the SS/HS grant to a meeting of all High School principals.

- Two members of the City Police Department were assigned by the Chief of Police to represent him on the SS/HS Partner Group. They are a corporal who works with the community policing division and one of the Security Resource Officers assigned to two schools in the district. The Project Director met with the corporal in February to provide him with an overview of the SS/HS grant and discuss the role of law enforcement in the SS/HS grant implementation. He and the Security Resource Officer will attend the next meeting of the SS/HS partner group which is to occur during the technical assistance visit by specialists from the National Center for Mental Health Promotion and Youth Violence Prevention in early April 2007.
- In February, the Project Director presented an overview of the SS/HS grant to the East Baton Rouge Parish Children and Youth Planning Board. See Attachment M. This Board is mandated by the Louisiana legislature to oversee and coordinate services provided to youth in the community. Members of this Board include, but are not limited to:
 - The City Constable who serves as the Board Chair
 - The Director of Juvenile Services who serves as the Secretary
 - The two Juvenile Court Judges
 - Representatives from the Louisiana Office of Youth Development, the statewide juvenile justice agency
 - Representatives from the Office of Community Services, the statewide child welfare agency

- Representatives from local youth service providers, including faith-based organizations
- A representative from Capital Area Human Services District
- The EBRPSS Associate Superintendent for Instructional Support Services

The Board is composed of several committees, one of which is the School Committee. This committee is chaired by the EBRPSS Associate Superintendent for Instructional Support Services and is being considered to act as the SS/HS Partner Group, as it will be a permanent fixture in the community beyond the life of the grant.

Element 6. Safe school policies

Goal VI: Increase effectiveness of services for re-entry youth

- The Bridge Coordinator began work in mid-November 2006. As of March 31, 2007, the re-entry program has served 29 students. Data regarding absences, suspensions and re-offenses will be provided in the Year 2 Annual Report.
- After a review of demographic data for youth admitted to the detention center, it became clear that approximately 74% are 6th – 9th graders, 81% are 14 – 16 year olds, at least 18% are identified as having exceptionalities, and many are at least two grade-levels behind.
- The process followed in the Re-entry Bridge Coordination Program is outlined in Attachment N.
- Most of the coordination among agencies to date has been between the district and the EBR Department of Juvenile Services. The Bridge Coordinator has met with all school level administrators and staff at the 16 schools to which students

are returning, probation officers, the Juvenile Court Judges, Sheriff's deputies, parents, Louisiana Technical College staff, representatives from Jobs for American Graduates (JAG) and the Community School for Apprenticeship Learning (CSAL.)

- During the last SS/HS national conference, the EBRPSS team assembled decided to develop a proposal for a Transitional Center (Alternative School) to address the needs of students at risk for dropping out of school. This center would be a collaboration among EBRPSS, the City of Baton Rouge Mayors Office and Department of Juvenile Services, the Juvenile Court, and the Safe Schools/Healthy Students initiative. The draft proposal and budget are included in Attachment O. The proposal has been considered by the district's Executive Leadership Team and will be reviewed by the Budget Committee in early May 2007.
- Initial research into locating anger management and conflict resolution training in the community has produced no resources. The Department of Juvenile Services is piloting an anger management group, and it will be considered as a resource after it has been evaluated for effectiveness. "Aggression Replacement Therapy (ART,) a nationally recognized comprehensive intervention for aggressive youth is being considered. Also, the **I CARE** Specialist assigned to the detention center is being considered to provide the training.

Evaluation Status

Since 2005, The Policy & Research Group (PRG) has been conducting the local evaluation of the SS/HS grant. The following local evaluation activities were conducted during this reporting period:

- In October and November 2006, the Social Skills Rating System was administered to a random sample of approximately 1,000 5th grade students from each elementary school participating in the SS/HS Initiative. The fall 2006 survey will serve as the baseline. Moving forward, this tool will be administered annually in the spring and will be used to measure the impact of the Second Step curriculum on positive social behaviors. A brief summary of the findings from this survey are included in the attached Evaluation Report.
- In November 2006, PRG conducted a telephone survey of **I CARE** Specialists to obtain additional clarification about curriculum implementation during the 2005/2006 school year. The survey included questions about training, quality of implementation, and level of school support for implementation. A summary of the findings of this survey are included in the attached Evaluation Report.
- In December 2006 and March 2007, PRG submitted GPRA data for year 1 of the grant to the National Evaluation Team.
- In January 2007, PRG attended an **I CARE** Advisory Council meeting to provide an overview of the evaluation plan for the SS/HS Initiative.
- Also in January 2007, PRG presented findings from the 2006 middle and high school student survey to the Executive Leadership Team of the EBRPSS.
- On a monthly basis, PRG receives and compiles data on mental health, re-entry, and early childhood services. These data are summarized and then used by project management to make programmatic decisions.

Upcoming evaluation activities include:

- The second annual administration of the SSRS and the middle and high school student survey to a random sample of students will occur in April 2007. These data will be compared to the first set of survey results to measure any changes in attitudes and behaviors.
- In May 2007, the first annual Advisory Council survey will be administered. This survey will be used to monitor the Council's perceptions of and level of engagement with the SS/HS Initiative.
- At the end of the school year, the disciplinary data will be compiled and analyzed to identify any early outcomes or areas of concern.

No changes have been made to the logic model or evaluation plan. The logic model is included in the attached Evaluation Report. Attachment P.

Technical Assistance

- Federal Project Officer site visit – December 4 – 5, 2006
 - Reviewed Year 1 Annual Report including budget for Year 2
 - Visited 3 classrooms in which prevention curricula lessons were being taught
 - Met with the SS/HS partner group
- SS/HS Communications Specialist site visit – February 14 – 15, 2007
 - Handel Mlilo met with the SS/HS partner group to develop a Communications Plan. The partner group consisted of the Re-entry Bridge Coordinator, the **I CARE** Director, three representatives from CAHSD, a representative from the Department of Juvenile Services, the Associate

Superintendent for Instructional Support Services, Prevention Curricula Support Staff, and the Project Director

- The agenda and a brief summary of the Communications Goals are in Attachment Q.
- National Center for Mental Health Promotion and Youth Violence Prevention site visit planned for April 4 – 5, 2007. See Attachment R for the draft agenda.

New Employees - Resumes in Attachment H

4 PCSS

- Linda Talley
- Marie Labello
- Lenora Robinson
- Wanda Hall

Re-entry Bridge Coordinator

- Charles Clark

CAHSD School Based Therapists

- Lisa Cromer
- Jennifer Underhill
- Cherie Hawkins
- Jennifer Hackler

PROGRAM EVALUATION REPORT BATON ROUGE SAFE SCHOOLS/HEALTHY STUDENTS PROJECT

Mid-Year Report – Project Year Two

April 2007

PRG Report Number 043007

The Policy & Research Group
2561 Citiplac Ct., Suite 750-192
Baton Rouge, LA 70808
www.policyandresearch.com

504.865.1545



TABLE OF CONTENTS

<u>Section</u>	<u>page</u>
<u>Introduction</u>	3
<u>Description of Year 2 Evaluation Findings</u>	4
<u>Baseline Data Summary</u>	6
<u>Process Data Summary</u>	14
<u>Logic Model</u>	15
<u>Process Indicators</u>	23
<u>Evaluation Timeline -- Year 2 (10/01/06-09/30/07)</u>	25
<u>Student Social Skills Rating Scale Questions</u>	26

Introduction

In December 2005, the East Baton Rouge Parish School System contracted with The Policy & Research Group (PRG) to be the local evaluator for their Safe Schools/Healthy Students grant. During the first six months of the grant, PRG worked with the project team to finalize a Logic Model and Evaluation Plan, which were included in the April 2006 Mid-Year Evaluation Report. The October 2006 Year End Evaluation Report summarized the baseline data collected in year 1 of the grant. In this report, the Mid-Year Report for Project Year 2, we provide a review of evaluative findings for activities conducted during this reporting period (October 2006 to March 2007).

The EBRPSS SS/HS program serves 93 schools in East Baton Rouge Parish – three pre-K centers, 53 elementary schools, 18 middle schools, and 19 high schools. These schools include five alternative schools, one private school, and the school located within the Juvenile Detention Center and serve a population of approximately 48,000 students.

In year 2, all grant activities have begun in earnest. The SS/HS Initiative has purchased, distributed and begun to implement Too Good for Drugs/Too Good for Violence and Second Step curricula kits in elementary, middle, and high schools. This activity will be supported by the four newly-hired Prevention Curricula Specialists. Also through the SS/HS Initiative, school-based mental health services are now being provided in 24 schools. School-Based Counselors in seven elementary schools are currently providing additional services specifically targeted to pre-K and K students and their families. Finally, the newly-hired Bridge Coordinator has developed a re-entry program and has begun facilitating and supporting the return to the school system for students with juvenile justice involvement.

For the majority of the evaluation activities, the 2005/2006 school year was the baseline year. In the spring of 2006, 2,671 middle and high school students participated in the Safe Schools/Healthy Students survey. The survey was distributed to 183 randomly selected classrooms. A total of 143 multiple-response questions were asked on computer scanable booklets. The spring 2006 survey data will be used as a baseline. The survey will be administered annually. Baseline data for the mental health, re-entry, and early childhood services components of the initiative are currently being collected. Baseline data are being collected primarily via existing school data on disciplinary incidents and attendance. In the fall of 2006, the Social Skills Rating System (SSRS) was administered to a random sample of 5th grade classes from each elementary school participating in the SS/HS Initiative. Over 700 students participated in the baseline administration of the SSRS. The SSRS was conducted again in the spring of 2006 and will continue to be given each spring to 5th grade students.

This report is a mid-year evaluation report for year 2 of the grant. In it we provide a review of evaluative findings for activities conducted during this reporting period as well as an outline of outcome data gathered to date. Data are reported by program element and specific objective. Where available, data are reported for grant years one and two. Evaluation findings collected between October 2006 and March 2007 are described in the first section of the report entitled, **Description of Year 2 Evaluation Findings**. A comprehensive summary of outcome data gathered to date are presented in the tables entitled **Outcome Data Summary**. The **Process Data Summary** outlines process data collected thus far. Finally, we also include: the project logic model, process indicators, a timeline of year two activities, and items from in the Social Skills Rating System (SSRS).

As a mid-year summary, this report presents a descriptive account of evaluation data gathered in the first half of program year 2. An analytical assessment of data will be included in year-end reports. The introduction of early formative analysis will commence with the upcoming year end report for year 2.

Description of Year 2 Evaluation Findings

Element 1. Safe School Environment

In the first semester of the 2006/2007 school year, there were 3,210 safety-related disciplinary incidents in elementary through high school in EBRPSS. Safety-related disciplinary incidents include such offenses as disturbing school, instigating fighting, causing injury to others, and violating safety regulations. About half of these incidents occurred in middle schools. With a total enrollment of 10,426 students, this equates to one incident for every six students in middle school.

Element 2. Alcohol and other drugs and violence prevention and early intervention programs

A major component of the SS/HS Initiative is the implementation of the Second Step (SS) curriculum in elementary schools and the Too Good for Drugs/Too Good for Violence (TGFD/V) curricula in middle and high schools. During the 2005/2006 school year, the I-CARE Specialists were the sole source of support for curriculum implementation. Surveys of the I-CARE Specialists indicated that the majority of schools had received the curriculum kits, held a staff training, and begun some degree of implementation during the 2005/2006 school year. However, the survey also revealed that fidelity of implementation was generally poor and that curriculum implementation was widely viewed as merely another mandate of the school district's strategic plan.

Beginning in the second semester of the 2006/2007 school year, curricula implementation will be supported by four Prevention Curricula Support Staff (PCSS). The PCSSs have been working with each school to construct a Prevention Team comprised of three staff who will attend a Train-the-Trainer workshop in May 2007.

The impact of the curriculum on the attitudes and behaviors of the students will be measured through the annual administration of the middle and high school student survey and the SSRS for 5th graders. The baseline SSRS was conducted in October 2006. The data reveal that the random sample of 5th graders scored within the "Average" range overall and on all four SSRS subscales – Cooperation, Assertion, Empathy, and Self-Control. The items that comprise each of these subscales can be found at the end of this report.

The impact of the curriculum will also be measured by examining changes in the number of disciplinary incidents, suspensions, and absences. During the first semester of the 2006/2007 school year, there were 5,257 fight-related incidents, 35,508 anti-social disciplinary incidents, and 5,053 violent disciplinary incidents. While fighting and violent disciplinary incidents were more common in elementary and middle schools, antisocial disciplinary incidents were more common in high schools. Antisocial disciplinary incidents include cutting class, disrespecting authority, vandalism to school, and using obscene language. Violent disciplinary incidents include assaulting or threatening staff and possessing weapons.

During the first semester of the 2006/2007 school year, there were 15,958 suspensions. Given a total enrollment of 48,214 students, that equates to a suspension for one out of every three students. Absences for that same period totaled 283,644 days or 5.9 days per student.

Element 3. School and community mental health preventive and treatment intervention services

In year 2 of the grant, school-based mental health services are being provided by 13 newly-hired, grant-funded School-Based Counselors and ten School-Based therapists hired through the subcontract with the Capital Area Human Services District (CAHSD). These services are being offered in 14 elementary schools, seven middle schools, and three high schools. To date, about 700 students have received nearly 6,000 contact hours of service through the SS/HS Initiative. In addition, the more than 200 students receiving services through the CAHSD subcontract have received an additional 340 hours of psychiatric services.

During this reporting period, 39 students have completed treatment with the School-Based Counselors. At admission, these students had a mean composite score on the Child and Adolescent Level of Care and Utilization System (CALOCUS) of 22.28. This score reflects a level 4 need – intensive integrated services without 24-hour psychiatric monitoring. These students received an average of 9.2 contact hours of service over an average of 13.75 weeks. Upon discharge, these students had a mean CALOCUS score of 16.26, reflecting a level 2 need – outpatient services. The difference in mean admission and mean discharge scores is statistically significant, with students demonstrating positive improvements in their mental health status.

Element 4. Early childhood psychosocial and emotional development programs

During year 2 of the grant, the SS/HS School-based Counselors began providing referrals and parent workshops for pre-K and K students and their families. To date in year 2 of the grant, there have been 28 referrals to community resources made for pre-K and K children and their parents. Additionally, the School-Based Counselors have offered eleven parent workshops for pre-K and K parents, more than twice the number of workshops that were provided in the previous school year. Disciplinary data for the first semester of the 2006/2007 school year reveal that there were nearly 900 disciplinary offenses committed by pre-K and K students. Similar to last school year, the vast majority was committed by K students. Approximately one-fifth of the incidents involved fighting between students.

Element 5. Supporting and connecting schools and communities

The SS/HS Advisory Council comprises the I-CARE Advisory Council. The membership of the Council rotates annually, but consists of key staff from within I-CARE, the school system, and community partners, as well as community members, including parents. The Council meets bimonthly, except during the summer. To date, in year 2 of the grant, the SS/HS Project Director has attended 2 Advisory Council meetings to brief members on SS/HS program activities. Additionally, the evaluation team attended the January 2007 meeting to provide the Council with an overview of the evaluation plan for the SS/HS initiative. The evaluation team will also attend the May 2007 meeting, the final meeting of the 2006/2007 school year, to administer the annual Advisory Council survey.

Element 6. Safe School Policies

In January 2007, the Bridge Coordinator began providing services to facilitate the re-entry of youth with juvenile justice involvement back into the school system. The Bridge Coordinator is currently working with 28 students age 12-16. These students were detained an average of 9.25 days and all but two have returned to school.

Outcome Data Summary

Element 1. Safe School Environment

Objective(s)	Indicator(s)	Source(s)	Baseline (Year 1)				Year 2 (YTD)			
			Elementary	Middle	High	Total	Elementary	Middle	High	Total
1. To decrease the number of safety incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Number of safety-related disciplinary incidents	MIS Department	1,565	2,316	879	4,760	1,185	1,602	423	3,210
2. To increase middle and high school student perception of school safety by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Percent of students who felt safe at school in the past year because they had not been harassed, picked on, or bullied	MS/HS Student Survey		72.73%	81.14%	76.86%	Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Percent of students who always or usually feel safe from physical harm at school	MS/HS Student Survey		70.27%	72.10%	71.10%	Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
3. To increase teacher/administrator perception of school safety by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Percent of staff who think their school is a safe place for students	School Climate Survey- Staff Version					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Percent of staff who think their school is a safe place for staff	School Climate Survey- Staff Version					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07

Element 2. Alcohol and other drugs and violence prevention and early intervention programs

Objective(s)	Indicator(s)	Source(s)	Baseline (Year 1)				Year 2 (YTD)			
			Elementary	Middle	High	Total	Elementary	Middle	High	Total
1. To decrease middle and high school student alcohol, tobacco and other drug (ATOD) use by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Past 30-day alcohol use	Middle/ High School Student Survey		31.34%	44.29%	37.81%	Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Past 30-day marijuana use	Middle/ High School Student Survey		23.51%	27.47%	25.49%	Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
2. To decrease ATOD-related incidents in middle and high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Number of ATOD-related disciplinary incidents	MIS Department		199	245	444	Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
3. To decrease middle and high school student intention to use ATOD by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Percent of students who intend to use ATOD in the next year	Middle/ High School Student Survey		28.53%	34.68%	31.62%	Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
1. To decrease the number of fights in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Number of fight-related disciplinary incidents	MIS Department	4,721	3,076	1,132	8,929	2,537	2,149	571	5,257
2. To decrease the number of antisocial incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Number of antisocial disciplinary incidents	MIS Department	16,570	21,441	26,863	64,874	9,632	12,768	13,108	35,508
3. To decrease the number of violent incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Number of violent disciplinary incidents	MIS Department	4,845	2,871	966	8,682	2,603	1,940	510	5,053
4. To decrease the number of elementary through high school students who are arrested by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Number of arrests occurring at school	School Board Security and Transfers				~850				Data available 8/07

Objective(s)	Indicator(s)	Source(s)	Baseline (Year 1)				Year 2 (YTD)			
			Elementary	Middle	High	Total	Elementary	Middle	High	Total
5. To decrease the number of suspensions in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Total number of days of suspension	MIS Department	3,763	13,450	9,935	27,148	2,597	8,400	4,961	15,958
6. To decrease antisocial and violent behaviors among middle and high school students by 2%, 3%, and 5%, respectively, in grant years 2, 3, and 4.	Percent of students who engaged in antisocial behavior in the past year	Middle/ High School Student Survey		25.51%	25.21%	25.37%	Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Percent of students involved in physical fight on school property during the past 12 months	Middle/ High School Student Survey		39.11%	27.92%	33.62%	Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
7. To increase positive social behaviors among elementary school students by 2%, 3%, and 5%, respectively, in grant years 2, 3, and 4.	Mean Cooperation sub-scale score for boys	SSRS	14				Data available 8/07			
	Mean Assertion sub-scale score for boys	SSRS	12				Data available 8/07			
	Mean Empathy sub-scale score for boys	SSRS	14				Data available 8/07			
	Mean Self-control sub-scale score for boys	SSRS	10				Data available 8/07			
	Mean Cooperation sub-scale score for girls	SSRS	15				Data available 8/07			
	Mean Assertion sub-scale score for girls	SSRS	13				Data available 8/07			
	Mean Empathy sub-scale score for girls	SSRS	15				Data available 8/07			
	Mean Self-control sub-scale score for girls	SSRS	11				Data available 8/07			
8. To decrease the number of absences in elementary through high school by 2%, 3%, and 5%, respectively, in grant years 2, 3, and 4.	Total number of days absent	MIS Department	214,061.00	118,332.50	191,993.00	524,386.50	103,350.00	72,138.00	52,358.50	283,644.00
	Average number of days absent per student	Calculated	8.61	12.37	17.23	11.51	4.07	6.92	4.22	5.88

Element 3. School and community mental health preventive and treatment intervention services

Objective(s)	Indicator(s)	Source(s)	Baseline (Year 1)				Year 2 (YTD)			
			Elementary	Middle	High	Total	Elementary	Middle	High	Total
1. To increase the number of school-based mental health sites from five to 17 by the end of year 2 of the grant.	Number of school-based mental health sites	SS/HS PD	2	3	0	5	14	7	3	24
2. To increase the number of students receiving school-based mental health services by 240 in year 2 (average caseload of 20), 300 in year 3 (average caseload of 25), and 360 in year 4 (average caseload of 30).	Number of students receiving school-based mental health services	SBC Monthly Report					221	198	51	467
	Average caseload	Calculated					31.6	49.5	25.5	35.9
	Number of students receiving school-based mental health services	CAHSD Monthly Report	65	70	0	135	162	46	23	178
	Average caseload	Calculated	32.5	23.3	0	27	23.1	15.3	23.0	16.2
	Total number of students receiving school-based mental health services	Calculated	65	70	0	135	383	244	74	645
	Overall average caseload	Calculated	32.5	23.3	0	27	27.4	34.9	24.7	26.9
3. To decrease rates of suspension and absenteeism for students receiving school-based mental health services by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Average number of days suspended	SBC Monthly Report					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Average number of days suspended	CAHSD Monthly Report					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Overall average number of days suspended	Calculated					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Average number of days of unexcused absence	SBC Monthly Report					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Average number of days of unexcused absence	CAHSD Monthly Report					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Overall average number of days of unexcused absence	Calculated					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07

Objective(s)	Indicator(s)	Source(s)	Year 1				Baseline Year 2 (YTD)			
			Elementary	Middle	High	Total	Elementary	Middle	High	Total
4. To decrease level of care needed by students receiving school-based mental health services by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Average CALOCUS Composite Score at referral	SBC Monthly Report					22.64	22.60	20.33	22.28
	Average CALOCUS Composite Score at end of treatment	SBC Monthly Report					16.07	18.00	15.67	16.25
	Percent change in average CALOCUS score	Calculated					2.9%	2.0%	2.3%	2.7%
	Average CALOCUS Composite Score at referral	CAHSD Monthly Report					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Average CALOCUS Composite Score at end of treatment	CAHSD Monthly Report					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Percent change in average CALOCUS score	Calculated					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Overall average CALOCUS Composite Score at referral	Calculated					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Overall average CALOCUS Composite Score at end of treatment	Calculated					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07
	Percent change in overall average CALOCUS score	Calculated					Data available 8/07	Data available 8/07	Data available 8/07	Data available 8/07

Element 4. Early childhood psychosocial and emotional development programs

Objective(s)	Indicator(s)	Source(s)	Baseline (Year 1)	Year 2 (YTD)
1. To increase the number of referrals to community resources for pre-K and K students and their families by 3% and 5%, respectively, in years 3 and 4 of the grant.	Number of referrals made for pre-K and K students and families	SS/HS School-Based Counselors/ I-CARE Specialists		28
2. To increase the number of pre-K and K parent workshops offered, by two, three, and five, respectively, in years 2, 3, and 4 of the grant.	Number of pre-K and K parent workshops	SS/HS School-Based Counselors/ I-CARE Specialists	4	11
3. To decrease the number of disciplinary incidents by pre-K and K students, by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.	Number of disciplinary incidents by pre-K and K students	MIS Department	1,012	870

Element 5. Supporting and connecting schools and communities

Objective(s)	Indicator(s)	Source(s)	Year 1	Year 2 (YTD)
1. To maintain high rates (80% or more) of advisory council perception of usefulness of the SS/HS project over the 4-year grant period.	TBD in 4/07	Advisory Council survey		Data available 8/07
2. To maintain high rates (80% or more) of advisory council satisfaction with the SS/HS project over the 4-year grant period.	TBD in 4/07	Advisory Council survey		Data available 8/07
3. To maintain high rates (80% or more) of advisory council perception of involvement in the SS/HS project over the 4-year grant period.	TBD in 4/07	Advisory Council survey		Data available 8/07
4. To maintain high rates (80% or more) of advisory council perception of knowledge of the implementation and progress of the SS/HS project over the 4-year grant period.	TBD in 4/07	Advisory Council survey		Data available 8/07

Element 6. Safe school policies

Objective(s)	Indicator(s)	Source(s)	Year 1	Baseline Year 2 (YTD)
1. To decrease rates of absenteeism for re-entry students by 3% and 5%, respectively, in years 3 and 4 of the grant.	Average number of days of unexcused absence	MIS Department		Data available 8/07
2. To decrease the number of disciplinary incidents by re-entry students by 3% and 5%, respectively, in years 3 and 4 of the grant.	Number of disciplinary incidents	MIS Department		Data available 8/07
3. To decrease the number of re-entry students who re-offend by 3% and 5%, respectively, in years 3 and 4 of the grant.	Number of re-offenders	Juvenile Services		Data available 8/07

Process Data Summary

Goal	Indicator(s)	Year 1	Year 2 (YTD)
1. To increase school safety	Number of schools with security cameras	43	Data available 8/07
	Security gap analyses completed	yes	Data available 8/07
2. Decrease drug and alcohol abuse 3. Decrease student antisocial behavior	Number of TGFD/V kits distributed in middle schools	45	Data available 8/07
	Number of middle school staff trained in TGFD/V	260	Data available 8/07
	Number of TGFD/V kits distributed in high schools	10	Data available 8/07
	Number of high school staff trained in TGFD/V	283	Data available 8/07
	Number of Second Step kits distributed in elementary schools	238	Data available 8/07
	Number of elementary school staff trained in Second Step	823	Data available 8/07
	Number of prevention curriculum specialists hired and trained	0	4
4. To improve mental health services	Number of supervisors hired	2	2
	Number of therapists hired	22	24
	Mental health screening tool in place	Yes	Yes
	Number of school staff trained on protocol	10	Data available 8/07
	Number of service contact hours provided	349.25	5,959.50
5. To improve early childhood services	Number of community resources identified	0	Data available 8/07
	Number of pre-K staff trained in Second Step	~100	Data available 8/07
6. Increase effectiveness of services for re-entry youth	Bridge Coordinator hired	No	Yes
	Policy for re-entry students established	No	Yes
	Number of students in re-entry program	0	22
7. To maintain involvement of I-CARE Advisory Council in the implementation of the SS/HS comprehensive plan	Number of Advisory Council members	37	38
	Number of Advisory Council meetings	2	2

Logic Model

Logic Model						
Need/Problem(s)	Goal	Element(s)	Objective(s)	Short-Term Strategies	Long-Term Strategies	Performance Indicators/Measures
<p>During the 2003/2004 school year, focus group and needs assessment data indicated that students, parents, and community members are all concerned about school safety issues. The 230 parents and community members attending a community needs assessment meeting listed school safety as the number one area in need of improvement.</p>	<p>Goal I: Increase school safety.</p>	<p>Element 1: Safe school environment</p>	<p>1) To decrease the number of safety incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>2) To increase middle and high school student perception of school safety by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>3) To increase teacher/administrator perception of school safety by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p>	<p>1) Purchase and install security cameras in some elementary and all middle and high schools.</p> <p>2) Complete security gaps analysis in all schools.</p> <p>3) Update school crisis plan.</p> <p>4) Conduct annual prevention assessment to determine needs.</p>	<p>1) Continue monitoring, reporting, and responding to violent incidents.</p> <p>2) Continue annual security gaps analysis at every school.</p> <p>3) Update school crisis plan annually.</p>	<p>1) To decrease, compared to 2005/2006 baseline data, the number of safety-related disciplinary incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported to the EBRPSS Central Office.</p> <p>2a) To increase, compared to spring 2006 baseline data, the percentage of middle and high school students who felt safe at school in the past year because they had not been harassed, picked on, or bullied by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual student survey. <i>(Element 1 Project Measure)</i></p> <p>2b) To increase, compared to spring 2006 baseline data, the percentage of middle and high school students who always or usually feel safe from physical harm at school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual student survey. <i>(Element 1 Project Measure)</i></p> <p>3a) To increase, compared to January 2007 baseline data, the percentage of staff who think their school is a safe place for students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual staff survey.</p> <p>3b) To increase, compared to January 2007 baseline data, the percentage of staff who think their school is a safe place for staff by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual staff survey.</p>

Logic Model

Need/Problem(s)	Goal	Element(s)	Objective(s)	Short-Term Strategies	Long-Term Strategies	Performance Indicators/Measures
<p>Student alcohol and drug use is a significant problem in our community. For example, the 2004 Caring Communities Youth Survey reports that students in East Baton Rouge Parish in the 6th, 8th, 10th, and 12th grades have higher rates of 30-day use of marijuana and hallucinogens than the state average.</p>	<p>Goal II: Decrease drug and alcohol abuse.</p>	<p>Element 2: Alcohol and other drugs and violence prevention and early intervention programs</p>	<p>1) To decrease middle and high school student alcohol, tobacco, and other drug (ATOD) use by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>2) To decrease the number of ATOD-related incidents in middle and high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>3) To decrease middle and high school student intention to use ATOD by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p>	<p>1) Purchase and implement Too Good For Drugs (TGFD) in middle and high school classrooms.</p> <p>2) Train all teachers and counselors in prevention curricula.</p> <p>3) Provide annual training for new school system employees.</p> <p>4) Hire and train monitors to assure fidelity of program implementation.</p>	<p>1) I-Care staff to monitor curricula implementation after SS/HS funding ends.</p> <p>2) I-Care to update materials after SS/HS funding ends.</p> <p>3) I-Care to train new school system employees and offer refresher training after SS/HS funding ends.</p>	<p>1a) To decrease, compared to spring 2006 baseline data, middle and high school student reported use of alcohol in the past 30 days by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual student survey.</p> <p>1b) To decrease, compared to spring 2006 baseline data, middle and high school student reported use of marijuana in the past 30 days by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual student survey.</p> <p>2) To decrease, compared to 2005/2006 baseline data, ATOD-related disciplinary incidents in middle and high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported to the EBRPSS Central Office.</p> <p>3) To decrease, compared to spring 2006 baseline data, the percentage of middle and high school students who intend to use ATOD in the next year by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual student survey. <i>(Element 2 Project & GPRA Measure)</i></p>

Logic Model

Need/Problem(s)	Goal	Element(s)	Objective(s)	Short-Term Strategies	Long-Term Strategies	Performance Indicators/Measures
<p>Student antisocial behavior is a significant problem in our community. For example, according to the most recent Communities that Care survey, our region scored higher than the state norm on these three antisocial behaviors: suspended from school, attacked to harm, and carried a gun.</p>	<p>Goal III: Decrease student antisocial and violent behavior.</p>	<p>Element 2: Alcohol and other drugs and violence prevention and early intervention programs</p>	<p>1) To decrease the number of fights in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>2) To decrease the number of antisocial incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>3) To decrease the number of violent incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>4) To decrease the number of elementary through high school students who are arrested by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>5) To decrease the number of suspensions in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>6) To decrease antisocial and violent behavior among middle and high school students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p> <p>7) To increase positive social behaviors among elementary school students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p>	<p>1) Purchase and implement Too Good for Violence (TGFV) in middle and high school classrooms.</p> <p>2) Purchase and implement Second Step in 1st through 5th grade classrooms.</p> <p>3) Train all teachers and counselors.</p> <p>4) Provide annual training for new school system employees.</p> <p>5) Hire and train monitors to assure fidelity of program implementation.</p>	<p>1) I-Care staff to monitor curricula implementation after SS/HS funding ends.</p> <p>2) I-Care to update materials after SS/HS funding ends.</p> <p>3) I-Care to train new school system employees and offer refresher training after SS/HS funding ends.</p>	<p>1) To decrease, compared to 2005/2006 baseline data, the number of fighting-related disciplinary incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported to the EBRPSS Central Office.</p> <p>2) To decrease, compared to 2005/2006 baseline data, the number of antisocial disciplinary incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported to the EBRPSS Central Office.</p> <p>3) To decrease, compared to 2005/2006 baseline data, the number of violent disciplinary incidents in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported to the EBRPSS Central Office.</p> <p>4) To decrease, compared to 2005/2006 baseline data, the number arrests occurring at EBRPSS schools by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported by the School Board Security and Transfers Department.</p> <p>5) To decrease, compared to 2005/2006 baseline data, the total number of days of suspension at elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported to the EBRPSS Central Office.</p> <p>6a) To decrease, compared to spring 2006 baseline data, the percentage of middle and high school students who engaged in antisocial behavior in the past year by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual student survey. <i>(Element 2 Project Measure)</i></p>

		<p>8) To decrease the number of absences in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p>		<p>6b) To decrease, compared to spring 2006 baseline data, the percentage of middle and high school students who were involved in a physical fight on school property during the past 12 months by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by an annual student survey. <i>(Element 2 Project Measure & GPRA Measure)</i></p> <p>7a) To increase, compared to fall 2006 baseline data, the mean Cooperation sub-scale score for elementary school students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by the Social Skills Rating System (SSRS).</p> <p>7b) To increase, compared to fall 2006 baseline data, the mean Assertion sub-scale score for elementary school students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by the SSRS.</p> <p>7c) To increase, compared to fall 2006 baseline data, the mean Empathy sub-scale score for elementary school students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by the SSRS.</p> <p>7d) To increase, compared to fall 2006 baseline data, the mean Self-Control sub-scale score for elementary school students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured by the SSRS.</p> <p>8) To decrease, compared to 2005/2006 baseline data, the mean number of days absent per student in elementary through high school by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported to the EBRPSS Central Office. <i>(Element 2 Project Measure & GPRA Measure)</i></p>
--	--	--	--	--

Logic Model

Need/Problem(s)	Goal	Element(s)	Objective(s)	Short-Term Strategies	Long-Term Strategies	Performance Indicators/Measures
<p>School counselors and teachers have indicated that our school system lacks adequate resources for mental health treatment. There is clearly a demand for these services - 28% of the over 17,240 visits made to EBRPSS school-based health clinics in 2002/2003 were for mental health issues.</p>	<p>Goal IV: Increase school-based mental health services.</p>	<p>Element 3: School and community mental health preventive and treatment intervention services</p>	<p>1) To increase the number of school-based mental health sites from five to 17 by the end of year 2 of the grant. 2) To increase the number of students receiving school-based mental health services by 240 in grant year 2 (average caseload of 20), 300 in grant year 3 (average caseload of 25), and 360 in grant year 4 (average caseload of 30). 3) To decrease rates of suspension and absenteeism for students receiving school-based mental health services by 2% and 3%, respectively, in years 2 and 3 of the grant. 4) To decrease the level of care needed by students receiving school-based mental health services by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p>	<p>1) Hire 12 MSWs and two Supervisors for school-based therapy. 2) Hire 13 additional school counselors who attend only to mental health needs. 3) Establish system-wide screening/ assessment tools and protocols. 4) Train all I-CARE staff, school counselors, MSWs, and school nurses in screening protocols. 5) Provide physician services and medication when not otherwise available.</p>	<p>1) Institute Medicaid billing to sustain services after SS/HS grant funding ends. 2) Screen/assess students using tools and protocols established during grant period. 3) Continue training of new school system staff in use of screening tools and protocols.</p>	<p>1) To increase the number of school-based mental health sites from five to 17 by the end of year 2 of the grant, as reported by the SS/HS Project Director. 2) To increase, compared to 2005/2006 baseline data, the number of students receiving school-based mental health services by 240, 300, and 360, respectively, in years 2, 3, and 4 of the grant, as reported by the SS/HS School-Based Counselors. (<i>Element 3 Project Measure & GPRA Measure</i>) 3a) To decrease, compared to 2006/2007 baseline data, the total number of days of suspension for students receiving school-based mental health services by 3% and 5%, respectively, in years 3 and 4 of the grant, as reported to the EBRPSS Central Office. 3b) To decrease, compared to 2006/2007 baseline data, the mean number of days of unexcused absence for students receiving school-based mental health services by 3% and 5%, respectively, in years 3 and 4 of the grant, as reported to the EBRPSS Central Office. 4) To decrease, compared to at time of referral, the mean composite score at the end of treatment for students receiving school-based mental health services by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as measured using the Child and Adolescent Level of Care Utilization System (CALOCUS).</p>

Logic Model

Need/Problem(s)	Goal	Element(s)	Objective(s)	Short-Term Strategies	Long-Term Strategies	Performance Indicators/Measures
<p>The school system serves 2,011 pre-K students and 4,140 K students. Over 77% of these families are at or below the poverty level and, as a result, they often lack knowledge about community resources and health/emotional issues.</p>	<p>Goal V: Increase services for children ages 4 and 5 and their families.</p>	<p>Element 4: Early childhood psychosocial and emotional development programs</p>	<p>1) To increase the number of referrals to community resources for pre-K and K students and their families by 3% and 5%, respectively, in years 3 and 4 of the grant.</p> <p>2) To increase the number of pre-K and K parent workshops offered by two, three, and five, respectively, in years 2, 3, and 4 of the grant.</p> <p>3) To decrease the number of disciplinary incidents by pre-K and K students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant.</p>	<p>1) Establish linkages to existing community services.</p> <p>2) Purchase and implement curricula (kits) for Second Step in pre-K and K classrooms.</p> <p>3) Train all teachers and counselors.</p> <p>4) Implement Second Step Family Learning activities for pre-K and K families.</p> <p>5) Provide workshops for pre-K and K parents (e.g., nutrition, parenting skills, and FASD prevention).</p>	<p>1) Develop community resources directory.</p> <p>2) Continue Second Step in pre-K and K classrooms after SS/HS funding ends.</p> <p>3) I-Care to train new school staff in Second Step.</p> <p>4) Continue Second Step Family Learning activities for pre-K and K families after SS/HS funding ends.</p> <p>5) Continue to provide workshops for pre-K and K parents (e.g., nutrition, parenting skills, and FASD prevention) after SS/HS funding ends.</p>	<p>1) To increase, compared to 2006/2007 baseline data, the number of referrals to community resources for pre-K and K students and their families by 3% and 5 %, respectively, in years 3 and 4 of the grant, as reported by the SS/HS School-Based Counselors and the I-CARE Specialists. <i>(Element 4 Project Measure)</i></p> <p>2) To increase, compared to 2005/2006 baseline data, the number of pre-K and K parent workshops offered by two, three, and five, respectively, years 2, 3, and 4 of the in grant, as reported by the SS/HS School-Based Counselors and the I-CARE Specialists.</p> <p>3) To decrease, compared to 2005/2006 baseline data, the number of disciplinary incidents by pre-K and K students by 2%, 3%, and 5%, respectively, in years 2, 3, and 4 of the grant, as reported to the EBRPSS Central Office.</p>

Logic Model

Need/Problem(s)	Goal	Element(s)	Objective(s)	Short-Term Strategies	Long-Term Strategies	Performance Indicators/Measures
<p>Louisiana has the second highest rate of juveniles in jails and group homes, yet the services provided to help those students transition back into the school system are limited. During 2003, 4,862 juveniles committed offenses, 1,027 were detained at the detention center, and 144 were committed to the Department of Corrections. School counselors report these re-entry students often fall through the cracks and eventually drop out of school or end up back in the juvenile justice system.</p>	<p>Goal VI: Increase effectiveness of services for re-entry youth.</p>	<p>Element 6: Safe school policies.</p>	<p>1) To decrease rates of absenteeism for re-entry students by 3% and 5%, respectively, in years 3 and 4 of the grant. 2) To decrease the number of disciplinary incidents by re-entry students by 3% and 5%, respectively, in years 3 and 4 of the grant. 3) To decrease the number of re-entry students who re-offend by 3% and 5%, respectively, in years 3 and 4 of the grant.</p>	<p>1) Hire a Bridge Coordinator. 2) Establish policies and screening protocols for juvenile re-entry. 3) Coordinate activities between community agencies and schools. 4) Provide access to anger management/conflict resolution training using research-based programs and/or community-based resources.</p>	<p>1) Screen re-entry youth with the policies and protocols established during grant period. 2) Continue collaboration between school system and juvenile services established during grant period. 3) Provide anger management/conflict resolution training using research-based programs and/or community-based resources.</p>	<p>1) To decrease, when compared to 2006/2007 baseline data, the mean number of days of unexcused absence for re-entry students by 3% and 5%, respectively, in years 3 and 4 of the grant, as reported to the EBRPSS Central Office. <i>(Element 6 Project Measure)</i> 2) To decrease, when compared to 2006/2007 baseline data, the total number of disciplinary incidents by re-entry students by 3% and 5%, respectively, in years 3 and 4 of the grant, as reported to the EBRPSS Central Office. 3) To decrease, when compared to 2006/2007 baseline data, the percentage of re-entry students who re-offend by 3% and 5%, respectively, in years 3 and 4 of the grant, as reported by the Department of Juvenile Services, City of Baton Rouge, Louisiana.</p>

Logic Model

Need/Problem(s)	Goal	Element(s)	Objective(s)	Short-Term Strategies	Long-Term Strategies	Performance Indicators/Measures
<p>The success of the SS/HS comprehensive plan is contingent upon the continued involvement of all the SS/HS partners.</p>	<p>Goal VII: Maintain involvement of I-CARE Advisory Council (SS/HS partnership) in the implementation of the EBRPSS SS/HS comprehensive plan.</p>	<p>Element 5: Supporting and connecting schools and communities</p>	<p>1) Maintain high rates of I-CARE Advisory Council perception of usefulness of the SS/HS project over the 4-year grant period.</p> <p>2) Maintain high rates of I-CARE Advisory Council satisfaction with the SS/HS project over the 4-year grant period.</p> <p>3) Maintain high rates of I-CARE Advisory Council perception of involvement in the SS/HS project over the 4-year grant period.</p> <p>4) Maintain high rates of I-CARE Advisory Council knowledge of the implementation and progress of the SS/HS project over the 4-year grant period.</p>	<p>1) Hold regular meetings with advisory council.</p> <p>2) Ensure the participation of the partners in implementation of the SS/HS comprehensive plan.</p>	<p>1) Continue to maintain the partnership after SS/HS grant funds have ended.</p>	<p>1) At least 80% of I-CARE Advisory Council members will report high or moderately high levels of usefulness of the SS/HS project over the 4-year grant period, as measured by an annual survey. <i>(Element 5 Project Measure)</i></p> <p>2) At least 80% of I-CARE Advisory Council members will report high or moderately high levels of satisfaction with the SS/HS project over the 4-year grant period, as measured by an annual survey.</p> <p>3) At least 80% of I-CARE Advisory Council members will report high or moderately high levels of involvement in the SS/HS project over the 4-year grant period, as measured by an annual survey. <i>(SS/HS Partnership Indicator)</i></p> <p>4) At least 80% of I-CARE Advisory Council members will report high or moderately high levels of knowledge of the implementation and progress of the SS/HS project over the 4-year grant period, as measured by an annual survey.</p>

Process Indicators

Goal 1: Increase school safety.

Indicator	Population	Data Instrument	Data Source
Number of schools with security cameras	SS/HS Schools	Implementation reports	School Board Security and Transfers Dept
Completion of security gap analyses at each school	SS/HS Schools	Implementation reports	School Board Security and Transfers Dept
Quality of security plan implementation	SS/HS Schools	Focus Groups/ Staff Survey	Security personnel/ School staff

Goal 2: Decrease drug and alcohol abuse.

Goal 3: Decrease student antisocial and violent behavior.

Indicator	Population	Data Instrument	Data Source
Number of TGFD kits distributed to middle schools	SS/HS middle schools	Curricula implementation survey	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Number of middle school staff trained in TGFD	SS/HS middle schools	Training sign-in sheets	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Number of TGFD/V kits distributed to high schools	SS/HS middle and high schools	Curricula implementation survey	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Number of high school staff trained in TGFD/V	SS/HS high schools	Training sign-in sheets	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Number of TGFV kits distributed to middle schools	SS/HS middle schools	Curricula implementation survey	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Number of middle school staff trained in TGFV	SS/HS middle schools	Training sign-in sheets	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Number of Second Step kits distributed to elementary schools	SS/HS elementary schools	Curricula implementation survey	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Number of elementary school staff trained in Second Step	SS/HS elementary schools	Training sign-in sheets	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Number of curricula implementation coaches hired and trained	SS/HS schools	Implementation reports	SS/HS Project Director
Quality of implementation of prevention curricula	SS/HS schools	Curricula implementation survey	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Fidelity of curricula implementation	SS/HS schools	Classroom observation tool	SS/HS Curricula Implementation Coaches

Goal 4: Improve mental health services

Indicator	Population	Data Instrument	Data Source
Number of supervisors & MSWs hired	SS/HS schools	Implementation reports/ CAHSD monthly reports	SS/HS Project Director/ CAHSD
MH screening tool in place	SS/HS schools	Implementation reports	SS/HS Project Director
Number of school staff trained on mental health services protocols	SS/HS schools	SS/HS School-Based Counselor monthly report/ CAHSD monthly reports	SS/HS School-Based Counselors/ CAHSD
Number of service contact hours provided	SS/HS schools	SS/HS School-Based Counselor monthly report/ CAHSD monthly reports	SS/HS School-Based Counselors/ CAHSD
Quality of mental health service implementation	SS/HS schools	SS/HS School-Based Counselor monthly report/ CAHSD monthly reports/ Focus groups/ Surveys/ Interviews	SS/HS School-Based Counselors/ CAHSD/ SS/HS School administrators

Goal 5: Improve early childhood services.

Indicator	Population	Data Instrument	Data Source
Number of community resources identified	SS/HS pre-K centers and elementary schools	SS/HS School-Based Counselor monthly report	SS/HS School-Based Counselors/ I-CARE Specialists
Number of Pre-K teachers trained in Second Step	SS/HS pre-K centers and elementary schools	Training sign-in sheets	SS/HS Curricula Implementation Coaches/ I-Care Specialists
Quality of pre-K services	SS/HS pre-K centers and elementary schools	SS/HS School-Based Counselor monthly report/ Focus groups/ Surveys/ Interviews	SS/HS School-Based Counselors/ I-CARE Specialists/ SS/HS School administrators

Goal 6: Increase effectiveness of services for re-entry youth.

Indicator	Population	Data Instrument	Data Source
Bridge Coordinator hired	Re-entry students in SS/HS schools	Implementation report	SS/HS Project Director
Policy for re-entry students established	Re-entry students in SS/HS schools	SS/HS Bridge Coordinator monthly report	SS/HS Bridge Coordinator
Number of students monitored by Bridge Coordinator	Re-entry students in SS/HS schools	SS/HS Bridge Coordinator monthly report	SS/HS Bridge Coordinator
Quality of re-entry services	Re-entry students in SS/HS schools	SS/HS Bridge Coordinator monthly report/ Focus groups/ Surveys/ Interviews	SS/HS Bridge Coordinator/ Juvenile Services staff/ SS/HS School administrators

Goal 7: Maintain involvement of I-CARE Advisory Council in the implementation of the EBRPSS SS/HS comprehensive plan.

Indicator	Population	Data Instrument	Data Source
Number of times Advisory Council meets	I-CARE Advisory Council	Sign-in sheets	SS/HS Project Director
Agenda for Advisory Council meetings	I-CARE Advisory Council	Meeting agenda	SS/HS Project Director
Diversity of Advisory Council membership	I-CARE Advisory Council	I-CARE Advisory Council membership list	SS/HS Project Director

Evaluation Timeline -- Year 2 (10/01/06-09/30/07)

ACTIVITY	10 06	11 06	12 06	01 07	02 07	03 07	04 07	05 07	06 07	07 07	08 07	09 07
General Administrative												
• Submit year one evaluation report	X											
• Consult with project team on Logic Model, Evaluation Plan, and data collection, remaining focused on project objectives	X	X	X	X	X	X	X	X	X	X	X	X
• Prepare and submit evaluation progress report				X					X			
• Prepare mid-year evaluation report					X	X	X					
• Analyze data and prepare year-end report											X	X
• Submit monthly progress report and invoice	X	X	X	X	X	X	X	X	X	X	X	X
Baseline Data Collection												
Secondary Data Collection												
• Assist with NET School Climate Survey – Staff Version							X					
Primary Data Collection												
• Administer SSRS	X											
• Data entry and analysis for SSRS		X	X									
Process and Outcome Data Collection												
• Review security camera installation				X					X			
• Review completion of security gap analysis									X			
• Collect data on safety incidents					X					X		
• I-CARE staff curricula implementation survey		X						X	X			
• Review curricula implementation report	X	X	X	X	X	X	X	X			X	X
• Collect data on ATOD-related incidents					X					X		
• Collect data on fights					X					X		
• Collect data on anti-social incidents					X					X		
• Collect data on violent incidents					X					X		
• Collect data on arrests					X					X		
• Collect data on suspensions					X					X		
• Collect absenteeism data					X					X		
• Develop classroom observation tool	X	X										
• Collect curricula fidelity data				X	X	X	X	X			X	X
• Finalize sample for spring ATOD/violence survey						X						
• Prepare ATOD/violence survey materials							X					
• Administer spring ATOD/violence survey							X					
• Data entry and analysis for spring ATOD/violence survey								X	X	X		
• Administer SSRS								X				
• Data entry and analysis for SSRS									X	X		
• Review School-Based Counselor report	X	X	X	X	X	X	X	X			X	X
• Review CAHSD report	X	X	X	X	X	X	X	X	X	X	X	X
• Collect post-treatment CALOCUS scores for students receiving school-based mental health services			X	X	X	X	X	X	X	X	X	X
• Collect data on disciplinary incidents for pre-K and K students					X					X		
• Prepare/implement Bridge Coordinator data collection form			X									
• Review Bridge Coordinator report				X	X	X	X	X			X	X
• Develop Advisory Council survey								X				
• Administer Advisory Council Survey									X			
• Analyze Advisory Council Survey data									X	X		

Student Social Skills Rating Scale Questions

1. I make friends easily. (A)
2. I smile, wave and nod at others. (E)
3. I ask before using other people's things. (E)
4. I ignore classmates who are clowning around in class. (A,S)
5. I feel sorry for others when bad things happen to them. (E)
6. I tell others when I am upset with them. (C)
7. I disagree with adults without fighting or arguing. (S)
8. I keep my desk clean and neat. (C)
9. I am active in school activities such as sports or clubs. (A)
10. I do my homework on time. (C,A)
11. I tell new people my name without being asked to tell it. (S)
12. I control my temper when people are angry with me. (S)
13. I politely question rules that may be unfair. (A)
14. I let my friends know I like them by telling or showing them. (E)
15. I listen to adults when they are talking to me. (C,E)
16. I show that I like compliments or praise from friends. (A)
17. I listen to my friends when they talk about problems they are having. (E)
18. I avoid doing things with others that may get me in trouble with adults. (C)
19. I end fights with my parents calmly. (S)
20. I say nice things to others when they have done something well. (E)
21. I listen to the teacher when lessons are being taught. (C)
22. I finish classroom work on time. (C,A)
23. I start talks with class members. (A)
24. I tell adults when they have done something for me that I like. (E)
25. I follow the teacher's directions. (C)
26. I try to understand how my friends feel when they are angry, upset or sad. (E)
27. I ask friends for help with my problems. (S)
28. I ignore other children when they tease me or call me names. (A,S)
29. I accept people who are different. (E)
30. I use my free time in a good way. (C)
31. I ask classmates to join in an activity or game. (A)
32. I use a nice tone of voice in classroom discussions. (C)
33. I ask adults for help when other children try to hit me or push me around. (A,S)
34. I talk things over with classmates when there is a problem or an argument. (S)

C = Cooperation sub-scale

A= Assertion sub-scale

E = Empathy sub-scale

S= Self-Control sub-scale