

**WAKE COUNTY
SAFE SCHOOLS/HEALTHY STUDENTS**



**Year One - End of Year Performance Report
June 1, 2000 - September 30, 2000**

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WAKE COUNTY PUBLIC SCHOOL SYSTEM

Wake County Safe Schools/Healthy Students Project Year One – End-of-Year Performance Report June 1, 2000 – September 30, 2000 EXECUTIVE SUMMARY

The Wake County Safe Schools/Healthy Students Project is a part of a federal initiative. The Department of Education, the Department of Juvenile Justice, and the Department of Health and Human Services have joined together in an initiative to stop violence and substance abuse within schools. Each of the three departments has challenged organizations and agencies over the country to develop projects that address six elements. Wake County has done so through developing four goals and seventeen strategies as displayed in Figure 1. Over the course of three years, the county project is implementing, refining, and developing sustainability through a focus on collaboration and cooperation among partner agencies and organizations as well as sharing of outcomes with the community.

Wake County is building collaborative relationships among growing numbers of community members, organizations, and agencies and showing progress toward developing and maintaining a safe, orderly, and drug-free learning environment for its students as a result of grant funding. Within this reporting period, training has taken place, programs have been designed and set up, and full implementation is scheduled to begin during fall 2000.

The Juvenile Crime Prevention Council (JCPC) acts as the advisory council for the initiative within Wake County. This council is in the process of completing its formal training in the *Communities That Care* public health model. Risk factors are now identified and prioritized. The Council will focus on a positive, strengths-based approach in its development of a strong strategic plan. This plan, which extends beyond the life of the grant period, is to be incorporated into the overall comprehensive plan of the council as it oversees the Safe Schools/Healthy Students project.

Interest is developing within the community regarding the building of youth assets and the strength of character development among our youth. A number of presentations have been and continue to be made throughout the county on these topics. This positive approach is showing its effect on our youth as seen in their participation in the Youth Safe Schools Summit events and activities held in September and in the proposals for safe schools developed and presented by school SAVE (Students Against Violence Everywhere) clubs at the Summit. Schools and after-school programs are realizing the need to actively prevent and intervene in youth violence and substance abuse as evidenced in the growing number participating in prevention curricula and the in use of available developmental and intervention services.

Partner agencies are expanding their services. There is an increase in family and parent education services, trained mentors matched with students, and student volunteers participating in Teen Court hearings. Improvements in service delivery are occurring. For example, the mental health Community Assessment Team is making modifications in its service through the design of goal attainment scales and parent satisfaction surveys for use in its program component. Investigations continue in regard to the development of a viable, user-friendly, yet secure database management system for the sharing of student information across school system departments and among agencies.

Overall, county partners and agencies involved with the project show pride in the enormous accomplishments that so many have made within the short period of one year. The subsequent outcome as well as eventual impact of the project's efforts are of increasing interest to the stakeholders in the endeavor.

Figure 1. Relationship of Elements, Goals, and Strategies of the Wake County Safe Schools/Healthy Students Project

Project Elements	Goals	Strategies
All Elements (1-6)	A – Develop Improved Infrastructure	1 Comprehensive Action Plan
		2 Training with Advisory Council & Community Representatives
		3 Strategic Planning
1 – Safe School Environment	B – Safe and Secure Facilities	4 Facility Security
		5 Save-A-Friend Telephone Hotline
2 – Alcohol and Other Drug and Violence Prevention and Early Intervention	D – Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence	6 FAST (Families and Schools Together) Family Group Counseling
		7 Mentors
		8 Teen Court
3 – School and Community Mental Health Preventive and Treatment Intervention Services	C – Safe, Disciplined, and Drug-Free Schools	9 Mental Health Clinicians
		10 Substance Abuse Prevention
4 – Early Childhood Psychosocial and Emotional Development Services	D – Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence	11 Parents As Teachers
		12 Pre-Kindergarten and Kindergarten Second Step
5 – Educational Reform	C – Safe, Disciplined, and Drug-Free Schools	13 Violence and Substance Abuse Curricula: 3Cs Civic Responsibility Get Real About Violence Second Step
5 – Educational Reform	D – Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence	14 Youth Programming Enhancement
6 – Safe School Policies	C – Safe, Disciplined, and Drug-Free Schools	15 Information Management System
		16 Youth Infrastructure
		17 NovaNET

WAKE COUNTY SAFE SCHOOLS/HEALTHY STUDENTS PROGRAM YEAR ONE – END-OF-YEAR PERFORMANCE REPORT JUNE 1, 2000 – SEPTEMBER 30, 2000

PROJECT STATUS

Figure 2 exhibits by strategy program components within elements the task completion status and the related performance to date for this report period within Wake County Safe Schools/Healthy Students. Locations involved by grade-level category during the year are also provided in the table. A discussion follows.

DISCUSSION BY ELEMENT

ELEMENT 1 - Safe School Environment

GOAL B: Establish and maintain safe and secure facilities for all WCPSS sites.

Strategy 4: Improve School Facility Security – *To make certain that all WCPSS schools have a workable plan to deal with security needs and crisis situations.*

Process and Performance Monitoring. 30 of 30 Year One tasks (100%) completed. **Progress:** Intellikeys installed to date in 33 elementary schools: 9 last period, 24 schools this period (met goal of 33 schools). CCTVs installed to date in 10 middle schools: 2 schools last period; 8 additional schools this period (met goal of 10 schools). Talk radio use – none although in place should a crisis occur. Emergency/Crisis Guide in place for all 122 schools with all school administrators trained in its use.

Strategy 5: Expand Telephone Hotline – *Wake County to support anonymous North Carolina telephone hotline that allows students and parents to report problems before escalation.*

Process and Performance Monitoring. 16 of 17 Year One tasks (94%) completed. Task 13 (ordering promotional keyrings) is in process. **Progress:** In conjunction with the governor's office and the Center for Prevention of School Violence, all schools are being registered as participants

Figure 2. Year One - Task Completion Status and Related Performance per Strategy Components of Wake County Safe Schools/Healthy Students Project

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		ELEMENTS 1-6			ELEMENT 1			ELEMENT 2			ELEMENT 3		ELEMENT 4		ELEMENT 5				ELEMENT 6				
		1	2	3	4 Crisis Plan	4 Intelli keys	4 CCTVs	5	6	7	8-Vol	9	10	11	12	13 3Cs	13 CR	13 GRAV	13 SS	14	15	16	17
Strategy																							
A. Process:																							
Report Period																							
% of Tasks Completed																							
10/99-5/00		46	35		←	33	→	21	56	37	57	27	25	29	26	55	34	30	26	36	25	41	23
6/00-9/00		100	100		←	100	→	94	89	98	100	100	90	100	68	100	88	70	69	79	100	100	100
B. Performance Monitoring:																							
(Direct Program Exposure)																							
Adults																							
#AdultsTrained																							
10/99-5/00			25		67	45	6		18	175				3	11	20		25	60	23			34
6/00-9/00			25		156	115	24		10	16					93		4	92	272	31	21	29	24
# Implementing																							
10/99-5/00		25			113	315*	170*		8	50				3	4	20							11
6/00-9/00		25			120	805*	680*		0	127				3			6	1	2			29	13
WCPSS Students																							
10/99-5/00					All				23	50	47	7	0	27	108	171						13	286
6/00-9/00					All				11	127	228	14	0	27	-	0	217	180	675	-		859	286
Parents																							
10/99-5/00									15					26	-								
6/00-9/00									11					20	-		35	248	918				
Locations																							
10/99-5/00		1	1	1	116	9	2	117	4	24	14	7	0	3	5	10	1	10	24	40		24	14
6/00-9/00		1	1	1	123	24	8	124	4	29	24	14	0	3	27	10	1	3	9	55		38	16
Community Organization Exposure																							
10/99-5/00										5							24			30			2
6/00-9/00										16							0			34			8
Youth Advisory Council Members																							
10/99-5/00																							13
6/00-9/00																							23
C. # of Locations Involved by Grade-Level Categories:																							
		Pre-K			Elem.			Combined Elementary/ Middle			Middle		Combined Mid/high		High		After School Programs		Agencies/ Organizations		Total		
10/99-5/00		4			211			2			72		3		58		9		69		428		
6/00-9/00		20			232			2			91		4		80		20		66		515		

* Approximate number based on average of 35 teachers per elementary school and 85 teachers per middle school.

in the WAVE (Working Against Violence Everywhere) program allowing use of the North Carolina 24-hour anonymous hotline telephone. Distribution to schools, students and parents of promotional posters, brochures, cards, keyrings, and PTA newsletters to publish the WAVE telephone number. Students and parents can utilize the 1-888-960-9600 number for all needs. Callers are linked to Charter, Hopeline, etc. depending on need. One call this report period (low number likely due to most schools out for summer and publicizing of phone number not complete then). **Learnings:** Research indicates exposure to one number as opposed to multiple numbers significantly raises usage rate because one number versus several choices. **Challenges:** Because calls are confidential, original reporting data planned for regarding legitimacy, type of caller, type of call, and follow-up did not occur. Number of calls received will continue to be reported. **Corrective action:** Further discussion to occur to revisit whether non-confidential data such as type of call can be collected.

ELEMENT 2: Alcohol and Other Drug and Violence Prevention and Early Intervention

GOAL D: Strengthen community capacity to develop the skills and emotional resilience among children and youth necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use.

Strategy 6: Families and Schools Together – *To conduct child/family intervention programs using the Families and Schools Together (FAST) program to assist families in improving their parenting skills, and targeted students in improving their behavior.*

Process and Performance Monitoring. 57 of 64 Year One tasks (89%) completed. Tasks not completed: a contract negotiation no longer relevant; implementation of Cycle Two – moved to Spring in Year Two due to changeover in coordinating groups. Materials not received from distributor in time to conduct some of pretest portions prior to program implementation.

Progress: Two elementary school FAST sites served 11 children and their families; 6 families graduated from each site. FAST expansion into two new school sites. Three FAST Team

members attended Trainers' Training and will become certified trainers. Ten persons received Phase 3 FAST training. Wake County FAST model/plan reviewed and reengineered during summer via consultation among SSHS staff, FAST Institute, Alliance for Children and Families, and local Communities In Schools (CIS). New FAST coordinator is now CIS rather than Wake County Human Services (WCHS). **Challenges:** Budget access/coordination difficult during period due to different contracts, personnel, and agencies involved.. Redefining team roles at FAST sites. **Learnings:** More efficient ways to implement, expand, and likely sustain Wake County FAST program via CIS coordination (as observed with other FAST program locations). **Corrective actions:** Redeveloped FAST plan with the transfer of FAST coordination to CIS; WCHS continues to coordinate assurance of mental health and substance abuse team members for each FAST site. Determined both school sites to run second 8-week session in Spring 2001 to give CIS time to organize volunteers, donations, and budget issues.

Strategy 7: Expand Pool of Mentors – *To expand the existing communitywide capacity to provide support for at-risk students through Communities in Schools (CIS) adult mentors.*

Process and Performance Monitoring. 40 of 41 Year One tasks (98%) completed. The mentoring experience surveys were not conducted because mentors did not receive the CIS survey sheets prior to the end of the school year. **Progress:** Recruited and trained 191 mentors this year (16 this period). Matched 177 mentors with students (127 this period). With goal set at 20 community organization information sessions, 21 actual sessions conducted (16 in this period). 26% of mentor trainees of minority ethnicity (Year 1 goal: 27%). Mentor retention rate goal: 60% with actual retention rate at 21%. Organized specialized CAT Mentors training scheduled to begin in mid-October 2000 via Wake County Human Services team. Developed successful second tier to SS/HS program allowing student/mentor matches via Student Support Team referrals. Wake County CIS site coordinators receiving referrals, providing continuing service to former mentored students, requesting former mentor volunteers to continue. Programs scheduled to be in place by October 1, 2000. **Challenges:** Coordinator receiving school sites' paperwork in timely manner.

Schools' low current use/awareness of Community Assessment Teams for student referrals.

Matching mentors to students for off-school grounds mentoring through summer requires liability insurance and thorough background checks.

Strategy 8: Teen Court – *To expand the existing capacity of the juvenile justice system to provide diversionary options for adjudicated youth and disciplinary options for school youth, using Teen Court as the strategy.*

Process and Performance Monitoring. 26 of 26 Year One tasks (100%) completed. **Progress:** Maintained active volunteer pool throughout summer, recruiting 265 this year (228 this period). 268 Teen Court cases were heard this year (effective as of 2/15/00 when grant funding related hearings took effect), 92 of these closed, 83 closed successfully. 96 Teen Court cases were heard this period, 22 of these closed, 18 closed successfully. Average volunteer attendance at Teen Court sessions during Year 1 was 20 (average attendance this period was 26). Of 3501 community service hours reported as sentenced during Year 1 (effective mid-February, 2000), 1045 reported as successfully completed. Of 653 community service hours reported as sentenced during this period, 110 reported as successfully completed. **Challenges:** School Outreach Coordinator (SOC) promoted; position vacancy caused delay of several planned recruitment tasks. **Learnings:** Volunteer summer availability inconsistent/unstable.

ELEMENT 3: School and Community Mental Health Preventive and Treatment

Intervention Services

GOAL C: Ensure that all staff and students attending WCPSS are able to learn in a safe, disciplined, and drug-free environment.

Strategy 9: School-Based Mental Health Clinicians – *To expand provision of school-based screening, assessment, referral, and follow-up capacity using a school-based team assessment model located at all schools (CA Teams).*

Process and Performance Monitoring. 21 of 21 Year One tasks (100%) completed. **Progress:**

Served 14 students for academic, behavioral, emotional, family and substance abuse reasons with services including consultation, assessment, referrals, linkage and coordination. Developing ways to define/measure CATEam's service delivery and to integrate with other services and grant partners. Continuing to meet with community agencies/partners regarding CATEam process and appropriate CATEam participation. **Challenges:** Defining role of CATEam Leaders and CATEam process with focus of efforts primarily on linkage/coordination with professionals and stakeholders versus direct the youth/family service. Setting up design to build capacity of those working with the youth/family. Developing method to measure progress. **Learnings:** Common factor in majority of referrals to date: referral sources (primarily school personnel) report low involvement/engagement by youth's family/parents. Need to address this factor in planning and implementation of plans for referred youth. **Corrective actions:** Developed two new ways to identify problems and measure outcomes for CATEam issues regarding building and measuring community capacity to serve CATEam referred youth: a) a parent/guardian survey related to school meeting participation, and b) a goal attainment scale for CATEam referrals to define/measure specified capacity-building goals.

Strategy 10: Expand School-Based Substance Abuse Prevention Programs – *To expand provision of school-based substance abuse programs with focus on inhibiting the onset of substance abuse and lowering the number (or percentage) of students abusing substances.*

Process and Performance Monitoring. 18 of 20 Year One tasks (90%) completed. Two tasks

related to program products (Youth Self-Report Inquiry and Students Served Listing) were not provided as students were not actively served during the period. **Progress:** Approval received to recruit additional Substance Abuse Counselor (allows more time toward expanding grant-related activities: four intervention groups, at-risk youth identification process, expanding FAST sites).

Challenges: Delays with some services may occur as efforts continue to replace a newly vacant SAC position.

ELEMENT 4: Early Childhood Psychosocial and Emotional Development Services

GOAL D: Strengthen community capacity to develop the skills and emotional resilience among children and youth necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use.

Strategy 11: Parents As Teachers (PAT) – *Expanding existing communitywide capacity to provide in-home support services for at-risk families with young children using PAT program.*

Process and Performance Monitoring. 29 of 29 Year One tasks (100%) completed. Task #38

(measurement of parent involvement in the school) was dropped as it was inappropriate for this period (none of the children served during this report period were of school age). **Progress:**

Recruitment growing due to expanding collaboration (currently 5 new agencies beyond schools) and widening target area; 27 children and 20 sets of parents served this period including 10 health screenings and 15 skill assessments for the children (resulting in one referral and parent followup with continued speech therapy for the child). One Parents As Teachers (PAT) school site participated with regional PAT play day. Parent educators attended first collaborative CATeam meeting in September. No reports of child abuse among PAT families (1616 reported child abuse cases in Wake County with 539 of these substantiated). **Challenges:** Feelings of isolation from SSHS staff/teams/contacts. Limited target area for recruitment. Parent frustrations with length of parent assessments. Communication problems centering around staff telephone number changes and no voice mail. Implementing curriculum-based lessons. Effective database maintenance. Lack of sufficient time for supervision of program. **Learnings:** Need for constant recruitment and new publicizing methods. Some parent alienation toward long evaluations. Need for maintaining contact with families. Parent educator support group regarding problem solving and motivation. Children birth to 5 years old receive service through the PAT program based on at-risk status (single-parent family, social isolation, from targeted low economic area) versus developmentally delayed status implied in program component evaluation. More appropriate measure of child success would likely be based on maintaining/improving age-appropriate development versus

making significant improvement. **Corrective actions:** Revised pre/post parent assessment. Expanded recruitment to include communities of schools outside targeted nodes. Collaborated further with CATeam. Added part-time staff to supervise program. Telephone issues fixed for parent educator. Parent educator support provided through local and regional staff meetings. Evaluation will look at child's maintenance as well as improvement of age-appropriate skills.

Strategy 12: Preschool/Kindergarten Second Step – *To expand communitywide training of staff members at existing public and private preschool and kindergarten programs to deliver social-skills instruction using Second Step.*

Process and Performance Monitoring. 15 of 22 Year One tasks (68%) completed. Seven tasks may have been completed but the data was not available in time for this report. **Progress:**

Training – 104 public and private preschool staff trained in Year 1 with 93 of those in this period. Three public kindergarten teachers scheduled to attend October Training of Trainers workshop. Classroom Discipline surveys distributed to participating preschools. Preschool and kindergarten teachers beginning curriculum implementation. New part-time coordinator began duties 8/7/00.

Challenges: Low registration cancelled a September training session. New coordinator challenged immediately and concurrently with training, information/kit distribution, data collection/information dissemination issues, and transition period necessary for 2 new SSHS office staff (program secretary and budget facilitator). **Learnings:** Need for procedural system in coordinator and school contact responsibilities. **Corrective actions:** Set procedural system into practice. Scheduling regular meetings with Project Enlightenment for more timely task completions and data collection efforts. Entering data on regular basis for more efficient data collection/reporting.

ELEMENT 5: Educational Reform

GOAL C: Ensure that all staff and students attending WCPSS are able to learn in a safe, disciplined, and drug-free environment.

Strategy 13: Implement Violence and Substance Abuse Prevention Curricula – *To expand teacher training and choice of curricular selections to provide school-based, developmentally sequenced, instructional programs at all three school levels (elementary, middle, and high) for violence and substance abuse prevention using 3Cs, Civic Responsibility, Get Real About Violence, and Second Step as subcomponents.*

3Cs Program: Process and Performance Monitoring. 27 of 27 Year One tasks (100%) completed.

Progress: Completed school implementation and collected post data in May, data evaluation and completed reports in June and July. Preparation for Year 2 in August and September. Supplies purchased/organized for next 10 schools. Ten new schools selected, interns hired; Year 2 training/meeting dates established. Of a reported 172 students evaluated last period for reduction in social anxiety and improvement in social acceptance, pre/post results showed a slight decrease in social anxiety based on feelings of victimization by peers (from 31.6% to 31.1%) and an increase in social acceptance based on feelings of peers' dislike and rejection (from 44.9% to 42.6%) and social isolation (from 36.4 % to 35.9%).

Civic Responsibility (The School Safety Program): Process and Performance Monitoring. 23 of 26 Year One tasks (88%) completed. Tasks involving a kickoff informational session may have been completed but data was not provided. Most survey results are in for analysis but some are not.

Progress: Program implementation in process following initial systemic delays. Staff ready with computer lab, basic curriculum designed, plan in place for processing students and products. This period: 4 teachers trained and 6 implementing curriculum to 217 students in one high school; 35 parents attended a curriculum awareness session. **Challenges:** Setting up computer lab with its wiring needs. Transient staff. Equipment/materials delays. Floor replacement following lab setup. Unique phone system from rest of county. **Learnings:** Determined setup of Student Attitude Survey for pre-post measure. Expansion interest developing in another high school. **Corrective actions:** Changed 9th grade geography course structure in place to "Street Law" and use of "American Promise" materials. Transitions planned for ELP students. Writing phase added.

Get Real About Violence: Process and Performance Monitoring. 16 of 23 Year One tasks (70%)

completed. Data on seven evaluation-related tasks in process was not available in time for this report. **Progress:** Training of 118 staff members in Year 1 with 93 of those in this period. Ten schools registered for October Training of Trainers Staff. Preparation for October training completed. Pre-tests surveys distributed to participating schools with Fall 2000 curriculum instruction scheduled. Program exposure to 255 parents to date. Curriculum kits ordered.

Challenges: Some teacher resistance to “add-on” *Second Step* curriculum. Time factor regarding telephoning and distribution of kits, forms, etc. New coordinator challenged immediately and concurrently with training, information/kit distribution, data collection/information dissemination issues, and transition period necessary for 2 new SSHS office staff (program secretary and budget facilitator). **Learnings:** Need for greater organization, distribution of necessary materials/supplies during training for greater efficiency and ease, and purchase and track curriculum kit orders in a timely manner as well as maintain current inventory. **Corrective actions:** Setting procedural system into practice (e.g. updated list of participating schools and status of each school. Entering data on regular basis for more efficient data collection/reporting. Scheduling regular meetings with Elementary Guidance Administrator and Evaluation Specialist regarding data collection and goal achievement. “Lessons Taught” forms to be distributed for data collection.

Second Step: Process and Performance Monitoring. 18 of 26 Year One tasks (69%) completed.

Task 6 (collaboration) not completed as planned and moved to Year 2. Data on seven evaluation-related tasks in process was not available in time for this report.

Progress: Staff training – 332 staff trained this year (272 this period). Twelve more schools registered for October 3-5 Training of Trainers. Preparation for training completed. Curriculum kits ordered. Classroom Discipline surveys developed and distributed. Program implementation begun. Program exposure to 730 parents to date. **Challenges:** School site training/implementation delayed due to late arrival of curriculum kits. Some teacher resistance to “add-on” *Second Step* curriculum. Time factor regarding telephoning and distribution of kits, forms, etc. New coordinator

challenged immediately and concurrently with training, information/kit distribution, data collection/information dissemination issues, and transition period necessary for 2 new SSHS office staff (program secretary and budget facilitator). **Learnings:** Need for greater organization, distribution of necessary materials/supplies during training for greater efficiency and ease, and purchase and track curriculum kit orders in a timely manner as well as maintain current inventory.

GOAL D: Strengthen community capacity to develop the skills and emotional resilience among children and youth necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use.

Strategy 14: Youth Programming Enhancement and Expansion – *To conduct communitywide training with personnel staffing 45 existing after-school youth programs to implement violence/substance abuse prevention curricula and annually seed the development of six new after-school youth programs in community locales with high concentrations of multiple risk factors.*

Process and Performance Monitoring. 30 of 38 Year One tasks (79%) completed. Incomplete tasks centered on either problems with a Request for Application format (two program setup tasks) or the need to move tasks to Year Two (3 training tasks, 3 implementation and measurement tasks). **Progress:** Training exceeded target of 15 staff trained (54 trained this year, 31 of those in this period). Technical assistance provided to 26 youth programs. Responded to 15 requests for additional assistance related to violence/substance abuse prevention. Request for Application (RFA) distribution to 50 new youth programs. **Challenges:** Deciding on appropriate evaluation tool for curriculum; its approval in process. Refined and redistributed RFA due to terminology problems in original. Promoting Alternative Thinking Skills (PATHS) curriculum and Creating Lasting Connections (CLC) curriculum not appropriate match for youth programs (PATHS structure to teach in short segments throughout full school year, CLC training requirement of 2 weeks).

Learnings: Wide after-school program interest in curricula implementation; little high-school age youth program interest. **Corrective actions:** New RFA format approved. Research-based

elementary Life Skills curriculum substituted for PATHS curricula (more user friendly for youth programs). Creating Lasting Connections replacement remains under study.

ELEMENT 6: Safe School Policies

GOAL C: Ensure that all staff and students attending WCPSS are able to learn in a safe, disciplined, and drug-free environment.

Strategy 15: Information Management System – *To improve the existing school- and district-based information management system to include the sharing of information across community agencies and the training of school personnel on the use of these systems.*

Process and Performance Monitoring. 23 of 23 Year One tasks (100%) completed. **Progress:**

Determined current needs for Student Support Team (SST) and Related Services support and sent specifications to Oracle database vendor for price bid to modify special education system developed for WCPSS. Placed MS Word forms on WCPSS Intranet for SST personnel use. Analyzed via collaborative efforts the due process, guidance, NCWISE needs for integration in Year Two or Three. Enthusiasm for product increased among 6 Student Support Services staff in June through live demonstration of updated vendor developments. Trained 15 SST staff on WCPSS Intranet-available SST forms developed by strategy consultant. SST reports that: a) the reorganization of their data gathered for infrastructure is progressing on schedule, b) updates consistently provided by consultant, and c) estimated cost of project to be discussed before proceeding.

Challenges: Need to overcome confidentiality problems in outside agency integration attempts. Noted/addressing need for maintaining autonomy among departments while integrating data. Layers of structure bringing problematical issues regarding NCWISE informational retrieval.

Learnings: Change in culture expected regarding centralizing data for analysis and communication. High degree of commitment and cooperation required in handling complex scheduling of students, teachers, classes and buses in large school system. **Corrective actions:** Strategy consultant networking heavily with purpose to be good conduit for information flow.

Strategy 16: Expand Student/Youth Infrastructure – *To expand an existing youth infrastructure for planning, promoting, and carrying out safe school policies, using a communitywide Youth Advisory Council (YAC), and extracurricular clubs.*

Process and Performance Monitoring. 50 of 50 Year One tasks (100%) completed. **Progress:** 23-member Youth Council meets every other Tuesday averaging 16 in attendance. Very successful Youth Safe Schools Summit involving almost 250 youth from Wake County (218 SAVE Club members, 25 non-SAVE Club members) that exceeded original grant goal of 180 students. 29 proposals developed and presented by SAVE Clubs on topic of safer schools with 3 awards given. 18 students participated in August team building exercises retreat. Approximately 834 students currently attending SAVE Clubs in 30 schools. Planning more training and conferences for Fall 2000. High levels of student enthusiasm observed to date. **Challenges:** finding youth leaders with commitment to Council. Getting adult volunteers to help and commit to Youth Council SSSH program component. **Learnings:** Increase in Youth Council Coordinator's awareness of student pressures. Strength of empowerment as tool toward goal attainment. Importance in clarity of communication with youth. **Corrective actions:** Coordinator educating youth toward students taking over leadership role.

Strategy 17: NovaNET/ Extended Day Program – *To provide targeted, self-paced academic instruction for remedial needs of students being reintegrated from juvenile justice system and returning from out-of-district placements using NovaNET computer hardware and software.*

Process and Performance Monitoring. 39 of 39 Year One tasks (100%) completed.

Progress: Expedient, thorough, and well-received training of 53 lab coordinators and other relevant staff from 17 schools trained this year (24 staff members trained this period). Spring 2000 NovaNET lab startups received student referrals within short amount of time serving 286 students. Data underway regarding credits earned and students graduating on time following NovaNET participation. **Challenges:** one school's lab w/ networking issues (all other schools set up by 3/1/00). Schools expressed need for more specific guidelines for the awarding of credits through

NovaNET. Lack of process for identifying juvenile justice students during period. **Learnings:** Faculty members need time to acclimate to how fully NovaNET can be incorporated into student progress. Support needed from administration to fully implement program at each school. On-going contact very helpful as schools establish NovaNET labs. Time needed for lab coordinators to get together to discuss successes and challenges of program. **Corrective actions:** Specific guidelines for awarding NovaNET credits currently under study by members of WCPSS Curriculum and Instruction Department, as well as the contact person for strategy 17. Process in place for identification of Juvenile Justice students. Expand NovaNET program to support students with credit failure, competency/elective requirements, or in need of credit recovery. Lab coordinator meetings planned for year to provide opportunities to learn from successes and challenges at other schools. Program expanded to include wider range of at-risk students.

ALL ELEMENTS (1 THROUGH 6)

GOAL A: Develop an improved infrastructure that will institutionalize and sustain integrated, comprehensive, and communitywide resources and services for the provision of safe schools and healthy students.

Strategy 1: Comprehensive Action Plan

To institutionalize an ongoing integrated, comprehensive, communitywide infrastructure to include the local JCPC as an advisory council with subcommittee structures. To adopt a process to look at the integration of all violence prevention programs and initiatives, and assess impact on community level. To review semiannual and annual reports to measure goals met and set new annual goals. To share the results with the community.

Process and Performance Monitoring. 31 of 31 Year One tasks (100%) completed. **Progress:** Initial steps taken by 25-member Advisory Council to develop plan for creating comprehensive infrastructure that integrates community-wide resources and services for safe schools and healthy students – plan based on *Communities That Care* (CTC) public health model. Three committees

established to provide more structure to Advisory Council: Community Relations, Programs, and Operations. Two general meetings attended by 11 members on 7/19/00 and 16 members on 8/23/00 (calendar and minutes provided for both, agenda for 8/23/00). Reports of goals set and met for each component during Year One to be reviewed with new goals set as one of first tasks of Year 2. **Challenges:** Timeframes for accomplishing objectives within comprehensive plan difficult to meet due to the timeframes of CTC training sessions scheduled and conducted through Juvenile Justice Department. **Corrective actions:** Readjustment of Advisory Council timeframes for development of overall plan and work of committees.

Strategy 2: Training with Advisory Council and Community Representatives

To participate in ongoing training with communitywide representatives generally, and with the SS/HS Advisory Council specifically, on a public health model for safe schools and healthy students. To work with all segments of child-serving community to anticipate a common framework, expectations, and skill level regarding the overall initiative.

Process and Performance Monitoring. 18 of 18 Year One tasks (100%) completed. **Progress:**

Three training sessions attended by community representatives and 7 to 9 JCPC members on *Communities That Care* (CTC) public health model sponsored by Department of Juvenile Justice (Topics: "Community Orientation Training," "Risk Assessment Training," and "Resource Assessment Training"). All JCPC members in process of receiving training in direct or follow-up sessions. Four subsequent meetings of core group of JCPC members were held to review the training curriculum and to proceed with further planning and assessment required by the model (meetings provided JCPC members with necessary information to lay the groundwork for development of strategic plan for Council). Main risk factors contributing to juvenile crime and delinquency prioritized by JCPC members for focus over next year (risk factor input provided by Wake County Court Counselors and the SS/HS Youth Advisory Board). **Challenges:** Tight timeframe between training sessions and work to be accomplished. Training materials helpful, but not easily comprehended by JCPC members not in attendance at training sessions. **Corrective**

actions: Core groups of JCPC members attending different training sessions meet regularly as planning group to implement goals and action steps of CTC model. Handouts of materials developed and shared with all JCPC members to build understanding of CTC model and its implementation as community-wide assessment planning strategy.

Strategy 3: Strategic Planning of Communitywide Initiatives

(same as Strategy 1 purpose)

Process and Procedure Monitoring. **Progress:** Consultant hired to assist JCPC with the development of strategic plan. Consultant has attended training sessions and works with the JCPC Chair, Vice-Chair, and Committee Chairs to design process for developing strategic plan with involvement by full JCPC. **Challenges:** Plan to have strategic plan in place at very beginning of Year 2 not possible due to extended CTC training sessions. **Learnings:** Evident that Strategy 3 more appropriate as core component of Strategy 1: "Comprehensive Plan," rather than as separate strategy. **Corrective actions:** Adjusted timeframe for completion of strategic plan development Conducting strategic planning with full JCPC soon after fourth training held in October. Beginning in Year 2, incorporating Strategy 3 into Strategy 1 as core component of work in developing comprehensive plan.

CONCLUDING REMARKS


In evaluating the program's first year, it has been observed through site visits where program strategies are actively in place and growing in numbers, attending partner-agency meetings, or talking with students about their excitement regarding components and their part in them, that much commitment and dedication exists on the part of many community members, organizations and partner agencies. Already, with only the beginning of the program in place, it is noted that a wave of enthusiasm is increasing collaborative efforts toward developing and maintaining a safe, orderly, and drug-free learning environment for the students in Wake County.

Accomplishments include readiness for JCPC review of program goals set and met, and greater effectiveness and efficiency through newly hired additional/replacement staff including

coordinators for Strategies 6 (FAST), 8 (Teen Court), 12 (Preschool Second Step), and 13 (Second Step: K-8, and Get Real About Violence), as well as SS/HS staff secretary, budget facilitator, a part-time evaluation assistant, and data analyst. The program's evaluation plan has been revisited for appropriateness and is in process for submittal with its requested modifications within the next few weeks for federal approval.

With the close of the first year (September 30, 2000), the program has been monitored processually through its completion level of created, assigned, and modified tasks within each of six element-related strategies. Performance has also been evaluated through a measure of numbers and frequency counts. The impact of the interagency program will be evaluated formally beginning in April of 2001 on a semi-annual basis. The focus is on the collaborative efforts of partner agencies toward decreasing student violence and substance abuse and building the community's capacity in positive character development through specific youth assets. Findings to date show that an average of 94% of the tasks have been completed per strategy within the first year. The timeframes of most strategies were adjusted for various reasons and are just now beginning to fully implement. Four components have met or exceeded their goals regarding outcomes.

Wake County continues to appreciate the opportunities available in achieving its goals and objectives through the federal funding of the Safe Schools/Healthy Students Program Initiative.

 Name of Institution/Organization Safe Schools/Healthy Students Grant of Wake County Public School System		SAFE SCHOOLS/HEALTHY STUDENTS PART IV - BUDGET INFORMATION						OMB Control Number: 1890-0044
								Expiration Date: 02/28/2003
ELEMENTS 1 - 3								
Budget Categories	Element 1 <i>Safe School Environment</i>		Element 2 <i>AOD/Violence Prevention & Early Intervention</i>		Element 3 <i>School & Community Mental Health Preventive & Treatment Services</i>			
	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended		
A. Personnel	48,539	42,290	130,010	114,004	307,880	154,691		
B. Fringe Benefits	12,442	8,403	53,663	5,637	53,036	1,672		
C. Travel	1,176	419	6,428	2,502	13,948	1,070		
D. Equipment	231,808	195,447	32,046	26,989	1,790	1,978		
E. Supplies	14,247	18,076	43,039	19,435	16,286	11,813		
F. Construction	-0-	-0-	-0-	-0-	-0-	-0-		
G. Consult/Contracts	19,256	1,758	68,013	13,932	3,925	840		
H. Other	100,868	93,545	4,239	3,453	40,532	5,149		
Total Direct Costs (lines A-H)	428,336	359,938	337,438	185,952	437,397	177,219		
I. Indirect Costs								
TOTAL								

ED Form No. 524

PART ISHS BUDGET INFORMATION
PAGE . . . J

Name of Institution/Organization		ELEMENTS 4-6										TOTAL EXPENDED
Safe Schools/Healthy Students Grant of Wake County Public School System		Element 4 Early Childhood Psychosocial & Emotional Development Services		Element 5 Educational Reform		Element 6 Safe School Policies						
Budget Categories	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended
A. Personnel	112,170	77,811	130,822	110,009	227,021	123,621	622,432					
B. Fringe Benefits	29,862	16,370	32,093	4,416	57,583	27,709	64,207					
C. Travel	14,847	5,426	15,377	609	3,662	1,468	11,494					
D. Equipment	12,559	15,559	10,468	9,529	121,705	240,175	489,677					
E. Supplies	29,797	18,392	142,158	141,586	129,748	144,738	354,040					
F. Construction	-0-	-0-	-0-	-0-	-0-	-0-	-0-					
G. Consult/Contracts	11,541	7,548	79,463	44,345	96,725	45,314	113,737					
H. Other	2,461	3,837	124,646	95,789	81,685	24,584	226,357					
Total Direct Costs (lines A-H)	213,237	144,943	535,027	406,283	718,129	607,609	1,881,944					
I. Indirect Costs												
TOTAL												

ED Form No. 524

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 1: Comprehensive Action Plan
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
683 Preschool 47,945 Elementary School
22,114 Jr. High/Middle School 24,959 High School

***All WCPSS students will be impacted by this program.**

- Staff
Safe School/Healthy Students Partner: (number served in each category)
 Education Mental Health
 Law Enforcement SS/HS Project Staff

***All partner agencies are involved and will be impacted by this program.**

- Other
(number served and describe group – e.g., parents, community groups, etc.)

25 Juvenile Crime Prevention Council members

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 2: Training with Advisory council and Community Strategy
Strategy Representatives
(i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
 - Preschool Elementary School
 - Jr. High/Middle School High School
- Staff
Safe School/Healthy Students Partner: (number served in each category)
 - Education Mental Health
 - Law Enforcement SS/HS Project Staff
- Other
(number served and describe group – e.g., parents, community groups, etc.)
25 Juvenile Crime Prevention Council members

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity:** Strategy 4: Improve School Facility Security
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. **Target Population:** (check one)

- School-Age Children
Education Level: (number served in each category)
 - Preschool Elementary School
 - Jr. High/Middle School High School

***All WCPSS students are impacted by this program.**

- Staff
Safe School/Healthy Students Partner: (number served in each category)
 - Education Mental Health
 - Law Enforcement SS/HS Project Staff

***All WCPSS staff are impacted by this program.**

- Other
(number served and describe group – e.g., parents, community groups, etc.)

Additional Information: Six talk group radios are also currently available for use throughout the entire school system, should a crisis occur.

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 5: Expand Telephone Hotline
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
 Preschool 47,945 Elementary School
22,114 Jr. High/Middle School 24,959 High School

***Available for all WCPSS students.**

- Staff
Safe School/Healthy Students Partner: (number served in each category)
 Education Mental Health
 Law Enforcement SS/HS Project Staff

- Other
(number served and describe group – e.g., parents, community groups, etc.)

Available to all WCPSS parents

Additional Information:

Anonymous Telephone Hotline announced by NC Governor Jim Hunt is available to all students and parents in the state, including Wake County.

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity:** Strategy 6: Families and Schools Together
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. **Target Population:** (check one)

- School-Age Children
Education Level: (number served in each category)
 Preschool 11 Elementary School
 Jr. High/Middle School High School
- Staff
Safe School/Healthy Students Partner: (number served in each category)
 3 Education (**2 counselors & 1 teacher**) Mental Health
 Law Enforcement 7 SS/HS Project Staff
- Other
(number served and describe group – e.g., parents, community groups, etc.)
parents of 11 children

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 7: Expand Pool of Mentors
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)

<input type="checkbox"/> Preschool	<input type="checkbox"/> 85 Elementary School
<input type="checkbox"/> 18 Jr. High/Middle School	<input type="checkbox"/> 23 High School
<input type="checkbox"/> 1 Other (Chavis Heights)	
- Staff
Safe School/Healthy Students Partner: (number served in each category)

<input type="checkbox"/> Education	<input type="checkbox"/> Mental Health
<input type="checkbox"/> Law Enforcement	<input type="checkbox"/> SS/HS Project Staff
- Other
(number served and describe group – e.g., parents, community groups, etc.)
 - 127 volunteer mentors
 - 16 organizations

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity:** Strategy 8: Teen Court
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. **Target Population:** (check one)

- School-Age Children
Education Level: (number served in each category)
 Preschool Elementary School
22,114 Jr. High/Middle School 24,959 High School
- *228 student volunteers recruited through grant direction (not identified by grade level)**
- *97 juvenile offenders' cases heard (not identified by grade level)**

- Staff
Safe School/Healthy Students Partner: (number served in each category)
 Education Mental Health
 Law Enforcement SS/HS Project Staff

- Other
(number served and describe group – e.g., parents, community groups, etc.)

Additional Information: **Number of students per school noted above reflects that all middle and high school students have been notified of the opportunity to be a Teen Court volunteer.**

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 9: School-Based Mental Health Clinicians
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
 - Preschool 12 Elementary Schools
 - 3 Jr. High/Middle Schools 1 High Schools

- Staff
Safe School/Healthy Students Partner: (number served in each category)
 - 80 Education 2 Mental Health
 - Law Enforcement 10 SS/HS Project Staff

- Other
(number served and describe group – e.g., parents, community groups, etc.)
 - 17: Other Youth Program Staff:
 - 25: Department of Juvenile Justice & Delinquency Prevention
 - (Juvenile Court Counselors)

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 10: Expand School-Based Substance Abuse Prevention Strategy
Strategy Program

(i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
 - Preschool 74 Elementary Schools
 - 22 Jr. High/Middle Schools 17 High Schools

***Case meetings begin September 1, 2000 involving all WCPSS schools.**
NOTE: Number of SCHOOLS counted, not students

- Staff
Safe School/Healthy Students Partner: (number served in each category)
 - 13 Education Mental Health
 - Law Enforcement SS/HS Project Staff
(Substance Abuse clinicians)

- Other
(number served and describe group – e.g., parents, community groups, etc.)

Additional Information: **Groups will target middle & high school.**

SAFE SCHOOLS/HEALTHY STUDENTS Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 11: Parents As Teachers
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
 - Preschool Elementary School
 - Jr. High/Middle School High School
- Staff
Safe School/Healthy Students Partner: (number served in each category)
 - Education Mental Health
 - Law Enforcement SS/HS Project Staff
(Parent Educators)
- Other
(number served and describe group – e.g., parents, community groups, etc.)
20 sets of parents; 27 children (Birth to 5 years old)

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. **Program/Activity:** Strategy 13: Implement Violence and Substance Abuse Prevention Curricula
(i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. **Element:** (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. **Target Population:** (check one)

- School-Age Children
Education Level: (number served in each category)
 Preschool 855 Elementary School
(partial reporting)
 Jr. High/Middle School 217 High School

***Most program implementation scheduled to begin Fall 2000.**

- Staff
Safe School/Healthy Students Partner: (number served in each category)
322 Education Mental Health
 Law Enforcement SS/HS Project Staff
- Other
(number served and describe group – e.g., parents, community groups, etc.)
46 from WCPSS Transportation Department
1201 parents introduced to curricula

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 15: Information Management System
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
 - Preschool Elementary School
 - Jr. High/Middle School High School
- Staff
Safe School/Healthy Students Partner: (number served in each category)
 - Education Mental Health
 - Law Enforcement SS/HS Project Staff
- Other
(number served and describe group – e.g., parents, community groups, etc.)
 - 21 Central Office staff (estimate) in Student Services
 - and Technology

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 16: Expand Student/Youth Infrastructure
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
 - Preschool Elementary School
 - Jr. High/Middle School High School

(859 students in middle and high schools not reported by grade levels)

- Staff
Safe School/Healthy Students Partner: (number served in each category)
 - 29 Education Mental Health
(SAVE Club Advisors)
 - Law Enforcement SS/HS Project Staff

- Other
(number served and describe group – e.g., parents, community groups, etc.)

30 parents, 8 community groups, 8 non-profit groups

(218 Youth Summit attendees)

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

Instructions: Complete a separate worksheet for each major activity/program/strategy. See sample worksheets.

I. Program/Activity: Strategy 17: NovaNET/Extended Day Program
Strategy (i.e., mental health screening/assessment, mentoring program, surveillance cameras, staff training, etc.)

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/Early Intervention Programs
- Element 3 – School & Community Mental Health Preventive/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe School Policies

III. Target Population: (check one)

- School-Age Children
Education Level: (number served in each category)
 - Preschool Elementary School
 - Jr. High/Middle School 286 High School

- Staff
Safe School/Healthy Students Partner: (number served in each category)
 - 24 Education Mental Health
 - Law Enforcement SS/HS Project Staff

- Other
(number served and describe group – e.g., parents, community groups, etc.)

Additional Information:

WAKE COUNTY SAFE SCHOOLS/HEALTHY STUDENTS PROGRAM
Year One – JUNE 1, 2000 – SEPTEMBER 30, 2000
Archival data

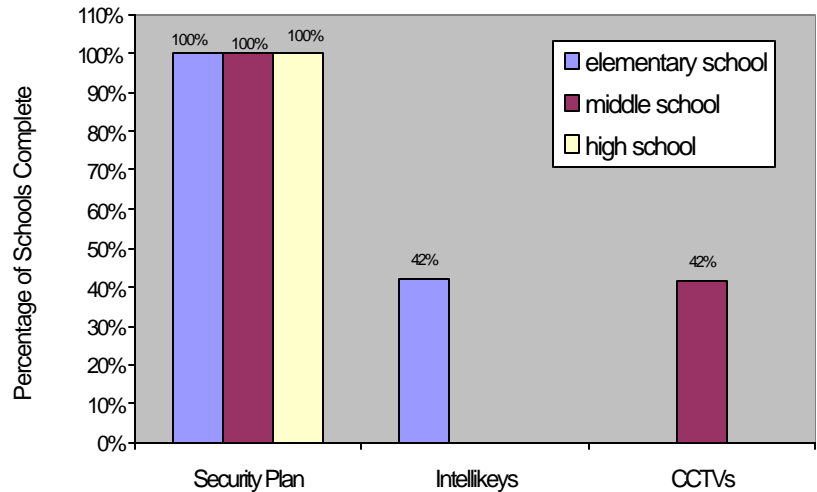
Attached are reference figures for the Wake County Safe Schools/Healthy Students Project. These figures graphically display what has been accomplished in numbers and percentages within several of the program components from startup on October 1, 1999 through September 30, 2000. Not all components are shown as some begin implementation during Year Two.

Element 1

Security Plans and Installation of Intellikeys and CCTVs

As shown in Figure 1 in 1999/00—Year 1 of the grant—100% of the 122 schools in the WAKE COUNTY PUBLIC SCHOOLS SYSTEM (WCPSS) adopted a revised security plan. Currently approximately 42% of the elementary schools have installed Intellikeys. The 33 (out of 78) elementary schools with Intellikeys installed in Year 1 meets the targeted goal of 33 schools for Year 1 as specified by the grant. Approximately 42% of the middle schools have installed CCTVs. For middle schools 42% meets the targeted goal of 10 (out of 24) middle schools in Year 1 as specified in the grant. The remaining elementary and middle schools are scheduled for installation of Intellikeys and CCTVs respectively during 2000/01.

Figure 1
Security Plans and Installation of Intellikeys and CCTVs
Strategy 4



Hotline Calls

Figure 2 reflects the number of calls made to the hotline during Year 1 of the Grant—October 1999 through September 2000. From October 1999 to January 2000 no calls to the hotline were reported. Seven calls to the hotline were reported between February 2000 and May 2000. During the most recent reporting period June 2000 to September 2000 one call to the hotline was reported. It should be noted that the limited number of calls (1) between June 2000 and September 2000 may be due to the fact that the majority of schools in our district were not in session over the summer months.

Figure 2
Number of Hotline Calls
October 1999 through September 2000
Strategy 5 - N=8

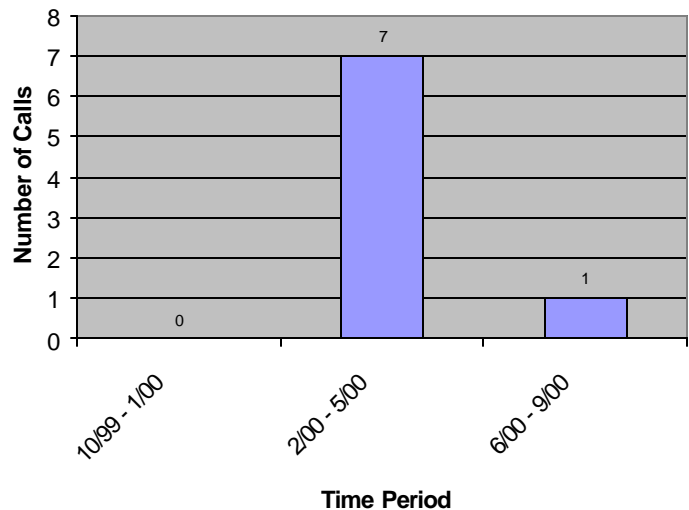
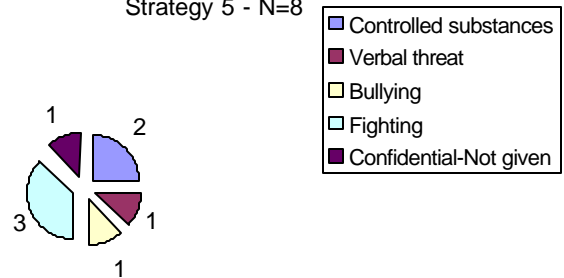


Figure 3
Reasons for Hotline Calls
 October 1999 through September 2000
 Strategy 5 - N=8

Reasons for Hotline Calls

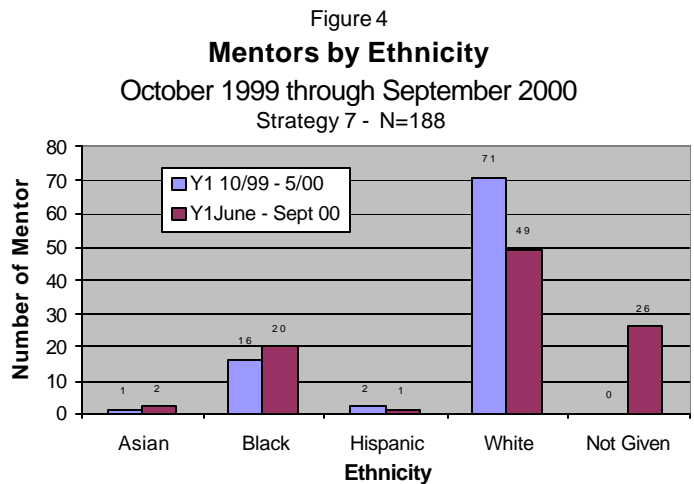
Figure 3 demonstrates the breakdown of the problems associated with each call to the hotline. Of the 8 calls received in Year 1, 37% or three calls were for fighting. 24% or 2 calls were for controlled substances and the remaining 3 calls were for verbal threat, bullying, and confidential reasons (not given).



Element 2

Mentors by Ethnicity

Figure 4 provides the number of mentors by ethnicity from October 1999 through September 2000. Of the 90 mentors in reporting period 1 (10/99 – 5/00) one was Asian, 16 were Black, 2 were Hispanic, and 71 were reported as White. In reporting period 2 (6/00 – 9/00) two were Asian, 20 were Black, 1 was Hispanic, 49 were reported as White, and 26 had no ethnicity reported. The total number of mentors in Year 1 who are ethnic minorities was 42 (26%) out of 188 mentors which comes close to meeting the grant-specified goal for Year 1 of 27% minority involvement.



Percentage of Mentors Retained

As shown in Figure 5 approximately 21% of the 90 mentors in reporting period 1 (10/99 – 5/00) were retained in reporting period 2 (6/00 – 9/00). The goal specified for Year 1 of the grant was a 60% retention rate.

Figure 5
Percentage of Mentors Retained
 from reporting period 1 Year 1 (10/99 - 5/00) to
 reporting period 2 Year 1 (6-/00 -9/00)
 Strategy 7 - N=90

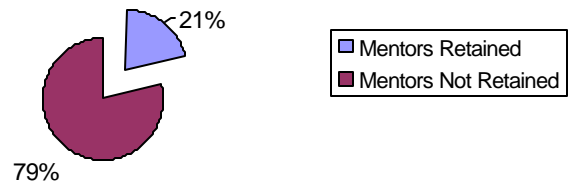
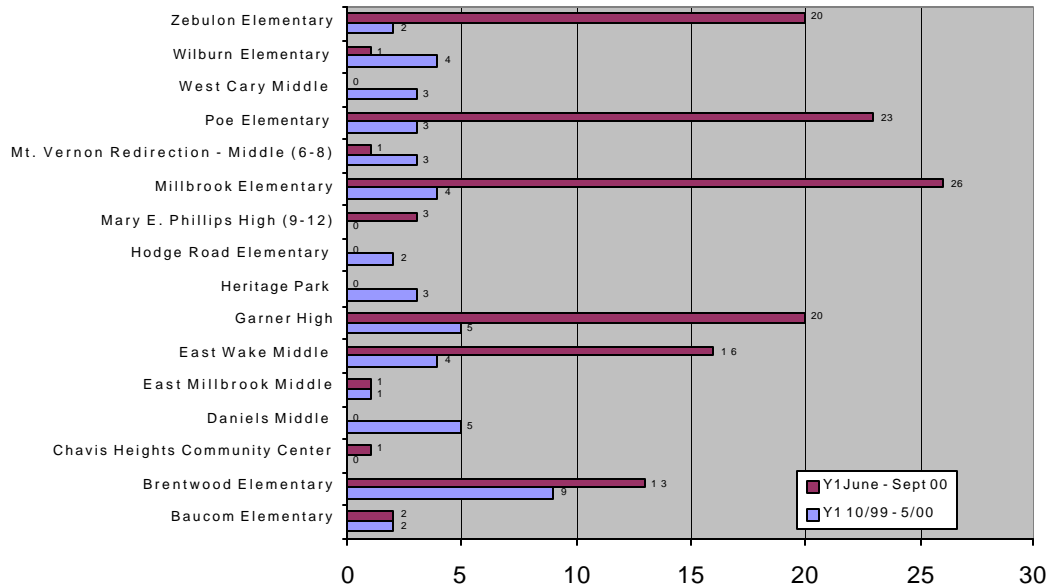


Figure 6
Students with Mentors by School

October 1999 through September 2000
 Strategy 7 - N=177



Number of Students with Mentors

Students with Mentors

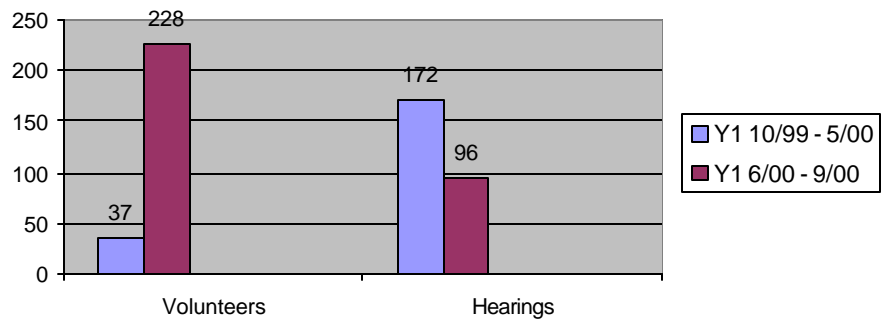
Figure 6 outlines the number of students assigned mentors by school in the WCPSS for October 1999 through September 2000. Reporting period 1 (10/99 – 5/00) 50 students were assigned mentors. During reporting period 2 (6/00 – 9/00) 127 students were assigned mentors. Overall in Year 1 177 students in 18 schools were assigned mentors.

Figure 7
Teen Court
Number of Volunteers and Hearings

October 1999 though September 2000
 Strategy 8

Teen Court Volunteers and Hearings

Figure 7 displays the number of new Teen Court volunteers due to grant funding during Year 1— October 1999 through September 2000. During reporting period 1 (10/99 – 5/00) there were 37 Teen Court volunteers and, beginning mid-February, 172 Teen Court cases heard. In reporting period 2 (6/00 – 9/00) there were 228 Teen Court volunteers and 96 cases heard.



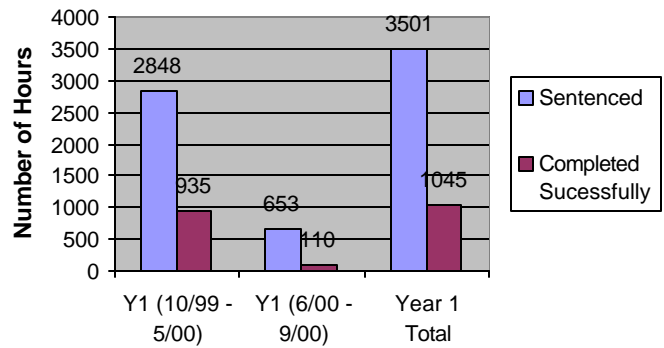
Reporting Period

Community Service Hours Assigned and Completed

Figure 8 shows the number of community service hours sentenced to offenders attending Teen Court and the number of hours completed during Year 1 of the grant. During Year 1 3501 community service hours were assigned and 1045 of these hours were completed successfully. From October 1999 through May 2000 2848 community hours were sentenced and 935 of these hours were completed successfully. Between June 2000 and September 2000 653 community service hours were sentenced and 110 of these hours were completed successfully.

Figure 8
Community Service Hours Sentenced and Completed

Strategy 8 - N=3501



Element 3

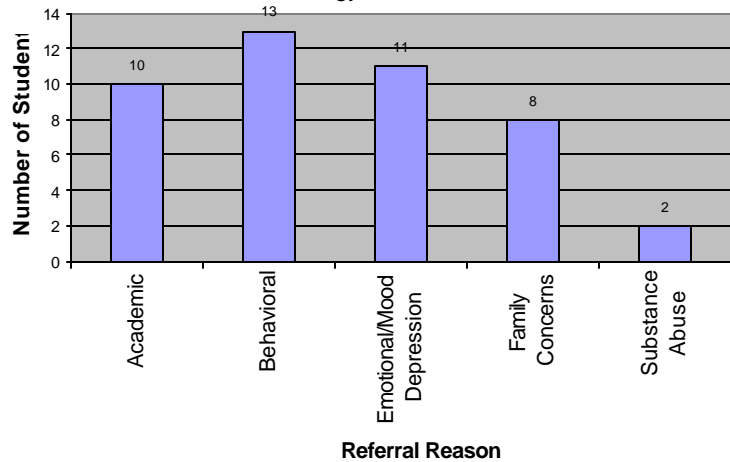
Reasons Students Referred to CATeam

Figure 9 outlines the reasons students were referred to the CATeam. The total number of students referred to the CATeam from June 2000 to September 2000 was 16. Children can be referred to the CATeam for multiple reasons. Figure 9 shows that of the 16 children served, 13 were referred for behavioral reasons, 11 for emotional/mood or depression, 10 for academic problems, 8 for family concerns and 2 for substance abuse.

Figure 9
Reasons Students Referred to CATeam

Year 1 June-September 2000

Strategy 9 - N=16



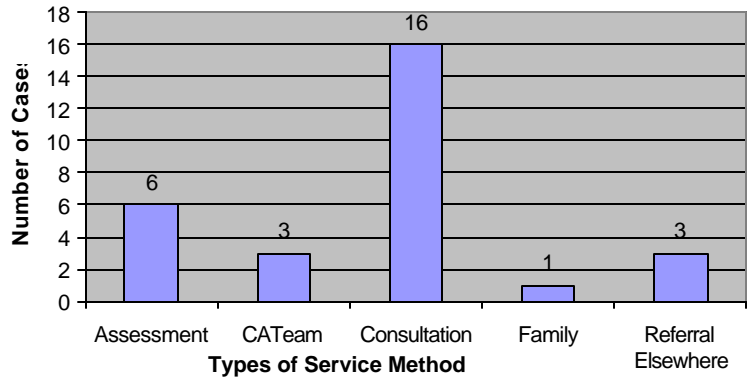
Element 4

Types of Service Method Employed for CATeam Referred Cases

As shown in Figure 10 all of the 16 cases referred to the CATeam from June 2000 through September 2000 received consultation. The total number of students referred to the CATeam from June 2000 to September 2000 was 16. Children can be referred to the CATeam for multiple reasons. Six of the 16 cases received an assessment, three received a CATeam meeting, three were referred elsewhere, and one received family counseling.

Figure 10
Types of Service Method Employed for CATeam Referred Cases

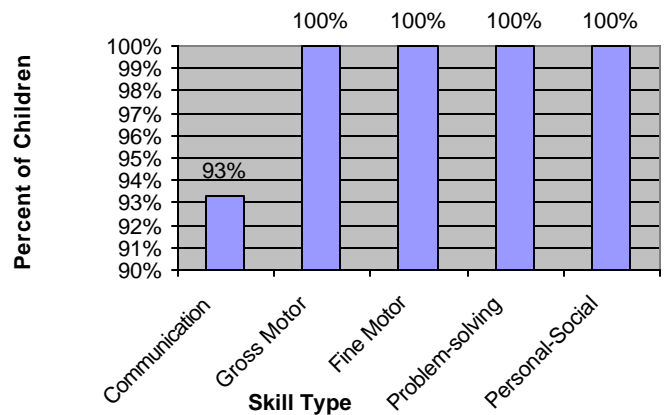
Year 1 June-September 2000
 Strategy 9 - N=16



Percentage of PAT Children at the Age-Appropriate Developmental Level by Skill

Figure 11 shows the percentage of Parents As Teachers (PAT) children at the appropriate developmental level by skill. The total number of PAT children assessed to date was 15. After 1 or more months of treatment approximately 93% (14) children tested at the appropriate developmental level for communication. For all other tests—gross motor, fine motor, problem solving, and personal-social—100% of the children scored at their age-appropriate developmental level.

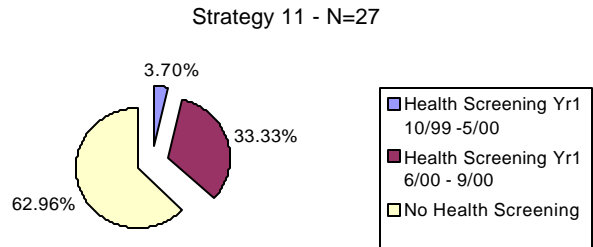
Figure 11
Percentage of PAT Children at Age-Appropriate Developmental Level by Skill
 Strategy 11 - N=15



Percentage of PAT Children Receiving a Health Screening

Figure 12 shows the percentage of Parents As Teachers (PAT) children receiving a health screening during Year 1 of the grant—October 1999 through September 2000. The total number of PAT children in Year 1 was 27. One child (3.70%) received a health screening between October 1999 and May 2000. 33.33% (9) children received a health screening between June 2000 and September 2000. 62.98% of PAT children did not receive a health screening. The total of 37% of the 15 PAT children received a health screening during Year 1.

Figure 12
Percentage of PAT Children Receiving a Health Screening

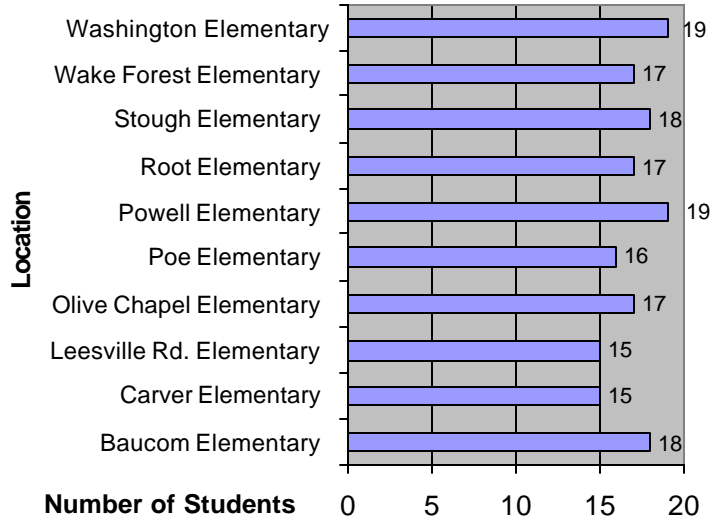


Element 5

Number of Students Exposed to 3Cs by School

Figure 13 displays the number of students exposed to the 3Cs program by school during Year 1 of the grant—October 1999 through September 2000.

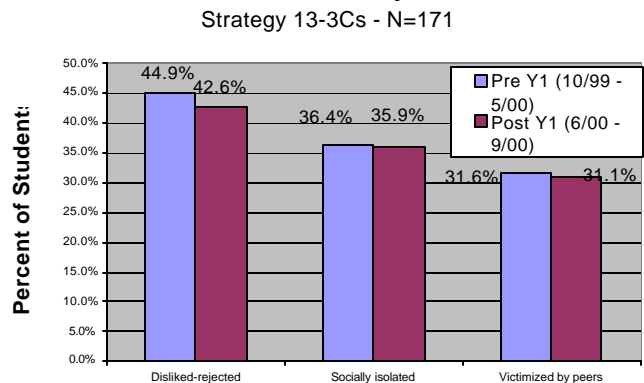
Figure 13
Number of Students Exposed to 3Cs by School
October 1999 through September 2000
Strategy 13-3Cs - N=171



Percentage of Students Exposed to 3Cs Reporting Feeling Disliked, Socially Isolated, and Victimized by Peers

Figure 14 show the percentage of students reporting feeling disliked, socially isolated, and victimized by peers. As shown in Figure 15 the percentage of students reporting feeling disliked-rejected decreased from approximately 45% to 42.6%. The percentage of students reporting feeling socially isolated decreased from 36.4% to 35.9% and students reporting feeling victimized by peers decreased slightly from 31.6% to 31.1%.

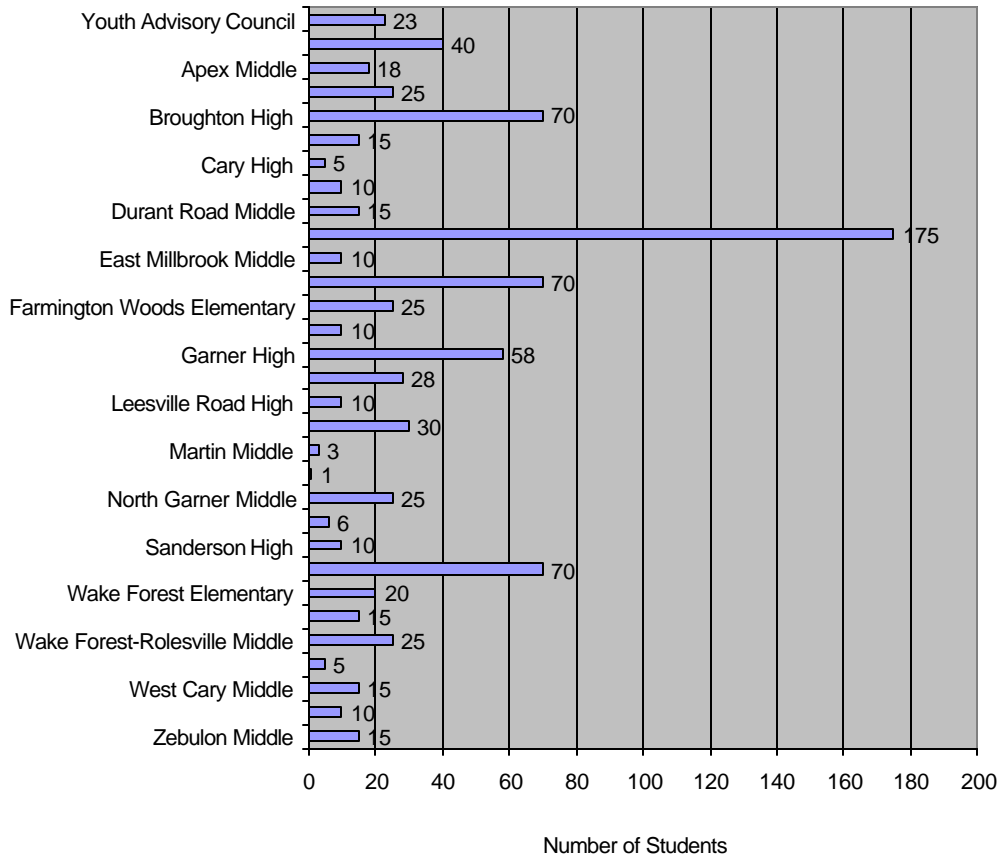
Figure 14
Percentage of Students Reporting feeling Disliked, Socially Isolated, and Victimized by Peers



Element 6

Figure 15
**Number of Students Attending SAVE Club and Youth
 Advisory Meetings by School**
October 1999 through September 2000

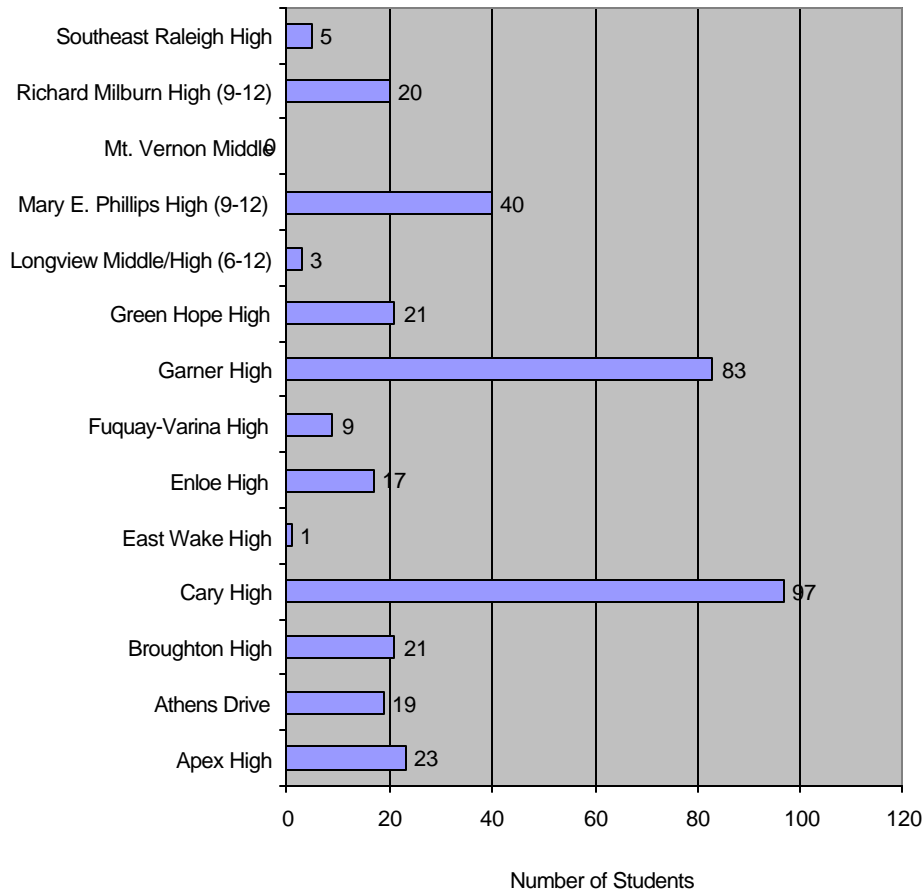
Strategy 16



SAVE Club and Youth Advisory Council Members

Figure 15 displays the current number of SAVE Club and Youth Advisory Council members for Year 1 of the grant—October 1999 through September 2000.

Figure 16
Number of NovaNET Students by School
June 2000 through September 2000
Strategy 17 - N=359



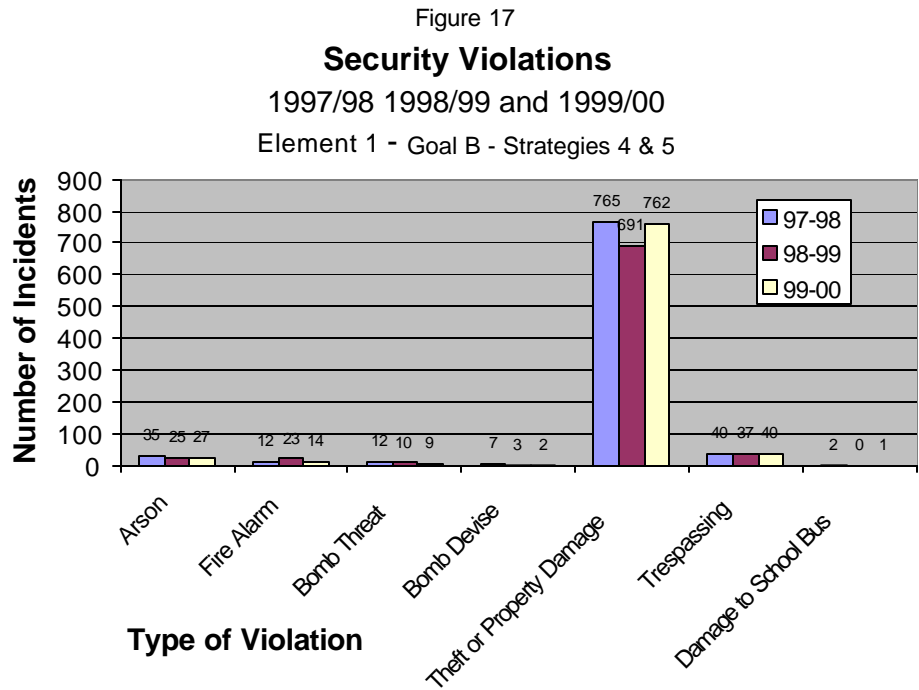
Number of NovaNET Students by School

Figure 16 displays the number of NovaNET students by school from June 2000 through September 2000. During this period a total of 359 students were assigned mentors at 12 schools.

Overall Goals

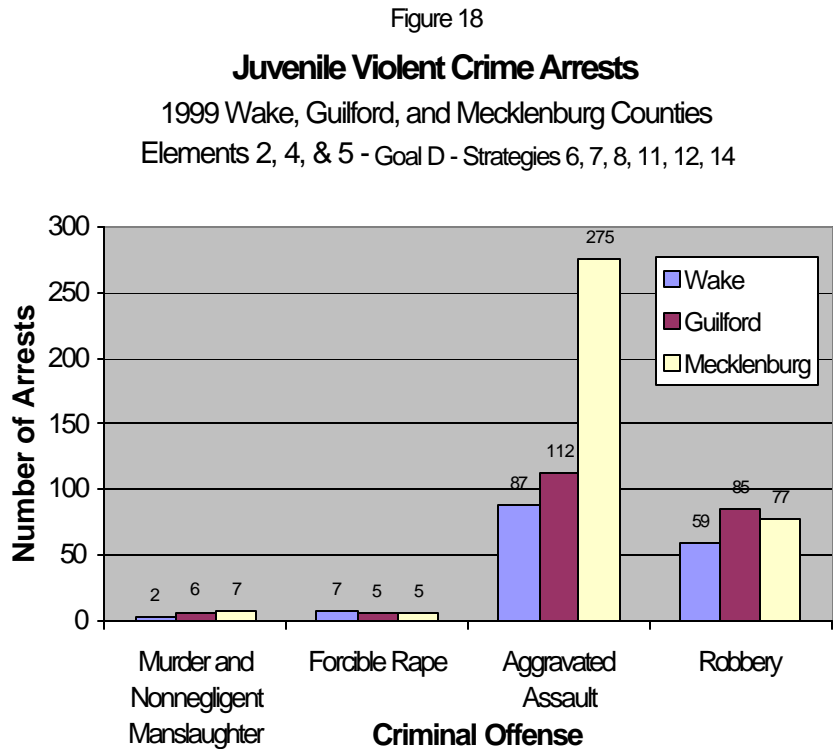
Security Violations

Figure 17 shows the Security Violations in the WCPSS for the 1997/98, 1998/99, and 1999/00 school years. The security plan was revised in 1999/00 school year the first year of the grant. However, the Intellikeys and the CCTVS are not currently in place at the majority of elementary and middle schools as of September 30, 2000. Due to this fact Figure 17 represents baseline information on the security violations in our school district.



Juvenile Violent Crime Arrests

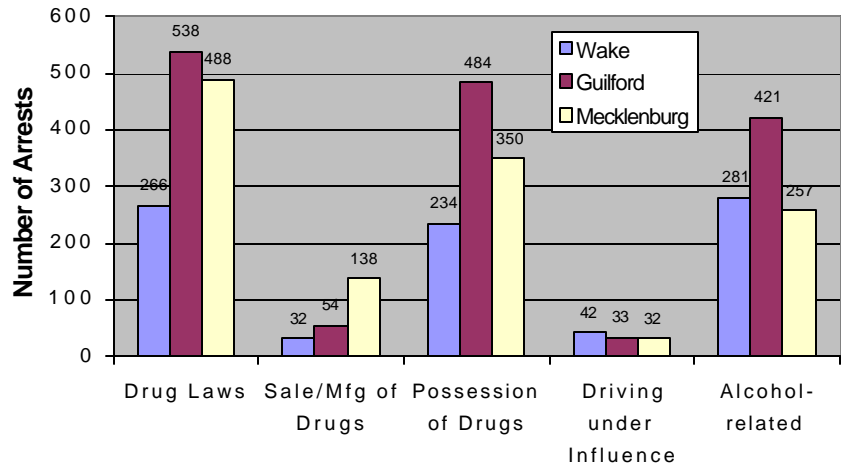
Figure 18 shows the 1999 juvenile violent crime arrests in Wake, as well as comparable NC counties not implementing the SS/HS Program (Guilford and Mecklenburg). Year 1 of the grant began in October of 1999. However, due to delays and start-up issues many of the programs were not operational until 2000. Strategies 6, 12, and 14 have begun training (see Overall Table), but the programs have not begun to be widely implemented. Strategy 11 began in 2000 while strategies 7 and 8 began grant-based expansion during 2000. It is therefore too early to evaluate the impact these programs have on juvenile violent crime arrests in Wake County. Due to this fact Figure 18 represents baseline information on the juvenile violent crime arrests in Wake County as compared to Guilford and Mecklenburg counties.



Juvenile Drug Arrests

Figure 19 shows the 1999 drug arrests in Wake, Guilford and Mecklenburg counties. Year 1 of the grant began in October of 1999. However, due to delays and start-up issues many of the programs were not operational until 2000. It is therefore too early to evaluate the impact these programs have on drug crime arrests. Due to this fact Figure 19 represents baseline information on the juvenile drug arrests in Wake County as compared to Guilford and Mecklenburg counties.

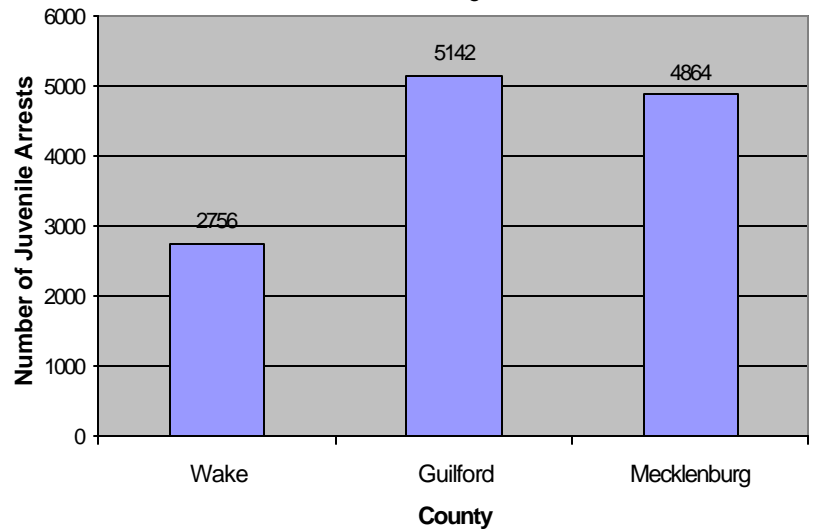
Figure 19
Juvenile Drug Arrests
 1999 Wake, Guilford, and Mecklenburg Counties
 Elements 2, 4, & 5 - Goal D - Strategies 6, 7, 8, 11, 12, 14



All Juvenile Arrests

Figure 20 shows all juvenile arrests in Wake, Guilford, and Mecklenburg counties in 1999. Year 1 of the grant began in October of 1999. However, due to delays and start-up issues many of the programs were not operational until 2000. It is therefore too early to evaluate the impact these programs have on drug crime arrests. Due to this fact Figure 20 represents baseline information on all juvenile arrests in Wake County as compared to Guilford and Mecklenburg counties.

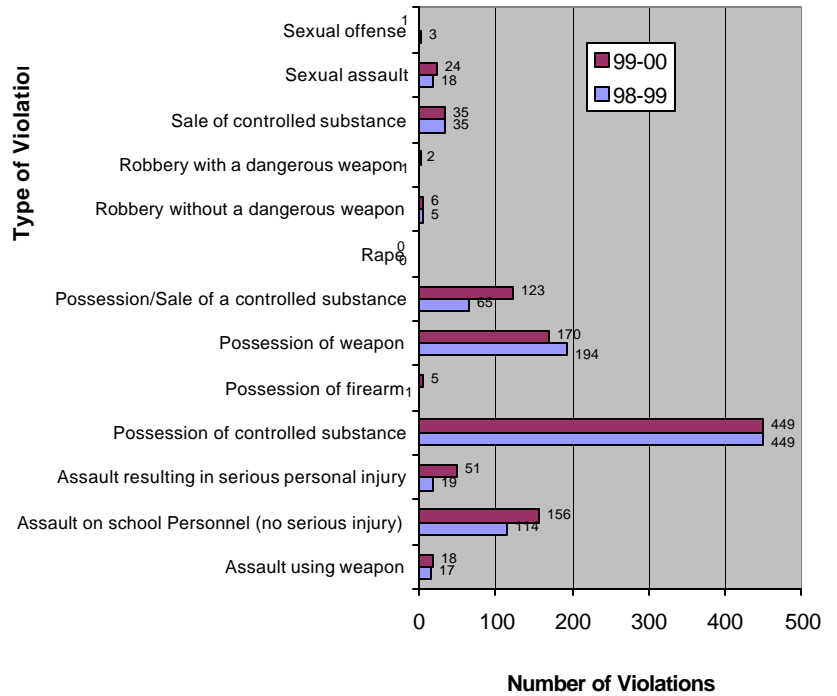
Figure 20
All Juvenile Arrests
 1999 Wake, Guilford, and Mecklenburg Counties
 Elements 2, 4, & 5 - Goal D - Strategies 6, 7, 8, 11, 12, 14



Incidents of School Crime and Violence

Figure 21 outlines the incidents of school crime and violence in the WCPSS. Year 1 of the grant began on October 1999; however, due to delays and start-up issues many of the programs were not operational until 2000. Strategy 10 has not begun to be implemented. Strategy 9, 13, 15, and 16 began during 2000. Strategy 17 began grant-based expansion during 2000. It is therefore too early to evaluate the impact these programs have on the incidents of school crime and violence. Due to this fact Figure 21 represents baseline information on the incidents of school crime and violence in our school district.

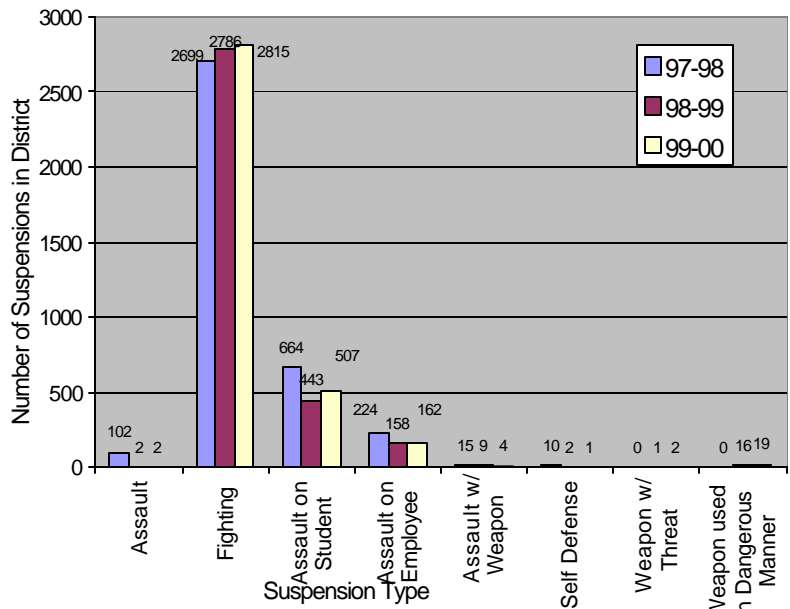
Figure 21
Incidents of School Crime and Violence
 Elements 3,5, & 6 - Goal C Strategies 9, 10, 13, 15, 16 & 17



Suspensions for Fighting and Assault 1997/98, 1998/99, and 1999/00

Figure 22 shows the suspensions for fighting and assault in WCPSS for the 1997/98, 1998/99, and 1999/00 school years. Year 1 of the grant began on October 1999; however, due to delays and start-up issues many of the programs were not operational until Fall 2000. Strategy 10 has not begun to be implemented. Strategy 9, 13, 15, and 16 began during 2000. Strategy 17 began grant-based expansion during 2000. It is therefore too early to evaluate the impact these programs have on suspensions for fighting and assault. Due to this fact Figure 22 represents baseline information on the suspensions for fighting and assault in our school district.

Figure 22
Suspensions for Fighting and Assault
 1997/98, 1998/99, and 1999/00
 Elements 3, 5, & 6 - Goal C - 9, 10, 13, 15, 16, 17

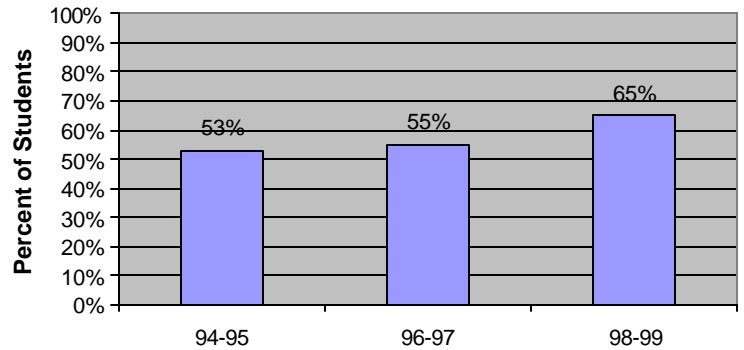


High School Students Reporting School is a Safe Place

Figure 23 shows the percentage of high school students reporting school is a safe place in WCPSS steadily increased between the 1994/95, 1996/97, and 1998/99 school years. Year 1 of the grant began on October 1999. It is therefore too early to evaluate the impact these programs have on the percentage of high school students reporting school is a safe place. Due to this fact Figure 23 represents baseline information on the percentage of high school students reporting school is a safe place in our school district.

Figure 23
Percentage of High School Students Reporting School is a Safe Place

Elements 3, 5, & 6 - Goal C
 Strategies 9, 10, 13, 15, 16, & 17

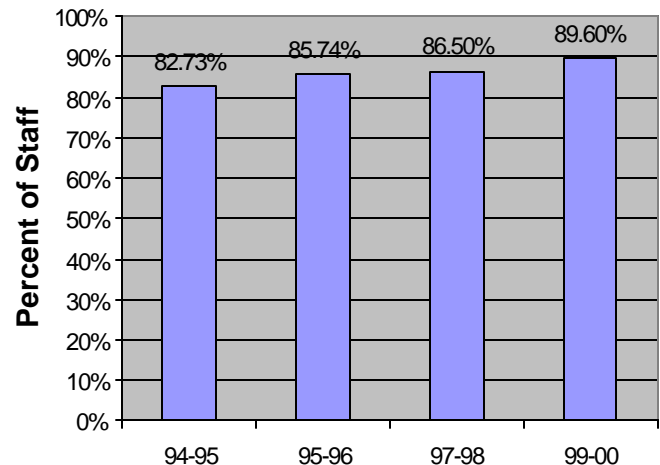


Percent of Staff Reporting School is a Safe Place

Figure 24 shows the percentage of staff reporting school is a safe place in the WCPSS for the 1994/95, 1995/96, 1997/98 and 1999/00 school years. Year 1 of the grant began on October 1999; however, due to delays and start-up issues many of the programs were not operational until 2000. Strategy 10 has not begun to be implemented. Strategy 9, 13, 15, and 16 began during 2000. Strategy 17 began grant-based expansion during 2000. It is therefore too early to evaluate the impact these programs have on the percentage of staff reporting that school is a safe place. Due to this fact Figure 24 represents baseline information on the percentage of staff reporting school is a safe place in our school district.

Figure 24
Percentage of Staff Reporting School is a Safe Place

Elements 3, 5, & 6 - Goal C
 Strategies 9, 10, 13, 15, 16, & 17



WAKE COUNTY
SAFE SCHOOLS/HEALTHY STUDENTS
Year One - End-of-Year Performance Report
June 1, 2000 – September 30, 2000

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