

# **WAKE COUNTY SAFE SCHOOLS/HEALTHY STUDENTS PROJECT**



## **Year Three – Year End Performance Report June 1, 2001 – November 30, 2002**

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## EXECUTIVE SUMMARY

The Safe Schools/Healthy Students (SS/HS) Grant is a federal cooperative effort sponsored by the Department of Education, the Department of Juvenile Justice, and the Department of Health and Human Services. Together, these departments have encouraged organizations and agencies across the country to develop initiatives that prevent violence and substance abuse in schools by addressing six major elements critical to sustaining safe and healthy schools and students. Wake County, North Carolina has responded to this challenge by identifying four goals that correspond with these six elements, and by adopting seventeen strategies for carrying out these goals (see Figure 1, page 3). By focusing on collaboration and cooperation with partner agencies and the community, the Wake County programs are promoting the implementation and refinement of sustainable efforts to create a safe, orderly, and drug-free learning environment within county schools.

At the end of the 2001-2002 school year, outcome goals paint a mixed picture of the effectiveness of the Safe Schools/Healthy Students grant on the Wake County Public School System (WCPSS) as a whole. However, many specific programs are being successfully implemented with positive outcomes. A summary of the strategy and goal outcomes is provided in Figure 1.

In addition to existing SS/HS programs, the grant assisted WCPSS in implementing a new threat assessment process called Threat Management by Assessment and Counseling (TMAC). TMAC addresses the issue of student threats more effectively than the current zero tolerance policy. All principals, vice principals, and some counselors were trained in how to assess a student and intervene depending on severity of the threat. The goal of TMAC is to minimize unnecessary and lengthy out of school suspensions while keeping schools safe. Results of this program will be available at the end of the 2002-2003 school year.

Sustainability has been a major focus in Year Three of the grant cycle. Most of the programs have been moved into regular programming through school and county agency systems. The Wake County Juvenile Crime Prevention Council (JCPC) has become the permanent partner for the initiatives that were started under the SS/HS grant. In January 2003, WCPSS will create a three-year Safe Schools Plan. The plan will incorporate much of what has worked through three years of grant implementation, and what we learned from the experience.

Every school will use the system-wide plan to create its own three-year safe schools plan as part of the existing school improvement plan.

As the SS/HS grant winds down in Year Four, specific evaluations of the effectiveness of NovaNET and the mentoring program will be reported. A more comprehensive evaluation of other program outcomes will be reported at the end of Year Four.

**Figure 1: Summary of Wake County Safe Schools/Healthy Students Program, October 2001-September 2002**

<u>Goal</u>	<u>Strategy</u>	<u>Outcomes</u>	<u>Overall Goal</u>
A. Develop Improved Infrastructure o All Elements	Comprehensive Action Plan and Strategic Planning	+ Completed in Year Two.	+ All Objectives Met o Council Established. o JCPC trained in Communities That Care model. o Strategic Plan developed.
	Training with Advisory Council & Community Representatives	+ Completed in Year Two.	
B. Safe and Secure Facilities o Element 1: Safe School Environment	Facility Security	+ All elementary and middle schools had security systems installed.	- Objective Not Met o Security Violation suspensions increased.*
	WAVE Line Telephone Hotline	+ Awareness of the WAVE Line increased in Year Three.	
C. Safe, Disciplined, and Drug-Free Schools o Element 3: School and Community Mental Health Preventive and Treatment Services o Element 5: Educational Reform o Element 6: Safe Schools Policies	CATeam (Mental Health Case Managers)	+ Suspensions decreased, GPA increased.	+ One Objectives Met, One Objective Improved but not quite met o Students reporting ‘school is safe’ increased 25% from the 1996-1997 school year until the 2000-2001 school year. o Staff reporting ‘school is safe’ increased to almost 100%.  - Two Objectives Not Met. o School Crime and Violence did not decrease. o Out of School Suspensions did not decrease.
	Substance Abuse Prevention	+ Substance abuse-related suspensions decreased.	
	Violence and Substance Abuse Curricula:		
	o 3Cs	+ Some self-report and peer-report indices improved.	
	o Civic Responsibility	Ended May 2002.	
	o GRAV (Get Real About Violence)	+ Training, implementation in 18 schools.	
	o Second Step	+ Training, implementation in 16 schools.	
	Information Management System	Program terminated December 2001.	
Youth Infrastructure	+ Awareness of SAVE, YAC raised.		
NovaNET	+/- Pass rate and GPA increase variable. Students are successful when they use NovaNET if they are failing mid-course, but not when they use NovaNET to make up a course that they had already failed.		

\* The calculations for Security Violation Suspensions for the purposes of this report include more offenses than the official Security Violations report provided to DPI.

**Figure 1: Summary of Wake County Safe Schools/Healthy Students Program, October 2001-September 2002**

<u>Goal</u>	<u>Strategy</u>	<u>Outcomes</u>	<u>Overall Goal</u>
D. Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence <ul style="list-style-type: none"> <li>o Element 2: Alcohol and Other Drug and Violence Prevention and Early Intervention</li> <li>o Element 4: Early Childhood Psychosocial and Emotional Development Services</li> <li>o Element 5: Educational Reform</li> </ul>	FAST (Families and Schools Together)	- FASTWorks implemented sporadically this report period. FAST National reported mixed outcomes.	+ All Objectives Met. <ul style="list-style-type: none"> <li>o Juvenile Drug-Related Arrests decreased by 27%.</li> <li>o Juvenile Violence-Related Arrests decreased by 38%.</li> <li>o All Juvenile Arrests decreased by 35%.</li> </ul>
	Family Group Conferencing	+ Used infrequently, though Partnership for Educational Success as a whole was implemented successfully.	
	Mentors	No activity reported this report period; outcomes forthcoming.	
	Teen Court	+ Decrease in number of participants suspended, mean days of suspension; increase in GPA.	
	PAT (Parents as Teachers)	+ Increased communication, problem solving, and personal-social skills.	
	Preschool Second Step	+ Training, implementation in 28 preschools and kindergartens.	
	Non-School Hours Life Skills Curriculum	+/- Outcomes vary by method of implementation.	

## PROJECT STATUS

The Wake County Safe Schools/Healthy Students (SS/HS) Program addresses four goals through six elements and seventeen strategies. The Project Status section will include a discussion of the status of each goal the grant is working towards as of November 30, 2002. Also included are some strategy process data and outcomes as of the end of the June – *September* 2002 report period, as allowed by the federal project officer. Wake County’s new threat assessment process, implemented with help in part from the SS/HS grant, will also be discussed. The Supplementary Information section of the report has three parts. The first has a description of the programs in each strategy, the second includes graphs of process data from different areas of the grant, and the third has the summaries of findings from focus groups of practitioners conducted from a few of the strategies.

### STATUS OF SS/HS GOALS

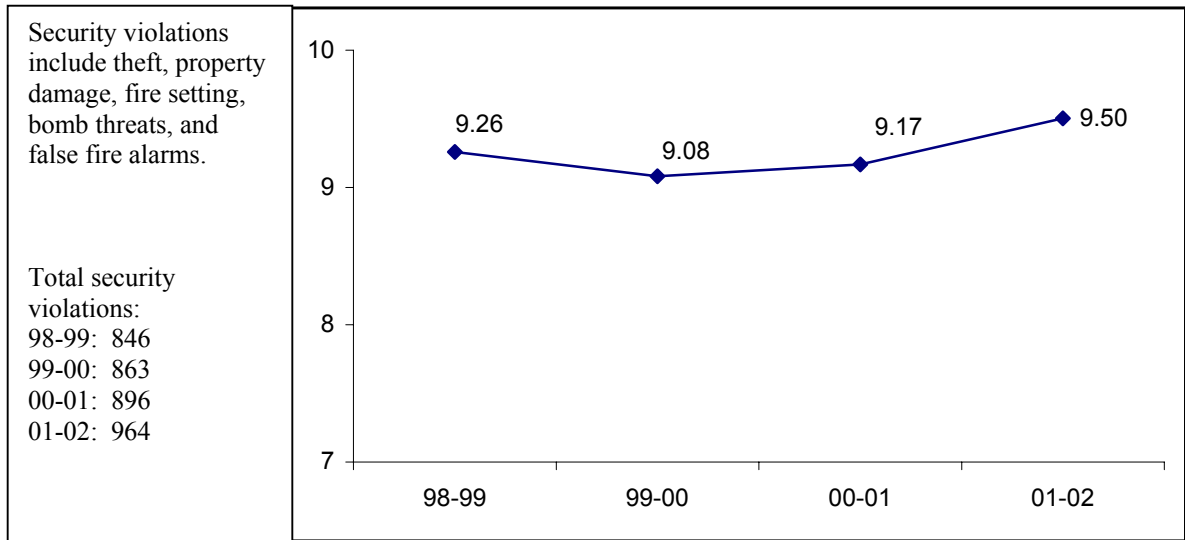
<b>Goal A: Develop Improved Infrastructure</b>	
<b>Three-Year Objectives</b>	<b>Status as of September 30, 2002</b>
Establish Advisory Committee	Objective Met
Train in Public Health Model	Objective Met
Establish Strategic Plan	Objective Met

The Juvenile Crime Prevention Council (JCPC) continues to review and administer grants to local agencies working to prevent juvenile crime and provide interventions for at-risk and adjudicated youth. All objectives in Goal A were met at the end of Year Two.

<b>Goal B: Safe and Secure Facilities</b>	
<b>Three-Year Objectives</b>	<b>Status as of September 30, 2002</b>
Reduce Security Violations by 15%	Security Violations have not decreased

In the SS/HS evaluation model, strategies 4 and 5 (facility security and the WAVE Line Hotline) impact the outcomes for safe and secure facilities. Intellikey systems are installed in all elementary schools, and CCTVs are installed in all middle schools, so these strategies are having their full impact on Goal B.

**Figure 2: WCPSS Security Violation Suspensions\*  
Rate per 1000 Students**



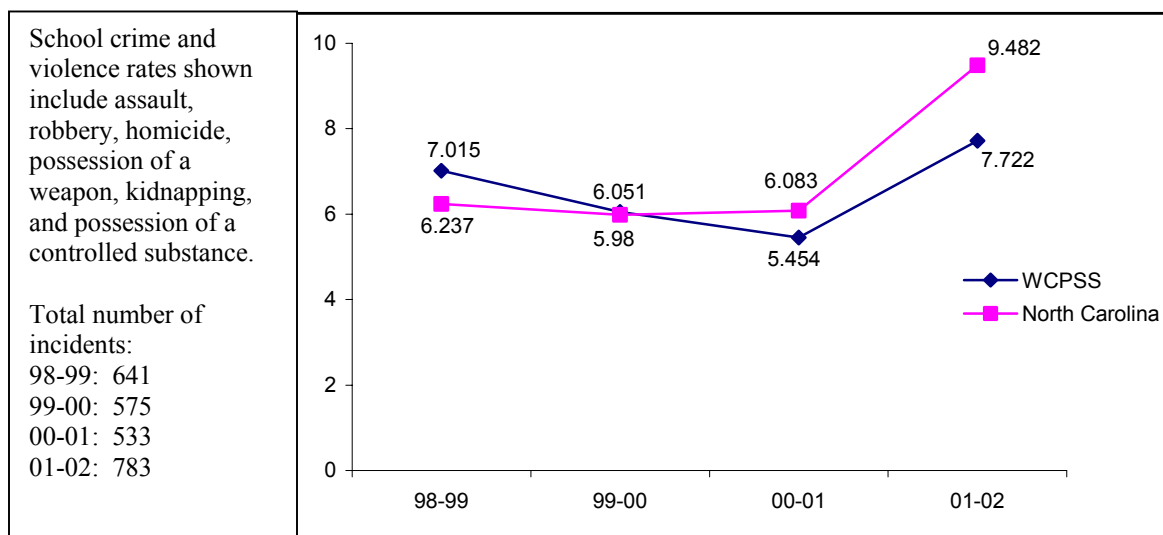
\* The calculations for Security Violation Suspensions for the purposes of this report include more offenses than the official Security Violations report provided to DPI.

The rate of security violations decreased between the 1998-1999 school year and the 1999-2000 school year, but has increased since (see Figure 2). The WAVE Line hotline would not have made a statistical difference in security violations because only a very small number of Wake County students utilized the service. The increase in the security violations rate may be a result of:

- students committing more security violations;
- the zero tolerance policy, which made administrators more likely to suspend students for offenses included in the security violations statistics;
- the new facility security systems, CCTVs, installed in middle schools, which may have increased administrators’ awareness of security violations due to a more thorough monitoring of the schools;
- the security installations in strategy four were implemented in high schools before the start of the grant; high school is where the majority of suspensions take place, therefore elementary and middle school security installations have less of an impact on the countywide indicator.

Goal C: Safe, Disciplined, and Drug-Free Schools	
Three-Year Objectives	Status as of September 30, 2002
Decrease School Crime and Violence by 15%	School Crime and Violence has not decreased
Decrease Out-of-School Suspensions by 15%	Out-of-school suspensions have not decreased
Increase Staff Reporting School is Safe by 15%	Objective not achievable; improvement seen
Increase Students Reporting School is Safe by 15%	Objective Met

**Figure 3: School Crime and Violence  
WCPSS vs. North Carolina, Rates per 1000 Students**

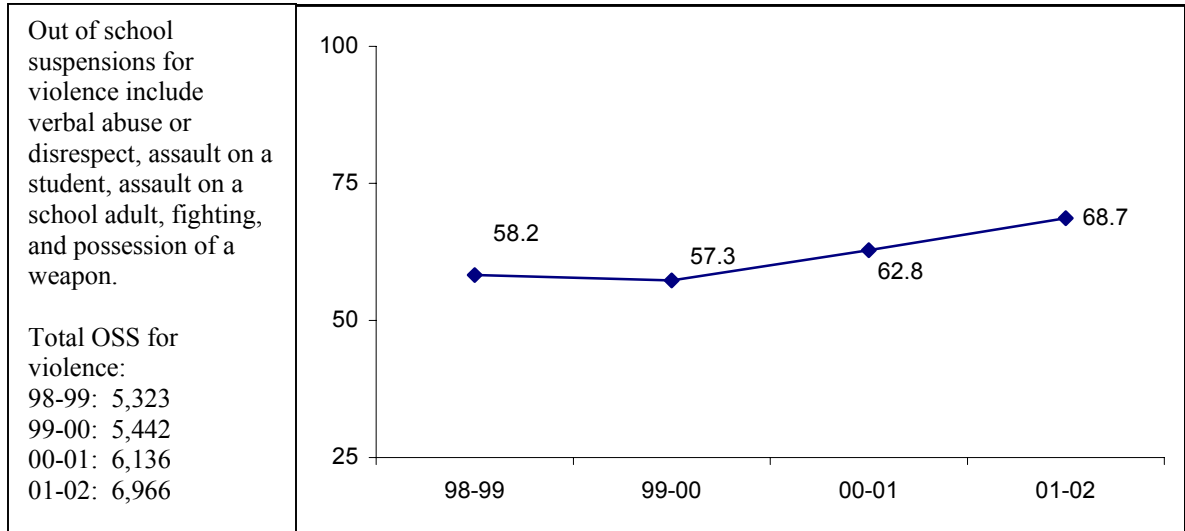


The rate of school crime and violence in WCPSS has increased 24.2% since the 1998-1999 school year (see Figure 3). However, in the 1998-1999 school year the WCPSS rate was 12.5% higher than North Carolina in general, and by the 2001-2002 school year it was 22.8% lower. This means that although the rate of school violence increased sharply from the 2000-2001 to the 2001-2002 school year, WCPSS is consistently improving in relation to the state as a whole. In Wake County, possession of a controlled substance and possession of a weapon were the categories with the largest contribution to the increase in the school crime and violence rate. Stricter reporting standards could account for the increase in these statistics, although it is also possible that the increase reflects an actual increase in school crime and violence.

If the rate of school crime and violence increased outside of the effect of stricter reporting standards, it would indicate that the programs such as violence prevention curricula and SAVE clubs were not effective. The CATeam serves such a small number of students (337 throughout

the entire grant period – only 0.3% of the WCPSS population) that the success or failure of that program would not have an impact on countywide statistics. However, since the grant is unique to WCPSS, it may indeed be that SS/HS programs have contributed to the smaller increases in school crime and violence relative to North Carolina as a whole.

**Figure 4: Out of School Suspensions for Violence Rates per 1000 Students**



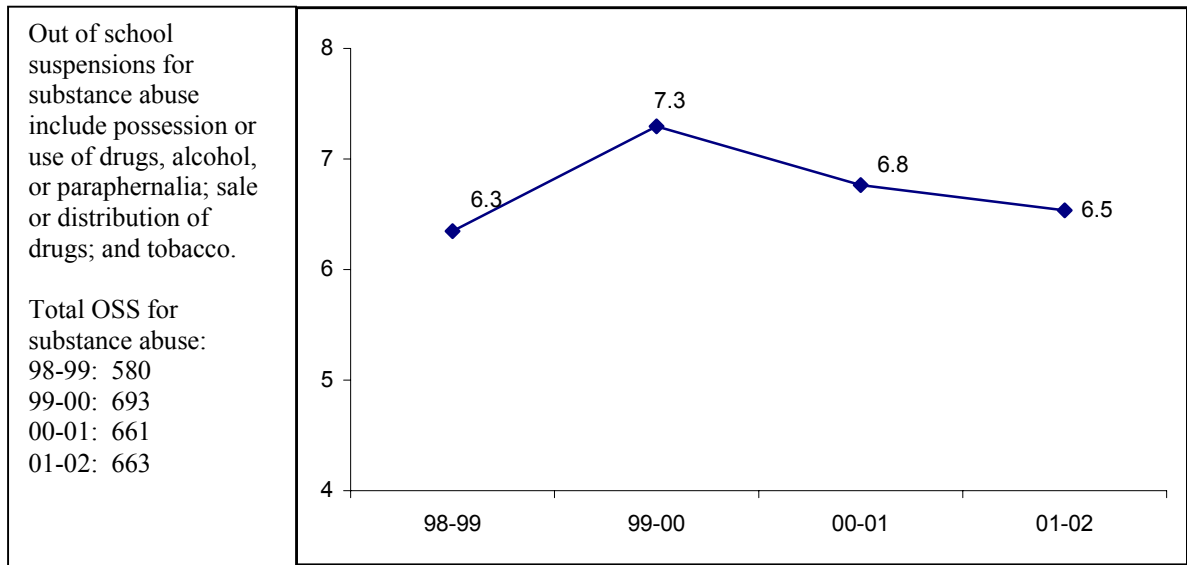
School suspensions for violence have increased by 18% since the 1998-1999 school year, and increased by 9% since the 2000-2001 school year (see Figure 4). Given that the goal was to decrease suspensions, this objective has not been met.

Given the increase, it is possible that the CATeam and violence prevention curricula were not effective in decreasing violence in schools. In addition, as stated above, the CATeam is serving too few students to statistically affect the total violence suspension rate.

Either the violence prevention curricula are not having an effect on violence suspensions, or the curricula may have longer-term effects than can be measured one year after students participate.

It is possible that, like the security violation suspensions, increased monitoring and the zero tolerance policies have increased administrations’ awareness of events that have been ongoing, and as a result the probability of students being suspended has increased.

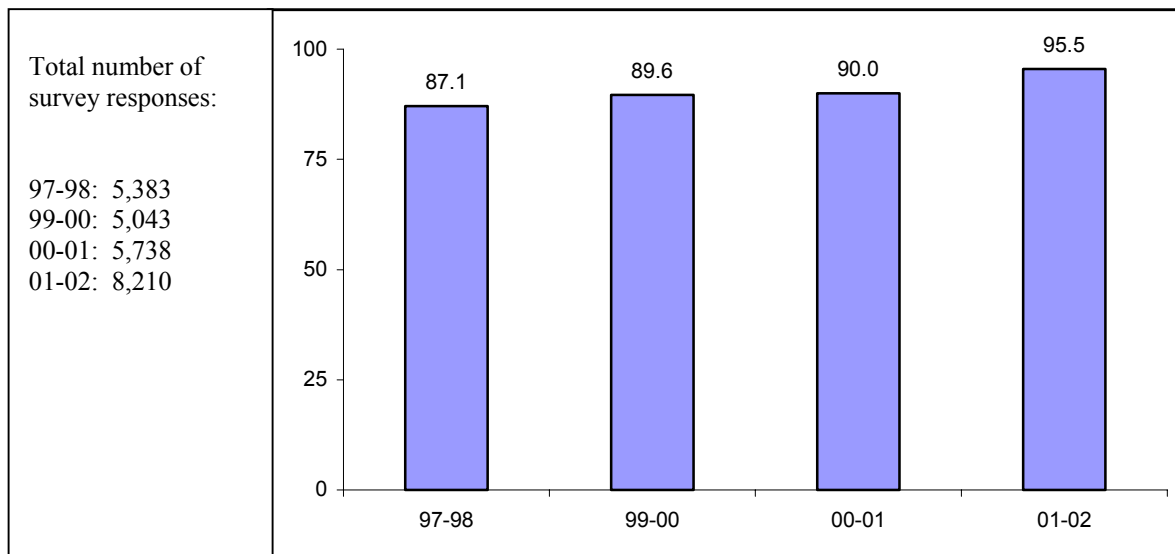
**Figure 5: Out of School Suspensions for Substance Abuse Rates per 1000 Students**



The rate of out of school suspensions for substance abuse has decreased 11.0% over the last two years, but has increased 3.2% since the 1998-1999 school year (see Figure 5). The rate of suspensions for substance abuse have decreased since the Substance Abuse Counseling program was expanded through SS/HS, which suggests the program’s effectiveness. However, the 1998-1999 school year was the official baseline year. As a result, this objective was not met.

Substance abuse prevention counseling may have impacted the number of students suspended for substance use. The spike in suspensions occurred in the 1999-2000 school year, before the program began. In addition, the enhancement of the SAVE clubs may have increased prosocial behavior, which would decrease the likelihood of abusing substances. As with all county-wide outcomes, many other factors may have affected suspensions apart from SS/HS programs.

**Figure 6: Percent of Staff Responding “Agree” to the Survey Item  
“School is a Safe Place”**



Since the 1997-1998 school year, the percent of staff surveyed who reported that they felt school is a safe place has increased every year surveyed (see Figure 6). By the 2001-2002 school year, the agree responses increased almost 10%. The objective of this outcome is for agree responses to increase 15%. However, it is impossible due to the large percentage of staff reported feeling safe before the SS/HS grant; an increase of 15% would result in over 100% of staff reporting feeling safe.

The 2001-2002 staff survey was different than the survey in previous years. The response ‘undecided’ was removed from the ‘School is a safe place’ item. Instead, an ‘N/A’ response was added for items that did not apply to that staff person, to encourage staff to give a definitive answer to the question. As a result, the 2001-2002 results should be compared to previous years cautiously.

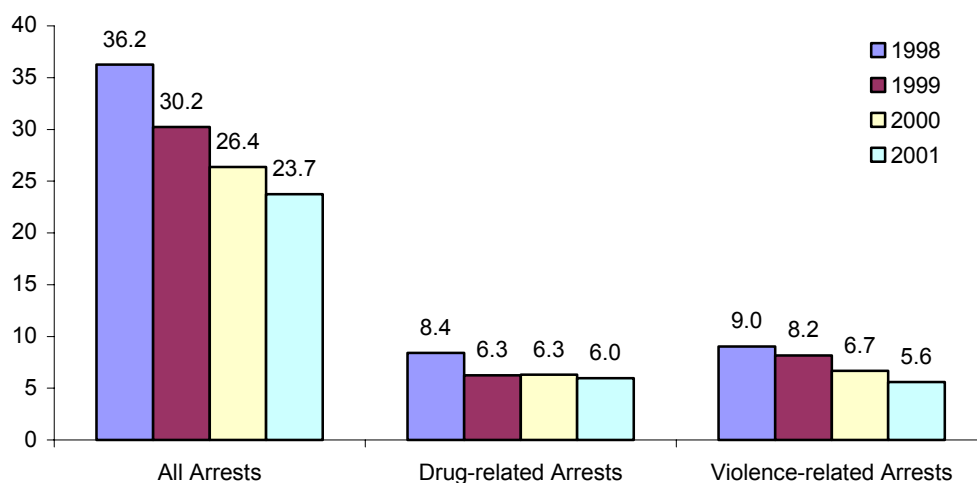
Many SS/HS programs may have contributed to staff feeling safe in schools; an interaction of SS/HS programs and other WCPSS intervention and prevention programs for at-risk students may have also contributed.

Comparing *student* survey results from the 2001-2002 school year to previous years would not be a legitimate comparison. In 2001-2002, the response ‘undecided’ was completely removed from the survey item ‘School is a safe place,’ to encourage students to give a definitive answer to the question. As a result, both the number of ‘agree’ responses and the number of

‘disagree’ responses increased quite a bit. However, the objective to increase student reports that ‘School is a safe place’ by 15% was already met by the 2000-2001 school year before the survey was updated. High school students showed at 25% increase in reporting feeling safe, from 55% in the 1996-1997 school year to 69% in the 2000-2001 school year. Elementary and middle school students were not surveyed in the baseline years.

<b>Goal D: Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence</b>	
<b>Three-Year Objectives</b>	<b>Status as of September 30, 2002</b>
Decrease Juvenile Drug Arrests by 15%	Objective Met
Decrease Juvenile Violent Crime Arrests by 15%	Objective Met
Decrease All Juvenile Arrests by 15%	Objective Met

**Figure 7: Wake County Juvenile Arrests Rates per 1000 Students**



According to the North Carolina State Bureau of Investigations, the juvenile arrest rate in Wake County decreased 34.5% between 1998 and 2001 (see Figure 7). Juvenile arrests related to drugs decreased 28.6%, and juvenile arrests related to violence decreased 37.8%. The decrease in juvenile arrests coincides with the implementation of SS/HS programs designed to target juvenile crime; all objectives in Goal D have been met.

One possible explanation for the increase in suspensions coinciding with the decrease in juvenile arrests is that schools are focused more on safety and violence prevention with the

implementation of SS/HS programs. As a result, students who are at-risk for antisocial behaviors receive more effective interventions at the school level. An increase in suspensions has coincided with a stricter policy for misconduct in school, which could result in fewer students being involved in more serious criminal behavior outside of school. Hence, more suspensions could, as a part of effective programming, contribute to the decrease in the juvenile arrest rate.

The decrease in the juvenile arrest rate may also be influenced by the effectiveness of programs such as mentoring, Teen Court, and the after-school Life Skills curriculum. The early childhood programs indicated in the evaluation model as affecting arrest rates would not have an effect as yet since these children are too young to impact these objectives; a longitudinal study is needed to assess long-term effects.

## **STATUS BY STRATEGY**

### **Strategies 1, 2, & 3 – Juvenile Crime Prevention Council (JCPC)**

The Juvenile Crime Prevention Council (JCPC) members have developed an orientation process and materials for new members appointed in October. In addition to new members, the JCPC has invited County Commissioners to attend the orientation. The goal is for council members to become more familiar with the Council's mission, strategic plan, and its work in the community. In addition, the orientation will provide continuity as new members join the JCPC, and will provide sustainability for the organizational development sponsored by the SS/HS grant.

The JCPC hosted a discussion with middle and high school students during the WCPSS 2002 Student Diversity Summit. JCPC members facilitated small group discussions to gain the students' perspective of why youth act out, and what can be done to prevent youth violence.

### **Strategies 4 & 5 – Facility Security and the WAVE Line Telephone Hotline**

During the June – September 2002 report period, Closed Circuit Televisions (CCTVs) were installed at two elementary schools and three middle schools. In addition, Intellikey systems were installed at two elementary schools and one middle school. SS/HS-sponsored security systems are now in place in all WCPSS elementary and middle schools.

Three calls were placed to the WAVE Line during the period June – September 2002. One was regarding bullying, one a suicide threat, and one a threat of violence.

A survey of WCPSS students, parents, and staff during the 2001-2002 school year included a question about their awareness of the WAVE hotline.

**Figure 8: Survey Results – ‘Yes’ Responses  
Are you aware of the WAVE Save a Friend Telephone Hotline?**

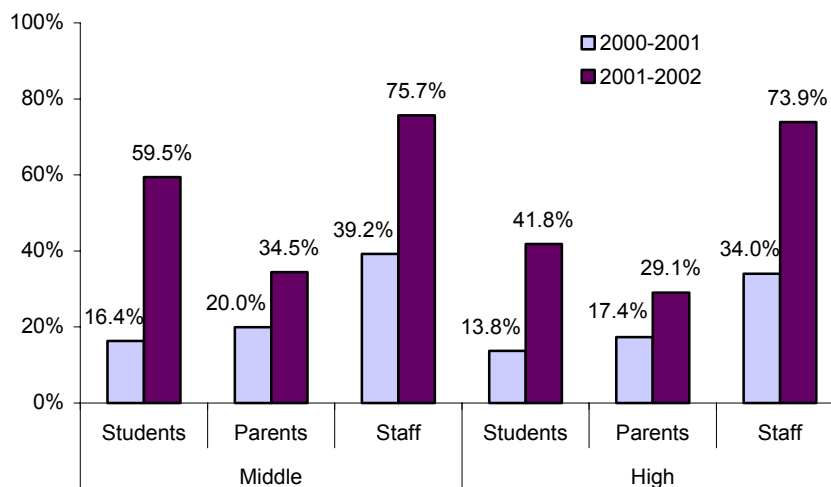


Figure 8 shows that the number of students responding that were aware of the hotline increased threefold during the period that the campaign occurred. These results indicate that students, staff and parents are now much more aware of the resource as a result of the SS/HS promotion. This indicates that the campaign to raise awareness of the WAVE Line in October 2001 was successful, especially for students and staff. The campaign included videos about the WAVE Line, as well as flyers about the hotline for students to put in their notebooks.

**Strategy 6 – Families and Schools Together (FAST)**

During the June – September 2002 report period, 11 students entered two FASTWORKS follow-up programs. Staff reported that one of the FASTWORKS sites was not operating in accordance with the national program guidelines, and was breaking apart. The program administrator met with the group, and helped them contact former graduates to restart the program. The administrator helped the new group elect and train a new Parent Partner. This group is now very active and hopes to continue without SS/HS funds.

Reports for the Spring 2002 FAST groups have not been received from the FAST National office. Outcomes will be reported in the final performance report. Funding for FAST is not continuing in Year Four because it is costly, and outcomes have not been conclusive.

**Strategy 7 – Mentoring**

There was no activity reported from Community Learning Partners in the mentoring program during the June – September 2002 report period (summer break for most WCPSS students). Outcomes will be reported in the final report.

**Strategy 8 – Teen Court**

Between June and September 2002 there were 36 new volunteers recruited, for a total of 270 active volunteers. In addition, 60 of the 72 cases successfully closed during this period.

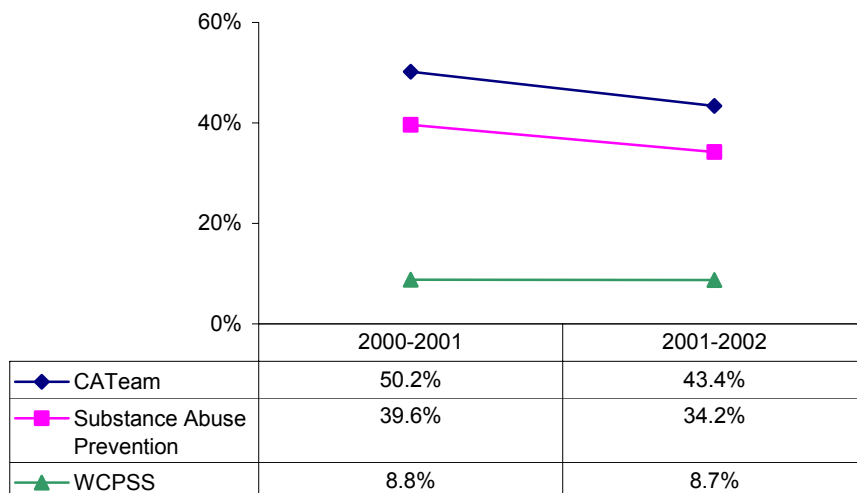
As Year Four of the SS/HS grant gets underway, Teen Court is continuing to serve large numbers of students. Although they have had to scale back one staff member due to the decrease in SS/HS funding, there is a large number of volunteers to help with Teen Court. However, the budget for volunteer training has been cut as well, so trainings will not be held as often as in the past. The impact of fewer trainings has not yet been felt, but it may impact the number of volunteers available in the future.

*Outcome Data*

GPA data for Teen Court participants who successfully completed their sentence during the second semester of the 2000-2001 school year (January through June, 2001) were evaluated using 2000-2001 data as pre, and 2001-2002 data as post. The average GPA for those Teen Court participants rose .33 points from 2.10 in the 2000-2001 school year to 2.43 in the 2001-2002 school year. The increase was significant at the .01 level, using a paired t-test ( $t=3.40$ ,  $n=53$ ).

Suspensions have decreased for this same group of Teen Court participants. The percentage of students who were suspended decreased from 55% in 2000-2001 to 39% in 2001-2002. Using the chi-squared test, this difference is significant at the .05 level ( $X=4.66$ ,  $n=97$ ). In addition, the average number of days the students were suspended decreased from 6.4 in 2000-2001 to 2.4 in 2001-2002. Using a paired t-test, the decrease is significant at the .05 level ( $t=2.49$ ,  $n=97$ ). These outcomes indicate that Teen Court is correlated with improved academic and behavioral outcomes.

**Figure 9: Strategy 9 and 10 Suspensions vs. WCPSS**



**Strategy 9 – CATeam**

During the June – September 2002 report period, no students were provided CATeam services. School was not in session, and funding for the CATeam is not being continued in Year Four. However, outcomes of previously served students are now available.

*Outcome Data*

To determine suspension and GPA outcomes for students receiving CATeam services, data for Year Two participants (n=205) were obtained for the 2000-2001 and 2001-2002 school years. The percentage of students served by CATeam who were suspended declined from 50.2% in 2000-2001 to 43.4% in 2001-2002 (see Figure 9). The percentage of CATeam students who were suspended repeatedly or long-term also decreased from 43.4% in 2000-2001 to 30.7% in 2001-2002. Students who were served by CATeam in Year Two were suspended, on average, fewer times in 2001-2002 (2.73 times/student) than in 2000-2001 (3.26 times/student). Although the changes in suspensions suggest that CATeam is contributing to students’ successful behavioral changes, none of the changes are statistically significant.

GPA data also appear positive; Year Two participants’ average GPA for 2001-2002 was 1.78, compared to 1.52 in 2000-2001 (n=20, 13).<sup>1</sup> On average, participants’ GPAs increased by .37 between 2000-2001 and 2001-2002, a difference that was highly significant ( $p<.004$ ), despite

<sup>1</sup> GPA records are available for high school and some middle school participants only; additionally, fewer WCPSS GPA records from the 2000-2001 are available, compared to the 2001-2002 school year. The disparity in the number of records available from these school years should be taken into consideration when interpreting these results.

the small pool of available matching pairs (n=10). Overall it appears that, on average, CATeam participants were suspended less often and earned higher GPAs after participation in this program. The combination of these two outcomes lends credence to the effectiveness of the CATeam, for the select group it serves.

#### *Qualitative Implementation and Assessment Data*

In a focus group of CATeam providers (included in Section 5: Supplemental Materials), one CATeam staff member indicated that she felt the CATeam had some outcomes that were not captured in our existing evaluation:

“The number of kids that [CATeam staff] linked to services, that wouldn’t have otherwise gotten services--I don’t think you can really measure that. I think it’s one of these seeds that gets planted, and it grows as time goes; I just think it’s almost invaluable.”

#### **Strategy 10 – School-Based Substance Abuse Prevention**

In the June – September 2002 report period, no students were served by substance abuse prevention counselors. School was not in session during this period, and funding will not continue in Year Four. However, outcomes for previously served students are now available.

#### *Outcome Data*

To determine suspension and GPA outcomes for students participating in substance abuse prevention programs, data for Year Two participants (n=111) were obtained for the 2000-2001 and 2001-2002 school years. Suspensions data for Year Two participants show no significant changes. The percentage of participants who were suspended declined from 39.6% in 2000-2001 to 34.2% in 2001-2002 (see Figure 9). On average, Year Two participants were suspended fewer times in 2001-2002 (2.42 times/student) than in 2000-2001 (3.09 times/student), though this difference was not significant. However, the average number of days students were suspended increased from 14.13 in 2000-2001 to 17.78 in 2001-2002. This difference was also non-significant. Although changes in suspensions were not significant, the decrease in number of suspensions was accounted for entirely by a decrease in substance abuse related suspensions.

GPA data for Year Two participants indicate that, on average, Year Two participants’ GPAs did not change significantly. GPA rose slightly from 2.12 in 2000-2001 (n=9) to 2.20 in 2001-2002 (n=35).<sup>2</sup>

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<sup>2</sup> WCPSS GPA records for 2000-2001 are less widely available than for 2001-2002. The scarcity of available GPA records should be taken into consideration when assessing the results.

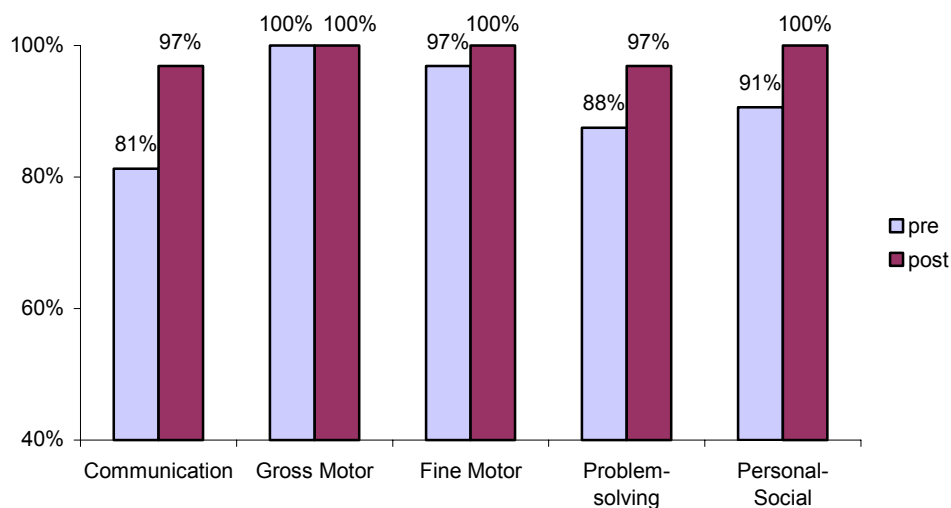
### *Qualitative Implementation and Assessment Data*

A summary of a focus group of substance abuse prevention practitioners is included in Section 5: Supplemental Materials. One finding of the focus group was that students who were not successful in changing their behavior after the COSA groups or individual counseling often made incremental progress. In the words of a practitioner: “even if the person is not actually ready to decrease or stop using, [he or she] has shifted in how they view [substance use].”

### **Strategy 11 – Parents as Teachers (PAT)**

In June – September 2002, 105 children were served in the PAT program.

**Figure 10: Ages and Stages Child Development Assessment (n=32)**



### *Outcome Data*

Figure 10 shows the percent of the 32 PAT children assessed pre and post who scored at age level in each portion of the Ages and Stages assessment. Scores early in the PAT program are compared to scores after about a year of services. Although a high percentage of children were at age level for these skills before receiving PAT services, improvements were seen where there was room for improvement. The largest gains were found in the areas of communication (19.8% gain), problem solving (10.2% gain), and personal-social skills (9.9% gain).

### *Staff and Parent Perceptions*

In a focus group conducted on June 7, 2002, PAT staff reported that teaching parenting skills and information about child development eased parents' anxiety, and empowered parents to prepare their children for school. Staff noted that PAT represented a significant link between

families and other existing support systems and community resources. Letters from PAT parents echo staff perceptions: “Being a parent is a stressful job. It has given me great assurance to be able to call my PAT educator with questions and know that she has the tools and resources to help me.” Another parent remarked: “My mentor...helped me to find out about different resources that provided testing for speech.... My son was able to receive speech therapy through Wake County Public Schools.”

Parent surveys (n=37) indicated that 100% of parents rated the program as beneficial, and agreed that PAT educators addressed special concerns about their children’s growth or development; 74% of parents reported reading to their children more frequently after receiving PAT services.

In Year Three PAT continued to face the challenge of working with families who relocated frequently, and whose initial perceptions of PAT were cautious. Of 998 home visits planned between July 2001 and June 2002, staff completed 732 (73%) of those visits. Of the 266 home visits that were planned but not completed, 131 (49%) were cancelled by parents, and another 111 (42%) were not completed because parents were not at home. The primary challenge experienced by staff was the significant scaling back of funding in Year Four. Staff prepared parents to manage without the support of PAT, encouraging them to take the initiative to organize their own playgroups, and form a support network. However, staff expressed concerns about the future of these high-risk families, who will not be served due to the decrease in staffing in Year Four.

### **Strategy 12 – Preschool Second Step**

In the June - September 2002 report period, 53 staff from 28 public and private preschools and kindergartens participated in Second Step training on June 12, 2002. These schools began implementation in September, and they will provide survey data in the spring.

### **Strategy 13 – 3C Program**

There were no participants in the 3C program during the June to September 2002 report period because school was not in session.

A report from the 3C Institute for Social Development indicated that children who participated in the WCPSS 3C intervention groups during the 2001-2002 school year reported less social anxiety in general (-.17) and less fear of negative evaluation (-.2) upon completion of the program; both decreases are statistically significant ( $p < .05$ ). In addition, peer ratings

indicated that other students saw group members as “the most liked” significantly more often, and “the least liked” significantly less often after the 3C intervention ( $p < .05$ ). Perceptions of students not in the intervention group did not change significantly during this period. Self-reports of loneliness, victimization, being a bully, being liked, being disliked, and being relationally aggressive remained stable for students in the intervention group; means did not differ statistically from 0.

### **Strategy 13 – Civic Responsibility**

There has been no activity since June in the Civic Responsibility program, because school was not in session during summer, 2002. Civic Responsibility is not being continued in Year Four.

### **Strategy 13 – Get Real About Violence (GRAV)**

Forty-three teachers from two schools participated in GRAV training during the June - September 2002 report period. The final GRAV Core Team training, originally scheduled for November 2002, was cancelled due to lack of funds. As of September 30, 3,865 students at 18 schools had begun the GRAV curriculum for the 2002-2003 school year. There are 85 teachers at those schools implementing GRAV. Participating schools have exposed over 2,000 families to the curriculum. Currently, 12 sites have returned pre-test surveys; pre and post GRAV survey results for staff and students will be discussed in the final SS/HS report.

### **Strategy 13 – Elementary Second Step**

Second Step implementation has begun in 16 schools by 229 teachers so far in the 2002-2003 school year. In these schools, 5,250 students are being served, and about 2,500 families have been exposed to the curriculum. In August and September, 153 teachers were trained in Second Step. A final Second Step training of trainers was completed in November, although lack of funding has prohibited staff from ordering additional curriculum materials for attendees. Currently, 16 schools have sent in pre-surveys; pre and post Classroom Discipline survey results will be discussed in the final SS/HS report.

### **Strategy 14 – Youth Programming Enhancement – Life Skills**

In the June to September 2002 report period, 228 students participated in the Life Skills curricula in after-school and summer programs. An additional 51 adults were trained to implement the curricula. Of the groups participating in the Life Skills curriculum in previous years of the grant, there are three still utilizing the curriculum, including two SAVE clubs.

Youth programs continued to report inconsistent attendance, citing transportation as a serious barrier to participation. Staff turnover was very high in many organizations, presenting barriers to the continuation of the curricula and fulfillment of agreed upon obligations.

On July 19, a seminar on Youth Violence and Gang Activity was provided. Eleven participants from eight organizations participated. On July 31 the two-day Parent-to-Parent facilitator training was provided to train the trainers of a drug-prevention program aimed at parents of at-risk children. The training was available to organizations that participated in the Life Skills training; 12 participants attended.

#### *Outcome Data*

To determine suspensions outcomes for Strategy 14 students, data for Year Two participants (n=395) were obtained for the 2000-2001 and 2001-2002 school years.<sup>3</sup> Although the number of participants suspended during each school year remained exactly the same (n=68), the data indicate that participants were suspended less often in 2001-2002; an average of 5.9 times which is fewer than the average 8.3 times in 2000-2001. However, this difference was not statistically significant, using a t-test. Pinpointing the influence of the Life Skills curriculum on students presented a challenge, given the diversity of implementation styles of the facilitators and the range of experiences students encountered in the after-school programs.

#### *Qualitative Implementation and Assessment Data*

Results of a focus group of substance abuse prevention practitioners are included in Section 5: Supplemental Materials. One Life Skills group leader voiced a common view that although the curriculum itself was somewhat helpful, students really “needed that one-on-one [adult interaction], and they found that in the after-school program.”

#### **Strategy 15 – Information Management System**

Program ended December, 2001.

#### **Strategy 16 – Students Against Violence Everywhere (SAVE) clubs and the Youth**

##### **Advisory Council (YAC)**

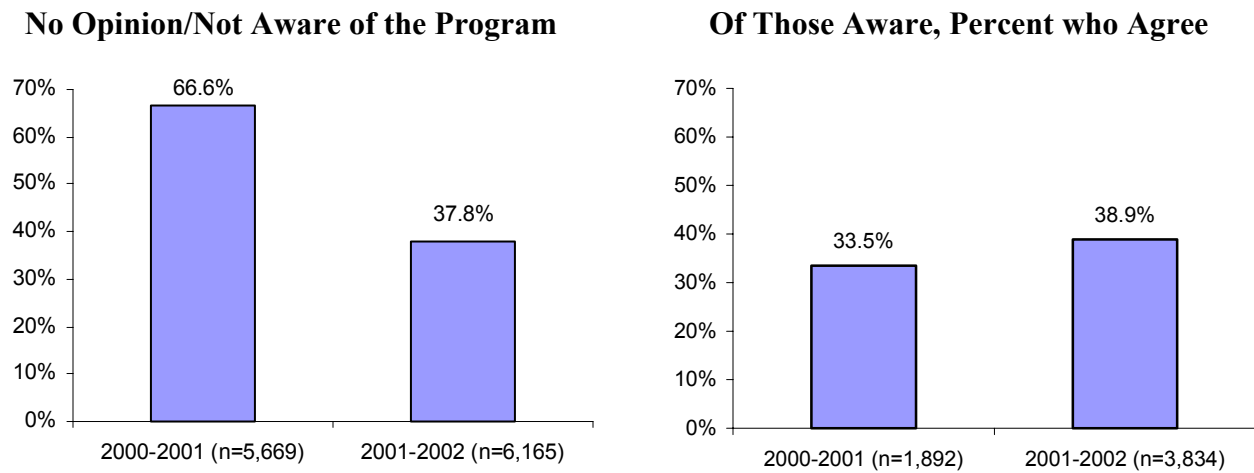
No SAVE club activity was reported during the summer months. SAVE clubs will not receive funds from the SS/HS grant in Year Four, but will continue in many schools. The YAC

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<sup>3</sup> 439 students actually participated in the Life Skills program in Year Two; however, only 395 WCPSS student records were available.

facilitator will no longer be funded by SS/HS as of the end of 2002; a Wake County Cooperative Extension, 4-H employee will be taking over her position.

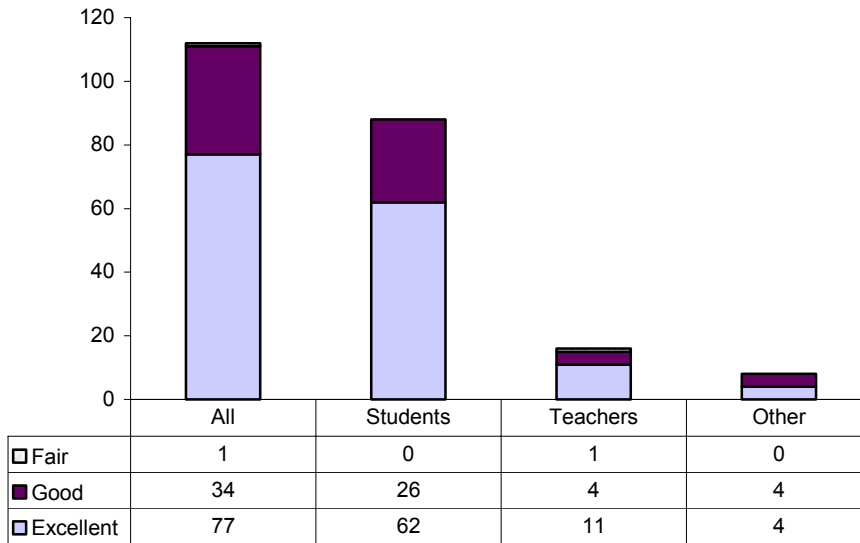
**Figure 11: Middle and High School Student Survey Results  
Do you think the SAVE club at your school has helped  
lower violence and prevent substance abuse?**



Between the 2000-2001 school year and the 2001-2002 school year, the number of students who reported that they had no opinion about or were not aware of the SAVE clubs decreased 43.3%. Of the students who were aware of the SAVE clubs and gave an opinion, 38.9% agreed that the SAVE club at their school was effective in 2001-2002, an increase from only 33.5% in 2000-2001. Even though the SS/HS grants are no longer available to SAVE clubs, many will continue to work toward making their school safer.

On September 23, about 200 students from Wake County middle and high schools attended the 2002 Student Diversity Summit, sponsored by SS/HS, the WCPSS diversity strategic planning team, and the YAC. The keynote speaker was Richard Santana, a motivational speaker. Mr. Santana is a former gang member who went on to graduate with his Ed.M from Harvard University. He provided the students and faculty with a unique perspective on issues regarding diversity. After the keynote speaker, YAC members and school and community leaders gave presentations for both students and faculty in breakout sessions.

**Figure 12: Overall, the Summit Was...**



As shown in Figure 12, Student Summit survey results show that the majority of participants rated the summit as excellent; very few found it only fair. In addition, 100% of participants rated the summit at least somewhat useful in increasing their understanding of how they could make their schools safer through diversity and in strengthening their understanding of the importance of diversity.

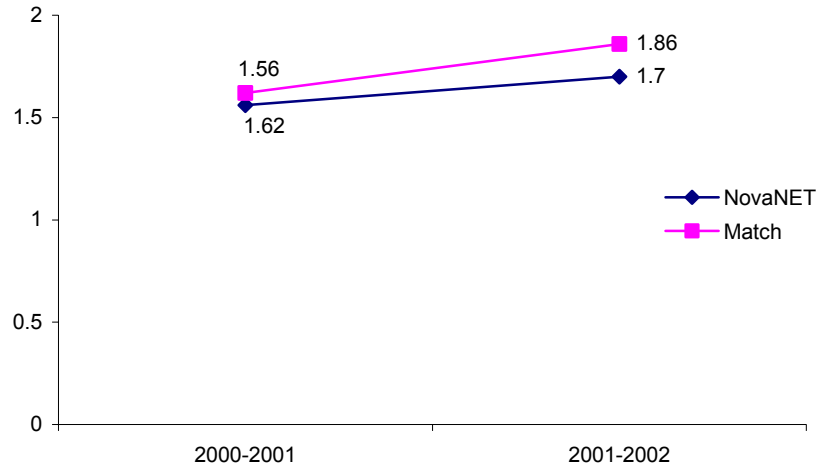
**Strategy 17 – NovaNET**

During the summer of 2002, 158 students at seven high schools used NovaNET. Most of these students used NovaNET to regain credits for core courses they had previously failed.

*Outcome Data*

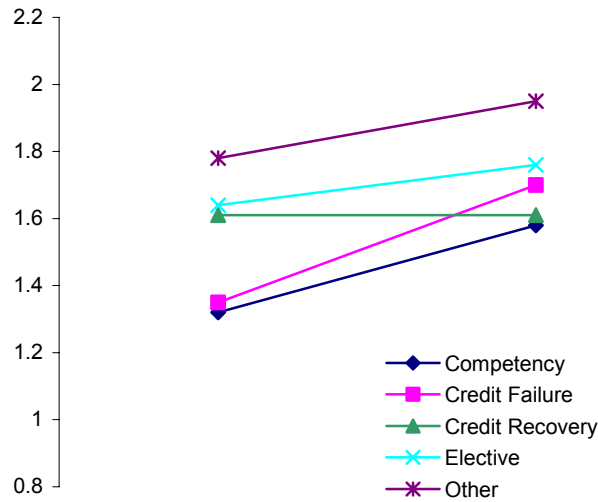
In order to analyze the effects of NovaNET on student achievement and behavior for students using NovaNET during the 2001-2002 school year, outcomes were compared to a matching group. The students in the matching group correspond to the NovaNET students on previous year’s GPA within .1, 8th grade End-of-Grade reading and math standardized tests within a small range, grade level, and free and reduced price lunch eligibility.

**Figure 13: Pre and Post Mean GPA for NovaNET Students and a Matching Group  
n=450**



As shown in Figure 13, students participating in NovaNET saw a significant increase in GPA (using a paired T-test,  $T=3.75$ ,  $p<.001$ ). However, the GPA increase was not significantly different than the GPA increase of the matching group (using an ANOVA test for an interaction effect,  $F=2.39$ ,  $p>.05$ ).

**Figure 14: Pre and Post Mean GPA for Students Using NovaNET in Different Ways**



	<b>Pre</b>	<b>Post</b>	<b>Gain</b>
Competency (n=30)	1.25	1.47	<b>+.22</b>
Credit Failure (n=177)	1.41	1.71	<b>+.30</b>
Credit Recovery (n=115)	1.67	1.58	<b>-.09</b>
Elective (n=35)	1.78	1.78	<b>0</b>
Other (n=64)	1.66	1.85	<b>+.19</b>

As shown in Figure 14, there is variability in the success of NovaNET depending on how it is used. The only students that had a significant increase in average GPA are the students who used NovaNET to pass a class that they were failing at the semester mark, labeled credit failure (paired T-test,  $T=5.15$ ,  $p<.0001$ ). Students who wait until they have already failed a class to retake using NovaNET (credit recovery) are not as successful on the whole; in fact those students' average GPA decreased. The learning from this finding is that NovaNET should be used to prevent course failure, rather than as a way to regain credits that have already been lost.

Another source of variation in NovaNET success is school. There is a significant variation between schools in the percent of students who pass NovaNET classes, as well as change in GPA. Nine of 16 schools showed GPA gains overall, and three schools had a statistically significant increase in GPA for their students. However, some schools actually showed a decrease in GPA. These results suggest that the method of implementation makes a significant difference in NovaNET's success.

A full NovaNET report is currently in progress.

### **Threat Management by Assessment and Counseling (TMAC)**

The SS/HS grant assisted WCPSS implement a new process for intervention when a student makes a threat in school. The current zero tolerance policy has created a situation where students are being suspended or expelled without a clear and standardized process for assessment of the threat. As a result, students are being long-term suspended whose offense may not have needed such a severe punishment. In addition, students who make threats have not received any kind of intervention to address the issues that led up to the threat.

A project task force including Dr. Ron Anderson and leaders from WCPSS departments including Student Due Process, Security, Student Support Services, and an Area Assistant Superintendent created the Threat Management by Assessment and Counseling (TMAC) program. Other participants in the process included the 3C Institute for Social Development, representatives from juvenile court, special education, and Wake County Human Services.

TMAC provides a standardized response to types of threats throughout WCPSS. The goal of the first year of the TMAC program is to assess the feasibility of the program, and to learn how to make it more effective.

The TMAC program divides student threats into three levels of severity. Level One consists of a spontaneous utterance that was either in response to provocation or in jest, and the

student has no intention of carrying out the threat. In addition, the student must have no prior history of threats. A student making a Level One threat *may* be short term suspended or referred to the student support team at the discretion of the school administration.

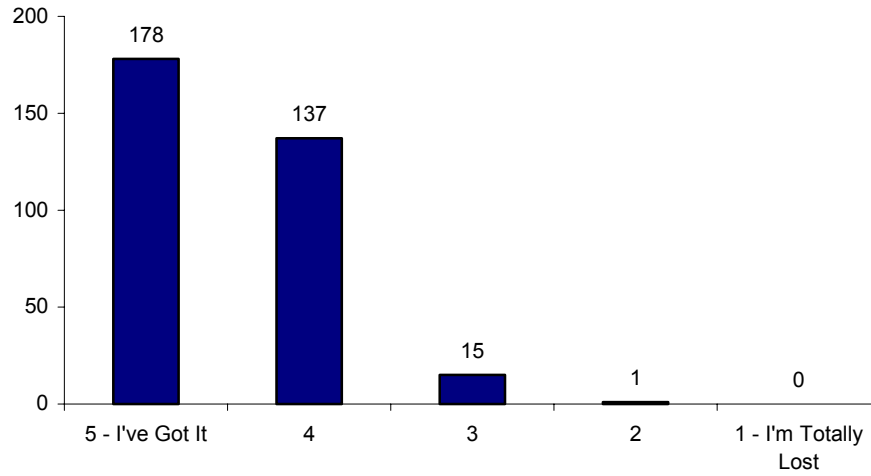
A Level Two threat is characterized by either an intention to carry out a threat, significant fear or disruption of school activities, or a prior history of threats or violence. The student will then be suspended and an assessed by the student support team. Based on that assessment and their recommendation, the principal will decide on one of three options:

- Option A – The student returns to school after a short-term suspension, and receives behavior skills training at school.
- Option B – The student returns to school after a 10-day short-term suspension and parents agree to participate with their child in a community based TMAC program called Project Forward, which is provided by the 3C Institute for Social Development in conjunction with ReEntry Youth Development. Failure to participate will result in the student being long-term suspended.
- Option C – The student is recommended for long-term suspension, and parents and student are referred to a community threat assessment team, which is part of Wake County Human Services. If the parents consent, the community threat assessment team does a thorough assessment of the student and makes treatment recommendations.

A Level 3 threat involves a plan that presents a clear and immediate danger of harm or violence. In addition, if the threat involves use of a weapon and the student has access to the weapon, the threat is Level 3. In this case, the school administrator will call security and involve law enforcement. The student will be recommended for long-term suspension or expulsion. Parents are encouraged to take their child to be assessed by the community threat assessment team, and to hospitalize their child if it is warranted.

On August 27 and 28, training was given to principals, assistant principals, counselors and a few teachers on the new threat assessment process and intervention. Training evaluation surveys were collected after each session.

**Figure 15: TMAC Training (n=333)**  
 Rate your understanding of the TMAC process.



As shown in Figure 15, participants overwhelmingly found the training to be helpful in understand the new procedure of assessing student threats. In addition, a similar distribution was found when participants were asked how able they felt they were to implement the TMAC program in their schools.

TMAC program materials are included in Section 5: Supplementary 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 3: Strategic Planning of Community Initiatives  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)  
\_\_\_\_\_ Preschool                      \_\_\_\_\_ Elementary School  
\_\_\_\_\_ Middle School                      \_\_\_\_\_ High School

**\*All WCPSS students are impacted by this strategy (101,448).**

- 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 impacted by this strategy.**

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

\_\_\_\_\_ 25 Juvenile Crime Prevention Council (JCPC) members  
\_\_\_\_\_

**Additional Information:**

This strategy component was incorporated into Strategy 1 at the end of Year One.

## 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  
 Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
 Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
- |                             |                                 |
|-----------------------------|---------------------------------|
| <u>        </u> Preschool   | <u>49,358</u> Elementary School |
| <u>24,494</u> Middle School | <u>        </u> High School     |
- \*Numbers refer to students in schools with Intellikey and CCTV installations.

- Staff  
*Safe School/Healthy Students Partner:* (number served in each category)
- |   |                                     |
|---|-------------------------------------|
| <input checked="" type="checkbox"/> <u>        </u> Education | <u>        </u> Mental Health       |
| <u>        </u> Law Enforcement                               | <u>        </u> SS/HS Project Staff |

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

Intellikey and CCTV installation completed at 5 new schools

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**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 6: Families and Schools Together (FAST)**  
**Strategy** including FASTWorks  
 (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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
- |  |  |
|--|--|
| <input type="checkbox"/> Preschool     | <input type="checkbox"/> 11* Elementary School |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> High School           |
- 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.)
- 2 parents implementing
- 

**Additional Information:**

\*These 11 students were in FASTWorks at 2 elementary schools.

## 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: Partnership for Educational Success (PES)**  
**Strategy** including Family Group Conferencing  
 (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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
- |  |  |
|--|--|
| <input type="checkbox"/> Preschool     | <input type="checkbox"/> Elementary School |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> High School       |
- 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.)
- Nothing reported for June-September 2002
- 

**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
  - Preschool  Elementary School
  - 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.)  
Volunteers mentoring

**Additional Information:** No CIS activity reported during June-September 2002.

## 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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
- |   |  |
|---|--|
| <input type="checkbox"/> Preschool                | <input type="checkbox"/> 4 Elementary School |
| <input type="checkbox"/> 88 Middle School         | <input type="checkbox"/> 127 High School     |
| <input type="checkbox"/> 51 Not enrolled in WCPSS |  |

\* Number of volunteers – See below for report of offenders.

- 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"/> 2 SS/HS Project Staff |
- Other  
 (number served and describe group – e.g., parents, community groups, etc.)

**Additional Information:** During this report period, there were:

36 offender referrals (13 middle, 17 high, and 6 no school reported)

48 cases heard (2 elementary, 14 middle, 26 high, and 6 no school reported)

60 cases closed successfully (1 elementary, 16 middle, 40 high, and 3 no school reported)

# 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 Counselors  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
    - Preschool  Elementary School
    - Middle School  High School
    - Not enrolled in WCPSS
  - 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:** CATeam ended in May 2002.

## 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 Programs  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
- |  |  |
|--|--|
| <input type="checkbox"/> Preschool     | <input type="checkbox"/> Elementary School |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> High School       |
- 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"/> 1 SS/HS Project Staff |
- Other  
 (number served and describe group – e.g., parents, community groups, etc.)
- 
- 

**Additional Information:** Substance Abuse Prevention Services ended May 2002.

# 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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
  - Preschool  Elementary School
  - Middle School  High School
- Staff  
*Safe School/Healthy Students Partner:* (number served in each category)
  - Education  Mental Health
  - Law Enforcement  4 SS/HS Project Staff
- Other  
(number served and describe group – e.g., parents, community groups, etc.)  
105 children ages 0-5 and their families.

**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 12: Preschool/Kindergarten Second Step  
**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  
Prevention/Treatment Intervention Services  
 Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs  
 Element 5 – Educational Reform  
 Element 6 – Safe Schools Policies

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

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

**Additional Information:** Second Step has not yet begun in the preschools as of September 2002.

# 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: 3Cs – Social Skills Curriculum  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

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

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**Additional Information:** The 3C program ended May 2002.

# 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: Civic Responsibility – Violence Prevention  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
  - Preschool  Elementary School
  - 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.)  

---

---

**Additional Information:** Civic Responsibility ended May 2002.

## 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: Get Real About Violence – Violence Prevention 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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

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

<input type="checkbox"/> Preschool	<u>2,828</u>	Elementary School
<input type="checkbox"/> Middle School	<u>407</u>	High School
- Staff  
*Safe School/Healthy Students Partner:* (number served in each category)
 

<input type="checkbox"/> Education	<u>85</u>	Mental Health
<input type="checkbox"/> Law Enforcement	<u>1</u>	SS/HS Project Staff
- Other  
(number served and describe group – e.g., parents, community groups, etc.)  
2,031 parents exposed to the curriculum.

**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: Elementary Second Step  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

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

<input type="checkbox"/> Preschool	<u>5,250</u>	<input type="checkbox"/> Elementary School
<input type="checkbox"/> Middle School		<input type="checkbox"/> High School
- Staff  
*Safe School/Healthy Students Partner:* (number served in each category)  

<input type="checkbox"/> 229 Education		<input type="checkbox"/> Mental Health
<input type="checkbox"/> Law Enforcement	<u>1</u>	<input type="checkbox"/> SS/HS Project Staff
- Other  
 (number served and describe group – e.g., parents, community groups, etc.)  
  
2,535 parents exposed to the curriculum.

**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 14: After-School Programming  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
- |   |    |  |
|---|----|--|
| <input type="checkbox"/> Preschool                | 95 | <input type="checkbox"/> Elementary School |
| <input type="checkbox"/> 78 Middle School         | 17 | <input type="checkbox"/> High School       |
| <input type="checkbox"/> 38 Not enrolled in WCPSS |    |  |
- 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 | 3 <input type="checkbox"/> SS/HS Project Staff |
- Other  
 (number served and describe group – e.g., parents, community groups, etc.)
- 51 staff trained from 33 community-based 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 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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

- School-Age Children  
*Education Level:* (number served in each category)
  - Preschool  Elementary School
  - 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.)  

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**Additional Information:**

The Information Management System strategy was terminated December 2001.

## 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: Youth Advisory Council and SAVE Clubs  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

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

<input type="checkbox"/> Preschool	<input type="checkbox"/> Elementary School
<input type="checkbox"/> Middle School	<input type="checkbox"/> High School
<input type="checkbox"/> Not Enrolled in WCPSS	
- 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"/> 2 SS/HS Project Staff
- Other  
 (number served and describe group – e.g., parents, community groups, etc.)

**Additional Information:** About 200 middle and high school students participated in the Student Summit. SS/HS no longer funds SAVE clubs as of May 2002.

# 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  
**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  
Prevention/Treatment Intervention Services
- Element 4 – Early Childhood Psychosocial & Emotional  
Development Programs
- Element 5 – Educational Reform
- Element 6 – Safe Schools Policies

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

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

<input type="checkbox"/> Preschool	<input type="checkbox"/> Elementary School
<input type="checkbox"/> Middle School	<input type="checkbox"/> 158 High School
- Staff  
*Safe School/Healthy Students Partner:* (number served in each category)  

<input type="checkbox"/> 7 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.)  
\_\_\_\_\_  
\_\_\_\_\_

**Additional Information:**

**Strategies 1-3: Advisory Council/JCPC**

Because no single organizational structure had the responsibility to improve the coordination between schools, mental health services, and law enforcement, the local Juvenile Crime Prevention Council (JCPC) became the Advisory Council in Year One to serve this purpose. The first three strategies of the SS/HS grant focus on the activities of this council, and are intended to achieve the following objectives: (1) to establish the Advisory Council, (2) to involve Council members and community-wide representatives in ongoing training based on a public health model called Communities that Care (CTC), and (3) to conduct ongoing strategic planning of community-wide initiatives to identify problems, implement research-proven strategies, and evaluate progress toward goals and objectives.

**Strategy 4: Facility Security**

This strategy focuses on facility security, with the objective of reducing security violations. Strategy 4 includes four major programs components: (1) purchase of talk radios in each of the schools, (2) development of crisis-response plans in all schools, (3) closed circuit television (CCTV) installation in middle schools, and (4) Intellkey installations in elementary schools. All of these components are intended to make facilities safer. CCTV and Intellkey make campuses less accessible to unauthorized visitors. Talk radio use and crisis-response plans filed with the WCPSS Department of Safety and Security are designed to increase the rate of response, should an emergency occur.

**Strategy 5: Telephone Hotline**

The WAVE Line allows students, parents, and community members to report their concerns anonymously. Suggested reasons for using the hotline include threats, weapons, drugs and alcohol, destruction of property, harassment or bullying, or possible suicide. Incoming calls are referred by the WCPSS Department of Safety and Security to the appropriate agencies (e.g. local police, health and human services, etc.). That agency then determines whether the reported problem is legitimate, and then provides follow-up services.

**Strategy 6: FAST, FASTworks, Family Group Conferencing**

Families and Schools Together (FAST) addresses factors related to substance abuse, violence, and school failure. Teachers refer students to FAST who display behavior problems at school. Families who agree to participate meet during weekly group sessions with other families from their child's school and a Communities in Schools of Wake County (CIS) collaborative leadership team. The leadership team includes a parent-partner, school-partner, a mental health specialist, and a substance-abuse specialist. FAST sessions include activities that are designed to strengthen parenting and family communication skills, and empower parents to be the primary prevention agents for their own children. Families that graduate from FAST participate in FASTworks, a follow-up program that emphasizes continued growth in family communication and relationships through monthly group sessions.

Supplemental Information  
Section One: Program Descriptions

Family Group Conferencing (FGC) targets families of at-risk children through meetings with counselors from Wake County Human Services. Families first meet with coordinators, and together they develop a plan around the needs of the target students and their families. Depending on the needs of the child, FGC sessions may address mental-health concerns, substance-abuse issues, the development of childcare resources, and/or the provision of additional education-related support.

**Strategy 7: Communities in Schools (Mentors)**

Communities in Schools of Wake County (CISWC) links adults with at-risk students in one-on-one mentoring relationships. Teachers and/or the school's Student Support Team refer students to the program. CIS models recruitment, screening, training, and placement of mentors on the Big Brothers/Big Sisters program. Volunteers typically spend one hour each week with students at their schools, and spend 1-3 hours each week with their mentees outside of school.

**Strategy 8: Teen Court**

Teen Court is a program to divert youth who have admitted to a misdemeanor offense from Juvenile Court to the Teen Court. Teen Court is a courtroom overseen by an adult judge, but operated by WCPSS students. These student volunteers fill all other court positions, such as lawyers, bailiffs, and the jury. Eligible offenders (students who do not re-offend before their hearing date) are sentenced to community service and mandatory jury duty in the Teen Court. After successfully completing their community service hours, former offenders can volunteer in the other court positions staffed by youth.

**Strategy 9: School-Based Mental Health Clinicians/CATeam**

In this program, five mental health clinicians work together as a county-wide Community Assessment Team (CATeam) to connect students with appropriate resources for support and assistance. These clinicians conduct screenings and assessments for at-risk students who have been referred by their classroom teachers or Student Support Team. CATeam leaders mediate between schools, service providers, and families to help coordinate mental health services and interventions. In addition, they deliver small and large group presentations for students, staff, and organizations on topics related to student mental health.

**Strategy 10: School-Based Substance Abuse Prevention Team**

In strategy 10, substance abuse (SA) counselors expand existing school-based services, providing screening, training, and group and individual intervention. The SA Prevention Team consists of two counselors who work collaboratively with each school's county-funded substance abuse counselor, and with WCPSS counselors, staff, and community organizations. This team trains parents, staff, and students in substance abuse prevention through presentations at school, community, and faith-based organizational meetings. Additionally, the two SA counselors screen and assess students referred by classroom teachers, school-based Student Support teams, or other sources, and implement Children of Substance Abusers (COSA) curricula with targeted students.

**Strategy 11: Parents as Teachers**

Parents as Teachers (PAT) creates home/community partnerships designed to improve parenting skills and empower parents to become advocates for their young children. PAT serves the families of children aged 5 and younger via interventions such as screening, education, and referrals to community resources. Home visits by parent educators and the PAT coordinator provide a context in which caregivers share their parenting concerns and learn about age and developmentally-appropriate activities to implement with their children. PAT staff screen children for developmental progress, and link parents to appropriate community resources, if necessary.

**Strategy 12/13: Second Step**

Second Step curricula include skills-based lessons designed to be integrated into existing school curricula. Second Step lessons are implemented in preschool settings, and in WCPSS elementary and middle schools. The pre-K through grade 5 version of Second Step has a 6-week parent education component in which parents are trained to encourage their children to show empathy and develop social skills. This program is designed to teach students empathy, anger management, and impulse control; the middle school version of the program also includes an emphasis on violence prevention, problem solving, and the application of all these skills to life contexts.

**Strategy 13: 3Cs, Get Real About Violence, Civic Responsibility**

The 3Cs program is a group therapy intervention that addresses children's peer relationships at school in grades 3-5, targeting students who have peer difficulties stemming from shyness, aggression, bullying, teasing, and social isolation. The goal of the program is to help children communicate, cooperate, and feel confident with others. Teacher, peer, and self-nominations identify at-risk students who would benefit from the curricula. During the school year, school counselors and graduate interns from area universities lead 10 group sessions in which referred students learn how to develop pro-social behaviors.

Get Real About Violence (GRAV) is a K-12 curriculum that focuses on the role of the bystander during violent or potentially violent incidents. GRAV curricula target the entire school population through age-appropriate classroom lessons designed to help students avoid becoming victims of violence. GRAV also aids adults in promoting a peaceful school climate. The program encourages parental involvement in violence prevention; teachers and parents are trained to recognize risk factors for problem behaviors.

Civic Responsibility is a high school social studies curriculum that teaches students to act responsibly towards their communities through the use of self-directed school civic centers. Parents and community organizations are also trained to encourage student involvement in community initiatives and policy-making. The Civic Responsibility curriculum focuses on increasing the student's role in improving school climate, and fostering democratic values in schools and the community.

**Strategy 14: Youth Programming Enhancement and Expansion (After-School Programs)**

Strategy 14 offers training and instruction in violence and substance abuse prevention through youth programs held outside school hours. Staff from community and faith-based organizations are trained to implement age-appropriate Life Skills Health Training curricula with students in their after-school programs. One of the goals of the strategy is to offer training to staff at existing sites, and encourage the annual development of new after-school youth programs in locales with potentially high concentrations of students exposed to high-risk factors.

**Strategy 15: Information Management Systems**

Strategy 15 addresses the improvement of existing school and district-based information management systems. The goal of this strategy is to allow relevant community organizations to share information in an efficient manner. Under strategy 15, the database program used by the WCPSS Special Education Department will expand and incorporate fields and variables needed by other WCPSS departments and/or community agencies. Once this database has been constructed, authorized school personnel will be trained in its use.

**Strategy 16: Youth Infrastructure (Youth Advisory Council and SAVE Clubs)**

Strategy 16 promotes and coordinates the efforts of existing school-based youth organizations. To expand the existing youth infrastructure, a community-wide Youth Advisory Council (YAC) was formed in Year One. The YAC collaborates with other organizations and grant partners to plan and implement prevention activities. YAC members from schools across the county act as a sounding board for adult groups that work with youth, such as the Juvenile Crime Prevention Council (JCPC). YAC members conduct an annual summit for WCPSS students, participate in student and community group workshops, and deliver workshops to youths.

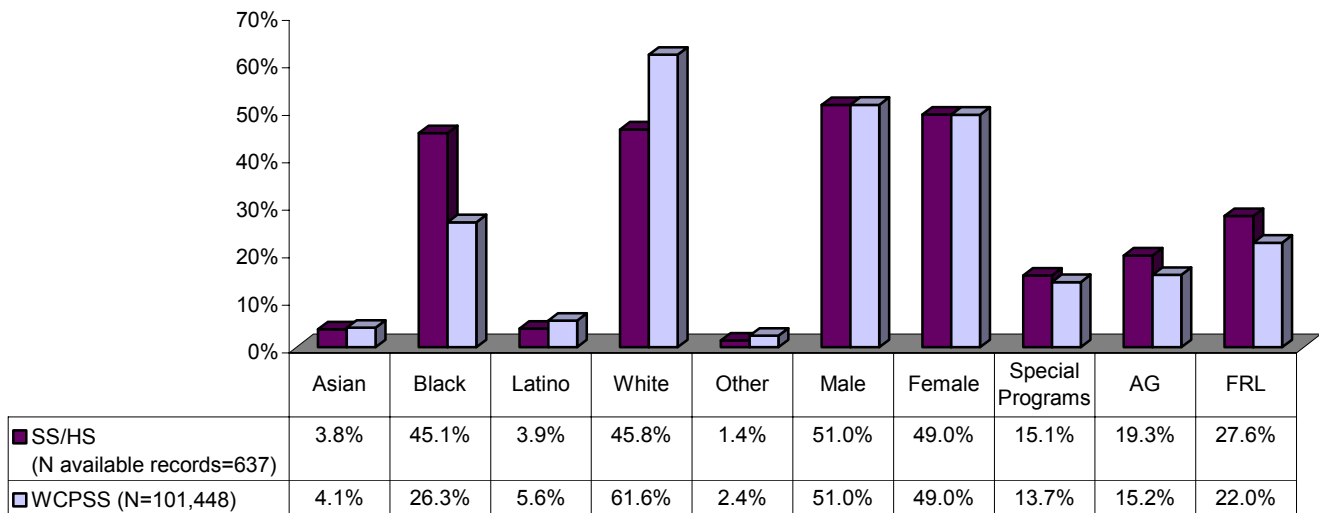
Strategy 16 also sponsors existing school-based Students Against Violence Everywhere (SAVE) clubs, which work with the YAC to plan, promote, and carry out safe schools policies. SAVE club members attend meetings covering a wide range of prevention-related topics, and engage in community service projects. Annually, the SS/HS project gives \$500 to each club, and provides club advisors with extra-duty pay.

**Strategy 17: NovaNET**

NovaNET is a computer-based online learning system that delivers self-paced interactive instruction to high school students who have experienced academic difficulties. NovaNET offers a range of curricula, including courses in Math, English, Social Studies, Science, Foreign Language, Electives, and SAT/ACT preparation. Although the program can be used for enrichment and/or test preparation, the main purpose of NovaNET is to help academically at-risk students. In their school's NovaNET labs, students are able to retake courses they have failed, allowing them to make strides in meeting their graduation requirements. Students who successfully complete the entire sequence of NovaNET readings, assignments, tests, and the EOC requirement are given credit for successful completion of the course.

Elements 1-6

**Chart 1**  
**Demographics of June-September 2002**  
**SS/HS Participants vs. WCPSS**



**SS/HS vs. WCPSS Demographics**

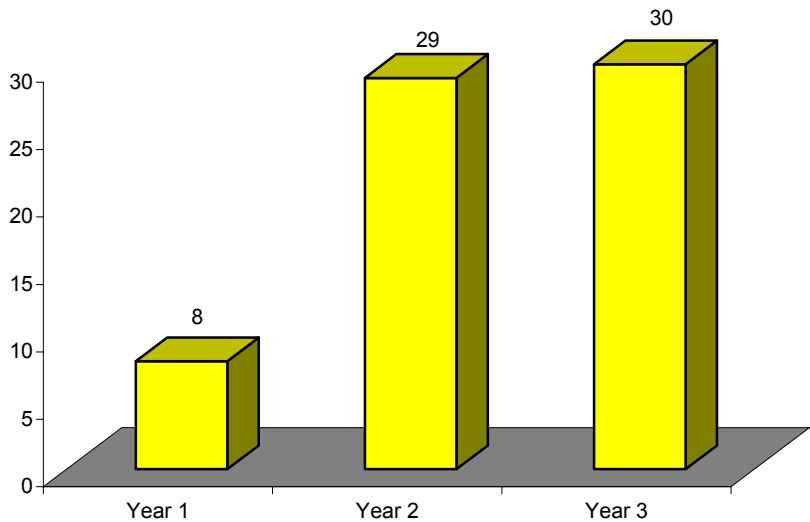
Chart 1 compares the demographics of June-September SS/HS program participants to those of the WCPSS student population. The proportion of male and female SS/HS participants was very similar that of WCPSS students. Proportionally more black students and students enrolled in special education, academically gifted, and free/reduced lunch programs participated in SS/HS programs than WCPSS in general. The demographics were different from previous report periods because some strategies ended before June, and others had decreased participation because school was out of session.

Element 1: Safe School Environment

**Number of WAVE Line Hotline Calls**

Chart 2 illustrates the number of calls to the WAVE hotline in each year of the grant. More calls to the hotline were made during Year Three (30), which is comparable with the number of calls made in Year Two (29). Overall, the hotline has received an increasing number of calls since Year One, perhaps indicating a growing awareness of this resource among WCPSS students and parents.

**Chart 2**  
**WAVE Line Hotline Calls**  
**SS/HS Grant Year One through Year Three**

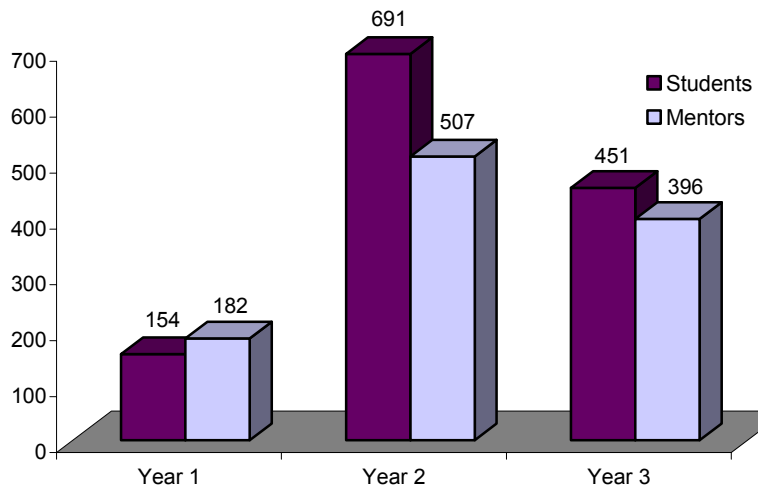


Element 2: Alcohol and other Drug and Violence Prevention and Early Intervention

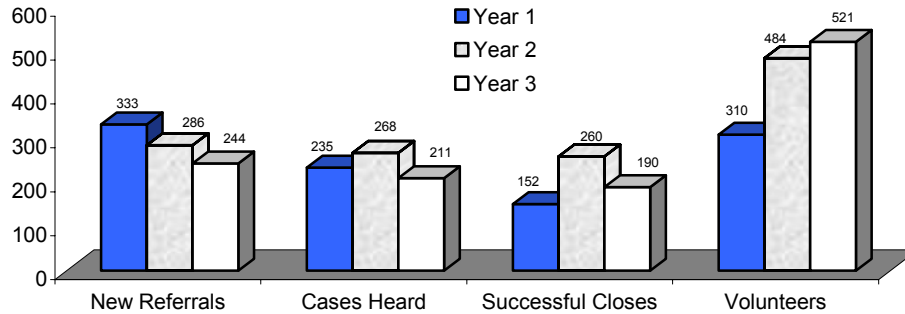
**Mentored Students**

Chart 3 illustrates the number of students and mentors involved in the CIS/CLP mentoring program in each year of the SS/HS grant. The number of participating students and mentors peaked in Year Two; however, the ratio of mentors to students increased in Year Three.

**Chart 3**  
**Students and Mentors**  
**SS/HS Grant Year One through Year Three**



**Chart 4**  
**Teen Court Volunteers and Offenders**  
**SS/HS Grant Year One through Year Three**



**Teen Court Participation**

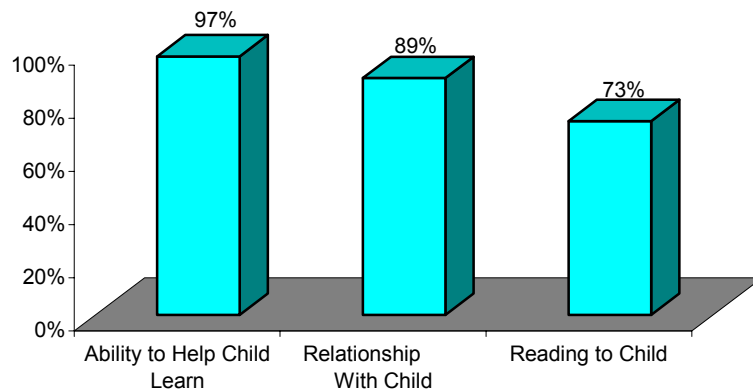
Chart 4 displays the numbers of Teen Court participants in each year. The number of new referrals decreased in Year Three, as did the number of cases heard. In all, 602 offenders successfully closed cases since the beginning of the program. Although the number of successful closes decreased in Year Three, the number of volunteers increased, suggesting that the program continues to draw community support and interest.

Element 4: Early Childhood Psychosocial and Emotional Development Services

**PAT Survey Results**

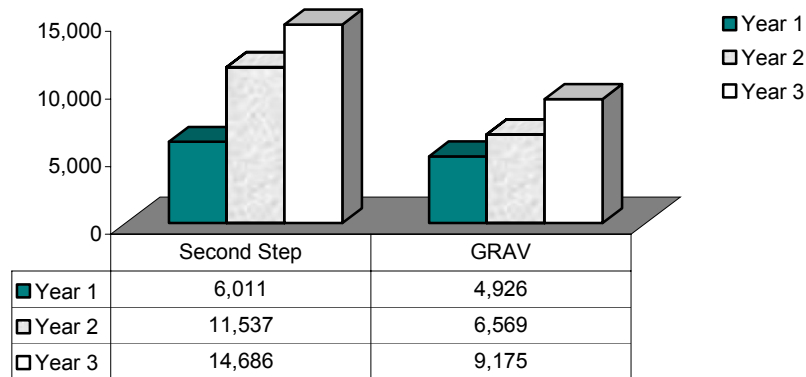
In a survey administered to parents participating in the PAT program, 97% of parents reported improvement in their ability to help their children develop and learn, and 89% reported improvement in their relationship with their children. Additionally, 73% of parents surveyed reported improvement in time spent reading to their children.

**Chart 5**  
**PAT Parents Responding “Improved” or “Much Improved”**  
**(n=37)**

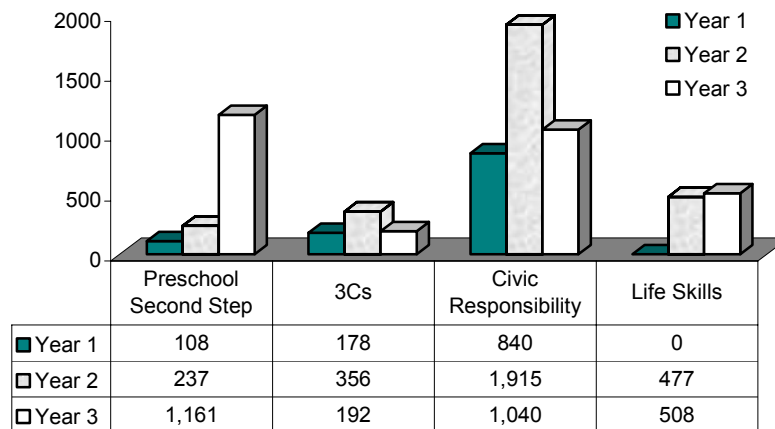


Element 5: Education Reform

**Chart 6**  
**Students Participating in Elementary Second Step and Get Real About Violence (GRAV) SS/HS Grant Year One through Year Three**



**Chart 7**  
**Students Participating in Preschool Second Step, 3C, Civic Responsibility and Life Skills SS/HS Grant Year One through Year Three**



**Students Exposed to Violence/Substance Abuse Prevention Curricula**

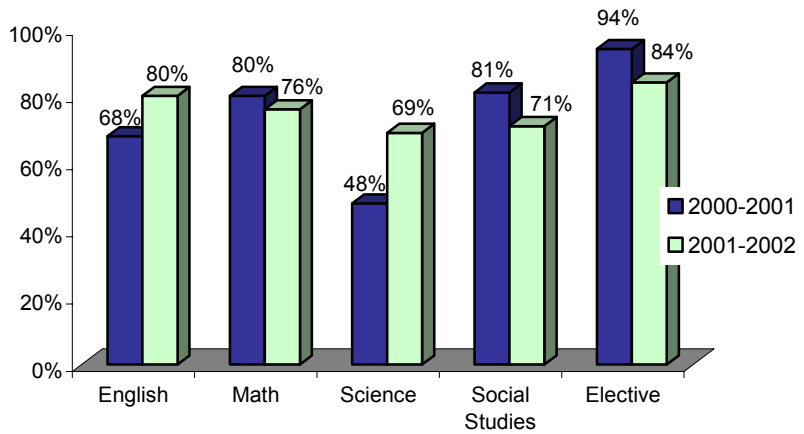
The number of students participating in Second Step, GRAV, Preschool Second Step, and Life Skills curricula increased between Year Two and Year Three. However, the number of students participating in Civic Responsibility and 3Cs curricula peaked in Year Two and declined in Year Three. Together, 26,647 students were exposed to SS/HS-funded curricula in Year Three.

Element 6: Safe Schools Policies

**NovaNET Pass Rates**

Chart 10 compares the pass rates for NovaNET courses in 2000-2001 and 2001-2002. Pass rates in English and science increased in 2001-2002, while pass rates in math, social studies, and electives declined.

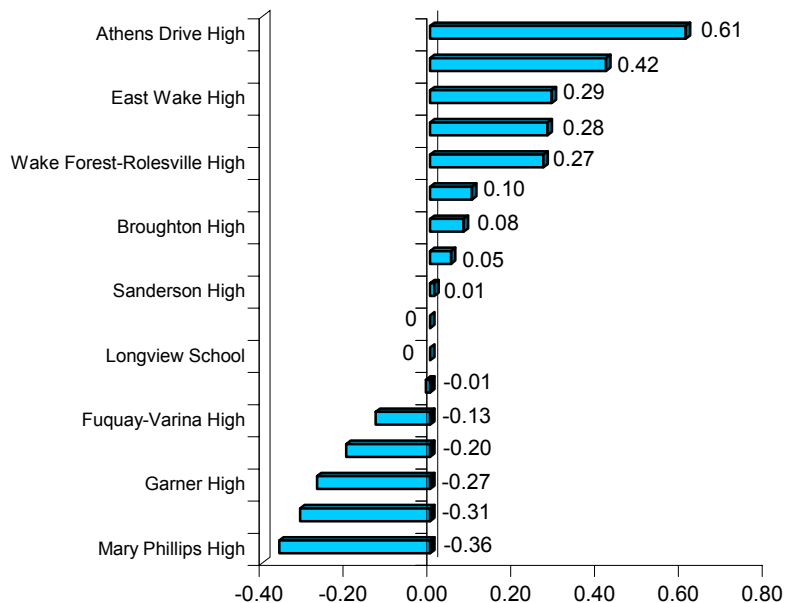
**Chart 8  
NovaNET Pass Rate by Subject**



**NovaNET Participants' Average GPA Change, By School**

Chart 11 illustrates the average GPA change of NovaNET participants by school in 2001-2002. There was considerable variation in GPA changes across schools, with participants at 8 schools experiencing increased GPA, and students at 5 schools experiencing lower GPAs after participating in NovaNET. (Records for four schools were unavailable, or showed no real difference). These differences may reflect variations in the way that NovaNET was implemented in schools.

**Chart 9  
Average Change in GPA of NovaNET Participants By School**



**Strategy 9: CATeam Clinicians**

In a focus group, program staff reported that many of their referrals were homeless or from high-needs family situations, although that was not originally intended: “We had anticipated working with the most disturbed kids, and we worked with a lot of kids that ... were homeless, or whose parents were substance abusers—not in great situations—but we weren’t involved with a whole lot of [residential care] placements.”

As a result of serving students with multiple-need families, success was often measured by assisting families in finding and buying in to existing community resources. In a caseworker’s words, “basically we were building a lot of trust with families that never were open to any kind of agency involvement, to be able to help them...—it’s almost pretreatment.” Some examples of successful cases: “One case that we worked with...His parents had never once attended a meeting—and we got them in, we actually got him in in-home therapy, arranged to get him in a different school that better matched with the teachers, and were able to bring in our behavior specialist in.” Engaging families in treatment and services available to them was an important goal of many CATeam cases.

Staff felt that the small caseloads and the flexibility possible through the CATeam were important in successfully serving the students with multiple and significant risk factors: “It was almost like being given permission, without the constraints of a managed care or Medicaid, or anything like that, to really be able to have the time to work on what these goals were—identify, and then have the time to do it. I personally feel that there were some very difficult cases that would have fallen through the cracks if we hadn’t been there with the goal attainment scales, with the ability to do the interventions that we did.”

Referral source surveys administered by program staff indicated that all referral sources surveyed agreed that the interventions provided were realistic and effective, and they all would refer to the service again. However, receiving referrals from the schools in the first place was a challenge: “Some schools will never refer to human services ...but the schools that do refer, refer often. And so we have very good relationships, or we have no relationships. But [the CATeam program] definitely enhanced relationships [between Human Services and the schools] even more, because I think a lot of administrators saw a lot of success.”

When giving their overall impression of the program's effectiveness, staff emphasized that the importance of their service was hard to quantify: "The number of kids that they linked to services, that wouldn't have otherwise gotten services--I don't think you can really measure that. I think it's one of these seeds that gets planted, and it grows as time goes; I just think it's almost invaluable."

### **Strategy 10: Substance Abuse Prevention Clinicians**

Substance abuse counselors reported that developing a relationship with schools was challenging. One counselor pointed out that "the schools have the big focus on [end of grade tests] and academic success, and sometimes it's difficult for us to help them see what that connection is between mental health... and academics." As a result, counselors spent time marketing their services to schools, and explaining what they did and why it is important. However, SS/HS expanded existing services, so there was some credibility already in place in schools from the beginning.

The counselors emphasized that the services they provided were prevention focused. In general, students being served were "...kids that probably wouldn't have gotten services from anyone else. We didn't really have the troublemaker kids; out of a group, I maybe would have one kid that had some discipline problems. But basically, they were kids that were moving right along through school, and would have never gotten any kind of services because they wouldn't have been hitting on the radar."

Focus group participants indicated that it is difficult to quantify this program's effects, noting that students who received services were at different places in their recovery cycle. In addition, changes in attitude did not always translate immediately into behavioral changes. As one staff member observed, service providers view their mission as successful, "Even if the person is not actually ready to decrease or stop using, but has shifted in how they view [substance use]." In addition, one counselor reported, "one of things that I have seen with the treatment kids, whether or not there's a decrease [in substance use],... there are improvements in other areas of functioning—they weren't going to school and now they are, they are getting into less trouble in the community." Focus group participants cited instances in which students learned relationship skills from one another, gained a sense of belonging and normalcy, and claimed that from their point of view, this program enables students to

understand that there are things that they can do for themselves, that there are different ways that they can be supported. They can have a different understanding about their relationships; they can make some changes for themselves. From that knowledge, there's something to work from, whereas before, they were just kind of bouncing around without really having any sort of compass to guide them... And in the future, they might be more inclined to get further support.

#### **Strategy 14: Life Skills Group Leaders**

Results from the focus group indicated that the ways in which sites implemented the Life Skills curriculum varied. Although staff reported completing all the Life Skills lessons, a number of focus group respondents cited the need for more challenging activities and materials, especially at the middle school level. They described ways in which they adapted the curriculum for their specific groups by including demonstrations, more hands-on activities, and field trips. For example, one group incorporated dance as part of their learning experience, while another visited a ropes course. Thus, it is difficult to attribute changes in students' attitudes or behavior to only the Life Skills curriculum, given the diversity of experiences students encountered in different programs.

In addition, what started as a skill-building curriculum, often turned into a more process-oriented experience. One program leader mentioned that "... when you've got the youth there, they're going to talk about what their experiences are..." and more of the time was spend processing what went on in the children's homes. One leader reported that the kids were taking the facts back home and trying to educate the people in their lives that they saw using substances. Another leader noticed a visible benefit to this strategy: "... they felt comfortable in the afternoon because they could ask questions. The coordinator said—you can ask me anything...I'd rather tell you the right information than anything you might hear out on the streets...and we actually saw a difference in those kids."

Many focus group participants stated that they believed home environment, including parent participation in the program, was important: "Because of that curriculum, you can have the kids there, and the discussions, and everybody can be full-fledged participants, and know all the things that they should know about whatever. But when they get home, and they walk into that same environment, that whole curriculum is shot." Many were frustrated because they could not get parents to visit. "All of my parents—they don't even know me. I mean, they talk to me on the phone, but they wouldn't even know me, because they don't even come in."

Supplemental Information  
Section Three: Focus Group Summaries

Focus group participants voiced their belief that their after school programs had a positive impact on students and families:

We actually saw a difference in those kids, in their grades, and the fact that they wanted to come, whereas in the beginning, they didn't want to come—to the point that they were like 'well, what are we going to do during the summer?' And they were asking 'why can't we come back here next year?'

However, staff also noted that at least part of the positive impact of this strategy could be explained by the fact that kids “needed that one-on-one, and they found that in the after school program.”

On both the pre and post-measures, students reported being more likely to engage in violence than to smoke, drink alcohol, or use drugs. Focus group members, who cited the possibility that participants may bring weak coping skills to the after school context, also observed this pattern. Additionally, focus group members suggested that many students felt uncomfortable responding honestly to the Life Skills survey; thus, students may have underreported their involvement in drugs and/or violence, especially on the pre-test.