

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



**Year Two – Year-End Performance Report
April 1, 2001 – September 30, 2001**

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Year Two—End of Year Performance Report
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EXECUTIVE SUMMARY

The Wake County Safe Schools/Healthy Students (SS/HS) Project is a three-year 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 determined to be critical in sustaining safe and healthy schools and students. Wake County 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). By focusing on collaboration and cooperation with partner agencies and the community, the Wake County project is 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 Year Two, full implementation of the Wake County SS/HS project has been completed for nearly all strategies. Evidence suggests that many of the SS/HS-sponsored programs are meeting and/or exceeding benchmarks for major goals, in terms of the number of staff trained and the number of students served. Figure 2 displays the project status and students served during this report period for each strategy.

All WCPSS students were impacted by one or more strategies. Demographic data reveal that the SS/HS project is reaching all major demographic groups, with an emphasis on serving at-risk groups. The students who were involved directly with a SS/HS strategy during this report period (n=2,651) were compared to the WCPSS population. Chart 1 in the Supplementary Information illustrates that, while all demographic groups were included, special education, low-income, and

African-American students were over-represented in those served by SS/HS compared to the system population overall. Since these groups are more often at-risk of school failure, this finding is reasonable. Gender and Hispanic student representation was about the same for SS/HS participants as for WCPSS students as a whole.

The collaborative aspect of SS/HS shows promising results. All three objectives related to improved infrastructure (Goal 1) have been met. Joint planning and implementation of school and community projects is on the rise, with at least 80 community organizations working with the SS/HS programs during this report period. Publicity and promotional activities in Year Two have increased community awareness about SS/HS programs. Overall, activities are on proceeding on schedule, and the project is making progress towards participation and partnership goals.

Three goals relate to improved student outcomes. Some three-year objectives were fully met by the end of year two; others had not shown as much improvement. Objectives were exceeded in terms of decreased school crime and violence rates (decreased 40%, exceeding the 15% goal), improved perceptions of school safety among high school students (increasing 25%, exceeding the 15% goal), and decreased juvenile crime arrests (down 22%, exceeding the 15% goal). Continued work is needed to meet objectives related to decreased security violations, and out of school suspensions for violence, neither of which have yet declined.

PROJECT STATUS

The Wake County Safe Schools/Healthy Students (SS/HS) Project addresses four goals through six elements and seventeen strategies. The model for the grant is exhibited in Figure 1. Figure 2 provides an overview of the project’s implementation by strategy, including percentages of Year Two tasks completed, number of students affected by each strategy, and number of adults and community organizations working with each strategy during this report period. The Project Status section will include a discussion of the status of each goal the grant is addressing as of September 30, 2001. Also included are some highlights and challenges each strategy underwent during the April – September, 2001 report period along with some preliminary outcome data as of the end of the 2000-01 school year. The Supplementary Information section of this report has two parts. The first has descriptions of the programs in each strategy. The second section has graphs of process data from the strategies.

STATUS BY THREE-YEAR GOALS – One system goal, three student outcome goals

Goal A: Develop Improved Infrastructure	
Three-Year Objectives	Status as of September 30, 2001
Establish Advisory Committee	Objective Met
Train in Public Health Model	Objective Met
Establish Strategic Plan	Objective Met

The SS/HS grant plan pointed out that ties needed to be strengthened across administrative agencies serving children within Wake County around the issues of health and safety. Many of the at-risk students are touched by more than one agency. Goal A includes strategies 1, 2, and 3, which are tasks that the Juvenile Crime Prevention Council (JCPC), the advisory council for the SS/HS grant, is completing. The JCPC is creating relationships with community leaders and is reviewing local grants that will compliment the SS/HS program, and has developed a long-range comprehensive plan for juvenile crime prevention in Wake County over the next three to five years. Major progress has been made in developing connections between agencies.

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

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

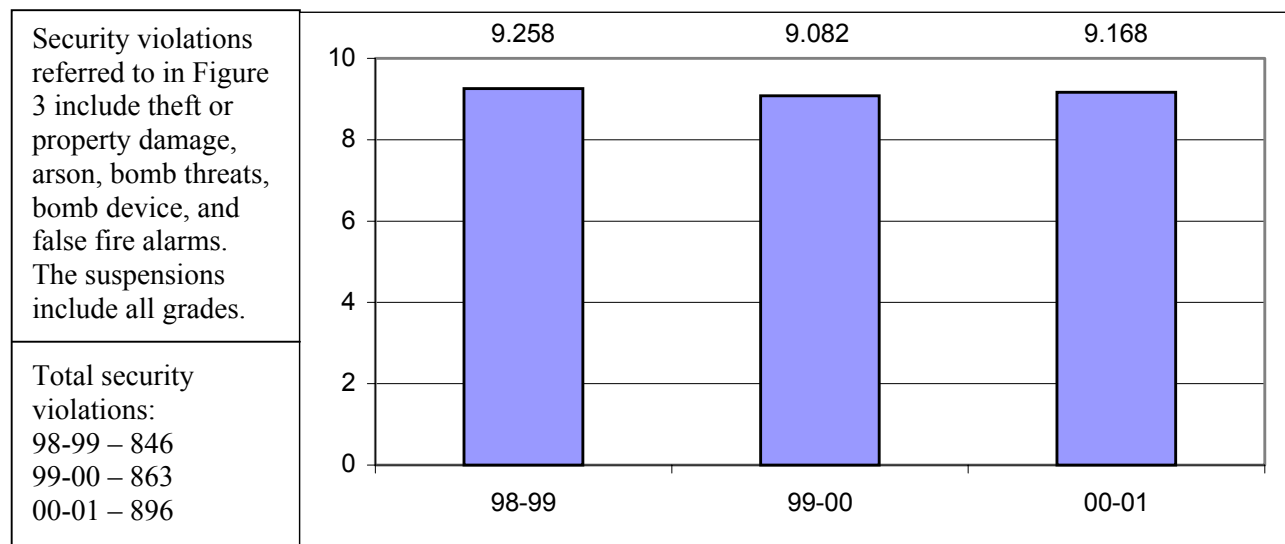
Figure 2. End of Year Two Status on Percent of Project Task Completed and Individuals Impacted from 4/1/01 to 9/30/01

ELEMENT:	1-6			1					2				3		4		5				6																								
Strategy:	1	2	3	4 Crisis Response Plans		4 Intelleikeys	4 CCTVs	5	6-FAST	6-FGC	7	8	9	10	11	12	13 3c	13 cr	13 grav	13 ss	14	15	16	17																					
Year Two	93%	33%		← 93% →				80%	37%	na	100%	100%	100%	100%	100%	67%	100%	100%	54%	67%	100%	na	100%	94%																					
B. Performance - Direct Program Exposure	(Strategy 3 has been incorporated into Strategy 1)																																												
Adults																								#AdultsTrained	25	All SROs	Staff in 15 elementary schools	Staff in 12 middle schools	n/a	20	43				60	70	0	107	20	30	78	170	14		Ongoing training for all NN staff
																								# Implementing	25	25	Staff in all schools	Staff in 75 elementary schools	Staff in 24 middle schools		23	28	344	2	5	10	4	15	20	14	21	173	50	36	35
																								Students/Children			All WCPSS students	45,182	23,172	used by 17	36	12	546	261 volunteers, 60 offender cases closed successfully	196	164	111	237	178	1075	1643	5526	225	209	866
																								Parents/Families							36	65			0	0	80	411	178	83	1900	2468			
																								School/Program Site Locations	na	na	121	75	24	121	4	7	15	38	78	25	4	26	10	4	14	17	43	36	19
																								Agencies/Community Organizations								2	18		10	12		29					79	7	7
C. Overall Number of Locations Involved:	Pre-K 27		Elem. 78 of 78		Middle 25 of 25		Mid/high 1 of 1		High 17 of 17		Non-school-hour Program Sites 43																																		

Goal B: Safe and Secure Facilities	
Three-Year Objectives	Status as of September 30, 2001
Reduce Security Violations by 15%	Security Violations have not decreased as yet

Strategies 4 and 5 directly impact the outcomes for Goal B. The installation of Intellikey in elementary schools and closed circuit televisions (CCTVs) in middle schools began in April 2000 and has been completed, save for three elementary schools. Crisis Response Plans were completed and all schools given manuals in December 2000. In addition, the WAVE Line (a state-wide telephone hotline) continues to be available to all students and parents.

Figure 3: WCPSS Security Violation Suspensions Rate per 1000 Students

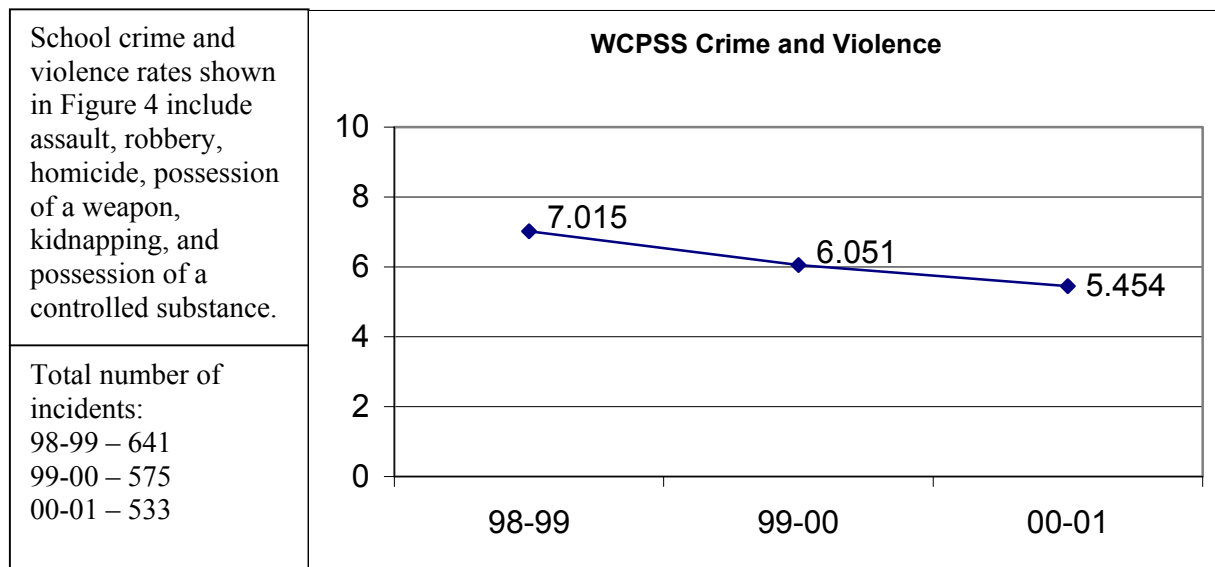


The rate of security suspensions decreased from the 98-99 school year, and then increased slightly from the 99-00 school year to the 00-01 school year. The increase may be the result of tighter security at all schools due in part to the security programs funded by the SS/HS grant. While security violations have not decreased, the improved security may still have had a positive impact. It is hoped violations will decrease in Year Three.

Goal C: Safe, Disciplined, and Drug-Free Schools	
Three-Year Objectives	Status as of September 30, 2001
Decrease School Crime and Violence by 15%	Objective Met
Decrease Out-of-School Suspensions by 15%	Out-of-school suspensions have not yet decreased.
Increase Staff Reporting School is Safe by 15%	Staff reporting school is safe increased by 3.3% so far.
Increase Students Reporting School is Safe by 15%	Objective Met

Figure 4 illustrates that rates of crime and violence have decreased 40.0% from the 98-99 school year until the 00-01 school year. The 40% already far exceeds our three-year goal.

Figure 4: WCPSS Crime and Violence Rates per 1000 Students



* In the 2000-2001 school year, the reporting regulations for the rate of school crime and violence changed, excluding the possession of a controlled substance. For the purposes of this graph, we have added the possession of a controlled substance to that number so that the numbers would be comparing the same events. The actual reported rate of crime and violence in 2000-2001 was 411 (4.2 per 1,000 students).

The model for Goal C shows strategies 9 (CA Team), 10 (Substance Abuse screening and assessment), 13 (Violence Prevention Curricula), 16 (SAVE clubs and the Youth Advisory Council), and 17 (NovaNET), all of which are intended to impact school crime and violence. All of these strategies began implementation at the beginning of the grant and have been fully implemented in Year Two, coinciding with a drop in school crime and violence. Although we do not have unduplicated data for these programs, our estimate for the number of students impacted by these programs is 10,700.

Figure 5: Out of School Suspensions for Violence Rates per 1000 Students

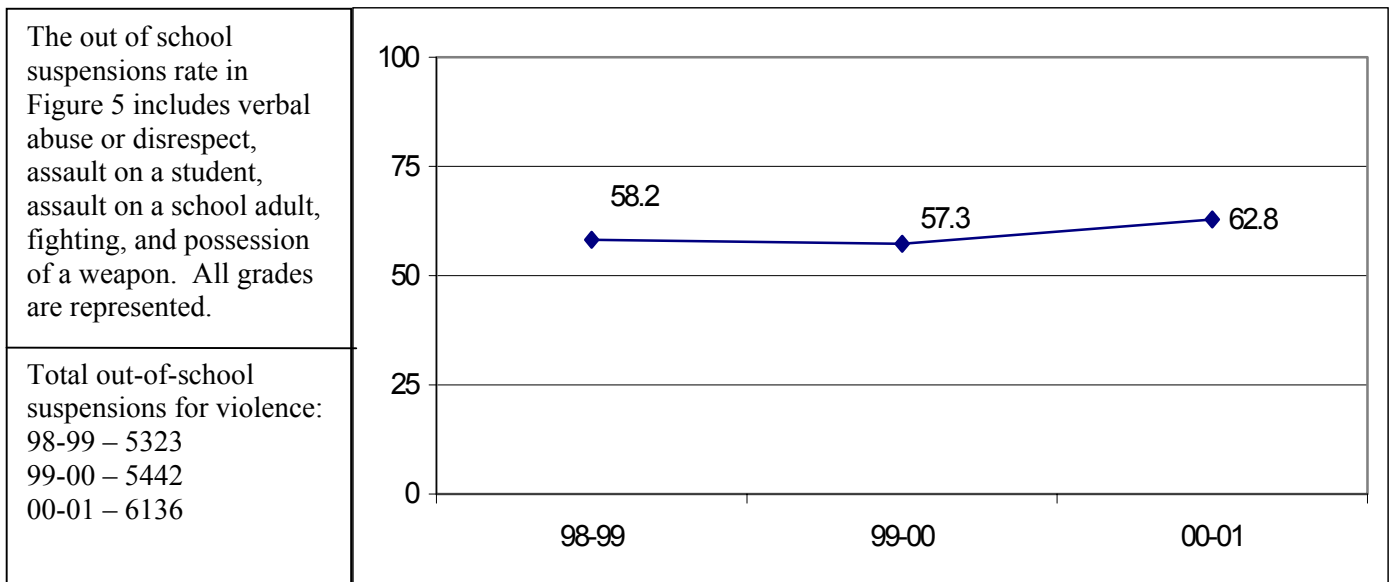
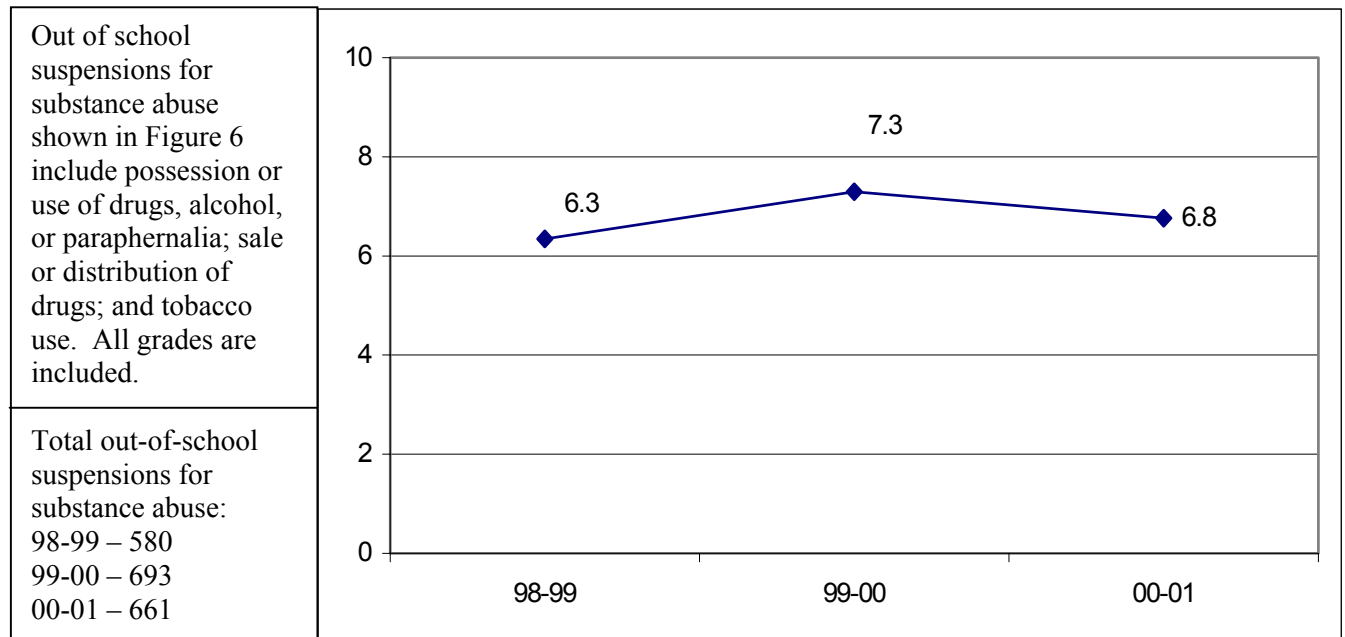


Figure 5 illustrates that the rate of out of school suspensions has remained steady for the past three school years, rather than declining as desired.

The CATeam provides time-intensive services, and therefore only served 211 students total in all grades of WCPSS, and only 79 students in middle or high school, where suspension is more likely. The behavior of this small group of students would not affect the total number of violent suspensions in a statistically significant way.

The violence prevention curricula in strategy 13 affect a large number of students, including 3,244 middle and high school students. It seems that at this time the curricula are not affecting the number of out of school suspensions for violence. However, the teachers and administrators may have a heightened sensitivity to security and safety due to their exposure to those same curricula, which may account for the slight increase in suspensions for violence.

Figure 6: Out of School Suspensions for Substance Abuse Rates per 1000 Students

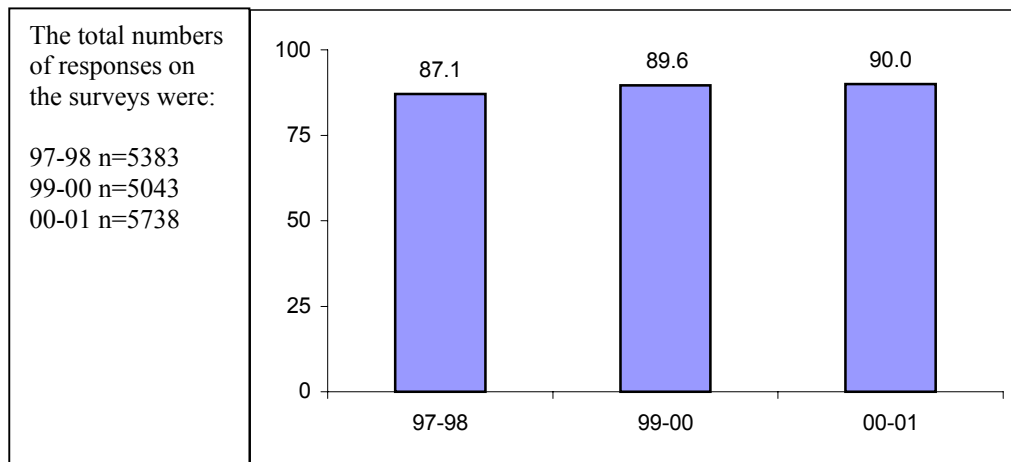


As illustrated in Figure 6, the number of out of school suspensions for substance abuse went up from the 98-99 school year to the 99-00 school year, but then came down slightly in the 00-01 school year.

Strategy 10, substance abuse screening and assessment, may have had some long-term impact on whether the participants were suspended for drugs, alcohol or tobacco. Any effect would not be visible until the 00-01 school year since the implementation of strategy 10 did not get underway until Year 2.

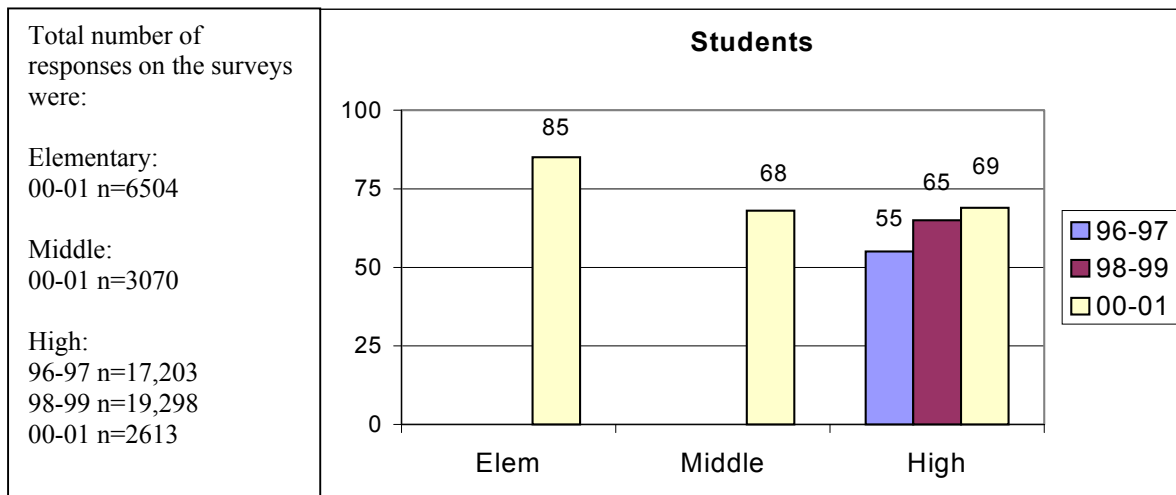
The number of students served in strategy 10, 113, represents about 17% of the number suspended for substance abuse in 00-01.

Figure 7: Staff who Agree/Strongly Agree that “School is a Safe Place”



The percentage of staff reporting they feel school is a safe place has increased 3.3% since the 97-98 school year. Although the percent increase in number of staff who feel safe is relatively small, the vast majority of the staff felt safe before the implementation of the SS/HS grant. Therefore, it will be difficult to achieve the goal of increasing the number of staff who feel safe by 15%.

Figure 8: Students who Agree/Strongly Agree that “School is a Safe Place”



Student surveys determining if they feel school is a safe place were given only to high school students until the 00-01 school year, as our comparisons reflect. The high school students did show a 25% increase in feeling that school is a safe place from the 96-97 school year to the 00-01 school year.

It is interesting to note that more elementary students feel that school is a safe place than middle and high school students.

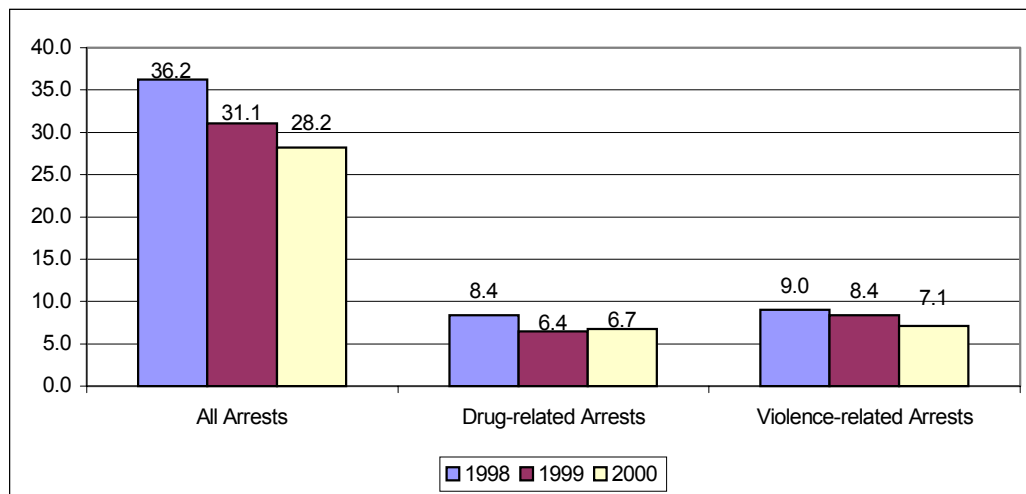
SAVE Club participation may have had an impact on outcomes for Goal C. These clubs promote student leadership and ownership of violence prevention in schools and communities. There have been 555 SAVE club participants over the last two years, but students in any of the 31 schools with SAVE clubs may have been influenced by the activities sponsored by the club.

Preliminary data suggest NovaNET may have had an impact on Goal C as well. Although NovaNET is an academic program, it is effective in giving students who may have fallen behind a second chance to make up credits in order to graduate with their class, affecting 1,369 kids. Many times acts of violence or use of substances by teens are a result of feelings of hopelessness or loss of control; many students involved indicated that NovaNET gives them a sense of hope. Further study will be done in Year Three regarding this issue.

Goal D: Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence	
Three-Year Objectives	Status as of September 30, 2001
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

According to the State Bureau of Investigations, juvenile arrest rates decreased 22% from 1998 to 2000 in Wake County (see Figure 9). The decrease in arrests coincides with the implementation of related Safe Schools programs, including the Communities in Schools program, Teen Court, and Life Skills Curricula in After-school Programs. Thus, the three-year objectives for this goal have been met.

**Figure 9: Wake County Juvenile Arrests
Rates per 1000 Students**



Since the Safe Schools grant began, Teen Court has successfully closed 330 cases. Those young people who served their sentence for Teen Court would otherwise have been adjudicated in Juvenile Court. By providing youth with a prosocial option for restitution for their first offense, Teen Court may be effectively redirecting youth who could otherwise feel more helpless and frustrated by the Juvenile Court.

In addition to Teen Court participants, there were 449 students involved in after-school programs that were given grants and training. Since the number of juvenile arrests is highest between 2 and 8 p.m. and primarily in the hours just after school, participation in after-school activities would logically reduce the likelihood of arrests¹. Finally, 155 students were matched with mentors between October, 1999 and October, 2000. The presence of an additional caring, responsible adult in the lives of these youth could also have had an effect on the rate of juvenile arrest during 2000.

¹ U.S. Department of Education and U.S. Department of Justice. (2000). Working for children and families: Safe and smart after-school programs. Washington D.C.: U.S. Government Printing Office.
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STATUS BY STRATEGY

Strategies 1, 2, & 3 – JCPC The Juvenile Crime Prevention Council (JCPC) completed its Annual Comprehensive Community Prevention and Intervention Plan and submitted it to the North Carolina Department of Juvenile Justice and Delinquency Prevention (DJJDP) in June, 2001. This plan identifies prioritized risk factors and dispositional options, current gaps in services, and risk and protective factor outcomes.

The JCPC held a strategic planning retreat on August 24, 2001 to develop a 3 to 5 year plan that integrates the JCPC's role as set forth in the North Carolina Legislature with its role as Advisory Committee for the SS/HS grant. The Council members identified three directions for the future, which are (1) developing and strengthening partnerships with decision-makers of key groups and organizations in the county; (2) working with service providers to share information, and assisting with coordination of their services/programs in order to offer more comprehensive services and avoid duplication; and (3) raising public awareness in the community about juvenile crime prevention and the resources that are available to youth and their families.

The training in the Communities that Care model (CTC) was completed. On April 19, 2001, the DJJDP provided a condensed version of the sessions for Council members who were newly appointed or who needed a refresher.

The JCPC encountered a challenge in getting members to participate in the CTC training; many members could not attend either the training or the one-day session. In addition, the CTC training was conducted before the JCPC had created their long-term strategic plan. Having a strategic plan in place would have assisted the Council members in seeing how CTC fit into the larger picture.

Strategies 4 & 5 – Facility Security and Telephone Hotline Installation of Closed Circuit Televisions (CCTVs) was completed in all middle schools. Installation of Intellikey was completed in all but three elementary schools. Two of the elementary schools are constructed so that Intellikey is

not a viable option; CCTVs will be installed in these schools. Student Resource Officers (SROs) were trained on August 8, 2001 to implement the crisis response plans. Police departments from area towns as well as the Wake County Sheriff's Department were in attendance.

The telephone hotline, renamed the WAVE Line, has been up and running smoothly. There is a new publicity campaign beginning in October to make students more aware of the WAVE line and its purpose. All students in grades 6 to 12 will watch a video presentation and receive a handout for their notebooks with the phone number and information about the hotline.

Strategy 6 – Families and Schools Together (FAST) In Year Two, four schools (three elementary and one middle) participated in FAST. Team members contacted the families of 205 eligible students. However, only 36 families attended one or more FAST sessions. Of these, 29 (80%) graduated from the program. Demographic data indicate that 55% of FAST students were female, 45% were male, 45% were African-American, 38% were White, 3% were Asian, 3% were Multi-Racial, and 10% did not report their ethnicity. The mean age of FAST students was 8.8.

There is some evidence that FAST participants exhibited better social skills and fewer problem behaviors at home and school. Surveys of teachers at three schools indicated that students made significant gains (+8% to +14%) in overall social skills, academic competence, and/or assertion. Parents at all schools reported some decreases in certain types of problem behaviors, and parents at one school reported a significant decline in overall problem behaviors (-41%). Teachers at three schools noted some declines in problem behaviors, with teachers at one school observing a significant 7% decline in overall problem behaviors, and teachers at another school perceiving a statistically significant reduction in hyperactivity (-38%).

However, student improvements were inconsistent across schools and environments, with different schools reporting varied success rates, and parents and teachers reporting different levels of progress at home and school. For example, teachers at one school observed a 6% decline in participant

anxiety/withdrawal, while parents perceived a 29% *increase* in these behaviors. Because measures of the target children suggested that most were near or within normal behavior expectations even before they began the FAST program, and because low numbers of respondents in several schools produced statistically insignificant and inconsistent results for many measures, the successfulness of the program is unclear.

There were a number of challenges facing the FAST program. The program coordinator left mid-year, creating difficulties in the program administration. Relatively few of the eligible families contacted for FAST participation elected to participate, and the attrition rate for some schools was high. Finally, the FAST program's evaluator failed to use the same evaluative measures for all locations, compounding the inconclusive nature of the FAST evaluation received by WCPSS.

Strategy 7 – Communities in Schools (CIS) Mentoring Program In a survey given to students participating in the mentoring program, elementary, middle and high school students were given a chance to express their experience with CIS. All elementary, middle and high school students surveyed indicated that their mentor helped to improve their reading skills and/or grades. In addition to tutoring, students stated that mentors helped develop better study habits, were easy to talk to, were uplifting, helped with school supplies, were trustworthy, helped set and meet personal goals, and helped with peers. Students indicated that mentors were fun, understanding, kind, smart, caring, respectful, always willing to help, and boosted the student's self-esteem. Students from all school levels indicated that they would like to spend more time with their mentors.

Strategy 8 – Teen Court During this report period, there were 138 new referrals to Teen Court, 119 cases heard, and 59 successful case closings.

At the beginning of this report period, the Teen Court had all the basics in place; staffing was full, the volunteer base was built up, and relationships with collaborating agencies were solid. The

Teen Court then spent their energy improving the skills groups that constitute part of all offenders' sentences.

Strategy 9 – Community Assessment Team (CATeam) The CATEam received 196 referrals during the school year (56% elementary, 27% middle, 16% high school, and 1% pre-K). Satisfaction surveys of all referral sources indicated 92% strongly agreed or agreed that they gained skills/knowledge/strategies through this collaboration that they will use in their daily work. In addition, 98% of the respondents reported that the plans/interventions were realistic and effective, and also that the interventions helped to increase involvement of the parents/families.

CATEam leaders were reported to often go “above and beyond” for families and community partners. However, the primary challenge of the CATEam in the second year was determining at what point to close a case and allow families to access resources and negotiate schools and services themselves. The CATEam leaders decided each case individually depending on the family, schools, and agencies involved. During the year, a procedure was developed to help negotiate the closing of cases more consistently.

Strategy 10 – School Based Substance Abuse Team The primary intervention strategy of the School Based Substance Abuse Service (SBSAS) Team is the co-facilitation of Children of Substance Abusers (COSA) Intervention Groups in schools. During Year Two, counselors completed nine COSA Intervention Groups, serving 54 students. Of those 54 students, 19 (35%) showed an improvement, 21 (39%) had no change in grades, and only 14 (26%) earned lower grades than before the group.

The SBSAS Team completed 52 assessments and made recommendations and referrals based on them. The Team provided seven substance abuse prevention groups for various summer youth programs. Finally, the SBSAS Team provided training and consultation for 15 WCPSS counselors,

social workers, and psychologists, 30 Wake County Human Services employees, and 25 staff from other community organizations including after school program staff.

Strategy 11 – Parents As Teachers (PAT) The Parents as Teachers program has served 130 children since the grant's inception. One challenge faced by the PAT program in previous report periods has been a lack of referrals. This report period, parent educators are reaching more families as recruitment efforts are increasing and as communities and schools are becoming more aware of the program. As part of their recruitment effort, parent educators have been involved in more school events.

Home visits and group meetings continued through the summer months. Parents are creating networks among themselves, and take turns hosting group meetings at their homes and sharing transportation responsibilities. Collaboration between the PAT program and schools is improving.

At this point, only 13 of the 130 children have completed a pretest and follow-up assessment of child development, so this data will not be analyzed until Year Three. The analysis of child development assessments will be included in the Year Three report.

Strategy 12 – Preschool Second Step Many preschools using the Second Step curriculum are at full implementation. Curriculum instruction for the 01-02 school year is currently underway. Teacher-Parent Consultants made site visits to preschools and kindergartens to check program implementation and deliver support.

Very little useful data were collected because many preschools began teaching the curriculum before administering pre-test surveys. Second Step staff are addressing this data collection issue by giving pre-test surveys to teachers at the Second Step training, before they have a chance to begin using the curriculum. Post-tests will be distributed to all schools in March. This method of data collection should provide sufficient data to evaluate the preschool Second Step program effectively in Year Three.

Strategy 13 – Violence and Substance Abuse Prevention Curricula

Second Step (K-8) Most of the staff trained in Year Two began implementation by the end of the report period. At one school, all staff were trained to teach Second Step in June. Training for Year Three is currently in progress.

Second Step at the K-8 level also had data collection problems, with a similar solution in place as for preschool. For Year Two, only eight of 17 participating schools turned in both pre- and post-surveys for comparison. Desired outcomes for improved perceptions of school safety or time spent on discipline were not evident. Nearly all staff did, however, see schools as safe both before and after the program (97% and 90%, respectively), so improvement was unlikely to occur. More complete data for analysis is expected in Year Three.

Get Real about Violence (GRAV) Most of the schools trained in Year Two began implementation by the end of the report period. Three high schools are piloting the GRAV curriculum. Training for Year Three is in progress.

The greatest challenge for the GRAV program is data collection. To facilitate data collection, computers are being used for communication and data collection, and more reminders are being sent out to schools.

Pre- and post-test data were only collected from two of 14 schools implementing GRAV, and forms varied, so data collected were not useful. New surveys have been created, and data collection for Year Three has been emphasized to ensure better results for the final report.

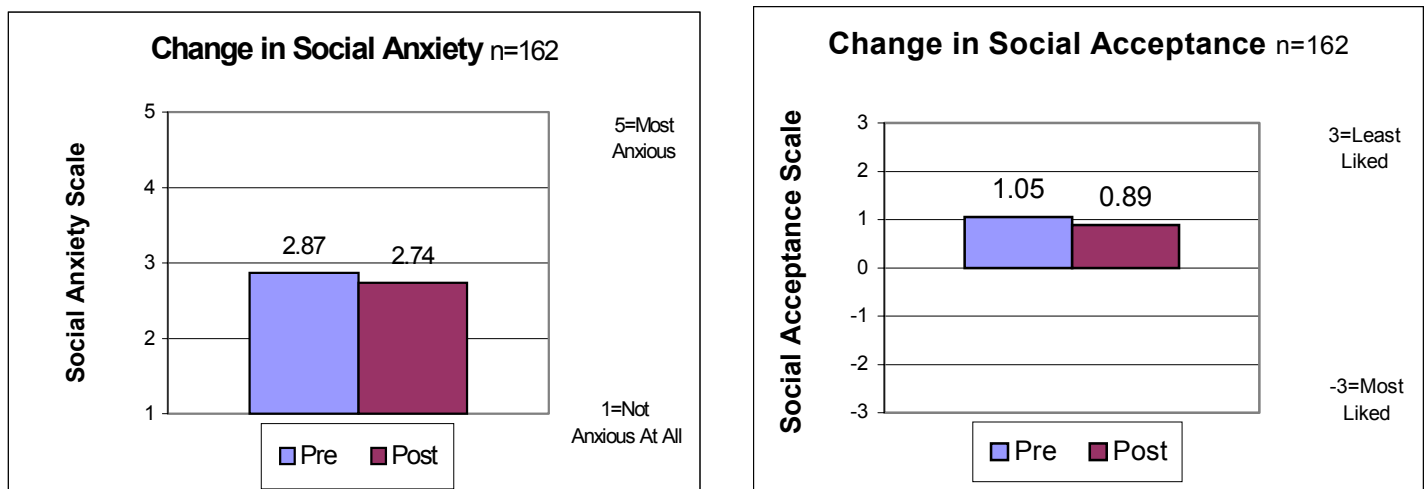
A counselor at one elementary school reports that staff are teaching GRAV school-wide, integrating it with all subjects. For example, the art teacher assisted students with making a violence prevention banner. Students in drama made daily announcements about “decreasing meanness” and “increasing kindness,” and the music teacher taught the children a Peace Rap and songs about friendship.

3-Cs Program In April, 2000 the 3Cs program was completed in the 10 school sites. Data were collected, and the counselors were given information about resources or programs that might benefit the students in the 3Cs groups. Ten schools have already committed to the 3Cs program for Year Three.

Participation in counselor training and meetings was slim during the Year Two implementation. To remedy the situation, schools participating in Year Three have agreed to attend trainings and meetings scheduled before they begin implementation of the 3Cs program.

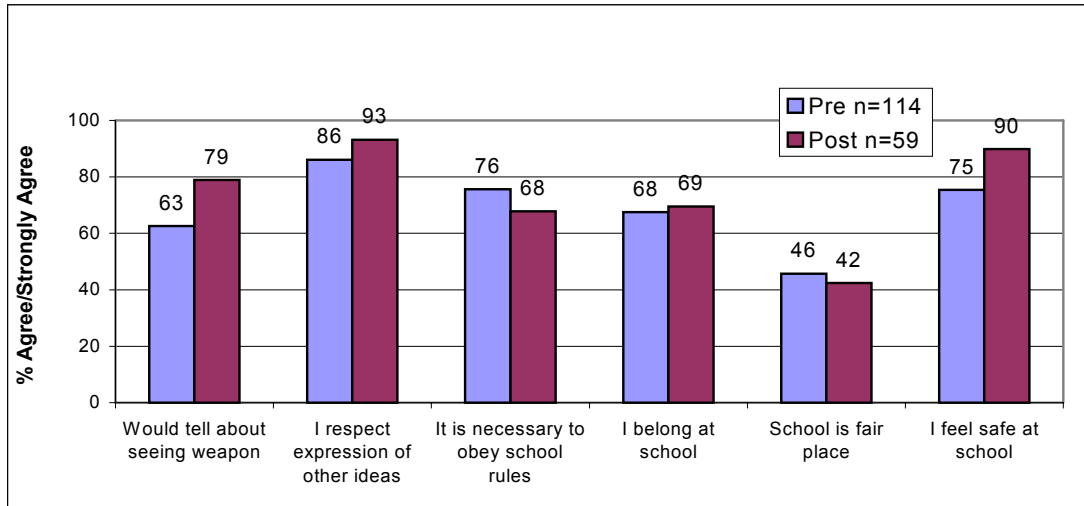
Pre/post surveys measuring 162 students' feelings of social anxiety and acceptance indicated a slight but statistically significant decrease in participants' anxiety and isolation during participation in the 3Cs program. Changes in scores are illustrated in figure 11.

Figure 11: 3C's Outcomes



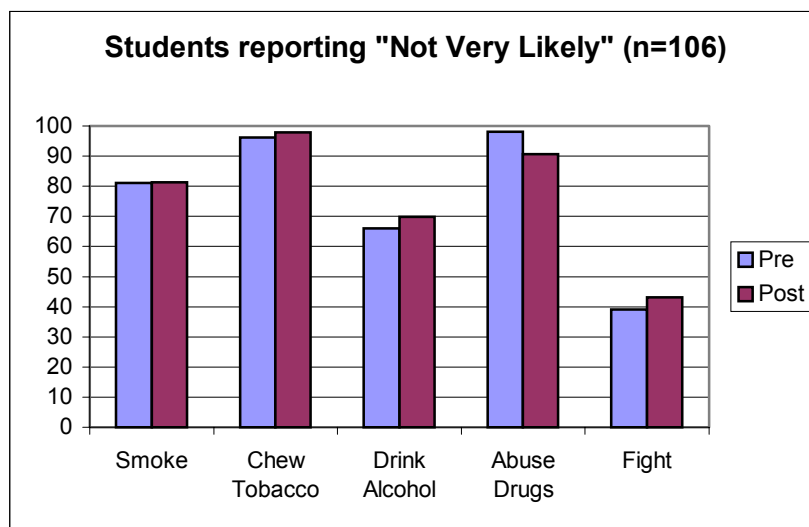
Civic Responsibility Both pre and post test data were collected from one of the four schools participating. As figure 11 illustrates, increases were seen for four of six survey items. The largest increases were in the percentage of students who would tell about seeing a weapon and the percentage who felt safe in school. Data from all participating schools will make more reliable results available in Year Three.

Figure 11: Civic Responsibility Perceptions



Strategy 14-Youth Non-School Hours Programming Enhancement Results from a year two survey are illustrated in figure 12. Following the Life Skills training, more students reported that they were not very likely to smoke, chew tobacco, drink alcohol, and fight. However, fewer students reported that they were not very likely to abuse drugs.

Figure 12: Life Skills Survey



Fifteen existing and seven new youth programs were funded. Training for new and existing programs is ongoing. Delays in development of the evaluation tool created a situation in which

programs were implementing the Life Skills curriculum without having taken the pre-test.

Consequently, there are fewer data this report period than we had hoped.

Strategy 14 will not reach as many students as first projected. Originally, the grant specified that 600 youth would be provided science-based curricula, and that the program would train 15 youth programs in the curricula each year. However, community-based organizations are often smaller (15 youth per program), so the target number of students served was modified to a more realistic 225.

A need arose for high school level curricula appropriate for the program. Therefore, the program adopted the Council on Prevention Education: Substances, Inc. (COPES) Creating Lasting Connections curriculum. The existing two-week training for the curriculum was a barrier to using it, so the training was pared down to two days.

A challenge to the youth programming strategy has been that programs participating in the training are reluctant to implement the curricula for which they were trained. These organizations state that they have other appropriate curricula that they prefer, or cannot find enough time to implement Life Skills. The screening process for Year Three has been tightened to increase the percentage of trained organizations that actually implement the curricula.

Strategy 15 – Information Management System Development of the integrated database for WCPSS and the interagency database has not progressed as quickly as we had hoped. Personnel changes have been made, and progress should accelerate in Year Three.

Training for the Esped program, the database being introduced to centralize special education Individual Education Plans (IEPs) and Student Support Team information, is scheduled for October, 2001. The success of this program will be reported in Year Three.

Beginning in April, a committee began meeting regarding the interagency database, including representatives from Wake County Human Services, Wake County Department of Juvenile Justice, Raleigh Police, WCPSS, and the JCPC. This committee is addressing the issue of what information

would be contained in an interagency database, and working through the complex issue of maintaining confidentiality within such a database.

Strategy 16 – Youth Advisory Council (YAC) and Students Against Violence Everywhere (SAVE) Clubs The annual youth summit is scheduled for October. SAVE clubs are currently active at 31 schools. The status of the SAVE clubs remains the same in this report period.

Strategy 17 – NovaNET According to an independent UNC-Chapel Hill contractor, 12 of the 19 schools using NovaNET fully integrated the program into their curriculums, and seven used it for enrichment and/or course competency only. SS/HS provided four teaching positions for implementation. Implementation of the program was affected by school staffing, which ranged from a full time coordinator supported by three academic specialists at one school, to part-time teachers and volunteers. Eighty percent of referrals to NovaNET were made by guidance counselors and social workers.

Despite differences in implementation across schools, the number of Year Two participants (1,369) substantially exceeded the projected number (600). While original projections for 80% of successful completion of attempted credits were not met, 73.8% of all courses attempted were passed. In addition, at least 66.4% of NovaNET participants were on track to graduation or closer to meeting graduation requirements than when they began. Overall, 860 students attempted one NovaNET course, 485 students attempted a second, and 24 students attempted a third.

Students spent an average of 36 hours online, with students enrolled in Science spending the most time online (45 hours). A modest but significant correlation between time on line and course grade was found for Science (.26), Social Studies (.18), Math (.14), and English (.19).

School staff believe successful implementation of the program may require one to two dedicated staff per campus (a coordinator and a teacher). At schools where classroom teachers served part time, it was difficult to add NovaNET instruction to existing responsibilities. Developing uniform referral and tracking processes was particularly challenging. The number of NovaNET portals still

represents a problem (303 portals total); labs without enough portals had to turn students away. Some students expressed frustration with specific features; for example, many were annoyed by having to solve problems incorrectly to receive further instruction. Users also recommended a livelier display, and requested written materials coordinated with NovaNET lessons (which are available but not used in WCPSS).

Despite the fact that 100% of coordinators surveyed were concerned about staffing shortages, most students and staff praised the program. In particular, coordinators emphasized the program's impact on users: *“NovaNET students have accomplished more than they thought they could, and more than others believed them capable of.”* One student claimed, *“NovaNET is the best thing that happened to me during my high school career. I believe that it is the only reason I want to go to college.”*

Wake County Safe Schools/Healthy Students Project
Population Served Worksheets

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

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

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

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

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/
Early Intervention Programs
- Element 3 – School & Community Mental Health
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 will be impacted by this strategy (97,728).**

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

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

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

25 Juvenile Crime Prevention Council (JCPC) members

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

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

I. **Program/Activity:** Strategy 6: Families and Schools Together including FASTWorks
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"/> | 25 | Elementary School |
| <input type="checkbox"/> | 12 | Middle School | <input type="checkbox"/> | High School |
- Staff
Safe School/Healthy Students Partner: (number served in each category)
- | | | | | | |
|--------------------------|---|-----------------|--------------------------|----|---------------------|
| <input type="checkbox"/> | 5 | Education | <input type="checkbox"/> | 10 | 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.)
- 5 Parents were trained for FAST

Additional Information:

*All students in this report period were participating in FASTWorks. The new FAST program will begin again in the next report period.

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: Family Group Conferencing (FGC)
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 12 Elementary School
 Middle School High School
- Staff
Safe School/Healthy Students Partner: (number served in each category)
 18 Education 23 Mental Health
 Law Enforcement SS/HS Project Staff
- Other
(number served and describe group – e.g., parents, community groups, etc.)
2 Community Groups were trained and 50 families were exposed.

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)
- | | |
|---|------------------------------|
| <u> </u> Preschool | <u>145</u> Elementary School |
| <u>97</u> Middle School | <u>69</u> High School |
| <u>33</u> Not enrolled at WCPSS (level unknown) | |
- Staff
Safe School/Healthy Students Partner: (number served in each category)
- | | |
|---------------------------------|-------------------------------------|
| <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.)
- 344 Community volunteers mentoring, 112 volunteers trained.
-

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

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

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

II. Element: (check one)

- Element 1 – School Safety
- Element 2 – Alcohol & Other Drug/Violence Prevention/
Early Intervention Programs
- Element 3 – School & Community Mental Health
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"/> 2 Elementary School |
| <input type="checkbox"/> 104 Middle School | <input type="checkbox"/> 152 High School |

* 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:
161 offender referrals (5 elementary, 34 middle, 82 high, and 17 no school reported)
119 cases heard (1 elementary, 28 middle, 67 high, and 23 no school reported)
59 cases closed successfully (13 middle, 34 high, and 7 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		110		Elementary School
50	Middle School	29	High School	
2	No School Listed			

- Staff
Safe School/Healthy Students Partner: (number served in each category)

Education		Mental Health
Law Enforcement	5	SS/HS Project Staff

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

60 Community Groups were trained

Additional Information: All students at East Wake High School participated in a health fair provided by the mental health and substance abuse counselors. A social skills group and a conflict resolution group were provided during the summer at a community non-profit.

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
Strategy Prevention Programs
 (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)

2	Preschool	2	Elementary School
54	Middle School	27	High School
- * Students served by individual assessment, treatment or COSA group.
 For students served by other programming, see below.
- Staff
Safe School/Healthy Students Partner: (number served in each category)

15	Education	30	Mental Health
2	Law Enforcement	2	SS/HS Project Staff

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

25 people from community organizations were trained, including

Communities in Schools (Strategy 7).

Additional Information:

81 middle school students participated in SA prevention programming provided by Strategy 10 during this report period.

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.)
80 families including 111 children ages 0-5.

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)
- | | |
|--|--|
| <u>237</u> 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)
- | | |
|--|--|
| <u>56</u> Education | <input type="checkbox"/> 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.)
- 411 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: 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)
- | | |
|--|--|
| <input type="checkbox"/> Preschool | <input type="checkbox"/> Elementary School |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> 1075 High School |
- Staff
Safe School/Healthy Students Partner: (number served in each category)
- | | |
|--|--|
| <input type="checkbox"/> 16 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.)
- 83 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: 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)

<u>949</u> Preschool	<u>694</u> Elementary School
<u>949</u> Middle School	<u> </u> High School
- Staff
Safe School/Healthy Students Partner: (number served in each category)

<u>55</u> Education	<u> </u> Mental Health
<u> </u> Law Enforcement	<u>1</u> SS/HS Project Staff
- Other
(number served and describe group – e.g., parents, community groups, etc.)
1987 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)

<u> </u> Preschool	<u>4306</u> Elementary School
<u>1220</u> Middle School	<u> </u> High School
- Staff
Safe School/Healthy Students Partner: (number served in each category)

<u>170</u> Education	<u> </u> Mental Health
<u> </u> Law Enforcement	<u>1</u> SS/HS Project Staff

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

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)

4	Preschool		28	Elementary School
105	Middle School		22	High School
66	Not enrolled at WCPSS			

- 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.)

14 staff trained from 13 after-school 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

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

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

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

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

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

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

I. Program/Activity: Strategy 16: 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)
- | | |
|-------------------------------|------------------------------------|
| <u> </u> Preschool | <u> 2 </u> Elementary School |
| <u> 64 </u> Middle School | <u> 143 </u> High School |
- Staff
Safe School/Healthy Students Partner: (number served in each category)
- | | |
|---------------------------------|--------------------------------------|
| <u> 36 </u> Education | <u> </u> Mental Health |
| <u> </u> Law Enforcement | <u> 2 </u> SS/HS Project Staff |
- Other
(number served and describe group – e.g., parents, community groups, etc.)
-
-

Additional Information:

SAFE SCHOOLS/HEALTHY STUDENTS

Population Served Worksheet

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

I. **Program/Activity:** Strategy 17: NovaNET
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"/> 52 Middle School	<input type="checkbox"/> 866 High School
- Staff
Safe School/Healthy Students Partner: (number served in each category)

<input type="checkbox"/> 30 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:

**WAKE COUNTY SAFE SCHOOLS/HEALTHY STUDENTS
PROJECT
NEW PERSONNEL
4/1/01 – 9/30/01**

Blount, Antowanna.....	Communities in Schools
Devoe, Jennie.....	Youth Advisory Council Program Assistant
Gathua, Irene.....	Communities in Schools
King, Dawn.....	Communities in Schools
Neal, Cassandra.....	Families and Schools Together (FAST) and Communities in Schools
Preston, Classy.....	Director, Communities in Schools of Wake County
Walker, Kimberly.....	Youth Non-School Hours Programming

**Wake County Safe Schools/Healthy Students Project
Year Two—End of Year Performance Report
April 1, 2001-September 30, 2001**

SUPPLEMENTARY INFORMATION

There are two sections within the Supplementary Information. Section one contains a summary of each program within the SS/HS Grant. Section two has charts and graphs that display the level of implementation of each strategy. The information contained in these charts give an indication of the efforts and accomplishments of the programs during the report period April 1, 2001 through September 30, 2001.

Wake County Safe Schools/ Healthy Students Project
Supplemental Information
Section One: Strategy Summaries

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) was designated 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 to the SS/HS grant, (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 a crisis-response plans for each school, (3) closed circuit television (CCTV) installations in middle schools, and (4) Intellikey installations in elementary schools. All of these components are intended to make facilities safer. CCTV and Intellikey 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, and possible suicide. Incoming calls are referred by the WCPSS Department of Safety and Security to the appropriate agency (e.g. local police, health and human services, etc.). That agency then determines whether the reported problem is legitimate, and 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.

Wake County Safe Schools/ Healthy Students Project
Supplemental Information
Section One: Strategy Summaries

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

Strategy 7: Communities in Schools (Mentors)

Communities in Schools of Wake County (CIS) links adults with at-risk students in one-on-one mentoring relationships. A teacher or the school's Student Support Team refers 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 school, and 1-3 hours each week outside of school.

Strategy 8: 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. Youth who have admitted to a first misdemeanor offense and agree to participate are diverted from Juvenile Court to the Teen Court. Eligible offenders (students who do not re-offend before their hearing date) are sentenced to community service and mandatory jury duty for 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. The 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. The two SA counselors screen and assess students referred by classroom teachers, Student Support Team, and other sources. In addition, they co-facilitate Children of Substance Abusers (COSA) groups with targeted students.

Wake County Safe Schools/ Healthy Students Project
Supplemental Information
Section One: Strategy Summaries

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.

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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.

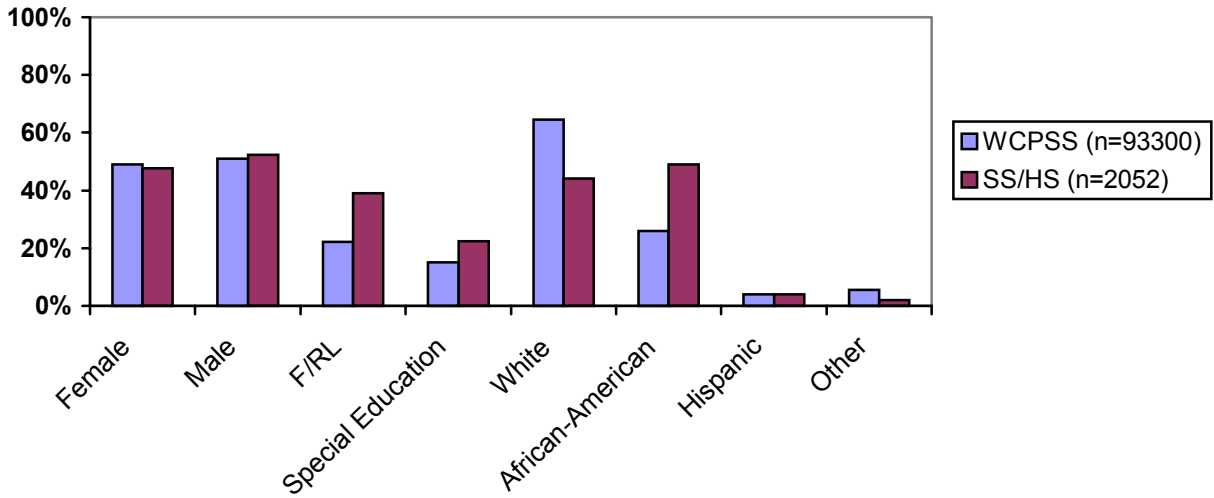
Strategy 17: NovaNET

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.

**Wake County Safe Schools/Healthy Students Project
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Elements 1-6

**Chart 1
SS/HS Student Demographics Compared to WCPSS**



Demographics

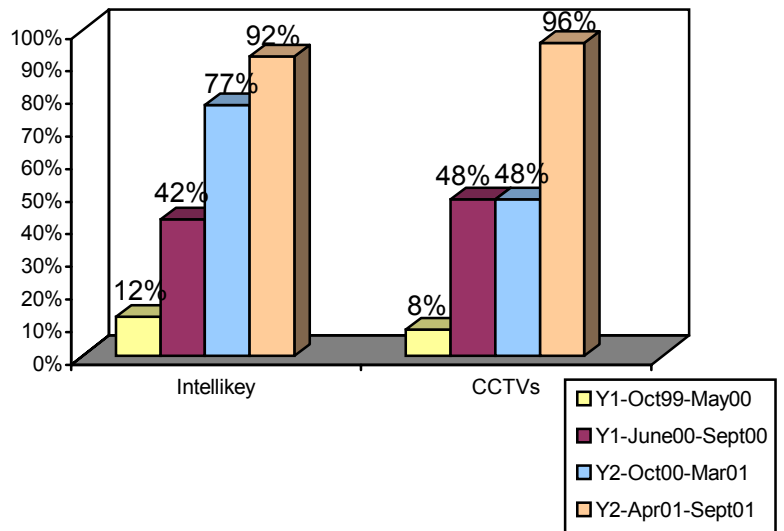
All WCPSS students are impacted by the SS/HS Project. Some students (n=2651) during this period were more directly involved; those for whom demographic data are available were compared to the WCPSS student population. Chart 1 compares the demographics of these students (n=2052) to the overall WCPSS population (n=93,300), with respect to gender, socioeconomic status (F/RL), special programs services, and ethnicity. As Chart 1 illustrates, there were proportionally more special education program students (+50%), low-income students (+75.7%), and African-American (+89.2%) students in the SS/HS Project, compared to WCPSS students as a whole. Gender was about the same for SS/HS participants and WCPSS students; proportionally, there were only 2.7% fewer female participants in SS/HS programs than in WCPSS.

Element 1: Safe School Environment

Crisis Response Plans and Intellikey/CCTV Installations

As illustrated in Chart 2, Intellikey and CCTV installations have increased each period. As of September, 2001, Intellikey installations have been completed in 92% of the county's 78 elementary schools, and 96% of the county's 25 middle schools have completed CCTV installations. 100% of the 120 WCPSS schools have adopted a safety/crisis response plan.

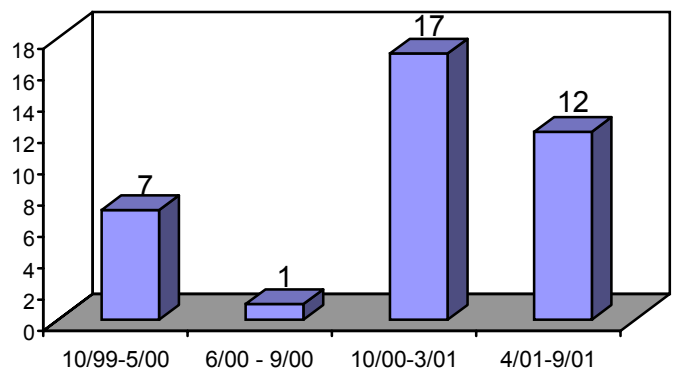
**Chart 2
Intellikey/CCTV Installations
Strategy 4**



Telephone Hotline

Chart 3 reflects the number of calls made to the hotline between October 1999 and September 2001. Since the startup of the hotline was announced in February 2000, no more than 17 calls have been made during any report period. However, as Chart 3 shows, there has been an increase in the number of calls made to the hotline; in Year Two, 29 calls were made to the hotline, with 12 calls made between 4/01 and 10/01, while the hotline received only 8 calls in Year One.

**Chart 3
Hotline Calls
Strategy 5**

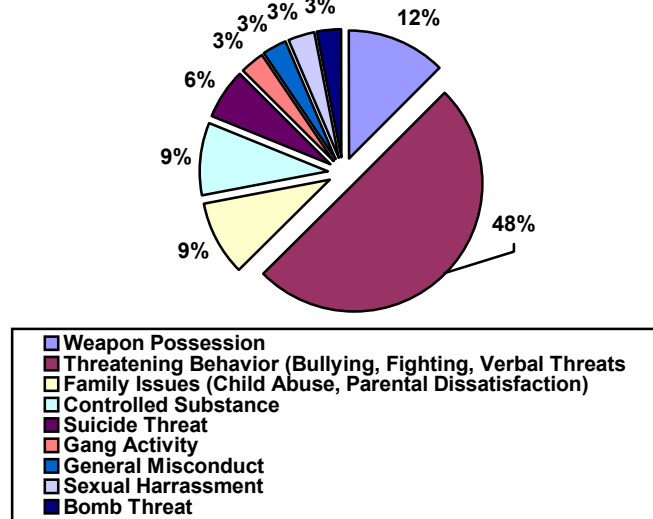


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**Chart 4
Reasons for Hotline Calls (n=33)
October 1999 through September 2001
Strategy 5**

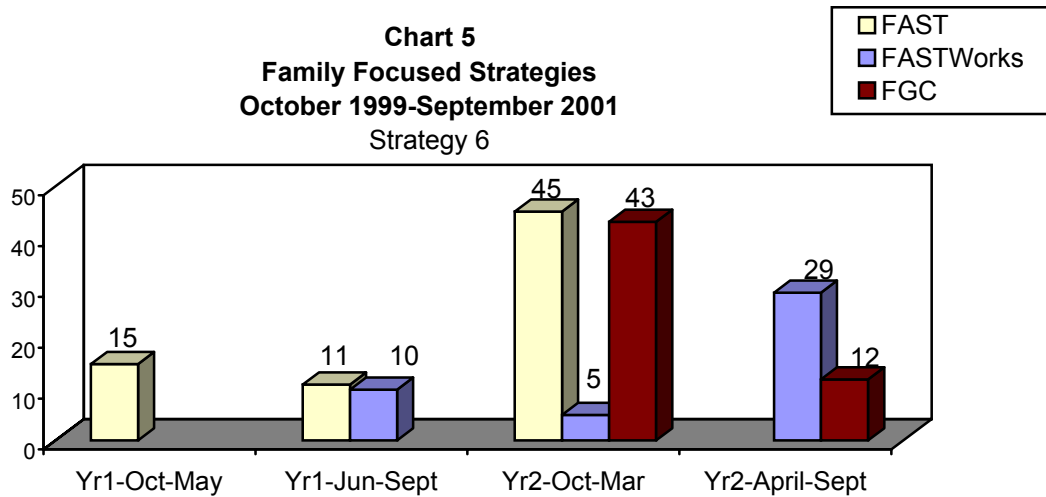
Reasons for Telephone Hotline Calls

Chart 4 illustrates the reason associated with each legitimate call to the Hotline. Of the 37 calls made to the hotline, 4 were determined to be unfounded. Of the 33 legitimate calls, most pertained to verbal threats (8), fighting (5), or bullying (3). Three callers reported controlled substances, and two callers each reported suicide threats, parental dissatisfaction, possession of firearm, or weapon possession. One call was made to the hotline for each of the following reasons: gang activity, sexual harassment, bomb threat, child abuse, general misconduct, and confidential reasons (reason not given).



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

**Chart 5
Family Focused Strategies
October 1999-September 2001
Strategy 6**



Family Focused Strategies

In Chart 5, the numbers of students served each period through Strategy 6 are shown. In Year Two, more students (45) participated in Families and Schools Together (FAST) than in Year One (26). Of the 45 Year Two FAST

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participants, 29 graduated and participated in FASTworks, where they continued to receive support services. Family Group Conferencing enrolled 12 new students this period, for a total of 55 in Year Two.

FAST Participation

Chart 6 illustrates the participation/graduation data for Families and Students Together (FAST) participants for the first period of Year 2 (October-Mach). Of the 36 families that attended at least one or more FAST session, 29 (80%) graduated from the program. These families then enrolled in FASTworks during the second period (April-September) of Year Two.

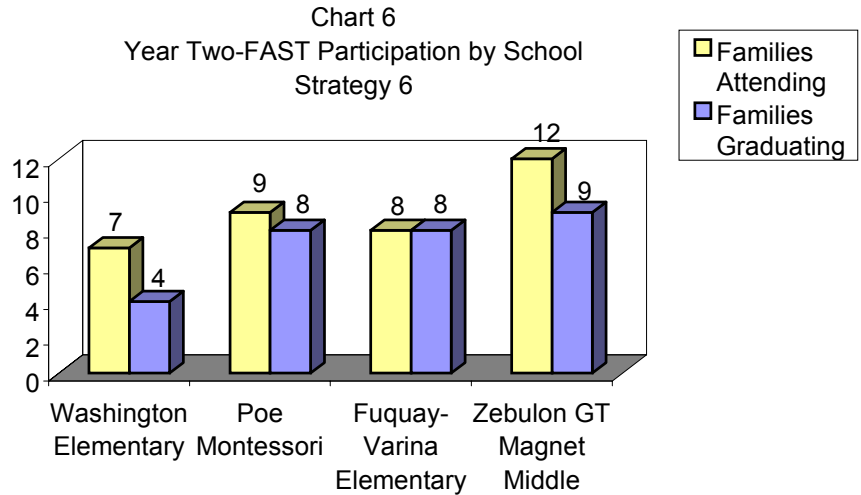
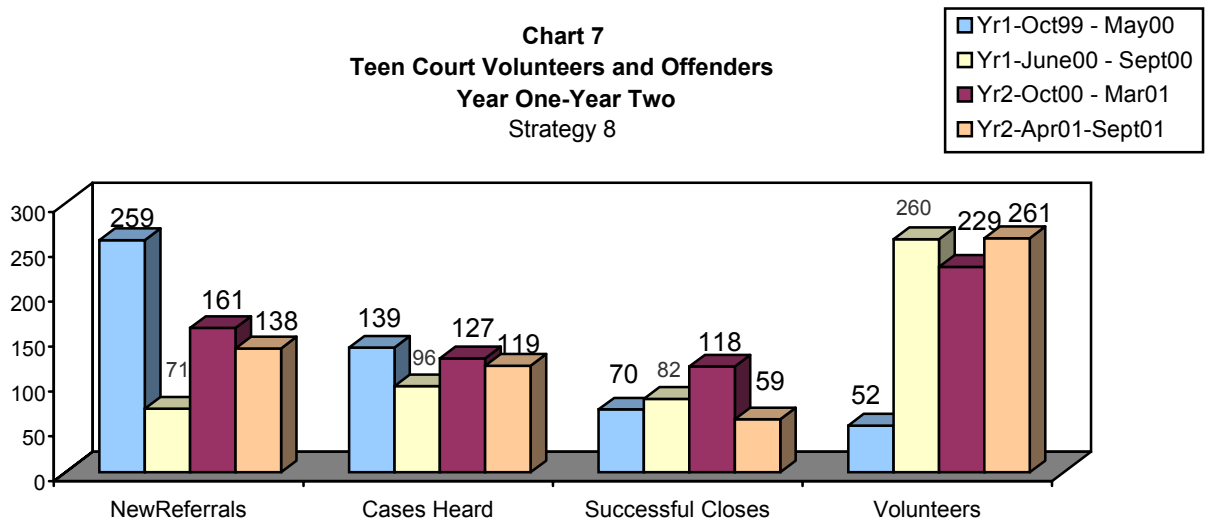


Chart 7
Teen Court Volunteers and Offenders
Year One-Year Two
Strategy 8



Teen Court Participation

Chart 7 illustrates the numbers of Teen Court participants for all four periods. In all, 329 students have successfully completed community service hours since the beginning of the program. The number of new referrals, like the number of cases heard, has declined since Year One. However, the number of volunteers remains high, with 264 student volunteers this period, 40 of whom are new recruits.

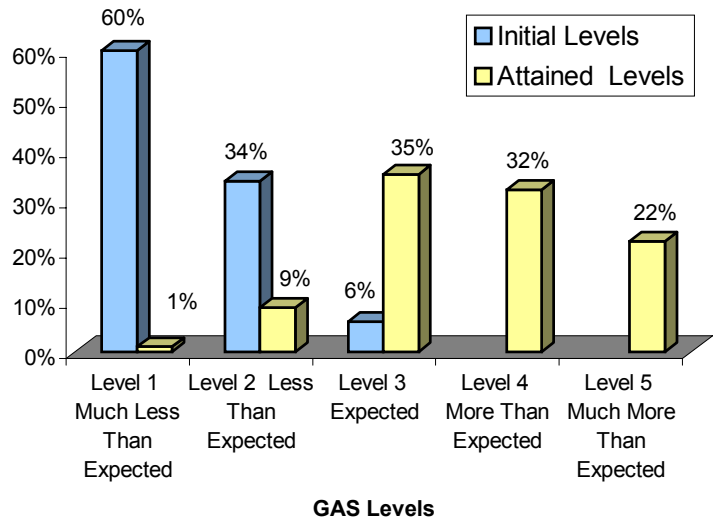
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**Element 3: School and Community Mental Health Preventive and
Treatment Intervention Services**

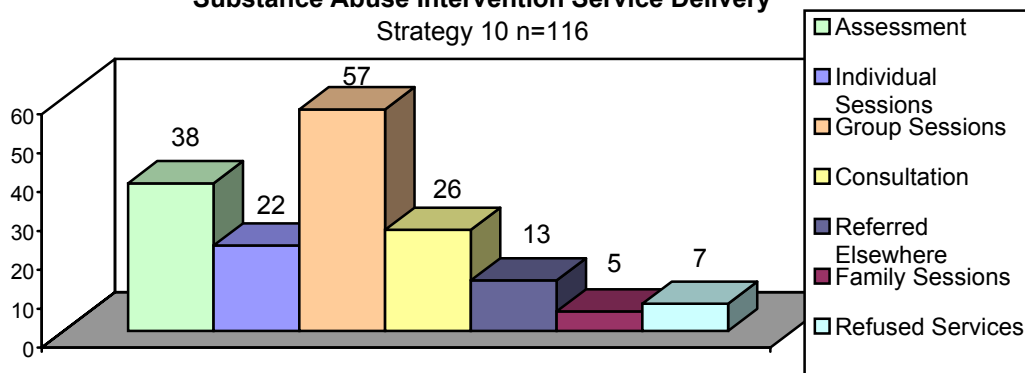
CATeam: Student Goal Attainment

Chart 8 illustrates the percentages of students associated with each of the five levels on the Goal Attainment Scale (GAS). CATeam clinicians develop an individualized GAS for each student; Initial and Attained GAS levels are defined by positive changes in student behavior. Initially, 60% of students demonstrated behaviors at level 1, and 34% of students demonstrated behaviors at level 2. After CATeam intervention, 89% of students attained Level 3 behaviors or better, with 32% attaining Level 4, and 22% reaching Level 5. These results suggest that most students made substantial progress through CATeam involvement.

**Chart 8
Students' Initial and Attained Goal Levels
Strategy 9 n=68**



**Chart 9
Substance Abuse Intervention Service Delivery
Strategy 10 n=116**



School-Based Substance Abuse Clinician Service Delivery to Referred Students

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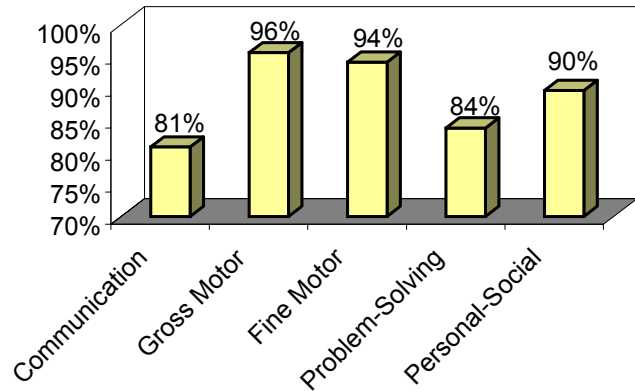
Chart 9 displays the types of services delivered to students referred to the school-based substance abuse (SA) clinicians during both periods in Year Two. The total number of students served in Year Two was 116, with 69 students served in the second period. Students could be served by SA clinicians in more than one way. Of the 116 students that were served, 38 were screened and assessed, 26 consulted with providers, 57 were served through group sessions, 5 students participated in family meetings, and another 19 were served through individualized sessions. Seven students refused service, and 13 were referred elsewhere.

Element 4: Early Childhood Psychosocial and Emotional Development Services

PAT Children at Appropriate Developmental Level by Skill

Of the 149 students served by Parents as Teachers (PAT) in Year Two, 68 were assessed for age-appropriate development in five different domains. Chart 10 shows that most children met the developmental benchmarks for communication (81%), gross motor skills (98%), fine motor skills (94%), problem-solving (84%) and personal-social skills (90%).

Chart 10
Percentage of PAT Children at Appropriate Developmental Level
Strategy 11 (n=68)

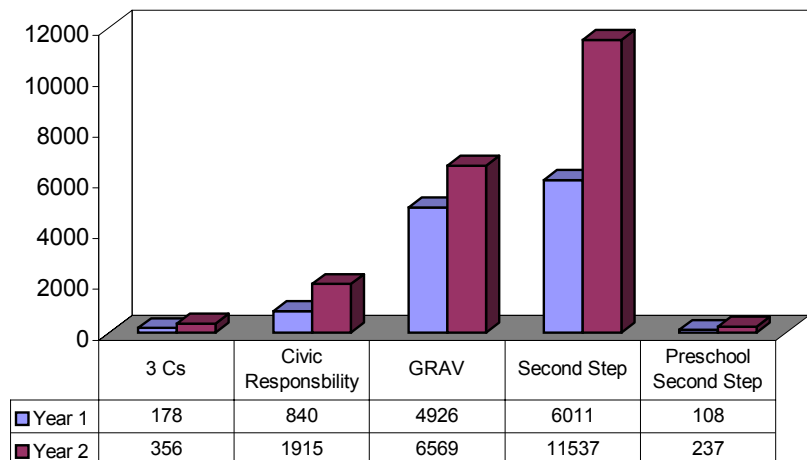


Element 5: Education Reform

Students Exposed to Violence-Prevention Curricula

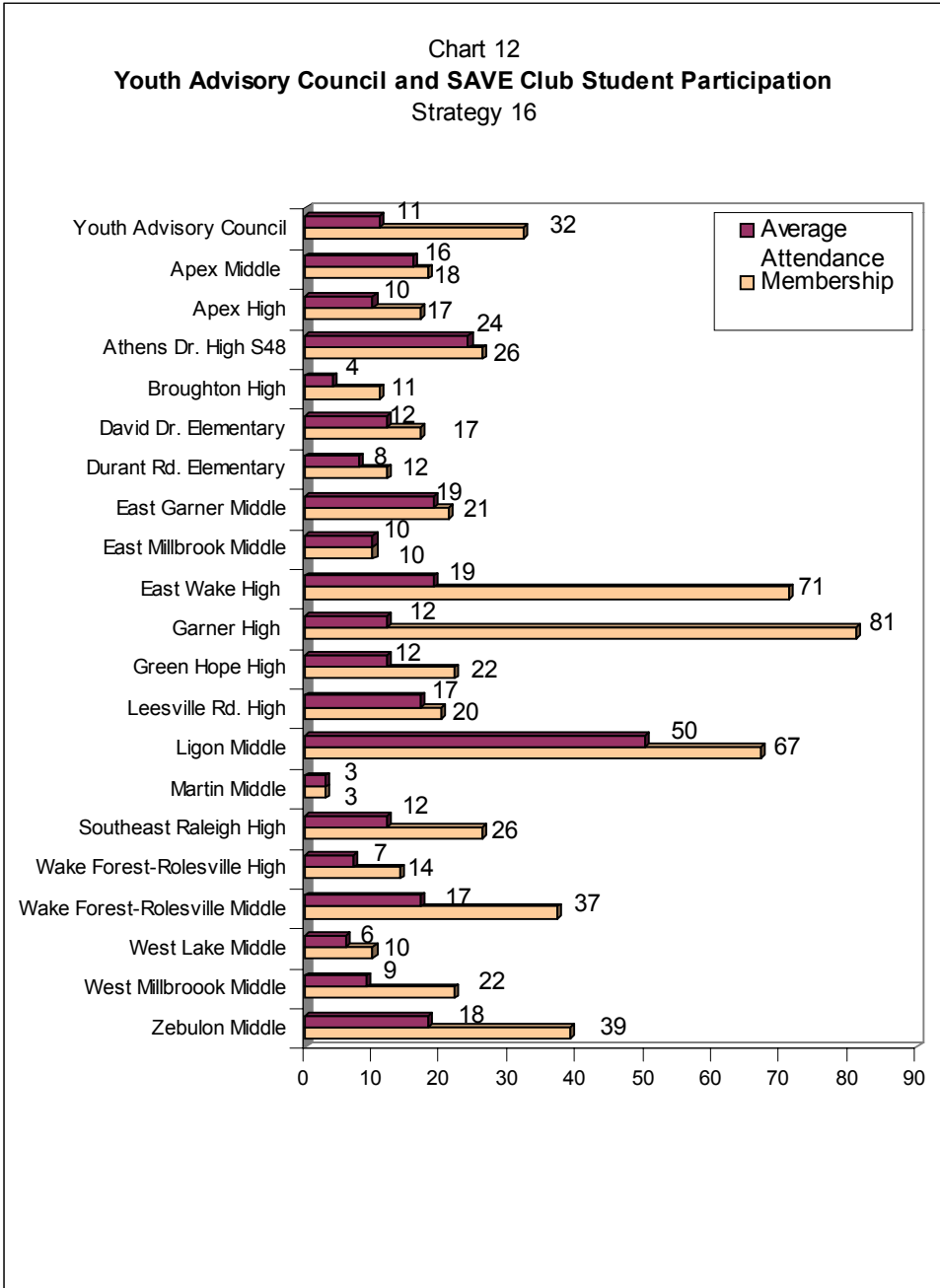
Chart 11 displays the number of students exposed to the four grant-supported violence prevention curricula in Year One-Year Two. Substantially more students were served in Year Two (20,377) compared to Year One (11,955). More schools chose to implement Get Real About Violence (GRAV) and the K-8 version of Second Step, which influenced the

Chart 11
Students Exposed to Violence Prevention Curricula
Year One-Year Two
Strategies 12 & 13



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Element 6: Safe School Policies

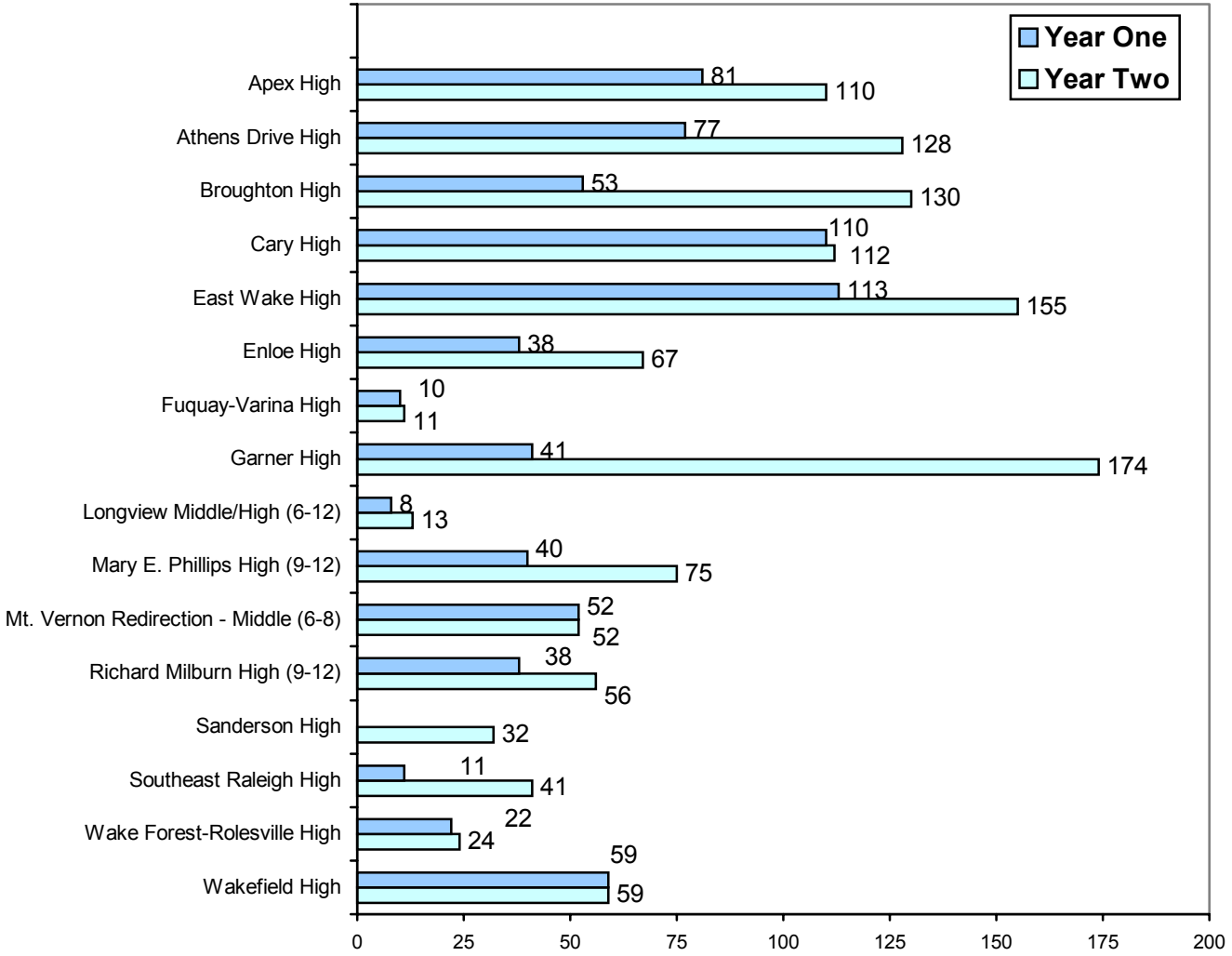


Number of Students Attending SAVE Club and Youth Advisory Council Meetings By School

Chart 12 displays the number of students attending their school’s SAVE Club and Youth Advisory meetings during Year Two. On average, there were 27 SAVE Club/YAC members per group this year, and an average of 14 students attended each meeting. On average, each member attended 5 meetings.

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Chart 13
Year One-Year Two NovaNET Student Participants
Strategy 17
Year 1 n=661, Year 2 n= 1369

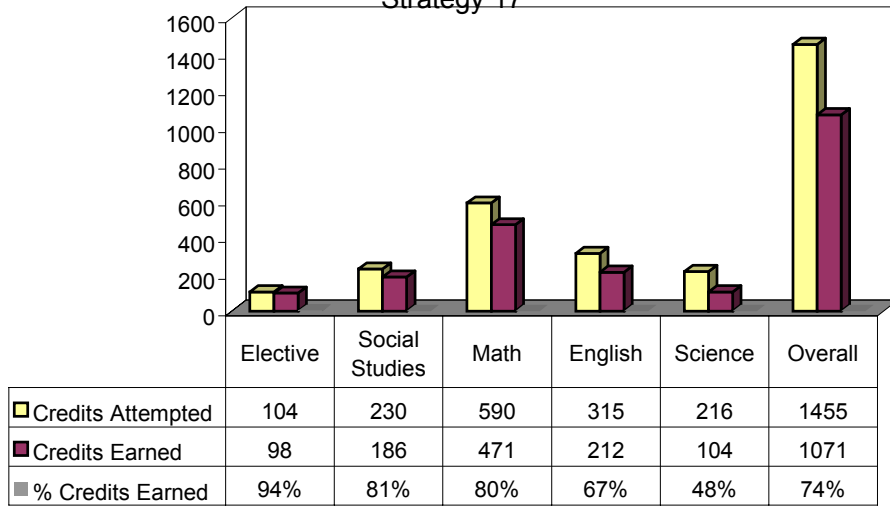


Number of NovaNET Students by School

Chart13 displays the number of NovaNET students in Year One and Year Two of the grant. Twice as many students participated Year Two, and 1 new school (Sanderson High) adopted the program. The most notable increase in participation occurred at Garner High, where student enrollment increased 425%.

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**Chart 14
NovaNET Attempted/Earned
Strategy 17**



Credits Earned Toward Graduation

Original projections estimated that 80% of attempted credits would be completed successfully; as Chart 14 indicates, in Year Two, 74% of attempted credits were earned. There were wide variations in the success rate across subjects, with 94% of Electives completed successfully, compared to 49% of Science credits. There were also substantial differences in the number of credits attempted in different subjects, with more students (605) attempting to earn Math credits, compared to only 108 students attempting to earn Elective credits.

Graduation Eligibility

Chart 15 shows that 843 (45%) of NovaNET participants are on-track for on-time graduation, and 417 (22%) are closer to completing their requirements for graduation than they were prior to NovaNET participation. Of the remaining students for whom we have data, 395 (21%) are not closer to meeting graduation requirements, a fact that has connections to the course completion rate illustrated in Chart 14.

**Chart 15
Graduation Eligibility
Strategy 17
n=1883**

