1999-2003

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Wake County Safe Schools/Healthy Students Grant Final Report

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ABSTRACT

The Safe Schools/Healthy Students Grant (SS/HS) was a three-year grant sponsored by a collaboration between the federal Departments of Health and Human Services, Juvenile Justice, and Education. The SS/HS Grant improved collaboration and communication across community agencies. During the grant period perceptions of safety improved among WCPSS students and staff, and juvenile arrests for violence and substance abuse decreased. However, school crime and violence rates, suspensions, and security violations did not decrease as hoped. Many SS/HS funded programs showed promising results, especially Teen Court (increased participation and decreased suspensions for participants) and NovaNET (80% of courses students attempted were completed successfully). Overall, SS/HS provided resources for community change, and new ideas for addressing school safety in the future.

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OCTOBER 1999 – SEPTEMBER 2003

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EXECUTIVE SUMMARY

The Safe Schools/Healthy Students Grant (SS/HS) was a three-year grant that funded new or expanded programs in Wake County, North Carolina from October 1999 to September 2002. At the end of Year 3, Wake County extended the grant through a fourth year using remaining funds from the first three years. The goal of SS/HS was to build relationships between agencies and departments that were working toward preventing violence and promoting success for Wake County youth. In addition, the grant allowed innovative programs to begin or expand, with the goal to become self-sustaining by the end of the grant.

Wake County was successful in strengthening collaboration between Wake County Public School System (WCPSS), Wake County Human Services (WCHS), the Department of Juvenile Justice and Delinquency Prevention (DJJDP), the Raleigh Police Department, ReEntry Youth Development, and Communities in Schools (CIS), as well as other community and government agencies.

The SS/HS programs are described below by element. Almost all of the programs are either being continued or have improved the quality or scope of services provided to youth in Wake County.

GRANT ADMINISTRATION

SS/HS had its administrative office within WCPSS. There was a full-time grant director, secretary, evaluator, and budget technician for most of the grant period. In addition, there was one person in each program, either funded by the grant or by the administrating agency, who administrated implementation. This person was the liaison between the program and the grant director and evaluator.

The local Juvenile Crime Prevention Council (JCPC) served as the overseeing council of the SS/HS Grant. The JCPC is an existing county agency, legislated by the state government, that makes funding decisions regarding juvenile crime prevention and intervention in Wake County. The JCPC includes members of multiple government and community organizations addressing youth violence, making it a logical choice for the SS/HS governing council. As advisory board, the JCPC was included in the grant in Strategies 1, 2, and 3. The goals of these strategies were to create an infrastructure, to develop a process of planning community-wide initiatives, to identify issues, implement research-based strategies, and evaluate their progress. JCPC members participated in the Communities that Care training to facilitate these goals. As a part of the training, the JCPC developed a strategic plan. The process is now being used to make funding decisions for Wake County juvenile crime prevention and intervention programs.

ELEMENT 1 – SAFE SCHOOL ENVIRONMENT

The objective of Strategy 4 was to improve grounds and building security. All elementary and middle schools have had security devices installed - either Intellikey systems, or Closed Circuit Televisions. Other security equipment has been provided by SS/HS as well. WCPSS Security developed crisis response plans, and school administrators and staff were trained to implement these plans.

Strategy 5 was to expand the promotion of the state hotline, now called the WAVELine. Since the outset of the grant, there has been an increase in the number of calls the WAVELine has received from Wake County.

ELEMENT 2 – ALCOHOL AND OTHER DRUG AND VIOLENCE PREVENTION AND EARLY INTERVENTION

Families and Schools Together (FAST) was a research-based program that provided group setting for families with multiple risk factors to learn communication and parenting skills. FAST was implemented in three elementary schools and one middle school. As a result of mixed outcomes and high per-student cost, the program was discontinued in Wake County.

The Partnership for Educational Success (PES) began mid-grant, and was partially funded by SS/HS. This is a local collaboration between WCPSS and WCHS that provides a comprehensive referral service to families of students who are not succeeding in school, and have multiple risk factors. Although a more comprehensive evaluation is needed, preliminary survey results indicated that the program was promising, and is able to serve more students and families than did FAST.

SS/HS funds were provided to CIS to expand the countywide capacity to provide mentors to students at risk. Recruiting and training efforts were expanded in the Communities in Schools mentoring program, and the number of mentors trained between Year 1 and Year 2 more than doubled.

The Wake County Teen Court program expanded diversionary options for adjudicated youth. SS/HS funding increased the capacity of Teen Court to train volunteers, which increased the number of trials possible per court night, and consequently the number of offenders served. Additional staffing increased the capacity for intervention curricula available to offenders in the Teen Court program.

ELEMENT 3 – SCHOOL AND COMMUNITY MENTAL HEALTH PREVENTIVE AND TREATMENT INTERVENTION SERVICES

SS/HS funds expanded school-based mental health assessment, referral, prevention, and early intervention services for at-risk students and their families. Mental health workers from the Community Assessment Team (CATeam) trained schools about mental health services and appropriate referrals, to ensure that they were reaching students. In addition to providing individual services, the CATeam workers provided in-school training to staff and students regarding mental health issues. Although CATeam no longer funded, many of these services are

now being provided by PES. In addition, many schools have built a relationship with WCHS, and are more familiar with their services.

SS/HS funds expanded the provision of substance abuse programs at school sites. Substance abuse workers from WCHS provided in-school assessments, brief counseling, and referrals for students identified as at-risk. They also co-led Children of Substance Abusers (COSA) groups that targeted a subset of youth proven to be at risk for substance abuse. Groups were co-led with school counselors; thus, although funding is no longer available, the COSA groups are still available through existing school staff. Substance abuse workers also provided training on substance abuse issues to students and staff.

ELEMENT 4 – EARLY CHILDHOOD PSYCHOSOCIAL AND EMOTIONAL DEVELOPMENT SERVICES

SS/HS funding increased the capacity of the Parents as Teachers program (PAT) to provide in-home support services for at-risk families with children ages birth to five. PAT workers taught parents what tasks were developmentally appropriate for their children at each age, and corresponding games. In addition, workers encouraged parents to read to their children, and provided age-appropriate books.

During the grant, 162 children and their families were served in PAT. Almost all of those children who received the Ages and Stages assessment after PAT scored at age level on motor skills, communication, and problem solving categories.

Existing preschools and kindergarten programs were trained to implement Second Step, a social skills instruction program. During the grant, 112 programs had staff trained in Second Step, and 51 reported implementing the program.

ELEMENT 5 – EDUCATIONAL REFORM

The goal of Element 5 was to expand teacher training and choice of curricular selections for school-based instructional programs for violence and substance abuse prevention.

The 3-C program was a small-group intervention that taught communication, cooperation, and other interpersonal skills. Over the course of the grant, students from 30 schools were identified and participated in the 3-C groups. In addition, school counselors were trained in the program to provide 3-C groups without the participation of the 3-C Institute.

Get Real About Violence (GRAV) is a K-12 curriculum that focuses on the role of the bystander during violent or potentially violent situations. GRAV training and related kits were provided to staff members at 60 schools. Of those, 51 schools reported implementing the curriculum.

Civic Responsibility used school-based civic centers to promote student participation in community and local government. These civic centers and innovative curricula were implemented in three high schools.

Second Step is an elementary and middle school curriculum that is designed to teach students empathy, anger management, and impulse control. Staff members from 54 schools were trained in Second Step, and 48 schools reported implementing the curriculum.

Strategy 14 was developed to provide training to staff of after-school and summer community programs. Staff members from 96 programs were trained in Life Skills, a substance abuse and violence prevention curriculum. Mini-grants were given to new and existing programs that were trained in Life Skills.

ELEMENT 6 – SAFE SCHOOLS POLICIES

SS/HS was to fund the development of an information management system to share student information across departments and relevant county agencies. This strategy was not completed as originally planned due to unexpected difficulties, but design work done was used to aid development of the statewide student database, NCWise.

SS/HS created a community-wide Youth Advisory Council (YAC) and expanded Students Against Violence Everywhere (SAVE) clubs in middle and high schools. YAC students provided a sounding board for decisions made by the JCPC, and organized three student summits on character education, media literacy, and diversity. SAVE clubs were provided with stipends to expand violence-prevention efforts at individual schools.

Strategy 17 provided funding for expansion of NovaNET, a computer-based online learning system, into all high schools in the district. NovaNET provided an alternate to repeating a course in the traditional classroom. In addition, NovaNET was used to prevent course failure, accepting referrals of students who were failing at the semester mark. Of the 3,659 students participating in NovaNET during the course of the grant, approximately 80% of attempted courses resulted in course credit.

Figure 1 below illustrates the results of countywide outcomes in relation to the elements and previously described strategies. Overall, the programs created and enhanced by SS/HS provided important learnings, with most leading to positive outcomes for students. All programs have had an impact on Wake County; most are either receiving ongoing funding or can be continued by existing staff with the new materials and skills learned.

Goal	Element	Strategy	Outcome
A. Develop Improved Infrastructure	All Elements	1,3. Comprehensive Action Plan and Strategic Planning 2. Training with Advisory Council and Community Representatives	Successful • JCPC was trained in the Communities that Care model • Strategic plan was established
B. Safe and Secure Facilities	1. Safe School Environment	4. Facility Security 5. WAVELine Telephone Hotline	Unsuccessful • Security Violations Increased

C. Safe, Disciplined, and Drug-Free Schools	3. School and Community Mental Health Preventive and Treatment Intervention Services
	
	5. Educational Reform
	
	6. Safe Schools Policies
		9. CATeam (Mental Health Counselors)
		
		10. Substance Abuse Prevention
		
		13. Violence and Substance Abuse Curricula
		  • 3-Cs
		  • Civic Responsibility
		  • Get Real About Violence
		  • Second Step
		
		15. Information Management System
		
		16. Youth Infrastructure
		
		17. NovaNET
			Successful
			• Students reporting 'School is Safe' increased 25% from 1996-97 to 2000-01.
			• Staff reporting 'School is Safe' increased to almost 100%*
			
			Unsuccessful
			• School Crime and Violence Increased
			• Suspensions Increased

D. Community Capacity to Promote Positive Mental Health, Prosocial Behavior, and Prevent Violence	2. Alcohol and Other Drug and Violence Prevention and Early Intervention 4. Early Childhood Psychosocial and Emotional Development Services 5. Educational Reform	6. Families and Schools Together, Family Group Conferencing 7. Mentors 8. Teen Court 11. Parents as Teachers 12. Pre-Kindergarten and Kindergarten Second Step 14. Youth Programming Enhancement	Successful • Juvenile Violence-Related and Substance-Related Arrests Decreased

*Staff survey results began at such a high rate, the original goal of increasing by 15% was not possible.

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PROJECT STATUS

The Safe Schools/Healthy Students (SS/HS) Grant in Wake County, North Carolina was designed to develop and maintain a safe, orderly, and drug-free learning environment for all students in the Wake County Public School System (WCPSS). The programs funded by the SS/HS Grant addressed the needs of youth from birth to 18, and all levels of schools. In addition, SS/HS has strengthened collaboration within and between county agencies and local community organizations.

The SS/HS Grant was divided into six elements for which WCPSS developed four goals. Each of the 17 strategies addressed one goal and one element. The relationship of the elements, goals, and strategies is depicted in Appendix A. The Project Status provides countywide outcomes by goal and addresses each strategy by element.

COUNTY-WIDE OUTCOMES

Goal A: Develop Improved Infrastructure

The objectives of Goal A were to establish the SS/HS governing council, train the council in the Communities that Care public health model, and establish the council's strategic plan. All of these objectives were completed in the first three years of the grant.

Goal B: Safe and Secure Facilities

Security Violations

For the purpose of this report, security violations were calculated using suspensions reported by the WCPSS Office of Student Due Process. The suspension categories used to determine security violations were:

- arson or unlawfully setting a fire,
- false fire alarm,
- bomb threat,
- bomb device (*category discontinued after the 2000-01 school year*), and
- theft or property damage.

The goal at the outset of the grant was to decrease security violations by 15%. Over the last four years, the rate of security violations has actually increased. The upward trend in security violations may be affected by recent policy changes requiring stricter reporting by the schools. Nevertheless, this objective was not ultimately reached. The trend in security violation data is represented in Figure 1.

Figure 1
WCPSS Security Violation Suspensions
Rate per 1000 Students
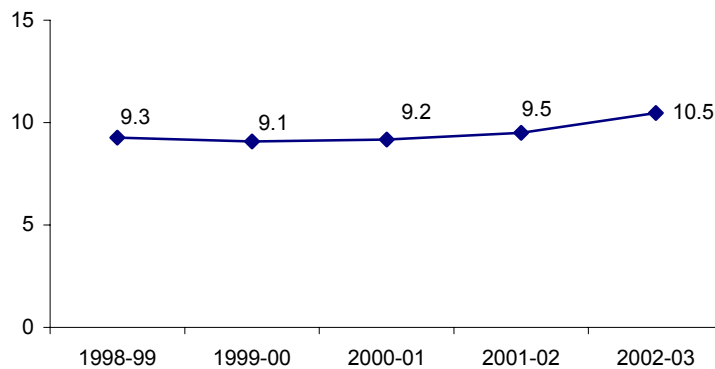
Goal C: Safe, Disciplined, and Drug Free Schools

School Crime and Violence

Information on school crime and violence is reported annually by the North Carolina Department of Public Instruction (DPI). Measures of school crime and violence included:

- assault resulting in serious injury,
- assault on school personnel,
- assault involving use of a weapon,
- burning of school building,
- bomb threat,
- death by other than natural causes,
- indecent liberties with a minor,
- kidnapping,
- possession of alcohol,
- possession of firearm,
- possession of controlled substance,
- possession of weapon,
- rape,
- robbery without a dangerous weapon,
- robbery with a dangerous weapon,
- sexual assault, and
- sexual offense.

DPI will not provide data for the 2002-03 school year until after the submission of this report.

The goal set at the beginning of the grant was to decrease school crime and violence by 15%. However, the rate of school crime and violence increased from 7.0 per 1000 students in 1998-99 to 7.7 in 2001-02. As was noted in the Year Three Year-End report, the categories of school crime and violence changed in 2002; therefore, comparison of data later than 2001-02 was not reliable.

While the overall goal was not met, in part due to the change in reporting, WCPSS had a more positive pattern than North Carolina overall. The rate of increase in school crime and violence in Wake County was less than in North Carolina as a whole.

Out-of-School Suspensions

The WCPSS Office of Student Due Process provided data for out-of-school suspensions. Suspensions for violence included:

- verbal abuse or disrespect,
- threats,
- fighting,
- extortion,
- assault on student,
- assault on employee,
- assault with weapon,
- possession of weapon,
- firearm,
- weapon with threat, and
- weapon used in a dangerous manner.

The goal in the original evaluation plan was to decrease suspensions by 15%. The rate of suspensions for violence decreased slightly in 2002-03, the first decrease since 1998-99. However, the rate of suspensions for violence increased since the SS/HS Grant was awarded, therefore not meeting the goal. Results are represented in Figure 2.

Figure 2
Suspensions for Violence
Rate per 1000 Students
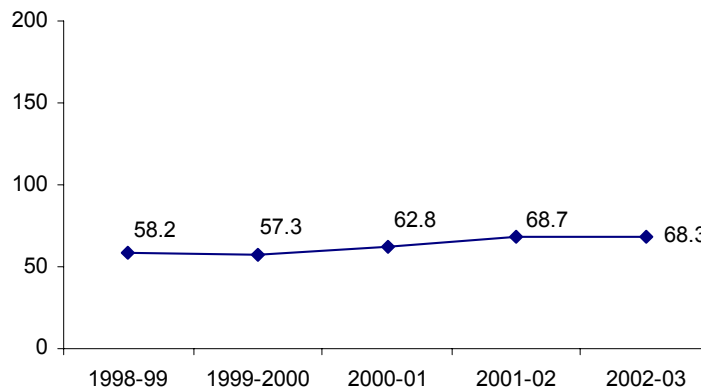
Suspensions for substance abuse included:

- possession or use of drugs, alcohol, or paraphernalia,
- sale or distribution of drugs, and
- tobacco.

As with suspensions for violence, the goal for substance abuse suspensions was to decrease the rate by 15%. The rate of suspensions related to substance abuse are very low in WCPSS, about 7 per 1000 students. The rate of suspensions for substance abuse declined steadily between 1999-2000 and 2001-02, but there was a large jump in 2002-03, resulting in a net increase in substance related suspensions (see Figure 3 below).

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Figure 3
Suspensions for Substance Abuse
Rate per 1000 Students
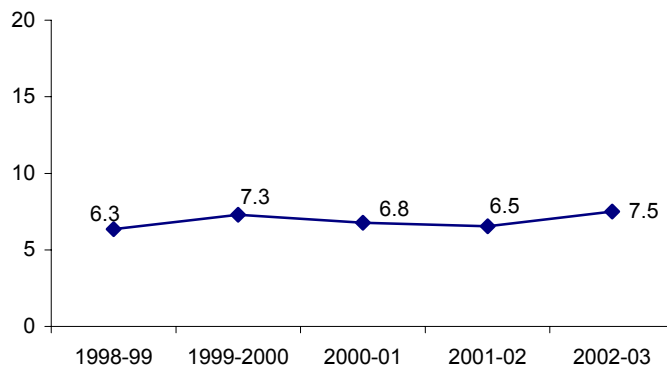
Survey Results[1]

The WCPSS Department of Evaluation and Research administers an annual survey to a sample of students and teachers in all grades. The objectives for Goal C were to increase the rate of staff and students reporting that school is safe by 15% on these surveys.

Figure 4 shows the increase in staff reporting that they agree with the statement "This school is a safe place to work." Although the outcome stated at the beginning of the grant was to increase the rate of staff feeling that school is safe by 15%, it was an impossible goal due to the very high baseline rate. The rate did increase by 9% over five years, to 95%. Thus, nearly all staff felt safe in their schools.

Figure 4
Staff Survey Results
Agree or Strongly Agree
'This school is a safe place to work'

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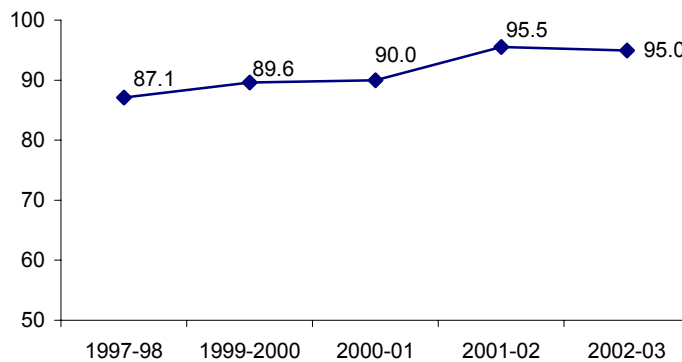
[1] Wildman, W.N. (2002). Parent Survey Outcomes: 2001-2002 (E&R Report No. 02.37). Raleigh, NC: Wake County Public School System.

In 2001-02, student surveys were changed to eliminate the "uncertain" option from the Likert scale on the item "School is a safe place to learn." As a result, comparison between 2001-02 results and previous years is not valid.

In 2002-03, 90.5% of students responded "agree" to "School is a safe place to learn," down from 93.2% in 2001-02. Although the number has decreased, the rate of students reporting that they feel safe at school continues to be very high.

Goal D: Community Capacity to Promote Mental Health, Prosocial Behavior, and Prevent Violence

Juvenile Arrests

The North Carolina State Bureau of Investigation (SBI) provides the number of juvenile arrests annually by county on its website at http://sbi2.jus.state.nc.us/crp/public/Default.htm. The WCPSS rates calculated in Figures 5 and 6 were based on the number of students present on the 20th day of school in the fall of each year. Statewide rates were based on North Carolina enrollment reported by DPI.

The desired outcome for Goal D was to decrease drug-related, violence-related, and total arrests by 15% in Wake County. All three parts of this goal were successfully met. Figure 5 shows that the rate of all arrests in Wake County have decreased considerably faster than the statewide arrest rate. Figure 6 depicts the change in arrest rate for violence and substance abuse. The rate of violence-related suspensions has been cut in half since 1998. In addition, the Wake County rate of total arrests is nearly 50% lower than the state overall.

Figure 5
Juvenile Arrests per 1000 Students
Wake County Compared to North Carolina
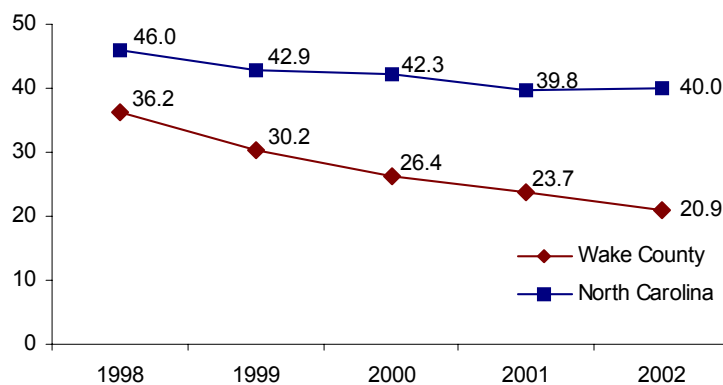
Figure 6
Wake County Juvenile Crime per 1000 Students
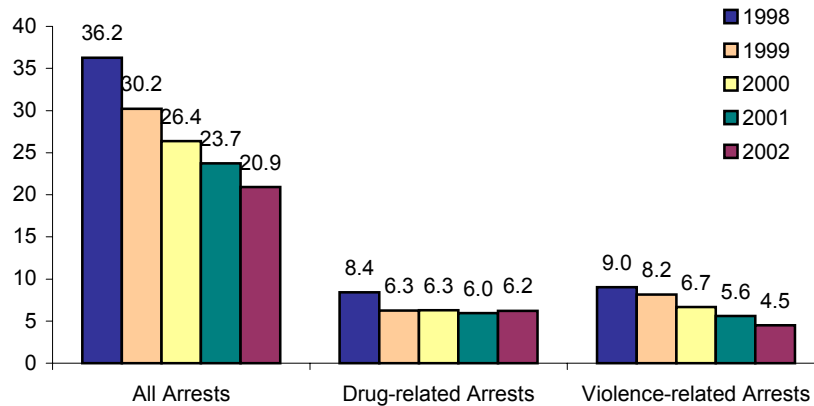
The remainder of the Project Status will address the outcomes of specific strategies and programs. Demographics are provided for each strategy where individual student data was collected.

General SS/HS demographics include demographics from Families and Schools Together, mentoring, Teen Court, Community Assessment Team, School Based Substance Abuse Services, Parents as Teachers (race only), Afterschool Program participants, Students Against Violence Everywhere club, Youth Advisory Council, and NovaNET. Abbreviations in the tables are:

- SWD – Students With Disabilities,
- FRL – Receiving Free or Reduced-Price Lunch,
- LEP – Limited English Proficient.

Not all students have available demographics; therefore the number included in the demographics charts may not match the total number participating in each strategy.

WCPSS data were calculated using the average demographics of the 1999-2000, 2000-01, 2001-02, and 2002-03 school years, which were all of the years the grant strategies were being implemented.

ALL ELEMENTS

Strategies 1, 2 and 3 pertained to the advisory council for the SS/HS Grant, the Juvenile Crime Prevention Council (JCPC), which encompasses all elements. The JCPC is a collaborative committee of 25 members from 19 agencies including WCPSS, Wake County Human Services (WCHS), the Department of Juvenile Justice and Delinquency Prevention (DJJDP), the Wake County Sheriff's Department, and other religious and community organizations.

The goal of these strategies was to develop an improved infrastructure that would standardize and sustain integrated, comprehensive, and community-wide resources and services for the provision of safe schools and healthy students. This goal was met.

Strategies 1 & 3. Comprehensive Action Plan and Strategic Planning

Objectives

Strategy 1 encompassed the JCPC's process of developing their comprehensive action plan. Strategy 3 was the JCPC's strategic planning of community-wide initiatives. Part of creating a strategic plan was deciding how to choose community-wide initiatives. The goal of both strategies was the same: to adopt a process to integrate all violence prevention programs and initiatives. The similarity of these strategies impacted the administration and evaluation of the JCPC's work, and made the combination of these strategies a logical step. In Year 2, all JCPC planning activities were considered part of one combined strategy.

Outcomes

Three subcommittees were formed: community relations, programs, and operations. These subcommittees were created to more effectively manage the range of tasks involved in managing funds available for Wake County juvenile crime prevention and intervention programs, as well as communication with community leaders and the public.

As a part of community action planning, the JCPC facilitated a number of community forums. The findings from these forums informed funding decisions.

In November 2000, 82 parents, youth, funded and non-funded program providers, and community members attended a JCPC forum. In December of that year, 35 judges, court counselors, and juvenile attorneys attended a JCPC information session. These sessions addressed:

- factors that may put Wake County's youth at risk,
- strengths of existing programs and services,
- accessibility concerns regarding existing programs and services, and
- additional services that could address risk factors.

The information that was gathered at these forums was used in creating the strategic plan.

The objectives of the strategic plan, and the SS/HS objectives for the strategic plan were in alignment. The most current strategic plan is located in the supplemental materials.

Sustainability

Creating the strategic plan made the JCPC a more thorough and efficient decision-making committee. Collaboration with other agencies and the community is enriching the resources for addressing juvenile crime.

Strategy 2. Training with Advisory Council and Community Representatives

Objectives

Strategy 2 consisted of the Communities that Care training given to the JCPC members
and other community stakeholders. Communities that Care is a public health framework
that addresses all segments of the child-serving community. Trainees learn to prioritize
risk factors, identify and fill gaps in services, and understand how to use outcome-based
planning for evaluation of programs.

Outcomes

All JCPC members participated in some portion of the Communities that Care training.
Following the training, the JCPC proceeded with planning and assessment consistent with
the model. A consultant was hired to assist the JCPC in the development of the strategic
plan.

Of the JCPC members attending the CTC training in Year 1, 33 surveys were collected.
The responses were overwhelmingly positive. The greatest concern about the training
was that the attendees would have liked to go into more depth about the issues. All JCPC
members who did not attend the training received a condensed version in Year 2.

Sustainability

As in Strategies 1 and 3, the training provided by the Communities that Care model will
give the JCPC members, as well as other public officials, the knowledge base and skill
set to successfully assess and address community needs.

ELEMENT 1

Strategy 4. Facility Security

Objectives

Strategy 4 was designed to improve the physical security of school campuses. New
security devices were installed, and safety plans were developed.

Outcomes

Strategy 4 affected all students in WCPSS. See WCPSS demographics in Figure 9.

Intellikey systems were installed in all elementary schools except two where the building
structure made installation impossible. Closed circuit televisions were installed in those
remaining two elementary schools, as well as all middle schools in WCPSS. Talk group
radios were purchased for security personnel to have real-time contact with other
emergency agencies in critical response situations. The radios increased the ability of
WCPSS to work closely with law enforcement in case of an emergency. Talk radios have
not been needed as such an emergency has not arisen. Finally, emergency management

software and Geographic Information Systems (GIS) software were purchased for WCPSS security staff.

In addition to security devices, school administrators and School Resource Officers (SROs) were trained in school security and crisis response plans. Administrators reviewed the crisis response plan with staff at faculty meetings.

A television program was scheduled to be produced in conjunction with WTVD, the local ABC affiliate. The program was to address security and the school system to inform parents and the community of security procedures in place. Because of scheduling issues, WTVD could not complete the program before September 30, 2003. Another local television station has agreed to create the show at no cost to WCPSS.

Sustainability

Installation of the Intellikey system, closed circuit televisions, software and use of the group radios will benefit the school system through the one-time cost of purchase. In addition, school-level crisis plans will prepare schools for any eventuality, keeping students safer.

An application has been submitted for a federal grant entitled Emergency Response & Crisis Management. If approved, the money from the grant will be used to:

- better coordinate and improve the infrastructure of the county's Crisis Management Task Force efforts,
- improve school facilities to foster a safer learning environment,
- improve our existing crisis prevention programs and disseminate our revised crisis prevention plan: *Major Crisis Event: Critical Incident Response Plan*, and
- build parent and community capacity by raising their level of awareness about the importance of school safety.[2]

These goals expand on the safety planning and facilities security issues addressed in the SS/HS Grant.

Strategy 5. WAVE Line Telephone Hotline

Objectives

The WAVE Line is a crisis hotline administered by the state of North Carolina. Wake County callers are transferred from the state-level hotline to the appropriate local agency. Because the hotline began as the grant was beginning, the SS/HS Grant provided funding for a promotional campaign to educate students, teachers, and parents about the hotline and its purpose.

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[2] From grant application submitted by WCPSS to the U.S. Department of Education, 6/24/03.

Outcomes

No demographic data is available; hotline calls are anonymous.

The WCPSS annual survey shows an increase in awareness of the WAVE Line after the publicity campaign in the middle and high schools. The specific gains are shown in Figure 7.

Figure 7[3]
'Yes' Responses
Are you aware of the WAVE Save a Friend Telephone Hotline?
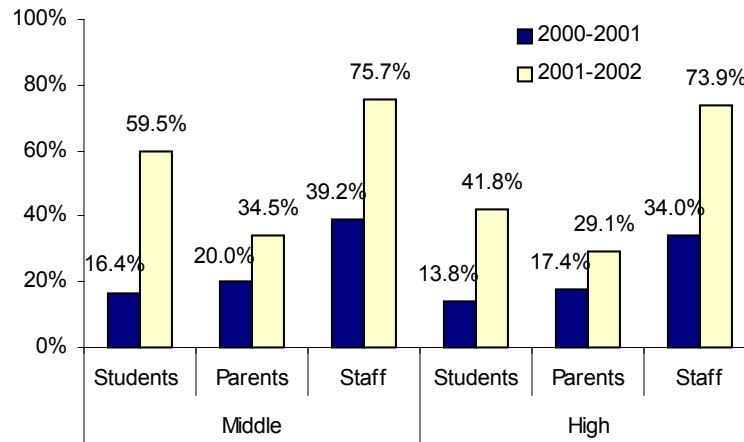
In Wake County, 73 anonymous calls were made to the hotline during the SS/HS Grant period 10/99-8/03. The number of calls grew across the first three years of the grant, from 7 in the 1999-2000 school year, to 14 in 2000-01 to 30 in 2001-02. The number of calls then decreased to 22 in 2002-03. The distribution of the subject of these calls is shown in Figure 8.

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[3] Wildman, W.N. (2002). Parent Survey Outcomes: 2001-2002 (E&R Report No. 02.37). Raleigh, NC: Wake County Public School System.

Figure 8
Type of Calls to Hotline during the SS/HS Grant (n=73)
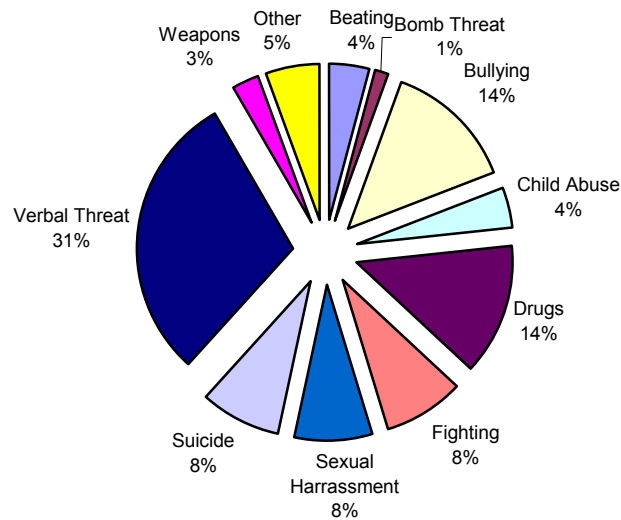
Sustainability

The WAVE Line itself is funded by the state of North Carolina and therefore will continue. The SS/HS Grant provided funding to raise awareness of the hotline, which will increase the likelihood of students calling the hotline, which may result in earlier intervention, without further funding. Promotional materials, such as posters, are continuing to be used in the schools.

ELEMENT 2

Strategy 6a. Families and Schools Together

Objectives

Families and Schools Together (FAST) is a program run by a national organization providing structured multi-family groups to identified at-risk students and their families. The program was implemented at three elementary schools and one middle school. School, mental health, substance abuse counselors, and parent representatives collaborated to lead groups. The goal was to strengthen families and their relationship with the school.

FASTWorks is a monthly meeting run by parents of previous FAST graduates. FASTWorks helped FAST families maintain the social support provided by the other families in the FAST group once FAST itself had ended.

Due to issues with salary payment and other administrative issues related to WCHS, Communities in Schools began coordinating the FAST program in Year 2. As a result, there was a gap between the first and second cycles of the FAST program for reorganization.

Outcomes

Figure 9
Demographics of FAST Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi-Racial	SWD	FRL	LEP
FAST (n=104)	1.9%	63.5%	1.0%	1.9%	29.8%	1.9%	25.0%	53.9%	0%
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

During the SS/HS Grant, 173 students and their families were served in the FAST program. In addition, 44 students and their families participated in the FASTWorks program.

Evaluations of the FAST sites were done by the National FAST organization. A summary of elementary school results is shown in Figure 10.

The middle school FAST program, at Zebulon Middle School, was evaluated using different scales than the elementary schools. The only significant change found at the middle school level was a decrease in the parents' feelings of parenting stress and isolation.

At the elementary school level, some sessions resulted in a significant increase in students' social skills, as reported by both parents and teachers. In one session, problem behavior decreased significantly, and academic competence increased significantly.

One reason for the lack of significant results could be the small sample size of each session. However, the National FAST organization would not provide us with student levels to test this theory. They offered to create the aggregate report for us, but at a prohibitive cost. We concluded that the FAST program was not consistently effective for WCPSS students, especially considering the high per-student cost.

Figure 10
Results Summary from National FAST Evaluations

	Fuquay-Varina Elementary		Poe Elementary			Washington Elementary
	Spring 2001 (n=8)	Fall 2001 (n=6)	Spring 2001 (n=8)	Fall 2001 (n=8)	Spring 2002 (n=6)	Spring 2001 (n=4)
Social Skills Rating System – Teacher Rated						
Social Skills	+***	–	+**	+	+	+
Problem Behavior	–	+	–*	–	+	–
Academic Competence	+	–	+*	–	+*	+
Parent School Involvement – Teacher Rated						
Written Communication	–	+	+	–*	–	+
Telephone Communication	+	–	+	–	+	+
Face-to-Face Contact	+	+	0	–	–	–
Social Skills Rating System – Parent Rated						
Social Skills	+*	+*	+	+	0	Missing
Problem Behavior	–*	–	+	–	+	–

* - p<.05,   ** - p<.01,   *** - p<.001

Sustainability

FASTWorks groups continued after SS/HS funding ended.

FAST is no longer being funded in Wake County. The program resulted in inconclusive outcomes, and had a very high per-student cost. Partnership for Educational Success (PES), the program encompassing Family Group Conferencing, is a local program with the same objectives and is serving more families in need.

Strategy 6b. Family Group Conferencing

Objectives

The Partnership for Educational Success (PES) is a program with two parts: parent liaisons and family group conferencing (FGC). SS/HS provided funding to implement the FGC piece. FGC targets families of at-risk children through meetings with counselors from WCHS. Families first meet with coordinators, and together they develop a plan around the needs of the target students and their families. Examples include mental health concerns, substance abuse issues, or lack of basic needs and resources.

Outcomes

This strategy was added to the grant in the second year. Therefore, data and outcomes were not part of the evaluation plan. However, PES staff collected survey data. They

found that 92% of parents who's families participated in PES in 2001 attended school-related conferences, where none had done so before. In addition, teachers reported that 72% of those students showed improvement in literacy and/or math.

Collaboration was also improved between WCPSS and WCHS. Staff from both agencies reported having increased understanding of each others systems, thus increasing their ability to access and to utilize services more effectively.

Sustainability

PES is being funded locally, and is growing. It is currently being funded jointly by WCPSS and WCHS. PES began with 6 schools in 2001-02, grew to 25 schools in 2002-03, and will be serving 40 schools in the 2003-04 school year.

Strategy 7. Mentors

Objectives

SS/HS provided funding to Communities in Schools of Wake County (CIS) to expand their existing mentoring program, focusing on increased recruitment and training. CIS collaborated with other SS/HS programs; the CATeam specifically referred many of their students to CIS. Due to the multiple needs of students referred by the CATeam, CIS responded by providing a more intensive interview and training program for mentors of CATeam students.

CIS mentors provided mentoring as well as tutoring to their student mentees.

Outcomes

Figure 11
Demographics of CIS Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi-Racial	SWD	FRL	LEP
CIS (n=1,326)	1.1%	64.0%	0.5%	8.4%	23.2%	3.0%	28.2%	53.1%	3.0%
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

Goals at the outset of the grant set benchmarks for increasing numbers of volunteers to be trained each year. Figure 12 shows the actual number of volunteers trained compared to the benchmarks. The goals were almost met Years 1 and 2. Year 3 showed a decrease in volunteers trained, most likely as a result of administrative turnover in the Wake County CIS agency.

A second goal was to increase the percent of non-white mentors each year, as shown in Figure 13. Of those with available ethnicity information, the percentage of non-white

mentors fluctuated but did not show an obvious upward trend. Goals were not set for
Year 4 because the grant was originally anticipated to be three years.

Figure 12
Actual Mentor Volunteers Trained vs. Goal

	Year 1	Year 2	Year 3	Year 4
Volunteers Trained	272	597	316	365
Goal	300	600	750	
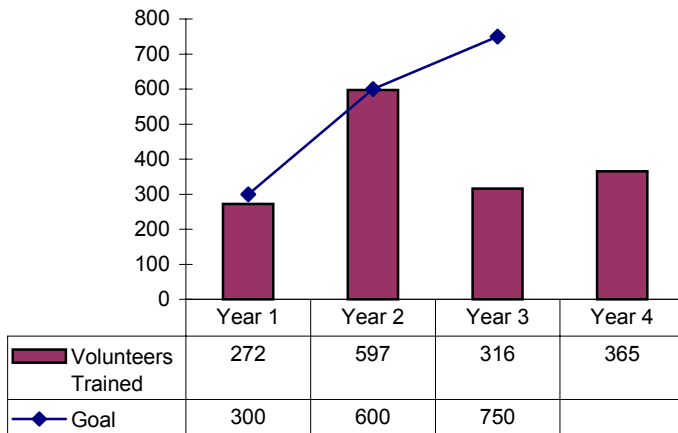
Figure 13
Actual Non-White Volunteers vs. Goal

	Year 1	Year 2	Year 3	Year 4
Volunteers	27.7%	24.7%	28.1%	20.8%
Goal	27.0%	29.0%	31.0%	
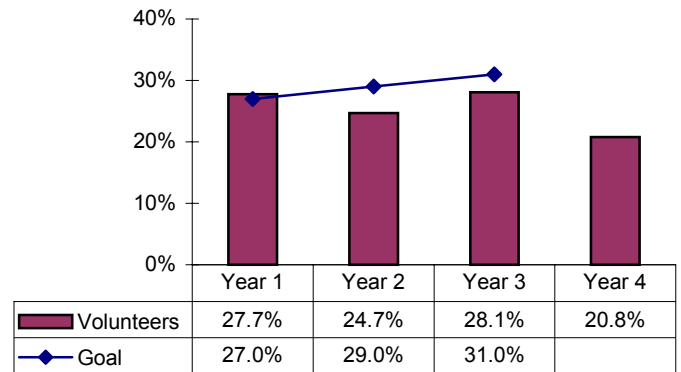
Increasing the retention rate, or percent of mentors who continue with CIS from one year to the
next was another goal of SS/HS CIS funding. From Year 1 to Year 2, 112 or 62% of mentors
were retained. From Year 2 to Year 3, 162 or 37% of mentors were retained. Between Year 3
and Year 4, 100 or 31% of mentors were retained. The actual number of retained mentors
increased from Year 2 to Year 3, but the total number of mentors rose even faster. Therefore the
rate of retained mentors decreased.

There were 2,216 unique youth with mentors during the course of the SS/HS Grant. There were
255 students served in the 1999-2000 school year, 571 served in 2000-01, 527 served in 2001-02,
and 542 served in 2002-03. There was a large jump in the number of students served by mentors
once the grant began, and the number has held steady since.

Figure 14 shows the change in reading and math end-of-grade (EOG) test scores for students
participating in the mentoring program. The pre-EOG is the percent of CIS students scoring on
grade level the spring before having a mentor, and the post-EOG is the percent of students
scoring on grade level the spring after a mentor was assigned. A student may have continued the
relationship with a mentor after the end of the school year, but a lack of accurate end-dates
makes these data unreliable.

The number of students with mentors scoring on grade level increased in both reading and math.
Using the chi-square statistic, both increases were significant as well. Reading had an even
larger increase than math.

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Figure 14
Percent of CIS Students Scoring On or Above Grade Level

	Pre-EOG	Post-EOG	Change	Chi-Square
Reading (n=396)	48.2%	64.4%	**+16.2%**	X^2=21.02 p<.0001
Math (n=398)	67.3%	75.4%	**+8.1%**	X^2=6.29 p<.05

Only 10 high school mentees had available GPAs; this number was too small to provide meaningful academic outcomes.

Behavioral outcomes did not seem to be affected by the mentors. As shown in Figure 15, the number of students in each category only changed by very small amounts. The only exception is that the number of students being suspended for more than 10 days increased almost 50%, from 36 students to 53. Using the chi-square statistic, no significant change in the number of students in each category was found.

Figure 15
Number of Days of Suspension Before and After CIS
(n=972)

	0	1-3	4-6	7-10	>10
Pre	740	119	46	31	36
Post	717	117	54	31	53
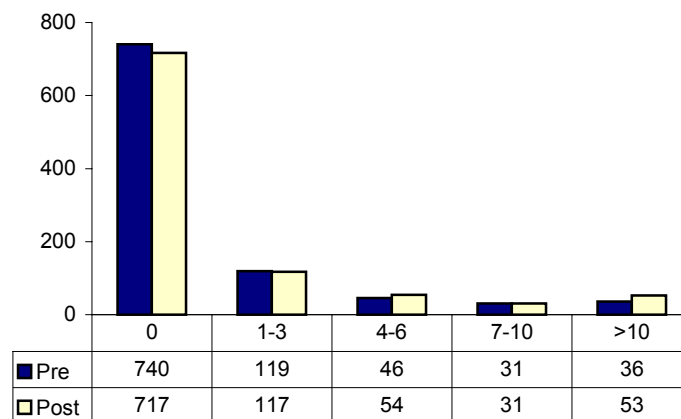
Sustainability

CIS will continue to provide mentors to WCPSS students. The additional funding provided by SS/HS allowed CIS to expand their training program and recruitment activities. These activities will sustain an improved process even after the supplemental funding is no longer available.

Strategy 8. Teen Court

Objectives

Strategy 8 involved improving and expanding the existing Teen Court program in Wake County. SS/HS funds were used to improve recruiting and training student volunteers, which in turn meant Teen Court could serve more youth offenders.

16

Teen Court provides an opportunity for teens charged with a first-time misdemeanor to plead guilty, then go through a trial with a jury of their peers, made up of previous Teen Court offenders. The offenders then are required to do community service, participate in life skills or other programs, and serve on a future jury. The process of avoiding adjudication not only saves resources for the Juvenile Justice system, but can also increase the chances that an offender will not re-offend.

Outcomes

Figure 16
Demographics of Teen Court Offenders
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi-Racial	SWD	FRL	LEP
Teen Court (n=940)	1.3%	41.5%	0.4%	3.4%	51.5%	1.9%	26.2%	22.8%	0.7%
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

During the period October 1999 through August 2003, there were 1,140 offenders referred to Teen Court. Of the youth who have participated in hearings and who have available information (n=969), 17.3% were ineligible to participate. Of the remaining participants (n=801), 91.4% successfully completed their sentence. Teen court referrals that are not eligible or do not complete their sentences return to Juvenile Court and continue with the legal process.

Of the 350 students who were referred to Teen Court between July 1, 2000 and June 30, 2002 and who successfully completed the program before July 1, 2002, 47 re-offended, which results in a 13% recidivism rate of successful Teen Court participants.[4]

Students' rate of suspension was used as a possible outcome of Teen Court participation. Pre-data were considered to be the year before or of participating in teen court, or post-data were the year after or of, depending on which semester they participated. Of students who were successful in completing their sentence and had available data for two years (n=205), 56.3% were suspended pre-Teen Court, and 44.4% were suspended post-Teen Court. This decrease is significant using the chi-square statistic ($X^2 = 12.54$, $p<.001$).

Sustainability

The training materials and improved recruitment process will continue to impact the Teen Court program after the grant has ended. Alternate funding has been found through the JCPC so that Teen Court can retain its current level of staffing and continue the service provided.

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[4] Kaiser-Polge, T. L. (2003). The effectiveness of the Capital Area Teen Court: A look at recidivism and program attributes. Unpublished master's thesis, University of North Carolina at Chapel Hill, Chapel Hill.

ELEMENT 3

Strategy 9. Community Assessment Team

Objectives

The Community Assessment Team (CATeam) created by the SS/HS Grant consisted of five mental health workers through WCHS. The CATeam conducted in-school assessments of referred students, and connected students and families with community resources. Emphasis was placed on creating a relationship with the families to increase their comfort in working with the schools and other community agencies. In addition, CATeam members provided training for students and staff on mental health issues.

Outcomes

Figure 17
Demographics of CATeam Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi- Racial	SWD	FRL	LEP
CATeam (n=334)	0.6%	54.8%	0%	1.8%	40.4%	2.4%	59.0%	54.9%	1.2%
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

During the three years that the CATeam was implemented, a total of 338 students were served.

Services provided to the students are shown in Figure 18. Students received between one and six of these services. Consultation with outside providers was given to almost all CATeam students. About half were referred to an outside agency, and about half were given assessments.

Figure 18
Percent of CATeam Students Receiving Each Service
(n=319)
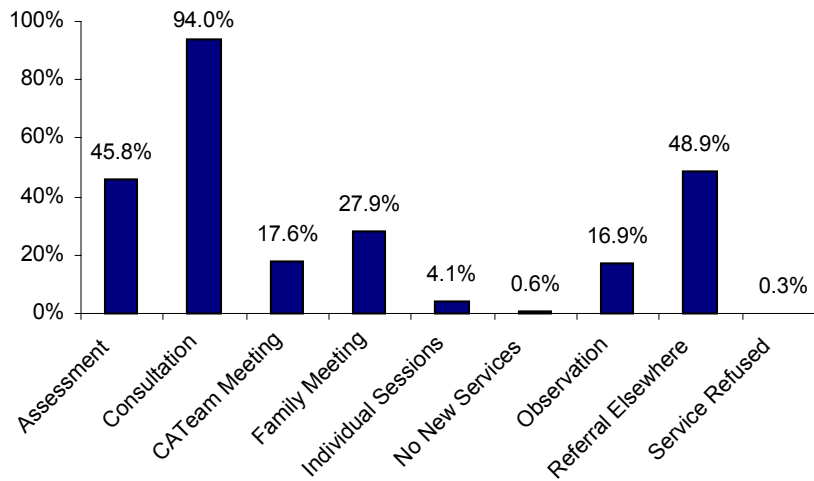
The referral sources of CATeam students were given a survey following the student intervention rating the quality of services. Responses were positive on the whole, as summarized in Figure 19 below.

Figure 19
CATeam Referral Source Satisfaction Survey
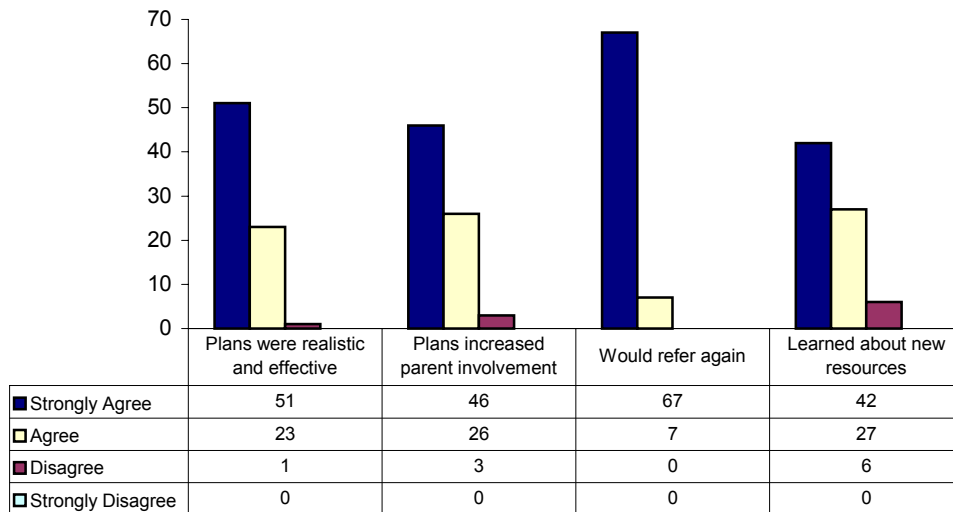
	Plans were realistic and effective	Plans increased parent involvement	Would refer again	Learned about new resources
■ Strongly Agree	51	46	67	42
□ Agree	23	26	7	27
■ Disagree	1	3	0	6
□ Strongly Disagree	0	0	0	0

Behavioral outcomes were reported for 2001-02 school year, using the percentage of students suspended before and after their CATeam intervention. As reported in the Year Three Year-End report, the percent of CATeam students who were suspended decreased from 50.2% to 43.4% (n=205) once the student was served, although this decrease was not statistically significant.

Academic outcomes for students in grades 3-8 were measured using end-of-grade test scores. Test scores from the spring of the year previous to CATeam involvement were used as the pre-score, and the scores from the spring of the year of CATeam involvement as the post-score. The

percent of CATeam students who scored at or above grade level before CATeam was 48.4% before intervention, which increased slightly to 51.6% post-intervention (n=81). Using the chi-square statistic, this increase is not statistically significant. The number of high school CATeam students with available GPA data (n=10) was too small to provide meaningful academic outcomes.

Sustainability

The CATeam requested funds from the county to continue after the grant ended. However, the WCHS budget did not allow for continuation. Much of the family support to multiple-needs families will be continued through PES, which is also a collaboration between WCHS and WCPSS. The training provided by the CATeam contributed to the ongoing knowledge base of school staff and other community partners.

Strategy 10. School Based Substance Abuse Services

Objectives

SS/HS funding was provided to expand school-based substance abuse services (SBSAS), increasing WCHS staff providing these services from one person to three. The SBSAS staff people provided assessments to specific students, and co-facilitated Children of Substance Abusers (COSA) groups with school counselors or social workers. In addition to working with students, SBSAS workers provided training to school staff, parents, and other community members.

Outcomes

Figure 20
Demographics of SBSAS Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi-Racial	SWD	FRL	LEP
SBSAS (n=153)	0.7%	45.1%	0%	3.9%	47.7%	2.6%	32.0%	34.6%	1.3%
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

School based individual services were provided to 153 students during the course of the grant. In addition, 211 students were served in Children of Substance Abusers (COSA) groups.

Figure 21 shows the percent of individually served students that were provided with each service. Students received between one and five of these services. About half of students served individually received consultation, and about half participated in group sessions as well. Interestingly, 9% of students refused services, compared to only 0.6% in the CATeam.

Figure 21
Percent of SBSAS Students Receiving Each Service
(n=146)
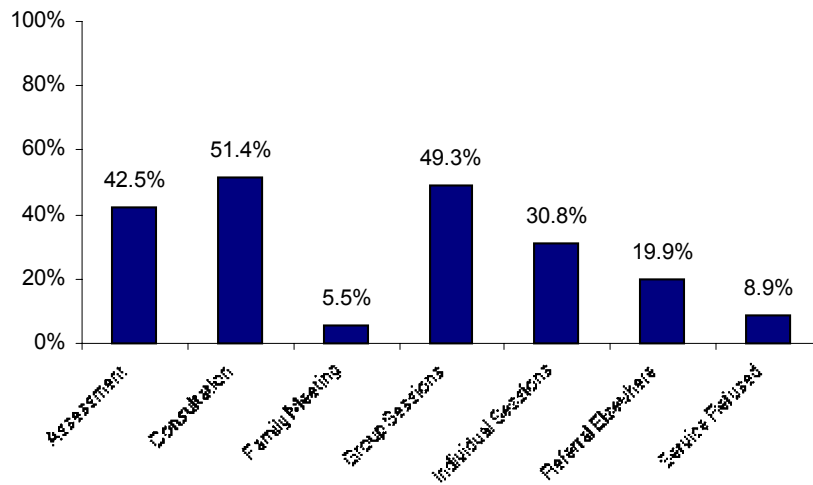
Figure 22 illustrates survey results of students participating in the Children of Substance Abusers group. In Year 2, the survey was given on a Likert Scale, and in Year 3 the survey asked the same question with yes and no as possible responses. For the purpose of these results, "Very Likely" and "Somewhat Likely" were translated to "yes," and "Not Very Likely" and "Not Likely at All" were translated to "no."

Table 22
COSA Survey Results
2000-01 and 2001-02
In the future I might…

	Pre (n=74)	Post (n=69)
smoke cigarettes	9.5%	21.7%
chew tobacco or use snuff	1.4%	0.0%
drink beer, wine or alcohol	25.7%	23.5%
use illegal drugs such as marijuana	8.2%	7.2%
get in a fight or be involved in other violence	33.3%	18.8%
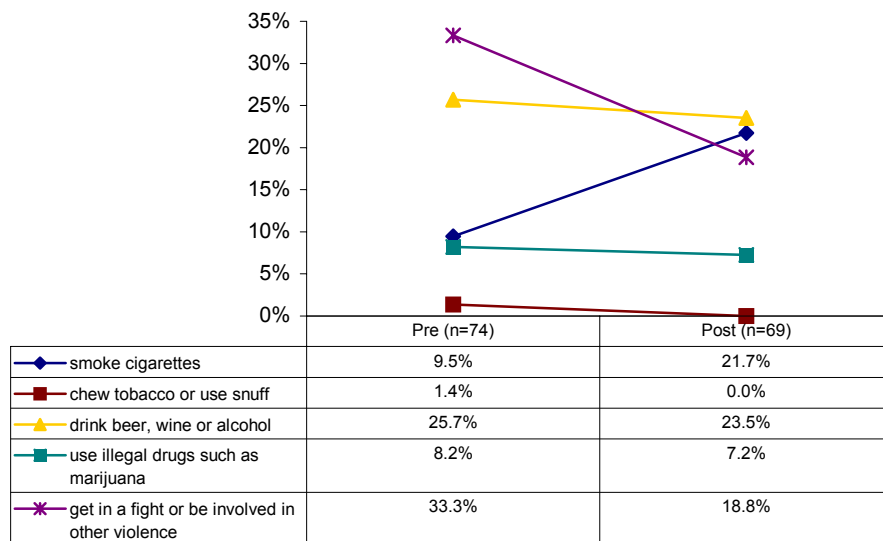
Results show that students were less likely to report that they would chew tobacco, use alcohol or drugs, or participate in violence after participating in the COSA group, although none of the

decreases are significant using chi-square statistic. However, students were more likely to report that they would use cigarettes ($X^2 = 4.136$, $p<.05$).

Behavioral outcomes were reported for students who received individual school-based substance abuse interventions. Results were reported for 2001-02 school year, using the percentage of students suspended the year before and the year of the intervention. As reported in the Year Three Year-End report, the percent of students who were suspended decreased from 39.6% to 34.2%, although this decrease was not statistically significant (n=111).

Sustainability

The training provided has added to the knowledge base of school staff. In addition, substance abuse counselors co-facilitated the COSA groups so that school counselors or social workers would then be able to lead groups on their own. As a result, COSA is still available in participating schools after the end of the grant. Continued funding was not available after the end of the grant; staffing has been reduced to the original one worker.

Year 3 Addition. Threat Management through Assessment and Counseling

In Year Three, SS/HS funded training and development of a new WCPSS policy, Threat Management through Assessment and Counseling (TMAC). TMAC was created in response to increasing awareness of the severity of threats, as well as to the "Zero Tolerance" policy that was increasing the number of students suspended for long periods.

TMAC included training for school administrators and counselors in assessing the severity of a threat and categorizing it into one of three levels. The least severe option included short-term suspension and an in-school program or counseling to address the specific issue. The second level provided an option for parents: either the student was suspended for the remainder of the school year, or suspended for 10 days and participated in the Project Forward curriculum provided by the 3-C Institute. SS/HS funds were also used in the development of Project Forward. Finally, if the threat was immediate and the student had access to a firearm, the student was suspended for the remainder of the school year, and referred to WCHS for an in depth assessment by a team of professionals. This service was to be funded by SS/HS in Year 4; however, of the few referrals received, no families agreed to this service.

In 2002-03, 24 students participated in Project Forward. Because this strategy was added to the grant in Year 3, outcome data are not available.

ELEMENT 4

Strategy 11. Parents as Teachers

Objectives

Parents as Teachers (PAT) was funded to expand in-home support services for at-risk families with young children, ages birth to five, by five caseworkers. PAT caseworkers provided parents with information about child development, and age appropriate games and activities. Emphasis

was placed on literacy and age appropriate books. Caseworkers also provided evaluations of the child's development, and referral to community resources if needed.

Outcomes

Figure 23
Demographics of PAT Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi-Racial	SWD	FRL	LEP
PAT (n=162)	0%	53.7%	0%	24.7%	19.5%	1.9%	NA	NA	NA
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

There were 162 children served by the PAT workers funded by SS/HS.

As reported in the Year Three Year-End performance report, 32 children were given the Ages and Stages scale both before and after PAT intervention, in one year intervals. The largest gains in percent of children at age level were found in the areas of communication, problem-solving, and personal-social skills. The percent of children scoring at age level for all categories after participation was extremely high. Of children with completed data, 97% scored on age level in communication and problem-solving, and 100% scored on grade level in gross motor skills, fine motor skills, and personal-social skills.

Sustainability

Although the five PAT positions funded by SS/HS no longer exist, there are remaining staff at Project Enlightenment who are nationally certified PAT trainers: 2 trainers for children ages birth to three, and 1 trainer for children ages four and five. In Year 4 SS/HS funded PAT training for 20-25 additional teachers.

Strategy 12. Pre-Kindergarten and Kindergarten Second Step

Objectives

Funding was provided through SS/HS to train local public and private preschool and kindergarten staff members to implement the Second Step violence prevention curriculum. A part time staff member was hired in August 2000 to coordinate training, kit distribution, and data collection. Although training for the Spanish curricular supplement was planned during the grant, lack of a Spanish-speaking staff person at Project Enlightenment, the WCPSS preschool program, prevented full implementation.

Outcomes

Demographic information is limited; child-level data were not collected.

During the grant, 112 preschool and kindergarten programs had staff trained in the Preschool Second Step Program. Of those, 51 reported implementing the program and served a reported 2,624 students.

Graphs depicting survey data of Preschool Second Step are below. The data included preschools that submitted both pre and post test data for either the 2000-01 or 2001-02 school year.

Figure 24
'Agree' and 'Strongly Agree'
This school is a safe place to work
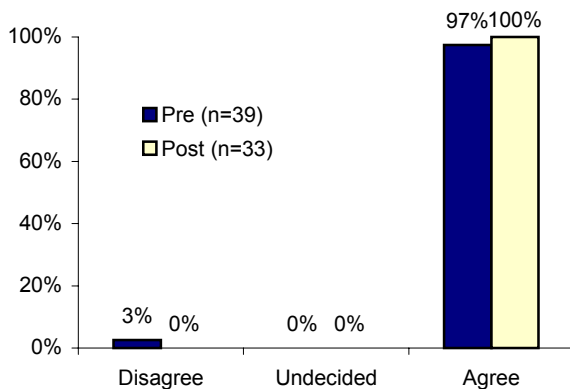
Figure 25
'Agree' and 'Strongly Agree'
I spend too much instructional time disciplining students
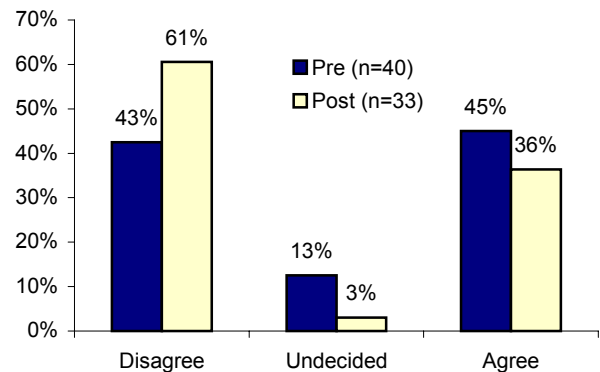
In general, outcomes were positive. Almost all teachers (97%) surveyed agreed that their school was a safe place to work even before implementing Second Step, so the 3% increase to 100% was the maximum possible. Only 43% of teachers disagreed with the statement, "I spend too much instructional time disciplining students" on the pre-test. By the post test, 60% of respondents disagreed with the statement.

Sustainability

SS/HS funds were provided for Second Step training for preschool staff, as well as for purchase of Second Step kits. Training and kits provided for ongoing implementation of Preschool Second Step at no additional cost.

ELEMENT 5

Strategy 13a. 3-Cs

Objectives

The 3-C Program was fully funded by the SS/HS Grant. The 3-C Program provided a social skills and emotion regulation curriculum for identified students. Students were identified by sociometric testing of every student in the participating grade. Students showing peer relationship difficulties including shyness, aggression, bullying, teasing, and social isolation were chosen to participate.

Outcomes

Figure 26
Demographics of 3-C Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi-Racial	SWD	FRL	LEP
3-C (n=320)	4.7%	26.9%	0%	4.4%	60.0%	2.5%	NA	NA	NA
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

* Students from Year 1 were missing ethnic information.

The 3-C program was implemented by the 3-C Institute in 30 schools over the course of the grant. Ten different schools were served each year. During the 1999-2000 school year, 3rd grade students were served. In 2000-01, 4th grade students were served, and in 2001-02, 5th grade students were served. A total of 492 students participated in these 3-C groups. At least one counselor at each school was trained in the 3-C curriculum.

After each year, teachers were asked to respond to a survey assessing the participants' improvements. The results are shown in Figure 27.

Figure 27
Evaluation of 3-C Participants
Percent of Teachers Responding at least 'Some'

	1999-2000	2000-01	2001-02
Benefited from group	81%	67%	54%
Better able to make friends	76%	57%	49%
Participated in groups more often	60%	47%	NA
Better accepted by peers	63%	48%	45%
Felt better about relations with peers	75%	69%	48%
Included more groups: work and play	72%	60%	47%
Less involved in disagreements	66%	43%	43%
Teased less	69%	50%	36%
Overall improvement in social skills	72%	65%	53%

*Teachers rated items on the scale: None – Little – Some – Good Bit – Lot

Data indicated that third grade students had more success with the 3-C program than other grades, although success was indicated at all levels.

Sustainability

Counselors at participating schools were trained in 3-C implementation, so ongoing implementation is available. Outcomes and lessons learned from the 3-C Program were used to develop Project Forward, the intervention piece of the threat assessment process adopted by WCPSS. Threat Management by Assessment and Counseling (TMAC) is discussed in earlier later in this report.

Strategy 13b. Civic Responsibility

Objectives

This portion of Strategy 13, originally called "School Safety," was based on a model of collaboration between the police department and high schools used in the Charlotte/Mecklenburg school system. However, as the grant began, the program had ended in Charlotte, and their police department could not locate the original materials. As a result, the program was renamed Civic Responsibility, and was created independently in three high schools by participating social studies teachers. Although there was collaboration between the schools, there were three separate school civic centers and programs addressing the students' involvement in the community and government processes.

Outcomes

Demographic information is limited; student-level data were not collected.

Funding from SS/HS provided for the development of civic centers at Fuquay-Varina High, Cary High, and East Wake High, including a computer lab. These civic centers supported students' community involvement and collaboration with local community and government organizations.

The program at Fuquay-Varina included about 200 students in the 1999-2000 school year, and about 600 students in the 2000-01 school year. At Cary High, there were about 300 students in both 2000-01 and 2001-02. At East Wake High, there were about 300 students in the 2000-01 school year, and 100 in 2001-02. All of these figures included duplicates across years.

Students participating in the Civic Responsibility activities completed a pre- and post-survey. Results are shown in Figure 28.

Figure 28
Percent of Civic Responsibility Students Responding
'Agree' or 'Strongly Agree'
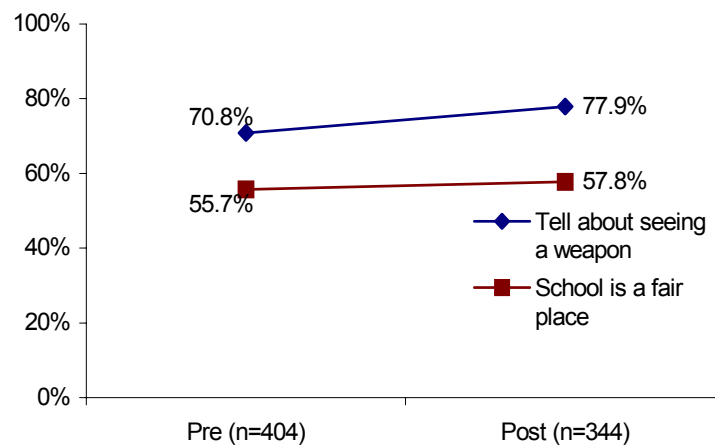
The percent of students responding that they would tell about seeing a weapon increased seven percentage points, and the percent of students responding that they agree that school is fair increased slightly, up two percentage points.

Sustainability

The civic centers developed by the Civic Responsibility program have been integrated into each of the schools' social studies departments. Innovations to the social studies curricula have enriched each school's social studies program.

Strategy 13-C. Get Real About Violence

Objectives

The SS/HS Grant provided funding to train elementary, middle, and high school staff in the Get Real About Violence curriculum (GRAV), and purchase related kits. GRAV focuses on the role of the bystander during violent or potentially violent incidents, and aids adults in promoting a peaceful school climate.

Outcomes

Demographic information is limited; student-level data were not collected.

GRAV training was attended by 663 staff from 60 schools and WCPSS administration. Of these, 51 schools reported implementing the GRAV curriculum at least one year. A reported 28,750 students participated in GRAV over the period of the grant: 16,481 in elementary, 9,624 in middle, and 2,645 in high school. There were approximately 19,000 families exposed to the curriculum.

Figures 29 and 30 depict GRAV survey data for schools that submitted both pre- and post-test data for the 2000-01, 2001-02, or 2002-03 school year.

Figure 29 shows the change in staff perception of student violence. Interestingly, the notable changes are an increase in noticing students calling names (from 42% to 51.1%), and an increase in "telling some students not to hang around with other students" (from 14.8% to 19.3%).

Figure 30 illustrates students' responses to the same survey items. Students consistently report seeing all kinds of aggression more often than staff. The only notable changes in students' responses are an increase in seeing students call names (from 50.0% to 57.5%) and an increase in threats (from 31.4% to 36.3%).

Figure 29
Staff GRAV Survey
In the past four weeks, how many times have you seen students…
At Least Once a Week

	Call names	Physically hurt	Threaten to hurt	Steal/break property	Relational aggression	Use gun/knife
Pre (n=570)	42.0%	24.7%	16.9%	8.0%	14.8%	0.4%
Post (n=531)	51.1%	24.0%	17.4%	6.9%	19.3%	0.8%
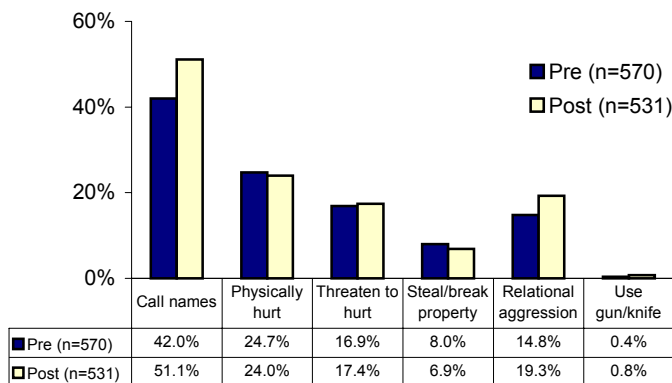
Figure 30
Student GRAV Survey
In the past four weeks, how many times have you seen students…
At Least Once a Week

	Call names	Physically hurt	Threaten to hurt	Steal/break property	Relational aggression	Use gun/knife
Pre (n=1,164)	50.0%	30.6%	31.4%	16.2%	35.7%	3.2%
Post (n=1,235)	57.5%	30.6%	36.3%	18.7%	34.5%	3.3%
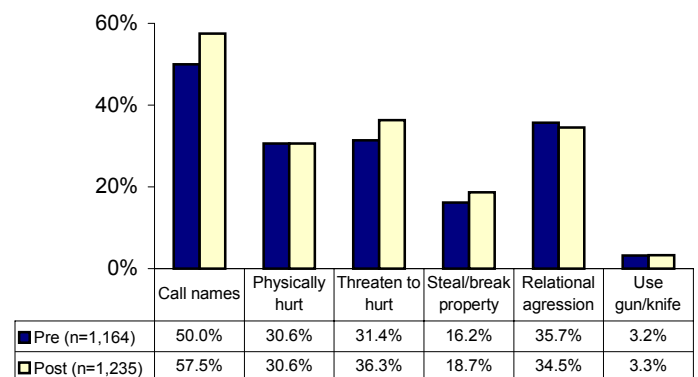
As an outcome measure for the success of GRAV, the staff and student surveys give poor results. There is no reported decrease in perception of aggressive behavior by either students or staff.

A high percentage of students and staff reported that they felt school was a safe place to learn both before and after GRAV implementation. Before GRAV, 90.2% of students responded they felt school was safe, compared to 88% after GRAV. Of staff, 98.4% reported they felt school was safe before GRAV, compared to 97.9% after.

Sustainability

The SS/HS Grant provided training and supplies to schools, both of which can be used to implement GRAV without further funding once the grant has ended.

Strategy 13d. Second Step

Objectives

SS/HS provided funding to train elementary and middle school staff in the Second Step curriculum and purchase the related kits. Second Step is designed to teach students empathy, anger management, and impulse control.

Outcomes

Demographic information is limited; student-level data were not collected.

Second Step training was attended by 1,141 staff from 54 schools and WCPSS administration. Of these, 48 schools reported implementing the Second Step curriculum at least one year. A reported 37,069 students participated in Second Step over the period of the grant: 32,800 in elementary and 4,269 in middle school. There were approximately 18,000 families exposed to the curriculum.

Graphs depicting survey data of Elementary Second Step are below. The data compiled include schools that submitted both pre- and post-test data for the 2000-01, 2001-02, or 2002-03 school year.

Figure 31
'Agree' and 'Strongly Agree'
This school is a safe place to work
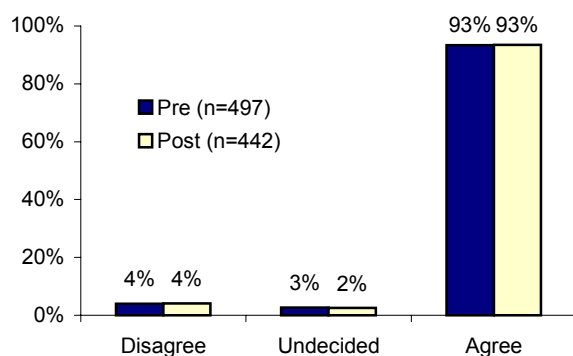
Figure 32
'Agree' and 'Strongly Agree'
I spend too much instructional time disciplining students
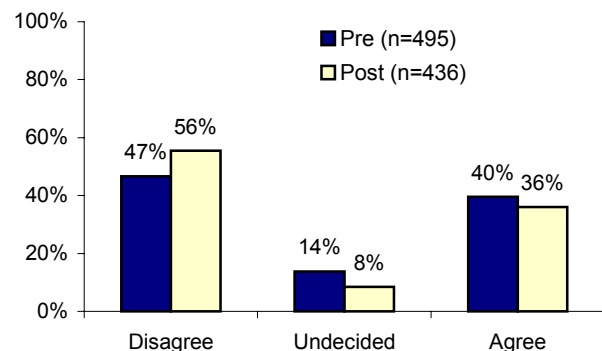
The results from aggregated survey data over the three years that data was collected in the Second Step program show little change. The staff post-test responses were within one or two percentage points of pre-test responses on almost every item. The only exception is the response to "I spend too much instructional time disciplining students." On pre-tests, 47% of staff replied disagree or strongly disagree, and on the post-tests 56% of respondents replied disagree or strongly disagree. Conversely, staff responded agree or strongly agree 40% of the time on the pre-test versus 36% on the post-test. Using the chi-square statistic, these changes were found to be significant (X^2=12.5, p<.05).

These findings indicate that some teachers are having fewer discipline issues after Second Step implementation than before.

Sustainability

The SS/HS Grant provided training and supplies to schools, both of which can be used to implement Second Step without further funding once the grant has ended.

Strategy 14. Youth Programming Enhancement

Objectives

SS/HS provided funding for non-school hours (after-school and summer) program staff to be trained in drug abuse and violence prevention curricula. Originally, we had planned to use the PATHS curriculum for elementary school, the Life Skills curriculum for middle school, and the Creating Lasting Connections curriculum for high school students. PATHS was found to be appropriate only for in-school settings, and was replaced with the Elementary Life Skills curriculum.

In the original grant, a goal of providing these curricula to 600 youth in 15 programs was set. However, during the process of providing training, it was found that the non-school hours programs were much smaller than anticipated. As a result, the goal was decreased to serving 225 students per year, about 15 in each program.

Outcomes

Figure 33
Demographics of Non-School Hours Programs Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi- Racial	SWD	FRL	LEP
Non-School Hours (n=810)	2.2%	75.1%	0.1%	2.5%	19.1%	1.0%	23.5%	44.1%	1.6%
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

During the course of the grant, 96 community programs had 145 staff members trained in the Life Skills curricula. These after-school and summer programs served 864 youth.

Suspensions for after-school and summer program students in Year Two did not change from before until after implementation (68 students suspended out of 395).

Figures 34 and 35 show the change in student self-report of future use of substances, as well as violence. Where there was room for change, it was generally positive. Statistical testing was only available for the Year 3 Middle/High group, because there were such small numbers in the other groups. Chi-square statistic was used. In this group, a significantly higher percent of students reported that they would **not** smoke cigarettes, chew tobacco, or use drugs after participating in Life Skills. The largest change across all groups was the positive change in percent of students who would not smoke cigarettes. This is an important outcome; the Life Skills curriculum targeted cigarette smoking prevention.

Figure 34
Life Skills Survey Year Two
Percent responding 'Not Very Likely' or 'Not Likely at All'

	Elementary			Middle/High		
	Pre (n=32)	Post (n=22)	Change	Pre	Post	Change
Smoke Cigarettes	93.8%	95.5%	+1.7%	93.2%	98.6%	+5.4%
Chew Tobacco	100.0%	100.0%	0.0%	98.6%	100.0%	+1.4%
Drink Alcohol	90.6%	100.0%	+9.4%	82.4%	82.2%	-0.2%
Use Drugs	100.0%	100.0%	0.0%	100.0%	98.6%	-1.4%
Fight	81.3%	90.9%	+9.6%	71.6%	73.6%	+2.0%

Figure 35
Life Skills Survey Year Three
Percent responding 'No'

	Elementary			Middle/High		
	Pre	Post	Change	Pre	Post	Change
Smoke Cigarettes	92.7%	100.0%	+7.3%	81.6%	91.7%	+10.1%*
Chew Tobacco	97.6%	100.0%	+2.4%	93.2%	98.0%	+4.8%*
Drink Alcohol	78.1%	76.0%	-1.9%	66.0%	71.7%	+5.7%
Use Drugs	100.0%	100.0%	0.0%	87.1%	93.9%	+6.8%*
Fight	90.2%	100.0%	+9.8%	54.9%	59.3%	+4.4%

* $p < .05$

Sustainability

Although funding is no longer available, the program staff trained in the Life Skills curricula will be able to continue implementing it in their non-school hours program.

ELEMENT 6

Strategy 15. Information Management System

Objectives

Strategy 15 was funded to develop a computer application which would house youth information that could be shared between WCPSS, WCHS, Juvenile Justice, and other relevant community agencies. The grant was to fund a consultant to design the application, and then coordinate development with an outside vendor.

Outcomes

No demographic data. Strategy 15 affected all students in WCPSS.

Coordination between departments was successful; decisions had been made about how the layout of the new program should look within WCPSS. Interagency meetings began, and decisions made about how the database should be organized were decided. During these discussions, a system was developed to address confidentiality needs, and would improve access in a secure way.

The application developed by the vendor was not as effective as was expected. For a variety of reasons, work with this vendor was terminated before completion. However, the system created by the collaborative work done to this point was adapted to fit with the new statewide student database, NCWise.

Sustainability

Because this strategy was never completed, the impact was indirect. Collaboration between departments and agencies, as well as input into the new statewide system, were important ways this strategy has affected Wake County.

Strategy 16. Youth Infrastructure

Objectives

Strategy 16 was developed to empower youth to participate in the process of the grant and violence prevention in general. The Youth Advisory Council (YAC) was created to give youth in WCPSS a forum to speak on relevant issues, as well as to take a leadership role in planning the annual Youth Summit. The YAC consisted of a diverse group of 23 high school students.

Students Against Violence Everywhere (SAVE) clubs were given grants to advance anti-violence initiatives at each school. SAVE club meetings covered a wide range of violence prevention related topics, and members participated in community service projects.

Outcomes

Figure 36
Demographics of SAVE Club Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi- Racial	SWD	FRL	LEP
SAVE & YAC (n=1,008)	2.2%	34.8%	0.1%	2.5%	42.6%	1.5%	12.8%	17.9%	0.4%
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

As a result of grants provided by SS/HS, the number of SAVE clubs in WCPSS increased from 6 to 31. The number of students reported to have been members of SAVE increased from 36 in 1999-2000, to 515 in 2000-01, to 596 in 2001-02.

The YAC collaborated with community agencies to create annual youth summits. The first summit, in September 2000, emphasized character education through the 40 assets. The 2001 summit focused on Media Literacy. Speakers included experts on media literacy, as well as motivational speakers. The YAC collaborated with the Wake County Diversity Committee to organize the 2002 summit that addressed diversity.

In addition to the summits, the YAC made presentations about violence-prevention to schools and community organizations.

In the 2000-01 school year, 34% of students agreed that the SAVE club helped lower violence and prevent substance abuse in their school. The number increased to 39% in the 2001-02 school year, based on the annual student survey referenced on page 4.

SS/HS funded a number of television shows in collaboration with WTVD, the local ABC affiliate. The YAC participated *Not Cool to Be Cruel*, a half hour program about the ramifications of bullying, aired in the summer of 2001. SS/HS and WTVD went on to produce five more over the course of two years; YAC participated in segments of each program. The programs are listed in Figure 37, along with the number of households the program reached in the Raleigh/Durham metropolitan area. All programs were closed captioned for the hearing impaired.

Figure 37
Programs Funded by SS/HS

Program	Date	Households
Not Cool to be Cruel	2001	NA
Media Literacy	10/01	NA
Diversity	9/28/02	71,400
A Time to Tell	10/26/02	32,900
Invisible Weapons, Part I	3/8/03	49,000
Invisible Weapons, Part II	3/15/03	28,000

Sustainability

SAVE clubs are an ongoing part of many middle and high schools. Although they are no longer receiving supplemental funding, the groundwork has been set for students to feel empowered to continue fighting violence in their schools. The YAC is continuing under the 4-H Cooperative Extension Program as the Teen Advisory Council.

Strategy 17. NovaNET

Objectives

Strategy 17 was developed to implement NovaNET, an individualized, computer-based instruction program, in all WCPSS high schools. SS/HS provided computers, training, and port fees for NovaNET use in all high schools. The goal was to provide targeted, self-paced instruction for remedial needs of students.

Outcomes

Figure 38
Demographics of NovaNET Participants
Compared to SS/HS and WCPSS

	Asian	Black	American Indian	Hispanic/ Latino	White	Multi-Racial	SWD	FRL	LEP
NovaNET (n=3,630)	1.6%	47.6%	0.2%	6.4%	42.6%	1.5%	23.5%	17.1%	4.2%
SS/HS (n=7,956 race, n=7,794 other)	1.6%	50.3%	0.3%	5.7%	40.3%	1.8%	24.3%	27.7%	2.8%
WCPSS	4.0%	26.3%	0.3%	5.1%	62.3%	2.0%	14.0%	21.0%	3.5%

The number of NovaNET ports provided annually in WCPSS since the grant began were:

- 1999-2000 – 144 ports
- 2000-01 – 251 ports
- 2001-02 – 299 ports
- 2002-03 – 384 ports.

SS/HS funded most of the ports provided in 1999-2000, but over the course of the grant, local funding increased. In the 2003-04 school year, full local funding is provided by WCPSS for 200 ports.

Over the course of the grant, 3,659 students participated in NovaNET during the school day, including summer school. The majority of courses that NovaNET students attempted in years of full implementation were completed successfully, as shown in Figure 39. Pass rates were higher the second and third year than the first, by about 10 percentage points.

Figure 39
NovaNET Courses Successfully Completed by School Year

School Year	Number of Students	Number of Courses with Final Grade Available	Percent of Courses Successfully Completed
2000-01	1,213	1,491	73.9%
2001-02	1,244	1,384	83.2%
2002-03	1,271	1,336	82.8%

Over the three years of full implementation, students participating in NovaNET have improved their GPA, on average. In fact, the amount of increase has increased slightly from year to year (see Figure 40).

Figure 40
NovaNET Students' GPA Increase by Year

	Pre	Post
◆ 2000-01 (n=553)	1.53	1.68
■ 2001-02 (n=742)	1.51	1.71
▲ 2002-03 (n=716)	1.56	1.79
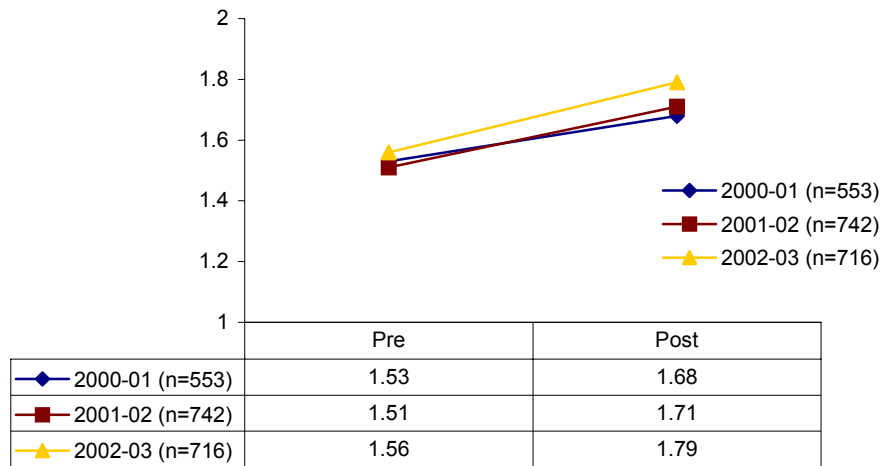
*Only students with both pre and post GPA data are included.

Sustainability

The success of NovaNET in the school system has resulted in local funding for the program, even with local economic constraints. Although the number of ports available will be decreased due to the end of the grant, NovaNET has strong support within the school system, and will continue without SS/HS funding.

APPENDIX A

Relationship of Elements, Goals, and Strategies

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

APPENDIX B

Record of Purchases for Central Office Departments
Other than Computers and Accessories
1999-2003

Item	Quantity	Description	Location
Digital Cameras	1	Olympus D-340R w Accessories	Student Services
Vehicle	1	2000 Crown Victoria	Security
Radio	6	Motorola Model III	Security
Monitor	65	20 inch Samsung (elementary schools)	Security
Color Multiplexer	11	ATV 16 Channel	Security
Time-Lapse Recorder VCR	75	Toshiba	Security
Color Camera	77	JVC	Security
Color Camera	158	Color Dome 4MM	Security
Camera Housing	77	Lens/Housing/Mount	Security
Monitor	10	27 inch/Warren	Security
Monitor Mount	75	27 inch.20 inch Mounts (elementary and middle schools)	Security
Digital Camera	1	Sony w/Accessories	Security
Digital Camera	5	Sony w/Accessories	Social Studies (Cary High School)
Video Projector	1	Sharp Data Video Projector	Related Services
Copier	1	Minolta Digital Document Delivery System	Student Services
Projector	4	Projector and Smart Board w/Accessories	Social Studies (Cary High School)
Color Camera	115	Color Cameras w/Accessories (middle schools)	Security
Time-Lapse Recorder VCR	11	Toshiba	Security
Color Multiplexer	11	ATV 16 Channel	Security
Television with VCR	1	Panasonic	Student Services
Power Point Projector	1	Proxima Ultralight LXI	Guidance
Color Camera	10	Ex Color Cameras	Security

Record of Purchases for Central Office Departments
Computers and Accessories
1999-2003

Item	Quantity	Description	Location
Printer	1	HP Laser Jet	Student Services
Printer	1	Desk Jet	Student Services
Printer	1	Desk Jet	Project Enlightenment
Printer	2	Desk Jet	Project Enlightenment
Computer	1	Laptop	Evaluation and Research
Printer	1	HP Laser Jet	Evaluation and Research
Computer	1	PC w/Monitor	Evaluation and Research
Computer	1	PC w/ Monitor	Evaluation and Research
Printer	1	HP w/ Black and Color Cartridge	Evaluation and Research
Computer	1	Laptop w/ Accessories	Student Services
Computer	1	PC w/Monitor	Technology
Computer	7	Laptop w/Accessories/	Security
Computer	3	PC Monitor	Student Services
Scanner	1	ReMark	Evaluation and Research
Computer	3	Laptop w/Accessories	Project Enlightenment
Scanner	1	LexMark	Evaluation and Research
Printer	1	DeskJet (11 by 17)	Evaluation and Research

APPENDIX C

Record of Purchases for Community Sites
Computers and Accessories

1999-2003

Item	Quantity	Description	Location
Printer	1	Desk Jet	ReEntry
Computer	2	PC w/Monitor	Wake County Human Services
Computer	1	Laptop w/Accessories	ReEntry
Printer	1	Desk Jet	ReEntry
Printer	1	Desk Jet	Communities in Schools
Printer	1	Desk Jet	3 C Program
Printer	2	Desk Jet	Wake County Human Services
Printer	9	Desk Jet	Wake County Human Services
Computer	1	PC w/Monitor	3 C Program
Computer	1	PC w/Monitor	ReEntry
Computer	1	PC w Monitor	ReEntry
Computer	1	PC w/Monitor	3 C Program
Computer	8	PC w/Monitor	Wake County Human Services
Computer	1	Laptop	ReEntry

APPENDIX D

Record of Purchases for NovaNET Programs at School Sites

Computers and Accessories

1999-2003

Item	Quantity	Description	Location
Computer	129	PC w/Monitors	11 High Schools
Computer	46	PC w/Monitors	3 High Schools
Printer	4	Desk Jet	3 High Schools
Printer	11	Desk Jet	11 High Schools
Printer	5	Desk Jet	Longview School
Printer	1	Laser	1 High Schools
Printer	16	Desk Jet	4 High Schools
Computer	10	PC w/Monitors	1 High Schools
Computer	40	PC w/Monitors	4 High Schools

Record of Purchases for non-NovaNET School Sites

Computers and Accessories

1999-2003

Item	Quantity	Description	Location
Computer	1	Laptop w/Accessories	Fuquay High School/Social Studies
Computer	14	PC w/Monitors	Fuquay High School/Social Studies
Printer	2	Desk Jet	Fuquay High School
Printer	1	Laser Jet	Fuquay High School/Social Studies
Fax Machine	1	Copy Scan Fox	Fuquay High School/Social Studies
Computer	1	PC w/Monitor	Security Investigator based at Green Elementary
Printer	1	Desk Jet	Security Investigator based at Green Elementary
Computer	4	Laptop w/Accessories	Cary High/Social Studies

APPENDIX E

Methods Section

Evaluation Plan

The Evaluation Plan is included in the Supplemental Materials. The plan was developed by the WCPSS Evaluation and Research department (E&R) in accordance with the original grant proposal. The plan included county-wide outcomes, as well as process and outcome data for each strategy. The evaluation for each strategy was based on a collaboration between the SS/HS evaluator and program contacts.

The Evaluation Plan was adjusted when some evaluation strategies were found to be unfeasible. These changes were approved by the Federal SS/HS office.

Data Collection

Data for countywide outcomes were collected from a variety of sources. The WCPSS Office of Student Due Process provided suspension data, the NC Department of Public Instruction provided school crime and violence data, and the NC State Bureau of Investigation provided arrest data.

The SS/HS evaluator developed data collection forms. These forms assisted program coordinators in reporting information about the students participating in specific strategies, as well as how they were being served (if applicable). These forms were used to collect data for:

- FAST,
- Mentors,
- Teen Court,
- CATeam,
- Substance Abuse Services (Children of Substance Abusers groups (COSA)),
- Parents as Teachers (PAT),
- Non-School Hours Programming (Life Skills curricula),
- SAVE clubs and the Youth Advisory Council, and
- NovaNET.

Pre- and post-test surveys measuring outcomes were developed by the SS/HS evaluator for:

- COSA groups,
- Second Step curricula (Preschool and Elementary),
- GRAV curriculum,
- Civic Responsibility, and
- Life Skills curriculum.

A half time coordinator of Second Step and GRAV was hired to handle administrative aspects of these curricula, including collecting training and implementation data, and coordinating survey administration.

The Life Skills and COSA surveys were administered by the existing program staff.

Other data collection methods varied by strategy. The SS/HS evaluator worked with each program contact to standardize the method for collecting information required by the Evaluation Plan.

- Information about JCPC activity and training was collected through meeting minutes, attendance data, and post-training surveys.

- Data on Facilities Security and the WAVELine hotline were provided by the WCPSS Security Department.

- The national FAST organization provided evaluations, as it was part implementing their model.

- Communities in Schools provided information about the mentors and mentor training, in addition to the student data.

- Teen Court provided information about offenders and student volunteers, as well as court dates.

- The CATeam collected surveys from the student referral source, to provide feedback about the perceived effectiveness of their services and collaboration with that staff person.

- The CATeam and SBSAS staff provided information on presentations and other trainings that they provided to school staff, community organizations, and students.

- PAT staff provided results of scales given to the children and their families, including the Ages and Stages scale.

- The 3-C Institute provided their own independent evaluation of the 3-C program.

- Information about Civic Responsibility was provided by the WCPSS Social Studies Department.

- NovaNET coordinators at each school provided information about the courses that students took using NovaNET and their course grade. In addition, they provided information about why the student was referred to NovaNET.

Outcome data including GPA, End of Grade test scores, and suspensions, as well as demographic information, were obtained from Wake County district-wide databases.