

**FAMILY AND CHILDREN FIRST
COUNCIL
CHILDREN FIRST PROGRAM
EVALUATION**

2008-09 SCHOOL YEAR

Children First Program Evaluation

08-09 school year

- The Children First Program provides “full service” schools that promote school achievement, positive youth development and family involvement.
- The CFP has been operating for 13 years
- CFP currently operates in ten schools in three Hamilton County school districts.
 - Cincinnati Public School District (5)
 - Norwood School District (3)
 - Mt Healthy District (2)
- The Council employs seven full time Coordinators who are housed in the schools to oversee and coordinate these extensive school based programs.

Children First Program Evaluation

08-09 school year

- The overall purpose of Children First Plan is to improve four specific outcomes:
 - Priority 1: To decrease rates of truancy, suspension, and expulsion.
 - Priority 2: To decrease rates of drop out.
 - Priority 3: To decrease rates of abuse and neglect.
 - Priority 4: To increase school connectedness.

School Demographics

District	School	Grades	Average daily enrollment	% Economically disadvantaged students	% of Students with IEP/Disabilities	School Academic Status at end of 2008-09
Cincinnati Public Schools	Aiken University High School	9 th -12 th	390	66.80%	26.40%	Academic Watch
	Aiken College and Career High School	9 th -12 th	478	69.90%	36.40%	Continuous Improvement
	Midway Elementary School	PK-8 th	603	81.70%	21.80%	Academic Watch
	Quebec Heights	PK-8 th	326	92.90%	23.20%	Academic Emergency
	Rees E. Price	PK-8 th	734	95.30%	22.40%	Academic Emergency
	Rothenberg Preparatory Academy	PK-8 th	331	95.80%	26.00%	Academic Emergency
Mt. Healthy City Schools	Frost Elementary School	K-6 th	292	89.70%	23.50%	Academic Watch
	Greener Elementary School	K-6 th	289	82.70%	22.40%	Continuous Improvement
Norwood City Schools	Allison Street Elementary School	K-6 th	257	75.70%	15.60%	Continuous Improvement
	Norwood Middle School	7 th -8 th	319	54.40%	14.90%	Continuous Improvement
	Sharpsburg Elementary School	K-6 th	307	61.50%	9.30%	Effective

Children First Program Evaluation

08-09 school year

Numbers Served

- Each contracted provider agency tracks the number of child and parent program participants served each month via sign-in sheets at all Children First Program activities.
- Total number of student contacts (service utilization/duplicated) across all schools in school year 2008-2009 was Unduplicated: 13,853 and Duplicated: 30,912.
- The unduplicated count excludes all children who are listed on the sign-in/attendance sheet more than one time for the month of service. This means if they receive services more than once for the month, for example 12 times in one month, then the duplicated count would be 12 but the unduplicated count would be 1.
- These totals do not include students or parents who attended school assemblies, fairs, and other school-wide or grade-wide activities.

Children First Program Evaluation

08-09 school year

FCF Coordinator

FCFC Coordinator role includes:

- Recruiting expert providers
- Ensuring that providers deliver effective, efficient services in a school-based setting
- Ensuring that services achieve maximum effectiveness and efficiency
- Ensuring that the Children First Program (CFP) embodies the Council's mission of streamlining and coordinating services for children and families.

Children First Program Evaluation

08-09 school year

Contracted Provider Agencies

- Ballroom Dancing by Bud Waters
- Cancer Family Care/Treehouse Children's Services
- Center for Peace Education
- Family Service
- Hamilton County Education Service Center
- Jewish Family Services
- Live It Like You Mean It
- Maureen Donnelly
- New Image
- Nutrition Council
- Positive Approach, LLC
- PregnancyCare of Cincinnati
- Sarah Center
- Sparked
- SUMA
- Talbert House
- The Children's Home of Cincinnati
- Time II Advocate for Children and Families

CFP Evaluation 2008-09 school year

Core programs at most schools

Core Programs at Most Schools

<ul style="list-style-type: none"> • Abstinence Programs 	<ul style="list-style-type: none"> • Newsletters
<ul style="list-style-type: none"> • After School programming 	<ul style="list-style-type: none"> • Nutrition Programs
<ul style="list-style-type: none"> • Alcoholism/Substance Use Programs and Prevention Programming 	<ul style="list-style-type: none"> • Open House (new student/parent orientation, open house for new school year, open house with service providers)
<ul style="list-style-type: none"> • Anger Management Groups 	<ul style="list-style-type: none"> • Parent Programs (moms/dads celebrations, parent educational seminars, parent volunteer opportunities)
<ul style="list-style-type: none"> • Alternative-to-Suspension Programs 	<ul style="list-style-type: none"> • Peer Mediation Programs
<ul style="list-style-type: none"> • Attendance Programs 	<ul style="list-style-type: none"> • Student Recognition Programs
<ul style="list-style-type: none"> • Ballroom Dancing 	<ul style="list-style-type: none"> • School Staff Training Programs and Consultation
<ul style="list-style-type: none"> • Bereavement Group/Grief Counseling (group and individual counseling) 	<ul style="list-style-type: none"> • Social Skills Groups
<ul style="list-style-type: none"> • Community Engagement Activities 	<ul style="list-style-type: none"> • Student Team Building
<ul style="list-style-type: none"> • Family Fun nights 	<ul style="list-style-type: none"> • Summer Programming
<ul style="list-style-type: none"> • Family Resource/Parent Centers 	<ul style="list-style-type: none"> • Transition Programs (e.g., middle school transition programs)
<ul style="list-style-type: none"> • Health Services (nurse and/or nurse practitioner) 	<ul style="list-style-type: none"> • Triaging/referrals to community providers
<ul style="list-style-type: none"> • Leadership Development Activities 	<ul style="list-style-type: none"> • Tutoring Programs
<ul style="list-style-type: none"> • Mental Health Services (assessment, treatment, referral, consultations) 	<ul style="list-style-type: none"> • Violence Prevention and Conflict Resolution Groups

Unique Programs 2008-09

Aiken

Aiken

- *Artist in Reflection Annual Project*
- *Awards Breakfasts*
- *Keep Your Power Groups*
- *Mayerson Foundation High School Leadership Network*
- *New Student Orientation*
- *Raising Great Kids*
- *Shakiri Village*
- *Shanty Town*
- *Su Casa Hispanic Festival*
- *Summer Bridge Program*
- *Walking Club*
- *Winners Walk Tall*

Unique Programs 2008-09

Midway

Midway

- *Building Character*
- *Home-School Connection*
- *No Name-Calling Week*
- *Mr. Emotions & Friends*
- *Parent Engagement Program*
- *Peace Team*
- *Positive Self-Development Program*
- *Teacher Strengths & Values group*
- *Second Step*
- *Nutrition Carnival*

Unique Programs 2008-09

Mt. Healthy

Mt. Healthy Schools

- *Conflict Resolution Groups*
- *Fall Festival*
- *Girls Solving Conflict Group*
- *Kids Connection*
- *Lunch Time Friendship Program*
- *Life Skills Training Program*
- *Mr. Emotions Program*
- *Muffins with Moms; Donuts with Dads*
- *Parent Resource Center*
- *Record-a-Song*
- *Second Step*
- *Shoot for the Moon Parent Participation*
- *Transition Team Building Program*

Unique Programs 2008-09

Norwood

Norwood

- *Back to School Clothing Vouchers*
- *Dads Club*
- *Donuts with Dad*
- *Date with Dads*
- *Drug and Alcohol Assessment*
- *Hot tickets: Perfect Attendance Program*
- *“Mr. Emotion” program*
- *Nutrition Workshops and Presentations*
- *Parent Pride Celebration*
- *Project Alert*
- *Transition Camp (for students transitioning from elementary to middle school)*

Unique Programs 2008-09

Quebec Heights

Quebec Heights

- *Attendance Case Manager*
- *CYC Multi-Cultural Book Club*
- *Family Peer Support*
- *Fat Tuesday for Fathers*
- *Interdisciplinary Team*
- *Kid's Connection*
- *Parent Coordinator and BRIDGES Family Center*
- *Parent Seminars*
- *Portable 100 (hardbacks) multi-cultural library*
- *Power Pack Distribution*
- *Price Hill Back To School Fair*
- *Reading is Fundamental (RIF)*
- *Too Young Too Be High*
- *Second Step*
- *Attendance Case Manager*
- *Y after-school "Celebrating You, Celebrating Me" drama, dance, music and visual art from around the world*
- *Young Men and Young Ladies after-school leadership clubs*
- *Winners Walk Tall*

Unique Programs 2008-09

Rees E. Price

Rees E. Price

- *African Drum and Dance*
- *Assertive Responsible Teen Program*
- *Boys and Girls Book Clubs*
- *Creative Response to Conflict*
- *Delinquency Prevention Programs*
- *Focus Abstinence*
- *Hamilton County Truancy Program/Court*
- *Literacy through Photography*
- *Mr. Emotions*
- *Second Step*
- *Sixth Grade Leadership Program*
- *Summer Camp Arts and Social Skills Program*

Unique Programs 2008-09

Rothenberg

Rothenberg

- *African American Culture Fest*
- *Caught Being Good*
- *Career Fair*
- *CincyAfterschool Multicultural Arts Program*
- *Creative Response to Conflict*
- *Guess Who's Coming to Lunch?*
- *Jewelry Making Training for Parents (Jewelry is sold in stores)*
- *Literacy through Photography*
- *Parent Book Club*
- *Parent Support Group*
- *Parenting Skills Workshops*
- *Parent Wellness Workshops*
- *Reading is Fundamental [RIF]*

Children First Program Evaluation

08-09 school year

Provider Outcomes

- Each agency providing contracted services is required to submit program proposals prior to the academic year.
- Proposals included the project description, priority focus, proposed outcomes, measures and targets, and the anticipated number of participants to be served.
- Outcome reports are required at end of the school year and include actual outcomes as compared with proposed outcomes and the number of students served.
- Overall, outcome reports were very positive with vast majority of agencies meeting or exceeding target goals.

Children First Program Evaluation
08-09 school year
Disciplinary Data

**Number of Behavioral Incidents by Schools and the
Percent of Students in the School with Behavioral
Incidents*****

- “A “Behavioral Incident” is generally defined by school districts as an incident requiring serious disciplinary action such as a referral to Alternative to Suspension/Expulsion Program, Out of School Suspension/Expulsion, or an In School Suspension.
- Information and data analysis provided by Innovations, Children’s Hospital Medical Center

Children First Program Evaluation

08-09 school year

Disciplinary Data

	School	Number of Incidents	% of Total Students
CPS	Aiken ¹	33	28.00%
	Midway ²	27	22.90%
	Quebec Heights ³	26	22.00%
	Rees E Price ⁴	32	27.10%
	Rothenberg ⁵	0	0%
	Total	118	---
Mt Healthy	Frost	11	37.90%
	Greener	8	13.50%
	Total	19	---
Norwood	Allison	3	25%
	Norwood Middle	28	58.30%
	Sharpsburg	9	22%
	Total	40	---

Children First Program Evaluation

08-09 school year

Disciplinary Data

* Note that students may be referred for FCFC services based on disciplinary incidents or other risk factors

- 1. Aiken College & Career High School has 478 students and 338 behavioral incidences
- 2. Midway Elementary school has 600 students and 447 behavioral incidences
- 3. Quebec Heights Elementary has 378 Students and 447 behavioral incidences
- 4. Rees E Price has 111 students and 118 behavioral incidences
- 5. Rothenberg Preparatory Academy has 262 students and 118 behavioral incidences; The students served by FCFC did not have any reported behavioral incidents according to the CPS database

Children First Program Evaluation

08-09 school year

Academic Achievement Data

Summary of Student Reading and Math Data Trends in Grades from Quarter 1 to Quarter 4							
District	School	Reading Grades			Math Grades		
		<i>Increased</i>	<i>No Change</i>	<i>Decreased</i>	<i>Increased</i>	<i>No Change</i>	<i>Decreased</i>
CPS*	Aiken (N=46)	27.1% (13)	41.7% (20)	31.3% (15)	4.3% (2)	45.7% (21)	50% (23)
	Midway (N=40)	28.9% (13)	46.7% (21)	24.4% (11)	42.5% (17)	32.5% (13)	25% (10)
	Quebec Heights (N=46)	42% (21)	38% (19)	20% (10)	30.4% (14)	41.3% (19)	28.3% (13)
	Rees E Price (N=29)	35% (14)	30% (12)	35% (14)	62.1% (18)	17.2% (5)	20.7% (6)
	Rothenberg (N=36)	0% (0)	78% (32)	22% (9)	25% (9)	44.4% (16)	30.6% (11)
	Average Across Students	26.3% (59)	46.4% (104)	26.3% (59)	30.5% (60)	37.6% (74)	32% (63)

Children First Program Evaluation

08-09 school year

Academic Achievement Data

Summary of Student Reading and Math Data Trends in Grades from Quarter 1 to Quarter 4						
School		Reading Grades			Math Grades	
	<i>Increased</i>	<i>No Change</i>	<i>Decreased</i>	<i>Increased</i>	<i>No Change</i>	<i>Decreased</i>
Allison (N=4)	50.0% (2)	50.0% (2)	0% (0)	25.0% (1)	50% (2)	25% (1)
Norwood Middle (N=44)	56.8% (25)	18.2% (8)	25% (11)	25.7% (9)	42.9% (15)	31.4% (11)
Sharpsburg (N=27)	33.3% (9)	55.6% (15)	11% (3)	16% (4)	72% (18)	12% (3)
Average Across Students	48% (36)	33.3% (25)	18.7% (14)	21.9% (14)	54.7% (35)	23.4% (15)
Frost (N=29)	13.8% (4)	48.3% (14)	37.9% (11)	20.7% (6)	48.3% (14)	31% (9)
Greener (N=53)	9.4% (5)	45.3% (24)	31.4% (24)	28.3% (15)	41.5% (22)	30.2% (16)
Average Across Students	9.1% (9)	46.3% (38)	42.7% (35)	25.6% (21)	43.9% (36)	30.5% (25)

Children First Program Evaluation

08-09 school year

Disciplinary and Academic Data

- Discipline and Grades Data are reported descriptively for students served. Data and trends are difficult to interpret independent of other contextual information about the students.
- The data likely confirms that FCFC serves a high risk population that is likely to have risk factors (disciplinary rates and grades) that differ than the normal school population.
- This may be due to the fact that students with behavioral and academic challenges may be more likely to be referred to FCFC programs and services in some schools.

Children First Program Evaluation

08-09 school year

Teacher Child Rating Scale

- TCRS is a nationally validated instrument that assesses student social and behavioral functioning
- The TCRS was completed by teachers on 291 students attending Children First Programs across all ten of the CFP schools.
- Teachers were asked to complete the surveys as they relate to the behaviors of their students prior to the implementation of intervention services (pre) and upon completion of the interventions (post).
- The TCRS consists of 32 items assessing strengths and limitations in a child's socio-emotional functioning that are likely to affect a child's behavior and ability to learn in the classroom.
- The TCRS rates 4 items: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability.

Children First Program Evaluation

08-09 school year

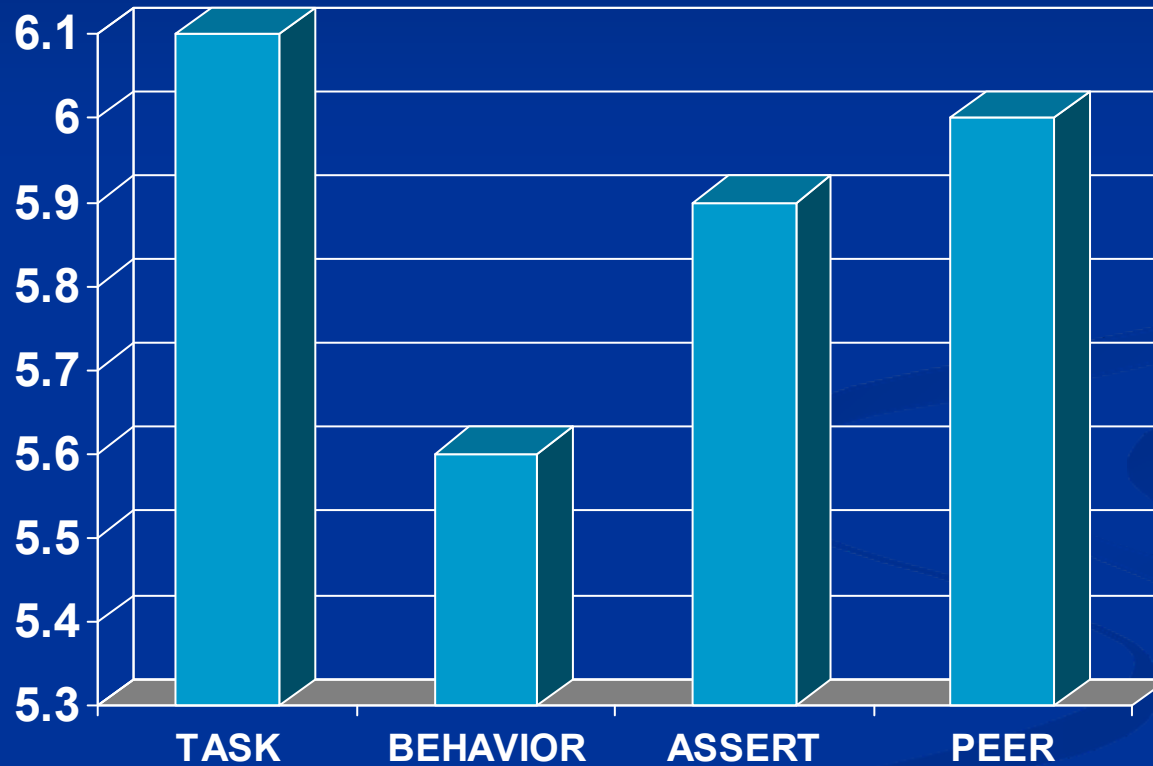
Teacher Child Rating Scale

- Across all CFP schools, pre/post changes were positive across all areas:
 - Task Orientation
 - Behavior Control
 - Assertiveness
 - Peer Sociability
- In 2008-09, all four areas showed statistically significant positive changes at $p < .001$.
- The following table summarizes TCRS results across all ten CFP schools.

Children First Program Evaluation

08-09 school year

TCRS Scores



Children First Program Evaluation

08-09 school year

Teacher Child Rating Scale

All Schools 2008-2009

Scale	Initial N=291	Final N=276	Change	Significant $p \leq .001$
Task Orientation	Mean = 23.01 SD=6.10	Mean = 29.03 SD=7.20	Mean = 6.10 SD=5.43	✓ $t^2 = 18.64$
Behavior Control	Mean = 24.31 SD=7.34	Mean = 29.87 SD=6.43	Mean = 5.65 SD=5.21	✓ $t^2 = 18.00$
Assertiveness	Mean = 25.08 SD=6.20	Mean = 30.76 SD=5.69	Mean = 5.93 SD=4.90	✓ $t^2 = 19.97$
Peer Sociability	Mean = 26.19 SD=7.37	Mean = 32.04 SD=6.52	Mean = 5.97 SD=5.55	✓ $t^2 = 17.84$

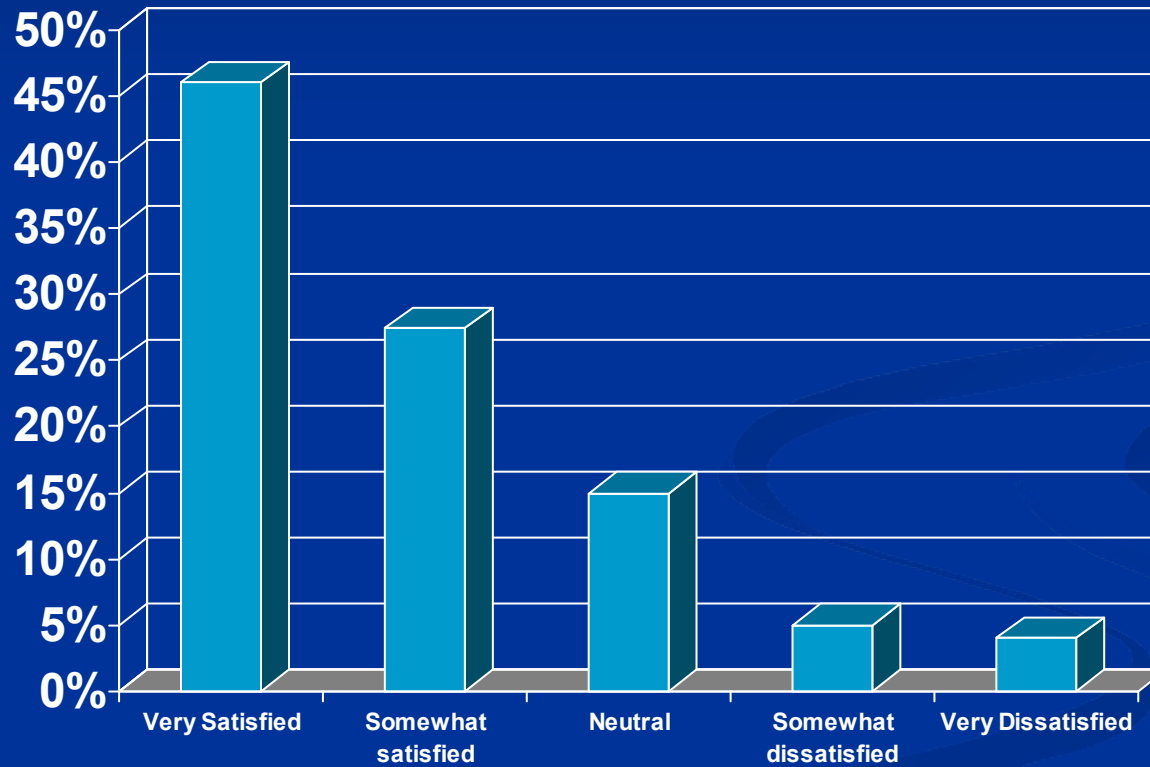
Children First Program Evaluation

08-09 school year

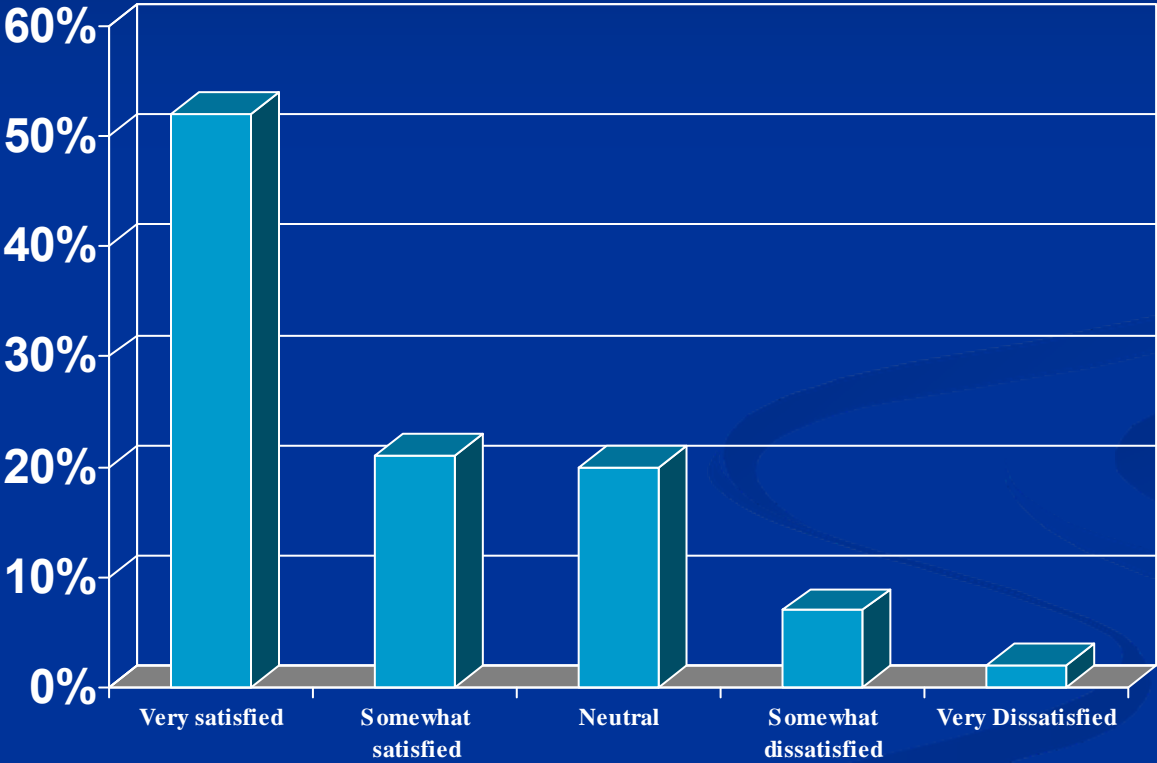
Teacher Survey

- Teachers in all CFP schools were asked to complete a teacher survey on which they were to rate their level of satisfaction with a variety of facets of the CFP.
- 173 teachers and staff members from 9 schools (48% of all staff) responded to the survey
- A 5-point Likert Scale that ranged from “Very Satisfied” to “Very Dissatisfied” or “Strongly Agree” to “Strongly Disagree” was utilized. Several questions also required a “Yes” or “No” response.

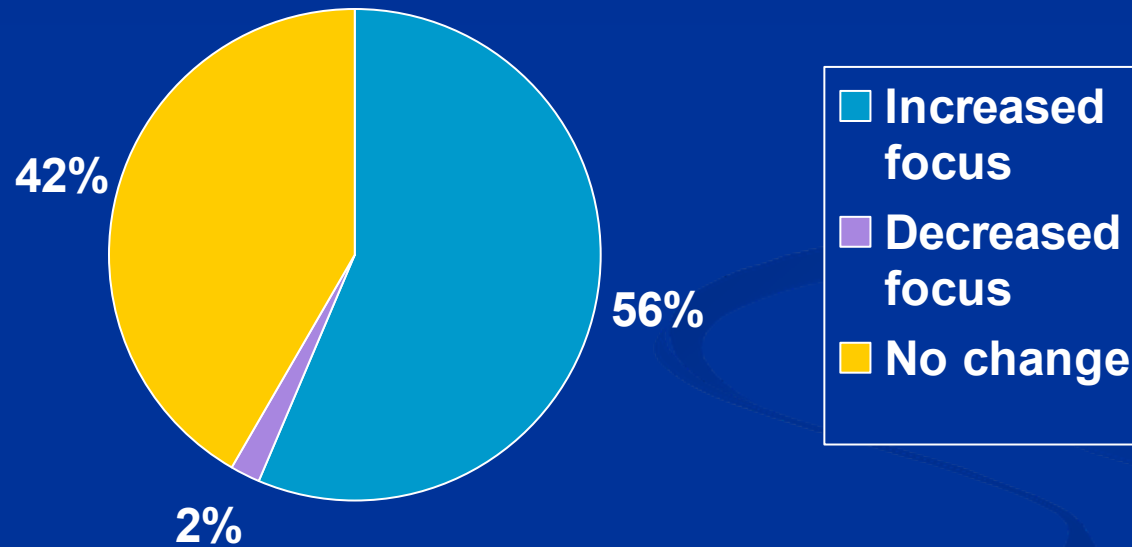
How satisfied are you with the CFP?



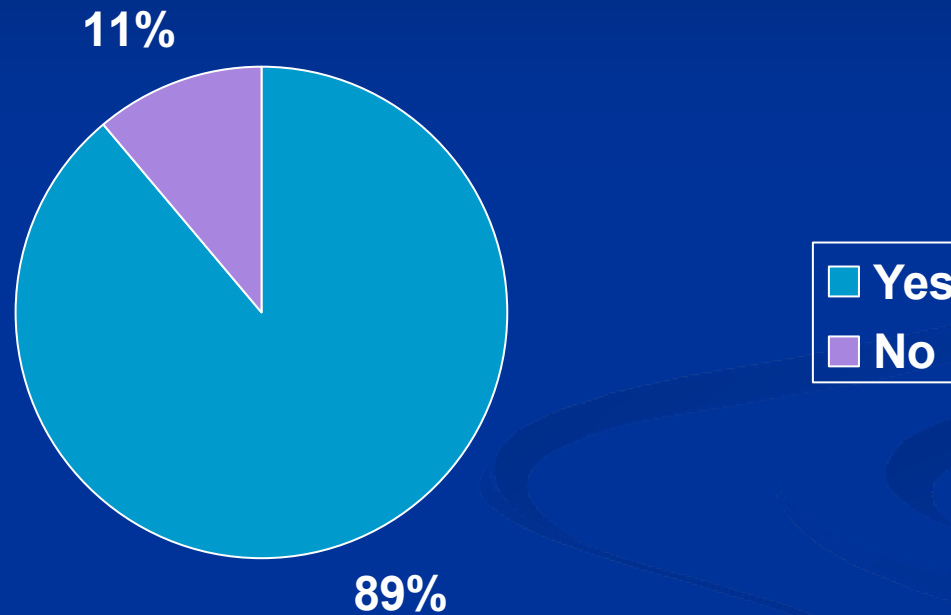
How satisfied are you with the performance of the Coordinator?



Has the CFP changed the focus on prevention in your school?



Would you recommend implementing the CFP in other schools?



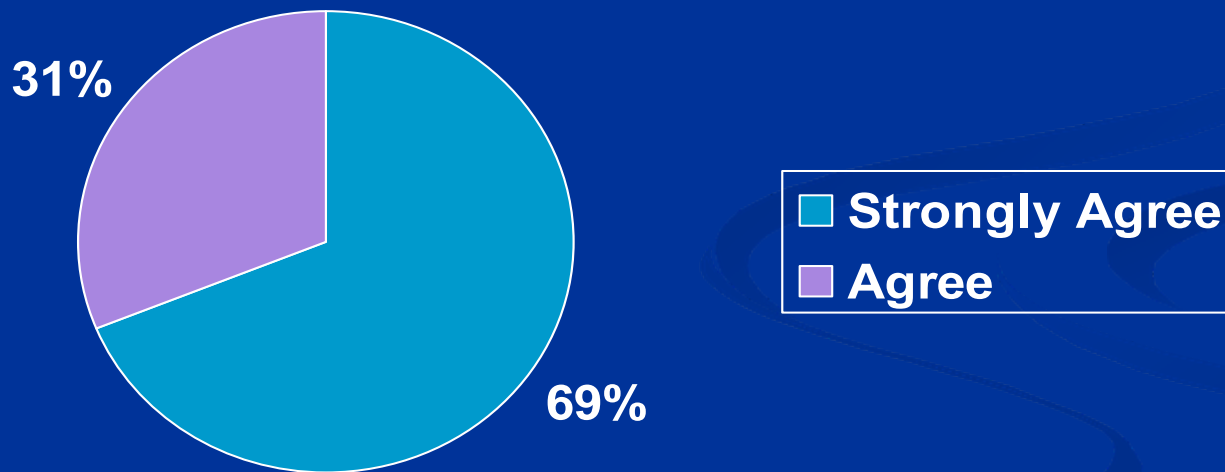
Children First Program Evaluation

08-09 school year

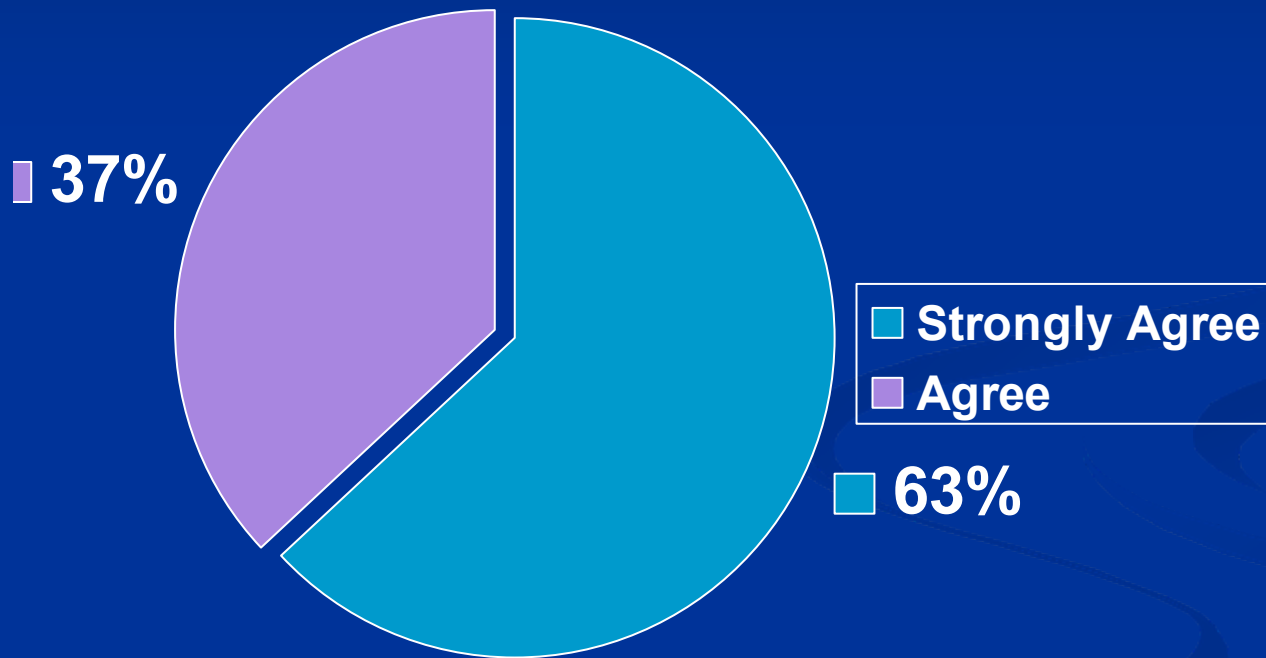
Principal Survey

- The principals of the 10 CFP schools were also surveyed regarding their impressions of the effectiveness of the CFP in a variety of areas.
- Nine principals responded
- They were given choices on a scale of 1 to 5, ranging from very satisfied to very dissatisfied
- The following are their responses to some of the questions regarding the effectiveness of the Children First Program

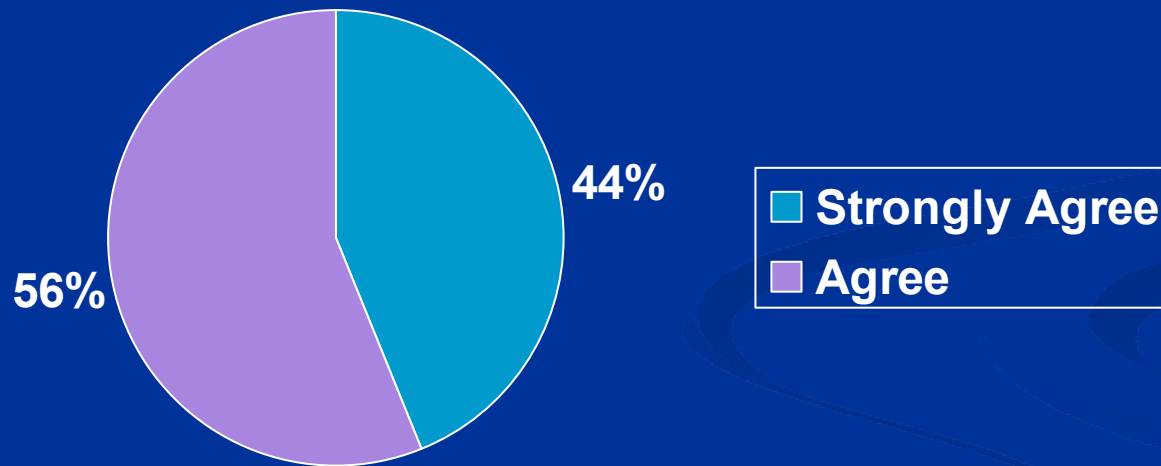
The CFP supports my school's learning and achievement outcomes



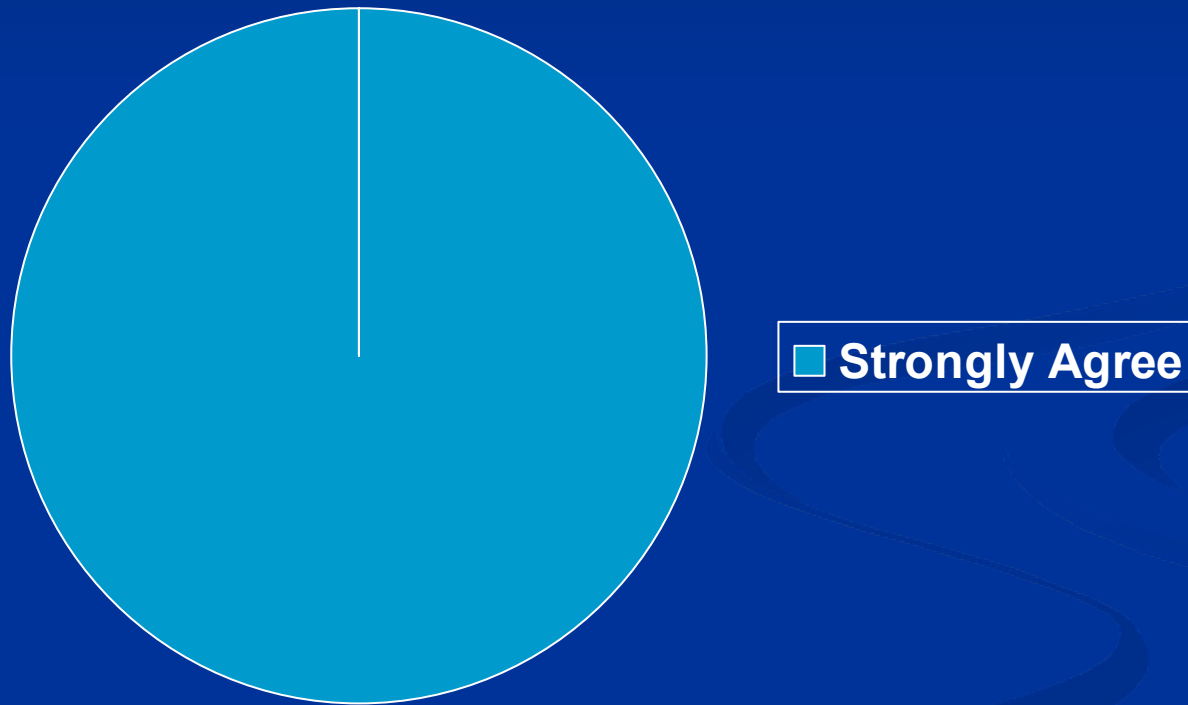
The FCF Coordinator does a good job of coordinating resources at my school



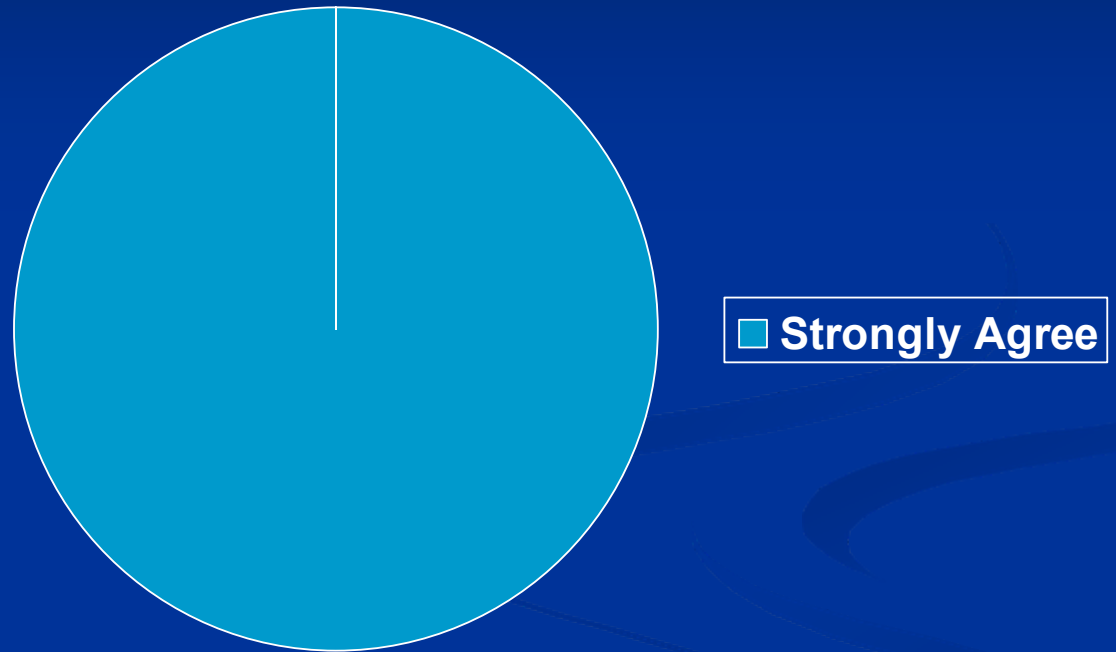
The CFP has increased focus on prevention at my school



Overall I am very satisfied with the CFP



Would you recommend implementing the CFP in other schools?



Children First Program Evaluation

08-09 school year

Goals for 2009-10 School Year

- Implement suggestions/ideas to increase family engagement given through the technical assistance offered from the Family Friendly School Certifications Committee. We are considering offering this process to other schools in the community.
- Explore new collaborations and new partnerships to extend and enhance services in our schools.
- Work to involve the community in more active ways. Examples of this active participation would be tutoring, mentoring and technical assistance given by community members to assist the students and staff in our schools.
- Continue emphasizing to teachers and school staff the importance of early intervention and prevention services. Align our programming with academic benchmarks and with the Tiers of Intervention are two strategies to accomplish this goal.
- Develop a marketing campaign and strategies to promote parental/family investment in the educational life of their children. Distribute information to parents illustrating the benefits of parent involvement in the school life of their children.

Children First Program Evaluation

08-09 school year

Evaluation Summary

TCRS, Teacher Survey, and Principal Feedback Data

- The aggregate of data from teacher and principal sources support that the CFP is seen as a valuable and effective resource in supporting student's needs.
- Teachers across all schools rated students as having improved significantly on all four areas (task orientation, behavioral control, peer sociability, and assertiveness) as measured by the TCRS ($p < .001$).
- Significant trends on the TCRS have been consistent over time and across schools, and trends have been more dramatic this year compared to last year.
- Teachers rated program services high in satisfaction and principal feedback indicated the CFP programs were seen by principals as an invaluable resource for students, families and teachers.

Children First Program Evaluation

08-09 school year

Evaluation Summary

Program Specific Outcome Data

- Program outcome data indicated that programs generally met and/or exceeded the proposed program goals that were consistent with the FCFC priorities.
- More than 13,853 student contacts were made across the ten funded CFP schools in 2008-09.

Children First Program Evaluation

08-09 school year

Evaluation Summary

- The Children First Program provides effective resource coordination among schools and agencies.
- Specifically, the program targets short term goals of improving positive child behavior and student connection and bonding to school, and long term goals of reducing drop out rates and abuse and neglect.
- Student, teacher, and principal data support that the short term goals of the program were met and that resources were well-coordinated and effective.

Children First Program Evaluation

08-09 school year

Evaluation Summary

- Qualitative data demonstrates enthusiasm for the program among teachers and principals, and evidence that FCFC provides high quality programs and services to students, families, and schools

CFP Evaluation Summary

- In 2007-2008 a data tracking system was established to assess longer-term goals over time (e.g., reduction in drop out rates). As of 2009, the data collection and analysis system, however, still needs refinement.
- Parent involvement continued to be a priority. Coordinators utilized the tools and instruments developed by the FCF Family Engagement Committee to increase parent engagement.
- Continued work on both family engagement and teacher communication will continue in the upcoming year.

Children First Program Evaluation

08-09 school year

- We are now contracting with CPS, Mt. Healthy and Norwood for provision of FCF Coordinators, which is a testimony to how highly the districts think of the CFP.
- The 2009-10 school year will be a time to re-define our relationships with the schools and to determine how we can use our experience and expertise to offer assistance to districts with the various requirements of the Governor's Education Reform Bill regarding family and community engagement.

FCF Coordinators

2008-09 school year

- ☆ Bob Meyers, Quebec Heights
- ☆ Joan Pack-Rowe, Aiken
- ☆ Tricia Smith, Midway
- ☆ JoAnn Wheat, Mt. Healthy Schools
- ☆ Deb Robison, Norwood Schools
- ☆ De'Lisa Moore, Rees E. Price
- ☆ Helen O'Neal, Rothenberg