

**HAMILTON COUNTY
FAMILY AND CHILDREN FIRST COUNCIL**



Children First Program

Evaluation 2010-2011



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Executive Summary

2010-2011

Description of FCFC and the Children First Program

Legislation in the state of Ohio requires that each county in Ohio have a Family and Children First Council. The purpose of the Family and Children First Council is to coordinate and streamline services to children and families so that they can improve outcomes for those populations.

The Hamilton County Family and Children First Council (FCFC) has been in existence for over 18 years. The Council works to promote collaboration and coordination of services among its more than 50 agency members. The Council engages in a number of initiatives towards that end. One of the initiatives that most embodies the spirit of collaboration, coordination and working collectively as a community on the same goals is the Children First Program.

The Children First Program is a school based program that houses FCF Coordinators in selected schools. Children First Programs (CFP) support “full service” schools that promote school achievement, positive youth development and family involvement. In the CFP, FCF places a full time coordinator in selected schools. It is the coordinator’s responsibility to work with school constituents and stake holders to determine and prioritize their needs, to design, recruit and monitor programs to meet those needs and to coordinate all resources that are brought into the building.

Coordinators recruit and monitor providers to meet the needs of the school. Providers are selected on the basis of their ability to provide cost-effective quality services, their ability to work effectively within a school, their ability to work as part of a team of providers at that school, their demonstrated ability to achieve positive outcomes and their ability to be creative and responsive in designing services.

Services in each school are selected according to school needs and program foci may change each year depending on student needs and effectiveness data. Programs are aimed at addressing one or more of the following Children First Program Priorities:

- 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

Collaboration with Districts, Schools & Agencies

The hallmark of the FCFC Children First Program is that the FCF Coordinator works to create broad collaboration and coordination across a number of agencies, each offering unique services and expertise in selected schools across three school districts (Cincinnati Public Schools, Norwood, and Mt. Healthy). The Children First Program is housed in schools with high rates of students with disabilities and high percentages of students receiving free and reduced lunch (eligibility is determined by a family income that is 150% of poverty or lower) so that services

are targeted to those youth most likely to be in need of supplemental services. The overall aim of the services is to help students be more ready to learn, thus reducing barriers to learning. Provider agencies are recruited and sometimes contracted with through FCF; providers are monitored by FCF coordinators to assure that they supply appropriate services and programs. Providers track the number of child and parent program participants served each month via sign-in sheets at all Children First Program activities. Providers meet on a regular basis with each other in team meetings led by the coordinator to facilitate teamwork and collaboration among the providers and collaboration and communication with the teaching staff.

Program/Data Highlights in Brief

Program-specific outcomes for provider agencies in individual schools are summarized in the full report; however, two measures were administered across all schools and programs: the Teacher-Child Rating Survey and the Teacher Feedback Survey. The highlights of the results for these measures are summarized here.

Teacher-Child Rating Survey (TCRS)

The Teacher-Child Rating Scale, a nationally validated instrument that assesses student social and behavioral functioning, was completed by teachers on 303 students attending Children First Programs across the nine 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 is summarized to provide pre-post changes on four empirically derived scales: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. Across all CFP schools, pre/post changes were positive and statistically significant across all areas: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability (all of which showed significant positive changes at $p < .001$). These trends are notable and the table following summarizes TCRS results across the schools that completed the scale.

Adjustment Ratings by Teachers
Using the Teacher-Child Rating Scale

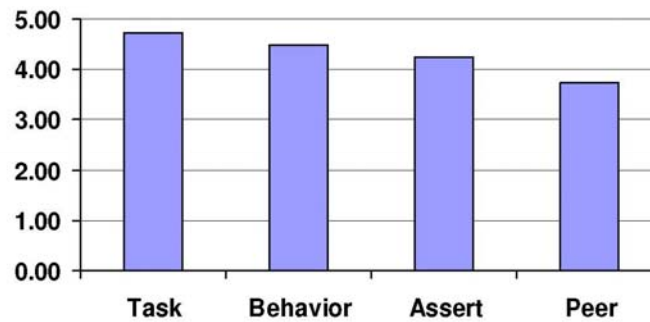
District Name: Family & Children First

2010 11



All Schools Combined

TCRS Change Scores



Scale name	Time	N	Mean	Std. Dev. ¹	t ²	p ³	Significant?
Task orientation	Initial	328	23.03	8.29			
	Final	328	27.91	8.15			
	Change	320	4.72	6.61	12.76	.001	Significant
Behavior control	Initial	328	23.98	7.63			
	Final	329	28.49	7.63			
	Change	321	4.48	6.06	13.23	.001	Significant
Assertiveness	Initial	327	26.92	5.86			
	Final	327	31.18	5.78			
	Change	318	4.25	5.14	14.74	.001	Significant
Peer sociability	Initial	328	26.46	7.04			
	Final	329	30.23	7.19			
	Change	321	3.73	5.56	12.03	.001	Significant

Note: Positive change-scores indicate improvement.

¹ The standard deviation is a measure of the dispersion of scores around the mean.

² The t-ratio is an expression of the magnitude of the change. Not shown if N < 10 (inadequate sample size).

³ The p-value is the probability (ranging from zero to one) that the results could have occurred by chance.

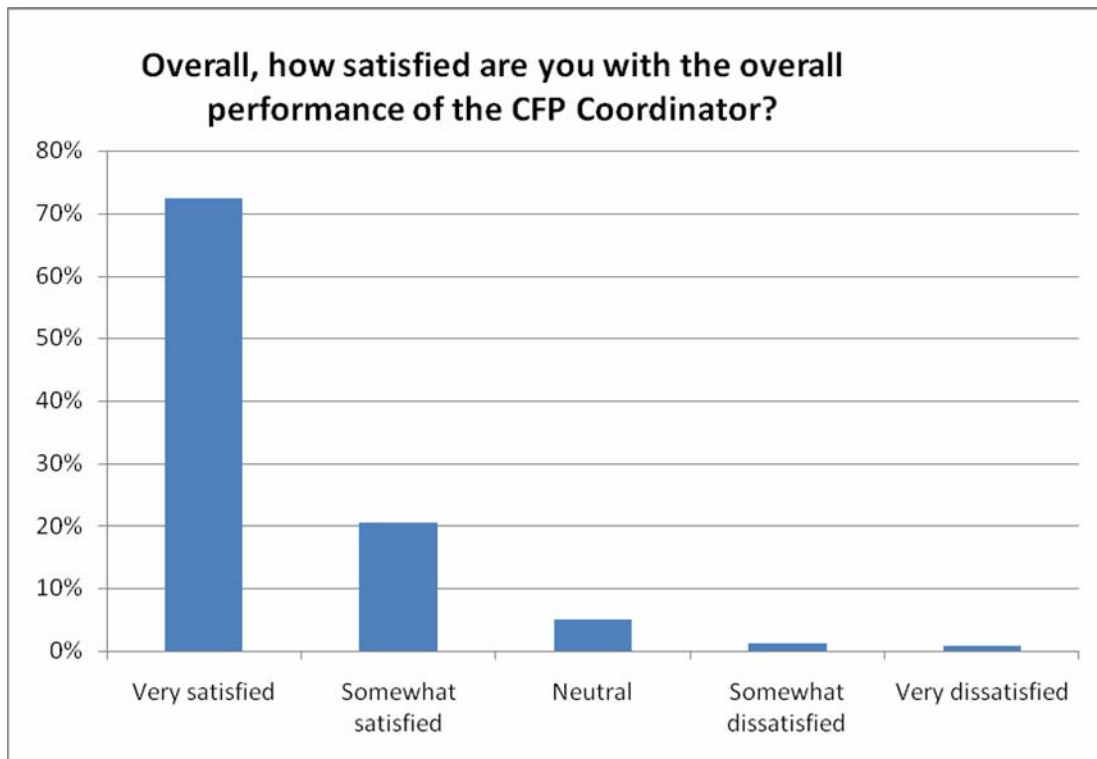
Results considered significant if: p ≤ .05 for N > 30, p ≤ .10 for N of 16 to 30, and p ≤ .20 for N of 10 to 15.

Teacher Survey

Teachers in all CFP schools were asked to complete a teacher survey on which they were prompted to rate their level of satisfaction with a variety of facets of the CFP. 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. One hundred and sixty one teachers responded to the survey. The following are highlights of some of the questions and responses; more questions and responses are illustrated in the full body of the report.

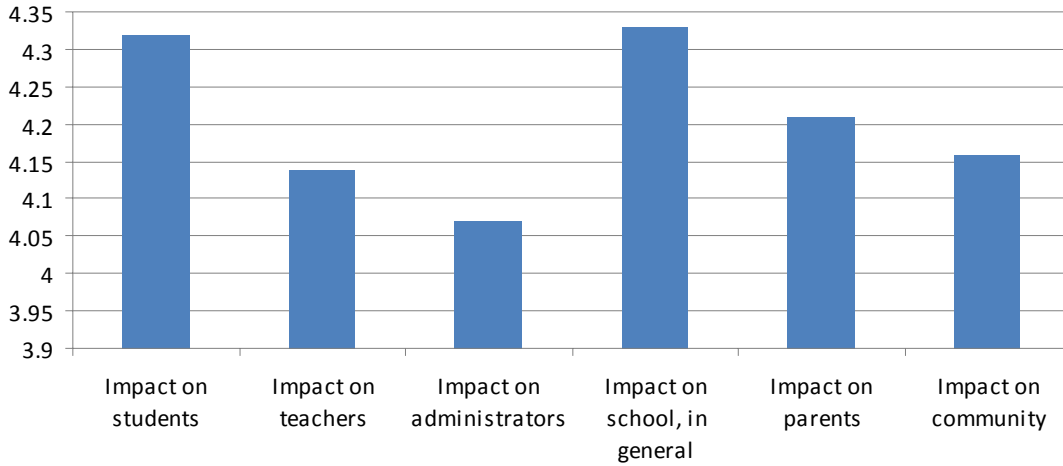
B. Summary of Teacher Survey Responses

A total of 238 teachers from all 9 schools (75% of total number of teachers) responded to a survey asking for their impressions of various aspects of the Coordinators’ performance and various aspects of the Children First Program overall. The following charts summarize their responses to some of those questions; the remainder of the questions and responses can be found in the full body of the report.

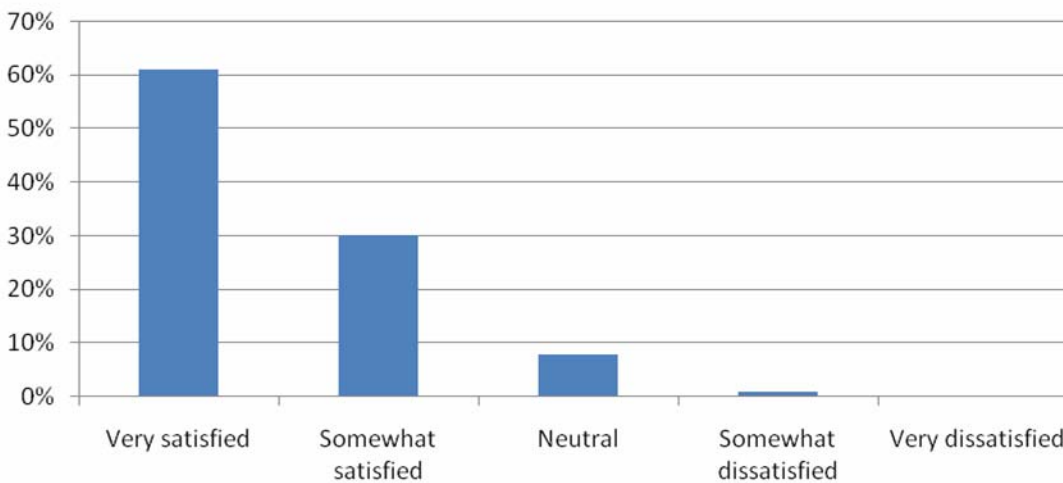


During this school year (2010-2011), what degree of impact do you feel the Family and Children First Plan had on the groups listed?

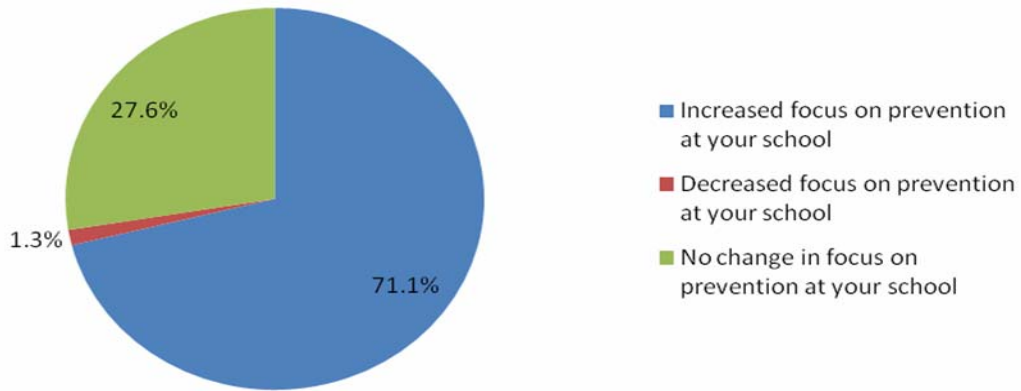
(On a scale of 1 to 5 with 1 being very dissatisfied and 5 being very satisfied.)



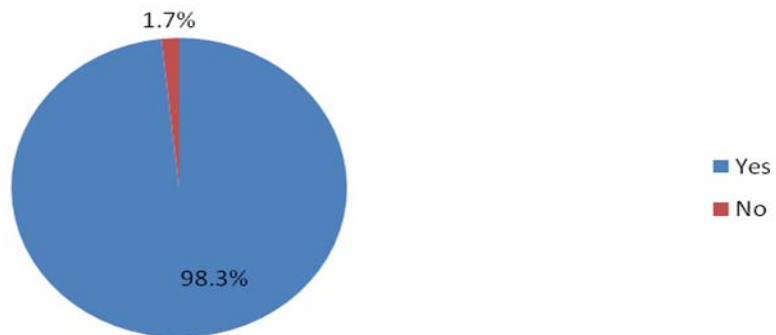
Overall, how satisfied are you with Children First Plan?



Do you feel the Family and Children First Plan has increased, decreased, or led to no change in focus on prevention at your school?

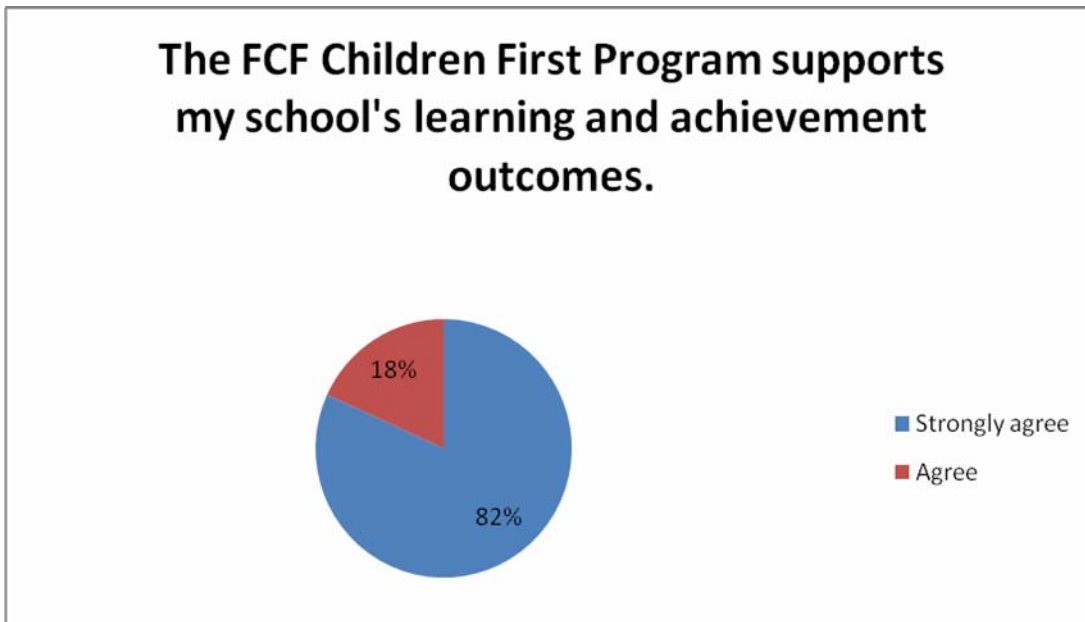
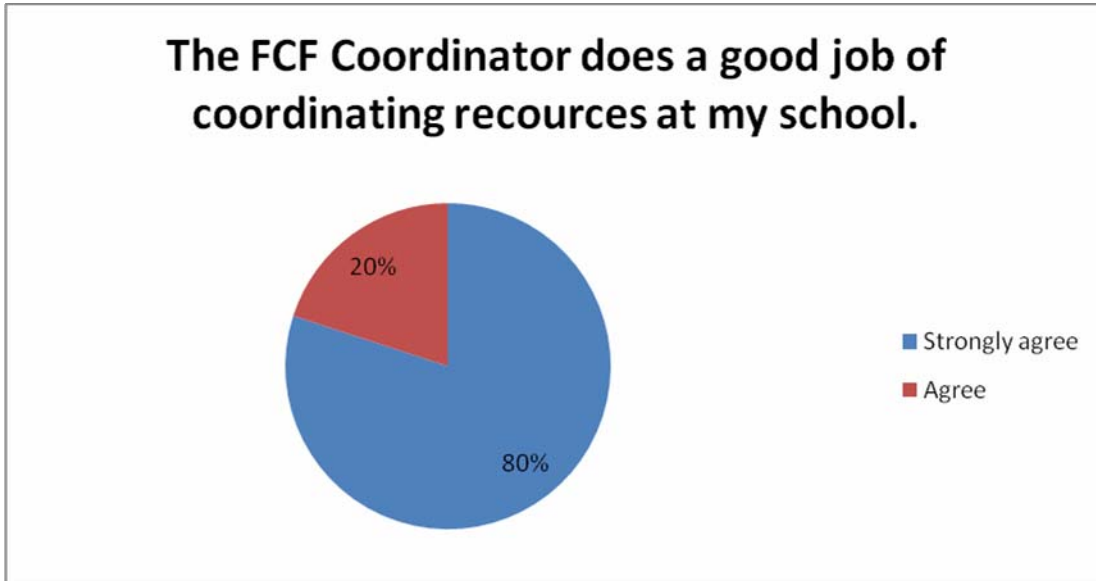


Would you recommend implementing the Family and Children First Plan in other schools?

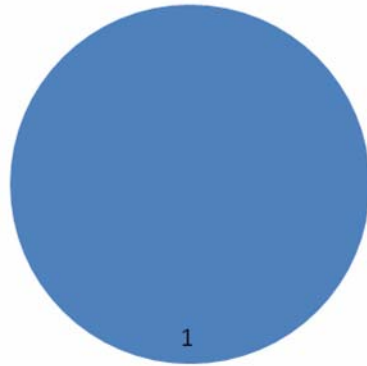


C. Summary of Principal Responses to Survey

A total of 9 principals from the 9 FCF schools (100%) responded to a survey asking for their impressions of various aspects of the coordinators' performance and various aspects of the Children First Program overall. A 5-point Likert Scale which ranged from "Very Satisfied" to "Very Dissatisfied" or "Strongly Agree" to "Strongly Disagree" was utilized. Several questions also required a "Yes" or "No" response. The survey was available online and had to be completed online. The following charts summarize the principal responses to survey questions.

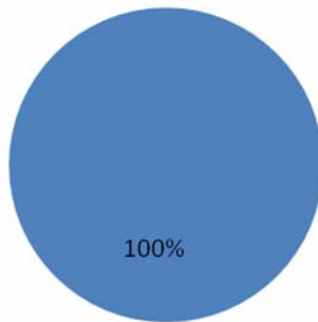


**I would recommend implementing the FCF
Children First Program in other schools.**



■ Yes

**Overall, I am very satisfied with the
Children First Program.**



■ Strongly agree

Provider Outcomes

In order to be considered for an FCF contract in one of the FCF schools, each prospective provider must submit a proposal to FCF. Included in the proposal is the completion of the FCF evaluation form, which specifies expected outcomes, targets and measurement tools. At the end of the year, providers must complete the form and specify what the actual outcome was as compared with the proposed outcome. The vast majority of providers met or exceeded their proposed outcome targets. All provider results can be found in the full report, summarized by agency.

Summary

For the 2010-11 school year, student, teacher, and principal data demonstrate that the short term goals of the program were met and that resources were well-coordinated and effective. Principals of FCF schools unanimously said they were “very satisfied” with the FCF program and 100% of principals said they would recommend implementing the FCF program in other schools. Similarly, teachers in all FCF schools expressed enthusiasm for the program, with 95% stating they were satisfied with the FCF program and 98% stating they would recommend implementing the FCF program in other schools. The vast majority of providers achieved their outcome goals in regards to services for students. Statistically significant behavioral gains were shown in students across all schools participating in FCF activities. Progress was demonstrated on almost all of the program goals set by the coordinators for 2010-11.

In summary, Hamilton County Family and Children First Council, the Children First Program, and its agency partners are advancing child and adolescent positive development by coordinating programs and services aimed at improving behavioral outcomes and reducing barriers to learning. Evaluation results from a variety of sources indicate the program is achieving that goal.

The full report which follows provides more detailed program summaries, including outcome data, numbers served, participant demographics, and survey results.

COMPREHENSIVE EVALUATION REPORT

A. Overview of Programs and Services

The Family and Children First Council's Children First Program (CFP) aims to provide "full service" schools that reduce barriers to learning and promote school achievement, positive youth development and family involvement. Programs range from individually oriented interventions such as mental health and substance abuse treatment and social skills/anger management groups to broad based events such as coordinating tutoring activities, school wide prevention programs, recreational activities, family fun fairs, and parent engagement activities. The FCF Coordinator also strives to engage the community with the school and often functions as the liaison between the school and the community. A primary objective of the CFP is to change the school culture by increasing emphasis on prevention throughout the school.

Services in each school are selected according to school needs and change from year to year depending on effectiveness and individual school need. The Council contracts with community providers to deliver the services, although some services are provided free of charge if they are funded through other sources. Providers are selected and recruited on the basis of their ability to provide cost-effective, quality services that are tailored to meet the individual needs of the schools, their ability to work effectively within a school, their ability to work as a part of a team of providers at that school, demonstrated ability to achieve positive outcomes, and their ability to be creative in designing services. In most instances, all services and providers who come into the school are overseen and coordinated by the Family and Children First Council Coordinator.

Changes in past year

The 2010-11 school year was the fourteenth full year that the CFP was provided in the schools. For the past two years, the difficult economic times, particularly for county government agencies, necessitated some major changes in the program. Because of major funding cuts to the program from FCF Executive Committee members, FCF was no longer able to support the salaries and benefits of the coordinators. Fortunately, all of the school districts in which the CFP has been provided greatly valued the program and each agreed to contract with FCF for the provision of an FCF coordinator in their schools. FCF provides the coordinator, supervision for the coordinator and overall administration and coordination of the program and the staff. Additionally, due to the severe financial cutbacks the CFP program received two years ago, the number of providers FCF was able to contract with was dramatically reduced. However, the coordinators continue to solicit services and all coordinators were able to bring in a significant amount of services free of charge during this past year. Finally, because of the increased emphasis CPS has been placing on tutoring in all CPS schools, coordination, recruitment and oversight of the tutoring programs in each of the FCF schools has become a much more significant part of the coordinators' responsibilities at CPS schools.

B. Children First Program: Four Priority Aims

The overall purpose of Children First Plan is to maximize student academic, behavioral and social/emotional functioning by achieving four specific outcomes as follows:

Priority 1: To decrease rates of truancy, suspension, and expulsion.

Through this priority, prevention and intervention programs are implemented to promote positive and pro-social behavior in students. The importance of this priority is supported by the literature which has found student's behavioral functioning and social skills to be related to positive academic performance and later vocational success in adulthood.

Priority 2: To decrease rates of drop out.

This priority supports the implementation of programs and services that promote positive school attendance and school engagement with the ultimate goal being that students achieve the attendance and academic goals necessary to graduate from high school. It is well-documented that students who complete their high school education earn higher wages, enjoy greater vocational success and more positive life outcomes than students who drop out of high school.

Priority 3: To decrease rates of abuse and neglect.

This priority is aimed at reducing and eliminating child abuse and neglect, factors which threaten academic success and social and emotional well-being in students. Programs that target this outcome are aimed at benefiting students and parents and prevent the well-documented short-term and long-term risks that result from physical and emotional abuse and neglect.

Priority 4: To increase school connectedness.

Research studies concur that students who feel more bonded or connected with their school show greater attendance and academic achievement. In addition, children who feel more connected to their school are also less likely to drop out and are more likely to describe their school as safe and supportive. This priority is aimed at ensuring that students feel safe and engaged in their schools, supported by their teachers, and connected to their peers.

C. Children First Schools

During the 2010-11 academic year, the Children First Program operated in five schools in the Cincinnati Public School district (Midway, Quebec Heights, Rees E. Price Academy, Rothenberg Academy, and William H. Taft Elementary) and four schools in two county districts: two schools in the Norwood District: Sharpsburg Elementary and Norwood Middle School, and two schools in the Mt. Healthy City School District: Mt. Healthy North Elementary and Mt. Healthy South Elementary. All schools served elementary and or middle school grades (i.e. K through 8).

All Children First Programs are in schools with high rates of students eligible to receive free and reduced lunch (based on their family income level of 150% of poverty or lower). Targeted schools also have high rates of students receiving special education services. A summary of school/student demographics during the 2010-11 school year follows.

District	School	Grades	Average daily enrollment	% Economically disadvantaged students	% of Students with IEP/ Disabilities	School Academic Status at end of 2010-11	Number of state indicators met 2010-11
Cincinnati Public Schools	Midway Elementary School	PK-8 th	626	86.3%	20.8%	Academic Watch (no change)	3 out of 15
	Quebec Heights	PK-8 th	392	89.0%	29.6%	Academic Emergency (no change)	1 out of 15
	Rees E. Price Academy	PK-8 th	554	90.5%	27.3%	Continuous Improvement (improved)	1 out of 15
	Rothenberg Preparatory Academy	PK-8 th	322	95.3%	24.9%	Continuous Improvement (no change)	1 out of 15
	William H. Taft Elementary	PK-8 th	305	94.4%	24.8	Continuous Improvement (no change)	1 out of 15
Mt. Healthy City Schools	North Elementary School	K-6 th	1028	80.5%	14.3%	Continuous Improvement (NA)	2 out of 10
	South Elementary School	K-6 th	1017	85.2%	18.7%	Continuous Improvement (NA)	2 out of 10
Norwood City Schools	Norwood Middle School	7 th -8 th	313	62.7%	18.1%	Excellent (improved)	5 out of 6
	Sharpsburg Elementary School	K-6 th	218	67.5%	10.7%	Excellent (improved)	NA

D. Services Delivered

Each year the coordinators in each school implements selected programs to meet specific needs of their school's students, families and staff. Listed below are the core programs implemented at most of the schools during the 2010-11 academic year.

<i>After School Programming</i>	<i>Parent Programs (moms/dads celebrations, parent educational seminars, parent volunteer opportunities)</i>
• <i>Alcoholism/Substance Use Programs and Prevention Programming</i>	• <i>Peer Mediation Programs</i>
• <i>Anger Management Groups</i>	• <i>Power Pack</i>
• <i>Bereavement Group/Grief Counseling (group and individual counseling)</i>	• <i>Prevention Programs</i>
• <i>Community Engagement Activities</i>	• <i>Student Recognition Programs</i>
• <i>Family Fun Nights</i>	• <i>School Staff Training Programs and Consultation</i>
• <i>Family Peer Support</i>	• <i>Social Skills Groups</i>
• <i>Family Resource/Parent Centers</i>	• <i>Student Team Building</i>
• <i>Health Services (nurse and/or nurse practitioner)</i>	• <i>Summer Programming</i>
• <i>Leadership Development Activities</i>	• <i>Transition Programs (e.g., middle school transition programs)</i>
• <i>Mental Health Services (assessment, treatment, referral, consultations)</i>	• <i>Triaging/referrals to community providers</i>
• <i>Nutrition Programs</i>	• <i>Tutoring Programs</i>
• <i>Open House (new student/parent orientation, open house for new school year, open house with service providers)</i>	• <i>Violence Prevention and Conflict Resolution Groups</i>

Listed below are some of the unique programs implemented in each school during the 2010-2011 school year.

<i>School</i>	<i>Programs Unique to Each School 2010-11</i>
<i>Midway</i>	<ul style="list-style-type: none"> • <i>HP4K- Hockey Players 4 Kids Reading Program</i> • <i>Parents Cafe</i> • <i>Extended Food and Nutrition Program (EFNEP)</i> • <i>Fruit and Vegetable Grant</i> • <i>Second Step Grades Kdg-2</i> • <i>Girl Scouts</i> • <i>Shared Reading Workshop -Pre-school</i>

<p><i>Mt. Healthy North Elementary</i></p>	<ul style="list-style-type: none"> ● <i>Bullying Prevention Week</i> ● <i>Ohio State Extension Service</i> ● <i>Parent Education</i> ● <i>Second Step Violence Prevention</i> ● <i>District Wide School Based Referral Team</i> ● <i>Life Skills Training (LST)</i> ● <i>Bullying Prevention Week</i> ● <i>Lunch Time Friendship Group</i> ● <i>Holiday Assistance Programs</i> ● <i>Service Provider Open House Fall Family Night</i> ● <i>Coats for Kids Program</i> ● <i>Donuts with Dads and Muffins with Moms</i> ● <i>Family and Civic Engagement Team Parent Involvement Team</i> ● <i>6th Grade Job Readiness Program</i>
<p><i>Mt. Healthy South Elementary</i></p>	<ul style="list-style-type: none"> ● <i>Monthly Parent Workshops</i> ● <i>Extended Learning Opportunities</i> ● <i>Holiday Assistance Program</i> ● <i>Parent Cafes</i> ● <i>Lunchtime Support Groups</i> ● <i>District Wide School Based Referral Teams</i> ● <i>Summer Enrichment Programs</i> ● <i>Kindergarten Transition Camp</i> ● <i>Ohio Extension Service Food/Nutrition Program</i>
<p><i>Norwood</i></p>	<ul style="list-style-type: none"> ● <i>Date with Dads</i> ● <i>“Mr. Emotions and Friends” Program</i> ● <i>Parent Pride/Peacebuilder Celebration</i> ● <i>Peacebuilders Program</i> ● <i>New Directions-Partial Hospitalization Program</i> ● <i>Wise Women Leadership Series</i> ● <i>Fun and Fit</i> ● <i>Girls’ Circle</i> ● <i>Safe Dates</i> ● <i>Making Abstinence Possible</i>
<p><i>Quebec Heights</i></p>	<ul style="list-style-type: none"> ● <i>Nutrition Carnival, Parent Nutrition Workshops</i> ● <i>Expanded Food and Nutrition Program (EFNEP)</i> ● <i>Fruit and Vegetable Grant</i> ● <i>Parent Seminars</i> ● <i>Young Men and Young Ladies After-School Leadership Clubs</i> ● <i>Construction Club</i> ● <i>RIF Book Distributions</i> ● <i>Price Hill Back to School Fair</i> ● <i>Fat Tuesday for Families</i> ● <i>Second Step Classroom Presentations</i> ● <i>Parent Coordinator and Bridges Family Center</i> ● <i>Attendance Case Manager</i>

	<ul style="list-style-type: none"> ● <i>Fifth Quarter</i> ● <i>Ballroom Dance</i> ● <i>Girl Scouts</i> ● <i>Boy Scouts</i> ● <i>Quebec Heights New School Design Team</i>
<i>Rees E. Price</i>	<ul style="list-style-type: none"> ● <i>African Community Culture Fest</i> ● <i>Books for Breakfast</i> ● <i>Guess Who's Coming to Lunch</i> ● <i>Delinquency Prevention Programs</i> ● <i>Hamilton County Truancy Program/Court</i> ● <i>Literacy through Photography</i> ● <i>Second Step</i> ● <i>Sixth Grade Leadership Program</i> ● <i>Summer Camp Arts and Social Skills Program</i> ● <i>Walking School Bus</i>
<i>Rothenberg</i>	<ul style="list-style-type: none"> ● <i>African American Culture Fest</i> ● <i>110% Club – K-3rd Grade</i> ● <i>Cincy Afterschool Multicultural Arts Program</i> ● <i>Creative Response to Conflict</i> ● <i>Student Falcon Store</i> ● <i>Leadership Program</i> ● <i>Second Step</i> ● <i>Parent Book Club</i> ● <i>Parent Peer Support Group</i> ● <i>Parenting Leadership Institute</i> ● <i>Fresh Fruit and Vegetable Distribution</i> ● <i>Hunger Alliances Food Distribution – K- 8th</i> ● <i>Hunger Alliance – Hot Meals Served in Afterschool Program</i> ● <i>Reading is Fundamental [RIF] Book Distribution</i> ● <i>Mr. Emotions Program</i> ● <i>Girl Scouts</i> ● <i>Boy Scouts</i>
<i>William H. Taft</i>	<ul style="list-style-type: none"> ● <i>Boys and Girls Club</i> ● <i>Parent Advisory Board</i> ● <i>Showcase of Best Practices</i> ● <i>Nutrition and Cooking Classes for Parents</i> ● <i>Second Step</i> ● <i>Anger Management and Social Skills Groups</i> ● <i>Fuel Up to Play 60</i> ● <i>Jewelry Making</i> ● <i>Lego Machines</i> ● <i>After-school Universe</i> ● <i>Ballroom Dancing</i> ● <i>CSI</i>

	<ul style="list-style-type: none"> • Chess • Girl Scouts • Fresh Fruit and Vegetable Distribution • Do Right! Kids
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E. CFP Providers/Programs at a Glance

The following table summarizes services delivered by provider agencies, the FCFC priorities each service targeted and the total number of students, parents and teachers served by each program during the 2010-11 school year.

<i>Agency</i>	<i>Program</i>	<i>Priority</i>	<i>Number served</i>
<i>Ballroom Dancing by Bud Waters</i>	<ul style="list-style-type: none"> • Ballroom Dancing Lessons, including appropriate behavior in dance class setting 	4	200
<i>Beech Acres</i>	<ul style="list-style-type: none"> • Parent Workshops and Parent Cafes 	1, 3, 4	220
<i>Camelot Community Care</i>	<ul style="list-style-type: none"> • Prevention and Education and Mental Health Assessment Services 	1,2	39
<i>Gretchen Cassil, LISW</i>	<ul style="list-style-type: none"> • Prevention and Education and Mental Health Assessment Services 	3, 4	85
<i>Hamilton County Education Service Ctr.</i>	<ul style="list-style-type: none"> • HCESC Diversion Court 	1	107
<i>Lifepoints Solutions</i>	<ul style="list-style-type: none"> • Family Attendance Support • Parent Involvement • Attendance Case Management • Family Resource Center Coordinator • Family Engagement Case Manager 	1, 2, 3, 4	20
<i>Live It Like You Mean It</i>	<ul style="list-style-type: none"> • Self-leadership Workshops • Mr. Emotions and Friends 	4	40
<i>Michelle Shuster, LPCC</i>	<ul style="list-style-type: none"> • Crisis Intervention • Mental Health Assessment and Referrals • Psycho-educational Groups • Teacher Consultation 	1,2 4	26 students; 52 staff
<i>New Image Consultants</i>	<ul style="list-style-type: none"> • Conflict Resolution • Social Skills • One on One Mentoring 	1,2,3,4	140
<i>Nutrition Council</i>	<ul style="list-style-type: none"> • Increase intake of healthy food; decrease intake of non healthy foods • Increase knowledge of healthy life style behaviors 	4	500

<i>Positive Approach, LLC</i>	<ul style="list-style-type: none"> • <i>Second Step</i> • <i>Anger Management</i> • <i>Leadership Resiliency Program</i> • <i>Peer Mediation</i> • <i>“Winners Walk Tall”</i> 	<i>1, 2, 4</i>	<i>679</i>
<i>Talbert House</i>	<ul style="list-style-type: none"> • <i>Substance Abuse Prevention</i> • <i>School-Based Mental Health Services</i> • <i>Mental Health Assessment and Group Services</i> 	<i>1, 2, 3, 4</i>	<i>174</i>
<i>Time II Advocate for Children and Families</i>	<ul style="list-style-type: none"> • <i>Anger Management and Social Skills Groups</i> 	<i>1, 2, 3, 4</i>	<i>165</i>
<i>YWCA</i>	<ul style="list-style-type: none"> • <i>Conflict Resolution Groups</i> 	<i>1</i>	<i>0</i>

*Totals for each agency are based on agency summary sheets and attendance databases.

F. Evaluation Data

1. Teacher-Child Rating Scale Results

Child behavior ratings were assessed using teacher-completed Teacher-Child Rating Survey pre and post tests which were completed on over 321 students receiving Children First Program services across the 9 FCF schools. The TCRS consists of 32 items assessing strengths and limitations in a child's socio-emotional functioning. The Teacher-Child Rating Scale was validated on 1379 youth ages 5 to 12. Test-retest reliability coefficients range from .61 to .91 and internal consistency coefficients range from .85 to .95. Several studies have validated the components of the TCRS and their correlation to behavioral and academic outcomes (Cowen et al., 1997; Hightower et al., 1986; Weissberg et al., 1987).

The TCRS was administered in FCF schools and is summarized to provide pre-post changes on four empirically derived scales: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. These trends are notable given that results from all scales were found to be statistically significant (significant positive changes at $p < .001$ across all schools).

The following graph and table summarizes TCRS results across the ten CFP during the 2010-11 school year.

Adjustment Ratings by Teachers
Using the Teacher-Child Rating Scale

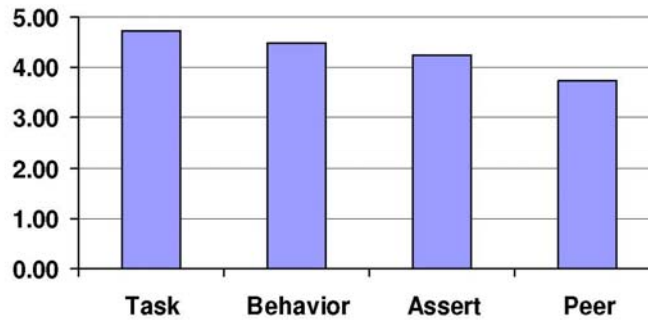
District Name: Family & Children First

2010 11



All Schools Combined

TCRS Change Scores



Scale name	Time	N	Mean	Std. Dev. ¹	t ²	p ³	Significant?
Task orientation	Initial	328	23.03	8.29			
	Final	328	27.91	8.15			
	Change	320	4.72	6.61	12.76	.001	Significant
Behavior control	Initial	328	23.98	7.63			
	Final	329	28.49	7.63			
	Change	321	4.48	6.06	13.23	.001	Significant
Assertiveness	Initial	327	26.92	5.86			
	Final	327	31.18	5.78			
	Change	318	4.25	5.14	14.74	.001	Significant
Peer sociability	Initial	328	26.46	7.04			
	Final	329	30.23	7.19			
	Change	321	3.73	5.56	12.03	.001	Significant

Note: Positive change-scores indicate improvement.

¹ The standard deviation is a measure of the dispersion of scores around the mean.

² The t-ratio is an expression of the magnitude of the change. Not shown if N < 10 (inadequate sample size).

³ The p-value is the probability (ranging from zero to one) that the results could have occurred by chance. Results considered significant if: p ≤ .05 for N > 30, p ≤ .10 for N of 16 to 30, and p ≤ .20 for N of 10 to 15.

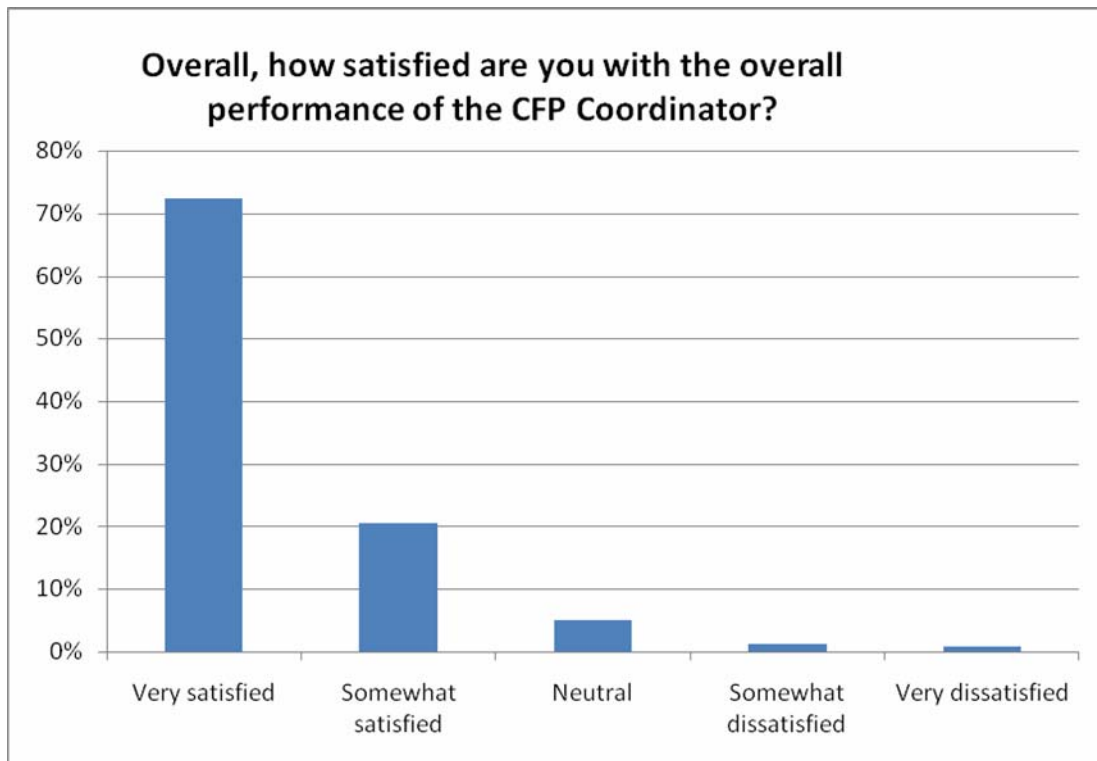
2. Teacher Survey

A. Teacher Survey Methods

Teachers in all CFP schools were asked to complete a teacher survey on which they were asked to rate their level of satisfaction with the various facets of the CFP. A 5-point Likert Scale which ranged from “Very Satisfied” to “Very Dissatisfied” or “Strongly Agree” to “Strongly Disagree” was utilized. Several questions also required a “Yes” or “No” response. The survey was available online and had to be completed online.

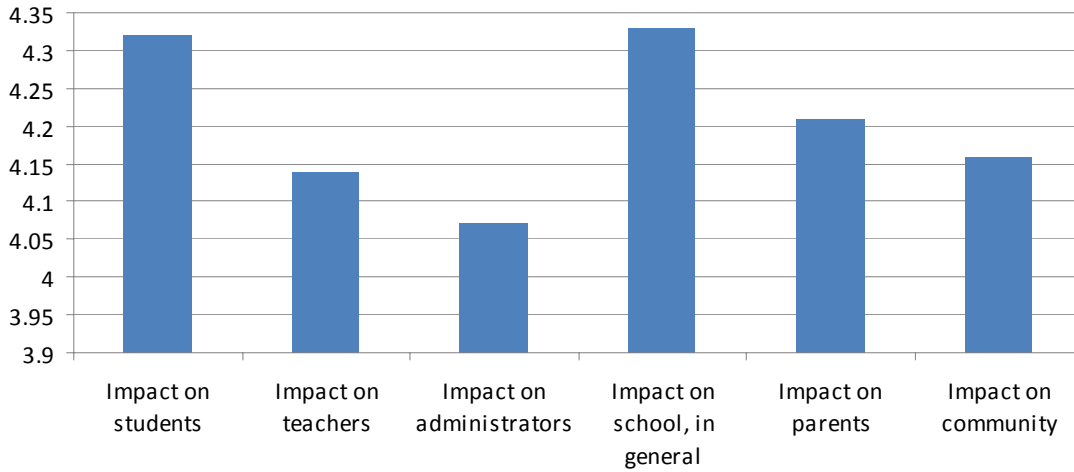
B. Summary of Teacher Survey Responses

A total of 238 teachers from all 9 schools (75%) responded to a survey asking for their impressions of various aspects of the coordinators’ performance and various aspects of the Children First Program overall. The following charts summarize their responses to those questions.



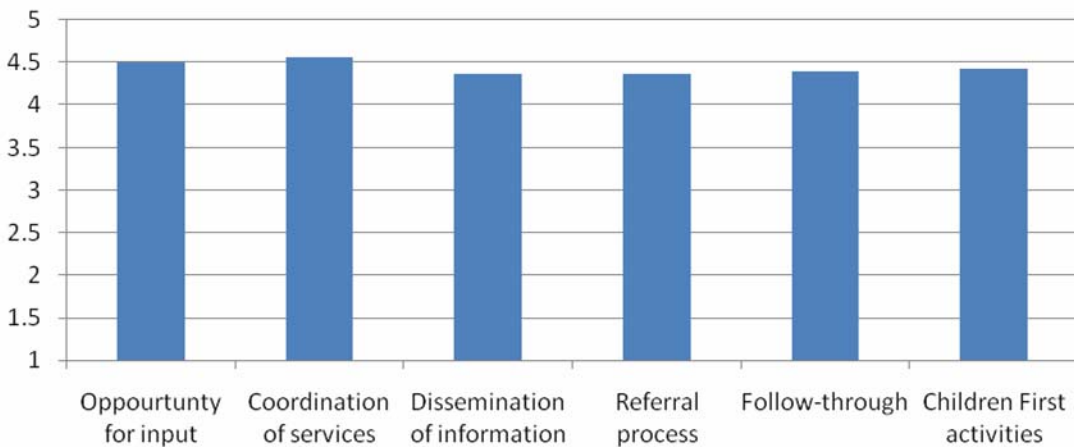
During this school year (2010-2011), what degree of impact do you feel the Family and Children First Plan had on the groups listed?

(On a scale of 1 to 5 with 1 being very dissatisfied and 5 being very satisfied.)

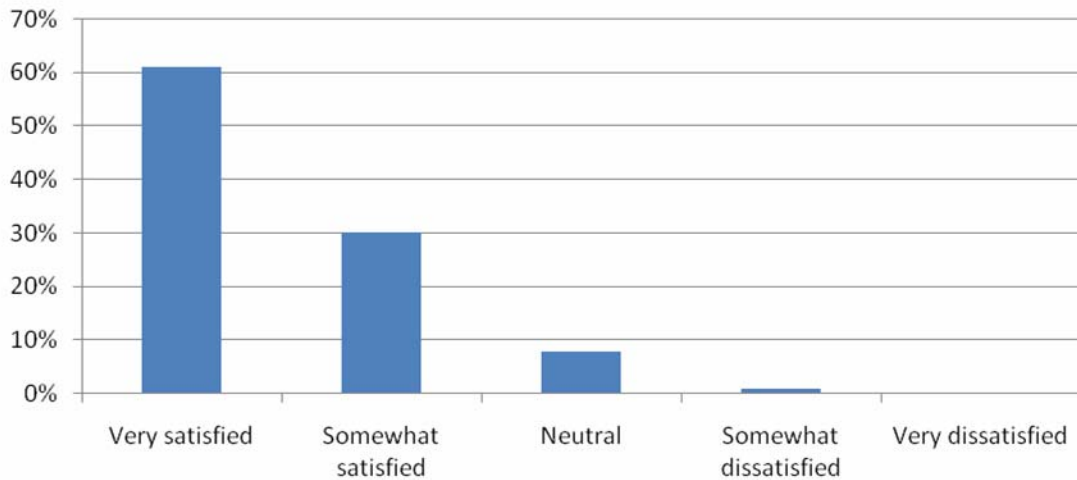


During this school year (2010-11) how satisfied are you with overall performance of the FCFC Coordinator and their performance in each of the following areas?

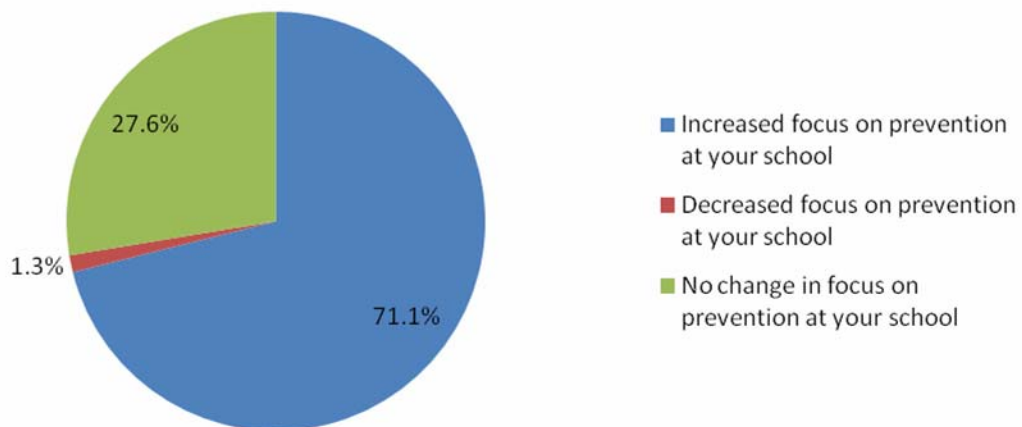
(On a scale of 1 to 5 with 1 being very dissatisfied and 5 being very satisfied.)



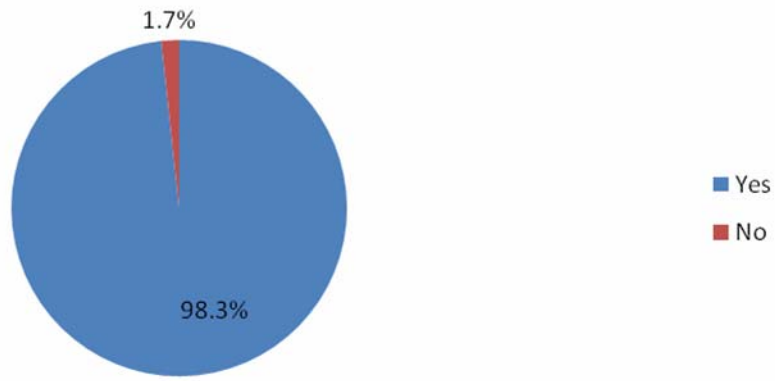
Overall, how satisfied are you with Children First Plan?



Do you feel the Family and Children First Plan has increased, decreased, or led to no change in focus on prevention at your school?



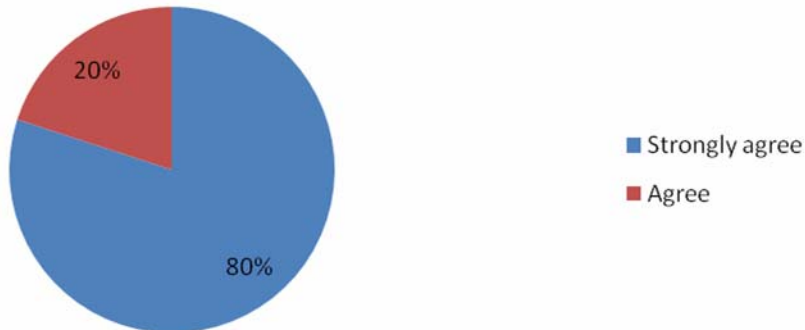
Would you recommend implementing the Family and Children First Plan in other schools?



C. Summary of Principal Responses to Survey

A total of 9 principals from the 9 FCF schools responded to a survey asking for their impressions of various aspects of the coordinators' performance and various aspects of the Children First Program overall. A 5-point Likert Scale which ranged from "Very Satisfied" to "Very Dissatisfied" or "Strongly Agree" to "Strongly Disagree" was utilized. Several questions also required a "Yes" or "No" response. The survey was available online and had to be completed online. The following charts summarize the principal responses to survey questions.

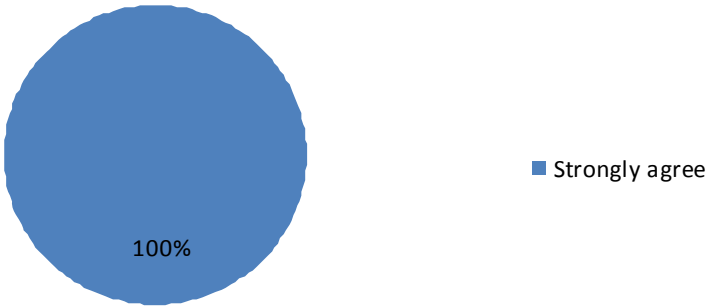
The FCF Coordinator does a good job of coordinating resources at my school.



The FCF Children First Program supports my school's learning and achievement outcomes.



I would recommend implementing the FCF Children First Program in other schools.



Overall, I am very satisfied with the Children First Program.



G. Summary of Contracted Provider Outcomes

Each agency providing contracted services submitted program proposals prior to the 2010-2011 academic year. These proposals included the project description, priority focus, proposed outcomes, measures and targets, and the anticipated number of participants to be served. Final reports at the end of the school year included actual outcomes as compared with proposed outcomes and the number of students served. Below are brief summaries of the outcome data for each contracted providers. Other providers supplied services in the schools, but only those who had a financial contract for reimbursement from FCF were required to submit outcome results. It should be noted that programs vary significantly by agency; therefore it may be difficult to compare some outcome results to others.

Beech Acres Parenting Center

Parenting workshops and Parent Cafes were presented at Mt. Healthy South as well as workshops for staff on parent and family engagement training. Fifteen parents attended parent education workshops, 30 attended parent cafes, 78 attended the parent and family engagement and 7 attended the parent enrichment series. All programs were evaluated using pre and post tests regarding knowledge and awareness of the parenting topic presented. In all instances, over 80% showed increased knowledge in the area presented.

Camelot Community Care

Mental health assessment and prevention services were provided. The TCRS was not used as a measurement tool because the sample size was too small. An alternative pre and post measurement tool was used with students to measure increased anger management and coping skills. Fifteen students were served through group. 93% of those reported improvement in anger management and using coping skills to improve their classroom behaviors. Twenty-four students were served through assessment services. 20 were assessed to have a mental health diagnosis and were referred for mental health treatment.

Gretchen Cassil, LISW

Provided mental health assessment and prevention services at Mt. Healthy North. Thirty students were served in assessment services and 40 through prevention services. The TCRS rating scales was used but results were not statistically significant. The sample size was small, which may have influenced the results.

Family Service DBA Lifepoint Solutions

Lifepoint was the lead mental health agency at Midway. They provided therapy and Med/Som services and prevention and education services for staff and parents. FCF contracted for 3 hours of therapy a week and 2 hours weekly of parent engagement services. Twenty students were referred for mental health service and 44% met a specified goal but 100% obtained a C average. 62% of families involved in family engagement services reported feeling more connected to the school.

Hamilton County Educational Service Center

Diversionsary Court at Rees E. Price: Diversionsary Court offered through HCESC had a positive impact on 68 students or 95.8% overall improvement. Three students or 4.2% did not show improvement after the Diversionsary Court session with their parents. Diversionsary Court at Taft

Elementary: Diversionary Court at Taft had a positive impact on 46 of 50 students referred for truancy or unruly behaviors. Overall, 92% showed improvement. Four students or 8% did not show improvement after the Diversionary Court session with their parents. Data for both schools suggests that the HCESC Attendance program improves attendance and disciplinary behavior of targeted students.

Live It Like You Mean It

“Girls’ Circle” group, a structured support group for girls, was facilitated at Sharpsburg Elementary. Post tests revealed that students were more connected to school.

New Image

Anger management, social skills and self esteem building groups at Mt. Healthy North. TCRS (Teacher Child Rating Scores) pre and post group questionnaires were given to teachers to complete regarding students’ behavior before and after the groups. Out of 50 children on whom the results were obtained, only an increase in appropriate assertiveness was statistically significant.

Nutrition Council

The “Great Nutrition Adventure” was held at Rees E. Price Academy and was attended by 280 youth. One-hundred and three completed the post survey. Results were very positive with between 50% and 91% indicating they planned to eat more nutritious, healthier foods and drinks in the future and 100% of teachers indicating they felt the Fair was effective in teaching students about nutrition and healthy eating.

Positive Approach

Anger management, conflict resolution, leadership groups; peer mediation, Second Step were provided. One-hundred and sixty-four students in all schools in which Positive Approach delivered services were rated by teachers pre and post services using the TCRS (Teacher Child Rating Scale) regarding their behavior in the classroom before and after Positive Approach services. Statistically significant gains were shown in all four areas of task orientation, appropriate behavior, appropriate assertiveness and peer relationships for 156 of those students.

Talbert House Project Pass

Mental health diagnostic assessment and treatment, crisis intervention provided at Rothenberg and Quebec Heights. Ninety-six mental health referrals were received at Quebec Heights; 70% of 20 identified youth receiving treatment showed an increase in developmental assets. At Rothenberg 78 referrals were received and 70% of the 20 youth receiving mental health treatment reported an increase in developmental assets and increased connection to school.

Talbert House Substance Abuse Prevention

Classroom presentations, life skills curriculum, Second Step curriculum provided at Mt. Healthy South. There was a 26.5% increase in number of participants who perceived non ATOD as the norm. There was a 35% increase in the number of students who perceived ATOD use as harmful.

Times II Advocate for Children and Families

Anger management and social skills program provided for students at Rothenberg and Midway. Out of 35 students who were rated by teachers via the Teacher Child Rating Scale (TCRS) statistically significant improvement was seen in students in all four areas: behavior, task orientation, appropriate assertiveness and peer relationships.

YWCA

The YWCA Amend Adolescent Program provides weekly psycho educational group sessions to help youth moderate their aggressive behaviors at Mt. Healthy South. The purpose is to reduce violence and abuse in the school environment. In post tests after the 10 week program, there was a 50% decrease in fighting and bullying behaviors by the 10 participants. 97% of students demonstrated that they accept responsibility for negative behavior and also demonstrated an awareness of appropriate conflict resolution skills.

GOALS FOR 2010-11

Progress on Goals for 2010-11 School Year

At the conclusion of each school year and upon receipt of the evaluation results, the coordinators examine the evaluation data and set goals for the following school year to improve the program and student outcomes. The goals frequently center around increased family engagement and increased communication with teachers' involvement as both of these items are ongoing issues related to student success. The following are the goals that were set for 2010-11 by the FCF Coordinators and a description of the progress made on each goal during this past school year:

Continue the ongoing goal of increasing family engagement in all FCF schools

- Actively promoted and utilized Family Peer Support Specialist and Family/Parent Center Coordinator at all FCF schools where one or both of these services/programs were available
- Conducted various parent workshops in all schools
- Hosted Parent Cafes at Midway
- Parents at several schools completed the Parent Leadership Institute Training
- Organized and hosted Family Fun nights/events at most FCF schools
- Parent Book Club and Books for Breakfast at Rees E. Price
- Organized family involvement activities such as Muffins for Moms, Donuts for Dads at all schools
- Consulted with all Title One teachers in Norwood City School District and helped them plan Family Literacy nights
- Worked with Norwood City Schools to re-print FCF parent involvement cards

Continue goal of increasing community involvement with all FCF schools

- Formed marketing committee comprised of business and civic representatives to develop marketing plan for Taft Elementary; plan has been implemented and funded
- Participated in South Fairmont Provider meetings and functioned as liaison between school and community providers at Quebec Heights. FCF Coordinator was key member of Price Hill Back to School Committee, which is a large event that was attended by 381 families, during which 1,101 students received free school supplies donated by community businesses.
- Recruited, trained and coordinated tutoring efforts by community volunteers at all CPS FCF schools
- Attended meetings with universities to establish partnerships at Mt. Healthy North and South
- Coordinated Norwood Community Coalition; participated in Norwood Ministerial Association
- Worked on Safe Routes to School/Walking school Bus program at Rees E. Price

Increase awareness and knowledge of nutrition, fitness and wellness in FCF schools

- Most of the FCF schools had Fruit and Vegetable grants that were coordinated by the FCF Coordinator
- Most FCF Coordinators served on their school's health and wellness committee
- Community survey in Mt. Auburn for Center for Closing the Health gap coordinated by FCF Coordinator at Taft
- Ohio State Extension Expanded Food Nutrition Education for Parents workshops recruited and coordinated at several FCF schools by FCF Coordinators
- Fun and Fit program offered through CCHMC at several FCF schools
- Fuel Up to Play grant secured by coordinator and coordinated at several FCF schools
- School wide program focused on healthy eating and exercise at Quebec Heights
- Nutrition Council parent seminars at several FCF schools
- Worked with Bethesda Family Practice to provide classroom based wellness programs in Norwood

Seek grants for specific programming/services for each FCF school

- Family Peer Support prevention worker placed at several FCF schools
- Wise Woman: Greater Cincinnati Foundation Women's Fund at Norwood
- Literacy in Photography Program at Rees E. Price
- Fresh Fruit and Vegetable Grants at several FCF school
- Fuel Up to Play grants at several FCF CPS schools
- Legos for Mindstorms Grant at Taft
- Reading is Fundamental Grant at several CPS schools
- Macy's Share Campaign for Literacy at Quebec Heights

- Peacebuilder: Health Foundation grant at Norwood
- Fun and Fit Program (CCHMC) at Norwood
- Parents Who Host Lost the Most: Drug free Alliance at Norwood

Provide leadership and technical assistance for Family Civic Engagement in Hamilton County school districts. Provide training and consultation to coordinators throughout Hamilton County school districts

- *Note: The legislation that required each district to have Family Civic Engagement Teams and a Family Civic Engagement Coordinator was repealed in early 2011. As both of these goals centered around districts meeting the legislative requirements, this goal was no longer relevant after the repeal of this legislation.*

GOALS FOR 2011-12

- Increase efforts to prevent and address bullying in all FCF schools. Develop school wide programs if schools desire.
- Continue to seek grants to support services, prevention programs and leadership activities in the schools.
- Continue efforts to recruit community and business partners to provide resources such as human resources, support, tangible resources, products, etc.
- Expand programs aimed at increasing student and family awareness of nutrition and participation in health and wellness activities.
- Initiate leadership development programs for youth who are on a school dropout trajectory.

Summary

Through the Hamilton County FCFC, the Children First Program provides effective and efficient coordination of resources and programs among schools and agencies in designated schools. Specifically, the program targets short term goals of improving positive child behavior and reducing barriers to learning. Overall long-term program goals include student connection and bonding to school, the reduction of dropout rates and in the longer term decrease of child abuse and neglect.

The Children First Program has been in existence for fourteen full school years. The FCF Coordinators, most of whom have been with the program for ten years or more, are very

experienced, knowledgeable and expert regarding the role of a coordinator in a school based setting. They are the most valuable resource of the Children First Program.

For the 2010-11 school year, student, teacher, and principal data demonstrate that the short term goals of the program were met and that resources were well-coordinated and effective. The vast majority of providers achieved their outcome goals. Statistically significant behavioral gains were shown in students across all schools participating in FCF activities. Principals of FCF schools unanimously said they were “very satisfied” with the FCF program and 100% of principals said they would recommend implementing the FCF program in other schools. Similarly, teachers in all FCF schools expressed enthusiasm for the program, with 90% stating they were satisfied with the FCF program and 98% stating they would recommend implementing the FCF program in other schools. Progress was demonstrated on almost all of the coordinator goals for 2010-11.

Goals for the coming year include increasing efforts to decrease bullying, enhancing the nutrition and wellness initiative begun this past school year, increase leadership development activities, continuation of efforts to develop partnerships with the community.

Highlighted Programs

Each year, the coordinators are asked to describe one of their successful, unique programs in detail so that others may learn how to implement or duplicate them. The following are highlighted programs from FCF schools during the 2010-11 school year.

Midway School Highlighted Program 2010-2011 Ballroom Dancing



Program Description

Bud Walters conducts Ballroom Dance lessons for children of all ages ranging from elementary to high school. Ballroom Dance allows students to engage in social skill building while learning the now ever so popular ballroom dances. This class helps students to increase self-confidence and self-esteem while taking on leadership roles.

Target Population

Approximately 60, students in 3rd and 5th grades participated in the class during specials.

Cost

The cost was \$130 a session for 7 sessions for a total of \$910.

Barriers/Challenges

The primary challenge was getting the students to dance with each other and even more to hold hands (!) and lead each other around the gym floor. On a few occasions, several students refused to participate and they were sent to computer class to work on some type of math assignments so they would not be a disruption to those students who really wanted to participate. After they saw other students engaging with staff and having fun they wanted to join in and were allowed. Teachers were always in the gym with their own classes to provide support and guidance.

Publicizing the Program

The class was promoted by sending a memo home in the students folders informing the parents the class would be starting and their child would be involved in the class. Flyers were posted to as well to spread the word about the class being taught at Midway. Teachers and staff embraced the class time to learn ballroom dancing themselves and enjoyed the interaction with the students as well.

Goals

The goal at Midway was to teach students some basic fundamentals of ballroom dancing and in doing so to help them improve their social interaction with peers. Ballroom dancing is a confidence builder and ice breaker for students who have never had any type of interaction with each other. It can be very interesting, motivating and interactive. Another goal of ballroom

dancing is to engage the students in fundamental exercising, which aligns well with non-academic goals of the school under the health and wellness plan. It promotes physical activity and nurtures social skills building. Bud Walters is very innovative, creative and energetic which makes the class all the better. It is a value added program when you think of Arts and Culture.

Outcomes

The outcome of having the ballroom class was the mere fact, students became more mindful of their own behavior and how they related to each other. Bud Waters (the instructor) pushed all the students to interact with each other in a positive manner. It helped them develop friendships in their individual classes, which may have never formed had it not been for the ballroom dance class. Also, it sparked hidden talent in some students, which evolved in to a leadership role in the class producing a higher level of confidence as well.

Mt. Healthy North Elementary Highlighted Program 2010-2011 Bullying Program



Program Description

This past year Mt. Healthy North developed a school wide bullying program as a response to the growing number of bullying related incidences. The FCF Coordinator partnered with the school counselor and the Media Center and Computer Specialist. Together they developed a week long program called Bullying Awareness Week. Each day focused on a different topic such as cyber bullying, how to prevent bullying, what to do about bullying when you see it happen and other similar subjects. A brief lesson plan was delivered by the teachers in the morning as soon as announcements were completed. Our teachers were able to use a video system that we have in our new building that made this easy for them to do.

Goal of Program

The goal of Bullying Awareness Week was to educate and inform our students about what bullying is and how they can take an active part in helping us control bullying. Some of our students didn't realize that they were bullies until after they took our Bullying Survey.

Target Population

All of the 3rd, 4th, 5th and 6th grade students at Mt. Healthy North Elementary.

Publicizing the Program

The Bullying Awareness Week was publicized in the parent newsletter and on our marquee in front of the school. The team made Bullying Awareness Rings on which students could put new messages on daily and wear on their belt loops. Some of the messages included, "Sticks and Stones Can Break Your Bones But Words Can Break Your Heart," "I deserve To Be Treated

With Kindness And Respect,” and “Join Together Against Bullying.” The students who wore their Bullying Awareness Rings in school would receive incentives if a staff member saw them in the hallway wearing it.

Outcomes

The students completed a pre and post test to see if their knowledge increased during this week. 87% of the students surveyed showed increased knowledge about bullying.

Cost

The cost was \$150 for this one week program. The funds were for the bullying rings and for neon paper to print the messages on. This \$150 covered buying these supplies for 600 children.

Challenges

Most of the teachers were very enthusiastic about doing this; however some of our teachers did not do the morning lessons or distribute the Bullying Rings or the messages to be worn on them.

Comments

The district was so impressed with this program that they have asked to have it in all of our district buildings this school year! The students were very excited and enthusiastic about the activities during the week. Some of our students have continued to wear their Bullying Rings throughout the school year. Bullying is a problem that needs to be addressed in all schools. Giving our students knowledge about bullying gives them the strength to deal with these situations for a life time.

Mt. Healthy Elementary South Highlighted Program 2010-2011 Girl’s Lunch Group



Program Description

The 6th grade teachers at South Elementary noticed a group of girls having daily issues with gossiping, fighting among themselves, name calling, crying, having outbursts, etc. It was affecting their everyday academic work and was disruptive to others in the classroom as well. The teachers were using up a great deal of valuable class time to deal with these issues and soon came to the FCF Coordinator to help deal with the situation. The coordinator recruited one of the FCF contracted providers (Camelot Community Care) to facilitate a “Girl’s Lunch Group.” The group, which met during lunch on a weekly basis allowed this group of girls to express themselves to each other in a facilitated situation while getting their issues resolved and alleviating conflicts. The girls, who once argued and fought among each other, ended up as a tight knit group of girls with commonalities with other members of the group.

Target Population

This group targeted 8 specific 6th grade girls who were referred by their classroom teacher for frequent fighting and bickering with each other.

Number of Participants

Eight 6th grade girls participated in this group.

Cost

There were no costs associated with this group, other than the cost to contract with the mental health provider to facilitate this group.

Challenges/Barriers

There were not a lot of barriers with the “Girl’s Lunch Group.” Getting permission slips returned was a slight barrier, but once permission was obtained, this was no longer an issue. One major challenge was that the girls, over time, began to express some very complex personal issues that they felt comfortable sharing with the group. While it was good for them to talk about it, the timeframe of the group limited the window that the facilitator had to help deal with these issues. There were times when the girls went back to class very upset after having expressed such important issues. If a serious matter persisted, that specific girl was held back to talk a little longer with the facilitator, or was referred to the school counselor.

Results/Outcomes

While no formal evaluation was conducted because of the small sample size of the group (only 8 girls), teacher feedback expressed that the girls got along better in class with each other, they were spending less classroom time dealing with girl issues, and that the “drama” had subsided in general. In addition, a few of the girls were referred for individual therapy to deal with some of the more serious issues that were expressed during group sessions. Overall, the girls seemed happier and enjoyed participating in the group.

**Norwood Schools
Highlighted Program 2010-2011
Wise Women’s Leadership Series**

**Program Description**

Wise Women’s Leadership Series was an initiative funded through the Women’s Fund of the Greater Cincinnati Foundation. Approximately 170 seventh and eighth grade girls were exposed to a series of four speakers from a variety of backgrounds, professions and stages in life who had life lessons to offer the students.

The speakers included a Norwood graduate who is an author and business owner, a professional roller derby athlete, a Norwood council woman and former health commissioner and a police officer who had been featured on the television series “Police Women of Cincinnati.” There were three Caucasian women and one African American. Two were married and had children (and grandchildren) and two were not. All had attended college; two were currently pursuing graduate degrees.

Goals of program

The overall purpose of the program was to give young women the tools they need to improve in the following areas:

- Set goals for the future
- Practice good decision making skills
- Seek a wise person when needing help
- Look for ways to help others
- Get back on track after making a mistake

Target Population

Seventh and eighth grade middle school girls.

Number of participants

- 170 for speakers
- 10 for Girl’s Circle: Quite unexpectedly, we were given a gift from the Norwood Eagles Auxiliary Club specifically to train staff to implement Girls’ Circle. Girls’ Circle is a national program that uses the power and structure of group process to create a safe place for girls to grow. We took advantage of this gift and recruited a diverse cross section of our seventh grade girls to participate in this group.
- 10 girls follow the Wise Women Blog, there have been over 1600 page views so we anticipate many more view but do not participate in the online discussion. Our speakers were giving powerful talks and then the girls were just leaving. We felt like we needed some way to connect the girls in between the speakers. They needed a voice and to have a safe place to be heard. One of our team members was able to create and keep updated a blog (www.wisewomenms.blogspot.com). A few girls got on board with this. The site has ten regular followers. In addition to the blog, we developed a facebook group (Wise Women NMS) which has a membership of over 100 girls.

Cost of Program

We received a grant from the Women’s Fund of the Greater Cincinnati Foundation of \$1,400. This grant covered supplies (tee shirts Wise Women necklaces), field trips and incentives. All speakers came and spoke at no cost. The cost for Girls’ Circle was covered through a grant from the Norwood Eagle’s Auxiliary. That grant paid for the Girls’ Circle training and curriculum. Additional support came from the Peacebuilder Grant through the Great Cincinnati Health Foundation. This program could be replicated with very little cost though.

Challenges

This program did not roll out as originally planned. We had a series of setbacks and had to reorganize our plan on several occasions. Here are some of our lessons learned:

- Our program was supposed to be an evening meeting for girls and their mothers/caregivers. At our first event we had only five people attend. After much discussion we realized that it was possible that the idea of a “lecture series” was foreign to our girls and their families. We revamped the program and with the support from the principal made the series a school day event. Fortunately, our first speaker agreed to return to do the daytime program. We knew that parents were not going to be able to participate, but we would have a captive audience with the girls. Interestingly, at the end of the year four mothers approached us and wanted to have some of the speakers be in the evening so they could come!
- We had pre-planned dates on the calendar for the year. We had tremendous difficulty getting speakers who could make our dates. We had to abandon the pre-planned dates and go with scheduling as our speakers were available.
- We were not prepared for the lack of social etiquette in our girls. Initially, they struggled with appropriate behavior in everything from finding their seats to talking while the speaker was speaking. Again, we stepped back and agreed that our girls may not have had this kind of experience before. We printed tickets, recruited and trained some girls to be ushers and began using an “opening ritual,” a trick we picked up from Girls’ Circle (we will say more about that later.). By the final speaker the girls were coming into the auditorium in an orderly fashion, taking their seat and listening attentively.

Outcomes

In September, girls were given the five questions below and asked to rate their responses on a scale of 1-5. After the final speaker the girls were asked to rate the same items and to answer some additional questions.

	Pre-test combined (4/5)	Post-test combined (4/5)
I set goals for my future	62.2	
I practice good decision making skills	44.1	53.2
I seek out a wise person when I need help with a problem or advice	63.7	59.9
I look for ways to help others	45.4	55.0
I know how to get back on track if have made a mistake	68.1	71.6

Number of speakers heard

<u>3.3%</u>	one speaker
<u>11.6%</u>	two speakers
<u>26.6%</u>	three speakers
<u>58.3%</u>	four speakers

What changes, if any, have you noticed in yourself since participating in the Wise Women's Series? A sample of the responses are below:

That I set higher goals in life.

Some changes are not listening to what people say, like when they make fun of me.

I am wiser and seek wise people.

I have become more confident and would want to be a wise woman someday.

Notice and give advice to other girls.

I get in less drama and don't talk about people as much.

Not as much bullying.

I have noticed to not put people down.

Not worrying about what people think.

I talk to my mom more about problems I have.



**Rees E. Price Elementary
Highlighted Program 2010-2011
Eating Smart and Being Active Nutrition Workshop**

Program Description

An 8 week nutrition education program was provided for parents facilitated by a licensed nutritionist from the Ohio State Extension Service. Parents met weekly in an interactive workshop format. Weekly sessions included nutrition education, exercise and weekly incentives including food vouchers for eligible participants. At the end of the 8 week session participants were invited to a celebratory brunch and certificates were awarded.

Target Population

Parents of Rees E. Price Academy students.

Number of Participants

13 Parents and 1 community resident participated.

Cost

This is a grant based program that was provided free to the school.

Challenges/Barriers

Finding an adequate space to hold the meeting. Resource coordinator requested and received permission to convert a storage room to a meeting room.

Results/outcomes

10 Parents attended on a weekly basis and received certificates of completion.

**Rothenberg Preparatory Academy
Highlighted Program 2010-2011
Hamilton County Diversionary Education Services Center
Attendance and Diversion Court Program**



Program Description

The Diversion Court Attendance program focuses on students with chronic absences, tardy, and chronic inappropriate behaviors. Students are referred by school personnel for a court hearing at the school to address attendance and behaviors. The court and school personnel provide parent conferences regarding attendance to provide opportunities for the student and the families to receive on site court interventions and recommendations. An example would be if a student and their family were homeless. The school would work with the court and the school's Resource Coordinator to provide resources that would help the family address the need for housing and transportation issues that may have impeded the student from getting to school. The school and the court work together to assist with discipline issues that can also reduce suspension and expulsions, and work with different partnerships that provide services that can recommend interventions that can impact the student having a successful academic year. The important piece of the program is determined by all parties working together and doing their part, meaning communication is very important for all involved. Those parties involve the Resource Coordinator, the Social Worker, the Attendance Clerk, the Building Administrator, the family and the student. This program addresses the Children First Plan priority to reduce the number of chronic suspensions, expulsions and trancies.

Goals

The goal of HCESC Attendance Services is to increase the attendance for students referred and reduce the number of truancy cases filed in official hearings in the Hamilton County Juvenile Court. The cases are unofficial hearings before a Diversionary Court Referee.

Publicizing of program

The program description and the expectations are in the parent handbooks sent out in the beginning of each year along with the rules and policies that dictate a student being referred. Phone contacts and warning letters are sent out to parents to address the attendance behaviors before the student and family member is assigned a court date. In the beginning of the year, the court program is discussed with parents at the Open House. An updated list of programs at the school are put out where parents have access to them in the main office, and a newsletter is sent home that gives information to the families.

Total Cost of program

\$20,200.00

Challenges/Outcomes

The challenge is getting everyone to communicate in a timely manner to allow information to flow with accuracy and allow for as little confusion regarding the facts that are involved. This tends to be more difficult when the school Social Worker is only assigned to your school for 1

day a week, and there is little to no flexibility to meet and process when things go wrong. Attempting to have a meeting has been a huge challenge due to the Social Worker being assigned to more than one or two schools. There is very little continuity of information that can flow in a timely enough manner when a Social Worker is only in the building for one day. The last challenge is when a case is filed and referred for official court, and there is no follow through either of the case being seen after being referred or further issues of chronic absenteeism being addressed period. The unfortunate outcome is that the family members and the students don't view the program as serious, or credible. The outcome of the communication issue can cause unnecessary filing for a court hearing when all facts are not accurate due to missed opportunities to meet and discuss cases, or principals have made arrangements with parents due to family being homeless, and no communication has occurred between key stakeholders. The positive outcome is when early interventions can be put into place for students and their families, and there are resources on-sight that allow for assistance with crisis situations, mental health referrals can be filled out in the court room, and families and students are able to get the help they need rather than having to be put on a waiting list to be seen to address their issues.

**Quebec Heights Elementary
Highlighted Program 2010-2011
Construction Club**



Program Description

Beginning in August, Quebec Heights partnered with the Southwest Ohio Region Workforce Investment Board to offer a construction club for middle school students. The program was funded through the “Spirit of Construction” grant. The 1.5 hour sessions were held on Thursdays, from 2:15-3:45 pm, for eight weeks.

Each hands-on session was lead by a construction contractor who specialized in the topic of the day. Each student initially received protective goggles and a tape measure. The project, which was built on a wheeled metal frame, was designed for easy storage during the school week. The experience covered all stages of construction, from site preparation to finished drywall.

Over the eight weeks, the students learned about construction equipment, mixed and poured a foundation into the frame, learned about carpentry and framed the structure, completed their lesson on masonry and laid the bricks and mortar of our structure, worked on pipefitting and set up the plumbing, completed the wiring with working lights, plug outlets and switches, dry walled the structure, and then painted it. The final product was a wall section built from the concrete foundation that the students poured.

Each of the weekly lessons aligned with academic standards. The students learned about science, math, and teamwork. After the completion of our 8 weeks of Construction Club, the students went on a field trip to Woodward Career Technical High School.

Goal

The goal of the program was to inform students about the career pathway of construction. The construction industry wants to spark the interest of both young men and young ladies to get in to the construction trade. The students learned that some positions require the completion of high school and that others require a college education.

Target Population

Our target population was young men and young women in the sixth, seventh, and eighth grades. Sixteen students completed the program.

The program provided students an opportunity to learn, that was unlike their academic day. Quebec Heights students don't receive that many after school opportunities that blend learning activities with hands on experiences. The exposure to a variety of consultants from various vocational trades, along with both classroom and hands-on experience really appeared to appeal to our students.

Publicizing the Program

The program was promoted through flyers, word of mouth, and individual classroom visits.

Obstacles

One of the most difficult problems was that Quebec Heights has no after school transportation, and that the current school space is two miles from where most of the students live. Many of our parents do not own automobiles, and the student's walk home involves navigating along fairly busy roads. We were able to identify several families that had cars, and a few offered rides home to other students in our club.

Another obstacle had to do with the fact that many of the lessons involved tasks that created messes, so we began the program at the beginning of the school year so we could work outside. We also located the work area by a water spicket in order to hose down the area after we completed the lesson. When the students completed their session we wheeled the project into an area that we were able to secure.

Outcomes

Twenty-one students began the construction club. One student was removed for disciplinary reasons, and two students moved during the eight weeks of the program. Those who completed the program were able to interact with the contractors who gave the students a realistic perspective of the amount of math, science, and teamwork that is needed for the vocational trades. The presenters also talked about salary ranges and job security. In addition, students were able to learn more about great opportunities.

One of the eighth graders who completed the entire eight weeks, and attended the field trip ended up signing up for school at Woodward Career Technical High School. Another group member joined a summer Construction Club that our club leader facilitated, that was a more advanced version of our club. We hope to have the opportunity to offer the Construction Club this school year.

**William H. Taft Elementary
STEM School
Highlighted Program 2010-1011
Science Night at the Museum**



Program Description

Parents and students in grades 2 – 8 gathered at William H. Taft Elementary STEM School at 4:00 p.m. on the afternoon of March 22, 2011 to have dinner, receive their Science Night at the Museum t-shirts, and travel by yellow bus to the Museum Center for a special evening just for Taft families. In collaboration with the University of Cincinnati Center for Economics STEP program and Christ Hospital, families were able to tour the museum, attend a medical professions career fair, and shop at the Science Squad Marketplace.

Students and families were divided into three groups and rotated through three different exhibits over the course of the evening.

Exhibit 1:

Employees from Christ Hospital set up 12 different career stations at the Museum Center where students and families could meet with staff, engage in interactive activities and find out about medical STEM careers.

Exhibit 2:

Six groups of 8th grade students set up booths and the Science Squad Marketplace to sell science toy kits to younger students. These kits had been designed and developed based upon some of the careers that students would be seeing in Exhibit 1. Employees from Christ Hospital along with a UC Professor from the Department of Economics, the 8th grade science teacher and the Resource Coordinator at Taft had been meeting weekly with students to complete their designs and develop marketing plans.

In the meantime, students in grades 2 – 7 were earning credits to be loaded onto debit cards that they could spend at the Science Squad Marketplace. Students could earn up to 300 points in the two weeks prior to the event by exhibiting good behavior and citizenship, completing homework, dressing in uniform, etc.

Science toy kits could be purchased for 50 points each. Examples of the kits: skull x-ray necklaces; DNA bracelets; syringe ink pens, rubber glove balloons, etc.; 8th grade students provided assistance to the younger students to put the kits together.

As kits were sold, 8th grade vendors kept inventory; at the end of the event, students received stipends depending on how much they sold.

Exhibit 3:
Science and Natural History Museum

Target Population

Families and students grades 2-8

Number of Participants

320

Cost

Museum Rental – Donated by Museum Center

Buses - \$1,000 – supplied by University of Cincinnati

T-Shirts - \$3,500 – Donated by Christ Hospital

Supplies - \$275.00 – Donated by First Christian Assembly of God

Food - \$405.00 – Donated by First Christian Assembly of God

Career Fair Materials, Set-Up, Etc. – Donated by Christ Hospital Employees

Challenges/Barriers

As always, the greatest challenge is finding funding; during the previous year, we had a grant with the UC Econ Dept. to do this event, however, that money was not available during year two, therefore, making it necessary to seek other sources of funding.

Results/Outcome

Awesome! Phenomenal! It was wonderful to see parents, students, teachers, after-school program employees and community members enjoying a school event and being so enthusiastic about it! Throughout the evening, everybody pitched in and helped wherever necessary to make this a huge success.



FCF Coordinators – 2010-2011

De’Lisa Moore	Rothenberg Preparatory Academy
Bob Myers	Quebec Heights Elementary
Helen O’Neal	Rees E. Price Academy
Joan Pack-Rowe	William H. Taft Elementary
Corey Parker	Midway Elementary
Deb Robison	Norwood Middle School and Sharpsburg Elementary
Jo Ann Wheat	Mt. Healthy Elementary South
Missy Sorg	Mt. Healthy Elementary North

