

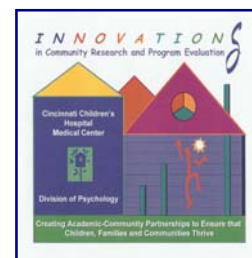
Hamilton County Family and Children First Council

Children First Program



Summary of Programs and Outcomes 2006-2007 Academic Year

**Report Released
November, 2007**





HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL

Children First Program Summary of Programs and Outcomes 2006-2007

Executive Summary

I. Description of FCFC, Children First Program, Program Priorities

The Hamilton County Family and Children First Council (HCFCFC) promotes collaboration and coordination of services among its more than 70 agency members with whom it contracts to deliver services. The Council currently funds and sponsors prevention, intervention and education programs, including the Children First Program (CFP), and is responsible for ensuring that providers meet local, state and federal requirements. Providers are selected 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 and responsive in designing services. Children First Programs (CFP) support “full service” schools that promote school achievement, positive youth development and family involvement. Services in each school are selected according to school needs and program foci may change each year depending on student needs and effectiveness data. All services and providers are overseen and coordinated by a full-time Family and Children First Council Coordinator who is housed at each school site. 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.

II. Collaboration with Agencies, Districts & Schools

The hallmark feature of the HCFCFC Children First Program is that there is broad collaboration and coordination across a number of agencies, each offering unique services and expertise in ten schools across three school districts (Cincinnati Public, Norwood, and Mt. Healthy). HCFCFC Children First Program agency partners include Beech Acres Parenting Center, Cancer Family Care, Center for Children & Families, Family Service, Hamilton County Educational Service Center, Jewish Family Service, Live it Like You Mean It, Nutrition Council, Positive Approach, Inc., PregnancyCare of Cincinnati, Sarah Center, Talbert House, The Children’s Home of Cincinnati, Time II Advocate for Children & Families, Thomas Educational Services, and the YWCA. Children First Programs target schools with high rates of students with disability and students receiving free and reduced lunch (eligibility is determined by a family income that is 150% of poverty or lower). Each provider agency tracks the number of child and parent program participants served each month via sign-in sheets at all Children First Program activities. The total number of student contacts (service utilization/duplicated) across all schools in school year 2006-2007 was over 1,600 participant contacts being made each month on average. These totals do not include students or parents who attended school assemblies, fairs, and other school-wide or grade-wide activities. In addition, the school nurses provided more than 10,000 contacts which are also not included in the Children First Program yearly or monthly utilization totals.

III. Program Proposals and Data Reporting

In addition to reporting monthly service contacts, partnering agencies are required to submit detailed proposals at the beginning of the school year that include the program name, description, Children First Plan priorities to be addressed, proposed outcomes and measures, and the number of children projected to be served. At the end of the year, agencies submit a report that includes the information provided in the proposal as well as actual outcomes and the number of students served. A requirement for funding is that Children First Programs implement at least one program model or best practice (based on criteria from *What Works in Prevention* and *Prevention that Works*; described in the full report) in their work with children and families. Program information is summarized in detail and by Children First Program priorities in the full report.

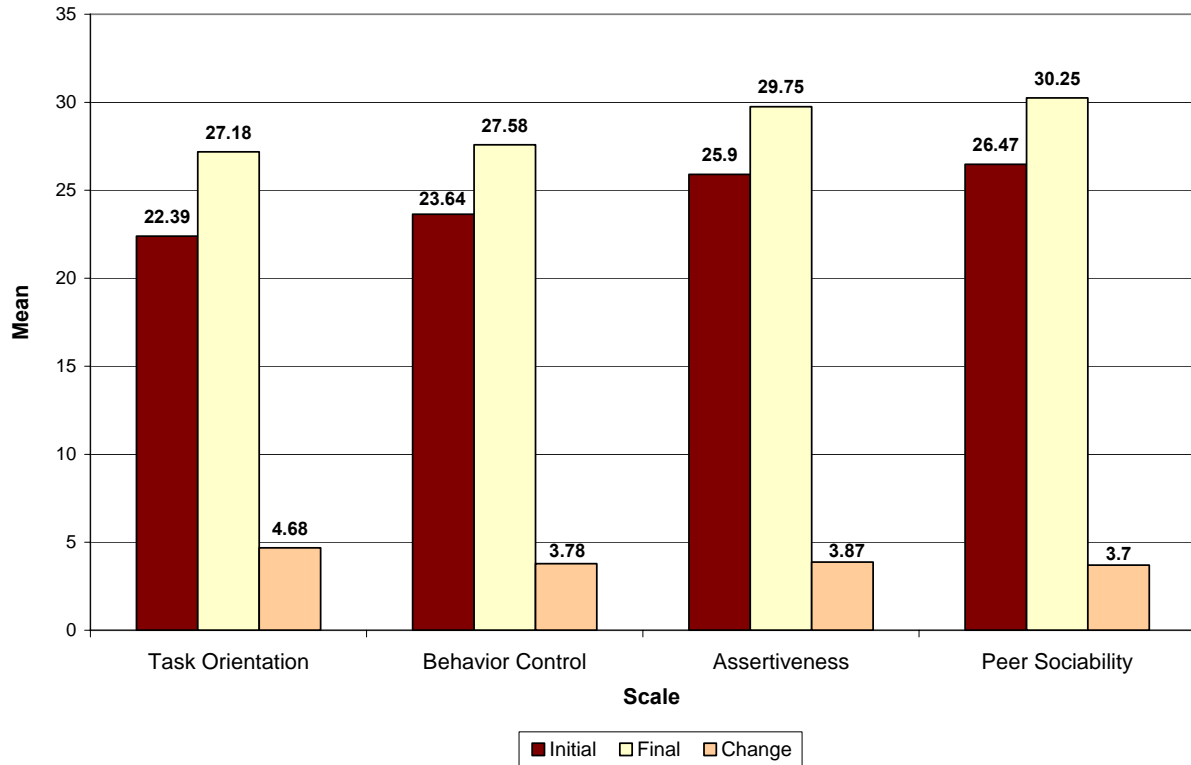
IV. Program/Data Highlights (link to four priorities)

Program-specific outcomes 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 results for these measures are summarized below.

Teacher-Child Rating Survey (TCRS)

Child behavior ratings were assessed using teacher-completed Teacher-Child Rating Survey pre and post tests which were completed on over 370 students receiving Children First Program services across 8 of the 10 schools. The TCRS consists of 32 items assessing strengths and limitations in a child's socio-emotional functioning. The TCRS is summarized to provide pre-post changes on four empirically derived scales: Task Orientation, Behavior Control, Assertiveness, and Peer Sociability. Across all 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 $p < .01$). The graph summarizing TCRS change scores across schools is as follows:

TCRS Change Scores - All Schools

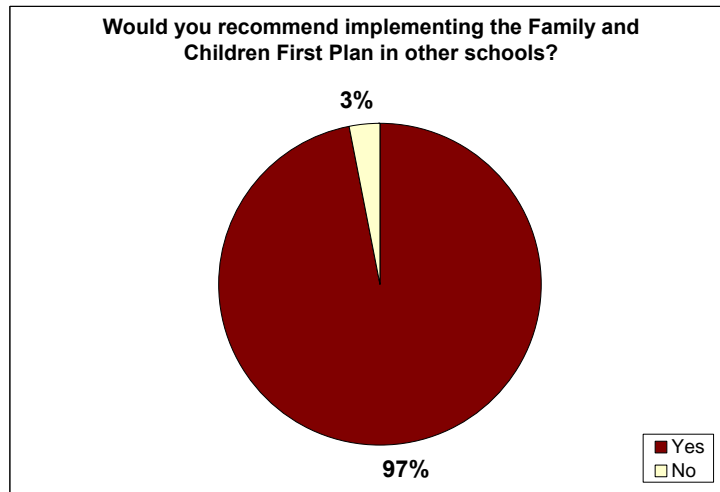
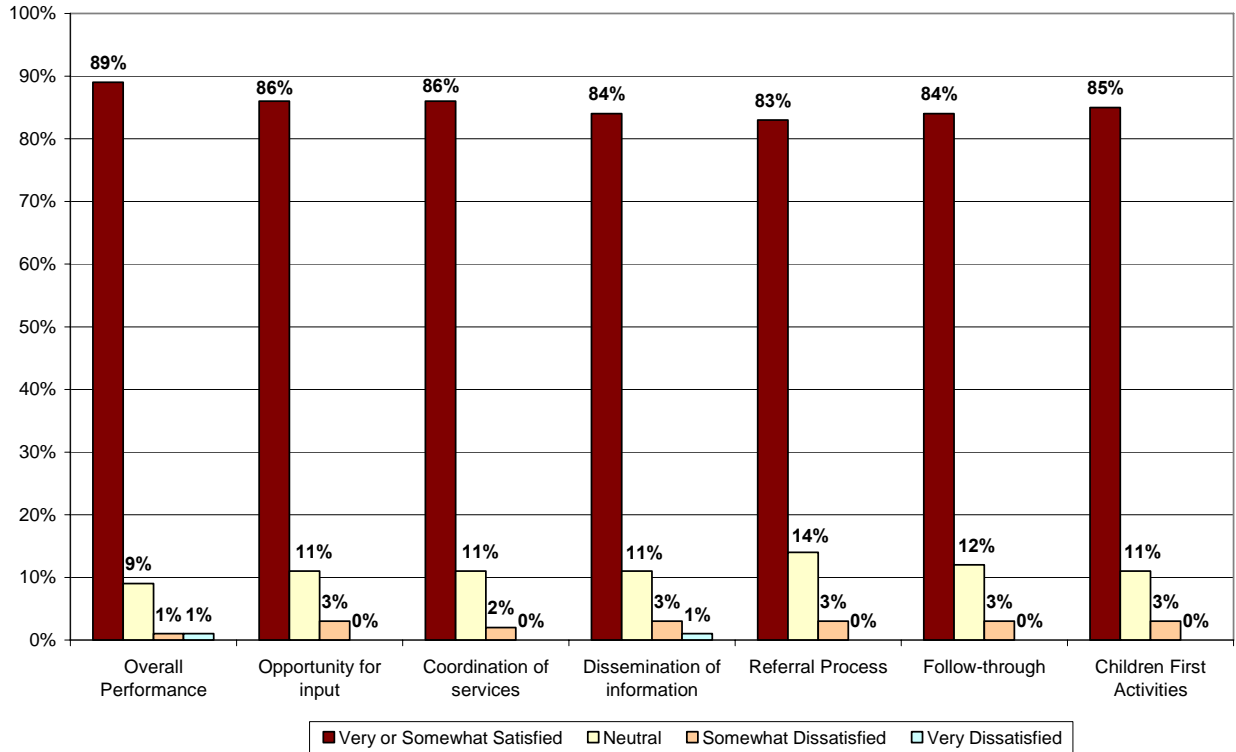


N=370; All scales significant based on changes in pre/post scores at $p < .01$.

Teacher Survey Results

Teacher Survey data collected on 202 teachers across all schools (response rate of over 80%) was overwhelmingly positive. Approximately 97% of teachers reported that they would recommend the Children First Program in place at their school site to other schools. In addition, 91% of teachers report that they “agree” or “strongly agree” that Children First Programs positively impact students. Other survey responses are summarized below:

During this school year (2006-2007), how satisfied are you with the overall performance of the FCFC Coordinator and their performance in each of the following areas?



Qualitative feedback from teachers and principals were also positive and included comments as follows:

- It's a wonderfully run program by knowledgeable people who care for and about our students. The dedication is OBVIOUS, and I am privileged to have such people in my school!
- This program is wonderful. It should be continued & expanded to other schools. Resource personnel are dedicated and selfless.
- Great job! Keep your services here at Frost!

- I would recommend FCF plans to other schools as long as you don't take it away from our school.
- Keep up the good work!

Summary of Provider Outcomes

Providers also measured their own set of program outcomes related to their program foci and goals. Overall, the outcomes for 2006-2007 school year were positive with agencies meeting most targeted goals. All required program results can be found in the full report, summarized by agency.

Summary

The full report provides more detailed program summaries, including links to Children First Program Priorities, numbers served, participant demographics, proposed and actual outcomes, and use of evidenced-based practices. Qualitative data, including teacher and principal feedback are also summarized. A summary of impact across programs and recommendations for continued refinement is provided, as is a list of reference and resources related to Children First Program's four priority aims.

Summary Statement: 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, decreasing the abuse and neglect, increasing school connection and bonding and reducing drop out rates. Priorities for 2007-2008 include increasing staff-teacher communication, parent engagement, data sharing with districts, and alignment with district and resource coordination initiatives. Expanding program foci in these areas and continued funding are essential to optimizing students' positive academic and social-emotional development through FCFC programs.

TCRS and Teacher Survey Data were collected and analyzed using independent evaluation resources. This report was compiled by **INNOVATIONS** in Community Research and Evaluation of Cincinnati Children's Hospital Medical Center using data submitted by Hamilton County Family and Children First Council. Any questions regarding this reported may be directed to Patty.Eber@hamilton-co.org

**HAMILTON COUNTY
FAMILY AND CHILDREN FIRST COUNCIL**

Children First Program

Summary of Programs and Outcomes 2006-2007

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HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL

Children First Program

Summary of Programs and Outcomes 2006-2007

Comprehensive Report

I. Hamilton County Family and Children First Council: Mission and Goals

The Hamilton County Family and Children First Council (HCFCFC) promotes collaboration and coordination of services among its more than 70 agency members and is responsible for ensuring that providers meet local, state and federal requirements. The Hamilton County Family and Children First Council is currently made up of about 70 organizations that serve children and families. The HCFCFC administers a variety of programs, but does not provide direct services; however, the Council contracts with over 20 agencies at any given time for the provision of services. A major part of the Council's responsibilities is to select appropriate providers and to monitor and audit the providers to assure that they meet local, state and federal requirements. The Council currently funds and sponsors a host of prevention, intervention, service coordination, health care and education programs. The Children First Program (CFP) is one of the Council's major initiatives. By recruiting expert providers to deliver effective, efficient services in a school based setting and by coordinating those services so they will achieve maximum effectiveness, the Children First Program embodies the Council's mission to streamline and coordinate services for children and families.

The Children First Program, developed as a pilot project in 1996 by the Council, coordinates and contracts for multiple school based services in selected school sites to provide "full service" schools. The program focus of the Children's First Program is to provide prevention services, intervention, youth development and parent-focused programs within the school setting and to positively impact the school culture so that it will be more focused on prevention. Because of the documented success of this program, additional program sites were added in September 2000. The Children First Program currently operates in 10 schools in three Hamilton County school districts. The Council employs seven full time Coordinators who are housed in the schools to oversee and coordinate these extensive school based programs. The main feature that sets the CFP apart from other school based programs is the fact that FCFC contracts with the providers in the school, thus giving FCFC the ability to monitor and orchestrate the package of services and the providers of services for each school. The Council contracts with approximately 20 different agencies to provide services in the CFP schools.

II. Children First Program

A. Overview of Programs and Services

The Family and Children First Council's Children First Program (CFP) provides "full service" schools that promote school achievement, positive youth development and family involvement. Programs range from long term, intense, individually oriented interventions such as mental health and substance abuse treatment, school nursing services and groups for grieving children to broad based events such as after school programs, recreational activities, family fun fairs, and parent engagement activities which enhance student and family connections with the

school. 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 to the Council if they are funded through other funds. Providers are selected 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. All services and providers are overseen and coordinated by a full-time Family and Children First Council Coordinator; a coordinator is housed at each school site, although in the smaller districts, the Coordinator covers 2 to 3 schools.

B. Target Population

During the 2006-2007 academic year, the Children First Program operated in five schools in the Cincinnati Public School district (Aiken, Schwab, Gamble, Rothenberg, and Quebec Heights) and five schools in two county districts: three schools in the Norwood District and two schools in the Mt. Healthy City School District. This was the first year the Children First Program was implemented in Mt. Healthy City Schools. With the exception of Aiken High School, all schools served students in grades 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. The Children First Plan targets students who are at risk for having academic, social or emotional challenges. The CFP strives to balance providers' time between prevention, intervention and crisis management services based on students' needs. A summary of school/student demographics during the 2006-07 school year taken from the ODE school report cards are as follows:

Program Participant Demographics – 2006-2007

District	School	Grades	Average daily enrollment	# of Teachers	% Economically disadvantaged students	% of Students with Disabilities	School Academic Status at end of 2006-07
Cincinnati Public Schools	Aiken University High School	9 th -12 th	463	31	64.6%	28.9%	Continuous Improvement
	Aiken College and Career High School	9 th -12 th	440	32	63.2%	42.8%	Continuous Improvement
	Gamble Elementary School	K-8 th	348	22	89.1%	18.4%	Academic Watch
	Quebec Heights Elementary School	K-8 th	401	29	93.4%	20.2%	Continuous Improvement
	Rothenberg Preparatory Academy	K-8 th	267	19	92.8%	27.9%	Academic Emergency
	Schwab Elementary School	K-8 th	367	27	92.9%	26.2%	Continuous Improvement
Mt. Healthy City Schools	Frost Elementary School	K-6 th	301	19	80.8%	23.7%	Continuous Improvement
	Greener Elementary School	K-6 th	396	24	71.4%	17.7%	Academic Watch
Norwood City Schools	Allison Street Elementary School	K-6 th	367	33	77.2%	13.2%	Continuous Improvement
	Norwood Middle School	7 th -8 th	358	30	53.3%	12.4%	Effective
	Sharpsburg Elementary School	K-6	264	22	57.2%	8.9%	Continuous Improvement

C. Services Delivered

Each year the schools implement a core group of programs plus additional programs that meet specific needs of their populations. Listed below are the core programs implemented at most of the schools during the 2006-2007 academic year.

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

Below are some of the unique programs implemented in schools during 2006-2007.

Children First Program – Unique School Programs	
School	Implemented Programs
Aiken	<ul style="list-style-type: none"> • Winners Walk Tall • Shakiri Village • Su Casa Hispanic Festival • Step Team and Hip Hop Dance • Awards Breakfasts • Summer Bridge Program • Artist in Reflection Annual Project • Mayerson Foundation High School Leadership Network • Keep Your Power Groups • New Student Orientation
Gamble	<ul style="list-style-type: none"> • Kids for Katrina Survivors • Home-School Connection • Family Support Program • Raising Great Kids Program • Parent Support Group • Jr. Achievement Job Sharing • May Days Incentive Program • Gamble's Greatest • Yearbook Leadership • Super Parent Award • Men in Our Kids Lives • Grandparents' Day • The Peace Team • Student of the Month
Mt. Healthy Schools	<ul style="list-style-type: none"> • Fall Festival • Girls Solving Conflict Group • Kids Connection • Life Skills Training Program • Muffins with Moms; Donuts with Dads • Transition Team Building Program

<p>Norwood</p>	<ul style="list-style-type: none"> • Anger Replacement Program • Back to School Clothing Vouchers • Dads Club • Donuts with Dad • Date with Dads • Drug and Alcohol Assessment • Family Fun Nights • Lunch Buddy Mentoring • “Moo Fest” 3 day dairy program • “Mr. Emotion” program • Nutrition Workshops and Presentations • Parent Pride Celebration • Picnic with the Principal • Preschool parent program • Safe Date Girls Group • Sex education for Developmentally Delayed Students • Truancy Mediation • Transition Camp (for students transitioning from elementary to middle school)
<p>Quebec Heights</p>	<ul style="list-style-type: none"> • AMEND Program (YWCA) • Homework Club • Multi-cultural Arts program • Price Hill Back to School Fair • Teacher/Parent Workshops • “Too Young to be High” • Fat Tuesday for Fathers • Peacemakers Program • Second Step for pre-school through grade 5 • Teen Relationship Violence Prevention Program • Cincinnati Reads • Madcap Puppets Conflict Management Program • Parent Workshops • Family Peer Support • Parent Coordinator and BRIDGES Family Center • Attendance Case Manager
<p>Rothenberg</p>	<ul style="list-style-type: none"> • Career Fair • Guess Who's Coming to Lunch? • Jewelry Making Training for Parents(Jewelry is sold in stores) • Literacy through Photography • Madcap Puppets Residency • Nutrition Carnival • Parent Book Club • Parent Support Group • Parenting Skills Workshops • Reading is Fundamental [RIF] • Science Enrichment Club • Second Step

Schwab	<ul style="list-style-type: none"> • African Drum and Dance • Assertive Responsible Teen Program • Creative Response to Conflict • Delinquency Prevention Programs • Focus Abstinence • Hamilton County Truancy Program/Court • Sixth Grade Leadership Program • Summer Camp Arts and Social Skills Program
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D. 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. This 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.

*****The literature supporting these Priority Aims is cited in the Reference Section at the end of this report.***

E. CFP Providers/Programs at a Glance and Total Number Served

The following table summarizes services delivered by provider agencies, the FCFC priorities each service targets and the total number of students, parents and teachers served by each program.

Children First Program Reference Table			
Agency	Services Provided	FCFC Priority	Total # Served
Ballroom Dancing by Bud Walters	<ul style="list-style-type: none"> Providing ballroom dance classes to elementary, middle and high school students. 	4	150
Beech Acres	<ul style="list-style-type: none"> Training in social skills and behavior management based on the evidence-based Second Step Program was provided to a Girls' Group. Training in social skills and behavior management based on the evidence-based Second Step Program was provided to a Leadership Group. Training in social skills and behavior management based on the evidence-based Second Step Program was provided to individual students per teacher referral. 	1	18
Cancer Family Care	<ul style="list-style-type: none"> Individual counseling for children who are impacted by a cancer diagnosis in the family or the death of a loved one from cancer. Group counseling for children who are impacted by cancer or the death of a loved one. 	3, 4	24
Center for Children & Families	<ul style="list-style-type: none"> Prevention and Education Services: Assessment & brief counseling (included with these services are staff/teacher/parent contacts and referrals as well as crisis interventions) Psycho educational Groups Second Step: Violence Prevention Program 	1, 2, 3, 4	604
Maureen Donnelly	<ul style="list-style-type: none"> Literacy and Photography Project for first and second graders. 	1, 4	38
Family Service	<ul style="list-style-type: none"> Family Attendance Support Student Leadership Social Skills (Second Step Groups) Attendance Support Family Resource Center Coordinator Second Step Groups 	1, 4	1071
Hamilton County Educational Service Center	<ul style="list-style-type: none"> HCESC Attendance Services/ Truancy Courtmage 	1	52
Jewish Family Service	<ul style="list-style-type: none"> Teen Dating Violence Prevention School Year 	3	100
Live it Like You Mean It	<ul style="list-style-type: none"> Self-leadership Workshops Dynamite Group Leadership Team Retreat 	4	255
New Image	<ul style="list-style-type: none"> Behavior Management Groups Positive Youth Development 	1	50

Nutrition Council	<ul style="list-style-type: none"> Seventh Grade Nutrition and Wellness Program 	4	39
Positive Approach, Inc.	<ul style="list-style-type: none"> Anger Management Second Step Leadership Resiliency Program 	1, 2	484
Pregnancy Care of Cincinnati	<ul style="list-style-type: none"> “Making Abstinence Possible” MAP Presentations 4th Grade Girls’ Focus Group Abstinence Focus Group – Norwood Middle School Students utilizing the “Safe Dates” approved curriculum Mentoring and Character Development Focus Groups for 6th Grade “It Takes Courage” classroom presentations with various topics for 7th/8th grade students Human Growth and Development Presentations for 5th or 6th Grade National Abstinence Assembly Speakers 	1, 4	995
Sarah Center	<ul style="list-style-type: none"> Jewelry making/marketing class for parent group 	4	9
Sparked	<ul style="list-style-type: none"> Behavior Management Programs 	1, 4	40
Services United for Mothers and Adolescents	<ul style="list-style-type: none"> Comprehensive Pregnancy Prevention/ Life Skills 	1, 3, 4	160
Talbert House	<ul style="list-style-type: none"> Education – Substance Abuse Prevention Services Problem ID and Referral 	1, 4	313
The Children’s Home of Cincinnati	<ul style="list-style-type: none"> Social skills/anger management groups Parent-Teacher Communication Training Intervention Coordinator/Case Management – short-term services Intervention Coordinator/Case Management – on-going services Parent-Teacher Communication Training Teacher training Mental health assessment and referrals 	1, 4	827
Thomas Educational Consulting Services	<ul style="list-style-type: none"> Human Sexuality Education Classes 	3	11
Time II Advocate	<ul style="list-style-type: none"> Peer Mediation Anger Management Girl Power Social Skills 	1	720
YWCA Amend	<ul style="list-style-type: none"> Psycho-educational groups focused on anger management and conflict resolution 	1	21
Total # Served for All Agencies = 19,126 Unduplicated; 36,345 Duplicated*			

*This sum is based on agency summary sheets and attendance databases. The grand total may not be equal to the sum of numbers due to unavailable numbers for some agencies.

III. Emphasis on Best Practices and School/Community Partnerships

A. Seamless Coordination of Services in Community and School Systems

One of the hallmarks of the CFP has been its focus on recruiting and skillfully coordinating teams of providers in the school based setting to be effectively integrating them within the school to positively impact student outcomes. At a large community-wide FCFC retreat in early 2007, a primary problem noted by participants was that although there are many agencies in Hamilton County that provide a variety of prevention, intervention, treatment and youth enrichment programs in school based settings, there is a lack of uniformity in the amount of services, type of services, quality of services and coordination of services among schools across Hamilton County. This lack of uniformity can negatively affect the impact of the services and programs provided therein. To address that issue, an intersystem committee of service providers, educators and parents was convened in spring, 2007 by FCFC. After several months of study, the FCFC Youth Succeed in Schools Committee outlined strategies to promote uniformity in service coordination in Hamilton County. The following is a summary of the committee's research regarding the importance of seamless coordination of services and youth development activities provided in school based settings.

- Uneven delivery of programs and coordination of services results in inconsistent impact on student outcomes and parent engagement and services for families across schools and school districts (from the FCFC Youth Succeed in Schools Biennial Plan, June 2007).
- Research and literature supports that in order for many of today's students to succeed academically, they must be supported in all of their life domains. There are more children who need services than there are providers; however services provided in a comprehensive, planned way support the whole child across all of the developmental domains (from the FCFC Youth Succeed in Schools Biennial Plan, June 2007).
- A lack of seamless coordination of high quality services prevents students and families from being adequately supported in areas that are necessary to promote their maximum social and emotional potential and their academic success (from the FCFC Youth Succeed in Schools Biennial Plan, June 2007).
- The Center for Effective Collaboration, Improving School Results through Coordinated Services states: "Multiple service systems, however, will not be effective, if they are not coordinated and individualized to address the needs of each child. Without the careful coordination of services, there will be gaps, duplications, and other inefficiencies that inflate human and monetary costs. Through combining and coordinating the efforts of agencies and professionals, collaborative initiatives have significantly improved the quality of services that children and families receive, as well as the outcomes of those services."
- Research demonstrates that students who receive social-emotional support and prevention services achieve better academically in school. A recent longitudinal study provided strong empirical evidence that interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized scores and better grades (Fleming, et al., 2005).
- Research and Commissioned Reports, including *The Whole Child* report, "All Together Now: Sharing Responsibility for the Whole Child," compiled by the Association for Supervision and Curriculum Development reports the following:
 - The need to identify and adopt a simple unifying framework that responds to what the research tells us about the conditions that promote the development of the whole child.

- There needs to be mutual respect and collaboration among parents, families and school staff.
- Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.

B. Prevention and Intervention Programs

FCFC contracts and works with providers for the Children First Program who must implement model programs or evidenced-based practices. Programs must foster positive school/community partnerships and programs must state well articulated and measurable outcomes. In general, evidenced-based programs and practices are based on the implementation of one or more of the following (from *What Works in Prevention and Prevention that Works*):

- Prevention/intervention programs are comprehensive
- Prevention/intervention programs include multi-method teaching/skill-based component
- Prevention/intervention programs are intensive enough to promote change and/or develop resiliency in students
- Prevention/intervention programs are based on theory or empirical evidence
- Prevention/intervention programs promote (in participants) positive relationships with peers and family members
- Prevention/intervention programs include participants for whom the risk/therapeutic agents are developmentally relevant
- Prevention/intervention programs include participants for whom the risk/therapeutic agents are developmentally relevant
- Prevention/intervention programs include an outcome evaluation that logically aligns program foci, goals, and outcomes
- Prevention/intervention programs include a professional development/training focus that disseminates information on best practices and program protocols and procedures to staff
- Prevention/intervention programs adopt “best practices” as standard program procedures over time such that programs, stable, and sustainable over time.

Program focus and targets must also be appropriate to the scope of programs’ work, the developmental level and referral issues of the populations they are serving, and be appropriate to the level of funding that they are receiving for program implementation.

OUTCOME DATA

** Teacher-Child Rating Survey (TCRS)*

** Teacher and Principal Survey Data*

** Summary of Program Outcomes*



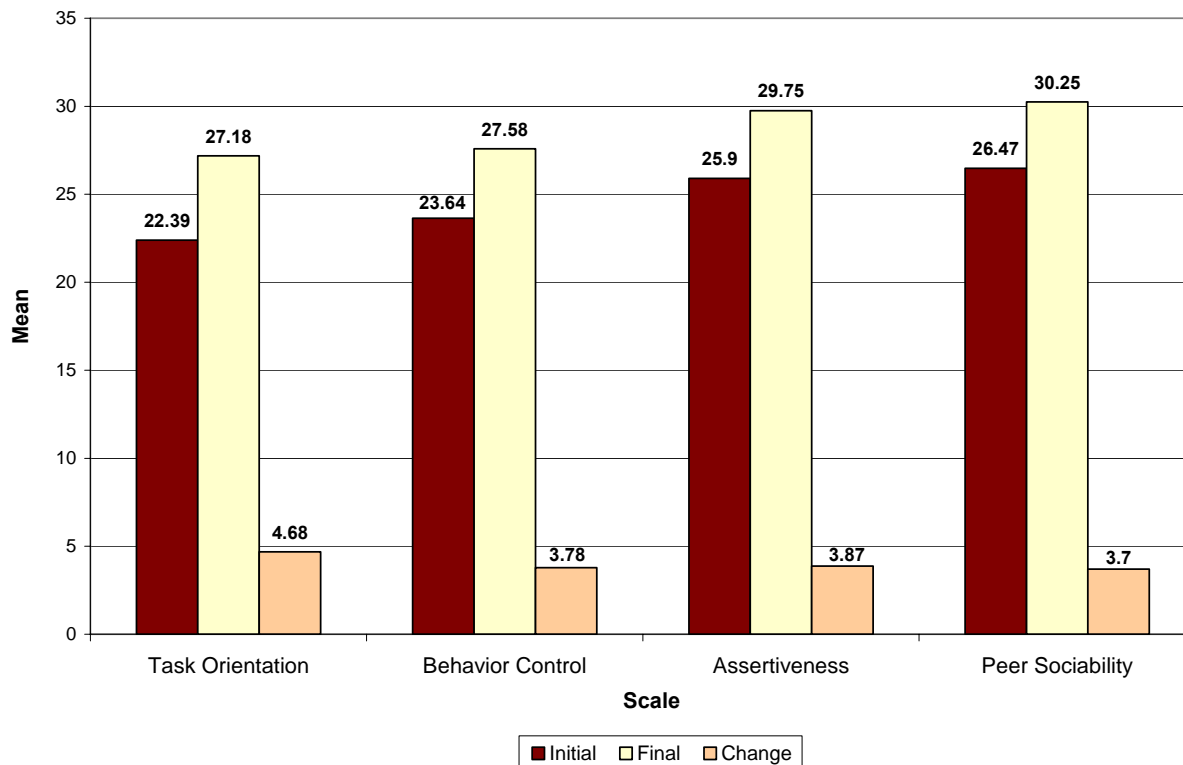
IV. *Teacher-Child Rating Scale Results*

The Teacher-Child Rating Scale was completed by teachers, pre (initial) and post (final), on over 370 students attending Children First Programs across eight of the CFP schools. 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 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 $p < .01$). The graph summarizing TCRS change scores across schools is as follows:

The following tables summarize TCRS results across the eight schools that completed the scale.

All Schools 2006-2007				
	Initial N=376	Final N=368	Change	Significant p ≤ .01
Task Orientation	22.39 (SD=8.58)	27.18 (SD=8.51)	4.68 (SD=5.44)	✓ yes t=15.86
Behavior Control	23.64 (SD=7.74)	27.58 (SD=7.56)	3.78 (SD=5.06)	✓ yes t=13.72
Assertiveness	25.90 (SD=6.45)	29.75 (SD=5.84)	3.87 (SD=4.56)	✓ yes t=15.60
Peer Sociability	26.47 (SD=7.65)	30.25 (SD=7.28)	3.70 (SD=5.01)	✓ yes t=13.59

TCRS Change Scores - All Schools



V. Teacher Survey Ratings and Comments

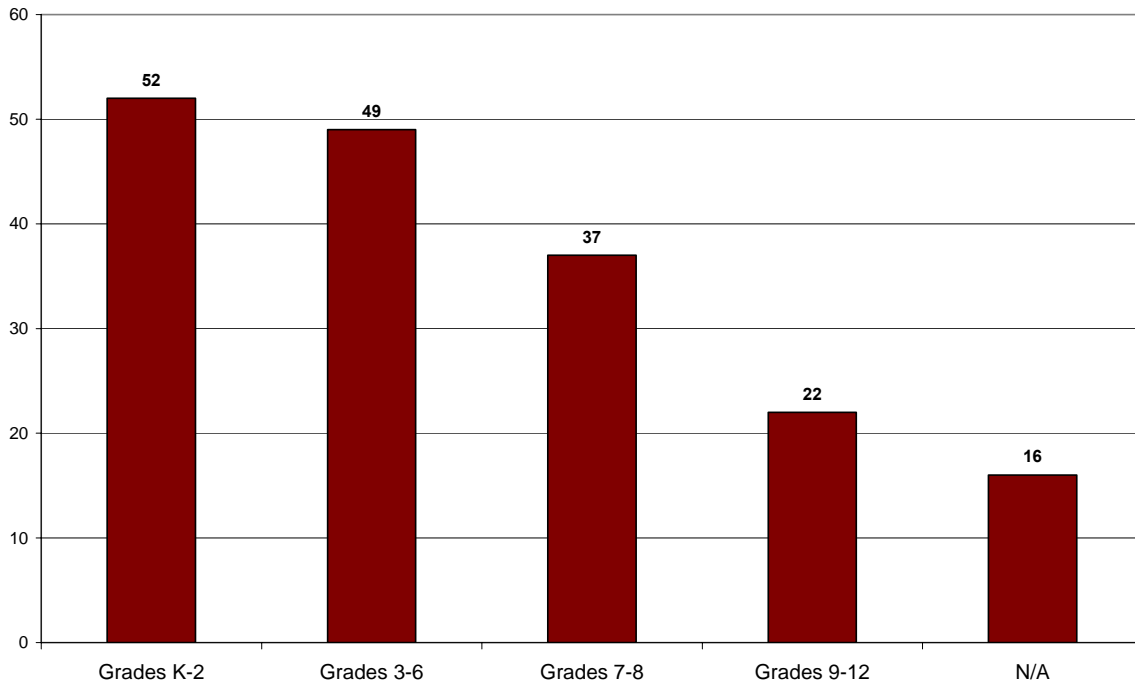
A. Teacher Survey Methods

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 following 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. Survey information for the following variables is summarized below:

- Performance of the Coordinator
- Coordination of services
- Program Activities
- Impact of Students
- Impact on School
- Impact on Community
- Impact on Teachers
- Recommendation of CFP Program to other schools
- Teacher Comments and Recommendations for Program Improvement

A total of 202 staff members – 175 teaching (61%) and 27 non-teaching – completed the survey. Of the staff members that completed that survey, 89 taught during the 2005-06 school year, 67 taught during the 2004-2005 school year, and 153 taught more than two years.

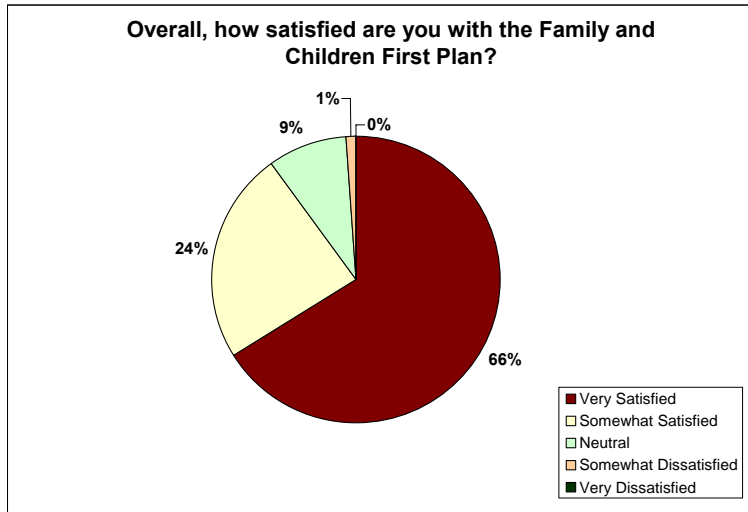
During this school year, what level did you teach?



B. Summary of Data for All Teacher Survey Questions

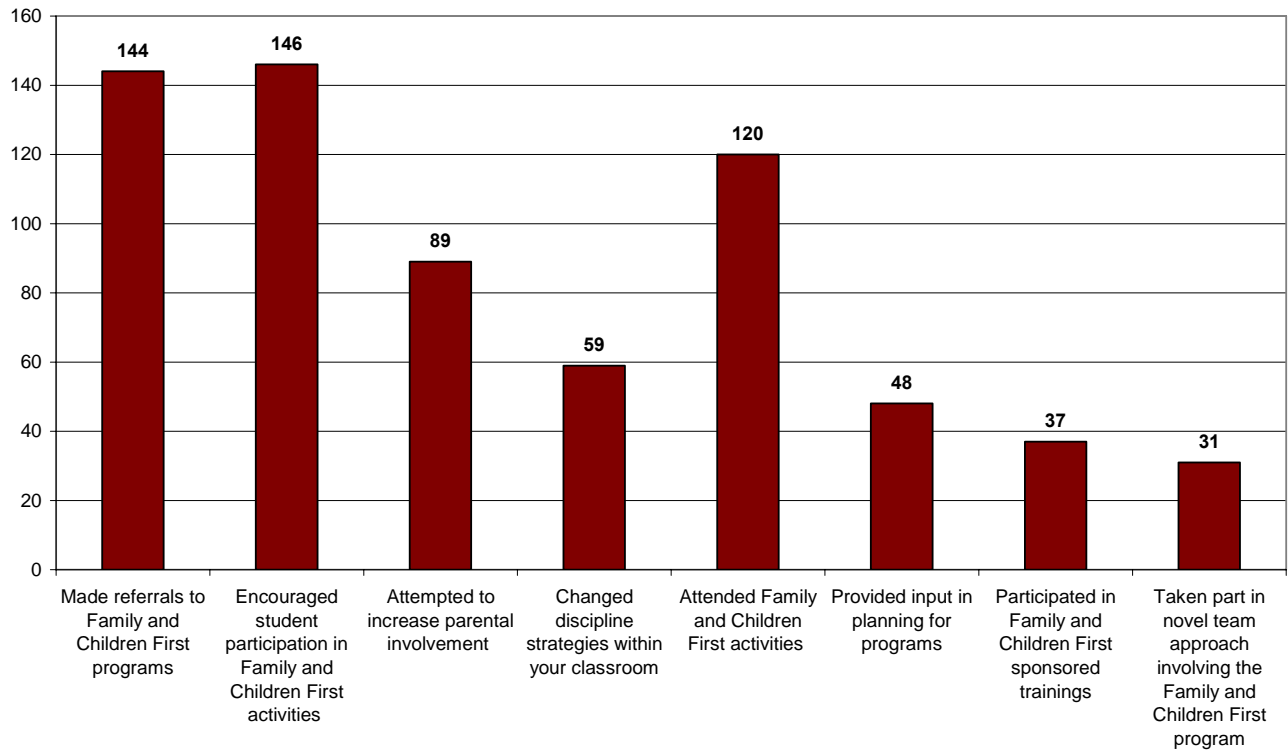
The following briefly summarizes data for all of the questions on the Teacher Survey.

During this school year (2006-2007), how satisfied are you with the overall performance of the FCFC Coordinator and their performance in each of the following areas?					
	Very Satisfied (5)	Somewhat Satisfied (4)	Neutral (3)	Somewhat Dissatisfied (2)	Very Dissatisfied (1)
a. Overall Performance	73%	16%	9%	1%	1%
b. Opportunity for input	64%	22%	11%	3%	0%
c. Coordination of services	68%	18%	11%	2%	0%
d. Dissemination of information	57%	27%	11%	3%	1%
e. Referral Process	60%	23%	14%	3%	0%
f. Follow-through	61%	23%	12%	3%	0%
g. Children First Activities	70%	15%	11%	3%	0%



During this school year (2006-2007), what degree of impact do you feel the Family and Children First Plan had on the groups listed below?					
	Very Satisfied (5)	Somewhat Satisfied (4)	Neutral (3)	Somewhat Dissatisfied (2)	Very Dissatisfied (1)
a. Impact on students	57%	34%	7%	2%	0%
b. Impact on teachers	45%	35%	16%	2%	1%
c. Impact on administrators	45%	26%	27%	1%	0%
d. Impact on school, in general	56%	31%	10%	2%	0%
e. Impact on parents	48%	26%	22%	4%	0%
f. Impact on community	46%	28%	25%	2%	0%

During this school year, in what ways have you been involved with the Family and Children First activities and interventions?



Please indicate how strongly you agree or disagree with each of the following statements. In general...

	Strongly Agree (5)	Agree (4)	Neither (3)	Disagree (2)	Strongly Disagree (1)
a. Students feel close to the people at this school.	30%	58%	7%	4%	0%
b. Students feel they are a part of this school.	28%	57%	9%	6%	0%
c. Students are happy to be at this school.	23%	50%	17%	10%	0%
d. The teachers at this school treat students fairly.	33%	57%	7%	2%	0%
e. Students feel safe in this school.	27%	53%	12%	7%	0%

Please indicate how strongly you agree or disagree with each of the following statements about parents of children in your class or school:

	Strongly Agree (5)	Agree (4)	Neither (3)	Disagree (2)	Strongly Disagree (1)
Parents are interested in getting to know me.	16%	37%	23%	22%	2%
I can talk to and be heard by parents.	27%	46%	15%	12%	0%

I am comfortable talking to parents.	45%	48%	7%	1%	0%
Parents have the same goals for their children as the school.	9%	40%	24%	23%	3%
Parents do many activities to encourage child's positive attitude toward education.	8%	22%	26%	35%	8%
Parents are very involved in their children's education	5%	20%	25%	40%	9%
Parents often ask questions or make suggestions about their children.	6%	24%	26%	37%	9%

Some people have suggested that more focus should be placed on prevention. Do you feel the Family and Children First Plan has increased, decreased, or led to no change in focus on prevention at your school?

- 70% Increased focus on prevention at your school
- 1% Decreased focus on prevention at your school
- 29% No Change in focus on prevention at your school

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

- 97% Yes
- 3% No

C. Teacher Perspectives on Parent Involvement: Comparison of data from 2002-2003 and 2006-2007

The Teacher Survey has been given to teachers to complete for each of the past four years. The questions have been the same allowing for comparisons over time. This table summarizes data from 2002-2003 compared to 2006-2007. Trends demonstrate increases in teacher's perceptions of parent involvement and perceptions in teachers' competence in working with parents over time.

Comparison of Teacher Survey Data on Parental Involvement 2002-2003 and 2006-2007 Academic Years		
	2002-03 School Year ("A lot" or "A whole lot")	2006-07 School Year ("Agree" or "Strongly agree")
Parents are interested in getting to know teacher.	17%	53%
How well teacher feels can talk to and be heard by parents.	46%	73%
How comfortable teacher is talking to parents.	87%	93%

Parents have same goals for their children as the school.	21%	49%
Parents do many activities to encourage their children's positive attitude toward education.	9%	30%
Parents are involved in their children's education	10%	25%
Parents often ask questions or make suggestions about their children.	19%	30%

D. Teacher Survey Comments

The Teacher Survey also provided opportunities for teachers to give qualitative feedback on the program and suggestions for program improvement. The following are excerpts from some of the comments made in this optional section of the survey.

<i>What would increase the effectiveness of Family and Children First?</i>
<ul style="list-style-type: none"> • It's a wonderfully run program by knowledgeable people who care for and about our students. The dedication is OBVIOUS, and I am privileged to have such people in my school! • This program is wonderful. It should be continued & expanded to other schools. Resource personnel are dedicated and selfless. • At this point it is very clear to me that the individuals here at Quebec Heights in charge of implementation, creation, and dissemination of FCF are extremely effective. The programs implemented are often times the few bright spots in many of our children's lives. We need more resources. • I have seen a great improvement in Kindergarten level and this is due to the cooperation between great teachers and intervention specialists. The Children First program was fantastic I encourage it for following years and in each and every school. Thanks. • More help - More Counselors. This year's staff did a wonderful job, but we have so many needy kids! • Great job! Keep your services here at Frost! • Extend the services offered by FCF to other schools • I think that after several years the effectiveness of this valuable program will be more clearly seen. The surface has been scratched, but deeper work with students and families is needed. Many parents are not school partners which places the child in a confusing situation. Beyond uniforms and straight lines, there is much to be done. Thanks for all of your help. • I would recommend FCF plans to other schools as long as you don't take it away from our school. • Keep up the good work!

VI. *Principal Survey Feedback*

Principals also provided feedback on Children First funded programs. Feedback from Gamble, Quebec Heights, Schwab, Frost, Greener, Norwood Middle, and Sharpsburg is provided. Principals were asked the following questions:

1. How is the Children First Program incorporated into your school's One-Plan/ discipline plan?
2. How does the Children First Program add value to your school? Do you feel the Children First Program does a satisfactory job of coordinating all the community resources for your school?
3. How does the Children First Program support your school's learning and achievement outcomes?
4. How does the Children First Program support the social and emotional healthy development of your students, families, community?
5. How does the Children First Program impact your school's climate/ culture?
6. What improvements or changes would you like to see in the Children First Program for next year?

Principal responses (N=7) to the survey questions are summarized as follows:

<i>Summary of Principal Comments</i>
<ul style="list-style-type: none"> • FCF adds tremendous value to our school. The resources that are provided through this office allow students to get the help they need to reduce barriers to learning. Deb (FCF Coordinator) and I have a fantastic working relationship. FCF is a lifeline to many of our families. The coordinator does a great job of keeping me in the loop and organizes the resources well. • It supports our positive behavior and academic plans at Greener. It gives services to our children that we cannot duplicate. It has been a blessing to have the coordination of services for our school. Students, teachers and parents have appreciated the added support that the Children First Program has provided. • FCF does an exceptional job. De'Lisa has brought in and monitored a number of social agencies that have met many of our children's social and emotional needs. Just keep doing what you're doing; an excellent job! • The Children First staff is completely integrated into the school community. They know the children and families very well. They participate in all school wide initiatives. Their support is so valued and appreciated. • The Children's First program adds a great deal of value. It's another layer of depth to the services we can offer. Our coordinator has done a great job orchestrating the community resources for our school. • The Children's First activities have contributed to a positive school climate with the interventions they have provided. • FCF helps Norwood students to better focus on academics while in the classroom by providing an outlet for them to get assistance with the issues they have outside of school. They help to provide research based programs to help students overcome obstacles and to be ready to learn when they walk in the door. • It (CFP) is the driving force behind the climate/culture in the building.

**Full results of the Principal Survey can be found in the appendix.

VII. Summary/ Highlights of Program Outcomes

Each agency submitted program proposals prior to the 2006-2007 academic year. These proposals included the project description, priority focus, proposed outcomes, measures and targets, and number of participants that were projected to be served. Final reports included actual outcomes and the number of students served. Below are some of the highlights of the outcome data. It should be noted that each program varies significantly by agency; therefore it may be difficult to compare some outcome results to others. Full results can be found at the end of the report in the Program Outcomes section.

Cancer Family Care

- 100 % (N=14) completed the Coping Scale Pre and Post Test with 57% demonstrating improvement on the Coping Scale. The average change in the Coping Scale was +1.0.
- 100% of 11 completed the 5 Question Behavioral Pre and Post Tests. At the end of the group, 82% noted a decrease in crying spells and 82% noted improved sleeping.
- 100% of the 3 students receiving individual counseling completed the 15 Question Behavioral Evaluation Pre and Post Test. 100% of these students improved +1 or more from a pre-test score of 0 or 1.

Center for Children and Families

- Service Utilization Statistics are as Follows:
 - 474 referrals were made across the 8 targeted schools during 2006-2007
 - 101 student referrals were recommended for ongoing direct services with CCF
 - 72 new cases were opened for students receiving ongoing services (in addition to cases continuing from 2005-2006)
- Ohio Youth Scales are used to assess mental health needs and monitor progress for all ongoing direct therapy cases. Data are summarized as follows:
 - Ohio Scales – Youth reports revealed positive trends on 3 of 4 scales: Functioning*, Satisfaction and Hopefulness (N=81); 91% of Youth report positive trends on at least one scale; 72% report positive trends on at least two scales.
 - Ohio Scales – Parent reports revealed positive trends on 3 of 4 scales: Problem Severity*, Satisfaction* and Functioning* (N=177); 86% of parents report positive trends on at least one scale; 71% report positive trends on at least two scales
 - Ohio Scales – Worker reports revealed positive trends on 2 of 3 scales: Functioning* and Roles (N=180); 82% of workers report positive trends on at least one scale; 69% report positive trends on at least two scales.

*statistically significant difference; $p < .05$
- A total of 159 students participated in at least one of 20 groups offered at the eight targeted sites during the 2006-2007 academic year. Psycho educational Groups, including Anger Management, Social Skills, Self-Esteem, and Stress Management, were completed at FCFC sites.

Data Summary:

- 93% (N=90) of participants reported that they learned “a lot” or a “whole lot” in the psycho-educational group.
- 98% (N=90) of participants identified at least one skills/competency that they acquired through the group; 89% identified at least two competencies that were attained; 76% reported achieving at least three competencies.
- 96% (N=90) of students stated that others should participate in the group next year

Family Service

- Overall Attendance Rate for the Year: 93.15%
 - (2.1%) 7 out of 333 students had perfect attendance for the entire year. This includes no absences and no unexcused tardies.
 - 62 cases were filed for truancy, 59 Failure to Send and 3 VCO or Chronic Truancies. Of the 62 students 41 (66%) cases were dismissed and attendance improved. 28 cases were dismissed because of improved attendance and 13 were dismissed because the families moved and attendance improved. Of the cases heard 8 (13%) were judicated guilty. 13 of the 62 (20%) were issued warrants because of not showing up on their court date.
 - Attendance Case Manager opened 4 formal cases throughout the year. Two other cases were assigned but they moved before paperwork could be completed. All four cases increased their attendance to 90% or above by 4th quarter.
- Eight family members volunteered at Quebec Heights this year. We met our goal of 45 family members attending a Family Resource Center Activity. We exceeded our goal concerning connection to the school. In that 35 (78%) stated this increased their sense of connection to the school.

Hamilton County Educational Service Center

- Prior to HCESC Attendance Services, Schwab School had a 92.4% attendance rate for 2005-2006. Upon completion of the HCESC Attendance Program, Schwab School increased its attendance rate to 94% for 2006-2007.
 - There were 52 students referred for attendance services because of truancy. Of the 52 students, 44 students or 84.6% showed improvement in their attendance. There were 5 students or 9.6% whose attendance took a turn for the worse and 3 students or 5.8% whose attendance neither improved nor worsened but stayed the same. Attendance data was gathered through office records.
 - Diversionary Court offered through HCESC had a tremendous impact on 21 of the 52 students. After the diversionary court session with their parents, these elementary students went from having anywhere from 1 to 30 unexcused absences to zero (0).
 - This means 40.4% of the students had perfect attendance after this diversionary court intervention. See Table 2 below. This data indicates that when we catch students early enough and involve their parents, we can create a positive mindset with the family to make sure their children are in school learning.
 - In addition, unruly charges were filed on 23 of the 52 students. Unruly charges include fighting, profanity, damaging property, disobedience, etc. There were 20 students or 87% from this group of 23 who dramatically improved their behavior and attendance after being taken to the diversionary court run by HCESC. Three (3) students or 13% worsened. In these cases, students had office referrals for these inappropriate behaviors which were indicated in discipline office records. These behaviors were reduced after attending the HCESC Diversionary Court sessions with their parents. Their attendance greatly improved as well.
 - Eleven (11) of the 23 students with an unruly charge reduced their inappropriate behavior anywhere from 1 to 7 incidents to zero (0). This was a huge improvement for 47.8% of the students.

Jewish Family Service

- A total of 44 students received Teen Dating Violence Prevention. Of those students, 50% were sampled. The 22 students that were sampled showed an improvement in test scores after two TDVP classes. 89% of the students sampled reported that they were better prepared to respond to teen dating violence as a result of the program.

Talbert House

- LifeSkills survey changes in students' scores from pre to post test: (increase in drug resistance skills, personal self-management, problem solving and self-efficacy)
 - Type of Change (pre to post) and # of students (percent)
Increased in Score – 57.1%
No Change in Score – 6.1%
 - Mean Score from Pre-Totals to Post –Totals
Pre – 20.9 Post – 21.9

LifeSkills survey questions showing the greatest improvement from pre-post (related to FCFC goals):

- 7. What is the three step method for making better decisions:
Pre – 15.5% Post – 48.7%
- 10. I have improved my self-image by setting and achieving goals:
Pre – 53.5% Post – 59.3%
- 14. I will not smoke even if my friends smoke:
Pre – 49.1% Post – 54.9%
- Drug Awareness survey results (Increased knowledge of the harmful effects of ATOD use and abuse)
No change in Score – 4.5%
Increase in Score – 94.9%
- Mean Score from Pre-Totals to Post-Totals
Pre – 13.1 Post – 17.1

The Children's Home of Cincinnati

- The ICs saw 140 students in groups and opened 39 on-going therapy cases. The FCF Coordinator collected teacher ratings on a sampling of students who participated in group with the result being that the about 85% of the students showing improvement in functioning and behavior as a result of the group intervention. For those students who entered on-going therapy with the ICs Ohio Scales at three and six months indicate that 63% improved their functioning and behavior by an average of 5 points. An additional 18% improved by at least two points on the Ohio Scales. Teacher and front office feedback also confirms that positive changes were evident in almost every child who participated in any service provided by the ICs.
- The therapist referred 132 students for mental health assessments. Thirty-six percent (N=93) of these referrals completed the assessment. Of this number the therapist opened 15 students for on-going therapy. The majority of the remaining referrals (N=78) were referred for additional services. There were preliminary indications from teachers and staff that for the students who completed the assessment without additional services, as well as for the students who did enter on-going services, there was a marked improved in their overall functioning and behavior. It is estimated that this represents about 63 students or 68% of those students completing the mental health assessment.

NEW INITIATIVES
For the 2007-2008 School Year



VIII. Refinement of Program and Evaluation Strategies

Several strategies were implemented in 2006-2007 to maximize coordination and evaluation efforts, including (1) developing and executing plans to improve parental involvement – see A below, (2) developing common data collection methods and databases across sites – see B below, (3) and collaborating with respective districts to obtain student demographic and outcome data – see C below.

A. Increasing Parent Involvement: The CFP programs have had great success in increasing parent attendance at school wide events, such as Muffins for Moms, Fat Tuesdays with Dads, Guess Who’s Coming to Lunch, Date with Dad, school performances, etc. In the coming school year, the CFP will focus more on increasing parents’ involvement with their child’s education, rather than focusing efforts mostly on parental attendance at school events. Towards that end, the CFP coordinators each developed a plan to be implemented in this coming school year. The following are some samples of Parental Involvement Plans being utilized this school year.

**Mt. Healthy Plan for Parent Involvement/Communication
2007-2008**

Strategy	Frost: <u>Action Taken</u>	Greener: <u>Action Taken</u>
“Parent Participation is Popping at Greener Elementary”. Lottery tickets will be given for parent participation in supporting their child’s education. Drawings for prizes several times during school year.	<ul style="list-style-type: none"> • Program will begin next school year. 	<ul style="list-style-type: none"> • Communication with staff regarding program Staff meeting October 2, 2007 • Communication with parents regarding program. Letter home September 19, 2007 • Financial support for prizes from the school
Parent Involvement Committee	<ul style="list-style-type: none"> • To be developed by November 1, 2007 	<ul style="list-style-type: none"> • Developed committee of staff members and parents. First meeting October 15, 2007
Newsletter updates for parents regarding upcoming events and parenting tips	<ul style="list-style-type: none"> • Monthly 	<ul style="list-style-type: none"> • Monthly
Distribute “ Helping Your Child Become a Responsible Citizen” handbook	<ul style="list-style-type: none"> • Distribute at upcoming parent events and PTO meeting. 	<ul style="list-style-type: none"> • Distribute at upcoming parent events and PTO meeting.
Survey parents regarding ways our school could be more “parent friendly”	<ul style="list-style-type: none"> • Survey home with students in November, 2007 • Survey parents who participate in parenting events 	<ul style="list-style-type: none"> • Survey home with all students in November, 2007 • Survey parents who attend upcoming parenting events.
Involve the community by soliciting donations of prizes for parents who earn raffle tickets at Greener		<ul style="list-style-type: none"> • Sending letters to local business for donations i.e....pizzas, movie tickets.

**Norwood Plan for Parent Involvement/Communication
2007-2008**

Strategy	Allison: <u>Action Taken</u>	Sharpsburg: <u>Action Taken</u>	NMS: <u>Action Taken</u>
Ask Teachers to find out what questions on our survey mean to them.		<ul style="list-style-type: none"> To be distributed at 10/4 staff meeting 	<ul style="list-style-type: none"> Sent September 6
Parent –Teacher Communication Training	<ul style="list-style-type: none"> Scheduled for October 16 and 23 	<ul style="list-style-type: none"> Intro scheduled for October 2 	
Use 16 Tips Booklets			
Survey Parents about topics of interests for training			<ul style="list-style-type: none"> During orientation, open house etc. Discussed at Parent involvement committee meeting. Want college night. Parent volunteered to help
Parent involvement Committee			<ul style="list-style-type: none"> September 24 Held. Organized 4 committees.
Dad’s club uses a concept/phrase in the community to raise awareness	<ul style="list-style-type: none"> Discussion at Dads club meetings have begun. 		
Nurturing Parent Program	<ul style="list-style-type: none"> Fall 2007 Scheduled to begin October 17th for 10 weeks 	<ul style="list-style-type: none"> Fall 2007 Scheduled to begin for 10 weeks. 	<ul style="list-style-type: none"> Spring 08 for adolescents.
Parent Talk Cable Show	<ul style="list-style-type: none"> October 2007 (emphasis) Pre-production meetings occurred Initial “fridge” sheets sent home 9/28 	<ul style="list-style-type: none"> October 2007 	<ul style="list-style-type: none"> October 2007
Work with Community Coalition to Distribute “What Kids Need to Succeed” Book	<ul style="list-style-type: none"> Presented in Sept meeting 	<ul style="list-style-type: none"> Presented in Sept. Meeting 	<ul style="list-style-type: none"> Presented in Sept. Meeting

**Quebec Heights Plan for Parent Involvement/Communication
2007-2008**

Strategy	Quebec Heights: <u>Action Taken</u>
Communicate regularly with Principal about program, activities, and providers.	<ul style="list-style-type: none"> Regularly meeting with the principal and keeping her current on programming. I also email Ms. Murphy, rather than just stopping her in the hallway.
Attend Quebec Heights staff meetings and periodically ask to be on the meeting agenda.	<ul style="list-style-type: none"> I've been on the agenda for programming updates.
Connect the community with the school, and represent the school at neighborhood meetings.	<ul style="list-style-type: none"> Attended Price Hill Community Action Team and Price Hill "Place Matters" meetings in September.
Put together a programming grid and calendar for the staff.	<ul style="list-style-type: none"> Requested providers complete grids with schedules, locations, and type of service offered and at what time. I will compile all of the information into one grid.
Help put together school's One Plan, and include the services and programming that FCFC provides for the school.	<ul style="list-style-type: none"> Participated in meetings in September and October and helped write this year's One Plan.
Include FCFC programming in the Positive Behavioral Support Plan for Quebec Heights.	<ul style="list-style-type: none"> Gave program information and program evaluations to the PBS team for use in their school plan.
Parent volunteer meeting facilitated by Cheryl Waters.	<ul style="list-style-type: none"> Cheryl has held parent meetings every other Wednesday in September and October of this year.
Put out a summary of services provided during the school year, and include the dollar amount of services brought in, in addition to the FCFC monies.	<ul style="list-style-type: none"> I distributed this summary in August at our first school-wide meeting. I also have given copies to providers, new teachers, and community members.

B. Developing Common Data Methods and Databases: Program Administrators, Site Coordinators, and the Evaluator worked together over the course of the 2006-2007 academic year to develop a common database and to code surveys using students' unique (and blinded) identification number. These numbers were then entered into a database to obtain demographic and student data that can inform program development. This database has been revised for the 2007-2008 academic year to collect additional information, including agency interface, services received (prevention vs. intervention), length of service (short-term vs. long-term), and reasons for non-service (if applicable).

C. Coordinating with the District to Obtain Student Demographic and Performance Data: The blinded databases were sent to district data managers to obtain basic student information, including attendance data, grades, and proficiency test performance. At the time of this report, data had been received for one of the three districts. Data will be summarized descriptively as an addendum to this report once data have been received from all districts. Importantly, the data received this year will provide necessary baseline data for better defining student needs and strengths and for tracking progress over time.

SUMMARY AND RECOMMENDATIONS



IX. Report Summary: Highlights Within and Across Programs, Opportunities and Next Steps

Teacher-Child Rating System, Teacher Survey, and Principal Feedback Data

The aggregate of data from teacher and principal sources clearly demonstrates that the CFP is seen as a valuable and effective resource in supporting student's needs. In fact, teachers across all schools rated students as having improved significantly on all four areas measured by the TCRS ($p < .01$). Significant trends on the TCRS have been consistent over time and across schools. In addition, teacher rating of program services was rated high in satisfaction across program areas. Finally, principal feedback indicated the CFP programs were consistent with schools' vision, one-plans and goals and were seen by principals as an invaluable resource for students, families and teachers.

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 that were targeted. More than 19,000 student contacts (service utilization-unduplicated) were made across the ten funded CFP schools in 2006-2007.

Plans for Continued Program Development and Broader Program Impact

The outcome data were reviewed by FCFC and Children First Program coordinators to develop the goals for refining programs and procedures for the 2007-2008 academic year. The broad program development goals are to:

1. Increase parent involvement in their child's education.
2. Increase teacher's ability to communicate effectively with parents.
3. Advance sophistication with data reporting and data management and monitor shared outcomes.
4. Develop standard procedures for identifying and targeting students at high risk for academic, emotional or behavioral difficulties.
5. Share and exchange learnings, resources and best practices with other school based programs and coordinators throughout Hamilton County.
6. Improve coordination with districts to achieve data sharing and individual student outcome tracking.
7. Continue to increase alignment with school and district strategic plans, as well as with other resource coordination initiatives.

Strategies for Goal Achievement

Assessing Student Progress and Needs

FCFC is further developing comprehensive strategies for further evaluating student progress and program needs. To understand and monitor student performance, FCFC has already begun to utilize the CAYEN online database for tracking academic and

activity participation. FCFC also plans to administer the TCRS to a broader sample to help better determine the social-emotional progress and needs of students across the school systems that it serves. Finally, plans are in place to collaborate with the Asset Builders Alliance to help determine ways for evaluating and improving the asset development of students served.

Assessing School Needs

FCFC is leading the School Coordination Steering Committee in the development of a uniform needs assessment tool that will be used to assess school needs and to assist in the development of an individualized school plan based on school strengths, needs and resources. The assessment tool will be piloted during the current school year. The long term goals of the School Coordination Steering Committee initiative are to:

- o systematically assign services to schools based upon school need,
- o improve service coordination within schools,
- o increase skill level of coordinators throughout the system,
- o and to promote collaboration among school based coordinators county wide.

FCFC is also working with the Greater Cincinnati Foundation, Strive and the YMCA of Greater Cincinnati to increase alignment and report common goals across resource coordination programs serving Cincinnati Public Schools. This partnership is currently implementing strategies for unduplicated service provision and consistent data collection practices across the programs within each agency.

Improving Communication

FCFC Plans to continue its efforts to increase communication with teachers and administration about programs and services. This is routinely done every year but more emphasis will be placed on starting each school year like it is the very beginning of the program, as there are new teachers coming in annually and sometimes even veteran teachers forget what services are available. In addition, FCFC is conducting a special orientation for new teachers and is reviewing and revamping its feedback system to teachers after referrals have been made for services. Finally, coordinators are creating a quarterly list of students and parents using FCFC services. To maintain visibility, FCFC coordinators will continue to inform principals, teachers and districts of the broad array of prevention and intervention services offered by FCFC Children First Programs. Continue work with principals to assure that coordinators are given some time, even if very brief, at staff meetings to communicate about FCFC programs. Provide visuals in staff meetings to explain program.

Increasing Parent Involvement

Another FCFC strategy for 2007-2008 is to develop and implement plans for increasing parent and family engagement. Plans are underway to expand existing programs such as "Muffins for Moms" and offer new programs that will encourage parents to participate in the education of their child. FCFC also plans to reinforce the preventative value of parent involvement in the parent resource centers and address the need to increase services to primary grade students.

Summary Statement: Through HCFCC, the Children First Program provides effective resource coordination among schools and agencies. Outcomes support the effectiveness of the program in achieving positive child and adolescent development. Specifically, partnering agencies report that resource coordination has promoted improvements in behavioral outcomes, decreases in the potential for abuse and neglect, improvements in school connection and bonding and a reduction of the potential for drop out among elementary and high school students. Parent engagement and coordination

with districts regarding confidential data regarding student outcomes sharing are priorities for 2007-2008. Finally, vigilance and funding are needed to sustain and advance academic and social-emotional achievement in youth participants in FCFC programs.

SCHOOL/AGENCY

Featured Programs



Featured Program Summaries

Children First Program coordinators were asked to summarize one of their unique programs for this report to illustrate how programs can differ from school to school depending on school needs. The following are brief unique program summaries from each CFP school.

Gamble School Kids for Katrina Survivors Project



Program Description

After Gamble's Community Coordinator returned from volunteering in New Orleans, she shared survival stories told to her by the Katrina survivors. The students stated they wanted to help, so the *Kids For Katrina Survivors Project* was developed.

Thirty after school students brainstormed an action plan that would involve the whole school. Four committees were formed to address four basic needs of the survivors:

- Food – a canned goods drive
- Clothing – clean, slightly used clothing was collected
- Hygiene – soap, deodorant, toothpaste, etc. was collected
- Money – *Coins for Katrina Kids* was a classroom fundraiser

The participating students developed a fund raising plan, marketed it, collected items, packed and labeled boxes, and sent the money and items to the Cincinnati Hurricane Relief organization.

Goals

The students' goal was to have a fund raiser to support the Katrina survivors. The After School facilitators saw this as an opportunity to add some goals of their own. The new goals were to learn community service skills, increase compassion for others, and to develop team building skills. *LiveItLikeYouMeanIt* (provider contract through FCFC) facilitated workshops that taught team building, caring for others, self- leadership and project management skills in a fun, interactive way. This provided a great opportunity to learn concepts and then apply them directly to the project.

Target Population

The entire school was involved in the *Kids For Katrina Survivors Project*. The thirty after school students were the Steering Committee. They promoted the fund raising event, increasing participant to include fellow students, teacher, parents, and friends in the neighborhood. As a result, most of the 25 teachers participated in some way, and many parents contributed their time, talents and treasures.

Publicizing the Program

Students made posters that were hung throughout the school, emphasizing the need for help in New Orleans, and the opportunities to give here at Gamble School. Special containers were decorated by students to put in every classroom. Coins were collected and a prize was given to the room that had collected the most money. Letters went out to parents explaining how they could help with this community service project. Teachers received details of the project and ways they could be involved, including incorporating New Orleans history and culture in their

February lessons plans. All the activities culminated in a *Packing Party Celebration* that students, parents and teachers were invited to attend. All the items collected were packed in sturdy boxes, labeled, and taken to the Cincinnati Hurricane Relief committee.

Cost

The cost of the program included the workshops (\$500) and prizes (\$50) for a total of \$550.00. The amount of in-kind services far exceeded the actual program costs.

Challenges

The biggest challenge was the fact that we had underestimated the amount of time and energy needed to complete such a large, involved project. More specifically, the packing and delivery of all the contributions was quite demanding.

Outcomes

Because of the huge response from the school community, the estimated number of participants included 30 leadership students, 250 contributing students, 25 teachers, and 70 parents and neighborhood friends. In addition, student workshops added depth to the project, extending the learning opportunities to those students on the Steering Committee. *LiveItLikeYouMeanIt* (group leader/provider) reported excellent student evaluations. Providing comments regarding the Earthquake Teambuilding exercise, one student said, "We had to work together. It felt good to get to the other side."

This was a highly successful program that included high participation rates at all levels of the school population and brought attention to the importance of community service.

**Mt. Healthy School District
Operation S.O.S. Kids**



Program Description

The 5th and 6th grade students at Frost Elementary wanted to raise money to help children less fortunate than themselves. We did some research and they decided to help children in Iraq and Afghanistan who have suffered a loss from the war. Operation S.O.S. Kids is an organization that provides soldiers with snacks, personal hygiene products, small toys and school supplies to give to children they encounter daily who are suffering. We developed a committee of students who planned a dance to raise money and get donated items we could send to assist. The committee decided to charge an admission of \$1.00 or the donation of an item listed above.

Goals

The goals of this program were wide and varied. We had 2 measurable goals. They were:(1) Teach students leadership and planning skills. (2) Increase parental involvement. A planning committee was developed which consisted of students and the FCFC coordinator who worked as a team. The students learned to delegate responsibility and interact in a positive and cooperative manner. The students also learned about social responsibility and community involvement.

Target Population

Our target population was mainly our students, but we also targeted parents who we involved by inviting them into the school for a positive non-threatening interaction with school staff.

Publicizing the Program

The planning committee made posters out of poster board and hung them in the hallway and cafeteria. They also visited classrooms to talk to the students about their goal to help others. Our principal also announced over the PA system every day that week to advertise and encourage students to be involved in this important fund raiser. We also sent invitations home to encourage parents to attend.

Cost

The cost of the program was \$150.00. That included a D.J., snacks and decorations. Many of our staff donated their time to attend.

Challenges

The only challenge we faced was the cost of sending the donated items to S.O.S Kids. Our committee did not want to spend any of the money raised on postage, so they appealed to staff who donated money to cover this cost.

Outcomes

We were able to raise \$67.00 along with many donations of items. 73 students, 10 parents and 8 staff members attended our dance. One of our parents commented that it felt good to see her daughter being concerned about others. Our teachers had the students do a writing sample the next day describing how it made them feel to know they helped others. One student wrote, "I know I am lucky because I have my mom and a roof over my head. A lot of these kids lost their parents and don't have a place to stay or anything to eat." Our principal commented on how well the planning committee worked together to make this a successful event.

I was very proud of the hard work our students did to reach out and help others. The population of the students at Frost has an 87% free and reduced lunch rate. I feel that they learned a lot about social responsibility and how working as a team helps get results. Our students also did research about the culture of the kids they were helping which I feel opened their eyes to the struggles other people have to endure.

Program Description

4th and 5th grade girls at Frost Elementary and Greener Elementary asked one of our Family and Children First Providers to help them develop a lunch time group for girls. This stemmed from many fights that were occurring at lunch and on the play ground. The girls decided to meet once a week during their lunch and recess for 10 weeks.

Goals

The goals of this group were developed during their first meeting. The girls came up with 3 goals. (1) Getting along with friends; How to solve conflicts without fighting. (2) How to talk to your parents. (3) Planning for the future. The main goal was to teach the girls how to manage conflict in a non- violent way. This addressed the FCFC priority of reducing the incidences of suspensions, expulsions and exclusions.

Target Population

Our target populations were all 4th and 5th grade girls. We did focus on girls who had increased behavior referrals for fighting. We also asked teachers for referrals of students they felt would benefit from a group like this.

Publicizing the Program

The therapist and I went to all 4th and 5th grade classrooms to talk to the students about our new group and passed out consent forms with a description of the group that needed to be signed by parent/guardian and returned by the next week.

Cost

We had an average of 10 students each quarter for 10 weeks. The total cost for the provider, snacks and art supplies per student for the entire year was approximately \$50.00 per student.

Challenges

One challenge we encountered was once spring time arrived, the girls wanted to be outside during lunch time with their friends. We used the incentive of a pizza party at the end of the 10 weeks for the girls who attended at least 8 of 10 groups. We also started having group outside on nice days.

Outcomes

We used data collected from our School Wide Information System (SWIS) and the Teacher Child Rating Scale (TCRS) to measure outcomes. The SWIS data is a web based information system designed to help school personnel use office referral data to design school wide and individual student interventions. The TCRS is a rating scale using pre and post tests completed by a teacher to measure social skills. The SWIS data showed that in a sample group of 8 girls who had previous referrals for fighting, 6 of those girls finished the school year without having any further referrals for fighting. We also looked at the TCRS scores for the same 8 girls. We

specifically looked at the question that asks if the student is overly aggressive with peers. 5 of the 8 girls showed improvement in this area as rated by their teacher.

Comments

The girls seemed to value having this time to express how they felt. One of the students said that they felt "safe" expressing how she felt in our group. We had very strict rules regarding confidentiality and respecting the feelings of others in the group. I witnessed girls who did not talk to each other before the group talking and hanging out together in the hallways.

Norwood Schools Aggression Replacement Training Group



Program Description

Five 8th grade male students were selected to participate in a six month ongoing weekly group. The group was facilitated by a mental health therapist and followed the evidence based program “Anger Replacement Training.” This model is designed to teach adolescents to understand and replace aggression and antisocial behavior with positive alternatives. The program's three-part approach includes training in Prosocial Skills, Anger Control, and Moral Reasoning.

Goals

The main goal of this intervention was to reduce the number of disciplinary office referrals in the category of disruption/insubordination.

Target Population

Eighth grade male students were identified by using SWIS (School Wide Information System) Data. This data allowed us to identify the students who had the highest numbers of disciplinary referrals in the category of disruption/insubordination. These students were identified to participate in the program. The decision was to keep the group of the same sex, so it became a male group.

Publicizing of Program

This was a pilot program. It was not open to the general population. The principal contacted parents to ask that their child participate in the program along with follow up from the social worker. Of the nine students eligible, 5 participated and several weeks into the program other students wanted to join.

Cost

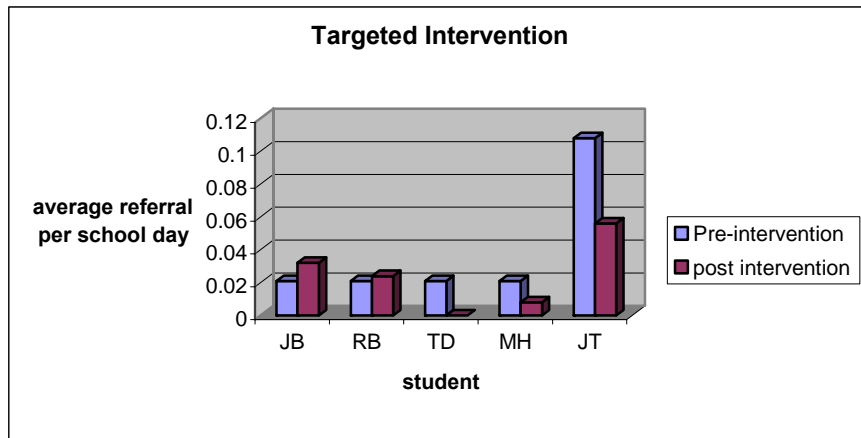
The costs for this program are modest. The program book and facilitator training video (which is highly recommended) is \$125.00. This cost was covered by the school and its OISM budget. The only remaining cost is the hourly unit rate of the therapist for 20 weeks.

Challenges

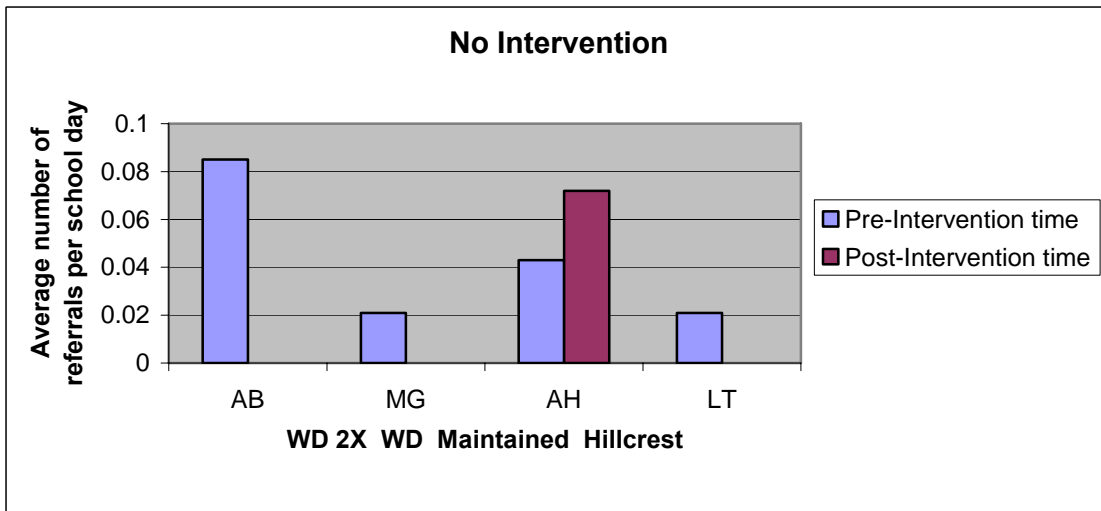
The biggest hurdle was convincing people that a targeted intervention would be beneficial and to not just haphazardly assign students to the group. Many students need services and help and it was a challenge for people to see something going on and not understand why their student couldn't participate.

Outcomes

The sample size is small. The outcome was positive however. Of the five who participated in the intervention, three showed reduced office referrals, one was even and one had a slight gain. One of these students reduced his office referrals to zero. Another cut his office visits by 50%, as illustrated in the following chart.



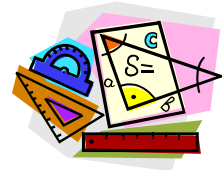
What is even more powerful is the information regarding the students who did not participate in the intervention. Of the four who did not participate one student withdrew and re-enrolled twice. One student withdrew completely. One student was sent to a juvenile facility and the only student who remained at school for the duration of the year increased his office visits for disruption/insubordination by approximately one third.



Comments

This was a pilot program and a first attempt at using SWIS data to target specific students and match them to a specific evidence based program. This is a strategy that our schools will be using in the future in several areas. The progress seen in the participants is evidence of the success of prevention based programming.

Quebec Heights Elementary School Price Hill Back to School Fair



Program Description

Quebec Heights Family and Children First Program teams up with nine neighborhood agencies and helps put together the Price Hill Back to School Fair. School supplies, purchased with donations from neighborhood businesses and community groups, are provided to pre-school thru twelfth grade students who attend. Vision and speech/hearing screenings, along with haircuts, are offered at no cost. Information booths are set up by agencies that provide services to children and families. Each table-top display is manned by a representative of the agency. Neighborhood schools also have displays promoting their programming.

Goals

One goal of the Back to School Fair is to provide medical screenings, school supplies and haircuts to neighborhood children at no cost. In addition, families are provided with information on social services that are available to them. Families are more likely to access services after learning about their availability and meeting a representative of the agency who can answer specific questions. Another overall goal of the Back to School Fair is to promote excitement about returning to school and help give the students a positive upbeat start for the academic year.

Target Population

The Fair is open to families in the three zip codes that comprise the Price Hill area. This neighborhood is one in which many children are living in poverty. The value of the medical screenings, school supplies, and haircuts to these families is considerable.

Publicizing the Program

The event is promoted through flyers, posters, newspaper articles in the Price Hill Press and the Cincinnati Enquirer, marquee signs and church bulletins. We distribute posters to area businesses and arrange for print and TV coverage of the event. The flyers are printed in Spanish on one side and English on the other. The flyers are distributed to all Price Hill schools in May.

Cost

The cost of the fair is approximately \$3,500, all of which is raised through donations. Some area businesses donate gift certificates which we are used as prizes for some of the games. We have a team of people who shop all of the school supply sales in order for us to get the most out of the money we have to spend.

Challenges

One challenge was that some families wanted to pick up their supplies and leave before visiting the provider booths. We solved this by requiring children to attend the fair with parents and by setting up the fair so that families would have to go through the display booth area to get their school supplies. Another difficult spot was the waiting in line to get into the fair. To address this, we always have a moon-bounce set up, and roving clowns and magicians to keep the kids entertained while in line. We also have police on horseback (for entertainment, not crowd control), and firemen who demonstrate their equipment on the fire-truck.

Location of the Fair and the weather the day of the Fair are important factors. We found that a centrally located facility within walking distance of the families who attend is very important,

especially because many families do not have access to automobiles. Since the majority of families walk to the fair, rain unfortunately cuts down on the number of people attending.

Outcomes

Parents and children are required to attend together. For the past 5 years we've averaged about 800 students and three hundred parents. In 2006 we gave out 900 bags of school supplies and had 375 parents participate. There were 25 agency booths in 2006, which were manned by 50 agency volunteers; in 2007, 31 agencies have reserved display tables for the event.

We track the number of families who attend and the number of supply bags given out. We also track the number of health screenings and haircuts. After the fair the entire planning committee meets as a group to review the logistics and finances, we then adjust accordingly.

Many families who might not have been able to purchase school supplies for their kids were able to receive them at no cost. Families also received specific information about accessing social services that could be beneficial to them. The Police Department and Fire Department were able to interact with families in a positive way and talk about safety and drug prevention. Representatives of neighborhood schools talked with families about the programming offered at their particular school. We believe that getting these back to school supplies and resources makes for a smoother transition into the school year and increases the likelihood of student success.

Five local school principals indicated that they felt the event was very successful and said that they were proud to be part of an event that offered so much to the families of Price Hill. Many of the agencies operating display tables informed us that families had signed up for services as a direct result of their contact with an agency member working at one of the display tables.

Rothenberg Preparatory Academy Literacy through Photography



Program Description

This innovative arts and language arts program was designed to reinforce student learning by using photography as a tool to teach early vocabulary concepts. The project paired middle school photography club members with first graders. Over a period of five weeks, first graders in teams of four worked collaboratively with a photography club member. Using first graders as models and planners, photographers created pictures to convey word meanings from the first grade reading list. In total, 115 vocabulary words were used. Flash cards were made for the students and a poster of all the finished work was displayed in the classroom.

Goals

- To reinforce the joy of reading in an entertaining way
- To improve ability of first graders to learn vocabulary words and definitions using photography as a tool
- To increase self esteem of middle school photography students and first graders
- To improve school connectedness

Target Population

The nine member photography club of sixth and seventh graders worked collaboratively with 29 first graders to plan and execute the project.

Publicizing the Program

A photography exhibit of the finished work was featured by FCFC in a prominent display in Rothenberg Preparatory Academy's main lobby.

Cost

\$1500 for a five week period [includes work of supervising photography teacher and supplies]. Equipment was an in kind donation.

Challenges

The greatest challenge was working out all of the logistics to get the project started.

Outcomes

The middle school photographers demonstrated successful leadership skills in working with first graders to plan and implement this project from start to finish. First graders were able to use their imaginations to create word pictures and even the most introverted students participated actively.

Schwab Elementary School Ballroom Dancing Program



Program Description

Ballroom dancing was introduced to Schwab School during the 2006-07 school year. The purpose was to bring back arts on a different level to the school and expose students to something new and different. Students met with the dance instructors once a week to learn the different types of Ballroom dancing. The students started off with learning the basic steps to the Swing, Cha Cha, and then the Tango.

Initially, the students had to get used to dancing as partners, which is different from today's youth, and their cultural norms. Given the change, and exposure to a dance that was very foreign to our youth, they quickly were up to the challenge.

Goals

- To expose students to an art of dance that they were unfamiliar with outside of their culture, and social environment.
- To teach them a new form of dance that expanded their talents, self-esteem, and social skills.
- To learn a particular dance and routine, and perform for an audience of family, friends, and school staff in a setting that took them out of familiar surroundings.
- To learn to treat their partners with courtesy and respect.

Target Population

Eighth grade students between the ages of 13 and 14 years of age.

Publicizing the Program

An entire 8th grade class took the dancing class. They were so enthusiastic after their 8 weeks were done they begged to allow the class to continue. An end of the year recital was planned for all of the FCFC schools (all of which had a similar dance program); the recital was held in the evening at the Art Museum and parents and school staff were invited. Invitations were sent to all staff, family and friends to see the kids perform for an end of the school year performance along with the other FCFC schools who also participated in the final recital. Announcements were also made at school about the performance. Many, many parents and teachers attended.

Cost

\$1200.00 (for ballroom dancing instructors)

Challenges

The challenges were getting the eighth grade students to remain committed after their teacher lost her job due to Cincinnati Public School's budget crisis. Students experienced difficulty in the middle of the school year with having to change teachers. In addition, some of the students were unable to maintain good academic standing, and were not able to continue participating in the dance class. We initially started with 20 students, and ended with a total of 12 students.

Outcomes

Every student that remained in the class had a positive outcome. Students learned through observation and communications from the instructors that they could learn something different and not be afraid to move "outside of the box." They also learned respect, and demonstrated pride in working together as a group and with partners. They learned that when one fellow

partner did not follow through it affected everyone. The end of the year performance was perfect, and our students were so proud of what they accomplished. In addition, they received overwhelming support from their family, friends, and staff. The staff member who attended the final recital were also able to see the students in a different light and verbally expressed pride in how well the students represented Schwab School.

Comments

Students:

- Despite where we come from, the instructors never gave up on us.
- I never thought anyone would take time with a bunch of kids from the ghetto and not quit on us.
- I felt like a professional.
- I want to keep dancing, even when I go to another school.

Teachers:

- I have never been so proud of our students.
- They really represented our school in the most positive way.
- I work with the younger students, so I could not believe the (8th grade) students knew who I was, and told me they were glad I came to see them.

A. Highlights from Featured School Programs

The featured programs are summarized according to Children First Program priority areas as follows (more detailed summaries to follow):

Four Priority Aims - School/Program Summary		
School/Program	Priority Number(s)	Priority Description
Gamble – Kids for Katrina Survivors Project	4	To increase school connectedness
Mt. Healthy Schools – Operation SOS Kids	1, 4	To decrease rates if truancy, suspension, and expulsion To increase school connectedness
Norwood Schools – Aggression Replacement Training Group	1	To decrease rates if truancy, suspension, and expulsion
Quebec Heights – Price Hill Back to School Fair	3, 4	To decrease rates of abuse and neglect To increase school connectedness
Rothenberg – Literacy through Photography	2, 4	To decrease rates of drop out To increase school connectedness
Schwab – Ballroom Dancing Program	4	To increase school connectedness

This table summarized program highlights according to the four Priority Aims.

Activities by Priority	
Priority	Activity
1. To decrease rates if truancy, suspension, and expulsion	<ul style="list-style-type: none"> • Mt. Healthy Schools – Operation SOS Kids • Norwood Schools – Aggression Replacement Training Group
2. To decrease rates of drop out	<ul style="list-style-type: none"> • Rothenberg – Literacy through Photography
3. To decrease rates of abuse and neglect	<ul style="list-style-type: none"> • Quebec Heights – Price Hill Back to School Fair
4. To increase school connectedness	<ul style="list-style-type: none"> • Gamble – Kids for Katrina Survivors Project • Mt. Healthy Schools – Operation SOS Kids • Quebec Heights – Price Hill Back to School Fair • Rothenberg – Literacy through Photography • Schwab – Ballroom Dancing Program

PROGRAM OUTCOMES

All Programs



Program Outcomes (All Programs)

Children First Program coordinators were asked to summarize programs in detail so that they could be described in the annual report and programs might be replicated across sites.

Ballroom Dancing by Bud Walters

Agency:	Ballroom Dancing by Bud Walters
Service:	Providing ballroom dance classes to elementary, middle and high school students.
School:	Aiken High School, Quebec Heights, Schwab, Greener, Sharpsburg and Gamble.
Outcome:	Each student successfully completed classes at their school. Students participated in a recital on stage at the Art Museum.
FCFC Priority:	As stated in Commitment 5 the students were engaged in healthy behavior.
Total Served:	Approx. 150
Outcome Target:	For students to learn and successfully complete ballroom classes.
Measurement:	It would be an understatement to say that this project was a success. Every student not only learned the basics of dance they also learned respect for themselves and others as well as patience and self-worth after a job well done.
Results (reported results from school year 2006-2007):	The instructor not only taught these children ballroom dancing, he went above and beyond expectations. The socialization accomplishments were astounding. Students learned teamwork social etiquette, respect for others, commitment, elocution, enunciation, eye contact and performance skills.

Beech Acres Parenting Center

Agency:	Beech Acres Parenting Center
Service:	Training in social skills and behavior management based on the evidence-based Second Step Program was provided to a Girls' Group.
Outcome:	Participating students report increased social skills and behavior management skills (e.g., getting along, following directions, working in teams, developing emotional control).
FCFC Priority:	To teach students social skills that will help them advance through school with minimal behavior problems associated with getting along, confidence, conflict resolution, and following school/classroom rules.
Total Served:	6
Outcome Target:	We expected at least half of the students served to report increased ability to discuss and regulate feelings, improved feelings of self worth, and acquisition of skills such as conflict resolution and following directions that improve their ability to get along with others at home and at school.
Measurement:	Self-report survey administered following the final session.
Results (reported results from school year 2006-2007):	100% of participants reported that the overall group experience helped them achieve the attitudes and skills described by FCFC's Priority and BAPC's Outcome. Participants rated the group an overall average of 4.33 out of 5.0 (1 = not at all; 5 = yes, a lot). The average for students feeling better about themselves was 4.17.

Service:	Training in social skills and behavior management based on the evidence-based Second Step Program was provided to a Leadership Group.
Outcome:	Participating students report increased social skills and behavior management skills (e.g., getting along, following directions, working in teams, developing emotional control).
FCFC Priority:	To teach students social skills that will help them advance through school with minimal behavior problems associated with getting along, confidence, conflict resolution, and following school/classroom rules.
Total Served:	6

Outcome Target: We expected at least half of the students served to report increased ability to discuss and regulate feelings, improved feelings of self worth, and acquisition of skills such as conflict resolution and following directions that improve their ability to get along with others at home and at school.

Measurement: Self-report survey administered following the final session.

Results (reported results from school year 2006-2007): 100% of participants reported that the overall group experience helped them achieve the attitudes and skills described by FCFC's Priority and BAPC's Outcome. Participants rated the group an overall average of 4.28 out of 5.0 (1 = not at all; 5 = yes, a lot). The average for students feeling better about themselves was 4.17.

Service: Training in social skills and behavior management based on the evidence-based Second Step Program was provided to individual students per teacher referral.

Outcome: Teachers observe more frequent occurrences of specific positive classroom behaviors in students having difficulties with social skills and behavior management.

FCFC Priority: To teach students social skills that will help them advance through school with minimal behavior problems associated with getting along, confidence, conflict resolution, and following school/classroom rules. The group also focused on setting goals.

Total Served: 6

Outcome Target: We expected at least half of the students served to demonstrate improvements in 25 specific behaviors as observed by their teachers.

Measurement: Social Competency Scale: pre- and post-tests to be completed by teacher; change score to be calculated from pre- and post-test item totals.

Results (reported results from school year 2006-2007): Teacher ratings indicate behavioral improvements in 100% of participants. These improvements are consistent with the attitudes and skills described by FCFC's Priority and BAPC's Outcome. On a scale from 0 to 100, students' behavior improved 11 to 31 points from pre-test to post-test. The class's behavioral average was 50.00 at pre-test and 73.67 at post-test.

Cancer Family Care

Service: Individual counseling for children who are impacted by a cancer diagnosis in the family or the death of a loved one from cancer. Group counseling for children who are impacted by cancer or the death of a loved one.

School: Aiken High School

Outcome: Improved ability to cope with cancer diagnosis or loss.

FCFC Priority: Increase school connectedness.
Decrease number of abused and neglected children.

Total Served: 8 students for group counseling
8 grief counseling
5 cancer related losses
3 death from other cause

Outcome Target: 85% of students receiving services will demonstrate improved ability to cope with the cancer or loss.

Measure: Standardized Coping Scale with a 10 point scale—
Pre and Post Test
5 Question Behavioral Evaluation Pre and Post Tests for Groups
15 Question Behavioral Evaluation Pre and Post Tests for Individuals

Results (reported results from school year 2006-2007): 88 % completed the Coping Scale Pre and Post Test with 88% demonstrating improvement on the Coping Scale. **The average change in the Coping Scale was +1.0.** 88% completed the 5 Question Behavioral Pre and Post Tests. At the end of the group, 86% noted decreased risk taking and 86% noted improved sleeping patterns.

Target was met for improvement, but only 8 of the projected 20 were served.

Service: Individual counseling for children who are impacted by a cancer diagnosis in the family or the death of a loved one from cancer. Group counseling for children who are impacted by cancer or the death of a loved one.

School: Norwood City Schools

Outcome: Improved ability to cope with cancer diagnosis or loss.

FCFC Priority: Increase school connectedness.
Decrease number of abused and neglected children.

Total Served: 14 students total
13 grief counseling
9 cancer related losses
4 death from other cause
1 current cancer diagnosis in family

Outcome Target: 85% of students receiving services will demonstrate improved ability to cope with the cancer or loss.

Measure: Standardized Coping Scale with a 10 point scale—
Pre and Post Test
5 Question Behavioral Evaluation Pre and Post Tests for Groups
15 Question Behavioral Evaluation Pre and Post Tests for Individuals

Results (reported results from school year 2006-2007): 100 % completed the Coping Scale Pre and Post Test with 57% demonstrating improvement on the Coping Scale. **The average change in the Coping Scale was +1.0.** 100% of 11 completed the 5 Question Behavioral Pre and Post Tests. At the end of the group, 82% noted a decrease in crying spells and 82% noted improved sleeping. 100% of the 3 receiving individual counseling completed the 15 Question Behavioral Evaluation Pre and Post Test. 100% of these students improved +1 or more from a pre-test score of 0 or 1.

Outcome Target not met for improvement and only 14 of the projected 25 students were served.

Service: Individual counseling for children who are impacted by a cancer diagnosis in the family or the death of a loved one from cancer. Group counseling for children who are impacted by cancer or the death of a loved one.

School: Quebec Heights Elementary

Outcome: Improved ability to cope with cancer diagnosis or loss.

FCFC Priority: Increase school connectedness.
Decrease number of abused and neglected children.

Total Served: 2 students for group counseling
2 grief counseling
0 cancer related losses
2 death from other cause

Outcome Target: 85% of students receiving services will demonstrate improved ability to cope with the cancer or loss.

Measure: Standardized Coping Scale with a 10 point scale—
Pre and Post Test

5 Question Behavioral Evaluation Pre and Post Tests for
Groups
15 Question Behavioral Evaluation Pre and Post Tests for
Individuals

**Results
(reported results from
school year 2006-2007):**

100 % completed the Coping Scale Pre and Post Test with 100% demonstrating improvement on the Coping Scale. **The average change in the Coping Scale was +1.5.** 100% completed the 5 Question Behavioral Pre and Post Tests. At the end of the group, 100% noted an increase in talking with others about their feelings and 100% also noted decreased risk taking.

Target met for improvement, but only 2 of the 20 projected students were served.

Center for Children and Families

Agency:	Center for Children and Families
Service:	Prevention and Education Services: Assessment & brief counseling (included with these services are staff/teacher/parent contacts and referrals as well as crisis interventions)
Outcome:	To increase knowledge of and access to mental health services when needs are identified by referrals. To decrease social/emotional/behavioral needs by connecting children and families to ongoing mental health services.
FCFC Priority:	Reduce number of students truant or suspended To reduce the number of dropouts To reduce the number of children who are abused or neglected To increase school connectedness
Total Number Served:	At least 6 referrals per month each of the 10 months at 8 schools = 480 referrals. Total hours allocated per contract: Aiken: 23 hours/week Norwood: 27 hours/week (Alison/Sharpsburg/Norwood Middle School) Schwab: 16.1 hours/week Gamble: 9 hours/week Quebec Heights: 19 hours/week Rothenberg: 16.5 hours/week
Outcome Target:	At least 90 referrals will be recommended for ongoing direct services with CCF. At least 80 referrals will receive ongoing services from CCF (Medicaid and non-Medicaid). Ohio Outcomes Scales data will show statistically significant improvement in at least two of the four evaluation areas of problem solving, hopefulness, satisfaction and functioning.
Measurement:	CCF referral tracking tool <ul style="list-style-type: none">• Total number of referrals received• Total number of recommendations for direct services with CCF• Total number of children, referred via FCFC, receiving direct services from CCF• Total number of referrals/incidents identified as crisis interventions. (To continue establishing baseline for possible targeting as a service in the future) Ohio Outcomes Scales Data – collected on all CCF School Based Services Program open direct service cases opened January 1, 2006 -June 30, 2007. (Service year overlap will allow for six month data collection by validated tool design)

**Results
(reported results from
school year 2006-2007):**

Service Utilization Statistics are as Follows:

474 referrals were made across the 8 targeted schools during 2006-2007

101 student referrals were recommended for ongoing direct services with CCF

72 new cases were opened for students receiving ongoing services (in addition to cases continuing from 2005-2006)

Ohio Youth Scales are used to assess mental health needs and monitor progress for all ongoing direct therapy cases. The three parallel forms measure the youth (age 12 and older), parent scales in four primary areas of assessment: Problem Severity, Functioning, Hopefulness and Satisfaction with Behavioral Health Services (Workers assess Functioning, Problem Severity and Roles). The analyses included data for students who had an open case during or after July 2006. Data are reported on the number of students with both pre and post data (and at least one of the assessments being completed after 2006) and are as follows: Youth = 81; Parent = 177; Worker = 180. Additional cases for which a post-intervention assessment had not been administered were not included in the analyses. The data below are summarized for students receiving CCF School Based Services, including FCFC referred cases.

- Ohio Scales – Youth reports revealed positive trends on 3 of 4 scales: Functioning*, Satisfaction and Hopefulness (N=81); 91% of Youth report positive trends on at least one scale; 72% report positive trends on at least two scales.
- Ohio Scales – Parent reports revealed positive trends on 3 of 4 scales: Problem Severity*, Satisfaction* and Functioning* (N=177); 86% of parents report positive trends on at least one scale; 71% report positive trends on at least two scales
- Ohio Scales – Worker reports revealed positive trends on 2 of 3 scales: Functioning* and Roles (N=180); 82% of workers report positive trends on at least one scale; 69% report positive trends on at least two scales.

*statistically significant difference; $p < .05$

Service:	Psycho educational Groups
Outcome:	Increase awareness, knowledge and/or skills of group participants regarding specific needs identified (i.e. anger management, social skills, conflict resolution, bullying, parent/child interaction)
FCFC Priority:	Reduce number of students truant or suspended To reduce the number of dropouts To reduce the number of children who are abused or neglected To increase school connectedness

Total Served: *Estimate:* at least 2 groups per school (8) and 8 children per group = at least 124 children will receive CCF provided FCFC group services in year ten.
The need for psycho educational group services will be monitored and assessed by FCFC coordinators and CCF staff as referrals are received, or as teacher request classroom presentations or groups. Group attendance will be tracked on FCFC attendance sheets. Some groups will be recurrent due to last school years success. Groups are included as an optional service at each school in the total hours allocated per contract:
Aiken: 23 hours/week
Norwood: 27 hours/week (Alison/Sharpsburg/Norwood Middle School)
Schwab: 16.1 hours/week
Gamble: 9 hours/week
Quebec Heights: 19 hours/week
Rothenberg: 16.5 hours/week

Outcome Target: Data analysis will demonstrate 55-60% of group participants will increase awareness, knowledge and/or skills regarding specific goals of the group.

Measure: Pre and post-tests will be administered for each group member to evaluate the goals/specific needs of the group.

Results (reported results from school year 2006-2007): A total of 159 students participated in at least one of 20 groups offered at the eight targeted sites during the 2006-2007 academic year. Psycho educational Groups were completed at FCFC sites as follows:

Anger Management Groups: Northwest Middle School, Quebec Heights
Social Skills: Allison Street Elementary, Quebec Heights Elementary School, Schwab Elementary School
Self-Esteem: Quebec Heights Elementary School, Sharpsburg Elementary School
Stress Management: Quebec Heights
General/Other Groups: All Schools

Data Summary:

- 93% of participants reported that they learned “a lot” or a “whole lot” in the psycho-educational group. (N=90)
- 98% of participants identified at least one skills/competency that they acquired through the group; 89% identified at least two competencies that were attained; 76% reported achieving at least three competencies. (N=90)
- 96% of students stated that others should participate in the group next year (N=90)
- We also anticipate there will be positive results reported on the Teacher Child Rating Scale (T-CRS 2.1) measure of task orientation, behavior control, assertiveness, and peer social skills.

Qualitative data provided by students will be used to improve the format and implementation of the groups for 2007-2008.

Service:	Second Step: Violence Prevention Program
Outcome:	To reduce impulsive, high risk, and aggressive behaviors and increase children's social-emotional competence and other protective factors.
FCFC Priority:	Reduce number of students truant or suspended To reduce the number of dropouts To reduce the number of children who are abused or neglected To increase school connectedness
Total Served:	Scheduling the groups cannot occur until school is in progress; therefore at this time no specific number can be estimated. The program is targeted for facilitation/co-facilitation at: Gamble = grades K-5 Quebec Heights = grades K-4
Outcome Target:	Data analysis conducted by <i>Committee for Children</i> program developers has indicated that students will demonstrate increased social competence and positive social interactions.
Measure:	The evidence Based SAMSHA model program Second Step: A Violence Prevention Curriculum will be delivered according to the curriculum guidelines. Teacher/Facilitator checklists, In Control Scale and Rosenberg Self-Esteem Scale will be utilized as appropriate to collect and report data.
Results (reported results from school year 2006-2007):	Students were not assigned to Second Step as coordinators did not request the curriculum. Note, however that students at Quebec Heights completed cognitive-behavioral training Anger-Management Training (the mode of treatment found to be most effective in improving coping and behavior). The goals of these groups were three-fold: (1) To encourage appropriate self-expression; (2) To teach participants to make appropriate choices and broaden problem-solving strategies; (3) To promote competencies in peer interactions. Participants completed post-tests which are reported in the FCFC Psycho-educational Groups Report and in the CCF Comprehensive Report.

Donnelly, Maureen

Agency:	Maureen Donnelly
Service:	Literacy and Photography Project for first and second graders. Phase I and II – Two ten week programs, fall and spring
Outcome:	Improved ability to learn vocabulary words and definitions using a photography project as a catalyst.
FCFC Priority:	Improve school connectedness Decrease in absenteeism
Total Number Served:	38 Total 29 First graders 9 sixth and seventh graders
Outcome Target:	Out of the 25 students in Grades 1 or 2 participating in the Literacy through Photography Project 85% will show improved retention of vocabulary words and definitions. There will be a control group that will not participate in Phase I of the project.
Measurement:	Pre and post test will be given to all students in Grades 1 or 2, including the control group to demonstrate retention of vocabulary words and definitions.
Results (reported results from school year 2006-2007):	<p>While the project was presented at the beginning of the school year, first grade teachers did not begin to participate until the end of January. Consequently there was no pre-test and post test results. Were based on knowledge from mid year. First grade teachers wanted both classes to participate so there was not a control group. Teachers reported that 92% of the students were able to retain spelling and definitions of words that were their project words. Since the flash cards have been completed, first grade teachers will be using the cards for 2007/2008 school year and will complete a pre and post test.</p> <p>Note: Teachers reported an added benefit of an increase in self-confidence of introverted students who participated in the process of planning and implementing a word picture.</p>

Family Service

Agency:	Family Service
School:	Gamble School
Service:	Family Attendance Support (service 1 of 3)
Outcome:	Improved Attendance
FCFC Priority:	Decrease Truancy
Total Number Served:	Projected: 325 students enrolled in Gamble school
Outcome Target:	Overall school attendance will remain at 93% over the course of the year. 2.5% of the student body will have perfect attendance in the 2006-2007 school year (zero absences and tardies).
Measurement:	School records
Results (reported results from school year 2006-2007):	August Attendance Rate: 95.08% September Attendance Rate: 95.88% October Attendance Rate: 95.57% November Attendance Rate: 95.03% December Attendance Rate: 91.41% January Attendance Rate: 92.08% February Attendance Rate: 88.72% March Attendance Rate: 93.13% April Attendance Rate: 93.41% May Attendance Rate: 91.21% Overall Attendance Rate for the Year: 93.15% (2.1%) 7 out of 333 students had perfect attendance for the entire year. This includes no absences and no unexcused tardies. 62 cases were filed for truancy, 59 Failure to Send and 3 VCO or Chronic Truancies. Of the 62 students 41(66%) cases were dismissed and attendance improved. 28 cases were dismissed because of improved attendance and 13 were dismissed because the families moved and attendance improved. Of the cases heard 8 (13%) were judicated guilty. 13 of the 62 (20%) were issued warrants because of not showing up on their court date. Attendance Case Manager opened 4 formal cases throughout the year. Two other cases were assigned but they moved before paperwork could be completed. All 4 cases increased their attendance to 90% or above by 4 th quarter.

Service: Student Leadership (Yearbook) (service 2 of 3)

Outcome: Increased sense of school pride in yearbook staff.
Increased self esteem in yearbook staff.
Increased sense of school pride in overall school population.

FCFC Priority: School Connectedness

Total Number Served: Projected: Yearbook Staff = 6 (meeting regularly); Entire population (325) eligible

Outcome Target: Of the 6 students on the yearbook staff, we expect that 5 (80%) would indicate increased sense of school pride.
Of the 6 students on the yearbook staff, we expect that 5 (80%) would indicate increased self esteem.
Of the entire student body, we expect that 15% will indicate that having a yearbook increases school pride.

Measurement: Questionnaire given to yearbook staff at end of project (student self report)
Question on youth survey distributed at purchase (student self report)

Results (reported results from school year 2006-2007): Eight Students served on the yearbook staff. Of the 8 students 6 turned in questionnaires at the end of the year. The other 2 students were absent when several attempts were made.

- Of the 6 students who completed the questionnaire 6 (100%) indicated a sense of school pride.
- Of the 6 students who completed the questionnaire 6 (100%) indicated an increase in self esteem.
- Of the 26 surveys completed by students who purchased yearbooks, 22 students (84.62%) indicated that having a yearbook increased their school pride.

A total of 55 yearbooks were sold.

Service: Social Skills (Second Step Groups) (service 3 of 3)

Outcome: Improved Ability to Manage Conflict

FCFC Priority: Decrease suspensions and expulsions

Total Number Served: Projected: 28 students

Outcome Target: Of the 28 served, 18 (60%) show improved scores in at least 1 critical content area on post-group tests designed to measure knowledge of appropriate conflict management skills

Measurement: Pre/Post Tests: FCF Coordinator also compiles data from the Teacher-Child Rating Scale (T-CRS) for all groups at Gamble. Data is compiled by Rochester University and results are reported back to her in September.

Results (reported results from school year 2006-2007): Four social skills groups were served through out the entire year. A total of 18 students were included in these 4 groups. A total of 18 pre and post TCRS forms were completed for these children. Results are not yet determined.

Superstar group included different KG students each week that deserved to be awarded a superstar title for the week. On average 13 students were served per week for Fun Friday activities.

After school population was served weekly, on average about 25-30 students per week.

School: Quebec Heights

Service: Attendance Support (service 1 of 3)

Outcome: Improved Attendance

FCFC Priority: Decrease Truancy

Total Number Served: Projected: 325 students enrolled in Quebec Heights School

Outcome Target: Overall school attendance will remain consistent with 2005-2006 levels over the course of the year.

Measurement: School records

Results (reported results from school year 2006-2007): School year 05- 06 the average attendance was 94.1%. School year 2006-2007 the average attendance was 94.11%.

Service: Family Resource Center Coordinator (service 2 of 3)

Outcome: Increase parental involvement with school

FCFC Priority: Increase School Connectedness

Total Number Served: Projected: 350 families

Outcome Target: Of the 359 families enrolled in Quebec Heights, we expect 18 (5%) to volunteer at least one time in the Family Resource Center.
Of the 359 families enrolled in Quebec Heights, we expect 54 (15%) to participate in at least one Resource-Center-sponsored activity (for example, parent group, educational presentation, etc.).
Of the 45 families participating in Family Resource Center events, we expect 23 (50%) to indicate that participation increased their sense of connection to the school.

Measurement: Sign in sheets; Exit survey

Results (reported results from school year 2006-2007): Eight family members volunteered at school this year. This is down from the goal of 18 due to families that were involved last year either moving or having extended illness of their own or other family member. Also there was a decrease in the number of students to 333.

We met our goal of 45 family members attending a Family Resource Center Activity. We exceeded our goal concerning connection to the school. In that 35 (78%) stated this increased their sense of connection to the school.

Service: Second Step Groups (service 3 of 3)

Outcome: Improved Ability to Manage Conflict

FCFC Priority: Decrease suspensions and expulsions

Total Number Served: Projected: 50

Outcome Target: Of the 50 served, 26 (60%) will show improved scores in at least 1 critical content area on post-group tests designed to measure knowledge of appropriate conflict management skills.

Measurement: Pre/Post Tests

Results (reported results from school year 2006-2007): Three kindergartener classes were provided Second Step classes for a total of 54 students. The results of the TCRS are not yet determined. Eight family members volunteered at school this year.

Hamilton County Educational Service Center

Agency:	Hamilton County Education Service Center
Service:	HCESC Attendance Services at Schwab School
Outcome:	Decrease the number of truancies at Schwab Improve attendance of targeted students
FCFC Priority:	To reduce the number of suspensions, exclusions and truancies
Total Number Served:	The number served will be determined by the number referred for attendance issues. 52 students were served for 2006-2007.
Outcome Target:	Of the students referred for Attendance Services, 70%-80% will show a decrease in truancy and an improvement in attendance over previous quarters.
Measurement:	School attendance records; data from the number of referrals, warning letters, diversionary court dockets, and official court documents indicating less students requiring more intensive attendance services (e.g. less needing Diversionary Court after the Warning Letter, less needing Official Court after Diversionary Court, etc.). Success will be based on the percentage of improvement in each of these areas over the data from the previous year at Schwab (e.g., of the x number referred, x showed improved attendance of x % over previous quarters).
Results (reported results from school year 2006-2007):	<p>Prior to HCESC Attendance Services, Schwab School had a 92.4% attendance rate for 2005-2006. Upon completion of the HCESC Attendance Program, Schwab School increased its attendance rate to 94% for 2006-2007.</p> <p>There were 52 students referred for attendance services because of truancy. Of the 52 students, 44 students or 84.6% showed improvement in their attendance. There were 5 students or 9.6% whose attendance took a turn for the worse and 3 students or 5.8% whose attendance neither improved nor worsened but stayed the same. Attendance data was gathered through office records.</p> <p>Diversionsary Court offered through HCESC had a tremendous impact of 21 of the 52 students. After the diversionary court session with their parents, these elementary students went from having anywhere from 1 to 30 unexcused absences to zero (0). This means 40.4% of the students had perfect attendance after this diversionary court intervention. See Table 2 below. This data indicates that when we catch students early enough and involve their parents, we can create a positive mindset with the family to make sure their children are in school learning.</p> <p>In addition, unruly charges were filed on 23 of the 52 students.</p>

Unruly charges include fighting, profanity, damaging property, disobedience, etc. There were 20 students or 87% from this group of 23 who dramatically improved their behavior and attendance after being taken to the diversionary court run by HCESC. Three (3) students or 13% worsened. In these cases, students had office referrals for these inappropriate behaviors which were indicated in discipline office records. These behaviors were reduced after attending the HCESC Diversionary Court sessions with their parents. Their attendance greatly improved as well.

Eleven (11) of the 23 students with an unruly charge reduced their inappropriate behavior anywhere from 1 to 7 incidents to zero (0). This was a huge improvement for 47.8% of the students.

Jewish Family Service

Agency:	Jewish Family Service
Service:	Teen Dating Violence Prevention School Year
School:	Quebec Heights
Outcome:	To decrease the number of abused and neglected children through education. Pre and post- tests as well as specific questions on the program evaluation will be used to capture outcomes.
FCFC Priority:	To decrease the number of abused and neglected children.
Total Number Served:	100 students at Quebec Heights (7 & 8 grade)
Outcome Target:	Out of the 100 students receiving TDVP, 75 (75%) will show improved test scores. Out of 100 (80%) of the students will report that they are better prepared to respond to teen dating violence as a result of the program (total number of classes 4).
Measurement:	Pre /post-tests as well as program evaluation will be used to measure improvement and usefulness of information.
Results (reported results from school year 2006-2007):	Total number of students receiving TDVP was 44. Of those 44 students, one half, 22, of those students were sampled. Out of the 22 students receiving TDVP (50%) showed improvement in test scores. Out of the 22 (89%) of the students reported that they were better prepared to respond to teen dating violence as a result of the program (total number of classes 2).

Live It Like You Mean It

Agency:	Live It Like You Mean It, LLC (LILYMI)
Service:	Aiken High School – Self-leadership Workshops
Outcome:	Ninth grade girls able to recognize their worth, the importance of their uniqueness, decision-making skills, their goals and how their actions impact their ability to achieve their goals.
FCFC Priority:	Increase school connectedness.
Total Number Served:	40 students
Outcome Target:	75% of the participants will complete a post-test with 100% accuracy.
Measurement:	Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.
Results (reported results from school year 2006-2007):	Of the 37 9 th grade students who participated, 100% of the participants answered the post-test with 100% accuracy which was an improvement of 57% over the pre-test scores. The Outcome Target of 75% was met and exceeded.

Service:	Gamble Elementary School – Self-leadership Workshops
Outcome:	7 th and 8 th grade students increase self-confidence and coping skills that help the students recognize the impact of their behaviors and decisions on their ability to achieve their future goals.
FCFC Priority:	Increase school connectedness.
Total Number Served:	100 students
Outcome Target:	75% of the participants will complete a post-test with 100% accuracy.
Measurement:	Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.
Results (reported results from school year 2006-2007):	<u>Fall, 2006:</u> Of the 56 students participating, 82% of them achieved 100% on the post-test, an improvement from the pre-test where the average score was 55%. <u>Winter, After-School:</u> Of the 32 students participating, 90% of them achieved 100% on the post-test, an improvement from the pre-test where the average score was 45%.

Spring, After-School: Of the 18 students participating, 100% of them achieved 100% on the post-test, an improvement from the pre-test where the average score was 48%.

Service: Norwood Middle School – Dynamite Group

Outcome: Students to improve self-confidence by gaining skills to help them recognize the impact of their decisions and actions on their ability to achieve goals that are importance to them.

FCFC Priority: Increase school connectedness.

Total Number Served: 40 students

Outcome Target: 75% of the participants will complete a post-test with 100% accuracy.

Measurement: Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.

Results (reported results from school year 2006-2007): Of the 3 students participating, 100% achieved 100% on the post test which is an improvement over the average pre-test score of 33%.

Service: Norwood Middle School – Leadership Team Retreat

Outcome: Students to improve self-confidence by gaining skills to help them recognize fundamental leadership skills and the importance of working to develop and demonstrate these on an on-going basis.

FCFC Priority: Increase school connectedness.

Total Number Served: 20 students

Outcome Target: 75% of the participants will complete a post-test with 100% accuracy.

Measurement: Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.

Results (reported results from school year 2006-2007): Of the 12 students participating, 100% of them achieved 100% on the post-test which was an improvement of their average score of 65% on the pre-test.

Service: Norwood - Allison Elementary School

Outcome: Elementary school age children will increase self-confidence while learning skills to cope with the challenges in their every-day lives.

FCFC Priority: Increase school connectedness.

Total Number Served: 55 students

Outcome Target: 75% of the participants will complete a post-test with 100% accuracy.

Measurement: Pre and post-test. School connectedness will be considered improved if the participants achieve the outcome target.

Results (reported results from school year 2006-2007): Students scored 97% of the questions correctly on their post test, an increase of 42% over their pre test.

New Image

Agency:	New Image
Service:	Behavior Management Groups, Positive Youth Development
School:	Greener Elementary School
Outcome:	Data unavailable
FCFC Priority:	1
Total Number Served:	18
Outcome Target:	Data unavailable
Measurement:	New Image Consultants created and conducted a post customer satisfaction survey for each student.
Results (reported results from school year 2006-2007):	The Group Participation assessment is a tool used to evaluate each student's behavior during group sessions. Twenty percent (20%) of students showed improvement in the area of being a positive group leader and 100% contributed when called upon.

Agency:	New Image
Service:	Behavior Management Groups, Positive Youth Development
School:	Frost Elementary School
Outcome:	Data unavailable
FCFC Priority:	1
Total Number Served:	32
Outcome Target:	Data unavailable
Measurement:	New Image Consultants created and conducted a post customer satisfaction survey for each student.
Results (reported results from school year 2006-2007):	The Group Participation assessment is a tool used to evaluate each student's behavior during group sessions. Thirty percent (30%) of students showed improvement in the area of being a positive group leader and 100% contributed when called upon.

Nutrition Council

Agency:	Nutrition Council
Service:	Seventh Grade Nutrition and Wellness Program – Norwood Middle School
Outcome:	Increase in knowledge of healthy food choices Increase awareness of importance of lifestyle habits to individual health and well being Decrease frequency of consumption of foods with low nutritive value (high fat, high sugar foods)
FCFC Priority:	Increase School Connectedness The interactive nutrition education and physical activities along with food experiences for students will promote a positive attitude toward school and development of individual responsibility for healthy lifestyle behaviors.
Total Number Served:	37 seventh grade students participated in 4 or more classes. 30 students attended 6 or more classes. 33 students completed pre and post test evaluations. 2 classroom teachers
Outcome Target:	85% of students (25 to 30 students) attending 6 or more of the monthly classes will increase their knowledge of healthy food choices. 75% of students (22 to 26 students) attending 6 or more of the monthly classes will decrease the frequency of consumption of foods with low nutritive value. 90% of students (27 to 31 students) will increase awareness of importance of daily activity and food choices on health and well-being.
Measurement:	A pre/post test was administered to seventh grade students attending monthly classes to assess knowledge of healthy food choices. Questions to assess students' awareness were included on the pre/post test. A food frequency survey was administered to students at the beginning and end of the program. Students reported changes in eating habits at the end of the year using one of the five types of writing from the Collins Writing Program.
Results (reported results from school year 2006-2007):	Assessment of increased knowledge: <ul style="list-style-type: none">● 86% of students (26 students) attending 6 or more of the monthly classes increased their knowledge of healthy food choices as demonstrated on pre/post test surveys.● The average number of correct answers on the pretest was 6.8 out of 13 possible (52%) versus 9.8 correct out of 13 possible (75%) on the post test.

- 68% of students scored at or above the post test average score of 75% versus 18% of students scoring 75% or higher on the pretest.

Self reported changes in eating & exercise habits:

Pre-test food frequency reported intakes:

Beverages – cans/bottles of soft drinks:

- 69% of students reported drinking 2 or more per day.
- 31% of students reported drinking 0 or 1 per day.

Snack foods – candy & sweets; chips & fried, salty snacks:

- 66% of students reported eating 3 or more serving per day
- 43% of students reported eating 2 or fewer servings per day

Post-test food frequency reported intakes:

Beverages – cans/bottles of soft drinks:

- 54% of students reported drinking 2 or more per day
- 46% of students reported drinking 0 or 1 per day

Snack foods – candy & sweets; chips & fried, salty snacks:

- 46% of students reported eating 3 or more servings per day
- 54% of students reported eating 2 or fewer servings per day

Response to beverage consumed most often each week

Pre-test:

- 62% of students listed soft drinks & other sugar sweetened beverages
- 37% of students listed water, milk or fruit juice

Post-test:

- 50% of students listed soft drinks & other sugar sweetened beverages
- 50% of students listed water, milk or fruit juice

Response to food consumed most often each week

Pre-test:

- 74% of students listed pizza, candy, chips & double burgers
- 26% of students listed chicken, salads or fruits

Post-test:

- 37% of students listed pizza, candy, chips & double burgers
- 63% of students listed chicken, salad or fruits

Assessment of increased awareness:

94% of students (28 students) increased awareness of importance of daily activity and food choices on health and well-being as demonstrated by agreeing or strongly agreeing with the statement: *“Eating healthy foods and being physically active are important habits that help me to feel my best.”*

Writing sample using Collin Program

Students were asked to list 3 changes they made in eating and/or exercise to keep themselves healthy and feeling their best:

Of the 31 respondents:

- 61% (19 students) listed drink less pop (6 additional students listed increase intake milk or water)
- 39% (12 students) listed eat more fruit
- 55% (17 students) listed eat more vegetables
- 16% (5 students) listed being more physically active

Note: Students reported improved eating habits or an increase in the selection of health promoting foods and beverages with a decrease in their consumption of less nutritive foods and beverages. The number of students reporting nutritionally improved food and beverage choices was not as great as the targeted outcome for this program.

Assessment of changes in eating habits/behaviors is difficult to capture in a community setting. Food frequencies and self reported changes provide some data but are not ideal as student interpretation of requested information is varied.

Positive Approach Inc.

Agency:	Positive Approach, Inc.
Service:	Anger Management
School:	Aiken
Outcome:	To increase positive social skills. To increase positive problem solving skills. To increase decision making skills.
FCFC Priority:	To reduce the number of suspensions/expulsions. To reduce the number of drop-outs and improve attendance.
Total Number Served:	75 students at Aiken
Outcome Target:	Out of 75 students, 65 will demonstrate improvement in attendance and a 40% reduction in suspensions, expulsion and drop-out rate.
Measurement:	TCRS, school records, attendance and discipline reports.
Results (reported results from school year 2006-2007):	*See p. 21 for TCRS results.

Service:	Second Step
Schools:	Schwab, Quebec Heights, and Rothenberg
Outcome:	To reduce impulsive and aggressive behavior. To increase levels of social competence.
FCFC Priority:	To reduce the number of suspension/expulsions.
Total Number Served:	100 Schwab 167 Quebec Heights 65 Rothenberg
Outcome Target:	Out of 75 students at each school site, 80% will demonstrate improvement in appropriate social skills and reduction in aggressive behavior.
Measurement:	TCRS, school reports
Results (reported results from school year 2006-2007):	*See p. 21 for TCRS results.

Service:	Leadership Resiliency Program
Schools:	Rothenberg Preparatory Academy and Schwab Elementary
Outcome:	To reduce impulsive and aggressive behavior. To increase levels of social competence. To increase self esteem.
FCFC Priority:	To reduce the number of suspensions/expulsions.
Total Number Served:	17 students at Schwab 60 students at Rothenberg
Outcome Target:	80% of students served at each school site will demonstrate improvement in social skills, improvement in attendance and reduction in their suspension rate.
Measurement:	TCRS, school records, parent reports, teacher and administrator evaluations
Results (reported results from school year 2006-2007):	*See p. 21 for TCRS results.

PregnancyCare of Cincinnati

Agency:	PregnancyCare of Cincinnati
Service:	“Making Abstinence Possible” MAP Presentations 7 th /8 th Grade – Gamble, Norwood Middle School, Quebec Heights, Rothenberg
Outcome:	Positive changes in attitude and knowledge level towards sexual abstinence until marriage.
FCFC Priority:	Increase attendance, increase school connectedness
Total Number Served:	Projected Total Served: 385 Actual Total Served: 286 (lower than expected participants at Rothenberg, Gamble and Quebec Heights)
Outcome Target:	Out of the students receiving abstinence education, we expect 15% to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
Measurement:	Pre-Survey and Post-Survey evaluation tool.
Results (reported results from school year 2006-2007):	<p>The extensive 72 question evaluation tool was developed and evaluated by the Applied Research Center at Miami University, Middletown. Positive attitude/knowledge movement was evident in many of the questions. Some examples include: “The best time to have a baby is when I am married” – on the Pre-survey, 77.9% of the students agreed with this statement, with 87.9% agreeing on the Post-survey indicating a <u>favorable attitude change of 9.9%</u>; “Remaining sexually abstinent until marriage shows respect for my partner” – 57.8% of the students agreed with this statement on the Pre-survey, with 73.5% agreeing on the Post-survey, indicating a <u>favorable attitude change of 15.7%</u>; “I plan to abstain from all sexual activity until marriage” – 44.3% of students agreed with this statement on the Pre-survey, with 58.6% agreeing on the Post-survey, indicating a <u>favorable attitude change of 14.3%</u>; “Getting an STD could keep a teen from being able to have children in the future” – 38.6% of students agreed with this statement on the Pre-survey, with 68.6% agreeing on the Post-survey indicating a <u>favorable attitude change of 30%</u>; “By waiting until marriage to have sexual intercourse, I may be better able to reach my life goals” – 73.5% of students agreed with this statement on the Pre-survey, with 82.2% agreeing on the Post-survey, indicating a <u>favorable attitude change of 8.7%</u>. (The attendance figures were lower than projected due to decreased attendance in CPS schools.)</p>

* The Miami University developed Pre and Post surveys were the same instrument used for the 6th grade, 7th/8th grade and high school MAP presentations. Miami University combined the surveys from all three groups in order to have a significant sample

size, therefore the evaluation results are the same on the 6th grade, 7th/8th grade and high school Outcomes Evaluation Forms.

Service:	“Making Abstinence Possible” MAP Presentations 9/12 th grade-Aiken
Outcome:	Positive changes in attitude and knowledge towards sexual abstinence until marriage
FCFC Priority:	Increase attendance, increase school connectedness
Total Number Served:	Projected Total Served: 160 Actual Total Served: 52 (lower than expected participants at Aiken High School)
Outcome Target:	Out of the students receiving abstinence education, we expect 15% to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
Measurement:	Pre-Survey and Post-Survey evaluation tool.
Results (reported results from school year 2006-2007):	<p>The extensive 72 question evaluation tool was developed and evaluated by the Applied Research Center at Miami University, Middletown. Positive attitude/knowledge movement was evident in many of the questions. Some examples include: “The best time to have a baby is when I am married” – on the Pre-survey, 77.9% of the students agreed with this statement, with 87.9% agreeing on the Post-survey indicating a <u>favorable attitude change of 9.9%</u>; “Remaining sexually abstinent until marriage shows respect for my partner” – 57.8% of the students agreed with this statement on the Pre-survey, with 73.5% agreeing on the Post-survey, indicating a <u>favorable attitude change of 15.7%</u>; “I plan to abstain from all sexual activity until marriage” – 44.3% of students agreed with this statement on the Pre-survey, with 58.6% agreeing on the Post-survey, indicating a <u>favorable attitude change of 14.3%</u>; “Getting an STD could keep a teen from being able to have children in the future” – 38.6% of students agreed with this statement on the Pre-survey, with 68.6% agreeing on the Post-survey indicating a <u>favorable attitude change of 30%</u>; “By waiting until marriage to have sexual intercourse, I may be better able to reach my life goals” – 73.5% of students agreed with this statement on the Pre-survey, with 82.2% agreeing on the Post-survey, indicating a <u>favorable attitude change of 8.7%</u>. (The attendance figures were lower than projected due to decreased attendance in CPS schools.)</p>

* The Miami University developed Pre and Post surveys were the same instrument used for the 6th grade, 7th/8th grade and high school MAP presentations. Miami University combined the surveys from all three groups in order to have a significant sample size, therefore the evaluation results are the same on the 6th grade, 7th/8th grade and high school Outcomes Evaluation Forms

Service:	4 th Grade Girls' Focus Group – Quebec Heights *
Outcome:	Positive changes in attitude and knowledge level towards female human growth and development.
FCFC Priority:	Increase attendance, increase school connectedness
Total Number Served:	Projected: 50
Outcome Target:	Out of the students attending the classroom presentations, we expect 15% to indicate that they learned one new thing during the presentation.
Measurement:	Post-Survey evaluation tool.

*This program was not completed during the 2006 – 2007 school year as the teachers and administration made the decision to present the Puberty Program to the 5th grade students only.

Service:	“Making Abstinence Possible” MAP 6 th Grade Presentations – Rothenberg and Quebec Heights (The administration at Mt. Healthy – Frost Elementary and Greener Elementary schools - made the decision not to have PregnancyCare of Cincinnati present this program to their students.)
Outcome:	Positive changes in attitude and knowledge level towards sexual abstinence until marriage.
FCFC Priority:	Increase attendance, increase school connectedness.
Total Number Served:	Projected Total Served: 95 (modified total subtracting the projected number of Mt. Healthy Elementary students) Actual Total Served: 66 (lower than expected participants at Rothenberg and Quebec Heights)
Outcome Target:	Out of the students receiving abstinence education, we expect 15% to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
Measurement:	Pre-survey and Post-survey tool.
Results (reported results from school year 2006-2007):	The extensive 72 question evaluation tool was developed and evaluated by the Applied Research Center at Miami University, Middletown. Positive attitude/knowledge movement was evident in many of the questions. Some examples include: “The best time to have a baby is when I am married” – on the Pre-survey, 77.9% of the students agreed with this statement, with 87.9% agreeing on the Post-survey indicating a <u>favorable attitude change of 9.9%</u> ; “Remaining sexually abstinent until marriage

shows respect for my partner” – 57.8% of the students agreed with this statement on the Pre-survey, with 73.5% agreeing on the Post-survey, indicating a favorable attitude change of 15.7%; “I plan to abstain from all sexual activity until marriage” – 44.3% of students agreed with this statement on the Pre-survey, with 58.6% agreeing on the Post-survey, indicating a favorable attitude change of 14.3%; “Getting an STD could keep a teen from being able to have children in the future” – 38.6% of students agreed with this statement on the Pre-survey, with 68.6% agreeing on the Post-survey indicating a favorable attitude change of 30%; “By waiting until marriage to have sexual intercourse, I may be better able to reach my life goals” – 73.5% of students agreed with this statement on the Pre-survey, with 82.2% agreeing on the Post-survey, indicating a favorable attitude change of 8.7%.
(The attendance figures were lower than projected due to decreased attendance in CPS schools.)

* The Miami University developed Pre and Post surveys were the same instrument used for the 6th grade, 7th/8th grade and high school MAP presentations. Miami University combined the surveys from all three groups in order to have a significant sample size, therefore the evaluation results are the same on the 6th grade, 7th/8th grade and high school Outcomes Evaluation Forms.

Service:	Abstinence Focus Group – Norwood Middle School Students utilizing the “Safe Dates” approved curriculum
Outcome:	Positive changes in attitude and knowledge level towards sexual abstinence until marriage.
FCFC Priority:	Increase attendance, increase school connectedness.
Total Number Served:	Projected Total Served: 10 Actual Total Served: started out with 9 and then the number went down to 3 consistently attending.
Outcome Target:	Out of the students attending the focus group, we expect 15 % to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
Measurement:	Pre-Survey and Post-Survey evaluation tool that is included with the “Safe Dates” curriculum.
Results (reported results from school year 2006-2007):	The target number for this special focus group was 10 high-risk female students. As the sessions continued, the attendance numbers fluctuated due to various reasons such as suspensions, absences and another major factor which was challenging student dynamics. When the group facilitator communicated with the Norwood FCFC coordinator regarding the group dynamic challenges (the girls not getting along), it was decided that a smaller, more productive group was the desired goal, so the group number went down to three participants. The three female

participants, who participated in the entire program, took the pre and the post test. All three showed an increase in knowledge and attitude in terms of learning about healthy relationships as revealed in positive responses to such questions as: "I have a list of positive characteristics to look for in someone I want to date", "I hold my dating partner to those standards", "I make my own choices and am not usually forced into things", "I take care of my physical health", and "I have a plan for my future." One participant commented toward the end of the program that she now had more confidence and knew that she no longer had to allow older men to take advantage of her.

Service:	Mentoring and Character Development Focus Groups for 6 th Grade - Rothenberg
Outcome:	Positive changes in attitude and knowledge level toward sexual abstinence until marriage.
FCFC Priority:	Increase attendance, increase school connectedness
Total Number Served:	Projected Total Served: 15 Actual Total Served: 13
Outcome Target:	Out of the students attending the focus group, we expect 15% to show positive changes in attitude and knowledge towards sexual abstinence until marriage.
Measurement:	Pre-survey and Post-survey evaluation tool.
Results (reported results from school year 2006-2007):	The thirteen consistent participants in the Focus Groups showed marked increases in knowledge and attitude change in the pre and post surveys. For the statement, "The benefits of waiting until a person is married to have sex are more important than engaging in premarital sex", 50% of the students agreed with the statement on the Pre-survey and 100% agreed on the Post-survey. For the statement, "Practicing abstinence before marriage is a good goal for teenagers", 40% of the students agreed with the statement on the Pre-survey and 100% agreed on the Post-survey. The students verbally stated that they enjoyed the curriculum and the activities and got much positive information out of the weekly meetings.

Service: “It Takes Courage” classroom presentations with various topics for 7th/8th grade Norwood Middle School Students*

Outcome: Positive changes in attitude and knowledge level towards respect and personal responsibility.

FCFC Priority: Increase attendance, increase school connectedness

Total Number Served: Projected: 50

Outcome Target: Out of the students attending the classroom presentations, we expect to see positive changes in attitude and knowledge towards respect and personal responsibility from the post evaluation after the session.

Measurement: Post evaluation tool

Results (reported results from school year 2006-2007): * This program was not done due to school scheduling challenges.

Service: Human Growth and Development Presentations for 5th or 6th Grade: Norwood – Allison Elementary and Sharpsburg Elementary, Quebec Heights, Rothenberg (The administration at Mt. Healthy – Frost Elementary and Greener Elementary schools - made the decision not to have PregnancyCare of Cincinnati present this program to their students.)

Outcome: Positive changes in attitude and knowledge level towards human growth and development and sexual abstinence until marriage.

FCFC Priority: Increase attendance and increase school connectedness.

Total Number Served: Projected Total Served: 210 (modified total subtracting the students from the Mt. Healthy elementary students.)
Actual Total Served: 151 (lower than expected participants at Rothenberg and Quebec Heights.)

Outcome Target: Out of the students receiving puberty education, we expected 25% to show positive changes in attitude and knowledge.

Measurement: Pre-survey and post-survey nine question evaluation tool.

Results (reported results from school year 2006-2007): Positive attitude movement was evident in all nine questions of the survey. The most significant positive changes in attitude and knowledge were revealed through statements such as, “Abstinence is the only protection that keeps you 100% safe from pregnancy and STD’s” – on the Pre-survey given prior to the first presentation, 17% of the students responded yes to this statement, with 85% responding yes at the end of the final presentation on the Post-survey. This indicates a favorable

attitude/knowledge change of 68%. Students also indicated that they were receptive to the statement, “I plan to choose abstinence.” On the Pre-survey, 23% of the students responded yes to this statement, with 65% responding yes on the Post-survey at the end of the final presentation. This indicates a favorable attitude change of 42%. For the statement, “I’ve talked about abstinence with an adult at home”, 16% of the students responded yes to this statement on the Pre-survey, with 63% responding yes on the Post-survey, indicating a favorable attitude change of 47%.
(Attendance was lower due to the decreased enrollment in CPS schools.)

Service:	National Abstinence Assembly Speaker – Rothenberg (L.G Wise) and Norwood Middle School (Keith Delatano)
Outcome:	Positive changes in attitude and knowledge level towards sexual abstinence until marriage.
FCFC Priority:	Increase attendance, increase school connectedness
Total Number Served:	Projected Total served: 550 Actual Total Served: 418
Outcome Target:	Out of the students attending the assemblies, we expect 15 % to show positive changes in attitude and knowledge towards healthy behaviors.
Measurement:	Pre-survey and Post-Survey evaluation tool.
Results (reported results from school year 2006-2007):	National abstinence and motivational speaker, Keith Delatano, presented his program to the Norwood Middle School students and national abstinence and motivational speaker, L.G. Wise presented his program to the Rothenberg students. Both speakers were well received by the students and staff. Due to the nature of the programs being a one time assembly, and the volume of work to get a pre and post survey distributed, completed and collected, it was decided to forgo the formal survey process and ask the students and teachers after the program for their reactions and feedback. As stated above, Mr. Delatano captivated the students with his strong message of making healthy decisions. It was felt by some of the staff that the boys seemed more receptive to the presentation than the girls. At Rothenberg, Mr. Wise’s connection with the Rap Industry and ability to relate to the students were assets in his presentation. (Attendance at the Rothenberg Assembly was originally projected at 150 students, actual student attendance was 70.)

Sarah Center

Agency: Sarah Center

Service: Jewelry making/marketing class for parent group

School: Rothenberg

Outcome: Parents learn marketable skill.

FCFC Priority: Increase school connectedness between parents, children and school.

Total Number Served: 8-10 parents, impacting 8-20 children

Outcome Target: Five committed parents to design and sell jewelry to supplement income and involvement in the school.

Measurement: Finished products

**Results
(reported results from
school year 2006-2007):** Due to nature of program, results data is unavailable.

Sparked

Agency:	Sparked
Service:	Behavior Management Programs
School:	Midway School
Outcome:	To provide students with a safe place to express and explore feelings. To help students learn behavior management skills that will improve attendance, reduce fighting, and help them to feel more apart of their school.
FCFC Priority:	Improved attendance, reduce fighting, increase school connectedness.
Total Number Served:	40 students
Outcome Target:	Out of the 40 students served this program 30 students are expected to have reduced fighting, improved attendance, feel more connected to their school
Measurement:	Attendance records, suspension and expulsion records, discipline referral records, student evaluations, teacher evaluations.
Results (reported results from school year 2006-2007):	Data unavailable

Services United for Mothers and Adolescents

Agency:	Services United for Mothers and Adolescents
Service:	Comprehensive Pregnancy Prevention/ Life Skills
School:	Schwab Elementary
Outcome:	Of all participants, 85% will not use alcohol and/or drugs. Of all participants, 90% intend on not becoming pregnant or remain abstinent until marriage.
FCFC Priority:	To decrease the number of suspensions, expulsions and truancies. To decrease the number of abused and neglected children. To increase school connectedness.
Total Number Served:	160 fourth (4 th) through sixth (6 th) graders.
Outcome Target:	Out of 160 students, we expect that 136 would show improved attendance and increase school connectedness by the end of the school year.
Measurement:	School Records as well as pre and post student surveys.
Results (reported results from school year 2006-2007):	Out of 95 students, 85 reached the target at the end of the year.

Talbert House

Agency:	Talbert House
Service:	Education – Substance Abuse Prevention Services <ul style="list-style-type: none">• Mt. Healthy School District proposal: Frost & Greener Elementary, grades 4-6)• Norwood Middle School
Outcome:	Reduce disciplinary actions in school. Increase knowledge of and negative attitudes about substance use and violence; halt early use of substances. Increase student’s perceptions of competence and self-worth.
FCFC Priority:	Decrease in number of suspensions and exclusions. Increase in school connectedness. Decreased truancy.
Total Number Served:	Total: 299 Life Skills Training: Level 1(169) Drug Awareness Education: (130)
Outcome Target:	Year 1, 45%(Life Skills) of students will increase their drug resistance skills, demonstrate personal self-management skills, develop effective problem solving skills and demonstrate an increase in knowledge of the harmful effects of ATOD use and abuse. These combined skills will increase students’ level of competency by building self-efficacy. Students will demonstrate increased pro-social behavior in the school setting, thereby reducing the occurrence of suspensions, expulsions and truancy.
Measurement:	Pre and Post Test data evaluated by “Innovations” at Cincinnati Children’s Hospital.
Results (reported results from school year 2006-2007):	LifeSkills survey changes in students’ scores from pre to post test: (increase in drug resistance skills, personal self-management, problem solving and self-efficacy) Type of Change (pre to post) and # of students (percent) <ul style="list-style-type: none">• No Change in Score – 6.1%• Increased in Score – 57.1% Mean Score from Pre-Totals to Post –Totals <ul style="list-style-type: none">• Pre – 20.9 Post – 21.9 LifeSkills survey questions showing the greatest improvement from pre-post (related to FCFC goals): 8. What is the three step method for making better decisions: Pre – 15.5% Post – 48.7% 11. I have improved my self-image by setting and achieving goals: Pre – 53.5% Post – 59.3% 15. I will not smoke even if my friends smoke: Pre – 49.1% Post – 54.9%

Drug Awareness survey results (Increased knowledge of the harmful effects of ATOD use and abuse)

- No change in Score – 4.5%
- Increase in Score – 94.9%

Mean Score from Pre-Totals to Post-Totals

- Pre – 13.1 Post – 17.1
-

Service:	Problem ID and Referral
Outcome:	Students referred for Problem ID and Referral services demonstrating high probability of substance use/dependency will commit to abstain from ATOD use and will 1) participate in prevention intervention program as a vehicle to accomplish this goal; 2) commit to a higher level of care, if indicated.
FCFC Priority:	Decrease in number of suspensions and exclusions. Increase in school connectedness. Decreased truancy.
Total Number Served:	19
Outcome Target:	25% of the students referred for Problem ID and Referral services that demonstrate high probability of substance use/dependency will commit to abstinence.
Measurement:	Referral logs, individual consultation logs, urine screens, collateral and self reports maintained by the FCFC Coordinator, court system (if applicable), and the Talbert House service provider.
Results (reported results from school year 2006-2007):	4 (21%) of the students referred for Problem ID and Referrals Services committed to total abstinence. The students participated in various levels of intervention to maintain their commitment.

The Children's Home of Cincinnati

Agency:	The Children's Home Of Cincinnati
Service:	Social skills/anger management groups
Outcome:	Increased self-awareness leading to improved behavior and functioning
FCFC Priority:	Decrease number of suspensions, exclusions and trancies.
Total Number Served:	Projected: 24-32, 7th and 8 th graders
Outcome Target:	80% of the students participating in groups will show improved ratings between pre and post test evaluations of functioning and behavior.
Measurement:	Improvement in overall functioning and reduction in problematic behaviors as indicated on the Ohio Scales administered pre and post group participation.
Results (reported results from school year 2006-2007):	Per the request of the FCFC Coordinator anger management/ social skills groups were provided at Allison Elementary School rather than the Middle School. Students were identified by staff for having excessive office referrals. Although a significant number of students were identified, only 12 participated in the two 6-8 week groups. Teacher ratings and improvement in Ohio Scales indicate that 9 of the 12 participants (75%) showed improved functioning and behavior during and after the group. Of the remaining 3 students one was absent for many of the sessions and the other two showed limited improvement while the groups were in session but could not maintain their gains once the groups ended.

Service:	Parent-Teacher Communication Training
Outcome:	Increased knowledge of how to more effectively communicate with parents in formal and informal settings.
FCFC Priority:	Decrease number of suspensions, exclusions and trancies.
Total Number Served:	Total of 50 staff
Outcome Target:	85% of staff attending will identify, through pre/post evaluation, an increase in knowledge and skills in communicating with parents
Measurement:	A pre/post evaluation measuring knowledge and ability will be given to all participants

**Results
(reported results from
school year 2006-2007):**

This training did not take place due to the school's inability to provide time for the training.

Service: Intervention Coordinator/Case Management – short-term services

School: Frost and Greener Elementary Schools

Outcome: Students receiving short term services (crisis intervention, mental health assessment, prevention, and referral services) will show improvement in managing the identified problem for which they were referred.

FCFC Priority: Increase school connectedness.
Decrease suspensions, exclusions and trancies.

Total Number Served: Services available to all students via referral from FCFC Coordinator.

Outcome Target: 75% of all students receiving services will be successfully referred for on-going and/or follow-up services as indicated. 65% of those students not referred for on-going or follow-up services will show improvement in attendance and behavior.

Measurement: Referrals will be tracked for all students. Additionally, attendance reports and behavioral reports will be maintained for all students referred.

**Results
(reported results from
school year 2006-2007):**

A total of 254 students participated in short-term service with the ICs. Of this number the vast majority – 83% - were referred for additional services. Of these students teacher ratings, attendance reports and office referrals indicate that all of these students benefited in some measure from their participation in services. Of the remaining students who were not referred for additional services the identified problem was related to overt, classroom related issues and not a mental health issue. These students appear to have benefited from the assessment process itself but for the most part their behavior did not change significantly once they returned to the classroom where the problems originated.

Service: Intervention Coordinator/Case Management – on-going services

School: Frost and Greener Elementary Schools

Outcome: Students receiving on-going services (group, case management) provided directly by the Intervention Coordinator will show improvement in overall functioning and reduction in problematic behavior.

FCFC Priority: Increase school connectedness.

Decrease suspensions, exclusions and truancies.

Total Number Served: Services available to all students in Frost and Greener Elementary Schools.

Outcome Target: 70% of students engaging in on-going services with the Intervention Coordinator will show improved ratings on their post evaluations of functioning and behavior.

Measurement: Improvement in overall functioning and reduction in problematic behaviors as indicated on the Ohio Scales administered pre and post service delivery.

Results (reported results from school year 2006-2007): The ICs saw 140 students in groups and opened 39 on-going therapy cases. The FCFC Coordinator collected teacher ratings on a sampling of students who participated in group with the result being that the vast majority of the students showed improvement in functioning and behavior as a result of the group intervention (roughly 85%). For those students who entered on-going therapy with the ICs Ohio Scales at three and six months indicate that the majority (63%) improved their functioning and behavior by an average of 5 points. And additional 18% improved by at least two points on the Ohio Scales. Teacher and front office feedback also confirms that positive changes were evident in almost every child who participated in any service provided by the ICs.

Service: Parent-Teacher Communication Training

School: Frost and Greener Elementary Schools

Outcome: Increased knowledge of how to more effectively communicate with parents in formal and informal settings.

FCFC Priority: Decrease number of suspensions, exclusions and truancies.

Total Number Served: 50 per school x 2 = 100 staff

Outcome Target: 85% of staff attending will identify, through pre/post evaluation, an increase in knowledge and skills in communicating with parents.

Measurement: A pre/post evaluation measuring knowledge and ability will be given to all participants.

Results (reported results from school year 2006-2007): The training did not take place due to the school's inability to provide time for the training.

Service: Teacher training

School: Frost and Greener Elementary Schools

Outcome: Increased knowledge and ability to recognize and understand mental health issues in children and develop classroom strategies to better address the mental health issues of children.

FCFC Priority: Decrease number of suspensions, exclusions and truancies.

Total Number Served: 50 staff per school x 2 = 100 staff

Outcome Target: 85% of staff attending will identify, through pre and post testing, an increase in knowledge and skills in serving children with mental health needs in their classroom.

Measurement: A pre and post test measuring knowledge and ability will be given to all participants.

Results (reported results from school year 2006-2007): The training did not take place due to the school's inability to provide time for the training.

Service: One part-time Mental Health Provider

School: Aiken High School

Outcome: Students receiving services from the provider will be successfully referred for on-going services if necessary and, will show a decrease in symptoms post service delivery.

FCFC Priority: Decrease number of suspensions, exclusions and truancies.

Total Number Served: Services are available to all students/staff in the school.

Outcome Target: 75% of the students receiving mental health services will show improvement in overall functioning and behavior.

Measurement: Attendance records, grades, pre and post service ratings will be used to measure individual student improvement.

**Results
(reported results from
school year 2006-2007):**

The therapist referred 132 students for mental health assessments. Sixty-three percent (93) of these referrals completed the assessment. Of this number the therapist opened 15 students for on-going therapy. The majority of the remaining referrals (78) were referred for additional services but it is unknown how many actually followed through with the referral since so many of the students are transient and unavailable for follow up. A significant number of these students also refused and/or their parents did not follow up with the recommendations made by the assessment. There were preliminary indications from teachers and staff that for the students who completed the assessment without additional services, as well as for the students who did enter On-going services, there was a marked improved in their overall functioning and behavior. It is estimated that this represents about 63 students or 68% of those students completing the mental health assessment.

Thomas Educational Consulting Services

Agency:	Thomas Educational Consulting Services
Service:	Human Sexuality Education Classes
Outcome:	<p>Students will identify/share knowledge of the following information (different levels for specific age groups): <i>sexual identity, sexual abuse and sexual activity/abstinence</i>.</p> <p>Student will acknowledge his/her "role" in society.</p> <p>Student will understand that communication can come in many forms and may be different with people we come in contact with.</p> <p>Student will distinguish between relationships (healthy/unhealthy; family/friend/acquaintance).</p> <p>Parent will be aware of information that is given during sessions so as to encourage appropriate discussions between teachers, students and family.</p>
FCFC Priority:	Decrease numbers of abused and neglected children
Total Number Served:	11
Outcome Target:	Of the 11 students receiving sexuality education, it was expected that 90% of the students would complete the program and that 75% would answer questions correctly during group or on individual assessment
Measurement:	<p>Rating Evaluation Used:</p> <ul style="list-style-type: none">G = Good (able to give specific information)F = Fair (Base of information; no in-depth information)P = Poor (Little to no information)
Results (reported results from school year 2006-2007):	<p>Information was evaluated both objectively and subjectively. Some students remained the same from the pre-test to the post-test; others moved up one rating in specific areas (from poor to fair or fair to good); others moved up two ratings (from poor to good).</p> <ul style="list-style-type: none">• Recognition of Sexual Abuse (including 4 areas: private body parts; kinds of touching; sex crimes and sexual assault; abusers and victims)<ul style="list-style-type: none">○ Norwood Middle School (4 students)<ul style="list-style-type: none">3 areas remained the same9 areas went up one rating4 areas went up two ratings• Self Protection Strategies (including 3 areas: Self-Assertion; Self- Defense/Privacy; Safety)<ul style="list-style-type: none">○ Norwood Middle School (4 students)<ul style="list-style-type: none">5 areas remained the same7 areas went up two ratings

- Reporting and coping with Sexual Assault (including 4 areas: Sexual Assault; Medical Exam; going to court; feeling better)
 - Norwood Middle School (4 students)
 - 5 remained the same
 - 10 went up one rating
 - 1 went up two ratings

- Human Growth & Development (including 3 areas: Anatomy; Stages of Development; Changed in Adolescence)
 - Norwood Middle School (4 students)
 - 8 areas improved one rating
 - 4 areas improved two ratings

- Sexual Behavior and Feelings (including 8 areas: Sexual Expression; Fertilization and Birth, Pregnancy, etc.)
 - Norwood Middle School (4 students)
 - 4 areas remained the same
 - 21 areas went up one rating
 - 7 areas went up two ratings

- Reproductive Health (including 4 areas: Menstruation; Physical Exams; Preventing AIDS; Symptoms/Treatments)
 - Norwood Middle School (4 students)
 - 10 areas remained the same
 - 6 areas went up one rating

- Relationships (including 4 areas: Friendship and Romance; Dating; Engagement; Marriage)
 - Norwood Middle School (4 students)
 - 9 remained the same
 - 7 areas went up one rating

Time II Advocate for Children and Families

Agency:	Time II Advocate for Children and Families
Service:	Peer Mediation
School:	Gamble Elementary
Outcome:	Peer Mediation will allow students with conflict management issues to resolve their problems utilizing the support of other students.
FCFC Priority:	To decrease suspensions
Total Number Served:	225
Outcome Target:	For every 10 students that will participate in peer mediation, at least 7 will be expected to resolve their issue(s) without needing any intervention from a principal.
Measurement:	Will help teachers make fewer referrals the office for the same issues, once they resolved their conflict in peer mediation.
Results (reported results from school year 2006-2007):	At the end of the first quarter of school, all the 7 th and 8 th grade mediators were trained and very excited. During the second quarter of school the mediation team was able to resolve conflict between peers at a rate of 75%. This number was determined by the 2.5% of the students who decided to deal with their own issues and required an office referral. However the peer mediation team slowly dissolved after students found out that their school would be closing and they were not sure if they would be returning next school year. Students lost their excitement due to their uncertain future.

Service:	Anger Management
School:	Gamble
Outcome:	Social Skills groups are designed to help students with limited social skills develop the ability to interact with their peers and teachers in a positive manner.
FCFC Priority:	To decrease suspensions and exclusions
Total Number Served:	220
Outcome Target:	For every 10 students that will participate in anger management groups, at least 6 will be expected to resolve their issue(s) without needing any intervention from a principal.

Measurement: Teachers will make less referral to the office for the same issues, once they resolved their conflict in peer mediation court.

Results (reported results from school year 2006-2007): 70% of 3rd through 6th students receiving anger management support, developed the ability to show some restraint in situation that made them angry. They utilize the Time II Advocate model of "If _____ was here, what would they say to you?" During training each student has to fill in the blank with a person's name. And during an angry time they would repeat that to themselves as a way calming down long enough for them to think about their next step. Students would often remember what that person of influences would tell them about making good choices.

Service: Girl Power

School: Schwab

Outcome: Girl power groups allowed female students between 4th and 8th grade, the ability to learn new ways of interacting socially at school, in their communities as well as home. Groups were conducted with the entire classrooms and small groups of 8-10 students. Trained professional woman of color facilitated groups.

FCFC Priority: Increase social awareness that will encourage hope for a brighter future

Total Number Served: 75

Outcome Target: For every 10 students that participated in Girl Power groups, 7 were expected to learn new strategies to interact socially in their communities, home and school.

Measurement: Showed that teachers had fewer classroom explosions. Students would try to workout some of their issues, and have more respect for each other as well as themselves.

Results (reported results from school year 2006-2007): 75 students participated in Girl Power groups; according to teachers and administration interviews, teachers reported that more than half of the 7th and 8th grade students were able to develop new social skills that allowed them to have a better relationship with their peers and families. And more than half of the 4th – 6th grade students showed overall improvement in those areas. Age being the primary factor for the younger students having a higher success rate. Administration reported that half continued to be a product of their environment with little hope for change.

Service:	Social Skills
School:	Schwab
Outcome:	Social Skills groups allowed students to learn new ways of interacting socially in the community, home and school. Groups were conducted with the entire classroom.
FCFC Priority:	To decrease suspensions and exclusions
Total Number Served:	200
Outcome Target:	For every 10 students that participated in social skills groups, 7 were expected to learn new strategies to interact socially in their communities, home and school.
Measurement:	Showed that teachers had fewer classroom explosions. Students would try to workout some of their issues, and have more respect for each other.
Results (reported results from school year 2006-2007):	225 students participated in social skills groups; according to teachers and administration interviews, teachers reported that half of the students were able to develop new social skills that allowed them to have a better relationship with their peers and administration. Administration reported that half continued to be limited in social skills and regressed to socializing the same way they did in their Winton Hills and North Side communities. Do to lack of parental participation, supervision and poor parenting skills. Students at Schwab continue to lack the support needed to be successful.

YWCA Amend

Agency:	YWCA AMEND ADOLESCENT PROGRAM
Service:	Psycho-educational groups focused on anger management and conflict resolution
School:	Quebec Heights
Outcome:	Improved knowledge of appropriate behavior when angered. Improved attendance.
FCFC Priority:	To decrease truancy and suspensions.
Total Number Served:	21
Outcome Target:	Eighty percent of students tested will show increased knowledge of appropriate behavior when angered. Twenty students will not be absent or suspended while participating in group sessions.
Measurement:	Pretest/ Post test
Results (reported results from school year 2006-2007):	Fifty-six percent of students tested showed increased knowledge of appropriate behavior when angered. Eight of 9 students tested were not absent or suspended while participating in group sessions.

Cincinnati Health Department School Health Program

The purpose of this report is to summarize the school nursing activities for the 2006-2007 school year and to provide outcome data on the 5 Cincinnati Public Schools receiving services for the Family and Children's First Council.

Student Utilization of Services

Table 1 shows the number of nursing encounters among the 5 schools as compared to last school year. All schools showed a reduction in encounters. The decrease in Aiken can be accounted for due to the decrease in school nursing services. In addition Rothenberg had a full-time nurse in 2004-2005 and now has a half-time nurse. All of the schools have had a reduction in enrollment over the years accounting for part of the reduction. Finally, as schools have worked with a nurse over time, the school may have used the nurse in a way that maximizes the skills provided and have dealt with minor issues within the classroom.

Table 1 - Comparison of Student Encounters by School and School Year

	Aiken*	Gamble	Quebec	Schwab	Rothenberg
2004-2005 Encounters	4354	1316	1769	2009	1383
2005-2006 Encounters	4158	979	1679	1667	560
2006-2007 Encounters	1302	707	1058	1127	490

*Aiken only had a full-time nurse until December 5, 2006

Outcome Data on Referrals

One of the main focuses of the School Health Program is to identify children with health issues and assist in resolving these issues. A referral to an appropriate referral source is one intervention used to resolve a health issue. This year school nurses made 800 referrals in the five Family and Children First Schools (HCFCF) schools, which is a decrease over last year at 941. The overall referral completion rate for these schools this year was 88%. This is slightly higher than last year's completion rate of 86% and is significant in that Aiken was without a full time nurse for more than half the school year. A reduction in student census and the lack of a nurse at Aiken full time may have accounted for the decrease in referrals. Attachments A and B depict the statistics for overall number and types of referrals made and the completions rates for referrals.

Immunization Compliance Rates

This year the overall compliance rate for all CPS schools with a Cincinnati Health Department nurse was 95%. The overall compliance rate for the five HCFCF is 88% for this school year. This is an increase from last year's average of 74% for the HCFCF schools. A number of factors contributed to this difference. First immunization data was put in SASI, CPS's data base. This allowed data to transfer with the child and not be lost as had occurred when this information was in paper form. Secondly, CPS IT personnel developed a program that would assess records and generate a noncompliance rate in a matter of seconds. This allowed schools to know who was out of compliance on an ongoing basis. Since more community health care providers were utilizing IMPACT, the State immunization registry, more missing immunization were located by school nurses using IMPACT. Finally, nurses gave immunizations with parental consent at schools. Table 2 depicts a comparison of compliance rates of this school year as compared to the last two school years.

Table 2 - Immunization Compliance Rates

	Spring 2006-2007	Winter 2005-2006	Spring 2004-2005	Spring 2003-2004
Aiken*	78%	93%	96%	92%
Gamble	98%	62%	86%	84%
Quebec Heights	93%	77%	83%	88%
Schwab	94%	62%	88%	76%
Rothenberg	91%	78%	59%	23%

* Results of the two high school programs at Aiken were combined to give comparison data to last year.

Health Education

One of the components of the School Health Program (SHP) is to provide health education geared towards prevention and health promotion. The education is primarily for students but can also be provided to school staff and parents. The goal of health education is to provide education at each school on core public health programs along with education on any identified needs of the school. This school year SHP staff provided 134 programs to 2815 attendees. Table 3 is a synopsis of the number of programs and number of attendees at each school.

Table 3 - Number of Health Education Programs and Attendees

	Number of Programs	Number of Attendees
Aiken*	10	167
Gamble	46	943
Quebec Heights	21	506
Schwab	34	601
Rothenberg	23	598
TOTALS	134	2815

* school nurse only there until Dec. full time

Changes in the Program

This school year several changes occurred within our program. First, staff continued to perform in-school dental screenings and worked aggressively to connect children and families to dental providers. This year the program increased the percentage of children receiving treatment through community dental sites. This was done utilizing a number of resources provided by the Oral Health Council and the Cincinnati Health Department Dental Program. Discussions have been held with CHD's dental staff on how to further increase the number of children seen by the dentist and also how to promote prevention exams.

Nurses have also been educated, and will continue to receive training on promotion of Wellness Committees in schools. Family and Children First Schools are overall more advanced in this endeavor with the supportive staff provided to schools and the assessment and identification of the problematic issues and concerns of families, students and school staff. In addition, strategies have been employed to address the most prevalent issues and concerns. The program goal is for every school to have a functioning Wellness Committee to improve the health of their students. More of an emphasis will be placed in this area in coming years.

As staff became proficient in utilizing the computer and SASI, which was a goal of last school year, they used the data generated by the computer programs to assist them in their nursing practice. CPS IT staff developed a number of computer programs that assist the nurses to generate lists of students missing immunizations, students with chronic illnesses in their school and students who had missed screenings for the school year. Due to the high rates of transient students in the higher poverty schools, there was always the risk of students being missed in regards to these issues. With the use of SASI and developed tools, this risk has been reduced significantly.

The biggest change, though, was that of staff changes. First, due to changes in priorities by the CHD administration, a nurse practitioner was no longer provided to the Phase 1 schools. Although, the level of service will not be the same in future years, the program will try to provide minimally Healthchek/EPST services from another nurse practitioner. This year Schwab was provided this service by the NP. Sports physicals were performed by the nursing supervisor, who is a NP, at Aiken.

In addition, the school nurse at Aiken resigned her position due to retirement. Although nursing services were continued at the school, there was a significant decrease in hours from the school having a full time nurse. At this point it is not anticipated that Aiken will receive school nursing services in the fall due to hiring and budgetary issues within the City as a whole.

Conclusion

Although many gains were made in addressing children's health needs, trying to provide services became an issue as staff left and were unable to be replaced. This is anticipated to be an issue in the future and one that will be addressed to the best of the current resources. Improvements in the program have been made in the area of data collection and input into the CPS computer system and utilizing that data to improve services. The added advantage to having health data in the computer is that the data can now be easily compared to academic issues, raising a number of opportunities for evaluative research.

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APPENDIX



Principal Feedback Survey – Full Results

How is the Children First Program incorporated into your school's One-Plan/discipline plan?

- Children First is providing some intervention programs to help prevent some of the discipline problems the kids are having.
- Positive School Culture Plan developed by “peace team”
- Through our intervention process and our weekly Children First Meetings students are recommended for services based on their behavior and academic plans. Our positive behavior supports program, CHAMPS, and Ohio Integrated Systems Model works well with the Children First Program goals.
- FCF is an important part of Norwood Middle School. Deb Robison sits on our OISM Building Team and works with us to provide effective interventions for students. Together we are looking at our data to more effectively utilize the services provided through her office to better meet the needs of our students.
- The Children First staff was a member of the team responsible for the development of the One Plan. The work of Children First is included in the Family Partnership Plan in Collaborating with Community, Decision Making, Volunteering and Parenting.
- FCF is an important part of our school's One Plan. Our attendance and discipline have improved because of the courts involvement.
- Working with the FCF counselor, we arrange ways to meet any discipline needs of students on the counselor's caseload. We also work together in establishing a discipline plan that would be beneficial to the entire school as well.

How Does the Children First Program add value to your school? Do you feel the Children First Program does a satisfactory job of coordinating all the community resources for your school?

- The Children's First program adds a great deal of value. It's another layer of depth to the services we can offer. Our coordinator has done a great job orchestrating the community resources for our school. We have had both in class and pull out support services, plus several community activities.
- Continues to serve all students' needs
- It supports our positive behavior and academic plans at Greener. It gives services to our children that we cannot duplicate. It has been a blessing to have the coordination of services for our school. Students, teachers and parents have appreciated the added support that the Children First Program has provided.
- FCF adds tremendous value to our school. Again, the resources that are provided through this office allow students to get the help they need to reduce barriers to learning. Deb and I have a fantastic working relationship. FCF is a lifeline to many of our families. The coordinator does a great job of keeping me in the loop and organizes the resources well.
- We are more than pleased with the contributions of the Children First program.
- FCF does an exceptional job. De'Lisa has brought in and monitored a number of social agencies that have met many of our children's social and emotional needs.
- a.) It provides a safe place for students and parents to receive counseling from a “non school employee.” b.) The FCF counselor has become a contributing member of our staff. c.) Often provides resources to families in need.

Yes, community resources are well coordinated by the FCF counselor

How does the Children First Program support your school's learning and achievement outcomes?

- The kids learn and achieve better if they are emotionally supported. The Children's First program provides that support. I'd like to see more deliberate support in the pullout and classroom support, directly linking the activities to the grade level indicators.
- Continuous improvement=state report card
- It provides our student with a focused approach to goal setting that matches the academic goals we

want students to set.

- FCF helps Norwood students to better focus on academics while in the classroom by providing an outlet for them to get assistance with the issues they have outside of school. They help to provide research based programs to help students overcome obstacles and to be ready to learn when they walk in the door. This school year, FCF has been a strategic partner in providing specific intervention for identified behaviors that we wanted to change.
- The Children First program does simple things like putting up academic and social bulletin boards every month. They participate in school wide initiatives (Open House, Back to School Fair, PRIDE Day...). They serve on committees such as Family and Community, the Local School Decision Making Committee and the Instructional Leadership Team.
- FCF has supported our schools learning and achievement outcome by addressing the social and emotional needs of our students.
- Students with emotional needs are able work with a counselor on their emotional needs and that often translates into higher achievement for students. Also, the FCF counselor assisted in creating and running a “test taking” student group for our 3rd and 4th graders – working on issues of stress and anxiety.

How does the Children First Program support the social and emotional healthy development of your students, families, community?

- Friendship groups, anger management groups, 1:1 therapy, family-oriented evening activities, after school activities for kids.
- Program supports current needs
- It supports our school's peer mediation program. It brings families together for quality time that is so lacking in the home. It also provides a positive feeling toward school and education. The therapy given to qualifying students not only helps them achieve more success at school but relieves the parent of guilt when they are not able to transport their child to a center for therapy. The parent appreciates the service on the school site.
- The contracted counseling and case management services are important to help families get the help they need. They work with whole families to really get to the root of student issues.
- The mere presence of the Children First staff helps to meet the social and emotional needs of our community at large. They have been responsible for the Back to School Fair, they have been active with Open House, Parent/Teacher conferences, PRIDE Day, our family spaghetti dinner, and all other programming. The skills the staff brings to the table are also valuable. Bob Myers is very positive. This year, he was nominated for the Extra Mile Award. If the staff doesn't have the answer, they work hard to find someone who does.
- See above.
- Through counseling and resources FCF provides students and families with social and emotional supports that they may not regularly have access to.

How does the Children First Program impact your school's climate/culture?

- The Children's First activities have contributed to a positive school climate with the interventions they have provided.
- It is the driving force behind the climate/culture in the building
- Students and staff like the physical presence of a place in the school where students can get help and staff can communicate and work together with personnel that have expertise in areas they do not.
- The students know Deb and the counselors---particularly Joann Payne and they ask for them by name. They know they can trust these ladies to give them the support they need to be successful.
- The Children First staff is completely integrated into the school community. They know the children and families very well. They participate in all school wide initiatives. Their support is so valued and appreciated.
- FCF has helped to support our goals of a positive and safe learning environment.

- FCF impacts our school by providing opportunities for students and families to work through difficult issues. As FCF assists those students and families, we often see the positive effect in discipline and academics. When students and families are happier at home, they are often happier at school too.

What improvements or changes would you like to see in the Children First Program for next year?

- Keep up the great work! Push the academics a little more with the activities the providers supply, by connecting the work to indicators and assessing with OAT style assessments (multiple choice, short answer, and extended response).
- Follow me..... (note: This school closed at the end of 06-07 school year and principal went to another school).
- After school clubs which support the social/emotional and academic environment of the school. Our students need activities after school that keep them occupied in a positive way. We do not have that in our area.
- I'm selfish---I would love to have Deb in our building full time. She does split her time between two other schools in the district. That doesn't really pose a problem for us because we communicate so well together, but it would be nice to have focused solely on the needs of Norwood Middle School.
- I would not change anything.
- Just keep doing what you're doing; an excellent job!
- I wish our FCF counselor could increase her caseload – too many students and not enough counselors



HAMILTON COUNTY FAMILY AND CHILDREN FIRST COUNCIL

Children First Program

Program Summary and Highlights 2006-2007

Brief Program Description

The Hamilton County Family and Children First Council (HCFCFC) promotes collaboration and coordination of services among its more than 70 agency members with whom it contracts to deliver services. The Council currently funds and sponsors prevention, intervention and education programs, including the Children First Program (CFP), and is responsible for ensuring that providers meet local, state and federal requirements. Providers are selected 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 and responsive in designing services. The CFP support “full service” schools that promote school achievement, positive youth development and family involvement. Services in each school are selected according to school needs and program foci may change each year depending on student needs and effectiveness data. All services and providers are overseen and coordinated by a full-time HCFCFC Coordinator who is housed at each school site. The total # of students served for all agencies = 19,126 Unduplicated and 36,345 Duplicated Contacts.

Children First Programs address one or more of the following priorities:

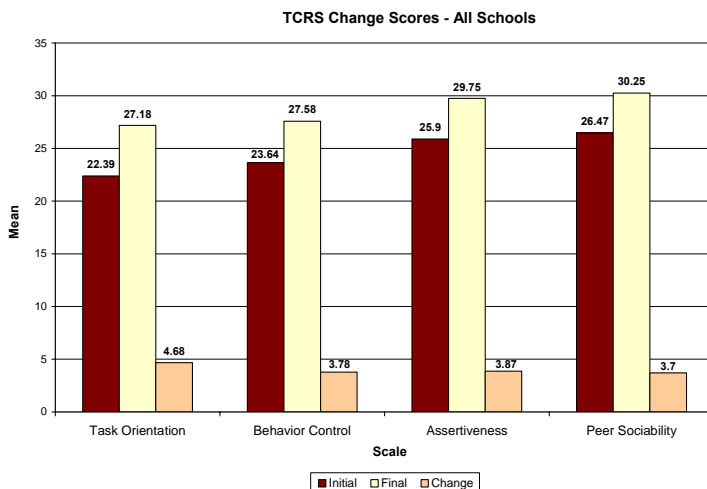
- **Priority 1:** To decrease rates of truancy, suspension, and expulsion.
- **Priority 2:** To decrease rates of drop out.
- **Priority 3:** To decrease rates of abuse and neglect.
- **Priority 4:** To increase school connectedness.

Participating Agencies

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Ballroom Dancing by Bud Walters ○ Beech Acres Parenting Center ○ Cancer Family Care ○ Center for Children and Families ○ Maureen Donnelly ○ Family Service ○ Hamilton County Educational Service Center ○ Jewish Family Service ○ Live It Like You Mean It ○ New Image ○ Positive Approach Inc. | <ul style="list-style-type: none"> ○ Nutrition Council ○ PregnancyCare of Cincinnati ○ Sarah Center ○ Sparked ○ Services United for Mothers and Adolescents ○ Talbert House ○ The Children’s Home of Cincinnati ○ Thomas Educational Consulting Services ○ Time II Advocate for Children and Families ○ YWCA Amend |
|---|--|

Teacher-Child Rating Scale Results

The Teacher-Child Rating Scale was completed by teachers, pre (initial) and post (final), on over 370 students attending Children First Programs across eight of the schools. Data show statistically significant positive trends on all four of the Teacher-Child subscales: Task Orientation, Behavior Control, Assertiveness and Peer Sociability at $p < .01$.



Teacher Survey Results

- 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 following facets of the CFP.
- A total of 202 staff members – 175 teaching (61%) and 27 non-teaching – completed the survey.
- Of the staff members that completed that survey, 89 taught during the 2005-06 school year, 67 taught during the 2004-2005 school year, and 153 taught more than two years.
- Staff were asked: *Some people have suggested that more focus should be placed on prevention. Do you feel the Family and Children First Plan has increased, decreased, or led to no change in focus on prevention at your school?*
 - 70% Increased focus on prevention at your school
 - 1% Decreased focus on prevention at your school
 - 29% No Change in focus on prevention at your school
- Staff were asked: *Would you recommend implementing the Family and Children First Plan in other schools?*

97% Yes
3% No

Overall, how satisfied are you with the Family and Children First Plan?

