

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



**Year Three – Mid-Year Performance Report  
October 1, 2001 – May 31, 2002**

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## **Wake County Safe Schools/Healthy Students Project**

### **EXECUTIVE SUMMARY**

The Wake County Safe Schools/Healthy Students (SS/HS) Project is a three-year federal cooperative effort sponsored by the Department of Education, the Department of Juvenile Justice, and the Department of Health and Human Services. Wake County has identified four goals that correspond with the six elements, and seventeen strategies to prevent violence and substance abuse in schools (see Figure 1). By focusing on outcomes and sustainability, the Wake County project is working toward integrating data driven programs that were funded by the SS/HS grant into existing county and community agencies.

All WCPSS students were impacted by at least one SS/HS strategy. Overall, 3,315 individual students were served directly by SS/HS intervention programs, and 16,100 students participated in group prevention activities. Chart 1 in the Supplementary Information provides the race/ethnicity, gender, free/reduced lunch status, and special programs distributions of SS/HS students compared to WCPSS in general. The proportion of Black students served by SS/HS programs is 97% greater than in WCPSS in general. In addition, the proportion of students receiving free or reduced lunch is 69% higher in SS/HS than in WCPSS in general. Finally, there are 91% more SS/SH students in special programs than in WCPSS in general. These demographic data point to the fact that SS/HS is serving the higher risk students in the system.

The Juvenile Crime Prevention Council (JCPC) has collaborated with many community organizations in Year Three that will help sustain the impact of the SS/HS grant after the funding cycle has ended. They have built relationships with other agencies that allow all agencies to maximize their resources with the common goal of reducing juvenile crime in Wake County. In

addition, the Partnership for Educational Success (PES) has created a much closer working relationship between the schools and Wake County Human Services (WCHS), which will ideally be a lasting effect of the SS/HS grant.

The SS/HS grant has had many positive benefits.

- ❑ Element one, the promotion of a safe school environment, has been promoted by security system installation, and use of the WAVE Line.
- ❑ Element two encompasses the alcohol, drug, and violence prevention and early intervention programs. Communities in Schools (CIS/CLP) mentoring program has had a positive effect on student achievement. Teen Court has used grant resources to expand the number of youth served, as well as the range of programs available for those youth, and now has a model program.
- ❑ In element three, school and community mental health preventive and treatment intervention services, Children of Substance Abuse (COSA) groups drastically reduced the number of students reporting that they would use violence in the future.
- ❑ Element four addresses early childhood development services. The preschool Second Step program has resulted in teachers spending less time disciplining students.
- ❑ Element five encompasses five different curricula that reached over 15,000 WCPSS students so far in Year Three.
- ❑ Element six, safe schools policies, encompasses NovaNET, which is considered very successful in improving students' ability to pass courses and get back on track to graduation. WCPSS will be funding most of the program beginning in 2002-2003.

**Wake County Safe Schools/ Healthy Students Project**  
**PROJECT STATUS**

The Wake County Safe Schools/Healthy Students (SS/HS) Project addresses four goals through six elements and seventeen strategies. The model for the grant is visually represented in Figure 1. Figure 2 provides an overview of the project’s implementation by strategy for this report period, including number of students affected by each strategy, and number of adults and community organizations working with each strategy. The Project Status section includes the status of each strategy, as well as some highlights and challenges each strategy faced during the first half of Year Three. This section also contains some outcome data from the 2000-2001 school year that were not available in the previous report. The Supplementary Information section of this report has three parts. The first subsection describes the programs in each strategy. The second includes graphs that visually represent the status of each strategy, and the third contains copies of publications, survey instruments, and evaluation reports from Year Three.

**STATUS BY ELEMENT**

	<b>All Elements</b>
<b>Related Strategies:</b>	<ul style="list-style-type: none"> <li><b>1</b> Comprehensive Action Plan</li> <li><b>2</b> Training of Advisory Council and Community Representatives</li> <li><b>3</b> Strategic Planning (incorporated into Strategy 1)</li> </ul>

**Strategies 1, 2, and 3: JCPC and Strategic Plan** As part of its strategic plan, the Juvenile Crime Prevention Council (JCPC) has identified four major objectives that will contribute to the goal of reducing juvenile crime in Wake County. Each objective has several associated action steps scheduled to be completed in 2002. Appropriate progress has been made on all objectives.

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

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

Figure 2. Year Three Mid-year Status on Percent of Project Task Completed and Individuals Impacted from 10/1/01 to 5/31/01

ELEMENT:	1-6			1					2				3		4		5					6																											
Strategy:	1	2	3	4 Crisis Response Plans	4 Intellikeys	4 CCTVs	5	6-FAST	6-FGC	7	8	9	10	11	12	13 3c	13 cr	13 grav	13 ss	14	15	16	17																										
<b>A. Process - Tasks Completed (percent through 5/31/02) **</b>	55%	33%		← 69% →			83%	77%	na	43%	81%	63%	61%	58%	67%	44%	69%	77%	79%	60%	na	79%	66%																										
<b>B. Performance - Direct Program Exposure</b>	(Strategy 3 has been incorporated into Strategy 1)			Training done in Year Two					Staff in 2 Elementary Schools				12 sessions		NA		NA		42		10		NA		167		270		51		NA		Ongoing training for all NN staff																
<b>Adults</b>				#AdultsTrained	NA	NA	Staff in all schools					Staff in 77 Elementary Schools				Staff in 24 Middle Schools		NA		40		36		397		2		5		10		4		74		10		16		115		320		35		43		20	
<b>Students/Children</b>				NA	NA	All WCPSS Students					Students in 77 Elementary Schools				All middle school students used by 27		55		28		451		248 Volunteers, 110 cases closed successfully		179		138		104		1161		192		1040		5310		9436		356		569		1262				
<b>Parents/Families</b>				NA	NA	NA					NA				NA		55		28		NA		NA		179		NA		84		1062		192		NA		3896		4425		NA		NA		N				
<b>School/Program Site Locations</b>				NA	NA	123					77				24		123		4		10		11		53		83		27		4		32		10		3		28		34		33		34		19		
<b>Agencies/Community Organizations</b>				7	NA	NA					NA				NA		2		5		NA		8		2		2		1		27		NA		NA		NA		NA		30		5		NA				
<b>C. Overall Number of Locations Involved:</b>				Pre-K 32			Elem. 78 of 78					Middle 25 of 25				Mid/high 1 of 1				High 17 of 17		Non-school-hour Program Sites 33																											

\*\* Because this is the mid-year report, not all tasks were scheduled to be completed at this time. Less than 100% completion is expected.

Objective 1. Develop and share information in partnership with the community in order to increase public awareness about the needs/resources for reducing juvenile crime.

- A brochure and a pocket guide of JCPC programs were developed.
- Two forums were held in May. Information was shared about programs and resources for youth who either committed a crime or are at risk of court involvement. One forum specifically addressed Hispanic/Latino issues.

Objective 2. Develop strategic partnerships to address unmet needs, develop strategies for intervention, and plan for permanent funding. Partnerships will be formed with youth themselves, and with a diverse range of groups who serve children/youth or who are committed to their success.

- Seven groups were given high priority for partnership in 2002: the County Commissioners, Wake County Public Schools, Law Enforcement and SROs, Junior League, Strengthening the Black Family, Triangle United Way, and Wake County Human Services.
- JCPC met with the Junior League, and cosponsored a countywide conference entitled “United for Student Achievement.”

Objective 3. Develop and implement a data-based juvenile justice/delinquency prevention model to ensure accountability to the community.

- The Program Committee revised the request for proposals to include “client based outcomes” as a criterion.
- JCPC implemented a new process for evaluating proposals and making funding allocation decisions based on outcomes of JCPC funded programs.

Objective 4. Strengthen internal structures and processes for maximum effectiveness.

- A portion of each meeting has been dedicated to determining progress on the strategic plan, in order to examine the implementation process, and tweak it if necessary. Through monthly updates, the JCPC can ensure that its process is effective.

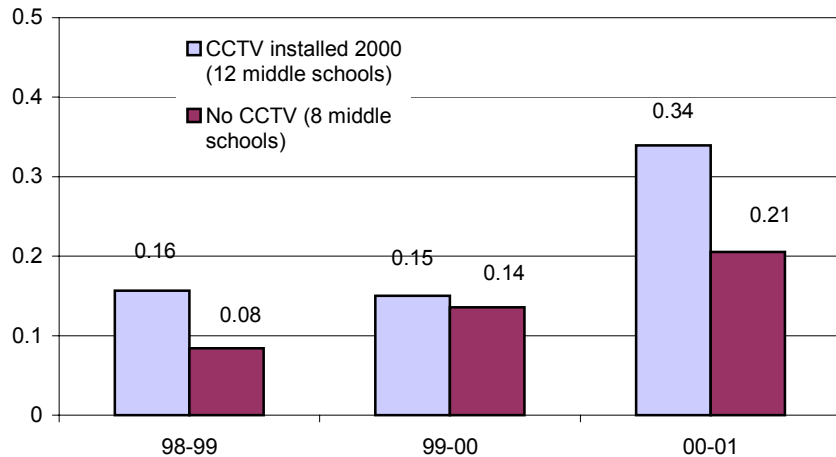
**Element 1 – Safe School Environment**

- Related Strategies:**
- 4** Improve School Facility Security
  - 5** Expand Telephone Hotline

**Strategy 4: School Facility Security** All middle schools have had Closed Circuit Televisions (CCTVs) installed except Dillard Drive Middle School; Dillard Drive is currently in the process of CCTV installation. Intellikey installation has been completed in all elementary schools except Underwood Elementary. Installation at Underwood has been postponed due to school renovations, but is scheduled to be completed in August 2002.

*Outcomes* Figure 3 shows the average number of days of suspension per student in the middle schools that installed CCTVs between May and September 2000, versus those schools that did not install CCTV until after the 2000-2001 school year. The average number of days of suspension after the CCTVs were installed more than doubled, from 0.15 in the 1999-2000 school year to 0.34 in the 2000-2001 school year. Schools that did not have CCTV installed yet also had an increase in the average days of suspension, from 0.14 in 1999-2000 to 0.21 in 2000-2001, but the increase was only 50% as compared to the 120% increase in schools with CCTV installed. This increase in days of suspension may be explained by the possibility that CCTV monitoring made administrators more aware of student behavior, so events that might have gone unnoticed in the past were being addressed.

**Figure 3: Average Days of Suspension per Student Enrolled in Middle Schools**



**Strategy 5: WAVE Line** The WAVE telephone crisis hotline continued to be available to all students in Wake County. During this report period, there were 27 calls to the hotline, up from 17 calls during the first half of Year Two. Of the 27 calls, 30% were regarding threats made to

students, and 15% each related to bullying and fighting. The appropriate local service providers addressed calls made to the WAVE Line.

*Outcomes* In the spring of 2001, a survey was given to a sample of WCPSS students, parents, and staff. In response to the question, “Do you think having an anonymous telephone hotline for keeping schools and students safe is a good idea?,” 54% of students responded yes, as opposed to 76% of parents and 77% of teachers. Only 13% of students were aware of the WAVE Line at the time of the survey. However, the survey was distributed before a significant campaign to inform students about the WAVE Line was implemented in fall 2001. During the fall, posters were given to schools, flyers were distributed to students, and an informational video was shown in all middle and high schools to educate WCPSS students about the WAVE Line and when it should be used. Results from the spring 2002 survey will be available in the Year Three Year End report.

<b>Element 2 – Alcohol and Other Drug and Violence Prevention and Early Intervention</b>	
<b>Related Strategies:</b>	<ul style="list-style-type: none"> <li><b>6</b> Family Group Conferencing (FGC) and Families and Schools Together (FAST)</li> <li><b>7</b> Communities in Schools (CIS)</li> <li><b>8</b> Teen Court</li> </ul>

**Strategy 6: Family Group Conferencing and the Partnership for Educational Success** The Partnership for Educational Success (PES) is a collaboration and reorganization project designed to be self-sustaining after the end of the SS/HS grant. The goal of PES is to reorganize the way school counselors, social workers, nurses, and human services staff work to serve and empower families, and create a strong relationship between parents and school staff. PES provides individualized services for families with preschool age children at risk of entering kindergarten unprepared, or who have children in grades one through six performing below grade level.

PES has created a collaboration between Wake County Human Services (WCHS) and WCPSS. Within PES schools, the sharing of information and resources between the two agencies increased, and there has been an increase in commitment to breaking down barriers to services for the children and families served.

PES uses a family advocate to build relationships with identified families and collaborate on a plan for each family. Family advocates come from WCPSS and WCHS, and include mental health workers, school nurses, guidance counselors, social workers, teachers, family support staff, and parent liaisons. PES collaborated with other community agencies, including Head

Start, 4-H (Youth Services), the faith community, and law enforcement. In addition, collaborative work was done in the faith community to better utilize community resources to meet the educational needs of these children, specifically to provide summer tutorial programs and after-school care to the children in the Partnership.

The Partnership for Educational Success has been very successful since its implementation in fall 2000. Since October 2001, PES expanded from five schools to 10 in southern and eastern Wake County. In addition to the 10 schools currently being served by PES, 28 more schools are scheduled to be added in the 2002-2003 school year.

*Outcomes* The surveys given by PES showed an impact on the relationship between school and human services staff. Staff at both organizations had an increased understanding of the two systems, and therefore were able to access and utilize services more effectively. Human Services was more responsive to WCPSS staff requests, and teachers reported better access to family support services. The collaboration between the schools and Human Services appeared to produce better outcomes for students and their families.

During October through May of Year Three, PES served 28 families with students enrolled in WCPSS. Survey data showed that families participating in the PES project felt better supported and more knowledgeable about how to help their children be successful in school.

Initial feedback from school staff also showed an increase in family involvement in the schools through better attendance at school conferences and increased staff communication with families. Of the 50 families participating in PES in the 2000-2001 school year, none of whom had been in contact with the school the year prior to the program, 92% attended school-related conferences. Teachers reported that 64% of families returned phone calls; previously none of the PES families had returned any calls. The surveys also suggested that children in the families participating in PES showed some academic improvement in reading and math. According to teachers, 72% of these students demonstrated improvement in literacy and/or math skills.

The family group conferencing (FGC) sessions that occurred were successful in bringing people across program areas to the table to share information and resources with identified families. However, FGC did not receive any appropriate referrals during this report period. Between October and May, referrals for FGC were only accepted from families participating in PES. In response to the dearth of referrals, FGC was opened to any family in a PES school. PES staff attended staff meetings at the schools to further educate staff on FGC and the referral

process. They met with each school site team regularly and were available to suggest FGC as a strategy when appropriate. Finally, PES planned to meet with Wake County Disciplinary Team to discuss the use of FGC as a strategy for addressing issues involved in school suspensions.

PES is a model of systems change that has been tested and is currently being expanded. Despite county budget cuts, WCHS agreed to expand funding of this program so that SS/HS Year Four carryover funds will not be needed. Currently, the PES program is working toward countywide implementation.

**Families and Schools Together (FAST)** Four schools participated in the FAST Program during Year Three. In the fall session, 47 families were contacted, 18 began the program, and 14 took part in FAST at two schools. In the spring session, 30 students and their families participated in FAST at four schools. Eleven students participated in the FASTWorks program during this report period. FASTWorks for the students who graduated from FAST in the 2001-2002 school year is scheduled to begin summer 2002.

Although the FAST program received positive feedback from participants, it was very expensive and implementing under the direction of FAST National was often difficult. The organization had rigid implementation constraints, and the turnaround time for evaluations has been prohibitively slow. In addition, other strategies similar to FAST were found to be more cost-effective.

*Outcomes* Outcome reports from FAST National for the fall 2001 sessions recently arrived. Fuquay-Varina Elementary School's FAST program participants showed some non-significant increases in social skills, including increases in cooperation and self control, based on the parent Social Skills Rating System. There were no significant changes in school and family partnerships, family functioning or social connectedness. The absence of change on these indicators may be the result of the fact that on average, families at Fuquay-Varina Elementary FAST only attended 77% of the meetings.

In contrast, all graduating families in the Poe Elementary FAST program attended 100% of the meetings. Parents reported statistically significant changes in students' social skills based on the Social Skills Rating System, including an increase in self-esteem, and a decrease in externalizing behavior. In addition, teachers' surveys reported an increase in cooperation. Cohesion scores on the Family Environment scale indicated that family functioning also improved.

Outcome evaluations for spring 2002 are not yet available; data will be included in the Year Three Year End report.

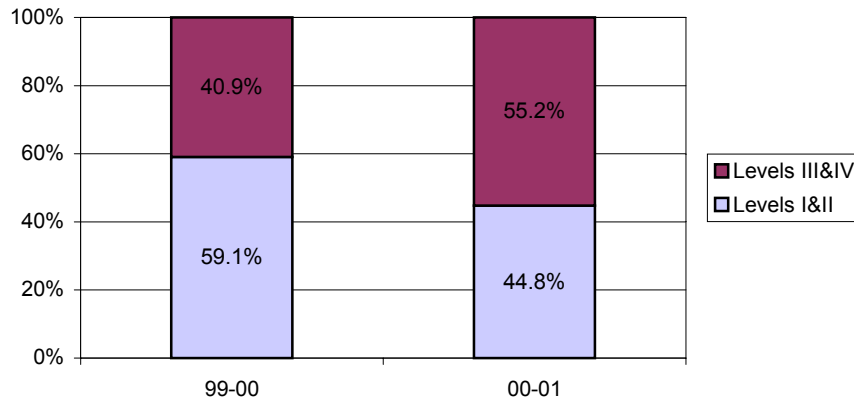
**Strategy 7: Mentoring** During this report period, 451 students from 11 schools were mentored by community adults through Communities in Schools (CIS/CLP), a 30% increase over last report period. In addition, 268 new adults were trained to be tutor/mentors.

Volunteers reported that they would like to receive additional specialized training in subjects such as math and science, as well as training geared specifically towards mentoring and tutoring high school students. The need to provide specialized training for high school student volunteers was discussed with Wake County Public Schools as we prepared to update the training materials.

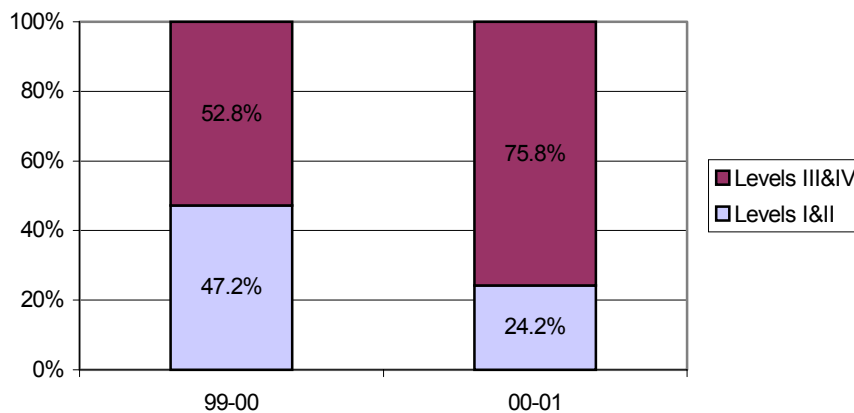
Community Learning Partners, the organization that houses CIS/CLP and FAST in Wake County, had high staff turnover during the last year. As a result, one significant challenge was a shortage of mentors, especially for other referring agencies such as the CATeam. A recruitment presentation was created to improve the quality of the recruitment process, and CIS/CLP Site coordinators provided established corporate contacts in an effort to increase the number of employees recruits. Another ramification of the significant staffing changes at CLP was that data was difficult to obtain and not always complete.

*Outcomes* Results appear quite positive. The percentage of students scoring at or above grade level increased 14% in reading and 23% in math after participating in CIS/CLP. However, results may or may not reflect only the impact of the CIS/CLP program. Students who had mentors were likely to be participating in other WCPSS support programs as well, such as the Accelerated Learning Program (ALP), special education, or English as a Second Language (ESL). An evaluation of CIS/CLP in the context of other district programs is tentatively planned for Year Four to attempt to isolate its impact.

**Figure 4: CIS/CLP Students' Reading EOG Level**  
Elementary and Middle School, n=127



**Figure 5: CIS/CLP Students' Math EOG Level**  
Elementary and Middle School, n=127



**Strategy 8: Teen Court** Between October and May there were 60 new Teen Court volunteers recruited, for a total of 248 active volunteers. In addition, 110 cases closed successfully, almost twice as many successful closes as last report period (59 from April to September 2001). Thanks to the SS/HS grant, the program was operating at a much higher level than before. The number of individuals served has increased, and the quality of services provided to offenders and volunteers has improved.

Teen Court has continued to collaborate with law enforcement (SRO's, Sheriff's Office, and Police Departments), WCPSS (administrators and students), Safechild, WakeTeen, CATeam, juvenile and district court personnel, law firms in the community, and civic groups. At the outset of the SS/HS grant, staff focused on providing the basics, such as securing

community support, hearing sites, referral sources, and sufficient volunteers. Teen Court in Wake County was fortunate to have a solid beginning, and the grant provided the resources and manpower to build, strengthen, and improve on that beginning. In Year Three, Teen Court expanded services available to offenders and their families. Volunteer screening processes and training manuals were improved, and training procedures were revised to dovetail with the restorative justice philosophy. In addition, relationships with collaborating groups were strengthened, and a consistent adult and youth volunteer base was maintained. Now in its fourth year (third grant year), Capital Area Teen Court is recognized by many as a model for the state.

*Outcomes* It has been challenging to procure outcome data for Teen Court, especially recidivism data. A graduate student recently began a contract with Teen Court to obtain recidivism and other outcome data. Her findings will be available in the Year Three Year End report.

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

**Related Strategies:**      **9** Community Assessment Team (CATeam) Mental Health Services  
   **10** Expansion of School-Based Substance Abuse Prevention Programs

**Strategy 9: CATeam** A total of 181 students were served during the period October through May, which is comparable to the 196 students served in Year Two. CATeam staff provided 12 community-based trainings on mental health topics. Staff attended 272 community/school/CAT meetings. In addition, CATeam staff completed 105 depression screenings on National Depression Screening Day in October, and referred one third of those students for counseling.

As the last school year of the grant came to a close, staff began to find other employment. The reduction in staffing impacted the program and the number of referrals remaining staff had to manage. Another challenge was a shortage of available mentors from CIS/CLP.

CATEam members learned about the range of other community-based services for families. In addition, CAT staff created a new Goal Attainment Scale. CAT staff helped prepare families to engage in treatment by educating them about the nature of services available and expected outcomes.

*Outcomes* Outcomes based on CATeam students' Goal Attainment Scale will be available in the Year Three Year End report.

**Strategy 10: School-Based Substance Abuse Prevention** During Year Three, school-based substance abuse counselors served 70 students in Children of Substance Abuse (COSA) groups across 10 middle and high schools in Wake County, a 30% increase in students served in COSA groups from Year Two. In addition, counselors served 14 students in substance abuse pre-treatment groups at one middle and two high schools. They provided the first COSA groups at Wake Forest Middle School, previously identified as a school with a great need for these services. Counselors also provided assessments for 54 individual students, leading to recommendations and referrals. Preliminary analysis suggests positive outcomes for these students in academics, knowledge, and skill building.

One challenge in implementing the substance abuse prevention programs was lack of receptivity and follow-through by WCPSS school support staff, notably school counselors. Engaging the families of our COSA students was also a challenge. One avenue that produced success this year was partnering with the Family Support caseworkers at Human Services. During Year Three, the scope of collaborations was expanded, especially with other departments in Human Services. Additional appropriate partners will be sought in the future.

Staff comments were generally positive:

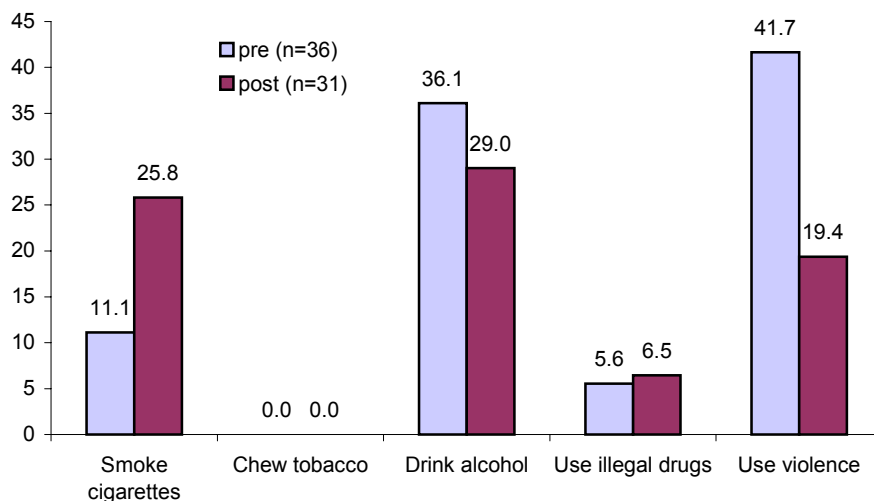
“(WCHS staff) are excellent! My students felt so comfortable with them. They spoke openly even though it was difficult for them.”

-Jean Carter, counselor, Wake Forest-Rolesville MS.

“(WCHS staff) was an excellent leader! She made everyone feel comfortable and kept the group focused and on task. I can’t say enough good things about it. The feedback from the kids to me regarding the group was all positive.”

-Kathy Zappia, school social worker, Phillips HS

**Figure 6: COSA Student Surveys – In the future, I might...**



*Outcomes* After participating in the COSA group, fewer students reported that they might drink alcohol in the future, as shown in Figure 6. The percentage of students reporting they might use violence was cut in half, dropping from 41.7% to 19.4%. The decrease in willingness to use violence suggested that groups such as COSA may be effective in preventing school violence.

COSA students were actually more likely to say they might smoke cigarettes in the future after participation. This result may indicate that the COSA groups were not effective in preventing teens from smoking cigarettes. However, one group facilitator noted that, at the start of the COSA group, students were reluctant to be honest with staff, and may have underreported their drug-related behavior on pre-surveys. The comfort level of the students grew during the group process; as a result, answers on the post-test were more likely to be reflective of students’ actual beliefs. This tendency explains why students who smoke may not have reported doing so in the pre-test, and may lend more legitimacy to the reported decrease in the likelihood of using violence in the future.

**Element 4 – Early Childhood Psychosocial and Emotional Development Services**

**Related Strategies:**

- 11 Parents as Teachers (PAT)
- 12 Pre-Kindergarten *Second Step*

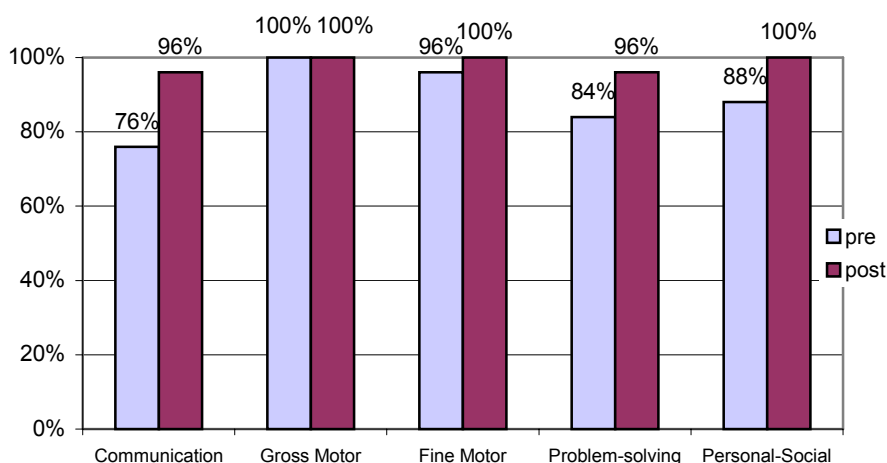
**Strategy 11: Parents as Teachers** During this report period, 104 children were served in 84 families through the Parents as Teachers program (PAT). Parent educators reported that parents

read to their children and valued reading more. They also reported that parents became more involved in the PAT activities. Referrals from Fuquay-Varina elementary school have increased since it became an ESL school. Creative Play with the Ready to Learn Center at Willow Springs Elementary school began again with Spanish-speaking and English-speaking parents together.

The Project Enlightenment book drive provided books to parent educators for distribution to PAT families. Providing books to the families strengthened the relationship between parent educators and the families. Challenges were encountered in providing support and activities to families with many needs. Families often forgot scheduled visits, particularly weekend visits, and moved without leaving forwarding information.

PAT is growing and more parent educators are needed; the end of the SS/HS grant represents a major challenge for program administrators concerned with providing continued support to Wake County families.

**Figure 7: Ages and Stages Child Development Assessment**  
(n=25)



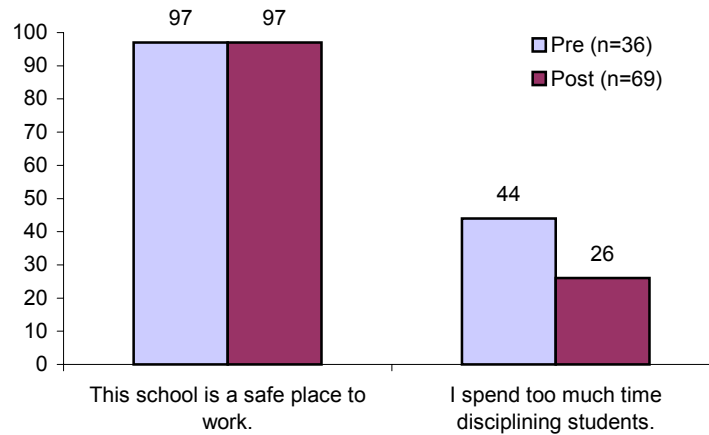
*Outcomes* Figure 7 shows the Ages and Stages assessment of children early in the PAT program, and after a year of PAT involvement. The largest improvements were seen in communication, problem-solving, and personal-social skills. Children’s gross motor and fine motor skills scores were high even before the PAT intervention, and were maintained.

**Strategy 12: Preschool Second Step** So far in Year Three, 1161 preschool students have participated in the Second Step program. Thirty-six teachers from 26 private and public preschools and kindergartens participated in Second Step training on September 27, 2001. Six teachers from five private and public preschools and kindergartens attended Second Step Family

Guide training on December 4, 2001. All preschool site visitations for the 2001-2002 school year were completed by March 2002.

Involving Teacher-Parent Consultants at Project Enlightenment proved the most effective way of communicating with and receiving feedback from the preschools and day cares involved in teaching Second Step. Training in the Second Step Spanish Curricular Supplement was not conducted due to lack of staff available at Project Enlightenment.

**Figure 8: Preschool Classroom Discipline Survey Results**  
(Percent responding Agree or Strongly Agree)



*Outcomes* As seen in Figure 8, preschool teachers did not believe that safety was an issue even before implementing the Second Step program. Results do show a decrease in the number of teachers who reported spending too much time disciplining students after teaching the Second Step program.

**Figure 9: Preschool Classroom Discipline Survey Results**  
In a typical week, how often do your students show poor anger management and/or impulse control behaviors?

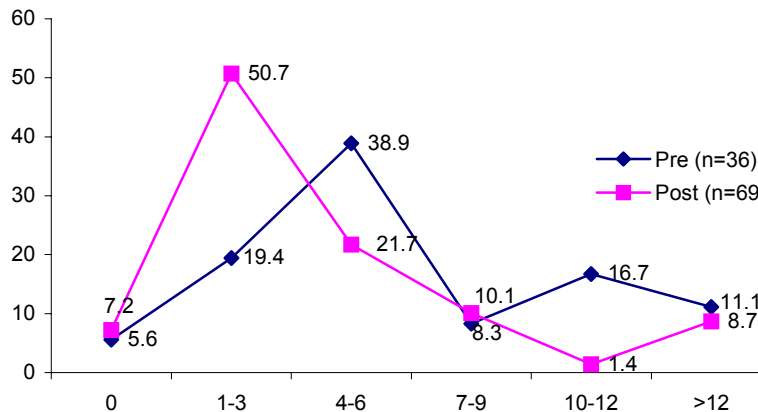


Figure 9 shows positive changes in students' use of anger management and impulse control. Preschool teachers reported fewer incidents each week after the Second Step program was implemented. These results indicate that preschool Second Step may be an effective tool to teach children impulse control and anger management skills, which then reduces time spent disciplining students in class.

<b>Element 5 – Educational Reform</b>	
<b>Related Strategies:</b>	<b>13</b> Violence and Substance Abuse Prevention Curricula <i>3Cs</i> <i>Civic Responsibility</i> <i>Get Real About Violence (GRAV)</i> <i>Second Step</i>
	<b>14</b> Youth Programming Enhancement

**Strategy 13: 3C Program** Beginning in October, counselors and interns in 10 schools were trained to use the SCAN software in order to select appropriate students to participate in the 3C group intervention. The counselors and interns then collected data from each fifth grade class to select students for placement in groups in each school.

In January, the counselors and interns were trained to lead groups. By early February, all groups had begun. There were 192 students from ten schools participating in the ten-week program. Follow-up meetings occurred weekly with the interns and bimonthly with counselors.

One challenge encountered was obtaining active consent for students to participate in the data collection in the fall. The parental consent process has been refined through the years, but it was still difficult to obtain active consent for every fifth grader at 10 schools. As a result, extra time was spent following up with parents who did not initially respond.

Another challenge was scheduling group times with teachers. The many demands made on teachers and students made it difficult to find one time each week when the students could leave their classrooms for 45 minutes. To address this issue, a contract explaining the required time needed from their classes and selected students was presented to schools interested in participating in the program. Efforts were made to find a time for the groups that was acceptable to all involved.

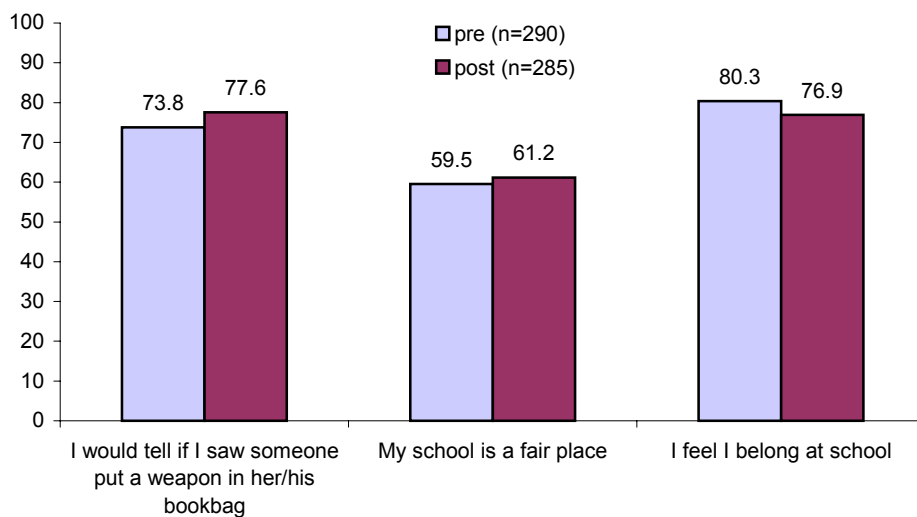
The 3C model and lessons learned from implementation were used to develop community-based interventions for children who make threats in schools. A program for threat assessment and treatment for those students is being developed for WCPSS.

*Outcomes* Outcome data for the 2001-2002 school year will be available in the Year Three Year End report.

**Civic Responsibility** The Civic Centers did the work and projects they had planned. All three participating high schools had students involved in Student Government Day. Many Economic, Legal, and Political Systems (ELP) students used the materials and technology in the centers for civic and economic activities.

One challenge to implementing the Civic Responsibility program was high staff turnover. In addition, three schools using three different approaches to the Civic Responsibility program made coordination difficult.

**Figure 10: Civic Responsibility Student Survey**  
% Agree or Strongly Agree



*Outcomes* According to student surveys from two of the three schools participating in the Civic Responsibility program, the number of students who would tell if they saw another student put a weapon in his or her bookbag increased by four percentage points after participation in the Civic Responsibility program. In addition, there was a small increase in the number of students who agreed that their school is a fair place, and a small decrease in the number of students who felt they belong at school. More complete results will be available after data from all three schools become available.

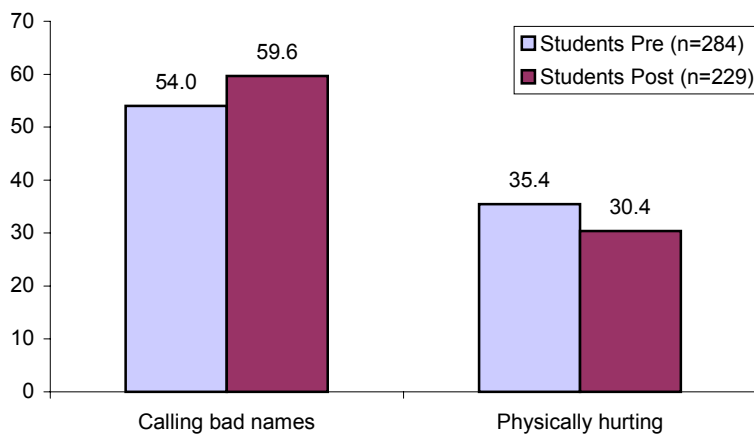
**Get Real About Violence (GRAV)** Twenty-nine staff from 12 elementary and middle schools participated in three-day Core Team training in October 2001, and 12 additional teachers attended training in March 2002. Staff who received Core Team training went on to train 112 additional staff in two elementary schools.

Many sites were at full implementation, and at least 20 of the 27 schools that were trained in Year 2 were implementing GRAV. The remaining seven schools have chosen not to implement due to either staffing changes in administration, or they have chosen a different violence/bullying prevention program. Schools trained in Year 3 are in the process of training school staff, and will begin implementation in the fall of 2002.

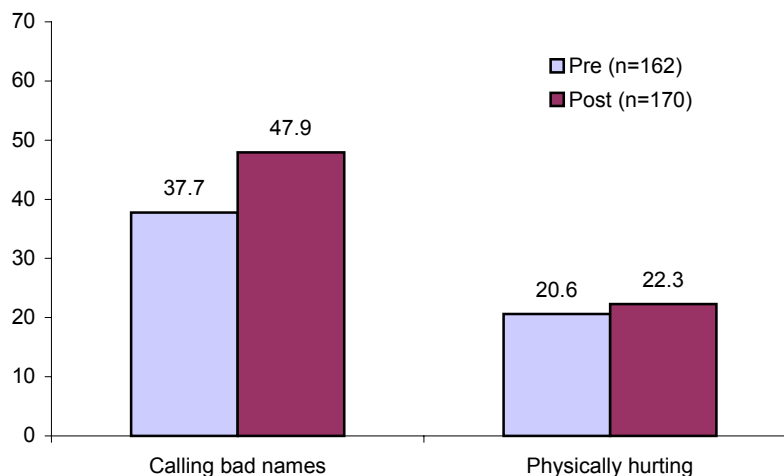
Thirteen staff from six high schools attended a one-day GRAV workshop in October 2001. One high school staff member trained four additional staff members in her school. Two of the high school staff trained in October 2001 trained upper grade students at their schools. Those “Peer Discovery” students then taught GRAV lessons to classes of younger high school students.

Data collection improved this year but continued to be a challenge. Many schools required repeated reminders to return requested data. Data was requested by memo, followed by phone calls and e-mailed reminders. Data was requested earlier in the year than Year Two; as a result, twice as many schools returned complete data this year than last (four schools returning pre and post versus two in Year Two).

**Figure 11: GRAV Student Survey**  
 % of students who saw at least once a week...



**Figure 12: GRAV Staff Survey**  
% of staff who saw at least once a week...



*Outcomes* As shown in Figure 12, staff reported seeing physical and verbal violence more often after implementing GRAV, and more students reported seeing verbal violence, as seen in Figure 11. These increased reports of violence may indicate that GRAV was not an effective method of violence prevention. However, it may be explained by the increase in awareness of violence that staff and students gained after participating in the GRAV curriculum.

On the positive side, fewer students reported seeing other students hurt one another physically after participating in GRAV. With heightened awareness of violence in their surroundings, a reported decrease in witnessing physical violence was likely a result of an actual decrease in violence in the school community.

GRAV surveys indicated negligible changes in teachers' opinions of out-of-school suspensions, whether students can be uncontrollable, and modeling nonviolent behavior after implementing the GRAV curriculum.

**Second Step** Thirty-one teachers from 12 elementary and middle schools participated in Second Step training of trainers in October 2001. Sixteen more teachers attended a training of trainers in March 2002. Staff members from six schools returned to their schools and trained an additional 164 staff in the Second Step curriculum.

Of the 13 sites trained in Year Two, 12 implemented the curriculum. Schools trained in Year 3 returned to their schools to train staff and begin implementation. Support continues to be given to schools during staff training and program implementation. The Department of

Guidance and Social Work at WCPSS currently has Second Step curriculum kits available for loan to schools as well.

The challenges of Second Step data collection were similar to the challenges for GRAV. As with GRAV, data was requested by hard copy memo, and then followed up with email and phone reminders. Survey data is currently available for only two participating schools; data collection efforts will continue this fall and outcomes will be included in the next report.

**Strategy 14: Youth Programming Enhancement – Life Skills Curriculum** So far in Year Three, 25 existing youth programs were trained in the Life Skills curriculum, exceeding the original target of 15 programs. In addition, nine new programs were trained and seven new youth programs in both rural and urban areas of the county have been funded in Year Three. Two Requests for Proposals (RFP) for new youth program mini-grants were distributed to over 100 youth organizations during this report period. Technical assistance was provided to participating youth programs via 48 monitoring visits (including pre- and post-test implementations), two newsletters mailed to participating programs, telephone/e-mail contacts, and five monthly mailings sent to youth programs. Twelve trainings were offered on a variety of subjects, in addition to the three research-based curricula trainings.

A lack of adequate proposals in response to the first Year Three RFP led to a second request. The second RFP resulted in higher quality proposals and distribution of all funds. However, grantees for the new youth programs have a shorter period of time in which to implement their programs and spend their award money.

The YWCA of Wake County and 4-H Youth Development collaborated to provide “A Week Without Violence” program for area youth on Saturday, October 20, 2001. This opportunity was available to all trained organizations and many took part in countywide events. Community Learning Partners and 4-H Youth Development teamed up to plan the 24 Hour Relay Challenge in May 2002. One member of the SS/HS team has been working closely with the race directors as the fundraising chair.

The RFPs for Year Three included much more detailed information regarding Life Skills Training (Botvin) curriculum. The required curricula have been highlighted even more than in the past during the pre-grant workshops. In addition, all awardees were required to attend a pre-contract meeting in which all of the contract requirements were thoroughly explained. These

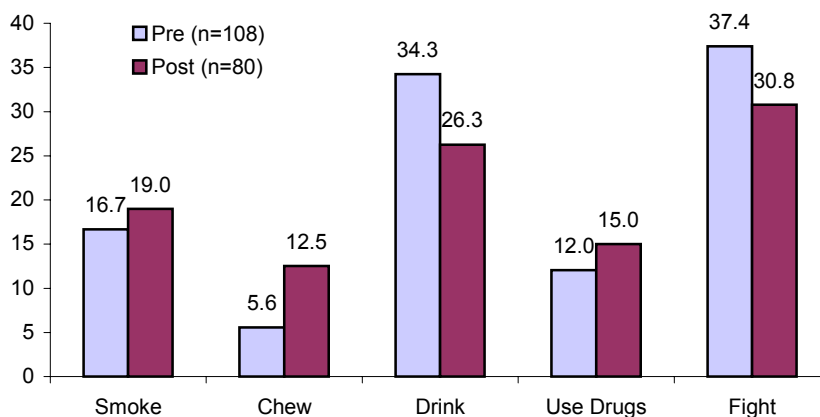
strategies combined dramatically reduced the reluctance of contracted groups to implement the curriculum in its entirety.

The training calendar developed in Year Two proved very helpful. All of the Year One and Year Two mini-grant awardees successfully completed all required trainings. Currently, Year Three awardees are also on course to complete all required trainings.

One of the Year Three mini-grant awardees was using COPES curricula with his largely Hispanic group of students, who have difficulty with English or read far below grade level. COPES is more interactive and requires very little reading.

*Outcomes* The two levels of Life Skills curricula were given two different surveys, one for elementary school students and one for middle or high school students. Five Elementary Life Skills after-school programs submitted pre- and post-test surveys. On both pre-and post-surveys, all students answered that in the future they would not smoke cigarettes, use drugs, drink alcohol, or get into a fight, so no change was detected at all.

**Figure 13: Level Two Life Skills Student Surveys**  
In the future I might... (% Yes)



Six middle school Level Two Life Skills after-school programs returned both pre- and post-surveys. As shown in Figure 13, 23% fewer participants responded that they would drink alcohol after participating in the Life Skills curriculum. In addition, 18% fewer students reported that they might use violence. The students reported that they would be slightly more likely to smoke cigarettes or use drugs, and reported that they were more likely to chew tobacco. As a result, the Life Skills curriculum does not seem as effective in preventing use of tobacco or illegal drugs. However, like the COSA group, these students may have been more honest on the post-test once their comfort level in the group improved.

### **Element 6 – Safe Schools Policies**

<b>Related Strategies:</b>	<b>15</b> Information Management System <b>16</b> Youth Infrastructure <i>Youth Advisory Council (YAC)</i> <i>Students Against Violence Everywhere (SAVE)</i> <b>17</b> NovaNET
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**Strategy 15: Information Management System** In the original grant proposal, data integration was identified as a key component. Wake County planned to develop a system that would make information about students immediately available to school staff so they could make better decisions about children, especially those at risk for school failure and behavioral problems. The need for student confidentiality complicated this task; however, we did develop a system that would improve access to relevant data in a secure and appropriate way.

During Years One and Two of the grant we worked to develop specifications for a system that would centralize all information used by the student support teams, and planned to connect this system to our existing special education modules in Year Three. We hired a technology developer to accomplish this, and contracted the creation of individualized software with a company called ESPED.

We found that the program developed was not as effective or as user-friendly as we would have liked. During Year Three, we considered several options, and decided to use the specifications developed to adapt our system to the new statewide database. One advantage of integrating our system into the state system is that school staff will not have to learn to operate multiple systems. As a result of this decision, the contract with the technology developer was terminated in December, and a new contract with ESPED was not written.

**Strategy 16: Youth Advisory Council (YAC)** The 2001-2002 YAC consisted of 23 high school students from schools around Wake County.

In October 2001, about 300 middle and high school students attended the Safe Schools summit. This year's summit focused specifically on media literacy and the effect media violence has on teens. The summit included breakout sessions, keynote speakers, and youth empowerment activities that educated students about how they could make their own schools safer. The YAC worked with youth agencies such as Safe Child, Question Y, and Wake Teen to organize the Safe Schools summit.

In the fall of 2001, SS/HS administrators teamed with WTVD, the local ABC affiliate, to produce *Not Cool to be Cruel: School Bullies*, which was aired in the Raleigh/Durham viewing

area in the fall. This video focused on raising awareness about school violence, and discussed the problem of bullying among school-age children. In addition to the full-length show, the YAC students taped a 30-second spot highlighting the show. The experience of creating the show was empowering to students, and gave them exposure to public speaking.

**SAVE Clubs** 546 students from 17 schools participated in SAVE clubs during the 2001-2002 school year. SAVE club activities varied from school to school, but included peer mediation training, community service activities, and school-wide education on violence prevention. SS/HS invited Jason Dorsey, author of Ending School Violence, to speak to approximately 2000 SAVE club members and other students from around the school system.

**Strategy 17: NovaNET** In this report period, 1,262 students attempted 1,011 NovaNET courses. Of these, 810 courses (80%) were completed successfully.

*Outcomes* After taking NovaNET courses, 55% of participants were on-track to graduation, 13% were closer to becoming on-track, and 16% were no closer to graduating than before (graduation data was not available for 16% of participants).

As in the last report period, pass rates for subjects differed somewhat; the pass rate for electives was highest (89%), and was lowest for science and social studies (79%). However, this discrepancy in pass rates between courses is considerably lower than it was in Year Two, when the pass rate for NovaNET science courses was only 50%. The findings and suggestions from the study comparing 2000-2001 school year NovaNET participants to a comparison group may have helped rectify the difficulties with specific NovaNET subjects (Harlow & Baenen, 2002).

The comparison study found that the number of failing grades decreased significantly for students who participated in NovaNET; this number *increased* slightly for the comparison group. The difference in the number of Fs received by both groups was highly significant (<.0001). Both groups experienced a significant increase in GPA over the course of a semester; increases were not significantly different from one another ( $F=.51$ ,  $p>.05$ ).

The study also indicated that suspension rates for both groups were similar, with both groups experiencing an increase in the mean number of days suspended. Although an earlier study (Faircloth & O'Sullivan, 2001) reported that 83% of NovaNET staff rated dropout prevention as the program's greatest benefit, the comparison study indicated that the dropout rate for NovaNET students was 3%, which is higher than WCPSS overall (2.4%). Thus, the comparison study suggested that NovaNET did not seem to positively affect students' school

behavior, but that it had positive effects on students' academic progress, especially the number of course credits earned. However, the comparison group was not as closely matched to the NovaNET students as desired. It may be helpful to study NovaNET students from the 2001-2002 school year confirm NovaNET's impact.

NovaNET has been quite successful and is being expanded using local funds. One NovaNET coordinator and a NovaNET computer lab will be available in all high schools and alternative schools for the 2002-2003 school year. SS/HS is only funding one-fifth of the licensing fee; the remainder of the cost is being funded by WCPSS.

“NovaNET is a way to offer hope...and hope is hard to come by for the student who has experienced repeated failures.”

-Social Worker

“You call it NovaNET. I call it a second chance for students who otherwise would be casualties of our educational system.”

-NovaNET Lab Coordinator

*Budget information is available upon request from the Safe Schools/Healthy Students Program Director, Ron Anderson at email: [rfanderson@wcpss.net](mailto:rfanderson@wcpss.net)*

**Wake County Safe Schools/Healthy Students Project  
Year Three—Mid-Year Performance Report  
October 1, 2001-May 31, 2002**

**SUPPLEMENTARY INFORMATION**

There are three sections within the Supplementary Information. Section one contains a summary of each program within the SS/HS Grant. Section two has charts and graphs that display the level of implementation of each strategy. The information contained in these charts give an indication of the efforts and accomplishments of the programs during the report period October 1, 2001 through May 31, 2002. Section three contains printed materials from selected strategies from this report period.

Wake County Safe Schools/ Healthy Students Project  
Supplemental Information  
Section One: Program Descriptions

**Strategies 1-3: Advisory Council/JCPC**

Because no single organizational structure had the responsibility to improve the coordination between schools, mental health services, and law enforcement, the local Juvenile Crime Prevention Council (JCPC) became the Advisory Council in Year One to serve this purpose. The first three strategies of the SS/HS grant focus on the activities of this council, and are intended to achieve the following objectives: (1) to establish the Advisory Council, (2) to involve Council members and community-wide representatives in ongoing training based on a public health model called Communities that Care (CTC), and (3) to conduct ongoing strategic planning of community-wide initiatives to identify problems, implement research-proven strategies, and evaluate progress toward goals and objectives.

**Strategy 4: Facility Security**

This strategy focuses on facility security, with the objective of reducing security violations. Strategy 4 includes four major programs components: (1) purchase of talk radios in each of the schools, (2) development of crisis-response plans in all schools, (3) closed circuit television (CCTV) installation in middle schools, and (4) Intellikey installations in elementary schools. All of these components are intended to make facilities safer. CCTV and Intellikey make campuses less accessible to unauthorized visitors. Talk radio use and crisis-response plans filed with the WCPSS Department of Safety and Security are designed to increase the rate of response, should an emergency occur.

**Strategy 5: Telephone Hotline**

The WAVE Line allows students, parents, and community members to report their concerns anonymously. Suggested reasons for using the hotline include threats, weapons, drugs and alcohol, destruction of property, harassment or bullying, or possible suicide. Incoming calls are referred by the WCPSS Department of Safety and Security to the appropriate agencies (e.g. local police, health and human services, etc.). That agency then determines whether the reported problem is legitimate, and then provides follow-up services.

**Strategy 6: FAST, FASTworks, Family Group Conferencing**

Families and Schools Together (FAST) addresses factors related to substance abuse, violence, and school failure. Teachers refer students to FAST who display behavior problems at school. Families who agree to participate meet during weekly group sessions with other families from their child's school and a Communities in Schools of Wake County (CIS) collaborative leadership team. The leadership team includes a parent-partner, school-partner, a mental health specialist, and a substance-abuse specialist. FAST sessions include activities that are designed to strengthen parenting and family communication skills, and empower parents to be the primary prevention agents for their own children. Families that graduate from FAST participate in FASTworks, a follow-up program that emphasizes continued growth in family communication and relationships through monthly group sessions.

Wake County Safe Schools/ Healthy Students Project  
Supplemental Information  
Section One: Program Descriptions

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

**Strategy 7: Communities in Schools (Mentors)**

Communities in Schools of Wake County (CISWC) links adults with at-risk students in one-on-one mentoring relationships. Teachers and/or the school's Student Support Team refer students to the program. CIS models recruitment, screening, training, and placement of mentors on the Big Brothers/Big Sisters program. Volunteers typically spend one hour each week with students at their schools, and spend 1-3 hours each week with their mentees outside of school.

**Strategy 8: Teen Court**

Teen Court is a program to divert youth who have admitted to a misdemeanor offense from Juvenile Court to the Teen Court. Teen Court is a courtroom overseen by an adult judge, but operated by WCPSS students. These student volunteers fill all other court positions, such as lawyers, bailiffs, and the jury. Eligible offenders (students who do not re-offend before their hearing date) are sentenced to community service and mandatory jury duty in the Teen Court. After successfully completing their community service hours, former offenders can volunteer in the other court positions staffed by youth.

**Strategy 9: School-Based Mental Health Clinicians/CATeam**

In this program, five mental health clinicians work together as a county-wide Community Assessment Team (CATeam) to connect students with appropriate resources for support and assistance. These clinicians conduct screenings and assessments for at-risk students who have been referred by their classroom teachers or Student Support Team. CATeam leaders mediate between schools, service providers, and families to help coordinate mental health services and interventions. In addition, they deliver small and large group presentations for students, staff, and organizations on topics related to student mental health.

**Strategy 10: School-Based Substance Abuse Prevention Team**

In strategy 10, substance abuse (SA) counselors expand existing school-based services, providing screening, training, and group and individual intervention. The SA Prevention Team consists of two counselors who work collaboratively with each school's county-funded substance abuse counselor, and with WCPSS counselors, staff, and community organizations. This team trains parents, staff, and students in substance abuse prevention through presentations at school, community, and faith-based organizational meetings. Additionally, the two SA counselors screen and assess students referred by classroom teachers, school-based Student Support teams, or other sources, and implement Children of Substance Abusers (COSA) curricula with targeted students.

Wake County Safe Schools/ Healthy Students Project  
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**Strategy 11: Parents as Teachers**

Parents as Teachers (PAT) creates home/community partnerships designed to improve parenting skills and empower parents to become advocates for their young children. PAT serves the families of children aged 5 and younger via interventions such as screening, education, and referrals to community resources. Home visits by parent educators and the PAT coordinator provide a context in which caregivers share their parenting concerns and learn about age and developmentally-appropriate activities to implement with their children. PAT staff screen children for developmental progress, and link parents to appropriate community resources, if necessary.

**Strategy 12/13: Second Step**

Second Step curricula include skills-based lessons designed to be integrated into existing school curricula. Second Step lessons are implemented in preschool settings, and in WCPSS elementary and middle schools. The pre-K through grade 5 version of Second Step has a 6-week parent education component in which parents are trained to encourage their children to show empathy and develop social skills. This program is designed to teach students empathy, anger management, and impulse control; the middle school version of the program also includes an emphasis on violence prevention, problem solving, and the application of all these skills to life contexts.

**Strategy 13: 3Cs, Get Real About Violence, Civic Responsibility**

The 3Cs program is a group therapy intervention that addresses children's peer relationships at school in grades 3-5, targeting students who have peer difficulties stemming from shyness, aggression, bullying, teasing, and social isolation. The goal of the program is to help children communicate, cooperate, and feel confident with others. Teacher, peer, and self-nominations identify at-risk students who would benefit from the curricula. During the school year, school counselors and graduate interns from area universities lead 10 group sessions in which referred students learn how to develop pro-social behaviors.

Get Real About Violence (GRAV) is a K-12 curriculum that focuses on the role of the bystander during violent or potentially violent incidents. GRAV curricula target the entire school population through age-appropriate classroom lessons designed to help students avoid becoming victims of violence. GRAV also aids adults in promoting a peaceful school climate. The program encourages parental involvement in violence prevention; teachers and parents are trained to recognize risk factors for problem behaviors.

Civic Responsibility is a high school social studies curriculum that teaches students to act responsibly towards their communities through the use of self-directed school civic centers. Parents and community organizations are also trained to encourage student involvement in community initiatives and policy-making. The Civic Responsibility curriculum focuses on increasing the student's role in improving school climate, and fostering democratic values in schools and the community.

Wake County Safe Schools/ Healthy Students Project  
Supplemental Information  
Section One: Program Descriptions

**Strategy 14: Youth Programming Enhancement and Expansion (After-School Programs)**

Strategy 14 offers training and instruction in violence and substance abuse prevention through youth programs held outside school hours. Staff from community and faith-based organizations are trained to implement age-appropriate Life Skills Health Training curricula with students in their after-school programs. One of the goals of the strategy is to offer training to staff at existing sites, and encourage the annual development of new after-school youth programs in locales with potentially high concentrations of students exposed to high-risk factors.

**Strategy 15: Information Management Systems**

Strategy 15 addresses the improvement of existing school and district-based information management systems. The goal of this strategy is to allow relevant community organizations to share information in an efficient manner. Under strategy 15, the database program used by the WCPSS Special Education Department will expand and incorporate fields and variables needed by other WCPSS departments and/or community agencies. Once this database has been constructed, authorized school personnel will be trained in its use.

**Strategy 16: Youth Infrastructure (Youth Advisory Council and SAVE Clubs)**

Strategy 16 promotes and coordinates the efforts of existing school-based youth organizations. To expand the existing youth infrastructure, a community-wide Youth Advisory Council (YAC) was formed in Year One. The YAC collaborates with other organizations and grant partners to plan and implement prevention activities. YAC members from schools across the county act as a sounding board for adult groups that work with youth, such as the Juvenile Crime Prevention Council (JCPC). YAC members conduct an annual summit for WCPSS students, participate in student and community group workshops, and deliver workshops to youths.

Strategy 16 also sponsors existing school-based Students Against Violence Everywhere (SAVE) clubs, which work with the YAC to plan, promote, and carry out safe schools policies. SAVE club members attend meetings covering a wide range of prevention-related topics, and engage in community service projects. Annually, the SS/HS project gives \$500 to each club, and provides club advisors with extra-duty pay.

**Strategy 17: NovaNET**

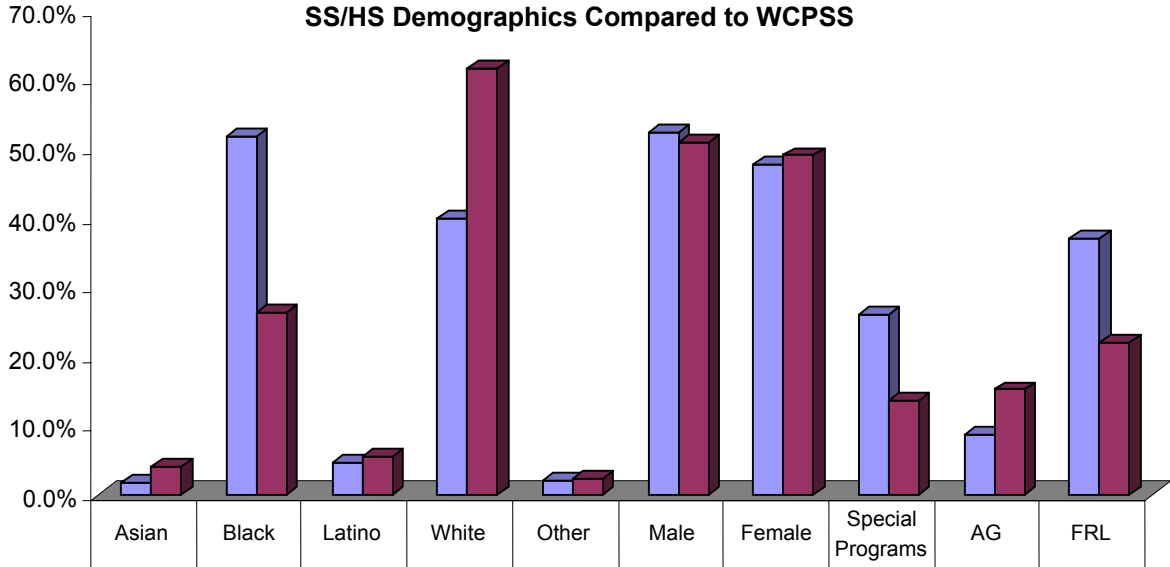
NovaNET is a computer-based online learning system that delivers self-paced interactive instruction to high school students who have experienced academic difficulties. NovaNET offers a range of curricula, including courses in Math, English, Social Studies, Science, Foreign Language, Electives, and SAT/ACT preparation. Although the program can be used for enrichment and/or test preparation, the main purpose of NovaNET is to help academically at-risk students. In their school's NovaNET labs, students are able to retake courses they have failed, allowing them to make strides in meeting their graduation requirements. Students who successfully complete the entire sequence of NovaNET readings, assignments, tests, and the EOC requirement are given credit for successful completion of the course.

Wake County Safe Schools/ Healthy Students Project  
 Supplemental Information  
 Section Two: Charts

**Elements 1-6**

Chart 1

**SS/HS Demographics Compared to WCPSS**



■ SS/HS (n=3,090)	1.7%	51.7%	4.7%	39.9%	2.0%	52.3%	47.7%	26.1%	8.6%	37.1%
■ WCPSS (n=101,448)	4.1%	26.3%	5.6%	61.6%	2.4%	51.0%	49.0%	13.7%	15.2%	22.0%

**Demographics**

The SS/HS grant impacts all WCPSS students. However, some students are more heavily involved in SS/HS programs; participants with available demographic data (n= 3,090) were compared to the WCPSS population with respect to gender, socioeconomic status (F/RL), special programs services, and ethnicity. Chart 1 illustrates this comparison, revealing that there were proportionally more male, African-American, and Special Programs, and low-income students in SS/HS programs, compared to WCPSS as a whole.

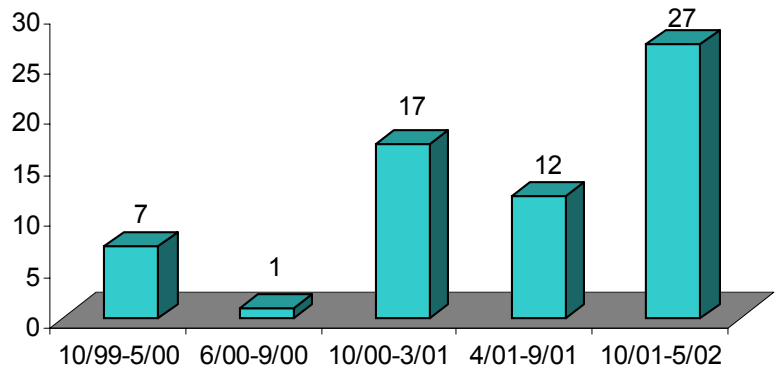
Wake County Safe Schools/ Healthy Students Project  
 Supplemental Information  
 Section Two: Charts

**Element 1: Safe School Environment**

**Telephone Hotline**

Chart 2 illustrates the number of calls to the WAVE hotline between October 1999 and May 2002. More calls to the hotline were made during year three (27); however, this number is comparable with the number of calls made between 10/00 and 9/01 (29). Overall, the hotline has received an increasing number of calls since Year One, perhaps indicating a growing awareness of this resource among WCPSS students and parents.

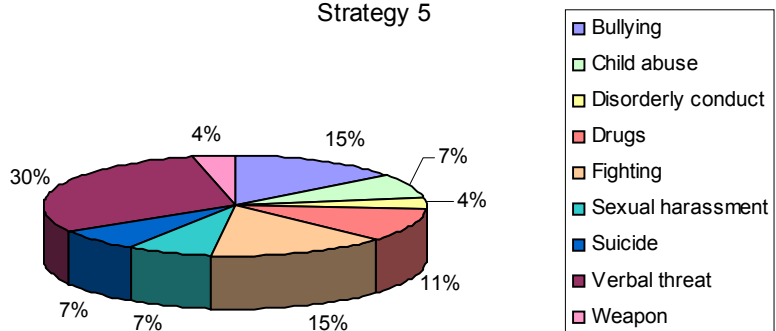
Chart 2  
**Hotline Calls**  
 Strategy 5



**Reasons for Telephone Hotline Calls**

Chart Three indicates the reasons associated with each legitimate call to the telephone hotline in Year Three. More callers reported verbal threats (8), fighting (4), or bullying (4) than any other type of problem. Three callers reported drugs, and two reported suicide threats, child abuse, and sexual harassment. Weapons and disorderly conduct were each reported by one caller.

Chart 3  
**Reasons for Hotline Calls (n=27)**  
 October 2001-May 2002  
 Strategy 5



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

**FAST Participation**

Chart 4 illustrates FAST participation at each location during Year Two and Year Three. Participation increased at Poe Montessori and Fuquay-Varina Elementary. FAST participation at Washington Elementary remained stable, but declined somewhat at Zebulon GT Magnet Middle.

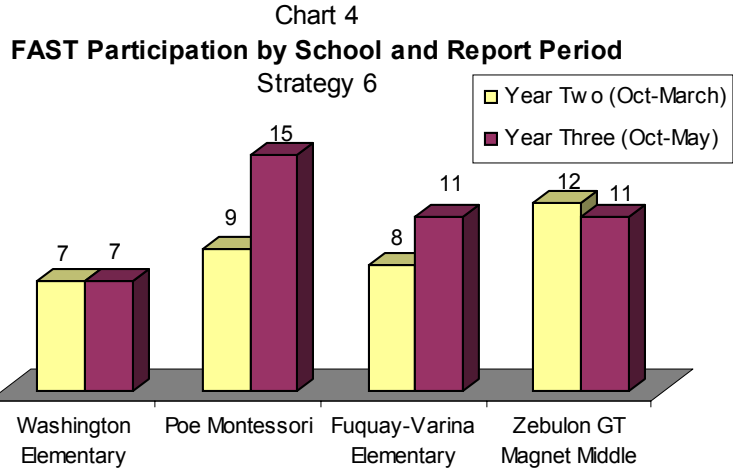
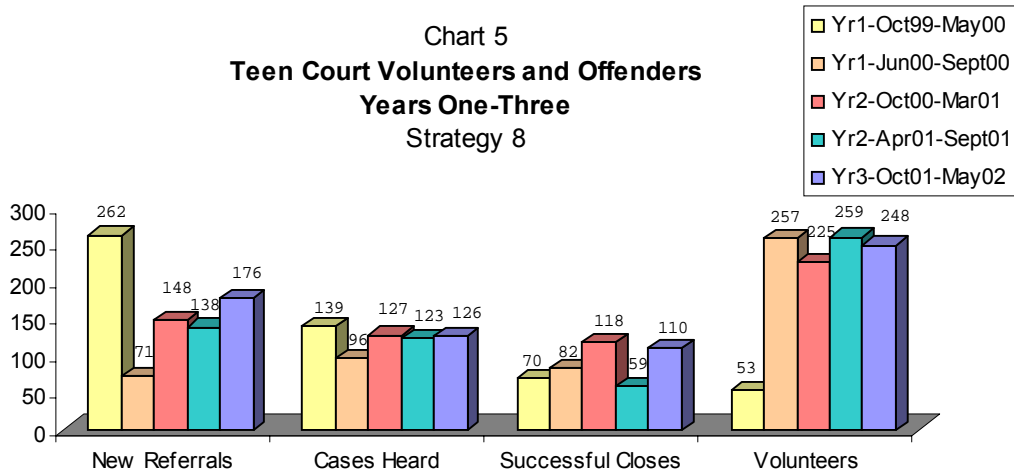


Chart 5  
**Teen Court Volunteers and Offenders**  
 Years One-Three  
 Strategy 8



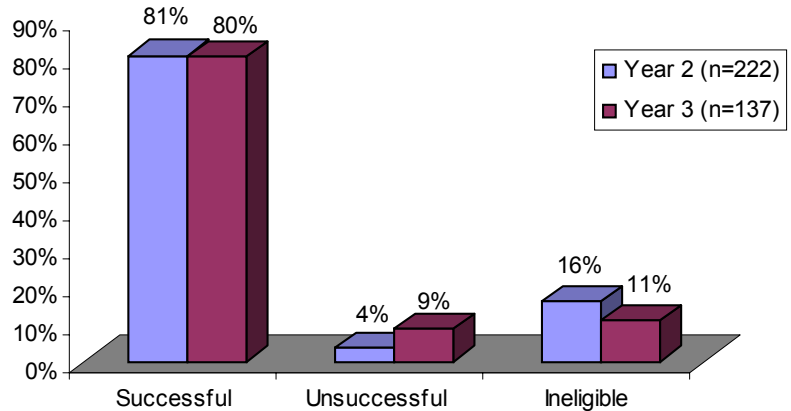
**Teen Court Participation**

Chart 5 displays the numbers of Teen Court participants in each report period. In all, 442 offenders have successfully closed cases since the beginning of the program; nearly twice as many students closed cases successfully in Year Three Oct.-May (109) than in April-Sept 2001 (59). The number of new referrals also increased during this period, as did the number of cases heard, though by a small margin. The number of volunteers declined. However, 60 of these volunteers were first-time participants during Year Three, suggesting that the program is continuing to draw community support and interest.

**Teen Offenders' Close Status**

Chart 6 illustrates the percentages of offenders in Year Two and Year Three whose cases were determined to be successful, unsuccessful, or ineligible for Teen Court consideration. Although the number of cases closed declined in Year Three, the percentage of successful closes (80%) is comparable to Year Two (81%).

Chart 6  
**Teen Offenders' Close Status, Year Two & Year Three**  
 Strategy 8

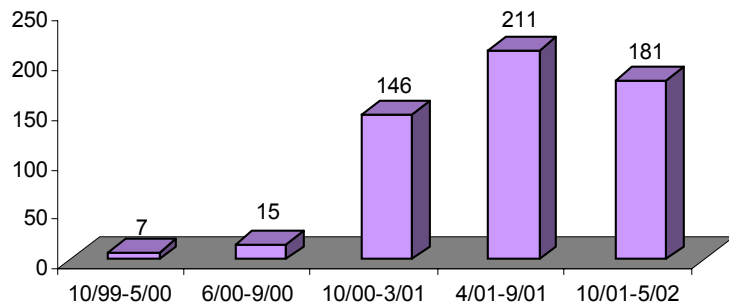


**Element Three: School and Community Mental Health Preventive and Treatment Intervention Services**

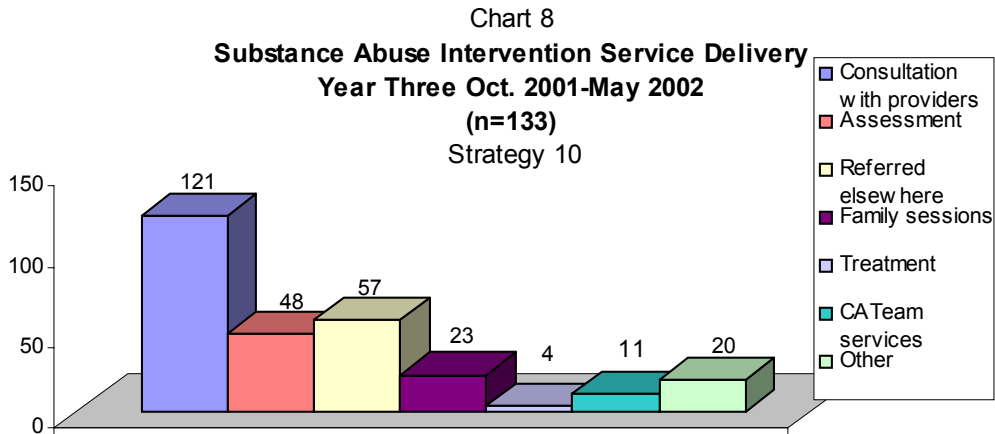
**CATeam Services**

The number of students served by the CATeam peaked in April-September of Year Two, and declined between October 2001 and May.

Chart 7  
**Students Served by CATeam in Each Report Period**  
 (n=540)  
 Strategy 9



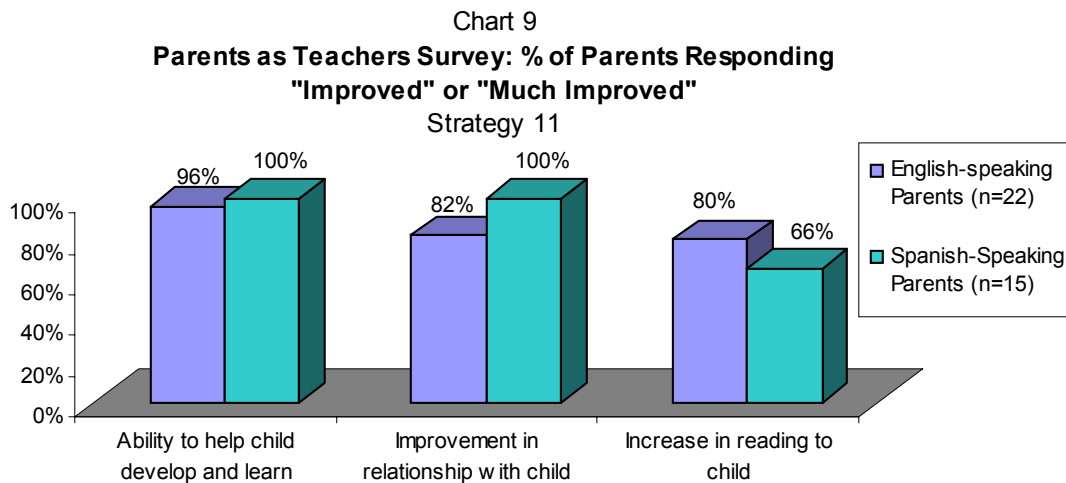
Wake County Safe Schools/ Healthy Students Project  
 Supplemental Information  
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**School-Based Substance Abuse Clinician Service Delivery to Referred Students**

Chart 7 illustrates types of services delivered to 133 students referred to the school-based substance abuse (SA) clinicians during Year Three (Oct.-May). Students could be served by SA clinicians in multiple ways. Most students (121) consulted with providers, 57 were referred elsewhere, 48 were screened and assessed, 23 participated in family sessions, 11 received additional CA Team services, 4 received treatment, and 20 received other (unidentified) services.

**Element 4: Early Childhood Psychosocial and Emotional Development Services**



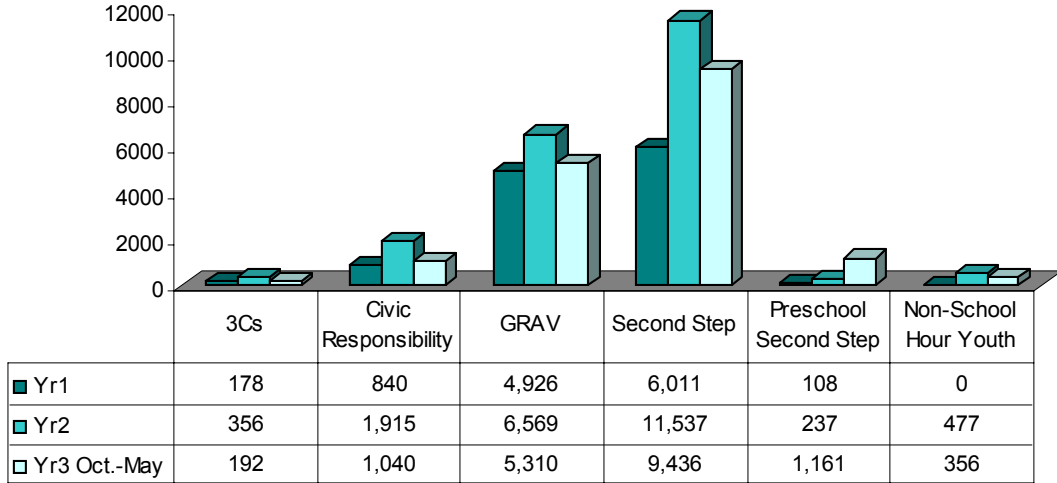
**PAT Survey Results**

In a survey administered to parents participating in the PAT program, 100% of Spanish-speaking parents and most English-speaking parents reported improvement in their ability to help their children develop and learn, and in their relationship with their children. However, fewer Spanish-speaking parents (66%) reported improvement in the time spent reading to their children, compared to English-speaking parents (80%).

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**Element 5: Education Reform**

Chart 10  
**Students Exposed to Violence/Substance Abuse Prevention Curricula**  
**Year One-Three (Oct.-May)**  
 Strategies 12, 13 & 14



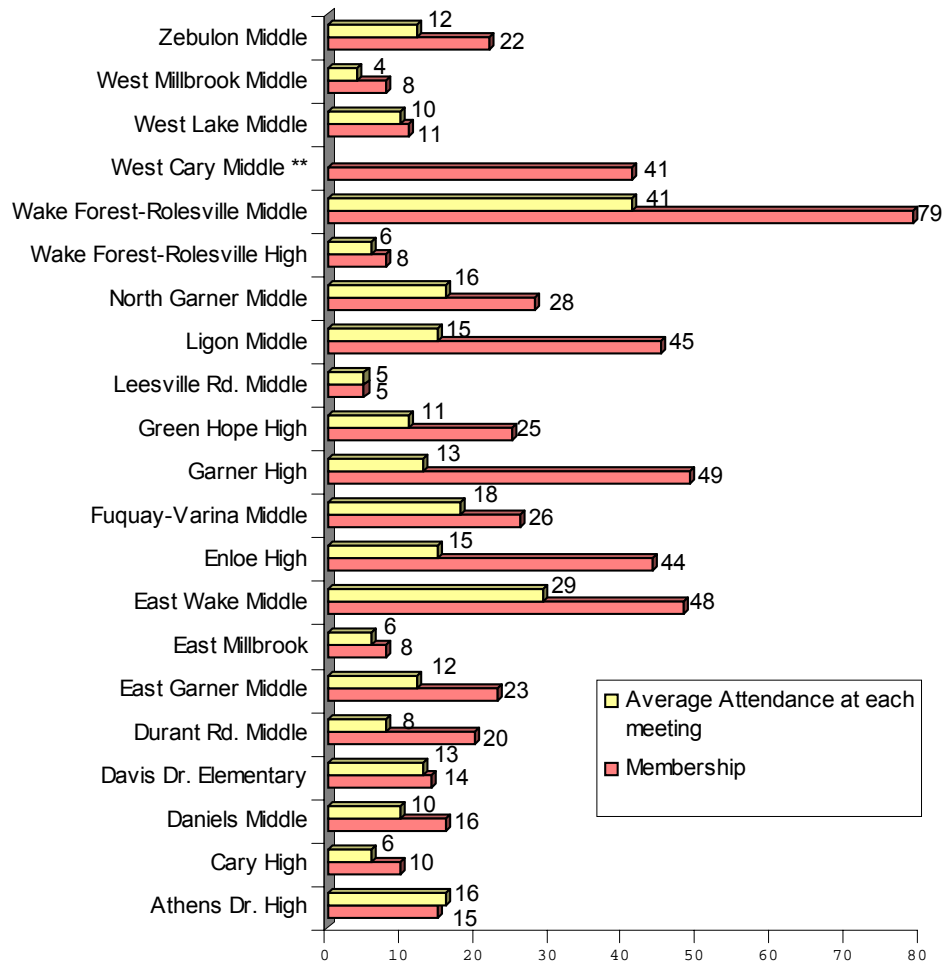
**Students Exposed to Violence/Substance Abuse Prevention Curricula**

The number of students exposed to Preschool Second Step increased 389% between Year Two and Year Three. However, the number of students exposed to other types of violence and substance-abuse prevention curricula peaked in Year 2, and declined in Year Three.

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**Element 6: Safe School Policies**

Chart 11  
**SAVE Club Attendance and Membership Year 3 Oct.-2001-  
 May 2002**  
 Strategy 16



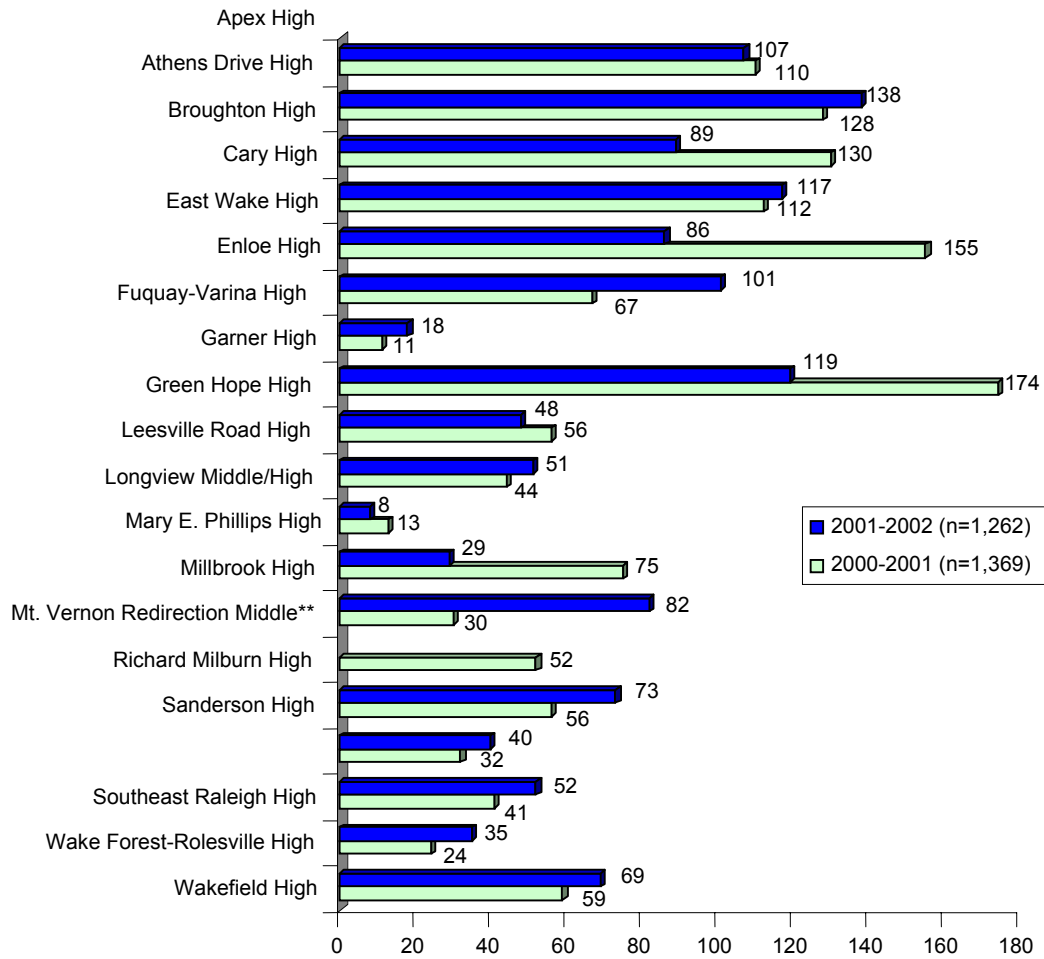
\*\*Attendance data unavailable.

**SAVE Club Meetings, Membership, and Attendance by School**

Chart 10 displays the average meeting attendance and number of members at each SAVE Club location. In Year Three, Wake Forest-Rolesville Middle had the most active club, with 79 members and an average attendance of 41. The average SAVE Club membership was 26. Average attendance at each meeting was 13, and clubs met an average of 13 times during the 2001-2002 school year.

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Chart 12  
**NovaNET Participation By School and School Year**  
 Strategy 17

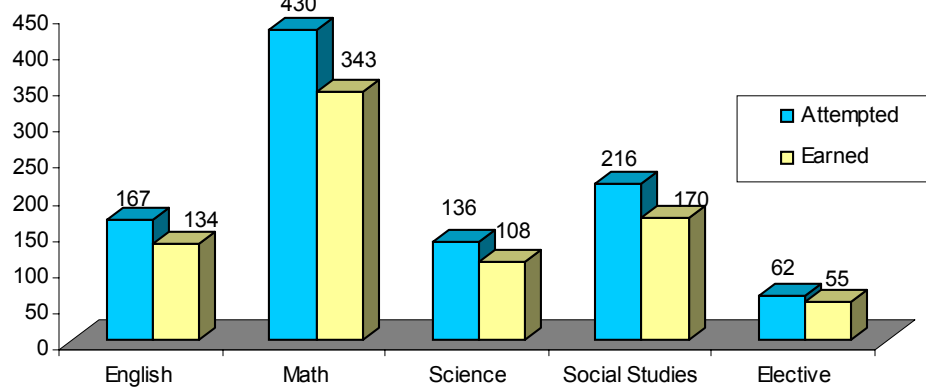


**Number of NovaNET Students by School**

Chart 11 illustrates the number of students participating in NovaNET during the 2000-2001 and 2001-2002 school years. Overall, slightly fewer students participated in Year Three (1,262) than in Year Two (1,369); the most notable decreases occurred at East Wake High, Garner High, and Mary E. Phillips High. However, 11 of the 19 NovaNET sites served more students in Year Three than in Year Two.

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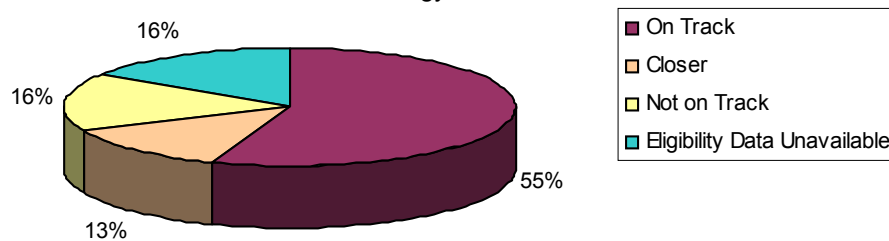
**Chart 13**  
**NovaNET Courses Attempted and Earned in Yr. 3 Oct.-May**  
 Strategy 17



**NovaNET Courses Attempted and Passed**

Chart 13 displays the number of NovaNET credits in each subject area attempted and passed in Year Three. Overall, NovaNET students attempted 1,011 courses, and passed 810 (80%). NovaNET students attempted Math courses (430) most often, followed by Social Studies (216), English (167), Science (136), and Electives (62). The pass rate for Electives was highest (89%), while the pass rate for all other subjects was between 79% and 80%.

**Chart 14**  
**NovaNET Participants' Graduation Eligibility**  
 (n=1,262)  
 Strategy 17



**NovaNET Participants' Graduation Eligibility**

As Chart 14 shows, most NovaNET participants (55%) are on-track to graduation, and 13% are closer to becoming on-track than before their participation in NovaNET. However, 16% of students were neither on-track nor closer to becoming on-track, and eligibility data was unavailable for the remaining 16% of NovaNET participants.