

## Coordination and Collaboration of School-Based Services: Roles, Responsibilities, and Outcomes

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## Overview

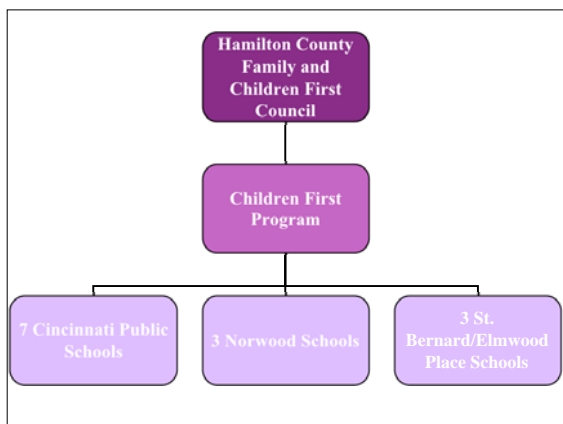
- Hamilton County Family and Children First Council
- Children First Program
  - Priorities, Providers, Programs, Participants
- Collaboration with Agencies, District, and Schools
- Program/Data Highlights
  - Teacher-Child Rating Survey (of Participants)
  - Teacher Survey and Feedback
  - Principal Feedback
  - Featured Program
- Summary and Next Steps

## Hamilton County Family and Children First Council

- The Hamilton County Family and Children First Council (HCFCFC) does not provide direct services but contracts with over 20 agencies for the provision of services.
- HCFCFC promotes collaboration and coordination of services among its more than 70 agency members.
- HCFCFC selects appropriate providers, monitors and audits the providers to assure they meet local, state and federal requirements.
- HCFCFC administers a variety of programs, including its school based program, the Children First Program.

## Children First Program

- The Children First Program (CFP) provides prevention, intervention and education programs in 11 schools.
- The program emphasizes:
  - Changing School Culture
  - Increasing Partnerships with Teachers
  - Balancing Prevention with Intervention
- 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.



## Children First Program

- 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 Program

- Services in each school are selected according to:
  - Needs of the School
  - Risks of Students/ Referral Issues
  - Program Effectiveness
  - Use of Best Practices
  - Developmental Considerations
- Community providers are solicited to design services to meet the specific needs of the school.
- The scope of work varies from provider to provider.

### Four Priority Aims

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

### Collaboration with Agencies, Districts & Schools

- The hallmark feature of CFP is that there is broad collaboration and coordination across a number of agencies, each offering unique services and expertise in eleven schools across three school districts.
- CFP target schools with high rates of students with disability and students receiving free and reduced lunch (eligibility is determined by a family income is 150% of poverty or lower).

### Collaboration with Agencies, Districts & Schools

- 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 2005-2006 was 19,038 participants with over 1,600 participant contacts being made each month on average.

### Providers/Partnering Agencies

- Cancer Family Care
- Center for Children & Families
- Center for Peace Education,
- Drake Science Center
- Family Service
- Jewish Family Service
- Live it Like You Mean It
- Norwood Service League
- Nutrition Council
- Positive Approach, Inc.,
- Pregnancy Care of Cincinnati
- Sarah Center
- Talbert House
- The Children's Home of Cincinnati
- Time II Advocate for Children & Families
- Thomas Educational Services
- YWCA

### Role of Coordinator

- One of the primary reasons for the success of the CFP has been the expertise and the role of the coordinators.
- Each coordinator is responsible for a budget for services within their schools, overseeing and monitoring providers and programs, coordinating the providers in a team approach and functioning as a liaison with the school staff.
- Because the coordinators are employed by FCFC, they enjoy an autonomous position within the school and are seen as an independent and indispensable resource for teachers and administration.

### Role of Coordinator

- Principals report that the FCFC coordinator and the FCFC program are invaluable to their schools.
- The coordinators are integral to the schools' discipline plans and parent engagement efforts.
- FCFC has published a manual on "How to Provide School Based Services" that details the many components of providing effective coordination of school based programs and services within schools.

### Program Proposals, Evaluation & Data Reporting

- Programs Submit Proposals Annually to FCFC
- Alignment with Best Practices/School Needs/Previous Year Outcomes/Budget
- Annually Propose Outcomes, Measurements and Number of Students to Be Served
- Report Actual Outcomes and Students Served at the end of the school year

### Program Proposals, Evaluation & 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:
  - Program name,
  - Description,
  - Children First Plan priorities being addressed,
  - Proposed outcomes and measures,
  - And the number of children projected to be served.

### Program Proposals, Evaluation & Data Reporting

- 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.

### Summary of Core Programs

| Core Programs at Most Schools   |  |
|---|--|
| • Abstinence Programs   | • Nutrition Programs   |
| • Alcoholism/Substance Use Programs                                       | • Open House (new student/parent orientation, open house for new school year, open house with service providers) |
| • Anger Management Group  | • Parent Programs (moms/dads celebrations, parent educational seminars, parent volunteer opportunities)          |
| • Alternative-to-Suspension Programs                                      | • Peacemakers (violence prevention program)  |
| • Attendance Programs   | • Reading Programs   |
| • Bereavement Group/Grief Counseling (group & individual counseling)      | • Recognition Programs (Special KIDD Awards, teacher appreciation days)  |
| • Family Fun Nights   | • School Staff Development Programs  |
| • Family Resource Center  | • Social Skills Groups   |
| • Health Services (nurse/nurse practitioner)                              | • Student Team Building  |
| • Leadership Training Groups  | • Transition Programs (e.g., middle school transition programs)  |
| • Mental Health Services (assessment, treatment, referral, consultations) | • Tutoring Programs  |
| • Newsletters   |  |

### Participant Contacts

| Total Number of Student Contacts (Utilization – Duplicated)<br>August 2005 – July 2006 |                |
|--|----------------|
| Agency   | Total # Served |
| Beech Acres  | 5,593          |
| Barbara Oehlberg   | 135            |
| Cancer Family Care   | 277            |
| Center for Children & Families   | 3,337          |
| Center for Peace Education   | 751            |
| Family Services  | 1,910          |
| Girls' Cap   | 229            |
| Jewish Family Service  | 245            |
| Live It Like You Mean It   | 90             |
| Norwood Service League   | 145            |
| Nutrition Council  | 297            |
| PregnancyCare  | 1,125          |
| SUMA   | 1,057          |
| Talbert House  | 394            |
| The Children's Home of Cincinnati  | 85             |
| Thomas Educational Services  | 388            |
| Three Square Music Foundation  | 147            |
| Time II Advocate for Children & Families   | 2,564          |
| Tri State Foundation   | 24             |
| YWCA Amend Adolescent Program  | 153            |
| Total Number Reported for All Agencies = 19,038*                                       |                |

| Participant/School Demographics              |                                   |                                     |               |               |                               |                                 |   |
|--|-----------------------------------|-------------------------------------|---------------|---------------|-------------------------------|---------------------------------|---|
| Program Participant Demographics - 2005-2006 |                                   |                                     |               |               |                               |                                 |   |
| District                                     | School                            | Grades                              | # of Students | # of Teachers | % Students Free/Reduced Lunch | % of Special Education Students | School Academic Status During School Year |
| Cincinnati Public Schools                    | Quebec Heights                    | Preschool-8th                       | 535           | --            | 88%                           | 22%                             | Academic Emergency                        |
|  | Rothsberg Preparatory             | PreK - 8 <sup>th</sup>              | 275           | 25            | 85%                           | 20%                             | Academic Emergency                        |
|  | Gamble School                     | K - 8 <sup>th</sup>                 | 335           | 25            | 90%                           | 18%                             | Academic Emergency                        |
|  | Schwab School                     | K - 8 <sup>th</sup>                 | 430           | 35            | 93%                           | 25%                             | Academic Emergency                        |
|  | Alken High School                 | 9 <sup>th</sup> - 11 <sup>th</sup>  | 292           | 17            | 68.4%                         | 38.9%                           | Academic Emergency                        |
|  | Alken Traditional                 | 11 <sup>th</sup> - 12 <sup>th</sup> | 215           | 18            | 54.7%                         | 39.5%                           | Academic Emergency                        |
| Norwood Schools                              | Alken University                  | 9 <sup>th</sup> - 12 <sup>th</sup>  | 556           | 34            | 59.4%                         | 24.2%                           | Academic Emergency                        |
|  | Allison Elementary                | K - 6 <sup>th</sup>                 | 400           | 27            | 73%                           | 13%                             | Academic Watch                            |
|  | Sharpsburg Elementary             | K - 6 <sup>th</sup>                 | 290           | 22            | 62%                           | 7%                              | Effective                                 |
|  | Norwood Middle School             | 7 <sup>th</sup> - 8 <sup>th</sup>   | 420           | 31            | 48%                           | 11%                             | Continuous Improvement                    |
| St. Bernard Elementary Schools               | St. Bernard Elementary            | K - 6 <sup>th</sup>                 | 320           | 15            | 56%                           | 7%                              | Continuous Improvement                    |
|  | Elmwood Place Elementary          | PreK - 6 <sup>th</sup>              | 290           | 14            | 85%                           | 9%                              | Continuous Improvement                    |
| St. Bernard Middle School                    | 7 <sup>th</sup> - 8 <sup>th</sup> | 243                                 | 15            | 62%           | 7%                            | Continuous Improvement          |   |

### Priority 1 Outcomes

- **Priority 1: To decrease rates of truancy, suspension, and expulsion**
- Monthly perfect attendance ranged from a low of 13.5% to a high of 36.6% (Family Service; n=325); 8 students had perfect attendance the entire year (2.4%).
- 85% showed an increase in knowledge of appropriate behavior when angered and 25% of students tested were not absent or suspended while participating in group sessions
- On the Ohio Youth and Worker Scales Form, 64% of children demonstrated statistically significant improvement in Problem Severity, 50% demonstrated statistically significant improvement in Functioning, 50% demonstrated an increase in Hopefulness, and 60% of children were "extremely satisfied" with services (Center for Children and Families).

### Priority 2 Outcomes

- **Priority 2: To decrease rates of drop out**
- 75% increased score on Social Skills, 50% increased score on Dealing with Grief, 41% increased score on Beginning Social Skills, 50% increased score on Beat the Test, 100% increased score on the 6th Grade Friendship, and 13% increased score on the Kindergarten Friendship (Center for Children and Families).
- 61% decreased their anger, 67% decreased on blaming others, 39% decreased a tendency to overreact to their peers' negative behaviors, 33% decreased their tendency to gang up on children they didn't like, 11% reduced use of physical force to dominate other children, and 33% decreased use of threats or bullying to get their way (Center for Children and Families).

### Priority 3 Outcomes

- **Priority 3: To decrease rates of abuse and neglect**
- 61% decreased their anger, 67% decreased on blaming others, 39% decreased a tendency to overreact to their peers' negative behaviors, 33% decreased their tendency to gang up on children they didn't like, 11% reduced use of physical force to dominate other children, and 33% decreased use of threats or bullying to get their way (Center for Children and Families).
- Surveys showed parents were aware of additional resources and/or received support, they also showed parents felt more connected to the school after receiving services, and parents felt reduced stress after having contact with our staff person (Family Service).

### Priority 4 Outcomes

- **Priority 4: To increase school connectedness**
- 40 men attended Father's Day/Men in Children's Lives, 10 parents attended Live a Dream Event and 18 grandparents attended Grandparent's Day (Family Service).
- 16 parents volunteered more than 1 time, 18 volunteered more than 5 times and 23 parents attended a Resource Center Event (Family Service).

### Teacher Child Rating Scale (TCRS) Results

- The Teacher-Child Rating Scale was completed on 302 students in Children First Program schools.
- Data show statistically significant trends across schools on all four of the Teacher-Child subscales: Task Orientation, Behavior Control, Assertiveness and Peer Sociability at p<.01.

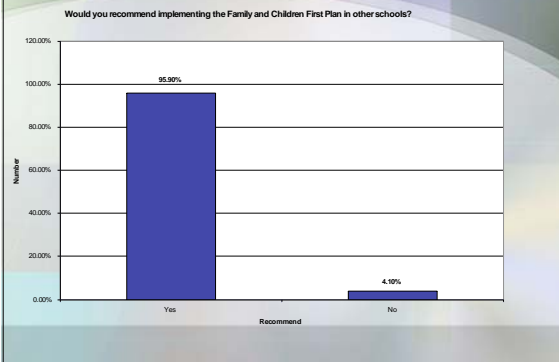
### TCRS Results

| All Schools 2005-2006 |                    |                 |                |                             |
|-----------------------|--------------------|-----------------|----------------|-----------------------------|
|                       | Initial<br>N=298   | Final<br>N=302  | Change         | Significant                 |
| Task Orientation      | 21.83<br>(SD=8.60) | 26.58<br>(8.35) | 4.74<br>(4.96) | Yes<br>t = 16.03<br>p < .01 |
| Behavior Control      | 23.27<br>(8.56)    | 27.75<br>(7.91) | 4.60<br>(5.48) | Yes<br>t = 14.06<br>p < .01 |
| Assertiveness         | 25.26<br>(6.70)    | 29.28<br>(5.96) | 4.06<br>(5.11) | Yes<br>t = 13.31<br>p < .01 |
| Peer Sociability      | 25.51<br>(7.82)    | 29.97<br>(6.77) | 4.56<br>(5.06) | Yes<br>t = 15.06<br>p < .01 |

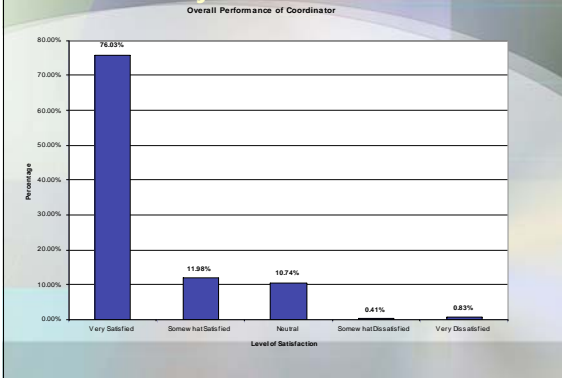
### Teacher Survey Results

- Teachers were administered a survey in which they were asked to rate their level of satisfaction with a number of items using a 5-point Likert Scale.
- A total of 242 teachers (80%) from all CFP schools completed the survey.
- Questions Related to:
  - Program Quality
  - Program Impact
  - Teacher/Parent Involvement
  - Qualitative Comments

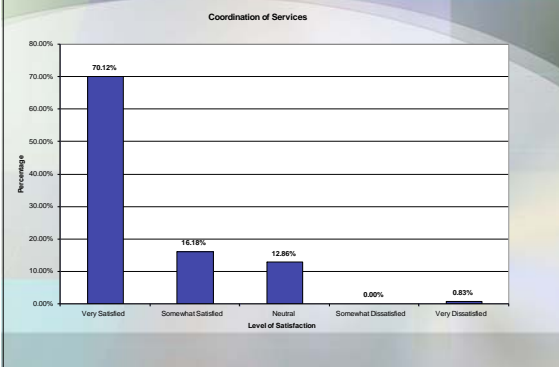
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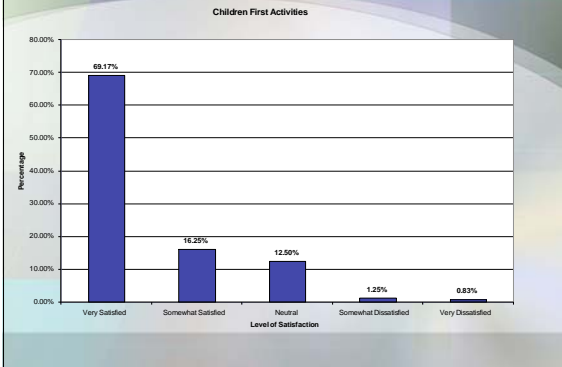
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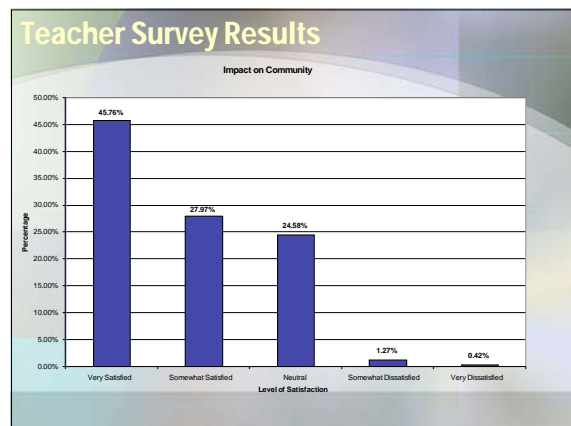
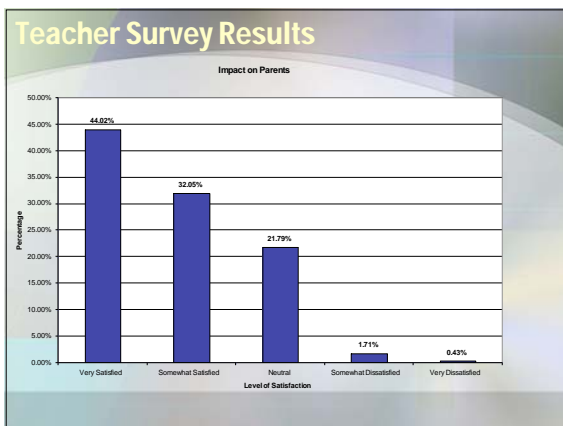
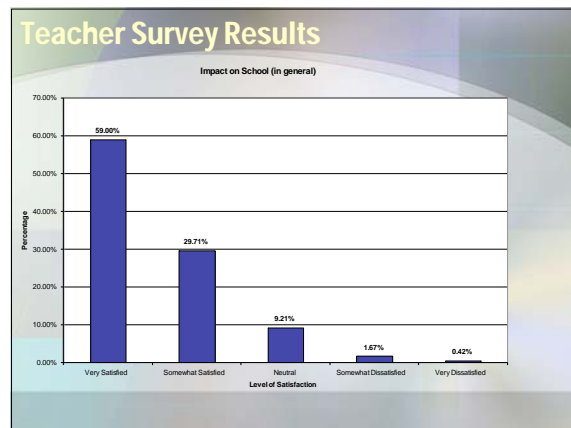
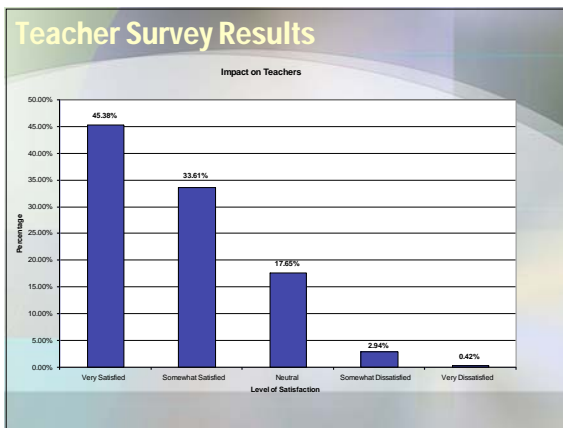
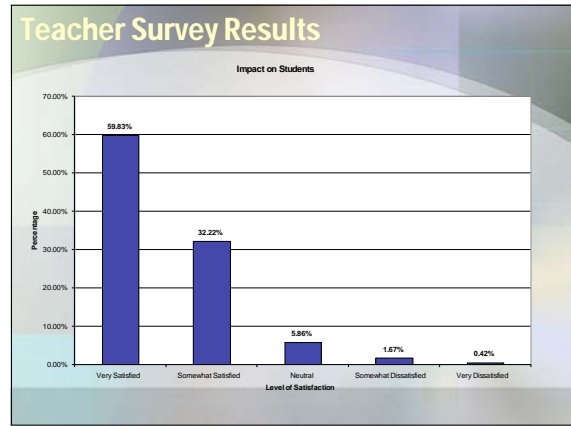
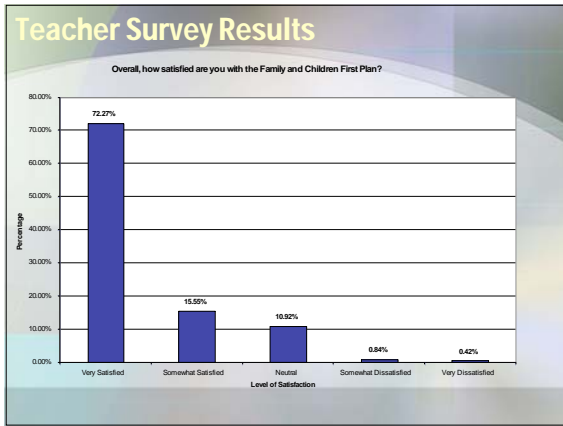
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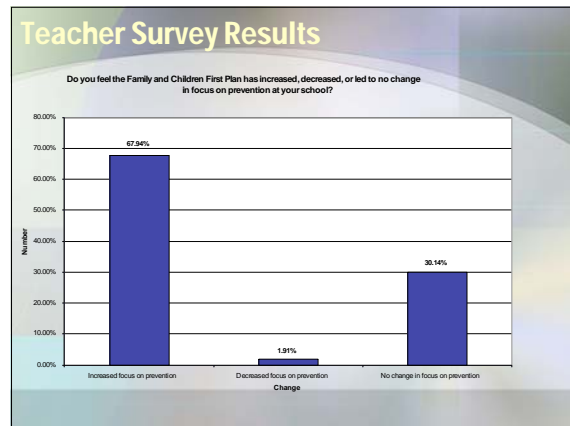
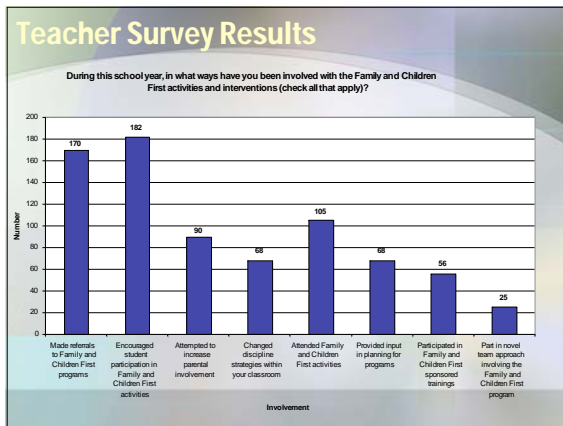


### Teacher Survey Results



20th Annual RTC Conference  
Presented in Tampa, March 2007





### Teacher Survey Results

Comparison of Teacher Survey Data on Parental Involvement  
2002-2003 and 2005-2006 Academic Years

|  | 2002-2003 School Year<br>('A lot' or 'A whole lot') | 2005-2006 School Year<br>('Agree' or 'Strongly agree') |
|--|---|--|
| Parents are interested in getting to know teacher.   | 17%   | 52%  |
| How well teacher feels can talk to and be heard by parents.                                  | 46%   | 76%  |
| 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%  | 26%  |
| Parents are involved in their children's education   | 10%   | 24%  |
| Parents often ask questions or make suggestions about their children.                        | 19%   | 33%  |

- ### Teacher Comments
- The following are positive comments on the program from teachers:
    - "Thank God for FCF!"
    - "FCF is wonderful! What a difference it makes!"
    - "The program is a wonderful asset to our school. Bob Myers, our coordinator, does above and beyond to support our school. He does an excellent job, and we're very fortunate to have him."

- ### Teacher Comments
- The following are positive comments on the program from teachers:
    - "FCF is great! I don't know what we would do without them."
    - "Program is wonderful and such an important part of our school!"
    - "Great Program for 'At Risk Children'"

- ### Teacher Comments
- The following are positive comments on the program from teachers:
    - "Great program! Informed facilitator! Thanks a million!"
    - "Great Job!"
    - "I've have enjoyed working w/the people from FCF. It's a great program that has made helping children & families their priority."

### Teacher Comments

- The following are positive comments on the program from teachers:
  - “Thanks for everything over the past few years!”
  - “This program is invaluable to our school.”
  - “I could not stay here if FCF left.”
  - “I know of several cases that if it were not for FCF, several of our students would not have been successful academically or within the community”.

### Principal Survey Questions

- Principals from CFP Schools were asked the following questions:
  - How is the Children First Program incorporated into your school's One-Plan/discipline plan?
  - The following programs supported by the Children First Program are incorporated in the OnePlan.
  - 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?
  - How does the Children First Program support your school's learning and achievement outcomes?
  - How does the Children First Program support the social and emotional healthy development of your students, families, community?
  - How does the Children First Program impact your school's climate/culture?
  - What improvements or changes would you like to see in the Children First Program for next year?

### Principal Survey Comments

- “Forty-nine (49) students in 2006 graduating class received services from Family and Children First. Many of them would not have graduated without this assistance.”
- “Meeting group and individual needs is the heart of the program.”
- “The programs have a major positive impact in the climate of Aiken. Through services, students are better able to cope with pressures of their lives in and out of school.”

### Principal Comments

- “Fit with One Plan includes focus on Staff Development; Attendance; Parent Involvement”
- “FCF displays exceptional work in coordinating community resources”
- “FCF Meets all of the needs”
- “Relationship positive and continues to grow
  - \*It is a huge part of our school improvement”

### Principal Survey Comments

- “Assemblies and speakers sponsored by FCF have focused on goal setting and making beneficial choices.”
- “We often use FCF services to assist our decision making about discipline.”
- “In order for children to learn, they need to be worry free and have a place to vent their problems. FCF provides that outlet, which in turn creates a better learning environment for the child.”

### Principal Survey Comments

- “It is a vital part of our ‘One Plan’. Attendance program and Hamilton County Court have helped us make our attendance goals. Agencies that have come in to work with individual students and groups have helped reduce discipline problems in our school.”
- “Family and Children First has been valuable asset to our school.”
- “FCF has helped to improve learning and achievement outcomes of our school. Program has provided emotional and behavioral support our children and their families need.”
- “FCF has had positive impact on school climate. Leadership groups, peer mediation and conflict resolution for students has been very helpful in giving our children alternatives to violence.”



## Featured Program

**Featured Program Summaries**

Children First Program coordinators were asked to summarize a program in detail so that the program could be described in the annual report and so that programs might be replicated in other sites. Featured programs are summarized for each school. Summaries for all programs are included at the end of this report.

**Alissa High School - Crossing the Bridge**

**Program Description and Purpose:** Crossing the Bridge is an interdisciplinary team approach to providing tutoring for 6th and 7th graders in mathematics to transition to high school. Students attend a 2 week Summer Bridge program in August consisting of all students at an enrichment and a social support program. The team includes the existing enrichment team for the specific mathematics content and provide them with an opportunity for social interaction before the school year begins.

**Program Goals:**

- Increase student achievement and decrease dropout rate
- Increase parental involvement in the enrichment program
- Increase social skills and enhance positive behavior of students

**Target Population:** The target population of the program is:

- 6th and 7th grade students and their families

**How Program was Funded:** Funds about Crossing the Bridge are included in the enrichment account for 6th grade students and parents in January. Once students arrive in the school, additional items and letters regarding transportation are sent to the school. Funds only are used in the first week of August prior to the beginning of the summer part of Crossing the Bridge.

**Total Cost to Implement Program:** \$14,121.00

**Challenges:** The most difficult challenge is always convincing students and their parents of the necessity of bringing school to campus and to the digital activities in connecting the students in the use of their phone services to support their students.

**Results:** Pre and post tests are used during the summer program, allowing a self-report questionnaire to assess student learning and participation about the program. On the pre and post assessment with "number" about entering high school, 14% stated that they felt comfortable on the pre-test whereas 80% stated that they felt comfortable enough to act on the post-test following completion of the summer part of the program.

**Participants:** Crossing the Bridge was attended by 102 students, 200 parents and other caregivers, 10 school staff members and 20 community members.

**Comments:** This program is the main reason we selected this school for our site.

I'm glad I came in the summer because I already knew a lot of staff when the school year began.

I think you should do this with all the 6th grade students cause if you do that about half are probably gonna get in with about 4 other parents.

I like the digital management stuff I found it to be a lot for this year and I got along better now with my mom.

## Data Summary

- The aggregate of data from teacher and principal sources is that the FCFC program is effective in meeting student needs through programming, referrals, and agency-school collaboration.
- Teachers across all schools rated students as having improved significantly on all four areas measured by the TCRS ( $p < .01$ ).
- Teacher rating of program services was rated high in satisfaction across all program areas.

## Data Summary

- Principal feedback indicated the FCFC programs were consistent with schools' vision, one-plans and goals and were an integral part of their school.
- FCFC coordination efforts were rated high by teachers and principals.
- Program outcome data indicated that all programs met their proposed program goals. These goals were consistent with the FCFC priorities that were targeted.

## Summary and Next Steps

- Program is refined based on outcomes and teacher survey results. Goals for 2006-2007 are to:
  - Increase communication among program staff, teachers, and parents.
  - More quickly identify and target students at high risk for academic, emotional or behavioral difficulties.
  - Share learnings, resources and the use of best practices across schools and programs.
  - Continue to creatively involve parents and families

## Summary and Next Steps

- The strategies developed by FCFC Coordinators for achieving these goals are to:
  - Increase communication with teachers and administration about programs and services. Start each school year like it is the very beginning of the program.
  - Conduct a special orientation for new teachers
  - Address the need to increase services to primary students.
  - Increase communication with parents about FCF programs
  - Inform teachers of the broad array of prevention and intervention services offered by FCFC Children First Programs (services are not exclusively related to mental health)
  - Review/revamp feedback system to teachers after referrals have been made for services.

### Summary and Next Steps

- The strategies for achieving these goals are 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.
  - Give teachers a quarterly aggregate report about how many kids are utilizing the various FCFC services.
  - FCFC is exploring opportunities to work better with school districts to better access student specific academic and behavioral data that would inform program staff on student needs, risk factors and progress over time.

### Presentation Summary

- Through agency-school collaboration, the Children First Program is advancing child and adolescent positive development by:
  - Improving behavioral outcomes,
  - Decreasing the potential for abuse and neglect,
  - Increasing school connection and bonding and
  - Reducing the potential for drop out among elementary and high school students.
- Continued vigilance, funding, and program development is needed to maintain and advance positive academic and social-emotional outcomes in children who participate in FCFC-funded programs.

**Thank You!**