Using Data for Program Management

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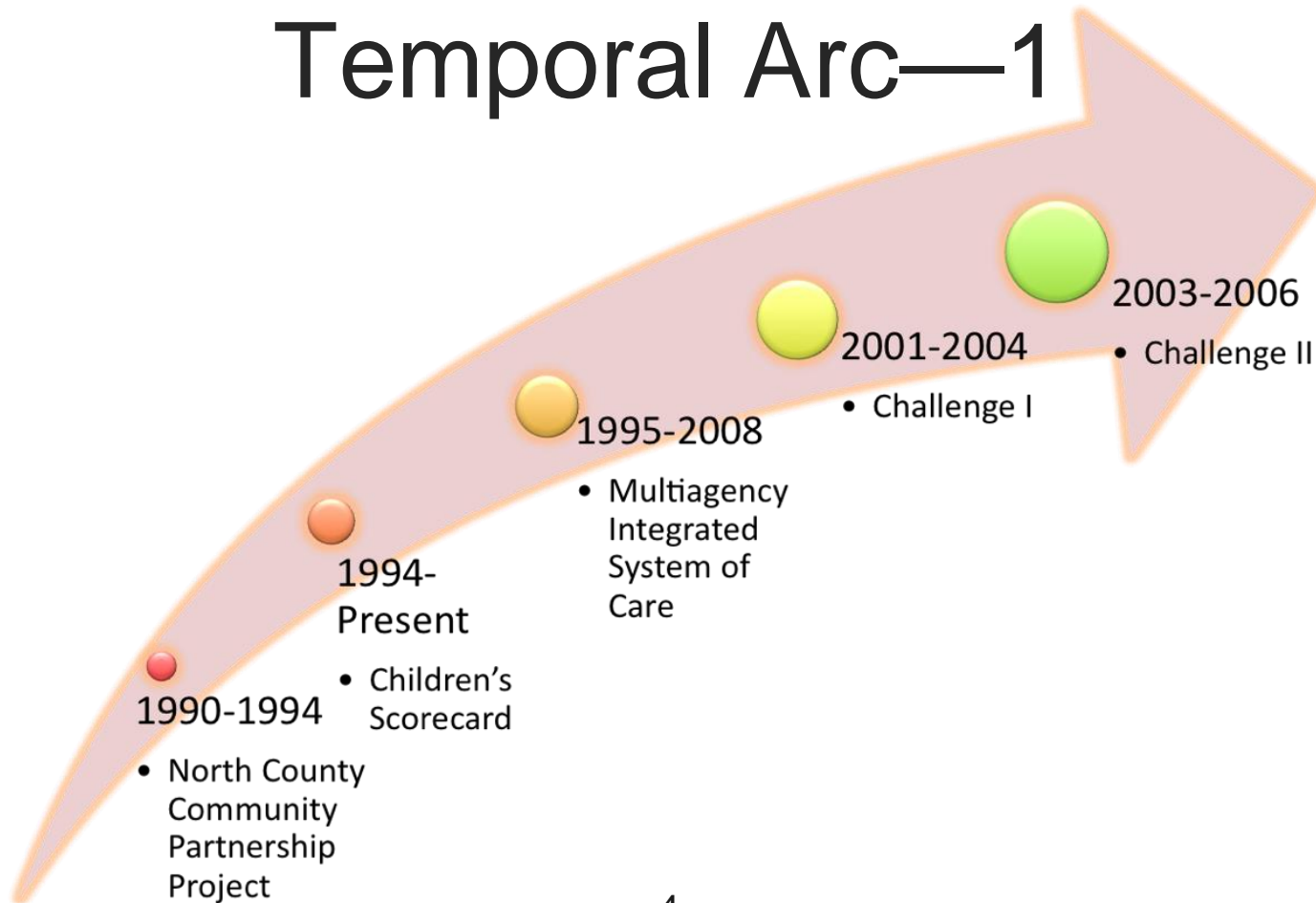
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Presentation Topics

- Data driven decision making as a best practice

- How to use fidelity and process data for program management

- Using data for program improvement

- Lessons Learned

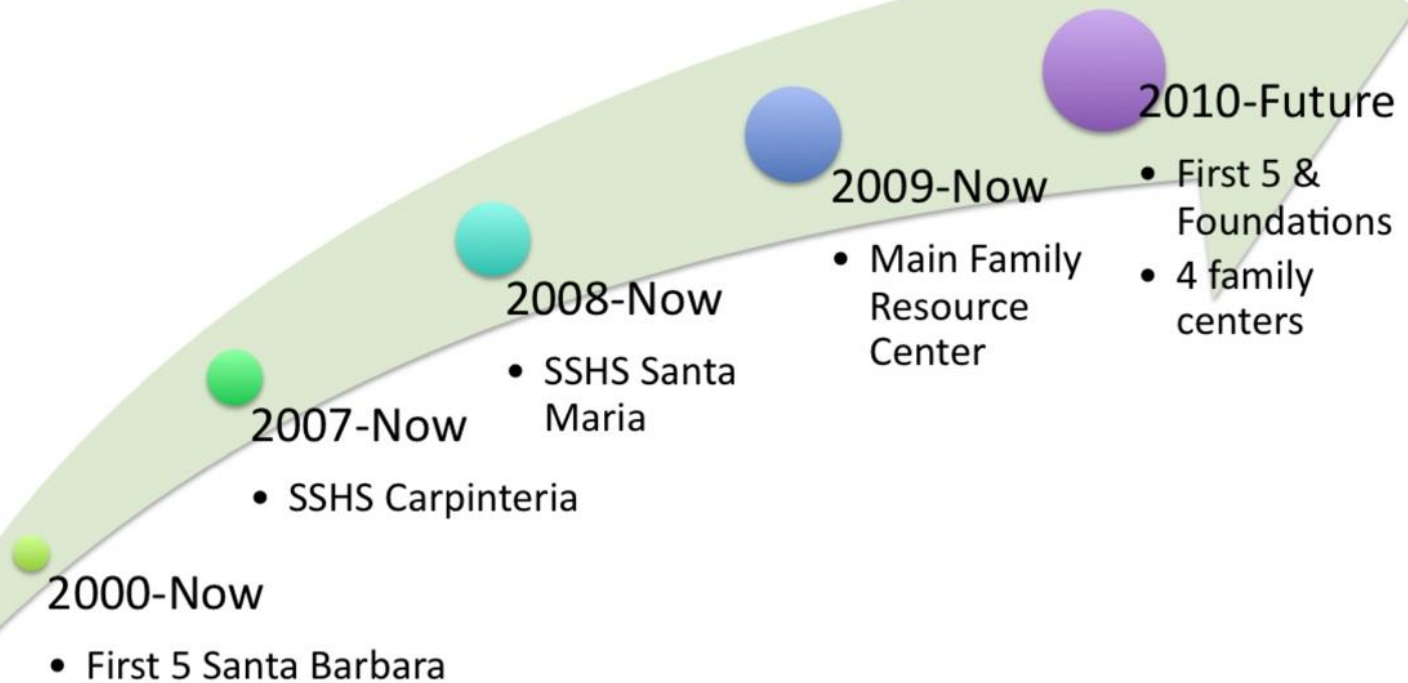- Organizing data for **all**, **some**, and **a few**

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Carpinteria Context

Temporal Arc—1

1990-1994
- North County Community Partnership Project

1994-Present
- Children's Scorecard

1995-2008
- Multiagency Integrated System of Care

2001-2004
- Challenge I

2003-2006
- Challenge II

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Temporal Arc—2

2000-Now
- First 5 Santa Barbara

2007-Now
- SSHS Carpinteria

2008-Now
- SSHS Santa Maria

2009-Now
- Main Family Resource Center

2010-Future
- First 5 & Foundations
- 4 family centers

The CUSD Story

Data driven decision making as a best practice

Evaluators understand the importance of data (information)

Staff may not see what their role will be in the SS/HS evaluation

Connecting with teachers and staff

◆ Highlight positive role for teachers, administrators, and all staff

◆ Deconstruct the logic model

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Strategies: Integration & Collaboration

Element 1: Safe School Environment and Violence Prevention

To maintain a safe, secure, and peaceful environment by decreasing the incidence of school violence and increasing student's personal safety through increased crisis management and conflict resolution training, and involvement in prevention activities across grade levels.

Element 2: Alcohol, Tobacco, and Other Drug Prevention

To reduce substance abuse and lay the foundation for a drug-free life. Provide universal, targeted, and indicated substance prevention programs, and counseling services across grade levels.

Element 3: Student Behavioral, Social, And Emotional Supports

To increase the capacity of school staff's ability to support the social and emotional needs of students and to increase students' prosocial behavior with peers and adults. A school-based mentoring program and developmental staff training will be implemented across grade levels.

Element 4: Mental Health Services

To increase students' capacity to cope with life challenges and develop effective life-long social and emotional skills through the involvement of community mental health agencies (START) and efficient student and family referral processes.

Element 5: Early Childhood Social & Emotional Learning Programs

To increase preschool students' learning readiness and response to instruction through the development of a comprehensive preschool curriculum that emphasizes parent involvement, social-emotional development, and academic skills.

What is our Mission?

Development of a strong community-focused, sustainable collaborative that supports the SSHS grant initiative's vision of supporting efforts to promote safe, secure, and peaceful schools.

Continuum of Best Practice Strategies Model through activities, programs, and services: Universal Prevention, Early Intervention, and Intensive Strategies.

What Do We Hope to Accomplish?

Element 1: Safe School Environment and Violence Prevention

Feelings of safety will be measured by the California Healthy Kids Survey (CHKS):
- Students' will be more likely to report feeling "very safe" at school
- Less likely to report being afraid of being beaten up and being hit or pushed by their peers.

Element 2: Alcohol, Tobacco, and Other Drug Prevention

CHKS items that assess current use, perceived effects, and perceived risk of alcohol and marijuana will measure students' substance use.

Element 3: Student Behavioral, Social, And Emotional Supports

CHKS's items measuring Caring Relationships, Meaningful Participation, High Expectations and School Connections will assess students' behavioral, social, and emotional support within the school.

Element 4: Mental Health Services

The number of referrals, fidelity of mental health services, and effectiveness of services will assess the use of mental health services across grade levels.

Element 5: Early Childhood Social & Emotional Learning Programs

The Kindergarten Screening Assessment Profile (KSEP) assesses school readiness. Fidelity measures of preschool staff training assess the effectiveness of the curriculum.
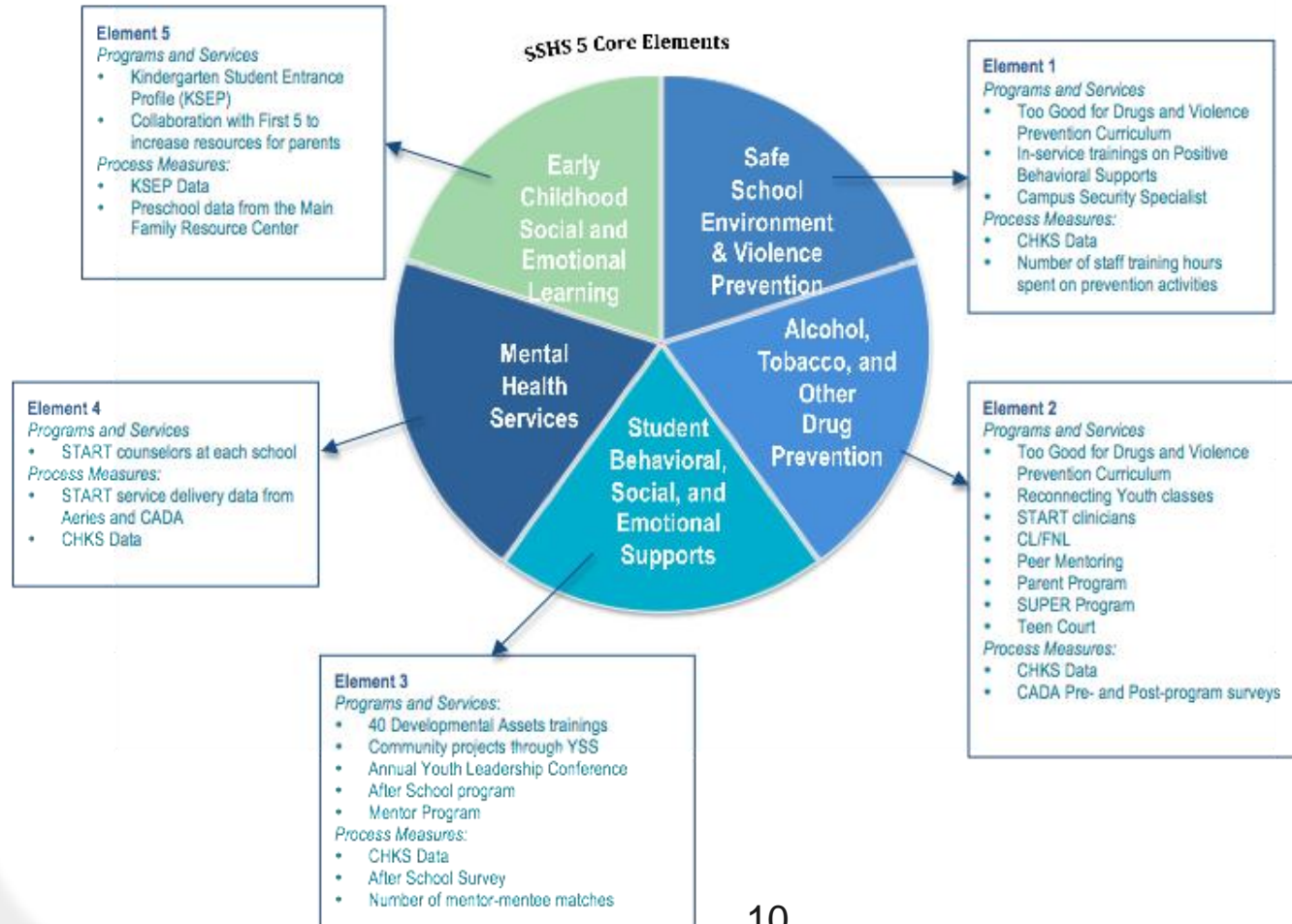
What Principles Guide Our Actions?

Continuum of best practice strategies modeled through activities, programs, and services: (a) Universal Prevention, (b) Early Intervention, and (c) Intensive Strategies

Development of a strong community-focused, sustainable collaborative that supports the SSHS grant initiatives mission.

ONGOING FEEDBACK FOR COMMUNITY, QUALITY MONITORING AND IMPROVEMENT, SHARED MANAGEMENT DECISION SUPPORT

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![Safe Schools Healthy Students logo]

Carpinteria SSHS Services Organizer

SSHS 5 Core Elements

Pie chart of SSHS 5 Core Elements: Early Childhood Social and Emotional Learning; Safe School Environment & Violence Prevention; Alcohol, Tobacco, and Other Drug Prevention; Student Behavioral, Social, and Emotional Supports; Mental Health Services.

Element 5
Programs and Services
- Kindergarten Student Entrance Profile (KSEP)
- Collaboration with First 5 to increase resources for parents

Process Measures:
- KSEP Data
- Preschool data from the Main Family Resource Center

Element 1
Programs and Services
- Too Good for Drugs and Violence Prevention Curriculum
- In-service trainings on Positive Behavioral Supports
- Campus Security Specialist

Process Measures:
- CHKS Data
- Number of staff training hours spent on prevention activities

Element 4
Programs and Services
- START counselors at each school

Process Measures:
- START service delivery data from Aeries and CADA
- CHKS Data

Element 2
Programs and Services
- Too Good for Drugs and Violence Prevention Curriculum
- Reconnecting Youth classes
- START clinicians
- CL/FNL
- Peer Mentoring
- Parent Program
- SUPER Program
- Teen Court

Process Measures:
- CHKS Data
- CADA Pre- and Post-program surveys

Element 3
Programs and Services:
- 40 Developmental Assets trainings
- Community projects through YSS
- Annual Youth Leadership Conference
- After School program
- Mentor Program

Process Measures:
- CHKS Data
- After School Survey
- Number of mentor-mentee matches

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Reintroduce California Healthy Kids Survey (CHKS)

◆ CHKS used for years

◆ Core of the SS/HS evaluation

◆ Primary source of feedback

◆Attune staff to importance and relevance of CHKS data

"The California School Climate Survey, and its companion the California Healthy Kids Survey, are valuable tools in our ongoing efforts to provide critical data that districts c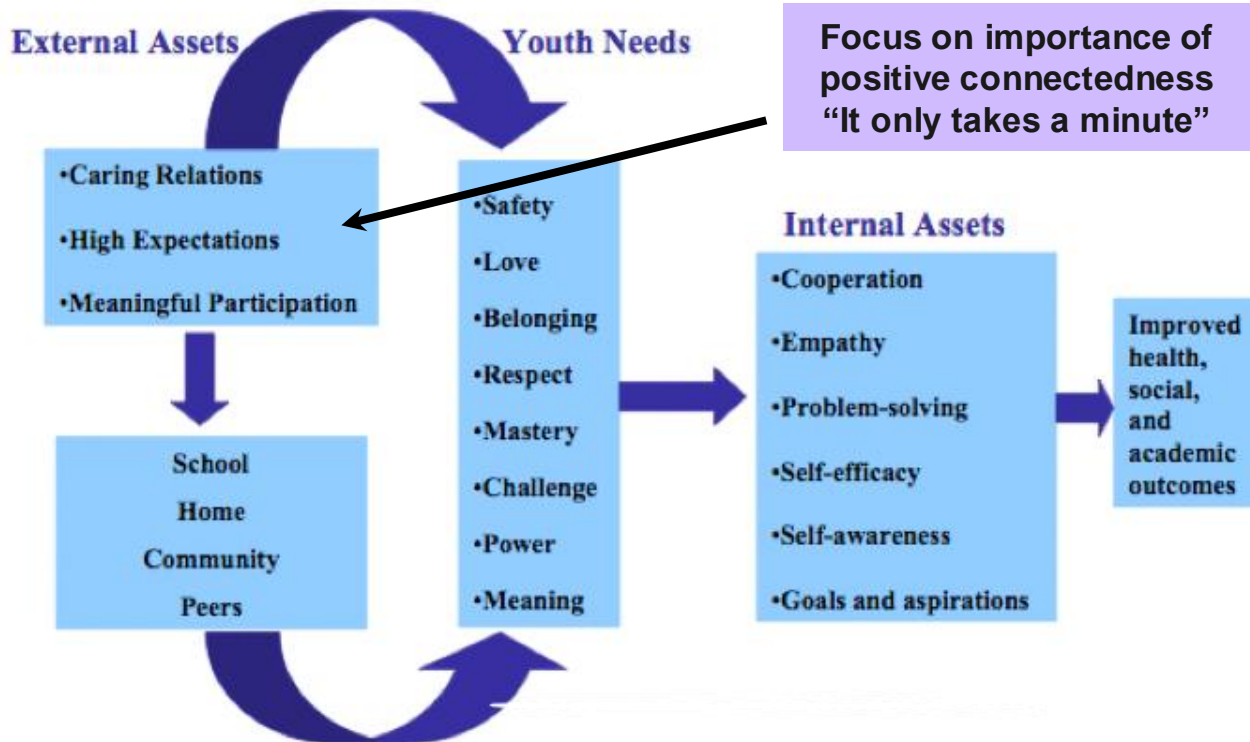an use to foster the absolute best learning environment in our classrooms. I strongly encourage all districts to participate in these surveys."

Jack O'Connell
State Superintendent of Public Instruction

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CALIFORNIA *healthy kids* **S U R V E Y**

The RYDM Theoretical Framework
The Youth Development Process: Resiliency In Action

External Assets

Youth Needs

Focus on importance of positive connectedness "It only takes a minute"

•Caring Relations

•High Expectations

•Meaningful Participation

•Safety

•Love

School
Home
Community
Peers

•Belonging

•Respect

•Mastery

•Challenge

•Power

•Meaning

Internal Assets

•Cooperation

•Empathy

•Problem-solving

•Self-efficacy

•Self-awareness

•Goals and aspirations

Improved health, social, and academic outcomes

Getting the CHKS Data

◆ Review CHKS content

◆ Establish data collection system at each school

◆ CHKS does not address all 5 SS/HS elements

◆ Schools and advisory counselor wanted more positive focus

◆ Carpinteria Hope Survey

California Climate Survey

◆ Staff asked to complete climate survey

◆ Essentially the same as SS/HS NET survey

◆ Feedback compares staff/student perceptions

◆Debrief with each school site

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School Presentations

◆ School board and local cable

◆ Coordinating council

◆ Site-specific data to staff

% of Students Who Have been in a Fight at School in Past Year

88% High School Staff feel that fighting is a *mild* or *insignificant problem*

Chart data:

Year	Grade 7	Grade 9	Grade 11
2004	30	26	15
2007	22	25	12
2008	32	24	19
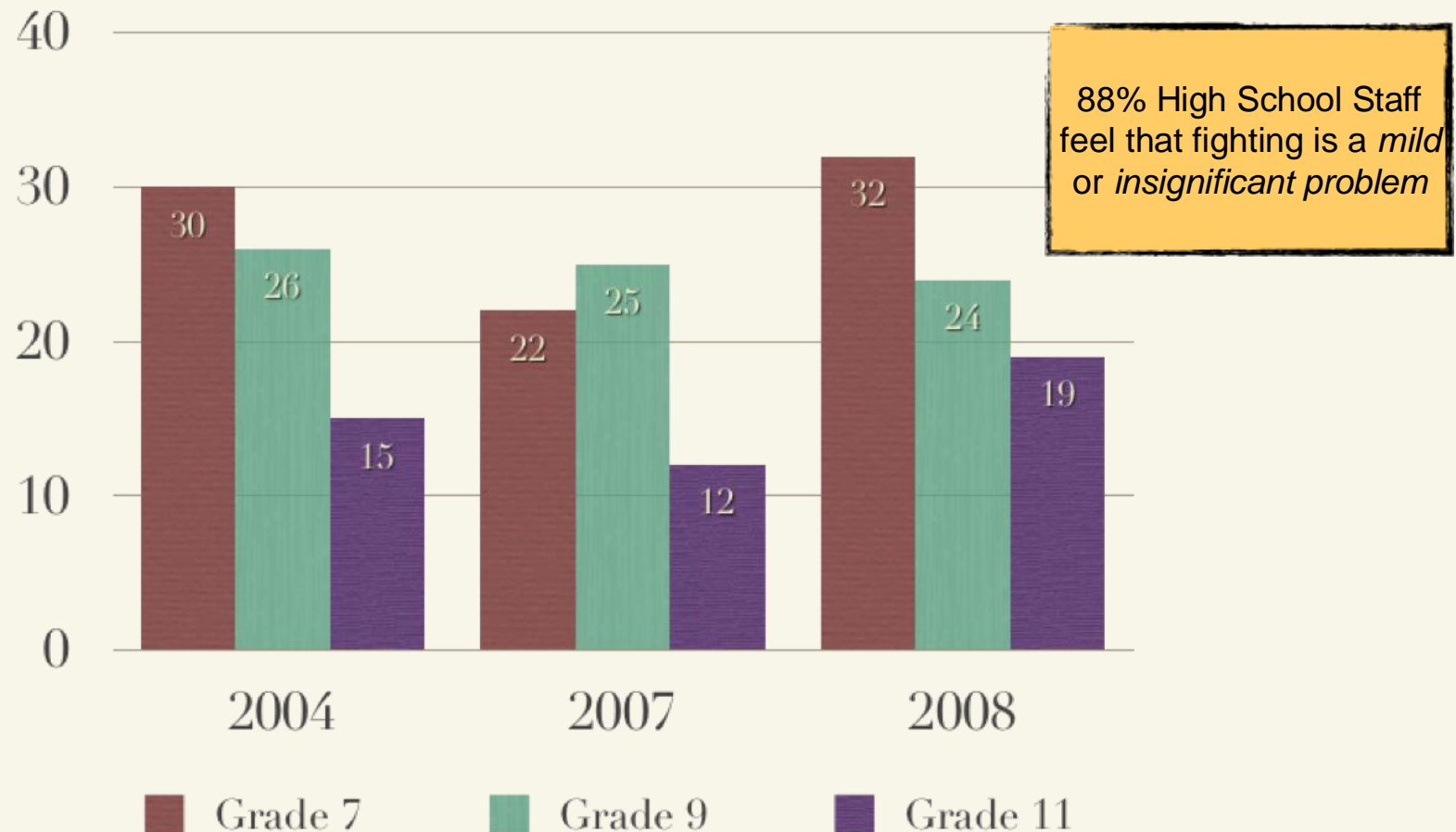
% of Students Reporting a "High Level" *Caring Relationship* with an Adult at School
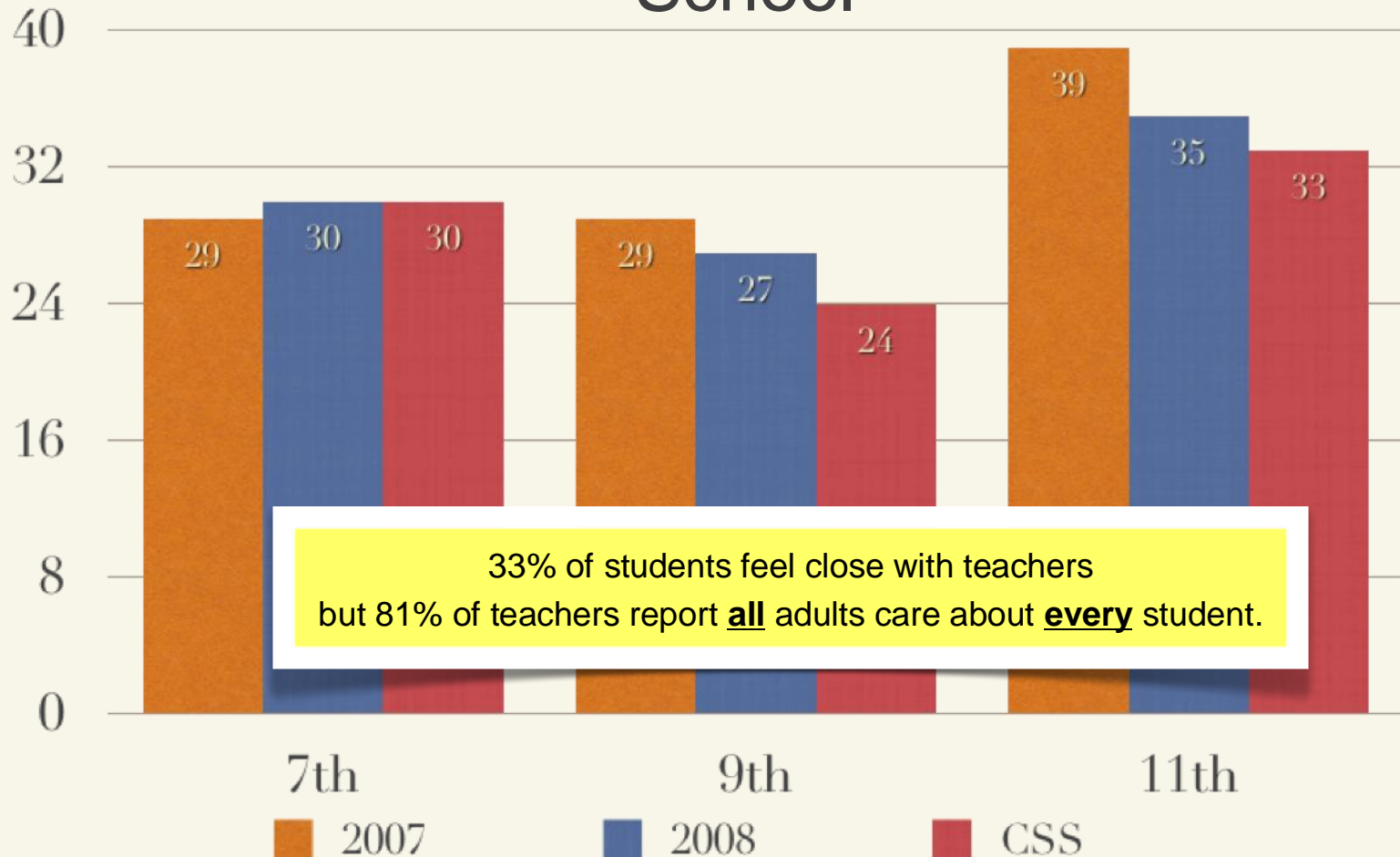
33% of students feel close with teachers
but 81% of teachers report **all** adults care about **every** student.

Using Fidelity and Process Data

◆ Too Good For Drugs and Violence

◆ Online data management

TGFV Classroom Observation Form

9   The teacher gave clear directions to students (explaining what and how to do it).

YES   NO

10   The teacher effectively transitioned between lesson activities.

YES   NO

11   The teacher used strategies to keep all students involved and on-task.

YES   NO

SUBMIT

7.	The teacher was prepared for the TGFV lesson unit.		Acti
0-Strongly disagree		0	0%
1-Somewhat disagree		1	4%
2-Somewhat agree		4	17%
3-Strongly agree		18	78%

9.	The teacher gave clear directions to students (explaining what and how to do it).		Acti
Yes		22	96%
No		1	4%
	Total	23	100%

10.	The teacher effectively transitioned between lesson activities.		Acti
Yes		21	91%
No		2	9%
	Total	23	100%

11.	The teacher used strategies to keep all students involved and on-task.		Acti
Yes		21	91%
No		2	9%
	Total	23	100%

Sample Real-time Fidelity Data

Using Data for Program Improvement

◆ Element 5 often not top priority

◆ Need for school readiness data

◆ KSEP

Main Family Resource Center of Carpinteria

Our Organizing Map

Multi-Level Linkage:
Services, Data, Sharing

For All

Universal Services
Too Good Drugs & Violence
Main FRC

For Some

Intensive Program Specific
Afterschool program
Reconnecting Youth

For A Few

Highly Specific Services
START Mental Health
Teen Court

Multi-Level Linkage: Services, **Data**, Sharing
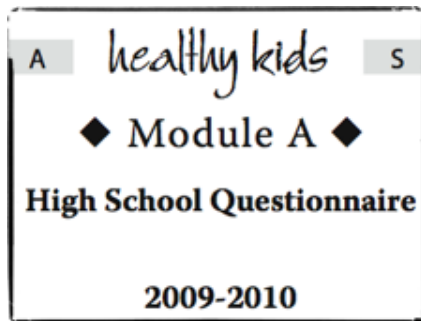
For All

Population-based
GPRA Measures
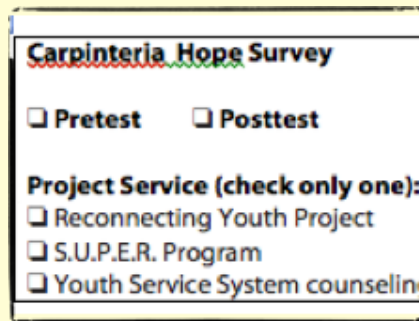
For Some

Outcomes Targeted Youths
GPRA Items
Hope and Life Satisfaction
TGDV Fidelity Check

For A Few

Mental health services
Watch, Care, & Respect
BESS, Hope, Gratitude,
Optimism
Cross-Informant

Year 2
4. BESS
4. Emotional regulation
1. Gang experiences

Year 1
Carpinteria
Hope Survey
School Membership
Life Satisfaction

2 Mental health
1 Dating Violence
1 Truancy
1 Achievement
1 Gangs

G
P
R
A

For A Few

For Some

5. Kindergarten Student Entrance Profile (KSEP)

Substance	**Resilience**	**Safety**	Demographic		**M i s s i n g**
64	23	21	8	2	
2. Alcohol, tobacco, & other drugs	**3. Student Supports**	**1. Violence prevention**			

For All

KSEP
Universal Becomes Specific

◆ Headstart, State Preschool

◆ All 180 Grade K in Carpinteria

◆ Follow age 4 through Grade 3

◆ BESS, PPVT, Literacy, Numeracy, English and Spanish

◆ Expanded to another school

◆ 4 additional next year

Kindergarten Student Entrance Profile
KSEP and KSEP-2 (revised)

Home Page   Research Projects   Publications
Conference Presentations   Current Students
Prospective Students   First 5-SBCO
Safe Schools Healthy Students   Service Learning   Storyteller
Main FRC   CoVitalism   School Anger Inventory
KSEP-Kindergarten Student Entrance Profile   KSEP Podcasts
California School Climate Safety Survey   California Bully Scales
Widget Example

Kindergarten Student Entrance Profile
Preliminary Technical Report
User Guide (Forthcoming)

Lilles, E., Furlong, M. J., Quirk, M., Felix, E., Dominguez, K., & Anderson M. (in press). Preliminary Development of the Kindergarten Student Entrance Profile, California School Psychologist.

For more information contact: mfurlong@education.ucsb.edu

CASP KSEP Presentation (March 2009)
Early Development of KSEP and Related scales
Pyle-etal.-2005.pdf
Pyle-Pre-K-Assessment.pdf

Continuing Research
Research involving the KSEP is ongoing. These files show some current efforts
KSEP-₂_instrument_7-7-09_FINAL.doc [Draft]
KSEP-₂_Rubric_7-9-09 [DRAFT]
KSEP-2 training slides 8-27-09.pdf
KSEP Audio presentation Series about KSEP
Now 5 in a series of 7. See: link to First 5 SBCO weB site

Carpinteria Hope Survey + GPRA Items

◆ For level 2 programs

◆ Students referred for targeted services related to substance use, aggressive behavior, mental health needs

Please complete this information before giving it to the student

❏ **Pretest**   ❏ **Posttest**   Date: _____

_____

Project Service (check only one):
❏ Reconnecting Youth Project   ❏ SATS Counselor Services
❏ S.U.P.E.R. Program   ❏ Teen Court
❏ Youth Service System counseling services

SAMPLE—Carpinteria High School Safe Schools/Healthy Student Project
To Student:
You do not have to complete this survey. It is voluntary.

We ask Carpinteria High School students to tell us what has happened to them in the past month. Why are we doing this? First, it is one way for students to be heard—to be able to express their ideas and experiences with each other and with the administration and teachers. Second, this is part of a project funded by the government in Washington, DC and taking this survey will help us to learn ways to make Carpinteria Middle School a safer and better place to learn.

Your answers are completely anonymous. No one will be able to tell how you personally answered any of these questions. To help us do this, please do not write your name anywhere on these pages. Thank you for your cooperation.

1. How safe do you feel when you are on the *Carpinteria High School campus?*	2. During the past 30 days, on how many days did you not go to school because you felt you would be unsafe on the *Carpinteria High School campus* or on your way to or from school?
❏ Very safe ❏ Safe ❏ Neither safe or unsafe ❏ Unsafe ❏ Very unsafe	❏ 0 days ❏ 1 day ❏ 2 or 3 days ❏ 4 or 5 days ❏ 6 or more days
3. During the past <u>30 days</u>, how many times on the Carpinteria High School campus have you been in a physical fight?	4. During the past <u>30 days</u>, how many times on the Carpinteria High School campus have you been afraid of being beaten up?
❏ 0 times ❏ 1 time ❏ 2 to 3 times ❏ 4 or more times	❏ 0 times ❏ 1 time ❏ 2 to 3 times ❏ 4 or more times

Check Connect & Respect

☆ **Data Entry Survey Links**

**Safe Schools/
Healthy Students
Initiative**

With questions, email:
kritchey@education.ucsb.edu
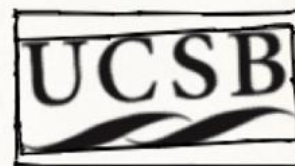
Link back to Santa Maria
SS/H/S main page

UCSB

Fighting Back
Santa Maria Valley
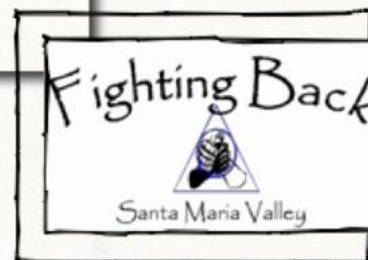
Please follow the links below

Intake and Referral:

CC&R Referral Form

http://www.zoomerang.com/

Check, Connect, & Respect

◆ Online intake/exit, assessment (BESS, Hope, Optimism, Gratitude), and case notes,

◆ Links provided for group and individual-level real-time data

Multi-Level Linkage:
Services, Data, **Sharing**

For All

- Population-based data
- System-based data
- GPRA measures

For Some

- Outcomes Targeted Youths
- GPRA Items
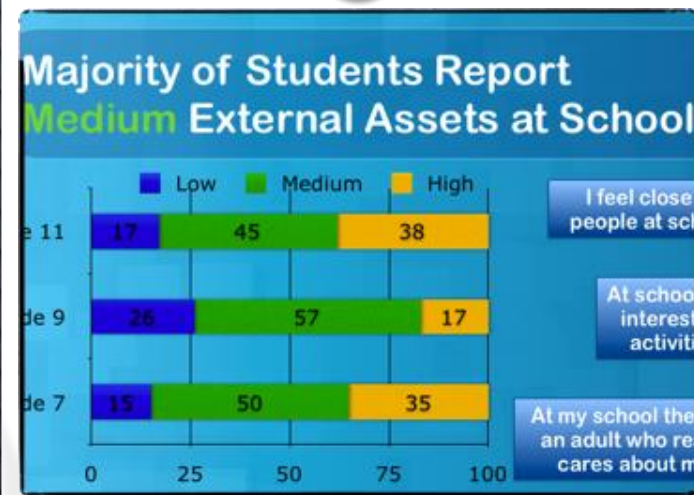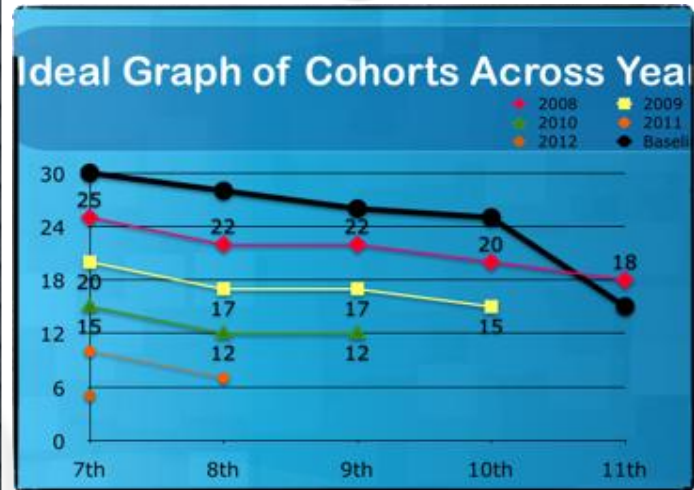- Hope and Life Satisfaction

For A Few

- Mental health Services
- Watch, Care, & Respond
- BESS, Hope, Gratitude, Optimism
- Cross-Informant

Wide Dissemination

◆ School Board

◆ Community

◆ Newsletter

◆ School site presentations

◆ Staff orientation meetings

Ideal Graph of Cohorts Across Year

Majority of Students Report Medium External Assets at School

Monthly Releases

◆ Available to public

◆ Target teachers and staff

◆ Reinforce awareness of SS/HS

◆ Reinforce mission and goals

Too Good for Drugs & Viole[nce]
Helping Make Teaching Easier

Why does Prevention Education Matter?

Social and emotional skills are taught, learned, and reinforced through daily practice, just like reading and math skills. If one teacher doesn't teach the *Too Good* curriculum, it's like leaving out an entire unit of math or language arts – next year's teacher has to teach the skills before the students can move on with grade-level curriculum.

The *Too Good* curriculum helps engage all types of students, and when the school and classroom climate is positive, academic work completion increases and test scores rise.

Did the *Too Good* Curriculum help? Reports from Carp Teachers

Improved student behavior
- Helped establish classroom rules developed collaboratively by students and the teacher
- Teachers actively modeled the behaviors they wanted to see in their students
- Reductions in bullying and peer conflict
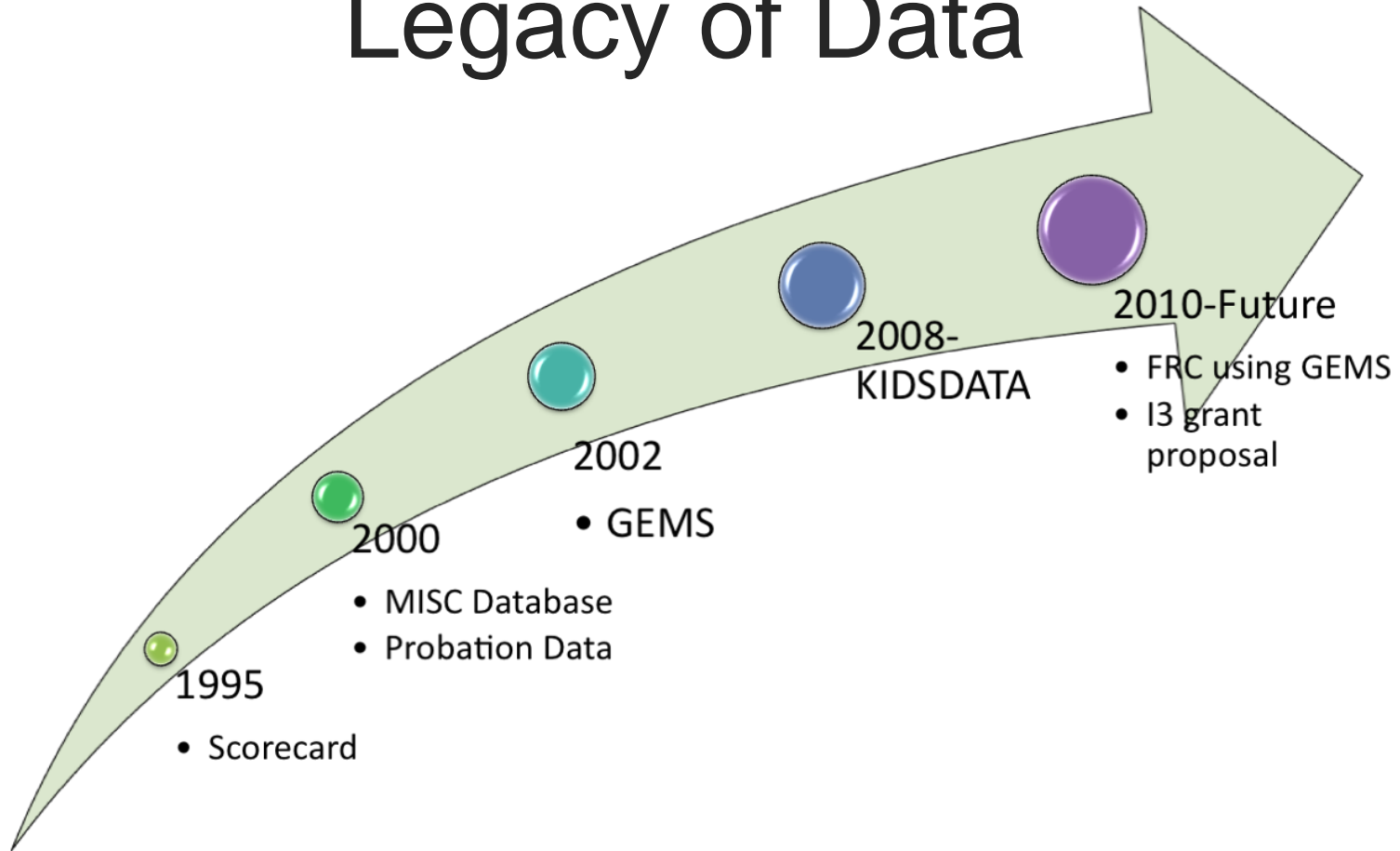
Enabled students to solve problems on their own
- Reminded students of expectations for positive behavior
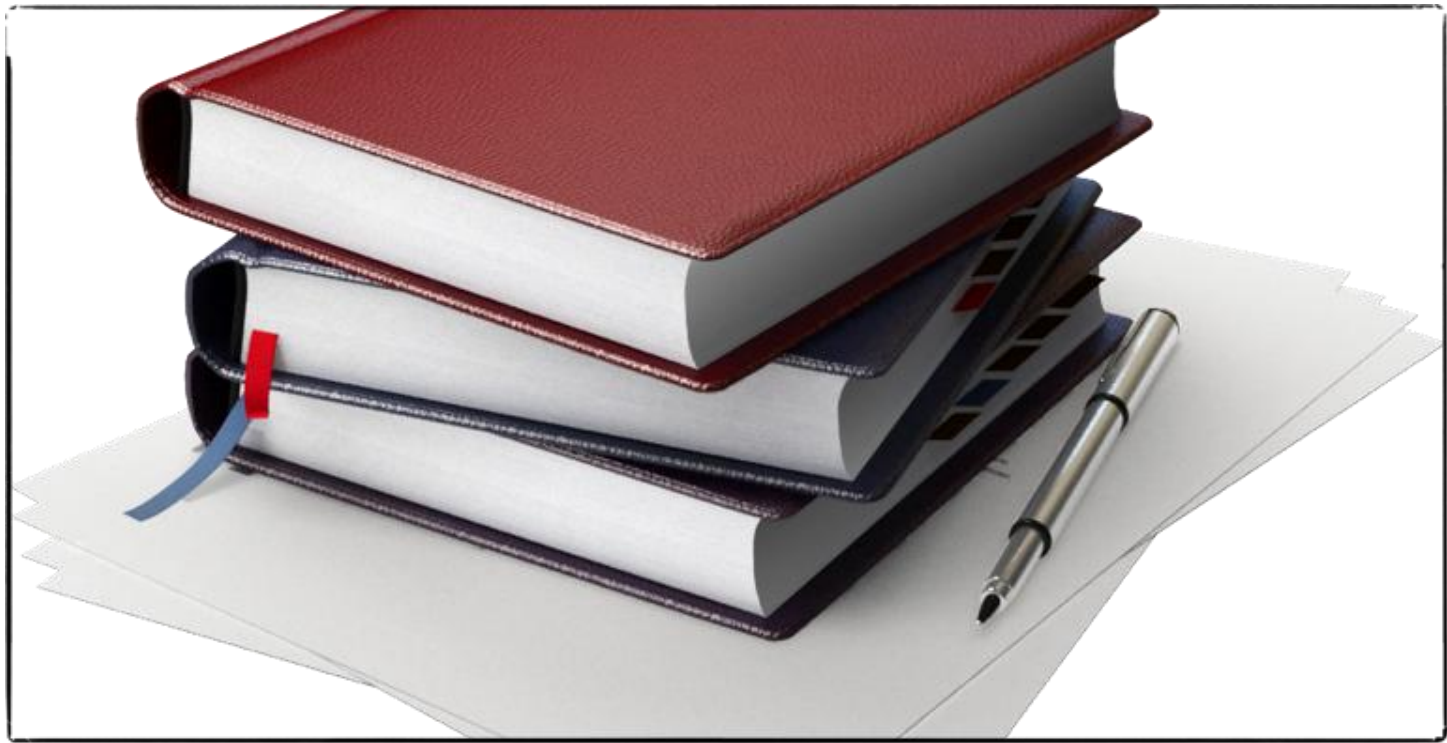- Helped with decision making and provided guided practice in conflict resolution

Increased critical thinking

Safe
Heal

What you

- Teach every
  Good for yo
- **Infuse socia
  learning ac
  curriculum.**
  lessons – la
  skills – thro
  week and ye
  students co
  show respec
  conflicts, an
  acting
- **Increase m
  participatio**
  collaborativ
  playing, and
  suggestions
  motivation a
  learning mea
- **Refer stude**
  persistent pr
  rule violatio
  sad, anxio

Legacy of Data

2010-Future
- FRC using GEMS
- I3 grant proposal

2008-KIDSDATA

2002
- GEMS

2000
- MISC Database
- Probation Data

1995
- Scorecard

Questions—Discussion

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Time for a Break?