

Evaluation and Sustainability

Safe Schools Healthy Students


Dooly County
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Talking Points

- SS/HS Partnership - Collaborative Elements
 - Effectively Utilizing Evaluation
 - Implementing the shift to Pro-active approaches
 - Logic Model
 - Partner Programming
 - Collaborative Elements
 - Evaluation Components/Visibility
 - Comparatives – Base Line
 - Outputs, Outcomes & Evaluation
 - Building Steering Committee Capacity
 - Lessons Learned
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Collaborative Elements

Element #1	Safe School Environment
Element #2	Alcohol and other drugs prevention
Element #3	School and community mental health
Element #4	Early childhood psychosocial and emotional development programs
Element #5	Supporting and connecting schools and communities
Element #6	Safe school policies
Element #7	SS/HS Partnership

SS/HS Partnership

Dooly County School
System

Vienna Police

Ripple Effects

Big Brothers Big Sisters

Dooly Star

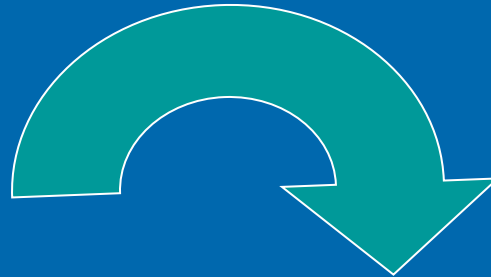
Dooly County Dept. Family
and Children's Services

DCCEC

Crisp/Dooly Healthy
Families Program

Middle Flint Behavioral
Health Care

Department of
Juvenile Justice



Effectively Utilizing Evaluation

- Primary Role – Group Member
 - Guidance & Skill Transfer

- Transform Evaluation from an after-the-fact event into an applied management tool
 - Data Driven Discussions
 - Communication, Visibility, and Illustration
 - Each meeting – Summarized Evaluation of Programs in an Element
 - Inclusive of an examination of the Logic Model

- Outputs - Outcomes - Evaluation

Partner Programming Matrix I

Partner	Programming
DCSS	RE, Intercession/After School, Remediation, Case Mgmt
Vienna Police	SRO Program, Training, and Equipment
Dooly STAR	STAR Program
Edwards	Mentoring
MFBHC	Mental Health Services
DCDFCS	Child Abuse/Neglect
Crisp/Dooly HFP	Healthy Families Program
DCCEC	FRC, PAT
DJJ	Mentoring, Total & Gents
BBBS	Mentoring

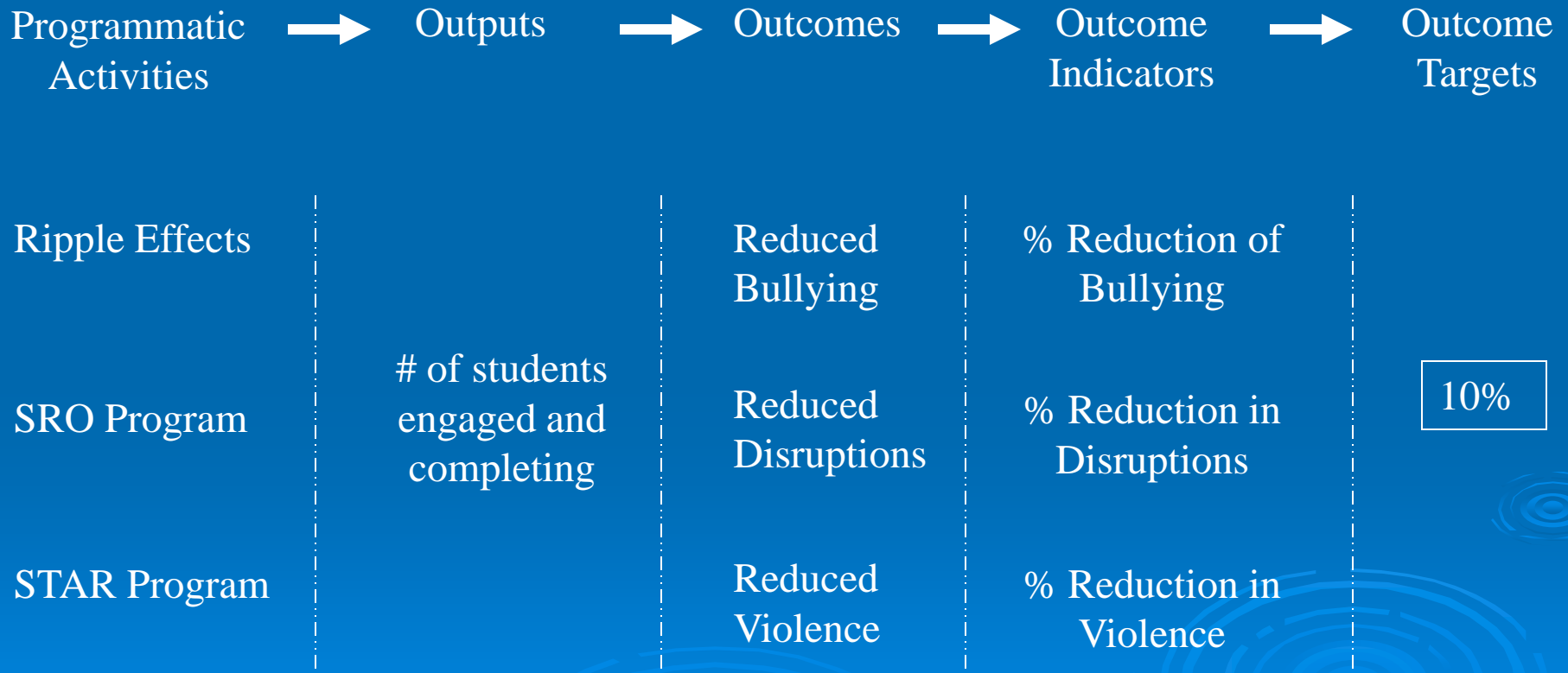
Partner Programming Matrix II

Elements	Partner	Programming
School Safety	DCSS, VP, STAR	SRO's, RE, and STAR
Alcohol & Tobacco	BBBS, DCSS, DJJ, Edwards, Turkey Creek	Mentoring, After-school enrichment, and Total & Gents
Mental Health	MFBHC	Mental Health Evaluations, Treatment/Interventions
Psychosocial & Emotional Dev	DCCEC, DFCS, Healthy Families Program	Family Health
Connecting Schools & Communities	DCSC, DCCEC, RE	Drop out prevention, FRC activities After-School support, Case Management & RE
Safe School Policies	DCSC	Education on School Policies
SS/HS Partnership	Steering Committee	Improving Collaboration

Logic Model & Outcomes Evaluation

Element #1: Safe Schools -

To decrease the percentage of 6th graders who report being bullied in the past 30 days



Comparatives – Base Line

Element #1 – School Safety

		05' – 06	06' - 07'	07' - 08'
Safe Schools Disruptive/Violent Incidents		1071 (Elementary)	789 (Elementary)	579 (Elementary)
		862 (Middle)	838 (Middle)	836 (Middle)
		571 (High)	106 (High)	108 (High)

Tracking Outcomes – Disruptions/Violence

Middle School	Mar-July 07	Aug-Jan 08	Change	%Change
Student Contact	27	52	25	93%
Classroom Disruption	36	25	(11)	(31)%
Fights	10	3	(7)	(70)%
Drugs on Campus	0	0	0	0
Truancy issues	6	0	(6)	(100)%
Sexual Harassment	3	3	0	0
Leaving campus w/o authorization	0	1	1	n/a
Suspension	12	8	(4)	(33)%
Arrest (battery on arrest)	3	6	3	100

Middle School
Total Mar-July 07
70
Total Aug-Jan 08
46
Change
(24)
%Change
(34)%

Tracking Outcomes – Alcohol/Tobacco Use

First Glance

	Mar-July 07	Aug-Jan 08	Change	%Change
DJJ – Total & Gents				
6 th				
8 th				
BBBS	0	1		
6 th		1		
8 th				
DCCEC	TBD	TBD		
6 th				
8 th				
DCSC	111	103		
6 th	60	61		
8 th	51	42		

Tracking Outcomes – Alcohol/Tobacco Use

	Mar-July 07	Aug-Jan 08	Change	%Change
Aerodyne	81	47		
6 th	44	22		
8 th	37	24		
Turkey Creek	30	5		
6 th	16	3		
8 th	14	2		
BBBS	0	1		
6 th		1		
8 th				
DCCEC	TBD	TBD		
6 th				
8 th				
Edwards	TBD	TBD		
6 th				
8 th				
DCSC	111	103		
6 th	60	61		
8 th	51	42		

Utilizing Outcomes to Identify Evidenced Based Interventions

- Tracking of Progress with Activities through Periodic Reporting
 - Interpretations
- Comparisons with baseline data
- Ex-post facto Group Design
 - Assess program influence after the fact
 - Without impeding on ethical considerations
- Group Design
 - Stronger than individual designs in assessing causality
 - Preferred for Program Evaluation and Basic Research
 - Specific variables of focus
 - Attendance
 - Academic Performance
 - Amongst others

Lessons Learned

- Identify variations in Partner Characteristics to customize strategies to build capacity
- Nurture key components to Partner & Steering Committee Relationships
- Utilize Group Visioning and Problem Solving
- Increase Comprehensive Program Knowledge of Group
- Promote Group Discussion to guide Team Composition
- Utilize Data to steer Team Conversation to an appropriate end
- Blend evaluation processes into the Group Dynamic