

PROGRESS ON GRANT OBJECTIONS SAFE SCHOOLS, HEALTHY STUDENTS INITIATIVE

Cheney School District
Deer Park School District
Medical Lake School District
Nine Mile Falls School District
Riverside School District
Spokane School District

October 2006

SCHOOL SAFETY

Overview: School mapping has been implemented in all project schools utilizing the state model. Three new elementary schools were recently remodeled within Spokane Public Schools and will be mapped as soon as appropriate. Training and Safety Reviews have been conducted within two county districts and two districts Reviews are scheduled. The Safety Review groups include fire, police, sheriff, S.W.A.T. and emergency management staff. The safety review process is one step in the development of a county wide crisis response plan.

Truancy boards have been established within Spokane Public Schools. Meetings have taken place within two county schools for start up of truancy boards within their districts with truancy boards to be implemented within a short time. A Truancy committee made up of school staff, administration, and SS/HS staff are meeting to expand truancy boards for all grades within SPS and a study of specific truancy issues for Havermale Alternative HS is underway in order to improve truancy concerns for this population. Eighty-eight percent of the students attending the truancy board increased their attendance in the quarter after the board hearing, with an average increase in percent of days attended of 67%.

The school resource liaison is currently coordinating efforts in the above mentioned Safety Reviews. In addition, this position has coordinated three community safety education forums within project high schools in which a student needs assessment is conducted and police, fire, and school staff present to the parents and the community regarding these needs (ex. drugs, gangs, internet safety, bullying/harassment). An array of information booths providing information and resources were made available and approximately 15

community agencies participated. Bringing together county and community resources is another means of building the county-wide coalitions necessary for sustaining a county-wide response team.

An outcry from elementary schools and community regarding an increase in gang activity has initiated an anti gang, drug/alcohol and violence initiative named Project Hope. This project involves approximately 25 community agencies partnering with schools, the SS/HS initiative and police to develop a restorative response to this serious issue.

Objective 1	Performance Measure
Expand state-wide safety mapping initiative to Elem. and Middle Schools with 100% of schools being mapped by Winter 2006 and 100% of buildings having a collaborative response plan by June, 2007	a. 100% of districts mapped by Winter 2006, as shown by Rapid Responder training records b. each building has a collaborative crises response plan by June, 2007, as measured by plans with the Countywide Safety Committee.
<p>Progress on Objective 1: 47 buildings, or 100%, have been successfully mapped as the first stage of the rapid responder implementation. During this reporting period, the second stage of the 4-stage implementation process was also accomplished, with mapping data now installed on schools and responder data systems. Stage three of the process is to get local officials trained in using the system, and this process started in June 06 with a safety review walkthrough in the Medical Lake High School. This activity brought together state and local responders to plan tactical strategies in using the Rapid Responder system. Discussion showed that Rapid Responder will be important in some but not all crisis situations; with a shooting, a SWAT team will enter a building to secure the facility before the RR program is used to determine strategies to intervene in the crisis. As a result of this walkthrough activity, the county SWAT team requested permission to use the high school for training during the summer, as the SWAT team was not familiar with school buildings that had multiple branching hallways. A second review was held in September, and the rest are planned for later this year.</p> <p>Objective status: making progress</p>	

Objective 2	Performance Measure
Expand safety review process district level to county level with countywide committees in place by Jan 07.	Countywide safety Committee in place by Jan. 2007, as measured by committee minutes and attendance roster.
<p>Progress on objective 2. Element 1 advisory committee has expanded to include superintendents/representatives from 4 out of 6 districts. Recent experiences with the Rapid Responder walkthrough process has helped the Element 1 advisory board to get a clearer picture of the reality of using the RR program as the kingpin of a county wide crisis response. The reality of the conditions surrounding school safety is that the RR program requires a great deal of updating and maintenance, and that the school mapping information is only as good as the persons who use it. Discussions are now beginning about how specific components of the program can be used across all districts and all responders. One strategy is to bring all responders together to identify which RR information is most critical for effective responses, and then to work with school districts to ensure that someone gets assigned the responsibility of updating at least those most critical components. This strategy has a high likelihood of success, as it alerts the schools to what is needed by responders to most effectively respond to keep children safe.</p> <p>Objective status: making progress</p>	
Objective 3	Performance Measure
3. Provide training for development of truancy boards or other restorative justice practices to decrease truancy by 10% in 2006 and 2007.	Decrease in truancy by 10% in 2006 and 2007, as measured by state reported data.
See Section A: Substantial progress has been made in achieving this objective.	
Objective 4	Performance Measure
Establish a county-wide crisis response team to be operational by Spring, 2007.	County-wide crisis team will be in formation by Spring 2006 and in place by Spring 2007, as measured by meeting notes and attendance rosters.
<p>Progress: County-wide response team is forming through the Element 1 advisory committee, which currently includes the county sheriff's office, Spokane Assistant Chief of Police, the Cheney Chief of Police (chair), 4 district superintendents, a rural site Safety Officer, Spokane Schools Safety Director of Safety, Juvenile Court Director, Probation representative, and a health district representative. This advisory is working with the Element Liaison to bring county persons together using the</p>	

safety review walkthrough process in each community. Two exercises have already been held, and the others will continue this fall. At each site review, there is a chance to identify those local persons who county persons must interface with in order to have the local knowledge necessary for effective response. The goal is to bring these local teams together to review existing but out of date agreements and to update and validate them.

The advisory is also working with the Liaison to bring county responders together to maximize the use of the Rapid Responder program county-wide.

Objective status: Making progress.

Objective 5	Performance Measure
Establish a community-school resource liaison	Alignment of School Safety plans with county wide emergency response plans by Spring 2007 as shown by adoption of common procedures, policies, and training agendas

Progress: Liaison position was filled by hiring a fully qualified former police officer and community organizer in Nov. of 2005. This person has integrated herself quickly into the safety community as can be seen by the range of roles she had adopted by March, 2006: In addition to her direct safety roles, the Liaison was coordinating or providing active consultation to 1) the Youth Summit community meetings, to be held quarterly, the first of which drew almost 200 parents; 2) the Women’s Coalition (sponsored by Spokane Assistant Police Chief Jim Nick) with a goal of increasing the voice of women in community policing; and 3) The Holmes Gang Task Force, which is community effort to control both membership in gangs through education, and the effect of gangs through community service. In addition, in summer of 06, the Liaison became a key facilitator in bringing in the HOPE project to West Central Spokane, where gang violence has escalated to the point where citizens are seeking to take back their neighborhood from the gangs. Working with neighborhood members, the Liaison brought in persons from North Carolina, who had experienced the same issue and had used project HOPE to take back their streets. By the end of September, the Liaison had skillfully empowered community members to take over leadership of this project, although grant involvement will continue.

The Liaison began a new role in Sept. of 06 by becoming part of the grant school site team at each of the 5 rural districts. The grant site teams will bring together all SS/HS grant personnel at each site to collaborate with school personnel to address safety and violence prevention issues. Having the Liaison working in all districts will mean establishing a uniform

approach that complement on-going county wide efforts.

Objective status: making good progress

VIOLENCE & SUBSTANCE ABUSE PREVENTION

Overview: Student Assistance Specialists (SAS) have adopted, trained and are implementing both *Get Real About Violence* and *Life Skills* at the middle and high school levels. The SAS program has integrated the 9 program components of the National SAS Program, but also included a 10th component, developing student leadership teams to reduce substance use and violence and promote substance education and violence prevention awareness in youth. In addition elementary counselors have adopted *Get Real About Violence* at the elementary level and are implementing this program within each elementary building.

Through the use of the above leadership teams, county wide prevention activities are continuing. Activities such as Washington Drug Free Youth (WDFY) clubs, Teens Against Tobacco Use (TATU) mentoring, YWCA teen dating violence, healthy groups for girls and mediation programs, have been developed county wide and are gaining popularity.

The project violence prevention specialist has developed a model for violence prevention for school/community/agency/ and family use to increase integration and consistency of violence prevention within the area. In addition, community partners and school staff from all element groups have participated in OJJDP and PREVENT web-casts. The common trainings have created integration and collaboration of elements objectives.

The Violence Prevention Facilitator continues to provide project schools and communities with training in restorative practices, disproportionality, development of action plans for anti-bullying/harassment procedures and awareness and access to a diverse parent education network. A second anti-bullying workshop was just completed for all administrators and counselors with SPS this fall. These cadres will continue further training with their building staff. In addition, a comprehensive, school-wide approach to violence prevention had been developed for Riverside School District. This approach utilizes the District SAS to provide training to students, staff and families. This approach will be replicated in four other project sites. Due to the smaller communities that these sites are located within, this model works well to meet the smaller community needs.

Student leadership teams have been established through the coordination of SAS staff. Currently efforts are in place to develop a county wide advisory/leadership team. This team will be developed utilizing the pool of students from the school teams in order to develop further county wide prevention activities.

Currently, the Project Director and other project staff are meeting with ESD 113 within Washington State regarding obtaining licensing to provide direct outpatient drug/alcohol services. Our focus is to gain knowledge regarding application and have received support through Spokane County Community Services to apply for licensing as well as for dollars to sustain the SAS services within the project districts.

The high school re-entry program is in full operation, supporting students who are suspended or expelled for violent offenses within schools. This countywide program began in February of 2006 and ended the 2005/2006 school year with 88% of the students achieving their goal of either returning to their home school or transferring to a program that was more desirable for them. Enrollment is currently open but filling quickly as the school year progresses.

Objective 1	Performance Measure
Reduce substance use in youth by 10% in 2006 and 2007	Reduce 30 day substance use in youth by 10% in 2006 and 2007 as measured by the Healthy Youth Survey.
See Section A: Element 2 GPRA. Healthy Youth Survey data will not be available for 90 days.	
Objective 2	Performance Measure
Improve understanding of the dangers of using alcohol or other drugs by increasing student perception of harm by 10% in 2006 and 2007	Increase student perception of harm of substance use by 10% in 2006 and 2007 as measured by the Healthy Youth Survey, local evaluation surveys and RMC data.
Target: 12.08% of grade 10 and 12 respondents, a decrease of 10% from the baseline of 13.42%, will perceive no risk of harm on a bank of 4 items that refer to the risk of Smoking, trying marijuana, using marijuana regularly, or taking one or two drinks of alcohol as provided on a standardized statewide Healthy Youth Survey administered every two years.	
Type of data collected: Quantitative data collected from a statewide survey given to 8 th , 10 th and 12 th grade students every two years. This data is not yet available for analysis, as the regular survey date was Oct 2006 and survey results will not be available for 90 days.	
The Element 2 intervention - The 10 Student Assistant Specialists (SAS's) have addressed this objective in multiple ways.	

Washington Drug Free Youth (WDFY) clubs have been started at the high school level and now engage more than 400 youth. In addition to providing youth a chance to participate in drug/alcohol free activities, WDFY also provide youth opportunities to learn leadership skills. At one school, for example, three WDFY members presented to 800 8th grade students who entered the school as 9th graders this fall. At another high school, the WDFY students regularly meet with middle school students for discussions about substance use. At one rural site with a high school population of 600, 105 students had joined the WDFY club by the end of April.

Classroom presentations are a key part of the effort to increase perception of harm, and SAS's have now been invited at all sites to work with teachers to present information to students about ATOD's. One SAS, for example, was allowed into all health classes to present information on neuro chemicals, club drugs, meth, and inhalants, in addition to alcohol and tobacco. Another SAS has worked with the health teachers to get into the regular schedule of the health curriculum. By the end of the 05-06 grant year, all SAS's were engaged during the regular school day with working with students either in the classroom or in small groups or individually. This was not something that was allowed during the first months of the grant.

The SAS's also initiated student led leadership teams at all sites. The Element 2 advisory committee met with more than 30 students from three sites in focus groups in the spring, with the goal of learning from the students how ATOD's impact them in and out of school. A result of those focus groups was the identification of a desire on the part of students for addition educational experiences around the topic of drugs and alcohol. A SADD conference at one site helped students understand the connection between personal decisions and long-term life style choices and may become a model for other sites.

Finally, the 10 SAS's worked with the evaluator this August and September to design a quick survey that will collect perception of harm data from 9th grade students on a pre-post basis. A group of students has worked with one SAS to pilot this survey, and the survey was administered in Oct., 2006. It is hoped that this new and unobtrusive survey given to 9th grade students will allow for a much more context sensitive response on the part of the SAS's and other student support staff. After the pilot is completed. SAS's will get together with the evaluator to assess the results and plan for ways to introduce the survey into all schools in a formal way.

Objective status: Element 2 is making good progress on this objective.

Objective 3

Performance Measure

Reduce violent incidents in schools by 10% in 2006 and 2007	Reduce violent incidents in schools by 10% in 2006 and 2007 as measured by statewide violent incident reports.
See Section A: Element 2 Project objective	
Objective 4	Performance Measure
Address disproportionality throughout the grant period	Increased understanding of disproportionality by school personnel as measured by training feedback surveys
<p>Disproportionality has been addressed across all elements of this project. The prevention coordinators have conducted activities for both urban and rural elementary students and their teachers, and two sets of classroom posters promoting equity thinking have been developed. County school counselors have received culturally competent and restorative classroom materials, and one rural district invited the coordinators in to train all staff on restorative practices. Disproportionality is also addressed at all project leader meetings. The partnership between Element 5 and the Youth Development Network has resulted in a plan to engage the diverse communities leaders into discussions about how to serve all youth in the community, as it has been recognized that many activities seem to appeal mainly to the mainstream culture. The purpose of the meetings will be to bring one or two Element 5 partners to a table with multiple local community leaders and to listen to their suggestions for meeting the needs of the children of their community.</p> <p>The after school programs have specifically reached out to diverse youth, and one typical program has 61% free and reduced and 6% Hispanic participants in a school in which Hispanics make up only 2% of the population. The SAS's have also address disproportionality by ensuring that their presentations and activities are culturally sensitive and inviting to all students.</p> <p>The rural sites are addressing disproportionality through the lens of bullying and harassment. The Element 2 prevention coordinator has received requests from one rural district to provide resources and training to their staff regarding bullying. At the rural level, bullying impacts low SES children in disproportionate numbers.</p> <p>In addition, the grant evaluator is working with the largest district - Spokane Schools - to look more carefully at the rates of violence, dropouts, and failure among low SES students as compared to the general population.</p> <p>Objective status: making progress</p>	

MENTAL HEALTH

Overview: Contracts with the Regional Services Network and YFA Connections continue with carry –over funding providing for an extra FTE. Due to an overwhelming need, referrals were high and staff felt spread too thin. An extra FTE will allow for reduction of school case load size per position. The position is currently open and advertised by YFA Connections. Education for school and community members regarding the understanding and education of mental health issues also continues and is based on requests and area needs. Within a recent survey of teachers regarding school based mental health programs, of those who provided suggestions, 45% suggested increased presentation to staff about services and referral process. Currently, Project staff have met and received a commitment from SPS administration to apply through current district mental health licensing for increased dollars to support sustainability for continued mental health services for all project districts.

Objective 1	Performance Measure
Increase mental health services to students.	Increase mental health services to students by 10% in 2006 and 10% in 2007
See Section A: Making good progress.	
Objective 2	Performance Measure
Improve school and community understanding of mental health issues from baseline.	Improve school and community understanding of mental health issues from baseline as measured by SS/HS evaluation feedback forms and participant surveys.
<p>School-based MH Therapist started working on this objective right from their introduction into the school environment. It was quickly apparent from the type of referrals received that many school staff understood MH issues to be synonymous with behavioral issues. However, through personal contact with teachers and counselors, MH therapists are helping school personnel understand more about what type of services are appropriate for what types of issues encountered in the classroom. On an end of year survey, 45% of respondents suggested increased training for staff about mental health issues and referrals. In addition, 35% of respondents suggested that the therapists spend more time in the schools.</p> <p>Education of school staff has progressed from logistical considerations - weekly time schedules, referral forms, referral protocols - to more strategic considerations: how to provide the greatest amount of information in the shortest amount of time to the largest number of staff. Therapists are now sitting on school assistant teams and meeting with the administrative team of the schools. Although treatment space may still be an issue, in the majority of the schools acceptance and inclusion into</p>	

the student support process isn't. More than 300 staff members in three school districts received specialized training from the therapist during spring 06. In addition, therapists report monthly contact with 20 or more school personnel. All of these efforts are leading to increased awareness and knowledge of mental health implications for learning at the school level. The MH Therapist at this stage of implementation are setting goals around engaging community members in mental health awareness education. MH Therapists are learning to work within the school culture to connect with parents and community partners to promote mental health awareness. Some are doing this by collaborating with Element 5 after school specialists to provide MH education and information to both students and parents through after school activities or community events. The Element 3 advisory includes an active parent advocate who has provided good suggestions to the group as far as promoting mental health education. From the parent perspective, teachers need training, but parents also need encouragement and empowerment to advocate for their own children. Both of these strategies are targets for this coming school year. The MH Therapists have had unique opportunities to connect with parents because they are not tied to being in the school building a certain number of hours per day. This means that the therapists can visit parents in their homes and help them learn more about MH issues and implications, and also about what they can do to help their child, both in terms of interventions or behavior modifications and in terms of working with the school. As of June 06, 161 parents had been engaged in services of some sort, many for the very first time.

Objective Status: Making good progress.

Objective 3	Performance Measure
Improve services to under-served youth and families.	Improve services to under-served youth and families by 5% in 2006 and 2007 as measured by provider service records and therapists' activity logs.

This objective is being directly addressed by the protocols developed for this Element. The MH therapists have a priority of working with students who are non-medicaid eligible. The project has learned that there are two under-served population: those students who are non-medicaid eligible for whatever reasons, and whose parents do not have private insurance, and those students whose parent do have private insurance but who cannot afford to pay co-pays. Of 616 youth treated during the first six months of the intervention - Jan - June - 116 were referred to private providers or community agencies. Previous

estimates by school counselors indicated that at most 20% of referred children ever received services. Under this model, 100% of referred students are receiving some form of service.

Objective Status: Exceeding target.

EARLY CHILDHOOD

Overview: The early childhood group has moved quickly in choosing the DECA as a tool to assess early childhood and social and emotional needs in order to provide increased support and referrals for services for families in need. Ten accredited childcare facilities participated in a two day DECA training and are currently implementing the DECA. Recently, 7 local agencies, including mental health and district pre-school psychology departments attended the DECA-C training and are ready to implement. The early childhood community is now developing a local mentor model to provide further assistance in implementation and data information.

In addition, the early childhood facilitator position has coordinated information regarding parenting classes and support services for children (including infant and toddler age) and has provided this information through the SS/HS local website. This information is designed to be used by parents as well as school and childcare staff to access for referral purposes.

Objective 1	Performance Measure
Increase access of children birth through 5 to early childcare and education.	Increase referrals of birth through age 5 children to psychosocial services by 5% in 2006 and 2007 as measured by agency service records.
Objective 2	
Improve parent and caregiver understanding of positive parenting and family management that is culturally responsive.	Increase in number of parents participating in parenting classes by 10% from baseline as measured by surveys and training records.
Objectives 1 and 2 are being addressed through the coordination of community resources by the early childhood specialist hired in mid March, and by the leadership taken by the Element 4 Advisory group in putting forward a community-wide focus on using the DECA to connect child care providers with the schools. Referrals to psychosocial services as a grant target will take a large step forward with the DECA C training in Oct, when MH Therapists, clinicians, and school district psychologists come together around early learning for the first time. A common theme at many/most EC meetings is the lack of a common	

language between mental health and early childhood. It is believed that the DECA is an appropriate tool to address this need, as it looks at the child's environment in much the same way a mental health assessment might.

The Element 4 Advisory Group now includes key players in the county, region, and state. A member of the group sits on the state standards committee, and another member chairs the Regional Child Care Initiative. Washington State University, with its large early learning research project in the local area, is a member of the group, as are Directors from large centers such as St. Anne's and SPOC out of the Northeast Community Center. Together, these members are integrated into every child care initiative in the local or state area, and thus the discussions at the Element 4 Advisory have become comprehensive and far reaching.

The group recognizes that change will happen slowly in relation to objective number 1 - increasing psychosocial referrals. Funding is the biggest issue, as county mental health providers already have a 2 -3 month waiting list for families to get services. However, the Element 4 coordinator also attends the SS/HS Mental Health advisory meetings and is working with that group to integrate early childhood into their services.

The advisory group has also discussed Objective 2 at length - getting parents involved in parenting training. The Coordinator has brought together information in the form of a list of places that provide training and has made that available to the partners. The goal is for partners to have this resource available at their child care centers so that when parents do show a concern for learning something that will help them with their child, they have a ready list of contact information for various types of training. In summary, Element 4 is addressing its objectives in a realistic and straightforward manner after taking several months to bring together the persons capable of making an impact on early learning in this community and county..

Objective status: Making good progress

Objective 3	Performance Measure
Provide outreach to county pre-schools, childcare providers and early childhood programs.	Increase in number of child care providers receiving support for children in their care by 5% in 2006 and 2007.
See Section A	

YOUTH DEVELOPMENT

Overview: The After School Activities Program continues within all project middle schools during after school hours. Programming includes youth development activities in addition to leadership activities, homework help, science and math enrichment and a variety of literacy activities. A shift in programming has taken place with activities becoming focused on community and project based initiatives with activities designed by students. This change was based on a need to empower the students and support engagement and citizenship. All activity sites are also actively recruiting college students through service learning opportunities for both support for the After School Specialist and students. On-going training and professional development regarding youth development and culturally responsive programming continues through workshops and bi-monthly staff meetings.

Cheney and Riverside sites have established plans for sustaining program when grant funding expires through the Parent/Teacher Association and district dollars. Efforts for sustainability within other sites are being researched and efforts will continue. The Youth Development partnership has formed a steering committee to head up efforts for implementation of *Communities In Schools*. This effort has had difficulty with the establishment of a 501 3 (c) through existing agencies. Due to new and specific guidelines of *Communities In Schools*, these guidelines interfere with current 501 3 (c) operations. The steering committee is now researching application for a 501 3 (c) under the Youth Development Network. The partnership feels that dollars obtained from current committed businesses supporting *Communities In Schools* will sustain after school youth development programs.

Youth development Network partners are well established and an emphasis has been made to provide diverse youth activities for students during after school hours. The community is now meeting at a variety of diverse youth agencies to gather input from students regarding activity needs. On going efforts continue to identify and engage additional youth partners with an emphasis on organizations that serve at-risk youth. Please see attached list of partners (Appendix A).

Objective 1	Performance Measure
Improve integration and collaboration of services with schools and community and provide on-going professional development related to collaboration.	Increase community organizations participation in school activities from baseline as measured by school facilities use records and after school specialists activity reports.
See Section A	
Objective 2	Performance Measure

Align after school programs with community-based organizations' goals and outcomes.	District after school programs and community partners have common goals and procedures as measured by school-partner facility use agreements.
<p>Element 5 addressed this goal by aligning with the Spokane County Youth Development Network, a coalition of more than 40 community partners who provide on-going services to youth. During this reporting period, monthly full-group meetings and bi-weekly steering committee meetings have resulted in a movement to apply for a Community in Schools model to be implemented in Spokane. The application process has brought diverse partners together and will continue to encourage a wide range of representation. In addition, the Element 5 goals have been more narrowly interpreted during the spring and summer of 06. It was important that Youth and Community Specialists (YACS) build relationships with schools so that they could learn how to bring in community partners to offer activities for students. This has been accomplished, and the program has moved well beyond establishing school relationships to establishing relationships with community partners. More than 85 community partners provided activities during the last 8 months of this reporting period. That number is expected to increase in the future as schools learn to partner with community centers and other providers at which adults and students can get access when school bussing does not serve their transportation needs when attending after school programming.</p> <p>Objective Status: Making good progress.</p>	
Objective 3	Performance Measure
Integrate and develop partners within the local diverse community	Increase in diverse partners as measured by the Community partners membership/attendance rosters
<p>The Youth Development Network and Element 5 have recognized that the diverse community is not engaged with the majority of services being offered for children. To better understand the dynamics of this lack of engagement, the Network has planned to meet with Leaders of Color to learn about the barriers that exist for youth of color within the schools and community agencies. This follows a recent panel of Native American Students who gave input to the Network about their diverse needs and how they can be met. Attendance rosters from last fall and this reporting period show an increase in total numbers of agencies participating in the network but not an increase in the number of persons representing diverse cultures. Steps have been and will be taken to address this need.</p> <p>Objective status: Making good progress</p>	
Objective 4	Performance Measure

Create a cooperative agreement for access to free facilities use	Facility use policies that accommodate community partners using school facilities to promote youth development for all students as measured by an increase in cooperative agreements from baseline.
<p>This objective is just beginning to be addressed. Needs assessment data have been collected during this initial year by the Youth and Community Specialists, and the results have been taken to the Youth Development Network and the project advisory committee. One major issue in particular needs attention: the use of school facilities by community partners without requiring supervision by a school employee. There now exists a model service contract that allows for free facility use by partners, but only if a school employee is present. If a partner wishes to rent a facility, then no supervision is required. To address this issue, discussions have taken place about creating a structure that would provide training to partners along with coordination at the school level. These discussion are still at an early stage of development, because at issue is the legal liability of the schools.</p> <p>Objective status: Progressing</p>	
Objective 5	Performance Measure
Increase family utilization of community and school resources.	Increase in number of parents accessing school youth development services from baseline as measured by after school activity reports and community partner reports.
<p>The Element 5 Youth and Community Activity Specialists (YACS) have committed to providing one Family Night Out event per quarter at each school. This means that parents, in company with their youth, will have access on a regular basis to enrichments and educational activities that are designed to be both fun and informative. As these activities commence on a regular basis, the local evaluator will work with the YACS and others to assess the impact of the activities. At one site, the local school board has agreed to take on the opportunity, and it is hoped that this model will spread to other districts within the grant.</p> <p>Objective status: Progressing</p>	

POLICY & PROCEDURE

Overview: Element six is dispersed among all other elements. As policy and procedure issues arise within each element area, the element group responds. Specifically, the development and dissemination of a community wide safe school policies and procedures are being developed within element one. Community partners are currently establishing the needed information obtained through the Rapid Responder Program. From this gathering of information, the group will compare what is needed within each of the school and agency crisis response plans. All school crisis response plans have been collected and are ready to be reviewed.

Objective 1	Performance Measure
Establish and adopt safe and drug free policies and procedures district wide and across districts by May, 2005	100% of districts adopt safe school policies and procedures by May 2005 as recorded by school records or policy handbooks.
See Section A	
Objective 2	Performance Measure
Increase family and community participation in policy and procedure development	Increase by 10% the number of parent, youth, and community members participating on the Policy Committee by May 2006 as measured by meeting minutes and membership rosters.
<p>The Element 1 advisory group has recently moved in a new direction that will provide more support for the rural districts in the implementation of the Rapid Responder program, which is the kingpin for the development of a county wide response plan. The Element Liaison person has been instructed to focus specifically on helping rural districts complete the RR data entry, and then to coordinate with local responders to identify which components of the RR program are most pertinent to successful responses to a school crisis. It has been acknowledged that maintenance of the complete and comprehensive RR program is beyond the fiscal and personnel means of the districts. It has also been acknowledged that certain components of the program are critical for effective response to school crisis. To identify these critical components, grant personnel will work with first responders, school personnel, students leadership teams (developed through a different components of this grant) and parents and community members to identify how to best respond to different types of crisis within the individual communities.</p> <p>Objective status: Making progress</p>	

Spokane County SS/HS Project Overview

Overall goal

Goal	Objective(s)	Short-Term Strategies	Long-Term Strategies
Increase integration and collaboration of all partners across all goals and elements.	Increase integration and collaboration of all partners across all goals and elements.	Monthly meetings by all stakeholders in element group meetings, monthly meetings by advisory committee, and quarterly informational meetings for all community partners.	Establishment of partnerships between schools and community in all areas supported by this project.

Element 1

Goal	Objective(s)	Short-Term Strategies	Long-Term Strategies
Increase law enforcement and community involvement in assisting schools to create/maintain a safe environment	1: Expand state-wide safety mapping initiative to Elem. and Middle Schools with 100% of schools being mapped by Winter 2006 and 100% of buildings having a collaborative response plan by June, 2007	Utilize state model to train staff and bring together regional and county fire, police, and emergency management	Maintain yearly routine of Rapid Responder exercises including all partners trained in crises response in the schools, to include a yearly audit of personnel and individual exposure to training.
see above	2. Expand safety review process district level to county level with county-wide committees in place by Jan 07.	Establish and train to walk through processes that bring county responders on-site for tactical training	Create and maintain a county-wide collaborative safety committee that supports 1) safety reviews of all partnering school sites, and 2) inclusion of critical partners in the review process.
see above	3. Provide training for development of truancy boards or other restorative justice practices to decrease truancy by 10% in 2006 and 2007, with restorative practices in place by Winter 2006 and a decrease in drop-out rates of 10% in 06 and 07.	a. Adopt and adapt a successful local truancy board model as a beginning step b. include restorative justice practices as part of intervention at both individual and system levels	Implement truancy board model or other restorative practices county wide with partnering districts.
see above	4. Establish a county-wide crisis response team to be operational by Spring, 2007.	Utilize walk-through procedures to bring local responders together for tactical exercises	Create a county-wide response team by bringing together local responders to establish a protocol for responding and for maintaining a training/ updating annual schedule that includes all stakeholders.
see above	5. Establish a community-school resource liaison	Bring together county-wide responders to determine job description and duties of liaison position	Embed liaison position into school and community safety planning by using liaison as a coordinator for bringing together county and school personnel on an annual basis

Element 2

Goal	Objective(s)	Short-Term Strategies	Long-Term Strategies
Reduce the incidence of youth violent/ aggressive behaviors and reduce youth substance use in the school and community.	1. Reduce substance use in youth by 10% in 2006 and 2007.	Establish Student Assistance Programs in high schools	Adopt research-based curriculum or WA 9-step Student Assistance Program district-wide
	2. Improve understanding of the dangers of using alcohol or other drugs by increasing student perception of harm by 10% in 2006 and 2007.	Establish student assistance programs in all high schools and enhance assistance programs in middle schools.	Adopt research-based curriculum or WA 9-Step Student Assistance Program district-wide
	3. Reduce violent incidents in schools by 10% in 2006 and 2007.	a. Organize building and county wide prevention activities.	Integrate violence prevention strategies into Student Assistance Program.
		b. Develop youth advisory/leadership teams in each district	Integrate student advisory in prevention curricula
		c. Expand Re-entry program to include high school students expelled for violence.	Integrate high school re-entry program into student supports service of all districts
	4. Address disproportionality throughout grant period	Establish and conduct training agenda and schedule related to disproportionality	Integrate culturally sensitive guidelines into school disciplinary routines.

Element 3

Goal	Objective(s)	Short-Term Strategies	Long-Term Strategies
Increase and improve student and family access to and use of high quality mental health services.	Increase mental health services to all children by 5% in 2005, 10% in 2006, and 10% in 2007.	Establish school-based mental health services in all participating schools.	Integrate mental health services into student support services available for all students.
see above	Improve school and community understanding of mental health issues from baseline.	Provide prevention training to school staff and in the community.	Integrate mental health prevention and education practices into school and community understanding of student support services.
see above	Improve services to under-served youth and families by 5% in 2005, 2006, and 2007.	Implement services to non-medicaid eligible students and their families.	Initiate and coordinate efforts to create new ways to service children not eligible for Medicaid.

Element 4

Goal	Objective(s)	Short-Term Strategies	Long-Term Strategies
Improve outreach and identification of children birth through age five and provide culturally responsive training to increase family access and engagement to high quality early childhood psychosocial and emotional development services.	1. Increase access of children birth through age 5 to early childcare and education	1. Hire a early childhood specialist to identify existing services and gaps in services and coordination efforts and gaps in coordination efforts. 2. Coordinate increased awareness of the DECA and of support resources in Spokane County.	Coordinate available services to reach out to all families.
see above	2. Improve parent and caregiver understanding of positive parenting and family management that is culturally responsive	Complete an inventory of existing parenting education opportunities and identify gaps in services and audiences.	Increase awareness of and access to the community wide network of support classes available to parents and providers.
see above	3. Provide outreach to county pre-schools, childcare providers and EC programs.	Collaborate with county agencies to understand needs and protocols in providing services to childcare providers.	Create a link between county preschools, childcare providers, early childhood programs, and resources available in Spokane county.

Element 5

Goal	Objective(s)	Short-Term Strategies	Long-Term Strategies
Develop a community-wide infrastructure within and across districts to improve continued academic success, student engagement, and positive youth development for all students.	Improve integration and collaboration of services with schools and community and provide on-going professional development related to collaboration.	Collaborate with community networks to identify common goals and purposes and to identify needs around community participation in the schools	Create a collaborative network between schools and community agencies and resources/services to provide on-going community participation in the schools.
	Align after school programs with community-based organizations' goals and outcomes.	Integrate SS/HS Element with existing committee partnerships to build common understandings, goals, and expectations for after school programming.	Adopt a collaborative model of network development to provide on-going community participation in the schools.
	Integrate and develop partners within the local diverse community	Collaborate with community partners serving diverse youth to align goals and purposes and to identify opportunities for partnering	Integrate minority agencies and agencies service diverse students into the collaborative network to increase availability of serving diverse students in the schools.
	Create a cooperative agreement for access to free facilities use	Identify facility use issues and develop a forum for addressing these issues.	Adopt a collaborative model of network development to provide on-going community participation in the schools.
	Increase family utilization of community and school resources.	Collaboration between After School Specialists and community partners to engage parents in school activities that support all students.	Develop an on-going parent network that brings parents together with school and community services to support all students.

Element 6

Goal	Objective(s)	Short-Term Strategies	Long-Term Strategies
Create and align community-wide policy standards regarding safe schools and communities that address student, parent, school and community needs.	Establish and adopt safe and drug free policies and procedures district wide and across districts by May, 2005	Collect data that indicates gaps and needs around safe and drug free policies.	Establish an Inter-agency Policy Committee
See above		Assemble current policies for analysis around common procedures and policies	Develop and disseminate community wide safe school policies and procedures
See above		Recruit students, parents and community members for Inter-agency Policy Committee	Establish on-going partnerships between students, parents, and community around annual reviews of safety policies.
See above	Increase family and community participation in policy and procedure development	Recruit students, parents and community members for Inter-agency Policy Committee	Develop an orientation manual for non-school persons sitting on Policy Committee

Spokane Timeline by Element

Element	Major Players	10/06 - 3/07	4/07 - 9/07
Overall Goal: Increase integration of all elements	Element Leaders Community members Advisory committee	Begin to merge element meetings. Begin to map visually how project activities are addressing multiple element themes. Continue to integrate elements into wider community	Continue to merge element groups. Continue to integrate element activities into wider community.
Element 1: School safety and truancy prevention.	School - community safety liaison; Inter-agency safety committee; Truancy board process.	Continue walkthrough exercises and begin step 3 of Rapid Responder process.	Complete walkthroughs and complete step 4 of Rapid Responder process.
Element 2: ATOD and Violence prevention	Student assistant specialists; Re-Entry program personnel; prevention coordinators.	Expand student advisory to countywide level; work with schools to meet prevention needs identified by students; work with school to institutionalize using needs assessment data for decision making and for addressing disproportionality. Begin sustainability efforts for Re-entry program and for SAS positions.	Continue to expand student advisory to county level. Continue sustainability efforts.
Element 3: school based mental health services	MH Therapists; school counselors; Element 3 advisory; county MH providers	Increase education outreach for school staff and community. Connect with community MH providers to design sustainable services for the future.	Continue education outreach to school staff and community. Create proposals for continuing MH services in the schools.
Element 4: Early Childhood services.	Early Childhood Specialist; Element 4 advisory; county agency and providers	Continue to coordinate use of DECA as a communication tool between parents, providers, schools, and MH or other supports. Coordinate parent training related to needs identified through the DECA or other tools.	Work with agencies and providers to design a sustainable process for supporting care providers in communicating with schools and for receiving support for children in their care.

Element	Major Players	10/06 - 3/07	4/07 - 9/07
Element 5: Connecting Schools and Community	Youth and Community Specialists; Youth Development Network; Community in Schools movement	Provide access for community resources to work with students; continue work around CIS and complete application. Design process for connecting parents to school and to community resources around youth development.	Engage community resources in leadership roles in after school programming. Engage district wide student leadership teams to work with community partners. Develop sustainability agreements between community resources and schools.
Element	Major Players	10/06 - 3/07	4/07 - 9/07
6: Safe School Policies	Element advisory; School-community safety liaison; county wide safety review committee	Continue with walkthrough process. Begin bringing walkthrough teams together to form countywide safety review team. Bring parents and community members into review process.	Complete walkthrough process; Complete Rapid Responder training. Complete design of countywide safety review plan.