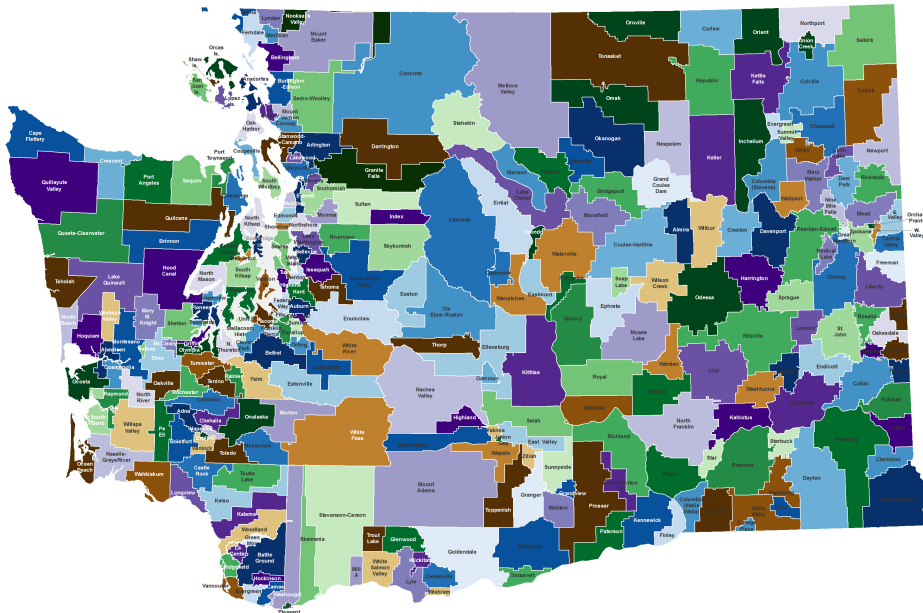


# WASHINGTON STATE (SM061861)

## YEAR 3 EVALUATION REPORT

October 2016 - September 2017

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*Connecting, Detecting, and Responding  
for the Mental Health and Wellbeing of Washington Students*

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- B. Positive Behavior Intervention and Support/Multi-Tiered Systems Framework Year 3 LEA Reports (3)
- C. Student Assistance Program: Project Success Year 3 Report – September 2016 - June 2017
- D. School-Based Mental Health Services Year 3 Report – September 2016 - June 2017
- E. School Climate Survey Tool
- F. 2017-2018 Coordination and Integration Plan (Revised 2017)
- G. Coordination and Integration Plan Revisions
- H. School Climate Survey District Comparison Report 2015-2017

## I. EXECUTIVE SUMMARY

### ***Connecting the Dots...***

In October 2014, the Office of Superintendent of Public Instruction (OSPI) was awarded a five-year Project AWARE (Advancing Wellness and Resilience in Education) grant from the Substance Abuse and Mental Health Services Administration (SAMHSA). OSPI serves as the lead agency for a consortium of three partner school districts (LEAs): Battle Ground Public Schools, Marysville School District and Shelton School District. The goals of the AWARE project are to: 1) Improve school climate and safety, 2) Increase access to mental health services, and 3) increase awareness of mental health issues. The project's ultimate purpose is to *advance wellness and resilience in education* for youth and families by improving access to mental health prevention supports, connecting children and youth with behavioral health issues to needed services, and increasing mental health literacy through training and promotion. The following provides a brief overview of the key findings aligned with the project's goals and objectives as outlined in the 2016-2017 Coordination and Integration Plan.

Project AWARE LEAs are addressing social, emotional, and behavioral (SEB) issues utilizing the MTSS/PBIS framework. The framework assumes that school-based program SEB services and supports are comprehensive and provide a full array of services across a continuum of tiered supports. Specifically, there are: (1) universal programs and curriculum that all students receive; (2) selective services for at-risk students; and (3) indicated services for individual students in need of more intensive treatment. Services and strategies are evidence-based, guided by families and youth, and build upon existing school programs and services. Purposeful partnerships are established between the school and community to ensure effective service delivery. In doing so, school-based health staff work in tandem with community-based partners to provide a continuum of necessary services and supports to meet the needs and growth of children across the tiers of functioning. As such, the full range of needs are designed to meet the needs of the whole child and to address both academic and non-academic barriers to learning. Research indicates that when students with social, emotional, and behavioral needs receive appropriate support and intervention, positive educational outcomes are increased, school climate and safety are improved, mental health awareness is increased, and stigma is reduced. The following key findings demonstrate achievements toward stated project goals and objectives.

### **A. KEY FINDINGS**

#### **GOAL 1: Improve School Climate and Safety**

Findings demonstrated that the project was making exemplary progress toward the achievement of the stated objective to address school climate and safety. Both SEA and LEA partners were increasing capacity to address social, emotional, and violence prevention efforts. This was evident in the continued implementation of the MTSS/PBIS framework, with considerable positive progress having taken place at both the SEA and LEA levels. Moreover, this progress was underscored at the SEA level with changes in policy and practices related to disparate discipline policies, practices, and procedures. This has included the development and launching of an interactive online data dashboard. The online platform includes interactive worksheets, charts, and animations at state and district levels to help measure performance and support data-informed decision making.

Across LEA districts, sites were working to incorporate the routine review of discipline data to ensure that discipline practices were fairly enforced across all subgroups of students. Findings further showed that all districts were realigning discipline policies and practices to meet the legislative mandate to

change the use of long-term suspensions and expulsions related to specific disciplinary actions. In fact, discipline rates, in the Battle Ground site, declined by 50% as compared to baseline. However, rates in both Marysville and Shelton remained stable. On a more positive note, among elementary schools in the Shelton School District, implementing the PAX Good Behavior Game, discipline referrals in the 2016-2017 school year declined 44% to 64% as compared to the previous school year.

In general, the project made mixed but promising progress regarding changes to student substance use behaviors. Program data indicated that the targeted LEA sites implemented the Project SUCCESS model during the school year, in the targeted middle, junior and high schools, including the conduct of universal, selective, and indicated activities. Characteristics of students enrolled in program services provided evidence that, for the most part, these programs were appropriately targeting students at highest risk of initiating or currently using substances. Overall, findings from program data demonstrated reductions in past 30-day alcohol use, slightly below anticipated levels, with a 21% reduction noted for recent alcohol use – below the targeted 25% reduction. On a more positive note, reductions in past 30-day marijuana use demonstrated a 20% decline among active users as compared to program entry program-wide, thus, meeting the targeted 20% reduction. For both objectives, at the LEA level, achievement of these objectives was mixed across program sites. The sites did not meet the objective to improve school engagement among these youths.

School climate indicators showed mixed but positive progress as well. Because all LEAs were at varying levels of implementation of the MTSS/PBIS framework and corresponding supports, such as implementation of evidence based practices aimed at improving social emotional learning, behavior, relationships, and overall school climate, changes in the Student-Student Relations subscale scores were mixed but showed promise for improvement. Similarly, Bullying Scale scores across sites were relatively low, with Total scores mostly stable across the three survey periods. Self-reported incidents of bully victimization declined slightly across project sites from baseline. The final measure, the Total School Climate scale score, improved in two of the districts, while remained steady in Shelton, as compared to baseline. These demonstrate some level of improvement in school climate across LEAs.

### Stages of Implementation

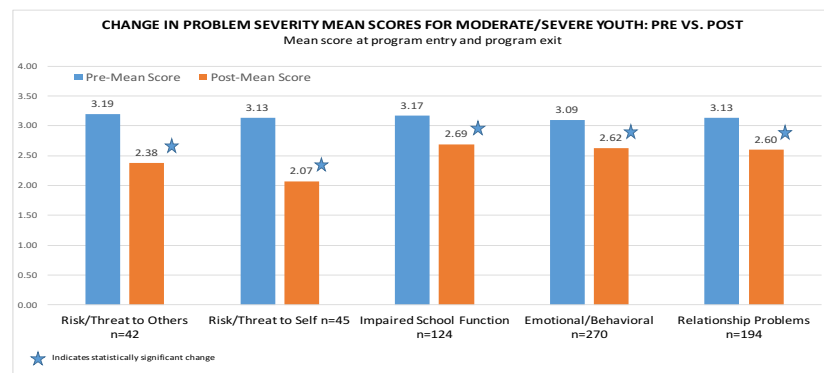
Focus	Stage	Description
Should we do it!	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it better!	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

### GOAL 2: Increase Access to Mental Health Services

In general, findings demonstrated that Washington's Project AWARE initiative made immediate and substantial progress toward the achievement of objectives aligned with the goal to increase access to mental health services at both the SEA and LEA levels. A considerable amount of progress has been made to improve access to mental health services, and to reduce stigma at the state level. In large part, this focused on the expansion of the Mental Health & High School (MH&HS) Curriculum to districts and schools across the state. During the reporting year, 14 MH&HS Training of Trainers were offered with over 100 instructors trained in the delivery of this classroom-based curriculum. To date, over 1500 students and 138 teachers and education staff across 69 districts have been trained in the program statewide.

Equally important was continued delivery of school-based mental health services within the three targeted LEAs. Findings indicated that as a result of Project AWARE, student access to school-based mental health services increased and barriers were reduced across sites for the second project period. Overall, 781 students were referred to school-based mental health services, 354 enrolled in school-based services project-wide – with approximately 45% *more* youth served than anticipated project-wide (354 vs. 245, target). The number of students referred demonstrated a continued clear and persistent need for school-based mental health services in these districts. To date, 503 students have been referred to school-based services project-wide.

Of the 354 students enrolled in the program, 203 (57%) students were served in Battle Ground Public Schools, 94 (27%) were served in Marysville School District, and 57 (16%) were enrolled in services in Shelton School District. At the individual student level, findings indicated statistically significant clinical improvements as compared to program entry. Results also demonstrated that, in general, highest risk students reduced their levels of risk from 36% to 69% across identified areas of concern – thus achieving the targeted objective (a 20% reduction). Across sites, positive results were also demonstrated, although, there was some variation in program effectiveness among groups of students by problem behavior.



Program findings also demonstrated that implementation of school-based mental health services did, in fact, result in an increase in the number of students referred to and engaging in community-based mental health services. Data showed that 97 (72%) of the 135 students referred to community-based mental health services – across program sites – received some level of care as a direct result of Project AWARE services.

### GOAL 3: Increase Awareness of Mental Health Issues

Findings demonstrated the project made positive progress toward the stated objectives to increase awareness of mental health related issues statewide, as well as within the targeted LEA districts and their surrounding communities. The ESD 112 YMHFA Lead has coordinated efforts in the Seattle/King County region to partner with and mentor the King County implementation team, assisting them in setting up a Youth instructor training and developing an implementation plan to deliver Youth and Adult trainings countywide.

At the LEA level, LEA Leads worked with school and community partners to organize YMHFA trainings, with these offered as per the training plan. Overall, 864 individuals were trained as “first aiders” statewide as a direct result of Project AWARE funding. Additionally, the project achieved its training objective aligned with increasing the number of individuals (both mental health workforce and non-mental health workforce individuals) certified as YMHFA Instructors, with 13 instructors trained statewide, including 10 LEA level instructors. In addition, use of carryover funds allowed the project to expand capacity and to deliver the adult version of the training, with 14 instructors trained in August. Plans were in place to continue offering MHFA trainings during grant years 4 and 5.

It is one thing to train individuals in the identification of youth at risk of mental health issues, yet another to ensure that youth in need seek out and get the needed support. To that end, the project sought to increase the number of school-aged youth referred to supportive services by a YMHFA first aider. According to project records, the project met and exceeded the yearly target for the second year in a row, referring a total of 1,233 youth to mental health or other related services, nearly two times the Year 3 target (665 youth).

Finally, results indicated that the project was making positive progress to improve stakeholder capacity to effectively respond to students' mental, social, emotional, and behavioral needs during the reporting period. This was evidenced by the number of technical assistance and training offerings held at both the SEA and LEA levels, with nearly 70 such sessions conducted. Participants included district administrators, classroom teachers, school counselors/psychologists, other district and school staff, parents, and community members.

#### **Story from the Field**

*A student succumbed to suicide this last month and I was working with the district in providing grief support services to those who were affected by the loss of their friend. My YMHFA training really helped me open up the conversations and build bonds with the students that were grieving and struggling to wrap their heads around the loss of their friend. Having that training enabled me to build trust and bond with the students in their time of need, and is helping get the conversation going about suicide and how to help those in need.*  
-YMHFA First Aider

### **B. Key Lessons Learned and Recommendations**

Throughout this 3<sup>rd</sup> program year, a number of lessons stand out, with these, in part, echoing lessons from the previous project period. These include:

Readiness and Buy-In Matters: Development of a referral system, as well as implementation of school-based behavioral health services, requires extensive planning and collaboration among key stakeholders. Ensuring that school staff fully understand the who, what, when, where, why and how of school-based services is essential to implementation and sustainability. By increasing awareness of program services (including confidentiality), providing training related to identification of signs and symptoms of behavioral disorders, and training staff on the referral process, problems are reduced upfront and improve service accessibility over the long-run.

Dosage/Intensity Matters: Keeping students engaged in services and ensuring a sufficient dosage/intensity of services are an important factor of success. Program findings indicated that among youth participating in Student Assistance Program services, those with higher levels of engagement reported greater reductions in substance use for both alcohol and marijuana as compared to low dosage participants.

Collaboration Matters: Linking students and families to community-based mental health service providers requires initial planning. School-based staff need to have knowledge of community-based mental health resources in order to provide accurate information. In addition, school and community-based staff need to establish working relationships with each other, as well as develop and implement effective communication strategies. In doing so, challenges regarding confidentiality are reduced and information sharing is improved.

Communication Matters: Ensuring lines of communication are open and that a feedback mechanism exists ensures that all parties are heard and that problems are solved in a thoughtful and meaningful manner.



The following recommendations are made to guide programming efforts and to increase the likelihood that the program will continue to make positive progress toward the attainment of identified objectives and targeted indicators during the 2017-2018 school year.

***MTSS/PBIS:***

- 1) Leadership: Ensure strong and continuous district leadership for the continued implementation of PBIS, with a focus on the delivery of developmentally and culturally appropriate evidence-based practices for Tier 2 and Tier 3 services.
- 2) Integrated Systems Framework (ISF): Adopt the ISF framework, as appropriate, working towards the intentional layering of student supports in a multi-tiered framework to impact both academic and non-academic barriers to learning.
- 3) Fidelity: Continue to focus on implementation fidelity, per standard practices.

***Student Assistance Program:***

- 1) Continue to focus efforts to ensure that the program is strongly aligned with the Project Success model, including the following prevention principles (Moorehouse nd., pp. IN 3-4):
  - a. Increasing perception of risk of harm.
  - b. Changing adolescents' norms and expectations about substance use.
  - c. Building and enhancing social and resistance skills.
  - d. Changing community norms and values regarding substance use.
  - e. Fostering and enhancing resiliency and protective factors, especially in high-risk youth.
- 2) Continue to focus program efforts on providing services to students at high risk of initiating, escalating or harmfully involved in substance use;
- 3) Establish strong referral pathways in collaboration with school administrators and other school staff, including school counselors and classroom teachers, to identify and refer program participants, especially those students at risk of or using substances;
- 4) Provide P/I staff with additional professional development opportunities to increase knowledge of ATOD prevention techniques and theory, and to improve ATOD screening skills as a means of ensuring students enrolled are appropriately placed in targeted intervention services;
- 5) In group and individual sessions, staff should purposefully address academic performance (e.g., grades and attendance) with students, and monitor and follow up on these throughout program engagement;
- 6) Ensure a higher percentage of students engage fully in program services, including receiving a minimum average of three hours of direct services monthly;
- 7) Develop appropriate and relevant materials (e.g., age, gender, culture) to ensure engagement of all youth. Program findings indicated that services to specific groups of participants (e.g., males and high school-aged youths) were less effective; and
- 8) Continue to routinely monitor the program for quality and adherence to program fidelity.

### ***School-Based Mental Health Services***

- 1) Referral Systems: Continue to provide awareness trainings to school staff about behavioral health issues and school-based mental health services, as well as the referral process, including how to complete and submit the referral form.
- 2) Direct Services: Continue to work with staff to address access barriers to close the gap between time of referral and time of first contact.
- 3) Accessibility: Work with school and program staff to identify access barriers related to service enrollment. Specifically, ensure characteristics of students enrolled in program services reflect the overall student population (e.g., identify areas of disproportionality and ensure access is not limited by linguistic/cultural barriers.).
- 4) Effectiveness: Review program findings with mental health staff specifically related to effectiveness of services by student groups. Brainstorm ideas to improve program impacts as applicable, including an emphasis on improving developmentally, culturally, and gender-appropriate services.
- 5) Community-based Engagement: Improve data collection practices/protocols to ensure a higher likelihood of capturing completed data on students referred to and engaged in community-based mental health services.
- 6) Adult Mental Health Supports: Dedicate resources to address the primary and secondary trauma needs of adults in the education system who may be impacted by stressful or traumatic events.

### ***SEA Level:***

- 1) MTSS/ISF Framework: Continue to support the expansion and implementation of the MTSS/ISF framework through training and technical assistance offerings.
- 2) Workforce Development: Continue to work with partner stakeholder agencies to address the workforce development gap as a means of increasing the quality and quantity of persons transitioning into the behavioral health field.
- 3) Social, emotional learning: Continue to build capacity at the state and local levels to address the social, emotional, and behavioral health needs of students through training and technical assistance offerings.
- 4) Communication and Collaboration– Establish a strong communication strategy between OSPI, the SEA Coordinator, and the LEAs to ensure a meaningful exchange of information about project progress across levels. Additionally, work in collaboration at the SEA and LEA levels to develop a strategy to increase awareness of project implementation statewide, including the MTSS/PBIS framework, project-level outcomes and lessons learned.
- 5) State Management Team: Realign the SMT structure with representatives from stakeholder agencies who are engaged in and charged with overseeing the project and its outcomes per the Coordination and Integration Plan.

### **C. Status of Implementation to Date**

In general, the project was on track for the implementation of project activities and strategies as outlined in the 2016-2017 Coordination and Integration Plan. However, there one was area in which barriers and challenges inhibited full implementation. These included the continued reconfiguration of the State Management Team, a group that has yet to be formally established and maintained throughout the project period. As such, activities at the SEA level relating to the SMT have been delayed.

All other major activities outlined in the Coordination and Integration Plan were underway and on track at the close of the 2016-2017 project year.

#### **D. Status of Project Evaluation to Date**

The purpose of the evaluation was to systemically assess the ongoing status of Project AWARE by providing timely information for creating strategic plans, measuring progress, and keeping the project focused on the overall objectives. Throughout the project period, the evaluation team provided regular updates on process and outcome data as these became available, and communicated findings to the SEA and LEA Leads, and to local CMT's to create a results-based feedback loop. Brief monthly data reports were generated and shared with the SEA Coordinator and Project Leads specific to the service delivery components such as Mental Health Referral data reports, Student Assistance Program data reports, and YMHFA data reports. These brief reports included information related to process measures to assure that the project was on task to reach identified targets and allowed for mid-course correction and planning as appropriate. In addition to these monthly reports, the evaluation team provided district and building-level results reports for the School Climate Survey, selected Healthy Youth Survey indicators, and conducted on-site presentations of these data to each of the LEA CMTs. These results were used to develop school improvement plans related to school climate and culture in each of the LEA sites.

## II. IMPLEMENTATION OF THE EVALUATION PLAN

### A. Brief Overview of Evaluation Design

The evaluation plan was carefully designed around the project's overarching mission: To increase mental health supports through state and local collaboration to (1) improve school climate and safety; (2) improve access to mental health services for children and youth; and (3) increase awareness of mental health issues. The evaluation planning process was embedded in the processes undertaken for the completion of the Comprehensive Coordination and Integration Plan (C&I Plan). Thus, as the C & I Plan began to be fleshed out, project partners worked simultaneously to design a meaningful evaluation plan. Project partners at the SEA and LEA levels recognized that evaluation is an integral component of project implementation.

The purpose of the evaluation was to systemically assess the ongoing status of Project AWARE by providing timely information for creating strategic plans, measuring progress, and keeping the project focused on the overall objectives. As such, the proposed evaluation design took a two-pronged approach:

- 1) Assessment of progress toward stated goals and objectives (outcome evaluation); and
- 2) Assessment of the implementation of, and fidelity to, the overall project design at the SEA and LEA levels (process evaluation).

The strength of this design allowed us to: a) deliver an outcome evaluation that supported clear statements regarding the effectiveness of the overall project; and b) closely monitor fidelity of the implementation of project services. The evaluation design made use of the differing strengths of quantitative and qualitative methods that ultimately yielded data to inform and improve program practices. The use of multiple methods (e.g., surveys, administrative data, interviews) strengthened the evaluation by increasing the reliability of the data and presented a more accurate picture of outcomes than would be possible by using a single method.

Outcome data were summarized and analyzed by the evaluation team. Four types of analyses were used to analyze program outcomes. First, descriptive statistics were calculated to determine the minimum, maximum, mean, and standard deviation for all numerical values. Second, frequency distributions were conducted to analyze the nominal data and report frequencies of all demographic data. Third, chi-square analyses were utilized when appropriate to determine whether differences in dichotomous data (i.e., yes / no) were statistically significant. Finally, in cases where pre- and post- data were available, paired-sample *t*-tests were conducted to determine whether changes from pre-test to post-test were statistically significant. We used a pre-experimental (pretest/posttest) design, as appropriate. As such, the level of supports provided to enrolled participants was used as the principal independent variable for analysis. Although this is the least rigorous of evaluation designs for establishing causal links between program activities and outcomes, findings can be used to indicate if the program is making a difference on targeted outcomes. (For additional details regarding the Evaluation Design see Project AWARE Evaluation Logic Model– Appendix A).

During the reporting year, the evaluation team served as advisors, routinely collaborating with project partners in all aspects of the project process – planning, implementation, and sustainability. Going forward, the evaluation team will implement the data gathering and reporting infrastructure, as appropriate, in a manner that incorporates contributions of youth and families, and we will do so within the context of culturally competent evaluation practices.

## **B. Implementation of and Modifications to Design**

Despite the breadth of the project and evaluation design, the evaluation team was largely successful in the conduct of the project evaluation. Only minor modifications were made to the evaluation design and data collection methods during the 2016-2017 project year, with these mainly to clarify data collection methods in an effort to ease the burden of reporting by service providers. For example, the evaluation team established online data collection systems for the YMHFA and school-based mental health program components. Data are collected and reported monthly with easy access to online data reports.

Minor modifications, mostly related to clarifying the use of EBPs to achieve project objectives were incorporated into the CIP for the 2017-2018 project year. Steps have been taken to ensure the evaluation plan is aligned with these changes. In addition, changes were made to the distribution and collection strategies for the brief YMHFA survey due to the continued low response rates. In July, the response rate to the Washington State Project AWARE YMHFA Survey of Support was 6% -- down from a high of 90% during the first reporting period (February-August, 2015). In addition, feedback received from YMHFA participants and trainees indicated that the expectation to respond to a monthly e-mail survey for the duration of the Project AWARE grant was off putting (and unrealistic). As a result, trainers have been hesitant to communicate this requirement due to the reaction from trainees. Moreover, the SEA YMHFA Coordinator has expressed concerns that participants' annoyance with the number and duration of the email survey is counterproductive to the promotion of YMHFA trainings across the state. In an effort to increase the survey response rate, as well as to reduce the survey burden and fatigue on YMHFA trainees, we propose the following change to our data collection protocol.

Beginning October 1, 2017, we implemented a data collection protocol based, in part, on the National Evaluation model. Four quarterly surveys will be conducted of YMHFA participants for one year. For example, all YMHFA first aiders trained during the period October- December 2017, will receive an email survey at the beginning of January 2018. The brief survey, will ask participants:

"In the past 90 days (or since the date of your YMHFA training), indicate the number of youth you used the practical application of the ALGEE model for support seeking?"

"Of those youth, how many did you encourage to seek out appropriate professional help and/or encourage seeking out self-help or other support strategies (such as school guidance counselor, school psychologist, mental health counselor, substance abuse treatment provider, social worker, nurse, group counseling, a national crisis hotline telephone number, a local hospital, clergy and pastoral counselors, or local support groups)?"

This cohort would receive a similar brief survey in April, July, and October 2018, after which they will have fulfilled their data obligation to Project AWARE and will no longer be asked to report referrals. As trainings occur, on a quarterly basis, a new cohort would be formed and this process will be repeated until the end of the grant cycle in September 2019. By implementing this modified protocol, we anticipate an increased response rate, a reduction in survey fatigue, and an overall better reflection of the positive impacts YMHFA is having on the youth in our communities.

### **IRB Statement**

The project is exempt from the IRB process as information obtained through the evaluation does not contribute to generalizable knowledge. Rather, data are used for the purposes of improving program practices, monitoring the effectiveness of the program, and assessing progress toward achieving the stated goals and objectives. No individually identifiable private information is collected as part of the evaluation process by the local evaluation team.

### III. PERFORMANCE MEASURE REPORTING: GPRA and SPARS IPP measures

<b>SPARS Measure TR1</b>	The number of individuals who have received training in prevention or mental health promotion.					
<b>AWARE SEA Measure</b>	The number of individuals who were trained as MHFA or YMFHA <b>First Aiders</b> during each reporting period.					
	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Total</b>	<b>Narrative Description</b>
<b>Washington State</b>	58	168	156	194	<b>583</b>	The project aim at the SEA level is to train 450 individuals as YMFHA First Aiders each year of the project. Data indicate the project met and exceeded this goal. Overall, 583 adults were trained statewide in YMFHA as First Aiders during this reporting period.
<b>Battle Ground Public Schools</b>	12	37	17	21	<b>87</b>	The project aim at the LEA level is to train 125 individuals as YMFHA First Aiders each year of the project. Data indicate the site fell short of this goal. Overall, 87 adults were trained in BGPS in YMFHA as First Aiders during this reporting period.
<b>Marysville School District</b>	15	27	73	13	<b>128</b>	The project aim at the LEA level is to train 125 individuals as YMFHA First Aiders each year of the project. Data indicate the site met and exceeded this goal. Overall, 128 adults were trained in Marysville School District in YMFHA as First Aiders during this reporting period.
<b>Shelton School District</b>	17	23	39	29	<b>108</b>	The project aim at the LEA level is to train 125 individuals as YMFHA First Aiders each year of the project Data indicate the site fell short of this goal. Overall, 108 adults were trained in Shelton in YMFHA as First Aiders during this reporting period.

Quarter 1 (Oct-Dec), Quarter 2 (Jan-Mar), Quarter 3 (Apr-Jun), Quarter 4 (Jul-Sep)

<b>SPARS Measure TR1</b>	The number of individuals who have received training in prevention or mental health promotion.			
<b>AWARE SEA Measure</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Project Total To Date</b>
<b>Washington State</b>	464	685	583	1,732
<b>Battle Ground Public Schools</b>	168	224	87	479
<b>Marysville School District</b>	154	144	128	426
<b>Shelton School District</b>	61	134	108	303
<b>Total</b>	<b>847</b>	<b>1,187</b>	<b>906</b>	<b>2,940</b>

<b>SPARS Measure WD2A</b>	The number of people credentialed and/or certified to provide mental health related practices that are consistent with the goals of the grant.					
<b>AWARE SEA Measure</b>	The number of adults who <b>ARE in the mental health workforce</b> at both the SEA and LEA levels who were certified as MHFA or YMHFA <b>Instructors</b> during each reporting period.					
	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Total</b>	<b>Narrative Description</b>
<b>Washington State</b>	3	0	0	0	<b>3</b>	The project aim is to train a total of 6 TOT SEA YMFHA Instructors in year 1 and to maintain 6 each year of the grant period.
<b>Battle Ground Public Schools</b>	1	0	0	0	<b>1</b>	The project aim is to train a total of 3 TOT LEA YMFHA Instructors annually throughout the grant period. The site met the objective.
<b>Marysville School District</b>	5	0	0	0	<b>5</b>	The project aim is to train a total of 3 TOT LEA YMFHA Instructors annually throughout the grant period. The site met the objective.
<b>Shelton School District</b>	1	0	0	0	<b>1</b>	The project aim is to train a total of 3 TOT LEA YMFHA Instructors annually throughout the grant period. The site maintains a total of X trainers.

Quarter 1 (Oct-Dec), Quarter 2 (Jan-Mar), Quarter 3 (Apr-Jun), Quarter 4 (Jul-Sep)

<b>SPARS Measure WD2B</b>	The number of people credentialed and/or certified to provide mental health related practices that are consistent with the goals of the grant.					
<b>AWARE SEA Measure</b>	The number of adults who <b>ARE NOT in the mental health workforce</b> at both the SEA and LEA levels who were certified as MHFA or YMHFA <b>Instructors</b> during each reporting period.					
	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Total</b>	<b>Narrative Description</b>
<b>Washington State</b>	0	0	0	0	<b>0</b>	The project aim is to train a total of 6 TOT SEA YMFHA Instructors in year 1 and to maintain 6 each year of the grant period.
<b>Battle Ground Public Schools</b>	3	0	0	0	<b>3</b>	The project aim is to train a total of 3 TOT LEA YMFHA Instructors annually throughout the grant period.
<b>Marysville School District</b>	0	0	0	0	<b>0</b>	The project aim is to train a total of 3 TOT LEA YMFHA Instructors annually throughout the grant period.
<b>Shelton School District</b>	0	0	0	0	<b>0</b>	The project aim is to train a total of 3 TOT LEA YMFHA Instructors annually throughout the grant period.

Quarter 1 (Oct-Dec), Quarter 2 (Jan-Mar), Quarter 3 (Apr-Jun), Quarter 4 (Jul-Sep)

<b>SPARS Measure WD2A &amp; WD2B Combined</b>	The number of adults at both the SEA and LEA levels who were certified as MHFA or YMHFA <b>Instructors</b> during each reporting period.			
<b>AWARE SEA Measure</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Project Total To Date</b>
Washington State	10	10	17	<b>37</b>
Battle Ground Public Schools	4	3	4	<b>11</b>
Marysville School District	3	4	5	<b>12</b>
Shelton School District	3	3	1	<b>7</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>27</b>	<b>67</b>

<b>SPARS Measure R1</b>	The number of individuals referred to mental health or related services.					
<b>AWARE SEA Measure</b>	The number of school-aged youth referred by an SEA or LEA MHFA or YMHFA Instructor or First Aider to mental health or related services during each reporting period.					
	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Total</b>	<b>Narrative Description</b>
Washington State*	129	87	141	75	<b>432</b>	Participants of Project AWARE sponsored YMHFA trainings are sent a brief online survey, monthly, to assess progress toward the achievement of the objective. To better understand how certified First Aiders and/or Trainers “refer” youth to supportive services the survey tool is built around the premise of the ALGEE Model. Surveys were distributed monthly with 1,332 surveys received during the reporting period. The project goal was to increase by 20%, annually, from baseline (462 youth, 2014-15) to the end of the project, the number of youth referred by a YMHFA Instructor/First Aider. The Year 3 target was 665. The project met and exceeded this goal, referring total of 1,233 school aged youth to mental health or other related services.
Battle Ground Public Schools	117	212	139	60	<b>528</b>	
Marysville School District	87	99	58	11	<b>255</b>	
Shelton School District	5	5	7	1	<b>18</b>	

Quarter 1 (Oct-Dec), Quarter 2 (Jan-Mar), Quarter 3 (Apr-Jun), Quarter 4 (Jul-Sep)



<b>SPARS Measure R1</b>	The number of school-aged youth referred by an SEA or LEA MHFA or YMHFA Instructor or First Aider to mental health or related services during each reporting period.			
<b>AWARE SEA Measure</b>				
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Project Total To Date</b>
<b>Washington State</b>	253	620	432	<b>1,305</b>
<b>Battle Ground Public Schools</b>	46	508	528	<b>1,082</b>
<b>Marysville School District</b>	56	294	255	<b>605</b>
<b>Shelton School District</b>	101	111	18	<b>230</b>
<b>Missing</b>	6	0	0	<b>6</b>
<b>Total</b>	462	1,533	1,233	<b>3,228</b>

<b>GPRA 1</b>	The total number of school-aged youth served as a result of implementing strategies identified in the SEA comprehensive plan.	
<b>AWARE SEA Measure</b>	The total number of students (i.e., total student population) being served by the LEA.	
	<b>Total Student Population (grades K-12)*</b>	<b>Narrative Description</b>
<b>Battle Ground Public Schools</b>	Estimated enrollment Battle Ground Public Schools 2016-2017 = 13,498	Project AWARE program services continue to be implemented across the Battle Ground School District, serving the 13,498 youth enrolled in the district.
<b>Marysville School District</b>	Estimated enrollment in Marysville School District 2016-2017 = 11,185	Project AWARE program services continue to be implemented across the Marysville School District, serving the 11,185 youth enrolled in the district.
<b>Shelton School District</b>	Estimated enrollment in Shelton School District 2016-2017 = 4,433	Project AWARE program services continue to be implemented across the Shelton School District, serving the 4,433 youth enrolled in the district.

\*Total School District population in each LEA. Source: OSPI, May 2017

<b>GPRA 2</b>	The total number of school-aged children who received school-based mental health services.				
<b>AWARE SEA Measure</b>	The total number of students receiving school-based mental health services will increase to 10% from baseline (0, 2014-15) in each LEA as measured by tracking forms and program records <i>by the end of the grant period</i> .				
	<b># of students who received school-based mental health services</b>	<b>Total Student Population*</b>	<b>Year 3 Target</b>	<b>% of Target Met</b>	<b>Narrative Description</b>
<b>Battle Ground Public Schools</b>	203	13,498	125	162%	Battle Ground Public Schools set a target of serving 125 youth with school-based mental health services during the 2016-17 school year. The site exceeded their target, enrolling a total of 203 youth in school-based services.
<b>Marysville School District</b>	94	2,600	90	104%	Marysville School District set a target of serving 90 youth with school-based mental health services during the 2016-17 school year. The site exceeded their target, enrolling 94 youth in school-based services.
<b>Shelton School District</b>	57	2,403	30	190%	Shelton School District set a target of serving 30 you with school-based mental health services during the 2016-17 school year. The site exceeded their target, enrolling a total of 57 you in school-based services.

\*Total School Population is based upon *targeted schools* in which SBMH services were delivered. Source: OSPI, May 2017. Battle Ground = All Schools. Marysville = Getchell Campus, Tulalip Campus, Totem Middle School. Shelton = My. View Elementary, Oakland Bay Jr. High, Shelton High School.

<b>GPRA 3</b>	The percentage of mental health service referrals for school-aged youth, which resulted in mental health services being provided in the community.				
<b>AWARE SEA Measure</b>	The number of students referred for community-based mental health services (CBMHS) which resulted in services being provided in the community will increase to 5% in each of the targeted LEAs as compared to baseline (0%, 2014-2015) <i>by the end of the grant</i> as measured by tracking forms and program records.				
	<b># of students referred for community-based mental health services</b>	<b># of students referred that resulted in mental health services being provided in the community</b>	<b>Project Target by Sept. 2019</b>	<b>% of Target Met Yr. 3</b>	<b>Narrative Description</b>
<b>Battle Ground Public Schools</b>	81	74	185	40%	Eighty-one youth were referred to CBMHS in Battle Ground, with 74 enrolling in services. The project end target in Battle Ground is 185 youth enrolled in CBMHS. The site continues to make progress toward this objective.
<b>Marysville School District</b>	38	16	200	8%	Thirty-eight youth were referred to CBMHS in Marysville, with 16 enrolling in services. The project end target in Marysville is 200 youth enrolled in CBMHS. The site continues to make progress toward this objective.
<b>Shelton School District</b>	16	7	35	20%	Sixteen youth were referred to CBMHS in Shelton, with 7 enrolling in services. The project end target in Shelton is 30 youth enrolled in CBMHS. The site continues to make progress toward this objective.

*NOTE: It is likely that a larger number of students within each of the targeted districts were referred to and engaged in community-based services than were reported here. For example, others within the school system (e.g., school counselor) may have made referrals to community-based providers, but this information was not captured and/or reported to the evaluation team.*

<b>GPRA 3</b>	The percentage of mental health service referrals for school-aged youth, which resulted in mental health services being provided in the community.			
<b>AWARE SEA Measure</b>	The number of students referred for community-based mental health services which resulted in services being provided in the community will increase to 5% in each of the targeted LEAs as compared to baseline (0%, 2014-2015) <i>by the end of the grant</i> as measured by tracking forms and program records.			
	<b>TOTAL # of students referred that resulted in mental health services being provided in the community</b>	<b>Project Target by Sept. 2019</b>	<b>Year to Date % of Target Met</b>	<b>Narrative Description</b>
<b>Battle Ground Public Schools</b>	114	185	62%	To date, Battle Ground Public Schools has enrolled 114 youth in community-based mental health services, 62% of the project end target for this site.
<b>Marysville School District</b>	27	200	14%	To date, Marysville School District has enrolled 27 youth in community-based mental health services, 14% of the project end target for this site.
<b>Shelton School District</b>	15	35	43%	To date, Shelton School District has enrolled 15 youth in community-based mental health services, 43% of the project end target for this site.

## IV. FINDINGS AND RESULTS

### COMPONENT ONE: ADDRESSING THE MENTAL HEALTH NEEDS OF CHILDREN, YOUTH, FAMILIES/CAREGIVERS, AND COMMUNITIES.

#### **GOAL 1: Improve School Climate and Safety**

The objectives for school climate and safety are aligned with Component One of the Project AWARE federal initiative: *Addressing the mental health needs of children, youth families/caregivers, and communities*. At the local level, the project goal was to: *Build and/or expand capacity at the state and local levels to improve school climate and safety*. The project established specific project-level indicators, along with the GPRA performance measures, to assess progress toward stated goals and objectives, as well as to monitor implementation fidelity. The following section outlines the project's capacity to reach these targeted objectives and to intervene – connect, detect, and respond – in the lives of the students in which services were provided.

#### **A. Capacity – SEA Level**

*Outcome Measure 1.1.a. Expand the state's capacity to implement a collaborative, multi-tiered system of support to improve school climate and safety.* The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective.

Progress to Date: The existing State Prevention Enhancement (SPE) Policy Consortium advisory group continued as the State Management Team structure during the 2016-2017 project period. This advisory group was focused on many of the same goals as Project AWARE, including workforce development, behavioral health promotion, and inter-agency collaboration. As a member of this team, the SEA Coordinator routinely presented/exchanged information on Project AWARE activities. In all, 10 SPE meetings were held during the year. In addition to the full SPE advisory group, 11 subcommittee meetings were held. Subcommittee topics included strategic planning for prevention education, mental health promotion, Mental Health & High School Curriculum training coordination, and a mental health summit workgroup.

A strong focus was placed on expanding the MTSS/PBIS framework statewide during the year, with the SEA Coordinator working in collaboration with other OSPI partners. Key to this was working closely with staff from the Center for the Improvement of Student Learning (CISL) and the MTSS Advisory Board. CISL works in collaboration with OSPI staff, external partners and families to address the academic and non-academic needs of all students. CISL's work includes a specific focus on students who are underserved in Washington schools. Moreover, OSPI continued to build upon and establish a systems approach to addressing both academic and non-academic barriers to learning. In 2016, the Washington State Integrated Student Supports Protocol (WISSP) was legislated, the purpose of which was to ensure schools adopt an evidence-based, scientifically validated approach to identify and address both academic and nonacademic barriers. As outlined in OSPI's *Every Student Succeeds Act* Consolidated plan, the WISSP is operationalized in a way that prevents fragmentation, duplication of efforts, initiative overload, and focuses on the success of each Washington student through a unified service delivery system that supports the alignment, implementation, monitoring, and evaluation of multiple efforts within the school and outside the school walls to maximize academic, behavioral and social-emotional outcomes. This integrated service delivery system is outlined in the Washington State Multi-tiered System of Supports (WA-MTSS), key components of which are using data in evidence-based processes that monitor student progress and rapidly connect staff and students to a system of supports; a tiered

support system that ingrates evidence-based supports for behavior, achievement, and social emotional needs; collaborative inquiry practices that engage staff in action research to improve teaching and learning, and transformational leadership planning and actions that engage staff, families, students, and communities.

Across the project period, 18 intra-agency meetings were held in which capacity building and systems change were key topical areas. Meetings topics included Integrated Systems Framework, Mental Health in Schools, Theory of Change, School Safety, Discipline, Mental Health & High School Curriculum, Behavioral Health, Workforce, and Implementation Science, and Migrant Student Health. During these meetings, the SEA Coordinator made a variety of policy and/or practice recommendations to support identified gaps and barriers to services for youth statewide. These included:

- ✓ Encouraging policymakers to enhance funding for mental/behavioral health literacy education;
- ✓ To include mental health literacy for pre-service instructors in teacher preparation programs, as well as in-service mental health literacy training for teachers and school staff; and,
- ✓ Encouraging policymakers to consider funding a program manager for mental health literacy efforts at OSPI.

In addition, the SEA Coordinator made a number of recommendations related to Workforce Development during intra-agency meetings. Specifically, the CTE Health Sciences Program Supervisor and Project AWARE Program Supervisor, submitted recommendations as part of the 2016 Behavioral Health Workforce Analysis. These recommendations called attention to the importance of developing mental health literacy among pre-service and in-service teachers, including the exploration of career development options. Other recommendations included:

- ✓ Increasing diversity in the behavioral health workforce by improving behavioral health literacy as a foundation for healthcare careers:
- ✓ The OSPI Health Science Program Supervisor, Workforce Board, Educational Services Districts, and local districts, in collaboration with OSPI content specialists and the Health Science Program Supervisor, could create and implement a Behavioral Health career pathway curriculum based on promising practices in Washington, Nevada, Alaska, Nebraska and others, especially in areas that include rural, underserved, and diverse populations; and
- ✓ Encouraging policymakers to increase emphasis in state funding for Washington AHECs to continue and expand their health career pathway programs, particularly those focused on behavioral health careers.

As part of the effort to expand statewide capacity related to the MTSS/PBIS framework, the SEA Coordinator facilitated and/or coordinated 16 technical assistance/in-service offerings. These mostly focused on enhancing mental health literacy and awareness (13 offerings), with two specifically related to PBIS implementation and one focused on trauma-informed practices. Training participants included law enforcement personnel, LEA, ESD and OSPI staff, state level staff, youth advocates, juvenile justice representatives, members of the faith-based community, and community members.

Findings: Findings demonstrated that the project continued to make **positive progress** toward the achievement of the stated objective to expand capacity state-wide to address school climate and safety.

## **B. Discipline Policies, Practices, and Procedures**

*Outcome Measure 1.1.b. By the end of the grant project (September 2019), school districts in the three LEA sites will revise or eliminate discipline policies, practices or procedures that disproportionately impact ethnic, racial or other minority students.* The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective at both the SEA and LEA levels.

Progress to Date: As noted in the Year 2 Final Evaluation Report, OSPI has placed significant and considerable effort to change policy and practices related to disparate discipline policies, practices, and procedures. This has included the development and launching of an interactive online data dashboard. The online platform includes interactive worksheets, charts, and animations at state and district levels to help measure performance and support data-informed decision making. This online platform tracks data and analytics across multiple OSPI performance measures including discipline (suspensions and expulsions) as well as attendance. OSPI is continuing to develop policies and resources to improve student discipline practices throughout Washington state. State-level reforms and federal guidance on school discipline are increasingly aligning, in theory and practice, with the ongoing efforts of education practitioners, researchers, and advocates. Statewide school districts must review discipline data—at least annually—to identify disparities and monitor progress toward eliminating them.

In addition, OSPI has been working with districts statewide to support efforts to develop policies and resources to improve student discipline practices. In the last few years, the legislature has made significant changes to state laws regarding student discipline. State-level reforms and federal guidance on school discipline are increasingly aligning, in theory and practice, with the ongoing efforts of education practitioners, researchers, and advocates. OSPI recently proposed changes to WAC Chapter 392-400 of the Washington Administrative Code regarding rules for how a public-school district may administer student discipline, including notice for parents and due process protections for students who are suspended or expelled. These proposed revisions were made to improve the clarity and readability of the rules for both school districts and families; clarify the laws effectiveness; and increase opportunities for families to participate in the development of discipline policies and in resolving discipline-related issues. A series of public hearings are scheduled to take place in October and November 2017. Highlights of the proposed rule revisions include:

- ✓ *Limiting the use of suspension or expulsion:* Under current state law, a student can be suspended for more than ten days or expelled only for serious types of behavior. Even for serious types of behavior, state law encourages districts to consider actions other than suspension or expulsion. The proposed rules encourage schools to use best practices to address behavior without removing students from the classroom. For example, schools would be prohibited from suspending or expelling a student for absences or tardiness.
- ✓ *Clear definitions and procedures for types of discipline:* The proposed rules set clearer definitions, limitations, and due process protections for different types of discipline. This includes suspensions, expulsions, emergency expulsions, and other exclusions from the classrooms. For example, the proposed rules clarify when an exclusion from class amounts to a suspension, which would require additional notice and due process for the student and the student's parents. For each type of discipline, the rules clarify when parents must be notified and what procedures schools must follow. The revisions aim to ensure schools administer discipline appropriately, accurately report discipline data, and follow proper procedures.
- ✓ *Educational services during a suspension or expulsion:* Under current state law, school districts must provide students the opportunity to receive educational services during any suspension or

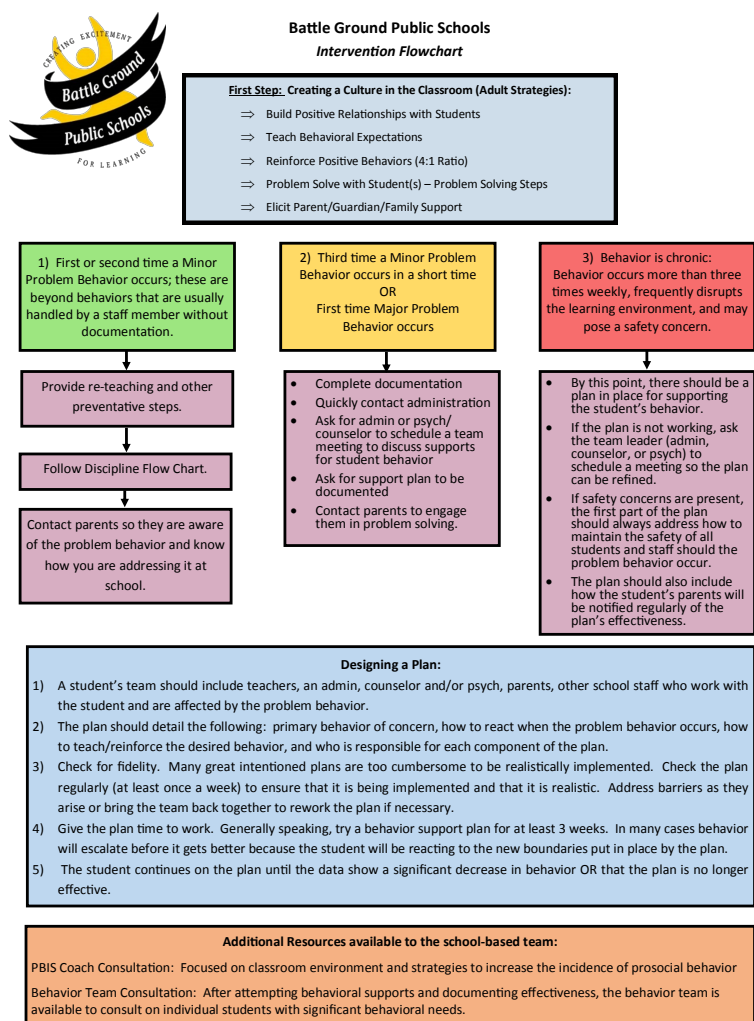
expulsion. The proposed rules provide guidelines for how school districts provide educational services according to the student's needs and the type of suspension or expulsion.

- ✓ *Student reengagement:* Under current state law, when a school district administers a suspension longer than ten days or an expulsion, the district must meet with the student and parents to develop a plan to support the student's successful return to school. The proposed rules encourage a collaborative process between school personnel, the student, and parents to support the student and address the circumstances that led to the suspension or expulsion. The proposed rules include considerations school districts must assess to ensure the reengagement plan is culturally sensitive, culturally responsive, and tailored to the student's individual needs.
- ✓ *Clear and simple notice and due process procedures:* When a school district suspends or expels a student, the proposed rules provide clear and easy-to-follow procedures to notify the student and the student's parents and resolve any disagreements about the suspension or expulsion. These procedures encourage a collaborative approach to addressing concerns and disagreements about discipline and provide more opportunities for parent participation.

At the LEA-level, sites are working to comply with changes to the WAC and to align discipline policies and practices accordingly.

**Figure 1: BGPS Discipline Intervention Flowchart**

Findings: Project level findings at both the SEA and LEA levels indicated that the project is making **good progress** toward the elimination of disparate discipline policies, practices and procedures. Across districts, sites were working to incorporate the routine review of discipline data to ensure that discipline practices were fairly enforced across all subgroups of students. For example, in Battle Ground Public Schools, a new discipline flowchart was designed in collaboration with the district's PBIS coaches and the assistant superintendent, aligned with the PBIS framework and complied with changes to the state policy. In addition, Student Assistance Program staff recommended changes to the district's alcohol/drug violation policy that included an alternative to suspension. Students in violation of alcohol/drug policies are provided the opportunity to engage in



prevention/intervention services or community-based treatment, if warranted, in lieu of suspension, thus shortening the days in which a student is out of school.

### **C. Access to Services**

*Outcome Measure: 1.2. The total number of students (i.e., LEA student population) being served by each of the three LEAs annually.* The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective at both the SEA and LEA levels.

Progress to Date: During the 2016-2017 project period, activities outlined in the CIP were launched, with an immediate impact on services to students and schools within the Project AWARE region – at both the state and local levels. Details related to these services, and other project progress, can be found throughout the body of this report. As noted, the SMT was in place, additionally each targeted LEA established a Core Management Team (CMT) to advise program practices at the local level.

Overall, more than 25,000 students were served across the three LEA sites during the current project period. These youth benefited from universal mental health promotion and awareness strategies implemented, as well as activities designed to change normative behaviors related to substance use. In addition, YMHA first aiders connected with over 1200 students experiencing potential mental health or addiction challenges or who were in crisis.

Findings: See pages 15-20 for GPRA related data. The project is making **excellent progress** toward this objective.

### **D. Reduce Out of School Placement – LEA-Level**

*Outcome Measure: 1.3.a. Reduce out of school placement (suspensions/expulsions) by 25% in each targeted LEA, as compared to baseline (2013-2014), by project end.*

A report conducted by a Washington non-profit, Washington Apple Seed and Team Child, found that exclusionary discipline practices in Washington negatively impact graduation rates, are used more for students of color and low SES, and vary district by district. In fact, study findings indicate that higher use of exclusionary practices is associated with higher dropout rates. The study recommends that “Schools must have tools to ensure safe and productive learning environments, just as they must have the tools to ensure that each and every child in the state is afforded an opportunity to learn—regardless of race, ethnicity, or socioeconomic status” (Mosehauer, McGrath, Nist, Pillar 2012 pg. 14).

Safe classrooms and hallways promote a culture of learning and help establish an environment for successful progress and development. A school culture that clearly defines and reinforces behavioral expectations makes it more likely that students will reach their academic goals and become responsible citizens. Research indicates that being a target or victim of bullying can have immediate and long-term psychological and social effects, influencing a young person’s academic achievement and psychosocial adjustment into adulthood (Espelage & DeLaRue 2012).

Research demonstrates that district and school-wide implementation of an evidence-based, multi-tiered behavioral framework, such as Positive Behavioral Interventions and Supports (PBIS), can help improve overall school climate and safety. In fact, schools that embrace PBIS focus on creating positive classrooms and school environments with clear and consistent behavioral expectations. The resultant impact is less emphasis on discipline sanctions and an intentional focus on problem-solving, encouraging resilience, and understanding the underlying causes for students’ behaviors.



The information linked to objectives 1.3.a, 1.3.b, 1.4.b, and 1.5 provide an assessment of the progress related to the implementation of an MTSS/PBIS framework in the targeted LEAs.

**Targeted Numbers:**

**BGSD:** Baseline 298 to 223

**MVSD:** Baseline 325 to 244

**SSD:** Baseline 307 to 230

Progress to Date: See pages 33-38 for detailed information related to LEA progress on these indicators.

The following tables compare baseline discipline rates (2013-2014) to Year 2 (2014-2015) rates, by school site, and includes rates by student group.

**Table 1: 2013-2014 School Year – School District Discipline Rates: Battle Ground Public Schools by Group (Baseline)**

District	Group	Total Distinct Student Enrollment (All Year)	Total Distinct Students with SS, LS, or EX*	Total Incidents Resulting in a Suspension or Expulsion	Discipline Rate	Percent of Enrolled Students	Percent of Suspended (SS, LS) or Expelled Students	Percent of Suspended (SS, LS) or Expelled Incidents	Composition Index (Students)	Composition Index (Incidents)
Battle Ground	All	14407	298	359	0.021	1.000	1.000	1.000	1.000	1.000
	American Indian/Alaskan Native	46				0.003				
	Asian	265				0.018				
	Black/African American	82				0.006				
	Hispanic/Latino	1190	23	25	0.019	0.083	0.077	0.07	0.934	0.843
	Native Hawaiian/Other Pacific Islander	48				0.003				
	White	12041	242	295	0.020	0.836	0.812	0.822	0.972	0.983
	Two or More Races	735	23	26	0.031	0.051	0.077	0.072	1.513	1.420
	Female	6944	65	78	0.009	0.482	0.218	0.217	0.453	0.451
	Male	7463	233	281	0.031	0.518	0.782	0.783	1.509	1.511
	Non ELL	13602	280	338	0.021	0.944	0.94	0.942	0.995	0.997
	ELL	805	18	21	0.022	0.056	0.06	0.058	1.081	1.047
	Non Low Income	8115	107	127	0.013	0.563	0.359	0.354	0.637	0.628
	Low Income	6292	191	232	0.030	0.437	0.641	0.646	1.468	1.480
	Non Migrant	14402				1				
	Migrant	5				0				
	Non Special Education	12433	216	249	0.017	0.863	0.725	0.694	0.840	0.804
	Special Education	1974	82	110	0.042	0.137	0.275	0.306	2.008	2.236

- SS= short-term suspension; LT = long-term suspension; EX = expulsion

Baseline data for Battle Ground, Table 1, show that the overall discipline rate is .021, with 298 students suspended and/or expelled and 359 total incidents resulting in a suspension/expulsion. Among groups of students, overall discipline rates are higher among male students, multi-ethnic students (two or more races), and Special Education students. Moreover, disproportionality is evident in higher composition rates among males, multi-ethnic students (two or more races), English language learners (ELL), low-income and Special Education students.

**Table 2: 2015-2016 School Year – School District Discipline Rates: Battle Ground Public Schools (Year 2)**

District	Group	Total Distinct Student Enrollment (All Year)	Total Distinct Students with SS, LS, or EX	Total Incidents Resulting in a Suspension or Expulsion	Discipline Rate	Percent of Enrolled Students	Percent of Suspended (SS, LS) or Expelled Students	Percent of Suspended (SS, LS) or Expelled Incidents	Composition Index (Students)	Composition Index (Incidents)
Battle Ground	All	14555	189	222	0.013	1.000	1.000	1.000	1.000	1.000
	American Indian/Alaskan Native	35	1-5			0.002				
	Asian	296	1-5			0.020				
	Black/African American	87	1-5			0.006				
	Hispanic/Latino	1264	12	13	0.009	0.087	0.063	0.059	0.731	0.674
	Native Hawaiian/Other Pacific Islander	57	1-5			0.004				
	White	12109	156	188	0.013	0.832	0.825	0.847	0.992	1.01
	Two or More Races	702	13	13	0.019	0.048	0.069	0.059	1.426	1.214
	Female	7075	48	55	0.007	0.486	0.254	0.248	0.522	0.510
	Male	7480	141	167	0.019	0.514	0.746	0.752	1.452	1.464
	Non ELL	13592	180	213	0.013	0.934	0.952	0.959	1.020	1.027
	ELL	963	9	9	0.009	0.066	0.048	0.041	0.720	0.613
	Non Low Income	8741	77	89	0.009	0.601	0.407	0.401	0.678	0.668
	Low Income	5814	112	133	0.019	0.399	0.593	0.599	1.484	1.500
	Non Migrant	14539	189	222	0.013	0.999	1.000	1.000	1.001	1.001
	Migrant	16				0.001				
	Non Special Education	12533	129	144	0.010	0.861	0.683	0.649	0.793	0.753
	Special Education	2022	60	78	0.030	0.139	0.317	0.351	2.285	2.529

\* SS= short-term suspension; LT = long-term suspension; EX = expulsion

**Findings – Battle Ground:** During the 2015-2016 school year the overall discipline rate among Battle Ground students was 0.013 nearly half the rate as compared to baseline (0.013 v. 0.021, baseline). Year 2 data indicate a total of 189 students were suspended/expelled with 222 incidents resulting in a suspension or expulsion. However, similar to previous years, certain groups of students were disciplined at rates higher than the district average. These groups included multi-racial students, male students, non-migrant students, and Special Education (SPED) students. Further, data indicate that SPED students were disciplined at a rate more than twice that of the district average (0.030 vs. 0.013, respectively), a trend that has persisted over the past three years. Additionally, several categories of students received a disproportionately high number of discipline referrals as compared to their makeup in the overall student population. These included multi-racial, male, low-income students, and SPED students, with the highest disproportion remaining

among SPED students, similar to baseline data. That said, Battle Ground Public Schools has a very low rate of suspension/expulsion at 1.3% of the student population.

**Table 3: 2013-2014 School Year – School District Discipline Rates: Marysville School District by Group (Baseline)**

District	Group	Total Distinct Student Enrollment (All Year)	Total Distinct Students with SS, LS, or EX	Total Incidents Resulting in a Suspension or Expulsion	Discipline Rate	Percent of Enrolled Students	Percent of Suspended (SS, LS) or Expelled Students	Percent of Suspended (SS, LS) or Expelled Incidents	Composition Index (Students)	Composition Index (Incidents)
Marysville	All	13068	325	383	0.025	1.000	1.000	1.000	1.000	1.000
	American Indian/Alaskan Native	758	30	34	0.04	0.058	0.092	0.089	1.591	1.530
	Asian	596	6	6	0.01	0.046	0.018	0.016	0.405	0.343
	Black/African American	220	14	17	0.064	0.017	0.043	0.044	2.559	2.637
	Hispanic/Latino	2696	76	89	0.028	0.206	0.234	0.232	1.133	1.126
	Native Hawaiian/Other Pacific Islander	86				0.007				
	White	7386	161	191	0.022	0.565	0.495	0.499	0.876	0.882
	Two or More Races	1326	35	42	0.026	0.101	0.108	0.11	1.061	1.081
	Female	6407	87	95	0.014	0.49	0.268	0.248	0.546	0.506
	Male	6661	238	288	0.036	0.51	0.732	0.752	1.437	1.475
	Non ELL	11802	289	341	0.024	0.903	0.889	0.89	0.985	0.986
	ELL	1266	36	42	0.028	0.097	0.111	0.11	1.143	1.132
	Non Low Income	5891	90	103	0.015	0.451	0.277	0.269	0.614	0.597
	Low Income	7177	235	280	0.033	0.549	0.723	0.731	1.317	1.331
	Non Migrant	12860	319	375	0.025	0.984	0.982	0.979	0.997	0.995
	Migrant	208	6	8	0.029	0.016	0.018	0.021	1.160	1.312
	Non Special Education	10965	249	291	0.023	0.839	0.766	0.76	0.913	0.906
	Special Education	2103	76	92	0.036	0.161	0.234	0.24	1.453	1.493

- SS= short-term suspension; LT = long-term suspension; EX = expulsion

Baseline data for Marysville, Table 3, demonstrate that the overall discipline rate is .025, with 325 students suspended and/or expelled and 383 total incidents resulting in a suspension/expulsion. Among groups of students, overall discipline rates are higher among male students, American Indian, Black, Hispanic, and multi-ethnic students as well as English Language Learners (ELL), low-income, migrant, and Special Education (SPED) students. Higher rates of disciplinary sanctions among these groups of students, translated into disproportionate application of suspension/expulsion as compared to their representation in the student population. For example, Black students were disciplined at rates 2.5 times the district's composition index (2.559

vs. 1.000, respectively).

**Table 4: 2015-2016 School Year – School District Discipline Rates: Marysville School District by Group (Year 2)**

District	Group	Total Distinct Student Enrollment (All Year)	Total Distinct Students with SS, LS, or EX	Total Incidents Resulting in a Suspension or Expulsion	Discipline Rate	Percent of Enrolled Students	Percent of Suspended (SS, LS) or Expelled Students	Percent of Suspended (SS, LS) or Expelled Incidents	Composition Index (Students)	Composition Index (Incidents)
Marysville	All	12744	808	1558	0.063	1.000	1.000	1.000	1.000	1.000
	American Indian/Alaskan Native	757	133	317	0.176	0.059	0.165	0.203	2.771	3.425
	Asian	623	12	16	0.019	0.049	0.015	0.010	0.304	0.210
	Black/African American	222	13	28	0.059	0.017	0.016	0.018	0.924	1.032
	Hispanic/Latino	2796	164	304	0.059	0.219	0.203	0.195	0.925	0.889
	Native Hawaiian/Other Pacific Islander	101	9	18	0.089	0.008	0.011	0.012	1.405	1.458
	White	6918	390	700	0.056	0.543	0.483	0.449	0.889	0.828
	Two or More Races	1327	87	175	0.066	0.104	0.108	0.112	1.034	1.079
	Female	6217	223	381	0.036	0.488	0.276	0.245	0.566	0.501
	Male	6527	585	1177	0.090	0.512	0.724	0.755	1.414	1.475
	Non ELL	11227	671	1237	0.060	0.881	0.830	0.794	0.943	0.901
	ELL	1517	137	321	0.090	0.119	0.170	0.206	1.424	1.731
	Non Low Income	5814	222	395	0.038	0.456	0.275	0.254	0.602	0.556
	Low Income	6930	586	1163	0.085	0.544	0.725	0.746	1.334	1.373
	Non Migrant	12508	785	1503	0.063	0.981	0.972	0.965	0.990	0.983
	Migrant	236	23	55	0.097	0.019	0.028	0.035	1.537	1.906
	Non Special Education	10554	546	974	0.052	0.828	0.676	0.625	0.816	0.755
	Special Education	2191	262	584	0.120	0.172	0.324	0.375	1.886	2.180

\* SS= short-term suspension; LT = long-term suspension; EX = expulsion

**Findings – Marysville:** During the 2015-2016 school year, the overall discipline rate was 0.063, the same as the previous year, and still significantly higher than baseline (0.063 vs. 0.025, baseline). Eight hundred eight (808) students were suspended/expelled during the 2015-2016 school year with 1558 incidents resulting in a suspension/expulsion. Discipline rates varied from a low of 0.019 among Asian students to a high of 0.176 among American Indian/Native Alaskan students, nearly double the district average. In addition, proportionality of discipline referrals also varied, with Black/African American, Native Hawaiian/Pacific Islander, multi-racial, male, English Language Learners (ELL), low-income, migrant, and Special Education (SPED) students receiving a disproportionately higher number of referrals than their proportion of the overall student population. However, the degree of

disproportionality in suspension/expulsions declined as compared to baseline for Black/African American students and multi-racial students but increased for Native American, male, and ELL students.

**Table 5: 2013-2014 School Year – School District Discipline Rates: Shelton School District by Group (Baseline)**

District	Group	Total Distinct Student Enrollment (All Year)	Total Distinct Students with SS, LS, or EX	Total Incidents Resulting in a Suspension or Expulsion	Discipline Rate	Percent of Enrolled Students	Percent of Suspended (SS, LS) or Expelled Students	Percent of Suspended (SS, LS) or Expelled Incidents	Composition Index (Students)	Composition Index (Incidents)
Shelton	All	4709	307	531	0.065	1.000	1.000	1.000	1.000	1.000
	American Indian/Alaskan Native	178	18	37	0.101	0.038	0.059	0.07	1.551	1.843
	Asian	25				0.005				
	Black/African American	27				0.006				
	Hispanic/Latino	1219	55	97	0.045	0.259	0.179	0.183	0.692	0.706
	Native Hawaiian/Other Pacific Islander	16				0.003				
	White	2934	202	349	0.069	0.623	0.658	0.657	1.056	1.055
	Two or More Races	310	28	44	0.090	0.066	0.091	0.083	1.385	1.259
	Female	2258	103	150	0.046	0.48	0.336	0.282	0.700	0.589
	Male	2451	204	381	0.083	0.52	0.664	0.718	1.277	1.379
	Non ELL	4288	297	502	0.069	0.911	0.967	0.945	1.062	1.038
	ELL	421	10	29	0.024	0.089	0.033	0.055	0.364	0.611
	Non Low Income	1319	51	68	0.039	0.28	0.166	0.128	0.593	0.457
	Low Income	3390	256	463	0.076	0.72	0.834	0.872	1.158	1.211
	Non Migrant	4614	295	506	0.064	0.98	0.961	0.953	0.981	0.973
	Migrant	95	12	25	0.126	0.02	0.039	0.047	1.938	2.334
	Non Special Education	3840	242	403	0.063	0.815	0.788	0.759	0.967	0.931
	Special Education	869	65	128	0.075	0.185	0.212	0.241	1.147	1.306

- SS= short-term suspension; LT = long-term suspension; EX = expulsion

Table 5 provides the baseline data for the Shelton School District. These data illustrate that the overall discipline rate is .065, with 307 students suspended and/or expelled and 531 total incidents resulting in a suspension/expulsion. Among groups of students, discipline rates are higher among male students as well as non-English Language Learners (ELL), low-income, migrant and Special Education students as compared to the overall rate. Across racial groups, discipline rates are above the overall rate among American Indian/Alaskan Native, White, and multi-racial students (two or more races). Consequently, among these sub-groups discipline is disproportionately applied as evidenced by the composition indexes (student and incidents).

**Table 6: 2015-2016 School Year – School District Discipline Rates: Shelton School District by Group (Year 2)**

District	Group	Total Distinct Student Enrollment (All Year)	Total Distinct Students with SS, LS, or EX	Total Incidents Resulting in a Suspension or Expulsion	Discipline Rate	Percent of Enrolled Students	Percent of Suspended (SS, LS) or Expelled Students	Percent of Suspended (SS, LS) or Expelled Incidents	Composition Index (Students)	Composition Index (Incidents)
Shelton	All	5019	334	604	0.067	1.000	1.000	1.000	1.000	1.000
	American Indian/Alaskan Native	156	23	42	0.147	0.031	0.068	0.069	2.215	2.237
	Asian	31				0.006				
	Black/African American	36	1-5			0.007				
	Hispanic/Latino	1430	68	126	0.048	0.285	0.204	0.209	0.715	0.732
	Native Hawaiian/Other Pacific Islander	11				0.002				
	White	3004	210	355	0.070	0.599	0.629	0.588	1.050	0.982
	Two or More Races	350	28	69	0.080	0.070	0.084	0.114	1.202	1.638
	Female	2357	79	106	0.034	0.470	0.237	0.175	0.504	0.374
	Male	2662	255	498	0.096	0.530	0.763	0.825	1.439	1.555
	Non ELL	4429	316	565	0.071	0.882	0.946	0.935	1.072	1.060
	ELL	590	18	39	0.031	0.118	0.054	0.065	0.458	0.549
	Non Low Income	1446	52	68	0.036	0.288	0.156	0.113	0.540	0.391
	Low Income	3573	282	536	0.079	0.712	0.844	0.887	1.186	1.247
	Non Migrant	4908	327	592	0.067	0.978	0.979	0.980	1.001	1.002
	Migrant	111	7	12	0.063	0.022	0.021	0.020	0.948	0.898
	Non Special Education	4104	245	444	0.060	0.818	0.734	0.735	0.897	0.899
	Special Education	915	89	160	0.097	0.182	0.266	0.265	1.462	1.453

\* SS= short-term suspension; LT = long-term suspension; EX = expulsion

**Findings – Shelton:** During the 2015-2016 school year the discipline rate remained stable as compared to the previous two years (0.067, 2016 vs. 0.066, 2015 vs. 0.065, baseline) with 334 students suspended/expelled in 604 incidents. However, discipline rates varied among student groups, with the highest rate of suspension/expulsion among American Indian/Native Alaskan students at 0.147 (more than twice the district average) and up from 0.113 at baseline. In addition, white students, multi-racial students, non-English Language Learners (ELL), low income, non-migrant, low income, and Special Education (SPED) youth received discipline referrals at a rate higher than the district average. Composition Index scores indicate that American

Indian/Alaskan Native students were more than twice as likely to be discipline referred as compared to their makeup in the overall student population, up from 1.5 times more likely reported at baseline.

The following information provides additional details regarding progress toward the accomplishment of activities as outlined in the CIP for objective 1.3.a at both the SEA and LEA levels.

Progress to Date: The LEA activity aligned with this objective is to implement and/or expand delivery of Positive Behavioral Interventions and Supports (PBIS) to address district-wide, school-wide, and classroom-based behavior in a culturally appropriate manner. PBIS is a multi-tiered systems of support framework and relational teaching approach aimed at establishing the social culture, behavioral supports, and disciplinary responses necessary for schools to be a safe, caring, and effective learning environment for all members of the school community. PBIS embeds an inclusive culture of reciprocal relationships and shared responsibility, and emphasizes the use of evidence-based practices to enhance the academic and behavioral performance of all students.

During the 2016-2017 school year, each LEA contributed grant funds to contract with Sound Support, LLC, to provide professional development training, technical assistance, and PBIS coaching. This included Tier 1 and Tier 2 training, conduct of the District Capacity Assessment, conduct of the Tiered Fidelity Inventory, and guidance and support through the installation and initial implementation phases of a PBIS framework, as appropriate, based on readiness. The following sections outline progress toward stated PBIS activities for each of the three LEA sites.

Battle Ground Public Schools: Battle Ground Public Schools continued to be engaged in a culturally responsive multi-tiered framework of student support. This framework is an intentional integration of the PBIS framework, social-emotional learning, and school-based mental health. During the previous year (2015-2016), the district took a number of steps to build a strong foundation of Tier 1 supports. This included the completion of the District Capacity Assessment, which laid the groundwork for this multi-year effort. The District started the 2016-17 school year with all schools implementing the School-wide Information System (SWIS) and hiring two-full time district PBIS coaches. The district also continued to contract with Sound Supports for additional technical assistance through Project AWARE.

The following is a summary of observations from the Sound Supports coach, Dr. Bridget Walker, about the work conducted in the district during the 2016-17 school year:

*During the 2016-2017 school year, the district PBIS coaches continued to meet monthly with school PBIS leads to move schools forward on their PBIS goals. The district has also moved forward with developing systems and policies around Tier 2 supports. A district leadership team continues to meet regularly to review PBIS activities and set goals at the district level. Dr. Walker met with the Battle Ground PBIS team to co-plan and develop training materials and share resources to support the development of a Tier 2 handbook and related practices (e.g. screening, check in/check out, mentoring, etc.). The district also reviewed SEL curricula to select materials for the elementary, middle schools and high schools to implement.*

*In March 2017, Dr. Walker, along with the two PBIS coaches, provided two days of training to school teams. The first day was designed for schools who needed continued development of Tier 1 practices, based on their TFI results. This "advanced Tier 1" provided teams with an opportunity to review and further develop key Tier 1 practices in the context of PBIS in the classroom. The second day focused on Tier 2 practices for those schools whose Tier 1 TFI data was above 80% fidelity. These trainings were followed by coaching supports from the district PBIS coaches, supported by the district's Project Aware Coordinator.*



*At the district level, the focus continues to be on growing district capacity in the areas of Tiers 1 and 2 of PBIS, SEL and School-based Mental Health, providing training and follow up supports to all school leadership teams, and monitoring fidelity of implementation across practices.*

With the support from the two PBIS coaches, the Tiered Fidelity Inventory was conducted in all schools, with follow-up TFIs conducted in many of the primary and middle school buildings (see pages 7-12). At the district-level, the PBIS team – comprised of a diverse number of stakeholders, including district and building administrators, classroom teachers, school psychologists and school counselors, mirroring the membership of the LEA’s Core Management Team - met at least quarterly throughout the school year to support the district-wide effort. In a June PBIS meeting, the team discussed the use of a universal screener to identify internalizing student behavior with the plan to have one or two schools with high levels of Tier 2 readiness pilot the screener during the 2017-2018 school year. In addition, during the 2016-2017 school year, the district made significant strides in preparing for a stronger rollout of Tier 2 interventions to be implemented during the 2017-18 school year. As schools reach readiness, these will include access and training on the evidence-based practices of Second Step for primary schools and Life Skills in secondary schools.

Additionally, the district experienced an exciting breakthrough in their “DataLink,” Skyward-to-SWIS pilot project. “DataLink” is a program initiated by Battle Ground Public Schools to enable their current student discipline data collection system (Skyward) to link up and “talk” to the PBIS data system, SWIS. Pilot efforts began during the 2015-2016 school year, with the system going live during the 2016-2017 school year. In May 2017, the program successfully completed a data-upload. As noted by the Project Lead, *“This is a huge success story for any district working with (especially secondary buildings) because it eliminates the ‘dual entry’ for staff and administrators. In other words, teachers only put in one referral and it automatically loads each night into the SWIS system. Then building teams can look at the super user-friendly SWIS data to help drive decisions. COMPLETELY AWESOME!”* DataLink is expected to be expanded district-wide during the 2017-18 school year. Battle Ground Public Schools has also shared the methodology and algorithms of the program with partnering Project AWARE LEAs so that they can replicate the system in their buildings as well.

The Battle Ground Public Schools administrative team, in coordination with the Project Lead and PBIS coaches, successfully moved the district through another year of implementation of MTSS/PBIS. All school buildings conducted the Tiered Fidelity Inventory, some for the second time, and provided baseline and follow-up fidelity data, as appropriate. Results indicated that all schools had at least some component of a Tier I system, with overall Tier 1 fidelity ranging from 40-100%.

In general, program findings showed considerable growth in the level of buy-in across the district, with this, in large part, attributed to the leadership team, as well as the district’s decision to hire and put into place two full-time PBIS coaches. The implementation of the PBIS framework has begun to show positive changes to the school climate, with this evidenced by the significant decline in out of school placement for students across the district. As noted, it is clear that a fundamental shift occurred in the use of exclusionary discipline practices in this district. Moreover, the district placed a strong emphasis on providing staff development opportunities, increasing knowledge, and awareness of trauma informed approaches; thus, ensuring that school staff understood the “why” of changes in practices, as well as the “how”. Equally important, findings indicated that district-wide school building administrative teams were using TFI results and school climate results to inform School Improvement Plans for the 2017-2018 school year.

The outgoing Superintendent reflected on the strong efforts that have gone into making PBIS successful in Battle Ground, and acknowledged that to do so required district-wide changes in teaching practices, discipline practices, and mindsets. He mused, “Battle Ground Public School used to be 18 islands, but over the years, and with the help of Project AWARE, directives have changed to a district-wide approach, and for the most part, this has been a uniformed approach to MTSS/PBIS with school buildings and staff on the same page, moving forward at the pace that is appropriate for their level of readiness.”

Overall, Battle Ground Public Schools made **considerable and positive progress** toward the stated activities as outlined in Objective 1.3. In addition, the number of out of school suspensions/expulsions across the district decreased by 37% since baseline (189 vs. 298, 2013-2014), **exceeding the project end target of a 25% reduction**. It is clear that a fundamental shift occurred in the use of out of school placement as a discipline practice in this district. Further, as Battle Ground Public Schools continues implementation of the MTSS/PBIS framework and adoption of evidence-based SEL programming, for Tier 2 and Tier 3 supports, these reductions are likely to be sustained with further declines anticipated.

Marysville School District: The following is a summary of observations from the Sound Supports coach, Dr. Lori Lynass, about the work conducted in the Marysville School District during the 2016-17 school year:

*Year two of implementation of Project AWARE in the Marysville School District has shown another year of continued growth in their implementation of a culturally responsive multi-tiered framework of student support. This framework is an intentional blending of the PBIS framework, Social-Emotional Learning, Trauma Informed Care, School-based Mental Health and Restorative Practices. The district is utilizing a proactive prevention based approach, which allows schools to highlight and reinforce the importance of establishing positive and culturally inclusive environments for all members of the school community. This intentional effort to build strong community as well as emphasize early identification and intervention is helping Marysville to reach students in a preventative rather than reactive mode and reduce the risk for school failure.*

*In the 2015-2016 school year, the Marysville School District took several key steps to begin implementation of PBIS across the school district. This implementation began with training, coaching and evaluation support for all secondary schools. This began with two days of training at the start of the school year, followed by an onsite assessment at each school to provide feedback on implementation efforts. Each school then crafted an individual action plan based on assessment data and linked it to their larger school implementation plans. Another targeted training was then provided in the fall of 2015 followed by onsite coaching as needed. Another round of assessment was then conducted in the spring of 2016 and implementation plans were updated. At the district level, the focus was on growing district capacity and supports for the schools. Key pieces included creating a broad three-year roll out plan, rewriting the 3200 discipline policy and presenting to the school board. Steps for Tier 2 implementation were also taken including investing in the Ripple Effects Social Skills Program and Check and Connect Program.*

*In the 2016-2017 school year, the Marysville School District expanded Project AWARE, which was being implemented only in the secondary schools, out to the elementary schools. All elementary schools that had not yet started implementing PBIS, began initial Tier 1 PBIS training in August of 2016. In total, the elementary schools received three days of training, plus had an onsite evaluation conducted. The secondary schools received two half days of Tier 2 training and had the option to attend an additional half-day training on understanding the function behind behavior.*

*A big step for the Marysville School District was expanding the district team to include a principal from elementary, middle and high school as well as the Native American Liaison. This team completed the District Capacity Assessment and used the results to update their yearly action plan.*

*Five of the schools in Project Aware also received support through the Office of School and Student Support for additional onsite coaching for PBIS.*

Overall, Marysville School District made **considerable and positive progress** toward the stated activities as outlined in Objective 1.3 to improve school climate and safety during the current project period. Evaluation findings indicated implementation of the MTSS/PBIS framework was taking hold district-wide with a focus on implementation of PBIS Tier 1 supports at the elementary school level. Secondary implementation continued with additional training provided to school teams to sustain practices. In addition, the expansion of the district team indicated a strong district-wide approach. Moreover, findings from building level TFI assessments showed growth across many schools and in multiple core areas.

Disciplinary data showed mixed progress. The number of out of school placements across the district has risen by 149% since baseline (808 vs. 325, 2013-2014). Although these data reflect a significant increase in disciplinary sanctions as compared to baseline, this may be due, in part, to a stronger focus placed on collecting and reporting these data as part of PBIS implementation and the adoption of the SWIS system (which is a common result of such an effort). In contrast, the number of school sanctions has remained steady for the past two years, which is likely a more accurate reflection of discipline practices. Using 2014-2015 as the baseline, findings showed that the overall discipline rate was 6.3% during the current school year – similar to the 2014-2015 rate. Although the discipline rate has remained stable during the 2014-2015 and 2015-2016 school years, the percentage of students sanctioned was well above the state average of 3.7% (2015-2016). As such, there is some concern regarding the use of these harsh sanctions district-wide as compared to state norms. Findings suggest a need to examine results more closely to better understand contributing factors and possible solutions, especially for Special Education students.

Finally, given the considerable change in the administrative structure at both the district and building levels, it is unclear the direction forward for PBIS in the upcoming 2017-2018 school year. As such, the LEA lead, in collaboration with the evaluation team, will work with the new district leadership to ensure a clear action plan is developed, encourage sustainability of current practices, and address discipline disparities.

Shelton School District: A lesson learned from the previous project year (2015-2016), as reported by the Shelton Project Lead, was “the need to focus PBIS implementation and training at the district level in order to build district literacy around PBIS and buy-in at the administrative level.” As a result, there was a significant effort to incorporate and integrate the work of Project AWARE into the district’s “Graduation Matters Shelton” initiative during the 2016-2017 school year. Graduation Matters Shelton, as its name implies, is focused on increasing graduation rates, with the overarching goal of ensuring all students (100%) obtain a diploma. To reach this goal, the district focused on raising overall student academic achievement, providing professional development opportunities to staff, increasing attendance rates, maintaining a safe and secure learning environment, and capitalizing on staff and community strengths to move the school district forward.

Many of the goals outlined in the Graduation Matters Shelton initiative aligned with the goals and objectives of Project AWARE. As such, the district put a concerted effort into coordinating and streamlining the work of these two initiatives during the current school year. This realignment, the incorporation of Project AWARE into Graduation Matters Shelton, has created a more seamless, unified, and sustainable strategy to support Shelton’s students and staff and the attainment of stated goals. Included in this effort was the revamping of a district-wide approach to a multi-tiered systems of

support framework. As part of the process to rollout a district-wide MTSS effort, the school district contracted with Sound Supports, funded through Project AWARE, for PBIS coaching and outside evaluation during the 2016-2017 school year. As noted by the district's Director of Teaching and Learning, Year 3 marked a change in the mindset around PBIS, which has led to "a monumental shift in readiness across the schools and the district."

The following is a summary of observations from the Sound Supports coach, Dr. Bridget Walker, about the work conducted in the Shelton School District during the 2016-17 school year:

*The focus of 2016-2017 school year was a fuller district wide rollout process, in order to maximize prevention and early intervention opportunities. To begin a district wide rollout of SWPBIS, a district leadership team was identified with representatives from each school (including elementary schools) as well a few district administrators. That team met for the first time on October 25, 2016 and convened monthly. The initial goal for the team was to develop a district understanding of what MTSS/PBIS is and the evidence based practices involved in implementing it with fidelity. The Sound Supports PBIS Coach provided this content to the District team throughout the year.*

*This year, the Tiered Fidelity Inventory (TFI) was conducted at every Shelton school to get a sense of baseline implementation. The results found that the schools who already begun some level of PBIS implementation in previous years, continued to progress in implementation. Each school received a summary of their results and a short report including celebrations and specific recommendations. A report with a summary of the TFI results for the district was shared with the Shelton Leadership Team on April 25, 2017.*

*Overall, the data showed that the schools that had already been implementing PBIS independent of a district initiative made some continued progress. A few other schools had pieces of PBIS in place but lacked a cohesive district plan. However, even in the schools implementing PBIS, areas related to data-based decision making and key systems of support, such as a representative leadership team needed development.*

Overall, Shelton School District made **considerable and positive progress** toward the stated activities as outlined in Objective 1.3. Shelton School District administrators, in coordination with the LEA Project Lead, successfully led district and building leadership through the initial planning and implementation phases of a MTSS/PBIS system. All school buildings conducted the Tiered Fidelity Inventory, and provided baseline fidelity data. Results indicated that all schools had at least some component of a Tier I system, with fidelity ranging from 30-89% in overall Tier I teams and supports.

The number of out of school suspensions/expulsions across the district has risen by 9% since baseline (334 vs. 307, 2013-2014), with this rise attributed to an increased number of male, low-income, ELL, and Special Education students suspended/expelled. However, it is anticipated that as the district and school buildings continue adopting the MTSS/PBIS framework, including the implementation of Tier 1 supports such as the Good Behavior Game, disciplinary sanctions will likely decline. Nonetheless, it is important that building level teams routinely monitor these data in the 2017-2018 school year and take action as needed to ensure the equitable use of disciplinary sanctions.

Information gathered by the Evaluation Team during site visits and phone interviews with school, district, and ESD staff, indicated a higher level of implementation readiness during the 2016-2017 school year. Findings showed strong district-wide buy-in, which created the environment needed for successful initial planning and implementation. One school administrator stated, "*The TFI was so helpful to get a baseline of where we're at. After a change in some staffing, the school environment has become really transparent – no more silos*", and more conducive for moving these efforts forward. At one elementary building, a Teacher on Special Assignment (TOSA) was designated as the school's PBIS coach. The coach

established a school team and the team began meeting once a week for the remaining part of the school year. Moreover, all school staff volunteered to spend a half of a day of their own time to learn about PBIS, further evidence of the level of buy-in for this building.

In addition, during site visits to conduct the Tiered Fidelity Inventories by the PBIS coach and other Sound Supports staff, it was noted that there was positive energy and motivation for the roll-out of a school-wide behavioral system by teachers and staff at both Mountain View Elementary and Shelton High School. At both Evergreen and Bordeaux, students acknowledged they felt noticed when they were behaving well and felt motivated to behave well regardless of whether they were going to receive a reward for it. At CHOICE, a strong, positive school climate was observed by PBIS staff, noting a connectedness between the students and staff. At the middle school, implementation was noted as consistent, with “explicit school rules and behavioral expectations” permeating throughout the school culture. Also, at the junior high, data were used meaningfully. For example, the Student Support Team reviewed data weekly and built in time for reflection on each PBIS motivated school activity.

Although the district has made great strides toward the adoption of the MTSS/PBIS framework, it did face a few difficulties. Multiple stakeholders acknowledged that not having access to the SWIS data system made this first year a bit more challenging. However, the district is planning to purchase SWIS and train school buildings on its use for the 2017-2018 school year. Across the district, there have been many staff transitions over the past two years, including many new staff. Some staff

acknowledged this as somewhat of a challenge, with newer staff not having the same level of trainings as those who have been in the district for a longer period of time. In many of the buildings, it was also noted that behavioral expectations varied from class to class, as did the reward systems used to acknowledge students’ behavior. On a similar note, in some buildings, there was some confusion about the discipline referral process. Moreover, findings demonstrated that suspensions/expulsions increased during the current school year as compared to baseline, indicating a need to reassess disciplinary practices and to monitor these data to ensure equitable application of sanctions in the 2017-2018 school year.

Figure 2: Stages of Implementation

Focus	Stage	Description
Should we do it!	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

In closing, the 2016-2017 school year, was aptly described as the establishment of a clear road map, with one administrator stating, “...Next year we’ll start doing.”

Findings: Overall, all sites made **continued positive progress** towards the continued implementation of a MTSS/PBIS framework across the district. As demonstrated above, each site is in a different phase of implementation, and focusing efforts on areas based on the needs and readiness of district and building level PBIS/MTSS teams.

## **E. Reduce Office Discipline Referrals (ODR)**

*Outcome 1.3b Annually, decrease by 15% the average number of discipline referrals per school site as compared to baseline (2015-2016). (Project Level - All LEAs)*

In addition to reductions in out of school placements (suspension/expulsion), another common outcome of the implementation of MTSS/PBIS framework is the reduction in office discipline referrals, due to an increased focus on teaching positive behaviors, realigning discipline practices, and teaching children behavioral expectations that fit within the positive behavior framework.

Progress to Date: The information below outlines individual LEAs' progress toward the stated outcome.

Battle Ground Public Schools and Marysville School District: Implementation of a district-wide, evidence-based violence prevention and/or SEL program is slated for Year 4 in both Marysville School District and Battle Ground Public Schools. To meet this objective, both sites plan to implement the Second Step program curriculum across all Primary K-4 (Battle Ground) and Elementary K-5 (Marysville) school buildings starting in the 2017-2018 school year. Second Step is an evidence-based Social-Emotional Learning program aimed at giving students the tools they need to excel, including emotional management, situational awareness, and academic achievement. The Second Step curriculum has been shown to decrease problem behaviors and increase school success by promoting self-regulation, safety and support.

Shelton School District: To address the Shelton Matters (Project AWARE) goal to improve school climate and safety, the three elementary schools in the district adopted and began implementing the PAX Good Behavior Game (GBG) in selected classrooms during the 2015-2016 school year to achieve the stated objective. The GBG is an environmental intervention used in the classroom with young children to create an environment that is conducive to learning. The intervention is designed to reduce off-task behavior; increase attentiveness; and decrease aggressive and disruptive behavior and shy and withdrawn behavior. The intervention also aims to improve academic success, as well as mental health and substance use outcomes later in life.

The information below shows discipline referrals for the 2016-2017 school year as compared to baseline (2015-2016 school year) by each of the targeted elementary schools as well as by category of student.

*Bordeaux Elementary School:* During the 2016-2017 school year, 589 students were enrolled at Bordeaux Elementary School. Among enrolled students, 54% were male and 71% were white. A total of 115 office discipline referrals (ODR) were issued to 55 students during the school year, *an overall 83% reduction* in discipline referrals as compared to the previous year (683, baseline vs. 115, 2016-17).

**Table 7: DISCIPLINE REFERRALS 2016-2017 SCHOOL YEAR vs. BASELINE (2015-2016 SCHOOL YEAR)**

Enrollment – October 2016*	Total Student Enrollment October 2016	Total Distinct Referrals (Baseline 2015-2016)	Total Distinct Referrals 2016-2017	Percentage Change
All	589	145	55	-62%
Female	269	34	5	-85%
Male	320	111	50	-55%
American Indian/Alaskan Native	34	14	6	-57%
Asian	3	0	0	NA
Black/African American	1	0	0	NA
Hispanic/Latino	82	11	5	-55%
Native Hawaiian/Other Pacific Islander	1	1	0	NA
Two or more races	50	17	6	-65%
White	418	102	38	-63%
Special Education	89**	33	24	-27%

Note: \*October 2016 enrollment data provided by Shelton School District. \*\*Special Education enrollment figure obtained from OSPI, based on May 2016 enrollment.

Overall, data indicated a 62% reduction in the number of unique students referred for disciplinary sanctions as compared to the previous year. In fact, across all categories of students, declines in disciplinary action ranged from 27% to 85%. Overall, these data suggest an improvement in overall school climate, as well as, indicate a change in how disciplinary sanctions were used during the current school year.

*Evergreen Elementary School:* During the 2016-2017 school year, 554 students were enrolled at Evergreen Elementary School. Among enrolled students, 51% were female and 78% were Hispanic/Latino. A total of 30 ODRs were issued to 14 students during the school year, *an overall 17% reduction* in discipline referrals as compared to the previous year (36, baseline vs. 30, 2016-17).

**Table 8: DISCIPLINE REFERRALS 2016-2017 SCHOOL YEAR vs. BASELINE (2015-2016 SCHOOL YEAR)**

Enrollment – October 2016*	Total Student Enrollment October 2016	Total Distinct Referrals (Baseline 2015-2016)	Total Distinct Referrals 2016-2017	Percentage Change
All	554	25	14	-44%
Female	285	2	4	-50%
Male	269	23	10	-57%
American Indian/Alaskan Native	4	7	1	-86%
Asian	1	0	0	NA
Black/African American	6	2	1	-50%
Hispanic/Latino	433	11	6	-46%
Native Hawaiian/Other Pacific Islander	2	0	0	NA
Two or more races	11	0	0	NA
White	97	4	6	+50%
Special Education	133*	6	7	+16%

\*October 2016 enrollment data provided by Shelton School District. \*\*Special Education enrollment figure obtained from OSPI, based on May 2016 enrollment.

Overall, data indicated a 44% reduction in the number of unique students referred for disciplinary sanctions as compared to the previous year. Reductions were observed among most categories of students, except for White students and SPED students, in which discipline referrals increased from the

previous year. Overall, these data indicated an improvement in the overall school climate, as well as a change in which discipline sanctions were used during the current school year.

*Mountain View Elementary School:* During the 2016-2017 school year, 615 students were enrolled at Mountain View Elementary School. Among enrolled students, 51% were male and 70% were white. A total of 24 office discipline referrals were issued to 19 unique students during the school year, an overall 79% reduction in discipline referrals as compared to the previous year (113, baseline vs. 24, 2016-17).

**Table 9: DISCIPLINE REFERRALS 2016-2017 SCHOOL YEAR vs. BASELINE (2015-2016 SCHOOL YEAR)**

Enrollment – October 2016*	Total Student Enrollment October 2016	Total Distinct Referrals (Baseline 2015-2016)	Total Distinct Referrals 2016-2017	Percentage Change
All	615	53	19	-64%
Female	303	7	3	-57%
Male	312	46	17	-63%
American Indian/Alaskan Native	10	6	0	-100%
Asian	2	0	0	NA
Black/African American	1	0	0	NA
Hispanic/Latino	127	0	2	+
Native Hawaiian/Other Pacific Islander	1	0	0	0
Two or more races	44	7	1	-86%
White	430	39	16	-59%
Special Education	180**	13	5	-61%

\*October 2016 enrollment data provided by Shelton School District. \*\*Special Education enrollment figure obtained from OSPI, based on May 2016 enrollment.

Overall, data indicated a 64% reduction in the number of unique students referred for disciplinary sanctions as compared to the previous school year. In fact, across categories of students, declines in disciplinary actions ranged from 57% to 100%, with a slight increase reported among Hispanic/Latino youth. Overall, these data suggest an improvement in overall school climate, as well as, indicated a change in how disciplinary sanctions were used during the current school year.

**Findings:** In general, data demonstrated a substantial decrease in the number of office discipline referrals issued across all three elementary school buildings implementing the PAX Good Behavior Games from baseline to the current project year. These reductions ranged from 44%-64%. **All three schools met and exceeded** the targeted reduction of 15%.

## F. School Engagement

*Outcome Measure: 1.4.1. Annually, 35% of students served in selective and indicated services in each of the LEAs show improvement school engagement (improved attendance, reduced office discipline referrals [major offenses], improved grades) as compared to baseline (previous quarter/semester).*

A large body of research has linked adolescent substance use to school failure, truancy, and dropouts, among other problem behaviors (Brown et al., 2000; Dewey, 1999; O'Malley et al., 1998). Study findings have also shown that a multitude of academic and educational benefits are gained by encouraging adolescents to engage in school (Wang & Fredricks 2014; Wang & Eccles 2012; Wang & Holcombe 2010). In fact, school connectedness (e.g., attendance) is associated with lower risk of drug use, and that the presence of a caring adult can lower the risk of both drug use and alcohol abuse (Sacks, Moore, Terzian, & Constance 2014). As such, it is important that intervention programs include a focus on improved



school engagement as a means of promoting positive youth development, including the reduction of involvement in substance use.

Progress to Date: In each of the targeted LEAs, Student Assistance Program Professionals (aka Prevention/Intervention Specialists) have been hired and implemented Project SUCCESS in targeted buildings (See Student Assistance Program Year 3 Report, Appendix C, for additional details).

Given the association between school engagement and positive youth development, project partners were interested in examining the effects on academic performance (e.g., grades and attendance) among full intervention program participants. To measure academic change, P/I staff collected information from official grade reports for each student enrolled in full intervention services during the 2016-2017 school year. Baseline data included the number of classes passed and failed during the first reporting term (fall of the 2016-2017 school year). Post-data are to be collected for the first grading term of the following school year and, as with baseline data, will include the number of classes passed and failed. Additionally, baseline attendance data were collected from the official school records, with staff reporting the cumulative number of days absent (excused and unexcused) and the number of days school was in session during the 30 calendar days prior to the student's intake date. At follow-up, these same data were reported for the 30 calendar days prior to the student's exit date.

*Pass/Fail Data:* Baseline academic data were reported for 449 students engaged in Project SUCCESS selective/indicated program services at the targeted middle and high schools, representing 92% of the 487 students served during the program year. The average number of classes taken at baseline was 6, ranging from 0 to 8. The below table illustrates the number and percent of classes failed at baseline for students overall as well as by LEA site.

**Table 10: Number and Percent of Baseline (2016-2017) Classes Failed**

PROGRAM SITE	Battle Ground Public Schools (n=240)	Marysville School District (n=181)	Shelton School District (n=28)	Overall (n=449)
0 classes	138 (58%)	67 (37%)	15 (54%)	220 (49%)
1 class	45 (19%)	31 (17%)	5 (18%)	81 (18%)
2 classes	15 (6%)	26 (14%)	2 (7%)	43 (10%)
3 classes	14 (6%)	15 (8%)	3 (11%)	32 (7%)
4 classes	10 (4%)	14 (8%)	2 (7%)	26 (6%)
5 classes	16 (7%)	16 (9%)	--	32 (7%)
6 classes	2 (1%)	12 (7%)	1 (4%)	15 (3%)
<b>Average # Classes Failed</b>	<b>1.04</b>	<b>1.86</b>	<b>1.14</b>	<b>1.37</b>

\*All figures have been rounded to the nearest whole number.

**Findings: Pass/Fail – All Participants:** The data reported here forms the baseline for the stated objective. Findings indicated that, overall, the majority of students (51%) engaged in program services, and for whom data were reported, were failing one or more classes at time of program entry. In fact, 16% of these students were failing 4 or more classes. The average number of classes failed was 1.37, and ranged from 0 to 6 classes.

Not surprisingly, these data confirmed that students engaged in program services were at risk of academic failure, which increases the likelihood of dropping out of school. Post-data for these participants, will be collected at the end of the first grading period in the 2017-2018 school year. The following briefly outlines baseline academic data by program site.

**Battle Ground Public Schools:** In the Battle Ground site, baseline data were reported for 240 students, representing 92% of those enrolled. Among these students, a large minority (42%) were reported as failing one or more classes, including 12% that were failing four or more classes. The average number of classes failed was 1.04.

**Marysville School District:** For the Marysville site, baseline data were reported for 181 students, representing 93% of those enrolled. Nearly two-thirds of these students (63%) were reported as failing one or more classes, including over one-in-five (23%) that were failing four or more classes. The average number of classes failed was 1.86.

**Shelton School District:** In Shelton, baseline pass/fail data were reported for 28 students, representing 90% of those enrolled in program services. Among these youth, nearly half (46%) were reported as failing one or more classes at program entry, including 11% that were failing four or more classes. The average number of classes failed was 1.14.

**Pre/Post Attendance Data:** Matched pre/post attendance data were reported for 369 students, overall, representing 76% of those enrolled in program services. The following table demonstrates baseline and follow up attendance data for enrolled students and includes the Mean percentage of days absent during the 30-day period prior to enrollment and exit.

**Table 11: Baseline and Follow-Up Past 30-Days Percentage of Days Absent by Site**

Program Site	Percent Days Absent: Baseline (Mean)	Percent Days Absent: Follow-Up (Mean)	Percentage Change
Battle Ground Public Schools n=176	10.48%	15.44%	47%
Marysville School District n=165	16.17%	21.38%	32%
Shelton School District n=28*	15.63%	27.73%	77%
<b>Overall n=369</b>	<b>13.41%</b>	<b>19.03%</b>	<b>42%</b>

\*Note: Small sample sizes may yield large percentage increases and/or decreases.

**Findings – Improved Attendance – All Participants:** Findings indicated that during the 30 days prior to program enrollment, students missed an average of 13.41% of the number of days in which school was in session during the reporting period. At follow-up, the number of school days missed represented 19.03% of school days in the follow-up period – a 42% growth in the proportion of school days missed as compared to baseline. These data indicated *the program did not meet the objective to improve engagement* among program participants. The following provides a brief assessment of progress by LEA.

**Battle Ground Public Schools:** Pre/post attendance data were reported for 176 students served in Battle Ground, representing 64% of those enrolled in the program. At baseline, youth missed, on average, 10.48% of the number of days in which school was in session during the baseline period (30 days prior to enrollment). At follow-up, the average number of school days missed increased, with an average of 15.44% of school days missed in the follow-up period – a 47% growth in the proportion of school days absent as compared to baseline. These data indicated the site *did not meet the objective to improve engagement* among program participants.

**Marysville School District:** Pre/post attendance data were reported for 165 students served in Marysville, representing 84% of those enrolled in the program. At baseline, on average, students missed 16.17% of the number of days in which school was in session during the baseline period (30 days prior to

enrollment). At follow-up, the average number of days increased, with an average of 21.38% of school days missed in the follow-up period – a 32% growth in the proportion of school days absent as compared to baseline. These data indicated the site *did not meet the objective to improve engagement* among program participants.

Shelton School District: In Shelton, pre/post attendance data were reported for 28 students served, representing 90% of those enrolled in the program. At baseline, youth missed on average, 15.63% of the number of days in which school was in session during the baseline period (30 days prior to enrollment). At follow-up, the average days absent increased, with an average of 27.73% of school days in the follow-up period – a 77% growth in the proportion of school days missed as compared to baseline. These data indicated the site *did not meet the objective to improve engagement* among program participants.

### **G. School Climate – Student-to-Student Relations**

*Outcome Measure: 1.4.b Annually, the Student-Student Relations subscale of the School Climate survey in each targeted school building shows improvement as compared to baseline (2014-2015) for students in grades 3, 5, 7, 9, and 11 with the target to obtain the Favorable Average Score by project end (September 2019), as measured by the School Climate Survey. (Project)*

School Climate Is linked to a wide range of academic, behavioral, and socio-emotional outcomes for students including: academic achievement, student academic, social, and personal attitudes and motives, attendance and school avoidance, behavior problems, delinquency, victimization, and emotional well-being. School Climate is also linked to outcomes for teachers. These include less burnout and greater retention in the profession, greater implementation fidelity of new curriculum and interventions, and overall greater levels of job satisfaction. In an effort to measure and track school climate across the three LEA sites, the project adopted the Delaware School Climate Tool.

The SCS is administered annually to youth in grades 3, 5, 7, 9, and 11 in each of the targeted LEAs as well as to teachers/school staff and parents across the districts. The project is using baseline data from the 2015 administration of the School Climate Survey (SCS) with results reported by grade level.

The Student-Student Relations Subscale of the SCS is comprised of four items, including: 1) Students are friendly with each other; 2) Students care about each other; 3) Students treat each other with respect; and 4) Students get along with each other. Answer options include: Disagree A LOT; Disagree; Agree; and Agree A LOT, with these rated on a four-point scale, 1 = unfavorable and 4 = favorable.

As summarized by the Delaware School Climate Survey Technical Manual:

*Students who are rejected by their peers are at increased risk for disruptive behavior, poor achievement, disliking of school, school avoidance, and not completing school (Buhs, Ladd, & Herald, 2006; Welsh, 2000). Students who engage in negative peer interactions are more likely to show delinquent and aggressive behaviors and more likely to report low self-esteem and depression (Brand et al., 2003). In contrast, social support from classmates has been shown to be related to academic initiative (Danielsen et al., 2010), to moderate victimization and distress for boys (Davidson & Demaray, 2007), and to predict externalizing and adaptive behaviors for girls (Reuger, Malecki, & Demaray, 2008).*

Progress to Date: Baseline data for the School Climate Survey was collected in each of the targeted LEAs in February and March 2015. Year 3 administration of the survey occurred in February and March 2017. Unfortunately, in the Marysville School District, the previously scheduled conduct of the School Climate

Survey ended up overlapping directly with the Federal Evaluation Team’s timeline for the conduct of their teacher surveys and student focus groups. Based on feedback from the Marysville LEA Lead, this created some degree of confusion among school building administrators and may have been a factor in the District’s lower than usual response rates to the School Climate Survey.

After the conduct of the surveys, analyses of data were conducted in March, with initial findings shared with SEA and LEA partners, as appropriate, in March and April. The evaluation team conducted a presentation of school climate survey results to the Marysville CMT and other key school administrative staff in early June 2017. A similar presentation was delivered to Battle Ground Public Schools’ administrative and counseling staff, also in June 2017. Shelton School District results were shared during a MTSS/Administrative team meeting in April 2017. As part of these presentations, the evaluation team led discussions with district leaders about the successes and challenges they faced during this first year of service implementation. Conduct of the 2017-2018 School Climate Survey is scheduled for February-March 2018.

Findings: Because all LEA are at varying levels of implementation of a MTSS/PBIS framework and corresponding supports, such as implementation of evidence-based practices aimed at improving social emotional learning, behavior, relationships, and overall school climate, changes in the Student-Student Relations subscale scores were **mixed**. Tables 12-14 show the changes in Student-to-Student Relations scores over the past three years, by site.

Battle Ground Public Schools: The data in Table 12 shows Student-Student Relations scores for students over the last three years of the School Climate Survey.

**Table 12: Battle Ground Public Schools: School Climate Scale: Student-to-Student Relations Sub-Scale Score 2015 (baseline) - 2017 (Year 3) (Target 3.4 or above)**

Grade	2015	2016	2017
3 <sup>rd</sup>	3.09	3.13	3.14
5 <sup>th</sup>	2.91	2.90	2.94
7 <sup>th</sup>	2.81	2.83	2.78
9 <sup>th</sup>	2.77	2.78	2.80
11 <sup>th</sup>	2.73	2.78	2.80
<b>Total</b>	<b>2.87</b>	<b>2.90</b>	<b>2.90</b>

District wide, data indicate a rise in the total Student-to-Student relations score as compared to baseline. Across grade levels, scores are stronger as compared to baseline, with the exception of a slight decline noted for 7<sup>th</sup> grade students. Overall, findings indicate that student-to-student relations are relatively strong.

As mentioned in the previous section, MTSS/PBIS efforts in Battle Ground started in the primary schools during the 2015-2016 school year, with Tier 1 implementation ramping up at the secondary schools during the 2016-2017 school year. These data generally show higher student-to-student relations scores among younger youth (grades 3 and 5), but increases from baseline have been observed among all grades except 7<sup>th</sup>. Starting in the 2017-2018 school year, the Second Step program curriculum will be implemented in primary schools while the district has chosen Life Skills for the secondary schools. Both of these are EBP with a strong social emotional focus, including peer-to-peer relationship skills and coping skills.

Marysville School District: The data in Table 13 shows Student-Student Relations scores for students over the last three years of the School Climate Survey.

**Table 13: Marysville School District: School Climate Scale: Student-to-Student Relations Sub-Scale Score 2015 (baseline) - 2017 (Year 3) (Target 3.4 or above)**

Grade	2015	2016	2017
3 <sup>rd</sup>	3.10	3.09	3.13
5 <sup>th</sup>	2.91	2.93	2.87
7 <sup>th</sup>	2.62	2.65	2.67
9 <sup>th</sup>	2.87	2.78	2.87
11 <sup>th</sup>	2.88	2.75	2.85
<b>Total</b>	<b>2.88</b>	<b>2.86</b>	<b>2.91</b>

In the Marysville School District, district wide Student-to-Student scale scores have increased from baseline. Across grade levels, results are mixed, with the average scale score improving among 3<sup>rd</sup> and 7<sup>th</sup> grade students, and declining slightly for 5<sup>th</sup> and 11<sup>th</sup> grade students as compared to baseline. Overall, findings indicate that student-to-student relations are relatively strong.

Unlike Battle Ground, Marysville began the roll out of MTSS/PBIS at the secondary level during the 2015-2016 school year, expanding Tier 1 training and supports to the elementary schools during the current reporting year. Schools are at varying levels of implementation, and as such, results are mixed. In addition to the continuation of Tier 1 implementation at the elementary school level, the District will be implementing Second Step curriculum for primary students grade level with plans to continue the use of Ripple Effects at the secondary level.

Shelton School District: The data in Table 14 shows Student-Student Relations scores for students over the last three years of the School Climate Survey.

**Table 14: Shelton School District: School Climate Scale: Student-to-Student Relations Sub-Scale Score 2015 (baseline) - 2017 (Year 3) (Target 3.4 or above)**

Grade	2015	2016	2017
3 <sup>rd</sup>	3.22	3.09	3.17
5 <sup>th</sup>	2.83	2.84	2.81
7 <sup>th</sup>	2.65	2.61	2.61
9 <sup>th</sup>	2.43	2.44	2.54
11 <sup>th</sup>	2.44	2.56	2.49
<b>Total</b>	<b>2.72</b>	<b>2.72</b>	<b>2.71</b>

Student-to-Student relations district-wide in Shelton have remained stable over the three survey periods with slight fluctuations across grade levels. For example, average scores have increased at both the 9<sup>th</sup> (Junior High) and 11<sup>th</sup> (High School) grade levels, with slight declines noted at the elementary grade levels as compared to baseline. In general, findings indicate that Student-to-Student relations are moderately strong.

As outlined in 1.3b, the Shelton School District just began a district-wide roll out of MTSS/PBIS during the current reporting year, as such anticipated changes in school climate, based on a change in policy and practice, are just beginning to take effect (as noted with declines in ODRs). Additionally, the three

elementary schools in the district just completed their first full year implementing the PAX Good Behavior Games (See Objective 1.3b), which is also likely to have a positive impact on school climate and culture including peer relationships.

#### **H. School Climate – Bullying**

*Outcome Measure: 1.4.c. By project end (September 2019), the percentage of students in grades 7, 9, and 11 that report being bullied in school will decline by 10% from baseline in each of the targeted schools (2014-2015), as measured by the School Climate Survey. (Project)*

A large body of research has shown bullying to be related to multiple negative outcomes at both the individual student level and the school level (Swearer et al., 2010). Bullying is often conceptualized and measured as a separate construct from school climate, with studies showing that bullying is more prevalent in schools in which students perceive aspects of school climate to be poor, especially teacher-student support, student-student support, and disciplinary practices (Bandyopadhyay, et al., 2009; Gendron, Williams, & Guerra, 2011; Ma, 2002). However, recently, researchers have argued that bullying should be viewed as an aspect of school climate (Bandyopadhyay, et al., 2009). This makes sense in that bullying is part of student-student relationships.

To assess progress toward this objective, the project is using the Bullying Scale from the School Climate Survey. As noted, baseline data was collected during the 2015 administration of the School Climate Survey (SCS) with results reported by grade level. The Bully Scale of the SCS is comprised of 17 items, including verbal, physical, social/relational and cyberbullying (not included in Total Scale Score). Responses are scored from 1 to 6, with a higher score indicating higher rates of bullying. Answer options include: Never, Less than once a month, Once or twice a month, Once a week, Several times a week, and Every day. For the Total Bullying Scale, the target average score is 1.5 or below. In addition to the Bullying Scale items, students are asked to respond to a separate question, “I was bullied in this school,” which is not included in the overall scale score. (Note: The Bullying Scale is only asked of students in grades 7, 9, and 11).

Progress to Date: See pages 33-38 related to the implementation of the MTSS/PBIS framework.

Findings: The following information outlines progress toward the stated objective by LEA site.

#### Battle Ground Public Schools:

**Table 15: Battle Ground Public Schools 2015, 2016, 2017: Bullying Scale**

Total Bullying Scale Score			
Grade	2015 (baseline)	2016 (YR. 2)	2017 (YR. 3)
7 <sup>th</sup>	1.64	1.60	1.66
9 <sup>th</sup>	1.51	1.57	1.47
11 <sup>th</sup>	1.46	1.42	1.48
<b>Total</b>	<b>1.55</b>	<b>1.55</b>	<b>1.54</b>

\*A higher score represents an unfavorable response. NOTE: Bullying Scale only asked of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students.

In Battle Ground, the district wide average bullying score is close to the target of 1.50 or below, with both 9<sup>th</sup> and 11<sup>th</sup> grade students meeting this target in 2017. Reported experiences of bullying increased slightly among 7<sup>th</sup> grade students, as compared to baseline, but remains relatively low.

**Table 16: Battle Ground Public Schools 2015, 2016, 2017: “I was bullied in this school...”**

Total % “I was bullied in this school”.			
Grade	2015 (baseline)	2016 (YR. 2)	2017 (YR. 3)
Middle School 7 <sup>th</sup>	18.7%	15.8%	15.8%
High School 9 <sup>th</sup> /11 <sup>th</sup>	11.3%	13.3%	9.7%
<b>Total</b>	14.1%	14.3%	11.9%

NOTE: Bullying Scale only asked of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students.

Students in grades 7, 9, and 11<sup>th</sup> grade who reported being bullied from 1-2 times per month to every day in school have declined from baseline levels. Districtwide, just over 1 in 10 students reported some experience with bullying, with rates higher among middle school students.

#### Marysville School District:

**Table 17: Marysville School District 2015, 2016, 2017: Bullying Scale**

Total Bullying Scale Score			
Grade	2015 (baseline)	2016 (YR. 2)	2017 (YR. 3)
7 <sup>th</sup>	1.73	1.86	1.87
9 <sup>th</sup>	1.50	1.69	1.51
11 <sup>th</sup>	1.46	1.50	1.47
<b>Total</b>	<b>1.59</b>	<b>1.71</b>	<b>1.61</b>

\*A higher score represents an unfavorable response. NOTE: Bullying Scale only asked of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students.

Districtwide, among 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students, the average bullying score was slightly above baseline in 2017. Reported experiences of bullying among 9<sup>th</sup> and 11<sup>th</sup> grade students were at or below the target level of 1.50 or below. In contrast, rates among 7<sup>th</sup> grade students increased; however, the average score indicated relatively low levels of reported bullying.

**Table 18: Marysville School District 2015, 2016, 2017: “I was bullied in this school...”**

Total % “I was bullied in this school”.			
Grade	2015 (baseline)	2016 (YR. 2)	2017 (YR. 3)
Middle School 7 <sup>th</sup>	22.6%	19.4%	20.5%
High School 9 <sup>th</sup> /11 <sup>th</sup>	10.1%	11.1%	11.0%
<b>Total</b>	15.4%	14.5%	14.0%

NOTE: Bullying Scale only asked of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students.

Districtwide, the percentage of students reporting being bullied in their school from 1-2 times per month to every day has declined slightly from 15.4% in 2015 to 14% in 2017. Data indicate approximately 1 in 5 middle school students reported experiencing bullying in 2017, compared to 1 in 10 high school students.

Shelton School District:

**Table 19: Shelton School District 2015, 2016, 2017: Bullying Scale**

Total Bullying Scale Score			
Grade	2015 (baseline)	2016 (YR. 2)	2017 (YR. 3)
7 <sup>th</sup>	1.66	1.68	1.74
9 <sup>th</sup>	1.82	1.80	1.87
11 <sup>th</sup>	1.70	1.71	1.68
<b>Total</b>	<b>1.73</b>	<b>1.73</b>	<b>1.76</b>

\*A higher score represents an unfavorable response. NOTE: Bullying Scale only asked of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students.

The total bullying scale score for students in the Shelton School District increased slightly as compared to baseline. This increase was attributed to a rise in these reported behaviors among 7<sup>th</sup> and 9<sup>th</sup> grade students.

Districtwide, approximately one in five 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students reported being bullied from 1-2 times per month to every day in their school, a decline from baseline (22.1% vs. 19.4%, 2017) (see Table below). Self-reported rates of bullying, during the 2017 survey period, were mostly similar across grade groups.

**Table 20: Shelton School District 2015, 2016, 2017: “I was bullied in this school...”**

Total % “I was bullied in this school”.			
Grade	2015 (baseline)	2016 (YR. 2)	2017 (YR. 3)
<b>Middle School 7<sup>th</sup></b>	20.6%	16.6%	19.4%
<b>Jr. High 9<sup>th</sup></b>	NA	20.6%	19.9%
<b>High School 11<sup>th</sup></b>	22.7% (9 <sup>th</sup> and 11 <sup>th</sup> )	17.4%	18.8%
<b>Total</b>	22.1%	18.0%	19.4%

NOTE: Bullying Scale only asked of 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students.

**I. School Climate - Reduce Substance Use: Student Assistance Program**

*Outcome Measure: 1.4.d. Annually, reduce, by 25%, the percentage of targeted students who report any past 30-day alcohol use post-program services as compared to baseline as measured a pre-post student survey. (Project)*

*Outcome Measure: 1.4.e. Annually, reduce, by 20%, the percentage of targeted students who report any past 30-day marijuana use post-program services as compared to baseline as measured a pre-post student survey. (Project)*

Adolescent use of alcohol, tobacco, and other drugs continues to be an issue that is at the forefront of problems facing school administrators. Use of substances by adolescents is linked to a wide range of academic, social, mental and physical consequences including poor academic progress, dropping out of school, increased risky behaviors, teen pregnancy, juvenile delinquency and crime. For the two outcome measures, the primary source of empirical data used to assess change in students’ behaviors were from student self-reports. SAP staff administered a confidential program evaluation survey pre-and post-program services. This form contained 36 items regarding risk and protective factors; past 30-day AOD use; perceived risk of alcohol and other drug (AOD) use; and past 3-month engagement in delinquent behaviors; as well as service satisfaction.



Progress to Date: As a means of countering the negative effects of adolescent substance use and increasing student engagement, Project AWARE sites implemented Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students), a research-based SAP model that delivers program services designed to prevent and reduce substance use among high-risk, multi-problem adolescents. The program is based upon the following proven prevention principles (Morehouse, et al., n.d.): 1) Increasing perception of risk of harm; 2) Changing adolescents' norms and expectation about substance use; 3) Building and enhancing social and resistance skills; 4) Changing community norms and values regarding substance use; and 5) Fostering and enhancing resiliency and protective factors, especially in high-risk youth.

The main program focus is the provision of group and individual sessions to indicated/selective students in which resistance and social competency skills, such as communication, decision-making, stress and anger management, problem solving, and resistance skills are taught. In addition, through the referral and case management component, P/I staff link students and their families to the community's continuum of care. In essence, P/I staff "bridge the gap" between the community, school, and families, by coordinating outreach efforts crucial to the success of high-risk youth.

In the Battle Ground Public Schools site, seven staff served 10 buildings, providing services in all secondary schools, which included three high schools, six middle schools, and one K-8 building. Two staff were located in each of the two largest high schools, Battle Ground High School and Prairie High School, with the remaining staff splitting time between the middle school buildings. Unlike the previous year, the delivery of student services began at the start of the school year.

In the Marysville School District, four (4) full-time and one part-time P/I staff provided services to five campuses, including two middle schools and three high schools. Services at the Tulalip campus included three alternative high schools, with services at the Marysville Getchell campus inclusive of four academy-type buildings. Services at Totem Middle School were reduced from full-time to half-time during the current year, with the service provider also serving as the half-time Mental Health Professional on the campus. Program services in all buildings were launched at the start of the school year.

Two (2) full-time staff were hired in the Shelton School District to provide services in the middle school and junior high school, delivering services to students in grades 6-7 and 8-9. Services for Year 3 began at the beginning of the 2016-2017 school year. These were experienced staff that had previously delivered SAP services in other schools within the ESD 113 region. In April, staff at the middle school left for another job opportunity, however, the position was filled the following week, minimizing any gap in services. Program staff were licensed (or trained) Chemical Dependency Professionals and provided alcohol and other drug (AOD) treatment services to youth identified as requiring more intensive services; thus, providing the full continuum of care at this site.

During the 2016-2017 school year, 386 students completed both pre-and post-tests (79% response rate), an 85% matched pre-post rate. Thus, providing a strong representative sample of students served. Among these 386 pre-post respondents, most were female (53%), white (66%), and enrolled in grades 5-8 (57%), similar to the population overall.

**Table 21: Full Intervention Student Characteristics by Program Site**

PROGRAM SITE	Battle Ground Public Schools	Marysville School District	Shelton School District	Overall*
<b>Full Intervention Students</b>	<b>N=261</b>	<b>N=196</b>	<b>N=31</b>	<b>N=487</b>
Gender				
Male	51%	47%	39%	48%
Female	48%	53%	58%	52%
Unknown/Other Gender	0%	0%	3%	<1%
Race				
White	75%	58%	48%	67%
Students of Color	25%	42%	52%	34%
Grade Level				
Primary (K-5)	5%	0%	0%	3%
Middle School (6-8)	57%	33%	81%	49%
High School (9-12)	39%	67%	19%	49%

\* One student did not have a district identified. Note: All figures have been rounded the nearest whole number.

At time of enrollment, most (98%) students were screened for substance use. Among students, 57% reported using some type of substance, including tobacco, during the 3 months prior to program enrollment (Table 22). Of those students identified as substance users, 39% reported marijuana use and 28% used alcohol prior to program enrollment. A small percentage of youth reported using some other illicit (3%) or prescription drugs (3%). In addition, one-quarter (26%) of participants reported recent use of tobacco (smoking). A large minority of these youth (41%) were non-users. Of those students identified as users (except Tobacco), program data illustrated differences in use patterns by student groups. The table below demonstrates levels of reported substance use (past 3 month) at time of enrollment by program participants, by program site.

**Table 22: Any Past 3-Month Substance Use by Program Site (Full Intervention Students)**

PROGRAM SITE	Battle Ground Public Schools	Marysville School District	Shelton School District	Overall
<b>Past 3 Month Substance Use</b>	<b>N=261</b>	<b>N=195</b>	<b>N=31</b>	<b>N=487</b>
Alcohol Use	23%	36%	16%	28%
Marijuana Use	26%	58%	39%	39%
Tobacco Use	32%	20%	19%	26%
Prescription Drug Use	1%	6%	0%	3%
Other Drug Use	3%	8%	3%	3%
Any ATOD Use	53%	65%	52%	57%
No Recent Use	45%	35%	36%	41%

\* Not all students were screened for use. Note: All figures have been rounded the nearest whole number.

As the data in Table 22 demonstrate, reported substance use at time of screening showed differences across program sites, with the percentage of students reported as using any type of substance varying from 52% (Shelton) to 65% (Marysville). In part, these variations were due to the population of youth served by each program. In two sites – Battle Ground and Shelton – services were focused at the middle/junior high school level (thus a younger population of students), and such use was likely to be lower. In comparison, the Marysville School District program served a more mixed population of students (as indicated previously), thus, use was likely to be higher. In Shelton and Marysville, marijuana was the drug of choice among participants, considerably outpacing alcohol use. In Battle Ground, a similar percentage of students were reported as using alcohol and marijuana prior to program entry, with students most likely to use tobacco. Use of other reported substances (i.e., prescription and other illicit drugs) was comparatively low across all sites.

At program exit, P/I Specialists provided an assessment of the student's involvement in program services. Participation measured not only attendance in recommended services, but also the degree to which a student was engaged in his or her prevention or intervention plan (Figure 13). A student rated as minimally involved attended irregularly and had little or no involvement in program activities. Moderate participation was indicated by either regular attendance, with minimal engagement or active engagement, and poor attendance. A student rated as fully engaged was one that participated in most sessions (group or individual) and showed a concerted effort to improve his or her behaviors.

Overall, these findings showed that most students (63%) were considered to have fully participated in program services, with few students declining to participate. Findings further indicated that participation was mostly similar across student groups, although female participants were somewhat more likely to have fully engaged as compared to others.

P/I Specialists had multiple formal contacts with students during the program year, including group sessions, individual counseling, planning, and follow up activities. On average, staff had 12.6 contacts with students, with these ranging from a low of one to a high of 66. Fifty percent (50%) of the students had 11 or more direct contacts, including 37% contacted between 11 and 20 times, and the remaining 13% contacted 21 or more times. In general, students were engaged in program activities for an estimated 2.2 hours each month between October and May, with the average hours of services received monthly ranging from 1.5 hours to 2.6 hours. Students typically remained enrolled in services for an average of 3.7 months during the program year. Table 23 shows service dosage by site.

**Table 23: Dosage by Program Site**

PROGRAM SITE	Battle Ground Public Schools	Marysville School District	Shelton School District	Overall
<b>Past 3 Month Substance Use</b>	<b>N=259</b>	<b>N=182</b>	<b>N=31</b>	<b>N=472</b>
Average Number of Contacts	13.4	12.1	8.6	12.6
Range of Contacts	1-66	2-49	2-29	1-66
Average Hours of Service (Oct-May)	2.3	2.2	2.6	2.2

Across sites, dosage differed. Students engaged in the Battle Ground and Marysville sites were more likely to have received a higher number of direct contacts as compared to the Shelton program. The average hours of services ranged from a low of 2.2 hours to a high of 2.6 hours per month, with the intensity of program services in Shelton somewhat higher as compared to the other two sites.

At the end of program services, students were provided an opportunity to rate the importance of the program and its impacts on them. In general, most students (93%) rated the program as at least somewhat important, including 56% that rated it as "very important." Table 24 shows site-by-site student satisfaction.

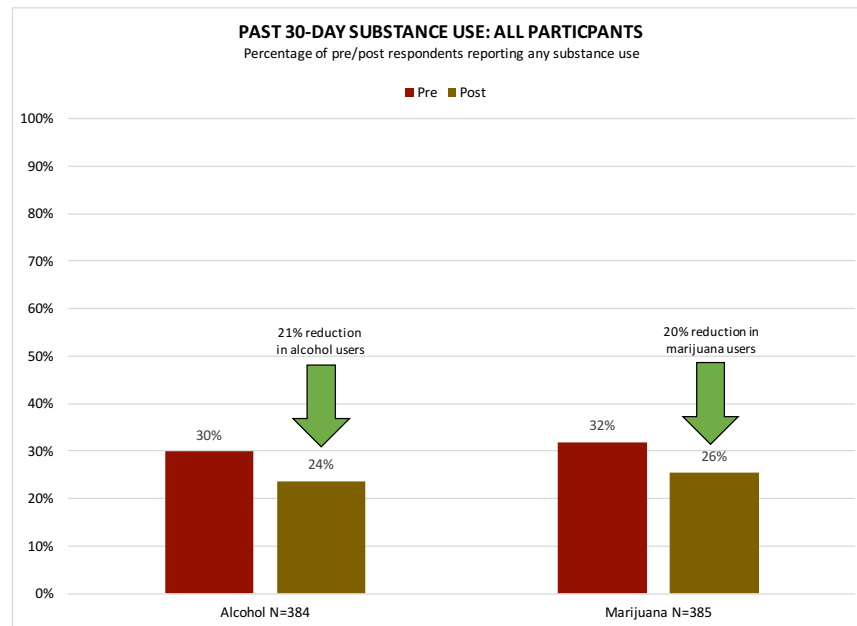
**Table 24: Assessment of Student Satisfaction by Site**

PROGRAM SITE	Battle Ground Public Schools	Marysville School District	Shelton School District	Overall
<b>"Overall, how important has this program been to you?"</b>	<b>N=224</b>	<b>N=150</b>	<b>N=24</b>	<b>N=398</b>
Very Important	54%	59%	50%	56%
Somewhat Important	37%	35%	50%	37%
Not very important	7%	5%	0%	6%
Not important at all	2%	1%	0%	2%

These data indicated that the majority of students reported some level of satisfaction with program services across program sites with 50% - 59% rating the program as “very important”.

Findings: The data in Figure 3 illustrates the changes in student substance use behaviors across categories of substances. These findings show that across all substances, use was reduced as compared to baseline.

**Figure 3: Past 30-Day Substance Use -- All Participants Pre vs. Post\***



\*All figures have been rounded to the nearest whole number

Overall Findings: Past 30-Day Alcohol Use - Overall: At program entry, 30% of participants were using alcohol, with 24% reporting recent use at program exit, representing a **21% decrease** in the proportion of alcohol users as compared to baseline (Figure 3). The reduction in alcohol use was slightly below the anticipated target of 25% as such the project **did not meet** the objective. On a more positive note, reductions in marijuana use among students served in the current program year, exceeded that reported during the 2015-2016 program year (13% reduction), suggesting an improvement in program practices.

Table 25 illustrates changes in alcohol use patterns across categories of participants.

**Table 25: Changes in Pre-Post Past 30-day Alcohol Use by Category of Participants\***

	% Any Use: Pre	% Any Use: Post	% Change
<b>Gender</b>			
Male n=181	26%	20%	-22%
Female n=203	34%	27%	-21%
<b>Grade Level</b>			
6-8 (Middle School) n=205	21%	16%	-23%
9-12 (High School) n=166	43%	34%	-21%
<b>Race</b>			
Students of Color n=127	34%	23%	-33%
White n=257	28%	24%	-13%
<b>Overall n=384</b>	<b>30%</b>	<b>24%</b>	<b>-21%</b>

\*All figures have been rounded to the nearest whole number

According to these data, reductions in use were apparent across all subsets of program participants, with declines ranging from -13% to -33%. Across genders, female participants were more likely to report recent alcohol use at program entry as compared to their male peers (34% vs. 26%, males); however, reductions in use were similar post-program services. Not surprisingly, high-school youth were much more likely to report recent alcohol use at entry versus their younger peers (43% vs. 21%, middle school), but change in use behaviors was similar across grade levels. Findings also showed differences in use patterns across racial groups, with students of color more likely to enter the program with higher use rates, and more likely to reduce use as compared to white participants (-33% vs. -13%, white) – a finding consistent with the previous program year.

The following section reviews changes in pre-post past 30-day alcohol use by site, by category of participants served.

**Table 26: Battle Ground: Changes in Pre-Post Past 30-day Alcohol Use by Category of Participants\***

	% Any Use: Pre	% Any Use: Post	% Change
<b>Gender</b>			
Male n=111	20%	9%	-55%
Female n=110	30%	23%	-24%
<b>Grade Level</b>			
6-8 (Middle School) n=135	24%	10%	-59%
9-12 (High School) n=73	32%	29%	-9%
<b>Race</b>			
Students of Color n=57	32%	11%	-67%
White n=164	23%	18%	-22%
<b>Overall n=221</b>	<b>25%</b>	<b>16%</b>	<b>-37%</b>

\*All figures have been rounded to the nearest whole number

**Battle Ground Public Schools:** In Battle Ground, 25% of participants reported recent alcohol use at program entry. At exit, 16% of students reported past 30-day alcohol use, representing a 37% reduction in the proportion of users as compared to program entry. *The LEA met and exceeded the targeted objective.* Data indicated that high school youth were more likely to report recent alcohol use at program entry versus their younger peers (32% vs. 24%, middle), but were considerably less likely to change use patterns. Male participants were less likely to report recent alcohol use at program entry (20% vs. 30%, females), and were more than twice as likely to reduce levels of alcohol use. Findings also showed differences across racial groups, with higher use rates among students of color, and higher reductions in use compared to their peers (-67% vs. -22%, white participants).

**Table 27: Marysville: Changes in Pre-Post Past 30-day Alcohol Use by Category of Participants\***

	% Any Use: Pre	% Any Use: Post	% Change
<b>Gender</b>			
Male n=61	41%	43%	+4%
Female n=80	40%	35%	-13%
<b>Grade Level</b>			
6-8 (Middle School) n=51	18%	35%	+101%
9-12 (High School) n=90	53%	40%	-25%
<b>Race</b>			
Students of Color n=56	41%	38%	-9%
White n=85	40%	39%	-3%
<b>Overall n=141</b>	<b>40%</b>	<b>38%</b>	<b>-5%</b>

\*All figures have been rounded to the nearest whole number

Marysville School District: At program entry, 40% of participants reported past 30-day alcohol use in Marysville. At exit, the percentage of youth reporting recent use was 38% -- *a 5% reduction* in users as compared to program entry. *The site did not meet the targeted objective.* Post program services, findings showed a rise in alcohol use among 6<sup>th</sup>-8<sup>th</sup> grade participants, with the proportion of users doubling as compared to program entry. In contrast, use among high-school-aged participants declined by 25%. By gender, reductions in use were noted among female participants but use increased for males. Across racial groups, rates of alcohol use at program entry were similar, with slight declines in use noted for both groups as compared to entry.

**Table 28: Shelton: Changes in Pre-Post Past 30-day Alcohol Use by Category of Participants\***

	% Any Use: Pre	% Any Use: Post	% Change
<b>Gender</b>			
Male n=9	11%	11%	n/c
Female n=13	32%	8%	-76%
<b>Grade Level</b>			
6-8 (Middle School)	n/a	n/a	n/a
9-12 (High School)	n/a	n/a	n/a
<b>Race</b>			
Students of Color n=14	14%	14%	0%
White n=8	13%	0%	-100%
<b>Overall n=22</b>	<b>14%</b>	<b>9%</b>	<b>-33%</b>

\*All figures have been rounded to the nearest whole number. Note: Small sample sizes may yield large percentage increases and/or decreases.

Shelton School District: Among program participants in Shelton, 14% entered the program reporting past 30-day alcohol use. At exit, 9% of students were recent alcohol users, representing a 33% reduction as compared to baseline. *The LEA met the targeted objective.* Program data showed differences in using behaviors across groups of students. For example, female participants demonstrated considerable declines in alcohol use, with use patterns unchanged among males. Across racial groups, white students were much more likely to report reduced alcohol use at exit. It is important to note, that few students reported alcohol use both at entry and exit from services during the current program year.

**Overall Findings - Past 30-Day Marijuana Use – Overall:** Findings indicated that students were equally likely to change marijuana use patterns as compared to alcohol use (Table 25). Nearly one-third of participants (32%) reported recent marijuana use at program entry, with 26% reporting use post program services – a 20% decline in the proportion of users. The reported reduction in marijuana use *met* the targeted objective. Table 29 shows changes in marijuana use across categories of participants.

**Table 29: Changes in Pre-Post Past 30-day Marijuana Use by Category of Participants\***

	% Any Use: Pre	% Any Use: Post	% Change
<b>Gender</b>			
Male n=183	33%	30%	-12%
Female n=202	31%	22%	-30%
<b>Grade Level</b>			
6-8 (Middle School) n=206	30%	16%	-46%
9-12 (High School) n=166	49%	39%	-21%
<b>Race</b>			
Students of Color n=128	44%	34%	-21%
White n=257	26%	21%	-20%
<b>Overall n=385</b>	<b>32%</b>	<b>26%</b>	<b>-20%</b>

\*All figures have been rounded to the nearest whole number.

These data showed that, unlike alcohol use, marijuana use patterns differed across all categories of participants. For example, male and female participants were similarly likely to report past 30-day marijuana use at entry. However, females were considerably more likely to reduce use, with 30% fewer female users compared to a 12% decline in male marijuana users at program exit. As expected, high school participants reported higher rates of recent marijuana use than middle school students. However, declines in marijuana use were considerably higher among middle school-aged participants, with a 46% reduction in younger users compared to a 21% decline reported among older participants – a pattern consistent with previous program findings. Across racial groups, students of color were considerably more likely to report recent marijuana use at intake as compared to their peers (44% vs. 26%, white), with similar reductions in use reported.

The following section demonstrates changes in marijuana use patterns across program sites and by category.

**Table 30: Battle Ground: Changes in Pre-Post Past 30-day Marijuana Use by Category of Participants\***

	% Any Use: Pre	% Any Use: Post	% Change
<b>Gender</b>			
Male n=111	19%	15%	-19%
Female n=109	20%	11%	-46%
<b>Grade Level</b>			
6-8 (Middle School) n=134	16%	9%	-45%
9-12 (High School) n=73	29%	23%	-19%
<b>Race</b>			
Students of Color n=56	29%	18%	-37%
White n=164	17%	12%	-30%
<b>Overall n=220</b>	<b>20%</b>	<b>13%</b>	<b>-32%</b>

\*All figures have been rounded to the nearest whole number

**Battle Ground School District:** In Battle Ground, past 30-day use of marijuana was reduced by 32% as compared to entry (13% vs. 20%). *The LEA met and exceeded the objective.* Across all student groups, reductions in marijuana use were evident. For example, use levels at program entry among male and female students were similar, however, female participants were considerably more likely to reduce use. At the grade level, middle school users reported higher reductions in use as compared to older participants, with 45% fewer 6-8 grade students using marijuana as compared to 19% fewer 9-12 graders. Students of color reported higher rates of use at program entry and were somewhat more likely to reduce use as compared to their white peers.

**Table 31: Marysville: Changes in Pre-Post Past 30-day Marijuana Use by Category of Participants\***

	% Any Use: Pre	% Any Use: Post	% Change
<b>Gender</b>			
Male n=63	56%	56%	n/c
Female n=80	46%	39%	-16%
<b>Grade Level</b>			
6-8 (Middle School) n=53	23%	44%	95%
9-12 (High School) n=90	67%	53%	-20%
<b>Race</b>			
Students of Color n=58	60%	55%	-8%
White n=85	44%	40%	-8%
<b>Overall n= 143</b>	<b>50%</b>	<b>46%</b>	<b>-8%</b>

\*All figures have been rounded to the nearest whole number

Marysville School District: At program entry, 50% of participants reported using marijuana in the past 30 days. Upon exit, the proportion of active users declined by 8%, with 46% of students reporting recent use. *The LEA failed to meet the objective.* Program data further showed that male participants were more likely to report past 30-day marijuana use as compared to their female peers at program entry (56% vs. 46%, female). However, females were more likely to reduce use, with a 16% decline in use reported compared to no change in using behaviors among male participants at exit. Across racial groups, considerably more students of color reported recent marijuana use as compared to their white peers at entry (60% vs. 44%, white), with both groups reporting similar reductions in use. In addition, the proportion of high school participants reporting recent marijuana use rates was well above the percentage of users at the middle school level (67% vs. 23%, 6-8 graders). However, declines in marijuana use were reported only among high school-aged participants, while the proportion of middle school participants reporting use nearly doubled.

**Table 32: Shelton: Changes in Pre-Post Past 30-day Marijuana Use by Category of Participants\***

	% Any Use: Pre	% Any Use: Post	% Change
<b>Gender</b>			
Male n=9	44%	22%	-50%
Female n=13	31%	8%	-75%
<b>Grade Level</b>			
6-8 (Middle School)	n/a	n/a	n/a
9-12 (High School)	n/a	n/a	n/a
<b>Race</b>			
Students of Color n=14	36%	14%	-60%
White n=8	38%	13%	-67%
<b>Overall n=22</b>	<b>36%</b>	<b>14%</b>	<b>-56%</b>

\*All figures have been rounded to the nearest whole number. Note: Small sample sizes may yield large percentage increases and/or decreases.

Shelton School District: Over one-third of program participants (36%) reported recent marijuana use at program entry. At exit, the proportion of those actively using declined by 56% as compared to entry (14% vs. 36%, pre). *The LEA successfully achieved the objective.* Data demonstrated that marijuana use declined across all categories of students. Although male participants were more likely to report past 30-day marijuana use as compared to their female peers at program entry (44% vs. 31%, females), males were less likely to reduce use at exit. Across racial groups, rates of use at program entry were similar, with white students somewhat more likely to reduce use as compared to students of color at exit (67% vs. 60%, respectively).

## **J. Improved School Climate**

*1.5. Annually, subscales of the School Climate survey (i.e., Total School Climate, SEL Techniques, School Engagement, and Total Bullying) in each targeted LEA show improvement in perceptions of school climate as compared to baseline (2014-2015) for students and staff in grades 3, 5, 7, 9 and 11 with the target to obtain the Favorable Average Score for each targeted subscale by project end (September 2019). (LEAs)*

SEA Progress to Date: To assess progress toward this objective at the SEA level, the following activities were identified: Conduct workshops on social/emotional learning, violence prevention, school safety, and trauma-informed practices for staff and parents; Coordinate across programs to offer improved access to planned state and regional training, TA, workshops, and professional development; Assess and determine appropriate conferences and summits attended by LEA staff and community (example: Student Support Conference, WISH Summit, North Sound Behavioral Health Conference, etc.) and



compile for AWARE stakeholders for delivery via newsletter or calendar at least annually; Coordinate across programs to create training opportunities for requested training topics; and Work with AWARE LEAs to determine needs/requests for training (in coordination with 1.1.6) (See CIP for additional details).

The following table shows the number and types of technical assistance/in-service trainings conducted and/or facilitated at the SEA level to increase stakeholder knowledge and awareness of social emotional learning, violence prevention, school safety, and trauma-informed practices.

**Table 33: Number and Type of In-Services/Trainings at SEA Level**

<b>Training Type</b>	<b>Number of Trainings</b>
Positive Behavior Intervention and Supports	2
School Safety	0
Social Emotional Learning	0
Violence Prevention	0
Mental Health Literacy and Awareness	14
Classroom-based Teaching	0
Trauma Informed Practices	1
<b>Total Trainings</b>	<b>17</b>

Seventeen (17) trainings/in-services were held during the 2016-2017 project period. Attendees included ESD staff, OSPI staff, non-profit representatives, faith-based organizations, other state level department staff, youth, and juvenile justice staff. Responses to end of training surveys indicated that participants were highly satisfied with these offerings. For example, among the 109 attendees at the Mental Health Literacy/Awareness training of trainers (aka Mental Health & High School Training) completing an evaluation form, on average, usefulness was scored at 4.7 (1 = low and 5=high), with a similar rating given for “information and concepts that will be helpful to me in delivering curriculum resources.”

LEA Progress to Date: To assess progress toward this objective the project is using the Total Scale Scores from each of the components of the School Climate Survey: School Climate, Teaching Techniques, School Engagement, and Bullying. As noted previously, the project is using baseline data from the 2015 administration of the School Climate Survey (SCS) with results reported by school and grade level. For this measure, school level data has been collapsed into district totals, by grade level.

Social emotional learning (SEL) is strongly supported by research (Bear, 2010; Durlak et al., 2011; Elias & Schwab, 2006; Cohen & Geier, 2010). For example, a recent meta-analysis of SEL programs in grades K-12, Durlak et al. (2011) found SEL techniques to be associated with positive changes in attitudes towards self and others, improved school climate, increased academic achievement, increased prosocial behavior, decreased conduct problems, improvements in emotional functioning, and pronounced developments in social-emotional competencies.

Student engagement refers to students being involved, committed, or invested in aspects of schooling. Student engagement has been shown to be related to multiple student outcomes, including academic achievement, school completion, and school suspensions (Fredricks et al., 2004). This includes each of the three aspects of student engagement. For example, emotional engagement correlates with less delinquency, alcohol and substance use, violence, suicidality, and emotional stress (Fredericks et al., 2004; Resnick et al., 1997), school completion (Cairns & Cairns, 1994; Finn, 1989) and with higher levels of academic achievement (Ding & Hall, 2007; Thompson, Iachan, Overpeck, Ross, & Gross, 2006).

The School Climate Scale, Techniques Scales, and Student Engagement Scale are comprised of multiple subscales. For example, Total School Climate Scale is comprised of 8 (student survey) to 10 (staff survey) subscales including: 1) Teacher-to-Student relations, 2) Student-to-Student relations, 3) Respect for diversity, 4) Student engagement, 5) Clarity of expectations, 6) Fairness of rules, 7) School safety, 8) Bullying school-wide, 9) Teacher-home communication (staff only), and 10) Staff relations (staff only).

The Techniques Scale is comprised of 3-subcales: 1) Use of Positive techniques, 2) Use of Punitive Techniques, and 3) Use of Social emotional learning techniques. The School Engagement Scale is made up of two-subcales (student only). These are: 1) Cognitive/behavioral, and 2) Emotional. (See Appendix E for a copy of the School Climate Survey tool.) The targeted average for each of these three scales is 3.4 or above, by project end. (NOTE: for the Use of Punitive Techniques Scale, the scores are inverted, meaning a lower score represents a more favorable response i.e., 1 = favorable and 4 = unfavorable. The target for this scale is 2.0 or below. The Total Bullying Scale (student only) has three subscales: 1) Physical bullying, 2) Verbal bullying, and 3) Social/relational bullying. Responses are scored on a 6-point scale, with a higher score indicating higher rates of bullying (1=Never and 6=Everyday). The targeted favorable score for the Total Bullying Scale is 1.5 or below by project end. NOTE: The Bullying Scale is only asked of students in grades 7, 9, and 11.

It is expected that over the course of the grant period, implementation of MTSS/PBIS will positively impact perceptions regarding school climate, teaching techniques, student engagement and bullying. The following outlines project findings by site. For additional information on activities linked to this outcome see 1.3 and 1.4.b.

**Findings: Battle Ground:** Overall, the average Total School Climate score remained above the baseline (2.98), reaching 3.02 in Year 2 and 3.01 during the current reporting year. This indicates continued **positive progress** toward this component of the stated objective. Across grade levels, total School Climate has remained fairly steady among 3<sup>rd</sup> and 5<sup>th</sup> grade students with substantial increases among 9<sup>th</sup> and 11<sup>th</sup> grade students over the past three years, reaching an average score of 2.90 during the current reporting year. Average Use of Positive Techniques scores by all grade levels remained above baseline, with the most substantial improvement indicated by 5<sup>th</sup> and 11<sup>th</sup> grade students (2.88 to 2.95, 5<sup>th</sup> grade and 2.17 to 2.33, 11<sup>th</sup> grade).

**Table 34: Total Scale Scores 2015 (baseline) vs. 2017: Battle Ground Public Schools**

	TOTAL School Climate Score (3.4 or above)		Use of Positive Techniques (3.4 or above)		Use of Punitive Techniques* (2.0 or below)		Use of SEL Techniques (3.4 or above)		TOTAL Engagement (3.4 or above)		TOTAL Bullying Score* (1.5 or below)	
	2015	2017	2015	2017	2015	2017	2015	2017	2015	2017	2015	2017
<b>DISTRICT TOTAL</b>	2.98 (N=3934)	3.01 (N=3846)	2.59 (N=3934)	2.65 (N=3846)	2.34 (N=3934)	2.33 (N=3846)	2.83 (N=3934)	2.91 (N=3846)	3.14 (N=3934)	3.15 (N=3846)	1.55 (N=2243)	1.54 (N=2318)
3rd	3.22 (N=834)	3.21 (N=831)	3.16 (N=834)	3.18 (N=831)	2.08 (N=834)	2.16 (N=831)	3.16 (N=834)	3.23 (N=831)	3.38 (N=834)	3.38 (N=831)		
5th	3.10 (N=857)	3.11 (N=697)	2.88 (N=857)	2.95 (N=697)	2.29 (N=857)	2.31 (N=697)	3.01 (N=857)	3.05 (N=697)	3.22 (N=857)	3.22 (N=697)		
7th	2.93 (N=853)	2.94 (N=849)	2.42 (N=853)	2.55 (N=849)	2.51 (N=853)	2.51 (N=849)	2.72 (N=853)	2.81 (N=849)	3.06 (N=853)	3.06 (N=849)	1.64 (N=853)	1.66 (N=849)
9th	2.83 (N=833)	2.90 (N=859)	2.20 (N=833)	2.24 (N=859)	2.44 (N=833)	2.37 (N=859)	2.63 (N=833)	2.71 (N=859)	3.01 (N=833)	3.07 (N=859)	1.51 (N=833)	1.47 (N=859)
11th	2.81 (N=557)	2.90 (N=610)	2.17 (N=557)	2.33 (N=610)	2.43 (N=557)	2.29 (N=610)	2.59 (N=557)	2.69 (N=610)	2.94 (N=557)	2.97 (N=610)	1.46 (N=557)	1.48 (N=610)

Although Use of Punitive Techniques scores have remained relatively steady over the past 3 years, a notable decrease in the use of punitive techniques can be observed by 9<sup>th</sup> and 11<sup>th</sup> grade students, dropping to 2.37 from a baseline score of 2.44 (9<sup>th</sup> grade) and to 2.29 from 2.43 (11<sup>th</sup> grade). Overall, the use of SEL Techniques average score has increased from baseline (2.83) rising to 2.89 in Year 2 and 2.91 during the current reporting year. Steady increases have occurred among all grade levels except 7<sup>th</sup>, which saw a slight decline from last year, though still above baseline. The average Bullying score across the district has remained steady, dropping slightly during the current year to 1.54 from 1.55. However, a notable decline was reported among 9<sup>th</sup> grade students to a low (positive) of 1.47, after a spike to 1.57 during 2015-16 school year and a baseline score of 1.51 (the target score for the Bullying Scale is 1.50). Overall, Battle Ground Public Schools continued to make **positive progress** toward the stated objective, with Total Scale Scores either improving or remaining unchanged, as compared to baseline data.

**Findings: Marysville School District:** In the Marysville School District, the district Total School Climate score has increased since baseline, reaching a positive average score of 3.02 in 2017. Results also show increases in favorable perceptions of teaching techniques for all three scales: Use of Positive Techniques, Use of Punitive Techniques (a decline indicates a more favorable response) and the Use of Social Emotional Learning

Techniques. Perceptions regarding the use of positive teaching techniques, such as “Teachers often let students know when they are being good”, increased across all grade levels, while perceptions regarding the use of punitive techniques, such as “Students are often sent out of class for breaking rules” either declined or remained flat across grade levels as compared to 2015 baseline data. Student’s perceptions regarding the use of social emotional learning techniques, such as “Students are taught to understand how others think and feel” increased across all grade levels except 11<sup>th</sup>, which fell from 2.73 (2015) to 2.68 (2017).

**Table 35: Total Scale Scores 2015 (baseline) vs. 2017: Marysville School District**

	TOTAL School Climate Score (3.4 or above)		Use of Positive Techniques (3.4 or above)		Use of Punitive Techniques* (2.0 or below)		Use of SEL Techniques (3.4 or above)		TOTAL Engagement (3.4 or above)		TOTAL Bullying Score* (1.5 or below)	
	2015	2017	2015	2017	2015	2017	2015	2017	2015	2017	2015	2017
<b>DISTRICT TOTAL</b>	2.97 (N=2425)	3.02 (N=2275)	2.65 (N=2425)	2.74 (N=2272)	2.43 (N=2425)	2.36 (N=2275)	2.91 (N=2425)	2.99 (N=2273)	3.17 (N=2425)	3.17 (N=2275)	1.59 (N=1241)	1.61 (N=1017)
3rd	3.19 (N=593)	3.20 (N=640)	3.08 (N=593)	3.19 (N=640)	2.28 (N=593)	2.29 (N=640)	3.21 (N=593)	3.26 (N=640)	3.38 (N=593)	3.37 (N=640)		
5th	3.07 (N=591)	3.06 (N=617)	2.81 (N=591)	2.87 (N=617)	2.35 (N=591)	2.36 (N=617)	3.04 (N=591)	3.11 (N=617)	3.21 (N=591)	3.18 (N=617)		
7th	2.74 (N=520)	2.80 (N=317)	2.42 (N=520)	2.44 (N=316)	2.74 (N=520)	2.64 (N=317)	2.65 (N=520)	2.76 (N=316)	3.01 (N=520)	3.00 (N=317)	1.73 (N=520)	1.87 (N=317)
9th	2.91 (N=404)	2.94 (N=380)	2.33 (N=404)	2.35 (N=380)	2.42 (N=404)	2.29 (N=380)	2.73 (N=404)	2.79 (N=380)	3.08 (N=404)	3.08 (N=380)	1.50 (N=404)	1.51 (N=380)
11th	2.87 (N=317)	2.90 (N=321)	2.34 (N=317)	2.35 (N=321)	2.35 (N=317)	2.28 (N=321)	2.73 (N=317)	2.68 (N=320)	3.04 (N=317)	3.01 (N=321)	1.46 (N=317)	1.47 (N=320)

Across the Marysville School District, the Total Student Engagement score returned to the baseline score of 3.17, after dropping slightly to 3.14 in 2016. Student engagement is relatively high with an average score above 3.0 for all grade levels surveyed. The total Bullying score is the only scale in which perceptions district wide were less favorable than baseline, with this due almost exclusively to an increase in reports of bullying among 7<sup>th</sup> grade students, from a score of 1.73 at baseline to 1.87 in 2017. That being said, reports of bullying among the students surveyed is relatively low, with both 9<sup>th</sup> and 11<sup>th</sup> grade students at or below the target score of 1.50. Overall, Marysville School District is making **positive progress** toward the stated objective with increases in favorable perceptions in five of the six scales: School Climate, Positive Teaching Techniques, Punitive Teaching Techniques, Social Emotional Learning Techniques and Student Engagement.

Findings: Shelton School District: Across the District, total scale scores in Shelton either declined or remained unchanged as compared to baseline results. For example, the Total School Climate score declined from 2.87 (baseline) to 2.84 (2017), with declines in positive perceptions noted among younger students (grades 3, 5, and 7), but slight increases among students in grades 9 and 11.

**Table 36: Total Scale Scores 2015 (baseline) vs. 2017: Shelton School District**

	TOTAL School Climate Score (3.4 or above)		Use of Positive Techniques (3.4 or above)		Use of Punitive Techniques* (2.0 or below)		Use of SEL Techniques (3.4 or above)		TOTAL Engagement (3.4 or above)		TOTAL Bullying Score* (1.5 or below)	
	2015	2017	2015	2017	2015	2017	2015	2017	2015	2017	2015	2017
<b>DISTRICT TOTAL</b>	2.87 (N=1158)	2.84 (N=1274)	2.66 (N=1158)	2.63 (N=1274)	2.49 (N=1158)	2.58 (N=1274)	2.80 (N=1158)	2.81 (N=1274)	3.07 (N=1158)	3.03 (N=1274)	1.73 (N=680)	1.76 (N=776)
3rd	3.34 (N=248)	3.20 (N=230)	3.27 (N=248)	3.23 (N=230)	2.21 (N=248)	2.37 (N=230)	3.32 (N=248)	3.33 (N=230)	3.49 (N=248)	3.20 (N=230)		
5th	3.06 (N=230)	3.04 (N=268)	2.91 (N=230)	2.87 (N=268)	2.32 (N=230)	2.45 (N=268)	3.07 (N=230)	3.08 (N=268)	3.24 (N=230)	3.20 (N=268)		
7th	2.77 (N=192)	2.74 (N=253)	2.61 (N=192)	2.51 (N=253)	2.58 (N=192)	2.78 (N=253)	2.76 (N=192)	2.74 (N=253)	2.95 (N=192)	2.91 (N=253)	1.66 (N=192)	1.74 (N=253)
9th	2.60 (N=257)	2.64 (N=272)	2.34 (N=257)	2.43 (N=272)	2.76 (N=257)	2.70 (N=272)	2.47 (N=257)	2.52 (N=272)	2.82 (N=257)	2.89 (N=272)	1.82 (N=257)	1.87 (N=187)
11th	2.60 (N=231)	2.62 (N=251)	2.13 (N=231)	2.16 (N=251)	2.58 (N=231)	2.58 (N=251)	2.41 (N=231)	2.43 (N=251)	2.82 (N=231)	2.78 (N=251)	1.70 (N=231)	1.68 (N=251)

With regard to teaching techniques, results were mixed among grade levels. District wide perceptions regarding the use of positive teaching techniques remained below baseline, however increased among 9<sup>th</sup> and 11<sup>th</sup> grade students, similar to the trend seen in the school climate scale. Perceptions regarding teachers' use of punitive teaching techniques increased (unfavorable) among students in grades 3, 5, and 7 but declined (positive) among 9<sup>th</sup> grades students and remained equal to baseline among 11<sup>th</sup> grade students. Additionally, perceptions regarding the use of social emotional learning techniques increased (positive) among all grade levels except for 7<sup>th</sup> grade and remained near equal to the baseline. Although total student engagement declined from baseline district wide, it remains above a 3.0 average, indicating generally positive perceptions. Increases in student engagement were noted among both 9<sup>th</sup> and 11<sup>th</sup> grade students this year as compared to baseline. Lastly, the total average Bullying Score rose slightly from baseline (1.73 vs. 1.76, 2017), however, a decline in reported experiences of bullying was noted by 11<sup>th</sup> grade students during the current survey year. Overall, these findings indicate **mixed progress** toward the stated objective with certain grade groups of students showing more improvement in school climate perceptions than others. It is expected that as the district continues to focuses on implementing MTSS/PBIS over the course of the grant period district-wide perceptions regarding school climate, teaching techniques, student engagement and bullying will improve.

Overall Findings - Staff: For the most part, Total Scale scores among staff either improved or remained flat as compared to baseline (Table 37, below). For example, in Battle Ground total school climate and staffs' perception regarding the use of social emotional learning techniques was equal to baseline scores. However, perception regarding the use of positive techniques increased, while perceptions regarding the use of punitive techniques declined. This may be, in part, due to the significant focus on PBIS at the district level over the last two grant years. Among staff in the Marysville School District, total scale scores improved as compared to baseline among all four measures, reaching a positive average score of 3.01 for perceptions regarding school climate and 2.12 (a lower score is more favorable) for the use of punitive techniques, close to the target score of 2.0 or below. In the Shelton School District, staff perceptions regarding school climate and positive teaching techniques increased from baseline, while perceptions regarding the use of social emotional learning techniques remained flat. Overall, these data indicated **positive progress** toward the stated objective among staff in the three LEA project sites.

**Table 37: Staff Score 2015 (baseline) vs. 2017 Comparison: School Climate and Techniques Scores, District Totals**

	TOTAL School Climate Score (3.4 or above)		Use of Positive Techniques (3.4 or above)		Use of Punitive Techniques* (1.5 or below)		Use of SEL Techniques (3.4 or above)	
	2015	2017	2015	2017	2015	2017	2015	2017
<b>DISTRICT TOTALS</b>								
Battle Ground	3.12 (N=794)	3.12 (N=713)	2.91 (N=794)	2.93 (N=667)	2.09 (N=794)	2.07 (N=66)	2.93 (N=794)	2.93 (N=667)
Marysville	2.97 (N=249)	3.01 (N=416)	2.73 (N=249)	2.85 (N=379)	2.16 (N=249)	2.12 (N=379)	2.75 (N=249)	2.89 (N=379)
Shelton	2.95 (N=118)	2.98 (N=247)	2.80 (N=118)	2.81 (N=240)	2.14 (N=118)	2.18 (N=241)	2.77 (N=118)	2.77 (N=241)

Overall Findings: At the SEA level, **positive progress** was being made toward the attainment of the targeted objective. Overall, progress towards the stated LEA objective across the three LEA sites was **mixed, but generally positive**. Due to the continued variation of program activities within targeted districts, students received different interventions and dosages of services during the reporting period. This variation in activities had the potential to affect change in school and district level perceptions regarding school climate.

## **GOAL 2: Increase Access to Mental Health Services**

Mental health and substance use disorders are among the top conditions that cause disability, resulting in significant costs to families, employers, and publicly funded health systems. In fact, the Substance Abuse Administration and Mental Health Administration estimates that by the year 2020, mental and substance use disorders will surpass all physical diseases as a major cause of disability (SAMHSA, 2011).

One in five children (ages 13-16) will experience, or have had, a significant mental health problem during their education years (National Institute of Mental Health, 2015; U.S. Department of Health and Human Services, 1999). The most common mental disorders in school-aged youth include depression, anxiety, attention-deficit hyperactivity disorder (ADHD), and behavioral or conduct problems (Perou, R., Bitsko, R, Bumber, S, et al., 2013), all of which can negatively affect their ability to function in the school, home, and community setting. Youth with these and other behavioral health concerns have a much higher likelihood of experiencing negative outcomes such as school dropout, juvenile justice involvement, substance abuse, poor interpersonal relationships, and suicide.

The best possible protections for our youth are interventions that prevent these types of disorders before they even develop. In addition, providing these interventions early and in accessible settings (such as schools) greatly reduces negative outcomes, and supports positive outcomes associated with productive citizenry (Hawkins, E.H, 2009).

The objectives for increased access to mental health services are aligned with Component One of the Project AWARE federal initiative: *Addressing the mental health needs of children, youth, families/caregivers, and communities*. At the local level, the project goal is to: *Build and/or expand capacity at the state and local levels to increase access to mental health services*. The following section outlines the project's capacity to reach these targeted objectives and to intervene – connect, detect, and respond – in the lives of the students in which services were provided.

The aim of Project AWARE school-based mental health services was multifocal. First, the program provided mental health services, including, but not limited to, screening, assessment, individual, group or family-based treatment, referral, and case management to eligible students and families in the school setting. Secondly, the program offered professional guidance and support to school staff related to adolescent mental health issues. Additionally, the program sought to increase access and reduce barriers to community-based mental health services for students and families. The following summary report provides an overview of school-based mental health services delivered during the 2016-2017 reporting period.

### **A. Access to School-Based Mental Health Services**

*Outcome Measure 2.1.a. Increase the number of school-aged youth in each of the targeted LEAs receiving school-based mental health services (i.e., screening, assessment, individual, group, and family therapy, case management, observation, and team meetings) (GPRA 2).* The project aimed to **increase, by 10% from baseline (0, 2014-2015)**, the proportion of students and families receiving services by the end of the grant period (September 2019). Data were collected and reported using a form completed monthly by MHS and included information about number of students referred, screened, enrolled, and exiting program services.

SEA Progress to Date: A considerable amount of progress has been made to improve access to mental health services, and to reduce stigma at the state level. In large part, this focused on the expansion of the Mental Health & High School Curriculum to districts and schools across the state. During the reporting year, as noted, 14 MH&HS Training of Trainers were offered with over 100 instructors trained

in the delivery of this classroom-based curriculum. To date, over 1500 students and 138 teachers and education staff have been trained in the program statewide since the 2015-2016 project period, with continued growth planned for the 2017-2018 school year. Student pre- and post-tests have shown a 31% increase in mental health knowledge and 68% improved responses to questions related to stigmatizing attitudes about mental disorders. One student commented, “Everyone needs to have this training.” Teachers also were positive in their responses toward the curriculum, with this teacher commenting, “Excellent curriculum and training. I’m excited to teach this to my students to help them overcome the stigmas associated with mental disorders. Also, our students need to know the signs of mental illness and where to get help.”

Additionally, the SEA Coordinator was an active member of the legislative Children's Mental Health Workgroup. She has attended meetings, and worked with community-based providers, such as Kaiser-Permanente (KP) to address innovative efforts to improve children's mental health in the school setting. Concepts presented to KP partners for possible funded pilots or projects (which cross multiple project objectives) included:

1. *Health Sciences – career exploration focusing on behavioral health*: The pilot would prepare students to enter behavioral health careers by providing basic orientation and concepts foundational to the field.
2. *MTSS/PBIS Capacity Building*: Many schools would benefit from increased mental health supports that are co-located or school-based. Clinical professionals and their services are most effective when their role and time is efficiently and appropriately used. MTSS and PBIS help ensure this can happen. Investing in helping schools scale-up MTSS/PBIS is an upstream approach to supporting the mental health and well-being of students.
3. *Integrated Mental Health Services*: Identifying schools with strong MTSS/PBIS frameworks and supporting those schools by partnering to offer mental health services. Every district has a different capacity to integrate mental health supports and services.
4. *Clinical Practices for academic success – “Attendance Matters”*: Washington state is second worst in the nation for chronic absenteeism according to data released from the Department of Education Office of Civil Rights and Equity. OSPI and state partners are engaged in promoting improved school attendance and reducing chronic absenteeism. Graduation has significant impact on life-course quality. We request KP work to raise awareness and change practices internally to support Attendance Matters through the following practice-shifts:
  - Offer and encourage prioritizing after-school appointments for school-aged youth.
  - As part of in-office health screening or check-in protocols, screen by asking parents or patients if they have missed 5 or more days of school. If patients or families indicate they have missed much school, could the medical professional (doctor) relay a message of support that attendance matters and discuss when is sick “too sick” to go to school. Visit [www.AttendanceWorks.org](http://www.AttendanceWorks.org) for more information to support patients and families.
5. *Eye Movement Desensitization and Reprocessing Therapy (EMDR)– Exploring or scaling-up educational settings or partner capacity building*: EMDR in school settings and with children is growing. EMDR is a tier 3 support in an MTSS framework.
  - Consider an EMDR study with school-based MH providers treating children/adolescents
  - Co-Host a workgroup to further explore EMDR and its applications for school settings
  - Collaborate to build capacity of school-based or school-affiliated MH providers to either raise awareness of EMDR or initiate training in EMDR.



6. *Consistent, universal screening or screener*

- a. Reduce multiple screeners done by multiple agencies or in settings
- b. A Zero-Suicide best practice

Additionally, the SEA Coordinator presented, on behalf of Project AWARE, at multiple conferences and workshops, including the Evergreen Health Panel, Northwest PBIS conference, National Behavioral Health Conference, Focus on the Future-TOGETHER conference, and at a Graduation A Team Effort meeting.

LEA Progress to Date: During the 2014-2015 school year (baseline), no students were reported as having received any type of school-based mental health services across the targeted districts prior to implementing program services. For this performance objective, 2016-2017 (Yr. 3) project-end service targets were established for each LEA and the project overall. These are as follows:

**Table 38: School-Based Mental Health Service Targets and Actual by Program Site and Overall**

PROGRAM SITE	Battle Ground Public Schools	Marysville School District	Shelton School District	Overall
Baseline (2014-2015)	0	0	0	0
Year 3 (2016-2017) Target	125	90	30	245
Actual Number Served Year 3	203	94	57	354
Total Number Served to Date	270	161	72	503
<b>Project End Target (September 2019)</b>	<b>500</b>	<b>360</b>	<b>120</b>	<b>980</b>

The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective at both the SEA and LEA levels.

During the 2016-2017 school year, 354 students were formally enrolled in school-based services since program implementation, including 203 (57%) students served in Battle Ground Public Schools, 94 (27%) served in Marysville School District, and 57 (16%) enrolled in services in Shelton School District. Overall, the majority of enrolled students were female (54%), and white (73%). Among students of color, 7% were American Indian, 6% were Hispanic, 1% were Black, 1% were Native Hawaiian/Pacific Islander, and 13% were reported as multiracial. Students ranged in age from 4 to 21 years, with the median age 13.2 years. Of these youth, 35% were in elementary grades (K-5), 29% in middle school (6<sup>th</sup>-8<sup>th</sup>), and 36% were high school participants (9<sup>th</sup>-12<sup>th</sup>). Enrollment data indicated variability in the demographic makeup of enrolled students across sites, with this a reflection of the communities in which these districts are located. (See School-Based Mental Health Services Year 3 Report, Appendix D).

Overall Findings: Program findings indicated that as a result of Project AWARE, student ***access to school-based mental health services increased*** across program sites. The number of students served during the 2016-2017 school year, across LEAs, exceeded the annual target - with approximately 45% *more* youth served than anticipated project-wide (354 vs. 245, target) (See Table 38). These findings demonstrate that implementation of school-based mental services increases access for children, thus reducing barriers for youth and their families.

Battle Ground Public Schools: In Battle Ground, 203 students were enrolled during the school year – exceeding the service target by 78 youth. Data indicated that an average of 22 students per month were enrolled, above the 14 per month anticipated.

Marysville School District: The two MHS served 94 students during school year, exceeding their Year 3 target by 4 youth. Staff enrolled an average of 10 students per month, meeting the anticipated average of 10 students per month to meet the program goal.

Shelton School District: During the school year, data indicate that 57 youth were served, nearly double the Year 3 target of 30 youth. MHS enrolled an average of 6 youth per month, above the anticipated average of three students enrolled per month needed to meet the program goal.

## **B. Improve Mental Well-being**

*Outcome Measure: 2.1b. Decrease the percentage of 8th and 10th grade students who report depressive feelings in the past year.* The project aimed to decrease, by 20%, the percentage of students reporting depressive symptoms as compared to baseline (HYS 2012), by the end of the project period (September 2019) as measured by the Healthy Youth Survey distributed fall of 2016 and 2018.

The project is using baseline data from the 2012 administration of the Healthy Youth Survey (HYS) with results reported by grade level. The statewide HYS is administered to youth in 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grades in October of even numbered years. The survey specifically asks, “During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?” Answer options: Yes, No.

**Table 39: Battle Ground Public Schools: HYS Results 2012-2016**

Grade Level	2012	2014	2016	2019 Target
8 <sup>th</sup> Grade	28%	27%	24%	22%
10 <sup>th</sup> Grade	30%	31%	30%	24%

Findings - Battle Ground Public School: Results from Battle Ground indicated that depressive feelings among 8<sup>th</sup> grade students have been declining since baseline, with 28% of students reporting depressive feelings in 2012 and 24% reporting depressive feelings in 2016. Among 10<sup>th</sup> grade students, reports of depressive feelings have not changed since baseline, with 30% of 10<sup>th</sup> grade students in Battle Ground reporting depressive feelings.

**Table 40: Marysville School District: HYS Results 2012-2016**

Grade Level	2012	2014	2016	2019 Target
8 <sup>th</sup> Grade	32%	30%	31%	26%
10 <sup>th</sup> Grade	36%	41%	43%	29%

Findings – Marysville School District: Reports of depressive feelings among 8<sup>th</sup> grade students in the Marysville School District have remained relatively stable since 2012. Conversely, reports of depressive feelings among 10<sup>th</sup> grade students showed a steady and disconcerting increase. In 2016, 19% more students reported depressive feelings that inhibited their usual activities as compared to baseline.

**Table 41: Shelton School District: HYS Results 2012-2016**

Grade Level	2012	2014	2016	2019 Target
8 <sup>th</sup> Grade	31%	35%	33%	25%
10 <sup>th</sup> Grade	39%	46%	40%	31%

Findings – Shelton School District: In the Shelton, reports of depressive feelings among 8<sup>th</sup> and 10<sup>th</sup> grades students fluctuated across survey periods. In 2016, however, data showed a decline in these

feelings across grade groups as compared to 2014, with rates similar to baseline levels. One-third of 8<sup>th</sup> grade students and four-in-10 10<sup>th</sup> grade students reported depressive feelings in 2016.

LEA Progress to Date: Each targeted LEA has launched a multi-tiered systems of support approach to address the mental health and wellbeing of children and adults in the targeted schools. This comprehensive approach has included the implementation of several direct service components including school-based mental health services and student assistance programming focusing on Tier 2 and Tier 3 students (selective and indicated). LEAs also adopted evidence-based universal strategies such as PBIS, Good Behavior Game, and Signs of Suicide. The design of these strategies was aligned with the needs identified within each school district. As such, implementation varied somewhat across districts. Additional information about specific approaches are detailed in the body of this report.

Overall Findings: Program data related to project goals indicated that the project is ***making mixed progress*** toward the achievement of the stated objectives. On a positive note, all LEAs elected to participate in the collection of student level data in October 2016, and will again in October 2018. Results from the last three survey periods show depressive feelings have fluctuated since 2012, with depressive feelings among 8<sup>th</sup> graders *declining steadily* in Battle Ground, *declining slightly* in Marysville and *increasing slightly* in Shelton. Among 10<sup>th</sup> grade students, reports of depressive feelings were *stable* as compared to baseline in Battle Ground and Shelton, but *up 19%* in the Marysville School District. Results at the three AWARE LEA sties differ from Statewide trends, in which depressive feelings among 8<sup>th</sup> grade students have increased from 26% in 2012 to 28% in 2016 and 31% (2012) to 35% (2016) among 10<sup>th</sup> grade students. Reports of depressive feelings in 2016 by both 8<sup>th</sup> and 10<sup>th</sup> grade students in the Marysville and Shelton school districts are higher compared to students statewide, while reports of depressive feelings among 8<sup>th</sup> and 10<sup>th</sup> grade student in Battle Ground Public Schools are lower than reports by students statewide.

### **C. Reduce Problem Severity Among Highest Risk Youth**

*Outcome Measure 2.1c Annually, among youth enrolled in school-based mental health services, reduce the proportion of youth rated as having **moderate to severe** problem behaviors in identified area of concern compared to program exit.* The project aimed **to reduce by 20%** from baseline (program entry) the severity of problem behaviors among those youths assessed as highest risk (moderate to severe) by MHS at program exit. Data were collected and reported using a student outcome form completed at program exit.

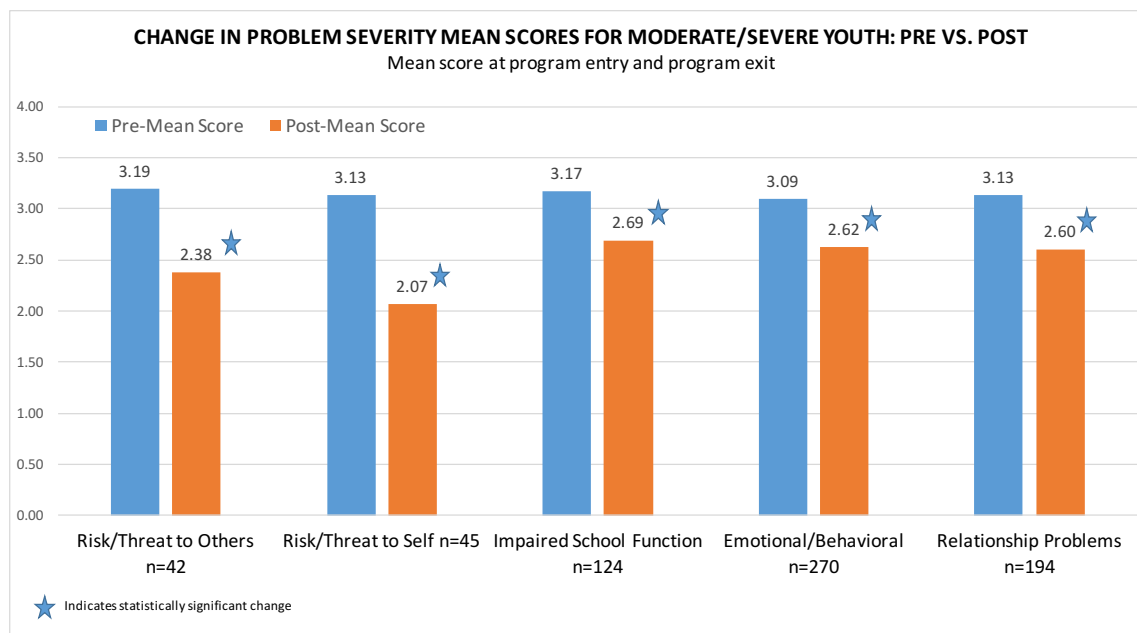
Outcome data for 328 students who exited services (representing 93% of those enrolled), except those reported as “refused to participate” and for whom matched intake and outcome records were available provided the empirical data used to measure progress toward the stated objective. Among exited youth, 55% were female, and 74% were white. Thirty-six percent (36%) were elementary school-aged, with 28% middle school-aged, and the remaining 35% high school-aged. On average, students received 11.5 sessions, with the number of these ranging from 1 to 41. The majority of these students (52%) engaged in ten (10) or fewer sessions, including 26% who were seen five (5) or fewer times.

Progress to Date: See, A. Access to School-Based Mental Health Services, for additional information. Additionally, LEA specific reports are included in Appendix D.

Overall Findings: At exit from program services, MHS provided an assessment of the current degree of severity, or risk, of problem behaviors addressed during treatment services for each student. Problem behaviors were rated on a scale of 1 to 4, similar to the process conducted at enrollment. (Note: Students may have presented with multiple problem behaviors). Figure 4 demonstrates changes in

mean scores across areas of concern for those youths identified as highest risk at program entry.

Figure 4: Changes in Problem Severity Mean Score for Highest Risk Youth: Pre vs. Post

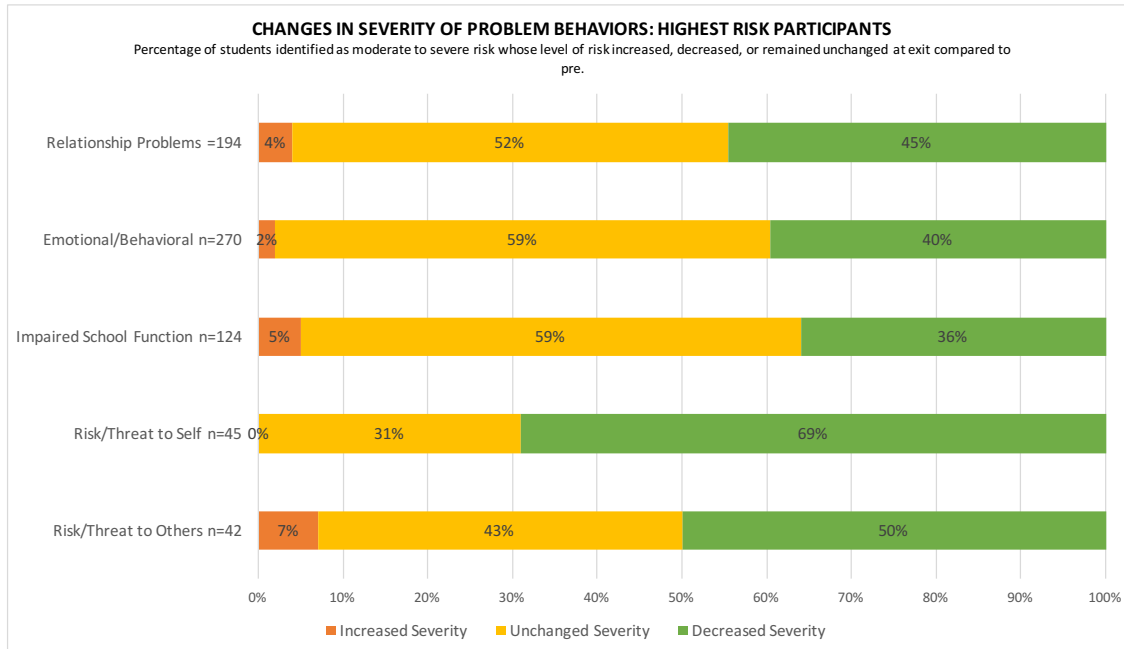


Across all risk areas, severity of problem behaviors declined, with these reductions statistically significant<sup>1</sup>. In fact, among youth identified at highest risk for risk/threat to others, severity was reduced by 25%. Findings also indicated that the average rating among the students identified with issues of risk/threat to self, declined by 34%, and impaired school function was reduced by 15%. Emotional/behavioral issues were also reduced by 15% and a decline of 17% was noted for relationship problems.

Figure 5 shows the proportion of highest risk youth whose severity rating post-program services increased, decreased, or remained unchanged, as compared to entry.

<sup>1</sup> Significance was determined by using a paired t-test with p-value of .05 or less.

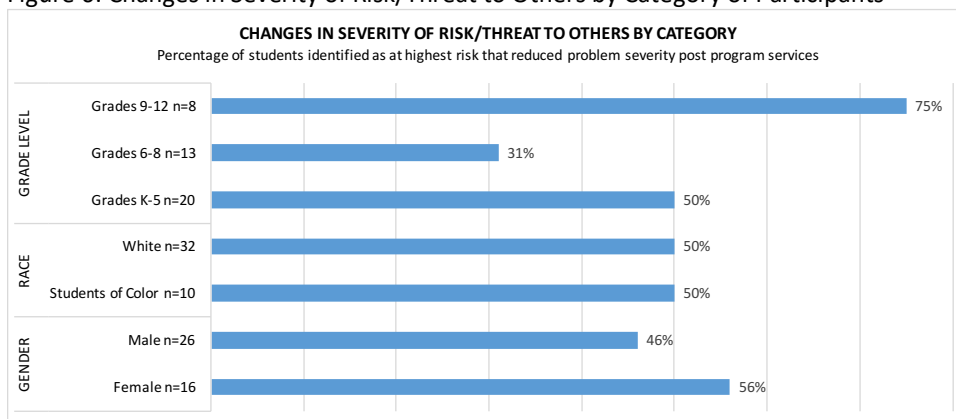
Figure 5: Changes in Severity of Problem Behaviors: Highest Risk Youth



These data demonstrate reductions in levels of risk. In general, highest risk students **reduced their level of risk** from 36% to 69% across identified areas of concern. The following narrative provides a description of the changes in severity ratings among the highest risk youth across categories of problem behaviors, including a review of changes by gender, race, and grade level, as appropriate. These findings demonstrated that project **exceeded the targeted objective** (an overall 20% reduction).

**Risk/Threat to Others:** Of the highest risk youth with issues associated with risk/threat to others (aggression, assault, fighting), **50% reduced** their severity of problem behaviors (Figure 5). Figure 6 demonstrates changes by category of participants.

Figure 6: Changes in Severity of Risk/Threat to Others by Category of Participants



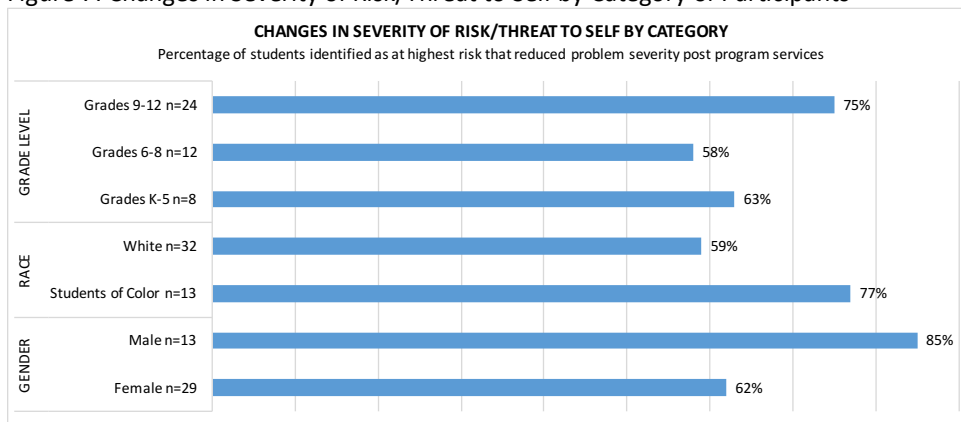
*Note: Small sample sizes may yield large percentage increases and/or decreases.*

Reductions in severity ratings were similar among males and females, with close to half reducing severity of problem behavior. Similarly, among racial groups, 50% of white students and 50% of students of color reduced the severity of their problem behavior by program exit. However, across grade levels, high school-aged youth were much more likely (75%) to reduce problem behavior than their middle

school and elementary school peers (31%, and 50%, respectively).

**Risk/Threat to Self:** Two-thirds (69%) of the highest risk students with issues linked to risk/threat to self (self-mutilation, depression, suicidal ideation), exhibited improvement and decreased their level of severity at program end, with 31% of participants reported as unchanged as compared to entry (Figure 5). Figure 7 demonstrates changes by category of participants

Figure 7: Changes in Severity of Risk/Threat to Self by Category of Participants

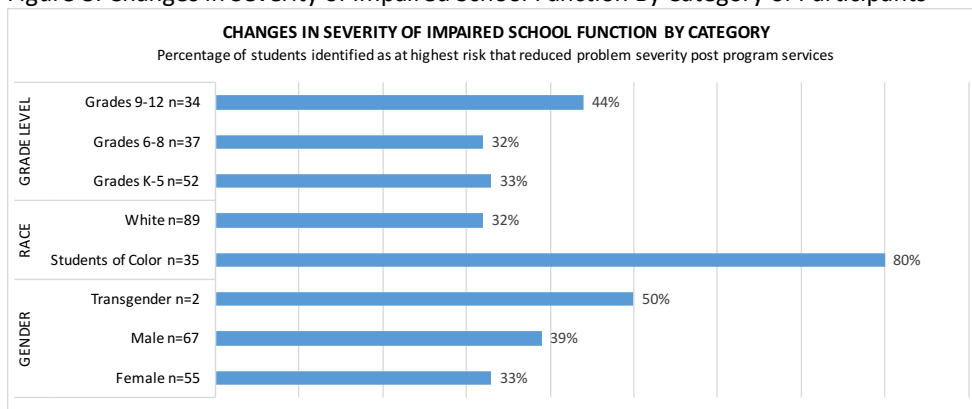


*Note: Small sample sizes may yield large percentage increases and/or decreases.*

Program data (Figure 7) indicated that female participants were less likely to reduce risk levels as compared to their male peers, with 62% of female participants reducing severity levels compared to 85% of males. Across racial groups, both students of color and white youth were reported as reducing risk, however, the proportion of students of color that reduced their level of risk was above that of white participants (77% vs. 59%, respectively). Three out of four (75%) high school students were reported as reducing severity in behaviors related to risk/threat to self, compared to less than two-thirds of middle (58%) and elementary (63%) aged youth.

**Impaired School Function:** Thirty-six percent (36%) of the youth assessed as having moderate to severe impaired school function e.g., disruptive, defiant, disciplinary issues, reduced their severity of problems at exit, while 5% were reported as having increased problems in this area (Figure 5). Figure 8 demonstrates changes by category of student.

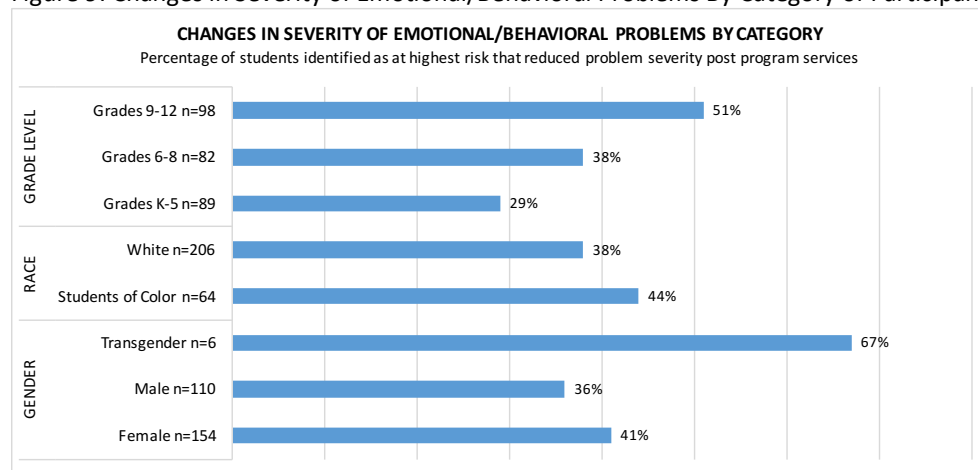
Figure 8: Changes in Severity of Impaired School Function By Category of Participants



Findings showed that among grade levels, reductions in the severity of problem behavior were similar for elementary school and middle school aged youth, with approximately one-third (33%, and 32%) reducing problem behavior. Reduction in severity was slightly higher among older youth with 44% of high school aged youth reducing severity of problem behavior. Data also showed that students of color reduced severity in problem behavior considerably more than white students. Of the 35 students of color with issues related to impaired school function 80% reduced severity, while 32% of the 89 white students exhibiting problems in this area reduced severity by program exit. Across gender categories, male students were slightly more likely to see reductions in problem severity with 39% reducing, compared to 33% of females. Additionally, one of two transgender youth exhibiting problems in this area reduced severity by program exit.

**Emotional/Behavioral Issues:** Data showed that of the students who came into the program with moderate to severe problems associated with emotional/behavioral issues (sad, worried, evidence of substance use), **40% decreased their level of severity**, and 59% remained unchanged (Figure 5). Figure 9 demonstrates changes by category of participants.

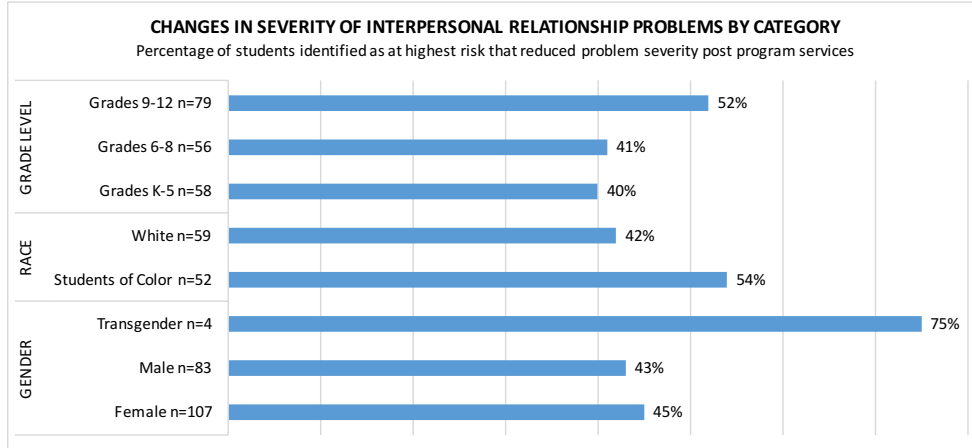
Figure 9: Changes in Severity of Emotional/Behavioral Problems By Category of Participants



At program exit, both high-risk male and female students were rated as having some level of improvement, with 41% of females and 36% of males reducing problem severity following program participation (Figure 9). Of the six transgender students exhibiting high-risk emotional/behavioral issues, four (67%) reduced problem severity. Students of color and white students were similarly likely to show improvements (44% of students of color and 38% of white students reduced problem severity at exit). Across grade levels, improvements in clinical stability at program exit was more likely among high school-aged students with 51% of older participants (9-12 graders) reducing risk, compared to 38% of middle school-aged participants and 29% of high-risk elementary-aged youth.

**Relationship Problems:** The program also demonstrated positive impacts for students with moderate to high problem severity related to relationships (e.g., socially withdrawn, isolated, defiance of authority). **Nearly half (45%)** of the youth with issues in this area **decreased problem severity** at program exit, with 52% neither increasing nor decreasing problem behaviors (Figure 5). Reductions in severity ratings were evident across categories of participants (Figure 10).

Figure 10: Changes in Severity of Interpersonal Relationship Problems by Category of Participants



Declines in problem severity were similar across grades, with only slightly more high school age youth reducing problem severity than their younger peers (52% of high school age youth, 41% of middle school age youth, and 40% of elementary school-aged youth). Across racial groups, declines in severity ratings at program exit were also similar, with slightly more students of color reducing problem severity compared to white students (54% and 42%, respectively). Additionally, declines in issues related to relationship problems among male and female students were similar, with 43% of males and 45% of females reducing problem severity by program exit. Of the four transgender youth exhibiting high-risk issues related to interpersonal relationships, 3 (75%) reduced severity by program exit.

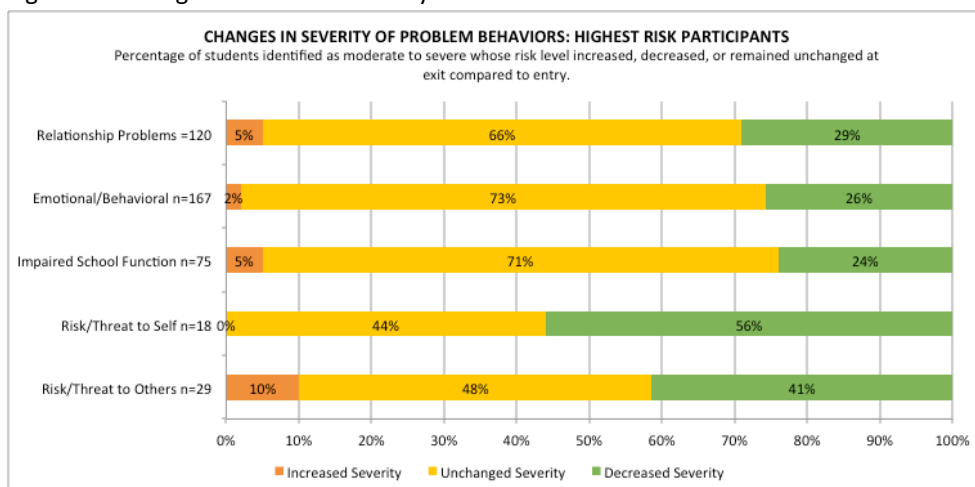
**Overall Findings:** Program data demonstrated significant changes in the severity ratings of problem behaviors among youth identified as highest risk (moderate to severe problem severity). In fact, findings indicated that youth made clinical improvements across all areas of concern after receiving school-based mental health services, as reported by mental health staff; overall problem severity was **reduced from 36% to 69%** across areas of concern. The project **met and exceeded** the targeted objective to reduce the severity of problem behaviors among highest risk students engaged in school-based mental health services.

Program findings also indicated that school-based mental health services positively impacted students' lives, reducing the severity of problem behavior among youth identified as at greatest risk. However, results showed some variation in program effectiveness among groups of students by problem behaviors.



## Battle Ground Public Schools:

Figure 11: Changes in Problem Severity of Problem Behaviors – Battle Ground Public Schools

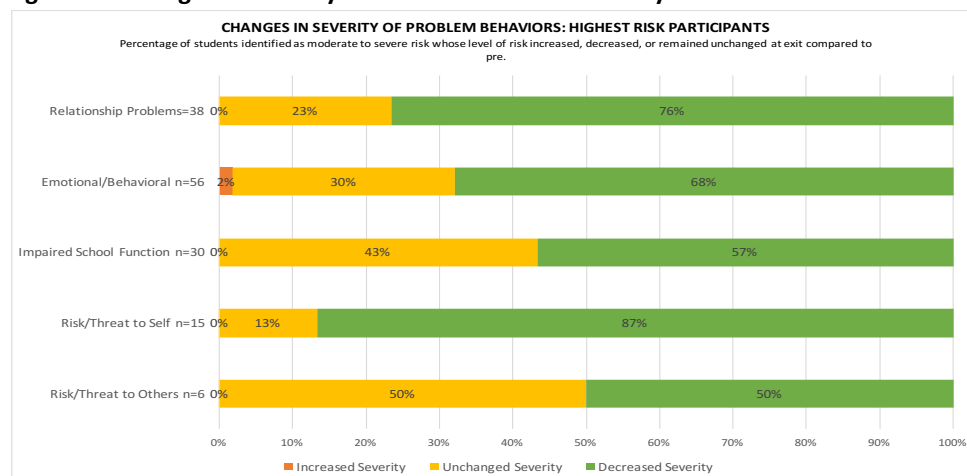


Findings indicated that severity of problem behaviors across all domains decreased in youth post-program services. In fact, reductions in Mean rating scores were statistically significant across all domains. Moreover, program data demonstrated severity by problem area was **reduced from 24% to 56%** as compared to program entry. The site **met and exceeded** the objective to reduce the severity of problem behaviors among highest risk students engaged in school-based mental health services.

In general, program findings indicated that school-based mental health services positively impacted students' lives, reducing the severity of problem behaviors among those youth identified as at highest risk. Results did show some variation in program effectiveness among groups of students. For example, male students improved at greater rates than their female counterparts in all five-domain areas, and stronger clinical improvements were noted for K-5 students in 3 of 5 areas. Improvements were mixed across racial groups, with students of color less likely to show gains in school function and emotional/behavioral issues as compared to white youth.

## Marysville School District:

Figure 12: Changes in Severity of Problem Behaviors – Marysville School District

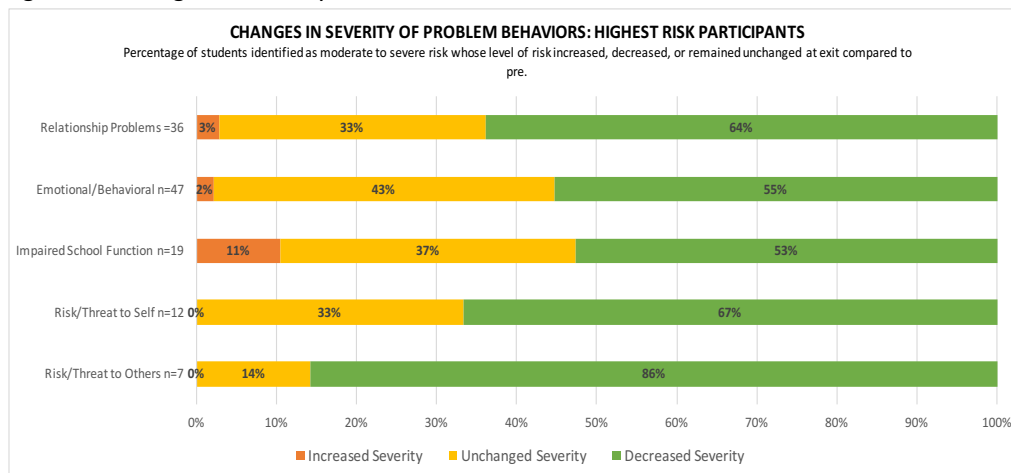


Findings indicated that severity of problem behaviors across all domains decreased in youth post program services. In fact, reductions in mean rating scores were statistically significant in four of the five areas of concerns. Moreover, program data demonstrated problem severity by problem domain was **reduced from 50% to 87%** as compared to program entry. The site **met and exceeded** the targeted objective to reduce the severity of problem behaviors among highest risk students engaged in school-based mental health services.

In general, program findings indicated that school-based mental health services positively impacted students' lives, reducing the severity of problem behaviors among those youth identified as at highest risk. Results showed some variation in program effectiveness among groups of students in one particular domain – Impaired School Function. Middle school students and male students were less likely to be reported as making improvements in this area as compared to their peers.

### Shelton School District:

Figure 13: Changes in Severity of Problem Behaviors – Shelton School District



Note: Small sample sizes may yield large percentage increases and/or decreases.

Program findings indicated that school-based mental health services positively affected problem behaviors among those students identified as at highest risk of mental/behavioral health issues. In fact, across multiple areas of functioning, students made clinical improvements, thus reducing the severity and impact of problem behaviors. Results showed variation in program effectiveness among groups of students by problem behaviors; however, no consistent patterns emerged. The project **met and exceeded** the objective to reduce the severity of problem behaviors among highest risk students engaged in school-based mental health services.

### **D. Access to Community-Based Mental Health Services**

*Outcome Measure: 2.2 The number of students referred to community-based mental health services which resulted in mental health services being provided in the community (GRPA 3).* The project aimed to **increase by 5% from baseline (0, 2014-2015)** the number of students referred to community-based mental health services that engaged in services in each of the targeted LEAs by the end of the grant period (September 2019). Data were collected using a reporting form completed by MHS that identified youth referred to and engaged in community-based services. *Engagement was defined as completing the intake process and participating in some type of billable service (e.g., screening, assessment, and individual, family or group therapy).*

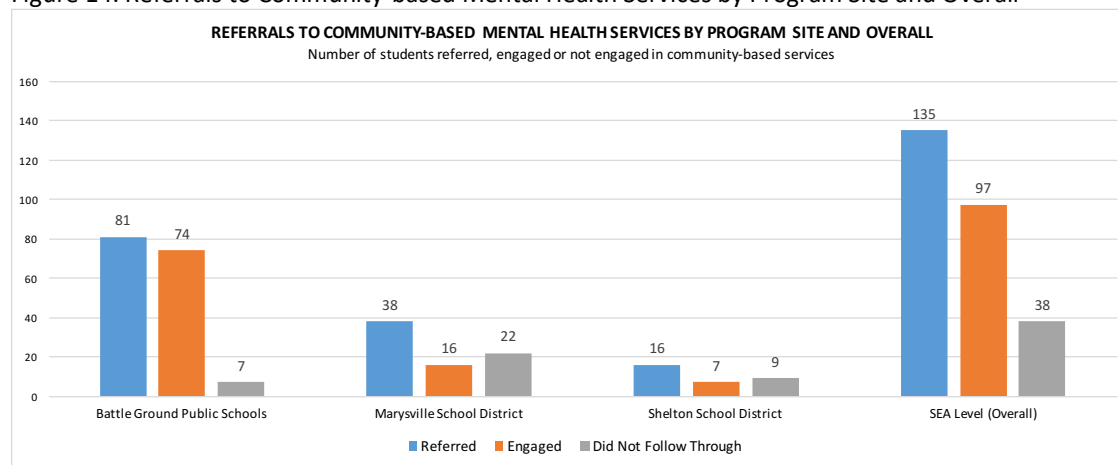
Prior to the implementation of Project AWARE, data on the number of students referred to and engaged in community-based mental health services were not kept. Therefore, for this performance objective, project-end service targets were established for each LEA and the project overall. These targets were as follows: Battle Ground Public Schools Target= 185; Marysville School District Target = 200; Shelton School District Target = 35, Overall = 420.

The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective at both the SEA and LEA levels.

SEA Progress to Date: Although multiple informal discussions have taken place around the need to identify and implement a Universal Screening instrument, no formal meetings were held to specifically address this topic. As such, no screening tool has been selected for implementation during the 2017-2018 school year.

LEA Progress to Date: Data submitted by MHS during the reporting period indicated that 135 students were referred to community-based mental health services, including 81 (60%) from Battle Ground, 38 (28%) from Marysville and 16 (12%) from Shelton. Project-wide, 50% of referred youth were female and 70% were white, with 43% in grades K-5, 34% in grades 6-8, and 23% high school-aged (9-12).

Figure 14: Referrals to Community-based Mental Health Services by Program Site and Overall



As shown in Figure 14, of these 135 youth, 97 engaged in community-based mental health services, representing **nearly three quarters (72%)** of those referred. At the individual site level, 91% of students referred in Battle Ground followed through, with 42% of students engaging in services in Marysville, and 44% of referred youth participating in community-based mental health services in Shelton.

Table 42 outlines the percentage and types of youth that followed through with community-based services overall, as well as by program site.

**Table 42: Percentage and Type of Youth Engaged in Community-based MH Services by Program Site**

PROGRAM SITE	Battle Ground Public Schools	Marysville School District	Shelton School District	Overall
<b>Number of Youth Engaged</b>	<b>n=74</b>	<b>n=16</b>	<b>n=7</b>	<b>N=97</b>
Male	53%	13%	57%	46%
Female	47%	81%	43%	53%
Students of Color	19%	31%	43%	23%
White	81%	69%	57%	77%
K-5	59%	0%	43%	48%
6-8	26%	31%	0%	25%
9-12	14%	69%	57%	26%

*Note: Figures have been rounded to the nearest whole number.*

**Overall Findings:** Program data indicated that, overall, the majority of students that engaged in community-based services were female (53%), and white (77%), with a similar percentage of 6-8 and 9-12 students engaging. In Battle Ground, most students were male (53%) and white (81%), with a higher percentage K-5 students (59%) following through compared to their older peers. For those in Marysville, most engaging in services were female (81%) and white (69%), with a higher percentage of 9-12 students as compared to 6-8 grade students. Among those in Shelton, most following through with service engagement were male (57%), white (57%), and in grades 9-12 (57%).

Findings demonstrated some variability in service accessibility across categories of youth (Table 43). For example, female students were slightly more likely to engage in services as compared to males (69% male vs. 75% female). Additionally, white students were considerably more likely to engage as compared to students of color (80% vs. 54%, respectively). Among grade groups, K-5 students and 9-12 students were similarly likely to engage (81%) while only 53% of referred middle school age youth engaged in services.

**Table 43: Access of Community-based MH Services by Type of Youth by Program Site**

PROGRAM SITE	Gender		Race		Grade Level		
<b>Percentage of Youth Engaged in Services</b>	<b>Male</b>	<b>Female</b>	<b>Students of Color</b>	<b>White</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
Battle Ground Public Schools n=74	91%	95%	78%	95%	94%	91%	83%
Marysville School District n=16	18%	50%	29%	52%	n/a	22%	73%
Shelton School District n =7	36%	60%	50%	40%	27%	0%	100%
Overall n=97	69%	75%	54%	80%	81%	53%	81%
<b>Percentage of Youth Not Engaged in Services</b>							
Battle Ground Public Schools n=7	9%	5%	22%	5%	6%	9%	17%
Marysville School District n=22	81%	50%	71%	48%	n/a	78%	27%
Shelton School District n=9	64%	40%	50%	60%	73%	100%	0%
Overall n=38	31%	25%	46%	20%	19%	47%	19%

*Note: Figures have been rounded to the nearest whole number.*

As seen project-wide, access to services differed among groups of referred youth (Table 43). For example, in Battle Ground male and female participants were similarly likely to follow through with service engagement (91% male and 95% female), with a higher proportion of white students engaging as compared to their peers (95% white students vs. 78% students of color). Across grade levels, younger students were more likely to engage than their older peers, with 95% of K-5 students engaging compared to 83% of high school age youth. In Marysville, female participants were more than twice as likely to engage in services as compared to males (50% vs. 18%, male), with white students more likely to engage than students of color (52% vs. 29%, students of color). At the grade level, engagement was considerably higher among high school students as compared to middle school students (73% vs. 22%, 6-8 grade). Finally, findings indicated that among those students referred to community-based services

in Shelton, female students were twice as likely to engage as compared to male students (60% vs. 36%, male). Engagement was similar between students of color and white students, while less than one-third (27%) of elementary school students engaged in services compared to 100% of high school students.

Summary of Findings: These data indicated the project is continuing to make **positive progress toward** the targeted indicator, with 97 (72%) of the 135 students referred to community-based mental health services receiving some level of care as a direct result of Project AWARE services. Implementation of school-based mental health services did, in fact, result in an increase in the number of students referred to and engaging in community-based mental health services. Additionally, data showed some differences in service accessibility across student groups.

#### **E. Collaboration**

*Outcome Measure: 2.3. Annually, 75% of stakeholders in each of the targeted LEAs agree that collaboration between schools and community-based mental health providers increased (improved) as a result of project activities, beginning Year 2. (Project).* The project aimed to improve collaboration among stakeholders as compared to baseline (2014-15), as measured by the NITT SEA and LEA-Partner Collaborative survey.

The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective at both the SEA and LEA levels.

SEA Progress to Date: As outlined previously, notable efforts on the part of the SEA Coordinator have taken place throughout the project period to improve cross-system collaboration between schools and community-based mental health providers. A significant collaborative effort was possible as a result of the Mental Health in Education workgroup. The workgroup is tasked with developing bold, transformational ideas to improve mental health awareness and services for youth via the K-12 education system. The workgroup was instrumental in the development of the first Washington State Mental Health Summit slated for October 2017.

The SEA Coordinator continued efforts designed to increase recognition of Project AWARE and its overall goals and objectives and to improve information sharing. This includes the continued collaboration between education, community-based mental health providers, and community-based providers, specifically, the Jordan Binion Project, Chad's Legacy, and Franciscan Health, to promote the piloting of the Mental Health and High School Curriculum designed to improve mental health literacy. During the 2016-2017 school year, 69 schools, both public and private, across the state have completed training to deliver the MH & HS curriculum.

In addition, the SEA Coordinator is engaged with the Mental Health Promotion/Suicide Prevention subgroup of the Department of Behavioral Health and Recovery (DBHR). The group has a new leadership and is considering: what might be the most impactful efforts to improve mental health and reduce suicide in Washington; how can it be measured; and, how best to support communities in working towards those efforts.

Findings: The project is making **positive progress** toward increasing collaborative cross systems practices between schools and community-based mental health providers. Data from the NITT National Evaluation will inform progress on this objective. At the time of this report, these data were not yet available.

## F. Systems Change

*Outcome Measure: 2.4. Increase the number of state and local policy and/or practice changes related to mental health and violence prevention by at least 2-3 annually, as measured by project records (SEA). (Project)*

SEA Progress to Date: As outlined in Goal 1, Outcome Measure 1.1.a., the SEA Coordinator has collaborated across systems to improve state and local policies and practices associated with improving youth mental health and violence prevention support statewide. The following information illustrates two examples of how Project AWARE has influenced policy and practice.

Through the Policy Consortium, the SEA Coordinator worked with DBHR leadership to ensure applications for Mental Health Promotion mini-grants are open to schools. The Coordinator proposed amended application language and Frequently Asked Questions guidance to directly name schools as allowable applicants. The original RFP and application language had not previously included schools as eligible applicants. This procedural change ensured schools will be appropriately notified and encouraged to apply for future funding and grant opportunities for mental health issued via DBHR. This work also re-ignited DBHR's commitment to collaborating with OSPI for future mini-grant releases.

In January *HB 1377, Improving students' mental health by enhancing nonacademic professional services*, was introduced by Representatives Ortiz-Self, Stonier, Santos, Lovi, Gregerson, Person, Ryu, Appleton, Fitzgibbon, Goodman, Berquist, and Doglio. The proposed legislation read, in part,

NEW SECTION. Sec. 1. (1) The legislature finds that students' unmet mental health needs pose barriers to learning and development, and ultimately student success in school. The legislature further finds that the need to identify and assist students struggling with emotional and mental health needs has reached a serious level statewide. In order to prioritize students' needs first, the legislature finds that the persons most qualified in the school setting to lead the effort in addressing this epidemic are the school counselor, social worker, and psychologist. The legislature further finds that the knowledge-levels and skill-levels of these nonacademic professionals must be increased in order to enhance mental health related student support services.

In short, the bill proposed that first class school districts provide at least six hours of professional development per year for school counselors, social workers, and psychologists that focused on recognizing signs of emotional or behavior distress in students. Although the bill did not pass during the regular session, it may come up again in a future session. The SEA Coordinator and Director were instrumental in working with Representative Ortiz-Self and colleagues in drafting the language of the bill.

LEA Progress To Date: In addition to state level work, the individual districts also took a system-level approach to addressing youth mental and behavioral health. In Battle Ground, this included the development and implementation of a districtwide suicide prevention policy, including tools and training for all staff on the new procedures. In Marysville, changes to information sharing between school and community-based providers were streamlined to ensure a timely and confidential process was in place. Finally, in Shelton, systems change work was reflected in the inclusion of school and community-based mental health providers in the district's Safety Plan.

Findings: According to project records, findings illustrated both SEA and LEA impacts on policies and practices related to mental health and violence prevention during the project period; thus, ***the targeted objective was met.***

## COMPONENT TWO: IMPLEMENTING YMHFA AT THE STATE AND LOCAL COMMUNITY LEVELS.

### **GOAL 3: Increase Awareness of Mental Health Issues**

The objectives for increased awareness of mental health issues are aligned with Component Two of the Project AWARE federal initiative: Implementing MHFA or YMHFA at both the State and local community levels. At the local level, the project goal is to: *Build and/or expand capacity at the state and local levels to increase awareness of mental health issues.* The following section outlines the project's capacity to reach these targeted objectives and to intervene – connect, detect, and respond – in the lives of the students in which services were provided.

#### **A. Capacity - Training**

*Outcome Measure: 3.1. Increase the number of individuals who were trained as MHFA or YMHFA First Aiders during the previous three months in each of the targeted LEAs by 125 and 450 statewide each year by September 30 (TRAC 1-TR1), as measured by project records. (SEA/LEAs).*

The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective at both the SEA and LEA levels.

SEA Progress to Date: In the fall of 2016, the ESD 112 YMHFA Lead received a call from the Director of King County Behavioral Health and Recovery Division, asking about the YMHFA training model. The coordinator provided information on the model and the county was interested in championing this work in Seattle/King County region. The Coordinator met one-on-one with the County Director in April 2017, and again in May, with a full implementation team. The division applied for, and was awarded, a \$400,000 per year grant, for 9 years, from the King County 1/10<sup>th</sup> of 1% local sales tax fund, to implement the Youth and Adult training model in the county.

The YMHFA Lead continued to partner with and mentor the King County implementation team, assisting them in setting up a Youth instructor training, and developing their implementation plan. Due to the considerable funding amount received by the King County partners, it was agreed that any training requests received by the SEA for King County region would be directly referred to King County. Project AWARE funds would not be used for additional trainings going forward in King County.

*Adult Mental Health First Aid Training:* Originally, the project had only planned to provide the Youth version of the training. However, as the project moved forward with the implementation, there was an interest from exiting YMHFA trainers and community stakeholders to develop the capacity to also offer the Adult version of the training. The project was granted permission to use partial carryover funds in Year 3 to provide the MHFA Instructor training. The training was hosted August 15-17, 2017, with 14 instructors trained in the Adult version. Plans are in place to collect and report on the numbers of Adult trainings held, as well as the number of attendees during grant years 4 and 5.

SEA and LEA Progress to Date: At the SEA level, the project continued to make noteworthy progress in implementing YMHFA (First Aider) trainings during the reporting period. At the SEA level, 541 individuals were trained as First Aiders, with individuals represented from across the state. At the LEA levels, each site was targeted to train 125 individuals in Youth Mental Health First Aid. Battle Ground Public Schools trained 87 First Aiders; Maryville School District trained 128; and, Shelton School District trained 108 individuals; with two of the three sites falling short of the target this year.

Findings: Data demonstrated that although two sites fell short of training goals this year, the project overall is still on track to meet end of project targets (See SPARS Measure TR1, page 15). Overall, **864 individuals were trained statewide**. To date, 2,925 individuals have been trained in Youth Mental Health First Aide as a direct result of Project AWARE.

## **B. Capacity – Instructor Training**

*Outcome Measure: 3.2a. Annually, the number of adults in the mental health workforce at both the SEA and LEA levels who participate in MHFA or YMHFA Instructor Training will increase by 3 (including those in WD2B below) at the LEA level and 6 (including those in WD2B below) at the SEA level by September 30 (TRAC-WD2A), as measured by project records. (SEA/LEAs)*

*Outcome Measure: 3.2b. Annually, the number of adults NOT in the mental health workforce at both the SEA and LEA levels who participate in MHFA or YMHFA Instructor Training will increase by 3 (including those WD2A) at the LEA level and 6 (including those WD2A) at the SEA level by September 30 (TRAC-WD2B). (SEA/LEAs), as measured by project records. (SEA/LEAs)*

The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective at both the SEA and LEA levels.

Progress to Date: In October 2016, the project hosted a 3-day Training of Trainers (TOT) in Anacortes, WA. In all, 13 individuals participated in the Instructor training. Of these 13 individuals, 3 were SEA level trainers, all of which were part of the mental health workforce. At the LEA level, Battle Ground Public Schools trained a total of 4 individuals, one of which was in the mental health workforce. From the Marysville School District, 5 individuals were trained as Instructors, all of which were mental health workforce participants. Lastly, one individual was trained as an Instructor from the Shelton site, a participant who was also part of the mental health workforce.

Findings: Project level data indicated that the project successfully increased the number of adults trained as YMHFA Instructors statewide. A total of 13 individuals were trained in Youth Mental Health First Aid Instructor Training. Three (3) individuals were trained at the SEA level; 4 individuals were trained in Battle Ground Public Schools (LEA1); 5 in Marysville School District (LEA2); and 1 in Shelton School District (LEA3). (See Coordination and Integration Plan (Appendix F) for Project Training Targets)

## **C. Community-Based Referrals**

*Outcome Measure: 3.3. Increase by 20%, annually, from baseline (462, 2014-15) to the end of the project (September 2019) the number of school-aged youth referred by an SEA or LEA YMHFA Instructor/First Aider to mental health or other related services (TRAC R1) as measured by online brief survey. The Target for Year 3 was 665 youth referred. (SEA/LEAs)*

For this objective data are collected monthly via a brief on-line survey. Questions on the survey included: In the past month, indicate the number of youth you used the practical application of the ALGEE model for support seeking; Of those youth, how many did you encourage to seek out appropriate professional help and/or encourage seeking out self-help or other support strategies; Do you currently work in the mental health field; and, As a first aider, what sector of the community did you represent as a participant of this training?



Progress to Date: Surveys were administered monthly during the reporting period with a total of 1,332 responses to date. Of those first aiders responding, 517 reported referring 1,233 youth to services. This included 432 youth referred at the SEA level, 528 in Battle Ground, 255 in Marysville, and 18 in Shelton.

In addition to reporting the number of youth each Youth Mental Health First Aider engaged with each month, participants were also asked to share a story about their experiences with these youth, dubbed “Stories from the Field.” The following selected stories, as reported by First Aiders, provide a glimpse into how these teachers, parents, school staff, and community members were impacting the lives of the youth with whom they interacted.

*A student succumbed to suicide this last month and I was working with the district in providing grief support services to those who were affected by the loss of their friend. My YMHFA training really helped me open up the conversations and build bonds with the students that were grieving and struggling to wrap their heads around the loss of their friend. Having that training enabled me to build trust and bond with the students in their time of need, and is helping get the conversation going about suicide and how to help those in need.*

*Two years after this student’s friend committed suicide, an incident triggered memories that caused a lot of guilt to come to the surface. It helped to see that just because they look like they are functioning well, we should always check in with kids who have experienced friends who have taken their life.*

*A female student reached out to me about starting a suicide prevention club. I immediately applied the ALGEE model and discovered she had a friend who was actively talking about suicide. I referred the students to our counselor and within the hour appropriate steps were taken to get the affected student help. I am beyond grateful for the Mental Health First Aid training I received because I have the knowledge, tools, and confidence to handle a delicate situation involving suicide appropriately. Thank you for providing this valuable resource!*

*I primarily took the YMHFA training to better understand and help my own child. I constantly try to practice step 'L' listen non-judgmentally, and recently received affirmation that it really helps her when depression sinks in. She recently thanked me publicly with these words, “You always put your best effort to understand my chaotic mind and I couldn't be more thankful.”*

*I am a trained crisis responder in our district. On a crisis call at a school where a student had died by suicide, a young man sought out a counselor because a staff member who knows him well had used ALGEE and encouraged him to reach out to a counselor. I know that this staff member had received YMHFA training and this equipped him to recognize that this boy was at risk and gave him tools for encouraging him to seek support.*

*My brother committed suicide recently and I got a chance to tell the kids how bad and confusing it feels for those left. Because of the training I wasn't afraid to talk about it.*

*I had a student assigned to Lunch Detention. We began talking and I asked what the obstacles are that make it difficult for her to get to school on time or at all. As this girl shared about her mother's stroke (among other family traumas) and her father's return to drug use I realized she needed support and compassion more than 'detention'. I took her to our Community In Schools person so that she could assist with food, transportation, and begin reaching out to the parent. The culture of this family is to be closed off from counseling; however, the longest road begins with the first step. This student and I pass on campus and I always ask how things are going. She smiles and talks freely. We are on a path together toward improving her attendance and life!*

Findings: These findings illustrated that as a result of YMHFA trainings the number of students linked to needed resources and/or services increased during the project period. The project **met and exceeded**

the target, referring 1,233 youth to mental health or other related services, nearly two times the Year 3 target (665 youth).

#### **D. Improve Stakeholder Capacity**

*Outcome Measure: 3.4. At least 75% of LEA and SEA stakeholders report improvements in the capacity to effectively respond to students' mental, social, and emotional, behavioral needs, annually, beginning Year 3, as compared to baseline (Year 2) as measured by the NITT SEA and LEA-Partner Collaborative survey.*

The following information provides details regarding progress toward the accomplishment of activities as outlined in the CIP for this objective at both the SEA and LEA levels.

SEA Progress to Date: As part of program activities related to this measure, in August 2017, the SEA hosted the NITT-TA to facilitate a Mental Health Convening with OSPI intra-agency partners. The intended outcomes for this two-day offering were to:

1. Develop a shared understanding and definition of mental health in education.
  - a. Begin to articulate a desired mission and vision of mental health in education in Washington.
2. Begin to define the role of OSPI in the mission and vision of mental health in education in Washington.
3. Develop a shared vision for how OSPI and its partners can work together to support each other in implementing and sustaining the effort and where they have common opportunities or challenges.

The convening was designed to build knowledge and understanding of school-based mental health including a review of the history of this work at OSPI, discussion of concepts and frameworks, and adaptive challenges. Approximately 40 partners engaged in visioning to inform next steps and discussed strategies for how to elevate this work going forward. It was anticipated that a summary of activities and recommendations would be presented to Superintendent Reykdal for consideration in November 2017.

For a summary of additional trainings and support offered by the SEA, see Outcome Measure 1.1a on page 21.

LEA Progress to Date: The following tables show the number and types of trainings offered within the targeted LEAs to increase participant knowledge and awareness of social emotional learning, violence prevention, school safety, and trauma-informed practices.

**Table 44: Battle Ground Public Schools Number of Trainings by Topic**

<b>Training Type</b>	<b>Number of Trainings</b>
Positive Behavior Intervention and Supports	10
School Safety	0
Social Emotional Learning	3
Violence Prevention	1
Mental Health Literacy and Awareness	0
Classroom-based Teaching	0
Trauma Informed Practices	5
<b>Total Trainings</b>	<b>19</b>

Battle Ground Public Schools: Nineteen trainings/in-services were held during the 2016-2017 project period. The number of attendees trained per quarter ranged from 135 to nearly 400, averaging 66 participants per offering. Attendees included district administrators, building administrators, classroom teachers, school counselors/psychologists, other district staff, parents, transportation staff, and community members.

The LEA Lead reported that,

*Our BGPS team in partnership with our local health department and community foundation conducted 2 large trainings one on ACES with Dr. Jody McVittie (morning session had 180 people—mostly teachers and building admin., and the evening session had 120 people including city council, county commissioner, district admin, teachers, parents etc.). The other on trauma informed care with Jim Sporleder (three sessions, each session had 80-100 people including all school staff in a building and school and district admin). We conducted two parent meetings on prevention of youth suicide with 100 people combined (attendees included parents/guardians or grandparents of students in our district. We brought Dr. Mona Johnson in and did a "fostering professional resiliency." A three-hour in-service that was attended by school counselors, psychologist, administrators, superintendent with approximately 40 people attending. And, we did a training for PBIS building leads on "the why" with Johnny Phu from North Thurston attended by 29 psychologist and counselors, school and district admin.*

**Table 45: Marysville School District Number of Trainings by Topic**

Training Type	Number of Trainings
Positive Behavior Intervention and Supports	8
School Safety	1
Social Emotional Learning	11
Violence Prevention	1
Mental Health Literacy and Awareness	3
Classroom-based Teaching (Motivation Interviewing for Educators)	4
Trauma Informed Practices	10
<b>Total Trainings</b>	<b>38</b>

Marysville School District: Thirty-eight trainings were held during the 2016-2017 project period. The number of participants trained quarterly, ranged from 107 to 340, averaging 24 participants per offering. Training participants included building administrators, classroom teachers, school counselors/psychologists, other district staff, students, and community members.

**Table 46: Shelton School District Number of Trainings by Topic**

Training Type	Number of Trainings
Positive Behavior Intervention and Supports	5
School Safety	4
Social Emotional Learning	0
Violence Prevention	0
Mental Health Literacy and Awareness	2
Classroom-based Teaching (PAX Good Behavior Game)	1
Trauma Informed Practices	0
<b>Total Trainings</b>	<b>12</b>

Shelton School District: A total of 12 trainings were offered during the project period. The number of participants trained quarterly, ranged from 8 to 20, and averaged 9 participants per offering. Training

participants included building administrators, classroom teachers, district administrators, school counselors/psychologists, and other district staff.

Findings: Program data indicated the project was making **positive progress** toward the achievement to improve stakeholder capacity to effectively respond to students' mental, social, and emotional, behavioral needs. Data from the NITT National Evaluation will inform progress on this objective. At the time of this report, these data were not yet available.

## **E. Evaluation Barriers and Limitations**

### Limitations and Data Collection Challenges:

*Overall:* The evaluation used a pre-experimental (pre-test/post-test) design due to the decision to not use a control group design. As such, the level of supports provided to enrolled participants in direct service interventions (e.g., SAP, school-based mental health) was used as the principal independent variable for analysis. Although this is the least rigorous of evaluation designs for establishing causal links between program activities and outcomes, findings can be used to indicate if the program is making a difference on targeted outcomes. In general, there were no major issues that impacted the overall data collection process.

*Student Assistance Program:* Across sites, one common challenge was the delay in getting the Prevention Education Series implemented in the classroom. As a consequence, these classroom-based awareness activities were delayed in some sites until well into the school year, thus limiting the number of students who might have self-identified for program services. Program sites also indicated some challenges obtaining buy-in from school administrators and other school staff, thus slowing the referral of students to services, as well as impacting students' engagement in services. A similar issue was identified during the previous school year.

*School-Based Mental Health Services:* It is likely that a larger number of students within each of the targeted districts were referred to and engaged in community-based services than were reported here. For example, others within the school system (e.g., school counselor) may have made referrals to community-based providers, but this information was not captured and/or reported to the evaluation team. Additionally, data on students referred to program services, but not enrolled in school-based services were not captured. It is probable that a number of these youth were referred to community-based services. Changes in how these data are collected and reported will be addressed during the 2017-2018 school year, which will likely yield better results related to this performance measure.

*Youth Mental Health First Aid:* It continues to be a challenge to keep Instructors and First Aiders engaged in the monthly data collection process, with evidence of survey fatigue becoming more and more apparent with each monthly distribution of the online survey. In an effort to reengage Youth Mental Health First Aiders and increase survey response rates, we have opted to change the manner in which these data will be collected during Year 4 of the project. Currently, we collect these data monthly from all participants with the expectation that participation will continue until the end of the grant period. Beginning in October 2017, we will switch to a quarterly data collection model with a one-year commitment, reducing survey fatigue and, hopefully, improving survey response rates.

## **F. Summary of Findings/Results**

The following provides a summary of the key findings, results, and progress by Project Goal, for the reporting period.

### **GOAL 1: Improve School Climate and Safety**

At the SEA level, findings demonstrated that the project was making good progress toward the achievement of the stated objective to expand capacity state-wide to address school climate and safety. However, the lack of a strong State Management Team to provide continuous quality improvement, and guide the initiative, hampers the project ability to elevate and sustain this work statewide. On a more positive note, at both the SEA and LEA levels, findings indicated that the project is making positive progress toward the adoption of the MTSS/PBIS framework. At the state level, this was most apparent in the inclusion of MTSS language within the 2017 ESSA Consolidated Plan. At the LEA level, although each district is at a different place, all were at least beginning to implement the framework. Implementation of MTSS/PBIS at the targeted LEAs is on track for Battle Ground Public Schools, is being refocused within the Marysville School District, and is at the early adoption stage in the Shelton School District.

The implication of the adoption and implementation of the MTSS/PBIS framework is beginning to be demonstrated at both the SEA and LEA levels. At the SEA, changes in discipline policies and practices have paved the way for districts to reassess and reevaluate out of school placement policies and practices. At the LEA level, purposeful review of discipline data has directly impacted policy and practices, with changes in how students are disciplined within the school setting. Additionally, professional development opportunities have increased school administrators' and school staffs' awareness of the impacts of non-academic barriers to learning (trauma, mental and behavioral health); thus, creating school climates and cultures that are more inclusive and less exclusive.

In fact, findings showed that all districts were realigning discipline policies and practices to meet the legislative mandate to change the use of long-term suspensions and expulsions related to specific disciplinary actions. The legislation explicitly requires schools no longer use exclusionary practices, except in the case of specific behavior violations. Moreover, data indicated positive declines in suspensions/expulsions in Battle Ground, with mixed but positive progress in the Marysville and Shelton districts. Implementation of the MTSS/PBIS framework, as well as the tiered levels of supports, are beginning to show some promise. In general, student-to-student relations were stable, bullying rates were stable or declining, and overall school climate scores improved or remained stable across the targeted LEAs.

In general, the project made mixed, but promising progress regarding changes to student substance use. Findings indicated that program staff were implementing Project SUCCESS services in the targeted middle/junior and high schools, with universal, selective, and indicated activities conducted. Characteristics of students enrolled in program services provided evidence that, for the most part, these programs were appropriately targeting students at highest risk of initiating or currently using substances. Overall, findings demonstrated reductions in past 30-day alcohol use, albeit slightly below anticipated levels, with a 21% reduction noted for recent alcohol use below the targeted 25% reduction. The project fell short of obtaining the stated objective. On a more positive note, reductions in past 30-day marijuana use were demonstrated, with a 20% decline among active users as compared to program entry program wide, thus, meeting the targeted reduction (20%). For both objectives, at the LEA level, achievement of these objectives were mixed across program sites.

### **GOAL 2: Increase Access to Mental Health Services**

In general, findings demonstrated that Washington's Project AWARE initiative made substantial progress toward the achievement of objectives aligned with the goal to increase access to mental health services at both the SEA and LEA levels. Findings showed that a considerable amount of progress was made to improve access to mental health services, and to reduce stigma at the state level. This included the expansion of the Mental Health & High School Curriculum to 69 schools (public and private) statewide;

work conducted by the Children's Mental Health Workgroup and subsequent recommendations to the legislature; and the drafting of possible funded pilots or projects to Kaiser-Permanente.

More importantly was the continued successful implementation of school-based mental health services within the three targeted LEAs. Findings indicated that as a result of Project AWARE, student access to school-based mental health services increased and barriers were reduced across sites. Program findings indicated that as a result of Project AWARE student access to school-based mental health services increased across program sites. The number of students served during the 2016-2017 school year, across LEAs, exceeded the annual target - with approximately 44% *more* youth served than anticipated project-wide (354 vs. 245, target). These findings demonstrate that implementation of school-based mental health services increases access for children, thus reducing barriers for youth and their families. At the individual student-level, findings indicated statistically significant clinical improvements as compared to program entry. In fact, findings indicated that youth made clinical improvements across all areas of concern after receiving school-based mental health services; overall problem severity was reduced from 36% to 69% across areas of concern, thus, achieving the targeted objective (a 20% reduction). Across sites, positive results were also demonstrated, however, there was some variation in program effectiveness among groups of students by problem behavior.

Implementation of school-based mental health services has improved access for students, with an increase in the number of students referred to and engaging in community-based mental health services. Data showed that 97 (72%) of the 135 students referred to community-based mental health services – across program sites – received some level of care as a direct result of Project AWARE services. In addition, collaboration between schools and community-based agencies improved. This was evidenced at the SEA level through a variety of systems improvement recommendations. For example, an alliance between OSPI, the SEA Coordinator, and the Department of Behavioral Health and Recovery (DBHR), has placed a stronger focus on Mental Health Promotion/Suicide Prevention. The leadership group is considering: what might be the most impactful efforts to improve mental health and reduce suicide in Washington; how can it be measured; and, how best to support communities in working towards those efforts.

In addition, notable efforts to improve systems through policy change was evident in the collaborative work with OSPI staff and state representatives in the drafting of a bill to improve knowledge and skill-levels for non-academic staff. The bill proposed that at least six hours of professional development per year be provided to school counselors, social workers, and psychologists that focused on recognizing signs of emotional or behavioral distress in students.

### **GOAL 3: Increase Awareness of Mental Health Issues**

Findings demonstrated the project made positive progress toward the stated objectives to increase awareness of mental health related issues statewide, as well as within the targeted LEA districts and their surrounding communities. The ESD 112 YMHFA Lead has coordinated efforts in Seattle/King County region to partner with and mentor the King County implementation team, assisting then in setting up a Youth instructor training, and developing an implementation plan to deliver Youth and Adult trainings countywide.

At the LEA-level, LEA Leads worked with school and community partners to organize YMHFA trainings, with these offered as per the training plan. Overall, 864 individuals were trained as “first aiders” statewide as a direct result of Project AWARE funding. Additionally, the project achieved its training objective aligned with increasing the number of individuals (both mental health workforce and non-mental health workforce individuals) certified as YMHFA Instructors, with 13 instructors trained statewide, including 10 LEA level instructors. In addition, use of carryover funds allowed the project to expand capacity and to deliver the adult version of the training, with 14 instructors trained in August. Plans were in place to continue offering MHFA trainings during grant year 4 and 5.

It is one thing to train individuals in the identification of youth at risk of mental health issues, yet another to ensure that youth in need seek out and get the needed support. To that end, the project sought to increase the number of school-aged youth referred to supportive services by a YMHFA first aider. According to project records, the project met and exceeded the yearly target, for the second year in a row, referring a total of 1,233 youth to mental health or other related services, nearly two times the Year 3 target (665 youth).

Finally, results indicated that the project was making positive progress to improve stakeholder capacity to effectively respond to students’ mental, social, and emotional, behavioral needs during the reporting period. This was evidenced by the number of technical assistance and training offerings held at both the SEA and LEA levels, with nearly 70 such sessions conducted. Participants included district and administrators, classroom teachers, school counselors/psychologists, other district and school staff, parents, and community members.

## IV. Conclusions and Recommendations

The Washington State Project AWARE initiative's design incorporated a collaborative, multi-tiered systems of support approach to address a variety of student and system needs. The activities conducted were developed and implemented to assist in the achievement of the project's three broad goals and their related objectives, and to expand and enhance systems capacity, both locally and statewide. Ultimately, the project aimed to support the effective implementation of a continuum of behavioral health services, while improving school climate, increasing access to mental health services, and raising awareness of mental health issues in children and youth. By and large, evaluation results indicated that the project made considerable positive progress toward stated goals and objectives during the 2016-2017 project year.

In the following section, we summarize major accomplishments, provide some brief observations about the project, and outline lessons learned. We conclude with a number of recommendations offered for consideration as a means of monitoring progress and ensuring quality improvements during the 2017-2018 project period.

### A. Major Accomplishments

*MTSS/PBIS:* The continued reframing of the delivery of prevention and intervention services through an MTSS/PBIS lens demonstrated the dedication to this work at both the SEA and LEA levels. During the current program year, despite being at different levels of readiness and implementation, each district's leadership team was dedicated to moving this work forward. Across sites, the Shelton School District moved from the exploration phase and into installation, with the Marysville School District working from installation to implementation, and Battle Ground Public Schools moving toward full implementation. At the SEA level, the dedication of OSPI to the MTSS/PBIS framework was evidenced by the continued support to develop a statewide approach, including the purposeful inclusion of the framework in the 2017 ESSA Consolidated Plan and as an integral part of the Center for Integrated Student Learning.

*Student Assistance Program:* In general, the Project AWARE LEA sites successfully launched their second year of Student Assistance Program services during the 2016-2017 school year. Overall, findings showed positive progress toward the reduction of substance use, specifically alcohol and marijuana, among program participants, with some variability noted by LEA site. Progress toward school engagement indicators showed less promise, with students more likely to have been absent from school post-program services: a finding consistent across program sites. Across LEA districts, 10.5 FTE SAP staff were hired and assigned to serve 16 secondary school campuses. Overall, 683 students were referred to services, with 487 (71%) enrolled in full intervention programming – the number of students enrolled during the current year represents an 80% increase as compared to the previous year (271 enrolled). In addition to intervention services, program staff in each of the targeted LEAs conducted a variety of universal activities to increase awareness of substance use and mental health related issues. Program findings indicated that level of satisfaction among program participants was high, with most students (93%) rating the program as at least somewhat important, including 56% that rated it as “very important.”

*School-based Mental Health Services:* School-based mental health services were implemented in the three targeted LEAs during the 2015-2016 school year. The resultant impact was an immediate increase in access to services, with 781 students referred, and 354 receiving school-based mental health services, project-wide. The number of students referred demonstrated a continued clear and persistent need for



school-based mental health services in these districts. In fact, referral information indicated that students were referred to services for a variety of behavioral health concerns, the most prevalent being potential emotional/behavioral issues including anxiety, depression, and impulsivity. Additionally, as a direct result of the program, accessibility barriers were identified with these problem-solved in collaboration with project partners. The number of students served during the 2016-2017 school year, exceeded the annual target - with approximately 45% *more* youth served than anticipated project-wide (354 vs. 245, target). Program findings also indicated that school-based mental health services positively impacted students' lives, reducing the severity of problem behavior among youth identified as at greatest risk. For example, across all risk areas, severity of problem behaviors declined, with these reductions statistically significant. Additionally, as a direct result of the program, accessibility barriers were identified and problems solved in collaboration with project partners.

*Cross-Systems Collaboration:* The adage, "It takes a village to raise a child" is as true today as it has ever been. The SEA Coordinator continued to build bridges and promote systems-change for mental health in Washington State. This was accomplished through her involvement in the Mental Health in Education Workgroup, in the partnering with LEA districts and others to promote school-based mental health services, building relationships with community-based providers, such as Kaiser-Permanente, to champion the cause of adolescent mental health, and the bringing together of intra-agency partners to reduce silos and raise awareness of parallel work as a means of streamlining efforts. Equally important was the support provided to a group of state representatives and their effort to improve students' mental health through the enhanced professional development for non-academic school staff.

*Mental Health & High School Curriculum:* Expansion of trainings for teachers and non-educators in the MH & HS curriculum exceeded expectations, with the delivery of these statewide. Overall, 138 teachers and education staff, representing 69 districts (public and private) statewide, have been trained to deliver the curriculum resource. As a result, at least 1,500 students have completed the coursework; thus, improving mental health literacy and reducing stigma. In addition, OPSI mapped the curriculum to the Health Education K-12 Learning Standards, and found alignment to all eight learning standards when they fully implemented with fidelity.

## **B. Observations**

As the project wrapped up its 3<sup>rd</sup> full year, again, we are reminded of the importance of having leadership that is willing to champion the cause, with the knowledge and perseverance to navigate multiple and diverse systems. We continued to see evidence of this at both the SEA and LEA levels. As the LEAs' district leadership began to embrace practices that were proactive rather than reactive, district and building level teams were established, discipline practices were modified, and data were more routinely used for decision making. As a result, the school climate and culture began to respond, with discipline referrals and suspension/expulsion rates starting to shift, access to school-based services increasing, and improvements in the overall school climate beginning to take shape. At the SEA level, the integration of the MTSS framework into the 2017 ESSA Consolidated Plan speaks to the OSPI leadership's commitment to embed this approach throughout the K-12 system. Moreover, relationships established, both intra and inter-agency, increased awareness of the need to focus on school-based mental health services, with stronger partnerships established to move this work forward in the coming years.

By and large, project partners maintained steady improvement, learned some lessons, and reframed approaches, as needed, during the current year. As noted throughout the body of this report, a considerable amount of work has been accomplished, with some successes and minor challenges along

the way. There were, however, two crucial weaknesses that have the potential to negatively impact the project's capacity to reach its overarching goals if left unaddressed in the 2017-2018 project year. First, a considerable and significant breakdown in communication between the SEA and LEAs limited, at some level, the ability of the project to reach its full potential during the current year. Early in 2017, communication between OSPI, the SEA Coordinator, and LEAs broke down. Other than formal, monthly calls with project partners, meaningful exchanges were limited and site visits were not conducted. Despite efforts by the evaluation team to intervene, including an on-site meeting at OSPI to establish a strategic communication plan for the remaining project period, no action was taken. The communication breakdown resulted in a considerable gap in direction and support from OSPI; thus, limiting the project's capacity to scale this work up statewide in a purposeful and collaborative manner. In fact, several opportunities to showcase the project's accomplishments, such as during the 2017 SAMHSA NITT Grantee's Conference, were missed.

Secondly, the absence of a strong State Management Team (SMT) comprised of representatives from lead agencies, who are engaged in and charged with overseeing the project and its outcomes further limits its capacity to sustain the initiative's main goals and objectives. The SMT has had fits and starts since project implementation, but no true leadership team structure has been established to guide the initiative and to take responsibility for its success. Failure to address this issue in the upcoming year will likely significantly impact the project's capacity for sustainability and critical systems change.

### **C. Lessons Learned**

Throughout this 3<sup>rd</sup> program year, a number of lessons stand out, with these, in part, echoing lessons from the previous project period. These include:

Readiness and Buy-In Matters: Development of a referral system, as well as implementation of school-based behavioral health services, requires extensive planning and collaboration among key stakeholders. Ensuring that school staff fully understands the who, what, when, where, why and how of school-based services is essential to implementation and sustainability. By increasing awareness of program services (including confidentiality), providing training related to identification of signs and symptoms of behavioral disorders, and training staff on the referral process, problems upfront can be reduced and service accessibility can be improved over the long-run.

Dosage/Intensity Matters: Keeping students engaged in services and ensuring a sufficient dosage/intensity of services are important factors of success. Program findings indicated that among youth participating in Student Assistance Program services, those with higher levels of engagement reported greater reductions in substance use for both alcohol and marijuana, as compared to low dosage participants.

Collaboration Matters: Finally, linking students and families to community-based mental health service providers requires initial planning. School-based staff need to have knowledge of community-based mental health resources in order to provide accurate information. In addition, school and community-based staff need to establish working relationships with each other, as well as develop and implement effective communication strategies. In doing so, challenges regarding confidentiality are reduced, and information sharing is improved.

Communication Matters: Ensuring lines of communication are open and that a feedback mechanism exists ensures that all parties are heard and that problems are solved in a thoughtful and meaningful manner.

The following recommendations are made to improve program practices as the project moves into its 4<sup>th</sup> project year.

#### **D. Recommendations:**

The following recommendations are made to guide programming efforts and to increase the likelihood that the program will continue to make positive progress toward the attainment of identified objectives and targeted indicators during the 2017-2018 school year.

#### ***MTSS/PBIS:***

- 1) Leadership: Ensure strong and continuous district leadership for the continued implementation of PBIS, with a focus on the delivery of developmentally and culturally appropriate evidence-based practices for Tier 2 and Tier 3 services.
- 2) Integrated Systems Framework (ISF): Adopt the ISF framework, as appropriate, working towards the intentional layering of student supports in a multi-tiered framework to impact both academic and non-academic barriers to learning.
- 3) Fidelity: Continue to focus on implementation fidelity, per standard practices.

#### ***Student Assistance Program:***

- 1) Continue to focus efforts to ensure that the program is strongly aligned with the Project Success model including the following prevention principles (Moorehouse nd., pp. IN 3-4):
  - a. Increasing perception of risk of harm.
  - b. Changing adolescents' norms and expectations about substance use.
  - c. Building and enhancing social and resistance skills.
  - d. Changing community norms and values regarding substance use.
  - e. Fostering and enhancing resiliency and protective factors, especially in high-risk youth.
- 2) Continue to focus program efforts on providing services to students at high-risk of initiating, escalating or becoming harmfully involved in substance use;
- 3) Establish strong referral pathways in collaboration with school administrators and other school staff, including school counselors and classroom teachers, to identify and refer program participants, especially those students at-risk of or using substances;
- 4) Provide P/I staff with additional professional development opportunities to increase knowledge of ATOD prevention techniques and theory, and to improve ATOD screening skills as a means of ensuring students enrolled are appropriately placed in targeted intervention services;
- 5) In group and individual sessions, staff should purposefully address academic performance (e.g., grades and attendance) with students, and monitor and follow up these throughout program engagement;
- 6) Ensure a higher percentage of students engage fully in program services, including receiving a minimum average of 3 hours of direct services monthly;
- 7) Develop appropriate and relevant materials (e.g., age, gender, culturally) to ensure engagement of all youth. Program findings indicated that services to specific groups of participants (e.g., males and high school-aged youths) were less effective; and

- 8) Continue to routinely monitor the program for quality and adherence to program fidelity.

### ***School-Based Mental Health Services***

- 1) Referral Systems: Continue to provide awareness trainings to school staff about behavioral health issues and school-based mental health services, and the referral process, including how to complete and submit the referral form.
- 2) Direct Services: Continue to work with staff to address access barriers to close the gap between time of referral and time of first contact.
- 3) Accessibility: Work with school and program staff to identify access barriers related to service enrollment. Specifically, ensure characteristics of students enrolled in program services reflect the overall student population (e.g. identify areas of disproportionality and ensure access is not limited by linguistic/cultural barriers.).
- 4) Effectiveness: Review program findings with mental health staff specifically related to effectiveness of services by student groups. Brainstorm ideas to improve program impacts as applicable, including an emphasis on improving developmentally, culturally, and gender-appropriate services.
- 5) Community-based Engagement: Improve data collection practices/protocols to ensure a higher likelihood of capturing completed data on students referred to and engaged in community-based mental health services.
- 6) Adult Mental Health Supports: Dedicate resources to address the primary and secondary trauma needs of adults in the education system who may be impacted by stressful or traumatic events.

### ***SEA Level:***

- 1) MTSS/ISF Framework: Continue to support the expansion and implementation of the MTSS/ISF framework through training and technical assistance offerings.
- 2) Workforce Development: Continue to work with partner stakeholder agencies to address the workforce development gap as a means of increasing the quality and quantity of persons transitioning into the behavioral health field.
- 3) Social, emotional learning: Continue to build capacity at the state and local levels to address the social, emotional, and behavioral health needs of students through training and technical assistance offerings.
- 4) Communication and Collaboration– Establish a strong communication strategy between OSPI, the SEA Coordinator, and the LEAs to ensure a meaningful exchange of information about project progress across levels. Additionally, work in collaboration at the SEA and LEA levels to develop a strategy to increase awareness of project implementation statewide including the MTSS/PBIS framework, project-level outcomes and lessons learned.
- 5) State Management Team: Realign the SMT structure with representatives from stakeholder agency that engaged in and charged with overseeing the project and its outcomes per the Coordination and Integration Plan.

## **APPENDIX**

- A. Washington State Project AWARE Evaluation Plan (Updated 2017)
- B. Positive Behavior Intervention and Support/Multi-Tiered Systems Framework Year 3 LEA Reports (3)
- C. Student Assistance Program: Project Success Year 3 Report – September 2016 - June 2017
- D. School-Based Mental Health Services Year 3 Report - September 2016 – June 2017
- E. School Climate Survey Tool
- F. 2017-2018 Coordination and Integration Plan (Revised 2017)
- G. Coordination and Integration Plan Revisions
- H. School Climate Survey District Comparison Report 2015-2017