



U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): **Q215E090041**

Project Prevention Assessment and Counseling for Elementary Students (PACES) is a program designed to expand counseling programs in six elementary schools through the delivery of a continuum of counseling and prevention services which foster children's social, emotional, and behavioral development. Six elementary schools in Jefferson County Public Schools (Louisville, KY) were selected as target schools for participation in the project. These schools were selected because they were ranked high on the district's internal needs index that is based on student variables which research demonstrates can affect academic achievement. The vision of Project PACES is to provide students with beneficial counseling services that will contribute to their personal growth, educational development and emotional well being.

In Summer of 2009, Project PACES funds were used to hire three qualified school-based counselors. Two counselors are state licensed LCSWs and have a master's degree in social work from a program accredited by the Council on Social Work Education. The third counselor has a master's degree from an accredited program and is a state licensed Psychologist Associate. Each counselor served two schools where they helped identify children with behavioral issues and provide them with support that will help prevent future problems. Each counselor was assigned to work 20 hours per week at each of two schools where they were be utilized to provide assessment, intervention, individual, and group counseling for students. A project activity log was developed by the project evaluator for each counselor to document the number of students served, the intensity of services, and other activities (e.g., family contacts, classroom observations). PACES counselors turned in their log to the project evaluator on a monthly basis.

Project PACES also provides support for the CARE for Kids program (CFK), a program in all Project PACES schools that promotes students' bonding to school and sense of community. The CFK program utilizes the Child Development Project which is a research-based comprehensive social and emotional program that focuses on improving school culture, including changes in most teachers' instructional and classroom management practices. CARE for Kids aims to create elementary schools that foster students' full development by encouraging supportive relationships; a sense of common purpose; commitment to social, ethical and intellectual learning; and meaningful and engaging curricula. Specifically, the program is designed to 1) increase students' attachment to the school community, 2) internalize the community's pro-social norms and values, and 3) exhibit behavior consistent with school norms and values.

In terms of how Project PACES has addressed the two required Government Performance and Results Act (GPRA) performance measure for the ESSC, PACES has met the first GPRA of closing the gap between the student/mental health professional ratio from 1 counselor for every 441 students prior to the project to 1 counselor for every 283 students after the hiring of the PACES counselors. For the second GPRA, Project PACES is on target to meet the goal of reducing the average number of referrals per grant site for disciplinary reasons. Prior to the grant, the average number of referrals across the sites was 441 or about 44 per month per site. As of the date of this report, the average number of referrals across the sites was 287 or about 41 per month per site, representing about a 7% drop. Given that this is the first year of the project, the data thus far are showing a positive trend towards improving student behaviors.

In terms of project specific goals, Project PACES counselors aimed to provide counseling serves to at least 40 students per school each school year for a total of 240 students per year. As of February 2010, a total of 233 students had received counseling services from the PACES counselors. Utilizing the monthly counselor logs, the data could be disaggregated by intensity and number of sessions. On average, students who received counseling services averaged 9 sessions through February 2010 and had received a total of 417 minutes of services or 46 minutes per session.

Because the school year is still in session, outcome data are not yet available but will be submitted in the addendum report. The demographics of the students who have received counseling thus far are below. When compared to the general population of students at the 6 PACES schools, the students who received counseling are more likely to be on free/reduced lunch, more likely to be African-American, and more likely to be males.

Characteristics of Students who Received Mental Health Services from PACES Counselor

Matching variable	Students who Received Counseling from PACES (n = 233)	Overall Demographics of 6 PACES Schools
At-Risk		
Free/Reduced	90.5%	88.9%
Paid	9.4%	11.1%
Race		
African-American	58.4%	51.3%
White	27.5%	28.6%
Other	14.1%	20.1%
Gender		
Male	65.7%	52.4%
Female	34.3%	47.6%

Regarding the implementation of the CARE for Kids program, walkthroughs were conducted by the project evaluator at the PACES schools to assess fidelity to the CARE for Kids program. A copy of the walkthrough instrument is included in Section C of the report. The walkthrough consisted of observing at least 2 randomly selected teachers at each grade level for CARE for Kids implementation. Of the 70 teachers observed, 21% exhibited exemplary implementation, 60% showed good implementation, 16% showed some level of implementation, and 3% exhibited poor/no level of implementation. In all the PACES schools, at least 60% of the randomly selected teachers observed exhibited a good level of implementation. Four of the 6 PACES schools had at least 80% of teacher exhibiting a good level of implementation.

In addition to meeting the performance objectives, there were unexpected challenges and successes. An initial challenge was the documentation of discipline referrals. The district moved to a new student information system (Infinite Campus), and a standardized protocol had to be created across the 6 schools to ensure accurate student discipline referral information. A second challenge was to help the PACES counselors become integrated into the service delivery system of each of the schools. By the mid-year point, about half of the sites had established a protocol through their Student Support Team (SST) for making mental health referrals. The other sites used a staff-referral system where either teachers or administrators made the mental health referral directly to the PACES counselors. When the grant was originally written, the RTI system was projected to be rolled out in the district and serve as the referral process. It was not implemented as planned so the referral process has been using existing mechanisms within each school. In terms of successes, one of the Project PACES schools was highlighted by Edutopia (The George Lucas Educational Foundation) as a model for its strong social and emotional program.

For the upcoming school year, 2010-2011, the goal will be to continue to streamline the mental health delivery system and establish consistent protocols to yield the most efficient and beneficial system possible. An example of barriers this past year to an efficient delivery system was the delay time between mental health referral and the return of the parent consent. For the next year, parent consents will be distributed to all students at the beginning of the school year so that if a mental health referral is made for a student, mental health services can be delivered quicker to the student.



SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

Objective 1: To reduce the gap between the student/mental health professional ratios at the participating school and student/mental health professional ratio recommended by the Statute

I.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The student/school counselor ratio (baseline data)	GPRA	Raw Number	%	Raw Number	Ratio

I.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The student/school counselor ratio (baseline data)	GPRA	Raw Number	%	Raw Number	Ratio

Explanation of Progress (Include Qualitative Data and Data Collection Information)

1a. Each of the 6 participating schools had 1 school counselor prior to the funding of the grant. In the year prior (2008-2009) to the beginning of the grant, the total enrollment at the schools was 2,648 with 1 counselor in each school for a total of 6 counselors. On average this was 441 students for every one school counselor.

1b. Due to the funding of the grant, 3 school-based mental health counselors were hired to provide both direct and indirect counseling to students to the 6 PACES schools. Each PACES counselor was assigned to work 20 hours with 2 PACES schools. In the first year of implementation (2009-2010), there was a total enrollment of 2,547 with 6 school counselors and 3 PACES school-based mental health counselors.



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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective Check if this is a status update for the previous budget period.

Objective 2: To reduce the number of student discipline referrals

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The average number of referrals for disciplinary reasons in schools affiliated with the ESSC grant (baseline data)	GPR				441		

2.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The average number of referrals for disciplinary reasons in schools affiliated with the ESSC grant (follow-up data)	Project				287 (through 02/26/2010)		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

2a. The number of disciplinary referrals in the year prior to grant funding (2008-2009) was 2,648 total across the 6 participating elementary schools for an overall average of 441 referrals.

2b. The number of disciplinary referrals during the first year of grant funding (2009-2010) is 1,721 through the end of February 2010, for an overall average of 287 referrals. The number of referrals will be updated to reflect the end of the school year in the addendum to the report in June. In Section C of the report, a disaggregated data report for the total number of referrals as of the end of February 2010 is shown. During the current school year, each PACES school received a monthly disaggregated data report for their school in order to track information on referrals (e.g., location, type

of referral) and demographics on the students who received referrals (e.g., race, gender). Utilizing this information helped school staff to identify students for mental health services as well as track students who received or had received mental health counseling.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Project Objective Check if this is a status update for the previous budget period.

3.1. a Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
To serve a minimum of 20 students per school per semester for a total of 240 students per grant year	Project	240		233	

3.2. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
A minimum of 75% of each project school staff will be trained in CARE for Kids, a research-based program aimed to foster students' full development by encouraging supportive relationships; a sense of common purpose; commitment to social, ethical and intellectual learning; and meaningful and engaging curricula	Project		175/233	75	209/233

Explanation of Progress

3.1 As of February 2010, a total of 233 students had received counseling services from the PACES counselors. Utilizing the monthly counselor logs, the data could be disaggregated by intensity and number of sessions. On average, students who received counseling services averaged 9 sessions through February and had received a total of 417 minutes of services or 46 minutes per session. The demographics of the students served are shown below. Because the school year is still in session, outcome data are not yet available, but will be presented in the addendum report. When compared to the general population of students at the 6 PACES schools, the students who received counseling, they are more likely to be on free/reduced lunch, more likely to be African-American, and more likely to be males.

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3.2 The goal was for all of the 6 PACES schools to have at least 75% of their school staff trained in the CARE for Kids models. Sign-in sheets and online-registrations were recorded for the CARE for Kids professional developments and all schools achieved the goal of at least 75% of the staff trained in the CARE for Kids model. One school had already been trained on the model. For the other five schools, there were 233 total teachers and administrators that needed to be trained. Out of 233 staff, 209 participated in the training (89%) as demonstrated through the sign-in professional development forms, which exceeded the project goal of 75%.



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3. Project Objective Check if this is a status update for the previous budget period.

3.3. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
<i>Project PACES</i> schools will implement CARE for Kids.	Project	Raw Number	%	Raw Number	%
		6/6	100	6/6	100

Explanation of Progress

3.4. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The Project PACES counselors will submit standardized documentation on the mental health referrals received and services provided to students.	Project	Raw Number	%	Raw Number	%
		3	/	3	/

Explanation of Progress

3.3 Walkthroughs were conducted at the CARE for Kids schools to assess fidelity to the CARE for Kids program. A copy of the walkthrough instrument is included in Section C of the report. In addition, surveys will also be conducted at the end of the school year in order to assess teachers' perceptions and self-ratings of their CARE for Kids implementation. The walkthrough consisted of observing at least 2 randomly selected teachers at each grade level for CARE for Kids implementation. Of the 70 teachers observed, 21% exhibited exemplary implementation, 60% showed good implementation, 16% showed some level of implementation, and 3% exhibited poor/no level of implementation. In all the PACES schools, at least 60% of the randomly selected teachers observed exhibited a good level of implementation.

3.4 The Project PACES counselors were asked to submit monthly reports documenting their mental health services provided to students, families, and classrooms. Reports included who made the mental health referral, the topic of the nature of services (e.g., anger management, grief counseling),

the type of service delivered (direct/indirect counseling, family contact, etc.), and the intensity of services delivered (number of minutes). All 3 PACES counselors submitted their documentation in a timely manner. A model of the template is in Section C.

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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Budget Categories	Original Yr 1 Budget	Actual Yr 1 Expenses	Encumbered Yr 1	Anticipated Carryover Funds into Year 2	Description of Intended use of Carryover Funds
Personnel	\$ 107,674.00				
Project Liaison	\$ 12,874.00	\$ 7,150.00	\$ 5,724.00	\$ -	
PACES Counselors (3)	\$ 91,800.00	\$ 58,757.00	\$ 19,370.52	\$ 13,673.00	carry over personnel cost to finish the school yr/yr 2 and 3
Clerk	\$ 3,000.00	\$ -	\$ 3,000.00	\$ -	
Total Personnel	\$ 107,674.00	\$ 65,907.00	\$ 28,094.52	\$ 13,672.00	same as above
Fringe Benefits	\$ 45,438.00				
Group Insurance Expense		\$ -			
Group Liability Insurance		\$ 46.16			
Disability Insurance		\$ -			
Employer FICA Contribution		\$ -			
Employer Medicare Contribution		\$ 599.69			
KTRS Employer Contribution		\$ 7,192.74			
CERS Employer Contribution		\$ -			
KSBA Unemployment Insurance		\$ 340.90			
Workers Compensation		\$ 250.99			

Fed Funded Health Care Benefit				\$ 6,341.02						
Fed Funded Life Ins Benefits				\$ 15.12						
Fed Funded State Admin Fee				\$ 50.00						
Total Fringes				\$ 14,836.62	\$ 6,462.00	\$ 24,140.00				
Travel		\$ 2,065.00								
Out of County Travel			\$ 1,664.60							
In County Travel			\$ 57.54	\$ 30.00						
Total Travel			\$ 1,722.14		\$ 312.86				roll the carryover money into supplies for counselors	
Equipment		\$ -								
Supplies		\$ 65,116.00		\$ 455.00	\$ 30.00					
Office Supplies				\$ 455.00						
Workshop Supplies				\$ -	\$ 1,500.00					
Printing				\$ 552.00						
Program Supplies					\$ 58,882.00					
Technology-Related Hardware				\$ 3,727.00						
Total Supplies				\$ 4,734.00	\$ 60,382.00	\$ -				
Contractual		\$ 57,000.00								
Evaluation				\$ 12,805.00	\$ 18,395.00					
Child Development Project				\$ -	\$ 14,750.00					
RTI Training				\$ -						
Total Contractual				\$ 12,805.00	\$ 33,145.00	\$ 11,050.00			use funds in 2nd year to add additional counseling hrs	
Construction										
Other										

	\$ 277,293.00	\$ 100,005.00	\$ 128,114.00	\$ 49,175.00	use funds in 2nd year to add additional counseling hrs
Direct Costs					
Indirect Cost	\$ 8,173.00	\$ 3,011.00	\$ 362.00	\$ 4,800.00	
Training Stipends	\$ 76,744.00	\$ -	\$ 64,425.00	\$ 12,319.00	use funds in 2nd year to add additional counseling hrs
TOTALS	\$ 362,210.00	\$ 103,016.00	\$ 192,900.00	\$ 66,294.00	

Explanation of Budget

The original grant application was written in 2008 but not awarded to Jefferson County Public Schools until the second round in April 2009. As a result some of the costs changed i.e. personnel costs, fringe benefit costs, and indirect costs.

The Director and Project Coordinator work as in-kind contribution from the district. The Project Liaison was hired first and helped to get the project established, work with the schools to set up for the upcoming school year program application, and participate in the hiring of the counselors. The Director and Project Coordinator worked with district personnel to approve the three counseling positions, establish the positions on the organizational chart, write the job descriptions and advertise for the applicants with the required qualifications. It took some education of the district personnel office to understand the licensure and certification requirements of mental health counselors as the normal certification required within the district is teacher certification. The positions had to be advertised a couple of times as not all applicants had the appropriate level of qualifications which severely limited options for three positions.

The interviews and hiring took place during July and August. It took until late September for all the individuals selected to take the positions. They participated in the CARE for Kids program (which utilized the Child Development Project program) training and were introduced to district procedure and their respective schools. Also during August both the evaluator and the Project Liaison were able to attend the National Safe Schools conference in Washington D.C.

Because we were a year into the district implementation of the CARE for Kids (CFK) program, two of the six participating schools were trained in implementing the first year of the CFK. One school had been part of a previous program and was well established with the CFK. The remaining three schools were beginning their first year of CFK. Also the plans for the RTI implementation was not accomplished as originally included in the application. As a result, the newly hired counselors are utilizing established referral systems within the school, Student Services Teams. This has been functional but less standardized than expected.

First year Carry Over money will be utilized as follows:

Personnel budget and fringes will be carried into the next year (both year 2 and 3) to finish the last two months of the final school year.

Travel money will be utilized for in-school supplies for the counselors

The rest of the carry over money will be put toward additional counseling services in the six schools. This will be planned and structured in conjunction with the counselor at the end of the school year. We are planning a meeting with the school principals and will invite their input about additional services for the next two years and ideas for sustainability.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

2b. Disaggregated Discipline Referral Data- The data below show the referral data for the 6 PACES site disaggregated by different variables. Similar school-level reports were distributed monthly to each school in order to provide more detailed information on referrals over the course of the school year.

By Month

Month	Count	%
August 2009	81	4.71%
September	302	17.55%
October	270	15.69%
November	289	16.79%
December	239	13.89%
January 2010	246	14.29%
February	294	17.08%

By Incident Category

Event	Count	%
02B Bus Disturbance	567	33.08%
02B Disruptive Behavior	777	45.33%
02L Disorderly Conduct	21	1.23%
03B Dress Code Violation	2	0.12%
03B Failure to Obey Staff	44	2.57%
03B Other	38	2.22%
04B Leaving Campus/School Grounds W/O Permission	1	0.06%
06B Profanity/Vulgarity	3	0.18%
09B Inappropriate Sexual Behavior	5	0.29%
10B Stealing	6	0.35%

12B Fighting/Striking - Student to Other	12	0.70%
12B Fighting/Striking - Student to Student	151	8.81%
13B Fighting/Striking-Student to Staff/Other Officials	20	1.17%
14B Bullying	17	0.99%
14B Harassing communications	26	1.52%
14B Harassment/Intimid w/Staff/Student	9	0.53%
14B Intimidation with staff	1	0.06%
14B Intimidation with student	2	0.12%
14B Threatening Staff	3	0.18%
14B Verbal Abuse	1	0.06%
17L Assault on another student	1	0.06%
19B Dangerous Instrument (carrying or use)	4	0.23%
19B Other - Look-Alike Weapon	1	0.06%
20L Bomb Threat	1	0.06%
20L Terroristic - Chemical/Bio/Nuclear	1	0.06%

By Gender

Gender	Count	%
F	450	26.15%
M	1271	73.85%

By Race

Race	Count	%
Asian or Pacific Islander	15	0.87%
Black	1193	69.32%
Hispanic/Latino	55	3.20%
Indian/Native American	11	0.64%
Other	106	6.16%
White	341	19.81%

By Grade

Grade	Count	%
K	145	8.43%
1	190	11.04%
2	387	22.49%
3	318	18.48%
4	391	22.72%
5	290	16.85%

3.3 The CARE for Kids walkthrough is below. The observer rated each teacher a Yes or No. A total number of 17 or more 'Yes' scores yields a rating of 'good' on implementation, whereas a rating of 26 or more 'Yes' scores yields a rating of exemplary on implementation.

CARE for Kids

Routines and Procedures
1. Social contract/norms list is positively stated and posted.
2. Social contract/norms are referred to by the teacher.
3. There is widespread use of visuals to create positive expectations (Y-charts, routines and procedures charts, daily schedules, etc.)
4. Teacher uses non-verbal cueing.

5. Established routines/procedures for tasks and transitions are in place, or are modeled and remodeled as necessary.
6. Management signal has been established and is used consistently.
Relationships
7. Teacher uses a balanced approach to discipline as opposed to an autocratic or permissive approach.
8. Teacher uses logical consequences related to behavior (e.g., restitution, restriction/loss of privilege, restoration and reflection).
9. Teacher uses interventions strategies (e.g., take-a-break, social conference, buddy room and fix-it plans).
10. Respectful interactions are exhibited between students and teacher.
11. Respectful interactions are exhibited among students.
12. Teacher exhibits knowledge of individual students.
Language
13. Teacher uses inclusive language.
14. Instructions are clear and simple.
15. Teacher asks open-ended questions that elicit multiple perspectives from students.
16. Teacher uses language that encourages and facilitates student reflection (academic and/or social).
17. Teacher uses specific reinforcing language rather than general praise.
18. Teacher uses reminding language stating facts, not judgments.
19. Teacher uses redirecting language that is calm, confident and neutral and names what went wrong.
Student-Centered Environment
20. Widespread and varied student work is displayed.
21. Students collaborate with one another.
22. Seating assignments allow for maximum inclusion and cooperation.
23. Students have multiple opportunities for involvement and responsibility in the classroom.
24. Students exhibit active involvement and responsibility in the classroom.
25. Teacher actively listens to students.
26. Teacher pays attention to individual students in a positive way.
27. There are opportunities for students to have dialogue and negotiation centered on classroom/student issues (academic and/or social).
28. There are widespread opportunities for students to interact verbally.
29. Majority of classroom talk is focused conversation among students with minimal teacher talk.

30. There are multiple opportunities for students to have choice.

Collaborative Structures

31. Partner-work (e.g., Pair and Share, Turn to a partner) is observed.

32. Small group work (3 or more students) is observed.

3.4. The template for the counselor log is below. Each counselor entered their records into this template to record group counseling, individual direct counseling, and other activities (e.g., classroom observation, meeting with student support teams, etc.).

Grade	JGPS_Student Number	Topic	Date	Length (Minutes)	Referred By	Comments
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
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