



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

OMB No. 1890-0004
Exp. 10-31-2007

PR/ Number # (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.

Project PACES funds were used to hire three qualified school-based counselors. All three 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. 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 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 286 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 91 or about 15 per month per site.

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 January 2011, a total of 135 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 5 counseling sessions and on average received a total of 181 minutes of services or 38

minutes per session. The demographics of the students served are shown 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.

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.

Characteristics of Students who Received Mental Health Services from PACES Counselor

Matching variable	Students who Received Counseling from PACES (n = 135)	Overall Demographics of 6 PACES Schools
At-Risk		
Free/Reduced	91.1%	88.9%
Paid	8.9%	11.1%
Race		
African-American	61.5%	51.3%
White	27.4%	28.6%
Other	11.1%	20.1%
Gender		
Male	65.2%	52.4%
Female	34.8%	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 76 teachers observed, 18% exhibited exemplary implementation, 57% showed good implementation, 22% showed some level of implementation, and 3% exhibited poor/no level of implementation. Overall, 75% of the randomly selected teachers observed exhibited a good level of implementation of CARE for Kids.

In addition to meeting the performance objectives, there were unexpected challenges and successes. One of the original counselors hired left the position prior to school beginning. Due to the challenges of re-advertising and interviewing, the new counselor did not begin until the middle of the first semester. Thus for two schools, there was a challenge of integrating the new counselor into their existing system after the beginning of the school year. A second challenge was that one of the principals was promoted last summer leaving one school with a new principal this year. Individual meetings were set up with the new principal to introduce the project and PACES counselor, as well as outline the expectations regarding data entry and program implementation. For both of these challenges, the transition for the new staff was successful. The new counselor has acclimated well into her two schools and the new principal is fully supportive of the project. In terms of successes, one of the Project PACES schools has been highlighted by Edutopia (The George Lucas Educational Foundation) as a model for its strong social and emotional program.

For the upcoming school year, 2011-12, the goals will be to continue to provide students with high quality services and to provide data to the district for sustainability purposes. Because the next year is the last year of the project, it is crucial to have the data on students outcomes available to district administrators and school principals to decide on whether and how to continue the funding of these counselors.

**Grant Performance Report (ED 524B)
Project Status Chart**

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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

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The student/school counselor ratio (baseline data)	GPR			6:2648	1/441

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The student/school counselor ratio (follow up data)	GPR			9:2576	1/286

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 second year of implementation (2010-2011), there was a total enrollment of 2,576 with 6 school counselors and 3 PACES school-based mental health counselors for an average ratio of 286 students for every one school counselor.



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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	%	Raw Number	Ratio
The average number of referrals for disciplinary reasons in schools affiliated with the ESSC grant (baseline data)	GPR		/	2648	/

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio
The average number of referrals for disciplinary reasons in schools affiliated with the ESSC grant (follow-up data)	GPR		/	543 (through January)	/

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. For Project PACES, a standardized protocol was developed across the 6 schools where any infractions that resulted in a suspension, in-school suspension, time-out, or detention were entered into the student information system. Examining the number of referrals with these resolutions showed a total of 543 referrals for an overall average of 91 per school thus far. Though this represents a 79% drop in discipline referral data from the prior year, caution should be used to interpret this due to the lack of standardization of referral data entry the prior year (prior to funding of the project.). Disaggregated discipline referral data reports have been provided to each principal and PACES counselors throughout the school year.

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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 (by June 2011)	%	135 (by January 2011)	%

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		171/227	75	209/227	92

Explanation of Progress

3.1 As of January 2011, a total of 135 students had received counseling services from the PACES counselors. This data represents primarily one semester of data. Therefore, the 135 students served surpass what is to be expected in one semester. Utilizing the monthly counselor logs, the data could be disaggregated by intensity and number of sessions. On average, students who received counseling services averaged 5 counseling sessions and on average received a total of 181 minutes of services or 38 minutes per session. The demographics of the students served are shown in Section C. 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.

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 227 total teachers and administrators that needed to be trained. Out of 227 staff, 209 participated in the training (92%) as demonstrated through the sign-in professional development forms, which exceeded the project goal of 75%.

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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.

3.3. 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

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	/

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. The walkthrough consisted of observing at least 2 randomly selected teachers at each grade level for CARE for Kids implementation. Of the 76 teachers observed, 18% exhibited exemplary implementation, 57% showed good implementation, 22% showed some level of implementation, and 3% exhibited poor/no level of implementation. In all the PACES schools, at least 75% of the randomly selected teachers observed exhibited a good level of implementation. Individual school reports were produced within 2 weeks of the observation in order to provide principals and school leaders with feedback on their 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 2 Budget	Actual Yr 2 Expenses	Anticipate use by end of Yr 2	Anticipated Carryover Funds into Year 3	Description
Personnel	\$ 162,754.00	\$ 6,241.31	\$ 31,232.88	\$ 125,279.81	
Project Liaison	\$ 13,040.00	\$ 4,771.87	\$ 3,767.88	\$ 4,494.25	Up to 10 extended days in summer for training and networking
PACES Counselors (3) and Clerk	\$ 149,714.00	\$ 1,469.44	\$ 27,465.00	\$ 122,249.00	
Fringe Benefits	\$ 46,990.00	\$ 681.91	\$ 4,726.22	\$ 41,581.87	Up to 10 extended days in summer for training and networking
Group Life Insurance	\$ 224.00				
Group Liability Insurance	\$ 82.00				
Disability Insurance	\$ 576.00				
Employer FICA Contribution	\$ 177.00	\$ 68.34	\$ 72.00		
Employer Medicare Contribution	\$ 2,287.00	\$ 40.35	\$ 408.27		
KTRS Employer Contribution	\$ 20,272.00	\$ 517.32	\$ 4,171.15		
CERS Employer Contribution	\$ 521.00				

KSBA Unemployment Insurance	\$ 310.00	\$ 32.99		
Workers Compensation	\$ 680.00	\$ 22.91	\$ 146.80	
Fed Funded Health Care Benefit	\$ 21,600.00			
Fed Funded Life Ins Benefits	\$ 81.00			
Fed Funded State Admin Free	\$ 180.00			
Travel	\$ 2,590.00	\$ 110.88	\$ 100.00	\$ 2,379.12
Out of County Travel	\$ 1,600.00			
In County Travel	\$ 990.00	\$ 110.88	\$ 100.00	
Equipment				
Supplies	\$ 43,034.00	\$ 5,092.06	\$ 37,941.94	
Contractual	\$ 47,400.00	\$ 17,543.51	\$ 29,856.49	Cost to complete eval, data addendum and eval to end of school
Construction				
Other				
Direct Costs	\$ 302,768.00	\$ 29,669.67	\$ 103,857.53	\$ 169,240.80
Indirect Cost	\$ 9,843.00	\$ 246.23	\$ 9,596.77	
Training Stipends	\$ 40,483.00	\$ 12,335.81	\$ 900.00	\$ 27,247.19
TOTALS	\$ 353,094.00	\$ 42,251.71	\$ 114,354.30	\$ 196,487.99

Explanation of Budget

The year two budget is reported through about half of the school year (through January 2011) in the third column. The school year runs into June so a large portion of the Year 2 funding has yet to be encumbered. Also, there is a significant anticipated carryover from Year 2, which is due to two primary reasons. First, the grant notification was later than expected and thus, some Year 1 activities started later than expected. Some Year 1 funding was utilized in Year 2. Second, in August of the second budget year (2010), we lost one of our three PACES counselors to a Clinical Director position in an adolescent residential setting. We recruited, interviewed, and selected a replacement only to be disappointed when she had to decline due to medical reasons (high risk pregnancy). We started the process again, and hired, but by the time she gave notice and stepped into the position, it was the beginning of November. Therefore, one of the positions was vacant for a period of time during the search which added to the unencumbered funds.

Our current carryover for salary will be put to use for some extended days during the summer for professional development and for the counselors to provide training within their respective schools.

Also, carryover money from year 2 will help to expand the evaluation so that it goes into more depth on student and school outcomes. For Year 3, we will be expanding to measure additional dimensions of success. We will be utilizing a pre/post tests on individual students with school staff which will be purchased from the educational supply codes. The goal of the pre/posts tests will be to assess individual student behavioral differences pre- and post- counseling services. Currently, the evaluation design utilizes behavioral discipline (referrals) as an outcome measure for students, and next year, this will be expanded to examine more specific student behavioral and pro-social skills.

Travel money carryover will be used to contract local professionals for training in topics pertinent to elementary student development and behavior.

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

Characteristics of Students who Received Mental Health Services from PACES Counselor

Matching variable	Students who Received Counseling from PACES (n = 135)	Overall Demographics of 6 PACES Schools
At-Risk		
Free/Reduced Paid	91.1% 8.9%	88.9% 11.1%
Race		
African-American	61.5%	51.3%
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Gender		
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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.
32b. If partner/small group is observed, the student interactions are reflective of cooperative learning skills (e.g., effective communication and listening between group members).

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	Student Number	Topic	Date	Length (Minutes)	Referred By	Comments
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
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