



UPDATE EVALUATION

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To improve the health and well-being of the Nation's young people, the Federal Government launched the Safe Schools/Healthy Students (SS/HS) Initiative in 1999, with support from the U.S. Departments of Education, Health and Human Services, and Justice. The Initiative helps communities make comprehensive changes to strengthen child development and reduce youth violence and substance use. Through grants to local education agencies (LEAs), the SS/HS Initiative supports:

- F Safe school environment
- F Alcohol and other drugs and violence prevention and early intervention programs
- F School and community mental health preventive and treatment intervention services
- F Early childhood psychosocial and emotional development programs
- F Supporting and connecting schools and communities
- F Safe school policies*

Like many programs, the SS/HS Initiative seeks to improve service delivery systems and foster the use of evidence-based practices. What makes the Initiative unique is its emphasis on collaboration—with multiple providers working together to change their systems for the better, ultimately improving outcomes related to youth safety, drug and alcohol use, and well-being. The SS/HS partnerships include schools, law enforcement, juvenile justice, mental health agencies, and other community providers.

About the National Evaluation

In recent years, it has become increasingly important for publicly supported programs to demonstrate effectiveness—not only to ensure program dollars are well spent, but also to develop knowledge about real solutions that can be implemented more broadly. Therefore, a key part of the SS/HS Initiative is the national evaluation, which depends in large part on each grantee's local evaluation.

SS/HS grantees collect and report information on Government Performance and Results Act (GPRA) indicators, which measure changes in the number of violent incidents at schools, substance use, school attendance, and access to mental health services for students and families. In addition to these outcomes, the national evaluation examines how community partnerships are implemented and how they function over time. Variables include the involvement of partners, adoption of evidence-based practices, systems change, collaborative decisionmaking, and changes in infrastructure. The SS/HS National Evaluation Team (NET), composed of the MANILA Consulting Group, RMC Research Corporation, and Battelle Centers for Public Health Research and Evaluation, poses four core questions:

1. Do conditions and resources in the pre- grant environment facilitate or impede the implementation of the SS/HS Initiative at both the LEA and school levels?
2. Do SS/HS activities lead to the intended system changes (comprehensive policies, enhanced services, and improved coordination)?
3. Do system changes (near-term outcomes) associated with the SS/HS Initiative lead to improvements in long-term outcomes (reduction in substance use and violence, increased access to mental health services, and improvement in attendance and school climate)?
4. Overall, does the SS/HS Initiative meet the Federal Government's expectations of achieving improvements in long-term outcomes (reduction in substance use and violence, increased access to mental health services, and improvement in attendance and school climate)?

*These six elements apply to grants awarded in 2005 and 2006; elements for grants awarded in 2007 are not shown.

About the Current Grantees

The Government has invested more than \$1 billion in rural, urban, suburban, and tribal school districts to date, awarding more than 260 SS/HS grants in 49 States. The current Initiative includes the 2005 cohort, with 40 grantees and 1,276 schools; the 2006 cohort, with 19 grantees and 330 schools; and the 2007 cohort, with 27 grantees (the number of schools was not final at press time). For a map of SS/HS sites and their contact information, see: <http://www.sshs.samhsa.gov/initiative/currentinit.aspx> (the map will be updated to include 2007 grantees in the near future).

Data collection for grantees that received awards in 2005 and 2006 is well underway and will begin soon for the 2007 grantees. The national evaluation derives its information from multiple sources, including:

- F GPRA Data
- F Site Visits
- F Surveys—Project-Level Survey, School-Level Survey, and School Climate Survey
- F Interviews—Project Director Interview and Group Interviews

Meaningful information on outcomes is not yet available, but descriptive data on the 2005 and 2006 cohorts provide a snapshot of the grantees. The 2005 cohort serves a median of 9,501 students, while the 2006 cohort serves a median of 6,554 students. Information on the types of schools targeted is shown below.

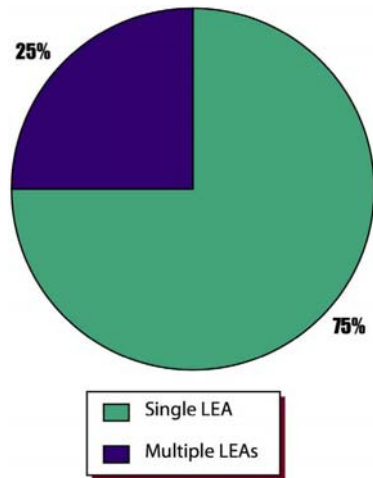
Most of the grantees—about 75 percent—are single LEAs, while about 25 percent comprise multiple LEAs.

The NET has also compiled Census data for the 2005 grantees relating to education, unemployment, household income, and eligibility for free or reduced-price lunch. The median values for these community indicators are shown below.

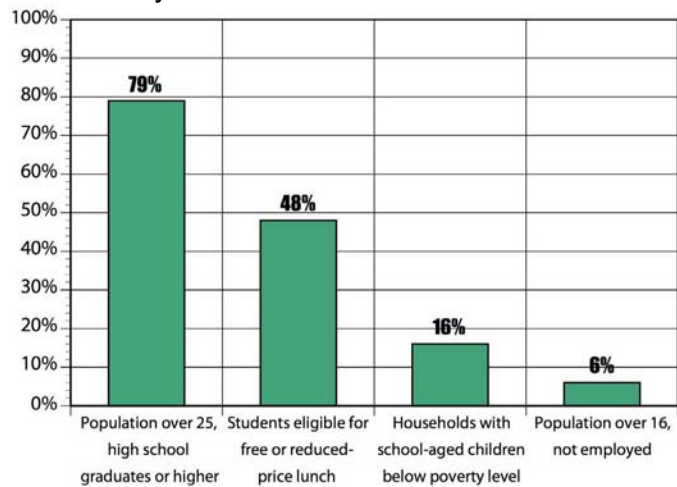
The grantees' partnerships were classified as new (no core member partnership 6 months before grant application), developing (some core members 6 months before grant application), established (all core members 6 months before grant application), or mature (all core members in collaboration for an extended period of time).

Grantees in both cohorts described barriers to collaboration concerning financial and human resources, communication, dissimilar stakeholder perspectives, administration and legal issues, and physical and geographic issues.

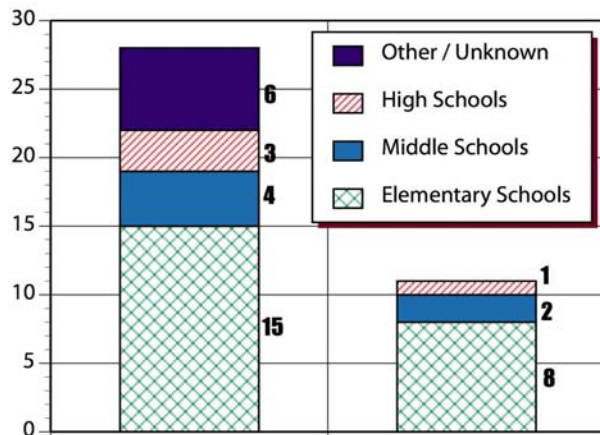
Structure of 2005 and 2006 Grantees



Median Number of Schools Targeted by Grantees by School Type Community Data*



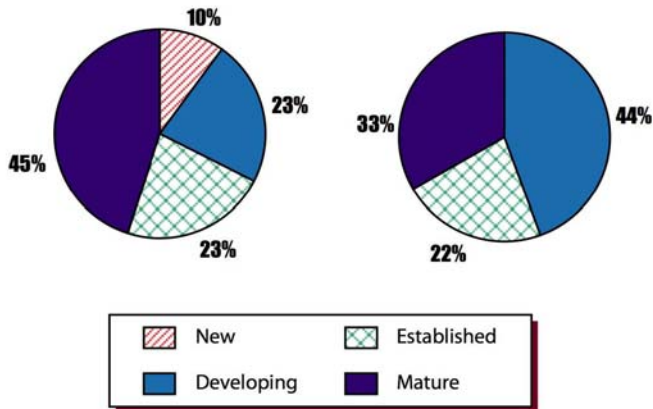
2006 Grantees 2005 Grantees



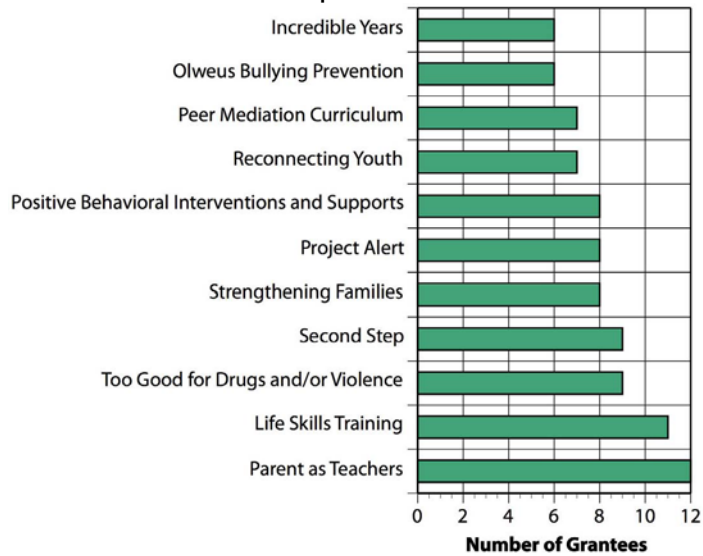
*2005 Grantees

About the Current Grantees

The 2005 grantees said they were planning or implementing a total of 72 evidence-based interventions. The interventions cited most frequently include Parents as Teachers, Life Skills Training, Too Good for Drugs and/or Violence, and Second Step.



Evidence-Based Interventions Cited Most Frequently* Duration of Partnership

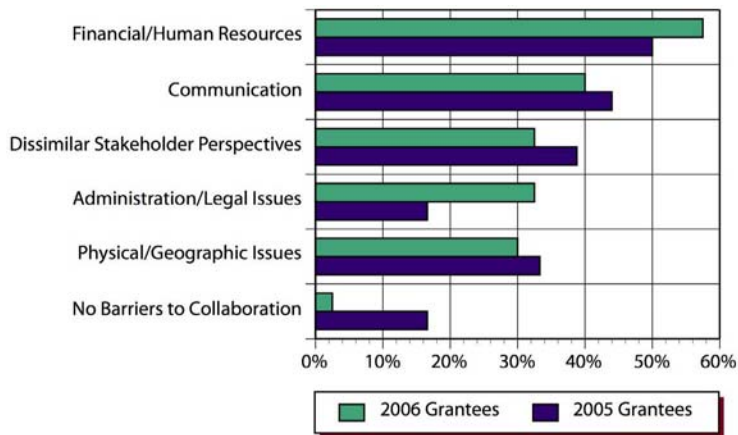


2005 Grantees

2006 Grantees

*2005 Grantees

Barriers to Collaboration



Data Collection Status of Recent and Ongoing Activities

Activity	Implementation Date	Percent Completed
2005 Cohort		
Project-Level Survey (Year 1)	June 2006	100%
Project-Level Survey (Year 2)	April 2007	100%
School-Level Survey (Year 1)	May 2006	99.6%
School-Level-Survey (Year 2)	March 2007	90.9%
GPRA Data Collection (Year 1)	November 2006	100%
Initial Site Visit	April 2006	100%
Project Director Telephone Interview (Year 1)	September 2006	100%
Project Director Telephone Interview (Year 2)	June 2007	100%
Partnership Inventory	July 2007	100%
Group Telephone Interviews (Year 2)	April 2007	99%
2006 Cohort		
Project-Level Survey (Year 1)	April 2007	100%
School-Level Survey (Year 1)	March 2007	92%
Initial Site Visit	February 2007	95%
Project Director Telephone Interview (Year 1)	June 2007	95%

Upcoming Dates

Activity	Fall	Winter	Spring
	2007	2007-2008	2008
2005 Cohort			
GPRA Data Collection	▶-----◀		▶-----◀
School-Level Survey (Year 3)			▶-----◀
Project-Level Survey (Year 3)			▶-----◀
School Climate Survey (Year 3)			▶-----◀
Project Director Telephone Interview (Year 3)			▶-----◀
Group Telephone Interview (Year 3)			▶-----◀
Partnership Inventory			▶-----◀
2006 Cohort			
GPRA Data Collection	▶-----◀		
School-Level Survey (Year 2)			▶-----◀
Project-Level Survey (Year 2)			▶-----◀
School Climate Survey (Year 2)			▶-----◀
Project Director Telephone Interview (Year 2)			▶-----◀
Group Telephone Interview (Year 2)			▶-----◀
Partnership Inventory			▶-----◀
2007 Cohort			
Review of Grant Applications	▶-----◀	-----▶	
Initial Site Visit		▶-----◀	-----▶
School-Level Survey (Year 1)			▶-----◀
Project-Level Survey (Year 1)			▶-----◀
School Climate Survey (Year 1)			▶-----◀
Project Director Telephone Interview (Year 1)			▶-----◀



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