

Clay County School District
Safe and Drug Free Schools Program
2006 - 2007 Evaluation Report

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Executive Summary

During the 2006-07 school year the SDFS program implemented programs which targeted elementary, middle grades and high school students. The *Too Good for Drugs®* program was provided to students in grades 6 -7 who were enrolled in the district's middle schools. The District's *SAP Counseling Program* was provided on an "as needed" basis, by an outside contractor (Clay Behavioral Health Services), to all elementary and secondary students who are in need of individual assessment, counseling and referral services. The *Family Education Program* was provided for both students and parents to increase knowledge and understanding of the harmful effects of substance use and the *Adventure Based Counseling (ABC)* school program, provided by Sea Side Health Services of St. Simons, GA, was made available to selected students at Wilkinson Junior High School.

Program participation and outcome data indicates that the Family Education Program (FEP), Adventure Based Counseling (ABC) and the Too Good for Drugs (TGFD) programs were successfully implemented during this evaluation reporting period. Almost 2,700 students and approximately 100 adults participated in these programs which were located at seven schools and supported by two community agencies. At the time of this report, comprehensive evaluation information regarding student's participation in the SAP program, as provided by Clay Behavioral Health Services, was not available.

Information from the site visits and reviews conducted by the district's SDFS program coordinator, and data collected directly from both the student and parent participants indicates that the programs were high valued by the participants, the host schools and supporting teachers and school administrators. Our analysis of outcome data indicates that each of the independent programs had a variety of successes that had a significant positive effect on the districts ability to increase knowledge and change attitudes about the harmful effects of substance use and engaging in violent behavior. The following are some of the most notable outcomes:

- The TGFD program was successfully implemented in seven secondary schools and significant gains were achieved in all classes and for each participating school. An analysis of pretest versus posttest outcome data indicates that classroom level increases ranged from a low of 27% to a high of 59% and the mean gain for each participating class was approximately 39%.

- 100% of the 36 classroom teachers were asked to evaluate and provide feedback on the TGF program evaluated the program as highly successful.
- A statistically significant improvement ($p < .05$), when compared to the previous school year, was found in the areas of grade point average, excused absences and tardiness for the 7th grade students who participated in the ABC program.
- Both the survey responses and the voluntary written comments from the open-ended questionnaire, from both parents and students, were very positive regarding the Family Education Program curriculum, materials and activities. Both groups considered the program to be:
 - A viable alternative to the traditional practice of suspending or expelling students for infractions of the code of conduct regarding ATOD use.
 - An effective method for increasing their knowledge of the harmful effects of substance use
 - Effective in providing resistance strategies and providing students with more effective tools for assessing their own behaviors and understanding the consequences of ATOD use.

Overall, the district's SDFS program was successfully implemented with the appropriate students and community participants and experienced outstanding success in meeting the goals of the Florida Safe and Drug Free Schools program. In particular, the evaluation team commends the Clay County Public School's Safe and Drug Free Schools Program for its high level of quality in program implementation and its success and commitment to engaging parents and other community members in planning, delivering and participating in their programs.

PROGRAM DESCRIPTION

Program Implementation/Target Population

During the 2006-07 school year the SDFS program implemented programs which targeted elementary, middle grades and high school students. The *Too Good for Drugs®* program was provided to students in grades 6 -7 who were enrolled in the district's middle schools. The District's *SAP Counseling Program* was provided on an "as needed" basis, by an outside contractor (Clay Behavioral Health Services), to all secondary students who are in need of individual assessment, counseling and referral services. The *Family Education Program* was provided for both students and parents to increase knowledge and understanding of the harmful effects of substance use and the *Adventure Based Counseling (ABC)* school program, provided by Sea Side Health Services of St. Simons, GA, was made available to selected students at Wilkinson Junior High School.

Too Good for Drugs Program

The following information regarding *Too Good for Drugs* was available from the U.S. Substance Abuse and Mental Health Service Administration (SAMHSA).

The Too Good for Drugs (TGFD) is a school-based prevention program for kindergarten through 12th grade that builds children's resiliency by teaching them how to be socially competent and autonomous problem solvers. It focuses on five skills to increase children's sense of control, responsibility and self-efficacy, goal setting, decision-making, bonding with others, identifying and managing emotions, and communicating effectively. TGFD is proven to reduce the intention to use alcohol, tobacco, and illegal drugs in middle and high school students (<http://modelprograms.samhsa.gov/pdfs/Details/TooGood.pdf>).

The in-school curricula for *Too Good for Drugs®* (TGFD) are designed to be developmentally appropriate at each grade level for students in grades K-8. Skills and concepts taught in the 6th and 7th grade curricula include short-term effects and long-term consequences of drug use, normative education, setting goals and overcoming obstacles, analyzing media messages, building healthy friendships, healthy ways to handle stress, peer-resistance skills, accepting personal responsibility for choices, and choosing healthy leisure activities. In addition, the in-school curriculum has a parent component which allows parents to participate with their children. The program is recognized by SAMHSA as a model program.

Family and Student Assistance Programs

The *Family Education Program (FEP) and Student Assistance Program (SAP)* are coordinated educational and individual and group counseling programs that are provided for teens and parents, guardians or family members of teens who have experienced problems with substance use, violence, attendance, academic, or other social problems that affect their academic progress. The goal of the program is to reduce or eliminate substance use while improving social behavior and academic achievement. The program provides individual and group counseling, support groups, educational programs and referral services for students and their families. Specifically, the objectives of the program are to: 1) show positive improvements in attendance, 2) a decrease in discipline problems and 3) positive promotion and graduation status after their SAP referral.

Adventure Based Counseling Program

The Adventure Based Counseling (ABC) Program is a school based program developed by Sea Side Health Services of St. Simons, Georgia. According to information provided by the program, "ABC involves the use of intellectual, social and physical challenges, games and initiatives to help students work as a group, to enhance communication and improve their self esteem. Student capabilities are challenged through peak experiences which are processed with the group. This aids in the transference of learning from group to the classroom and at home (Sea Side Health Services Brochure, p.1).

Program goals and objectives include:

- To increase personal confidence.
- To increase a sense of trust and support within a group.
- To increase the students sense of trust and cooperation with authority figures.
- Assist in identification of the student's academic blocks of learning.
- To identify and modify behavioral deficit or excesses which contribute to difficulties at home and in school.
- To develop an increased level of agility and physical coordination.
- To increase the student's sense of self-esteem and joy of being with others.
- To assist in teaching students more appropriate social and leisure skills.

EVALUATION DESIGN, METHODS AND PROCEDURES

The evaluation used both quantitative and qualitative information that was both formative and summative in nature. The evaluation focused on three issues. The first was to validate that

the programs were implemented effectively (program fidelity). The second issue dealt with the reception of the programs by the participants (contextual evaluation). Thirdly, the evaluation focused on the effectiveness of the programs in meeting their objectives (program outcomes). In examining program outcomes, the evaluation specifically focused on determining if there was significant change in students' knowledge, attitudes and behaviors. While not a formal goal of the evaluation, an intended outcome is to recommend methods for program improvement by identifying school and/or district policies, practices and procedures that either facilitate or serve as obstacles to the implementation of the program.

The district's implementation strategy provide for a non-experimental evaluation design where the outcomes of the program were assessed using a pretest versus posttest design. In addition to assessing pretest to posttest gain scores, calculations were made to determine if the gains were statistically significant.

Evaluation Questions and Data Collection Methods and Procedures

The evaluation was driven by the following evaluation questions.

Evaluation Question #1 - Were the TGFD, SAP, FEP, and ABC Programs implemented effectively with the target audience?

Methods/Procedures. Program implementation was assessed through the monitoring of programs using a program implementation checklist developed by the District's Safe and Drug Free Schools Coordinator. Program specialists trained in the use of this instrument(s), collected information throughout the school year regarding program implementation. Final results from this program monitoring activity were provided to the evaluation team.

Evaluation Question #2 – Do the student participants and supporting faculty members exhibit positive attitudes and beliefs about the impact of the TGFD, SAP, FEP and ABC Programs?

Methods/Procedures. Feedback from participants was obtained through parent and students qualitative feedback surveys, program administrators observation of program activities, and informal feedback from teachers and school administrators. Summary results were provided to the evaluation team.

Evaluation Question #3 - Do results from a comparison of pretest and posttest for the Too Good for Drug program© indicate that students have achieved program goals?

Methods/Instruments. Program Specialists administered the TGFD pretest and posttest provided with the curriculum. The criteria for a statistically significant gain will be set at the $p < .05$ level.

Evaluation Question #4 - Do students who complete the Student Assistance Program (SAP) exhibit significant changes in knowledge, attitudes and behaviors related to substance use?

Methods/Instruments. The outcome variables were measured using the *Student Assistance Post-Program Survey*, a survey instrument developed by the evaluation team. This survey is a self-administered student survey completed by each student at the conclusion of the program. A copy of the survey is provided in the appendix. The minimum criteria for success of having 90% of the students rating the program's overall effectiveness at or above 4.0 on a five-point Likert scale was set.

Evaluation Question #5 - Do students who complete the Adventure Based Counseling Program (ABC) exhibit significant changes in school attendance, grade point average and discipline referrals?

Methods/Instruments. The outcome variables were measured using attendance, grade and discipline information provided by the school district. The criteria for success was having a minimum of 80% of the students experience an improvement in school attendance, grade point average and/or discipline referrals?

EVALUATION RESULTS

This section of the report provides results from the data analysis related to each of the established evaluation questions.

Program Implementation

Table 1 provides a summary of the Safe and Drug Free Schools (SDFS) sponsored programs, where each program was provided, the type and number of participants and a brief description of each program.

Table 1. Program Implementation and Number of Participants				
Program	Location	Number of Participants		Description
		Students	Parents	
ABC Program	Wilkinson JHS	36		Group sessions
SAP Program	Clay Behavioral Health Services	53		Individual and group counseling a minimum of 1 hour per week
FEP – TGFD Program	Clay County School District - Adult and Community Education Center	71	85	Parents completed a program with their child for a total of one-night a week (1 ½ hour class) for 6 weeks.
TGFD	Green Cove Springs JHS	366		9 weeks of instruction one class period per week
TGFD	Keystone Heights JHS	208		
TGFD	Lakeside JHS	461		
TGFD	Lake Asbury JHS	492		
TGFS	Orange Park JHS	396		
TGFD	Oakleaf School	281		
TGFD	Wilkinson JHS	368		
Total		2,732	85	

As the information in Table 1 indicates, 36 students completed the ABC program at Wilkinson Junior High School and 53 of the school districts' students received either group or individual counseling, provided through Clay Behavioral Health Services, as part of the district's student assistance program (SAP). The Family Education Program sponsored Too Good for Drug and Violence program was completed by 71 secondary students who were accompanied by 85 parents or guardians. At the secondary schools, approximately 2,572 students completed 9 hours of instruction through the school based Too Good for Drugs program.

Information from the Clay County Public School's Supervisor of Student Services, based on on-site observations, interviews with parents and students and information from district

instructional planning documents, indicates that each of the four sponsored programs were successfully implemented as planned with the intended target audiences.

Family Education Program (FEP) Outcomes

As part of the Family Education Program (FEP), 85 parents participated in the Too Good for Drugs and Violence Prevention Program with their child for a total of one-night a week (1 ½ hour class) for 6 weeks. At the conclusion of the program each parent completed an evaluation questionnaire. The results are presented in Table 2.

Table 2. FEP Parent Survey Results 2006-2007			
Survey Items	Responses (N = 85)		
	Agree	Neutral	Disagree
1. The Family Education Program has increased my knowledge on the harmful effects of alcohol, tobacco, and other drug use.	92%	6%	2%
2. Having my child attend the Family Education Program is a good alternative to school suspension and/or expulsion for a code of conduct violation.	98%	2%	0%
3. My experience in the Family Education Program has provided me with useful tips and strategies that I can use to help my child set positive goals and make better decisions.	87%	10%	3%
4. The Family Education Program provided my child the opportunity to assess their own behavior in reference to violence and/or substance abuse and to consider the consequences of such patterns.	94%	4%	2%
5. The Family Education Program instructor was knowledgeable and effective in communicating the information presented in the lessons.	96%	2%	2%

The data presented in Table s 2 indicates that a significant majority of the parent participants believe that the program:

- Increased their knowledge of the harmful effects of alcohol, tobacco and other drugs (ATOD),
- Believe that the program is a good alternative to the traditional punishment of school suspension and/or expulsion,
- Provided them with useful tips and strategies for helping their children,

- Provided their child the opportunity to assess their own behavior in reference to violence and/or substance abuse and to consider the consequences of such patterns, and
- The Family Education Program instructor was knowledgeable and effective in communicating the information presented in the lessons.

In addition to the Likert scale survey instrument, each student and parent participant was provided with a structured, open-ended questionnaire to record comments about the program. Their comments are provided in tables 3 – 7.

Table 3 provides a summary of student and parent comments related to the FEP Program’s Impact on Knowledge about the Harmful Effects of Drugs. Twelve (16.9%) of the students and four (14.1%) of the parent participants elected to write a comment for this survey item.

Table 3. FEP Program’s Impact on Knowledge about the Harmful Effects of Drugs	
Student Comments N = 71	Parent Comments N = 85
<ul style="list-style-type: none"> ▪ I didn’t know that much about the effects of drugs, now I do. ▪ I am very knowledgeable of the effects of drugs. ▪ I learned a lot about drug use and addiction that I didn’t already know. ▪ It showed me what could happen to me if I did that stuff. ▪ Knew the basic stuff but learned a little more. ▪ Some stuff I agree on some I don’t. ▪ I did smoke before attending this class. I didn’t realize how bad it really was but now I will never smoke again. ▪ I don’t do drugs. I love my body too much. ▪ Need more actual visuals. ▪ It was a good program. ▪ I have already known most of this. ▪ Yes, that both are very harmful to me. 	<ul style="list-style-type: none"> ▪ I feel that adding the discussion of sex would be helpful. This also harms them at a young age. ▪ Very good class. ▪ I never noticed how much they spent on ads. ▪ Yup-Kool

The data displayed in Table 3 indicate that a majority of students who commented reacted positively to the program and believed that the program increased their knowledge about the harmful effects of ATOD use. Three of the four parents were positive and one parent suggested that the topic of substance use and sex be included in the program.

Table 4 provides a summary of student and parent comments related to the FEP Program as an alternative to the traditional practice of suspending or expelling students from class. Six (8.4%) of the student and seven (8.6%) of the parent participants elected to write a comment for this survey item.

Table 4. FEP Program as an Alternative to School Suspension or Expulsion for Code of Conduct violations	
Student Comments N = 71	Parent Comments N = 85
<ul style="list-style-type: none"> ▪ Everyone who gets in trouble should come here. ▪ I always could. ▪ It depends on if it helps/teaches the student. ▪ I would rather go here than be suspended. ▪ Don't plan on using drugs ▪ Yes, because I really didn't want to get expelled. 	<ul style="list-style-type: none"> ▪ Putting them in a program and not suspending them from school for 10 days is a good thing. ▪ I feel that she has learned that she needs to think about her actions and concentrate on school. ▪ I think it was informative for him. ▪ It's a great program but I think the child or student should still have to go thru both and suffer the effects of their actions. ▪ First time want it to be the last. ▪ However our child was suspended and expelled. ▪ Feel it was a positive experience for my child. She told me she was concerned fro a few friends at school who use marijuana and tried to teach them the effects of it on their body!

The data displayed in Table 4 indicate that a majority of students who commented reacted positively to the program as an alternative to traditional discipline methods and procedures. Parents, while positive about the use of the FEP program as an alternative, were more likely to also support the suspension and/or expulsion of students.

Table 5 provides a summary of student and parent comments related to the FEP Program's impact of student goal setting as a resistance strategy. Five (7.0%) of the students and one (1.2%) of the parent participants elected to write a comment for this survey item.

Table 5. FEP Program's Impact of Goal Setting as a Resistance Strategy	
Student Comments N = 71	Parent Comments N = 85
<ul style="list-style-type: none"> ▪ I learned the risks of drugs. ▪ I am not here for drugs. ▪ Talk about more future goals. ▪ It made me think about my goals. ▪ Well yes after knowing what drugs and alcohol do to me. 	<ul style="list-style-type: none"> ▪ More ammunition to combat his ways.

The data displayed in Table 5 indicate that a majority of students who commented reacted positively to the program material related to goal setting as a strategy for resisting using alcohol, tobacco and other drugs. The one parent comment was also positive.

Table 6 provides a summary of student and parent comments related to the FEP Program's impact increasing student's ability to assess their behavior and the consequences of their behavior as it related to using alcohol, tobacco and other drugs. Five (7.0%) of the students and one (1.2%) of the parent participants elected to write a comment for this survey item.

Table 6. FEP Program's Impact on Assessing Behavior and their Consequences in Reference to Violence and/or Substance Abuse	
Student Comments N = 71	Parent Comments N = 85
<ul style="list-style-type: none"> ▪ The problem of drug use is more evident. ▪ Previous knowledge enabled me to do the above. ▪ I don't have a problem with violence. ▪ Show other consequences. ▪ Yes, showing me different problems of drug related issues. 	<ul style="list-style-type: none"> • Although I have given my sons such information, this class has reinforced my information to them.

The data displayed in Table 6 indicate that a wide range of student comments, including suggestions for improving the program information in this area, but with the majority being supportive of the program. The one parent comment was also supportive.

Table 7 provides a summary of student and parent comments related to the FEP Program's effectiveness in communicating information and increasing the knowledge of parents and students about ATOD use. Six (7.0%) of the students and four (4.9%) of the parent participants elected to write a comment for this survey item.

Table 7. FEP Program's Effectiveness in Communicating Information	
Student Comments N = 71	Parent Comments N = 85
<ul style="list-style-type: none"> ▪ Program really helped with understanding drugs and alcohol. ▪ I love y'all. ▪ Thank you!! ▪ Play more games. ▪ Thank you for this experience I enjoyed it all! ▪ They did very well teaching me. ▪ Yes they explained ways for me to understand. 	<ul style="list-style-type: none"> ▪ Very good class with Ms. Thomas & Ms. Wethington. ▪ I enjoyed all the classes. They were very well taught. ▪ They were great! ▪ Instructor was outstanding.

The data displayed in Table 7 indicate that a majority of the student comments were highly positive regarding the program's information delivery strategies. Most of the students

indicated that the program increased their knowledge about the harmful effects of alcohol, tobacco and other drugs. In addition, all of the parent comments were very positive.

Summary

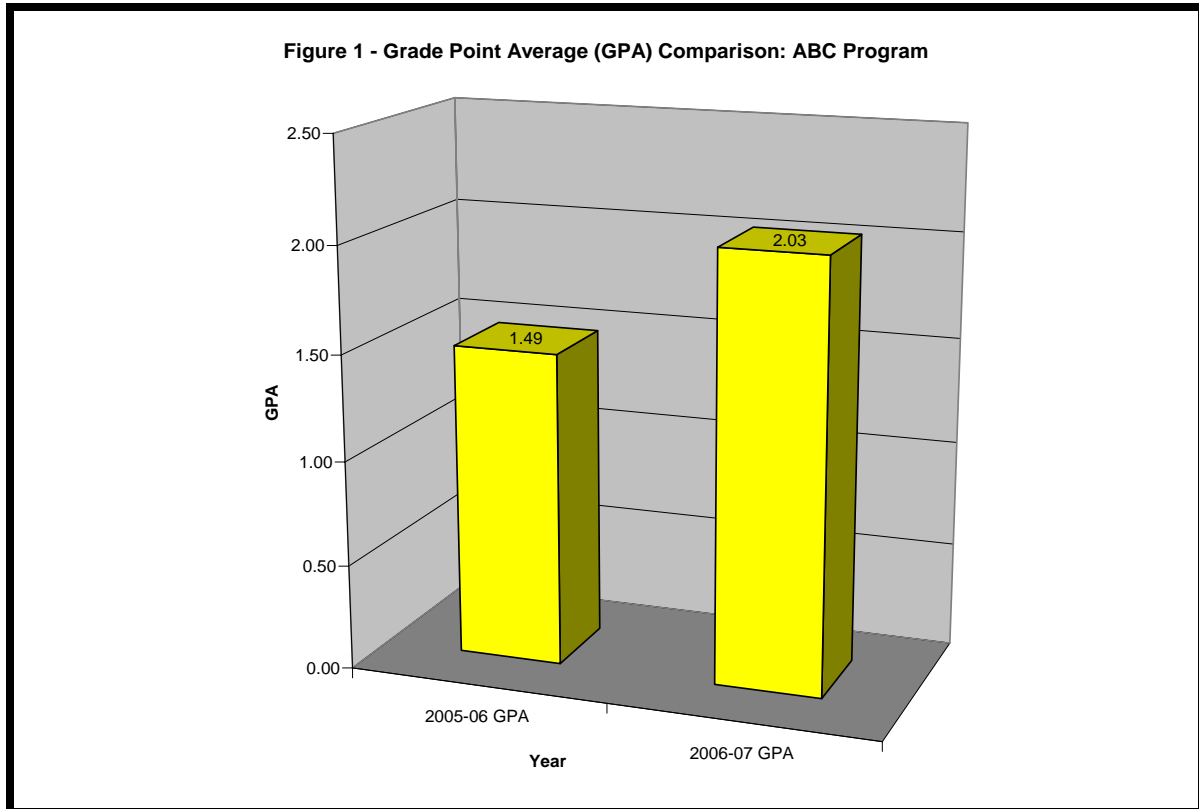
In summary, both the survey responses and the voluntary written comments from the open-ended questionnaire, from both parents and students, were very positive regarding the Family Education Program curriculum, materials and activities. Both groups considered the program to be a viable alternative to the traditional practice of suspending or expelling students for infractions of the code of conduct regarding ATOD use. They indicated that the program increased their knowledge of the harmful effects of substance use, provided effective resistance strategies and provided students with more effective tools for assessing their own behaviors and understanding the consequences of ATOD use.

Adventure Based Counseling (ABC) Program Outcomes

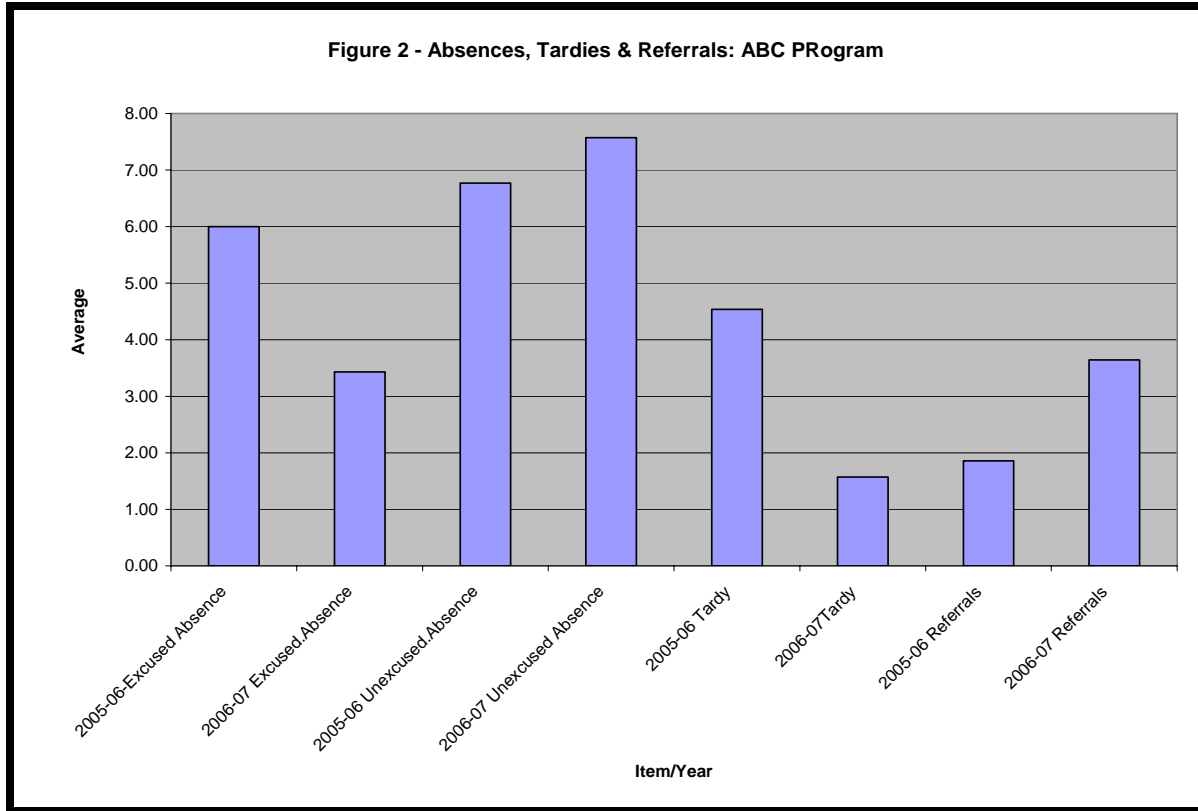
7th Grade Students

School based data was collected for each of the 14 seventh grade students at Wilkinson Junior High School who completed the program. These data included: a) excused absences from school, b) unexcused absences from schools, c) days tardy, d) end of year grade point average (GPA), and e) discipline referrals. Data from the previous school year (i.e., 2005-06) was used as a baseline for assessing the impact of the program on these school based indicators.

Figure 1 provides for a comparison of the student group's end of year grade point averages. Figure 2 provides a comparison the student group's excused and unexcused absences, days tardy, and discipline referrals. In addition to the descriptive statistics provided in these two figures, a paired samples *t* test ($p < .05$) was conducted to determine if there was a statistically significant difference between the results for the 2005-06 and the 2006-07 school years.



As shown in Figure 1, the group's average GPA increased from an average of 1.49 for the year prior to participation in the ABC Program (2005-06) to a group average of 2.03 for the year the students participated in the ABC Program (2006-07). To test the significance of this difference, a paired-sample *t* test was calculated to compare the mean 2005-06 GPA with the mean 2006-07 GPA. The mean GPA for the year prior to participating in the ABC Program was 1.489 (*sd* = .750), and the mean GPA for the year of program participation was 2.045 (*sd* = .593). A significant increase from the 2005-06 to the 2006-07 was found ($t(11) = -3.849, p < .05$).



Results for the items presented in Figure 2 were mixed. A comparison of preprogram (2005-06) data versus program participation year data (2006-07) indicates the following:

- The group average for excused absences decreased from 6.00 to 3.43
- The group average for unexcused absences increased from 6.77 to 7.57
- The group average for being tardy to school decreased from 4.54 to 1.57
- The group average for receiving discipline referrals increased from 1.86 to 3.64.

Again, to test the significance of the differences in absences, tardy and discipline referrals, a paired-sample *t* test was calculated to compare the 2005-06 means with the 2006-07 means. From this set, the differences that were statistically significant were the differences in excused absences and tardiness. The mean excused absences for the year prior to participating in the ABC Program was 6.00 ($sd = 5.773$), and the mean for the year of program participation was 2.923 ($sd = 2.628$). A significant increase from the 2005-06 to the 2006-07 was found ($t(12) = 2.27, p < .05$). The mean tardiness for the year prior to participating in the ABC Program was 4.538 ($sd = 4.771$), and the mean for the year of program participation was 1.385 ($sd = 1.758$). A significant increase from the 2005-06 to the 2006-07 was found ($t(12) = 2.308, p < .05$). While there was an important reduction in the number of unexcused absences, the difference was not statistically significant.

Summary. Approximately 14 7th grade students at Wilkinson Junior High School participated in the ABC Program. A statistically significant improvement, when compared to the previous school year, was found in the areas of grade point average, excused absences and tardiness. While there was a reduction in unexcused absences, this difference was not enough to be statistically significant. There was a negative increase in the average number of discipline referrals.

8th Grade Students

For the 2006-07 school year, four 8th grade students participated in the ABC Program at Wilkinson Junior High School. Because of the small number of participants and the fact that two students were new to the school, it was difficult to make generalizations about the impact of the ABC Program on the 8th grade participants. Table 8 provides a summary of the participants' grade point average (GPA), discipline referrals, and attendance data for the 2005-06 and 2006-07 school years.

Table 8. 8th Grade Student Outcomes: ABC Program						
Student	GPA			Discipline Referrals		
	2005-06	2006-07		2005-06	2006-07	
#1*		2.65		0	7	
#2*		3.13		0	0	
#3	1.80	2.40		6	4	
#4	2.40	2.78		6	3	
Group Average	2.10	2.74		6.0	7.0	
Student	Attendance 2005-06			Attendance 2006-07		
	Excused Absence	Un-Excused Absence	Tardy	Excused Absence	Un-Excused Absence	Tardy
#1*				9	36	5
#2*				7	1	2
#3	0	10	20	3	13	7
#4	1	3	1	7	5	6
Group Average	.5	6.5	10.5	13.0	27.5	10.0

*New students for 2006-07

As presented in Table 8, when compared to the previous year, the participants average GPA increased from 2.10 to 2.74. There was a small increase in the number of discipline referrals received by the participants. The group experienced undesired increases in each of the attendance related categories. However, the data has very little validity, in regard to assessing the impact of the ABC Program, because no baseline data was available for 2 students (i.e., 50% of the population).

Summary. Because of the small number of participants and the absence of baseline data for two of the four participants, it is not possible to draw any conclusions about the impact

of the ABC Program on the 8th grade participants. Once data has been collected for multiple years, resulting in a larger population sample, it may be possible to conduct a satisfactory outcome analysis.

Too Good for Drugs (TGFD) Program Outcomes

During the 2006-07 school year the TGFD program was delivered, by a team of specially trained health educators, to 36 secondary classrooms throughout the school district. This accounted for a total of 23,148 hours of health and substance use education. The program was provided for each of the district’s seven junior high schools and approximately 2,572 students participated in the program.

TGFD Program Implementation

At the end of the Too Good for Drugs program, classroom teachers were asked to evaluate and provide feedback on the program. During the 2006-07 school year, 36 educators provided feedback on the program in the following areas listed in Table 8.

Table 9. TGFD Teacher Implementation Survey Data	
Instructor Preparedness	<ul style="list-style-type: none"> 36 out of 36 indicated that the Health Educator was prepared for the Health Education Unit.
Student Directions	<ul style="list-style-type: none"> 36 out of 36 indicated that clear directions were given to students.
Lesson Transitions	<ul style="list-style-type: none"> 36 out of 36 indicated that transition between lesson activities went smoothly.
On-Task Behaviors	<ul style="list-style-type: none"> 36 out of 36 indicated that strategies were used to keep all students involved and on-task.
Class Discussions	<ul style="list-style-type: none"> 36 out of 36 indicated that the students were given opportunities to participate in class discussions.
Encouraging Participation	<ul style="list-style-type: none"> 36 out of 36 indicated that students were recognized and rewarded for participating.
Modeling Respect	<ul style="list-style-type: none"> 36 out of 36 indicated that the Health Educator modeled mutual respect for and among students.
Classroom Environment	<ul style="list-style-type: none"> 36 out of 36 indicated the classroom environment promoted student sharing and discussion.
Student Engagement	<ul style="list-style-type: none"> 36 out of 36 indicated students were actively engaged in learning/activities.
Overall	<ul style="list-style-type: none"> 36 out of 36 indicated that the program content was well received by the students.
Source: Clay County School District, Teacher Implementation Summary for Too Good for Drugs Program, 2006-2007	

As indicated by the survey results presented in Table 8, the regular classroom teachers evaluated the implementation and delivery of the TGFD program, by the health education team, as highly successful.

TGFD Program Outcomes

During the first and last class sessions, pretest and posttest were administered by the instructors. Table 9 provides a summary of these results.

Table 9. Too Good for Drugs Year End Report 2006-07						
	Number of Lesson	Percent Pre test	Percent Post test	Percent Increase	Number of Students	Contact Hours
Green Cove Springs J.H	9	62%	87%	40%	366	3294
Class #1		70%	89%	27%	97	
Class #2		56%	89%	59%	31	
Class #3		62%	82%	32%	120	
Class #4		61%	87%	43%	118	
Keystone Heights H.S.	9	64%	89%	39%	208	1872
Class #1		n/a	n/a	n/a	n/a	
Class #2		61%	86%	41%	102	
Class #3		n/a	n/a	n/a	n/a	
Class #4		67%	91%	36%	106	
Lakeside J.H.	9	63%	85%	35%	461	4149
Class #1		62%	80%	29%	96	
Class #2		63%	90%	43%	125	
Class #3		58%	78%	34%	107	
Class #4		68%	92%	35%	133	
Lake Asbury J.H.	9	60%	86%	44%	492	4428
Class #1		58%	80%	38%	124	
Class #2		58%	89%	53%	112	
Class #3		60%	85%	42%	136	
Class #4		64%	90%	41%	120	
Orange Park J.H.	9	60%	82%	38%	396	3564
Class #1		51%	70%	37%	50	
Class #2		65%	91%	40%	102	
Class #3		60%	79%	32%	120	
Class #4		62%	89%	41%	124	

Table 9. Too Good for Drugs Year End Report 2006-07 (Con't)						
School	Number of Lesson	Percent Pre test	Percent Post test	Percent Increase	Number of Students	Contact Hours
Oakleaf School	9	63%	86%	37%	281	2529
Class #1		n/a	n/a	n/a	n/a	
Class #2		58%	84%	45%	100	
Class #3		66%	86%	30%	73	
Class #4		64%	87%	36%	108	
Wilkinson J.H.	9	60%	85%	42%	368	3312
Class #1		51%	72%	41%	177	
Class #2		64%	91%	42%	31	
Class #3		59%	84%	42%	85	
Class #4		64%	91%	42%	75	
Combined Total	63	62%	86%	39%	2572	23148

As indicated by the pretest versus posttest outcome data presented in Table 9, classroom level increases ranged from a low of 27% to a high of 59%. The mean gain was approximately 39%. It is important to note that pretest to posttest gains were experienced by each of the student groups.

Summary. An analysis of pretest versus posttest data indicated that the TGFD program was successfully implemented in the seven participating schools and significant gains were achieved in all classes and for each participating school.

SUMMARY AND RECOMMENDATIONS

Program participation and outcome data indicates that the Family Education (FEP), Adventure Based Counseling (ABC) and the Too Good for Drugs (TGFD) programs were successfully implemented during this evaluation reporting period. Almost 2,700 students and approximately 100 adults participated in these programs. At the time of this report, comprehensive evaluation information regarding student's participation in the SAP program, as provided by Clay Behavioral Health Services, was not available.

Information from the site visits and reviews conducted by the district's SDFS program coordinator, and data collected directly from both the student and parent participants indicates that the programs were high valued by the participants, the host schools and supporting teachers and school administrators. Our analysis of outcome data indicates that each of the independent programs had a variety of successes that had a significant positive effect on the

districts ability to increase knowledge and change attitudes about the harmful effects of substance use and engaging in violent behavior. The following are some of the most notable outcomes:

- The TGFD program was successfully implemented in seven secondary schools and significant gains were achieved in all classes and for each participating school. An analysis of pretest versus posttest outcome data indicates that classroom level increases ranged from a low of 27% to a high of 59% and the mean gain for each participating class was approximately 39%.
- 100% of the 36 classroom teachers were asked to evaluate and provide feedback on the TGFD program evaluated the program as highly successfully.
- A statistically significant improvement ($p < .05$), when compared to the previous school year, was found in the areas of grade point average, excused absences and tardiness for the 7th grade students who participated in the ABC program.
- Both the survey responses and the voluntary written comments from the open-ended questionnaire, from both parents and students, were very positive regarding the Family Education Program curriculum, materials and activities. Both groups considered the program to be:
 - A viable alternative to the traditional practice of suspending or expelling students fro infractions of the code of conduct regarding ATOD use.
 - An effective method for increased their knowledge of the harmful effects of substance use
 - Effective in providing resistance strategies and provided students with more effective tools for assessing their own behaviors and understanding the consequences of ATOD use.

Overall, the district's SDFS program was successfully implemented with the appropriate students and community participants and experienced outstanding success in meeting the goals of the Florida Safe and Drug Free Schools program.

Recommendations

Based on the current evaluation analysis and outcomes, the evaluation team makes the following recommendations regarding the evaluation of the SDFS program.

- Recommendation #1 – That consideration be given to developing additional outcome assessments for the Adventure Based Counseling and Student Assistance Programs, as currently provided by outside service agencies, that are closer aligned with the objectives of Florida's Safe, Disciplined and Drug Free Schools Program.

- Recommendation #2 – That consideration be given to modifying the assessment tools used with each program that allows for better comparison with FYSAS data and the development and tracking of long-term trends.
- Recommendation #3 – That, when possible, data regarding substance use and violence be collected from non-program participants in order to provide for a more comprehensive assessment of program effectiveness.

In closing, the evaluation team commends the Clay County Public School's Safe and Drug Free Schools Program for its high level of quality in program implementation and its success and commitment to engaging parents and other community members in planning, delivering and participating in their programs.

REFERENCES

Sea Side Health Services (2007). *Adventure based counseling school program*. St. Simons Island, GA : Sea Side Health Services of St. Simons Island.

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