

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 1							
<p>MYDAUS data reflects that: 18.4% of 12th 15.1% of 11th 19.8% of 10th 22.9% of 9th 23.4% of 8th 11.0% of 7th graders report feeling unsafe at school</p> <p>School safety policies and crisis plans need to be updated and practiced.</p> <p>No consistent, district and community wide program implemented to address youth violence.</p>	<p>To identify issues, conditions, behaviors, and/or structures that contribute to violence in school and community and to reduced levels of violence in the community.</p>	<p>Element One: Safe school environments and violence prevention activities</p>	<p>1.1.a.1 Reduce the number of students who report feeling unsafe in school by 15 % by Year 4</p> <p>1.1.a.2 Reduce the number of students who report not attending school for 1 or more days during the past 30 days because they felt unsafe by 15% by Year 4</p> <p>1.1.a.3 Reduce the number of students suspended for violent behavior by 15% by year 4.</p> <p>1.1.a.4 Reduce by 15% the number of students who have been in a physical fight on school property in the 12 months prior to the survey</p> <p>1.1.a.5 Reduce by 15% the number of students who report attacking someone with intent to seriously harm in prior 12 months.</p>	<p>1.1.a.1 Conduct Needs Assessment of each school resulting in case studies for each school, the community, and recommendations for change.</p> <p><u>PSYCHOLOGICAL:</u> -school climates – psychological & environmental safety, -practices and policies regarding school -other issues related to youth violence -prevalence of bullying -cyberbullying</p> <p><u>PHYSICAL:</u> -school emergency policies</p> <p>1.1.a.2 Determine baseline of school climate... - school climate and bullying survey for staff & students - Focus groups with staff and students on school climate and knowledge of</p>	<p>MPTI conduct needs assessment and complete report with recommendations by end of Year 1.</p> <p>OIR coordinates administration of the TABS survey</p> <p>MPTI coordinates focus groups</p> <p>MPTI to provide individual training and consultation to schools</p>	<p>1.1.a.1 100% of schools will receive a summary report including description of implementation of emergency & discipline policies</p> <p>100% of schools have written plan for improving psychological / environmental school climate for each school</p> <p>100% of schools with comprehensive violence prevention program</p> <p>1.1.a.2 school climate survey completed in 100% of schools</p> <p>Focus groups on school climate with staff and students completed in 100% of schools</p> <p>1.1.a.3 written plan for enhancing the “discipline policy – preventing bullying” at each grade level</p>	<p>1.1.a.1 Reduce the number of students who report feeling unsafe in school by 15% by Year 4 as evidenced by the MYDAUS survey (5 % by year 2, 10% by year 3, 15% by Year 4).</p> <p>1.1.a.2 Reduce the number of students who report not attending school for 1 or more days during the past 30 days because they felt unsafe by 15% by Year 4 as evidenced by the MYDAUS (5 % by year 2, 10% by year 3, 15% by Year 4). (GPRA 1a)</p> <p>1.1.a.3 Reduce the number of students suspended for violent behavior by 15% by year 4 as evidenced by school records (5 % by year 2, 10% by year 3, 15% by Year 4).</p> <p>1.1.a.4 Reduce by 15% the number of students who have</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 1							
			<p>1.1.a.6 Decrease by 15% by Year 4 the number of students been bullied</p> <p>1.1.a.7 Increase the percentage of students reporting that teachers intervene when they see bullying by 15% by Year 4.</p>	<p>protocols for mental health and substance abuse</p> <p>1.1.a.3 individual consultation on bullying policy and implementation based on results on needs assessment and national best practice recommendations.</p> <p>1.1.a.4 Bullying prevention training with... guidance counselors and nurses (spring 08), administrators (summer 08), teachers (school year 08-09), students (school year 08-09).</p> <p>PAUL</p>		<p># of consultations; nature of and result of consultation</p> <p>1.1.a.4 # of attendees at each training</p> <p>Report on increase of knowledge and change in practice as evidence by pre/post/follow-up surveys.</p>	<p>been in a physical fight on school property in the 12 months prior to the survey as evidenced by the School Climate survey (5 % by year 2, 10% by year 3, 15% by Year 4) (GPRA 1b)</p> <p>1.1.a.5 Reduce by 15% the number of students who report attacking someone with intent to seriously harm in prior 12 months as evidenced by the MYDAUS (5 % by year 2, 10% by year 3, 15% by Year 4).</p> <p>1.1.a.6 Decrease by 15% number of students been bullied as evidenced by School Climate Survey (5 % by year 2, 10% by year 3, 15% by Year 4)</p> <p>1.1.a.7 Increase the percentage of students reporting that teachers intervene when they see bullying</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 1							
							by 15% by Year 4 as evidenced by the school climate survey (5 % by year 2, 10% by year 3, 15% by Year 4)

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 1							
<p>MYDAUS data reflects that: 18.4% of 12th 15.1% of 11th 19.8% of 10th 22.9% of 9th 23.4% of 8th 11.0% of 7th graders report feeling unsafe at school</p> <p>School safety policies and crisis plans need to be updated and practiced.</p> <p>No consistent, district and community wide program implemented to address youth violence.</p>	<p>To identify issues, conditions, behaviors, and/or structures that contribute to violence in school and community and to reduced levels of violence in the community.</p>	<p>Element One: Safe school environments and violence prevention activities</p>	<p>1.1.b.1 Increase the percentage of teachers that report school is a safe place for students by 15% by Year 4</p>	<p>1.1.b.1 Provide training and individual consultation for all school administrators on School Emergency Response policies and procedures</p> <p>PAM</p>	<p>Safe Schools Manager/ York County Emergency Management Agency / Sanford Safety Committee</p>	<p>1.1.b.1 100% of schools with NIMS compliant Emergency Response policies in place</p> <ul style="list-style-type: none"> - Incident Command Structure - 4 phases: Prevention, Mitigation, Response, Recovery 	<p>1.1.b.1 Increase the percentage of teachers that report school is a safe place for students by 15% by Year 4 as evidenced by the school climate survey (5 % by year 2, 10% by year 3, 15% by Year 4)</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 1							
<p>MYDAUS data reflects that: 18.4% of 12th 15.1% of 11th 19.8% of 10th 22.9% of 9th 23.4% of 8th 11.0% of 7th graders report feeling unsafe at school</p> <p>School safety policies and crisis plans need to be updated and practiced.</p> <p>No consistent, district and community wide program implemented to address youth violence.</p>	<p>To identify issues, conditions, behaviors, and/or structures that contribute to violence in school and community and to reduced levels of violence in the community.</p>	<p>Element One: Safe school environments and violence prevention activities</p>	<p>1.1.c.1 Increase the number of teachers that report school is a safe place for students by 15% by Year 4.</p>	<p>1.1.c.1 Building safety assessment of each school (by end of Year 1) with YCEMA, Sanford PD, Sanford FD, Schools.</p> <p>-Consulting with Safety Committee for sustainable plan (staff, students, administrators)</p> <p>- Purchase of safety equipment for each school as recommended through assessment</p> <p>- Implementation of activities (e.g., Teen CERT) and Full Scale drill- (Year 3), to improve school emergency readiness</p> <p>PAM</p>	<p>MPTI</p>	<p>1.1.c.1 # of staff/students on Safety Committee, attendance at meetings</p> <p>- CERT (Community Emergency Response Teams)</p> <p>- Minutes of Safety Committee</p> <p># of students involved in Teen CERT (Community Emergency Response Teams)</p> <p># of school and community staff involved in drill(s)</p> <p>report on each school including scores on CPED (physical safety assessment) tool – 100% of schools</p>	<p>1.1.c.1 Increase the number of teachers that report school is a safe place for students by 15% by Year 4 as evidenced by the School Climate Survey (5 % by year 2, 10% by year 3, 15% by Year 4).</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 1							
<p>MYDAUS data reflects that: 18.4% of 12th 15.1% of 11th 19.8% of 10th 22.9% of 9th 23.4% of 8th 11.0% of 7th graders report feeling unsafe at school</p> <p>School safety policies and crisis plans need to be updated and practiced.</p> <p>No consistent, district and community wide program implemented to address youth violence.</p>	<p>To identify issues, conditions, behaviors, and/or structures that contribute to violence in school and community and to reduced levels of violence in the community.</p>	<p>Element One: Safe school environments and violence prevention activities</p>	<p>1.2.a.1 Reduce the number of students suspended for violent behavior by 15% by year 4.</p> <p>1.2.a.2 Reduce by 15% the number of students who have been in a physical fight on school property in the 12 months prior to the survey</p> <p>1.2.a.3 Reduce by 15% the number of students who report attacking someone with intent to seriously harm in prior 12 months.</p> <p>1.2.a.4 Improvement of 15% from baseline on Second Step tool</p> <p>1.2.a.5 Decrease in office referrals by 15%</p>	<p>1.2.a.1 Implement Second Step Violence Prevention program, preschool – GR. 5</p> <p>Philip</p>	<p>MPTI</p>	<p>1.2.a.1 Number of teachers trained to deliver the Second Step Program</p> <p>Number of students receiving second step curriculum</p> <p>Number of staff implementing second step curriculum</p> <p>Fidelity to curriculum</p>	<p>1.2.a.1 Reduce the number of students suspended for violent behavior by 15% by year 4 as evidenced by school records (5 % by year 2, 10% by year 3, 15% by Year 4).</p> <p>1.2.a.2 Reduce by 15% the number of students who have been in a physical fight on school property in the 12 months prior to the survey as evidenced by the School Climate survey (5 % by year 2, 10% by year 3, 15% by Year 4) (GPRA 1b)</p> <p>1.2.a.3 Reduce by 15% the number of students who report attacking someone with intent to seriously harm in prior 12 months as evidenced by the MYDAUS (5 % by year 2, 10% by year 3, 15% by Year 4).</p> <p>1.2.a.4 Improvement of 15% from baseline</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 1							
							<p>on Second Step tool as evidenced by Second Step tool (pre-post)</p> <p>1.2.a.5 Decrease in office referrals by 15% by year 4 as evidenced by school records</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 1							
<p>MYDAUS data reflects that: 18.4% of 12th 15.1% of 11th 19.8% of 10th 22.9% of 9th 23.4% of 8th 11.0% of 7th graders report feeling unsafe at school</p> <p>School safety policies and crisis plans need to be updated and practiced.</p> <p>No consistent, district and community wide program implemented to address youth violence.</p>	<p>To identify issues, conditions, behaviors, and/or structures that contribute to violence in school and community and to reduced levels of violence in the community.</p>	<p>Element One: Safe school environments and violence prevention activities</p>	<p>1.2.b.1 Reduce by 15% the number of students who report attacking someone with intent to seriously harm in prior 12 months.</p> <p>1.2.b.2 Increase by 15% the number of students that feel unsafe at school</p> <p>1.2.b.3 Decrease in 12-17 year old assaults</p> <p>1.2.b.4 Decrease in student perception of dating violence as a problem in their school by 15% by Year 4.</p>	<p>1.2.b.1 Collaborate with local domestic violence agencies, juvenile justice, and police department to implement strategies to decrease peer-to-peer violence</p> <p>1.2.b.2 Develop 25 peer educators through RSVP (Resources for Sexual Violence Prevention); High School (08-09 school year) and Junior High (08-09 school year); staff trained in 08-09 school year</p>	<p>MPTI</p>	<p>1.2.b.1 Each school is connected to community programs</p> <p>Notes of collaboration meetings</p> <p>1.2.b.2</p> <p># of teachers involved in RSVP</p> <p># of students involved in RSVP</p> <p>Fidelity to RSVP model</p>	<p>1.2.b.1 Reduce by 15% the number of students who report attacking someone with intent to seriously harm in prior 12 months as evidenced by MYDAUS (5 % by year 2, 10% by year 3, 15% by Year 4)..</p> <p>1.2.b.2 Increase by 15% the number of students that feel unsafe at school as evidenced by MYDAUS (5 % by year 2, 10% by year 3, 15% by Year 4).</p> <p>1.2.b.3 Decrease in 12-17 year old assaults as evidenced by Juvenile Justice data</p> <p>1.2.b.4 Decrease in student perception of dating violence as a problem in their school by 15% by Year 4 as evidenced by school climate survey (5 % by year 2, 10% by year 3, 15% by Year 4)</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 2							
<p>High reports of alcohol and marijuana use as evidenced by:</p> <p>Prior 30 day alcohol use: 7th GR- 10% 8th GR- 18.5% 9th GR- 31.9% 10th GR- 38.1% 11th GR- 40.3% 12th GR- 50%</p> <p>Prior 30 day marijuana use: 7th GR- .4% 8th GR- 6.2% 9th GR- 16.2% 10th GR- 22.1% 11th GR- 25.1% 12th GR- 33.8%</p> <p>Binge Drinking Prior 2 weeks: 7th GR- 2.3% 8th GR- 7.7% 9th GR- 14.1% 10th GR- 18.3% 11th GR- 21.4% 12th GR- 31.9.%</p> <p>Community Laws and Norms Favorable to Drug Use: Jr. HS- 41.3% HS- 48.5%</p> <p>Attitude Favorable to Drug Use: Jr. HS- 28.1% HS- 49.4%</p>	<p>To reduce the use and abuse of alcohol and other drugs and increase school / community awareness of SA issues</p>	<p>Element Two – alcohol and other drug prevention activities</p>	<p>2.1.a.1 Increase the percentage of substance abuse referrals for students that result in substance abuse services being provided</p> <p>2.1.a.2 Reduce the number of students who report using alcohol in the previous 30 days by 15% by Year 4.</p> <p>2.1.a.3 Reduce by 15% the number of students engaging in binge drinking by year 4.</p> <p>2.1.a.4 Reduce the number of students who report using marijuana within the previous 30 days by 15% by Year 4</p>	<p>2.1.a.1 Conduct Needs Assessment to determine: a) existing resources for youth with regard to SA prevention and treatment b) existing resources and programs for adjudicated youth c) current community-based efforts that address altering the perceived culture of adult tolerance toward youth substance use, and join those efforts, and develop new initiatives where there are gaps.</p> <p>2.1.a.2 Development of Student Resource Teams (SRT) in each school for staff to identify students for additional services</p> <p>- identify functioning of teams in each school</p>	<p>MH/SA manager, Mental Health Partner</p> <p>Safe Schools Manager</p> <p>MH/SA manager</p> <p>MH/SA manager; MH/SA clinical coordinator</p>	<p>2.1.a.1. asset map of mental health services; documentation of gaps/barriers to effective service delivery by end of Year 1 b. Outline of SA services available for adjudicated youth c. #'s of parents who seek information regarding youth substance use from community partners, SCOW's and school guidance, social work and nursing staff</p> <p>2.1.a.2 100% of schools have fully staffed and functioning SRT.</p> <p>2.1.a.3 Referral protocol developed and shared with SRT and SCOW teams at end of year 1; # of referrals made annually.</p>	<p>2.1.a.1 Increase the percentage of substance abuse referrals for students that result in substance abuse services being provided as evidenced by Sweetser records</p> <p>2.1.a.2 Reduce the number of students who report using alcohol in the previous 30 days by 15% by Year 4 (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS. (GPRA 2a)</p> <p>2.1.a.3 Reduce by 15% the number of students engaging in binge drinking (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS</p> <p>2.1.a.4 Reduce the number of students who report using marijuana within</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 2							
				<ul style="list-style-type: none"> - identify gaps - provide training and consultation to SRT teams <p>2.1.a.3 Develop a referral process from the Student Resource Teams (SRT) to the SCOW team.</p>			<p>the previous 30 days by 15% by Year 4 (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS. (GPRA 2b)</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 2							
<p>High reports of alcohol and marijuana use as evidenced by:</p> <p>Prior 30 day alcohol use: 7th GR- 10% 8th GR- 18.5% 9th GR- 31.9% 10th GR- 38.1% 11th GR- 40.3% 12th GR- 50%</p> <p>Prior 30 day marijuana use: 7th GR- .4% 8th GR- 6.2% 9th GR- 16.2% 10th GR- 22.1% 11th GR- 25.1% 12th GR- 33.8%</p> <p>Binge Drinking Prior 2 weeks: 7th GR- 2.3% 8th GR- 7.7% 9th GR- 14.1% 10th GR- 18.3% 11th GR- 21.4% 12th GR- 31.9.%</p> <p>Community Laws and Norms Favorable to Drug Use: Jr. HS- 41.3% HS- 48.5%</p> <p>Attitude Favorable to Drug Use: Jr. HS- 28.1% HS- 49.4%</p>	<p>To reduce the use and abuse of alcohol and other drugs and increase school / community awareness of SA issues</p>	<p>Element Two – alcohol and other drug prevention activities</p>	<p>2.2.a.1 Reduce the number of students who report using alcohol in the previous 30 days by 15% by Year 4.</p> <p>2.2.a.2 Reduce by 15% the number of students engaging in binge drinking by year 4.</p> <p>2.2.a.3 Reduce the number of students who report using marijuana within the previous 30 days by 15% by Year 4</p>	<p>2.2.a.1 Develop and implement a home- and community – based outreach service that works with students identified by Student Identification Teams (SCOWS)</p> <p>2.2.a.2 Training for all SCOWs and other mental health providers on SA prevention activities</p> <p>2.2.a.3 Development of school-based mental health services through hiring of contracted SA provider(s)</p>	<p>MH/SA clinical coordinator; MH/SA manager</p>	<p>2.2.a.1.SCOW infrastructure fully staffed at end of Year 1;</p> <p>- # of students; - % of parents/youth satisfied with services.</p> <p>2.2.a.2 100% participation by SCOWs in training</p> <p>Training evaluation of...</p> <p>- Second Step principles - bully prevention - substance abuse - culture of poverty - reconnecting youth - family therapy - existential therapy - juvenile corrections training</p> <p>2.2.a.3 Using tracking system, determine</p> <p>- # of referrals, - # of youth getting school-based services</p>	<p>2.2.a.1 Reduce the number of students who report using alcohol in the previous 30 days by 15% by Year 4 (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS. (GPRA 2a)</p> <p>2.2.a.2 Reduce by 15% the number of students engaging in binge drinking (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS</p> <p>2.2.a.3 Reduce the number of students who report using marijuana within the previous 30 days by 15% by Year 4 (5 % by year 2, 10% by Year 3, 15% by Year 4) as evidenced by the MYDAUS. (GPRA 2b)</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 2							
<p>High reports of alcohol and marijuana use as evidenced by:</p> <p>Prior 30 day alcohol use: 7th GR- 10% 8th GR- 18.5% 9th GR- 31.9% 10th GR- 38.1% 11th GR- 40.3% 12th GR- 50%</p> <p>Prior 30 day marijuana use: 7th GR- .4% 8th GR- 6.2% 9th GR- 16.2% 10th GR- 22.1% 11th GR- 25.1% 12th GR- 33.8%</p> <p>Binge Drinking Prior 2 weeks: 7th GR- 2.3% 8th GR- 7.7% 9th GR- 14.1% 10th GR- 18.3% 11th GR- 21.4% 12th GR- 31.9.%</p> <p>Community Laws and Norms Favorable to Drug Use: Jr. HS- 41.3% HS- 48.5%</p> <p>Attitude Favorable to Drug Use: Jr. HS- 28.1% HS- 49.4%</p>	<p>To reduce the use and abuse of alcohol and other drugs and increase school / community awareness of SA issues</p>	<p>Element Two – alcohol and other drug prevention activities</p>	<p>2.3.a.1 Increase in the percentage of substance abuse referrals for students that result in substance abuse services being provided</p>	<p>2.3.a.1 Develop a tracking system to create a referral database.</p>	<p>MH/SA manager; MH/SA clinical coordinator</p>	<p>2.3.a.1 Tracking system in place by end of year 1.</p>	<p>2.3.a.1 Increase in the percentage of substance abuse referrals for students that result in substance abuse services being provided by 50% as evidenced by counselor or SRT records</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 2							
<p>High reports of alcohol and marijuana use as evidenced by:</p> <p>Prior 30 day alcohol use: 7th GR- 10% 8th GR- 18.5% 9th GR- 31.9% 10th GR- 38.1% 11th GR- 40.3% 12th GR- 50%</p> <p>Prior 30 day marijuana use: 7th GR- .4% 8th GR- 6.2% 9th GR- 16.2% 10th GR- 22.1% 11th GR- 25.1% 12th GR- 33.8%</p> <p>Binge Drinking Prior 2 weeks: 7th GR- 2.3% 8th GR- 7.7% 9th GR- 14.1% 10th GR- 18.3% 11th GR- 21.4% 12th GR- 31.9.%</p> <p>Community Laws and Norms Favorable to Drug Use: Jr. HS- 41.3% HS- 48.5%</p> <p>Attitude Favorable to Drug Use: Jr. HS- 28.1% HS- 49.4%</p>	<p>To reduce the use and abuse of alcohol and other drugs and increase school / community awareness of SA issues</p>	<p>Element Two – alcohol and other drug prevention activities</p>	<p>2.4.a.1 Reduce by 15% the number of students who report perceiving laws and norms favorable to drug use by Year 4.</p> <p>2.4.b.1 Increase the percentage of substance abuse referral for adjudicated youth that result in substance abuse services being provided by Year 4</p>	<p>2.4.a.1 Facilitate implementation of Office of Substance Abuse prevention services (Boomerang) through collaboration with Partners for Healthier Communities.</p> <p>2.4.b.1 Collaborate with juvenile justice, Sanford PD partner and PHC on underage drinking policy strategies</p> <p>2.4.b.2 Training for PD on underage drinking policies</p> <p>2.4.c.1 Development of additional SA resources for adjudicated youth.</p> <p>2.4.c.2 Implement consistently available substance abuse project (Boomerang) for adjudicated youth (current options are not consistently available)</p>	<p>MH/SA manager, Juvenile Justice, Law Enforcement</p>	<p>2.4.a.1 Collaboration formed and staffed with year 2 workplan outlined by end of Year 1.</p> <p>2.4.b.2 Increase in use of appropriate underage drinking policies as evidenced by focus group with PD.</p> <p>2.4.c.1 number of youth participating in SA programs</p> <p>2.4.c.2 Youth perception of challenges and barriers to substance abuse recovery as evidenced by focus group answers. Service provider perception of challenges and barriers to substance abuse recovery as evidenced by focus group answers.</p>	<p>2.4.a.1 Reduce by 15% the number of students who report perceiving laws and norms favorable to drug use by 15% (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS</p> <p>2.4.b.1 Increase the percentage of substance abuse referral for adjudicated youth that result in substance abuse services being provided by Year 4 as evidenced by juvenile justice records</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 2							
<p>High reports of alcohol and marijuana use as evidenced by:</p> <p>Prior 30 day alcohol use: 7th GR- 10% 8th GR- 18.5% 9th GR- 31.9% 10th GR- 38.1% 11th GR- 40.3% 12th GR- 50%</p> <p>Prior 30 day marijuana use: 7th GR- .4% 8th GR- 6.2% 9th GR- 16.2% 10th GR- 22.1% 11th GR- 25.1% 12th GR- 33.8%</p> <p>Binge Drinking Prior 2 weeks: 7th GR- 2.3% 8th GR- 7.7% 9th GR- 14.1% 10th GR- 18.3% 11th GR- 21.4% 12th GR- 31.9.%</p> <p>Community Laws and Norms Favorable to Drug Use: Jr. HS- 41.3% HS- 48.5%</p> <p>Attitude Favorable to Drug Use: Jr. HS- 28.1% HS- 49.4%</p>	<p>To reduce the use and abuse of alcohol and other drugs and increase school / community awareness of SA issues</p>	<p>Element Two – alcohol and other drug prevention activities</p>	<p>2.5.a.1 Reduce the number of students who report using alcohol in the previous 30 days by 15% by Year 4.</p> <p>2.5.a.2 Reduce by 15% the number of students engaging in binge drinking by year 4.</p> <p>2. 5.a.3 Reduce the number of students who report using marijuana within the previous 30 days by 15% by Year 4</p>	<p>2.5.a.1 Implement Guiding Good Choices parenting education</p>	<p>MH/SA manager</p>	<p>2.5.a.1 # of parents involved</p> <p># of student impacted</p> <p>Training evaluation (pre/post/6 month followup)</p>	<p>2.5.a.1 Reduce the number of students who report using alcohol in the previous 30 days by 15% by Year 4 (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS. (GPRA 2a)</p> <p>2.5.a.2 Reduce by 15% the number of students engaging in binge drinking (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS</p> <p>2.5.a.3 Reduce the number of students who report using marijuana within the previous 30 days by 15% by Year 4 (5 % by year 2, 10% by year 3, 15% by Year 4) as evidenced by the MYDAUS. (GPRA 2b)</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 2							
<p>High reports of alcohol and marijuana use as evidenced by:</p> <p>Prior 30 day alcohol use: 7th GR- 10% 8th GR- 18.5% 9th GR- 31.9% 10th GR- 38.1% 11th GR- 40.3% 12th GR- 50%</p> <p>Prior 30 day marijuana use: 7th GR- .4% 8th GR- 6.2% 9th GR- 16.2% 10th GR- 22.1% 11th GR- 25.1% 12th GR- 33.8%</p> <p>Binge Drinking Prior 2 weeks: 7th GR- 2.3% 8th GR- 7.7% 9th GR- 14.1% 10th GR- 18.3% 11th GR- 21.4% 12th GR- 31.9.%</p> <p>Community Laws and Norms Favorable to Drug Use: Jr. HS- 41.3% HS- 48.5%</p> <p>Attitude Favorable to Drug Use: Jr. HS- 28.1% HS- 49.4%</p>	<p>To reduce the use and abuse of alcohol and other drugs and increase school / community awareness of SA issues</p>	<p>Element Two – alcohol and other drug prevention activities</p>	<p>2. Increase the number of identified high risk students that show improvement on the Student Outcome Inventory to 50%.</p>	<p>2. a. Implement the Reconnecting Youth program as a curriculum offering at Sanford High School.</p> <p>Implement summer component (community service) of RY program</p>	<p>RY Coordinator, RY Teacher</p>	<p>2a. # of youth participating in RY program</p> <p># of youth participating in summer program</p> <p>extent of participation of youth (# of meetings; activities involved in)</p>	<p>2. 50% of RY students show improvement on Student Outcome Inventory (items on school over the course of one year.</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 3							
<p>MYDAUS Data-Need more community opportunities for positive involvement.</p> <p>Community Opportunities for Positive Involvement: Jr. HS- 51.2% HS- 43.2%</p> <p>Low Commitment to School: Jr. HS- 43.8% HS- 50.8%</p>	<p>Increase opportunities to foster positive relationships for youth, promote meaningful parental and community involvement, and improve social and emotional development.</p>	<p>Element three: student behavioral, social and emotional supports</p>	<p>3.1.a.1 Increase knowledge of school staff and youth workers regarding strategies to promote social / emotional development</p>	<p>3.1.a.1 Training (to targeted groups of school personnel, community members, and parents) on providing social / emotional supports to youth</p> <p>Paul</p>	<p>MPTI</p>	<p>3.1.a.1</p> <p># of participants</p> <p>Training evaluation</p>	<p>3.1.a.1. Gain in knowledge as evidenced by pre/post and 6 month follow-up surveys.</p>
<p>MYDAUS Data-Need more community opportunities for positive involvement.</p> <p>Community Opportunities for Positive Involvement: Jr. HS- 51.2% HS- 43.2%</p> <p>Low Commitment to School: Jr. HS- 43.8% HS- 50.8%</p>	<p>Increase opportunities to foster positive relationships for youth, promote meaningful parental and community involvement, and improve social and emotional development.</p>	<p>Element three: student behavioral, social and emotional supports</p>	<p>3.2.a.1 Increase by 15% the number of students who report community opportunities for positive involvement by Year 4.</p>	<p>3.2.a.1 Implementation of Big Brothers/Big Sisters</p> <p>Enhancement of BB/BS program to work with high-risk students (extra training with mentors)</p> <p>Paul</p>	<p>MPTI, Maine Mentoring Partnership/ BBBS</p>	<p>3.2.a.1 # of youth connected with mentors</p> <p># of BB/BS participants in training</p> <p>Increase by 50% number of Sanford students involved in Mentoring Partnership</p>	<p>3.2.a.1 Increase by 15% the number of students who report community opportunities for positive involvement by 15% by Year 4 as evidenced by the MYDAUS (5 % by year 2, 10% by year 3, 15% by Year 4).</p> <p>3.2.a.1 Gain in knowledge as evidenced by pre/post and 6 month follow-up surveys.</p>

SS/HS Final Logic Model – Putting It All Together							
Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 3							
<p>MYDAUS Data-Need more community opportunities for positive involvement.</p> <p>Community Opportunities for Positive Involvement: Jr. HS- 51.2% HS- 43.2%</p> <p>Low Commitment to School: Jr. HS- 43.8% HS- 50.8%</p>	<p>Increase opportunities to foster positive relationships for youth, promote meaningful parental and community involvement, and improve social and emotional development.</p>	<p>Element three: student behavioral, social and emotional supports</p>	<p>3.3.a.1 Increase by 15% the number of students who report community opportunities for positive involvement by Year 4.</p> <p>3.3.a.2 Reduce recidivism rate as evidenced by juvenile justice records</p>	<p>3.3.a.1 Enhance existing behavior supports to adjudicated and high risk youth</p> <p>-develop and enhance programs to be utilized by JJ, PD and school administrators for adjudicated youth</p> <p>- expanding alternative sentencing/informal adjustment (alternative program for out-of-school suspension)</p> <p>Pam</p>	<p>Safe Schools Manager, Juvenile Justice, Law Enforcement</p>	<p>3.3.a.1 # of students involved</p>	<p>3.3.a.1 Increase by 15% the number of students who report community opportunities for positive involvement by Year 4 as evidenced by the MYDAUS (5 % by year 2, 10% by year 3, 15% by Year 4).</p> <p>3.3.a.2 Reduce recidivism rate as evidenced by juvenile justice records</p>

SS/HS Final Logic Model – Putting It All Together							
Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 4							
<p>No streamlined system for referrals and follow-ups</p> <p>High rate of child/adolescent s seen in crisis services indicates adequate treatment not accessed</p> <p>Necessity for training in acute</p>	<p>Enhance integration, coordination, and resource sharing among education, mental health and social service providers, and create a systemic approach to treatment.</p>	<p>Element Four: Mental Health Services</p>	<p>4.1.a.1 Increase in the percentage of mental health referrals for students that result in mental health services being provided by 50%.</p>	<p>4.1.a.1 Conduct Needs Assessment to :</p> <p>-Explore barriers to accessible mental health / substance abuse services</p> <p>-Identify local mental health resources</p> <p>4.1.a.2 Collaborate with Mental Health</p>	<p>MH/SA manager</p> <p>Mental Health</p>	<p>4.1.a.1 asset map of mental health services; documentation of gaps/barriers to effective service delivery by end of Year 1</p>	<p>4.1.a.1 Increase in the percentage of mental health referrals for students that result in mental health services being provided by 50% as evidenced by counselor or SRT records (GPRA 3b).</p>

SS/HS Final Logic Model – Putting It All Together							
Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 4							
and chronic trauma treatment to effectively work with target population				Partner to reduce barriers to mental health treatment 4.1.a.3 Contract with mental health partner to place a full time clinician in the school to provide triage, provide timely intakes and assessments of students with mental health needs, and provide timely placement in mental health treatment in the community.	Partner		
No streamlined system for referrals and follow-ups High rate of child/adolescent s seen in crisis services indicates adequate treatment not accessed Necessity for training in acute and chronic trauma treatment to effectively work with target population	Enhance integration, coordination, and resource sharing among education, mental health and social service providers, and create a systemic approach to treatment.	Element Four: Mental Health Services	4.2.a.1 Increase in the percentage of mental health referrals for students that result in mental health services being provided by 50%.	4.2.a.1 Development of system to track mental health referrals Kathy	MH/SA manager	4.2.a.1 Tracking system developed by end of year 1	4.2.a.1 Increase in the percentage of mental health referrals for students that result in mental health services being provided by 50% as evidenced by counselor or SRT records (GPRA 3b).

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 4							
<p>No streamlined system for referrals and follow-ups</p> <p>High rate of child/adolescent s seen in crisis services indicates adequate treatment not accessed</p> <p>Necessity for training in acute and chronic trauma treatment to effectively work with target population</p>	<p>Enhance integration, coordination, and resource sharing among education, mental health and social service providers, and create a systemic approach to treatment.</p>	<p>Element Four: Mental Health Services</p>	<p>4.3.a.1 Increase number of students receiving school-based mental health services.</p>	<p>4.3.a.1 Implementation of SRT Teams, student referral program as outlined in Element 2</p> <p>Kathy/Megan</p>	<p>MH/SA manager, MH/SA Clinical Coordinator</p>	<p>4.3.a.1 SRT teams in place at each school by end of Year 1.</p>	<p>4.3.a.1 Increase number of students receiving school-based mental health services as measured by counselor or SRT records. (GPRA 3a)</p>
<p>No streamlined system for referrals and follow-ups</p> <p>High rate of child/adolescent s seen in crisis services indicates adequate treatment not accessed</p> <p>Necessity for training in acute and chronic trauma treatment to effectively work with target population</p>	<p>Enhance integration, coordination, and resource sharing among education, mental health and social service providers, and create a systemic approach to treatment.</p>	<p>Element Four: Mental Health Services</p>	<p>4.4.a.1 Increase knowledge and skill-base of school staff and community members regarding trauma and effective mental health treatment</p>	<p>4.4.a.1 Train identified staff and community members on Trauma informed intervention and psychological first aid.</p> <p>Paul</p>	<p>MPTI</p>	<p>4.4.a.1</p> <p># of staff trained</p> <p># of staff training;</p> <p># of community members trained (type of attendee)</p>	<p>4.4.a.1 Gain in knowledge and practice change as evidenced by pre/post and 6 month follow-up surveys.</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 4							
<p>No streamlined system for referrals and follow-ups</p> <p>High rate of child/adolescent s seen in crisis services indicates adequate treatment not accessed</p> <p>Necessity for training in acute and chronic trauma treatment to effectively work with target population</p>	<p>Enhance integration, coordination, and resource sharing among education, mental health and social service providers, and create a systemic approach to treatment.</p>	<p>Element Four: Mental Health Services</p>	<p>4.5.a.1 Increase knowledge and skill-base of school staff and community members regarding trauma and effective mental health treatment</p>	<p>4.5.a.1 Identify training needs and implement training programs (including cross training with school, and mental health partner) for policy department and juvenile justice partner</p> <p>Pam</p>	<p>Safe Schools Manager</p>	<p>4.5.a.1 # of staff trained</p> <p># of staff training; # of community members trained (type of attendee)</p>	<p>4.5.a.1 Gain in knowledge and practice change as evidenced by pre/post and 6 month follow-up surveys.</p>

SS/HS Final Logic Model – Putting It All Together

Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 5							
<p>Need for trauma-informed approaches and early intervention to prevent and mitigate the effect of Adverse Child Experiences, as evidenced by the large number of children who experience traumatizing events.</p> <p># identified as needed S.Ed. at Kindergarten Screening</p> <p>Poverty Levels CPS reports of major stressors</p>	<p>Positive cognitive, linguistic, moral, social, emotional, and behavioral development by involving parents, early childcare providers, and other community resources.</p>	<p>Element Five: Early Childhood Social and Emotional Learning</p>	<p>5.2.a.1 Increase opportunities for early childhood social and emotional learning, including experiences of social interaction.</p>	<p>5.2.a.1 Early Childhood Development Program Manager conduct Second Step training and consultation on positive early childhood development to preschool providers and Early Elementary Teachers.</p> <p>Philip</p>	<p>Early Childhood Development Coordinator, MPTI (Elementary)</p>	<p>5.2.a.1 % of Head Start programs participating in Second Step training</p> <p>% of elementary teachers participating in Second Step training</p>	<p>5.2.a.1 Teacher survey: knowledge gain as evidenced by pre/post and 6 month follow-up surveys</p>

SS/HS Final Logic Model – Putting It All Together							
Needs and Gaps	Goals	SS/HS Element(s)	Objectives	Activities	Partners	Process Measures	Indicators and GPRA
Element 5							
<p>Need for trauma-informed approaches and early intervention to prevent and mitigate the effect of Adverse Child Experiences, as evidenced by the large number of children who experience traumatizing events.</p> <p># identified as needed S.Ed. at Kindergarten Screening</p> <p>Poverty Levels CPS reports of major stressors</p>	<p>Positive cognitive, linguistic, moral, social, emotional, and behavioral development by involving parents, early childcare providers, and other community resources.</p>	<p>Element Five: Early Childhood Social and Emotional Learning</p>	<p>5.3.a.1 Increase opportunities for early childhood social and emotional learning, including experiences of social interaction.</p>	<p>5.3.a.1 Support Kindergarten Screen to include assessment for Social emotional development</p> <p>5.3.a.2 Identify process for referral to community support services</p> <p>5.3.a.3 Review Head Start support and referral model for use with community preschool programs Support</p>	<p>Early Childhood Development Program Manager</p>	<p>5.3.a.1 New screening tools include social emotional development by the end of Year 2; # of children referred for social emotional issues.</p> <p>5.3.a.2 Referral protocol in place by end of Year 2;</p>	<p>5.3.a.1 Increase in number of students identified, referred for, and receiving social/emotional support by Year 4 as evidenced by school records</p>