

PICKENS COUNTY FAMILY CONNECTION

RESULTS EVALUATION REPORT

FY 2007

(July 1, 2006 – June 30, 2007)

SEPTEMBER 2007

**2006-07 Pickens County Results Evaluation Report
Table of Contents**

1. Introduction	Page 3
a. Community Context	Page 3
b. Collaborative Involvement	Page 8
c. Rationale	Page 9
d. Target Groups	Page 9
e. Component Programs	Page 9
f. Desired Outcomes	Page 11
2. Evaluation Questions/Indicators	Page 11
3. Evaluation Design and Data Collection	Page 12
a. Evaluation Design	Page 12
b. Data Collection	Page 12
4. Analysis and Findings	Page 13
a. Mentoring Program	Page 13
b. Attendance Support Program	Page 14
c. Boys and Girls Club	Page 16
5. Conclusions and Discussion	Page 17
6. Recommendations and Next Steps	Page 17

1. INTRODUCTION:

For FY 2007, Pickens County started to move toward a strategy level evaluation by evaluating three related programs. These programs include the following:

- The Mentoring Program
- Attendance Support Program
- Boys and Girls Club of North Georgia

These programs support the Pickens County Family Connection Strategy 2.1 – *To promote positive youth development and/or provide caring and supportive role models.* This strategy is in support of the goal of ensuring that all Pickens County residents will earn a high school diploma or a GED.

a. COMMUNITY CONTEXT

Pickens County is making a transition from an isolated, close-knit community in the Appalachian Mountains to an exurban/suburban community with easy access to the urban culture of Metropolitan Atlanta.

Until the mid 1970's, isolation and the predominance of low skilled employment made individual self-sufficiency and manual skills the top priority. This affected the view toward formal education, as manual skill, "know-how", and commonsense were more important than "book learning". Children dropped out of school early to work on the family farm or family business, or to obtain a low wage job as they started to raise their own families. High pay and high skilled jobs were limited.

The urban growth of North Atlanta, the completion of the four-lane Appalachian Highway through Jasper in 1982, and the development of the internet and computer technology brought the urban culture and technological advancement to Pickens County, along with more prosperity and opportunity. There was a significant increase in retirement communities that brought thousands of retired persons to Pickens County. Many persons employed in Atlanta, who wanted to live in the peace and beauty of the North Georgia Mountains, came to live in Pickens County.

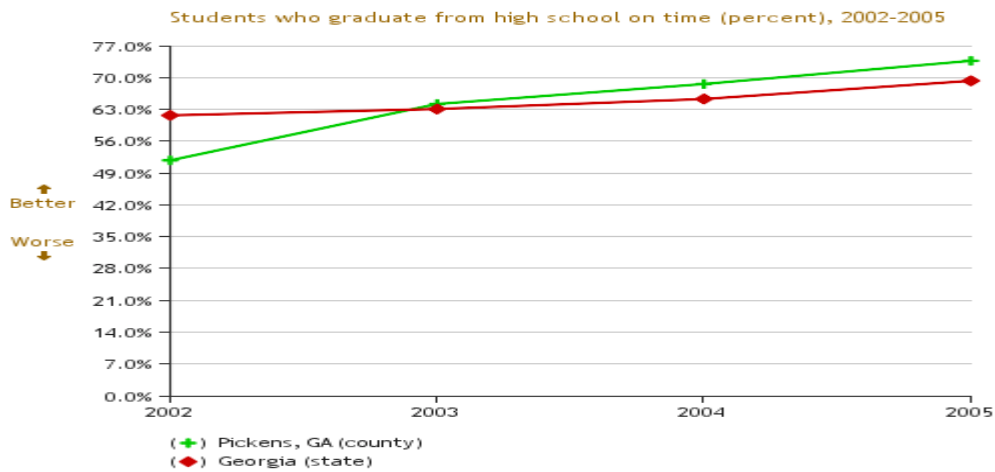
The Population has increased from 11,652 in 1980 to 28,442 in 2005. This includes thousands of persons 65 years old and over. The percentage of older adults in Pickens County is 13.6%, higher than the state average of 9.9%.

The marriage of the traditional values of self-sufficiency, common sense, hard work, and manual skills, and close-knit families with the opportunities of the modern, urban world has produced a dynamic community where the youth receive family and community support for their educational advancement, and where job opportunities abound, both in Pickens County and down the road in North Atlanta.

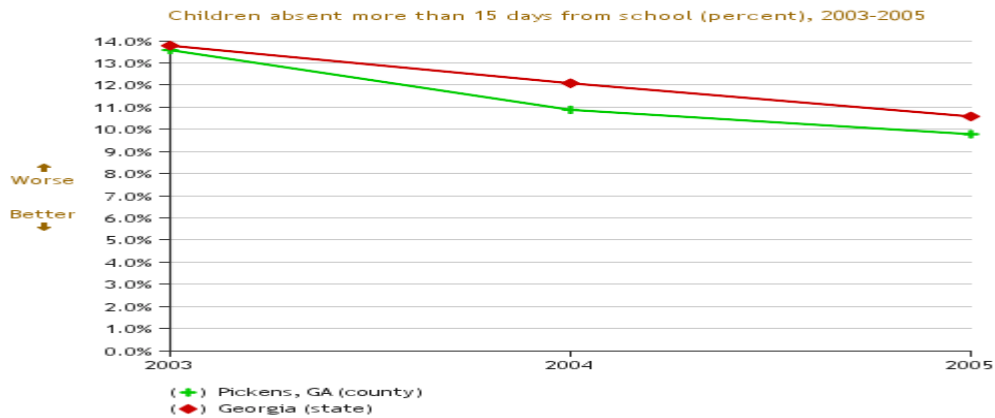
The per capita income for Pickens County increased from \$5,474 in 1979 to \$28,504 in 2004. This shows that prosperity and educational levels increased significantly in Pickens County during the past 20 years.

However, lingering disregard for academic education, plus the modern pressures on today’s families, is causing problems for some children, youth, and families in Pickens County.

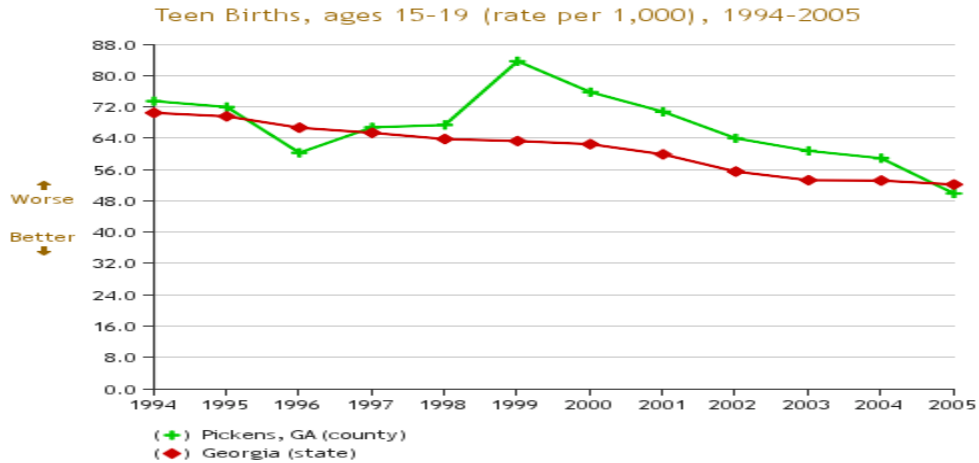
The high school completion rate has improved from 60 % in 1993 to 71.6% in 2005. This was slightly above the state average of 70.8%, placing the county 73rd out of 158 Georgia counties. However, the state does not rank well in the nation. The present rate is not acceptable, and must be improved.



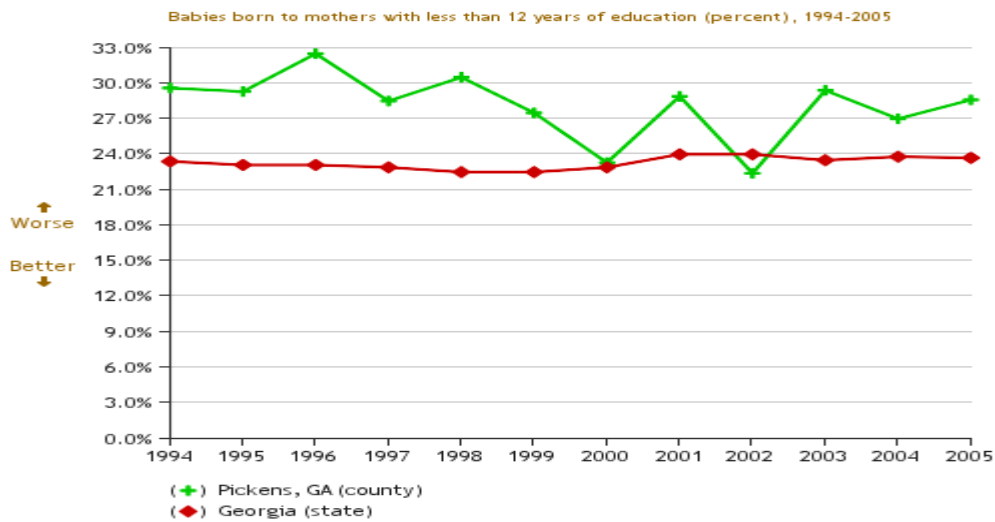
Attendance has improved from 94.7% average daily attendance in 2002-03 to 95.8% in 2006-07. In 2002-03 11.3% of the students missed at least 15 days. In 2006-07, the percentage was 5.6%. The Schools and the Community feel that more improvement in attendance is needed, since poor attendance affects dropping out of school



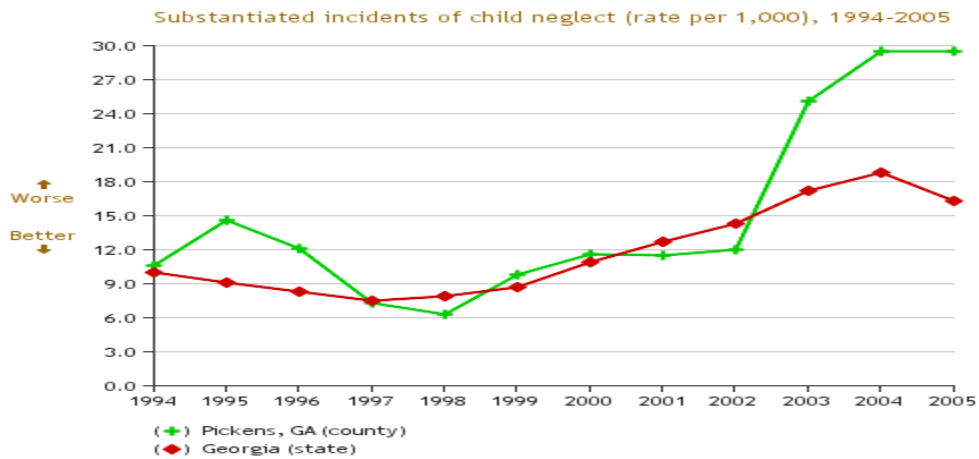
The pregnancy rate for teens age 15-19 in Pickens County has been decreasing slightly during the past 10 years. The teen pregnancy rate for 2004 was 33 per 1,000 teen population. This is slightly below the state average of 34.7. However, it should be noted that the state does not compare favorably to the nation.



And, with the high teen birth rate, as well as the relatively large number of high school dropouts, babies being born to mothers without a high school education have consistently been much higher (worse) than the state.



The condition of many Pickens County families is a great concern to the community. For the past five years, Pickens has had a consistent increase of substantiated incidents of child abuse and neglect, well above the state average. In 2005, the county ranked 104th in the state in substantiated child abuse and neglect cases. Parents' education can be a major factor in contributing to child abuse and neglect cases, as well as drug use, which will be discussed as well in this report.



In addition to the Kids Count data, the following points are taken from the “Social Indicator Study to Assess Substance Use Prevention Needs at the State & County Levels in Georgia” as issued in March 2006:

- Pickens County fared pretty well, ranking as the 44th best county (out of 159 counties in the state of Georgia) for overall risk for substance abuse and substance abuse-related problems and outcomes that may exist in communities. However, there are a couple of risk factors which deserve the attention of the county, particularly in the interest of our youth:
 - Methamphetamine items ranked the county 158th, the second worst county in the state.
 - In child abuse involving alcohol or drugs (percent of child abuse cases involving alcohol or drugs), Pickens County ranked 150th in the state. This statistic further supports the statistics presented above relative to the county’s high rate of child abuse and neglect. This just points out that much of that abuse can be associated with meth use.
 - In juvenile liquor and drug law arrests (juvenile arrest rates for liquor law and narcotic violations), the county ranked 135th out of 159 counties in the state.

Generally, crime in Pickens County is very low compared to larger urban communities, according to Georgia Uniform Crime Reports. From 1980 through 1998 the crime index (number of crimes per 100,000 population) increased from 746.65 in 1980 to 1,572.66 in 1999. Since 1999, crime has actually decreased in Pickens County to 1,472.8 in 2004 and 816.51 in 2005. The 2004 crime rate is well below the state average of 4082.1.

On the other hand, while adult crime is well below the state average, juvenile arrest rates match the juvenile arrest rates for the State of Georgia.

It is the community perception that drug use is on the rise in Pickens County. Although comprehensive, organized data has not been compiled, there are isolated data that are indicators of this problem. In 2004, Pickens ranked 135 out of 159 Georgia counties in the juvenile liquor and drug arrest rate, and ranked 158 in the rate of methamphetamine items reported. In the 2006 student survey conducted at the schools, students reported significant alcohol and drug use among students. 4% of 8th graders, 12% of 10th graders, and 15% of 12th graders had used marijuana in the past 30 days. The survey showed use of alcohol and many other drugs.

The crime rate is low in Pickens County, and the Community wants to keep it that way. The community is also concerned about rising drug use. Dropping out of high school promotes crime and other problem behaviors. This is why PCFC wants to promote completion of high school by adopting the strategy, “promoting positive youth development”.

According to “Connected to Practice”, published by Georgia Family Connection Partnership (GAFCP), dropping out of high school results in higher unemployment, and is strongly related to substance abuse, risky sexual activity, unplanned pregnancy, and involvement in criminal behavior. As the above “Community Context” shows, all of these behaviors are issues in Pickens County. On the other hand, completion of high school can diminish the issues of community concern by providing more positive outcomes such as economic success, stable families, and prosocial behavior.

The programs that PCFC is using to implement the strategy of “promoting positive youth development” are important to success because they bring caring adults into relationships with at risk youth, involve the parents in setting clear standards and healthy beliefs, and foster strong youth peer groups with pro-social and utilitarian skills. The programs have been proven to be effective in diminishing the risk factors that promote dropping out of school and other adolescent problem behaviors, and in enhancing the protective factors (bonding, skill development, recognition) that enhance healthy adolescent behavior.

b. COLLABORATIVE INVOLVEMENT

The strategy being evaluated is “To promote positive youth development and/or to provide caring and supportive role models”, which is one of three strategies being implemented by PCFC. The Evaluation Manager and the Evaluator recommended this strategy for evaluation, based on the PCFC 3-year plan and the 2007 annual plan. The PCFC Board of Directors approved the recommendation.

The most important collaborative development is that these three programs’ representatives on the strategy team agreed on a target group, and the desired outcomes for the target group. The target group is made up of 150-200 middle school youth who are at risk for poor attendance, academic failure, and/or problem behavior, which lack an environment of a caring adult and/or a peer group with clear standards and healthy beliefs, or a family environment that promotes high expectations for academic achievement. The desired outcomes are improvement in grades, test scores, attendance, and behavior.

Furthermore, these programs are working on consolidating process data from their programs with individual academic and outcome data from Pickens County Schools to relate progress toward outcomes to the dosage levels of the four programs.

The Programs implementing the strategy are: Mountain Mentors, Boys and Girls Club, the Attendance Support Team of Pickens County Schools, and the Parent Involvement Program of the Pickens County Schools. The strategy team currently consists of the directors of these three programs, the Parent Involvement Program director, the PCFC Director, the Evaluation Manager, and the Evaluator.

c. RATIONALE

Mountain Mentors – “Connected to Practice”, published by Georgia Family Connection Partnership (GAFCP), states that mentoring, a one-to-one caring and supportive relationship between a caring adult based on trust, is a promising approach to promote on-time completion of high school. Bonding with a caring adult can help a student assimilate clear standards and healthy beliefs that lead to educational achievement.

Attendance Support Program – “Connected to Practice” states that students with the highest truancy rates have the lowest academic achievement and are most likely to drop out of school (Colorado Foundation for Families and Children, 1999).

The Attendance Support Program implements several actions that work in improving school attendance, according to “Connected to Practice”: increasing parent involvement, increasing collaboration, setting tangible goals, and tracking improvements in attendance.

Boys and Girls Club – The Boys and Girls Club is an after school recreational program. According to “Communities That Care Prevention Strategies That Work” published by Developmental Research and Programs, Inc., 1996, after school recreational programs can be effective in diminishing three risk factors that lead to dropping out of school: Early and Persistent Antisocial Behavior, Rebelliousness, and Friends Who Engage in Problem Behavior. This is accomplished by offering opportunities for youth to interact with prosocial adults and peers and learn new skills in a safe, supportive environment.

d. TARGET GROUP(S)

The target group is made up of 151 students in the two middle schools in Pickens County. The target group for each program consists of the following:

- Mentoring Program (24 students)
- Attendance Support Program (17 students)
- Boys & Girls Club (110 students)

The target group is made up of approximately 151 middle school students. These students are in four categories: 1) students who are experiencing low levels of academic achievement and/or other problems in school; 2) students who are having difficulty relating to other students, or who are discouraged about their abilities to cope with conditions and challenges that face them; 3) students from single parent families; 4) students whose parents want them to participate in an enriching after school environment. Each student may be in one or more of these categories.

e. COMPONENT PROGRAMS

Mentoring Program – Mountain Mentors is operated by Prevent Child Abuse Pickens, Inc. The mission of Mountain Mentors is to provide the opportunity for children in Pickens County to develop a bonding relationship with an adult, outside his or her family, who manifests clear standards and healthy beliefs. Mentors meet with their mentees for

one hour each week at the school where the child attends. By careful listening and encouragement, mentors give the opportunity to their mentees to talk about their goals, challenges, and uncertainties; and to develop the confidence and the attitudes to achieve their goals and overcome obstacles, and to relate positively to their peers, teachers, parents, and other family members.

Teachers and counselors refer students who are performing poorly in school, who are having difficulty relating to other students, or who are discouraged about their abilities to cope with conditions and challenges that face them.

Mountain Mentors has been operating in Pickens County since 1994. It is the intent of the Program that mentoring sessions occur for each child for each week of the school year, 30-36 weeks for a full school year. In addition, there are 3-5 group mentor/mentee activities during the year. The minimum level of frequency and duration of participation to affect result outcomes for students is one mentoring session each week within a period of 20-30 weeks.

Attendance Support Program – The mission of the Attendance Support Team (AST) is to identify students experiencing excessive absenteeism, and to establish a support system for the student that encourages school attendance, and removes barriers to school attendance. Upon identification of excessive absenteeism, the AST, in consultation with the student’s parents, develops a plan of support activities for the student within the school, neighborhood, and family that will encourage the student to attend school. The parent is asked to sign a contract to carry out specific actions in support of the student’s school attendance. The AST monitors the implementation the Attendance Support Plan. If the parents do not carry out the responsibilities contained in their contract, and truancy persists, the Attendance Officer may file a Truancy Complaint in juvenile court. The Attendance Support Team is an interagency collaborative consisting of the Attendance Officer and representatives from social agencies.

The minimum level of frequency and duration of participation to affect result outcomes for students is three months of attendance support contract implementation.

Boys and Girls Club – The Boys and Girls Club is a daily after-school and summer activity program that helps young people ages 6-18 to develop attitudes, skills, values, and relationships to enable them to succeed in life. Trained counselors facilitate activities promote character and leadership development, education and career development, health and life skills, the arts, and sports, fitness, and recreation. The Club generates fun for members, and fosters a family atmosphere with a sense of belonging and ownership.

Boys And Girls Club operates at four sites in Pickens County. Participants are encouraged to attend at least 2-3 days during the week, and most of the full-days during the six week summer program. . The minimum level of frequency and duration of participation to affect result outcomes for students is attending two days of program activities each week, for a period of at least 20 weeks.

f. DESIRED OUTCOMES

The desired outcomes for each student are consistent and sustained participation in the programs and resulting improvements in grades, test scores, attendance, and behavior in school.

There have been several significant changes relative to how partners are working together and how the community has become involved.

- The partners have agreed on four common results outcomes.
- The Schools are working on developing a process to provide results outcome data.
- The partners are working on consolidating data from all the programs into one report.
- Through Mountain Mentoring and Boys and Girls Club, volunteers are an integral part of service delivery.
- The community was the driving force in implementing Mountain Mentors and Boys and Girls Club, and has raised thousands of dollars to support these programs.
- The Schools was the driving force in implementing an innovative attendance support program; the Schools are working on a program to engage the Chamber of Commerce in and education support initiative.
- The Schools have an organized process to encourage and recognize parent support of schools, and to encourage parent involvement in and support of their children’s school experience.

2. EVALUATION QUESTIONS / INDICATORS

RESULTS QUESTIONS / INDICATORS		
SHORT-TERM	INTERMEDIATE	LONG-TERM
<p>Q: How have students’ knowledge, skills, attitudes, performance changed as they participate in these programs?</p> <p>I: Change in each student’s performance & attitude</p>	<p>Q: How are students progressing in school performance?</p> <p>I: Students’ academic, attendance, and disciplinary records</p>	<p>Q: How are students progressing in school performance?</p> <p>I: Students’ academic, attendance, and disciplinary records</p> <p>Q: Did students participating in the Mentoring Program succeed in passing the reading & math CRCT’s in 8th grade?</p> <p>I: Results of CRCT tests</p> <p>Q: Did students participating in this program successfully graduate from high school?</p>

3. EVALUATION DESIGN AND DATA COLLECTION

a. EVALUATION DESIGN

In this report, the evaluation design for the Mentoring Program and the Attendance Support Program consists of repeated measures for student performance.

While the purpose of this report is to focus on results, the Boys & Girls Club is new to the area and this strategy. As a result, the evaluation of this program focuses only on the process so as to identify actions to improve the data collection process for FY 2008.

b. DATA COLLECTION

The Director of each program collects the process data, and works with the PCFC Director to compile the data. The process data will include the following for each program.

Mountain Mentors – Entry date and withdrawal date of each participant; the number of mentoring sessions attended by each participant; the number of Mentoring Program activities attended by each participant. The Mountain Mentor Program Director collected the data throughout the year, and gave it to the PCFC Director at the end of the program year. The PCFC Director compiled the data, and gave it to the Evaluator for his analysis. The minimum level of frequency and duration of participation to affect result outcomes for students is one mentoring session each week within a period of 20-30 weeks.

Attendance Support Program – Date of parent meeting with Attendance Support Team, and date attendance support contract between the Team and the parent(s). The School Attendance Officer provided the PCFC Director with the dates of the attendance support contracts for each parent(s)/student participant. The minimum level of frequency and duration of participation to affect result outcomes for students is three months of attendance support contract implementation.

Boys and Girls Club – Entry date and withdrawal date of each participant; the number of days attended by each participant. The Boys and Girls Club Director collected the data throughout the year, and gave it to the PCFC Director at the end of the program year. The PCFC Director compiled the data, and gave it to the Evaluator for his analysis. The minimum level of frequency and duration of participation to affect result outcomes for students is attending two days of program activities each week, for a period of at least 20 weeks.

Results Data – School personnel collected results data, including baseline data, from student files, and gave it to the Program Directors and the PCFC Director. The PCFC Director compiled the data, and gave the compilation to the Evaluator for analysis. As the data collection progressed, it became clear that a more organized data collection and compilation process was needed.

4. ANALYSIS AND FINDINGS

The following analysis is presented by program:

a. Mentoring Program

Process:

Process participation data was complete and well organized, especially in capturing the dosage data. Grades, attendance, and disciplinary records were obtained for the current school year, and to the extent possible, those data were also collected for the prior year in order to analyze any change. In the future, more coordination needs to be implemented with the school system to obtain prior year performance data for all students. In addition, there will be attempts to also obtain CRCT test scores.

It would have been helpful to have data broken down by semester and quarter, instead of just by the school year. Also, it is important to determine if the grade point average (GPA) is from a “modified” or “standard” curriculum, and whether the student was repeating the identified grade in the identified year.

Results:

As can be seen by this summary table, grades are somewhat favorable. Where multi-year data were available, grades improved for eight students and declined for five students from one year to the next. In three of those instances, the decline could be considered significant.

As for absences, in comparing available data from one year to the next, seven students had more absences, and seven students had fewer absences. Only four of the students had ten or more absences, which is considered unacceptable in the school system and the Attendance Support Program gets involved.

For a couple of students, disciplinary referrals were a problem in the current school year. Some of these behavioral issues can be tied to extenuating circumstances such as family issues which are not captured in the overall data collection.

The average dosage is two plus sessions per month. Only two of the students participated in the program for less than half the school year. Minimum dosage for future evaluations will consider students in the program more than half the school year and at least two mentoring sessions per month.

Pickens County Mentoring Program
School Year 2006-07

<u>Student</u>	<u>Months in Program</u>	<u>Dosage</u>	<u>Grade Point Average</u>		<u>Absences</u>		<u>Disciplinary Referrals</u>	
			<u>2005-06</u>	<u>2006-07</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2005-06</u>	<u>2006-07</u>
Grade 6								
1pcms	5	22		86		6		4
2pcms	2	4		67		18		33
3jms	10	21		92		6	8	2
4jms	5	8		82		1	0	
5jms	5	22	72	75	16	4	9	7
6jms	10	25		72		3		10
Grade 7								
7pcms	5	13		low		18		4
8pcms	5	11		very high		5		0
9pcms	4	12		84		6		1
10pcms	8	15	84	91	21	10	0	1
11pcms	8	18	94	98	2	1	0	0
12jms	5		87	88	3	8	2	1
13jms	9	27	87	87	6	5	4	5
14jms	2	5	84	84	1	3	0	1
15jms	9	21	80	67	1	6	6	5
16jms	9?	9	89	90	1	4	0	2
17jms	9?	21	81	78	18	10	14	4
Grade 8								
18pcms	8	15	83	80	5	2	1	3
19pcms	5	10		regress		6		4
20jms	5	11	87	78	7	5	0	0
21jms	6	13	81	86	1	3	1	0
22jms	4	15	85	94	0	5	0	0
23jms	8	25	80	90	0	0	0	0
24jms	7	15	94	86	0	0	0	0

b. Attendance Support Program

Process:

Process data have been limited because of the individualized and non-uniform program activity for each participant and because of PCFC's unfamiliarity with the individualized services and activities for each participant. The process data that are available include the date that the parent signed the contract with the school to carry out specific attendance support activities for his/her child. PCFC does not have data relating to specific attendance support activities by the school or the parent.

The schools provided attendance outcome data, but did not have the personnel available to provide outcome data regarding grades, test scores, and school behavior.

Results:

In only a few of the instances does it appear as though these students' absentee rates are declining, even after the contract has been signed with the parents.

The reason for this is that most of these students are first year participants in the Attendance Support Team (AST), where as in previous years attendance would improve because many of the students had been in AST for two years, and were being evaluated based on two years participation in AST. For 06-07, evaluation was based on only one-year participation in AST. In the future, PCFC needs to procure more comprehensive process data in order to produce an accurate picture of the "intensity and duration" of student participation with AST.

Overall, school system attendance has been improving significantly over the past few years (per chart in community context section). Again, a more thorough review of the overall process and data collection needs to be conducted.

**Attendance Support Team
2006-07 School Year**

Target Group: Middle School Students

<u>Student ID</u>	<u>AST Contract</u>	<u>Absences</u>		<u>Absences Subsequent to Contract</u>	<u>Referred to Truancy Court</u>
		<u>2005-06</u>	<u>2006-07</u>		
pcms50	1/16/2007	nr	24	14	
pcms51	12/5/2006	nr	15	5	
pcms52	2/6/2007	nr	27	17	
pcms53	1/16/2007	24	19	9	
pcms54	12/5/2006	5	13	3	
pcms55	2/16/2007	12	22	12	2/16/2007
pcms56	2/6/2007	1	22	12	3/9/2007
jms57	11/28/2005	15	33	23	
jms58	11/21/2006	25	28	18	
jms59	10/1/2006	10	31	21	
jms60	11/27/2006	16	19	9	
jms61	1/25/2005	31	17	7	
jms62	12/5/2006	8	19	9	1/26/2007
jms63	11/27/2006	7	15	5	
jms64	12/5/2006	8	5		
jms65	probation	nr	13	3	
jms66	3/6/2007	14	34	24	

AST Contract made with student's parent after 10th absence.

b. Boys & Girls Club

Process:

As this program was new for this past school year, only limited data are available. As a result, this portion of the analysis focuses on the overall process in order to identify possible changes for next year and to especially concentrate on data collection needs to adequately capture the program results. Overall findings in the process during the first year include the following:

- 38 middle school students attended the program on average at least 2 days/week for a period of at least 20 weeks. This meets the prescribed “minimum dosage.”
- 39 students attended the program on average at least one day per week during their enrollment. This is below the prescribed “minimum dosage”.
- 33 students attended the program of 10-25 days during the course of the school year. This represents an average of less than one day per week, and is below the prescribed minimum dosage.
- No information is included for students who attended less than 10 days during the period of enrollment.
- During their enrollment, the students participated in the following developmental activities.
 - Character and Leadership Development (Torch Club) – 25 sessions, 8.53 average attendance per session
 - Education and Career Development - 1,399 sessions, 12.38 average attendance per session
 - Enrichment Activities (Family Support) – 18 sessions, 3.39 average attendance per session
 - Health and Life Skills – 160 sessions, 12.24 average attendance per session
 - Sports, Fitness, and Recreation – 761 sessions, 11.74 average attendance
 - The Arts – 3,283 sessions, 14.55 average daily attendance
 - General Attendance – 657 sessions at four sites, 25.62 average daily attendance/site

Data are not yet available to determine the number of sessions attended by each student for each activity.

5. CONCLUSIONS AND DISCUSSION

While this multi-program evaluation is a beginning step toward a strategy level evaluation, there is much work yet to be done in the process, particularly the data collection. An agreed upon process must be established between the school system and each of the program directors.

In the majority of cases, grades appear to be relatively strong and stable, although there are exceptions. What is not taken into consideration are any of the students' personal situations which could be impacting academic performance (e.g., a student's overall abilities, family situation, etc.). Overall, stability in grades, at any level, could be an acceptable outcome.

The Boys & Girls Club, with its many after school activities, offers some very attractive opportunities for youth development. Because the program has just begun in Pickens County, there are a number of process related issues necessary to monitor dosage within each of these activities.

6. RECOMMENDATIONS AND NEXT STEPS

Establish a process and protocol for PCFC to obtain complete and comprehensive data (grades, test scores, absences, disciplinary referrals) for each participant in the target group, and proper interpretation of this data. The data should include:

- baseline data at least a year before the participant entered the program, and follow-up data at least two years after the participant withdraws from the program;
- data for the quarter and the semester, especially for the year that the participant enters the program;
- an indication as to whether grades were for a standard or modified curriculum, and whether the grade was a repeat grade for the identified year.

For the Attendance Support Program, provide a better description of the parent and school activities contained in the Parent/School Contract, and a method to measure the participation (dosage) of the parent and the school.

For Boys and Girls Club, provide data that identifies individual participation in each of the component programs.

There has to be a means, in the data collection process, to identify students participating in multiple programs. This will allow for a comparison of student performances participating in one, two or all three of the programs, in addition to any other programs that may be added to this strategy in moving toward a strategy level evaluation.

Mentors are in need of various tools:

- Additional mentor training may be needed specific to the child's grade, culture diversity that includes poverty, and child development.
- A coordinator should be placed at each school for ease in following-up with each mentor to see that they have tools, resources, and feed-back regarding their student.
- While information is already provided to mentors relative to grades and absenteeism, they should also have access to the child's discipline record upon request.
- Increase the number of mentor meetings per year to 4.

Future analyses, when multiple years' performance data are available, needs to consider the relative improvements by students based on their starting points.

The strategy team needs to be expanded to include representatives from the public and the business community to solicit the necessary support from the county and provide an objective overview of the strategy.

With the high meth use in the county, the juvenile liquor and drug law arrests, the level of child abuse involving alcohol or drugs, and the results of the student survey (cited in the community context section of this report) related to drug and alcohol abuse, this strategy team needs to research various programs that have been successful in addressing these problems in the middle and high schools (e.g., The Botvin Life Skills Program).