

## Program Summary

The overall mission of the Gooding School District's **School Resource Officer Program**, is to demonstrate the effectiveness of a comprehensive adult/student approach to drug prevention for high-risk students. The core of the project is the involvement of an adult as a resource/mentor to the students. By acting as advocates, challengers, nurturers, role models and friend, adult **SRO** help students develop the awareness, self-confidence and skills they need to resist drugs and overcome overwhelming obstacles. In addition to providing **SRO**, the project also helps young students to see themselves as valuable contributors to society by engaging them in community service activities that benefit everyone. Students will also have the opportunity to be the givers as well as the recipients of service.

The **SRO** program began in August, 1999 and is finishing the second year with the funding from the Department of Law Enforcement. The project targets students attending four schools in our District and serves **1347 students**.

From experience developed in the last year, we have learned that the key positive factor has been the presence of at least one caring adult in the lives of students. The definition of the **SRO PROGRAM** is: a caring individual who provides one-to-one support and attention, and serves as a friend and a role model. It brings into the life of a student a supportive role model who helps a student define himself/herself in positive rather than negative ways.

One of the underlying principles of the **SRO Program** is that students tend to emulate the behavior they see in others they care for and admire. The critical importance, then, of caring adult relationships leading to successful outcomes for students also supports a direct case for an organized **SRO Program**. Across the state, many programs have been created that address serious community problems such as alcohol, tobacco, school safety and drugs. At its heart is a belief that each of us, at every age, has value and that by working together, we can be catalysts for social change.

Evaluation data so far this year of the project clearly indicate that the **School Resource Officer Program** has already had a significant positive impact on the students in our District.

**NEEDS TO BE ADDRESSED.**

The Gooding School District encompasses about 460 square miles of primarily agricultural land. The County population is about 14,335. Our Hispanic population is about 17%, which is a 5% increase from 1998. Agriculture and related industry continues to be the primary source of employment for school district residents.

Approximately 18.3% of Idaho children live in poverty compared to the national average of 20%. Gooding exceeds those averages with 23.5%. Idaho also is 40% below the federal poverty standard for monthly AFDC payments. In the Gooding School District 50% of the students qualify for free and reduced lunch program. Gooding Elementary School has been selected as the Tidal I School. **The**

**indicators of at risk children in the community are: Number Local # State % Local %**

<b>** Children in poverty in Gooding County</b>	<b>812</b>	<b>23.5%</b>	<b>18.3%</b>
<b>** Children under 18 not living with a parent</b>	<b>152</b>	<b>4.3%</b>	<b>4.1%</b>
** High school drop-outs	11	14.5%	10.1%
** Births to unmarried teens ages 15 to 17 years	16	40.0%	27.5%
** Teens not in schools and not in the labor force, ages 16 to 19 years	50	8.0%	8.0%
** Teen violent death, ages 15 to 19 years (annualized rate per 100,000 teens)	8	249.0%	76.6%
<b>** Child abuse case reports</b>	<b>196</b>		
<b>** Child deaths ages 1 to 14</b>	<b>5</b>	<b>58.7%</b>	<b>31.8%</b>

These facts and figures quoted as indicator of children at risk come from four different surveys: Kids Count, 1998, A Healthy Look at Idaho Youth, 1993, and Alcohol and Drug Use in Gooding Schools, 1994 and Substance Use and School Climate Survey March 1997 and **October 2000**, was used to identify these needs to be addressed.

Percentage of students who  
responded to the

questions with a yes answer.  
5<sup>TH</sup> 6<sup>TH</sup> 7<sup>TH</sup> 8<sup>TH</sup> 9<sup>TH</sup>

QUESTION

QUESTION	5 <sup>TH</sup>	6 <sup>TH</sup>	7 <sup>TH</sup>	8 <sup>TH</sup>	9 <sup>TH</sup>
In the last four weeks, have you skipped or "ditched?"	4	14	15	17	19
Hit or beat up someone this year at school.	10	22	36	47	33
Have you had alcohol to drink...? In your life time.	18	30	54	72	66
<b>2000/2001 Drug survey</b>		<b>26</b>		<b>59</b>	<b>75</b>
Have you smoked cigarettes.....? In your life time.	8	14	35	47	53
<b>2000/2001 Drug Survey</b>		<b>12</b>		<b>36</b>	<b>52</b>
Have you used cocaine (crack, coke, snow, rock)...? <b>2000/2001 Drug Survey</b>	0	0 <b>0</b>	0	2 <b>1</b>	5 <b>5</b>
Have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high...?	3	6	11	14	10
Have you felt depressed during the last month?	43	76	83	98	92
Have you used marijuana (grass, pot) or hashish (hash or oil)...? <b>2000/2001 Drug Survey</b>	1	6 <b>2</b>	3	16 <b>12</b>	24 <b>20</b>
Have you ever had sexual intercourse ("gone all the way," made love")?	3	9	15	24	26
In the last 12 months have you used...? Chewing tobacco or snuff.	0	0	4	11	15
In the last 12 months have you used...? PCP, LSD, Amphetamines.	0	0	3	9	19
Have you used a knife, gun or other weapon to get something from a person? <b>2000/2001 Drug Survey</b>	0	2 <b>2</b>	0	6 <b>3</b>	4 <b>5</b>
Getting hurt by someone at your school <b>2000/2001 Drug Survey</b>	28	33 <b>11</b>	35	31 <b>15</b>	36 <b>15</b>
Getting hurt by someone in your home	14	16	25	22	19

February 23, 1999, The Gooding School District participated in the Developmental Assets: A Profile of Your Youth in our Schools. We found in our community that: **13% of our students had 0-10 Assets, 37% 11-20%, 35% 21-30% and 15% 31-40%.** Ideally, a community should strive to ensure that all youth experience 31 or more of the 40 developmental assets. In our community, as seen above only 15% of your youth reported 31 or more of the assets. We will again present the Developmental Assets questionnaire in 2002.

**Students at risk: levels are based on the degree to which a student reports experiences or**

characteristics that predict adolescent drug or alcohol abuse. **This is based on the Drug Survey given in October 2000.**

	Grade 6th	Grade 11 <sup>th</sup>	Grade 12th
Low risk	55 %	26 %	12 %
Moderate risk	31 %	48 %	47 %
High risk	14 %	26 %	42 %

Each year the Idaho Department of Education, Safe and Drug Free Schools, ask us who apply for funding keep **Tracking Reports** in each school. The **Behavioral Incident Report for 1998-1999**, indicates there is a great need for the program that is being proposed.

Grade	SUSPENSIONS				
	In-School		Out of School		Incidents
	New	Repeat	New	Repeat	
K	0	0	0	0	0
1	0	0	0	0	2
2	5	3	0	0	15
3	21	10	0	0	20
4	15	3	0	0	19
5	35	10	2	2	21
<b>TOTAL</b>	<b>76</b>	<b>26</b>	<b>2</b>	<b>2</b>	<b>77</b>
<b>6<sup>th</sup> - 12<sup>th</sup> totals:</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>28</b>

As seen above most of behavioral incidents take place in the elementary school.

October 2000 the Substance Use and School Climate Survey was taken by the 6<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students.

The sixth grade is compared with 1998 to the sixth grade today. The 8<sup>th</sup> grade is this years 11<sup>th</sup> grade and the 9<sup>th</sup> grade students are seniors today. In most cases in the 6<sup>th</sup> grade today and the 6<sup>th</sup> grade of 1998 there is a 50% or more change in most areas of improvement. We also find that we have made improvement in most areas by students who were 8<sup>th</sup> and 9<sup>th</sup> graders in 1998 and now. We feel that our prevention programs such as the companion and Student Assistant are making a impact on our student population.

**The indicators of at risk children for alcohol, drug and tobacco use :Local # Local % State%**

** Alcohol use among 222 students surveyed	160	72%	47.2%
<b>2000/2001 Drug Survey 224 students surveyed</b>	<b>126</b>	<b>56%</b>	<b>?</b>
** Drug use among 222 students surveyed	87	39%	31%
<b>2000/2001 Drug Survey 224 students surveyed</b>	<b>54</b>	<b>24</b>	<b>?</b>
** Tobacco use among 222 students surveyed	109	49%	48%
<b>2000/2001 Drug Survey 224 students surveyed</b>	<b>69</b>	<b>31%</b>	<b>?</b>

As you can see from 1998 to 2000 we have made some difference with in the Gooding School District with the programs from the Drug Free Schools funding. There is still work to be done.

February 23, 1999, The Gooding School District participated in the Developmental Assets: A Profile of Your Youth in our Schools. We found in our community that: **13% of our students had 0-10 Assets, 37% 11-20%, 35% 21-30% and 15% 31-40%**. Ideally, a community should strive to ensure that all youth experience 31 or more of the 40 developmental assets. In our community, as seen above only 15% of your

With our **School Resource Officer Program** we are filling that gap in the elementary/middle schools program. Upon teacher invitation, the **SRO** presents material on such subjects of drugs, tobacco and alcohol. Violence prevention presentations are also given.

The Activity Report as of 8/15/99 to 2/29/00. The following are incidents and events handled by the SRO in the Gooding School District: Theft--14, **16**, Battery--7, **4**, Minor Consumption--1, **2**, Child Abandonment--1, Disorderly Conduct--7, **6**, Burglary--3, **3**, Runaway--1,**7**, Lewd and Lascivious Conduct--**5,0**, Accident--4, **3**, Assault--1, **2**. **Red numbers reflect incidents from 9/30/00 to 12/31/00.**

Before our **SRO** program most of these incidents were not followed up or reported. Most students did not know who to report to or felt threatened by the other person committing the crime.

**PERFORMANCE INDICATORS:**

Gooding School District's **School Resource Officer program** utilizes both process and outcome evaluation data. The process data is very important to the project because it provides valuable information about the nature, progression and intensity of the **SRO**-youth relationships. In addition, it provides feedback from parents, students and teachers about their satisfaction with the project. Process instruments include: **1.** Intake data on the **SRO**; **2.** Student academic and attendance history and records of disciplinary action; **3.** Student journals (due to classroom time constraints, journals will not be kept by students in order to provide feedback on the effectiveness of the **SRO** Program); **4.** Interviews with the **SRO**, teachers, parents, students, counselors, administrators and community service providers.

**Outcome Evaluation:** The following section describes the evaluation design and methodology and the evaluation process that will take place for the project. A twelve instrument evaluation battery developed by Gooding is being used to evaluate the program: **1.** Attitudes toward school, future, and elders; **2.** Attitudes toward **SRO**; **3.** Reactions to stress or anxiety; **4.** Knowledge about substance abuse; **5.** Increased problem-solving skills; **6.** Reactions to situations involving drug use; **7.** Attitudes toward alcohol use; **8.** Attitudes toward tobacco use; **9.** Reaction to persuasion to use substances; **10.** Frequency of substance abuse/absenteeism/discipline problems; **11.** Attitudes toward peaceful conflict resolution; **12.** Improved grade averages.

Ancillary measures will be conducted by the counselors, staff and the **SRO** to rate students on how much students actively participate in all aspects of school life. Also, school counselors rate the extent of **SRO** involvement with each student. Activity reports are kept by the **SRO** and the Drug-free Coordinator (which includes formal and informal contacts of students, criminal investigations. Surveys are completed by students and staff regarding feelings of safety at school and the number of classes and students instructed by the **SRO**. After each class a survey will be taken by each student on the subject matter that was presented (not a test). Quarterly evaluations completed by school administrators and sheriffs office supervisor. On file are letters of appreciation/evaluations by students, teachers, parents, and staff.

## **PROJECT EVALUATION**

### **Data Collection Design / Methodology**

**Overview of the Data Management Process.** The Data Management Process consists of five steps: **1)** data collection; **2)** data entry; **3)** computer-based storage; **4)** computer-based statistical analysis; and, **5)** reporting.

**Types of Data Collected.**

Less truancy Less school fights School attendance Project activity attendance Number and severity of disciplinary actions Stakeholder and participant opinions about Project benefit and quality	Teacher opinions about Project effects on classroom performance, behavior, participation, grades, and homework completions, etc. Outcomes for community members (less crimes by students in community) Other data as requested or needed by Project Management
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**Data collection methods and schedule.**

<b>Collection Method</b>	<b>Description of Data Collection</b>	<b>Data Collection Schedule</b>
<b>Interviews and Focus Groups</b>	Interviews with Project personnel, students, family, and community members. Purpose is to assess: a) needs of individuals; b) how Project met needs; c) Project strengths and weaknesses; d) Project benefits; e) changes needed to better meet identified needs.	After the first year we have found it better to evaluate at the end of the school year.
<b>Observation</b>	Administrators observe site activities using standard observational protocols.	Continued at each site each day.
<b>Surveys</b>	Surveys based upon information required for this grant Annual Performance report and Indicators. Survey will follow up on issues from interviews and focus groups.	Surveys done 4 times.
<b>Extant &amp; Project Data</b>	School attendance, school grades, discipline records, Safe School data, and other data as needed and available.	Data collected weekly or as it is available.

<b>Accountability</b>	<b>Produces evidence of program effects</b> for internal and external audiences. Provides evidence of cost-effectiveness of the Project.
<b>Sustainability</b>	<b>Provides evidence to partners</b> (i.e., school officials, school board members, government agencies, etc.) that the program is effective and merits continued expenditures of resources.

. This process provides two critical tools: 1) a five-year vision to sustain the Project beyond the three years of federal funding; and, 2) practical Action Plans to keep the Project on track and focused on accomplishing overall goals and objective.

Goals	Objectives	Activities	Projected Completion Date	Performance Indicators	Actual Results	review Date	Analysis
<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Educate students and staff regarding substance abuse prevention and other law related programs.</p>	<p>Teacher in-services</p> <p>Booth at Gooding County Health Fair</p> <p>Classroom presentations</p> <p>Gooding County Fair Booth</p>	Ongoing	Quarterly			

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<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Provide a resource to students, parents, and staff for topics related to law, safety and security issues through formal and informal contact.</p>	<p>Maintain informal contacts in hallways, lunchrooms, recesses, before and after school and after school activities.</p> <p>Attend staff meetings and in-services for teachers</p>	Ongoing	Anecdotal		Quarterly	

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<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Provide a communication link between school and law enforcement</p>	<p>Maintain working relationship with the following agencies:</p> <ol style="list-style-type: none"> <li>1. Gooding County Sheriff's Office.</li> <li>2. Gooding Police Department</li> <li>3. Gooding County Juvenile Probation Office</li> <li>4. Gooding County Prosecutor's Office</li> <li>5. Gooding School District</li> <li>6. South Central Health Network</li> <li>7. Idaho State School resource Officer Association</li> </ol>	<p>Ongoing</p>	<p>Anecdotal</p>		<p>Quarterly</p>	

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<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Provide positive preventive visibility on campus through community policing principles.</p>	<p>Maintain visible presence in school and on school grounds before, during and after school utilizing uniformed and/or non-uniformed deputy.</p> <p>Patrol areas surrounding schools before, and after school.</p>	<p>Ongoing</p>	<p>School administration evaluations</p>		<p>Quarterly</p>	

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<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Investigate all crimes occurring at schools and follow up off campus.</p>	<p>All crimes are assigned to the SRO for investigation .</p>	<p>Ongoing</p>			<p>Ongoing</p>	

Goals	Objectives	Activities	Projected Completion Date	Performance Indicators	Actual Results	review Date	Analysis
<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Assist administration and staff in resolving minor offenses with such things as mediation and peer mediation.</p>	<p>Be involved in contact by principals or vice-principals with discipline problems that arise in school.</p> <p>Mediate conflicts observed which do not constitute criminal activity.</p> <p>Assist students in mediating conflict among themselves.</p>	<p>Ongoing</p>			<p>Annual evaluation</p>	

Goals	Objectives	Activities	Projected Completion Date	Performance Indicators	Actual Results	review Date	Analysis
<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Participate in the Natural Helpers program.</p>	<p>Attend the annual retreat.</p> <p>Participate in the monthly meetings.</p>	<p>Ongoing</p>	<p>Anecdotal</p>		<p>Annually</p>	

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<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Participate with the School Crisis Management team.</p>	<p>Assist school personnel in preparation of school crisis management plan.</p> <p>Assist school staff in evaluation of crisis drill.</p> <p>Participate as a member of the school crisis management and critical incident debriefing team.</p>	Ongoing			Annually	

Goals and Objectives Flow Chart

Goals	Objectives	Activities	Projected Completion	Performance Indicators	Actual Results	review Date	Analysis
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			Date				
<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>Provide one on one mentoring for a limited number of students.</p>	<p>Participate in one on one mentoring with at risk students as needed or requested by school, probation, or juvenile justice leaders.</p>	<p>Ongoing</p>	<p>Anecdotal.</p> <p>Evaluations by counselors, principals and other leaders.</p>		<p>Annually</p>	

Goals and Objectives Flow Chart

Goals	Objectives	Activities	Projected Completion	Performance Indicators	Actual Results	review Date	Analysis
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			Date				
<p>To increase the feeling of safety among students and staff.</p> <p>Improve communication and rapport between students and the Law enforcement and school personnel.</p> <p>To be a role model.</p>	<p>To provide preventative as well as enforcement of Idaho Criminal Code in the schools.</p>	<p>A drug dog is being used to detect the presence of drugs in lockers, and school parking lot.</p>	<p>Ongoing</p>	<p>Activity reports will be completed.</p>		<p>Quarterly</p>	