



LIFT Together *with Boys Town*SM

OVERVIEW

SITE:	East Omaha, Nebraska
TOP ISSUES:	Classroom disciplinary referrals High truancy levels Poor school climate
TIMEFRAME:	Academic year 2021 - 2022
INVESTMENT:	
Total:	\$ 770,740
School Partners:	\$ 58,968
Fundraising:	\$ 200
Grants and Contracts:	\$482,170
Boys Town	\$229,402

SYNOPSIS

Boys Town Nebraska is partnering with school districts, service providers, community leaders, local governments, and funders to implement a school-centered strategy that strengthens schools and families with the purpose of increasing school success, family stability and community improvement.

The service array includes parenting education (Common Sense Parenting® – CSP), family consultations (In-Home Family Services – IHFS), direct support at schools (School Support Specialist – SSS) and professional development for teachers and school administrators (Well-Managed Schools® – WMS, Administrative Intervention – AI, Consultation Workshop, Consultation Visits/Technical Assistance – CV/TA).



POPULATION

A total of 8 schools were served, 4 schools (50%) receive the complete LIFT service array, 3 schools (37.5%) received Family-based services only, and one school (12.5%) received School-based Services only.

SITE	PARTNER SCHOOLS	TARGET POPULATION
Nebraska – East Omaha	Boys Town Schools	Boys Town Day School
	Omaha Public Schools	Bryan Middle School Central High School McMillan Magnet Middle School Omaha South Magnet High School R.M. Marris Middle School
	CUES Schools System	All Saints School Holy Name School (3 Pk – 8 th)

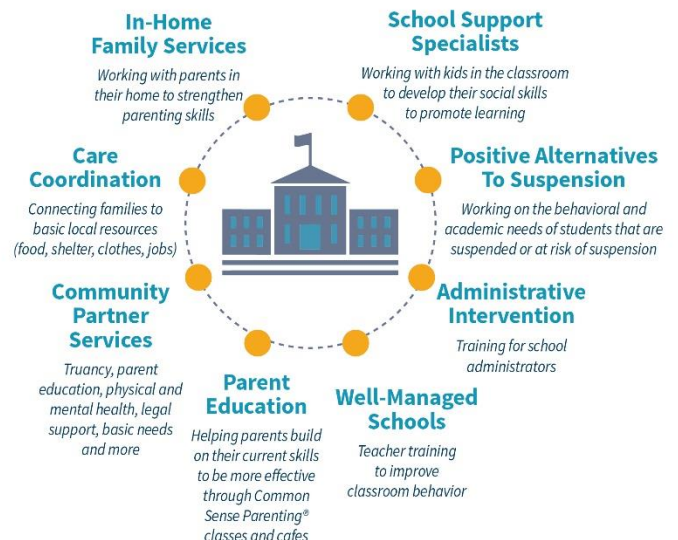
IMPLEMENTATION

During the 2021 – 2022 academic year, schools have gradually been exposed and adopting some or all the components of the Boys Town model in East Omaha.

Unfortunately, due to COVID-19 restrictions, outcomes at the school level have been difficult to measure in an accurate way since the 2019- 2020 and 2020-2021 school years.

During the 2021-2022 academic year, we were able to serve 144 families, 389 youth in our core programs and impacted 483 adults with our parenting cafes. At the same time, we were able to train 216 teachers and administrators at the schools in our different Educational Model programs.

HOW WE DO IT



NUMBERS SERVED

Academic year 2021 - 2022

FAMILIES, CHILDREN AND CAREGIVERS

	Care Coordination Services	Care Coordination Specialist	In-Home Family Services	Common Sense Parenting	TOTAL
Families	31	21	31	82	165
Children	97	35	83	209	424

CSP Cafes	East Omaha
Parents/Caregivers	483

TEACHERS AND SCHOOL ADMINISTRATORS

	Nebraska
Well Managed Schools Training	17
Safe and Healthy Secondary Schools	177
Administrative Intervention Training	-
Consultation Workshop	6
Technical Assistance	28
Other Training	16

STUDENTS AND FAMILIES AT SCHOOL (School Support Specialist -SSS-)

	Nebraska
Total number of SSS	2
Total Individual Youth Served	216
<i>Parents by Individual Activities</i>	
Parent Contact	66
<i>Youth by Individual Activities</i>	
Office Referral	35
One-on-One	114
Observations	28
<i>Youth by Group Activities</i>	
Social Skills Group	168
Classroom Mini Lesson	2 – 22 (range)

SELECTED OUTCOMES SCHOOL-WIDE

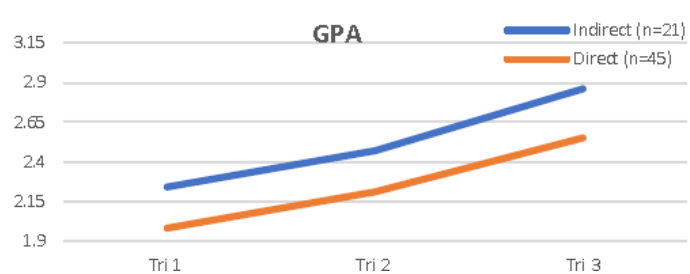
Academic year 2021 – 2022

Selected outcomes are presented for the efforts conducted at All Saints School during the 2021-2022 academic year. We are reporting on changes in individual incidents over the school year for students served by the School Support Specialist at the school and school-wide preliminary outcomes on grades and attendance.

Change in Individual Incidents over School Year

Almost all served students had a one-on-one in any given trimester, with an average of about 4 per student. Office referrals fell from about one out of three students served in trimester 1 to one out of 32 in Trimester 3.

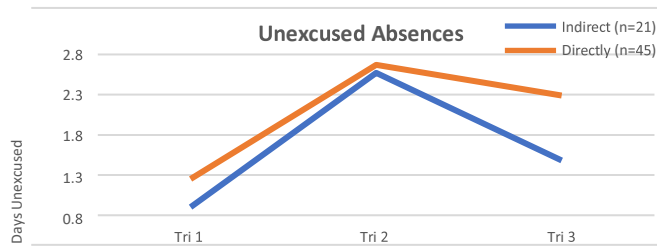
Preliminary Outcomes- Grades (GPA) and Absenteeism for 5th- 8th Graders



GPA Mean <i>Comparing Directly vs Not Directly Served across Trimester</i>			
	Trimester 1	Trimester 2	Trimester 3
Directly Served (n=45)	1.98	2.21	2.55
Indirectly Served (n=21)	2.24	2.47	2.86
Total (N=65)	2.06	2.30	2.65

- The table and graph indicate there were statistically significant improvements in grades over the year, and both groups improved at the same rate.
- This means that those at higher risk (directly served) did not fall behind their peers throughout the year.

Unexcused Absences <i>Comparing Directly vs Not Directly Served across Trimester</i>			
	Trimester 1	Trimester 2	Trimester 3
Directly Served (n=45)	1.27	2.67	2.29
Indirectly Served (n=21)	.090	2.57	1.48
Total (N=65)	1.15	2.64	2.03



- Both groups had a pattern of starting low, spiking in trimester 2 before seeing unexcused absences decline in Trimester 3.
- Both groups had a similar pattern and there were no significant differences between the groups at any given Trimester.

In conclusion,

- Fewer office referrals across the trimesters indicate that the SSSs were more proactive at addressing problem behaviors.
- Results suggest that those at-risk (directly served) are being helped. While somewhat lower, they follow a similar pattern of improvement as their peers.
- All differences were non-significant and effect sizes small, indicating that the two groups were more similar than non-similar.
- For example, for unexcused absences at Trimester 3, the two groups differ by 0.81 days (2.29 vs. 1.48, respectively). In other words, if those directly served had one less unexcused absence, there wouldn't be any difference between the two.
- These early data suggests that the students that are receiving the SSS are not falling further behind in grades and unexcused absences compared to the other students. It is unclear if these students differ in terms of behavioral needs at the beginning of the school year. Student assessments at the beginning of the year could help with earlier identification for services.

SELECTED OUTCOMES BY PROGRAM

Academic year 2021 – 2022

Care Coordination Services

Improvement on the overall conditions of the family as a whole, individual parents, and youth from intake to case closure.

Assessment: Family Advocacy and Support Tool (FAST) helps to maximize communication about the needs and strengths of families and to support the focused development of goals, objectives and interventions. Pre/post analyses show a significant reduction in family stressors from intake to case closure.

	NEBRASKA 88% had pre/post completed (7 out of 8 families)
Family	57%
Parent	29%
Youth	71%
Overall	71%

In-Home Family Services

Reduction in family stressors and positive family functioning outcomes from intake to case closure

Assessment: Strengths and Stressors (S&S) identifies critical conditions and needs that might have led to the family and child to services as well as the strengths a family can rely on to help solve their problems.

	NEBRASKA 87% had pre/post completed (27 out of 31 families)
Environment	30%
Parental Capabilities	34%
Family Interaction	45%
Family Safety	4%
Child Well-Being	59%
Social Support	32%
Overall	35%

Common Sense Parenting®

Improvement in parenting practices among participants

Assessment: The Parenting Children and Adolescents Scale (PARCA) is a brief, self-report measure that asks about the occurrence of various parenting practices (Supporting Good Behavior, Setting Limits, and Proactive Parenting) within the past month.

Note: The Nevada site did not teach any CSP class as part of the LIFT Initiative.

	NEBRASKA 97% had pre/post completed (71 out of 73 families)
Supporting Good Behavior	77%
Setting Limits	72%
Proactive Parenting	79%
Overall	77%