



LIFT Together *with Boys Town*SM

OVERVIEW

SITE: New England

TOP ISSUES: Classroom disciplinary problems
Poor school climate
High truancy levels

TIMEFRAME: Academic year 2021 - 2022

INVESTMENT: Total Cost of Initiative: \$587,876
School Partners revenue: \$648,517
Fundraising and Partnerships: \$9,880
Boys Town Contribution: Net zero

SYNOPSIS

Boys Town is partnering with school district, 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 (Care Coordination Services – CCS, 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

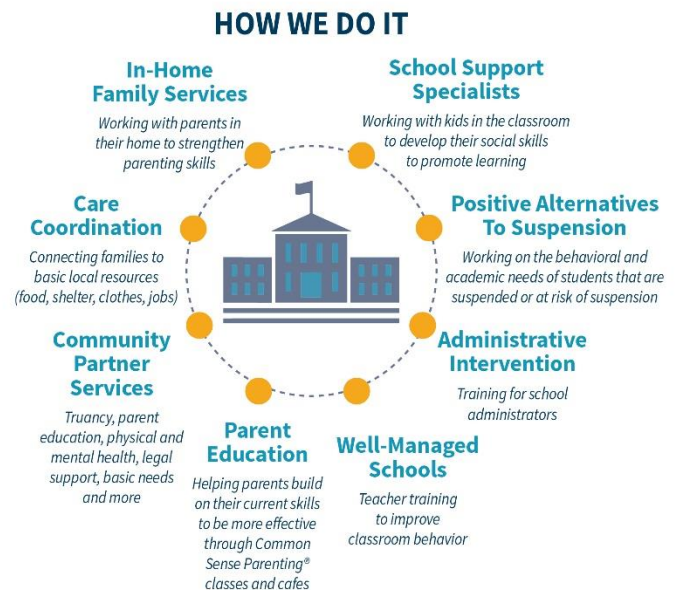
A total of 7 schools were served, 6 (86%) received a full LIFT service array, and 1 (24%) received Training, and Community-Based programs only.

SITE	PARTNER SCHOOLS	TARGET POPULATION
New England	Pawtucket School District	Elizabeth Baldwin Elementary School Fallon Memorial Elementary School Samuel Slater Middle School Joseph Jenks Middle School Lyman G. Goff Middle School Charles E Shea High School William E. Tolman High School

IMPLEMENTATION

We started the 2021-2022 school year serving two schools (Baldwin and Fallon Elementary Schools) which had received Boys Town Education Model Training in the previous year. By the second half of the academic year, we expanded our services to five new schools, that gradually were trained in the Education Model and are set to receive all services during the 2022-2023 academic year. We expect to measure improvements in classroom behavioral problems, overall school attendance, and school climate in the 2022-2023 school year.

During the 2021-2022 academic year, we were able to serve 63 families, 145 children in our core programs and impacted 153 adults with our parenting cafes. At the same time, we were able to train 451 teachers and administrators at the schools in our different Educational Model programs.



NUMBERS SERVED

Academic year 2021 - 2022

FAMILIES, CHILDREN AND CAREGIVERS

	CCS	IHFS	CSP	TOTAL
Families	29	24	10	63
Children	66	60	19	145

CSP Cafes	New England
Parents/Caregivers	153

TEACHERS AND SCHOOL ADMINISTRATORS

	New England
Well Managed Schools Training	177
Safe and Healthy Secondary Schools	232
Administrative Intervention Training	46
Consultation Visits / Technical Assistance	24

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

	New England
Total number of SSS	6
Total Individual Youth	388
<i>Parents by Individual Activities</i>	
Parent Contact	190
<i>Youth by Individual Activities</i>	
Office Referral	189
One-on-One	169
Observations	107
<i>Youth by Group Activities</i>	
Social Skills Group	97
Classroom Mini Lesson	148 (average)

SELECTED OUTCOMES SCHOOL-WIDE

Academic year 2021 – 2022

Unfortunately, due to COVID-19 restrictions and the intermittent school closing and return during the past two academic years, outcomes at the school level have been difficult to measure in an accurate and representative way. The data collected during the 2021 – 2022 academic year is considered the new baseline that represents a post-covid normal school-wide in terms of behaviors, attendance, and overall school climate. However, as we continue the implementation process in the five new schools, conversations with leadership at the District and School level are taking place to determine the outcome goals for the initiative. We hope to get outcome data for the 2022-2023 academic year from the district directly to measure positive changes in attendance, disciplinary referrals, and school climate. In addition to school-wide measures, for all program implemented we are collecting routine program measures and a teacher satisfaction/school climate evaluation with several data collection points at all served schools. All this data will support the evaluation and comparison of outcomes across (at least) two school years to determine the efficiency, efficacy, and validity of all expected outcomes.

SELECTED OUTCOMES BY PROGRAM

Academic year 2021 – 2022

Care Coordination Services

The team included one Care Coordination Consultant. There was turnover during the academic year, but fortunately an internal candidate facilitated the easy and quick transition, resulting on non-significant gap on services provided. 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.

	NEW ENGLAND 100% had pre/post completed (17 out of 17 families)
Family	88%
Parent	47%
Youth	41%
Overall	88%

In-Home Family Services

The team included one In-Home Family Services Consultant. There was turnover during the academic year, and there was a two-month gap on services. An interesting trend is by the end of services a large number of families had disengaged, and even though they had completed the program and were closed in the system, we did not have post-measures completed. 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.

	NEW ENGLAND 27% had pre/post completed (6 out of 22 families)
Environment	35%
Parental Capabilities	31%
Family Interaction	22%
Family Safety	1%
Child Well-Being	35%
Social Support	42%
Overall	29%

Common Sense Parenting®

Due to specific School District protocols related to COVID-19, we were not able to offer any in-person activities at the school until the end of the school year, thus the site focused on the implementation of CSP Cafes at one school (Elizabeth Baldwin). It is expected that the number of CSP classes will increase at all schools.

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.

	NEW ENGLAND 71% had pre/post completed (5 out of 7 families)
	100%
Supporting Good Behavior	80%
Setting Limits	100%
Proactive Parenting	100%
Overall	100%