

Safe and Supportive Schools (S3)

GRANT DESCRIPTIVE STUDY

S3 Grantee Profile | Kansas Department of Education

National Center on Safe Supportive Learning Environments



Safe Supportive Learning

Engagement | Safety | Environment



Highlights

The primary school climate improvement goal of Kansas’s four-year¹ Safe and Supportive Schools (KS S3) “Continuum”² grant was to reduce high rates of drug- and violence-related behavior in 30 high schools across 27 school districts and one Catholic diocese. From the baseline to the final year, 77 percent of schools with fully implemented interventions and sufficient data reported a decrease in student alcohol use; 60 percent reported a decrease in harassment or bullying on school property; 50 percent reported improved school safety scores; and 33 percent reported a reduction in the number of suspensions due to violence without serious injury.

How Did They Do It?

KS S3 worked with the participating districts and schools to use annual school climate survey data, as well as discipline, incident, and other administrative data, to choose and implement interventions tailored to those districts’ and schools’ specific populations and needs. Grant activities provided interventions that encouraged student engagement and addressed bullying, violence prevention, alcohol and drug abuse, and other disruptive behaviors that hinder students’ ability to achieve academic success. KS S3 experienced notable success in implementing the Youth Mental Health First Aid (YMHFA) program (see the Special Feature for further details). The grant also invited community support through the State’s multi-tiered system of supports (MTSS). Over the course of the grant, 50 percent of schools demonstrated improvement in the overall Conditions for Learning (CFL) Index, the name for the KS school safety score.

The KS S3 Climate model contains four pillars that measure school climate and culture: (1) school safety and healthy behaviors, (2) academic engagement, (3) social engagement, and (4) environment. The largest gains were made in the environment pillar (see the Results section for more information). KS reported statistically significant reductions in rates of bullying and youth alcohol use as well as improved perceptions of healthy beliefs and clear standards. In addition, faculty reported improved perceptions of student safety and healthy behaviors and increased student prosocial behavior.

What’s in this profile?

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Special Feature:

The Success of the Youth Mental Health First Aid Program

¹ While the S3 grant funded all of the grantees for four years, grant activities extended into a fifth year. This profile summarizes activities reported by grantees across all years in which they were actively working with participating districts and schools to improve school climate. However, the Results section presents data only on schools that achieved “full implementation.”

² Kansas named their S3 grant the KS S3 “Continuum” grant.



School Participation

Kansas S3 Continuum Grants were school-level awards administered by district offices. A school was considered eligible if it (1) was a comprehensive high school (open to all students in a district); (2) had administered the 2011 Kansas Communities That Care (KCTC) survey to 10th- and 12th-grade students with a minimum 60 percent response rate; and (3) had administered the 2011 Culture for Excellence and Ethics Assessment (CEEA) to parents and teachers, with a minimum 10 percent and 50 percent response rate, respectively.³ Demonstrated need (determined by an applicant’s CFL Index that had been developed for applicants based on extant survey and administrative data) and a sound funding application also informed award selection.⁴

KS S3 Grant Year 4 Demographics (School Year 2013–14)

This section provides descriptive information about participating districts⁵ and schools and the demographics of the students they served. See also Appendix A for a list of KS S3’s participating districts and schools.

Number of districts served: 27 districts (*and one Catholic diocese*)

Number of schools served: 30 schools

- 25 high schools
- 4 junior/senior high schools
- 1 private high school

School size: Range: 65–1,915 students; average: 484 students

Total number of students served by KS S3 schools: 14,531

Participating schools’ student demographics

*Race and ethnicity:*⁶

- 71 percent White
- 6 percent Black
- 13 percent Hispanic
- 3 percent Asian/Pacific Islander
- 1 percent American Indian/Alaskan
- 6 percent two or more races

Other student demographics:

- 41 percent free- and reduced-price-lunch eligible⁷
- 25 percent with individualized education programs (IEPs)⁸

Source: NCES Common Core of Data (CCD)
(<http://nces.ed.gov/ccd/schoolsearch/index.asp>)

³ In order to select intervention schools, those that took the Kansas school climate survey were invited to register interest in the S3 program. Those who registered interest were required to perform the CEEA in summer 2011. Intervention schools were selected in fall 2011 from those who participated in both the KCTC and the CEEA, and program implementation began in spring 2012.

⁴ Information obtained and adapted from <http://community.ksde.org/Default.aspx?tabid=5021>. See the School Climate Measurement section for more information on the KCTC, CEEA, and CFL Index.

⁵ Grants were awarded to State education agencies (SEAs), and S3 States partnered with a selection of Local Education Agencies (LEAs), or school districts and participating schools. In these profiles, consistent with grantees’ use of terminology, we use the term *districts* (in lieu of *LEAs*).

⁶ Percentages were calculated by dividing the reported number of students in a given demographic by the total reported enrollment.

⁷ The percentage of students with free and reduced-price lunch and with IEPs does not include the one private school served by the KS S3 grant.

⁸ The percentage of students with IEPs is based on S3 district-level statistics because this detail was not available in CCD at the school level.



Key Partners

KS S3 forged partnerships that were essential to the implementation of the S3 grant. These partnerships complemented the work of grant staff by promoting collaborations across inter-related student service divisions and with community partners. KS S3 had many partners that played an integral role. These included:

- **Bethel College**, which held a contract for Restorative Practices Workshops.
- **Emporia State University**, which provided speakers for the keynote address at the 2013 and 2014 Fall Counselor Conference. These included Ruth Herman Wells (*Got Problem Kids?*) and Robin Zorn, national School Counselor of the Year (*Do What You Love, and You'll Never Have to Work a Day in Your Life*).
- **Gang Free Kansas**, which was a partnership with the Attorney General's Office, Kansas Department of Education (KSDE), and several local law enforcement agencies that implemented a Gang Free Toolkit, classroom activities, and parent activities.
- **Institute for Excellence and Ethics (IEE)**, which facilitated the CEEA staff and parent climate surveys.
- **Kansas Adjutant General's Office**, which was contracted to provide Emergency Preparedness trainings and co-facilitated the Gang Free Kansas initiative.
- **Kansas Alliance of Black School Educators**, which provided conference speakers related to school climate and culture.
- **Kansas Attorney General's Office**, which provided Emergency Preparedness trainings and co-facilitated the Gang Free Kansas initiative.
- **Kansas Bullying Assistance Hotline**, which launched a full-scale bullying awareness and prevention campaign.
- **Kansas Center for Safe and Prepared Schools**, which provided emergency preparedness training.
- **Kansas Character Education Initiative**, which led the organization and facilitation of the development of Social-Emotional Character Development (SECD) Standards. The National Governor's Conference and the American School Counselor Association recently recognized Kansas as one of the first States to adopt SECD.
- **Kansas Children's Service League**, which provided support for the Bullying Assistance Hotline and Anti-Bullying Awareness Week.
- **Kansas Department for Aging and Disability Services (KDADS)**, which implemented and evaluated Youth-Mental Health First Aid (YMHFA) and the drug and alcohol prevention curriculum.
- **Kansas Department of Health and Environment (KDHE)**, which was a key contributor to the Safe, Healthy and Prepared Schools Conference.
- **Kansas Education Service Centers**, which provided coaches and technical assistance sources for numerous grantees.
- **Kansas Highway Patrol**, which evolved as a constructive partnership that helped develop the Kansas School Violence Hotline.
- **Kansas Institute for Peace and Conflict Resolution**, a Department of Bethel College, which provided training on restorative justice and other nonpunitive, evidence-based school discipline practices.
- **Kansas Learning Network (KLN) Service Centers and Regional Prevention Centers**, which assisted with project assessment and strategic planning activities.
- **Kansas Parent Information and Resource Center**, which provided technical assistance for schools on family engagement and information for families about bullying, SECD standards, and College and Career Ready standards.
- **Kansas Prevention and Recovery Services**, which facilitated and provided trainers for the Youth Mental Health First Aid contract.
- **Kansas State University**, which facilitated and hosted the Summer Counselor Academy that featured the tenets of KS S3.



- **The Center for Learning Tree Services**, which served as the independent external evaluator.
- **University of Kansas School of Social Work**, which held a contract with KS S3 for anti-bullying policy workshops in all 10 State Board regions. They were also the external evaluator for the Youth-Mental Health First Aid (YMHFA) contract.
- **Washburn University**, which hosted several KS S3 meetings and workshops early on in the grant period.

Project Components

Infrastructure Development

To the extent possible, S3 grants built upon existing State student support efforts while simultaneously funding significant operational and infrastructure development. Over the course of the grant period, KS S3 enhanced their infrastructure by:

- Setting up SECD efforts and identifying grantees willing to participate in KS S3 through utilization of a Partnership in Character Education Program (PCEP) grant, which was the KS S3 precursor.
- Enhancing [Kansas Discipline Incident System \(KAN-DIS\)](#), their school data collection system, to include the collection of data on bullying incidents.
- Expanding what had been a contractual agreement with the State's Adjutant General and Attorney General for a stand-alone consultant position at KSDE. This proposed position, through the Kansas Center for Safe and Prepared Schools, would have provided Kansas schools with resources and direct technical assistance relative to crisis management and preparedness.⁹
- Working with KSDE to align the KS S3 climate and culture efforts, including SECD and school counseling, with the "Rose Standards." These standards were handed down by a Federal District Court and stipulate that all KS schools will address the physical and mental well-being of their students.
- Creating the Kansas School Safety Hotline, to prevent school violence, in partnership with the Kansas Highway Patrol. See the Strategies section for additional detail.

School Climate Measurement

KS S3 was a data-driven effort that utilized administrative and survey [data](#) to focus school climate improvement efforts, decide where to concentrate resources, and help select appropriate interventions. These data also were used to develop school safety scores to monitor change over time. The following describes the KS S3 measurement tools.

Administrative Data

Administrative data on suspensions, expulsions, and violence were collected through the [Kansas Discipline Incident System \(KAN-DIS\)](#), an online Web application that all accredited KS public and private schools use to provide information on discipline incidents.

Surveys

Kansas S3 administered the following surveys annually from 2011–14.

- [Kansas Communities That Care \(KCTC\) survey](#) (10th- and 12th-grade students)¹⁰

⁹ Unfortunately, because of school funding court cases and funding issues, the Governor cut the position from his budget early on in the legislative session, despite receiving unanimity from the Joint Conference Committee on Homeland Security and Safety.

¹⁰ This survey was not administered universally by KS S3 schools in Year 4 due to the 2014 enactment of [Kansas SB 367](#) (Student Privacy legislation) which changed requirements for consent procedures, shifting the tool from



- [Culture of Excellence & Ethics Assessment \(CEEA\) Survey](#) (staff and parent)
- [Kansas Learning Network \(KLN\) Needs Assessment](#)

Surveys were administered either electronically or on paper, as desired by the district. Reports for each district sharing survey results are available from this page: <http://www.kctcdata.org/>.

School Safety Scores

The **school safety score** is a figure calculated based on a formula that uses survey data, incident data, and other data representing factors known to influence student and school success. The scores are used to facilitate comparisons between schools in the same State and for individual schools over time. The comprehensive Kansas model incorporates 34 data measures/scales that cross four safety and climate pillars, addressing all major stakeholder groups (students, faculty, and parents); see Figure 1.¹¹ Scores were based on student, parent, and staff surveys, as well as State assessment and incident data.

Figure 1. Kansas Safe and Supportive Schools continuum school climate model



- *Name of score:* Conditions for Learning (CFL) Index
- *Formula:* The CFL Index is a metric that measures climate and culture across the four pillars of the KS S3 Climate Model. Each pillar contains data from each of the three stakeholder groups (student, staff, and parent) as well as behavioral incident data (graduation rate, suspension, expulsions, bullying). The academic engagement pillar also included State assessment scores (average (mean) building-level reading and math).

The CFL Index comprises 32 measures: eight from the safety and healthy behaviors pillar, eight from the academic engagement pillar, seven from the social engagement pillar, and nine from the environment pillar. Scores for each of the 32 data components were calculated separately each year and based on average (mean) responses that were calculated on a 5-point scale, with 5 being the most desirable.

passive to active parental consent. See the School Safety Scores section for additional information on the impact of this policy.

¹¹ KS S3 reported in their final performance report that the four “pillars” of their comprehensive Safe and Supportive School Model for Kansas were “based on standardized, reliable data sources.” Additional information was not provided.



The pillar scores were calculated as the average (mean) of all scores in the pillar and the CFL Index was calculated as the building average (mean) of all components combined, across all pillars.

CFL scores were calculated for districts individually and aggregately in Years 1–4 (2010–11; 2011–12; 2012–13; 2013–14). Scores were not calculated during Year 5.¹² For the school safety score, the only years in which data were available for all schools were Years 2 (2011–12) and 3 (2012–13), so the final measure is reported as the change between these two years. The suspensions measure is reported as the change between Baseline and Year 3 (2012–13).¹³

- *Hyperlink:* <http://community.ksde.org/Default.aspx?tabid=5026>
- *Reporting:* A CFL data report was prepared for each school each year of the grant, with comparisons to baseline data indicating areas of success and areas for improvement. See Appendix C of their [final report](#) as well as the Additional Analyses section of this profile for CFL summary data across all schools.
- *Change over time:* Changes in school safety scores are reported in the Results section with other Government Performance and Results Act (GPRA) data

Interventions: Frameworks, Programs, Practices, and Strategies

Key interventions and evidence-based strategies used by schools as part of the KS S3 Continuum addressed 12 broad categories:

1. Academic Achievement, Engagement, and School Attendance
2. Bullying, Violence Prevention, and Conflict Resolution
3. Career Training as a major component of student engagement
4. Emergency Preparedness/Intruderology (Intruder Preparedness)/Crisis Management
5. Family and Community Intervention and Engagement
6. Relationships and Self Esteem
7. School Climate and School Culture Professional Development
8. SECD Standards
9. Substance Abuse Prevention and Intervention
10. Suicide Prevention and Mental Health and Emotional Support
11. Teen Dating Violence
12. Truancy and Dropout Prevention

KS S3 used survey data collected each spring and their most recent administrative data to inform the selection and implementation of a variety of interventions and approaches. Schools were required to implement strategies that impacted all students in the school (universal), as well as students who either were at risk (selected) or were at high risk or already engaged in problem behaviors (indicated). For more information, see <http://www.kansasmstss.org/>. Kansas also prepared a list of programs available for implementation and the level of intervention for each, as aligned with the MTSS model, and

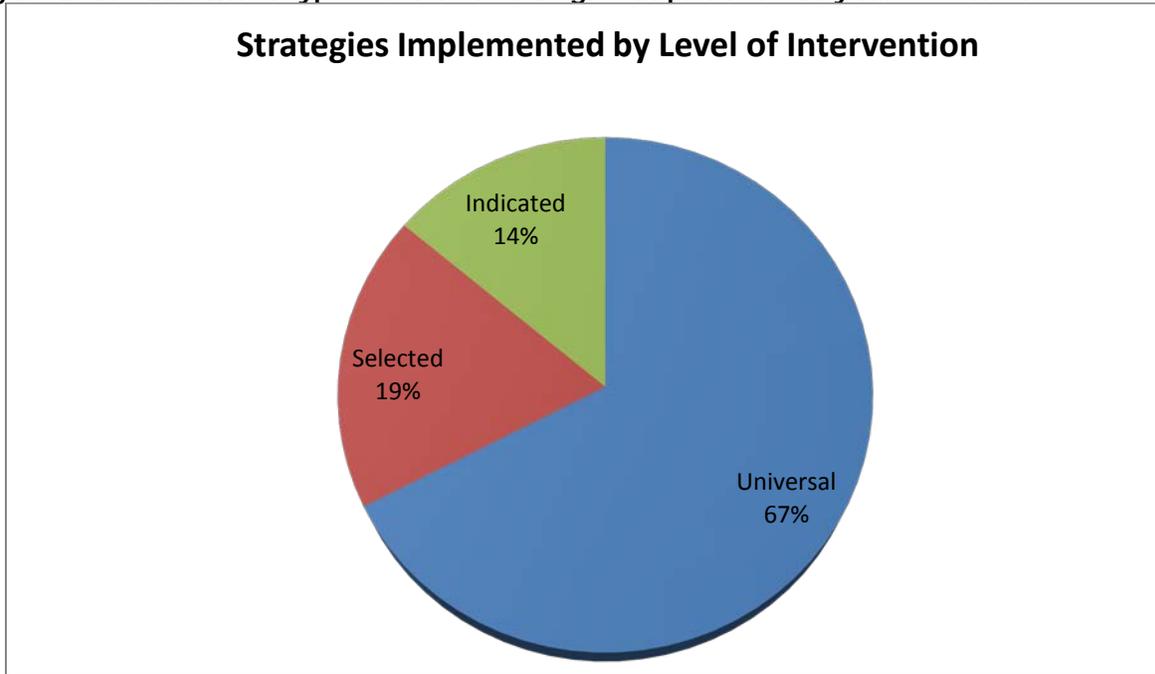
¹² It was determined that calculation of the CFL could not occur during Year 5 due to changes in standards prompted by the Common Core State Standards, impacting the schools' abilities to report comparable State assessment data (i.e., average [mean] reading and math scores). In addition, new student data privacy legislation ([Kansas SB 367](#)) produced unintended consequences. The new law changed requirements for student survey consent procedures, shifting the tool from requiring passive to active parent consent. The legislation resulted in a significant decline in the KCTC student survey participation in year 4. In addition, survey data collection was not required in year five, although KS S3 reported that about half of their S3 schools did find ways to get consent and continue using the survey. Regardless of survey administration difficulties, schools continued to implement approved intervention strategies and were responsible for submitting quarterly reports with process-related data and reflection.

¹³ Due to changes in KSDE privacy policy, the number of suspensions and expulsions for schools with fewer than 10 incidents was not accessible for inclusion in the CFL index calculation in Year 4.



mapped onto 10 priority areas, which were recommended to participating schools (see [Kansas's Recommended S3 Evidence-Based Strategies by Category](#)). This allowed for a broad focus in that not all districts would identify the same climate needs, and ensured, to the fullest extent possible, that districts were choosing strategies shown to be effective. Figure 2 shows the percentage of tiered strategies implemented across all S3 schools.

Figure 2. Breakdown of types of tiered strategies implemented by KS S3 schools



The specific frameworks, programs, practices, and strategies were tailored to the needs of each school and district, and all curricular and contractual interventions were based on the tiered framework. Table 1 lists the interventions selected and used by KS S3 schools.

Table 1. Intervention frameworks, programs, and practices

Frameworks
• Positive Behavior Intervention and Supports (PBIS) (3)
Programs
• 11 Principles of Character Education* (6)
• 21st Century Skills (1)
• ACE Tobacco Cessation (1)
• Alcohol EDU* (10)
• Building Assets and Reducing Risks (BARR)* (2)
• Bullying Prevention (2)
• Class Action* (3)
• Drug/Alcohol Awareness Program (1)
• Leadership and Learning (1)
• LifeSkills* (2)
• Link Crew (1)
• LionsQuest* (2)
• MADD Power of Parents (1)
• Natural Helpers (1)



- Olweus Bullying Prevention Program (1)
- Positive Action* (1)
- Power2Achieve (23)
- Project Stay (1)
- Project Success* (1)
- Rachel's Challenge (1)
- Reconnecting Youth (CAST)* (3)
- Ripple Effects* (4)
- SAFE (Seatbelts are for Everyone) (1)
- Safe and Civil Schools (CHAMPS/Foundations)* (4)
- Step Up to Safer Schools (1)
- Strengthening Families* (3)
- Teachers Involving Parents (TIP) (1)
- Teen Intervene* (1)
- Toward No Drug Abuse* (1)
- Upstander Alliance (1)
- Why Try (1)
- Youth Mental Health First Aid (YMHFA) (8–10)

Practices

- Multi-Tiered system of supports (MTSS) (all)
- Peer Mentoring (2)
- Peer Tutoring (2)
- Restorative practices (3)
- Service Learning (1)
- Student incentives (3)
- Truant recovery program (2)

Notes: * indicates a program that is classified as an Evidence-Based Program (EBP), meaning that it is found on the [National Registry of Evidence-based Practices](#) (NREPP) or the [What Works Clearinghouse](#); the number of districts using each intervention is noted in parentheses.

Engagement Strategies

In addition to frameworks, programs, and practices, KS S3 implemented a number of strategies for engaging different groups affected by school climate.

- **State, district, and school leadership** was engaged through the development of the 21st Century Accreditation Model as well as presentations at stakeholder meetings.
- **Staff** were involved through the development of school teams to promote school-level ownership and decision making for the effort. In addition, technical assistance was provided to help KS S3 coordinators successfully engage staff.
- **Student voice** was empowered through the student KCTC survey. In addition, all grantees were encouraged to include student engagement as a strategy for policy decisions and implementation.
- **Family and community partnerships** were promoted through the KS S3 contract with the Kansas Parent Information Resource Center. In addition, the Bullying Prevention Hotline and School Safety Hotline were critical safety efforts that strengthened family and community partnerships. KS S3 schools documented that several violent acts were prevented as a direct result of these anonymous-tip hotlines.



Special Feature

The Success of the Youth Mental Health First Aid Program

Youth Mental Health First Aid (YMHFA) is a program that offers training on how to help adolescents who are experiencing mental health challenges, which include experiencing times of crisis or suffering from addiction. The course is primarily designed for adults who regularly interact with youth, such as parents, family members, caregivers, teachers, school staff, peers, and health and human services workers. The course targets improving mental health literacy through recognizing risk factors and warning signs of mental health problems. Topics covered include anxiety, depression, substance use, disorders that may involve psychosis, disruptive behavior disorders (including ADHD), and eating disorders.

[Evidence](#) shows that the YMHFA program helps build mental health literacy, helping individuals identify, understand, and respond to signs of mental illness.

KS S3 utilized YMHFA as one of their primary intervention programs to improve aspects of school climate such as safety, student engagement, and relationship building. In eight of the 30 KS S3 grantee schools, school staff received training in YMHFA during the final year and no-cost extension period of the grant. The project's goal was to implement YMHFA and evaluate its effectiveness on adult participants' attitudes and knowledge about youth with mental illness.

To evaluate the effectiveness of this intervention, pre- and post-surveys were administered to YMHFA training participants, serving as a baseline for participants' prior knowledge about youth mental health and a marker for what was learned via the training. Two hundred and thirty-four individuals took the pre-course survey, out of the approximately 247 school staff trained in YMHFA in KS. As of July 2015 a total of 118 individuals had taken the post-course survey, which was disseminated 30 days after the training.

YMHFA evaluators Anne Williford, PhD, and Amy Mendenhall, PhD, from the Kansas University School of Social Welfare, reported that both qualitative and quantitative survey results support the efficacy of YMHFA as a training tool for school staff. At post-course, participants reported that the most common ways they had used the YMHFA skills and knowledge were in one-on-one interactions with youth dealing with mental health issues and while interacting with other professionals regarding youths' mental health. The least common ways were in interacting with families in regards to a youth's mental health and educating youth in the classroom or other settings about mental health. Ninety-seven percent of school staff confirmed that they had learned new things about mental illness and felt more confident in helping a child or adolescent with a mental health issue as a result of the course. Over 93 percent also recommended that other school staff take the course. One hundred percent believed YMHFA was an appropriate and helpful course for school staff.

A quote from one participant sums up the value of the training:

Since I do not work in the psych field though, I often feel somewhat inadequate when [mental health related] situations occur. I relied on the social worker and counselor for following up but felt perhaps I should be doing more on my end. What I gained from this course is the importance of providing those first steps, the strategies to do so, and that the therapeutic piece will come from others whose training are more extensive than mine.

As a result, KS S3 recommended scaling up the training to train all school staff statewide.



Training, Coaching, and Technical Assistance

Professional development supports such as training, coaching, and technical assistance (TA) let staff know that school climate is a priority. Training helps staff develop the skills they need to understand the issues, use data to guide their work, and effectively implement intervention(s) with fidelity. Coaches can provide a range of supports, such as keeping school climate and student support materials up to date, mentoring staff about policies and practices, or conducting observations and performance feedback sessions. Technical assistance—provided by members of the school climate team or contractors—can support communities of practice among coaches or school staff, help outline training plans, aid in conducting research to support the work, or help school climate teams address issues such as the need for adaptations to interventions.

Training

Trainings were conducted throughout the duration of the grant. Publicly accessible information is available for the following hyperlinked events:

1. Barbara Coloroso Drive-In Conference, which focused on bullying (January 19-20, 2011). ([Handouts](#))
2. Midwest Equity Assistance Center Annual Equity Update (October 5–6, 2011).
3. Creating Positive Climate Annual Conference (November 6, 2013). ([Slide Presentation](#))
4. New Approaches to Classroom Discipline and School Climate: Behavioral Interventions That Align with MTSS (August 2011–14). ([Slide Presentation](#))
5. Central and Western Kansas Safe and Supportive Schools Conference (April 9, 2015). ([Brochure](#))
6. Annual Summer Counselor Academy, Kansas State University (June 2–3, 2014 and 2015).
7. Safe, Healthy and Prepared Schools Conference (2011, 2012, 2013, 2014, 2015).
 - This is the only annual conference in Kansas that addressed school safety, preparedness, and crisis management. KS S3 helped include climate and culture topics such as bullying prevention, human trafficking, substance abuse, suicidal ideation, and supporting GLBTQ students. This conference was also the kickoff for the Gang Free Kansas initiative in fall 2015.

KS S3 also held regular webinars for all districts on CFL index interpretation, evidence-based program selection, and general administrative policies. These themes were also reinforced by TA providers.

In addition, during Year 5, KSDE prepared or extended 12 different contracts relative to evidenced-based interventions/workshops for sub-grantees and Kansas schools in general. These contracts covered numerous topics and events, including:

- Bullying policy workshops
- Bullying prevention (Olweus)
- Conferences, including:
 - Safe, Healthy and Prepared Schools conference
 - School counselor conference
 - Western Kansas Safe Schools conference
- Drug, alcohol and substance abuse
- Emergency preparedness and crisis management
- Family engagement
- Restorative practices in schools
- Summer Counselor Academy
- Teen dating violence/diversity intolerance



Youth Mental Health First Aid Coaching and Technical Assistance Model

KS S3 provided ongoing (at least quarterly) technical assistance regarding program implementation, fidelity checklists, monitoring of strategic plans, and completion of quarterly reports through contracted TA service providers. KS S3 utilized six coaches to serve 30 schools. KS S3 reported that districts were allowed to choose their coaching and TA provider; thus, the number of schools served by each provider ranged from as few as two to as many as 14 (in one instance).

TA provider responsibilities in each district were to:

- Assist during the needs assessment phase to determine appropriate strategies;
- Assist in developing action plans;
- Guide the planning and implementation of strategies and programs;
- Assist the monitoring and evaluation of strategy and program effectiveness through calls and at least annual site visits and quarterly reports;
- Assist districts in improving participation in survey data collection;
- Provide professional development when possible (e.g. training faculty);
- Verify a reliable system for tracking incident data (suspension/expulsion, State assessment, attendance, graduation); and
- Advise on best practices for garnering family and community support (KPIRC).

Product Development and Dissemination

To support training, TA, and program implementation, S3 grantees developed many unique products. These include theoretical and logic models, administrative guides, reference manuals, toolkits, videos, reports, Web pages, briefs, workbooks, fact sheets, rating forms, readiness and implementation checklists, and peer reviewed journal articles. In addition, grantees developed and offered many training presentations and webinars. These resources were shared broadly among participating districts and other districts that took an interest in the work being done. Key products generated by the KS S3 grant include:

- [Kansas Curricular School Counseling Standards](#), which outlines Kansas's standards for counseling supports in three target areas: academic development, career development, and social and emotional development.
- [Kansas Social-Emotional Character Development \(SECD\) Standards](#), which presents the core beliefs and goals of the SECD standards. These standards focus on character development, personal development, and social development.
- [Kansas Comprehensive School Counseling Program](#), which details the core beliefs, mission, purpose, and vision of the program. The topics highlighted include student and professional competencies, the use of data, delivery of services, MTSS, and school counseling benefits.
- [Gang Free Kansas Toolkit](#), which provides an overview of the prevalence of gang violence, Kansas State statutes, risk and protective factors, and tips for teachers and parents.
- **Physical-Psychological School Safety Model** (see Figure 3), which was utilized to help administrators understand the role of school counselors in improving school climate and culture, in order to align school counseling standards with KS S3 grant outcomes.

Figure 3. Physical and psychological safety model

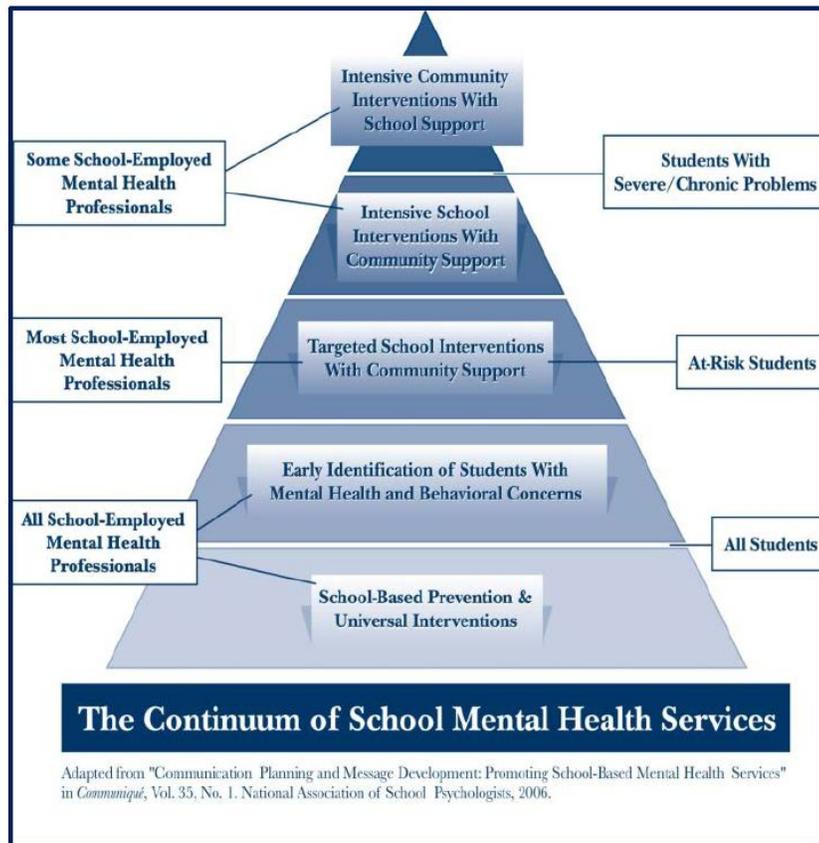


Source: PREPaRE School Crisis Prevention and Intervention Training Curriculum. Adapted with permission from Cherry Creek School District. (2008). Emergency response and crisis management guide. Greenwood Village, CO: Author.

- **The Continuum of School Mental Health Services** (see Figure 4), which was used to educate school counseling staff and school administrators and to encourage greater understanding of mental health professionals' roles in promoting school mental health and reducing student suicides.

Continued on next page.

Figure 4. The continuum of school mental health services



Results

Monitoring and evaluation activities examined all the data that had been collected in order to determine how KS S3's efforts impacted school climate in participating districts and schools. Outcome data included survey data, behavioral incident reports, and other disciplinary action data, attendance data, and student academic performance. KS S3 grantees performed a variety of analyses to demonstrate the results of their work. The following sections provide details on reporting requirements as well as additional analyses or evaluations that were performed.

Government Performance and Results Act Results

The Government Performance and Results Act of 1993 (GPRA) requires all federal grantees to demonstrate their effectiveness on a grant-specific set of indicators. S3 grantees reported annually on four GPRA measures. S3 GPRA measures included the percentage of S3 participating schools implementing interventions that, over the four years of the grant, experienced:

An increase or decrease in the percentage of students who reported:

- Student-reported alcohol use in the past 30 days (GPRA measures a and b); and
- Student-reported harassment or bullying on school property (GPRA measures c and d).

Improvement or worsening of:

- School safety scores (GPRA measures e and f).

An increase or decrease in the number of:



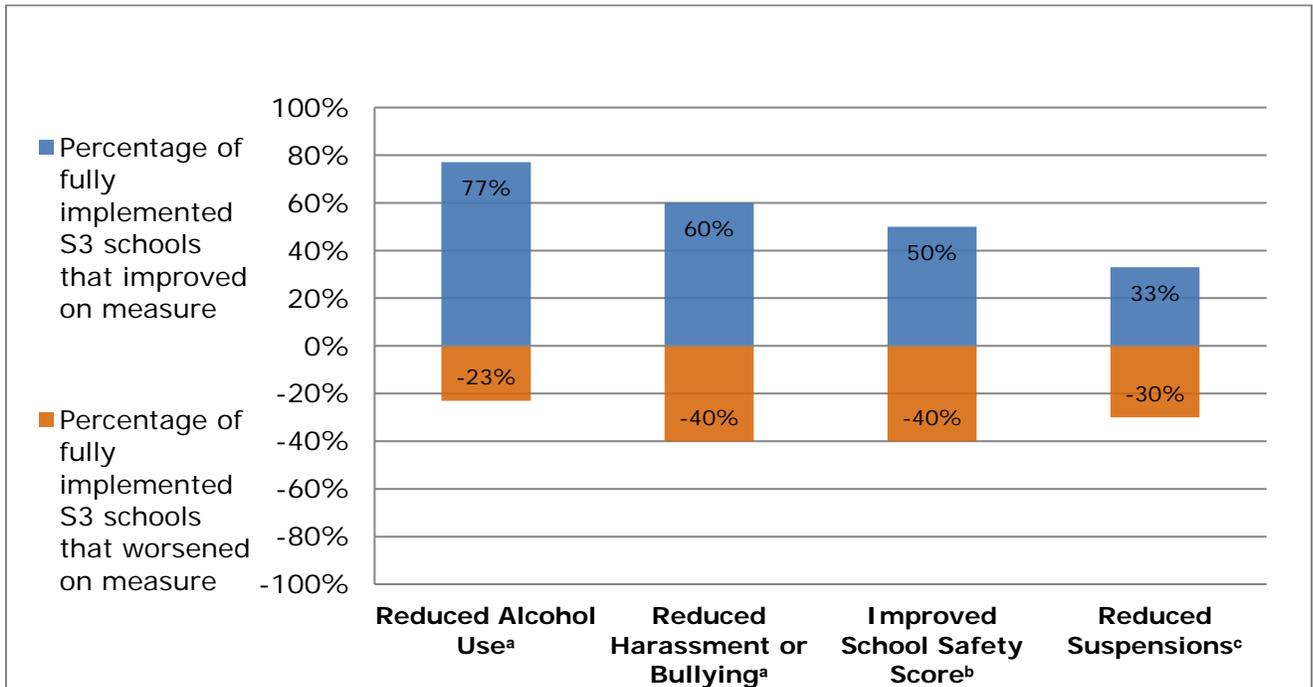
- Suspensions for violence without injury (GPRA measures g and h).¹⁴

GPRA Performance Summary

At the end of the grant period, the 30 participating schools that had fully implemented¹⁵ their selected interventions reported the following successes (see also Figure 5):

- Seventy-seven percent reported reductions in student-reported alcohol use;
- Sixty percent reported a reduction in bullying and harassment on school property;
- Fifty percent improved their CFL Index school safety score; and
- Thirty-three percent reported a reduction in student suspensions for violence without injury.

Figure 5. Kansas GPRA results from baseline to final year



Note: 15 schools were included in Round 1 with a baseline year of 2010–11. In Year 2, KS S3 added the second 15 schools (Round 2), and their baseline year is 2011–12. The calculations for each GPRA measure use each school's respective, true baseline year. Detail may not sum to 100 percent due to schools that experienced no statistically significant change or that had missing data.

^a Reported as change between Baseline and Year 4 (2013–14).

^b The KS CFL Index consists of data from the KCTC student survey, CEEA parent and staff survey, and KSDE incident database. The only years in which these data were available for all schools were grant Years 2 (2011–12) and 3 (2012–13), so this final GPRA measure is reported as change between Years 2 and 3.

^c No incident data were reported in Year 4 (2013–14) due to new Kansas privacy regulations and suppression of numbers. The final year in which all schools reported incident data was Year 3 (2012–13). Thus, this final GPRA measure is reported as change between Baseline and Year 3.

¹⁴ Readers should note that suspension data, in particular, may be affected by changes in State policies during the course of the S3 grant period that may be unrelated to S3 programming.

¹⁵ A school was considered "fully implemented" if the majority of programmatic interventions in the school were fully implemented as planned and the remainder of programs were close to being implemented and/or would be finished by the end of the school year.



KS S3 reported that decreases or worsening on GPRA indicators likely were attributable to changes in leadership, lack of commitment and/or support for the effort, or lack of full implementation of strategies.

Additional Analyses

KS S3 also performed analyses showing the link (i.e., correlation) between KS S3 data and academic achievement (i.e., State reading and math assessments).

Evaluator: Lisa Chaney, Southeast Kansas Education Service Center, Greenbush (lisa.chaney@greenbush.org).

Analysis approach:

Research has shown that school climate is associated with higher academic achievement. The Kansas CFL index is made up the average (mean) of four pillars: (1) safety and health, (2) academic engagement, (3) social engagement, and (4) environment. KS S3 looked at the correlation of the overall CFL index and each of the pillar scores with average (mean) reading and math State assessment scores.

Summary of findings:

Results showed a positive correlation between the overall CFL Index score and each of its pillars and average (mean) State reading and math assessment scores (see Table 2). This suggests that as school climate improves, there is an associated improvement in average (mean) reading and math State assessment scores. All measures showed a positive correlation, and most were statistically significant, thus demonstrating the confidence in the association of positive school climate and increased academic achievement.

Table 2. Kansas Safe and Supportive Schools: Correlation¹⁶ between the overall Conditions for Learning Index and each of its pillars and student academic achievement: Baseline to 2013–14 school year

	Overall CFL Index	Pillar 1 Safety and Health	Pillar 2 Academic	Pillar 3 Social	Pillar 4 Environment
Average (Mean) Math	.639**	.410*	.851**	.499**	.375*
Average (Mean) Reading	.539**	.271	.828**	.443*	.244

** = significant at p<.01
 * = significant at p<.05

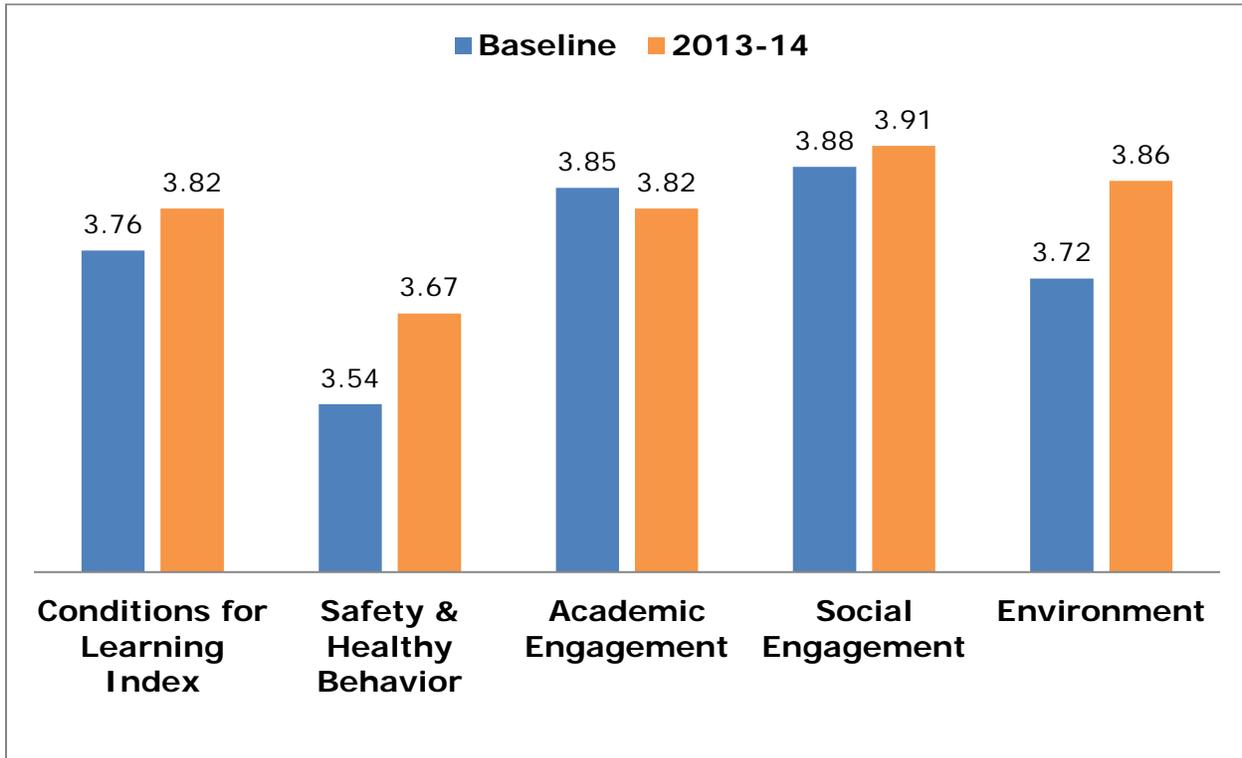
Continued on next page.

¹⁶ Correlations were analyzed using Pearson Correlation Coefficients. The closer the coefficient is to 1.0, either positive or negative, the stronger the association or correlation. A statistically significant finding is one that is determined to be very unlikely to happen by chance. Note that correlation is not causation; therefore, if something is strongly significant, it could be explained by something else.



Figure 6 shows changes in the overall CFL index and the four Kansas S3 pillars from baseline to the 2013–14 school year (based on a 5-point scale). With the exception of academic engagement, improvement was shown in all pillars and in the overall CFL index.

Figure 6. Kansas S3 Conditions for Learning Index and pillar scores across schools: Changes in average (mean) scores from baseline to 2013–14 school year



Source: [Kansas Safe & Supportive Schools: Conditions for Learning \(CFL\) Index Summary Report](#) (p. 22). Prepared by external evaluator and presented to KSDE.

- More than half of grantees demonstrated positive change in the **Environment** pillar, which experienced the largest baseline-to-implementation gain of .14 points. This pillar includes measures related to school professional community, school family participation, and family and community support.¹⁷
- The **Safety and Healthy Behavior** pillar demonstrated the second largest baseline-to-implementation gain of .13 points. Eighty-two percent (82 percent) of Kansas S3 schools showed positive change in measures of physical and emotional safety, alcohol use, and wellness.
- Sixty-four percent (64%) of KS S3 schools increased **Social Engagement**, which rose by .03 points from baseline to 2013–14. This pillar includes measures of prosocial behavior and involvement, healthy beliefs, positive behavioral supports, and attendance.
- The **Academic Engagement** pillar measured academically engaging culture, commitment to school, learning supports, and achievement. This average (mean) score of this pillar declined by .03 points from baseline to 2013–14, and was the only one of the four pillar scores to demonstrate an average (mean) decrease. Only 36 percent of grantees showed improvement in this pillar. KS S3 theorized that this may

¹⁷ Note: Details reported in bullets but not shown in Figure 6 were obtained from KS S3's final performance report provided in December 2015. Contact KS S3 Project Director for more information.



be due in part to the fact that more strategies selected were focused on other areas of climate and culture, such as health and safety, and not as directly tied to the measures comprising the academic engagement pillar.

Reports about analyses:

- [Kansas Safe and Supportive Schools, Annual Report, Fall, 2013](#)
- [Kansas Safe and Supportive Schools, Mini Grant Report, November, 2014](#)
- [Kansas Safe and Supportive Schools, Final Report, September, 2015](#)

Lessons Learned

As with any pilot program, KS S3 experienced its share of implementation challenges and learning opportunities. The following notable issues may be of interest to others:

- Many KS S3schools had leadership transitions (e.g., changes in principals, S3 coordinators), which delayed implementation.
- Most of Kansas's S3 grantees were small schools (i.e., less than 400 students); during the grant period, these schools were expected to implement a variety of standards and models (e.g., 21st Century Accreditation Model, College and Career Readiness Standards, and the State Assessment Model). With limited staff and resources, grantees often felt overwhelmed and were forced to prioritize work.
- The State Department of Administration and KSDE had a very comprehensive accountability/oversight protocol (i.e., seven levels of approval) that required every grant dollar spent to have a contract request, approved contract, legal agreement, and prior authorization. Although this protocol ensured accountability and effectiveness, the various levels of approval slowed down the implementation plan.

Sustainability and Scaling Up

By the close of the grant, Kansas had left the State in a strong position to continue school climate improvement efforts. Specifically:

- In 2011, the **State Board of Education** included "Character Development" in its [mission statement](#).
- KS S3 provided direct technical assistance for the implementation of the **SECD Standards** adopted in 2012, [including curricular examples and example lesson plans](#).
- KS S3's footprint can be found under the "Responsive Culture" rubric of the newly adopted [21st Century Accreditation Model of school accreditation](#), wherein school climate is being addressed as part of the statewide accountability system.
- The KS S3 project director was asked to be a part of the **Governor's Mental Health Task Force**. The task force's recommendations included: (1) providing Youth Mental Health First Aid (YMHFA) for educators, (2) increasing the number of school counselors, and (3) requiring a licensure requirement for educators to document their qualifications to recognize mental health issues and make referrals.
- **Gang Free Kansas** (see the Key Partners section) is another statewide initiative with a KS S3 footprint. The pilot program in Wichita (fall 2014) was aligned with the State SECD standards. This effort was expected to expand statewide in September 2015.
- Kansas held a **Safe Schools Conference** in September 2014 at which a National Center on Safe Supportive Learning Environments (NCSSE) representative facilitated a presentation on sustainability. Kansas planned to focus greater efforts on developing a sustainability plan after that conference.
- During Year 5, KS S3 **sought funds to continue their evidenced-based interventions and provide ongoing training** for those interventions. They applied



for a Department of Justice (DOJ) grant and continue to seek other federal climate and culture-funding opportunities.¹⁸

- Two Kansas S3 schools were nationally recognized for their Character Education programs that occurred as part of S3. [Schools of Character](#) serve as models and ambassadors of effective character education. These schools share their successful strategies with other educators and open their campuses as demonstration sites.

Contact Information

For more information about Kansas's S3 Continuum, please refer to the information that follows.

Grant holder: Kansas Department of Education

Web sites:

- [KS Conditions for Learning \(CFL\) index](#)
- [KS Safe Schools Hotline](#)
- [KS Safe School Resource Center](#)
- [KS School Climate and Culture Resources](#)
- [KS Statement of Nondiscrimination](#)
- [KS Resources \(specific documents collected and shared by the grant, as well as other Safe School resources\)](#)

Project director: Kent Reed, kreed@ksde.org

S3 Grantee Profiles were prepared for each of the 11 S3 grantees as part of the S3 Descriptive Study (S3DS). The profiles provide detailed information about how each S3 grantee approached and executed their grant, including how intervention schools were selected, key data collection tools and activities, use of programmatic interventions and related supports, products created, findings from their data, lessons learned, and plans for sustainability of their school climate improvement work. The 11 S3 grantee profiles and a cross-grantee executive summary can be accessed here: <https://safesupportivelearning.ed.gov/state-grantees/safe-and-supportive-school-s3-grants>.

Grantee profile published on June 4, 2018.

¹⁸ KS S3 also requested that the Governor fund the Kansas Center for Safe and Prepared Schools; while the measure did pass out of joint committee, it was cut from the State budget early in budget negotiations.



Appendix A: List of Kansas Participating Districts and Schools

Participating Districts	Participating Schools
1. USD 101	1. Erie High School
2. USD 214	2. Ulysses High School
3. USD 216	3. Deerfield High School
4. USD 224	4. Clifton-Clyde Senior High School
5. USD 229	5. Blue Valley Northwest High School 6. Blue Valley West High School
6. USD 240	7. Bennington High School
7. USD 250	8. Pittsburg High School
8. USD 257	9. Iola Senior High School
9. USD 258	10. Humboldt High School
10. USD 259	11. Wichita West High School
11. USD 268	12. Cheney High School
12. USD 286	13. Sedan High School
13. USD 331	14. Kingman High School 15. Norwich High School
14. USD 333	16. Concordia Jr.-Sr. High School
15. USD 340	17. Jefferson West High School
16. USD 348	18. Baldwin High School
17. USD 364	19. Marysville High School
18. USD 365	20. Anderson County Jr. and Sr. High School
19. USD 375	21. Circle High School
20. USD 378	22. Riley County High School
21. USD 383	23. Manhattan High School
22. USD 463	24. Udall High School
23. USD 477	25. Ingalls High School
24. USD 491	26. Eudora High School
25. USD 501	27. Highland Park High School
26. USD 504	28. Oswego Jr.-Sr. High School
27. USD 506	29. Labette County High School
28. Salina Catholic Diocese	30. Thomas More Prep - Marian