

# **Program Evaluation of the Student Assistance and Family Empowerment (SAFE) Program**

## **FINAL REPORT**

**Submitted to:  
Orange County School District**

Conducted by

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November, 2004

# **Executive Summary**

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## Executive Summary

The Student Assistance and Family Empowerment (SAFE) Program was started in the Orange County School District (OCSD) in 1986 to comply with the Safe and Drug Free Schools Community Act and specifically to help identify and provide support for high-risk students and their families. The Program is delivered through a SAFE Program Coordinator in each of the 28 middle and 13 high schools and three of the elementary schools in the OCSD.

The SAFE program is a Student Assistance Program (SAP), much like Employee Assistance Programs in the workplace. When a student who is experiencing difficulties is referred to the program, the SAFE coordinator forms a team of administrators, teachers, guidance counselors, resource officers, support staff, and/or representatives from community agencies. The team then coordinates services to help the student. Students are referred to the SAFE program by administrators, parents, teachers, support staff, resources officers and students referring themselves or their peers.

In the fall of 2003, with input from SAFE district staff and SAFE school coordinators, a survey was designed to capture the degree to which SAFE is fully institutionalized in the schools. Items covered a wide range of school-level indicators of the level of program implementation, or 'dosage' of SAFE in each of the schools. The areas covered included how well the SAFE program is integrated into the school, levels of professional support for the program from administrators, teachers, and other school professionals, how the SAFE team was functioning, and others. In the early spring of 2004 the survey was disseminated through the SAFE District office to each of the coordinators in middle and high schools throughout Orange County. A total of 44 surveys were returned for a response rate of 76%.

In order to compare outcomes in the Orange County School District with other districts in the state, overall state data, as well as data from comparable districts, were collected. Data on middle and high schools in the Orange, Hillsborough, and Duval school districts, as well as statewide averages, from 1997-2003, six school years, were gathered from the Florida Department of Education database. The Florida indicators covered such outcomes as suspensions, expulsions, absence rates, and various measures of crime and violence in the schools.

Hillsborough and Duval school districts served as comparison counties. Orange and Hillsborough counties have much in common. They are comparable in population, both being very large school districts and large cities – Tampa and Orlando. Duval also is a very large district, including the city of Jacksonville. While Duval does not depend on tourism to the extent that Orange and Hillsborough do, it has an important feature in common with Orange: they both have district-developed Student Assistance Programs: SAFE in Orange and Zeroing In On Prevention (ZIP) in Duval.

The findings from the study were as follows:

- In-school suspensions in middle schools declined dramatically in Orange, from 19 to 13 percent, a decrease of about 30 percent over the six-year period. In comparison, the statewide average remained constant over time while the two urban comparison districts increased significantly over the same period.
- In-school suspensions in high school declined dramatically from 16 percent to 10 percent, a decrease of nearly 40 percent over the six-year period. In comparison, the statewide average remained constant while the two urban comparison districts had dramatic increases over the same period.
- Out-of-school suspensions declined slightly in middle and high schools over the six-year study, a decline comparable to the statewide average.
- Effective teamwork in the core SAFE Team, including collaboration with the guidance department had the strongest relationship with declining in-school suspension rates.
- Principal support had a strong relationship with in-school suspension rates. This construct included items on principal support, principal's understanding of the SAFE program, how well other administrators understand, and the coordinator's access to the principal.
- Level of institutionalization of the SAFE Program into the school had a substantial association with in-school suspension rates. This factor represented how long the program had been in the school, the professional experience of the SAFE coordinator, and how well the school district supports the SAFE program at the school.

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## **Introduction**

The Student Assistance and Family Empowerment (SAFE) Program was started in the Orange County School District (OCSD) in 1986 to comply with the Safe and Drug Free Schools Community Act and specifically to help identify and provide support for high-risk students and their families. The Program is delivered through a SAFE Program Coordinator in each of the 28 middle and 13 high schools and three of the elementary schools in Orange County.

The SAFE program is a Student Assistance Program (SAP), much like Employee Assistance Programs in the workplace. When a student who is experiencing difficulties is referred to the program, the SAFE coordinator forms a team of administrators, teachers, guidance counselors, resource officers, support staff, and/or representatives from community agencies. The team then coordinates services to help the student. Students are referred to the SAFE program by administrators, parents, teachers, support staff, resources officers and students referring themselves or their peers. Some of the programs and activities provided by the SAFE program are:

- Prevention programs that build resiliency skills in students and reduces high-risk behavior including bully proofing.
- Develops Alcohol, Tobacco, and Other Drugs (ATOD) curriculum.
- Deals with student crises in the schools.
- Provides training to the school teams to work with these difficult issues.
- Offers programs and resources for parent education.
- Create partnerships with hospitals, treatment centers, agencies, and the community to provide additional support.

In addition to drugs and violence the SAFE program takes a comprehensive approach to behavior and addresses other specific issues such as:

- Grief and loss
- Divorce and family problems
- Depression and suicide
- Homelessness
- Child abuse
- Eating disorders
- HIV and other sexual issues
- Teen pregnancy

In addition to SAFE team interventions, the SAFE Program also provides support groups for students coping with a variety of problems. Mentors who are staff, older students, and community volunteers may be assigned to students in need. Most SAFE programs also include a peer mediation program with training provided by the district office. In these groups the student mediators help to find positive solutions to conflict. The Back on Track program provides an alternative to students facing expulsion on drug-related charges.

## SAFE Prevention Programs

The prevention programs are the result of cooperation between community partners and district SAFE staff. These programs are focused on maintaining safe and drug free campuses. The prevention programs are set up by district SAFE staff and implemented in the schools by the SAFE coordinators. Two such prevention programs are: the Inner City Games which are Olympics-styled competitions designed to promote positive attitudes and good sportsmanship, and the Partners in Change conference where students from the entire district attend workshops on teambuilding, leadership, motivation, conflict resolution, and other violence prevention skills to take back to their schools and help promote safe campuses.

SAFE prevention services also include clubs and activities such as Red Ribbon Week which celebrates the national anti-drug campaign, Students Against Drunk Driving (SADD) chapter, and Nonviolence Clubs where members use skits and plays to communicate messages of drug and violence prevention to their classmates.

### SAFE Curriculum - High School:

- **Ninth Grade Life Management Skill:** A segment of the course targets gateway drugs and their consequences. The curriculum is interactive and works to decrease favorable attitudes toward drugs.
- **Doctor-Lawyer Drug Awareness Program:** A program for 10<sup>th</sup> graders emphasizing the legal and medical consequences of alcohol, tobacco, and other drug use. The program is delivered by members of the Orange County Bar Association and the Orange County Medical Society.
- **ATOD Curriculum** for 11<sup>th</sup> and 12<sup>th</sup> graders. This is a comprehensive and age-appropriate program addressing the social, legal, and health consequences of substances. A team approach is used in delivering the curriculum through language arts and social studies classes.

### SAFE Curriculum - Middle School:

- **Life Skills Training.** This nationally recognized and proven effective program from Princeton Press is the basis for middle years ATOD studies. It teaches resistance to advertisement and communication, decision making, and refusal skills. Instruction is provided by classroom teachers.
- **Peace by Piece** is a violence prevention program which focuses on conflict resolution. The curriculum was written by District SAFE staff and a group of middle school teachers. It provides middle school students with skills in conflict resolution, anger management, and cultural diversity sensitivity. Peace by Piece stresses personal responsibility and nonviolent resolutions of conflicts. The curriculum is delivered through regular classes and meets appropriate state benchmarks.

- **Law Awareness** is taught by the school resource officer (SRO). It is focused on laws and the consequences of crime as well as drug abuse prevention and conflict resolution.
- **GREAT** which stands for Gang Resistance Education and Training, is also taught by the SRO and is designed to help middle school students resist gang influence by setting personal goals, resisting peer pressure, and learning how to resolve conflicts.

## Method

In the fall of 2003, staff of Curva and Associates met with SAFE district staff and SAFE school coordinators during a district wide meeting. As a result of the meeting, a survey was designed to capture the degree to which SAFE is fully institutionalized in the schools. Items covered a wide range of school-level indicators of the level of program implementation, or 'dosage' of SAFE in each of the schools. The areas covered included how well the SAFE program is integrated into the school, levels of professional support for the program from administrators, teachers, and other school professionals, how the SAFE team was functioning, and others. The 31-item survey may be found in the Appendix.

In the early spring of 2004 the survey was disseminated through the SAFE District office to each of the coordinators in middle and high schools throughout Orange County. They were returned to Curva and Associates through U.S. mail or via FAX. A total of 44 surveys were returned for a response rate of 76%. Responses to individual survey items are provided in the Appendix on the survey instrument. Mean and median responses to all items are presented in Table 1.

Table 1  
Descriptive statistics for SAFE Coordinator survey

Responses to SAFE Coordinator Surveys: Descriptive Statistics			
Item on SAFE Coordinator Survey	N	Mean	Median
Years SAFE has been in the school	42	10.7	10 years
Years coordinator has been at school	46	5.3	4 years
Coordinator's professional experience (years)	45	9.2	7 years
Rate the Safe Program at your school	46	4.3	Very good
Number of students referred to SAFE last year	42	636	519
How long does it take to see a student	43	2.1	2 days
Percent of referrals handled through the team process	46	40.3%	32.5%
Percent of referrals handled alone	46	61.0%	70.0%
Number of SAFE coordinators in the school	46	1.1	1
Percentage of time devoted to safe	46	92.5%	100.0%
Percentage of determinations made on your own	46	60.7%	70.0%
Principal support	46	3.6	Very strong
PTSA support	46	2.6	Good support
District SAFE office support	46	3.7	Very strong
Access to school principal	46	3.6	Very good
How well does the principal understand SAFE?	46	3.7	Very well
How well do the administrators understand SAFE?	46	3.5	Very well
How well does the faculty understand SAFE?	45	3.3	Pretty well
Do the other teachers support the SAFE program	46	3.5	Pretty well
How well does guidance work with SAFE?	46	3.5	Very well
How well does the SRO work with SAFE?	46	3.7	Very well
How often do you use outside services?	46	3.8	Regular basis
How often does the core team meet?	46	bi-weekly	monthly
How well is the team working?	46	3.1	Very well
Do you have a peer mediation program?	39	NA	Yes
How well does the peer mediation program work?	46	2.2	Not very well
How are you included in expulsion meetings?	46	Regularly	Not invited
How many expulsion meetings do you attend?	46	1	A few of them

## Measuring Program Implementation

Although the SAFE program is in place in all the middle and high schools in the Orange County School District, there is likely to be variability between schools in such factors as the level of the SAFE program implementation, administrative support, professional support, and integration into official disciplinary procedures. In order to measure differences in implementation the coordinator survey asked questions about 18 different aspects of the program in the school context.

To reduce the 18 items to a manageable number of constructs we used factor analysis, a statistical data reduction technique. In factor analysis, the interrelationships among all the items are analyzed to find patterns in the ways respondents answered the individual questions. Thus, the analysis might show that respondents who gave high answers to one particular question also responded similarly to three other questions. When such patterns exist in the data, the analysis will determine underlying ‘factors,’ for various sets of items. Each factor is scored for each respondent, and these factor scores would then replace the scores of the multiple items that comprise them. It is up to the researcher to see whether the items which comprise a given factor have sufficient similarity to represent an underlying theme or construct. Then, the factor is given a name that represents the construct common to the items.

Before beginning the factor analysis, one item was deleted from the analysis because it had minimal variance: the number of SAFE coordinators in a school was almost always “one.” Factors were extracted in two ways: once with unrotated factors, and once with rotation. The factor analysis of 26 items on the coordinator survey yielded seven interpretable factors with the rotated solution.

The first factor was comprised of three items relating to whether referrals were handled by the SAFE team, or whether the coordinator handled referrals in isolation. Two additional items asked about peer mediation and the SAFE team. We called this factor team authority.

- Percent of referrals handled through the team process (+)<sup>1</sup>
- Percent of referrals handled alone (+)
- Percent of determinations handled alone (+)
- How well is the team working? (-)
- How well does the peer mediation program work? (+)

The second factor clearly identified principal support. Four items loaded on this factor: amount of principal support, access to the principal, how well the principal understands SAFE, and how well administrators understand the program.

- Principal support (+)
- Access to school principal (+)

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<sup>1</sup> Signs in parentheses indicate the directionality of the factor loading. A plus sign means that high scores on the items add to the factor score. High scores on negatively loaded items subtract from the factor score.

How well does the principal understand SAFE? (+)  
How well do administrators understand SAFE? (+)

The third implementation factor included three items – two were about the coordinator’s involvement in expulsion meetings. The third was administrators’ understanding of the program – the same item that loaded on the second factor.

How are you included in expulsion meetings? (+)  
How many expulsion meetings do you attend? (+)  
How well do administrators understand SAFE? (+)

The fourth factor was comprised of items relating to the size and institutionalization of the SAFE program. Specific items included how many years the SAFE program had been in the school, and how long the current coordinator had been there. The number of duties assigned to the coordinator loaded negatively on this factor, as expected: the fewer additional duties assigned to the coordinator, the greater the level of SAFE program implementation. Additionally, the amount of district support contributed to this factor as well. We called this factor SAFE Institutionalization.

Years SAFE has been in the school (+)  
Years coordinator has been at school (+)  
Years of coordinator professional experience (+)  
Number of other duties of SAFE coordinator (-)  
District SAFE office support (+)

The fifth factor included items that represented school support. The items addressed the percentage of time the coordinator was devoted to SAFE, the number of other duties assigned the coordinator (negatively loaded), and Parent Association support. One other item loaded on this factor: the coordinator’s experience.

Percent of coordinator’s time devoted to SAFE (+)  
Number of other duties of SAFE coordinator (-)  
PTSA support (+)  
Years of coordinator professional experience (+)

The sixth factor included items related to support from other school professionals. In particular, two items related to teacher support. Two other items that loaded on this factor were the coordinator’s overall rating of the program and how well the peer mediation program worked.

How well does the faculty understand SAFE? (+)  
How do other teachers in the school support the SAFE program? (+)  
Rate the Safe Program at your school  
How well does the Peer Mediation program work?

The seventh factor included items about teamwork. One item addressed how well the core team worked together. Another asked about how well the SAFE program worked with the guidance department. A third item that loaded on this factor was the coordinator's overall rating of the SAFE program.

How well is the team working? (+)

How well does Guidance work with SAFE? (+)

Rate the Safe Program at your school (+)

### **Measuring Program Outcomes**

Florida school indicators were gathered from <http://info.doe.state.fl.us/fsir/> which provides data in tabular files on all of Florida's public schools. We downloaded data on middle and high schools in the Orange, Hillsborough, and Duval school districts, as well as statewide averages, from 1997-2003, six school years. The Florida indicators covered such outcomes as suspensions, expulsions, absence rates, and various measures of crime and violence in the schools. Indicator data came from two primary sources: school discipline reports – primarily including suspensions, expulsions, and absences; and, School Environmental Safety Incident Reporting (SESIR) reports – including crime and violence data. Not all indicators were available in all years.

It is widely believed that the school discipline data are more reliable than SESIR data: violence reports have proven to be unreliable over time. For example, total violent incidents declined more than 40% over the six-year span of the study, a figure that is implausible and counterintuitive. In fact, several of the categories of violent acts declined by as much as 75%. We thus chose to use data derived from school discipline reports. Since the SAFE program has a great impact on suspension policies, we used suspension rates to investigate program effectiveness. In-school suspension rates were analyzed separately from out-of-school suspension rates, and high school data were analyzed separately from middle schools.

In order to compare outcomes in the Orange County School District with other districts in the state, we collected overall state data, as well as data from comparable districts. One comparison district we selected was the Hillsborough district. Hillsborough and Orange Counties have much in common. They are comparable in population, both being very large school districts. They both have large cities – Tampa and Orlando, and both enjoy tourism as central to their economies.

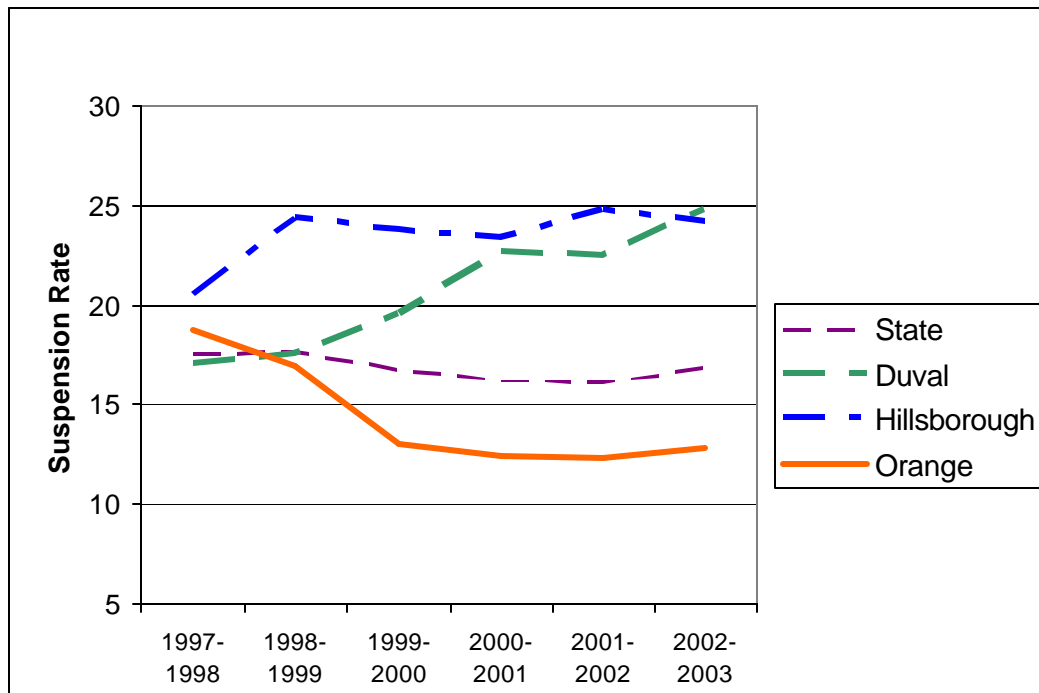
A second comparison we selected was the Duval County district. Duval also is a very large district, including the city of Jacksonville. While Duval does not depend on tourism to the extent that Orange and Hillsborough do, it has an important feature in common with Orange: they both have district-developed Student Assistance Programs: SAFE in Orange and Zeroing In On Prevention (ZIP) in Duval.

## Findings

### Suspension Rates Over Time: A Statewide Analysis

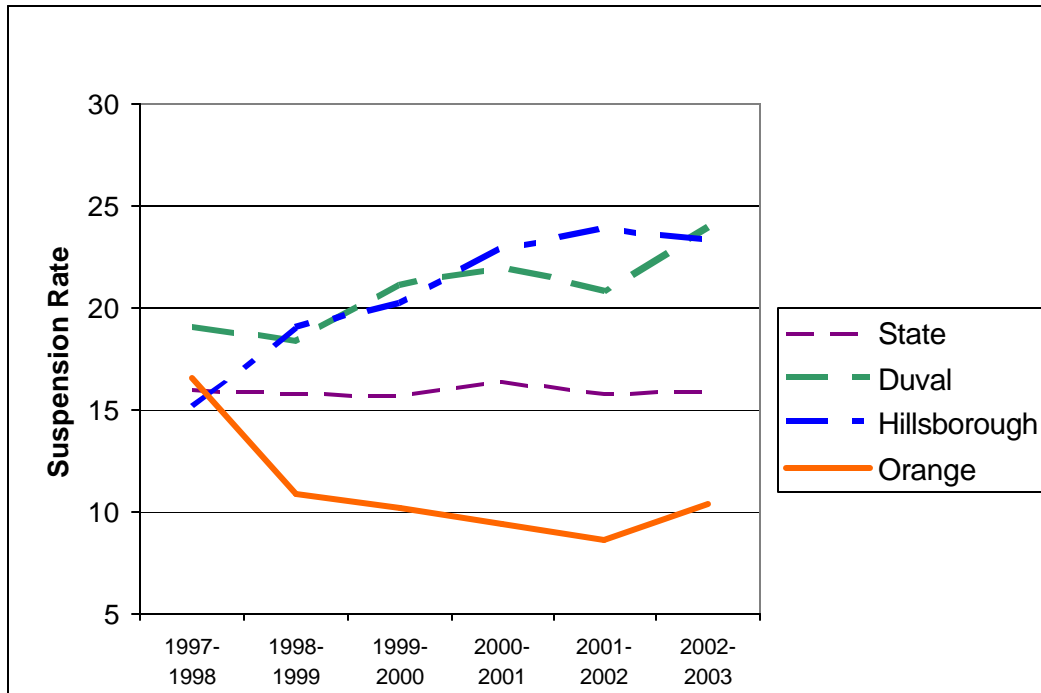
The Orange County School District significantly outperformed the state and the two comparison districts in lowering its in-school suspension (ISS) rates over the six-year study period (see Figure 1). In middle schools, the statewide averages remained constant over time, at a rate of about 17 percent. The two urban comparison districts increased significantly over the period, rising from 20 to 25 percent in Hillsborough and from 17 to 25 percent in Duval – the other district with a Student Assistance Program. In contrast, in-school suspensions declined dramatically in Orange, dropping from 19 to 13 percent, a decrease of about 30 percent.

Figure 1  
In-School Suspension Rates (Middle Schools)



The success of Orange County in lowering in-school suspension rates was even more dramatic at the high school level (see Figure 2). Again, the statewide average remained constant at about 16 percent. The two urban comparison districts had dramatic increases in ISS rates: Hillsborough rose from 15 to 24, and Duval, the other district with an SAP, climbed from 19 to 24 percent. Orange, in contrast, declined in ISS rate from 16 percent in 1997-1998 to 10 percent in 2002-2003, an improvement of nearly forty percent.

Figure 2  
In-School Suspension Rates (High Schools)



Out-of-school suspension (OSS) rates statewide declined slightly over the six-year study period. In the Orange County School District, the decline was comparable to the state in both middle and high schools. Hillsborough School District also declined in the same period. Duval, however, had OSS suspension rates higher than the state, and did not decline. In middle schools, OSS suspension rates remained stable and high in Duval, and in high schools, there was an initial decline in OSS suspensions, but the trend seems to have turned to an increase over the last year (see Figures 3 and 4). Recall that Duval and Orange both have student assistance programs.

Figure 3  
Out-of-School Suspension Rates (Middle Schools)

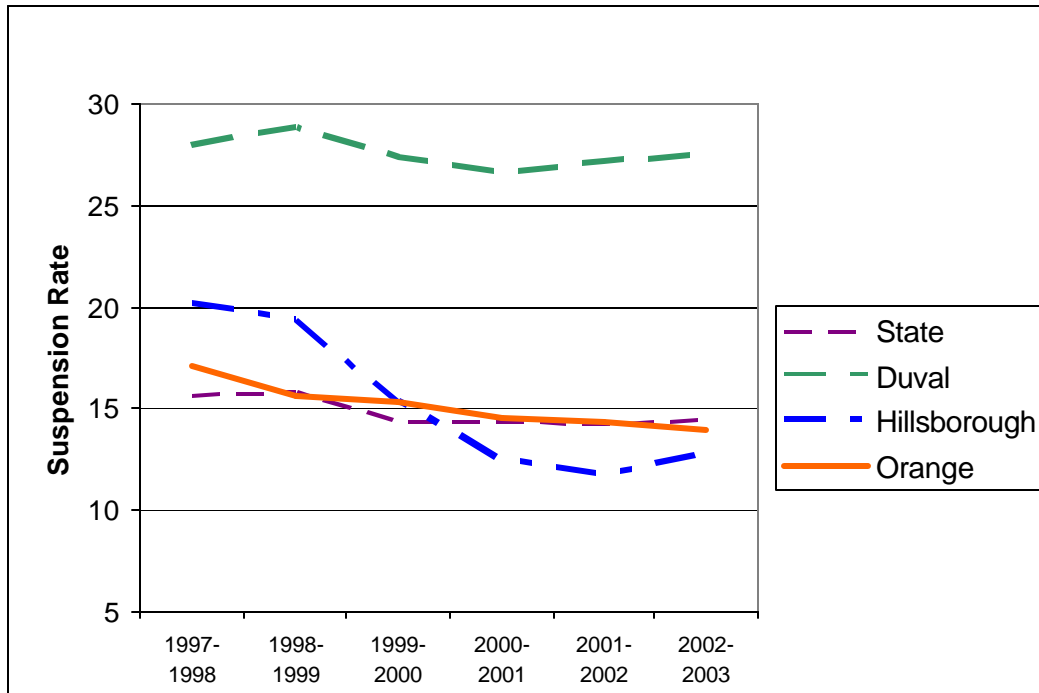
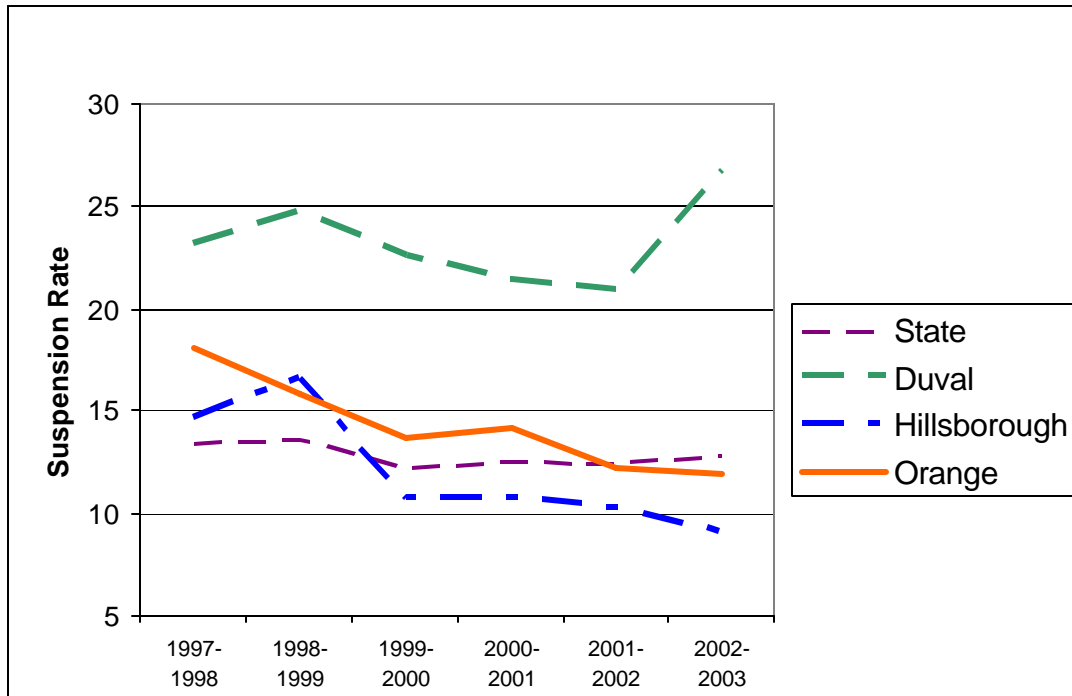


Figure 4  
Out-of-School Suspension Rates (High Schools)



## **The Effect of SAFE Program Implementation on School Discipline Outcomes**

In this section, we will examine the association between the level of SAFE Program Implementation on changes in suspension rates in Orange County middle and high schools. Since some schools have more comprehensive and institutionalized programs than others, we will investigate whether high-implementation schools have larger declines in suspension rates over time than low-implementation schools.

Changes in suspension rates over the six-year study period were calculated by subtracting the suspension rate in the first year (2002-2003) from the suspension rate in the sixth year. Thus, a decline in suspension rates is represented as a negative number. Because the state comparative data revealed that the Orange County district had far exceeded the state norm and the means of the two comparative districts in a decline of in-school suspensions, we limited the analysis to ISS.

Table 2  
Changes in In-School Suspension Rates

Descriptive Statistics		
Change in In-School Suspension Rate 1997-2003		
	Middle School	High School
	( n = 22 )	( n = 11 )
Mean	-4.08	-1.28
Standard Deviation	6.56	1.68
Minimum	-23.08	-3.62
Maximum	6.95	0.94

In order to investigate the association between declines in suspension rates and level of SAFE program implementation, correlations were computed between suspension rate declines and the seven implementation factors identified above: Team Authority, Principal Support of SAFE, Involvement in Expulsion Meetings, SAFE Institutionalization, School Support of SAFE, Teacher Support of SAFE, and Teamwork.

The relationship between SAFE program implementation and In-School Suspension rates in the high schools was unmistakable: three out of the seven program implementation factors had substantial associations, and all three were in the predicted direction.<sup>2</sup>

Effective teamwork, including collaboration with the guidance department, had the strongest relationship ( $r = -.529$ ) with declining ISS rates. The success of the team

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<sup>2</sup> Only one implementation factor – school support, had a small relationship opposite to the prediction ( $r = .297$ ). This factor consisted of three items already included in other factors, coordinator’s experience and assignment. The other item was PTSA support.

approach is central to the effectiveness of the program in a given school. When coordinators find themselves handling too many referrals on their own, it is a sign that the SAFE program core team is not functioning as it should.

Principal support also had a strong relationship with ISS rates ( $r = -.485$ ). This construct included items on principal support, principal's understanding of the SAFE program, how well other administrators understand, and the coordinator's access to the principal. As in many other program effectiveness studies, the leadership dimension appears to be a crucial component to having a successful program.

The third implementation factor that had a substantial association with In-School Suspension rates ( $r = -.318$ ) was the level of institutionalization of the SAFE program into the school. This factor represented how long the program had been in the school, the professional experience of the SAFE coordinator, and how well the school district supports the SAFE program at the school. Again, the direction of the association was as predicted: the more institutionalized the SAFE program is at a given school, the lower the ISS rate.

In the middle schools, four of the program implementation factors had small to moderate associations with In-School Suspension rates. The factor with the strongest association was the authority of the SAFE team to resolve referrals. The negative sign of the correlation coefficient ( $r = -.370$ ) is in the predicted direction: the greater the team authority, the lower the change in ISS, i.e., the further the suspension rate went down.

Three other factors had small associations with ISS rates. As in high schools, principal support of the SAFE program and the level of institutionalization of the program had modest correlations ( $-.276$  and  $-.243$ , respectively). The involvement of the SAFE coordinator in expulsion meetings, another measure of program institutionalization, also moderately correlated with changes in ISS rates ( $r = -.219$ ). All three associations were in the predicted direction: the greater the level of implementation, the greater the decline in ISS rate.

Table 3  
Correlations between SAFE Implementation and Change in In-School  
Suspensions

Pearson Correlation Coefficients		
Change in In-School Suspension Rate 1997-2003		
	Middle School	High School
	( n = 21 )	( n = 11 )
Team Authority	-0.320	-0.012
Principal Support of SAFE	-0.276	-0.485
Involvement in Expulsion Meetings	-0.219	0.158
SAFE Institutionalization	-0.243	-0.318
School Support of SAFE	0.176	0.297
Teacher Support of SAFE	0.114	0.102
Teamwork	0.072	-0.529

*n.b.:* Statistical significance is not computed because the data represent the whole population.  
Negative coefficients indicate program effectiveness.

## Conclusions

The SAFE program was developed in Orange County, and has been institutionalized in district schools for more than a decade. It has been in place in all district high schools since the 1990s, and, as of 2002, all middle schools had the program too. It is the largest program funded (in part) by federal Safe and Drug-Free Schools dollars in Florida. The success of the SAFE program is a tribute to its leadership, who have succeeded in bringing attention and community resources to the program.

In order to determine the effectiveness of the program, we studied suspension rates over a six-year period. While there were other outcomes from which to choose, school discipline data is considered the most reliable. Additionally, suspension policy is implemented at the school level, and thus schools can control it. In contrast, violence in the schools is an outcome over which schools have considerably less influence.

Orange County compared extremely favorably to statewide trends in In-School Suspension rates over the last six years. While the statewide average suspension rate remained constant over time, the ISS rate in Orange declined sharply over the same period. Out-of-school Suspension rates in Orange were comparable to the state trend.

We also compared Orange County to two similar school districts: Hillsborough and Duval. Both are populous districts with a large city: Orange has Orlando, Hillsborough has Tampa, and Duval has Jacksonville. The comparison with Duval is especially relevant, since they also offer a Student Assistance Program, like Orange. Hillsborough is comparable to Orange in that tourism is a central feature of the economy of each. Orange County surpassed both comparison districts in In-School Suspension rates. While the average remained constant over the six-year study period, the other urban districts had increasing ISS rates. Orange was the only one of the three whose ISS rate declined over the six-year study period.

Orange County also compared favorably to Duval County in Out-of-School Suspension rate. Orange (as well as Hillsborough) OSS rates declined over the study period. However, Duval had significantly higher OSS rates to begin with, and their levels remained high.

We also examined the association between how much the SAFE program was implemented in each school, and the change in ISS rates over the six-year study period. In middle schools, in four of seven measures, the level of program implementation was associated with declines in ISS rates, although the correlations are small. These program components included authority to resolve referrals, principal support, involvement in expulsion meetings, and program institutionalization.

In high schools, the association between implementation and ISS rate were even stronger than middle school. Three of the seven program components were associated with ISS rates: effective teamwork, principal support, and program institutionalization. The greater effect of the SAFE program in high schools than in middle schools may be

explained by the fact that the program is newer in the middle schools, and may not have had time to have the kind of impact evident in the high schools.

# **APPENDIX**

## **SAFE Coordinators' Responses to Program Implementation Survey: Summary of Responses**

## 2004 Orange County SAFE Program Evaluation Survey

Please complete all questions and return by fax to Curva and Associates at 850-297-0763 or in the enclosed envelope

1. School Name \_\_\_\_\_
2. How many years has a SAFE program been in place in this school? **1-19**
3. How many years have you been a SAFE Coordinator at this school? **1-15**
4. How many years have you been professionally involved with ATOD or school safety activities? **1-30**
5. How would you rate the SAFE program at your school?  
**20** Excellent  
**20** Very Good  
**6** Good  
**0** Adequate  
**0** Needs work
6. About how many students were referred to your SAFE program last year? **130-1500**
7. How long, on average, would you say it takes for a student to be seen by a SAFE coordinator? **1-7** days
8. What percent of referrals were handled through the team process? **1 – 100 %**
9. About what percentage of referrals do you complete on your own?  
**0 – 100 %**
10. How many SAFE Coordinators are there in your school? **1 - 2**
11. What percent of your time do you devote to SAFE?  
**50 - 100%**

What other duties are you assigned to besides SAFE coordinator?

**A number of different responsibilities were mentioned with lunchroom and before and after school monitoring being the most typical.**

12. About what percentage of determinations do you complete on your own? **0 - 100%**
13. How much support does your principal give to the SAFE program at your school?  
**27** Very strong support  
**17** Good support  
**0** Some support  
**1** Little or no support
14. How much support does PTSA give to the SAFE program at your school?  
**12** Very strong support  
**14** Good support

- 10** Some support  
**10** Little or no support
15. How much support does the district SAFE office give to the SAFE program at your school?  
**32** Very strong support  
**13** Good support  
**1** Some support  
**0** Little or no support
16. How accessible is your principal?  
**29** Very good access  
**15** Good access  
**2** Acceptable  
**0** Poor access
17. How well do you feel your principal understands the role of the SAFE coordinator?  
**32** Very well  
**13** Pretty well  
**1** Not very well  
**0** Not at all
18. How well do you feel your administrators understand the role of the SAFE coordinator?  
**26** Very well  
**18** Pretty well  
**2** Not very well  
**0** Not at all
19. How well do you feel your faculty understands the role of the SAFE coordinator?  
**15** Very well  
**27** Pretty well  
**3** Not very well  
**0** Not at all

20. Do the other teachers support the SAFE Program at your school?  
**21** Very well  
**25** Pretty well  
**0** Not very well  
**0** Not at all
21. How well does the Guidance department work with the SAFE Project at your school?  
**28** Very Well  
**15** Pretty Well  
**3** Not very well  
**0** Not at all
22. How well does the SRO work with the SAFE Project at your school?  
**34** Very Well  
**9** Pretty Well  
**3** Not very well  
**0** Not at all
23. How often do you use the services of outside agencies or community based professionals in your SAFE program?  
**39** On a regular basis  
**7** Sometimes  
**0** Rarely  
**0** Never

24. Please list the members on your core team:

Name	Title (teacher, counselor, AP, etc.)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

25. How often does your core team meet?  
**“never” to “daily”**  
 (Please be specific, e.g., daily, twice-a-week, weekly, monthly, etc.)

26. How well would you say your team is working?  
**11** Extremely well  
**32** Very well  
**2** Not very well  
**1** Poorly
27. Do you have a peer mediation program at your school?  
**39** Yes **7** No
28. If so, how well does the peer mediation program work?  
**5** Very well  
**10** Pretty well  
**14** Not very well  
**9** Not at all
29. How are you included in expulsion meetings?  
**6** I am automatically invited to all expulsion meetings  
**10** I am regularly invited to most expulsion meetings  
**30** I am not generally invited to expulsion meetings
30. How many expulsion meetings do you attend?  
**7** Most of them  
**3** Some of them  
**13** A Few of them  
**20** None of them

**Please complete all questions and return by fax to Curva and Associates at 850-297-0763 or in the enclosed envelope**

**THANK YOU FOR YOUR PARTICIPATION!**