

## **Focused Review of School-Community Liaison Program December 2009**

### ***School-Community Liaison Program***

Since 1997, the Liaison program has grown to be one of the most recognizable of the Board funded/supported programs in the county. From its modest beginnings the program has grown to provide services in each school in the Ashland City, Hillsdale, Loudonville-Perrysville and Mapleton districts, including the Ashland County- West Holmes Career Center (JVSD). Funding for the program is almost exclusively drawn from the Board's local levy line and accounts for approximately 47% of total levy revenues (SFY 10 data). The Career Center provides funding to support a half-time liaison.

The Liaison program, since its inception, has conducted robust satisfaction surveys of the community, the school system and participating families. Additionally, the Liaison program is able to gather objective data on changes in academic performance (grades, behavior and attendance) for those youth involved in the program. Nine year analysis of academic performance show gradual improvements by fiscal year (see Appendix D). On average, 85% of youth involved with the program with identified academic challenges, show improvement when involved with a School-Community Liaison. Additionally, the number of youth served by the program has grown from 1,064 in FY 2001 to 1,843 in FY 2009 (a 73% increase).

Six year averages (FY 2004 – FY 2009) of satisfaction survey data show a very high level of satisfaction (+90%) by group: Teacher Satisfaction, Superintendants, Principals & Guidance Counselors Satisfaction, Community Providers/Agencies Satisfaction and Family Satisfaction (see Appendix B & C). These results viewed by individual group are impressive, taken together the picture is of a program operating at the highest levels of satisfaction.

The programs structure, processes and outcomes are clearly defined and managed by the Program Coordinator. The Coordinator brings cohesion to a program which often operates with great variation due to the needs of each individual school building and/or district. The functional roles of any given liaison can vary widely across the county. To a person, the liaisons cite the flexibility allowed as critical to the success of the program. Levy funding allows the Board this degree of flexibility in program structure and design.

The Liaison program meets two of the Board's priorities regarding outreach, support and education to families as well as minimizing negative impacts for "High-Risk" youth. The program is considered to be a "High Priority" on the Board's Continuum of Funded Services. The average cost per day per school liaison is approximately \$210. Current and future funding seems warranted for the program. Quality improvement opportunities exist, particularly in light of future economic conditions. Consideration to hours of operation, data collection and methodology should be considered.

## School-Community Liaison Program

### History of the Program

The program began in 1997 with a pilot process where one individual was hired and on contract with Appleseed Community Mental Health Center but funded by the Ashland City Schools. It was felt this pilot was a success and when a grant opportunity thru the Department of Jobs and Family Services emerged in 1999, a proposal was made to increase the program. The Mental Health & Recovery Board was awarded that grant which allowed funding to expand the program from 1 full-time equivalent to approximately 6.8 full-time equivalents and allowed for a liaison presence in Ashland City, Hillsdale, Loudonville-Perrysville, Ashland County- West Holmes Career Center (JVSD) and Mapleton school districts. At the end of the grant period the City Schools agreed to once again fund 1 full-time liaison. The Mental Health & Recovery Board provided funding for the remainder of the liaisons from July 2001 to November 2001 at which time the citizens of Ashland County passed a Mental Health & Recovery Levy, a substantial portion of which was utilized to fund the School-Community Liaison Program. The voters of Ashland County renewed the levy in 2006 and allowed the liaison program to continue at stable staffing levels. A focused review of the liaison program last occurred by the Mental Health & Recovery Board in 2003.

### Data Elements included in the Review

The focused review involved the collection and analysis of data gathered from multi-year Community Satisfaction Surveys of Resource Referrals and Families (Appendices B & C), an interview with the Program Coordinator, interviews with the school liaisons, survey data from school personnel including Superintendants, Principles, Guidance Counselors and Teachers(Appendices B & C) and Academic Performance measures (Appendix D).

### Results

#### -Community & Family Satisfaction Surveys

Fiscal Year	Type of Survey	Results
2004	Community Providers/Agencies Satisfaction <ul style="list-style-type: none"> <li>22 surveys distributed; 18 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 95% - Have referrals from the School/Community Liaisons to your agency/services been appropriate? 78% - Did the Liaison assist with helping to streamline the process of getting families in for your services? 83% - Do you feel you have an understanding of the School/Community Liaison program? 100% - Was the Liaison courteous and professional in working together with your agency and families? 89% - Has the School/Community Liaison program benefited you/your agency in any way?
2004	Family Satisfaction <ul style="list-style-type: none"> <li>90 surveys distributed; 32 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 97% - The School Liaison was available to me when I needed him/her and if I had a concern, question, or comment. 94% - The School Liaison provided helpful information to me and my family about available community resources 94% - I believe my child and family have benefited from working with the Liaison. 94% - As a result of contacts with the Liaison, I feel more positive about my child's school.
2005	Community Providers/Agencies Satisfaction <ul style="list-style-type: none"> <li>21 surveys distributed; 14 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 93% - Referrals from the School/Community Liaisons to my agency/services have been appropriate. 93% - Liaisons have assisted with helping to streamline the process of getting

		<p>families in for my services.  86% - I believe I have a good understanding of the School/Community Liaison program.  93% - The Liaisons are courteous and professional in working together with my agency and families.  100% - The School/Community Liaison program has benefited my agency.</p>
2005	<p>Family Satisfaction</p> <ul style="list-style-type: none"> <li>90 surveys distributed; 35 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u>  97% - The School Liaison was available to me when I needed him/her and if I had a concern, question, or comment.  94% - The School Liaison provided helpful information to me and my family about available community resources  94% - I believe my child and family have benefited from working with the Liaison.  91% - As a result of contacts with the Liaison, I feel more positive about my child's school.</p>
2006	<p>Community Providers/Agencies Satisfaction</p> <ul style="list-style-type: none"> <li>25 surveys distributed; 16 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u>  94% - Referrals from the School/Community Liaisons to my agency/services have been appropriate.  100% - Liaisons have assisted with helping to streamline the process of getting families in for my services.  94% - I believe I have a good understanding of the School/Community Liaison program.  100% - The Liaisons are courteous and professional in working together with my agency and families.  94% - The School/Community Liaison program has benefited my agency.</p>
2006	<p>Family Satisfaction</p> <ul style="list-style-type: none"> <li>100 surveys distributed; 35 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u>  100% - The School Liaison was available to me when I needed him/her and if I had a concern, question, or comment.  94% - The School Liaison provided helpful information to me and my family about available community resources  91% - I believe my child and family have benefited from working with the Liaison.  91% - As a result of contacts with the Liaison, I feel more positive about my child's school.</p>
2007	<p>Community Providers/Agencies Satisfaction</p> <ul style="list-style-type: none"> <li>30 surveys distributed; 18 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u>  94% - Referrals from the School/Community Liaisons to my agency/services have been appropriate.  95% - Liaisons have assisted with helping to streamline the process of getting families in for my services.  89% - I believe I have a good understanding of the School/Community Liaison program.  94% - The Liaisons are courteous and professional in working together with my agency and families.  94% - The School/Community Liaison program has benefited my agency.</p>
2007	<p>Family Satisfaction</p> <ul style="list-style-type: none"> <li>90 surveys distributed; 28 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u>  96% - The School Liaison was available to me when I needed him/her and if I had a concern, question, or comment.  100% - The School Liaison provided helpful information to me and my family about available community resources  96% - I believe my child and family have benefited from working with the Liaison.  85% - As a result of contacts with the Liaison, I feel more positive about my child's school.</p>
2008	<p>Family Satisfaction</p> <ul style="list-style-type: none"> <li>98 family surveys distributed; 32 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u>  97% - The School Liaison was available to me when I needed him/her and if I had a concern, question, or comment.  97% - The School Liaison provided helpful information to me and my family about available community resources</p>

		97% - I believe my child and family have benefited from working with the Liaison. 91% - As a result of contacts with the Liaison, I feel more positive about my child's school.
2008	Community Providers/Agencies Satisfaction <ul style="list-style-type: none"> <li>26 surveys distributed; 12 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 92% - Referrals from the School/Community Liaisons to my agency/services have been appropriate. 75% - Liaisons have assisted with helping to streamline the process of getting families in for my services. 100% - I believe I have a good understanding of the School/Community Liaison program. 92% - The Liaisons are courteous and professional in working together with my agency and families. 83% - The School/Community Liaison program has benefited my agency.
2009	Family Satisfaction <ul style="list-style-type: none"> <li>90 family surveys distributed; 36 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 95% - The School Liaison was available to me when I needed him/her and if I had a concern, question, or comment. 95% - The School Liaison provided helpful information to me and my family about available community resources 92% - I believe my child and family have benefited from working with the Liaison. 86% - As a result of contacts with the Liaison, I feel more positive about my child's school.
2009	Community Providers/Agencies Satisfaction <ul style="list-style-type: none"> <li>25 surveys distributed; 15 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 93% - Referrals from the School/Community Liaisons to my agency/services have been appropriate. 93% - Liaisons have assisted with helping to streamline the process of getting families in for my services. 93% - I believe I have a good understanding of the School/Community Liaison program. 100% - The Liaisons are courteous and professional in working together with my agency and families. 80% - The School/Community Liaison program has benefited my agency.

-Interview with Program Coordinator

The focus of the interview with the program coordinator was to review ongoing programmatic trends and patterns, continuous quality improvement activities (including outcomes) and future needs of the program. Some changes since the last focused review of the program in 2003 include the consolidation of the liaison program under one "roof" namely, Appleseed Community Mental Health Center. The program coordinator has noted that Board staff has had less involvement with the day to day operations of the program. This trend was also seen with the leadership at Appleseed. This change is most likely attributed to the natural growth of the program from its early stages which involved numerous start-up issues to ongoing stages which are focused on continuation of best practices and quality improvement. The coordinator feels staff continuity and professionalism are strengths of the program as well as good County-wide recognition of the program and a flexible funding source which allows for the program to "do what's needed" rather than a focus on predetermined roles and activities.

Some challenges of the program were also identified by the coordinator. Each building and/or school district presents varying approaches to incorporating the liaisons into their building/district. This can be a challenge to liaisons as there may be little uniformity in expectations from building to building or district to district. This reality necessitates the liaisons having a flexible work attitude. Another

challenge occurs when community agencies look to referrals from the liaison program to meet their agency specific projections. The liaisons are careful to make only those referrals that they have fully discussed with the youth/family and that there is mutual agreement around. The concept of “making referrals just to make them” is not one held by the program. Finally, the ongoing management of all the data currently collected was cited as challenge.

The generation of documentation by the liaisons and the program was explored. At the most basic level “Contact sheets” (Appendix E) are completed by each liaison weekly and forwarded to Stacy. These sheets allow for the coordinator to track the number of youth/families/others that have had interaction with the liaison. It also allows the coordinator to keep a running count of unduplicated youth reached by the program. A “Monthly Summary of School/Community Liaison Activities” (Appendix F) is completed by each liaison on a monthly basis, forwarded to the coordinator, and indicates the types of activities the liaison was involved with, upcoming activities planned and at least one success story the liaison has had over the month working with a school/community professional and/or child/family. Finally, each liaison completes a three month “School/Community Liaison Outcome Measures” (Appendix G) for each youth they’ve worked with that quarter. The documentation tracks the specific behavioral changes, if any that have occurred since involvement with the program. These include changes in Academic Performance, Attendance and Problematic Behaviors/Principal office visits. Additionally, the documentation tracks referrals made by the liaisons to which agency/service as well as the status of the referral (i.e. followed through/completed, ongoing and declined.)

The coordinator outlined a series of steps that are taken to promote the fact that the program is funded, almost exclusively, by the Mental Health & Recovery Board levy. Thinking about the future of the program in challenging economic conditions it was acknowledged that the program is more effective during the months where school is in session versus the summer months.

#### -Interviews with Liaisons

Interviews were arranged with each of the liaisons. The Liaisons were asked to respond to the following 8 questions:

1. What do you see as your mission as a School Liaison?
2. Tell me about your role in the school.
3. How are you meeting the needs of your school? How are you addressing the gaps?
4. What is going well with the program? What is not going well?
5. How do you know a child you are working with is benefitting from your services?
6. Would the individuals you work with know the School-Community Liaison Program is funded by the Mental Health & Recovery Board? How would they know?
7. Tell me how the referral process works. How do you know whether the referral was useful? How long do you “stick with” a referred youth/family?
8. What else would be helpful for me to know about the program?

A summary of their responses follows.

Most liaisons see their mission as one of a knowledgeable resource person that builds relationships with youth/families, schools, and community resources. Based on those relationships the liaison is in a unique and powerful position to assist youth/family in securing needed services/resources. Where differences exist among liaisons as to their mission it is a matter of emphasis not substance.

Less standardization exists with regards to each liaison's role in any specific school building. Differences are seen between and within school districts. Fundamentally the liaisons have adapted their role to meet the identified needs of the school leadership. The liaisons and school professionals view this flexibility as a strength of the program. Liaisons may engage in roles similar to a guidance counselor, a teacher, a tutor, a counselor, a resource person, a crisis worker, a mediator, etc.

Referrals to the liaison program are similarly varied by school building/district. While some buildings exert differing degrees of control over the referral process it is most common for liaisons to be accessible to school staff, community, student and family needs. Perceived service gaps are most often met through the efforts of the liaisons but identification of service gaps is not done exclusively by the liaisons. One striking result of the interview process with the liaisons concerned referrals from families in the community. Each liaison interviewed reported that it was very common to be approached by a family in the community who had been referred to the liaison by a friend/family member in the community previously helped by the liaison or the liaison program. It seems clear that this "endorsement" by a family member or friend carried a great deal of weight in helping the individual approach the liaison for assistance. Another common theme regarding referrals is the length of time a liaison may work with a youth/family after a referral is made. Some referrals, by nature of the identified needs, are short term. The youth/family might have a need that is readily met with the help of the liaison and there is limited need for follow-up. The other end of the spectrum is just as common. Many of the liaisons reported that they have worked on/off with the same youth/family for multiple years and across different school buildings/districts.

The liaisons overwhelmingly viewed the program coordinator as a strength of the program. Additionally, the liaisons appreciated and cited the flexibility offered as another key ingredient in allowing the program to be so successful. Finally, the peer support received among the liaisons was mentioned frequently as a key component of a successful program. The top challenges to the program included: Too many "bosses" at the various buildings; not enough liaison time to adequately meet the needs of each building; not enough physical space at the buildings to perform their duties; and challenges in working collaboratively with other social agencies in the community.

Most liaisons indicated that only a percentage of the individuals that they work with would know that the program was primarily funded by the Mental Health & Recovery Board. It should be noted that this lack of awareness is not necessarily due to the liaisons' lack of effort in informing others.

It was clear from the interviews that each liaison feels as though they have adequate access to the data necessary to complete the contact, activity and outcomes documentation discussed under the interview with the program coordinator. While there was some disagreement regarding the definition of what constitutes a "contact" overall broad agreement existed that the measures collected were accurate.

A limitation of the interview method employed to gather data from the liaisons was the inability to fully convey the professionalism of the liaisons and the passion they show for their work. Each liaison possessed a clear idea of their mission and role within their building(s)/district and had developed meaningful relationships critical to the success of their work. The liaisons have established themselves within the culture of the school system while maintaining their objectivity with regards to helping those youth/family referred to them. It should be noted that this "balancing act" is not necessarily easy, but vital for the success of the program. Each interview was conducted at the school site where the liaison

worked. The interviewer was able to observe the disparate physical space conditions referenced by the liaisons. Also available for observation was the attitude of school administrative staff and teachers towards the liaisons. These attitudes were overwhelmingly grateful and consistent with the objective data below.

-School Survey Data

Fiscal Year	Type of Survey	Results
2004	Teacher Satisfaction <ul style="list-style-type: none"> <li>120 surveys distributed; 83 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 98% - The School Liaison is available to & makes appropriate contact with school teachers, guidance counselors & other staff. 99% - The School Liaison makes an accurate assessment of student needs. 99% - The School Liaison achieves needed contacts with students & families to make assessments and f/u services. 89% - The School Liaison provides reports & feedback to school staff as needed. 100% - The School Liaison is courteous & professional in dealing with school staff, students and families.
2004	Sups/Principals/Guidance Satisfaction <ul style="list-style-type: none"> <li>60 surveys distributed; 45 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 96% - The School Liaison is available to & makes appropriate contact with school teachers, guidance counselors & other staff. 96% - The School Liaison makes an accurate assessment of student needs. 98% - The School Liaison achieves needed contacts with students & families to make assessments and f/u services. 96% - The School Liaison provides reports & feedback to school staff as needed. 100% - The School Liaison is courteous & professional in dealing with school staff, students and families.
2005	Sups/Principals/Guidance Satisfaction <ul style="list-style-type: none"> <li>55 surveys distributed; 42 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 97% - The School Liaison is available to & makes appropriate contact with school teachers, guidance counselors & other staff. 100% - The School Liaison makes an accurate assessment of student needs. 100% - The School Liaison achieves needed contacts with students & families to make assessments and f/u services. 97% - The School Liaison provides reports & feedback to school staff as needed. 100% - The School Liaison is courteous & professional in dealing with school staff, students and families.
2005	Teacher Satisfaction <ul style="list-style-type: none"> <li>110 surveys distributed; 83 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 99% - The School Liaison is available to & makes appropriate contact with school teachers, guidance counselors & other staff. 99% - The School Liaison makes an accurate assessment of student needs. 100% - The School Liaison achieves needed contacts with students & families to make assessments and f/u services. 94% - The School Liaison provides reports & feedback to school staff as needed. 99% - The School Liaison is courteous & professional in dealing with school staff, students and families.
2006	Teacher Satisfaction <ul style="list-style-type: none"> <li>110 surveys distributed; 79 returned</li> </ul>	<u>Agree or Strongly Agree Percentages</u> 97% - The School Liaison is available to & makes appropriate contact with school teachers, guidance counselors & other staff. 96% - The School Liaison makes an accurate assessment of student needs. 97% - The School Liaison achieves needed contacts with students & families to make assessments and f/u services. 90% - The School Liaison provides reports & feedback to school staff as needed.

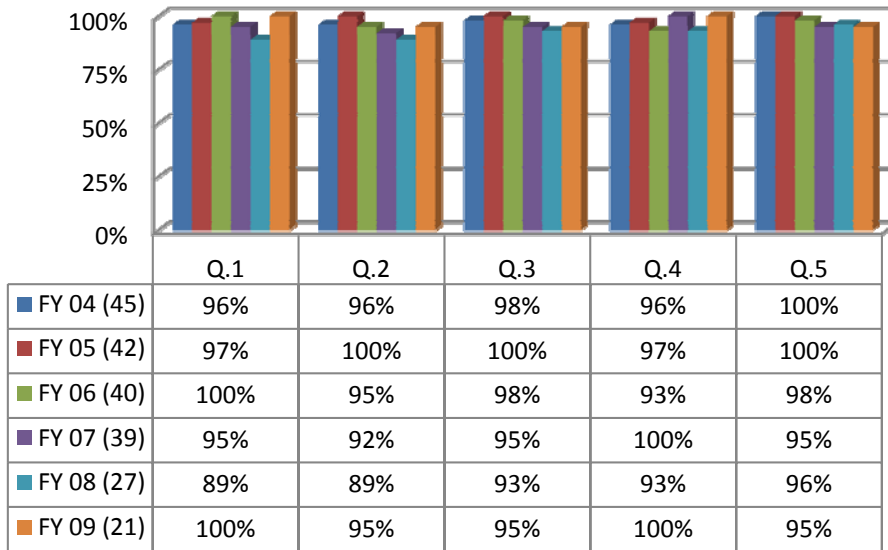
		100% - The School Liaison is courteous & professional in dealing with school staff, students and families.
2006	<p>Sups/Principals/Guidance Satisfaction</p> <ul style="list-style-type: none"> <li>55 surveys distributed; 40 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u></p> <p>100% - The School Liaison is available to &amp; makes appropriate contact with school teachers, guidance counselors &amp; other staff.</p> <p>95% - The School Liaison makes an accurate assessment of student needs.</p> <p>98% - The School Liaison achieves needed contacts with students &amp; families to make assessments and f/u services.</p> <p>93% - The School Liaison provides reports &amp; feedback to school staff as needed.</p> <p>98% - The School Liaison is courteous &amp; professional in dealing with school staff, students and families.</p>
2007	<p>Teacher Satisfaction</p> <ul style="list-style-type: none"> <li>90 surveys distributed; 60 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u></p> <p>98% - The School Liaison is available to &amp; makes appropriate contact with school teachers, guidance counselors &amp; other staff.</p> <p>97% - The School Liaison makes an accurate assessment of student needs.</p> <p>97% - The School Liaison achieves needed contacts with students &amp; families to make assessments and f/u services.</p> <p>98% - The School Liaison provides reports &amp; feedback to school staff as needed.</p> <p>98% - The School Liaison is courteous &amp; professional in dealing with school staff, students and families.</p>
2007	<p>Sups/Principals/Guidance Satisfaction</p> <ul style="list-style-type: none"> <li>48 surveys distributed; 39 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u></p> <p>95% - The School Liaison is available to &amp; makes appropriate contact with school teachers, guidance counselors &amp; other staff.</p> <p>92% - The School Liaison makes an accurate assessment of student needs.</p> <p>95% - The School Liaison achieves needed contacts with students &amp; families to make assessments and f/u services.</p> <p>100% - The School Liaison provides reports &amp; feedback to school staff as needed.</p> <p>95% - The School Liaison is courteous &amp; professional in dealing with school staff, students and families.</p>
2008	<p>Sups/Principals/Guidance Satisfaction</p> <ul style="list-style-type: none"> <li>30 surveys distributed; 27 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u></p> <p>89% - The School Liaison is available to &amp; makes appropriate contact with school teachers, guidance counselors &amp; other staff.</p> <p>89% - The School Liaison makes an accurate assessment of student needs.</p> <p>93% - The School Liaison achieves needed contacts with students &amp; families to make assessments and f/u services.</p> <p>93% - The School Liaison provides reports &amp; feedback to school staff as needed.</p> <p>96% - The School Liaison is courteous &amp; professional in dealing with school staff, students and families.</p>
2008	<p>Teacher Satisfaction</p> <ul style="list-style-type: none"> <li>90 surveys distributed; 64 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u></p> <p>89% - The School Liaison is available to &amp; makes appropriate contact with school teachers, guidance counselors &amp; other staff.</p> <p>91% - The School Liaison makes an accurate assessment of student needs.</p> <p>87% - The School Liaison achieves needed contacts with students &amp; families to make assessments and f/u services.</p> <p>79% - The School Liaison provides reports &amp; feedback to school staff as needed.</p> <p>98% - The School Liaison is courteous &amp; professional in dealing with school staff, students and families.</p>

2009	<p>Teacher Satisfaction</p> <ul style="list-style-type: none"> <li>96 surveys distributed; 72 surveys returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u></p> <p>97% - The School Liaison is available to &amp; makes appropriate contact with school teachers, guidance counselors &amp; other staff.</p> <p>96% - The School Liaison makes an accurate assessment of student needs.</p> <p>97% - The School Liaison achieves needed contacts with students &amp; families to make assessments and f/u services.</p> <p>93% - The School Liaison provides reports &amp; feedback to school staff as needed.</p> <p>99% - The School Liaison is courteous &amp; professional in dealing with school staff, students and families.</p>
2009	<p>Sups/Principals/Guidance Satisfaction</p> <ul style="list-style-type: none"> <li>30 surveys distributed; 21 returned</li> </ul>	<p><u>Agree or Strongly Agree Percentages</u></p> <p>100% - The School Liaison is available to &amp; makes appropriate contact with school teachers, guidance counselors &amp; other staff.</p> <p>95% - The School Liaison makes an accurate assessment of student needs.</p> <p>95% - The School Liaison achieves needed contacts with students &amp; families to make assessments and f/u services.</p> <p>100% - The School Liaison provides reports &amp; feedback to school staff as needed.</p> <p>95% - The School Liaison is courteous &amp; professional in dealing with school staff, students and families.</p>

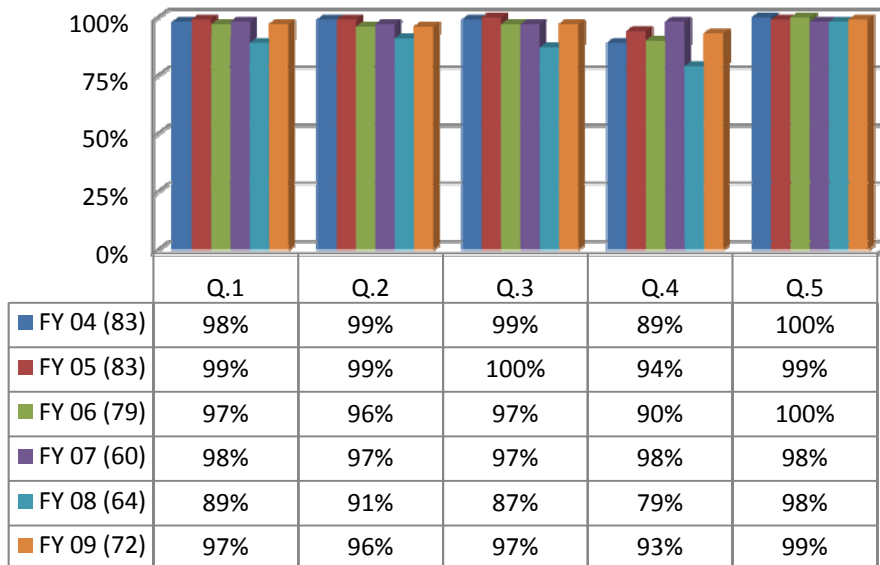
**Appendix B**

*School-Community Liaison Satisfaction Survey Graphs*

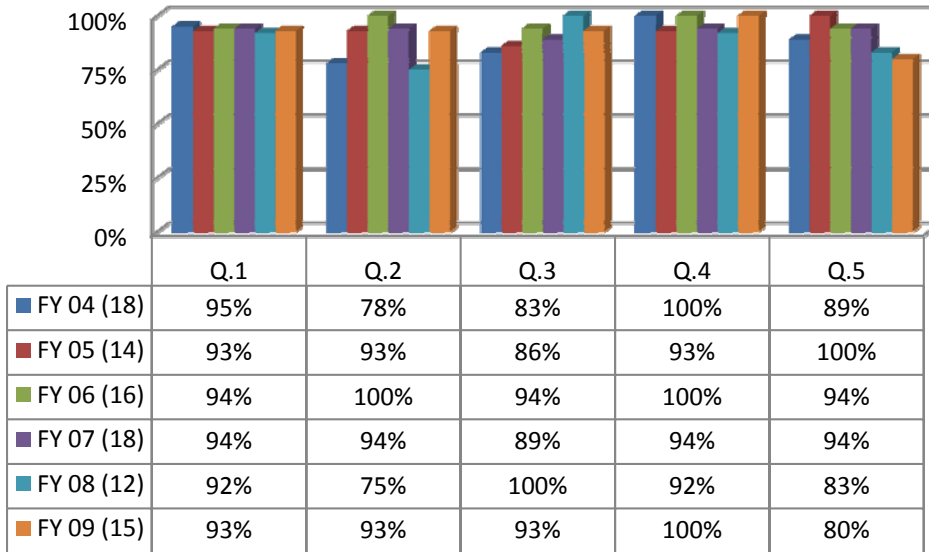
**Superintendents, Principals & Guidance  
Counselor Satisfaction**



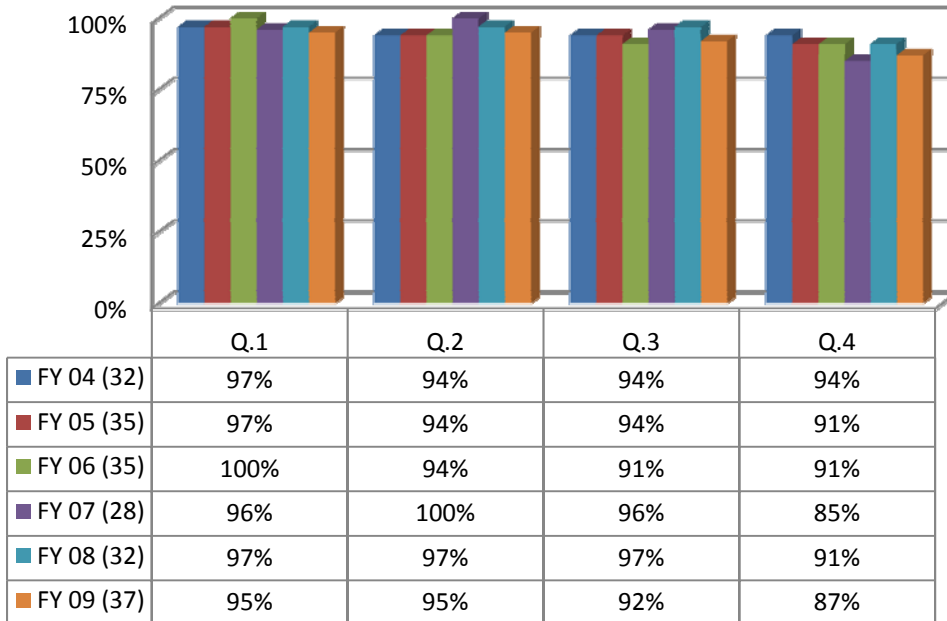
**Teacher Satisfaction**



## Community Providers/Agencies Satisfaction



## Family Satisfaction



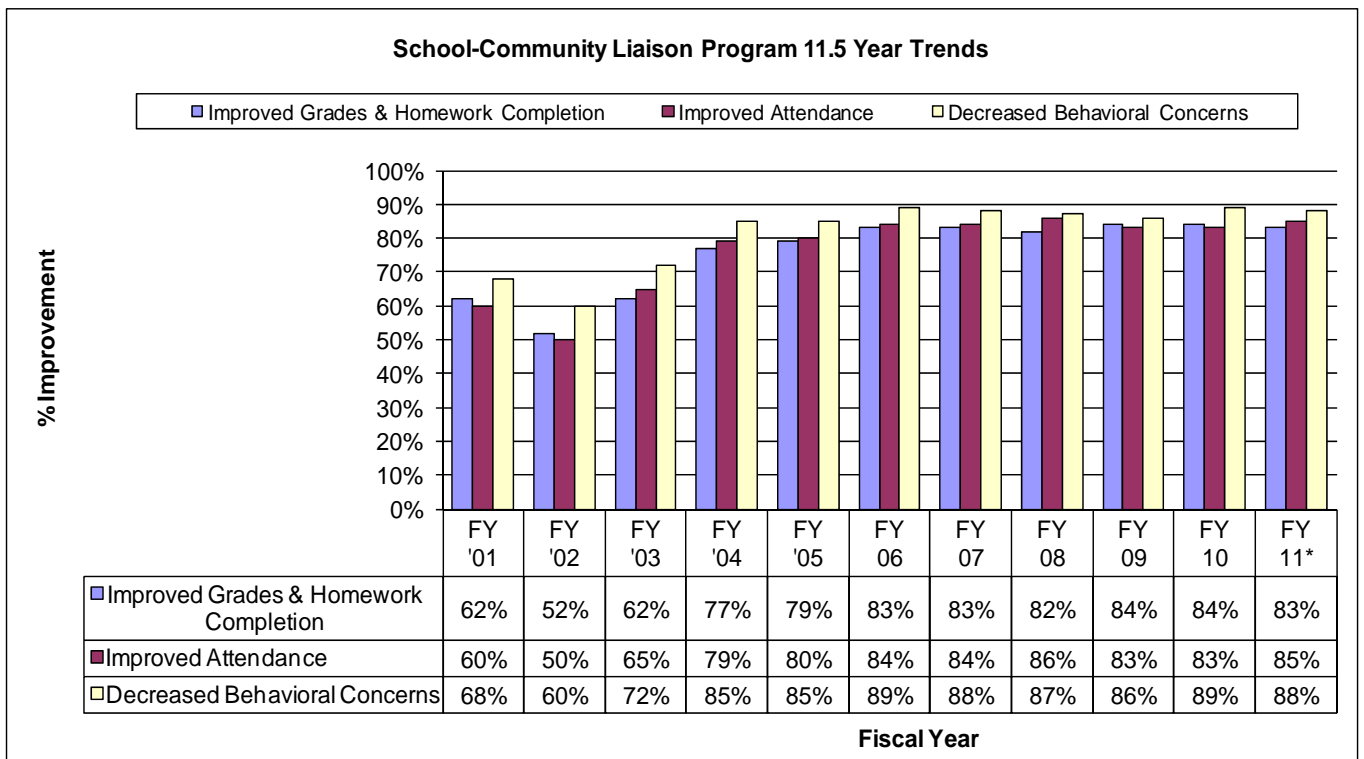
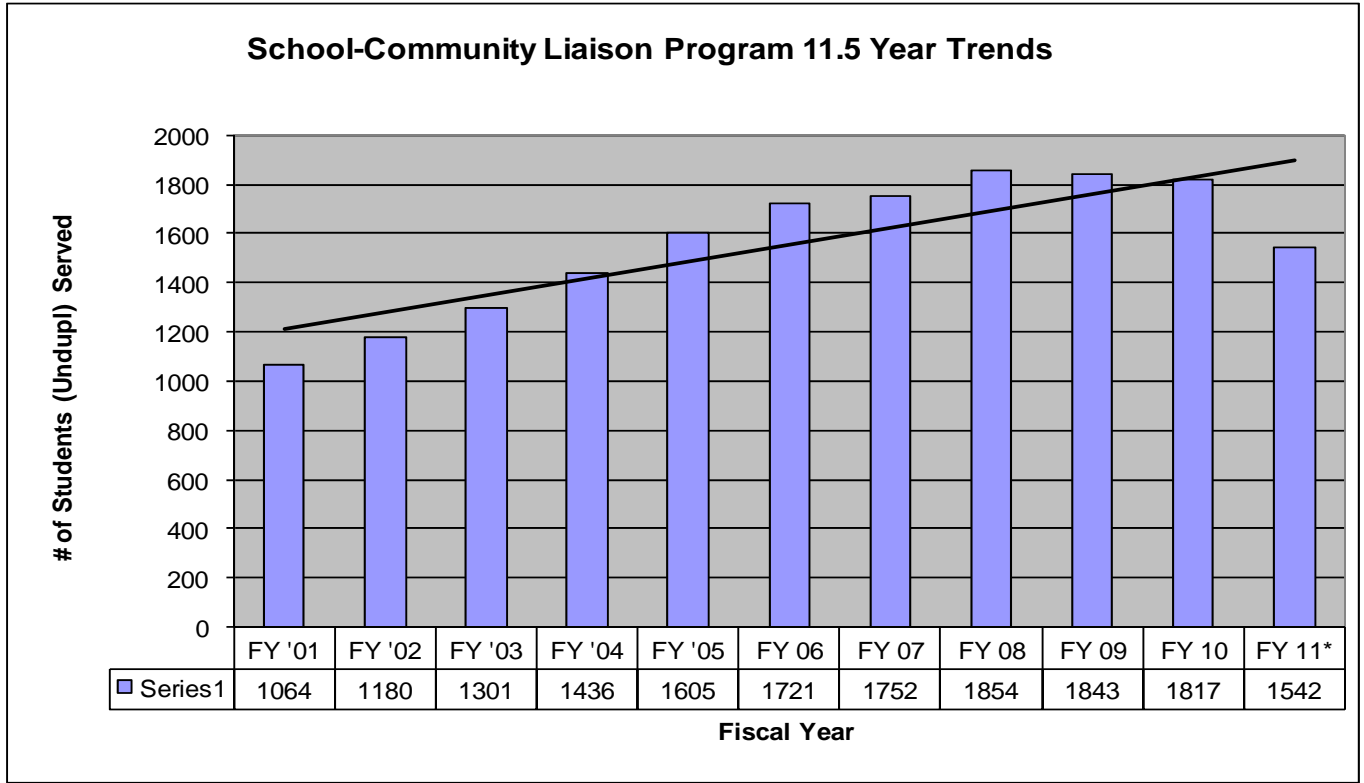
## Appendix C

### *School-Community Liaison Multi-Year Satisfaction Data*

<b>Teacher Satisfaction</b>						<b>N-Size</b>
FY	Q.1	Q.2	Q.3	Q.4	Q.5	
2004	98%	99%	99%	89%	100%	83
2005	99%	99%	100%	94%	99%	83
2006	97%	96%	97%	90%	100%	79
2007	98%	97%	97%	98%	98%	60
2008	89%	91%	87%	79%	98%	64
2009	97%	96%	97%	93%	99%	72
2010						
<b>Average</b>	96%	96%	96%	91%	99%	
<b>Sups/Principals &amp; Guidance</b>						<b>N-Size</b>
FY	Q.1	Q.2	Q.3	Q.4	Q.5	
2004	96%	96%	98%	96%	100%	45
2005	97%	100%	100%	97%	100%	42
2006	100%	95%	98%	93%	98%	40
2007	95%	92%	95%	100%	95%	39
2008	89%	89%	93%	93%	96%	27
2009	100%	95%	95%	100%	95%	21
2010						
<b>Average</b>	96%	95%	97%	97%	97%	
<b>Community Providers/Agencies</b>						<b>N-Size</b>
FY	Q.1	Q.2	Q.3	Q.4	Q.5	
2004	95%	78%	83%	100%	89%	18
2005	93%	93%	86%	93%	100%	14
2006	94%	100%	94%	100%	94%	16
2007	94%	94%	89%	94%	94%	18
2008	92%	75%	100%	92%	83%	12
2009	93%	93%	93%	100%	80%	15
2010						
<b>Average</b>	94%	89%	91%	97%	90%	
<b>Family Satisfaction</b>					<b>N Size</b>	
FY	Q.1	Q.2	Q.3	Q.4		
2004	97%	94%	94%	94%	32	
2005	97%	94%	94%	91%	35	
2006	100%	94%	91%	91%	35	
2007	96%	100%	96%	85%	28	
2008	97%	97%	97%	91%	32	
2009	95%	95%	92%	87%	37	
2010						
<b>Average</b>	97%	96%	94%	90%		

**Appendix D**

*School-Community Liaison Program – Longitudinal Data*



**Appendix E**  
*Liaison Contact Sheet*

Date	Student's Name	Student	Family	Principal	Teacher	Guidance	Other Sch	Mental Health	DJFS/CS	Community	Legal	Brief Contact	Referrals/Comments

**Appendix F**  
*Liaison Activities Tracking Sheet*

**Monthly Summary of School/Community Liaison Activities**

**Liaison Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Month of:** \_\_\_\_\_

**Activities involved in NOT included on contact sheet (Also please indicate "why"/goal of activity):** (i.e. field trips, classroom observations, guidance counselor luncheon, etc.)

**Upcoming activities you are planning or will be involved in:**

**Share a success story in working with a school/community professional and/or child/family:**

**Appendix G**

*Liaison Outcomes Measures Tracking Sheet*

**School/Community Liaison Outcome Measures  
(October - December 2009)**

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Academic Performance (circle one):

N/A                      Improved                                      Same                                      Worse

Comments: \_\_\_\_\_  
\_\_\_\_\_

Attendance (circle one):

N/A                      Improved                                      Same                                      Worse

Comments: \_\_\_\_\_  
\_\_\_\_\_

Problematic Behaviors/Principal office visits (circle one):

N/A                      Improved                                      Same                                      Worse

Comments: \_\_\_\_\_  
\_\_\_\_\_

**REFERRALS *This Quarter* (From October 1 – December 31):**

Agency/Service: \_\_\_\_\_

Followed Through/Completed      Followed Through/Ongoing      Declined Services

Agency/Service: \_\_\_\_\_

Followed Through/Completed      Followed Through/Ongoing      Declined Services

Agency/Service: \_\_\_\_\_

Followed Through/Completed      Followed Through/Ongoing      Declined Services

Agency/Service: \_\_\_\_\_

Followed Through/Completed      Followed Through/Ongoing      Declined Services

Agency/Service: \_\_\_\_\_

Followed Through/Completed      Followed Through/Ongoing      Declined Services