



## H.B. 289 Update & Report for SFY 08

**County: Butler**

<b>Focus Area:</b> (list one focus area per template)			
<b>Child Abuse and Neglect</b>			
<b>Long-Term Child Well-Being Commitment(s):</b>			
<b>Children Succeed In School</b>			
<b>Intermediate Outcome # 1:</b> (list one intermediate outcome per report template. For additional intermediate outcomes, copy template.)			
Reduction in child abuse and neglect			
<b>Indicator(s):</b>	<b>Baseline Data</b>	<b>Current Year Data</b>	<b>Direction of Change</b> (+, -, NC)
<b>Unduplicated new reports of abuse/neglect</b>	Data: 2952 Year of Data: 2005	Data: 2863 Year of Data: 2007	+
<b>Number of children in custody of child welfare</b>	Data: 682 Year of Data: 2005	Data: Being validated Year of Data: 2007	Select one:
<b>Rate of children in custody of child welfare per 1,000 county residents under 18</b>	Data: 8.0 Year of Data: 2005	Data: Being validated Year of Data: 2007	Select one:
<b>Key Findings Summary:</b> (include any changes or deviations from original plan)			
There was a 3% decrease in the number of unduplicated new reports of abuse/neglect. Data was converted to SACWIS in 2007. The county is in the process of validating data in SACWIS and these indicators are not yet available to be released.			

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**Short-Term Outcomes & Strategies for defined Intermediate Outcome**

<b>Short-Term Outcome #1:</b> (list one short-term outcome per template page, for additional short-term outcomes use page3 & 4)			
Children will have positive adult role models/caregivers			
<b>Indicator(s):</b>	<b>Baseline Data</b>	<b>Current Year Data</b>	<b>Direction of Change (+, -, NC)</b>
% of Head Start families with histories of mental health services, substance abuse, child abuse/neglect, and/or domestic violence	Data: 9% Year of Data: 2005--2006	Data: 9% Year of Data: 2006--2007	NC
Number of Head Start students reported to Children Services for child abuse/neglect	Data: 39 Year of Data: 2005--2006	Data: 39 Year of Data: 2006--2007	NC
	Data: Year of Data:	Data: Year of Data:	Select one:
<b>Strategy(ies):</b>	<b>Strategy Description</b>	<b>Type of Strategy</b>	<b>Phase of Strategy</b>
Implement Incredible Years parenting curriculum	Direct Service	Evidence Based	Planning
	Select one:	Select one:	Select one:
	Select one:	Select one:	Select one:
<b>Key Findings Summary:</b> (include any changes or deviations from original plan) <b>Incredible Years Parent Group Leader training was provided to 20 parent educators (5 of whom are Head Start staff) in March 2008. It is not a surprise that there has been no change in the data. Any change realized in this year would have not been attributed to the intervention as the parent portion has not yet been fully implemented.</b>			

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<b>Short-Term Outcome #2:</b> (list one short-term outcome per template page)			
Preschoolers will demonstrate social competence			
<b>Indicator(s):</b>	<b>Baseline Data</b>	<b>Current Year Data</b>	<b>Direction of Change (+, -, NC)</b>
% of Head Start youth eligible for kindergarten who are socially/emotionally/mentally prepared to attend as defined by the protective factors subscales of the DECA-E	Data: 78% Year of Data: Pre test FY08	Data: 91% Year of Data: Post test FY08	+
	Data: Year of Data:	Data: Year of Data:	Select one:
	Data: Year of Data:	Data: Year of Data:	Select one:
<b>Strategy(ies):</b>	<b>Strategy Description</b>	<b>Type of Strategy</b>	<b>Phase of Strategy</b>
Implement Incredible Years Classroom Curriculum	Direct Service	Evidence Based	Planning
	Select one:	Select one:	Select one:
	Select one:	Select one:	Select one:
<b>Key Findings Summary:</b> (include any changes or deviations from original plan) <b>The above numbers are based on the average of the subscale scores for the students enrolled at 2 Head Start sites. Although still in the planning phase for full implementation of the classroom curriculum, teachers were oriented to Incredible Years and because they saw a significant improvement in the youth participating in Dino School they began to implement some of the strategies (praise for positive behavior; ignoring negative behavior, songs, etc.) in the classroom to reinforce the Dino School "lessons." Data would suggest that this had an impact on the overall subscale scores for the entire student population. Other positive outcomes for some of these children were referrals to other interventions (speech/occupational therapy, vision screening, individual counseling, etc.)</b>			

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**Short-Term Outcomes & Strategies for defined Intermediate Outcome**  
**Duplicate Page (copy as needed)**

<b>Short-Term Outcome #3:</b> (list one short-term outcome per template page)			
Preschoolers will demonstrate age appropriate behaviors.			
<b>Indicator(s):</b>	<b>Baseline Data</b>	<b>Current Year Data</b>	<b>Direction of Change (+, -, NC)</b>
% of Head Start youth exhibiting age appropriate behaviors as defined by the behavioral concerns subscales of DECA-C	Data: 75% Year of Data: Pre-test FY08	Data: 79% Year of Data: Post-test FY08	+
	Data: Year of Data:	Data: Year of Data:	Select one:
	Data: Year of Data:	Data: Year of Data:	Select one:
<b>Strategy(ies):</b>	<b>Strategy Description</b>	<b>Type of Strategy</b>	<b>Phase of Strategy</b>
Implement Dino School in two Head Start classrooms	Direct Service	Evidence Based	Implementing
	Select one:	Select one:	Select one:
	Select one:	Select one:	Select one:
<b>Key Findings Summary:</b> (include any changes or deviations from original plan) <b>A total of 33 preschoolers were served through Dino School in FY08 with 28 (85%) completing the program. Of the 28 preschoolers who completed the program, 22 (79%) demonstrated statistically significant improvement in one or more of the subscales of the DECA (initiative, self-control, attachment, withdrawal/depression, emotional control problems, attention problems, and aggression). Many subscales demonstrated improvement, although not at the clinically significant level. The average positive</b>			

**change in T scores for the total protective factors was +4.682 and for the total behavioral concerns was +5.369.**

### **Goals to Accomplish in the Coming Year:**

Describe plans for the coming year:

#### **A. Additional Long-Term Commitments to Child Well-Being Identified:**

**No plans to add additional commitments at this time. Overall, school success is being addressed through multiple strategies across the developmental continuum. The objective of this approach is to coordinate a more comprehensive community plan to assure that Children Succeed in School. The strategy in Butler County's HB289 plan is designed to address the gap in services to the 3--4 year old population.**

#### **B. Additional Intermediate Outcomes and Indicators Identified:**

**No plans to add additional outcomes/indicators at this time. Child abuse/neglect prevention/intervention efforts are receiving a higher priority for action as demonstrated by the OCTF application and selected strategies (which build upon HB289 planning), by policy changes within child welfare and juvenile justice, and by the development of a Center for Family Solutions which is designed to be a Child Advocacy Center, a training center, and a center for community based, holistic interventions for families and children. Butler County United Way is providing critical leadership to this last initiative. Furthermore, Butler County participated in the Ohio Summit on Children. When viewed strategically, Butler County is taking an integrated approach to develop strategies that are cohesive, comprehensive, and county-wide.**

#### **C. Additional Short-Term Outcomes and Indicators Identified:**

**None at this time, however, with the partnership with Miami University providing classroom support through OCTF funds, additional indicators may be identified to demonstrate and measure improvements in the social competencies and /or reduction in behavioral concerns of the preschoolers.**

#### **D. Additional Strategies Identified:**

**In FY09 Miami University will partner with Head Start to provide support in the classroom. Head Start staff will be trained in Conscious Discipline as an adjunct to positive behavioral supports. The Classroom Curriculum and the Parenting Curriculum will be implemented. Dino School will be implemented in two more classrooms. A strategic plan for expansion and sustainability will be developed.**

<b>H.B. 289 Core Team:</b>			
List the key members of the county H.B. 289 Core Team responsible for ongoing planning, implementation, and reporting:			
<b>NAME</b>	<b>ORGANIZATION</b>	<b>TITLE</b>	<b>ROLE</b>
<b>Pam Mortensen</b>	<b>Catholic Social Services</b>	<b>Director, Family Life Programs</b>	<b>Coordinator</b>
<b>George Enfield</b>	<b>Catholic Social Services</b>	<b>Therapist</b>	<b>Therapist</b>
<b>Dr. Jennifer Green</b>	<b>Miami University</b>	<b>Professor</b>	<b>Consultant/Supervisor of Graduate Students</b>
<b>Jon Graft</b>	<b>Head Start</b>	<b>Director</b>	<b>Planning/Implementation</b>
<b>Kim McKinney</b>	<b>Head Start</b>	<b>Disability/Behavioral Health Manager</b>	<b>Program Development</b>
<b>Sheila Kenny</b>	<b>FCFC</b>	<b>Family Representative</b>	<b>Monitoring/Reporting</b>
<b>Shelly Wallpe</b>	<b>Catholic Social Services/FCFC</b>	<b>Executive Director/Chair</b>	<b>Planning/Implementation/Reporting</b>