



Community & Family Engagement Update

Covington Schools & Covington Partners

The work of Covington Schools' Community & Family Engagement department is greatly enhanced through the collaboration with our community coalition, Covington Partners. Through the work of various partners, we are able to provide a number of services to our students and families. We are also able to sustain programs initiated through Covington Schools with funding secured through Covington Partners. This is a summary of our collaborative efforts and outcomes.

New Name, New Logo, Same Great Partner

This past September, the Board of Directors voted to shorten the name of the organization to Covington Partners and adopted new logos. The new name and logo fully embraces all the work that we do. Since 1999, Covington Partners has worked closely with Covington Independent Public School to provide support services that promote positive student outcomes to ensure that all students reach Destination: Graduation. Since the beginning, we have collected and analyzed data to continuously improve so the best services are provided to the students and families of Covington Schools.

Covington Partners is working to enhance and sustain programming in several areas. In the past two years, we have worked with STRIVE to create seven collaboratives including: early childhood, family engagement, health and wellness, visual and performing arts, mentoring, college access, and youth leadership. Collaboratives meet monthly and the full coalition meets quarterly in September, December, March and June.



Your Partner in Education

Community Learning Centers— Four schools have been transformed into Community Learning Centers (CLCs). Holmes Middle School, Holmes High School, John G. Carlisle Elementary and Ninth District

Elementary schools are open during non-school hours to provide academic and enrichment programming, recreation, and visual and performing arts activities to the Covington community. Hours vary at each CLC.

SCHOOL	30-DAY ATTENDEES as of March 30 th	Average MAP Score for CLC Students	Average MAP Score for All Other Students
Holmes High School	44	216.65	215.7
Holmes Middle School	35	N/A	N/A
John G. Carlisle	93	189.0	185.9
9 th District	113	190.3	182.2

College Access - The committee is comprised of non-profit, educational and community leaders seeking to provide a successful transition for Holmes High Schools students to post-secondary education. Post-secondary education includes 2 and 4 year college as well as vocational/workforce training. The College Access Collaborative has two main goals: 1) By 2015, Holmes High School will increase by 10% the number of students enrolling in 2-4 year colleges, and 2) By 2015, the average ACT scores at Holmes High School will increase by 2.5 points.



Recent KIP and Attitudes and Behavior Data – The KIP survey measures self-reported drug use and violence by students in grades 6, 8, 10, and 12. The Attitudes and Behavior Data measures the 40 Developmental Assets of students in grades 7,9 and 11.

KIP Survey Results - 2011

Grade	Percentage of Students Reporting NOT Using Cigarettes in the past 30 days	Percentage of Students Reporting NOT Using Alcohol in the past 30 days	Percentage of Students Reporting NOT Using Marijuana in the past 30 days
6 th	94.62%	97.13%	97.56%
8 th	77.42%	87.08%	88.68%
10 th	68.42%	76.49%	70.06%
12 th	66.02%	67.65%	61.62%

Attitudes and Behavior Survey Results - 2011

External Asset	Percentage of Students Who Report Having this Asset	Internal Asset	Percentage of Students Who Report Having this Asset
Family Support	70%	Achievement Motivation	67%
Positive Community Communication	28%	School Engagement	53%
Other Adult Relationships	39%	Homework	28%
Caring Neighborhood	45%	Bonding to School	19%
Caring School Climate	37%	Reading for Pleasure	24%
Parent Involvement in Schooling	43%	Caring	60%
Community Values Youth	29%	Equality and Social Justice	65%
Youth as Resources	32%	Integrity	74%
Service to Others	54%	Honesty	73%
Safety	42%	Responsibility	72%
Family Boundaries	45%	Restraint	44%
School Boundaries	58%	Planning and Decision-Making	38%
Neighborhood Boundaries	54%	Interpersonal Competence	49%
Adult Role Models	23%	Cultural Competence	48%
Positive Peer Influence	65%	Resistance Skills	41%
High Expectations	59%	Peaceful Conflict Resolution	30%
Creative Activities	19%	Personal Power	35%
Youth Programs	52%	Self-Esteem	57%
Religious Community	46%	Sense of Purpose	58%
Time at Home	46%	Positive View of Personal Future	75%

Leadership Resiliency Program - The heart of the Leadership and Resiliency Program (LRP) is the school-based weekly resiliency groups that occur throughout the school year. Operating from a strengths-based perspective and an attitude of non-judgemental acceptance, the three main tenets of LRP include: goal setting, coping skills, and healthy relationships. All activities in weekly groups actively explore and address the development of resiliency traits and the diminishing of risk factors. Such traits and factors are vital to the planning of individualized resiliency plans for program participants, and are also used to plan adventure activities and group discussions after service learning projects are completed. Groups begin in a

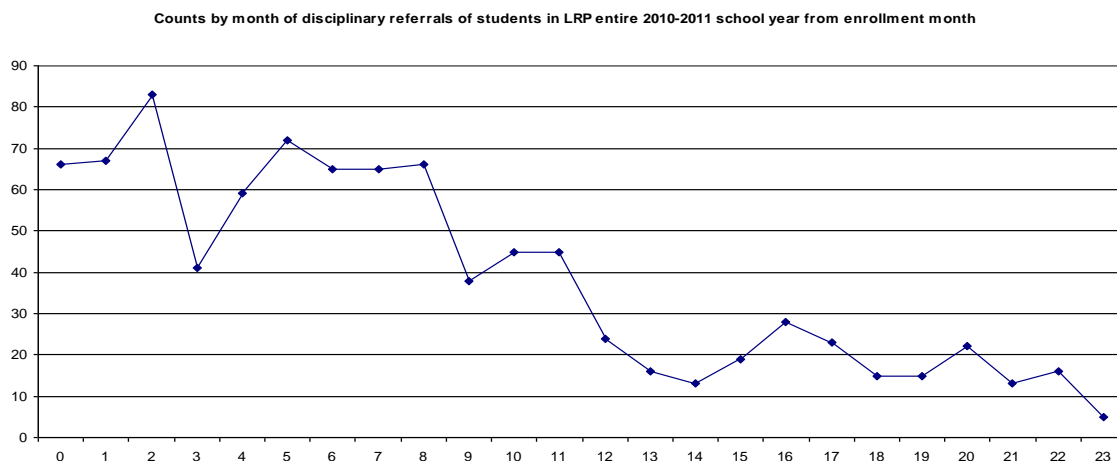
structured fashion, members gradually assuming increasing autonomy as group cohesion occurs and the skill-set of group members increases.

The overriding philosophy of this program is that it is strength-based using a whole person approach. Based on resiliency research, LRP views a number of resiliency and risk factors as “extremely important.” Resiliency factors are those psychological traits that have been identified as critical in allowing individuals to survive and overcome extremely adverse conditions, including abuse and neglect, lack of supportive relationships, and/or extremely adverse living conditions. LRP seeks to bolster such resiliency traits as: a caregiving role, ability to delay gratification and develop a future orientation, optimism, positive relationships with adults and peers, internal locus of control, experience of self-efficacy, internalized norm of high expectations, and effective management of risk-taking.

Recent self-report data findings of LRP students indicate that experiential learning has a lasting impact on the social-emotional development of students as evidenced by the percentage of LRP students who “agreed” with the statement “I am confident of my ability to stay out of fights” increasing from 52.9% in 2008-2009 to 90.2% in 2010-2011. Furthermore, during the 2008-2009 school year, only 17.6% of LRP students could state that they had been involved in a fight “0 times” in the last 12 months, while after developing a toolkit of coping skills in LRP, the same group of students more than tripled that “0” response by stating that 69.8% had participated in a fight “0 times” by the fall of 2011.

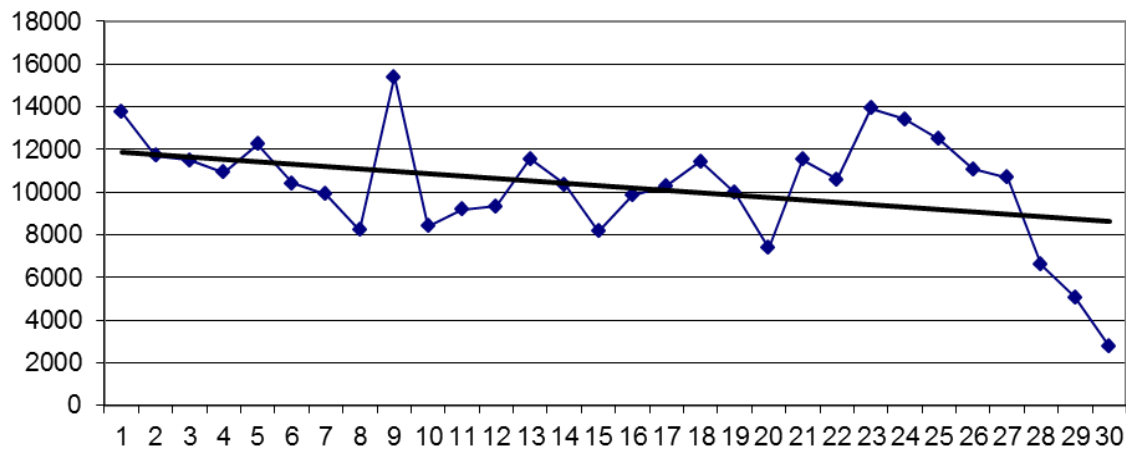
Data not only indicates that students in LRP are engaging in less fights, but that they are also not starting or instigating any fights, indicating an increase in LRP students’ conflict resolution skills, problem-solving skills, and a maturation of students’ internal loci of control. This is clearly evidenced again by LRP self-report data wherein LRP students in 2008-2009 responded that 47.1% of them had *started* a fight “0 times” within the last 12 months, but by 2011-2012, the vast majority, or 89.7%, of LRP students declared that they had started a fight “0 times” in the last 12 months.

As shown by the chart below, students who have been involved with LRP for at least two years have experienced a 61% decrease in discipline rates.



Attendance data collected from students in the LRP program also indicates positive results. As the chart below illustrates, **for each week in the LRP program, students have, on average, 112 fewer minutes absent per week.**

**Plot of total absence minutes for 2011-2012 school year
among students who have been in the LRP program for two
years**



Through the Carol M. White Physical Education Program grant awarded to Covington Independent Public School, the Health and Wellness Collaborative was created. The Health and Wellness collaborative is comprised of community stakeholders dedicated to the mission of providing school-aged children and their families with health and wellness awareness to empower them to lead nutritionally healthy and more active lifestyles. This committee's main goal is to decrease the overall BMI percentage of students considered to be overweight or obese.

Upon receiving the Carol M. White grant in October 2010, the body mass index percentage has decreased by 2% (grades K-12). To meet grant requirements, the following measurements are obtained quarterly:

- The percentage of students who engage in 60 minutes of daily physical activity.
- The percentage of students who achieve age-appropriate cardiovascular levels.
- The percentage of students who consume fruit two or more times per day and vegetables three or more times per day.
- The percentage of students with age-appropriate abdominal strength and endurance.
- The percentage of students with age-appropriate upper body strength and endurance.
- The percentage of students with age-appropriate joint flexibility.

Since the baseline assessment, the following progress has been achieved:

- 6% increase in the number of students who engage in 60 minutes of daily physical activity
- 2% increase in the number of students achieving age-appropriate cardiovascular levels
- 6% increase in the number of students consuming fruits two or more times per day and vegetables three or more times per day
- 12% increase in the number of students with age-appropriate upper body strength and endurance
- 4% increase in the number of students with age-appropriate joint flexibility

Approximately 30 Fitness Rocks after-school clubs are offered at the five elementary schools, the middle school, and the high school weekly. During the 2011-2012 school year, 750+ fitness clubs have been attended by 1,189 students. 22% of all secondary students and 42% of all elementary students have attended Fitness Rocks at least once this school year. The overall percentage for students attending in grades K-12 is 34%.

Family fitness nights were held at all five elementary schools and on the Holmes campus. The events included educational booths sponsored by local organizations (Northern Kentucky Health Department, Campbell and Kenton County YMCA, City of Covington, Covington Fire Department, Covington Police Department, etc.), as well as fitness activities for the family (Zumbatomic, rock wall, jump rope & pulse station, etc.). Professional development specific to physical education was held for all the physical education teachers in our district in the summer of 2011. The PE teachers have continued to attend trainings throughout the school year. Additional physical education PD trainings are scheduled for this summer.



Mentoring – The Covington Mentoring Program currently has mentors in each of the Covington Independent Public Schools with over 150 matches total. Each elementary school offers school-based mentoring through Lunch Buddies and Afterschool Buddies (offered only at 9th District and John G. Carlisle). The Bulldog Connection is offered at Holmes Middle School and Holmes High School with the option of school-based or community based mentoring. Continuous improvement efforts have been evident in the Covington Mentoring Program as we worked to have seamless transition for mentors to follow their students from as early as 3rd grade through graduation. Many mentors are now following their student from elementary to middle school to graduation. The Covington Mentoring Program has also streamlined the recruitment and match process, taking a 2 month long process down to 2-4 weeks. In addition, the Covington Mentoring Program recently reviewed and adopted best practices to ensure that our mentoring program is of the best quality for students.

	Elementary	HMS	HHS
Number of Current Matches	36	75 40 School-Based 35 Community-Based	46 29 School-Based 17 Community-Based

- Of our approximately 150 matches, the average hours spent together each month is 3.03.
- 51% of students with mentors had better school attendance than last year and 84% of students with mentors had the same number, or fewer, disciplinary referrals this year compared to last year.
- 96% of mentors in our program report being satisfied with the training, support, etc., and 90% of new mentors are retained for at least one calendar year.
- Data shows that, over time, students who participate in the mentoring program tend to remain in the Covington Independent Public School system longer than those who do not.



Family Engagement – Covington Partners continues to support Covington Independent Public Schools with a full-time Family Engagement Coordinator who works with school and district staff to promote an active partnership with families. During this school year, several family engagement opportunities were provided for parents including Parents and Teachers Talking Together (PT3), Parenting Partners, Parent Leadership 101, and FOCUS (Families of Covington United for Success). Data collected shows that parents are taking advantage of the opportunities to engage when those opportunities are provided.

	Biggs	GOS	JGC	LES	9 th	6 th	HMS	HHS
Percentage of Parents Who Have Attended at least one event this school year.	57.7%	59.2%	51.6%	59.4%	35.6%	70.2%	12.7%	7.1%