ACS HELPS

Selected Evaluation Highlights

YEAR TWO: 2024

Shared Monday, February 17, 2025

DIEHL CONSULTING GROUP
evaluation | analytics | solutions

ACS HELPS Logic Model

Strategy	Process Measures (Measures of Implementation)	Outcome Measures (Including GPRA)
A. Advisory Council	A1. Number and frequency of Advisory Council meetings A2. Attendance at Advisory Council meetings	**GPRA 1:** By the end of Year Five, there will be a 40% decrease (from 2022 baseline) in violent/aggressive/disruptive student behaviors, *as measured by school records maintained within Infinite Campus.*
B. School Mental Health Teams and School Plans	B1. Membership of School Mental Health Teams B2. Implementation of School Plans (improvement on TRSIA)	
C. Embedded Mental Health Therapists (MHTs) in Schools	C1. Embedded MHT activities	**GPRA 2:** By the end of Year Five, there will be a 25% increase (from fall 2023 baseline) in the number of students receiving school-based/community mental health services to address needs resulting from exposure to community violence, *as recorded in the ACS HELPS Tracking Tool implemented during fall 2023 and annually thereafter.*
D. Alignment of School Counselor Role with ASCA Standard	D1. Percentage of school counselor time spent in direct or indirect services	
E. Universal Screener for Assigning Students to Tiered Supports	E1. Number of students screened each year E2. Number of students assigned to each tier	
F. Relax/Recharge Rooms/Spaces	F1. Utilization of relax/recharge rooms/spaces by school	
G. Mental Health Google Form	G1. Number of inquiries submitted through the Mental Health Google Form	**GPRA 3:** By the end of Year Five, there will be a 10% increase (from fall 2023 baseline) in student engagement, *as measured by the YouthTruth student survey administered in fall 2023 and annually thereafter.*
H. Community Mental Health Training/Education	H1. Number and frequency of community trainings or education H2. Attendance at community trainings	**GPRA 4:** By the end of Year Five, there will be a 10% increase (from fall 2023 baseline) in family/ACS engagement with community based organizations, *as measured by a locally-developed instrument administered in fall 2023 and annually thereafter.*
I. Partnerships with Community-based Mental Health Providers	I1. Number of referrals to community-based mental health providers I2. Follow-up on referrals to community-based mental health providers	
J. Universal Staff Training—Trauma Informed Care	J1. Number and frequency of training offerings	**GPRA 5:** By the end of Year Five, 100% of school staff/other specialized instructional support staff will be trained in violence-related trauma and appropriate school-based interventions, *as measured in the ACS HELPS Tracking Tool implemented during fall 2023 and annually thereafter.*
K. Universal Staff Training—Youth Mental Health First Aid	K1. Number and frequency of training offerings	
L. SEL Training	L1. Number and frequency of training offerings	
M. Restorative Practices Training for All Student-facing Staff	M1. Number and frequency of training offerings	**Objective 6:** By the end of Year Five, 90% of teachers will recognize mental health warning signs; refer students for mental health services, *as measured by surveys completed at the completion of each training.*
N. Mental Health Focused Staff Meetings, Mini-trainings and PLCs	N1. Number and frequency of mental health focused staff meetings/PLCs N2. Attendance at mental health focused staff meetings/PLCs	

GPRA 2	By the end of Year Five, there will be a 25% increase (from fall 2023 baseline) in the number of students receiving school-based/community mental health services to address needs resulting from exposure to community violence, as recorded in the ACS HELPS Tracking Tool implemented during fall 2023 and annually thereafter.

What we are *required* to report:

2024 Cumulative Unduplicated Students Receiving School-Based or Community-Based Services Due to Exposure to Community Violence														
PK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade Unrecorded	Total
0	5	3	0	7	7	8	15	25	31	20	13	9	12	8	**161**

The Year Two total of 161 represents a 56% increase from the Year One total of 103.

The rest of the story:

2024 Cumulative School-Based Services			
School-based Services Recorded	Unduplicated Students	School-based Services Recorded Due to Exposure to Community Violence	Unduplicated Students Receiving Services Due to Exposure to Community Violence
7164	1065	321	150

Selected examples of reasons for services (not meeting the criteria for exposure to community violence):

→ self-esteem issues

→ managing stress and anxiety

→ death of friend

→ suicide threat

→ issues w/ boyfriend manipulating her and upset about conflict

→ grief, recent death of mother

→ anger, impulsivity, substance use

→ substance use, trauma

→ issues surrounding eating; anxiety

→ Attendance Small Group

→ depression and family issues

→ social emotional skills

→ horrible behavior, back talking, walking out of class

→ conflict with friends and family

→ parent separation, incarcerated parent

C1 Embedded MHT activities

→ Through the ACS HELPS initiative, a mental health therapist (MHT) has been embedded in each of the five Allen County Schools.

Embedded Mental Health Therapists	
3,040	One-on-one counseling sessions
463	Group counseling sessions
86	Threat assessments
25	Crisis responses
5	Home visits
275	Parent meetings
56	Collaborations with community partners
419	Consultations with faculty/staff

All School-Based Mental Health Providers	
5,476	One-on-one counseling sessions
1,439	Group counseling sessions
190	Threat assessments
49	Crisis responses
6	Home visits
689	Parent meetings
120	Collaborations with community partners
1,325	Consultations with faculty/staff

D1 Percentage of school counselor time spent in direct or indirect services

→ According to an American School Counselor Association standard, school counselors should target 80% of their time spent providing direct or indirect services.
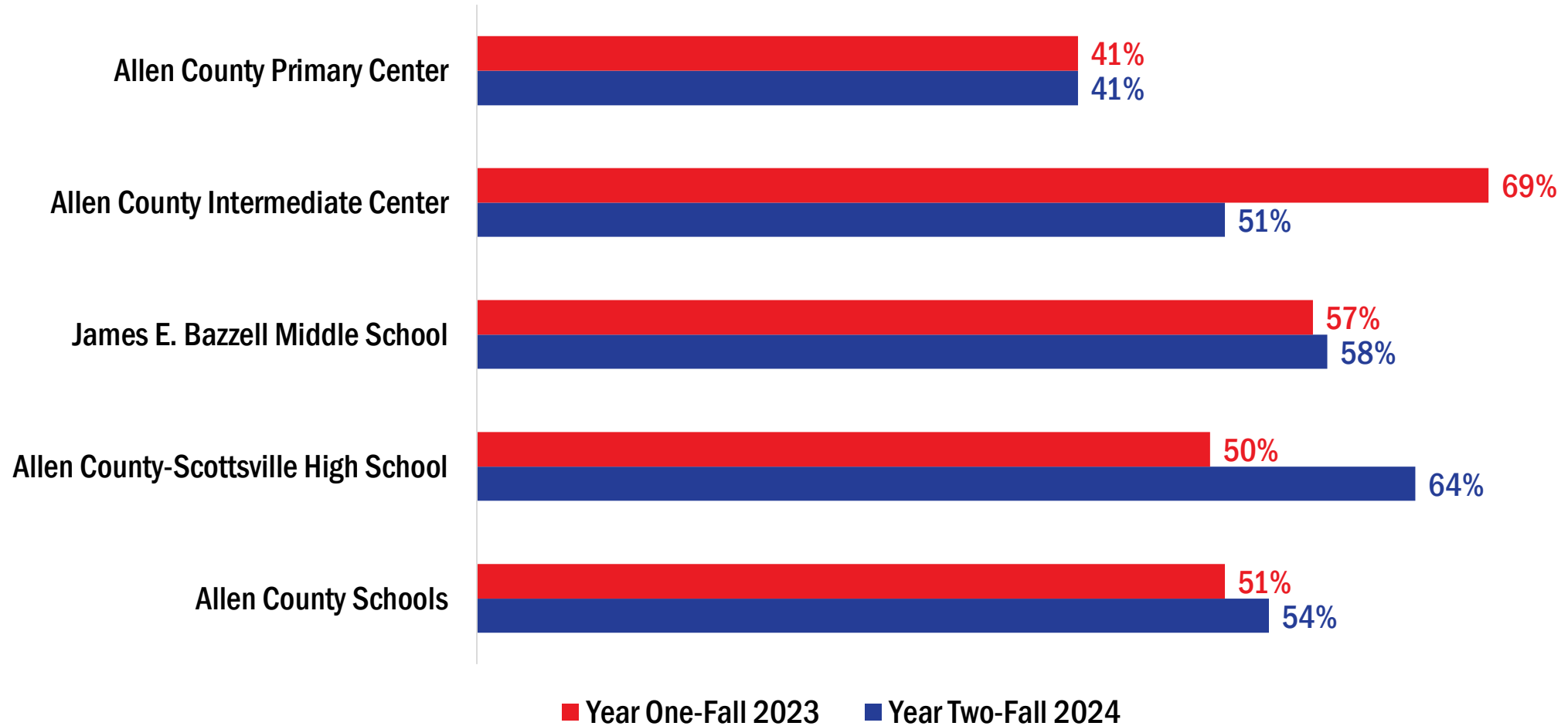
Instruction	Structured developmental lessons designed to assist students in achieving desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. (Tier 1)	
Individual Student Planning	Systematic activities designed to assist students individually in establishing personal goals and developing future plans. (Tier 1, 2, or 3)	Direct Services
Counseling	Responsive services, which are the traditional duties of a school counselor, consist of activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. (Tier 1, 2, or 3)	
Referrals, Consultation, Collaboration	Services provided on behalf of students as a result of the school counselors' interactions with others. (Tier 1, 2, or 3)	Indirect Services
Defining, Managing, Assessing Activities	Program planning, data collection and analysis, calendar development, lesson planning, etc.	
Fair-Share Responsibility	Activities that all members of the school staff take equal turns doing to ensure the school's smooth operation.	
Non-School Counseling Tasks	Activities outside of those described above that are not fair-share.	

STRATEGY D | Alignment of School Counselor Role with ASCA Standard

D1 Percentage of school counselor time spent in direct or indirect services

Allen County Primary Center
- Year One-Fall 2023: 41%
- Year Two-Fall 2024: 41%

Allen County Intermediate Center
- Year One-Fall 2023: 69%
- Year Two-Fall 2024: 51%

James E. Bazzell Middle School
- Year One-Fall 2023: 57%
- Year Two-Fall 2024: 58%

Allen County-Scottsville High School
- Year One-Fall 2023: 50%
- Year Two-Fall 2024: 64%

Allen County Schools
- Year One-Fall 2023: 51%
- Year Two-Fall 2024: 54%

■ Year One-Fall 2023   ■ Year Two-Fall 2024

F1 Utilization of relax/recharge rooms by school

→ All schools have implemented a sign-in/sign-out process capturing the date and duration of use.

School	Year One (2023) Utilization of Relaxation Spaces	
	Number of Uses	Average Duration of Use (Min.)
Allen County Primary Center	135	29:13
Allen County Intermediate Center	222	13:49
James E. Bazzell Middle School	61	28:11
Allen County-Scottsville High School	132	23:52

School	Year Two (2024) Utilization of Relaxation Spaces	
	Number of Uses	Average Duration of Use (Min.)
Allen County Primary Center	375	13:47
Allen County Intermediate Center	145	15:25
James E. Bazzell Middle School	37	31:44
Allen County-Scottsville High School	798	31:52

B2   Implementation of School Plans (improvement on TRSIA)

→ Early in the fall semester of each academic year, school mental health teams complete the Trauma Responsive School Implementation Assessment.

→ The TRSIA yields composite scores on eight distinct *Trauma Responsiveness Domains* and classification of composite scores as a) Emerging, b) Progressing, or c) Mastery.

→ The TRSIA also includes a *Strategic Planning Guide* outlining the process for prioritizing lower-scoring domains and developing goals for improvement.

→ For the ACS HELPS evaluation, implementation of school plans is being operationalized as year-to-year improvement on the TRSIA.

B2   Implementation of School Plans (improvement on TRSIA)

School	Year One (2023) Trauma Responsiveness Domain Composite Scores							
	Whole School Safety Planning	Whole School Prevention Planning	Whole School Trauma Programming	Classroom Strategies	Prevention/ Early Intervention Trauma Programming	Targeted Trauma-Informed Programming	Staff Self Care	Family and Community Engagement
Allen County Primary Center	2.8 🟡	3.2 🟢	2.2 🟡	2.5 🟡	2.0 🟡	2.5 🟡	1.0 🔴	1.5 🔴
Allen County Intermediate Center	2.8 🟡	3.3 🟢	1.3 🔴	2.3 🟡	2.3 🟡	2.0 🟡	1.3 🔴	2.0 🟡
James E. Bazzell Middle School	3.8 🟢	3.7 🟢	3.0 🟢	2.3 🟡	1.5 🔴	3.5 🟢	1.0 🔴	3.3 🟢
Allen County-Scottsville High School	2.8 🟡	2.2 🟡	1.7 🔴	1.3 🔴	2.5 🟡	3.5 🟢	1.0 🔴	2.0 🟡

School	Year Two (2024) Trauma Responsiveness Domain Composite Scores							
	Whole School Safety Planning	Whole School Prevention Planning	Whole School Trauma Programming	Classroom Strategies	Prevention/ Early Intervention Trauma Programming	Targeted Trauma-Informed Programming	Staff Self Care	Family and Community Engagement
Allen County Primary Center	3.5 🟢	3.6 🟢	2.3 🟡	3.5 🟢	2.5 🟡	4.0 🟢	2.7 🟡	2.5 🟡
Allen County Intermediate Center	3.5 🟢	3.6 🟢	2.5 🟡	3.0 🟢	2.5 🟡	3.0 🟢	1.3 🔴	2.8 🟡
James E. Bazzell Middle School	3.5 🟢	3.1 🟢	2.0 🟡	2.8 🟡	2.5 🟡	3.0 🟢	1.3 🔴	2.8 🟡
Allen County-Scottsville High School	3.3 🟢	3.4 🟢	3.0 🟢	3.3 🟢	2.5 🟡	4.0 🟢	2.0 🟡	3.3 🟢

GPRA 1	By the end of Year Five, there will be a 40% decrease (from 2022 baseline) in violent/aggressive/disruptive student behaviors, as measured by school records maintained within Infinite Campus.

Category	Qualifying Event Types		
Violent Behaviors	O 3rd Degree Assault O 4th Degree Assault O Abuse of a Teacher O Criminal Abuse O Dangerous Instrument Possession	O Fighting - Student to Other (physical aggression) O Fighting - Student to Staff (physical aggression)	O Fighting - Student to Student (physical aggression) O Terroristic - Bomb O Weapon Possession
Aggressive Behaviors	O Bullying O Harassing Communications O Harassment	O Menacing O Sexual Offense (non-touch) O Terroristic Threat	O Threatening another Student O Threatening Staff O Verbal Abuse
Disruptive Behaviors	O Mild Sexual Behavior O Alcohol Distribution O Alcohol Possession O Alcohol Use O Bus Rule Violation O Destruction of Property O Disorderly Conduct O Disrespectful Behavior O Disruptive Behavior	O Drug Distribution O Drug Paraphernalia Violation O Drug Possession O Drug Use O Insubordination O Profanity or Vulgarity O Robbery/Theft O Self-Endangerment O Theft/Stealing	O Tobacco Distribution O Tobacco Possession O Tobacco Use O Vandalism O Violation of District Acceptable Use Policy O Violation of Personal Electronic/ Telecommunication Device Policy
Behavior Events Not Included for this Measure	O Academic Cheating/Plagiarism O Attendance Policy Violation O Dress Code Incident O Forgery	O Fraud O Leaving Campus O Loitering O No State Violation O Out of Area Violation	O Skipping Class O Skipping School O Tardy to Class O Truancy

GPRA 1	By the end of Year Five, there will be a 40% decrease (from 2022 baseline) in violent/aggressive/disruptive student behaviors, as measured by school records maintained within Infinite Campus.

2022 (Baseline)		2023 (Year One)		2024 (Year Two)	
Spring 2022	1,017	Spring 2023	959	Spring 2024	1,099
Fall 2022	1,450	Fall 2023	806	Fall 2024	762
Total 2022	**2,467**	**Total 2023**	**1,765**	**Total 2024**	**1,837**

The Year Two total of 1,837 represents a **26% decrease** from the baseline total of 2,467.

GPRA 5	By the end of Year Five, 100% of school staff/other specialized instructional support staff will be trained in violence-related trauma and appropriate school-based interventions, as measured in the ACS HELPS Tracking Tool implemented during fall 2023 and annually thereafter.

The 266 training participants through Year Two (2024) represent **53.6%** of all student-facing staff.
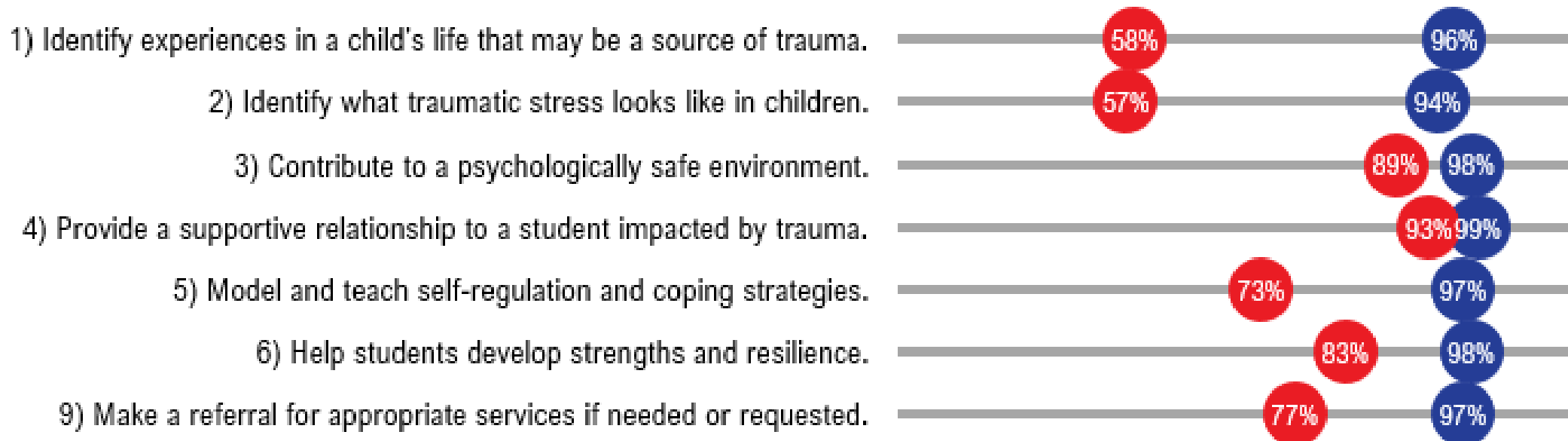
Objective 6	By the end of Year Five, 90% of teachers will recognize mental health warning signs; refer students for mental health services, as measured by surveys completed at the completion of each training.

Number of Staff Trained in YMHFA or TIC (with matched evaluation data)	Number of Staff Increasing Knowledge and/or Self-efficacy from Pre-survey to Post-survey	Percentage of Staff Increasing Knowledge and/or Self-efficacy from Pre-survey to Post-survey	Target Percentage
215	197	**91.6%**	90%

*Selected results from the Year Two (2024) ACPC and ACIC training surveys...

✓ Training participants completed a bank of 22 knowledge items before and after the training. **Knowledge scores increased significantly** from pre-survey to post-survey ($p < 0.01$, $d = 1.67$).

✓ Participants also rated their confidence in applying what they learned throughout the training. **Self-efficacy scores increased significantly** from pre-survey to post-survey ($p < 0.01$, $d = 0.92$). Overall, participants reported a **23% increase in self-efficacy** related to training content.

Participants had more confidence in their abilities to implement various aspects of trauma sensitive care at **post-survey** than at **pre-survey**.

	Pre	Post
1) Identify experiences in a child's life that may be a source of trauma.	58%	96%
2) Identify what traumatic stress looks like in children.	57%	94%
3) Contribute to a psychologically safe environment.	89%	98%
4) Provide a supportive relationship to a student impacted by trauma.	93%	99%
5) Model and teach self-regulation and coping strategies.	73%	97%
6) Help students develop strengths and resilience.	83%	98%
9) Make a referral for appropriate services if needed or requested.	77%	97%

? **Questions**

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