

Shepherd University

An aerial photograph of the Shepherd University campus. The university buildings are clustered in the center, surrounded by lush green trees. A large river flows through the campus, with a bridge crossing it. In the foreground, there is a large green field and a road intersection. The background shows rolling hills under a clear sky.

EXCELLENCE – INNOVATION – OPPORTUNITY

TRAINING THE NEXT GENERATION OF LEADERS AND MODEL CITIZENS

The Martinsburg Initiative (TMI)

The long-term goal is to prevent future substance use problems (in particular, opiate use) in the community through early intervention, targeting Adverse Childhood Experiences (ACEs) in families with young children.



Shepherd University

Martinsburg Initiative Committee

- **Dr. Virginia Hicks** (Assistant Provost for Academic Community Outreach)
- **Dr. Anne Murtagh** (Associate Professor, Psychology)
- **Dr. Kevin Williams** (Professor, Mass Communications)
- **Dr. Geri Crawley-Woods** (Department Chair - Professor, Social Work)
- **Dr. Laura Clayton** (Professor, Nursing Education)



Shepherd University hosted the Washington/Baltimore High Intensity Drug Trafficking Areas (HIDTA) Crucible for Change Partners' Meeting on October 22, 2017.



During the past year, Tiffany Hendershot, has successfully directed TMI Pilot Program at Winchester Avenue and Burke Street Elementary schools. In January 2018, TMI was awarded a twelve month federal grant for \$135,000. The grant will support Tiffany as a full-time Project Director and will include all of the elementary and intermediate schools in the city of Martinsburg.

TMI is working with the following Berkeley County Schools:

Berkeley Heights Elementary

Burke Street Elementary

Eagle School Intermediate

Orchard View Intermediate

Rosemont Elementary

Tuscarora Elementary

Winchester Avenue Elementary





Dr. Kevin Williams is working with members of TMI to develop a media blitz and outreach in developing radio, television, video, and social media messaging.

Responsibilities of Shepherd University with TMI

- President Mary Hendrix and Dr. Virginia Hicks serve on the TMI Board of Directors.
- Develop an assessment plan and analyze the data. Shepherd will help identify and develop the specific outcome assessments and assist with the management and analysis of outcome data.
- Recruit Shepherd students from social work, psychology and possibly other majors for mentoring. The students will be trained to conduct individualized and group counseling sessions and meetings with families.
- Recruit Shepherd students to serve as research assistants to help with data management and analysis.
- Recruit volunteers to assist with the program.

Tier 1 is characterized by community policing and improving relationships among law enforcement, children, families, schools, and the community - - to reduce the perception of police officers as intimidating or threatening, and to show children, families, and other community members that police officers can be an important resource for them. It is also hoped that positive experiences in Tier 1 will lead to children and families to become involved in Tiers 2 and/or 3.

- **We will track the occurrence of Tier I activities** (e.g., police officers visiting schools and the Boys and Girls Club, groups of children from these schools touring the police station).
- **We will track the total number of *Handle with Care* alerts to the schools.** *Handle with Care* is a statewide system for alerting all school personnel who interact with students (including bus drivers, nurses, counselors, and teachers) when the police have been called to a student's home for any reason.
- **We will utilize information input by school personnel into the WV Department of Education Information System (WVEIS) to track the numbers of students who are identified as “at-risk” based on attendance, grades, and discipline referrals.** For the assessment of Tier 1, these data will be anonymous.
- **Community surveys will be completed.** Members of the Martinsburg community will be invited to complete surveys assessing their *general sense of community* (the CIS-2, which asks about community involvement, influence, meeting of needs, and shared emotional connection) and their *satisfaction with law enforcement in their community* (the COPS survey). **These surveys will be anonymous**, not asking for any kind of identifying information; to preserve anonymity, surveys will be inserted into a large envelope as soon as they are completed.

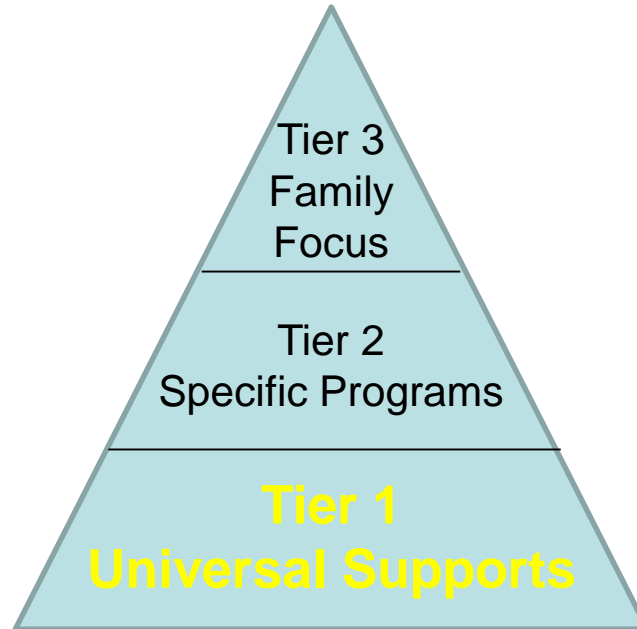
Tier 2 consists of specific programs offered through schools to children and families. The school and the police engage with children and families as partners and joint resources. Activities offered at each school vary because they are designed to meet the particular needs and interests of the families of each school. For purposes of this outcome assessment, we will focus on outcomes for particular students who were identified by the Project Director and specifically invited to participate in one or more Tier 2 programs. These students will be referred to in this presentation as “Tier 2 students”. **Researchers at Shepherd University will be provided with spreadsheets containing only de-identified data.** We will also track total numbers of participants in each specific program.

- **We will track total numbers of participants in Tier 2 programs.**
- **We will track the number of *Handle with Care* alerts to the schools for Tier 2.** Each Tier 2 student who has participated in one of these programs over a specific time period will be assigned a code number. A data file will be created with the number of alerts for each of those children; **there will be no identifying information in that data file aside from the child’s code number.**
- **We will utilize information input by school personnel into the WV Department of Education Information System (WVEIS) to track attendance, grades, and discipline referrals for Tier 2 students.** We will record the number of times each Tier 2 student has been flagged as “at-risk” based on attendance, grades, or discipline referrals; **there will be no identifying information in that data file aside from the child’s code number.**

Tier 3 is the highest level of TMI participation and occurs when a parent and family specifically volunteers for more intensive assistance. During an initial evaluation with a social worker, family needs are assessed to identify Adverse Childhood Experiences (ACEs) pertinent to the student, parent, and family. Based upon the ACEs assessment, the child, parent, and other family members are connected to appropriate existing resources and services in order to eliminate or mitigate the identified ACEs.

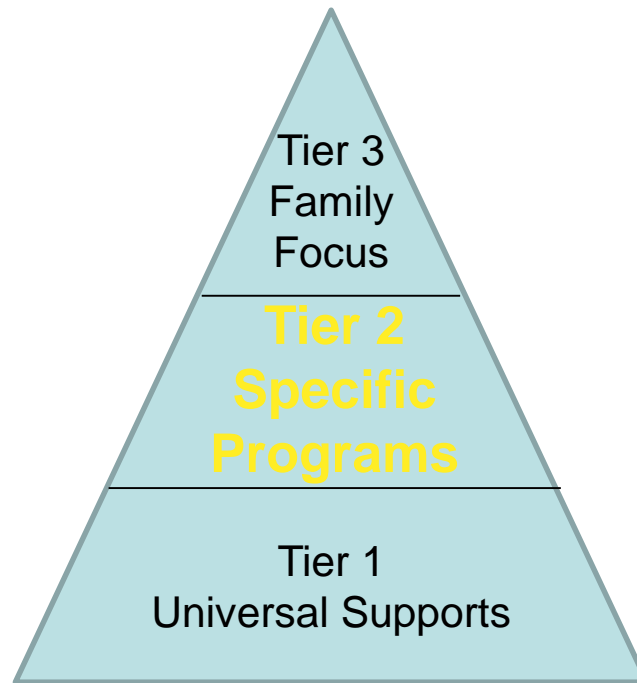
- When a parent volunteers to participate in the Martinsburg Initiative, the interviewer will meet with the parent, completing the Child and Adolescent Needs and Strengths (CANS) assessment to determine the family's needs; completed every 90 days.
- The parent will complete the Adverse Childhood Experiences Questionnaire-Child Version (ACE-Q) based on the child's experiences from birth until present day. One will need to be completed for each child in the family; completed every 90 days.
- **40 Developmental Assets (DA) checklist.** This is a 40-item survey of the child's developmental assets to be completed by the interviewer with the child to determine where the child wants to see improvements in their life. Completed every 90 days.
- **We will track the number of *Handle with Care* alerts to the schools for students in families participating in Tier 3 programs.**
- **We will utilize information input by school personnel into the WV Department of Education Information System (WVEIS) to track the number of students who are identified as "at-risk" based on attendance, grades, and discipline referrals.**

What will Shepherd University Assess?



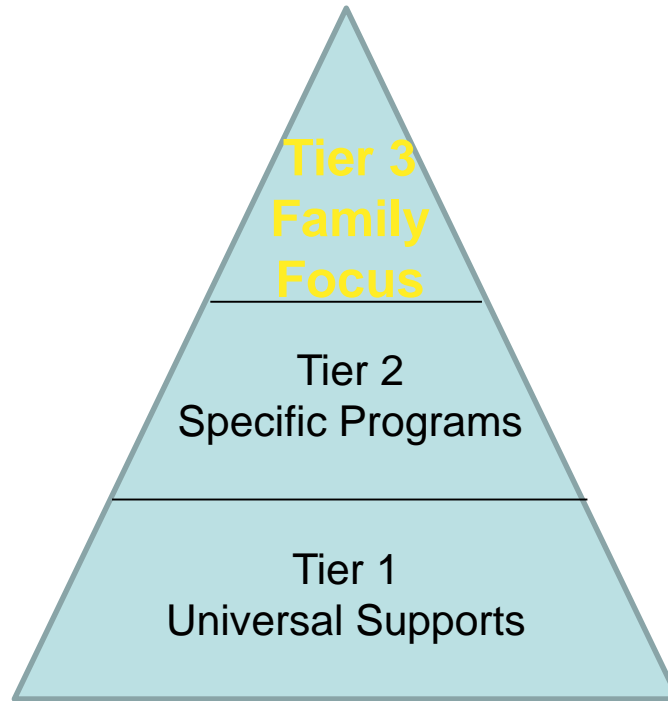
The goal is to cultivate relationships among law enforcement, the schools, and the community.

- Track the occurrence of Tier 1 activities (e.g., police officers visiting schools).
- Track the number of “Handle with Care” alerts to the schools.
- Utilize provided information from the WVEIS to track the number of students who are identified as “at risk” based on attendance, grades and discipline referrals.
- Assess community surveys.



The goal is for the schools to reach out to children and families and to be perceived as a partner and a resource. Specific programs will be offered through the schools to children and families.

- Track the total number of participants in Tier 2.
- Track the number of “Handle with Care” alerts to the schools in Tier 2.
- Utilize provided information from the WVEIS to track the number of students who are identified as “at risk” based on attendance, grades and discipline referrals for Tier 2 students.



The goal is to strengthen the relationship with the families of the students in identified schools that volunteer for more intensive assistance.

- Analyze the Child and Adolescent Needs and Strengths (CANS) assessment to determine needs.
- Analyze the Adverse Childhood Experiences Questionnaire-Child Version (ACE-Q).
- Analyze the 40 Developmental Assets (DA) checklist.
- Track the number of “Handle with Care” alerts to the schools in Tier 3.
- Utilize provided information from the WVEIS to track the number of students who are identified as “at risk” based on attendance, grades and discipline referrals for Tier 3 students.

The Martinsburg Initiative planning process undertaken in developing the project's plan involved in-depth discussion and assessment among TMI's principle partners; Berkeley County Schools, The Martinsburg Police Department, and Shepherd University.

This is an applied, longitudinal study, tracking changes over time for classrooms, children, and families. Data will be captured in the field and subsequently assessed by Shepherd University. Different measurements will be applied for Tier 1, Tier 2, and Tier 3 participants. This research project has been designed to comply with privacy and confidentiality requirements of educational and health systems (FERPA and HIPAA) and law enforcement systems. To evaluate the outcomes of this program, **researchers at Shepherd University will be provided with spreadsheets containing only de-identified data.**

Shepherd University is also involved in the mentoring process, which is a critical program component for all Tier 2 and Tier 3 students. Shepherd students from the Departments of Psychology and Social Work have been identified to volunteer as mentors.

SHEPHERD SUCCESS ACADEMY

A Support Program to Help Students Transition to College

TRAINING THE NEXT GENERATION OF LEADERS AND MODEL CITIZENS

The Shepherd Success Academy is a new initiative launched by the Office of Student Success in Fall 2017. The mission of the academy is to provide additional support services to students who have been identified as those who may struggle during their first semester in college. Being a part of the academy is not a reflection of a student's ability or acumen, but instead assists with **transitioning to the academic and social rigor associated with being a college student.**

FALL SEMESTER 2017 RESULTS

- Shepherd Success Academy students had a higher retention rate compared to non-academy students.
- Fewer academy students started the Spring Semester 2018 on academic probation compared to non-academy students.
- Academy students were less likely to have a grade D or lower during the semester.
- Academy students were more likely to bring their grades up to a C during the semester.

JOURNEY TO SUCCESS



36 students accepted the academy invite.



Each student had a **personal success coach** to help them navigate their first semester.



Academy students worked with their coach to create an **individualized success plan.**

GPA
2.75

Half of academy students earned a **2.75 GPA or higher** at the end of Fall Semester 2017.



At the end of Fall Semester 2017, students **discovered their unique learning style** and improved their grades significantly.



Students met with their coach weekly to **discuss challenges, solutions, and progress.**



96% of academy students believe their experience in the Shepherd Success Academy made their **transition to college easier.**



90% of academy students stated that the midterm success plan that they made with their coach helped **boost their overall grade for the class.**



33 out of 36 academy students **continued their education** at Shepherd in Spring Semester 2018.



30 out of 36 academy students are in **good academic standing.**

"My first semester was daunting, from living in a dorm to meeting new people and studying. Luckily through the Shepherd Success Academy, I met amazing people who were experiencing the same thing for the first time. SSA gave me the confidence to not be shy and ask for help. I also had a success coach who taught me the value of communication, determination, and effort needed to accomplish my goals in and out of the classroom."

Academy Participant
Class of 2021

"Shepherd Success Academy played a big role in my first semester freshman year. Specifically, I found my success coach to be extremely helpful. Words can't explain my gratitude for her and all she's done. She's always willing to help whether it be academic or just to talk. Most importantly what I loved about this program is that my coach and all the other coaches genuinely are invested in you and interested in the success of your academic career. They want the best for you."

Academy Participant
Class of 2021



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