



The Future of the Louisiana Caring Communities Youth Survey (CCYS)

**Prepared for the
Greater New Orleans
Drug Demand Reduction Coalition**

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The Future of the Louisiana Caring Communities Youth Survey (CCYS)

Preface

The CCYS “completion rates” in Orleans Parish over the past 10 years have been unacceptably poor despite local efforts to improve school participation. In 2018 the completion rates in Jefferson Parish among high school students declined sharply to Orleans Parish levels. Also disturbing, the completion rates statewide have been steadily declining over the past 10 years. It is not yet clear whether the 2018 CCYS can provide reasonably reliable estimates for Greater New Orleans¹ (Education Region 1) or whether the 2020 CCYS can be expected to provide reliable statewide estimates.

The information and recommendations here are intended to provide an appreciation of the potential value of the CCYS, describe briefly the administration of the CCYS, document some of the problems experienced in Greater New Orleans, and offer useful suggestions for improving the value of the CCYS to these communities.

This analysis is based on the limited information readily available. Thus, it may be considered incomplete. Other than what is published online, no information or suggestions have yet been provided by the Picard Center despite repeated effort to reach Center staff by email and telephone.

¹ For purposes of this analysis, Greater New Orleans (GNO) consists of the four parishes: Orleans, Jefferson, St. Bernard and Plaquemines. These also constitute Education Region 1 and Health Region 1.

What is the CCYS?

- The Caring Communities Youth Survey (CCYS) is a paper-and-pencil survey of school students in grades 6, 8, 10 and 12 conducted biennially throughout Louisiana in the fall of even-numbered years.
- The CCYS is based on the Substance Abuse and Mental Health Services Administration's (SAMHSA's) "Communities That Care" model survey. The **CCYS provides the bases for data-driven prevention programs and policies**. The CCYS is funded through the SAMHSA Block Grant which provides over \$5 million to Louisiana for primary prevention.
- The CCYS measures:
 - **risk and protective factors** across multiple domains: community, family school, peers and individual characteristics. These factors predispose children and adolescents to, or shield them from, substance misuse, depression and anxiety, delinquency, teen pregnancy, school drop-out and violence. Thus, the CCYS helps enable schools and communities to address root causes, not just problems already manifest.
 - **behaviors** including *substance misuse* (alcohol and drugs), mental health conditions, self-destructive behaviors, suicide ideation and attempts, school participation and performance, bullying, violence against others, gang involvement, and criminal behavior.
 - **outcomes and consequences** including substance use disorders and mental health problems requiring treatment or clinical intervention, driving while impaired, school safety, truancy, suspension, drop-out, criminal justice involvement.
- The CCYS is **anonymous**. No student-identifying information is collected. The survey forms are not reviewed or kept by the school.
- Statistical reports for individual schools are not *accessible by the public but are accessed by school-specific passwords*. District, parish, regional and state-level reports are publicly available on the Picard Center website.

Why is the CCYS Important?

- The CCYS is the only survey capable of providing standardized information at the **school, school district, parish, education region and state levels** throughout Louisiana.
- The CCYS is **timely**. CCYS reports are provided online to schools, school districts, parishes, and education regions as well as statewide within 6 months, in May of the spring semester, so that prevention planning can begin for the next school year.
- SAMHSA and other prevention-related federal grant funding sources require exactly the data (core measures) that the CCYS provides for grant applications and meeting grant reporting requirements. ***Without the CCYS, communities across Louisiana would be unable to apply for federal prevention funding.***

- The CCYS provides the foundation for SAMHSA’s **Strategic Prevention Framework** (SPF): assessment, capacity, planning, implementation, and evaluation.

What is a “Completion Rate”?

- The completion rate is the **percentage of enrolled students who complete a valid CCYS survey questionnaire.**²
- **In order to provide information at the school and school district levels, the CCYS uses a census sample**, that is, every eligible student should be offered the opportunity to complete the survey. *If the purpose of the CCYS were just to provide state or regional-level information, then a smaller survey based on a probability sample would be sufficient.*
- The completion rate is affected by the **school participation rate** and the **student response rate** within each participating school. Thus, *improving the completion rate in a large parish requires improving the number of participating schools and improving the administration of the survey in the participating schools.*
- Both school participation and student response rates depend on **implementation** of the survey, from early engagement of schools and training staff, to timely and accurate delivery of survey materials, to helping schools interpret findings and plan prevention services—building a *community of practice* for delivering data-driven prevention services across the state.
- CCYS reports (page 4) indicate that a **60% completion rate is typically adequate for considering a school sample representative of all students in a grade.** CCYS reports advise: “If fewer than 60% participated, consult with your local prevention coordinator or a survey professional before generalizing the results to the entire community.”

What are Completion Rates for the State and Greater New Orleans Parishes?

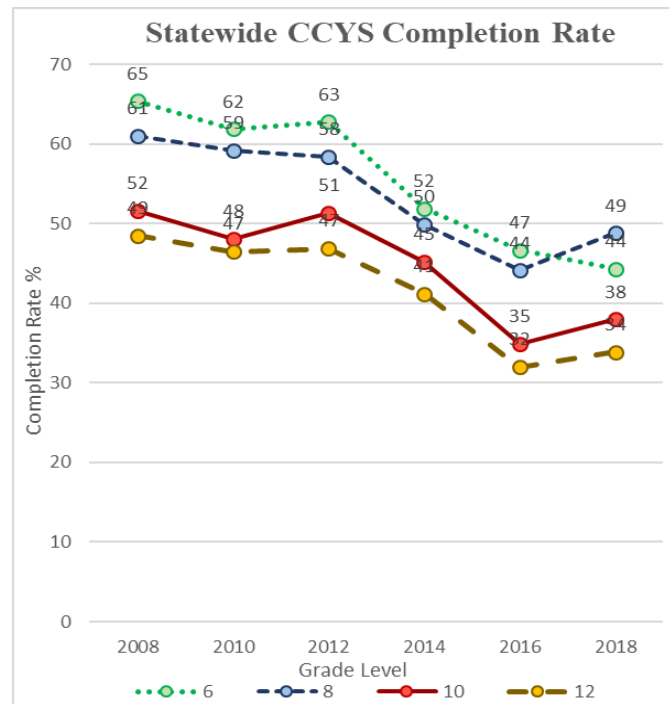
- **School enrollment has increased.** Statewide, total enrollment as reflected in CCYS reports for grades 6,8,10 and 12 has increased from 191,761 in 2008 to 204,872 in 2018, a ten-year period.³ CCYS enrollment figures for Orleans Parish have also risen from 10,817 to 15,206 over the same period while Jefferson Parish enrollment increased from 13,630 to 14,391.

² The CCYS is principally targeted to public school, including charter schools. If private schools participate in the CCYS, in the past, individual private school statistics have been added into parish reports (increasing both the numerator and denominator). Current practice is unknown.

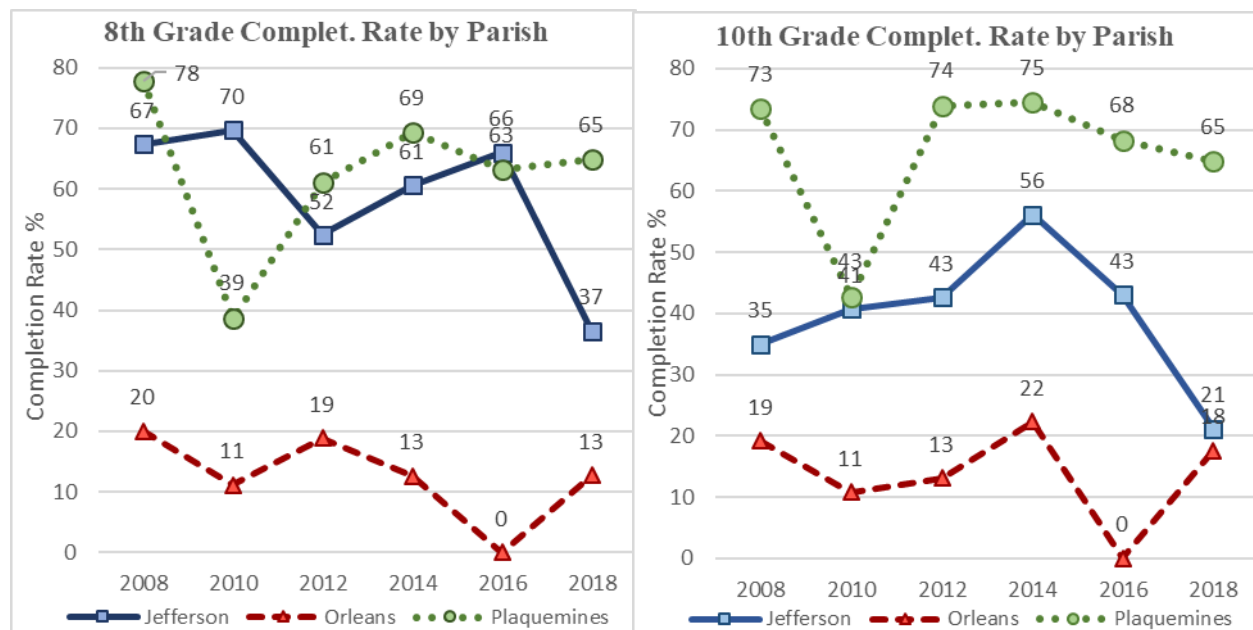
³ These figures, from Table 2 of the standard CCYS reports, represent principally public school enrollment, although the relatively few private schools participating in the CCYS may be included. CCYS enrollment figures are not representative of the total school population in those parishes in which a large proportion of students attend private schools. Participation by 22 schools of the Archdiocese of New Orleans may have contributed to the small uptick of completion rates in 2018.

Plaquemines Parish CCYS total enrollment figures increased from 1,246 to 1,446. (See Appendix A.) St. Bernard Parish schools did not participate in the CCYS during this period and St. Bernard Parish enrollment is not included in this analysis.

- **Greater New Orleans (the 4 parishes) represent over 15 percent of the statewide CCYS enrollment.** This proportion has been increasing since Hurricane Katrina in 2005. As of the fall 2018, Orleans Parish represented 7.4 percent of the statewide enrollment in grades 6,8,10 and 12 while Jefferson Parish represented 7.0 percent.
- Statewide, the completion rate across grades 6,8,10 and 12 decreased from 57 percent in 2008 to 42 percent in 2018. Thus, **the statewide completion rate declined by over 25 percent from 2008 to 2018**, despite a slight 2 percentage point increase from 2016 to 2018.



- Generally, the completion rate declines as grade level increases, although reading comprehension and ability to complete all the survey questions should increase with grade.



- CCYS indicators for each grade level are important when planning prevention policy and programming at the school level. (Completion rates within a school may be 80 percent or

higher.) However, at the parish or regional levels, 8th and 10th grade statistics may be more useful.⁴

- School participation has consistently been extremely poor in Orleans Parish in both the 8th and 10th grade (actually in all 4 grades). In contrast, Plaquemines Parish, although small in student population, demonstrates that consistently good completion rates at the parish level are possible. Until 2018, Jefferson Parish, with an enrollment size similar to Orleans, had good completion rates for the 8th grade and acceptable completion rates for the 10th grade. **The decline in Jefferson Parish completion rates in 2018 contributed to the statewide downward trend in CCYS participation.**

What is the Administrative Structure for Conducting the Survey?

- The CCYS is conducted as a partnership among the Department of Education, the Office of Behavioral Health, the Picard Center and local Human Services Authorities/Districts. Many entities play a role in the administration of the CCYS. The precise role of each in implementation is not known, and there may be variations across regions and parishes. Some of the following details may be imprecise.
- **Louisiana Department of Education** endorses the CCYS survey and provides data for planning and implementing the survey, including the list of schools, locations, and enrollments by grade.
- **Office of Behavioral Health (OBH)** (of the Louisiana Department of Health) determines the content of the survey and standard reports of survey findings. OBH issues a contract “to provide administration and analysis of a statewide survey to 180,000 6th, 8th, 10th and 12th grade students in all school systems in the state of Louisiana.” The current contract provides \$1.1 million to the University of LA Lafayette, Picard Center. The term of the contract is July 2018 through June 2020, but was not approved until June 2018.⁵ Thus, it appears that about \$1 million is spent on the CCYS survey bi-annually. The survey is funded with federal

⁴ 6th Grade: Although this grade typically has relatively high completion rates, young students may have difficulty completing all the survey questions, and rates for substance misuse and other indicator may be low relative to statistical error (which represents a statistical reliability problem).

8th Grade: The grade represents students who are completing their middle school experience and are preparing to transition to high school. As a population, they have had some experience with “gateway” substance misuse, and the completion rate is relatively high.

10th Grade: This grade represents an approximate midpoint of the 12-to-17 age group or adolescent cohort. The completion rate is somewhat lower but, to the extent that the participating schools and the responding students represent the diversity of the enrolled student, the sample may adequately represent the population and, for planning purposes, be projected onto the adolescent population.

12th Grade: Completion rates are typically lowest for the 12th grade due to the complexity of scheduling, truancy and other factors. In addition, adolescents who drop out prior to enrolling in the 12th grade are not represented. (The CCYS does not make any statistical adjustments for senior dropouts and truancy. The national Monitoring The Future does make adjustments.) Senior statistics are useful at the school level, but less so at the parish and regional levels.

⁵ Source: <https://checkbook.la.gov/contracts/contractDetails.cfm,12/5/2019>.

dollars from the Substance Abuse and Mental Health Services Administration (SAMHSA) Block Grant as part of the \$5 million provided for primary prevention.

- **Picard Center** receives the contract for conducting the CCYS. (The specific deliverables of this contract are not available on the LaTRAC accountability portal and therefore have not been reviewed.) The Picard Center subcontracts with Bach Harrison, LLC, which is one of two survey contractors capable of administering and providing standard reports based on the Communities That Care survey model first developed by SAMHSA. Since Bach Harrison is located in Salt Lake City, Utah, it is assumed that the Picard Center is responsible for most all local coordination and is responsible for communicating requirements to Bach Harrison.
- **Bach Harrison, LLC**, designs the scannable survey booklet, has the required number of booklets printed, sends school-specific survey packages (with instructions and return postage) to either school-level or district-level survey coordinators, receives completed survey forms and blank forms back from the schools or districts, scans the completed survey booklets and prepares all the standard analytical reports that the Picard Center posts on its website.
- **Human Services Authorities (HSA)** (e.g., MHSD) provide mental health and substance misuse treatment services (either directly or through contracts with service providers) to persons unable to pay for these services through insurance or personal resources. HSAs also contract for prevention services which are provided in local schools. HSAs are responsible for assisting with CCYS implementation, but specific responsibilities are unknown.
- **School Districts** are responsible for public education K through 12. Public schools include both schools operated directly by the school district and charter schools funded through the district. Beginning in 2018, with the termination of the Recovery School District, the Orleans Parish School Board (OPSB) has oversight over all public schools in the parish. In 2018 OPSB directly operated only 3 schools while there are about 20 *charter management organizations* which each operate between 1 and 8 schools. The Archdiocese of New Orleans Office of Catholic Schools operates 82 schools across 8 parishes and, thus, represents a large, private school district itself.

While in theory the school district determines whether or not schools participate in surveys such as the CCYS, in practice school principals and parents need to embrace a survey. This is especially the case when a large number of schools and neighborhoods and/or charter schools are involved.

- **Survey Coordinator.** Apparently, it is the preferred practice for the Picard Center and Bach Harrison to correspond only with survey coordinators at the district level, although most schools have a staff member responsible for coordinating the various surveys schools are asked to participate in. Unless a school district has only a few schools, a district-level coordinator will need school-level coordinators. **If the Picard Center and Bach Harrison correspond only with a district-level survey coordinator, then the district-level coordinator will have to re-write the directions to make clear to school-level survey coordinators what the district versus school responsibilities are.**

The survey coordinator (SC) must arrange to obtain passive parental consent. This is typically done by a notice or letter provided to parents with other materials at the beginning of the school year. The district-level SC might prepare a standard letter to be used or adapted by the school-level SC. The school-level SC must advise teachers and other affected staff about the survey, motivate them to engage in the survey process, and provide instructions as needed. The school-level SC must determine when the survey will be administered and in what classes the survey will be completed. If the district-level SC receives the survey forms, they will have to be re-packaged for delivery to the schools. The school-level SC must keep track of any students whose parents have opted out of the survey to assure that those students are not asked to complete the survey. The school-level SC must receive the survey forms and materials, assure that there are adequate survey forms, package the survey forms for each class administration, distribute the packages to teachers or other staff to administer, monitor administration and receive completed surveys in contractor-provided return envelopes, and re-package the return envelopes to be sent to Bach Harrison. If separate pre-paid return labels are not provided for each school, then the district-level SC must collect the completed surveys and re-package the envelopes to send them to Bach Harrison.

- **Teachers (or Other Survey Administrators).** Teachers receive survey materials from the survey coordinator (SC) and administer the survey following the written protocol during a class period of at least 45 minutes. Teachers must provide alternative activities for students whose parents have opted out and for any students who choose to opt out at the time of administration. Teachers collect the completed forms in the return envelop which is sealed in front of the students. Teachers complete the school number, class identification, student count and completed survey count on the outside of the return envelope, and then return the envelop and surplus materials to the SC.
- **Schools** participating in the CCYS have access to their own survey results via standard reports accessed on the Picard Center web site using school-specific passwords.
- **Prevention Service Providers.** It is not clear what role school-based prevention service providers (funded through HSAs and OBH) are expected to play in supporting CCYS administration or whether schools receiving prevention services are expected to participate in the CCYS survey.

What have been the Coalition's Experiences with CCYS Implementation?

- After Hurricane Katrina (September 2005) a Recovery School District (RSD) was created in Orleans Parish which consisted principally of charter schools. The Recovery School District operated concurrently with the Orleans Parish School District which also incorporated some charter school.
- 2009-2013. Six RSD schools (L. B. Landry, Reed, Craig, Harney, and MLK high schools as well as Reed Elementary) participated in the Safe Schools, Health Students (SS/HS) federal grant-funded project directed by a member of the GNODDRC Coalition's board. These

schools consistently participated in the CCYS survey. The project was evaluated by the Picard Center. This project provided a model for collaborative, data-driven prevention programming. It delivered or coordinated over 13 different evidence-based programs (EBPs) across universal, selective and indicated domains (e.g., Too Good for Drugs, Too Good for Violence, PATHS, Olweus Bully Prevention, PBIS, ART, CBT, CBITS, Check and Connect, Parenting Wisely, Brief Substance Abuse Intervention Treatment, MSFT, CBT, child psychiatric services). The project demonstrated improvement in school behavior and performance, improvement in school climate and reductions in violence, bullying and suspensions.

- 2012. The Coalition's Community Needs Assessment identified the CCYS as a critical information source and poor participation and implementation as a serious problem. An **advisory was prepared to the Coalition and MHSD** citing: (1) New Orleans is handicapped in seeking funding for children and family services due to lack of data; (2) schools, prevention providers and communities have no data for planning prevention strategies and evaluating results; (3) there is no data assessing adolescent treatment need in Orleans Parish; (4) the Coalition's has no baseline for measuring attainment of the goals for adolescents that were specified in its Strategic Plan.
- 2014. The Coalition's Prevention and Data Work Groups identified improving CCYS participation as a priority. The Coalition collaborated with the New Orleans Health Department to develop information materials and reach out to schools. The Coalition targeted the Central City community in order to demonstrate neighborhood-based prevention efforts with the idea of obtaining separate Drug Free Communities grants for various neighborhoods to support local prevention efforts. **Two schools serving Central City participated in the 2014 CCYS, but completed surveys were lost in transit to Bach Harrison so no baseline data was ever available to support this demonstration.**
- 2016. The Coalition's Policy Committee developed a position paper on the importance of the CCYS and presented the policy statement to legislators and key influencers. The Coalition conferenced with SED Superintendent John White. Coalition members met with Recovery School District staff and principals to encourage participation. However, **no schools in New Orleans participated in the 2016 CCYS.**
- 2018. In the fall 2017, the Coalition published its [Fact Finding Report](#) including specific recommendations for improving CCYS implementation. The Picard Center and MHSD Prevention staff met on a number of occasions to plan the implementation of the CCYS. MHSD staff provided progress reports at quarterly meetings of the Data Work Group. OPSB and MHSD participated in the Data Work Group. MHSD, OPSB, and the Archdiocese are represented on the Coalition Steering Committee. Nevertheless, and despite the efforts of the Orleans Parish School Board and the Office of Catholic schools, apparently **only 4 public schools and 9 parochial schools in New Orleans participated in the 2018 CCYS.** At the same time, completion rates for Jefferson Parish have dropped substantially. Some anomalies in completion statistics provided in published 2018 CCYS reports raise questions about which schools' statistics are included in which parishes' reports. The Picard Center has not responded to requests for information in this regard that would clarify whether report

statistics might be considered representative of the parish or education region. The Coalition is offering to help OPSB and the Archdiocese analyze the data for those schools that successfully participated in the 2018 CCYS.

What was the Experience of the Orleans Parish School Board in 2018?

- Beginning with the 2018-19 school year, all public schools including charter schools, operated under the authorization of the Orleans Parish School Board (OPSB). In the 2018-19 school year the OPSB directly operated only 3 schools; the rest were charter schools.
- The 2018 CCYS survey booklets and materials were sent to the OPSB office in large boxes that were difficult to sort through.
- Directions for schools had to be rewritten and adapted to meet the needs of OPSB administrators and school staff members.
- An OPSB staff member physically delivered boxes to 15 schools.
- The Picard Center did not have individual school contacts. Communication with charter schools conducted solely through the superintendent's office is difficult and less effective than direct outreach to schools by Picard Center staff.
- OPSB was in need of more assistance in understanding the survey and presenting it to charter school principals and staff. For instance, more proactive outreach would have helped.
- More proactive outreach would also have likely aided in OPSB's ability to share its concerns and suggestions regarding survey administration with MHSD and the Picard Center.
- There was no training provided for teachers and survey implementers in schools.

What was the Experience of the Archdiocese of New Orleans in 2018?

- The Archdiocese of New Orleans Office of Catholic Schools (OCS) operates the largest school system in Louisiana, serving a large and diverse population of school-age children in southeastern Louisiana. The Coalition reached out to the Archdiocese, encouraging them to participate in the CCYS because their students represent such a large portion of the community. ***A total of 22 school of the Archdiocese participated in the 2018 CCYS*** including 9 in Orleans Parish, 10 in Jefferson Parish, and 2 in St. Tammany Parish. However, this represent only one-quarter of the 82 Archdiocesan schools ***More schools could have participated if survey implementation problems had not been encountered.*** Because of the problems experienced it is unlikely that the Archdiocese will participate in the future.

- Although OCS provided a list of each school with the 6th, 8th, 10th and 12th grade enrollments and a school contact, survey materials were **not sent to the individual schools as initially indicated**.
- OCS received many heavy boxes of survey forms. These were overwhelming for limited OCS staff to handle, organize and ship to individual schools. One staff person may have injured herself in the process.
- All the survey forms were not received at the same time. Apparently, there were not enough survey forms statewide. OSC had to wait until unused forms from other schools were returned to the Picard Center and then sent to OCS.
- The boxing of the surveys was disorganized: more than one school's surveys were in the same box; some boxes did not contain enough surveys; surveys for the same school came at different times; surveys for some larger schools came in more than one box without any indication this was the case; prepaid postage return labels were in the bottom of the box, not with the corresponding survey materials.
- The boxes received by OCS contained survey materials for schools that did not belong to the diocese. It is unknown whether those schools ever received survey materials.
- OCS staff spent a good deal of time revising the CCYS instructional packet received from the Picard Center, including developing specific guidelines for principals, teachers and counselors, explaining the purpose of the survey and providing explicit instructions for preparing, administering and returning the surveys.
- OCS followed directions in the CCYS instructional packet to mail completed surveys directly to Bach Harrison. Later new instructions indicated that the surveys should be sent to the Picard Center, but they had already been mailed to Bach Harrison.
- The Archdiocese committed to administering the 2018 CCYS across its school system with little understanding of what would be involved. It was expected that the details would be clarified by the Picard Center. (Archdiocesan schools had not participated in the CCYS in many years.) Implementation of the CCYS survey across its school system represented a major new initiative for the Office of Catholic Schools. There was no face-to-face contact or in-service training offered by the Picard Center or OBH to support this effort.
- OCS staff spent a great deal of time speaking with principals and parents, explaining the purpose of the survey and addressing their concerns. It would have been of great benefit if Picard Center or Office of Behavioral Health (OBH) staff had been available to provide informational presentations to principals and parents.

Conclusions

- Surveys are conducted because the information they provide is valuable.
- No one should underestimate the sustained effort and resources that the people of Louisiana have spent conducting the Caring Communities Youth Survey (CCYS).
- A great deal of federal funding is spent on the CCYS survey and, perhaps more importantly, a great deal of effort is required on the part of students, teachers, and administrators.
- Fortunately, the CCYS is one of those surveys that has the potential to pay dividends to all those involved: students, teachers, schools, school districts, prevention planners and service providers, policy advocates and decision makers at the school, community, parish, regional and state levels.
- However, to achieve the greatest return from this investment requires a strategic approach that identifies all the stakeholders and seeks to maximize the potential benefits for all parties.
- In theory, implementation of the CCYS survey, and the potential for using CCYS data to address substance use, behavioral health and related issues, created an opportunity for the Orleans Parish School Board to enhance collaboration among its many diverse charter schools. *This did not happen.*
- In theory, the Archdiocese would now have the information to assess substance use, behavioral health and related problems of its student population, to develop comprehensive prevention strategies, and to look forward to measuring results against the 2018 baseline. *This may never happen.*
- **The OPSB and the Archdiocese Office of Catholic Schools were overwhelmed with implementation problems that should never have happened.**
- Louisiana spends about **\$550,000 annually** for the collection, analysis and reporting of CCYS data, representing **about 10 percent of SAMHSA Block Grant prevention dollars**. These resources might otherwise be spent on prevention services. This expenditure demonstrates a substantial commitment to the CCYS survey; however, these **fiscal resources will be wasted if actions are not taken to reverse the decline in survey completion rates and to implement a comprehensive strategy for improving survey participation including implementation of a strategic prevention framework at the community level.**

Recommendations

- The presenting problems are that (1) school participation in the Caring Communities Youth Survey (CCYS) has declined statewide, (2) Jefferson Parish school participation has declined especially among high schools, and (3) participation in Orleans Parish has been so low that the published statistics for the parish cannot be used. However, **these problems must be understood in a broad context.**
- The purpose of the CCYS survey is to provide information for addressing substance use, mental health and school safety. This requires an ongoing, cyclical process at the state, regional, parish, school district, school and community levels, one consistent with SAMHSA's Strategic Prevention Framework: needs assessment, planning, implementation and evaluation.
- OBH should develop a strategic plan that focuses both on (1) improving school participation and student response and on (2) improving the utilization of the information collected. This might involve identifying strengths and weaknesses, targeting engagement and training efforts to parishes under represented in the CCYS, or disseminating expertise in one school district to other districts.
- The administration of the CCYS survey and the use of CCYS data for policy, planning and evaluation should be considered practices—highly interdependent practices. Thus, strategies for the development, dissemination and implementation of best and evidence-based practices apply. Consider building communities of practice at the state and local levels for school districts and HSAs. Provide opportunities for stakeholders to share problems and successes in practice improvement/learning collaboratives and professional conferences. Provide orientations and training using virtual meetings with opportunities for questions and discussions. Identify leaders, peer influencers, early adopters, change agents. Identify successful strategies for survey administration as well as prevention planning and policy development to share in your community of practice. Build on success.
- The contract for CCYS implementation should explicitly provide for:
 1. Incentives or withholds for improving completion rates at the state and local levels, including school participation and student response rates.
 2. identifying and addressing implementation issues based on prior experience and monitoring implementation on a weekly basis;
 3. proactively promoting school participation;
 4. providing orientations, training and technical assistance in implementing the survey;
 5. providing orientations, training and technical assistance in using the CCYS to develop the Strategic Prevention Framework at the local community level.
- Create a separate contract to **evaluate the implementation** of the CCYS
- Require schools receiving funded prevention services to participate in the CCYS.

- Improve and develop training materials for survey coordinators, teachers, principals and parents, incorporating actual experiences and concerns. For instance, provide orientations and trainings using virtual meetings with opportunities for questions and discussions.
- School districts and schools that have not recently participated in the CCYS may not understand the level and types of effort required to administer the CCYS. They may need consultation to develop a reasonable implementation plan and technical assistance in implementing it. For instance, did it make any sense for the Orleans Parish School Board and the Archdiocese Office of Catholic Schools to attempt all that they did, especially if they were going to be required to manage and distribute and collect and ship so many boxes of survey forms? Would a staged, targeted and/or school sampling implementation model have been more successful?
- Louisiana law (LA RS 17:154 & 17:404) requires drug prevention education in schools including 8 hours of instruction annually for students in K-6th, junior high & high school. Completing the CCYS is an education in itself and could be integrated as part of a minimum required curriculum. For instance, some schools are able to use the CCYS in their prevention programming by conducting sessions with students to discuss issues raised by having answered the survey questions. Can State ED require or strongly recommend survey participation as part of the required hours of drug prevention education?
- State ED should consider requiring all middle and high schools to assess the substance use and mental health-related needs of their student bodies in order to develop a plan to address the needs identified. The CCYS provides a tool for assessing those needs and help in developing such a plan.
- The Picard Center needs to provide information regarding school participation in the 2018 CCYS that would enable the Coalition to assess the representativeness of reported statistics for Greater New Orleans parishes, including which schools' data are included in which published reports.
- If the Office of Behavioral Health believes that it is practically impossible to improve CCYS completion rates to acceptable levels statewide and in Orleans Parish, then OBH should consider alternatives, perhaps a SAMHSA technical assistance request or a new request for proposals process.

Appendix A:

Table 1: Trends in School Enrollment in Grades 8, 10, 10 and 12 for Greater New Orleans Parishes, 2008-2018.

Table 2: Trends in Completion Rates: Percent of Enrolled Students Completing the Biennial CCYS Questionnaire for Greater New Orleans Parishes, 2008-2018

Table 3: Sample Size: Number of Students Completing the Biennial CCYS Questionnaire for Greater New Orleans Parishes, 2008-2018.

Table 1
Trends in School Enrollment in Grades 8, 10, 10 and 12 for Greater New Orleans Parishes, 2008-2018.***

Parish/ Grade	2008	2010	2012	2014	2016	2018
Orleans						
Grade 6	2,286	2,918	3,789	3,450	na#	3,985
Grade 8	3,189	2,662	3,807	3,410	na#	3,986
Grade 10	2,884	2,925	3,156	3,230	na#	3,832
Grade 12	2,458	2,285	2,761	2,480	na#	3,403
Total	10,817	10,790	13,513	12,570	na#	15,206
Plaquemines						
Grade 6	358	380	377	400	373	426
Grade 8	347	341	391	368	408	383
Grade 10	305	288	280	310	325	341
Grade 12	236	282	261	260	296	296
Total	1,246	1,291	1,309	1,338	1,402	1,446
Jefferson						
Grade 6	3,962	3,562	3,827	3,430	3,508	4,268
Grade 8	3,658	3,156	3,585	3,330	3,415	3,657
Grade 10	3,272	2,926	3,008	3,010	3,269	3,604
Grade 12	2,738	2,394	2,866	2,550	2,631	2,862
Total	13,630	12,038	13,286	12,320	12,823	14,391
Statewide						
Grade 6	50,545	53,554	55,283	52,311	53,314	55,875
Grade 8	54,108	51,202	54,108	52,835	51,948	53,032
Grade 10	46,821	48,594	48,873	49,469	52,532	51,265
Grade 12	40,287	40,175	41,933	40,610	43,105	44,700
Total	191,761	193,525	200,197	195,225	200,899	204,872

*Based on Table 2 of corresponding CCYS reports parishes available at <https://picardcenter.louisiana.edu/research-areas/quality-life/caring-communities-youth-survey-ccys>. St. Bernard Parish did not participate in the CCYS during this period.

**Enrollment generally represents all public school enrollment; however, figures may include enrollment in private schools that participated in the CCYS survey.

Since no Orleans Parish schools participated in the 2016 survey, there is no CCYS report (Table 2) from which to obtain enrollment counts.

Table 2
Trends in Completion Rates: Percent of Enrolled Students Completing the Biennial CCYS**
Questionnaire for Greater New Orleans Parishes, 2008-2018.*

Parish/ Grade	2008	2010	2012	2014	2016	2018
Orleans						
Grade 6	17.2	7.0	19.5	7.1	0.0	6.7
Grade 8	20.0	11.1	18.9	12.6	0.0	12.7
Grade 10	19.2	10.8	13.1	22.3	0.0	17.6
Grade 12	16.1	9.3	16.8	21.0	0.0	20.9
Total	18.3	9.5	17.3	15.3	0.0	14.2
Plaquemines						
Grade 6	86.6	52.1	65.3	62.0	63.0	61.5
Grade 8	77.8	38.7	61.1	69.3	63.2	64.8
Grade 10	73.4	42.7	73.9	74.5	68.3	64.8
Grade 12	75.8	33.0	72.0	33.5	67.2	52.7
Total	78.9	42.3	67.2	61.4	65.2	61.3
Jefferson						
Grade 6	64.4	75.9	50.9	64.4	64.9	44.7
Grade 8	67.4	69.7	52.4	60.6	66.0	36.6
Grade 10	35.0	40.8	42.7	56.2	43.1	21.2
Grade 12	35.3	35.4	36.3	45.2	41.0	21.7
Total	52.3	57.7	46.3	57.4	54.7	32.2
Statewide						
Grade 6	65.4	61.9	62.8	51.9	46.7	44.3
Grade 8	61.0	59.2	58.4	49.9	44.1	48.8
Grade 10	51.6	48.1	51.4	45.2	34.9	38.0
Grade 12	48.5	46.5	46.9	41.2	32.0	33.9
Total	57.2	54.5	55.5	47.4	39.8	41.6

*Based on Table 2 of corresponding CCYS reports parishes available at <https://picardcenter.louisiana.edu/research-areas/quality-life/caring-communities-youth-survey-ccys>.
St. Bernard Parish did not participate in the CCYS during this period.

**Enrollment generally represents all public school enrollment; however, figures may include enrollment in private schools that participated in the CCYS survey.

Table 3
Sample Size: Number of Students Completing the Biennial CCYS Questionnaire for Greater
New Orleans Parishes, 2008-2018.*

Parish/ Grade	2008	2010	2012	2014	2016	2018
Orleans						
Grade 6	393	204	739	244	0	266
Grade 8	637	296	721	431	0	505
Grade 10	554	317	415	721	0	673
Grade 12	395	212	463	521	0	711
Total	1,979	1,029	2,338	1,917	0	2,155
Plaquemines						
Grade 6	310	198	246	248	235	262
Grade 8	270	132	239	255	258	248
Grade 10	224	123	207	231	222	221
Grade 12	179	93	188	87	199	156
Total	983	546	880	821	914	887
Jefferson						
Grade 6	2,552	2,702	1,948	2,208	2,275	1,909
Grade 8	2,467	2,199	1,879	2,017	2,254	1,338
Grade 10	1,144	1,194	1,283	1,693	1,410	765
Grade 12	967	848	1,041	1,152	1,080	622
Total	7,130	6,943	6,151	7,070	7,019	4,634
Statewide						
Grade 6	33,080	33,149	34,720	27,132	24,891	24,763
Grade 8	32,998	30,316	31,590	26,389	22,933	25,872
Grade 10	24,156	23,387	25,144	22,363	18,350	19,485
Grade 12	19,531	18,662	19,681	16,721	13,814	15,143
Total	109,765	105,514	111,135	92,605	79,988	85,263

*Based on Table 2 of corresponding CCYS reports parishes available at <https://picardcenter.louisiana.edu/research-areas/quality-life/caring-communities-youth-survey-ccys>.

Appendix B:

Letter from Archdiocese Office of Catholic Schools

July 16, 2019

To Whom It May Concern:

At the request of Dr. RaeNell Houston and the Greater New Orleans Drug Demand Reduction Coalition, I have been asked to write a report regarding the difficulties in the implementation of the Caring Communities Youth Survey by the Office of Catholic Schools (OCS) in 2018. I was the key OCS administrator delegated the task of communicating with the Picard Center and orchestrating participation by the schools.

It would be important to note that the Archdiocesan school system, the largest in the state, serves 82 schools and 35,000 students. Our commitment to participate was made with no expectation of what was involved except that the process would be clarified by Dr. Ray Biggar at the Picard Center.

Picard Center's first request was for the OCS to send an excel sheet of the schools in the Archdiocese of New Orleans with school codes, the total number of students who would be given surveys, and a breakdown for each school of the number of students in grades six, eight, ten, and eleven. Although the completed excel sheet was sent in October, Picard repeatedly asked for additional information which we supplied, but this was time consuming.

Such miscommunications, exacerbated by a lack of direct contact with the Picard Center or the OBH staff made the initial process difficult as the Office of Catholic Schools has a very small administrative staff. For example, I was informed that needed surveys would not arrive at the same time and mailing would be staggered because unused surveys would be sent out as they were returned to the company in charge of distribution for re-distribution. Additionally, the biggest problem was that surveys would not be mailed to individual schools as initially indicated, but rather they would be sent to my attention at the OCS. Consequently, the following occurred:

Surveys arrived in large heavy boxes with incorrect packaging. More than one school's surveys were in the same box; some boxes did not contain enough surveys; some larger schools had more than one box which was not indicated; surveys for the same school came at different times and some surveys did not belong to OCS. Logistically the OCS staff did not have the personnel to directly deliver heavy boxes to schools or load heavy boxes into vehicles when schools came for pick up. Large amounts of pre-paid postal labels were in the bottom of the boxes. These had to be sorted to reflect mailing needs.

In addition to the logistics of the survey, it is important to indicate that we had no face to face encounter with the Picard Center or any in-service training which is standard evidence -based procedure for implementing a new initiative in schools. We received limited information from the Picard Center with the exception of a complicated instructional packet that was not helpful in terms of the implementation of the survey by our schools. Much time was spent revising the packet.

The revision included salient facts about the survey including explicit instructions; a breakdown of specific guidelines for principals, teachers, and counselors; and specific instructions in preparation for administration of the survey.



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Office of Catholic Schools

Following completion of the surveys, it was challenging to collect and mail the surveys. Once again, directions changed. OCS followed the direction indicated in the CCYS survey instruction packet, namely to mail surveys to Bach Harrison, LLC. New instructions arrived for OCS to mail to the Picard Center. It was too late to comply as surveys had been mailed.

In summation, the implementation of the survey was a lengthy, unclear, and difficult process. Although the small OCS staff spent a great deal of time speaking with principals and parents who voiced concern about the nature of the survey questions. More informational meetings and dialogue is required from the Picard Center and those responsible at the state level for participation and implementation of the survey.

My suggestion as one who has had many educational experience as well as a deep appreciation for the benefit that surveys like this can provide for our youth and the community are as follows.

The implementation difficulties discussed in this letter be reviewed by those responsible for the survey. The Picard Center staff, The Office of Behavioral Health, local prevention providers along with school leaders and advocates of CCYS should develop pre-implementation plans to provide informational meetings and dialogue with administrators, teachers and principals and most importantly parents.

In conclusion, all of the intended problems with the implementation of the surveys would have been ameliorated if OCS had been given clear directives prior to participation in the process. Additionally, time should have been provided to clearly in-service educational leaders and parents of the importance of the surveys and the benefits of participation.

Sincerely,

A handwritten signature in cursive script that reads "Jane Baker".

Jane Baker