

PROGRAM SUMMARY AND FIRST YEAR OUTCOMES FOR
THE ACCESS INITIATIVE, 2007–2008

ACCESS

Austin Community Collaboration
to Enhance Student Success

Austin Independent School District
Department of Program Evaluation

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EXECUTIVE SUMMARY

The Austin Community Collaboration to Enhance Student Success (ACCESS) is an Austin Independent School District (AISD)-led community collaboration of public and nonprofit agencies working together to address the emotional, behavioral, and social needs of students. With the receipt of 4 years of federal funding through the Safe Schools/Healthy Students' grant, ACCESS has increased the level of resources available to students and their families by implementing a number of innovative prevention and treatment programs that will promote and encourage safe and positive learning environments. Additionally, ACCESS will enhance the way social services are delivered on campuses by creating a youth mapping program with geographic information to locate, target, and serve the students experiencing the greatest needs.

The ACCESS initiative began implementation of programs and services during the 2007–2008 school year. The primary focus of the initiative during 2007–2008 was the development of specific processes by which the programs and curriculum would be implemented in AISD and the community. The level of implementation varied across the initiative, based largely on the initial start date of the specific programs. In fact, some programs have yet to begin. The evaluation of the ACCESS initiative also was in a formative stage. An evaluation staff was hired, more specific and accurate baseline data were calculated, processes for tracking and documentation of services were put into place, and new assessment tools were created. During this formative stage, the leadership and evaluation teams met frequently and shared responsibility for initial implementation and assessment of the initiative. The collaboration between ACCESS leadership and evaluation staff has benefited both groups.

The organizers of the ACCESS initiative chose programs and curricula that were linked to specific outcomes. Progress toward these objectives was made even though full implementation had not yet occurred. The results were generally positive for student outcome data; however, some caution is warranted. It is difficult to ascertain without long-term data whether improved levels will be sustained. Additionally, the link between ACCESS activities and targeted outcomes will be better understood following a complete year of implementation.

The ACCESS initiative will benefit from a more focused analysis of the amount and quality of implementation. Future evaluation efforts will demonstrate more readily the level of fidelity of the implementation. Fidelity measures will enhance the evaluation by linking the relative quality of the implementation for ACCESS programs and curricula to specific student outcomes.¹

¹ Portions of the text of this report are used with permission of the ACCESS staff and can be found at www.austinisd.org/community/access/.

TABLE OF CONTENTS

Executive Summary	i
List of Tables	iv
INTRODUCTION TO THE ACCESS INITIATIVE	1
METHODOLOGY	3
Data Tools.....	3
<i>AISD Student Climate Survey</i>	3
<i>Student Substance Use and Safety Survey</i>	4
<i>AISD Discipline Records, Attendance Records, and Other Data Sources</i>	4
Data Analysis	4
RESULTS AND DISCUSSION	7
Safe School Environments and Violence Prevention	7
<i>Activities That Supported Safe School Environments and Violence Prevention</i>	7
<i>Progress Toward Safe School Environments and Violence Prevention Objectives</i> ...	8
Alcohol, Tobacco, and Other Drug Prevention.....	9
<i>Activities That Supported Alcohol, Tobacco, and Other Drug Prevention</i>	9
<i>Progress Toward Alcohol, Tobacco, and Other Drug Prevention Objectives</i>	10
Student Behavior, Social, and Emotional Supports	10
<i>Activities That Enhanced Student Behavior, Social, and Emotional Supports</i>	11
<i>Progress Toward Student Behavior, Social, and Emotional Support Objectives</i>	11
Mental Health Services.....	13
<i>Activities That Supported Mental Health Services</i>	13
<i>Progress Toward Mental Health Objectives</i>	14
Early Childhood Social and Emotional Learning	15
<i>Activities That Supported Early Childhood Social and Emotional Learning</i>	15
<i>Progress Toward Early Childhood Social and Emotional Learning Objectives</i>	16
Evaluation Next Steps	17
Conclusions.....	18
REFERENCES	19
APPENDICES	21
Appendix A: List of ACCESS Partners.....	21
Appendix B: Supporting Methodological Information	22
Appendix C: ACCESS Logic Model.....	24

LIST OF TABLES

Table 1. ACCESS Initiative Objectives, Measurable Outcomes, and Data Sources, 2007–2008.....	5
Table 2. Indicators of Safer School Environments and Violence Prevention Activities	9
Table 3. Students Reporting Use of Alcohol, Tobacco, or Marijuana Within the Last 30 Days, 2006–2007 and 2007–2008	10
Table 4. Indicators of Student Behavior Social and Emotional Supports	12
Table 5. Mean Score of Positive Behavior Climate Items	12
Table 6. Indicators of Mental Health Services	15
Table 7. Indicators of Early Childhood Social and Emotional Learning	16
Table B1. Positive Behavior Climate Items Used in 2007–2008 Analysis	22
Table B2. Student Substance Use and Safety Survey (2007–2008) Items Used in ACCESS Initiative Analysis	23

INTRODUCTION TO THE ACCESS INITIATIVE

The Austin Community Collaboration to Enhance Student Success (ACCESS) is an Austin Independent School District (AISD)-led community collaboration of public and nonprofit agencies working together to address the emotional, behavioral, and social needs of students. With the receipt of 4 years of federal funding through the Safe Schools/Healthy Students' grant (SS/HS), ACCESS has increased the level of resources available to students and their families by implementing a number of innovative prevention and treatment programs that will promote and encourage safe and positive learning environments.

Building upon years of effort to maximize and leverage available support resources, a team came together in June 2007 and responded to the federally funded SS/HS's request for proposals. SS/HS is a collaborative grant program supported by three federal agencies: the Department of Education, the Department of Health and Human Services, and the Department of Justice. In collaboration with staff from Seton Children's Optimal Health, The Austin Project, and AISD, the team conducted a comprehensive student support services needs assessment. The team also developed an initiative that included an array of supports, as well as unprecedented data sharing to be used in a new geographic information system (GIS).

ACCESS was 1 of 26 grants awarded in 2007, out of 346 applicants. The approved budget included approximately \$8,600,000 of funds for a 4-year period ending August 31, 2011.

ACCESS staff are working to integrate district and community resources in innovative ways to best serve the students of AISD. The initiative is structured according to five overlapping elements:

1. Safe school environments and violence prevention activities
2. Alcohol, tobacco, and other drug prevention activities
3. Student behavior, social, and emotional supports
4. Mental health services
5. Early childhood social and emotional learning program

ACCESS staff are attempting to transform school and community systems so they can address the behavioral, social, and emotional needs of our city's children and youth in ways that fully meet the criteria of the SS/HS initiative. One cornerstone of ACCESS is the 15 staff who are implementing Positive Behavior Support (PBS) across the district to promote safe and disciplined schools. In addition, 16 partners (see Appendix A), both within AISD and from the community, are providing services that include dropout prevention, transition support for students returning from an alternative learning center, education and assessment regarding gang activity, expanded mental health services, counseling at the prekindergarten level,

assistance for pregnant middle school students, and a number of pro-social curricula and programs. A final critical element of ACCESS is a technology initiative to enable AISD and its many partners to share and analyze data so they can target the needs of the area's youth more effectively. The technology system includes the integration of GIS mapping technology with a social services inventory and will be accessible to AISD staff as they work toward integrated case management.

METHODOLOGY

Of the \$8,600,000 it received, ACCESS was required to use 7% for assessment and evaluation. The ACCESS evaluation is an ongoing process conducted by a diverse and experienced team of evaluators. Initially, the team focused on developing process measures to determine the fidelity of implementation for each ACCESS program. Second, the team began an ongoing evaluation of how each program influences a number of well-defined outcome measures. The evaluation's focus on program fidelity will facilitate the sustainability of processes after the grant has been completed by providing an understanding about what specifically influenced the desired outcomes.

Three AISD staff (i.e., internal evaluators) and one external evaluator collaborated on the assessment of the ACCESS initiative. Two of the internal evaluators had primary responsibility for examining all aspects of the ACCESS initiative, with a focus on AISD partners working on the grant. The third internal evaluator's primary responsibility was to examine the PBS program (Basu, LaTurner, & Christian, 2008), and the external evaluator worked with ACCESS's five community partners. With this evaluation capacity, all aspects of the ACCESS grant were assessed through a multifaceted approach. Efforts of the 2007–2008 evaluation were directed mainly toward the development and validation of tools for the process evaluation and toward a full examination of various district data sources for key outcome measures of student behavior. Additionally, the evaluation team worked with the National Evaluation Team (NET) contracted to investigate ACCESS as part of the SS/HS grant program at the national level.

DATA TOOLS

To examine outcomes at the campus and district levels, the following data sources were used: the AISD Student Climate Survey, the AISD Student Substance Use and Safety Survey (SSUSS), district attendance and discipline data, documentation of service provider activities, and interviews with a variety of stakeholders.

AISD Student Climate Survey

The AISD Student Climate Survey has been administered to students in grades 3 through 11 across the district since the 2003–2004 academic year. The survey was designed to measure student perceptions in a number of areas: the behavioral environment, adult fairness and respect, teacher support and engagement, and academic self-confidence. Information from the student survey was used to examine how the implementation of PBS was related to students' perceptions of their school climate. Specifically, 11 of the 41 items are indicators of school climate as it relates to PBS from a conceptual standpoint (see Appendix B, Table B1).

Student Substance Use and Safety Survey

The SSUSS is a self-report student survey of substance use and school safety that has been administered to students in a random sample of AISD middle and high school classrooms annually. The survey is used to monitor student knowledge, attitudes, and self-reported behavior. Six items were used from the SSUSS for assessment of the ACCESS initiative (see Appendix B, Table B2).

AISD Discipline Records, Attendance Records, and Other Data Sources

AISD maintains records of student-level data about disciplinary events and attendance. Discipline records include each offense that occurred and the disciplinary result for the individual. These data can be examined at the district level to determine, for example, if some groups of students (e.g., defined by race or gender) are disciplined more than are others, or to ascertain if PBS schools have fewer disciplinary incidents than do other schools. Student attendance records are reported by each campus to the district. In particular, attendance records were used to examine the effectiveness of the dropout intervention specialist at Mendez Middle School.

Interviews with various stakeholders were conducted to determine the level of implementation. In particular, data were examined from conversations with the following individuals: the ACCESS director, the ACCESS facilitator, the external evaluator, and the community sustainability coordinator (responsible for the technology initiative).

The external evaluator collaborated with the contracted partners to document provider activities and to develop tools for the assessment of contracted services (Samii-Shore, 2008). Summary data from the external evaluator are incorporated in this report.

Two new tools were developed for use in the 2008–2009 data analysis. One is intended to better track the specific program services provided by grant partners, and the other is intended to collect participants' opinions about progress toward grant objectives. The tracking tool was vetted with participants and program managers and is being used to ensure adequate collection of data for federal reporting requirements. The second tool, ACCESS Status (AISD, 2007), is a thrice yearly survey² that examines participants' opinions about program implementation and fidelity, collaborative efforts among grant partners, continuous improvement processes, and efforts for capacity building and sustainability.

DATA ANALYSIS

The ACCESS initiative has various programs and activities that address the objectives in each element (see Appendix C, the initiative's logic model). Each objective has a specific improvement target that results in statistical improvement, substantive improvement, or both.

² See www.austinisd.org/community/access/docs/ACCESS_Status_Survey.pdf.

The targets represent the desired progress by the end of the ACCESS grant – August 2011. In most cases, the targets were determined by predicting expected values based on historical trend data and then adding an additional statistically significant change. In some cases, substantive changes were employed when statistical tests were inadequate or inappropriate (these cases are noted in the tables). The analysis in this report is limited to describing the current status of each objective and noting how current progress compares with the target value. Multiple programs or activities could influence each objective; however, for parsimony, the ACCESS team identified programs and curricula that will be used to examine change for each objective. It should be noted that because the implementation processes were being developed in 2007–2008, many process measures were not active for the entire year.

As detailed above, a number of data sources were used to examine progress for the various ACCESS objectives. Table 1 is a summary of the specific items used for the analysis in this report. The full description of the objectives and the data sources are detailed in the text of the report.

Table 1. ACCESS Initiative Objectives, Measurable Outcomes, and Data Sources, 2007–2008

Element	Abbreviated ACCESS objective	Item (unit of) analysis	Data source
1. Safe school environments and violence prevention activities	1.1 Fighting reduced	District-wide rate, as measured by percentage of students with a discipline referral for fighting	Discipline records
	1.2 Skipping school reduced	Percentage of students skipping school due to safety concerns	SSUSS
	1.3. Expect Respect improves knowledge	Students surveyed pre and post program; change in knowledge score utilized	Participant survey
	1.4. Repeat referrals reduced	Attendance records at Alternative Learning Center examined for intra-year repeat attendance	Student records
	1.5. Gang activity reduced	Percentage of students reporting regular gang activity on their campus	SSUSS
2. Alcohol, tobacco, and other drug prevention activities	2.1 Alcohol use reduced	Self-report of use “in the last 30 days”	SSUSS
	2.2 Tobacco use reduced		
	2.3 Marijuana use reduced		

Note. This table is continued on the next page.

Table 1(continued)

Element	Abbreviated ACCESS objective	Item (unit of) analysis	Data source
3. Student behavior, social, and emotional support	3.1 Student behavioral climate improves	Mean score of 11 PBS-relevant climate items on a 4-point scale	Student Climate Survey
	3.2 Suspensions for fighting for student in RPPW decrease	District-wide rate, as measured by percentage of students suspended for fighting	Discipline records
	3.3 Unexcused absences for Mendez students decreases	Average number per student of full-day unexcused absences	Attendance records
	3.4 Discipline disproportionality for African Americans reduced	Using discipline records, a disproportionality figure is calculated ⁺	Discipline records
4. Mental health services	4.1 Increase in students receiving school based mental health services	Counts of attendees	Program attendance logs
	4.2 Increase in students receiving community based mental health services		
	4.3 Increase school rate of IMPACT referrals	Count of referrals by campus	IMPACT records
	4.4 Increase in technological support systems	Qualitative assessment by community sustainability coordinator	Community sustainability report
5. Early childhood social and emotional learning activities	5.1 Lucy Read students ready for kindergarten	Pre-post test using Devereux and social and emotional items from student report cards	Devereux and report cards*
	5.2 Increase in healthy births and return to school.	Any Baby Can monitors birth weight and whether students return to school	Program records*

* This source was introduced in 2008–2009.

+ As calculated in this report, the baseline data for disproportionality in 2006–2007 was 1.61 for African American students, indicating a 161% overrepresentation in discretionary referrals. A ratio of zero is expected if no racial disproportionality exists. All other ethnic groups were underrepresented.

RESULTS AND DISCUSSION

SAFE SCHOOL ENVIRONMENTS AND VIOLENCE PREVENTION

Four primary activities were undertaken by the ACCESS initiative to create and sustain a safe, civil, and productive learning environment. These activities included expanding implementation of PBS, hiring a police officer who was a gang specialist to lead staff in the implementation of gang prevention strategies, expanding SafePlace's Expect Respect group counseling, and hiring three School to Community Liaisons (SCLs) to support students while at an alternative placement and during the transition back to their home campuses after a disciplinary removal.

Activities That Supported Safe School Environments and Violence Prevention

Positive Behavior Support. PBS is a philosophical framework in which all educational decisions are made to produce a safe, civil, and productive learning environment. PBS is a systemic approach that attempts to change individual behavior by changing the system in which the individual resides (Sugai, et al., 2001). The process is individualized for each campus through the guidance of a program specialist (external coach).

ACCESS increased the capacity of the district to provide PBS to campuses by adding 7 external coaches, for a district total of 15. The PBS staff supported campuses throughout AISD as they implemented the ongoing PBS process. The coaches guided, facilitated, and trained administrators and staff about strategies that, when done effectively, should lead to improved student behavior and better school climate. For a more complete description and detailed evaluation of PBS in AISD, see Basu & LaTurner (2008).

School Resource Office: Gang Specialist. The gang specialist officer joined ACCESS in Fall 2007 as part of the Joint Juvenile Gang Intervention Unit (JJGIU). The JJGIU and the AISD Police Department (AISDPD) increased awareness of gang-related issues through educational presentations and training sessions as part of their gang prevention efforts. These presentations were targeted toward AISD students, parents, staff and administrators, as well as officers, agency professionals, and other community members. The presentations were geared toward preventing youth from becoming involved with gang members and illegal activity and assisting youth in locating alternative positive activities.³

The gang specialist performed 78 presentations about gangs before more than 2,000 youth, parents, and AISD staff. He conducted 52 gang assessments and close patrols, which consisted of extensive observations of a campus to determine if (or what type of) gang activity had occurred. Following a gang assessment or close patrol, the specialist reported findings to

³ More information on this and all ACCESS programs can be found at www.austinisd.org/community/access/.

campus administration and helped develop strategies to address the findings. Additionally, the gang specialist performed law enforcement for 38 gang-related incidents.

In 2008–2009, more in-depth data about how the gang specialist collaborates with the gang unit will be collected to ascertain how the district’s capacity to address gang issues has been enhanced and sustained. Additionally, the role of the specialist will be mapped to examine fidelity to the Comprehensive Gang Model, a nationally recognized approach to dealing with gangs in school and community.

SafePlace: Expect Respect. SafePlace began implementation in March 2008, with the goal of expanding the number of middle schools with Expect Respect boys groups from 5 to 17 by 2011. Expect Respect support groups are a 24-week psycho-educational curriculum for youth who have experienced violence or abuse at home or by peers, or who are exhibiting violent or abusive behaviors toward others. These support groups target middle school boys who are at risk of being placed into or are currently at the Alternative Learning Center (ALC) as a result of their behavior.

The program began to serve students at the ALC; 15 students participated and 3 attended all of the sessions. Those attending all sessions had an increase in their knowledge of healthy relationships (i.e., as measured by a pre-post survey; for more detail, see Samii-Shore, 2008). During 2008–2009, the external evaluator will collect and analyze data about SafePlace’s implementation and student outcomes.

Transition School to Community Liaison. As part of ACCESS, a new student support role was created: the transition SCL. Three new SCLs provided services to students transitioning back to their home campuses from the ALC, the Alternative Center for Elementary Education, and the Juvenile Justice Alternative Education Program. The SCLs began work in January 2008 and provided transition support for a total caseload of 117 students. During 2008–2009, extensive data about the effectiveness of the transition SCLs will be collected to inform implementation.

Progress Toward Safe School Environments and Violence Prevention Objectives

As shown in Table 2, progress was made on all measurable items. Baseline data for 2006–2007 for items 1.2 and 1.3 were not available; however, targets for items 1.1, 1.3, and 1.5 were met in the first year of the initiative. The student discipline rate for fighting decreased from 2.53% to 2.18% and only 39.50% (decreasing from 43.20%) of students felt regular gang activity occurred on their campuses. All students (3) who completed SafePlace’s curriculum had an improved knowledge of healthy relationships. Careful monitoring must continue to examine if this improved trend remains after multiple years of implementation. Some progress also was shown for item 1.4. The rate of intra-year recidivism to ALCs decreased from 16.25% to 16.24%. Examination of a multi-year recidivism rate will begin in 2008–2009.

Questions were added to the SSUSS in 2007–2008 to address item 1.2. Data from 2007–2008 were used as a baseline from which the long-term target was derived.

Table 2. Indicators of Safer School Environments and Violence Prevention Activities

ACCESS objective	2006–2007 baseline	2007–2008 level	2011 target	Data source
1.1. Student fighting will be reduced district wide by at least 6% from baseline by 2011, measured by students disciplined for fighting.	2.53%	2.18%	2.38%	Discipline records
1.2. The percentage of students who state they skip school because they do not feel safe (in school or on the way to or from school) will be reduced by 5% from baseline by 2011.	n/a	7.49%	7.14%	SSUSS
1.3. At least 80% of participants in the Expect Respect Boys Groups will increase their knowledge of and skills for healthy relationships by the end of the program.	n/a	100%	80.00%	Participant survey
1.4. The percentage of students with repeat referrals to ALCs will decrease by at least 13% from baseline by 2011.	16.25%	16.24%	14.20%	Student records
1.5. Students' reports of regular gang activity on campus will be reduced by at least 5% from baseline by 2011.	43.20%	39.50%	41.04%	SSUSS

Note. All targets represent statistically significant changes, except 1.3, which is a substantive target. Figures for 1.4 represent an intra-year recidivism rate (i.e., the number of students who return within the same year).

ALCOHOL, TOBACCO, AND OTHER DRUG PREVENTION

The goal of the second ACCESS element was to promote a culture that encourages a healthy lifestyle, including non-tolerance of substance abuse. The primary activity to be undertaken is implementation of two curricula, Project Towards No Drug Abuse (TND) and LifeSkills, by PBS staff.

Activities That Supported Alcohol, Tobacco, and Other Drug Prevention

Project Towards No Drug Abuse. TND⁴ is an interactive classroom-based program with a goal to curb substance abuse (Sussman, Dent, & Stacey, 2002). At this time, TND has not yet been implemented at AISD.

LifeSkills. Through a partnership with Austin Voices, a local nonprofit organization, the PBS staff was trained in the LifeSkills⁵ curriculum. LifeSkills provides students with the skills and knowledge to develop protective factors and to make positive choices in response to

⁴ Please see tnd.usc.edu/overview.php for more information.

⁵ See www.lifeskillstraining.com for more information.

social pressures with regard to the use of illegal substances (Griffin, Botvin, Nichols, & Doyle, 2003). To date, 10 AISD campuses have received the Lifeskills curriculum from Austin Voices. Eight PBS coaches were trained in Lifeskills in Fall 2008 and will begin to use the curricula with campuses in Spring 2009.

Progress Toward Alcohol, Tobacco, and Other Drug Prevention Objectives

Although neither PTND nor LifeSkills has been implemented yet, current data on alcohol, tobacco, and marijuana use are presented in Table 3 to provide baseline information for these indicators. Tobacco use decreased in 2007–2008, but use of alcohol and marijuana both increased. However, none of these changes were statistically significant. This finding reflects the overall decrease in use patterns over the last decade (Garland & Christian, 2008).

Table 3. Students Reporting Use of Alcohol, Tobacco, or Marijuana Within the Last 30 Days, 2006–2007 and 2007–2008

ACCESS objective	2006–2007 baseline	2007–2008 level	2011 target
2.1. Students’ reports of current alcohol use will be reduced district wide by at least 28% from baseline by 2011.	22.40%	23.90%	16.22%
2.2. Students’ reports of current tobacco use will be reduced district wide by at least 19% from baseline by 2011.	11.90%	10.89%	9.64%
2.3. Students’ reports of current marijuana use will be reduced district wide by at least 14% from baseline by 2011.	14.40%	15.33%	12.36%

Source. 2006–2007 Student Substance Use and Safety Survey and 2007–2008 Student Substance Use and Safety Survey

Note. All targets represent statistically significant changes. Only secondary school students were included in this analysis. *Current use* means use within the last 30 days.

At this point, no changes can be directly attributed to ACCESS activities. Careful tracking of services provided will be used to monitor future changes.

STUDENT BEHAVIOR, SOCIAL, AND EMOTIONAL SUPPORTS

The goal of the third ACCESS element was to cultivate and sustain a culture that supports the social, emotional, and behavioral well-being of all children and youth. Four primary activities were undertaken by the ACCESS initiative to enhance social and emotional support for students. These activities include expanding implementation of PBS, implementing Responding in Peaceful and Positive Ways (RPPW), hiring a dropout intervention specialist for a campus in highest need (Mendez Middle School), and training additional PBS staff in the Framework for Understanding Poverty curriculum.

Activities That Enhanced Student Behavior, Social, and Emotional Supports

Positive Behavior Support and Framework for Understanding Poverty. As noted above, the ACCESS initiative increased the capacity of district PBS support by adding 7 program specialists (coaches), for a district total of 15. Additionally, PBS staff are being trained on a number of new curricula to utilize when working with schools. Training in the Framework for Understanding Poverty⁶ curricula has occurred in AISD in the past and is being expanded as part of ACCESS to address the issue that African American students are disciplined disproportionately⁷ in AISD.

Responding in Peaceful and Positive Ways. RPPW⁸ is a curriculum designed to provide universal and early intervention strategies at secondary schools to enhance focus on violence prevention and pro-social behavior. A new staff member will be hired to develop and lead the RPPW training in Spring 2009.

Mendez Dropout Intervention Specialist. Mendez Middle School was determined by ACCESS staff to be the school in most need of a dropout intervention specialist. The specialist began work in September 2007 and performed a variety of tasks aimed at curbing truancy and dropouts. Approximately 25% of the specialist's time was spent counseling individual students. Three student support groups, with a total of 25 students, were conducted during the year. More than 150 home visits were performed to inform parents their child was missing school, to explain the law regarding truancy, and to provide the family with a list of available supports. Additionally, 202 truancy court appearances were made by the specialist, at which she served as a representative for the school to the court. The specialist also communicated with parents through phone calls and at a number of school-based events that parents attended.

Progress Toward Student Behavior, Social, and Emotional Support Objectives

As shown in Table 4, progress was made on three of four ACCESS objectives. The overall mean score for the district for a series of behavior questions on the AISD Student Climate Survey (see Appendix B, Table B1) increased significantly from 3.09 to 3.18. The improvement was significantly greater (see Table 5) for schools that had PBS on their campus, showing a relationship between PBS and an enhanced positive climate. This relationship will be examined in greater depth during 2008–2009 by the PBS evaluation team (Basu & LaTurner, 2008).

⁶ See www.ahaprocess.com/ for more information.

⁷ As calculated in this report the baseline data for disproportionality in 2006-2007 was 1.61 for African-American students, indicating that a 161% overrepresentation in discretionary referrals. A ratio of zero is expected if no racial disproportionality exists. All other ethnic groups are underrepresented.

⁸ See www.has.vcu.edu/RIPP for more information.

Table 4. Indicators of Student Behavior Social and Emotional Supports

ACCESS objective	2006–2007 baseline	2007–2008 level	2011 target	Data source
3.1. Mean scores for the PBS environment scale on the student climate survey will improve to 3.23 by 2011.	3.09	3.18*	3.23	Student climate survey
3.2. Suspensions for participants in RPPW will decrease by at least 5% from baseline by 2011.	2.32%	1.98%*	2.14%	Discipline records
3.3. The rate for unexcused absences for students at Mendez will decrease by 10% from baseline by 2011.	5.08 per student	5.91*	4.59	Attendance records
3.4. The district-wide discipline disparity for African Americans will decrease by 50% from baseline by 2011.	1.61	1.54	0.81	Discipline records

Note. All targets represent statistically significant changes, except for item 3.4, which is a substantive 50% decrease. The scale for the student climate survey ranges from 1 (never) to 4 (always) and a score of 3 is generally considered “acceptable.”

* $p < .05$

Table 5. Mean Score of Positive Behavior Climate Items

	2006–2007	2007–2008	Mean score difference*
Schools implementing PBS	3.09	3.19	0.10
Schools without PBS	3.09	3.16	0.07

Source. 2007–2008 AISD student climate survey

Note. Mean scores were significantly different ($p < .05$ level) across the 2 years for PBS and non-PBS schools. Mean scores were significantly different ($p < .05$ level) across PBS and non-PBS schools in 2007–2008.

Because RPPW has not yet been implemented, current district-level data for item 3.2 are presented to provide baseline information on student fighting. Careful tracking of which groups receive RPPW will be used to monitor future changes.

The rate of unexcused absences increased significantly at Mendez, to 5.91 from 5.08 days per student. Although somewhat disconcerting, two possible factors should be considered: (a) the reporting requirements for absences became more stringent in 2007–2008 and (b) the dropout intervention specialist reported a strong improvement in timely staff follow up with absent students, resulting in more accurate recordkeeping. Future monitoring of attendance will be critical to examine whether this first-year trend continues.

The district rate of discipline disparity decreased by approximately 4%. This occurred without additional PBS staff receiving Framework for Understanding Poverty training. In 2008–2009, the change in disproportionality, based on who receives training, will be examined at the campus level.

MENTAL HEALTH SERVICES

The goal of the fourth ACCESS element was to implement an integrated plan to support and sustain a culture that promotes the mental wellness of all children and youth, particularly those with complex needs. Six activities were undertaken by ACCESS to provide more accessible and comprehensive mental health services for AISD students. These activities included developing an improved referral system, implementing Parenting with Love and Limits (PLL) by Austin Child Guidance Center (ACGC), funding two new therapists at Austin Travis County Mental Health and Mental Retardation (MHMR), funding two case management positions at MHMR, developing Youth Service Mapping tools, and using GIS technologies for information exchange.

Activities That Supported Mental Health Services

Centralized referral system. Although a specific measurable objective was not linked to this activity, building a centralized referral process is critical to ensure access to new mental health services by AISD students. Under the guidance of the ACCESS program facilitator, the external partners developed a referral process by which AISD staff would have more centralized access to services for students. Due, in part, to the potentially high volume of referrals coming from a variety of sources, an initial screening system by the ACCESS program facilitator was instituted to select those youth with the greatest need. The program facilitator had regular contact with contracted partners to assess their availability and, when appropriate, provide new referrals. The system was in place for only one month in Spring 2008, and was evaluated in Fall 2008.

Parenting With Love and Limits. ACGC began implementation of the PLL⁹ program in Fall 2008. PLL integrates parent training, family therapy, and cognitive behavioral treatment for adolescents ages 12 through 18 and their families. Up to 96 families will be served by PLL. The program was designed to enable families to become more effective at addressing risk factors, such as delinquency, school suspensions, conduct disorders, violence and aggression, low academic aspirations, and mental health disorders.

Austin Travis County Mental Health and Mental Retardation Services. MHMR served 18 students using the centralized referral system in Spring and Summer 2008. In 2008–2009, MHMR will use therapists provided by ACCESS to increase the capacity of mental health services to serve up to 60 additional students annually, and will use the provided case managers to serve an additional 17 students who need more extensive care coordination and intensive case management.

⁹ See www.gopll.com for more information.

Technology Initiative. Since March 2008, extensive work has been performed on both technology initiatives (i.e., Youth Service Mapping and use of GIS technologies). Year 1 strategic activities intended to sustain the ACCESS project beyond the grant period included expanded participation by some ACCESS core team members in the Child and Youth Mental Health Planning Partnership (CYMHPP), with regular monthly meetings. The sustainability coordinator, the individual charged with oversight of the technology initiative, played a leadership role in the CYMHPP Hope for the Future conference, held in May 2008. A work session during the conference facilitated community input into the strategic planning process for CYMHPP. The sustainability coordinator assumed a leadership role in development of the CYMHPP Strategic Action Plan, assuring it addressed key areas pertinent to the technology aspects of the ACCESS initiative. Additional efforts to establish sustainability early in the process included participation of the ACCESS sustainability coordinator with the Children's Optimal Health initiative. The sustainability coordinator also attended meetings of the Ready by 21 Coalition and assisted in vetting the Youth Services Mapping (YSM) project with that community group.

Progress Toward Mental Health Objectives

As shown in Table 6, the number of services and referrals increased from 2006–2007 to 2007–2008. The baseline data show that, in 2006–2007, 104 students received ACCESS-related services in schools and 1791 received therapeutic services in the community. These numbers increased, respectively, to 799 and 1850 in 2007–2008 (18 of these students were referred by ACCESS staff). The IMPACT referral system recorded a 31% increase in the rate of average referrals per school. IMPACT staff reported that some of the increase may be attributed to the formalization of IMPACT into district policy and use of e-IMPACT.

With regard to the two technology initiatives, the YSM project proceeded with clarification of requirements for the asset mapping tool with multiple prospective user groups. Having clarified the requirements, the YSM team developed a functional specifications document and presented it to team members for review. The sustainability coordinator established a technology team of ACCESS partners and AISD staff, which met monthly to provide support for the funded initiatives and to pursue coordination with other school district and community initiatives. Initial meetings included district and community partners interested in helping to conceptualize the needed infrastructure to allow information connectivity, with the potential for data sharing.

Although the implementation of the technology initiative did not begin until Spring 2008, contracts were negotiated with all technology providers. In the interim, Children's Optimal Health utilized AISD data (following data sharing agreement negotiations) to generate a number of descriptive maps that support both Children's Optimal Health and ACCESS.

These initial early maps helped community members visualize the capacity of this approach to assist information analysis and to establish a baseline measure of student and community characteristics.

Table 6. Indicators of Mental Health Services

ACCESS objectives	2006–2007 baseline	2007–2008 level	2011 target	Data source
4.1. The number of students who receive school-based mental health services will increase to 1023 per year from baseline by 2011.	104	799	1023	Student climate survey
4.2. Mental health referrals for students (in AISD zip codes) that result in therapeutic services being provided in the community will increase to 1886 annually from baseline by 2011.	1791	1850	1886	Program attendance logs
4.3. The number of students being processed by IMPACT teams will increase by 10% from baseline levels identified in 2008.	72/school	94/school	79/school	IMPACT records
4.4. The outreach capability of services through technological support systems will be enhanced by 2011.	n/a	In process	Completion	Community sustainability report

Note. All targets represent substantive changes. Service providers for objective 4.1 include SafePlace, Austin Child Guidance Center, and the Lucy Read Counselor; objective 4.2 includes services by Austin Travis County Mental Health and Mental Retardation and ABC. For objective 4.3, 60 schools reported full data in 2006–2007, but only 41 schools had full data in 2007–2008.

EARLY CHILDHOOD SOCIAL AND EMOTIONAL LEARNING

The goal of the fifth ACCESS element was to provide support for early childhood social and emotional learning. Two activities supported the district's efforts to increase readiness to learn in children younger than kindergarten age and are at a greater risk of having complex needs. These activities include hiring a counselor for the Lucy Read Pre-kindergarten Demonstration School and providing funding for Any Baby Can's (ABC) implementation of the Nurse-Family Partnership (NFP) model.

Activities That Supported Early Childhood Social and Emotional Learning

Lucy Read Counselor. The counselor at Lucy Read was hired in January 2008. She immediately began conducting both individual and group counseling sessions and was subsequently trained in the Incredible Years curriculum. Incredible Years training occurred for 15 classes in Fall 2008. The counselor worked with all 659 students enrolled at Lucy Read in multiple classroom-based social and emotional lessons. Additionally, she conducted five small groups (serving a total of 15 children) and individually counseled 25 students. In 2008–2009, a

more accurate pre-post test will be administered to examine the readiness of Lucy Read students at the beginning and end of the year.

Nurse-Family Partnership. ABC was certified as a provider of NFP¹⁰ in Summer 2008 and will begin implementation of the program in Fall 2008. NFP is an evidence-based, nationally recognized home visitation model that improves the health, well-being, and self-sufficiency of low-income, first-time parents and their children (NFP, 2006). ABC will deliver intensive case management, prenatal education, child development services, and parenting education for 12 through 18 pregnant and parenting middle school students in AISD each year. ABC will focus on middle school girls because no district level services are currently available to this population.

Progress Toward Early Childhood Social and Emotional Learning Objectives

Data were not available in 2007–2008 to assess progress in this element; however, target data are shown in Table 7 for reference. Work with Lucy Read will be fully defined in 2008–2009 and pre-post tests will be available to examine student progress. ABC will collect extensive information about the youth with whom they work, and these data will be available for analysis in 2008–2009.

Table 7. Indicators of Early Childhood Social and Emotional Learning

ACCESS Objectives	2006–2007 baseline	2007–2008 level	2011 target	Data source
5.1. The percentage of students at Lucy Read Pre-kindergarten Demonstration Center who are successfully prepared for transition to kindergarten will increase to 90% from baseline by 2011.	n/a	n/a	90%	Poll of teachers
5.2a. Ninety percent of students who give birth will return to school within 6 months.	n/a	n/a	90%	Program records
5.2b. Ninety percent of students who give birth will have babies with greater than 2500 grams birth weight.	n/a	n/a	90%	

Note. All targets represent substantive change.

¹⁰ See www.nursefamilypartnership.org for more information.

EVALUATION NEXT STEPS

It is important to realize that this initial year of assessment largely resulted in tracking how much service was provided. At the broadest level, an examination of the amount of services provided could be linked to a change in student outcomes. However, this reveals little about the quality of the implementation and does not indicate whether the student outcomes were caused by the implementation of the ACCESS initiative. The next challenge is to examine the quality of the provided services and link that fidelity specifically to the desired student outcomes.

The ACCESS initiative assessment will benefit greatly from a more focused analysis on amount and quality of implementation. Future evaluation will demonstrate more readily the level of fidelity to ACCESS-funded programs and curricula. These fidelity measures will enhance the evaluation by linking the relative quality of implementation for ACCESS programs and curricula to specific student outcomes. Only by doing this can the impact of the ACCESS programs be understood. We have begun this process in 2008–2009.

The evaluation team will continue to investigate all aspects of the ACCESS initiative. Toward this end, the broad evaluation objectives include the following:

- Examine the fidelity of implementation by focusing on process measures as key indicators of success
- Describe collaboration between partners and document new student service protocols
- Determine how data are used to monitor the success of implementation and to plan for continuous program improvement
- Report recommendations for sustaining and improving ACCESS practices
- Assess the impact of ACCESS efforts at the individual, campus, and district levels

Additionally, a more intense focus on a selection of specific programs will occur in year 2. This focus hopefully will allow for a more in-depth understanding about how individual programs are influencing student outcomes. At this time, the specific priorities have not been decided; however, a minimum of three programs or curricula are expected to be examined in greater detail each year.

To date, the evaluation team and the management team have been effective in ascertaining which components of the initiative need additional assistance. It is recommended the ACCESS staff continue to use the evaluation team in creative and supportive ways. The recently instituted biweekly meetings with ACCESS and evaluation staff have been beneficial for communication and prioritization of tasks. It is recommended these meetings continue. Although the team has not been engaged exclusively in traditional evaluation tasks, it is stronger as a result of its policy of full inclusion.

CONCLUSIONS

A great deal of the ACCESS initiative during 2007–2008 consisted of program development and process implementation. Enormous progress was made, as shown by the amount of program implementation that occurred across the initiative.

During 2007–2008, 17 of the 18 full-time positions in the ACCESS initiative were filled. The lone exception was the technology position for which requirements are currently being finalized. All the activities described in this report and detailed in the logic model (see Appendix C) are underway. Additionally, all contracts with external providers were negotiated and finalized.

Five curricula were proposed as part of the initiative; to date ACCESS staff have begun implementation on two (Incredible Years and LifeSkills). Staff have not yet implemented RPPW, Framework for Understanding Poverty, and TND. Now that all PBS staff have been hired and trained, discussions about how best to implement these curricula are occurring.

Examining student outcomes, data indicated positive results for 11 of the 18 ACCESS objectives. Data indicated negative results for two objectives and five objectives were not measureable during 2007-08. Whether these outcomes result directly from the ACCESS programs will be ascertained in 2008-09 with fidelity of implementation data.

The evaluation team also focused on the development of assessment processes in 2007–2008. Evaluation staff were hired, more accurate and specific baseline data were calculated, processes for tracking and documentation of services were put into place, and new assessment tools were created. In 2008–2009 the evaluation team will be better positioned to provide more in-depth analysis and findings.

At this point, few data-based recommendations can be made, in part because the evaluation process was established in 2007–2008. However, careful monitoring of service delivery is recommended for all programs and curricula, with an emphasis on those that have not been implemented yet. This should help ensure full fidelity to the programs as they were initially proposed by the ACCESS initiative.

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APPENDICES**APPENDIX A: LIST OF ACCESS PARTNERS**

- 1) Internal Partners (Austin Independent School District Staff)
 - a) Counselor at Lucy Read Pre-kindergarten Demonstration School
 - b) Department of Management Information Services
 - c) Department of Program Evaluation
 - d) Dropout specialist at Mendez middle school
 - e) Positive Behavior Support staff
 - f) School Community Liaison for transition
 - g) School Resource Officer – gang specialist

- 2) Contracted Partners
 - a) Any Baby Can Child and Family Resource Center
 - b) Austin Child Guidance Center
 - c) Austin Travis County Mental Health and Mental Retardation
 - d) Austin Voices for Education and Youth
 - e) CommunitySync
 - f) Human Services Technology Innovation
 - g) SafePlace
 - h) Shore Research, Inc.
 - i) Seton Family of Hospitals

- 3) Core Management Team
 - a) Austin Independent School District
 - b) Austin Independent School District Police Department
 - c) Austin Travis County Mental Health and Mental Retardation
 - d) Travis County Juvenile Probation
 - e) Additional community members

APPENDIX B: SUPPORTING METHODOLOGICAL INFORMATION

The analysis of school climate used the questions in Table B1. All items were expected to be influenced by PBS implementation in a school; a positive relationship between effective PBS implementation and a score increase on the PBS subscale was anticipated. The items summed together, and a mean score for the PBS subscale was calculated for each student. The mean score was then analyzed at the school level, district level or both.

Table B1. Positive Behavior Climate Items Used in 2007–2008 Analysis

Item Number	Question Stems
9	Everyone know what the school rules are
10	The school rules are fair
11	The consequences for breaking school rules are the same for everyone
12	My teachers always make sure that the students follow the rules
13	My classmates know there are consequences for breaking the rules
14	Students at my school follow the rules
15	I feel safe at my school
16	This school is clean
17	I feel safe on school property
18	Teachers give rewards or praise for good behavior
31	Teachers give rewards or praise for good work

Source. AISD student climate survey, 2007–2008

The analysis of the SSUSS was limited to scores on individual items. The items above specifically addressed objectives on which the ACCESS initiative sought to have an impact. For a more detailed discussion of the methods used for SSUSS (including weighting) see Garland and Christian (2008).

Table B2. Student Substance Use and Safety Survey (2007–2008) Items Used in ACCESS Initiative Analysis

ACCESS objective addressed	Item number	Question item	Analysis based on
1.2 Skipping school reduced	8c	During the last month, did you miss one or more school days because: You didn't feel safe at school?	Percentage yes for either 8c or 8d
	8d	During the last month, did you miss one or more school days because: You didn't feel safe on the way to/from school?	
1.5.Gang activity reduced	17	To the best of your knowledge, how often do gang activities occur at your school?	Percentage responding; "happens daily," "happens at least once a week," or "happens at least once a month"
2.3 Tobacco use reduced	24	What is the most recent you have used tobacco?	Percentage responding "I used it within the past month"
2.1 Alcohol use reduced	25	What is the most recent you have used alcohol?	Percentage responding "I used it within the past month"
2.3 Marijuana use reduced	26	What is the most recent you have used marijuana?	Percentage responding "I used it within the past month"

Source. AISD student substance use and safety survey (2007–2008)

APPENDIX C: ACCESS LOGIC MODEL

Austin Independent School District - Safe Schools / Healthy Students Logic Model
Austin Community Collaboration Ensuring Student Success (ACCESS)

Element 1: Safe school environments and violence prevention activities

Needs and Gaps	Goals:	SS/HS Elements	Objectives	Activities	Partner	Process Measures	Indicators and GPRA
<p>The percentage of students in a physical fight in the past 12 months is currently 2.53%</p> <p>15.7% of students reported they did not feel safe at school in 06-07</p> <p>Fighting and Physical Aggression is considered "most serious problem" for 23.5% of secondary students surveyed in 06-07</p> <p>52.8% of secondary students reported experiencing bullying at least one time during the 06-07 school year</p> <p>16.3% of students in 06-07 referred to alternative learning centers were for repeat discipline offenses</p> <p>36.5% of secondary students reported in 06-07 that they had a friend in a gang. 43.2% of secondary students in 06-07 stated that there was regular gang activity at their campus. A city-wide committee proposed a School Resource Officer (SRO) position dedicated to anti-gang activities</p>	<p>To build and expand a safe, civil, and productive learning environment through district plans, processes and policies that promote safe and disciplined schools</p>	<p>Element 1: Safe school environments and violence prevention activities</p>	<p>1.1 Student fighting will be reduced district-wide by at least 6% from baseline (2.53%) by 2011</p> <p>1.2 The percentage of students who skip school district-wide because they do not feel safe (in school or on the way to or from school) will be reduced by at least 5% from baseline (7.49%) by 2011</p> <p>1.3. At least 80% of participants in Expect Respect Boys Groups will increase knowledge and skills of healthy relationships by the end of the program</p> <p>1.4. The percentage of students with repeat referrals to alternative learning centers will decrease by at least 13% from baseline (16.3%) by 2011</p> <p>1.5. Student report of regular gang activity on campus will be reduced by at least 5% from baseline (from 43.2% by 2011)</p>	<p>1. Implement PBS in all schools using 15 Support Specialists. District PBS Coordinator will work with each campus to organize school-wide student behavior support systems and improve classroom management (Obj – 1.1; 1.2)</p> <p>2. Implement Expect Respect Boys Groups on campuses with highest need (Obj – 1.3)</p> <p>3. Establish School Community Liaisons (SCL) to provide services to students transitioning from Alternative Learning Center, Juvenile Justice Alternative Education Program, Juvenile Probation Department, or Alternative Center for Elementary Education (Obj – 1.4)</p> <p>4. Establish SRO position to provide gang assessments and implement Comprehensive Gang Model focusing on six middle schools and four high schools with high gang activity (Obj – 1.1; 1.2; 1.5)</p>	<p>PBS staff implement school-wide behavior support systems and improved classroom management activities in all schools (activity 1)</p> <p>SafePlace implements Expect Respect Boys Groups (activity 2)</p> <p>New and established SCLs provide services to students transitioning from alternative placement (activity 3)</p> <p>AISD and Austin police departments assist with SRO position focused on gang prevention (activity 4)</p>	<p>1a. Number of PBS staff hired and trained</p> <p>1b. Number of campuses that received PBS training</p> <p>1c. Number of PBS activities at each level of intervention</p> <p>2a. Number of participants in Expect Respect Boys Groups</p> <p>3a. Number of transitioning youth served by SCLs</p> <p>4a. Number of gang assessments performed</p> <p>4b. Number of schools that received consultation and/or education programs from SROs (for 10 targeted schools)</p>	<p>1.1. 6% reduction in student fighting as measured by student discipline records (GPRA)</p> <p>1.2. 5% reduction in percentage of students who skip school because they do not feel safe (in school or on the way to or from school) as measured by Student Substance Use and Safety Survey (SSUSS) (GPRA)</p> <p>1.3. 80% of participants in Expect Respect Boys Groups will increase knowledge and skills of healthy relationships as measured by pre- and post-test of program participants</p> <p>1.4. 13% reduction in the percentage of students with repeat referrals to alternative learning centers as measured by student attendance records</p> <p>1.5. 5% reduction of student report of gang activity as measured by SSUSS</p>

**Austin Independent School District - Safe Schools / Healthy Students Logic Model
Austin Community Collaboration Ensuring Student Success (ACCESS)**

Element 2: Alcohol, tobacco, and other drug prevention activities

Needs and Gaps	Goals:	SS/HS Elements	Objectives	Activities	Partner	Process Measures	Indicators and GPRA
<p>693 students in AISD with drug use offenses in 2006. This data indicated a need to supplement the PBS model with a focus on school-wide, coordinated anti-drug, anti-alcohol strategies</p> <p>22.4% of secondary students used alcohol, 11.9% of secondary students used tobacco, and 14.4% of secondary students used marijuana in 2006-07</p>	<p>To promote a culture that promotes a healthy lifestyle including non-tolerance of substance use i.e., alcohol, tobacco and other drugs</p>	<p>Element 2: Alcohol, tobacco, and other drug prevention activities</p>	<p>For Secondary Students only: 2.1. Student report of current alcohol use will be reduced district-wide by at least 28% from baseline (22.4%) by 2011</p> <p>2.2. Student report of current tobacco use will be reduced district-wide by at least 19% from baseline (11.9%) by 2011</p> <p>2.3. Student report of current marijuana use will be reduced district-wide by at least 14% from baseline (14.4%) by 2011</p>	<p>1. Train PBS staff in Project Towards No Drug Abuse (PTND) curriculum. Expected school wide impact but goal is to run one group per semester on each high school campus, an early intervention reaching potentially 240 students per year (Obj - 2.1; 2.2; 2.3)</p> <p>2. PBS staff trained in LifeSkills program (with focus on middle schools) would be expanded and sustained in the future (Obj - 2.1; 2.2; 2.3)</p>	<p>PBS staff provide PTND curriculum training. PBS teams provide in-school program (activity 1)</p> <p>Austin Voices for Education staff provide training to PBS staff on curriculum (activity 2)</p>	<p>1a. Number of PBS staff trained in PTND 1b. Number of campus teams trained in PTND 1c. Number of students that receive PTND</p> <p>2a. Number of PBS staff trained in LifeSkills 2b. Number of PBS campuses that use LifeSkills</p>	<p>For Secondary Students only: 2.1. 28% reduction in self-reported alcohol use as measured by SSUSS (GPRA)</p> <p>2.2. 19% reduction in self-reported tobacco use as measured by SSUSS</p> <p>2.3. 14% reduction in self-reported marijuana use as measured by SSUSS (GPRA)</p>

**Austin Independent School District - Safe Schools / Healthy Students Logic Model
Austin Community Collaboration Ensuring Student Success (ACCESS)**

Element 3: Student behavior, social, and emotional supports

Needs and Gaps	Goals:	SS/HS Elements	Objectives	Activities	Partner	Process Measures	Indicators and GPRA
<p>Discipline challenges such as disruptive behavior and acts of disrespect in addition to student mobility contribute to poor school climate. 53.5% of secondary students in 06-07 reported that teachers had to spend class time, at least daily, disciplining disruptive students. 53% of secondary students in 06-07 reported daily student acts of disrespect towards Teachers. Austin's 2005-06 mobility rate was 27.1%, compared to 22.3% at the state level. Data reveal the need for improved individual behavior and student climate</p> <p>During 06-07 school year, 53% of Mendez middle school students were in violation of State School Compulsory Attendance Laws</p> <p>Disparities in discipline practices between ethnic groups exist as shown by the finding that African American students comprise 37% of discretionary removals but only make up 14% of the population</p>	<p>To foster a culture that supports the social-emotional and behavioral well-being of all children and youth</p>	<p>Element 3: Student behavior, social, and emotional supports</p>	<p>3.1. Mean scores for the positive behavior climate items from student climate survey will improve to 3.23 (baseline of 3.09) by 2011</p> <p>3.2. Suspensions for participants in Responding in Peaceful and Positive Ways (RPPW) will reduce by at least 5% from baseline (2.32%) by 2011</p> <p>3.3. Rate for unexcused absences for students at Mendez will decrease by 10% from baseline (5.11 days per student) by 2011</p> <p>3.4. District-wide discipline disparity will reduce by 50% from baseline (161% disproportion for African-American students) by 2011</p>	<p>1. Implement PBS in all schools using 15 Support Specialists (Obj - 3.1)</p> <p>2. PBS staff will utilize the Responding in Peaceful and Positive Ways curriculum for AISD middle schools. PBS staff will train ~three school and student support staff per middle school (10 middle schools out of 18) in the first year, with ongoing program support over time. Trained staff will run one group per semester on their campus, reaching potentially 200 students per year (Obj - 3.2)</p> <p>3. A dropout intervention specialist will be recruited for Mendez (Obj - 3.3)</p> <p>4. One PBS staff member will be trained and will train campus PBS team members on "Framework for Understanding Poverty" curriculum (Obj - 3.4)</p>	<p>PBS staff implement school-wide behavior support systems (activity 1)</p> <p>PBS staff provide RPPW curriculum training (activity 2)</p> <p>AISD dropout intervention specialist for Mendez (activity 3)</p> <p>PBS staff provide training on Framework for Understanding Poverty curriculum (activity 4)</p>	<p>1a. Number of PBS staff hired and trained</p> <p>1b. Number of campuses that received PBS training</p> <p>1c. Number of PBS activities at each level of intervention</p> <p>2a. Number of PBS staff trained in RPPW</p> <p>2b. Number of campus teams trained in RPPW</p> <p>2c. Number of students that receive RPPW</p> <p>3a. Mendez DIS hired</p> <p>3b. Mendez DIS performs responsibilities of position</p> <p>4a. PBS staff member is trained in FUP</p> <p>4b. Number of other staff and PBS teams trained in FUP by PBS staff</p> <p>4c. Number of PBS teams that use FUP</p>	<p>3.1. 5% improvement in overall school climate ratings as measured by Student Climate Survey</p> <p>3.2. 5% reduction in suspensions as measured by student discipline records</p> <p>3.3. 10% reduction in rate for unexcused absences as measured by Mendez student attendance records</p> <p>3.4. 50% reduction in discipline disparity as measured by discipline referrals</p>

**Austin Independent School District - Safe Schools / Healthy Students Logic Model
Austin Community Collaboration Ensuring Student Success (ACCESS)**

Element 4: Mental health services

Needs and Gaps	Goals:	SS/HS Elements	Objectives	Activities	Partner	Process Measures	Indicators and GPRA
<p>There is an identified need for school-based and community mental health services for AISD students</p> <p>Locally available Mental health (MH) agencies are working beyond their case capacity</p> <p>Current processes (through such groups as campus IMPACT teams) limit proper referral of students to appropriate MH services.</p> <p>No effective mental health needs/services database is available to AISD staff and community organizations.</p>	<p>To implement an integrated plan to support and sustain a culture that promotes mental wellness of all children and youth especially those with complex needs</p>	<p>Element 4: Mental health services</p>	<p>4.1. Increase the number of students that receive school-based mental health services to 1023 per year from baseline (104) by 2011</p> <p>4.2. Mental health referrals for students (in AISD zip codes) that result in therapeutic services being provided in the community will increase to 1886 annually from baseline (n=1791) by 2011</p> <p>4.3. Students being processed by IMPACT teams will increase by 10% from baseline identified in 2008</p> <p>4.4. The outreach capability of services through technological support systems will be enhanced by 2011</p>	<p>1. Students are identified and referred as in need of targeted intervention (Obj - 4.1; 4.3)</p> <p>2. Implement Parenting with Love and Limits (PLL) curriculum (Obj - 4.1)</p> <p>3. Fund two licensed therapist positions at community agency (Obj - 4.2)</p> <p>4. Add case management position at community agency (Obj - 4.2)</p> <p>5. Develop Ready by 21 (RB21) Youth Service Mapping (Obj - 4.4)</p> <p>6. Develop GIS technology to fully utilize RB21 maps for information exchange (Obj - 4.4)</p>	<p>Austin Child Guidance Center implements PLL (activity 2)</p> <p>Austin Travis County MH/MR utilizes two new staff (activity 3)</p> <p>Austin Travis County MH/MR utilize new staff (activity 4)</p> <p>AISD - MIS staff, RB21, and YSM/GIS contractors (activity 5 and 6)</p>	<p>1a. Number of referrals to Impact Team</p> <p>1b. Number of IMPACT referrals that are for mental health services</p> <p>2a. Number of families that participate in PLL</p> <p>3a. Austin Travis County MH/MR hires two staff</p> <p>3b. Number of youth served by community agency</p> <p>4a. Austin Travis County MH/MR hires case manager</p> <p>4b. Number of youth served by community agency</p> <p>5-6a. Percentage of RB21/GIS process completed</p> <p>5-6b. Use of RB21/GIS by stakeholders</p>	<p>4.1. Increase of students that receive school-based mental health services as measured by service provider attendance records (GPRA)</p> <p>4.2. Increase of students that receive mental health services that result in referrals being provided in the community as measured by intake data from community agency (GPRA)</p> <p>4.3. 10% increase in the number of students being processed by IMPACT teams as measured by IMPACT team documentation</p> <p>4.4. Stakeholders' perceptions of enhanced outreach capability resulting from new technologies as indicated via survey.</p>

**Austin Independent School District - Safe Schools / Healthy Students Logic Model
Austin Community Collaboration Ensuring Student Success (ACCESS)**

Element 5: Early childhood social and emotional learning programs

Needs and Gaps	Goals:	SS/HS Elements	Objectives	Activities	Partner	Process Measures	Indicators and GPRA
<p>Low-income children who are eligible to attend public school in AISD pre-kindergarten programs need curricula that emphasizes how to manage conflict, express frustration, process feelings and create supportive learning communities. This type of curriculum does not currently exist at the pre-kindergarten level</p> <p>There are no current AISD resources dedicated to working with pregnant middle school students. Last year there were some 60 girls in middle school reported pregnant. These students generally have little access to resources and information that would help improve their own and their children's outcomes</p>	<p>Increase readiness to learn in children 0-5 who are at a higher risk of having complex needs</p>	<p>Element 5: Early childhood social and emotional learning programs</p>	<p>5.1. Percentage of students at the Pre-K Demonstration Center who are successfully prepared for transition to kindergarten will increase to 90% from baseline (65%) by 2011</p> <p>5.2. 90% of students who give birth will return to school within 6 months and will have babies with greater than 2500 grams birth weight</p>	<p>1. Hire full time counselor to implement the Incredible Years Curriculum (YC) and to increase the ability to do general counseling for students at Lucy Read Pre-K (Obj - 5.1)</p> <p>2. Implement the Nurse Family Partnership (NFP) (Obj - 5.2)</p>	<p>Staff and counselor at Lucy Read (activity 1)</p> <p>Any Baby Can implements NFP (activity 2)</p>	<p>1a. Counselor is hired 1b. Number of youth served by counselor 1c. Number of students that received IYC</p> <p>2a. NFP develops process to gather referrals from AISD partners 2b. Number of youth and families served by NFP</p>	<p>5.1. 90% rate of kindergarten readiness of students at the Pre-K Demonstration Center as measured by the Devereux Early Childhood Assessment</p> <p>5.2. 90% of mothers return to school within 6 months of birth as measured by student attendance records; and 90% of babies have birth weight of greater than 2500 grams as collected by FNP staff</p>

AUSTIN INDEPENDENT SCHOOL DISTRICT

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