U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instructions.
[*] Annual Performance Report   [   ] Final Performance Report

General Information

1. PR/Award #: _____Q184L070214_____   2. Grantee NCES ID#: _____4808940_____

    (Block 5 of the Grant Award Notification - 11 characters.)   *(See instructions. Up to 12 characters.)*

3 Project Title: _____ACCESS (Austin Community Collaboration to Enhance Student Success)_____

    (Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.):* Austin Independent School District_____

5. Grantee Address *(See instructions.)* 1111W 6th Street A-400, Austin, TX 78703

6. Project Director *(See instructions.)* Name:___Brenda Hummel_____   Title: _Director_____

    Ph #: (512) 414__ - _0304____   Ext: (   )   Fax #: (512) _414__ - _0392_____

    Email Address: _____bhummel@austinisd.org_____

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: _9_/_1_/_2009_   To: _08/31/2010_

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds *(Match/Cost Share)*
a. Previous Budget Period	$2,138,303.00	-0-
b. Current Budget Period	$2,122,972.00	-0-
c. Entire Project Period *(For Final Performance Reports only)*	N/A	N/A

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

    a. Are you claiming indirect costs under this grant? _*_Yes ___No

    b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? _*_Yes ___No

    c. If yes, provide the following information:

    Period Covered by the Indirect Cost Rate Agreement: From: _7_/ _1_/2009__   To: _6_/_30_/_2010_ (mm/dd/yyyy)

    Approving Federal agency: ___ED ___Other *(Please specify)*: __Texas Education Agency_____

    Type of Rate *(For Final Performance Reports Only)*: ___ Provisional ___ Final ___ Other *(Please specify):* _____

    d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

    _*_ Is included in your approved Indirect Cost Rate Agreement?

    ___ Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___Yes __*_ No ___ N/A

Performance Measures Status and Certification *(See instructions.)*

11. Performance Measures Status

    a. Are complete data on performance measures for the current budget period included in the Project Status Chart? _*_Yes __No

    b. If no, when will the data be available and submitted to the Department? _____/_____/_____ (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

_____Dr. Meria Carstarphen._____   Title: ____Superintendent_____
Name of Authorized Representative:

_____   Date: _09/__/2010
Signature:

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U.S. Department of Education
Grant Performance Report (ED 524B)
Executive Summary

OMB No. 1890-0004
Exp. 02/28/2011

PR/Award # (11 characters): ___Q184L070214_____

ACCESS provides systemic support in more than a hundred campuses and has the potential of providing as-needed services at all campuses:

- Dropout Prevention Specialist
- Expect Respect (SafePlace)
- Framework for Understanding Poverty
- Gang Specialist Resource Officer
- Incredible Years
- Mental health therapeutic services (Austin Travis County Mental Health Mental Retardation)
- Nurse-Family Partnership (Any Baby Can)
- Parenting With Love and Limits (Austin Child Guidance Center)
- Positive Behavior Support
- Responding in Positive and Peaceful Ways
- Transition School to Community Liaisons

Positive Behavior Support continues to be the internal cornerstone of the ACCESS program, implemented at more than eighty schools. Additionally, the evaluation team is supporting PBS through the development of unprecedented tools that will allow campus support to determine the level of fidelity and to measure effectiveness. These tools are being shared through national and international presentations, and will be shared through a state-wide, SS/HS wide training conference being planned for December 2010.

In addition to progress in direct services and supports to students, the two technology initiatives have continued to develop:

- Youth Service Mapping web-based system is online and contains valuable provider information for all the campuses and neighborhoods in Austin. Extensive outreach and training for community providers and school personnel on the YSM system has taken place.
- Geographic Information System map development is underway on four projects: Early Childhood Landscape, Middle School Landscape, Student Mobility, and Attendance. A new project, Mental Health is in the planning stages.

The Core Management Team has expanded its focus to explore sustainability plans while maintaining its focus on the following:

- Articulate the unique roll that ACCESS has in relation to the many collaborations in Austin
- Identify goals for sustaining mental health services particularly for students in the juvenile justice system or at risk of entering the juvenile justice system
- Develop a community and district plan for supporting early childhood through multi-agency development of Incredible Years and Devereux resources
- Identify and share key data points among agencies
  - o Students served by multiple agencies can be more effectively monitored
  - o Grant/foundation/funding proposals can be based on data pulled across agencies

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1890-0004
Exp. 02/28/2011

PR/Award # (11 characters): Q184L070214

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective   **[ ]** Check if this is a status update for the previous budget period.
Safe school environments and violence prevention activities

1.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of students who report missing one or more days of school during the previous 30 days because they felt unsafe at school or on the way to and from school will decrease 5% from baseline (6.87%) as measured by 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).	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				6.56%		574/8,162	6.65%

1.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of students involved in a physical fight on school property during the just completed school year will decrease by 7% compared to baseline (2.52%) as measured by the amount of students with a referral for "fighting".	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				2.33%		1,651/90,848	1.82%

District levels of student fighting continued to decrease further below the target value. In addition, students reported that they skipped school because they didn't feel safe at a lower rate than they had in the previous year (from 7.65 % to 6.65%). This decrease reversed the trend of increased reporting of school skipping that was observed during the 2007-08 to 2008-09 period, and very nearly brought the rate down to the target percentage.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): Q184L070214

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Alcohol, tobacco, and other drug prevention activities

2.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of students who report using marijuana on one or more occasions during the previous 30 days will decrease 14% from baseline (14.4%) as measured by student responses to self reported marijuana use in last 30 days on survey given to secondary students.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				12.4		947/7,732	12.25

2.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of students who report consuming alcohol on one or more occasions during the previous 30 days will decrease 28% from baseline as measured by student responses to self reported alcohol use in last 30 days on survey given to secondary students.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				16.2		1,092/8,816	14.12

Note: that the target for alcohol use was slightly modified based on more complete data analysis.

The trend of increasing percentage of students reporting marijuana use in the district was reversed this school year, decreasing from 15.7% to 12.25%, slightly exceeding the goal that was set. In addition, the rate of reported alcohol use also continued to decline (from 20.7% to 14.12%), also exceeding the program goal. Although the PTND program was only being implemented at one campus this year, it is possible that independent efforts at education and prevention were also happening at campuses across the district that contributed to this positive effect. Declines in reported alcohol and marijuana use between the 2008-09 and 2009-10 school years are opposite that which is reported nationally by the Monitoring the Future Survey and the National Survey on Drug use and Health.[1]

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[1] Substance Abuse and Mental Health Services Administration (2010). *Results from the 2009 National Survey on Drug Use and Health: Volume I. Summary of National Findings* (Office of Applied Studies, NSDUH Series H-38A, HHS Publication No. SMA 10-4586Findings).

PR/Award # (11 characters): <u>Q184L070214</u>

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective   **[ ]** Check if this is a status update for the previous budget period.

Mental health services

4.1. Performance Measure	Measure Type	Quantitative Data					
The number of students who receive school based mental health services as defined below will increase to 1023 from baseline (104) as measured by program attendance records.	**GPRA**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1023	/		**944**	/	

4.2. Performance Measure	Measure Type	Quantitative Data					
The number of students referrals (in AISD zip codes) that result in mental health services being provided in the community will increase by 95 from baseline (1791)as measured by program attendance records	**GPRA**	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1886	/		**2438**	/	

   School Based Mental Health Services. Three primary activities have been undertaken by the ACCESS initiative to address performance measure 4.1. These activities are; hiring of a counselor for Lucy Read (AISD's pre-k school), expanding SafePlace's Expect Respect group counseling, and implementing Parenting with Love and Limits (PLL) by Austin Child Guidance Center (ACGC). Note that Lucy Read Enrollment decreased by 83 students from 2008-2009 to 2009-2010.

   Community Based Mental Health Service Referrals. Four primary activities have been undertaken by the ACCESS initiative to address performance measure 4.2. These activities are: developing an improved referral system, funding two new therapists at Austin Travis County Integral Care (ATCIC, Formerly Travis County Mental Health and Mental Retardation), funding two new case management positions at ATCIC, and providing funding for Any Baby Can's (ABC) implementation of the Nurse-Family Partnership (NFP) model.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1890-0004
Exp. 02/28/2011

PR/Award # (11 characters): <u>Q184L070214</u>

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Narrative:

Category	Expenses Yr 1 (07-08) & Yr2 (08-09)	YR 3 - TOTAL BUDGET	Elem 1,2,3	Expenditure 1,2,3	Elem 4 & 5	Expenditure 4.5	Total Expenditures
1. Personnel Cost			71%		29%		
Program Director	117284	94000	66740	48401	27260	38729	87130
Administrative Supervisor	68093	83000	58930	41045	24070	32844	73889
Program Facilitator	79296	66000	46860	32225	19140	25785	58010
Program Secretary (2 FTE's)	80360	86000	61060	25220	24940	20180	45400
PBS Technical Faciliator(s) (aka 'PBS Development Coordinator")	22737	65000	46150	26749	18850	10926	37675
PBS Specialist (7 FTE's) & 1 FTE Dev Coor	449550	422205	239416	208070	97789	166596	374667
School to Community Liaison (3 FTE's)	193072	144000	102240	70512	41760	56423	126935
Counselor at Lucy Read - Early Childhood	78864	53042	37660	26374	15382	21104	47478
Dropout Prevention Specialist - Mendez MS	66376	38500	27335	19860	11165	15892	35752
Violence Prevention Coordinator - Garcia MS	24580	37000	26270	22059	10730	17651	39711
School Resource Officer - Gang Specialist	73464	46359	46359	46492			46492
Evaluation Team - Internal (1.5 FTE)	143697	100365	71259	45977	29106	22694	68672
Technology Programmer - GIS	4339	55000	39050	25619	15950	20541	46160
Part Time Assistance	4712		0		0		0
	0		0		0		0

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Training Stipends - Lucy Read (Extra Duty)	2800		0		0	0	0
Training Stipends - Violence Prevention (Extra Duty)	360		0		0		0
	0		0		0		0
Total Personnel Cost	**1409585**	**1290471**	**869329**	**638605**	**336142**	**449366**	**1087971**
2. Fringes							
Program Director	25,803	20,680	14,683	8,449	5,997	4,445	12,894
Administrative Supervisor	14,980	18,260	12,965	7,460	5,295	3,925	11,385
Program Facilitator	17,445	14,520	10,309	5,932	4,211	3,121	9,053
Program Secretary (2 FTE's)	17,679	18,920	13,433	3,361	5,487	2,690	6,051
PBS Development Coordinator	5,002	14,300					-
PBS Specialist (7 FTE's) & 1 FTE Dev Coor	98,901	92,885	65,948	16,182	26,937	18,605	34,787
School to Community Liaison (3 FTE's)	42,476	31,680	22,493	10,357	9,187	8,285	18,642
Counselor at Lucy Read - Early Childhood	17,350	11,669	8,285	3,533	3,384	2,827	6,360
Dropout Prevention Specialist - Mendez MS	14,603	8,470	6,014	3,159	2,456	1,820	4,979
Violence Prevention Coordinator - Garcia MS	5,408	8,140	5,779	3,364	2,361	1,770	5,134
School Resource Officer - Gang Specialist	16,162	10,199	10,199	5,794			5,794
Evaluation Team - Internal (1.5 FTE)	31,613	22,080	15,677	4,604	6,403	2,338	6,942
Technology Programmer - GIS	955	12,100	8,591	1,356	3,509	1,015	2,371
	1,037	-					-
	-	-	-		-		-
Training Stipends - Lucy Read (Extra Duty)	616	-	-		-		-
Training Stipends - Violence Prevention (Extra Duty)	79	-	-		-		-
Total Fringes	**310109**	**283904**	**194376**	**73551**	**75227**	**50841**	**124392**
Personnel and Fringes	**1719693.92**	**1574374**	**1063705**	**712156**	**411369**	**500207**	**1212363**
3. Travel							

Early Childhood - Incredible Yrs Training TBD	12868	0			0		0
Early Childhood - Devereux (Testing) Training TBD	7211	4454			4454	4222	4222
Early Childhood - Play Therapy, Tx Couns Assoc, Tx Neuro Rehab - Conf(s).	573	1468	545		1468	300	300
SSHS - Core Team Meetings (Previous)	3915				0		0
SSHS - Sustainability Meeting - May 2010 - Staff	0	5508	5508	4328			4328
SSHS - Sustainability Meeting - May 2010 (2 Non-Empl)	0	2754	2754	4410			4410
SSHS - Proj Director Meetings (Previous)	5710		0			0	0
SSHS - Project Director Meeting - Mar 2010	0	3354	3354	898			898
SSHS - Project Director Meeting - July 2010	0	3354	3354	706			706
Mental Health CHSM Conf. - Nov 09 - 2 Staff	0	3754			3754	3280	3280
Mental Health CHSM Conf. - Nov 09 (2 Non-Empl)	0	3754			3754	3361	3361
PBS - 7th International Conf. - Mar 2010 - 4 staff	4342	6808	6808	1148			1148
PBS - 53rd Annual Greater Cities Conf - Portland Conf - Spring 2010 - 3 Staff & esx 13 Regist	0	6688	6688	5311			5311
Gang Conf. (Previous)	1296		0				0
Tx. Gang Investigators Association - TBA 2010 -	325	1740	1740	831			831
US Border Patrol _Anti Gang Conf - Sept 09	0	177	177				0
OJJDP Gang Conf - TBD 2010	0	1636	1636				0
OSDFS Conf - August 2009	885	0					0
OSDFS Conf - TBD 2010	0	2754	2754				0
Communications Training	1221						0

Blue Print Violence Prevention Conf	0			2474			2474
UT - GIS - Statistics				2000			2000
GIS - ERIS Training				829			829
Total Travel	**38347**	**48203**	**35318**	**22935**	**13430**	**11163**	**34098**
4. Equipment							
5. Supplies							
Reading Materials	8766		0				0
Incredible Years Training	0	1400			1400	7848	7848
Project Towards No Drug PTND	331	3600	3600	0			0
Responding to Peaceful and Positive Ways	0	6000	6000	3400			3400
PBS Reading Material	0	8000	8000				0
Testing Material	0				0		0
IY - Devereux - Assessments	0	1200			1200		0
Project Towards No Drugs - Pre Assessments	0	1250	1250				0
Desktop & Notebooks, Monitors & Printers	47829	9500			9500	2544	2544
IY General & Play Therapy Supplies	13927	15000			15000	2999	2999
Software (ARC GIS & Network Analyst) & Sch Based Reporting, Desktop Publishing	11102	1000			1000		0
Equipment & Furniture	0						0
General Supplies (Includes Evidence Based Material)	26140	12500	6250	3764	6250	1600	5364
Social Marketing Message (Smoking, Drugs, Alcohol)	0		0				0
Total Supplies	**108095.71**	**59450**	**25100**	**7164**	**34350**	**14991**	**22155**
6. Contractual							
Safe Place - Expect Respect	87285	94082	94082	94082			94082
ACGC - Parents Love & Limits	226589	213141			213141	213141	213141
MHMR - Therap. & Psychiatric Ser & Care Coordinator	314200	306353			306353	280828	280828

ABC - Nurse Family Partnership	69333	69333			69333	69333	69333
Seton - GIS Technology	10620	62365	31183	23752	31183	27718	51470
Shore Research - Eval. External Fidelity Assurance	71587	36000	9000	12983	27000	16572	29555
Human Service Tech. Innov. - Sustainability Coordinator	80000	40000	20000	24172	20000	19728	43900
Community Sync - Youth Service Mapping	99500	48325	24163	34407	24163	29041	63447
Incredible Years - Training	0	9409			9409	5600	5600
Project Towards No Drugs - Training	2656	0	0				0
Responding to Peaceful and Positive Ways	0	1000	1000				0
Austin Voices - Skills for Living	4290	9945	9945				0
Duplication Services (PbS & RIPP)	1412	0	0			2663	2663
Total Contractual	**967471**	**889953**	**189372**	**189395.5**	**700581**	**664623.63**	**854019.13**
7. Construction							
8. Other							
Food / Refreshments	400	4500	2250	53	2250		52.5
Misc. Operating Expenses	0		0		0		0
Postage	548	800	400		400		0
Translation	0	2000	1000		1000		0
Field Trips				160			160.05
Professional Dues				125			125
Total Other	**948**	**7300**	**3650**	**338**	**3650**	**0**	**338**
9. Total Direct Costs (lines 1-8)	**2834556**	**2579280**	**1317144**	**931988**	**1163380**	**1190985**	**2122972**
10. Indirect Costs	**115000**	**46575**	**30706**	**24448**	**15869**	**20633**	**45081**
11. Training Stipends	**3380**	**15245**	**8170**	**870**	**7075**	**6391**	**7261**
12. Total Costs (lines 9-11)	**2952936**	**2641100**	**1356020**	**957306**	**1186324**	**1218009**	**2175314**

Expensed funds that have not been drawn down from GAPS to pay for approved and budgeted expense(s):

$890,994.00

Explanation of funds not expended at the expected rate during the reporting period:

Total estimated expenses since inception: $5,075,908.00 of which $4,184,914.00 has been drawn down, the district anticipates drawing down $890,994.00 shortly after September 30, 2010. All funds requested from GAPS have been fully expensed by the district.

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1890-0004
Exp. 02/28/2011

PR/Award # (11 characters): <u>Q184L070214</u>

Section C – Additional Information (See Instructions. Use as many pages as necessary.)

Data and analysis for all SS/HS performance measures (including GPRA and specific examples of actual accomplishments and outcomes for each objective:

Element 1: Safe school environments and violence prevention activities

Positive Behavior Support. PBS was implemented with district level support at 80 AISD schools during 2009-2010 (up from 62, prior year). Participating schools were encouraged to focus on developing or sustaining their team systems to provide a strong foundation for implementing their schoolwide, classroom, and individual student systems.

Gang Specialist Resource Officer.
A new officer assumed the position of the Gang Specialist Resource Officer (SRO) early in the fall semester of the 2009-2010 school year. During the school year the SRO conducted 108 campus gang assessments and 104 campus consultations. The officer conducted 113 presentations during this period which reached a total of 1099 adults and 2444 youth. In addition, the SRO attended two weeks of Gang Resistance Education and Training (G.R.E.A.T.) as well as several days of juvenile gang and violence training.

SafePlace. SafePlace served a total of 108 AISD youth through Expect Respect boys groups between July 2009 and June 2010..

Transition School to Community Liaison (SCL). During the 2009-2010 School Year, the three Transition SCLs funded through ACCESS provided services to a total of 260 students. One-hundred and twenty-three (123) students were served by the SCL assigned to the Alternative Center for Elementary Students (ACES – Pre-K-6th grade), 69 were served through the Alternative Learning Center (ALC – 6th-12th grade) SLC, and 68 were served through the SCL assigned to work with the juvenile justice alternative education program (Gardner-Betts).
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Element 2: Alcohol, tobacco, and other drug prevention activities

LifeSkills. No ACCESS supported LifeSkills programming occurred during the 2009-2010 school year. During this period ACCESS staff worked to identify a variety of non-ACCESS funded organizations delivering LifeSkills to AISD students. This information will be used to better understand how ACCESS can support the implementation of LifeSkills moving forward.

Project Toward No Drug Abuse. The Project Toward No Drug Abuse (PTND) program was implemented during the fall and spring semesters as a component of the speech communication class conducted at the Ann Richards School for Young Women Leaders. Seventy-five students participated.

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Element 3: Student behavior, social, and emotional supports

Positive Behavior Support. PBS was implemented with district level support at 80 AISD schools during 2009-2010 (up from 62, prior year). Participating schools were encouraged to focus on developing or sustaining their team systems to provide a strong foundation for implementing their schoolwide, classroom, and individual student systems.

Mendez Dropout Intervention Specialist. The ACCESS funded dropout intervention specialist completed a total of 562 in person student contacts during the 2009-2010 School Year. During the same period she completed 768 parent contacts; conducted 28 home visits, and represented the school at 179 truancy court hearings. In addition, the specialist facilitated two supportive guidance groups in the fall semester serving 22 6th graders (boys group and girls group) which incorporated team building and ropes skills and an academic goal-setting group involving 16 students in the spring semester.

Responding in Positive and Peaceful Ways (RIPP). During the fall semester the campus based program coordinator taught the first year RIPP curriculum to 214 6th grade students and the second year curriculum to 236 7th grade students. The campus coordinator rotated through multiple sections of the World Cultures (6th grade) Texas Geography and History (7th grade) to teach the program within the context of existing courses.

Framework for Understanding Poverty (FUP). No formal FUP activities occurred during the 2009-2010 School Year. The training provided through ACCESS in the previous school remains as a tool available to PBS coaches for use with individual campuses.

Element 4: Mental health services

Austin Travis County Integral Care (ATCIC) (formerly Austin Travis County Mental Health and Mental Retardation). Between July, 2009 and June 2010, ATCIC served 61 youth via the ACCESS "quick" referral process and by ACCESS counselors.

Parenting with Love and Limits Austin Child Guidance Center. Between July, 2009 and June 2010, the Austin Child Guidance Center (ACGC) worked with 30 youth (and families) utilizing Parenting with Love and Limits. ACGC also worked with 50 youth as part of their Austin Family Services (AFS) program. AFS was developed in January of 2010 in collaboration with the AISD ACCESS team due to challenges in referring and recruiting families for PLL services. AFS offers family counseling for short or long term cases on a flexible schedule to accommodate busy families.

Technology Initiative. Three technology focused initiatives are supported through ACCESS: Youth Services Mapping (YSM), geo-mapping (GIS), and the Student Aggregate Reports for Student Service Providers tool (SAR-SSP).

The SAR-SSP tool was developed over the past 18 months by the AISD Department of Program Evaluation and AISD Management Information Services and launched September 17, 2010. This self-service data portal address the need for community service providers and funders to obtain aggregate information on targeted student performance indicators. In particular, service providers can now download group-level information for their student populations for the following indicators: demographics (including grade level, ethnicity, special education status, low income status, and English language learning status), academic performance on standardized tests, promotion and graduation rates, school attendance rates, and discipline rates. Reports are auto-generated, with longitudinal and comparison group analysis available.

The development of the YSM tool continued into the fall of 2009. During December, training was delivered to service provider staff to assist them in entering organization and program level data into the system. During the fall of 2009 the GIS Systems Analyst was hired for AISD, with direct report to the ACCESS Grant Director. Multiple mapping initiatives have been advanced with community partners, including looking at the social/emotional landscape for Austin's youngest children; developing an understanding of student residential and school mobility patterns, developing the scope for a study of student chronic absenteeism and related factors, and understanding the distinctions between school attendance zones and actual campus enrollment patterns. The latter two studies are still being designed. New capacity has been established for the district and community through the development of a database, which maintains an archive of student residential addresses and school changes. Nineteen percent of the district's enrollment is mobile, with some campuses having mobility rates in excess of 40%. We are beginning to map data derived from this database. The database can be sustained beyond the life of the grant.

Administrative Support and Centralized Referral.

The program facilitator continues to work closely with the program managers of the four external agencies to ensure that social marketing and promotion, material development, referral processes and client follow up all operate in an well coordinated and time efficient manner. The referral procedures for each of the four agencies differs slightly due to the nature of the service offered.

- The prescreening process set up by the ACCESS project facilitator with Austin Travis County MHMR-whereby referrals are first screened and approved by him-has greatly enhanced the identification of youth who are of the highest priority, and thus are entered and processed into the MHMR system with greater efficiency. In fact, students and their families referred through the ACCESS program show a significantly higher likelihood to attend the first MHMR intake session that non-ACCESS clients.
- The referral system for the Parenting with Love and Limits (PLL) program does not require referrals to be prescreened by the ACCESS program facilitator. Referrals are sent directly to the three PLL therapists, who then follow up directly with the family, using a motivational interview technique to ensure that the family is ready for services.
- Referrals for pregnant middle school girls flow directly from the campus nurse to the Nurse Family Partnership (NFP) program manager at Any Baby Can. Continual review of referral procedures between the contract agency, the ACCESS program facilitator and campus referral sources ensures that an effective service delivery of all programs continues. Furthermore, the ACCESS program facilitator facilitates the promotion and clarification of all programs to all campus staff that are likely to use and refer clients to ACCESS programs. This is particularly critical at the beginning of the school year when campus staff are being updated on program and service capacity. Program managers for all of the ACCESS funded programs regularly speak directly with campus staff, explaining in greater detail referral procedures and program results. These meetings help to strengthen the school-to-community collaboration that is so critical to the ACCESS program mission.

Element 5: Early childhood social and emotional learning program

Lucy Read Counselor. During the fall, the Lucy Read counselor began a series classroom groups following an 18 lesson social/emotional skills curriculum developed grounded in the Incredible Years and Devereux training received during the 2008-2009 school year. During the 2009-2010 school year, these groups were implemented school-wide in each of 26 classrooms on a bi-weekly basis. During the school year, the counselor also provided individual counseling to 18 students and small group counseling to 12 students. In addition, the counselor provided consultation and teacher training on an as needed basis.

Any Baby Can. Between July, 2009 and June 2010l, 25 pregnant youth were served by the Nurse Family Partnership program delivered through Any Baby Can via ACCESS initiation.

Discussion of unanticipated outcomes or benefits from this project:

The (GIS) Geographic Information Systems capabilities have led to an unanticipated outcome. For many years the Housing Authority has been interested in gaining insight into how students are benefiting from student support service they fund for students in public housing; however, they are not able to collect student ID numbers and have no way of tracking progress of students who live in public housing. With GIS software, we are able to receive addresses from the Housing Authority and match them with ID numbers of students who live at the addresses, while remaining FERPA compliant. We will be able to generate aggregate reports on discipline, attendance and academic indicators that we can share with the Housing Authority.

Additionally, the GIS projects played a pivotal role in demonstrating to the City, County, and District the nature of student mobility, as reported in the white paper:

In compliance with legal and regulatory guidance, AISD maintains and reports to the TEA information about campus mobility and student homelessness. The reports are produced annually, although a significant time lag can occur between the date range being reported and the state filing date for the report. Students may change campus and change residence independently. The greatest likelihood of a residential address change being reported to school officials is if it affects the campus of enrollment, or if the student is dependent on bus transportation. Other residential moves may or may not be reported to AISD. Despite this limitation, school district records of student residential change probably are the most robust data source available for tracking this issue.

Historically, AISD has not had the capacity to archive changes in student residential address. Using technology resources under the Safe Schools/Healthy Students ACCESS grant, a database has been developed within AISD to capture and archive student residential address changes, using a periodic, point-in-time data capture procedure. This database currently is being populated. By capturing and archiving residential address data in this way, more timely analysis and GIS mapping of student residential change will be feasible. This approach can help identify neighborhoods where residential mobility is concentrated, to guide resource allocation and to monitor change over time. After the data are available in a usable format, spatial analysis techniques can be employed to identify patterns in residential movement (e.g., average distance moved, and movement within versus into or out of neighborhoods).

Under the ACCESS grant, a student mobility mapping project is being developed. Initial maps have been produced that show campus mobility in relation to school academic rating. Similarly, campus-level representation of homeless students is feasible. Residential mobility by neighborhood also has been mapped, showing students who moved between school year 2007-2008 and school year 2008-2009. The project can continue while ACCESS resources are available. (Appendix 10: Student Mobility White Paper)

Extensive study of the exploding population of young children in Central Texas has continued, with ACCESS participating in the development and publication of the mapping project, Young Children by Physical and Social Environment. (Appendix 11—Young Children's Mapping Project). In a summit attended by more than 70 non-profit and agency leaders, ACCESS represented Safe Schools/Healthy Students alignment with the mission to help raise community awareness and action to help assure that our youngest children have a healthy and safe start in life. The maps were shared as a starting point to encourage conversation and collaborative commitment to actions that will positively affect the early climate for young children.

Evidence of the integration of grant-funded activities between elements and partners, as well as integration with non-grant-funded activities, programs, and services in the schools and communities:

The coordinator of the Incredible Years and Devereau implementation at Lucy Read Early Childhood Center and other staff have been called upon to share the strategies with various groups:

- ❑ February 25, University of Texas state conference of social workers, hospital workers, and community agencies
- ❑ Advisor on the AISD Behavior Task Force: share strategies that can be replicated across the district
- ❑ Partner in community Early Childhood Stakeholders' meetings
- ❑ Wesley Center, a private day care, requested assistance in setting up their social emotional training
- ❑ AISD Director of Early Childhood requested assistance/guidance be provided for Patton Elementary School
- ❑ AISD Director of Early Childhood requested district wide training sessions for June and August teacher professional development

ACCESS participated in and helped facilitate a community-wide Results Based Accountability training led by Karen Finn, Senior Consultant with Results Leadership Group and the Forum for Youth Investment, October 13-16, at Goodwill Community Center. A day-long orientation was open to 100 community members, followed by a two-day Train the Trainer capacity building session for 16 community leaders across institutions. Financial support for the training was provided by United Way Capital Area, additional funding from Seton Family of Hospitals and St. David's Community Health Foundation with in kind support provided by Ready by 21, Success by 6, the Austin Community Collaboration to Enhance Student Success (ACCESS), the Child and Youth Mental Health Planning Partnership, and Children's Optimal Health. The training was free of charge to participants but each was asked to bring a donation to Goodwill. Results Based Accountability (RBA) is a disciplined way of thinking and taking action which communities can use to improve the lives of children, youth, families and the community as a whole. This interactive workshop provides an overview of RBA that will help participants be able to:

- ☐ establish results and indicators of community well-being
- ☐ identify performance measures for programs, agencies and service systems
- ☐ use performance measures to improve performance
- ☐ link program accountability to cross community efforts

ACCESS staff and the sustainability contractor were invited to participate in a community effort to organize around issues of student mobility and absenteeism. The Governmental Joint Subcommittees group led by city, county and district leaders, including the mayor, superintendent, county judges, and school board members, created two working groups. ACCESS contributed to both groups with staff time and Geographic Information System resources. A report presented to the leaders at Austin City Hall February 19, 2010, included valuable direction and insight into the important role that ACCESS has played:

> There is a synergy in the work of the Joint Subcommittee and that of the ACCESS grant. The intent of the ACCESS grant is to _improve systems integration_. This holds whether we are talking about truancy, student mobility, behavioral health, the Promise Neighborhoods, or other initiatives. In addition to the Mobility WG, I would like to thank Jim Lehrman, Barbara Swift, Willie Williams, Arturo Hernandez and Dr. Hummel, as ACCESS Core Team members, for their participation in this presentation.
> It seems to me that the overarching **value** we share across organizations is along the lines of: _Austin as a safe, supportive community where every child has an equal opportunity for success_. That leads to a **vision** of a _well-integrated service system that maximizes its resources to assure all children are in school each day, prepared to learn_.

Through collaborative planning efforts we are succeeding at breaking down institutional silos. These efforts are important and should continue.

*However, we also note that without an adequate **information infrastructure**, **properly implemented**, our community will not succeed in effectively improving student attendance and school success. Our support services will remain fragmented, difficult to evaluate, and consequently inefficient and costly. It's as simple as that. Data is siloed in legacy systems across our institutions in ways that prohibit effective sharing and analysis.*

We must improve the coordination of services <u>and</u> information, monitor our success, and make adjustments for improvement. Overcoming the human silos is not enough, we need technology support. It is not that technology will solve the problem, but rather, we can't solve the problem without the right technology.

*We believe the **specific technology solution** lies in implementation of an existing **proven system** that is designed for performance management, supports inter-organizational collaboration, creates community outcome reports, facilitates integrated case management for children with complex needs, and <u>does not require capital investment</u>*

The February 19 presentation resulted in joint resolution adopted by the Governmental Subcommittees and the development of a comprehensive white paper. (Appendix 12: Connecting the Dots Joint Sub Committee 6.15.10) Throughout the spring and summer of 2010, ACCESS staff participated in the preparations for the September 13, 2010, the City, County, and District Summit called "Connecting the Dots" at the Goodwill Community Training Center. The purpose of the Summit was to devise a student-centric, seamless system to increase graduation and attendance rates and significantly reduce dropout and truancy rates. Initially, organizers planned for 30 to 40 attendees from local governmental agencies, non-profits, and the offices of the Travis County Legislative Delegation. RSVPs just prior to the Summit projected 65 – 70 attendees. Eight-four people arrived the morning of the Summit to participate.

In the first part of the event, Summit participants focused on building *relationships*. They acknowledged that they could not effectively communicate and collaborate on behalf of students if they did not know each other and what resources and capabilities each brought to the table. The morning session also focused on *data*. Participants affirmed that if they did not share and use the same vocabulary and operate off of the same data sets, students in need would not be served efficiently, timely, or effectively. The District's Chief Academic Officer, Chief Schools Officer, and Chief Performance Officer, along with senior officials from the City and the County, answered a wide variety of questions from participants, and representatives from the District's Performance Office shared their work with the participants. Their presentations along with Powerpoints from AISD staff including the director of ACCESS. (Appendix 13, Powerpoint—Connecting the Dots)

The remainder of the event was devoted to *results*, specifically using relationships and shared data to construct a student-centric, seamless system for better ensuring that students at-risk, of which there are more than sixty thousand in AISD, WALK THAT STAGE. Please see the attached for the visual of the system to which all agreed. Going forward, the focus is on effective, timely implementation using metrics with which the City, County, District and participating non-profits agree. Parallel work is going forward by special task forces in the areas of (1) youth justice to ensure that the emphasis is on student supports and not punishment; (2) academics to ensure that curriculum and extra-curricular opportunities are available, relevant, rigorous and specific to each student's special strengths and needs; (3) workforce development to ensure that students do not have to choose between school and a paycheck to take home to help support the family; and (4) mobility to ensure that students remain in a stable educational environment on one school campus, if possible, even though the family may choose to move to different locations.

Relevant information demonstrating how activities funded under SS/HS are linked to interventions and strategies not funded but included as part of the overall comprehensive approach to violence prevention and healthy youth development:

On August 24, 2010, the District Discipline Coordinator submitted a three-year summary report to the Superintendent. Three year data summaries, which cover the first three years of ACCESS, show decreases in disciplinary removals across the district: 760 students at the high school level, 1,405 students at the middle school level, and 264 students at the elementary level. The report does not give conclusions about factors relative to these improvements; however, the report does include a comparison of disproportionality with Positive Behavior Support Schools and non-Positive Behavior Support schools. "The disproportionality ratio for African American students in all PBS schools was comparatively lower than non-PBS schools (3.30). (Appendix 14: August 24, 2010, Summary Report: Discipline Data for 2009-2010)

The ACCESS Project Facilitator was elected December 2009 to serve as co-chair of the Children and Youth Mental Health Planning Partnership, a collaborative of more than forty Austin area service providers. In this role, the Project Facilitator is well positioned to ensure that integration efforts of ACCESS will be conveyed to these members who have direct connection with multiple violence prevention and healthy youth development programs throughout Austin. He is currently connecting the work of three subcommittees –all related to mental health-with ACCESS sustainability, particularly for the Transition SCL's and PBS as it relates to decreasing discipline referrals. Concurrently, ACCESS has been asked to play an active role in the actualization of the new Superintendent's Strategic Plan. The plan has been divided into four focus areas that community agencies can become involved in. ACCESS, together with other AISD departments, will work with numerous community agencies to-develop a work plan that articulates the roles that community agencies will play in meeting the goals of the Strategic Plan.

The ACCESS Administrative Supervisor organized a series of meetings with community agencies involved in youth violence prevention for the purpose of reviewing the OJJDP proposed plan for 2010 and identifying the potential alignment of those program plans (potential funding sources) with our existing district and community efforts in this area. In addition, the group reviewed the 21 indicators identified in the 'Indicators of School Crime and Safety: 2009' report http://nces.ed.gov/programs/crimeindicators/crimeindicators2009 as a potential organizing tool in facilitating a broader resource / program and training alignment efforts among all parties engaged in this issue area. This series of meetings will serve to align community organizations with national indicators and allow the local agencies to become integrated.

Changes to MOA: N/A

Evidence of continued (and perhaps increased) collaboration between agencies included in the SS/HS application's signed agreements:

The Core Management Team has expanded membership to additional partners, including the Director of Communities in Schools, the Director of City of Austin's Health and Human Services (Children and Family Division), Director of Travis County Office of Children's Services. The structure of the team has shifted to having the chair be a community member with the SS/HS director functioning as a facilitator. This shift has generated an increased sense of ownership in the community members of the Core Management Team. Austin's progress in integration was featured in the interactive Safe Schools/Health Students "Leading for Change" Plenary Webinar February 23 and 24. The event introduced the process and tools to enable the 2008 sites to integrate partners' strategic plans, resources, mission and goals with the vision and mission of the Safe Schools/Healthy Students Initiative. Core members (police, mental health authority, juvenile probation, Travis County, director) of the Austin SS/HS Core Management Team shared the Austin experience and answered questions from sites around the country.

Core Management Team members and staff have taken a leadership role in the Education Subcommittee of a newly formed group called Intergovernmental Stimulus Effort Steering Committee. The goal this broad-based collaboration is to maximize the regional impact of ARRA (American Recovery and Reinvestment Act) stimulus funding to address short-term economic hardship and transformational investment in infrastructure, tech-

nology, and human capital. The governmental agencies and non-profits making up the steering committee include Austin Community College, AISD, Capital Metro, City of Austin, Travis County, Travis County Healthcare District, Workforce Solutions, and Community Action Network. There are eight subcommittees, and the ACCESS director is co-chairing the education subcommittee to address five priorities: (1) Coordination with Title 1 IDEA Funds, (2) K-12 Literacy, Dropout Recovery, (3) Dropout Recovery, (4) English Language Learners, (5) College & Career Readiness. With participants from the other agencies, the subcommittee is exploring the following questions:

- Are there priorities for which ARRA funds are not available?
- Are area non-profits, agencies, and the District collaborating to maximize available ARRA resources?
- Are other organizations receiving stimulus funding for education?

A total of $69,187,958 in ARRA funds have been approved for the education, early education, and child care for Austin and Travis County community, with AISD approved to receive the following:

- Title 1, Part A: $21,484,478
- IDEA Special Education: $17,000,000
- Full day Pre-K and East Green Tech: $23,800,000

A full report on the total stimulus funding, $489,748,412, to government agencies and nonprofits in Austin Travis County is on the Community Action Network website at *http://www.caction.org/stimulus.php*.

Demographic Characteristics, Fall 2009

	District	PBS	Lucy Read	Mendez	PTND	SCL	RiPP
Gender							
Female	48.2%	48.1	45.6	46.3	100.0	24.9	44.7
Male	51.8%	51.9	54.4	53.7	0.0	75.1	55.3
Ethnicity							
African American	11.8	13.4	7.9	9.4	16.1	29.3	37.8
Hispanic	59.0	64.6	88.6	89.4	61.7	63.6	61.1
White	25.3	19.1	1.7	1.0	18.5	6.7	0.8
American Indian/Alaskan Native	0.3	0.2	0.0	0.3	0.0	0.4	0.2
Asian/Pacific Islander	3.6	2.7	1.9	0.0	3.7	0.0	0.2
At Risk	52.1	55.0	75.9	100.0	24.7	79.1	73.5
Free/Reduced Lunch	65.9	75.3	98.5	97.1	75.3	93.3	97.7
Sample Size	91535	59722	535	801	81	253	524

Source: Program records and district student records.

An update of local evaluation activities:

ACCESS has received numerous inquiries from other grantees regarding the unique evaluation design that consists of both internal and external evaluators. (Appendix 15 , 2009-10 Internal External ACCESS Evaluation Plan) The evaluation team continues to collect data on a regular basis

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through interviews, assessment instruments, and extracts from district data systems. These data serve two key purposes, to provide the basis for formal program evaluation, as well as to provide feedback to programs to assist in improving the quality of implementation. As the ACCESS project has evolved from a focus on establishing systems and ensuring fidelity to a focus on deep level, systemic improvement, staff members have become increasingly conscious of the rich benefits derived from ACCESS's unique evaluation team. Taking advantage of having both a contracted external evaluator as well as district-employed evaluators, we are focusing on assisting contracted services as well as staff providers to utilize the next year of evaluation support to the fullest.

A summary report for the contracted services completed during 2009-2010 is now available (Appendix 16 Data Brief: ACCESS Contracted Service Partners Implementation Process Update 2009-10 End of Year Report) and the program evaluation of internal programs and technology initiatives is underway and expected to be published before the end of October 2010. In addition, The SAR-SSP tool was developed over the past 18 months by the AISD Department of Program Evaluation and AISD Management Information Services and launched September 17, 2010. This self-service data portal address the need for community service providers and funders to obtain aggregate information on targeted student performance indicators. In particular, service providers can now download group-level information for their student populations for the following indicators: demographics (including grade level, ethnicity, special education status, low income status, and English language learning status), academic performance on standardized tests, promotion and graduation rates, school attendance rates, and discipline rates. Reports are auto-generated, with longitudinal and comparison group analysis available.

Grantee progress towards planning for sustainability at the end of Federal funding:
The Core Management Team worked through the Sustainability Worksheet to identify possible sources of funding as well as ways to integrate. Also, the Core Management Team and some additional community partners participated in a six-hour training with the SS/HS communications specialist to identify strategies to communicate sustainability goals. As the Core Management Team has evolved, the leadership of the team has shifted to a shared model with community members leading and the director serving more as an operational facilitator. The team envisions the functions of this leadership group as continuing after SS/HS funding ends.

It is noteworthy that there is a growing acknowledgement among community leaders that the grant funding will end August 31, 2011, and that agencies need to be preparing to sustain components. At a presentation to the Governmental Subcommittees at City Hall, consisting of the mayor, superintendent, county leaders, and school board members, on February 20, 2010, the contributions of the GIS mapping projects in the work on mobility and attendance were noted as key elements in the community's plans to coordinate efforts around solutions, and several commentators stated that the important work of this initiative must be sustained when grant funding ends.

A variety of indicators are evolving that show a broad appreciation of the values of ACCESS contributions: One of ACCESS's key positions, the counselor/coordinator of Incredible Years/Devereau at the Lucy Read Pre-K Center, was picked up by the local budget for 2010-11. This decision was based on the availability of a local FTE and the desire to make sure that Lucy Read does not lose the progress made in developing systems at that campus after the SS/HS funding ends. The Director of Learning Support Services is advocating for a redesign of the department that would incorporate and fund two of the ACCESS positions. Community wide discussions are evolving about the future of Youth Service Mapping and geographic information systems (data sharing) initiatives.

Brief summary of National Center's technical assistance and Communications Team technical assistance services requested and utilized during the reporting period:

Mary Thorngren provides active support on a regular basis; her input on integration strategies and planning for sustainability has been invaluable. She is usually accessible immediately, and she is adept at posing the right questions to help us think through the range of possibilities in problem solving. Her assistance led us to reshape our Core Management Team meeting structure, identify a need for communication training on sustainability goals, and assisted us in being featured in the February 23 and 24 plenary Webinar. As we closed the third year, she provided excellent guidance on ways to help partners recognize the contributions of other partners toward sustainability. Her objective insight is extremely valuable to us and allows us to achieve a broader perspective as we work with partners.

Jean Synodinos provided specialized guidance (October 8) on Youth Service Mapping communications that resulted in a successful presentation during which the Superintendent spoke to Executive Directors of non-profits in Austin about their participation in the new data base. Jean also led a training for the Core Management Team on Feb. 17 on the 5-step process (from Frameworks Institute) on messaging and how messages impact behavior. One of the goals of the day was to become unified as a team in our messaging around sustaining ACCESS supports and programs. Several guest participants were in the workshop, and they have already provided glowing feedback about the value of the training to them—not only in terms of our current grant, but in terms of communicating in general about the importance of student support services. As the third year drew to a close, she provided guidance on how to package our sustainability goals so that we are truly responding tour various audiences.

New staff hired (Appendix 4, Resumes):
Basu, Semonti—Positive Behavior Support Development Specialist
Burden, Susan E.—Positive Behavior Support Specialist
Johnson, Beth—Evaluation Analyst
Linahan, Lauren—Positive Behavior Support Specialist
Packham, Barbara—Secretary
Tidd, Simon – Evaluation Analyst
Wallace, Leah—Positive Behavior Support Specialist
Wilson, Zachary—Geographic Information Systems Technician

APPENDICES

APPENDIX 1:
ACCESS Referral Process for Services

Status of Involvement

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Juvenile Justice → Active → Family Preservation Program
                   Active → TCOOMMI
                   Active → Transition Out

CPS → Transition Out → CPC

Transition Out → CPC

AISD Special Ed Office or Student Supports → 80% Special Education → CPC
AISD Special Ed Office or Student Supports → General Population → ACCESS ICM / Care Coordination
AISD Special Ed Office or Student Supports → MHMR ICM Program Manager

Increase Capacity of CPC

ACCESS ICM / Care Coordination

ACCESS Ready for Success
```

1) Assigned AISD staff to CPC process may refer directly to ICM Manager & notify ACCESS Facilitator
2) ICM Manager schedules Intake for 'Ready for Success'
3) MHMR conducts Intake and (if appropriate) assigns Intensive Case Manager / Care Coordinator
4. ICM refers student to CPC process

Referral Entities

```
ACCESS Assigned SCL's & PBS staff → ACCESS Facilitator
ACCESS External Providers → ACCESS Facilitator
CIS Campus Managers
District School Community Liaison
ATCMHMR AISD student on Waiting List

ACCESS Facilitator → ACCESS Ready for Success
```

Campus

```
School / Impact Team
```

1. Referral entities consult and coordinate with campus IMPACT team to assess need/eligibility for MHMR fast track. A single point of contact is assigned for the referral
2. Referring entity completes referral form and faxes to ACCESS Program Facilitator
3. ACCESS Facilitator screens for eligibility criteria and decides whether to forward to MHMR Program manager
4. MHMR conducts Intake and assigns Level of Care and (if appropriate) Intensive Case Manager / Care Coordinator is assigned
5. MHMR direct service staff communicate directly with referral source (SPOC such as campus counselor, IMPACT team, SCL, etc)
6. ACCESS Facilitator and Program Managers manage service delivery

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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
The percentage of students in a physical fight in the past 12 months is currently 2.53% 15.7% of students reported they did not feel safe at school in 06-07 Fighting and Physical Aggression is considered "most serious problem" for 23.5% of secondary students surveyed in 06-07 52.8% of secondary students reported experiencing bullying at least one time during the 06-07 school year 16.25% of students in 06-07 referred to alternative learning centers were for repeat discipline offenses 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	To build and expand a safe, civil, and productive learning environment through district plans, processes and policies that promote safe and disciplined schools	Element 1: Safe school environments and violence prevention activities	1.1 Student fighting will be reduced district-wide by at least 6% from baseline (2.53%) by 2011 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 (7.5%) by 2011 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 1.4. The percentage of students with repeat referrals to alternative learning centers will decrease by at least 13% from baseline (16.25%) by 2011 1.5. Student report of regular gang activity on campus will be reduced by at least 5% from baseline (from 43.2%) by 2011	1. Implement PBS in all schools using 14 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) 2. Implement Expect Respect Boys Groups on campuses with highest need (Obj – 1.3) 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) 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)	PBS staff implement school-wide behavior support systems and improved classroom management activities in all schools (activity 1) SafePlace implements Expect Respect Boys Groups (activity 2) New and established SCLs provide services to students transitioning from alternative placement (activity 3) AISD and Austin police departments assist with SRO position focused on gang prevention (activity 4)	1a. Number of PBS staff hired and trained 1b. Number of campuses that received PBS training 1c. Number of PBS activities at each level of intervention 2a. Number of participants in Expect Respect Boys Groups 3a. Number of transitioning youth served by SCLs 4a. Number of gang assessments performed 4b. Number of schools that received consultation and/or education programs from SROs (for 10 targeted schools)	1.1. 6% reduction in student fighting as measured by student discipline records (GPRA) 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) 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 1.4. 13% reduction in the percentage of students with repeat referrals to alternative learning centers as measured by student attendance records 1.5. 5% reduction of student report of gang activity as measured by SSUSS

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

Needs and Gaps	Goals:	SS/HS Elements	Objectives	Activities	Partner	Process Measures	Indicators and GPRA
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 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	To promote a culture that promotes a healthy lifestyle including non-tolerance of substance use i.e., alcohol, tobacco and other drugs	Element 2: Alcohol, tobacco, and other drug prevention activities	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 2.2. Student report of current tobacco use will be reduced district-wide by at least 19% from baseline (11.9%) by 2011 2.3. Student report of current marijuana use will be reduced district-wide by at least 14% from baseline (14.4%) by 2011	1. Train PBS staff in Project Towards No Drug Abuse (Project TND) 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) 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)	PBS staff provide Project TND curriculum training, PBS teams provide in-school program (activity 1) Austin Voices for Education staff provide training to PBS staff on curriculum (activity 2)	1a. Number of PBS staff trained in Project TND 1b. Number of campus teams trained in Project TND 1c. Number of students that receive Project TND 2a. Number of PBS staff trained in LifeSkills 2b. Number of PBS campuses that use LifeSkills	For Secondary Students only: 2.1. 28% reduction in self reported alcohol use as measured by SSUSS (GPRA) 2.2. 19% reduction in self reported tobacco use as measured by SSUSS 2.3. 14% reduction in self reported marijuana use as measured by SSUSS (GPRA)

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Element 3: Student behavior, social, and emotional supports

Needs and Gaps	Goals:	SS/HS Elements	Objectives	Activities	Partner	Process Measures	Indicators and GPRA
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 During 06-07 school year, 53% of Mendez middle school students were in violation of State School Compulsory Attendance Laws 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	To foster a culture that supports the social-emotional and behavioral well-being of all children and youth	Element 3: Student behavior, social, and emotional supports	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 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 3.3. Rate for unexcused absences for students at Mendez will decrease by 10% from baseline (5.11 days per student) by 2011 3.4. District-wide discipline disparity will reduce by 50% from baseline (161% disproportion for African-American students) by 2011	1. Implement PBS in all schools using 14 Support Specialists (Obj - 3.1) 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) 3. A dropout intervention specialist will be recruited for Mendez (Obj - 3.3) 4. One PBS staff member will be trained and will train campus PBS team members on "Framework for Understanding Poverty" curriculum (Obj - 3.4)	PBIS staff implement school-wide behavior support systems (activity 1) PBS staff provide RPPW curriculum training (activity 2) AISD Dropout Intervention specialist for Mendez (activity 3) PBS staff provide training on "Framework for understanding poverty" curriculum (activity 4)	1a. Number of PBS staff hired and trained 1b. Number of campuses that received PBS training 1c. Number of PBS activities at each level of intervention 2a. Number of PBS staff trained in RPPW 2b. Number of campus teams trained in RPPW 2c. Number of students that receive RPPW 3a. Mendez DIS hired 3b. Mendez DIS performs responsibilities of position 4a. PBS staff member is trained in FUP 4b. Number of other staff and PBS teams trained in FUP by PBS staff 4c. Number of PBS teams that use FUP	3.1. 5% improvement in overall school climate ratings as measured by Student Climate Survey 3.2. 5% reduction in suspensions as measured by student discipline records 3.3. 10% reduction in rate for unexcused absences as measured by Mendez student attendance records 3.4. 50% reduction in discipline disparity as measured by discipline referrals

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Element 4: Mental health services

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

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Element 5: Early childhood social and emotional learning programs

Needs and Gaps	Goals:	SS/HS Elements	Objectives	Activities	Partner	Process Measures	Indicators and GPRA
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 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	Increase readiness to learn in children 0-5 who are at a higher risk of having complex needs	Element 5: Early childhood social and emotional learning programs	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 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	1. Hire full time counselor to implement the Incredible Years Curriculum (IYC) and to increase the ability to do general counseling for students at Lucy Read Pre-K (Obj - 5.1) 2. Implement the Nurse Family Partnership (NFP) (Obj - 5.2)	Staff and counselor at Lucy Reed (activity 1) Local agency implements NFP (activity 2)	1a. Counselor is hired 1b. Number of youth served by counselor 1c. Number of students that received IYC 2a. NFP develops process to gather referrals from AISD partners 2b. Number of youth and families served by NFP	5.1. 90% rate of kindergarten readiness of students at the Pre-K Demonstration Center as measured by the Devereux Early Childhood Assessment 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

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Austin Independent School District – Safe Schools / Health Students Grant
Evaluation Plan Worksheet

GOAL #1: To build and expand a safe, civil, and productive learning environment through district plans, processes and policies that promote safe and disciplined schools

Element(s): Safe school environments and violence prevention activities

Objective 1.1: Student fighting will be reduced district-wide by at least 6% from baseline (2.53%) by 2011

Activities Related to Objective 1.1: Implement PBS in all schools using 14 Support Specialists. District PBS Coordinator will work with each campus to organize school-wide student behavior support systems and improve classroom management

Establish School Resource Officer (SRO) position to provide gang assessments and implement Comprehensive Gang Model focusing on six middle schools and four high schools with high gang activity

Outcome Measure 1.1: Student fighting
• **Baseline Data:** 2.53% fights in the last 12 months
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** Student discipline data
• **Who Will Collect the Data:** Entered at the campus level by data entry clerks
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** sample 1) Campuses implementing PBS, and sample 2) campuses implementing the Comprehensive Gang Model
• **How Will the Data be Described/Analyzed:** Comparison of pre/post fighting rates

Process Measure 1.1a: Number of PBS staff hired and trained
• **Source of Information/Instrument(s):** PBS coordinator, PBS training schedules and records
• **Who Will Collect the Data:** PBS evaluator will interview PBS coordinator and will review training records & schedules.
• **Timing of Data Collection:** Annual, late spring (May-June)
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Counts of hires and qualitative description of process

Process Measure 1.1b: Number of campuses that received PBS training
• **Source of Information/Instrument(s):** PBS training schedules and records
• **Who Will Collect the Data:** PBS coaches will maintain records of training schedules.
• **Timing of Data Collection:** Annual, late spring (May-June)
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Counts of campuses

Process Measure 1.1c: Number of PBS activities at each level of intervention
• **Source of Information/Instrument(s):** Campus PBS logs
• **Who Will Collect the Data:** PBS coach will complete information for each campus. PBS evaluator will consolidate data for all campuses
• **Timing of Data Collection:** Annual, late spring (May-June)
• **Population or Sample:** Selected campuses
• **How Will the Data be Described/Analyzed:** Counts of campus activities by level of intervention, qualitative data of program descriptions from campus logs

Process Measure 1.1d: Number of gang assessments performed
• **Source of Information/Instrument(s):** Log of AISDPD SRO
• **Who Will Collect the Data:** SRO and Internal Evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Population served by SRO

How Will the Data be Described/Analyzed: Counts of assessments

Process Measure 1.1e: Number of schools that received consultation and/or education programs from SRO
• **Source of Information/Instrument(s):** Log of AISDPD SRO, participant surveys
• **Who Will Collect the Data:** SRO and internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Population served by SRO
• **How Will the Data be Described/Analyzed:** Counts of consults and programs, qualitative descriptions of program quality.

GOAL #1: To build and expand a safe, civil, and productive learning environment through district plans, processes and policies that promote safe and disciplined schools

Element(s): Safe school environments and violence prevention activities

Objective 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 (7.5%) by 2011

Activities Related to Objective 1.2: 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

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

Outcome Measure 1.2: Skipping school
• **Baseline Data:** 7.5% using modified SSUSS survey in 2007-08
• **Evaluation Design:** Annual pre-&post test design
• **Source of Information/Instrument(s):** Student Substance Use and Safety Survey (SSUSS)
• **Who Will Collect the Data:** AISD Department of Program Evaluation
• **Timing of Data Collection:** Annual, In Spring
• **Population or Sample:** Random sample of AISD secondary students (n~8000)
• **How Will the Data be Described/Analyzed:** Comparison of pre/post test scores

Process Measures 1.2: See section 1.1, PM 1.1A - 1.1E

GOAL #1: To build and expand a safe, civil, and productive learning environment through district plans, processes and policies that promote safe and disciplined schools

Element(s): Safe school environments and violence prevention activities

Objective 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

Activities Related to Objective 1.3: SafePlace (a local community agency) will implement Expect Respect Boys Groups on campuses with highest need

Outcome Measure 1.3: Knowledge and skills of healthy relationship
• **Baseline Data:** No Baseline data
• **Evaluation Design:** Post-test only
• **Source of Information/Instrument(s):** SafePlace program survey
• **Who Will Collect the Data:** SafePlace personnel and external evaluator
• **Timing of Data Collection:** End of program
• **Population or Sample:** All program participants
• **How Will the Data be Described/Analyzed:** Mean survey scores, qualitative data from surveys (where success' is defined as 80% participants respond with increased skills, based on previous research)

Process Measure 1.3: Number of participants
• **Source of Information/Instrument(s):** SafePlace program attendance records
• **Who Will Collect the Data:** SafePlace and external evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** All participants in the SafePlace program
• **How Will the Data be Described/Analyzed:** Counts of participants

GOAL #1: To build and expand a safe, civil, and productive learning environment through district plans, processes and policies that promote safe and disciplined schools

Element(s): Safe school environments and violence prevention activities

Objective 1.4: Percentage of students with repeat referrals to alternative learning centers will decrease by at least 13% from baseline (16.25%) by 2011

Activities Related to Objective 1.4: Establish School Community Liaisons (SCL) to provide services to students transitioning from DAEP - Alternative Learning Center, Juvenile Justice Alternative Education Program, Juvenile Probation Department, or Alternative Center for Elementary Education

Outcome Measure 1.4: Repeat referrals to DAEP
• **Baseline Data:** 16.25% of referrals were repeaters in 2006-07
• **Evaluation Design:** Annual pre-&post test design
• **Source of Information/Instrument(s):** Student attendance and discipline data
• **Who Will Collect the Data:** AISD Department of Program Evaluation
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** All students with a referral to DAEPs
• **How Will the Data be Described/Analyzed:** Count of repeat referrals

Process Measure 1.4: Number of transitioning youth served by SCLs
• **Source of Information/Instrument(s):** SCL logs
• **Who Will Collect the Data:** SCL and internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Youth served by SCL
• **How Will the Data be Described/Analyzed:** Counts of transitioning youth

GOAL #1: To build and expand a safe, civil, and productive learning environment through district plans, processes and policies that promote safe and disciplined schools

Element(s): Safe school environments and violence prevention activities

Objective 1.5: Student report of regular gang activity on campus will be reduced by at least 5% from baseline (43.2%) by 2011

Activities Related to Objective 1.5: 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

Outcome Measure 1.5: Gang activity
• **Baseline Data:** 43.2% report of secondary students report regular gang activity
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** Student Substance Use and Safety Survey (SSUSS)
• **Who Will Collect the Data:** AISD Department of Program Evaluation
• **Timing of Data Collection:** Every spring
• **Population or Sample:** Random sample of AISD secondary students (n~8000)
• **How Will the Data be Described/Analyzed:** Comparison of pre/post test scores
• **Process Measures 1.5:** See section 1.1, PM 1.1D and 1.1E

GOAL #2: To promote a culture that promotes a healthy lifestyle including non-tolerance of substance abuse i.e., alcohol, tobacco and other drugs

Element(s): Alcohol, tobacco, and other drug prevention activities

Objective 2.1: Student report of current alcohol use will be reduced district-wide by at least 28% from baseline (22.4%) by 2011

Activities Related to Objective 2.1: Train PBS staff in Project Towards No Drug Abuse (Project TND) 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

PBS staff trained in LifeSkills program (with focus on middle schools) would be expanded and sustained

Outcome Measure 2.1: Student current alcohol use
• **Baseline Data:** 22.4% have used in last 30 days
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** Student Substance Use and Safety Survey (SSUSS)
• **Who Will Collect the Data:** AISD Department of Program Evaluation
• **Timing of Data Collection:** Annual, In spring
• **Population or Sample:** Random sample of AISD secondary students (n~8000)
• **How Will the Data be Described/Analyzed:** Comparison of pre/post test scores

Process Measure 2.1a: Number of PBS staff trained in Project TND
• **Source of Information/Instrument(s):** PBS coordinator, PBS training records and schedules
• **Who Will Collect the Data:** PBS evaluator will interview PBS coordinator and review PBS training records
• **Timing of Data Collection:** Annual, In spring
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Counts of trained personnel

Process Measure 2.1b: Number of campus teams trained in Project TND
• **Source of Information/Instrument(s):** Campus PBS logs, PBS training records and curricula, Campus PBS team members
• **Who Will Collect the Data:** PBS coach will complete information for each campus. PBS evaluator will consolidate data across all campuses
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Campuses utilizing the Project TND curriculum
• **How Will the Data be Described/Analyzed:** Counts of campuses, qualitative data from team member interviews(?)

Process Measure 2.1c: Number of students that receive Project TND
• **Source of Information/Instrument(s):** Campus PBS logs, PBS coach
• **Who Will Collect the Data:** PBS coach will complete information for each campus, PBS evaluator will consolidate data for all campuses
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Students from selected campuses
• **How Will the Data be Described/Analyzed:** Counts of students receiving curriculum

Process Measure 2.1d: Number of PBS staff trained in LifeSkills
• **Source of Information/Instrument(s):** PBS coordinator, PBS training records and schedules
• **Who Will Collect the Data:** PBS evaluator will interview PBS coordinator and will review PBS training records
• **Timing of Data Collection:** Annual, late spring (May-June)
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Counts of trained personnel

Process Measure 2.1e: Number of PBS campuses that use LifeSkills
- **Source of Information/Instrument(s):** Campus PBS logs, PBS coach
- **Who Will Collect the Data:** PBS coach will complete information for each campus, PBS evaluator will consolidate data for all campuses
- **Timing of Data Collection:** Ongoing
- **Population or Sample:** Campuses utilizing Lifeskills
- **How Will the Data be Described/Analyzed:** Counts of campuses, qualitative data of program description from campus PBS logs

GOAL #2: To promote a culture that promotes a healthy lifestyle including non-tolerance of substance abuse i.e., alcohol, tobacco and other drugs

Element(s): Alcohol, tobacco, and other drug prevention activities

Objective 2.2: Student report of current tobacco use will be reduced district-wide by at least 19% from baseline (11.9%) by 2011

Activities Related to Objective 2.2: Train PBS staff in Project Towards No Drug Abuse (Project TND) curriculum. Expected school wide impact but goal is to run one group per semester on each secondary campus, an early intervention reaching potentially 240 students per year

PBS staff trained in LifeSkills program with focus on middle schools would be expanded and sustained in the future

Outcome Measure 2.2: Student current tobacco use
• **Baseline Data:** 11.9% have used in last 30 days
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** Student Substance Use and Safety Survey (SSUSS)
• **Who Will Collect the Data:** AISD Department of Program Evaluation
• **Timing of Data Collection:** Every spring
• **Population or Sample:** Random sample of AISD secondary students (n~8000)
• **How Will the Data be Described/Analyzed:** Comparison of pre/post test scores

Process Measures 2.2: see Section 2.1, PM 2.1A – 2.1E

GOAL #2: To promote a culture that promotes a healthy lifestyle including non-tolerance of substance abuse i.e., alcohol, tobacco and other drugs

Element(s): Alcohol, tobacco, and other drug prevention activities

Objective 2.3: Student report of current marijuana use will be reduced district-wide by at least 14% from baseline (14.4%) by 2011

Activities Related to Objective 2.3: Train PBS staff in Project Towards No Drug Abuse (Project TND) curriculum. Expected school wide impact but goal is to run one group per semester on each secondary campus, an early intervention reaching potentially 240 students per year

PBS staff trained in LifeSkills program with focus on middle schools would be expanded and sustained in the future

Outcome Measure 2.3: Student current marijuana use
• **Baseline Data:** 14.4% have used in last 30 days
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** Student Substance Use and Safety Survey (SSUSS)
• **Who Will Collect the Data:** AISD Department of Program Evaluation
• **Timing of Data Collection:** Every year
• **Population or Sample:** Random sample of AISD secondary students (n~8000)
• **How Will the Data be Described/Analyzed:** Comparison of pre/post test scores

Process Measures 2.3: see Section 2.1, PM 2.1A – 2.1E

GOAL #3: To cultivate and enhance a culture that supports the social-emotional and behavioral well-being of all children and youth

Element(s): Student behavior social and emotional supports

Objective 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

Activities Related to Objective 3.1: Implement PBS at school-wide, targeted & intensive levels 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

Outcome Measure 3.1: School Climate
• **Baseline Data:** Mean behavior positive behavior climate items of 3.09 on School Climate Survey
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** School Climate Survey
• **Who Will Collect the Data:** AISD Department of Program Evaluation
• **Timing of Data Collection:** Annual
• **Population or Sample:** AISD student population
• **How Will the Data be Described/Analyzed:** Comparison of pre/post test scores

Process Measure 3.1: See section 1.1, PM 1.1A - 1.1C

GOAL #3: To cultivate and enhance a culture that supports the social-emotional and behavioral well-being of all children and youth

Element(s): Student behavior social and emotional supports

Objective 3.2: Suspensions for participants in Responding in Peaceful and Positive Ways (RPPW) will be reduce by at least 5% from baseline (2.32%) by 2011

Activities Related to Objective 3.2: PBS staff will utilize the RPPW 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

Outcome Measure 3.2: Student suspension for fighting
• **Baseline Data:** 2.32% fights in the last 12 months lead to suspension
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** Student discipline data
• **Who Will Collect the Data:** Entered at the campus level by data entry clerks
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Students participating in RPPW
• **How Will the Data be Described/Analyzed:** Counts of student referrals for fights

Process Measure 3.2a: Number of PBS staff trained in RPPW
• **Source of Information/Instrument(s):** PBS coordinator, PBS staff training records and schedules
• **Who Will Collect the Data:** PBS evaluator will interview PBS coordinator and review staff training records
• **Timing of Data Collection:** Annual, late spring (May-June)
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Counts of trained personnel

Process Measure 3.2b: Number of campus teams trained in RPPW
• **Source of Information/Instrument(s):** Campus PBS logs, PBS training records and schedules, Campus PBS team
• **Who Will Collect the Data:** PBS staff will complete information for every campus. PBS evaluator will consolidate data for all campuses
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** One group at 10 middle schools
• **How Will the Data be Described/Analyzed:** Counts of campuses, qualitative data of program descriptions from campus logs, team member interviews

Process Measure 3.2c: Number of students that receive RPPW
• **Source of Information/Instrument(s):** Campus PBS log
• **Who Will Collect the Data:** PBS coach will complete information for each campus. PBS evaluator will consolidate data for all campuses
• **Timing of Data Collection:** Annual
• **Population or Sample:** students from selected campuses (n~200)
• **How Will the Data be Described/Analyzed:** Counts of students receiving curriculum

GOAL #3: To cultivate and enhance a culture that supports the social-emotional and behavioral well-being of all children and youth

Element(s): Student behavior social and emotional supports

Objective 3.3: Rate for unexcused absences for students at Mendez will decrease by 10% from baseline (5.11 days per student) by 2011

Activities Related to Objective 3.3: A dropout intervention specialist will be recruited for Mendez

Outcome Measure 3.3: Unexcused absences
• **Baseline Data:** 5.11 days per student
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** Mendez attendance records
• **Who Will Collect the Data:** Mendez Attendance Specialist
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Mendez students
• **How Will the Data be Described/Analyzed:** Comparison of pre- & post-test attendance rates

Process Measure 3.3a: Mendez Dropout Intervention Specialist hired
• **Source of Information/Instrument(s):** Interview with Mendez staff
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Qualitative data describing the process

Process Measure 3.3b: Mendez specialist performs responsibilities of position
• **Source of Information/Instrument(s):** Interview with Mendez staff
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Mendez staff
• **How Will the Data be Described/Analyzed:** Qualitative data describing performance

GOAL #3: To cultivate and enhance a culture that supports the social-emotional and behavioral well-being of all children and youth

Element(s): Student behavior social and emotional supports

Objective 3.4: District-wide discipline disparity will reduce by 50% from baseline (161% disproportion for African-American students) by 2011

Activities Related to Objective 3.4: One PBS staff member will be trained and will train campus PBS team members on "Framework for Understanding Poverty" curriculum

Outcome Measure 3.4: Discipline disparity
• **Baseline Data:** 161% disproportion for African American students
• **Evaluation Design:** Annual pre-&post-test design
• **Source of Information/Instrument(s):** School discipline records
• **Who Will Collect the Data:** AISD Department of Program Evaluation
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** AISD students
• **How Will the Data be Described/Analyzed:** Comparison of pre-and post-test attendance rates (where success is defined as reduction of discipline disparity by 50%)

Process Measure 3.4a: PBS staff member is trained in FUP
• **Source of Information/Instrument(s):** PBS coordinator, PBS staff training records and schedules
• **Who Will Collect the Data:** PBS evaluator will interview PBS coordinator and review PBS staff records
• **Timing of Data Collection:** Annual
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Counts of trained personnel

Process Measure 3.4b: Number of campus PBS team members trained on FUP
• **Source of Information/Instrument(s):** Campus PBS logs, PBS training records and schedules, campus PBS team members
• **Who Will Collect the Data:** PBS coach will complete information for every campus. PBS evaluator will consolidate data for all campuses
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Selected campuses
• **How Will the Data be Described/Analyzed:** Counts of campuses, qualitative data from team member interviews

Process Measure 3.4c: Number of PBS campus teams that use FUP
• **Source of Information/Instrument(s):** Campus PBS logs
• **Who Will Collect the Data:** PBS coach will complete information for every campus. PBS evaluator will consolidate data for all campuses
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Selected campuses
• **How Will the Data be Described/Analyzed:** Counts of students receiving curriculum, qualitative data of program implementation from campus PBS logs

GOAL #4: 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

Element(s): Mental health services

Objective 4.1: Increase the number of students that receive school-based mental health services to 1023 per year from baseline (104) by 2011 and 4.3 Students being processed by IMPACT teams will increase by 10% from baseline levels that will be identified in 2008

Activities Related to Objective 4.1 and 4.3: Students are identified and referred as in need of targeted intervention

Implement Parenting with Love and Limits (PLL) curriculum

Outcome Measure 4.1: Students receiving in-school mental health services
• **Baseline Data:** 104 students received in-school mental health services from ACCESS partners
• **Evaluation Design:** Post-test only design
• **Source of Information/Instrument(s):** Program attendance records
• **Who Will Collect the Data:** Internal and external evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Students served by SafePlace (see section 1.3), Lucy Read Counselor (see section 5.1) and Austin Child Guidance Center (ACGC)
• **How Will the Data be Described/Analyzed:** Counts of students in programs (where 'success' is defined as 845 students receiving services)

Outcome Measure 4.3: Students receiving IMPACT team referrals
• **Baseline Data:** 4314 in 60 schools
• **Evaluation Design:** Post-test only
• **Source of Information/Instrument(s):** IMPACT team logs
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Students with IMPACT referrals
• **How Will the Data be Described/Analyzed:** Counts of IMPACT referrals

Process Measure 4.1a: Number of students that are identified as in need of targeted intervention and referred to in-school services (including SafePlace, Lucy Read, and ACGC)
• **Source of Information/Instrument(s):** Program logs
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Students with referrals
• **How Will the Data be Described/Analyzed:** Counts of referrals for mental health services

Process Measure 4.1b: Number of families that participate in PLL
• **Source of Information/Instrument(s):** PLL program logs
• **Who Will Collect the Data:** External evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Families served by PLL
• **How Will the Data be Described/Analyzed:** Count of families served by PLL

Process Measure 4.3: Number of students referred to IMPACT teams
• **Source of Information/Instrument(s):** IMPACT team logs
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Students with referrals
• **How Will the Data be Described/Analyzed:** Counts of IMPACT referrals (with 'success' being defined as 10% increase in referrals)

GOAL #4: 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

Element(s): Mental health services

Objective 4.2: Mental health referrals for students residing 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

Activities Related to Objective 4.2: Fund two licensed therapist positions and add case management position at Austin Travis County MHMR (ATCMHMR) and fund Any Baby Can's implementation of Nurse- Family Partnership

Outcome Measure 4.2: Students receiving community based mental health services
• **Baseline Data:** 1791 received community based services from ACCESS partners
• **Evaluation Design:** Post test only
• **Source of Information/Instrument(s):** Program logs
• **Who Will Collect the Data:** External evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** students served by ATCMHMR and Any Baby Can (ABC)
• **How Will the Data be Described/Analyzed:** Counts of students receiving services (success measured by increasing capacity by 80)

Process Measure 4.2a: ATCMHMR staff Intervention Specialist hired
• **Source of Information/Instrument(s):** Interview with ATCMHMR staff
• **Who Will Collect the Data:** External evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** ATCMHMR
• **How Will the Data be Described/Analyzed:** Determination of employment status

Process Measure 4.2b: Number of youth served by ATCMHMR and ABC
• **Source of Information/Instrument(s):** ATCMHMR and ABC intake logs
• **Who Will Collect the Data:** External evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Youth served by ATCMHMR and ABC
• **How Will the Data be Described/Analyzed:** Count of youth served by ATCMHMR and ABC

GOAL #4: 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

Element(s): Mental health services

Objective 4.4: The outreach capability of services through technological support systems will be enhanced by 2011

Activities Related to Objective 4.4: Develop Ready by 21 (RB21) Youth Service Mapping
Develop GIS technology to fully utilize RB21 maps for information exchange

Outcome Measure 4.4: Technical capacity for mapping social services is effectively increased
• **Baseline Data:** n/a
• **Evaluation Design:** Qualitative assessment of technology
• **Source of Information/Instrument(s):** Interviews of stakeholders
• **Who Will Collect the Data:** Internal evaluator and program specialists
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Qualitative analysis

Process Measure 4.4a: Percentage of RB21/GIS process completed
• **Source of Information/Instrument(s):** Program specialist
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Qualitative analysis describing process

Process Measure 4.4b: Use of RB21/GIS by stakeholders
• **Source of Information/Instrument(s):** Log of use, interview of stakeholders
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** users of RB21/GIS
• **How Will the Data be Described/Analyzed:** Qualitative analysis of use data

GOAL #5: Increase readiness to learn in children 0-5 who are at a higher risk of having complex needs. Element(s): Early childhood social and emotional learning programs

Objective 5.1: Percentage of students at the Lucy Reed (LR) Pre-K Demonstration Center who are successfully prepared for transition to kindergarten will increase to 90% from baseline (65%) by 2011

Activities Related to Objective 5.1: Hire full time counselor to implement the Incredible Years Curriculum (IYC) and to increase the ability to do general counseling for students at Lucy Reed Pre-K

Outcome Measure 5.1: Kindergarten readiness
- **Baseline Data:** 65% of LR students are ready for kindergarten
- **Evaluation Design:** Annual pre-&post-test design
- **Source of Information/Instrument(s):** Modified Devereux assessment
- **Who Will Collect the Data:** LR counselor and internal evaluator
- **Timing of Data Collection:** Annual
- **Population or Sample:** Students at LR that receive IYC
- **How Will the Data be Described/Analyzed:** Comparison of pre/post test scores

Process Measure 5.1a: LR counselor hired
- **Source of Information/Instrument(s):** Interview with LR staff
- **Who Will Collect the Data:** Internal evaluator
- **Timing of Data Collection:** Ongoing
- **Population or Sample:** n/a
- **How Will the Data be Described/Analyzed:** Determination of employment status

Process Measure 5.1b: Number of youth served
- **Source of Information/Instrument(s):** Counselor logs
- **Who Will Collect the Data:** LR counselor and internal evaluator
- **Timing of Data Collection:** Ongoing
- **Population or Sample:** n/a
- **How Will the Data be Described/Analyzed:** Counts of youth served

Process Measure 5.1c: Number of children served by IYC
- **Source of Information/Instrument(s):** Counselor logs
- **Who Will Collect the Data:** LR counselor and internal evaluator
- **Timing of Data Collection:** Ongoing
- **Population or Sample:** n/a
- **How Will the Data be Described/Analyzed:** Counts of children in IYC

GOAL #5: 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

Element(s): Early childhood social and emotional learning programs

Objective 5.2: 90% of middle school students who give birth will return to school within 6 months and will have babies with greater than 2500 grams birth weight

Activities Related to Objective 5.2: Implement the Nurse Family Partnership (NFP)

Outcome Measure 5.2: Birth weight of child and return to school rates of mother
• **Baseline Data:** Target return to school within 6 months for mother and 2500 gram birth weight for child
• **Evaluation Design:** Post-test only
• **Source of Information/Instrument(s):** NFP client logs
• **Who Will Collect the Data:** Internal evaluator and NFP specialist
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Success measured if >90% of mothers return to school within
  6 months >90% of babies have >2500 gram birth weight

Process Measure 5.2a: NFP develops process to gather referrals from AISD partners
• **Source of Information/Instrument(s):** Program specialist
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** n/a
• **How Will the Data be Described/Analyzed:** Qualitative data describing process

Process Measure 5.2b: Number of youth and families served by NFP
• **Source of Information/Instrument(s):** Program attendance records
• **Who Will Collect the Data:** Internal evaluator
• **Timing of Data Collection:** Ongoing
• **Population or Sample:** Pregnant middle school students
• **How Will the Data be Described/Analyzed:** Count of youth served by NFP

CROSS GOAL (if applicable)

Element(s):

Objective:

Activities Related to Objective:

Measure:
• Baseline Data (if applicable):
• Evaluation Design (if applicable):
• Source of Information/Instrument(s):
• Who Will Collect the Data:
• Timing of Data Collection:
• Population or Sample:
• How Will the Data be Described/Analyzed:

REPORTING

Reporting to the local project (how and when): See timeline below

Reporting to the NET (how, when, and in what format data on GPRA indicators will be submitted): See below - Utilize suggested formatting and documentation at February workshop.

PROJECT STAFFING AND TIMELINES

Staffing

Staff Person	Percent Time	Tasks
Simon Tidd	75%	Oversee all evaluation tasks for elements 1 through 4 and general report writing
Beth Johnson	25%	Assist in evaluation, oversee element 5, and assist report writing.
Shore Research Staff	25%	Work with all external contractors to ensure fidelity of implementation and progress and data reporting to Cinda Christian.
Cinda Christian	50%	Coordinate NET evaluation component, develop and supervise data reporting systems, supervise evaluation team

Timeline

Evaluation Activity	Due Date
Quarterly reports to internal evaluator from contractors	11/15; 2/15; 5/15
Annual report to internal evaluator from contractors	8/15
Quarterly reports compiled by external an internal evaluators	12/15, 3/15, 6/15
Mid-Year compiled and written	3/31
Annual report compiled and written	9/30

PROVISIONS FOR THE PROTECTION OF HUMAN SUBJECTS AND IRB

CHECKLIST

I understand how my evaluation plan flows from my logic model

I understand how to incorporate GPRA and other required performance measures into my evaluation plan.

I understand how to incorporate the design and measures best suited for my site into my evaluation plan.

I understand how to address project management needs in my evaluation plan.

If IRB is required, I know how to write an IRB plan and to include it as an appendix to my evaluation plan

If I don't feel comfortable addressing all of the areas above by the set deadline, I know how to contact my TAS.

Program Director: 1.0 FTE

Employee: Brenda Hummel – 1.0

Director's Secretary: 1.0 FTE

Employee: Barbara Packham– 1.0

Program Facilitator: 1.0 FTE

Employee: Kemal Taskin – 1.0

Evaluation Analyst: 1.5 FTE

Employee: Beth Johnson - .25

Employee: Cinda Christian - .50

Employee: Simon Tidd - .75

Positive Behavior Support Specialist: 7.0 FTE

Employee: Susan E. Burden – 1.0

Employee: Noah Diggs – 1.0

Employee: Karen Jones – 1.0

Employee: Lauren Linahan – 1.0

Employee: Martha Mahan – 1.0

Employee: Carrie Stavenhagen – 1.0

Employee: Leah Wallace – 1.0

Administrative Supervisor: 1:0 FTE

Employee: Jose Del Valle **– 1.0**

GIS Programmer Analyst: 1.0 FTE

Employee: Zachary Wilson – 1.0

School to Community Liaisons: 3.0 FTE

Employee: Joseph Dias – 1.0 [ALC]

Employee: Margaret Bachicha – 1.0 [JJAEP]

Employee: Colette Williams – 1.0 [ACES]

Dropout Prevention Specialist: 1.0 FTE

Employee: Vanesa Espinoza – 1.0

School Resource Officer: 1.0 FTE

Employee: Officer Rose Perez – 1.0

Violence Prevention Coordinator: 1.0 FTE

Employee: Terrence Stith – 1.0

PBS Technical Assistance Facilitator: 1.0 FTE

Employee: Semonti Basu – 1.0

Austin ACCESS
Austin Community Collaborative to Enhance Student Success
Safe Schools/Healthy Students Initiative

Memorandum of Agreement

Mission Statement:
Austin ACCESS (Austin Community Collaboration to Enhance Student Success) embraces the Thriving Goal of the Ready by 21 Youth Coalition, composed of thirty Austin youth serving organizations—*All youth are physically and mentally healthy, socially responsible (help themselves and others), and avoid violence, substance abuse, pregnancy, delinquency and other risk-compromising behaviors.* Our mission is to secure the achievement of this goal by insuring ACCESS to school/community supports.

Needs, Goals, Objectives, Activities, Partners' Roles, Outcomes, Measures
The Austin ACCESS Logic Model summarizes the elements and their alignment with the proposal.

Authorized Representatives and Selection Rationale:

- Pascal D. Forgione, Jr., Ph. D. is the Superintendent of AISD and a passionate leader in the district's development of the three-tiered continuum of support services for students. This continuum, which includes both district and community services and initiatives, is a graphic illustration of the effort to pool resources. Dr. Forgione leads his staff in ongoing collaboration and communication with the City and County through a rich network of efforts to maximize support for students. AISD educators work closely with the Mayor's Mental Health Task Force Monitoring Committee, a broad-based community effort with the goal of making Austin/Travis County a national model of a mentally healthy community. In 2003, after the stabbing death of a student in a high school hallway, Dr. Forgione led a year-long process with the formation of the AISD Community Safety Task Force. He initiated the process saying, "It is our hope that out of this tragedy will come a more closely united school district and a well-articulated, comprehensive district safety plan that enhances our community's ability to put its arms around all our schools and keep them safe." Sadly in 2005 another student's murder in a gang related shooting led Dr. Forgione to form, with the Austin Police Department, the Joint Steering Committee on Gang Activity to seek solutions to this growing threat to Austin inner city students.

- David Evans. Executive Director of Austin Travis County Mental Health Mental Retardation Center successfully extends the agency's services by actively participating with the Child and Youth Mental Health Planning Partnership, an initiative composed of AISD and community stakeholders to leverage mental health services and supports. Center staff members also work with the Crisis Intervention Teams of the Austin Police Department and Travis County Sheriff's Office to insure that mental health services are appropriately provided to children and families. ATCMHMR has been instrumental in fostering services to children of adults with mental illness through participation in the Mental Health Association of Texas' "Invisible Children" project. ATCMHMR works closely with the Travis County Juvenile Court and Substance Abuse and Specialized Services Network. Collaborative efforts between ATCMHMR and AISD to fully serve children includes frequent joint training sessions with staff from both entities and collaboratively seeking ways to make the referral and access to services more streamlined and efficient for children. ATCMHMR staff serve on the Mayor's Mental Health Task Force Monitoring Committee (MMHTFMC), provide administrative support and leadership to MMHTFMC, and stay in touch with the community needs and available services through active work with members from a wide range of agencies and stakeholders.

- Chief Estela P. Medina heads the Travis County Juvenile Probation Department. Chief Medina's team and the Juvenile Court work collaboratively with the legal community, prosecutor's office, schools, service providers, social services, law enforcement, mental health services, juveniles, and families. One of the strongest collaborations is with AISD and includes the Juvenile Justice Alternative Education Program, the secure detention program, secure residential program, and Truancy Court. A long history of collaboration includes Chief Medina's services on the AISD Blue Ribbon Task Force that addressed the issue of violence in our schools and her work with the Joint Steering Committee on Gang Activity. Recent community initiatives have identified gaps in services including the need for programs to help youth who have educational and/or mental health delays and/or disabilities. Specifically, the *Travis County FY2005 Community Plan for Coordination of Criminal Justice and Related Activities* concluded that a disproportionate number of youth in the juvenile justice system have developmental and/or mental health challenges and disabilities. In an effort to provide more support for these students, TCJPD welcomes the collaboration with community mental health providers, local school systems, and representatives of the legal system to develop and sustain the proposed Safe Schools Healthy Students initiative.

- Chief Pat Fuller leads the AISD Police Department of sixty-five sworn personnel and thirty-three support staff to provide safety for approximately 82,000 students and 11,000 staff daily. All AISD officers, within their first year of employment, receive Mental Health Officer training. And within their first two years, receive Crisis Intervention Training. Working closely with the Austin Police Department and the Travis County Sheriff Office, AISDPD provides a supervisor and a detective to

the Joint Juvenile Gang Response Unit—a venture involving AISD, Travis County Sheriff's Department, Travis County Juvenile Probation, and Austin Police. The AISDPD is also an active member of the Regional Radio System to insure interoperability of all communication functions with area first-responders.

Support and Commitment to Implement and Sustain Project:
As illustrated on the AISD Continuum of Student Support Services, there is a deliberate plan for integration of school and community for insuring support to our students. This plan has immerged through years of efforts to meet the complex needs of our students. The violent deaths of two students, one in 2003 and one in 2005, intensified the community agencies' goal to work together to analyze the needs and study preventative measures. The visionary founders of the Austin ACCESS proposal see a model of data and resource sharing, actualized with cutting edge technology, that will provide unprecedented access to provider information and receiver services. The crafting of the infrastructure has been conceptualized, and the community commitment is strong. The funds and philosophy of the SSHS grant will enable Austin to move forward and materialize its vision of ACCESS for all students, and to develop a model that will be of value to every city in America.

AISD has achieved a rich relationship with community law enforcement, juvenile probation department, and the mental health resources. In order to provide updates on social and mental health services to district staff, AISD Student Support Services collaborate regularly with the following community agencies and organizations to maximize counseling and social support services for students.

1. Austin Travis County Suicide Coalition –To address suicide prevention (City of Austin has the highest suicide rate in the state).
2. Children & Youth Mental Health Planning Partnership – Collaborative of over 40 mental health organizations to promote the mental health of Travis County children and youth.
3. CPC (Community Partners for Children) – Integration of community resources, which meets three times a month to provide staffing for children and youth with complex needs
4. Travis County Juvenile Drug Court and Truancy Court—Provide ongoing monitoring and services for students, with AISD staff person serving as liaison between courts and school
5. Family Violence Prevention Task Force – Countywide task force that works to increase the awareness and prevent domestic violence
6. Interagency Council – Network system for community agencies to share and update information
7. Ready by 21 – Collaborative group of youth service providers, educators, government agency representatives, and teen advisors who are concerned about youth in the community
8. Mayor's Mental Health Task Force Monitoring Committee – Formed by the Austin Mayor in regard to community concerns over the challenges facing Austin /Travis County residents with mental health needs; document and assist in coordination of behavioral health service system
9. Mayor's Mental Health School and Youth Sub Committee – Identifies ways to integrate services and supports for children and families and to expand the partnership and representation with other entities in the community.
10. Mayor's Mental Health Suicide Prevention Sub Committee –researching reasons Austin has highest suicide rate in Texas; researching preventatives
11. Austin Travis County Victim Services Task Force – A branch of the Austin Police Department with a steering committee of twenty-nine community members to address the needs of victims of crimes
12. SHAC (School Health Advisory Council) – School board appointed advisory group of individuals who represent different segments of the community, working together to improve the health of all students and families through coordination of school health programs.
13. CARY (Council on at Risk Youth) – Dedicated to helping youth prevent violence, drug abuse and delinquency through public information, training, research and management of youth violence prevention programs.
14. AISD & Seton Student Health Service Advisory – Planning body to monitor student health needs and priorities in within AISD.
15. Seton Family Hospital Children's Optimal Health –Focuses on range of health issues and ways to better track (systems mapping) health issues in the community
16. United Way Success by 6 – Advisory group focusing on needs and development of early childhood

Core Management Team of Senior Representatives: Team will meet with the Director monthly or as needed; the Team will also attend the quarterly evaluation meetings of Austin ACCESS Advisory council.

ACCESS Director will provide monthly updates for the Core Management Team:

- Evaluation updates; progress toward goals

- Budget updates

- Staff/contractual updates

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Monthly Feedback from the Team to the Director:

- Recommendations on evaluation (progress toward goals), budget, and/or staff

- Recommendations for topics to be taken to quarterly ACCESS Community Advisory Council meetings

Guidelines to Insure Against Conflict of Interests:

- All members of the Core Management Team will excuse themselves from influencing any decisions that may impact monetary compensation to their organization.

- The AISD General Counsel will provide guidance to the Core Management Team regarding safeguards to protect against conflict of interests.

Required Partner	Member	Support Project Director
Local Juvenile Probation	Gail Penney Chapmond, Travis County Juvenile Probation	Provide real-time feedback regarding transition issues student experience
Local Public Mental Health	Arturo Hernandez, Director Children's MHMR	Provide ongoing advisement and consultation regarding students served and behavioral needs met
Local Law Enforcement Agency	Captain David Rider, AISDPD	Monitor safety and provide ongoing updates of status; provide real-time reports of crises and unmet needs
Austin ISD	Vacant, Assistant Superintendent of Educational Support Services	Provide technical support regarding procedures and requirements in AISD; provide integration and collaboration with current and future district services for students
Additional	**Member**	**Support Director in Day to Day Management**
Austin ISD	Dianna Groves, Student Intervention Specialist	Monitor incidents of bullying and sexual harassment, students referred for services
Austin ISD	Jane Nethercut, Coordinator of Postivie Behavior Support	Monitor student discipline data and campus survey data to report areas of need.
Community member	Jose Del Valle	Provide technical assistance to Austin ACCESS goals, identify gaps and assist in development of additional funding strategies

Involvement of Multiple and Diverse Sectors of the Community—Design, Implementation, Continuous Improvement:

Design: Community agencies have been involved in the design of Austin ACCESS from the day that AISD Student Support Services proposed applying for the Safe Schools Healthy Students Grants.

- Various agencies volunteered staff and resources to assist with community needs assessment, development of goals, and design of the logic model:

  o Seton Optimal Health provided a grant writer and technical assistance

  o The Austin Project provided project management leadership and technical assistance

  o Ready by 21 provided technical assistance

- Parent leaders were represented by Dr. Susan Millea, who serves as a parent representative of various community advisory groups:

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- o School Healthy Advisory Committee

- o Children and Youth Mental Health Planning Partnership

- o AISD/Seton Children's Advisory

- A series of broad based, community group meetings were held through May and June to finalize goals for the proposal and to develop details for the cutting edge resource/data sharing community plan. Agencies and stakeholders represented included the following:

  - o Parents

  - o The Austin Project

  - o Austin/Travis County Mental Health Mental Retardation Center

  - o Travis County Juvenile Probation

  - o Travis County Youth Services

  - o Seton Family Hospital Children's Optimal Health Initiative

  - o Mayor's Mental Health Task Force

  - o United Way

  - o Texas Workforce Commission

  - o Austin Independent School District

  - o Communities in Schools

  - o SafePlace (abuse shelter and support agency)

  - o Children's Partnership

  - o Austin Child Guidance Center

  - o Ready by 21 Youth Coalition

  - o Indigent Care Collaborative

  - o Private schools in the community

- Three key leaders of the community have declared their support for Austin ACCESS Safe Schools Healthy Students Initiative: Travis County Judge Sam Biscoe, City of Austin Mayor, Will Wynn, and Austin ISD Board of Trustees President, Mark Williams. As chairs of the Austin City Council/Austin Independent School District Board of Trustees/Travis County Commissioners Court, they reviewed and endorsed the five goals.

Implementation: The Austin ACCESS SS/HS proposal has been thoughtfully crafted to support and enrich collaboration among multiple and diverse sectors of the community to ensure maximum leveraging of resources to support students:

- Ongoing parent/family involvement will be insured with the formation of the Austin Community ACCESS Advisory (meeting quarterly) to receive and review the Director and Core Management Team's report on benchmark progress. The members will be drawn from the following stakeholders: Parents, students (City of Austin Youth Advisory Council)

- The Mayor's Mental Health Task Force Monitoring Committee is eager to include the Austin ACCESS Director in their broad-based community group to enhance district/community integration of effort and re-

sources. Working with this task force will ensure that Austin ACCESS is in touch with the heartbeat of mental health issues in the community through ongoing contact with representatives and stakeholders from the following:

- o City of Austin
- o Travis County
- o Austin Independent School District
- o Austin Travis County Mental Health Mental Retardation Center
- o Travis County Healthcare District
- o Austin Police Department
- o Travis County Sheriff's Department
- o Austin State Hospital
- o Seton Shoal Creek (psychiatric/substance abuse hospital)
- o Austin Recovery
- o Hogg Foundation
- o Housing Community Development
- o Huston Tillotson University
- o St. David's Foundation
- o St. Edward's University
- o Consumers
- o Family Members
- o Faith Based Community
- o Advocates
- o Judges
- o Attorneys
- o Psychologists
- o Psychiatrists

Continuous Improvement: Three evaluation components are included in the grant proposal to insure continuous improvement and to develop an unprecedented level of evaluation integrating district and community-wide multivariate mapping of assets and needs using GIS technology. This will help target 'hot spots' of need and focal points of success over time, and facilitate efficacious and efficient targeting of resources to generate desired outcomes, even as our demographic patterns shift.

   Component (1) AISD Program Evaluation Department—to monitor staff fidelity to the model and to integrate the community data with AISD's data. The AISD Program Evaluation Department evaluates federal, state, foundation and locally funded programs in AISD and are acknowledged on a regular basis by their peers for high quality work in evaluation through the American Educational Research Association's Division of Evaluation's annual publication competition.

   Component (2) Contracted external evaluator—to serve as an external audit for fidelity assurance and to insure delivery of community/agency indicators to AISD Program Evaluation

   Component (3) ACCESS mapping team (one AISD Technology Department Specialist and one external evaluator)—to implement an unprecedented level of spatial analysis using GIS technology for assessing and evaluating effectiveness; mapping will reveal assets and gaps in a more timely fashion and suggest/predict resource allocation based on emerging demographic needs.

- Evaluation benchmarks will be monitored continuously and reviewed annually with the Austin Community ACCESS Advisory, the Core Management Team, and the Director.

- AISD embraces an effort - based culture, and all programs are evaluated with the philosophy of continuous improvement through building capacity within staff and programs, and using the logic model approach to guide the measurement of program fidelity and effectiveness.

Roles and Responsibilities: For a comprehensive listing of activities, roles, and responsibilities, please see the ACCESS Logic Model.

Partner Agreements:

Law Enforcement Agency—Austin Independent School District Police Department

- Continued membership and active participation in the Austin ACCESS—Safe Schools Healthy Students Initiative.
- Provide data necessary for evaluation of this proposal to the local evaluator(s).
- Provide data related to the Government Performance and Results Act Performance Indicators established by Federal government.

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Chief Patrick Fuller

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Austin Independent School District Police

Juvenile Justice—Travis County Juvenile Probation

- Continued membership and active participation in the Austin ACCESS, Safe Schools Healthy Students Initiatives
- Provide data necessary for evaluation of this proposal to the local evaluator(s).
- Provide data related to the Government Performance and Results Act Performance Indicators established by Federal government.

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Chief Estela P. Medina
Travis County Juvenile Probation

Public Mental Health Agency—Austin/Travis County Mental Health Mental Retardation Center:

- Continued membership and active participation in the Austin ACCESS Safe Schools Healthy Student Initiative.
- Provide data necessary for evaluation of this proposal to the local evaluator(s).
- Provide data related to the Government Performance and Results Act Performance Indicators established by Federal government.
- Provide administrative control and/or oversight of the delivery of mental health services
- Provide procedural guidelines to be used for referral, treatment, and follow-up of children and adolescents in need of mental health services.
- Provide monthly updates to the district giving numbers of AISD students referred and treated.
- Provide comprehensive biannual (February 15, August 15) reports summarizing numbers of AISD students referred and treated.

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David Evans
Executive Director,
Austin Travis County Mental Health Mental Retardation

School District: Austin Independent School District

- Continued membership and active participation in the Austin ACCESS, Safe Schools Healthy Students Initiative
- Provide office space for staff and services related to the grant.
- Provide data necessary for evaluation of this proposal to the local evaluator(s).
- Provide data related to the Government Performance and Results Act Performance Indicators established by Federal government.

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Pascal D. Forgione, Jr., Ph. D.
Austin Independent School District Superintendent

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ACCESS
Austin Community Collaboration
to Enhance Student Success

2010 – 2011 ACCESS Calendar of Events and Important Dates

Date	*Event*	*Location*
August 18, 2010 (1:30 – 3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*
September 15, 2010 (1:30 – 3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*
September 30, 2010	*Year 3 Annual SSHS Report*	*NA*
October 20, 2010 (1:30 –3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*
November 5, 2010 (1:00 – 5:00)	*Partner/Staff Semi-Annual Staff Meeting*	*TBD*
November 17, 2010 (1:30 – 3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*
January 19, 2011 (1:30 – 3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*
February 16, 2011 (1:30 – 3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*
March 31, 2011	*Year 4 Semi-Annual SSHS Report*	*NA*
April 6, 2011 (8:30 – 11:30)	*Semi-Annual Staff Meeting*	*TBD*
April 20, 2011 (1:30 – 3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*
May 18, 2011 (1:30 – 3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*
June 15, 2011 (1:30 – 3:30)	*Core Management Team Meeting*	*MHMR – Small Training Room PO5.GW5, 1700 S. Lamar*

Category	YR 3 – GANS BUDGET	Elem 1,2,3	Elem 4 & 5
1. Personnel Cost		71%	29%
Program Director	**64000**	45440	18560
Administrative Supervisor	**68000**	48280	19720
Program Facilitator	**41000**	29110	11890
Program Secretary (2 FTE's)	**66000**	46860	19140
PBS Development Coordinator	**65000**	46150	18850
PBS Specialist (7 FTE's)	**272205**	193266	78939
School to Community Liaison (3 FTE's)	**124000**	88040	35960
Counselor at Lucy Read - Early Childhood	**53042**	37660	15382
Dropout Prevention Specialist - Mendez MS	**38500**	27335	11165
Violence Prevention Coordinator - Garcia MS	**37000**	26270	10730
School Resource Officer - Gang Specialist	**46359**	46359	
Evaluation Team - Internal (1.5 FTE)	**100365**	71259	29106
Technology Programmer - GIS	**0**	0	0
Part Time Assistance	**0**	0	0
	0	0	0
Training Stipends - Lucy Read (Extra Duty)	**0**	0	0
Training Stipends - Violence Prevention (Extra Duty)	**0**	0	0
	0	0	0
Total Personnel Cost	**975471**	706028	269442
2. Fringes			
Program Director	**14080**	9997	4083
Administrative Supervisor	**14960**	10622	4338
Program Facilitator	**9020**	6404	2616
Program Secretary (2 FTE's)	**14520**	10309	4211
PBS Development Coordinator	**14300**	10153	4147
PBS Specialist (7 FTE's)	**59885**	42518	17367

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Category	YR 3 – GANS BUDGET	Elem 1,2,3	Elem 4 & 5
School to Community Liaison (3 FTE's)	**27280**	19369	7911
Counselor at Lucy Read - Early Childhood	**11669**	8285	3384
Dropout Prevention Specialist - Mendez MS	**8470**	6014	2456
Violence Prevention Coordinator - Garcia MS	**8140**	5779	2361
School Resource Officer - Gang Specialist	**10199**	10199	
Evaluation Team - Internal (1.5 FTE)	**22080**	15677	6403
Technology Programmer - GIS	**0**	0	0
	0	0	0
Training Stipends - Lucy Read (Extra Duty)	**0**	0	0
Training Stipends - Violence Prevention (Extra Duty)	**0**	0	0
Total Fringes	**214604**	155326	59277
Personnel and Fringes	1190074.01	861354.36	328719.65
3. Travel			
Early Childhood - Incredible Yrs Training TBD	**0**		0
Early Childhood - Devereux (Testing) Training TBD	**4454**		4454
Early Childhood - Play Therapy Conf.	**1468**		1468
SSHS - Core Team Meetings (Previous)	**0**		0
SSHS - Sustainability Meeting - May 2010 - Staff	**5508**	5508	
SSHS - Sustainability Meeting - May 2010 (2 Non-Empl)	**2754**	2754	
SSHS - Proj Director Meetings (Previous)	**0**	0	

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Category	YR 3 – GANS BUDGET	Elem 1,2,3	Elem 4 & 5
SSHS - Project Director Meeting -Mar 2010	3354	3354	
SSHS - Project Director Meeting -July 2010	3354	3354	
Mental Health CHSM Conf. - Nov 09 - 2 Staff	3754		3754
Mental Health CHSM Conf. - Nov 09 (2 Non-Empl)	3754		3754
PBS - International Conf. - Mar 2010 - 4 staff	6808	6808	
PBS - State Conf - Spring 2010 - 8 Staff	6688	6688	
Gang Conf. (Previous)	0	0	
Tx. Gang Investigators Association - TBA 2010 -	1740	1740	
US Border Patrol _Anti Gang Conf - Sept 09	177	177	
OJJDP Gang Conf - TBD 2010	1636	1636	
OSDFS Conf - August 2009	0		
OSDFS Conf - TBD 2010	2754	2754	
Communications Training	0		
	0		
Total Travel	48203	34773	13430
4. Equipment			
5. Supplies			
Reading Materials	0	0	
Incredible Years Training	1400		1400
Project Towards No Drug PTND	3600	3600	
Responding to Peaceful and Positive Ways	6000	6000	
PBS Reading Material	8000	8000	
Testing Material	0		0
IY - Devereux - Assessments	1200		1200
Project Towards No Drugs - Pre Assessments	1250	1250	

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Category	YR 3 – GANS BUDGET	Elem 1,2,3	Elem 4 & 5
Desktop & Notebooks, Monitors & Printers	9500		9500
IY General & Play Therapy Supplies	15000		15000
Software (ARC GIS & Network Analyst) & Sch Based Reporting, Desktop Publishing	1000		1000
Equipment & Furniture	0		
General Supplies (Includes Evidence Based Material)	12500	6250	6250
Social Marketing Message (Smoking, Drugs, Alcohol)	0	0	
Total Supplies	59450	25100	34350
6. Contractual			
Safe Place - Expect Respect	94082	94082	
ACGC - Parents Love & Limits	213141		213141
MHMR - Therap. & Psychiatric Ser & Care Coordinator	306353		306353
ABC - Nurse Family Partnership	69333		69333
Seton - GIS Technology	62365	31183	31183
Shore Research - Eval. External Fidelity Assurance	36000	9000	27000
Human Service Tech. Innov. - Sustainability Coordinator	40000	20000	20000
Community Sync - Youth Service Mapping	48325	24163	24163
Incredible Years - Training	9409		9409
Project Towards No Drugs - Training	0	0	
Responding to Peaceful and Positive Ways	1000	1000	
Austin Voices - Skills for Living	9945	9945	
Duplication Services	0	0	
Total Contractual	889953	189372	700581
7. Construction			
8. Other			
Food / Refreshments	500	250	250
Misc. Operating Expenses	0	0	0

Category	YR 3 – GANS BUDGET	Elem 1,2,3	Elem 4 & 5
Postage	0	0	0
Translation	0	0	0
Total Other	500	250	250
9. Total Direct Costs (lines 1-8)	2188180	1110849	1077331
10. Indirect Costs	46575	30706	15869
11. Training Stipends	15245	8170	7075
12. Total Costs (lines 9-11)	2250000	1149725	1100275

Core Management Team Members

Required Partners	*Designees*	*Support of Project Director*
Estela Medina Chief Juvenile Probation Officer Local Juvenile Probation	**Barbara Swift** Deputy Chief Juvenile Probation Officer **Gail Penney-Chapmond** Director of Assessment Services	Provide real-time feedback regarding transition issues student experience
David Evans Executive Director ATCIC Local Public Mental Health	**Arturo Hernandez** Director Child & Family Services	Provide ongoing advisement and Consultation regarding students served and behavioral needs met
Silas Griggs Lieutenant		Monitor safety and provide ongoing updates of status; provide real-time reports of crises and unmet needs
Dr. Meria Carstarphen Superintendent Austin ISD	**Sally Rothenberg** Director of Learning Support	Provide technical support regarding procedures and requirements in AISD; provide integration and collaboration with current and future district services for students
Ancillaries		
Dianna Groves Student Intervention Specialist Austin ISD	Monitor incidents of bullying and sexual harassment, students referred for services	
Jane Nethercut Coordinator of Positive Behavior support, Austin ISD	Monitor student discipline data and campus survey data to report areas of need	
Jose Del Valle Admin. Supervisor ACCESS Austin ISD	Provide technical assistance to Austin ACCESS goals, identify gaps and assist	
Dr. Susan Millea Contracted Consultant Community Sustainability	Facilitate community Sustainability	
Sue Carpenter Assoc. Director, *Success By 6*, United Way	Provide expertise regarding resource database	
Jim Lehrman Dir. Office of Children Services Travis County Health & Human Services	Collaborate on sustainability strategies	
Willie Williams Family & Youth Services, City of Austin, Health and Human Services	Collaborate on sustainability strategies	
Eric Metcalf Chief Program Officer, Communities in Schools	Collaborate on sustainability strategies	
Dr. Cinda Christian Evaluation Supervisor	Evaluation of program	
Simon Tidd Evaluation Analyst	Evaluation of program	
Beth Johnson Evaluation Analyst	Evaluation of program	
Dr. Semonti Basu PBS Technical Assistance Facilitator	Technical assistance	
Kemal Taskin Program Facilitator	Facilitation of services	
Project Director		
Dr. Brenda Hummel Director ACCESS Grant		

Housing/Student Mobility Working Group White Paper

February 19, 2010

Presented to the

Austin City Council
Austin Independent School District Board of Trustees
Travis County Commissioners Court
Joint Subcommittee

Executive Summary

Introduction

This white paper was co-authored by the members of the Housing/Student Mobility Working Group, a group of institutional and community members convened by the Joint Austin Independent School District (AISD)/Travis County/City of Austin Subcommittee (for more information about the makeup of the committee, see Appendix I). The report contains three main sections: an overview of the issue of student mobility in Austin, a proposed implementation plan to study a best-practice intervention method in a specified target area, and resources necessary to address student mobility over the long term.

Overview of Student Mobility in Austin

Student mobility refers to student turnover at a school during the academic year. This turnover can refer to a student changing schools within or between districts or dropping out of school completely. In Austin, high student mobility is clustered in distinct areas of the district, primarily in the northeast and central east sections of the city.

Addressing student mobility is important because high rates of mobility are linked to a range of negative outcomes for children and schools. Children who move frequently have lower attendance rates, exhibit poorer academic performance, and are more likely to drop out of school than are children who do not move frequently. They also are at increased risk of negative health outcomes (e.g., behavioral and emotional problems, teen pregnancy, adolescent depression, illicit drug use, and reduced continuity of health care). Teachers at schools with high rates of mobility are continually re-teaching material to new students, which harms other students through a slowing of the curriculum, and leads to low teacher morale and high rates of turnover. At the campus level, high rates of mobility are associated with low accountability ratings. Moreover, the shifting student population and associated staff turnover can undermine schools' abilities to implement curricular changes designed to improve academic performance.

Proposed Student Mobility Implementation Program

Best-practice research yielded several national programs targeting student mobility, including one best-practice program in Austin: the Family Resource Center (FRC) model, which was first established at Webb Middle School. The FRC contributed to a reduction in student mobility at Webb from 35% to 29%. More recently, the program has been extended to several other district schools, including Reagan High School and Pearce Middle School. FRCs provide student support services, family support services, and direct assistance to families experiencing mobility issues.

This working group proposes to use the FRC model as the centerpiece of a plan to reduce student mobility in a specified target area. The plan has four primary goals:

1. Decrease student mobility – identify/document strategies
2. Improve rates of student attendance
3. Improve individual student academic achievement
4. Improve campus-wide academic performance

The proposed student mobility program will expand an evaluation of the FRCs. It will collect data about families, using the FRC to assess the effectiveness of this best-practice program. It will be implemented in a specified target area, primarily located in zip codes 78723 and 78752. Within these zip codes, the proposed FRC evaluation will target Reagan High School, Webb Middle School, and Pearce Middle School.

Resources Needed to Address School Mobility

To be successful, the school mobility implementation plan will require dedicated resources to successfully influence the school mobility rate in the target area. This includes both the strategic allocation of existing institutional and community resources as well as the allocation of new and yet-to-be-determined resource streams. As requested by the Joint Subcommittee, the student mobility working group has identified immediate as well as future funding needs. For more details about the timeline and budget for these resource needs, please see Appendices IV and V.

Immediate Funding Needs

1. Information Infrastructure

A major objective of the Joint Subcommittee has been to improve inter-institutional coordination to address cross-cutting community issues. The mobility working group has witnessed reductions in siloing of institutional knowledge. Service networking has increased, as exemplified by the "warm hand off" given when FRC staff seek utility assistance from the city, and by the prioritization of services to families with children at risk of homelessness. These coordination efforts should continue.

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However, an information infrastructure that would enable true service coordination with results accountability still is lacking. Without an adequate information infrastructure, services will remain fragmented, less effective, and more costly; and child and family outcomes will not be optimized. Without an adequate information infrastructure, it is difficult to impossible to measure, monitor, and correct intervention approaches to achieve desired results, both within and across organizations.

- Currently funded: No

- Projected need: Technology that could ameliorate these issues is currently available and affordable. The technology could augment existing efforts (e.g., the Promise Neighborhood initiative) and leverage existing capacity and experience. Investment in an information technology project through the FRCs is recommended, with the intent that scalability of the information infrastructure be considered as a cross-cutting solution to inter-organizational effectiveness, based on client-centered outcomes. If the information infrastructure is correctly established, the measurement of outcomes will be intrinsic to its operation.

- Recommended institutional lead: AISD/FRC administration

2. Data Collection and Evaluation

It is critical to the success of the pilot program that data about families served through the FRCs in the target area are collected and tracked so the impact on student mobility in the pilot area can be measured and future needs can be identified more precisely.

- Currently funded: No
  However, a proposal is underway for a study to ascertain what value the provision of support services provided by Housing Authority of the City of Austin (HACA) has for AISD students living in HACA properties. This study will be funded by a collaboration between HACA, AISD, Communities in Schools (CIS), and the ACCESS project, in concert with Children's Optimal Health.

- Projected need: In order to successfully track and evaluate the success rates of students participating in the proposed pilot, the committee envisions at least two part-time staff members dedicated to the project: .5 FTE for FRC collection/tracking, and .5 FTE in AISD for evaluation/assessment. The committee envisions that this effort would be coordinated through AISD's Department of Program Evaluation (DPE), a department within AISD's Office of Accountability, which is charged with evaluating federally, state-, and locally funded programs in AISD.

- Recommended institutional lead: AISD/FRC administration

Future Funding Needs

1. Geographic Information System (GIS) Technology

GIS technology is a strong tool for understanding the phenomenon of student mobility in our community and for guiding action decisions. Resources allocated to support evaluation of the mobility reduction efforts also could be leveraged to assist evaluation of efforts to address chronic absenteeism, pertinent to the Truancy Plus initiative.

- Currently funded: Yes. Resources from the AISD Safe Schools/Healthy Students ACCESS grant have allowed for the development of a student mobility mapping project. Initial maps have been produced that look at campus mobility in relation to school academic rating.

- Projected need: Sustainability of this effort beyond August 2011 will require .5 FTE for an AISD GIS position as well as .25 FTE for Children's Optimal Health to integrate multiple data sources in community maps.

- Recommended institutional lead: AISD

2. Family Resource Centers

- Currently funded: Yes. The current funding model for the FRCs is a collaborative effort that includes a combination of support from AISD and from other public/private partners. For instance, Austin/Travis County Health and Human Services provided a half-time social worker at Webb for two years to help the FRC begin. Staffing and administration for the three FRCs in the target area are currently funded as follows:
  - **Reagan High School**: Funded for two years through DOE stimulus funding, including a half-time director and a full-time social worker for family support; a full-time volunteer coordinator is funded through campus funds

- o **Webb Middle School:** Funded through the AISD Middle Level Education Plan (MLEP) and community/grant support; AISD provides funds for a half-time director and full-time social worker; a part-time administrator is paid through grant funding

  - o **Pearce Middle School:** Funded for two years through DoEd stimulus funding, including a full-time director/volunteer coordinator and half-time social worker

- Projected need: Beyond the need for future staffing and administration of the FRCs, improved efficiencies are needed within the FRCs to improve linkages and referrals to local social service systems. There is an opportunity for the city and county to link and leverage these resources to systems and resources within the city and county that promote family stabilization. One way to address these needs is through the provision of grant writing assistance.

  Although the focus of the proposed program is on evaluation of the three schools in the pilot area, benefits are expected to extend to the other emerging FRCs (at Dobie, Martin, and Mendez) as well as to other potential areas of focus in the district.

- Recommended institutional lead: AISD/FRC administration

3. Direct Assistance (rent and utility assistance)

- Currently funded: Yes, through various local programs. Rent and utility assistance provided through the Homeless Prevention and Rapid Re-Housing Program (HPRP) program are funded with stimulus dollars from HUD. The City of Austin and Travis County also provide a limited number of rent and utility assistance vouchers through the Tenant-Based Rental Assistance (TBRA) program, using federal funding.

- Projected need: The pilot program will help determine the assistance needs of the school mobility population. For instance, tracking and evaluating families who receive FRC assistance will help determine whether any gaps in current service (e.g., families experiencing mobility problems who require assistance but do not qualify for the HPRP program). This will help determine whether future resources should be designated for more flexible and/or targeted assistance programs.

- Recommended institutional lead: City/county

Conclusion and Next Steps

This white paper recognizes the early contribution of both AISD and the City of Austin in providing support to a grassroots community effort to develop a FRC for Webb Middle School. The Student Mobility Task Force encourages the Joint Subcommittee to link and leverage the existing systems and collaborative spirit present in this model, and to align efforts by AISD, the City of Austin, Travis County, and the broader community to grow resilient neighborhoods and effective schools. The Webb FRC model is being duplicated not only within the St. John Community, but also in the Dove Springs and Central East Austin communities. The support of the Joint Subcommittee will sustain and enhance one of Austin's most fertile cross-sector collaborations, and in so doing, will offer relief to Austin's most fragile families.

Housing/Student Mobility Working Group White Paper

I. Overview of Student Mobility in Austin

What is School Mobility?

Student mobility refers to student turnover at a school during the academic year. This turnover can refer to a student changing schools within a district or between districts, or dropping out of school completely. Mobility occurs due to different reasons. "Strategic" mobility occurs when a student changes schools under a school choice policy, for reasons relating to the family's upward mobility. "Reactive" mobility occurs when a student is forced to move due to residential instability (e.g., the family moves during the school year due to socioeconomic barriers). Although parental choice does have an impact on student mobility, this paper generally focuses on the topic of reactive mobility, unless otherwise indicated.

When referring to the concept of mobility as it relates to school district administrative data, definitions vary according to the data source. For the purposes of this report, the following definitions of mobility are used:

- Student Mobility: mobility related to a change of school, residence, or both; only families who report a change in residence can be tracked

- Campus Mobility: official mobility rate tracked by the school; a student is considered mobile if he or she has been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks at a particular school); the Texas Education Agency (TEA) requires all Texas independent school districts to report on these data

- Residential Mobility: Change of residence

Why Focus on Student Mobility?

An expanding body of evidence shows that high rates of school mobility are linked to negative outcomes in multiple spheres of a student's life. Mobility affects the academic performance and psychological well-being not only of mobile children, but also of teachers and other students, and affects the overall effectiveness of the school (Mueller & Tighe, 2007).

Much of the research in the area of student mobility has focused on academic outcomes, and substantial evidence of associations between high student mobility and poor academic performance has been reported (Mueller & Tighe, 2007). Mobility affects the individual student's educational experience, in terms of attendance, continuity of learning, and achievement (Family Housing Fund, 1998; Reynolds et al., 2009). Effects are particularly acute for students who move frequently: in an analysis of the academic performance of economically disadvantaged children in the Chicago public schools, children who changed schools three or more times during the elementary school years were nearly a year behind more stable children (Kerbow, Azcoita & Buell, 2003). Factors cited as potential contributors to the discrepancy include insufficient exposure to foundational concepts, improper ability grouping, and other gaps in instruction. Students who are highly mobile or homeless exhibit lower scores in math and reading than do children of similar economic and ethnic backgrounds whose housing is stable (Obradovic et al., 2009; Reynolds et al., 2009). Not surprisingly, given the educational challenges they face, children who change schools several times are at heightened risk of dropping out (Ou & Reynolds, 2008). Importantly, associations between mobility and negative outcomes do not appear to be due solely to preexisting family characteristics. Although highly mobile families tend to be among the most fragile families, even when compared to other low-income families, mobility rates are important predictors of poor academic performance and higher drop-out rates above and beyond influences of family characteristics (Reynolds et al., 2009).

At the campus level, student mobility affects schools by impeding teaching effectiveness, leading to a slowing of the curriculum and an overreliance on testing that affects other students at the school (Kerbow et al., 2003; Rhodes, 2005). The frustrations of teaching a highly mobile student population can lead to low teacher morale; a high rate of staff turnover; and as a result, a high percentage of poorly qualified teachers in schools with high student mobility (Rhodes, 2005). The academic consequences of student mobility—for the mobile students, their classmates, and the schools as a whole—might be expected to affect No Child Left Behind school accountability ratings; indeed, high school mobility is a stronger predictor of low ratings than are school enrollment size, ethnicity, or socioeconomic status (Rhodes, 2005). High mobility not only contributes to the problems of at-risk schools, but also increases the difficulty of solving those problems by undercutting the effectiveness of programs designed to improve those schools (Kerbow et al., 2003).

In addition to affecting academic performance, frequent moves can have detrimental effects on children's psychological well-being. Children who move often have to deal with frequent disruptions of friendships and need to adjust to new schools and new social contexts. Some children adapt by developing strategies for making friends and gaining social acceptance at a new school, but others become angry and aggressive (Rhodes, 2005). In the long term, residential mobility is associated with negative health outcomes (e.g., high levels of behavioral and emotional problems, high teen pregnancy rates, adolescent depression, illicit drug use, and poor continuity of health care (Jelleyman & Spencer, 2008). Mobility also affects families: when students change schools frequently, parents have difficulty engaging with the school. The lack of engagement can further exacerbate mobility issues because disengaged parents are inclined to change schools when a child is having difficulties, rather than work with the school to resolve the problem (Kerbow et al.,

2003). Finally, high rates of residential mobility affect entire communities when the above trends occur in the aggregate, affecting the safety, security, and sense of community of neighborhoods.

One of the major contributors to student mobility is residential mobility (i.e., moving from one home to another). Residential mobility is particularly likely when housing costs are high: families may move because (a) they cannot pay their rent and are evicted, (b) they are seeking a less expensive rent, (c) they are temporarily housed with family or friends, or (d) they are homeowners and their home has been foreclosed (Turner & Berube, 2009). In some instances, moves may be precipitated by redevelopment, condo conversions, or foreclosure of a rental property. School changes also can be motivated by dissatisfaction with the current school or expectations of improved opportunities at another school. Unfortunately, for low-income families, these expectations typically prove false: students tend to move from one poorly performing school to another (Kerbow et al., 2003). Nonetheless, some researchers have argued for distinguishing between "reactive" and "strategic" moves because outcomes may differ, depending on whether school changes are in reaction to factors such as undesired residential changes, or result from efforts to achieve greater educational opportunity (Xu, Hannaway, & D'Souza, 2009).

AISD ACCESS Grant/ Student Mobility Data Tracking

In compliance with legal and regulatory guidance, AISD maintains and reports to the TEA information about campus mobility and student homelessness. The reports are produced annually, although a significant time lag can occur between the date range being reported and the state filing date for the report. Students may change campus and change residence independently. The greatest likelihood of a residential address change being reported to school officials is if it affects the campus of enrollment, or if the student is dependent on bus transportation. Other residential moves may or may not be reported to AISD. Despite this limitation, school district records of student residential change probably are the most robust data source available for tracking this issue.

Historically, AISD has not had the capacity to archive changes in student residential address. Using technology resources under the Safe Schools/Healthy Students ACCESS grant, a database has been developed within AISD to capture and archive student residential address changes, using a periodic, point-in-time data capture procedure. This database currently is being populated. By capturing and archiving residential address data in this way, more timely analysis and GIS mapping of student residential change will be feasible. This approach can help identify neighborhoods where residential mobility is concentrated, to guide resource allocation and to monitor change over time. After the data are available in a usable format, spatial analysis techniques can be employed to identify patterns in residential movement (e.g., average distance moved, and movement within versus into or out of neighborhoods).

Under the ACCESS grant, a student mobility mapping project is being developed. Initial maps have been produced that show campus mobility in relation to school academic rating. Similarly, campus-level representation of homeless students is feasible. Residential mobility by neighborhood also has been mapped, showing students who moved between school year 2007-2008 and school year 2008-2009. The project can continue while ACCESS resources are available.

Mobility Rates in Austin

Campus mobility rates, as defined by the TEA, are reported yearly. However, as indicated above, a significant time lag means the most recent data available are from school year 2007-2008. This most recent mobility rate data for AISD schools are listed below. Patterns of campus mobility in AISD, as indicated by these data, reveal distinct areas of high mobility at campuses in the east and northeast portions of the district (see Figure 1).

Table 1: AISD High School Mobility Rates (2007-2008)

CAMPUS	Mobility Count # of students considered mobile	Mobility % % of all students considered mobile
Garza	372	78.8
Reagan	550	42.9
Johnston (closed at the end of 2007-08)	393	41.8
International	129	37.8
Lanier	655	33.8
Travis	619	33.7
Akins	676	25.3
Crockett	522	23.4
McCallum	407	21
Anderson	319	14.7
Austin	340	14.7
Bowie	314	10.7

Table 2: AISD Middle School Mobility Rates (2007-2008)

CAMPUS	Mobility Count # of students considered mobile	Mobility % % of all students considered mobile
Pearce	286	30
Webb	234	29.5
Dobie	309	29.4
Martin	217	26.3
Burnet	308	25.6
Mendez	310	23.8
Fulmore	270	22.3
Paredes	238	19.8
Bedichek	215	18.5
Covington	137	13.9

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	178	13.4
Kealing	178	13.4
O. Henry	107	12.3
Murchison	153	11.8
Lamar	83	11.4
Bailey	122	9.9
Small	112	9.3

Table 3: AISD Elementary School Mobility Rates (2007-2008)

CAMPUS	Mobility Count	Mobility %
	# of students considered mobile	% of all students considered mobile
Linder	261	36.7
Blackshear	78	33.8
Ridgetop	61	33.7
Reilly	85	33.5
Andrews	169	32.9
Harris	187	32.9
Oak Springs	83	32
Barrington	196	31.5
Pecan Springs	143	30.9
Sanchez	165	30.8
Perez	177	30.6
Norman	151	30.3
Govalle	100	30.2
Allison	131	30
Becker	59	29.8
McBee	183	28.9
Pillow	123	28.7
Pickle	154	28.6
Pleasant Hill	155	27.8
Blanton	129	27.6
St. Elmo	104	27.5
Winn	154	27.5
Cook	198	26.2
Hart	183	26.1
Metz	136	25.3
Galingo	157	24.8
Jordon	146	24.7
Langford	168	24
Rodriguez	181	24
Brooke	67	23.9
Maplewood	68	23.3
Wooten	109	23.2
Ortega	50	23.1
Campbell	79	23
Walnut Creek	197	22.8
Graham	125	22.6
Sims	82	22.6
Joslin	65	22.2
Sunset Valley	78	21.8
Wooldridge	155	21.7
Mathews	79	21.6
Houston	158	21.5
Travis Heights	103	21.4
Odom	140	21.2
Brown	85	21
Zavala	78	20.4
Dawson	60	20.1
Allan	66	18.6
Kocurek	109	18.4

Palm	108	17.8
Casey	135	17.5
Widen	112	17.3
Cunningham	72	16.3
Oak Hill	121	15.7
Williams	80	15.7
Zilker	61	15.2
Boone	65	14.4
Patton	98	14.4
Davis	78	14.2
Summitt	69	13.9
Brentwood	43	13.7
Menchaca	103	13.6
Doss	71	12.4
Baranoff	66	9.6
Clayton	44	9
Cowan	40	9
Lee	32	8.8
Hill	54	8.7
Gullett	32	7.9
Mills	57	7.7
Highland Park	32	7.1
Bryker Woods	24	6.3
Barton Hills	17	5.3
Kiker	25	4.2
Pease	9	4.1
Casis	23	3.8

Figure 1: School Mobility Rates and Affordable Housing in Austin
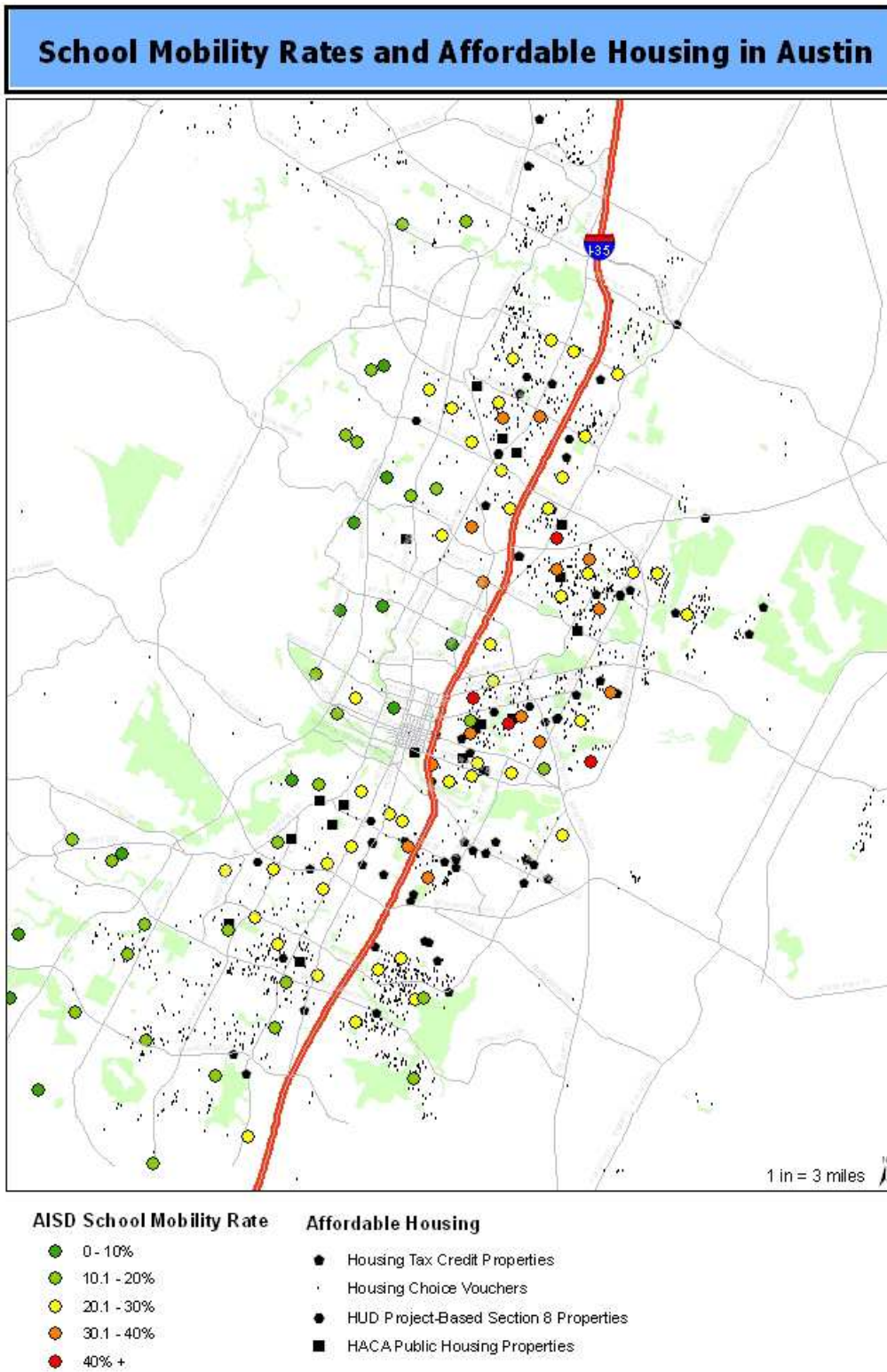
What Does Student Mobility Look Like?

The high rates of mobility at certain campuses only tell part of the story. A student may move once or multiple times during the year, and this may not be reflected in the TEA-reported mobility rate. Multiple moves likely mean significant gaps in attendance, with two to four weeks between leaving one school and settling in another. Other factors affecting mobility include:

- Moving often to chase free rent: low-income families with a clean rental history often move at the end of every six-month or annual lease to gain a free month, which can help with other bills
- Doubling up: two or three families often share housing or live with friends or relatives; when conflict inevitably occurs, families must move
- Eviction: being evicted leads to a poor rental history, which limits a family's housing choices
- Utility costs: high/low temperatures and poorly insulated homes can result in high utility bills, leading to financial crisis and mobility
- Inconsistent child support/unstable breadwinner: the loss of child support or the departure of the breadwinner can throw a family into crisis
- Catastrophic events: illness, accident, and house fire can cause mobility
- Teen parents: student who are parents themselves often shuffle between family, friends, and shelters, or may try to live on their own and end up in financial crisis

Community Input on Student Mobility

The committee solicited stakeholder feedback through a regularly scheduled Stand Up for Reagan meeting held on Thursday, October 29, 2009, at Reagan High School. The audience at the meeting consisted of students, parents, teachers, and community members. In facilitated small groups, participants were asked the following questions:

1. Why are families moving out of the neighborhood during the school year?
2. What assistance is needed to help families remain stable?
3. Are there resources in the neighborhood or community that can help?

Feedback received from the participants revolved around the following themes:
- Attendance is a major concern relating to student mobility.
- Rental incentives that encourage frequent moves (e.g., first month free) contribute to the problem.
- Many students live in one school zone but choose to attend school in another zone.
- Some students leave the district due to upward mobility.
- Reagan lacks the amenities of other AISD high schools.
- Any solution should focus on the entire family, not just on the student.

Best Practices in Addressing School Mobility

School mobility is a topic that has received increasing national attention in recent years. The Institute of Medicine of the National Academies recently convened a workshop of key researchers in the area and will be releasing a report on the topic.

A recent report by the Urban Institute entitled *Vibrant Neighborhoods, Successful Schools: What the Federal Government Can Do to Foster Both*[1] outlined four main areas in which policymakers can address student mobility:

1. Provide housing assistance to reduce residential instability
2. Allow children whose families move to remain in the same school
3. Minimize school changes in housing redevelopment projects
4. Help parents from poor neighborhoods make lasting school choices

Nationally, several programs have targeted student mobility in efforts to improve academic performance. Features of these programs lend credence to some of the Urban Institute's recommendations.

In Chicago, two initiatives have targeted student mobility. The first of these is Staying Put, an education campaign directed at parents, teachers, and school administrators. Its goals include raising awareness of rights and responsibilities, and developing a commitment to reduce student mobility (Kerbow et al., 2003). The initiative encourages schools to develop programs that foster stability, ease transitions for students, and provide lesson plans for teachers. A brochure was developed and distributed to parents to educate them about the negative effects of moving, offer alternatives, inform them about their child's rights when a move occurs, and offer suggestions to ease a transition. This initiative does not appear to have been evaluated, so the effectiveness of the educational efforts is unknown.

A second Chicago initiative, Community Schools in Chicago, has been credited with reductions in student mobility (Azcoitia, 2000; Whalen, 2002). Under this initiative, public schools become community centers by offering a range of services, including health and dental care, after school programs, tutoring, counseling, and summer camps. The schools also encourage parental involvement through adult education program, support groups, and other school-based activities. Importantly, because the school becomes a community gathering place, it fosters strong social ties for parents and children (Kerbow et al., 2003). In a pilot of this full-service school model, which involved three Chicago schools, the full-service schools showed lower student mobility and greater reductions in student mobility than did demographically comparable schools that did not use this approach (Whalen, 2002).

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[1] Turner and Berube, July 2009.
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A pilot project in Flint Michigan combined rental assistance with services to families in an effort to promote student stability. The Genesee Scholars Pilot Project built on an existing FRC initiative in which family independence specialists were placed at academically challenged schools to assist with the social service needs of families and children. The Genesee Scholars Pilot Project targeted high-mobility students (defined as three or more moves during the prior academic year) and provided $100 rent payments to landlords as incentives for working with the families to prevent relocation. In the first two-year cycle of the program, targeted children showed improved attendance and higher test scores, compared with results for non-targeted children; however, results from the second cycle of the project were inconclusive (Michigan DHS, 2008).

Portland, Oregon also has used financial assistance to reduce student mobility under its Schools Families Housing Stabilization Program. The financial assistance went to the targeted families and could be used for rent, deposits, mortgage payments, and move-in costs. This program has been credited with reducing mobility and improving academic performance, with 76% of targeted children showing improved math and reading performance, in comparison with performance by non-targeted peers (Schwartz et al., 2009).

Within Texas, the Fort Worth Independent School District (FWISD) has embraced the concept of FRCs. The FWISD FRCs work collaboratively with students, their families, and community resources to provide support for mental health and mental-health-related needs. The collaborative partners link academic, social, and emotional health by increasing access to mental health care and other support services in a school setting. As a result, these school-based centers remove barriers to learning, promote academic achievement, and increase graduation rates. They also promote healthy families and serve to engage families in their children's education. The link between the collaborative partners provides an atmosphere for compassionate and competent care that addresses the unique needs of individual children and their families. The centers offer evidence-based parenting support programs among their service mix.

Locally, the student mobility at Webb Middle School was reduced from 35% to 29% after a FRC was established at the school as part of a successful effort to improve the academic rating of the school. This program is described in greater detail below.

In summary, two components of programs that have been successful in reducing student mobility are (a) community schools or FRCs and (2) rental support to keep families in their home. Additionally, a key aspect to successful programs is the use of information technology to monitor individual- and aggregate-level outcomes for students, and to facilitate information exchange between providers, where appropriate, for those serving children with complex needs, as exhibited in the Harlem Children's Zone/Promise Neighborhood initiatives.

II. Proposed Pilot to Address Student Mobility

Desired Outcomes of a Student Mobility Program

Employing components of the strategies indicated above, the working group proposes to use the FRC model as the centerpiece of a plan to reduce student mobility in a specified target area. The proposed student mobility program has four primary goals:

1. Decrease student mobility – identify/document strategies
2. Improve student attendance rates
3. Improve individual student academic achievement
4. Improve campus-wide academic performance

The collection of both quantitative and qualitative data is necessary in order to track progress toward meeting the above goals. As such, a defined data collector role is necessary to effectively track and process data. This need will be further addressed in a later section.

Target Area

The proposed student mobility program will be implemented in a specified target area encompassing the St. Johns and Pecan Springs neighborhoods. This area is essentially the Reagan High School feeder pattern, which includes the three school-based FRCs at Reagan High School, Webb Middle School, and Pearce Middle School. The primary zip codes indicated are 78723 and 78752.

Figure 2: Proposed School Mobility Target Area
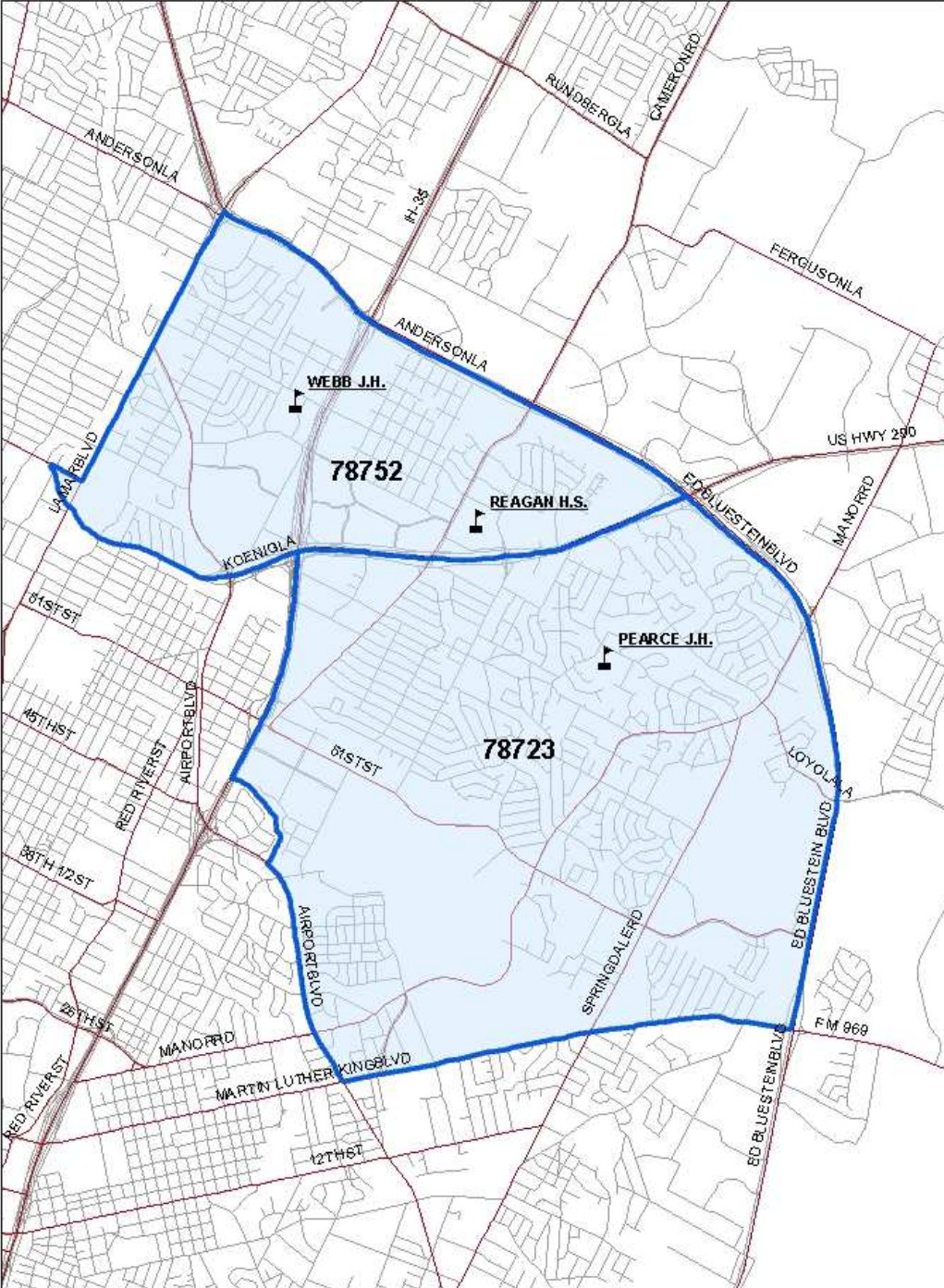
This study area was chosen for specific reasons:

- High rates of student mobility
- High rates of child poverty (45% to 48% in 2000; 60% to 90% free school lunch in 2007)
- Low school performance (Reagan High School was rated as unacceptable in 2008)
- Good record of cooperation with HHS and other local agencies (100 Best Communities for Youth Award from America's Promise Alliance)
- Two-year record of case management and improved mobility academics at Webb
- Infrastructure in place for Pearce and Reagan
- High rates of community participation
- Selection for the Promise Neighborhood initiative, which provides funds for coordination and evaluation of family support efforts[2]
- Disproportionately high rates of minority children from the area, as compared with the percentage of minority children in the general population, are in the CPS Foster Care system; these children are removed more often than are Anglos and stay in the CPS longer

Housing Opportunities in the Target Area

Many of the factors above are affected by the location and type of housing that exists in the target neighborhoods. Below is a brief inventory of the type of apartments and housing providers that exist in the target zip codes.

78723. This zip code comprises 22 apartment complexes: 84% of the apartments have two bedrooms or fewer, and 56% of households in this zip code are renters. Of those apartments, all units are below the fair market rents for the Austin area (as determined by the U.S. Department of Housing and Urban Development). Two public housing properties are located within this zip code: one designated for elderly/disabled and one for families (Rio Lado, with 90 units). Rio Lado will be 100% vacated by March 2010 for a property-wide renovation. It will be retained as public housing. One project-based section 8 property (HUD subsided) for families is located in this zip code (Walnut Creek), and two other subsidized properties are designated for elderly or disabled. More than 300 tenant-based housing choice voucher residents (HUD subsidized) live within this zip code. Green Doors, a nonprofit housing organization, has a 70-unit redevelopment project targeted at individuals and families making less than 50% of the area's median family income.

78752. This zip code comprises 20 apartment complexes: 73% of the families in this zip code are renters, and 94% of the apartments in this zip code have two bedrooms or fewer. Of those apartments, all units are below fair market rents for the Austin area. One public housing property is designated for families in this zip code (Coronado Hills, with 48 units), and one subsidized apartment is designated for elderly residents, St. James Place. One single room occupancy (SRO) complex with 142 units for very low-income and homeless individuals, Spring Terrace, is operated by Foundation Communities. Approximately 80 tenant-based housing choice voucher residents live within this zip code.

Components of a Student Mobility Intervention Program

The committee has identified a number of essential components for a school mobility intervention program, including parental involvement and education, wrap-around services, transportation services, and data collection and evaluation. These components are outlined below.

Family Resource Centers. Reagan, Pearce, and Webb FRCs provide a range of student and family support services.

Student support services include coordination with school dropout prevention, CIS, counseling, academic supports, pregnancy prevention and support, home-bound social services, college support, mentoring, afterschool tutoring programs, and student health.

Family support services fall into five areas: housing, employment/finance, health, education, and social networking. No matter what problem a family presents with, they are assessed for all areas and offered assistance or referrals that promote long-term stability.

The FRC also offers adult academic programs, aimed at expanding leadership skills and employability. Other services include orienting new families to the school; resource fairs, both at school and in the community; and volunteer coordination, with the FRC acting as a portal for community involvement and support.

The FRC delivers services through a combination of the FRC director, social worker(s), trained volunteers (including promotoras/family mentors), parent support specialist, and volunteer coordinator. Services from city and nonprofit agencies are leveraged and may share space with the FRC. Each FRC (or group of FRCs in a community) has a community partnership team that develops services, seeks additional funding, and coordinates events.

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[2] For more information about the federal Promise Neighborhoods Initiative, see Appendix II.

Webb FRC Income 2008-09	
● Grants/Donations	$48,659
● Donated Professional Services	90,624
● Volunteer Services	25,342
● Gifts-in-Kind	150,055
Total:	**314,681**
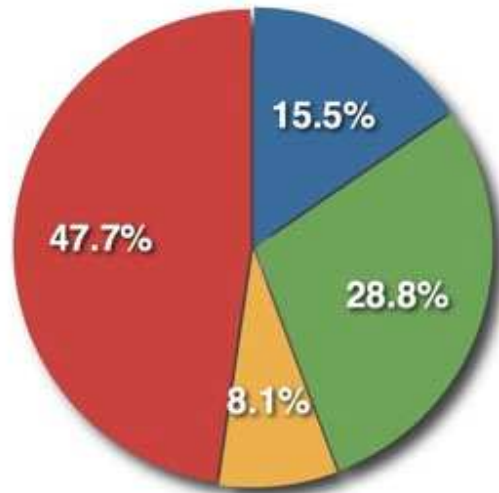
*In June 2009, AISD's Office of Middle Schools awarded a $193,200 contract to The Austin Project to develop new FRCs based on the Webb FRC model. Of that contract, $87,000 was dedicated to support the Webb FRC as a demonstration site. Since that time, an additional $99,232 in stimulus dollars was added to the FRC Development contract to support the development of an FRC for Pearce Middle School.

Direct Assistance. A number of options exist for direct assistance with basic needs in the community. These are community-wide resources, and staff at the FRCs will become familiar with the process and develop relationships with the providers in order to guide families through the process. Most of the assistance is restricted to families at 200% of federal poverty or less. All programs listed have unique eligibility requirements, intake processes, and target populations; resources listed below may or may not be available to a particular family seeking assistance.

Utility Assistance:
- The Austin Energy CAP program is available through designated nonprofit organizations.
- Utility assistance is available through the community's Best Single Source program, Caritas of Austin, Travis County, Catholic Charities, and many other faith-based organizations.
- The City Neighborhood Centers currently has limited funding for rent/utilities; it is funded in part with federal stimulus funds.
- The city's HPRP may provide assistance, and is funded with federal stimulus resources. One of the HPRP specialists is designated to work with families through schools.

Home Repair and Weatherization:
- Travis County provides home repair and weatherization through its seven Community Centers.
- The City Neighborhood Housing and Community Development Department (NHCD) has an ongoing home repair program.
- Austin Energy has temporary federal stimulus funds for weatherization.

Employment:
- Workforce Solutions is the primary provider of employment services in the community. It also works through Goodwill to focus help reach low-income workers and provide training.
- Goodwill Industries of Central Texas offers employment services.
- Through a temporary arrangement funded by CSBG-ARRA stimulus funds, Workforce Solutions is providing training, apprenticeships and employment through the City Neighborhood Centers.

Childcare/After School:
- CIS and AISD provide ongoing afterschool programs; some currently are partially funded with federal stimulus money.
- Workforce Solutions is the primary provider of federally funded childcare in the community. Both the city and county participate with Workforce Solutions to maximize federal matching funds.
- The CSBG-ARRA stimulus funds through the City Neighborhood Centers also include childcare funding through September 30, 2010.

Housing Assistance:
- Tenant/Landlord mediation and legal assistance are available through the Austin Tenants' Council and/or Texas RioGrande Legal Aid.
- Rental assistance is available through the community's Best Single Source program, Caritas of Austin, Travis County, Catholic Charities, and many other faith-based organizations.

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- The city's HPRP can provide financial assistance and housing location services; it is funded with federal stimulus dollars. One of the HPRP specialists is designated to work with families through schools.
- Other community HPRP programs are funded by the Texas Department of Housing and Community Affairs through local nonprofit organizations. The lead agencies for TDHCA-funded HPRP projects are Caritas of Austin, LifeWorks, and Any Baby Can.
- Some local housing providers may have affordable units available for low- income families: HACA, Travis County Housing Authority, Foundation Communities, Green Doors, and others.

Transcription. Many families experiencing mobility problems are transit dependent. AISD currently has an administrative policy that allows students who move mid year to request to continue to attend their original school for the remainder of the school year. However, if a student is unable to arrange transportation back to the old school, that student will be able to take advantage of the policy. AISD policy does not provide transportation for students who transfer to a school other than their home school mid year.

The committee discussed these issues with the AISD Director of Transportation. Although a formal policy change would need to come from the AISD Board of Trustees, if current AISD bus routes are available, an ad hoc solution might be to be form partnerships with specific housing providers who are just outside the school boundary.

The federal McKinney-Vento Act requires school districts to address and support homeless students. AISD provides support to homeless students through Project HELP and coordinated student support services. The federal statute requires AISD to coordinate transportation needs for homeless students, and this effort currently is coordinated through internal AISD transportation services as well as through Capital Metro bus vouchers. However, the number of students who may need transportation assistance due to school mobility is much larger than the number who are officially categorized as homeless and thus qualify for McKinney-Vento assistance.

The main solution for addressing mobility-related transportation problems is to help families remain stable so students do not have to switch schools. In light of this recommendation, however, several other steps are needed to improve transportation for students facing mobility challenges:

- Educate families to alert the school about their new address when they move
- Identify transportation issues when students change schools
- Align CapMetro and other local transit opportunities with FRCs
- Encourage new, affordable housing near core transit corridors
- Designate safe routes to school for students who can walk or ride a bike to school (within a two-mile radius)
- Coordinate with the Austin Police Department and other City of Austin departments (Public Works, Code Enforcement) on crime and other safety-related barriers for students attending school

Figure 3 shows primary Capital Metro fixed bus routes that serve the Family Resource Centers.

Figure 3: Capital Metro Transit Routes Serving Family Resource Centers

Legend:
- 7 - Duval/Dove Springs
- 17 - Cesar Chavez
- 21/22 - Exposition/Chicon
- 37 - Colony Park/Windsor Park
- 300 - Govalle
- 320 - St. John's
- 325 - Ohlen
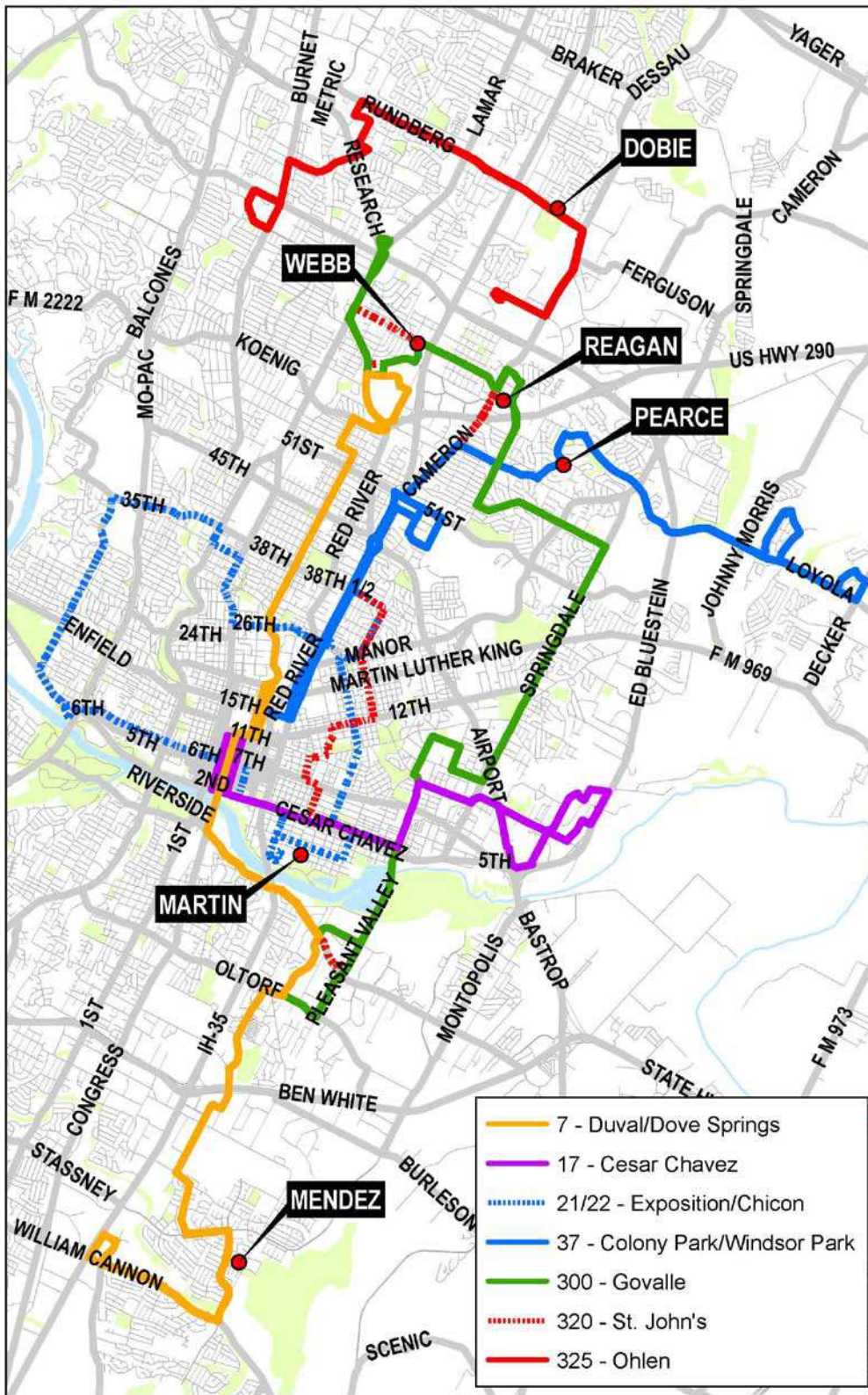
Data Collection/ Program Evaluation

The importance of collecting accurate data from the FRCs and tracking it is critical to the success of the student mobility pilot initiative.

The data tracked through the FRCs are directly related to the desired outcomes for a school mobility program described previously:

- Decrease student mobility – identify/document strategies
- Improve student attendance rate
- Improve individual student academic achievement
- Improve campus-wide academic performance

The FRCs collect both quantitative data and qualitative data from client surveys. FRCs use tools adapted from the California Family Developmental Matrix that measure the progress of families from crisis to stability.

Potential variables to track:

- Campus mobility rates
- Student achievement
- Campus performance
- Number of moves within attendance zone
- Number of moves over a given period of time
- Forms of assistance provided

In addition to the qualitative and quantitative evaluation of the FRCs, the application of GIS mapping can assist the community in understanding the phenomenon of student mobility. As mentioned earlier, under the ACCESS grant, a student mobility mapping project is underway. By capturing and archiving residential address data in this way, more timely analysis and GIS mapping of student residential change will be feasible. This approach can help identify neighborhoods where residential mobility is concentrated, can guide resource allocation, and can monitor change over time. After the data are available in a usable format, spatial analysis techniques can be employed to identify patterns in residential movement (e.g., average distance moved, and movement within versus into or out of neighborhoods).

Because the FRC model is funded through AISD and because the outcomes relate to school performance, it is logical that the mechanism for collecting and tracking this data should reside within the AISD institutional framework. The AISD DPE has conferred with the school mobility group and offered suggestions for managing the data collection and evaluation component.

Proposed Study of Support Service Impact on Students Receiving Housing Assistance

The HACA provides supported housing services through 15 housing communities, maintaining approximately 1,400 family units. These units include roughly 2,400 children under the age of 18, with about 1,800 school aged. HACA provides funds to CIS to provide services for some of the AISD students living in HACA properties. Using existing resources collaboratively, it is recommended that HACA, AISD, CIS, and the ACCESS project, in concert with Children's Optimal Health, develop a study to ascertain what value the provision of these support services has on student attendance and behavior. Due to the high level of collaboration between these entities, the initial study could be conducted with existing resources, assuming appropriate agreements are in place. Sustainability or expansion of efforts may require additional resources. Results of the study could inform future action.

III. Future Resource Needs to Address Student Mobility

To be successful, the school mobility implementation plan will require dedicated resources to successfully impact the school mobility rate in the target area. This refers to both the strategic allocation of existing institutional and community resources as well as the allocation of new and yet to be determined resource streams. As requested by the Joint Subcommittee, the student mobility working group has identified immediate as well as future funding needs. For more detail on the timeline and budget for these resource needs, please see appendices IV and V.

Immediate Funding Needs

1. Information Infrastructure

A major objective of the Joint Subcommittee has been to improve inter-institutional coordination to address cross-cutting community issues. The mobility working group has witnessed reductions in siloing of institutional knowledge. Service networking has increased, as exemplified by the "warm hand off" given when FRC staff seek utility assistance from the city, and by prioritization of service to families with children at risk of homelessness. These coordination efforts should continue.

However, an information infrastructure that would enable true service coordination with results accountability still is lacking. Without an adequate information infrastructure, services will remain fragmented, less effective and more costly; child and family outcomes will not be optimized. Without an adequate information infrastructure, it is difficult to impossible to measure, monitor, and correct intervention approaches to achieve desired results, both within and across organizations.

- Currently funded: No

- Projected need: Technology that could ameliorate these issues is currently available and affordable. The technology could augment existing efforts (e.g., the Promise Neighborhood initiative) and leverage existing capacity and experience. Investment in an information technology project through the FRCs is recommended, with the intent that scalability of the information infrastructure be considered as a cross-cutting solution to inter-organizational effectiveness, based on client-centered outcomes. If the information infrastructure is correctly established, the measurement of outcomes will be intrinsic to its operation.

- Recommended institutional lead: AISD/FRC administration

2. Data Collection and Evaluation

It is critical to the success of the pilot program that data about families served through the FRCs in the target area are collected and tracked so the impact on student mobility in the pilot area can be measured and future needs can be identified more precisely.

- Currently funded: No
  However, a proposal is underway for a study to ascertain what value the provision of support services provided by HACA has for AISD students living in HACA properties. This study will be funded by a collaboration between HACA, AISD, CIS, and the ACCESS project, in concert with Children's Optimal Health.

- Projected need: In order to successfully track and evaluate the success rates of students participating in the proposed pilot, the committee envisions one part-time staff member dedicated to the project: a 0.5 FTE for FRC collection/tracking. The committee envisions that this effort would be coordinated through AISD's DPE, a department within AISD's Office of Accountability, which is charged with evaluating federally, state-, and locally funded programs in AISD.

- Recommended institutional lead: AISD/FRC administration

Future Funding Needs

1. Geographic Information System (GIS) Technology

GIS technology is a strong tool for understanding the phenomenon of student mobility in our community and for guiding action decisions. Resources allocated to support evaluation of the mobility reduction efforts also could be leveraged to assist evaluation of efforts to address chronic absenteeism, pertinent to the Truancy Plus initiative.

- Currently funded: Yes. Resources from the AISD Safe Schools/Healthy Students ACCESS grant have allowed for the development of a student mobility mapping project. Initial maps have been produced that look at campus mobility in relation to school academic rating.

- Projected need: Sustainability of this effort beyond August 2011 will require .5 FTE for an AISD GIS position as well as .25 FTE for Children's Optimal Health to integrate multiple data sources in community maps.

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- Recommended institutional lead: AISD

2. Family Resource Centers

- Currently funded: Yes. The current funding model for the FRCs is a collaborative effort that includes a combination of support from AISD and from other public/private partners. For instance, Austin/Travis County Health and Human Services provided a half-time social worker at Webb for two years to help the FRC begin. Staffing and administration for the three FRCs in the target area are currently funded as follows:

  o **Reagan High School**: Funded for two years through DOE stimulus funding, including a half-time director and a full-time social worker for family support; a full-time volunteer coordinator is funded through campus funds

  o **Webb Middle School:** Funded through the AISD Middle Level Education Plan (MLEP) and community/grant support; AISD provides funds for a half-time director and full-time social worker; a part-time administrator is paid through grant funding

  o **Pearce Middle School:** Funded for two years through DOE stimulus funding, including a full-time director/volunteer coordinator and full-time social worker

- Projected need: Beyond the need for future staffing and administration of the FRCs, improved efficiencies are needed within the FRCs to improve linkages and referrals to local social service systems. There is an opportunity for the city and county to link and leverage these resources to systems and resources within the city and county that promote family stabilization. One way to address these needs is through the provision of grant writing assistance.

  Although the focus of the proposed program is on evaluation of the three schools in the pilot area, benefits are expected to extend to the other emerging FRCs (at Dobie, Martin, and Mendez) as well as to other potential areas of focus in the district.

- Recommended institutional lead: AISD/FRC administration

3. Direct Assistance (rent and utility assistance)

- Currently funded: Yes, through various local programs. Rent and utility assistance provided through the Homeless Prevention and Rapid Re-Housing Program (HPRP) program are funded with stimulus dollars from HUD. The City of Austin and Travis County also provide a limited number of rent and utility assistance vouchers through the Tenant-Based Rental Assistance (TBRA) program, using federal funding.

- Projected need: The pilot program will help determine the assistance needs of the school mobility population. For instance, tracking and evaluating families who receive FRC assistance will help determine whether any gaps in current service (e.g., families experiencing mobility problems who require assistance but do not qualify for the HPRP program). This will help determine whether future resources should be designated for more flexible and/or targeted assistance programs.

- Recommended institutional lead: City/county

Conclusion and Next Steps

This white paper incorporates a collaborative, interdisciplinary approach to addressing student mobility in Austin. The committee has identified school-based FRCs serving as community portals for services as a best practice in addressing student mobility. Building on this approach, the committee recommends developing a "place-based" pilot initiative in the Northeast Austin sector (78752 / 78723) to support an integrated family services delivery model (FRCs), with a shared funding partnership between AISD, city and county, and the private/nonprofit sectors.

This white paper recognizes the early contribution of both AISD and the City of Austin in providing support to a grassroots community effort to develop a FRC for Webb Middle School. AISD provided space and administrative encouragement; the City of Austin and the Department of Health and Human Services lent the Webb FRC a part-time social worker from the St. John Community Center. The Austin Project and numerous other community organizations, individuals, and churches stepped in to provide infrastructure, resources, and hard work to help transform a struggling school and community.

The Student Mobility Task Force encourages the Joint Subcommittee to link and leverage the systems and collaborative spirit that have evolved into a framework that provides a model for engaging and aligning AISD, COA, and Travis County efforts with faith-based, community-driven efforts to grow resilient neighborhoods and effective schools. The seed planted by the Webb FRC is being duplicated not only within the St. John Community, but also in the Dove Springs and Central East Austin communities. The support of the Joint Subcommittee will help to grow and sustain one of Austin's most fertile cross-sector collaborations, and has the potential to offer relief to Austin's most fragile families.

As outlined in the resource needs section, an essential component of this proposal is to develop a system for tracking and evaluating students and families who access the FRCs, compared with students who do not. Another key focus will be to begin applying new technology tools being developed through AISD's ACCESS grant funds (e.g., the Youth Services Mapping database system and GIS mapping tools).

The Subcommittee also recognizes that multiple strategies exist to address student mobility, beyond the FRC model. We recommend further research and discussion about the following topics related to student mobility:

- The impact of school choice policies on student mobility
- Transit and transportation resources
- Making schools "sticky" (e.g., magnets, activities)
- Technological solutions that allow service providers to work together to coordinate care, especially for students with multiple providers
- The provision of funding to support the adoption and use of a shared, comprehensive, integrated case management system, like Efforts to Outcome (ETO), which is already in use by some key service providers for the FRCs and is a key component in the Harlem Children's Zone project, which Austin is attempting to replicate through a Promise Neighborhood grant submission (see Appendix II)
- The role that safety plays in student attendance/mobility issues, and the potential for Safe Routes to School and other similar measures to address this issue

AISD has looked critically at the negative impact student mobility has had on student academic outcomes and the ability of schools with high rates of student mobility and of families in poverty to meet state performance standards. Closing schools due to a failure to meet state-mandated standards is the worst sort of medicine for low-income families and communities. AISD, through MLEP, made a decision to pilot the development of FRCs for targeted campuses, to provide crisis intervention and to stabilize resources for families with youth attending those schools. The success of the Webb FRC in helping to turn the curve on student mobility and school climate prompted Reagan and Pearce to implement FRCs in their Campus Improvement Plans with the TEA.

The negative impact on schools has been documented in this white paper, but we also know that the negative impact extends well beyond our schools and greatly burdens our social services systems, city and county resources, and our healthcare systems. Cycles of poverty require integrated intentional systems of intervention and stable support systems to arrest the spin of the cycle.

High rates of student mobility, coupled with lack of affordable housing and lack of access to health care by low-income working families, create havoc for schools and city/county services and greatly diminish the potential quality of life for whole communities.

We need to maximize efficient family-stabilizing resources in easily accessed, family-friendly areas so that student mobility will be diminished, families will be more resilient, students' academic performance will improve, schools will meet academic learning goals, and communities will become more vital.

To ensure long-term sustainability, we recommend capitalizing on the current contributions to the development of FRCs by establishing a system of cross-sector, shared funding partnership between AISD, COA, Travis County, private and nonprofit agencies, and organizations.

Appendix I: Housing/School Mobility Working Group Members

Vince Cobalis, City of Austin Health and Human Services
Cathy Echols, HousingWorks, Liveable City, Families & Children Task Force
Frank Fernandez, Green Doors, HousingWorks
Sherri Fleming, Travis County Health & Human Services and Veterans Services
Rebecca Giello, City of Austin Neighborhood Housing and Community Development
Donna Hagey, The Austin Project
Jim Lehrman, Travis County Health & Human Services and Veterans Services
Veronica Macon, Housing Authority of the City of Austin
Eric Metcalf, Communities in Schools
Susan Millea, Children's Optimal Health Initiative/AISD ACCESS grant
Kelly Nichols, City of Austin Neighborhood Housing and Community Development
Meng Qi, City of Austin Neighborhood Housing and Community Development
Cathy Requejo, AISD Project HELP
Allen Weeks, St. John Community-School Alliance
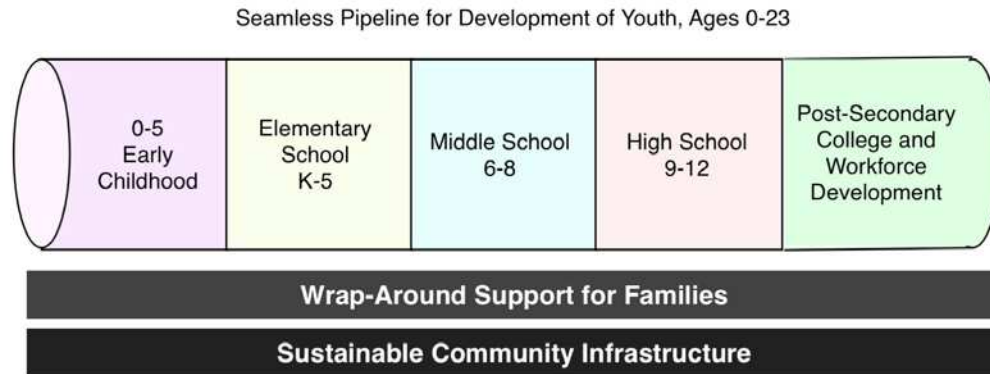Gloria Williams, AISD
Holly Williams, AISD

Guests:
Gerardo Castillo, Capital Metro
Liz Mueller, University of Texas, HousingWorks
Kris Hafezizadeh, AISD Transportation

Appendix II: Promise Neighborhoods Initiative

The Obama administration is developing the Promise Neighborhood initiative, through the Department of Education, to replicate the successful Harlem Children's Zone model in 20 cities. An RFP for a $500,000 planning grant will be released in February 2010, with grants awarded in Summer 2010. Cities successfully completing the planning phase will be eligible for 10-year federal grants (based on 50% municipal/private match) to take their projects to scale.

Core Mission/Purpose: The Promise Neighborhoods program seeks to provide children in poverty with every possible chance to succeed. It does this through the combined development of high-quality, comprehensive, coordinated, neighborhood-based programs for children, youth, young adults, and parents, and through combined efforts to rebuild the fabric of the community.

Program: Over time, each designated Promise Neighborhood would create a pipeline of accessible, linked, best-practice programs and high-quality schools for neighborhood children and young adults from 0 to 23 years old, starting when parents are pregnant and finishing when children graduate from college. The pipeline should be enhanced with additional programs to support parents, families, and the larger community.

Seamless Pipeline for Development of Youth, Ages 0-23

| 0-5 Early Childhood | Elementary School K-5 | Middle School 6-8 | High School 9-12 | Post-Secondary College and Workforce Development |

Wrap-Around Support for Families

Sustainable Community Infrastructure

Applicants can be a coalition of community-based organizations, nonprofits, municipal agencies, business supporters, school districts, and foundations, all of which have experience working together to improve the lives of children in their communities. A lead agency (not the school district) will coordinate funding and operations.

Progress in Austin: During Fall 2009, a coalition of city, county, AISD, nonprofit, foundation, and community partners formed around submitting a Promise Neighborhoods grant application. Through a careful selection process, the group has chosen the St. John neighborhood and the surrounding northeast Austin area as its target area for the proposal. A steering committee has been formed, consisting of 18 members who are evenly split between community representatives, municipal and school district officials, and nonprofit members. The steering committee will choose a lead nonprofit in February to act as fiscal agent for the grant. Community meetings gathering input from the St. John and surrounding communities began in January and will continue throughout February.

An additional grant application will be coming from the Johnston Terrace/Govalle neighborhood, with Southwest Key Programs as the lead agency. After meetings with the city/county/AISD team in December, Southwest Key and its community partners decided to submit their own application. It is likely that this scenario will be repeated in many other cities, with applications coming from multiple communities.

Appendix III: References to Academic Literature on Student Mobility

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CONNECTING THE DOTS

Addressing Chronic Absenteeism, Dropouts, Truancy and Attendance In the Austin Independent School District

White Paper
Leadership Council Working Group
June 16, 2010

Presented to the Joint Subcommittees
Of the

City of Austin
Austin Independent School District
Travis County

Members:
County Judge Sam Biscoe
Mayor Lee Leffingwell
AISD Board President Mark Williams
City Council Member Laura Morrison
City Council Member Bill Spelman
County Commissioner Margaret Gomez
AISD Board Member Cheryl Bradley
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AISD Board Member Sam Guzman

CONNECTING THE DOTS
Addressing Chronic Absenteeism, Truancy and Dropout in the Austin Area

Executive Summary

In April 24, 2009 The City, County and AISD Joint Subcommittee created two work groups to address major issues affecting student success. The Truancy Plus and Student Mobility workgroups focused on causes, and developed strategies for student and family interventions.

- "Mobility affects the academic performance and psychological well-being not only of mobile children; but also of teachers and other students and overall affects the overall effectiveness of the school." (Mueller & Tighe, 2007)

- Child mobility, both school mobility and residential mobility, present a significant challenge to the school success of students. In 2008-2009, 17,115 students in AISD were identified as school mobile.

- According to Texas Education Agency (TEA) a Dropout is a student who attends grade 7-12 in a public school in a particular school year, does not return the following fall, is not expelled and does not graduate, receive a GED, continue school outside the public school system, begin college, or die.

- Chronic Absenteeism is currently being defined as being absent more than 10 days (or the attendance rate equivalent) during the course of a school year. Drawing on research recommendations, we do not distinguish between excused and unexcused absences in this definition.

The Student Mobility work group recommended the Family Resource Centers as a model for addressing the needs of the entire family in order to keep the student involved and focused on school. Some stimulus funding is currently available to address housing issues and limit mobility. Tracking systems are being recommended at targeted Resource Centers to quantify needs.

The Truancy Plus work group recommended a Leadership Council to interface with the Joint Subcommittee decision making process and a Youth Council to identify needs from the student perspective.

The Mobility and Truancy Plus work groups have recognized that we must work together and focus on systems instead of programs. If we develop child-centric systems, measure and monitor and adjust strategies, and hold ourselves accountable for the results, we can improve the outcomes for students. These outcomes include health/mental health, school success, social engagement and employment.

The Mobility and Truancy Plus work groups have now combined their efforts with a the following goals: to prevent students from dropping out of school, recover students who have dropped out of school, reduce the rate of truancy, and increase attendance. The groups will utilize a systemic focus, using results based accountability paradigm to address Chronic Absenteeism in AISD.

A joint resolution between Austin Independent School District (AISD), City of Austin (COA) and Travis County regarding Chronic Absenteeism in AISD Public Schools is being recommended by the Joint Subcommittees with the following elements:

- The creation of a Leadership Council is being recommended being chaired by designees from AISD: General Council, City of Austin: Assistant City Manager and Travis County: Health and Human Services/Veterans Services: Executive Manager. This Leadership Council will be a working group with staff from AISD, COA and Travis County, post-secondary institutions; the non-profit community; and citizens will provide oversight to this initiative. This council will work on a plan to assure that all our children successfully complete high school. Leadership council will provide updates on the initiative every 120 days to the Joint Subcommittee.

- VISTA and AmeriCorps volunteers will be secured for the following:
  - A Youth council will be established and supported by staff and an AISD-managed VISTA grant from the federal government.
  - Supplemental staffing for the Family Resource

- City, County and AISD are requested to share financial support for a pilot software program. The software will be implemented at the Family Resource Centers at a cost not to exceed $48,000 in this current fiscal year and $36,000 annually in the two succeeding years. The software will enable service coordination with results accountability between entities. Without the software, services will remain fragmented, less effective, and more costly.

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Connecting the Dots
Part I National and Local Best Practice
Chronic Absenteeism, Truancy, Dropout and Student Mobility are Related

Children who do not attend school on a regular basis are a diverse group whose behavioral, mental health, family, and economic problems vary greatly. None the less, regardless of the reason for non-attendance, the behavior is indicative of disengagement, and the repercussions for future success are significant for the child, family and community. Chronic absenteeism, truancy and dropout exist along a continuum. A child in 3rd grade with multiple absences or tardies may be the truant child by middle school who then becomes the high school dropout. By targeting patterns of absenteeism before behavior is defined as truant, we can prevent students from becoming so disengaged that they drop out of school.

Truancy is not the only concern. The Texas Education Code (Section 25.092) mandates minimum attendance requirements for class credit, stating that "Except as provided by this section, a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered."[i] Under the code, schools are required to have an attendance committee consisting primarily of teachers. This committee is charged with determining whether students in attendance for fewer than 90 percent of the class days should be granted credit because of extenuating circumstances. Denials of credit are appealable directly to the Board of Trustees. **Appendix A** provides a description of how districts in Texas have addressed this administratively.

In *Models for Change: Systems Reform in Juvenile Justice*, Bouffard, Lovrich and Strand (2009)[ii] perform a comprehensive review of the relevant literature, and identify behavioral predictors, correlates and outcomes of truancy across the individual student, family, school and community. Their summary tables are presented in **Appendix B** to this report. In addition, the authors identify intervention and prevention programs/practices that research has identified as effective. The detail in the summary tables present a sense of the multiple and inter-related factors that may influence the progressive disengagement of a student from successful completion of their schooling. The comprehensiveness of their information belies their complexity. The summary tables may help in identifying students and providing effective strategies to reduce truant behavior, preventing dropout.

Another excellent resource is the Truancy Reduction Toolkit[iii], produced in modules over that last several years through the Office of Juvenile Justice and Delinquency Prevention, of the U.S. Department of Justice. It is available at http://www.ojjdp.ncjrs.gov/publications/truancy_toolkit.html.

We can identify students who are vulnerable for becoming disengaged/truant. Students who are mobile (attending multiple campuses, changing residences, or both) constitute a subset of students who are more vulnerable to experience chronic school absence[iv]. The Austin and Central Texas areas are particularly challenged in meeting the needs of mobile students.
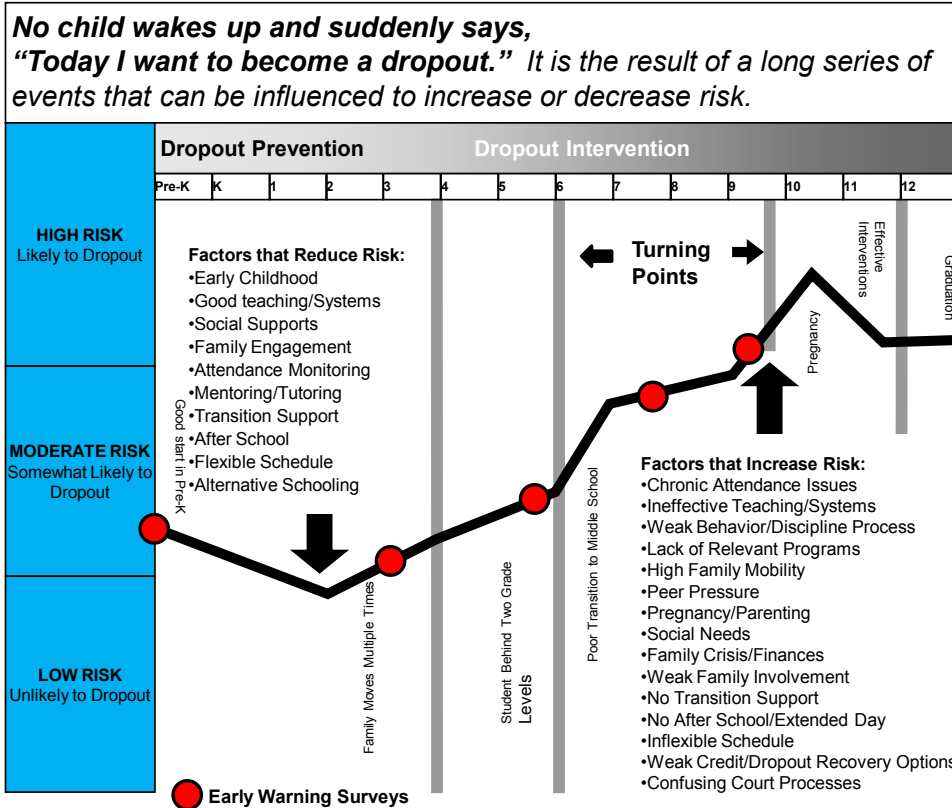
The Forum for Youth Investment (2010)[v] perhaps best graphically represents the efforts needed to prevent truancy and dropout and promote school success.
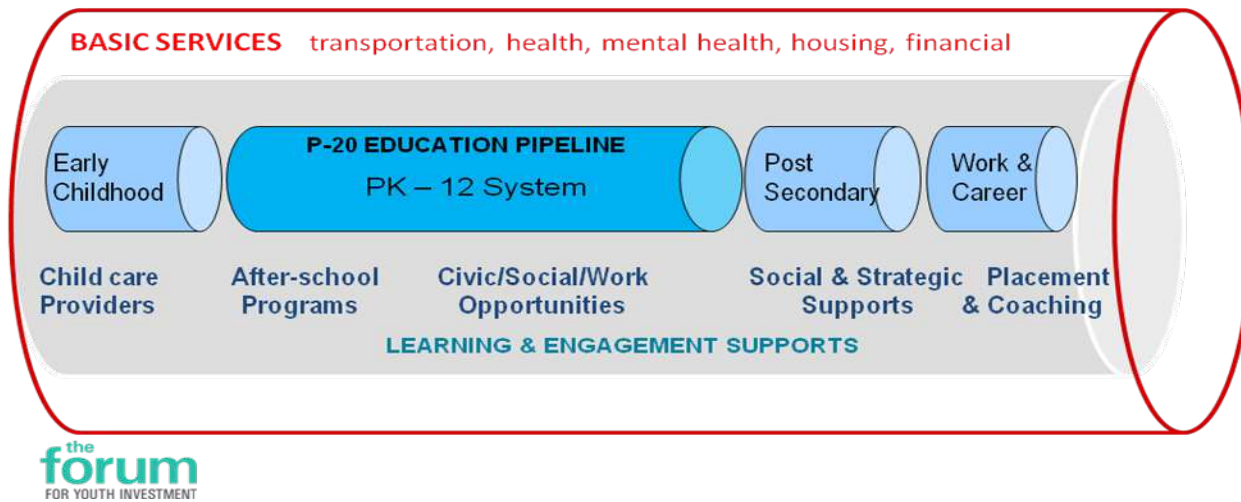
They state that

> Education systems alone simply cannot provide the comprehensive supports necessary to address all of these challenges and ensure postsecondary success. The education pipeline needs to be insulated with a broad range of supports and services from early childhood through young adulthood to ensure that all young people, especially those who are disadvantaged, develop academic skills, are ready for the workforce, and make a successful transition to adulthood (p.15).

For the individual student, we know that there are key points in development where data can indicate the child is at risk of not completing their education successfully. These can be identified beginning in early childhood and serve as triggers for intervention. Strong early education systems, family stabilization services, access to health care and periodic developmental screenings all help insulate the education pipeline before the child enters formal education. They help insure the child enters school ready to learn. Family and community activities that prepare a child for school entry, and those activities that occur in the early years of formal education help prevent dropout at a later age. For young students, receptive and expressive language ability (in English or another language) and key social/emotional skills enable early school success. Reading ability by the conclusion of 3rd grade is another predictor, as is school success in reading and math by the 5th grade. Identifying and addressing the needs of students who lag in achieving these milestones constitute dropout prevention efforts.

No child wakes up and suddenly says,
"Today I want to become a dropout." *It is the result of a long series of events that can be influenced to increase or decrease risk.*

Dropout Prevention   **Dropout Intervention**

Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12

HIGH RISK
Likely to Dropout

MODERATE RISK
Somewhat Likely to Dropout

LOW RISK
Unlikely to Dropout

Good start in Pre-K

Factors that Reduce Risk:
•Early Childhood
•Good teaching/Systems
•Social Supports
•Family Engagement
•Attendance Monitoring
•Mentoring/Tutoring
•Transition Support
•After School
•Flexible Schedule
•Alternative Schooling

Family Moves Multiple Times

Student Behind Two Grade Levels

Poor Transition to Middle School

Turning Points

Effective Interventions

Graduation

Pregnancy

Factors that Increase Risk:
•Chronic Attendance Issues
•Ineffective Teaching/Systems
•Weak Behavior/Discipline Process
•Lack of Relevant Programs
•High Family Mobility
•Peer Pressure
•Pregnancy/Parenting
•Social Needs
•Family Crisis/Finances
•Weak Family Involvement
•No Transition Support
•No After School/Extended Day
•Inflexible Schedule
•Weak Credit/Dropout Recovery Options
•Confusing Court Processes

● **Early Warning Surveys**

2

(Allen Weeks, 2010)

A schematic demonstrating key intervention points, risk reduction and risk increasing factors.

Austin Community Collaboration to Enhance Student Success (ACCESS)

In 2007 the Austin community was the recipient of a 4 year federal Safe Schools/Healthy Students grant ($8.7 million), funded jointly by the U.S. Department of Justice, Department of Education, and Health and Human Services (SAMHSA). The intent of the grant is to focus on *systems transformation* while allowing recipients the flexibility to "try on" evidence based interventions that address 5 core elements of student mental health, without needing to commit local dollars. Communities are enabled to identify those interventions which work at the local level, and evolve strategies over time for sustaining those efforts that generate significant benefit to the schools and community. The 5 elements covered by the grant are closely tied to efforts to reduce truancy/dropout. They are: early childhood social/emotional learning, safe school environment, alcohol/tobacco/drug use prevention/intervention, mental health services, and social/behavioral supports. An evaluation component of the grant will help guide recommendations for which components should be sustained in the community to support student success.

The Core Management Team for the ACCESS project includes AISD, Travis County Juvenile Probation, Austin Travis County Integral Care (formerly ATCMHMR), Travis County Health and Human Services, and the AISD Police Department (including the Joint Gang Intervention Task Force). A number of community partners have also participated in Core Management Team functions. One product of the Core Management Team has been a document initiating a crosswalk of local service systems for children and youth which identifies governance structure, key services, funding, (etc.), based on a national model for such analysis. As funding from the grant expires in August, 2011, much of the systems analysis work done by the Core Management Team could be transferred to members of the Leadership Council.

In addition, the **Leadership Council Working Group** has produced a functional crosswalk for several programs that serve as key interventions to reduce absenteeism, reduce truancy and prevent dropout in AISD. These include AISD Parent Support Specialists, Dropout Prevention Specialists, AISD School-Community Liaisons, Family Resource Centers, and Communities in Schools. This document is attached as **Appendix C**. Each of these program components serves a particular role, and together they provide an intervention network of services to reduce truancy and prevent dropout.

Truancy Reduction Best Practices/Solution Strategies

Bouffard, Lovrich and Strand (2009, p.29)[vi], note that there is a consensus among education researchers that the most effective programs in reducing or preventing truancy are those using a multi-modal approach with multi-agency coordinated and cooperative strategies, based on activities designed to address both macro and micro-level problems that lead students to "fall through the cracks" of the school system and result in juvenile justice system involvement.

Bouffard et al (p. 32) were tasked with making recommendations for the state of Washington to reduce truancy statewide. Drawing from their extensive review of the literature, they recommend investment in five key areas. Though their scale of intervention differs from that for Austin, the recommendations remain instructive, and affirm actions currently underway:

1. Develop a comprehensive data system and evaluation framework, with standardized definitions and summary protocols. The types of data to be evaluated include attendance, discipline, demographic data, and school outcome information, with disaggregations by ethnicity and other characteristics.

2. Increase student support for academic attainment and achievement; through a variety of methods, including greater use of curricular resources featuring a diversity and mutual respect theme, close monitoring of student progress early on in elementary schools, and the provision of greater "transition services" for the critical elementary-to- middle school and middle school-to- high school points of educational transition.

3. Improve teaching and instruction with respect to cultural competence (e.g., more inclusive subject matter, more use of racial and ethnic role models, etc.); increase teacher diversity and foster culturally responsive instructional approaches and practices. It is suggested this can be accomplished by requiring teachers to develop competencies in language and engage in cultural competence training, provide teachers with support for ongoing professional development, and adopt effective English Language Learners (ELL) programs and culturally relevant curriculum.

4. More effectively engage families in the school environment by fostering a welcoming and supportive environment. More effectively addressing the needs of the families of truant youth generally, and the cultural and linguistic needs of the parents of minority youth in particular, will strengthen the school-family partnership in a very important way.

5. Develop a pre-school through college continuum whereby all students, but specifically at- risk children, are provided information, encouragement, and timely support concerning how success in school studies leads to success in virtually all areas of life.

Similarly, the National Center for School Engagement identifies the following key components for effective truancy reduction programs[vii]:

1. Parent/guardian involvement, or whole family involvement.
2. A continuum of supports, including meaningful incentives for good attendance and consequences for poor attendance.
3. Collaboration among community actors such as law enforcement, mental health workers, mentors, and social service providers, in addition to educators.
4. Concrete and measurable goals for program performance and student performance. Good record keeping and on-going evaluation of progress toward those goals.

The Toolkit for Creating Your Own Truancy Reduction Program provides extensive support for planning and effective implementation.

The Forum for Youth Investment reiterates these findings, concluding that leadership and partnership are key (p. 7). [viii]

> Student success will not improve at scale until the pipeline is fixed and insulated. Yet many of the strategies that are being developed and implemented will remain ineffective and contribute to fragmentation if implemented in isolation. The pipeline cannot be effectively insulated unless efforts are coordinated and collectively, we are able to assess that they add up to what is needed. Therefore, changing the way leaders think and go about their work is key to success. Changing the way leaders think will change the way they do business – individually but also together. Leaders must be willing to ask bigger questions that lead to better data, bolder strategies and broader partnerships. Leaders who are committed to improving child and youth outcomes need to be challenged to:
>
> 1. Believe they have the capacity to do more by working together and that changes in youth outcomes, at scale, are possible;
> 2. Develop strong partnerships and coordinating structures to ensure that their specific interests and initiatives add up to a coherent whole;
> 3. Ensure that they have the capacity to do ongoing (versus one-shot) planning, decision-making and priority setting;
> 4. Collect and connect data on the status of youth outcomes, community supports and leaders efforts so that they can ask more complex questions and get more precise answers.

PART II: CHANGING THE WAY WE DO BUSINESS

If we work together and focus on **systems instead of programs**, develop **child-centric systems**, **measure and monito**r and **adjust strategies**, and hold ourselves **accountable for the results**, we can improve the outcomes for students. These outcomes include health/mental health, school success, social engagement and employment. But to be effective requires that we **change the way we do business**, both within AISD and across the community. It requires high level thinking, working across silos, making connections internally as well as across systems, monitoring results and adjusting our strategies accordingly.

Our blueprint for action includes setting BIG HAIRY AUDACIOUS GOALS, establishing BIG TENT PARTNERS, developing BIG IMPACT STRATEGIES, and using BIG PICTURE COORDINATING BODIES. The graphic below helps specify the components of our blueprint.

Our Blueprint for Action:
Change the Way We Do Business

Big Hairy Audacious Goals
Kids Healthy and Safe
School Ready by Kinder
School Completion
Contribute to Community

Big Tent Partners
City, County, AISD
Health Care Systems
Non-Profit Organizations
Social Service Providers
Funders

Big Impact Strategies
Safety/Mental Health
Reduce Child Mobility
Academic rigor/relevance
School-Workforce
Juvenile Justice Reform

Big Picture Coordinating Bodies
Leadership Council
Youth Council

BIG HAIRY AUDACIOUS GOALS

Reviewing the work of many collaborations and initiatives across the community, 4 BHAGs seem to apply. We want all children in our community to be healthy and safe, we want them to have a healthy start and be school ready by Kinder, we want them to complete their schooling, and we want them to be productive adults contributing to their community.

BIG TENT PARTNERS

Our partners are many and diverse. They include our local governmental entities (City, County and School District), health and mental health organizations, social service providers, and our funders.

BIG IMPACT STRATEGIES

We are developing BIG IMPACT STRATEGIES. Painted in broad strokes, our strategies will improve school climate/safety and mental health (all issues that underlie student disengagement), help to reduce child mobility, and improve the rigor and relevance of school curricula to meet student and family needs. The strategies are at differing levels of development and implementation. Working strategically, our first focus will be to shore up the structures within AISD which form the foundation for community partners to support student success. In the coming year we will plan and act to improve the school to workforce transition, and improve the juvenile justice system.

BIG PICTURE COORDINATING BODIES

LEADERSHIP COUNCIL

The **chief coordinating body** proposed in this plan is the **Leadership Council**, which will be jointly chaired by top administrators from the City/County/and AISD, and which will be accountable to the **Intergovernmental Joint Subcommittee**. Its membership will include key non-profit organizations and collaborations, funders and community leaders, with a shared purpose. During the coming year, the Leadership Council will help establish and support a Youth Council, which will report to the Leadership Council. The function of the Leadership Council is described below.

OPERATING PRINCIPLES:

Our **operating principles** include commitment to a **culture of quality improvement**—we don't want to throw the baby out with the bathwater when we are using best practices but not getting the results we expect; We will be systemic and systematic;

We will use a common vocabulary, and we will share information so that we can understand at a deeper level what our children and youth need to succeed.

1. We will create a community culture of continuous quality improvement with a systems focus, using a results based accountability paradigm.

2. We will maintain a common vocabulary. Community results measures will be based on the common vocabulary.

3. We will share pertinent information across organizations so that we can better understand and address the needs of children, youth and families.

AUTHORITY and ACCOUNTABILITY:

1. The Leadership Council will be accountable to the Joint Subcommittee for results. The Leadership Council will have the authority to recommend policy and operational changes to the City, County and AISD elected officials.

2. Our focus will be on the following desired states (RESULTS):

    a. All children and youth are healthy and physically safe.

    b. All children will enter kindergarten ready to succeed in school.

    c. All students are academically successful.

3. Community results are distinct from but related to organizational performance measures. Quality improvement targets will reference baseline measures.

4. The Leadership Council's Working Group(s) will be authorized to recommend definitions to the Leadership Council, which will have the authority to approve them. These definitions will provide us a common language for community discussion.

5. The Leadership Council's Working Group(s) will be authorized to obtain reports from community organizations reflecting performance measures, disaggregated to identify the status of special populations of concern.

6. Results accountability reports will be submitted to the Leadership Council for review, monitoring, and systemic action.

    a. Targeted reports may be augmented with GIS mapping to provide spatial analysis that can guide efficient resource allocation and monitor visible outcomes over time as a measure of effectiveness.

7. The Leadership Council, in concert with its Working Group(s), will have the authority to prioritize areas of effort/scope based on available resources.

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STRATEGIC IMPLEMENTATION PLAN

The POWER OF US

Students with chronic absenteeism are missing out on important opportunities provided by AISD and community supports. Picture the kindergartener who is frequently absent or tardy. She learns early what it is like to be out of touch with the project that the rest of the class is experiencing. She learns how it feels to have gaps in her understanding when the other children discuss chunks of learning that she has missed. She learns to stay quiet, act out, or stay home so that no one will notice what she doesn't know. By fifth grade she'll reach the tipping point that Superintendent, Dr. Meria Castarphen, described in her 2009 State of the District address: she will be the chronically absent student who will likely drop out in ninth grade. We note that Dr. Carstarphen has cited that if AISD attendance rates were improved by 1% each year, the district would receive $6 million of additional revenue, and our kindergartner could know the joy of fully engaging in the class project and of speaking confidently during class discussions. She could be climbing up instead of dropping out.

We can change this. The Austin community is recognized as exceptional in the level of community involvement and support for the success of children attending the Austin Independent School District. Our mechanism for change is to complement the AISD Strategic Plan for 2010-2015. We are aligning our activities with strategies and action steps in that plan, particularly items **1.16** (improve attendance) and **1.17** (improve completion rates). However, because our solution is systemic, we are enhancing the capacity of AISD to complete many additional action steps (1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9, 1.14, 1.19, 1.20, 1.21, 1.23, 1.24). We will in turn make recommendations to AISD to support this community-wide systemic approach. We embrace a continuous quality improvement approach that allows us to look honestly at the data, evaluate processes and make corrections over time.

Using the POWER OF US, AISD will:
1. Strengthen and enhance AISD's internal structures, and insure consistent application across campuses to integrate academic and social/emotional supports at universal, targeted and intensive levels in response to student need.
2. Define a systemic structural and functional system of student support for AISD and its key community partners that is student-centric, family focused and data driven.
3. Identify where capacity building is needed, and build that capacity within AISD and within the community.
4. Identify AISD's internal structures at both the District and campus level, specify where external community partners can link to make meaningful differences in the lives of individual students, and engage those partners effectively.
5. Recognize that the needs of students at the elementary level differ from those of older secondary students, and therefore the structural organization of the AISD to meet those needs will be different, and developmentally appropriate.
6. Develop consensus with the community on the metrics used to monitor student progress and community success.

This plan responds to a call to action for AISD and the community to assure that all of our children successfully complete high school. We begin by expecting that children attend school daily.
Our approach will be child-centric and data driven. As the core institution serving children and families, our initial action steps focus on improving systems within and connected to AISD.
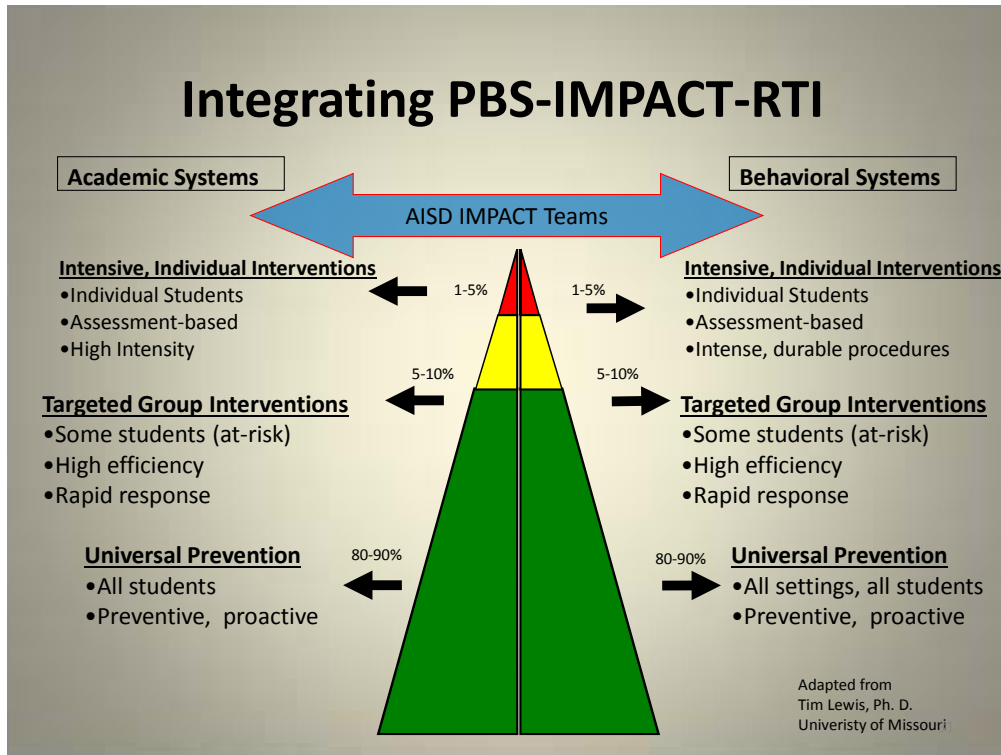
There are 4 initial action steps:
1. Strengthen the Foundation to Monitor and Respond to Student Absenteeism
2. Integrate Academic and Learning/Social Supports within AISD, then with Community Partners
3. Improve Data Management and Communication Systems
4. Specify Measurable Outcomes based on Student Metrics

Strengthen the Foundation to Monitor and Respond to Student Absenteeism

AISD has a number of evidence-based practices in place to help enhance student success, but improvements are needed in **implementing them with fidelity** across campuses. There are 4 key structures in AISD that support student learning. They are related to one another. **Positive Behavior Supports** (PBS) provides a systematic and positive approach to discipline. It addresses issues of school safety, climate and mental health that underlie a number of risk factors for school disengagement. PBS operates at the universal, targeted and intensive levels, based on student need. **IMPACT** is the process used on campuses to identify and intervene to support students who are struggling with academic, attendance or behavior issues that impede their school progress. **Response to Intervention** (RTI) is the approach used to monitor interventions to determine if they are having the desired impact on student performance. This model is used in monitoring academic performance, but it also applies to altering student behavior to improve success. AISD is em-
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ploying a **social-emotional learning curriculum** to address identified needs in the student population. Through curricular instruction, students learn positive means of expressing themselves and respecting others, reducing conflict and distracting behavior. These core structures need to be implemented with fidelity across campuses. They also need to be better integrated, and that work is underway. Together, these form the foundation for successful connection with community partners.

Integrating PBS-IMPACT-RTI

| Academic Systems | AISD IMPACT Teams | Behavioral Systems |

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•High Intensity

1-5%   1-5%

Intensive, Individual Interventions
•Individual Students
•Assessment-based
•Intense, durable procedures

5-10%   5-10%

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Targeted Group Interventions
•Some students (at-risk)
•High efficiency
•Rapid response

Universal Prevention
•All students
•Preventive, proactive

80-90%   80-90%

Universal Prevention
•All settings, all students
•Preventive, proactive

Adapted from
Tim Lewis, Ph. D.
Univeristy of Missouri

The above graphic demonstrates the interaction between academic and behavioral supports at the universal, targeted and intensive levels. All students receive social emotional instruction, and positive behavior support through the development of universal campus systems, and high quality instruction in the class rooms. For the majority of students this preventive/proactive approach is sufficient. When students demonstrate that these universal approaches are not adequate, the campus **IMPACT** team strategizes to determine what additional supports within the district and community are needed to ensure their success. A student may need a targeted or individualized intensive level of assistance. Clearly, a student's needs are rarely just academic or just social emotional. That is why it is essential to have a systemic approach. Using Response to Intervention, the student's performance is monitored and interventions adjusted as needed to achieve the desired result.

Integrate Academic and Learning/Social Supports within AISD, then with Community Partners
In addition to these core internal AISD structures, there is integration between AISD and key community supports for students. These include Communities in Schools, Family Resource Centers, School Community Liaisons, Parent Support Specialists, and Dropout Prevention Specialists. The intervention models and target populations differ for each of these, though they work in concert to serve the vulnerable student population. **Appendix C** provides a descriptive comparison of these components. These are particularly important for addressing the needs of vulnerable populations.

Vulnerable Student Populations
The school campus is the level at which vulnerable students must get the supports they need. As AISD's **internal structures and functions, such as Positive Behavior Supports (PBS), RTI and IMPACT**, are aligned and **implemented with fidelity** across all campuses, we improve the ability for community partners to support the work of teachers by meeting the non-academic needs of students. We can then connect AISD's strong foundation with other efforts currently underway, such as **workforce** development (including attendance incentives), **juvenile court** system improvements, continued development of **relevant instruction**, and efforts to stabilize families and **reduce student mobility**.

Students who experience campus or residential mobility, those who are homeless, involved in Child Protective Services or Juvenile Justice systems, and those who are over-age and under-credited all constitute particularly vulnerable populations for successful school completion. We know that AISD serves in excess of 17,000 mobile students[ix], 2000 homeless students[x], that over 5000 students are referred to Travis County Juvenile Probation, and that about 2500 AISD students are under supervision of TCJPD.[xi]
Child Mobility

Child mobility, both school mobility and residential mobility, presents a significant challenge to the school success of students. In School Year 2008-09, 17,115 students in AISD were identified as school mobile. These students are enrolled for fewer days and have a lower attendance rate than non-mobile students.

Comparing Attendance for
Mobile and Non-Mobile Students, SY 08-09

Source: AISD Program Evaluation
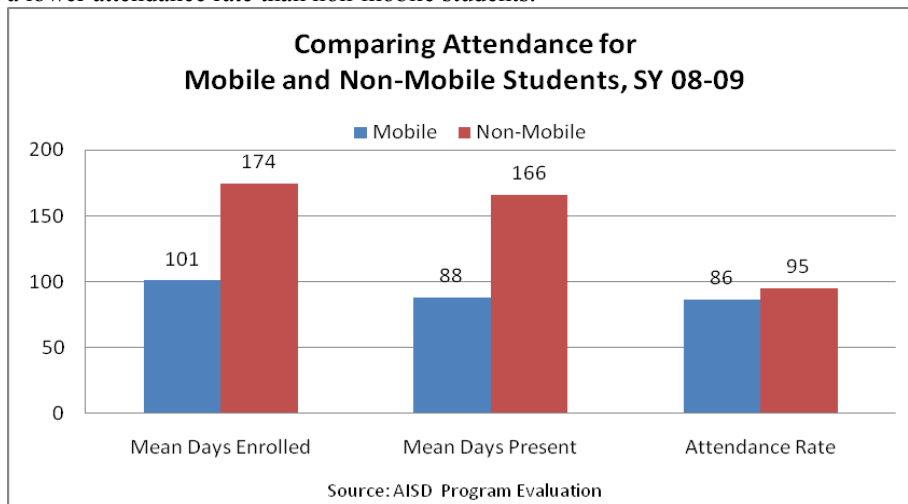
On February 19, 2010, a plan was submitted to the Joint Subcommittee to address student mobility. Components of the plan include the use of multimodal supports delivered through Family Resource Centers using a hub and spoke model in a targeted neighborhood, with data capture and evaluation, and based on investment in an information infrastructure to support cross institutional information exchange of person level data.[xii] With the resource support of the Joint Subcommittee, the plan to address student mobility will be implemented, with coordination through the Leadership Council.

School to Work Transition

While most of our efforts are designed to assist all students, we recognize that older students disengage from school for economic reasons. Assisting students who are over-age and under-credited to complete their education requires attention to their economic stressors. The current plan does not yet address these needs. We recommend that work on this issue proceed in the coming year under the guidance of the Joint Subcommittee, with work group participants from AISD, post-secondary education programs, Workforce Solutions, Austin Energy and other potential employers to create pathways for these students to obtain needed certifications for career paths. Experiences and research in other communities indicate that such pathways more effectively maintain the engagement of these students, encouraging school completion.

Juvenile Justice Reform

Similarly, we recognize that the City of Austin Human Rights Commission has resolved that an integrated youth court system be developed for Travis County. We recognize that there are differing models for court reform being used in the community, and that Judge Meurer and Judge Vasquez have played leadership roles in these efforts. Our current plan does not yet address these issues. We recommend that a plan for juvenile justice reform be developed in coordination with the Joint Subcommittee during the coming year, with involvement of the Leadership Council and other community partners

AISD staff, working with community partners, have developed a template for analyzing the common disconnects in systems to support student attendance. The structures differ for Elementary and Secondary students. The template, along with additional documentation can be used as a tool at the campus level to assess local disconnects, prioritize areas for improvement, and using a quality improvement paradigm work to strengthen structures at the campus level. The two graphics below present the templates. **Appendix D** provides a better diagram, with the extended analytic process description.

Taking Action: Elementary

Attendance
Keeping accurate record of absences and tardies, using automatic system to contact parents
- Lack of communication between parent, attendance clerk & teacher
- Lack of effective strategy to maintain *current* parent contact information

Classroom Teachers
- Lack of Social/Emotional curriculum implemented
- Classroom not organized for content recovery
- Too many students to monitor
- Attendance not entered daily

Court System
Enforcing truancy laws
- Multiple juvenile court systems
- School and court interventions not connected
- Courts overwhelmed by numbers

Academic Content Recovery
Helping student make up missed content to avoid failure to achieve academically
- Teachers overwhelmed with coordination
- Lack of flexible academic alternatives

Family/Social Supports
Supporting families (and students) with stabilizing resources/parent connection
- Support system/IMPACT are poorly coordinated
- Many campuses don't address family need/issues.

Dropout Prevention
Working with at-risk students to increase motivation/opportunity to experience success
- Lack of effective coordinated prevention and early intervention strategies

IMPACT
Bringing together school supports with parents and at-risk students to make a coordinated plan for success
- IMPACT process lacks fidelity to intended function & effective coordination on most campuses.

At-Risk Support Programs
Supporting students with counseling, mentoring, tutoring, and other supports
- Not enough capacity for need
- Lack of coordination/communication among programs

High Student Mobility makes tracking and support difficult	Lack of campus-level coordination of services means poor coordination of academic and support services	Limited Focus on parent engagement means parents are mainly involved at enforcement level	Limited Accountability can cause conflicting priorities around attendance and student disengagement
Capacity Issues Cause system to break down at key points		**Multiple Courts** Result in parent and student confusion	

High teacher mobility →Other Forces Impacting Process←New teachers in high need schools

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Taking Action: Secondary

Attendance
Keeping accurate record of absences and tardies, using automatic system to contact parents
- No timely communication with staff
- Poor parent contact information

Classroom Teachers
Teachers monitoring and supporting at-risk students
- Classroom not organized for recovery
- Too many students to monitor
- Grades/Attendance not entered daily
- Need more vocational programming

Court System
Enforcing truancy laws
- Multiple juvenile court systems
- Some campuses not coordinating well with courts
- Courts overwhelmed by numbers

Credit Recovery
Helping student make up missed classes and to catch up credits
- Teachers overwhelmed with coordination
- Lack of flexible academic alternatives

Family/Social Supports
Supporting families (and students) with stabilizing resources/parent connection
- Many campuses are lacking supports
- Supports poorly coordinated with dropout prevention process

Dropout Prevention
Working with at-risk students and re-enrolling students
- Too many students to manage
- Over-focus on recovery efforts and managing court paperwork

IMPACT
Bringing together school supports with parents and at-risk students to make a coordinated plan for success
- IMPACT process not followed on campus
- Too many students to manage.

At-Risk Support Programs
Supporting students with counseling, mentoring, tutoring, and other supports
- Not enough capacity for need
- Lack of coordination/communication among programs

High Student Mobility makes tracking and support difficult	Lack of campus-level coordination of services means poor coordination of academic and support services	Limited Focus on parent engagement means parents are mainly involved at enforcement level	Limited Accountability can cause conflicting priorities around attendance and student disengagement
Capacity Issues Cause system to break down at key points		**Multiple Courts** Result in parent and student confusion	

High teacher mobility →Other Forces Impacting Process←New teachers in high need schools

Improve Data Management and Communication Systems

In addition to developing common processes across campuses, we also need to improve the use of data so that students at risk for school failure, behavior issues or chronic absenteeism are identified early. With strong **IMPACT** teams on each campus, these students can receive the intervention and support they need. We then need to monitor their progress individually over time. **Appendix E** contains the Truancy intervention flow chart, indicating when the IMPACT process is involved .

Two key aspects of this plan are the use of information technology to monitor individual and aggregate level outcomes for students, and to facilitate information exchange between providers, where appropriate, for those serving children with complex needs, as exhibited in the Harlem Children's Zone/Promise Neighborhood initiatives. However, what is needed is not merely the ability to share data across a variety of systems. A cultural change to shift thinking from isolated organizational efforts to aligned, inter-connected processes within and across institutions, with strongly functioning IMPACT Teams on each campus, is required. Furthermore, there must be a clear understanding of roles, responsibility and accountability for performance at campus and management levels. Both performance management measures and community outcomes must be based on child outcomes. Information system design and implementation will enable measurement. Improving data management and communication systems can occur through the following steps:

1. Full implementation of YSM by September, 2010.
2. Submission of a federal *Invest in Innovation* (i3) grant proposal to integrate student-centric data systems across AISD, with interoperability with key community data systems in a secure, compliant environment.
3. Limited scale implementation in targeted Family Resource Centers of a performance management software solution that enables data sharing across organizations, with individual student and aggregate reporting capacity and technical capacity for expansion. (Resource dependent)
4. Communication plan developed by ACCESS Core Management Team to address the integration of student social/emotional, behavioral and academic needs to insure student success.
5. Expectation: Commitment to develop interoperable data systems that enable performance management within and across institutions and reporting on community level metrics.

Specify Measurable Outcomes based on Student Metrics

Obtaining an understanding of our accomplishments based on student outcomes is challenged by the multiple terms, differing definitions and alternative data analyses which result in competing measures of results, and conflicting interpretations. This situation is driven in part by multiple and sometimes conflicting regulations at the federal and state level pertinent to K-12 education especially around such concepts as absenteeism, truancy, and dropout. Target outcomes should be specified, along with definitions of terms and metrics that can be consistently applied within AISD and across the community, so that we can:

1. Improve early identification of students at risk for school non-attendance
2. Improve individual student attendance
3. Decrease the count of students administratively dropped from campus enrollment due to non-attendance
4. Decrease mid-year student transfers to other campuses
5. Improve individual student academic performance compared to the student 's baseline
6. Improve campus attendance rates from baseline established in 2009-10
7. Improve AISD attendance rate from baseline established in 2009-10

In addressing campus and district attendance and dropout rates, it is important to be cognizant of the interplay of these variables, and the inherent incentives and disincentives for campus staff and principals. We need to employ a theory of action that incentivizes staff to do what is right for their students *individually*, moving them along a trajectory that starts with where the student is, toward effective school completion.

Understanding a student's performance may mean understanding the individual student's growth from his/her personal baseline. A student may make two years of progress during a single school year, but if that student was three years behind peers to begin with s/he will still be a year behind as measured against some external standard. Both types of measures are important. The strategies and efforts that enable a student to make two years of academic progress in one year should be documented and acknowledged. Teachers and campus staff should be commended for their success.

Locally, we can augment mandated reporting of student progress by enhancing it with aggregation of results based on individual student progress. We can consider student growth in addition to student achievement against an external target.

MEASURING PERFORMANCE

To address our BIG IMPACT STRATEGIES . . .

We are developing a common vocabulary so that we can have meaningful discussions.

We are establishing common metrics, so that we are all looking at the same information.

DEFINITIONS:

Among the terms needing definition for use across the community, are

- Dropout Rate, Graduation Rate, Completion Rate
- Chronic Absenteeism
- Truancy

Dropout, Graduation and School Completion Rates

We will NOT use the annual dropout rate as a measure of outcome. **We will use graduation rate**.

Understanding Dropout, Graduation and School Completion Rates[xiii]

Annual Dropout Rate – Used in both federal accountability (AYP) and state accountability (AEIS), this rate is simply the number of students that dropout in a given school year, divided by the total number of students served during that school year. Thus, Dropout Rate =

$$\frac{dropouts}{total\ students\ served}$$

Graduation Rate – Under federal accountability, high schools are held to a longitudinal graduation rate. This rate measures the percentage of students who graduate within 4 years of entering high school. Students expected to graduate in any given year are referred to as the **cohort**. For example, the 2010 cohort consists of students who entered the 9th grade in the 2006-2007 school year, and they must graduate on (or before) August 31, 2010 in order to be counted in the 2010 graduation rate.

The graduation rate is calculated by dividing the number of students in a given cohort year that graduate within 4 years, by the total number of students in the given cohort. Students who continue in high school for a 5th year of study (**continuers**), or receive a GED, or dropout, remain in the cohort. Thus, Graduation Rate =

$$\frac{graduates}{graduates + continuers + \ GED\ recipients + dropouts}$$

Completion Rate I - At the state level, high schools evaluated under regular accountability are held to a longitudinal completion rate called Completion Rate I. This rate is similar to the federal graduation rate, except it awards credit for students in a given cohort who graduate in 4 years, plus those who continue in high school for a 5th year of study (**continuers**). Thus, Completion Rate 1 =

$$\frac{graduates + continuers}{graduates + continuers + \ GED\ recipients + dropouts}$$

Completion Rate II – At the state level, high schools evaluated under alternative accountability are held to a longitudinal completion rate called Completion Rate II. This rate awards credit for students in a given cohort who graduate in 4 years, plus continuers, plus those who receive a GED. Thus, Completion Rate II =

$$\frac{graduates + continuers + GED\ recipients}{graduates + continuers + \ GED\ recipients + dropouts}$$

Chronic Absenteeism is currently being defined as being absent more than 10 days (or the attendance rate equivalent) during the course of a school year. Drawing on research recommendations, we do not distinguish between excused and unexcused absences in this definition. A student with a health condition, such as asthma, may be chronically absent although absences are excused. That student is still missing instructional time and is at risk for becoming disengaged.

Truancy is defined as any unexcused absence from school as defined by the state's attendance laws. The Texas Compulsory School Attendance Law states that schools *may* file a complaint against the parent/guardian and/or student in a justice or municipal court if a student is required to attend school and fails to do so without an excuse on 3 or more days or parts of days within a 4 week period. Schools *must* file if a student is required to attend school and fails to do so without an excuse on 10 or more days or parts of days within a 6 month period in the same school year.

RESULTS BASED ACCOUNTABILITY

ED 524B

We are using a Results Based Accountability approach to metrics. We identify the positive result we wish to see in our community and establish the indicators that will provide evidence toward achieving that result. With baselines established, we can anticipate future trajectory and engage in community discussions on how to turn the curve in a desired direction. Community results are distinct from performance measures, though the two are related. Community results refer to population findings. Performance measures reflect organizational or program performance. They are tied to community indicators and reflect how much was done, how well it was done, and whether anyone is better off.

RESULTS Overview:
There are three key results of interest. The first two will need future development. In this report, we focus on the third RESULT: All students are academically successful.

1. All children and youth are healthy and physically safe.
    a. *To be developed*
    b. To include health risk behavior measures including BMI, cardiovascular health, smoking, substance use, STIs, births to teens
2. All children will enter kindergarten ready to succeed in school.
    a. *To be developed*
    b. May include school readiness screening, Kindergarten assessments, disciplinary data
    c. We note a trend in AISD data that indicates students are not entering school ready to learn. Behavioral referrals have increased by 84% (from 493 to 905) over 3 years.
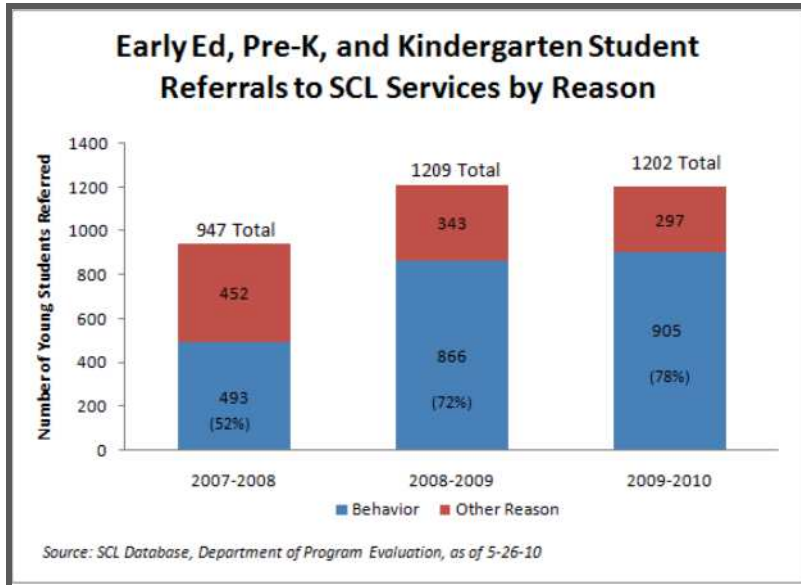
3. All students are academically successful.
    a. Definitions, indicators and performance measures developed below.

RESULT 3: All Students are Academically Successful

Definitions: In addition to the definitions for graduation rate, chronic absenteeism and truancy, the following definitions are used:

1. **Dropout Prevention** (occurs at the Elementary level and includes early childhood support, early literacy initiatives, social emotional learning, school readiness assessments, RTI, parent support/skill development, after school programming, attendance monitoring and intervention, etc.)
2. **Dropout Intervention** occurs when an attendance problem is identified, and may occur at elementary or secondary level; interventions via IMPACT process
3. **Student Achievement** referencing both student achievement to external standard, such as TAKS, as well as **student growth**, which considers the academic progress individual students make from their own baseline, in the course of a school year.

MEASUREMENT

Among the things we will track are graduation rate, attendance, disciplinary actions, and enrollment by grade cohort (tracking 6th grade students as they progress to 7th and 8th, etc.). We will consider this data by subgroup (ethnicity, gender, economic disadvantage, LEP status, etc.). Currently, we are refining this aspect of the plan.

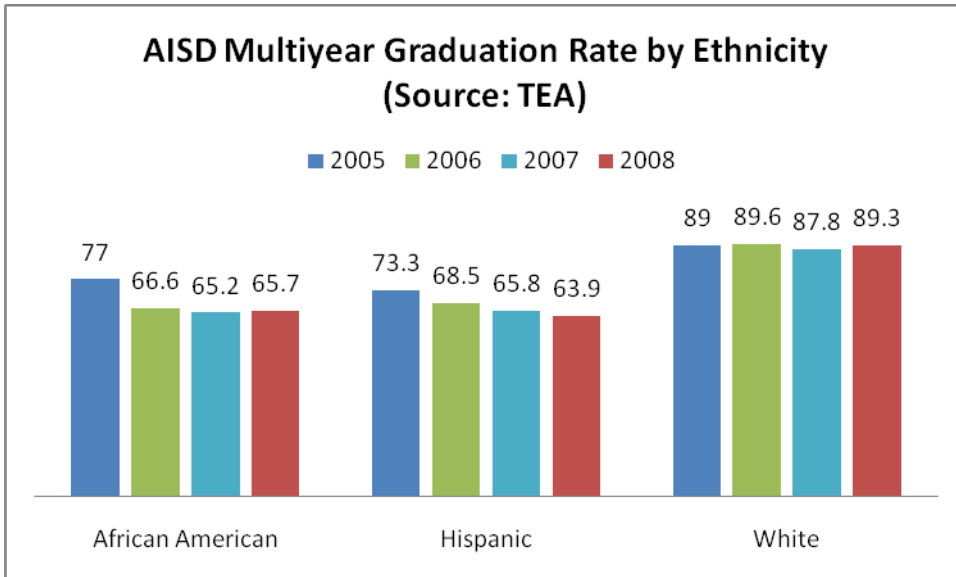To measure progress over time, we need to know where we are now. We need to establish a baseline.

INDICATORS: All students are academically successful.
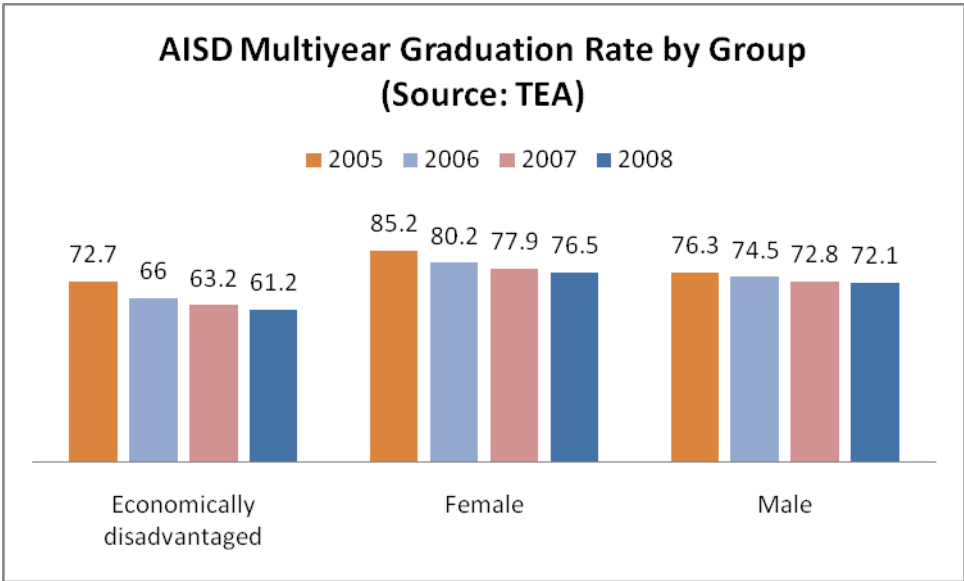## BASELINE Indicators

Graduation Rate

AISD Multiyear Graduation Rate
(Source: TEA)

Year	Rate
2005	80.7
2006	77.3
2007	75.3
2008	74.3
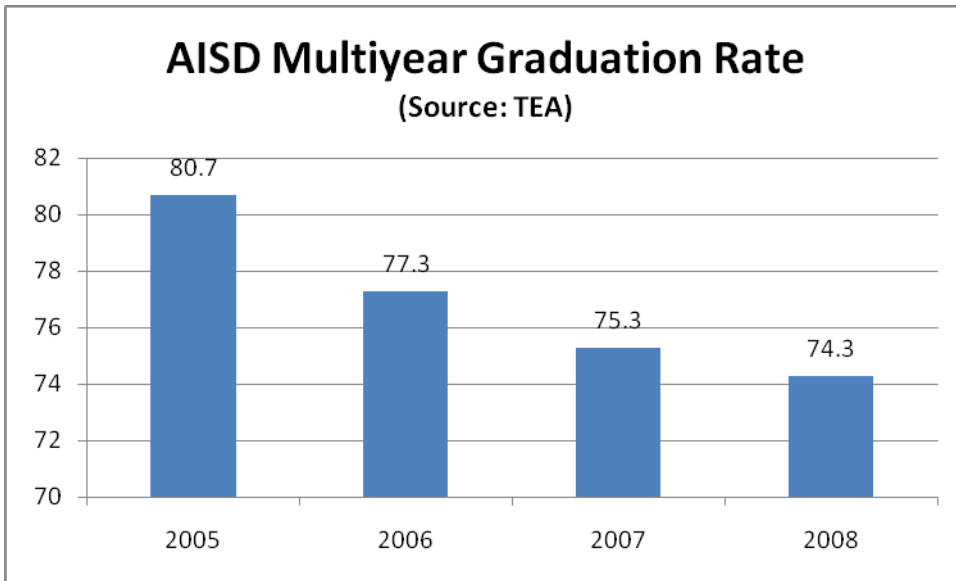
The graduation rate for AISD has been declining over the last several years, and is unacceptably low.

AISD Multiyear Graduation Rate by Ethnicity
(Source: TEA)

Legend: 2005 2006 2007 2008

Ethnicity	2005	2006	2007	2008
African American	77	66.6	65.2	65.7
Hispanic	73.3	68.5	65.8	63.9
White	89	89.6	87.8	89.3

The African American graduation rate is unacceptably low at 65.7%, but is no longer declining.

The graduation rate for Hispanic students is unacceptably low at 63.9% and has been declining.
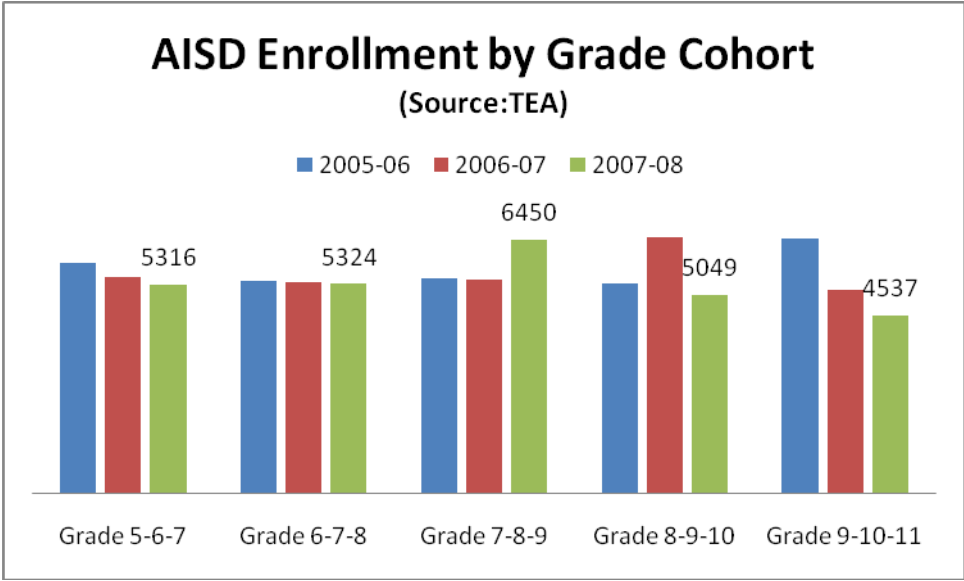
The graduation rate for White students is nearly 90%.

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AISD Multiyear Graduation Rate by Group
(Source: TEA)

■ 2005 ■ 2006 ■ 2007 ■ 2008

Economically disadvantaged: 72.7, 66, 63.2, 61.2
Female: 85.2, 80.2, 77.9, 76.5
Male: 76.3, 74.5, 72.8, 72.1

The graduation rate for economically disadvantaged students is unacceptably low at 61.2% and has been declining.

The graduation rate for females and males has been declining.

Enrollment by Grade Cohort

AISD Enrollment by Grade Cohort
(Source:TEA)

■ 2005-06 ■ 2006-07 ■ 2007-08

Grade 5-6-7: 5316
Grade 6-7-8: 5324
Grade 7-8-9: 6450
Grade 8-9-10: 5049
Grade 9-10-11: 4537

Grade 5 Cohort (2005-06) is now in 9th grade.

Grade 8 Cohort (2005-06) is now in 12th grade, this year's graduates.

There appears to be a 9th grade "bump" with students from other school systems entering high school. That bump appears to be followed by a 10th grade "slump".

Disaggregation of enrollment data by gender, ethnicity economic disadvantage, LEP and mobility status would be useful in helping to target subpopulations for intervention.

Attendance   TBD

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Disciplinary Actions   TBD

Academic Achievement and Academic Growth TBD

School Readiness Screening   TBD

PERFORMANCE TARGETS: All students are academically successful. (DRAFT)

1. ENROLLMENT
    a. A baseline measure for school enrollment by grade cohort, using data from SY 0506 though 0910, will be established for students currently in grades 6, 7, 8, 9, 10, 11, 12. Enrollment will be disaggregated by gender, ethnicity, economic disadvantage, LEP, and school mobile status.
    b. Enrollment tracking by grade cohort with disaggregation will be used to identify student clusters that may be leaving school before completing their education. This will facilitate community action to improve school completion.
2. ATTENDANCE
    a. The overall AISD attendance rate will increase 1% over 2008-09 baseline.
    b. Each campus will meet or exceed 95% attendance, reported annually by campus.
    c. School mobile students will meet or exceed 95% attendance annually based on enrolled days.
3. GRADUATION RATES
    a. Baseline measures of graduation rate, with trending using data from SY 0708 through 0910, will be established for AISD students, disaggregated by ethnicity, gender, economic disadvantage status, LEP , and school mobile status.
    b. Using the trended baseline, improvement targets will be established.
4. DISCIPLINARY ACTIONS
    a. A baseline of AISD disciplinary actions will be established using school year 2009-10 data.
    b. Disproportionality in AISD discretionary disciplinary actions will be evaluated and eliminated.
5. ACACEMIC PROGRESS
    a. TBD

LEADERSHIP COUNCIL WORK GROUP
Current Action Steps

1. We are working together to expand capacity and implement best practices that encourage good attendance. Campus staff and administrators along with community partners have identified a number of *practices that work* to keep students engaged in school at the elementary, middle and high school levels.
2. We are improving our systems to identify and respond to students with chronic absenteeism.
3. We are implementing the internet-based **Youth Services Mapping** tool (**YSM**) to collect information on available community capacity to support student success. The tool will help us align supports with needs at the campus level. We are creating the expectation that all campuses and community partners enter and maintain their data in order to support an effective service system.
4. We have identified campus IMPACT Teams as the key vehicle through which district and community resources are accessed to support students in need. We are improving the consistency with which teams are implemented across the district, evaluating the capacity of these teams on high need campuses, and developing quality improvement targets for the teams.
5. We have identified the important role of Family Resource Centers to support families, particularly those in crisis, at the neighborhood level to assure their children remain in and complete school. We recognize that a strong Family Resource Center in conjunction with campus leadership can create "sticky" schools, where families maintain enrollment of their children in their neighborhood school, enhancing opportunity for school success.

Work Plan:

1. We will continue the functional analysis of **IMPACT** for both elementary and secondary students to identify how the system should be working on campuses, where community partners connect with the District, where capacity building is needed for campuses, where disconnects exist and actions to correct the disconnects. Applying the functional analysis to campus practices can then identify performance strengths and opportunities for campus system improvement.
2. We will continue the structural analysis of AISD student support structures to identify disconnects which lead to incomplete/inconsistent implementation of promising programs/best practices that generate good student results.

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[i] Texas Education Code http://www.statutes.legis.state.tx.us/

[ii] Bouffard, L., Lovrich, N., Strand, P. (2009). Models for Change: Systems Reform in Juvenile Justice. Truancy: review of research literature on school avoidance behavior and promising educational re-engagement programs.

[iii] Toolkit for Creating Your Own Truancy Reduction Program. Undated. http://www.ojjdp.ncjrs.gov/publications/truancy_toolkit.html

[iv] Housing/Student Mobility Working Group White Paper, Joint Subcommittee (February,2010).

[v] Forum for Youth Investment, (March, 2010) Insulating the Education Pipeline, Draft Paper. http://www.forumforyouthinvestment.org/content/insulating-education-pipeline-draft

[vi] Bouffard, L., Lovrich, N., Strand, P. (2009). Models for Change: Systems Reform in Juvenile Justice. Truancy: review of research literature on school avoidance behavior and promising educational re-engagement programs.

[vii] Toolkit for Creating Your Own Truancy Reduction Program. Undated. http://www.ojjdp.ncjrs.gov/publications/truancy_toolkit.html

[viii] Forum for Youth Investment, (March, 2010) Insulating the Education Pipeline, Draft Paper. http://www.forumforyouthinvestment.org/content/insulating-education-pipeline-draft

[ix] AISD Department of Program Evaluation

[x] AISD McKinney-Vinto Report. (2008).

[xi] Travis County Juvenile Probation Department (April, 2010).

[xii] Housing/Student Mobility Working Group White Paper (February, 2010). Submitted to City/County/AISD Intergovernmental Joint Subcommittee

[xiii] Debra Ready. (May, 2010) AISD PEIMS Department.