

**TITLE IV SAFE AND DRUG FREE SCHOOLS
AND COMMUNITIES**

EVALUATION REPORT, 2001-2002



**IDENTIFYING STRATEGIES TO UNIFY A
MULTI-FACETED APPROACH**

**AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF PROGRAM EVALUATION
MAY 2003**

EXECUTIVE SUMMARY

OVERVIEW

Austin Independent School District (AISD) has received federal funding through the Title IV Safe and Drug Free Schools and Communities (SDFSC) grant since the 1987-88 school year. The purpose of the SDFSC grant is to supplement state and local educational organizations' efforts towards education on and prevention of drug abuse and violence. During the 2001-02 school year, AISD received a total Title IV grant of \$752,975, which was utilized through districtwide student programs and support services as well as campus level initiatives. In conjunction with other federal and local grants, as well as with the support and services provided by community agencies, AISD provided drug and violence prevention education and programming to sustain and buoy identified protective factors for over 80,000 students within AISD and in the private, non-profit, and delinquent facilities within the district's boundaries.

NEEDS ASSESSMENT

Substances. Taking student population growth into account, the number of discipline referrals in AISD for the use or possession of any substance, including tobacco, alcohol, inhalants, and all other illegal drugs (e.g., marijuana, ecstasy, etc.), declined over 16% since 2000-2001, resulting in the lowest rate of substance use or possession referrals over the past four years. While there were decreases in all categories of substance referrals, the greatest reduction was seen for tobacco, which was down 36%. In addition, alcohol referrals declined by 17% and drugs by 4%. For the most part, self-report surveys revealed that AISD students showed similar trends in prevalence and frequency of substance use as the state sample, though some differences in particular rates of reported use were observed. For example, a greater proportion of AISD students than state respondents reported that they used marijuana at least once within their lifetime, and within the past thirty days. As expected, self-reported grades and substance use were inversely related, as were self-reported perceptions of parental involvement and substance use. Interestingly, there is incongruence between student perceptions of the dangers of substance use and their reported behaviors; specifically, many report that they use substances despite their belief that the substances are dangerous.

Safety. The number of students referred for verbal and physical aggression increased 25% at AISD between 2000-01 and 2001-02. This escalation in referrals was primarily a result of a 50% increase at middle and junior high schools. Reflective of the overall increase in the number of students referred for violent offenses, student safety (e.g., fighting, harassment, and threats) has remained the most frequently reported staff concern by a wide margin, and in students' top three reported serious issues at their campuses. Still, the majority of students (83%) and staff (98%) surveyed at AISD report feeling at least somewhat safe at school.

PROGRAMS

During 2001-2002, the districtwide student programs (PAL, ROPES, and INVEST/Positive Families) worked with over 5,600 students as well as many staff members and other adults. In addition to the districtwide programs, each campus in AISD was allotted funds with which to conduct their own student program initiatives based on individual campus needs. Overall, campuses reported positive outcomes as a result of their programs, including decreased discipline referrals and increased student knowledge about the dangers of substance use.

Support services also contributed to districtwide prevention efforts. School Support Community Specialists provided consultation and technical assistance to individual campuses regarding the effective use of their campus funds. Two drug prevention counselors provided service referrals and other focused services at two AISD schools with high at-risk student populations, and one program specialist in Guidance and Counseling provided curriculum support and leadership regarding promoting healthy, safe schools to all AISD school counselors. In addition, Title IV funds were utilized to support Health and Science curriculum specialists.

The AISD Title IV Advisory Council provided a monthly forum for required input and collaboration from community agencies. Many of these agencies (e.g., Lifeworks, Safe Place, Communities in Schools, and YWCA) partnered with the district by providing in-kind services at numerous AISD schools. In addition, stakeholders within AISD, such as individuals supported by other federal and local grants that have overlapping goals (e.g., the Middle School Coordinators and Elementary School Counseling grants), participated in the Advisory Council.

RECOMMENDATIONS

Evaluation of each component of the AISD Title IV program was conducted using multiple sources of data. District discipline data were a primary source of information regarding the incidence rates of violence and substance use and possession on campus. A districtwide student survey of 4th-12th graders was also conducted to determine attitudes regarding school safety and substance use as well as self-reported prevalence of substance use. This survey provided a basis for comparison to state data. Based on findings from this evaluation, several recommendations are made.

1. Improve coordination and supervision of Title IV programming.

Overall, the greatest need found for the Title IV grant implementation continues to be improved coordination and supervision of Title IV programming to ensure effective use of SDFSC funds in the district. While this need is present across many areas of the grant, it was most prevalent in regards to the ROPES program and the School Support Community Specialists (SSCS) staff positions. These areas are supervised by multiple individuals with varying degrees of investment and expertise in the arena of drug and violence prevention. Regarding the ROPES program, poor coordination between departments has contributed to conflicting and counterproductive efforts towards the same goals. In the case of the SSCS positions, poor coordination has resulted in the district being at risk of noncompliance with grant requirements. Central leadership that has both the responsibility of directing the program as well as the authority to follow it through is needed.

2. Provide more guidance to campuses to assist their planning of prevention activities.

Individual schools could more effectively utilize SDFSC funds if they had additional information about the specific needs of their campus as well as about programs geared toward meeting those specific needs. One way to help campuses better understand their needs is to provide them with campus level data regarding substance use and violence trends in conjunction with both districtwide and statewide data. In addition, more structured guidelines should be put into practice regarding the programs that may be implemented at the campus level. Specifically, direct fund allocations to campuses should be eliminated. Instead, campuses should be allowed to select and implement prevention

programs, curricula, or trainings from a group of pre-approved research-based interventions (such as those on the US Department of Education's list of exemplary and promising programs). This change will ensure that campus needs, as well as district goals and federal guidelines are met.

3. Align salaries of support personnel to be proportionate to the amount of effort toward and responsibility for SDFSC grant goals and objectives.

In the case of both the counseling and curriculum staff funded by Title IV, the district is at risk of noncompliance regarding supplanting district with federal funds. One possible solution to this problem is to allocate funds for salaries according to the proportion of the job directly related to SDFSC activities, i.e., reduce the proportion of each salary funded by Title IV. This seems to be the best solution for the curriculum and counseling specialist positions because they have additional duties that would be difficult to delegate to other positions. Another possibility is to limit the activities performed by support personnel funded by Title IV to be job tasks that are exclusively related to SDFSC. This is likely the best solution for the two campus counselor positions in particular because these counselors are supplemental to the counseling staff that are already in place at Garza and the Alternative Learning Center.

PREFACE

In compliance with the federal Title IV Safe and Drug Free Schools and Communities (SDFSC) legislation, state law, and district mandates, the Austin Independent School District (AISD) Title IV SDFSC program is evaluated by staff in the Office of Program Evaluation within the district's Division of Accountability and Information Systems. Some of the outputs of the evaluation include a standardized report to the Texas Education Association (TEA), the Academic Excellence Indicator System (AEIS) addendum, as well as this narrative report. Specifically, this report helps to fulfill some of the requirements of the Principles of Effectiveness (see below), mandated by the federal grant, including the needs assessment, program development, and evaluation of progress.

SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT PRINCIPLES OF EFFECTIVENESS (JULY 1998)

Principle 1: A grant recipient shall base its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served.

Principle 2: A grant recipient shall, with the assistance of a local or regional advisory council where required by the SDFSCA, establish a set of measurable goals and objectives, and design its programs to meet those goals and objectives.

Principle 3: A grant recipient shall design and implement its programs for youth based on research or evaluation that provides evidence that the programs used prevent or reduce drug use, violence, or disruptive behavior among youth.

Principle 4: A grant recipient shall evaluate its programs periodically to assess its progress toward achieving its goals and objectives, and use its evaluation results to refine, improve, and strengthen its program, and to refine its goals and objectives as appropriate.

Source: U.S. Department of Education (1998)

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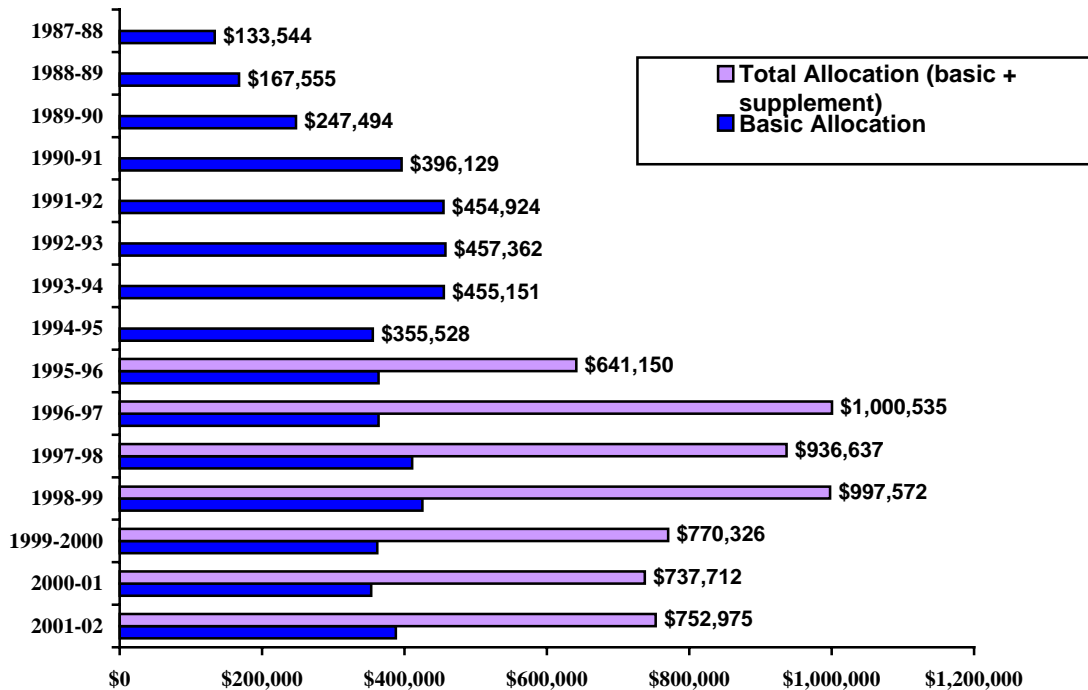
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PART 1: INTRODUCTION AND NEEDS ASSESSMENT

INTRODUCTION: TITLE IV AT AISD

Austin Independent School District (AISD) has received federal funding through the Title IV Safe and Drug Free Schools and Communities (SDFSC) grant since the 1987-88 school year. The purpose of the SDFSC grant is to supplement state and local educational organizations' efforts towards education on and prevention of drug abuse and violence. Grant funds are funneled from the U.S. Department of Education, through state education Agencies (e.g., the Texas Education Agency), to school districts and other entities at the local level.

Figure 1: Title IV SDFSC Grant Monies Received by AISD, 1987-2002



* Total Allocation for each year includes only monies awarded during that funding cycle. Funds rolled forward from previous funding cycles are not included.

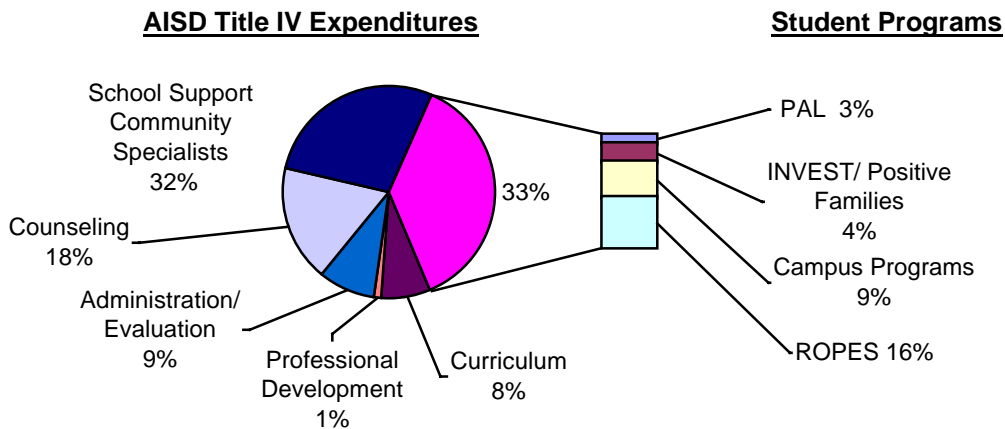
Source: AISD grant records.

As shown in Figure 1, during the 2001-02 school year, AISD received a total Title IV grant of \$752,975 that consisted of a basic formula allocation of \$387,983 and a supplemental allotment of \$364,992 that was distributed by the TEA to school districts with the greatest need. In addition to funds allotted for the 2001-02 school year, AISD had available \$13,764 in funds that were rolled forward from the 2000-01 school year, yielding a total 2001-02 Title IV budget of \$766,739. AISD has received the supplemental Title IV funding since the 1995-96 school year, and since then, it has accounted for about half of the Title IV funds received by the district¹.

COMPONENTS OF THE AISD TITLE IV PROGRAM

AISD takes a multi-faceted approach to providing drug and violence prevention education through Title IV. In addition to programs aimed at student education on violence and substance use prevention, Title IV funding was utilized in 2001-02 to provide districtwide support services in the form of professional development, specialized personnel, a variety of curriculum materials, and program evaluation. One-third (33%) of the 2001-02 Title IV budget was spent directly on student programs, and the remainder was expended for districtwide support services (Figure 2).

Figure 2: Total Title IV Expenditures by Program Component, 2001-02



Source: 2001-02 AISD Title IV Budget

¹ Beginning in 2002-2003, the formula for funding changed, and greatest need supplements were ultimately eliminated. The result for AISD is an unprecedented 33% reduction in Title IV funding over the span of a single year.

Three of the student programs (PAL, ROPES, and INVEST/Positive Families) are offered districtwide. PAL is a peer mentor program in which older students (PALs) mentor younger students (PALees) in their own school or in schools in their vertical team. The ROPES program consists of a series of workshops designed around physical challenges that provide experiential learning opportunities for students. INVEST/Positive Families are school-based curriculum programs for middle and high school students and their parents, available to students who are referred to the Alternative Learning Center (ALC) for first-time drug offenses or persistent misbehavior. In addition to districtwide programs, each individual campus received Title IV funds to implement their own student programs based on campus-specific needs. Some campuses used their funds to supplement districtwide programs at their campus (e.g., many campuses spent a portion of their funds to further support the PAL program on their campus). Student programs are described in more detail in Part 2 of this report.

Districtwide support services provided a foundation and structure from which the student programs drew personnel and material resources. Three school support and community specialists, two full time counselors who specialize in drug and violence prevention services, and one partially funded counseling program specialist were available to assist schools with their specialized needs. In addition, curriculum materials and guidance regarding use of these materials were provided, as was professional development in the area of violence and drug prevention. Finally, a proportion of the funding was utilized for administration of the grant and evaluation of the programs implemented through grant funds. The components of districtwide support services are described in more detail in Part 3 of this report.

In compliance with the Title IV federal grant mandate, AISD continued to host and facilitate the AISD Title IV Advisory Council, which provided a monthly forum for input and collaboration from district stakeholders and community agencies. The grant manager and two representatives from participating community agencies co-chaired this council. Many community agencies (e.g., Lifeworks, Safe Place, Communities in Schools, and YWCA) partnered with the district by providing in-kind services at numerous AISD schools (Appendix A). In addition, several Advisory Council members represented other federal and local grant initiatives with similar goals, such as the Middle School Coordinators and Elementary School Counseling grants.

FRAMING THE PROBLEM

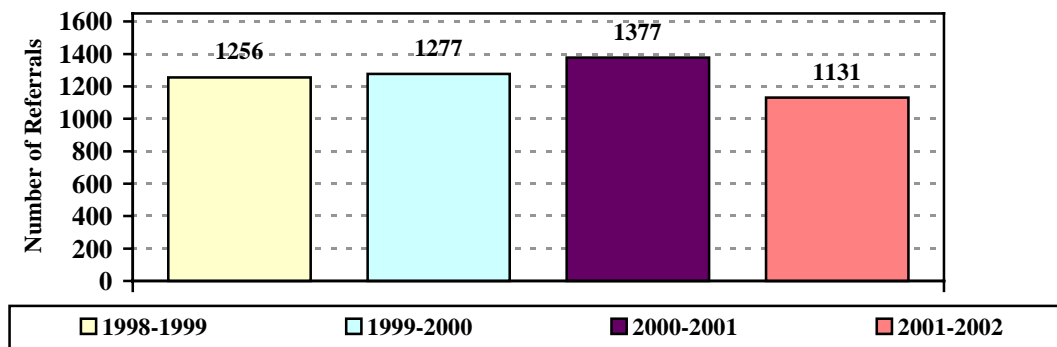
An essential part of addressing the extent of youth substance use and violence consists of having an accurate understanding of the problem. In order to do this, as well as to comply with the Title IV requirement of conducting annual needs assessment and evaluation, AISD utilizes three primary data sources regarding the current incidence and prevalence of student substance use and violence within the district. These data sources are: the district's discipline incident reporting system, an annual student self-report survey, and an annual employee self-report survey.

SUBSTANCE USE IN AISD

District Student Discipline Data Related to Substance Use

The numbers of substance referrals for the use or possession of any substance, including tobacco, alcohol, inhalants, and all other illegal drugs (e.g., marijuana, ecstasy, etc.) were relatively stable between 1998-99 and 1999-2000, implying stable use by students (Figure 3). This was followed by an increase of 100 referrals in 2000-2001; representing, on average, less than one additional substance use or possession referral more per school during the year. Taking into account the 1.7% AISD student population decline between 2000-2001 and 2001-2002, the 246 fewer referrals represents a 16.45% decrease in the rate of referrals per student during the 2001-2002 school year, and the lowest rate of substance use or possession referrals over the past 4 years (Table 1).

Figure 3: AISD Student Discipline Referrals for Substance Use or Possession, 1998-2002



Source: 2000-01 AISD Student Discipline Records

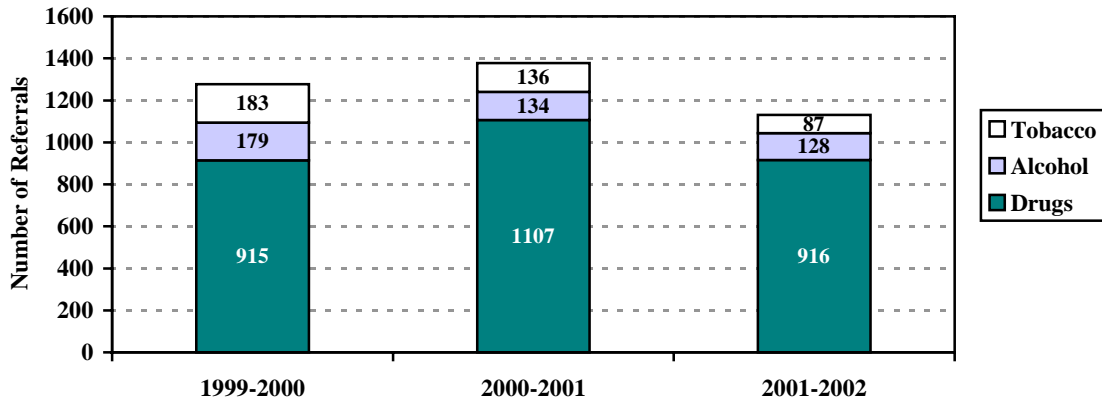
Table 1: Changes in AISD Student Population and Substance Use or Possession Referral Rates from 1998-1999 thru 2001-2002

School Year	Total AISD Population	% Change in Population from previous Year	# Substance Use and Possession Referrals	Referral Rate (referrals per student)	% Change in substance Use and Possession Referral Rate from Previous Year
1998-1999	79,496	--	1256	.015800	--
1999-2000	77,723	- 2.23%	1277	.016430	+ 3.99%
2000-2001	77,816	+ 0.1%	1377	.017696	+ 7.7%
2001-2002	76,507	- 1.68%	1131	.014783	- 16.45%

Source: AISD Student Discipline Records (PEIMS 425 data) and Texas Education Agency AEIS data

While there were decreases in all categories of substance referrals, the greatest decrease was seen for tobacco, which was down 36%. In addition, alcohol referrals declined by 17% and drugs by 4% (Figure 4). There are several ways of interpreting these data. While we hope that decreased referrals indicate decreased use, other possibilities include students devising more successful ways to avoid being caught, or students primarily using substances away from school premises. Data accuracy of self-report information from schools could also be an issue.

Figure 4: AISD Student Substance Use and Possession Discipline Referrals, 1999-2000 thru 2001-2002



* Note – individual students may account for one or more referrals
 Source: AISD Student Discipline Records

Despite a 16% reduction in the rate of substance use and possession referrals at the high school level, high school students, representing only 26% of the AISD population, still accounted for the majority (74%) of those referrals (Table 2). In

addition, the 2002 TCADA *Texas School Survey of Substance Use* (also see “Student Survey” section below) results revealed that high school students were significantly more likely than middle school students to report bringing substances to school in the past year (Figure 5).

Table 2: AISD Student Referrals for Substance Use or Possession by School Level, 2000-01 and 2001-02

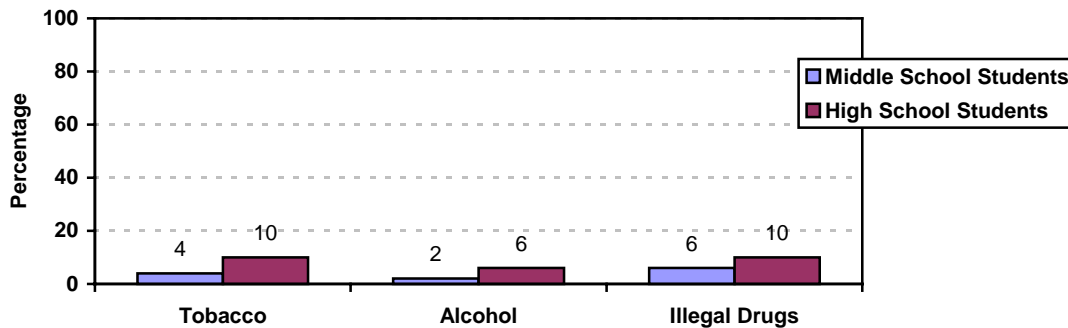
School Level	2000-2001			2001-2002			Percent Change in Referral Rate
	Referrals (%)	Population (%)	Referral Rate	Referrals (%)**	Population (%)	Referral Rate	
Elementary	7 (1%)	41,970 (54%)	.000167	8 (1%)	40,587 (53%)	.000197	+18%
Middle / Jr. High	387 (28%)	15,806 (20%)	.024484	291 (26%)	15,862 (21%)	.018346	- 25%
High	983 (71%)	20,040 (26%)	.049052	830 (74%)	20,058 (26%)	.041380	- 16%
District Total*	1377	77,816	.017696	1131	76,507	.014783	- 16 %

* District Total includes referrals from the Alternative Learning Center and Dill School, which were excluded in 2001-2002 from school-level totals.

** Percent is calculated from school-level totals.

Source: AISD Student Discipline Records

Figure 5: AISD Secondary Students Reporting Bringing Substances to School During the Past Year, 2001-02



Note – Only 7th and 8th grade students at the middle school level were surveyed regarding bringing substances to school.

Source: 2002 TCADA *Texas School Survey of Substance Use*

Similar to trends observed in previous years, in 2001-02 males were cited with the vast majority (79%) of student substance discipline referrals. According to the 2002

TCADA Texas School Survey of Substance Use, males were significantly more likely than females to report bringing illegal drugs to school during this school year (11% vs. 6%, respectively), though they were not more likely to report bringing tobacco or alcohol to school. In addition, males were also significantly more likely than females to report attending class under the influence of marijuana one or more times since school began in the fall (20% vs. 13% respectively), but again, were no more likely to report attending class under the influence of alcohol, inhalants, or other drugs. Across all substance use and possession offenses, regardless of gender, there were many students who were referred for the same exact offense more than one time. Nearly 34% of all referrals (381 of 1131) represented repeated offenses during the same school year for the students who were referred. Efforts to reduce repeat offenses are clearly needed. This does not account for year-to-year repeat offenses or for students referred for multiple different substance use or possession offenses within the same year. For example, a student may be referred for one or more times for multiple substances (e.g., tobacco and alcohol) as well as multiple behaviors associated with each substance (e.g., under the influence, possession, and sale). Recidivism within the category of substance-related offenses may account for an even greater proportion of the total number of referrals than can be determined using the available data.

Student Survey Data Regarding Substance Use

A self-report student survey of substance use and school safety is administered to a random representative sample of AISD students annually. On alternating years, the district either participates in the statewide Texas Commission on Alcohol and Drug Abuse (TCADA) survey, as it did in the 2001-2002 school year, or independently conducts a similar survey. The student survey is used to track student knowledge, attitudes, and self-reported behavior over time. A variety of survey questions tap student's perceptions about and experiences with substance use, feelings regarding school safety, incidence of bringing substances or weapons to school, and participation in school-based prevention and education activities. The student survey is a valuable tool for longitudinal assessment of trends within AISD and for annual comparisons between AISD and state or national samples.

The TCADA *Texas School Survey of Substance Use* was administered in the spring of 2002 (Public Policy Research Institute, 2002). Procedures were employed to ensure that the survey was anonymous, confidential, and voluntary. A random sample of 4th thru 12th grade classrooms was selected for student participation in the survey. Of the 9,523 students enrolled in the selected classrooms, a total of 8,920 students returned valid completed surveys yielding a response rate of 94%². Different versions of the survey were administered to 4th thru 6th graders (Elementary version) and to 7th thru 12th graders (Secondary version). Because AISD 6th graders are at both middle and elementary schools, a representative sample of 6th grade classrooms was drawn from both elementary and middle schools; all 6th graders filled out the “Elementary” version of the survey. Eleven AISD high schools³, all 17 middle schools, and 75 elementary schools contributed from 14 to 391 student responses each. This sample is not large enough at most schools to be representative at the individual school level, so districtwide results only are reported.

General Usage Trends

As illustrated in Figures 6 and 7, alcohol is once again the most prevalently reported substance used by students (see also Appendix B), both at any time in the past (i.e., *Ever*) and within the past month or year (i.e., *Recent*) for both secondary and elementary students. Reported use of tobacco and marijuana are almost equivalent, falling behind alcohol in prevalence for both *Recent* and *Ever* use. Incidence of student inhalant and other drug use is much less common, though still present (only secondary level students were surveyed regarding other drugs, including cocaine, crack, hallucinogens, uppers, downers, rohypnol, steroids, ecstasy, and heroin).

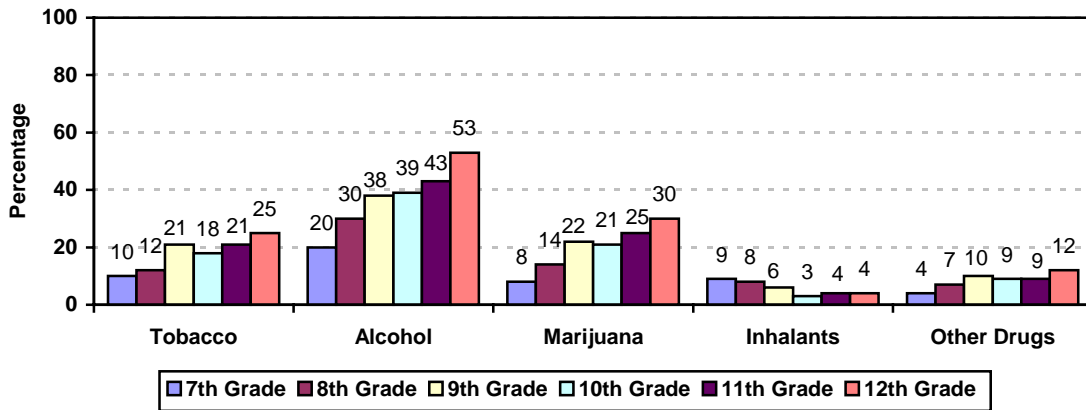
Reported substance use incrementally increases with grade level for most substances. For example, students in 7th grade are more likely to report tobacco use than students in 6th grade. The exception to this is in the reported use of inhalants, where usage generally peaks in 8th grade, then decreases through the high school grade levels. These usage trends replicate previous findings in AISD (see Appendix B). Last year,

² The response rate does not include surveys that were excluded from analysis due to exaggeration or invalid responses.

³ Surveys were not administered at The Alternative Learning Center or at Garza High School.

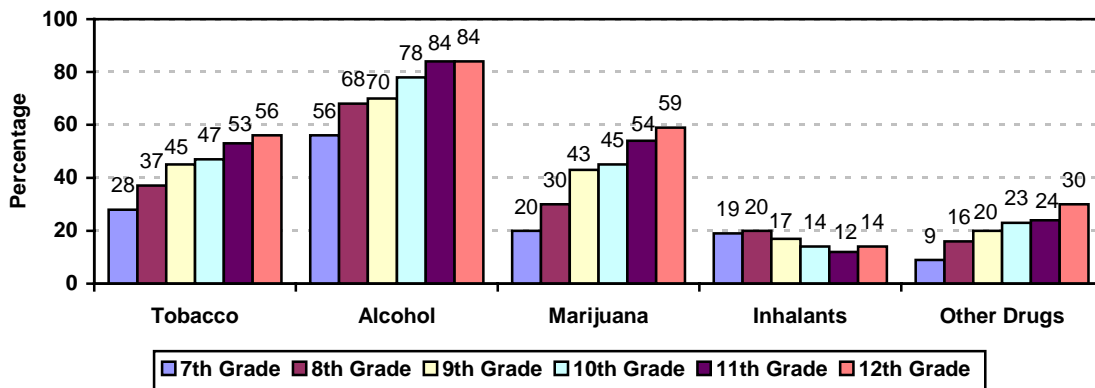
there was an exception to this trend with the 2000-01 sample of 10th graders, who exhibited elevated reported use of substances (Christian, 2002, p.10). The year prior, as 9th graders at the time of the 1999-2000 survey, that cohort also reported higher levels of recent tobacco and marijuana use (Doolittle & Ryan, 2000, p. 15). However, as 11th graders in 2001-02, they appear to again be within the expected range.

Figure 6A: AISD Secondary Students Reporting Recent* Substance Use, 2001-02



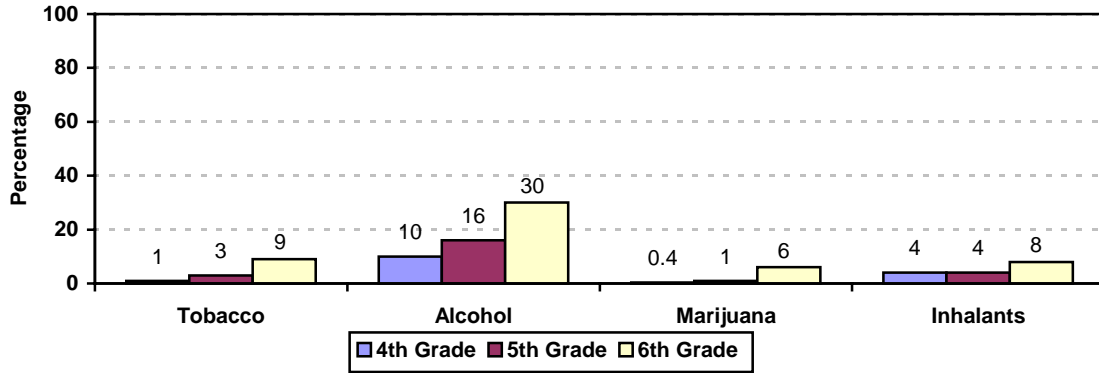
*Recent is defined on the Secondary version as within the past month.
 Other Drugs include: cocaine, crack, hallucinogens, uppers, downers, rohypnol, steroids, ecstasy, and heroin.
 Source: 2002 TCADA Texas School Survey of Substance Use

Figure 6B: AISD Secondary Students Reporting Ever Using Substances, 2001-02



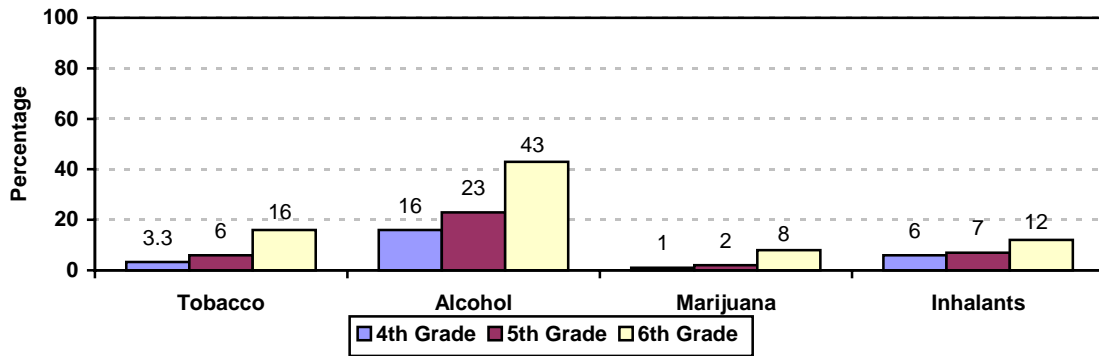
Other Drugs include: cocaine, crack, hallucinogens, uppers, downers, rohypnol, steroids, ecstasy, and heroin.
 Source: 2002 TCADA Texas School Survey of Substance Use

Figure 7A: AISD Elementary Students Reporting Recent* Substance Use, 2001-02



*Recent is defined on the Elementary version as within the past school year.
 Source: 2002 TCADA Texas School Survey of Substance Use

Figure 7B: AISD Elementary Students Reporting Ever Using Substances, 2001-02

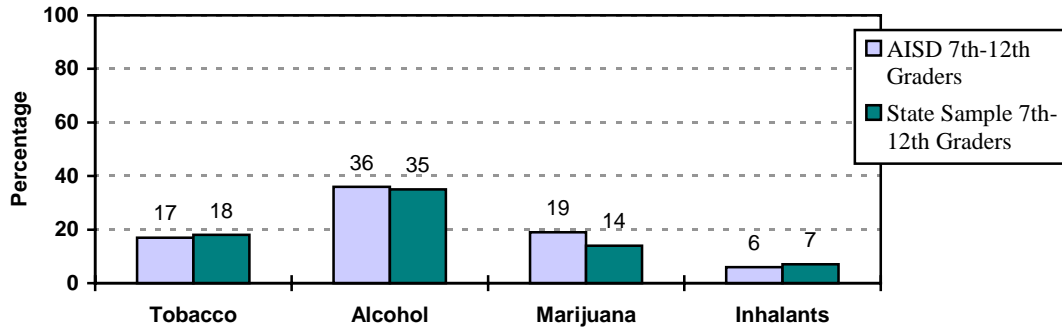


Source: 2002 TCADA Texas School Survey of Substance Use

AISD vs. Texas Sample

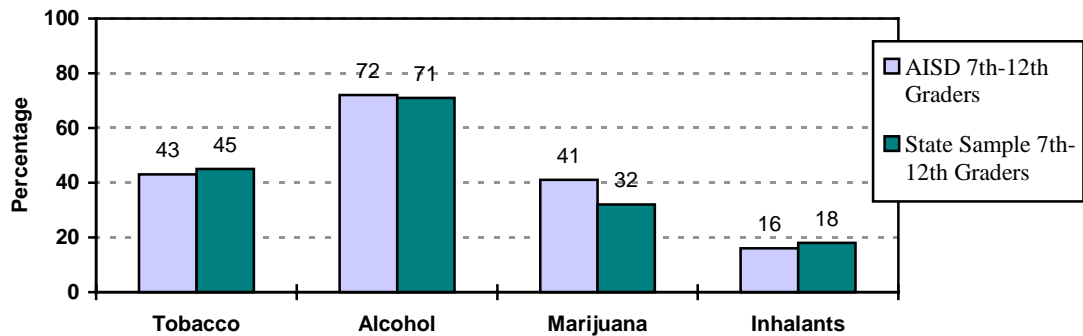
To compare the extent of reported substance use during the 2001-2002 school year in AISD to that at the state level, results from the 2002 TCADA *Texas School Survey of Substance Use* are examined (Public Policy Research Institute, 2002). For the most part, the AISD and state samples reported similar trends in usage, though some differences in specific rates of reported use were observed (Figures 7 and 8). The direction of the difference on reported substance use between the AISD and state samples was dependant on the specific substance.

Figure 8A. Percentage of Secondary Students Reporting Recent* Substance Use in AISD and in the State of Texas, 2002



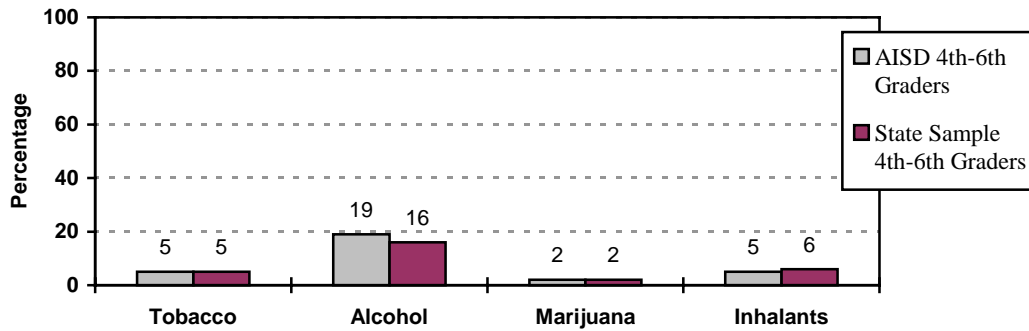
*Recent is defined on the Secondary Version as within the past month.
 Source: 2002 TCADA Texas School Survey of Substance Use

Figure 8B. Percentage of Secondary Students Reporting Ever Using Substances in AISD and in the State of Texas, 2002



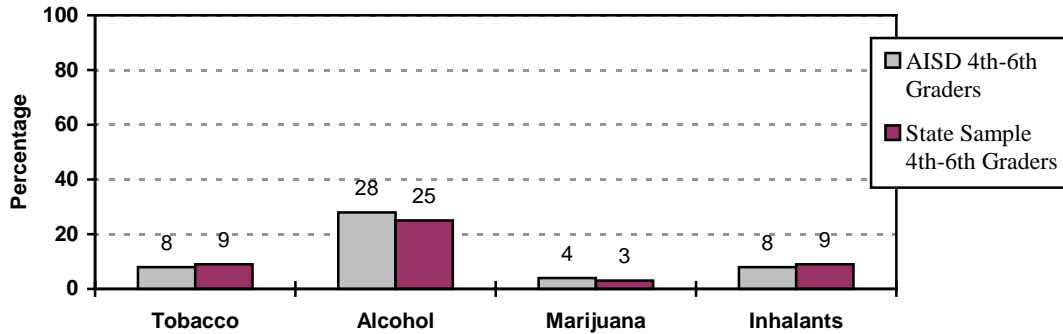
Source: 2002 TCADA Texas School Survey of Substance Use

Figure 9A. Percentage of Elementary Students Reporting Substance Use During the Current School Year in AISD and in the State of Texas, 2002



*Recent is defined on the Elementary Version as within the past school year.
 Source: 2002 TCADA Texas School Survey of Substance Use

Figure 9B. Percentage of Elementary Students Reporting Ever Using Substances in AISD and in the State of Texas, 2002



Source: 2002 TCADA Texas School Survey of Substance Use

A smaller percent of AISD students than students statewide report using inhalants at both the elementary and secondary levels, either recently or within their lifetime (i.e., *Ever*). While this was the most consistent trend across school level and timeframe, these differences in inhalant use were not statistically significant. Also, a smaller percent of AISD students reported tobacco use than their counterparts statewide. The discrepancies in tobacco use were only significant for reported daily cigarette use by 11th graders and for smokeless tobacco.

One difference in the opposite direction is in the reported use of marijuana. At the secondary level, AISD students were significantly more likely to report marijuana use. Specifically, AISD students in each grade, 7th through 12th, were more likely than state respondents, on average, to report using marijuana during their lifetime (differences between AISD and state rates at each grade level ranged from 5% to 14%). Reported incidence of recent use (past 30 days) of marijuana was higher at AISD than state rates for all secondary grade levels as well. The biggest difference between AISD and state proportions reporting recent use was observed in 12th graders (differences at each grade level ranged from 11% to 2%). At the elementary level, 6th graders are starting to exhibit this same trend; the difference (1%) between AISD (6%) and state rates (5%) of reported marijuana use by 6th graders during their lifetime (*Ever*) was also statistically significant.

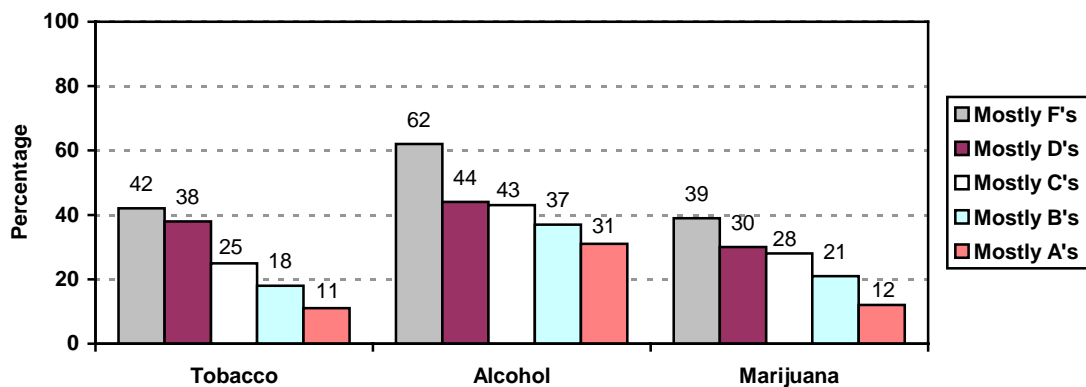
Across the state and within AISD, of all substances, students most frequently report using alcohol. Recent findings from a 10-year study show that teens who begin drinking alcoholic beverages by the 7th grade, even minimally, are at a greater risk than nondrinkers for substance abuse, poor grades, drunken driving, and stealing or other

criminal behavior throughout adolescence and into young adulthood (Ellickson, Tucker, & Klein, 2003). Unfortunately, alcohol is another area where AISD students more frequently report use than the state sample. There is an especially large difference at the elementary level, where our 6th grade students are influencing the overall discrepancy by greatly exceeding state reported use rates (43% vs. 34% for using ever during their lifetime, and 30% vs. 22% for using within the past school year). While the number of referrals at AISD for alcohol use or possession has decreased 28% over the past three years, this is not reflected in corresponding decreases of student self-reports of their alcohol use (see Appendix B, Figures B3 and B4). The need for increased efforts to prevent early alcohol use by AISD students is apparent.

Substance Use, Academic Performance, and Parent Involvement

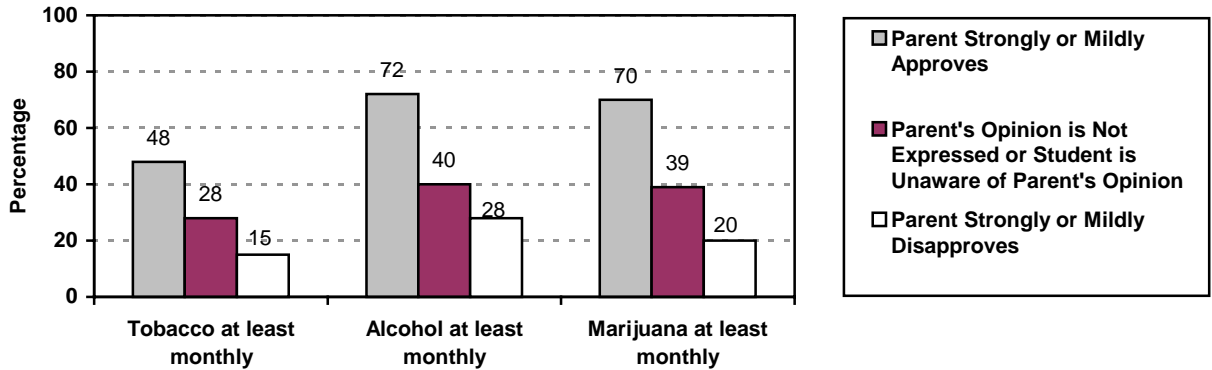
For the second year in a row (see also: Christian, 2002), student substance use has proven to be related to both academic performance and parent involvement. Based on student survey results, there is an inverse relationship between self-reported grades and substance use. Students who claim to make better grades in school, on average, also report significantly less tobacco, alcohol, and marijuana use (Figure 10). It cannot be determined from these data if there is a causal relationship between these two variables, or if there is yet another variable contributing to both.

Figure 10: Percentage of AISD Secondary Students Reporting Substance Use Within the Past Month by Typical Grades Received, 2001-02



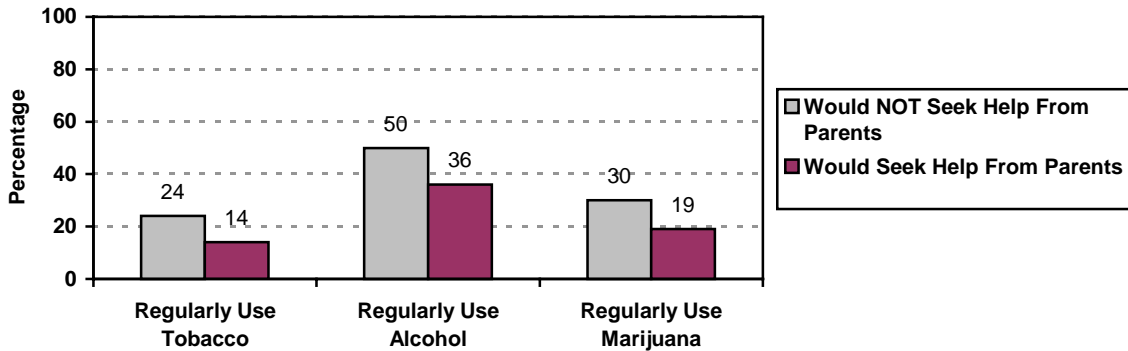
Source: 2002 TCADA Texas School Survey of Substance Use

Figure 11: AISD Secondary Student Reports of Regular Substance Use* by Student Perceptions of Their Parents' Feelings Regarding Student Substance Use, 2001-02



* Students who reported they use the substance at least monthly (i.e., every day, several times a week, several times a month, or about once a month)
 Source: 2002 TCADA Texas School Survey of Substance Use

Figure 12: AISD Secondary Student Reports of Regular Substance Use* by Whether or Not They Would Seek Help from Their Parents for a Drug or Alcohol Problem, 2001-02



* Students reported they use the substance at least monthly (i.e., every day, several times a week, several times a month, or about once a month)
 Source: 2002 TCADA Texas School Survey of Substance Use

Survey data also indicate a strong relationship between student self-reported substance use and perceptions of their parents' attitudes regarding substance use. Specifically, students were less likely to report regular use of tobacco, alcohol, and marijuana if they believed that their parents disapproved of kids their age using these substances (Figure 11). Students who believed that their parents approved of kids their age using substances, or whose parents had not conveyed a strong message regarding substance use, were much more likely to report using tobacco, alcohol, and marijuana. In addition, students who said they would seek help from a parent if they had a drug or

alcohol problem were significantly less likely to use substances than their peers who would not seek help from a parent (Figure 12). Interestingly, students' likelihood to seek parental help if they had a drug or alcohol problem was not related to their perceptions of their parents' opinions regarding kids their age using substances.

Student Perceptions of Substance Use

The majority of students perceived most substances to be at least "somewhat dangerous" (Tables 3a and 3b). Those who perceived substances as more dangerous were less likely to report that they used them, and those using substances perceived them to be less dangerous. However, a significant proportion of students who perceived use of substances to be very or somewhat dangerous still reported that they regularly used those substances. Thus, students are getting the message that substances are dangerous, but many still do not avoid them. This phenomenon is most prominent concerning alcohol. Over 37% of the total number of secondary students who believed alcohol is either "very dangerous" (42%) or "somewhat dangerous" (35%) continue to report that they use it at least monthly ("about once a month," "several times a month," "several times a week," or "every day"), despite reported beliefs. Although overall rates of regular use of all

Table 3a: AISD Secondary Students' Perceptions of the Danger of Substance Use and Reported Regular Substance Use, 2001-02

Substance	Secondary Students	
	Perception of Danger	Regular Use*
<u>Tobacco</u>		
Very or Somewhat Dangerous (n=2715)	77%	14%
Not Very or Not At All Dangerous (n=601)	17%	40%
<u>Alcohol</u>		
Very or Somewhat Dangerous (n=2723)	77%	37%
Not Very or Not At All Dangerous (n=620)	18%	68%
<u>Marijuana</u>		
Very or Somewhat Dangerous (n=2171)	63%	10%
Not Very or Not At All Dangerous (n=1100)	32%	54%
<u>Inhalants</u>		
Very or Somewhat Dangerous (n=3068)	89%	1%
Not Very or Not At All Dangerous (n=143)	4%	22%

*Regular Use refers to monthly or more frequent use for secondary students.

Note – percents for each substance within each school level do not sum to 100 because "I don't know" responses are not shown here.

Source: 2002 TCADA Texas School Survey of Substance Use

Table 3b: AISD Elementary Students' Perceptions of the Danger of Substance Use and Reported Regular Substance Use, 2001-02

Substance	Elementary Students	
	Perception of Danger	Regular Use*
Tobacco		
Very Dangerous or Dangerous (n=4488)	92%	<1%
Not Dangerous At All (n=70)	1%	18%
Alcohol		
Very Dangerous or Dangerous (n=4352)	90%	4%
Not Dangerous At All (n=152)	3%	18%
Marijuana		
Very Dangerous or Dangerous (n=3957)	83%	<1%
Not Dangerous At All (n=106)	2%	21%
Inhalants		
Very Dangerous or Dangerous (n=3862)	82%	<1%
Not Dangerous At All (n=132)	3%	12%

*Regular Use refers to "3-10 times" or "11 or more times" since school began in the fall for elementary students.

Note – percents for each substance do not sum to 100 because "Don't know" and "Never heard of it" responses are not shown here.

Source: 2002 TCADA Texas School Survey of Substance Use

substances are much lower at the elementary level, there too, elementary students are most likely to regularly use alcohol, despite believing that it is dangerous (25%) or very dangerous (65%). Students' regular use of alcohol, despite their reported knowledge that it is dangerous, may reflect adolescent feelings of immortality (Elkind, 1967) or invulnerability (Balk, 1995), indicating the need for prevention programs that stress that alcohol use is not dangerous only for "other" people.

Sources of Information & Help

The majority of both secondary (75%) and elementary (86%) students surveyed reported receiving information about drugs or alcohol from at least one school source during the current school year (Table 4). Students most frequently received information in class, secondary students from their health class (32%), and elementary students from their classroom teacher (63%). While many elementary students reported receiving information on these topics from the school counselor (54%), this was not a prominent source of information for those in the secondary grades (13%).

While many secondary students reported that they would go to their parents (46%) or another adult outside of school (47%) for help with a drug or alcohol problem,

students most frequently said that they would go to their friends (64%) (Table 5). Unfortunately, 13% of students reported that they would not seek any help from any source if faced with a drug or alcohol problem.

Table 4: AISD Students' Self Reported School Sources for Information on Drugs, Alcohol, and Violence, 2001-02

Since school began in the fall, have you gotten any information on drugs or alcohol from the following school sources?	Secondary Students (n=2875)	Elementary Students (n=4618)
Your Teacher (E)	-	63%
Health Class (S)	32%	-
An Assembly Program	27%	49%
An Invited School Guest (S) / A Visitor to Your Class (E)	23%	44%
Science Class (S)	23%	-
Some Other School Source (S) / Someone Else at School (E)	21%	37%
Guidance Counselor (S) / School Counselor (E)	13%	54%
Student Group Session (S)	9%	-
Social Studies Class (S)	8%	-
Students who reported receiving information from at least one of the above school sources	75%	86%

"E" indicates the option as it was presented on the Elementary version; "S" indicates the option as it was presented on the Secondary version.

Source: 2002 TCADA Texas School Survey of Substance Use

Table 5: AISD Secondary Students' Self-Reported Sources for Help When Faced With a Drug or Alcohol Problem, 2001-02

If you had a drug or alcohol problem and needed help, who would you go to? (n=3354)	
Your friends	64%
Another adult (e.g., a relative, clergyman, or family friend)	47%
Your parents	46%
A medical doctor	33%
A counselor outside of school	29%
A counselor at school	23%
Another adult in school (e.g., teacher or nurse)	22%
I wouldn't go to anyone.	13.2%

Note- Percentages do not sum to 100 because students could pick as many as applied.

Source: 2002 TCADA Texas School Survey of Substance Use

AISD Employee Coordinated Survey Data Regarding Student Substance Use

In the spring of 2002, a stratified random sample of 710 AISD employees at elementary, middle/junior high, and high school campuses received a survey, distributed by the Office of Program Evaluation. The purpose of this survey was to obtain staff opinions and perceptions about student substance use, student and staff safety, and AISD

prevention education efforts. Nearly 83% of the employees sampled returned surveys, though not all participants responded to all questions. The final group of participants (n=587) was composed of 56% teachers, 12% classified personnel (e.g., hall monitors and teaching assistants), 17% campus professionals (e.g., counselors), and 15% campus administrators (e.g., principals and assistant principals).

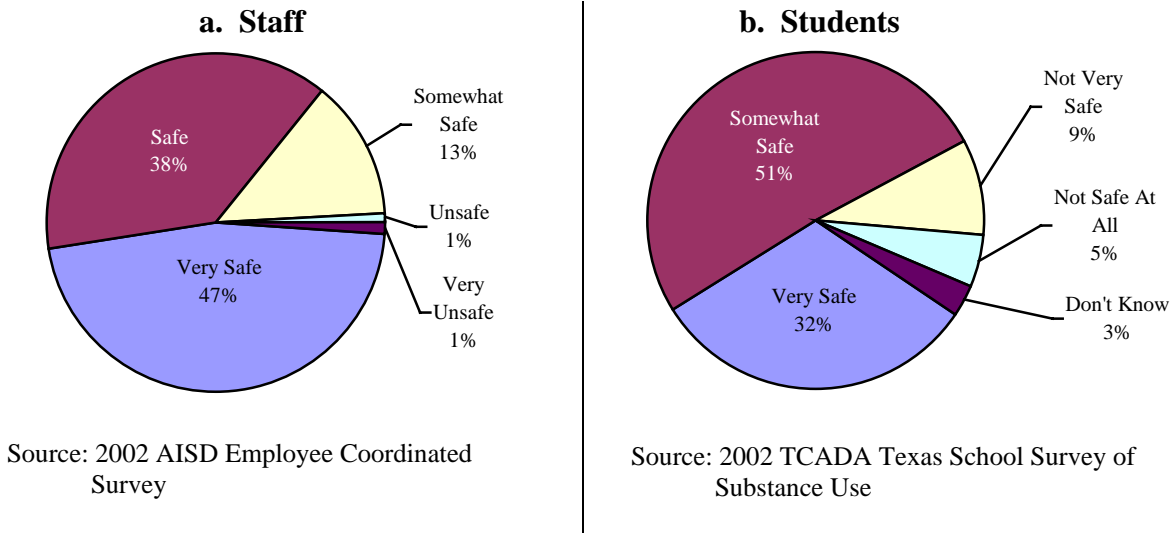
Teachers had a wide range of opinions regarding the prevalence of student substance use at their school (Appendix B, Table B1). When compared to student's self-reported use of substances, teachers most frequently identified a smaller proportion of students than students self-reported using alcohol at least once in the last month. While 42% of secondary students reported using alcohol monthly or more frequently, 50% of middle/junior high teachers and 26% of high school teachers estimated that fewer than 40% of students had used alcohol within the last month. Three percent of middle/junior high school teachers believed that there were no students at their school who used alcohol within the last month. A considerable number of secondary teachers (27%) indicated that they were not able to approximate the percentage of students who had used alcohol in the past month. In addition, many teachers (34% middle/junior high teachers, 57% of high school teachers) estimated a greater prevalence of student tobacco use when compared to students' self-reports. This discrepancy between student self-reports and staff perceptions regarding substance use could be related to the students' behavior at school. Historically, tobacco is the substance that students most commonly reported bringing to school (Christian, 2002), and as such it is the substance that school staff most likely witness students using.

Based on the discrepancy between student self-report and estimated student substance use by campus staff, there is a great need to raise the awareness levels of secondary teachers and administrators regarding the prevalence of student alcohol use. Survey results indicate that only 14% of secondary teachers attended at least one training, workshop, or conference within the past two years that focused on issues related to student alcohol, drug, or tobacco use. In addition, only 5% of middle school teachers reported knowledge of Project ALERT (the district approved drug prevention curricula) being used on their campus. Raising the awareness level of campus staff by providing both accurate information regarding student substance use and updates regarding

resources available for use in the classrooms could help teachers and administrators to better plan appropriate prevention activities on their campuses.

VIOLENCE IN AISD

Figure 13: AISD Staff and Student Perceptions of Safety at School, 2001-02



The vast majority of both students and staff members at AISD continue to report feeling safe when they are at school (Figure 13). In 2001-02, 81% of students and 98% of staff reported feeling at least somewhat safe. However, the number of students referred for verbal and physical aggression increased 25% at AISD between 2000-01 and 2001-02 (Table 6). There were fewer students referred at both the elementary and high school levels; the overall increase was a result of a 50% increase at middle and junior high

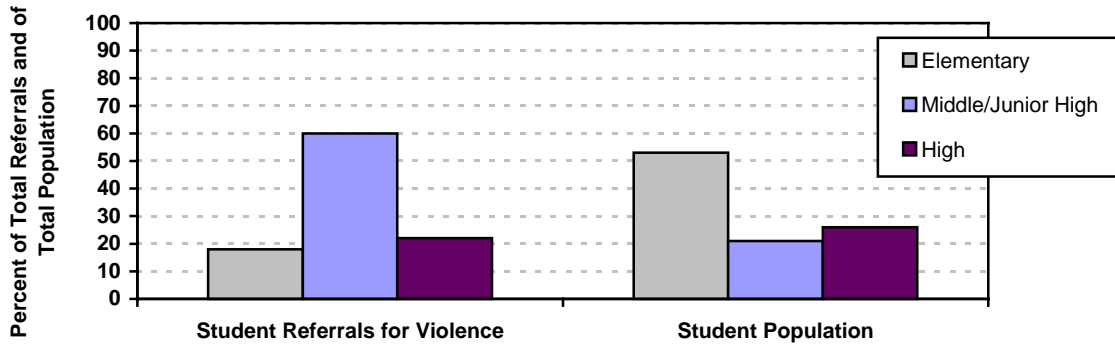
Table 6: Number of AISD Students Referred for Violent Offenses* by School Level, 2000-2001 and 2001-2002

School Level	2000-2001	2001-2002	Percent Change
Elementary Schools	1204	1122	- 7%
Middle/Jr. High Schools	2537	3799	+ 50%
High Schools	1287	1363	- 6%
Districtwide Total**	5029	6307	+ 25%

*Violent offenses include referrals for verbal and physical aggression against students and adults
 ** Columns do not sum to the "Districtwide Total" value because this total includes referrals from the Alternative Learning Center, which are omitted from the school level summaries due to the ALC span of both middle/jr. high and high school levels.
 Source: 2000-01 and 2001-02 AISD Student Discipline Records

schools. This year, middle and junior high school students accounted for 60% of the student referrals for violence (up from 50% in 2000-01), despite accounting for only 21% of the AISD student population (Figure 14).

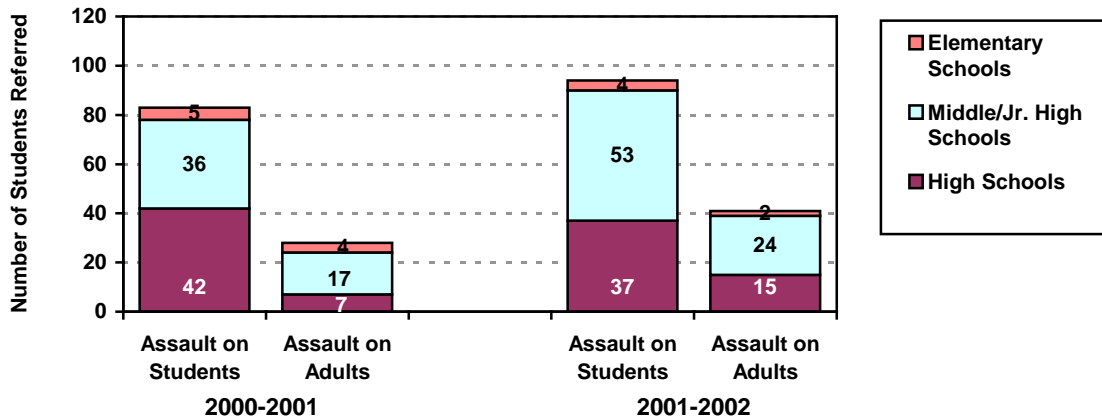
Figure 14: Percentage of AISD Student Referrals for Violent Offenses* and Student Population by School Level, 2001-02



*Violent offenses include referrals for verbal and physical aggression against students and adults
 Source: 2001-02 AISD Student Discipline Records and 2001-02 AISD PEIMS enrollment numbers

The number of students referred for assault with injury, a subset of violent offenses, reflects the same trend. Between 2000-01 and 2001-02, there was an 22% overall increase in the number of students referred for assaults on campuses, based on increased assaults on both staff and students (Figure 15). Again, the overall increase is primarily the consequence of a large increase (45%) in the number of students referred at

Figure 15: Number of Students Disciplined for Assault with Injury in AISD, 2000-01 and 2001-02



Source: AISD Student Discipline Records

the middle and junior high school level (from n=53 in 2000-01 to n=77 in 2001-02). While this increase is large, it should be noted that less than one half of one percent of middle school students are referred for assault with injury.

Reflective of the overall increase in the number of students referred for violent offenses, staff concern regarding violence has remained the most frequently reported concern by a wide margin. Specifically, 33% of staff surveyed in 2002 reported that student safety (i.e., fighting, harassment, and threats) was the most serious problem on their campus (Table 7). Despite the increased number of students referred for violence at the middle and junior high school level, while student safety has continued to be a primary concern of middle school teachers, the proportion of those teachers who considered it the most serious problem on their campus declined this year to 53% from 61% in 2001. However, across all secondary students surveyed in 2002, both “fighting” (13%) and “verbal assaults, threats, harassment, name calling” (14%) are reported by students to be among the top three most serious problems on their campuses (the greatest proportion of students reported that the most serious problem on their campus was student illegal drug use, 24%).

Table 7: Prevalence of Problems Considered Most Serious by Campus Staff, 2001-02

Of the Following, which do you consider to be the most serious problem on your campus?	2001 Campus Staff Respondents (n=565)	2002 Campus Staff Respondents (n=552)
Student Safety (Fighting, Harassment, Threats)	38%	33%
Student Vandalism, Criminal Mischief	6%	9%
Student Marijuana Use	6%	8%
Student Alcohol Use	6%	7%
Student Tobacco Use	2%	1%
Violence or Threats of Violence Towards Staff	2%	1%
Staff Drug/Alcohol Use	<1%	1%
Student Weapon Possession	<1%	0%
None of these are serious problems on my campus	39%	39%

Campus Staff includes Teachers (Elementary and Secondary), Campus Administrators, Campus Classified, and Other Campus Professionals
Source: 2002 Employee Coordinated Survey

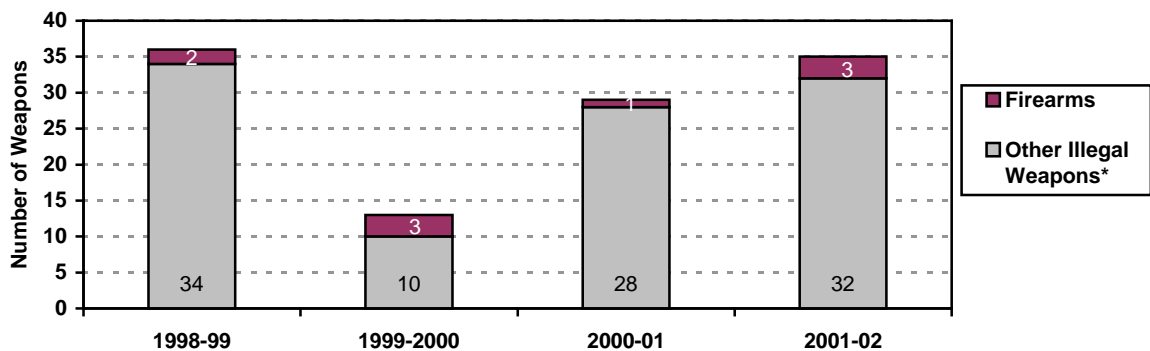
The increase in the number of student referrals, as well as the student survey data indicating that 43% of students in 2002 reported being threatened or physically harmed by another student at least once in the past school year, indicate that harassment and physical violence continues to be a significant issue on AISD campuses. However, small declines form 2001 to 2002 in the number of students reporting having experienced

threats or harm at least once in the past school year (46% to 43%) or on a regular basis (8% to 7%), i.e., at least once a month, indicate steps in a positive direction. Results from the Employee Coordinated Survey also showed that proportion of staff reporting that they had been threatened or harmed at least once in the past school year had declined between 2001 and 2002 (19% to 15%).

Weapons

There was a slight increase in the number of discipline referrals for possession of illegal weapons between 2000-01 and 2001-02 (Figure 16). However, at the same time, survey results indicate that students reported bringing fewer weapons to school (Table 8). Knives continue to be the weapon secondary students most commonly report bringing to school (6%) and as such, knives also accounted for the vast majority (92%) of weapon possession referrals. The increase in discipline referrals for weapons may be more of a reflection of the effort that has been put into catching students who have weapons, such as the Crime Stoppers programs on campuses, and more efficient and accurate reporting of offenses, than it is of students bringing more weapons to school. Continued prevention efforts and ongoing coordination among teachers, students, campus administrators and school resources officers is needed to facilitate the elimination of weapons from school property.

Figure 16: Number of AISD Discipline Referrals for Illegal Weapons Possession, 1998-99 to 2001-02



* *Other Illegal Weapons* does not include legal knives (blade less than 5.5 inches in length).
Source: AISD Student Discipline Records

Table 8: Number of AISD Secondary Student Self-Reports of Weapons Brought to School, 2000-01 and 2001-02

During <u>this</u> school year, which of the following have you brought to school?	2000-01 (n=1042)	2001-02 (n=3873)						
	2001 Total*	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	2002 Total
Gun	3%	1%	1%	1%	2%	1%	1%	1%
Knife**	9%	3%	5%	6%	8%	7%	7%	6%
Mace or Pepper Spray		2%	1%	2%	2%	2%	2%	2%
Other Weapon (e.g., nun-chucks, brass knuckles, a stick or club, etc.)	7%	3%	2%	3%	2%	1%	2%	2%
Reported bringing one or more of the above weapons to school	N/A	7%	7%	8%	12%	10%	10%	9%

* 2001 Total represents 6th–12th grade students

** *Knife* is undefined on the survey. Students are unlikely to distinguish between legal and illegal knives.

Sources: 2002 TCADA Texas School Survey of Substance Use, Supplemental Questions and the 2001 AISD Substance Use and Safety Survey

PART 2: AISD TITLE IV STUDENT PROGRAMS

PAL: PEER ASSISTANCE AND LEADERSHIP

The PAL program is a peer-helping program offering course credit to selected secondary students who receive six weeks of classroom training on various topics before acting as peer mentors (PALs) to younger students (PALees) at their own schools or at lower grade level schools in their vertical team (e.g. a high school PAL may be mentoring a middle school PALee). During 2001-2002, 515 PALs worked with 2090 PALees. All high schools now have PAL programs, in addition to 8 middle and junior high schools and 30 elementary schools. Together, the PALs and PALees contributed a total of 15,441 hours to community service projects during the school year. Title IV funding provides partial (20%) funding for a district PAL coordinator, which is supplemented through collaboration with PanAmerica, a local non-profit agency, via a grant provided by the Dell Foundation. The goal of the PAL program is to help students have a more positive and productive school experience through the accomplishment of the following objectives:

- Provide both individual and group-level peer support,
- Help prevent students from dropping out of school,
- Promote improved personal responsibility and decision making,
- Promote improved behavior and school attendance,
- Promote positive interpersonal behaviors,
- Encourage improvement in academic performance via tutoring and academic mentoring,
- Prevent substance abuse, and
- Encourage involvement in community service projects both within the school and out in the community.

ROPES: REALITY ORIENTED PHYSICAL EXPERIENTIAL SESSION

The ROPES program is a five-phase series of workshops designed around physical challenges that provide experiential learning for AISD students and staff (Table 6). Each phase is developmentally and instructionally suitable for the students being served and stresses the message that drug use is harmful and wrong. The AISD Frost ROPES Course, located at Norman Elementary School, provides an experiential educational opportunity for students and staff to build skills in leadership, trust, communication, collective problem solving, decision-making and resistance to peer pressure. Risk and resiliency research has shown that developing these skills in students can lead to the prevention of substance use and violence (CSAP, 1999). To instill these protective factors in students, the ROPES program specialists focus on the following objectives:

- Increase students' levels of self confidence,
- Improve students' abilities to make decisions, work in groups, solve problems, make better choices, share ideas, listen to others, and
- Help students see themselves as leaders through leadership skill development.

Table 9: The ROPES Five Phase Workshops

ROPES Phase	Participants	Purpose	Location
I	Teachers	Teacher facilitator training	Campus
II	Students	Introduction to program	Campus
III	Students	Develop skills: Leadership, trust, communication, group problem-solving, negative peer pressure resistance	ROPES Course
IV	Students	Link ROPES experiences with life experiences	Campus
V	Students	Practice new skills	ROPES Course

Note: Phase IV is optional based on teacher discretion, as it is led by teachers. In addition, Phase V is not offered to elementary students in order to serve more students from those schools.

The ROPES program served over 2682 students in the district and 787 staff and other adults during the 2001-2002 school year. SDFSC funds were used for the following: salaries of a program manager and one staff program specialists, pay for

substitutes to allow participation by teachers, transportation costs, and program support (e.g., supplies). Since the program's inception in the district in 1991, over 25,750 students and 5,350 staff and other adults have been served. For more information about the ROPES philosophy and background, see the 1999-2000 Title IV SDFSC Evaluation Report (Doolittle & Ryan, 2000).

THE CHALLENGE OF COORDINATING RESOURCES TO MEET DEMAND

Recent cuts in funding to ROPES have changed the way the program is implemented. In 1998-1999, ROPES facilitators were able to go out to the schools to conduct the Phase IV part of the program that focuses on how to apply ROPES lessons to real world experiences. Increasingly over the following three school years, reductions in ROPES personnel necessitated that classroom teachers conduct the Phase IV portion of the program on their own. Without a ROPES facilitator returning to the classroom, few students who returned surveys in 2000-2001 reported having completed the Phase IV of the program. Phase IV is the part of the program that most directly emphasizes the drug and violence prevention message by linking the activities the students completed at the course to their every-day lives. One way to help students make the connection between ROPES and avoiding drugs and alcohol is to make sure that all students who participate in ROPES are exposed to Phase IV of the program. These findings, in combination with research that demonstrates the greater effectiveness of sustained programs than of one-time assemblies or presentations (Whitaker, 2001), indicate it is important to find a way to consistently implement the Phase IV portion of the ROPES program in the future, which might require serving fewer students.

Despite recommendations of the grant manager, previous evaluations, high demand for ROPES within the district, and efforts from some departments to expand the AISD ROPES program, cuts were made to the 2001-02 school year allocations of Title IV funds that supported the ROPES program. Particularly hard felt for this program was the elimination of one of their three full-time staff positions. These cuts negatively impacted the ROPES program in the following ways:

- A 25% reduction in the number of students and staff served by the ROPES program this year, and a resulting increased disparity between demand and

availability of program services, as evidenced in part by the 41% of all campus funds spent on ROPES that went to vendors outside of the district;

- Rendering of the high elements of the ROPES course less accessible because safety standards require that three *trained* adults be present in order to perform those activities; and
- Reduction of training opportunities for teachers at the new Bedichek course because current facilitators are less available, which also impacted the district's ability to efficiently utilize this new resource.

It is particularly troublesome that campuses are spending Title IV funds on outside vendors for several reasons. First, the cost to provide the service externally is greater on a per student basis, so the result is that fewer students are served. Second, physical resources (i.e., ROPES courses) that the district has already invested in and that are available at AISD are underutilized. Third, by using outside vendors, there is a lack of programming consistency and no way to control the quality or content of the program as provided by others. Finally, discontinuity in ROPES providers eliminates an opportunity to observe inter-school differences and provide further resources and follow-up activities to individual schools as needed.

Better coordination between those overseeing separate aspects of the district's ROPES program continues to be needed to ensure the most efficient use of funds possible. In addition, allowances should be made to implement the program as intended, without shortcuts that may be ultimately undermining its effectiveness. This may mean further reducing the number of students served in order to maintain a high quality program. It may also mean using the program differently to target those with the greatest need, rather than serving schools and classes on a first-come, first-served basis. For example, perhaps first priority should be given to all 9th grade classes in an effort to support the self-confidence, decision-making, and leadership skills of AISD students during one of their most vulnerable times, in transition to high school.

INVEST AND POSITIVE FAMILIES

When middle and high school students have been removed from their home campuses due to discipline offenses and placed at the Alternative Learning Center (ALC), they may be assigned to specialized alternative education programs in addition to classroom and behavioral instruction. These specialized programs are aimed at increasing student protective factors in an effort to prevent future campus discipline referrals. INVEST and Positive Families are two such programs, which focus on students who have been removed for drug or persistent misbehavior discipline offenses. A keystone of these programs is to require the participation of parents. In the school year 2001-2002, a total of 403 students were served by INVEST and Positive Families. By increasing communication, family support, problem-solving skills, anger management skills, and conflict resolution methods, students are better able to use healthy approaches to overcoming adversity, rather than turning to drugs or violence again in the future. Due to the similarity of these programs, they will be described together in this section.

PROGRAM DESCRIPTION

Positive Families is a school-based curriculum program for middle and high school students, developed by AISD staff and first implemented in the district during the 1998-99 school year. This program is offered to students as an alternative to long-term removal for persistent misbehavior at the discretion of the home campus principal. INVEST (Involve Non-violent Values using Education, Self-control techniques, and Trust) is similar to Positive Families with the addition of an emphasis on drug prevention. INVEST was first implemented in the spring of 2000 and is an adaptation of the previously used SUPER I curriculum. AISD policy requires that all students who are removed to the ALC for a first time drug use or possession referral must be offered the opportunity to participate in this program.

The primary incentive for participation in Positive Families and INVEST is an abbreviated term of two weeks removal to the ALC, rather than the average removal of six weeks. Once a student and his or her parents (or other significant adult) successfully complete the voluntary four-session program, arrangements may be made for the student to return to the home school. A more prompt return to the home school prevents erosion

of the home-school bond, and it prevents students from falling behind on course credits earned.

Title IV funds supporting INVEST and Positive Families primarily contribute to facilitator compensation for sessions occurring in the evening hours, program materials, and general program support (e.g., supplies, reproduction, snacks for parents and students).

The programmatic goals for Positive Families and INVEST include:

- Improvement in student communication skills with other individuals, especially family members,
- Improvement in anger management strategies,
- Acquisition of positive conflict resolution methods,
- Development of effective problem-solving skills,
- Promotion of family involvement in support services, and
- Elimination of short- and long-term substance use among targeted students (INVEST only).

STUDENTS AND FAMILIES SERVED

During 2001-2002, 466 students opted to participate in the INVEST program and 251 (54%) of these students completed the program. Of those who did not complete all four classes, 27 attended only once, 21 attended twice, and 40 more attended three times. There were 126 additional students who registered for INVEST, but never attended any of the sessions. For those who attended at least one session, the completion rate for INVEST declined from 84% in 2000-2001 to 74% in 2001-2002. There were 96 students who agreed to participate in the Positive Families program, however only 65% (n=62) came to at least one session. Of those who attended at least one session, 42 (74%) completed the program, 3 attended only once, 5 attended twice, and 8 attended three times. While it is unclear why 28% of those who signed on for these programs never attended, feedback from some of the facilitators indicated that those who attended at least once without completing often had scheduling or transportation difficulties. Past evaluation showed that students who completed the INVEST or Positive Families programs did not return to the ALC within the same year (Christian, 2002).

PARENT AND STUDENT SURVEYS

Following completion of the INVEST and Positive Families programs, both parents and students were asked to complete a survey regarding their perceptions of the program. Responses were received from 104 parents and 113 students, slightly more than one third of those who completed either program. For purposes of analysis, due to the similarity of the programs and the small numbers of participants in the Positive Families program, their responses are combined with those from the INVEST program.

Table 10: Parent and Student Reported Effects of INVEST and Positive Families Programs, 2001-02

	Parents (n=104)			Students (n=113)		
	No	Sometimes	Yes	No	Sometimes	Yes
1a. The program has been helpful in making me think seriously about my child's drug or alcohol use.*	8%	9%	82%	N/A		
1b. The program has been helpful in making me think seriously about my alcohol or drug use.*	N/A			17%	28%	55%
2. Because of the program I have a better understanding of how my family communicates.	5%	12%	84%	8%	38%	54%
3. The program has helped our family to agree on ways to improve family communication.	5%	17%	78%	15%	33%	51%
4. The program has helped me feel comfortable showing respect and being respected.	8%	13%	79%	13%	24%	63%
5. The program has helped me feel I am better able to control my anger	15%	24%	61%	31%	27%	42%
6. The program has helped me feel I am better able to express my anger	18%	28%	54%	22%	33%	45%
7. The way I communicate with my child will improve because of what I learned in these sessions.	7%	16%	77%	14%	40%	45%
8. The program has helped my family to be able to solve problems together.	7%	22%	71%	15%	38%	47%

Note – Percentages represent the proportion of parents or students who answered, “Yes” given the additional options of “No” and “Sometimes.”

* Question was asked only of INVEST participants

Source: 2001-2002 INVEST and Positive Families Program Surveys

Overwhelmingly, both parents and students reported that the INVEST and Positive Families Programs were beneficial (Table 10). In particular, participants of both programs felt that they gained a better understanding of how their family communicates, and were able to agree on ways to improve their family communication. In addition, both parents and students reported improvements in their comfort with showing respect and being respected. Although the majority found that the programs helped them to control and express their anger at least some of the time, these were the two areas in which the greatest proportions of participants reported that the programs were not helpful.

CAMPUS BASED PROGRAMS

The Title IV campus based programs are designed to encourage schools to address SDFSC issues that are most salient to each individual campus. All AISD campuses and those Austin-area private nonprofit schools and neglected or delinquent facilities that are within AISD boundaries are eligible to receive Title IV funds on a per-pupil basis to initiate their own activities.

Grant guidelines and budget-planning forms were sent to each campus in the fall semester. Each principal appointed a campus staff member to act as a point of contact for SDFSC and to help develop and implement the campus plan. Plans for SDFSC funds were reviewed by the grant manager and budget specialist to verify that each campus' proposed program plans and expenditures were aligned with Title IV grant goals and the campus improvement plans. Once plans were approved, the funds were made available to campuses.

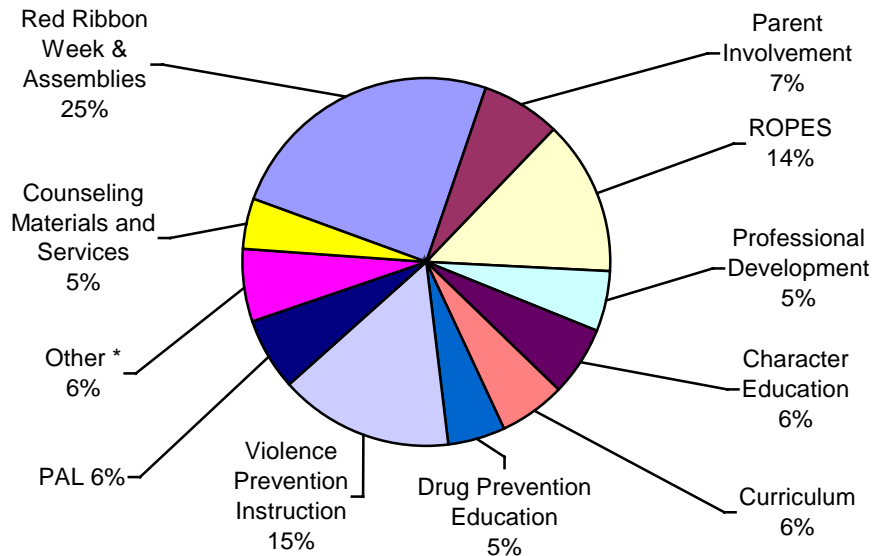
For the 2001-2002 school year, each campus was allocated \$1.75 per student (\$133,885 in total campus allocations). This amount represents a 12.5% reduction from the previous year's allotment of \$2.00 per student and was determined based on the total grant amount, funds required to support districtwide programs, and the total number of students and campuses participating in the grant.

Campuses used their funds for a variety of activities and programs (Figure 17). While a quarter of campus funds were spent on various types of classroom-based education (character education, drug prevention, and violence prevention), the largest

portion of funds (25%) was spent on one-time events, assemblies, and activities associated with Red Ribbon Week, a national drug-prevention awareness campaign. At the end of the school year, campuses reported on the outcomes of the Title IV activities at each of their sites.

Campuses used a range of methods to assess their local programs, including changes in: participation rates; campus discipline rates; TAAS scores; attendance rates; and student skills, knowledge, and attitudes observed by teachers or measured by pre- and post-tests. Overall, campuses reported positive outcomes as a result of their programs, for example: decreased discipline referral rates, increased student knowledge regarding the dangers of substance use, increased student demonstration of conflict resolution and violence prevention skills, increased parent participation (e.g., PTA attendance), increased community involvement, and decreased absenteeism and suspension rates. Many campuses indicated their plans for adaptation, improvement, or discontinuation of specific campus program elements for the following year.

Figure 17: Campus Based Programs Expenditures, 2001-2002



* "Other" includes: Before/After School Activities, Community Activities, DARE, and School Safety.

Source: SDFSC Program Records

While 19% of AISD Title IV funding was allotted for campus-based initiation of drug and violence prevention activities, campuses have not always used their money as efficiently as possible. For example, despite research that shows that programs with ongoing, sustained efforts are most effective, campuses continue to use a great amount of funds (25%) to support one-time events, assemblies, and activities associated with National Red Ribbon Week. New Title IV requirements for funds to be spent on “scientifically based” programs necessitates that campuses make careful decisions about how they utilize their funds. More structured guidelines should be provided to campuses regarding the programs that they may implement on their campuses. This will ensure districtwide compliance with this new federal requirement.

PART 3: AISD TITLE IV DISTRICTWIDE SUPPORT SERVICES

SCHOOL SUPPORT COMMUNITY SPECIALISTS

Three School Support Community Specialists (SSCSs) were instrumental in providing guidance and monitoring of campus-based Title IV activities. Their salaries were supported 83% by Title IV funds. The SSCS's primary function was to help the elementary and high school campuses to develop and implement plans for their Title IV funds and to assist campus contacts with the evaluation of their Title IV programs and activities. One of the SSCSs also supervised the Middle School Drug Prevention and Safety Coordinators that were funded under a separate competitive Title IV grant.

Two accomplishments noted were the continued increase in the number of planning forms returned to the grant office and greater campus participation in Title IV activities. In addition, the work of the SSCSs with the campuses over the past couple of years has resulted in the campus contacts having a better understanding of the Principles of Effectiveness and therefore a better ability to plan appropriate and effective drug and violence prevention programs. However, despite these positive accomplishments, some of the structural constraints of the job led SSCSs to be scattered in their assigned tasks. For example, the SSCSs report to the Director of School Support Services as well as to the area superintendents. They also receive additional direction and some of their assignments from the Title IV grant manager. As a result of reporting to multiple "supervisors," the SSCSs are pulled in many directions. In addition, this reporting structure resulted in problems for the SSCSs, such as being frequently removed from their assigned Title IV duties to complete other, tangentially related tasks.

The appropriateness of the current SSCS supervisory structure has been a long-standing concern for program effectiveness. Some SSCSs continue to be pulled between their responsibilities to the grant and the requests of their different supervisors. As Title IV is not the central duty of the Director of School Support or the area superintendents, these individuals have priorities other than the goals and directions of the district's Title IV program. As a result, the SSCSs are not able to put the amount of effort necessary into their primary responsibility of working with the campuses, and have been

admonished in past years for not being as effective in their assigned position as they might have been had they been given the time or resources to do their jobs. It is therefore recommended once again that supervision of the SSCSs be assigned to a single supervisor or department versed in the Title IV grant goals, objectives, and restrictions, and that a clear job description be developed for the SSCS position.

COUNSELING SERVICES

For the 2001-2002 school year, two full-time drug prevention counselors, one at the Alternative Learning Center (ALC) and one at Garza Independence High School, and a program specialist in the department of Guidance and Counseling were funded through the grant. Both ALC and Garza High School are considered special campuses in AISD and extra support of additional counselors for students who may be experiencing substance abuse problems or who are at risk for doing so is warranted due to the higher concentration of these types of students at these two campuses. The program specialist in the Guidance and Counseling department works with school counselors districtwide.

The ALC is a campus for middle and high school students who have been removed from their regular campus for discipline violations. The role of the drug prevention counselor at the ALC is multifaceted. In addition to serving as the district INVEST and Positive Families program coordinator, she conducted classroom presentations to students on drugs and alcohol, was responsible for student intake, crisis intervention, meeting with students individually and in weekly groups regarding drug and alcohol issues, meeting with parents, transitioning students back to their home school, making referrals for additional services or treatment, and working with community agencies (e.g., Phoenix House and Safe Place) to coordinate additional drug and violence prevention resources coming into the school.

Garza Independence High School provides an alternative high school setting with an open enrollment policy and flexible class scheduling. Students must apply to be enrolled at Garza and on average are on grade level but at risk for dropping out of school for reasons such as being a teen parent, using substances, or experiencing personal or family problems. The role of the drug prevention counselor at Garza encompasses a variety of responsibilities, including planning and implementing the school's Title IV

campus-based programs, being a member of the campus Impact Team, providing training for all Garza teachers on the solution focused approach, and facilitating three different student groups. In addition, the Garza counselor was the primary academic counselor for one-third of the Garza students, and was the counselor to whom students would be referred if there were suspicion of substance use at school.

The program specialist in Guidance and Counseling, half funded through the grant, was responsible for continued development and updating of AISD's *Live This!* guidance curriculum, which includes an emphasis on both responsible behavior and conflict management, two objectives closely linked to the Title IV goals. The program specialist was also responsible for orientation of new counselors and staff development for experienced counselors. Many community organizations were brought into AISD by the program specialist to train staff on a variety of topics relevant to the goals of Safe and Drug Free Schools including bully-proofing schools, alienated youth, victim services, and the differently wired child. In addition, she worked with the Title IV Advisory Council to create a matrix of all community services related to drug and violence prevention being utilized at each campus.

Many of the services provided by all three counselors are relevant to the Title IV program goals and objectives. However, it is unclear that all of their functions are truly supplemental to the existing resources. As a result, the district risks noncompliance with federal prohibitions against supplanting district support for required services with federal funds.

CURRICULUM SUPPORT

INSTRUCTIONAL COORDINATORS

Assistance was provided to district and campus staff through two science and health instructional coordinators from the Department of Curriculum (salaries partially funded through Title IV, one at 45%, the other at 25%). These instructional coordinators assisted schools in aligning the goals of science and health curricula with the goals of the Title IV program and their campus improvement plans regarding health and safety. The coordinators made campus visits and gave advice to campus instructional personnel on the availability of prevention curriculum resources and supplemental instruction

materials that bridged both science/health and SDFSC prevention topics. One of the instructional coordinators organized staff training for Project ALERT, the district-adopted drug prevention curriculum for middle school students.

During the 2001-02 school year, 2 separate training sessions were scheduled for Project ALERT, but only one was held due to low registration. In the past, teachers provided positive evaluations of Project ALERT, with the majority finding that the program was well designed, effective, and easy to use (Christian, 2002). Unfortunately, despite being named one of only nine “exemplary” prevention programs by an expert panel at the U.S. Department of Education, it is underutilized in AISD because it is not a mandatory curriculum. Stronger support for implementation of this curriculum is needed to make it effective at the district level. Campus administrators need to have more information about the program so that they can support their teachers in becoming trained and finding classroom time to implement the program. While it has been “adopted” by the district, relatively few teachers and campuses are utilizing this resource.

ADMINISTRATION AND EVALUATION

GRANT MANAGER AND BUDGET SPECIALIST

During 2001-2002, grant funds continued to support a portion of the salaries of both the grant manager (25%) and the budget specialist (45%, down from 50% in 2000-01). The grant manager was again responsible for approving Title IV campus and program expenditures, maintaining communication with federal and state entities to ensure district program compliance with grant regulations, monitoring and planning the implementation of all grant activities and initiatives, informing the district’s SDFSC Advisory Council of all relevant grant information, and maintaining contact with district program staff regarding the grant. The budget specialist handled all processing of requests for Title IV funds and expenditures, and managed accounting procedures associated with grant funds. In addition, the budget specialist assisted the evaluator in detailing the allocations and expenditures for required reporting to the TEA.

EVALUATOR

This year, one half-time evaluator in the Office of Program Evaluation was responsible for working with district and program staff to analyze district needs, evaluate all Title IV funded programs and activities in the district, and gather data from the private schools and neglected or delinquent facilities within AISD boundaries that received Title IV funding. Some additional responsibilities of the evaluator included: providing technical assistance in planning, needs assessment, and evaluation to campus contacts and district program managers; coordination with the grant manager to ensure district and campus compliance with federal and state mandates of the grant; presentation of evaluation information to the district's SDFSC Advisory Council and to other community groups (e.g., Underage Drinking Prevention Task Force, Community Action Network, etc.); preparation and distribution of the required annual TEA Title IV evaluation report, as well as the annual AISD Title IV narrative report; and collaboration with the grant manager and community members in writing the evaluation component of several grant proposals submitted to state and federal agencies to supplement Title IV funding of safe and drug free schools in AISD.

Despite increased emphasis at the federal level for rigorous evaluation and "scientifically based" programs in Title IV, support of evaluation was reduced by 50% from 2000-2001 to 2001-2002. This marks the third year in a row of declines in funding to this mandatory function; from 1.65 Full Time Equivalents (FTEs) in 1999-2000 to 1.0 FTE in 2000-2001, and then to 0.5 FTE in 2001-02. In total, funding to support the Title IV evaluation has dropped 70% since 1999-2000. This reduction in personnel impacted the evaluation by limiting the amount of data available for examination of the processes that impact programs. For example, specialized program surveys and supplemental analyses of district discipline data from program participants (e.g., PAL and ROPES Programs) that were conducted in previous years were eliminated in 2001-02. These reductions diminished the utility of the evaluation to provide necessary information used to assist the grant manager and program managers in making program improvements and hindered the ability of district to ensure that the Principles of Effectiveness are being met.

PART 4: CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Overall, the greatest challenge that continues to face the Title IV program in AISD is that fiscal responsibilities for the Safe and Drug Free Schools program are divided among many AISD staff who have divergent interests and areas of expertise. Synchronization across unique aspects of the program is often difficult. Supervisors from several different areas oversee discrete slices of the Title IV program. While they may be aware of how Title IV works within their area, they are less likely to see the larger picture or the districtwide goals for Title IV because there is little coordination across areas. In effect, these supervisors end up sometimes working at cross-purposes to one another and to the direction that those intimately involved in the grant planning (e.g., grant manager, advisory council, etc.) are trying to take the program. This phenomenon is most clearly demonstrated with the ROPES program and with the School Support and Community Specialists positions.

For example, while one supervisor is making efforts to expand the ROPES program (e.g., building a new course), another makes cuts in that area (e.g., eliminating a staff position); each negates the work the other has done. School Support Community Specialists are frequently pulled off of their primary Title IV duties in order to attend to tangentially related needs within the district. Supervision of the Title IV program needs to be centralized to ensure a cohesive, unified approach to prevention efforts as well as effective use of SDFSC funds in the district.

RECOMMENDATIONS

OVERALL GRANT PROGRAM

- Improve the coordination and supervision of Title IV programming and funds to ensure effective use of SDFSC funds in the district. Central leadership that has both the responsibility of directing the program as well as the authority to follow it through is needed.

- Focus efforts on violence prevention and safety in the upcoming year. Continued increases in student referrals for verbal and physical aggression, coupled with both student and teacher concerns regarding student safety, indicate that Title IV programmers should concentrate on this area. In addition, a consolidated districtwide plan should be developed to universally address this concern at all grade levels.

STUDENT PROGRAMS

PAL

- Conduct investigation of the effectiveness of the PAL program for both PAL and PALee students. Specifically, longitudinal outcomes should again be examined to see if the PAL program benefits the mentors and those being mentored, both behaviorally and academically.

ROPES

- Reinforce the drug, alcohol, and tobacco avoidance message by ensuring that teachers more consistently administer Phase IV of the ROPES program once students are back on their own campus.
- Use available resources more effectively and serve a greater number of students by expanding the existing AISD ROPES capacity rather than spending Title IV funds on ROPES vendors outside of the district.

INVEST and Positive Families

Merge Positive Families students into INVEST classes for the following reasons:

- The curricula are very similar;
- Few students participate in Positive Families and the classes often do not have enough students to justify the expenditure of a separate facilitator. The students are occasionally being folded into INVEST classes already; and
- As evidenced by their increased rate of substance-related referrals during the year following participation in Positive Families (Christian, 2002), students typically referred to this program demonstrated that they would benefit from

the additional curricular component of substance use prevention provided by INVEST.

Campus Based Programs

More guidance is needed by campuses to assist in school level needs assessment and planning of violence and substance use prevention activities:

- Provide a summary of AISD substance use and violence trends to all schools (administrators and SDFSC coordinators) to assist campuses in planning prevention activities.
- Coordinate district and campus prevention efforts by eliminating direct funds allocated to campuses and instead providing selected curriculum, training, and resources. Provide a limited number of approved programs that campuses may choose to implement based on their individual needs assessments. This will facilitate a districtwide coordinated effort to reduce violence and substance use, as well as ensure compliance with federal requirements that funds be spent only for proven effective, research based, programs.
- Provide stronger and continued support to campuses to ensure that Title IV activities are implemented in a timely manner.
- Increase emphasis on parent involvement and education regarding student substance and violence issues since kids who perceive that their parents are involved report less substance use.

DISTRICTWIDE SUPPORT SERVICES

- Align salaries of support personnel to be proportionate to the amount of effort toward and responsibility for SDFSC grant goals and objectives.

School Support and Community Specialists

- Assign supervision of the SSCSs to a single supervisor or department, versed in the Title IV grant goals, objectives, and restrictions.
- Develop a clear job description, including specific duties and assignments to avoid charging SSCSs with inappropriate assignments and repeating the past

predicament of pulling them in divergent directions. Ensure that these duties are directly relevant to the Title IV grant goals and objectives.

Counseling Services

- Limit the duties of the grant counselors at ALC and Garza High School to supplemental activities that directly contribute to school safety and drug prevention. Some of their current duties are putting the grant at risk of supplanting funding that should be provided by the district.
- Reduce the portion of the Guidance and Counseling program specialist's salary that is funded by Title IV. As the program specialist works with all counselors district wide, on all aspects of the guidance and counseling curriculum, the portion of her salary funded by Title IV should be more reflective of the proportion of her job that is directly related to promoting safe and drug free schools. This is another area at risk of noncompliance regarding supplanting district funds with federal funds.

Curriculum Support

- Reduce the portion of the curriculum specialists' salaries that are funded by Title IV. Because the curriculum specialists are responsible for all health and science curriculum throughout the district, the portion of their salaries funded by Title IV should be more reflective of the proportion of their jobs that are directly related to promoting safe and drug free schools. Because of the salary funding, the district is at risk of noncompliance regarding supplanting district funds with federal funds again this year.
- Continue a strong emphasis on substance use prevention programs in the Middle Schools. Specifically, efforts to implement Project ALERT, a program deemed "exemplary" by the U.S. Department of Education, should be expanded.
- Raise the awareness levels of teachers and administrators regarding student alcohol use through more effective professional development.

APPENDICES

APPENDIX A: COMMUNITY AGENCY CONTRIBUTIONS

Table A1: In-Kind Services Provided by Community Agencies*

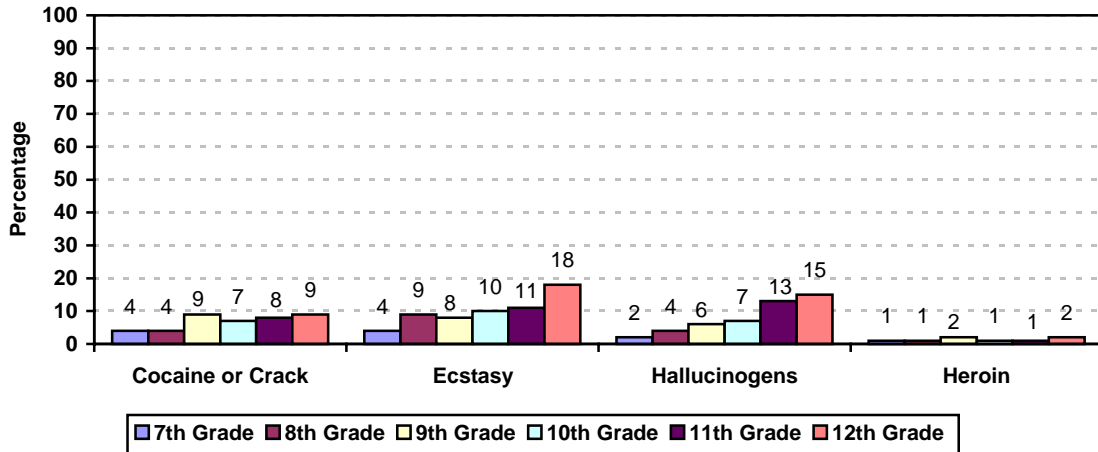
Agency	Services Provided						
	1	2	3	4	5	6	7
YWCA	✓		✓	✓	✓	✓	
Phoenix House	✓		✓				
Life Works	✓	✓	✓	✓	✓		✓
Safe Place	✓	✓	✓	✓			
Communities in Schools		✓	✓	✓	✓		✓
Boys & Girls Club	✓					✓	
Austin Child Guidance Center		✓	✓		✓		
Texas Underage Drinking Prevention Program		✓					
American Cancer Society		✓					
Center for Attitudinal Healing		✓	✓				
Institute for Weapon Free Youth	✓	✓					
Out Youth		✓	✓				
Central East Austin Community Organization						✓	

1. Curriculum-based prevention education instruction (short and long-term)
2. Information dissemination (including presentations and information distribution)
3. Counseling services (individual and support groups)
4. Screening and referrals
5. Structured activity groups (e.g., social/emotional skills focus)
6. Mentoring
7. Case management

* This list includes examples of in-kind services related to SDFSC that were provided by community agencies. It is neither a complete list of agencies, nor is it an exhaustive list of all services provided.

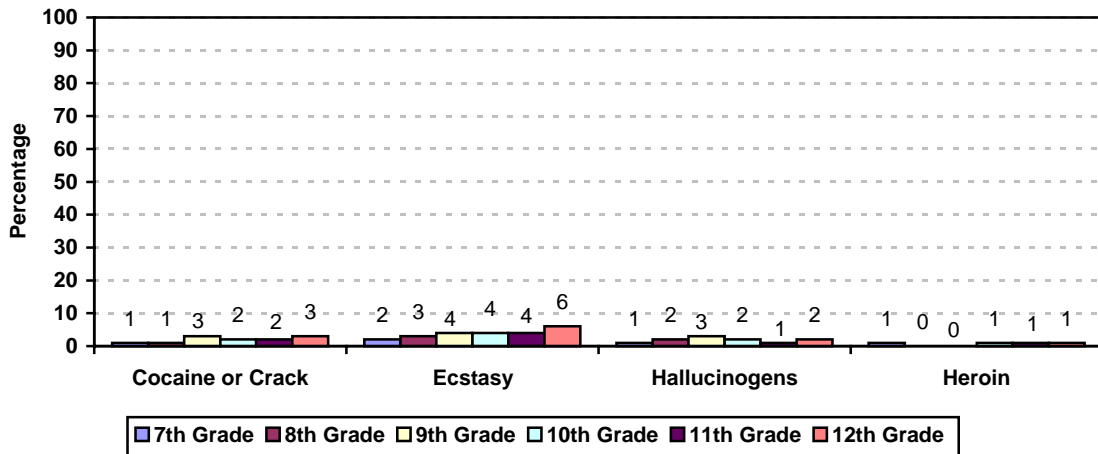
APPENDIX B: SUBSTANCE USE AND SAFETY SURVEY DATA

Figure B1. Percentage of AISD Secondary Students Reporting Ever Using Other Substances, 2001-02



Source: 2002 TCADA Texas School Survey of Substance Use

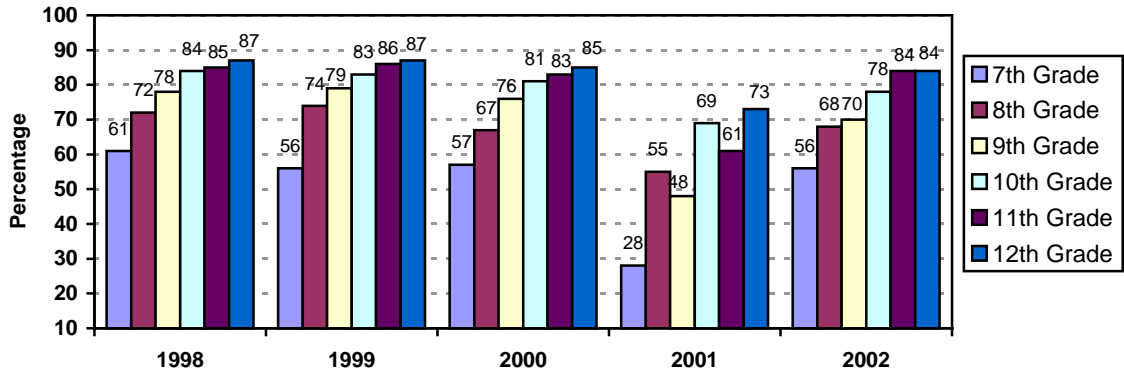
Figure B2. Percentage of AISD Secondary Students Reporting Recent* Drug Use, 2001-02



Recent: in the past month.

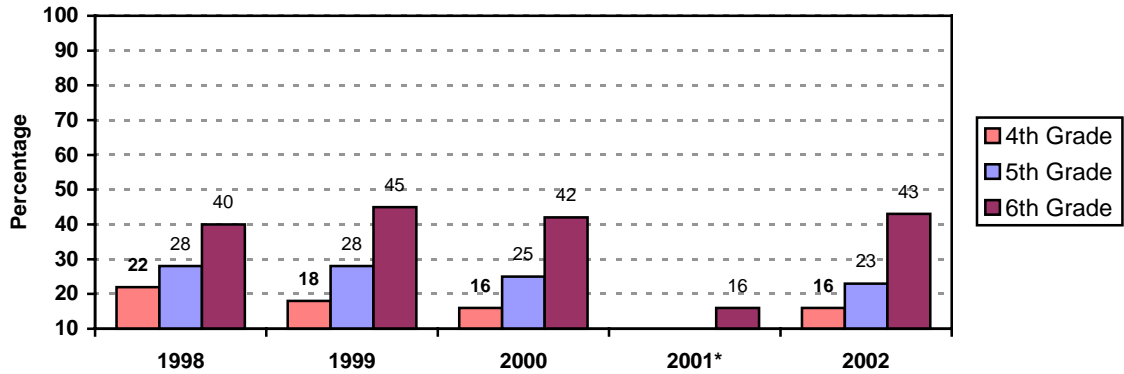
Source: 2002 TCADA Texas School Survey of Substance Use

Figure B3. Percentage of AISD Secondary Students Reporting Ever Using Alcohol, 1998-2002



Source: 2002 TCADA Texas School Survey of Substance Use, as well as previous TCADA surveys in even numbered years and the AISD Substance Use and Safety Survey in odd numbered years

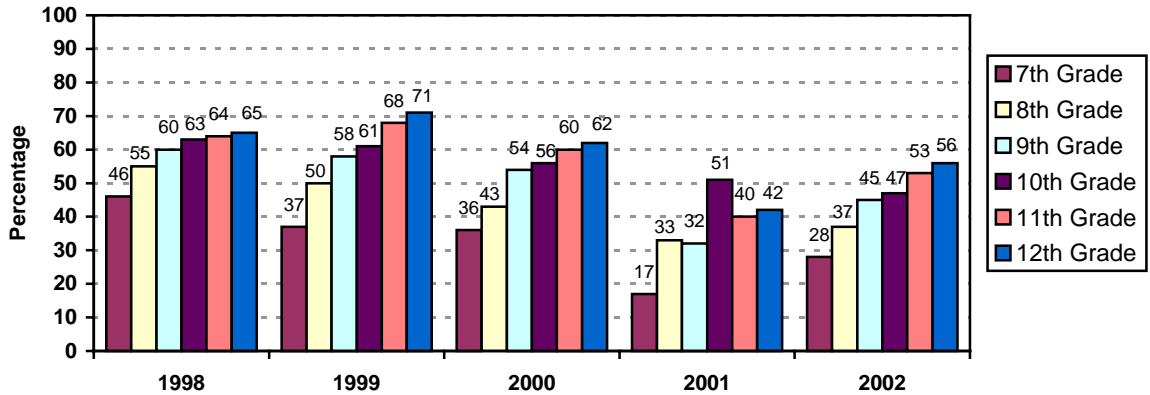
Figure B4. Percentage of AISD Elementary* Students Reporting Ever Using Alcohol, 1998-2002



* 4th and 5th Grade students were not surveyed in 2001

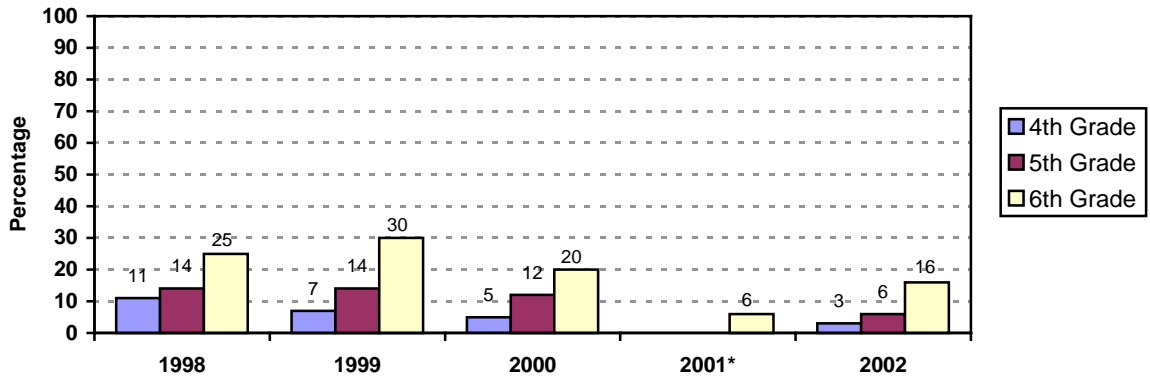
Source: 2002 TCADA Texas School Survey of Substance Use, as well as previous TCADA surveys in even numbered years and the AISD Substance Use and Safety Survey in odd numbered years

Figure B5. Percentage of AISD Secondary Students Reporting Ever Using Tobacco, 1998-2002



Source: 2002 TCADA Texas School Survey of Substance Use, as well as previous TCADA surveys in even numbered years and the AISD Substance Use and Safety Survey in odd numbered years

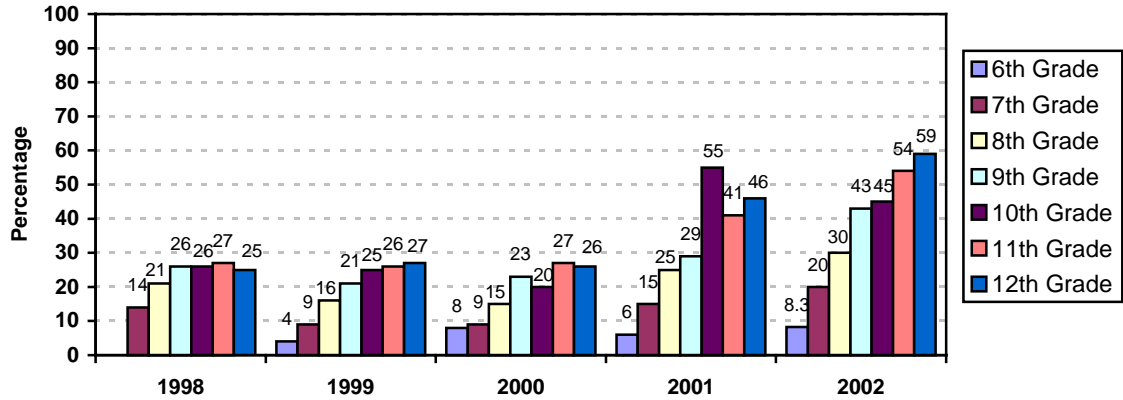
Figure B6. Percentage of AISD Elementary* Students Reporting Ever Using Tobacco, 1998-2002



* 4th and 5th Grade students were not surveyed in 2001

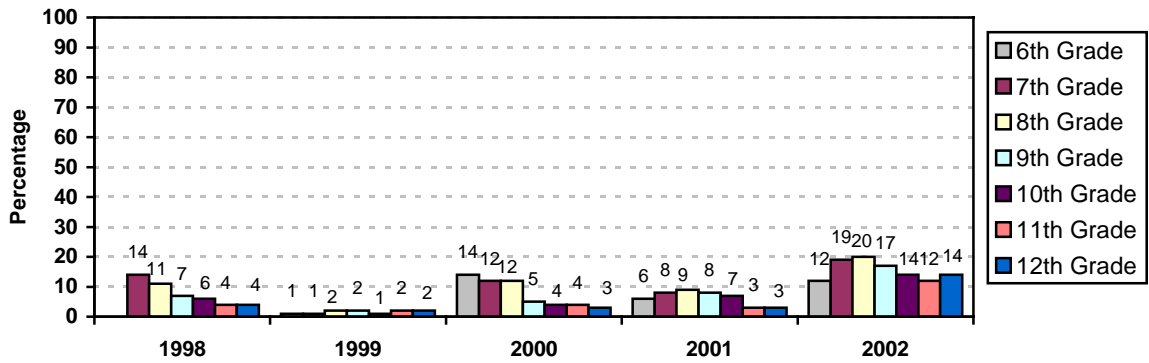
Source: 2002 TCADA Texas School Survey of Substance Use, as well as previous TCADA surveys in even numbered years and the AISD Substance Use and Safety Survey in odd numbered years

Figure B7. Percentage of Students Reporting Ever Using Marijuana, 1998-2002



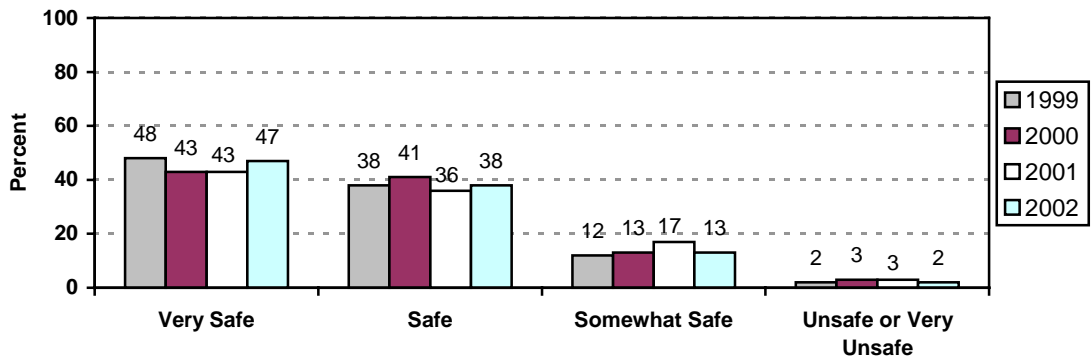
Source: 2002 TCADA Texas School Survey of Substance Use, as well as previous TCADA surveys in even numbered years and the AISD Substance Use and Safety Survey in odd numbered years

Figure B8. Percentage of Students Reporting Ever Using Inhalants, 1998-2002



Source: 2002 TCADA Texas School Survey of Substance Use, as well as previous TCADA surveys in even numbered years and the AISD Substance Use and Safety Survey in odd numbered years

Figure B9: Staff Perceptions of Safety at School, 1999-2002



Source: 1999- 2002 AISD Employee Coordinated Survey

Table B1: AISD Campus Administrator and Secondary Teacher Estimates of Prevalence of Student Substance Use at Their School, 2001-02

Substance	Student Use Estimated by..	Estimated Percentage of Students Using Substances At Least Once in the Past Month											Percent of Students Reporting \geq Monthly Use
		Zero	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	
Tobacco													19% _a
	Campus Administrator	18	44	12	9	4	2	5	1	0	0	0	
	Middle/JH School Teacher	0	21	20 [‡]	14	7	8	1	3	1	0	0	
	High School Teacher	0	5	18 [‡]	17	11	11	8	5	0	4	1	
Alcohol													42% _a
	Campus Administrator	13	42	12	12	2	6	1	1	1	0	1	
	Middle/JH School Teacher	3	15	18	12	11	1*	4	4	3	0	0	
	High School Teacher	0	3	3	11	9	12*	16	9	8	3	4	
Marijuana													25% _a
	Campus Administrator	26	39	12	7	5	4	0	0	1	1	0	
	Middle/JH School Teacher	0	22	19	15 [‡]	1	4	4	1	4	0	0	
	High School Teacher	0	7	18	16 [‡]	14	9	5	5	7	0	1	

Note- Row percentages do not add to 100. The remaining respondents stated that they did not know.

* Indicates estimate corresponds to student self-reported use.

a - Valid percent of responding secondary students (7th – 12th grade)

Source: 2002 Employee Coordinated Survey and 2001 AISD Substance Use and Safety Survey

Table B2: AISD Student Self-Reports of Attending Class Under the Influence of Substances One or More Times Since School Began, 2001-02

Since school began in the fall, on how many days (if any) have you attended at least one class while “high,” “drunk,” or “stoned” on...	Secondary Students (n=3448)
Alcohol (beer, wine coolers, wine, or hard liquor)	10%
Marijuana	16%
Inhalants	2%
Some Other Drugs	7%
At least one of the above substances	21%

Middle School and Jr. High = 6th – 8th Grade, and High School = 9th – 12th Grade

Source: 2002 TCADA Texas School Survey of Substance Use

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