Child and Youth Development

FY 2015 Community Impact Report

Travis County Health and Human Services & Veterans Service

Research & Planning Division

FEBRUARY 2016

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Travis County Health and Human Services & Veterans Service
Research & Planning Division

County Executive
Sherri E. Fleming

Project Leads
Courtney Bissonnet Lucas
Lori Axler Miranda

Lead Writer
Tara Carmean

Research & Planning Division
Lawrence Lyman, Division Director
Korey Darling, Planning Manager
Lori Axler Miranda
Courtney Bissonnet Lucas
Tara Carmean
Rachel Coff
Jenny Horton
Brook Son

Questions or Comments?

For questions or for more information, please contact the Research & Planning Division at HHS_R&P@traviscountytx.gov.

TRAVIS COUNTY
HEALTH and HUMAN SERVICES & VETERANS SERVICE

PURPOSE

Who we are:

A Department of Travis County that serves the community under the guidance of the Commissioner's Court

What we do:

Address community needs through internal and external investments and services

What we strive to accomplish:

Maximize quality of life for all people in Travis County

- Protect vulnerable populations
- Invest in social and economic well-being
- Promote healthy living: physical, behavioral, and environmental
- Build a shared understanding of our community

VALUES

We value helping people.

- We provide accessible, person-centered services with respect and care.
- We work to empower people through our service to them, always honoring the strengths and differences of the individuals and families of Travis County.

We value the accountability and integrity of our staff.

- We value the diversity of our staff and the experience each of us brings to TCHHS/VS.
- We honor our collective service to the public, including the careful stewardship of public funds.
- We value the quality services we provide to the community in a spirit of shared responsibility.

We value cooperation and collaboration in the community at large and within TCHHS/VS.

- We are interdependent and connected.
- We treat one another with respect and value effective communication and teamwork.
- We honor our partners in the community and engage with them to more efficiently and effectively serve our clients.

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Introduction

The Travis County Commissioners Court, through Travis County Health and Human Services & Veterans Service Department (TCHHS/VS), annually invests nearly $17.5 million in community-based social service programs. These Department investments align with and supplement our direct services to meet the needs of local residents. Community-based organizations are frequently geographically and culturally embedded in the communities they serve and are often best positioned to provide needed services.

Purpose of Report

The annual Community Impact Report provides an overview of TCHHS/VS investments in health and human services. The *FY 2015 Community Impact Report* offers highlights of community conditions most pertinent to the services purchased, and details investment, programmatic, and performance information on the Department's social service contracts. This information allows policy makers, program managers, and others to better understand these investments, recognize accomplishments, identify areas for improvement, disseminate lessons learned, and highlight areas warranting further research.

Organization of Report

This report addresses nine issue areas: Behavioral Health, Child and Youth Development, Food and Transportation, Housing Continuum, Planning and Evaluation, Public Health, Safety Intervention Services, Supportive Services for Community Living, and Workforce Development. The Investment Overview summarizes information from across all nine issue areas. Each issue area section begins with community conditions information and then provides performance highlights about the programs within that issue area. Each program is classified into the issue area most closely aligned to its goals and objectives.

Although this report highlights community conditions for individual issue areas separately, each issue area must be considered in a broader context. Community conditions related to a single issue area may have similar or related root causes and broad-level consequences. Current economic conditions also have a global impact on community conditions.

This report provides detailed information about each program covered by an issue area, including an overview of program goals, services provided, eligibility criteria, and funding. Also captured are each program's performance results, compared to its contractual performance goals, and explanations of notable variance (+/- 10%) between the performance results and goals.

Notes on Methodology

Community conditions discussed in this report reflect the most recent information available at the time of writing. The majority of the social service contracts included in the report followed a fiscal year calendar (October 1, 2014 through September 30, 2015) unless otherwise noted. Program and performance highlights are drawn from contracts and reports provided by contracted service providers. Estimates from the American Community Survey have been tested at a 90% confidence level for reliability. In some cases, all noted, estimates were unreliable due to small sample sizes.

Considerations When Reading This Report

Performance results provide only a starting point for understanding the impact of these programs. These summary statistics are not necessarily an indication of the programs' overall performance, but rather a snapshot of their performance over a one-year period. Within these reports, service providers offer explanations for variance in performance, which provides context and meaning to summary results.

Performance results do not reflect programs' full value to and impact on the community. Therefore, it is important to keep the following considerations in mind when reviewing program performance.

Readers should use caution when comparing output and outcome results across programs, as participant characteristics can significantly influence a given program's performance goals and results. For example, performance results may be lower for programs with clients who face considerable challenges (e.g., serious mental illness or addiction issues) and have little social support.

Factors beyond the program's control may also impact the program's performance. For example, the relative scarcity or abundance of jobs in the local economy will impact client employment rates for a workforce development program, regardless of the quality of training and support provided. Without controlling for these factors, the true impact or efficacy of the program on outcomes cannot be discerned.

Readers should also use caution when examining outcome results for programs with less than 30 clients, in which the outcome of just a few clients can greatly affect the program's total outcome result. In these instances, examining percentages may be less helpful than examining raw numbers.

Finally, this report captures a selection of performance measures, which may not reflect the program's full impact on participants and their families, peers, and neighborhood. Performance measures may not all be equal in importance or value to the community.

Community Conditions

Child and Youth Development Goals and Services

Programs and services within this issue area promote the availability, affordability, accessibility, and quality of a continuum of services to infants, children and youth, their families and other caregivers. Services are designed to ensure that children and youth are: academically successful and workforce ready; physically healthy and safe; socially and emotionally healthy and safe; and socially and civically engaged. Early childhood services fall into the following categories: supports to families with young children; early education and care; wraparound services to highly vulnerable families with young children; and physical and mental health care services.

Highlights of Community Conditions

Children and youth of Travis County are an asset with unlimited potential for the future of the community. Positive and enriching experiences benefit the social, emotional, and cognitive development of all children and youth, from birth through adolescence. However, children living in low-income families are especially in need of access to quality programs that are proven to counteract the negative effects of poverty. Travis County's investments focus on a continuum of social and emotional supports, which are integral components of children's development and academic success.

Demographics

Children under age 18 comprise about 23% (265,209) of Travis County's total population.[1] This segment of the population has grown by 8% from 2010 to 2014.

Travis County has a diverse child and youth population. The majority of Travis County children (74%) identify as White only, followed by Black alone (9%), "Some Other Race" (6%), Asian alone (5%), and "Two or More Races (5%).[2,3,4,5,6] Almost one-half (47%) of children in Travis County are of Hispanic origin.[7,a]

Of Travis County children ages 5 to 17, 63% speak only English at home and 37% speak a foreign language at home. For the majority of those who speak a non-English language at home, it is Spanish (32% of all

a The U.S. Census Bureau considers race and Hispanic origin as two separate and distinct concepts. Hispanics and Latinos may be of any race.

children).[8] Other non-English languages spoken at home by Travis County children include Asian and Pacific Island languages (2% of all children) and Indo-European languages (2% of all children).[9,b]

In 2014, the poverty rate for children under age 18 (24%) was higher than the overall individual poverty rate (17%). The child poverty rate has remained higher than the overall poverty rate over the past five years, ranging from 22% - 26%.[10]

Poverty Status
Population for Whom Poverty Status is Determined, Travis County, 2010-2014

	2010	*2011*	*2012*	*2013*	*2014*
Individuals in Poverty	194,156	192,436	197,657	176,920*	193,753*
Individual Poverty Rate	19%	18%	18%	16%*	17%*
Children (under 18) in Poverty	62,168	63,680	67,791	55,554	63,659
Child Poverty Rate	25%	25%	26%	22%	24%

* The difference between the 2013 and 2014 estimates is not statistically significant.
Created by: Travis County HHS/VS Research & Planning Division, 2015
Source data: 2014 American Community Survey 1–Year Estimates, C17001

Protective Factors and Risk Factors

Children and youth benefit from healthy, stable relationships with adults, including familial relationships.[11] About one-third (30%) of Travis County households include children; the majority (67%) of those households are headed by married-couple families, 25% by female householders with no husband present, and 8% by male householders with no wife present.[12]

The relationships children have with their parents or caregivers can act as protective factors.[13,c] Healthy and stable attachments during early childhood create a foundation for a wide range of positive developmental outcomes, such as self-confidence, motivation to learn, school achievement, ability to control aggressive impulses, and the ability to develop healthy relationships.[14] Research shows that effective parental monitoring[d] can reduce adolescents' risk for pregnancy, physical aggression, injury, skipping school, and drug, alcohol, and cigarette use.[15] Parent engagement[e] is linked to better student behavior, higher academic achievement, and enhanced social skills.[16]

b The estimate for Indo-European language is not reliable at a 90% confidence level.
c Protective factors are individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events. Protective factors increase an individual's ability to avoid risks or hazards, and promote social and emotional competence to thrive in all aspects of life.
d Parental monitoring is when parents make a habit of knowing about their adolescent's activities and behaviors. Parental monitoring includes: 1) the expectations parents have for their teen's behavior; 2) the actions parents take to keep track of their teen; and 3) the ways parents respond when their teen breaks the rules.
e Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents.

Poverty and low-income conditions can put children's learning and health at risk. Parents and guardians need to earn significantly more than the federal poverty income guidelines to meet the basic needs of their families. In 2014, the federal poverty income guidelines (FPIG) defined poverty for a family of four as annual income equal to or less than $23,850.[17] By comparison, the Center for Public Policy Priorities Better Texas Family Budget tool shows that a two-parent family with two children and employer-sponsored health insurance would need to earn $50,016 annually to afford basic expenses in Travis County.[18]

Family violence influences the entire spectrum of child and youth development. Children who are abused or neglected, including those who witness domestic violence, often exhibit emotional, cognitive, and behavioral problems, such as depression, low self-esteem, poor school performance, and lack of conflict resolution skills. Children who are abused or neglected are also more likely to have a higher tolerance for and use of violence in relationships, enter into violent relationships as teens and adults, or abuse their own children.[19] In 2014, there were 11,212 alleged victims of child abuse/neglect in Travis County, with 2,157 confirmed victims, 446 children removed from their homes, and 9 child abuse/neglect related fatalities.[20] During the same year there were 7,782 incidents of family violence reported in Travis County.[21]

Demand for Early Childhood Services and Support

Child Care Access, Affordability, and Quality

Child care services are essential for working families in Travis County. In 2014, roughly 38% of children lived in a two parent household with both parents in the workforce, 28% of children lived in a two parent household with one parent in the workforce, and 26% of children lived in a one parent household with the only parent in the workforce. About 9% of children were living in households with no parent in the workforce.[22]

Child care can comprise a substantial portion of family expenses for all families, including moderate and higher income families. A national study evaluating the cost of child care centers and family child care homes found that child care costs are high compared to family income, household expenses, and college costs, and often one of the highest budget items for families.[23] The most recent Texas Child Care Market Rate Survey conducted for the Texas Workforce Commission (TWC) identifies the Capital Area Region, which includes Travis County, and parts of the Dallas Fort Worth region (including Tarrant County), as having the most expensive child care in the state.[24] In 2014, the average cost of full-time child care for a toddler ranged from $7,245 per year in a registered child care home to $8,351 per year in a licensed child care center.[25] The average cost for infant care ranged from $7,716 to $8,923 per year, respectively.[26,f]

f Daily rates were converted into monthly rates by multiplying by the average number of business days in a month (21). Yearly rates were determined by multiplying monthly rates by 12.

Research shows that high quality child care supports the successful cognitive, social, and emotional development of young children.[27] Several systems measure child care quality through a series of progressive standards, including Texas Rising Star (TRS), the National Accreditation Commission (NAC), the National Association of the Education of Young Children (NAEYC), and Texas School Ready (TSR). The National Association for Family Child Care (NAFCC) accredits family care providers. As of September 2015, there were 104 accredited providers in Travis County by the above standards.[28] This is a decrease from 2008 when there were 124 providers;[29] and in 2014, when there were 131 accredited providers.[30] In May 2015, changes in the Texas Rising Star assessment and certification process, which raise quality standards, went into effect. The decrease is a result of providers who did not pass the assessment process or who voluntarily withdrew from the program.

Some publicly-funded options are available to help low-income families access child care and preschool programs. These services are administered through Early Head Start and Head Start, the Texas Child Care Subsidy program, and public school prekindergarten programs.

Head Start and Early Head Start

Head Start is a federal program designed to promote school readiness among eligible children[g] ages birth to five in low-income families. During the 2014-2015 program year, the funded slots for Head Start and Early Head Start children was 1,672 and 216, respectively.[31]

Child Care Subsidy Program

The local Texas Child Care Subsidy program is administered by the Capital Area Texas Workforce Board through a contract with Teaching and Mentoring Communities (TMC). The subsidy program provides child care assistance for eligible families who work, attend job training, or go to school.[h] During the 2015 fiscal year, the Child Care Subsidy program served a total of 6,602 Travis County children.[32] The number of children served by age category included: 1,311 infants, 1,464 toddlers, 2,121 preschool age children, and 1,706 school age children.[33]

g Children from birth to age five are eligible if family income is at or below 100% of federal poverty income guidelines. Children are also eligible if the family is homeless, or the family is receiving public assistance, such as TANF or SSI. Children in the foster care system are eligible, regardless of their foster family's income.

h Families eligible for subsidized child care must be residents of Travis County, and have incomes under 85% of State Median Income. Single parents must be working or in a training program at least 25 hours per week. Two-parent households must have both parents working or in an approved training program a combination of at least 50 hours per week. Children who are in the conservatorship of the Family Department of Family and Protective Services are also eligible for subsidized child care.

Prekindergarten

A meta-analysis shows that quality preschool programs and prekindergarten programs have a substantial impact on early learning and development, and positive effects on adolescent and young adult outcomes (such as high school graduation, reduced teen pregnancy, years of education completed, earnings, and reduced crime).[34] Many low-income families cannot afford to pay for private programs and can only access public prekindergarten programs. In Texas, school districts are only required to offer free, half-day prekindergarten if specific eligibility criteria are met.[i] Although schools are only required to provide half-day class, some Independent School Districts in Travis County have elected to provide full-day prekindergarten, including Austin ISD and Lake Travis ISD.

Children who attend prekindergarten programs are better prepared to enter kindergarten. According to a recent study, only 53% of children in Central Texas are ready to enter kindergarten.[35] When family economic status is considered, only 42% of children from low-income households are kindergarten ready, compared to 64% of children from households that are not low income.[36] Children with prekindergarten experience were about 3 times more likely to be ready for kindergarten than children who didn't attend a prekindergarten program, and children from low-income families who attended prekindergarten were almost four times more likely to be ready for kindergarten.[37]

Demand for Youth Services and Supports

Out of School Time

Travis County is home to over 186,000 school-age children ages 5 to 17.[38] The out-of-school-time hours and other "gap times," including after school, weekends, holidays, and during the summer, are prime opportunities for children and youth to participate in enrichment programs.[j] Quality afterschool programming has been proven to positively affect attendance, test scores, and grade retention, especially for youth at risk of negative outcomes.[39] Afterschool programs using evidence-based practices[k] have

i According to TEA guidelines, school districts are required to offer free, half-day prekindergarten if there are 15 or more three- or four-year olds meeting at least one of the following criteria: 1) is unable to speak and comprehend the English language; 2) is educationally disadvantaged (as defined by free or reduced lunch eligibility); 3) is homeless; 4) is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; 5) is the child of a member of the armed forces of the United States who was injured or killed while serving on active duty; or 6) is or has been in the conservatorship of the Department of Family and Protective Services.

j Enrichment programs may include activities such as school-sponsored activities, community-based programs, skill-development, employment training, and paid work experiences.

k Effective programs were identified as having four evidence-based practices, which formed the acronym SAFE for: whether or not program staff used a sequenced step-by-step training approach (S), emphasized active forms of learning by having youth practice new skills (A), focused specific time and attention on skill development (F) and were explicit in defining the skills they were attempting to promote (E).

been shown to be associated with significant improvements in self-perceptions, school bonding and positive social behaviors; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades and school attendance.[40] Quality summer programs have also been shown to have a positive effect on at-risk youth, mitigating learning losses over the summer and even increasing academic gains.[41]

A state-wide mapping project found that most after school programs serve children in kindergarten through 5th grade. Of 3,609 program sites in Texas surveyed, 3,202 sites served K-5th grade children, 634 sites served 6-8th graders, and 276 sites served 9th-12th graders.[42,l] A local mapping study conducted by the Central Texas Afterschool Network found that most students in low-income areas of Travis County were not served by out-of-school-time programs. During the 2010-2011 school year, only 23% of low-income students were served by afterschool programs 30 days or more, the minimum time required for students to achieve benefits according to the U.S. Department of Education.[43] During the summer of 2010, only 15% of the student population attended 20 days or more of summer programming.[44] The majority (78%) of students served were elementary school aged students.[45]

Risky Behaviors

Some of the most prevalent risk taking behaviors that threaten the health and safety of youth include substance abuse (including tobacco), carrying a weapon, suicide attempts, fighting, and risky sexual activity.[46] According to results of the 2013 Youth Risk Behavior Survey of high school students, Texas students may be at greater risk for poor outcomes in some areas than are youth nationally:

- Unintentional injuries: 92.2% of Texas respondents do not wear a helmet while bicycling and 28.7% rode with a driver who had been drinking alcohol[47] (nationally 87.9% and 21.9%, respectively).[48]
- Violence: 9.9% of Texas respondents were physically forced to have sexual intercourse, compared to 7.3% nationally.[49]
- Suicide: 15.6% of Texas respondents made a plan about how they would attempt suicide and 10.1% attempted suicide (nationally 13.6% and 8.0%, respectively.)[50]
- Alcohol and other drug use: 8.3% of Texas respondents have used cocaine at least once, 8.8% have used ecstasy, and 4.8% have used methamphetamines[51] (nationally 5.5%, 6.6%, and 3.2% respectively). 26.4% of Texas respondents were offered, sold, or given an illegal drug on school property, compared to 22.1% nationally.[52]
- Sexual behavior: 47.1% of sexually active Texas respondents did not use a condom during their last sexual intercourse and 20.6% of all Texas respondents report not learning about HIV or AIDS in school (nationally 40.9% and 14.7%, respectively).[53]

A local snapshot of substance abuse among youth is available by the Austin Independent School District (AISD). In the spring of 2015, a self-report student survey on substance use and safety was randomly

l Some sites served more than one level of children and youth.

administered to a sample of AISD middle school and high school students. The results showed that middle school and high school students report having ever used alcohol more frequently (12% and 36%, respectively) than marijuana (10% and 30%, respectively.) Middle school and high school students also reported having ever used e-cigarettes (6% and 19%, respectively) more often than tobacco (3% and 15%, respectively).[54] The following table summarizes the findings on students' substance use.

AISD 2015 Student Substance Use Summary of Student Survey Responses*			
		Middle School Percent	*High School Percent*
Tobacco	Has ever used	3%	15%
	Used in past month	1%	7%
E-Cigarettes	Has ever used	6%	19%
	Used in past month	3%	9%
Alcohol	Has ever used	12%	36%
	Used in past month	6%	20%
Marijuana	Has ever used	10%	30%
	Used in past month	5%	18%

Adapted from "Results of the 2015 Student Substance Use and Safety Survey, AISD Report", October 2015, pages 12-18.
*The survey was administered to a random, representative sample of students in grades 6-12. A total of 9,089 valid surveys were received.

Further Resources

Child and Youth Development influences the Workforce Development issue area. Quality early care and education helps prepare children for academic success. Child care is an essential support for many parents of young children in order to retain employment. Many other issues, if not adequately met, can be barriers to healthy child development, including housing, public health, and basic needs such as food and nutrition. Child and youth development also overlaps with the Behavioral Health issue area, as a key component of child and youth development is behavioral and mental health.

Below are selected resources for topics related to children and youth:

Children's Optimal Health

www.cohtx.org

Children's Optimal Health (COH) works to enable communities through GIS (Geographic Information Systems) mapping to visualize the health of their neighborhoods, identify assets and needs, and unearth opportunities for collaborative change. Through Data Sharing Agreements with over 12 Central Texas education and health entities, COH maps proprietary, de-identified, legally compliant data.

Success by 6—United Way for Greater Austin

www.unitedwayaustin.org/strategic-programs/success-by-6/

Success By 6 works to make sure every child is ready for kindergarten by improving the complex networks of child care services, parent education, public and private funding, and public policy in the Central Texas community. The School Readiness Action Plan (SRAP) is the result of a collaborative community effort to strategically invest in early childhood and increase the total percent of children who are school ready.

Kids Count Data Center

www.datacenter.kidscount.org

The Kids Count Project is part of a national and state-by-state effort to track the well-being of children. The Texas Kids Count Data Center provides data on measures of child well-being and is a resource to help create, implement, and encourage good policy and effective services to better the lives of Texas children.

E3 Alliance

www.e3alliance.org

E3 Alliance, Education Equals Economics, is a regional, data-driven education collaborative based in Austin, Texas. E3 Alliance has a resource library that provides information on education.

TXPOST

http://www.txpost.org/

TXPOST, Texas Partnership for Out of School Time, is a statewide network of nonprofit, public and private sector partners dedicated to increasing the quality and availability of out of school time opportunities for Texas youth.

The Youth Risk Behavior Surveillance System

www.cdc.gov/HealthyYouth/yrbs

The Youth Risk Behavior Surveillance System (YRBSS) includes a national school-based Youth Risk Behavior Survey (YRBS) conducted by the CDC and state and large urban school district school-based YRBSs conducted by state and local education and health agencies. The YRBSS monitors a list of priority health-risk behaviors among youth and young adults.

Afterschool Alliance

www.afterschoolalliance.org

The Afterschool Alliance is a national organization dedicated to raising awareness of the importance of afterschool programs and advocating for more afterschool investments.

Find Youth Info

www.findyouthinfo.gov

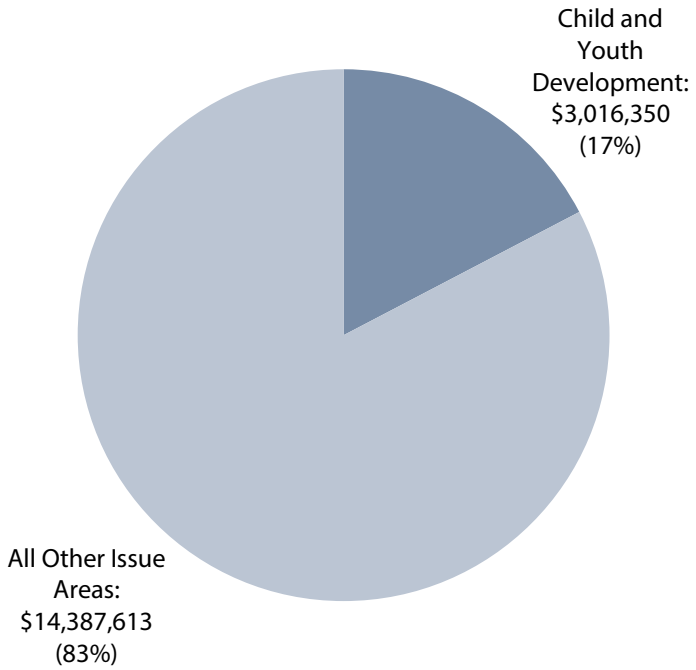
FindYouthInfo.gov was created by the Interagency Working Group on Youth Programs, which is composed of representatives from twelve federal departments and five federal agencies that support programs and services focusing on youth. It is a federal website with interactive tools and other resources to help youth-serving organizations and community partnerships plan, implement, and participate in effective programs for youth.

Investment Overview

Our Investment

TCHHS/VS has departmental and contracted programs that offer services for children and youth. Contracted services in this issue area align with our direct services to help ensure the successful development of children and youth from early childhood through young adulthood. Both the Department's Office of Children Services and Community Services Division include a variety of direct services for children and youth.

Investment in Child and Youth Development and Other Issue Areas, FY 2015



Funding Summary

The FY 2015 Funding Amount reflects 12–month funding (October 1, 2014 through September 30, 2015) unless otherwise noted.

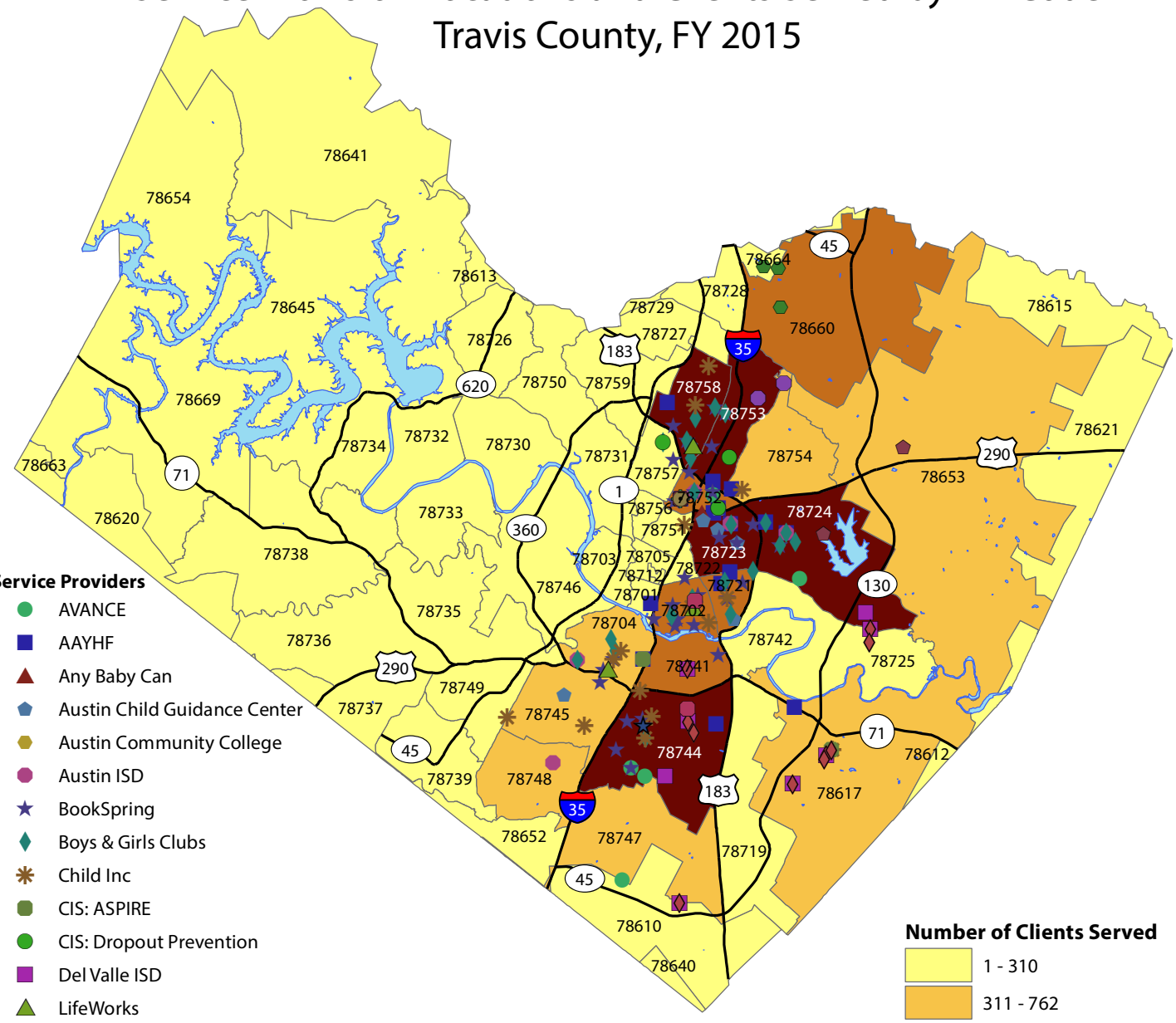
Agency Name	Program Name	FY 2015 Funding Amount
African American Youth Harvest Foundation, Inc.	African American Youth Resource Center and Conferences	$282,000
Any Baby Can, Inc.	Early Childhood Intervention Services	$51,170
Any Baby Can, Inc.	Professional Early Childhood Services	$154,000
Austin Child Guidance Center	Infant and Early Childhood Mental Health Project	$58,000
Austin Community College District	Teacher and Director TRAC	$52,000
Austin Independent School District	Travis County Collaborative Afterschool Program	$544,800
AVANCE	Parent-Child Education Program	$95,000
Big Brothers Big Sisters of Central Texas	Mentoring	$62,257
BookSpring	Reading is Fundamental (RIF) Elementary School Program	$13,126
Boys & Girls Clubs of Austin & Travis County, Inc.	GREAT Futures Initiative	$150,000
Child Inc	Early Education and Care	$208,780
Communities In Schools of Central Texas	ASPIRE	$98,000
Communities In Schools of Central Texas	Dropout Prevention	$100,000
Del Valle Independent School District	LEAD UNITED	$75,000*
Easter Seals Central Texas	Early Childhood Intervention	$11,747
LifeWorks	Youth Development	$72,561
Manor Independent School District	MISD After School Program	$75,000**

Agency Name	Program Name	FY 2015 Funding Amount
Pflugerville Independent School District	After the Bell	$92,212
Pflugerville Independent School District	After the Bell II	$73,115**
River City Youth Foundation	Dove Springs Youth Services	$45,083
Seedling Foundation	Seedling's Promise Mentor Program – Del Valle Expansion	$50,000*
Workforce Solutions Capital Area Workforce Board	Child Care Local Match	$223,741
Workforce Solutions Capital Area Workforce Board	Continuity of Child Care System Services	$235,758
Workforce Solutions Capital Area Workforce Board	Quality Child Care Collaborative	$193,000

* Funding from January 1, 2015 through September 30, 2015
** Funding from March 1, 2015 through September 30, 2015

Child and Youth Development

Service Provision Locations and Clients Served by ZIP Code
Travis County, FY 2015



Service Providers

- AVANCE
- AAYHF
- Any Baby Can
- Austin Child Guidance Center
- Austin Community College
- Austin ISD
- BookSpring
- Boys & Girls Clubs
- Child Inc
- CIS: ASPIRE
- CIS: Dropout Prevention
- Del Valle ISD
- LifeWorks
- Manor ISD
- Pflugerville ISD: After the Bell
- Pflugerville ISD: After the Bell II
- River City Youth Foundation
- Seedling Foundation
- WFS: Child Care Local Match
- WFS: Continuity of Child Care System Services
- WFS: Quality Child Care Collaborative

Service provision locations are not included for Big Brothers Big Sisters of Central Texas or Easter Seals Central Texas as services can be accessed anywhere the client is located. Most of Any Baby Can's services are provided in the home.

Number of Clients Served

- 1 - 310
- 311 - 762
- 763 - 1,154
- 1,155 - 2,511

Notes: This map shows 23,814 clients by ZIP code. 1,243 (5% of the total) from all service providers were not included because their ZIP codes were unknown or outside of Travis County boundaries or they were homeless. Client ZIP codes are not included for BookSpring.

Source data: Contracted service providers, 2015.
This map was created using City of Austin shapefiles.
Created by: Travis County HHS/VS, Research & Planning Division, 2016.

N
0 2.5 5 Miles

African American Youth Harvest Foundation, Inc.

African American Youth Resource Center and Conferences

Program Description

The African American Youth Harvest Foundation (AAYHF) delivers community-based services/resources to youth and families at the African American Youth Resource Center (AAYRC). The AAYRC aims to increase assistance to Truancy Court referred youth/families in creating change within the home regarding the youth's commitment to school; to increase community awareness of AAYRC in-house services, service providers, and programs; and to increase the number of African American youth and families obtaining "One Stop Shop" services and resources to address their educational, physical/mental health, financial/employment, relationship, and spiritual support needs. The AAYHF also conducts six school- and community-based conferences that aim to strengthen Travis County youth and families' quality of life experiences by increasing awareness of college practicality, increasing awareness of career pathways, and increasing awareness of school and life success tools and strategies.

Funding

The total TCHHS/VS investment in the African American Youth Resource Center and Conferences program from October 1, 2014 through September 30, 2015 was $282,000. This investment comprised 29.4% of the total program budget.

Eligibility Criteria

The African American Youth Resource Center provides services to children, youth, and families residing in Travis County.

AAYHF: African American Youth Resource Center and Conferences

This program met or exceeded all goals for FY 2015 except for one. Program staff noted that no campus programming was in session during the summer, which resulted in fewer clients accessing services (see the first output). According to staff, new STEM programming, a couple of large conferences, and the use of YRC by community based organizations resulted in more clients receiving ongoing services (see the second output). Staff explained that the inclusion of a second drug education class increased demand of services and shifted internal focus to generating more resources for clients throughout various programs (seed the third output). Staff attribute spikes in the truancy prevention program to an increase in the number of unduplicated participants receiving ongoing services as well as an increased number of youth/adults participating in the Family Academy (see the fourth and fifth output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of Travis County youth and adults accessing services through the YRC (unduplicated)	2,132	2,406	89%
Number of youth and adults receiving ongoing AAYHF services through the YRC (duplicated)	8,775	4,688	187%
Number of social services connections facilitated	798	488	164%
Number of unduplicated youth and adults receiving ongoing AAYHF services through the AAYRC	944	300	315%
Number of youth/adults who participate in the Travis County Court referred Family Academy	321	188	171%
Number of unduplicated adults and youth attending monthly conferences	1,782	1,675	106%
Outcomes			
Percentage of youth/adults receiving AAYHF ongoing school/academic development services/programs who showed increased quality of life outcomes related to school/academic development	83% (89/107)	80% (80/100)	104%
Percentage of youth/adults receiving AAYHF ongoing employment-related services/programs who showed increased quality of life outcomes related to employment	74% (74/100)	80% (80/100)	93%
Percentage of conference attending adults and school-age youth demonstrating increased awareness of college practicality (planning, access and completion)	92% (1,376/1,488)	85% (1,424/1,675)	109%

Any Baby Can, Inc.

Early Childhood Intervention Services

Program Description

The goal of the Early Childhood Intervention Program Services is to increase the functioning of children birth to three who have developmental delays and/or a medical condition through educational and specialized skill training (SST). Program services include: Comprehensive assessments; individualized family service plans; specialized skills training; specific therapy; home visits; case management; transition strategies; and child outcome assessments. The agency also provides community-based services such as support groups, parent education, and family literacy. The needs of the child drive the services provided to family members.

Funding

The total TCHHS/VS investment in the Early Childhood Intervention Services program from October 1, 2014 through September 30, 2015 was $51,170. This investment comprised 2.4% of the total program budget. TCHHS/VS also funds two additional programs at Any Baby Can, Inc: the CARE and Candlelighters program, which is described in the Supportive Services for Community Living issue area report; and the Professional Early Childhood Services program, which is described later in this report.

Eligibility Criteria

Any Baby Can/ECI clients receiving services supported by Travis County must be residents of Travis County and have a family income at or below 200% of the Federal Poverty Income Guidelines (FPIG). ECI services provided to families who do not meet these criteria, are supported by other grants, contracts, or donations.

Eligibility criteria for ECI: Children from birth to 36 months with documentation of medically diagnosed condition that has a high probability of resulting in developmental delay; an auditory or visual impairment as defined by the Texas Education Agency or a developmental delay based on a standardized tool designated by DARS indicating a delay of at least 25% in any of the developmental areas.

Any Baby Can, Inc.: Early Childhood Intervention Services

The Early Childhood Intervention Services program met or exceeded all performance goals for FY 2015. Staff attributed the increased number of clients served to the dedication of the Outreach Coordinator (see the first output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served through Early Childhood Intervention (ECI) services	512	400	128%
Number of Early Childhood Intervention (ECI) service hours delivered	9,045	9,040	100%
Outcomes			
Percentage of unduplicated children completing ECI services who achieve at least 50% of their Service Plan goals	92% (130/142)	90% (108/120)	102%

Any Baby Can, Inc.

Professional Early Childhood Services

Program Description

The program services provided are directed toward the family system to enhance knowledge of child development, improving bonding and attachment, encourage connection into supportive community systems for resources and improve family functioning thereby increasing the families' resilience in the face of challenges. Services are provided through group-based and home-based parent education and include:

- Nurturing Parenting Program (NPP) – this group-based parent education is designed to empower individuals and families with new knowledge, beliefs, strategies and skills to make positive life choices. Participants develop their awareness, knowledge, and skills in five areas: (1) age-appropriate expectations; (2) empathy, bonding, and attachment; (3) nonviolent nurturing discipline; (4) self-awareness and self-worth; and (5) empowerment, autonomy, and healthy independence. The long term goal is elimination of the intergenerational cycle of child abuse by teaching positive parenting behaviors.
- Parents as Teachers (PAT) – this home-based parent education is designed to identify and build on family strengths, capabilities and skills and build protective factors within the family. Components include promoting parental resilience; knowledge of parenting and child development; and social and emotional competence of children. The PAT model also provides group connections, child screenings, and connection to resource networks. These components of the PAT model work together to create success in four primary goal areas including increased parent knowledge of early childhood development for improved parenting practices; early detection of developmental delays and health issues; prevention of child abuse and neglect and; increased school readiness and school success.
- Nurse Family Partnership (NFP) – this home-based, intensive model provides the extensive education and support a first time parent needs to ultimately overcome barriers, such as isolation, domestic violence and lack of education, to being the best possible parent to their child and find their own, positive life direction to ensure ongoing success of their family. NFP home visitors work with families to achieve four main goals: 1) Improve pregnancy outcomes by helping women engage in good preventive health practices; 2) Improve child health and development by helping parents provide responsible and competent care; 3) Decrease the likelihood of child abuse and neglect and 4) Improve the economic self-sufficiency of the family by helping parents develop a vision for their own future, plan future pregnancies, continue their education and find work.

Any Baby Can, Inc.

Professional Early Childhood Services

Funding

The total TCHHS/VS investment in the Professional Early Childhood Services program from October 1, 2014 through September 30, 2015 was $154,000. This investment comprised 7.7% of the total program budget. TCHHS/VS also funds two additional programs at Any Baby Can, Inc: the CARE and Candlelighters program, which is described in the Supportive Services for Community Living issue area report; and the Early Childhood Intervention Services program, which is described earlier in this report.

Eligibility Criteria

Any Baby Can clients receiving services supported by Travis County must be residents of Travis County and have a family income at or below 200% of the Federal Poverty Income Guidelines (FPIG). Agency services provided to families who do not meet these criteria, who live outside Travis County, or who are over 200% FPIG are supported by other grants, contracts, or donations. Eligibility criteria for specific services include the following:

- NPP – expectant parents and families of children ages birth to 11, including adoptive or non-custodial parents.
- PAT – families of children prenatally to 4 years of age (with priority given to children under 3) who are at risk for child abuse and neglect due to psycho-social factors.
- NFP – first-time mothers who are before 28 weeks gestation and are at or below 185% of FPIG.

Any Baby Can, Inc.: Professional Early Childhood Services

The Professional Early Childhood Services program met or exceeded all of their performance goals for FY 2015. Program staff explained that the HOPES collaboration with Austin Children's Services brought in a large number of referrals to the Healthy and Fair Start Program which resulted in more clients served and screened (see the first, second, and fifth outputs). According to program staff, more parents/caregivers showed an increase in nurturing parenting skills because the agency's Parents as Teachers program was a pilot site for the national office of Parents as Teachers. Staff explained that being a pilot site meant that there was a thorough review of all of the procedures and practices, which led to a more precise implementation of the model and the assessments, which resulted in higher outcomes (see the first outcome). Program staff noted that staff training with the Nurturing Parenting Program to work individually with the agency on their parenting classes resulted in a better understanding for staff and improved outcomes for parents who participated in home visitation services (see the second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated parents/caregivers served	2,087	1,850	113%
Number of unduplicated parents/caregivers served through NPP	1,704	1,500	114%
Number of unduplicated parents/caregivers served through PAT and NFP home visitation services	383	350	109%
Number of unduplicated children served through PAT and NFP home visitation services	332	325	102%
Number of children screened using the Ages and Stages Questionnaire through PAT and NFP home visitation services	361	325	111%
Outcomes			
Percentage of parents/caregivers in the Nurturing Parenting Program who show an increase in nurturing parenting skills	92% (207/224)	80% (300/375)	116%
Percentage of parents/caregivers participating in home visitation services who show improvement in one or more area of assessment	91% (541/592)	80% (140/175)	114%

Austin Child Guidance Center

Infant and Early Childhood Mental Health Project

Program Description

The goal of the Austin Child Guidance Center (ACGC) is to improve the mental health of children, adolescents, and their families through early intervention, diagnosis, and treatment to help them develop the emotional skills for meeting life's challenges.

The goals of the Infant and Early Childhood Mental Health Project are to: promote school readiness and improve the social and emotional health of at-risk, lower income children; increase childcare staff knowledge and understanding of child development, especially in the arena of child social and emotional development; and increase parents' participation in their child's development and activities. Throughout the year, the project provides on-going classroom management support, counseling, consultation, screenings, psychological assessments, parent education, and early identification of behavioral concerns in eight high-risk childcare centers. Services are provided in both English and Spanish to ensure efficacy of the program and greater impacts within families and centers served.

Funding

The total TCHHS/VS investment in the Infant and Early Childhood Mental Health Project program from October 1, 2014 through September 30, 2015 was $58,000. This investment comprised 42.2% of the total program budget. TCHHS/VS also funds the Children's Outpatient Mental Health & Evaluation Services program, which is described in the Behavioral Health issue area report.

Eligibility Criteria

Clients are Travis County children ages 0-5 years, teen parents and linguistically or culturally isolated families who are living at or below 200% FPIG and receiving childcare vouchers from the Texas Workforce Commission. Families within the centers may have the following additional risk factors: parenting with less than a high school education; English language learners; domestic violence; trauma survivors; crime victims; and transportation issues. The project focuses on eight childcare centers within ethnically diverse, low-income communities in Travis County. Four of the centers are located in high schools in the Austin Independent School District in order to address issues of teen parents. The other centers are independently owned primarily serving the low-income community.

ACGC: Infant and Early Childhood Mental Health Project

This program met or exceeded all of their program goals for FY 2015 except for one. Staff explained that fewer parents were served because the program only had one social work intern (it was common for the program to have three social work interns), which limited the capacity of the program to connect with parents in IEC centers (see the second output). According to staff, the program began working the staff at a new center for the 2015-2016 year, which resulted in more child care staff being served in FY 2015 (see the third output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	259	270	96%
Number of unduplicated parents served	60	100	60%
Number of unduplicated child care staff served	97	80	121%
Outcomes			
Percent of children exhibiting "typical" or "strength" at post-test for social / emotional skills	88% (57/65)	80% (64/80)	110%
Percent of childcare staff showing improvement in their understanding of children's social and emotional development	85% (22/26)	85% (34/40)	100%

Austin Community College District

Teacher and Director TRAC

Program Description

The goal of Teacher TRAC is to increase the number of early care and education teachers in Travis County who have college-level courses in child development leading to a CDA, certificate or AAS degree. The goal of Director TRAC is to improve the qualifications of Travis County child care directors, permitting directors to meet Texas Department of Family and Protective Services Minimum Standards and Texas Rising Star Director Standards through college credit coursework. These Austin Community College (ACC) programs help participants successfully complete college courses by assisting students in accessing student success services at ACC, monitoring students' progress in courses, and contacting students to discuss student success strategies, including life coaching, as needed. Child care employees receive a $75 bonus after the completion of their first ACC course with a "C" or above and additional bonuses of $100 after each additional 12 hours completed with a "C" or above. Child care center directors receive a bonus of $100 after the completion of 6-9 hours with a "C" or above.

Funding

The total TCHHS/VS investment in the Teacher and Director TRAC program from October 1, 2014 through September 30, 2015 was $52,000. This investment comprised 23.9% of the total program budget.

Eligibility Criteria

Eligibility for first enrollment priority requires child care professionals (Teacher TRAC) or directors and assistant directors (Director TRAC) to: work full-time (30 hours per week or more), live or work full-time in the City of Austin or Travis County, and have a family income below 200% of the Federal Poverty Income Guidelines (FPIG). Once eligibility is determined, enrollment preference is ranked by: 1) continuing Teacher or Director TRAC students; 2) individuals working in a child care center that serves a minimum of 20% families low income or at least 10 children who are low income; 3) individuals working in a child care center who are working with a mentor through the QC3 project; 4) individuals working in a child care center participating in the Texas or Austin Rising Star system; 5) individuals working in a child care center enrolled in other Travis County or City of Austin funded projects; and 6) individuals working in a child care center located in Austin or Travis County. Teachers, directors, or assistant directors who work part-

Teacher and Director TRAC

time (29 hours or less per week) in the City of Austin or Travis County with a family income below 200% of the FPL will be enrolled in the same priority order as listed above for full-time teachers and directors, if funding is available. All eligible individuals must have at least six months experience working in a child care setting directly with young children, with at least 3 months experience working in their current child care setting, or at least 6 months experience as a director or assistant director.

Austin Community College District: Teacher and Director TRAC

Performance Goals and Results

The Teacher and Director TRAC program had mixed performance results for FY 2015, meeting or exceeding three goals but falling short on two. Staff reported that additional tuition sponsorship from Workforce Solutions allowed more teachers and directors to be served, as well children (see the first and second outputs). According to staff, fewer students completed the program for various reasons, such as changes in employment status and personal reasons (see the second outcome). Staff also noted that fewer directors completed two level college courses than expected due to a variety of reasons, including timing issues (e.g., three directors will complete the second class in a subsequent funding year), withdrawal or hiatus from the program, or earning a grade lower than a C (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated early childhood care and education teachers and directors enrolled in college courses	193	156	124%
Number of unduplicated children served by early childhood care and education teachers attending college courses through Teacher TRAC	1,927	1,728	112%
Outcomes			
Percentage of courses successfully completed with a C or better	82% (308/377)	80% (188/234)	102%
Percentage of Teacher TRAC Child Development Associate (CDA) students who earn their Marketable Skills Award	68% (30/44)	81% (44/54)	84%
Percentage of Director TRAC participants who successfully complete two level college courses	47% (7/15)	83% (10/12)	56%

Austin Independent School District

Travis County Collaborative Afterschool Program

Program Description

The goal of the Travis County Collaborative Afterschool Program is to maintain or improve school day attendance rates of core participants by developing a community of learners. Teachers and community organizations come together to provide a well-rounded, comprehensive afterschool program and social services to Ann Richards, Gus Garcia Young Men's Academy, Bertha Sadler Means Young Women's Academy, Paredes, and Webb Middle Schools. The activities and social services aim to reinforce student academic skills, increase student motivation for learning, and improve student behavior through three main components: academic support, enrichment, and college and workforce readiness/awareness. Activities are offered 12 to 15 hours per week for 32 weeks during the academic year and for 20 hours a week for 4 weeks in the summer.

Funding

The total TCHHS/VS investment in the Travis County Collaborative Afterschool Program from October 1, 2014 through September 30, 2015 was $544,800. This investment comprised 46.8% of the total program budget. TCHHS/VS also funds three additional programs at Austin Independent School District: the Adult Education and English Language Learners Program, which is described in the Workforce Development issue area report; the Austin/Travis County Mentoring Advisory Council, which is described in the Planning and Evaluation issue area report; and the Family Resource Center, which is described in the Behavioral Health issue area report.

Eligibility Criteria

Program clients served are middle school youth ages 11 to 15 attending grades six through eight at Ann Richards, Gus Garcia (Gus Garcia Young Men's Academy), Pearce (Bertha Sadler Means Young Women's Academy), Paredes, and Webb Middle schools, and high school students attending grades six through twelve at Ann Richards. All students who attend the school are eligible to participate. Students will be targeted based on academic needs, behavioral needs, and social needs.

Austin ISD: Travis County Collaborative Afterschool Program

The Travis County Collaborative Afterschool Program met or exceeded all of their performance goals for FY 2015. According to program staff, the Site Coordinator's sustained recruitment efforts and the high mobility rates of the campuses resulted in more clients served than originally projected (see the first output). Staff explained that they defined "academic activity" as any activity that includes unit plans with learning goals to mirror the 21st CCLC model, rather than a limited definition of academic interventions like tutoring or homework help (see the third output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated participants served	1,397	1,125	124%
Number of participants served who attended 30 or more days	611	625	98%
Number of participants attending academic activities	1,200	225	533%
Number of academic activity hours per participant	92	96	95%
Outcomes			
Percent difference between school day attendance of participants who attend the afterschool program 30 or more days compared to school day attendance of a peer group of nonparticipants	2% increase	2% increase	Met Goal
Percentage of participants who report that the afterschool program helps them avoid risky behaviors	84% (201/239)	75% (468/625)	112%
Percentage point difference between mean grade point average of participants in academic activities compared to the mean grade point average of a peer group of nonparticipants	2% increase	2% increase	Met Goal

AVANCE

Parent-Child Education Program

Program Description

AVANCE-Austin's goal is to provide families with the tools to thrive, ensuring that parents have the self-confidence and skills to support their children while developing their own education, and that their children enter school ready to succeed. The objectives of the Parent-Child Education Program are to: significantly increase parents' knowledge of child development and parenting skills; institute behavioral changes regarding reading, with parents becoming active readers to their children, fostering school readiness and future success; provide tools and inspiration for parents to continue their own education and careers, with long-term impacts; and provide children with the prevention, intervention and treatment needed to develop optimally.

Funding

The total TCHHS/VS investment in the Parent-Child Education Program from October 1, 2014 through September 30, 2015 was $95,000. This investment comprised 21.7% of the total program budget.

Eligibility Criteria

Eligible participants are low-income Spanish speaking Travis County families who are at or below 200% of the Federal Poverty Income Guidelines (FPIG) who are pregnant and/or with children ages 0-3. Participants must live within 5 miles of the project site within urban areas and 10 miles within rural areas.

AVANCE: Parent-Child Education Program

Performance Goals and Results

The Parent-Child Education Program met or exceeded all of their performance goals for FY 2015. Staff explained that special grant funding from Austin ISD allowed the program to serve additional families (see all of the outputs).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated parents and children served	301	250	120%
Number of unduplicated parents served	141	110	128%
Number of unduplicated parents graduating	99	66	150%
Number of unduplicated children served	160	140	114%
Number of unduplicated children served who will receive developmental screening	140	127	110%
Outcomes			
Percentage of unduplicated parents graduating who demonstrate this increase in parenting knowledge and skills between pre and post APQ testing	95% (94/99)	80% (53/66)	118%
Percentage of unduplicated parents graduating who indicate on the AVANCE Parenting Questionnaire that they read to their children 3 or more times a week	95% (94/99)	80% (53/66)	118%
Percentage of unduplicated parents graduating who indicate that they plan to attend advanced ESL, Adult Basic Education, GED, or college after AVANCE	92% (91/99)	80% (53/66)	114%
Percentage of children exhibiting delays upon screening who receive targeted intervention in the classroom and referrals to specialists for treatment, as needed	90% (57/63)	95% (72/76)	96%

Big Brothers Big Sisters of Central Texas

Mentoring

Program Description

The mission of Big Brothers Big Sisters of Central Texas (BBBS) is to provide children facing adversity with strong and enduring, professionally supported one-on-one relationships that change their lives for the better, forever. The vision of BBBS is that all children achieve success in life. The ultimate goals of BBBS are to reduce the incidence of: gang involvement; substance abuse; teen pregnancy; school drop-out; delinquent behavior for high-risk youth. BBBS service delivery strategies focus on positive youth development, building youth resiliency and promoting healthy behavior through mentoring relationships and constructive activities. Services include: one-to-one mentoring; events and activities; and educational scholarships.

Funding

The total TCHHS/VS investment in the Mentoring program from October 1, 2014 through September 30, 2015 was $62,257. This investment comprised 4.2% of the total program budget.

Eligibility Criteria

The BBBS mentoring program is available to youth ages 6 to 16 residing in Travis, Hays, Williamson, and Bell Counties, who commit to the mentoring program for at least one year. Program services are provided free of charge. Though not requirements, the target population includes youth from single family homes, low income households, and ones which have experienced destabilizing factors such as chemical dependency, physical/mental disability, incarceration, homelessness, and/or terminal/chronic illness.

Big Brothers Big Sisters of Central Texas: Mentoring

The Mentoring program met all of its performance goals for FY 2015.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	1,266	1,250	101%
Number of clients provided mentors or supportive relationships	1,001	1,060	94%
Number of clients matched with a mentor for a minimum of 3 months	932	955	98%
Outcomes			
Percentage of clients matched with a mentor for a minimum of 3 months who remained or re-enrolled in school or vocational training	99% (921/932)	92% (879/955)	107%
Percentage of clients matched with a mentor for a minimum of 3 months who improved or maintained their academic performance	96% (898/932)	90% (860/955)	107%

BookSpring

Reading is Fundamental (RIF) Elementary School Program

Program Description

The Reading is Fundamental (RIF) program aims to motivate young children to read by working with them, their parents, and community members to make reading a fun and beneficial part of everyday life. RIF programming combines three essential elements to foster children's literacy: reading motivation, family and community involvement, and the excitement of choosing free books – building their personal libraries at home. On RIF day, every elementary school class spends 30 minutes in the library. During this time, they enjoy a motivational activity, which includes opportunities for BookSpring volunteers and/or the school librarians to read aloud to the children. After the motivational activity, students have time to select one book each from the age-appropriate books in the collection. Books for students with special needs such as audio, Braille or languages other than English and Spanish are provided. RIF day is always a positive experience that emphasizes the pleasures of reading and the pride of book ownership. All students receive a book. Absent students select books upon their return to school. Each school holds an event in the fall, and spring ensuring that every student receives 2 books during the year. There is a third optional RIF event and book swap, which is available to every RIF school.

Funding

The total TCHHS/VS investment in the Reading is Fundamental (RIF) Elementary School Program from October 1, 2014 through September 30, 2015 was $13,126. This investment comprised 5.3% of the total program budget.

Eligibility Criteria

Participating schools must be: part of the Austin Independent School District or located within the boundaries of the city of Austin; have at least 75% of students receiving the free and reduced lunch program; apply for the RIF program by May 1 to be considered for the following year; committed to providing a program fee of $3 per projected child, or have a sponsor who will pay the fee. Based on applications received, schools are ranked in order of highest need to lowest need. As many schools as the budget allows are selected. Once accepted, all students on the campus are included in the RIF program, even if they do not receive free/reduced lunch.

BookSpring: Reading is Fundamental (RIF) Elementary School Program

This program met all performance goals for FY 2015 except for one. Staff noted that fewer students were served because of decreasing enrollment and populations shifts.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students served	12,612	16,600	76%
Number of Books Distributed	42,078	41,500	101%
Outcomes			
Percentage of Schools exceeding minimum program standards	90% (28/31)	94% (30/32)	96%
Percentage of students who stated improvement in their motivation to read. (Children who stated: RIF makes me want to read more.)	92% (794/861)	90% (1,064/1,182)	102%
Percentage of parents who reported RIF's positive impact on their child. (Parents who indicated: RIF makes my child want to read more.)	85% (430/507)	90% (531/591)	94%

Boys & Girls Clubs of Austin & Travis County, Inc.

GREAT Futures Initiative

Program Description

The GREAT Futures Initiative aims to ensure its members avoid high risk behaviors, as well as gain the skills and confidence to make smart decisions in the face of peer pressure. Examples of programs that run in the five campuses include tutoring and targeted academic assistance, drug and alcohol prevention programming, hands-on technology programs, sports leagues, recreation time, fine arts enrichment, and community service-oriented programs and field trips.

Funding

The total TCHHS/VS investment in the GREAT Futures Initiative program from October 1, 2014 through September 30, 2015 was $150,000. This investment comprised 23.3% of the total program budget.

Eligibility Criteria

There is no eligibility requirement for being a Club member, other than to be between the ages of 6 and 18. Despite the lack of restrictions, the program predominately serve high-risk, economically disadvantaged youth, because BGCAA Clubs are located in the most distressed neighborhoods of Travis County.

Boys & Girls Clubs of Austin & Travis County, Inc.: GREAT Futures Initiative

The GREAT Futures Initiative met all performance goals for FY 2015.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	7,148	6,500	110%
Number of youth that attend 30 or more days in the program	3,050	3,050	100%
Number of youth that complete a Character & Leadership Development program (Programs include: Keystone, Torch Club, Youth for Unity, SMART Moves, Youth of the Year)	1,402	1,360	103%
Outcomes			
Percentage difference between school day attendance of program participants compared to school day attendance of their peer group	3% increase	2% increase	Met Goal
Percentage difference in behavior incidents of program participants compared to behavior incidents of their peer group, as measured by in or out of school suspensions	2% decrease	2% decrease	Met Goal

Child Inc

Early Education and Care

Program Description

Child Inc strives to foster school readiness for low-income preschool children by providing comprehensive early education/child development services and support services for parents and other family members. Child Inc provides services to Head Start (ages 3-5) and Early Head Start (ages 0-3) eligible children through two service models. In both models children receive education, health and dental screenings, nutrition, mental health services as needed and special education services when a child is identified with a developmental delay (0-3) or disability (3-5).

Funding

The total TCHHS/VS investment in the Early Education and Care program from October 1, 2014 through September 30, 2015 was $208,780. This investment comprised 1.4% of the total program budget.

Eligibility Criteria

All children must be Travis County residents between the ages of 0-4 by September 1st of each school year. Child Inc is required to ensure that 90% of families enrolled must be at or below 100% of the Federal Poverty Income Guidelines (FPIG) or at or below 130% FPIG, if slots remain available after 100% FPIG clients are served. Children who are homeless, in the foster care system or have been diagnosed with a disability by an ECI program or School District are automatically eligible regardless of income.

Child Inc: Early Education and Care

The Early Education and Care program had mixed performance results for FY 2015. Staff explained that the yearly goals were based on full enrollment requirements and were not set progressively to account for children who are added later in the year when other children drop out (see the first through fourth outputs and the second outcome). According to staff, delayed enrollment in the first level of case management, which includes health, dental, and special needs verifications, resulted in fewer Family Partnership Agreements than anticipated (see the fifth output). Program staff noted that a new assessment tool was used in 2015; as a result, goal setting was based on guessed assumptions and not prior performance. Performance for this year was considered baseline data so outcomes vary from set goals (see the third through sixth and the eighth outcome). Staff also noted that dual language outcomes were not able to be obtained with this tool, which was not previously known by staff (see the seventh, ninth, and tenth outcomes).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Total number of unduplicated Head Start and Early Head Start children served in the program year	2,122	1,888	112%
Number of unduplicated parents served	3,164	2,816	112%
Number of unduplicated children in the Child Inc. Head Start Center-Based Program	999	848	118%
Number of unduplicated children in the Child Inc. Early Head Start Center-Based Program	115	72	160%
Number of unduplicated children with Family Partnership Agreements (FPA)	1,337	1,888	71%
Outcomes			
Percentage of Child Inc centers that meet NAEYC or NAC quality standards	53% (8/15)	50% (7/14)	107%
Percentage of eligible Head Start and Early Head Start children served	13% (2,122/16,443)	11% (1,888/16,443)	112%
Percentage increase of children meeting or exceeding expectations for the Social Emotional domain, from the beginning to the end of the school year	40%	30%	133%
Percentage increase of children meeting or exceeding expectations for the Physical Domain from the beginning to the end of the school year	38%	30%	127%

Child Inc: Early Education and Care

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage increase of children meeting or exceeding expectations for the Language Domain from the beginning to the end of the school year	33%	30%	110%
Percentage increase of children meeting or exceeding expectations for the Cognitive Domain from the beginning to the end of the school year	48%	30%	160%
Percentage increase of children meeting or exceeding expectations for the Literacy Domain from the beginning to the end of the school year	0%	30%	0%
Percentage increase of children meeting or exceeding expectations for the Mathematics Domain from the beginning to the end of the school year	54%	30%	180%
Percentage of Dual Language Learners who demonstrate progress in listening to and understanding English from the beginning to the end of the school year	0%	30%	0%
Percentage of Dual Language Learners who demonstrate progress in speaking English from the beginning to the end of the school year.	0%	30%	0%

Communities In Schools of Central Texas

ASPIRE

Program Description

The ASPIRE (Achieving Success through Parental Involvement, Reading and Education) program strives to break the cycle of illiteracy and poverty among Austin's high-need families by providing comprehensive, integrated services for the entire family. Program components include: adult education (ESL, GED, computer literacy); early childhood education; site-based parenting education classes that utilize evidence-based curricula, including the Incredible Years; and monthly home visits that utilize the evidence-based Parents as Teachers curriculum. The Teen Parent Program component provides the services necessary to help adolescent mothers and fathers graduate from high school, and empowers them to be the best possible parents to their children. Program components include intensive case management services, weekly personal visits utilizing the evident-based Parents as Teachers curriculum, and monthly group socialization events.

Funding

The total TCHHS/VS investment in the ASPIRE program from October 1, 2014 through September 30, 2015 was $98,000. This investment comprised 16.5% of the total program budget. TCHHS/VS also funds two additional programs at Communities in Schools of Central Texas: the Care Coordination Program for Youth and Family Assessment Center, which is described in the Behavioral Health issue area report; and the Dropout Prevention program, which is described later in this report.

Eligibility Criteria

Eligible participants are Travis County families, living at or below 200% of Federal Poverty Income Guidelines (FPIG), with young children and parents or caregivers that are either pursuing a high school diploma, a GED, or learning English as a Second language. Participants in the Del Valle Teen Parent Program will be students in the Del Valle Independent School District.

Communities In Schools of Central Texas: ASPIRE

Performance Goals and Results

The ASPIRE program met or exceeded all of its performance goals for FY 2015. According to staff, this was the first year of the contract and the goals were a projection based on past service history. In addition, the program usually calculates and reports on a school year (August to June) so that influences the numbers, as well (see the first, fourth, and fifth outputs).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Total number of unduplicated clients served, including parents and children, in both programs (ASPIRE & Teen Parent Program)	343	280	123%
Number of Case Managed Teen Parents	15	15	100%
Number of Children of Case Managed Teen Parents receiving services	15	15	100%
Number of Parents receiving ASPIRE Services	121	100	121%
Number of Children receiving ASPIRE Services	192	150	128%
Outcomes			
Percentage of Parents that demonstrate gains in parenting skills	96% (81/84)	90% (83/92)	107%
Percentage of Case Managed Seniors that graduate from High School	88% (7/8)	80% (4/5)	109%
Percentage of three to five-year-olds in the ASPIRE Program that make gains in their English vocabulary attainment	95% (18/19)	85% (17/20)	111%
Percentage of kindergarten, first and second graders enrolled in ASPIRE that meet end-of-year reading standard	95% (20/21)	95% (19/20)	100%
Percentage of ESL students in the ASPIRE Program that demonstrate gains in English language acquisition (BEST Plus Adult ESL Assessment)	93% (38/41)	90% (36/40)	103%
Percentage of ABE/GED students in the ASPIRE Program that demonstrate gains in mathematics, reading, or language (Test of Adult Basic Education)	93% (14/15)	92% (11/12)	102%

Communities In Schools of Central Texas

Dropout Prevention

Program Description

The Dropout Prevention program works to improve student behavior, attendance and academic performance; ensure promotion and progress toward graduation; and deter high-risk students from entering the juvenile justice system. The program provides school-based case management and mental health services at Dobie Middle School, Burnet Middle School, and with 9th grade students at Reagan High School. Depending upon student needs, Communities In Schools (CIS) staff provide long-term intensive, short-term clinical, and/or crisis intervention services for identified students. CIS campus-based staff conduct individual client assessments and develop tailored service plans that incorporate one or more of the following intervention strategies: individual and group counseling, crisis intervention, therapeutic activities, case management, prevention education, enrichment and service learning.

Funding

The total TCHHS/VS investment in the Dropout Prevention program from October 1, 2014 through September 30, 2015 was $100,000. This investment comprised 69.1% of the total program budget. TCHHS/VS also funds two additional programs at Communities in Schools of Central Texas: the ASPIRE program, which is described earlier in this report; and the Care Coordination Program for Youth and Family Assessment Center, which is described in the Behavioral Health issue area report.

Eligibility Criteria

CIS targets 6th, 7th, and 8th grade students at Dobie Middle School, Burnet Middle School, and 9th grade students at Reagan High School who are considered "at-risk" for school dropout by the Texas Education Agency because they have repeated one or more grades, failed the Texas standardized TAKS or STAAR test, have limited English proficiency, are homeless or in foster care, are pregnant or parenting, or have been set back academically by other challenges. Particular attention is given to those students who are demonstrating poor classroom conduct, delinquent behavior, truancy, and unmet mental health needs. CIS accepts referrals for services from any source (e.g., school administration and faculty, parents, Probation Officers), and because the CIS program is voluntary, parent/guardian permission is required before ongoing CIS services begin. There is not an income requirement for CIS services.

Communities In Schools of Central Texas: Dropout Prevention

The Dropout Prevention program met all of its performance goals for FY 2015.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	510	560	91%
Number of unduplicated clients receiving ongoing case management services	452	501	90%
Outcomes			
Percentage of students who exited ongoing case management services and achieved at least one projected mental health or other behavioral	75% (218/291)	80% (248/310)	94%
Percentage of students who exited ongoing case management services and progressed to the next academic level	91% (236/258)	85% (221/260)	108%

Del Valle Independent School District

LEAD UNITED

Program Description

The Leading Enrichment Afterschool in Del Valle (LEAD) program is an out-of-school-time program in Del Valle ISD. The goals of the program are: to provide a comprehensive, TEKS aligned afterschool program addressing academics, enrichment, college/workforce preparatory, and health; to provide a safe and supportive afterschool learning environment; to provide diverse opportunities for parent involvement in student success; to create afterschool activities, with a character education component, that provide opportunities for students to become socially responsible leaders; and to foster student opportunities for growth and sportsmanship through real-world challenges and competitions. The objectives of LEAD UNITED is to help LEAD achieve the health, safe, and supportive goals of the program, and to promote an attitudinal change for students as demonstrated by improved student behavior and disciplinary action referrals. LEAD UNITED aims to promote a healthy lifestyle through the soccer league sports program with physical exercise, social emotional, and nutrition curriculum. Students experience a league program that emphasizes team building, character development, and nutritional values with three tournaments throughout the semester to showcase their team and hard work. This comprehensive program hopes to provide students with the confidence that will carry over to their school day classes and interactions.

Funding

The total TCHHS/VS investment in the LEAD UNITED program from January 1, 2015 through September 30, 2015 was $75,000. This investment comprised 53.8% of the total program budget.

Eligibility Criteria

All third through fifth grade DVISD students, at all eight elementary schools, will be eligible to be in the LEAD UNITED program. Students will receive an application for the LEAD UNITED program and be chosen on a lottery based system. Del Valle ISD contains a very high level of economically disadvantaged students, as well as English Language Learners (ELL) and students determined to be “at-risk.” Students selected for the LEAD UNITED program proportionally reflect those students.

Del Valle Independent School District: LEAD UNITED

Performance Goals and Results

The LEAD UNITED program had mixed performance results for FY 2015. According to staff, behavior management issues meant that some classes had fewer than 30 students in a class (see the first output) but that the students who participated spent more hours practicing because of their excitement for the program and sport (see the third output). Program staff noted that 90% improvement was too high a goal to set in some cases (see the first and third outcomes); as a result, some goals may be adjusted accordingly in the future.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Total number of unduplicated students served in LEAD UNITED	208	240	87%
Total number of hours that each LEAD United student will spend on tutoring and homework help assistance throughout the duration of the program	71	71	100%
Total number of hours that each LEAD United student will spend on soccer practice in preparation for the soccer tournaments throughout the duration of the program	90	71	127%
Outcomes			
Percentage of students indicating that the LEAD UNITED program helped them improve their life skills	78% (162/208)	90% (216/240)	87%
Percentage of students indicating that the LEAD UNITED program helped them improve their academic success	86% (178/208)	90% (216/240)	95%
Percentage of students indicating that the LEAD UNITED program helped them improve their sense of self	78% (162/208)	90% (216/240)	87%
Percentage of unduplicated LEAD United students with improvement in school day disciplinary referrals from Fall 2014 to Spring 2015 for LEAD United programs	94% (196/208)	90% (216/240)	105%

Easter Seals Central Texas

Early Childhood Intervention

Program Description

The goal of the Early Childhood Intervention program is to provide a continuum of care for children 0–3 years of age with disabilities and/or developmental delays. The services provide comprehensive service coordination, wraparound services, training, and support services to children with significant disabilities in order to promote improved functioning and ability to live within the community. The program strives to: improve the development, functioning, and/or quality of life of those served, including satisfaction with services; advocate for the rights of individuals with disabilities to participate in decisions which affect their lives; increase knowledge and skill levels to identify and access community resources that can provide assistance with basic needs, education, housing, and counseling; and identify and assist clients in gaining access to community resources that support in the maintenance of health/safety and basic needs.

Funding

The total TCHHS/VS investment in the Early Childhood Intervention program from October 1, 2014 through September 30, 2015 was $11,747. This investment comprised 40.2% of the total program budget. TCHHS/VS also funds two additional programs at Easter Seals of Central Texas: the Developmental and Clinical Solutions program, and the Employment Solutions program, both of which are described in the Supportive Services for Community Living issue area report.

Eligibility Criteria

Program eligibility follows eligibility criteria mandated by the Texas Department of Assistive and Rehabilitative Services. Children can be eligible via four criteria: (1) medical diagnosis, which includes a variety of physical and neurological disabilities including: intellectual, developmental, and learning disorders; stroke, head trauma, amputation, spinal cord injuries, autism spectrum disorders, Down Syndrome, cleft lip and/or palate, cerebral palsy, spina bifida, quadriplegia, traumatic brain injuries, paralysis and other motor functioning and mobility challenges, muscular dystrophy as well as various genetic disorders and other conditions that are at high risk for developmental delay; (2) vision and/or hearing impairment; (3) developmental delay, in which children have to demonstrate a 25% or more

Easter Seals Central Texas

Early Childhood Intervention

delay using the Battelle Developmental Inventory-2 in at least one of the following areas: cognition, communication, personal-social, gross motor, fine motor, or adaptive skills; (4) qualitative determination of developmental delay, in which children demonstrate at 25% or more delay in specified areas on the Hawaii Early Learning Profile, resulting in delays such as atypical speech/language skills, behaviors, or sensory processing disorders. The population served is predominantly low-income (less than 200% of federal poverty guidelines) persons with disabilities. Ages served are birth through 36 months old, with documented physical, neurological, intellectual, developmental disability or delay with the goals to maintain or increase level of functioning or independence, desire to improve quality of life, and commitment to participate in a client centered plan of care. All clients must be Travis County residents and show attestation to verify their address.

Easter Seals Central Texas: Early Childhood Intervention

The Early Childhood Intervention program met or exceeded all of its performance goals for FY 2015. Program staff reported that more children were found to have qualifying delays than previously anticipated (see the first output). According to staff, staffing issues as well as increased parent participation (which helps developmental progress) resulted in fewer hours of service recommended and delivered (see the second output). Staff noted that clients participating in the survey indicated that consistency of services and visible improvement contributed to their satisfaction (see the first outcome). A higher proportion of clients showed improved functional outcomes or quality of life which staff attributed to the fact that the majority of clients assessed received services for a year or met a number of milestones depending on their age (see the second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served through Early Childhood Intervention (ECI) services	1,846	1,392	133%
Number of unduplicated Early Childhood Intervention (ECI) service hours delivered	22,870	25,439	90%
Outcomes			
Percentage of clients reporting satisfaction with services received	98% (467/476)	80% (264/330)	123%
Percentage of clients surveyed showing either improved functional outcomes or quality of life	95% (301/316)	80% (245/306)	119%

LifeWorks

Youth Development

Program Description

The Youth Development program has three components. The GED and Literacy program prepares youth for successful adulthood and independence through the pursuit of education. This program's objectives are to increase students' academic levels, prepare students for the GED exam, and assist students in seeking employment and/or gaining job skills. The Teen Parent Services program seeks to encourage expectant and parenting teens to stay in school, help teen parents learn positive parenting skills, and prevent unintended subsequent pregnancies among teen parents. By providing information, education, assistance, and support services to young parents, the program strives to: increase the number of young parents who continue or complete their high school education; strengthen young parents knowledge of how to make positive decisions regarding their sexual and reproductive health, in order to prevent experiencing a subsequent pregnancy or STI during his or her teenage years; strengthen parenting skills of young parents; increase ability to utilize internal and external resources, and to access community services; and increase community efforts to address issues related to pregnant and parenting teens. Finally, the REAL Talk (Pregnancy Prevention) program works to reduce the risk that program participants may engage in early sexual activity and/or may experience a pregnancy during adolescence. Through curriculum-based classroom instruction, the program strives to increase participants' knowledge about sexual health, and decrease the likelihood that participants will engage in unsafe sexual activities resulting in an unplanned pregnancy or transmission of a sexually transmitted infection.

Funding

The total TCHHS/VS investment in the Youth Development program from October 1, 2014 through September 30, 2015 was $72,561. This investment comprised 5.8% of the total program budget. TCHHS/VS also funds three additional programs at LifeWorks: the ABE-ESL program, which is described in the Workforce Development issue area report; the Housing program, which is described in the Housing Continuum issue area report; and the Counseling program, which is described in the Behavioral Health issue area report.

LifeWorks

Youth Development

Eligibility Criteria

GED and Literacy serves youth between the ages of 16 and 26 who have dropped out of school or who are parenting. These youth face circumstances that hinder their success in school, such as homelessness, pregnancy, parenthood, or involvement in the juvenile justice system, and may have unsuccessfully attended alternative schools that were not able to meet their special needs. Clients supported through these funds are residents of Travis County and have an annual household income that does not exceed 200% of Federal Poverty Income Guidelines (FPIG).

Teen Parent Services assists pregnant and parenting youth, between the ages of 11 and 19, who need assistance staying in or returning to school, and who want to increase their knowledge and skills in order to promote the positive and healthy development of their child. Clients supported through these funds are residents of Travis County and have an annual household income that does not exceed 200% of Federal Poverty Income Guidelines (FPIG).

REAL Talk (Pregnancy Prevention) serves youth in middle schools between the approximate ages of 11 and 15, who reside in the Austin ISD area. Schools selected for participation in the program have been identified by the district as one of the following: the school has previously experienced known pregnancies among middle school students or students at the middle school are slated to attend a high school that has previously experienced high rates of teen pregnancies among its student population.

LifeWorks: Youth Development

Performance Goals and Results

The Youth Development program met or exceeded all performance goals for FY 2015 except for one. Staff explained that low enrollment in the GED program resulted in fewer clients served (see the first output) but smaller class sizes, which made it easier to individualize instruction for students. This combined with increased one-on-one tutoring provided to students by volunteers resulted in a higher proportion of students who increased at least one grade level in math, reading, and/or writing (see the first outcome). According to staff, student responses to surveys continued to significantly exceed expectations, which the agency believes is due to the positive impact of the information provided in the program (see the third outcome). Staff also noted other possibilities for high performance: the anticipated goal and impact of the program was underestimated due to a lack of baseline information; and/or the age of the students served since it is possible the vast majority of students in the 6th and 7th grade would report intentions to delay sex.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of all unduplicated clients served in the GED program (includes Literacy Track students)	143	200	72%
Number of unduplicated clients provided Teen Parent Services (Case Management and Support Groups)	155	150	103%
Number of unduplicated clients provided REAL Talk/ Pregnancy Prevention Services	614	600	102%
Outcomes			
Percentage of unduplicated Literacy Track students in the GED program demonstrating an increase of at least one grade level in math, reading, and/or writing	94% (111/118)	70% (74/105)	133%
Percentage of unduplicated TPS case management clients not experiencing a subsequent pregnancy while in services	96% (69/72)	90% (54/60)	106%
Percentage of unduplicated REAL Talk/Pregnancy Prevention clients completing at least 75% of classes, including completion of both pre- and interim(post) surveys, reporting that they are less likely to have sexual intercourse in the next year	92% (415/450)	75% (315/420)	123%

Manor Independent School District

MISD After School Program

Program Description

The goal of the MISD After School Program, Learning Enrichment and Academic Progress (LEAP), is to improve attendance, behavior, and academic performance of identified middle school students with a comprehensive afterschool program that meets Monday through Thursday from 3:30-5:30. The program focuses on strengthening STEM and reading performance, and positive choices. The summer component continues to target the middle school students with STEM and Reading learning activities throughout the summer from June 15th – June 26th. The program runs from 8:30-12:30.

Funding

The total TCHHS/VS investment in the MISD After School Program from March 1, 2015 through September 30, 2015 was $75,000. This investment comprised 67.1% of the total program budget.

Eligibility Criteria

Program participants must be a current MISD middle school student (grades 6-8) who meets one or more "At Risk" factors. The risk factors include low economic status, a learning disability, English language learner, homelessness, or having struggled in reading or math as evident by Universal Screener scores or state test data.

Manor Independent School District: MISD After School Program

Performance Goals and Results

The MISD After School Program had mixed performance results for FY 2015, meeting or exceeding all performance goals but falling short on one. Program staff reported that a higher than expected number of students wanted and needed to participate in the afterschool program (see the first output), which caused variance in some of the other measures, as more teachers were needed and more parents attended academic parent nights (see the second and third outputs). According to staff, under-performance in math growth was due to working with students with significant academic gaps in math (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of middle school LEAP students served	474	300	158%
Number of MISD teachers who serve Middle School LEAP students	51	20	255%
Number of parents who receive training on implementing Literacy or STEM practices at home	108	50	216%
Outcomes			
Percentage of students who increased their lexile as measured by the Scholastic Reading Inventory	64% (301/474)	70% (210/300)	91%
Percentage of students who receive 20 or more hours of Literacy or STEM Instruction	93% (440/474)	70% (210/300)	133%
Percentage of students who increased their math performance level as measured by the STAR Math screener	36% (173/474)	70% (210/300)	52%

Pflugerville Independent School District

After the Bell

Program Description

The After the Bell Program aims to provide intensive interventions for students who have not met grade level standards. The After the Bell Program provides high-quality extended instructional opportunities outside of the regular school day for students identified as at-risk. Program components include: tutorial classes in the core content areas based on student assessment data and homework assistance; group counseling and/or mentoring; informational sessions on health and wellness topics; and college and career readiness activities. Students participating in After the Bell are invited to attend summer programs as provided by Pflugerville ISD and the Student Services Department.

Funding

The total TCHHS/VS investment in the After the Bell program from October 1, 2014 through September 30, 2015 was $92,212. This investment comprised 88.5%% of the total program budget. TCHHS/VS also funds the After the Bell II program, which is described later in this report.

Eligibility Criteria

Program participants are students at Spring Hill Elementary, Caldwell Elementary and Windermere Primary. The Spring Hill and Caldwell learning communities serve bilingual and monolingual students in grades Kindergarten through 5th grade. Windermere Primary serves students in grades Pre-Kindergarten through 2nd grade. All of three campuses are identified as School-Wide Title I. Campus staff identify students who qualify for "After the Bell" program using the following measures: formal and informal benchmark testing and meeting one of the 13 state criteria for identification of student "at-risk" of dropping out of school. For elementary schools, common at-risk codes include a student who: has unsatisfactory performance on a readiness test or assessment instrument administered during the current school year; was not advanced from one grade level to the next for one or more school years; is a student of limited English proficiency; is in the custody or care of the Department of Protective and Regulatory Services; and/or is homeless.

Pflugerville Independent School District: After the Bell

This program had mixed performance results, meeting or exceeding three performance goals but falling short on two goals. The program served fewer students than anticipated (see the first output) but provided more tutoring hours, which staff attributed to an increase in tutoring at Windermere Primary School (see the second output). There were slightly more absences than anticipated which staff attributed to a mix of holidays and flu season (see the first outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of Unduplicated Students Served	107	175	61%
Number of Tutoring Hours Provided Per Student	169	150	113%
Outcomes			
Average Number of Unexcused Absences Per Student	2.2	< 2	Goal Not Met
Percentage of Students Identified as Making Gains on District Literacy Assessments	87% (90/103)	80% (140/175)	109%
Percentage of Students Identified as Making Gains on District Math Assessments	72% (74/103)	80% (140/175)	90%

Pflugerville Independent School District

After the Bell II

Program Description

The After the Bell Program provides extended learning and enrichment opportunities outside of the regular school day for students identified as at-risk. The goal of the program is to provide intensive interventions in early literacy for students in K-5 who have not met grade level standards on the DIBELS and/or DRA assessments. The components of the school year program include: tutorial classes in the core content areas based on student assessment data; homework assistance; enrichment classes based on a survey of student interests; group counseling and/or mentoring; informational sessions on health and wellness topics; and college and career readiness activities. Summer school programming will include academic support and enrichment activities including, but not limited to the arts, computer, college and career readiness, literature, applied math and science, problem-solving, and critical-thinking activities.

Funding

The total TCHHS/VS investment in the After the Bell II program from March 1, 2015 through September 30, 2015 was $73,115. This investment comprised 76.6% of the total program budget. TCHHS/VS also funds the After the Bell program, which is described earlier in this report.

Eligibility Criteria

This program serves students who are working below grade level and who are "at-risk" of dropping out of school at two Pflugerville ISD elementary schools. The majority of the students on these campuses qualify for the free/reduced lunch program. Program participants must meet one or more of the following criteria: have had to repeat a grade; have failed local and/or state's assessments; have ever been in the custody of Child Protective Services; have limited English proficiency; and/or who are homeless.

Pflugerville Independent School District: After the Bell II

This program had mixed performance for FY 2015, meeting or exceeding all goals except for two. According to staff, the program started late so fewer students were able to participate (see the first output) but the addition of the full-day summer program allowed for more tutoring hours than originally project (see the second output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students served	83	100	83%
Number of Tutoring Hours Provided Per Student	204	85	240%
Outcomes			
Average Number of Discipline Referrals Per Student	0.19	≤ 2	Met Goal
Average Number of Unexcused Absences Per Student	2.96	≤ 5	Met Goal
Percentage of students identified as making gains on District Literacy Assessments	84% (69/82)	80% (80/100)	105%

River City Youth Foundation

Dove Springs Youth Services

Program Description

The goals of the Dove Springs Youth Services program are to maintain a neighborhood-based safe place and learning center for kids after school and year-round; to improve/maintain grades; and to improve/maintain attitudes and behavior among the youth served. The program provides cost-free, bilingual prevention/intervention services year-round, targeting at-risk youth in Dove Springs. Services include: individual counseling; psycho-educational groups; leadership and diversity training; tutoring; opportunities for involvement in local beautification projects; case management; nutritious meals; and community events that promote education, careers, and healthy lifestyles. The program also promotes parents' involvement in their children's education and development through holistic activities at the Success Center, schools, and in collaborating facilities.

Funding

The total TCHHS/VS investment in the Dove Springs Youth Services program from October 1, 2014 through September 30, 2015 was $45,083. This investment comprised 33.3% of the total program budget.

Eligibility Criteria

This program serves youth ages 5-18 who reside in the ZIP code 78744; are low-income; and are at risk for juvenile crime, school failure, dropping out, fighting, illegal drug use, violence, and issues related to living in a high-risk neighborhood and intergenerational poverty.

River City Youth Foundation: Dove Springs Youth Services

The Dove Springs Youth Services met or exceeded all of their performance goals. Program staff explained that as Dove Springs continues to grow in poverty, the number of low-income youth needing prevention services increases (see the first output), as does the number of families interested in information and resources regarding safety, health, education, and finances (see the third output). Staff attributed quality instruction and relationship building to academic performance (see the first outcome), and more structured activities and positive role models to attitude/behavior (see the second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	191	140	136%
Number of clients provided case management services	40	40	100%
Number of attendees at community outreach events	770	550	140%
Outcomes			
Percentage of clients with maintained or improved academic performance	93% (174/187)	80% (112/140)	116%
Percentage of clients with maintained or improved attitude/behavior	99% (190/191)	90% (126/140)	111%

Seedling Foundation

Seedling's Promise Mentor Program – Del Valle Expansion

Program Description

The primary goal of the program is to provide children who are challenged by parental incarceration with a consistent, positive adult relationship, and to improve children's attitudes and interactions. Secondary goals include: increasing attendance; affecting a more favorable discipline profile for mentored students; and building staff knowledge and skills in target schools to increase issue sensitivity around challenges affecting children of incarcerated individuals, and to improve the success of the volunteer and mentor programs. Once matched, students meet with their mentor during the student's lunchtime—typically 30-45 minutes—in a one-to-one setting. Mentors and mentees collaboratively decide how they will spend the time, including talking/listening, playing games, art/craft activities, discussing problems/processing feelings, reading together, playing outdoors, etc. To allow the student safe space to discuss feelings, the sessions are held away from other students and adults, and the visits do not occur in closed rooms without a view from the outside.

Funding

The total TCHHS/VS investment in the Seedling's Promise Mentor Program – Del Valle Expansion from January 1, 2015 through September 30, 2015 was $50,000. This investment comprised 38.4% of the total program budget.

Eligibility Criteria

Mentors are matched with students in kindergarten through eighth grade in six target schools—Baty Elementary, Creedmoore Elementary, Del Valle Elementary, Hornsby-Dunlap Elementary, Dailey Middle School, and Del Valle Middle School—who have a parent/parent figure who is incarcerated; or whose parent/parent figure was arrested and subsequently deported. Students fitting these criteria who already have a school-based mentor are not eligible to be matched with a new mentor. The counselor and the Seedling Mentor Director assigned to DVISD collaboratively match children with mentors based on common interests.

Seedling Foundation: Promise Mentor Program – Del Valle Expansion

This program had mixed performance for FY 2015, meeting or exceeding most goals but falling short on two goals. Staff explained that many matches continued from the previous fall resulting in more participants served (see the first and second outputs). According to staff, five counselors, one social worker, and the district head of support services participated in one hour of training but that a two-day institute would be provided at a later date for all participating counselors (see the third output). Staff reported disappointment at the average discipline referrals per middle school mentee but noted that 45% of the offenses were committed by 3 students, and the remaining 18 students averaged 3.8 referrals (see the fourth output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students matched with a mentor	69	60	115%
Number of mentors participating	69	60	115%
Number of counselors trained	6	7	86%
Outcomes			
Percentage of students remaining in a match with the same mentor for six months or more	88% (61/69)	90% (45/50)	98%
Average school attendance rate for Seedling mentees Jan 6–June 5	92%	95%	97%
Average number of discipline referrals per elementary mentee Jan 6–June 5	0.38	≤ 2	Met Goal
Average number of discipline referrals per middle school mentee Jan 6–June 5	6	≤ 4	Did Not Meet Goal
Percentage of mentees indicating a feeling of closeness to the mentor	100% (12/12)	92% (23/25)	109%
Percentage of mentors who rated their overall experience as Excellent or Good	97% (31/32)	94% (34/36)	103%

Workforce Solutions Capital Area Workforce Board

Child Care Local Match

Program Description

The goal of the program is to purchase child care to serve eligible low-income families in Travis County. Travis County funds are matched through federal funds allocated through the Child Care and Development fund (CCDF) to more than double the amount of funding available for child care assistance to eligible families. This program purchases direct child care services from Texas Rising Star child care providers selected through a process conducted by the City of Austin.

Funding

The total TCHHS/VS investment in the Child Care Local Match program from October 1, 2014 through September 30, 2015 was $223,741. This investment comprised 13.5% of the total program budget. TCHHS/VS also funds three additional programs at Workforce Solutions: the Continuity of Child Care System Services program, which is described later in this report; the Quality Child Care Collaborative program, which is described later in this report; and the Rapid Employment Model program, which is described in the Workforce Development issue area report.

Eligibility Criteria

To participate in the program, a child must be under 13 years of age or be a child with disabilities under 19 years of age; reside in Travis County or the City of Austin; reside with parents who require child care in order to work or attend a job training or educational program; and reside with parents who meet participation requirements: 25 hours per week of work or job training or an educational program for a one-parent household, 50 hours for a two-parent household. TCHHS/VS funds and the federal match are used to serve children whose family income does not exceed 200% of the Federal Poverty Income Guidelines (FPIG), unless funds are reallocated at the 6–month or 9–month benchmark; any reallocated funds will be used to serve children whose family income does not exceed 85% of the State Median Income.

Workforce Solutions: Child Care Local Match

The Child Care Local Match program exceeded all performance goals for FY 2015. Staff reported that Workforce Solutions included and paid for child care services for all low income families who were enrolled at a 4-star Texas Rising Star facility or Nationally Accredited centers with local match funding, which resulted in more clients served, more funds leveraged, and higher child care services expenditures (see all performance measures).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	837	303	276%
Outcomes			
Amount of federal funds leveraged	$1,420,440	$1,098,279	129%
Amount of child care services expenditures	$2,138,980	$1,653,852	129%

Workforce Solutions Capital Area Workforce Board

Continuity of Child Care System Services

Program Description

The purpose of the program is to ensure child care continuity of service for low income families in Travis County in instances in which child care would otherwise be terminated as a result of federal Child Care Development Fund (CCDF) funding rules. These funds are in place as a temporary bridge for families who face disruption of childcare. This funding strategy promotes continuity of care for children – a critical factor of quality in early care and education; and to prevent care disruption – which hinders family capacity to gain or maintain earnings. Program goals are: to pilot and document the results of using non-federal funding to provide continuity of child care for families at risk of discontinuation; and to demonstrate the efficacy of using non-federal funding to bridge families' access to child care between federal funding eligibility or until the family can be economically self-sufficient.

Funding

The total TCHHS/VS investment in the Continuity of Child Care System Services program from October 1, 2014 through September 30, 2015 was $235,758. This investment comprised 100% of the total program budget. TCHHS/VS also funds three additional programs at Workforce Solutions: the Child Care Local Match program, which is described earlier in this report; the Quality Child Care Collaborative program, which is described later in this report; and the Rapid Employment Model program, which is described in the Workforce Development issue area report.

Eligibility Criteria

To participate in the program, a child must be under 13 years of age or be a child with disabilities under 19 years of age; reside in Travis County; reside in a family whose family income does not exceed 200% of the Federal Poverty Income Guidelines (FPIG); reside with parents who require child care in order to work or attend a job training or educational program; reside with parents who meet participation requirements: 25 hours per week of work or job training or an educational program for a one-parent household, 50 hours for a two-parent household, unless they are: teen parents enrolled in a Travis County ISD; engaged in a 90-day work search; or experiencing a temporary reduction in work or school hours. Priority of Child Care Continuity Services Funding are allocated to Travis County residents who are: Enrolled in CCDF or Local

Continuity of Child Care System Services

Match funded programming; and enrolled with the highest quality providers in the CCS system (4 Star and Accredited Providers); and at risk of termination from child care due to one or more circumstances listed below as a "gap."

"Gaps" created for continuity of care by CCDF funding rules include (but may not be limited to) the following circumstances: parent ineligibility to receive child care if unemployed at the time of workforce training completion; parent mandatory "30-day sit out period" as a result of 30 or more Child Care Attendance Automation (CCAA) non-swipes in a 12-month period; parents terminated from child care for non-payment of Parent Share of Cost (PSOC) when there is a documented hardship for the parents; and/or parents who fail to maintain the required participation requirements for employment or education. Eligible families can participate in Child Care Continuity Services with the following limitations:

- 90-day work search: one (1) time per family per year;
- 90-day reduction in school or work hours: one (1) time per family per year;
- 30-day "sit out period" as a result of 30 or more CCAA non-swipes: one (1) time per family per year;
- Coverage on non-payment of PSOC to prevent termination: three (3) payments per family per year (with documentation of hardship).

Workforce Solutions: Continuity of Child Care System Services

This program exceeded all performance goals except for one. Program staff noted that the goal of children served was set using an "average daily count of children in care," which was not an accurate predictor of overall 12 month performance (see the first output). According to staff, the performance projection should have been set closer to the actual performance amount of 148 children served.

Note: Outputs 2-5 are not performance goals but are used to track service usage trends for this program.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	148	37	400%
Number of unduplicated children enrolled whose parents are engaged in a 90–day work search	111	N/A	N/A
Number of unduplicated children enrolled who would otherwise be in a "30–day sit out period" due to Child Care Attendance Automation (CCAA) non-swipes	24	N/A	N/A
Number of unduplicated children enrolled whose parents face termination due to nonpayment of parent share of cost (PSOC)	3	N/A	N/A
Number of unduplicated children enrolled whose parents have fallen outside of Child Care Development Fund (CCDF)—funding work or school participation requirements	59	N/A	N/A
Outcomes			
Percentage of children provided continuous care that otherwise would have been destabilized	14%	≥ 7%	Met Goal

Workforce Solutions Capital Area Workforce Board

Quality Child Care Collaborative

Program Description

The goal of the Quality Child Care Collaborative (QC3) is that more low-income families or children with disabilities can access very high quality child care, which is defined as: Accreditation by the National Association for the Education of Young Children (NAEYC), a Classroom Assessment Scoring System (CLASS) Score of 4, and is supportive of families maintaining at least 1 year of continuous high quality enrollment. There are three major components of the program that address program standards, services for childcare owners and directors, and services for child care teachers:

- Director Mentoring Program: strives to increase the quality of child care in the community as measured by the Texas Rising Star and/or national accreditation standards by focusing on the growth and development of Directors of child care programs. The program is designed to provide mentoring services for up to 18 months.
- Classroom Assessment Scoring System (CLASS): is an observational tool that provides a common lens and language focused on the classroom interactions that boost student learning. Data from CLASS observations are used to support teachers' unique professional development needs, set school-wide goals, and shape system-wide reform at the local, state, and national levels.
- Financial Incentives and Wage Supplements: through the Jeannette Watson Wage Supplement Program, the primary goal is to ensure teachers remain working with the most vulnerable populations. It rewards teachers who enroll in core coursework in early childhood education and pursue higher education by paying a higher stipend for higher education. The award amounts range from $450 - $3500.

Funding

The total TCHHS/VS investment in the Quality Child Care Collaborative program from October 1, 2014 through September 30, 2015 was $193,000. This investment comprised 31.5% of the total program budget. TCHHS/VS also funds three additional programs at Workforce Solutions: the Child Care Local Match program, which is described earlier in this report; the Continuity of Child Care System Services program, which is described earlier in this report; and the Rapid Employment Model program, which is described in the Workforce Development issue area report.

Workforce Solutions Capital Area Workforce Board

Quality Child Care Collaborative

Eligibility Criteria

The QC3 program serves child care providers and staff (owners, directors, and classroom teachers) that serve low-income families (85% of State Median Income and receiving subsidized childcare assistance) in Austin and/or Travis County. Priority is given to providers serving at least 20% low income children and who are participating in one of the following: Texas Rising Star Program, Nationally Accredited Program, and/or the Director Mentoring program. Specific components of the program—the CLASS Training and the Jeannette Watson Wages Project—require additional criteria such as the number and ages of children served, the inclusion of identified priority populations, type of facility, staff availability, staff wages, and staff work requirements.

Workforce Solutions: Quality Child Care Collaborative

Performance Goals and Results

This program had mixed performance for FY 2015, meeting or exceeding most goals but falling short on two goals. Staff reported that fluctuations in the program based on exits and new providers resulted in more providers receiving services than originally projected (see the first output). Staff explained that the total program goal for CLASS training completion was originally underestimated because, at the time, not all staff were CLASS certified and ready for CLASS trainings. As the year progressed, more staff were CLASS trained, more trainings were offered, and trainings were more popular than expected (see the second output and first outcome). According to staff, Workforce Solutions received additional funding that was directed towards the Jeannette Watson Wage Supplements (see the third output). Program staff noted that it was a challenge to recruit more providers to become TRS 4 star certified and/or nationally accredited due to the implementation of the new TRS Guidelines from April - August 2015 (see the second outcome). According to program staff, the program had recently started assessing with the CLASS tool, which involves screening providers when they start the mentoring program and when they exit the mentoring program, but they hadn't had any programs go through both the pre and post test at the time of reporting (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of providers receiving mentoring services through the Quality Child Care Collaborative (QC3)	41	36	114%
Number of unduplicated early childhood staff who complete CLASS training	180	45	400%
Amount of Jeannette Watson Wage Supplements awarded to eligible early childhood staff, total amount in dollars	303,960	$107,089	284%
Outcomes			
Percentage of early childhood staff who complete CLASS training	100% (180/180)	80% (45/56)	124%
Percentage increase in early childhood centers having a Texas Rising Star 4 Star certification, and/or a national accreditation (NAC or NAEYC)	8% (9/118)	10% (11/114)	79%
Percentage of early childhood providers receiving mentoring services that show an increase in their CLASS score	0% (0/41)	25% (9/36)	0%

Appendix

2015 Federal Poverty Income Guidelines

Most TCHHS/VS contracts require programs to serve participants with household incomes at or below 200% of the Federal Poverty Income Guideline (FPIG) level. Some programs have chosen to follow a more stringent threshold. The following table presents the federal poverty thresholds by household size and income.

Household Size	Income Limits by Household Size				
	50%	100%	125%	150%	200%
1 person	$5,885	$11,770	$14,713	$17,655	$23,540
2 persons	$7,965	$15,930	$19,913	$23,895	$31,860
3 persons	$10,045	$20,090	$25,113	$30,135	$40,180
4 persons	$12,125	$24,250	$30,313	$36,375	$48,500
5 persons	$14,205	$28,410	$35,513	$42,615	$56,820
6 persons	$16,285	$32,570	$40,713	$48,855	$65,140
7 persons	$18,365	$36,730	$45,913	$55,095	$73,460
8 persons	$20,445	$40,890	$51,113	$61,335	$81,780
For families/households with more than 8 persons, add $4,160 for each additional person.					

Data source: "2015 Poverty Guidelines," Office of The Assistant Secretary for Planning and Evaluation, U.S. Department of Health & Human Services, January 22, 2015, http://aspe.hhs.gov/poverty/15poverty.cfm.

2015 Austin Median Family Income Guidelines

The Blackland Community Development Corporation and Foundation for the Homeless contracts require participants in their programs to have a household income at or below 50% of the Austin Median Family Income (MFI) level. Other programs may also use Austin MFI guidelines when measuring client incomes. The following table presents the median family income limits established by the U.S. Department of Housing and Urban Development (HUD) for the Austin-Round Rock-San Marcos, TX Metropolitan Statistical Area (MSA).

Household Size	Income Limits by Household Size		
	30% (Extremely Low)	50% (Very Low)	80% (Low)
1 person	$16,150	$26,900	$43,050
2 persons	$18,450	$30,750	$49,200
3 persons	$20,750	$34,600	$55,350
4 persons	$24,250	$38,400	$61,450
5 persons	$28,410	$41,500	$66,400
6 persons	$32,570	$44,550	$71,300
7 persons	$36,730	$47,650	$76,200
8 persons	$40,890	$50,700	$81,150

Data source: "Austin-Round Rock-San Marcos, TX MSA FY2015 Income Limits Summary," U.S. Department of Housing and Urban Development, http://www.huduser.org/portal/datasets/il/il15/FY2015_IL_tx.pdf.

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