# Child and Youth Development

## FY 2019 Community Impact Report

Travis County Health and Human Services

Research & Planning Division

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Research & Planning Division


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# TRAVIS COUNTY
# HEALTH and HUMAN SERVICES

## 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 HHS.
- 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 HHS.

- 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 the Travis County Health and Human Services Department (HHS), annually invests nearly $22 million in community-based social service programs using one-time and ongoing funding structures. 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 HHS investments in health and human services. The *FY 2019 Community Impact Report* offers community context 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—Access to Basic Supports, Behavioral Health, Child and Youth Development, Housing Continuum, Planning and Evaluation, Public Health, Safety Intervention Services, Supportive Services for Community Living, and Workforce Development—as well as pilot and one-time investments under Family Services. The Executive Summary aggregates financial, demographic, and geographic information for all issue areas, and offers a discussion of poverty as a framework for HHS investments. Each issue area section begins with community context and then provides performance highlights. Each program is classified into the issue area most closely aligned to its goals and objectives.

Although this report provides community context 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 the community.

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 context 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, 2018 through September 30, 2019) 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.

# Investment Overview

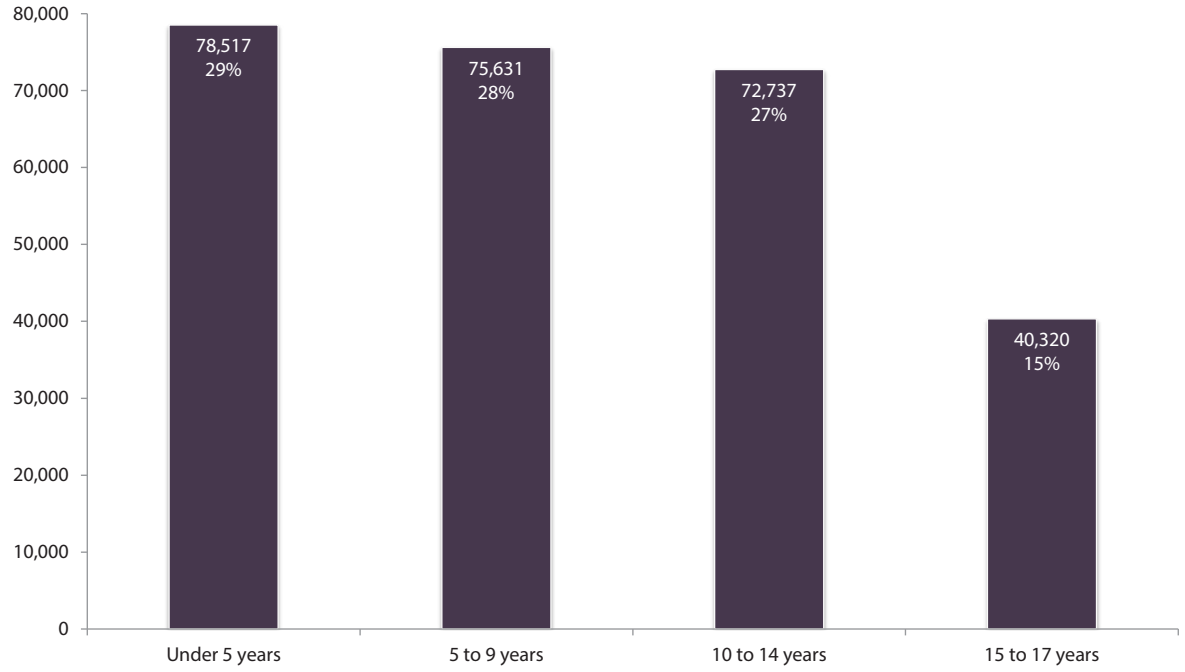
## Community Context

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 families with low-income 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

Of the 1,176,584 Travis County residents, 23% or 267,205 are children under 18 years old.[1] Children under 5 make up the largest group at 29%. Between 2008-2012 and 2013-2017 the total Travis County population increased by 14% and the child population increased by 8%.[2]

**Child Population by Age Group**
Population under 18 years, Travis County, 2013-2017
(n = 267,205)




Created by: Travis County HHS Research & Planning Division, 2019
Source data: 2013-2017 American Community Survey 5-Year Estimates, B01001

Within the early childhood age group (94,269 children under 6), children under 3 years make up the largest proportion with 49% or 46,432.[3] Slightly more than 32,000 children are preschool-age, ranging from 3-4 years.

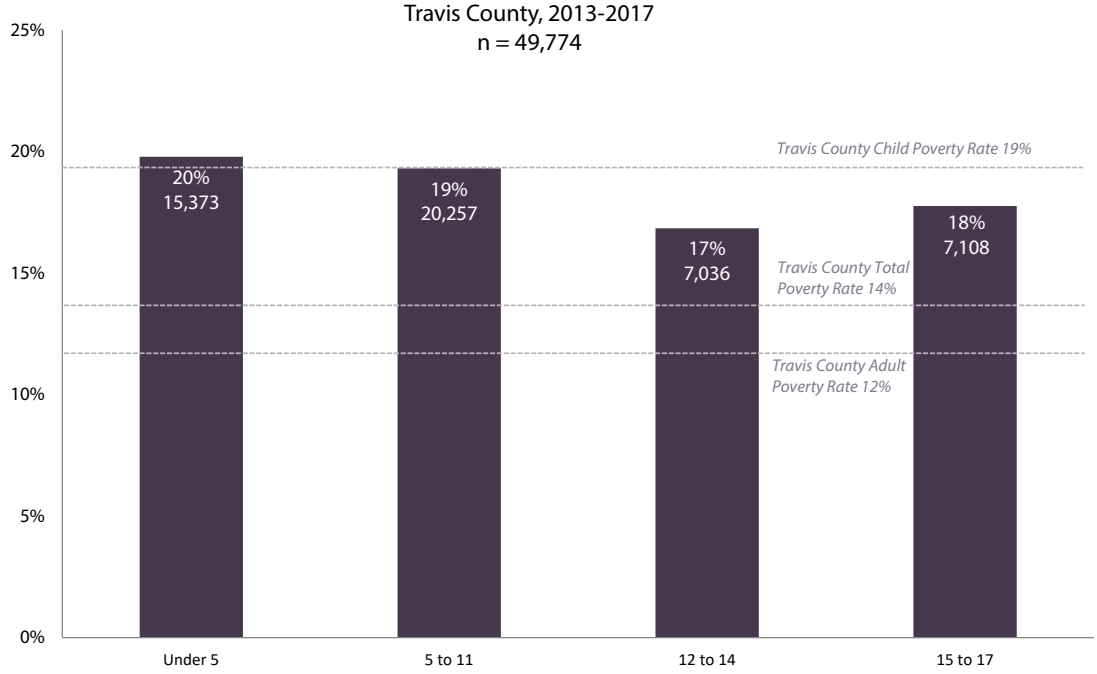
***Child Population by Selected Age Groups***
***Population under 6 years, Travis County, 2008-2012 & 2013-2017***

| | *2008-2012* | | *2013-2017* | | | *Percent Change* |
|---|---|---|---|---|---|---|
| | *Estimate* | *Percent* | *Estimate* | *Percent* | *Difference* | |
| Under 3 years | 45,477* | 50% | 46,432* | 49% | *not significant* | |
| 3 and 4 years | 30,882* | 34% | 32,082* | 34% | *not significant* | |
| 5 years | 14,035 | 16%* | 15,755 | 17%* | 1,720 | 12% |
| Total Population under 6 | 90,394 | 100% | 94,269 | 100% | 3,875 | 4% |

Research has shown that children raised in poverty are more likely to start school with limited language skills, have less parental support with homework, and have to deal with more social and emotional problems that interfere with learning.[4]

Children are more likely than the adult population to experience poverty. At 19%, the child poverty rate is higher than the overall poverty rate of 14% and the adult poverty rate of 12%.[5] Young children are more likely to live in poverty. Within the child population, the youngest children, under 5 years, have the highest poverty rate (20%), followed by children 5 to 11 years (19%).

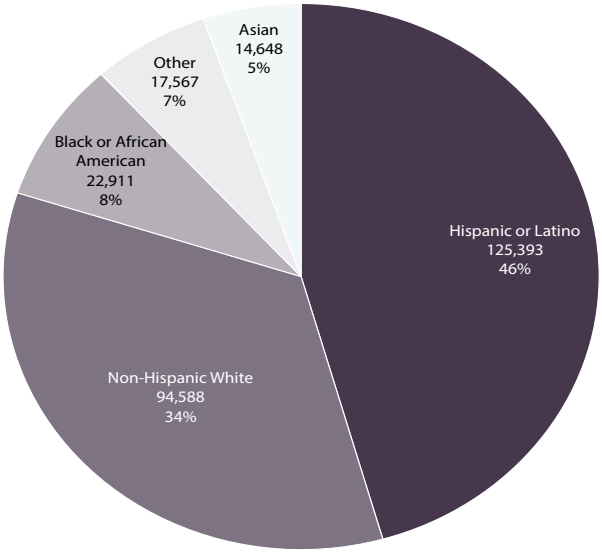
**Number and Rate of Children in Poverty by Age**
Population under 18 years with Income Below Poverty Level
Travis County, 2013-2017
n = 49,774



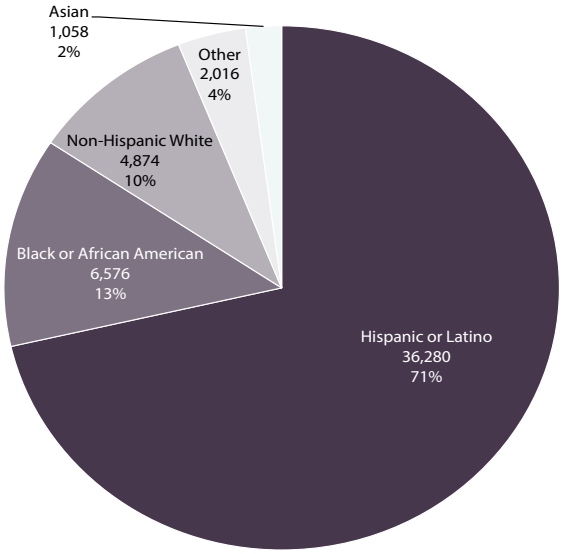

Created by: Travis County HHS Research & Planning Division, 2019
Source data: 2013-2017 American Community Survey 5-Year Estimates, B17001

Children who identify as Hispanic or Latino and Black or African American are disproportionately impacted by poverty. While children who identify as Hispanic or Latino comprise less than one-half (46%) of the child population, they make up almost three-fourths (71%) of the child population in poverty. Children identifying as Black or African American represent 8% of the child population yet make up 13% of the child population in poverty. In comparison, children identified as Non-Hispanic White comprise 34% of the child population but only represent 10% of children in poverty.

**Child Population by Race and Hispanic Origin**
Population under 18, Travis County, 2013-2017




**Child Population by Race and Hispanic Origin and Share of Poverty**
Population for Whom Poverty Status is Determined (under 18)
Travis County, 2013-2017




Note: The percentage totals don't equal 100% because the Census Bureau considers race and Hispanic origin as two separate questions and some individuals are counted as both Hispanic or Latino and a separate race (Black or African American, Asian, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, and Two or More Races.)

Created by: Travis County HHS Research & Planning Division, 2019
Source data: 2013-2017 American Community Survey 5-Year Estimates, , B01001B, B01001C, B01001D, B01001E, B01001G, B01001H, B01001I,B17001, B17001B, B17001C,B17001D, B17001E, B17001G, B17001H, B17001I

## Protective Factors and Risk Factors

Protective factors and risk factors are influenced at the individual, family, peer, and local community level. Risk factors are stressful conditions or events that increase an individual's likelihood of poor outcomes of which are largely preventable. Protective factors moderate and mediate the risk processes and promote resiliency.[6] The following table is a sample list of risk factors, data in the community that points to the prevalence of risk among children and youth, and the protective factors that can counteract the risk and influence healthy social-emotional development in children and youth. The given example protective factors coincide with the goals of the child and youth issue area

| Risk Factor Examples | Risk Factor Measurement | Protective Factor Examples |
|---|---|---|
| Poverty and place-based disadvantage[a] | •19% of children under 18 years live in poverty and the majority of children living in poverty in Travis County reside east of I-35.[7] | Access to affordable quality child care and educational opportunities |
| Bullying and Victimization | • 31% of high school students responding to the Lake Travis ISD (LTISD) 2017-2018 youth behavioral risk survey reported symptoms of depression and 17% reported that they seriously considered attempting suicide.[8]<br>• 42% of high school students responding to the Austin ISD (AISD) 2018-2019 Student Climate Survey reported students being bullied at school either "sometimes or a lot of the time"[9] and an overwhelming 81% stated that they were either "not sure of did not know the steps to take to make an official AISD report about harassment or bullying."[10] | Safe, nurturing, and stimulating environments; Emotional competence; Attachment and bonding to prosocial adults[b] |
| Attitudes, rules and norms favorable to unhealthy behaviors | • 8% of high school respondents at AISD self-reported attending class while "high, stoned, or drunk."[11]<br>• 73% of LTISD high school respondents reported trying e-cigarettes and 78% reported a perception that a lot of students smoke e-cigarettes.<br>• 12% of LTISD high school respondents feel pressure to drink or use drugs.[12] | Healthy opportunities and effective positive youth development services |
| School failure or low commitment to school | • 21% of LTISD high school respondents reported feeling that no adult at school cares about them.[13]<br>• 64% of AISD high school respondents like to come to school.[14]<br>• A student who is ready for kindergarten is 4-5 times more likely to pass state reading and math assessments in third grade.[15] The number of Central Texas children ready for kindergarten increased from 41% in the 2015 to 51% in 2018.[16]<br>• When family economic status is considered, only 40% of children from low-income households are kindergarten-ready, compared to 61% of children from households that are not low income in 2018.[17] | Attachment and bonding to prosocial adults; School connections; Access to affordable quality child care and educational opportunities |

a Research suggests that where people live in is a powerful indicators of their economic, educational, and health outcomes. Standish, M. B., and R. K. Ross. 2014. Transforming communities for health. National Civic Review 102(4):31-33.

b Attachment theory research indicates that prosocial norms can be reinforced in adolescents through bonding with important socializing units such as family members, school officials, peers, and other community members. Prosocial norms refer to clear and healthy ethical standards, beliefs, and behavioral guidelines that promote helping behavior. Ching Man Lam, "Prosocial Involvement as a Positive Youth Development Construct: A Conceptual Review," Scientific World Journal, 2012: 769158, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3353316/; Tak Yan Lee and David P.P. Lok, "Bonding as a Positive Youth Development Construct: A Conceptual Review," Scientific World Journal, 2012: 481741, https://www.hindawi.com/journals/tswj/2012/481471/

## Demand for Early Childhood Services and Support

### *Child Care Access, Affordability, and Quality*

Child care services are essential for working families in Travis County. Of the 256,501 children for whom parent employment status is determined, roughly 65% (167,572) live in households where all parents are in the workforce.[18]

Research shows that high quality child care supports the successful cognitive, social, and emotional development of young children.[19] Several systems measure child care quality through a series of progressive standards. Standards were updated in 2014 and the number of accredited centers dropped each year, from 131 in 2004 to 88 in September 2017. The number has started to increase again and there were 107 quality-rated centers in September 2019.[20]

Child care can comprise a substantial portion of family expenses for all families, regardless of income. For example, a family of four (two adults, two children) in the Austin-Round Rock metropolitan area will pay a monthly average of $1,195 for housing and $1,003 for child care, with child care accounting for the second highest household expense.[21]

The demand for child care is often greater than the supply, especially for subsidized and publicly-funded options. Publicly-funded options include Early Head Start, Head Start, and the Texas Child Care Subsidy program. Public school prekindergarten programs, including Pre-K 3 and Pre-K 4, are also available to qualifying families in Travis County. These programs are an important part of the child care system but are outside of the scope of this report.

| | Head Start and Early Head Start | Child Care Subsidy Program |
|---|---|---|
| Program Description | Head Start is a federal program designed to promote school readiness among eligible children from birth to age five in low-income families. | The local Texas Child Care Subsidy program is administered by Workforce Solutions, the Capital Area Texas Workforce Board through a contract with Baker Ripley. The subsidy program provides child care assistance for eligible families who work, attend job training, or go to school. |

| | | |
|---|---|---|
| General eligibility guidelines | Children from birth to age five are eligible if family income is at or below 100% of federal poverty income guidelines ($25,100 for a family of four).[22]<br><br>Children are also eligible if the family is homeless, or the family is receiving public assistance, such as TANF or SSI.[23]<br><br>Children in the foster care system are eligible, regardless of their foster family's income. [24] | Family income must be under 85% of State Median Income ($66,619 for a family of four).[25]<br><br>Workforce requirement: 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.<br><br>Children who are in the conservatorship of the Family Department of Family and Protective Services and participants in the Choices program are also eligible for subsidized child care |
| Participation targets/ funded slots | During the 2019-2020 program year, the funded slots for Head Start and Early Head Start children were 1,304 and 394, respectively.[26] | In 2019, an increase in subsidy reimbursement rates resulted in a decrease of the daily child care participation target from 3,202 to 3,009.[27] |

***Demand for Youth Services and Supports***

In the absence of positive supports and safe environments in their home life and in their educational settings, youth will find other ways to meet their social needs of feeling cared for, valued, and useful, often times through negative support systems. Youth Development services such as mentoring, case management, and out-of-school-time (OST) programs provide the opportunities and supports that youth need to overcome obstacles in their homes, schools, and communities that prevent them from becoming college and career ready.

The OST hours and other "gap times," including after school, weekends, holidays, and during the summer, provide cumulative opportunities for children and youth to participate in enrichment programs.[c] Public funding for high quality youth development programs is necessary because youth access to enrichment activities is highly dependent upon family income. Moreover, due to working family members, youth may be largely unsupervised after school, which increases opportunities to engage in risky behaviors.[28] Quality youth development programming has been proven to positively affect attendance, test scores, and grade retention, especially for youth at risk of negative outcomes.[29] Mentoring, case management, and OST programs using evidence-based practices have 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.[30]

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

# Goals and Services

Programs and services within this issue area promote physically and emotionally healthy infants, children, youth, and their families through a variety of programs and services which are available, affordable, accessible, and meet expected standards of quality. The scope of these services includes prevention, intervention, and early diversion programs.

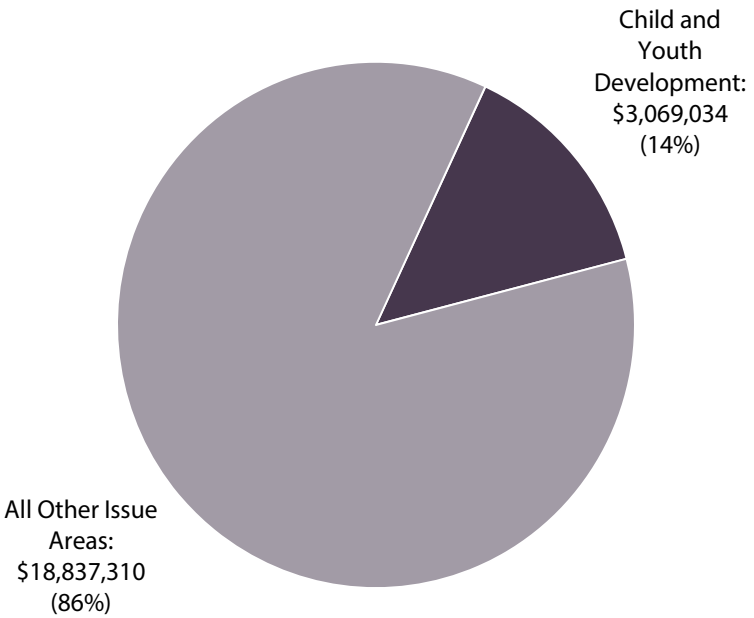
Early childhood services are designed to ensure that young children are:

- Healthy and safe;
- Ready for school by Kindergarten;
- Supported in nurturing and responsive environments;
- Receiving high quality early care and education opportunities; and
- Screened for physical, social-emotional, and developmental delays and connected to services.

Youth 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.

# Investment in Child and Youth Development and Other Issue Areas, FY 2019



# Funding Summary

The FY 2019 Funding Amount reflects 12–month funding (October 1, 2018 through September 30, 2019) unless otherwise noted.

| Agency Name | Program Name | FY 2019 Funding Amount |
|---|---|---|
| Any Baby Can of Austin, Inc. | Professional Early Childhood Services | $154,000 |
| Austin Child Guidance Center | Infant & Early Childhood Mental Health Project | $58,000 |
| Austin Community College District | Teacher TRAC and Director TRAC | $52,000 |
| Austin Independent School District | My Brother's Keeper Success Mentor Program | $15,000 |
| AVANCE–Austin, Inc. | Parent and Child Education Program | $95,000 |
| Big Brothers Big Sisters of Central Texas | One-To-One Mentoring | $140,000 |
| Boys & Girls Clubs of the Austin Area | Great Futures Start Here | $389,000 |
| Child Inc. | Early Education and Care | $208,780 |
| Communities In Schools of Central Texas | ASPIRE/Teen Parent Program | $98,000 |
| Communities In Schools of Central Texas | Travis County XY–Zone Program | $354,065 |
| Foundation Communities | Afterschool and Summer Youth Programs | $344,100 |
| GENaustin | Girl Connect | $78,590 |
| Goodwill Industries of Central Texas | Goodwill Career Launch | $145,000 |
| Workforce Solutions Capital Area Workforce Board | Continuity of Child Care Services System | $744,499 |
| Workforce Solutions Capital Area Workforce Board | Quality Child Care Collaborative | $193,000 |

# Child and Youth Development Client Demographics

The table below summarizes the demographics for all children, youth, and caregivers served across Child and Youth Development service providers. The demographic count exceeds the count found in the roll-up measures in the following section, Performance Summary, which includes only children and youth served in the issue area. Note that clients participating in more than one child and youth development program are counted multiple times.

| Gender | Num. | Pct. |
|---|---|---|
| Female | 8,657 | 60% |
| Male | 5,696 | 40% |
| Other | 2 | 0.01% |
| Unknown | 33 | 0.23% |
| *Total* | *14,388* | *100%* |

| Ethnicity | | |
|---|---|---|
| Hispanic or Latino | 8,087 | 56% |
| Not Hispanic or Latino | 4,858 | 34% |
| Unknown | 1,443 | 10% |
| *Total* | *14,388* | *100%* |

| Race | | |
|---|---|---|
| American Indian and Alaska Native | 143 | 1% |
| Asian | 221 | 2% |
| Black or African American | 2,799 | 19% |
| Native Hawaiian and Other Pacific Islander | 6 | 0.04% |
| White | 4,767 | 33% |
| Some other race | 4,302 | 30% |
| Two or more races | 730 | 5% |
| Unknown | 1,420 | 10% |
| *Total* | *14,388* | *100%* |

| Age | Num. | Pct. |
|---|---|---|
| Under 5 | 3,233 | 22% |
| 5 to 11 | 3,892 | 27% |
| 12 to 14 | 2,143 | 15% |
| 15 to 17 | 1,736 | 12% |
| 18 to 24 | 1,063 | 7% |
| 25 to 39 | 1,045 | 7% |
| 40 to 54 | 263 | 2% |
| 55 to 64 | 33 | 0.23% |
| 65 to 74 | 10 | 0.07% |
| 75 and over | 8 | 0.06% |
| Unknown | 962 | 7% |
| *Total* | *14,388* | *100%* |

| Income | | |
|---|---|---|
| <50% of FPIG | 2,811 | 20% |
| 50% to 100% | 1,733 | 12% |
| 101% to 150% | 944 | 7% |
| 151% to 200% | 545 | 4% |
| >200% | 132 | 1% |
| Unknown | 8,223 | 57% |
| *Total* | *14,388* | *100%* |

Note: Percentages may not total to 100% due to rounding.

See Appendix for specific income guideline levels.

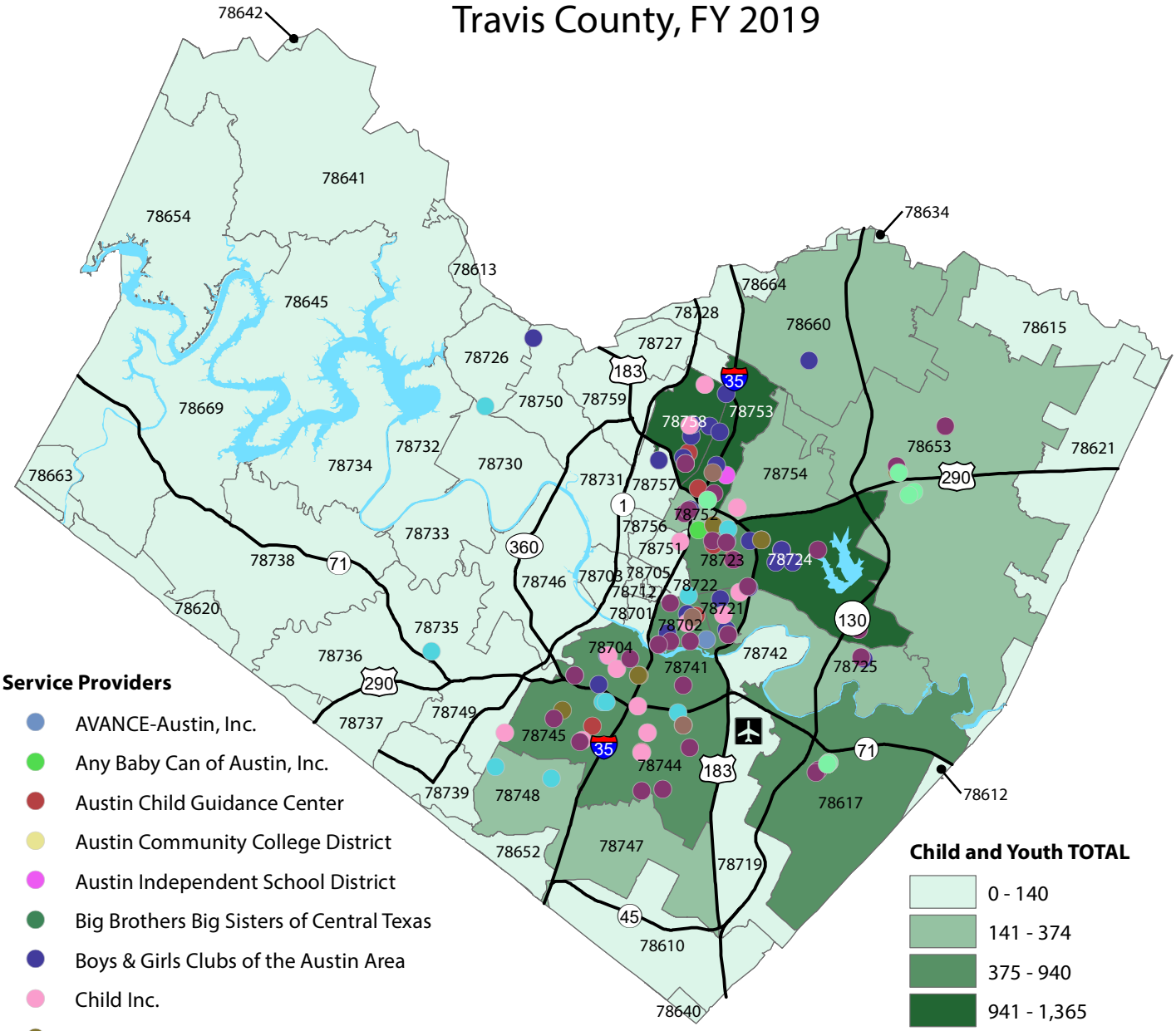
# Performance Summary

The table below aggregates performance into roll-up measures that draw from programs in this issue area. These roll-up measures align with the goals for the issue area and are intended to provide a more global picture of the Department's progress towards these goals. Readers should note two considerations regarding methodology: 1) most roll-up measures do not reflect all programs in the issue area, but rather a subset of programs that apply to that measure, and 2) roll-up measures, individually and as a whole, may not reflect the entire service continuum of the issue area.

| Roll-up Performance Measures | Issue Area Performance |
|---|---|
| ***Outputs*** | |
| Number of unduplicated children and youth served | 12,602 |
| ***Outcomes*** | |
| Percentage of parents, caregivers, and staff with an increase in skills that support nurturing and responsive environments for healthy child development | 60% |
| Percentage of child and youth service providers that maintain or increase quality rating | 51% |
| Percentage of children and youth who demonstrate academic success and workforce readiness | 79% |
| Percentage of children and youth who demonstrate healthy social and emotional behaviors | 90% |

# Child and Youth Development

## Service Provision Locations and Clients Served by ZIP Code
## Travis County, FY 2019




Source data: Contracted service providers, FY 2019.
This map was created using ArcGIS Online shapefiles.
Created by: Travis County HHS, Research & Planning Division, 2019.

Notes: This map shows 13,418 clients by ZIP code. 970 clients (7% 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.

Service provision locations are not included for Big Brothers Big Sisters of Central Texas as services can be accessed anywhere the client is located.

# Any Baby Can of Austin, Inc.

## Professional Early Childhood Services

### Program Description

Program services provided are directed toward the family system to enhance knowledge of child development, improve bonding and attachment, encourage connection into supportive community systems for resources, and improve family functioning, thereby increasing the family's resilience in the face of challenges. These services are all offered in a continuum of early childhood service modalities, and to ensure the most robust outcomes for the greatest number of families, the majority of the curricula and models utilized are evidence-based. Program services include:

- Family Education Program: This program offers two parenting skills classes. The Nurturing Parenting Program is an evidenced-based parenting program designed for the treatment and prevention of child abuse and neglect through increasing parenting skills. Classes are offered once per week to a closed group over 16 weeks at various locations in the Austin community and are offered in English and in Spanish. Clients are give a pre and post-test using a tool designed to assess the development of parenting skills and attitudes, the Adult-Adolescent Parenting Inventory (AAPI-2). The Childbirth Preparation class is a 4–class prenatal series offered in English and in Spanish. The class covers the third trimester of pregnancy, labor, and postpartum, preparing the expecting mother and her family for the process of birth.
- Nurse-Family Partnership (NFP): An evidenced-based intervention with proven benefits, including improved prenatal health, fewer childhood injuries, fewer subsequent pregnancies, increased intervals between births, increased maternal employment, and improved school readiness. A Nurse Home Visitor works with first-time mothers from enrollment until the child turns 2 years old, totaling a minimum of 2 years and 3 months of service. The mother and Nurse Home Visitor work together to set goals, and the Nurse Home Visitor provides the mother with vital information regarding prenatal and postnatal care for herself and her child, attachment with her child, and child development.
- Parents as Teachers (PAT): Healthy and Fair Start (HFS) and the Tandem Collaboration utilize the PAT curriculum, which is an evidenced-based model proven to increase parent knowledge of early childhood development and improve parenting practices, provide early detection of developmental delays and health issues, prevent child abuse and neglect, and increase children's school readiness and school success. HFS Parent Educators serve parents of children aged 0–5 years and focus on parent-child interaction, child development, and family well-being. Tandem Parent Educators work with teen mothers and their families who are receiving prenatal care from the People's Community Clinic and focus on prenatal education and preparation, family planning, parent-child interaction, child development, and family well-being.

# Any Baby Can of Austin, Inc.

## Professional Early Childhood Services

### Funding

The total HHS investment in the Professional Early Childhood Services program from October 1, 2018 through September 30, 2019 was $154,000. This investment comprised 4.4% of their total program budget. HHS also funds three additional programs at Any Baby Can, Inc: the No Estas Solo (NES) Program, described in the Behavioral Health issue are report, and the Comprehensive Advocacy and Resources for Empowerment, and the Early Childhood Intervention, described in the Supportive Services for Community Living issue area report.

### Eligibility Criteria

The target population includes families of young children, with eligibility criteria varying between the three programs. To be eligible for the Family Education Program, clients must be a parent or caregiver of a child who is aged 0-11 years. To enroll in the Nurse-Family Partnership, clients must be first-time mothers who are at or below 185% of the Federal Poverty Income Guidelines (FPIG) and who reside in Travis or Williamson County. The two Parents as Teachers programs each have their own eligibility requirements. Healthy and Fair Start clients must be parents or caregivers of a child who is aged 0-5 years and reside in Travis County. Tandem Collaboration clients must be pregnant teens receiving prenatal medical services from People's Community Clinic.

# Any Baby Can of Austin, Inc.: Professional Early Childhood Services

Performance Goals and Results

The Professional Early Childhood Services met or exceeded most of their performance goals for this year. Staff report that the increase in number of clients served was due both Parents as Teachers and Nurse-Family Partnership service teams being fully staffed (see first, third, and fourth output). Staff report that many clients drop out within the first three classes of the Family Education Program, which resulted in lower than anticipated number of parents/caregiver completing a pre and a post test (see first outcome). Staff hope to improve retention in the classes with a 1-on-1 intake interview. Staff report that the assessment used with clients participating in home visitation services identifies risk factors that are broad and difficult to improve given the short length of time in the program (see second outcome). Staff report that they will be using a new assessment in the upcoming contract year and hope that the program can better show its impact.

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served annually | 1,570 | 1,250 | 126% |
| Number of unduplicated group-based parent education clients served (Family Education Program) | 812 | 780 | 104% |
| Number of unduplicated home-based parent education clients served (Healthy and Fair Start, Tandem, and Nurse-Family Partnership) | 768 | 520 | 148% |
| Number of unduplicated children served through home-based services (Healthy and Fair Start, Tandem and Nurse-Family Partnership) | 464 | 420 | 110% |
| Number of children screened using the Ages and Stages Questionnaire through home-based services (Healthy and Fair Start, Tandem, and Nurse-Family Partnership) | 414 | 450 | 92% |
| ***Outcomes*** | | | |
| Percentage of clients in the Family Education Program who show an increase in nurturing parenting skills | 82% (191/232) | 80% (300/375) | 103% |
| Percentage of clients participating in home visitation services who show improvement in one or more areas of assessment | 48% (342/710) | 80% (90/113) | 60% |

# Austin Child Guidance Center

## Infant & Early Childhood Mental Health Project

### Program Description

The overarching goal of the Infant & Early Childhood Mental Health Project at Austin Child Guidance Center (ACGC) is to promote school readiness and improve the social and emotional health of at-risk, lower income children. The project integrates and links access to quality, evidenced-based mental healthcare practices for underserved young children and family members who might otherwise go without screenings, assessments, intervention and treatment. Throughout the year, the project provides ongoing classroom management support, counseling, consultation, screenings, psychological assessments, parent education, and early identification of behavioral concerns in eight high-risk day care centers. The project increases the capacity for childcare workers to effectively care and educate children, equips parents with the tools and resources to become an active participant in their child's development (social/emotional/academic learning), promotes secure attachments between parents and their young children, and provides direct mental health support to children and families needing care. All mental health services are offered at no-cost to children and families.

### Funding

The total HHS investment in the Infant & Early Childhood Mental Health Project from October 1, 2018 through September 30, 2019 was $58,000. This investment comprised 33.2% of the total program budget. HHS also funds the Children's Outpatient Mental Health & Evaluation Services program, which is described in the Behavioral Health issue area report.

### Eligibility Criteria

Clients of this project are lower-income families and children who might not otherwise have access to quality mental health services and early childhood developmental resources. The project serves high-risk childcare centers: Jeremiah Program, Generations I, Bright Beginnings Preschool, Little Folks Bilingual Child Development Center, Del Valle, Dove Springs, Forbes, Trinity, St. James, and Sweet Briar Child Development Centers. Children (age 5 and under), families, and staff of those centers are eligible for services. Travis County funding supports residents of Travis County.

# ACGC: Infant & Early Childhood Mental Health Project



The Infant and Early Childhood Mental Health Project met or exceeded most of their performance goals for the year. Staff reported that they served less than anticipated parents due to the half the centers being closed during the summer and a decrease in the need for parent services (see second output). Staff report that the number of childcare staff served was higher than anticipated due to an increased need for training and consultation of childcare staff (see third output). Staff report that childcare center staff turnover led to a lower than anticipated number of childcare staff being surveyed about their understanding of children's social and emotional development.

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated children served | 409 | 425 | 96% |
| Number of unduplicated parents served | 71 | 100 | 71% |
| Number of unduplicated child care staff served | 131 | 115 | 114% |
| ***Outcomes*** | | | |
| Percentage of children exhibiting "typical" or "strength" for social / emotional skills at the end of the program year | 83% (170/205) | 80% (112/140) | 104% |
| Percentage of child care staff who report improvement in their understanding of children's social and emotional development | 90% (44/49) | 85% (51/60) | 106% |

# Austin Community College District

## Teacher TRAC and Director TRAC

### Program Description

The goal of Teacher TRAC (Training, Retention, and Compensation) 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 Child Development Associate (CDA) certificate or Associate of Applied Science (AAS) degree. The goal of Director TRAC is to improve the qualifications of Travis County child care directors through credit college coursework to meet Texas Department of Family and Protective Services Minimum Standards and Texas Rising Star Director Standards. TRAC students are assisted in successfully completing college courses through faculty academic and career advising, faculty and Austin Community College (ACC) tutoring, monitoring of students' progress in courses, contacting students to discuss student success strategies, including life coaching, as needed, and by directing students to Student Success Services at ACC. Child care employees receive a $50 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.

### Funding

The total HHS investment in the Teacher TRAC and Director TRAC program from October 1, 2018 through September 30, 2019 was $52,000. This investment comprised 21% of their total program budget.

### Eligibility Criteria

Child care teachers eligible for Teacher TRAC first priority enrollment must work full-time (30 hours per week or more) in the City of Austin or Travis County, have at least six months experience working directly with young children in a child care setting, and have at least three months experience working in their current child care setting. Child care center directors or assistant directors eligible for Director TRAC first priority enrollment must work full-time in the City of Austin or Travis County and have at least six months experience as a director or assistant director. Early child care and education employees eligible for Teacher or Director TRAC first priority enrollment must also live and/or work full-time in Travis County and have a family income below 200% of the Federal Poverty Income Guidelines (FPIG). (These income eligibility requirements do not apply to students funded by Workforce Solutions.)

# Austin Community College District

## Teacher TRAC and Director TRAC

Second priority consideration is given to: 1) continuing or current Teacher TRAC and Director TRAC participants, 2) individuals who work in a child care center that serves a minimum of 20% families with low income or at least 10 children who are low income, 3) individuals who work in a child care center working with a mentor that is part of the QC3 project, 4) individuals who work at a center that is part of the Texas or Austin Rising Star System, and 5) individuals who work in a child care center enrolled in other Travis County or City of Austin funded projects. Teachers, directors, or assistant directors who work part-time (29 hours or less per week) will be enrolled in the same priority order as full-time teachers, if funding is available.

# Austin Community College District: Teacher TRAC and Director TRAC



The Teacher TRAC and Director TRAC programs met or exceeded most of their performance goals for this year. Staff report the high number of college courses taken is due to the changes in the TRAC policy, which allowed for sponsorship for more than one course per semester for AAS students that were within 20 hours of graduation (see first output). Staff report that the low number of enrolled students is indicative of the decline in student enrollment throughout the year. Staff report that though the program saw an increase of TRAC applications, applicants were not able to fulfill ACC enrollment requirements on time (see second output).

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of TRAC sponsored college courses taken by students enrolled in the TRAC program | 261 | 215 | 121% |
| Number of unduplicated TRAC sponsored students who are early childhood care and education teachers and directors enrolled in college courses | 149 | 180 | 83% |
| Number of unduplicated children served by early childhood care and education teachers and directors attending college courses through Teacher TRAC | 1,713 | 1,800 | 95% |
| ***Outcomes*** | | | |
| Percentage of TRAC students who completed their college courses with a "C" or better | 86% (201/233) | 86% (185/215) | 100% |
| Percentage of students who completed a CDA Occupational Skills Award, Certificate, and/or Associate of Applied Science | 22% (33/149) | 18% (32/180) | 125% |

# Austin Independent School District

## My Brother's Keeper Success Mentor Program

### Program Description

Modeled after the national My Brother's Keeper (MBK) Initiative, the overarching goal of the program is to improve life conditions for males of color. The Success Mentor Program aims to increase school attendance for chronically absent males of color by matching trained mentors with identified students.

### Funding

The total TCHHS investment in My Brother's Keeper Success Mentor program from October 1, 2018 through September 30, 2019 was $15,000. This investment comprised 7.4% of their total program budget. HHS also funds the Family Resource Center, described in the Family Services section of this report.

### Eligibility Criteria

The AISD MBK Success Mentor Program strives to serve 6th and 9th grade male students of color at middle and high school campuses who have been identified as being chronically absent in the previous school year. While priority is given to male students of color, program flexibility allows for the inclusion of female students of color who also exhibit chronic absenteeism. The aim of the program is to maintain a male to female student ratio of 60% to 40%, respectively.

# Austin Independent School District: My Brother's Keeper Success Mentor



My Brother's Keeper Success Mentor Program met most of their goals for the year. Staff report that the program was able to serve more students due to more campus staff being available to serve as mentors (see first output).

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served | 226 | 200 | 113% |
| ***Outcomes*** | | | |
| Percentage of clients who improve attendance | 67% (151/226) | 80% (160/200) | 84% |
| Percentage of clients who progress to the next academic level | 93% (210/226) | 80% (160/200) | 116% |

# AVANCE–Austin, Inc.

## Parent and Child Education Program

### Program Description

AVANCE–Austin's overarching 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 evidence-based Parent-Child Education Program (PCEP) helps children succeed in school, prevents child abuse and neglect, and breaks the family's trans-generational cycle of poverty. During this 9–month program, weekly classes are offered, 4 hours a day, to parents and their young children (birth to 3), as well as monthly visits. The holistic program includes: parenting classes; educational toy-making with parents; developmental screening for children; monthly one-on-one home visitation; Resource Speakers presenting daily on topics such as domestic violence, financial literacy, health and nutrition, advanced ESL, adult basic education, and GED and college access; early childhood development; case management and referrals; nutritious snacks; transportation to and from class; and English as a Second Language.

### Funding

The total HHS investment in the Parent and Child Education Program from October 1, 2018 through September 30, 2019 was $95,000. This investment comprised 12.7% of the total program budget.

### Eligibility Criteria

This program targets low-income Spanish speaking families. To be eligible for the program, clients must be at or below 200% of the Federal Poverty Income Guidelines (FPIG), reside within Travis County, and have a child age 3 or younger.

# AVANCE–Austin, Inc.: Parent and Child Education Program



The Parent and Child Education Program met or exceeded all of their performance goals for this year. Staff reported that the increase in parenting knowledge and reading to their children was likely due to the extra reinforcements and enhancements provided during home visits (see first and second outcome).

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated parents and children served | 309 | 300 | 103% |
| Number of unduplicated parents served | 141 | 135 | 104% |
| Number of unduplicated parents graduating | 106 | 101 | 105% |
| Number of unduplicated children served | 168 | 165 | 102% |
| Number of unduplicated children served who receive developmental screening | 152 | 148 | 103% |
| ***Outcomes*** | | | |
| Percentage of unduplicated parents graduating who demonstrate an increase in parenting knowledge and skills between pre and post AVANCE Parenting Questionnaire testing | 93% (99/106) | 80% (81/101) | 116% |
| 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% (101/106) | 80% (81/101) | 119% |
| Percentage of unduplicated parents graduating who indicate that they plan to attend advanced ESL, Adult Basic Education, GED, or college after AVANCE | 86% (91/106) | 80% (81/101) | 107% |
| Percentage of children exhibiting delays upon screening who receive targeted intervention in the classroom and referrals to specialists for treatment, as needed | 90% (69/77) | 90% (46/51) | 99% |

# Big Brothers Big Sisters of Central Texas

## One-To-One Mentoring

### Program Description

The Big Brothers Big Sisters of Central Texas (BBBS) One-to-One Mentoring program strives to ensure that youth in the program remain in school, improve or maintain their grades, avoid unwanted pregnancies, and avoid engagement with the criminal justice system. Youth (Littles) and mentors (Bigs) are matched based on a variety of personal criteria, and once matched, make a minimum one-year commitment to each other. Mentoring matches develop their relationship through one-to-one activities on weekends and evenings. Through activities and outings, Littles gain exposure through their Big to diverse activities and community resources they might not have known otherwise: sports, museums, college campuses, outdoor recreation, restaurants, cultural festivals, parks, gardens, and libraries. Littles and their families also are provided individual case management, targeted recommendations, and community resource referrals. An Individual Youth Outcome Plan is created at the beginning of the match and is assessed after three months and again at one year. When goals are met, new ones are established based on the Little's accomplishments and needs. BBBS also provides year-round group enrichment and educational activities that connect youth to a broad range of resources and opportunities, with the purpose of strengthening the mentoring relationship and increasing the impact of their services. Finally, BBBS provides service learning opportunities and educational events focused on goal setting, healthy decision making, self-esteem, and higher education.

### Funding

The total HHS investment in the One-To-One Mentoring program from October 1, 2018 through September 30, 2019 was $140,000. This investment comprised 9.8% of the total program budget.

### Eligibility Criteria

To enroll in the program, youth must be ages 6–16, reside in Travis County, and be eligible for free or reduced price lunch, determined by their families earning less than 185% of the Federal Poverty Income Guidelines (FPIG).

# Big Brothers Big Sisters of Central Texas: One-To-One Mentoring



The One-to-One Mentoring program met or exceeded all of their performance goals for this year within a 10 point variance.

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served | 668 | 700 | 95% |
| ***Outcomes*** | | | |
| Percentage of clients who remain enrolled in school (Note: values reflect a duplicated count of clients served in each quarter) | 100% (2,481/2,485) | 95% (1,995/2,100) | 105% |
| Percentage of clients who avoid unwanted pregnancies | 100% (665/668) | 95% (665/700) | 105% |
| Percentage of clients who avoid criminal activity (Note: values reflect a duplicated count of clients served in each quarter) | 100% (2,479/2,485) | 95% (1,995/2,100) | 105% |

# Boys & Girls Clubs of the Austin Area

## Great Futures Start Here

### Program Description

The priority outcome of the Boys & Girls Clubs of the Austin Area (BGCAA) is to keep kids in school and ensure that they graduate on time, ready to attend college or trade school or join the work force. Through targeted academic outreach, mentoring youth on good character and citizenship, and promoting healthy lifestyles, the Great Futures Starts Here program aims to empower youth to break the cycle of poverty by becoming successful, healthy, and compassionate adults.

Clubs are either free or charge a very low membership fee. Services are provided throughout the year with scheduling designed to meet community needs. Programming focuses on three impact areas—Healthy Lifestyles, Character & Leadership, and Academic Success—and is tailored to fit the needs of each Club. Healthy Lifestyles activities develop kids' capacity to engage in positive behaviors that nurture their own well-being, set personal goals, and live successfully as healthy, self-sufficient adults. All Club youth receive a hot, balanced dinner five days a week in addition to participating in recreational activities, sports leagues, and high yield targeted programs. Character & Leadership Development programs teach youth how to make wise decisions, feel strong in their convictions, and the importance of giving back to the community. Academic Success programs help kids improve their reading, writing, arithmetic, and technology skills. Career planning and goal setting are also objectives of these programs.

### Funding

The total HHS investment in the Great Futures Start Here program from October 1, 2018 through September 30, 2019 was $389,000. This investment comprised 13.1% of the total program budget.

# Boys & Girls Clubs of the Austin Area

## Great Futures Start Here

### Eligibility Criteria

BGCAA targets underserved Travis County youth who live in high-poverty neighborhoods. To be eligible for the program, youth must be 6–18 years old or must be registered members of the school-based Club they attend. Clubs are located at 27 school campuses. Membership is restricted to students who attend those schools. The sites include: Lanier, LBJ, and Del Valle High Schools; Ann Richards School for Young Women Leaders; Garcia YMLA; Sadler MYWLA; Webb, Burnet, and Dailey Middle Schools; Cook, Overton, Wooldridge, McBee, Barbara Jordan, Sims/Norman, Walnut Creek, Winn, and Galindo Elementary Schools; IDEA schools in Pflugerville and in Round Rock; NYOS Lamar and Kramer; East Austin College Prep; and Southwest Key. Clubs are also located at Housing Sites and community locations including: Chalmers Court, Booker T. Washington, Meadowbrook, and Pickfair Community Center.

# Boys & Girls Clubs of the Austin Area: Great Futures Start Here



The Great Futures Start Here program had mixed performance for this year. Staff report that turnover and low staffing ratios prevented the program from serving all children on their participant wait list (see first and second output). The program reports actively working on staff recruitment to ensure that all Clubs will be fully equipped for the next school year. Staff attribute the high number of youth participating and completing a Character and Leadership Development program to the recent hire of a full-time Director dedicated to increasing the number and type of programming available (see third output and fourth outcome). Staff attribute their strategic focus on serving youth most at-risk to the increased number of youth participating in Academic Case Management (see fourth output). Though the program only achieved 32% of its goal for the percentage of Academic Case Managed youth improving one letter grade in literacy, staff report that 70% of youth either improved one letter grade or maintained a passing grade in literacy (see third outcome).

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served | 5,372 | 7,150 | 75% |
| Number of youth that attend 30 or more days in the program | 2,812 | 3,250 | 87% |
| Number of youth participating in a Character and Leadership Development program | 3,019 | 1,500 | 201% |
| Number of youth participating in Academic Case Management | 505 | 300 | 168% |
| ***Outcomes*** | | | |
| Percentage difference between school day attendance of program participants compared to school day attendance of their Austin ISD peer group | 1.7% | 2% | 87% |
| Percentage difference in behavior incidents of program participants compared to behavior incidents of their Austin ISD peer group, as measured by in or out of school suspensions | 1.3% | 2% | 64% |
| Percentage of Academic Case Managed youth improving one letter grade in literacy | 27% (124/463) | 85% (255/300) | 32% |
| Percentage of youth completing a Character and Leadership Development program | 93% (2,810/3,019) | 85% (1,275/1,500) | 110% |

# Child Inc

## Early Education and Care

### Program Description

The Early Education and Care program 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, the Center-Based Model and the Home-Based Model. 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 or disability. Parents receive social services/case management and parenting education through Family Advocates, and are encouraged to work to complete a Family Action Plan. Center-based services are provided from 8:00 AM to 2:00 PM, Monday through Friday. Children in centers receive breakfast, lunch, and snacks based on menus developed by a nutritionist. The school day is based on a formal lesson plan that outlines activities that address all areas of early childhood development. Home-based services are provided through weekly hour and a half home visits, and families also have the opportunity to participate in two group socializations per month. The Early Head Start program operates a minimum of 48 weeks a year, while Head Start is a 9–month program.

### Funding

The total HHS investment in the Early Education and Care program from October 1, 2018 through September 30, 2019 was $208,780. This investment comprised 1.1% of the total program budget.

### Eligibility Criteria

Eligibility for Center- and Home-Based programs are the same. The program option is based on parent preference and/or availability of slots. To be eligible for these programs, clients must be between the ages of 0-3 for Early Head Start and 3-5 for Head Start on or before September 1 and must be residents of Travis County. 90% of all clients must be at or below 100% of the Federal Poverty Income Guidelines (FPIG). 10% of families enrolled can be over 200% of FPIG, and 35% of clients can be between 101% and 130% of FPIG. Families who present themselves as homeless or have a foster child are categorically eligible. Children who are considered disabled are given priority for enrollment.

# Child Inc: Early Education and Care



The Early Education and Care program met or exceeded most of their performance goals for the year. Staff report that more children showed improvement in the literacy domain to the increased focus on literacy, reading to children, and letter knowledge (see seventh outcome).

| 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 clients served | 2,228 | 2,050 | 109% |
| Number of unduplicated parents served | 2,403 | 2,916 | 82% |
| Number of unduplicated children in the Child Inc Head Start Center-Based Program | 1,712 | 1,602 | 107% |
| Number of unduplicated children in the Child Inc Early Head Start Center-Based Program | 181 | 114 | 159% |
| Number of unduplicated Head Start and Early Head Start children in the Child Inc Home-Based Program | 335 | 334 | 100% |
| Number of unduplicated children with Family Assessments | 1,944 | 1,600 | 122% |
| ***Outcomes*** | | | |
| Percentage of Child Inc centers that meet NAEYC or NAC quality standards | 86% (12/14) | 75% (12/16) | 114% |
| Percentage of eligible Head Start and Early Head Start children served | 9% (2,228/25,698) | 7% (2,000/27,859) | 121% |
| Percentage of children who show improvement in the Social Emotional domain | 83% (1,523/1,844) | 85% (1,041/1,225) | 97% |
| Percentage of children who show improvement in the Physical domain | 85% (1,566/1,844) | 85% (1,041/1,225) | 100% |
| Percentage of children who show improvement in the Language domain | 70% (1,275/1,832) | 70% (787/1,125) | 99% |
| Percentage of children who show improvement in the Cognitive domain | 81% (1,488/1,843) | 85% (1,041/1,225) | 95% |
| Percentage of children who show improvement in the Literacy domain | 83% (1,485/1,792) | 70% (787/1,125) | 118% |
| Percentage of children who show improvement in the Mathematics domain | 82% (1,486/1,822) | 80% (900/1,125) | 102% |

# Communities In Schools of Central Texas

## ASPIRE/Teen Parent Program

### Program Description

The ASPIRE (Achieving Success through Parental Involvement, Reading and Education) program works to break the cycle of illiteracy and poverty among Austin's high-need families by providing comprehensive, integrated literacy services for the entire family. ASPIRE's comprehensive dual generation program consists of four overlapping components: adult education, early childhood education, interactive parent and child learning activities, and parenting education. ASPIRE provides parenting, life, and job skills to adults while simultaneously offering a research-based framework for getting young children socially, emotionally, and academically ready for school. Weekly parenting classes follow the Incredible Years curriculum, while monthly home visits follow the Parents as Teachers curriculum. Services are ongoing until parents earn their GED, or until their youngest child turns seven.

The Teen Parenting Program provides services and support to help adolescent mothers and fathers graduate from high school and become the best possible parents to their children. In the Del Valle Independent School District, a CIS Parent Educator provides one personal visit each week utilizing the Parents as Teachers curriculum for pregnant and parenting students. Each personalized 45–90 minute visit consists of specific discussion points and observations on their child's development, as well as discussion of family issues, a parent-child learning activity, and a reading activity. The Parent Educator also facilitates one parenting group meeting each month and provides ongoing case management services. Services are ongoing until the parent graduates from high school.

### Funding

The total HHS investment in the ASPIRE/Teen Parent Program from October 1, 2018 through September 30, 2019 was $98,000. This investment comprised 14.3% of the total program budget. HHS also funds two additional programs at Communities In Schools of Central Texas: the CIS Care Coordination – Youth & Family Assessment Center, which is described in the Behavioral Health issue area report, and the Travis County XY–Zone Program, which is described later in this report.

# Communities In Schools of Central Texas

## ASPIRE/Teen Parent Program

### Eligibility Criteria

Targeted participants for the ASPIRE program include low-income parents of young children ages 0-7 who may benefit from parent education, adult education, and high quality early childhood education for their children. To be eligible for the program, clients must be residents of Travis County. The family must have a child 0-7 years old and must live at or below 200% of the Federal Poverty Income Guidelines (FPIG).

Targeted participants for the Teen Parent Program are adolescents who are pregnant and/or parents who attend Del Valle ISD schools and may benefit from parent education and case management support. To be eligible for the program, clients must be residents of Travis County and attend a school within Del Valle ISD. Teen parents must be ages 13-19 and must live in families with incomes at or below 200% of FPIG. There are no requirements for the ages of the infants and children of teen parents.

# Communities In Schools of Central Texas: ASPIRE/Teen Parent Program

Performance Goals and Results

The ASPIRE/Teen Parent Program exceeded or met their performance goals within the 10 percentage point threshold for the year.

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served | 303 | 320 | 95% |
| Number of case managed teen parents | 15 | 15 | 100% |
| Number of children of case managed teen parents receiving services | 17 | 15 | 113% |
| Number of parents receiving ASPIRE services | 108 | 120 | 90% |
| Number of children receiving ASPIRE services | 164 | 170 | 96% |
| ***Outcomes*** | | | |
| Percentage of ASPIRE parents that demonstrate gains in parenting skills | 97% (83/86) | 90% (83/92) | 107% |
| Percentage of teen parents that demonstrate gains in parenting skills | 87% (13/15) | 87% (13/15) | 100% |
| Percentage of ASPIRE three to five-year olds that make gains in their English vocabulary attainment | 100% (21/21) | 85% (17/20) | 118% |
| Percentage of ASPIRE kindergarten, first, and second grade children that meet end of year reading standard | 100% (18/18) | 95% (19/20) | 105% |
| Percentage of 12th grade teen parents enrolled in the program that graduate from High School | 100% (6/6) | 80% (4/5) | 125% |
| Percentage of teen parents enrolled in the Teen Parent Program that show improvement in academics, attendance or behavior | 87% (13/15) | 73% (11/15) | 118% |

# Communities In Schools of Central Texas

## Travis County XY–Zone Program

### Program Description

The XY–Zone program is a transformative leadership development and peer support program that works to change the trajectory for young men who are at-risk of dropping out from high school. Students in the program participate in a multi-step curriculum developed by Communities In Schools. Students participate in Peer Support Groups facilitated by the XY–Zone Coordinators that cover a variety of topics relevant to the Five R's: Respect, Responsibility, Relationships, Role Modeling and Reaching Out. Issues explored in the groups include goal setting and progress updates, positive conflict resolution and anger management, healthy relationships, and alternatives to substance abuse. Students also participate in Youth Leadership and Service Learning Opportunities and are required to plan, lead, and participate in service projects annually on their campus and in the community.

Students in the program may also receive an array of other support services, including mentoring and tutoring services; success coaching; information sessions on college entrance exams, financial aid, college applications, scholarship research, and other post-secondary topics; field trips to local businesses, universities, and colleges; and assistance developing resumes, filling out job applications, and practicing interview skills. During the summer, XY–Zone Coordinators facilitate an annual Leadership Retreat, assist participants with summer employment opportunities, and design a 4–week summer program comprised of enriching field trips, college visits, and other activities. Finally, XY–Zone staff provide immediate crisis intervention and support, therapeutic counseling, mediation, basic needs assistance, advocacy, and connections to resources in the community as needed.

### Funding

The total HHS investment in the Travis County XY–Zone Program from October 1, 2018 through September 30, 2019 was $354,065. This investment comprised 48.8% of the total program budget. HHS also funds two additional programs at Communities In Schools of Central Texas: the ASPIRE/Teen Parent Program, which is described earlier in this report, and the CIS Care Coordination – Youth & Family Assessment Center, which is described in the Behavioral Health issue area report.

# Communities In Schools of Central Texas

## Travis County XY–Zone Program

### Eligibility Criteria

The XY–Zone Program specifically targets adolescent male students who are at risk for dropping out of school. The program is implemented on eight high school campuses in three school districts within Travis County: Crockett, Juan Navarro, Northeast Early College, LBJ, Travis, and Eastside Memorial High Schools in Austin ISD; Del Valle High School in Del Valle ISD; and Manor and Manor Senior High Schools in Manor ISD. Clients must attend one of the participating schools, be between the ages of 14 and 19, and present with at least one risk factor, as indicated on the CIS Student Eligibility Criteria Checklist, that makes them at-risk for school dropout.

# Communities In Schools of Central Texas: Travis County XY–Zone Program



The Travis County XY-Zone Program exceeded all of the goals for this year. Staff report that a significant number of students across all sites withdrew from school before the end of the school year. As a result, staff was able to recruit additional students, and increase the number of students who participated in a service project (see first and second output).

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served | 386 | 320 | 121% |
| Number of unduplicated clients served who participate in an XY–Zone Service Project | 190 | 160 | 119% |
| ***Outcomes*** | | | |
| Percentage of participants exiting XY–Zone services who increase student Behavioral Health and Wellness | 76% (247/324) | 75% (210/280) | 102% |
| Percentage of participants exiting XY–Zone services who improve their grades, attendance, or behavior | 85% (281/332) | 82% (263/320) | 103% |
| Percentage of participants exiting XY–Zone services who are promoted to the next grade or graduate | 90% (242/269) | 90% (288/320) | 100% |

# Foundation Communities

## Afterschool and Summer Youth Programs

### Program Description

This program provides afterschool and summer programming for residents of eight Foundation Communities properties. Programming promotes academic and physical health improvements through curriculum-based services, low child-to-staff ratios, and easy access to services, as each site is located where the child and their family resides. The program fosters family engagement by sponsoring learning-based and social activities designed to facilitate parent-child interaction. Both the summer and afterschool programs provide activities focused on practicing skills learned in the past school year and reinforcing information to prevent losing the progress made during the school year. In addition to a primary focus on reading, the program also covers math, writing, science, technology, and social studies with grade- and skill-based activities compatible with school curriculum and in conjunction with local teachers. Also provided is STEM programming focused on project-based learning in the areas of science, technology, and math. Other program activities include daily homework assistance, reading, and art enrichment that covers all types of art, including visual, creative writing, and theatre arts.

### Funding

The total HHS investment in the Afterschool and Summer Youth Programs from October 1, 2018 through September 30, 2019 was $344,100. This investment comprised 17.9% of the total program budget. HHS also funds the Children's HOME Initiative program, which is described in the Housing Continuum issue area report.

### Eligibility Criteria

The target populations for this program are eligible children in grades K through 5 and their families who:

- Live at a Foundation Communities (FC) affordable housing community and participate in the Children's Home Initiative (CHI) program,
- Were homeless before moving into a FC affordable housing community and are not yet participating in the CHI program,
- Live at a FC affordable housing community and are English Language Learners, or
- Live at a FC affordable housing community.

# Foundation Communities

## Afterschool and Summer Youth Programs

To be eligible for the program, children must be in grades K through 5th, families must have incomes at or below 200% of the Federal Poverty Income Guidelines (FPIG), and families must reside in a FC affordable housing community located in Travis County. If space is available in the program, eligible children and their families living in the immediate neighborhood surrounding a Foundation Communities affordable housing community may participate in the program.

# Foundation Communities: Afterschool and Summer Youth Programs

Performance Goals and Results

The Afterschool and Summer Youth Program had mixed performance for the year. Staff report that though research has shown that students who attend a quality out of school time program have better attendance in school, it is difficult for the program to control for student school attendance (see second outcome). To improve this outcome for next year, staff report creating a protocol to track and address youth with high absences and address potential solutions with parents on a quarterly basis. Staff report the low number of students whose reading score increased is due to the high percentage of students that did not take a post-reading assessment for the school year (see third outcome). To improve this outcome, the staff report that they will move the post-reading assessment to occur mid-April through early May to capture more students.

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served who attend at least one day of programming | 558 | 600 | 93% |
| Number of program-related parent meetings and parent-child events held at Learning Centers | 90 | 75 | 120% |
| Number of Children's Home Initiative (CHI) households with school-age children who participate in at least one day of programming | 99 | 100 | 99% |
| ***Outcomes*** | | | |
| Percentage of students who attend 3 out of 5 days per week from the date they enter the program until the date they exit the program | 87% (483/558) | 80% (400/600) | 108% |
| Percentage of students that miss 6 or fewer days of school during the school year | 54% (224/415) | 80% (384/480) | 67% |
| Percentage of students whose reading score increases from program entry to last reading assessment administered | 31% (128/415) | 75% (360/480) | 41% |
| Percentage of students who reach the nationally recommended amount of physical activity of 30 minutes of moderate-vigourous physical activity for each day of programming | 100% (483/483) | 75% (360/480) | 133% |
| Percentage of CHI households with school-age children whose children progress to the next grade level | 73% (57/78) | 75% (64/85) | 97% |
| Percentage of unduplicated students who attain or maintain a B average or above | 71% (296/415) | 75% (360/480) | 95% |

# GENAUSTIN

## Girl Connect

### Program Description

The goals of the Girls Empowerment Network (GENaustin) are to decrease rates of juvenile delinquency, risky behaviors, and eating disorders, as well as increase critical thinking skills, academic skills, peer support, and self-sufficiency for girls. Girl Connect focuses on decreasing rates of juvenile delinquency, risky behaviors, and eating disorders, and on increasing critical thinking skills, academic skills, peer support, and self-sufficiency for girls. Program components include:

- Girl Connect recruitment group: This afterschool, prevention-based program is primarily used for elementary and middle school aged girls. Groups usually consists of 6-15 girls per session, meeting once a week after school. Each meeting is 1-2 hours, depending on school schedules. Groups meet for a semester at a time, typically 14-20 weeks per semester. Open groups allow any girl in the school who wishes to come to participate and join in. Curriculum-guided discussions and hands-on activities are used to help girls learn new skills and information such as: goal setting, friendship building, communication, stress management, media literacy, and body positivity.
- Girl Connect referral group: This diversion/early intervention program serves girls in middle and high school who are identified by school officials due to disciplinary referrals or other risk factors. Closed groups of 6-12 girls meet once per week in a 1-2 hour meeting for 14-20 weeks. The curriculum integrates the Girls Circle system, which includes evidence-based best practices for adolescent girls. The program uses curriculum-guided discussions and activities to support brain maturity and social emotional health.

### Funding

The total HHS investment in the Girl Connect Program from October 1, 2018 through September 30, 2019 was $78,590. This investment comprised 12.6% of the total program budget.

### Eligibility Criteria

The target population for this program is girls in grades 3-12 who reside in underserved areas of east Travis County including Manor, Del Valle, and Pflugerville ISDs. To be eligible for the program, clients must be female, in grades 3-12, and be registered attendees of the schools served in Travis County. Participation in the Girl Connect referral group requires a referral by school officials (such as counselors, teachers, or principals) and girls must have been flagged as high risk for involvement in the juvenile justice system.

# GENAUSTIN: GIRL CONNECT



The Girl Connect program exceeded all of their performance goals for the year. The program attributes their demonstrated success to their growing staff, which has allowed them to expand their programming reach, as well as to their staff's diligence to ensure that all clients complete program evaluations. In addition, staff report that the program has elevated the importance and role that data management and program evaluation has by hiring a full-time staff member dedicated to producing monitoring reports, which in turn improves programming, and ultimately achieves better student outcomes.

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served in Girl Connect recruitment groups | 712 | 650 | 110% |
| Number of unduplicated clients served in Girl Connect referral groups | 539 | 500 | 108% |
| ***Outcomes*** | | | |
| Percentage of girls reporting positive bonding with peers and leaders | 85% (699/825) | 75% (300/400) | 113% |
| Percentage of girls reporting resistance to risky behaviors | 83% (698/838) | 75% (300/400) | 111% |
| Percentage of girls reporting they know how to handle a bullying situation | 83% (685/824) | 75% (300/400) | 111% |
| Percentage of girls reporting they understand how their bodies work and exhibit positive body image | 77% (637/825) | 75% (300/400) | 103% |

# Goodwill Industries of Central Texas

## Goodwill Career Launch

### Program Description

The Goodwill Career Launch program works to equip at-risk youth with the skills and training they need to successfully prepare for future training, post-secondary education, and a career. The program offers career readiness services including career guidance, case management, and a variety of work experience to ensure that clients graduate with all the tools needed to start their journey towards a successful career. The Career Launch program has multiple components:

- Career Readiness Training: Clients participate in classes or individual modules which help them develop skills critical to employment, including job searching, networking, job seeking skills and strategies, and digital literacy.
- Career/Post-Secondary Exploration: Clients who participate in Career Readiness Training have the opportunity to receive more direct guidance on their individual career path. This service can include additional occupational assessments, creating a 5 year career plan, and exploring or connecting to additional vocational resources.
- Financial Literacy: Services will include how to develop an individual budget, how to open a bank account, avoiding predatory lending, and FAFSA and student loan information.
- Case Management Services: A Transition Specialist regularly meets with clients to discuss school attendance, credit attainment, grades, progress toward graduation, and progress toward career goals. The Specialist also works with clients to manage life situations which endanger their academic and career success, connects clients with resources to stay successful, and follows clients through the summer after graduation to ensure that they continue to make progress toward their career goals.
- Work Experiences: These experiences take place at local businesses in the greater Austin area and include paid-work experience, job shadowing, and unpaid-work experiences.
- Support Services: This financial service is provided to clients who are participating in Case Management services. Clients receive targeted, temporary assistance in order to reach their goals.

### Funding

The total HHS investment in the Goodwill Career Launch program from October 1, 2018 through September 30, 2019 was $145,000. This investment comprised 74.0% of the total program budget.

# Goodwill Industries of Central Texas

## Goodwill Career Launch

### Eligibility Criteria

The focus of Career Launch is students ages 15-22 attending low-income Travis County high schools. To be eligible for Career Readiness Training, clients must be between the ages of 15-22, live in Travis County, have an income at or below 200% of the Federal Poverty Income Guidelines (FPIG), be enrolled in school, and be identified as seniors or preparing to exit traditional high school courses in order to attend vocational or other post-secondary training. To be eligible for Case Management, clients must meet all of the Career Readiness Training criteria and have additional barriers to employment, including involvement in criminal justice system, housing instability, immigrant, English Language Learners, incarcerated parents, pregnant/parenting, disability, low literacy, foster care participation, and/or LGBT youth.

# Goodwill Industries of Central Texas: Goodwill Career Launch

Performance Goals and Results

The Goodwill Career Launch program had mixed performance for the year. The program attributes low performance in number of unduplicated clients served and clients receiving Career Readiness Training and Career/Post-Secondary Exploration to ongoing conflicts between the program and the school administrations (see first, second, and third outputs, and first and second outcomes). To improve performance staff report that they will canvas school administrations to increase working relationships. Staff report that client goals' are long term and have not been met during the programmatic year (see fourth, fifth, and sixth outcomes).

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated clients served | 156 | 170 | 92% |
| Number of clients receiving Career Readiness Training | 130 | 170 | 76% |
| Number of clients receiving Career/Post-Secondary Exploration | 133 | 170 | 78% |
| Number of clients receiving Financial Literacy | 103 | 80 | 129% |
| Number of clients receiving Case Management Services | 134 | 100 | 134% |
| Number of clients receiving Work Experiences | 43 | 45 | 96% |
| Number of clients receiving Support Services | 91 | 50 | 182% |
| ***Outcomes*** | | | |
| Percentage of clients with increased career readiness skills | 99% (129/130) | 90% (153/170) | 110% |
| Percentage of clients with greater Career/Post-Secondary knowledge | 99% (132/133) | 90% (153/170) | 110% |
| Percentage of clients who increased financial literacy knowledge and developed an individual budget | 100% (103/103) | 90% (72/80) | 111% |
| Percentage of Case Management clients who make progress on their individual service plans | 49% (65/134) | 90% (90/100) | 54% |
| Percentage of clients who successfully complete work experience | 79% (34/43) | 96% (43/45) | 83% |
| Percentage of Support Services clients who make progress on individual service plan goals | 51% (46/91) | 90% (45/50) | 56% |

# Workforce Solutions Capital Area Workforce Board

## Continuity of Child Care Services System

### Program Description

The purpose of the Continuity of Child Care Services System 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 child care and for families who initially do not meet the CCDF funding rules. The funding strategy ensures that children receive consistent quality child care services which helps prepare them to enter kindergarten ready to succeed and to prevent care disruptions—which hinders family capacity to gain or maintain earnings.

### Funding

The total HHS investment in the Continuity of Child Care Services System program from October 1, 2018 through September 30, 2019 was $744,499. This investment comprised 58.2% of their total program budget. HHS also funds two additional programs at Workforce Solutions: the Quality Child Care Collaborative program, described later in this report; and the Workforce and Education Readiness Continuum – Travis County program, described in the Workforce Development issue area report.

### Eligibility Criteria

This program targets low-income children who are enrolled in a child care center and whose parents are at risk of termination or do not meet the funding guidelines for CCDF. To be eligible for the program:

- Children must be under 13 years of age or under 19 years of age if the child has disabilities;
- Clients must be residents of Travis County;
- Family income must not exceed 200% of the Federal Poverty Income Guidelines (FPIG);
- Children must reside with parents who require child care in order to participate 25 hours per week (one-parent household) or 50 hours per week (two-parent household) in work, job training, or job search; and
- Child care must be provided in a quality-rated childcare facility.

Also eligible for the program are teen parents enrolled in a Travis County ISD or their household members; parents engaged in a 90–day work search; or parents that have a temporary reduction in work or school.

# Workforce Solutions: Continuity of Child Care Services System

Performance Goals and Results

The Continuity of Child Care Services System program had mixed performance for this year. Staff report that the program was able to serve more children due to additional funding (see first output). According to staff, children left care for other reasons other than the CCDF rules outside of the control of the program, including families choosing not to recertify or children from mandatory populations exiting early (see first outcome). The percentage of children enrolled in services who experience a parental wage increase is lowed than expected due to the higher number of families referred for up-front job search (see third outcome.)

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | Total Program Performance Goal Achieved |
|---|---|---|---|
| ***Outputs*** | | | |
| Number of unduplicated children served | 552 | 456 | 121% |
| Average number of children served per day | 140 | 155 | 90% |
| Number of unduplicated children enrolled whose parents are engaged in a 90–day work search | 209 | 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-swipe | 180 | N/A | N/A |
| Number of unduplicated children enrolled whose parents face termination due to nonpayment of parent share of cost (PSOC) | 114 | 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. | 122 | N/A | N/A |
| ***Outcomes*** | | | |
| Percentage of children provided continuous care that otherwise would have been destabilized | 26% (552/2,151) | 47% (456/969) | 55% |
| Percentage of children continuously enrolled in high quality child care 6 months after Continuity of Child Care services begin | 100% (681/681) | 85% (132/155) | 117% |
| Percentage of children enrolled in Continuity of Child Care services who experience a parental wage increase | 49% (310/628) | 71% (110/155) | 70% |

Note: Outputs 3 through 6 are used by Travis County to track family needs and program usage trends and do not have programmatic performance goals.

# 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. Very high quality child care 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 supportive of families maintaining at least 1 year of continuous high quality enrollment. QC3 program components include:

- Director Mentoring Program: This evidence-based program focuses on the growth and development of Directors of child care programs. The program provides mentoring services for up to 18 months.
- CLASS Training: CLASS is a research-based observational tool focused on classroom interactions that boost student learning. Mentors conduct a center assessment at the beginning and end of Director Mentoring Program participation to capture any change in classroom quality and teacher/child interactions.
- Jeannette Watson Wage Supplement Program: The program's 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–$3,500.

### Funding

The total HHS investment in the Quality Child Care Collaborative program from October 1, 2018 through September 30, 2019 was $193,000. This investment comprised 31.5% of the total program budget. HHS also funds two additional programs at Workforce Solutions: the Continuity of Child Care Services System program, which is described earlier in this report, and the Workforce and Education Readiness Continuum – Travis County program, which is described in the Workforce Development issue area report.

# Workforce Solutions Capital Area Workforce Board

## Quality Child Care Collaborative

### Eligibility Criteria

To be eligible for Director Mentoring Program and CLASS Training, child care providers must: serve a high number of low-income families (minimum of 20% families with low income or at least 10 children from low-income families) who currently receive childcare subsidies; be interested in becoming certified in the Texas Rising Star Program or becoming nationally accredited; and be in good standing (i.e. not on Corrective Action or Adverse Action status) with Texas Department Family and Protective Services–Child Care Licensing.

To be eligible for Jeannette Watson Wage Supplements, early childhood teachers must: work full time (i.e. work directly with children for at least 32 hours per week) in a licensed child care center in Travis County; earn $19.00 or less per hour; have worked at their current center for the past 6 consecutive months prior to the application; and work in a child care program that serves a minimum of 20% families with low income or at least 10 children from low-income families.

Low-income families are defined as those having 85% of State Median Income and receiving subsidized child care assistance in Austin and/or Travis County.

# Workforce Solutions: Quality Child Care Collaborative

Performance Goals and Results

The Quality Child Care Collaborative had mixed performance results for the year. Staff report that more centers were interested in becoming Texas Rising Star rated, which resulted in an increase in providers receiving mentoring services and becoming quality rated (see first output and first outcome). The program attributes the increase of early childhood staff who received training to the additional staff the program hired dedicated to providing CLASS training (see second output). The low performance for early childhood providers receiving mentoring services that show an increase in their toddler CLASS score is due to a methodological error in how the program reports their data (see thrid outcome). This has been corrected for the upcoming year, FY20.

| 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) | 49 | 36 | 136% |
| Number of unduplicated early childhood staff who received targeted training that includes CLASS components | 396 | 275 | 144% |
| Amount of Jeannette Watson Wage Supplements awarded to eligible early childhood staff, total amount in dollars | $228,900 | N/A | N/A |
| ***Outcomes*** | | | |
| Percentage change in the number of early childhood centers with a Texas Rising Star 4 Star certification and/or a national accreditation (NAC or NAEYC) at the end of the contract year | 15% (107/93) | 11% (103/93) | 140% |
| Percentage of early childhood providers receiving mentoring services that show an increase in their infant CLASS score | 18% (9/49) | 25% (9/36) | 73% |
| Percentage of early childhood providers receiving mentoring services that show an increase in their toddler CLASS score | 4% (2/49) | 25% (9/36) | 16% |
| Percentage of early childhood providers receiving mentoring services that show an increase in their preschool CLASS score | 18% (9/49) | 25% (9/36) | 73% |

# Appendix

## 2019 Federal Poverty Income Guidelines

Most HHS 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 | $6,245 | $12,490 | $15,613 | $18,735 | $24,980 |
| 2 persons | $8,455 | $16,910 | $21,138 | $25,365 | $33,820 |
| 3 persons | $10,665 | $21,330 | $26,663 | $31,995 | $42,660 |
| 4 persons | $12,875 | $25,750 | $32,188 | $38,625 | $51,500 |
| 5 persons | $15,085 | $30,170 | $37,713 | $45,255 | $60,340 |
| 6 persons | $17,295 | $34,590 | $43,238 | $51,885 | $69,180 |
| 7 persons | $19,505 | $39,010 | $48,763 | $58,515 | $78,020 |
| 8 persons | $21,715 | $43,430 | $54,288 | $65,145 | $86,860 |
| *For families/households with more than 8 persons, add $4,180 for each additional person.* | | | | | |

Data source: "2019 Poverty Guidelines for the 48 Contiguous States and the District of Columbia," Office of The Assistant Secretary for Planning and Evaluation, U.S. Department of Health & Human Services, January 26, 2019, https://aspe.hhs.gov/poverty-guidelines.

## 2019 Austin Median Family Income Guidelines

Some 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, TX Metropolitan Statistical Area (MSA).

| Household Size | Income Limits by Household Size | | |
|---|---|---|---|
| | Extremely Low* | Very Low (50%) | Low (80%) |
| 1 person | $19,900 | $33,150 | $52,850 |
| 2 persons | $22,750 | $37,850 | $60,400 |
| 3 persons | $25,600 | $42,600 | $67,950 |
| 4 persons | $28,400 | $47,300 | $75,500 |
| 5 persons | $30,700 | $51,100 | $81,550 |
| 6 persons | $34,590 | $54,900 | $87,600 |
| 7 persons | $39,010 | $58,700 | $93,650 |
| 8 persons | $43,430 | $62,450 | $99,700 |

*The FY 2014 Consolidated Appropriations Act changed the definition of extremely low-income to be the greater of 30/50$^{ths}$ (60%) of the Section 8 very low-income limit or the poverty guideline as established by the Department of Health and Human Services, provided that this amount is not greater than the Section 8 50% very low-income limit.

Data source: "Austin-Round Rock, TX MSA FY 2019 Income Limits Summary," U.S. Department of Housing and Urban Development, https://www.huduser.gov/portal/datasets/il/il2019/2019summary.odn.

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