Child and Youth Development

2014 Community Impact Report

Travis County Health and Human Services & Veterans Service

Research & Planning Division

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

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TRAVIS COUNTY
HEALTH and HUMAN SERVICES & VETERANS SERVICE

PURPOSE

Who we are:

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

What we do:

Address community needs through internal and external investments and services

What we strive to accomplish:

Maximize quality of life for all people in Travis County

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

VALUES

We value helping people.

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

We value the accountability and integrity of our staff.

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

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

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

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Introduction

The Travis County Commissioners Court, through Travis County Health and Human Services & Veterans Service Department (TCHHS/VS), annually invests nearly $16 million in community-based social service programs. These Department investments align with and supplement our direct services to meet the needs of local residents. Community-based organizations are frequently geographically and culturally embedded in the communities they serve and are often best positioned to provide needed services.

Purpose of Report

The annual Community Impact Report provides an overview of TCHHS/VS investments in health and human services. The *2014 Community Impact Report* offers highlights of community conditions most pertinent to the services purchased, and details investment, programmatic, and performance information on the Department's social service contracts. This information allows policy makers, program managers, and others to better understand these investments, recognize accomplishments, identify areas for improvement, disseminate lessons learned, and highlight areas warranting further research.

Organization of Report

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

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

b TCHHS/VS issue areas were updated in February 2014 to more accurately reflect the Department's investment portfolio and priorities.

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

Notes on Methodology

Community conditions discussed in this report reflect the most recent information available at the time of writing. The majority of the social service contracts included in the report followed a calendar year schedule. Note that calendar year contracts are transitioning to a fiscal year for 2015; to assist with this transition, these contracts followed a 9–month (January–September) calendar during 2014. The remainder followed a fiscal year calendar (October 1, 2013 through September 30, 2014) unless otherwise noted. Program and performance highlights are drawn from contracts and reports provided by contracted service providers. Estimates from the American Community Survey have been tested at a 90% confidence level for reliability. In some cases, all noted, estimates were unreliable due to small sample sizes.

Considerations When Reading This Report

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

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

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

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

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

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

Community Conditions

Child and Youth Development Goals and Services

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

Highlights of Community Conditions

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

Demographics

Children under age 18 comprise about 23% (261,404) of Travis County's total population.[1] This segment of the population has grown by 6% from 2009 to 2013, although the difference between population estimates is not statistically significant.

Travis County has a diverse child and youth population. The majority of Travis County children (72%) identify as White, followed by Black alone (9%), Asian alone (5%), and "Some Other Race" (8%).[2,3,4,5] Almost one-half (47%) of children in Travis County are of Hispanic origin.[6]

Of Travis County children ages 5 to 17, 64% speak only English at home and 36% speak a foreign language at home. For the majority of those who speak a non-English language at home, it is Spanish (31% of all children).[7] Other non-English languages spoken at home by Travis County children include Asian and Pacific Island languages (3% of all children) and Indo-European languages (2% of all children).[8]

In 2013, the poverty rate for children under age 18 (22%) was higher than the overall individual poverty rate (16%). The child poverty rate has remained higher than the overall poverty rate over the past five years, climbing from 23% in 2009 to 26% in 2012, and dropping slightly to 22% in 2013.[9]

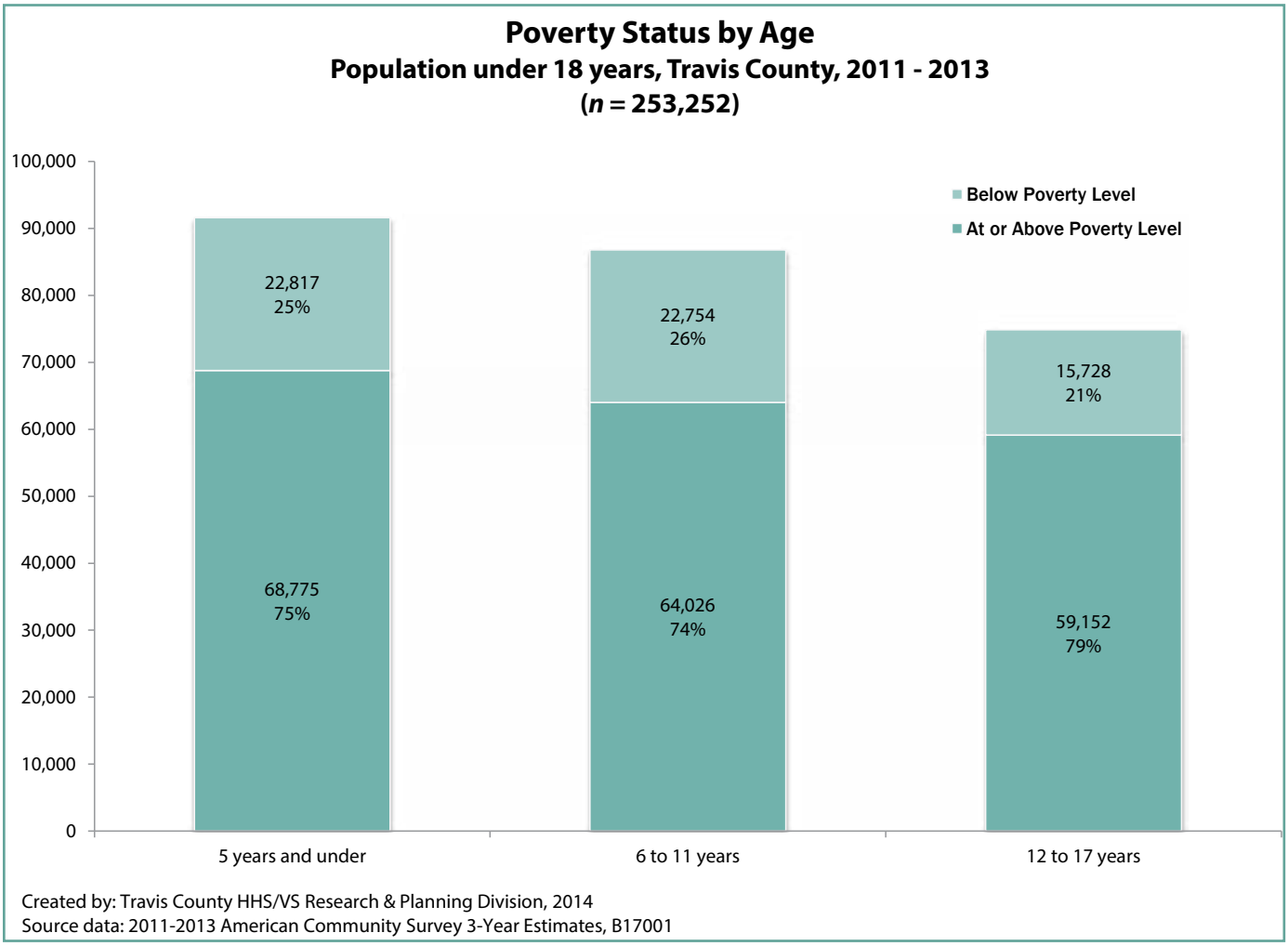
Poverty Status by Age
Population for Whom Poverty Status is Determined, Travis County, 2009-2013

	2009	*2010*	*2011*	*2012*	*2013*
Individuals in poverty	163,630	194,156	192,436	197,657	176,920
Individual poverty rate	16%	19%	18%	18%	16%
Children (under 18) in poverty	56,690	62,168	63,680	67,791	55,554
Child poverty rate	23%	25%	25%	26%	22%

Created by: Travis County HHS/VS Research & Planning Division, 2014
Source data: 2009-2013 American Community Survey 1-Year Estimates, C17001

Poverty affects children of all ages, although the share is higher for children under age 11. The following chart shows the number of children by age group and poverty status.[b] The percentage of children living below the poverty level varies slightly by age group, for children age 5 and under (25%), age 6 to 11 (26%), and age 12 to 17 (21%).[10]

b Three-year estimates were used because they provide a more reliable sample when looking at the subset of children under 18 years old by poverty status.



Protective Factors and Risk Factors

Children and youth benefit from healthy, stable relationships with adults, including familial relationships.[11] About one-third (31%) of Travis County households include children; the majority (66%) of those households are headed by married-couple families, 26% by female householders with no husband present, and 7% by male householder with no wife present.[12]

The relationships children have with their parents or caregivers can act as protective factors.[13,c] Healthy and stable attachments during early childhood create a foundation for a wide range of positive developmental outcomes, such as self-confidence, motivation to learn, school achievement, ability to control aggressive impulses, and the ability to develop healthy relationships.[14] Research shows that

c Protective factors are individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events. Protective factors increase an individual's ability to avoid risks or hazards, and promote social and emotional competence to thrive in all aspects of life.

effective parental monitoring[d] can reduce adolescents' risk for pregnancy, physical aggression, injury, skipping school, and drug, alcohol, and cigarette use.[15] Parent engagement[e] is linked to better student behavior, higher academic achievement, and enhanced social skills.[16]

Poverty and low-income conditions can put children's learning and health at risk. Parents and guardians need to earn significantly more than the federal poverty income guidelines to meet the basic needs of their families. In 2013, the federal poverty income guidelines (FPIG) defined poverty for a family of four as annual income equal to or less than $23,550.[17] By comparison, the Center for Public Policy Priorities Better Texas Family Budget tool shows that a two-parent family with two children and employer-sponsored health insurance would need to earn $50,016 annually to afford basic expenses in Travis County.[18]

Family violence influences the entire spectrum of child and youth development. Children who are abused or neglected, including those who witness domestic violence, often exhibit emotional, cognitive, and behavioral problems, such as depression, low self-esteem, poor school performance, and lack of conflict resolution skills. Children who are abused or neglected are also more likely to have a higher tolerance for and use of violence in relationships, enter into violent relationships as teens and adults, or abuse their own children.[19] In 2013, there were 11,555 alleged victims of child abuse/neglect in Travis County, with 2,645 confirmed victims, 513 children removed from their homes, and 5 child abuse/neglect related fatalities.[20] During the same year there were 8,457 incidents of family violence reported in Travis County.[21]

Demand for Early Childhood Services and Support

Child Care Access, Affordability, and Quality

Child care services are essential for working families in Travis County. In 2013, roughly 39% of children lived in a two parent household with both parents in the workforce, 27% of children lived in a two parent household with one parent in the workforce, and 27% of children lived in a one parent household with the only parent in the workforce. Only 7% of children are living in households with no parent in the workforce.[22]

Child care can comprise a substantial portion of family expenses for all families, including moderate and higher income families. A national study evaluating the cost of child care centers and family child care homes found that child care costs are high compared to family income, household expenses, and college costs, and often one of the highest budget items for families.[23] The most recent Texas Child Care Market

d Parental monitoring is when parents make a habit of knowing about their adolescent's activities and behaviors. Parental monitoring includes: 1) the expectations parents have for their teen's behavior; 2) the actions parents take to keep track of their teen; and 3) the ways parents respond when their teen breaks the rules.

e Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents.

Rate Survey conducted for the Texas WorkForce Commission (TWC) identifies the Capital Area Region, which includes Travis County, and parts of the Dallas Fort Worth region (including Tarrant County), as having the most expensive child care in the state.[24] In 2013, the average cost of full-time child care for a toddler ranged from $7,794 per year in a registered child care home to $8,810 per year in a licensed child care center.[25] The average cost for infant care ranged from $8,187 to $9,435 per year, respectively.[26,f]

Research shows that high quality child care supports the successful cognitive, social, and emotional development of young children.[27] Several systems measure child care quality through a series of progressive standards, including Texas Rising Star (TRS), the National Accreditation Commission (NAC), the National Association of the Education of Young Children (NAEYC), and Texas School Ready (TSR). The National Association for Family Child Care (NAFCC) accredits family care providers. The total number of accredited providers in Travis County has increased: In 2008 there were 124 providers accredited by the above standards;[28] in November 2014, there were 131 accredited providers.[29]

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

Head Start and Early Head Start

Head Start is a federal program designed to promote school readiness among eligible children[g] ages birth to five in low-income families. During the 2012-2013 program year, the funded enrollment for Head Start and Early Head Start children was 1,901 and 219, respectively.[30]

Of the 2,316 children served by Head Start and Early Head Start in the 2012-2013 program year, 91% lived with families below 100% of FPIG, 3% lived with families at 100%-130% of FPIG, and 3% lived with families receiving public assistance.[31] Over one-half of children (58%) spoke Spanish at home, and 41% spoke English.[32] The majority of children (75%) were of Hispanic origin, and 78% of children identified as White and 20% identified as African American.[33]

Child Care Subsidy Program

The local Texas Child Care Subsidy program is administered by the Capital Area Texas Workforce Board through a contract with Teaching and Mentoring Communities (TMC). The subsidy program provides

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

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

child care assistance for eligible families who work, attend job training, or go to school.[h] During the 2014 fiscal year, the Child Care Subsidy program served a total of 6,293 Travis County children, ages birth to 12 years.[34] Of all children served, 4,572 were under 6 years of age.[35]

Prekindergarten

A meta-analysis shows that quality preschool programs and prekindergarten programs have a substantial impact on early learning and development, and positive effects on adolescent and young adult outcomes (such as high school graduation, reduced teen pregnancy, years of education completed, earnings, and reduced crime).[36] Many low-income families cannot afford to pay for private programs and can only access public prekindergarten programs. In Texas, school districts are only required to offer free, half-day prekindergarten if specific eligibility criteria are met.[i] Although schools are only required to provide half-day class, some Independent School Districts in Travis County have elected to provide full-day prekindergarten, including Austin ISD and Lake Travis ISD. During the 2013-2014 school year, 7,582 Travis County children were enrolled in public prekindergarten.[37]

Children who attend prekindergarten programs are better prepared to enter kindergarten. According to a recent study, only 53% of children in Central Texas are ready to enter kindergarten.[38] When family economic status is considered, only 42% of children from low-income households are kindergarten ready, compared to 66% of children from households that are not low-income.[39] Children who attended any prekindergarten program were four times more likely to be ready for kindergarten than children who didn't attend a prekindergarten program.[40] The study also found that children, regardless of economic status, showed higher kindergarten readiness after attending prekindergarten programs.[41]

Demand for Youth Services and Supports

Out of School Time

Travis County is home to over 183,000 school-age children ages 5 to 17.[42] The out-of-school-time hours

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

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

and other "gap times," including after school, weekends, holidays, and during the summer, are prime opportunities for children and youth to participate in enrichment programs.[j] Quality afterschool programming has been proven to positively affect attendance, test scores, and grade retention, especially for youth at risk of negative outcomes.[43] Quality summer programs have also been shown to have a positive effect on at-risk youth, mitigating learning losses over the summer and even increasing academic gains.[44] Conversely, the incidence of juvenile crime triples during afterschool hours, and children are at greater risk of being victims of crime during this same time period.[45]

According to a mapping study conducted by the Central Texas Afterschool Network, most students in low-income areas of Travis County were not served by out-of-school-time programs. During the 2010-2011 school year, only 23% of low-income students were served by afterschool programs 30 days or more, the minimum time required for students to achieve benefits according to the U.S. Department of Education.[46] During the summer of 2010, only 15% of the student population attended 20 days or more of summer programming.[47] The majority (78%) of students served were elementary school aged students.[48]

Risky Behaviors

Some of the most prevalent risk taking behaviors that threaten the health and safety of youth include substance abuse (including tobacco), carrying a weapon, suicide attempts, fighting, and risky sexual activity.[49] According to results of the 2013 Youth Risk Behavior Survey of high school students, Texas students may be at greater risk for poor outcomes in some areas than are youth nationally:

- Unintentional injuries: 92.2% of Texas respondents do not wear a helmet while bicycling and 28.7% rode with a driver who had been drinking alcohol[50] (nationally 87.9% and 21.9%, respectively).[51]
- Violence: 9.9% of Texas respondents were physically forced to have sexual intercourse, compared to 7.3% nationally.[52]
- Suicide: 15.6% of Texas respondents made a plan about how they would attempt suicide and 10.1% attempted suicide (nationally 13.6% and 8.0%, respectively.)[53]
- Alcohol and other drug use: 8.3% of Texas respondents have used cocaine at least once, 8.8% have used ecstasy, and 4.8% have used methamphetamines[54] (nationally 5.5%, 6.6%, and 3.2% respectively). 26.4% of Texas respondents were offered, sold, or given an illegal drug on school property, compared to 22.1% nationally.[55]
- Sexual behavior: 47.1% of sexually active Texas respondents did not use a condom during their last sexual intercourse and 20.6% of all Texas respondents report not learning about HIV or AIDS in school (nationally 40.9% and 14.7%, respectively).[56]

Another study looked at substance use among youth locally. A self-report student survey on substance use was randomly administered to a sample of AISD middle school and high school students. Children's Optimal Health analyzed the 2011 student survey data and found that middle school and high school

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

students report having ever used alcohol more frequently (22% and 44%, respectively) than cannabis (14% and 33%, respectively) and tobacco (9% and 23%, respectively).[57] The following table summarizes the findings on students' substance use.

AISD 2011 School Safety & Substance Use Survey
Summary of Student Responses*

		Middle School		*High School*	
		Number	***Percent***	***Number***	***Percent***
Tobacco	Has ever used	1,528	9%	5,109	23%
	Used in past month	679	4%	2,888	13%
Alcohol	Has ever used	3,736	22%	9,775	44%
	Used in past month	1,868	11%	5,776	26%
Cannabis	Has ever used	2,377	14%	7,331	33%
	Used in past month	1,359	8%	4,443	20%

*The survey was administered to a random, representative sample of students in grades 6-12.
Adapted from Children's Optimal Health, Child and Youth Behavioral Health: Student Substance Use, page 26.

Further Resources

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

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

Children's Optimal Health

www.cohtx.org

Children's Optimal Health (COH) is a nonprofit collaborative leadership initiative involving nearly 50 community partners from the public, private, and nonprofit sectors. COH uses GIS (Geographic Information Systems) mapping to enable communities to visualize the health of their neighborhoods, identify assets and needs, and unearth opportunities for collaborative change.

Success by 6—United Way for Greater Austin

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

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

Kids Count Data Center

www.datacenter.kidscount.org

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

E3 Alliance

www.e3alliance.org

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

The Youth Risk Behavior Surveillance System

www.cdc.gov/HealthyYouth/yrbs

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

Afterschool Alliance

www.afterschoolalliance.org

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

Find Youth Info

www.findyouthinfo.gov

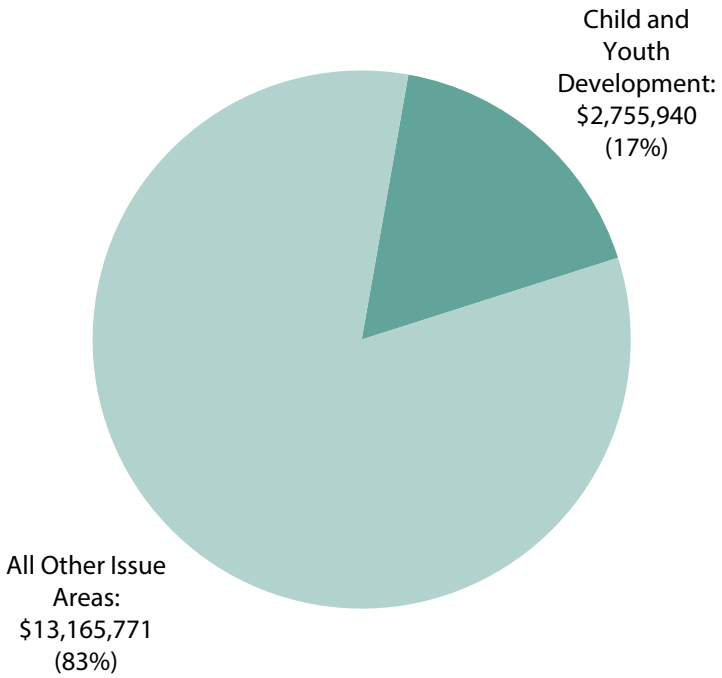
FindYouthInfo.gov was created by the Interagency Working Group on Youth Programs, which is composed of representatives from twelve federal departments and five federal agencies that support programs and services focusing on youth. It is a federal website with interactive tools and other resources to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

Investment Overview

Our Investment

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

Investment in Child and Youth Development and Other Issue Areas, 2014



Funding Summary

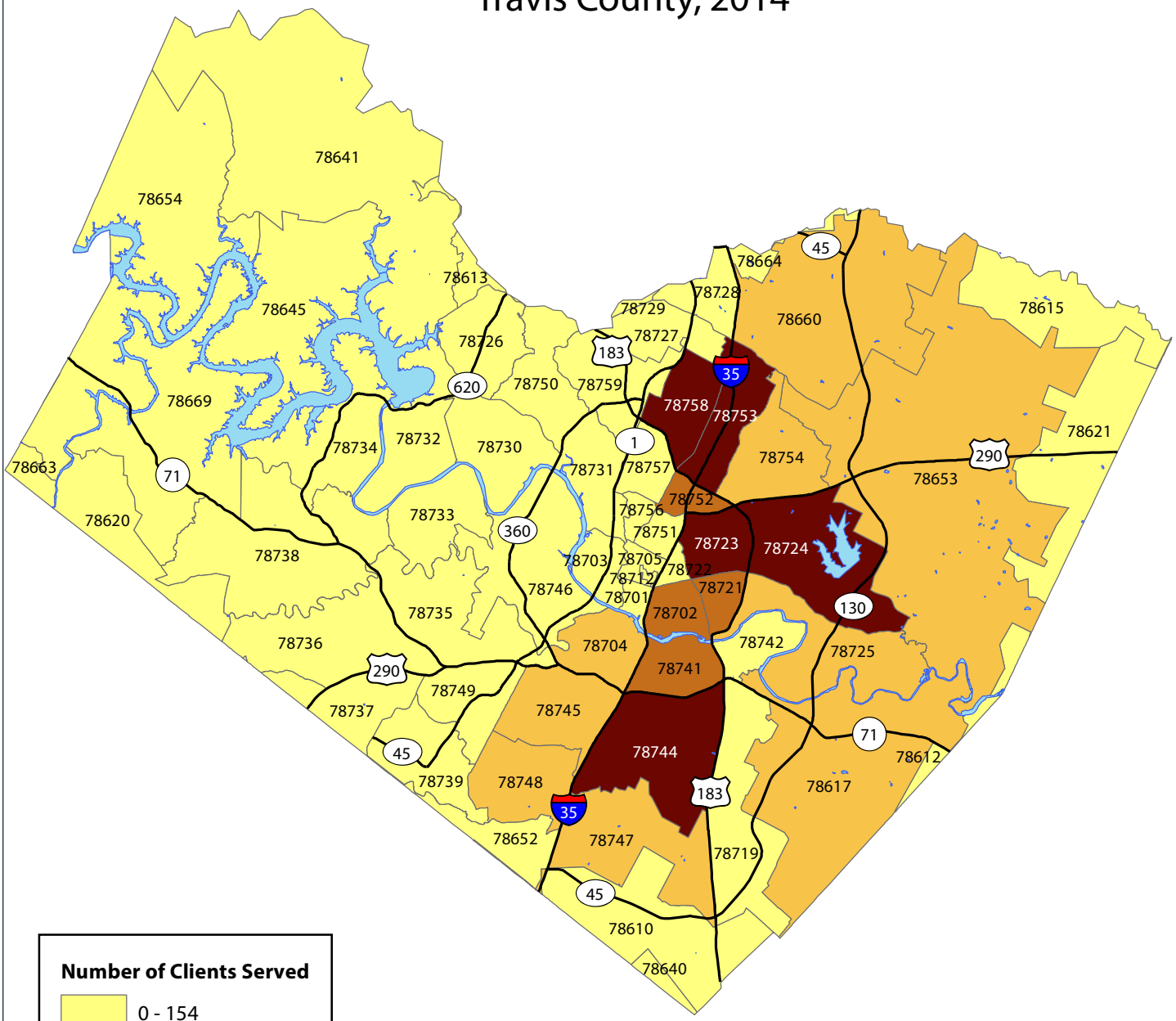
The 2014 Funding Amount reflects 9–month funding (January 1 through September 30, 2014) unless otherwise noted.

Agency Name	Program Name	2014 Funding Amount
African American Youth Harvest Foundation, Inc.	African American Youth Resource Center and Conferences	$282,000
Any Baby Can, Inc.	Any Baby Can, Inc.	$134,654
Austin Community College District	Teacher and Director TRAC	$56,758*
Austin Independent School District	Travis County Collaborative Afterschool Program (TCCAP) Ongoing	$408,600
Austin Independent School District	Travis County Collaborative Afterschool Program (TCCAP) Expansion	$322,172
Big Brothers Big Sisters of Central Texas	Mentoring	$46,693
BookSpring	Reading is Fundamental (RIF) Elementary School Program	$9,845
Boys & Girls Clubs of Austin & Travis County, Inc.	GREAT Futures Initiative	$150,000
Child Inc	Early Education and Care	$156,585
Communities In Schools of Central Texas	Dropout Prevention	$75,000
LifeWorks	Youth Development	$54,421
Pflugerville Independent School District	After the Bell	$69,159
River City Youth Foundation	Dove Springs Youth Services	$33,812
Seedling Foundation	Seedling's Promise Mentor Program – Del Valle Expansion	$50,000**
The Overton Group	Early Childhood Spanish Language Program	$25,000
Workforce Solutions Capital Area Workforce Board	Child Care Local Match	$223,741*
Workforce Solutions Capital Area Workforce Board	Continuity of Child Care System Services	$500,000***
Workforce Solutions Capital Area Workforce Board	Quality Child Care Collaborative	$157,500

* Funding from October 1, 2013 through September 30, 2014
** Funding from March 1, 2014 through December 31, 2014
*** Funding from January 28, 2014 through December 31, 2014

Child and Youth Development

Clients Served by ZIP Code
Travis County, 2014



Number of Clients Served

- 0 - 154
- 155 - 606
- 607 - 1,075
- 1,076 - 2,284

Notes: This map shows 19,621 clients by ZIP code. 921 (4% of the total) from all service providers were not included because their ZIP codes were unknown or outside of Travis County boundaries or they were homeless. Client ZIP codes are not included for BookSpring or Pflugerville ISD as individual client ZIP code data are unavailable.

N

0 2.5 5 Miles

Source data: Contracted service providers, 2014.
This map was created using City of Austin shapefiles.
Created by: Travis County HHS/VS Research & Planning Division, 2015.

African American Youth Harvest Foundation, Inc.

African American Youth Resource Center and Conferences

Program Description

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

Funding

The total TCHHS/VS investment in the African American Youth Resource Center and Conferences program from January 1 through September 30, 2014 was $282,000. This investment comprised 32.1% of the total program budget.

Eligibility Criteria

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

AAYHF: African American Youth Resource Center and Conferences

Performance Goals and Results

The African American Youth Resource Center and Conferences met or exceeded all of their performance goals except for two. Staff reported that three components of their program, Workforce Development, SHIFT, and the Drug Class, require multiple sessions with a client, depending on their needs, and that AAYHF has no way of knowing how many people will participate in the various types of programs they have prior to the start of the contract. As a result, the program served more duplicate clients than previously anticipated (see the second output). Staff noted that the City of Austin made a change in the types of services offered within the Youth Resource Center (YRC), which affected the number of social service connections facilitated (see the third output). Previously, staff were only counting connections made within the YRC and not those connections made to other community-based organizations. According to staff, they plan on counting all social service connections made within the community.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of Travis County youth and adults accessing services through the YRC (unduplicated)	1,424	1,425	100%
Number of youth and adults receiving ongoing AAYHF services through the YRC (duplicated)	7,007	3,750	187%
Number of social services connections facilitated	432	490	88%
Number of unduplicated youth and adults receiving ongoing AAYHF services through the AAYRC	663	190	349%
Number of youth/adults who participate in the Travis County Court referred Family Academy	195	150	130%
Number of unduplicated adults and youth attending monthly conferences	1,108	1,340	83%
Outcomes			
Percentage of youth/adults receiving AAYHF ongoing services/programs who showed increased quality of life outcomes (academic, health, financial and/or employment)	98% (221/225)	75% (143/190)	131%
Percentage of youth/adults receiving AAYHF ongoing services/programs who accessed one or more college/employment resources or supports	88% (259/294)	75% (143/190)	117%
Percentage of conference attending adults and school-age youth demonstrating increased awareness of college practicality (planning, access and completion)	91% (890/983)	75% (1,005/1,340)	121%

Any Baby Can, Inc.

Any Baby Can, Inc.

Program Description

Any Baby Can (ABC) works to improve the lives of children by strengthening them and their families through education, therapy and family support services. In order to respond to the needs of vulnerable children and their families, the agency supports families and children with a continuum of evidence-based practices and programs, including both prevention and intervention strategies, overlaid with advocacy and support. Most intensive, individualized services are provided in the home, including early childhood development education, case management, physical, occupational and speech therapies and prenatal education. The agency also provides community-based services such as support groups, parent education, and family literacy. The goals of the four program services are:

- Early Childhood Intervention (ECI) – to increase the functioning of children birth to three who have developmental delays and/or a medical condition through educational and specialized skill training (SST).
- Comprehensive Advocacy and Resources for Empowerment (CARE) – to increase the ability of families with children between the ages of birth to 21 with a special health care need who are chronically ill and/or disabled to provide for their children's needs and help them attain the highest level of functioning possible.
- Parents as Teachers (PAT) – to strengthen and preserve families of young children by providing parenting and child development education as well as case management services to families who are at risk for child abuse and neglect.
- Parenting Education – to support parents of children to enhance protective factors, improve nurturing and attachment and prevent parent/child interactions that may be identified as abusive, neglectful, or as maltreatment as well as educate new parents on positive parenting skills.

Funding

The total TCHHS/VS investment in the Any Baby Can program from January 1 through September 30, 2014 was $134,654. This investment comprised 4.3% of the total program budget.

Eligibility Criteria

Any Baby Can clients receiving services supported by Travis County must be residents of Travis County and have a family income of no more than 200% of the Federal Poverty Income Guidelines (FPIG). Agency

Any Baby Can, Inc.

Any Baby Can, Inc.

services provided to families who do not meet these criteria, who live outside Travis County, or who are over 200% FPIG are supported by other grants, contracts, or donations. Eligibility criteria for specific services include the following:

- ECI – Children from birth to 36 months who are developmentally delayed, or have a medically diagnosed condition that has a high probability of resulting in developmental delay. The families must live in the following zip codes: 78610, 78612, 78617, 78702, 78704, 78719, 78721, 78725, 78741, 78744, and 78747.
- CARE – children between the ages of birth to 21 years old who have a chronic illness, physical or developmental disability. Children diagnosed with a childhood cancer are included in the CARE-Candlelighters program.
- Parents as Teachers (PAT) – families of children prenatally to 5 years of age (with priority given to children under 3) who are at risk for child abuse and neglect due to psycho-social factors.
- Parenting Education – expectant parents through families of children ages birth to 11, including adoptive or non-custodial parents.

Any Baby Can, Inc.: Any Baby Can, Inc.

Any Baby Can met or exceeded all but two performance measures. Staff reported that the total number of clients served through Early Childhood Intervention (ECI) services (see the second output) was higher than expected due to a strong outreach process that resulted in more referrals and a steady caseload of clients. Fewer clients were served through the Comprehensive Advocacy and Resources for Empowerment (CARE) program than anticipated (see the third output), which program staff attributed to staff turnover. According to program staff, Parents as Teachers lowered its standard caseload form 25 to 20 clients per staff member to increase quality of service; however, some staff were still working towards this reduction and had more than 20 clients. This, along with additional funding that allowed for two new Parent Educators, is why staff believe more clients were served through the Parents as Teachers program (see the fourth output). Staff noted that smaller class sizes resulted in lower parenting class attendance (see the fifth output), but that a recently added new class will increase future offerings.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	1,989	2,025	98%
Number of unduplicated clients served through Early Childhood Intervention (ECI) services	446	300	149%
Number of unduplicated clients served through the Comprehensive Advocacy and Resources for Empowerment (CARE) program including children with cancer specifically served in Candlelighters (CDL)	186	225	83%
Number of unduplicated clients served through the PAT Program	165	131	126%
Number of unduplicated clients served through the Parenting Education program	1,195	1,500	80%
Outcomes			
Percentage of unduplicated children completing ECI services who achieve at least 50% of their Service Plan goals	87% (101/116)	90% (81/90)	97%
Percentage of unduplicated children completing medical case management and achieving 75% of their service plan goals	100% (33/33)	90% (81/90)	111%

Any Baby Can, Inc.: Any Baby Can, Inc.

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage of unduplicated parents who complete the PAT program and achieve 75% of service plan goals	100% (19/19)	91% (60/66)	110%
Percentage of parents who show an increase in understanding the tools provided in the parenting classes	94% (1,432/1,530)	90% (675/750)	104%

Austin Community College District

Teacher and Director TRAC

Program Description

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

Funding

The total TCHHS/VS investment in the Teacher and Director TRAC program from October 1, 2013 through September 30, 2014 was $56,758. This investment comprised 25.8% of the total program budget.

Eligibility Criteria

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

Austin Community College District: Teacher and Director TRAC

The Teacher and Director TRAC program's performance met or exceeded the targeted range of expectations for all measures except one. Staff reported that additional funding during resulted in more students being served (see the first output) and, consequently, more children who have a teacher taking college courses (see the second output). According to staff, one of the courses was not offered during the Summer 2014 semester because more than one-half of the cohort worked at an AISD campus and could not complete the course during the summer, thus resulting in fewer students earning their Marketable Skills Award (see the second outcome). Staff noted that this cohort is registered for the course during the fall 2014 semester.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of Teacher and Director TRAC participants enrolled in college courses	190	160	119%
Number of children served by early childhood care and education teachers attending college courses through Teacher TRAC	2,144	1,920	112%
Outcomes			
Percentage of college courses successfully completed with a C or better	83% (272/326)	80% (256/320)	104%
Percentage of Teacher TRAC CDA students who earn their Marketable Skills Award	53% (19/36)	80% (32/40)	66%
Percentage of Director TRAC participants who complete two college level courses	87% (13/15)	80% (8/10)	108%

Austin Independent School District

Travis County Collaborative Afterschool Program (Ongoing)

Program Description

The goal of the Travis County Collaborative Afterschool Program (TCCAP) is to develop a community of learners by involving teachers and community organizations in providing a well-rounded, comprehensive afterschool program and social services to Ann Richards, Gus Garcia, Pearce, Paredes, and Webb Middle Schools. The activities and social services work to reinforce student academic skills, increase student motivation for learning, and improve student behavior. Afterschool activities include afterschool enrichment and academic classes, homework help and tutoring services, and college- and workforce-readiness activities. TCCAP partners strive to improve student behavior by: providing a safe-haven for young people that promotes positive behaviors; providing professional development to all afterschool instructors and staff; and providing case management to students who have serious behavior management issues and disciplinary referrals.

Funding

The total TCHHS/VS investment in the Travis County Collaborative Afterschool Program (Ongoing) program from January 1 through September 30, 2014 was $408,600. This investment comprised 54.2% of the total program budget. TCHHS/VS also funds three additional programs at Austin Independent School District: the Travis County Collaborative Afterschool Program (Expansion), which is described later in this report; the Adult Education/English Language Learners program, which is described in the Workforce Development issue area report; and the Austin/Travis County Mentoring Advisory program, which is described in the Planning and Evaluation issue area report.

Eligibility Criteria

Students who attend the following schools are eligible to participate in the afterschool program: Ann Richards, Gus Garcia, Pearce, Paredes, and Webb Middle Schools. Enrichment programs are available to all interested students attending each school, and school administrators and staff also recommend students to the program based on social and emotional needs. Academic intervention programs use grades, homework completion, and district assessments to determine which students to target.

Austin ISD: Travis County Collaborative Afterschool Program (Ongoing)

Austin ISD met or exceeded all of their performance goals except for two. The program was able to serve more students than expected (see the first output), which staff credited to the site coordinators' continued recruitment of students, as well as the high mobility rate of the students. The number of students served directly affects the cost per day per student (see the second output). The program fell short on measures relating to mean grade point average and attendance of participating students compared to non-participating students (see the first and fifth outcomes). Staff found that comparing students to the general student population was problematic since their core students were recruited based on high risk factors such as academic need and discipline rates.

Staff attributed the site coordinators' recruiting efforts and programming to more students responding positively regarding attitudes about school, avoiding risky behaviors, and self-efficacy (see the fourth, sixth, and seventh outcomes).

Note: students who attended the program for 30 days or more are identified as core participants, while students who participate in the program for less than 30 days are identified as participants. Students who attend the school but do not participate in the program are identified as non-participants and serve as the comparison group.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students served	1,931	1,125	172%
Cost per day per student	$1.65	< $5.00	Met Goal
Outcomes			
Percentage point difference between mean grade point average of students participating in academic programs compared to non-participating students	0%	2% higher	Did Not Meet Goal
Percentage of participants who are promoted to the next grade level	98% (956/971)	100%	98%
Percentage of core participants who are promoted to the next grade level	100% (406/406)	100%	100%
Percentage of participating students who report positive attitudes about school	97% (299/309)	80%	121%

Austin ISD: Travis County Collaborative Afterschool Program (Ongoing)

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage point difference between mean school day attendance of participating students compared to school day attendance of non-participating stud	0%	2% higher	Did Not Meet Goal
Percentage of students who report that the afterschool program helps them avoid risky behaviors	90% (256/285)	75%	119%
Percentage of students who report positively about self-efficacy and ability	94% (292/310)	75%	125%

Austin Independent School District

Travis County Collaborative Afterschool Program (Expansion)

Program Description

The goals of the Travis County Collaborative Afterschool Program (Expansion) are to expand afterschool and summer activities to Barrington, Harris, Norman, Pecan Springs, and Winn Elementary Schools that are feeder campuses to current Travis County Collaborative Afterschool Program (TCCAP) schools; to expand social services at Garcia through Communities in Schools (CIS) and Pearce Middle Schools through Council on At Risk Youth (CARY); and to increase the capacity of the Africa America Youth Harvest Foundation (AAYHF) to provide afterschool, summer, and wrap-around services to students and their families. Afterschool activities include afterschool enrichment and academic classes, homework help and tutoring services, and college- and workforce-readiness classes. In addition, professional development is provided to all afterschool instructors and staff.

Funding

The total TCHHS/VS investment in the Travis County Collaborative Afterschool Program (Expansion) program from January 1 through September 30, 2014 was $322,172. This investment comprised 42.3% of the total program budget. TCHHS/VS also funds three additional programs at Austin Independent School District: the Travis County Collaborative Afterschool Program (Ongoing), which is described earlier in this report; the Adult Education/English Language Learners program, which is described in the Workforce Development issue area report; and the Austin/Travis County Mentoring Advisory program, which is described in the Planning and Evaluation issue area report.

Eligibility Criteria

Students who attend the following schools are eligible to participate in the afterschool program expansion: Barrington, Harris, Norman, Pecan Springs, and Winn Elementary Schools, and at Gus Garcia, and Pearce Middle Schools. Enrichment programs are available to all interested students attending each school, and school administrators and staff also recommend students to the program based on social and emotional needs. Academic intervention programs use grades, homework completion, and district assessments to determine which students to target.

Austin ISD: Travis County Collaborative Afterschool Program (Expansion)

Austin ISD met or exceed all but two of their performance goals during their 2014 contract period. The program was able to serve more students than expected (see the first output), which staff credited to the site coordinators' creativity and commitment. The number of students served directly affects the cost per day per student (see the second output). The program fell short on measures relating to mean grade point average and attendance of participating students compared to non-participating students (see the first and fifth outcomes). Staff found that comparing students to the general student population was problematic since their core students were recruited based on high risk factors such as academic need and discipline rates.

Staff attributed the site coordinators' recruiting efforts and programming to more students responding positively regarding attitudes about school, as well as self-efficacy and ability (see the fourth and seventh outcomes).

Note: students who attended the program for 30 days or more are identified as core participants, while students who participate in the program for less than 30 days are identified as participants. Students who attend the school but do not participate in the program are identified as non-participants and serve as the comparison group.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students served	1,282	665	193%
Cost per day per student	$2.76	< $10.00	Met Goal
Outcomes			
Percentage point difference between mean grade point average of students participating in academic programs compared to non-participating students	0%	5% higher	Did Not Meet Goal
Percentage of participants who are promoted to the next grade level	99% (1,014/1,027)	100%	99%
Percentage of core participants who are promoted to the next grade level	99% (983/995)	100%	99%
Percentage of participating students (grades 4, 5, 6, 7, 8) who report positive attitudes about school	90% (99/110)	80%	113%

Austin ISD: Travis County Collaborative Afterschool Program (Expansion)

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage point difference between mean school day attendance of participating students compared to school day attendance of non-participating students	0%	2% higher	Did Not Meet Goal
Percentage of students (grades 4, 5, 6, 7, 8) who report that the afterschool program helps them avoid risky behaviors	81% (81/100)	80%	101%
Percentage of students (grades 4, 5, 6, 7, 8) who report positively about self-efficacy and ability	80% (88/110)	80%	100%

Big Brothers Big Sisters of Central Texas

Mentoring

Program Description

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

Funding

The total TCHHS/VS investment in the Mentoring program from January 1 through September 30, 2014 was $46,693. This investment comprised 4.0% of the total program budget.

Eligibility Criteria

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

Big Brothers Big Sisters of Central Texas: Mentoring

The Mentoring program met or exceeded all performance targets. Staff reported that the mentoring program centers around creating and supporting multi-year one-on-one relationships; therefore there were a large number of carryover clients from the previous year (see the first and second outputs). Staff added that they are trying to achieve higher benchmarks for themselves for match duration - 6, 12, and 18 months - which also may have contributed to more clients being matched with a mentor for a minimum of three months (see the third output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	1,285	825	156%
Number of clients provided mentors or supportive relationships	1,073	699	154%
Number of clients matched with a mentor for a minimum of 3 months	1,005	629	160%
Outcomes			
Percentage of clients matched with a mentor for a minimum of 3 months who remained or re-enrolled in school or vocational training	100% (1,000/1,005)	92% (597/649)	108%
Percentage of clients matched with a mentor for a minimum of 3 months who improved/maintained their academic performance	98% (989/1,005)	90% (584/649)	109%

BookSpring

Reading Is Fundamental (RIF) Elementary School Program

Program Description

The Reading is Fundamental (RIF) program aims to motivate young children to read by working with them, their parents, and community members to make reading a fun and beneficial part of everyday life. The objectives of the RIF program is to increase the number of books in children's homes; motivate children to read more often; and ensure that site coordinators conducting RIF events have current information and research available to ensure effective implementation and fidelity to the model.

On RIF day, each elementary school class spends 30 minutes in the library. During this time, they enjoy a motivational activity. Then, students have time to select one book each from the age-appropriate books in the collection. Books for students with special needs such as audio, Braille or languages other than English and Spanish are provided. Children write their names in the book they have chosen and volunteers then read to individual children from their own book. Each school holds an event in the fall and spring, ensuring that every student receives two books during the year.

Funding

The total TCHHS/VS investment in the Reading is Fundamental (RIF) Elementary School program from January 1 through September 30, 2014 was $9,845. This investment comprised 4.0% of the total program budget.

Eligibility Criteria

The Reading Is Fundamental Elementary School Program serves children enrolled in 31 elementary schools in the Austin Independent School District (AISD) in which an average of 96% of children live in low-income families (defined as being eligible for the free or reduced lunch program.) All children reside in Travis County. Children range in age from 5 to 11 years

BookSpring: Reading Is Fundamental (RIF) Elementary School Program

BookSpring met or exceeded all of their performance targets, except for one. Staff explained that not as many schools signed up for the program as projected. Additionally, staff noted that the shorter contract period resulted in fewer students being served twice; thus fewer books were distributed than anticipated (see the second output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	18,212	17,429	104%
Number of books distributed	22,804	35,558	64%
Outcomes			
Percentage of schools meeting program standards	100% (23/23)	90% (28/31)	111%
Percentage of students who stated improvement in their motivation to read (Children who stated: RIF makes me want to read more)	90% (750/835)	90% (1,350/1,500)	100%
Percentage of parents who reported RIF's positive impact on their child (Parents who indicated: RIF makes my child want to read more)	81% (480/592)	90% (810/900)	90%

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

GREAT Futures Initiative

Program Description

The goal of the GREAT Futures Initiative is to help club members excel academically; prepare for high school, college, and a future career; avoid high risk behaviors; and gain the skills and confidence to make smart decisions in the face of peer pressure. Examples of programs that run in these five campuses include tutoring and targeted academic assistance, drug and alcohol prevention programming, hands-on technology programs, sports leagues, recreation time, fine arts enrichment, and community service-oriented programs and field trips.

Funding

The total TCHHS/VS investment in the GREAT Futures Initiative program from January 1 through September 30, 2014 was $150,000. This investment comprised 20.0% of the total program budget.

Eligibility Criteria

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

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

The GREAT Futures Initiative met or exceeded all of their performance goals. Staff reported that the addition of three new Clubs within the organization attributed to more clients being served than anticipated (see the first output). However, staff also noted that staffing challenges resulted in some sites restricting attendance and, in some cases, even membership, which accounted for fewer youth attending the program for 30 days or more or completing a Character and Leadership Development program(see the second and third outputs).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	5,886	4,200	140%
Number of youth ages 6-18 that attend 30 or more days in the program	2,290	2,400	95%
Number of youth ages 6-18 that complete a Character & Leadership Development program at a boys and girls club	1,295	1,360	95%
Outcomes			
Percentage difference between school day attendance of program participants compared to school day attendance of their peer group.	2% higher	2% higher	Met Goal
Percentage difference in behavior incidents of program participants compared to behavior incidents of their peer group, as measured by in or out of school suspensions	3% lower	2% lower	Met Goal

Child Inc.

Early Education and Care

Program Description

Child Inc strives to foster school readiness for low-income preschool children by providing comprehensive early education/child development services and support services for parents and other family members. Child Inc operates four service delivery models: Head Start and Early Head Start Extended Day Centers; Head Start/ISD Collaboration Centers; and Traditional Home-Based Services. In all models, children receive education, health, dental, nutrition, mental health and special needs services as indicated.

Funding

The total TCHHS/VS investment in the Early Education and Care program from January 1 through September 30, 2014 was $156,585. This investment comprised 1.1% of the total program budget.

Eligibility Criteria

All children must be Travis County residents between the ages of 0-4 by Sept. 1 of each school year and meet one of the following requirements: family income is at or below 100% of the federal poverty threshold, the child or family are homeless, or the child is in foster care. Head Start allows up to 10% of enrolled children to be from families above the poverty threshold. After all eligible families below the poverty threshold are served, Child Inc can enroll families between 100%-130% of the poverty threshold. Head Start requires that 10% of enrolled children have a disability.

Child Inc.: Early Education and Care

Child Inc had mixed performance results in 2013, exceeding performance targets on most measures but falling short of goals on two measures. Program staff noted that the total program goals for the number of children served were underestimated and did not take into account children for the new school year (see all outputs). Staff explained that the total number of centers providing child care that meet quality standards was reduced due to Child Inc's non participation in the state child care subsidy program. As a result centers were no longer able to be certified as Texas Rising Star (TRS), and only those Head Start centers that are accredited by the National Association for the Education of Young Children (NAEYC) were counted as meeting quality standards(see the first outcome). Staff noted that despite this, all centers are required to meet the Head Start Performance Standards and requirements outlined in the Improving Head Start for Readiness Act of 2007. According to staff, the original calculation for assessing children's average test scores was incorrect (see the second and third outcomes). In addition, staff noted that the final reporting was only for Head Start children.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	2,968	1,823	163%
Number of unduplicated parents served	4,432	2,370	187%
Number of unduplicated children in center-base programs	1,132	710	159%
Number of unduplicated children in Head Start/ISD collaboration classrooms	1,291	850	152%
Number of unduplicated children in EHS/Head Start home-base programs	545	288	189%
Number of unduplicated parents with a family action plan	920	1,552	59%
Outcomes			
Percentage of Child Inc centers providing child care that meet quality standards	62%	92% (12/13)	67%
Percentage change of children's average test scores across all five Portage Assessment Instrument domains from the beginning of the school year to the middle of the school year	29% increase	15% increase	193%
Percentage change of children's average test scores across all five Portage Assessment Instrument domains from the beginning of the school year to the end of the school year	45% increase	30% increase	150%

Communities in Schools of Central Texas

Dropout Prevention

Program Description

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

Funding

The total TCHHS/VS investment in the Dropout Prevention program from January 1 through September 30, 2014 was $75,000. This investment comprised 66.7% of the total program budget. TCHHS/VS also funds the Care Coordination Program for Youth and Family Assessment Center, which is described in the Behavioral Health issue area report.

Eligibility Criteria

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

Communities in Schools of Central Texas: Dropout Prevention

The Dropout Prevention program met or exceeded all performance goals. Program staff noted that 88 students moved during the 2013-2014 school year and, as a result, promotion information was not available (see the second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	445	440	101%
Number of unduplicated clients receiving ongoing case management services	445	410	109%
Outcomes			
Percentage of students who exited ongoing case management services and achieved at least one projected mental health or other behavioral outcome	93% (290/311)	85% (213/250)	109%
Percentage of students who exited ongoing case management services and progressed to the next academic level	97% (217/223)	85% (213/250)	114%

LifeWorks

Youth Development

Program Description

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

Funding

The total TCHHS/VS investment in the Youth Development program from January 1 through September 30, 2014 was $54,421. This investment comprised 5.6% of the total program budget. TCHHS/VS also funds three additional programs at LifeWorks: the Housing program, which is described in the Housing Continuum issue area report; the ABE-ESL program, which is described in the Workforce Development issue area report; and the Counseling program, which is described in the Behavioral Health issue area report.

LifeWorks

Youth Development

Eligibility Criteria

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

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

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

LifeWorks: Youth Development

Performance Goals and Results

The Youth Development program met or exceeded all of their performance measure goals, except for one. Staff reported that the implementation of the new federal GED test, which appears to be more difficult for students to pass, resulted in a decline in enrollment in the GED program (see the first output). However, staff noted that while fewer students participated in the program, it is likely that smaller class sizes and the increased opportunity for individual attention for students led to a higher percentage of students demonstrating increases in math, reading, and/or writing (see the first outcome). Staff also explained that the goal related to subsequent pregnancies (see the second outcome) was mistakenly set at 100% instead of 94%. According to staff, student responses to surveys continue to significantly exceed expectations (see the third outcome), which LifeWorks believes is due to the positive impact of the information provided in the program.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of all unduplicated clients served in the GED program (includes Literacy Track students)	104	150	69%
Number of unduplicated clients provided Teen Parent Services (Case Management, Support Group and Informational Presentations)	102	96	106%
Number of unduplicated clients provided REAL Talk/ Pregnancy Prevention services	317	300	106%
Outcomes			
Percentage of unduplicated Literacy Track students in the GED program demonstrating an increase of at least one grade level in math, reading, and/or writing	91% (62/68)	73% (56/77)	125%
Percentage of unduplicated TPS case management clients not experiencing a subsequent pregnancy while in services	94% (64/68)	100% (60/60)	94%
Percentage of unduplicated REAL Talk/Pregnancy Prevention clients completing at least 75% of classes, including completion of both pre- and interim(post) surveys, reporting that they are less likely to have sexual intercourse in the next year	88% (229/259)	75% (180/240)	118%

The Overton Group

Early Childhood Spanish Language Program

Program Description

The Overton Group strives to provide a foundation for students who will participate in the dual language program being implemented in the Austin Independent School District, and for others to continue to learn through elementary and secondary school. The goals of the Early Childhood Spanish Language program are: to provide a beginning foundation in the Spanish language; to foster school readiness skills such as language development, beginning reading/writing, number concepts, and social and emotional development; and to raise the level of awareness of school/second language readiness areas at childcare centers in East Austin.

Funding

The total TCHHS/VS investment in the Early Childhood Spanish Language program from January 1 through September 30, 2014 was $25,000. This investment comprised 83.8% of the total program budget.

Eligibility Criteria

This program is open to children ages 3-5 at the following childcare centers: Ebenezer Child Development Center, Blessings and Beyond Childcare center, Safe Haven Childcare Center, and Generations Childcare Center. The majority of students who participate in the program are entitled to all rights and privileges granted to a Title I school, and possess little social skills.

The Overton Group: Early Childhood Spanish Language Program

Performance Goals and Results

The Early Childhood Spanish Language Program had mixed performance results, exceeding the goal for their output, but falling short on all of their outcomes goals. Staff reported that more centers expressed interest in the program than previously anticipated, resulting in more students served (see the output). However, staff also noted that the program experienced a number of challenges, including high turnover of students, inconsistent attendance, and late arrivals, resulting in lower performance results than previously anticipated (see all of the outcomes). According to staff, students with the highest attendance had the most language improvements.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	88	60	147%
Outcomes			
Percentage of Children who completed pre and post-test that showed improvement in receptive language skills	41% (35/86)	100% (60/60)	41%
Percentage of Children who completed the pre and post-test that showed improvement in expressive language skills	65% (56/86)	100% (60/60)	65%
Percentage of Children who completed the pre and post-test that showed improvement in pragmatic language skills	65% (56/86)	100% (60/60)	65%

Pflugerville Independent School District

After the Bell

Program Description

The After the Bell Program strives to provide intensive interventions for students who have not met grade level standards. The program provides extended learning and enrichment opportunities outside of the regular school day for students who are identified as at-risk. All educational components of After the Bell allow the District to address social, emotional, and health needs of students in a safe, nurturing environment. The components of the school year program include: tutorial classes in the core content areas based on student assessment data; homework assistance; enrichment classes based on a survey of student interests; group counseling and/or mentoring; informational session on health and wellness topics; and college and career readiness activities. Students participating in After the Bell are invited to attend summer programs provided by Pflugerville ISD and the Student Services Department (Title I).

Funding

The total TCHHS/VS investment in the After the Bell program from January 1 through September 30, 2014 was $69,159. This investment comprised 85.2% of the total program budget.

Eligibility Criteria

After the Bell serves students at the following Title I campuses: Spring Hill Elementary, Caldwell Elementary, and Windermere Primary. Campus staff identify students who qualify for the After the Bell program using the following measures: formal and informal benchmark testing and meeting one of the 13 state criteria for identification of student "at-risk."

Client Demographics and Client ZIP Codes

Due to staffing changes at Pflugerville Independent School District and the After the Bell program, an unduplicated report of client demographics and ZIP codes was unavailable at the time of this report's publication.

Pflugerville Independent School District: After the Bell

The After the Bell program met or exceeded all of their performance goals except for one. Due to staffing changes, no further clarification was provided by this report's publication.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students	191	100	191%
Number of discipline referrals	5	199	Met Goal
Number of unexcused absences	122	999	Met Goal
Number of students identified as making gains on district assessments	144	90	160%
Outcomes			
Average number of discipline referrals	0.03/student	< 2/student	Met Goal
Average number of unexcused absences	0.64/student	< 10/student	Met Goal
Percentage of students identified as making gains on district assessments	56% (144/256)	90% (90/100)	Did Not Meet Goal

River City Youth foundation

Dove Springs Youth Services

Program Description

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

Funding

The total TCHHS/VS investment in the Dove Springs Youth Services program from January 1 through September 30, 2014 was $33,812. This investment comprised 33.3% of the total program budget.

Eligibility Criteria

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

In order to participate in the program, youth must be 5-18 years of age; reside in the 78744 area; be low-income; at risk for juvenile crime, school failure, dropping out, fighting, illegal drug use, violence as victims or perpetrators, and issues related to living in a high-risk neighborhood and intergenerational poverty.

River City Youth Foundation: Dove Springs Youth Services

The Dove Springs Youth Services program exceeded all performance measures. Staff reported that more clients were served as Dove Springs continues to grow in poverty and the need for prevention services among the youth Latino population has been high (see the first output). According to staff, case management and outreach numbers reflect the need for continuing intensive services and outreach to families experiencing a range of issues including basic needs, counseling, and referral services from families affected by the Halloween floods of 2013 (see the second and third outputs). Staff noted that quality instruction and relationship building led to increased academic success (see the first outcome), and that more structured activities and positive role models resulted in more clients maintaining or improving attitude/behavior (see the second outcome). Program staff also reported that an increase in in-kind resources, such as volunteer time, pro-bono professional consultations, and program supplies and equipment also contributed to higher than expected performance results.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	116	83	140%
Number of clients provided case management services	25	19	132%
Number of clients provided parental and community outreach	155	68	228%
Outcomes			
Percentage of clients with maintained or improved academic performance	94% (94/100)	70% (58/83)	135%
Percentage of clients with maintained or improved attitude/behavior	97% (113/116)	80% (66/83)	123%

Seedling Foundation

Seedling's Promise Mentor Program – Del Valle Expansion

Program Description

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

Funding

The total TCHHS/VS investment in the Seedling's Promise Mentor Program - Del Valle Expansion from March 1 through December 31, 2014 was $50,000. This investment comprised 68.9% of the total program budget.

Eligibility Criteria

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

Seedling Foundation: Promise Mentor Program – Del Valle Expansion

Seedling met or exceeded all of their performance goals during their 2014 contract. Program staff noted that there was a strong interest from the Travis County Sheriff's Office and the staff of Circuit of the Americas to participate in a mentoring program, which resulted in the program being able to match more students than previously expected (see the first output). According to staff, one counselor resigned due to serious health concerns, which resulted in one additional counselor being trained as her replacement (see the third output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students matched with a mentor	62	50	124%
Number of mentors participating	63	50	126%
Number of counselors trained	8	7	114%
Outcomes			
Percentage of students matched for eight months or more	51% (31/61)	50% (25/50)	102%
Percentage of school days attended by Seedling mentees	92% (130/141)	93% (84/90)	99%
Average number of discipline referrals per elementary mentee	0.18	≤ 4	Met Goal
Average number of discipline referrals per middle school mentee	3.11	≤ 7	Met Goal
Percentage of mentors who rated their overall experience as Excellent or Good	96% (26/27)	94% (33/35)	102%

Workforce Solutions Capital Area Workforce Board

Child Care Local Match

Program Description

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

Funding

The total TCHHS/VS investment in the Child Care Local Match program from October 1, 2013 through September 30, 2014 was $223,741. This investment comprised 13.3% of the total program budget. TCHHS/VS also funds four additional programs at Workforce Solutions: the Continuity of Child Care System Services program, which is described later in this report; the Quality Child Care Collaborative program, which is described later in this report; the Austin Opportunity Youth Collaborative program, which is described in the Planning and Evaluation issue area report; and the Rapid Employment Model program, which is described in the Workforce Development issue area report.

Eligibility Criteria

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

Workforce Solutions: Child Care Local Match

The Child Care Local Match program exceeded both performance measure goals. Staff reported that remaining funds from the previous year were spent during this year, resulting in a significant increase in the number of children receiving child care services (see the output), as well as an increase in the amount of federal funds leveraged (see the outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	989	312	317%
Outcomes			
Amount of federal funds leveraged	$1,643,557	$1,127,592	146%

Workforce Solutions Capital Area Workforce Board

Continuity of Child Care System Services

Program Description

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

Funding

The total TCHHS/VS investment in the Continuity of Child Care System Services program from January 28 through December 31, 2014 was $500,000. This investment comprised 100% of the total program budget. TCHHS/VS also funds four additional programs at Workforce Solutions: the Child Care Local Match program, which is described earlier in this report; the Quality Child Care Collaborative program, which is described later in this report; the Austin Opportunity Youth Collaborative program, which is described in the Planning and Evaluation issue area report; and the Rapid Employment Model program, which is described in the Workforce Development issue area report.

Eligibility Criteria

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

Workforce Solutions Capital Area Workforce Board

Continuity of Child Care System Services

Continuity Services Funding are allocated to Travis County residents who are: Enrolled in CCDF or Local Match funded programming; and enrolled with the highest quality providers in the CCS system (4 Star and Accredited Providers); and at risk of termination from child care due to one or more circumstances listed below as a "gap."

Workforce Solutions: Continuity of Child Care System Services

The Continuity of Child Care System Services exceeded performance goals for 2014. Please note that this was a pilot program, so performance results were used to set baselines. According to the contractor, because this was a pilot year it was difficult to project actual need in the community and how the program funds would affect program results. As a result, the program was able to serve far more families than anticipated with the funds allocated (see the first output and the outcome). Performance goals were not set for many of the output measures since outputs are used to track emerging needs over the course of the contract year.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	305	108	282%
Number of unduplicated children enrolled whose parents are engaged in a 90-day work search	143	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	142	N/A	N/A
Number of unduplicated children enrolled whose parents face termination due to nonpayment of parent share of cost (PSOC)	5	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	15	N/A	N/A
Outcomes			
Percentage of children provided continuous care that otherwise would have been destabilized	13% (305/2,299)	12% (108/920)	113%

Workforce Solutions Capital Area Workforce Board

Quality Child Care Collaborative

Program Description

The purpose of the Quality Child Care Collaborative (QC3) is to increase the accessibility of high quality child care services to low-income children while following a structured process for making and sustaining program improvements. The program also works to enhance the management skills, professional orientation, and leadership capacity of early childhood administrators. For child care teachers, the program strives to enhance the early childhood education, classroom management skills, professional orientation, and leadership capacity of these teachers; promote the adoption and use of evidence-based early childhood classroom practices; and promote the retention of qualified professional staff in the early care and education field. Finally, QC3 seeks to increase awareness of the value of high quality child care programs in the community and maximize resources and funding to achieve the above goals through collaboration and cooperation

Funding

The total TCHHS/VS investment in the Quality Child Care Collaborative program from January 1 through September 30, 2014 was $157,500. This investment comprised 19.4% of the total program budget. TCHHS/VS also funds four additional programs at Workforce Solutions: the Child Care Local Match program, which is described earlier in this report; the Continuity of Child Care System Services program, which is described earlier in this report; The Austin Opportunity Youth Collaborative program, which is described in the Planning and Evaluation issue area report; and the Rapid Employment Model program, which is described in the Workforce Development issue area report.

Eligibility Criteria

The QC3 program serves child care providers and staff (owners, directors, and classroom teachers) that serve low-income families (85% of State Median Income) in Austin and/or Travis County, as well as low-income children and families receiving child care services, and other stakeholders. Priority is given to providers serving at least 10% low income children, Texas Rising Star Providers, Accredited Facilities, and providers participating in the Director Mentor program. Specific components of the program—the Facility Improvement Funding, Taking Charge of Change (TCC) Director Leadership Institute, and the Jeannette

Workforce Solutions Capital Area Workforce Board

Quality Child Care Collaborative

Watson Wages Project—require additional criteria such as the number and ages of children served, the inclusion of identified priority populations, type of facility, staff availability, and staff work requirements.

Workforce Solutions: Quality Child Care Collaborative

The Quality Child Care Collaborative program met or exceeded all performance goals, except for one. Staff explained that more trainings were offered prior to the beginning of the school year to meet the needs of the centers. Rather than going to individual centers to provide trainings, a mini-conference was held, which yielded a great turnout of participants. As a result, more staff enrolled in training (see the first output) and completed training (see the first outcome) than previously anticipated. More providers were offered mentoring services than expected (see the second output), which staff attributed to increased interest in the program, new recruitment of mentoring sites, and several mentoring sites remaining in the program because they were ready to start working on accreditation. Staff reported that an increase in funding resulted in an increase in Jeannette Watson supplement awards (see the fourth output). Program staff expected 10 new early childhood centers to receive TRS certification; however one center was assessed but deferred in TRS, resulting in 9 centers achieving TRS certification for the first time. This as well as the increased amount of centers having a TRS certification at the beginning of the program year, resulted in a lower percentage increase (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of early childhood education staff enrolled in training.	2,387	1,238	193%
Number of providers receiving mentoring services through the Quality Child Care Collaborative (QC3)	52	27	193%
Number of early childhood providers achieving Texas Rising Star Provider status for the first time, after 1/1/2014	9	10	90%
Jeanette Watson wage supplements awarded to eligible early childhood staff, total amount in dollars	$251,520	$150,000	168%
Outcomes			
Percentage of early childhood staff completing training	100% (2,387/2,387)	80% (990/1,238)	125%
Percentage increase in early childhood centers showing upward movement within the TRS quality rating system	29% (15/52)	26% (7/27%)	111%
Percentage increase in early childhood centers having a TRS certification	7% (9/128)	11% (10/94)	66%

Appendix

2014 Federal Poverty Income Guidelines

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

Household Size	Income Limits by Household Size				
	50%	100%	125%	150%	200%
1 person	$5,835	$11,670	$14,588	$17,505	$23,340
2 persons	$7,865	$15,730	$19,663	$23,595	$31,460
3 persons	$9,895	$19,790	$24,738	$29,685	$39,580
4 persons	$11,925	$23,850	$29,813	$35,775	$47,700
5 persons	$13,955	$27,910	$34,888	$41,865	$55,820
6 persons	$15,985	$31,970	$39,963	$47,955	$63,940
7 persons	$18,015	$36,030	$45,038	$54,045	$72,060
8 persons	$20,045	$40,090	$50,113	$60,135	$80,180
For families/households with more than 8 persons, add $4,060 for each additional person.					

Data source: "2014 Poverty Guidelines," Office of The Assistant Secretary for Planning and Evaluation, U.S. Department of Health & Human Services, January 22, 2014, http://aspe.hhs.gov/poverty/14poverty.cfm.

2014 Austin Median Family Income Guidelines

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

Household Size	Income Limits by Household Size		
	30% (Extremely Low)	50% (Very Low)	80% (Low)
1 person	15,850	26,400	42,250
2 persons	18,100	30,200	48,250
3 persons	20,350	33,950	54,300
4 persons	23,850	37,700	60,300
5 persons	27,910	40,750	65,150
6 persons	31,970	43,750	69,950
7 persons	36,030	46,750	74,800
8 persons	40,090	49,800	79,600

Data source: "Austin-Round Rock-San Marcos, TX MSA FY 2014 Income Limits Summary," U.S. Department of Housing and Urban Development, http://www.huduser.org.

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