Child and Youth Development

FY 2020 Community Impact Report

Travis County Health and Human Services

Research & Planning Division

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Research & Planning Division

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TRAVIS COUNTY
HEALTH and HUMAN SERVICES

PURPOSE

Who we are:

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

What we do:

Address community needs through internal and external investments and services

What we strive to accomplish:

Maximize quality of life for all people in Travis County

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

VALUES

We value helping people.

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

We value the accountability and integrity of our staff.

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

We value cooperation and collaboration in the community at large and within HHS.

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

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Introduction

The Travis County Commissioners Court, through the Travis County Health and Human Services Department (HHS), annually invests nearly $22 million in community-based social service programs using one-time and ongoing funding structures. These Department investments align with and supplement our direct services to meet the needs of County residents. Community-based organizations are frequently geographically and culturally embedded in the communities they serve and are often best positioned to provide needed services.

Purpose of Report

The annual Community Impact Report provides an overview of HHS investments in health and human services. The *FY 2020 Community Impact Report* details investment, programmatic, and performance information on the Department's social service contracts. This information allows policy makers, program managers, and others to better understand these investments, recognize accomplishments, identify areas for improvement, disseminate lessons learned, and highlight areas warranting further research.

Organization of Report

This report addresses nine issue areas—Access to Basic Supports, Behavioral Health, Child and Youth Development, Housing Continuum, Planning and Evaluation, Public Health, Safety Intervention Services, Supportive Services for Community Living, and Workforce Development—as well as investments through Austin ISD Interlocals. The Executive Summary aggregates financial, demographic, and geographic information for all issue areas, and offers a discussion of poverty as a framework for HHS investments. In this year's report, the Executive Summary also provides an overview of COVID–19's impact across all issue areas.

Each issue area section provides demographic, geographic, and performance highlights. Each program is classified into the issue area most closely aligned to its goals and objectives. The report provides detailed information about each program covered by an issue area, including an overview of program goals, services provided, eligibility criteria, and funding. Also captured are each program's performance results, compared to its contractual performance goals, and explanations of notable variance (+/- 10%) between the performance results and goals.

Notes on Methodology

Community context discussed in this report reflect the most recent information available at the time of writing. The majority of the social service contracts included in the report followed a fiscal year calendar (October 1, 2019 through September 30, 2020) unless otherwise noted. Program and performance highlights are drawn from contracts and reports provided by contracted service providers. Estimates from the American Community Survey have been tested at a 90% confidence level for reliability. In some cases, all noted, estimates were unreliable due to small sample sizes.

Considerations When Reading This Report

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

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

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

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

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

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

Investment Overview

Community Context

Issue area sections usually begin with an overview of relevant community context. Due to the COVID–19 pandemic, and its significant impact on the community across all issue areas, the *FY 2020 Community Impact Report* instead provides an overview of these impacts in the Executive Summary. For a summary of FY 2019 community context, please see https://www.traviscountytx.gov/health-human-services/research-planning/cir-2019.

Goals and Services

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

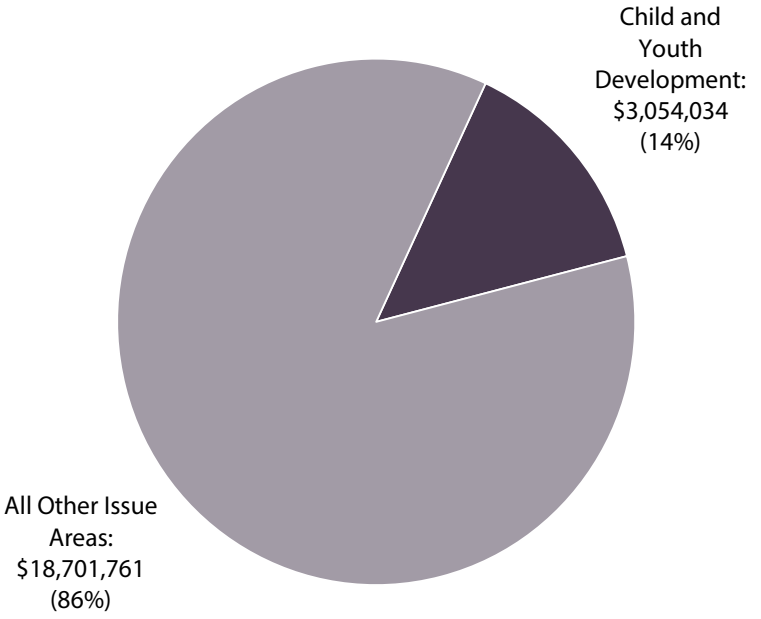
Early childhood services are designed to ensure that young children are:

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

Youth services are designed to ensure that children and youth are:

- Academically successful and workforce ready;
- Physically healthy and safe;
- Socially and emotionally healthy and safe; and
- Socially and civically engaged.

Investment in Child and Youth Development and Other Issue Areas, FY 2020



Funding Summary

The FY 2020 Funding Amount reflects 12–month funding (October 1, 2019 through September 30, 2020) unless otherwise noted.

Agency Name	Program Name	FY 2020 Funding Amount
Any Baby Can of Austin, Inc.	Professional Early Childhood Services	$154,000
Austin Child Guidance Center	Infant & Early Childhood Mental Health Project	$58,000
Austin Community College District	Teacher TRAC and Director TRAC	$52,000
AVANCE–Austin, Inc.	Parent and Child Education Program	$95,000
Big Brothers Big Sisters of Central Texas	One-To-One Mentoring	$140,000
Boys & Girls Clubs of the Austin Area	Great Futures Start Here	$389,000

Agency Name	Program Name	FY 2020 Funding Amount
Child Inc.	Early Education and Care	$208,780
Communities In Schools of Central Texas	ASPIRE/Teen Parent Program	$98,000
Communities In Schools of Central Texas	Travis County XY–Zone Program	$354,065
Foundation Communities	Afterschool and Summer Youth Programs	$344,100
GENaustin	Girl Connect	$78,590
Goodwill Industries of Central Texas	Goodwill Career Launch	$145,000
Workforce Solutions Capital Area Workforce Board	Continuity of Child Care Services System	$744,499
Workforce Solutions Capital Area Workforce Board	Quality Child Care Collaborative	$193,000

Child and Youth Development Client Demographics

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

Gender	Num.	Pct.
Female	7,530	61%
Male	4,790	39%
Other	3	0.02%
Unknown	12	0.1%
Total	*12,335*	*100%*

Ethnicity		
Hispanic or Latino	6,925	56%
Not Hispanic or Latino	4,363	35%
Unknown	1,047	8%
Total	*12,335*	*100%*

Race		
American Indian and Alaska Native	63	1%
Asian	326	3%
Black or African American	2,551	21%
Native Hawaiian and Other Pacific Islander	5	0.04%
White	3,656	30%
Some other race	3,846	31%
Two or more races	595	5%
Unknown	1,293	10%
Total	*12,335*	*100%*

Age	Num.	Pct.
Under 5	2,492	20%
5 to 11	3,633	29%
12 to 14	2,239	18%
15 to 17	1,305	11%
18 to 24	961	8%
25 to 39	793	6%
40 to 54	147	1%
55 to 64	22	0.2%
65 to 74	4	0.03%
75 and over	3	0.02%
Unknown	736	6%
Total	*12,335*	*100%*

Income		
<50% of FPIG	2,035	16%
50% to 100%	1,488	12%
101% to 150%	735	6%
151% to 200%	284	2%
>200%	102	1%
Unknown	7,691	62%
Total	*12,335*	*100%*

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

See Appendix for specific income guideline levels.

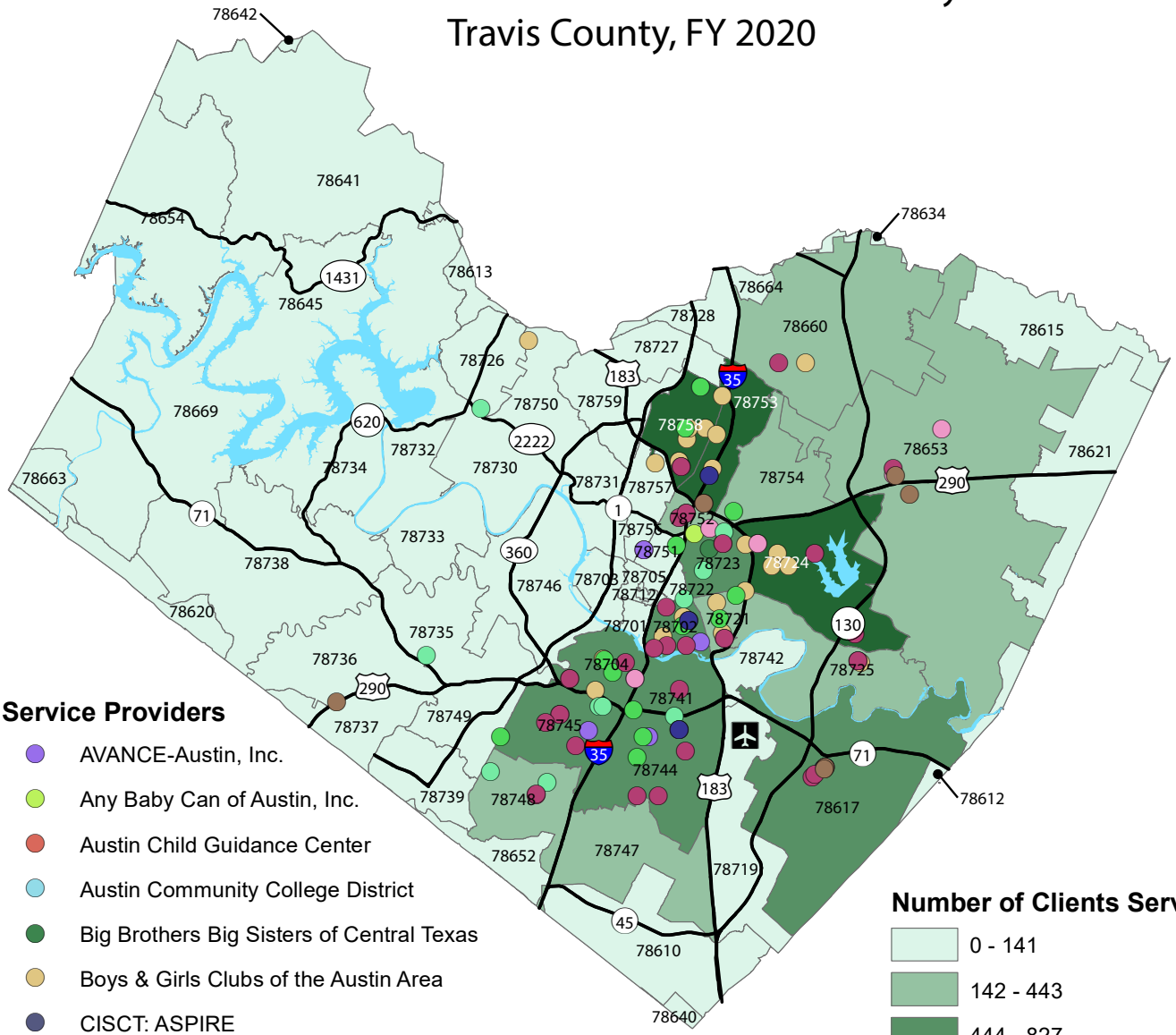
Performance Summary

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

Roll-up Performance Measures	Issue Area Performance
Outputs	
Number of unduplicated children and youth served	11,273
Outcomes	
Percentage of parents, caregivers, and staff with an increase in skills that support nurturing and responsive environments for healthy child development	77%
Percentage of child and youth service providers that maintain or increase quality rating	86%
Percentage of children and youth who demonstrate academic success and workforce readiness	63%
Percentage of children and youth who demonstrate healthy social and emotional behaviors	82%

Child and Youth Development

Service Provision Locations and Clients Served by ZIP Code
Travis County, FY 2020



Service Providers

- AVANCE-Austin, Inc.
- Any Baby Can of Austin, Inc.
- Austin Child Guidance Center
- Austin Community College District
- Big Brothers Big Sisters of Central Texas
- Boys & Girls Clubs of the Austin Area
- CISCT: ASPIRE
- CISCT: Travis County XY-Zone Program
- Child Inc.
- Foundation Communities
- Girls Empowerment Network
- Goodwill Industries of Central Texas
- WFS: Continuity of Child Care System Services
- WFS: Quality Child Care Collaborative

N

0 5 10 Miles

Number of Clients Served

- 0 - 141
- 142 - 443
- 444 - 827
- 828 - 1,269

Notes: This map shows 11,512 clients by ZIP code. 823 clients (7% of the total) from all service providers were not included because their ZIP codes were unknown or outside of Travis County boundaries or they were homeless.

Source data: Contracted service providers, FY 2020. TxDOT: Roadways, U.S. Census Bureau TIGER/Line Area: Water, ArcGIS Online: Zip Code Areas, CAPCOG: Counties.
Created by: Travis County HHS, Research & Planning Division, 2020.

Any Baby Can of Austin, Inc.

Professional Early Childhood Services

Program Description

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

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

Any Baby Can of Austin, Inc.

Professional Early Childhood Services

Funding

The total HHS investment in the Professional Early Childhood Services program from October 1, 2019 through September 30, 2020 was $154,000. This investment comprised 4.4% of their total program budget. HHS also funds three additional programs at Any Baby Can, Inc: the No Estas Solo (NES) Program, described in the Behavioral Health issue area report, and the Comprehensive Advocacy and Resources for Empowerment, and the Early Childhood Intervention, described in the Supportive Services for Community Living issue area report.

Eligibility Criteria

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

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

Performance Goals and Results

The Professional Early Childhood Services programs had mixed performance results for this year. The decrease in clients served annually was due primarily to the decrease in client enrollment in the Family Education program, which moved to a virtual platform necessitating smaller class sizes due to the complexity of class paperwork being completed virtually (see first and second outputs). While the Healthy and Fair Start Tandem and Nurse-Family Partnership programs were expanded and resulted in an increase in the number of parent education clients and children served, many of the new clients were newborns too young to be assessed and many clients are still pregnant (see third, fourth, and fifth outputs).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served annually	1,138	1,350	84%
Number of unduplicated group-based parent education clients served (Family Education Program)	412	780	53%
Number of unduplicated home-based parent education clients served (Healthy and Fair Start, Tandem, and Nurse-Family Partnership)	729	620	118%
Number of unduplicated children served through home-based services (Healthy and Fair Start, Tandem and Nurse-Family Partnership)	646	500	129%
Number of children screened using the Ages and Stages Questionnaire through home-based services (Healthy and Fair Start, Tandem, and Nurse-Family Partnership)	422	530	80%
Outcomes			
Percentage of clients in the Family Education Program who show an increase in nurturing parenting skills	77% (114/149)	80% (220/275)	96%
Percentage of clients participating in home visitation services who show improvement in one or more areas of assessment	88% (290/328)	80% (124/155)	111%

Austin Child Guidance Center

Infant & Early Childhood Mental Health Project

Program Description

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

Funding

The total HHS investment in the Infant & Early Childhood Mental Health Project from October 1, 2019 through September 30, 2020 was $58,000. This investment comprised 33.2% of the total program budget. HHS also funds the Children's Outpatient Mental Health & Evaluation Services program, which is described in the Behavioral Health issue area report.

Eligibility Criteria

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

ACGC: Infant & Early Childhood Mental Health Project

The Infant and Early Childhood Mental Health Project had mixed performance for the year. Due to COVID-19 pandemic the program had to shift to remote learning for childcare staff, which made it difficult to capture client information (see first output). In addition, staff report that the remote work has made it more difficult to engage with parents (see second output). On a positive note, staff report that remote work has allowed them to serve more childcare staff, work with more centers, and provide more trainings for more people at once (see third output). Staff report that the COVID-19 pandemic made it difficult to track typical child developmental progress and administer end of the year DECAs because childcare centers prohibited non-staff adults to enter the buildings to decrease health risks (see first outcome). Staff report that without the benefit of administering surveys in-person following trainings and staff turnover, the program experienced a low response rate of child care staff reporting improvement in their understanding of children's social and emotional development (see second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	221	425	52%
Number of unduplicated parents served	64	100	64%
Number of unduplicated child care staff served	174	115	151%
Outcomes			
Percentage of children exhibiting "typical" or "strength" for social / emotional skills at the end of the program year	N/A	80% (112/140)	N/A
Percentage of child care staff who report improvement in their understanding of children's social and emotional development	80% (4/5)	85% (34/40)	94%

Austin Community College District

Teacher TRAC and Director TRAC

Program Description

The goal of Teacher TRAC (Training, Retention, and Compensation) is to increase the number of early care and education teachers in Travis County who have college-level courses in child development leading to a Child Development Associate (CDA) certificate or Associate of Applied Science (AAS) degree. The goal of Director TRAC is to improve the qualifications of Travis County child care directors through credit college coursework to meet Texas Department of Family and Protective Services Minimum Standards and Texas Rising Star Director Standards. TRAC students are assisted in successfully completing college courses through faculty academic and career advising, faculty and Austin Community College (ACC) tutoring, monitoring of students' progress in courses, contacting students to discuss student success strategies, including life coaching, as needed, and by directing students to Student Success Services at ACC. Child care employees receive a $50 bonus after the completion of their first ACC course with a "C" or above and additional bonuses of $100 after each additional 12 hours completed with a "C" or above.

Funding

The total HHS investment in the Teacher TRAC and Director TRAC program from October 1, 2019 through September 30, 2020 was $52,000. This investment comprised 21% of their total program budget.

Eligibility Criteria

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

Austin Community College District

Teacher TRAC and Director TRAC

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

Austin Community College District: Teacher TRAC and Director TRAC

The Teacher TRAC and Director TRAC programs had mixed performance for the year. The decrease in the number of students enrolled was in large part due to COVID-19 as the Spring CDA cohort was cancelled (see second output). Though the program received new applications for the Fall, applicants did not complete ACC enrollment and will be provided guidance in moving through the ACC process for Spring 2021 enrollment. The program is hopeful that newly hired teachers during COVID-19 will be encouraged to enroll in FY2021. Due to lower student enrollment, there was a decreased of children being served by early childhood care and education teachers and directors in the TRAC program (see third output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of TRAC sponsored college courses taken by students enrolled in the TRAC program	209	215	97%
Number of unduplicated TRAC sponsored students who are early childhood care and education teachers and directors enrolled in college courses	118	180	66%
Number of unduplicated children served by early childhood care and education teachers and directors attending college courses through Teacher TRAC	1,319	1,800	73%
Outcomes			
Percentage of TRAC students who completed their college courses with a "C" or better	85% (173/203)	86% (185/215)	99%
Percentage of students who completed a CDA Occupational Skills Award, Certificate, and/or Associate of Applied Science	31% (37/118)	18% (32/180)	176%

AVANCE–Austin, Inc.

Parent and Child Education Program

Program Description

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

Funding

The total HHS investment in the Parent and Child Education Program from October 1, 2019 through September 30, 2020 was $95,000. This investment comprised 11.5% of the total program budget.

Eligibility Criteria

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

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

The Parent and Child Education Program met (within a 10 point variance) or exceeded all of their performance goals for the year. Staff report that the number of children who received developmental screening was lower than anticipated due to disruption of in-person programming as a result of the COVID-19 pandemic (see fourth outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated parents and children served	300	300	100%
Number of unduplicated parents served	144	135	107%
Number of unduplicated parents graduating	109	101	108%
Number of unduplicated children served	156	165	95%
Number of unduplicated children served who receive developmental screening	128	148	86%
Outcomes			
Percentage of unduplicated parents graduating who demonstrate an increase in parenting knowledge and skills between pre and post AVANCE Parenting Questionnaire testing	83% (90/109)	80% (81/101)	103%
Percentage of unduplicated parents graduating who indicate on the AVANCE Parenting Questionnaire that they read to their children 3 or more times a week	93% (101/109)	80% (81/101)	116%
Percentage of unduplicated parents graduating who indicate that they plan to attend advanced ESL, Adult Basic Education, GED, or college after AVANCE	89% (97/109)	80% (81/101)	111%
Percentage of children exhibiting delays upon screening who receive targeted intervention in the classroom and referrals to specialists for treatment, as needed	86% (61/71)	90% (46/51)	95%

Big Brothers Big Sisters of Central Texas

One-To-One Mentoring

Program Description

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

Funding

The total HHS investment in the One-To-One Mentoring program from October 1, 2019 through September 30, 2020 was $140,000. This investment comprised 9.8% of the total program budget.

Eligibility Criteria

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

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

Performance Goals and Results

The One-to-One Mentoring program exceeded most of their performance goals for the year. Although the program was able to quickly shift their processes and services to a virtual format, they fell short of their goal of unduplicated clients served due to COVID-19 as volunteer inquiries steeply declined between March and May, which hindered the program's ability to make new mentor-mentee matches in the Spring and Summer (see first output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	602	700	86%
Outcomes			
Percentage of clients who remain enrolled in school (Note: values reflect a duplicated count of clients served in each quarter)	100% (2,291/2,291)	95% (1,995/2,100)	105%
Percentage of clients who avoid unwanted pregnancies	100% (601/602)	95% (665/700)	105%
Percentage of clients who avoid criminal activity (Note: values reflect a duplicated count of clients served in each quarter)	100% (2,290/2,291)	95% (1,995/2,100)	105%

Boys & Girls Clubs of the Austin Area

Great Futures Start Here

Program Description

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

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

Funding

The total HHS investment in the Great Futures Start Here program from October 1, 2019 through September 30, 2020 was $389,000. This investment comprised 5.1% of the total program budget.

Boys & Girls Clubs of the Austin Area

Great Futures Start Here

Eligibility Criteria

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

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

The Great Futures Start Here program did not meet most of their performance goals for the year due to in-person service disruption as a result of the COVID-19 pandemic. Staff report that the majority of Clubs were closed from March onward and that the program delivery was modified to providing virtual learning opportunities and weekly Club on the Go (COTG) kits that were filled with healthy snacks and a variety of enriching activities and supplies (see first and second outputs). Staff report that due to changes in grading metrics at the district level, the program was unable to gather comparison data (see first and second outcomes). Staff report that they were unable to obtain grades that indicated improvement in literacy due to the school district's grading system changing to pass/fail (see third outcome). Staff stated that promotion and graduation data was unavailable at time of report (see fourth outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	4,979	7,150	70%
Number of youth that attend 105 or more days in the program	300	1,500	20%
Number of youth participating in Academic Case Management	451	300	150%
Outcomes			
Percentage difference between school day attendance of program participants compared to school day attendance of their Austin ISD peer group	N/A	2%	N/A
Percentage difference in behavior incidents of program participants compared to behavior incidents of their Austin ISD peer group, as measured by in or out of school suspensions	N/A	2%	N/A
Percentage of Academic Case Managed youth improving one letter grade in literacy	39% (176/451)	85% (255/300)	46%
Percentage of youth promoted to the next grade level or graduate on-time	N/A	85% (1,275/1,500)	N/A

Child Inc

Early Education and Care

Program Description

The Early Education and Care program strives to foster school readiness for low-income preschool children by providing comprehensive early education/child development services and support services for parents and other family members. Child Inc provides services to Head Start (ages 3-5) and Early Head Start (ages 0-3) eligible children through two service models, the Center-Based Model and the Home-Based Model. In both models children receive education, health and dental screenings, nutrition, mental health services as needed, and special education services when a child is identified with a developmental delay or disability. Parents receive social services/case management and parenting education through Family Advocates, and are encouraged to work to complete a Family Action Plan. Center-based services are provided from 8:00 AM to 2:00 PM, Monday through Friday. Children in centers receive breakfast, lunch, and snacks based on menus developed by a nutritionist. The school day is based on a formal lesson plan that outlines activities that address all areas of early childhood development. Home-based services are provided through weekly hour and a half home visits, and families also have the opportunity to participate in two group socializations per month. The Early Head Start program operates a minimum of 11 months a year, while Head Start is a 9–month program.

Funding

The total HHS investment in the Early Education and Care program from October 1, 2019 through September 30, 2020 was $208,780. This investment comprised 1.1% of the total program budget.

Eligibility Criteria

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

Child Inc: Early Education and Care

The Early Education and Care program had mixed performance for the year. Due to COVID-19, child care centers closed in mid-March and the program and staff were unable to track client progress in outcome areas (see all outcomes).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Total number of unduplicated Head Start and Early Head Start clients served	1,735	1,438	121%
Number of unduplicated parents served	2,472	2,876	86%
Number of unduplicated children in the Child Inc Head Start Center-Based Program	1,247	1,100	113%
Number of unduplicated children in the Child Inc Early Head Start Center-Based Program	271	182	149%
Number of unduplicated Head Start and Early Head Start children in the Child Inc Home-Based Program	217	156	139%
Number of unduplicated children with Family Assessments	2,033	1,300	156%
Outcomes			
Percentage of Child Inc centers that meet NAEYC or NAC quality standards	86% (12/14)	88% (14/16)	98%
Percentage of children who show improvement in the Social Emotional domain	42% (577/1,358)	85% (1,041/1,225)	50%
Percentage of children who show improvement in the Physical domain	57% (770/1,358)	85% (1,041/1,225)	67%
Percentage of children who show improvement in the Language domain	46% (621/1,358)	70% (787/1,125)	65%
Percentage of children who show improvement in the Cognitive domain	50% (674/1,358)	85% (1,041/1,225)	58%
Percentage of children who show improvement in the Literacy domain	48% (653/1,358)	70% (787/1,125)	69%
Percentage of children who show improvement in the Mathematics domain	50% (681/1,358)	80% (900/1,125)	63%

Communities In Schools of Central Texas

ASPIRE/Teen Parent Program

Program Description

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

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

Funding

The total HHS investment in the ASPIRE/Teen Parent Program from October 1, 2019 through September 30, 2020 was $98,000. This investment comprised 14.3% of the total program budget. HHS also funds two additional programs at Communities In Schools of Central Texas: the CIS Care Coordination – Youth & Family Assessment Center, which is described in the Behavioral Health issue area report, and the Travis County XY–Zone Program, which is described later in this report.

Communities In Schools of Central Texas

ASPIRE/Teen Parent Program

Eligibility Criteria

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

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

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

Performance Goals and Results

The ASPIRE/Teen Parent Program had mixed performance for the year. Staff report that the COVID-19 pandemic greatly affected enrollment overall (see first output). In addition to COVID-19, staff report that the number of case managed clients and clients receiving services was affected by the program's hiring gap and withdrawal from Del Valle ISD (see second, third, fourth, and fifth outputs). Staff report that the number of post-tests available were lower than anticipated due to the COVID-19 pandemic quarantine and withdrawal from Del Valle ISD (see first, second, third, fourth, and sixth outcomes).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	224	320	70%
Number of case managed teen parents	10	15	67%
Number of children of case managed teen parents receiving services	11	15	73%
Number of parents receiving ASPIRE services	75	120	63%
Number of children receiving ASPIRE services	128	170	75%
Outcomes			
Percentage of ASPIRE parents that demonstrate gains in parenting skills	100% (54/54)	90% (83/92)	111%
Percentage of teen parents that demonstrate gains in parenting skills	N/A	87% (13/15)	N/A
Percentage of ASPIRE three to five-year olds that make gains in their English vocabulary attainment	100% (17/17)	85% (17/20)	118%
Percentage of ASPIRE kindergarten, first, and second grade children that meet end of year reading standard	100% (18/18)	95% (19/20)	105%
Percentage of 12th grade teen parents enrolled in the program that graduate from High School	100% (3/3)	80% (4/5)	125%
Percentage of teen parents enrolled in the Teen Parent Program that show improvement in academics, attendance or behavior	N/A	73% (11/15)	N/A

Communities In Schools of Central Texas

Travis County XY–Zone Program

Program Description

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

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

Funding

The total HHS investment in the Travis County XY–Zone Program from October 1, 2019 through September 30, 2020 was $354,065. This investment comprised 48.8% of the total program budget. HHS also funds two additional programs at Communities In Schools of Central Texas: the ASPIRE/Teen Parent Program, which is described earlier in this report, and the CIS Care Coordination – Youth & Family Assessment Center, which is described in the Behavioral Health issue area report.

Communities In Schools of Central Texas

Travis County XY–Zone Program

Eligibility Criteria

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

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

The Travis County XY-Zone Program mostly met their performance goals for the year. Staff report that because some students withdrew from school before the end of the school year, the program was able to continue recruiting new students into the program (see first output). Staff report that clients were not able to complete service projects as planned due to school closures as a result of the COVID-19 pandemic (see second output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	369	320	115%
Number of unduplicated clients served who participate in an XY–Zone Service Project	131	160	82%
Outcomes			
Percentage of participants exiting XY–Zone services who increase student Behavioral Health and Wellness	74% (216/290)	75% (210/280)	99%
Percentage of participants exiting XY–Zone services who improve their grades, attendance, or behavior	79% (251/317)	82% (263/320)	96%
Percentage of participants exiting XY–Zone services who are promoted to the next grade or graduate	97% (306/317)	90% (288/320)	107%

Foundation Communities

Afterschool and Summer Youth Programs

Program Description

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

Funding

The total HHS investment in the Afterschool and Summer Youth Programs from October 1, 2019 through September 30, 2020 was $344,100. This investment comprised 15.9% of the total program budget. HHS also funds the Children's HOME Initiative program, which is described in the Housing Continuum issue area report.

Eligibility Criteria

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

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

Foundation Communities

Afterschool and Summer Youth Programs

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

Foundation Communities: Afterschool and Summer Youth Programs

Performance Goals and Results

The Afterschool and Summer Youth Program had mixed performance for the year. Due to COVID-19 pandemic, the program reported that they didn't hold any events in the Learning Centers (see second output). In addition, the COVID-19 pandemic forced the program to transition to a limited virtual format which affected the number of students attending their program (see first outcome). Staff report that the program had to redirect their resources to bringing their virtual program online and transition students to the new format and were unable to collect information on students' academic and physical progress (see second, third, fourth, fifth, and sixth outcomes).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served who attend at least one day of programming	592	600	99%
Number of program-related parent meetings and parent-child events held at Learning Centers	62	75	83%
Number of Children's Home Initiative (CHI) households with school-age children who participate in at least one day of programming	96	100	96%
Outcomes			
Percentage of students who attend 3 out of 5 days per week from the date they enter the program until the date they exit the program	60% (354/592)	80% (480/600)	75%
Percentage of students that miss 6 or fewer days of school during the school year	49% (174/354)	80% (384/480)	61%
Percentage of students whose reading score increases from program entry to last reading assessment administered	27% (94/354)	75% (360/480)	35%
Percentage of students who reach the nationally recommended amount of physical activity of 30 minutes of moderate-vigourous physical activity for each day of programming	100% (354/354)	75% (360/480)	133%
Percentage of CHI households with school-age children whose children progress to the next grade level	N/A	75% (64/85)	N/A
Percentage of unduplicated students who attain or maintain a B average or above	N/A	75% (360/480)	N/A

GENAUSTIN

Girl Connect

Program Description

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

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

Funding

The total HHS investment in the Girl Connect Program from October 1, 2019 through September 30, 2020 was $78,590. This investment comprised 12.6% of the total program budget.

Eligibility Criteria

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

GENAUSTIN: GIRL CONNECT

The Girl Connect program met (within 10 point variance) or exceeded all of their performance goals for the year. Staff report that the COVID-19 pandemic caused great disruption to their normal service model and evaluation and were unable to reach as many clients as anticipated. Staff report that they adapted their program to an online platform and were able to continue to some Virtual Girl Connect groups through the summer (see first and second output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served in Girl Connect recruitment groups	643	650	99%
Number of unduplicated clients served in Girl Connect referral groups	530	500	106%
Outcomes			
Percentage of girls reporting positive bonding with peers and leaders	81% (268/332)	75% (300/400)	108%
Percentage of girls reporting resistance to risky behaviors	85% (275/324)	75% (300/400)	113%
Percentage of girls reporting they know how to handle a bullying situation	79% (260/331)	75% (300/400)	105%
Percentage of girls reporting they understand how their bodies work and exhibit positive body image	80% (265/333)	75% (300/400)	106%

Goodwill Industries of Central Texas

Goodwill Career Launch

Program Description

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

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

Funding

The total HHS investment in the Goodwill Career Launch program from October 1, 2019 through September 30, 2020 was $145,000. This investment comprised 74.0% of the total program budget.

Goodwill Industries of Central Texas

Goodwill Career Launch

Eligibility Criteria

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

Goodwill Industries of Central Texas: Goodwill Career Launch

Performance Goals and Results

The Goodwill Career Launch program had mixed performance for the year. Staff report that the program experienced difficulty in recruiting new students and engaging current students in program services due to staff turnover in the program and at the Del Valle centers. In addition, staff report that they experienced administrative barriers and had difficulty finding space to conduct programming within the schools. Student recruitment and engagement in the program was only more exacerbated by the COVID-19 pandemic.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	130	170	76%
Number of clients receiving Career Readiness Training	44	170	26%
Number of clients receiving Career/Post-Secondary Exploration	27	170	16%
Number of clients receiving Financial Literacy	32	80	40%
Number of clients receiving Case Management Services	78	100	78%
Number of clients receiving Work Experiences	26	45	58%
Number of clients receiving Support Services	55	50	110%
Outcomes			
Percentage of clients with increased career readiness skills	100% (44/44)	90% (153/170)	111%
Percentage of clients with greater Career/Post-Secondary knowledge	100% (27/27)	90% (153/170)	111%
Percentage of clients who increased financial literacy knowledge and developed an individual budget	94% (30/32)	90% (153/170)	104%
Percentage of clients who make progress on their individual career plans	17% (13/18)	90% (72/80)	19%
Percentage of clients who successfully complete work experience	96% (25/26)	96% (43/45)	101%
Percentage of clients who make progress on individual service plan goals	15%8/55	90% (45/50)	16%

Workforce Solutions Capital Area Workforce Board

Continuity of Child Care Services System

Program Description

The purpose of the Continuity of Child Care Services System program is to ensure child care continuity of service for low income families in Travis County in instances in which child care would otherwise be terminated as a result of federal Child Care Development Fund (CCDF) funding rules. These funds are in place as a temporary bridge for families who face disruption of child care and for families who initially do not meet the CCDF funding rules. The funding strategy ensures that children receive consistent quality child care services which helps prepare them to enter kindergarten ready to succeed and to prevent care disruptions—which hinders family capacity to gain or maintain earnings.

Funding

The total HHS investment in the Continuity of Child Care Services System program from October 1, 2019 through September 30, 2020 was $744,499. This investment comprised 58.2% of their total program budget. HHS also funds two additional programs at Workforce Solutions: the Quality Child Care Collaborative program, described later in this report; and the Workforce and Education Readiness Continuum – Travis County program, described in the Workforce Development issue area report.

Eligibility Criteria

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

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

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

Workforce Solutions: Continuity of Child Care Services System

Performance Goals and Results

The Continuity of Child Care Services System program had mixed performance for the year. Due to the COVID-19 pandemic child care programs served fewer children as they were mandated to provide care to children of essential workers only at first and once reopened families voluntarily withdrew from services (see second output). Staff report an increase in terminations due to families voluntarily withdrawing from services and some CCDF requirements being reinstated (see first outcome). The percentage of children continuously enrolled was higher because many of the families opted for suspensions and/or the provider may not have been open for the entire time so it was less likely that we would lose children at those quality centers (see second outcome). Parental wage increase was lower than anticipated due to the waived requirements and families were unable to job search (see third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	446	456	98%
Average number of children served per day	28	49	57%
Number of unduplicated children enrolled whose parents are engaged in a 90–day work search	165	N/A	N/A
Number of unduplicated children enrolled who would otherwise be in a "sit out period" due to Child Care Attendance Automation (CCAA) non-swipe	149	N/A	N/A
Number of unduplicated children enrolled whose parents face termination due to nonpayment of parent share of cost (PSOC)	14	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.	133	N/A	N/A
Outcomes			
Percentage of children provided continuous care that otherwise would have been destabilized	28% (446/1,579)	47% (456/969)	60%
Percentage of children continuously enrolled in high quality child care 6 months after Continuity of Child Care services begin	100% (492/492)	85% (165/195)	118%
Percentage of children enrolled in Continuity of Child Care services who experience a parental wage increase	19% (95/492)	56% (110/195)	34%

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

Workforce Solutions Capital Area Workforce Board

Quality Child Care Collaborative

Program Description

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

- Director Mentoring Program: This evidence-based program focuses on the growth and development of Directors of child care programs. The program provides mentoring services for up to 18 months.
- CLASS Training: CLASS is a research-based observational tool focused on classroom interactions that boost student learning. Mentors conduct a center assessment at the beginning and end of Director Mentoring Program participation to capture any change in classroom quality and teacher/child interactions.
- Jeannette Watson Wage Supplement Program: The program's primary goal is to ensure teachers remain working with the most vulnerable populations. It rewards teachers who enroll in core coursework in early childhood education and pursue higher education by paying a higher stipend for higher education. The award amounts range from $450–$3,500.

Funding

The total HHS investment in the Quality Child Care Collaborative program from October 1, 2019 through September 30, 2020 was $193,000. This investment comprised 31.5% of the total program budget. HHS also funds two additional programs at Workforce Solutions: the Continuity of Child Care Services System program, which is described earlier in this report, and the Workforce and Education Readiness Continuum Travis County program, which is described in the Workforce Development issue area report.

Workforce Solutions Capital Area Workforce Board

Quality Child Care Collaborative

Eligibility Criteria

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

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

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

Workforce Solutions: Quality Child Care Collaborative

The Quality Child Care Collaborative had mixed performance for the year. Staff report that due to the COVID-19 pandemic, the program was unable to conduct CLASS assessments (see second, third, and fourth outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of providers receiving mentoring services through the Quality Child Care Collaborative (QC3)	70	36	194%
Number of unduplicated early childhood staff who received targeted training that includes CLASS components	129	275	47%
Amount of Jeannette Watson Wage Supplements awarded to eligible early childhood staff, total amount in dollars	$224,309	N/A	N/A
Outcomes			
Percentage change in the number of early childhood centers with a Texas Rising Star 4 Star certification and/or a national accreditation (NAC or NAEYC) at the end of the contract year	4% (74/71)	10% (101/92)	43%
Percentage of early childhood providers receiving mentoring services that show an increase in their infant CLASS score	N/A	75% (9/12)	N/A
Percentage of early childhood providers receiving mentoring services that show an increase in their toddler CLASS score	N/A	75% (9/12)	N/A
Percentage of early childhood providers receiving mentoring services that show an increase in their preschool CLASS score	N/A	75% (9/12)	N/A

Appendix

2020 Federal Poverty Income Guidelines

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

Household Size	Income Limits by Household Size				
	50%	100%	125%	150%	200%
1 person	$6,245	$12,490	$15,613	$18,735	$24,980
2 persons	$8,455	$16,910	$21,138	$25,365	$33,820
3 persons	$10,665	$21,330	$26,663	$31,995	$42,660
4 persons	$12,875	$25,750	$32,188	$38,625	$51,500
5 persons	$15,085	$30,170	$37,713	$45,255	$60,340
6 persons	$17,295	$34,590	$43,238	$51,885	$69,180
7 persons	$19,505	$39,010	$48,763	$58,515	$78,020
8 persons	$21,715	$43,430	$54,288	$65,145	$86,860
For families/households with more than 8 persons, add $4,180 for each additional person.					

Data source: "2020 Poverty Guidelines for the 48 Contiguous States and the District of Columbia," Office of The Assistant Secretary for Planning and Evaluation, U.S. Department of Health & Human Services, January 26, 2020, https://aspe.hhs.gov/poverty-guidelines.

2020 Austin Median Family Income Guidelines

Some programs may also use Austin MFI guidelines when measuring client incomes. The following table presents the median family income limits established by the U.S. Department of Housing and Urban Development (HUD) for the Austin-Round Rock, TX Metropolitan Statistical Area (MSA).

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

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

Data source: "Austin-Round Rock, TX MSA FY 2020 Income Limits Summary," U.S. Department of Housing and Urban Development, https://www.huduser.gov/portal/datasets/il/il2020/2020summary.odn.