Child and Youth Development

FY 2018 Community Impact Report

Travis County Health and Human Services

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 over $19.5 million in community-based social service programs. These Department investments align with and supplement our direct services to meet the needs of local residents. Community-based organizations are frequently geographically and culturally embedded in the communities they serve and are often best positioned to provide needed services.

Purpose of Report

The annual Community Impact Report provides an overview of HHS investments in health and human services. The *FY 2018 Community Impact Report* offers highlights of community context most pertinent to the services purchased, and details investment, programmatic, and performance information on the Department's social service contracts. This information allows policy makers, program managers, and others to better understand these investments, recognize accomplishments, identify areas for improvement, disseminate lessons learned, and highlight areas warranting further research.

Organization of Report

This report addresses nine issue areas—Access to Basic Supports, Behavioral Health, Child and Youth Development, Housing Continuum, Planning and Evaluation, Public Health, Safety Intervention Services, Supportive Services for Community Living, and Workforce Development—as well as a pilot project under Holistic Family Services. The Investment Overview summarizes information from all nine issue areas and the pilot project. Each issue area section begins with community context information and then provides performance highlights about the programs within that issue area. Each program is classified into the issue area most closely aligned to its goals and objectives.

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

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

Notes on Methodology

Community context discussed in this report reflect the most recent information available at the time of writing. The majority of the social service contracts included in the report followed a fiscal year calendar (October 1, 2017 through September 30, 2018) 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

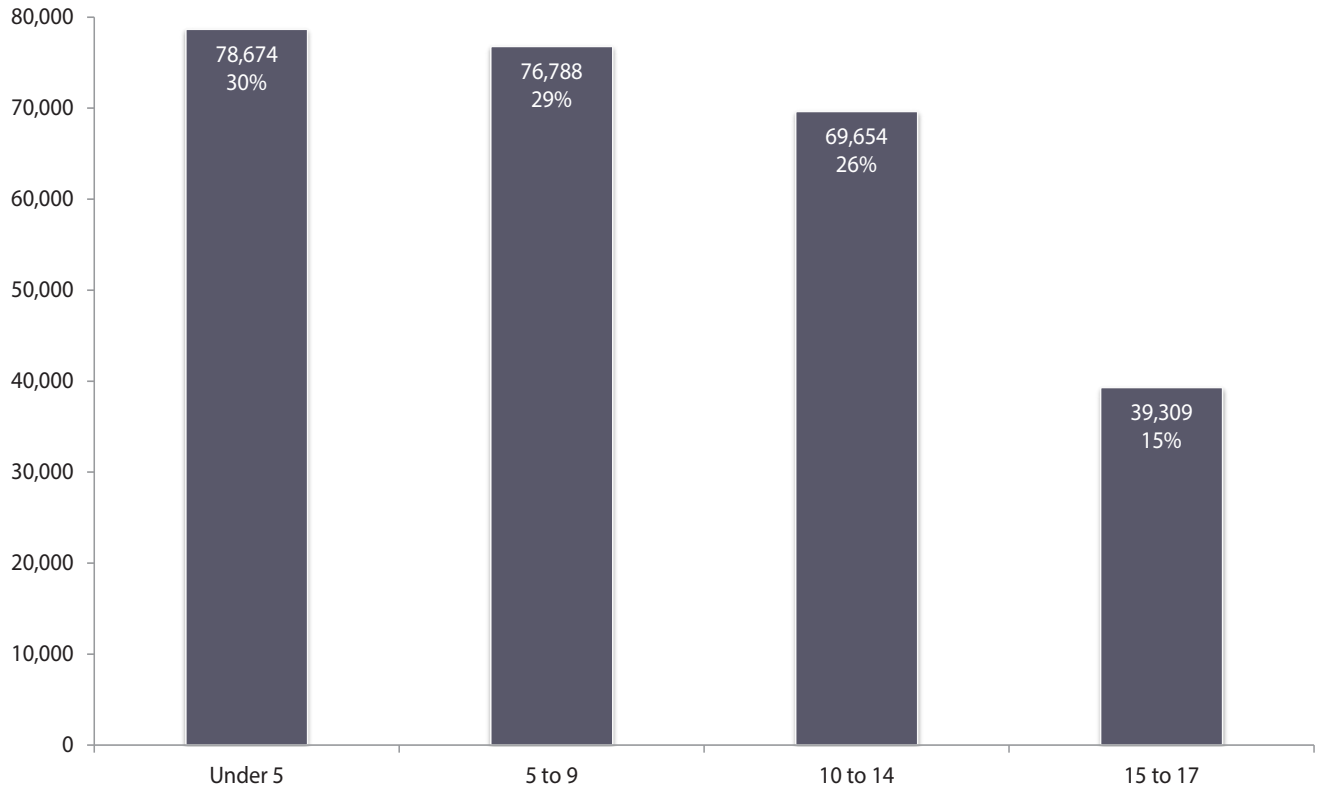
Community Context

Of the 1,148,176 Travis County residents, 23% or 264,425 are children under 18 years old.[1] This population has increased 10% from 2007-2011 to 2012-2016.[2] Within the early childhood age group (94,556 children under 6), children under 3 years make up the largest proportion with 49% or 46,556.[3] Slightly more than 32,000 children are preschool-age, ranging from 3-4 years.

Child Population by Age Group

Population under 18 years, Travis County, 2012-2016

n = 264,425



Created by: Travis County HHS Research & Planning Division, 2018
Source data: 2012-2016 American Community Survey 5-Year Estimates, Table B01001

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

Children are more likely than the adult population to experience poverty. At 21%, the child poverty rate is higher than the overall poverty rate of 15% and the adult poverty rate of 13%.[5] Young children are more likely to live in poverty. Within the child population, the youngest children, under 5 years, have the highest poverty rate (23%), followed by children 5 to 11 years (22%).

Number and Rate of Children in Poverty by Age

Population under 18 years for Whom Poverty Status is Determined Travis County, 2012-2016
n = 54,589



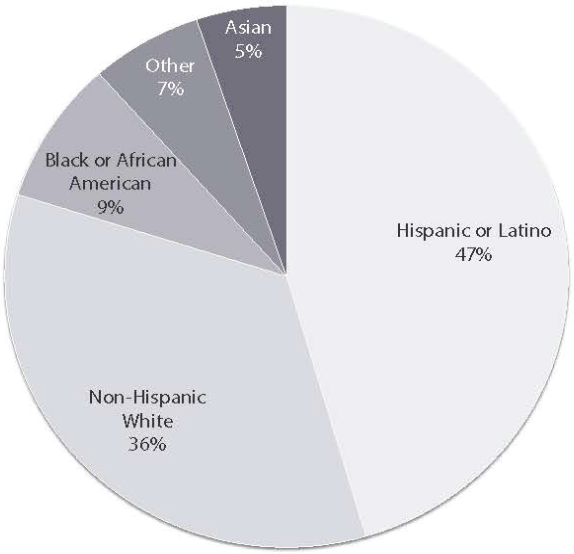
	under 5	5 to 11	12 to 14	15 to 17
Rate	23%	22%	19%	18%
Estimate	17,542	23,205	7,593	7,149

Created by: Travis County HHS Research & Planning Division, 2018
Source data: 2012-2016 American Community Survey 5-Year Estimates, B17001

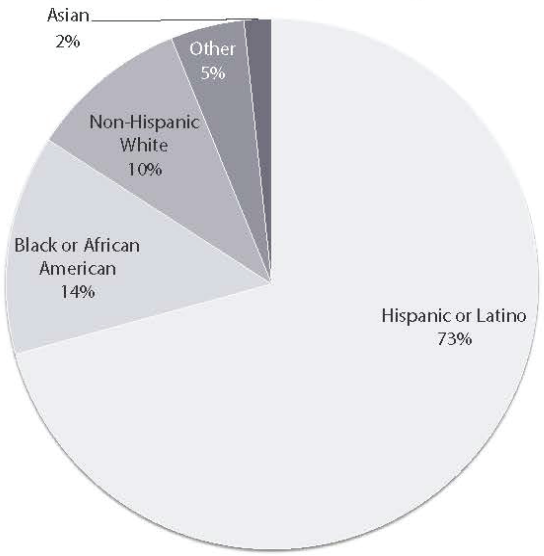
Children who identify as Hispanic or Latino and Black or African American are disproportionately impacted by poverty. While children who identify as Hispanic or Latino comprise less than one-half (47%) of the child population, they make up almost three-fourths (73%) of the child population in poverty. Children identifying as Black or African American represent 9% of the child population yet make up 14% of the child population in poverty. In comparison, children identified as Non-Hispanic White comprise 36% of the child population but only represent 10% of children in poverty.

Child Population by Race and Hispanic Origin and Share of Poverty
Population under 18 years, Travis County, 2012-2016

Child Population by Race and Hispanic Origin



Child Population by Race and Hispanic Origin and Poverty



Note: The percentage totals do not equal 100% because the Census Bureau considers race and Hispanic Origin as two separate questions and some individuals are counted as both Hispanic or Latino and a separate race (Black or African American, Asian, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, and Two or More Races).
Created by: Travis County HHS Research & Planning Division, 2018
Source Data: 2012-2016 American Community Survey 5-Year Estimates, B17001, B17001B, B17001C, B17001D, B17001E, B17001G, B17001H, B17001I

Protective Factors and Risk Factors

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

Risk Factor Examples	Risk Factor Measurement	Protective Factor Examples
Poverty and place-based disadvantage[a]	21% of children under 18 years live in poverty and the majority of children living in poverty in Travis County reside east of I-35.[7]	Access to affordable quality child care and educational opportunities
Bullying and Victimization	31% of high school students responding to the Lake Travis ISD (LTISD) 2017-2018 youth behavioral risk survey reported symptoms of depression and 17% reported that they seriously considered attempting suicide.[8] 51% of high school students responding to the Austin ISD (AISD) 2017-2018 Student Climate Survey reported students being bullied at school either "sometimes or a lot of the time" and 52% reported that some students are not treated fairly because of who they are "sometimes or a lot of the time."[9]	Safe, nurturing, and stimulating environments; Emotional competence; Attachment and bonding to prosocial adults[b]
Attitudes, rules and norms favorable to unhealthy behaviors such as substance abuse, unhealthy food, inactivity, etc.	6% of high school respondents at AISD self-reported attending class while "high, stoned, or drunk."[10] 27% of AISD high school respondents believe that e-cigarettes are either not at all or not very dangerous.[11] 73% of LTISD high school respondents reported trying e-cigarettes and 78% reported a perception that a lot of students smoke e-cigarettes. 12% of LTISD high school respondents feel pressure to drink or use drugs.[12]	Healthy opportunities and effective positive youth development services
School failure or low commitment to school	21% of LTISD high school respondents reported feeling that no adult at school cares about them;[13] 34% of AISD high school respondents reported "never" or "a little of the time" to enjoying doing schoolwork.[14] A student who is ready for kindergarten is 4-5 times more likely to pass state reading and math assessments in third grade.[15] The number of Central Texas children ready for kindergarten fell from 53% in the 2014-2015 school year to 46% in 2016-2017.[16] When family economic status is considered, only 28% of children from low-income households are kindergarten-ready, compared to 63% of children from households that are not low income.[17]	Attachment and bonding to prosocial adults; School connections; Access to affordable quality child care and educational opportunities

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

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

Demand for Early Childhood Services and Support

Child care services are essential for working families in Travis County. Of the 253,714 children for whom parent employment status is determined, roughly 66% (167,166) live in households where all parents are in the workforce.[18]

Research shows that high quality child care supports the successful cognitive, social, and emotional development of young children.[19] Several systems measure child care quality through a series of progressive standards. Standards were updated in 2014 and the number of accredited centers dropped each year, from 131 in 2004 to 88 in September 2017. The number has started to increase again and there were 96 quality-rated centers in October 2018.[20]

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

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

	Head Start and Early Head Start	Child Care Subsidy Program
Program Description	Head Start is a federal program designed to promote school readiness among eligible children from birth to age five in low-income families.	The local Texas Child Care Subsidy program is administered by Workforce Solutions, the Capital Area Texas Workforce Board through a contract with C2 GPS (Global Professional Services). The subsidy program provides child care assistance for eligible families who work, attend job training, or go to school.
Participation targets/funded slots	During the 2018-2019 program year, the funded slots for Head Start and Early Head Start children were 1,672 and 271, respectively.[22]	In 2018, an increase in the CCDF budget resulted in an increase of the daily child care participation target from 3,004 to 3,202.[23]

	Head Start and Early Head Start	Child Care Subsidy Program
General eligibility guidelines	Children from birth to age five are eligible if family income is at or below 100% of federal poverty income guidelines ($25,100 for a family of four).[24] Children are also eligible if the family is homeless, or the family is receiving public assistance, such as TANF or SSI.[25] Children in the foster care system are eligible, regardless of their foster family's income.[26]	Family income must be under 85% of State Median Income ($63,662 for a family of four).[27] Workforce requirement: Single parents must be working or in a training program at least 25 hours per week. Two-parent households must have both parents working or in an approved training program a combination of at least 50 hours per week. Children who are in the conservatorship of the Family Department of Family and Protective Services and participants in the Choices program are also eligible for subsidized child care.

Demand for Youth Services and Supports

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

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

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

Goals and Services

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

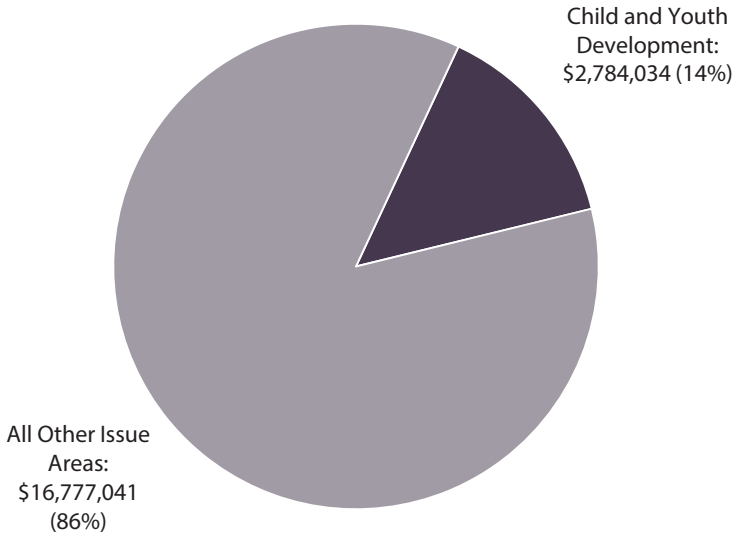
Early childhood services are designed to ensure that young children are:

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

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

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

Investment in Child and Youth Development and Other Issue Areas, FY 2018



Funding Summary

The FY 2018 Funding Amount reflects 12–month funding (October 1, 2017 through September 30, 2018) unless otherwise noted.

Agency Name	Program Name	FY 2017 Funding Amount
Any Baby Can of Austin, Inc.	Professional Early Childhood Services	$154,000
Austin Child Guidance Center	Infant & Early Childhood Mental Health Project	$58,000
Austin Community College District	Teacher TRAC and Director TRAC	$52,000
Austin Independent School District	My Brother's Keeper Success Mentor Program	$15,000
AVANCE–Austin, Inc.	Parent and Child Education Program	$95,000
Big Brothers Big Sisters of Central Texas	One-To-One Mentoring	$140,000
Boys & Girls Clubs of the Austin Area	Great Futures Start Here	$389,000
Child Inc.	Early Education and Care	$208,780
Communities In Schools of Central Texas	ASPIRE/Teen Parent Program	$98,000
Communities In Schools of Central Texas	Travis County XY–Zone Program	$354,065
Foundation Communities	Afterschool and Summer Youth Programs	$344,100
GENaustin	Long Term Program for Girls (clubGEN and 180)	$78,590
Goodwill Industries of Central Texas	Goodwill Career Launch	$145,000
Workforce Solutions Capital Area Workforce Board	Continuity of Child Care Services System	$459,499
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 clients served across Child and Youth Development service providers. Note that clients participating in more than one child and youth development program are counted multiple times.

Gender	Num.	Pct.
Female	9,059	59%
Male	6,146	40%
Other or Not Specified	3	0.02%
Unknown	126	1%
Total	*15,334*	*100%*

Ethnicity		
Hispanic or Latino	8,398	55%
Not Hispanic or Latino	5,130	33%
Unknown	1,806	12%
Total	*15,334*	*100%*

Race		
American Indian and Alaska Native	167	1%
Asian	165	1%
Black or African American	3,028	20%
Native Hawaiian and Other Pacific Islander	25	0.2%
White	2,928	19%
Some other race	6,346	41%
Two or more races	575	4%
Unknown	2,097	14%
Total	*15,334*	*100%*

Age	Num.	Pct.
Under 5	3,121	20%
5 to 11	4,642	30%
12 to 14	2,288	15%
15 to 17	1,645	11%
18 to 24	956	6%
25 to 39	989	6%
40 to 54	236	2%
55 to 64	43	0.3%
65 to 74	11	0.1%
75 and over	2	0.01%
Unknown	1,401	9%
Total	*15,334*	*100%*

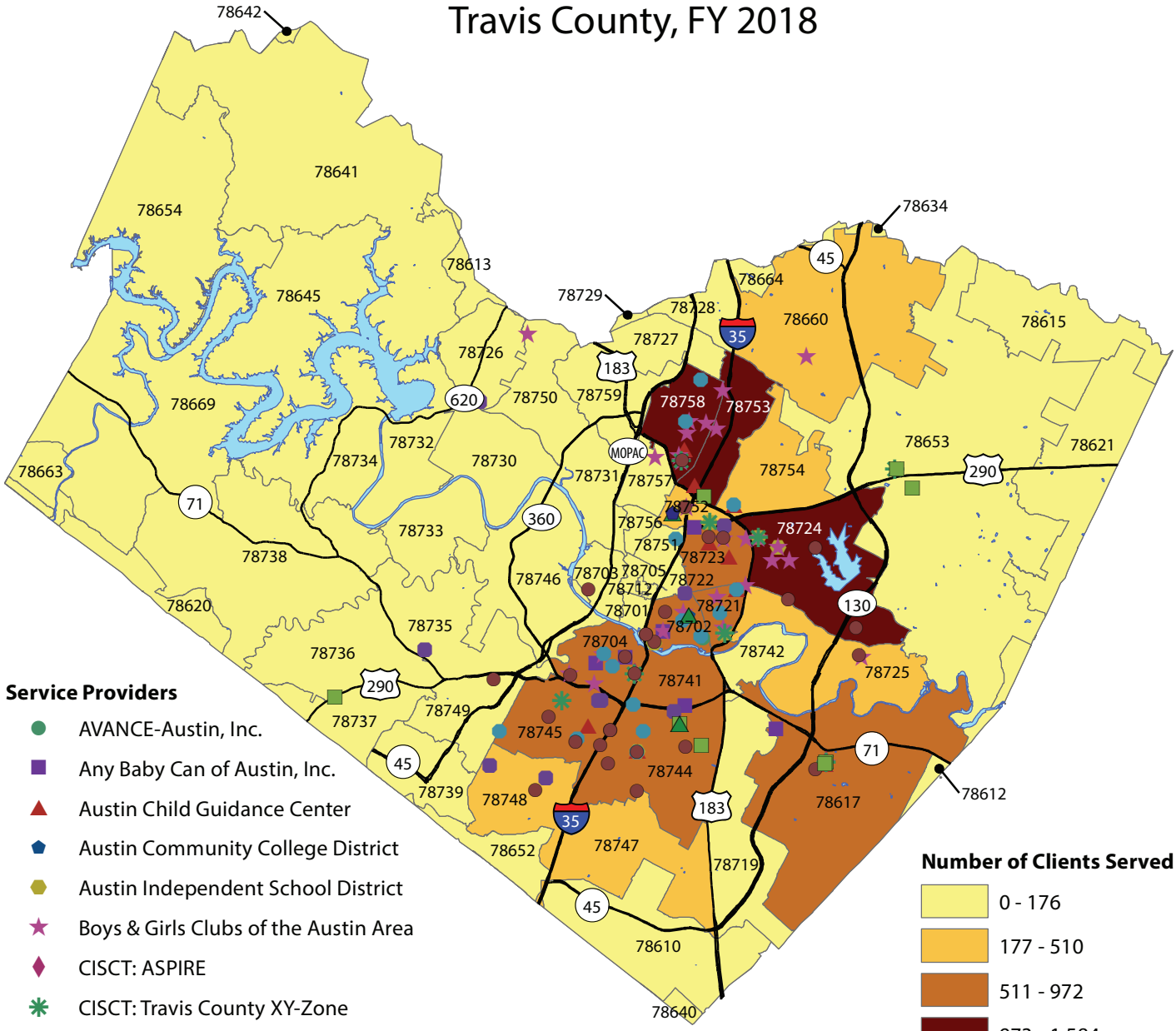
Income		
<50% of FPIG	3,870	25%
50% to 100%	1,146	7%
101% to 150%	899	6%
151% to 200%	414	3%
>200%	142	1%
Unknown	8,863	58%
Total	*15,334*	*100%*

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

See Appendix for specific income guideline levels.

Child and Youth Development

Service Provision Locations and Clients Served by ZIP Code
Travis County, FY 2018



Service Providers

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

Service provision locations are not included for Big Brothers Big Sisters of Central Texas as services are home- and community-based.

Number of Clients Served

- 0 - 176
- 177 - 510
- 511 - 972
- 973 - 1,584

Notes: This map shows 14,001 clients by ZIP code. 1,333 clients (9% of the total) from all service providers were not included because their ZIP codes were unknown or outside of Travis County boundaries.

Source data: Contracted service providers, FY 2018.
This map was created using ArcGIS Online shapefiles.
Created by: Travis County HHS, Research & Planning Division, 2018.

N
0 2.5 5 Miles

Any Baby Can of Austin, Inc.

Professional Early Childhood Services

Program Description

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

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

Any Baby Can of Austin, Inc.

Professional Early Childhood Services

Funding

The total HHS investment in the Professional Early Childhood Services program from October 1, 2017 through September 30, 2018 was $154,000. This investment comprised 9.5% of their total program budget. HHS also funds two additional programs at Any Baby Can, Inc: the Comprehensive Advocacy and Resources for Empowerment, and the Early Childhood Intervention which is 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

The Professional Early Childhood Services met or exceeded most of their performance goals for this year. Staff reported that their Healthy and Fair Start and Nurse-Family Partnership program expanded and are serving more clients than previously projected (see first, third, and fourth outputs). Staff report that the Family Education Program is experiencing a higher than normal class drop-out rate prior to the post-assessment, resulting in a lower number of clients that can be reported on who show an increase in nurturing parenting skills (see first outcome). To boost outcomes in the future, staff will focus on the Parent Forward collaboration to improve the referral system, identify correct treatment level before referral, and increase class offerings. Staff report that clients rate themselves highly upon intake and believe there is a "you don't know what you don't know" phenomenon so many that are not improving are actually maintaining high marks from the prior assessment (see second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served annually	1,415	1,230	115%
Number of unduplicated group-based parent education clients served (Family Education Program)	778	780	100%
Number of unduplicated home-based parent education clients served (Healthy and Fair Start, Tandem, and Nurse-Family Partnership)	652	500	130%
Number of unduplicated children served through home-based services (Healthy and Fair Start, Tandem and Nurse-Family Partnership)	488	400	122%
Number of children screened using the Ages and Stages Questionnaire through home-based services (Healthy and Fair Start, Tandem, and Nurse-Family Partnership)	368	400	92%
Outcomes			
Percentage of clients in the Family Education Program who show an increase in nurturing parenting skills	87% (184/212)	80% (300/375)	108%
Percentage of clients participating in home visitation services who show improvement in one or more areas of assessment	68% (89/130)	80% (70/88)	86%

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, 2017 through September 30, 2018 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: El Buen Pastor Early Childhood Development Center, Mt. Sinai Christian Academy, Little Folks Bilingual Child Development Center, Little Explorers, Children's Network, Ebenezer, Del Valle, Dove Springs, Forbes, Trinity, St. James, and Prodigy 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 exceeded all of their performance goals for this year. Staff reported that higher number of children, adults, and child care staff served are due graduation of children and new enrollment at the childcare centers (see first, second, and third outputs). Staff reported that the higher rate for the outcomes is due to consultants having served two large child care centers and worked in more classrooms (see first and second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	694	425	163%
Number of unduplicated parents served	106	100	106%
Number of unduplicated child care staff served	148	115	129%
Outcomes			
Percentage of children exhibiting "typical" or "strength" for social / emotional skills at the end of the program year	85% (160/189)	80% (112/140)	106%
Percentage of child care staff who report improvement in their understanding of children's social and emotional development	91% (49/54)	85% (51/60)	107%

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, 2017 through September 30, 2018 was $52,000. This investment comprised 21% of their total program budget.

Eligibility Criteria

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

Austin Community College District

Teacher TRAC and Director TRAC

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

Austin Community College District: Teacher TRAC and Director TRAC

The Teacher TRAC and Director TRAC programs met or exceeded their performance goals for this year. Program staff report that two additional courses were sponsored in the last quarter of the fiscal year, which increased the number of courses that students took (see first output). Staff also report that they were able to double the completion rate because there were two large CDA cohorts that completed the program as well as a high number of students completing the Certificate and/or the Associate of Applied Science (see second outcome).

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	358	215	167%
Number of unduplicated TRAC sponsored students who are early childhood care and education teachers and directors enrolled in college courses	175	180	97%
Number of unduplicated children served by early childhood care and education teachers and directors attending college courses through Teacher TRAC	2,000	1,800	111%
Outcomes			
Percentage of TRAC students who completed their college courses with a "C" or better	88% (228/260)	86% (185/215)	102%
Percentage of students who completed a CDA Occupational Skills Award, Certificate, and/or Associate of Applied Science	36% (63/175)	18% (32/180)	203%

Austin Independent School District

My Brother's Keeper Success Mentor Program

Program Description

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

Funding

The total TCHHS investment in My Brother's Keeper Success Mentor program from October 1, 2017 through September 30, 2018 was $15,000. This investment comprised 7.4% of their total program budget. HHS also funds the Family Resource Center, described in the Behavioral Health section of this report.

Eligibility Criteria

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

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

Performance Goals and Results

My Brother's Keep Success Mentor Program did not meet two out of three performance goals for this year. According to program staff, the program leader overestimated the number of students the program would serve and overestimated the number of students who would make gains in attendance. The program succeeded at meeting their goal of percentage of clients who progress to the next academic level (see second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	174	300	58%
Outcomes			
Percentage of clients who improve attendance.	59% (102/174)	80% (240/300)	73%
Percentage of clients who progress to the next academic level	85% (148/174)	80% (240/300)	106%

AVANCE–Austin, Inc.

Parent and Child Education Program

Program Description

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

Funding

The total HHS investment in the Parent and Child Education Program from October 1, 2017 through September 30, 2018 was $95,000. This investment comprised 12.5% 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

Performance Goals and Results

The Parent and Child Education Program met or exceeded all of their performance goals for this year. Staff reported that more parents graduated this year than originally anticipated (see third output). Staff reported that more children were served this year because parents had more than one child participating in the program (see fourth output). Due to a higher number of children served, the program was able to screen more children for developmental delays (see fifth output). Due to more parents graduating this year, more parents were able to complete the pre- and post-test that showed an increase in parenting knowledge and also resulted in more parents receiving training on interactive reading with their children as well as information on continuing education (see first, second, and third outcomes).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated parents and children served	304	280	109%
Number of unduplicated parents served	137	130	105%
Number of unduplicated parents graduating	114	85	134%
Number of unduplicated children served	167	150	111%
Number of unduplicated children served who receive developmental screening	146	128	114%
Outcomes			
Percentage of unduplicated parents graduating who demonstrate an increase in parenting knowledge and skills between pre and post AVANCE Parenting Questionnaire testing	97% (111/114)	80% (68/85)	122%
Percentage of unduplicated parents graduating who indicate on the AVANCE Parenting Questionnaire that they read to their children 3 or more times a week	92% (105/114)	80% (68/85)	115%
Percentage of unduplicated parents graduating who indicate that they plan to attend advanced ESL, Adult Basic Education, GED, or college after AVANCE	95% (108/114)	80% (68/85)	118%
Percentage of children exhibiting delays upon screening who receive targeted intervention in the classroom and referrals to specialists for treatment, as needed	82% (64/78)	90% (46/51)	91%

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, 2017 through September 30, 2018 was $140,000. This investment comprised 9.6% of the total program budget.

Eligibility Criteria

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

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

The One-To-One Mentoring program exceeded all of their performance goals for this year.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	713	700	102%
Outcomes			
Percentage of clients who remain enrolled in school (Note: values reflect a duplicated count of clients served in each quarter)	100% (2,576/2,584)	95% (1,995/2,100)	105%
Percentage of clients who avoid unwanted pregnancies	99% (709/7013)	95% (665/700)	105%
Percentage of clients who avoid criminal activity (Note: values reflect a duplicated count of clients served in each quarter)	100% (2,575/2,584)	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, 2017 through September 30, 2018 was $389,000. This investment comprised 29% 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 and LBJ High Schools; Ann Richards School for Young Women Leaders; Webb, Burnet, Mendez, and Dailey Middle Schools; Gus Garcia School for Young Men Leadership Academy; Bertha Sadler Means Youth Women Leadership Academy; and Cook, Overton, Wooldridge, McBee, Jordan, Sims and Walnut Creek Elementary Schools.

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

The Great Futures Start Here program met or exceeded most of their performance goals for the year. Staff report that the success of their program was due to the additional number of Clubs that the program ran for the year as well as an organization-wide effort to increase the number of days a youth comes to a Club paired with youth incentives for increased participation (see first, second, and third outputs). The program contributes the high number of youth participating in Academic Case Management and improving one letter grade in literacy to low staff turnover and staff longevity in running the program, which as been continuous over eight years (see fourth output and third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	5,727	5,060	113%
Number of youth that attend 30 or more days in the program	2,756	2,500	110%
Number of youth participating in a Character and Leadership Development program	1,356	950	143%
Number of youth participating in Academic Case Management	212	200	106%
Outcomes			
Percentage difference between school day attendance of program participants compared to school day attendance of their Austin ISD peer group	1.1%	2%	57%
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	2.2%	2%	109%
Percentage of Academic Case Managed youth improving one letter grade in literacy	88% (187/212)	78% (155/200)	114%
Percentage of youth completing a Character and Leadership Development program	61% (826/1,356)	85% (807/950)	72%

Child Inc

Early Education and Care

Program Description

The Early Education and Care program strives to foster school readiness for low-income preschool children by providing comprehensive early education/child development services and support services for parents and other family members. Child Inc provides services to Head Start (ages 3-5) and Early Head Start (ages 0-3) eligible children through two service models, the Center-Based Model and the Home-Based Model. In both models children receive education, health and dental screenings, nutrition, mental health services as needed, and special education services when a child is identified with a developmental delay or disability. Parents receive social services/case management and parenting education through Family Advocates, and are encouraged to work to complete a Family Action Plan. Center-based services are provided from 8:00 AM to 2:00 PM, Monday through Friday. Children in centers receive breakfast, lunch, and snacks based on menus developed by a nutritionist. The school day is based on a formal lesson plan that outlines activities that address all areas of early childhood development. Home-based services are provided through weekly hour and a half home visits, and families also have the opportunity to participate in two group socializations per month. The Early Head Start program operates a minimum of 48 weeks a year, while Head Start is a 9–month program.

Funding

The total HHS investment in the Early Education and Care program from October 1, 2017 through September 30, 2018 was $208,780. This investment comprised 1.2% of the total program budget.

Eligibility Criteria

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

Child Inc: Early Education and Care

The Early Education and Care program met or exceeded almost all of their performance goals for the year. Staff report that the number unduplicated children with Family Assessments is lower than expected due to staff focus to meet and maintain funded enrollment for September 2018 (see sixth output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Total number of unduplicated Head Start and Early Head Start clients served	2,151	2,050	105%
Number of unduplicated parents served	3,271	2,916	112%
Number of unduplicated children in the Child Inc Head Start Center-Based Program	1,678	1,602	105%
Number of unduplicated children in the Child Inc Early Head Start Center-Based Program	156	114	137%
Number of unduplicated Head Start and Early Head Start children in the Child Inc Home-Based Program	317	334	95%
Number of unduplicated children with Family Assessments	1,002	1,600	63%
Outcomes			
Percentage of Child Inc centers that meet NAEYC or NAC quality standards	75%(12/16)	75% (12/16)	100%
Percentage of eligible Head Start and Early Head Start children served	8% (2,151/27,859)	7% (2,000/27,859(	108%
Percentage of children who show improvement in the Social Emotional domain	86% (1,004/1,170)	85% (1,041/1,225)	101%
Percentage of children who show improvement in the Physical domain	83% (967/1,168)	85% (1,041/1,225)	97%
Percentage of children who show improvement in the Language domain	72% (826/1,145)	70% (787/1,125)	103%
Percentage of children who show improvement in the Cognitive domain	82% (962/1,167)	85% (1,041/1,125)	97%
Percentage of children who show improvement in the Literacy domain	87% (934/1,073)	70% (787/1,125)	124%
Percentage of children who show improvement in the Mathematics domain	83% (930/1,114)	80% (900/1,125)	104%

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, 2017 through September 30, 2018 was $98,000. This investment comprised 15.5% 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

The ASPIRE/Teen Parent Program exceeded or met their performance goals for the year within the 10 percentage point threshold. Staff reported that they had a higher number of students being tested than originally projected (see third, 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	305	320	95%
Number of case managed teen parents	16	15	107%
Number of children of case managed teen parents receiving services	15	15	100%
Number of parents receiving ASPIRE services	109	120	91%
Number of children receiving ASPIRE services	165	170	97%
Outcomes			
Percentage of ASPIRE parents that demonstrate gains in parenting skills	90% (75/83)	90% (83/92)	100%
Percentage of teen parents that demonstrate gains in parenting skills	87% (13/15)	87% (13/15)	100%
Percentage of ASPIRE three to five-year olds that make gains in their English vocabulary attainment	92% (23/25)	85% (17/20)	108%
Percentage of ASPIRE kindergarten, first, and second grade children that meet end of year reading standard	95%(18/19)	95% (19/20)	100%
Percentage of 12th grade teen parents enrolled in the program that graduate from High School	100% (6/6)	80% (4/5)	125%
Percentage of teen parents enrolled in the Teen Parent Program that show improvement in academics, attendance or behavior	88% (14/16)	67% (10/15)	131%

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, 2017 through September 30, 2018 was $354,065. This investment comprised 68.5% 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, Lanier, Reagan, LBJ, Travis, and Eastside Memorial High Schools in Austin ISD; Del Valle High School in Del Valle ISD; and Manor High School 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 met or exceeded all of the goals for this year within 10% variance.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	396	416	95%
Number of unduplicated clients served who participate in an XY–Zone Service Project	217	190	114%
Outcomes			
Percentage of participants exiting XY–Zone services who reduce or stop risk-taking behaviors	78% (230/295)	75% (210/280)	104%
Percentage of participants exiting XY–Zone services who increase developmental assets	81% (240/295)	75% (210/280)	108%
Percentage of participants exiting XY–Zone services who improve their grades, attendance, or behavior	77% (258/337)	82% (263/320)	93%
Percentage of participants exiting XY–Zone services who are promoted to the next grade or graduate	86% (253/293)	90% (288/320)	96%

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, 2017 through September 30, 2018 was $344,100. This investment comprised 17.9% of the total program budget. HHS also funds the Children's HOME Initiative program, which is described in the Housing Continuum issue area report.

Eligibility Criteria

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

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

Foundation Communities

Afterschool and Summer Youth Programs

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

Foundation Communities: Afterschool and Summer Youth Programs

Performance Goals and Results

The Afterschool and Summer Youth Program met or exceeded most of their goals for this year. Program staff reported that the increase in parent-child events held at Learning Centers were a result of coordination and partnership from other Foundation Communities' departments (see second output). Staff attribute the higher number of participants from CHI households to the partnership between the Learning Centers and CHI Case Managers (see third output). The program implemented a new reporting tool that allows Learning Center Coordinators to recognize children that are not meeting attendance goals and prioritize communication with those parents about program attendance (see first outcome). Staff report that they will focus on improving outreach and education to parents regarding school attendance (see second outcome). Staff report that more than half of all students did not take the last reading assessment, accounting for the low rate of students whose reading score increases (see third outcome). Staff will prioritize completion of end of year assessment to those students who have taken a beginning year of assessment.

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	605	600	101%
Number of program-related parent meetings and parent-child events held at Learning Centers	149	50	298%
Number of Children's Home Initiative (CHI) households with school-age children who participate in at least one day of programming	113	85	133%
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	90% (546/605)	80% (480/600)	113%
Percentage of students that miss 6 or fewer days of school during the school year	47% (219/470)	80% (384/480)	58%
Percentage of students whose reading score increases from program entry to last reading assessment administered	34% (161/470)	75% (360/480)	46%
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% (546/546)	75% (360/480)	133%

Foundation Communities: Afterschool and Summer Youth Programs

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage of CHI households with school-age children whose children progress to the next grade level	72% (65/90)	75% (64/85)	96%
Percentage of unduplicated students who attain or maintain a B average or above	77% (363/470)	75% (360/480)	103%

GENaustin

Long Term Program for Girls (clubGEN and 180)

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. Both the clubGEN and 180 programs focus on pro-social bonding and avoidance of risky behaviors; clubGEN helps build healthy self-esteem while 180 helps build coping skills. Program components include:

- clubGEN: This afterschool, prevention-based program is primarily used for elementary and middle school aged girls. Club 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 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.
- 180: 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. Groups of 6-12 girls meet once per week in a 1-2 hour meeting for 8-12 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 Long Term Program for Girls (clubGEN and 180) from October 1, 2017 through September 30, 2018 was $78,590. This investment comprised 13.7% 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 180 Program 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: LONG TERM PROGRAM FOR GIRLS (CLUBGEN AND 180)

Performance Goals and Results

The Long Term Program for Girls (clubGEN and 180) met or exceeded the targeted range of performance across all output and outcome measures. Staff report that GenAustin is now serving more girls in weekly school based programs than ever before.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served in clubGEN	863	650	133%
Number of unduplicated clients served in the 180 Program	701	500	140%
Outcomes			
Percentage of girls reporting positive bonding with peers and leaders	75% (366/490)	75% (300/400)	100%
Percentage of girls reporting resistance to risky behaviors	83% (407/490)	75% (300/400)	111%
Percentage of girls reporting they know how to handle a bullying situation	82% (394/482)	75% (300/400)	109%
Percentage of girls reporting they understand how their bodies work and exhibit positive body image	78% (365/467)	75% (300/400)	104%

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, 2017 through September 30, 2018 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 reported mixed performance for this year. The program attributes low performance to the high rates of internal staff turnover and school staff turnover at three sites as well as recruiting barriers at several sites (see all outputs). The program reported that Case Managers did not report on specific objectives covered during sessions with clients and thus, could not count sessions with clients towards performance (see fourth and sixth outcome). To improve performance staff report implementing several strategies: pursuing meetings with school staff to better relationships to establish school supports and understanding of the program; potentially creating a student ambassador program to help facilitate a pipeline of client referrals; updating materials and trainings to make career planning more relevant and accessible to clients; and adding new sites to widen pool of clients.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	138	170	81%
Number of clients receiving Career Readiness Training	70	170	41%
Number of clients receiving Career/Post-Secondary Exploration	104	170	61%
Number of clients receiving Financial Literacy	72	80	90%
Number of clients receiving Case Management Services	71	100	71%
Number of clients receiving Work Experiences	37	45	82%
Number of clients receiving Support Services	49	50	98%
Outcomes			
Percentage of clients with increased career readiness skills	99% (69/70)	90% (153/170)	110%
Percentage of clients with greater Career/Post-Secondary knowledge	100% (104/104)	90% (153/170)	111%
Percentage of clients who increased financial literacy knowledge and developed an individual budget	99% (71/72)	90% (72/80)	110%
Percentage of Case Management clients who make progress on their individual service plans	48% (34/71)	90% (90/100)	53%
Percentage of clients who successfully complete work experience	62% (23/37)	96% (43/45)	65%
Percentage of Support Services clients who make progress on individual service plan goals	78% (38/49)	90% (45/50)	86%

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, 2017 through September 30, 2018 was $459,499. This investment comprised 46.2% 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 exceeded most of their performance goals for the year. Staff report that the number of unduplicated children served increased significantly to ramp up expenditures before contract end date due to slow enrollment and attrition throughout the year (see first output). Staff attribute the increase of overall performance due to enrollment increases (see second output and second outcome). Staff report that the new child care rules that went into effect August 1, 2018 impacted a higher number of families facing termination (see first outcome). The percentage of children served who experienced a parental wage increase did increase but annual performance was low due to low enrollment in earlier quarters (see third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	680	365	186%
Average number of children served per day	171	146	117%
Number of unduplicated children enrolled whose parents are engaged in a 90–day work search	327	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	88	N/A	N/A
Number of unduplicated children enrolled whose parents face termination due to nonpayment of parent share of cost (PSOC)	26	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.	239	N/A	N/A
Outcomes			
Percentage of children provided continuous care that otherwise would have been destabilized	56% (680/1,215)	38% (365/969)	149%
Percentage of children continuously enrolled in high quality child care 6 months after Continuity of Child Care services begin	100% (734/734)	85% (132/155)	117%
Percentage of children enrolled in Continuity of Child Care services who experience a parental wage increase	24% (179/734)	71% (110/155)	34%

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

Workforce Solutions Capital Area Workforce Board

Quality Child Care Collaborative

Program Description

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

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

Funding

The total HHS investment in the Quality Child Care Collaborative program from October 1, 2017 through September 30, 2018 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 results for the year. The program trained additional early childhood staff at a teacher symposium (see second output). The program reported only measuring centers that have the same teachers in the same classroom for the Pre- and Post- Class scores. Staff attribute teacher stability to providers that were able to show an increase in their CLASS score (see second, third, and fourth outcomes).

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)	39	36	108%
Number of unduplicated early childhood staff who received targeted training that includes CLASS components	384	275	140%
Amount of Jeannette Watson Wage Supplements awarded to eligible early childhood staff, total amount in dollars	319,615	319,615	100%
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	18% (67/57)	10% (95/86)	168%
Percentage of early childhood providers receiving mentoring services that show an increase in their infant CLASS score	8% (3/36)	25% (9/36)	33%
Percentage of early childhood providers receiving mentoring services that show an increase in their toddler CLASS score	6% (2/36)	25% (9/36)	22%
Percentage of early childhood providers receiving mentoring services that show an increase in their preschool CLASS score	36% (13/36)	25% (9/36)	144%

Appendix

2018 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	$6,070	$12,140	$15,175	$18,210	$24,280
2 persons	$8,230	$16,460	$20,575	$24,690	$32,920
3 persons	$10,390	$20,780	$25,975	$31,170	$41,560
4 persons	$12,550	$25,100	$31,375	$37,650	$50,200
5 persons	$14,710	$29,420	$36,775	$44,130	$58,840
6 persons	$16,870	$33,740	$42,175	$50,610	$67,480
7 persons	$19,030	$38,060	$47,575	$57,090	$76,120
8 persons	$21,190	$42,380	$52,975	$63,570	$84,760
For families/households with more than 8 persons, add $4,180 for each additional person.					

Data source: "2018 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, 2018, https://aspe.hhs.gov/poverty-guidelines.

2018 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	$18,100	$30,100	$48,200
2 persons	$20,650	$34,400	$55,050
3 persons	$23,250	$38,700	$61,950
4 persons	$25,800	$43,000	$68,800
5 persons	$29,420	$46,450	$74,350
6 persons	$33,740	$49,900	$79,850
7 persons	$38,060	$53,350	$85,350
8 persons	$42,380	$56,800	$90,850

*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 2018 Income Limits Summary," U.S. Department of Housing and Urban Development, https://www.huduser.gov/portal/datasets/il/il2018/2018summary.odn.

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