Child and Youth Development

2013 Community Impact Report

Travis County Health and Human Services & Veterans Service

Research & Planning Division

MARCH 2014

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Research & Planning Division

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TRAVIS COUNTY
HEALTH and HUMAN SERVICES & VETERANS SERVICE

PURPOSE

Who we are:

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

What we do:

Address community needs through internal and external investments and services

What we strive to accomplish:

Maximize quality of life for all people in Travis County

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

VALUES

We value helping people.

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

We value the accountability and integrity of our staff.

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

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

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

Table of Contents

Table of Contents 5

Introduction 6

Community Conditions 8

Investment Overview 17

African American Youth Harvest Foundation, Inc.. 20

African American Youth Harvest Foundation, Inc.. 22

Any Baby Can of Austin, Inc. 25

Austin Independent School District 29

Big Brothers Big Sisters of Central Texas, Inc. 32

Boys & Girls Clubs of the Austin Area 34

Child Inc 36

Communities in Schools of Central Texas. 38

Greater Calvary Rites of Passage 40

LifeWorks 42

The Overton Group 45

Pflugerville Independent School District 47

River City Youth Foundation 49

Table of Contents

Workforce Solutions–Capital Area Workforce Board 51

Workforce Solutions–Capital Area Workforce Board 53

Appendix 55

Endnotes 56

Introduction

The Travis County Commissioners Court, through Travis County Health and Human Services & Veterans Service Department (TCHHS/VS), annually invests over $15 million in community-based social service programs. These Department investments align with and supplement our direct services to meet the needs of local residents. Community-based organizations are frequently geographically and culturally embedded in the communities they serve and are often best positioned to provide needed services.

Purpose of Report

The annual Community Impact Report provides an overview of TCHHS/VS investments in health and human services. The *2013 Community Impact Report* offers highlights of community conditions most pertinent to the services purchased, and details investment, programmatic, and performance information on the Department's social service contracts. This information allows policy makers, program managers, and others to better understand these investments, recognize accomplishments, identify areas for improvement, disseminate lessons learned, and highlight areas warranting further research.

Organization of Report

This report addresses nine issue areas plus a summary of Planning and Evaluation investments. The Investment Overview summarizes information from across all nine issue areas. Each issue area section begins with community conditions information and then provides performance highlights about the programs included within that issue area. Each program is classified into the issue area most closely aligned to its central goals and objectives.

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

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

Notes on Methodology

Community conditions discussed in this report reflect the most recent information available at the time of writing. Most data included in the *2013 Community Impact Report* cover calendar year 2013, because the majority of the social service contracts included in the report follow a calendar year schedule. Program and performance highlights are drawn from contracts and reports provided by contracted service providers. Estimates from the American Community Survey have been tested at a 90% confidence level for reliability. In some cases, all noted, estimates were unreliable due to small sample sizes.

Considerations When Reading This Report

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

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

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

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

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

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

Community Conditions

Child and Youth Development Goals and Services

Programs and services within this issue area promote the availability, affordability, accessibility, and quality of a continuum of services that advance and support social, emotional, cognitive, and physical well-being among children and youth. Some examples of services provided by programs within this issue area are direct services to enhance the child or youth's development and related skill development for the adults in their lives (e.g., parents, child care providers, teachers and community leaders).

Highlights of Community Conditions

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

Demographics

Children under age 18 comprise about 24% (260,108) of Travis County's total population.[1] This segment of the population has grown by 3% from 2008 to 2012.

Travis County has a diverse child and youth population. The majority of Travis County children (68%) identify as White, followed by Black Alone (10%), Asian Alone (5%), and "Some Other Race" (11%).[2,3,4,5] Almost one-half (47%) of children in Travis County are of Hispanic origin.[6]

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

In 2012, the poverty rate for children under age 18 (26%) was higher than the overall individual poverty rate (18%). The child poverty rate has increased in the past five years, from 19% in 2008 to 26% in 2012.

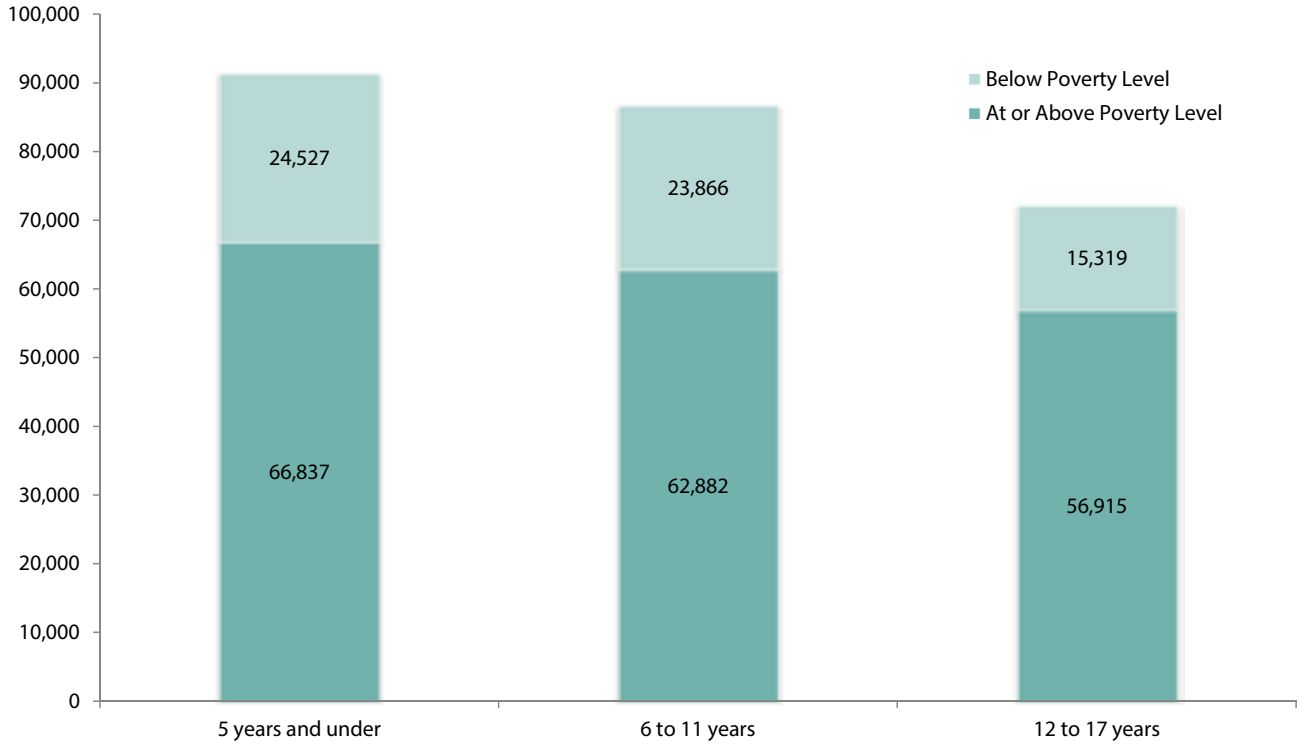
Poverty Status
Population for Whom Poverty Status is Determined
Travis County, 2008-2012

	2008	*2009*	*2010*	*2011*	*2012*
Individuals in poverty	144,336	163,630	194,156	192,436	197,657
Individual poverty rate	15%	16%	19%	18%	18%
Children (under 18) in poverty	47,723	56,690	62,168	63,680	67,791
Child poverty rate	19%	23%	25%	25%	26%

Created by: Travis County HHS/VS Research & Planning Division, 2014
Source data: 2008-2012 American Community Survey 1-Year Estimates, C17001

Poverty affects children of all ages, although the share is higher for children under age 11. The following chart shows the proportion of children in poverty by age group, for children age 5 and under (27%), age 6 to 11 (28%), and age 12 to 17 (21%).

Poverty Status by Age
Population under 18 years, Travis County, 2010 - 2012
(n = 250,324)



Created by: Travis County HHS/VS Research & Planning Division, 2014
Source data: 2012 American Community Survey 3-Year Estimates, B17001

Protective Factors and Risk Factors

Children and youth benefit from healthy, stable relationships with adults, including familial relationships.[9] About one-third (31%) of Travis County households include children; the majority (65%) of those households are headed by married-couple families, 25% by single females, and 9% by single males.[10]

The relationships children have with their parents or caregivers can act as protective factors.[11,a] Healthy and stable attachments during early childhood create a foundation for a wide range of positive developmental outcomes, such as self-confidence, motivation to learn, school achievement, ability to control aggressive impulses, and the ability to develop healthy relationships.[12] Research shows that effective parental monitoring[b] can reduce adolescents' risk for pregnancy, physical aggression, injury, skipping school, and drug, alcohol, and cigarette use.[13] Parent engagement[c] is linked to better student behavior, higher academic achievement, and enhanced social skills.[14]

Poverty and low-income conditions can put children's learning and health at risk. Parents and guardians need to earn significantly more than the federal poverty income guidelines to meet the basic needs of their families. In 2013, the federal poverty income guidelines (FPIG) defined poverty for a family of four as annual income equal or less than $23,550.[15] By comparison, the Center for Public Policy Priorities (CPPP) Better Texas Family Budget tool shows that a two-parent family with two children and employer-sponsored health insurance would need to earn $50,016 annually to afford basic expenses in Travis County.[16]

Family violence influences the entire spectrum of child and youth development. Children who are abused or neglected, including those who witness domestic violence, often exhibit emotional, cognitive, and behavioral problems, such as depression, low self-esteem, poor school performance, and lack of conflict resolution skills. Children who are abused or neglected are also more likely to have a higher tolerance for and use of violence in relationships, enter into violent relationships as teens and adults, or abuse their own children.[17] In 2012, there were 13,211 alleged victims of child abuse/neglect in Travis County, with 3,045 confirmed victims and 478 children removed from their homes.[18] In the same year there were 8,893 incidents of family violence in Travis County,[19] an increase from 7,777 incidents of family violence in 2011.[20]

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

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

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

Demand for Early Childhood Services and Support

Child Care Access, Affordability, and Quality

Child care services are essential for working families in Travis County. In 2012, parent employment status was determined for 242,984 Travis County children. Roughly 55% of children have one parent in the workforce, 38% have two parents in the workforce, and 7% have no parents in the workforce.[21]

Child care can comprise a substantial portion of family expenses for all families, including moderate and higher income families. A national study evaluating the cost of child care centers and family child care homes found that child care costs are high compared to family income, household expenses, and college costs, and often one of the highest budget items for families.[22] The most recent Texas Child Care Market Rate Survey conducted for the Texas WorkForce Commission (TWC) identifies the Capital Area Region, which includes Travis County, as having the most expensive child care in the state.[23] In 2012, the average cost of full-time child care for a toddler ranged from $6,854 per year in a registered child care home to $7,852 per year in a licensed child care center.[24,d] The average cost for infant care ranged from $7,290 to $8,475 per year, respectively.[25]

Research shows that high quality child care supports the successful cognitive, social, and emotional development of young children.[26] Several systems measure child care quality through a series of progressive standards, including Texas Rising Star (TRS), the National Accreditation Commission (NAC), the National Association of the Education of Young Children (NAEYC), and Texas School Ready (TSR). The National Association for Family Child Care (NAFCC) accredits family care providers. The total number of accredited providers in Travis County is increasing: In 2008 there were 124 providers accredited by the above standards;[27] in 2013, there were 137 accredited providers. The majority (85) of accredited Travis County providers were TRS accredited centers and family based programs,[28] 32 were NAEYC-accredited,[29] 19 were NAC-accredited,[30] and one was NAFCC-accredited.[31]

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

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

Head Start and Early Head Start

Head Start is a federal program designed to promote school readiness among eligible children[e] ages birth to five in low-income families. The Head Start program in Travis County faced several challenges in 2013, including required programmatic changes, and the federal budget reductions known as sequestration. Due to sequestration, federal funds for the Travis County Head Start program were reduced by 5.27% (a loss of $787,226). This resulted in a loss of 82 available HeadStart and 3 available Early HeadStart slots.[32] The combined impact of sequestration and other required programmatic changes resulted in a total reduction of 297 slots, from 2,120 available slots in the 2011-2012 program year to 1,823 available slots in the 2013-2014 program year.[33] During the 2012-2013 program year, Head Start and Early Head Start served a total of 2,010 and 306 children, respectively.[34]

Of the 2,316 children served by Head Start and Early Head Start in the 2012-2013 program year, 1,963 children (85%) lived with families below 100% of FPIG, and 161 children (7%) lived with families at 100%-130% of FPIG.[35] Over one-half of children (54%) spoke Spanish, and 45% spoke English.[36] The majority of children (75%) were of Hispanic origin, and 78% of children identified as White and 20% identified as Black.[37]

Child Care Subsidy Program

The local Texas Child Care Subsidy program is administered by the Capital Area Texas Workforce Board through a contract with Teaching and Mentoring Communities (TMC). The subsidy program provides child care assistance for eligible families who work, attend job training, or go to school.[f] In 2013[g], the Child Care Subsidy program served a total of 6,661 Travis County children, ages birth to 12 years.[38] Of all children served, 4,961 were under 5 years of age.[39]

Prekindergarten

A meta-analysis shows that quality preschool programs and prekindergarten programs have a substantial impact on early learning and development, and positive effects on adolescent and young adult outcomes (such as high school graduation, reduced teen pregnancy, years of education completed, earnings, and reduced crime).[40] Many low-income families cannot afford to pay for private programs

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

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

g Data was only available for the 2013 calendar year through 12/21/13, not through 12/31/2013.

and access public prekindergarten programs. In Texas, school districts are only required to offer free, half-day prekindergarten if specific eligibility criteria are met.[h] Although schools are only required to provide half-day class, some Independent School Districts in Travis County have elected to provide full-day prekindergarten, including Austin ISD and Lake Travis ISD. During the 2012-2013 school year, 7,502 Travis County children were enrolled in public prekindergarten.[41]

Children who attend prekindergarten programs are better prepared to enter kindergarten. According to a recent study, only 53% of children in Central Texas are ready to enter kindergarten.[42] When family economic status is considered, only 42% of children from low-income households are kindergarten ready, compared to 66% of children from households that are not low-income.[43] Children who attended any prekindergarten program were four times more likely to be ready for kindergarten than children who didn't attend a prekindergarten program.[44] It was also found that children, regardless of economic status, showed higher kindergarten readiness after attending prekindergarten programs.[45]

Demand for Youth Services and Supports

Travis County is home to over 180,000 school-age children between the ages of 5 and 17.[46] The out-of-school-time hours and other "gap times," including after school, weekends, holidays, and during the summer, are prime opportunities for children and youth to participate in enrichment programs.[i] Quality afterschool programming has been proven to positively affect attendance, test scores, and grade retention, especially for youth at risk of negative outcomes.[47] Quality summer programs have also been shown to have a positive effect on at-risk youth, mitigating learning losses over the summer and even increasing academic gains.[48] Conversely, the incidence of juvenile crime triples during afterschool hours, and children are at greater risk of being victims of crime during this same time period.[49]

According to a mapping study conducted by the Central Texas Afterschool Network, most students in low-income areas of Travis County were not served by out-of-school-time programs. During the 2010-2011 school year, only 23% of low-income students were served by afterschool programs regularly enough to receive benefits of the program.[50] For all age groups, less than one in five students participated in afterschool programs for 30 days or more, the minimum time required for students to achieve benefits according to the U.S. Department of Education.[51] A higher percentage of middle school students (19%)

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

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

attended 30 days of afterschool programs than high school students (11%).[52] Finally, during the summer of 2010, only 15% of the student population attended 20 days or more of summer programming.[53]

Some of the most prevalent risk taking behaviors that threaten the health and safety of youth include substance abuse (including tobacco), carrying a weapon, suicide attempts, fighting, and risky sexual activity.[54] According to results of the 2011 Youth Risk Behavior Survey of high school students, Texas students may be at greater risk for poor outcomes in some areas than are youth nationally:

- Unintentional injuries: 91.9% of Texas respondents do not wear a helmet while bicycling and almost one-third (32.2%) rode with a driver who had been drinking alcohol[55] (nationally 87.5% and 24.1%, respectively).[56]
- Tobacco use: 50.2% of Texas respondents have tried smoking[57] (44.7% nationally).[58]
- Illegal drug use: 9.4% of Texas respondents have used cocaine at least once and 11.9% have used ecstasy[59] (nationally 6.8% and 8.2%, respectively).[60]
- Sexual behavior: 51.6% of Texas respondents have had sexual intercourse and 19.0% report not learning about HIV or AIDS in school[61] (nationally 47.4% and 16.0%, respectively).[62]

As mentioned earlier, healthy child-parent relationships are important for adolescents. In 2011, 65.9% of Texas students reported their parents talk with them "every day" or "about once or twice a week" regarding what they are doing in school.[63]

School connectedness[j] is another protective factor for adolescents, and students who feel connected to their schools are less likely to engage in risky behaviors, such as early sexual initiation and alcohol, tobacco and drug use, and are more likely to have higher grades and test scores, fewer absences, and stay in school longer.[64] In 2011, 22.7% of Texas students did not agree that students help decide what goes on in their school, and 47.9% of students reported that in their community they feel like they matter to people.[65]

Further Resources

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

j According to the Center for Disease Control and Prevention, school connectedness is the belief held by students that adults and peers in the school care about their learning and also care about them as individuals.

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

Children's Optimal Health

www.cohtx.org

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

Success by 6—United Way for Greater Austin

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

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

Kids Count Data Center

www.datacenter.kidscount.org

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

E3 Alliance

www.e3alliance.org

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

The Youth Risk Behavior Surveillance System

www.cdc.gov/HealthyYouth/yrbs

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

Afterschool Alliance

www.afterschoolalliance.org

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

Find Youth Info

www.findyouthinfo.gov

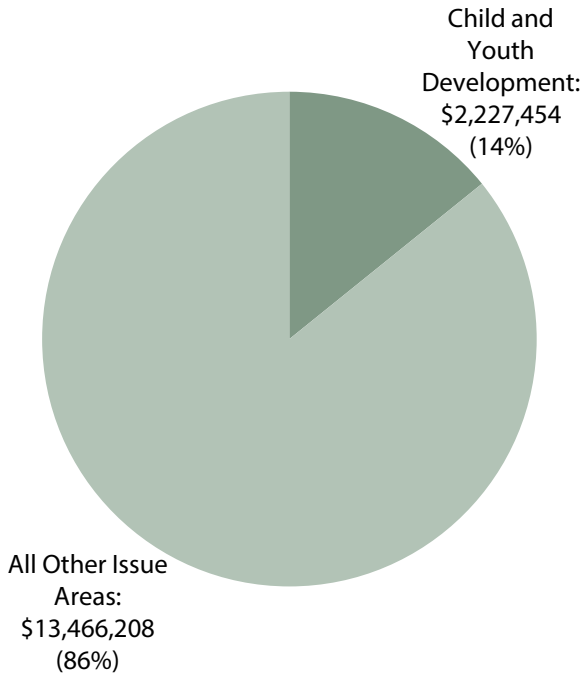
FindYouthInfo.gov was created by the Interagency Working Group on Youth Programs, which is composed of representatives from twelve federal departments and five federal agencies that support programs and services focusing on youth. It is a federal website with interactive tools and other resources to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

Investment Overview

Our Investment

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

Investment in Child and Youth Development and Other Issue Areas, 2013



Funding Summary

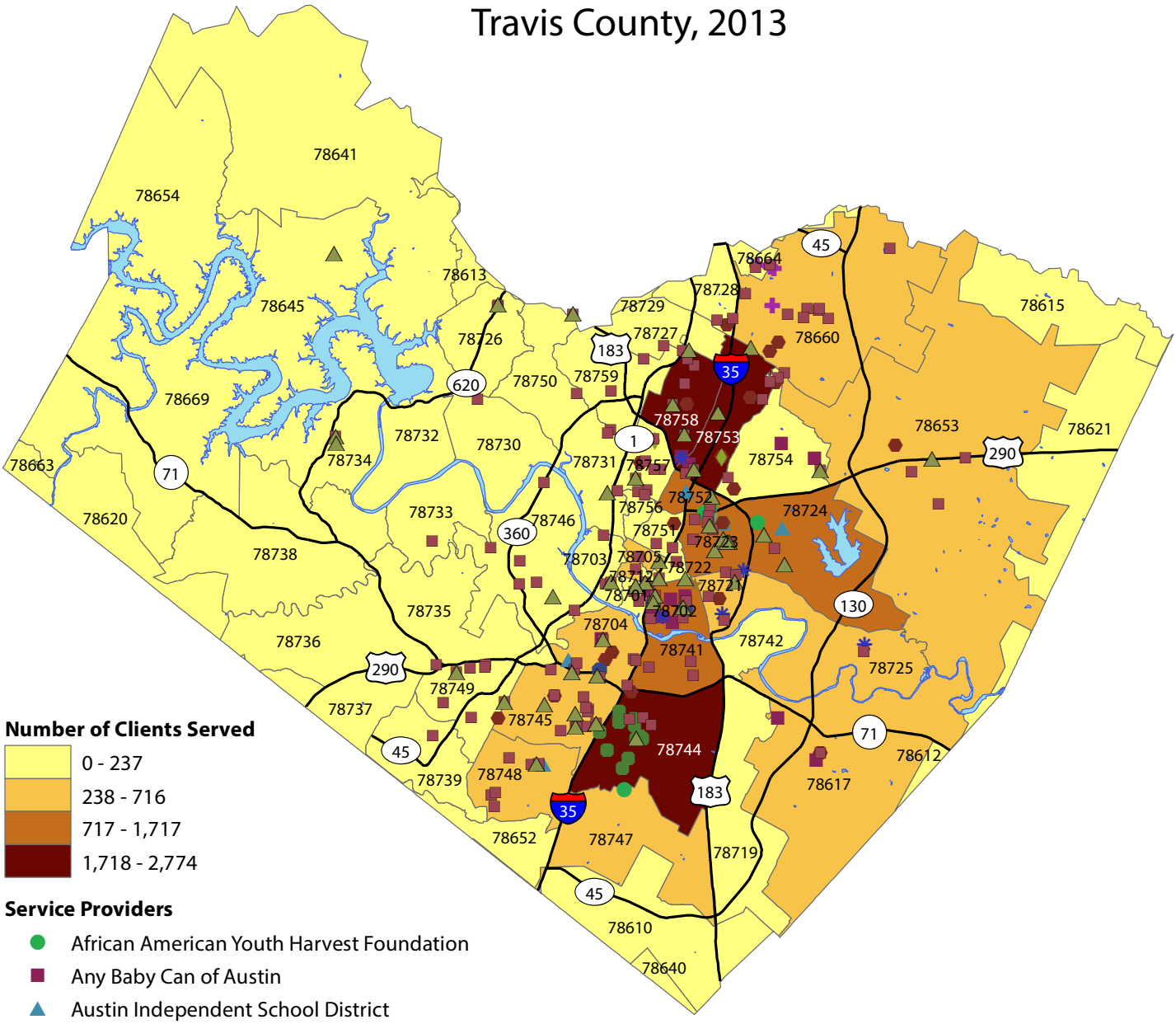
The 2013 Funding Amount reflects calendar year funding (January 1 through December 31, 2013) unless otherwise noted.

Agency Name	Program Name	2013 Funding Amount
African American Youth Harvest Foundation, Inc.	AAMB Conferences	$25,000
African American Youth Harvest Foundation, Inc.	African American Youth Resource Center	$257,000
Any Baby Can of Austin, Inc.	Any Baby Can of Austin, Inc.	$179,538
Austin Independent School District	Travis County Collaborative Afterschool Program	$544,800
Big Brothers Big Sisters of Central Texas, Inc.	Mentoring	$62,257
Boys & Girls Clubs of the Austin Area	GREAT Futures Initiative	$150,000
Child Inc	Early Education and Care	$208,780
Communities In Schools of Central Texas	Dropout Prevention	$100,000
Greater Calvary Rights of Passage	CCL Development Lab	$31,482
LifeWorks	Youth Development	$72,561
The Overton Group	Early Childhood Spanish Language Program	$25,000*
Pflugerville Independent School District	After the Bell	$92,212
River City Youth Foundation	Dove Springs Youth Services	$45,083
Workforce Solutions Capital Area Workforce Board	Child Care Local Match	$223,741**
Workforce Solutions Capital Area Workforce Board	Quality Child Care Collaborative	$210,000

*Funding from February 1, 2013 through December 31, 2013
**Fiscal year funding (October 1, 2012 through September 30, 2013)

Child and Youth Development

Service Provision Locations and Clients Served by ZIP Code
Travis County, 2013



Number of Clients Served

- 0 - 237
- 238 - 716
- 717 - 1,717
- 1,718 - 2,774

Service Providers

- African American Youth Harvest Foundation
- Any Baby Can of Austin
- Austin Independent School District
- Big Brothers Big Sisters of Central Texas
- Boys & Girls Clubs of the Austin Area
- Child Inc
- Communities In Schools of Central Texas
- Greater Calvary Rites of Passage
- LifeWorks
- Pflugerville Independent School District
- River City Youth Foundation
- The Overton Group

Notes: This map shows 21,685 clients by ZIP code. 1,374 (6% 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, 2013-2014.
This map was created using City of Austin shapefiles.
Created by: Travis County HHS/VS Research & Planning Division, 2014.

African American Youth Harvest Foundation, Inc.

AAMB Conferences

Program Description

The African American Youth Harvest Foundation's (AAYHF) AAMB Conferences program works to strengthen African American youth and families' quality of life experiences by increasing awareness of college practicality, career pathways, and school and life success tools and strategies. Conferences are held at multiple schools in the Austin Independent School District, providing an opportunity for school-aged youth to engage with positive role models, obtain attendance recovery points and community service hours, and to be supported through tutors, mentors, and social services in an effort to achieve academic and life success.

Funding

The total TCHHS/VS investment in the AAMB Conferences program for 2013 was $25,000. This investment comprised 3.1% of the total program budget. TCHHS/VS also funds the African American Youth Resource Center program, which is described later in this report.

Eligibility Criteria

Participants are not screened for eligibility to participate in the conferences, although many community residents and youth in the areas surrounding these schools live at under 200% of the poverty level and face significant barriers to self-sufficiency and well-being. Also, conference attendees are referred by the Travis County and City of Austin juvenile court systems to complete community service requirements.

AAYHF: AAMB Conferences

The AAMB Conferences had mixed performance results, exceeding goals on all outcome measures but falling short of targets on two output measures. Staff explained that fewer pre- and post-tests were distributed than anticipated (see second and third outputs) because of the nature of two conferences held: one was a financial literacy conference, which attracted fewer middle and high school students than anticipated and which was mainly attended by college students and community adults; the other conference was a holiday celebration and graduation/promotion event in which most attendees had previously taken the pre- and post-tests. While fewer youth took the pre- and post-tests than expected, staff reported that all of the youth that did take them demonstrated increased awareness of college practicality (see outcome measures).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated adults and youth attending monthly conferences	918	850	108%
Number of High School Youth completing pre- and post-tests	177	350	51%
Number of Middle School Youth completing pre- and post-tests	44	350	13%
Outcomes			
Percentage of High School youth demonstrating increased awareness of college practicality (planning, access and completion)	100% (177/177)	75% (263/350)	133%
Percent of Middle School youth demonstrating increased awareness of college practicality (planning, access and completion)	100% (44/44)	75% (263/350)	133%

African American Youth Harvest Foundation, Inc.

African American Youth Resource Center

Program Description

The African American Youth Resource Center (AAYRC) delivers community-based services and resources to youth and their families. The program works to increase assistance to Truancy Court referred youth and families in creating change within their home regarding their child's commitment to attend school; increase community awareness of the AAYRC and its in-house services, service providers and programs; and increase the number of African American youth and families obtaining "One Stop Shop" services and resources to address their academic, physical/mental, financial/employment, relationship and spiritual support needs.

The AAYRC serves as a one-stop resource to students and their families through a variety of initiatives that provide direct services at the center itself and/or connect families to a host of off-site social services through a case management system. Services provided on-site include: a Truancy Court/Family Academy program designed to provide coaching and positive re-direction for parents/students with attendance and truancy court violations; a homework and educational program, including mentoring, one-on-one coaching, and personalized instruction; health, wellness, counseling and sustainable life programs, including health screenings and other services for achieving healthy lifestyles; an employment assistance clearinghouse with college and career preparation services; and the Dell Youth Communication and Information Technology Initiative (CITI) program, which provides technology learning opportunities through workshops, enrichment activities, and an accessible Technology Resource Room. Tenant service providers at the AAYRC also provide a variety of services to youth and their families.

Funding

The total TCHHS/VS investment in the African American Youth Resource program for 2013 was $257,000. This investment comprised 31.7% of the total program budget. TCHHS/VS also funds the AAMB Conferences program, which is described earlier in this report.

Eligibility Criteria

The AAYRC provides services to K-12 and college-aged youth (6-23) and their families residing in the Northeast Corridor of Austin, predominantly in ZIP codes, 78721, 78723, 78724, 78725, 78752 and 78754.

African American Youth Harvest Foundation, Inc.

African American Youth Resource Center

Many community residents and youth in these ZIP codes live at under 200% of the poverty level and face significant barriers to self-sufficiency and well-being. The program also serves other urban minority youth and families throughout the Greater Austin area who face significant barriers to achieving improved quality of life, such as individuals with criminal backgrounds, unemployed individuals, and those who experience barriers to accessing health, educational, and/or technology resources.

AAYHF: African American Youth Resource Center

The African American Youth Resource Center met or exceeded all but one performance target. Staff noted that clients sought out services, especially with counselors, repeatedly and on more of an ongoing basis than expected (see the second output). According to staff, there was a shift in city services being offered at the Youth Resource Center, which focused more on adult and chronic disease-related classes; as a result, fewer social service connections were facilitated for children and youth (see the third output). Program staff reported that an increase in staff had a positive impact on the Center's ability to deliver more youth programs and, thus, the number of clients receiving ongoing services (see fourth output). There was also an increase in the number of clients who participated in the Family Academy (see the fifth output), which staff explained was a result of consistent court referrals from Precincts 2, 3, and 5, as well as an increase in referrals from Precinct 2. Youth/adults receiving ongoing services/programs showed increased quality of life outcomes (see the first outcome) and accessed college/employment resources or supports (see the second outcome) than projected. Staff attributed these results to ongoing satisfaction and continued participation in the Youth Resource Center's programs and services.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of youth and adults accessing services through the AAYRC (unduplicated)	1,941	1,900	102%
Number of youth and adults accessing services through the AAYRC (duplicated)	8,512	5,000	170%
Number of social service connections facilitated	846	1,000	85%
Number of unduplicated youth and adults receiving ongoing AAYHF services through the AAYRC	1,095	250	438%
Number of youth/adults who participate in the Travis County Court referred Family Academy	214	150	143%
Outcomes			
Percentage of youth/adults receiving AAYHF ongoing services/programs who showed increased quality of life outcomes (academic, health, financial, and/or employment)	100% (1,095/1,095)	90% (225/250)	111%
Percentage of youth/adults receiving AAYHF ongoing services/programs who accessed one or more college/employment resources or supports	100% (1,095/1,095)	90% (225/250)	111%

Any Baby Can of Austin, Inc.

Any Baby Can of Austin

Program Description

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

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

Funding

The total TCHHS/VS investment in the Any Baby Can of Austin program for 2013 was $179,538. This investment comprised 4.8% of the total program budget.

Any Baby Can of Austin, Inc.

Any Baby Can of Austin

Eligibility Criteria

Any Baby Can clients receiving services supported by Travis County must be residents of Travis County and have a family income of no more than 200% of the Federal Poverty Income Guidelines (FPIG). Agency services provided to families who do not meet these criteria, who live outside Travis County, or who are over 200% FPIG are supported by other grants, contracts, or donations. Eligibility criteria for specific services include the following:

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

Any Baby Can of Austin, Inc.: Any Baby Can

Any Baby Can met or exceeded all but one performance measure. Staff reported that the total number of clients served (see the first output) was higher than expected due to the rollover of continuing clients from 2012. More clients were also served through Early Childhood Intervention (ECI) services than anticipated, which staff explained was due to the efforts of a new, dedicated Child Outreach Coordinator (see second output). The Healthy and Fair Start (HFS) program was unable to serve as many clients as anticipated, which staff noted was due to a loss of funding related to the discontinuation of stimulus funding (see the fourth output). Staff said the continuity of the Parenting Education program's service, quality, time and location resulted in increased referrals and attendance, thereby, increasing the number of clients served (see fifth output).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	3,326	2,700	123%
Number of unduplicated clients served through Early Childhood Intervention (ECI) services	513	400	128%
Number of unduplicated clients served through the Comprehensive Advocacy and Resources for Empowerment (CARE) program including children with cancer specifically served in Candlelighters (CDL)	274	300	91%
Number of unduplicated clients served through the Healthy and Fair Start (HFS) Program	166	200	83%
Number of unduplicated clients served through the Parenting Education program	2,228	2,000	111%
Outcomes			
Percentage of unduplicated children completing ECI services who achieve at least 50% of their service plan goals	87% (108/124)	90% (108/120)	97%
Percentage of unduplicated children completing medical case management (CARE and Candlelighters) and achieving 75% of their service plan goals	96% (93/97)	90% (144/160)	107%
Percent of unduplicated parents who complete the child development program (HFS) and achieve 75% of service plan goals	92% (48/52)	91% (50/55)	102%

Any Baby Can of Austin, Inc.: Any Baby Can

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage of parents who show an increase in understanding the tools provided in the parenting classes	94% (2,238/2,370)	90% (900/1,000)	105%

Austin Independent School District

Travis County Collaborative Afterschool Program

Program Description

The goal of the Travis County Collaborative Afterschool Program is to develop a community of learners by involving teachers and community organizations in providing a well-rounded, comprehensive afterschool program and social services to Ann Richards, Gus Garcia, Pearce, Paredes, and Webb Middle Schools. The activities and social services work to reinforce student academic skills, increase student motivation for learning, and improve student behavior. Afterschool activities include afterschool enrichment and academic classes, homework help and tutoring services, and college- and workforce-readiness classes. Prevention programs include case management, mentoring, small-group counseling, anger management, and leadership development.

Funding

The total TCHHS/VS investment in the Travis County Collaborative Afterschool Program for 2013 was $544,800. This investment comprised 59.8% of the total program budget. TCHHS/VS also funds the Adult Education/English Language Learners program, which is described in the Education issue area report.

Eligibility Criteria

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

Austin ISD: Travis County Collaborative Afterschool Program

Austin ISD had mixed performance results during their 2013 contract period. The program was able to serve more students than expected (see the first output), which staff credited to the site coordinators' continued recruitment of students. The number of students served directly affects the cost per day per student (see the second output). The program fell short on measures relating to mean grade point average, attendance, and discipline removal rates of participating students compared to non-participating students (see the first, fifth, sixth, and seventh outcomes). Staff found that comparing students to the general student population was problematic since their core students were recruited based on high risk factors such as academic need and discipline rates.

Staff attributed the site coordinators' recruiting efforts to higher attendance rates, which staff note are factors in grade promotion (see the third outcome). While the number of students surveyed was lower than staff had hoped, due to timing and a change in survey delivery, the results of those who responded was higher than anticipated (see the fourth, eighth, and ninth outcomes).

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

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students served	2,569	1,125	228%
Cost per day per student	$3.03	< $5.00	Met Goal
Outcomes			
Percentage point difference between mean grade point average of students participating in academic programs compared to non-participating students	1% lower	2% higher	Did Not Meet Goal
Percentage of core participants who are promoted to the next grade level	85% (572/674)	80% (360/450)	106%
Percentage of participants who are promoted to the next grade level	90% (722/806)	80% (540/675)	112%
Percentage of participating students who report positive attitudes about school	95% (107/113)	80%	118%

Austin ISD: Travis County Collaborative Afterschool Program

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage point difference between school day attendance of participating students compared to school day attendance of non-participating students	0%	2% higher	Did Not Meet Goal
Percentage point difference between criminal discipline removal rates of students participating in prevention programs compared to non-participating students	2% higher	1% lower	Did Not Meet Goal
Percentage point difference between non-criminal discipline removal rates of students participating in prevention programs compared to non-participating students	15% higher	1% lower	Did Not Meet Goal
Percentage of students who report that they feel safe in their after school program and that the after school program helps them avoid risky behaviors.	96% (108/113)	75%	127%
Percentage of students who report positively about self-efficacy and ability	94% (106/113)	75%	125%

Big Brothers Big Sisters of Central Texas, Inc.

Mentoring

Program Description

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

Funding

The total TCHHS/VS investment in the Mentoring program for 2013 was $62,257. This investment comprised 3.9% of the total program budget.

Eligibility Criteria

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

Big Brothers Big Sisters of Central Texas, Inc.: Mentoring

The Mentoring program met or exceeded all performance targets. Staff explained that the program centers around creating and supporting multi-year one-on-one mentoring relationships; therefore, there was a large amount of carryover clients from 2012 (see all outputs).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	1,644	1,250	132%
Number of clients provided mentors or supportive relationships	1,313	1,060	124%
Number of clients matched with a mentor for a minimum of 3 months	1,240	954	130%
Outcomes			
Percentage of clients matched with a mentor for a minimum of 3 months who remained or re-enrolled in school or vocational training	99% (1,229/1,240)	90% (860/954)	110%
Percentage of clients matched with a mentor for a minimum of 3 months who improved their academic performance	97% (1,208/1,240)	90% (860/954)	108%

Boys & Girls Clubs of the Austin Area

GREAT Futures Initiative

Program Description

The goal of Boys & Girls Clubs of the Austin Area (BGCAA) is to serve youth with a safe place to go after school, five healthy snacks a week, and proven programming that strives to help Club members excel academically and prepare for high school, college, and a future career. The program also aims to help youth avoid high risk behaviors, as well as gain the skills and confidence to make smart decisions in the face of peer pressure. Some examples of programs include tutoring and targeted academic assistance, drug and alcohol prevention programming, hands-on technology programs, sports leagues, recreation time, fine arts enrichment, and community service-oriented programs and field trips. Programming focuses on Boys & Girls Clubs of Austin Area's Core Focus areas of Healthy Lifestyles, Character and Leadership Development, and Academic Success.

Funding

The total TCHHS/VS investment in the GREAT Futures Initiative program for 2013 was $150,000. This investment comprised 20% of the total program budget.

Eligibility Criteria

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

Boys & Girls Club of the Austin Area: GREAT Futures Initiative

The GREAT Futures Initiative had mixed performance results, meeting or exceeding all of their outputs but falling short on both outcomes. Staff reported that when program goals were set, clubs at three different schools were being considered to close. Those school clubs remained open and three additional school-based sites were opened in three elementary schools, resulting in a higher number of clients served (see the first output). Staff reported that several strategies were put in place to increase retention (see the second output), including retaining staff through an hourly wage increase, celebrating and rewarding youth attendance goals, and demonstrating the impact youth voice had on the program schedule. Staff noted that unforeseen technological problems and timing issues created an inability to report on some data, which staff attributed to lower performance regarding attendance and behavior incidents than anticipated (see the first and second outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	6,449	4,200	154%
Number of youth that attend 30 or more days in the program	3,175	2,400	132%
Number of youth that complete a Character & Leadership Development program at a Boys & Girls club	1,249	1,360	92%
Outcomes			
Percentage difference between school day attendance of program participants compared to school day attendance of their peer group	1% higher	2% higher	Did Not Meet Goal
Percentage difference in behavior incidents of program participants compared to behavior incidents of their peer group, as measured by in or out of school suspensions.	1% higher	2% lower	Did Not Meet Goal

Child Inc

Early Education and Care

Program Description

Child Inc strives to increase school readiness among low-income preschool children through the provision of quality comprehensive early childhood development services. The ultimate goal is to enable economically disadvantaged children to succeed in school in order to become self-sufficient adults. Child Inc operates five service delivery models: Head Start and Early Head Start Extended Day Centers; Head Start/ISD Collaboration Centers; Head Start/ISD Visiting Teacher (VT) Program; and Traditional Home-Based Services. In all models, children receive education, health, dental, nutrition, mental health and special needs services as indicated.

Funding

The total TCHHS/VS investment in the Early Education and Care program for 2013 was $208,780. This investment comprised 1.4% of the total program budget.

Eligibility Criteria

The program serves children ages 0-5 residing in Travis County that meet one of the following requirements: family income is at or below 100% of the federal poverty threshold, parent or caregiver receives TANF or SSI, the child or family are homeless, or the child is in foster care. Head Start allows up to 10% of enrolled children to be from families above the poverty threshold. After all eligible families below the poverty threshold are served, Child Inc can enroll families between 100%-130% of the poverty threshold. Head Start requires that 10% of enrolled children have a disability. All Child Inc children enrolled in Head Start must be Travis County residents.

Children served in the Head Start Extended Day Centers must have parents who are working, in school or in training. Other service models do not have this requirement.

Child Inc: Early Education and Care

Child Inc had mixed performance results in 2013, meeting or exceeding performance targets on most measures but falling short of goals on two measures. Program staff explained that two enrollment procedures fall into one county contract year, so the number of children and parents served was higher than anticipated (see the first, second, fourth and sixth outputs). Child Inc operated 13 sites rather than the 15 projected (see the second outcome), which staff reported was due to one potential site falling through and another being delayed due to remodeling and city permit delays. Performance on this measure was also lower than anticipated, which staff reported was due to the withdrawal of one application when that center's director resigned, as well as the addition of a new site, which was not in place long enough to be certified/accredited. Program staff noted that assessment scores were redefined during the year to reflect the percentage improvement of the total group of children instead of the numbers of individuals who improved by various percentage rates (see the third outcome). As a result, staff explained they were unable to report on the projected measure.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	3,922	2,120	185%
Number of unduplicated parents served	5,849	2,756	212%
Number of unduplicated Early Head Start/Head Start children served in extended day center care	803	775	104%
Number of unduplicated children served in Head Start/ISD Collaboration Centers	1,337	544	246%
Number of unduplicated children served in Head Start/ISD Visiting Teacher Program	530	506	105%
Number of unduplicated children served in traditional home-based services	596	295	202%
Outcomes			
Percentage of parents in school, training or work as result of extended day child care	87% (995/1,140)	92% (914/994)	95%
Percentage of extended day child care sites that meet quality standards	85% (11/13)	100% (15/15)	85%
Percentage of children whose aggregate assessment scores increase by at least 20% during the school year	0% (0/3,922)	85% (1,802/2,120)	0%

Communities in Schools of Central Texas

Dropout Prevention

Program Description

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

Funding

The total TCHHS/VS investment in the Dropout Prevention program for 2013 was $100,000. This investment comprised 65.8% of the total program budget. TCHHS/VS also funds the Care Coordination Program for Youth and Family Assessment Center, which is described in the Behavioral Health issue area report.

Eligibility Criteria

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

Communities in Schools of Central Texas: Dropout Prevention

The Dropout Prevention program met or exceeded all but one performance measure goal. Program staff reported that increased referrals for services during the fall semester attributed to an increase in the number of youth who received ongoing case management services (see the second output). No students exited the program during the fourth quarter; therefore, as staff explained, no data was reported during the last quarter for either outcome measure. Staff attributed the lower performance on mental health or other behavioral outcomes (see the first outcome) to the severity of the needs of the students served. A higher percentage of students progressed to the next academic level than anticipated (see the second outcome), which staff noted was a result of a particular focus on students' academic progress.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	548	500	110%
Number of unduplicated clients receiving ongoing case management services	527	400	132%
Outcomes			
Percentage of students who exited ongoing case management services and achieved at least one projected mental health or other behavioral outcome	71% (223/312)	85% (196/230)	84%
Percentage of students who exited ongoing case management services and progressed to the next academic level	99% (265/269)	85% (196/230)	116%

Greater Calvary Rites of Passage

CCL Development Lab

Program Description

The CCL (Character Centered Leadership) Development Lab program strives to develop character-centered leaders of high integrity committed to excellence and working to build family and community. Character Education participants meet each Saturday for four hours and attend six core classes, including Character, Competence, Attitude, Discipline, Choice, and Culture classes. Youth may also participate in the Workstudy Project, working six hours per day and attending structured classes two hours per day during the summer months; during the school year, youth work two hours per day and attend classes four hours each Saturday. Finally, the Eagle Project works to ensure that youth continue their education after high school by providing assistance in resume building, college scholarship applications, and college preparation, including information sessions and tours for cadets and parents that will allow them to make informed post-high school continuing education decisions.

Funding

The total TCHHS/VS investment in the CCL Development Lab program for 2013 was $31,482. This investment comprised 39% of the total program budget.

Eligibility Criteria

This program targets youth who reside in northeast Austin, in the Austin Independent School District (AISD) attendance zones within ZIP codes 78723, 78724, and 78752. However, any interested youth between the ages of 5 and 17 may join the program. Youth must commit to attending a minimum of 80% of the Saturday sessions and their parent or guardian must attend at least four parent workshops. Workstudy Project participants must be 10 to 17 years of age.

Greater Calvary Rites of Passage: Character Centered Leadership Development

Performance Goals and Results

This program had mixed results on performance, falling short on all output measures but meeting all outcome measures. Staff attributed the low number of clients served (see the first output) to economic and family emergencies. As staff explained, this had a direct affect on program participation and completion (see remaining outputs). Program staff noted that the youth committed to the program successfully completed it (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	26	44	59%
Number of youth participating in Workstudy Project	10	15	67%
Number of youth successfully completing Character Education	15	44	34%
Number of youth successfully completing Eagle Project	3	10	30%
Outcomes			
Percentage of youth served that remain in school	100% (41/41)	100% (44/44)	100%
Percentage of youth served that remain alcohol and drug free	100% (41/41)	100% (44/44)	100%
Percentage of youth served that complete the 12 month Character Traits Curriculum and score 80% or better on Post Test	100% (15/15)	80% (35/44)	126%

LifeWorks

Youth Development

Program Description

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

Funding

The total TCHHS/VS investment in the Youth Development program for 2013 was $72,561. This investment comprised 6.5% of the total program budget. TCHHS/VS also funds three additional programs at LifeWorks: the Housing program, which is described in the Housing Continuum issue area report; the ABE-ESL program, which is described in the Education issue area report; and the Counseling program, which is described in the Behavioral Health issue area report.

LifeWorks

Youth Development

Eligibility Criteria

The GED and Literacy program serves youth between the ages of 16 and 26 who have dropped out of school or are parenting. These youth face circumstances that hinder their success in school, such as homelessness, pregnancy, parenthood, or involvement in the juvenile justice system, and may have unsuccessfully attended alternative schools that were unable to meet their needs. Clients supported through TCHHS/VS funds must be residents of Travis County and have an annual household income that does not exceed 200% of the Federal Poverty Income Guideline level.

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

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

LifeWorks: Youth Development

Performance Goals and Results

The Youth Development program met or exceeded all of their performance measure goals. Staff noted that higher enrollments of pregnant and parenting teens resulted in an increased demand for group services at area high schools (see the second output). According to program staff, GED program instructors offered student-centered activities to Literacy Track students, which helped boost students' academic levels (see the first outcome). Staff noted that student response to surveys continued to exceed expectations as a result of students being positively impacted by the program's information (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of all unduplicated clients served in the GED program (includes Literacy Track students)	210	200	105%
Number of unduplicated clients provided Teen Parent Services (case management, support group and informational presentations)	133	108	123%
Number of unduplicated clients provided REAL Talk/ Pregnancy Prevention services	597	600	100%
Outcomes			
Percentage of Literacy Track students in the GED program demonstrating an increase of at least one grade level in math, reading, and/or writing	90% (122/136)	70% (74/105)	127%
Percentage of unduplicated Teen Parent Services case management clients not experiencing a subsequent pregnancy while in services	96% (69/72)	90% (54/60)	106%
Percentage of unduplicated REAL Talk/Pregnancy Prevention clients completing at least 75% of classes, including completion of both pre- and interim (post) surveys, reporting that they are less likely to have sexual intercourse in the next year	91% (480/530)	60% (288/480)	151%

The Overton Group

Early Childhood Spanish Language Program

Program Description

The Early Childhood Spanish Language Program aims to integrate diverse groups of students and create bilingual proficiency by providing students with the essential tools to communicate across the Spanish and English languages and cultures. By promoting Spanish language instruction and cultural exchange in day care centers, The Overton Group aims to provide a foundation for students who will participate in the dual language program being instituted in the Austin Independent School District (AISD), and for others who will continue to learn Spanish through elementary and secondary schools.

Funding

The total TCHHS/VS investment in the Early Childhood Spanish Language Program from February 1,2013 to December 31, 2013 was $25,000. This investment comprised 43.2% of the total program budget.

Eligibility Criteria

This program is open to children ages 3 to 4 at the Ebenezer Child Development Center (CDC) located in the 78702 ZIP code, who the staff at Ebenezer CDC feel are developmentally ready to participate in the Spanish program.

The Overton Group: Early Childhood Spanish Language Program

The Early Childhood Spanish Language Program met or exceeded all of their performance goals. Staff reported that the program response was much greater than anticipated, with more students enrolling than projected (see the first output). Although students improved their language skills across all three outcomes, staff reported that the pre and post tests were generated using the SUBE curriculum, which staff have determined was not a developmentally appropriate program for a pre-kindergarten audience, and which was not consistently followed by the teachers.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	27	16	169%
Outcomes			
Percentage of children who improve their receptive language skills in Spanish	81% (61/75)	81% (13/16)	100%
Percentage of children who improve their expressive language skills in Spanish	77% (58/75)	81% (13/16)	95%
Percentage of children who improve their pragmatic language skills in Spanish	76% (57/75)	81% (13/16)	94%

Pflugerville Independent School District

After the Bell

Program Description

The After the Bell Program provides high-quality extended learning and enrichment opportunities outside of the regular school day for students who are identified as at-risk. Addressing the needs of the total child leads to academic success. The enrichment component of After the Bell allows the District to address social, emotional, and health needs of students in a safe, nurturing environment. The program provides services after school and during the summer. The components of the school year program include: tutorial classes in the core content areas based on student assessment data; homework assistance; enrichment classes based on a survey of student interests; group counseling and/or mentoring; informational session on health and wellness topics; and college and career readiness activities. The summer program centers around a combination of academic and enrichment classes for elementary students in need of assistance. Transportation is provided to and from the summer program.

Funding

The total TCHHS/VS investment in the After the Bell program for 2013 was $92,212. This investment comprised 84.4% of the total program budget.

Eligibility Criteria

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

Pflugerville ISD: After the Bell

The After the Bell program met or exceeded all performance goals. Program staff reported that the number of students served (see the first output) was higher than projected due to the time frame of the contract, which encompassed two school years and allowed students to enroll in either the Spring or the Fall semester.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated students served	193	100	193%
Number of discipline referrals	1	199	Met Goal
Number of unexcused absences	451	999	Met Goal
Number of students identified as making gains on district assessments	96	90	107%
Outcomes			
Average number of discipline referrals per student	0.01 /student	< 2/student	Met Goal
Average number of unexcused absences per student	2.34/student	<10/student	Met Goal
Average number of students showing academic growth	90% (96/107)	90	100%

River City Youth Foundation

Dove Springs Youth Services

Program Description

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

Funding

The total TCHHS/VS investment in the Dove Springs Youth Services program for 2013 was $45,083. This investment comprised 33.3% of the total program budget.

Eligibility Criteria

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

River City Youth Foundation: Dove Springs Youth Services

The Dove Springs Youth Services program surpassed performance targets across all measures. Program staff explained that they've seen increasingly high demand for their services, as Dove Springs continues to grow in poverty and the increased demand for youth prevention services (see the first output). Staff reported that the flooding in Dove Springs, as well as the winter holidays, increased demand for services to families impacted by the floods (see the second and third outputs). More clients maintained or improved academic performance (see the first outcome) as well as attitude/behavior (see the second outcome), which staff attributed to quality instruction and relationship building as well as the provision of comprehensive wraparound services, like counseling, academics, mentoring, and bilingual parental support.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	187	111	168%
Number of clients provided case management services	70	25	280%
Number of clients provided parental and community outreach	640	90	711%
Outcomes			
Percentage of clients with maintained or improved academic performance	88% (135/153)	70% (78/111)	126%
Percentage of clients with maintained or improved attitude/behavior	90% (154/171)	80% (89/111)	112%

Workforce Solutions–Capital Area Workforce Board

Child Care Local Match

Program Description

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

Funding

The total TCHHS/VS investment in the Child Care Local Match program from October 1, 2012 to September 30, 2013 was $223,741. This investment comprised 13% of the total program budget. TCHHS/VS also funds two additional programs at Workforce Solutions: the Rapid Employment Model program, which is described in the Workforce Development issue area report, and the Quality Child Care Collaborative program, which is described later in this report.

Eligibility Criteria

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

Workforce Solutions: Child Care Local Match

The Child Care Local Match program exceeded both performance measure goals. Staff reported that the program served more children than projected (see the output), because the total performance goal was underestimated for the year. Program staff explained that the total performance goal for the amount of federal funds leveraged (see the outcome) was mistakenly set at total expenditures rather than the amount of federal funds leveraged.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	344	312	110%
Outcomes			
Amount of federal funds leveraged	$1,866,270	$1,503,369	124%

Workforce Solutions–Capital Area Workforce Board

Quality Child Care Collaborative

Program Description

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

Funding

The total TCHHS/VS investment in the Quality Child Care Collaborative program for 2013 was $210,000. This investment comprised 19.4% of the total program budget. TCHHS/VS also funds two additional programs at Workforce Solutions: the Rapid Employment Model program, which is described in the Workforce Development issue area report, and the Child Care Local Match program, which is described earlier in this report.

Eligibility Criteria

The QC3 program serves child care providers and staff (owners, directors, and classroom teachers) that serve low-income families in Austin and/or Travis County, as well as low-income children and families receiving child care services, and other stakeholders. To be eligible for QC3 services, a provider must be a licensed child care center that serves low-income children receiving childcare subsidies. The program strives to recruit providers with at least 5% enrollment of subsidized, low-income families. Many of QC3's participating child care centers are located in neighborhoods of high-density poverty.

Workforce Solutions: Quality Child Care Collaborative

The Quality Child Care Collaborative program met or exceeded all performance goals. Program staff noted that additional training opportunities were offered to meet demand and customer requests (see the first output and the first outcome). Staff explained that recruiting efforts increased the number of mentoring sites (see the second output), and that there were more centers certified or showing upward movement than anticipated (see the third output, second outcome, and third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of early childhood education staff enrolled in training	3,559	1,500	237%
Number of providers receiving mentoring services through the Quality Child Care Collaborative (QC3)	46	36	128%
Number of early childhood providers achieving Texas Rising Star Provider status for the first time, after 1/1/2013	18	13	138%
Total amount of Jeanette Watson wage supplements awarded to eligible early childhood staff	$188,450	$200,000	94%
Outcomes			
Percentage of early childhood staff completing training	100% (3,559/3,559)	80% (1,200/1,500)	125%
Percentage increase in early childhood centers showing upward movement within the TRS quality rating system	50% (23/46)	25% (9/36)	200%
Percentage increase in early childhood centers having a TRS certification	13% (18/138)	10% (13/125)	125%

Appendix

2013 Federal Poverty Income Guidelines

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

Household Size	Income Limits for Threshold Levels				
	50%	100%	125%	150%	200%
1	$5,745	$11,490	$14,363	$17,235	$22,980
2	$7,755	$15,510	$19,388	$23,265	$31,020
3	$9,765	$19,530	$24,413	$29,295	$39,060
4	$11,775	$23,550	$29,438	$35,325	$47,100
5	$13,785	$27,570	$34,463	$41,355	$55,140
6	$15,795	$31,590	$39,488	$47,385	$63,180
7	$17,805	$35,610	$44,513	$53,415	$71,220
8	$19,815	$39,630	$49,538	$59,445	$79,260
For families/households with more than 8 persons, add $4,020 for each additional person.					

Data source: "2013 Poverty Guidelines," U.S. Department of Health & Human Services, *Federal Register*, Vol. 78, No. 16, January 24, 2013, pp. 5182-5183, http://aspe.hhs.gov/poverty/13poverty.cfm.

2013 Austin Median Family Income Guidelines

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

Household Size	Income Limits for Threshold Levels		
	30% (Extremely Low)	50% (Very Low)	80% (Low)
1	$15,400	$25,650	$41,000
2	$17,600	$29,300	$46,850
3	$19,800	$32,950	$52,700
4	$21,950	$36,600	$58,550
5	$23,750	$39,550	$63,250
6	$25,500	$42,500	$67,950
7	$27,250	$45,400	$72,650
8	$29,000	$48,350	$77,300

Data source: "Austin–Round Rock–San Marcos, TX MSA FY 2013 Income Limits Summary," U.S. Department of Housing and Urban Development, http://www.huduser.org.

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