Child and Youth Development

FY 2016 Community Impact Report

Travis County Health and Human Services & Veterans Service

Research & Planning Division

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

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TRAVIS COUNTY
HEALTH and HUMAN SERVICES & VETERANS SERVICE

PURPOSE

Who we are:

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

What we do:

Address community needs through internal and external investments and services

What we strive to accomplish:

Maximize quality of life for all people in Travis County

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

VALUES

We value helping people.

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

We value the accountability and integrity of our staff.

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

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

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

Table of Contents

Introduction 6

Community Conditions 8

Investment Overview 18

Any Baby Can of Austin, Inc.: Early Childhood Intervention Services 21

Any Baby Can of Austin, Inc.: Professional Early Childhood Services 24

Austin Child Guidance Center: Infant & Early Childhood Mental Health Project . . . 27

Austin Community College District: Teacher TRAC and Director TRAC 29

AVANCE–Austin, Inc.: Parent and Child Education Program 32

Big Brothers Big Sisters of Central Texas: One-To-One Mentoring 34

Boys & Girls Clubs of the Austin Area: Great Futures Start Here 36

Child Inc: Early Education and Care 39

Communities In Schools of Central Texas: ASPIRE/Teen Parent Program 42

Communities In Schools of Central Texas: Travis County XY–Zone Program 46

Easter Seals Central Texas: Early Childhood Intervention 49

Foundation Communities: Afterschool and Summer Youth Programs 51

GENaustin: Long Term Program for Girls (clubGEN and 180) 54

Goodwill Industries of Central Texas: Goodwill Career Launch 56

Table of Contents

Workforce Solutions Capital Area Workforce Board: Child Care Local Match 60

Workforce Solutions Capital Area Workforce Board: Continuity of Child Care Services System 62

Workforce Solutions Capital Area Workforce Board: Quality Child Care Collaborative 65

Appendix..... 69

Endnotes..... 70

Introduction

The Travis County Commissioners Court, through Travis County Health and Human Services & Veterans Service Department (TCHHS/VS), annually invests over $18.8 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 *FY 2016 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—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 conditions 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 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.

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

Notes on Methodology

Community conditions discussed in this report reflect the most recent information available at the time of writing. The majority of the social service contracts included in the report followed a fiscal year calendar (October 1, 2015 through September 30, 2016) unless otherwise noted. Program and performance highlights are drawn from contracts and reports provided by contracted service providers. Estimates from the American Community Survey have been tested at a 90% confidence level for reliability. In some cases, all noted, estimates were unreliable due to small sample sizes.

Considerations When Reading This Report

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

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

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

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

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

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

Community Conditions

Child and Youth Development Goals and Services

Programs and services within this issue area promote 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 local, state, and national 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.

Highlights of Community Conditions

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

Demographics

Children under age 18 comprise about 23% (267,942) of Travis County's total population.[1] This segment of the population has grown by 5% from 2011 to 2015,[2] while in the same time period the overall population has grown by 11%.[3]

Travis County has a diverse child and youth population. The majority of Travis County children (70%) identify as White only, followed by "Some Other Race" (10%), Black alone (9%), Asian alone (6%), and "Two or More Races" (6%).[4,5,6,7,8] Almost one-half (47%) of children in Travis County are of Hispanic origin.[9,a]

Of Travis County children ages 5 to 17, 65% speak only English at home and 35% speak a foreign language at home. For the majority of those who speak a non-English language at home, it is Spanish (29% of all children).[10] Other non-English languages spoken at home by Travis County children include Asian and Pacific Island languages (3% of all children) and Indo-European languages (2% of all children).[11,b]

In 2015, the poverty rate for children under age 18 (18%) was higher than the overall individual poverty rate (13%). The child poverty rate has ranged from 18-26% over the past five years, remaining higher than the overall population each year.[12]

Poverty Status by Age
Population for Whom Poverty Status is Determined, Travis County, 2010-2014

	2011	*2012*	*2013*	*2014*	*2015*
Individuals in Poverty	192,436	197,657	176,920	193,753	153,579
Individual Poverty Rate	18%	18%	16%	17%	13%
Children (under 18) in Poverty	63,680	67,791	55,554	63,659	48,676
Child Poverty Rate	25%	26%	22%	24%	18%

Created by: Travis County HHS/VS, Research & Planning Division, 2016
Source data: 2015 American Community Survey 1–Year Estimates, C17001

About one-third (30%) of Travis County households include children; the majority (72%) of those households are headed by married-couple families, 21% by female householders with no husband present, and 7% by male householders with no wife present.[13]

a The U.S. Census Bureau considers race and Hispanic origin as two separate and distinct concepts. Hispanics and Latinos may be of any race.
b The estimate for Indo-European languages is not reliable at a 90% confidence level.

Protective Factors and Risk Factors

Children and youth benefit from healthy, stable relationships with adults, including familial relationships.[14] The relationships children have with their parents or caregivers can act as protective factors.[15,c] Healthy and stable attachments during early childhood create a foundation for a wide range of positive developmental outcomes, such as self-confidence, motivation to learn, school achievement, ability to control aggressive impulses, and the ability to develop healthy relationships.[16] Research shows that effective parental monitoring[d] can reduce adolescents' risk for pregnancy, physical aggression, injury, skipping school, and drug, alcohol, and cigarette use.[17] Parent engagement[e] is linked to better student behavior, higher academic achievement, and enhanced social skills.[18]

Economic hardship can be a substantial risk for children. Parents and guardians need to earn significantly more than the federal poverty income guidelines to meet the basic needs of their families. Poverty and low-income conditions can put children's learning and health at risk. Especially in early childhood, poverty can have harmful long term cognitive, social, emotional, and health outcomes.[19] In 2015, the federal poverty income guidelines (FPIG) defined poverty for a family of four as annual income equal to or less than $24,250.[20] By comparison, the Center for Public Policy Priorities Better Texas Family Budget tool shows that a two-parent family with two children and employer-sponsored health insurance would need to earn $50,016 annually to afford basic expenses in the Austin-Round Rock-San Marcos area.[21]

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.[22] In 2015, the Texas Department of Family and Protective Services reported that there were 12,354 alleged victims of child abuse/neglect in Travis County, with 2,495 confirmed victims, 745 children[f] removed from their homes, and 2 child abuse/neglect related fatalities.[23] During the same year, according to the Texas Department of Public Safety, there were 8,119 incidents of family violence reported in Travis County.[24]

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

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

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

f Includes removals from all stages of investigation of alleged abuse or neglect and related CPS service.

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 2015, roughly 39% of children lived in a two parent household with both parents in the workforce, 31% of children lived in a two parent household with one parent in the workforce, and 23% of children lived in a one parent household with the only parent in the workforce. About 6% of children lived in households with no parent in the workforce.[25]

Child care can comprise a substantial portion of family expenses for all families, regardless of income. 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 are often one of the highest budget items for families.[26] The most recent Texas Child Care Market Rate Survey conducted for the Texas Workforce Commission (TWC) notes a continued trend: the Capital Area Region (including Travis County), and parts of the Dallas Fort Worth region (including Tarrant County), are the most expensive in the state.[27] In 2016, the average cost of full-time child care for a toddler ranged from $7,167 per year in a registered child care home to $8,233 per year in a licensed child care center.[28] The average cost for infant care ranged from $7,608 to $8,815 per year, respectively.[29,g]

Research shows that high quality child care supports the successful cognitive, social, and emotional development of young children.[30] 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. In May 2015, the Texas Rising Star assessment and certification process changed. Higher quality standards went into effect statewide, and resulted in a decrease in the number of quality-rated providers. Many providers did not pass the assessment process or voluntarily withdrew from the program. Overall, Travis County had 131 quality-rated child care providers in 2014.[31] In September 2015, the number of quality-rated providers in Travis County had dropped to 104,[32] and by September 2016, there were 97.[33]

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

g 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[h] ages birth to five in low-income families. During the 2015-2016 program year, the funded slots for Head Start and Early Head Start children was 1,672 and 216, respectively.[34]

Child Care Subsidy Program

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.[i] During the 2016 fiscal year, the Child Care Subsidy program served a total of 6,058 Travis County children.[35] The number of children served by age category included: 1,104 infants, 1,314 toddlers, 2,006 preschool age children, and 1,634 school age children.[36]

In 2015, The Texas Workforce Commission adopted significant rule changes related to the statewide implementation of Child Care Development Fund (CCDF) dollars.[37] The most significant change is a shift to annual eligibility for families.[38] This means families will enter the child care subsidy system and have stable care for one full year. This change will have a major impact on the child care system overall. Dollars will serve fewer families for longer periods of time, which is a good change for families who receive care, but it will be much harder to access care. We can expect to see local child care waiting lists grow.[39]

Prekindergarten

Many families rely on public prekindergarten for both early education, and as means of child care. Recent evidence highlights the importance of pre-k program quality. A 2013 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] A Tennessee-based 2015 randomized control trial, however, found more complex results. Study results show that by second grade, children who participate in public pre-k programs lacking critical elements of

h 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.

i 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 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 Texas Department of Family and Protective Services are also eligible for subsidized child care.

quality[j] begin to score lower on most measures.[41] The 2015 study highlights the importance of program quality when scaling public pre-k programs up to serve high numbers of potential low-income, vulnerable children.

Many low-income families cannot afford to pay for private programs and can only access public prekindergarten programs. In Texas, school districts are only required to offer free, half-day prekindergarten if specific eligibility criteria are met.[k] 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.

The number of Central Texas children ready for kindergarten fell from 53% in 2015 to 41% in 2016.[42] When family economic status is considered, only 30% of children from low-income households are kindergarten-ready, compared to 51% of children from households that are not low income.[43] The drop in overall school readiness is a trend to watch. It is not yet clear what factors contributed to the drop, but local stakeholders are working to understand and respond. Despite the drop in overall school readiness, Central Texas children with prekindergarten experience were still about three times more likely to be ready for kindergarten than children who did not attend a prekindergarten program.[44]

Demand for Youth Services and Supports

Out of School Time

Travis County is home to over 188,331 school-age children ages 5 to 17.[45] 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.[l] Quality afterschool programming has been proven to positively affect attendance, test scores, and grade retention, especially

j Elements of quality can include the emotional tone and quality of classroom instruction, and level of child involvement in math and literacy activities.

k 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.

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

for youth at risk of negative outcomes.[46] Afterschool programs using evidence-based practices[m] 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.[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]

A 2013 state-wide mapping project found that most afterschool programs serve children in kindergarten through 5th grade. Of 3,609 program sites in Texas surveyed, 3,202 sites served K–5th grade children, 634 sites served 6–8th graders, and 276 sites served 9th–12th graders.[49,n] A local mapping study conducted by the Central Texas Afterschool Network found that most students in low-income areas of Travis County were not served by out-of-school-time programs. During the 2010-2011 school year, only 23% of low-income students were served by afterschool programs 30 days or more, the minimum time required for students to achieve benefits according to the U.S. Department of Education.[50] During the summer of 2010, only 15% of the student population attended 20 days or more of summer programming.[51] The majority (78%) of students served were elementary school aged students.[52]

Risky Behaviors

Some of the most prevalent risk taking behaviors that threaten the health and safety of youth include substance abuse (including tobacco), carrying a weapon, suicide attempts, fighting, and risky sexual activity.[53] According to results of the 2013 Youth Risk Behavior Survey of high school students, Texas students may be at greater risk for poor outcomes in some areas than are youth nationally:

- Unintentional injuries: 92.2% of Texas respondents do not wear a helmet while bicycling and 28.7% rode with a driver who had been drinking alcohol[54] (nationally 87.9% and 21.9%, respectively).[55]
- Violence: 9.9% of Texas respondents were physically forced to have sexual intercourse, compared to 7.3% nationally.[56]
- Suicide: 15.6% of Texas respondents made a plan about how they would attempt suicide and 10.1% attempted suicide (nationally 13.6% and 8.0%, respectively.)[57]
- Alcohol and other drug use: 8.3% of Texas respondents have used cocaine at least once, 8.8% have used ecstasy, and 4.8% have used methamphetamines[58] (nationally 5.5%, 6.6%, and 3.2% respectively). 26.4% of Texas respondents were offered, sold, or given an illegal drug on school property, compared to 22.1% nationally.[59]

m Effective programs were identified as having four evidence-based practices, which formed the acronym SAFE for: whether or not program staff used a sequenced step-by-step training approach (S), emphasized active forms of learning by having youth practice new skills (A), focused specific time and attention on skill development (F), and were explicit in defining the skills they were attempting to promote (E).

n Some sites served more than one level of children and youth.

- Sexual behavior: 47.1% of sexually active Texas respondents did not use a condom during their last sexual intercourse and 20.6% of all Texas respondents report not learning about HIV or AIDS in school (nationally 40.9% and 14.7%, respectively).[60]

A local snapshot of substance abuse among youth is available by the Austin Independent School District (AISD). In the spring of 2015, a self-report student survey on substance use and safety was randomly administered to a sample of AISD middle school and high school students. The results showed that middle school and high school students are more likely to have ever used alcohol (12% and 36%, respectively) than marijuana (10% and 30%, respectively). Middle school and high school students also reported having ever used e-cigarettes (6% and 19%, respectively) more often than tobacco (3% and 15%, respectively).[61] The following table summarizes the findings on students' substance use.

AISD 2015 Student Substance Use
Summary of Student Survey Responses*

		Middle School Percent	*High School Percent*
Tobacco	Has ever used	3%	15%
	Used in past month	1%	7%
E-Cigarettes	Has ever used	6%	19%
	Used in past month	3%	9%
Alcohol	Has ever used	12%	36%
	Used in past month	6%	20%
Marijuana	Has ever used	10%	30%
	Used in past month	5%	18%

Adapted from "Results of the 2015 Student Substance Use and Safety Survey, AISD Report," October 2015, pages 12-18.
*The survey was administered to a random, representative sample of students in grades 6-12. A total of 9,089 valid surveys were received.

Further Resources

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

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

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.

Children's Optimal Health

www.cohtx.org

Children's Optimal Health (COH) works to enable communities through GIS (Geographic Information Systems) mapping to visualize the health of their neighborhoods, identify assets and needs, and unearth opportunities for collaborative change. Through Data Sharing Agreements with over 12 Central Texas education and health entities, COH maps proprietary, de-identified, legally compliant data.

In 2016, COH partnered with Dell Children's Trauma and Research Center to develop a community report on child maltreatment in Travis County. The report can be found at: http://www.cohtx.org/wp-content/uploads/2016/12/child_maltreatment_summit.pdf.

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.

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.

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.

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.

TXPOST

http://www.txpost.org/

TXPOST, Texas Partnership for Out of School Time, is a statewide network of nonprofit, public and private sector partners dedicated to increasing the quality and availability of out of school time opportunities for Texas youth.

The Youth Risk Behavior Surveillance System

www.cdc.gov/HealthyYouth/yrbs

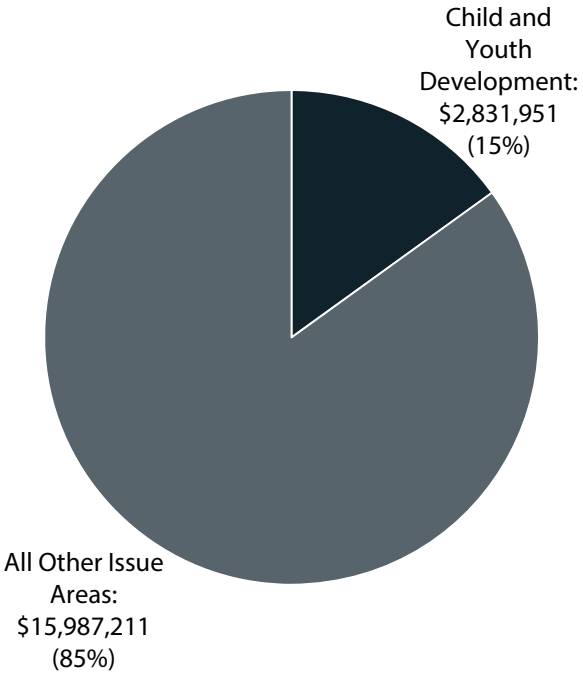
The Youth Risk Behavior Surveillance System (YRBSS) includes a national school-based Youth Risk Behavior Survey (YRBS) conducted by the CDC and state and large urban school district school-based YRBSs conducted by state and local education and health agencies. The YRBSS monitors a list of priority health-risk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

Investment Overview

Our Investment

TCHHS/VS has departmental and contracted program that offer services to children and youth. Contracted services in this issue area align with our direct services to promote physical and emotional health among infants, children, youth, and their families. 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, FY 2016



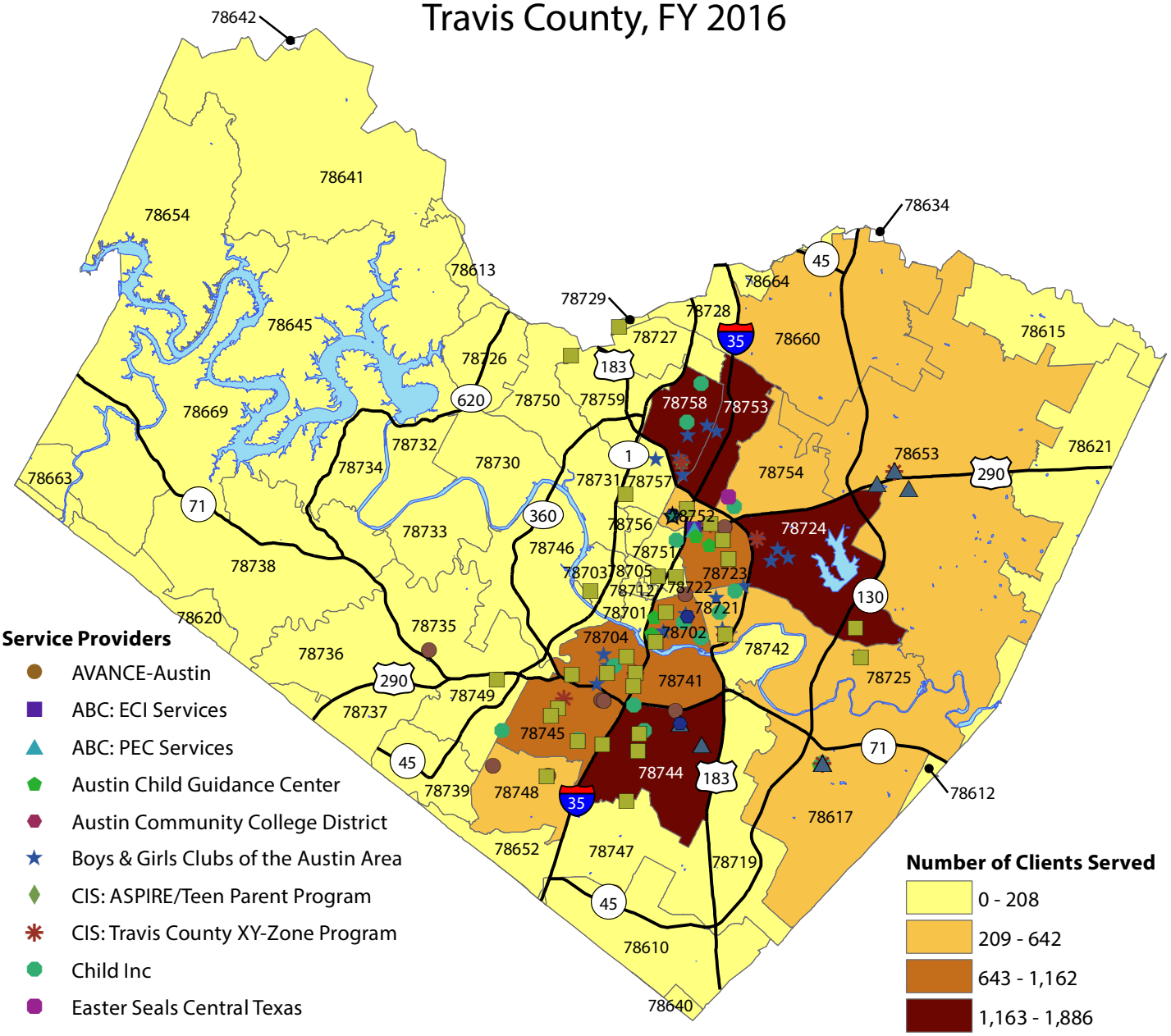
Funding Summary

The FY 2016 Funding Amount reflects 12–month funding (October 1, 2015 through September 30, 2016) unless otherwise noted.

Agency Name	Program Name	FY 2016 Funding Amount
Any Baby Can of Austin, Inc.	Early Childhood Intervention Services	$51,170
Any Baby Can of Austin, Inc.	Professional Early Childhood Services	$154,000
Austin Child Guidance Center	Infant & Early Childhood Mental Health Project	$58,000
Austin Community College District	Teacher TRAC and Director TRAC	$52,000
AVANCE–Austin, Inc.	Parent and Child Education Program	$95,000
Big Brothers Big Sisters of Central Texas	One-To-One Mentoring	$140,000
Boys & Girls Clubs of the Austin Area	Great Futures Start Here	$389,000
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
Easter Seals Central Texas	Early Childhood Intervention	$11,747
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	Child Care Local Match	$223,741
Workforce Solutions Capital Area Workforce Board	Continuity of Child Care Services System	$235,758
Workforce Solutions Capital Area Workforce Board	Quality Child Care Collaborative	$193,000

Child and Youth Development

Service Provision Locations and Clients Served by ZIP Code
Travis County, FY 2016



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

Notes: This map shows 16,182 clients by ZIP code. 871 (5% of the total) from all service providers were not included because their ZIP codes were unknown or outside of Travis County boundaries or they were homeless.

Source data: Contracted service providers, FY 2016.
This map was created using ArcGIS Online shapefiles.
Created by: Travis County HHS, Research & Planning Division, 2017.

Any Baby Can of Austin, Inc.

Early Childhood Intervention Services

Program Description

The goal of the Early Childhood Intervention Services program is to increase the functioning of children birth to three who have developmental delays and/or a medical condition through educational and specialized skill training. Program services include: comprehensive assessments, individualized family service plans, specialized skills training, specific therapy (speech, physical, or occupational), home visits, case management, transition strategies, and child outcome assessments. Specific service strategies, their type, amount, intensity, location, and frequency are based on each child and family's individual needs. The agency also provides community-based services such as support groups, parent education, and family literacy.

Funding

The total TCHHS/VS investment in the Early Childhood Intervention Services program from October 1, 2015 through September 30, 2016 was $51,170. This investment comprised 2.2% of the total program budget. TCHHS/VS also funds two additional programs at Any Baby Can, Inc: the Comprehensive Advocacy and Resources for Empowerment and Candlelighters Childhood Cancer Program, which is described in the Supportive Services for Community Living issue area report, and the Professional Early Childhood Services program, which is described later in this report.

Eligibility Criteria

Clients receiving services supported by Travis County must be residents of Travis County and have a family income no greater than 200% of the Federal Poverty Income Guidelines (FPIG). Early Childhood Intervention (ECI) services provided to families who do not meet these criteria are supported by other grants, contracts, and/or donations.

Eligibility criteria for ECI services: Children from birth to 36 months with documentation of a medically diagnosed condition that has a high probability of resulting in developmental delay, an auditory or visual impairment as defined by the Texas Education Agency, or a developmental delay based on a standardized tool designated by the Texas Department of Assistive and Rehabilitative Services (the Battle Developmental Inventory–2) indicating a delay of at least 25% in any of the developmental areas.

Any Baby Can of Austin, Inc.

Early Childhood Intervention Services

Families must live in Travis County in the following zip codes: 78610, 78612, 78617, 78702, 78704, 78719, 78721, 78725, 78741, 78744, or 78747.

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

All Early Childhood Intervention Services measures met the targeted range of performance in FY 2016.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served through Early Childhood Intervention (ECI) services	514	500	103%
Number of Early Childhood Intervention (ECI) service hours delivered	12,493	12,000	104%
Outcomes			
Percentage of unduplicated children completing ECI services who achieve at least 50% of their Service Plan goals	86% (138/161)	90% (135/150)	95%

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 at various times throughout the week at multiple locations in the Austin community and are offered in English and in Spanish. Clients work toward an attendance certificate, which is given at the completion of 12 unique classes. The Be Ready for Baby 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 TCHHS/VS investment in the Professional Early Childhood Services program from October 1, 2015 through September 30, 2016 was $154,000. This investment comprised 7.2% of the total program budget. TCHHS/VS also funds two additional programs at Any Baby Can, Inc: the Comprehensive Advocacy and Resources for Empowerment and Candlelighters Childhood Cancer Program, which is described in the Supportive Services for Community Living issue area report, and the Early Childhood Intervention Services program, which is described earlier in this report.

Eligibility Criteria

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

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

Performance Goals and Results

The Professional Early Childhood Services program exceeded goals for all but two measures. The number of parents/caregivers served (see the first output) is lower than originally projected because staff restructured their Nurturing Parenting Program (NPP) to operate in full fidelity of the model. Classes are now closed groups instead of walk-ins and classes must have a smaller instructor to participant ratio. The number of group-based parent education clients served annually (see the second output) was also impacted by the shift to operating in fidelity of the NPP model.

In November, 2015, the program added two additional Parent Educators to Healthy and Fair Start. Nurse-Family Partnership (NFP) referrals were also up due to a recent collaboration with Travis County's WIC program. These two factors impacted the third, fourth, and fifth outputs.

Finally, staff reported that the assessment tools for NFP need to be examined and reevaluated, as some of the data reported in the second outcome may have been duplicated. Efforts are in place to create a new report for this measure in FY 2017.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated parents/caregivers served	1,377	1,850	74%
Number of unduplicated group-based parent education clients served (Family Education Program)	864	1,500	58%
Number of unduplicated home-based parent education clients served (Healthy and Fair Start, Tandem, and Nurse-Family Partnership)	533	350	152%
Number of unduplicated children served through home-based services (Healthy and Fair Start, Tandem and Nurse-Family Partnership)	419	325	129%
Number of children screened using the Ages and Stages Questionnaire through home-based services (Healthy and Fair Start, Tandem, and Nurse-Family Partnership)	380	325	117%
Outcomes			
Percentage of parents/caregivers in the Family Education Program who show an increase in nurturing parenting skills	88% (162/184)	80% (300/375)	110%
Percentage of parents/caregivers participating in home visitation services who show improvement in one or more areas of assessment	92% (571/619)	80% (70/88)	116%

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 TCHHS/VS investment in the Infant & Early Childhood Mental Health Project from October 1, 2015 through September 30, 2016 was $58,000. This investment comprised 42.2% of the total program budget. TCHHS/VS 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 eight high-risk childcare centers: Trinity Child Development Center, Mt. Sinai Christian Academy, Little Folks Bilingual Child Development Center, Eastside High School, Travis High School, Crockett High School, Reagan High School, and Lanier High School. 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

Performance Goals and Results

The Infant & Early Childhood Mental Health Project met or exceeded the targeted range of performance across all measures. Staff reported that expansion of this program led to ACGC exceeding all output goals for the year. ACGC has increased these goals for FY 2017 to reflect the additional service levels.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	427	270	158%
Number of unduplicated parents served	146	100	146%
Number of unduplicated child care staff served	180	80	225%
Outcomes			
Percentage of children exhibiting "typical" or "strength" for social / emotional skills at the end of the program year	79% (107/136)	80% (64/80)	98%
Percentage of child care staff who report improvement in their understanding of children's social and emotional development	85% (33/39)	85% (34/40)	100%

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 TCHHS/VS investment in the Teacher TRAC and Director TRAC program from October 1, 2015 through September 30, 2016 was $52,000. This investment comprised 20.0% of the 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 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 program met or exceeded all performance goals. The number of TRAC students enrolled in college courses (see the first output) is higher than expected. Staff reported that this could be due to focused marketing efforts during the summer to recruit new students into the program. Because of the increased number of students attending college courses, there were more children being served by them (see the second output).

The higher percentage of students completing courses with a "C" or better (see the first outcome) was attributed to tailoring summer programs to accommodate students' needs. Courses offered during the summer were targeted based on specific courses students needed to proceed with their academic plan; students may have been more motivated to pass the course to ensure they could proceed with their degree plan. Summer courses were also designed to consider family summertime schedules.

The CDA cohort completing during this year (see the second outcome) started the program with the maximum cap of students for the cohort. Staff noted that students were motivated to complete the program because of the potential for their CDA assessment fees to be paid for by another funder. In addition, the instructor for this particular cohort has a highly motivating teaching approach that builds positive relationships with students and encourages them to stay in school. Finally, staff believe that increased marketing and community relationships led to a higher number of directors enrolled in the program for the 2015-16 academic year (see the third outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated TRAC students who are early childhood care and education teachers and directors enrolled in college courses	199	163	122%
Number of unduplicated children served by early childhood care and education teachers and directors attending college courses through Teacher TRAC	1,972	1,730	114%
Outcomes			
Percentage of college courses successfully completed with a "C" or better	87% (296/342)	74% (182/246)	117%
Percentage of TRAC early childhood care and education teachers and directors who earn the CDA Marketable Skills Award	81% (29/36)	68% (27/40)	119%
Percentage of Director TRAC students who successfully complete two college courses	79% (11/14)	80% (8/10)	98%

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 TCHHS/VS investment in the Parent and Child Education Program from October 1, 2015 through September 30, 2016 was $95,000. This investment comprised 14.6% 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 surpassed all performance expectations. Staff reported that the program had a higher number of participants graduate than anticipated (see the third output). In order to graduate, a participant must complete a minimum of 75% of the program or higher. Please note that for the first through third outcome measures, the denominator goals should have been based on parents graduating and not parents served; goals were updated accordingly for FY 2017. Finally, more children exhibited a delay upon screening than previously anticipated (see the fourth outcome).

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated parents and children served	283	280	101%
Number of unduplicated parents served	130	130	100%
Number of unduplicated parents graduating	102	85	120%
Number of unduplicated children served	153	150	102%
Number of unduplicated children served who receive developmental screening	130	128	102%
Outcomes			
Percentage of unduplicated parents graduating who demonstrate an increase in parenting knowledge and skills between pre and post AVANCE Parenting Questionnaire testing	84% (86/102)	80% (104/130)	105%
Percentage of unduplicated parents graduating who indicate on the AVANCE Parenting Questionnaire that they read to their children 3 or more times a week	93% (95/102)	80% (104/130)	116%
Percentage of unduplicated parents graduating who indicate that they plan to attend advanced ESL, Adult Basic Education, GED, or college after AVANCE	90% (92/102)	80% (104/130)	113%
Percentage of children exhibiting delays upon screening who receive targeted intervention in the classroom and referrals to specialists for treatment, as needed	93% (56/60)	90% (46/51)	103%

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 TCHHS/VS investment in the One-To-One Mentoring program from October 1, 2015 through September 30, 2016 was $140,000. This investment comprised 12.4% of the total program budget.

Eligibility Criteria

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

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

Performance Goals and Results

The One-To-One Mentoring program exceeded all performance goals. Staff explained that they were able to make slightly more new matches than expected and continued service to other matches, which increased the total number of clients served (see the first output). This came as a result of some staffing changes which slightly increased the overall program service capacity in addition to staff working hard to meet and exceed agency-wide goals in Enrollment and Match Support.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	664	600	111%
Outcomes			
Percentage of clients who remain enrolled in school (Note: values reflect a duplicated count of clients served in each quarter)	100% (2,103/2,105)	95% (1,900/2,000)	105%
Percentage of clients who avoid unwanted pregnancies	100% (661/664)	95% (570/600)	105%
Percentage of clients who avoid criminal activity (Note: values reflect a duplicated count of clients served in each quarter)	100% (2,098/2,105)	95% (1,900/2,000)	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 providing 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 located in high-poverty neighborhoods home to the targeted community of underserved youth and are either free or charge a very low membership fee. Services are provided throughout the year, and daily school-year, holiday, and summer schedules are 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, and learning about the importance of proper nutrition at every age. 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, as well as apply learning to everyday situations. Career planning and goal setting are also objectives of these programs.

Funding

The total TCHHS/VS investment in the Great Futures Start Here program from October 1, 2015 through September 30, 2016 was $389,000. This investment comprised 30.5% 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. Three Clubs are located on City of Austin Housing Authority Sites: Chalmers Court, Thurmond Heights and Meadowbrook. Membership at these clubs is restricted to youth who live on the property. Sixteen Clubs are located on Title 1 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 a majority of performance targets. Program staff were informed in July 2016 that they lost $1.5 million in funding supporting their largest Clubs. As a cost saving measure, staff limited the scope and reach of programs at the affected sites. This change impacted the total number of youth attending 30 or more days in the program (see the second output).

Although the program served more youth in Character and Leadership Development programs than projected (see the third output), fewer participants than projected completed these programs (see the fourth outcome). Staff are currently exploring the reason for failure to complete the programs in their entirety.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	6,440	7,150	90%
Number of youth that attend 30 or more days in the program	2,833	3,250	87%
Number of youth participating in a Character and Leadership Development program	2,391	1,500	159%
Number of youth participating in Academic Case Management	695	300	232%
Outcomes			
Percentage difference between school day attendance of program participants compared to school day attendance of their Austin ISD peer group	1.9%	2%	95%
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	2.3%	2%	116%
Percentage of Academic Case Managed youth improving one letter grade in literacy	88% (610/695)	85% (255/300)	103%
Percentage of youth completing a Character and Leadership Development program	42% (1,007/2,391)	85% (1,275/1,500)	50%

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 TCHHS/VS investment in the Early Education and Care program from October 1, 2015 through September 30, 2016 was $208,780. This investment comprised 1.1% of the total program budget.

Eligibility Criteria

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

Child Inc: Early Education and Care

The Early Education and Care program met or exceeded all but two performance goals. Staff explained that the goal for the number of children with Family Assessments (see the sixth output) did not take siblings into account. The program served 1,613 families during the 2015-2016 program year. Many families had multiple children in the program, and due to this fact, the total number of assessments was lower than projected.

Staff also reported that when children enter classrooms in the fall, families complete a parent survey which depicts the child's development from a parental perspective. Teachers continue to monitor each child's development by using The Teaching Strategy (TSG) assessment tool. Teachers provide specific activities to children throughout the day that help them acquire the knowledge and skills to accelerate their growth and maturation. Staff attributed the careful monitoring of child development combined with active efforts to accelerate child growth to the successful performance observed in the third through eighth outcomes. The difference in the number of children assessed for each domain and reflected in these outcomes is a result of unfinished assessments. Staff intend to close the gap on unfinished assessments and have improved their monitoring techniques to attain a higher rate of comprehensive assessment completion.

Finally, the number of children in the Early Head Start (EHS) Center-Based Program (see the fourth output) and the number of children in the Head Start and EHS Home-Based Program (see the fifth output) were both higher than projected due to turnover in Head Start and an increase in EHS sites. Staff implemented a transition plan that allows the program to transition children in a timely manner based on age into Head Start, therefore allowing more services to EHS children.

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	2,159	2,000	108%
Number of unduplicated parents served	3,172	2,916	109%
Number of unduplicated children in the Child Inc Head Start Center-Based Program	1,582	1,522	104%
Number of unduplicated children in the Child Inc Early Head Start Center-Based Program	183	134	137%
Number of unduplicated Head Start and Early Head Start children in the Child Inc Home-Based Program	394	344	115%

Child Inc: Early Education and Care

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Number of unduplicated children with Family Assessments	1,138	2,000	57%
Outcomes			
Percentage of Child Inc centers that meet NAEYC or NAC quality standards	50% (8/16)	50% (7/14)	100%
Percentage of eligible Head Start and Early Head Start children served	11% (2,159/20,119)	12% (2,000/16,443)	88%
Percentage of children who show improvement in the Social Emotional domain	93% (1,364/1,460)	78% (1,015/1,293)	119%
Percentage of children who show improvement in the Physical domain	75% (1,109/1,477)	66% (852/1,297)	114%
Percentage of children who show improvement in the Language domain	62% (889/1,428)	56% (687/1,236)	112%
Percentage of children who show improvement in the Cognitive domain	88% (1,291/1,461)	76% (988/1,299)	116%
Percentage of children who show improvement in the Literacy domain	78% (1,095/1,395)	64% (686/1,064)	122%
Percentage of children who show improvement in the Mathematics domain	93% (1,358/1,464)	85% (1,022/1,197)	109%

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 TCHHS/VS investment in the ASPIRE/Teen Parent Program from October 1, 2015 through September 30, 2016 was $98,000. This investment comprised 15.7% of the total program budget. TCHHS/VS 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 and live in the Travis High School feeder pattern zone of Austin ISD. 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

All measures met or exceeded the targeted range of performance expectations. Staff reported that the number of children of case managed teen parents receiving services (see the third output) reflects the fact that two of the teens in the program were the mother and father of one of the babies.

Staff noted that ASPIRE struggles with the 6–month pre/post window between tests in order to capture gains before families exit or within a single calendar year (see the first outcome). Next year, use of the Life Skills Progression (LSP) will hopefully help capture gains that the current HOME assessment does not. The LSP is more flexible in that it creates specific goals for parents and children that can be monitored in a more ongoing way, it doesn't require a home visit to administer so staff can capture families' data on-site or via phone if they do leave, and it can be re-administered until goals are attained.

Staff also explained that the HOME is a difficult assessment for pregnant teens because it doesn't measure any skills for parenting until the baby is at least 6 months old, and some teens discharge from the program before the infant reaches this age (see the second outcome). Also, there is difficulty in administering the HOME during a home visit as most contact occurs on the school campus. Staff plan to use the LSP with pregnant teen moms next year.

Finally, another contributing factor towards the lower denominator values in both the first and second outcomes was that the program had a staff member out on FMLA for six months and did not return to the position; the remaining two staff had to cover all the enrolled families with no capacity to increase enrollment until there was a discharge.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	327	320	102%
Number of case managed teen parents	15	15	100%
Number of children of case managed teen parents receiving services	14	15	93%
Number of parents receiving ASPIRE services	123	120	103%
Number of children receiving ASPIRE services	175	170	103%
Outcomes			
Percentage of ASPIRE parents that demonstrate gains in parenting skills	92% (70/76)	90% (83/92)	102%
Percentage of teen parents that demonstrate gains in parenting skill	91% (10/11)	87% (13/15)	105%

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

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
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	91% (20/22)	95% (19/20)	96%
Percentage of 12th grade teen parents enrolled in the program that graduate from High School	80% (8/10)	80% (4/5)	100%
Percentage of teen parents enrolled in the Teen Parent Program that show improvement in academics, attendance or behavior	100% (15/15)	67% (10/15)	150%

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 TCHHS/VS investment in the Travis County XY–Zone Program from October 1, 2015 through September 30, 2016 was $354,065. This investment comprised 75.1% of the total program budget. TCHHS/VS 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

Performance Goals and Results

The Travis County XY–Zone Program met or exceeded all performance goals. Staff reported that more clients participated in an XY–Zone Service Project than projected (see the second output) because they had a concentrated effort on engaging more clients in service projects this year. The percentage of participants who are promoted to the next grade or graduate (see the fourth outcome) does not include 76 students who were enrolled in services, but who moved out of the district during the school year. Promotion/graduation information is not available for these students.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	428	416	103%
Number of unduplicated clients served who participate in an XY–Zone Service Project	183	100	183%
Outcomes			
Percentage of participants exiting XY–Zone services who reduce or stop risk-taking behaviors	80% (255/318)	75% (210/280)	107%
Percentage of participants exiting XY–Zone services who increase developmental assets	82% (260/318)	75% (210/280)	109%
Percentage of participants exiting XY–Zone services who improve their grades, attendance, or behavior	79% (274/347)	82% (263/320)	96%
Percentage of participants exiting XY–Zone services who are promoted to the next grade or graduate	92% (248/271)	90% (288/320)	102%

Easter Seals Central Texas

Early Childhood Intervention

Program Description

The goal of the Early Childhood Intervention (ECI) program is to provide a continuum of care for children 0-3 years of age with disabilities and/or developmental delays. ECI services provide comprehensive service coordination, wrap around services, training, and support services to children with significant disabilities to live within the community, and promote improved functioning. Licensed therapists and professionals provide one-on-one, and occasionally group, treatment for ECI clients focusing on teaching skills or compensatory techniques that enable a client to reach his/her maximum functional level. Treatment strategies directly relate to client-centered goals and the comprehensive Individual Family Service Plan.

Funding

The total TCHHS/VS investment in the Early Childhood Intervention program from October 1, 2015 through September 30, 2016 was $11,747. This investment comprised 3.0% of the total program budget. TCHHS/VS also funds three additional programs at Easter Seals of Central Texas: the Community Rehabilitation, Developmental and Clinical Solutions, and Employment Solutions programs, which are all described in the Supportive Services for Community Living issue area report.

Eligibility Criteria

To be eligible for services, children must be age birth to 36 months, residents of Travis County, and have a documented physical, neurological, intellectual, or developmental disability or delay. At least one-half of clients must have incomes at or below 100% of the Federal Poverty Income Guidelines (FPIG), and the remainder can have incomes up to 200% of FPIG.

Easter Seals Central Texas: Early Childhood Intervention

The Early Childhood Intervention program exceeded goals across all performance measures. An increase in the number of clients served (see the first output) led to more hours of services delivered (see the second output). Staff also noted that families were more available for their services.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	1,580	1,500	105%
Number of hours of services delivered	37,699	22,000	171%
Outcomes			
Percentage of clients reporting satisfaction with services received	99% (465/470)	90% (297/330)	110%
Percentage of clients surveyed showing either improved functional outcomes or quality of life	94% (384/407)	90% (276/306)	105%

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 TCHHS/VS investment in the Afterschool and Summer Youth Programs from October 1, 2015 through September 30, 2016 was $344,100. This investment comprised 21.7% of the total program budget.

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

Foundation Communities exceeded all but one performance goal. Staff explained that they had 104 ineligible students due to incomplete documentation and thus were unable to include them in the count of clients served (see the first output). In the next contract year, determining eligibility by housing and Title 1 school status should increase the number of eligible students in the number of clients served.

The program is still in the process of implementing their client tracking database. Reporting on the percentage of clients whose GPA increases (see the sixth outcome) was not possible during this contract year. However, the program can report that the overall GPA for students served was 3.54. Please note that outcome measures reflect those clients served for the school year and not the contract year.

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	503	600	84%
Number of program-related parent meetings and parent-child events held at Learning Centers	173	50	346%
Number of Children's Home Initiative (CHI) households with school-age children who participate in at least one day of programming	54	50	108%
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	83% (315/379)	80% (480/600)	104%
Percentage of students that miss 5 or fewer days of school during the school year	86% (272/315)	80% (384/480)	108%
Percentage of students whose reading fluency increases from program entry to last reading assessment administered	86% (270/315)	75% (360/480)	114%
Percentage of students whose fitness score increases from program entry to last fitness assessment administered	91% (287/315)	75% (360/480)	121%
Percentage of CHI households with school-age children whose children progress to the next grade level	98% (40/41)	75% (45/60)	130%
Percentage of unduplicated students whose GPA increases from the first report card to the last report card	N/A	75% (360/480)	N/A

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 TCHHS/VS investment in the Long Term Program for Girls (clubGEN and 180) from October 1, 2015 through September 30, 2016 was $78,590. This investment comprised 21.2% 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)

GENaustin met or exceeded the targeted range of performance for all measures. Staff explained that they served more clients in clubGEN (see the first output) than projected because the program was able support one more staff person in leading this program than originally anticipated.

The program was able to provide a smaller number of responses for each outcome than expected. Staff noted that this was due to several factors, including: 1) Only girls who are present on the single day of the evaluation get surveyed, 2) Only girls who choose to answer the questions are counted, and 3) Only girls who have a valid permission form to be evaluated from their parents get surveyed. Staff reported that they accounted for far too small of an attrition from total clients served. Further, there was a delay with receiving approval of their more rigorous evaluation plan this school year, and thus the program could only administer formal evaluation with a very small percentage of the groups during the fall semester.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served in clubGEN	747	650	115%
Number of unduplicated clients served in the 180 Program	510	500	102%
Outcomes			
Percentage of girls reporting positive bonding with peers and leaders	81% (197/243)	75% (517/690)	108%
Percentage of girls reporting resistance to risky behaviors	84% (211/250)	75% (517/690)	113%
Percentage of girls reporting they know how to handle a bullying situation	82% (185/226)	75% (270/360)	109%
Percentage of girls reporting they understand how their bodies work and exhibit positive body image	72% (168/232)	75% (517/690)	97%

Goodwill Industries of Central Texas

Goodwill Career Launch

Program Description

The Goodwill Career Launch program works to equips 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 TCHHS/VS investment in the Goodwill Career Launch program from October 1, 2015 through September 30, 2016 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 17-22 attending low-income Travis County high schools. To be eligible for Career Readiness Training, clients must be between the ages of 17-22, 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

The Goodwill Career Launch program did not meet most of their performance goals. The program had a late start and was only able to serve clients during the last three quarters of the contract year. To compensate for the late start, staff increased focus on outreach and maintaining a consistent presence in the schools to increase client recruitment. Other challenges with enrollment include trying to enroll clients when students have either secured employment or have plans to attend college at the end of summer, as well as enrolling underage youth who need consent forms from parents or guardians.

The lower than expected number of clients served impacted outcomes as well. Staff explained that the numbers of Case Management and Support Services clients making progress on service plan goals (see the fourth and sixth outcomes) were low as newer clients had not spent the time necessary to make significant progress in their individual service plans. Staff observed that clients who had enrolled in previous quarters had the opportunity to make progress in their individual service plans.

Finally, staff report that they have begun career panel events to provide career readiness training and job shadowing opportunities, with the goal of creating meaningful connections with professionals and more interest for the program. Additionally, Gardner Betts Juvenile Center will be added as a partner site for the 2016-17 contract year. Staff are confident that with the addition of this site, the program will achieve the goals for target populations served in the next contract year.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	128	150	85%
Number of clients receiving Career Readiness Training	103	150	69%
Number of clients receiving Career/Post-Secondary Exploration	110	150	73%
Number of clients receiving Financial Literacy	48	80	60%
Number of clients receiving Case Management Services	28	80	35%
Number of clients receiving Work Experiences	23	45	51%
Number of clients receiving Support Services	21	40	53%
Outcomes			
Percentage of clients with increased career readiness skills	80% (82/103)	90% (135/150)	88%
Percentage of clients with greater Career/Post-Secondary knowledge	92% (101/110)	90% (135/150)	102%

Goodwill Industries of Central Texas: Goodwill Career Launch

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage of clients who increased financial literacy knowledge and developed an individual budget	100% (48/48)	90% (72/80)	111%
Percentage of Case Management clients who make progress on their individual service plans	68% (19/28)	90% (72/80)	75%
Percentage of clients who successfully complete work experience	70% (16/23)	96% (43/45)	73%
Percentage of Support Services clients who make progress on individual service plan goals	100% (21/21)	90% (36/40)	111%

Workforce Solutions Capital Area Workforce Board

Child Care Local Match

Program Description

The goal of the Child Care Local Match 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) and are used to purchase direct child care services provided by Texas Rising Star child care providers.

Funding

The total TCHHS/VS investment in the Child Care Local Match program from October 1, 2015 through September 30, 2016 was $223,741. This investment comprised 13.5% of the total program budget. TCHHS/VS also funds three additional programs at Workforce Solutions: the Continuity of Child Care Services System and the Quality Child Care Collaborative programs, which are described later in this report, and the Workforce and Education Readiness Continuum – Travis County program, which is described in the Workforce Development issue area report.

Eligibility Criteria

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 or the City of Austin;
- Children must reside with parents who require child care in order to work or attend a job training or educational program. Participation requirements for parents needing child care are 25 hours per week of work/job training/educational program for a one-parent household or 50 hours per week for a two-parent household; and
- Family income must not exceed 200% of the Federal Poverty Income Guidelines (FPIG). 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 served more children than expected (see the output) due to additional funding that allowed them to serve all applicants that applied.

The amount of federal funds leveraged (see the first outcome) was higher than projected due to the use of carryforward funds from the previous year which had to be spent first. Therefore, additional children were able to be added to the program which led to the increase in the amount of funds leveraged.

Total child care services expenditures (see the second outcome) were lower than projected. Staff had factored in a higher cost of care due to the graduated reimbursement rate for Texas Rising Star (TRS) providers. Those higher costs did not materialize due to the decline in TRS providers and reduction of their rates under the revised TRS system. Thus, the number of children served was higher than projected but actual expenditures were lower due to the lower average cost of care.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated clients served	349	268	130%
Outcomes			
Amount of federal funds leveraged	$1,965,805	$1,057,678	186%
Amount of child care services expenditures	$1,032,591	$1,613,251	64%

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. This funding strategy promotes continuity of child care for children—a critical factor of quality in early care and education and to prevent care disruptions—which hinders family capacity to gain or maintain earnings. This funding strategy also ensures that children receive consistent quality child care services which helps prepare them to enter kindergarten ready to succeed.

Funding

The total TCHHS/VS investment in the Continuity of Child Care Services System program from October 1, 2015 through September 30, 2016 was $235,758. This investment comprised 100% of the total program budget. TCHHS/VS also funds three additional programs at Workforce Solutions: the Child Care Local Match program, which is described earlier in this report; the Quality Child Care Collaborative program, which is described later in this report; and the Workforce and Education Readiness Continuum – Travis County program, which is described in the Workforce Development issue area report.

Eligibility Criteria

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

Workforce Solutions Capital Area Workforce Board

Continuity of Child Care Services System

- 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 experiencing a temporary reduction in work or school.

Workforce Solutions: Continuity of Child Care Services System

The Continuity of Child Care Services System program was significantly impacted by the Texas Workforce Commission's enrollment freeze on Child Care and Development Fund funded child care beginning on August 1, 2016. Actual children served exceeded the goal set (see the first output). A change in Texas Rising Star (TRS) requirements for quality ratings led to unanticipated provider changes, with quality-rated providers being removed from higher TRS ratings. Projections were based on rates set for 4 Star providers but more providers fell into the 2 Star and 3 Star levels, which paid out at a lower rate and allowed the program to serve more children.

The variance in average number of children served per day (see the second output) was attributed to the enrollment freeze. The lower than expected percentage of children provided continuous care (see the outcome) was also impacted by the freeze as well as a low number of eligible families who met the requirement of having children enrolled in quality-rated child care centers.

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Outputs			
Number of unduplicated children served	204	144	142%
Average number of children served per day	28	36	79%
Number of unduplicated children enrolled whose parents are engaged in a 90–day work search	68	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	84	N/A	N/A
Number of unduplicated children enrolled whose parents face termination due to nonpayment of parent share of cost (PSOC)	6	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.	25	N/A	N/A
Outcomes			
Percentage of children provided continuous care that otherwise would have been destabilized	6% (204/3,526)	15% (144/969)	39%

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 TCHHS/VS investment in the Quality Child Care Collaborative program from October 1, 2015 through September 30, 2016 was $193,000. This investment comprised 31.5% of the total program budget. TCHHS/VS also funds three additional programs at Workforce Solutions: the Child Care Local Match and the Continuity of Child Care Services System programs, which are 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 exceeded all output goals but fell short of targets for most outcome measures. Staff reported that the number of centers receiving mentoring services (see the first output) was high because of the changes to Texas Rising Star (TRS) and the number of centers needing technical assistance while being grandfathered into the new program. Staff promoted CLASS trainings, which resulted in an increase in the number of teachers being trained (see the second output).

There were 30 TRS 4 Star and accredited centers at the beginning of FY 2016, and at the end of the year, this increased by 12 4 Star TRS sites for a total of 42 TRS 4 Star and accredited programs. The high percentage change in accredited centers (see the first outcome) is due in part to the change in TRS accreditation standards.

For outcomes two through four, staff explained that they just started the process of post TRS CLASS testing and teacher turnover is a factor. Since there is a high percentage of turnover with teachers, it is more difficult to get accurate CLASS increases for the entire center because the teachers measured in the pre CLASS testing are no longer at the center to conduct post CLASS assessments.

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)	41	36	114%
Number of unduplicated early childhood staff who received targeted training that includes CLASS components	201	160	126%
Amount of Jeannette Watson Wage Supplements awarded to eligible early childhood staff, total amount in dollars	$324,325	$319,615	101%
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	40%	10%	415%
Percentage of early childhood providers receiving mentoring services that show an increase in their infant CLASS score	10% (4/41)	25% (9/36)	39%
Percentage of early childhood providers receiving mentoring services that show an increase in their toddler CLASS score	15% (6/41)	25% (9/36)	59%

Workforce Solutions: Quality Child Care Collaborative

Performance Goals and Results

Performance Measure	Total Program Performance Results	Total Program Performance Goals	Total Program Performance Goal Achieved
Percentage of early childhood providers receiving mentoring services that show an increase in their preschool CLASS score	12% (5/41)	25% (9/36)	49%

Appendix

2016 Federal Poverty Income Guidelines

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

Household Size	Income Limits by Household Size				
	50%	100%	125%	150%	200%
1 person	$5,940	$11,880	$14,850	$17,820	$23,760
2 persons	$8,010	$16,020	$20,025	$24,030	$32,040
3 persons	$10,080	$20,160	$25,200	$30,240	$40,320
4 persons	$12,150	$24,300	$30,375	$36,450	$48,600
5 persons	$14,220	$28,440	$35,550	$42,660	$56,880
6 persons	$16,290	$32,580	$40,725	$48,870	$65,160
7 persons	$18,365	$36,730	$45,913	$55,095	$73,460
8 persons	$20,445	$40,890	$51,113	$61,335	$81,780
For families/households with more than 8 persons, add $4,160 for each additional person.					

Data source: "2016 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 25, 2016, https://aspe.hhs.gov/poverty-guidelines.

2016 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	$16,350	$27,250	$43,600
2 persons	$18,700	$31,150	$49,800
3 persons	$21,050	$35,050	$56,050
4 persons	$24,300	$38,900	$62,250
5 persons	$28,440	$42,050	$67,250
6 persons	$32,580	$45,150	$72,250
7 persons	$36,730	$48,250	$77,200
8 persons	$40,890	$51,350	$82,200

*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 2016 Income Limits Summary," U.S. Department of Housing and Urban Development, https://www.huduser.gov/portal/datasets/il/il2016/2016summary.odn.

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