Agency Coordination for

YOUTH PREVENTION & INTERVENTION SERVICES

October 2019

TEXAS JUVENILE JUSTICE DEPARTMENT

Texas Department of Family and Protective Services

Texas Education Agency

Texas Military Department

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Executive Summary

The following report was prepared by the Texas Department of Family and Protective Services, the Texas Juvenile Justice Department, the Texas Education Agency, and the Texas Military Department in accordance with the 2018-2019 General Appropriations Act. Section 17.05 of Article IX directed the named state agencies to coordinate the delivery of juvenile delinquency prevention and dropout prevention and intervention services and to report to the Legislative Budget Board detailed monitoring, tracking, utilization, outcome, and effectiveness information on all juvenile delinquency prevention and dropout prevention and intervention services for the preceding five fiscal year period.

To carry out this work, an interagency workgroup was formed with representation from the four named state agencies. The group meets to learn about one another's programming; to identify key considerations in the coordination, planning and delivery of services; and to identify opportunities to enhance the coordination, planning and delivery of prevention and intervention services. Each of the named agencies summarizes its dropout and delinquency prevention efforts, providing a snapshot of services, eligibility criteria, and outcomes from each program for which data is tracked. The complete matrix is found in Appendix A. Additionally, each agency submits brief overviews of its dropout and delinquency prevention efforts, including monitoring information, outcomes, and available data.

This report includes the legislatively required information, along with a description of coordination activities accomplished by the workgroup to date. The report also includes an examination of the continuing impact of truancy reform enacted by the 84th Texas Legislature on the delivery of dropout and delinquency prevention and intervention services; the prevalence of serious mental health concerns in youth served by dropout and delinquency prevention and intervention programs; and opportunities to further improve the coordination of services.

SECTION 1:

Legislative Charge

2018-2019 General Appropriations Act, Article IX, Sec.17.05

AGENCY COORDINATION FOR YOUTH PREVENTION & INTERVENTION SERVICES

From funds appropriated above for the purpose of juvenile delinquency prevention and dropout prevention and intervention services, the Texas Department of Family and Protective Services, the Texas Juvenile Justice Department, the Texas Education Agency, and the Texas Military Department shall coordinate the delivery of juvenile delinquency prevention and dropout prevention and intervention services. Juvenile delinquency prevention and dropout prevention and intervention services are programs or services that are aimed at preventing academic failure, failure on state assessments, dropout, juvenile delinquency, truancy, runaways, and children living in family conflict. Each of the agencies listed above shall coordinate services with the others to prevent redundancy and to ensure optimal service delivery to youth at risk of engaging in delinquency and/or dropping out of school. Programs shall demonstrate effectiveness through established outcomes.

Not later than October 1 of each fiscal year, the agencies shall provide to the Legislative Budget Board, detailed monitoring, tracking, utilization, outcome, and effectiveness information on all juvenile delinquency prevention and dropout prevention and intervention services for the preceding five fiscal year period. The reports shall include information on the impact of all juvenile delinquency and dropout prevention and intervention initiatives and programs delivered or monitored by the agencies.

SECTION 2:

Interagency Workgroup: A Shared Understanding

As the state continues to look for ways to coordinate, more effectively and efficiently, services that support the positive development of youth and decrease dropout and delinquency rates, there is a shared understanding among the workgroup members of the agencies named in Rider 17.05 of the need for:

(1) **Preventing or mitigating the impact of adverse childhood experiences (ACEs), including trauma, which impact the way children and youth think, learn, and behave.** According to research, the developing brain is highly sensitive to the presence of stress hormones. When present in high levels or over long periods, stress hormones can physically alter structures in a child's brain that control decision-making, regulation of emotions, and the processing of information. Programs that prevent or mitigate the impact of ACEs will reduce the broad burden ACEs place on education, justice, and health and human service systems.[1]

(2) **Implementing interventions targeting both risk factors and protective factors linked to reducing dropout and delinquency.** It is not enough to stop something "bad" from happening. Prevention and early intervention goals should include fostering resiliency and competency in children and youth to overcome inevitable challenges and be equipped for success at home, in school, and into adulthood.

(3) **Aligning and coordinating with other programs that target common risk and protective factors.** A strong interconnectedness exists among dropout, delinquency and other social problems, such as truancy, substance abuse, abuse and neglect, suicide, teen pregnancy, and domestic violence. Prevention efforts that focus exclusively on one domain and fail to acknowledge the strong interconnectedness among risk factors stunt state goals to reduce negative outcomes and increase positive outcomes.

(4) **Recognizing the roles of families, schools and communities in increasing protective factors and decreasing risk factors among children and youth.** Many risk and protective factors for dropout, delinquency, and other social concerns of children and youth are attributes of their families, schools and communities. Families, schools and communities can serve not only as milieus for interventions; they can also be the targets of intervention effort.

(5) **Viewing prevention and intervention efforts as a continuum, not one time endeavors. Resiliency develops over time, building upon protective factors,** such as relationships established in early childhood, and evolving as a child grows into school age and adolescence. Just as youth may require "booster" shots to extend the protection of childhood vaccinations, youth will benefit from regular doses of prevention and intervention efforts tailored to their evolving developmental needs.

(6) **Recognizing the research-based connection between mental health and dropout.** Older teens living with depression are twice as likely to drop out of high school as their peers without depression, Canadian researchers reported. This was the first study of its kind to assess depression symptoms among high school students the year before dropout. [2]

[1] See the Centers for Disease Control and Prevention http://www.cdc.gov/violenceprevention/acestudy/

[2] "Depressed High School Students More Likely to Drop Out", Psych Cong*ress*, December 11, 2017 https://www.psychcongress.com/news/depressed-high-school-students-more-likely-drop-out

SECTION 3:

An Overview of Juvenile Delinquency and Dropout Prevention and Intervention Services in Texas

TEXAS DEPARTMENT OF FAMILY AND PROTECTIVE SERVICES (DFPS)

The Prevention and Early Intervention (PEI) Division within DFPS contracts with community-based agencies and organizations to provide services designed to prevent the abuse, neglect, delinquency, and truancy of Texas children. Services are voluntary and are provided at no cost to participants; however, not all services are available statewide.

Monitoring, Tracking, and Effectiveness

Contracts are formally monitored through a statewide monitoring plan based on an annual risk assessment that includes fiscal, administrative, and programmatic areas. Contracts are also regularly monitored through a review of data and reports from the Prevention and Early Intervention Reporting System (PEIRS) and of quarterly program reports submitted by each contractor. If a deficiency or concern is identified regarding contract performance, contract managers and/or program specialists work with contractors to implement a Corrective Action Plan. Performance outcomes, outputs, and efficiencies are listed below by fiscal year.

COMMUNITY YOUTH DEVELOPMENT

The Community Youth Development (CYD) program contracts with community-based organizations to provide juvenile delinquency prevention services in 23 targeted zip codes with a high incidence of juvenile crime and other risk factors. Communities prioritize and develop prevention services according to local needs. Core programmatic components include mentoring, youth leadership development, and parental involvement, as well as ancillary programming providing life-skills classes, conflict resolution, tutoring, career preparation, and recreation. The 83rd Legislature increased funding for CYD to include additional zip codes starting in FY2017. As a result, additional service areas were added in FY2018, including the expansion of the service areas for Lubbock Regional MHMR and Rio Grande Empowerment Zone Corporation, as well as the addition of Southwest Keys.

Client Eligibility: Youth ages 6-17, with a focus on youth ages 10-17, who live in or attend school in one of the designated zip codes.

COMMUNITY YOUTH DEVELOPMENT (CYD)					
FY:	2014	2015	2016	2017	2018
Percentage of CYD youth not referred to juvenile probation	98.8%	98.6%	98.3%	98.4%	98.14%
Annual number of youth served	17,932	16,526	15,542	15,984	17,424
Average monthly number of youth served	6,914	5,951	5,831	4,820	6,705

STATEWIDE YOUTH SERVICES NETWORK (SYSN)

This program provides evidence-based prevention services through established statewide networks of community-based organizations that work to prevent juvenile delinquency and create positive outcomes for youth by increasing protective factors.

Client Eligibility: At-risk youth between the ages of 6-17 years of age, with an emphasis on youth ages 10-17.

STATEWIDE YOUTH SERVICES NETWORK (SYSN)					
FY:	**2014**	**2015**	**2016**	**2017**	**2018**
Percentage of SYSN youth not referred to juvenile probation	98.6%	98.6%	98.8%	98.8%	98.59%
Annual number of youth served	4,191	4,198	4,015	3,872	3,717
Average monthly number of youth served	2,251	2,345	2,330	2,296	2,333

TEXAS JUVENILE JUSTICE DEPARTMENT (TJJD)

PREVENTION AND EARLY INTERVENTION PROGRAMS

The Prevention and Early Intervention Programs of the Texas Juvenile Justice Department (TJJD) are authorized in section 203.0065 of the Texas Human Resources Code. The programs were first initiated in early 2012 when the Texas Juvenile Justice Board established a community-based prevention and early intervention funding strategy from existing resources. Beginning in fiscal year (FY) 2014, TJJD received a legislative appropriation to support this strategy.

Section 203.0065 of the Texas Human Resources Code defines prevention and intervention services as "programs and services intended to prevent or intervene in at-risk behaviors that lead to delinquency, truancy, dropping out of school, or referral to the juvenile justice system." The statute defines populations to be served through these services are at-risk youth, ages six through 17 years old and their families.

Probation departments collaborate with a variety of providers to offer a range of services to youth ages 6 to 17 years who are at increased risk of later involvement with the juvenile justice system. Some departments collaborate with local community youth service organizations to provide educational assistance, mentoring, character development, and skills building (e.g., problem solving, anger management, conflict resolution skills, etc.) after school or during summers. Other departments focus on providing parents of at-risk youth with the skills, services, and supports they need to better manage their children's challenging behaviors.

Through a competitive request for proposals process in early 2012, TJJD initially awarded $1.4 million in grant funds to 24 probation departments to implement prevention and early intervention programs for youth who were not under departmental supervision, but who were identified to be at increased risk of delinquency, truancy, dropping out of school, or referral to the juvenile justice system. Since then, TJJD has increased funding and added a number of grants. Prevention and early intervention grant funds were provided to support 36 different programs in 32 counties in FY 2018, totaling $2,938,042.

Monitoring, Tracking, and Effectiveness

Contracts for the prevention and early intervention services are regularly reviewed through the submission of annual fiscal and programmatic reports, monthly data provision, and quarterly data reports. If a deficiency or issue is identified regarding performance, TJJD staff works with grant recipients to immediately remedy the situation. Data is analyzed to assess rates of successful program completion and the prevention programs' impact on participants' likelihood to be formally referred to the juvenile justice system. Additionally, agreements with the Texas Education Agency facilitate data matches for participants with parental consent to assess the prevention programs' impact on discipline referrals and school absences.

Available performance outcomes, outputs, and efficiencies for fiscal years 2014-2018 are listed below:

TJJD PREVENTION AND EARLY INTERVENTION PROGRAMS					
FY:	2014	2015	2016	2017	2018
Number of youth who started in program during the fiscal year	2,141	2,844	3,083	3,046	3,140
Number of youth who ended the program during the fiscal year	2,562	2,800	3,328	2,766	3,006
Percentage of youth completing prevention program successfully	92.7%	90.6%	90.6%	92.1%	92.0%
Percentage of eligible youth not referred to juvenile probation during program participation	94.8%	95.5%	96.7%	96.8%	Available Oct. 2020
Number of youth for whom consents were received (not unduplicated)	1,108	1,295	1,587	1,467	Available Oct. 2020
Percentage of youth with the same or fewer school absences	61.6%	61.3%	60.5%	55.5%	Available Oct. 2020
Number of youth with discipline referrals (not unduplicated)	717	792	804	857	Available Oct. 2020
Percentage of youth with the same or decreased number of discipline referrals at school	81.6%	80.1%	77.9%	80.3%	Available Oct. 2020

Data indicate that 3,140 youth started a TJJD-funded prevention and early intervention programs during fiscal year 2018. On average, program participants were younger (age 12) than youth formally referred to juvenile probation departments (age 15). For the 3,006 youth who ended their participation in a program in fiscal year 2018, 52.6% were male and 47.4% were female. Approximately 84.3% of the youth served were members of a racial or ethnic minority group. Successful completions accounted for 92.0% of programs that ended during the fiscal year, while 8.0% of programs ended unsuccessfully because the youth failed to comply with the terms of the program.

The average length of services varied with the type of program provided, from time-limited intensive activities to year-round community-based out-of-school programs, with an average of 194 days in programming. Programs ending successfully had a longer average length of stay compared to programs ending unsuccessfully, 198 days versus 152 days, respectively. The average length of stay for the 37 prevention and intervention programs ranged from 16 days to 692 days, and are grouped as follows:

- Fourteen programs – less than 100 days
- Ten programs – between 100 and 199 days
- Nine programs – between 200 and 299 days
- Four programs – 300 days or more

The majority, or 84.7%, of program participants did not have a prior referral. Of the 459 program participants with a prior referral, 90.0% had a prior referral for a status offense or a conduct indicating a need for supervision (CINS) offense. Program participants with a prior referral had, on average, only one prior referral.

TJJD received data from the Texas Education Agency on students with a consent form signed by a parent or guardian. An analysis of this data compared student absence rates and disciplinary referrals during the twelve-weeks prior to entering a TJJD-funded prevention and intervention program and the twelve-weeks after program completion. For students completing a program in fiscal year 2017 and included in this analysis (N= 1,467), 47.4% experienced a

decrease in absence rates after program exit, while 8.1% maintained their absence rate after program exit. In sum, 55.5% of students included in the analysis were able to maintain or have fewer absences after program participation.

Additionally, among students completing a program in fiscal year 2017 and included in this analysis (N= 857), 54.5% continued to have the same number of disciplinary referrals after program exit, while 25.8% experienced a decrease in the number of disciplinary referrals after program exit. In sum, 80.3% of students included in the analysis were able to maintain or have fewer disciplinary referrals after program participation.

Appendix A describes the programs by county and includes funding amounts, number of students served, counties served, eligibility, data elements collected, and evidence of effectiveness.

TEXAS EDUCATION AGENCY (TEA)

The Texas Education Agency (TEA) provides state and federal grants to school districts, charter schools, non-profit organizations and other eligible entities to implement dropout prevention related services for grade K-12 students who are identified as at-risk of dropping out of school. Specifically, TEA administers numerous services and programs aligned with best-practice research to mitigate barriers for students at-risk of dropping out of school. Throughout this report an overview of these programs and services are outlined.

DIVISION OF HIGHLY MOBILE AND AT-RISK STUDENT PROGRAMS

The Highly Mobile and At-Risk Student Programs Division was established in 2017 to improve resources and supports to address the needs of highly mobile and at-risk students. Specifically, this Division serves special populations including foster care, homeless, military connected, pregnancy related services, child abuse and neglect reporting, and human trafficking prevention, and mental and behavioral health. In addition to serving these specific populations, the Division participates in several state stakeholder advisories and legislatively required committees to strengthen collaboration and services for at-risk students. Greater details concerning each program area are provided below:

Student Group by Enrollment Texas Public Schools (2018-19)	Total Number	Percent of Population
Foster Care	16,867	.3%
Homeless	72,782	1.3%
Military	89,736	1.7%
Total Number of At-Risk Students	2,716,665	50%
Total Number of Students	5,431,910	100%

Foster Care and Student Success Initiative:

The TEA Public Education Information Management System (PEIMS) Snapshot for school year 2018-2019 identified 16,867 students in foster care enrolled in Texas Public schools. Graduation and dropout rates became available for the first time in Fall 2018, due to new Every Student Succeeds Act (ESSA) data reporting requirements (2016-17 Graduation rates: 58.2% and Dropout rates: 25.7%).

As a part of TEA's priorities to address the academic achievement gap and improve services for students in foster care, TEA is in in the process of developing an updated secure data-sharing system with the Texas Department of Family and Protective Services that will allow LEAs to identify students in foster care in nearly real time. It is anticipated that these data sharing enhancements will be effective for the 2020-21 school year.

In 2018-19 TEA conducted both site-visits and survey's (with LEAs and ESCs) to inform TEA's work and determine what types of tools and resources are needed to provide the most effective support to students in foster care in Texas public schools. These will be developed a long with a comprehensive update to the Texas Foster Care and Student Success Resource Guide in 2019-20 school year.

TEA continues to serve on the Texas Supreme Courts Children's Commission Foster Care Education Workgroup in collaboration with interagency stakeholders to develop practical tools to support improving student education outcomes.

Information regarding TEA's Foster Care and Student Success is available on the agency's webpage.

Texas Education for Homeless Children and Youth (TEHCY) Program:

The PEIMS snapshot data for the 2018-2019 school year identified 72,782 students as homeless. This was a decrease from 111,931 in 2017-18 (39,149 or 35%) which was significantly higher because of students identified due to Hurricane Harvey that year. In 2018-19, 1.3 percent of all students in the state were identified as homeless, the same percentage reported in 2016-17. Graduation and dropout rates became available for the first time in Fall 2018, due to new ESSA data reporting requirements (2016-17 Graduation rates: 72.1%, Dropout rates: 17.7%).

TEA administered the Texas Education for Homeless Children and Youth competitive sub-grant through TEA's grant division for the first time in 2018-19 school year. Over $5 million was distributed to 76 subgrantees, including 72 local education agencies (LEAs), and 4 regional education service centers (ESCs), serving a total 130 LEAs and increasing local supports for homeless students in Texas public schools.

For more information regarding Texas Education for Homeless Children and Youth (TEHCY) Program, visit the agency's website.

Military Connected Youth:

Texas has the second highest identified military connected student population, in the United States. A total of 89,736 military connected students were enrolled in Texas public schools for 2018-2019 school year. Graduation and dropout rates became available for the first time in Fall 2018, due to new ESSA data reporting requirements (2016-17 Graduation rates: 94.7%, Dropout rates: 2.8%).

TEA is working to increase the number of military connected students being identified by school districts and open-enrollment charter schools and to create a suite of resources for LEAs, ESCs, and stakeholders to mitigate transitional barriers. TEA is increasing awareness across the state regarding the military student identifier and the Interstate Compact on Educational Opportunity for Military Children to ensure military-connected students are properly served in Texas public schools. For more information regarding the Military Connected Child Education Program visit the agency's website.

Pregnancy Related Services Program:

TEA provides a Pregnancy Related Services (PRS) program with State Compensatory Education funds, for at-risk students who are pregnant or parenting Texas Education Code (TEC) 19 §29.081(d). A total of 7,822 students received PRS related services in 2017-18 school year.

Pregnancy Related Services are support services, including Compensatory Education Home Instruction (CEHI) that a pregnant student receives during the pregnancy, prenatal, and postpartum periods. Districts may choose whether to offer a PRS program. If a district chooses to offer a PRS program, it must offer CEHI services as part of that program, as they are mandatory. The programs are designed to help students adjust academically, mentally, physically and stay in school.

TEA's Financial Compliance Department is in the process of developing resources for LEAs to ensure detailed required documentation is completed properly and accessible for audit purposes. The rules for operation of a PRS program can be found in the Texas Administrative Code (TAC): 19 TAC §129.1025.

TEA hosts a webpage for Pregnancy Related Services (PRS).

Child Abuse and Neglect Reporting and Human Trafficking Prevention:

TEA is updating its child abuse and neglect prevention and mandatory reporting training policy (19 TAC §61.1051) to include the trafficking of a child, as a requirement for training, in alignment with the Penal Code and Family Code definition of abuse and neglect.

The proposed amendments to Commissioner Rules will assist educators with properly identifying the signs and

symptoms of human trafficking and properly report suspected abuse to the appropriate authorities. LEAs will identify methods for increasing staff, student, and parent awareness about sexual abuse, trafficking, and other forms of child maltreatment. Local policies must also include information about where students should go for assistance and intervention, including available counseling options.

TEA is partnering with the Office of the Governor and other stakeholders to increase the capacity of Texas schools to recognize and report human trafficking. TEA is also a member of the Statewide Human Trafficking Prevention Task Force.

More information about child abuse and neglect, human trafficking prevention, and educator mandatory reporting training requirements, can be found on TEA's website under Safe and Healthy Schools.

Mental and Behavioral Health Supports:

TEA is engaged in a variety of state-wide interagency efforts to support the mental health of Texas students, families and schools. TEA's approach to school mental health includes promoting collaboration with community partners and a multi-tiered system of support (MTSS) for prevention and intervention to support students who are at-risk of dropping out of school and who may be struggling with a mental health or substance abuse condition.

TEA collaborates with the Health and Human Services Commission (HHSC) on the Systems of Care and on Community Resource Coordination Groups (CRCG) with statutorily required interagency Memorandums of Understanding (MOU) and by serving on state level coordinating committees. TEA promotes the principles of a System of Care and collaboration opportunities to education stakeholders at the 20 Education Service Centers (ESCs) and to school districts. TEA supported HHSC with a federal grant application and serves on the advisory council for the Alliance for Adolescent Recovery and Treatment (AART) which is funded by the Substance Abuse and Mental Health Administration (SAMHSA) and which is identifying best practices to support students in treatment and recovery from substance abuse.

In 2018, TEA applied for and was awarded a competitive federal grant from SAMHSA for $1.8 million per year for five years for Project AWARE Texas (Advancing Wellness And Resiliency in Education). This grant is serving 4 ESCs in the Hurricane Harvey region, 5 school districts and 15 campuses, to increase access to mental health professionals and evidence-based practices in schools for prevention and intervention. The AWARE Texas project includes training in evidence-based practices, coaching, collaboration with mental health providers to increase access to services, and statewide infrastructure building for school mental health. State level partners in this collaborative grant are HHSC and the Texas Institute for Excellence in Mental Health (TIEMH) at the University of Texas at Austin.

The Texas Health and Safety Code §161.325 and the Texas Education Code §21.044 and §21.462 require HHSC and TEA to develop and annually update a list of recommended best practices for schools in categories identified by the legislature.

TEA is represented on the Statewide Behavioral Health Coordinating Council and works across state agencies to address the behavioral health services gaps for school age children and youth. TEA participated in reviewing proposals for the state funded Community Mental Health Grants in 2018 and provided information on TEA's school mental health work in the Council's 2019 Strategic Plan update.

TEA convenes and facilitates an interagency workgroup, United Services for All Children (USAC) that builds relationships across agencies for promoting school mental health, provides professional development and produces deliverables to support school mental health. USAC includes interagency representatives from HHSC, DFPS Prevention and Early Intervention Division, TWC, TJJD and the Texas Institute for Excellence in Mental Health (TIEMH). In 2018, USAC convened its 3rd Annual Advancing Behavioral Health Collaborations Summit in Galveston, TX. The Summit showcased panels of local school district and community collaborative efforts to promote student mental health and safety; including collaborative mental health recovery efforts from the school shooting in Santa Fe ISD.

TEA's Commissioner has two priority projects that TEA began in 2018. TEA is leading a priority project to develop a

mental health ecosystems networks toolkit to help school districts identify and connect with community resources that address the mental health needs of students. TEA is leading another priority project to develop an early identification toolkit to help districts to identify the mental health needs of students and connect students and their families with resources. In 2018-2019 TEA convened two expert workgroups, that developed draft sample tools. These tools will be aligned with legislation from the 86th Texas Legislative Session and will be shared with best practice guidance for school districts on TEA's Website in the 2020 school year.

TEA collaborates with HHSC, the Meadows Mental Health Policy Institute (MMHPI), and the Association of Community Mental Health Centers and engages ESCs and other stakeholders to promote and coordinate MHFA training for school personnel. HHSC leads this effort with state funding provided to implement MHFA training to schools. TEA also collaborated with MMPHI and to access additional resources for training in Psychological First Aid for Schools, Trauma and Mindfulness training in regions of the state affected by Hurricane Harvey. Training announcements were promoted through the TEA Website and communication with the ESCs. Webinars were held to facilitate collaboration between ESCs and local mental health authorities to provide training to school personnel. TEA served on a panel to promote MHFA coordination to ESCs and local mental health authorities statewide.

TEA provided training in school mental health, including on trauma-informed care resources and evidence-based practices, to ESCs and school districts in 2018. TEA delivered training at conferences and institutes, such as the Association of Compensatory Education Teachers and presented on several Webinars. In the field, TEA engages stakeholders to provide feedback to the agency on mental health needs and resources for schools. TEA collaborates with several external organizations for planning and hosting training. TEA staff provides ongoing technical assistance to school districts by phone and email as well as resource referrals for the general public, parents and students who seek help at the agency.

TEA hosts a Mental Health/Behavioral Health Webpage for schools.

AMACHI TEXAS (MENTORING)

Amachi Texas is authorized by the General Appropriations Act, Article III, Rider 50, 85th Texas Legislature, 2017. Amachi Texas provides one-to-one mentoring for youth ages 6–18 whose parents or family members are incarcerated, on probation, or recently released from the prison system. The youth that are served are referred through partnerships such as agreements with the Texas Department of Criminal Justice, prison fellowship and re-entry programs across Texas. The youth are engaged in both school-based and community-based mentoring relationships with trained volunteers. Ongoing supervision, support and training for volunteers are provided to support retention of mentors. Services include match-support and group activities for the volunteers, families and students served.

Big Brothers Big Sisters (BBBS) Lone Star is directed by statute to implement the Amachi mentoring program statewide. BBBS Lone Star subcontracts with eight BBBS agencies throughout Texas to provide mentoring for children of incarcerated adults.

Monitoring, Tracking, and Effectiveness

Progress reports are provided to TEA quarterly. BBBS Lone Star reports outcomes to the Texas Education Program annually. TEA has assigned a program specialist to monitor quarterly data reports and the final annual report of program outcomes. TEA program staff convenes meetings with BBBS leadership during the school year in order to provide guidance and to ensure the program is on track to accomplish goals.

AMACHI TEXAS (MENTORING)					
FY:	2014	2015	2016	2017	2018
Total number of matches/students served during the grant year	1,730	1,451	1,425	1,405	1,332
Total number of matches still open at the end of the grant period	1,052	919	956	968	824
Percentage of matches eligible for six months sustainability that were sustained for six months	82%	86%	89%	83%	90%
Percentage of matches eligible for twelve months sustainability that were sustained for twelve months	55%	58%	58%	65%	59%
Percentage of students who were mentored for at least six months that were referred to the juvenile justice system	1.8%	2.1%	0.9%	1.4%	1.2%
Number and percentage of students who were mentored for at least six months who were referred to a disciplinary alternative placement at school	4.2%	3.8%	3.4%	2.8%	3.0%
Percentage of mentored students who were promoted to the next grade level	98.7%	99%	97.6%	98.8%	99.2%
Percentage of students who demonstrated increased self-confidence on the Youth Outcome Survey (YOS)	90%	94%	81%	85%	84%
Percentage of mentored students who demonstrated an improvement in relationships on the Youth Outcome Survey (YOS)	86.1%	87%	89.4%	90%	92%

COMMUNITIES IN SCHOOLS (CIS)

The CIS program is governed by Texas Education Code §33.151-159; 19 Texas Administrative Code, Chapter 89, Subchapter EE; and the General Appropriations Act, Article III, Rider 22, 85th Texas Legislature, 2018. CIS is a collection of affiliated non-profit corporations that place full-time staff within each school to deliver a wide range of services to students most at-risk of dropping out. Campus-based programming can include crisis intervention, individual counseling, support groups, life skills, tutoring, mentoring, parent engagement, and enrichment activities – all targeted to meet the individual needs of students so they can fully engage in learning and be academically successful. CIS begins work on a campus by performing a needs assessment to determine how best to help the school in supporting the student population. Tier I, or schoolwide services, are given to address the needs of the full campus population while Tier II and Tier III services offer group and individual services targeted to individual student needs. CIS engages the community and other service providers to support the work on a campus.

Monitoring, Tracking, and Effectiveness

To administer the program, TEA manages a set of policies, requirements, and a CIS student-level database. The agency provides technical support to and coordination of the CIS programs. TEA continuously monitors student data and reports performance outcomes to the legislature and other stakeholders on a quarterly basis.

COMMUNITIES IN SCHOOLS (CIS) IN TEXAS					
FY:	**2014**	**2015**	**2016**	**2017**	**2018**
CIS of Texas local programs (grantees)	27	27	28	28	28
Campuses served	817	850	942	939	913
School districts	149	145	146	139	142
Case managed students served	86,743	87,990	93,529	87,932	86,435
Average state and local expenditure per case managed student	$808	$662	$674	$842	$829
Stayed in school (7-12th Grade)	99%	98%	99%	98%	98%
Promoted to the next grade	94%	94%	95%	95%	96%
Eligible seniors graduated	94%	94%	95%	94%	94%
Targeted for academics, improved	89%	89%	89%	89%	90%
Targeted for attendance, improved	78%	79%	77%	75%	74%
Targeted for behavior, improved	93%	93%	92%	91%	93%
General Revenue	$15,521,815	$15,521,816	$15,521,816	$15,521,817	$15,521,817
TANF	$4,842,342	$4,842,341	$4,842,342	$3,898,450	$3,898,450
TANF Admin	---	---	---	$943,892	$943,892
Total	$20,364,157	$20,364,157	$20,364,158	$20,364,159	$20,364,159

TEXAS ACADEMIC INNOVATION AND MENTORING (AIM)

For the 2018-2019 biennium, this prevention program was funded by the General Appropriations Act, Article III, Rider 51, 85th Texas Legislature, 2017. The purpose of Texas Academic Innovation and Mentoring (AIM) is to expand statewide an after-school and summer program designed to close the student achievement gap between minority and low-income students and English Learners who are at risk of dropping out of school and their counterparts. The program enables targeted students in low performing schools at 77 sites across Texas to enroll in after-school and summer recreational programs that effectively address student achievement gaps through a combination of skills gap remediation and at- risk prevention services. One half of the service sites are along the Texas-Mexico border. While traditional Boys & Girls Clubs (BGC) programming addresses comprehensive prevention needs, the Texas AIM partner, Sylvan Learning Center, provides evidence-based curriculum through certified teachers with assistance provided by BGC staff. Through joint delivery of the program, children receive seamless services from two strong partners. Additionally, the staff development that BGC receives from the Sylvan partnership enables growth and capacity building for the BGC.

Monitoring, Tracking, and Effectiveness

The BGC and Sylvan Learning Center collect and monitor student data. Student level data is used during the school year to identify the academic needs of each individual student and to inform the provision of services for each student. The TEA program manager develops a progress report in order to manage program performance. The summary performance data is reported to TEA at scheduled points during the year and is reported to TEA in a final performance report at the end of the school year.

TEXAS ACADEMIC INNOVATION AND MENTORING					
FY:	2014	2015	2016	2017	2018
Percentage of Texas AIM youth that advance an academic level*	84%	83%	85%	78%	85%
Number of youth served annually	2,288	2,286	3,011	3,186	3,226
Average monthly cost per youth served	$55	$55	$55	$55	$55
Percentage of English Learners served	25%	35%	29%	29%	21%
Percentage of Texas AIM youth who received a C or better for a subject in which they received services	89%	87%	91%	87%	92%
Percentage of Texas AIM youth that passed the STAAR Test**	75%	70%	85%	75%	69%

*An academic level is defined as an increase in Growth Scale Value from pre-assessment to post
**Based on 483 students for whom STAAR data was obtained locally to the AIM program

21ST CENTURY COMMUNITY LEARNING CENTERS: TEXAS AFTERSCHOOL CENTERS ON EDUCATION (TEXAS ACE)

This federally funded program is authorized by the Elementary and Secondary Education Act, Title IV, Part B, as amended by the Every Student Succeeds Act of 2015. The Texas 21st Century Community Learning Centers program (also known as Texas Afterschool Centers on Education, or Texas ACE) assists students, particularly students who attend low-performing schools, in meeting challenging academic standards by providing them with academic enrichment and a broad array of additional programs and activities during non-school hours and periods when school is not in session (e.g., after school and summer). The activities provided reinforce and complement the regular academic programs of the schools attended by the students and target the students' academic and other needs. This federal formula grant is awarded to the Texas Education Agency, which competitively awards grants to eligible entities and supports those entities in implementing high-quality programs in communities across the state.

Monitoring, Tracking, and Effectiveness

All Texas ACE programs operate under a set of guidelines that consists of federal statutory requirements and program-specific requirements and a Texas ACE Blueprint that integrates requirements with state priorities, evidence-based research, and best practices to form a continuum of performance. When implemented with fidelity, optimized Texas ACE programs are designed to improve student performance on state assessments, core course grades, on-time grade level advancement, school day attendance, discipline referrals, high school graduation rates, and high school career competencies. The state office provides resources and supports to all Texas ACE grantees including robust in-person and virtual training opportunities, individualized technical assistance, data collection and reporting tools, local program evaluation support, program implementation monitoring, and online resources.

TEXAS AFTERSCHOOL CENTERS ON EDUCATION (TEXAS ACE)					
Fiscal Year*	**2014 (138 programs)**	**2015 (76 programs)**	**2016 (76 programs)**	**2017 (66 programs)**	**2018 (66 programs)**
Total Students	**188,985**	**121,821**	**120,617**	**111,380**	**108,902**
Total Regular Students **	132,445	76,672	45,101	68,640	71,506
Total Non-Regular Students	56,539	45,149	42,193	42,740	37,396
Limited English Proficiency Youth	19%	19%	20%	21%	20%
Economically Disadvantaged	69%	65%	66%	71%	71%
Special Needs	7%	7%	7%	7%	7%
At Risk	53%	52%	51%	55%	56%
Migrant	8%	9%	9%	9%	1%
ESL	1%	1%	1%	1%	9%

*Data reported is for the fall, spring and summer program terms. Fall programming starts during August or September depending on the calendar of the school campus served.
**Regular students are those served for 30 days or more during the year. For programs that started in FY2017, regular students are those served for 45 days or more.

TEXAS MILITARY DEPARTMENT

TEXAS CHALLE*NG*E ACADEMY (TCA)

The Texas Challe*NG*e Academy (TCA) is an evidence-based program designed to provide opportunities to adolescents who have dropped out of school but demonstrate a desire to improve their potential for successful and productive lives. A voluntary, preventive program, the National Guard Youth Challe*NG*e Program (NGYCP) helps young people improve their life skills, education levels and employment potential. Sixteen-to-18-year-old male and female high school dropouts are eligible to apply for the 17-month program, which includes a five-month residential phase followed by a 12-month mentoring phase. TCA was created in 1994 as an AmeriCorps Program and transitioned to a National Guard Youth ChalleNGe Program (Seaborne ChalleNGe Corps) in 1999. Hurricane Ike's landfall on Galveston Island in 2008 forced the program to relocate to Sheffield, Texas. Texas opened a second campus in Eagle Lake, which began serving students in July 2015. In December 2018, after recommendations from the Sunset Commission, Texas closed the campus in Sheffield and consolidated resources into the Eagle Lake campus. The campus expansion will enable the Eagle Lake campus to serve 33% additional students starting in FY 2020.

Authorized and funded through the Department of Defense, the National Guard Bureau is responsible for management and oversight of the 42 Challe*NG*e academies that have graduated more than 170,000 participants to date. Led by professionals who emphasize structure, discipline, education and life skills, the Youth Challe*NG*e Program provides those who drop out of school the chance to grow into productive and accomplished young adults.

Monitoring, Tracking, and Effectiveness

Independent evaluations have found the Youth ChalleNGe program to be effective. MDRC, a social policy research organization, concluded a multi-year evaluation of the Youth Challe*NG*e Program and found it significantly improves the educational attainment, employability and income earning potential of those who participate in the program.[3] A RAND Corporation cost-benefit analysis found the Youth Challe*NG*e Program generates $2.66 in benefits for every dollar expended on the program, a return on investment of 166 percent.[4] This rate of return is substantially above that for other rigorously evaluated social programs that target disadvantaged youth. Recently, Promising Practices Network identified the Challe*NG*e Program as a "proven" program.[5] "The Texas ChalleNGe Academy has graduated 1120 students in the past five years with an average high school completion rate of 61%. The average academic growth rate was two years, with an average of five academic credits recovered during the 22-week residential phase.

TEXAS CHALLENGE ACADEMY (TCA)					
FY:	2014	2015	2016	2017	2018
Enrolled	246	315	403	358	214
Graduated	200	231	265	241	183
Retention %	81.3%	73.3%	65.8%	67.3%	85.5%
HS Completion	95	147	157	167	126
HS Completion %	47.5%	63.6%	57.9%	69.3%	68.9%
TABE Math Growth (years)	2.1*	2.0*	2.0*	2.0*	1.7*
TABE Reading Growth (years)	2.1*	2.0*	2.0*	2.0*	1.6*
AVG # of Credits per student	5	6	5.5	5	4.5

* Grade equivalent reporting changed to reporting the total combined growth. TABE is not a fair representation of academic growth based on student interest at time of post-test.

[3] MDRC. (2011). *Staying on Course: Three-Year Results of the National Guard Youth ChalleNGe Evaluation*

[4] RAND Corporation. (2012). *A Cost-Benefit Analysis of the National Guard Youth ChalleNGe Program.*

[5] http://www.promisingpractices.net/program.asp?programid=275

SECTION 4:

Dropout and Delinquency Prevention and Intervention Coordination Activities of Rider 17.05 Workgroup

IN THE PREVIOUS YEAR, THE WORKGROUP HAS ENGAGED IN THE FOLLOWING ACTIVITIES:

- Examined each of the delinquency, dropout prevention and intervention programs funded by participating agencies, the populations and locations served, and evidence of the programs' effectiveness. (See Appendix A)
- Informed the convening of an Education Summit titled Advancing Behavioral Health Collaborations for Student Success held in November 2017 as part of the Strengthening Youth and Families Conference. This Summit is a professional development for staff who work with school aged children and youth, including staff from the agencies.
- Informed resources provided on TEA's Mental Health and Behavioral Health Webpage, including Best Practices for Schools, and opportunities to add additional resources from the agencies in the next update of the Website. https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Mental_Health_and_Behavioral_Health/
- Shared information and updates on agency and legislative activities which stand to impact various prevention/intervention efforts, including:
    - Results from TJJD data matching project with TEA to track outcomes of children and youth served by TJJD prevention programs.
    - Strategies used by the Texas Military Department to meet the changing needs of students being referred for services following truancy reform.
    - The research into mental health and behavioral health, as well as social emotional learning, in relation to prevention and intervention services and connecting strategies provided by the agencies.
    - Reviewed the state's Behavioral Health Strategic Plan and discussed opportunities for coordination and collaboration.
    - TEA efforts to strengthen support for special student populations; including students who are disabled, English learners, homeless, in foster care, displaced, trafficked, migrant, military connected, have mental health or behavioral health challenges, are highly-mobile or are at-risk.
    - The TEA Special Populations Department and Highly Mobile and At-Risk Students Division that focuses on implementing strategic priorities for these populations; including coordinated prevention and intervention.
    - Legislative decisions related to dropout or delinquency prevention/early intervention, such as:
        - Dissemination of information to schools on effective practices in creating trauma-informed, positive school climates
        - Dissemination of information to community youth service providers on the range of programs and services available across systems
    - Shared information and resources for Hurricane Harvey survivors which were combined in a Webpage titled Hurricane Harvey Recovery: Mental Health Resources for Schools at the Texas Education Agency: https://tea.texas.gov/Harvey_Recovery_MH/

SECTION 5:

Key Considerations and Next Steps in Coordinating Services

The workgroup identified several areas of consideration requiring focused attention for continuing efforts. Several of these activities are driven in large part by the engagement of other agencies or entities, as well as legislative direction.

CONSIDERATION 1:

Truancy reform has changed the way dropout and delinquency prevention and intervention services are provided.

With the passage of HB 2398 by the 84th Texas Legislature, schools have primary responsibility for preventing and addressing truancy. The workgroup reviewed and discussed the new policies to support implementation. Schools are now required to implement truancy prevention and intervention strategies before referring a student to criminal court for truancy. Schools must document the prevention and intervention strategies used before they can refer a family to civil court for truancy. School districts are also required to have a truancy prevention facilitator or juvenile case manager to implement truancy prevention within the district. Interventions can include both school-based community services and referrals to community-based services aimed at addressing the student's truancy. Schools may provide truancy prevention services internally or refer families to state-sponsored community-based providers. For students who are at-risk for truancy and are homeless, pregnant, in foster care or are the primary earners for their families, schools are required to offer additional counseling support, in lieu of referral to truancy court, if the truancy is related to those student characteristics.

In January 2017, The Texas Education Agency adopted Texas Administrative Code (TAC), 19 TAC §129.1041- §129.1045 to describe and define minimum standards, sanctions and best practices for truancy prevention measures. http://ritter.tea.state.tx.us/rules/tac/chapter129/ch129bb.html. The Texas Association of School Boards has also provided a guidance document, found at: https://www.tasb.org/services/legal-services/tasb-school-law-esource/students/documents/compulsory_attendance_and_truancy.pdf

The best practices for school districts include conducting a needs assessment and identification of truancy prevention and intervention resources in the community. Best practices also include developing collaborative partnerships, including planning, referral, and cross-training opportunities, between appropriate school staff, attendance officers, program-related liaisons, and external partners such as court representatives, community and faith-based organizations, state or locally funded community programs for truancy intervention or prevention, and law enforcement to assist students.

However, community providers continue to express concern that there is a gap that needs to be addressed for efficient and effective engagement and coordination of community service providers. Some concerns identified and discussed by the group were:

- Truancy prevention and intervention programs or strategies are developed by local school districts. Those interventions and strategies are often unknown to community providers so the providers are unable to effectively collaborate.
- The plans, protocols, programs, or interventions that schools implement for truancy prevention and intervention are not required to be reported to the state or posted locally on district websites.
- Available community services for families to select and access for truancy prevention and intervention are not required to be posted on school district websites.
- Outside of statutory changes, there is a need for the state agencies to provide additional training for community service providers and schools, to identify strategies and develop guidance to facilitate

collaboration between schools and the community service providers.

One of the barriers outlined in the previous report was addressed by the most recent session of the legislature. Due to the passage of Senate Bill 1306 in the 86th regular legislative session, there is now a statutory requirement for school districts to post locally the name/contact information of the truancy prevention facilitator or juvenile case manager.

This transition has proved challenging not only for many schools and parents, but also for the community-based organizations that serve at-risk youth through grants and contracts with TJJD, DFPS and from the Texas Military Department.

In the past, courts have served as a centralized "hub" where youth could be connected with community-based services, such as truancy, delinquency and substance abuse prevention and intervention providers. Schools are now that "hub", but there is no requirement for schools to coordinate with community providers or provide families with options for prevention/intervention services. Service providers in local communities must now develop referral networks and it is difficult for providers to develop relationships with multiple independent school districts and campuses. Schools and parents are often unaware of what truancy prevention and intervention services are available in their communities. Often parents do not have options or a voice to connect with service providers available to provide interventions.

The landscape for engaging community service providers varies across the state. In some communities, schools rely on community-based partnerships to address truancy, which stretches the capacity of some community-based programs. However, many community providers experience difficulty with getting inside the school doors, although the TEA rules identify collaboration with community providers as a best practice.

Following implementation of HB 2398 (84th regular legislative session), both Services to At-Risk Youth (STAR) providers and the Texas ChalleNGe Academy have experienced drops in enrollment. The workgroup agencies have taken steps to help providers adjust to the changed landscape and broadly shared information to outreach to schools, improve service utilization and coordination. DFPS has provided their contracted providers with additional guidance and is engaging them to think creatively with their outreach and engagement strategies. The ChalleNGe Academy has increased its outreach to schools and adjusted its recruitment strategies. TEA has presented information to the coordinating agencies and to service providers to assist with outreach strategies to schools, and shared resource information in its provider and education networks. The community-based prevention providers have been outreaching directly to schools, but often it is not effective. The agencies participated in a stakeholder meeting to discuss these challenges and generate ideas.

The coordination workgroup recognizes that any new policy takes time to implement effectively, and adjustments are often necessary in policy and programs. It also takes time for all organizations to develop new business strategies and relationships. Frequently information must be provided in several formats, to several stakeholders and often several times for outreach to be effective. There may be policies or additional strategies that the state could implement to increase effective coordination between school districts and state sponsored community intervention and prevention programs. No data is currently collected on implementation of the new policy.

To address this consideration, the workgroup will:

- Explore opportunities for the agencies to jointly develop a resource guide of state sponsored truancy intervention and prevention strategies and programs
- Continue to identify additional coordination activities to increase awareness of community-based resources available to schools
- Assist prevention and intervention providers with professional development in engaging schools, building effective partnerships with them, and thinking "outside of the box"
- Investigate how DFPS and TEA can work together to target truancy prevention to students in foster care

CONSIDERATION 2:

Active, untreated behavioral health concerns in students remain an on-going challenge in dropout and delinquency prevention and intervention.

As schools become more effective in addressing the needs of at-risk students, in-district providers of community prevention and intervention providers are serving students with increasingly complex needs. Students with serious mental health concerns are twice as likely as peers without serious mental health concerns to drop out of school.[6] Between 1999 and 2009, nine out of ten students classified as having an emotional disturbance in a Texas public school were suspended or expelled from school for discretionary reasons.[7] In 2014, 54% of youth offenders committed to the Texas Juvenile Justice Department (TJJD) had a need for treatment by a licensed or specially trained provider for a mental health related issue,[8] more than double what would be expected in the general population. During the same year, 93% of youth committed to TJJD were in need of alcohol or drug treatment.[9] STAR providers with DFPS report mental health and substance use concerns among the top three presenting problems they see with youth referred to them.

The workgroup discussed that not all dropout and delinquency prevention and intervention programs are equipped to serve youth with significant needs. When a youth presents with mental or behavioral health concerns the provider is unable to address, it is important that the provider has a referral network to make sure the youth and family is connected to the services that he or she needs to be successful.

To address this consideration, the workgroup will:

- Explore opportunities to engage with the Texas Statewide Coordinated Behavioral Health Council, led by the Health and Human Services Commission, in order to improve provider referral networks, and increase access to behavioral health services for youth who are at-risk
- TEA's Highly Mobile and At-Risk Students Division is providing additional resource information for schools on its website and through interagency training and technical assistance

[6]Wagner, M. (1995). "Outcomes for youths with Serious Emotional Disturbance in Secondary School and Early Adulthood." *Critical Issues for Children and Youths*. 5(2).
[7]CSG Justice Center. (2011) *Breaking School Rules Report.* http://justicecenter.csg.org/resources/juveniles Accessed May 1, 2012.
[8]Texas Juvenile Justice Department. TJJD Commitment Profiles for FY 2014. Data distributed to Regionalization Task Force Members. Sept. 2015.
[9]Texas Juvenile Justice Dept. TJJD Commitment Profiles for FY 2014. Data distributed to Regionalization Task Force Members. Sept. 2015.

CONSIDERATION 3:

Districts of Innovation provide opportunities and challenges for dropout and delinquency prevention and intervention efforts.

In the 84th Session, the Texas Legislature established Districts of Innovation (Texas Education Code Sec. 12A.001), a designation that allows districts with acceptable performance ratings to be granted exemptions from certain sections of the Education Code that inhibit the goals identified by the districts as necessary for student success. Districts are required to submit their District of Innovation Plans to the Texas Education Agency. TEA does not have the authority to approve a district's innovation plan, however the agency can engage in investigative, intervention and enforcement activities if a district is not in compliance with legal requirements for which exemptions are not allowed.

Several districts designated as a District of Innovation have claimed exemptions from the requirement for a person be designated to serve as the Campus Behavior Coordinator (Texas Education Code 37.0012) explaining that the requirement is a barrier to providing a personal, collaborative approach to student discipline through efforts such as Positive Behavior Intervention and Supports (PBIS) and restorative justice and providing social and emotional supports to students. Other districts have sought for exemptions that would allow them to expel a student for persistent misbehavior, which can interfere with dropout and delinquency prevention efforts. Service providers are interested to review these plans regarding strategies and plans approved to work with students who are at risk.

TEA adopted rules for Districts of Innovation. District of Innovation Plans must be posted to each District Website. See the TEA website: http://tea.texas.gov/Texas_Schools/District_Initiatives/Districts_of_Innovation/ for more information and links to each school district's plan.

To address this consideration, the workgroup will:

- Review strategies districts are using to prevent dropout and delinquency in order to inform member agencies dropout and delinquency prevention efforts and to learn more about the strategies across agencies.
- Investigate opportunities for the workgroup to collaboratively provide districts with evidence-supported best-practice guidance or additional suggestions on promoting the educational success of at-risk students.
- Share any workgroup recommendations with agency leadership of each agency.
- TEA plans to develop additional resources to support positive behavior interventions, such as trauma-informed practices and multi-tiered systems of support, for at-risk students through its Special Populations Department and will engage the workgroup in this process.
- TEA plans to continue support and training to promote restorative discipline practices

APPENDIX A:

Detailed Information of Workgroup Agency Delinquency and Dropout Prevention and Intervention Services

Rider 17.07 Coordination of Prevention Services Workgroup

DEPARTMENT OF FAMILY AND PROTECTIVE SERVICES

STATEWIDE YOUTH SERVICES NETWORK (SYSN): Provide prevention and early intervention programs that seek to increase protective factors and target services to at-risk youth for prevention of poor outcomes associated with juvenile delinquency. SYSN contracts provide community and evidence-based juvenile delinquency prevention programs focused on youth ages 10-17 in each DFPS region. The SYSN program was originally funded through Rider 32 during the 80th Legislature. The rider required that $3,000,000 of the Other At-Risk Prevention Program funding be allocated to establish a statewide network of community-based prevention programs that provide evidence-based programs that address conditions resulting in negative outcomes for children and youth.

BIG BROTHERS BIG SISTERS LONE STAR

Total Funds FY 18: $762,500

Brief Description of Program: PEI funds allow state-level grantees to identify areas of high need and vulnerability, and target specific support to local communities; therefore, the level and extent of services by county varies. Services offered by providers include community and school-based mentoring, youth leadership development, and youth skills.

Number of Youth Served FY 18: 1,560

Counties Served: Anderson, Angelina, Archer, Armstrong, Atascosa, Austin, Bailey, Bandera, Baylor, Bee, Bexar, Borden, Bosque, Bowie, Brazoria, Brazos Briscoe, Brooks, Brown, Burnet, , Callahan, Cameron, Camp, Carson, Cass, Castro, Chambers, Cherokee, Childress, Clay, Cochran, Coke, Coleman, Collin, Collingsworth, Colorado, Comal, Comanche, Concho, Cooke, Cottle, Crosby, Dallam, Dallas, Dawson, Deaf Smith, Delta, Denton, Dickens, Dimmit, Donley, Duval, Eastland, Edwards, El Paso, Ellis, Erath, Fannin, Floyd, Fort Bend, Franklin, Freestone, Frio, Gaines, Garza, Gray, Grayson, Gregg, Grimes, Guadalupe, Hale, Hall, Hansford, Hardeman, Hardin, Harris, Harrison, Hartley, Hays, Hemphill, Henderson, Hidalgo, Hill, Hockely, Hood, Hopkins, Houston, Hudspeth, Hunt, Hutchinson, Jack, Jackson, Jasper, Jefferson, Jim Wells, Jim Hogg, Johnson, Jones, Karnes, Kaufman, Kendall, Kenedy, Kent, Kerr, Kimble, King, Kinney, Kleberg, La Salle, Lamar, Lamb, , Lavaca, , Leon, Liberty, Lipscomb, Live Oak, Lubbock, Lynn, Marion, Mason, Matagorda, Maverick, McLennan, Medina, Montague, Montgomery, Moore, Morris, Motley, Nacogdoches, Navarro, Newton, Nolan, Nueces, Ochiltree, Oldham, Orange, Palo Pinto, Panola, Parker, Parmer, Polk, Potter, Rains, Randall, Real, Red River, Roberts, Robertson, Rockwall, Runnels, Rusk, Sabine, San Augustine, San Jacinto, San Patricio, Shelby, Sherman, Smith, Somervell, Starr, Swisher Tarrant, Taylor, Terry, Titus, Tom Green, Travis, Trinity, Tyler, Upshur, Uvalde, Van Verde, Van Zandt, Walker, Waller, Washington, Webb, Wharton, Wheeler, Wichita, Willacy, Williamson, Wilson, Wise, Wood, Yoakum, Zapata, and Zavala.

Eligibility Requirements: Youth ages 6 through 18 years, and target ages 10 through 17 years.

Data Elements Collected: Demographic Information, risk factors, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: Use of evidence-based programs. Use of Big Brothers Big Sisters (BBBS) Strength of Relationship Survey measuring happiness, closeness, and coping. Also uses the BBBS Youth Outcome Pre-

Post Survey measuring dimensions of the mentoring relationship (social competence, scholastic competency, social acceptance, educational expectations, grades, truancy, attitudes towards risk, parental trust, and presence of special adult). These measures have been found to be reliable and valid based on previous youth development research.

TEXAS ALLIANCE OF BOYS AND GIRLS CLUBS

Total Funds FY 18: $902,500

Brief Description of Program: Providers deliver evidence-based programs such as Boys & Girls Club Experience, SMART Moves youth-based curriculum, and youth leadership development that proactively increase protective factors in youth including involvement with positive peer groups, involvement with school and community, and presence of caring adults other than parents in the youth's life.

Number of Youth Served FY 18: 2,183

Counties Served: Angelina, Austin, Bandera, Bastrop, Bell, Bexar, Brazoria, Brazos, Brown, Burnet, Caldwell, Cameron, Collin, Colorado, Cooke, Coryell, Culberson, Dallam, Dallas, Dawson, Denton, Ector, El Paso, Ellis, Falls, Fayette, Fort Bend, Grayson, Gregg, Hardin, Harris, Harrison, Hays, Hidalgo, Hill, Hockley Houston, Hunt, Kerr, Kleberg, Lampasas, Lubbock, Matagorda, Medina, Menard, Midland, Nacogdoches, Nueces, Polk, Potter, Randall, Rockwall, Rusk, Tarrant, Taylor, Tom Green, Travis, Val Verde, Victoria, Walker, Waller, Washington, Webb, Wharton, Wichita, Wilbarger, Williamson, and Zapata.

Eligibility Requirements: Youth ages 6 through 18 years, and target ages 10 through 17 years.

Data Elements Collected: Demographic Information, risk factors, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: Use of evidence-based programs. Programs include Boys & Girls Club Experience, SMART Moves youth-based curriculum, and youth leadership development.

COMMUNITY YOUTH DEVELOPMENT (CYD): To reduce juvenile crime in 23 targeted zip codes that have the highest incidence of juvenile crime in the State of Texas, the CYD program contracts with community-based organizations to develop juvenile delinquency prevention programs in zip codes with high juvenile crime rates. The benefit is a reduction in referrals to juvenile probation and an increase in protective factors by participating youth. This program was originally funded through Rider 23 during the 74th Legislature and has subsequently become part of PEI's funding strategy.

CITY OF AUSTIN HEALTH AND HUMAN SERVICES

Total Funds FY 18: $449,956.07

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1,193

Counties Served: Travis *City*: Austin *Zip Code*: 78744

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently

be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

CITY OF CORPUS CHRISTI PARKS & RECREATION

Total Funds FY 18: $428,068.99

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1,695

Counties Served: Nueces *City:* Corpus Christi *Zip Code:* 78415

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

COMMUNITIES IN SCHOOLS - HEART OF TEXAS

Total Funds FY 18: $561,787.43

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1,051

Counties Served: McLennan *City:* Waco *Zip Code:* 76707

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services

provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

COMMUNITY COUNCIL OF GREATER DALLAS (CCGD)

Total Funds FY 18: $900,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1409

Counties Served: Dallas *City:* Dallas *Zip Codes:* 75216, 75217

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

EL PASO HUMAN SERVICES, INC.

Total Funds FY 18: $450,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1,292

Counties Served: El Paso *City:* El Paso *Zip Code:* 79924

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's

experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

HARRIS COUNTY PROTECTIVE SERVICES FOR CHILDREN AND ADULTS

Total Funds FY 18: $900,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 2,114

Counties Served: Harris *Cities:* Gulfton, Pasadena *Zip Codes:* 77081, 77506

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

LUBBOCK REGIONAL MHMR

Total Funds FY 18: $565,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 2,632

Counties Served: Lubbock *City*: Lubbock *Zip Code:* 79403, 79404 & 79415

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

RIO GRANDE EMPOWERMENT ZONE CORPORATION

Total Funds FY 18: $1,447,500

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 3,412

Counties Served: Hidalgo & Willacy *City:* McAllen, Pharr, Raymondville & Lyford
Zip Code: 78501, 78577, 78569, & 78580

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

SOUTHWEST KEY PROGRAMS, INC.

Total Funds FY 18: $349,993.01

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1,315

Counties Served: Webb *City:* Laredo *Zip Code:* 78046

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

TARRANT COUNTY

Total Funds FY 18: $450,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1,101

Counties Served: Tarrant *City:* Fort Worth *Zip Codes:* 76106,76164

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

THE CHILDREN'S CENTER

Total Funds FY 18: $450,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 999

Counties Served: Galveston *City:* Galveston *Zip Code:* 77550

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

THE GOOD SAMARITAN SERVICE CENTER OF BROWNSVILLE

Total Funds FY 18: $449,995.11

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 789

Counties Served: Cameron *City:* Brownsville *Zip Code*: 78520

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

THE GOOD SAMARITAN SERVICE CENTER OF SAN ANTONIO

Total Funds FY 18: $449,956.23

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1,317

Counties Served: Bexar *City:* San Antonio *Zip Code:* 78207

Eligibility Requirements: Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and the degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

UNITED WAY OF AMARILLO & CANYON

Total Funds FY 18: $450,000

Brief Description of Program: Communities prioritize and fund specific prevention services according to local needs. Approaches used by communities to prevent delinquency have included mentoring, youth employment programs, career preparation, academic support, life skills classes, youth-based curriculum, family-based curriculum, youth leadership development, and recreational activities.

Number of Youth Served FY 18: 1,111

Counties Served: Potter *City*: Amarillo *Zip Code*: 79107

Eligibility Requirements:
Youth through age 17 years who reside in or attend school in the targeted zip code. Target ages are 10 through 17 years. Youth who have a CPS case or whose legal case is pre- adjudicated, informally adjudicated, or deferred adjudication are eligible. However, youth cannot have been on or currently be on probation.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, CYD Pilot Survey, and attendance.

Evidence of Effectiveness: The Program Experience Survey (PES) gauges CYD program participant's experience and degree to which they feel the programs benefited them. Responses indicate client satisfaction with services and programs are shown to have an impact on individual, family, and community functioning.

COMMUNITY YOUTH DEVELOPMENT (CYD) YOUTH SUMMIT: Overview of Agency Prevention Programs: The Youth Summit is an annual event held for select participants of the DFPS CYD program with a goal of developing leadership skills and attitudes as well as providing youth with an avenue to solve problems relevant to their communities rather than have solutions imposed on them without input and opportunity to formulate and then present their own ideas and opinions. Participation is open to Community Youth Development (CYD) participants that are active in their Youth Advisory Council (YAC).

TEXAS A&M AGRILIFE RESEARCH

Total Funds FY 18: $203,750

Brief Description of Program: The Youth Summit provides a unique leadership development and skill building opportunity for CYD youth. During the four day summit, youth participate in interactive and enriching workshops, such as "The Art of Change", "Finding your Voice", "Self-Care for Teens", "Personal Finances", "How to Succeed in College", and more. The goal of the Summit workshops and experience is for youth to take the tools and lessons learned back to their community, to support their own success, as well as develop action plans addressing the needs of local youth and families.

Number of Youth Served FY 18: 102

Counties Served: All Eligible CYD ZIP CODES STATEWIDE

Eligibility Requirements: Youth, 13 - 17 years, who reside in or attend school in the targeted zip code and have been active in their local Youth Advisory Committee over the past year.

Data Elements Collected: Demographic Information, juvenile probation status, services provided, and attendance.

Evidence of Effectiveness: Summit Evaluation Survey.

TEXAS MILITARY DEPARTMENT

TEXAS CHALLE*NG*E ACADEMY (TCA)

Overview of Texas Military Department Prevention Programs: The mission of the Texas ChalleNGe Academy (TCA) is to reclaim the potential of at-risk teens through mentoring, education, training and volunteer service. The program is a seventeen and a half month voluntary program for 16-18 year old high school dropouts or those at risk of dropping out. Youth who volunteer to attend the program learn about TCA from various sources including school counselors, advertising campaigns, juvenile case workers, juvenile justice sources and word of mouth from previous attendees. The initial portion of the program is a 22 week residential phase with a quasi-military (learn to adhere to military courtesies, discipline and a regimented schedule) approach. During this phase, the cadets complete the eight core components (academic excellence, responsible citizenship, leadership/followership, service to community, jobs skills, life coping skills, health and hygiene, and physical fitness). All the youth are given the opportunity to earn a high school diploma and/or GED or earn credits to return to their home high school. During the residential phase, each youth is paired with an adult mentor of their choosing who will assist them during the entire 12 month post residential phase to ensure they stay on track with their "Post Residential Action Plan" that they developed during the residential phase. All cadets will complete a minimum of 40 hours of community service projects during the residential phase. While the academic opportunities are a vital part of the residential phase, the benefits of the non-cognitive skills developed through the other core components and the discipline and structure of the military training model has shown to greatly enhance the young person's chances for future success. The program is provided at no cost to the youth or their family and is funded by a combination of federal and state funds (75% federal, 25% state). The Eagle Lake campus are is one of the 42 National Guard Youth ChalleNGe Programs which are located in 32 states, Puerto Rico and the District of Columbia. The National Guard Youth Program has been operating nationally since 1993 and for twenty years in Texas.

Total Funds FY 18: $3.4 million ($2.55 million federal and $0.85 million state)

Brief Description of Program: The mission of the Texas ChalleNGe Academy (TCA) is to reclaim the potential of at-risk teens through mentoring, education, training and volunteer service. The program is a seventeen and a half month voluntary program for 16-18 year old high school dropouts or those at risk of dropping out.

Number of Youth Served FY 18: *183* graduates

Program Locations: Eagle Lake campus serving youth statewide (Program has four recruiters to select students from all over the state)

Eligibility Requirement: 16-18 years old, citizen of Texas/US, not currently on parole/probation for other than "juvenile offenses", no felony convictions or pending charges, drug free at admission, drop out or at-risk of dropping out

Data Elements Collected: Number of graduates, percent completing HSD/GED or credit recovery, percent completing post residential phase, hours of community service

Evidence of Effectiveness: Independent study by MRDC[10]. A recent RAND Corporation cost-benefit analysis found the Youth ChalleNGe Program generates $2.66 in benefits for every dollar expended on the program, a return on investment of 166%.[11]

[10]MDRC. (2011). *Staying on Course: Three-Year Results of the National Guard Youth ChalleNGe Evaluation*

[11]RAND Corporation. (2012). *A Cost-Benefit Analysis of the National Guard Youth ChalleNGe Program.*

ACADEMIC INNOVATION AND MENTORING (AIM)

Total Funds FY 17: $2,250,000

Brief Description of Program: Academic Innovation and Mentoring (AIM) is designed to close the gaps in the student achievement among minority and low-income students and English Learners who are at risk of dropping out. Texas AIM is an innovative partnership between Texas Alliance of Boys and Girls Clubs (BGC) and the Sylvan Learning Centers. Support services for students include: after-school academic instruction and tutoring, assigned adult advocates, parent engagement activities, character and leadership development in problem-solving and decision-making, fine arts activities, sports, fitness, recreation, and health and life skills. Texas AIM supports a data system to assess needs, plan services, and monitor student performance and engagement.

Number of Youth Served FY 18: 3,226

Program Locations: 77

Eligibility Requirements: Eligibility for funding is limited to the Texas Boys and Girls Club, as specified in the General Appropriations Act, Article III.

Data Elements Collected: Percentage of students served who advanced an academic level in a math or reading assessment and number of discipline referrals

Evidence of Effectiveness: Data elements reported in the FY 2018 final report from Texas AIM include: average monthly cost per student ($55), percentage of students who advanced an academic level in a math or reading assessment (85%), percentage of youth receiving a C or better in a subject for which they received services (92%), and percentage of students that passed the STAAR state assessment (69%)

AMACHI

Total Funds FY 18: $600,000

Brief Description of Program: The purpose of Amachi is to provide one-to-one mentoring for youth ages 6– 18 whose parents or family members are incarcerated in or recently released from the prison system. Youth are engaged in mentoring relationships established primarily through partnerships with school districts, faith-based organizations, non-profit partnerships, the Texas Department of Criminal Justice, prison fellowship and re-entry programs across Texas.

Number of Youth Served FY 18: 1,332

Program Locations: Dallas-Fort Worth metropolitan area, Houston metropolitan area, the central Texas region, El Paso, the Gulf Coast region, Hereford, Lubbock, the Texas panhandle region and the south Texas region
Eligibility Requirements: Big Brothers Big Sisters (BBBS) Lone Star implements the Amachi mentoring program and subcontracts with eight BBBS programs throughout Texas to provide mentoring for children of incarcerated adults.

Data Elements Collected: Data is maintained by BBBS Lone Star. Progress reports are provided to TEA quarterly. BBBS Lone Star reports outcomes to TEA annually.

Evidence of Effectiveness: During the 2017-2018 school year (FY 2017) 1,332 students had a mentor and were

served. Of these, 90% of matches that were active during the school year were sustained for at least six months. 99.2% of mentored students were promoted to the next grade level. 84% of all matches reported improvement in at least one of the four areas of personal and social well-being designed to measure self-confidence. 92% reported improvement in at least one category of improved relationships. 1.2% of the students were referred to the juvenile justice system and 3.0% of students were reported as referred to an alternative education program.

21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLC)

Total Funds FY 18: $106,731,948

Brief Description of Program: The purpose of the 21st CCLC program is to assist students to meet the challenging state academic standards by providing them with academic enrichment activities and a broad array of other programs and activities during non-school hours or periods when school is not in session (such as before and after school, or during summer recess). The activities provided reinforce and complement the regular academic programs of the schools attended by the students and are targeted to the students' academic needs. The Texas 21st CCLC program operates as the Texas Afterschool Centers on Education (ACE), or Texas ACE.

Number of Youth Served FY 18: 108,902 students were served during the program year that coincides with FY2018

Program Locations: Sixty-six grantees operated 468 community learning centers in 109 school districts

Eligibility Requirements: Eligible entities include a local educational agency (independent school district, open-enrollment charter school, and regional education service center), community-based organization, Indian tribe or tribal organization (as such terms are defined in section 4 of the Indian Self-Determination and Education Act (25 U.S.C. 450b)), another public or private entity, or a consortium of two or more such agencies, organizations, or entities. Competitively funded grant programs must target students that primarily attend schools eligible for school wide programs under the ESEA, Section 1114 and the families of such students.

Data Elements Collected: Program attendance, student activity participation, center activity schedule, family activity schedule, family activity attendance, staffing, and student identifiers to link to state-collected data for outcomes for required federal reporting and local program evaluation

Evidence of Effectiveness:[12]

a. Regular participation in the 21st CCLC program (60-days+) was consistently associated with higher state assessment scores in mathematics
b. Regular participation in the 21st CCLC (60-days or more) by high school students was associated with higher GPAs; more credits earned and increased grade promotion. These high school participants had an average of a 72 percent greater likelihood of being promoted to the next grade level, a 17% reduction on average statewide in school-day absences, and a 14% reduction on average statewide in disciplinary incidents during the school day.
c. Higher quality programs boasted a longer duration of student attendance, fewer school-day disciplinary referrals, increased likelihood of grade promotion, and an increase in reading assessment scores

[12] American Institutes for Research. "Texas 21st Century Community Learning Centers: 2014-15 Evaluation Report." Prepared for the Texas Education Agency. May 2016.

COMMUNITIES IN SCHOOLS (CIS)

Total Funds FY 18: $20,364,159

Brief Description of Program: The mission of Communities In Schools (CIS) is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS partners with educators, students, and parents to identify needs of students who are at-risk of dropping out of school. Campus-based programming can include crisis intervention, individual counseling, support groups, life skills, tutoring, mentoring, parent engagement, and enrichment activities – all targeted to meet the individual needs of students so they can fully engage in learning and be academically successful. CIS monitors student level data and tracks education outcomes. The CIS program model has six components: academic enhancement and support, college and career awareness, enrichment activities, health and human services, parental and family engagement, and supportive guidance and counseling.

Number of Youth Served FY 18: 86,435 students received intensive case management services

Program Locations: 142 districts, 913 campuses

Eligibility Requirements: Eligible grantees include 501(c)(3) nonprofit organizations

Data Elements Collected: Demographic information, attendance, discipline referrals, grades, statewide assessment scores, partner organizations, end of year student outcome (promoted, retained, graduated, dropped out, etc.), targeted need(s), and services provided

Evidence of Effectiveness: During fiscal year 2018, 28 CIS programs served up to 846,378 students on 913 campuses in 142 school districts. Of those, 86,435 were provided with individual case management services. Reported outcomes included: 98% stayed in school (grades 7-12); 96% were promoted to the next grade (grades K-11); 94% of students that were eligible to graduate graduated; 90% of students that were targeted for academic intervention showed improvement; 74% of students that were targeted for attendance intervention showed improvement; and 93% of students that were targeted for behavior intervention showed improvement.

BASTROP COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $32,780

Brief Description of Program: The Cen-Tex Regional Services Department partners with school districts to provide drug awareness education to students who are at-risk for using illegal and/or prescription drugs. The program provides parenting skills and education to adults whose children, ages 6-17 years of age, are at increased risk of entering the juvenile justice system and uses the "Breaking the Cycle" Program.

Counties Served: Bastrop, Lee, Washington

Number of Youth Served FY 18: 72

Eligibility Requirements: Children between the ages of 6 and 17 years of age and are at risk of entering the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 72 youth that participated in the program, 33 youth successfully completed the program and their files were closed, 39 youth will be carried over to next year, and 0 youth were referred to the probation department while participating in the program.

BEXAR COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $518,522

Brief Description of Program: School based truancy prevention and early intervention program in partnership with Communities In Schools, Southwest Key and the North East Independent School District (ISD). The project targets children and youth who are at increased risk of delinquency, truancy, dropping out of school or referral to the juvenile justice system. The Project Connect Program, administered by Southwest Key, is designed to benefit the targeted students in their service area by increasing school attendance and decreasing substance abuse, with the objective of diverting these students from the juvenile justice system. A portion of the funds is used to purchase school uniforms and bus passes.

Counties Served: Bexar

Number of Youth Served FY 18: 442

Eligibility Requirements: Youth in the North East ISD who are ages 11- 17, not currently under department supervision but who are at increased risk of delinquency, truancy, school dropout, or referrals to the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 442 youth that participated in the various programs, 11 (2.5%) were referred to the probation department.

BROOKS COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $48,400

Brief Description of Program: The Brooks County Juvenile Probation Department partners with school districts to provide truancy prevention services through the Why Try and The Choice Bus curriculum. In addition, the department utilizes an LPC to provide one-one-one therapy services to youth as well.

Counties Served: Brooks

Number of Youth Served FY 18: 43

Eligibility Requirements: Children between the ages of 6 and 17 years of age and are at risk of entering the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 43 youth that participated, 14 had fewer school discipline reports, 11 had improved school attendance, 14 promoted to the next grade level, eight passed one or more areas of the STAAR, and none were referred to the probation department while participating in the program.

BURNET COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $14,728

Brief Description of Program: Uses trained facilitators to deliver Curriculum Based Support Group program, a research-based curriculum, which reduces anti-social attitudes and rebellious behavior through small group character-building classes.

Counties Served: Blanco, Burnet, Gillespie, Llano, and San Saba

Number of Youth Served FY 18: 21

Eligibility Requirements: Participants are fourth and fifth grade at-risk youth in certain elementary schools

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 21 of 21 students (100%) completed the program successfully. No program participants were referred to the probation department.

CAMERON COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $111,694

Brief Description of Program: The prevention and intervention program provides services at the Harlingen Outreach Center. The purpose is to provide safe and structured afterschool activities, including mentoring, tutoring, educational opportunities and social activities, with a focus on increasing school attendance and academic achievement: after school and summer programs with an educational curriculum, social activities, recreational activities, tutoring, mentoring, arts and crafts, and presentations from different agencies in our community.

Counties Served: Cameron

Number of Youth Served FY 18: 70

Eligibility Requirements: High-risk youth, ages 6-17, with a special emphasis on siblings of youth already involved in the juvenile justice system and families with CPS involvement

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: All 70 (100%) students that participated completed the program successfully.

CROSBY COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $57,600

Brief Description of Program: A Licensed Professional Counselor provides individual, family and play therapy, along with skills development: parenting, coping, making choices, and anger management to at-risk youth identified by the juvenile probation department, county sheriff's department, local city police, school districts or concerned parents; provides the Crossroads Facilitator Program, which offers curricula that targets specific interventions towards reducing criminogenic risk/needs of participants that include: criminal personality, anti-social attitudes, values, behaviors, low self-control, criminal/negative peers, substance use/abuse, criminal/negative family, and development of life skills, and attends community events to promote and inform the community.

Counties Served: Crosby

Number of Youth Served FY 18: 21

Eligibility Requirements: Youth, ages 6-17, who are not currently under juvenile supervision and who are at increased risk of juvenile justice system involvement

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: On an average, about 10-15 youth were seen per month for individual counseling with families being engaged in counseling 1-2 times per month based on the needs of the client. Seventeen of 21 youth completed their counseling goals and their files were closed.

DALLAS COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $5,775

Brief Description of Program: The Dallas County Juvenile Probation Department provides a Summer Day Camp program (3 weeks) which offers Academic Enrichment (reading; credit recovery lab); Social Skills Building (field trips and exposure to the arts); and Service Learning (weekly community service projects).

Counties Served: Dallas

Number of Youth Served FY 18: 10

Eligibility Requirements: Non-adjudicated youth between the ages of 12 to 17 years old, who attended the Dallas County Juvenile Justice Alternative Education Program expelled for discretionary student code of conduct offenses who are not currently under juvenile supervision and who are at increased risk of juvenile justice system involvement.

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Eight of 10 students (80%) completed the program successfully.

ECTOR COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $71,216

Brief Description of Program: A full-time intervention officer acts as an advocate for youth and works with other agencies to identify specific needs that will allow youth to remain in or return to his or her home campus. Services include home visits to assist in behavior management, school visits to assist with behavior, attendance, anger management, coping skills, social skills, substance abuse prevention and individual counseling.

Counties Served: Ector

Number of Youth Served FY 18: 72

Eligibility Requirements: Ector ISD students ages 6-17 years of age who have been or are at risk of being suspended off campus to a Disciplinary Alternative Education Program (DAEP) and/or expelled

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals; our goals were 75% of students would not be expelled from home campus during/post services, 80% of students would increase attendance, 75% would increase grades, and 90% would complete services

Evidence of Effectiveness: Of the 72 students receiving services in FY 18, 49 (68%) successfully completed services, six did not complete services, and 17 remained in the program. Of the 49 that completed the program, 42 (87%) had fewer school discipline reports, 42 (87%) were promoted to the next grade level, 29 (59%) increased/improved their attendance, and 5 (7%) youth were referred to the probation department for a law violation.

ELLIS COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $132,000

Brief Description of Program: Contracts with Ennis Boys & Girls Club who provide an evidence-based afterschool mentoring program and life skills curriculum; youth are referred to the program by the Truancy Court, Municipal Court, school counselors, social agencies and parents.

Counties Served: Ellis

Number of Youth Served FY 18: 421

Eligibility Requirements: Youth between the ages of 6 to 17, with special attention on younger children, who are at risk for juvenile justice system involvement

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 421 youth served, 250 (59%) completed the program successfully. None of the 421 youth that participated in the program were referred to the probation department.

EL PASO COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $126,933

Brief Description of Program: The El Paso Probation department provides prevention programs through several organizations to improve successful outcomes for at-risk youth. Big Brothers, Big Sisters provides mentoring, positive enrichment activities, bullying prevention and parenting education services. The Juvenile Case Management Program worked with students brought before the El Paso Municipal Court to prevent future delinquency. This program was discontinued as of January 2019 as personnel left the position supporting this program. All open cases were transferred back to the municipal court for follow-up. Permission for transitioning to increase support of the Communities in Schools truancy abatement program at a middle school that feeds into the Grant T program school was requested and approved for FY19. This CIS program provides a restorative discipline circles for at-risk youth.

Counties Served: El Paso

Number of Youth Served FY 18: 208

Eligibility Requirements: At-risk youth ages 6-17 who are not involved with the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 182 of 256 (71%) students completed the program successfully, only two (.96%) were referred to juvenile probation while participating in the program and five (2.4%) students were referred to the probation department after participating in the program. Below are specific program outcomes:

Big Brothers Big Sisters: Number of youth carried over from previous fiscal year: 37

a. Total number of youth began services this fiscal year: 22
b. Total number of youth served: 59
c. Total number of youth whose files were closed successfully: 28 (93%)
d. Total number of youth whose files were closed unsuccessfully: 2 (7%)

Juvenile Case Management at Municipal Court: 80 (83%) files were closed successfully, 16 (17%) were closed unsuccessfully, and three were not applicable for data collection purposes.

e. Number of youth carried over from previous fiscal year: 48
f. Number of youth who began services this fiscal year: 71
g. Total number of youth served: 119
h. Total number of youth whose files were closed: 96
i. Number of youth whose files were closed successfully: 80 (83%)
j. Number of youth with at least a 10% increase in attendance: 90 (94%)
k. Number of youth with fewer school discipline reports while in the program: 7 (91%)
l. Number of youth who passed one or more areas of the STAAR (N=31): 31 (100%)
m. Number of youth promoted to the next grade level: 85 (86%)

CIS- Restorative Discipline Circles for At-Risk Youth

n. Number of youth who began services this fiscal year: 30
o. Total number of youth served: 30
p. Total number of youth whose files were closed (two moved): 28
q. Number of youth with at least a 15% increase in attendance: 10 (36%)
r. Number of youth with fewer school discipline reports while in the program: 28 (100%)
s. Number of youth who passed one or more areas of the STAAR testing: 28 (100%)
t. Number of youth promoted to the next grade level: 28 (100%)

FORT BEND COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $56,548

Brief Description of Program: Provides juvenile probation officer to work with specialized truancy magistrate to administer intensive proactive case management for students referred for truancy; and implements a "Partners In Parenting" program, a collaboration between the Lamar Consolidated School District identified high-need elementary schools and middle schools, the Justice of the Peace Court for this area, and the Fort Bend County Juvenile Probation Department.

Counties Served: Fort Bend

Number of Youth Served FY 18: 119

Eligibility Requirements: Students on five campuses selected by Lamar Consolidated ISD as high-risk schools for poor attendance, low grades and discipline issues

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 119 youth served during FY 2018:

a.	Number of youth who exhibited improved attendance:	50 (42%)
b.	Number of youth who had fewer school discipline reports:	43 (36%)
c.	Number of youth who successfully completed the program:	58 (49%)
d.	Number of youth who were referred to the program department while in the program:	4 (3%)

GUADALUPE COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $86,680

Brief Description of Program: The prevention program R.I.S.E. (Respect, Invest, Strive, Engagement) provides prevention and educational services to address the needs of at risk youth and their families as identified by Guadalupe County Juvenile Services along with local community agencies in Guadalupe County, to include the DAEP's from our four public school districts, law enforcement, civic groups, municipal courts, faith based institutions, and non-profit organizations. The goal of the program is assist and educate youth and their families in developing essential life skills that will help them learn strategies and techniques for effective communication and coping skills in order to help reduce potential involvement in the juvenile justice system.

Counties Served: Guadalupe

Number of Youth Served FY 18: 118

Eligibility Requirements: At-risk male and female adolescent's ages six (6) to seventeen (17) who have not been previously referred to our department but have been identified as being at-risk for one or more at risk behaviors

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The population served and outcomes were as follows:

Total number of clients served:

a.	69 youth and 12 parents/guardians	
b.	Number of youth who began services this fiscal year:	73
c.	Total number of youth served:	69
d.	Total number of youth whose files were closed: 69 participants at the end of FY 2018 and reopened with 69 at beginning of FY 2019	

Output performance measures

e.	Number of youth that completed the program):	69 (100%)
f.	Number of youth who promoted to next grade level:	68 (99%)
g.	Number of youth referred to probation department while in the program:	4 (5%)

HALE COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $109,931

Brief Description of Program: Hale County Probation Department provides the Rainbow Days program. The county employs two full-time coordinators and one part time coordinator to provide the Curriculum Based Support Group Program to serve Hale and Swisher Counties. Participating students are between the ages of 6 and 17 years. Program youth are identified by principals, counselors, parents, and the youth themselves. The objective of the Rainbow Days program is to deter the youth from entering the juvenile justice system and to encourage the youth to stay in school.

Counties Served: Hale, Swisher

Number of Youth Served FY 18: 292

Eligibility Requirements: Students between the ages of 6-17 years who are at-risk for juvenile justice involvement

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, program completion rate

Evidence of Effectiveness: 284 of 292 (97%) youth successfully completed the program. None of the 292 participants were referred to the program department while enrolled in the program.

HILL COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $20,529

Brief Description of Program: The program employs a certified peace officer that investigates truancy referrals and is a participant on each school district's truancy prevention plan (26 campuses in 11 districts); the officer is a liaison between the juvenile justice community and the school districts.

Counties Served: Hill

Number of Youth Served FY 18: 215

Eligibility Requirements: All students in Hill County schools

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The program received 215 referrals and all referrals were investigated. Out of the 215 referrals, 204 did not have any further court action for continued absences.

Total number of clients served:

a. Number of youth carried over from previous fiscal year: 0
b. Number of youth who began services this fiscal year: 215
c. Total number of youth served: 215
d. Total number of youth whose files were closed: 215

Output performance measures:

e. Number of youth that completed the program): 204 (95%)
f. The program tracks school attendance, which is defined as no additional referrals made to the JRO due to continued school absences that would constitute filing a complaint/case and referring to the Truancy Court
g. Number of youth with improved attendance while in the program: 204 (95%)

JACKSON COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $39,546

Brief Description of Program: The Jackson County Probation Department contracted with the *Turn Around Program* to provide services. The goals of this program are to improve academic performance, develop computer skills, improve classroom participation; improve and develop social skills, provide pathways to higher education and vocation training; and avoid entry into the juvenile justice system.

Counties Served: Jackson

Number of Youth Served FY 18: 144

Eligibility Requirements: Youth aged 6-17 years who are considered at-risk by the schools, due to functioning below grade level who are at-risk for failing a state assessment in one or more areas

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The population information and outcomes were as follows:

Total number of clients served:

a. Number of youth carried over from previous fiscal year: 74
b. Number of youth who began services this fiscal year: 70
c. Total number of youth served: 144
d. Total number of youth whose files were closed: 50

Output performance measures:

e. Number of youth that completed the program successfully: 30
f. Number of youth referred to the probation department while in the program: 0

KLEBERG COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $11,600

Brief Description of Program: Prevention/Intervention program. Services are provided to individuals that are first offenders, or referred by school or family member and include chemical dependency, anger management, and individual/family counseling. Additionally, for youth aged 15-17, local businesses will be solicited to provide internship or apprenticeship opportunities.

Counties Served: Kleberg

Number of Youth Served FY 18: 7

Eligibility Requirements: Youth 10-17 who exhibit at-risk behaviors and are referred to the program/ probation department by a parent, school, or other agency

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The population information and outcomes were as follows:

Total number of clients served:

a. Number of youth carried over from previous fiscal year: NA
b. Number of youth who began services this fiscal year: 7
c. Total number of youth served: 7
d. Total number of youth whose files were closed: 7

Output performance measure:

e. Number of youth that completed the program: 7 (100%)

LAMPASAS COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $3,434

Brief Description of Program: This department provides a parent training program called A Parent's Guide to Changing Destructive Adolescent Behavior in 3-hour sessions ten-week courses.

Counties Served: Lampasas

Number of Youth Served FY 18: 17

Eligibility Requirements: Parents of students who are considered out of control, ages 10 and up

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: The population information and outcomes were as follows:

Total number of clients served:

a.	Number of family members carried over from previous fiscal year:	9 (6 families)
b.	Number of family members who began services this fiscal year:	11 (9 families)
c.	Total number of family members served:	17 (12 families)
d.	Total number of youth whose files were closed:	15
Output performance measures:		
e.	Number of youth that completed the program):	15 (88%)
f.	This program tracks school attendance, by receiving reports from PEIMS/Registrar	
g.	Number of youth with improved attendance while in the program:	15 (100%)
h.	Number of youth with fewer school discipline reports while in the program:	13 (87%)
i.	Number of youth who passed one or more areas of the STAAR:	12 (80%)
j.	Number of youth who promoted to next grade level:	15 (100%)
k.	Number of youth referred to probation department while in the program:	0

RANDALL COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $8,654

Brief Description of Program: Contracts with Texas AgriLife Extension Service for Randall County to work with selected youth on a 4-H swine project. 4-H swine projects require approximately 300 hours of work training, cleaning out pens, feeding, walking and preparing swine for show. Youth and their families attend periodic training sessions, combining information related to livestock management and character development

Counties Served: Randall

Number of Youth Served FY 18: 6

Eligibility Requirements: Youth in middle school, ages 12-14, who have been identified by the school district as having one or more risk factors for delinquency who are selected from referrals; at-Risk Students in Randall County are identified by Canyon and Amarillo Independent School Districts as having one or more risk factors for truancy, delinquency, dropping out of school or referral to the juvenile justice system (including but not limited to youth who are in single parent homes, who have one or both parents with no contact, learning challenges, limited resources such as participation in free or reduced lunch program, or any other indicators that might limit their ability to succeed in the educational system.

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Of 23 students interviewed, six were chosen to participate in the program; 6 of 6 students (100%) completed the program successfully.

Program specific outcome performance measures:

a. The program tracks school attendance, with requiring students to follow 'No pass/ No play' rules.
b. Number of youth with improved attendance while in the program: 6 (100%)
c. Number of youth with fewer school discipline reports while in the program: 6 (100%)
d. Number of youth who passed one or more areas of the STAAR this FY: 6 (100%)
e. Number of youth who promoted to next grade level, this FY: 6 (100%)
f. Number of youth referred to probation department while in the program: 0

ROCKWALL COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $41,603

Brief Description of Program: *Stepping Stones – Prevention and Intervention Programs for Youth* provides substance abuse outpatient services, mental health counseling services, on-line education, and credit recovery as needed.

Counties Served: Rockwall

Number of Youth Served FY 18: 41

Eligibility Requirements: Youth who were not in attendance and referred to truancy court or behind in credits and referred to the program from Rockwall ISD or Royce City ISD. At-risk youth are referred to the department from local school districts, municipal and JP/truancy courts, CPS, and local law enforcement agencies.

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Population information and outcome measures are as follows:

Total number of clients served:

a. Number of youth carried over from previous fiscal year: 17
b. Number of youth who began services this fiscal year: 27
c. Total number of youth served: 41
d. Total number of youth whose files were closed: 41

Output performance measures:

e. Number of youth that completed the program: 32 (78%)
f. Number of youth referred to probation department while in the program: 2 (5%)

TARRANT COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $91,479

Brief Description of Program: The Youth Advocate Programs, Inc. (YAP) offers intense case management, individualized intervention through the YAP mentoring program. YAP Advocates are trained mentors who deliver the services themselves and link youth and their families with other services. This program provides approximately two to six hours of mentoring services per week for approximately four months to each identified youth. This is a new program for Tarrant County, which began in January 2018.

Counties Served: Tarrant

Number of Youth Served FY 18: 13

Eligibility Requirements: Youth (ages 6-17 years) who have siblings who are under supervision of the probation department

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, grade promotion, graduation rates, and discipline referrals

Evidence of Effectiveness: Of the 13 youth enrolled in the program in FY18, 11 (85%) demonstrated improved school attendance. Of the 12 youth served, 11 (92%) of them promoted to the next grade level. One student did not promote to the next grade level, but that decision was made before program participation (not counted in percentage above). All 13 (100%) demonstrated an increase in protective factors.

Output performance measures:

a. The YAP discharged 7 youth from the program in FY2018. Of the seven students who completed the program 6 completed successfully. One student was closed prior to completing the program. The average length of program for all 13 participants was 82 days, with a range of 46-112 days. The average length of program for successful participants was 87 days, with a range of 46-112. Completion status for FY2018 is presented in the table below:

Program specific outcome performance measures:

b. The program tracks school attendance and improved attendance is defined as attending school 4-5 days per week versus attending school 1-3 days per week or being tardy/leaving early at least once a week
c. Number of youth with fewer school discipline reports: 9 (69%)
d. Number of youth who passed one or more areas of the STAAR: 10 (77%)
e. Number of youth referred to probation department while in the program: 0

TOM GREEN COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $88,000

Brief Description of Program: Contracts with Youth Advocate Programs, Inc. (YAP) to provide advocate mentors who work intensively with the youth (up to 15 hours per week) and then taper services to fewer hours as the youth progress in the program. Services include: Completion of an anger management program (PATTS), character building, individualized parenting and family skills training, tutoring, behavioral and social development activities, and work supported/employment training. . The length of stay for each youth range three to six months. The principles reflect the agency's ongoing commitment to family-focused programming that empowers youth and families to lead healthy, safe and productive lives.

Counties Served: Tom Green

Number of Youth Served FY 18: 18

Eligibility Requirements: High- risk youth ages 6-13 who are not involved with the juvenile justice system and referred from selected school districts

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness:

Total number of clients served:

a. Number of youth carried over from previous fiscal year: 8
b. Number of youth who began services this fiscal year: 10

c. Total number of youth served: 18
d. Total number of youth whose files were closed: 12

Program specific outcome performance measures:

e. School attendance is defined as fewer truant events and late arrivals.
f. Number of youth with improved attendance while in the program: 16 (89%)
g. Number of youth with fewer school discipline reports while in the program: 17 (94%)
h. Number of youth who passed one or more areas of the STAAR this FY: 15 (83%)
i. Number of youth who promoted to next grade level, this FY: 18 (100%)
j. Number of youth referred to probation department while in the program: 0

TRAVIS COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $83,522

Brief Description of Program: Contracts with Southwest Key to provide the Family Keys Model (intensive home-based case management services- including daily support as needed). The program combines the concepts of wraparound case management, crisis prevention and intervention and youth and family service planning to create a holistic approach to guiding youth and families and also provides the tools for their success in the home and school setting. In addition, program youth were provided opportunities to expand their learning experiences and engage in positive youth development activities in a variety of community settings. The goals of the program are to reduce truancy and school based disciplinary referrals by working with parents to increase their engagement in the school setting and in the program, to link youth and families to community resources or natural supports, to decrease school-based behaviors and to maintain school attendance and prevent involvement in the juvenile justice system. Additionally, the case manager also assists the parents or guardians with parenting skills, job referrals, and other social supports.

Counties Served: Travis

Number of Youth Served FY 18: 53

Eligibility Requirements: Youth between the ages of 11 and 15 who are truant, running away, experiencing behavioral problems at school, or experiencing conflict with family members

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, discipline referrals, community referrals, and family involvement/ participation

Evidence of Effectiveness: The program received 75 referrals, 100% of youth referred received an Intake/Demographic and a comprehensive assessment; 53 families responded and participated in the program:

Program data:

a. 649 program activities were recorded
b. Case coordination was recorded 318 times
c. Client contacts was recorded 621 times
d. In-person contact was recorded 323 times
e. Enhanced supports activities was recorded 222 times
f. 86 youth and family service plans were completed
g. 176 referrals and linkages were recorded

***Total number of clients served*:**

h. Number of youth carried over from previous fiscal year: 6
i. Number of youth who began services this fiscal year: 47
j. Total number of youth served: 53

k. Total number of youth whose files were closed: 45 closed (3 removed from outcomes)

Parental Involvement and Engagement

l. 50 (94%) of parents/caretakers of children enrolled in the program participated in the completion of a Youth and Family Service Plan

m. 52 (98%) received case coordination

n. 48 (90%) of parents/caretakers will increase their level of awareness about school practices and policies.

Community Partnerships/Wraparound Services

o. 48 (90%) of children and families enrolled in the program who have identified gaps in needed community based services or natural community resources were linked to services or resources at program completion.

Positive Youth Development

p. 47 (89%) of youth enrolled in the program will had a decreased number of in school discipline referrals compared to the previous month prior to program enrollment at program completion

q. 32 (74%) of children enrolled in the program will remain suspension free throughout the program enrollment period.

Accountability

r. 29 (68%) maintained 75% or higher attendance rate during program enrollment at program completion

s. 39 (93%) of children did not commit an offense during their enrollment in the program.

t. During the 2017-2018 fiscal year, 45 youth were discharged from the program, with 3 youth excluded from outcomes for 42 youth.

u. Of the 42 youth, 28 completed and 14 did not complete.
   Of those 14 who did not complete:
   1. 4 chose not to participate
   2. 4 were considered loss of contact
   3. 3 dismissed as runway
   4. 3 were charged with an offense

v. As part of transition planning, youth were referred to the SWK federal youth mentoring program for additional services or were referred and linked to community resources.

Program Outcomes:

w. 28 of 42 (66%) youth successfully completed the program, and their data was used to determine outcomes. This program tracks school attendance with a comparison of attendance records from 30 days prior to program enrollment as a baseline measure and compared to weekly attendance rates.

x. Number of youth with improved attendance while in the program: 27 of 42 (64%)

y. Number of youth with fewer school discipline reports while in the program: 16 of 18 (88%)

z. This program served 53 youth clients; however, the actual numbers impacted was much higher. When we account for all the family members who benefit from our home-based case management services, 136 family members were served. Therefore, 189 individuals benefited from these services.

aa. Youth referred to the probation department while in the program: 3 (6%)

VAL VERDE COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $56,320

Brief Description of Program: *Youth and Family empowerment Program* is designed to help youth having problems with discipline to improve attendance, reduce truancy, increase academics, and prevent juvenile justice involvement. The goals are to prevent high-risk youth from entering the juvenile justice system. The program provides substance abuse screenings, individual counseling, group education, case management series, life skills training and education, cultural and social activities, and tutoring services.

Counties Served: Val Verde

Number of Youth Served FY 18: 81

Eligibility Requirements: Youth between the ages of 7-17 who exhibit at-risk behaviors or attitudes associated with delinquency, who are not on or have ever been on formal or informal juvenile community supervision or be awaiting adjudication

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, school discipline referrals, STAAR performance, and family involvement/participation

Evidence of Effectiveness: Successful completion is defined as attendance in at least 75% of all scheduled activities. Population information and outcome measures are as follows:

Output performance measures:

a. Number of youth carried over from previous fiscal year: 29
b. Number of youth who were screened for services: 63
c. Number of youth who began services this fiscal year: 52
d. Number of youth served: 81
e. Total number of youth whose files were closed: 12 (15%)
f. Total number of youth that completed the program: 44 (54%)
g. Total number of youth continuing services: 23 (28%)

Family Outcomes: a majority of parents reported improved family interactions and relationships with their children, 100% of participant have received some form of follow-up services; and a majority of participants and/or their families have received some sort of referral services to another provider

Youth outcomes:

h. School attendance is defined as fewer truant events and late arrivals.
i. Number of youth with improved attendance while in the program: 64 (79%)
j. Number of youth with fewer school discipline reports while in the program: 65 (80%)
k. Number of youth who passed one or more areas of the STAAR this FY: 63 (78%)
l. Number of youth who promoted to next grade level, this FY: 68 (84%)
m. Number of youth referred to probation department while in the program: 0

VAN ZANDT COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $47,002

Brief Description of Program: The "Just Kids Hands on Pets Education" program is a canine program designed to teach developmentally appropriate discipline, responsibility, compassion for life, motivational problem-solving, self-esteem and nurturing. Special needs youth may also attend a six-week program provided by licensed counselors.

Counties Served: Van Zandt

Number of Youth Served FY 18: 85

Eligibility Requirements: Children and youth ages 6-17 who are at increased risk of involvement with the juvenile justice system. Referrals come from local school districts, local law enforcement, Child Advocacy Centers, adult probation, child protective services, and local municipal courts

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 82 of 85 (96%) students completed the program successfully. Population information and outcome measures are as follows:

Output performance measures:

a. 92 Youth referred to the program (seven parents either declined, youth failed to participate or their youth was not eligible)
b. 85 youth participated in the program

Program specific outcome performance measures:

c. All numbers are accumulated through Self Reporting Surveys given at the end of each 6-week group. Surveys were received from 57 (67%) of the 85 students served who completed surveys at the end of each six week period.

Student Feedback: 48 of 57 (83%) youth reported improvement in the following areas while in the program:

d. Increased the amount of amount of time a student attends class
e. Receiving fewer school discipline reports
f. Improved social skills while in the program
g. Improved anger management
h. Improved family relations
i. 0 youth were referred to probation department while in the program

School District (N=5) and campus (N=7) feedback, 48 of 57 (83%) students:

j. handled problems better
k. are doing better in school as a result of being in the program
l. behavior improved as a result of being in the program

WEBB COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $78,875

Brief Description of Program: Contracts with Southwest Key to provide the Family Keys Model (intensive home-based case management services) to youth between the ages of 11 and 13 who are truant, running away, experiencing behavioral problems at school, or experiencing conflict with family members.

Counties Served: Webb

Number of Youth Served FY 18: 30

Eligibility Requirements: Youth between the ages of 6 and 17 years of age at increased risk of involvement in the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals, parent participation

Evidence of Effectiveness: Population information and outcome measures are as follows:

Student Specific Performance and Outcomes:

a. 21 of 25 youth (84%) completed the program successfully
b. 23 youth were discharged from the program for this reporting period:
    1. 19 (82%) discharged clients participated in the development of a discharge plan. The 4 who did not participate in the development of a discharge plan were not present at discharge
    2. 10 (43%) of clients were available for aftercare services
    3. 18 (77%) discharged youth showed noted improvements in school behavior
    4. 13 (54%) discharged youth maintained a 75% attendance rate or above
    5. 18 (77%) of discharged youth showed noted improvements in school behavior
    6. 13 (54%) of discharged youth maintained a 75% attendance rate or above
    7. 21 (92%0 remained in the community at discharge
    8. 21 (92%) of youth remained free of suspensions
    9. 1 (96%) of youth discharged from the program remained offense free and were not referred to the

probation department

c. 14 (46%) of youth served increased attendance while enrolled in the program
d. 11 (88%) of youth that completed the program improved or maintained their behavior
e. 5 (28%) did not complete program successfully:
    1. 3 due to loss of contact with family/family disappeared/could not be found
    2. 1 was sent to placement (in-patient substance abuse treatment)
    3. 1 youth chose not to participate

Parental Involvement and Engagement

f. 35 families were served in the program and 100% participated in the completion of the Youth and Family Service Plan
g. 100% of parents of children enrolled in the program increased understanding in their level of awareness on school administration, school practices and policies
h. 100% of youth and families served have been linked with community and/or natural supports
i. During the reporting period, the Case Manager conducted a total of 36 linkages and referrals, 774 Client Contacts, 114 Natural and Formal Supports
j. Out of the 30 families served during this reporting period, 26 families required and were assisted with transportation, with a total of 118 transportations
k. In this reporting period, 30 families were served. Each family had a minimum of four family members translating into serving at minimum 120 community members

WHARTON COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $133,298

Brief Description of Program: The Pilgrim Rest After School Activities Program (Pilgrim Rest ASAP) targets youth that are functioning below grade level and at risk of failing the state assessment test in one or more areas, and at risk for entry into the juvenile justice system. The program provides tutoring, computer access, recreation, and food. The second program offered is the *Yes WE Can* (*YWC*) from a service provider called "Just Do IT Now". The program goals include improving academic competence, practicing satisfactory attendance, expand social skills, prepare for further education, secure a high school diploma, connect with services and avoid entry into the juvenile justice system.

Counties Served: Wharton

Number of Youth Served FY 18: 364

Eligibility Requirements: Youth between the ages of 6 to 17 who are at increased risk of involvement with the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals

Evidence of Effectiveness: The program does not complete until students complete high school, therefore program completion numbers are not yet available. Three youth enrolled in the program were referred to the probation department.

WILLACY COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $40,000

Brief Description of Program: Contracts with a licensed counselor to provide youth and families with Strengthening Families program (14 sessions), an evidence-based family skills training designed to increase resiliency and minimize risk factors for behavioral, emotional, academic, and social problems. Additionally,

families can receive up to five additional individual family sessions to support continued success.

Counties Served: Willacy

Number of Youth Served FY 18: 48

Eligibility Requirements: At-risk children and youth between the ages of six years through 17 years of age who are not currently under the supervision of the juvenile justice system

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals

Evidence of Effectiveness: 40 of 44 students (91%) completed the program successfully; one youth was referred to the probation department while in the program

WILLIAMSON COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $51,709

Brief Description of Program: Grant funds supported three unique Prevention Programs: The Georgetown Project (TGP) (also received other donations), The Catalyst Collective's After School Mentoring Program, and The Ride on Center for Kids (ROCK) Camp - True Grit Camp. The Georgetown Project works with the youth development community of Georgetown, both through leadership of the TGP Collaborative for Children and Youth and through the direct programs and services. The Catalyst Collective is a mobile community committed to helping individuals develop personally, professionally, and emotionally. The Catalyst Collective program is the Hopewell After-Hours program, a mobile teen center that focuses on the holistic development of students by creating environments in schools where teens can explore their talents and passions, connect with mentors, deepen friendships and establish a stronger sense of identity, purpose and belonging. True Grit Equine Leadership Program teaches: horse care and management, respecting yourself and others, good sportsmanship/the value of helping others, leadership and trust, and celebrating accomplishments and independence.

Counties Served: Williamson

Number of Youth Served FY 18: 765

Eligibility Requirements: At-risk children, youth, and adolescents, ages 6 through 17

Data Elements Collected: Program length, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Effectiveness is described separately for each program. Population information and outcome measures are as follows:

The Georgetown Project

a. Total number of persons served: 476 unduplicated youth; 936 unduplicated adults; 38,000 households received Developmental Asset/Relationships/Sparks media ads; 3,000 households received Asset newsletters; 3,200 community members received Developmental Assets awareness through personal contacts. In their evaluations, 96 % of all parents/providers and school/nonprofit staff receiving Developmental Assets/Sparks training reported an increase in knowledge.

The Catalyst Collective

a. Total number of youth served: 257

The ROCK's Camp 'True Grit Camp'

a. Total number of youths served: 32
b. Pre and post camp surveys were utilized to measure program specific outcomes (horsemanship, leadership, life skills).
c. 100% of campers reported gaining at least one skill in horsemanship.
d. More than 95% of the campers reported learning life and leadership skills such as bravery, perseverance, trust, patience and confidence.

WINKLER COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $32,000

Brief Description of Program: Winkler County Recreation Center (WCRC) provides an informal out-of-school-time program for juveniles. WCRC provides a consistent safe place for youth to spend time building relationships while enjoying recreational activities.

Counties Served: Winkler

Number of Youth Served FY 18: 8

Eligibility Requirements: Youth at risk for referrals to the juvenile probation department and truancy.

Data Elements Collected: Program completion, demographic information, ability to match with juvenile referrals, school attendance rates, school discipline reports, promotion to next grade level

Evidence of Effectiveness: Population information and outcome measures are as follows:

a. Number of youth with fewer school discipline reports while in the program: 4
b. Number of youth who passed one or more areas of the STAAR this FY: 8
c. Number of youth who promoted to next grade level, this FY: 8
d. Number of youth referred to probation department while in the program: 0

ZAPATA COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $92,083

Brief Description of Program: Zapata County has two programs *Serving Kids in Life Situations* (*SKILS+*) and *Futures*. SKILS+ focuses on after-school mentoring and academic enrichment. It employs research from the resiliency studies, which connect the use of mentors to model positive role relationships and to improve the youth's academic success and self-esteem (for 4th and 5th graders). The *SKILS+* program offers an 8-week summer program. *Futures* is a project which attempts to divert youth from the juvenile justice system by offering them structured courses in which they can investigate potential vocational interests and also attain real-life skills. The courses include introductory and intermediate welding, culinary and nutrition ("Survival Cooking"), home maintenance and repair (HMR), and other classes are prepared and offered as need arises.

Counties Served: Zapata

Number of Youth Served FY 18: 143

Eligibility Requirements: Youth who are at risk of involvement with the juvenile justice system and who are between 10-16 years

Data Elements Collected: Program length, program completion, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 98 (100%) youth completed the *SKILS+* program successfully; 41 of 45 (91%)

youth completed the *Futures* program successfully. Only 3 youth were referred to the probation department while in the program.

GRANT T. SCHOOL ATTENDANCE IMPROVEMENT PROJECT

COMAL COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $48,178

Brief Description of Program: The Student and Family Empowerment Program is now a year round program staffed by a Prevention Services Coordinator who evaluates student needs and provides community referrals and case management services to ensure the child and their family access the community or probation department programs to meet their needs; probation department programs include True Color skills groups, ropes courses, crisis counseling and contracted services for equine therapy.

Number of Youth Served FY 18: 54

Counties Served: Comal

Eligibility Requirements: Children ages 6-14 with school attendance problems who are unsupported by youth-serving agencies, churches, non-profit organizations, civic groups or neighborhood programs

Data Elements Collected: Program length, program completion, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: Nine students will continue in the program and 45 student files were closed; 32 of 45 students (71%) completed the program successfully; 17 students showed improved attendance while in the program, and 1 student was referred to the probation department while participating in the program.

EL PASO COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $$35,640

Brief Description of Program: Making Improvement by Targeting Attendance (MIT) operates in partnership with the Communities in Schools program at Riverside Middle School. MIT provides program orientation, assessment, intensive home based services (service coordination, home visits, case management), supportive guidance for youth and their parents (skills building); facilitation of educational modules to select youth and families; and provides parenting classes and other community engagement activities.

Counties Served: El Paso

Number of Youth Served FY 18: 28

Eligibility Requirements: Middle school youth ages 12-15 attending Riverside Middle School and their caregivers/parents. Youth must not be currently under the jurisdiction of the juvenile probation department, have any pending formal referrals, nor be under active juvenile justice supervision. Eligible youth must have demonstrated a history of low attendance and meet at least two individual and/or familial risk factors cited in the OJJDP's database on Truancy Reduction Programs. This program provides

Data Elements Collected: Program length, program completion, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 23 of 28 (82%) students successfully completed the program, four students were ineligible or incomplete, and one was closed as not successful (4%); 100% of the successful students had

improved attendance, 23 of 23 had fewer school discipline reports, passed one or more sections of the STARR, were promoted to the next grade level, and none were referred to the probation department while participating in the program.

KARNES-WILSON COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $103,963

Brief Description of Program: School Attendance Specialists provide intensive attendance improvement and truancy reduction services, including in-school and in-home services, individual attendance plans for each participant and identification of the root causes of truancy for each student. The program also works with the Karnes County Community Coalition, which includes mental health specialists, substance abuse prevention services, teen court, Positive Action Curriculum, and counseling services for youth and families who need additional support. Youth referred to the Attendance Improvement Program are monitored on a weekly basis for a minimum of 30 days and referrals are made to appropriate services based on identified needs.

Counties Served: Karnes, Wilson

Number of Youth Served FY 18: 542

Eligibility Requirements: Students with histories of unexcused absences from the Floresville ISD, Karnes City ISD, and Kenedy ISD

Data Elements Collected: Program length, program completion, demographic information, ability to match with juvenile referrals, school attendance rates, graduation rates, and discipline referrals

Evidence of Effectiveness: 431 (80%) of all students served showed increases in attendance percentages or maintained an above 90% attendance rate; 390 (75%) students served showed increases in attendance percentages. Population information and outcome measures are as follows:

Data is available for 410 of the students served for discipline, STAAR and promotion data:

a. Number of youth with fewer school discipline reports while in the program: 374 (91%)
b. Number of youth who passed one or more areas of the STAAR this FY: 263 (64%)
c. Number of youth who promoted to next grade level, this FY: 390 (95%)
d. Number of youth referred to probation department while in the program: 5 (.01%)
e. In Karnes County, the County Attorney reports that truancy cases are declining. At the end of the 2017-2018 school year, 79 (15%) truancy cases were processed, compared to 96 truancy cases during just the spring semester of 2017.

TARRANT COUNTY JUVENILE PROBATION DEPARTMENT

Total Funds FY 18: $187,652

Brief Description of Program: The Arlington Independent School District (AISD) "Attendance Improvement Project" (AIP) reflects a collaborative effort between Tarrant County Juvenile Services (TCJS), AISD, and several community-based organizations that have a history of providing effective evidence-based models of intervention for youth and families. This program addresses chronic absences and school tardiness in a more systematic fashion prior to a truancy violation. Provides the youth and family with case management, assessment, mediation, and referral to the most appropriate community-based interventions, including trauma-informed mental health intervention as indicated.

Counties Served: Tarrant

Number of Youth Served FY 18: 241

Eligibility Requirements: Youth who are found to be chronically absent from the 1st to 8th grade

Data Elements Collected: Program length, program completion, demographic information, match with juvenile referrals, school attendance rates, grade promotion, graduation rates, and discipline referrals, and truancy and probation department referrals since program inception

Evidence of Effectiveness: Tarrant county results for Grant T are both for the year and since program inception:

2017-2018 Program results:

a. 186 students returned for continued services from the previous school year; 181 (97.1%) completed the program successfully; 184 (98.3 %) of students promoted to the next grade level;
b. Of the 227 students who began the AIP in the 2017/18 school year, 186 of them returned for the 2018/19 school year. Of these students, 181 (97.3%) were promoted to the next grade.
c. All students participating in the AIP are eligible for referral to additional community and district resources on an as needed basis. Referrals to additional programming are presented for students participating in the program in FY18 (n=261). The number of additional programmatic referrals ranged from 0-2, with 12.6% of students receiving an additional referral.

***Cumulative 2014-2017 program results*:**

d. Of the 828 youth beginning the program between 1/1/2014 and 8/31/2017, 141 (17%) were removed from the regular classroom for disciplinary purposes within one year of beginning the program.
e. Of the 486 juvenile age eligible youth beginning the program between 1/1/2014 and 8/31/2017, 19 (4%) were referred to Tarrant County Juvenile Services for delinquent conduct within one year of beginning the program.
f. Of the 1055 students who were enrolled in the AIP since program inception, 843 (79.9%) were juvenile age eligible as of 8/31/2018. To date, 20 (2.4%) students have been referred to Tarrant County Juvenile Services for a delinquent offense within one year of beginning the program or becoming juvenile-age eligible.
g. Of the 794 youth who have discharged from the program between 1/1/2014 and 8/31/2017, 12 (1.5%) were referred to the justice of the peace for truancy within one year of program discharge.
h. Since 2014, of the 651 students served juvenile justice age eligible, only 32 (4.9%) have been referred to the probation department.

APPENDIX B:

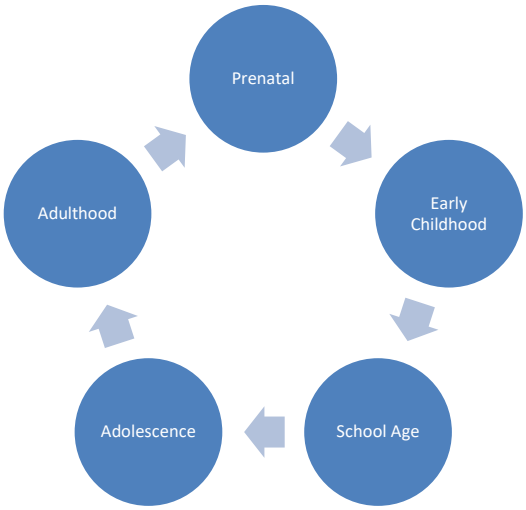
Delinquency and Dropout Prevention Practices: Pursuing a Developmental Continuum of Services

The earlier prevention efforts can begin, the better, as many risk factors and predictors of dropout and delinquency begin before kindergarten. Resiliency develops over time, building upon protective factors, such as relationships established in early childhood, and evolving as a child grows into school age and adolescence.

Just as preventative measures like vaccines often need to be repeated as a child grows older to extend protection from illnesses, so too do youth often require "booster shots" to extend the protective buffers established earlier in their development and to protect against new risk factors that emerge as they grow older. An intervention that provided protections during elementary school may lose its impact during middle school, for example, when another intervention may be needed to address evolving developmental needs and risk factors. A continuum of effective interventions have been identified that range from prevention programs targeting early childhood though individualized interventions that prevent justice involved youth from recidivism. Common strategies among them include:

- ***Prenatal:*** Interventions that provide prenatal care to expectant mothers as well as prevent expectant mothers' exposure to alcohol, drug use, smoking, and stress have the potential to prevent many subsequent problems for a child.
- ***Early childhood***: Individual and family interventions in the preschool period, such as home visits, parent training, and quality education and childcare services, are used to improve life-course outcomes.
- ***School age***: Once children become of school age, they are faced with peer pressure and school risk factors. Many prevention efforts at this next developmental stage are universal school or classroom interventions focused on encouraging positive behavior social and emotional skill building. Other efforts include targeted programs for at-risk or high-need students and their families, providing smaller classroom communities, family training courses, and afterschool enrichment activities.
- ***Adolescence:*** Adolescent prevention programs focus on bonding students with their school and community, and span across the middle and high school years. By enhancing school climate, belonging and academic achievement through activities like service learning, positive youth development, career development, mentoring, tutoring, and counseling, these programs are designed to reduce risky behavior and keep students in school.
- ***Delinquent youth:*** Therapeutic models for delinquent youth have been found effective for reducing recidivism rates and strengthening relationships within families.

Opportunities to Intervene



APPENDIX C:

Dropout and Delinquency Prevention Resources

Several resources exist to assist the state, communities, and service providers in identifying and selecting programs and practices with demonstrated effectiveness in preventing dropout and delinquency:

- **Help for Parents, Hope for Kids.** HelpandHope.org provides resources including videos, tip sheets and community resources for parents of children 0-17. http://helpandhope.org/
- **Prevention and Early Intervention, DFPS.** The Prevention and Early Intervention page provides information to PEI programs and links to prevention resources. https://www.dfps.state.tx.us/Prevention_and_Early_Intervention/
- **The National Center for Pyramid Model Innovations (NCPMI),** previously known as **The Center for Evidence-Based Practice: Young Children with Challenging Behavior**, is funded by the U.S. Department of Education, Office of Special Education Programs. Their goal is to raise the awareness and implementation of positive, evidence-based practices and to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (birth – five). https://challengingbehavior.cbcs.usf.edu/
- **Effective Social and Emotional Learning Programs.** The CASEL Guide shares best-practice guidelines for district and school teams on how to select and implement SEL programs. https://casel.org/guide/
- **The Institute of Education Sciences: What Works Clearinghouse.** This resource provides information about research, practice guides and intervention reports for dropout prevention and evidenced-based decision-making. https://ies.ed.gov/ncee/wwc/
- **Effective Strategies for Dropout Prevention.** The National Dropout Prevention Center/Network provides research and resources on effective strategies for dropout prevention. http://dropoutprevention.org/effective-strategies/
- **Office of Juvenile Justice and Delinquency Prevention's Model Programs Guide (MPG)** is designed to assist practitioners and communities in implementing evidence-based prevention and intervention programs that cover the entire continuum of youth services from prevention through sanctions to reentry. https://www.ojjdp.gov/mpg/ **Office of Juvenile Justice and Delinquency Prevention (OJJDP).** OJJDP provides resources for effective and promising model intervention programs. https://www.ojjdp.gov/mpg/Topic
- **CrimeSolutions.gov.** The National Institute of Justice provides a library on effective and promising delinquency prevention programs. https://www.crimesolutions.gov/TopicDetails.aspx?ID=62#practice
- **Juvenile Justice Evidence-Based Practices.** This resource hub provides recent research on key issues, model policies, and reform trends relating to evidence-based practices. https://jjie.org/hub/evidence-based-practices/
- **What Works and What Does Not? Benefit-Cost Findings on Prevention Programs from Washington State Institute for Public Policy (WSIPP)**. Lee, S., Aos, S., & Pennucci, A. (2015). *What works and what does not? Benefit-cost findings from WSIPP.* (Document Number 15-02-4101). Olympia: Washington State Institute for Public Policy. http://www.wsipp.wa.gov/ReportFile/1602/Wsipp_What-Works-and-What-Does-Not-Benefit-Cost-Findings-from-WSIPP_Report.pdf
- **Blueprints for Healthy Youth Development.** A project of the Center for the Study and Prevention of Violence at the University of Colorado, serves as a resource for governments, foundations, businesses, and other organizations trying to make informed judgments about investments in evidence-based prevention and intervention programs that are effective in reducing antisocial behavior and promoting a healthy course of youth development. https://www.blueprintsprograms.org/
- **Changing Lives: Delinquency Prevention as Crime-Control Policy (University of Chicago Press, 2006).** A book by Peter W. Greenwood outlining the history of promising and ineffective delinquency prevention interventions and public policy strategies to increase the range and quality of delinquency programs. An executive summary by the

MacArthur Foundation research Network on Adolescent Development and Juvenile Justice can be found at: http://www.adjj.org/downloads/4975Changing%20Lives.pdf

- **SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP).** NREPP is an evidence-based repository and review system designed to provide the public with reliable information on mental health and substance abuse interventions. https://www.samhsa.gov/ebp-resource-center
- **The National Child Traumatic Stress Network.** This organization provides information and resources on a variety of policy and program topics related to the impact of trauma on children, including the impact of trauma on learning. https://www.nctsn.org/resources
- **National Education Association Dropout Prevention: Make High School Graduation a Priority** This article includes discussions about who drops out and why. http://www.nea.org/home/DropoutPrevention.html
- **Center for Disease Control (CDC).** This organization provide information and resources on a wide variety of topics, supporting health and educational outcomes. The website provides resources about school connectedness, health and academics, and other adolescent related topics for school personnel and families to increase protective factors helpful for school success and health outcomes, including a list of resources which can be found at: https://www.cdc.gov/healthyyouth/index.htm, with school connectedness at the following webpage: https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm, and health and academics at: https://www.cdc.gov/HealthyYouth/health_and_academics/index.htm