

Agency Coordination for

YOUTH PREVENTION & INTERVENTION

October 2023

TEXAS
JUVENILE★JUSTICE
DEPARTMENT



Texas Department of
Family and Protective Services



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Executive Summary

The following report was prepared by the Texas Department of Family and Protective Services (DFPS), the Texas Juvenile Justice Department (TJDD), the Texas Education Agency (TEA), and the Texas Military Department (TMD) in accordance with Article IX, Section 17.05 of the 2022-2023 General Appropriations Act. The Texas Legislature directed the named state agencies to coordinate the delivery of juvenile delinquency prevention and dropout prevention and intervention services. Additionally, the group is required to submit a report to the Legislative Budget Board providing detailed information on the monitoring, tracking, utilization, outcome, and effectiveness of 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 interagency workgroup collaborates to achieve the following goals:

1. Increasing interagency understanding of state programming regarding juvenile delinquency prevention and dropout prevention and intervention services;
2. Identifying key considerations in service coordination, planning, and delivery; and
3. Identifying opportunities to enhance the coordination, planning, and delivery of prevention and intervention services.

In the following report, each of the named agencies summarizes its juvenile delinquency and dropout prevention and intervention efforts including a snapshot of services, eligibility criteria, and outcomes from each program for which data is tracked. The complete matrix is found in Appendix A. 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 and a description of coordination activities accomplished by the workgroup to date. In addition, the report also includes an examination of the continuing impact of truancy reform enacted by the 84th Texas Legislature on the delivery of dropout prevention, delinquency prevention, and intervention services; the prevalence of serious mental health concerns in youth served by these prevention and intervention programs; and opportunities to further improve the coordination of services.

SECTION 1: Legislative Charge

Article IX, Section 17.05 of the 2022-2023 General Appropriations Act reads as follows:

From funds appropriated above for the purpose of juvenile delinquency prevention and dropout prevention and intervention services, the Department of Family and Protective Services, the 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 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

Through coordination of services, the workgroup members of the agencies named in Rider 17.05 established a shared understanding of priorities that will lead to optimal success in supporting positive youth development and decreasing dropout and delinquency rates. These priorities include the following:

- (1) **Recognize that trauma impacts the way children and youth think, learn, and behave.** Science has proven that the stress hormones that result from trauma can impact a developing brain, and when present in high levels and/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. Accordingly, programs that prevent, treat, or mitigate the impact of trauma increase resilience and strengthen children and youth.¹
- (2) **Implement interventions that target both risk factors and protective factors linked to reducing dropout and delinquency.** To holistically reduce dropout and delinquency rates, it is essential to both target those youth with the highest risk factors and to teach them protective factors that build their resilience to inevitable life challenges so that they are more successful at home, in school, and as adults.
- (3) **Align and coordinate 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) **View prevention and intervention efforts as a continuum and on-going endeavors.** Resiliency develops over time by building upon protective factors, such as relationships established in early childhood, and

¹ Substance Abuse and Mental Health Services Administration. SAMHSA's concept of trauma and guidance for a trauma-informed approach. HHS publication no. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.

evolving as a child grows into school age and adolescence. **This continuum of support must include families, schools, and communities in order to best increase protective factors and decrease risk factors among children and youth.**

- (5) **Recognize the roles of families, schools, and communities in increasing protective factors and decreasing risk factors among children and youth.** Families, schools and communities can present both risk factors (dropout, delinquency, social concerns and support gaps) and opportunities to introduce protective factors. Targeting these environments for intervention efforts is vital.
- (6) **Recognizing the research-based connection between mental health and dropout rates.** According to the National Institute of Mental Health, approximately one in five youth aged 13 – 18 will experience a severe mental disorder at some point during their life. Canadian researchers found that older teens living with depression were twice as likely to drop out of high school as their peers without depression. This was the first study of its kind to assess depression symptoms among high school students the year before dropout.²
- (7) **Identify efficiencies in service delivery models that resulted from implementation changes due to the COVID-19 pandemic.** During the pandemic, all service delivery models were affected and modified to account for the health and safety of child and family participants. Through this process, each partner agency experienced new efficiencies, such as virtual service provision, that may impact long-term program design and operation. It is important to document and share these learnings.

SECTION 3: An Overview of Juvenile Delinquency and Dropout Prevention and Intervention Services in Texas

Texas Department of Family and Protective Services (DFPS)

Prevention and Early Intervention Programs

The Prevention and Early Intervention (PEI) Division of DFPS, also now Family Support Services in Chapter 137 of the Human Resources Code, was created by statute in 1999 and is charged with assisting communities in identifying, developing, and delivering high quality prevention and early intervention programs. These programs promote opportunities for partnerships with families that capitalize on the strengths of parents and children together to build healthy families and resilient communities, upstream from crisis and the need for intensive interventions. Services are voluntary and are provided at no cost to participants; however, not all services are available statewide.

While DFPS considers all prevention efforts strategies to strengthen families and outcomes for children, certain programs also have a preventative effect on juvenile delinquency and potential for school drop-out. The Community Youth Development (CYD), Statewide Youth Services Network (SYSN), and Family and Youth Success (FAYS) programs are specifically designed to target services to older children and promote positive youth development.

An analysis of Texas rates of dropouts and delinquency show a disparate number of children and youth of minorities and/or from high-risk communities in the juvenile justice system and truancy courts. CYD, SYSN, and FAYS serve children and youth in high-risk areas across the state and have a demonstrated, historical impact to effect a positive change for youth. As such, these programs address disparities by improving outcomes for children and youth belonging to a minority or high-risk community.

88th Session and Prevention and Early Intervention Programming

² Dupéré, Véronique, et al. "High School Dropout in Proximal Context: The Triggering Role of Stressful Life Events." *Child Development*, vol. 89, no. 2, Mar. 2018, pp. e107–e122. EBSCOhost, doi:10.1111/cdev.12792.

During the 88th legislative session, Lawmakers passed Senate Bill 24 which transfers the functions of the Prevention and Early Intervention division from DFPS to HHSC and renames the division Family Support Services in Chapter 137 of the Human Resource Code. Consequently, all PEI, now Family Support Services programs highlighted in this report will be moved to Health and Human Services as of September 1, 2024.

With the passage of Senate Bill 24, there is a need for the Department to determine a new division to serve as a representative for this workgroup and the programs currently included in this report as part of the Department of Family and Protective Services juvenile justice prevention programming would not be included in the next report, since they will be housed at the Health and Human Services Commission.

Impacts and Transitions after COVID-19

DFPS continues to support grantees in navigating the impacts and transitions of the COVID-19 pandemic. During 2022, the majority of PEI programs resumed in-person service provision.

Though in-person services resumed for PEI participants, outreach and recruitment efforts continued to be impacted. Grantees used creative methods to address this, including virtual community meetings, drive-through basic needs events such as food distributions, and outdoor and virtual programming. PEI also partnered with the Bright by Text program, a nationwide text messaging service for parents and caregivers of children 0-8, as a means for added connection to families during a time of isolation. As an element of its universal prevention campaign, PEI is working with Texas Public Broadcasting and grantees to increase family enrollment and to connect families to valuable local resources. In addition, grantees reported an increase in issues related to workforce recruitment and retention. This greatly impacted service provision to participants and is further discussed in the Considerations section of this report.

Monitoring, Tracking, and Effectiveness

PEI monitors contracts through a statewide monitoring plan based on an annual risk assessment of contracted grantees that includes analysis of fiscal, administrative, and programmatic areas. Contracts are regularly monitored through a review of data and reports from the Prevention and Early Intervention Reporting System and quarterly program reports submitted by each contractor. If PEI identifies a deficiency or concern regarding contract performance, contract managers and/or program specialists work with contractors through technical assistance calls or implementation of a Corrective Action Plan. Performance outcomes, outputs, and efficiencies are listed below by fiscal year.

Community Youth Development

Through the Community Youth Development (CYD) program, PEI provides funding and technical assistance to community-based organizations to foster positive youth development and build healthy families and resilient communities. CYD grantees 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, post-high school readiness, parental involvement, and ancillary programmatic components can include life-skills classes, conflict resolution, academic support, career preparation, arts and culture, and recreation. The 88th Legislature continued its investment in CYD by appropriating \$4,000,000 for expansion for/in FY24-25.

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.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2017-2022 are listed below:

Table 1. Community Youth Development

Description	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Percentage of CYD youth not referred to juvenile probation	98.14%	98.10%	98.49%	98.71%	98.06%
Annual number of youth served	17,324	19,219	15,580	15,293	14,206
Average monthly number of youth served	8,323	9,317	6,792	6,514	5,799

Source: DFPS Databook

STATEWIDE YOUTH SERVICES NETWORK

The Statewide Youth Services Network (SYSN) program creates a statewide network of youth programs aimed at positive youth development for youth ages 6 to 17. PEI funds allow state-level grantees to identify areas that may benefit from additional resources and target specific support to local communities. Examples of services provided include mentoring, youth skills development, and post high school readiness. These programs seek 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.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2017-2022 are listed below:

Table 2. Statewide Youth Services Network

Description	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Percentage of SYSN youth not referred to juvenile probation	98.59%	98.9%	98.99%	99.10%	99.08%
Annual number of youth served	3,718	3,964	3,550	3,457	3,178
Average monthly number of youth served	2,728	3,038	2,159	1,971	1,802

Source: DFPS Databook

FAMILY AND YOUTH SERVICES

The Family and Youth Success (FAYS) program addresses family conflict and everyday struggles while promoting strong families and youth resilience. Every FAYS provider offers one-on-one coaching or counseling with a trained professional and group-based learning for youth and parents. FAYS programs also operate a 24-hour hotline for families having urgent needs. The 88th Legislature continued its investment in FAYS by appropriating \$14,100,000 for expansion for FY24-25.

Client Eligibility: Families with youth under 18 years old who are dealing with family conflict or everyday struggles. In some areas of the state, FAYS only provides services to families with children 6-17 years of age.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2017-2022 are listed below:

Table 3. Family and Youth Success Program

Description	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022
Percentage of FAYS youth not referred to juvenile probation	93.75%	93.58%	94.20%	95.75%	96.89%
Annual number of youth served	25,971	25,208	20,343	18,377	20,463
Average monthly number of youth served	7,056	8,155	5,963	5,556	6,090

Source: DFPS Databook

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 several grants. In FY 2020, prevention and early intervention grant funds were provided to support 31 counties, totaling \$2,571,050.

However, in March of FY 2020, many of the prevention and intervention programs funded by TJJD were put on hold while the state shut down in response to COVID-19. At the time, nearly all of these programs required face-to-face contact, and little was understood about exactly how virus transmission occurred. Eventually, some of these programs moved to a virtual model much the way school districts implemented virtual learning.

As a result of the pandemic and the subsequent economic downturn, in June of 2020, TJJD was required to reduce its funding for the FY 2020-2021 biennium allocation by 5%. This resulted in cuts to many programs across the agency, including but not limited to the prevention and intervention programs funded by the agency for FY 2021. TJJD funds for these programs were discontinued at the end of FY 2020. The 87th legislature reinstated TJJDs prevention and intervention funding for FY 2022-2023. As a result, TJJD distributed a request for proposals to the probation field for FY 2022 to re-establish prevention and intervention programs run by local probation departments. In total, TJJD awarded \$3,012,177 to 27 juvenile probation departments for FY 22. Performance data for these programs is provided in Appendix A of this report.

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.

It is worthy to note, due to budget cuts requested by state leadership in response to the COVID-19 pandemic, no juvenile probation department received TJJD funding for youth participation in prevention and intervention programs during FY 2021. Program data collected from 2018-2021 can be found in Table 3.

Available performance outcomes, outputs, and efficiencies for FY 2017-2021 are listed below:

Table 3. TJJJ Prevention and Early Intervention Programs

Description	Fiscal Year 2017	Fiscal Year 2018	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021
Number of youth who started in program during the fiscal year	3,046	3,140	2,693	2,102	N/A
Number of youth who ended the program during the fiscal year	2,766	3,006	3,239	2,235	N/A
Percentage of youth completing prevention program successfully	92.1%	92.0%	93.5%	95.4%	N/A
Percentage of eligible youth not referred to juvenile probation during program participation	96.8%	96.2%	96.7%	98.3%	N/A
Number of youth for whom consents were received (not unduplicated)	1,467	1,334	1,312	556	N/A
Percentage of youth with the same or fewer school absences	55.5%	53.9%	55.0%	62.6%	N/A
Number of youth with discipline referrals (not unduplicated)	857	695	659	332	N/A
Percentage of youth with the same or decreased number of discipline referrals	80.3%	79.6%	75.1%	91.0%	N/A

Table 4. TJJJ Prevention and Early Intervention Programs FY 2022

	Fiscal Year 2022
Number of youth who started in program during the fiscal year	683
Number of youth who ended the program during the fiscal year	401
Percentage of youth completing prevention program successfully	96.3%
Percentage of eligible youth not referred to juvenile probation during program participation	Available Oct. 2024

During fiscal year 2022, 683 youth started TJJJ-funded prevention and early intervention programs. On average, program participants were younger (age 12) than youth formally referred to juvenile probation departments (age 15). For the 401 youth who ended their participation in a program in fiscal year 2022, 50.6% were male and 49.4% were female. Approximately 73.3% of the youth served were members of a racial or ethnic minority group. Successful completions accounted for 96.3% of programs that ended during the fiscal year, while 3.7% 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 115 days in programming. Programs ending successfully had a longer average length of stay compared to programs ending unsuccessfully, 116 days versus 77 days, respectively. The average length of stay for the 22 prevention and intervention programs ranged from 5 days to 227 days, and are grouped as follows:

- Fifteen programs – less than 100 days
- Six programs – between 100 and 199 days
- One program – between 200 and 299 days

The majority, or 81.8%, of program participants did not have a prior referral. Of the 73 program participants with a prior referral, 91.8% 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.

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 support to address the needs of highly mobile and at-risk students. Specifically, this Division serves special populations including youth experiencing homelessness, in foster care, military connected, pregnant and parenting, or a victim of human trafficking. In addition to serving these specific populations, the Division participates in several state stakeholder advisory and legislatively required committees to strengthen collaboration and services for at-risk students.

[Highly Mobile & At-Risk Student Programs](#)

Details concerning each program area are provided below:

Table 4. Student Group by PEIMS Enrollment, Texas Public Schools (2021-2022)

Description	Total Number	Percent of Population
Foster Care	15,409	.3%
Homeless	61,687	1.1%
Military	176,554	3.3%
Total Number of At-Risk Students	2,901,015	53.5%
Total Number of Students	5,427,370	100%

Foster Care and Student Success Initiative:

The TEA Public Education Information Management Systems (PEIMS) total enrollment count for school year 2021-2022 identified 15,409 students in foster care enrolled in Texas Public schools. However, similarly reported data from Texas Department of Family and Protective Services during fiscal year 2021, there were

28,753 children in DFPS Managing Conservatorship³. The discrepancy in data highlights that Texas schools are under-reporting students in foster care by over 14,000 students and that additional resources are needed to assist TEA and DFPS with a data-system to support information-sharing between DFPS and Local Education Agencies.

Table 5. Grade 9 Four-Year Longitudinal Graduation and Dropout Rates for Students in Foster Care⁴, Class of 2018, 2019, 2020

Year	Graduation Rate	Dropout Rate
2021	61.3%	25%
2020	61.4%	23%
2019	62.6%	25%
2018	63.4%	22.5%

Key Activities:

- TEA updated the Texas Foster Care and Student Success Resource Guide. This comprehensive guide update includes law changes from three Texas Legislative sessions, new resources and updated guidance throughout. There were webinars presented for each of the 13 chapters in the guide. All the webinars are archived on TEA’s Foster Care and Student Success website.
- TEA has updated the adopted Commissioner Rules⁵ concerning school transitions for students who are in substitute care⁶ and students experiencing homelessness, to support implementation of TEC § 25.007 on January 2023. These rules define how districts must support students, in the event of a school move, and ease the burden of school transitions. A two-part webinar series was presented on the rule update. The rule impact students in substitute care and McKinney-Vento eligible students.
- TEA continues to serve on the Supreme Court of Texas Children’s Commission Foster Care Education Committee and related work groups in collaboration with interagency stakeholders to develop tools and resources to support improving student education outcomes.
- Information regarding [TEA Foster Care and Student Success](#) is available on the agency’s [webpage](#).

Texas Education for Homeless Children and Youth (TEHCY) Program

The TEA Public Education information Management System (PEIMS) data snapshot for the 2022-2023 school year identified 72,654 students experiencing homelessness, a 17.8% (10,967) increase from 61,687 in 2021-22. This increase has brought Texas closer to pre-pandemic levels of identification (in 2019-2020, schools identified 78,296 students experiencing homelessness). As a provision of Every Student Succeed Act (ESSA), states are required to report graduation and dropout rates for students experiencing homelessness. In 2021, graduation rates decreased by 1.3%, as and dropout rates increased by 1.5%. The chart below provides graduation and dropout rates from 2017 to 2021.

³ 2023 DFPS Data Card,

https://www.dfps.texas.gov/About_DFPS/Data_Book/documents/DFPS_Data_Card.pdf

⁴ Students identified as in foster care at any time while attending Grades 9-12 in Texas public schools.

⁵ Chapter 89. Adaptations for Special Populations. Subchapter FF. Commissioner’s Rules Concerning Transition Assistance for Highly Mobile Students Who Are Homeless or in Substitute Care

⁶ Students in substitute care or “foster care” are students in the managing conservatorship of the Texas Department of Family and Protective Services.

Table 6. TEHCY Graduation and Dropout Rates, 2017-2020

Year	Graduation Rate	Dropout Rate
2021	79.2%	13.0%
2020	80.5%	11.5%
2019	79.8%	12.6%
2018	80%	11.8%
2017	72.1%	17.7%

TEHCY 2021-2022 Program Initiatives are listed below:

- **Sub-Grants to LEAs** -

- - Texas Education for Homeless Children and Youth (TEHCY) continuation sub-grant. In 2022, over \$8.7 million was distributed to 92 subgrantees, which includes:
 - 85 local education agencies (LEAs).
 - 7 regional education service centers (ESCs), which serve as fiscal agents to support 128 LEAs through shared service arrangements.

This funding increases local supports for students experiencing homelessness in Texas public schools by providing additional capacity to promote school stability; facilitate enrollment; and improve identification, attendance, and academic outcomes for homeless children and youth. The 2023-2024 TEHCY Continuation Grant will distribute approximately \$9.7 million to 2021-2022 TEHCY grantees to continue providing this support for homeless children and youth.

The next three-year TEHCY grant competition will occur in 2024.

- **ESC Capacity Building Grants** – 2022-2023 TEHCY ESC Capacity grants of \$75,000 were awarded to all twenty ESCs to strengthen statewide, regional, and local support and infrastructure to serve students experiencing homelessness in Texas schools. ESC grantees assist the agency with technical assistance, professional development, community collaboration, and dissemination of program materials to support implementation of best practices and strategies for identification, enrollment, academic progress monitoring, and services for all Texas students experiencing homelessness. This grant will continue into the 2023-2024 school year, and funding for each ESC was increased to \$125,000 to increase staff capacity and continue building upon the work of previous years.
- **2021-2024 ARP Homeless I Grant** – TEA allocated \$16.7 million to 2021-2022 TEHCY Grantees to increase their capacity to address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic.
- **2021-2024 ARP Homeless II Grant** – TEA allocated \$55 million for eligible LEAs to provide increased capacity to expand systems, staffing, and programmatic support to facilitate identification and enrollment, mitigate learning loss and provide wraparound services, and address the unique needs of homeless children and youth due to the impact of the COVID-19 pandemic. A total of 281 grantees received funds in 2021 (265 LEAs and 16 ESCs serving 347 LEAs).

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 176,554 military connected students were enrolled in 2021-2022; this is an increase from 144,683 students enrolled in Texas public schools for the 2020-2021 school year. See the table below for graduation

and dropout rates for military-connected students from 2018-2021.

Table 7. Grade 9 Four-Year Longitudinal Graduation and Dropout Rates for Military-Connected Students, Class of 2018, 2019, 2020, 2021

Year	Graduation Rate	Dropout Rate
2021	95.8	1.0%
2020	95.3%	2.2%
2019	95.4%	2.2%
2018	95.8%	2.2%

Key Activities:

- A military-connected student is a dependent of a current or former member of the U.S. military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty; a current or former member of the Texas National Guard; a current or former member of the reserve force in the U.S. military; or a member in the U.S. military or reserve force who has fallen in the line of duty.
- TEA awards the Purple Star Campus designation, a special honor created by the 86th Texas Legislature through SB 1557, for each school year beginning in 2020-21. The Purple Star Campus Designation recognizes Texas district and charter schools that show their support and commitment to meeting the unique needs of military-connected students and their families. Selected schools have their designation featured on the Txschools.gov webpage. As of September 2022, a total of 245 campuses have received the designation.
- For the 2022-2023 school year, TEA received 200 applications for the Purple Star Campus. This is the first year that campuses that earned the designation in 2020-2021 must re-apply. The Purple Star Campus Designation lasts for two-years. TEA announced the Purple Star Campus Designation for 2022-2023 in September 2022. Visit TEA’s [Military Connected Child Education Program](#) webpage for more information.
- TEA continues to increase the 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. The State Advisory Council on Educational Opportunity for Military Children was established in 2021 by the 87th Texas Legislature in Texas Education Code §162.006. The purpose of the State Advisory Council is to provide for coordination among state agencies, school districts, and military installations concerning the state’s participation in and compliance with the Interstate Compact on Educational Opportunity for Military Children. The State Advisory Council meets quarterly and is comprised of members representing school districts, governor’s office, both houses of the state legislature, each branch of the armed forces, the Texas Education Agency, and other member representatives as deemed appropriate. More information can be found on the [State Advisory Council webpage](#).

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 according to the [Texas Education Code \(TEC\) 19 §29.081\(d\)](#). A total of 4,952 students received PRS related services in 2021-2022 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.

In 2019, the 86th Texas Legislature passed HB 3, requiring the Public Education Information Management System (PEIMS) to include pregnancy as a reason a student withdraws from or otherwise no longer attends public school (TEC § 48.009). In the Class of 2022, 121 students dropped out of school for reasons related to pregnancy.

The TEA Financial Compliance Department has developed resources for LEAs to ensure detailed required documentation is completed properly and accessible for audit purposes. These resources can be found on the [TEA Pregnancy Related Services \(PRS\) webpage](#).

The rules for the operation of a PRS program can be found in the [Texas Administrative Code \(TAC\): 19 TAC § 129.1025](#)

Child Abuse and Neglect Reporting and Human Trafficking Prevention

TEA leads a Statewide Child Abuse Prevention and Awareness Workgroup. The cross-agency workgroup addresses the development of policy guidance, resources, tools, and training to support LEAs with implementation of child abuse and neglect, including human trafficking prevention, awareness, and related requirements. The group is comprised of both internal and external agency partners, including the Office of the Governor, Office of the Attorney General, Texas Department of Family and Protective Services, Texas School Safety Center, Texas Association of School Boards, Education Service Center (ESC) Region 12, Crime Stoppers of Houston, Children’s Advocacy Centers of Texas, Texas Association of School Boards, Supreme Court of Texas Children’s Commission, TEA Title IV School Safety Initiative (ESC Region 14), TEA College, Advising and Student Supports Division, TEA Curriculum Division, TEA Safe and Support School Division, TEA Educator Investigations, TEA Educator Preparation, Certification and Enforcement, and TEA Special Populations Division.

As a part of the work-group TEA conducted a webinar series featuring state and national leaders concerning Child Abuse and Human Trafficking Awareness and Prevention for Texas schools. Additionally, the workgroup supported TEA in the development of promotional materials, toolkits, website updates, and guidance concerning human trafficking reporting in Texas schools.

TEA, with guidance from the Child Abuse Prevention and Awareness workgroup and the Texas Human Trafficking Coordinating Council, developed ‘No Trafficking zone’ signage rules and signage for posting during the 2022-2023 school year.

For more information about child abuse and neglect, human trafficking prevention, and educator mandatory reporting training requirements visit [TEA’s Child Abuse Prevention](#) and [Human Trafficking Prevention](#) webpages.

Accelerated Learning Opportunities

Texas law requires all students who do not achieve approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided accelerated instruction. These requirements, modified by House Bill 4545 of the 87th legislature and recently updated with the passage of House Bill 1416 in the 88th legislature, provide those qualifying students must be:

- Assigned a **TIA designated teacher** for the subsequent school year in the applicable subject area;

OR

- Provided supplemental instruction aligned with the research on high impact tutoring in the TEKS for the applicable grade levels and subject area in the following manner:
- **No less than 15 or 30 hours** depending on student performance and is provided in the summer or at least once per week in the school year;
- **Limited to two subjects per year**, prioritizing math and RLA;
- Provided in a group of **no more than four students**, unless the parent or guardian of each student in the group authorizes a larger group;

- Designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and includes **effective instructional materials** designed for supplemental instruction;
- Provided by a **person with training in the applicable instructional materials** for the supplemental instruction and provided by one person for the entirety of their accelerated instruction.

Key Changes

House Bill 1416 updated accelerated instruction requirements from House Bill 4545 by:

- **Removing the requirement for Accelerated Learning Committees** while requiring Accelerated Education Plan after student fails to achieve approaches or higher on two consecutive assessments in the same subject area
- **Limiting tutoring to 2 subjects** and no longer including optional assessment administrations
- Increasing **student to tutor ratio from 3:1 to 4:1 ratio** for tutoring group size
- Reducing **minimum hour requirement** from 30 to 15 for some students*
- Providing **student to teacher ratio waivers** for use of approved online curriculum (approvals available spring 2024)

See **TEA Accelerated Learning Resources page** for more information.

Mental and Behavioral Health Services and Supports

The agency has continued to grow its Safe and Supportive Schools Division with staff developing resources, providing training, and collaborating across state and local mental health agencies to support schools in addressing students' mental and behavioral health needs. The Safe and Supportive Schools Division will continue to ensure wellness, learning, physical and psychological safety as a part of the Office of School Safety and Security established by the passage of House Bill 3 of the 88th legislature.

While TEA does not receive state appropriations for mental health positions or services in schools, TEA leverages resources and partnerships to support school systems to build partnerships and practices. For example, TEA serves on the Statewide Behavioral Health Coordinating Council which aims to increase access to mental health services in communities, and to connect Education Service Center and school personnel to Texas mental health resources provided throughout Texas regions.

TEA also applied for competitive federal grants from the Substance Abuse and Mental Health Services Administration (SAMHSA) for Project AWARE Texas, Advancing Wellness and Resiliency in Education. These grants helped TEA place mental health professionals in several schools. In addition, TEA also assisted multiple districts and a local community organization to apply for grant funding from SAMHSA. One of the community organizations received funding from the highly competitive grant to provide local education agencies in the border region with mental and behavioral health support for children and families. Federal funding continues to support our work with building resources and tools to help all schools learn and implement school mental health best practices.

Below is an overview of some of the important work TEA contributed to regarding supporting students who are at-risk of dropping out of school, and all students in Texas who require mental health and wellness resources to support safety and learning.

TEA Mental Health Resource Highlights

Best Practice Based Programs and Resources: TEA and HHSC recommend mental health resources for LEAs that are evidence-based programs and research-based practices that are reviewed and updated annually, and available through links on this TEA Web page, pursuant to TEC 38.351: <https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>

Suicide Prevention, Intervention, Postvention: TEA worked with the Texas Suicide Prevention Council, HHSC and other partners after 86R to revise and update the online and self-paced ASK+ suicide prevention gatekeeper training to meet statutory requirements for Texas educators located here: <https://texassuicideprevention.org/training/ask-basic-gatekeeper/> TEA has continued to work with the Texas Suicide Prevention Council, HHSC and other partners to promote the ASK+ suicide prevention training and provide technical assistance to local school communities on strengthen their suicide prevention, intervention, and postvention policies and protocols.

Grief and Trauma - Informed Practices: TEA developed a COVID-19 - responsive Trauma-Informed Training Series for educators and school personnel called Project Restore. This training includes an introduction plus six online self-paced training modules. There is also a facilitator guide provided for LEA leaders to use in staff meetings, or with small groups of educators to train and plan. There are also certificates to print after each module. There are several embedded resources to access for more training and planning support.

Project Restore: <https://www.texasprojectrestore.org/>

TEA and [AWARE Texas](#) (Advancing Wellness and Resiliency in Education) partners have trained Regional Education Service Centers (ESCs) to facilitate and coach LEAs to develop **Trauma Sensitive Schools** using vetted materials. The AWARE Texas state partners provide an ongoing learning collaborative for ESCs to support coaching LEAs. ESC support on this topic may be available upon request from the ESC.

Texas School Mental Health Website and Resources- Texas School Mental Health Website: TEA worked with state and regional partners to develop and launch a new website to house TEA's mental health resources in 2021. From this TEA website that will continue to evolve, district stakeholders can access a variety of statewide and community resources to support mental health and wellness for students and families: <https://schoolmentalhealthtx.org/>

Statewide Plan for Student Mental Health: TEA developed a statewide plan for student mental health, pursuant to 86R, SB 11: <https://schoolmentalhealthtx.org/wp-content/uploads/2021/07/Statewide-Plan-for-Student-Mental-Health-.pdf>

School Mental Health Practice Guide and Toolkit: TEA developed a School Mental Health Practice Guide and Toolkit. The Toolkit highlights the TEA Framework for School Mental Health and promotes partnerships: <https://schoolmentalhealthtx.org/wp-content/uploads/2021/10/TEA-Narrative.pdf>

Resources and Tools Library: TEA worked with partners to develop a bank of resources, sample tools, a statewide mental health resource guide to locate services, and other resources to support schools with implementing best practices for school mental health. Resources will be developed and vetted with our partners on an ongoing basis in the mental health resources and tools Library on this accessible website. <https://schoolmentalhealthtx.org/school-mental-health-toolkit/>

Mental Health Resources Database: TEA launched a new statewide mental health resources database for schools in 2022, improving on a list of resources identified in 2020 that was developed pursuant to SB 11, 86R. TEA partnered with several state agencies to identify the resources, including with the ESCs who each have a login to update and maintain regional resources. This Web-based resource is available to every school in Texas to access and increase access to mental health supports: <https://schoolmentalhealthtxdatabase.org/>

Education Service Centers - Overview: Each ESC has appointed at least one contact who works with TEA in a Professional Learning Community to build capacity and provide mental health supports for districts. Each ESC also has a collaborative non-physician mental health professional embedded in the ESC to work collaboratively. This role is hired by the Local Mental Health Authority/Authorities (LMHA) to serve districts

in the region. Together, these professionals at the ESCs support districts with gaining awareness of mental health resources and provide training (HB 19) - unless the position is vacant due to turnover, local workforce shortage in the region, etc. Additionally, the school mental health leaders in this professional learning community play an important role in working with LEAs in their region to ensure that every student in Texas has access to the Texas Child Health Access through Telemedicine (TCHAT) program. The school mental health leaders in this professional learning community brought on 118 campuses to be served by TCHAT in 2021 to 2022. As the capacity of the program continues to grow, TEA and the ESC regions expect this number to grow. During that same period, the ESCs in the professional learning community served 114 school districts across the state by focusing on building the school mental health systems of small and rural districts in each of the 20 ESC regions.

Monthly Behavioral Health Training: Each ESC in collaboration with the LMHA typically provides ongoing and monthly mental health training on topics. Training sessions are posted on ESC websites or are customized with districts in the region. For example, mental health topics required for training to be facilitated by the LMHA non-physician mental health professional pursuant to HB 19 are:

- Mental Health First Aid Training
- Training regarding grief and trauma and providing support to children with intellectual or developmental disabilities who suffer from grief or trauma
- Facilitating training on prevention and intervention programs that have been shown to be effective in helping students cope with pressures related to: use of alcohol, cigarettes, or illegal drugs; or misuse of prescription drugs

ESC School Safety State Initiative: TEA funds an ESC Title IVA State Initiative that provides additional safety and mental health training and support for ESCs to build capacity to train and support districts in each education region. Access more information here: <https://www.esc14.net/page/t4si>

National School Mental Health Education Resource: This new report was published by the Council of Chief State School Officers in December 2021 for state education agencies. It is a national resource titled: **Advancing Comprehensive School Mental Health Systems**. The publication highlights Texas as a national example, including Texas' COVID-19 response to support student mental health. It highlights TEA's mental health resources to support districts and schools. <https://753a0706.flowpaper.com/CCSSOMentalHealthResource/#page=1>

TEA Mental Health Coordination - Overview: The Division of Safe and Supportive Schools facilitates coordination and provides resources for mental health and wellness initiatives. Our work is in alignment with TEA's strategic goals, the Safe and Supportive Schools Program, relevant mental health related state statutes, state plans and partnerships. The Division leads Project AWARE Texas which includes the Project AWARE Expansion Consortium through two competitive federal school mental health grants to TEA from SAMHSA to advance wellness and resiliency in education. The coordination with teams across TEA and within ESCs also includes providing related training and resources to support district stakeholders to promote student mental health and wellbeing. Through Project AWARE TEA, ESC region partners, and LEA partners were able to build statewide, regional, and local infrastructure to support the mental health and wellbeing of all students, especially those that are at-risk. This was done through mental health workforce development and mental health awareness, featuring programs like the [PAX Good Behavior Game](#), ASK suicide prevention training, and community outreach. Additionally, 4,835 students were screened for behavior/mental health concerns during the 2021-2022 period through Project AWARE. This allowed school mental health leaders to identify and provide additional support to teachers, families and students for those students who experienced issues like anxiety, depression, self-regulation, and behavior management.

TEA coordinates across state agencies and with other state organizations on mental health initiatives; including with the [Texas School Safety Center](#) on the Safe and Supportive Schools Program, and with many state agency partners through the [Statewide Behavioral Health Coordinating Council](#). District stakeholders may email TEA’s Mental Health and Wellness Team for additional information on the resources highlighted in this brief, to be connected to additional TEA mental health related resources or program contacts across the agency, or to be connected with a specific ESC, other statewide partners, or school mental health resources: MentalandBehavioralHealth@tea.texas.gov.

Amachi Texas (Mentoring)

Amachi Texas is authorized by the 2022-2023 General Appropriations Act, Article III, Rider 49, 87th Texas Legislature. Amachi Texas provides one-to-one mentoring for youth ages 6–14 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. Currently, BBBS has established mentoring programs in the following areas of the state: Austin, El Paso, Galveston, Hereford, Lubbock, Lone Star, Amarillo, and San Antonio.

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 to provide guidance and to ensure the program is on track to accomplish goals.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2017, 2018, 2019, 2020 and 2022 are listed below:

Table 8. Amachi Texas Mentoring

Descriptions	FY 2018	FY 2019	FY 2020	FY 2022
Total number of matches/students served during the grant year	1,332	1,141	1,313	2,341
Total number of matches still open at the end of the grant period	824	692	943	977
Percentage of matches eligible for six months sustainability that were sustained for six months	90%	86%	92%	93%
Percentage of matches eligible for twelve months sustainability that were sustained for twelve months	59%	58%	62%	74%
Percentage of students who were mentored for at least six months that	1.2%	1.8%	1.2%	1.4%

were referred to the juvenile justice system				
Number and percentage of students who were mentored for at least six months who were referred to a disciplinary alternative placement (AEP) at school	3.0%	2.3%	2.7%	3.3%
Percentage of mentored students who were promoted to the next grade level	99.2%	97.4%	98%	98.7%
Percentage of students who demonstrated increased self-confidence on the Youth Outcome Survey (YOS)	84%	92%	90%	87.5%
Percentage of mentored students who demonstrated an improvement in relationships on the Youth Outcome Survey (YOS)	92%	92%	87.5%	80%

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 21, 88th Texas Legislature, 2023. CIS is a collection of affiliated non-profit corporations that place full-time staff within each school served 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 identify available resources, gaps in service, and administrator priorities and 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 a smaller cohort of “case managed” students receive Tier II (group) and Tier III (individual) services targeted to each student’s individual 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.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2017-2022 are listed below:

Table 9. Communities In Schools (CIS) in Texas

Descriptions	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
CIS of Texas local programs (grantees)	28	28	28	27	27
Campuses served	913	967	1,186	1,235	1,428
School districts	142	139	175	178	201

Case managed students served	86,435	88,644	105,892	98,285	123,912
Average state and local expenditure per case	\$829	\$884	\$898	\$1,219	\$972
Stayed in school (7-12 th Grade)	98%	99%	99%	99%	99%
Promoted to the next grade (K-11 th)	96%	96%	98%	97%	97%
Eligible seniors	94%	95%	95%	92%	97%
Targeted for academics, improved	90%	90%	89%	89%	90%
Targeted for attendance, improved	74%	77%	82%	76%	74%
Targeted for behavior, improved	93%	86%	82%	82%	83%
General Revenue	\$15,521,817	\$15,521,815	\$30,521,817	\$30,521,815	\$30,471,816
TANF	\$3,898,450	\$3,898,450	\$3,898,450	\$3,898,450	\$3,898,450
TANF Admin	\$943,892	\$943,892	\$943,892	\$943,892	\$993,891
Total	\$20,364,159	\$20,364,157	\$35,364,159	\$35,364,157	\$35,364,157

Texas Academic Innovation and Mentoring (AIM)

For the 2022-2023 biennium, the General Appropriations Act, Article III, Rider 50, 87th Texas Legislature, 2021 provided funding for the Texas Academic Innovation and Mentoring program. The purpose of the program is to expand a statewide, after-school, and summer programs designed to close the student achievement gap between minority and low-income students and Emergent Bilingual students who are at risk of dropping out of school and their peers. The program aids targeted students 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 in low performing schools at 62 sites across Texas. 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.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2018-2022 are listed below:

Table 10. Texas Academic Innovation and Mentoring

Descriptions	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Percentage of Texas AIM youth that advance an academic level*	85%	84%	76%	64%	73%
Number of youth served annually	3,226	3,175	2,674	2,839	2,501
Average monthly cost per youth served	\$55	\$55	\$55	\$55	\$61
Percentage of Emergent Bilingual students served	21%	30%	34%	27%	22%
Percentage of Texas AIM youth who received a “C” or better for a subject in which they received services	92%	85%	89%	72%	60%
Percentage of Texas AIM youth that passed the STAAR Test**	69%	64%	**	67%	70%

*An academic level is defined as an increase in Growth Scale Value from pre-assessment to post

**2019-2020 STAAR assessment waived

Nita M. Lowey 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 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, 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.

The Fiscal Year data reported in the following table is for the fall, spring, and summer program terms.

Table 11. Texas Afterschool Centers on Education (Texas ACE)

	FY 2018 (66 Programs)	FY 2019 (83 Programs)	FY2020 (83 Programs)	FY2021 (83 Programs)	FY2022 (97 Programs)
Total Students	108,902	129,884	124,395	111,355	133,325
Total Regular Students *	71,506	80,332	69,997	61,166	79,093
Total Non-Regular Students	37,396	49,552	54,398	50,189	54,229
Emergent Bilingual Youth	20%	24%	25%	25%	27%
Economically Disadvantaged	71%	76%	80%	73%	72%
Special Needs	7%	8%	9%	10%	10%
At Risk	56%	58%	57%	53%	59%
Migrant	1%	1%	1%	1%	1%
ESL	9%	11%	9%	9%	12%

* Regular students are those served for 45 days or more.

Texas Military Department

TEXAS CHALLENGE ACADEMY (TCA)

The Texas ChalleNGe 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 ChalleNGe 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. Authorized and funded through the Department of Defense, the National Guard Bureau is responsible for management and oversight of the 42 ChalleNGe academies that have graduated more than 179,000 participants to date. Led by professionals who emphasize structure, discipline, education and life skills, the Youth ChalleNGe Program provides those who drop out of school the chance to grow into productive and accomplished young adults.

Monitoring, Tracking, and Effectiveness

Independent evaluations found the Youth ChalleNGe program to be effective. MDRC, a social policy research organization, concluded a multi-year evaluation of the Youth ChalleNGe Program and found it significantly improves the educational attainment, employability, and income earning potential of those

who participate in the program.⁷ A 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 percent.⁴⁸ This rate of return is substantially above that for other rigorously evaluated social programs that target disadvantaged youth. Recently, Promising Practices Network identified the ChalleNGe Program as a "proven" program.⁹ The Texas ChalleNGe Academy has graduated 896 students in the past five years with an average high school completion rate of 65.9%. The average academic growth rate was two years, with an average of five academic credits recovered during the 22-week residential phase. Available performance outcomes, outputs, and efficiencies for Fiscal Years 2017-2021 are listed below:

Table 11. Texas Challenge Academy

Descriptions	FY 2018	FY 2019	FY2020 ***	FY2021 ***	FY2022
Enrolled	214	218	172	218	246
Graduated	183	91**	116	107	156
Retention %	85.5%	67%**	61%	49%	64%
HS Completion	126	63**	73	81	105
HS Completion %	68.9%	69.2%**	62.9%	75.7%	67.3%
TABE Math Growth (years)	1.7*	1.8**	1.7	.8	4.0
TABE Reading Growth (years)	1.6*	1.7**	1.7	.9	3.4
AVG # of Credits per student	4.5	4.4**	4.6	6.3	6.02

* 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.

** Due to the COVID-19 pandemic, 92 students were sent home on 24 March 2020 and the class was cancelled. 12 students were able to finish all program requirements (through distance learning) with 8 receiving their high school diploma and recovering 80 credits.

***FY2020 and 2021 were still categorized as COVID impacted years with enrollment numbers reduced to allow for implementation of CDC protocols.

⁷ MDRC. (2011). *Staying on Course: Three-Year Results of the National Guard Youth ChalleNGe Evaluation*

⁸ RAND Corporation. (2012). *A Cost-Benefit Analysis of the National Guard Youth ChalleNGe Program*.

⁹ <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, workgroup member agencies have engaged in the following activities:

- Provided delinquency, dropout prevention, and intervention programs funded by participating agencies, including the populations, locations served, and evidence of the program effectiveness. (See Appendix A)
- DFPS hosted the annual Partners in Prevention Conference both virtually and in-person in Corpus Christi, during September of 2022, and in Austin in November 2021. This conference creates an opportunity for contractors, community partners, and other professionals in the field from across Texas to network and to acquire comprehensive information on the prevention of child abuse and neglect and related problem behaviors such as family violence, substance abuse, and juvenile delinquency.
- Shared information and updates on agency and legislative activities which stand to impact various prevention/intervention efforts, including:
 - TEA efforts to strengthen support for special student populations, including students who are disabled, Emergent Bilingual, homeless, in foster care, displaced, trafficked, migrant, pregnant and/or parenting, 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 focuses on implementing strategic priorities for these populations.
 - Legislative activities that support dropout or delinquency prevention/early intervention, such as:
 - Dissemination of information to schools on new resources available for training in trauma-informed practices, safe and supportive schools.
 - Technical assistance support to schools and grantee programs by DFPS, TEA, Texas Military Department, and TJJJ regarding program implementation shifts necessary due to the COVID-19 pandemic.
 - TEA, DFPS, TJJJ and HHSC provided training for twenty ESCs on state resources available from each agency. This information was used by ESCs to help them identify regional resources to support school mental and behavioral health on the rubric template, pursuant to SB 11, 86R.
 - Through Rider 29 (previously the Rider 39 Improved Outcomes Pilot Program in the 86th Legislative session) DFPS-PEI was charged with improving outcomes for children at the highest risk of re-entry into the child protective services system. DFPS contracted with a grantee in Travis County and began work in November 2019, using evidenced-based programs to that target the reduction of a child's interaction with the juvenile justice system, the reduction of teen pregnancy, and the increase of graduation rates.
 - Dissemination of information to community youth service providers on the range of programs and services available across systems.

SECTION 5: Key Considerations and Next Steps in Coordinating Services

During the fiscal year, juvenile delinquency and dropout prevention and intervention programming across Texas was impacted by numerous factors including but not limited to:

- 1) Addressing School Safety and Student Engagement
- 2) Staffing Shortages;
- 3) Available Mental and Behavioral Health Supports; and
- 4) The Changing Landscape of Prevention and Interventions Services

These factors, both on their own and as interconnected issues, impacted many youth and families, including exacerbating mental health concerns, increasing economic insecurity, and increasing clients' inability to access supportive resources. In the face of these challenges, all partners continuously worked to share information, resources and strategies to continue effectively offering programs and services.

CONSIDERATION 1: Addressing School safety and student engagement.

In the 2022-2023 school year districts and campuses identified 2.9 million students as “at-risk.” The impact of the pandemic, including being away from peers, school environment, and consistent routines, continues to have devastating impacts. Mental health challenges, behavior, regression both socially and academically are apparent. The impact of the pandemic exacerbated existing challenges and created new ones significantly impacting the state’s most at-risk and vulnerable students. Schools, students, and the community need resources and practical strategies to address student support, engagement, truancy, dropout prevention and intervention, and academic achievement for at-risk learners.

Moreover, the 87th Texas Legislature passed special initiatives to address the needs, gaps, and challenges of all students from pandemic. HB 1525 launched Texas COVID-19 Learning Acceleration Supports (TCLAS), which provided districts with \$1.4B in learning acceleration services and grants for strategic planning, instructional materials, teacher pipelines, more instructional time, and innovative school models. Additionally, HB 4545 provides accelerated learning support for students, including targeted tutoring for students who meet the eligibility criteria. TEA continued to implement these pieces of legislation during the 2022-2023 school year.

Similarly, DFPS, the Texas Military Department, and TJJD had to continuously adjust and readjust program implementation to accommodate necessary and required safety measures for participating youth and program staff.

Looking ahead, TEA will work to stand up the [Texas Center for Student Supports](#) which will support systemic change in the way that school districts address the academic and nonacademic needs of students by providing safe, inclusive, and supportive learning environments resulting in improved academic achievement and mental health, behavioral and emotional health, and physical health and well-being of students. Additionally, through a competitive grant process, the [Stronger Connections Grant](#) will provide funding to multiple high-needs LEAs across the state to improve their student support systems. As part of efforts to provide schools/grantees and families with supports, information, and linkage to local support TEA and DFPS have utilized their webpages. The following are links to those webpages:

- 1) TEA School Mental Health: <https://schoolmentalhealthtx.org>
- 2) TEA School Mental Health Resource Database: <https://schoolmentalhealthtxdatabase.org/>
- 3) HB 4545 Information: <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-4545-implementation-overview>
- 4) DFPS-PEI’s Get Parenting Tips page contains articles regarding parent support in relation to COVID

and linkage to local parenting supports: [Parents - GetParentingTips.com](https://www.getparentingtips.com)

- 5) Safe and Supportive Schools Information: <https://tea.texas.gov/texas-schools/health-safety-discipline/safe-and-supportive-schools>
- 6) Texas Center for Student Supports

To address this consideration, the workgroup will:

- Utilize available data and continue to identify additional coordination activities to increase awareness of community-based resources available to schools.
- Increase the number of times the workgroup convenes so that programs, needs, and gaps in services are communicated with cross-agency partners.
- Continue to provide schools and program personnel technical assistance regarding program implementation.
- Collaborate to determine strategies that address truancy and dropout prevention.
- Continue to provide schools/grantees and the public with additional resources, including timely information and local resources through agency websites.
- Share any workgroup recommendations and available resources with the leadership of each agency.
- Map out the different populations who could benefit from the various programming offering by our partner agencies and coordinate referrals when appropriate.

CONSIDERATION 2: Addressing Staffing shortages in prevention and intervention programming across Texas.

This fiscal year, all Departments continued to report a growing number of staffing vacancies internally and amongst program staff, causing a major issue and concern impacting COVID-19 recovery across all agencies and system partners. These staffing shortages have been exacerbated by a shift in the job market caused by the COVID-19 pandemic and an increase in formerly non-competitive employment opportunities offering higher wages. The complexity of a reduced workforce, an increase in funding, and significant needs of students and families presented a unique challenge to all agencies represented in the workgroup as they work to serve Texas youth.

All workgroup agencies report that internal and contracted staff are either are leaving the prevention workforce to enter a new career after the COVID-19 pandemic changed what they were seeking in employment or a need to care for their mental health after years of caring for youth in the midst of a global pandemic. Public school systems across Texas, from urban and suburban schools with large student populations to those districts serving rural communities, are faced with growing staffing challenges. To address the education workforce presented during this time, TEA has created a Teacher Vacancy Task Force. The Teacher Vacancy Task Force is working to find teacher-shaped solutions to these challenges - blending a variety of perspectives and experiences from current classroom teachers and school administrators - into thoughtful policy recommendations and an innovative way forward that firmly supports the needs of our teachers.

PEI continues to offer year-round training opportunities and technical assistance calls for grantees. This year, PEI contracted with a vendor to provide an interactive training series that explores innovative strategies to effectively recruit new employees, develop a healthy and engaging workplace culture, and retain current teams. These trainings can be found online at https://www.dfps.texas.gov/Prevention_and_Early_Intervention/Grantees/video_training/professional_development.asp

To address this consideration, the workgroup will:

- Facilitate recruiting efforts at job fairs for positions that may contain similar duties (i.e. direct care

- positions).
- Share the following resources across systems aimed to address staffing shortages:
 - TEA Teacher Vacancy Task Force:
 - TEA <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/teacher-vacancy-task-force-overview>
 - Use of Retirees to Support Staffing: <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/use-of-retirees-to-support-staffing>

CONSIDERATION 3: Mental and Behavioral Health Supports to Help Families Remain Stable.

This fiscal year, Departments continued to see an increase of youth requiring mental and behavioral health services. Simultaneously, DFPS, TJJD and TMD reported an increase in the number of youth who require intensive mental and behavioral health services.

Due to coinciding staffing shortages in TEA, DFPS, TJJD, and TMD, as well as throughout mental health services, youth were not able to access critical services in a timely manner, leading to long waitlists. Additionally, staff providing services to youth identified difficulty focusing on prevention work while simultaneously addressing ongoing and frequent crisis situations paired with higher intensity cases. Each Department continues to address the lack of adequate and accessible mental and behavioral health supports both internally and collaboratively.

To address this consideration:

- Continue to meet regularly to share mental and behavioral health resources to take back to their perspective departments.
- TEA will continue to provide information and training to schools on mental and behavioral health through Webinars, professional learning communities with ESCs, conferences and ongoing technical assistance to schools.
- TEA will continue to develop additional resources to support positive behavior interventions, such as trauma-informed practices, multi-tiered systems of support, and restorative discipline practices for at-risk students through its Special Populations Department and Division of Safe and Supportive Schools. TEA will engage the workgroup and other partners in this process.
- TEA will coordinate its mental and behavioral health practices work with the Safe and Supportive Schools program in accordance with the agency's [Statewide Plan for Student Mental Health](#).
- TEA will continue to build partnerships with other agencies. TEA encourages access to mental health services in schools whenever possible to better help families. Partners will also be engaged to provide training to educators, such as Youth Mental Health First Aid. One other partnership example that TEA encourages for schools was funded by the Texas legislature, [Texas Child Health Care Access Through Telehealth](#). Early identification as well as, intervention and treatment, that includes access to mental health professionals in schools, are important strategies to help prevent mental illness, pathways to violence, student dropouts, and reduce risks for psychological and physical safety in the public schools.
- TEA will continue to encourage consideration of school counselors and mental health professionals to be included in the workforce by school systems, when feasible. When these professionals are available on staff, they can help provide needed expertise and student services where the students are located during the day. School-based services can increase access, learning time, and help avoid attendance problems for missed appointments. Multi-disciplinary teaming, effective service delivery, and coordination of mental health resources in schools by trained personnel is a best practice to ensure student and family access to meaningful school mental health services and supports.

- DFPS will continue to oversee the FAYS program and provide one-on-one coaching, counseling or group-based learning for youth and their families across Texas.
- TMD will continue to focus readiness efforts for youth at intake, to account for an increase in youth with intense mental health needs.
- Invite the head of CRCG's with HHSC to workgroup meetings to assist workgroup members in identifying a process for the local entities to better collaborate to identify services.
- Share the following resources across systems to address mental health needs:
 - TEA School Mental Health: <https://schoolmentalhealthtx.org/>
 - TEA Mental and Behavioral Health: <https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>
 - TEA Safe and Supportive School Program: <https://tea.texas.gov/texas-schools/health-safety-discipline/safe-and-supportive-schools>
 - TEA Safe and Supportive School Climate: <https://tea.texas.gov/about-tea/other-services/mental-health/safe-supportive-and-positive-school-climate>
 - TEA School Mental Health Toolkit: <https://schoolmentalhealthtx.org/school-mental-health-toolkit/>

CONSIDERATION 4: A Changing Landscape for Prevention and Intervention programming in Texas.

During the 88th regular legislative session, lawmakers showcased a significant investment and interest in prevention efforts. Lawmakers passed Senate Bill 24 which transfers the functions of the Prevention and Early Intervention division from DFPS to HHSC, renames the Prevention and Early Intervention (PEI) division to Family Support Services, and moves this statute and corresponding programs from DFPS to the newly created chapter in the Human Resource Code, §137, under the administration of the Health and Human Services Commission (HHSC). Additionally, lawmakers expanded opportunities to promote healthy families and build resilient Texas communities by appropriating an additional \$65,160,347 for Fiscal Years 24-25 as well as staff to the Prevention and Early Intervention division of DFPS, also now the Family Support Services division in Chapter 137 of the Human Resources Code. This funding will allow the PEI division to expand its established and effective programs, a portion of which includes further investment in the Community Youth Development and Family and Youth Success programs over the FY24 and FY25 biennium.

The legislative charge for this workgroup requires the Department of Family and Protective Services, the Juvenile Justice Department, the Texas Education Agency, and the Texas Military Department to coordinate and report on the delivery of juvenile delinquency prevention and dropout prevention and intervention services. Currently, PEI serves as the point of contact for this workgroup. This includes facilitating each work group meeting as well as compiling and drafting the required legislative report.

To address this consideration:

- With the passage of Senate Bill 24, there is a need for the Department to determine a new division to serve as a representative for this workgroup and the programs currently included in this report as part of the Department of Family and Protective Services juvenile justice prevention programming would not be included in the next report, since they will be housed at the Health and Human Services Commission.

APPENDIX A: Detailed Information of Workgroup Agency Delinquency and Dropout Prevention and Intervention Services

Department of Family and Protective Services

Statewide Youth Services Network (SYSN)

All data for the following grantees is pulled from DFPS Contracts for Prevention and Early Intervention.

Total Funds Fiscal Year 2022: **\$ 1,525,000**

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 Fiscal Year 2022: 3, 178

Counties Served: All Texas counties.

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, and attendance.

Evidence of Effectiveness:

Big Brothers, Big Sisters Lonestar: 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 Club: 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.

Community Youth Development (CYD)

All data for the following grantees is pulled from DFPS Contracts for Prevention and Early Intervention.

Total Funds Fiscal Year 2022: **\$9,370,550**

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 Fiscal Year 2022: 14,206

Counties Served: Bell, Bexar, Cameron, Dallas, El Paso, Galveston, Harris, Lubbock, McLennan, Nueces, Potter, Tarrant, Travis, Webb, Willacy

Zip Code: 75216, 75217, 76106, 76164, 76508, 76707, 77081, 77506, 77550, 78046, 78207, 78415, 78501, 78520, 78577, 78569, 78580, 78744, 79107, 79403, 79404, 79415, 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 currently be on probation or have been involved in the past year.

Data Elements Collected: Demographic Information, risk factors, juvenile probation status, services provided, average monthly served, 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.

Family and Youth Success (FAYS)

All data for the following grantees is pulled from DFPS Contracts for Prevention and Early Intervention.

Total Funds Fiscal Year 2022: \$24,821,446

Brief Description of Program: The FAYS program (formerly STAR) addresses family conflict and everyday struggles while promoting strong families and youth resilience. Every FAYS provider offers one-on-one coaching or counseling with a trained professional as well as family coaching or counseling. FAYS providers also offer group-based learning for youth and parents and each provider operates a 24-hour hotline for families

Number of Youth Served Fiscal Year 2022: 20,463

Counties Served: All Texas Counties

Eligibility Requirements: Families with youth through age 17years old who are dealing with family conflict or everyday struggles. Target ages are 6-17 years old . In some areas of the state FAYS may provide services to families with children 0-5 years of age.

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

Evidence of Effectiveness: Through the data collected for this program, DFPS tracks whether children remain safe during services, within 1 year and within 3 years after discharge. This is a measure of the percent of adult caregivers who do not abuse or neglect their children while receiving PEI services. Other data tracked includes percentage of youth not referred to juvenile probation and the increase in protective factors, such as family functioning and resiliency, social supports, and nurturing/attachment.

Texas Military Department

Texas ChalleNGe Academy (TCA)

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, juvenile case workers, juvenile justice sources, advertising campaigns, 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 assists them during the entire 12-month post residential phase to ensure they stay on track with their "Post Residential Action Plan" developed during the residential phase. All cadets 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 greatly enhances 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 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-one years in Texas.

Total Funds Fiscal Year 2022: \$5.5 million (\$4.1 million federal and \$1.4 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 Fiscal Year 2022: 156 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 MRDC¹⁰. 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

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

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

Texas Education Agency

Texas COVID Learning Acceleration Supports (TCLAS)

Texas COVID Learning Acceleration Supports (TCLAS) provided a set of funding and targeted supports to Local Education Agencies (LEAs) to accelerate student learning in the wake of COVID-19, utilizing state and federal funds. TCLAS isupports were available to LEAs in **one streamlined application**. And funded the following activities to support LEAs with COVID-19 learning loss and recovery.

- **Strategic Planning** - Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies
- **Instructional Materials** - Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS
- **Teacher Pipelines** - Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year
- **More Time** - More time for the students in most need, including expanding instructional time in the summer and with targeted tutoring
- **Innovative School Models** - Innovative school models to incorporate all the learning acceleration framework.

Academic Innovation and Mentoring (AIM)

Total Funds Fiscal Year 2022: \$2,137,500

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 Fiscal Year 2022: 2,501

Program Locations: 62

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 Fiscal Year 2022 final report from Texas AIM include: average monthly cost per student (\$61), percentage of students who advanced an academic level in a math or reading assessment (73%), percentage of youth receiving a C or better in a subject for which they received services (60%), and percentage of students that passed the STAAR state assessment (70%).

Amachi

Total Funds Fiscal Year 2022: \$2,500,000

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 Fiscal Year 2022: 1,629

Program Locations: The central Texas (Austin) 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 2021-22 school year (Fiscal Year 2022) 1,629 students had a mentor and were served. Of these, 92% of matches that were active during the school year were sustained for at least six months. 98% of mentored students were promoted to the next grade level. 90% of all matches reported improvement in at least one of the four areas of personal and social well-being designed to measure self-confidence. 87.5% reported improvement in at least one category of improved relationships. 1.2% of the students were referred to the juvenile justice system and 2.7% of students were reported as referred to an alternative education program.

21st Century Community Learning Centers (21st CCLC)

Total Funds Fiscal Year 2022: \$122,349,034

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 Fiscal Year 2022: 133,325 students were served during the program year that coincides with Fiscal Year 2022.

Program Locations: Ninety-seven grantees operated 706 community learning centers.

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: ¹⁰

- Regular participation in the 21st CCLC program (60-days+) was consistently associated with higher state assessment scores in mathematics.
- 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.
- 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.

Communities In Schools (CIS)

Total Funds Fiscal Year 2022: \$35,364,157

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 staff work full time on school campuses and partner with educators, students, and parents to identify students who are at-risk of dropping out of school. CIS staff provide intensive case management services and an array of campus-based programming including: crisis intervention, individual counseling, support groups, life skills training, tutoring, mentoring, parent engagement, and enrichment activities – all targeted to meet the individual needs of students and remove barriers to learning so they can fully engage in school and be academically successful. CIS monitors student level data and tracks educational outcomes. The CIS program delivers services in six areas: 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 Fiscal Year 2021: 123,912 students received intensive case management services.

Program Locations: 201 districts, 1,428 campuses

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

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

Evidence of Effectiveness: During Fiscal Year 2022, 27 CIS programs served up to 1,098,798 students on 1,428 campuses in 201 school districts. Of those students, 123,912 were provided individual case management services. Reported outcomes included: 99% stayed in school (grades 7-12); 97% were promoted to the next grade (grades K-11); 97% 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 83% of students that were targeted for behavior intervention showed improvement..

Texas Juvenile Justice Department

Bandera County

¹⁰ American Institutes for Research. "Texas 21st Century Community Learning Centers: 2014-15 Evaluation Report." Prepared for the Texas Education Agency. May 2016.

Total Funds Fiscal Year 2022: \$249,382

Brief Description of Program: The Bandera County Juvenile Probation's Truancy Prevention Program addresses behaviors indicative of future delinquency, truancy, or involvement in the juvenile justice system in Bandera ISD and Bandera County youth ages 6 -17, not currently under the jurisdiction of the juvenile probation department. Target behaviors include low attendance, poor academic performance, and behavioral issues at school. However, any youth exhibiting at-risk behavior may be referred to Bandera County Juvenile Probation Department by schools, parents, community, and local law enforcement. When appropriate, families of referred youth will receive services through this program as well in the form of family group family counseling to provide a full wraparound approach to treatment. Determination of target population is based on display of at-risk behaviors/factors identified as antecedent to conduct indicating need of supervision, delinquent behavior, truancy, and involvement in the juvenile justice system.

Number of Youth Served Fiscal Year 2022: 42

Eligibility Requirements: At-risk youth ages 6-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22 42 youth and 18 families were served, 69% percent of youth that participated had improved attendance, 76% experienced a decrease in school discipline reports and only 5 were referred to the local probation department while in the program

Bell County

Total Funds Fiscal Year 2022: \$84,643

Brief Description of Program: Bell County Juvenile Services (BCJS) incorporates the Positive Action (PA) program to help youth with addressing issues in school settings with behavior, school academic performance, and school attendance. In addition, the (PA) program addresses the sibling(s) of youth actively involved in the juvenile justice system that would impact the family unit displaying at-risk behaviors that may lead to delinquency. The target population addressed are elementary, middle school students, and their families. Youth with the following qualifying characteristic(s): Grades below 70%, two or more behavioral office referrals, and history of truancy and other school-related issues that prevent school achievement.

Number of Youth Served Fiscal Year 2022: 41

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 41 youth participated in the program, none of these youth were referred to the probation department.

Bexar County

Total Funds Fiscal Year 2022: \$437,325

Brief Description of Program: Bexar County JPD implemented the Prevention and Intervention Project. The project utilizes a family-centered, culturally competent, strengths-based approach to truancy

prevention and intervention by encouraging and promoting family self-sufficiency, positive parental control, and law-abiding youth behavior within the school and community. The Bexar County Prevention and Intervention Project incorporates key services and supports from several research and evidence-based models and methodologies proven effective in the prevention and intervention of system involvement for at-risk youth. The Bexar County Prevention and Intervention Project targets up to 330 children, adolescents and youth (ages 6 - 17) not currently under juvenile justice supervision who are at an increased risk of delinquency, truancy, dropping out of school or referral to the juvenile justice system, and who are students at middle and high schools within Northside Independent School District. Youth can present with a range of challenges including, but not limited to, the following: school discipline, performance, truancy issues, persistent misbehaviors, family conflicts, situational crises, rebellious episodes, substance use, home/school issues, moderate school adjustment issues, and need for conflict resolution.

Number of Youth Served Fiscal Year 2022: 41

Eligibility Requirements: At-risk youth ages 6-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, the program served 41 youth and 82 family members. None of the youth served were referred to the probation department.

Bowie County

Total Funds Fiscal Year 2022: \$50,195

Brief Description of Program: This project provides behavior and truancy prevention and intervention to students who are having issues in the school setting with behavior, school performance, or school attendance. The plan provides programming for truancy students, first time offenders, and at-risk students placed in In School Suspension (ISS) and Disciplinary Alternative Education Programs (DAEP). The juvenile case manager will also work directly with juvenile probation officers to provide truancy/behavior intervention and programs to juveniles referred to the department. The target population for this grant is students who are 10 - 17 years of age.

Number of Youth Served Fiscal Year 2022: 141

Eligibility Requirements: At-risk youth ages 10-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 141 youth were served in the program, 123 experienced improved attendance while in the program, 89 experienced a decrease in school discipline reports, and only 11 were referred to the local probation department.

Calhoun County

Total Funds Fiscal Year 2022: \$60,000 (Pass Program) and \$65,708 (YAP Program)

Brief Description of Program: The Partners Assuring School Success (PASS) program is implemented by the probation department in coordination with the local ISD. The program offers interventions for individual youth, families, classrooms, and parents/teachers. The target population, for this project is elementary school age children identified by the school as exhibiting problematic school behavior, truancy,

and/or poor academic achievement. This program and target population were determined with the understanding that school problems and a poor home/school link are risk factors for the youth in our community to offend. This program addresses increasing school success and thus reducing the risk of program participants entering the juvenile justice system.

The services provided by Youth Advocate Programs (YAP), Inc. help prevent youth from re-offending and becoming more involved with the Juvenile Justice System. Identified service gaps and needs for the target population include: Addressing trauma and other underlying factors that can be correlated to delinquent and risky behaviors; guidance and support in accessing and navigating appropriate resources to meet essential needs, address mental health issues, acquire needed documents such as state identification card(s). Other services include: facilitation of prosocial activities and a positive support system; life skill development and educational and vocational support; and family engagement and support. This population focuses on youth 12 to 17 years old including younger youth who are already having issues in school with behavior, school performance, or school attendance as well as siblings of youth actively involved in the juvenile justice system. Program direct services are provided to Calhoun County youth through a collaborative partnership with Youth Advocate Programs (YAP), Inc.

Number of Youth Served Fiscal Year 2022: 13

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness of PASS program: During FY 22, 5 youth and 8 family members participated in the program, all 5 youth experienced improved attendance and a decrease in discipline reports, and no youth were referred to the local probation department.

Evidence of Effectiveness of YAP program: During FY 22, 8 youth and 40 family members participated in the program; 7 youth experienced improved attendance while 90% of youth demonstrated a decrease in discipline reports. Only 1 youth was referred to the local probation department.

Cameron County

Total Funds Fiscal Year 2022: \$124,792

Brief Description of Program: The Prevention and Intervention program addresses the key elements of character building, social skills, nutrition/wellness, substance abuse prevention, and gang awareness. The wellness component includes fun activities such as walking a trail located near the Harlingen Outreach Center. In addition, the Prevention and Intervention staff implement the evidence-based Rainbow Days "Kids Connection" and "Youth Connection" curriculum for all program participants. "Kids Connection" and "Youth Connection" group activities will be done on a weekly basis with the program participants. The department's mental health division counselors do group activities on a quarterly basis with the program participants. In the event that a child needs individual counseling, a referral will be made to the department's mental health division so that counseling services can be coordinated. Staff also coordinate with community resources so that monthly presentations can also be done with the program participants and their families. Some of the topics that are addressed with the program participants and their families consists of bullying, crime prevention, drug prevention, nutrition and wellness. This program's target population includes youth between the ages of 6-13 who are at risk of being referred to the Juvenile Justice Department.

Number of Youth Served Fiscal Year 2022: 51

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 51 youth were served, 15 demonstrated improved attendance and no youth were referred to the probation department.

Cochran County

Total Funds Fiscal Year 2022: \$57,424

Brief Description of Program: The program works with the “at risk” youth in order to prevent a referral to truancy court. The purpose of intervention at this point is to provide support to the student and their family, in order to prevent punitive action. This intervention by juvenile probation includes mentoring, tutoring and involvement in the community that is geared toward giving each individual child a strong sense of self and community. The probation officer collaborates with the child’s teacher(s) and counselor(s) to form a team around the child and identify gaps in services that may exist within the family unit and make referrals, as deemed appropriate. Should this intervention fail and a referral to truancy court be deemed necessary, the child school’s special programs director collaborates with the juvenile probation officer to ensure all paperwork is appropriately submitted and all involvement in community service will be at the judge’s discretion at that point. For students in grades one through five, the juvenile probation officer collaborates with the school to identify any unmet needs that the family might have and link parents to the appropriate services, as needed.

Number of Youth Served Fiscal Year 2022: 7

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 7 youth and 3 family members were served, 6 youth demonstrated improved attendance and all 7 had fewer school discipline reports. No youth that participated in the program were referred to the probation department.

Collin County

Total Funds Fiscal Year 2022: \$244,507

Brief Description of Program: This program serves those kids and families, and others without a formal referral as an early intervention program, providing appropriate services to keep at-risk youth from being referred into the criminal justice system and to divert them all together. The program focuses on early identification by using a multidisciplinary agency developed screening tools focusing on risk factors and a validated risk-assessment tool specifically designed to identify those in need. The program works with all 15 school districts in Collin County to identify youth who are showing at-risk behaviors (early discipline and attendance issues) in the academic setting. Once youth are appropriately identified, the program will provide youth and families with community-based services with an emphasis on comprehensive care coordination. These services include but not be limited to family-based therapeutic services and intervention, education collaboration with educational practitioners and educational services support, intensive community-based case management services to establish wraparound support for ongoing success and long-term community assistance/care, and mentoring. The program uses a multidisciplinary approach to service delivery, working with all community-based stakeholders serving youth throughout the

community. Targeted youth includes juveniles 10 – 16 years of age who are placed in ISS (In School Suspension), OSS (Out of School Suspension), juveniles exhibiting frequent persistent misbehavior, and juveniles who have been identified by school officials as high-risk. The program fosters a safe environment for youth to build community and healthy relationships, gain new knowledge, cultivate leadership abilities, and access resources with intensive case management by the case managers. With that being said, appropriate services for children and their families can make a difference in the lives of children (US Department of Health and Human Services).

Number of Youth Served Fiscal Year 2022: 17

Eligibility Requirements: At-risk youth ages 10-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 17 youth and 20 family members were served, 16 youth demonstrated improved attendance while 88% experienced fewer discipline reports. Only 5 youth were referred to the local probation department.

Comal County

Total Funds Fiscal Year 2022: \$52,548

Brief Description of Program: The Student and Family Empowerment (SAFE) Program is a voluntary prevention/intervention program developed by the Comal County Juvenile Probation Department (CCJPD) for the purpose of connecting “at-risk” youth to community resources. The SAFE Program has been in place for almost six years having started taking referrals in 2015 with the main focus of improving truant and negative behavioral incidents within the local Independent School Districts (ISDs) and communities. The target population for the SAFE Program is youth ages six to fifteen years of age that are experiencing issues in a school setting with behavior, school performance, or school attendance. SAFE will also take referrals from the Comal County Juvenile Probation Department for siblings of youth that are actively involved in the juvenile justice system and exhibiting at risk, or truant behavior.

Number of Youth Served Fiscal Year 2022: 140

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 140 youth and 28 family members participated in the program, 34 youth demonstrated improved attendance, and 14% experienced a decrease in school discipline reports. Only 1 youth was referred to the local probation department.

El Paso County

Total Funds Fiscal Year 2022: \$21,588

Brief Description of Program: The program goal is to intervene in these conflicts to prevent escalation of conflict and referral to the juvenile justice system. This type of intervention allows involved youth to speak to the actions/perceptions/reactions and have input into how they will move forward without continued conflict, critical life skills relevant in employment, relationship and other meaningful domains in a person’s life. Other benefits of the program are that participating youth will learn conflict resolution skills and identify if they also contributed to the conflict, thus taking accountability of their behavior. These are skills

that will benefit these youth well beyond their school years and into adulthood. Participating youth and/or parents also have input into the agreement, thereby increasing overall buy-in from both youth and families. A gap in services was voiced by various El Paso school administrators in that specific conflict resolution interventions between students at the home school are not readily available at all campuses. As a result, other remedies for conflict resolution may involve exclusionary disciplinary practices such as SAC, Behavior Intervention Class, Suspensions (in and out of school) and referral to the DAEP school. Other school-based interventions may include referral to Communities in Schools to assist students individually or through ongoing presentations to parents and students on the harms of bullying. The target population for this program is at-risk middle and high school students between the ages of 10-17. Priority is given to youth also experiencing issues with school performance or school attendance and most at risk of removal from the school or referral to the juvenile justice system.

Number of Youth Served Fiscal Year 2022: Due to scheduling issues, FY22 primary grant activities did not occur this fiscal year. The majority of monies were reallocated to FY23. Service delivery of youth is set to begin in FY 23.

Eligibility Requirements: At-risk youth ages 10-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: Service delivery will begin in FY 23.

Fort Bend County

Total Funds Fiscal Year 2022: \$233,684

Brief Description of Program: The Expose Excellence Program was designed to provide services to youth who are having behavior issues at school, low or failing grades, or attendance issues. In addition, the program utilizes referrals made from the probation department that are siblings of referred juveniles in hopes of deterring delinquent behavior. The target population for the program includes Fort Bend County youth aged 10-17 who have been identified as at-risk by school districts, churches, law enforcement agencies, or other community organizations. In addition, siblings of youth currently or previously referred to the Juvenile Probation Department are eligible for participation. The Expose Excellence Program strives to establish and support communication with youth's current school administration to promote attendance and a positive outlook on the importance of education, assisting in advocating for the youth by accessing educational resources and overcoming barriers to educational opportunities. The program also establishes contacts with higher education and trade schools to assist with the admissions and application of financial aid. The program makes mental health, behavioral health, and substance abuse referrals as needed, while providing life skills, mentoring, and recreational activities as an alternative to delinquency. In addition, the program provides aid with job applications, interviewing techniques, and skills needed to obtain and maintain employment as well as connecting youth with Work Force Solutions to assist in locating available jobs.

Number of Youth Served Fiscal Year 2022:

Eligibility Requirements: At-risk youth ages 10-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 152 youth and 230 family members were served, 139 youth had improved attendance while in the program, 66% demonstrated a decline in school discipline reports, and only 8 youth were referred to the probation department.

Hale County

Total Funds Fiscal Year 2022: \$105,000

Brief Description of Program: The Hale County Juvenile Probation Department (Hale JPO) partners with the Plainview Independent School District (PISD) to expand their Multi-Tiered System of Supports (MTSS) program with primary and middle school-aged youth. The objective is to use early prevention and intervention strategies with children/youth and their families to divert them from the juvenile justice system, while improving academic achievement, reinforcing positive behaviors, while increasing probabilities for law-abiding, productive futures. Hale JPO employs a MTSS Student Support Specialist to serve on PISD's MTSS team via a Memorandum of Understanding. The Student Support Specialist focuses on providing prevention/intervention services and supports to the target population. The target population are youth ages 6 to 13 (and their families), enrolled in the Plainview Independent School District. Additionally, eligible youth are not be under the jurisdiction of the juvenile probation department, have no pending formal referrals, and are not under active supervision.

Number of Youth Served Fiscal Year 2022: 74

Eligibility Requirements: At-risk youth ages 6-13 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 74 youth were served by the program, 71 demonstrated improved attendance and 97% experienced a decrease in school discipline reports after starting the program. Only 1 youth was referred to the probation department.

Hidalgo County

Total Funds Fiscal Year 2022: \$366,980

Brief Description of Program: As proposed in the P&I grant, the Juvenile Probation Department saw a need to work with parents and siblings of juveniles placed at a long-term residential facility. One of the goals was to create a more positive home environment for the youthful offender, once they return from a residential placement. The objective in reaching this goal was to service parents with a strong skills-training curriculum, which could be practiced in a classroom setting and implemented at home with their children. We have been able to see this objective realized through the coaching and instruction, which facilitators have achieved via the 14-week Strengthening Families Curriculum.

Number of Youth Served Fiscal Year 2022: 31

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision if the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 31 youth were served along with 34 family members of at-risk youth. Nine youth that participated in the program experienced improved school attendance and 42% demonstrated a decrease in school discipline reports after starting the program. Only 1 youth was referred to the probation department.

Hill County

Total Funds Fiscal Year 2022: \$24,000

Brief Description of Program: This program has a juvenile resource officer (JRO) that meets with a child and/or parent when three unexcused absences occur. During the intervention visit, the JRO identifies if there are needs which need to be addressed in order to promote successful school attendance. The primary objective of the program is to intervene early and prevent further truancy. If there is need for a referral to services, the JRO provides the student and/or parent/guardian with contact information for mental health and local community services. Program youth are provided services through local non-profit organizations which provide professional services such as mentoring, mental health counseling, case management, and medication management. The target group is male and females between the ages of 6-17 that have been referred to the juvenile resource officer program by any local school district or law enforcement.

Number of Youth Served Fiscal Year 2022: 412

Eligibility Requirements: At-risk youth ages 6-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 412 youth participated in the program, 382 demonstrated improved attendance while in the program and only 1 youth was referred to the probation department.

Jasper County

Total Funds Fiscal Year 2022: \$42,075

Brief Description of Program: This program focuses on students with deficits in interpersonal and social/emotional skills. The behaviors exhibited include hyperactivity, verbal aggression, physical aggression, self-injury, withdrawal, crying/emotional, temper tantrums, vandalism, and stealing. The target population includes at-risk students in a Jasper, Newton, Sabine, and San Augustine school district. The target population is determined by campus administrators and/or counselors. The campus administrators and/or counselors complete an application for each student which includes the student's name, campus, grade, a Likert scale regarding at-risk behaviors, triggers or antecedents for these behaviors, effective interventions for the student, items or activities enjoyed by the student, as well as any additional information regarding the student. The program is meant to help prevent and/or intervene in at-risk behaviors that lead to delinquency, truancy, dropping out of school, or referral to the juvenile justice system.

Number of Youth Served Fiscal Year 2022: 71

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 71 youth and 20 family members participated in the program, 50 youth demonstrated improved attendance while in the program and 93% experienced a decrease in school discipline reports after starting the program. Only 1 youth was referred to the local probation department.

Kleberg County

Total Funds Fiscal Year 2022: \$7,200

Brief Description of Program: This program focuses on anger management, individual and family counseling to address underlying causes for a youth's behavior. The target population is youth ages 12 – 16 years old sent to the probation department by a school or by parents seeking advice and/or assistance with their child.

Number of Youth Served Fiscal Year 2022: The department has been having issues getting qualified referrals. Often the referrals that were received were in need of more intense interventions and were referred to the Local Mental Health Authority. All FY 22 funds were returned to TJJD.

Eligibility Requirements: At-risk youth ages 12-16 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Lubbock County

Total Funds Fiscal Year 2022: \$66,000

Brief Description of Program: The department has developed a case manager program utilizing a certified juvenile probation officer as a juvenile case manager. With a caseload consisting of youth who are in the municipal court system this service targets youth who are in the lower level (CINS and Class C Citations) of “the system”. We utilize a “Peer Mediation” model to divert kids from even being placed into the municipal court probation/conviction status. Lubbock has expounded on our Teen Court program to include Texas Tech Law Students in advisory roles to the high school student “attorneys”. The department also operates a Parent Empowerment Program (PEP II). PEP II is based on the principles of multi-systemic therapy. The program also addresses the often-neglected barriers that prevent individuals and families with multiple and complex problems from accessing services. Most often these barriers to treatment are rooted in poverty and include unemployment, lack of transportation, and lack of adequate housing.

Number of Youth Served Fiscal Year 2022: The department was unable to enroll appropriate participants for the program in FY 22 and the funds were returned to TJJD.

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Milam County

Total Funds Fiscal Year 2022: \$15,600

Brief Description of Program: This program works with siblings of youth on probation that appear to need counseling and or mentors will be assigned a mentor and or a counselor. The target population for this program is siblings (ages 6-17) of juveniles on probation. Services would also be offered to youth (ages 6-17) that are in danger of entering the Juvenile Justice System. The mentor or counselor works with the youth and the family to be sure all needs are being met. Youth can also be referred by the local school districts or by a parent needing an intervention as well as by law enforcement. Once a youth is recognized, if needed, a certified counselor will be assigned to work with the youth and the family. If transportation is an issue, the juvenile department will make arraignments to provide transportation or counselor can meet at the home. An assessment is completed by the counselor and plan of action is created. The counselor works with the family and the child to set up appointments. The goal will be for the youth to be seen once

a week for about 12 weeks (about 3 months), depending on the need. If a mentor is appropriate, the mentor will be carefully screened and selected. Mentors will see the youth for three to six-months or longer if necessary. The goal will be for the mentors to meet with youth for a minimum of 4 hours each month. Mentoring visits will usually take place during the evening and on the weekend or when school is not in session.

Number of Youth Served Fiscal Year 2022: 14

Eligibility Requirements: At-risk youth ages 6-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 14 youth participated in the program, 14 youth demonstrated improved attendance while in the program, and 100% experienced a decrease in school discipline reports after starting the program. No youth were referred to the local probation department.

Randall County

Total Funds Fiscal Year 2022: \$18,210

Brief Description of Program: The Randall County Dream Team project prevents or intervenes in at-risk behaviors that lead to delinquency, truancy, dropping out of school, or referral to the juvenile justice system. The program targets to serve ten (10) youth ages 12 to 14 (grades 7 & 8) in Randall County who have been identified by Canyon and Amarillo Independent School District 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 education system). Youth obtain and maintain a 4-H swine project. The typical 4-H swine project requires approximately 300 hours of work, training, cleaning out pens, feeding, walking, etc. with the animal to prepare for show. The youth will feed and care for the animal twice daily, seven days a week, for a four to five-month period. Many of these hours are in conjunction with a guardian and volunteer mentor.

Number of Youth Served Fiscal Year 2022: 6

Eligibility Requirements: At-risk youth ages 12-14 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 6 youth participated in the program, 4 youth demonstrated improved attendance while in the program, and 4 experienced a decrease in school discipline reports after starting the program. No youth were referred to the local probation department.

Shelby County

Total Funds Fiscal Year 2022: \$12,500

Brief Description of Program: The program identifies at-risk youth through referrals. The youth's risk is identified by referral from school personnel, Justice of the Peace, and parents who feel there is a need for intervention when a child is exhibiting risk factors for being involved in the justice system. The program will be responsive by having a round table assessment of each child individually and determine what treatment needs should be addressed.

Number of Youth Served Fiscal Year 2022: 3

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 3 youth participated in the program, 3 youth demonstrated improved attendance while in the program, and 3 experienced a decrease in school discipline reports after starting the program. No youth were referred to the local probation department.

Swisher County

Total Funds Fiscal Year 2022: \$120,000

Brief Description of Program: The Castro-Swisher juvenile probation department is serving as the lead for this collaborative endeavor, and partnering with the Lamb County juvenile probation department, local school districts, the Llano Estacado Alliance for Families (regional community collaborative), Central Plains Center – Local Mental Health Authority and other community partners to implement evidence-based counseling/intervention services. The target population will include qualifying males and females, ages 6 - 17 living in the highly rural counties. The program approach is to address the gaps in service by contracting with a minimum of seven Licensed Professional Counselors to serve the at-risk youth. The LPCs travel to the schools in the targeted counties and provide evidence-based counseling services. The involved counselors are trained to use the evidence-based practices of 1) Cognitive Behavioral Therapy, 2) Rational-Emotive Therapy, and/or 3) Dialectic Behavior Therapy. The counselors will 1) refer and link children/youth/families to other community services and supports as indicated or requested, 2) collaborate and communicate with school personnel (when consent is given), and 3) seek support and input from juvenile probation offices, Central Plains Center (LMHA), Llano Estacado Alliance for Families (LEAF), and Community Resource Coordination Group when in best interest of those served (and with appropriate consent).

Number of Youth Served Fiscal Year 2022: 106

Eligibility Requirements: At-risk youth ages 6-17 that are not currently under supervision if the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 106 youth participated in the program, 53 youth demonstrated improved attendance while in the program, and 60% experienced a decrease in school discipline reports after starting the program. No youth were referred to the local probation department.

Tom Green County

Total Funds Fiscal Year 2022: \$73,117.30

Brief Description of Program: This program expands the existing partnership with Children's Advocacy Center of Greater West Texas, Inc. (CAC) to provide prevention and intervention services. CAC's Family Enrichment Services (FES) directly work with families and youth through the Parent Mentor Program. The Parent Mentor Program uses a curriculum called Family Connections, which is evidence-based, prevention-based, and change-focused. The target population for this program is at-risk youth (ages 8-17) who have not yet entered the juvenile justice system.

Number of Youth Served Fiscal Year 2022: 32

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 32 youth and 31 family members participated in the program, 4 youth demonstrated improved attendance while in the program. No youth were referred to the local probation department.

Van Zandt County

Total Funds Fiscal Year 2022: \$137,028

Brief Description of Program: This Project Turnaround is a collaborative effort with, the Andrews Center, the local Mental Health Authority, Van Zandt Juvenile Probation Department, licensed professional counselors, and private service providers. This project combines efforts to provide wraparound services to address the needs of at-risk youth becoming involved in the juvenile justice system. The target population is youth and siblings ages 6-17 that are at-risk of becoming involved with the juvenile justice system.

Number of Youth Served Fiscal Year 2022: 61

Eligibility Requirements: At-risk youth ages 6-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 61 youth and 30 family members participated in the program. Only 1 youth was referred to the local probation department.

Webb County

Total Funds Fiscal Year 2022: \$126,513

Brief Description of Program: The Family Keys Program utilizes a family-centered, culturally competent, strengths-based approach to truancy prevention and intervention by encouraging and promoting family self-sufficiency, positive parental control, and law-abiding youth behavior within the school and community. The target population for this program is youth between the ages of 10-17 in Webb County who display patterns of incorrigible/ ungovernable, truant, and/or runaway behaviors who are not currently on formal probation but may have been identified as Conduct Indicating a Need for Supervision (CINS).

Number of Youth Served Fiscal Year 2022: 12

Eligibility Requirements: At-risk youth ages 10-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 12 youth and 34 family members participated in the program, 83% of youth participants had improved attendance while in the program, and 67% experienced a decline in school discipline reports after starting the program. Only 2 youth were referred to the local probation department.

Wharton County

Total Funds Fiscal Year 2022: \$168,217.44

Brief Description of Program: The Just Do It Now “Yes WE Can” Intervention/Prevention Program is an after-school and summer program that targets at-risk youth and focus on programs regarding education, healthy lifestyles, building character/self-esteem, problem-solving, social-emotional learning, communication, developing leadership skills, and sports fitness and recreation. The target population for this program is youth ages 6-17 who display risky behaviors at school and at home, struggle with school performance and attendance.

Number of Youth Served Fiscal Year 2022: 162

Eligibility Requirements: At-risk youth ages 6-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 162 youth and 51 family members participated in the program, 23 youth participants had improved attendance while in the program, and 17% experienced a decline in school discipline reports after starting the program. No youth were referred to the local probation department.

Williamson County

Total Funds Fiscal Year 2022: \$48,000

Brief Description of Program: The Williamson County Juvenile Services partners with local non-profit Catalyst Collective to facilitate The Purpose Project with selected youth. The Purpose Project works with identified at-risk youth to help youth understand how they are uniquely designed and subsequently build resilience, a key factor in success, by proactively teaching them skills to improve their individual capabilities to manage toxic stress and adverse childhood experiences, foster healthy and secured adult attachments through connecting them to pro-social activities of their choosing (SPARKS) and health positive adults (Developmental Relationships), and help build thriving communities by teaching youth and families N.E.A.R. science (foundational science behind trauma-informed care – Neuroscience, Epigenetics, Adverse Childhood Experiences, Resilience).

Number of Youth Served Fiscal Year 2022: 59

Eligibility Requirements: At-risk youth ages 5-17 that are not currently under supervision of the local probation department.

Data Elements Collected: Demographic information, attendance, program success rates, subsequent probation referrals.

Evidence of Effectiveness: During FY 22, 59 youth participated in the program, 58 youth participants had improved attendance while in the program, and 100% experienced a decline in school discipline reports after starting the program. No youth were referred to the local probation department.

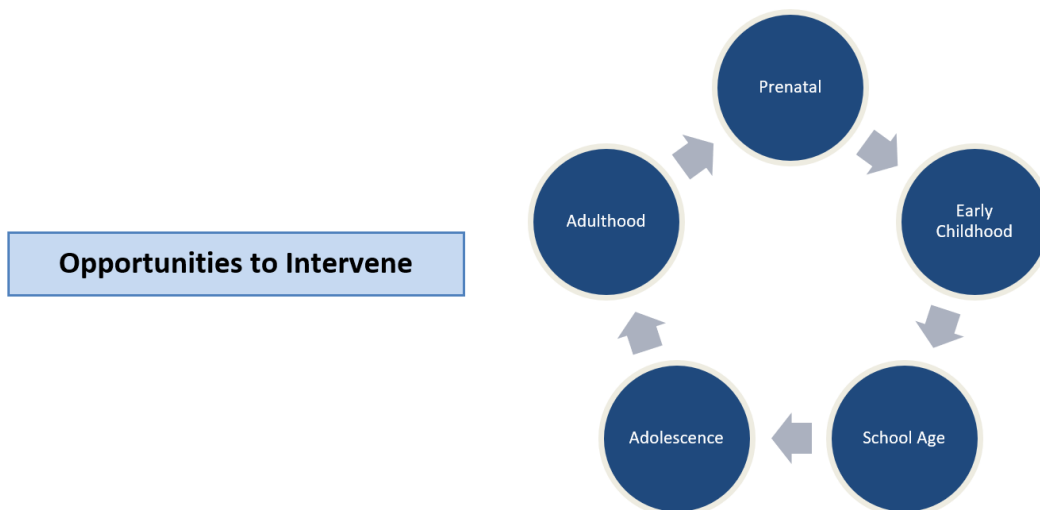
APPENDIX B: Delinquency and Dropout Prevention Practices: Pursuing a Developmental Continuum of Services

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 has been identified that range from prevention programs targeting early childhood through 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.



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:

- **Get Parenting Tips.** GetParentingTips.com provides resources including a video library, parenting articles, tip sheets, and community resources for parents of children 0-17. This effort is provided by DFPS.
- **Prevention and Early Intervention, DFPS.** The Prevention and Early Intervention page provides information to PEI programs and links to prevention resources.
https://www.dfps.texas.gov/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/>
- **Center for Disease Control (CDC).** This organization provides 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/healthyouth/index.htm>, with school connectedness at the following webpage: https://www.cdc.gov/healthyouth/protective/school_connectedness.htm, and health and academics at: https://www.cdc.gov/HealthyYouth/health_and_academics/index.htm. Information regarding Adverse Childhood Outcomes (ACEs) can be found at <https://www.cdc.gov/violenceprevention/acestudy/index.html>.
- **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.
- **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://jije.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/>
- **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>