Agency Coordination for

YOUTH PREVENTION & INTERVENTION

October 2025

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Executive Summary

The following report was prepared by the Texas Health and Human Services Commission (HHSC), the Texas Juvenile Justice Department (TJJD), the Texas Education Agency (TEA), and the Texas Military Department (TMD) in accordance with Article IX, Section 17.05 of the 2026-2027 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, which collaborated to achieve the following goals:

1. Increase interagency understanding of state programming regarding juvenile delinquency prevention and dropout prevention and intervention services.

2. Identify key considerations in service coordination, planning, and delivery.

3. Identify 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 juvenile delinquency prevention and dropout 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 2026-2027 General Appropriations Act reads as follows:

From monies appropriated above for the purpose of juvenile delinquency prevention and dropout prevention and intervention services, the Health and Human Services Commission, 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 services 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[2] 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.

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[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.

[2] Parental resilience, social connections, knowledge of parenting and child development, social and emotional competence of children, and concrete support in times of need are the five protective factors that have been shown to increase family resilience and reduce the risk of child abuse and neglect.

(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 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**.

4. **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.

5. **Recognize 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.[3]

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

Texas Health and Human Services Commission (HHSC)

FAMILY SUPPORT SERVICES PROGRAMS Family Support Services (FSS), formerly known as the Prevention and Early Intervention (PEI) division of Department of Family and Protective Services (DFPS), is charged in Chapter 137 of the Human Resources Code with planning, developing, and administering grants and contracts; administering an integrated continuum of care system of programs providing family support services to children, youth, and families; and assisting communities in identifying, developing and delivering high-quality family support services. These services promote opportunities for partnerships with families that capitalize on the strengths of parents and children together to build healthy families and resilient communities and strengthen support systems. Services are voluntary and are provided at no cost to participants; however, not all services are available statewide.

While all of HHSC-FSS's nine core programs strengthen families and improve children's outcomes, certain programs also have a preventative effect on juvenile delinquency and the potential for school dropout. 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 dropout and delinquency show a disparate number of children and youth from at-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 by improving outcomes for children and youth in at-risk communities.

Monitoring, Tracking, and Effectiveness
HHSC-FSS monitors grants through a statewide monitoring plan based on an annual risk assessment of contracted grantees that includes analysis of fiscal, administrative, and programmatic areas. Grants are regularly monitored through a review of data and reports from the Prevention and Early Intervention Reporting System (PEIRS) and quarterly program reports submitted by each grantee. If HHSC-FSS identifies a

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[3] 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.

deficiency or concern regarding grant performance, contract managers and/or program specialists work with grantees 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, HHSC-FSS provides funding and technical assistance to community-based organizations to promote positive youth development and build healthy families and resilient communities. CYD grantees provide juvenile delinquency prevention services in 41 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, and activities or events that encourage parental involvement. Ancillary programmatic components can include life-skills classes, conflict resolution, academic support, arts, and recreation. The 89th Legislature continued its investment in CYD by appropriating $10,272,558 annually for fiscal years 2026 and 2027.

Participant 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 2020-2024 are listed below:

Table 1. Community Youth Development

Description	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
Percentage of CYD youth not referred to juvenile probation	98.49%	98.71%	98.45%	98.14%	98.14%
Annual number of youth served	15,580	15,293	14,206	17,114	16,715
Monthly number of youth served	6,792	6,514	5,772	6,967	6,771

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 6-17. HHSC-FSS funds allow 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.

Participant eligibility: Youth ages 6-17, with a focus on youth ages 10-17, in communities across the state.

Available performance outcomes, outputs, and efficiencies for fiscal years 2020-2024 are listed below:

Table 2. Statewide Youth Services Network

Description	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
Percentage of SYSN youth not referred to juvenile probation	98.99%	99.10%	99.86%	98.92%	99.02%
Annual number of youth served	3,550	3,457	3,178	2,932	3,116
Monthly number of youth served	2,159	1,971	1,802	1,790	1,913

Source: DFPS Databook

Family and Youth Success

The Family and Youth Success (FAYS) program addresses family conflict and everyday struggles while promoting strong families and youth resilience. Every FAYS grantee offers one-on-one coaching or counseling with a trained professional and group-based learning for youth and parents. Some FAYS programs also operate a 24-hour helpline for families having urgent needs. The 89th Legislature continued

its investment in FAYS by appropriating $31,612,360 annually for fiscal years 2026 and 2027.

Participant 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 ages 6-17.

Available performance outcomes, outputs, and efficiencies for fiscal years 2020-2024 are listed below:

Table 3. Family and Youth Success

Description	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
Percentage of FAYS youth not referred to juvenile probation	94.20%	95.75%	94.60%	92.96%	93.11%
Annual number of youth served	20,343	18,377	20,463	21,363	20,774
Monthly number of youth served	5,963	5,556	6,066	6,390	6,818

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 six 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 2023-2024. 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 2022. These grants may be funded for up to six years.

Monitoring, Tracking, and Effectiveness

Contracts for the prevention and early intervention services are regularly reviewed through the submission of annual fiscal reports, monthly data transmission, 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. TJJD Prevention and Early Intervention Programs

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

Table 4. TJJD Prevention and Early Intervention Programs FY 2022-2024

	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
Number of youth who started in program during the fiscal year	683	856	1,153
Number of youth who ended the program during the fiscal year	401	1059	1,164
Percentage of youth completing prevention program successfully	96.3%	95.4%	95.4%
Percentage of eligible youth not referred to juvenile probation during program participation	94.1%	95%	Available Oct 2026

During fiscal year 2024, 1153 youth started TJJD-funded prevention and early intervention programs. On average, program participants were younger (age 14) than youth formally referred to juvenile probation departments (age 15). Of the 1,164 youth who ended their participation in a program in fiscal year 2024, 54% were male and 46% were female. Approximately 69.5% of the youth served were members of a racial or ethnic minority group. Successful completions accounted for 95.4% of programs that ended during the fiscal year, while 4.6% 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 148 days in programming. Programs ending successfully had a longer average length of stay compared to programs ending unsuccessfully, 151 days versus 83 days, respectively.

The average length of stay for the 42 prevention and intervention programs ranged from 6 days to 597 days, and are grouped as follows:

- Eighteen programs – less than 100 days
- Twelve programs – between 100 and 199 days
- Eight programs – between 200 and 299 days
- Four programs – between 300 and 597 days

The majority, or 75.2%, of program participants did not have a prior referral. Of the 289 program participants with a prior referral, 82% 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.

The majority, or 95%, of youth starting a TJJD-funded prevention and intervention program in fiscal year 2023 did not have a subsequent formal referral to juvenile probation department within one year of starting the program.

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 is outlined.

Division of Highly Mobile and At-Risk Student Programs

The Highly Mobile and At-Risk Student Programs Division, established in 2017, was created to enhance resources and support systems that address the unique needs of highly mobile and at-risk students. This Division specifically serves special populations, including students experiencing homelessness, those in foster care, military-connected youth, and pregnant and/or parenting students. In addition to supporting these populations, the Division actively participates in multiple state stakeholder advisories and legislatively mandated committees to foster collaboration and improve services for at-risk students across Texas. For more information, visit the TEA's Highly Mobile & At-Risk Student Programs webpage.

Details concerning each program area are provided below:

Table 4. Student Group by PEIMS Enrollment, Texas Public Schools (2023-2024)

Description	Total Number	Percent of Population
Foster Care	12,469	0.2%
Homeless	77,942	1.4%
Military	213,035	3.9%
Total Number of At-Risk Students	2,941,204	53.3%
Total Number of Students	5,531,236	100%

Foster Care and Student Success Initiative:

The TEA Public Education Information Management Systems (PEIMS) total enrollment counts for the school year 2023-2024 identified 12,469 students in foster care enrolled in Texas Public schools. However, according to similarly reported data from the Texas Department of Family and Protective Services during fiscal year 2024, there were 16,726 children in DFPS Managing Conservatorship[4]. The discrepancy in data suggests that Texas schools are under-reporting students in foster care by over 4,000 students and that TEA and DFPS should work to provide support to school systems (e.g., school districts and charter schools) in information sharing with DFPS.

Table 5. Grade 9 Four-Year Longitudinal Graduation and Dropout Rates for Students in Foster Care[5], Class of 2020, 2021, 2022, 2023

Year	Graduation Rate	Dropout Rate
2023	66.0%	23.4%
2022	61.7%	27.0%
2021	61.3%	25.0%

TEA's Strategic Support for Students in Foster Care:

- The Texas Education Agency (TEA) delivered statewide webinar training focused on supporting the education of students in foster care. These included Foster Care 101, which provided foundational knowledge, and Foster Care 201, which offered advanced guidance and updated resources aligned with ESSA implementation. All trainings are archived and available on the TEA Highly Mobile and At-Risk (HMAR) webinar website for continued access.

- Each of Texas's 20 Education Service Centers (ESCs) has a voluntary Foster Care Champion who supports local districts and charter schools with training and technical assistance related to foster care. TEA provides these champions with coaching, training support, and quarterly collaboration meetings, creating a statewide network that enhances local capacity and consistency in

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[4] Texas Open Data Portal, https://data.texas.gov/dataset/CPS-3-2-Children-in-Substitute-Care-by-Placement-T/kgpb-mxxd/about_data

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

implementing foster care-related requirements.

- TEA continues to serve on the Supreme Court of Texas Children's Commission Foster Care Education Committee and related workgroups, collaborating with interagency stakeholders to develop tools and resources aimed at improving educational outcomes for students in foster care. This ongoing engagement reflects TEA's commitment to cross-sector collaboration and student-centered solutions.

- On September 26-27, 2024, TEA, in collaboration with the Supreme Court of Texas Children's Commission, the Texas Department of Family and Protective Services, and Education Service Center Region 15, hosted the Foster Care & Education Summit, a day-and-a-half professional development event focused on supporting students in foster care. The summit welcomed over 200 participants and featured both general and breakout sessions covering a wide range of topics, including ESSA Overview, Transition Assistance, Child Welfare 101, Foster Care and the Law, a Special Lived Experience Panel, a Transportation Panel, and more. The event provided timely guidance and fostered cross-sector collaboration to improve educational outcomes for students in foster care.

- Information about TEA's Foster Care and Student Success initiatives is available on the [HMAR's Foster Care and Student Success webpage](#). This online resource provides access to guidance documents, training materials, tools, and updates designed to support educators, administrators, and stakeholders in improving educational outcomes for students in foster care.

Texas Education for Homeless Children and Youth (TEHCY) Program

For the 2023-24 school year, the TEA Public Education Information Management System (PEIMS) data (Fall snapshot - October) reported 77,942 students experiencing homelessness. By the end of the 2023-24 school year, 121,537 students experiencing homelessness were identified, a 6.1% (6,943) increase from 114,594 in 2022-23.

As a provision of Every Student Succeed Act (ESSA), states must report graduation and dropout rates for students experiencing homelessness. Based on the 2023-2024 PEIMS Snapshot data, graduation rate increased by 0.7%, while the dropout rates increased by 0.2%. The chart below provides graduation and dropout rates for Class of 2020 to Class of 2023.

Table 6. TEHCY Graduation and Dropout Rates, 2020-2023

Year	Graduation Rate	Dropout Rate
2023	75.5%	15.9%
2022	74.8%	15.7%
2021	79.2%	13.0%
2020	80.5%	11.5%

TEHCY 2024-2025 Program Initiatives are listed below:

- **Sub-Grants to LEAs** - Texas Education of Homeless Children and Youth (TEHCY) Continuation Sub-Grant. In 2024, over $9.39 million was distributed to 94 subgrantees, which includes:
  - 85 local education agencies (LEAs).
  - 9 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 next three-year TEHCY grant competition occurred in 2024.

- **ESC Capacity Building Grants** – 2024-2025 TEHCY ESC Capacity Grants of $150,000 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 the 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 2025-2026 school year, and funding for each ESC was decreased to $125,000 due to federal funding, this amount will maintain current staff capacity and continue building upon the work of previous years.

  - (New) Launch TEHCY Support Grant – A new technical assistance enhancement grant, which helps to monitor and track technical assistance in collaboration with the ESC Regional TEHCY Network. TEHCY Support includes a real-time hotline; A web-based intake portal and advanced tracking of technical assistance inquiries that works in collaboration with the ESC TEHCY Regional Network.

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 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. A total of 213,035 military-connected students were enrolled in the 2023-2024 school year. This is over 13,700 student count increase from the 2022-2023 school year (N = 199,326), with specific increase in identification of PEIMS Code C197 for Pre-Kindergarten (Code 4) and Veterans (Code 5) and Fallen in the Line of Duty (Code 6). See the table below for graduation and dropout rates for military-connected students from 2019-2023.

Table 7. Grade 9 Four-Year Longitudinal Graduation and Dropout Rates for Military-Connected Students, Class of 2021, 2022, 2023

Year	Graduation Rate	Dropout Rate
2023	95.8%	2.3%
2022	95.7%	2.3%
2021	95.8%	2.0%

TEA's Strategic Support for Military-Connected Students:

- TEA continues to identify and pursue interagency collaborative opportunities with school systems (e.g., school districts and charter schools) and Education Service Centers (ESCs) to raise awareness

of the military-connected student identification requirement. These efforts include targeted training on the relevant PEIMS (C197) table and applicable codes to ensure accurate reporting and support for military-connected students.

- The Purple Star Campus Designation (PSCD), established by SB 1557 during the 86th Texas Legislature, honors Texas public school campuses (e.g., districts and charters) that demonstrate a strong commitment to supporting military-connected students and their families. The designation is valid for two years, after which campuses must reapply to maintain their status. In August 2024, TEA, in coordination with the Office of the Governor, announced 542 newly designated campuses. With 152 campuses previously designated for the 2023–24 school year, Texas now has a total of 694 active Purple Star Campuses. TEA significantly strengthened the application review process and rigor concerning the PSCD for 25-26 and will be announcing new PSCD earners for 25-26 in September 2025. For more information, visit TEA's Military-Connected Student Program webpage.

- TEA Launched a PSCD TEA Learn Course, including 10 unique tools to help Texas schools understand best practices and strategies for supporting PSCD.

- TEA has a unique grant project with the Military Child Education Coalition (MCEC) to develop tools, resources and materials to help Texas schools with meeting the needs of Military Connected Students and Families.

- TEA continues to expand statewide awareness of the military student identifier and the Interstate Compact on Educational Opportunity for Military Children. These efforts ensure that military-connected students are properly identified and served in Texas public schools, promoting smoother transitions and equitable educational opportunities.

- TEA leads the State Advisory Council on Educational Opportunity for Military Children, established by the 87th Texas Legislature through Texas Education Code §162.006. The Council facilitates coordination among state agencies, school districts, and military installations to support Texas's participation in and compliance with the Interstate Compact. Meeting quarterly, the Council includes representatives from school districts, the governor's office, both legislative chambers, each branch of the armed forces, TEA, and other relevant stakeholders. More information is available 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 prenatal, or postpartum periods according to the Texas Education Code (TEC) 19 §29.081(d). A total of 4300 students received PRS-related services in the 2023-2024 school year. Pregnancy Related Services are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during 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, and 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 2023, 101 students dropped out of school for reasons related to pregnancy.

The TEA Financial Compliance Department has developed resources for school systems 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.

The Pregnancy Related Services program released a [Frequently Asked Questions](#) document to provide guidance for those working with students. The document also provides updates regarding program information, attendance requirements, special education matters, and McKinney-Vento questions.

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 the 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, 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.

The workgroup focused on strengthening interagency partnerships, updated resources, and alignment with recent legislative changes. Revisions and updates were made to the Texas Schools Child Abuse and Neglect (including Human Trafficking) Requirements Guide which includes guidance on the district improvement plan, policies, resources and best practices.

TEA maintains two websites for information dissemination: Child Abuse Prevention and Awareness and Human Trafficking of School-aged Children Prevention. These serve as a hub for important information essential to educators. To fulfill TEC §38.004, Child Abuse Centers of Texas (CACTX), has created training modules for child abuse prevention for educator professional development which are housed on the TEA Learn platform. TEA is in the process of updating and migrating the Gateway training program that addresses human trafficking prevention. Moving from the Gateway system to the Canvas platform, all stakeholders will have access to this updated information through this on demand course.

 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 End of Course (EOC) assessments to 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:

6. Assigned a Teacher Incentive Allotment (**TIA) designated teacher** for the subsequent school year in the applicable subject area;

OR

7. 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:

8. **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;

9. **Limited to two subjects per year**, prioritizing math and RLA;

10. 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 or using a product listed on the HB 1416 Ratio Waiver List;

11. 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;

12. 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:

13. **Removing the requirement for Accelerated Learning Committees** while requiring an Accelerated Education Plan after a student fails to achieve approaches or higher on two consecutive assessments in the same subject area

14. **Limiting tutoring to 2 subjects** and no longer including optional assessment administrations

15. Increasing **student to tutor ratio from 3:1 to 4:1 ratio** for tutoring group size

16. Reducing **minimum hour requirement** from 30 to 15 for some students*

17. Providing **student-to-teacher ratio waivers** for use of approved online curriculum (HB 1416 Ratio Waiver List Products | Texas Education Agency)

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

Mental and Behavioral Health Services and Supports

The Student Supports Division is consistently developing resources, providing training, and collaborating with state and local mental health agencies to support schools in addressing students' mental and behavioral health needs. As part of the Office of Special Populations and Student Supports, the division will continue to ensure wellness, learning, and psychological safety.

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's Mental Health and Wellness Team also coordinates with the Texas Child Mental Health Care Consortium and their school mental health project Texas Child Access Through Telemedicine (TCHATT) that was developed and funded in the 86th Texas Legislature. TEA works with TCHATT and the ESCs to promote the expansion of tele-mental health access and services in our schools. Current data on school participation in TCHATT services can be searched here: https://tcmhcc.utsystem.edu/tchatt.

TEA was awarded a competitive federal grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) for the Project AWARE (Advancing Wellness and Resiliency in Education) Expansion Consortium. This grant helped place mental health professionals in three school districts in the ESC 13 region and assisted each school system in enhancing their school mental health systems. Since the start of the AWARE grant in 2021, AWARE has served over 9,000 universally and an additional 621 students needing targeted and intensive interventions.

The federal funding through Project AWARE continues to support TEA's work with building statewide resources and tools to help all schools learn and implement school mental health best practices.

Below is an overview of some of the important mental and behavioral health work that 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 Repository: TEA, HHSC, and ESCs 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

TEA and AWARE Texas (Advancing Wellness and Resiliency in Education) partners have trained Regional Education Service Centers (ESCs) to facilitate and coach LEAs on grief and trauma-informed practices using vetted materials. A course was developed in partnership between TEA and the Mental Health Technology Transfer Center at UT Austin for **Educator Wellness and Trauma-Informed Classroom Strategies**. Although the Mental Health Technology Transfer Center at UT Austin has sunset, the work continues through the Texas Institute for Excellence in Mental Health at UT Austin, Trainers were trained at the ESCs and in AWARE Texas schools in 2023, 2024 and 2025.

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, which is currently under revision: 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. This tool is currently under revision.

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 support for districts. Each ESC also has a collaborative behavioral health program partner 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 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 (TCHATT) program. By the end of the 2024-2025 school year, ESCs in the professional learning community served 154 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 various 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 behavioral health program partner 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 are effective in helping students cope with pressures related to: use of alcohol, cigarettes, or illegal drugs; or misuse of prescription drugs

TEA Mental Health Coordination - Overview: The Division of Student Supports 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 the Project AWARE Expansion Consortium, through a competitive federal school mental health grant 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 well-being. Through Project AWARE, ESC region partners, and LEA partners were able to build statewide, regional, and local infrastructure to support the mental health and well-being of all students, especially those who are at-risk. This was done through mental health workforce development, mental health awareness, and community outreach..

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.

- **Fentanyl Response Communications Toolkit:** This biennium, updated TEA also developed a Fentanyl Response Communications Toolkit for school systems. The toolkit includes a curated list of fentanyl prevention-related mental and behavioral health resources for schools. (https://tea.texas.gov/texas-schools/health-safety-discipline/safe-and-supportive-schools/fentanyl-response-communications-toolkit

- **Fentanyl Contamination Training Grant:** The Fentanyl Contamination Training Grant Program was established through Rider 85 of the 88th Texas Legislature and continued under Rider 69 of the 89th Legislature in the General Appropriations Act. This initiative provides Education Service Centers (ESCs) with funding and training materials developed by the University of Texas Health Science Center at San Antonio. The goal is to equip ESCs to deliver fentanyl contamination training to school systems across the state. Since data collection began in March 2025, a total of 219 school systems have received this critical training.

Amachi Texas (Mentoring)

Amachi Texas is authorized by the 2023–2024 General Appropriations Act, Article III, Rider 46, passed by the 88th Texas Legislature. The program 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 program has also expanded to serve students who are at risk of incarceration themselves.

Research conducted by Big Brothers Big Sisters (BBBS) shows that youth with an incarcerated parent are 70%–90% more likely to face incarceration. To help break this cycle, Amachi Texas identifies and refers eligible youth through partnerships with the Texas Department of Criminal Justice, Prison Fellowship, and various re-entry programs across the state.

Youth are matched with trained volunteers in both school-based and community-based mentoring relationships. To ensure mentor retention and quality engagement, the program provides ongoing supervision, training, and match support. Additional services include group activities that bring together mentors, families, and students to foster connection and community.

Big Brothers Big Sisters Lone Star is statutorily directed to implement the Amachi mentoring program statewide. BBBS Lone Star subcontracts with eight BBBS agencies across Texas to deliver mentoring services to children of incarcerated adults. Currently, mentoring programs are established in the following regions: Austin, El Paso, Galveston, Hereford, Lubbock, Lone Star, Amarillo, and San Antonio.

Monitoring, Tracking, and Effectiveness

Progress monitoring and oversight of the Amachi Texas program are conducted through regular reporting and collaboration. Big Brothers Big Sisters (BBBS) Lone Star submits quarterly progress reports to the Texas Education Agency (TEA), along with an annual outcomes report to the Texas Education Program. TEA has assigned a dedicated program specialist to review and monitor these reports to ensure program fidelity and effectiveness.

Throughout the school year, TEA program staff convenes meetings with BBBS leadership to provide guidance, review progress, and ensure the program remains aligned with its goals. These collaborative efforts support continuous improvement and accountability in delivering high-quality mentoring services to at-risk youth across Texas.

Available performance outcomes, outputs, and efficiencies for Fiscal Years 2022, 2023, and 2024 are listed below:

Table 8. Amachi Texas Mentoring

Descriptions	FY 2022	FY2023	FY2024
Total number of matches/students served during the grant year	2,341	2,451	2,963
Total number of matches still open at the end of the grant period	977	1,583	2,002
Percentage of matches eligible for six months of sustainability that were sustained for six months	93%	94%	90%
Percentage of matches eligible for twelve months of sustainability that were sustained for twelve months	74%	67%	64%
Percentage of students who were mentored for at least six months that were referred to the juvenile justice system	1.4%	1.6%	0.8%
Percentage of students who were mentored for at least six months who were referred to a disciplinary alternative placement (AEP) at school	3.3%	2.5%	2.6%
Percentage of mentored students who were promoted to the next grade level	98.7%	99.1%	99.1%

	87.5%	81.7%	87.0%
Percentage of students who demonstrated increased self-confidence on the Youth Outcome Survey (YOS)	87.5%	81.7%	87.0%
Percentage of mentored students who demonstrated an improvement in relationships on the Youth Outcome Survey (YOS)	80%	83.5%	81.8%

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 16, 89th Texas Legislature, 2025. 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 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 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 quarterly.

Available performance outcomes, outputs, and efficiencies for fiscal years 2020-2024 are listed below:

Table 9. Communities In Schools (CIS) in Texas

Descriptions	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
CIS of Texas local programs (grantees)	28	27	27	27	27
Campuses served	1,186	1,235	1,428	1,459	1,481
School districts	175	178	201	188	188
Case managed students served	105,892	98,285	123,912	127,315	122,787
Average state and local expenditure per case managed student	$898	$1,219	$972	$994	$1,126
Stayed in school (7-12th Grade)	99%	99%	99%	99%	99%
Promoted to the next grade (K-11th)	98%	97%	97%	98%	98%
Eligible seniors, graduated	95%	92%	97%	97%	98%
Targeted for academics, improved	89%	89%	90%	89%	91%
Targeted for attendance, improved	82%	76%	74%	74%	76%

Targeted for behavior, improved	82%	82%	83%	86%	89%
General Revenue	$30,521,817	$30,521,815	$30,471,816	$30,471,816	$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	$993,891	$993,892	$993,892
Total	$35,364,159	$35,364,157	$35,364,157	$35,364,158	$35,364,158

Texas Academic Innovation and Mentoring (AIM)

For the 2023-2024 biennium, the General Appropriations Act, Article III, Rider 47, 88th Texas Legislature, 2023, provided funding for the Texas Academic Innovation and Mentoring (AIM) program. The purpose of the program is to expand statewide, after-school, and summer programs designed to close the student achievement gap between minority, low-income, and Emergent Bilingual students who are at risk of dropping out of school. 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 64 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 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 2020-2024 are listed below:

Table 10. Texas Academic Innovation and Mentoring

Descriptions	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Percentage of Texas AIM youth that advance an academic level*	76%	64%	73%	72%	69%
Number of youths served annually	2,674	2,839	2,501	2,927	2,606
Average monthly cost per youth served	$55	$55	$61	$140***	$134***
Percentage of Emergent Bilingual students served	34%	27%	22%	17%	27%
Percentage of Texas AIM youth who received a "C" or better for a subject in which they received services	89%	72%	60%	86%	82%
Percentage of Texas AIM youth that passed the STAAR Test**	**	67%	70%	66%	34%

*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 the Every Student Succeeds Act of 2015. The Texas 21st Century Community Learning Centers program (also known as Texas Afterschool Centers on Education, or Texas ACE) assists students, particularly students who attend low-performing schools, in meeting challenging academic standards by providing them with academic enrichment and a broad array of additional programs and activities during non-school hours and periods when school is not in session (e.g., after school and summer). The activities provided reinforce and complement the regular academic programs of the schools attended by the students and target the student's 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 Roadmap 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, school day attendance, engagement in learning, 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 2020 (83 Programs)	FY 2021 (83 Programs)	FY 2022 (97 Programs)	FY 2023 (96 Programs)	FY 2024 (94 Programs)
Total Students	124,395	111,355	133,325	134,345	121,438
Total Regular Students*	69,997	61,166	79,093	89,701	80,542
Total Non-Regular Students	54,398	50,189	54,229	44,645	40,896
Emergent Bilingual Youth	25%	25%	27%	27%	30%
Economically Disadvantaged	80%	73%	72%	73%	81%
Special Needs	9%	10%	10%	11%	12%
At Risk	57%	53%	59%	58%	65%
Migrant	1%	1%	1%	1%	1%
ESL	9%	9%	12%	9%	10%

* Regular students are those who attended for 45 days or more.

Texas Military Department

TEXAS CHALLE**NG**E ACADEMY (TCA)

The Texas Challe*NG*e Academy (TCA) is an evidence-based program designed to provide opportunities to adolescents who have dropped out of school but demonstrate a desire to improve their potential for successful and productive lives. A voluntary, preventive program, the National Guard Youth Challe*NG*e Program (NGYCP) helps young people improve their life skills, education levels, and employment potential. Sixteen-to-18-year-old male and female high school dropouts are eligible to apply for the 17-month program, which includes a five-month residential phase followed by a 12-month mentoring phase. TCA was created in 1994 as an AmeriCorps Program and transitioned to a National Guard Youth Challe*NG*e Program (Seaborne Challe*NG*e 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 41 Challe*NG*e academies that have graduated more than 179,000 participants to date. Led by professionals who emphasize structure, discipline, education and life skills, the Youth Challe*NG*e Program provides those who drop out of school the chance to grow into productive and accomplished young adults.

Monitoring, Tracking, and Effectiveness

Independent evaluations found the Youth Challe*NG*e program to be effective. MDRC, a social policy research organization, concluded a multi-year evaluation of the Youth Challe*NG*e Program and found it significantly improves the educational attainment, employability, and income earning potential of those who participate in the program.[6] A RAND Corporation cost-benefit analysis found the Youth Challe*NG*e Program generates $2.66 in benefits for every dollar expended on the program, a return on investment of 166 percent.[47] This rate of return is substantially above that for other rigorously evaluated social programs that target disadvantaged youth. Recently, Promising Practices Network identified the Challe*NG*e Program as a "proven" program.[8] The Texas Challe*NG*e Academy has graduated 799 students in the past five years with an average high school completion rate of 57.6%. The average academic growth rate was two years, with an average of 7.04 academic credits recovered during the 22-week residential phase. Available performance outcomes, outputs, and efficiencies for fiscal years 2020-2024 are listed below:

Table 11. Texas Challenge Academy

Descriptions	FY2020 *	FY2021 *	FY2022	FY2023	FY2024
Enrolled	172	218	246	263	276
Graduated	116	107	156	201	220
Retention %	61%	49%	64%	76%	79.8%
HS Completion	86	83	78	110	104**
HS Completion %	74.1%	77.5%	50%	54.7%	47.3%
AVG # of Credits per student	4.6	6.3	6.02	6.65	7.04

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

** Does not include graduates during 12 month Post-Residential period.

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

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

[8] 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)

- HHSC hosted the annual Partners in Prevention Conference both virtually and in-person in Denton in November 2024. The conference created an opportunity for grantees, community partners, and other professionals in the field from across Texas to network and 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 HHSC, TEA, Texas Military Department, and TJJD regarding program implementation.

        - TEA, HHSC, TJJD and HHSC provided training for 20 Educational Service Centers (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 S.B. 11, 86R.

        - Through 2026-27 General Appropriations Act, S.B. 1, 89th Legislature, Regular Session, 2025 (Article II, HHSC, Rider 103), HHSC-FSS was authorized to continue the Long-Term Youth and Family Support (LTYFS) program, which aims to improve outcomes for children at the highest risk of re-entry into the child protective services system. In fiscal year 2024, HHSC-FSS released a Request for Applications to expand capacity for the LTYFS program and expand geographical reach as indicated by the rider. The goal of the program is to use evidence-based programs 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. The grant period began on September 1, 2024.

        - 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

    a. Community Engagement.

2) Staffing Shortages

3) Available Mental and Behavioral Health Supports

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 2023-2024 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.

During the 2023-2024 school year, the TEA awarded funds from the Stronger Connections Grant (SCG) to establish the [Texas Center for Student Supports](#) (TCSS) to promote systemic change in the way that school systems address the behavioral, emotional, and mental health and wellness needs of students by providing safe, inclusive, and supportive learning environments. The TEA also established a systemic support network through the 20 regional Educational Service Centers (ESCs) to provide training, resources, and technical assistance to the 99 local education agencies (LEAs) that received the SCG through a competitive process. Through the grant program, the awarded LEAs designed projects to enhance existing student supports and to implement the Student Support Framework (SSF) developed by the TCSS which incorporates strategies and supports that address mental and behavioral health and wellbeing, student and staff safety, physical health and wellness, and supportive discipline practices. SCG grantees will engage in the SSF diagnostic and administer the SCG climate and culture survey to collect and analyze data to assess the current state of student support and develop and implement plans to improve it. The TCSS and SCG grantees submit quarterly progress reports through the fidelity of implementation instruments to provide data that can be analyzed to provide in-time support. The TCSS and the SCG grantees are engaging in sustainability strategies to ensure that work continues beyond the life of the grant program and to maintain the Stronger Connections training, resources, and support so they are available to all LEAs across Texas. As part of efforts to provide schools/grantees and families with supports, information, and linkage to local support TEA and HHSC 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) H.B. 4545 Information: https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/house-bill-4545-implementation-overview

4) HHSC-FSS' Get Parenting Tips website contains articles regarding parent support in relation to

education and social-emotional health, and linkage to local parenting supports: [Parents - GetParentingTips.com](Parents-GetParentingTips.com)

      a. https://getparentingtips.com/kids/development/7-ways-to-prepare-for-the-new-school-year

      b. https://getparentingtips.com/tweens-and-teens/relationships/how-to-stop-bullying-and-cyberbullying

      c. https://getparentingtips.com/tweens-and-teens/development/helping-your-teen-become-an-adult

      d. https://getparentingtips.com/kids/discipline/bad-behavior-at-school-let-us-help

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: https://www.texascss.net

7) TEA Stronger Connections: https://tea.texas.gov/texas-schools/health-safety-discipline/safe-and-supportive-schools/stronger-connections

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.

Agencies must build avenues for community engagement for prevention and intervention programs in Texas. As our programs provide education and awareness programs stated in this report, we support each other in a meaningful way to encourage communication of our programs to the community. Using technology, we engage community members through social media, online forums, and newsletters.

All agencies continue to report a growing number of staffing vacancies internally and among program staff, causing a major issues across all agencies and system partners. Staffing shortages continue to be a challenge as there's been an increase in formerly non-competitive employment opportunities offering higher wages. The complexity of a reduced workforce, a reduction in federal American Rescue Plan Act (ARPA) funding, and an increase in the significant needs of students and families present a unique challenge to all agencies represented in the workgroup as they work to serve Texas youth.

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.

HHSC-FSS continues to offer year-round training opportunities and technical assistance calls for grantees to help them mitigate these challenges. HHSC-FSS 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. This series was recorded and is available to support grantees.

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:
    - Sign up for TEA newsletters to receive updates: https://public.govdelivery.com/accounts/TXTEA/subscriber/new
    - Texas Center for Student Supports: https://www.texascss.net/
    - Support for At-Risk Schools and Students: https://tea.texas.gov/texas-schools/support-for-at-risk-schools-and-students
    - Counseling, Advising & Student Supports: https://tea.texas.gov/academics/college-career-and-military-prep/counseling-advising-student-supports
    - Student Discipline: https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline

CONSIDERATION 3: Mental and behavioral health supports to help families remain stable.

This fiscal year, agencies continued to see an increase of youth requiring mental and behavioral health services. Simultaneously, HHSC, 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, HHSC, 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. In some cases, youth and families stay enrolled in supportive services longer while they wait to receive the more intensive mental health services they need. 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 available 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 Supportive Schools Division. 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.

- HHSC-FSS 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 to support families until more intensive mental or behavioral health services are available.

- 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 89th regular legislative session, lawmakers showcased a significant investment and interest in prevention efforts. Lawmakers passed H.B. 117 and H.B. 3963, which direct government agencies to collaborate on a Governor's Taskforce around early childhood programming and creates an Early Childhood Integrated Data System with the intent to streamline data sharing and align services between agencies. The legislature also showed an interest in supporting programs focused on serving fathers and active and veteran military families by providing an additional $500,000 for the Fatherhood EFFECT (Educating Fathers For Empowering Children Tomorrow) and Service Members, Veterans, and Families (SMVF) programs.

The legislative charge for this workgroup requires the Health and Human Services Commission, 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.

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

Health and Human Services Commission

Statewide Youth Services Network (SYSN)

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

Total Program Operating Budget Fiscal Year 2024: $2,302,500

Brief Description of Program: HHSC-FSS 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 vary. Services offered by providers include community and school-based mentoring, youth leadership development, and youth skills.

Number of Youth Served Fiscal Year 2024: 3,116

Counties Served: Counties are served at the discretion of the Statewide Youth Services Network.

Eligibility Requirements: Youth ages 6 through 17 years.

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

Evidence of Effectiveness:
Big Brothers, Big Sisters of North Texas: 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.

Through the data collected for this program, HHSC tracks whether children remain safe during services, within one year and within three years after discharge. This is a measure of the percent of adult caregivers who do not abuse or neglect their children while receiving HSSC-FSS services. Other data includes percentage of youth not referred to juvenile probation. The Program Experience Survey (PES) gauges SYSN program participants' 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.

Texas Alliance of Boys and Girls Clubs: Providers deliver evidence-based programs such as Boys & Girls Club experience; SMART Moves youth-based curriculum; and youth leadership development that 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 program is pulled from DFPS Contracts for Prevention and Early Intervention.

Total Program Operating Budget Fiscal Year 2024: $10,168,071

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 2024: 16,715

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

Zip Code:

75210, 75215, 75216, 75217, 75241, 76106, 76112, 76119, 76164, 76541, 76542, 76543, 76544, 76548, 76549, 76704, 77081, 77469, 77506, 77550, 77551, 78040, 78041, 78043, 78046, 78218, 78237, 78239, 78415, 78520, 78569, 78580, 78744, 79107, 79403, 79404, 79412, 79415, 79601, 79603, 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 on probation or have been involved in the past year are ineligible for the CYD program.

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

Evidence of Effectiveness: The PES gauges CYD program participants' 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.

Through the data collected for this program, HHSC tracks whether children remain safe during services, within one year and within three years after discharge. This is a measure of the percent of adult caregivers who do not abuse or neglect their children while receiving HSSC-FSS services. Other data tracked includes percentage of youth not referred to juvenile probation. The PES gauges CYD program participants' 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 Program Operating Budget Fiscal Year 2024: $34,438,258

Brief Description of Program: The 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 as well as family coaching or counseling. FAYS providers also offer group-based learning for youth and caregivers.

Number of Youth Served Fiscal Year 2024: 20,774

Counties Served: All Texas counties

Eligibility Requirements: Families with youth through age 17 years who are dealing with family conflict or everyday struggles. Target ages are 6-17 years. 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, HHSC tracks whether children remain safe during services, within one year and within three years after discharge. This is a measure of the percent of adult caregivers who do not abuse or neglect their children while receiving HSSC-FSS 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. The

PES gauges FAYS program participants' 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.

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 41 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-five years in Texas.

Total Funds Fiscal Year 2023: $6.2 million ($4.65 million federal and $-1.55 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 2023: 201 graduates

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

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

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

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

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

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

Texas Education Agency

Texas COVID Learning Acceleration Supports (TCLAS)

Texas COVID Learning Acceleration Supports (TCLAS) provided a set of funding and targeted support to Local Education Agencies (LEAs) to accelerate student learning in the wake of COVID-19, utilizing state and federal funds. TCLAS support was 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 2024: $2,137,500

Brief Description of Program:

Academic Innovation and Mentoring (AIM) is designed to close the gaps in student achievement among minority and low-income students and Emergent Bilingual students who are at risk of dropping out. Texas AIM is an innovative partnership between the 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 2023: 2,606

Program Locations: 64

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 2024 final report from Texas AIM include: the monthly total cost per student ($134), the percentage of students who advanced an academic level in a math or reading assessment (69%), percentage of youth receiving a C or better in a subject for which they received services (82%), and percentage of students that passed the STAAR state assessment (34%).

AMACHI Texas

Total Funds Fiscal Year 2024: $5,000,000

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 2023: 2,963

Program Locations: Central Texas (Austin) region, El Paso, Gulf Coast region, Hereford, Lubbock, Texas panhandle region, and South Texas region.

Eligibility Requirements: Big Brothers Big Sisters (BBBS) Lone Star implements the Amachi mentoring program and subcontracts with seven (7) 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: In Fiscal Year 2024, Amachi Texas demonstrated significant growth and impact in its mission to support youth affected by incarceration. The program served a total of 2,963 students, marking a notable increase from previous years. Of these, 2,002 mentoring matches remained active at the end of the grant period, reflecting strong engagement and retention.

While the percentage of matches sustained for six months remained high at 90%, the twelve-month sustainability rate saw a slight decline to 64%, indicating an area for continued support and improvement. Importantly, the program achieved a remarkable reduction in juvenile justice referrals, with only 0.8% of students mentored for at least six months being referred – down from 1.6% the previous year. Referrals to disciplinary alternative placements (AEPs) remained relatively stable at 2.6%.

Academic outcomes were especially strong, with 99.1% of mentored students promoted to the next grade level, maintaining the high standard set in FY 2023. Social-emotional development also showed positive trends: 87.0% of students reported increased self-confidence, and 81.8% demonstrated improved relationships, based on Youth Outcome Survey (YOS) results from both school-based and community-based mentoring settings.

Overall, FY 2024 reflects a year of expanded reach, strong academic outcomes, and reduced risk behaviors, underscoring the continued value of Amachi Texas in supporting vulnerable youth across the state..

21st Century Community Learning Centers (21st CCLC)

Total Funds Fiscal Year 2023: $131,819,425*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 2024: 121,438*students were served during the program year that coincides with Fiscal Year 2023.

Program Locations: Ninety-six grantees operated *at 650+* 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: [9]

- 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 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.

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

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
Total Funds Fiscal Year 2024: $249,982

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.

Bell County
Total Funds Fiscal Year 2024: $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.

Bexar County
Total Funds Fiscal Year 2024: $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.

Bowie County
Total Funds Fiscal Year 2024: $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.

Calhoun County
Total Funds Fiscal Year 2024: $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, of 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.

Cameron County
Total Funds Fiscal Year 2043: $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.

Collin County
Total Funds Fiscal Year 2024: $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).

Comal County
Total Funds Fiscal Year 2024: $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.

El Paso County
Total Funds Fiscal Year 2024: $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.

Fort Bend County
Total Funds Fiscal Year 2024: $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.

Hale County
Total Funds Fiscal Year 2024: $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.

Hidalgo County
Total Funds Fiscal Year 2024: $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.

Hill County
Total Funds Fiscal Year 2024: $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 is 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.

Jasper County
Total Funds Fiscal Year 2024: $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.

Kleberg County
Total Funds Fiscal Year 2024: $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.

Lubbock County
Total Funds Fiscal Year 2023: $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.

Milam County
Total Funds Fiscal Year 2024: $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.

Randall County
Total Funds Fiscal Year 2024: $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.

Shelby County
Total Funds Fiscal Year 2024: $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.

Swisher County
Total Funds Fiscal Year 2024: $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).

Tom Green County
Total Funds Fiscal Year 2024: $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.

Van Zandt County
Total Funds Fiscal Year 2024: $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.

Webb County
Total Funds Fiscal Year 2024: $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).

Wharton County
Total Funds Fiscal Year 2024: $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.

Williamson County
*Total Funds Fiscal Year 2043:* $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).

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 supports has been identified that range from prevention programs targeting early childhood though individualized supports that prevent juvenile 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 reach 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 the middle and high school years. By enhancing school climate, belonging and academic achievement through activities like service learning, positive youth development, career development, mentoring, tutoring, and counseling. These programs are designed to reduce risky behavior and keep students in school.

- **Delinquent youth:** Therapeutic models for delinquent youth have been found effective for reducing recidivism rates and strengthening relationships within families.

Opportunities to Intervene
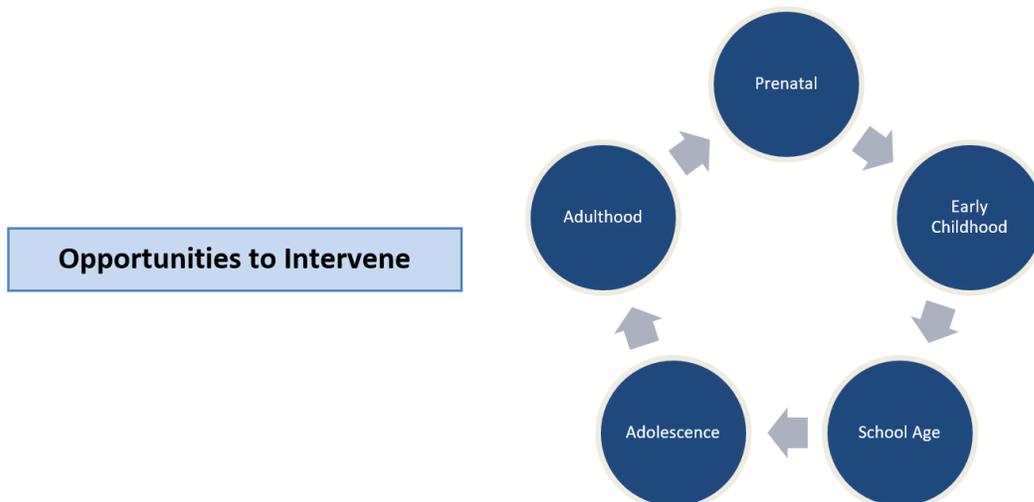
Appendix C: Dropout and Delinquency Prevention Resources

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

- **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 HHSC-FSS.

- **Family Support Services, HHSC.** Visit the Family Support Services website at https://fss.hhs.texas.gov/ to read information on all the support programs available through FSS and to get connected to a local provider.

- **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/

- **Centers for Disease Control and Prevention (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/healthyyouth/index.htm, with school connectedness at the following webpage: https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm, and health and academics at: https://www.cdc.gov/HealthyYouth/health_and_academics/index.htm. 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://jjie.org/hub/evidence-based-practices/

- **What Works and What Does Not? Benefit-Cost Findings on Prevention Programs from Washington State Institute for Public Policy (WSIPP).** Lee, S., Aos, S., & Pennucci, A. (2015). *What works and what does not? Benefit-cost findings from WSIPP.* (Document Number 15-02-4101). Olympia: Washington State Institute for Public Policy. http://www.wsipp.wa.gov/ReportFile/1602/Wsipp_What-Works-and-What-Does-Not-Benefit-Cost-Findings-from-WSIPP_Report.pdf

- **Blueprints for Healthy Youth Development.** A project of the Center for the Study and Prevention of Violence at the University of Colorado, serves as a resource for governments, foundations, businesses, and other organizations trying to make informed judgments about investments in evidence-based prevention and intervention programs that are effective in reducing antisocial behavior and promoting a healthy course of youth development. https://www.blueprintsprograms.org/

- **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