



Austin Independent School District

Department of Program Evaluation

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TITLE I FACILITIES FOR NEGLECTED OR DELINQUENT YOUTH SUMMARY REPORT: 2008–2009

Title I is a compensatory education program supported by funds from the U.S. Department of Education through the Elementary and Secondary Act of 1965 and reauthorized by the Leave No Child Behind Act (NCLB) of 2001 (Public Law 107-110). The purpose of Title I is to provide opportunities for children to acquire the knowledge and skills described in state academic content standards for all children. State and local education agencies that serve populations with high concentrations of low-income children receive Title I funds.

This report includes a descriptive summary of the facilities (e.g., Presbyterian Children's Home and Services, Settlement Home, Travis County Juvenile Detention Center, Travis County Juvenile Shelter-Leadership Academy, Phoenix Academy of Austin, and Texas Youth Commission's Turman Halfway House) for neglected or delinquent Texas youth that are within the attendance zones of the Austin Independent School District (AISD) and that received Title I funds during the 2008–2009 school year. Details are included about shared professional development activities, use of Title I funds, linkages with the communities, transitional aides, demographics of students served, and program outcomes for students at these facilities, per state and federal program reporting requirements. Traditional academic data are not included because these facilities do not maintain student-level academic data (e.g., test scores and grades), which are maintained by the students' home campuses.

IMPLEMENTATION AND DATA COLLECTION

Since school year 2004–2005, all Texas school districts have had the responsibility for administration of the funds of titled programs operating under the No Child Left Behind Act (NCLB) of 2001 in their attendance areas. AISD's coordinator of State and Federal grants was already holding preplanning workshops before the ruling and had developed a template to expedite the process. The preplanning process requires all titled program managers (e.g., neglected, delinquent, private school) to meet in their respective groups toward the end of each current school year. The template, which contains nonnegotiable (e.g., purchases, staffing, qualification of staff, staff salaries) and negotiable items (i.e., delivery of services, time and site, objectives, goals, etc.), is then used to design their programs for the coming school year. A copy of each completed template is retained by program managers and the grants coordinator.

The Texas Education Agency (TEA) requires that titled programs provide annual reports on their facility's program in the following areas: number of youths served, demographic data, curricula, academic achievement, transitory activities, and follow up services. The facilities also are asked to rate their program's impact on the exiting youths' abilities to maintain and improve educational achievements, accrue school credits that meet State requirements for grade promotion and secondary school graduation, make the transition to a regular program or other education program operated by a Local Education Agency (LEA), and to complete secondary school or equivalency requirements and/or obtain employment after leaving the facility.

The Department of Program Evaluation (DPE) staff gathers these same data through annual administration of surveys to these facilities for the purposes of completion and submission of Title I Part A and Title I, Part D, Subparts 1 & 2 compliance reports to TEA. These data also are used to support an annual summary report of the facilities' services and activities.

FISCAL OPERATIONS

Title I funds are made available through a series of sub-grant awards to State Agencies (SA) and/or LEAs that operate educational programs for children and youth in institutions, community day programs, or adult correctional facilities. Funds support supplemental education services for those students who are at risk of dropping out of school and for youth whose regular classroom activities have been interrupted. Facilities that support delinquent or neglected youth may apply for these funds through their local school districts which have fiscal oversight responsibilities. Following is a fiscal summary of the 6 facilities in AISD's attendance area served during 2008–2009.

Two facilities for neglected youth (i.e., Presbyterian Children's Home and Services, and Settlement Home) were allocated \$32,000 from Title I, Part A funds during 2008–2009, based on reported case loads of students served in October 2007. Of the total allocation, 81% (\$26,900) was expended during the year on contracted tutoring (off- and on-site) services in reading and mathematics.

Four facilities for delinquent youth were allocated \$169,679 from Title I, Part D funds during the 2008–2009 school year, based on their October 2007 caseloads. The facilities were Phoenix Academy of Austin, Travis County Juvenile Detention Center (TCJDC), Travis County Leadership Academy, and Texas Youth Commission's (TYC) Turman Halfway House. Of the funds allocated, approximately 60% (\$102,342) was expended during the year for on-site instructional staff, contracted services [e.g., tutoring to students attending regular AISD classes and those preparing to take the General Education Diploma (GED) test], instructional supplies, materials, equipment, and travel.

Collectively, the facilities were allocated \$201,679 and expended \$129,242 of that allocation during school year 2008–2009. The remaining balance (\$67,437) was returned to TEA as carry over for redistribution in subsequent years. Table 1 shows the allocations, expenditures and balances for the 6 facilities individually and collectively.

Table 1. Neglected and Delinquent Facilities Allocations, Expenditures, and Balances for 2008–2009

Facility	Allocations (\$)	Expenditures (\$)	Balances (\$)
Presbyterian Children’s Home and Services	20,000	15,000	5,000
Settlement Home	12,000	11,900	100
Neglected Facilities’ Totals	32,000	26,900	100
Phoenix Academy	42,845	15,943	26,902
Travis County Juvenile Delinquent Center	32,000	31,498	502
Travis County Leadership Academy	78,834	41,901	36,933
Texas Youth Commission (Turman House)	16,000	13,000	3,000
Delinquent Facilities’ Totals	169,679	102,342	67,337
Grand Totals	201,679	129,242	67,437

Source. AISD Department of Program Evaluation Records 2008–2009

DESCRIPTION OF TITLE I FUNDED PROFESSIONAL DEVELOPMENT ACTIVITIES

The AISD State and Federal Accountability Title I grants’ coordinator used Title I funds to provide five Building Integrity seminars and coordinated attendance and host sites for the seminars, which were attended by staff and students from the 6 facilities. These seminars were the fourth in a series designed to address curriculum development, character building, and self-discipline for academics and student behavior. At the end of the Building Integrity seminars, staff from the 6 facilities discussed budgetary balances and campus plans, and shared recommendations for effective spending. In addition to the seminars, special meetings were held in the spring and summer to discuss efficiency in campus planning and reporting about program performance (e.g., meeting program goals and performance objectives, and providing complete student data).

Title I provided funds for staff from these 6 facilities to attend a 2-day conference in Evanston, Illinois on October 16 and 17, 2008. The conference was titled Bullying Crisis: Exploring Dimensions of Relational Aggression. During the conference, staff discussed sessions they had attended and ideas about how they would use these data upon their return to AISD. These attendees later were recruited to present (schedules permitting) at a 2-day Power of One Institute, held locally by AISD’s State and Federal Accountability Title I grants’ coordinator on June 22 and 23, 2009. The presenters used the materials they had included in their prior presentations at the conference. The coordinator also used Title I funds to provide a series of local True Colors seminars for staff at all Title I schools in AISD between July 3 and August 30, 2009. Staff from the neglected and delinquent facilities also attended the True Colors seminar. The True Colors model offers a research-based approach to understanding human behavior and motivation. True Colors goals, translated into a school program format, include encouraging

student participation, increasing attendance, improving grades, resolving conflicts, enhancing self-esteem, achieving higher test scores and reducing dropout rates.

OVERVIEW OF FACILITIES PROGRAMS

Table 2 provides a brief overview of the facilities and their programs. Please note the basic functions of these facilities are to support delinquent and neglected youth by bridging the gap between their regular classroom and instructional time spent at the facilities, and to return Texas youths to their home school districts as soon as possible. See the report section on Program Services and Activities for more detailed information.

Table 2. Neglected and Delinquent Facilities Program Descriptions, 2008–2009

Facility	Program Description
Presbyterian Children’s Home and Services	<ul style="list-style-type: none"> • A non-profit family group home • Received Texas youths through voluntary or private placement by a parent or guardian or by self-referral if 18 years or older • Used Achievement Learning Center tutoring services • Served 12 youths
Settlement Home	<ul style="list-style-type: none"> • A private, nonprofit residential treatment center and foster home program for severely abused girls ages 7-17 who are residents of Texas • Students/residents attend AISD public schools or a contained on-site academic program • Used Achievement Learning Center tutoring services • Served 6 youths
Travis County Juvenile Detention Center (TCJDC)	<ul style="list-style-type: none"> • A juvenile delinquent detention program that serves youths in elementary through non-graded levels • Provided on-site supplementary instruction only • Served 891 youths
Travis County Juvenile Shelter-Leadership Academy (TCLA)	<ul style="list-style-type: none"> • Residential facility for juvenile delinquents • Provided on-site core course instruction, life skills, character education classes • Used Title I funds to provide summer sessions and to purchase instructional materials and equipment • Served 185 youths
Phoenix Academy of Austin	<ul style="list-style-type: none"> • Provided both residential and day-treatment substance abuse recovery programs for AISD and other Texas school districts youths • Used Title I funds to support the year-round curriculum and teachers’ summer salaries • Served 114 youths
Texas Youth Commission (TYC)/Turman House	<ul style="list-style-type: none"> • Provided services to male youths transitioning from high-restriction juvenile correctional facilities to the community • Provided 8 weeks of independent living skills classes and re-specialization counseling; attendance and participation are required for both activities • Residents attended classes at AISD high schools or the Urban League GED classes • Used Title I funds to support the salaries of tutors • Served 74 youths

Source. AISD Department of Program Evaluation Records 2008–2009

PROGRAMS' SERVICES AND ACTIVITIES FOR 2008–2009

Program services for neglected and delinquent youth have several key components such as staff development, instructional materials and strategies, transitional aides and classroom aides, linkages with the community, tutors and mentors, and assessment of student progress. During 2008–2009, 1,282 youths were served at these facilities with the use of Title I, Part A & D subgrant funds. Following are more detailed data regarding the facilities' service and activities.

NEGLECTED FACILITIES

PRESBYTERIAN CHILDREN'S HOME AND SERVICES

The Presbyterian Children's Home and Services is a nonprofit family group foster home that receives residents through voluntary or private placement by a parent or guardian, or by self-referral if the student is 18 years or older. The home has two rotating sets of foster parents, and one director. The general instructional program provides a facility-wide curriculum aligned with the facility's goals of seeing measurable improvement in areas of focus that result in students passing all subjects for the current school year. Progress is measured through comparison of pre/post tutoring grades as well as monitoring of student report cards.

The facility used Title I, Part A funds during the 2008–2009 school year to serve 12 youths. Because of these students' extreme need for academic remediation services, Presbyterian Children's Home used Achievement Learning Center tutoring services in reading and mathematics, paid for by Title I funds, as the instructional program of choice. Regular school staff and volunteers provided the children with scheduled afterschool homework assistance, assistance with special school projects, and reading practice. All 12 students met the district's criteria for promotion (i.e., an average grade of 70% or higher in all courses taken) and the facility's goal.

SETTLEMENT HOME

Settlement Home is a private, nonprofit residential treatment center and foster home program for severely abused girls ages 7 to 17 with a goal of providing educational services so that its residents can maintain and improve their grades while at Settlement Home. Students attend AISD public schools or an on-site academic program. The academic instructional program includes a year-round, on-campus charter school for special education students, and a tutoring program for all children in the residential and foster group home program. Title I funds were used to contract services from the Achievement Learning Center for tutoring, educational coordination, and support services (e.g., facilitating communication between students and staff, and problem solving) to targeted students attending AISD schools. Settlement Home served 6 students during the 2008–2009 school year. Of the 6 students, 5 successfully attended regular AISD classes while residing at the facility and one student received on-site instruction at the facility. In addition to the activities funded by Title I, more than 40 community volunteers (i.e., individuals and organizations) provided services to the targeted students. These volunteers included 5 who served as mentors to the students; 3 cottage support volunteers; 2 tutors; 2 etiquette and social skills trainers; 2 barbers who provided free haircuts; and one each who provided motivational speaking, spiritual life services, a dance class, food bank pickup services,

and campus library assistance. Other volunteers from 6 organizations and one business (i.e., Austin Jr. Forum, Wild Basin Winds, University of Texas Orange Jackets, Girl Action, National Charity League, the Settlement Club and Mom's Best Friend) provided social and recreational opportunities and activities for students throughout the school year.

DELINQUENT FACILITIES

TRAVIS COUNTY JUVENILE DETENTION CENTER (TCJDC)

TCJDC served 891 students in grades 4 through 12 and in non-graded levels during the 2008–2009 school year. All students in the facility were provided on-site supplementary instruction. The program offered instruction based on the state-mandated Texas Essential Knowledge and Skills (TEKS) curriculum and focused on core academic subjects (e.g., English/reading, mathematics, science, and social studies) during the regular school year. Title I funds were used to provide supplemental pay for staff spending extra time in follow-up research and communication with students' home campuses in order to help the students re-enroll upon release from the TCJDC. Funds also were used to purchase computers and related equipment; presentation aides, such as an Elmo projection machine; instructional materials; library books; supplementary reading materials (e.g., high-interest magazines about technology, sports, and mechanics); and staff development training.

In addition to these Title I funded activities, TCJDC provided a variety of other services to resident youths. Volunteer staff from two agencies (Austin/Travis County Health Department and the residency program at Dell's Children Medical Center) provided sexuality/health education and healthy living and wellness practices for the student residents through a series of weekly lessons. The Austin Public Library continued to designate TCJDC as a site for the release of surplus books. Library staff met with students monthly, recommended books for reading, and signed up students for library cards. Students continued to use an educational website identified by a member of TCJDC's teaching staff. The website promotes writing, teaching, and appreciation of student writing, and features essay and poetry writing contests. Several students participated in writing and art contests during the year, winning cash awards and publication of their works. Of students served by TCJDC, 514 (58%) returned to regular AISD classrooms during the 2008–2009 school year.

TRAVIS COUNTY JUVENILE SHELTER-LEADERSHIP ACADEMY (TCLA)

Travis County Juvenile Shelter-Leadership Academy (TCLA), a residential facility for juvenile delinquents, served 185 (151 male and 34 female) students ages 13 through 18 and provided on-site core course instruction, life skills and character education classes, and transitional halfway housing. In addition, a support program staff of caseworkers, probation officers, and round-the-clock house parents offered intensive supervision of residents.

Title I funds were used to provide two summer sessions to help students recover core course credits and to purchase computers, graphing calculators, computer accessories, curriculum supplies, and magazines. Fifteen volunteers from local groups (i.e., Saint Edwards University, University of Texas, and community churches) provided art therapy, peer mediation, conflict resolution, counseling, character education, celebrity visits from published authors, and tutoring

and mentoring services to students on a regular basis. The facility returned 93% (172) of the students served to AISD regular classrooms, and four non-AISD students earned GED certificates. This provided AISD students opportunities to recover credits and be on grade level when they returned to their home campuses.

PHOENIX ACADEMY OF AUSTIN

Youth aged 11 through 18 from AISD and other Texas school districts participated in both residential and day-treatment substance abuse recovery programs at the Phoenix Academy. The Title I supplementary instructional program, implemented through the facility's summer session, offered a TEKS-based curriculum designed to bridge the gap between the regular classroom and instructional time spent at the facility. In addition, the facility offered course remediation. Thus, the program allowed students time for both remediation and accrual of needed course credits. In the 2008–2009 school year, Title I funds primarily were spent to support the year-round curriculum and teachers' summer school salaries. In 2008–2009, the Academy served 114 students. Five AISD students returned to their regular classrooms during the school year.

TYC'S FACILITY, TURMAN HALFWAY HOUSE

The TYC facility in Austin, known as Turman Halfway House, provided services to youth transitioning from high-restriction juvenile correctional facilities to the community. During their stay at the facility, youths 11 through 19 years of age and older are required to attend 8 weeks of independent living skills classes and participate in on-site re-socialization counseling groups that use the TYC re-socialization curriculum. The re-socialization curriculum is based on cognitive behavior theory and addresses areas related to each student's individual law-breaking behavior; social skills; goal setting; and plans for success (e.g., in education). Students also are enrolled in and required to attend classes at AISD high schools. General education, GED, and career and technology courses are options, depending on individual needs.

Title I funds were used to support the salaries of two tutors. These tutors worked with students attending regular AISD classes and those preparing to take the GED test. Four community volunteers provided mentoring or chaplaincy services to students in 2008–2009, and eight volunteers supported the program through fundraising efforts.

Turman Halfway House served 74 youths. Thirty-nine of these students already had earned GED certificates or accrued credits by the time they arrived at Turman House and received transition services only. Of the remaining students, 8 attended GED classes at an Austin Urban League location, 8 were in transit to another facility, and 19 attended regular AISD classes. During the 2008–2009 school year, 20 students obtained employment; 4 earned graduation credentials (e.g., two diplomas and two GED certificates); 5 were accepted into postsecondary education institutions; and 19 enrolled in external job-training programs.

ACADEMIC PROGRESS FOR NEGLECTED AND DELINQUENT YOUTHS

Of the 18 youths served in the neglected facilities, 2 graduated with diplomas and 17 successfully attended regular AISD classes and were promoted to the next grade level for school year 2009–2010 while they were residing at the facilities. All 18 students requiring service remained at the facilities.

Delinquent youth facility staff were required to complete survey questions regarding program performance for the Texas Education Agency (TEA) Title I, Part D, Subpart 2 Performance Report submitted by AISD staff. Facility staff were asked to rate their effectiveness in meeting the following program objectives, as defined by the state:

1. helping students maintain and improve educational achievement,
2. accruing school credits that meet state requirements for grade promotion and secondary school graduation,
3. making transition to a regular program or other local education agency (LEA) programs, and
4. completing secondary school (or equivalency requirements) and/or obtaining employment after leaving the facility.

Academic impact measurements were categorized as limited, moderate, or great, and represented respectively at least 70%, 80%, or 90% of the students making academic progress. Most delinquent facilities described their impact on the four program objectives as moderate or great (Table 3). One facility indicated that some objectives were not applicable (N/A).

Table 3. 2008–2009 Title I, Part D Program Objectives Ratings, as Self-Reported by Facilities for Delinquent Youth

Objective	Phoenix Academy	TCLA	TCJDC	Turman House
Help students maintain and improve educational achievement	Great impact	Great impact	Great impact	Moderate impact
Accrue school credits	Moderate impact	Great impact	N/A	Moderate impact
Make the transition to regular program or other LEA programs	Moderate impact	Great impact	Great impact	Limited impact
Complete secondary school (or equivalency requirements) and/or obtain employment after leaving the facility	Moderate impact	Moderate impact	N/A	Limited impact

Source. AISD Department of Program Evaluation Records 2008–2009

Since the 2000–2001 school year, these facilities have served 15,424 youths who were enrolled in regular AISD classrooms or local institutes of learning offering GED certificates. These facilities returned 66% ($n = 10,133$) of these youths back to regular Texas classrooms; graduated 1% ($n = 117$) through the regular AISD or GED programs; and provided 33% ($n = 5,051$) with services until the youths exited the program (e.g., withdrawal, runaway, judicial removal, or transition from one facility to another). By providing at-risk youths with opportunities to achieve academically, these facilities supported AISD’s vision of providing every student with an excellent education.

Because neglected and delinquent facilities serve youths who are wards of the state of Texas, both populations are counted in Table 4 which presents longitudinal data from 2000–2001 to 2008–2009. These data refer to the number of youth receiving instructional services, support services, or both; youth returned to regular Texas classrooms; and youth graduating with diplomas or GED certificates. Although each of these facilities could return students to AISD regular classrooms, only the facilities for neglected youth were able to provide graduation programs.

Table 4 shows that these facilities served 329 fewer Texas youth in 2008–2009 than they did in 2007–2008. Because 39 students had earned GED certificates before they arrived at the facilities, and 8 were in transition/passing through, these 47 students were ineligible for instructional services, but they received other support services. Thus, the number of delinquent and neglected students needing academic service during 2008–2009 was reduced from 1,282 to 1,235, of which the facilities returned 990 to regular Texas classrooms.

Table 4. Neglected or Delinquent Youth Served, Returned to Regular Texas Classrooms, and Graduated, 2000–2001 Through 2008–2009

School year	# Served	# (%) Returned to regular classroom	# Graduated with regular diploma	# Graduated with GED
2000–2001	1,718	1,218 (71%)	2	8
2001–2002	1,775	1,209 (68%)	3	11
2002–2003	1,996	1,060 (53%)	16	9
2003–2004	1,800	933 (52%)	3	2
2004–2005	1,639	928 (57%)	8	30
2005–2006	1,792	1,097 (61%)	2	2
2006–2007	1,811	1,439 (80%)	1	0
2007–2008	1,611	1,254 (78%)	2	8
2008–2009	1,282	990 (77%)	4	6
Total	15,424	10,133 (66%)	41	76

Source. AISD Department of Program Evaluation records 2000-2001 through 2008-2009

Note. Facility participation in the Title I Program was optional.

OTHER DISTRICT SERVICES TO AISD’S DELINQUENT YOUTH

AISD’s Alternative Learning Center (ALC)’s principal supervised and coordinated instructional and transition activities at the four delinquent facilities. ALC received \$8,500 in Title I funds of which \$8,142 were expended on reading materials, general supplies, and translation software. These materials, supplies, and software assisted staff in providing services to targeted AISD students who had been removed from their home campuses for disciplinary reasons.

At the same time, AISD’s Educational Support Services Department (ESSD) coordinator provided staff development training to support the recently implemented Five Promises project, which served youths from the four delinquent facilities and their families. Five Promises is a part of America’s Promise Alliance, a program that promotes the belief that the success of children is grounded in experiencing the Five Promises: caring adults; safe place; healthy start; an effective education; and opportunities to help others at home, in school, and in the community. ESSD received \$6,457 in Title I funds during 2008–2009 to continue implementing this project and expended 64% (\$4,108) for campus drop-out prevention staff to attend an Alternative to Dropping Out and Suspension Conference, January 31 through February 2, 2009, in Orlando,

Florida; 5% (\$348) on campus attendance incentive supplies and materials (e.g., incentives, certificates, reproduction); and 31% (\$2,000) on a presenter for the Spring Education Summit, held April 18, 2009.

SUMMARY AND RECOMMENDATIONS

A review of program goals and outcomes, numbers of students served, and program impact ratings indicates that these facilities for neglected or delinquent youth funded by Title I were effective in supporting grant goals and in keeping with AISD's goal to improve student achievement. Collectively, during the 2008–2009 school year, the six facilities served 1,282 students, returned 990 (77%) of those served to regular Texas classrooms, and graduated 10 students (4 through AISD's regular high school graduation plan and 6 through the Austin Urban League GED program).

During the school year, AISD State/Federal Accountability staff provided ongoing staff development activities (e.g., discussions regarding budget and campus plans; reviewed the draft of the annual Title I Facilities for Neglected or Delinquent Youth Summary Report and discussed the draft's recommendations during spring and summer meetings about efficiency in campus planning and in progress reporting; ensured facilities staff were able to attend relevant conferences, and used the conference attendees as presenters in an end-of-year local conference.

In addition, the AISD State/Federal grant coordinator conducted visits to each of the facilities and communicated with AISD Department of Program Evaluation (DPE) staff on evaluation and data collection plans. However, the unpredictable counts of serviceable residents based on the previous October caseloads created unanticipated budget credits in allocations at the end of the school year. In addition, some staff failed to complete all program evaluation survey items before sending in the Title I survey, causing delays in the collection of complete information or data. These issues affected the degree to which Title I funding was made available to facilities and impacted the accuracy with which critical student data were reported to AISD to show grant compliance. Because a district's continuation of funding is dependent upon demonstrating accountability and compliance with grant policy, the following recommendations are made for this program:

1. Facility managers must review all documents before submission to AISD staff to ensure the documents are complete with final student outcome data (e.g., credits earned, promotion, retention, and graduation).
2. Facilities are not penalized for under-spending of their allocations if good cause is shown by facility managers. However, facility managers must develop contingency plans for using all of their Title I allocation in the event the numbers of eligible youths fall below their anticipated serviceable numbers. This will help facilities ensure future grant eligibility is not jeopardized.

FACILITIES AND LOCATIONS

Phoenix Academy
400 West Live Oak
Austin, Texas 78704

Texas Youth Commission (Turman House)
7308 Cameron Rd.
Austin, Texas 78752

Travis County Juvenile Detention Center
2515 South Congress Avenue
Austin, Texas 78704

Travis County Leadership Academy
2515 South Congress Avenue
Austin, Texas 78704

Presbyterian Children's Home
3603 Starline Drive
Austin, Texas 78759

Settlement Home
1600 Peyton Gin
Austin, Texas 78758

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