



TITLE I FACILITIES FOR NEGLECTED OR DELINQUENT YOUTH SUMMARY REPORT: 2004-2005

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 in the Leave No Child Behind Act of 2001 (P.L. 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 have high concentrations of low-income children receive Title I funds.

This report includes a descriptive summary of the facilities for neglected and/or delinquent youth that are within the attendance zones of the Austin Independent School District (AISD), and that received Title I funds during 2004-2005. Details are included about the use of Title I funds, 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 such as test scores or grades. These data are maintained by the students' home campuses.

FACILITIES FOR NEGLECTED YOUTH

Three facilities, Lifeworks Shelter, Presbyterian Children's Home and Services, and Settlement Home, were allocated \$83,324 in Title I Part A funds in 2004-2005 based on reported case loads of students served in October 2003. Of the instructional funds allocated, 82% (\$58,863) was expended during the year on computers, tutoring supplies, and contracted tutoring (off and on-site) services in reading and mathematics. Students from the AISD attendance area and other Texas school districts are placed in these facilities because of abuse, neglect, and/or emotional and behavioral problems. Regardless of their residency status, these youths attend AISD's public schools or in-house classes at the facilities. The nature of their placement dictates whether they attend school in a public or secured, in-house setting.

During 2004-2005, 84 youths were served at these three facilities using Title I Part A funds. Of the students served, 73% were female, and 27% were males, and 27% were African American, 24% were Hispanic, 48% were White, and 1% were American Indian. Sixty of the students served were in grades 4 through 12 with an additional 24 students enrolled in non-graded classes. A brief summary of survey results from staff at these facilities is presented below.

Lifeworks Shelter

Lifeworks Shelter is an emergency shelter that serves homeless youth in grades 6-12 and non-graded levels. Lifeworks youth may attend different schools, depending on their

circumstances. Run-away and at-risk youth who are either without needed course credits or have fallen behind are referred within 24 hours of their arrest by the local juvenile justice system to either American Youth Works, a local Charter School, for self-paced instruction or to the Austin CAN Academy for the General Education Diploma (GED) program. Other students at Lifeworks who experience an unexpected interruption in their life (e.g., homelessness, parental divorce, and other) are sent to a regular AISD campus. In 2004-2005, Lifeworks Shelter served 52 youths in grades 6-12. Eight of the 52 students graduated through the regular AISD instructional program and 30 earned General Education Development (GED) certificates from the Austin Learning Academy.

Title I funds were spent on staff salaries for an educational liaison officer, an independent living skills coordinator, and an achievement-learning tutor from Americorp. The educational liaison officer provided support to students, registrars, and school to community liaisons (visiting teachers) by obtaining student transcripts and immunization records, by tracking and compiling credits, and by attending Admission Review and Dismissal (ARD) committee meetings. The independent living skills coordinator provided classes on such topics as healthy relations, educational development, and interpersonal skills. The tutor met with students twice weekly after school. Title I funds were also used to purchase new computers that students used to complete homework and research assignments. In addition to these Title I funded services, two volunteers from the community provided art and photography classes.

Presbyterian Children's Home and Services

The Presbyterian Children's Home and Services is a non-profit family group foster home that receives residents through voluntary or private placement by a parent, guardian, or self-referral if the student is 18 years or older. Contributions toward maintenance (room and board) are paid on a sliding scale based on the income of the person who placed the student. Most youths are placed in the home by a parent or guardian. The home has two rotating sets of foster parents and one director. The general instructional program provides facility-wide curriculum. Also, the facility receives Title I Part A funds to serve 6 qualifying school-age females. In the 2004-2005 school year, the home served 5 females. Because of these students' extreme need for academic remediation services, Presbyterian Children's Home utilized private (Huntington 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 after-school homework assistance, assistance with special school projects, and reading practice. All five children served in 2004-2005 were identified as having special education needs. Although the facility has more than 100 volunteers who offer services throughout the school year on specific projects, there are 30 active volunteers who assist regularly at the home

with after-school tutoring, mentoring, cooking, yard work, and transportation to and from regular AISD school activities.

Settlement Home

Settlement Home is a private, non-profit residential treatment center and foster home program for severely abused girls ages 7 to 17. 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 coordinating, and support services (e.g., facilitating communication between students and staff, problem solving, and intervention in problems between the districts and students) to targeted students attending AISD schools. Settlement Home served 27 students during the 2004-2005 school year and returned 12 students to regular AISD classrooms.

In addition to the Title I funded activities, 18 community volunteers (individuals and organizations) provided services to the targeted students. These volunteers included 10 who served as mentors to the students, and one each who provided a cooking class, tutoring, cottage support services, and free haircuts. Four organizations, Austin Jr. Forum, Symphony of Soul, University of Texas Orange Jackets, and the Settlement Club, provided social and recreational opportunities and activities for students throughout the school year.

FACILITIES FOR DELINQUENT YOUTH

Four facilities for delinquent youth were allocated \$150,750 in Title I Part D funds during 2004-2005 based on their October 2003 caseloads. The facilities included Phoenix Academy of Austin, Travis County Juvenile Detention Center, Travis County Leadership Academy, and Texas Youth Commission (Turman Halfway House). Of the funds allocated, approximately 87% (\$130,829) was expended during the year. Three facilities, Phoenix Academy of Austin, Travis County Juvenile Detention Center, and Travis County Leadership Academy, spent 49% (\$73,166) of their allocation for on-site instructional staff. The other facility, Turman Halfway House, sent resident youths to regular AISD classes. Together, the four facilities spent 36% (\$53,733) of the total allocation on instructional supplies, materials, and equipment. Three percent (\$3,930) was spent on purchased and contracted services, and the remaining 12% (\$19,921) was not spent.

During 2004-2005, 1,555 youths were served at these facilities using Title I funds. Of the students served, 70% were male, 54% were Hispanic, 25% were Black, 19% were White, and 1% each were Asian/Pacific Islander or American Indian/Alaskan Native. A brief summary of survey results from staff at these facilities is presented on the following pages.

Travis County Juvenile Detention Center (TCJDC)

Travis County Juvenile Detention Center (TCJDC) served 1,252 students in grades 4-12 in 2004-2005. 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, focusing on English, mathematics, and reading during the regular school year. In addition, TCJDC offered an on-site half-day summer program for students at the end of the regular school year that focused on reading, mathematics, science, and social studies. Four teachers were hired to teach the first summer session of 2005. Title I funds were used to provide staff development for these summer school teachers and to purchase computers, reading materials, calculators, instructional videos and DVDs, textbooks, school supplies, and supplementary reading materials.

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 Texas Department of Health, provided sexuality/health education for the student residents in a series of weekly lessons. Also, the Austin Public Library designated TCJDC as a site for the release of surplus books. Library staff met with students monthly, recommended books for reading, and signed students up for library cards. A member of TCJDC's teaching staff located a website (www.peotiepower.com) for Creative Communication, a company devoted to the promotion of writing, teaching, and appreciation of student writing through essay or poetry writing contests, and encouraged students to enter the poetry-writing contest. Several of the students' entries were rated in the top 45% of poems submitted and were selected for printing in the annual anthology, A Celebration of Young Poets. Eight hundred nineteen (819) students served by TCJDC were returned to regular AISD classrooms during 2004-2005.

Travis County Juvenile Shelter-Leadership Academy

One hundred twenty-three (95 males and 28 females) students ages 13 to 17 were provided on-site core course instruction, life skills and character education classes, and transitional halfway housing at this facility for delinquent youth. In addition, a support program staff of caseworkers, probation officers, and round-the-clock house parents offered intensive supervision of residents. The Leadership Academy is supervised by the AISD Alternative Learning Center principal.

Title I funds were used to provide two summer sessions to help students recover core course credits previously lost due to their delinquent status and to purchase curriculum materials such as History Alive, Thinking Maps materials, library books, listening stations, and education materials. One student from Saint Edward's University provided tutoring services to students on

a regular basis. The facility returned 60% (74) of its registered delinquent youth to AISD regular classrooms.

Phoenix Academy of Austin

Youth ages 13 to 16 from AISD and other Texas school districts participate 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, offers a TEKS-based curriculum designed to bridge the gap between regular Texas classrooms and instructional time spent at the facility. In addition, the facility offers course remediation. Thus, the program allows students time for both remediation and accrual of needed course credits. Title I funds primarily were spent on supporting the year-round curriculum and teacher salaries for summer school. The Academy served 110 students in 2004-2005. Twenty-four of these students had been enrolled previously in regular AISD classes. Of those, 96% (n=23) returned to regular AISD classrooms during the regular school year.

Texas Youth Commission Facility (Turman Halfway House)

The Texas Youth Commission (TYC) Facility in Austin, known as Turman Halfway House, provides services to youth transitioning from high-restriction juvenile correctional facilities to the TYC community setting. During their stay at the facility, youths ages 16-21 are required to attend on-site re-socialization counseling groups that use the Texas Youth Commission Re-socialization curriculum. The 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 in several areas including education. Students are also enrolled in and required to attend AISD high schools. General education, General Education Development (GED), and/or career and technology courses are options, depending on individual needs. In 2004-2005, Turman Halfway House served 70 youths. Title I funds were used for high interest reading materials, supplies to support the computer lab and Independent Living modules, and an instructor for anger management classes. Nine community volunteers provided mentoring or chaplaincy services to students during the 2004-2005 school year.

Academic Progress for Students in Facilities for Delinquent Youth

Delinquent youth facility staff were required to complete survey questions regarding program performance and the data sources (at least two) used to determine program performance for the TEA Title I, Part D, Subpart 2 Performance Report submitted by AISD staff. Facility staff were asked to rate their effectiveness in meeting 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.

Academic impact measurements were categorized as limited, moderate, or great (representing respectively at least 70%, 80%, or 90% of the students making academic progress). Each delinquent facility described its impact as moderate or great on the four program objectives. See Table 1.

Table 1: Percentage of Students Meeting 2004-2005 Title I Part D Program Objectives as Self-Reported by Delinquent Facilities

Objectives	Phoenix Academy	TCLA	TCJDC	Turman House
Helping students maintain and improve educational achievement.				
Data Source 1	90%	90%	90%	80%
Data Source 2	90%	90%	90%	80%
Accruing school Credits				
Data Source 1	90%	90%	90%	80%
Data Source 2	90%	90%	90%	80%
Making Transition to regular program or other local education agency, (TEA) programs				
Data Source 1	90%	90%	90%	80%
Data Source 2	90%	80%	90%	80%
Complete secondary school and or obtain employment after leaving the facility.				
Data Source 1	80%	80%	90%	80%
Data Source 2	80%	80%	90%	80%

Source: AISD Program Evaluation Records 2004-2005.

SUMMARY AND RECOMMENDATIONS

A review of program goals and outcomes, numbers of students served, and program impact ratings indicates that the majority of these facilities funded by Title I have been effective in supporting grant goals and in keeping with AISD’s goal to improve student achievement. Collectively, in 2004-2005, the seven facilities served 1,639 students, returned 928 (57%) of those served to regular AISD classrooms, and graduated 38 students (8 through regular high school graduation plans and 30 through a GED program at Lifeworks Shelter).

Since 2000-2001, these facilities have served 8,928 youths who were enrolled in regular AISD classrooms. They have returned 60% (n=5,348) of those youths back to regular AISD classrooms, graduated 1% (n=92) through the regular AISD or GED programs, and provided the remainder of the youth (39%, n=3,488) with services until they exited the program (e.g.,

withdrawal, run-away, judicial removal, transition from one facility to another, and others). By providing these at-risk youths with opportunities to achieve academically, these facilities support AISD’s vision of providing every student with an excellent education. See Table 2 for longitudinal data from 2000-2001 to 2004-2005.

Although each of these facilities can return students to AISD regular classrooms, only the neglected facilities are able to provide graduation programs. Therefore, the numbers reported in Table 2 represent five years of data for all facilities regarding the return of students back to regular AISD classrooms; however, graduation information is only provided for facilities for neglected youth. The 60% of youths returned to AISD classrooms and the number of seniors (n=92) who graduated with a regular diploma or GED over the five-year period demonstrate the effectiveness of this Title I Part D component, participating facilities, and AISD’s Alternative Learning Center’s management.

Table 2: Numbers of AISD Students Served, Number and Percent Returned, and Number Graduated with a Regular Diploma or a GED from 2000-2001 to 2004-2005

Year	Neglected Or Delinquent Youth Returned to Regular Classroom		Neglected Youth Who Graduated	
	Served	Returned to Regular Classroom	Regular Diploma	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
Total	8,928	5,348 (60%)	32	60

Source: AISD Title I Evaluation Report, 2000-2001; AISD Facilities for Neglected or Delinquent Youth Summary Reports: 2001-2002 Through 2003-2004; AISD Program Evaluation Records 2004-2005. Please note that facility participation in the Title I program is optional, and some facilities have opted to participate or not, based on their student population.

Because of ongoing staff development and campus visits by the AISD Grant Coordinator, there were few problems in program operation. However, staff turnover at several facilities and some out-dated contact information were encountered during data collection.

The following recommendations are made for this program.

1. Facilities should make every effort to improve the rate at which students are returned to AISD's regular classrooms because the rate has declined since 2000-2001, though the most recent year is improved over performance the year before.
2. AISD staff should continue to work closely with these facilities and each other to keep the data collection process structured, so that facility staff will know about and work routinely to address data reporting requirements in a timely and accurate manner.

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