

Education

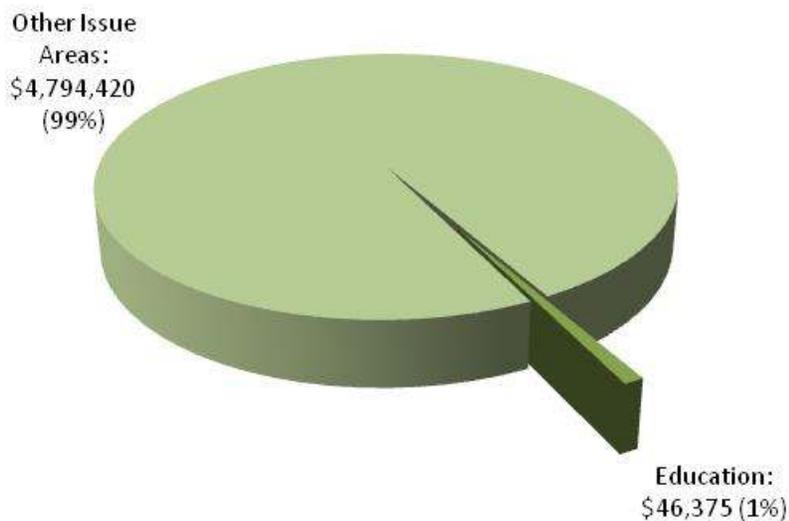
Goals and Services

Programs within this issue area promote and support academic preparedness (school readiness) as well as educational attainment and success. Some examples of services provided by programs within this issue area include early childhood education; academic support or enrichment; literacy, G.E.D., and adult basic education; English as a Second Language (ESL) classes; out-of classroom activities or programs whose goals are academic-oriented (e.g. math or science camps), language or literacy fluency and/or proficiency classes; and computer or technology literacy.

Contracted Service Providers included in this Issue Area

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Investment in Education and Other Issue Areas, 2009



BookSpring

RIF Books for Ownership for Elementary School Students

Program Description

BookSpring provides books to children from low-income families. In turn, the program hopes to mitigate the barriers to home-based literacy opportunities and motivate children to read as a leisure activity.

Funding

The total TCHHS/VS investment in the RIF Books for Ownership for Elementary School Students program for 2009 was \$13,126. This investment comprised 3.4% of the total program budget.

Eligibility Criteria

This program serves children enrolled in the Austin Independent School District elementary schools that have a large majority of students who come from low-income households.

Performance Goals and Results

BookSpring met the target range of performance for all but one performance measure. Staff members reported that the number of schools served during the 2009-2010 school year decreased from the previous school year, leading to fewer books distributed (see the second output). They also explained that schools not meeting program performance standards were eliminated from the program for the 2009-2010 school year, so outcomes were more favorable than in the past.

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | % of Total Program Performance Goal Achieved |
|--|--|--|---|
| Outputs | | | |
| Number of unduplicated clients served | 22,455 | 24,000 | 94% |
| Number of books distributed | 60,606 | 72,000 | 84% |
| Outcomes | | | |
| Percentage of school programs scored that met or exceeded basic program standards | 97% (37/38) | 69% (27/39) | 141% |
| Percentage of school programs scored that exceeded standards (rating as “good” or “above average”), indicating above average level performance | 39% (15/38) | 41% (16/39) | 96% |
| Percentage of school programs scored that exceeded standards (rating as “exceptional”), indicating exceptional performance | 11% (4/38) | 5% (2/39) | 205% |

Youth and Family Alliance (d.b.a. LifeWorks)

Basic Adult Education and ESL

Program Description

This program provides instruction in basic literacy and English as a Second Language (ESL) instruction. The goals of these services are to reduce the rate of functional illiteracy and help students learn to read English in order to improve the quality of their lives and achieve greater economic stability.

Funding

The total TCHHS/VS investment in the Basic Adult Education and ESL program for 2009 was \$33,249. This investment comprised 7.5% of the total program budget. TCHHS/VS also funds three additional programs at LifeWorks—the Housing program, which is described in the Housing Continuum issue area section; the Youth Development program, which is described in the Child and Youth Development issue area section; and the Counseling program, which is described in the Behavioral Health issue area section.

Eligibility Criteria

Services are provided to Travis County residents age 17 and older who read below the fifth grade reading level and have incomes below 200% of the Federal Poverty Income Guideline level.

Performance Goals and Results

The Basic Adult Education and ESL program exceeded all of its targeted performance expectations. Staff members reported that the program has strengthened the process of individualized student placement, which led to a larger number of students with personalized learning goals (see the second output). They also explained that the efforts of their volunteer tutors and students, such as tutors providing students with homework packets and tutors working with students outside of class, contributed to greater gains in TABE test scores (see the first outcome). Staff members attributed gains in BEST test scores to the consistent scheduling and implementation of assessments provided by the program’s Assessment Coordinator.

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | % of Total Program Performance Goal Achieved |
|--|-----------------------------------|---------------------------------|--|
| Outputs | | | |
| Number of unduplicated clients served | 1,057 | 1,000 | 106% |
| Number of clients who have personalized learning goals | 903 | 768 | 118% |
| Outcomes | | | |
| Percentage of clients tested who achieved a 10-point increase in the Test of Adult Basic Education (TABE) test score | 69% (76/110) | 60% (66/110) | 115% |
| Percentage of clients tested who achieved a 4-point increase in the Basic English Skills Test (BEST) test score | 78% (416/534) | 75% (127/169) | 104% |