



HousingWorks
AUSTIN

Housing Works for Schools Summit
A PLACE TO DO HOMEWORK:
(Housing + Schools) x Planning = Community Success

**2008 Summit Report
Executive Summary**

More than 100 concerned citizens gathered on Saturday, November 15, 2008 to explore the intersections between school success, housing, and neighborhoods. Recommendations were discussed, and a diverse group of stakeholders agreed to actions that will move Austin forward in promoting educational and housing neighborhood stability.

Below are the recommendations that were developed from the 2008 Summit. These recommendations, some borrowed from the City of Austin's Families and Children's Task Force and from AISD's Community Committee on Neighborhoods and Schools, others originating with HousingWorks' 2007 Summit, and others added by stakeholder participants during the 2008 Summit, provide the framework for moving forward on housing and education issues.

1. Use Planning Tools for Housing and Schools to Improve Student Success

- **Encourage leadership from the Joint Subcommittee of AISD, City, and Travis County.** The elected official subcommittee needs to be more engaged and active. Elected leaders should direct their respective staff to meet jointly and advise them how to better integrate and coordinate housing and schools planning.
- **Use Educational Impact Assessments.** The City and AISD should develop and use an assessment tool where each can jointly identify and evaluate the educational impact of building code changes and larger-scale developments on school performance. Each should devise strategies for how elected officials, city staff, and citizen boards and commissions would use assessment tools as a planning tool at multiple levels. The tool should be used to help ensure a diversity of housing types is available within close proximity to all schools. The assessment tool should be developed early so they are not perceived as an impediment, and guard against unintended consequences that might result because of lack of information.
- **Share Use of Facilities for Multiple Purposes (using Pickle, Overton, and the new Performing Arts Center as examples).** Explore 1) ways that schools operating under capacity can be used more effectively and productively; and 2) how new facilities can be

jointly planned to allow for a range of housing options and multi-functional school uses (for example, housing and school development and planning in Colony Park).

- **Support School Campus and Nonprofit Partnerships.** Explore ways that the City's housing department and AISD can create incentives and policies that encourage greater collaboration between individual schools and housing nonprofits e.g., creating a "Family Housing Stability" rental assistance program (City of Austin) or a Targeted Supportive School Services to Program Participants (AISD).
- **Coordinate City and AISD Comprehensive Planning.** Use planning documents to strengthen housing and education linkages. AISD should be an active and integral partner in creating the City's Comprehensive Plan and Housing Consolidated Plan; the City should be an integral planning partner in AISD's strategic plan and master facilities plan; and planning at multiple levels will better diversify housing types properly linked with schools.

2. Collaborate to Support Successful After School Programs

- **Develop a Comprehensive Strategic Plan for Youth** that includes criteria for the following: How many children will be school ready; How many will receive school services; How many will attend after school programs; How many will graduate from high school; Identifies financial resources for after school programs; Identifies measurable criteria to determine which after school services/programs are effective; Improves coordination of all programs so that one school is not over-served while another is underserved; and incorporates use of non-school facilities, especially housing and neighborhood facilities, for after school programs.
- **Standardize After School Programming Performance Metrics.** A small set of measurable standards are needed for all after school programs as part of the strategic plan for our youth. Evaluators have pointed to a handful of measurements: Attendance, school behavior, promotion from one grade to the next, and TAKS scores. All funded services should be held accountable to the same measures. If the program is not meeting those measures, there should be a way to alert service providers when a child is failing or not attending so that appropriate remedies and supports can be put in place.
- **Increase After School Program Funding.** Funding would be evaluated as part of a strategic plan; however, it merits explicit mention because it is estimated that about 40,000 students who should be served by an after school program are not served. We know that participation in an after school program has a very high bearing on student success. Therefore, a hard look at the funding question is needed. For example, would funds from crime prevention be better used for after school programs? The long term savings of keeping students in school are potentially significant.

2008 Summit Report

HousingWorks Austin held its Fifth Annual Housing Summit November 15, 2008 at Reagan High School. The summit was a collaborative event with the City of Austin and Austin Independent School District (AISD) to examine, discuss, and further develop the connections between affordable housing and educational success. The goal of the 2008 Summit was established as “How can we, as a community, leverage integrated planning for homes, schools, and services to reduce residential and school segregation in our city, thereby (and, hopefully) improve school/student success and contribute more broadly to our City’s overall quality of life.” Approximately 85 people attended the Summit. See Appendix D for a list of participants.

The 2007 Fourth Annual Summit explored the linkages between affordable housing and school performance. Neighborhoods benefit most and schools improve when schools, neighborhood services, business, and residential development are mutually planned and cultivated. The 2008 Summit explored ways to implement recommendations that become apparent from the 2007 Summit – more **coordination in planning** of schools and housing *and* **after school programs** that simultaneously improve student success and neighborhood safety.

Building Upon the 2007 Summit on Housing and Education Linkages

The goal of the Fourth Annual Summit was to explore ways to ensure Austin’s children are housed to optimize educational opportunities. Information from Kirwan Institute’s opportunity maps served as the springboard for the development of the 2007 summit. The Opportunity Maps illustrated Austin’s geographically disparity of educational opportunities and served as the impetus to organize the 2007 Summit around three bodies of information: 1) Demographic data on housing and education; 2) Housing-related problems in schools; and 3) Case studies of the interactions between affordable housing and school success. Small work groups looked at the issues using six case studies then drew conclusions that were discussed in the final session with all participants and resulting in the 2007 Summit Recommendations.

Recommendations from the 2007 Summit

The 2007 Summit “tested the waters” to determine what topics regarding housing and schools should be further explored and developed. Recommendations from the 2007 Summit, cited below, and recommendations from two citizen task forces, described in more detail later in this report, formed the platform for planning the 2008 Summit. The recommendations from the 2007 Summit are as follows:

1. Establish integrated planning mechanisms between the city government and school district administration. Initiate joint planning in cases where new development, redevelopment, and other neighborhood changes will have effects on both housing and schools. Joint planning aims to
 - a. increase the availability of a wide range of housing options in all parts of town in order to reduce housing transitions and “churning” when children move from school to school because their families search for affordable housing;

- b. involve large sections of the community representing broad and diverse segments;
 - c. institute strategies that attract middle income students to return to the school district and increase the percentage of moderate to higher-income children throughout the district;
 - d. improve neighborhoods (services, health, housing, security) and school performance in low income areas.
2. Develop after-school programs and outlets for learning and creativity that
- a. integrate neighborhood and school activities to promote safety and neighborhood-based resources;
 - b. enhance the school's academic performance;
 - c. prevent neighborhood crime and its causes; and
 - d. develop linkages between service-enhanced affordable housing, neighborhoods, and after school programs.

2008 Fifth Annual Summit Proceedings

Recommendations from the 2007 Summit set the stage for the November 15, 2008 Summit. Following welcoming remarks from Reagan High Principal Anabel Garza, HousingWorks President Francie Ferguson summarized the 2007 Summit recommendations and recommendations from the City of Austin's Families and Children's Task Force and from AISD's Community Committee on Neighborhoods and Schools. AISD Board President Mark Williams and Austin City Councilmember Laura Morrison addressed these topics in their opening remarks. Their comments stressed the importance of the topic and communicated their views of recommendations from the recent task forces and HousingWorks. They defined the issues and described their views on how the City of Austin and AISD can use their respective resources and policies to strengthen housing and education linkages that will thereby improve student success and promote socio-economically diverse and stable neighborhoods.

President Williams and Councilmember Morrison spoke about the conclusions of reports from two recent citizen task forces. Both reports concluded with recommendations relevant to housing as well as education. (See task force report summaries in Appendix A). Both reports urge better collaboration between the City and school district to improve (1) community and regional planning, (2) financial planning, and (3) shared use of facilities. A synopsis of recommendations follows.

Comparison of Report Recommendations from City & AISD Citizen Task Forces	
City of Austin Families and Children Task Force Report Recommendations	AISD Community Committee on Neighborhoods and Schools (CCNS) Recommendations
Collaborative planning among the City of Austin, AISD and other area school districts is in the best interest of all parties, and the families and children that they serve	Adopting a formal policy regarding AISD participation in community and regional planning
	Creating formal procedures for regular staff-level coordination and communication
	Encouraging the City of Austin to require an Educational Impact Assessment for development applications
Collaborative facility use should be a cornerstone principle for the school district and City of Austin	Developing clear policies and procedures to explore and implement shared-use facilities
Financial collaborations represent a valuable opportunity for the City of Austin and the school districts	Coordinating capital planning efforts
	Supporting city planning goals for affordable housing, environmental sustainability, and other community goals

A presentation by Jennifer Jellison Holme, Ph.D., an assistant professor of Educational Policy and Planning at the University of Texas at Austin, set the demographic context for the Summit. Participants then broke into two groups for in-depth discussions on the two primary recommendations from the 2007 Summit. The two groups then reconvened and agreed on future actions needed to bring recommendations to reality.

Dr. Holme's presentation was based on a report prepared with assistance from Sarah Diem, and Anjale Welton from the Department of Educational Administration at the University of Texas at Austin (see Appendix B). The presentation focused on the concentrations of poverty in Austin area schools and its resulting negative effects on schools, neighborhoods, and the city. School poverty rates are rising in Austin and surrounding school districts. Del Valle ISD had the steepest incline and the greatest concentration of poverty, followed by Austin ISD.

	2000/01	2006/07	Change
Austin ISD	48.0%	61.0%	+13%
Pflugerville ISD	30.2%	41.5%	+11.3%
Round Rock ISD	13.5%	24.8%	+11.3%
Leander ISD	14.7%	19.2%	+4.5
Eanes ISD	2.5%	2.7%	+0.2
Del Valle	63.7%	77.3%	+13.6%

Of Austin ISD's 89 schools, 40% have populations with 90% or more students coming from low-income families, while 67% have 60% or more low-income students. These schools are also geographically concentrated.

The presenters cited five reasons why concentration of poverty within schools is so important:

1. High poverty schools results in concentrated disadvantages
 - Higher rates of student mobility
 - Higher rates of untreated health problems: asthma, vision, hearing
 - Higher rates of student absenteeism
 - Lower levels of academic readiness
2. Fewer networks of opportunity results in fewer connections to college and careers
 - High poverty schools have difficulty retaining teachers, especially *experienced* teachers
 - Austin high-poverty schools have a 28.7% 5-year turnover rate compared to a 12% rate in the lowest poverty schools
 - Austin's 5-year turnover rate in high-poverty schools is higher than those of San Antonio Dallas, or Houston's school districts
 - Austin's 5-year turnover rate in its lowest poverty schools is lower than those of San Antonio Dallas, or Houston's school districts
3. There are *consistent* and *systematic* relationships between concentration of poverty and student achievement
 - Lower income students perform better in middle-class schools
 - Effects of high-poverty schools are negative for both low-income and higher-income students
 - Moving to lower poverty schools = equals better results

High poverty schools impact neighborhoods around them. Low concentrations of poverty create a demand for strong schools and housing, stabilized neighborhoods and housing prices, and support a strong tax base for schools and services, as illustrated by the graph.



Following Dr. Holme's presentation, Summit participants broke into two groups for a more in depth examination of the 2007 recommendations to coordinate planning for schools, housing,

and services, and to provide after school programs to improve student performance while increasing neighborhood safety and stability. A summary of discussions and conclusions from the two breakout sessions follows.

Mutual Planning for Schools, Housing, Services - Leveraging the Power of Planning: Strategies for Using Housing & School Planning Tools to Improve Student Success

The “*Mutual Planning for Schools, Housing, and Services Session*” was led by HousingWorks’ Frank Fernandez and Kathy Tyler and included several panelists. Representing AISD were Paul Turner, Executive Director of Facilities and Bergeron Harris, PhD, Assistant Superintendent of Education Support Services. The City of Austin was represented by Greg Guernsey, Director of the City’s Austin Neighborhood Planning & Zoning Department and Steve Barney from the City of Austin’s Neighborhood Housing and Community Development. Barbara Jackson, the YES Coordinator, represented the Housing Authority of the City of Austin. Kathie Tovo, a community member, served on both citizen task forces.

Frank Fernandez began the session with examples of successes from Austin and other cities. St. Paul, Minnesota was used as an example of how one city confronted a high student mobility rate. In St Paul families were matched to nearby vacant affordable housing, created funding streams for new multi-family rentals and rehabilitation of older units, and earmarked funds for chronically homeless families. To promote educational stability, Foundation Communities in Austin provides free after school and summer programs within its affordable housing apartment complex located near the elementary school. Apartment staff established regular contacts with the school’s principal, teachers, curriculum specialists, and administrators. In considering its “double bottom line,” Foundation Communities considers educational goals in addition to its financial success.

Panelists took turns describing reactions to five of the recommendations from the City and AISD citizen task forces. Many of their comments, with additions added by Summit participants, are noted in the charts below in which each of the recommendations discussed.

#1: Encourage leadership from the Joint Subcommittee of AISD, City, and Travis County.

The elected official subcommittee needs to be more engaged and active. Elected leaders should also direct their respective staff to meet jointly and advise them how to better integrate and coordinate housing and schools planning.

<p><i>Panelists cited examples of current coordination, such as:</i></p> <ul style="list-style-type: none"> • Past partnerships on datasets, site location, adjacent uses, traffic, environmental • Child Safety; attention from bond money, safety audits, city traffic coordination • We need to build more on these past collaborations • Coordination with City Watershed Development, AISD, and land use 	<p><i>Panelists and participants made additional recommendations, comments, or raised the following questions:</i></p> <ul style="list-style-type: none"> • Attention should be given to City Council actions that impose requirements and recommendations on routes, sidewalks, etc. because some City requirements increase the costs of construction and impact housing affordability • Leadership directives from the top leadership is important to excite and move staff and
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<ul style="list-style-type: none"> • Citizen advisory boards work together: City Boards work with citizen bond committees. City works with surrounding communities. These meet on a quarterly basis. 	<p>others</p> <ul style="list-style-type: none"> • To achieve community bond we need to advocate for community involvement and perspectives • Combined land uses is an effective strategy for coordination • Provide funding for the future
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#2: Use Educational Impact Assessments. Develop an assessment tool where the City and AISD jointly identify and evaluate the educational impact of code changes and larger-scale developments.

<p><i>Panelists cited examples of current coordination, such as:</i></p> <ul style="list-style-type: none"> • City registers AISD to be notified as “Neighbor” • AISD Trustees are <i>ex officios</i> to City Planning Commission • AISD currently accesses City information • Staff already coordinates information. What more can do they need to do? 	<p><i>Panelists and participants made additional recommendations, comments, or raised the following questions:</i></p> <ul style="list-style-type: none"> • Need to determine what will be the trigger for the assessment: Will it be size, infrastructure requirements, or other? • Would the City Council deny some developments because school impact or a negative school board recommendations? • There is controversy inherent in the assessment results. • Who decides when the assessment results in conflicting information? • Need coordination from city and AISD demographers. • Must have policy from top levels • Timing difficulties are hard, so must structure early and not make the assessment process an impediment. • Guard against unintended consequences resulting because of a lack of information • See things as a positive. • Use a structure that recognizes timelines. • Learn from the past.
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#3: Share Use of Facilities for Multiple Purposes (using Pickle, Overton, and the new Performing Arts Center as examples). Explore 1) ways that schools operating at under capacity can be more effectively and productively used; and 2) how new facilities can be jointly planned to allow for a range of housing options and multi-functional school uses (for example, housing and school development and planning in Colony Park).

<p><i>Panelists cited the following examples of shared use facilities:</i></p> <ul style="list-style-type: none"> • Pickle Elementary serves as an example of a 	<p><i>Panelists and participants made additional recommendations, comments, or raised the following questions:</i></p>
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<p>comprehensive use facility</p> <ul style="list-style-type: none"> • Overton has services located in the facility • The Performing Arts Center is designed for multiple purposes • Colony Park is a housing subdivision that will include space for schools and services 	<ul style="list-style-type: none"> • Include after school opportunities at schools. • Reach out to community for ideas and task force. • Conduct a study each year of school use • Locate other social services in schools with high poverty areas. • Should this space be set up permanently or temporarily? • Discuss relationships between schools and housing . • Focus first on school then proceed to other areas from there. • Always jointly plan new facilities. • From school principals' viewpoint: The City hires community resources. Use custodians, housekeeping for after school, weekend uses. • Partner with social services. Locate services on campus. Result will be less school missed. • Use school library as a public library service. • Revisit existing facilities. • Enhance curriculum programs. • Look at other models in other cities. • Need a mechanism to communicate school's availability.
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#4: Support School Campus and Nonprofit Partnerships. Explore ways that the City's housing department and AISD can create incentives and policies that encourage greater collaboration between individual schools and housing nonprofits (e.g., creating a "Family Housing Stability" rental assistance program (City of Austin) or a Targeted Supportive School Services to Program Participants (AISD).

<p><i>Panelists cited examples of current coordination, such as:</i></p> <ul style="list-style-type: none"> • Current effective partnerships include those between AISD, Communities in Schools, and the Housing Authority of the City of Austin (HACA). • Housing Authority's drop out prevention program partners with AISD. The Housing Authority works with students. HACA offers tutoring services at no costs for students at all public housing sites. The Housing Authority pays the tutors. • The Housing Authority gives donations to schools near public housing (currently 30 schools). • The Housing Authority currently is sponsoring dialogues and parenting programs on family connections, and offers workshops on issues and dangers. 	<p><i>Panelists and participants made additional recommendations, comments, or raised the following questions:</i></p> <ul style="list-style-type: none"> • HACA's next step is addressing alcohol use/abuse on properties. Want more planned and direct collaboration. • HACA's Board wants data on students in public housing to evaluate whether its programs work or do not work. The Board want to document whether there is a decrease in drop-out rates and an increase in TAKS scores. • Need other documentation of benefits and challenges. • City has tenant-based rental assistance (TBRA) to provide a continuum of care from shelter to permanent housing via passages. The City would like to see if it can link the assistance to schools and link it to re-entry.
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<ul style="list-style-type: none"> • Volunteer with Partners in Education. 	
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#5: Coordinate City and AISD Comprehensive Planning. Use planning documents to strengthen housing and education linkages. Need for AISD to be an integral planning partner in City’s Comprehensive Plan & Housing Consolidated Plan; need for City to be an integral planning partner in AISD’s strategic plan and master facilities plan; and need for planning at multiple levels to better diversify housing types properly linked with schools.

<p><i>Panelists cited examples of current coordination, such as:</i></p> <ul style="list-style-type: none"> • The City is embarking on new citywide comprehensive plan which will need to involve AISD. • AISD welcomes City involvement in plans. • The City’s Neighborhood Housing and Development Office will be conducting a citywide comprehensive market study. • HACA is in its fifth year of a five year comprehensive plan. 	<p><i>Panelists and participants made additional recommendations, comments, or raised the following questions:</i></p> <ul style="list-style-type: none"> • Amend the City Charter so its role with housing is clearly defined. • Exemplify community will so decision makers will direct staff to meet quarterly in joint sessions • Work on shared use facilities • Talk about education impact; clarify results • Ensure recommendations flow from the new comprehensive plan • Look at the two task force recommendations and feed recommendations into larger AISD plans. • Institute a Rental Assistance program for families with children. Make tutoring an incentive to receive the Rental Assistance. Use other incentives for reduced rent so families can stay and not disrupt children’s attendance and learning • Concerns: There are consequences to operating in isolation and not enough money to do everything.
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Collaborating to Support Successful After-School Programs

The After School Programming Session was led by HousingWorks' Francie Ferguson with the help of Shirlene Justice, AISD's 21st CCLC After School Coordinator. In planning the session, coordinators were invited from the Vietnamese Bilingual Program, Heart House and Foundation Communities, Boys and Girls Club of Central Texas, and Neighborworks® Blackstone River Valley (Rhode Island) to identify and present the successful elements of their after school programs.

The goal of the session was to build support and political will to bring financial resources to support successful after-school programs, and when beneficial, the support to link them directly to housing and/or neighborhoods. The session identified current challenges facing after school programs-as follows:

1. Participation – We do not have exact numbers or accurate, current information of just how many students are participating in after school programs. However, it is estimated that about 40,000 students who should be served by an after school program are not served.
2. Funding – Funding is inadequate, and funds are often taken from successful programs and moved to programs that are failing.
3. Success Measures – Measurements for success (i.e., grades, TAK scores, attendance, disciplinary referrals, etc.) are not often shared or are not available to after school program providers. This makes it difficult for providers to measure and to prove their success with students. This also makes it difficult for providers to prove the financial success of the investments in after school programs.

Following a spirited discussion, conclusions were reached about shared knowledge and recommendations for future action. Recommendations are outlined below, and participants acknowledged:

We know that participation in an after school program has a very high bearing on student success. For example, we know that students in afterschool programs are 35% less likely to become juvenile offenders (*Afterschool Alliance, 2007*). We also know that in Travis County, the cost of providing afterschool is less than \$10 per youth per day (*Out-of-School Opportunities for Low-Income Youth in Travis County, 2007*), and that the cost of detaining one young person at Gardner-Betts is approximately \$150 per day. (*Travis County Juvenile Probation Department, 2007*).

Agreement was reached by session participants on the following recommendations for after school programs:

1. **Complete a Comprehensive Strategic Plan for Youth.**
Determine our goals for youth. *A comprehensive strategic plan could include the following criteria:* How many children will be school ready? How many will graduate? How many will have access to after school services? How can we make services widely available? How does

a program increase financial resources significantly? How do we ensure that after school services are effective? How do we improve coordination of programs so that one school is not over-served while another is underserved? How do take advantage of non-school facilities, especially housing and neighborhood facilities?

2. Standardize After School Programming Performance Metrics.

A small set of measurable standards are needed for all after school programs as part of the strategic plan for our youth. Evaluators have pointed to a handful of measurements: attendance, school behavior, promotion from one grade to the next, and TAKS scores.

All funded services could be held accountable to the same measures. If the program is not meeting those measures, there should be a way to alert service providers when a child is failing and/or not attending so that appropriate remedies and supports can be put in place.

3. Increase After School Program Funding.

A hard look at the funding question is needed. Would funds from crime prevention be better used for after school programs? The long term savings of keeping students in school is huge as proven by the after school facts provided by AISD in Appendix C.

Summit Conclusions and Next Steps

Participants reconvened into the large group. The participants discussed next steps and agreed to take specific actions. Those representing entities such as HousingWorks, city departments (Neighborhood Zoning & Planning and Neighborhood Housing and Development Office), the Housing Authority of the City of Austin, and others made commitments to follow through on a variety of areas. HousingWorks agreed to encourage policy makers to provide directives and to create the institutional will to move forward.

A plan for integrated planning, such a comprehensive city wide plan (which is currently being undertaken by the City of Austin), is important to both housing and education. Completing a comprehensive city wide plan provides another chance to involve more, educate more, and build on existing recommendations and successes.

At the conclusion of the 2008 Summit, City of Austin, AISD, and HousingWorks all committed to collaborate and to enlist key policy makers (City Council, County Commissioners, and AISD Board) to move forward with joint planning efforts. The aim of these efforts is to establish a common understanding of trends facing Austin and the broader metropolitan area so that Boards and Commissions may adjust their 2009-2010 workplans to better address the area's critical needs, and to enhance learning possibilities for all children.

HousingWorks committed to the following:

- Reconvene the entities in six months for a status report.
- Coordinate and maintain on-going work groups.
- Identify and communicate with elected leaders to create mandates.

The City of Austin representatives committed to the following:

- Convene with AISD for dialogue.
- Include discussion of recommendations from reports.
- Explore using educational impact as a tool for planning and identify ways to move forward on this.
- Coordinate more with the Community Development Commission to make housing a priority.

AISD representatives committed to the following:

- Voice its commitment to the concepts discussed at the Summit.
- Continue and more regularly partner with the City.
- Consider the community's input.

APPENDIX A



HousingWorks
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Housing Works for Schools Summit

A PLACE TO DO HOMEWORK: (Housing + Schools) x Planning = Community Success

Building on Two Reports

HousingWorks used the *City of Austin Families and Children Task Force Report Recommendations* and *AISD Community Committee on Neighborhoods and Schools (CCNS) Final Report* as basis for planning the integrated planning session. Although there are numerous reports on how the City can address housing and on how AISD can improve its services, these two reports both have recommendations for housing and education. A summary of each report is provided below. A comparison of the two reports can be found at the end of this document.



City of Austin Families and Children Task Force Report Recommendations

June 24, 2008 Report

The Families and Children Task Force was formed by the Austin City Council on June 21, 2007 in recognition that families and children are critical to the vitality of our community. The Task Force was comprised of a diverse group of volunteers, representing housing groups, business leaders, child care advocates, neighborhood leaders, planning organizations, licensing representatives, and AISD, among others. The mission of the task force was development of policy recommendations that promote and integrate “family friendly” housing, childcare, and other amenities throughout the city for families of all income levels, with a clear plan for implementation.

The Task Force reviewed and identified best practices, alternative strategies, potential incentives, and other methods to improve the quality of life for families with children in Austin. The task force adopted recommendations in the areas of (A) City Vision and Planning; (B) Child Care Services; (C) Housing; (D) Parks, Recreational Spaces and Cultural Amenities; (E) Schools; and (F) Transportation.

City Vision and Planning Recommendations

A first recommendation, that served to guide most of the others, is that the City of Austin mission statement be amended to include the following:

“Austin is committed to being the most family-friendly city in the country and will ensure that its policies and decisions support and enhance the quality of life for Austin’s families with children.”

The other recommendations in this report support this mission by incorporating the perspective of families with children into city process and every major planning decision.

Recommendations include:

- (a) forming a Families with Children Commission to examine city policies for their impact on families with children;
- (b) establishing a Families with Children Ombudsperson to ensure that the perspectives of families with children are taken into consideration in city decision-making;
- (c) adding a representative for families with children to each of the relevant city commissions and task forces;
- (d) focusing on the needs of families with children in current and future planning efforts, including the Comprehensive Plan, Downtown Plan, Transit-Oriented Developments and Neighborhood Planning;
- (e) development of Family-Friendly Design Standards;
- (f) creating a map of current amenities for families with children that could guide future planning.

Housing Recommendations

Recognizing that affordable, family-sized housing is a basic requirement for attracting and retaining families in Austin, the task force recommended that the City target subsidized housing and housing that receives development incentives to families with children. As a key part of this effort, the City of Austin should create and assist with the funding of a model family-friendly development.

The City also should develop a temporary rental assistance program to keep school-age children in their neighborhood schools, increase the marketing of affordable housing, and partner with local colleges and universities to develop affordable housing for students.

Schools Recommendations

The schools recommendations highlight the importance of quality neighborhood-based schools and support collaborations between AISD, the City, and other organizations. They support the following positions:

- (a) Neighborhood schools can best serve families with children in the City of Austin.
- (b) Collaborative planning among the City of Austin, AISD and other area school districts is in the best interest of all parties, and the families and children that they serve.
- (c) Financial collaborations represent a valuable opportunity for the City of Austin and the school districts.
- (d) Collaborative facility use should be a cornerstone principle for the school district and City of Austin.

The full report can be found at

http://www.ci.austin.tx.us/housing/downloads/factf_report_08.pdf



AISD Community Committee on Neighborhoods and Schools (CCNS) Final Report to the Board of Trustees

April 28, 2008

On December 4, 2006, the AISD Board of Trustees formally created the Community Committee on Neighborhoods and Schools (CCNS). The committee was charged with making recommendations to the Board on processes and policy dealing with criteria for identifying underutilized and overcrowded schools; criteria for assessing alternatives such as revitalizing, repurposing, realigning or closing; assessment considerations, such as academic performance, environmental implications or use of resources; opportunities for interlocal collaboration; and procedures for identifying and ensuring ongoing stakeholder engagement and participation.

The co-chairs and members of the CCNS were appointed in the spring of 2007. Membership was purposefully designed to represent diverse stakeholder interests, including parents, school community members, neighborhood associations, community groups, the District Advisory Council, the Austin Council of PTAs, the City of Austin, Travis County, the University of Texas at Austin, and the business community.

The CCNS reviewed experiences from other districts, and developed a set of findings and recommendations based on extensive public outreach including 25 focus group discussions, an open house with 150 attendees, and about 1,500 survey responses. The final report was presented to the Board of Trustees on April 28, 2008.

The Challenge

AISD facility use is imbalanced, with growing enrollment in some areas and declining enrollment in others. Meanwhile, state and federal accountability systems impose sanctions that encourage student flight from struggling schools and can result in school closures.

The challenge, in short, is this: Potential exists to get more out of our existing schools. How can AISD inform and engage the community in positive conversations about the opportunity that exists?

Major Findings

Findings from Stakeholders. During the Committee's public outreach phase, several common themes emerged:

1. Stakeholders want to be regularly informed about the criteria against which AISD evaluates school vitality and to have a voice in shaping those criteria.
2. Opportunity exists to develop new partnerships outside the traditional AISD community.
3. District communication practices can do more to inspire trust that community voices are valued and that input matters.
4. Stakeholders recognize a strong connection between city growth patterns and school vitality, such as the impact of affordable housing on schools.

Recommendations

Recommendations fall into four broad categories:

1. The **ongoing communications system** that will proactively develop relationships with the community, build understanding of the ways demographic trends affect AISD, and provide early awareness of trouble signs at individual campuses.
2. The quantitative and qualitative **criteria** that will be used in making facility-use decisions.
3. The **decision-making process** that the district and community will use to assess and respond to sub-optimal facility use.
4. The improvements that will be made to **interlocal communication and collaboration** to expand partnerships and community services.

CCNS Recommendations

The CCNS report includes dozens of specific recommendations for board consideration. The Committee recommends specific criteria and processes for making facility use decisions, improvements to district communication practices and ideas for better interlocal collaboration. Underlying and cutting across the specifics of these recommendations are a set of key principles we urge AISD to bring to any policy or process discussion regarding facility use.

1. **Establish a context.** The community needs to know what trends may inspire facility use conversations, and where their neighborhood school stands in relation to them, early enough to have a meaningful role in addressing those trends. AISD must get the word out to a wider variety of stakeholders through a wider variety of means.
2. **Improve two-way communication.** Nothing creates community support for a decision like feeling like they had a hand in creating it. Improved communication must include two-way dialogue, including meaningful ways for the community to propose and develop new initiatives with AISD support. Not every campus will take advantage of these opportunities, but where the community will is there to do so, this is a strength to take advantage of.
3. **Build on existing strengths.** AISD already has Campus Advisory Councils, mandatory school report cards and other communication tools. With a few exceptions, our recommendations focus on getting more out of existing tools rather than creating new ones from scratch. Nevertheless, sustainability will require a certain level of institutionalization, and we recommend delegating formal responsibility within AISD to support improved communication and engagement.

Specific Recommendations

1. Improve Ongoing Communication.

At the campus level these include: providing an annual “State of the Campus” update; educating Campus Advisory Councils in leadership and communication; providing official communication to a wider variety of stakeholders; and improving outreach to immigrant parents. District-level recommendations include: adopting a formal policy that establishes major principles to guide facility use decisions; making district communications easier to understand; ensuring consistency in translation services; improving citizen access to the Board of Trustees; and providing an annual “State of the District” address and defining a

process to support campuses in exploring innovative ideas for academic programs.

2. Adopt Criteria and a Process for Major Decisions.

For major decisions affecting public schools, the CCNS recommends specific criteria that, at identified thresholds, will set in motion a defined public process. This process will include: immediate notification and outreach; initial community meeting to assess situation; additional outreach and data gathering; additional community meetings to develop recommendations and action plans; implementation of action plans; regular briefings to the Board of Trustees; and finally, reassessment.

3. Strengthen Interlocal Collaboration.

CCNS recommendations to improve collaboration with the City of Austin and Travis County include: adopting a formal policy regarding AISD participation in community and regional planning; clarifying the focus of the Joint Subcommittee; creating formal procedures for regular staff-level coordination and communication; encouraging the City of Austin to require an Educational Impact Assessment for development applications; developing clear policies and procedures to explore and implement shared-use facilities; coordinating capital planning efforts; supporting city planning goals for affordable housing, environmental sustainability, and other community goals; and annually reviewing interlocal partnerships and development agreements.

At the direction of the Board, the administration is currently assessing the feasibility of the CCNS recommendations and preparing an action plan for consideration by the Board.

Full report can be found at http://www.austinisd.org/inside/docs/ccns_Public_Review.pdf

 **Similar Recommendations From the Two Reports**

Three recommendations on collaboration emerge from the two reports:

1. Community and regional planning;
2. Financial planning; and
3. Shared-use of facilities.

Families and Children Task Force Recommendations	AISD CCNS Recommendations
Collaborative planning among the City of Austin, AISD and other area school districts is in the best interest of all parties, and the families and children that they serve	<i>CCNS recommendations to improve collaboration with the City of Austin and Travis County include:</i> adopting a formal policy regarding AISD participation in community and regional planning
	creating formal procedures for regular staff-level coordination and communication
	encouraging the City of Austin to require an Educational Impact Assessment for development applications
Collaborative facility use should be a cornerstone principle for the school district	developing clear policies and procedures to explore and implement shared-use facilities

and City of Austin	
Financial collaborations represent a valuable opportunity for the City of Austin and the school districts	coordinating capital planning efforts
	supporting city planning goals for affordable housing, environmental sustainability, and other community goals

APPENDIX B

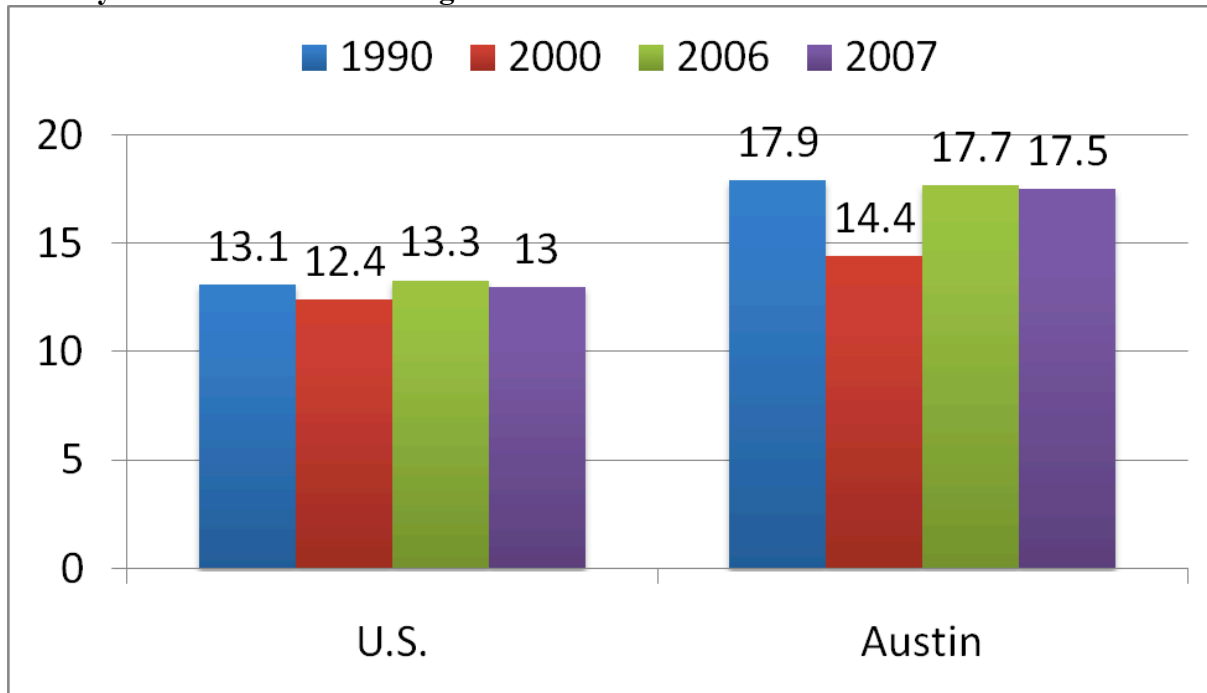
Poverty Concentration in Austin Area Schools

Presented by Jennifer Jellison Holme, Ph.D., Sarah Diem & Anjale Welton

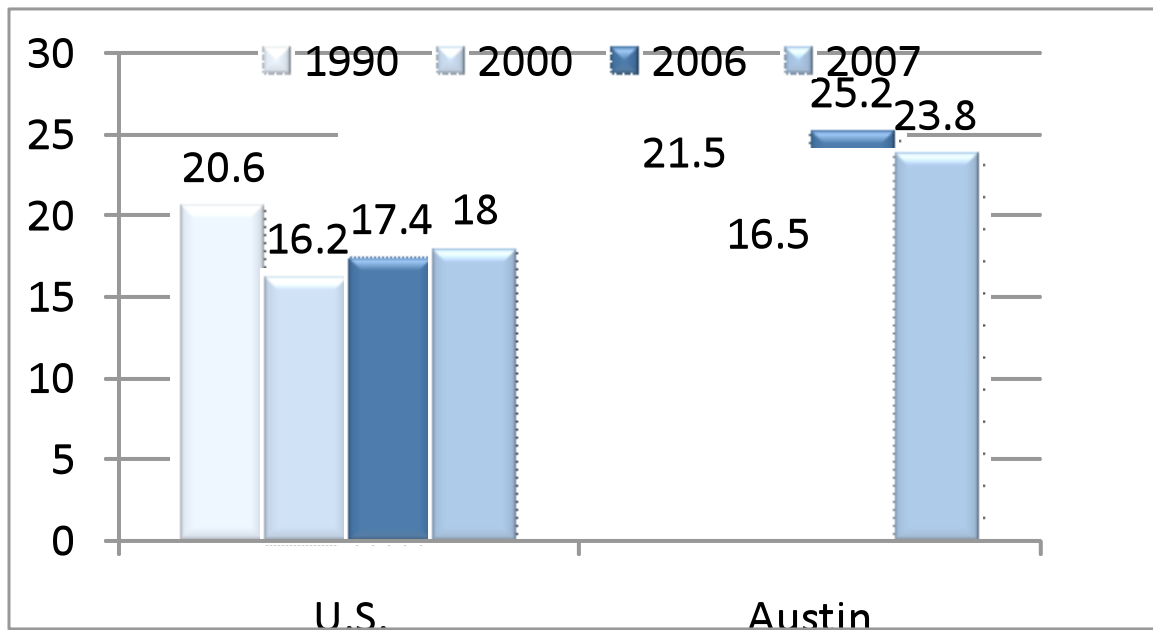
The Department of Educational Administration

The University of Texas at Austin

Poverty Trends: Contextualizing Austin



Percentage of Children Under 18 in Poverty



Poverty Rates in Austin Metro Area Districts

	2000/01	2006/07	Change
Austin ISD	48.0%	61.0%	13.0%
Pflugerville ISD	30.2%	41.5%	11.3%
Round Rock ISD	13.5%	24.8%	11.3%
Leander ISD	14.7%	19.2%	
Eanes ISD	2.5%	2.7%	
Del Valle	63.7%	77.3%	13.6%

Percentage (%) of students eligible for free or reduced price lunch or other public assistance
(Source: TEA)

Concentration of Poverty in AISD Schools

% Low Income Students	# of Schools	% of Total Schools
>90	36	40.5%
80-89	14	15.7%
60-79	10	11.2%
40-59	12	13.5%
20-39	7	7.9%
<19	10	11.2%
Total	89	100.0%

40% of AISD schools are 90% or more low-income

67% of AISD schools are 60% or more low-income

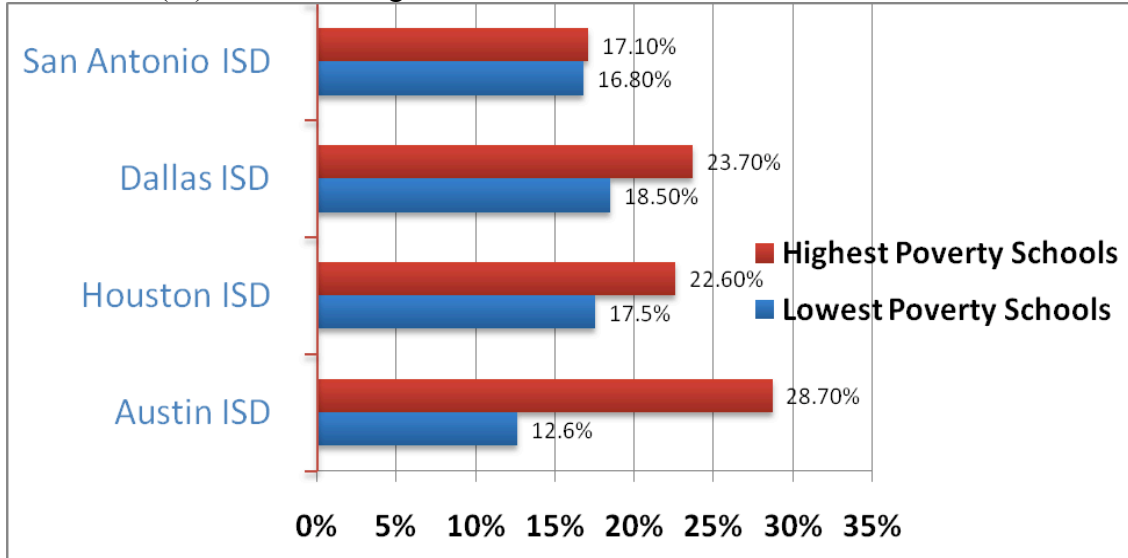
Adapted from <http://data.theirfairshare.org/district.php?district=5> 2005-06 school year

1. High poverty schools = concentrated disadvantage

- High rates of student mobility
- Higher rates of untreated health problems: asthma, vision, hearing
- Higher rates of student absenteeism
- Lower levels of academic readiness
- Fewer networks of opportunity: Fewer connections to college, careers

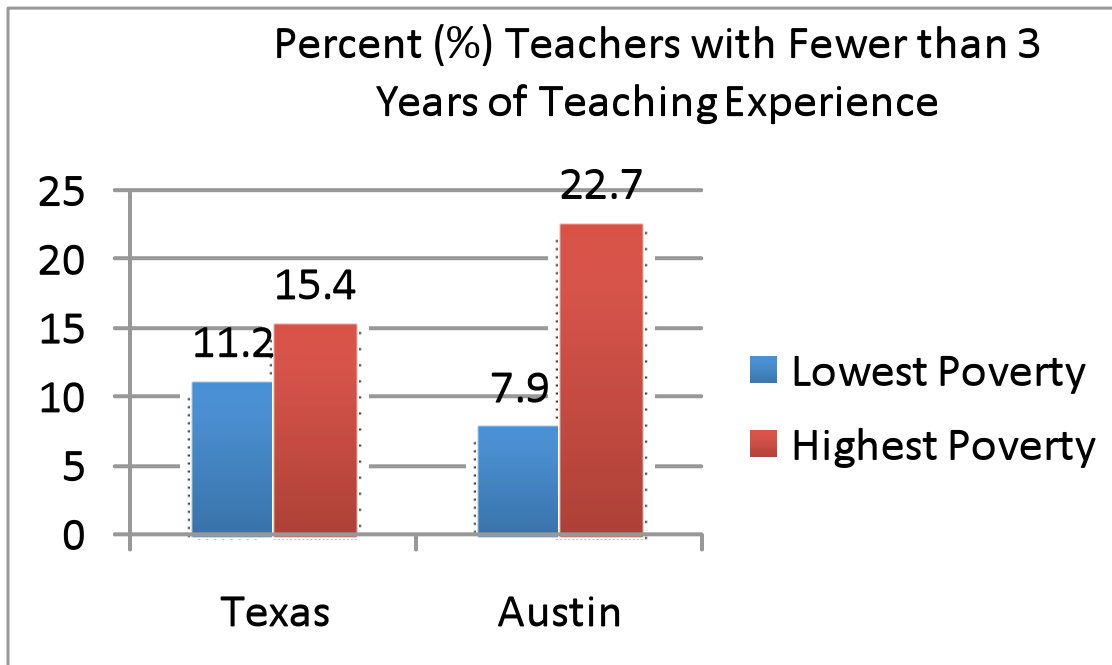
High poverty schools have difficulty retaining teachers

Percent (%) 5-Year Average Turnover Rate



High poverty schools have difficulty retaining experienced teachers

Percent (%) Teachers with Fewer than 3 Years of Teaching Experience



There are **consistent** and **systematic** relationships between concentration of poverty and student achievement

- ✓ Lower income students perform better in middle-class schools
- ✓ Effects of high-poverty schools are negative for both low-income and higher-income students
- ✓ Moving to lower poverty schools = better results

High Poverty Schools Impact Neighborhoods Around Them

- Concentration of Poverty in Schools
- Middle Class Demand for Schools and Housing
- School and Neighborhood Stability
- Housing Prices
- Tax Base for Schools and City Services

APPENDIX C

Facts about Afterschool in AISD

There are 49,980 low income students attending AISD schools. (*TEA- AEIS, 2006-07*)

Only 24% of these 49,980 students attend free afterschool enrichment programs. (*AISD Afterschool Attendance Records, 2006-07*)

Of that 24%, only half attend programs that serve students 15 hours per week. The other half attend programs where capacity and lack of funding allow for only 2 to 5 hours of programs per week. (*AISD Afterschool Attendance Records, 2006-07*)

Approximately 44,000 low-income AISD students do not attend free afterschool enrichment programs on a regular basis.

Thirty-two AISD Title I schools offer free enrichment programs that provide programming at least 15 hours per week. Fifteen of these schools will lose funding in May, 2008.

Twenty-three AISD Title I schools offer free enrichment programs that provide programming 2 to 5 hours per week.

Nineteen AISD Title I schools have no free afterschool enrichment programs.

One fully funded program serving 200 youth for 15 hours per week costs approximately \$150,000 per year.

Expected Outcomes

- Increase academic achievement
- Increase promotion and high school graduation rates
- Improve school attendance

Increase positive behavior

- Keep students safe

Afterschool Programs Work

Afterschool programs improve academic performance.

Students who attend afterschool have improved school attendance and do their homework more often and better. (*Afterschool Alliance, 2007, Travis County Afterschool Program Evaluation, 2007*).

Students who attend afterschool show higher achievement in math and reading. (*Austin Independent School District Afterschool Evaluation Report, 2007*)

Both academic and social engagement are integral parts of education, lack of student engagement is predictive of dropping out of school. (*Remberger, 2004, Institute of National Sciences, 2008*). Afterschool programs increase student engagement because they provide extra time for academic help and social interaction with peers and positive adult role models.

Afterschool programs keep children safe.

During the hours of 3 to 6:00 PM, the occurrence of juvenile crime triples. These are the hours that kids are most likely to become victims of crime. (*Fight Crime: Invest in Kids website, 2007*)

Students in afterschool programs are 35% less likely to become juvenile offenders (*Afterschool Alliance, 2007*)

Students who attend afterschool programs have better behavior during the school day (*Austin Independent School District Afterschool Evaluation Report, 2007*)

Afterschool programs help working families.

87 percent of working mothers say the hours after school are when they are most concerned about their children's safety. (*Afterschool Alert. Issue Brief No. 16*)

Quality afterschool programs provide a safe, enriching environment for kids while their parents are still at work. (*Afterschool Alert. Issue Brief No. 16*)

Lack of quality afterschool programs results in lower productivity, high turnover and absenteeism in the workforce. (*Afterschool Alert. Issue Brief No. 16*)

Afterschool programs save money.

In Travis County, the cost of providing afterschool is less than \$10 per youth per day (*Out-of-School Opportunities for Low-Income Youth in Travis County, 2007*). The cost of detaining one young person at Gardner-Betts is approximately \$150 per day. (*Travis County Juvenile Probation Department, 2007*)

The average annual cost per child for afterschool programming 5 days per week is \$850 - \$1,000. The average annual cost to house one prison inmate is \$22,650 (*US Dept of Justice, 2004*).

Afterschool programs can reduce child care costs, increase compensation/future taxable income earnings, reduce crime costs, and reduce welfare costs. It is reported that the return to taxpayers ranges from \$2.99 to \$4.03 for every dollar spent on after-school programs. Mayor's Time in Detroit estimated that the return on every dollar invested in quality schools and afterschool programs was \$12.19. (*Michigan Afterschool Initiative Report, 2003*)

APPENDIX D
2008 Summit Participants

Alice	Gayle	Jane	Guerrero
Allen	Weeks	Jennifer	Jellison Holmes
Anabel	Garza	Jerome	Garvey
Anh Thu	Cao	Jesse	Martinez
Anita	Rizley	Jim	Walker
Anjale	Welton	Joe	Silva
Anna	Land	Joey	Crumley
Antone	Holmes	Johnny	Limon
Ashton	Cumberbatch	Jonathan	Hodge
Barbara	Jackson	Joyce	McDonald
Becca Bruce	Dobberfuhl	Julian	Huerta
Bergeron	Harris	Karen	Paup
Bob	Sleet	Katherine	Brewer
Candace	Carpenter	Kathie	Tovo
Carl	Webb	Kathy	Tyler
Carol	Haywood	Kelly	Nichols
Carolyn	Crook	Kevin	Brackmeyer
Cathy	Echols	Larkin	Tackett
Chat	Thiet	Laura	Garcia
Chris	Riley	Laura	Morrison
Christine	Buendel	Linda	Johnston
Danette	Chimenti	Linh	Tang
Darryl	Forney	Liz	Mueller
Dave	Sullivan	Loretta	Edelen
Erica	Gallardo-Taft	Lorie	Barzano
Eva	Schone	Lou	O'Hanlon
Francie	Ferguson	Lynn	Marshall
Frank	Fernandez	Madge	Vasquez
Gabi	Garcia	Maegan	Greenwood
Ginny	Sanders	Mandy	DeMayo
Glenn	Molly	Margaux	Morisseau
Glynis	Laing	Mark	Williams
Greg	Guernsey	Marti	Bier
Heather	Way	Melvin	Johnston
Ivan	Naranjo	Michael	Willard
Jacob	Browning	Nathern	Okilwa
James	Slack	Patrick	Herndon
James	Price	Paul	Turner

Perla	Cavazos
Phuoc	Pham
Reina	Holmes
Rick	Lowe
Robert	Lovings
Rory	O'Malley
Roxanne	Pierce
Ruth	Marie
Sally	Gaskin
Sarah	Andre
Sarah	Diem
Scooter	Cheatham
Scott	Daigle
Shawn	Washington
Shirlene	Justice
Steve	Barney
Steve	Di Avila
Stuart	Hersch
Sue	Carpenter
Suki	Steinhauser
Susan	San Martin
Suzanne	Mabie
Thay	Thuan
Thom	Parker
Thuan	Tang
Thuy	Phan
Thuy	Nguyen
Tim	Mahoney
Vanessa	Sarria
Vinh	Nguyen
Walter	Morreau
Woody	Widrow

Total Participants--108