

Successful Students Impact Council

Results, Indicators and Strategies

Result 1. All young people are actively engaged in their communities and prepared for the 21st Century workforce

1.1 Indicator: #/% of young people¹ at or above proficiency² for 3rd grade reading

Strategy

- a. Increase the number of diverse and [evidence-based](#)³ reading programs for children and adults⁴

Priority Standards of Provision of Services 1.1.a: Services should provide quality programming that supports on grade level reading by the end of the 3rd grade. Services should include [social and emotional learning](#)⁵ (SEL) components tied to the indicator and submit data that demonstrate interventions and student-centered baseline recruitment criteria for students most in need.

Service Area for Strategy 1.1.a: Bexar County; applicants will need to demonstrate where students are most in need.⁶

1.2 Indicator: #/% of young people at or above proficiency for 8th grade math

Strategy

- a. Increase the number of engaging, culturally appropriate⁷, innovative and relevant math activities for youth in grades 5 through 8.

Priority Standards of Provision of Services 1.2.a: Services should take an innovative approach to providing additional supports to increase math proficiencies by the end of 8th grade. Priority will be given to applicants who include [social and emotional learning](#) (SEL) components tied to this indicator and identify/outreach to students with special needs.

Service Area for Strategy 1.2.a: Bexar County; applicants will need to demonstrate where students are most in need.

1.3 Indicator: #/% of disconnected youth⁸ ages 16 to 24

Strategies

- a. Create and increase the number of, participation in and access to high quality reengagement⁹ programs for disconnected youth.

Priority Standards of Provision of Services 1.3.a: The intervention strategies must be designed to reduce the number of [disconnected youth](#) in the age group 16 to 24. Services will need to demonstrate attention to the needs of special sub-populations in the population of disconnected youth, including economically disadvantaged youth, those with disabilities and/or homeless youth.

Service Area for Strategy 1.3.a: Bexar County; applicants identify vulnerable populations. United Way will provide areas identified as high need.

Strategies (cont.)

- b. Identify, reach¹⁰ and connect vulnerable youth¹¹ to appropriate and relevant support services.

Priority Standards of Provision of Services 1.3.b: The prevention strategies must be designed to reduce the number of disconnected youth for all young people identified as vulnerable. Services will need to demonstrate attention to the needs of special sub-populations in the population of disconnected youth, including economically disadvantaged youth, those with disabilities and/or homeless youth.

Service Area for Strategy 1.3.b: Bexar County; applicants identify vulnerable populations. United Way will provide areas identified as high need.

Result 2. All young people have resource-rich environments with prepared and engaged adults to support them in reaching their full potential

2.1 Indicator: #/% of young people who are chronically absent¹²

Strategies

- a. Create an innovative “transition camp”¹³ for youth entering middle school and high school and their guardians to decrease future absenteeism and transition to the norms of a new school environment.

Priority Standard of Provision of Services 2.1.a: Camps should give special attention to students who are [chronically absent](#) or in danger of becoming chronically absent with follow up assessments throughout school year. Camps must include parents and/or guardians¹⁴. Camps should occur during the school year and summer prior to transition.

Service Area for 2.1.a: Target high school feeder patterns with highest absentee rates.

- b. Increase student and guardian ability to overcome obstacles to school attendance (e.g. asthma, mental illness, housing instability, lack of transportation)

Priority Standard of Provision of Services 2.1.b: Services should identify students with attendance problems, assess the cause of attendance issues and discuss with families. Should also educate guardians on the importance of attendance as it relates to learning milestones and state and local laws.

Service Area for 2.1.b: Target high school feeder patterns with highest absentee rates.

2.2 Indicator: #/% of students with disciplinary/behavioral referrals

Strategies

- a. Increase number of [evidence-based](#) programs that:
 - i. Identify students with behavioral issues
 - ii. Assess needs for behavioral support
 - iii. Address needs based on assessment (e.g. out-of-school time programs, mental health support, etc.)

Priority Standards of Provision of Services 2.2.a: The strategy is designed to identify, assess and address underlying causes of disciplinary and behavioral issues with students to prevent or decrease future incidents. The key to this strategy is to identify students who are the verge of not succeeding, advocate on their behalf to ensure they are properly directed to success through methods such as mentoring, tutoring, life skills training, peer mediation, teen court, and drug/alcohol counseling. Services should determine the cause of disciplinary reasons and offer the best solution e.g. [social and emotional learning](#) (SEL) frameworks and [Trust-Based Relational Interventions](#) (TRBI).

Service Area for 2.2.a: Target high school feeder patterns.

Strategies (cont.)

- b. Develop advocacy programs for students referred for disciplinary/behavior reasons and secure services for families.

Priority Standards of Provision of Services 2.2.b: This is a systems strategy. Services will address the problem of discipline procedures that may be causing inequity and creating a population of students who are at risk of becoming disconnected. A successful proposal will outline the equity work needed to shed light on this disparity among our San Antonio youth by assisting families in adjusting the way school district policies and youth systems work toward a discipline rate that doesn't reflect disparity.

Service Area for 2.2.b: Target high school feeder patterns.

Definitions of Terms

¹ Young people are adolescents and youth. As defined for the Successful Students Impact Council, individuals between the ages of 0 to 24. However, the primary target age for this Impact Council is between 9 to 24.

² At or above proficiency is to meet or exceed expectations for the State of Texas standardized testing.

³ Evidence-based is a proven and informed delivery of treatments and services. Expansion of services that create a new target population are not considered evidence-based.

⁴ An adult is any individual over the age of 18 who serves as a parent/guardian or mentor to young people.

⁵ Social and emotional learning is the process through which young people effectively apply knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

⁶ “As defined by applicant or applicants demonstrates need” allows for the applicant to determine parameters of performance measure based on the program.

⁷ For a program to be considered culturally appropriate it incorporates acceptable expressions and standards of behavior and thoughts. Representatives of targeted populations are involved in planning and developing.

⁸ Disconnected youth are teenagers or young adults between ages of 16 and 24 who are neither working nor in school. Also referred to as disengaged or opportunity youth.

⁹ Reengagement programs are services that engage disconnected youth in either education and/or workforce on a permanent basis.

¹⁰ Reach is outreach efforts to identify, assess and enroll young people.

¹¹ Vulnerable youth are young people at risk of becoming disconnected from school or work, chronically absent or have disciplinary/behavioral issues.

¹² To be considered chronically absent a student has missed 10% or more school days due to absence for any reason – excused, unexcused absences and suspensions.

¹³ A “transition camp” is a program designed to acclimate students to the rigor of either the middle school or high school environment. Transitions happen from 5th to 6th and 8th to 9th.

¹⁴ A prepared and engaged adult is equipped with the necessary tools to aid in a young person’s future success and is fully vested in achieving that success.