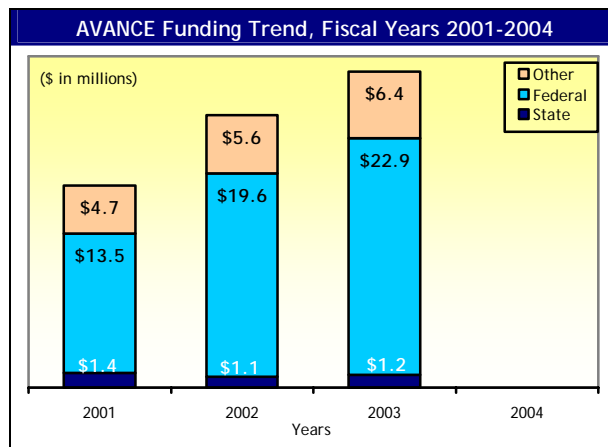


Summary by the Texas State Auditor's Office on:

# AVANCE

Private nonprofit organization (chartered in 1973) funded in part by state appropriations, GAA, Page III-19, Rider 43 (78th Legislature)

Funding Sources, Fiscal Year 2003 <sup>a</sup>		
Federal	State Appropriations <sup>b</sup>	Other
\$22,867,082	\$1,249,593	\$6,373,489
Funding Method	NA	
No. of Grants	NA	
Range	NA	
Eligible Entities	NA	



Flow of TEA-Managed AVANCE Funds, Fiscal Years 2001-2004 <sup>c</sup>						
Year	Appropriated	Budgeted	Awarded	Expended	Deobligated	Lapsed
2001	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000	\$ 0	\$ 0
2002	Discretionary (Rider 53)	\$ 850,000	\$ 850,000	\$ 850,000	\$ 0	\$ 0
2003	Discretionary (Rider 53)	\$ 850,000	\$ 850,000	\$ 849,911	\$ 0	\$ 89
2004	Discretionary (Riders 66 & 43)	\$ 850,000	\$ 850,000	\$ 630,755	NYA	NYA
		\$3,300,000	\$3,300,000	\$3,080,666	NYA	NYA

UA -Unavailable NA - Category does not apply NYA- Not yet available (as of report date)

LEAs, Other Entities, Students, and Parents Served			
Districts	Families	Adults	Children
11	2,016	2,010	2,287
11	2,328	2,473	2,431
11	2,076	2,342	2,896
11 <sup>d</sup>	1,778 <sup>d</sup>	1,952 <sup>d</sup>	2,184 <sup>d</sup>
44	8,198	8,777	9,798

- <sup>a</sup> Audited amounts for fiscal year 2004 will not be available until October 2004. AVANCE programs are funded by federal, state, county, and city governments; United Way; major foundations; corporations; individuals; fundraising events; and in-kind support.
- <sup>b</sup> TEA is the major source of state funding for AVANCE, but a number of other state agencies also provide funding: Texas Department of Family and Protective Services, Texas Governor's Office, Texas Department of Human Services, and Texas Department of Housing and Community Affairs. The list of state agencies is a partial list.
- <sup>c</sup> Riders 53 and 66 in the 2001 and 2003 General Appropriations Acts gave discretion to the Commissioner of Education to fund programs to "increase parental involvement and improve academic achievement," and to "enrich or extend student learning experiences outside the regular school day . . . with emphasis to schools with high concentrations of economically disadvantaged students," respectively.
- <sup>d</sup> Data is for the 1st and 2nd quarters of the 2003-2004 school year.

## Targeted Students and Grade Levels

AVANCE serves parents who have children under the age of three years old. In June and July, staff members conduct door-to-door campaigns in the service neighborhoods to recruit families. To maintain the commitment to community-based services, the recruitment target area is usually no more than three miles from the service center, but families from outside this area are never denied services. All service centers are in minority, low-income communities, and they typically serve minority, low-income, and at-risk parents and their children.

The information in these program summaries has been compiled from multiple sources of varying reliability and is unaudited. Sources include the Texas Education Agency, the U.S. Department of Education, the Texas Department of Family and Protective Services, universities, colleges, and other nonprofit organizations.

## Program Components

Program Component	Required/ Recommended/ Allowed
Counseling/Case Management	✓
Diagnostics-Based Intervention	
Academic Intervention	
Small Group Instruction/ Limited Class Size	✓
School-Day or Out-of-School Activity	NA <sup>e</sup>
Computer Assisted Instruction	✓
Literacy/ESL/Bilingual Instruction	✓
College Preparation	✓

Program Component	Required/ Recommended/ Allowed
Career Preparation	✓
Mentoring	
Professional Development	
Parental Involvement/Education	✓
Community Involvement/Services/ Enrichment	✓
Pregnancy and Parenting Services	✓
Children's Day Care	✓
Safe Environment	

<sup>e</sup> AVANCE activities take place during the day. Parents and their children are not enrolled in school.

### Comments

AVANCE's core service is a nine-month series of weekly classes for parents, including bilingual classes; prenatal and infant needs; parenting, nutrition and the young child; childhood cognitive and language development; children's emotional and social needs; child behavior and illnesses; and self-awareness and goal setting. AVANCE also provides transportation, childcare, and nutritious meals so parents can participate. Staff contact parents on a daily basis and conduct home visits to each family every month to observe the family, provide guidance on child-parent interactions, and help the family obtain needed social services. Additional program components during the year include toy-making classes, information about community resources, adult literacy classes leading to the GED, and field trips to the library and recreation spots.

### Evaluation\*

Ninety-nine AVANCE graduates who participated in a February 2002 "Survey of Economic and Education Improvements" conducted by St. Mary's University in San Antonio reported the following changes compared with their status when they began the AVANCE program: (1) The percentage of individuals enrolled in school, high school graduation rates, employment rates, percentage of individuals working full-time, percentage of individuals attending institutes of higher education (technical school, college, and professional school) had all increased. (2) Most students who enrolled in higher education received assistance from AVANCE (guidance, application preparation, financial aid). (3) Participants reported relying on fewer public benefits than before, with most receiving only one type of benefit. (4) Participants reported that their English proficiency level, their household income, and their quality of life had increased.

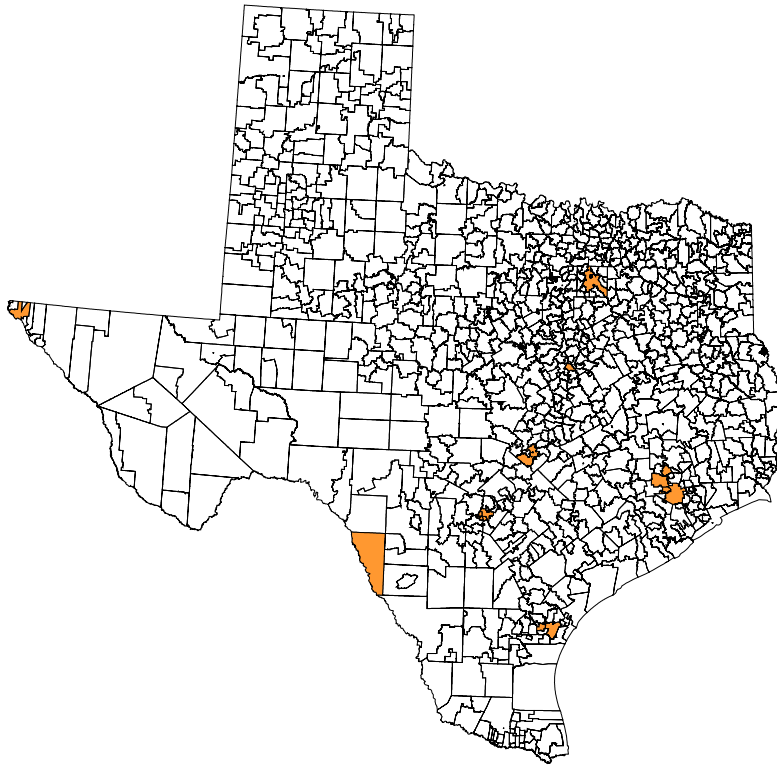
An academic follow-up study in school year 2001-02 of 94 children in Dallas AVANCE programs between 1996 and 2002 revealed that on average AVANCE students pre-kindergarten through fourth grade had high attendance rates in Dallas ISD compared to the schools statewide average, matching and exceeding the statewide average attendance of 95.6%. A review of classroom grades and standardized tests showed that the majority of AVANCE students were reaching and maintaining minimum required levels of performance or higher, with an average grade of B to B+ in their core courses. In the December 2000 *Focus* the Charles Stewart Mott Foundation reported that AVANCE babies "start school ready to learn, are more likely than their peers to be placed in gifted and talented programs, and are more likely than their Hispanic peers to graduate from high school and advance to college." A 1996 Ford Foundation report, *Looking out for Families: Local Groups Lead the Way*, noted that it was the transfer of skills from parents to child that made community-based family support programs like AVANCE distinct from traditional programs.

\* In most cases it is not possible to isolate the effects of funding for a single program on students' performance because districts applying for state funding for at-risk students are required to combine local, state, and federal resources to maximize services to at-risk students. For the same reason, a single program's cost does not provide a meaningful basis for determining the cost per student of a desired or achieved outcome.

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# AVANCE

Statewide Distribution School Years 2000-01 through 2003-04



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