



Office of Council Member Kathie Tovo

301 W. Second St, Austin, TX 78701 | (512) 978-2109 | austintexas.gov/district9

Budget Direction

CM Tovo Budget Rider #1 - Tenant Relocation Ordinance Nexus Study

Co-sponsors: MPT Alter, CM Fuentes, CM Renteria, CM Vela

Background: Funding for the tenant relocation nexus study in the amount of \$165,000 was included in the FY 2019-20 Amended Budget for the Housing and Planning Department. In the FY 2020-21 Council Budget Q&A, staff confirmed that the study would be used to calculate a potential tenant relocation developer fee when a tenant is displaced per the definition in the ordinance. At that time, staff estimated it would take approximately 11 months to complete the study and the ordinance change: 5 months to solicit a consultant to complete the study, 4 months for completion of the nexus study, and 2 months to complete the ordinance change process.

Then, in the FY 2021-22 Council Budget Q&A, staff stated that they did not have near-term plans to initiate the previously contemplated nexus study nor did they have a timeline to bring forward an ordinance that would add the developer fee in the City's fee schedule. Funding of \$165,000 remained in the department's operating budget and still remains in the proposed FY 2022-23 budget for this purpose.

As the displacement of Austin residents continues to rise, completing this nexus study to inform the calculation of the developer fund fees is critical.

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF AUSTIN:

The City Manager is directed to complete the tenant relocation nexus study to calculate a potential tenant relocation developer fee when a tenant is displaced per the definition of the ordinance and to bring forward this information no later than April 1, 2023.



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CM Tovo Budget Rider #2 - Workforce Program for Students & Adults with Intellectual or Developmental Disabilities (IDD)

Co-sponsors: CM Fuentes, MPT Alter, CM Vela

Background: This budget direction has no projected revenue impacts and is supported by staff. This direction is intended to memorialize the shared intent for this pilot program.

The pilot is based on a successful program in Wylie, Texas. The City of Wylie partnered with Texas Workforce Solutions and the Wylie Independent School District to participate in a transition-focused vocational preparation program for students with intellectual or developmental disabilities (IDD). The Council District 9 office conferred with the City of Wylie to learn more about their program, application process, and outcomes. The City of Wylie's Public Works Department and Animal Control Department provide paid internships and employment opportunities for post-secondary special needs students with the goal of assisting individuals in advancing their skills and experience in identified areas of interest. During the terms of employment, individuals are accompanied by job coaches who assist individuals with their transition into the workplace. Paid work experience in areas of interest provides individuals with special needs a tremendous advantage in the workforce, along with tangible benefits that are experienced by the employer.

Austin ISD's Supported Employment Special Education Department helps transition students with intellectual or developmental disabilities (IDD) from school into the workforce. The Council District 9 office met with Austin ISD to learn more about the program and its outcomes. Austin ISD currently collaborates with the following local employers: HEB, Randall's, Taco Cabana, P. Terry's, the Texas State Capitol, various local law firms, LuluLemon, local hotels, St. David's hospital, YMCA, and the UT Jester Hall dorm café. The Council District 9 office also met with HEB, who encouraged the City's participation in this program.

AISD has indicated that once the City launches this program and offers positions to students, they will provide technical assistance and supervision at no cost to the City. AISD staff offer observations at the place of employment and consults on how positions can be created to be mutually advantageous to the employer and individual. These services also include sensitivity training for other employees prior to and during an individual's employment. Individuals can work traditional part-time and full-time jobs. Austin ISD's case loads are typically 100-150 students, and they find jobs for these students based on strengths, skills, transportation, and interest. Austin ISD also provides bus training so the students can become as independent as possible. The program serves students with the age range of 18 - 22; however, were the City to implement this program, we could also expand the program to individuals above the age of 22, which would require a case manager from another source.

After a conversation with the Human Resources Department (HRD), it was determined that a pilot program with four participating City of Austin departments could implement this workforce program with no revenue impacts. While Municipal Civil Service rules do not allow the City to grant preference for the hiring of full-time employees, the City could begin by hiring participants into the program as temporary employees, and these employees could then compete for permanent City of Austin positions with their City experience listed on their applications. The pilot departments identified by HRD could absorb the cost of hiring temporary employees in their budget. HRD is also contemplating a job fair where students



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and adults with IDD can come learn about positions within the various departments so that they can identify which positions most interest them.

Studies show that there are cascading benefits to employing individuals with intellectual and developmental disabilities to both the individuals, the employers, and the workforce as a whole. The City of Austin has a great opportunity to experience these benefits and to demonstrate to other public sector employers the value of this type of workforce program to our community.

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF AUSTIN:

The City Manager is directed to provide the support needed to implement this program as soon as possible during the 2022-23 school year. The Manager shall report to Council no later than November 1, 2023.



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CM Tovo Budget Rider #3 - Sobering Center Local Government Corporation Interlocal Agreement

Co-sponsors: MPT Alter, CM Fuentes, CM Vela

Background: See CM Tovo Amendment #7.

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF AUSTIN:

The City Manager shall work collaboratively with the Sobering Center to incorporate into future budgets the updated 5-year projections the Sobering Center is currently preparing and to bring forward any necessary amendments to the Interlocal Agreement among parties.



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CM Tovo Budget Rider #4 - Austin ISD Partnerships

Co-sponsors: Mayor Pro Tem Alter, CM Fuentes, CM Renteria

Background: The City of Austin currently supports the following Austin ISD programs:

- Parent Support Specialists
- Prime Time After School Enrichment
- Victory Tutorial

These programs are vital to our community's children.

Prime Time: For example, during the 2021-2022 school year, the Prime Time Afterschool program served 3,634 students. Of the students served, 84% were between the age of 5 and 11 years old. According to the District demographics listed in eCST, 73% of Prime Time students are Hispanic and 27% are non-Hispanic. A total of 27 schools received services from Prime Time including 23 elementary schools, 2 middle schools and 2 high schools. Prime Time specializes in offering enrichment classes to students at schools designated as Title I. Consequently, this enables the program to meet the needs of families who typically cannot afford afterschool enrichment for their children. Enrichment programming is defined as education and activities other than academic, classroom-based learning. For example: ballet, gardening, robotics, 3D animation, computer programming, archery, bicycle safety, and filmmaking.

The 27 schools participating in Prime Time Schools are designated Title I. Afterschool classes and summer programs are free to Prime Time attendees. The Prime Time program also ensures each student receives a free meal during afterschool hours. Over the past 5 years, Prime Time has largely served students of color. On average 74% of the students served are Latino, 8% are Black, 2% Asian, 3% Multiracial, and 13% White.

In the fall semester 74% of students served by Prime Time were economically disadvantaged. Over 45% of the students are identified as having limited English proficiency, and 16% of students qualify for Special Education services.

Last school year was the inaugural year of the Prime Time Book Club. Prime Time distributed 39,552 books in English and Spanish to students attending 24 Austin ISD elementary schools. This effort was achieved through a partnership with Bookspring, a local organization focusing on improving literacy skills in economically disadvantaged homes by increasing the number of books in home libraries and promoting at-home learning activities.

With the assistance of the Austin City Council, Prime Time received an additional \$60,000 from Austin Public Health to expand summer programming during the month of June. This funding enabled Prime Time to serve 242 students at Blazier, Campbell, Guerrero Thompson, and Zavala Elementary School. This summer Prime Time participated in a pilot partnership with Travis County to place high school interns at our summer program locations.

The Travis County Work-Based Learning Summer Youth Employment Program is a job readiness program that works to provide social capital to young people from underserved backgrounds. During the month of June Travis County and Prime Time leaders worked together to provide opportunities for growth, mentoring, and support of students developing employable skills and career readiness.



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Research shows that high-quality afterschool programs improve students' educational outcomes, school attendance, and social and emotional learning (NCSL, 2022). AISD is pleased to share that Prime Time participants are demonstrating statistically significant outcomes. Analysis of student data revealed that Prime Time students show greater attendance when compared to students at the same school not enrolled in Prime Time.

Victory Tutorial: For Victory Tutorial, all participating students are from Title I schools. Exceptions are made for students from non-Title I schools if they are identified as economically disadvantaged. All of the schools served where Victory Tutorial held tutorials in SY 21-22 are Community Eligibility Provision (CEP) schools. Students enrolled at schools participating in the CEP program automatically receive free meals without any application or documentation.

The list of schools that Victory Tutorial students were enrolled in, as well as the libraries at which these students were served are below:

School Year	AISD Schools served	Library Branches/Sites where Students received Victory tutoring
2018-2019	Allison, Blackshear, Bowie, Campbell, Kealing, Lee, Martin, Kocurek, Lee, Martin, Metz, Oak Springs, Paredes, Ridgetop, Sanchez	Carver (District 1) University Hills (District 1) Southeast (District 2) Cepeda (District 3) Ruiz (District 3) Little Walnut Creek (District 4) Twin Oaks (District 9)
2019-2020	Allison, Barbara Jordan, Blackshear, Bowie (Eco Dis Students), Campbell, Cunningham, Covington, Kealing, Kocurek, Lee, Maplewood, Martin, Menchaca, Metz, Oak Springs, Paredes, Ridgetop, Sanchez	Carver (District 1) University Hills (District 1) Southeast (District 2) Cepeda (District 3) Ruiz (District 3) Little Walnut Creek (District 4)



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		Twin Oaks (District 9) Virtual (During COVID)
2020-2021	Pickle, Widen, Oak Springs, Webb	Learning Pods were provided at Willie Mae Kirk and St. John's libraries for students with no supervision at home. Students attended in-person and participated in their classes virtually. Volunteer tutors met with students virtually to assist them with their online assignments.
2021-2022	Widen, Oak Springs, Langford, Martin	Hybrid at Widen, Oak Springs, Langford

2021-22 Schools	% of Students Identified as Economically Disadvantaged in 2021-2022
Widen Elementary	90.3%
Oak Springs Elementary	97.1%
Langford Elementary	95.5%
Martin Middle School	94.4%

In the years 2017-2021, the funding from the City of Austin allowed the coordination of 500+ Victory Tutorial volunteers, who volunteered an average of one hour a week. Volunteers have been recruited from the City of Austin, UT ACC, St. Edwards, and service organizations throughout the Austin Area. When AISD offered virtual tutoring during the pandemic, they were able to leverage tutors from all over the country, including tutors from Harvard, Columbia, and MIT. Aggregate Reports with student performance data and detailed demographic information for 2017-2021 can be found [here](#).

In terms of the programs, success please see below the number of students who were served by the program and the number of students who were promoted to next grade level at the conclusion of the school year.



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Year	Students served	# of Victory Tutorial Students Promoted to next Grade Level	Percent of Victory Tutorial Students Promoted to next Grade Level
2018-2019	257	246	95%
2019-2020	245	212	87%
2020-2021	198	189	95%
2021-2022	75	N/A	N/A

Parent Support Specialists: Austin ISD Parent Support Specialists are charged to identify, develop, and engage parents in their child's education by:

- Providing Parent and Family Support
Organize and conduct parent training sessions to help parents navigate school systems and the District; organize meetings for parents to disseminate information and to gather input from them; and provide resources and referrals for academic, social service and other support.
- Conduct Communications and Outreach
Connect schools to parents via multicultural outreach efforts.
- Create Parent Leadership Opportunities/PTA
Identify, develop and engage parents in their child's school(s) community and connect them to leadership role opportunities at the school and within the District such as: Parents & Family as Co-teachers, Parents & Family as Co-trainers, Parents & Family as Resources, Parents & Family as Decision Makers.

Parent Support Specialists are placed in Title I schools, meaning they work at schools with student populations from families determined to be of low-income or who are considered to be economically disadvantaged. Parent Support Specialists play an integral role in the Community Schools model. Between January 1, 2022 and June 1, 2022, there were 5,632 unique students' families served by Parent Support Specialists. There were 5,090 students served by Parent Support Specialist that are determined to be within the 101% to 150% Federal Poverty Income Limits (FPIL).

Parent Support Specialists provide support to families in the following schools:

Elementary Schools:

Allison, Andrews, Barrington, Blazier, T.A. Brown, Campbell, Cook, Dawson, Galindo, Govalle, Graham, Guerrero-Thompson, Harris, Hart, Houston, Jordan, Kocurek, Langford, Linder, McBee, Norman & Sims, Oak Springs, Odom, Ortega, Overton, Padrón, Palm, Pecan Springs, Perez, Pickle, Pillow, Pleasant Hill, Reilly, Rodriguez, Sanchez, St. Elmo, Travis Heights, Uphaus, Walnut Creek, Widén, Williams, Winn, Wooldridge, Wooten, Zavala



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Middle Schools:

Bedicheck, Bertha Sadler Means YWLA, Burnet, Covington, Dobie, Gus Garcia YMLA, Kealing, Lively, Martin, Mendez, Murchinson, Paredes, Webb

High Schools:

Alternative Learning Center, Ann Richards YWLA, Akins ECHS, Crockett ECHS, Eastside ECHS, International LBJ, Navarro ECHS, Northeast ECHS, Travis ECHS

BE IT RESOLVED THE CITY COUNCIL OF THE CITY OF AUSTIN:

Upon conclusion of the 5-year contract, the City Manager is directed to include funding for these programs in the City of Austin's base budget.



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CM Tovo Budget Rider #5 – APD Residency Incentive Study

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF AUSTIN:

The City Manager is directed to conduct a longitudinal study to assess the effectiveness of a residency incentive program for the hiring of officers. This study should include identifying officers who live within the City of Austin and following them for a period of time to determine the impact of their choice of residence on their work. Additionally, this research should convene conversations with officers who reside both within and outside of the city limits to discuss reasons for their choice and explore personal and professional experiences based on the location of residence. This study should also include conversations with residents and business owners, with emphasis on the Black and Latinx community, to gain a sense of how residents view the importance of officers residing within local neighborhoods.

The conclusion of this study should determine the effectiveness of an officer residency incentive program on 1) increasing the recruitment of local police officers and 2) building stronger, more trusting relationships among officers and the public. The overall scope of the study should be informed by the Office of Police Oversight and include input from other relevant City departments.