

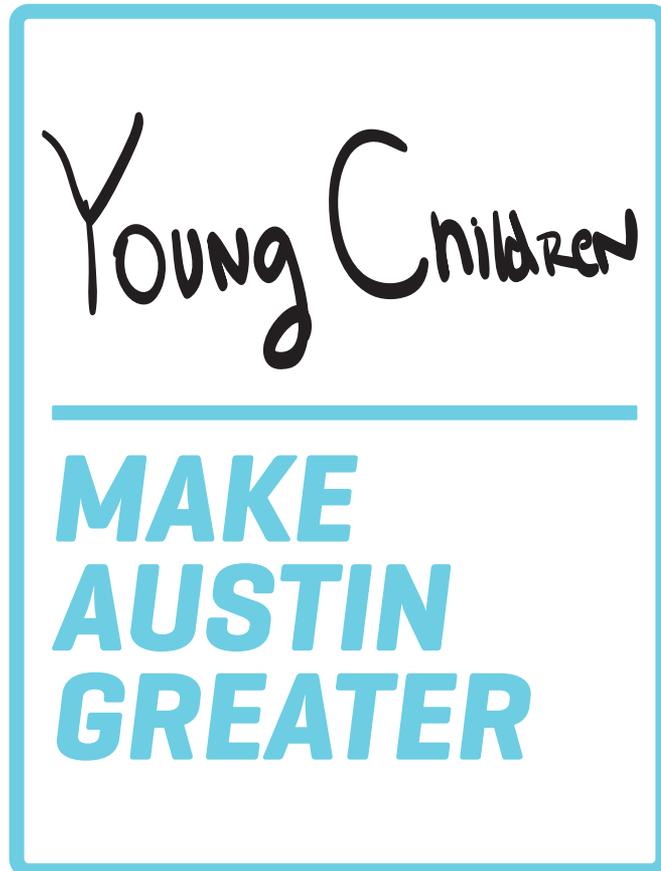


*SUCCESS
BY 6*

2012-2015

SCHOOL READINESS ACTION PLAN

One-Year Update



United Way for Greater Austin

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Early childhood advocates and practitioners know viscerally the lasting power and importance of providing our youngest community members the best possible nutrition, care, and learning opportunities. There are many cases of kids, thanks to their work, that have entered school ready to take on the world, yet far too many other examples of missed opportunities and unfulfilled expectations. Given the truly high stakes, it's no wonder that conversations among early childhood advocates can easily devolve into heated battles about best practices. The School Readiness Action Plan has, better than any other large-scale collaborative that I have seen, shepherded EC leaders towards concrete steps that will strategically deliver, evaluate, and refine high-quality services and resources to our most vulnerable community members. The members of the SRAP Committee believe strongly in their principles, yet they believe even more fervently in the basic rights of young children, and I'm happy to say that "Action" is the operative word in the title.

**Benjamin Kramer, Ph.D.,
Director of Educational Services, KLRU**

INTRODUCTION

Residents of Austin/Travis County enjoy one of the nation’s most robust economies and creative cultures. Our ability to continue to thrive into the future, however, rests on our community’s children -- and a wide array of recent data show that many of our children are struggling. Last year, a strong coalition of parents, early childhood advocates, service providers, experts, and business leaders proudly published “The School Readiness Action Plan for Austin/Travis County” (SRAP). This ambitious, three-year plan lays out a clear framework for improving our system of support for families with young children:

Ready Families
+ Ready Early Education Services
+ Ready Health and Mental Health Services
+ Ready Communities
= Children Ready for School Success

It is our hope that this plan will inspire and guide the community to participate in a movement that will allow Travis County to be the best place for families to prosper for decades to come.

At this 1-year milestone, we have accomplished much and are poised to move the plan forward significantly in the next two years. From spring 2012 to 2013, leaders and participants in the plan prioritized activities that would provide a strong foundation from which to catalyze the change process in the next two years. For example, we sought out connections with other important community systems, most particularly the primary health delivery system. By leveraging the expertise of our outstanding health provider network, we will be able to reach more families with critical information about child development and school readiness. This year, we worked with health experts including Children’s Optimal Health and Central Health planners, to identify and approve core preventive health

Our Vision

Public and private sectors in Austin/Travis County will work together to ensure that school readiness becomes and remains a top priority. By the time children enter kindergarten, they will have the cognitive, physical, social, emotional and language skills needed to thrive in the educational setting.

messages which will be integrated into the work of our early childhood education providers.

Because we know that school readiness requires the support of both public and private entities, E3 Alliance and United Way for Greater Austin are facilitating a newly formed Central Texas Business Alliance for Early Childhood. The Alliance, chaired by Martha Smiley of Enoch Keever PLLC and Catherine Morse of Samsung Austin Semiconductor, is made up of key business leaders from our community who have agreed to use their business expertise and social capital to create a more robust early childhood system in our community. Charter members of this growing group are now well-oriented to the community needs and best practice literature, and are currently selecting issues that they can impact significantly.

Another foundational activity of our first year of formal collective impact work was to create and act upon a Public Policy agenda that focused on the local level. Members of the City of Austin Early Childhood Council provided leadership and energy to this keystone strategy. Dozens of mobilized advocates, including business leaders, participated in conversations with City and County Health and Human Services staff members, City Council members, and County Commissioners over a period of several months. What did we learn? A focused voice for children and

families is heard, loud and clear. New funding from the City of Austin was approved, impacting hundreds of vulnerable children and their families. At the 2013 Youth Summit, convened by the City of Austin, a need for more early childhood services emerged as one of the top identified issues.

Finally, some of our most important activities this year were procedural – formalizing the communication and group approval processes, for instance, so that our collective work is transparent and accessible to all interested parties. We created new work committees when gaps were discovered. Cathy Doggett from Region XIII, for example, convened a committee of school district early childhood leaders to create common quality measurements. Alison Bentley from United Way for Greater Austin pulled together a committee of early mental health experts and advocates to take on some of the challenges that were uncovered in last year’s community needs assessment. Brook Son and Tara Carmean from the Travis County Planning Department lead an active Data Committee so that ongoing work is guided by the latest and best information available.

In the following pages, more examples of bright spots are highlighted. We are inspired by the efforts of our growing coalition. If you are not currently engaged, we welcome your participation in the School Readiness Action Plan. Together, we can create a community that is rich in possibility and poised for future success.

Sue Carpenter

Sr. Director, Success By 6

United Way for Greater Austin

Over the past few years, Early Childhood stakeholders in Austin have come together to compile a comprehensive plan that illustrates the vision our community has for Early Childhood Development, The Austin/Travis County School Readiness Action Plan. The fact that we now have a plan that plainly lays out our vision, gives policymakers a clear view of what is needed for Austin and shows them that it is well thought out and has buy-in from the whole community. This comprehensive approach has solidified the momentum in the community and has given it the focus it needs to fully implement the best way forward. It also illustrates that we understand the importance of investing in the earliest years of life, saving multiple times that amount in future returns on that initial investment. Through the efforts of United Way Success By 6, our community has a cohesive plan for the future.

Kyle Holder, Chair, City of Austin Early Childhood Council

The School Readiness Action Plan has become the community’s road map to improving school readiness in Travis County. The document helps to codify the fantastic work of the many organizations that are working to improve the lives of children and families in the Austin / Travis County area. At the same time, it gives the City, County and foundations the information they need to invest in early childhood, and know the impact they can have. Never before have we had such a clear path to readiness.

Laura Koenig, E3 Alliance

ACTION PLAN UPDATES

READY FAMILIES

Goals

Parents have a secure attachment to their infants and young children. Parents respond appropriately to their children's cues. Families provide stimulating learning experiences for their children prior to school entry. Families are financially stable.

Strategies

1. Improve access to research-based home visiting and parent education services to families with children under the age of 5.
2. Improve access to neighborhood-based early childhood services.
3. Distribute culturally and linguistically relevant information to parents about school readiness.
4. Increase awareness of and access to adult literacy services for parents of young children.
5. Increase access to family financial literacy information with a goal of increasing their financial stability.
6. Provide professional development opportunities for family support professionals.

Highlights

*Manor is a rapidly growing bedroom community in Travis County with a high percentage of low-income families. In the past year, several non-profit agencies, including **Communities In Schools**, **AVANCE**, and **Any Baby Can**, have expanded services into this community which previously had a virtually nonexistent social service infrastructure for young families.*

*The **Literacy Coalition of Central Texas** applied for and has received multiple grants this year that will enable them to place trained **AmeriCorps volunteers** into non-profit organizations that offer early childhood services to parents who are taking Adult Basic Education or English as a Second Language. The AmeriCorps members will provide early literacy and math activities for the children and monitor growth throughout the year.*

***KLRU** and **United Way for Greater Austin** designed and piloted a high-touch, high-tech Play To Learn model designed to serve families with preschoolers who are not enrolled in other programs. This innovative model blends traditional early education and parenting techniques with multimedia tools including high-quality public television resources and computer tablet technologies. Participating families are encouraged to use the public libraries after the intervention and research shows that over 80% do so. This intervention is being studied by a University of Texas research team and the full results will be released in fall 2013.*

Looking Forward

*Ready Rosie, an online video-based school readiness tool for parents and caregivers of toddlers and preschool age children, will be piloted by **Austin Independent School District** and **United Way for Greater Austin** beginning in fall 2013. This free service is available in Spanish and English and is delivered daily to parents via their mobile device or computer.*

READY FAMILIES

Measurements	2011	2012	2015 Target
Percent of children under 3 with parents who have completed at least one year of research-based home visiting services	4	3	15
Percent of children ages 3 to 5 years with parents who have completed evidence-based parent education services or Play To Learn	9	17	30
Percent of low-income families with 3-year-old children who receive culturally and linguistically relevant information about school readiness	*	*	30
Percent of low-income families with 4-year-old children who receive culturally and linguistically relevant information about school readiness	*	*	100
Number of adults who need a literacy program who receive instruction annually	11K	11K	500+
Percent of families in poverty with young children who participate in one or more vetted training or technical assistance sessions with financial literacy specialists	*	*	20

* Current data are not available, but the Action Plan includes developing research around these specific measurements.

READY SERVICES: EARLY CHILDHOOD EDUCATION

Goals

Affordable, accessible early education services are available for all families. Available early education services are culturally relevant, healthful, engaging, rigorous, and are of sufficient quality to measurably impact school readiness outcomes.

Strategies

1. Increase availability of very high quality early care and education centers for low-income families in underserved neighborhoods.
2. Maximize the impact of Head Start funding for the local community.
3. Improve early care and education centers' quality by supporting and strengthening proven interventions that raise center quality standards as measured by quality rating system or accreditation.
4. Improve the education qualifications of the early care and education workforce in centers that serve a minimum of 25 percent low-income families—or at least 25 low-income children.
5. Advocate for full-day public school Pre-K slots for eligible families in all Travis County Independent School Districts.
6. Develop and implement an assessment process to measure quality in public school Pre-K programs in Travis County.
7. Expand availability of two-generation education programs for vulnerable families.
8. Provide easily accessible information to parents about available early childhood services.

Highlights

Workforce Solutions Capital Area completed the fourth cycle of "Taking Charge of Change", a 9-month early childhood leadership development program targeting early care and education center directors. Directors who complete the intensive program earned at least 6 hours of **Austin Community College** course credits in Administration. Center quality, as measured by the Program Administration Scale, significantly improved in participating centers.

Child Inc., the Travis County Head Start grantee, developed a new service delivery model which will dramatically increase the percentage of 3-year-olds who receive Head Start services. Over time, all local Head Start children will receive 2 years of educational and wrap-around services instead of 1 year of service.

Region XIII Education Service Center's early childhood specialists are working with the early childhood directors from **Travis County ISDs** to create a process and appropriate tools to measure Pre-K quality in our community.

Looking Forward

The **Austin Area Research Organization (AARO)** has made increasing Pre-K enrollment of 4-year-olds one of their major projects for the upcoming year.



READY SERVICES: EARLY CHILDHOOD EDUCATION

Measurements	2011	2012	2015 Target
Percentage of local Head Start slots dedicated to 3-year-olds	20	20	50
Percent of eligible children enrolled in Public School Pre-K	*	79	95
Percent of Travis County Pre-K students that are enrolled in a full-day ISD Pre-K program	*	72	75
Percent of full-day early care and education centers serving subsidized children that participate at any level in a community quality rating system.	62	63	75
Percent of lead teachers in full-day early care and education centers with at least an Associate degree	39	39	50
Number of families that participate in two-generation education programs for vulnerable families	250	301	500
Percent of public Pre-K programs meeting quality standards	*	*	75

* Current data are not available, but the Action Plan includes developing research around these specific measurements.

READY SERVICES: PREVENTATIVE PRIMARY CARE & MENTAL HEALTH

Goals

Children and family members are linked to preventative physical and mental health services and treatment as needed. Children with developmental delays are referred to appropriate services.

Strategies

1. Increase access to free or affordable health and mental health services for children and their family members.
2. Integrate research-based early childhood developmental and mental health screenings into health care settings that serve low-income families.
3. After needs are identified through developmental screenings, support families' successful enrollment into appropriate mental health and/or family support services.
4. Increase early care and education centers' access to high-quality intensive mental health consultation and support.

Looking Forward

In late 2013, School Readiness Action Plan stakeholders will be offered free training and support for integrating preventive health messages into their core work.

Highlights

In response to teachers and directors who expressed concern over the social/emotional development of young children in their early care and education programs, the **City of Austin, Workforce Solutions Capital Area, and United Way for Greater Austin** have invested in the purchase of evidence-based Second Step curriculum kits for target centers. Second Step is an award winning program that helps children learn how to recognize and regulate their feelings and to solve interpersonal conflicts peacefully. Participating centers will get training and support as they implement the program.

After a concerted campaign led by **United Way for Greater Austin** in 2012-13, the number of pregnant moms and parents with infants who have signed up for the free information and support service called **Text4baby** has increased by over 70%. This service, available in Spanish and English, delivers text messages to mobile devices which include health and safety tips timed to the child's age during pregnancy and up to the child's first birthday. The texts have been in coordination with leading federal agencies, health care providers, major medical associations, and national nonprofit organizations, including the **Centers for Disease Control and Prevention (CDC), American Congress of Obstetricians and Gynecologists (ACOG), American Academy of Pediatrics (AAP), and Association of Women's Health, Obstetric, and Neonatal Nurses (AWHONN)**. Multiple national studies by leading universities have demonstrated that Text4baby increases users' knowledge, improves adherence to doctors' appointments, and strengthens access to health services.

Children's Optimal Health (COH) has completed multiple GIS mapping studies to highlight the geographic distribution of assets and issues of concern for families with young children. One map completed this year strikingly illustrated the lack of formal child care usage prior to school entry among AISD PreK families. This map, along with the other early childhood COH maps, allows School Readiness Action Plan stakeholders to better monitor, diagnose, plan, and improve early childhood systems' performance.

READY SERVICES: PREVENTATIVE PRIMARY CARE & MENTAL HEALTH

Measurements	2011	2012	2015 Target
Percent of insured children in Travis County	*	87	95
Percent of children who have a medical home with a primary care health provider	*	*	+10%
Percent of health care settings that provide developmental screenings of young children using a common validated screening tool	95	100	100
Percent of community health clinics with pediatric services that provide referrals to early childhood service providers based on needs detected during primary care visits	*	*	50
Percent of health clinics with large pediatric Medicaid practices that offer evidence-based Reach Out and Read programs	78	74	100
Percent of full-day early care and education centers serving at least 20% low-income children that have received support from mental health consultants	15	14	20
Percent of early care and education centers that use an evidence-based social emotional curriculum with their 3- to 5-year-old children	7	6	20

* Current data are not available, but the Action Plan includes developing research around these specific measurements.

READY COMMUNITIES

Goals

Public and private sectors in Austin/Travis County work together to ensure children's school readiness becomes and remains a top priority. Progress on all components of the action plan is measured and results are reported to the community annually.

Strategies

1. Coordinate and monitor progress on the Action Plan.
2. Enhance shared systems for measurement and accountability for short and long-term results.
3. Increase community and public participation in planning activities.
4. Increase public awareness of the importance of the early years by implementing targeted and unified public awareness messages and activities.
5. Connect early childhood issues to other related community issues such as family financial stability, health, workforce development and housing.
6. Educate elected and public officials about early childhood issues.
7. Enhance public/private partnerships to increase capacity and leverage additional resources.

Highlights

The **Central Texas Business Alliance for Early Childhood** was launched in late 2012. Martha Smiley of Enoch Keever PLLC, and Catherine Morse of Samsung Austin Semiconductor, are co-chairing this new group of influential business leaders with a goal of making substantial systems level changes to benefit young children and their families in our region.

Over 30 faith leaders met at **United Way for Greater Austin** in November 2012 to learn more about the needs of young children and their families. Many of the leaders agreed to distribute *Born Learning* materials to their congregations, some have sponsored book and diaper drives, and others are researching how their churches can best respond to the community need for more family services.

Advocacy initiatives led by the **City of Austin Early Childhood Council** and **United Way for Greater Austin** focused on raising awareness and increasing local public funding were highly effective in doing both among elected officials. In 2012, significant new dollars were approved by the City Council for early childhood activities.

READY COMMUNITIES

Measurements	2011	2012	2015 Target
Per capita City and County spending on early learning per low-income child	*	\$83	+20%
Number of briefings to local elected officials on behalf of the SRAP	*	12	+10%
Number of briefings to City Commissioners on related community issues on behalf of the SRAP	*	*	100
Percent of action items in the tactical section of the plan that are completed according to the agreed upon time frame	*	85	90

* Current data are not available, but the Action Plan includes developing research around these specific measurements.

READY CHILDREN

Goals

Low-income Travis County children ages 0–5 are happy, healthy and prepared for school success.

Strategy

Measure and report children’s developmental status on multiple domains using developmentally appropriate tools. The purpose is the improvement of programmatic and community efforts, not to evaluate individual children or teachers.

Highlights

In March 2013, **E3 Alliance** shared some compelling data and trends about the impact Pre-K programs can have in Central Texas. For the past two years, E3 Alliance has completed the most comprehensive, multi-domain regional study of Kindergarten Readiness in the state of Texas. This study allows our region to identify student school readiness across multiple competencies in both academic and social emotional development, as well as determine the demographic and experiential factors most correlated with readiness.

Measurements	2011	2012	2015 Target
Percent of children who enter kindergarten school ready	50	53	70
Percent of low-income children who enter kindergarten school ready	13	13	60
Percent of children receiving services through this plan who show improvement	*	*	90

* Current data are not available, but the Action Plan includes developing research around these specific measurements.

Education

**MAKES
AUSTIN
GREATER**



United Way for Greater Austin

DATA DICTIONARY

SRAP Strategy

2012 Measurement

2012 Calculation

Ready Families

Percent of children under 3 with parents who have completed at least one year of research-based home visiting services

Data was collected between January and April 2013 through a survey sent by SB6 to all agencies that provided research-based (and evidence-based) home visiting services in 2012. The survey asked for the number of children by age (i.e., 0-1, 1-2, 2-3) whose parents had completed at least one year of research-based home visiting. In order to get the percentage, the 2011 American Community Survey (3 year estimates- Table B17024), was used to identify the number of children under 6 living under 185% of poverty. This number was then divided by 2 to get an estimate of the number of children under 3 living under 185% of poverty. The number of children under 3 with parents who completed at least one year of research-based home visiting services was then divided by the number of children under 3 living under 185% of poverty. $623/20,906 = 2.98$ - rounded up to 3%

Percent of children ages 3 to 5 years with parents who have completed evidence-based parent education services or Play To Learn

Data was collected between January and April 2013 through a survey sent by SB6 to all agencies that provided evidence-based parent education services or Play To Learn in 2012. These agencies included: KLRU; Si Se Puede; Strong Start; Lifeworks; Bastrop Family Crisis Center; Head Start; Austin Learning Academy; AVANCE; YMCA, Play to Learn; Communities in Schools; and Any Baby Can. Survey asked for the number of children by age (i.e., 3-4; 4-5) whose parents had completed "therapeutic dosages" of evidence-based parent education services or Play To Learn. "Therapeutic dosages were calculated in the following ways: AVANCE: 24 hours completed; Incredible Years, Nurturing Parents, Triple P: at least 10 hours of participation in facilitated group sessions; Play To Learn: graduated - which means they participated in 6 of the 8 weeks. In order to get the percentage, the 2011 American Community Survey (3 year estimates- Table B17024), was used to identify the number of children under 6 living under 185% of poverty. This number was then divided by 3 to get an estimate of the number of children aged 3-5 under 185% of poverty. The number of children aged 3-5 with parents who completed evidence-based parent education services was then divided by the number of children under 3 living under 185% of poverty. $2272/13,025 = 17.4\%$ - rounded down to 17%.

SRAP Strategy	2012 Measurement	2012 Calculation
<i>Ready Families</i>	<i>Percent of low-income families with 3-year-old children who receive culturally and linguistically relevant information about school readiness</i>	Measurement remains on Data Development Agenda
	<i>Percent of low-income families with 4-year-old children who receive culturally and linguistically relevant information about school readiness</i>	Measurement remains on Data Development Agenda
	<i>Number of adults who need a literacy program who receive instruction annually</i>	Data was collected in 2010 through a Literacy Coalition of Central Texas (LCCT) survey sent to literacy service providers
	<i>Percent of families in poverty with young children who participate in one or more vetted training or technical assistance sessions with financial literacy specialists</i>	Measurement remains on Data Development Agenda
<i>Ready Services: Early Childhood Education</i>	<i>Percentage of local Head Start slots dedicated to 3-year-olds</i>	This data was provided by Child Inc. This measurement was calculated by determining the total number of Head Start slots dedicated to 3-year olds divided by the total number of Head Start slots. $374/1901 = 19.67$ & - rounded up to 20%
	<i>Percent of eligible children enrolled in Public School Pre-K</i>	This data is from E3 Alliance's analysis of ERC data. The number is calculated by looking at children who attended Kindergarten 2011-12, and then seeing how many of the children that would have been eligible for Pre-k (based on income and language) actually attended Pre-K in the 2010-2011 school year.

SRAP Strategy

2012 Measurement

2012 Calculation

<p>Ready Services: Early Childhood Education</p>	<p>Percent of Travis County Pre-K students that are enrolled in a full-day ISD Pre-K program</p>	<p>This data is from Region XIII's survey data from the 2011-2012 academic year. This is based on Travis County ISD and charter school enrollment numbers from AEIS reports from TEA. Travis County districts are classified by TEA based on where their district head quarters are located. Districts with Pre-K Students in Travis County include: NYOS, AISD, Plugerville ISD, Manor ISD, Del Valle ISD, Lago Vista ISD, Lake Travis ISD.</p> <p>Laura Koenig from E3 alliance used Region XIII's survey data to classify districts as full or half day, and called any districts who had not responded to the survey to get the remaining information.</p>
<p>Percent of full-day early care and education centers serving subsidized children that participate at any level in a community quality rating system.</p>	<p>This measure was calculated by SB6. It includes all full-day ECE centers that serve at least 5% subsidized children that are either NAEYC, NAC or TRS rated (any star counts). The list of all full-day ECE centers was downloaded from the Texas Department of Family and Protective Services Child, Care Licensing website. A 'Children in Services' report was requested from Workforce Solutions in order to identify which centers serve Workforce Subsidized children. Centers serving less than 5 % subsidized children were excluded. The Workforce Solutions, NAEYC, and Child Inc websites were used to identify centers that were participating in any community rating system. This number was divided by the total number of full time ECE centers.</p>	
<p>Percent of lead teachers in full-day early care and education centers with at least an Associate's degree</p>	<p>This data was collected in a survey in April 2012 by SB6. Centers were asked to indicate the number of lead teachers with different degrees (e.g., H.S; AA; BA). The measure was calculated by adding all the lead teachers who had at least an Associate's degree. This number was divided by the total number of teachers in the centers.</p>	
<p>Number of families that participate in two-generation education programs for vulnerable families</p>	<p>This data was collected by SB6 in April and May of 2013. Agencies providing two- generation education programs were asked to provide the total number of families that participated in their services in 2013.</p>	
<p>Percent of public Pre-K programs meeting quality standards [Texas School Ready or Central Texas Guide to School Readiness]</p>	<p>Measurement remains on Data Development Agenda</p>	

SRAP Strategy

2012 Measurement

2012 Calculation

<p>Ready Services: Preventative Primary Care & Mental Health</p>	<p>Percent of insured children in Travis County</p>	<p>The number of uninsured children 0-18 was provided by Frances Deviney, Texas KIDS COUNT Director at Center for Public Policy Priorities. The data is from 2010. $254,541/32,605 = 12.8$ - rounded up to 13%. This means that 87% of children are insured in Travis county.</p>
	<p>Percent of children who have a medical home with a primary care health provider</p>	<p>Measurement remains on Data Development Agenda</p>
	<p>Percent of health care settings that provide developmental screenings of young children using a common validated screening tool</p>	<p>Due to legislative change since the SRAP was created, all health care settings that serve young children on Medicaid have to provide some sort of developmental screening in order to get reimbursement from the government. For that reason, this indicator is 100%. Because of this legislative change, this indicator is no longer very meaningful. This item will be placed on the Data Development Agenda in order to find a more meaningful measure.</p>
	<p>Percent of community health clinics with pediatric services that provide referrals to early childhood service providers based on needs detected during primary care visits</p>	<p>Measurement remains on Data Development Agenda</p>
	<p>Percent of health clinics with large pediatric Medicaid practices that offer evidence-based Reach Out and Read programs</p>	<p>This data was provided by BookSpring in February 2013. The total number of pediatric practices that have large numbers of Medicaid clients were identified. Then the total number of clinics that offered Reach Out and Read was identified. These numbers were used to calculate the percentage. $20/27 = 74\%$</p>
	<p>Percent of full-day early care and education centers serving at least 20% low-income children that have received support from mental health consultants</p>	<p>This data was calculated by SB6. This number included the centers served through SB6's Social-Emotional Learning Collaborative, other child care centers who have mental health consultants on staff, and all Head Start centers that are not located in public schools. $25/178 = 14\%$</p>

SRAP Strategy	2012 Measurement	2012 Calculation
Ready Services: Preventative Primary Care & Mental Health	Percent of early care and education centers that use an evidence-based social emotional curriculum with their 3- to 5-year old children	This data was calculated by SB6. This number included the centers served through SB6's Social Emotional Learning Collaborative and any other child care centers who use this type of evidence-based social-emotional curriculum. $10/178 = 5.62$ - rounded up to 6%
	Per capita City and County spending on early learning per low-income child [200% of poverty]	This data was calculated by SB6. Spending on early learning was requested from the City of Austin and Travis County. The 3-year-old estimates of the American Community Survey were used to identify the total number of children under 5 years of age living below 200% of poverty. The total City and County spending was divided by the total number of children in order to get the amount spent per low-income child ($\$3,018,098/43,461$ children).
	Number of briefings to local elected officials on behalf of the SRAP	SB6 staff, ECC members, and a variety of Stakeholders went on visits to all of the City of Austin Council Members and Travis County Commissioners between January and April 2013. All of these visits were on behalf of the SRAP.
	Number of briefings to City Commissioners on related community issues on behalf of the SRAP	Measurement remains on Data Development Agenda
Ready Children	Percent of action items in the tactical section of the plan that are completed according to the agreed upon time frame	SB6 calculated this number by dividing the total number of completed or on-target items by the total number of items that were supposed to be completed by the agreed upon time frame. Only items with a Spring 2013 deadline were included. If the item did not have a completion date and was not completed it was NOT included in the calculation.
	Percent of children who enter kindergarten school ready	This data was provided by E3 Alliance. The data is from the analysis of Ready, Set, K! weighted data 2010-2012.
	Percent of low-income children who enter kindergarten school ready	This data was provided by SB6 and is from a study conducted in 2011. The EDI was used to collect information in several low-income neighborhoods. More information of this study can be found in the Community Assessment Report.
	Percent of children receiving services through this plan who show improvement	Measurement remains on Data Development Agenda

APPENDIX

School Readiness Action Plan Leadership Team

The School Readiness Action Plan Leadership Team (SRAPLT) is comprised of early childhood planners and funders that focus on Travis County. The committee's primary functions are to oversee and monitor the cyclical School Readiness Action Plan process, coordinate resources across entities, generate and monitor agreements at respective entities to invest in the shared plan, and align policy and funding decisions when possible.

Members also meet one or more of the following specific criteria: significant funder of early childhood programming; taxing entity; sole designee of federal funding (i.e. Child Inc.); collect and/or provide data and analysis; influential in policy and/or research.

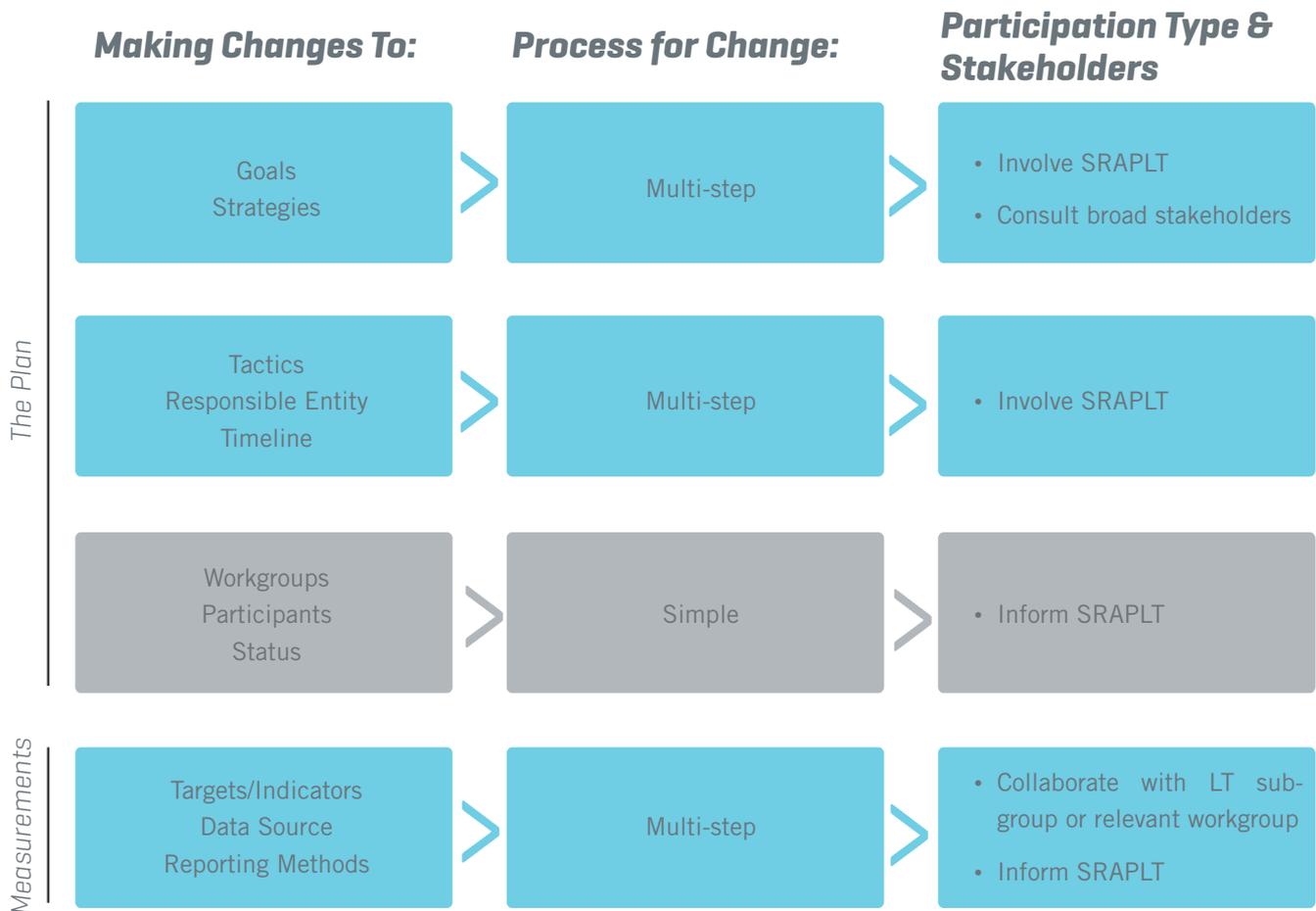
SRAPLT Members

Audrey Abed, Child Inc.
 Dr. Alison Bentley, United Way for Greater Austin
 Chantel Bottoms, Community Action Network
 Sue Carpenter, United Way for Greater Austin
 Tara Carmean, Travis County Health and Human Services
 Michelle Crawford, Workforce Solutions Capital Area
 Cathy Doggett, Region XIII Education Service Center
 Franciell Farris, Workforce Solutions Capital Area
 Kyle Holder, City of Austin Early Childhood Council
 Ron Hubbard, City of Austin Health and Human Services
 Dr. Aletha Huston, City of Austin Early Childhood Council
 Laura Koenig, E3 Alliance
 Dr. Ben Kramer, KLRU
 Dr. Leah Meunier, United Way for Greater Austin
 Larry Meyers, Child Inc.
 Dr. Susan Millea, Children's Optimal Health
 Meg Poag, Literacy Coalition of Central Texas
 Jacquie Porter, Austin Independent School District
 Brook Son, Travis County Health and Human Services
 Dr. Linda Welsh, Austin Community College

City of Austin Early Childhood Council 2012-13

Kyle Holder, Chair
 Albert Black
 Dustin Breithaupt
 Sofia Casini
 Lawrence Elsner
 Dr. Aletha Huston
 Debra Keith-Thompson
 Laura Koenig
 Rhonda Paver
 Jacquie Porter
 Cindy Rojas-Rodriguez
 Brook Son
 Dr. Avis Wallace

Process for Changes to the School Readiness Action Plan



Simple Process ●

Provide information to appropriate stakeholders regarding changes.

Multi-Step Process ●

1. Provide change proposals in writing within several days advance of meeting, including relevant background information.
2. Discuss during appropriate meeting(s).
3. Incorporate decision into plan or follow-up as needed.

Stakeholder Groups

ECE stakeholders group
 SRAP Leadership Team (SRAPLT)
 SRAP LT subgroup (LT sub)
 Relevant Work Group (RWG)
 United Way for Greater Austin

A Model for Decision-Making Based on Evidence

Evidence-based is a process, not an intervention, to guide decisions

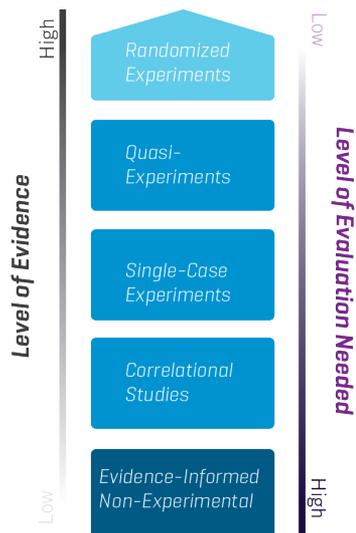
Level of Evaluation Needed*

Evidence Term	Description	Pros	Cons	Level of Evaluation Needed*
Evidence-based	A randomized control group that may or may not be replicated	Strong indication that the program caused the change	Cannot always be applicable or comparable to desired population	Low
Research-Based	Compares outcomes for a group that had access to a practice with those who did not but are similar on observable characteristics	More flexible than evidence-based	May have causal influences but can't be confident results are not due to other contributing factors	Medium
Promising	Practices that are consistent with theory and knowledge about early childhood practices but there is little evidence-based research to determine whether they work	In a domain that lacks a lot of evidence-based research, these allow responses to community needs, and include innovative ideas in doing so	Little to no evidence of the efficacy of the practice	High
Mixed Results	Practices which have been shown not to work in some cases but have been shown to work in another case	Opportunity not to exclude something that could work in a particular situation	There is evidence that it doesn't work	Extremely High
Ineffective	Practices which have been proven not to work	Can exclude these practices from receiving resources		Not advised for funding

Graphic adapted from "Research Hierarchies" by Allen Rubin (2008) and "Becoming Evidence-Based: What Does it Take" by Child Trends (2010). Special thanks to Lori Miranda (Travis County Health and Human Services & Veteran Services, Research & Planning).

*If a known model is being used with the intended population and maintaining fidelity to the model, then the level of evaluation needed is lower. The more a practice moves away from that, the higher the level of evaluation is needed.

Methods of Evaluation:





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