



*SUCCESS  
BY 6*

*2012-2015*

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# ***SCHOOL READINESS ACTION PLAN***

*Year Two Update*

Young Children

**MAKE  
AUSTIN  
GREATER**



United Way for Greater Austin

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Workforce Solutions believes that SRAP provides the essential “quality” framework that guides our investments and work in early childhood education. We are proud to be significant contributors to the Ready Services: Early Childhood Education goals, and appreciate the way that SRAP unites our community around a common goal: our children and their future.

**Tamara Atkinson**

Deputy Executive Director,  
Workforce Solutions - Capital Area  
Workforce Board

Three things excite me about the School Readiness Action Plan: it calls on all sectors of the community to help insure our children enter school healthy and ready to learn, there is an active evaluation component that is using community data to monitor progress, and there is an active effort to engage the health community with the early care and education community to support health and developmental screening and care. These steps are essential, given the rapidly changing demographics of our community.

**Susan Millea, Ph.D.**

Community Systems Analyst,  
Children’s Optimal Health

# INTRODUCTION

In the 2012-15 School Readiness Action Plan, the community Leadership Team promised to report on our progress annually. We are proud to present our second progress report to policy makers, parents, service providers, and other community members.

We believe it is essential to continually assess the capacity and effectiveness of our community’s early childhood system of care and education because the stakes are very high. Children’s experiences during their earliest years impact the architecture of the brain, laying a strong or weak foundation for future cognitive, language, social/emotional, and physical development. Investing in high-quality services for young children doesn’t just pay off for children and their families; it benefits the community, our workforce, and our future prosperity.

How are we doing in this second year of collective action? This report highlights significant bright spots and positive movement in a number of the priority performance measures in the Action Plan. Through collaboration, we are building a culture of continuous improvement resulting in more effective services and increased parent involvement.

Our story, however, is not entirely positive. Our biggest challenge in showing progress in key performance measures has been keeping up with the growth in the number of very young children in our community – especially of those living in low-income households. While the birth rate has slowed in the past two years, the large number of children born just before the economic downturn are still in their early learning years. In the past two years, despite decreased state funding for early childhood, changes catalyzed by the School Readiness Action Plan have resulted in far more children being served. In order to gain significant ground in the coming years, our capacity to offer high-quality services for children must grow faster than the population.

## 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 an educational setting.*

We owe a debt of gratitude to the many public and private partners who have embraced the School Readiness Action Plan and dedicated time and resources to help move the needle on our strategies. They share our sense of urgency because children and families are the ones who bear the burden when change is slow or fails to happen. Together we are moving closer to our ideal of a community where all young children thrive regardless of their families’ income, their ethnicity or the language they speak at home. Thank you for your support.

## Sue Carpenter

*Sr. Director, Success By 6*

*United Way for Greater Austin*

<b>Ready Families</b>
+ <b>Ready Early Education Services</b>
+ <b>Ready Health and Mental Health Services</b>
+ <b>Ready Communities</b>
<b>= Children Ready for School Success</b>

# 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

**Text4baby** is a free text messaging service that provides timely and relevant information for pregnant women and new parents on prenatal care, labor and delivery, breastfeeding, vaccination, immunization and more. Digital strategies like text4baby provide essential prenatal and child development information; content is vetted by the **National Healthy Mothers, Healthy Baby Coalition**. **Travis County Text4baby** enrollment has increased by 78% since 2012. This means 1,578 moms have signed up for text4baby, ensuring new parents in Austin are receiving developmentally appropriate information about their child's development. Partners such as St. David's Hospital and the WIC clinics have incorporated text4baby into their intake process.

Evaluation results for **Play To Learn**, an innovative low-cost program launched by **United Way for Greater Austin**, were released by a team of University of Texas researchers in late fall of 2013. Play To Learn is a two-generation program for families in under-resourced neighborhoods with preschool aged children [2-4 years old]. The sessions are free to families and are held in accessible community locations such as public elementary schools and public libraries. Play To Learn uses Samsung Galaxy tablets to increase parent's digital literacy skills and to support curriculum objectives using developmentally appropriate applications ["apps"].

Parents who complete the program are able to receive a monthly data plan if they visit the library at least twice a month to check out children's books or attend a story time. Overall, the researchers found Play To Learn to be an effective, short-term program that promoted parent engagement in their children's learning, children's media use, and children's developmental skills. In 2014, four new implementing partners joined KLRU in offering Play To Learn throughout the County.

## READY FAMILIES

Measurements	2011	2012	2013	2015 Target
Percent of children under 3 with parents who have completed at least one year of research-based home visiting services	4	3	8	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	13	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
Percent of health clinics with large pediatric Medicaid practices that offer evidence-based Reach Out and Read programs	78	74	61	100
Number of English story times offered at Austin library locations in low-income neighborhoods	*	*	561	578
Number of Spanish/Bilingual story times offered at Austin library locations in low-income neighborhoods	*	*	71	107

\* 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

*On average, low-income children who attended targeted, high-quality child care and education programs in Travis County had oral language skills that met or exceeded the national norms as measured by the Peabody Picture Vocabulary Test [Source: PPVT data, United Way for Greater Austin, 2013]. The average PPVT score of children entering AISD Pre-K programs is several months behind national norms. [Source: AISD PPVT evaluation report, Fall 2013.] The overwhelming majority of the new Pre-K students have not attended a quality child care setting prior to school entry.*

*“You are what you do, not what you say you’ll do”*

*– Carl Jung*

## READY SERVICES: EARLY CHILDHOOD EDUCATION

Measurements	2011	2012	2013	2015 Target
Percentage of local Head Start slots dedicated to 3-year-olds	20	20	45	50
Percent of eligible children enrolled in Public School Pre-K	*	79	77	95
Percent of Travis County Pre-K students that are enrolled in a full-day ISD Pre-K program	*	72	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	65	75
Percent of full-day early care and education centers with 10 or more subsidized children aged 0-5 that are rated TRS 4-star or higher	*	51	59	75
Percent of lead teachers in full-day early care and education centers with at least an Associate degree	39		37	50
Number of families that participate in two-generation education programs for vulnerable families	250	301	393	500
Number of National Institute for Early Education Research (NIEER) Preschool Quality Standards met by public Pre-K programs in Travis County	*	*	7	7
Percent of public Pre-K programs meeting quality standards for oral language classroom supports	*	*	*	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 screening, 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.

### Highlights

**Go Austin! Vamos Austin! (GAVA)** is an initiative funded by the **Michael and Susan Dell Foundation** to reduce youth obesity in the Dove Springs community. Using only evidence-based best practices, the initiative is managed through sectors that engage residents, nonprofits and other local organizations to enact project-based strategies such as installing playscapes in neighborhood parks and meeting with local grocery stores to advocate for healthier options. Due to demand from residents, GAVA added an early childhood sector in late 2013. The early childhood sector conducted a listening campaign to learn more about the community's concerns for families with young children.

“Action is the  
foundational key  
to all success”

– Pablo Picasso

## READY SERVICES: PREVENTATIVE PRIMARY CARE & MENTAL HEALTH

Measurements	2011	2012	2013	2015 Target
Percent of insured children in Travis County	*	87	88	95
Percent of children who have a medical home with a primary care health provider	*	*	*	+10%
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 full-day early care and education centers serving at least 10 low-income children that have received support from mental health consultants	*	25	22	20
Percent of early care and education centers serving at least 10 low-income children that use an evidence-based social emotional curriculum with their 3- to 5-year old children	*	9	13	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 **Austin Public Library** hired a new youth outreach director and staff to promote child and youth programming in libraries serving under-resourced neighborhoods. Planning is underway for more and better programming for English and Spanish-speaking families, including additional storytimes for toddlers and preschoolers.

The **Travis County Commissioners Court** has taken steps to expand and align County early childhood investments and programs to the School Readiness Action Plan. In Fall of 2013 the Court unanimously voted to expand existing early childhood investments by \$500,000 beginning in FY14. Travis County ran an open competition these dollars, as well as existing County investment dollars. Some of the newly expanded services include:

- Additional home visiting services for vulnerable families in both the urban core and in outlying areas of Travis County.
- An increase in evidence-based, high-quality parenting education services.
- The development of a locally administered, flexible childcare subsidy fund to reduce disruption in care for working Travis County families, and promote continuous, high quality care and education for young children.

During the summer of 2013, the **City of Austin** approved a resolution endorsing the School Readiness Action Plan for Austin/Travis County and requiring agencies receiving City of Austin funding for early childhood services to align their services with the goals of the plan. Additionally, the City expanded its early childhood investments and programs in 2013 by over \$550,000. These dollars were used to support the summer programming for the local Head Start program.

## READY COMMUNITIES

Measurements	2011	2012	2013	2015 Target
City and County spending on early childhood development and learning per low-income child	\$102	\$89	\$104	+20%
Number of briefings to local elected officials or City or County staff leaders on behalf of the SRAP	*	*	12	+10%
Number of briefings to community and governmental organizations 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	83	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-Kindergarten 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.

### A kindergarten-ready child:

- Interacts positively with children and adults
- Is curious and loves learning new things
- Can focus and pay attention to adults, other children, a book or task
- Is generally happy and can manage his or her emotions
- Has age-appropriate language, thinking, and physical skills

“If not us, then who? If not now, then when?”

– John Lewis

Measurements	2011	2012	2013	2015 Target
Percent of children who enter kindergarten school ready	50	53	51	70
Percent of low-income children who enter kindergarten school ready	13			60
Percent of children receiving research or evidence-based community services who exhibit age-appropriate development as measured by a validated screening tool.	*	*	80	90

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

Education

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United Way for Greater Austin

# DATA DICTIONARY

## Ready Families

### 2013 Indicators

### 2013 Calculations

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

Success By 6 compiles the annual Family Support Network Survey between February-April. The survey is sent to all agencies that provide research-based or evidence-based home visiting services. The survey asks for the number of children by age (i.e., 0-1, 1-2, 2-3) whose parents have completed at least one year of research-based home visiting. In order to get the percentage, the 2012 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 6 to get an estimate of the number of children in each 12 month category (0-1, 1-2, 2-3, etc) living at 185% of poverty or below. 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.  $1,691/20,649 = 8\%$  (rounded).

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

Success By 6 compiles the annual Family Support Network Survey between February-April. The survey is sent to all agencies that provide research-based or evidence-based home visiting services. The survey asks for the number of children by age (i.e., 3-4; 4-5) whose parents have 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 2012 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 6 to get an estimate of the number of children in each 12 month category (0-1, 1-2, 2-3, etc) living at 185% of poverty or below. The number of children ages 3 to 5 with parents who completed evidence-based parent education services was then divided by the number of children 3 to 5 living under 185% of poverty.  $1,799/13,796 = 13\%$  (rounded).

*Percent of low-income families with 3-year-old children who receive culturally and linguistically relevant information about school readiness*

Measurement remains on Data Development Agenda

*Percent of low-income families with 4-year-old children who receive culturally and linguistically relevant information about school readiness*

Measurement remains on Data Development Agenda

## 2013 Indicators

## 2013 Calculations

*Number of adults who need a literacy program who receive instruction annually*

This number was calculated using the Literacy Coalition of Central Texas' biannual survey. The survey asks how many students received a service in 2013 from a volunteer instructor, agency staff, ACC instructors or AmeriCorps members. This indicator only includes core literacy services: Adult Secondary Ed/GED, Adult Basic Education, ESL, and Spanish Literacy. The LCCT survey reported that 6,513 adults received core literacy services in community-based adult literacy programs. ACC separately reported that 4,424 adults received ESL and GED services in Program Year 2013. Therefore, the total is  $6,513+4,424=10,937$ . This number was rounded to 11,000.

*Percent of families in poverty with young children who participate in one or more vetted training or technical assistance sessions with financial literacy specialists*

Measurement remains on Data Development Agenda

*Percent of health clinics with large pediatric Medicaid practices that offer evidence-based Reach Out and Read programs*

In February 2014, BookSpring provided SB6 with the full list of pediatric clinics providing the Reach out and Read Program. There are currently 22 pediatric clinics providing ROR programs. The total number of pediatric clinics that serve large numbers of Medicaid clients were identified through the 2-1-1 data base. There were 36 such clinics. These numbers were used to calculate the percentage.  $22/36 = 61\%$  (rounded).

*Number of English story times offered at Austin library locations in low-income neighborhoods*

The total number of libraries in Austin was found on the Austin Library website (N=21). Next, the elementary schools within 2 miles of each library were identified. The decision was made that if the majority of schools within a 2 mile radius served 50% or more "free and reduced lunch" students, then the library would be categorized as low-income. TEA data was used to determine the free and reduced lunch status of each school. 14 libraries were designated in low-income areas. The total number of English story times at each library was requested from the coordinator at the Austin library. The total number of English story times was 1155, of which 561 were in low-income libraries (49% - rounded).

*Number of Spanish/Bilingual story times offered at Austin library locations in low-income neighborhoods*

The total number of libraries in Austin was found on the Austin Library website (N=21). Next, the elementary schools within 2 miles of each library were identified. The decision was made that if the majority of schools within a 2 mile radius served 50% or more "free and reduced lunch" students, then the library would be categorized as low-income. TEA data was used to determine the free and reduced lunch status of each school. 14 libraries were designated in low-income areas. The total number of Spanish/Bilingual story times at each library was requested from the coordinator at the Austin library. The total number of Spanish/Bilingual story times was 98, of which 71 were in low-income libraries (73% - rounded).

*Percentage of local Head Start slots dedicated to 3-year-olds*

This data was provided by Child Inc in November 2013. This measurement was calculated by determining the total number of Head Start slots in center-based care dedicated to 3-year olds divided by the total number of Head Start slots in center-based care.  $646/1435 = 45\%$  (rounded).

## Ready Services: Early Childhood Education

### 2013 Indicators

### 2013 Calculations

*Percent of eligible children enrolled in Public School Pre-K*

This data was provided by E3 Alliance and is from E3 Alliance's analysis of PEIMS 2011-12 enrollment data at UT Austin Education Research Center.

*Percent of Travis County Pre-K students that are enrolled in a full-day ISD Pre-K program*

This data was provided by E3 Alliance. E3 Alliance analysis of Texas Education Agency AEIS data from 2011-12.

*Percent of full-day early care and education centers serving subsidized children that participate at any level in a community Quality Rating System*

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 in Travis County was downloaded from the Texas Department of Family and Protective Services Child, Care Licensing website. This list was used to determine which age group centers served (children vs. school-age), whether they were full- or part-time, and what the licensing capacity was. A 'Children in Services' report was requested from Workforce Solutions in order to identify which centers served Workforce Subsidized children, and how many they served. A percentage of children served was calculated based on the number of subsidized children served and the center's licensing capacity. Centers serving less than 5 % subsidized children were excluded from the final list. The Workforce Solutions, NAEYC, NAC, and Child Inc websites were used to identify the total number of centers that were participating in any community rating system. This number was divided by the total number of full time ECE centers serving 5% or more subsidized children.  $81/124 = 65\%$  (rounded).

*Percent of full-day early care and education centers with 10 or more subsidized children aged 0-5 that are rated TRS 4-star or higher*

This measure was calculated by SB6. It includes all full-day ECE centers that serve at least 10 subsidized children and have the following quality ratings: NAEYC, NAC or TRS 4-star. A 'Children in Services' report was requested from Workforce Solutions in order to identify which centers serve Workforce Subsidized children. Centers serving fewer than 10 subsidized children (ages 0-5) were excluded from the final list. The Workforce Solutions, NAEYC, NAC and Child Inc websites were used to identify centers that were accredited by NAEYC, NAC, or TRS. This number of quality-rated centers serving subsidized children was divided by the total number of centers serving 10 or more subsidized children.  $54/91 = 59\%$  (rounded).

*Percent of lead teachers in full-day early care and education centers with at least an Associate degree*

Success By 6 compiled the bi-annual Child Care Survey between October-December 2013. The survey was sent to all child care centers in Travis County –although only a subset responded to the survey. 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 in full-day early care and education centers who had at least an Associates degree. This number was divided by the total number of full-time teachers in the centers.  $327/877 = 37\%$  (rounded).

**2013 Indicators****2013 Calculations**

*Number of families that participate in two-generation education programs for vulnerable families*

Success By 6 compiles the annual Family Support Network Survey between February-April. The survey is sent to all agencies that provide two-generation education programs for vulnerable families. Agencies were asked to provide the total number of families that participated in their services in 2013.

*Number of National Institute for Early Education Research (NIEER) Preschool Quality Standards met by public Pre-K programs in Travis County*

This data was collected during a meeting of school district Pre-K coordinators. They provided oral confirmation of whether district standards were met or not met.

*Percent of public Pre-K programs meeting process quality standards for oral language classroom supports*

Measurement remains on Data Development Agenda

### **Ready Services: Preventative Primary Care & Mental Health**

**2013 Indicators****2013 Calculations**

*Percent of insured children in Travis County*

This percentage was calculated using the number of uninsured children aged 0-18 in 2011. This data was provided by Dr. Francis Deviney, Texas KIDS COUNT Director at Center for Public Policy Priorities. The data is from the United States Census Bureau, Small Area Health Insurance Estimates (<http://www.census.gov/did/www/sahie/index.html>).  $262,324 / 31,728 = 12\%$  (rounded). This means that 88% of children are insured in Travis county.

*Percent of children who have a medical home with a primary care health provider*

Measurement remains on Data Development Agenda

*Percent of community health clinics with pediatric services that provide referrals to early childhood service providers based on needs detected during primary care visits*

Measurement remains on Data Development Agenda

## 2013 Indicators

## 2013 Calculations

*Percent of full-day early care and education centers serving at least 10 low-income children that have received support from mental health consultants*

This data was calculated by SB6 using a variety of documents. The list of all full-day ECE centers in Travis County was downloaded from the Texas Department of Family and Protective Services Child Care Licensing website. This list was used to determine which age group centers served (children vs. school-age) and whether they were full- or part-time. A 'Children in Services' report was requested from Workforce Solutions in order to identify which centers serve Workforce Subsidized children, and how many they served. Centers serving fewer than 10 subsidized children (ages 0-5) were excluded. The number of centers receiving support from mental health consultants was calculated based on the 2013 Child Care Survey conducted by SB6. All Head Start centers that are not located in public schools were also included in the calculation.  $20/91 = 22\%$  (rounded).

*Percent of early care and education centers serving at least 10 low-income children that use an evidence-based social emotional curriculum with their 3- to 5-year old children*

This data was calculated by SB6 using a variety of documents. The list of all full-day ECE centers in Travis County was downloaded from the Texas Department of Family and Protective Services Child Care Licensing website. This list was used to determine which age group centers served (children vs. school-age) and whether they were full- or part-time. A 'Children in Services' report was requested from Workforce Solutions in order to identify which centers serve Workforce Subsidized children, and how many they served. Centers serving fewer than 10 subsidized children (ages 0-5) were excluded. Percent of ECE centers using evidence-based social emotional curriculum was determined using the 2013 Child Care Survey conducted by SB6.  $12/91 = 13\%$  (rounded).

## Ready Communities

### 2013 Indicators

### 2013 Calculations

*City and County spending on early childhood development and learning per low-income child*

This data was calculated by SB6. Spending on early childhood development and early learning was requested from the City of Austin and Travis County. This included local funds invested in programs for child care, quality improvement, child development, etc. It also included local funds invested in programs in which the local funds draw down additional federal dollars, such as Head Start and Early Childhood Intervention (ECI). However, the federal funds that are drawn down are not included. Lastly, these funds also included designated City and County Early Childhood staff. On-going and on-time funding was included.

The 2012 American Community Survey (3 year estimates) was used to identify the number of children aged 0-5 below 200% of poverty living in Travis County. The total City and County spending was divided by the total number of children aged 0-5 in order to calculate the spending on early childhood development and learning per low-income child.  $\$4,562,340/43,663 = \$104$  per low-income child.

## 2013 Indicators

## 2013 Calculations

*Number of briefings to local elected officials or City or County staff leaders on behalf of the SRAP*

This measure captures individual or group visits or LT approved written position statements to individual elected officials to advocate or educate on behalf of SRAP goals and activities (i.e. not on behalf of individual agencies who may contribute to the SRAP). Visits may include scheduled appointments with individual elected officials or staff leaders, testimony at Council or Commission meetings, Citizen's Communications, or formal presentations to the respective groups. SB6 staff, ECC members, and a variety of Stakeholders went on visits to all of the City Council Members and County Commissioners between January and April 2013.

*Number of briefings to community and governmental organizations on behalf of the SRAP*

This measure captures individual or group visits or LT approved written position statements to community and governmental organizations to advocate or educate on behalf of SRAP goals and activities (i.e. not on behalf of individual agencies who may contribute to the SRAP). SB6 will gather this data going forward.

*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 up until the Spring 2014 deadline were included. If the item did not have a completion date and was not completed it was NOT included in the calculation.

## Ready Communities

### 2013 Indicators

### 2013 Calculations

*Percent of children who enter kindergarten school ready*

The data was provided by E3 Alliance and 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 research- or evidence-based community services who exhibit age-appropriate development as measured by a validated screening tool.*

This data was calculated by SB6. Agencies providing research or evidence-based community services were asked to report on the number of children that they assessed last year, and the number of these children that were developmentally on-target. This included all agencies funded by the County, the City, and United Way for Greater Austin. Most agencies provided information on the language scale of the Ages and Stages Questionnaire. One agency provided information from the Denver Developmental Screening Test. The number of assessments completed and the number of children that were developmentally on-target were used to calculate the percentage.  $2561/3212 = 80\%$  (rounded).

# GLOSSARY

<i>Parent</i>	In the School Readiness Action Plan the term ‘parent’ is used in a broad sense. It refers to the parent, legal guardian, and/or the primary caregiver.
<i>School readiness</i>	Children are school ready when by the time they enter kindergarten, they have the cognitive, physical, social, emotional, and language skills needed to thrive in the educational setting (SRAP, “Our Vision” p. 5).  In order for children to be ready for school success, their families, the early education services, the health systems, and communities need to be ready (SRAP formula).
<i>Low-Income</i>	In the School Readiness Action Plan, low-income is defined as 200% of poverty as this is a commonly used and accepted threshold (Sawhill, I. 2003. One percent for the kids: New policies, brighter futures for America’s children. Washington DC: Brookings).
<i>Eligible</i>	When “eligibility” is used in the School Readiness Action Plan, it refers to the specific thresholds or eligibility requirements that are used to determine eligibility of the program. The measurement is adjusted based on the level of eligibility used in the program and the specific eligibility requirements will be noted in the Data Dictionary.

## Ready Families

<i>Home visiting services</i>	Voluntary home visiting services match parents with trained professionals to provide information and support during pregnancy and throughout their child’s earliest years – a critical developmental period. Quality, voluntary, evidence-based home-visiting programs cultivate healthy prenatal behaviors and parenting attitudes, engage infants in meaningful learning activities, create a positive adult-child bond, promote family self-sufficiency, and provide a link to various social support services (The Pew Charitable Trust, <a href="http://www.pewstates.org/projects/home-visiting-campaign-328065">http://www.pewstates.org/projects/home-visiting-campaign-328065</a> ).
<i>Parent Education Services</i>	Parent education programs focus on enhancing parenting practices and behaviors, such as developing and practicing positive discipline strategies, learning age-appropriate child development skills and milestones, promoting positive play and interaction between parents and children, and locating and accessing community services and supports (Child Welfare Information Gateway, <a href="https://www.childwelfare.gov/preventing/programs/types/parented.cfm">https://www.childwelfare.gov/preventing/programs/types/parented.cfm</a> ).

## Ready Families

### *Play To Learn*

Play To Learn is a two-generation program that demonstrates to parents the important role they can and do play in educating their young children and preparing them for school. The program is targeted to low-income, primarily Spanish-speaking families from under-resourced neighborhoods who may otherwise not have access to parent education or to early childhood education for their children. Play To Learn is targeted to parents of 2- and 3-year-old children. Play To Learn is designed to be a time-limited program that teaches parents simple and sustainable skills that they can continue with their children at home long after the program has ended.

### *Culturally and linguistically relevant information*

Literature and resources distributed to families are in the home language and in a format that is understood and valued by the parents.

### *Financial literacy*

Financial literacy refers to the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being.” (President’s Advisory Council on Financial Literacy, 2008, Annual Report to the President, [http://www.jumpstart.org/assets/files/PACFL\\_ANNUAL\\_REPORT\\_1-16-09.pdf](http://www.jumpstart.org/assets/files/PACFL_ANNUAL_REPORT_1-16-09.pdf)).

Financial literacy includes the ability to analyze the costs, risks and consequences of particular financial services, products, and decisions, make effective choices and recover from poor ones, know where to go for help, and take other actions to improve present and long-term financial well-being in an evolving financial landscape (Consumer Financial Protection Bureau, 2013, Financial Literacy Annual Report. <http://www.consumerfinance.gov/reports/financial-literacy-annual-report/>).

### *Financial stability*

In order for individuals to be financially stable, they must first learn the knowledge and skills that enable them to earn an income and manage their money. They then use that income to take care of basic living expenses, pay off debts, and save for future purposes. As savings grow, households can invest in assets that will appreciate over time and generate wealth and income. Throughout the cycle, access to insurance and consumer protections help households protect the gains they make (CFED’s framework of financial security, [http://cfed.org/knowledge\\_center/household\\_financial\\_security\\_framework/](http://cfed.org/knowledge_center/household_financial_security_framework/)).

## Ready Services: Early Childhood Education

### *Two-generation programs*

Programs that provide high quality services for children and their parents. Adult services may include workforce development, adult education, or parenting skills.

### *Quality standards in Pre-K*

Program standards set by widely recognized professional organizations for adequate structural characteristics and high quality adult-child interactions.

### *Very high quality in early care and education settings*

Program standards set by widely recognized professional organizations for adequate structural characteristics and high quality adult-child interactions.



## Ready Services: Preventative Primary Care & Mental Health

### *Insured*

See 'Data Dictionary' for how this measure is operationalized.

### *Evidence-based Reach out and Read*

Reach Out and Read is an evidence-based nonprofit organization of medical providers who promote early literacy and school readiness in pediatric exam rooms nationwide by giving new books to children and advice to parents about the importance of reading aloud (Reach Out and Read, reachoutandread.org).

### *Social –emotional curriculum*

Any evidence-based social emotional curriculum for preschool-aged children that is designed to promote children's ability to self-regulate, label their own and others' emotions, build positive relationships with peers, build empathy, deal with conflict in a non-aggressive manner, and problem solve.

## Ready Communities

### *Briefing*

See 'Data Dictionary' for how this measure is defined/operationalized.

# 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 the City of Austin and 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**

Dr. Alison Bentley, United Way for Greater Austin  
 Hannah Brown, Community Advancement Network  
 Tara Carmean, Travis County HHS&VS Planning Division  
 Sue Carpenter, United Way for Greater Austin  
 Michelle Crawford, Workforce Solutions  
 Cathy Doggett, Region XIII Education Service Center  
 Franciell Farris, Workforce Solutions Board  
 Kyle Holder, City of Austin Early Childhood Council  
 Kaley Horton, United Way for Greater Austin  
 Ron Hubbard, City of Austin Health and Human Services  
 Dr. Aletha Huston, University of Texas, retired  
 Laura Koenig, E3 Alliance  
 Dr. Ben Kramer, KLRU  
 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 HHS&VS Planning Division  
 Dr. Linda Welsh, Austin Community College  
 Judy Willgren, Child Inc.

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