



United Way for Greater Austin

**SUCCESS
BY 6**

2015-2018

SCHOOL READINESS ACTION PLAN

For Austin/Travis County

TABLE OF CONTENTS

01: Introduction	3
02: Statements of Support	4
03: Early Childhood Development is Critical	5
04: Community Needs	8
05: Action Plan	11
06: Appendix	18

INTRODUCTION

The 2015-18 School Readiness Action Plan for Austin/Travis County represents the collective work of an inspired, thoughtful, and dedicated coalition of parents, providers, advocates, public servants and civic leaders. It follows and builds on the work started with the first edition of the Action Plan, which was published in 2012 and concluded with great pride in early spring 2015.

The 2015-18 School Readiness Action Plan sets out our vision and goals for an early learning community that is second to none in our great nation. Because Austin/Travis County embraces research, innovation and technology, the Plan has a robust combination of proven strategies and cutting edge solutions, as well as a reliance on performance measurement and demonstrated outcomes. We not only want to sustain the progress we've made over the past three years, but accelerate the work so that more children and families can reap the benefits that we are seeing in interventions across Travis County.

Hundreds of stakeholders have contributed to the development and implementation of this latest edition of the School Readiness Action Plan. We believe that by working together collaboratively, we can continue to advance system alignment and coordination, improve quality programming, and maximize outcomes for children.

Please join us in this important effort to make Austin even greater!

Leadership Team members

Alison Bentley, Ph.D., United Way for Greater Austin
 Hannah Brown, Community Advancement Network
 Tara Carmean, Travis County HHS&VA
 Sue Carpenter, United Way for Greater Austin
 Michelle Crawford, Workforce Solutions
 Cathy Doggett, Department of HHS, State of Texas
 Mary Dunlap, Child Inc.
 Franciell Farris, Workforce Solutions
 Cindy Gamez, City of Austin HHS
 Kyle Holder, Chair of the COA ECC
 Aletha Huston, Ph.D., retired, University of Texas
 Laura Koenig, E3 Alliance
 Ben Kramer, Ph.D., KLRU
 Susan Millea, Ph.D., Children's Optimal Health
 Laura Olson, United Way for Greater Austin
 Meg Poag, Literacy Coalition of Central Texas
 Jacquie Porter, Austin Independent School District
 Stacey Shackelford, Ph.D., Austin Community College
 Brook Son, Travis County HHS&VA
 Judy Willgren, Consultant

A kindergarten ready child:

Interacts positively with children and adults

Is curious and loves learning new things

Can focus 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

STATEMENTS OF SUPPORT

Dear Reader,

Can you imagine a future in which all children in our community enter kindergarten healthy, happy and ready to succeed in school and life? We can. In 2012, the first School Readiness Action Plan for Austin/Travis County was released to great fanfare. Over the intervening years, parents, service providers, advocates, and public servants mobilized to systematically identify and remove barriers for our youngest residents – and the resulting activity yielded impressive results.

This second edition of the School Readiness Action Plan for 2015- 2018 builds upon this success. It reflects ambitious but achievable goals, innovative and data-driven strategies and a commitment to research-based best practices. It requires all who care about children and families to work together to ensure that our community is great place in which to live, grow and thrive.

We proudly endorse this collaborative plan and encourage you to join the movement that will reap long-term benefits for children and our entire community.

Sincerely,



Mayor Steve Adler
City of Austin



Judge Sarah Eckhardt
Travis County

Coalition Endorsements

Literacy Coalition of Central Texas

Children and Youth Mental Health
Planning Partnership

Austin Association for the
Education of Young Children

City of Austin Early Childhood
Council

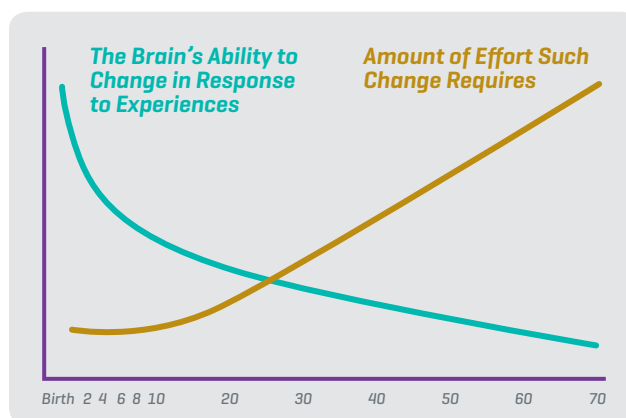
Community Advancement Network

WHY EARLY LEARNING MATTERS

Now, more than ever, we know that the earliest years of life can set the stage for lifelong physical and mental health and academic success. Children thrive when they are cared for by responsive and sensitive adults; participate in regular, stimulating early learning experiences; and enjoy healthy food and active play. But a focus on the early years is not only important for individuals and families, the whole community benefits when we support our youngest friends and neighbors.

Brain Development

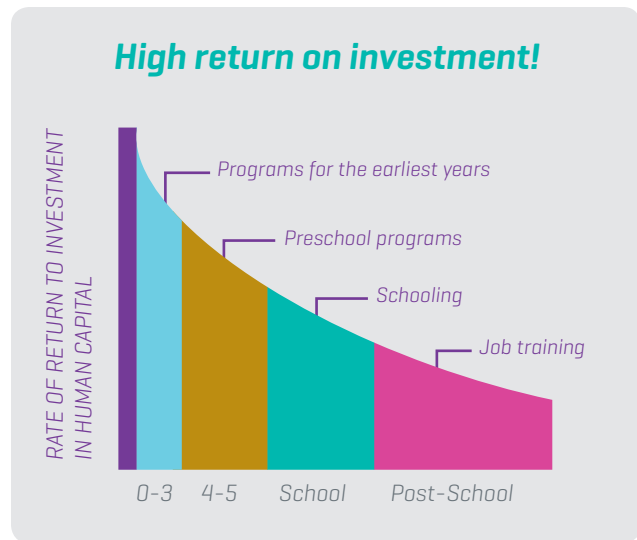
Early experiences shape the brain architecture. Brain circuitry is wired as children interact with their surroundings, and richer experiences lead to more neural connections. Inconsistent, infrequent, or harsh interactions with adults can significantly inhibit an infant's optimal brain development. Getting it right the first time is important.



Source: Center on the Developing Child at Harvard University

Economics

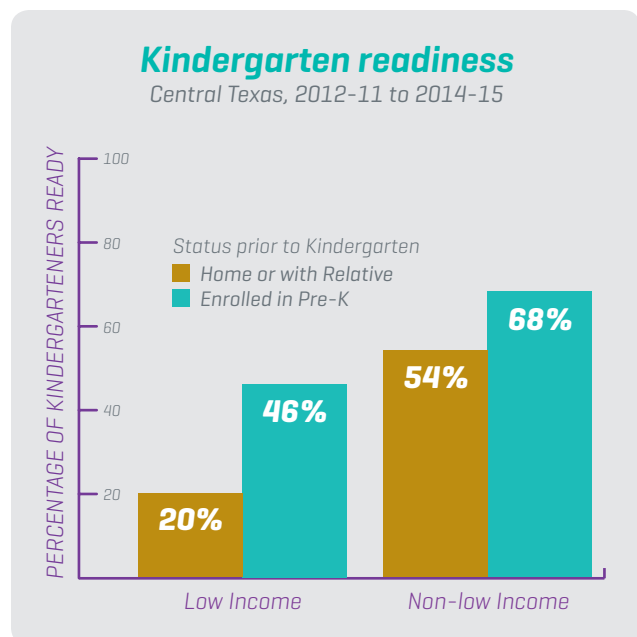
Early childhood development is economic development. Multiple, rigorous longitudinal studies show that investment in early childhood education generates significant economic benefits – decreased juvenile and adult crime, better graduation and employment rates, higher wages and even better health outcomes.



Source: Heckman, James, J. (2008). "Schools, Skills, and Synapses." *Economic Inquiry*, 46 (3): 289-324

Educational outcomes

High-quality early learning, especially for low-income families, has been shown to significantly improve early literacy, language and math skills and to reduce special education placements by nearly 50 percent through 2nd grade. (www.partnershipforsuccess.org). According to recent studies by the E3 Alliance, Central Texas students who participated in public school Pre-K or high-quality child care prior to school entry were much more likely to be prepared for kindergarten success.

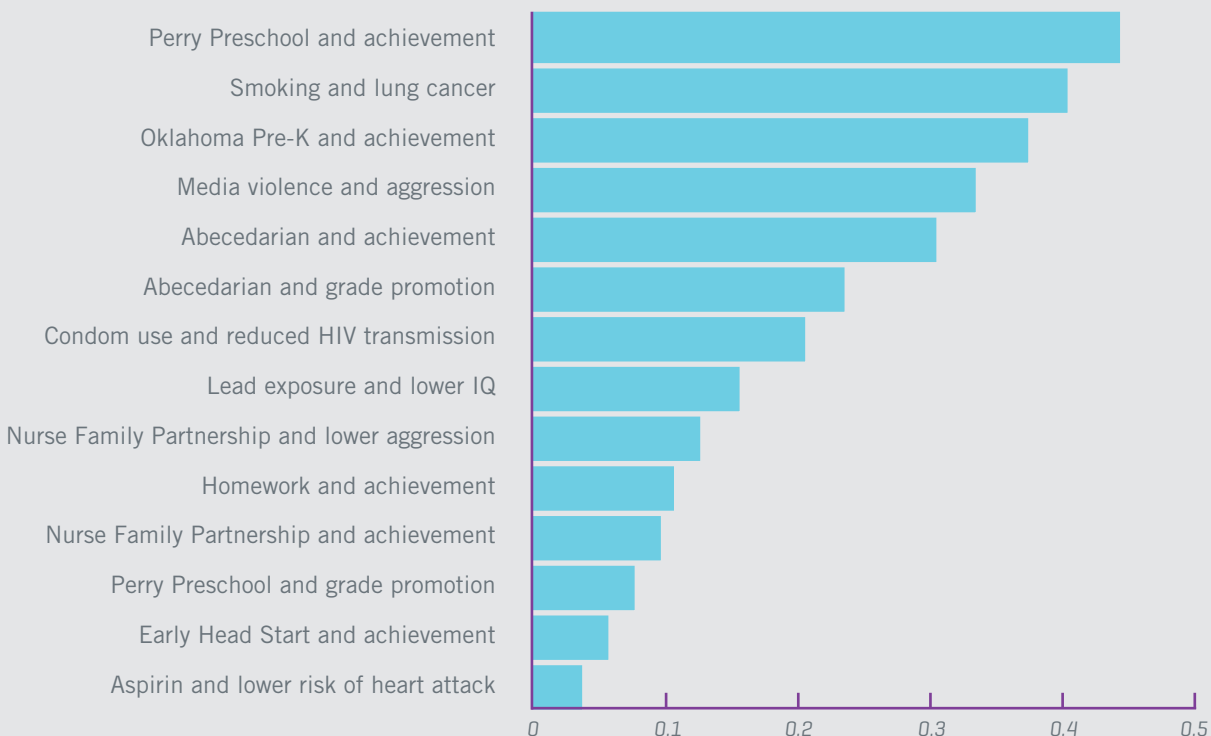


Source: E3 Alliance Analysis of Ready,Set,K! weighted data
PK enrollment includes Public and Private Pre-K programs

Overall public health benefits

A review of the relative benefits of a number of public health interventions shows strong and meaningful effects of high-quality preschool attendance in children with multiple risk factors.

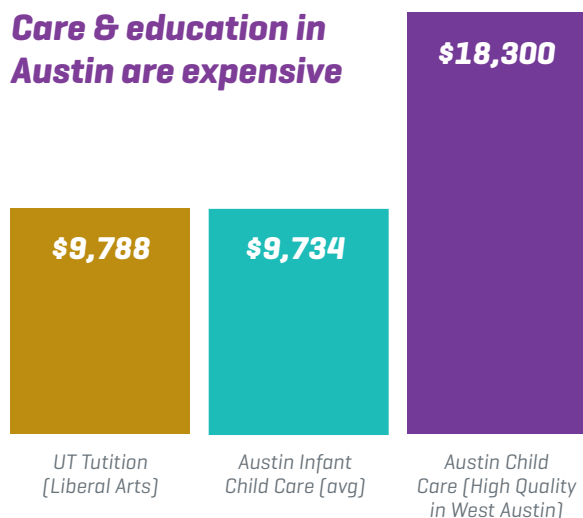
Correlation strength between intervention and outcome



Source: Liz Gershoff, Ph.D., University of Texas, 2013.

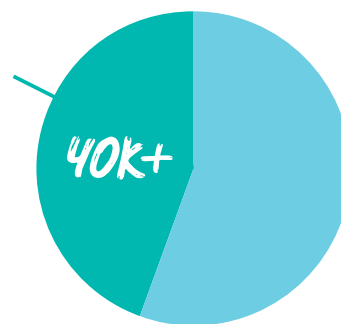
COMMUNITY NEEDS

Care & education in Austin are expensive



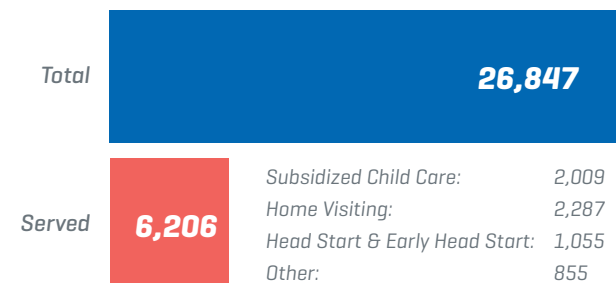
Austin's low-income children zero through 5-years-old

Low-income children ages 0-5 (living at or below 200% FPL)



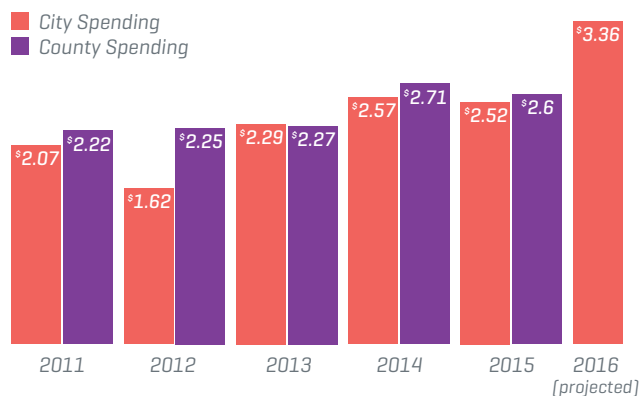
Children remain unserved

Unserved children zero through 4-years-old



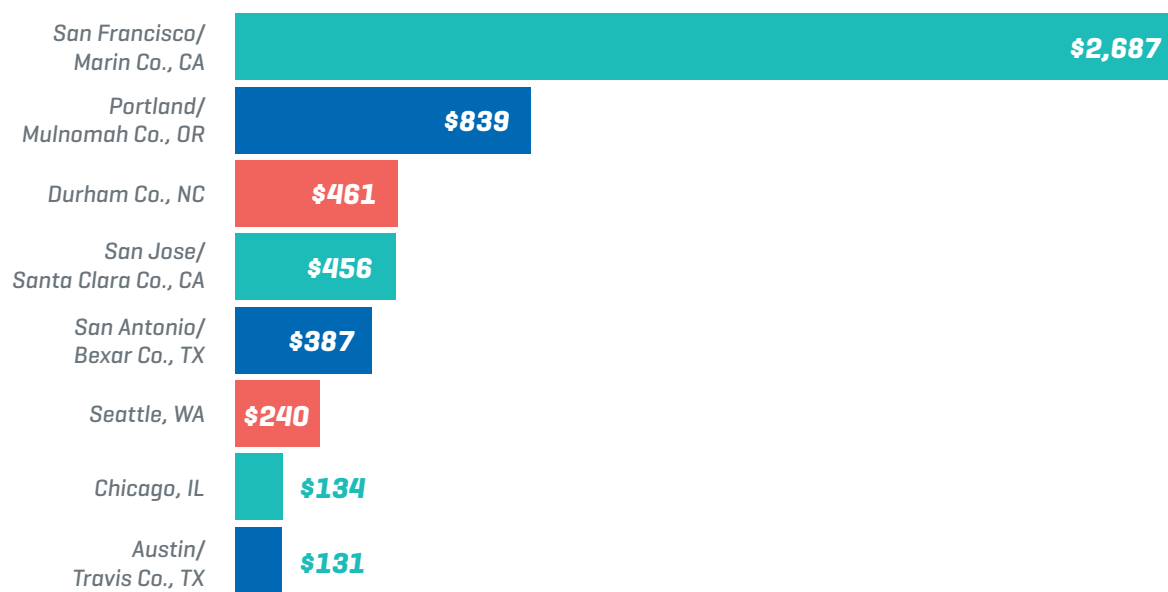
City & County investments have increased

City of Austin Annual Investment (millions)



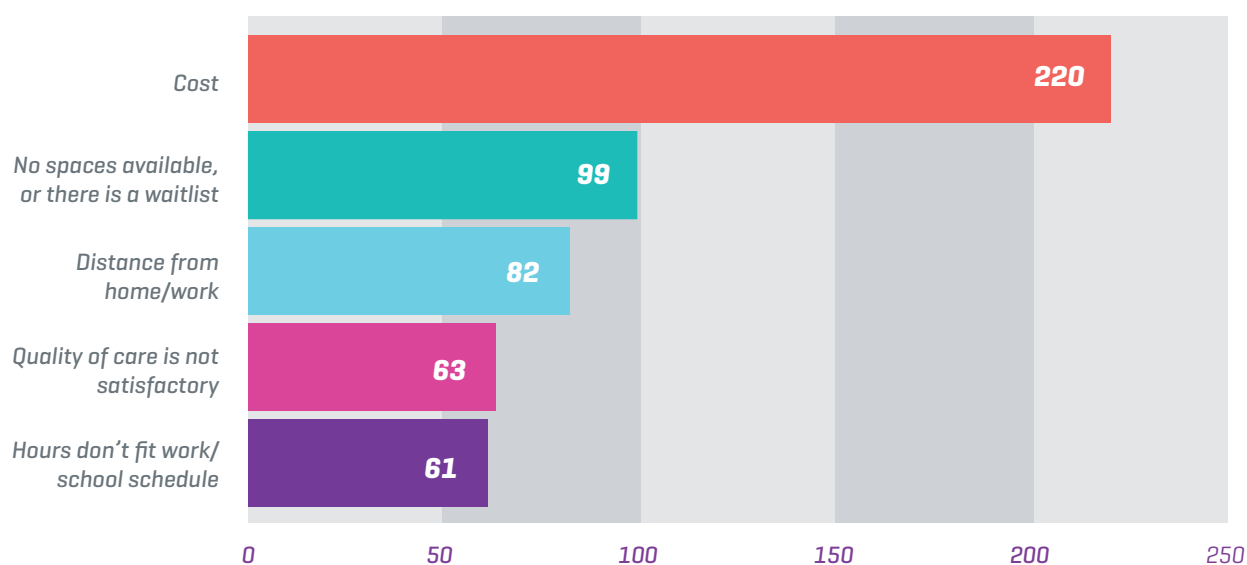
Other communities are outpacing us

Public spending per low-income child



Top 5 barriers to arranging child care in Travis County

Austin parent feedback



Source data: 2014 Early Childhood Parent Input Survey conducted in Travis County, Texas from 6/23/2014 - 8/31/2014.

Note: A total of 293 parents answered the question "What makes it difficult to arrange child care?" Respondents were given the option to check all that apply.

Smart
Kids

**MAKE
AUSTIN
GREATER**



United Way for Greater Austin

THE ACTION PLAN

The Plan consists of goals, strategies, and performance measures – all of which were widely vetted and carefully prioritized during the year-long planning process. Not published in this document are the set of tactics that delineate timelines and accountable parties. The tactics section is in a separate document because of its intentionally dynamic nature, but it can be accessed on the United Way for Greater Austin website. Annual progress reports to the community will detail our progress to the goals.

Ready Families

+ Ready Early Education Services

+ Ready Health and Mental Health Services

+ Ready Communities

= Children Ready for School Success

School Readiness Action Plan 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, social, emotional, physical and language skills needed to thrive in an educational setting.

READY FAMILIES

Goals

Families are financially secure. Families have access to and use the resources that provide them with the knowledge, skills, confidence, and social supports to positively nurture the health, safety, and development of their children.

Strategies

1. Expand capacity and participation in research-based, culturally competent home-visiting, parent education and family support services for families with children under six.
2. Provide high-quality professional development opportunities for family support professionals that are aligned with the School Readiness Action Plan.
3. Integrate and coordinate high-quality workforce, adult education and/or parent education programs for adults with high-quality early care and education services for children.
4. Increase awareness of, access to, and use of adult literacy services for parents of young children.
5. Increase access to and use of financial stability resources by parents of young children.
6. Increase families access to basic needs services.
7. Integrate information that promotes health practices into family support programs.

Measurements

	2014	2018 Target
Percent of children under three with parents who have completed at least one year of research-based home visiting services	11	15
Percent of children ages three to five years with parents who have completed evidence-based parent education services or Play To Learn	7	25
Number of family support professionals who completed Touchpoints training annually	21	25
Number of agencies providing or coordinating two-generation programs	*	+10%
Number of families in two-generation programs	*	+10%
Number of adults with young children who receive literacy instructions annually	*	+10%
Number of early childhood service providers who have been trained to refer adults with young children to literacy programs	*	+10%
Number of households receiving Earned Income Tax Credit (EITC) in Travis County	225,273	+5%

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

READY SERVICES: EARLY CHILDHOOD EDUCATION

Goals

Children and families are informed and able to access high-quality early learning environments that demonstrate positive developmental outcomes for all children (including children with unique developmental and cultural needs) through competent, responsive and caring relationships.

Strategies

1. Increase the availability of very high-quality early care and education centers for low-income families in Travis County.
2. Increase the number of eligible children birth to three-years-old served by Early Head Start.
3. Maintain the number of eligible three-year-old children served in Head Start.
4. Increase the number of eligible three-year-old children enrolled in Public Pre-K in Travis County school districts and other high-quality early education settings.
5. Increase the percentage of eligible four-year-old children enrolled in full-day Public Pre-K in Travis County school districts.
6. Recruit and retain qualified teachers and administrators.
7. Incentivize parents to choose quality early care and education.
8. Integrate and coordinate high-quality workforce, adult education, and/or parent education programs for adults with high-quality early care and education services for children.

Measurements

	2014	2018 Target
<i>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</i>	55	75
<i>Number of centers that are NAEYC accredited and serve 10 or more low-income children</i>	15	20
<i>Number of low-income children ages birth to 5-years-old in early care and education centers, or Early Head Start/Head Start centers, that are TRS 4 star or higher</i>	1459	+10%
<i>Number of eligible children birth to 3-years-old served by Early Head Start</i>	216	+10%
<i>Percentage of 3-yearolds served in center-based Head Start centers</i>	40	45
<i>Number of eligible 3-year-old children enrolled in Public Pre-K in Travis County school districts and other high-quality early education settings</i>	310	700
<i>Percentage of all eligible 4-year-old children enrolled in full-day Public Pre-K in Travis County School districts</i>	80	85

READY SERVICES: EARLY CHILDHOOD EDUCATION [continued]

Measurements	2014	2018 Target
Percentage of Travis County School Districts providing full-day Pre-k	33	95
Percent of lead teachers in full-day early care and education centers with an Associates degree or higher with 18 credit hours or more in child development	*	30
Percent of directors with at least 12 credit hours in early childhood development	*	50
Number of programs that incentivize parents to choose quality early care and education	3	6
Number of agencies providing or coordinating two-generation programs	*	+10%
Number of families in two-generation programs	*	+10%

* 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 receive early and regular developmental screenings and immunizations and are linked to accessible, coordinated, integrated, and responsive basic needs, physical, dental and mental health services, including services for children with developmental delays.

Strategies

1. Increase the number of family-serving agencies that use developmental screeners to identify delays and make appropriate referrals.
2. Engage and orient the child health provider community to early childhood and the School Readiness Action Plan.
3. Increase access to and use of free or affordable integrated or coordinated health and mental health (including substance abuse) services for children and their family members.
4. Expand home-based and group parent education services with a mental health focus.
5. Expand the number of providers that have knowledge about (social emotional) trauma and make appropriate referrals.
6. Increase culturally sensitive family health literacy.
7. Increase number of early childhood education centers that use health consultants and mental health consultants and support.
8. Assess needs and assets/resources related to food security/insecurity and nutrition.

Measurements

	2014	2018 Target
<i>Number of meetings with child healthcare providers about early childhood issues and the School Readiness Action Plan</i>	17	+10%
<i>Number of home visiting and parent education programs that screen for mental health issues [including post-partum depression and trauma]</i>	*	+10%
<i>Number of family-serving providers that have knowledge about trauma and make appropriate referrals</i>	*	+10%
<i>Percent of full-day early care and education centers serving at least 10 low-income children that have received support from mental health consultants</i>	26	35%
<i>Percent of full-day early care and education centers serving at least 10 low-income children that have received support from a health consultant</i>	*	+10%

* 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 that the community has the resources and infrastructure to deliver services to children and their families, and to provide a safe and healthy environment in which to raise children.

Strategies

1. Ensure progress on the School Readiness Action Plan.
2. Foster partnerships to leverage resources.
3. Connect early childhood issues to other systems and related community planning processes.
4. Promote a shared system of measurement for common early childhood outcomes.
5. Align policy and funding with the School Readiness Action Plan.
6. Create opportunities for community engagement and leadership by parents, caregivers, and early care and education providers.
7. Advance early childhood issues in city and county planning to improve health and safety.

Measurements

	2014	2018 Target
City and County spending on early childhood development and learning per low-income child	\$131	+20%
Number of briefings to local elected officials or City or County staff leaders on behalf of the School Readiness Action Plan	25	+10%
Number of briefings to community and governmental organizations on behalf of the School Readiness Action Plan	23	+10%
Number of briefings to private funders and philanthropic foundations on behalf of the School Readiness Action Plan	*	+10%
Number of focus groups conducted with parents, caregivers, or early care and education providers	16	+10%
Number of parents, caregivers, and ECE providers who participate in advocacy or educational briefings	*	+10%
Number of English story times offered at Austin library locations in low-income neighborhoods	510	560
Number of Spanish/Bilingual story times offered at Austin library locations in low-income neighborhoods	160	176

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

READY CHILDREN

Goals

Travis County Children ages 0-5 are healthy, happy 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.

Measurements

2014

2018 Target

Percent of children who enter kindergarten school ready

54

70

Percent of low-income children who enter kindergarten school ready

42

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

APPENDIX

Parents Input into the School Readiness Action Plan

The parent engagement project was designed to learn about the needs and concerns of parents of young children in Austin in order to inform the School Readiness Action Plan for 2015-2018. During the summer and fall of 2014, 382 parents completed an online survey, and 115 parents participated in 16 focus groups designed to learn about their needs for parenting and financial services, early education and child care and children's health.

Parents' hopes for their children included learning and education (for both short-term and long-term success), emotional well-being, health, safety, ability to communicate and interact with their peers and adults, independence and a sense of self-worth. Their concepts of children's health included not only freedom from disease, but also nutrition, physical activity and emotional and mental health.

Parents were asked what resources they used as well as what they would like to be able to use. Most of them used community reading resources, but many also used parent support, new baby support, food assistance, adult higher education and assistance with housing. For many of these services, at least as many people would liked to have used them but did not, suggesting a number of unmet needs in the community. The barriers to using services included times that programs were offered (e.g., during the work day), eligibility, cost, location and transportation. Most parents reported using recreation facilities and attending festivals.

The majority of parents used child care, including licensed child care centers, care with a family member, relative, friend, or care by a nanny or babysitter in the home. The majority of parents paid the full cost of care, and most thought quality through accreditation was very important. The great majority of parents found their child care through informal sources—friends, relatives or searched on the Internet. Parents' criteria for selecting care included cleanliness and safety, positive interactions between caregivers and children, trust, qualified staff, and educational curriculum and activities. Some barriers to finding good care were cost, lack of availability (waitlists), distance, quality and hours available. Parents also reported problems with applying for subsidies and the lack of information resources.

The great majority of parents reported having regular check-ups for their children, being current on immunizations, having a regular family doctor and getting regular dental check-ups. Parents were concerned about affordability and availability of health services and services that promote good nutrition. The quality of interactions between medical professionals and both parents and children were important to them.

The common themes that emerged in parents' discussions of their needs were:

Parenting information. Parents want more resources to provide parenting information, including parenting support, new baby support, and mental and behavioral health services.

Parents want comprehensive and easy-to-use information and referral resources. Whether discussing parenting, child care and early learning providers, or health-related services, parents said they need help accessing information and resources.

Parents are financially strained: They need assistance with basic needs, including food and housing, as well as assistance with money management, job search and higher education.

Parents want safe accessible outdoor spaces and activities. They acknowledged appreciation of the parks, green spaces and pools but were concerned about accessibility, safety and cost.

Parents want more high-quality subsidized child care, with well-educated caretakers. They talked about high cost, long waitlists, low quality and inconvenient hours and locations as barriers to obtaining quality child care. Early education was a priority in their goals for their children.

Parents are concerned about transportation [for drivers, bicyclists and pedestrians]. Some neighborhoods do not have sidewalks and others are not safe to ride bicycles.

A special acknowledgement is extended to the parents of our community who completed the survey, and/or participated in a focus group. This project was completed with the support of the School Readiness Action Plan Leadership Team, the Early Childhood Council and the City of Austin Public Information Office. The full report can be accessed online at <http://austintexas.gov/edims/document.cfm?id=228687>.

Members of the Early Childhood Council (2015)

Albert Black	Anurita Mittra
Dustin Breithaupt	Rhonda Paver
Larry Elsner	Jacquie Porter
Kyle Holder, Chair	Cindy Rojas Rodriguez
Aletha Huston, Ph.D.	Brook Son
Debra Keith-Thompson	Avis Wallace, Ph.D.
Laura Koenig	City Staff – Cynthia Gamez

The Planning Cycle

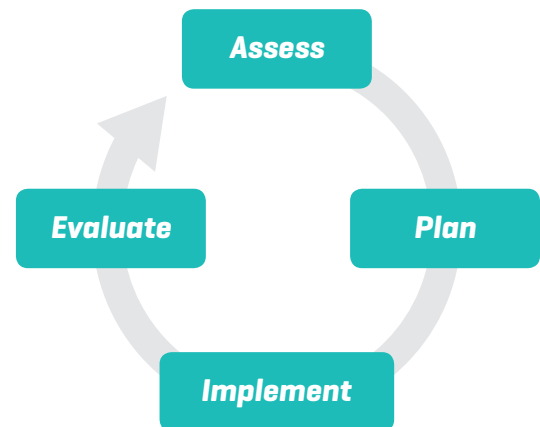
The School Readiness Action Plan Leadership Team agreed to initiate an ongoing cycle of planning using four basic stages as an overarching guide for a shared process.

Assess: Develop a data-driven understanding of the current environment. Include qualitative and quantitative data. Identify critical issues and assets presented in the data.

Plan: Identify big picture targets that correlate to issues. Set goals and targets according to accessible resources. Establish evaluation methods.

Implement: Develop specific strategies in focused work groups. Implement strategies over a set period of time.

Evaluate: Conduct evaluation over the course of the implementation period. Take evaluation data forward to subsequent assessment and planning.



The 2014-2015 cross-sector, multi-step planning process included more than 50 early childhood service providers, higher education experts in child development, local government planners, more than 100 parents and various early advocates including selected business leaders to produce the 2015-2018 Travis County School Readiness Action Plan.

Roles and Responsibilities

United Way Success By 6 [with Travis County Health, City of Austin and Human Services support]

Role: Neutral Convener / Coordinator

Function: Convene stakeholders; document processes and products; ensure transparency, inclusivity and representation of larger stakeholder group.

School Readiness Action Plan Leadership Team

Role: Advisor / Resources / Oversight

Function: Oversee and monitor cyclical planning process; plan for coordination of resources across entities; generate and monitor agreements at respective entities to invest in shared plan; align policy and funding decision when possible.

Membership Criteria: In general, members are planners and funders of early childhood programming in Travis County. Specific criteria includes: funding agency, sole designee of federal funding (e.g. Workforce Solutions, Child Inc.), collector/source of data and analysis with no funding conflict (e.g. Children's Optimal Health), taxing entity, influence in policy and research.

Capacities: Data expertise; access to resource-allocation decision makers; planning and process expertise.

Success By 6 Early Childhood Stakeholders

Role: Comprehensive representation of all stakeholders

Function: Represent individual organizations; provide input necessary to implement a shared plan; implement strategies that promote shared goals; understand value of role and participation.

Membership Criteria: All early childhood stakeholders = providers, leaders, collaboratives, residents, etc.

Ongoing workgroups

Function: Collaborate, connect, coordinate in alignment with the School Readiness Action Plan.

Note: Includes existing groups (i.e. Social Emotional Learning) and fluid, flexible or ad hoc groups.

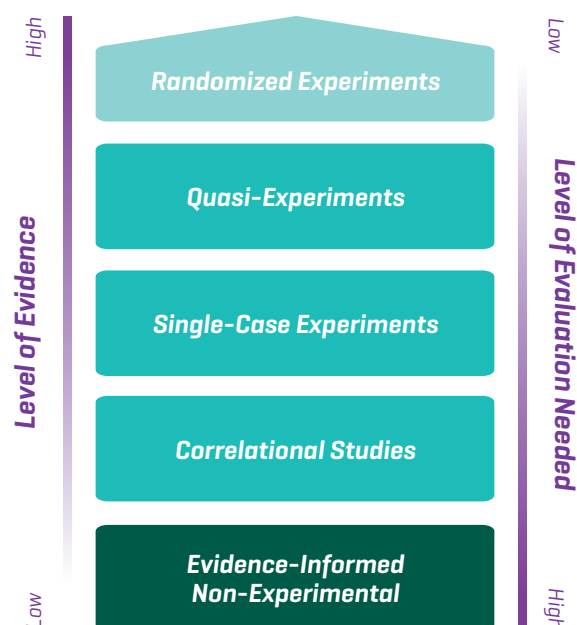
A Model for Decision-Making Based on Evidence

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

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

*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:



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 with Travis County Health & Human Services & Veteran Services, Research & Planning, who developed the model.

Key Historical Dates in Travis County Early Childhood Planning

1985 – City of Austin Mayor Frank Cooksey appoints 80 members to the Mayor’s Task Force on Childcare. Chaired by Jeannette Watson, this group completed an assessment and created recommendations including one to create the “Commission for Child Care” which evolved into the Early Childhood Council.

1988 – The Child Care Council (renamed the Early Childhood Council in 2009) recommends the creation of a City staff position - the Child Care Coordinator (currently Early Childhood Coordinator). City Council approves and the position is established.

1998 – Child Care Council releases planning document, “Affordable, Accessible, Quality Child Care for Austin” which recommends ongoing investments to improve the affordability, accessibility and quality of child care and encourages the city to be a model employer with policies that support working families with children. City funding as a result of the recommendations started the Watson Fellowships and the Teacher TRAC programs in 2000.

(Before 1999, the City of Austin and Travis County Human Services were the same entity. When the county created its own Health and Human Services department, some early childhood investments and staff were moved from the joint department. This structure is still in place, and the city and county continue to work closely together.)

2001-2002 – Community Action Network and the Austin Equity Commission identifies early care and education as critical issues in separate reports. The Early Child Care Council builds on this work and releases, “A Comprehensive Early Care and Education System,” which explores the ideal early care and education system.

2004 – A year-long planning effort reviewing childcare quality contracts was conducted. The results were contract requirements for coordination between the contractors and agreement on service delivery. This coordination set the stage for the Quality Child Care Collaborative (QC3), which is currently a program at Workforce Solutions.

2005 to 2007 – Community stakeholders at a multi-day planning retreat identify United Way Capital Area (now United Way for Greater Austin) as the convener for the early childhood sector of Travis County. An assessment of community needs, service delivery strategies and priorities are compiled in the, “Business Plan for Success By 6.” Early childhood stakeholders begin to meet regularly in task groups convened by United Way Success By 6.

2008 – United Way, the City of Austin and Travis County join efforts to convene community-wide quarterly Early Childhood Stakeholders summits. Stakeholders work to focus efforts on alignment of community-wide work with the “Business Plan for Success By 6.”

2010 – A cross-organizational leadership body to the Early Childhood Stakeholders is created and named, “Results-Based Planning Committee.” Convened and facilitated by United Way Success By 6, this group coordinated the next community-wide early childhood planning cycle that resulted in the publication of the first School Readiness Action Plan for Austin/Travis County in 2012.

2012-2015 – The “Results Based Planning Committee” is re-named “The School Readiness Action Plan Leadership Team.” Work groups are formed to implement the tactics and strategies identified in the plan. Annual updates, with performance measures and refined strategies, were published and posted on the United Way for Greater Austin website. May 2015 – The second edition of the School Readiness Action Plan was developed, vetted and published.

DATA CALCULATION NOTES

Ready Families

2014 Indicators

2014 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 January and February 2015. 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 2013 American Community Survey (three-year estimates - Table B17024) was used to identify the number of children under six living under 185 percent of poverty. This number was then divided by six to get an estimate of the number of children in each 12 month category (0-1, 1-2, 2-3, etc.) living at 185 percent of poverty or below. The number of children under three with parents who completed at least one year of research-based home visiting services was then divided by the number of children under three living under 185 percent of poverty. $2,287/20,694 = 11$ percent (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 January and February 2015. 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 six of the eight weeks. In order to get the percentage, the 2013 American Community Survey (three-year estimates - Table B17024), was used to identify the number of children under six living under 185 percent of poverty. This number was then divided by six to get an estimate of the number of children in each 12 month category (0-1, 1-2, 2-3, etc.) living at 185 percent of poverty or below. The number of children ages three to five with parents who completed evidence-based parent education services was then divided by the number of children three to five living under 185 percent of poverty. $908/13,796 = 7$ percent (rounded).

Number of family support professionals who completed Touchpoints training annually

Success By 6 coordinates the Touchpoints trainings and used the sign-in sheets to determine the number of family support professionals who participated in the training in 2014. The number was 21.

*2014 Indicators**2014 Calculations*

Number of agencies providing or coordinating two-generation programs

Measurement remains on Data Development Agenda.

Number of families in two-generation programs

Measurement remains on Data Development Agenda.

Number of adults with young children who receive literacy instructions annually

Measurement remains on Data Development Agenda.

Number of early childhood service providers who have been trained to refer adults with young children to literacy programs

Measurement remains on Data Development Agenda.

Number of households receiving EITC in Travis County

United Way for Greater Austin staff provided this data. "Earned income credit" includes both the refundable and non-refundable portions. The non-refundable portion could reduce income tax and certain related taxes to zero. The earned income credit amounts in excess of total tax liability, or amounts when there was no tax liability at all, were refundable. The refundable portion of the "earned income credit" equals "total income tax" minus the "earned income credit." Data was retrieved from the following sources: IRS SOI Tax Stats - Individual Income Tax Statistics - www.irs.gov/uac/SOI-Tax-Stats-Individual-Income-Tax-Statistics-ZIP-Code-Data-%28SOI%29 Texas - Individual Income Tax Returns: Selected Income and Tax Items by State, ZIP Code, and Size of Adjusted Gross Income, Tax Year 2012. The number of households is 225,273.

Ready Services: Early Childhood Education

2014 Indicators

2014 Calculations

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 Success By 6 and it includes all full-day ECE centers that serve at least 10 subsidized, Early Head Start, or Head Start children and have the following quality ratings: NAEYC, NAC, or TRS 4-star. 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. Centers serving fewer than 10 subsidized children (ages 0-5) were excluded from the final list. The number of children served at each Head Start center was requested from Child Inc. The Workforce Solutions, NAEYC, NAC, and Child Inc. websites were used to identify centers that were accredited by NAEYC, NAC, or TRS 4-star. This number of quality-rated centers serving subsidized and Head Start children was divided by the total number of centers serving 10 or more subsidized and Head Start children. $52/95 = 55$ percent (rounded).

Number of centers that are NAEYC accredited and serve 10 or more low-income children

This measure was calculated by Success By 6. It includes all Early Head Start, Head Start centers, and full-day ECE centers that serve at least 10 subsidized/low-income children and are NAEYC accredited. The NAEYC websites was used to identify centers that were accredited. 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.

Number of low-income children ages birth to 5 years old in early care and education centers, or Early Head Start/Head Start centers, that are TRS 4 star or higher

This measure was calculated by Success By 6. It includes all subsidized/low-income children attending full-day ECE and Head Start centers that 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. Total enrollment in Early Head Start and Head Start was requested for centers that are NAC or NAEYC accredited. The Workforce Solutions, NAEYC, NAC and Child Inc. websites were used to identify centers that were accredited by NAEYC, NAC, or TRS 4-star. The total number of low-income children between birth and five years old served in these centers is 1,459.

Number of eligible children birth to three years old served by Early Head Start

This data was provided by Child Inc. in February 2015. Two-hundred and sixteen children birth to three years old were served by Early Head Start.

*2014 Indicators**2014 Calculations*

Percentage of three year olds served in center-based Head Start centers

This data was provided by Child Inc. in February 2015. 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. $642/1549 = 41$ percent (rounded).

Number of eligible 3 year old children enrolled in Public Pre-K in Travis County school districts and other high-quality early education settings

This number was calculated by Success By 6. Data was provided by Austin and Manor Independent School districts, which in 2014 were the only Travis County districts serving eligible 3-year-olds. In 2014 this number was 310.

Percentage of all eligible 4 year old children enrolled in full-day Public Pre-K in Travis County School districts

Data were provided by E3 Alliance and are from E3 Alliance's analysis of PEIMS enrollment data from 2010 to 2014 at the UT Austin Education Research Center.

Percentage of Travis County School Districts providing full-day Pre-k

Data were provided by E3 Alliance. E3 Alliance surveyed school districts to determine whether they provided half-day or full-day Pre-K. Two out of six Travis County school districts provide full-day Pre-K for 4-year-olds.

Percent of lead teachers in full-day early care and education centers with at least an Associate degree or higher with 18 credit hours or more in child development

The baseline data will be collected during 2015.

Percent of directors with at least 12 credit hours in early childhood development

The baseline data will be collected during 2015.

2014 Indicators

Number of programs that incentivize parents to choose quality early care and education

2014 Calculations

This data was collected by Success By 6 in February 2015 from Workforce Solutions, the City of Austin, and Travis County staff. There are currently three such programs available to parents.

Number of agencies providing or coordinating two-generation programs

Measurement remains on Data Development Agenda.

Number of families in two-generation programs

Measurement remains on Data Development Agenda.

Ready Services: Preventative Primary Care & Mental Health

2014 Indicators

2014 Calculations

Number of meetings with child health-care providers about early childhood issues and the SRAP

This measure captures the number of meetings with child health-care providers about early childhood issues and the SRAP. Meetings may include scheduled appointments with individuals or groups, trainings, or formal presentations to the respective groups. Success By 6 staff and the School Readiness Action Plan Leadership Team members oriented 17 providers in 2014.

Number of home visiting and parent education programs that screen for mental health issues (including post-partum depression and trauma)

The baseline data will be collected during 2015.

Number of family-serving providers that have knowledge about trauma and make appropriate referrals

The baseline data will be collected during 2015.

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 Success By 6 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. Centers serving fewer than 10 subsidized children (ages 0-5) were excluded from the final list. The number of children served at each Head Start center was requested from Child Inc. 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. $24/94 = 26$ percent (rounded).

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

The baseline data will be collected during 2015.

Ready Communities

2014 Indicators

2014 Calculations

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

This data was calculated by Success By 6. 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. Ongoing and on-time funding was included. The 2013 American Community Survey (3-year estimates) was used to identify the number of children aged 0-5 below 200 percent 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. $\$5,284,335/40,271 = \131 per low-income child (rounded).

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 Leadership Team approved written position statements to individual elected officials to advocate or educate on behalf of the School Readiness Action Plan goals and activities (i.e. not on behalf of individual agencies who may contribute to the School Readiness Action Plan). 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. Success By 6 staff, ECC members, and a variety of Stakeholders had 25 briefings in 2014.

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

This measure captures individual or group visits or Leadership Team approved written position statements to community and governmental organizations to advocate or educate on behalf of the School Readiness Action Plan goals and activities (i.e. not on behalf of individual agencies who may contribute to the SRAP). Success By 6 gathers this data throughout the year.

Number of briefings to private funders and philanthropic foundations on behalf of the SRAP

The baseline data will be collected during 2015.

Number of focus groups conducted with parents, caregivers, or early care and education providers

This measure captures the number of focus groups with parents, caregivers, or early care and education providers focused on issues relating to and informing the School Readiness Action Plan. During 2014, 16 focus groups were conducted with parents in order to inform the 2015-2018 School Readiness Action Plan. Results from these focus groups can be found in the Appendix.

*2014 Indicators**2014 Calculations*

Number of parents, caregivers, and ECE providers who participate in advocacy or educational briefings

The baseline data will be collected during 2015.

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 two miles of each library were identified. The decision was made that if the majority of schools within a two-mile radius served 50 percent or more “free and reduced lunch” students, then the library would be categorized as low-income. TEA data was used to determine free and reduced lunch status of each school. Fourteen libraries were designated to be 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 1,353, of which 510 were in low-income libraries (38 percent - 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 two miles of each library were identified. The decision was made that if the majority of schools within a two-mile radius served 50 percent or more “free and reduced lunch” students, then the library would be categorized as low-income. TEA data was used to determine free and reduced lunch status of each school. Fourteen libraries were designated to be 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 160, of which 160 were in low-income libraries (100 percent).

DATA GLOSSARY

Parent

In the School Readiness Action Plan the term ‘parent’ is used in a broad sense. It refers to the parent, legal guardian, custodian, and/or the primary caregiver.

Parent: the father or mother of a child, including a stepparent or adoptive parent

Guardian: someone appointed by a court to have care, custody, and control of a child

Custodian: either a person or agency that has legal custody of a child or a person who has assumed parental status and obligations with a child even though they have not been awarded legal custody.

Caretaker: Someone other than a parent, guardian, or custodian who is responsible for a child’s care (e.g. an adult member of the child’s household or an adult relative).

School readiness

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 (School Readiness Action Plan, “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).

Low-Income

In the School Readiness Action Plan, low-income is defined as below 200 percent 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).

Eligible

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 Calculation Notes.

Ready Families

Home visiting services

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, www.pewstates.org/projects/home-visiting-campaign-328065).

Parent education services

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, <https://www.childwelfare.gov/preventing/programs/types/parented.cfm>).

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.

Financial stability resources

Various programs or services that promote 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/).

Ready Services: Early Childhood Education

<i>Two-generation programs</i>	Two-generation programs explicitly target low-income parents and children from the same family, providing high-quality services for both.
<i>Very high quality in early care and education settings</i>	Program standards set by widely recognized professional organizations for adequate structural characteristics and high-quality adult-child interactions.

Ready Communities

<i>Collaborative Funds</i>	Financial resources that are used to support projects managed by a collaborative structure between two or more entities.
<i>Engaged</i>	Engaged is a term broadly used to describe varying levels of participation, including attending, participating or collaborating in community planning processes.

Photography

All photos courtesy of Lauren Lesley Photography: laurenlesleyphotography.com

