



Austin Public Health



Office of the Director

P.O. Box 1088

Austin, Texas 78767

Phone (512) 972-5010

Fax (512) 972-5016

MEMORANDUM

TO: Mayor and City Council

FROM: Stephanie Hayden, LMSW *Dana Sundt for Stephanie Hayden*
Director

DATE: April 9, 2018

SUBJECT: Response to Resolution No. 20170928-057 High Quality Child Care and PK3 Resolution

The attached report includes the full response to Resolution No. 20170928-057, requesting a City-wide needs and gaps assessment of high-quality, affordable child care facilities. A printed copy will also be delivered to Mayor and City Council Offices today.

Austin Public Health (APH) was the lead department in responding to this resolution. APH convened and facilitated a multi-sectoral work group of community early childhood experts and also met and consulted with numerous City departments and outside entities. The work group (Quality Child Care and PK3 Workgroup) met bi-weekly from November 2017 to March 2018 and provided expertise and community data as well as policy and funding items for Council consideration.

Now that Council has adopted the City of Austin Strategic Direction 2023 Plan, there is an opportunity to align several of these Workgroup considerations with the outcomes of the plan.

Economic Opportunity and Affordability – having economic opportunities and resources that enable us to thrive in our community

- Strategy: Create equitable access to quality Early Childhood Education (ECE) by supporting families who do not qualify for existing free programs and cannot afford quality programs on their own, increasing availability of quality ECE programs, and encouraging living wages for ECE providers.
- Metric: Cost of living compared to income
 - Percentage of households that are considered cost-burdened based on calculation of housing and transportation costs (child care costs to be added as data becomes available). The Resolution defines affordability according to Texas Health and

Human Services, which “benchmarks affordable child care at no more than 10% of a family’s median income.”

- **Metric: Skills and Capability of Community Workforce**
 - Number and percentage of children enrolled in quality Early Childhood Education programs (as evidenced by meeting Texas Rising Star criteria)

APH is scheduled to provide a brief presentation at City Council’s work session on April 10, 2018. Thank you for your continued support. If you have any questions, please feel free to contact me.

Cc: Spencer Cronk, City Manager
Sara Hensley, Interim Assistant City Manager
Assistant City Managers
Donna Sundstrom, Assistant Director



REVISED

High Quality Child Care and Pre-K 3 Report

Response to Council Resolution No. 20170928-057

April 2018



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Background

Council passed Resolution No. 20170928-057 (Resolution) which directed compilation of information on twelve separate deliverables related to community data, equity gaps, and potential policies and resources that could provide opportunities to expand existing affordable high quality child care services and access to Pre-K (Appendix A).

Process

Austin Public Health (APH) was the lead department assigned to coordinate with other City departments and community stakeholders to help develop the information responsive to the requests in the Resolution.

APH convened and facilitated a Quality Child Care & Pre-K 3 Resolution Work Group (Work Group) which consisted of local experts on quality child care to gather community wide data and input on policy, practices, and funding priorities. The Work Group had regular participation from representatives of Austin Community College, Austin Independent School District, the Early Childhood Council, E3 Alliance, Travis County, United Way for Greater Austin, and Workforce Solutions Capital Area. The Work Group provided data as needed from their respective organizations, and met on a biweekly basis from November 2017 through March 2018. In addition to providing extensive community data and expertise responsive to the requests in the Resolution, the Work Group developed a list of items for Council consideration that are included as part of this report.

APH also conducted meetings with City departments and outside entities to gather data and identify internal opportunities within existing resources. The entities that provided information that contributed to the work in this report include Austin Independent School District's Planning Services staff, and School, Family, and Community Education staff; APH's GIS Analyst, Budget staff, and Environmental Health Services staff; the Budget Office; Economic Development; Human Resources; the Office of Real Estate Services; the Office of Performance Management; Parks and Recreation; Planning and Zoning; Neighborhood Housing and Community Development (NHCD), Travis County's Economic Development and Strategic Investments; and Jeremiah Program. APH provided a presentation regarding the process and offered opportunity for public input at Council Member Garza's District 2 Town Hall on January 17, 2018.

Additionally, APH conducted a survey among City employees regarding needs and priorities, and to gather input on current City programs related to child care. The Interim City Manager emailed a link twice to all City employees who have access to City email. APH reached out to 9 departments with a significant number of staff that work in the field without access to computers, to coordinate distribution of paper surveys in English and Spanish for their staff. Within the timeframe for this project, 6 departments were able to participate in distribution of paper copies of the survey including Aviation, Building Services, Fleet, Public Works, Watershed, and Austin Resource Recovery. APH staff attended a City Health Expo to provide employees additional opportunity to complete paper surveys. A total of 3,034 responses were collected, which include 529 paper surveys and 2,505 electronic responses. Of these, 1,037 had children under 6 years old. The Fiscal Year 2017-18 Council-approved budget includes a total of 14,026 City employees, and there are 2,928 children under the age of 6 enrolled in City

benefits. Survey results are dispersed throughout this report where the information is applicable, and the survey, results, and comments are available in Appendix B.

On March 28, 2018, the School Readiness Action Plan (SRAP) Leadership Team officially endorsed the full list of items the Work Group developed for consideration by the Austin City Council. The SRAP Leadership Team is comprised of local early childhood planners and funders, who collaborate to oversee and monitor the cyclical School Readiness Action Plan

(<http://www.unitedwayaustin.org/05/2015/uwatx-unveils-the-srap-2015-2018/>) process, coordinate resources across entities, generate and monitor agreements at respective entities to invest in the shared plan, and align funding and policy decisions where possible. Membership on the SRAP leadership team includes representation from the Community Action Network, United Way for Greater Austin, Travis County Health and Human Services, Capital Area Workforce Solutions, Child Inc., Austin Public Health, Capital Area Workforce Solutions Board, City of Austin Early Childhood Council, E3 Alliance, KLRU, Children's Optimal Health, Central Texas Literacy Coalition, Austin Community College, Austin Chapter of the Texas Association for the Education of Young Children, Austin Independent School District, and Manor Independent School District. The report and Work Group considerations will also be posted for discussion and possible action on the agenda for the Early Childhood Council meeting scheduled for April 11, 2018.

This report includes information for each deliverable in the Resolution, the list of Work Group items for City Council consideration, acknowledgements for all of the staff and community members that contributed to this project, and appendices, including back-up documentation and community reports that are referenced and may be helpful for future work regarding high quality child care and access to Pre-K.

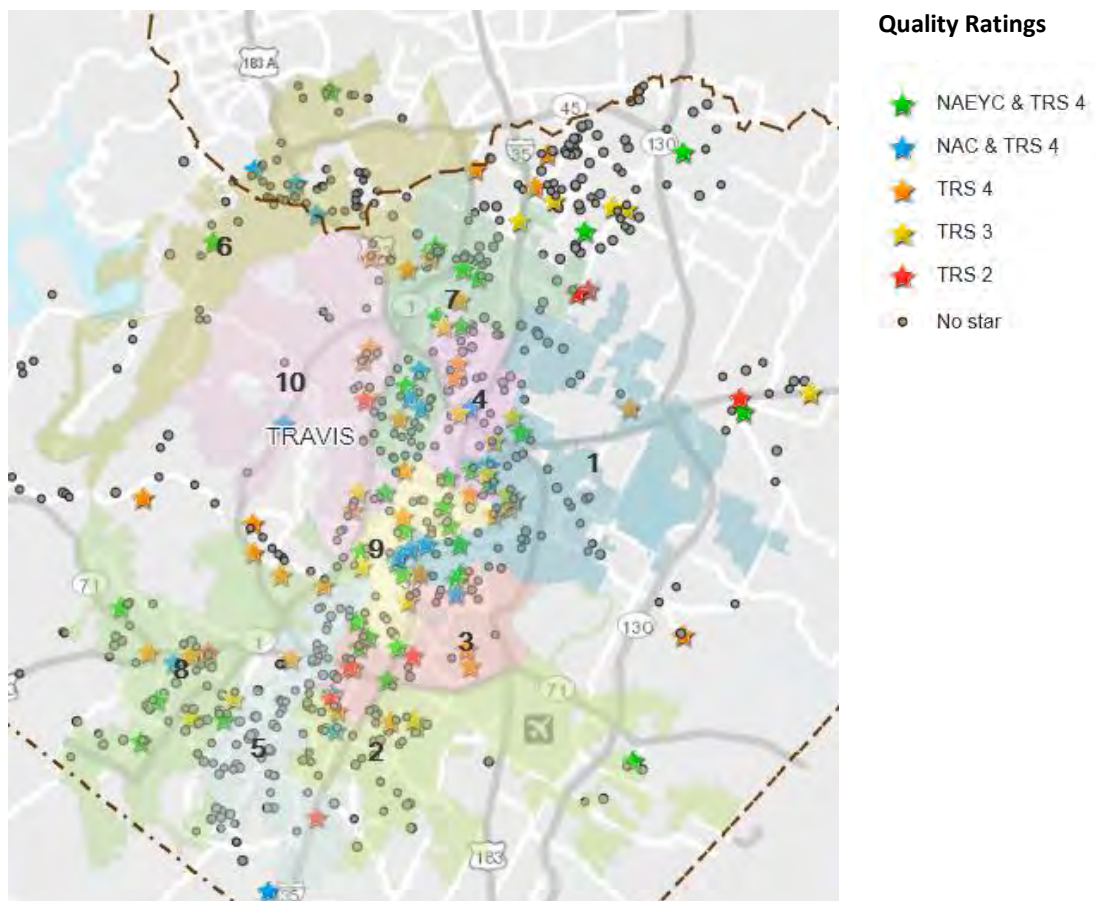
The primary focus of the work in this report is related to affordable, high quality child care. Child care centers are considered high quality after obtaining certification through the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission for Early Care and Education Programs (NAC), and/or by receiving a 4-Star rating from Texas Rising Star (TRS). The Resolution defines affordability according to Texas Health and Human Services, which "benchmarks affordable child care at no more than 10% of a family's median income, or \$7,540 in 2014 for the Austin area."

Responsive Information for Resolution Deliverables:

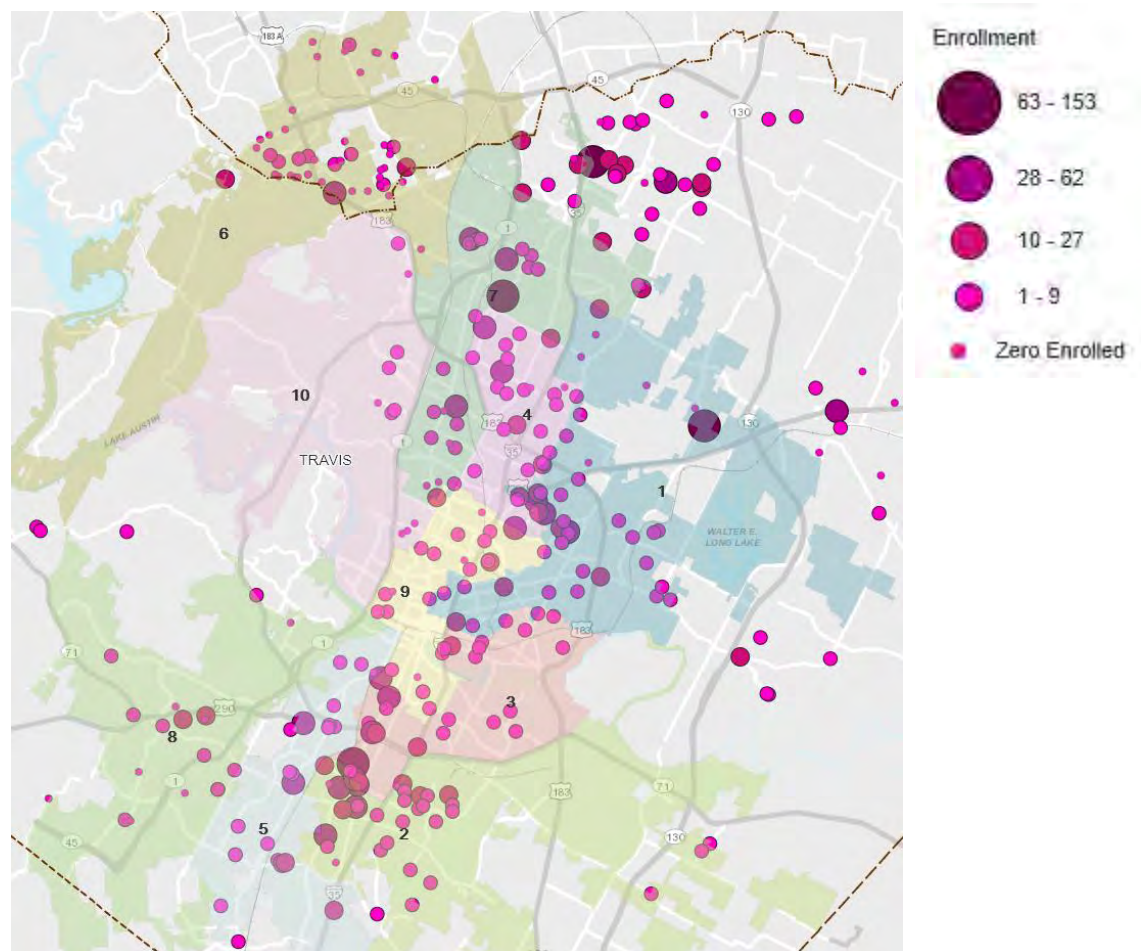
Deliverable 1- Develop a city-wide list and map of high-quality child care facilities by Council District, differentiating between those that accept child care subsidy funds and those that do not.

Working closely with an APH GIS Analyst and using information from Workforce Solutions Capital Area (WFS), Workforce Solutions Rural Capital Area, and the Department of Family and Protective Services (DFPS), an interactive map was created in response to this deliverable. The map also includes information that is responsive to other deliverables in the Resolution, such as AISD schools that have Pre-K 3 and Pre-K 4. The interactive map is available at <http://arcg.is/HDLem>.

Map A. Quality ratings of licensed child care providers by Council District



Map B. Number of children using child care subsidies (CCS) enrolled in licensed child providers



The map above shows the all the child care providers in Travis County and Austin/Williamson County that accept CCS and the 2017 monthly average number of children using subsidies enrolled with each provider. Note, many providers have a contract with Workforce Solutions Capital Area or Workforce Solutions Rural Capital Area to accept children with subsidies but had zero children using subsidies enrolled in 2017.

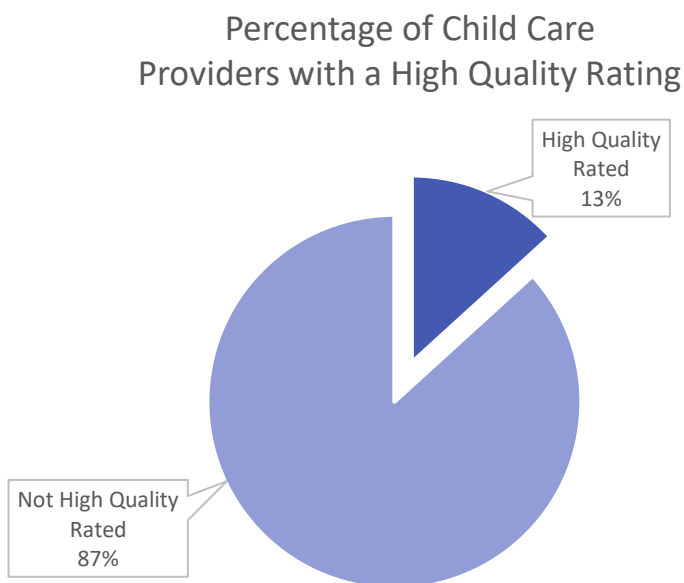
The information on the interactive map relevant to this deliverable includes:

- Locations and quality ratings of licensed child care centers in Travis County and those in Williamson County that are in the City of Austin
- Locations and quality ratings of licensed and registered child care homes in Travis County and those in Williamson County that are in the City of Austin
- Child care providers that accept child care subsidies (CCS) and those that do not
- City Council Districts

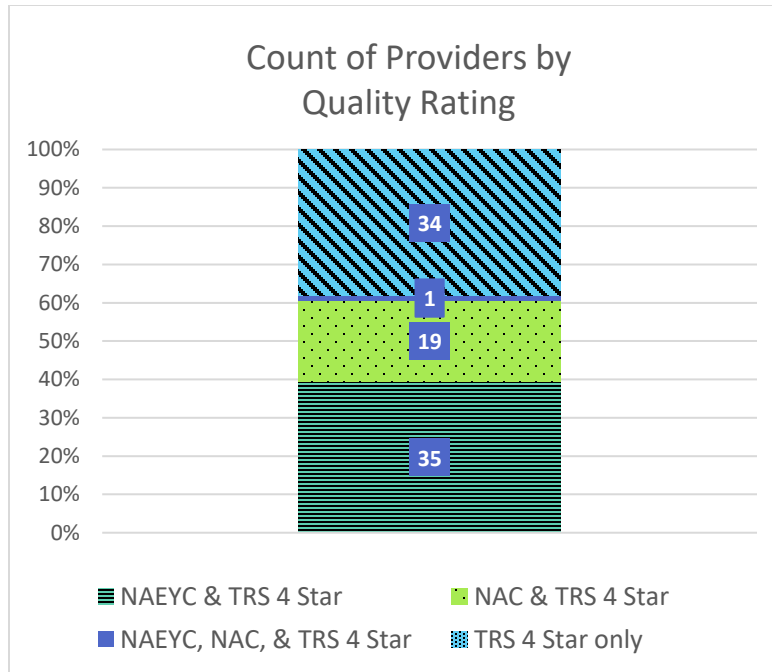
All of the following information pertains to providers in Travis County as well as those in Williamson County that are within the City of Austin. There are 702 child care providers (both licensed child care centers and licensed or registered child care homes) including 655 in Travis County and 47 in

Austin/Williamson County. (Note, this report excludes information on licensed child care providers that serve only school-age children.) Of these, 251 providers do not serve infants, and 121 do not serve infants or toddlers. Only 89 of the 702 providers have high quality ratings (86 in Travis County and 3 in Austin/Williamson County), meaning they are accredited by the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission (NAC), and/or have a Texas Rising Star (TRS) 4-star rating.

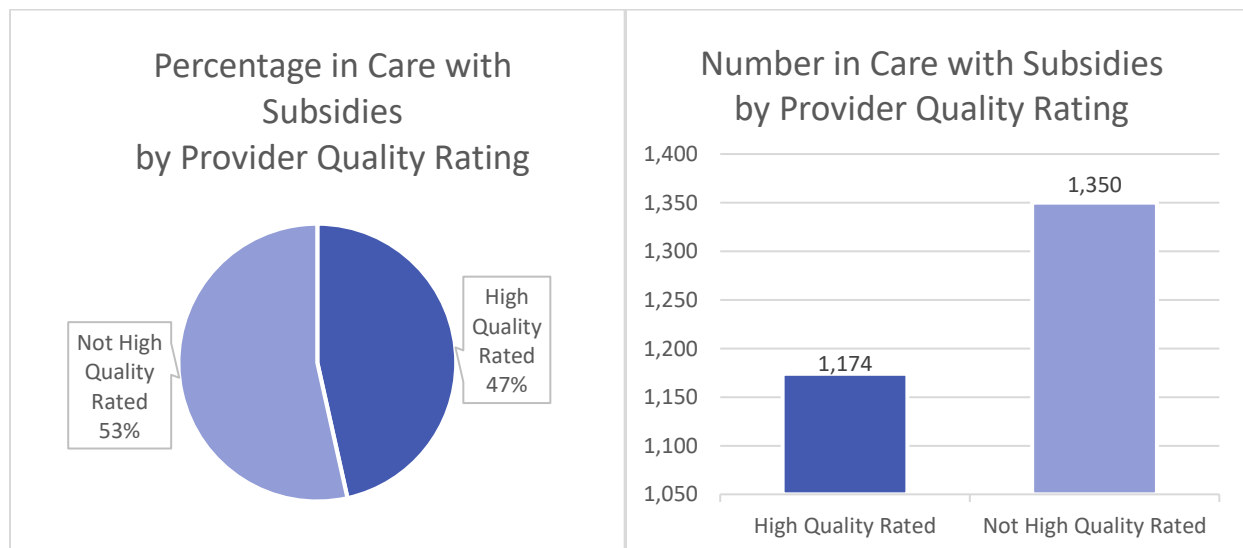
Of those without a high quality rating, 21 have TRS 3 stars and 9 have TRS 2 stars (all of these are in Travis County), while 583 have no quality rating (539 of these are in Travis County and the rest are in Austin/Williamson County). The chart below shows the percentage of child care providers that have a high quality rating.



Of the 89 providers with high quality ratings, 35 have NAEYC accreditation and TRS 4 stars; 19 have NAC accreditation and TRS 4 stars; 1 has NAEYC and NAC accreditations, and TRS 4 stars; and 34 have TRS 4 stars but no national accreditation. This breakdown of ratings and accreditations of the high quality in Travis County is illustrated in the following chart.



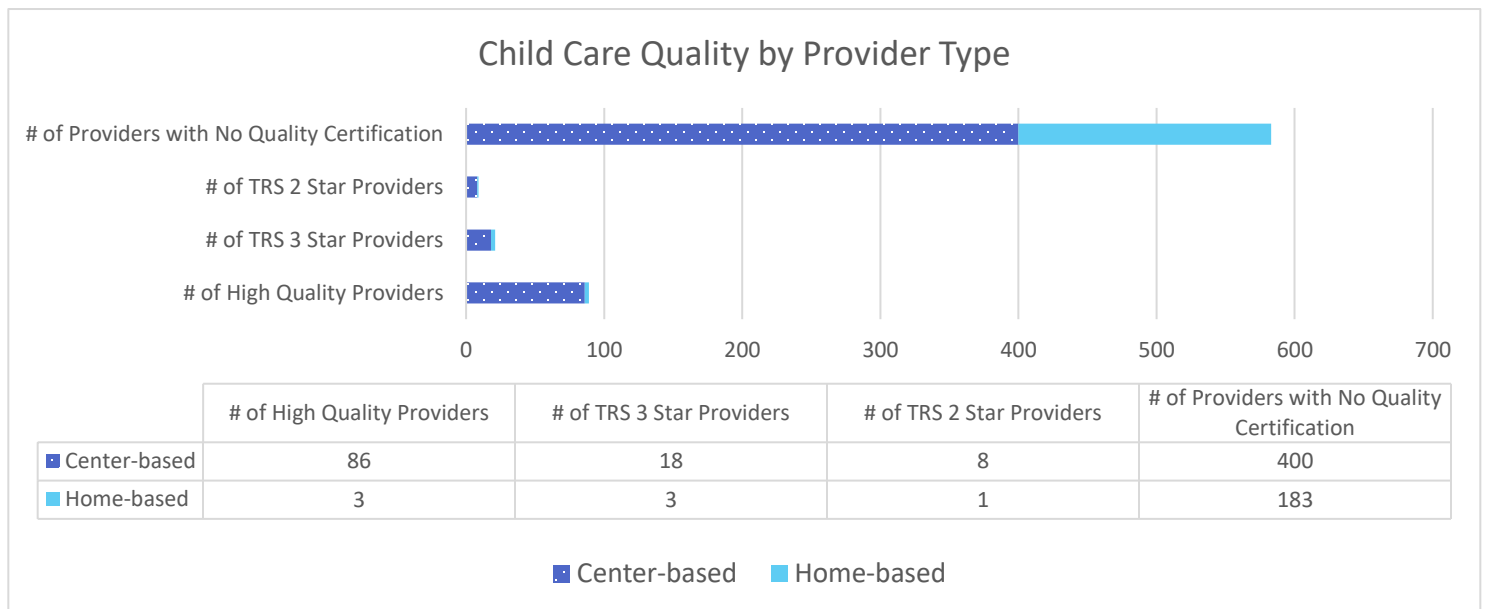
Workforce Solutions Capital Area and Workforce Solutions Rural Capital Area provided information on which providers accept subsidies and the CCS enrollment numbers, which are monthly averages by provider for calendar year 2017. Of the 702 child care providers, 304 accept child care subsidies (16 in Austin/Williamson County and the rest in Travis County), though 57 of these had no children using subsidies enrolled. The other 247 providers serve a total of 2,524 children with CCS. The 237 that are in Travis County serve 2,483 children, while the 10 of these are in Austin/Williamson County serve 41 children. Only 24% (n= 60) of the providers serving children with CCS have a high quality accreditation or rating. These providers with high quality ratings serve 1,174 children with CCS (8 children in Austin/Williamson County and the rest in Travis County), or 47% of all children using CCS. Therefore, over half of the children with subsidies are in care with providers that do not have a high quality rating, as shown in the charts below.



The other children using CCS are served by providers with TRS 3 stars, TRS 2 stars, or by providers with no quality rating. See the table below for comparison.

Children Enrolled with Child Care Subsidies by Provider Quality Rating				
Quality Rating	Number of providers with CCS children enrolled	Percentage of providers with CCS children enrolled	Number of children with CCS enrolled	Percentage of children with CCS enrolled
TRS 4 Star	60	24%	1,174	47%
TRS 3 Star	18	7%	252	10%
TRS 2 Star	9	4%	164	6%
No quality rating	160	65%	934	37%
Total	247	100%	2,524	100%

The chart below shows the number of child care providers by quality rating and provider type.



Of the 702 child care providers, 190 are licensed or registered child care homes - 19 in Austin/Williamson County and the rest in Travis County. Of these 190 homes, 27 have children with CCS enrolled. There are a total of 55 children enrolled in these homes- 53 in Travis County and 2 in Austin/Williamson County. Of those 55 children, 5 are enrolled in homes that have TRS 4 Stars, 8 are enrolled in a home with TRS 3 Stars, 3 are enrolled at a home with TRS 2 Stars, and 39 are enrolled in 22 homes that do not have a quality rating.

See Appendix C for a list of child care providers, their quality ratings, whether or not they accept subsidies, and the number of children enrolled using subsidies at each.

Deliverable 2- Identify the number of children receiving a subsidy at each center accepting child care subsidy funds.

Workforce Solutions Capital Area and Workforce Solutions Rural Capital Area made available data on all child care providers in Travis County and Austin/Williamson County that accept subsidies, and the monthly average number of children enrolled in 2017 whose tuition was subsidized. Appendix D is a list created from that data of the child care centers in Travis County and City of Austin/Williamson County that accept subsidies and the number of children using subsidies enrolled in each center.

As shown in the table below, there was a monthly average of 2,524 children with subsidies in care in 2017. Of these 2,469 were enrolled in child care centers and 55 were enrolled in licensed or registered child care homes.

Children Enrolled with Child Care Subsidies by Provider Type				
Provider Type	Number of providers with CCS children enrolled	Percentage of providers with CCS children enrolled	Number of children with CCS enrolled	Percentage of children with CCS enrolled
Child Care Home	27	11%	55	2%
Child Care Center	220	89%	2469	98%
Total	247	100%	2,524	100%

As mentioned in deliverable 1, there are 1,350 CCS children enrolled with providers that do not have a high quality rating. APH, in collaboration with community early childhood partners, continue to explore strategies to increase the number of children using subsidies who are receiving care from a child care provider with a high quality rating.

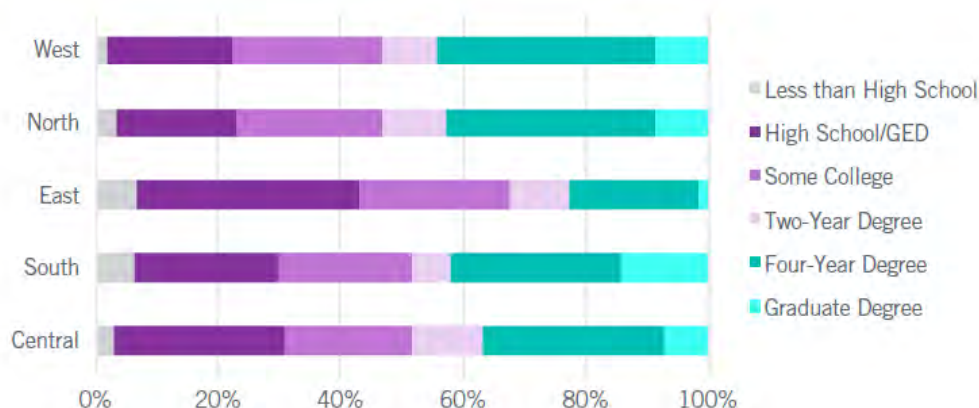
Deliverable 3- To the extent practicable, provide the differential factors that exist between the centers including but not limited to, teacher education, teacher pay, benefits, and working conditions.

In 2016, United Way for Greater Austin surveyed directors of licensed child care centers in Austin and Travis County and published a “2016 Early Care and Education Survey report (Appendix E). The responses of the 91 directors that participated give insight into differential factors that exist between centers, including teacher education levels, wages, benefits, working conditions, and retention, as well as center quality. The data and graphs from that report that are responsive to this Resolution deliverable are included below.

Teacher Education

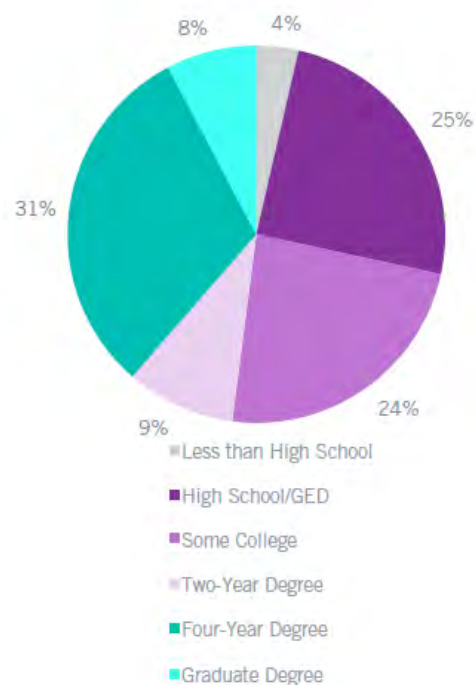
With regard to teacher education, 39% of lead teachers had at least a 4-year degree while, 29% had only a high school degree or less. In East Austin, only about 25% of lead teachers have a 4-year degree, as compared to about 40% in other parts of the city. The percentage of teachers with no formal education specific to early childhood development varies by region as follows: 25% in East Austin, 20% in South Austin, and 7 to 9% in West, North, and Central Austin. The following graph displays teacher education levels by region.

Education Levels by Region

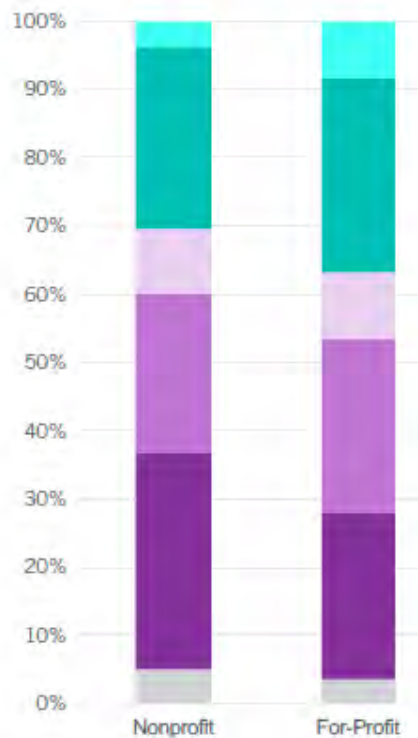


Lead teachers in for-profit centers were more likely than those in nonprofit centers to have early childhood education. While about 30% of centers had teachers who were enrolled in online education, about 70% of centers had teachers who were interested in online education. The following two graphs display education levels of teachers overall and by center type.

Education Levels of Lead Teachers Overall



Education Levels of Lead Teachers Based On Center Type



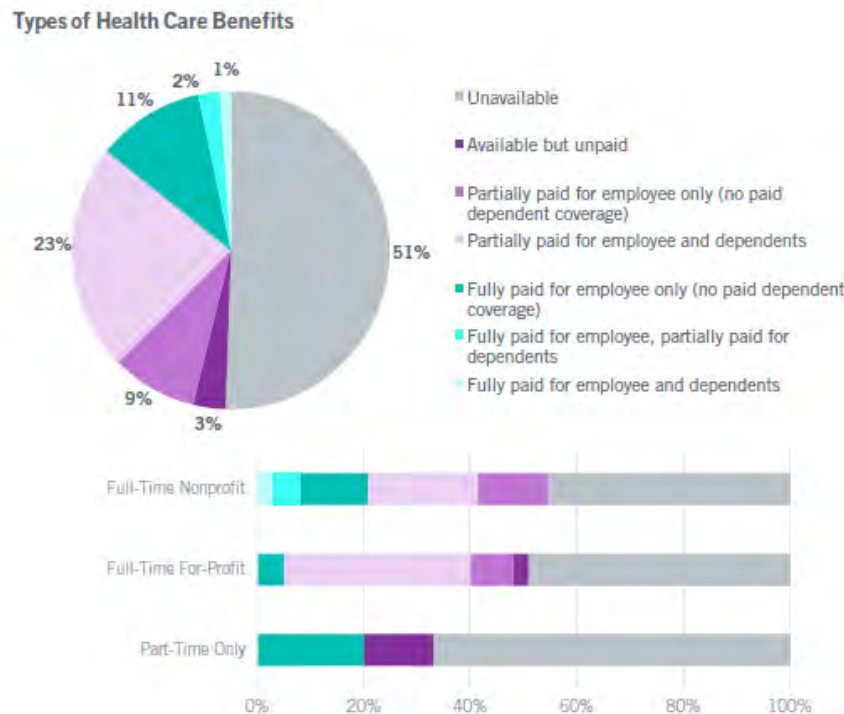
Teacher Wages

Teacher salaries ranged from \$8.50 to \$16.83 per hour. The average bottom salary across centers was \$10.67 per hour and the average top salary was \$14.07. The average salary range was higher at nonprofit centers than at for-profit centers. Fifty (50%) to 60% of center directors make at least \$40,000 per year, and 30% of full-time nonprofit center directors make below \$20,000 a year. The following two charts show the average wages for teachers by type of center and by region, respectively.

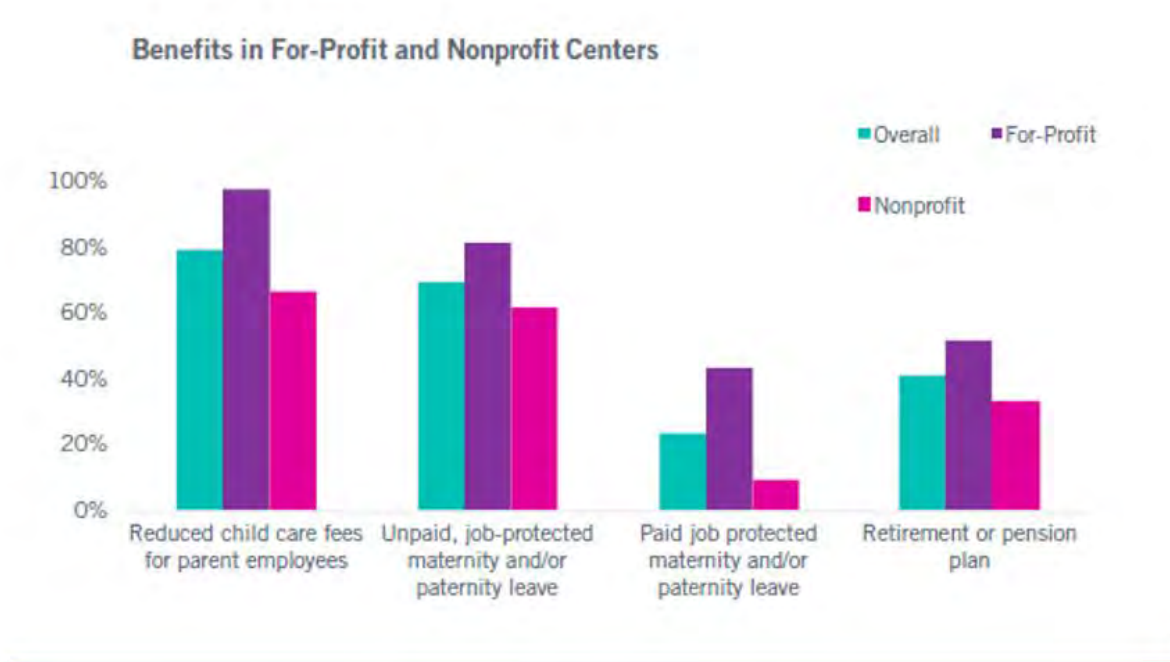


Teacher Benefits

Benefits of all types for teachers at for-profit centers had improved over the previous 2 years and benefits for teachers at nonprofit centers decreased over that time in all categories except unpaid maternity leave. Health care benefits were better at full-time nonprofit centers than at full-time for-profit centers, while full-time centers were much more likely to have health care benefits than part-time centers. Health care coverage for employees was fully paid for by 14% of centers, and of those 3% either partially paid or fully paid for dependent coverage. While 32% of centers partially paid for employee coverage, only 9% of those centers also partially paid for dependent coverage. At 3% of centers, health care benefits were available but unpaid, while 51% of centers offer no health care benefits. The following graphs detail the types of health care benefits available and how this varies by center type.

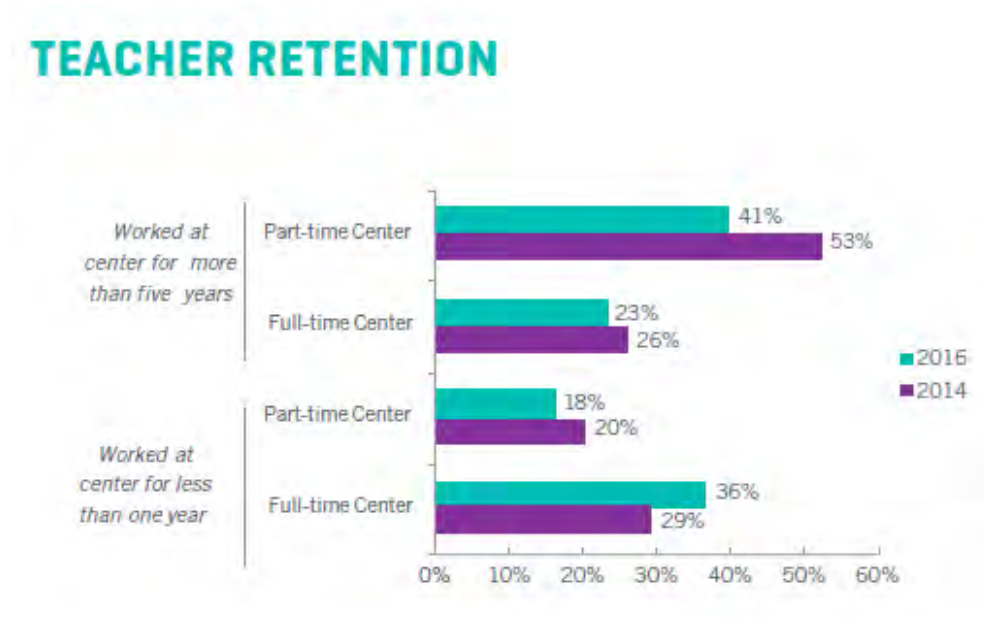


More than three quarters of all centers in Travis County offer reduced child care fees to employees and unpaid maternity leave. Meanwhile, 43% of for-profit centers and 9% of nonprofit centers provide paid, job-protected maternity leave. Retirement plans are available at 51% of for-profit centers and 33% of nonprofit centers. The table below highlights benefits offered at for-profit and nonprofit centers.



Teacher retention

Teachers at nonprofit centers were more likely (78%) to have been working at the same center for more than a year than teachers at for-profit centers (56%). Over half (56%) of teachers at full-time centers had worked at the center less than 1 year and 23% had worked at the center for more than five years.

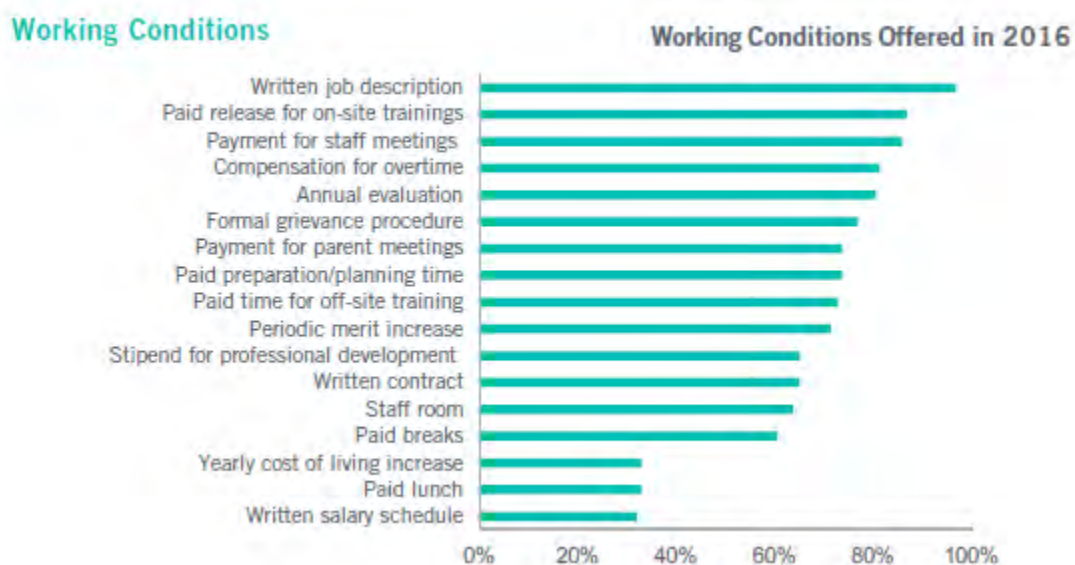


Center quality

Only 38% of centers met the quality standards set by NAEYC, NAC, or Texas Rising Star (2, 3, or 4 star) and only 3% of centers were pursuing accreditation. Of the quality rated nonprofit centers, over 70% were high quality (TRS 4 stars, NAEYC, or NAC) and a little over 60% of for-profit centers were rated high quality (TRS 4 stars or NAC; none were NAEYC accredited).

Working conditions

The following table provides information about the working conditions at the centers of survey respondents.



The survey also found that centers are interested in improving working conditions for teachers and have been focused on this as a priority since 2012, with the top five funding priorities in 2016 being increasing salaries, increasing number of teachers, improving training, offering or improving benefits, and offering or increasing financial support for teacher education. United Way notes that the continued emphasis on improved working conditions as top funding priorities suggests that, “centers are still lacking the necessary resources to make improvements.”

Deliverable 4- Identify desirable geographic areas and/or locations for a high-quality child care facility with access to public transportation, institutions of higher education, or workforce hubs, and shall include public land owned by the City, Austin Independent School District, and Travis County.

Interactive map

In order to respond to this deliverable, APH worked with an internal GIS analyst to add pertinent information to the interactive map. Various additional relevant layers to the map have been added including Capital Metro bus routes, rapid stations, and Metro Rail; workforce hubs including employers with 500 or more employees; City of Austin owned parcels; and AISD elementary school locations, catchment boundaries, and percent capacity (under or over-enrolled). As mentioned earlier, the map also contains layers related to existing child care providers, their quality ratings, whether or not they accept child care subsidies (CCS), how many children using subsidies they have enrolled, and City Council districts. Additional layers included that may be useful for further analysis are City of Austin and Travis County boundaries, , school district boundaries, zip code boundaries, median income by census tract, concentration of children 5 years old and younger by zip code, and home zip codes of City employees.

Additional time is necessary to review and analyze the interactive map created to help illuminate desirable geographic areas or locations for a high-quality child care facility as requested in this deliverable.

City of Austin facilities

Austin Public Health met with the Office of Real Estate Services (Real Estate) to determine what, if any City-owned properties could be a feasible option to lease for the purpose of a high-quality child care center. Real Estate provided a list of 4 City-owned properties with current or planned use (Appendix F) and a list of City-owned surplus property (Appendix G) that includes 20 properties categorized by Council District that was presented to the City Council in 2015 and remains largely unchanged. Real Estate also provided a matrix that was developed by Neighborhood Housing and Community Development (Appendix H) regarding some of the same properties as well as a few that are in Austin Housing and Finance Corporation's name to determine what properties rise to the top for development for housing or emergency shelters. Some of the same criteria are relevant to what would be suitable for a child care facility, such as bus stops, high frequency transit stops, activity center/corridor, elementary schools, etc. In taking a closer look at the available facilities, each had some level of limitations and barriers including, but not limited to location, access to transit, and other property-specific constraints. Additionally, any of the sites would need a new structure built to serve as a child care facility or would need significant capital investments to meet all of the building standards and requirements for a child care center.

Travis County facilities

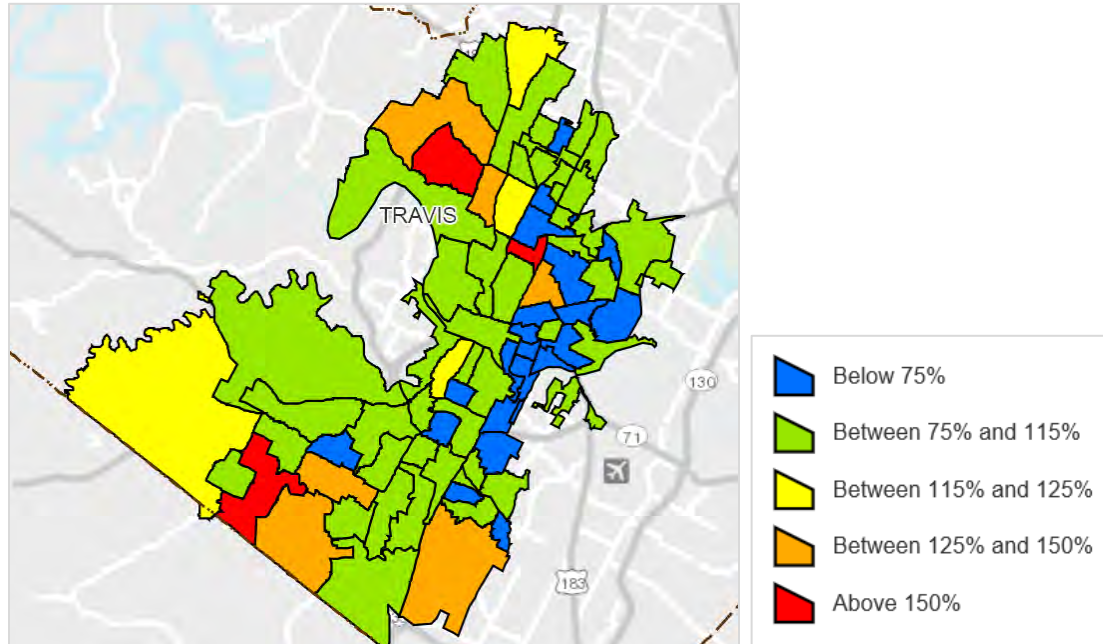
Austin Public Health met with Travis County's Economic Development & Strategic Investments staff to determine what, if any County-owned properties could be a feasible option to lease for the purpose of a high-quality child care center. Travis County provided information on seven under-utilized properties (See Appendix I for more information on each of these properties, including addresses). Travis County informed the City that the available square footage of existing buildings on these properties which Travis County plans to partially vacate would not be good options for opening a new child care facility. This is

because the properties are not planned for non-County staff purposes until they are redeveloped. The best time for the City and County to partner on a potential child care facility would be during the planning phase of a redevelopment project. Two of the seven under-utilized properties, one on Post Road near Congress and Oltorf, and another called Block 126 at 10th and Lavaca, are the most promising options to consider as potential locations for including a child care facility when the sites are redeveloped. The Post Road property will not be available for redevelopment until 2023 at the earliest. A third site that currently houses a warehouse used for storage on Cesar Chavez is also a potential site for the location of a new child care facility when it is redeveloped. If the City is interested in pursuing a partnership related to this, the City should communicate with Travis County about when redevelopment plans for these sites will begin so discussion on possibilities for a partnership could be included as part of that process.

Austin ISD

APH met with Austin Independent School District (AISD) Planning Services about the potential for using AISD facilities to expand the availability of high quality, affordable child care. There are potential opportunities to partner with AISD to open a child care center in an under-enrolled AISD elementary school, most of which are in the eastern crescent of the city, where the majority of Austin's low-income population lives. Per the interactive map, some of these schools are located near employment hubs, bus routes, and in areas with high populations of children ages 0-4. The following static map provided by AISD shows the percent capacity of elementary schools by enrollment. The schools with the lowest enrollment capacity would likely provide the highest opportunity for collaboration.

AISD 2017-18 Percent of Permanent Capacity by School Enrollment



Further details about a potential collaboration with AISD to enable underutilized classrooms to be used as quality child care locations are provided below in deliverable 5.

Deliverable 5-Identify and describe the types of partnerships and strategies, including current public-private partnerships involving the City, that encourage affordable, high-quality child care, including collocation of child care centers with open space in underutilized schools and incentivizing employer based child care.

Current COA partnership with Child, Inc.

As described on its web site, Child Inc. is, “a nonprofit organization that provides low-income families with comprehensive early childhood education, including mental health services, disabilities services, nutritional services, medical and dental services, social services and parent engagement activities.” The child care staff meet Head Start certification regulations. Child, Inc. currently operates high-quality child care centers in two Austin Public Health Neighborhood Centers including Rosewood-Zaragosa and South Austin. Under the arrangement, Child, Inc. leases the spaces at a below-market rate to provide child care services. The Rosewood-Zaragosa site serves toddlers, and pre-school and school-age children. The South Austin site serves those same age groups as well as infants.

AISD under-enrolled schools

APH met with AISD Planning Services staff and discovered potential for the City to partner with AISD to open a high quality child care center at one or more of AISD’s under-enrolled elementary schools.

Such a partnership could help expand the availability of high quality, affordable child care in an area lacking such access. Further formal conversations would need to be held between the City and AISD to determine the feasibility of a partnership with the City, the specific location of a new center, costs, and partnership structure. One option would be for the City to cover the costs of capital improvements, such as installing hand-washing stations accessible to young children, which may be necessary to convert under-utilized classrooms into child care facilities to meet child care licensing standards. This is potentially the lowest-cost option in regards to building requirements for the City to invest in expanding quality child care classrooms in Austin.

Alternatively, or in combination with the previous option, the City could enter into a social services contract with a child care provider to provide services to low income families in the community. Additionally, the child care center could serve children of AISD and City employees.

AISD provided APH with the “2017-18 enrollment impact map” for elementary schools (Appendix J) and a related spreadsheet, “AISD 2017-18 Percent of Capacity by Enrollment 3 yr” (Appendix K) with information on the current school year and the previous two years for all schools. The data from the AISD elementary school enrollment levels is also included on the interactive map. There are currently 10 elementary schools that are below 65% enrollment and all of these schools are in the eastern crescent of the city. They are Campbell (37% capacity), Norman (40%), Sanchez (45%), Winn (47%), Zavala (54%), Metz (55%), Sims (57%), Brown (60%), Linder (62%), and Brooke (63%).

AISD also provided information on the current child care programs on elementary school campuses (Appendix L, AISD Faculty and Community Child Care Programs SY 17.18). Five of the programs are managed by AISD campus staff. The program staff are AISD employees and the tuition fees are submitted to the campus bookkeeper. Three of these accept infants through 4-year-olds and the other two accept 3-5 year-olds.

There are also 18 child care programs on AISD campuses managed by outside vendors. Two of these programs have a high quality rating of TRS 4 star and one has a TRS 3 star rating. Currently, AISD does not sub-contract with vendors to operate those centers, rather, the District rents campus space, usually portable buildings, to the vendor. The vendors for these programs are Apples Greatest Beginnings (1 location), Extend-A-Care (6 locations), and Club House Cadets (11 locations). These centers serve children from infancy through either 4 or 5 years old. None of the current child care programs serve children during the summer months. They operate by the traditional school calendar.

AISD also has three child care centers that serve teen parents exclusively. They are located on Garza, Lanier, and Travis High School campuses. The center at Garza does not have a quality rating. The center at Lanier is TRS 4 star and the center at Travis is NAEYC accredited and is TRS 4 star. These programs are supported by Title 1 funds, City of Austin Community Development Block Grant, and Workforce Child Care Solutions tuition reimbursement funds.

AISD provided a budget for an AISD Child Care Program that could be used as a baseline to determine the potential cost for subcontracting out child care services at a newly created center. The budget provided is for a program with 27 children enrolled, five full-time staff members, and one part-time employee. (Note, some of the teacher to child ratios in this budget are higher than those recommended by NAEYC. To comply with NAEYC ratio recommendations, personnel costs may be higher.) It lists both program revenue including tuition by age group, and program expenditures including salaries (Appendix M, Child Care Budget Template-Program with 27 Children Enrolled). Tuition is \$850 per month for infants, \$750 for 2 and 3 year olds, and \$650 for 3 year olds. Salary and benefits for 5 full-time employees and one part-time employee who have 209 duty days per year (summers off) is \$189,699.41.

Exploring incentives and public-private partnership options with Economic Development Department

The Economic Development Department (EDD) conducted a six month process to evaluate the City's current Chapter 380 policy which is used for incentives, and to craft policy recommendations for changes. During that process, child care was most often mentioned as a part of the provision for wrap around Services in Training programs for Workforce Development. There were no specific programs uncovered in the initial Best Practice/Peer Review analysis performed for 13 US cities that were specifically built around requiring child care or other family services in their incentive qualifications. However, further research into the requirements of those programs is needed to determine if this is truly excluded from the peer set, or remains undiscovered in the requirements of their incentive programs. EDD provided a formal response to this deliverable of the resolution (Appendix N) that details the community feedback they have received to date, as well as a cost estimate of \$75,000 for a consultant that could help further explore opinions and opportunities for potentially adding into Chapter 380 a policy requirement or incentive bonus for projects to include high quality affordable child care services or facilities in applications. In that proposal, Economic Development Department and Austin Public Health would work with United Way and other community partners to understand and define the needs for a consultant to study more closely the potential for incentivizing employer-based child care and public-private partnerships that could be effectively implemented in Austin.

As a benefit to employees, Capital Metro has partnered with a child care provider that operate a high-quality, nationally accredited child care facility located at 624 North Pleasant Valley Road, Austin, TX 78702. As described on the Capital Metro web site:

“The Child Care and Learning Center is available to Capital Metro employees, contractor employees and community children between the ages of 6 months to 6 years. The rates for employees and contractors are discounted by income. The center is operated by Bright Horizons Family Solutions and supports the standard of excellence established by the National Accreditation Commission for Early Care and Education Programs.”

The hours of operation for the center are 6:00 a.m. to 6:30 p.m., which begin earlier and end later than many child care centers, which can be very helpful to employees who do not work on the traditional 8:00 to 5:00 schedule. APH was unable to meet with Capital Metro during the resolution response period to learn more about this child care center partnership, but will continue to work on scheduling a meeting to learn more about the arrangement, as it could serve as a useful model to the City for offering high-quality child care services to employees as well as to the community.

Deliverable 6- Identify City programs that assist in creating high-quality, affordable child care for low- or moderate-income families.

Various City programs assist in creating high quality affordable child care for low-income families and City employees. These include services provided through social service agreements, a partnership with Child Inc. to provide child care at two neighborhood centers, the Child Care Services Program administered by Neighborhood Housing and Community Development (NHCD), enrichment programs for young children through the Parks and Recreation Department, as well as child care benefits for City employees. These programs are described below, along with the results of a survey of City employees with children under age 6 that APH conducted to gather information in response to this resolution regarding employees' awareness of City child care benefits, and their needs and preferences related to child care and Pre-K.

Social Services Agreements

Austin Public Health currently has two social services agreements that use proven methods to improve quality at child care centers and/or provide direct access to high quality child care for families with low-income. Both of these agreements support the Vision outlined in the 2015-2018 School Readiness Action Plan for Austin/Travis County (SRAP) (Appendix O) which states: "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." Additionally, these agreements support the following SRAP strategies related to Early Childhood Education:

- Increase the availability of very high-quality early care and education centers for low-income families in Travis County.
- Recruit and retain qualified teachers and administrators.

Organization; Program	FY 2018 Funding	Clients served	Program Services
Austin Community College; Teacher & Director TRAC	\$51,128	32	<ul style="list-style-type: none">• Provides scholarships and financial incentives for child development education; improves quality at child care centers
Workforce Solutions; Quality Child Care Collaborative (QC3)	\$931,842	1,282	<ul style="list-style-type: none">• Child care continuity services• Increases quality by assisting centers in achieving quality ratings• Financial incentives and wage supplements for educators

ACC Teacher & Director TRAC agreement:

The goal of Teacher TRAC (Training, Retention and Compensation) is to increase the number of early care and education teachers who serve children in Austin and Travis County who have college-level courses in child development leading to a Child Development Associate (CDA) certificate or Associate of Applied Science (AAS) degree. The goal of Director TRAC is to improve the qualifications of Travis County

child care directors through credit college coursework to meet Texas Department of Family and Protective Services Minimum Standards and Texas Rising Star Director Standards. This agreement has \$51,128 annual funding from the City in Fiscal Year 2018.

Overall, the TRAC program provides scholarships for courses, textbooks and financial incentives to participants for successfully completing Child Development courses and who are working in centers serving at least 20% families with low income or at least 10 children from low income families. The program aims to increase the number of knowledgeable, skilled early care and education teachers and directors and help to prevent the problems associated with poor quality child care.

The TRAC program has an annual goal of serving 32 clients with City funding, with 180 total clients served annually when accounting for all program funding sources. Additional annual outcome goals include that 86% of clients across the total program (180 people) will complete an educational program and demonstrate improved knowledge. This outcome is measured based on students who successfully complete their courses.

The ACC Child Development Department engages in early childhood community planning activities and continues to actively support the School Readiness Action Plan (SRAP), participates in the SRAP leadership team, the SRAP general workgroup, and the Quality Child Care Collaborative (QC3).

Quality Child Care Collaborative (QC3):

The QC3 agreement has several program purposes related to child care quality and access to child care services, and has \$931,842 in annual funding from the City in Fiscal Year 2018.

Child care continuity services provide direct child care services for low income families in Austin/Travis County. These funds are in place as a temporary bridge for families who face disruption of child care due to job loss or following completion of a workforce development program, and for families who initially do not meet the CCDF funding rules. Continuity of child care for children is a critical factor of quality in early care and education, and prevents disruptions – which hinders family capacity to gain or maintain earnings.

The QC3 agreement aims to increase the quality of child care in the community by assisting child care facilities in achieving a Texas Rising Star rating and/or attaining national accreditation. This includes comprehensive services for centers seeking a TRS rating including assessment, monitoring, technical assistance, and facility improvement materials. The Jeannette Watson program is also part of the QC3 agreement, and provides financial incentives and wage supplements to ensure teachers remain working with the most vulnerable populations. It rewards teachers who enroll in core coursework in early childhood education and pursue higher education by paying a higher stipend for higher education.

Across all of these programs, QC3 has a goal of serving 1282 unduplicated clients annually with City funding, and 2,230 unduplicated clients annually when accounting for all funding sources. Other annual City-funded goals include 14 parents enrolled in a Parent Leadership and Community Café training, 1183 teachers receiving training or wage supplements, and 85 children provided continuous child care services that otherwise would have been destabilized. The program also has an annual outcome goal that 90% of individuals complete an educational program and demonstrate improved knowledge, and that 94% of Jeannette Watson Wage Supplement Program Participants show retention in early childhood education in settings that serve children from low-income families.

The staff members of this program also lead and facilitate the Quality Child Care Collaborative (QC3) Leadership Team, which is a group that discusses various quality improvement activities and community needs to ensure that program approaches are relevant and effective for the populations the program is intended to serve.

Partnership with Child Inc.

As mentioned in the information provided for Deliverable 5, the City of Austin leases space to Child Inc. at a below-market rate to operate high-quality child care centers in two Austin Public Health Neighborhood Centers including Rosewood-Zaragosa and South Austin.

Child Care Services Program

Neighborhood Housing and Community Development (NHCD) administers federal Community Development Block Grant (CDBG) funds for child care services. NHCD contracts with three entities to provide these services-AISD, Child Inc., and YWCA. Details about these services are outlined in the table below.

Organization-Program	FY 2018 Funding	Clients served annually	Program Services
Austin ISD	\$179,644	65	<ul style="list-style-type: none"> Child care for children under age 5 of teen parents enrolled in AISD to allow parents to attend school full-time For teen parent families with gross income ≤200% of the Federal Poverty Level
Child Inc.- Early Head Start	\$84,928	58	<ul style="list-style-type: none"> Early Head Start direct child care services for children under the age of 3 For families with gross income ≤200% of the Federal Poverty Level
YWCA- Bridge Child Care Voucher Program	\$283,272	94	<ul style="list-style-type: none"> Administer voucher program Provides subsidies for child care services for children from families in crisis For families with gross income ≤200% of the Federal Poverty Level

Parks and Recreation Department enrichment programs

PARD provides enrichment activities to children and youth, including Pre-K age children in some programs. PARD provided a spreadsheet with information on enrichment programs the City offers for Pre-K age children at various locations (Appendix P). The spreadsheet also details current facility usages and available space and times for potential expansion of Pre-K enrichment activities. See Consideration F in the Quality Child Care and Pre-K 3 Resolution Work Group about exploring options for expanding these activities.

Benefits for City Employees

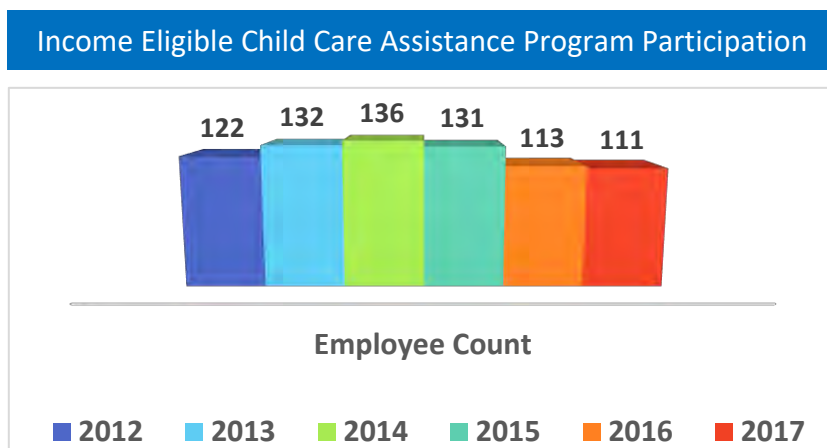
The City offers four child care program benefits to employees. Three of these, Income-Eligible Child Care Assistance, the Child Care Referral Service, and FLEXTRA Dependent Care Account can be used for care of young children. The fourth, the Youth Camp Scholarship Program, is for school-age children.

Income Eligible Child Care Assistance:

Family income limits for the Income-Eligible financial Child Care Assistance are reviewed periodically according to the Human Resources Department and currently require that a family's gross household income be equal to or less than the state median income (see income limits in the table below). Additionally, single parents must be receiving or paying child support, and both parents must be able to document that they are working 30 hours or more a week to qualify. The reimbursement rate is up to \$50 per week for all-day care and up to \$25 per week for after-school care. This rate has not changed since 2005. The top 10 zip codes of employees who currently use this benefit are: 78660, 78617, 78640, 78745, 78610, 78653, 78702, 78744, 78724, 78747, 78748, and 78725. See the second table below for this program's annual budget since 2013.

Income Eligibility		Fiscal Year	Budget
Family Size	Family Income		
2	\$59,366	2013	\$300,372.50
3	\$62,710	2014	\$299,861.50
4	\$72,698	2015	\$201,724.50
5	\$81,098	2016	\$189,261.50
6	\$89,498	2017	\$201,662.50
		2018	\$201,721.50

The graph below shows the number of employees who have participated in the assistance program for the last 6 years.

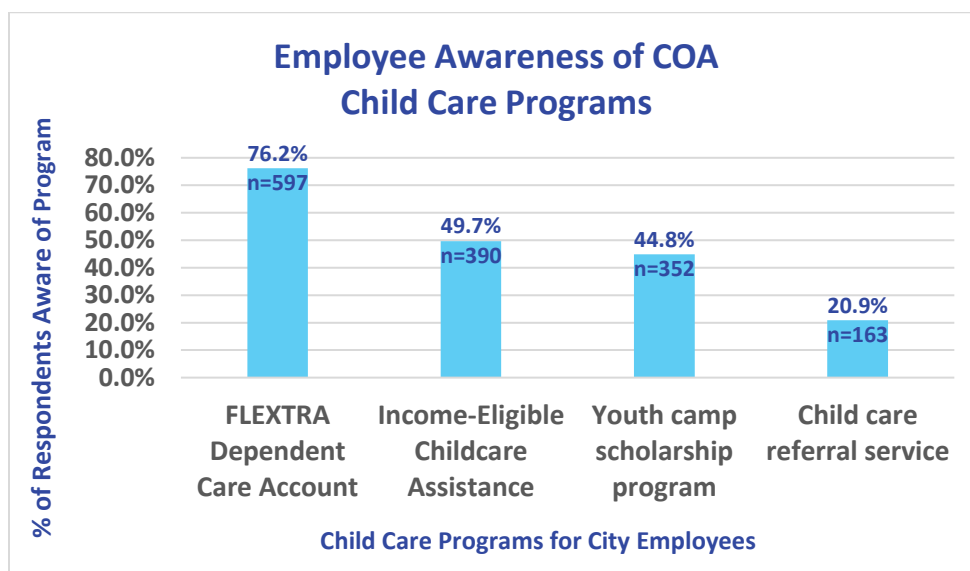


City of Austin Employee Survey on High Quality Child Care

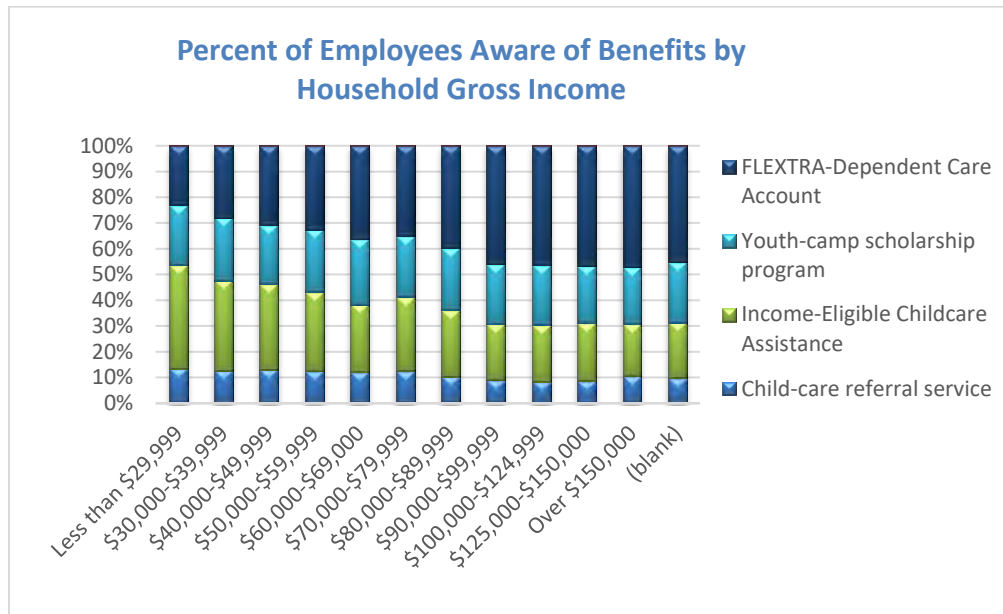
Austin Public Health created a survey that was sent to all COA employees that specifically focused on employees with children under the age of 6 in order to find out about their child care arrangements and expenditures, as well as their preferences and priorities related to child care.

There were 3,034 total respondents to the survey. The first question asked if they have a child/children under the age of 6. There were 1,037 people who work at 37 different City departments who answered yes to that question went on to complete the rest of the survey. While the number of all COA employees who have children under the age of 6 is unknown, the Human Resources Department was able to provide data that the City currently has 2,928 children under the age of 6 enrolled in City benefits. Using this as a rough proxy, it is approximated that the 1,037 survey respondents with children in this age group is a successful response rate.

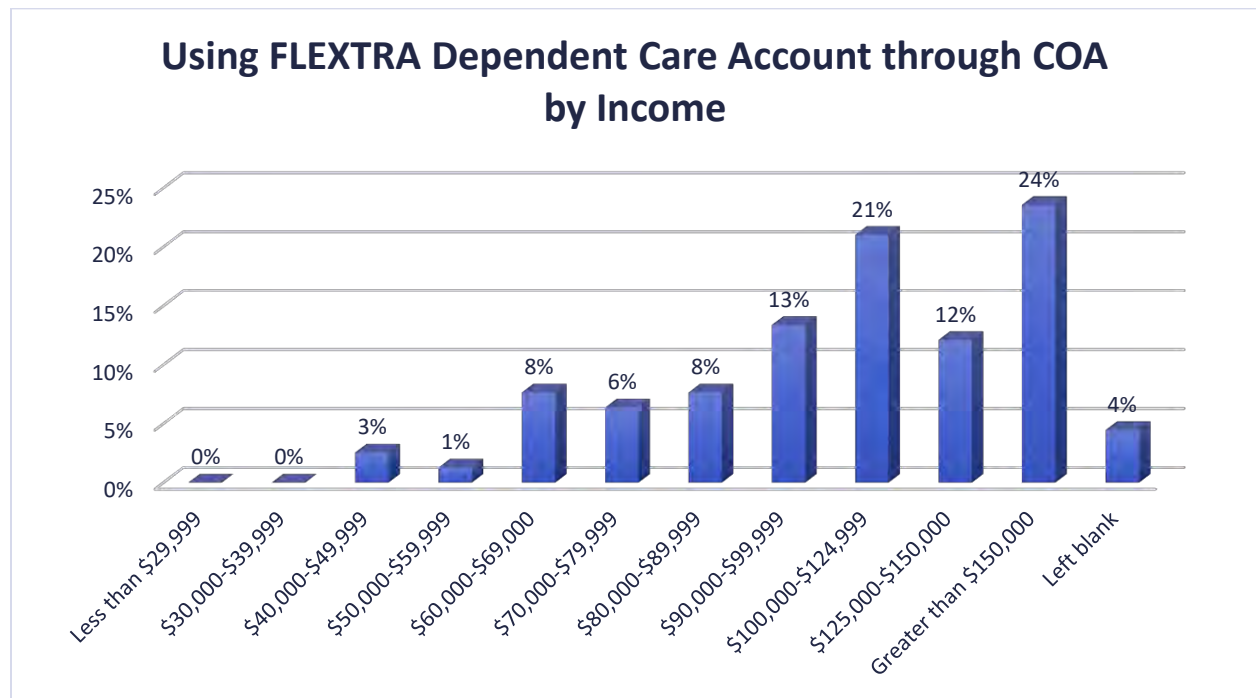
The survey asked employees if they were aware of the four child care benefits for employees. The program that most respondents were aware of was FLEXTRA Dependent Care Accounts, and the one fewest of them were aware of was the Child Care Referral Service. Only about half of respondents were aware of the income-eligible child care assistance program. Employee responses on awareness of these benefits appear in the chart below.



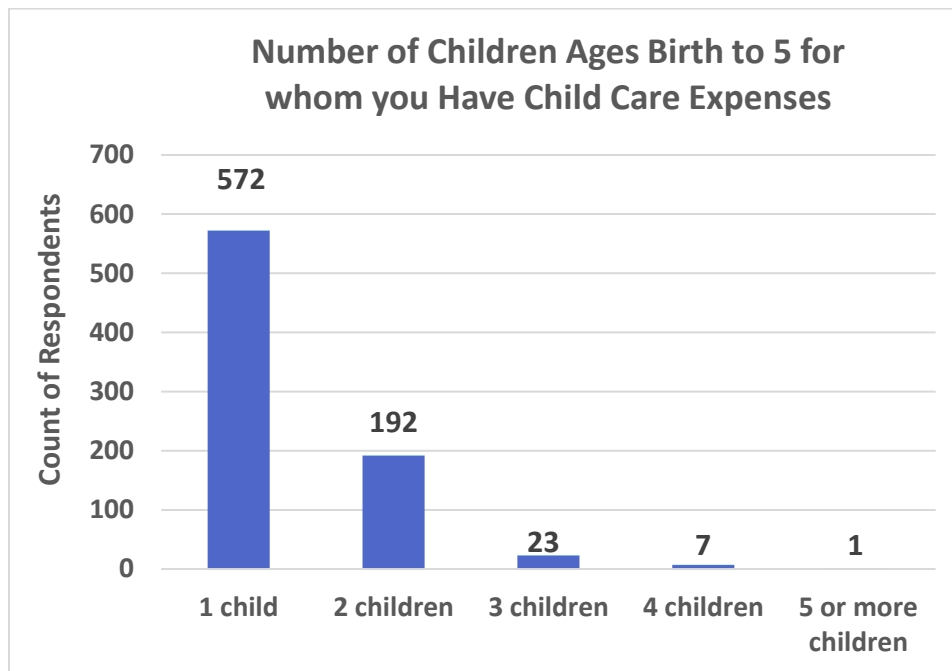
The survey also examined employee awareness of these programs based on household income, which is included in the following table.



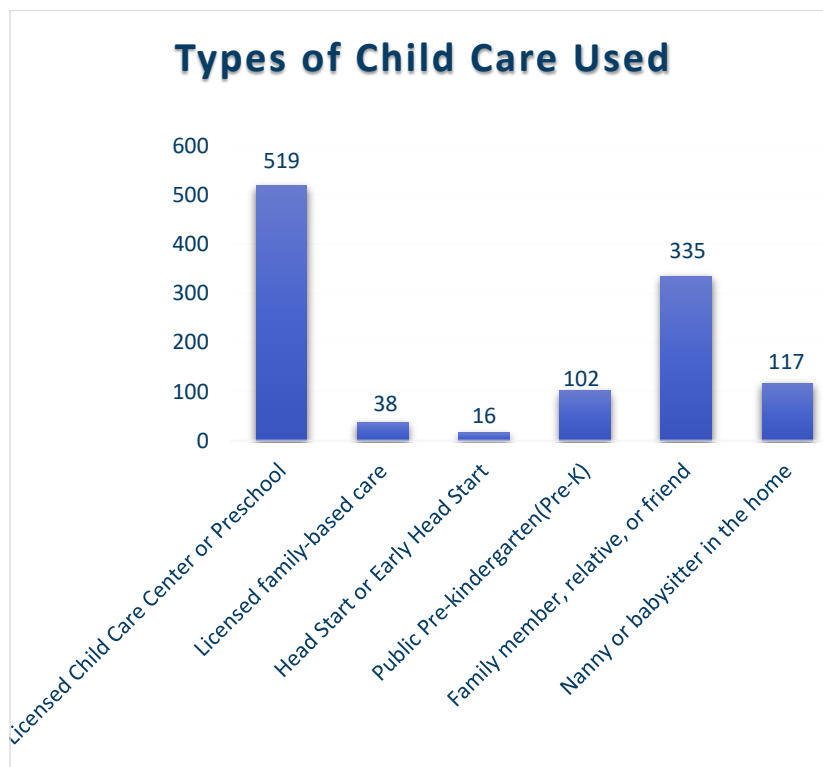
The survey showed that whether an employee uses the FLEXTRA Dependent Care Account benefit is highly correlated with income as shown in the graph below.



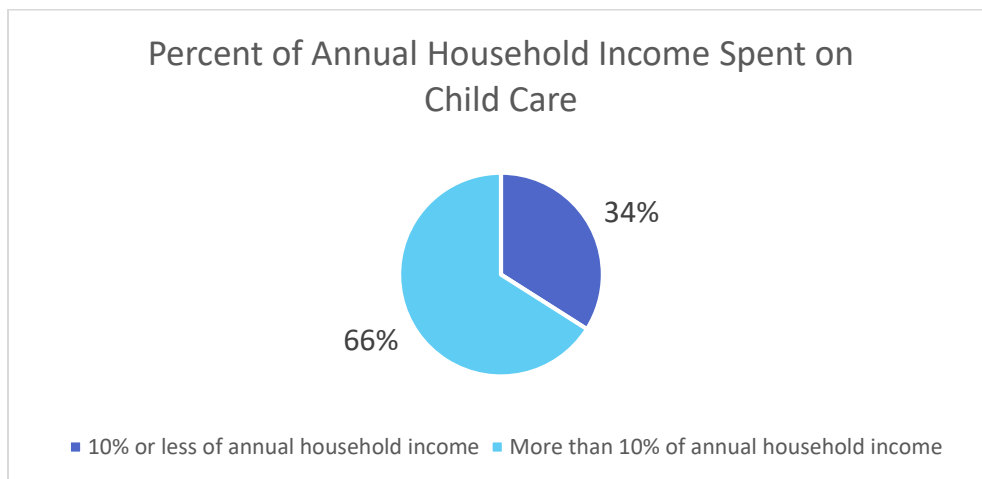
The 1,037 respondents with children under age 6 had a total of 1,555 children birth to age 5. The majority of respondents only had child care expenses for one child in this age range.



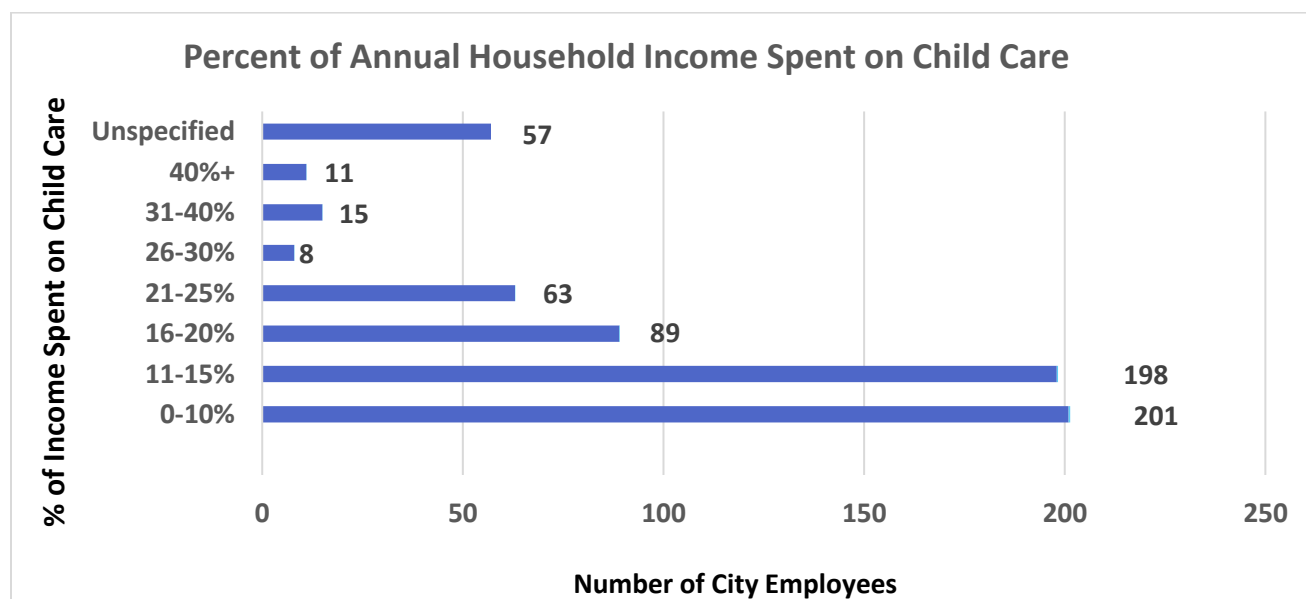
The table below shows the types of child care employees with children under the age of 6 use. The most common is a licensed child care facility followed by a family member, relative, or friend.



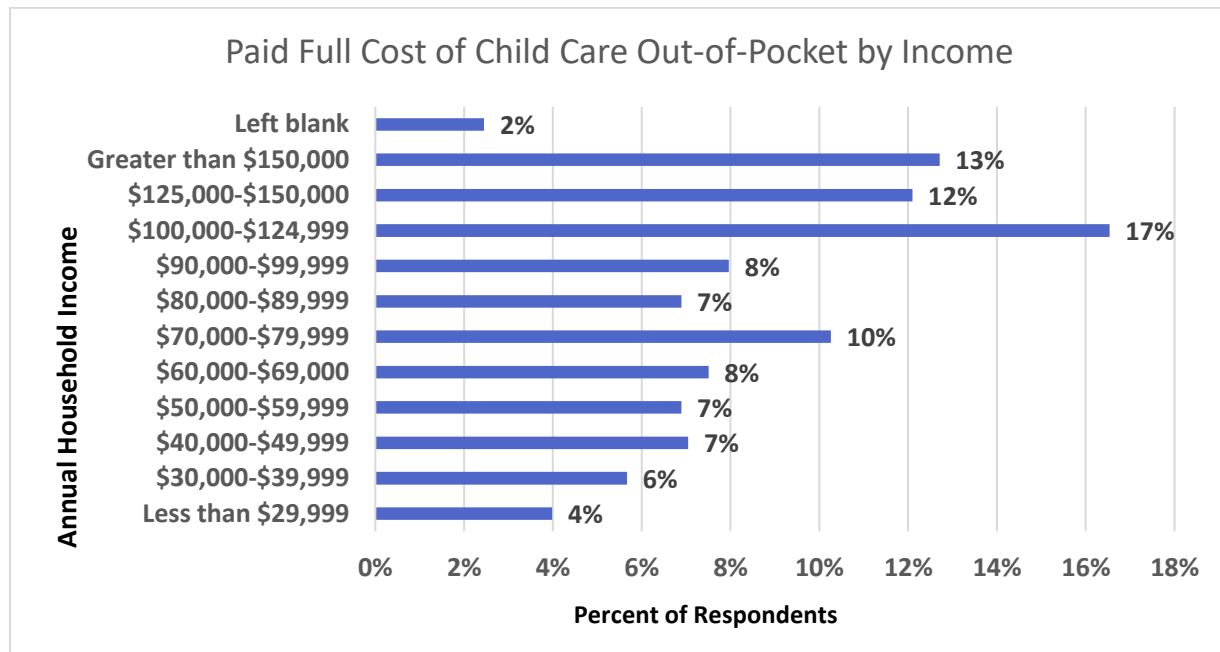
The survey looked at employees' average monthly spending on child care. The benchmark for affordable child care according to the U.S. Department of Health and Human Services and Texas Health and Human Services, is that the expenses are not more than 10% of household income. The survey results showed that 66% of respondents (who specified their household income) spend over 10% of the household income on child care as shown in the chart below.



The following chart provides more detail on the proportion of household income respondents spend on child care.



Employees were also asked if they use child care, how they pay for it. The majority of respondents, 63%, paid the full cost out of pocket, while 15.1% use a FLEXTRA Dependent Care Account through the City, 12.7% do not pay for child care, 4.3% use the City's Income-Eligible Child Care Assistance Program, 1.8% receive a discount or scholarship from the child care provider, 1.4% use Workforce Child Care Subsidies, and 7.4% chose "other." The graph below shows how percentages of respondents who pay the full cost of child care out of pocket by income.



(See Appendix B for the survey questions and Appendix Q for additional survey results.) There were some City employees who, because they do not have children under the age of 6 were unable to give input through the survey, but emailed in their comments about child care. These comments are included in an Appendix R. Employee names have been removed.

Austin Public Health and Human Resources met to review the survey data and current processes to work on ways to improve this valuable benefit to City employees. The following action items are currently underway:

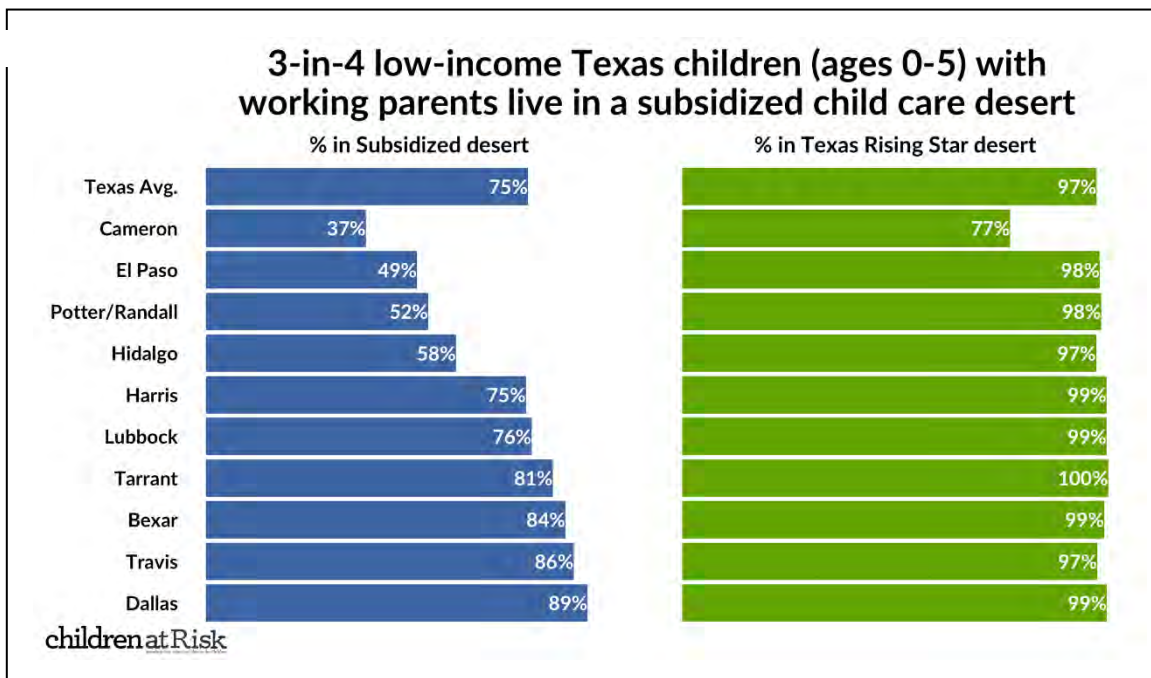
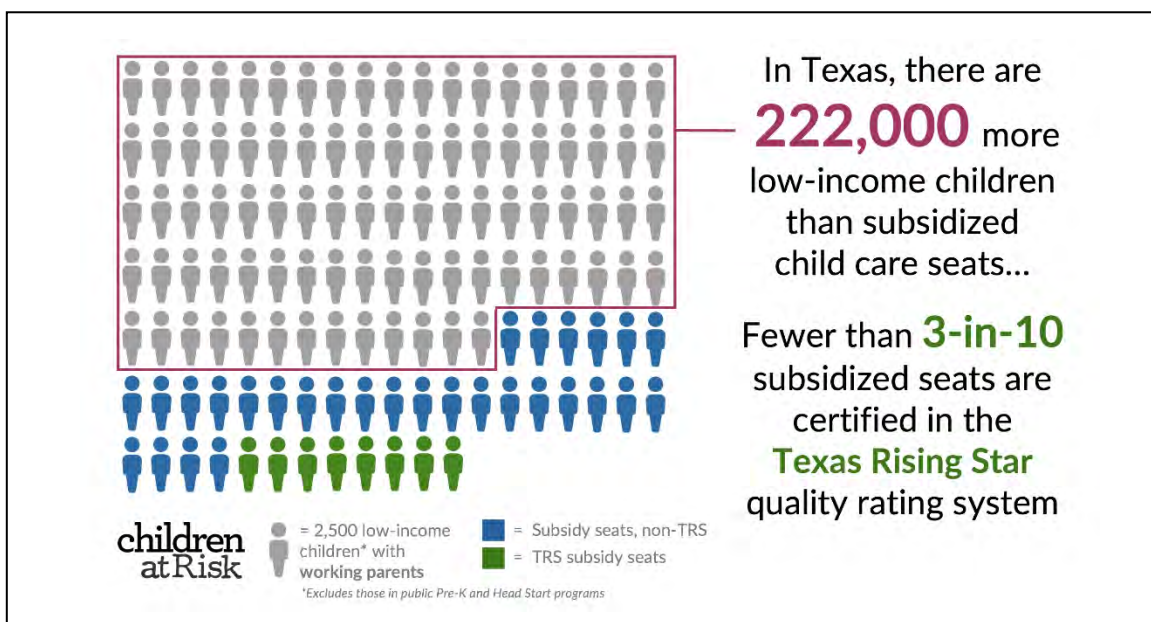
- Human Resources Department will be updating the income eligibility requirements for FY2019. The plan will be for the income requirements to be reviewed each fiscal year.
- Human Resources Department will be reviewing the reimbursement rates for FY2019 and considering a tiered reimbursement rate to correspond with the higher costs for children at younger ages and/or raising the financial assistance overall for all children.
- Austin Public Health and Human Resources Department will be working collaboratively on a marketing campaign to inform employees of the child care benefits available to them and to make them aware about the importance of early childhood education and early brain development. This may include but not limited to: training for HRD Benefit Consultants and the Employee Assistance Program provider on child development, high-quality child care, and local resource and referral information for child care; specific information provided at new employee orientation with possible

individual follow-up with Benefits Consultant for employees with children under 6 years old; information and educational webinars on the importance of early childhood education, positive child interactions, early brain development, Bright by Text and public Pre-K.

- Human Resources Department will evaluate opportunities to improve the claims processing for FLEXTRA during the next RFP process for the new vendor which will be in January 2019.
- Austin Public Health will work with the City's Child Care Referral Service and the Employee Assistance Program provider to review current process focusing on access to high quality child care, helping families connect with the City's child care assistance or child care subsidies through WFS and encouraging them to choose high-quality child care centers.

Deliverable 7- Identify opportunities and equity gaps in child care access and quality of care for families in different income brackets and/or neighborhoods.

According to the Texas Child Care Deserts report by Children at Risk (Appendix S), “3-in-4 low-income children with working parents live in zip codes where the supply of subsidized child care meets less than a third of the demand.” This lack of access to high-quality subsidized care is a challenge for low-income families across the state, with over 90% of children in Texas living in a Texas Rising Star desert. As shown in the Children at Risk graphics below, Travis County doesn’t fare much better than the state in access to high-quality subsidized care, given that “8-in-10 low-income children with working parents live in a subsidized child care desert.”



Early Childhood Council fliers by Council District

In 2017, members of the Early Childhood Council (ECC) created an informational flier about early childhood care and education specific to each Austin City Council district which are useful in highlighting opportunity and equity gaps in child care access in different parts of Austin. According to the fliers, “Austin is home to nearly 70,000 children under the age of 6. Almost half of them live in low-income families, even though their parents are often employed.” The ECC also notes that many low-income children face instability in the form of mobility and changes in housing, child care, schools, and parents’ jobs. The fliers point out that it is difficult for children who are not prepared for school when they start kindergarten to catch up, and that these children are at higher risk for academic problems in the future. The ECC emphasizes the important role of high quality child care in school readiness:

“Stable high-quality child care can make all the difference for these children, but there is a severe shortage of affordable and available high quality child care in our city. Many centers have long waiting lists, and their cost is a significant barrier if spaces ever do become available.”

Below is a selection of key points about each of the Council districts from the ECC fliers regarding populations of children from low-income families and the availability of high quality child care (See all 10 fliers in Appendix T):

- District 1 has the second largest population of young children from low-income families. It has a relatively large number of high-quality child care providers (11) but this is “still woefully inadequate given the size of the at-risk population” there.
- “District 2 has a critical shortage of childcare and education centers: arguably the largest gap between supply and demand in the City, and only 2 of the centers in the District are accredited as ‘high-quality’ centers.”
- District 3 has one of the highest rates of children from low-income families and, “there is a critical shortage of childcare and education centers . . . with only 1 center for every 300 children.”
- In District 4, “nearly 1 out of every 4 children live in low-income families,” and the district has only “one childcare center for every 500 children.”
- “District 5 is the only Council District . . . that does not have a single 4-Star or Nationally Accredited childcare center.”
- District 6, “has one of the largest populations of young children in the City,” yet it has, “only one childcare center for every 700 children.”
- “There are more child-care and education centers in District 7 than any other District in the City. This helps to promote stability and security for young children.”
- “District 8, has the second lowest rate of low-income youth in the City,” but over 1,000 children under age 6 are living in the District are from low-income families.
- “District 9 has the smallest population of young children in the City,” but has nearly 1,000 children under age 6 from low-income families.
- “District 10 has the lowest rate of youth from low-income families in the City.”

The ECC fliers also list the number of child care and education centers in each district as well as how many of them are high quality (TRS 4-star or nationally accredited). See the table below for a compilation of this data. Note that this data does not match exactly with data for deliverables 1 and 2. This is because centers' quality ratings can change throughout the year. Certain deficiencies could cause a center's quality rating to drop one month and the center may achieve quality again upon the next review.

Council District	# of Child Care and Education Centers in District	# of Centers that are Rated High Quality
1	40	11
2	14	2
3	24	11
4	18	3
5	39	0
6	10	2
7	51	9
8	36	6
9	30	7
10	36	2

Additional time is necessary to review and analyze the interactive map created in response to deliverable 1, which would provide further information about the opportunity and equity gaps in child care access and quality requested in this deliverable.

Parent Input Project

In 2014, a team of people from the School Readiness Action Plan Leadership Team, the COA Early Childhood Council, and the COA Communication and Public Information Office, carried out an Early Childhood Parent Input Project to inform the development of the second iteration of the Travis County School Readiness Action Plan (SRAP) for 2015-2018. The barriers to arranging child care cited by parents involved with this project highlight additional gaps in access to affordable, high-quality child care in Austin.

The project collected input from parents in two ways: through an online survey and focus groups. The top five barriers to arranging child care in Travis County that parents identified were the following: Too expensive/cost, No spaces available/there is a waitlist, Distance of child care from home/work, Quality of child care is not satisfactory, Hours don't fit my work/school schedule. For respondents with household incomes less than \$50,000, the top five barriers were the same, but the provider's hours ranked above the quality of care. Of the 293 parents who answered the question, 75% ranked cost as the biggest barrier to arranging child care.

Focus groups illuminated the barriers further and common themes included:

- Location- "waitlists for the best quality," "waitlists are really long-this is hard when a job is lined up but there is no one to look after the child"

- Hours- “The schedules are on the ISD calendar. It’s hard to find back-up care when the centers are closed.” “There aren’t many options for parents who work outside regular business hours.”
- Resources and information
- Applying for subsidies- “Paperwork for subsidies is difficult.”

Additionally, two focus groups cited language as a barrier and participants in one focus group cited racism as a barrier.

The survey of City employees also included a question about challenges to arranging child care. The top five were the same as in the parent survey conducted by United Way, although in different order. Nevertheless, cost was highlighted as the biggest challenge by respondents in both surveys.

Q13. What makes it difficult to arrange child care? Check all that apply.		
	Count	Percentage
Too expensive/cost	788	76.0%
Distance of child care from home/work	508	49.0%
Hours don't fit my work/school schedule	420	40.5%
No spaces available, there is a waitlist	361	34.8%
Quality of care is not satisfactory	244	23.5%
Transportation	205	19.8%
Lack of information about child care	105	10.1%
Lack of special needs services	38	3.7%
None, no barriers to finding child care	38	3.7%
Other	34	3.3%
Providers don't speak my home language	22	2.1%

Austin Citizen Survey

The Office of Performance Management provided data from a question on the 2017 Citizen Survey that asked people to rate their satisfaction with access to affordable quality child care. Of the 1,189 people who answered this question, 50.5% of them expressed that they were dissatisfied or very dissatisfied.

Neighborhood Centers Community Needs Survey

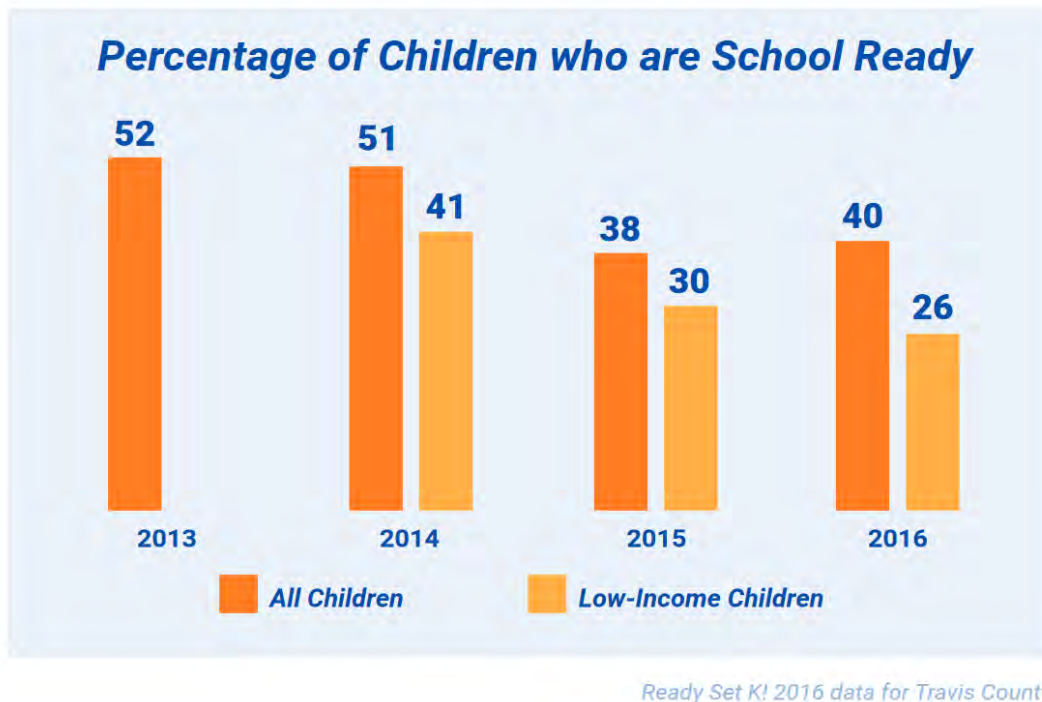
Austin Public Health’s Neighborhood Centers are in the process of conducting a community needs survey to help set priorities for assistance provided with federal Community Services Block Grant funds. This survey is being distributed widely throughout Austin. This provided an opportunity for adding questions about child care needs into the survey. Survey administration has already begun and will continue through the first week of April. Online and paper surveys are being distributed in a variety of ways and with the help of numerous community partners. Survey data will be analyzed in April and a report on the results will be ready in early May. According to very preliminary results, the following are percentages of respondents who said these aspects of child care were a serious need:

- 45% - High quality child care you can afford
- 53%- High quality child care close to home or work
- 45%- High quality child care without wait lists

- 50%- High quality child care offered at all hours
- 45%- Help finding high quality child care you can afford

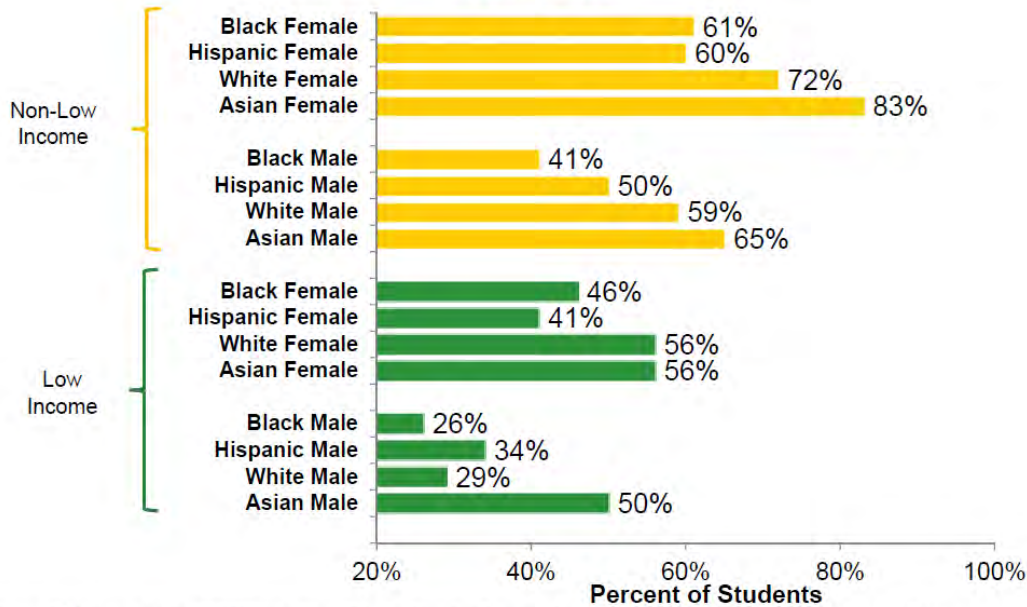
Effects on School Readiness

Lack of access and inequitable access to affordable high quality child care and early education affects school readiness. These inequities are reflected in socioeconomic and racial disparities in school readiness. At the beginning of the 2016 school year, only 40 percent of all children and 26 percent of children from low-income families in Travis County were school ready by the time they entered kindergarten, according to the two-year update of the 2015-2018 School Readiness Action Plan for Travis County. The following chart is taken from that plan update prepared by United Way for Greater Austin.



An E3 Alliance data analysis shows disparities in kindergarten readiness by race/ethnicity and income, with Black males from low-income families have the lowest rates of kindergarten readiness, as shown in the following graph.

Overall Kindergarten Readiness 2010-2017

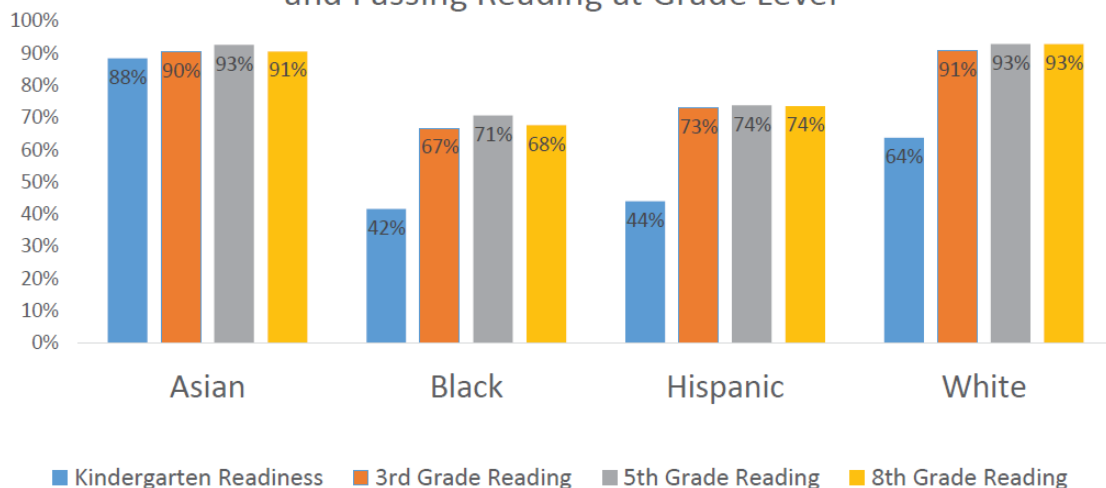


Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center

© 2017 E3 Alliance

E3 Alliance analysis also shows that there is a correlation between measures of kindergarten readiness and reading scores in later school years as shown in the graph below.

2014-2015 Student Outcomes for Kindergarten Readiness and Passing Reading at Grade Level



Source: E³ Alliance analysis of STAAR passing data at the UT Austin Education Research Center, and weighted Kindergarten Readiness Data for Central Texas

Deliverable 8 - Identify barriers to creating a City facility able to provide affordable, high-quality child care.

The most significant barriers for creating a facility for affordable, high quality child care are related to the costs of construction and the availability of property. In addition, there are significant requirements from the State as well as national quality standards that would have to be complied with in construction of a new center or in renovating an existing site. These are not barriers per se, but do create a need for significant improvements to existing structures, or additional costs for constructing a new high quality center. The state and national requirements include the following:

Facility Requirements

Child Care facilities are subject to Texas Department of Family and Protective Services (DFPS) Child Care Licensing regulations outlined in Minimum Standards for Child Care Centers,

https://www.dfps.state.tx.us/Child_Care/documents/Standards_and_Regulations/746_Centers.pdf.

Child care programs must obtain a permit/license from DFPS and are monitored annually for compliance with the Department's Minimum Standards for Child Care Centers. The minimum standards include specific indoor and outdoor space requirements.

Highlights of the minimum indoor DFPS requirements include:

- There must be at least 30 square feet of indoor activity space for each child the center is licensed to serve, unless the child-care center is exempt based on criteria specified in this division.
- Children younger than 18 months must be cared for in rooms and outdoor activity space areas separate from older children unless there are 12 or fewer children in the center.
- Indoor activity space measurements exclude single-use areas, which are not as routinely used for children's activities, such as bathroom, hallway, storage room, cooking area of a kitchen, and floor space occupied by permanent and stationary fixtures, such as book cases, shelving, and storage/counter space, that is not intended for use by children.
- Local ordinances or fire marshals may have additional restrictions or limitations on the numbers of children the indoor activity space will accommodate.
- The children must not be cared for on any level above or below ground level without written approval from the state or local fire marshal.
- There must be individual lockers, cubicles, separate hooks and shelves, or other adequate storage space for each child's personal belongings.
- Fire Safety and Emergency Practices requirements, such as exits, emergency lighting, fire and smoke systems, gas tanks, heating, and carbon monoxide detection

Key DFPS Bathrooms and Sinks minimum requirements include:

- There must be one sink for every 17 children who are 18 months of age and older. Children 18 months and older must be able to safely and independently access the sink.
- There must be one hand-washing sink in each diaper-changing area, placed so that the caregiver using it can maintain supervision of the children in the group.
- Programs must have one flush toilet for every 17 children who are 18 months of age and older. Children 18 months of age and older must be able to safely and independently access the toilet.

Highlights of the minimum outdoor requirements include:

- There must be 80 square feet of outdoor activity space for each child using the outdoor activity area at one time.
- There must be enough square footage in the outdoor activity space to equal at least 25% of your licensed indoor capacity.
- A fence or wall at least four feet high must enclose the outdoor activity space.
- Each fenced yard must have at least two exits. An entrance to the building may count as one exit, but one exit must be away from the building.
- The outdoor activity space does not have to be connected to the child care center, however, all outdoor activity areas used by children must be accessible by a safe route. DFPS must approve a plan to use an outdoor activity space that is not connected to the child-care center, such as a near-by park, schoolyard, rooftop, or other alternative. The following criteria are considered before approving the plan:
 - Traffic patterns of vehicles and people in the area
 - Ages of children in the groups
 - Availability of appropriate equipment
 - Usage of the location by other persons when the children would be most likely to use it
 - Neighborhood circumstances, hazards, and risks
 - Accessibility to children and caregivers on foot or the availability of push-carts or other means of transporting infants and toddlers
 - Reasonable accessibility of restroom facilities
 - Ability to obtain assistance if needed when injury or illness occurs
- There are very specific requirements regarding indoor and outdoor active play space and equipment, including playground areas.

Additional high quality requirements

In addition to the minimum standards required for licensing, any child care center at a City facility should be of high quality. NAEYC accreditation standards require 35 square feet of usable indoor space per child. NAEYC accessibility requirements include that classrooms be accessible to children with special physical needs if the center serves children with these needs, that there be wheelchair accessible entrance(s), at least one accessible restroom, and that the facility meets with Americans with Disabilities Act (ADA) requirements. Given that the Austin Public Health is designated and has promoted mother-friendly work sites, the City should take the opportunity to include a NAEYC requirement that the facility have an area for nursing moms to breastfeed and pump. A sun shade over the outdoor play area is advised. Additionally, NAEYC has smaller teacher-to-child ratios as listed in the table below (further detail on ratios is available in Appendix U).

**Teacher^a-Child Ratios within Group Size
(Assessed in Criterion 10.B.12)**

Age Category	Group Size									
	6	8	10	12	14	16	18	20	22	24
<i>Infant</i>										
Birth to 15 months ^b	1:3	1:4								
<i>Toddler/Two (12-36 months)^b</i>										
12 to 28 months	1:3	1:4	1:4 ^c	1:4						
21 to 36 months		1:4	1:5	1:6						
<i>Preschool^b</i>										
2 ½-year-olds to 3-year-olds (30-48 months)				1:6	1:7	1:8	1:9			
4-year-olds						1:8	1:9	1:10		
5-year-olds						1:8	1:9	1:10		
<i>Kindergarten^d</i>								1:10	1:11	1:12

Feedback regarding barriers from a local nonprofit high quality rated provider

Staff at Open Door Preschools provided the following information on potential barriers to creating a City-run affordable, high quality child care center based on their experience operating high quality child care centers in Austin. If focusing on serving low-income families, Workforce Solutions Capital Area at times has waiting lists for new families needing child care subsidies. Additionally, there is a gap between the subsidy reimbursement rate from Workforce Solutions to child care centers and the market rate of tuition at most centers. The gap at this partner's centers is \$350 per month per child served, which is consistent with gap at most high quality centers.

A new center cannot attain a TRS quality rating right away. A center must be open for at least a year before being eligible for TRS and it generally takes longer (2-3 years) to qualify for NAEYC accreditation. Other potential barriers cited by this partner included the need for adequate outdoor space. If providing meals (not snacks), the center must have a commercial kitchen. Classrooms for children under the age of 7 must be on ground level unless the building has a sprinkler system.

Finding qualified staff is increasingly difficult. Lack of affordable housing in Austin, relatively low wages for child care center employees, student debt, and competition from school districts are all factors this partner cited with regard to finding and retaining staff. The primary ongoing expense in running a child care center is personnel costs. Wages and fringe benefits account for about 80% of the organization's budget. Personnel costs to hire child care staff as City employees may account for more of the budget given the City's living wage requirement, but the higher wages could help with retention issues and attracting qualified and educated candidates.

Deliverable 9 - Describe requirements for a city to lease property to a child care facility.

To lease a property to a nonprofit, there are several ways that this could happen including the following:

1. Council gives direction to the Office of Real Estate Services to lease to a specific nonprofit which provides specific services equal to the discounted rent; or
2. A competitive process is conducted through a Request for Proposals (RFP) to find a nonprofit to lease to and provide specific services equal to the discounted rent, which Council would then consider for approval. For a for-profit entity, it would have to go through the RFP process to select a winning company to contract with, negotiations would be conducted with the selected company, and then Council would have the option to approve the company and amount.

To build a new facility the funding or a bond would be needed to approve the building of a facility on an existing City owned property. A Public-Private partnership cannot be completed on City-owned land per Law. To do something like the Planning Development Center (PDC; the property the City is working to develop on the Highland Mall site) with a public private partnership, an RFP would have to go out for the developer to find the land and bid what their amount would be to complete all of the City's requests.

Deliverable 10 - Evaluate the present and future potential benefits, and opportunities presented by locating an affordable, high-quality child care facility on the parcel to be acquired by the City of Austin for the planned Development Services Department Building.

Background

The parcel referenced in this deliverable is located on site of the former Highland Mall where the Austin Community College Highland campus is also located. The Office of Real Estate Services provided information that City Council had approved the negotiation and execution of an agreement to purchase 5.1 acres on this site in August, and that negotiations were still ongoing with the developer about the details of the design-build project. Employees of City departments, Development Services Department and Planning and Zoning will move into the building once it is complete.

As noted in the Resolution, this City parcel is located on a Metrorail line with a Metrorail station, and there are numerous Cap Metro bus routes that run nearby. It is also close to three major freeways: Interstate Highway I-35, Highway 290, and Highway 183. It may also be a benefit for low-income families in the community that the campus is located close to Workforce Solutions Capital Area which assists people with job searches and training and administers child care subsidies.

Snapshot of children and child care in the area

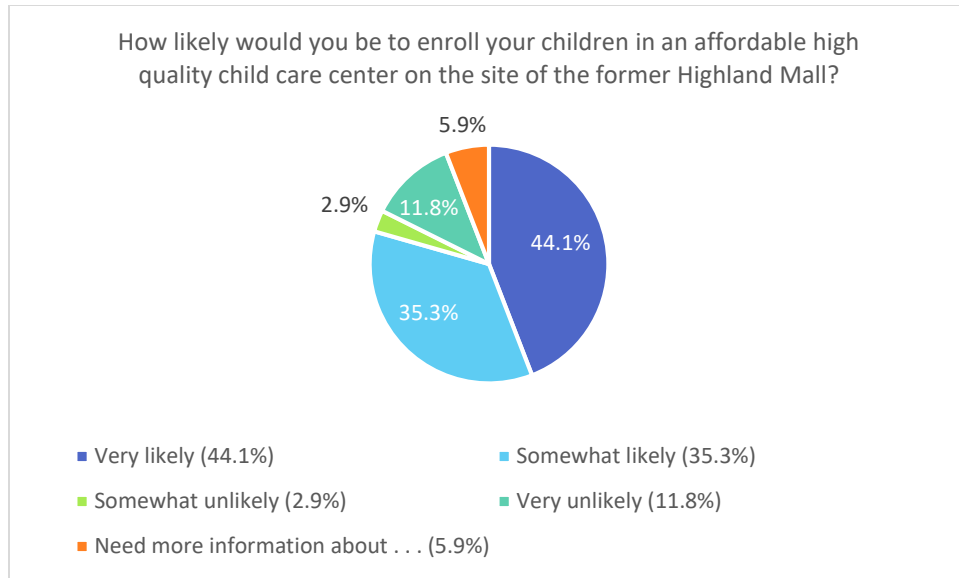
As mentioned earlier, in 2017, members of the Early Childhood Council (ECC) created an informational flier about early childhood care and education specific to each Austin City Council district. The parcel referenced in this deliverable lies in Council District 4. The ECC's District 4 flier highlighted the following:

- District 4 is home to nearly 1 out of every 4 of Austin's children living in low-income families.
- There is a critical shortage of early child care and education centers. Currently there is only one child care center for every 500 children who live in the district.
- 9,300 = The approximate number of children under the age of 6
- 78% = Percentage of young children in District 4 from low-income families
- 7,200 = Approximate number of young children from low income families
- 14% = Percent of the City's children who live in District 4
- 22% = Percent of the City's children from low-income families currently residing in District 4

Input from COA employees who will work at this site

Of the respondents to the child care survey of City employees, 4% (n=35) of those who have children under age 6 are employees of Development Services or Planning and Zoning which will be moving to this site. The exact number of employees of these two departments who have children under the age of 6 is unknown; however, the Human Resources Department provided information that there are 53 children under the age of 6 enrolled in benefits. APH estimates that the responses provided give a fairly representative snapshot of this population.

These employees were asked, if there were an affordable, high-quality child care center on the site of the former Highland Mall where their department will be moving, how likely they would be to enroll their child/children. This gives a point-in-time data on the level of potential interest from employees of these departments in a child care center on this site. Of these 35 employees, 79% (n= 27) of them said they would be very likely or somewhat likely to enroll their children in such a center, while 5 employees (15%) were somewhat unlikely or very unlikely to do so. The responses are shown in the chart that follows.



Two employees (6%) said they would need more information before making a decision about how likely they would be to enroll their children in a center at this site. These employees wrote in the following comments:

“My child attends a home based daycare and has built a relationship with the caretaker. I find that very valuable for his development and sense of confidence. I would consider moving him if there was a plan to retain staff longer term at a new daycare since high turnover rates at larger daycares are rampant.”

“The curriculum and educational activities. It's more important for my child to be learning than for me to have a convenient location for child care.”

APH also analyzed the responses of those who answered somewhat likely or very likely to the above question by the ages of their young children, their average monthly expenditures on child care, and their annual household income. This analysis appears in the following three tables.

Q17 Responses Very likely/Somewhat likely to use affordable, high quality childcare center in Highland Mall		
Age of Children	Count	Percentage
Under 12 months old	5	11.90%
1 to 2 years old	8	19.00%
3 to 4 years old	20	47.60%
5 years old	9	21.40%
Total	42	100%

Q17 Responses Very likely/Somewhat likely to use affordable, high quality childcare center in Highland Mall		
Average Amount Spent on Childcare	Count	Percentage
Less than \$250	1	3.70%
\$250-\$400	5	18.50%
\$401-\$650	5	18.50%
\$651 or \$800	1	3.70%
\$801-\$1000	5	18.50%
\$1000-\$1500	4	14.80%
\$1501-\$2000	2	7.40%
More than \$3000	1	3.70%
Left Blank	3	11.10%
Total	27	100%

Q17 Responses Very likely/Somewhat likely to use affordable, high quality childcare center in Highland Mall		
Average Yearly Income	Count	Percentage
Less than \$29,999	1	3.70%
\$30,000-\$39,999	1	3.70%
\$40,000-\$49,999	2	7.40%
\$50,000-\$59,999	1	3.70%
\$60,000-\$69,000	7	25.90%
\$70,000-\$79,999	1	3.70%
\$80,000-\$89,999	3	11.10%
\$90,000-\$99,999	4	14.80%
\$100,000-\$124,999	1	3.70%
\$125,000-\$150,000	2	7.40%
Greater than \$150,000	2	7.40%
Left Blank	2	7.40%
Total	27	100%

Other potential users of a child care center on this site

In addition to interested City staff from Development Services and Planning and Zoning, if an affordable, high quality child care facility were located on this site, it could also be used by students and staff of ACC Highland Campus, Travis County employees, other City employees who work or live in the area and members of the community.

In 2017, Austin Community College (ACC) surveyed its students about their child care interest and needs (See Appendix V, ACC Child Care Interest and Needs student survey questions). ACC did not provide results of the survey. However, based on an analysis of the survey and a review of costs, benefits, and challenges to three options for providing child care services to students, the ACC Child Care Committee recommended that ACC not build an on-campus child care center, but rather focus on expanding its existing child care voucher program to provide assistance to an additional 130 students (See Appendix W, Child Care Options for ACC, November 2017). ACC is considering conducting another survey on child care needs to gather additional information. The survey conducted in 2017 was administered to ACC students, faculty, and staff. ACC points out that its “unique challenge is how to serve students equitably across a large geographic footprint and 12 diverse campuses where the needs and demands for services vary widely.” It is possible that some ACC students with young children who have a class or classes at the Highland Campus would be interested in having a nearby affordable, high-quality child care center. However, some of these students may not be on that campus all day or every day of the week, and may have classes on other ACC campuses. It is possible that that ACC Highland faculty and staff who spend more time at the site would make use of a near-by high quality child care facility.

Travis County currently has offices located near the site of the former Highland Mall and will be starting construction of a North Campus office and housing development later this year at properties from 5325 through 5335 Airport Boulevard. The current Travis County offices at 5555 and 5501 Airport Blvd. house 135 and 264 employees, respectively. The new development will house an additional 103 County employees beginning in late 2019 or early 2020. The development will also include 146 housing units,

including 24 studio units, 80 one-bedroom units, 34 two-bedroom units, and 8 three-bedroom units. Approximately 12 to 15 of the units will be available at market rate, and the others will be set aside at 30%, 50% and 60% of the Area Median Income. Residents of this housing development could be potential clients of a nearby child care facility, in addition to the County employees with young children who office in the area.

The possibility of locating a high quality child care center on City property, whether on this site or another, presents an opportunity for the City of Austin to join other large employers in Austin, such as IBM, the University of Texas, the State of Texas, Capital Metro, and the Internal Revenue Services, in offering on-site child care. It is also an opportunity for the City to demonstrate its commitment to early childhood development and school readiness for all, by offering affordable high-quality child care, not only to City employees but to the broader community.

If Council wants to further explore locating a child care center on this parcel, it would be helpful to take time to explore the interactive map to understand in more detail the supply of affordable, high-quality child care in the area and potential demand.

Process and status update from the Office of Real Estate Services and Planning and Zoning:

On August 17, 2017, the Austin City Council approved negotiation and execution of all documents and instruments necessary or desirable to purchase and improve the site for the Planning Development Center (PDC). APH met several times with the Office of Real Estate Services and the Planning and Zoning Department regarding this site, as well as to gather information regarding the City's building and land processes overall for other deliverables.

The site for the PDC includes space that may provide an option for a stand-alone child care center in the future. As part of the construction of the PDC, the developer will include stub-outs for utilities to that portion of the property. If a stand-alone child care center were to be built, it would necessitate a separate planning effort for programming, design, and other requirements. Additionally, funding for the structure would need to be identified. One potential barrier to this option – that has existed since the idea of having a stand-alone child care center was first raised at the time of Council approval of this site for the PDC - is the significant outdoor space required both by minimum state standards and national high quality standards for child care centers.

At the time of this report, the developer of the PDC is still working through the City's regulatory requirements in regards to a site development permit. It should be noted, that as with any site development permit process, City regulations may require changes which could impact the PDC and/or the site for the potential stand-alone child care center.

Deliverable 11- Provide options for funding a child care facility if the City determines to move forward with such a facility.

Dove Springs Health Center in 2018 Bond Package:

The Final 2018 Bond Recommendations that were voted on by the Bond Election Advisory Task Force includes \$16,000,000 for a Dove Springs Health Center. The proposed services for this facility include a neighborhood center, immunizations, and a Women, Infants, and Children (WIC) clinic, which together are estimated to serve 12,000 Austin residents. The full list of the 2018 Bond recommendations were finalized on February 23, 2018 and are available here for reference:

http://www.austintexas.gov/sites/default/files/files/Finance/CFO/2018-Bond/2018_Bond_Working_Group_Recommendations_COMBINED.pdf.

The Dove Springs Health Center will be approximately 20,000 square feet in size. After reviewing the proposed programs for the facility, the space available, and the requirements for a child care facility, Austin Public Health and Public Works staff have been able to determine that a medium-sized high quality child care center serving approximately 74 children could be included as part of this project. Inclusion of a high quality child care center as part of this project would not negatively impact any of the other programs that are to be included, and would provide an additional community benefit.

While including a high quality child care center as a part of the project would not increase the cost associated with the bond proposal, it would have fiscal impacts beginning in 2023 for operational costs of the center. Some of these annual operational costs would be offset by revenue, depending on the fee structure adopted by Council for services. Child care slots could be offered to families that qualify for child care subsidies, City employees, and/or the community on a sliding scale basis. In reviewing other programs of similar sizes to the scope being proposed for the Health Center, the estimated annual revenue could be approximately \$648,000. More analysis would need to be conducted to develop program and fee structures to determine the estimated revenue for these services, which will vary depending on the level of subsidies the City chooses to provide for employees and/or community members.

The estimated operational costs beginning in Fiscal Year 2023, not including the anticipated revenue associated with the services, are as follows:

Dove Springs Child Care Center Estimated Cost - Summary		
Personnel	\$	1,711,986
Contractuals & Commodities	\$	63,500
One-Time Capital Costs*	\$	40,000
Total FY2022 Program Cost	\$	1,815,486

**cost will be backed out in FY2023*

The following tables provide a more detailed cost breakdown by expense category:

Personnel Breakdown		
Class	QTY	Total Cost
6 weeks - 17 months		
Recreation Programs Instructor	2	\$ 132,053
Recreation Programs Specialist	4	\$ 292,646
Total		\$ 424,699
18 - 30 months		
Recreation Programs Instructor	2	\$ 132,053
Recreation Programs Specialist	4	\$ 292,646
Total		\$ 424,699
2.5 - 3.5 years		
Recreation Programs Instructor	2	\$ 132,053
Recreation Programs Specialist	4	\$ 292,646
Total		\$ 424,699
3.5 - 5 years		
Recreation Programs Instructor	1	\$ 66,027
Recreation Programs Specialist	2	\$ 146,323
Total		\$ 212,350
Administrative Personnel		
Program Manager I, Public Health	1	\$ 118,088
Program Supervisor, Public Health	1	\$ 107,451
Total		\$ 225,539
Total Personnel Cost		\$ 1,711,986

**Recreation Programs Instructor & Recreation Programs Specialist are PARD specific titles but represent an equivalent position classification.*

Contractuals & Commodities	
Basic Needs Fund	\$ 14,000
Substitute teachers	\$ 3,000
Music Program	\$ 4,000
Office Supplies	\$ 2,500
Curriculum	\$ 7,000
Accreditation/Licensing	\$ 2,000
Meals	\$ 20,000
Printing	\$ 1,500
Staff training/certification	\$ 4,000
NAEYC fee	\$ 500
Specialist	\$ 5,000
Total Contractuals & Commodities	\$ 63,500

One-Time Capital	
15 Passenger Van	\$ 40,000
Total One-Time Capital	\$ 40,000

These estimates are based on the assumption of a City-run facility. One of the biggest barriers to obtaining and maintaining quality at child care centers is related to retention of qualified and educated staff. This is largely due to the low wages and in many cases, lack of benefits which have been outlined in this report in Deliverable 3. By providing services directly, the City can help contribute to the quality of the child care center and provide better wages, benefits, and working conditions for early childhood educators. Another option would be to provide a low-cost lease to a high quality child care provider that would serve low-income families and City employees.

Inclusion of child care facilities as part of larger projects

Austin Public Health worked with the Planning and Zoning Department and the Office of Real Estate Services to attempt to determine an estimate of costs associated with building a child care center as part of larger facilities. There could be opportunities as the City plans for the new headquarters for Austin Energy and the Austin Police Department, and/or other upcoming large scale projects. When including a child care facility as part of a larger project, there are significant cost savings largely due to the decrease in construction cost per square foot as the scale of a project increases. Because of this factor, including a child care center as part of a larger project would be more cost effective than building a stand-alone center, and would also co-locate the services with City employees that may need the services.

Due to the wide number of factors related to projects, it is not feasible to come up with cost estimates without knowing the specifics of the given project and associated property variables and barriers. If the City were to include a high quality child care center as part of larger City projects, the following tables provide general parameters for the square footage needed for different sized centers, and provide the number of children by age group that each option would serve.

Locating child care on site for employees has numerous benefits for the employees as well as employers. According to “The Business Case for On-Site Child Care; Best Practices to Reduce Pay Inequality in Oregon” report published by the State of Oregon Bureau of Labor and Industries:

- “On-site child care can be a competitive advantage in employee recruitment and retention.”
- “Providing on-site care can improve morale and productivity, leading to less turnover and absenteeism.”
- Locating child care centers on site “allows family members to visit their children throughout the day in the interest of promoting a healthy work/life balance.”

As stated in the City’s 2018 Employee Benefits Guide, the “City is concerned for the health and welfare of its employees and is committed to providing cost-effective benefits that assist employees in being physically and mentally healthy,” which currently includes child care. As future projects are reviewed for the potential to locate child care centers on site for City employees, full analysis of costs and benefits should include how access to child care services aligns with the City’s workforce and benefits practices, as well as the potential positive impact on employee retention, productivity, and morale.

National standards for high-quality child care centers:

If the City were to incorporate a high quality child care center as part of a larger project, national quality standards should be used to ensure the best outcomes for the families served. The current NAEYC standards are included in the following tables.

Age range	Teacher: student ratio	Max # of children/class	Small Center		Medium Center		Large Center	
			# of classes	# of students	# of classes	# of students	# of classes	# of students
6 weeks-17 mos.	1:4	8	1	8	2	16	3	24
18-30 mos.	1:5	10	1	10	2	20	3	30
2.5-3.5 years	1:6	12	1	12	2	24	2	24
3.5-5 years	1:7	14	1	14	1	14	2	28
			4	44	7	74	10	106

	NAEYC standard	Small Center		Medium Center		Large Center	
Indoor sq.ft.	35 sq. ft. of usable space	1,540		2,590		3,710	
Outdoor sq. ft.	80 sq. ft. of outdoor space per max # of students outside at one time	30 students outside at one time:	2,400	50 students outside at one time:	4,000	60 students outside at one time:	4,800
		Total sq. ft.:	3,940*		6,590*		8,510*

**These square footage estimates to not include the additional space needed for administrative offices, bathrooms, hallways, and the commercial kitchen requirement for child care facilities. These requirements should be determined on a project specific basis. For example, there is potential for shared use of commercial kitchen or bathroom space at some facilities.*

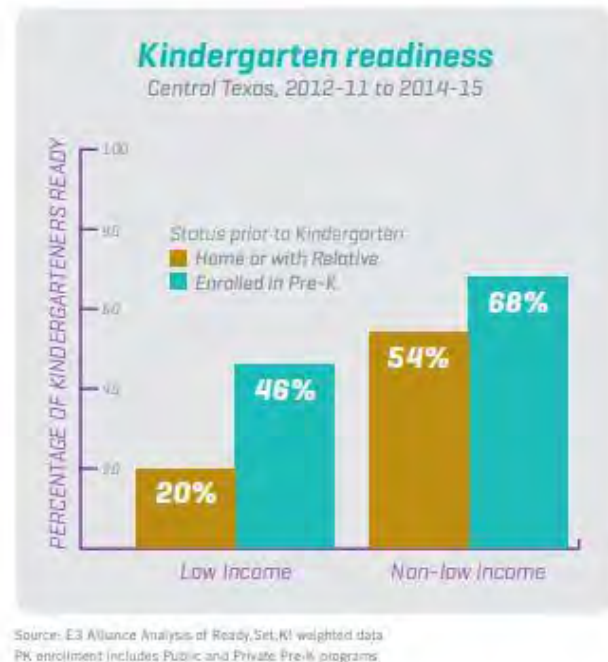
The City's Capital Improvement Program is used for major improvement or expansion of City infrastructure, which includes City structures and facilities. At this time, no specific projects have been identified that would fall into this funding strategy, but there could be opportunities in the future as the City invests in existing infrastructure to add high quality child care centers if an appropriate project is being renovated and expanded.

Deliverable 12- Consider the availability of Pre-K 3 programs, such as those provided by AISD, and provide funding options for the start-up costs to expand Pre-K 3 programs in the AISD and surrounding school districts that enroll Austin children.

As shown in the 2015-2018 School Readiness Action Plan (SRAP) for Austin/Travis County (Appendix O), children enrolled in quality Pre-K have significantly higher outcomes for school readiness than children who stay at home or with a relative.

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.



The SRAP includes the following strategies for Early Childhood Education related to Pre-K:

- 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.
- Increase the percentage of eligible four-year-old children enrolled in full-day Public Pre-K in Travis County school districts.

Investing and improving partnerships to expand availability of Pre-K is consistent with our adopted community goals, and has the potential to greatly increase the school readiness of children in low-income and non-low income families.

Austin ISD and United Way for Greater Austin have provided a wealth of information on Pre-K for 3-year-olds (Pre-K 3) and Pre-K for 4-year-olds (Pre-K 4) availability in AISD. United Way has also provided APH with data on Pre-K offerings in other area school districts. This information is detailed below.

Pre-K in Austin ISD

In AISD, 66 of the 84 elementary schools have full-day Pre-K for 4 year olds. Of those, 31 also offer Pre-K for 3 year olds. There were 1,021 students enrolled in Pre-K 3 in AISD in January 2018. There are 17 AISD

elementary schools that do not offer Pre-K. The interactive map shows AISD elementary schools with Pre-K 4 only, both Pre-K 3 and 4, and those without Pre-K. AISD has been able to expand Pre-K 3 availability thanks to local funders who have provided the start-up costs for new classrooms. These donors are United Way, KLE Foundation, and a group of private donors. Each investment of \$16,000 covers the start-up costs for a new Pre-K classroom. Once start-up costs are covered, AISD is able to cover the cost of the teacher by drawing down Average Daily Attendance (ADA) funding from the state. Each new classroom is able to serve 32 children- 16 in the morning and 16 in the afternoon. Over half of the children currently in Pre-K 3 in the district, or 576 children, are being served thanks to these donations.

Generally, AISD's Pre-K 3 is half-day, but AISD is also offering full-day Pre-K 3 through two partnership models. In one model, AISD partners with Child Inc., the local Head Start provider, to offer full-day Pre-K 3. In this model, which is currently on 9 district campuses, one classroom of 17 students is led by an AISD teacher, and another classroom of 17 students is led by a teacher and a teacher assistant provided by Child Inc. Students spend half the day in each classroom and are dual enrolled in AISD and Head Start.

In another model, AISD partners with high-quality child development centers (CDC) in the community to provide full-day Pre-K 3 services. The partner center must have a certified teacher to staff the Pre-K class. Students in the certified teacher's classroom who qualify for free public Pre-K are enrolled in AISD and served at the CDC. AISD provides the curriculum, classroom materials, and professional development training for the centers' Pre-K teachers. This model allows AISD to draw down ADA funds from the state. AISD passes 80% of this funding on to the centers. As of this February 2018, there were 133 Pre-K students enrolled in this model at 13 CDCs.

Pre-K 3 and 4 in Austin ISD		
	Pre-K 3	Pre-K 4
Number of schools with program	31 schools	66 schools
Half-day or Full-day	Some are half-day Full-day is offered: <ul style="list-style-type: none"> • At 9 campuses through partnership with Child Inc. • Through partnerships with 13 child care centers in the community 	Full-day
Tuition-supported Pre-K available	No, children must be eligible for free Pre-K 3	29 schools offer the option of paying tuition for those not eligible for free Pre-K 4

Pre-K in Other Area School Districts

Del Valle ISD has half-day Pre-K 4. It does not offer Pre-K 3 and currently has no plans to add Pre-K 3. The fact that Pre-K 4 is only offered half-day has been a barrier to many to enroll because there is no transportation offered mid-day for Pre-K students. Though there is potential space available, the district does not have the capacity or desire to fund full day Pre-K with local funds. Del Valle offers Head Start for 3 and 4 year olds through Child Inc. at Del Valle ISD Child Development Center.

Leander ISD offers some half-day Pre-K 4 classes but has no Pre-K 3. The one elementary school in Austin that is in Leander ISD, Grandview Mills, does offer Pre-K.

Manor ISD shifted away from Pre-K 3 in 2016-2017 to establish full day Pre-K 4. There are currently 68 children in half-day Pre-K 3 in the district. All of these students are eligible for free public Pre-K. There are also 17 children in community-based Pre-K 3 through an ISD partnership with a Child Development Center. The potential for expansion of Pre-K 3 in Manor ISD is not known at this time because there has been a staff transition in the Early Childhood Education Director position.

Pflugerville ISD has Pre-K 4 but does not currently offer Pre-K 3. Though the district is experiencing fast growth and does not have much available classroom space, they have expressed initial interest in the possibility of offering Pre-K 3 if funding for start-up costs were available.

Round Rock ISD has 57 half-day Pre-K 4 classes on 20 campuses. All children in these classes are eligible for free public Pre-K. This district does not have Pre-K 3 and is not considering adding Pre-K 3 at this time. Four of the 7 elementary schools in Round Rock ISD that are within the City of Austin have Pre-K 4. Those schools are Forest North, Purple Sage, Anderson Mill, and Pond Springs elementary schools. The 3 Round Rock ISD elementary schools within Austin boundaries that do not have Pre-K 4 are Live Oak, Canyon Creek, and Spicewood. The following table provides a summary of the Pre-K 3 and 4 offerings in six area school districts.

District	Pre-K 3	Pre-K 4
Del Valle ISD	No Pre-K 3	Half-day Pre-K 4
Leander ISD	No Pre-K 3	30 children in half-day Pre-K 4 classes
Manor ISD	68 children in half-day Pre-K 3	598 children in full-day Pre-K 4
Pflugerville ISD	No Pre-K 3	854 children in 42 full-day Pre-K 4 classes
Round Rock ISD	No Pre-K 3	57 half-day Pre-K 4 classes

United Way was also able to gather information on Pre-K offerings at three of the main charter schools in Austin as well. KIPP and IDEA do not offer Pre-K 3 or 4. Magnolia Montessori serves 96 Pre-K 3 and Pre-K 4 children in mixed age classes in which students in grades Pre-K 3 through Kindergarten are together. Most of Magnolia's Pre-K students are enrolled for the full day. The University of Texas Elementary Charter School and Harmony Public School offer Pre-K 4 but no Pre-K 3.

Items for City Council Consideration from the Quality Child Care & Pre-K 3 Resolution Work Group

The Quality Child Care and Pre-K 3 Resolution Work Group (Work Group) was comprised of local experts on high quality child care who worked together with City staff to gather and compile community wide data and provide input on policy, best practices, and funding priorities. The Work Group was convened by Austin Public Health, and the Work Group Members included representation from Austin Community College, Austin Independent School District, the Early Childhood Council, E3 Alliance, Travis County, United Way for Greater Austin, and Workforce Solutions Capital Area. Work Group meeting participation also included City staff from Council Member Delia Garza's Office and the Office of Real Estate Services.

It should be noted that any mention of child care in the items for Council consideration refers strictly to affordable, high quality services. Child care centers can obtain certification for quality through the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission for Early Care and Education Programs (NAC), and/or by receiving a 4-Star rating from Texas Rising Star (TRS). As noted in the Resolution, the "Texas Department of Health and Human Services benchmarks affordable child care at no more than 10% of a family's median income, or \$7,540 in 2014 for the Austin area."

The Work Group met biweekly from November 2017 through March 2018, and provided an extensive amount of expertise and data that were incorporated into the report responding to the action items in the Resolution. The Work Group also considered community needs and best practices, and formulated a list of considerations, which are provided in the four following categories:

Policy Considerations: These two items have no immediate fiscal impact, and require additional work to develop and implement policy. Because of the potential benefits for the community once implemented, the Work Group would like for the City Council to consider immediate action on both of these items to begin work on policy formation and implementation.

Funding Considerations: The Work Group recommends that Council consider these four items, which total \$430,000 be approved during the Fiscal Year 2018-19 City of Austin Budget process. The Work Group compiled a targeted and vetted list of items with potential for significant, positive impact for access to quality child care and/or Pre-K with the hope of prompt implementation.

2018 Bond Consideration: The Work Group recommends the Dove Springs Health Center be considered for inclusion as part of the 2018 Bond Package with the addition of affordable, high quality child care as one of the community services provided at the Center.

Additional Considerations: Each of these seven items has both budget and policy implications, and the list has been prioritized based on potential community benefits and feasibility. The Work Group prefers the Council consider beginning preliminary work on all items within 18 months.

Policy Items for Council Consideration:

Consideration: Work with the Development Services Department and the Planning and Zoning Department to explore the current fee schedule and potential fee waivers that may be applied for expenses associated with opening, expanding, and/or operating high quality child care centers. This may involve multiple City departments for waivers that could be provided up front or retroactively. Also explore increasing the types of zoning categories where child care is a permitted use or consider implementing a waiver for the conditional use permit process and/or a fee waiver for conditional use permit fees for high quality child care centers. This process should include gathering input from high quality child care providers to determine what barriers they have faced when working with the City to open and/or expand. Additionally, during the CodeNEXT process, replace all references to “Day Care Services” with “Child Care Services.”

Background: As shown in the map in Deliverable 1, there is a shortage of affordable, high quality child care centers. This can be addressed both by working with existing centers to increase quality as well as removing financial and policy barriers to opening new centers. The process to build a new child care center, or any new facility within the City of Austin can be very costly and take a significant amount of time to navigate the process. Work should be done with Development Services and Planning and Zoning to map out all associated fees and requirements for centers, and identify where the process could be simplified and/or where fees could be waived.

Fee waivers have an impact on City revenue and resources. If the City chooses to invest in expansion of child care centers, it should be limited to high quality centers to ensure positive outcomes for the children served in these programs. Centers cannot be certified as high quality until they have been in operation for a year. Exploration would need to be done with City staff and community partners to determine how fees could be waived either retroactively after new centers obtain a quality rating through NAEYC, NAC, and/or obtain a 4 Star rating through TRS, or if centers that receive fee waivers up front could be required to pay the City if they do not obtain quality rating after a mutually agreed upon period of time.

Additionally, child care centers have annual ongoing City fees required to operate. For example, there are \$475 in fees annually for food service establishment permits and \$110 in fees annually for annual environmental inspections. Annual fire inspections are also required. For high quality child care centers that are certified as high quality through NAEYC, NAC, and/or certified as 4 Star through Texas Rising Star, some or all of

these fees could be fully or partially waived to reduce some of the operational burden for these centers.

In the City Code, Child Care facilities (“Day Care Services” in Section 25-2-6) can fall into three categories as follows:

§ 25-2-6 - CIVIC USES DESCRIBED.

- (16) DAY CARE SERVICES (COMMERCIAL) use is the use of a site for the provision of daytime care for more than 20 persons. This use includes nursery schools, preschools, day care centers for children or adults, and similar uses, and excludes public and private primary or secondary educational facilities.
- (17) DAY CARE SERVICES (GENERAL) use is the use of a site for the provision of daytime care for more than 6 but not more than 20 persons. This use includes nursery schools, pre-schools, day care centers for children or adults, and similar uses, and excludes public and private primary or secondary educational facilities.
- (18) DAY CARE SERVICES (LIMITED) use is the use of a site for the provision of daytime care for six persons or less. This use includes nursery schools, preschools, day care centers for children or adults, and similar uses, and excludes public and private primary or secondary educational facilities.

These are either a permitted use, allowable with a conditional use permit, or not a permitted use depending on the category of child care facility and the zoning category.

The zoning uses are all included in the Code available here:

[https://www.municode.com/webcontent/austintx/Permitted Use Chart 2015-10-13.pdf](https://www.municode.com/webcontent/austintx/Permitted%20Use%20Chart%202015-10-13.pdf).

The process to obtain a Conditional Use Permit can be burdensome and costly. As an example, the Jeremiah Program of Austin recently sought a Conditional Use Permit to allow families who do not live on the same site as the child development center to apply for vacant spots, which would have made additional high quality child care slots available to lower income families (Appendix X). In order to move forward with this process, the nonprofit organization would have incurred approximately \$4,000 in costs, primarily for redundant design work. This was despite the fact that they had an e-mail from City staff acknowledging they have an approved revised site plan, and that the early childhood development center was built in a way that complies with applicable regulations. As part of CodeNEXT, increasing the zoning categories where child care centers are a permitted use should be explored, as well as exploring the potential for having a less burdensome and costly administrative process to handle similar requests for Conditional Use Permits.

With all of these factors in mind, the Work Group recommended that the City explore current fee schedules across applicable departments and look into existing restrictions, allowances, and processes associated with zoning categories to identify opportunities to alleviate burdens to opening, expanding, and/or operating quality child care centers.

The stakeholder group also strongly recommends that any reference to “Day Care Center” in the City’s Code be changed to “Child Care Center” during the CodeNEXT process. Child care is the accepted and widely used term in community plans and best practices for quality rating and certification processes.

Consideration: Develop a policy in consultation with the Office of Real Estate Services, Neighborhood Housing and Community Development, and other relevant City departments and community stakeholders to include the option and related price estimate for an affordable, high quality child care facility for RFPs, RFAs, and other competitive processes that the City conducts to lease or develop space for projects such as affordable housing, office space, Parks facilities, and/or mixed use development. This should be considered when a quality child care facility is feasible as a partial use of project space and when located in areas where quality child care is needed. Additionally, any future City projects that will house a significant number of employees such as the space for the Development Services Department on the Highland Mall campus, the future headquarters for Austin Energy, the future headquarters for the Austin Police Department, and any other large facilities should include a cost estimate and option for inclusion of an onsite quality child care center for Council to consider as part of each project.

Background: This policy item is aimed at ensuring that competitive processes the City enters into will include an option for a child care center that Council can consider. There will be opportunities in affordable housing space, office space, Parks facilities, and/or mixed use developments where a child care center could be a good community benefit and partial use for project space.

The City has several projects on the horizon that will house a large number of City employees, and the Work Group believes that Council should at least consider whether a child care could be a part of these projects. These will include, but are not limited to the Highland Mall campus site that will house the Planning & Zoning Department and Development Services Department, the future headquarters for the Austin Police Department and/or Austin Energy, and any other large facilities that could provide an optimal space for affordable, high quality child care as a component of the project.

While adding child care centers to larger projects could result in additional expenses if that option is selected, it should not cost the City anything to require that solicitations include a child care center as one option for consideration for competitive processes. By having the cost as part of packages for consideration, Council can weigh the potential benefit and the cost of including child care centers as part of future projects. Having an option available for Council consideration also ensures that providing quality child care

is at least part of the conversation when the City is investing in large projects moving forward.

Funding Items for Council Consideration:

Consideration: Leverage up to \$112,000 in State funding per classroom per year by investing in one-time startup costs associated with setting up new Pre-K 3 classrooms, including up to eight classrooms in Austin Independent School District and up to 3 classrooms in Pflugerville Independent School District. Continue to invest in the expansion of Pre-K 3 by exploring opportunities with these and other school districts for similar investments in future budget years (\$176,000 based on \$16,000 in one-time costs per classroom, with up to 32 children served per classroom for half-day curriculum).

Background: According to the Texas Education Agency (Appendix Y - Pre-K Partnership Implementation Guide), “it is estimated that only 5 out of 10 children enter Texas kindergarten classrooms ready to learn and be successful in school. Therefore, half of our youngest learners may not have the ability to follow routines or multistep directions, sustain attention to a task, hold a book, identify letters and sounds, sequence ideas, take turns or sit up during circle time. Pre-kindergarten programs are vital for developing these skills and more.”

AISD has been able to open up Pre-K 3 classrooms with assistance from outside funders that have provided the start-up cost for the classrooms. Approximately \$16,000 per classroom includes expenses related to furniture, manipulatives, and curriculum. In order to continue to expand Pre-K 3 classrooms, AISD relies on funders for these startup costs. Each classroom provides half day services for 2 classes of 16 students each. Each student enables school districts to draw down \$3,500, for a total potential of \$112,000 in state leveraged funds per classroom.

In discussions with some of the school districts fully or partially within the City of Austin including Austin, Del Valle, Manor, Pflugerville, and Round Rock, the only school districts that have capacity to expand Pre-K 3 in the near future that also have classroom space that can be made available include Austin Independent School District for up to eight classrooms and Pflugerville Independent School District for up to three classrooms. The City of Austin could enter into a partnership with these school districts to fund the one-time start-up costs for those eleven classrooms for a total of \$176,000.

Surrounding school districts have seen an increase in enrollment, which creates a challenge for available classroom space and staff capacity to expand programs or create new programs. In future years, there may be opportunities to expand the City’s partnerships with Austin and/or Pflugerville Independent School Districts, and/or enter into a partnership with Del Valle, Leander, Manor, and/or Round Rock Independent

School Districts to expand availability of Pre-K 3 services for Austin children and leverage additional state funds.

Consideration: Leverage up to \$280,000 in State funding and expand community-based Pre-K partnerships that could serve up to 80 children in high quality centers. Partner with Texas Association for the Education of Young Children (TAEYC) to provide scholarship funding for eligible child care and Head Start teachers to earn Texas State Teacher Certification through the Alternative Teaching Program (ACC, Huston- Tillotson, Region XIII Service Center). (\$41,800 annually with 5 student participants)

Background: In order to increase access to high quality Pre-K programs, the Texas Education Agency (TEA) allows districts to partner with organizations and private providers for community-based Pre-K partnerships in high quality settings. These partnerships allow the district and community partners to utilize available per student ADA state funding. Currently AISD partners with several NAEYC accredited child care centers, TRS 4 Star Centers, and Child Inc. Head Start centers for community-based Pre-K partnerships using a contract for educational services model. In this model, the community partner provides the Pre-K services on site which requires the center to employ a teacher with a Texas EC-6 Teacher Certification. For each eligible student enrolled in Pre-K 3 or Pre-K 4 in the classroom, the AISD/Center Partnership is able to access and pull down the State allocated ADA funding for Pre-K students of approximately \$3,500 per student annually. In current agreements for these partnerships, AISD keeps 20% of the funding and the centers providing education receive 80% of funds for qualifying students. Most students concurrently qualify for child care subsidy funding which is matched to cover a full day of care. Not all students in the classroom must qualify or be enrolled as concurrent AISD Pre-K students – the state funding is only allocated for those who are eligible and enrolled through the school district. Classrooms can vary from as few as 1 to as many as 16 students that qualify for free public Pre-K.

This partnership model is effective in expanding access to high quality Pre-K, especially for families who need full day care. It also allows districts to expand Pre-K enrollment without the burden of additional facilities and other expenses that challenge their ability to expand. In addition, the state funds leveraged into the community child care centers can be used to invest in quality initiatives including, but not limited to increasing compensation to staff whose wages fall drastically below their counterparts in public schools. TEA states that these partnerships raise the quality, capacity and continuity for the early childhood education community as a whole.

The greatest barrier to expanding community-based Pre-K partnerships is the lack of State certified educators working in child care programs. The wages of teachers in local child care center averages \$11.39 per hour. Therefore, few certified teachers that meet the high quality standard educational requirements choose employment in these

settings. However, there are often center staff who have Bachelor's Degrees in fields other than child development who have chosen to teach in the child care centers. Alternative Certification Programs offer the opportunity for such staff to earn a teaching credential while concurrently teaching in the community-based program, leveraging available state funding. Alternative Certification involves evening and weekend coursework and a paid internship with supervision as well as passing certification exams, and can typically be completed in 18-24 months. Scholarship funding for alternative certification not only elevates the quality of early childhood education in centers but also provides access to state Pre-K funding that will continue beyond the certification program once they have a credential. Under the current pilot program, scholarship recipients have committed to employment for at least 18 months after their certification.

Teachers enrolled in Alternative Certification programs can complete their paid teaching internships within their centers of employment while concurrently providing Pre-K instruction to enrolled students. Therefore, during the year of paid teaching internship, the return on the investment of this scholarship is up to \$3,500 per student enrolled (if enrolled for the full year). Essentially, as long as at least 4 students are enrolled in a class per Alternative Certification Candidate, the return on the investment covers the cost of the scholarship (at approximately \$10,000 per student).

In 2017-2018 this is approximately \$3,500 per student. Under the current contract, the Center receives 80% of this funding and AISD keeps 20%. As of 1/30/18, there are 201 Pre-K 3 and Pre-K 4 students enrolled through community-based Pre-K partnerships in either licensed child care centers or Head Start (Child Inc.) centers which is leveraging \$703,500 in state funding.

A pilot program of 5 candidates is currently in place through partnership with TXAEYC, Workforce Solutions Capital Area, and United Way for Greater Austin. Results of this pilot can be used to help refine candidate and center criteria for scholarship funding. To date, three of the five candidates have earned their probationary certificate and have invoiced to pull down AISD funds to date.

Budget:

The budget below is for the current pilot program. There are additional supports beyond certification program tuition costs including paid release time for observations and study, support from a professional staff counselor from TXAEYC T.E.A.C.H. program. This model has been utilized in supporting staff to pursue AA and BA degrees through the T.E.A.C.H. program nationally and locally for nearly 7 years. It also requires accountability and investment from the child care center of employment as well as the teacher candidate.

Pilot Program Budget	
Administrative Costs	750
Personnel	2000
Other (Lease, Utilities, Insurance, Accounting, Professional Development)	2360
Miscellaneous (printing, phone, fax, web support, postage, licensing, supplies, travel, outreach/recruitment, advisory)	1800
Total Non-Scholarship Expenses	\$6,910
Tuition/fees	25000
Materials/Books	600
Travel	1875
Certification Testing and Fees	400
Release Time/Student Teaching	3500
Bonuses	2000
Total Scholarship Expenses	\$33,375
TOTAL PROGRAM EXPENSES	\$40,285

Consideration: Invest in a partnership with the Austin Community College Child Care and Development Department to accelerate child care teachers through the CDA Preparation Certificate to improve quality of child care services for approximately 280 children (\$137,600 annually with 20 student participants).

Background: The ACC Child Care and Development Department is proposing an accelerated schedule for the CDA Preparation Certificate. Students will be able to take two courses per semester and complete 19 credit hours within one academic year to receive a certificate. Students will have access to technology, tutoring, college services, and study time while being on campus for a full day per week. The benefits of offering this degree through an accelerated schedule format (two courses/one day per week) is to eliminate barriers to degree completion. Some of the major barriers identified by students to successful completion are transportation to campus (multiple trips & traffic), access to internet and technology (computers, printers), extended study time, academic support/tutoring, leaving work to attend class, attending school in the evenings during family time, and access to child care during evening class times. This certificate requires strict attendance to meet the required CDA training hours. Students who are funded through sponsorship will have a mandatory on-campus schedule on class day totaling 8 hours. Students attending classes will not lose wages or leave days

because a substitute teacher will be provided to the child care center in which the student works. Employers will have continued coverage for the child care classroom without disruption to the workplace. Students completing this degree will receive a Level I Certificate and will have completed the training hours required for a CDA. All courses articulate into the Child Development Associate Degree should the student continue their education goal.

CDA Preparation Certificate Degree Plan (19 Credit Hours)

CDEC 1354 Child Growth and Development
CDEC 1311 Educating Young Children
CDEC 1419 Child Guidance
CDEC 1321 The Infant and Toddler
CDEC 1318 Wellness of the Young Child
CDEC 1341 CDA Preparation for Assessment

Estimated cost for the Certificate

Tuition total: **\$1860.00** (in-district tuition)

Textbook approximation: **\$1080.00**

Incentive for degree completion: **\$100.00 (optional)**

Substitute teacher: \$96/per day (approximate \$12/hr) **\$3840.00**

TOTAL COST per teacher: \$6880.00

Consideration: Economic Development Department and Austin Public Health should work with United Way for Greater Austin, Early Matters Greater Austin, and other community partners to understand and define the needs for a consultant to study potential incentive programs and public private partnerships that could be effectively implemented in Austin around quality child care (Estimated \$75,000 for consultant cost)

Background: As discussed in the context provided by the Economic Development Department included in the section regarding Deliverable 5 of this report, Economic Development Department and Austin Public Health could work with United Way and other community partners to understand and define the needs for a consultant to study potential incentive programs and public-private partnerships that could be effectively implemented in Austin around quality child care. The Work Group believes that a community-defined scope of work for a consultant to explore could yield a framework for a program that would incentivize local employers to either provide high quality child care on site, or provide subsidies for their employees that need child care.

2018 Bond Item for Council Consideration:

Consideration: Include the proposed Dove Springs Health Center in the 2018 Bond Package, and expand the project scope and ongoing operational funding needed for the project to enable inclusion of an affordable, high quality child care center onsite.

Background: The current projected footprint and estimated cost for the project could accommodate a high-quality, affordable child care center that would serve approximately 74 children. The work group recommends that Council include a high quality child care center as part of the 2018 bond package, and commits to fund the associated ongoing operational and maintenance costs for the facility once the center is open. These cost projections have been provided in the report response to Deliverable 11.

Additional Items for Council Consideration:

Consideration A: Work to increase the community's capacity to provide affordable, high-quality child care services by entering into formal discussions with AISD to use underutilized classrooms in elementary schools. Consider City investments in expenses related to minor capital improvements and/or ongoing costs associated with agreements with child care providers to provide high quality affordable child care services to City employees, AISD employees, and/or community members including families with children that qualify for child care subsidies.

Background: As discussed in the report for Deliverable 5, Austin Independent School District has 22 elementary schools, mostly in the eastern crescent of Austin that are currently below 75% enrollment capacity. There is a promising opportunity to partner with AISD to utilize classroom space for affordable, high quality child care services. Of the many avenues for expanding availability of these services, using existing classroom spaces appears to be one of the most economical options that could benefit the City and AISD, and strengthen that community partnership. As discussed in the background for Deliverable 12, AISD is currently the only school district with campuses that have low enough enrollment to make classroom space available for this use. However, the City should continue conversations in future years in case the opportunity for a similar partnership with another school district that serves Austin families becomes an option.

Currently, none of the child care programs serve children during the summer months. They operate by the traditional school calendar, which has worked for their program structure since the child care program available on campuses is provided for AISD teachers and staff. If the City were to invest in additional services intended to be available to City employees and/or families with low-income, negotiations would need to include which campuses might be available for year round services. There are limited campuses where programming is provided all year (summer school, etc.), which could be a good starting place for discussion. Most families that seek child care services need

them year round, and the teachers at AISD that work through the summer could utilize those services as well.

Classrooms to be utilized for child care would need some investment in one-time costs to meet child care center requirements, such as changing tables and hand washing stations. Additionally, funding could be needed for vendor agreements to provide high quality child care services and/or to subsidize rates to make services affordable. Currently, AISD has five campuses where AISD manages child care programs, and eighteen campuses where a vendor provides child care services on site. The City of Austin and Austin Independent School District should explore what a formal partnership could look like to utilize existing classroom space for affordable, high quality child care services that could be made available to families with low income, City of Austin employees, and/or AISD employees.

Consideration B: Continue to support the Income-Eligible Child Care Assistance program available for City employees. To reach more employees and be more impactful, consider raising the family income level required to qualify, setting the assistance level at a tiered rate to correspond with the higher cost for services per child at younger ages, and/or raising the financial assistance rate overall for all children.

Background: As discussed in the report regarding Deliverable 6, the City of Austin currently offers a benefit for \$50 per week in child care assistance for income-qualifying City employees. As detailed in the report, there are adjustments that could be made to the program to reach more employees and have a deeper impact for the employees the program currently serves. The Work Group understands that some progress in making changes is already underway as a result of collaboration with Austin Public Health related to this Resolution, and appreciates the work that is already being done. The Work Group encourages APH and the Austin City Council to continue to work with Human Resources to improve the program parameters to best meet the needs of City employees.

Consideration C: Initiate and allocate funding for a planning process to develop a Coordinated Early Childhood Enrollment and Resources and Referral System among high quality child care providers in the community, Workforce Solutions Capital Area, AISD and neighboring school districts, and Child Inc. This system should make families aware of all the early learning options available to their children that fit their families' needs and location, including high quality child care, child care subsidies, free public Pre-K 3 and Pre-K 4, tuition-based public Pre-K, Early Head Start and Head Start. Furthermore, this system would facilitate the most efficient allocation of limited resources by increasing enrollment in public Pre-K which allows school districts to leverage state funding to serve more children and, in turn, increase the availability of child care subsidies and spaces in Early Head Start for infants and toddlers.

Background:

Louisiana has developed local level coordinated enrollment systems and Austin can learn from their model

(<https://www.grisnetwork.org/sites/all/files/materials/Jan2018LetsTalkPPT.pdf>). That model does the following:

1. Coordinates Information so that families know of all available seats and are informed about the availability of publicly-funded programs.
2. Coordinates Eligibility so that families easily know what programs they qualify for by ensuring they are referred to available publicly-funded programs.
3. Coordinates the application process, so that families apply to all programs through one application that collects the family's preferences regarding enrollment options.
4. Matches and enrolls families in their highest ranked program preference that is available and ensures no one occupies more than one seat.

In Austin/Travis County, this would require:

- At least one dedicated staff position, which could be a City of Austin employee or an employee with a community partner
- Designating a primary source of information for families to learn about all early childhood programs;
- Buy-in from key partners including public schools/districts with Pre-K, Child Inc. (the local Head Start and Early Head Start provider), Workforce Solutions Capital Area (which administers child care subsidies locally, and child care providers in the community);
- Close coordination and regular communication with those key partners in order to have up-to-date information on eligibility requirements, spaces available, wait lists, services offered, quality ratings, hours, after-school care options, and other key information to share with families and use to match families with programs.

The potential benefits of having a Coordinated Enrollment and Resource and Referral system include:

- Families will have a primary contact to learn about early childhood programs in the community.
- Families will have an easy way to know what they are eligible for and apply.
- Fewer families will stay on wait lists and more families will be connected with appropriate and available services.
- More 3 and 4 year olds will be enrolled in public Pre-K, which leverages state funds for local early education, frees up more subsidized child care seats for infants and toddlers, and increases the capacity of Child Inc. to serve more children under age three in Early Head Start.

- There will be a more accurate picture of the demand in the community for affordable, high quality early learning opportunities which can be used for ongoing school readiness planning purposes.
- The greatest number of children will be served and school readiness will likely increase.

Consideration D: Develop a policy that would achieve higher quality in existing child care provider facilities and/or more high quality child care slots available for children that qualify for subsidies by covering the gap in payment that providers experience for each high quality subsidized slot.

Background: This consideration is aimed to address the gap in payment that providers experience for each subsidized slot in high quality centers. Currently, that gap is about \$350-\$400 per month per subsidized slot in comparing what providers are reimbursed for these subsidized slots versus what families pay for the same high quality slots at market rate. This gap serves as a financial disincentive for high quality centers to increase the number of subsidized slots at their centers.

If funding was made available, there could be discussions about how to increase the number of high quality slots available for children that qualify for subsidies or to help existing facilities maintain slots as an investment in quality child care for the community. The Work Group identified this as a very important, but also complicated and potentially expensive compared to some of the other items in this report. Should funds become available, more work would need to be done to define program parameters and funding requirements for program participants.

Consideration E: Pursue creation of City-owned or leased facilities for high-quality affordable child care, which should include options for contracted and City-run high quality child care services at the facility.

Background: This consideration is intended to be *in addition to* the high quality child care center recommended to be part of the Dove Springs Health Center in the 2018 Bond, not in lieu of that project. The workgroup saw great opportunity in the City investing in a center, both to increase access to affordable, quality child care generally and to set the City up to serve as an example of best practices in the community by investing in quality child care.

Because of the wide range of potential scope, location, and structure, as well as the number of departments that would have to be involved in such a project, the Work Group chose to leave the specifics open so that all possibilities could be explored. The flexibility in this consideration also includes whether the City would provide services directly, would contract for services, or would provide an affordable lease space for services.

Moving forward with this consideration as a City-run facility could potentially result in a higher overall cost. However, a City-run affordable, high quality child care center would address teacher retention, one of the biggest challenges in high-quality child care while also aligning with the City's established workforce goals of access to health benefits and living wages. Given these two factors, a City-run facility could yield multiple community benefits that could be worth the additional cost. The Work Group was also open to who would be served at these facilities, and recommended exploring whether services would be available to City employees, income qualifying families, and/or the community at large (potentially on a sliding scale).

Consideration F: Explore options for the Parks and Recreation Department to expand existing programs and/or create new enrichment programs for children 3-5 years old that comply with quality standards. This programming should explore opportunities to collaborate with community partners and providers.

Background: Aside from Nature's Way Preschool which is operated at The Nature Center, all other PARD sites and programs do not operate as licensed child care facilities through the State of Texas. The Department is regulated by the Austin City Council through the Local Standards of Care for Youth Recreational Programs Ordinance. This is important to be aware of moving forward when considering PARD sites as locations for future Pre-K programming. For the most part, due to these regulations and limited available space, PARD is more suited to provide enrichment opportunities rather than full day, high quality child care.

The attached spreadsheet (Appendix Q) provided by the Parks and Recreation Department (PARD) includes information on existing Pre-K and Early Childhood Education programs that PARD provides. In addition to providing programmatic information, the spreadsheet offers a "one-stop-shop" for current facility usage, including available spaces and times. While there is currently some limited enrichment programming for children 3-5 years old, these services could be expanded if additional resources were provided.

Without additional resources PARD currently lacks the ability to expand existing programs and/or create new programs. In some instances it's strictly a space/capacity issue, as is the case with the Nature Center, while across the board operating budgets are functioning at full capacity. Additional money would need to be committed to PARD in order to support both the creation of new programs and/or the expansion of existing programs.

Consideration G: Explore options to alleviate tax burdens for quality child care centers through tax abatement and/or leasing City-owned property for child care centers.

Background: Many high quality child care centers lease and have the property taxes passed onto them through rent, though a few centers do own their facilities and pay

property taxes directly. The Work Group wanted all potential options that could relieve barriers for high quality centers to be available for consideration. By providing direct tax abatement for centers that own their own property, or providing City –owned lease space, that could eliminate some costs for existing high quality centers or encourage new high quality centers to open.

The Work Group understands there are a lot of challenges and complexities in regards to both tax abatement and leasing City property for organizations. Given that the City's proportion of overall property tax bills is fairly low, and that the City doesn't currently have any properties that would be an appropriate option to lease to child care centers without significant capital investments to meet standards required, this is listed as a lower priority in the list of considerations. However, it does deserve some exploration to see if it's a viable option to support existing high quality centers and/or help incentivize new high quality centers.

Acknowledgements

Resolution Response and Report Development Staff

Donna Sundstrom, Assistant Director, Community Services Division, Austin Public Health

Rachel Farley, Program Coordinator, Austin Public Health

Cynthia Gamez, Program Supervisor, Austin Public Health

Laura Williamson, Program Coordinator, Austin Public Health

Quality Child Care and Pre-K 3 Resolution Work Group Members

Brittain Ayres, Planner, Research & Planning Division, Travis County Health and Human Services

Alison Bentley, Ph.D., Director of Data and Evaluation, United Way for Greater Austin

Sue Carpenter, Chief Programs Officer, United Way for Greater Austin

Anna Lisa Conlin, Planner, Research & Planning Division, Travis County Health and Human Services; Early Childhood Council Member

Michelle Crawford, M. Ed., Quality Initiatives Program Manager Workforce Solutions Capital Area

Larry Elsner, Executive Director, Open Door Preschools; Early Childhood Council Member

Susan Helfeld, Child Care Quality Program Specialist, Workforce Solutions Capital Area

Aletha C. Huston, Priscilla Pond Flawn Regents Professor Emerita of Child Development, Human Development & Family Sciences, University of Texas at Austin; Early Childhood Council Member

Laura Koenig, Director of School Readiness, E3 Alliance

Cathy McHorse, Early Childhood Education Director, Success by 6, United Way for Greater Austin

Nicole Robinson, Manager, Child Care Programs, Workforce Solutions Capital Area

Stacey Shackelford, Ph.D., Chair, Child Care and Development Dept., Austin Community College

Sylina Valdez, Interim Director of Early Childhood, Austin Independent School District

Community Contributors

Sandy Anderson, Director of Child Care Services, Workforce Solutions Rural Capital Area

Rose Coleman, Coordinator/Homeless Liaison, School, Family & Community Education, Austin ISD

Allison Fink, Economic Development and Strategic Investments, Travis County

Sonia Garcia, Child Development Center Director, Jeremiah Program

Stuart Harry Hersh, Board Member and Pro-Bono Consultant, Jeremiah Program

Melissa Laursen, Manager of Planning Services, Austin ISD

Shannon Moody, Executive Director- Austin, Jeremiah Program

Beth Wilson, Director of Planning Services, Austin ISD

City of Austin Contributors

Davin Bjornaas, Recreation Program Manager, Parks and Recreation Department

Robert Brizendine, Budget Analyst II, Budget Office

Nora Butler, HR Advisor, Watershed Protection Department

Tiffany Cabin, Program Manager, Parks and Recreation Department

Julia Campbell, Program Manager II, Economic Development Department

Al Carmona, Human Resources Advisor, Fleet Services

David Colligan, Global Business Recruitment & Expansion Manager, Economic Development Department

Alex Gale, Assistant Director, Office of Real Estate Services

Filip Gecic, Manager, Facilities Planning, Austin Public Health

Carina Hanson, Performance Consultant, Austin Resource Recovery

Liz Haran, Human Resources, Aviation Department

Don Hastings, Assistant Director, Environmental Health Services Division

Stephanie Hayden, Director, Austin Public Health

Karen Haywood, Assistant Director for Human Resources, Human Resources Department

Tracy Haywood, Epidemiology and Public Health Preparedness, Austin Public Health

Sara Hensley, Interim Assistant City Manager, City Manager's Office

Fernando Hernandez, Manager, Neighborhood Housing and Community Development

Nabil Khazei, Financial Analyst III, Budget & Analysis, Austin Public Health

Estella Kirscht, Administrative Specialist, Austin Public Health

Paul Lloyd, Business Process Consultant, Human Resources Department

Kymerley Maddox, Assistant Director, Administrative Support Services, Austin Public Health

Yvette Mendoza, Mentee of Interim Assistant City Manager Sara Hensley

Andrew Moore, Senior Planner, Planning and Zoning Department

Julie Nicolson, Human Resources Supervisor, Building Services Department

Perry Perez, HRMS Manager, Human Resources Department

Wendy Riggins, Employee Benefits Manager, Human Resources Department

Shelly Sheppard, Human Resources Manager, Public Works Department

Jamila Siller, Business Process Consultant, Office of Performance Management

Preston Stewart, Global Business Recruitment & Expansion Coordinator, Economic Development Department

Shannon Szymczak, Corporate Budget Manager, Budget Office

Lucy Thompson, Assistant to Interim Assistant City Manager Sara Hensley

City Council Contributors

Council Member Delia Garza- Resolution sponsor

Mayor Pro Tem Kathie Tovo- Resolution co-sponsor

Council Member Gregorio Casar- Resolution co-sponsor

Council Member Ann Kitchen- Resolution co-sponsor

Council Member Leslie Pool- Resolution co-sponsor

Kate Garza, Senior Counsel, Office of Council Member Delia Garza

Appendices

Appendix A: City Council Resolution No. 20170928-057, deliverables numbered; City of Austin

Appendix B: 2018 Survey on Quality Child Care and Education for Young Children for City of Austin employees; City of Austin

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Appendix J: AISD 2017-18 Enrollment Impact Map; Austin Independent School District, Office of Planning Services

Appendix K: AISD 2017-18 Percent of Capacity by Enrollment 3 yr; Austin Independent School District, Office of Planning Services

Appendix L: AISD Faculty and Community Child Care Programs SY 17.18; Austin Independent School District, Family & Community Education

Appendix M: Child Care Budget Template-Program with 27 Children Enrolled; Austin Independent School District, Family & Community Education

Appendix N: Economic Development Department response to Resolution; City of Austin, Economic Development Department

Appendix O: 2015-2018 School Readiness Action Plan for Austin/Travis County; United Way for Greater Austin

Appendix P: PARD Response to Council Resolution No. 20170928-057; City of Austin, Parks and Recreation Department

Appendix Q: Results of 2018 Survey on Quality Child Care and Education for Young Children for City of Austin employees; City of Austin

Appendix R: City of Austin Employee emails received in response to the 2018 Employee Survey on Quality Child Care and Education for Young Children

Appendix S: Texas Child Care Deserts; Children at Risk

Appendix T: Early Childhood Council fliers by District; City of Austin, Early Childhood Council

Appendix U: NAEYC Teacher-Child Ratios within Group Size; National Association for the Education of Young Children

Appendix V: ACC Child Care Interest and Needs survey questions; Austin Community College

Appendix W: Child Care Options for ACC, November 2017; Austin Community College

Appendix X: Jeremiah Program Draft Letter on Conditional Use Permit to Planning Commission

and Associated Email; Jeremiah Program

Appendix Y: Pre-K Partnership Implementation Guide; Texas Education Agency

Appendix A

City Council Resolution No. 20170928-057

City of Austin

RESOLUTION NO. 20170928-057

WHEREAS, child care costs account for a significant portion of a family's budget. The Texas Department of Health and Human Services benchmarks affordable child care at no more than 10% of a family's median income, or \$7,540 in 2014 for the Austin area. However, yearly tuition for infants, toddlers, and pre-school aged children was above the affordable threshold, making high-quality child care out of reach for many working families; and

WHEREAS, according to the Austin Area Sustainability Indicators (2016) - Education and Children report "child population 6 years and under with all available parents in the labor force has consistently surpassed the available capacity of child care facilities;" and

WHEREAS, according to the Austin Early Childhood Council, nearly 70,000 children under the age of six live in the city of Austin, and "[a]most half of them live in low income families, even though their parents are often employed;" and

WHEREAS, according to the 2016 American Community Survey data, nearly 50% of the people over the age of 25 have accessed some amount of higher education without attaining a degree of any type and nearly 30% (28.7%) of people over the age of 25 have attained is a high school diploma or GED as their highest level of education; and

WHEREAS, the Austin Metro Area Master Community Workforce Plan indicates that over the next five years, the Austin metro area will have more than 60,000 middle-skill openings to fill. These middle skill jobs require more than a high school diploma, but less than a four-year degree, and offer a sustainable pathway for many of the region's economically disadvantaged residents; and

WHEREAS, the master plan indicates that nearly 29,000 middle-skill jobs will pay an average annual wage greater than \$40,840, and over half of those are in the healthcare, information technology, or skilled trades occupation sectors; and

WHEREAS, the Austin Community College (ACC) Highland campus (Highland Campus) is one of ACC's largest campuses that will have capacity to serve 6,000 students and will include the ACCelerator, the nation's largest computer learning lab, and a Health Sciences/STEM Regional Simulation Center, thereby providing Austinites access to high growth middle skill jobs; and

WHEREAS, the Highland Campus is located near major road connectors Interstate Highway 35 and Highway 290, and the CapMetro Metrorail station; and

WHEREAS, on August 17, 2017 City Council approved \$122,500,000 for the acquisition of 5.164 acres and improvements near the Highland Campus; and

WHEREAS, the location of the City property near the Highland Campus may present a unique opportunity for the City to advance several high-priority goals by locating a child care facility near to the campus; and

WHEREAS, according to data from the Early Childhood Council, City Council Districts 2, 3, and 4 account for over 50% (54%) or roughly 17,700 of the City's children from low income families, but those districts combined have only 56 total child care and education centers with only 16 being high-quality (nationally accredited or Texas 4 Star) child care centers; and

WHEREAS, the Austin Independent School District (AISD) has increased its pre-kindergarten three year-old (PK3) enrollment, in part, through funding from the Texas Education Agency. The funds cover the on-going operating costs, but do not cover the approximately \$16,000 cost of starting a classroom, which creates a gap in an opportunity to serve more children; and

WHEREAS, the Imagine Austin Comprehensive Plan states that "Providing reliable access to housing and quality childcare for low- and middle-income families," is one of the Key challenges for the future and a key barrier to parents' enrollment and completion of a secondary education program; and

WHEREAS, Imagine Austin Comprehensive Plan includes as one of the Society Working Group Priority Actions to "partner with businesses to offer incentives to childcare, early education and preschool programs that locate in underserved areas and near employment centers;" and

WHEREAS, programs such as the Sponsored Career List from Capital IDEA provide low income adults in central Texas the full cost of their education, including assistance with child care expenses; and

WHEREAS, governmental entities, such as the Capital Metropolitan Transportation Authority, have a model for creating affordable, high-quality child care facilities for their employees and the area around their main office; and

WHEREAS, a comprehensive city-wide needs and gap assessment of high-quality, affordable child care has not been conducted in Austin for over a decade, and the city's demographics have changed significantly in that time; and

WHEREAS, in order to assist in policy-making and decisions related to City investments, City Council and staff need a comprehensive city-wide needs and gap assessment of high-quality child care facilities that accounts for the benefit of adding a child care facility near the Highland Campus in support of Austin residents' continued enrollment, graduation, and attainment of middle-skill jobs identified by the Workforce Strategic Plan; **NOW, THEREFORE,**

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

The City Manager is directed to conduct a City-wide needs and gap assessment of high-quality, defined as nationally accredited or Texas Four Star, affordable child care facilities that:

Deliverable 1

- Develops a city-wide list and map of high-quality child care facilities by Council District, differentiating between those that accept child care subsidy funds and those that do not; and

Deliverable 2

- Identifies the number of children receiving a subsidy at each center accepting child care subsidy funds; and

Deliverable 3

- To the extent practicable, provides the differential factors that exist between the centers, including but not limited to, teacher education, teacher pay, benefits, and working conditions; and

Deliverable 4

- Identifies desirable geographic areas and/or locations for a high-quality child care facility with access to public transportation, institutions of higher education, or workforce hubs, and shall include public land owned by the City, Austin Independent School District, and Travis County; and

Deliverable 5

- Identifies and describes the types of partnerships and strategies, including current private-public partnerships involving the City, that encourage affordable, high-quality child care, including collocation of child care centers with open space in underutilized schools and incentivizing employer-based child care; and

Deliverable 6

- Identifies City programs that assist in creating high-quality, affordable child care for low- or moderate-income families; and

Deliverable 7

- Identifies opportunity and equity gaps in child care access and quality of care for families in different income brackets and/or neighborhoods; and

Deliverable 8

- Identifies barriers to creating a City facility able to provide affordable, high-quality child care; and

Deliverable 9

- Describes requirements for a city to lease property to a child care facility; and

Deliverable 10

- Evaluates the present and future potential benefits, and opportunities presented by locating an affordable, high-quality child care facility on the parcel to be acquired by the City of Austin for the planned Development Services Department Building; and

Deliverable 11

- Provides funding options for funding a child care facility if the City determines to move forward with such a facility.

Deliverable 12

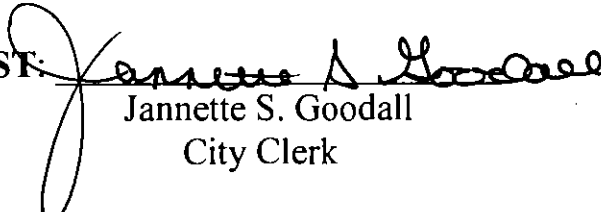
- Considers the availability of PK3 programs, such as those provided by AISD, and provides funding options for the start-up costs to expand PK3 programs in the AISD and surrounding school districts that enroll Austin children.

BE IT FURTHER RESOLVED:

The City Manager is directed to present a draft report to Council by February 15, 2018, and present a final report by March 30, 2018.

ADOPTED: September 28, 2017

ATTEST:


Jannette S. Goodall
City Clerk

Appendix B

2018 Survey on Quality Child Care and Education for Young Children for City of Austin employees

City of Austin



Survey on Quality Child Care and Education for Young Children

This survey was created in response to a resolution passed by City Council requesting information about the needs and availability of high-quality, affordable child care and education for young children in Austin. All questions are optional, but your answers will help City Council understand the needs and opinions of City employees on this topic. It will take about 15 minutes to complete the survey. Your answers will remain anonymous. Thank you for your time!



1. Are you a parent or guardian of a child under 6 years old (birth to 5 years old)? *Please check one.*

☐ Yes

☐ No

(If you answered YES, continue with question #2. If you answered NO, you can stop. You do not need to answer any more questions Thank you for taking the survey!)

2. How many children do you have who are:

Under 12 months old? _____

1 or 2 years old? _____

3 or 4 years old? _____

5 years old? _____

(If you DO HAVE a 3, 4, or 5 year-old child/children, continue to question # 3. If you DO NOT HAVE a 3, 4, or 5 year-old child/children, skip to question number 5.)

3. Is/are your 3, 4, or 5 year old(s) enrolled in public pre-kindergarten (Pre-K)?

☐ Yes

☐ No

(If you answered YES, skip to question 5. If you answered NO, continue to question #4.)

4. What is the main reason your 3, 4, or 5 year old(s) is/are not enrolled in public pre-K? *Please choose one.*

- | | |
|--|--|
| <input type="checkbox"/> My child was not old enough to enroll in PK for this school year. | <input type="checkbox"/> Public Pre-K for 3-year-olds is not offered in my area. |
| <input type="checkbox"/> My 5 year old is in kindergarten. | <input type="checkbox"/> Public Pre-K for 4-year-olds is not offered in my area. |
| <input type="checkbox"/> My child is not eligible for free public pre-kindergarten. | <input type="checkbox"/> Full-day public Pre-K is not offered. |
| <input type="checkbox"/> My child is staying in child care or preschool until enrolling in kindergarten. | <input type="checkbox"/> I am not familiar with Pre-K services. |
| | <input type="checkbox"/> Other: _____
_____ |

5. Please select any of the following child care assistance programs for City of Austin employees that you are aware of. *Check all that apply.*

- ☐ Income-Eligible Childcare Assistance
- ☐ Youth camp scholarship program
- ☐ Child care referral service
- ☐ FLEXTRA Dependent Care Account

6. Do you currently use any of the following for your primary child care needs? (This question is about child care needed on a regular basis to allow you or your spouse/partner to attend work and/or school.) *Check all that apply.*

- | | |
|--|---|
| <input type="checkbox"/> Licensed child care center or preschool | <input type="checkbox"/> Family member, relative, or friend |
| <input type="checkbox"/> Licensed family-based care | <input type="checkbox"/> Nanny or baby-sitter in the home |
| <input type="checkbox"/> Head Start or Early Head Start | <input type="checkbox"/> Other: _____
_____ |
| <input type="checkbox"/> Public pre-kindergarten (Pre-K) | |

7. If you use child care, how do you pay for it? *Check all that apply.*

- | | |
|--|---|
| <input type="checkbox"/> Paid the full cost of child care out of pocket | <input type="checkbox"/> Child care provider discount/scholarship |
| <input type="checkbox"/> Workforce Child Care Subsidy (CCS) | <input type="checkbox"/> I do not pay for child care |
| <input type="checkbox"/> Using the City of Austin's Income-Eligible Childcare Assistance Program | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Using a FLEXTRA Dependent Care Account through the City of Austin | _____ |

(If you DO NOT PAY FOR CHILD CARE, skip to question #10. For all other answers, continue to question # 8.)

8. For how many children ages 0 to 5 years old do you have child care expenses?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> 1 child | <input type="checkbox"/> 4 children |
| <input type="checkbox"/> 2 children | <input type="checkbox"/> 5 or more children |
| <input type="checkbox"/> 3 children | |

9. On average, how much do you spend out-of-pocket on child care per month? *Do not include any subsidies or assistance you may get for child care.*

- | | |
|---|--|
| <input type="checkbox"/> \$250-\$400 | <input type="checkbox"/> \$1,001-\$1,500 |
| <input type="checkbox"/> \$401-\$650 | <input type="checkbox"/> \$1,501-\$2,000 |
| <input type="checkbox"/> \$651 or \$800 | <input type="checkbox"/> \$2,000-\$3,000 |
| <input type="checkbox"/> \$801-\$1,000 | <input type="checkbox"/> More than \$3,000 |

10. What is your yearly household gross (before-tax) income? (We are asking this question to estimate what portion of employees' household income is used for child care expenses.)

- | | |
|---|--|
| <input type="checkbox"/> Less than \$29,999 | <input type="checkbox"/> \$80,000-\$89,999 |
| <input type="checkbox"/> \$30,000-\$39,999 | <input type="checkbox"/> \$90,000-\$99,999 |
| <input type="checkbox"/> \$40,000-\$49,999 | <input type="checkbox"/> \$100,000-\$124,999 |
| <input type="checkbox"/> \$50,000-\$59,999 | <input type="checkbox"/> \$125,000-\$150,000 |
| <input type="checkbox"/> \$60,000-\$69,000 | <input type="checkbox"/> Over \$150,000 |
| <input type="checkbox"/> \$70,000-\$79,999 | |

11. How important is it to you that your child care provider has a quality accreditation? (For example: Texas Rising Star (TRS), National Accreditation Commission (NAC), or National Association for the Education of Young Children (NAEYC)) *Please select one.*

- | | |
|---|--|
| <input type="checkbox"/> Very important | <input type="checkbox"/> I am not familiar with quality accreditations |
| <input type="checkbox"/> Somewhat important | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Not important | _____ |

12. What three factors most influence your decision when choosing child care? *Choose 3.*

- | | |
|---|---|
| <input type="checkbox"/> Cleanliness and safety | <input type="checkbox"/> Location |
| <input type="checkbox"/> Positive interactions between caregivers and children | <input type="checkbox"/> Hours of operation |
| <input type="checkbox"/> Trust and feeling comfortable with the child care provider | <input type="checkbox"/> Bilingual or language immersion |
| <input type="checkbox"/> Staff with Early Childhood education credentials | <input type="checkbox"/> Supportive of families who choose to give their infants breastmilk |
| <input type="checkbox"/> Educational curriculum and activities | <input type="checkbox"/> Services for children with special needs |
| <input type="checkbox"/> Positive recommendation from someone you know | <input type="checkbox"/> Other: _____ |
| | _____ |

13. What makes it difficult to arrange child care? *Check all that apply.*

- | | |
|---|---|
| <input type="checkbox"/> Too expensive/cost | <input type="checkbox"/> Quality of care is not satisfactory |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Hours don't fit my work/school schedule |
| <input type="checkbox"/> Distance of child care from home/work | <input type="checkbox"/> No spaces available, there is a waitlist |
| <input type="checkbox"/> Lack of information about child care | <input type="checkbox"/> None, no barriers to finding child care |
| <input type="checkbox"/> Lack of special needs services | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Providers don't speak my home language | _____ |

14. When selecting child care, if all other factors are equal, are you more likely to select a provider (*choose one*):

- | | |
|---|--|
| <input type="checkbox"/> close to your home? | <input type="checkbox"/> close to where your spouse/partner works? |
| <input type="checkbox"/> close to where you work? | <input type="checkbox"/> Other: _____ |
| | _____ |

15. Please provide the following location information:

What zip code do you live in? _____

What City Department do you work for?

What is the name of the City of Austin campus or site where you work? (Ex: City Hall)

What is the address of the City of Austin campus or site where you work? (Ex: 301 West 2nd Street):

16. Are you an employee of the Development Services Department or the Planning and Zoning Department whose work site will be moving to the former Highland Mall campus on Airport Boulevard?

☐ Yes

☐ No

(If you answered YES, continue to question #17. If you answered NO, skip #17.)

17. If there were an affordable, high-quality child care center on the site of the former Highland Mall where your department will be moving, how likely would you be to enroll your child/children?

☐ Very likely

☐ Very unlikely

☐ Somewhat likely

☐ Need more information about:

☐ Somewhat unlikely

Thank you for taking this survey!



Encuesta sobre la calidad de la educación y cuidado infantil para niños pequeños

Esta encuesta fue creada en respuesta a una resolución aprobada por el Concejo de la Ciudad para solicitar información sobre las necesidades y disponibilidad de educación y cuidado infantil económico y de alta calidad para los niños pequeños en Austin. Todas las preguntas son opcionales, pero sus respuestas ayudarán al Concejo de la Ciudad a comprender las necesidades y opiniones de los empleados de la Ciudad sobre este tema. Le tomará alrededor de 15 minutos completar esta encuesta. Sus preguntas se mantendrán anónimas. ¡Muchas gracias por su tiempo!



1. ¿Es usted la madre, padre o tutor de un niño menor de 6 años (recién nacido hasta 5 años de edad)? Por favor seleccione una.

- ☐ Sí
- ☐ No

(Si la respuesta es SÍ, continúe con la pregunta #2. Si la respuesta es NO, puede finalizar la encuesta ahora, no tiene que responder más preguntas. ¡Muchas gracias por contestar esta encuesta!)

2. ¿Cuántos niños tiene entre estas edades?

Menos de 12 meses _____

1 o 2 años _____

3 o 4 años _____

5 años _____

(Si TIENE un niño o niños de 3, 4 o 5 años, continúe con la pregunta # 3. (Si NO TIENE un niño o niños de 3, 4 o 5 años, pase a la pregunta # 5.)

3. ¿Está(n) su(s) hijo(s) de 3, 4 o 5 años inscrito(s) en un preescolar (Pre-K) público?

- ☐ Sí
- ☐ No

(Si la respuesta es SÍ, continúe con la pregunta #5. Si la respuesta es NO, continúe con la pregunta #4.)

4. ¿Cuál es la razón principal por la que su(s) hijo(s) de 3, 4 o 5 años no está inscrito en un preescolar público? *Por favor seleccione una.*

- | | |
|--|---|
| <input type="checkbox"/> Mi hijo no tiene la edad mínima para inscribirse en el preescolar este año. | <input type="checkbox"/> No hay preescolar público para niños de 3 años en mi área. |
| <input type="checkbox"/> Mi hijo de 5 años está en kindergarten. | <input type="checkbox"/> No hay preescolar público para niños de 4 años en mi área. |
| <input type="checkbox"/> Mi hijo no califica para el preescolar público gratis. | <input type="checkbox"/> No hay preescolar público de todo el día en mi área. |
| <input type="checkbox"/> Mi hijo se va a quedar en una guardería o preescolar hasta que se inscriba en kindergarten. | <input type="checkbox"/> No tengo información sobre los servicios de preescolar. |
| | <input type="checkbox"/> Otra: _____ |

5. Por favor seleccione cualquiera de los siguientes programas de asistencia de cuidado infantil para los empleados de la Ciudad de Austin que usted conoce. *Seleccione todos los que aplican.*

- ☐ Asistencia de cuidado infantil dependiendo de los ingresos
- ☐ Programa de becas para campamentos juveniles
- ☐ Servicio de recomendación de cuidado infantil
- ☐ Cuenta de cuidado de dependientes FLEXTRA

6. ¿Utiliza actualmente algunas de las siguientes opciones como su principal fuente de cuidado infantil? (Esta pregunta se refiere al cuidado infantil que necesita regularmente para que usted o su cónyuge/pareja pueda ir al trabajo y/o escuela.) *Seleccione todas las que aplican.*

- | | |
|---|---|
| <input type="checkbox"/> Guardería o preescolar con licencia | <input type="checkbox"/> Familiar, pariente o amigo |
| <input type="checkbox"/> Cuidado infantil familiar con licencia | <input type="checkbox"/> Niñera en la casa |
| <input type="checkbox"/> Head Start o Early Head Start | <input type="checkbox"/> Otra: _____ |
| <input type="checkbox"/> Preescolar público (Pre-K) | _____ |

7. Si utiliza cuidado infantil, ¿cómo lo paga? *Seleccione todas las que aplican.*

- | | |
|---|---|
| <input type="checkbox"/> Pago el costo total del cuidado infantil de mi propio bolsillo | <input type="checkbox"/> Uso la Cuenta de Cuidado de Dependientes FLEXTRA a través de la Ciudad de Austin |
| <input type="checkbox"/> Subsidio de Cuidado Infantil para Trabajadores (CCS, por sus siglas en inglés) | <input type="checkbox"/> Descuento/beca del proveedor de cuidado infantil |
| <input type="checkbox"/> Uso el Programa de Asistencia de Cuidado Infantil Dependiendo de los Ingresos de la Ciudad de Austin | <input type="checkbox"/> No pago por el cuidado infantil |
| | <input type="checkbox"/> Otra: _____ |

(Si **NO PAGA POR EL CUIDADO INFANTIL**, continúe con la pregunta #10. Para todas las demás respuestas, continúe con la pregunta #8.)

8. ¿Para cuántos niños entre 0 y 5 años años paga usted cuidado infantil?

- | | |
|----------------------------------|--|
| <input type="checkbox"/> 1 niño | <input type="checkbox"/> 4 niños |
| <input type="checkbox"/> 2 niños | <input type="checkbox"/> 5 niños o más |
| <input type="checkbox"/> 3 niños | |

9. En promedio, ¿cuánto paga de su bolsillo por el cuidado infantil al mes? *No incluya ningún subsidio o asistencia que pueda recibir para el cuidado infantil.*

- | | |
|--|--|
| <input type="checkbox"/> \$250-\$400 | <input type="checkbox"/> \$1,001-\$1,500 |
| <input type="checkbox"/> \$401-\$650 | <input type="checkbox"/> \$1,501-\$2,000 |
| <input type="checkbox"/> \$651-\$800 | <input type="checkbox"/> \$2,000-\$3,000 |
| <input type="checkbox"/> \$801-\$1,000 | <input type="checkbox"/> Más de \$3,000 |

10. ¿Cuál es el ingreso bruto anual de su hogar (antes de los impuestos)? (Estamos preguntando esto para calcular cuál porcentaje del ingreso del hogar del empleado se utiliza para los gastos de cuidado infantil.)

- | | | |
|--|--|--|
| <input type="checkbox"/> Menos de \$29,999 | <input type="checkbox"/> \$60,000-\$69,000 | <input type="checkbox"/> \$100,000-\$124,999 |
| <input type="checkbox"/> \$30,000-\$39,999 | <input type="checkbox"/> \$70,000-\$79,999 | <input type="checkbox"/> \$125,000-\$150,000 |
| <input type="checkbox"/> \$40,000-\$49,999 | <input type="checkbox"/> \$80,000-\$89,999 | <input type="checkbox"/> Más de \$150,000 |
| <input type="checkbox"/> \$50,000-\$59,999 | <input type="checkbox"/> \$90,000-\$99,999 | |

11. ¿Qué tan importante es para usted que su proveedor de cuidado infantil tenga una acreditación de calidad? (Por ejemplo, Texas Rising Star (TRS), Comisión de Acreditación Nacional (NAC, por sus siglas en inglés) o la Asociación Nacional para la Educación de Niños Pequeños (NAEYC, por sus siglas en inglés)) *Por favor seleccione una.*

- | | |
|---|---|
| <input type="checkbox"/> Muy importante | <input type="checkbox"/> No conozco las acreditaciones de calidad |
| <input type="checkbox"/> Un poco importante | <input type="checkbox"/> Otra: _____ |
| <input type="checkbox"/> No es importante | _____ |

12. ¿Cuáles son los tres factores que influyen más en su decisión de escoger el cuidado infantil? Seleccione 3.

- | | |
|---|---|
| <input type="checkbox"/> Limpieza y seguridad | <input type="checkbox"/> Ubicación |
| <input type="checkbox"/> Interacciones positivas con las personas que brindan cuidado y los niños | <input type="checkbox"/> Horario de operación |
| <input type="checkbox"/> Confianza y si me siento cómodo con el proveedor de cuidado infantil | <input type="checkbox"/> Bilingüe o inmersión en un segundo idioma |
| <input type="checkbox"/> Credenciales del personal en educación de infancia temprana | <input type="checkbox"/> Apoyo para las familias que deciden alimentar a sus infantes con leche materna |
| <input type="checkbox"/> Currículo y actividades educativas | <input type="checkbox"/> Servicios para niños con necesidades especiales |
| <input type="checkbox"/> Recomendación positiva de alguien que conozco | <input type="checkbox"/> Otro: _____ |
| | _____ |

13. ¿Qué hace que sea más difícil conseguir cuidado infantil? *Seleccione todas las que aplican.*

- | | |
|---|---|
| <input type="checkbox"/> Costo/demasiado caro | <input type="checkbox"/> La calidad del cuidado no es satisfactoria |
| <input type="checkbox"/> Transporte | <input type="checkbox"/> El horario no se ajusta a mi horario de trabajo/escuela |
| <input type="checkbox"/> Distancia de la guardería a la casa/trabajo | <input type="checkbox"/> No hay cupos disponibles, hay una lista de espera |
| <input type="checkbox"/> Falta de información sobre cuidado infantil | <input type="checkbox"/> Ninguna, no hay ninguna dificultad para encontrar cuidado infantil |
| <input type="checkbox"/> Falta de servicios para necesidades especiales | <input type="checkbox"/> Otra: _____ |
| <input type="checkbox"/> Los proveedores no hablan mi idioma principal | _____ |

14. Cuando selecciona el cuidado infantil, si todos los factores son iguales, ¿cuál proveedor es más probable que seleccione? (*Seleccione uno.*)

- | | |
|--|--|
| <input type="checkbox"/> Cerca de mi casa | <input type="checkbox"/> Cerca del lugar donde trabaja mi cónyuge/pareja |
| <input type="checkbox"/> Cerca de mi trabajo | <input type="checkbox"/> Otro: _____ |
| | _____ |

15. Por favor provea la siguiente información sobre su ubicación:

¿En cuál código postal vive usted? _____

¿Para cuál departamento de la Ciudad trabaja usted? _____

¿Cuál es el nombre del campus o ubicación de la Ciudad de Austin en la que trabaja? (Por ejemplo, City Hall)

¿Cuál es la dirección del campus o ubicación del edificio de la Ciudad de Austin en el que trabaja? (Por ejemplo, 301 West 2nd Street): _____

16. ¿Trabaja usted para el Departamento de Servicios de Desarrollo o para el Departamento de Planificación y Zonificación y se mudará al campus donde estaba ubicado el Highland Mall en Airport Boulevard?

☐ Sí

☐ No

(Si su respuesta es SÍ, continúe con la pregunta #17. Si su respuesta es NO, no conteste la pregunta #17.)

17. Si hubiese una guardería económica y de alta calidad en el sitio donde estaba ubicado el Highland Mall donde se mudará su departamento, ¿cuáles son las probabilidades de que inscriba a su hijo/hijos?

☐ Muy probable

☐ Muy poco probable

☐ Algo probable

☐ Necesito más información sobre:

☐ Poco probable

¡Muchas gracias por completar esta encuesta!

Appendix C

Child care providers with high quality ratings and Child Care Subsidy Information

Travis County and City of Austin/Williamson County

		Appendix D. Child care providers with high quality ratings differentiating between those that accept child care subsidy funds and those that do not																	
				Child Care Subsidy (CCS) Information		National Accreditations (NAC= National Accreditation Commission for Early Care and Education Programs, NAEYC= National Association for the Education of Young Children)		Texas Rising Star Quality Rating	Provider Location and Contact Information						Type of Provider for Texas Department of Family and Protective Services Licensing Purposes	Ages of Children Served by Provider			
Provider Name		Accepts CCS	# CCS enrolled	NAC	NAEYC	TRS Stars	Address		City	State	Zip	County	Phone	Type	Infant	Toddler	Preschool	School-Age	
Child Care Providers in Travis County	1	Anderson High Extend-A-Care	Y	1			4	8403 MESA DR		AUSTIN	TX	78759	TRAVIS	512-472-9402	Licensed Center - Child Care Program	Y	Y	Y	N
	2	Apples Greatest Beginnings 1	Y	0			4	12207 BRIGADOON LN		AUSTIN	TX	78727	TRAVIS	512-841-1328	Licensed Center - Child Care Program	Y	Y	Y	Y
	3	Appletree Learning Center	Y	39			4	4630 W GATE BLVD		AUSTIN	TX	78745	TRAVIS	512-892-5533	Licensed Center - Child Care Program	Y	Y	Y	Y
	4	Austin Community College Child	Y	1		Y	4	3401 WEBBERVILLE RD # 5000		AUSTIN	TX	78702	TRAVIS	512-223-5200	Licensed Center - Child Care Program	Y	Y	Y	Y
	5	Austin Eco Bilingual School	N	N/A		Y	4	2700 W ANDERSON LN STE 601		AUSTIN	TX	78757	TRAVIS	512-299-5732	Licensed Center - Child Care Program	Y	Y	Y	Y
	6	Austin Eco Bilingual School	N	N/A		Y	4	8707 MOUNTAIN CREST DR		AUSTIN	TX	78735	TRAVIS	512-299-5731	Licensed Center - Child Care Program	Y	Y	Y	Y
	7	Austin International School	N	N/A		Y	4	4001 ADELPHI LN		AUSTIN	TX	78727	TRAVIS	512-331-7806	Licensed Center - Child Care Program	N	N	Y	Y
	8	Babys n Toddlers	Y	1			4	1720 JERUSALEM DR		ROUND ROCK	TX	78664	TRAVIS	512-990-7017	Licensed Child-Care Home	Y	Y	Y	Y
	9	Barton Creek Child Development Center EISD	Y	2			4	1314 PATTERSON RD		AUSTIN	TX	78733	TRAVIS	512-732-3232	Licensed Center - Child Care Program	Y	Y	Y	N
	10	Bluebonnet School of Canyon Creek	N	N/A		Y	4	10321 BOULDER LN		AUSTIN	TX	78726	TRAVIS	512-219-5100	Licensed Center - Child Care Program	Y	Y	Y	Y
	11	Bright Beginnings	Y	56			4	9414 PARKFIELD DR		AUSTIN	TX	78758	TRAVIS	512-770-6045	Licensed Center - Child Care Program	Y	Y	Y	Y
	12	Bright Horizons Family Center	Y	3		Y	4	2411 W BRAKER LN		AUSTIN	TX	78758	TRAVIS	512-833-7090	Licensed Center - Child Care Program	Y	Y	Y	Y
	13	Bright Horizons Family Center	N	N/A		Y	4	6111 DAVIS LN		AUSTIN	TX	78749	TRAVIS	512-301-9449	Licensed Center - Child Care Program	Y	Y	Y	Y
	14	Capital Metro Childcare and Learning Center	N	N/A	Y		4	624 N PLEASANT VALLEY RD		AUSTIN	TX	78702	TRAVIS	512-389-7576	Licensed Center - Child Care Program	Y	Y	Y	Y
	15	Care Academy	Y	3			4	4800 MANOR RD		AUSTIN	TX	78723	TRAVIS	512-927-4733	Licensed Center - Child Care Program	Y	Y	Y	Y
	16	Cedar Bend Child INC	N	N/A		Y	4	1808 CEDAR BEND DR		AUSTIN	TX	78758	TRAVIS	512-284-7464	Licensed Center - Child Care Program	N	Y	Y	N
	17	Cedar Creek Child Development Center EISD	Y	0			4	3301 PINNACLE RD		AUSTIN	TX	78746	TRAVIS	512-732-3232	Licensed Center - Child Care Program	Y	Y	Y	N
	18	Child Development Center at Temple Beth Israel	Y	0		Y	4	3901 SHOAL CREEK BLVD		AUSTIN	TX	78756	TRAVIS	512-371-0224	Licensed Center - Child Care Program	Y	Y	Y	Y
	19	Child Inc. Brodie Lane Child Development Center	N	N/A		Y	4	8105 BRODIE LN		AUSTIN	TX	78745	TRAVIS	512-292-7234	Licensed Center - Child Care Program	Y	Y	Y	Y
	20	Child Inc. Dawson Child Development Center	N	N/A		Y	4	3001 S 1ST ST # P5S		AUSTIN	TX	78704	TRAVIS	512-841-0711	Licensed Center - Child Care Program	N	Y	Y	Y
	21	Child Inc. Forbes Child Development Center	N	N/A		Y	4	2217 FORBES DR		AUSTIN	TX	78754	TRAVIS	512-973-8070	Licensed Center - Child Care Program	N	Y	Y	N
	22	Child Inc. Fountain Plaza	N	N/A		Y	4	825 E 53RD 1/2 ST		AUSTIN	TX	78751	TRAVIS	512-451-0621	Licensed Center - Child Care Program	N	Y	Y	Y
	23	Child Inc. Grant Child Development Center	N	N/A		Y	4	1701 KRAMER LN		AUSTIN	TX	78758	TRAVIS	512-490-0080	Licensed Center - Child Care Program	N	N	Y	Y
	24	Child Inc. Rosewood Zaragosa Child Development Center	N	N/A		Y	4	2800 WEBBERVILLE RD		AUSTIN	TX	78702	TRAVIS	512-472-2836	Licensed Center - Child Care Program	N	Y	Y	Y
	25	Child Inc. South Austin Child Development Center	N	N/A		Y	4	2508 DURWOOD ST		AUSTIN	TX	78704	TRAVIS	512-441-4588	Licensed Center - Child Care Program	Y	Y	Y	Y
	26	Children's Choice Learning Center	Y	17		Y	4	3819 S IH 35		AUSTIN	TX	78741	TRAVIS	737-800-4700	Licensed Center - Child Care Program	Y	Y	Y	Y
	27	Children's Courtyard	Y	90			4	11718 METRIC BLVD BLDG A and C		AUSTIN	TX	78758	TRAVIS	512-835-4326	Licensed Center - Child Care Program	Y	Y	Y	N
	28	Children's Courtyard	Y	153			4	11012 HARRIS BRANCH PKWY		AUSTIN	TX	78754	TRAVIS	512-272-8855	Licensed Center - Child Care Program	Y	Y	Y	Y
	29	Children's Network	Y	34		Y	4	12223 CASSADY DR		AUSTIN	TX	78727	TRAVIS	512-834-9526	Licensed Center - Child Care Program	Y	Y	Y	Y
	30	Child's Day	N	N/A			4	2525 WALLINGWOOD DR STE 100		AUSTIN	TX	78746	TRAVIS	512-327-3274	Licensed Center - Child Care Program	Y	Y	Y	Y
	31	Child's Way Creative Learning Center	Y	8			4	7212 OAK MEADOW DR		AUSTIN	TX	78736	TRAVIS	512-288-0802	Licensed Center - Child Care Program	Y	Y	Y	Y
	32	Circle C Child Development Center	Y	4		Y	4	5917 LA CROSSE AVE		AUSTIN	TX	78739	TRAVIS	512-288-9792	Licensed Center - Child Care Program	Y	Y	Y	Y
	33	Country Home Learning Center 7	Y	5	Y		4	6900 ESCARPMENT BLVD		AUSTIN	TX	78749	TRAVIS	512-288-8220	Licensed Center - Child Care Program	Y	Y	Y	Y

		Provider Name	Accepts CCS	# CCS enrolled	NAC	NAEYC	TRS Stars	Address	City	State	Zip	County	Phone	Type	Infant	Toddler	Preschool	School-Age
Child Care Providers in Travis County	34	Country Home Learning Center 8	Y	34	Y		4	13120 N HWY 183	AUSTIN	TX	78750	TRAVIS	512-331-1441	Licensed Center - Child Care Program	Y	Y	Y	Y
	35	Covenant United Methodist Church Preschool	N	N/A			4	4410 DUVAL RD	AUSTIN	TX	78727	TRAVIS	512-346-3124	Licensed Center - Child Care Program	Y	Y	Y	Y
	36	Del Valle Wee Cardinal Child Development Center	Y	2	Y	Y	4	5301 ROSS RD STE G	DEL VALLE	TX	78617	TRAVIS	512-386-3727	Licensed Center - Child Care Program	Y	Y	Y	N
	37	Eastside Memorial Infant Development Lab	Y	3		Y	4	1012 ARTHUR STILES ROAD	AUSTIN	TX	78721	TRAVIS	512-414-5845		Y	Y	Y	N
	38	Ebenezer Child Development Center	Y	25			4	1014 E 10TH ST	AUSTIN	TX	78702	TRAVIS	512-478-6709	Licensed Center - Child Care Program	Y	Y	Y	Y
	39	Escuela Montessori De Montopolis	Y	9			4	2013 MONTOPOLIS DR	AUSTIN	TX	78741	TRAVIS	512-385-4879	Licensed Center - Child Care Program	N	Y	Y	Y
	40	First English Lutheran Child Development Center	Y	1			4	3001 WHITIS AVE	AUSTIN	TX	78705	TRAVIS	512-478-5424	Licensed Center - Child Care Program	N	Y	Y	Y
	41	First United Methodist Preschool	N	N/A	Y		4	1201 LAVACA ST	AUSTIN	TX	78701	TRAVIS	512-478-5709	Licensed Center - Child Care Program	Y	Y	Y	Y
	42	Generations Child Development Centers 1	Y	17	Y		4	8203 SAM RAYBURN DR	AUSTIN	TX	78753	TRAVIS	512-832-5045	Licensed Center - Child Care Program	Y	Y	Y	Y
	43	Generations Child Development Centers II	Y	18	Y		4	1610 WHELESS LN	AUSTIN	TX	78723	TRAVIS	512-206-0766	Licensed Center - Child Care Program	Y	Y	Y	Y
	44	Hope Jackson	Y	2			4	14517 SANDIFER ST	AUSTIN	TX	78725	TRAVIS	512-276-3873	Registered Child-Care Home	Y	Y	Y	Y
	45	Kiddie Academy of Pflugerville	Y	2		Y	4	2617 KELLY LN	PFLUGERVILLE	TX	78660	TRAVIS	512-989-7777	Licensed Center - Child Care Program	Y	Y	Y	Y
	46	Kids Campus Learning Center	Y	18			4	5710 MCCARTY LN	AUSTIN	TX	78749	TRAVIS	512-892-5437	Licensed Center - Child Care Program	Y	Y	Y	Y
	47	KinderCare Learning Center	Y	61	Y		4	6434 S CONGRESS AVE	AUSTIN	TX	78745	TRAVIS	512-443-7765	Licensed Center - Child Care Program	Y	Y	Y	Y
	48	KinderCare Learning Center	Y	74	Y		4	610 EMERALD WOOD DR	AUSTIN	TX	78745	TRAVIS	512-443-9515	Licensed Center - Child Care Program	Y	Y	Y	Y
	49	Lanier Child Development Center	Y	4			4	1201 PAYTON GIN RD	AUSTIN	TX	78758	TRAVIS	512-414-7328	Licensed Center - Child Care Program	Y	Y	Y	N
	50	Little Angels Learning Center	Y	71			4	15635 VISION DR	PFLUGERVILLE	TX	78660	TRAVIS	512-251-7999	Licensed Center - Child Care Program	Y	Y	Y	Y
	51	Little Explorers Childcare	Y	16			4	2313 TERI RD	AUSTIN	TX	78744	TRAVIS	512-608-4254	Licensed Center - Child Care Program	Y	Y	Y	Y
	52	Little Folks Nursery and Bilingual Day Care Center	Y	45	Y		4	5706 REICHER DR	AUSTIN	TX	78723	TRAVIS	512-926-0234	Licensed Center - Child Care Program	Y	Y	Y	Y
	53	Magic Dragon Multi Cultural Program	Y	6			4	11713 JOLLYVILLE RD	AUSTIN	TX	78759	TRAVIS	512-336-5069	Licensed Center - Child Care Program	Y	Y	Y	Y
	54	Mainspring Schools	Y	38		Y	4	1100 W LIVE OAK ST	AUSTIN	TX	78704	TRAVIS	512-442-2301	Licensed Center - Child Care Program	Y	Y	Y	Y
	55	Manchaca Methodist Child Development Center	N	N/A	Y		4	1011 F M 1626	MANCHACA	TX	78652	TRAVIS	512-280-2552	Licensed Center - Child Care Program	Y	Y	Y	Y
	56	Manor ISD Child Development Center	Y	3		Y	4	600 E PARSONS ST	MANOR	TX	78653	TRAVIS	512-278-4267	Licensed Center - Child Care Program	Y	Y	Y	Y
	57	Mount Sinai Christian Academy	Y	9		Y	4	5900 CAMERON RD	AUSTIN	TX	78723	TRAVIS	512-451-3185	Licensed Center - Child Care Program	Y	Y	Y	Y
	58	Mrs Tabs	Y	2			4	3007 NORWOOD HILL RD	AUSTIN	TX	78723	TRAVIS	512-926-5661	Licensed Child-Care Home	Y	Y	Y	Y
	59	Open Door Central	Y	6		Y	4	1717 W 10TH ST	AUSTIN	TX	78703	TRAVIS	512-477-9632	Licensed Center - Child Care Program	Y	Y	Y	Y
	60	Open Door East School	Y	14		Y	4	3804 CHERRYWOOD RD	AUSTIN	TX	78722	TRAVIS	512-481-0775	Licensed Center - Child Care Program	Y	Y	Y	Y
	61	Open Door Preschool at M Station	Y	11		Y	4	2918 E MLK BLVD	AUSTIN	TX	78702	TRAVIS	512-610-7383	Licensed Center - Child Care Program	Y	Y	Y	Y
	62	Priscilla Pond Flawn Child and Family Lab UT	N	N/A		Y	4	108 E DEAN KEETON ST	AUSTIN	TX	78712	TRAVIS	512-471-3974	Licensed Center - Child Care Program	N	Y	Y	Y
	63	Prodigy Child Development Center	Y	30		Y	4	2300 CEDAR BEND DR	AUSTIN	TX	78758	TRAVIS	512-835-2443	Licensed Center - Child Care Program	Y	Y	Y	Y
	64	Promise Land Preschool	Y	49			4	1504 E 51ST ST	AUSTIN	TX	78723	TRAVIS	512-220-6381	Licensed Center - Child Care Program	Y	Y	Y	Y
	65	Riverbend Christian School	N	N/A	Y		4	4214 N CAPITAL OF TEXAS HWY	AUSTIN	TX	78746	TRAVIS	512-327-4067	Licensed Center - Child Care Program	Y	Y	Y	Y
	66	Sammys House Child Development Center	Y	8			4	2415 TWIN OAKS DR	AUSTIN	TX	78757	TRAVIS	512-453-5258	Licensed Center - Child Care Program	Y	Y	Y	Y

		Provider Name	Accepts CCS	# CCS enrolled	NAC	NAEYC	TRS Stars	Address	City	State	Zip	County	Phone	Type	Infant	Toddler	Preschool	School-Age
Child Care Providers in Travis County	67	Shoreline Learning Center	Y	23			4	15201 BURNET RD	AUSTIN	TX	78728	TRAVIS	512-681-3255	Licensed Center - Child Care Program	Y	Y	Y	Y
	68	St. David's Episcopal Day School	N	N/A		Y	4	301 E 8TH ST	AUSTIN	TX	78701	TRAVIS	512-472-1196	Licensed Center - Child Care Program	Y	Y	Y	Y
	69	St. Georges Episcopal School	Y	1		Y	4	4301 N IH 35	AUSTIN	TX	78722	TRAVIS	512-452-6063	Licensed Center - Child Care Program	Y	Y	Y	Y
	70	St. Louis Early Childhood Development Center	Y	0	Y		4	7601 BURNET RD	AUSTIN	TX	78757	TRAVIS	512-454-0384	Licensed Center - Child Care Program	Y	Y	Y	Y
	71	Stepping Stone School I	Y	2	Y		4	1710 RICHCREEK RD	AUSTIN	TX	78757	TRAVIS	512-459-0247	Licensed Center - Child Care Program	Y	Y	Y	Y
	72	Stepping Stone School II	N	N/A	Y		4	8419 BOWLING GREEN DR	AUSTIN	TX	78757	TRAVIS	512-453-2951	Licensed Center - Child Care Program	Y	Y	Y	Y
	73	Stockton Hicks The Family Tree	Y	4			4	1401B GROVE BLVD	AUSTIN	TX	78741	TRAVIS	512-369-5901	Licensed Center - Child Care Program	Y	Y	Y	Y
	74	Sweet Briar Child Development Center 1	Y	35			4	205 SANDRA ST	AUSTIN	TX	78745	TRAVIS	512-442-0405	Licensed Center - Child Care Program	Y	Y	Y	Y
	75	Tarrytown Children's Center	N	N/A			4	2600 EXPOSITION BLVD	AUSTIN	TX	78703	TRAVIS	512-477-5851	Licensed Center - Child Care Program	Y	Y	Y	Y
	76	The Goddard School	Y	9		Y	4	1040 E WELLS BRANCH PKWY	PFLUGERVILLE	TX	78660	TRAVIS	512-670-5034	Licensed Center - Child Care Program	Y	Y	Y	Y
	77	Travis High School Child Development Center	Y	6		Y	4	1314 E OLTORF ST	AUSTIN	TX	78704	TRAVIS	512-326-1452	Licensed Center - Child Care Program	Y	Y	Y	N
	78	Trinity Child Development Center	Y	11		Y	4	5801 WESTMINSTER DR	AUSTIN	TX	78723	TRAVIS	512-928-2212	Licensed Center - Child Care Program	Y	Y	Y	Y
	79	Two Steps Ahead Learning Center #1	Y	51			4	3028 ROGGE LN	AUSTIN	TX	78723	TRAVIS	512-926-2350	Licensed Center - Child Care Program	Y	Y	Y	Y
	80	University of Texas Child Care Center	Y	2	Y		4	1925 SAN JACINTO BLVD	AUSTIN	TX	78712	TRAVIS	512-471-7040	Licensed Center - Child Care Program	Y	Y	Y	Y
	81	University of Texas Child Dev Center	Y	3	Y		4	1505 LAVACA ST	AUSTIN	TX	78701	TRAVIS	512-471-4400	Licensed Center - Child Care Program	Y	Y	Y	Y
	82	University of Texas Child Development Center	Y	3	Y		4	2205 COMAL ST	AUSTIN	TX	78722	TRAVIS	512-475-9500	Licensed Center - Child Care Program	Y	Y	Y	Y
	83	Valley View Child Development Center EISD	Y	2			4	1201 S CAPITAL OF TEXAS HWY	WEST LAKE HILLS	TX	78746	TRAVIS	512-732-3232	Licensed Center - Child Care Program	Y	Y	Y	Y
	84	Westlake Methodist Preschool	N	N/A			4	1460 REDBUD TRL	WEST LAKE HILLS	TX	78746	TRAVIS	512-327-1337	Licensed Center - Child Care Program	Y	Y	Y	Y
	85	Wonder Years Infant Center and Preschool	Y	19			4	4804 GROVER AVE	AUSTIN	TX	78756	TRAVIS	855-900-1337	Licensed Center - Child Care Program	Y	Y	Y	Y
	86	YPW Spanish Immersion School	Y	1			4	8014 MESA DR	AUSTIN	TX	78731	TRAVIS	512-401-3174	Licensed Center - Child Care Program	Y	Y	Y	Y

		Provider Name	Accepts CCS	# CCS enrolled	NAC	NAEYC	TRS Stars	Address	City	State	Zip	County	Phone	Type	Infant	Toddler	Preschool	School-Age
Child Care Providers in Williamson County and the City of Austin	1	1st Step Early Learning Center	Y	5				9112 ANDERSON MILL RD # B-400	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	2	Abacus School of Austin	N	0				14115 AVERY RANCH BLVD	AUSTIN	TX	78717	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	3	ABC Childrens Learning Home	N	0				12338 CAHONE TRL	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	4	Alice Wise	N	0				12103 TANGLEBRIAR TRL	AUSTIN	TX	78750	WILLIAMSON		Registered Child-Care Home	N	Y	Y	Y
	5	Ashleys Playhouse	N	0				13343 N HWY 183 STE 200	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	6	Austin Children's Academy	Y	0				12310 RANCH ROAD 620 N	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	7	Bethany School	N	0				10010 ANDERSON MILL RD	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	8	Busy Bee Daycare	N	0				15601 ROYAL DUBLIN DR	AUSTIN	TX	78717	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	9	Casa de Ninos Bilingual Montessori School	Y	0				13584 POND SPRINGS RD	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	10	Challenger School	N	0				13015 POND SPRINGS RD	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	N	N	Y	Y
	11	Challenger School	N	0				15101 AVERY RANCH BLVD	AUSTIN	TX	78717	WILLIAMSON		Licensed Center - Child Care Program	N	N	Y	Y
	12	Dana Sisente	Y	1				12100 GREY ROCK LN	AUSTIN	TX	78750	WILLIAMSON		Registered Child-Care Home	Y	Y	Y	Y
	13	Faith Montessori House of Children	N	0				9006 ANDERSON MILL RD	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	N	Y	Y	Y
	14	First Start Day Care	N	0				13116 TAMAYO DR	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	15	Hongjo Kwon	N	0				9513 PASATIEMPO DR	AUSTIN	TX	78717	WILLIAMSON		Registered Child-Care Home	N	Y	Y	Y
	16	In Home Montessori School	N	0				7643 ELKHORN MOUNTAIN TRL	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	17	Jill Harris	N	0				11607 GUNSMOKE CIR	AUSTIN	TX	78750	WILLIAMSON		Registered Child-Care Home	Y	Y	Y	N
	18	Kid Spa Austin #02	N	0				10526 W PARMER LN # 501	AUSTIN	TX	78717	WILLIAMSON		Licensed Center - Child Care Program	N	Y	Y	Y
	19	Kids R Kids	Y	3		Y	2	15111 AVERY RANCH BLVD	AUSTIN	TX	78717	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	20	Kidz R Special 2	Y	1				7402 POTTERS TRL	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	21	Learn and Play Preschool	N	0				9207 AMANDA DR	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	N	Y	Y	Y
	22	Little Hands	N	0				7504 DALLAS DR	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	23	LOL Kid's Day Out	N	0				9700 NEENAH AVE	AUSTIN	TX	78717	WILLIAMSON		Licensed Center - Child Care Program	N	Y	Y	Y
	24	Lynn Farris	N	0				11903 SWAN DR	AUSTIN	TX	78750	WILLIAMSON		Registered Child-Care Home	Y	Y	Y	Y
	25	Maria Frances Mitchell	N	0				12912 MARGIT DR	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	26	Momma Carolyns Creative Learning Center	Y	0				12702 SHERBOURNE ST	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	27	Monkeys Jumping Room	N	0				14816 SLINGSHOT RD	AUSTIN	TX	78717	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	N
	28	Nicholson Early Childhood Education Center	N	0	Y		4	12233 RR 620 N STE 201	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	N	Y	Y	Y
	29	North Oaks Country Child Development Center	Y	5				8830 CAINWOOD LN	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	30	Oak Haven Kids Club	N	0				12809 FM 620 N STE 100	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	31	Sara Ellason	N	0				11609 GUNSMOKE CIR	AUSTIN	TX	78750	WILLIAMSON		Registered Child-Care Home	Y	Y	Y	Y
	32	Stepping Stone School III	Y	0				6616 MCNEIL DR	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	33	Stepping Stone School IV	Y	5	Y		4	9914 WOODLAND VILLAGE DR	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	34	Stepping Stone School VI	Y	2				12301 HYMEADOW DR	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	35	Stepping Stone School XII	Y	2				7700 W PARMER LN	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	36	The Learning Experience	N	0				15542 RANCH ROAD 620 N	AUSTIN	TX	78717	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	37	Tracis Tots	N	0				13408 TAMAYO DR	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	38	Trillium Montessori	N	0				9707 ANDERSON MILL RD STE 350	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	39	Tutor Time Child Care Learning Center	Y	14				6801 DALLAS DR	AUSTIN	TX	78729	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	40	Wanda Bosch	N	0				7900 PORTLAND TRL	AUSTIN	TX	78729	WILLIAMSON		Registered Child-Care Home	Y	Y	Y	Y
	41	Wanna Play, LLC	N	0				14010 N HWY 183 STE 535	AUSTIN	TX	78717	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	42	Wee Wisdom School	Y	0				9905 ANDERSON MILL RD	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	N	Y	Y	Y
	43	Woodland Montessori	N	0				10401 WAGON GAP DR	AUSTIN	TX	78750	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	44	Woodland Montessori II	N	0				8121 RIMINI TRL	AUSTIN	TX	78729	WILLIAMSON		Licensed Child-Care Home	Y	Y	Y	Y
	45	Xplor Anderson Mill	N	0				9706 ANDERSON MILL RD	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	Y	Y	Y	Y
	46	YMCA England Elementary School	Y	0				8801 PEARSON RANCH RD	AUSTIN	TX	78717	WILLIAMSON		Licensed Center - School Age Program	N	N	Y	Y
	47	YMCA-Anderson Mill Elementary	Y	3				10610 SALT MILL HOLLOW	AUSTIN	TX	78750	WILLIAMSON		Licensed Center - Child Care Program	N	N	Y	Y

Appendix D

Child Care Centers that Accept Subsidies

**Travis County and City of
Austin/Williamson County**

		Appendix E. Child Care Centers that Accept Subsidies (Does not include licensed or registered child care homes)															
			Number of Children with Child Care Subsidies (CCS) Enrolled	National Accreditations (NAC= National Accreditation Commission for Early Care and Education Programs, NAEYC= National Association for the Education of Young Children)		Texas Rising Star Quality Rating	Provider Location and Contact Information						Type of Provider for Texas Department of Family and Protective Services Licensing	Ages of Children Served by Provider			
				Provider	# CCS enrolled		NAC	NAEYC	TRS	Address	City	State		Zip	Phone	Type	Infant
Centers in Travis County	1	1st Step Early Learning Center	20			3	401 FM 685 STE 104	PFLUGERVILLE	TX	78660	512-251-2276	Licensed Center - Child Care Program	Y	Y	Y	Y	
	2	A New Day Child Development Center	1				5014 BEE CREEK RD STE A	SPICEWOOD	TX	78669	512-264-7373	Licensed Center - Child Care Program	Y	Y	Y	Y	
	3	Abacus Children's Academy	8				1226 FM 685	PFLUGERVILLE	TX	78660	512-252-2704	Licensed Center - Child Care Program	Y	Y	Y	Y	
	4	ABCs and 123s Infant and Child Care Center LP	37			3	13419 HWY 290 E BLDG 5	MANOR	TX	78653	512-272-8311	Licensed Center - Child Care Program	Y	Y	Y	Y	
	5	Abiding Love Lutheran Child Development Center	1				4612 CONVICT HILL RD	AUSTIN	TX	78749	512-892-2777	Licensed Center - Child Care Program	Y	Y	Y	Y	
	6	Abundant Life Learning Center	3				6510 BERKMAN DR	AUSTIN	TX	78723	512-454-6170	Licensed Center - Child Care Program	N	Y	Y	Y	
	7	Academic Beginnings Child Development Center	12				1700 TERI RD	AUSTIN	TX	78744	512-447-7962	Licensed Center - Child Care Program	Y	Y	Y	Y	
	8	AISD Camp Heat Wave-Mills	0				6201 DAVIS LN	AUSTIN	TX	78749	512-841-2450	Licensed Center - School Age Program	N	N	Y	Y	
	9	Anderson High Extend-A-Care	1			4	8403 MESA DR	AUSTIN	TX	78759	512-472-9402	Licensed Center - Child Care Program	Y	Y	Y	N	
	10	Andrews Extend-A-Care	2				6801 NORTHEAST DR	AUSTIN	TX	78723	512-926-7945	Licensed Center - School Age Program	N	N	Y	Y	
	11	Angels Care and Learning Center	32				7806 S 1ST ST	AUSTIN	TX	78745	512-916-8868	Licensed Center - Child Care Program	Y	Y	Y	Y	
	12	Ants To Elephants Daycare	0				16708 PICADILLY CT STE 105	ROUND ROCK	TX	78664	512-990-2687	Licensed Center - Child Care Program	Y	Y	Y	Y	
	13	Apples Greatest Beginnings 1	0			4	12207 BRIGADOON LN	AUSTIN	TX	78727	512-841-1328	Licensed Center - Child Care Program	Y	Y	Y	Y	
	14	Appletree Learning Center	39			4	4630 W GATE BLVD	AUSTIN	TX	78745	512-892-5533	Licensed Center - Child Care Program	Y	Y	Y	Y	
	15	Ashford Montessori	17			2	5906 WESTCREEK DR	AUSTIN	TX	78749	512-892-1629	Licensed Center - Child Care Program	Y	Y	Y	Y	
	16	Austin Achieve Extend-A-Care	3				5908 MANOR RD	AUSTIN	TX	78723	512-472-9402	Licensed Center - Child Care Program	Y	Y	Y	N	
	17	Austin Community College Child	1		Y	4	3401 WEBBERVILLE RD # 5000	AUSTIN	TX	78702	512-223-5200	Licensed Center - Child Care Program	Y	Y	Y	Y	
	18	Austin High Extend-A-Care	1				1715 W CESAR CHAVEZ ST	AUSTIN	TX	78703	512-841-7923	Licensed Center - Child Care Program	Y	Y	Y	N	
	19	Austin South Christian Academy	22				200B W STASSNEY LN	AUSTIN	TX	78745	512-447-2229	Licensed Center - Child Care Program	Y	Y	Y	Y	
	20	Barrington Extend-A-Care	1				400 COOPER DR	AUSTIN	TX	78753	512-835-7314	Licensed Center - School Age Program	N	N	Y	Y	
	21	Barton Creek Child Development Center	1				5611 TRAVIS COOK RD	AUSTIN	TX	78735	512-301-4788	Licensed Center - Child Care Program	Y	Y	Y	Y	
	22	Barton Creek Child Development Center EISD	2			4	1314 PATTERSON RD	AUSTIN	TX	78733	512-732-3232	Licensed Center - Child Care Program	Y	Y	Y	N	
	23	Barton Hills Extend-A-Care	1				2108 BARTON HILLS DR	AUSTIN	TX	78704	512-444-2384	Licensed Center - School Age Program	N	N	Y	Y	
	24	Baty Extend-A-Care	2				2101 FARO DR	AUSTIN	TX	78741	512-389-0088	Licensed Center - School Age Program	N	N	Y	Y	
	25	Becker Extend-A-Care	1				906 W MILTON ST	AUSTIN	TX	78704	512-447-1346	Licensed Center - School Age Program	N	N	Y	Y	
	26	Berkeley Methodist Child Care Center	1				2407 BERKELEY AVE	AUSTIN	TX	78745	512-443-3509	Licensed Center - Child Care Program	Y	Y	Y	Y	
	27	Blackshear YMCA	1				1712 E 11TH ST	AUSTIN	TX	78702	512-414-6718	Licensed Center - School Age Program	N	N	Y	Y	
	28	Blake Manor YMCA	1				18010 BLAKE MANOR RD	MANOR	TX	78653	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y	
	29	Blazier Extend-A-Care	6				8601 VERTEX BLVD	AUSTIN	TX	78744	512-841-8867	Licensed Center - School Age Program	N	N	Y	Y	
	30	Bluebonnet Trail YMCA	0				11316 FARMHAVEN RD	AUSTIN	TX	78754	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y	
	31	Boone-AISD Third Base	2				8101 CROFTWOOD DR	AUSTIN	TX	78749	512-414-0203	Licensed Center - School Age Program	N	N	Y	Y	
	32	Brentwood Extend-A-Care	0				6700 ARROYO SECO	AUSTIN	TX	78757	512-453-1758	Licensed Center - School Age Program	N	N	Y	Y	
	33	Bright Beginnings	56			4	9414 PARKFIELD DR	AUSTIN	TX	78758	512-770-6045	Licensed Center - Child Care Program	Y	Y	Y	Y	
	34	Bright Horizons Family Center	3		Y	4	2411 W BRAKER LN	AUSTIN	TX	78758	512-833-7090	Licensed Center - Child Care Program	Y	Y	Y	Y	
	35	Bright Kids Child Development Center	10				10713 N FM 620 STE 101	AUSTIN	TX	78726	512-582-0017	Licensed Center - Child Care Program	Y	Y	Y	Y	
	36	Bryker Woods Extend-A-Care	0				3309 KERBEY LN	AUSTIN	TX	78703	512-459-7129	Licensed Center - School Age Program	N	N	Y	Y	
	37	Butler Little Tykes Learning Center	0				15408 SCARLET ST	AUSTIN	TX	78728	512-712-6109	Licensed Center - Child Care Program	Y	Y	Y	Y	
	38	Capital City Kids 2 Daycare And Learning	17			2	1900 E HOWARD LN STE 1	PFLUGERVILLE	TX	78660	512-989-8510	Licensed Center - Child Care Program	N	Y	Y	Y	
	39	Capital City Kids Daycare	19			2	13107 DESSAU RD	AUSTIN	TX	78754	512-251-9951	Licensed Center - Child Care Program	Y	Y	Y	Y	

		Provider	# CCS enrolled	NAC	NAEYC	TRS	Address	City	State	Zip	Phone	Type	Infant	Toddler	Preschool	School
Centers in Travis County	40	Care Academy	3			4	4800 MANOR RD	AUSTIN	TX	78723	512-927-4733	Licensed Center - Child Care Program	Y	Y	Y	Y
	41	Casey Extend-A-Care	3				9400 TEXAS OAKS DR	AUSTIN	TX	78748	512-291-8315	Licensed Center - School Age Program	N	N	Y	Y
	42	Cedar Creek Child Development Center EISD	0			4	3301 PINNACLE RD	AUSTIN	TX	78746	512-732-3232	Licensed Center - Child Care Program	Y	Y	Y	N
	43	Child Craft School	6				800 W 30TH ST	AUSTIN	TX	78705	512-472-3437	Licensed Center - Child Care Program	Y	Y	Y	Y
	44	Child Development Center at Temple Beth Israel	0		Y	4	3901 SHOAL CREEK BLVD	AUSTIN	TX	78756	512-371-0224	Licensed Center - Child Care Program	Y	Y	Y	Y
	45	Children's Academy	0				22800 HWY 71 W	SPICEWOOD	TX	78669	512-344-9949	Licensed Center - Child Care Program	N	Y	Y	Y
	46	Children's Choice Learning Center	17		Y	4	3819 S IH 35	AUSTIN	TX	78741	737-800-4700	Licensed Center - Child Care Program	Y	Y	Y	Y
	47	Children's Courtyard	90			4	11718 METRIC BLVD BLDG A and C	AUSTIN	TX	78758	512-835-4326	Licensed Center - Child Care Program	Y	Y	Y	N
	48	Children's Courtyard	153			4	11012 HARRIS BRANCH PKWY	AUSTIN	TX	78754	512-272-8855	Licensed Center - Child Care Program	Y	Y	Y	Y
	49	Children's Discovery Center	5			3	3515 CONVICT HILL RD	AUSTIN	TX	78749	512-899-2267	Licensed Center - Child Care Program	Y	Y	Y	Y
	50	Children's Network	34		Y	4	12223 CASSADY DR	AUSTIN	TX	78727	512-834-9526	Licensed Center - Child Care Program	Y	Y	Y	Y
	51	Child's Way Creative Learning Center	8			4	7212 OAK MEADOW DR	AUSTIN	TX	78736	512-288-0802	Licensed Center - Child Care Program	Y	Y	Y	Y
	52	Chisholm La Petite Academy	10				9315 CHISHOLM LN	AUSTIN	TX	78748	512-282-7792	Licensed Center - Child Care Program	Y	Y	Y	Y
	53	Circle C Child Development Center	4		Y	4	5917 LA CROSSE AVE	AUSTIN	TX	78739	512-288-9792	Licensed Center - Child Care Program	Y	Y	Y	Y
	54	Clubhouse Cadets at Boone Elementary	1				8101 CROFTWOOD DR	AUSTIN	TX	78749	512-414-2537	Licensed Center - Child Care Program	Y	Y	Y	N
	55	Clubhouse Cadets at Casey Elementary	0				9400 TEXAS OAKS DR	AUSTIN	TX	78748	512-689-1026	Licensed Center - Child Care Program	Y	Y	Y	Y
	56	Clubhouse Cadets at Dawson Elementary	0				3001 S 1ST ST	AUSTIN	TX	78704	512-841-0672	Licensed Center - Child Care Program	Y	Y	Y	Y
	57	Clubhouse Cadets at Kocurek Elementary	1				9800 CURLEW DR	AUSTIN	TX	78748	512-689-1026	Licensed Center - Child Care Program	Y	Y	Y	Y
	58	Clubhouse Cadets at Travis Heights	2				2010 ALAMEDA DR	AUSTIN	TX	78704	512-689-1026	Licensed Center - Child Care Program	Y	Y	Y	Y
	59	Clubhouse Cadets at Zavala Elementary	1				310 ROBT T MARTINEZ JR ST	AUSTIN	TX	78702	512-841-4953	Licensed Center - Child Care Program	Y	Y	Y	N
	60	Clubhouse Cadets, Inc. At Cowan Elementary	1				2817 KENTISH DR	AUSTIN	TX	78748	512-841-7610	Licensed Center - Child Care Program	Y	Y	Y	N
	61	Cook AISD Third Base	1				1511 CRIPPLE CREEK DR	AUSTIN	TX	78758	512-414-2876	Licensed Center - Before/After School Program	N	N	Y	Y
	62	Country Home Learning Center 7	5	Y		4	6900 ESCARPMENT BLVD	AUSTIN	TX	78749	512-288-8220	Licensed Center - Child Care Program	Y	Y	Y	Y
	63	Country Home Learning Center 8	34	Y		4	13120 N HWY 183	AUSTIN	TX	78750	512-331-1441	Licensed Center - Child Care Program	Y	Y	Y	Y
	64	Cowan YMCA	2				2817 KENTISH DR	AUSTIN	TX	78748	512-292-1020	Licensed Center - School Age Program	N	N	Y	Y
	65	Creative Action After School @ Maplewood Elementary	0				3808 MAPLEWOOD AVE	AUSTIN	TX	78722	512-442-8773	Licensed Center - Before/After School Program	N	N	Y	Y
	66	Creative Kids Preschool IV	9				1204 PECAN ST W	PFLUGERVILLE	TX	78660	512-846-2021	Licensed Center - Child Care Program	Y	Y	Y	Y
	67	Creative World Learning Center, Inc.	52			2	11401 US HIGHWAY 290 E STE B	MANOR	TX	78653	512-272-5437	Licensed Center - Child Care Program	Y	Y	Y	Y
	68	Cunningham Extend-A-Care	5				2200 BERKELEY AVE	AUSTIN	TX	78745	512-472-9402	Licensed Center - School Age Program	N	N	Y	Y
	69	Davis AISD Third Base	0				5214 DUVAL RD	AUSTIN	TX	78727	512-414-2877	Licensed Center - Before/After School Program	N	N	Y	Y
	70	Del Valle Extend-A-Care	1				5400 ROSS RD	DEL VALLE	TX	78617	512-247-2251	Licensed Center - School Age Program	N	N	Y	Y
	71	Del Valle Wee Cardinal Child Development Center	2	Y	Y	4	5301 ROSS RD STE G	DEL VALLE	TX	78617	512-386-3727	Licensed Center - Child Care Program	Y	Y	Y	N
	72	Didactica Spanish Immersion Preschool	0				2028 S LAMAR BLVD	AUSTIN	TX	78704	512-904-0206	Licensed Center - Child Care Program	Y	Y	Y	Y
	73	Dobie Extend-A-Care	1				1200 E RUNDBERG LN	AUSTIN	TX	78753	512-472-9402	Licensed Center - School Age Program	N	N	Y	Y
	74	Doss AISD Third Base	0				7005 NORTHLEDGE DR	AUSTIN	TX	78731	512-841-6233	Licensed Center - School Age Program	N	N	Y	Y
	75	Ebenezer Child Development Center	25			4	1014 E 10TH ST	AUSTIN	TX	78702	512-478-6709	Licensed Center - Child Care Program	Y	Y	Y	Y
	76	Eco-Kids	0				8201 CROSS PARK DR	AUSTIN	TX	78754	855-326-5437	Licensed Center - Child Care Program	Y	Y	Y	Y
	77	El Buen Pastor Early Childhood Development Center	11				1208 WILLOW ST	AUSTIN	TX	78702	512-476-4505	Licensed Center - Child Care Program	Y	Y	Y	Y
	78	Elsass Academy Incorporated	3				831 HOUSTON ST	AUSTIN	TX	78756	512-452-5437	Licensed Center - Child Care Program	Y	Y	Y	Y
	79	Escuela Montessor De Montopol	9			4	2013 MONTOPOLIS DR	AUSTIN	TX	78741	512-385-4879	Licensed Center - Child Care Program	N	Y	Y	Y
	80	Escuelita Del Alma	1				3109 N IH 35	AUSTIN	TX	78722	512-474-4702	Licensed Center - Child Care Program	Y	Y	Y	Y
	81	Extend-A-Care Ortega	1				1135 GARLAND AVE	AUSTIN	TX	78721	512-927-6133	Licensed Center - School Age Program	N	N	Y	Y

		Provider	# CCS enrolled	NAC	NAEYC	TRS	Address	City	State	Zip	Phone	Type	Infant	Toddler	Preschool	School
Centers in Travis County	82	Faith Lutheran Child Development Center	4				6600 WOODROW AVE	AUSTIN	TX	78757	512-451-1116	Licensed Center - Child Care Program	Y	Y	Y	Y
	83	First Class Child Development Center 3	13			2	1901 NATIONAL PARK BLVD	AUSTIN	TX	78747	512-292-1901	Licensed Center - Child Care Program	Y	Y	Y	Y
	84	First English Lutheran Child Development Center	1			4	3001 WHITIS AVE	AUSTIN	TX	78705	512-478-5424	Licensed Center - Child Care Program	N	Y	Y	Y
	85	Galindo Extend-A-Care	4				3800 S 2ND ST	AUSTIN	TX	78704	512-445-0006	Licensed Center - Child Care Program	Y	Y	Y	Y
	86	Generations Child Development Centers 1	17	Y		4	8203 SAM RAYBURN DR	AUSTIN	TX	78753	512-832-5045	Licensed Center - Child Care Program	Y	Y	Y	Y
	87	Generations Child Development Centers II	18	Y		4	1610 WHELESS LN	AUSTIN	TX	78723	512-206-0766	Licensed Center - Child Care Program	Y	Y	Y	Y
	88	Get Me Ready Learning Center	2				3605 ADELPHI LN	AUSTIN	TX	78727	512-833-7779	Licensed Center - Child Care Program	N	Y	Y	Y
	89	Gethsemane Lutheran Childrens	9			3	200 W ANDERSON LN	AUSTIN	TX	78752	512-339-6335	Licensed Center - Child Care Program	Y	Y	Y	Y
	90	Giggles Learning Center	14				15904 CENTRAL COMMERCE DR	PFLUGERVILLE	TX	78660	512-670-3119	Licensed Center - Child Care Program	Y	Y	Y	Y
	91	Gilbert Extend-A-Care	1				5412 GILBERT RD	AUSTIN	TX	78724	512-472-9402	Licensed Center - School Age Program	N	N	Y	Y
	92	Gods Kingdom Daycare #2	12				104 W HOWARD LN	AUSTIN	TX	78753	512-670-7448	Licensed Center - Child Care Program	Y	Y	Y	Y
	93	Govalle Extend-A-Care	1				3601 GOVALLE AVE	AUSTIN	TX	78702	512-928-8471	Licensed Center - School Age Program	N	N	Y	Y
	94	Graham Extend-A-Care	0				11211 TOM ADAMS DR	AUSTIN	TX	78753	512-837-9421	Licensed Center - School Age Program	N	N	Y	Y
	95	Growing Imaginations Learning Center LLC	2			2	5410 S 1ST ST	AUSTIN	TX	78745	512-383-1001	Licensed Center - Child Care Program	Y	Y	Y	Y
	96	Guerrero Thompson YMCA	0				102 E RUNDBERG LN	AUSTIN	TX	78753	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	97	Happy Faces Bilingual Child Care Center	7				1115 E SAINT JOHNS AVE	AUSTIN	TX	78752	512-454-2348	Licensed Center - Child Care Program	Y	Y	Y	Y
	98	Happy Hearts Bilingual Learning Center	39				6615 MANCHACA RD	AUSTIN	TX	78745	512-904-9230	Licensed Center - Child Care Program	Y	Y	Y	Y
	99	Happy Hearts Bilingual Learning Center #2	25				1112 W SLAUGHTER LN	AUSTIN	TX	78748	512-502-5358	Licensed Center - Child Care Program	Y	Y	Y	Y
	100	Happy Kids Day Care	27			3	5709 MANOR RD	AUSTIN	TX	78723	512-928-3615	Licensed Center - Child Care Program	Y	Y	Y	Y
	101	Hart Extend-A-Care	1				8301 FURNESS DR	AUSTIN	TX	78753	512-832-6777	Licensed Center - School Age Program	N	N	Y	Y
	102	Hornsby Dunlap Extend-A-Care	1				13901 F M 969	AUSTIN	TX	78724	512-276-7217	Licensed Center - School Age Program	N	N	Y	Y
	103	House of Little Angels, LLC	33				735 TURTLE CREEK BLVD	AUSTIN	TX	78745	512-326-4448	Licensed Center - Child Care Program	Y	Y	Y	Y
	104	Houston Extend-A-Care	2				5409 PONCIANA DR	AUSTIN	TX	78744	512-441-6016	Licensed Center - School Age Program	N	N	Y	Y
	105	Hyde Park Montessori	1				4108 AVENUE H	AUSTIN	TX	78751	512-451-5081	Licensed Center - Child Care Program	N	Y	Y	Y
	106	Idea Bluff Springs Extend-A-Care	2				1700 E SLAUGHTER LN	AUSTIN	TX	78747	512-472-9402	Licensed Center - School Age Program	N	N	Y	Y
	107	Immanuel Lutheran Day School	1				500 IMMANUEL RD	PFLUGERVILLE	TX	78660	512-251-4929	Licensed Center - Child Care Program	Y	Y	Y	Y
	108	International Montessori House of Children	0				11124 JOLLYVILLE RD	AUSTIN	TX	78759	512-342-1033	Licensed Center - Child Care Program	N	Y	Y	Y
	109	Irelands Kingdom	6			3	115 E MAIN ST	PFLUGERVILLE	TX	78660	512-670-2288	Licensed Center - Child Care Program	N	Y	Y	Y
	110	Jordan Extend-A-Care	2				6711 JOHNNY MORRIS RD	AUSTIN	TX	78724	512-929-3892	Licensed Center - School Age Program	N	N	Y	Y
	111	Joslin Extend-A-Care	1				4500 MANCHACA RD	AUSTIN	TX	78745	512-441-1939	Licensed Center - School Age Program	N	N	Y	Y
	112	Joy of Learning Center Child Development Center	4				12300 AMHERST DR	AUSTIN	TX	78727	512-832-8882	Licensed Center - Child Care Program	Y	Y	Y	Y
	113	Kiddie Academy of Pflugerville	2		Y	4	2617 KELLY LN	PFLUGERVILLE	TX	78660	512-989-7777	Licensed Center - Child Care Program	Y	Y	Y	Y
	114	Kids Campus Learning Center	18			4	5710 MCCARTY LN	AUSTIN	TX	78749	512-892-5437	Licensed Center - Child Care Program	Y	Y	Y	Y
	115	Kids Ways Day Care	2				9422 BROWN LN	AUSTIN	TX	78754	512-836-8081	Licensed Center - Child Care Program	N	Y	Y	Y
	116	Kiker Crew	0				5913 LA CROSSE AVE	AUSTIN	TX	78739	512-288-9792	Licensed Center - School Age Program	N	N	Y	Y
	117	KinderCare Learning Center	61	Y		4	6434 S CONGRESS AVE	AUSTIN	TX	78745	512-443-7765	Licensed Center - Child Care Program	Y	Y	Y	Y
	118	KinderCare Learning Center	74	Y		4	610 EMERALD WOOD DR	AUSTIN	TX	78745	512-443-9515	Licensed Center - Child Care Program	Y	Y	Y	Y
	119	Kipp Austin CCC Extend-A-Care	2				8509 FM 969 STE C	AUSTIN	TX	78724	512-472-9402	Licensed Center - Child Care Program	Y	Y	Y	N
	120	KIPP Austin North CCC Extend-A-Care	1				8004 CAMERON RD	AUSTIN	TX	78754	512-472-9402	Licensed Center - Child Care Program	Y	Y	Y	N
	121	KIPP Austin South CCC Extend-A-Care	0				5107 S INTERSTATE 35	AUSTIN	TX	78744	512-472-9402	Licensed Center - Child Care Program	Y	Y	Y	N
	122	Kocurek Extend-A-Care	5				9800 CURLEW DR	AUSTIN	TX	78748	512-282-9785	Licensed Center - School Age Program	N	N	Y	Y
	123	Lago Vista Academy, Inc.	7				6307 LOHMANS FORD RD STE 100	LAGO VISTA	TX	78645	512-267-1886	Licensed Center - Child Care Program	Y	Y	Y	Y
	124	Lagos YMCA	0				11817 MURCHISON ST	MANOR	TX	78653	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y

		Provider	# CCS enrolled	NAC	NAEYC	TRS	Address	City	State	Zip	Phone	Type	Infant	Toddler	Preschool	School
Centers in Travis County	125	Lake Travis ISD Child Development Center at LPE	2				11801 SONOMA DR	AUSTIN	TX	78738	512-533-6300	Licensed Center - Child Care Program	Y	Y	Y	N
	126	Langford Extend-A-Care	1				2206 BLUE MEADOW DR	AUSTIN	TX	78744	512-447-8252	Licensed Center - Before/After School Program	N	N	Y	Y
	127	Lanier Child Development Center	4			4	1201 PAYTON GIN RD	AUSTIN	TX	78758	512-414-7328	Licensed Center - Child Care Program	Y	Y	Y	N
	128	Leaps n Bounds	9			2	3631 N HILLS DR	AUSTIN	TX	78731	512-346-5327	Licensed Center - Child Care Program	Y	Y	Y	Y
	129	Learn and Laugh Preschool LLC	1				11715 BEE CAVES RD STE 100	BEE CAVE	TX	78738	512-743-6622	Licensed Center - Child Care Program	Y	Y	Y	Y
	130	Lil Angels Day Care Center	25				6006 CAMERON RD	AUSTIN	TX	78723	512-453-5482	Licensed Center - Child Care Program	Y	Y	Y	Y
	131	Linder Extend-A-Care	3				2800 METCALFE RD	AUSTIN	TX	78741	512-443-3665	Licensed Center - School Age Program	N	N	Y	Y
	132	Lit'l Fries Learning Center	3			3	15504 SPRING HILL LN APT A	PFLUGERVILLE	TX	78660	512-990-8063	Licensed Center - Child Care Program	Y	Y	Y	Y
	133	Little Angels Daycare	5				16407 DECKER CREEK DR	MANOR	TX	78653	512-661-0091	Licensed Center - Child Care Program	Y	Y	Y	Y
	134	Little Angels Extend-A-Care	2			3	55 N IH 35	AUSTIN	TX	78702	512-226-8242	Licensed Center - Child Care Program	Y	Y	Y	N
	135	Little Angels Learning Center	71			4	15635 VISION DR	PFLUGERVILLE	TX	78660	512-251-7999	Licensed Center - Child Care Program	Y	Y	Y	Y
	136	Little Explorers Childcare	16			4	2313 TERI RD	AUSTIN	TX	78744	512-608-4254	Licensed Center - Child Care Program	Y	Y	Y	Y
	137	Little Folks Nursery and Bilingual Day Care Center	45	Y		4	5706 REICHER DR	AUSTIN	TX	78723	512-926-0234	Licensed Center - Child Care Program	Y	Y	Y	Y
	138	Little Munchkins Learning Center	62			3	2020 DENTON DR	AUSTIN	TX	78758	512-454-1877	Licensed Center - Child Care Program	Y	Y	Y	Y
	139	Little Rascals Daycare	18				1006 E YAGER LN STE 101	AUSTIN	TX	78753	512-873-7101	Licensed Center - Child Care Program	Y	Y	Y	Y
	140	Little Sprouts	17				12712 FM 969	AUSTIN	TX	78724	512-432-5893	Licensed Center - Child Care Program	Y	Y	Y	Y
	141	Little Texans Learning Academy	20				15913 WINDERMERE DR	PFLUGERVILLE	TX	78660	512-251-7188	Licensed Center - Child Care Program	Y	Y	Y	Y
	142	Lucy Read YMCA	1				2608 RICHCREEK RD	AUSTIN	TX	78757	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	143	Lutheran Social Services of South dba Upbring School of Art	0				3407 RED RIVER ST	AUSTIN	TX	78705	512-472-3313	Licensed Center - Child Care Program	Y	Y	Y	Y
	144	Magic Dragon Multi Cultural Program	6			4	11713 JOLLYVILLE RD	AUSTIN	TX	78759	512-336-5069	Licensed Center - Child Care Program	Y	Y	Y	Y
	145	Mainspring Schools	38		Y	4	1100 W LIVE OAK ST	AUSTIN	TX	78704	512-442-2301	Licensed Center - Child Care Program	Y	Y	Y	Y
	146	Manor ISD Child Development Center	3		Y	4	600 E PARSONS ST	MANOR	TX	78653	512-278-4267	Licensed Center - Child Care Program	Y	Y	Y	Y
	147	Manor YMCA	1				12904 GREGG MANOR RD	MANOR	TX	78653	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	148	Maplewood Extend-A-Care	3				3808 MAPLEWOOD AVE	AUSTIN	TX	78722	512-472-9402	Licensed Center - School Age Program	N	N	Y	Y
	149	Menchaca Extend-A-Care	2				12120 MANCHACA RD	AUSTIN	TX	78748	512-280-7310	Licensed Center - School Age Program	N	N	Y	Y
	150	Metz Extend-A-Care	4				84 ROBERT T MARTINEZ JR ST	AUSTIN	TX	78702	512-472-9402	Licensed Center - Child Care Program	Y	Y	Y	Y
	151	Montessori House of Children of Austin	0				1601 BRACKENRIDGE ST	AUSTIN	TX	78704	512-440-1154	Licensed Center - Child Care Program	N	Y	Y	Y
	152	Mount Sinai Christian Academy	9		Y	4	5900 CAMERON RD	AUSTIN	TX	78723	512-451-3185	Licensed Center - Child Care Program	Y	Y	Y	Y
	153	My Big Brain Learning Academy	13				15608 SPRING HILL LN	PFLUGERVILLE	TX	78660	512-758-2840	Licensed Center - Child Care Program	Y	Y	Y	Y
	154	My Friends House	1			3	7050 VILLAGE CENTER DR	AUSTIN	TX	78731	512-346-4151	Licensed Center - Child Care Program	Y	Y	Y	Y
	155	Nanas Playhouse Learning Center	9				4406 RUSSELL DR	AUSTIN	TX	78745	512-215-8443	Licensed Center - Child Care Program	Y	Y	Y	Y
	156	New Generation	36				2600 2606 FIRST ST S	AUSTIN	TX	78704	512-416-8408	Licensed Center - Child Care Program	Y	Y	Y	Y
	157	Norman Extend-A-Care	1				4101 TANNEHILL	AUSTIN	TX	78721	512-928-4469	Licensed Center - School Age Program	N	N	Y	Y
	158	Nurturing Child Care Centers	2				1054 SPRINGDALE RD STE L	AUSTIN	TX	78721	512-928-8588	Licensed Center - Child Care Program	Y	Y	Y	Y
	159	Oak Hill Extend-A-Care	0				6101 PATTON RANCH RD	AUSTIN	TX	78735	512-892-2549	Licensed Center - School Age Program	N	N	Y	Y
	160	Oak Meadows YMCA	1				5600 DECKER LN	AUSTIN	TX	78724	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	161	Odom Extend-A-Care	0				1010 TURTLE CREEK BLVD	AUSTIN	TX	78745	512-841-4767	Licensed Center - School Age Program	N	N	Y	Y
	162	Open Door Central	6		Y	4	1717 W 10TH ST	AUSTIN	TX	78703	512-477-9632	Licensed Center - Child Care Program	Y	Y	Y	Y
	163	Open Door East School	14		Y	4	3804 CHERRYWOOD RD	AUSTIN	TX	78722	512-481-0775	Licensed Center - Child Care Program	Y	Y	Y	Y
	164	Open Door Preschool at M Station	11		Y	4	2918 E MLK BLVD	AUSTIN	TX	78702	512-610-7383	Licensed Center - Child Care Program	Y	Y	Y	Y
	165	Overton Extend-A Care	1				7201 COLONY LOOP DR	AUSTIN	TX	78724	512-472-9402	Licensed Center - School Age Program	N	N	Y	Y
	166	Padron AISD Third Base	1				2011 W RUNDBERG LN	AUSTIN	TX	78758	512-414-0203	Licensed Center - Before/After School Program	N	N	Y	Y
	167	Palm Extend-A-Care	4				7601 DIXIE DR	AUSTIN	TX	78744	512-282-6227	Licensed Center - School Age Program	N	N	Y	Y
	168	Papa & Nanas Child Care	22				11301 HORNSBY ST	AUSTIN	TX	78753	512-382-0995	Licensed Center - Child Care Program	Y	Y	Y	Y
	169	PaPa Nanas Childcare Center II	1				1310 KRAMER LN	AUSTIN	TX	78758	512-939-7394	Licensed Center - Child Care Program	N	N	Y	Y
	170	Patton Child Development Center	0				6001 WESTCREEK DR	AUSTIN	TX	78749	512-414-1489	Licensed Center - Child Care Program	Y	Y	Y	Y
	171	Patton Extend-A-Care	0				6001 WESTCREEK DR	AUSTIN	TX	78749	512-892-6651	Licensed Center - School Age Program	N	N	Y	Y
	172	Pecan Springs Extend-A-Care	4				3100 ROGGE LN	AUSTIN	TX	78723	512-841-3266	Licensed Center - School Age Program	N	N	Y	Y
	173	Perez Extend-A-Care	3				7500 S PLEASANT VALLEY RD	AUSTIN	TX	78744	512-841-9175	Licensed Center - School Age Program	N	N	Y	Y
	174	Pflugerville La Petite Academy	29				204 S 10TH ST	PFLUGERVILLE	TX	78660	512-251-0347	Licensed Center - Child Care Program	Y	Y	Y	Y

		Provider	# CCS enrolled	NAC	NAEYC	TRS	Address	City	State	Zip	Phone	Type	Infant	Toddler	Preschool	School
Centers in Travis County	175	Pillow Extend-A-Care	1				3025 CROSSCREEK DR	AUSTIN	TX	78757	512-458-6738	Licensed Center - School Age Program	N	N	Y	Y
	176	Pioneer Crossing YMCA	0				11300 SAMSUNG BLVD	AUSTIN	TX	78754	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	177	PISD Dessau Elementary Extended Day Program	2				1501 DESSAU RIDGE LN	AUSTIN	TX	78754	512-594-4405	Licensed Center - Before/After School Program	N	N	Y	Y
	178	PISD Parmer Lane Elementary Extended Day Program	4				1806 W PARMER LN	AUSTIN	TX	78727	512-594-4030	Licensed Center - Before/After School Program	N	N	Y	Y
	179	PISD Riojas Elementary Extended Day Program	1				3400 CRISPIN HALL LN	PFLUGERVILLE	TX	78660	512-594-4100	Licensed Center - Before/After School Program	N	N	Y	Y
	180	PISD River Oaks Elementary Extended Day Programs	1				12401 SCOFIELD FARMS DR	AUSTIN	TX	78758	512-594-0148	Licensed Center - Before/After School Program	N	N	Y	Y
	181	PISD Windermere Elementary Extended Day Program	6				1101 PICADILLY DR	PFLUGERVILLE	TX	78660	512-594-4830	Licensed Center - Before/After School Program	N	N	Y	Y
	182	PISD Windermere Primary School Extended Day Program	2				429 GRAND AVENUE PKWY	PFLUGERVILLE	TX	78660	512-594-5630	Licensed Center - Before/After School Program	N	N	Y	Y
	183	Playtime Learning Center	4				4603 N IH 35	AUSTIN	TX	78722	512-709-5288	Licensed Center - Child Care Program	Y	Y	Y	Y
	184	Pleasant Hill Extend-A-Care	1				6405 CIRCLE S RD	AUSTIN	TX	78745	512-447-5522	Licensed Center - School Age Program	N	N	Y	Y
	185	Popham Extend-A-Care	1				7014 ELROY RD	DEL VALLE	TX	78617	512-385-3809	Licensed Center - School Age Program	N	N	Y	Y
	186	Presidential Meadows YMCA	0				13252 GEORGE BUSH ST	MANOR	TX	78653	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	187	Prodigy Child Development Center	30		Y	4	2300 CEDAR BEND DR	AUSTIN	TX	78758	512-835-2443	Licensed Center - Child Care Program	Y	Y	Y	Y
	188	Promise Land Preschool	49			4	1504 E 51ST ST	AUSTIN	TX	78723	512-220-6381	Licensed Center - Child Care Program	Y	Y	Y	Y
	189	Real Learning Academy Extend-A-Care	2				6405 S IH 35	AUSTIN	TX	78744	512-472-9402	Licensed Center - School Age Program	N	N	Y	Y
	190	Reilly Extend-A-Care	1				405 DENSON DR	AUSTIN	TX	78752	512-451-1972	Licensed Center - Before/After School Program	N	N	Y	Y
	191	Renaissance Academy	3			3	14401 OWEN TECH BLVD	AUSTIN	TX	78728	512-252-2277	Licensed Center - Child Care Program	N	Y	Y	Y
	192	Ridgetop YMCA	0				5005 CASWELL AVE	AUSTIN	TX	78751	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	193	Rodriguez YMCA	2				4400 FRANKLIN PARK DR	AUSTIN	TX	78744	512-416-8683	Licensed Center - School Age Program	N	N	Y	Y
	194	Rolling Hills Early Education & Enrichment Program	0				20103 DAWN DR	LAGO VISTA	TX	78645	512-267-2942	Licensed Center - Child Care Program	Y	Y	Y	Y
	195	Rosies Day Care	23				7512 CAMERON RD	AUSTIN	TX	78752	512-452-5419	Licensed Center - Child Care Program	Y	Y	Y	Y
	196	Rosies Daycare 3	31				5807 WELLINGTON DR	AUSTIN	TX	78723	512-928-8300	Licensed Center - Child Care Program	Y	Y	Y	Y
	197	Rosies Infant Care	4			3	7514 CAMERON RD	AUSTIN	TX	78752	512-454-5023	Licensed Center - Child Care Program	Y	Y	N	N
	198	Saidas Little People	0				5006 CRESTMONT DR	AUSTIN	TX	78756	512-419-1898	Licensed Center - Child Care Program	Y	Y	Y	Y
	199	Sammys House Child Development Center	8			4	2415 TWIN OAKS DR	AUSTIN	TX	78757	512-453-5258	Licensed Center - Child Care Program	Y	Y	Y	Y
	200	Sanchez Extend-A-Care	1				73 SAN MARCOS ST	AUSTIN	TX	78702	512-841-0300	Licensed Center - School Age Program	N	N	Y	Y
	201	Seek and Say Enrichment Day Care	20				6123 FM 969	AUSTIN	TX	78724	512-928-8811	Licensed Center - Child Care Program	Y	Y	Y	Y
	202	Shadow Glen YMCA	0				12000 SHADOWGLEN TRCE	MANOR	TX	78653	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	203	Shoreline Learning Center	23			4	15201 BURNET RD	AUSTIN	TX	78728	512-681-3255	Licensed Center - Child Care Program	Y	Y	Y	Y
	204	Sims Extend-A-Care	3				1203 SPRINGDALE RD	AUSTIN	TX	78721	512-472-9402	Licensed Center - School Age Program	N	N	Y	Y
	205	St. Georges Episcopal School	1		Y	4	4301 N IH 35	AUSTIN	TX	78722	512-452-6063	Licensed Center - Child Care Program	Y	Y	Y	Y
	206	St. Johns Lutheran Child Care	12			3	409 W BEN WHITE BLVD	AUSTIN	TX	78704	512-444-4026	Licensed Center - Child Care Program	Y	Y	Y	Y
	207	St. Louis Early Childhood Development Center	0	Y		4	7601 BURNET RD	AUSTIN	TX	78757	512-454-0384	Licensed Center - Child Care Program	Y	Y	Y	Y
	208	St. Luke Infant Care Center	0				1306 W LYNN ST	AUSTIN	TX	78703	512-478-3113	Licensed Center - Child Care Program	Y	Y	Y	N
	209	Star Montessori School	11				3101 HOWARD LN	AUSTIN	TX	78728	512-244-6558	Licensed Center - Child Care Program	Y	Y	Y	Y
	210	Stepping Stone School I	2	Y		4	1710 RICHCREEK RD	AUSTIN	TX	78757	512-459-0247	Licensed Center - Child Care Program	Y	Y	Y	Y
	211	Stockton Hicks The Family Tree	4			4	1401B GROVE BLVD	AUSTIN	TX	78741	512-369-5901	Licensed Center - Child Care Program	Y	Y	Y	Y
	212	Summitt Extend-A-Care	2				12207 BRIGADOON LN	AUSTIN	TX	78727	512-472-9402	Licensed Center - Before/After School Program	N	N	Y	Y
	213	Sunrise Neighborhood Youth Program	2				4430 MANCHACA RD	AUSTIN	TX	78745	512-444-3326	Licensed Center - Before/After School Program	N	N	Y	Y
	214	Sunset Valley Extend-A-Care	1				3000 JONES RD	AUSTIN	TX	78745	512-892-4748	Licensed Center - School Age Program	N	N	Y	Y
	215	Susys Day Care Center	10				308 W WILLIAM CANNON DR # B	AUSTIN	TX	78745	512-445-9072	Licensed Center - Child Care Program	Y	Y	Y	N
	216	Sweet Briar Child Development Center 1	35			4	205 SANDRA ST	AUSTIN	TX	78745	512-442-0405	Licensed Center - Child Care Program	Y	Y	Y	Y

		Provider	# CCS enrolled	NAC	NAEYC	TRS	Address	City	State	Zip	Phone	Type	Infant	Toddler	Preschool	School
Centers in Travis County	217	Sweet Briar Child Development Center 2	18			3	4600 NUCKOLS CROSSING RD	AUSTIN	TX	78744	512-447-7906	Licensed Center - Child Care Program	N	Y	Y	Y
	218	Tanias Tots Learning Center	20				15400 MARSHA ST	AUSTIN	TX	78728	512-551-8816	Licensed Center - Child Care Program	Y	Y	Y	Y
	219	Tender Memories Learning Center	31				308 W STASSNEY LN	AUSTIN	TX	78745	512-444-1600	Licensed Center - Child Care Program	Y	Y	Y	Y
	220	Texas Power Athletics, LLC	0				130 RALPH ABLANEDO DR STE 5	AUSTIN	TX	78748	512-284-9211	Licensed Center - School Age Program	N	N	Y	Y
	221	Texas Preparatory School Austin	2				7540 ED BLUESTEIN BLVD	AUSTIN	TX	78723	512-928-3000	Licensed Center - Child Care Program	N	N	Y	Y
	222	The Children's Discovery Center	0				4112 DUVAL ST	AUSTIN	TX	78751	512-458-1891	Licensed Center - Child Care Program	Y	Y	Y	Y
	223	The Goddard School	9		Y	4	1040 E WELLS BRANCH PKWY	PFLUGERVILLE	TX	78660	512-670-5034	Licensed Center - Child Care Program	Y	Y	Y	Y
	224	The Martin House	4			3	500 OAKLAND AVE	AUSTIN	TX	78703	512-476-1151	Licensed Center - Child Care Program	Y	Y	Y	Y
	225	Tic Tac Toe Learning Center	34				2003 W ANDERSON LN	AUSTIN	TX	78757	512-458-0030	Licensed Center - Child Care Program	Y	Y	Y	Y
	226	Tiny Feet Daycare #2	18				1408 W STASSNEY LN	AUSTIN	TX	78745	512-912-7766	Licensed Center - Child Care Program	Y	Y	Y	Y
	227	Today's Child Day Care	8				9908 DESSAU RD	AUSTIN	TX	78754	512-836-4547	Licensed Center - Child Care Program	Y	Y	Y	Y
	228	Town and Country Childrens Montessori, Inc.	2				3801 KEATS DR	AUSTIN	TX	78704	512-442-7722	Licensed Center - Child Care Program	Y	Y	Y	Y
	229	Travis Heights Extend-A-Care	2				2010 ALAMEDA DR	AUSTIN	TX	78704	512-441-2522	Licensed Center - School Age Program	N	N	Y	Y
	230	Travis High School Child Development Center	6		Y	4	1314 E OLTORF ST	AUSTIN	TX	78704	512-326-1452	Licensed Center - Child Care Program	Y	Y	Y	N
	231	Tree House Kids	10				702 CEDAR RIDGE DR	PFLUGERVILLE	TX	78660	512-990-7223	Licensed Center - Child Care Program	Y	Y	Y	Y
	232	Tree House Kids Dessau Center	15				16051 DESSAU RD STE H	PFLUGERVILLE	TX	78660	512-251-2911	Licensed Center - Child Care Program	Y	Y	Y	N
	233	Tree Tops Learning Center	0				1700 W 32ND ST	AUSTIN	TX	78703	512-467-8500	Licensed Center - Child Care Program	N	Y	Y	Y
	234	Trinity Child Development Center	11		Y	4	5801 WESTMINSTER DR	AUSTIN	TX	78723	512-928-2212	Licensed Center - Child Care Program	Y	Y	Y	Y
	235	Trulove Montessori	0				1406 W NORTH LOOP BLVD	AUSTIN	TX	78756	512-789-2284	Licensed Center - Child Care Program	N	Y	Y	Y
	236	Two Steps Ahead Learning Center #1	51			4	3028 ROGGE LN	AUSTIN	TX	78723	512-926-2350	Licensed Center - Child Care Program	Y	Y	Y	Y
	237	University of Texas Child Care Center	2	Y		4	1925 SAN JACINTO BLVD	AUSTIN	TX	78712	512-471-7040	Licensed Center - Child Care Program	Y	Y	Y	Y
	238	University of Texas Child Dev Center	3	Y		4	1505 LAVACA ST	AUSTIN	TX	78701	512-471-4400	Licensed Center - Child Care Program	Y	Y	Y	Y
	239	University of Texas Child Development Center	3	Y		4	2205 COMAL ST	AUSTIN	TX	78722	512-475-9500	Licensed Center - Child Care Program	Y	Y	Y	Y
	240	Uphaus YMCA	2				5200 FREIDRICH LN	AUSTIN	TX	78744	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	241	UT Elementary YMCA	3				2200 E 6TH ST	AUSTIN	TX	78702	512-236-9622	Licensed Center - School Age Program	N	N	Y	Y
	242	Valley View Child Development Center EISD	2			4	1201 S CAPITAL OF TEXAS HWY	WEST LAKE HILLS	TX	78746	512-732-3232	Licensed Center - Child Care Program	Y	Y	Y	Y
	243	Wesley School	30			3	6100 BERKMAN DR	AUSTIN	TX	78723	512-467-9740	Licensed Center - Child Care Program	Y	Y	Y	Y
	244	White Bird Montessori School	2				9000 MANCHACA RD	AUSTIN	TX	78748	512-291-0090	Licensed Center - Child Care Program	N	Y	Y	Y
	245	Wholesome Generation	2				12251 RUNNING BIRD LN	AUSTIN	TX	78758	512-368-3885	Licensed Center - Child Care Program	Y	Y	Y	Y
	246	Widen Extend-A-Care	2				5605 NUCKOLS CROSSING RD	AUSTIN	TX	78744	512-445-0544	Licensed Center - School Age Program	N	N	Y	Y
	247	Williams AISD Third Base	1				500 MAIRO ST	AUSTIN	TX	78748	512-414-3190	Licensed Center - School Age Program	N	N	Y	Y
	248	Wonder Years Infant Center and Preschool	19			4	4804 GROVER AVE	AUSTIN	TX	78756	855-900-1337	Licensed Center - Child Care Program	Y	Y	Y	Y
	249	Worldwide Clinical Trials Child Development Center	1			3	8605 CROSS PARK DR	AUSTIN	TX	78754	512-615-2339	Licensed Center - Child Care Program	Y	Y	Y	Y
	250	YMCA-Jollyville Elementary	0				6720 CORPUS CHRISTI DR	AUSTIN	TX	78729	512-335-1566	Licensed Center - School Age Program	N	N	Y	Y
	252	YPW Spanish Immersion School	1			4	8014 MESA DR	AUSTIN	TX	78731	512-401-3174	Licensed Center - Child Care Program	Y	Y	Y	Y
	253	Zilker Extend-A-Care	1				1900 BLUEBONNET LN	AUSTIN	TX	78704	512-442-2272	Licensed Center - School Age Program	N	N	Y	Y

Centers in Williamson County and the City of Austin		Child Care Center	# CCS enrolled	NAC	NAEYC	TRS	Address	City	State	Zip	Phone	Type	Infant	Toddler	Preschool	School
	1	1st Step Early Learning Center	5				9112 ANDERSON MILL RD # B-400	AUSTIN	TX	78729		Licensed Center - Child Care Program	Y	Y	Y	Y
	2	Austin Children's Academy	0				12310 RANCH ROAD 620 N	AUSTIN	TX	78750		Licensed Center - Child Care Program	Y	Y	Y	Y
	3	Casa de Ninos Bilingual Montessori School	0				13584 POND SPRINGS RD	AUSTIN	TX	78729		Licensed Center - Child Care Program	Y	Y	Y	Y
	4	Dana Sisente	1				12100 GREY ROCK LN	AUSTIN	TX	78750		Registered Child-Care Home	Y	Y	Y	Y
	5	Kids R Kids	3		Y	2	15111 AVERY RANCH BLVD	AUSTIN	TX	78717		Licensed Center - Child Care Program	Y	Y	Y	Y
	6	Kidz R Special 2	1				7402 POTTERS TRL	AUSTIN	TX	78729		Licensed Child-Care Home	Y	Y	Y	Y
	7	Momma Carolyns Creative Learning Center	0				12702 SHERBOURNE ST	AUSTIN	TX	78729		Licensed Center - Child Care Program	Y	Y	Y	Y
	8	North Oaks Country Child Development Ce	5				8830 CAINWOOD LN	AUSTIN	TX	78729		Licensed Center - Child Care Program	Y	Y	Y	Y
	9	Stepping Stone School III	0				6616 MCNEIL DR	AUSTIN	TX	78729		Licensed Center - Child Care Program	Y	Y	Y	Y
	10	Stepping Stone School IV	5	Y		4	9914 WOODLAND VILLAGE DR	AUSTIN	TX	78750		Licensed Center - Child Care Program	Y	Y	Y	Y
	11	Stepping Stone School VI	2				12301 HYMEADOW DR	AUSTIN	TX	78750		Licensed Center - Child Care Program	Y	Y	Y	Y
	12	Stepping Stone School XII	2				7700 W PARMER LN	AUSTIN	TX	78729		Licensed Center - Child Care Program	Y	Y	Y	Y
	13	Tutor Time Child Care Learning Center	14				6801 DALLAS DR	AUSTIN	TX	78729		Licensed Center - Child Care Program	Y	Y	Y	Y
	14	Wee Wisdom School	0				9905 ANDERSON MILL RD	AUSTIN	TX	78750		Licensed Center - Child Care Program	N	Y	Y	Y
	15	YMCA England Elementary School	0				8801 PEARSON RANCH RD	AUSTIN	TX	78717		Licensed Center - School Age Program	N	N	Y	Y
	16	YMCA-Anderson Mill Elementary	3				10610 SALT MILL HOLLOW	AUSTIN	TX	78750		Licensed Center - Child Care Program	N	N	Y	Y

Appendix E

2016 Early Care and Education Survey

United Way for Greater Austin



2016 Early Care and Education Survey

**SUCCESS
BY 6**

2016

**EARLY CARE AND
EDUCATION
SURVEY**

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EXECUTIVE SUMMARY

United Way for Greater Austin first began collecting survey data from licensed facilities in 2006 to improve knowledge about the quality and availability of early care and education in Travis County. The survey collects data on each center's enrollment, quality rating, funding and budgeting priorities, along with staff education, wages, benefits, working conditions and retention.

Over the past decade an ever-growing body of research has emphasized early childhood as the critical moment for ensuring lifetime success. It is imperative that Austin, in order to remain a prosperous and thriving community, focuses on early care and education to prepare its children for future success in school, work and life.

In order to equip children with the tools they need for the pivotal transition to kindergarten and elementary school, safe, high-quality early care and education must be available for all children in Central Texas. This is of greatest concern for vulnerable low-income children, who are likely to start behind and stay behind without appropriate interventions. To determine the most pressing priorities for success in these interventions, up-to-date data about center conditions is necessary.

The results of the 2016 Early Care and Education Survey illuminate a variety of successes and challenges for this community. In many respects conditions are improving and there are still a number of obstacles to overcome before Central Texas children can thrive. The following report illustrates the conditions of licensed facilities in Austin and Travis County.

The information contained within should be used as a resource for the planning efforts of the Travis County early care and education community. As the population in Austin continues to grow, it is a primary concern to provide quality childcare to newcomers and long-term residents alike.

The profile of the survey closely matches the total centers in Travis County. Further information and demographics of centers that responded can be found in the Appendix.

Special Thanks

Thank you to Meg Susong, Special Projects Coordinator for UWATX's Success By 6 team, for conducting the survey, analyzing the data, and preparing this summary.

EXECUTIVE SUMMARY

Significant findings from the 2016 survey include:

- Teacher education levels in early childhood education centers vary greatly between the regions of Travis County. South and East Austin have 20% and 25% respectively of center teachers with no early childhood education beyond high school. West, North, and Central Austin fare better with only 7-9% of teachers having no formal early childhood education training.
- Among full-time, lead teachers, only 30% of nonprofit and 37% for-profit centers have at least a four-year degree.
- Both nonprofit and for-profit centers have over a quarter of lead teachers with only a high school degree or less, with 37% at nonprofit centers and 28% at for-profit centers.
- In Central, West, North, and South Austin, the percent of lead teachers with at least a bachelor's degree hovers around 40%. However in East Austin percentages continue to remain lower with only 25% of lead teachers having at least a four-year-degree.
- Early care and education teachers, on average, made between \$10.67 and \$14.07 per hour with limited benefits, a drop of \$0.25 to \$0.75 per hour since the 2014 Survey was conducted.
- The number of full-time, nonprofit center directors making below \$20,000 is at an alarming 30%.
- Over the past two years, the benefits for teachers working in for-profit centers have improved across the board, while the benefits for teachers working in nonprofit centers decreased in every category – paid maternity leave, retirement or pension plan, and reduced childcare – except unpaid maternity leave.
- The overall percentage of surveyed centers offering any form of partially or fully paid insurance to their employees has stayed steady at 46% from 2014 to 2016.
- The top five funding priorities of centers all related to improving conditions for teachers through increasing salaries, training, and benefits. Emphasis has remained on improving conditions for center teachers since 2012 – suggesting that centers are still lacking the necessary resources to make improvements.
- All regions in Travis County depend on parent fees for the largest portion of their income. Centers in East, South, and North Austin also rely on public subsidies for significant funding.
- 38% of all centers surveyed reported being accredited to meet the quality standards set by NAEYC, NAC, or Texas Rising Star (TRS), a significant decrease from 63% in 2014. This drop is not unexpected due to the recent changes in the TRS standards and rating system as a result of HB 376.

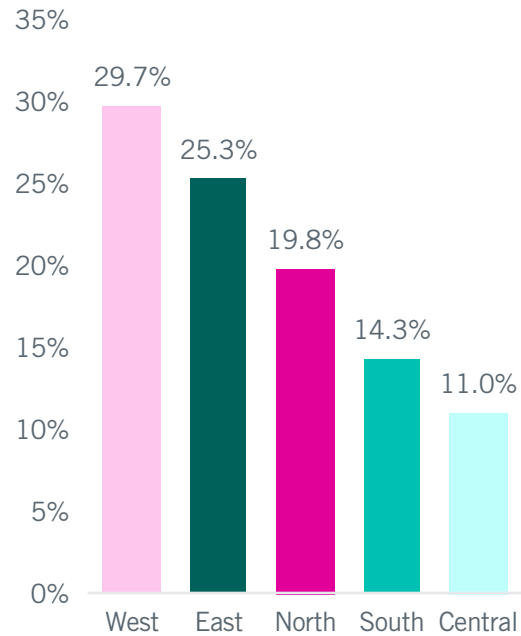
SURVEY REGIONS & ENROLLMENT

The 2016 Early Care and Education Survey was distributed via email to a total of 323 centers in Travis County. The 91 centers who responded represent 23% of Travis County and a minimum of 19% of the centers in each of the North, South, East, West, and Central regions.

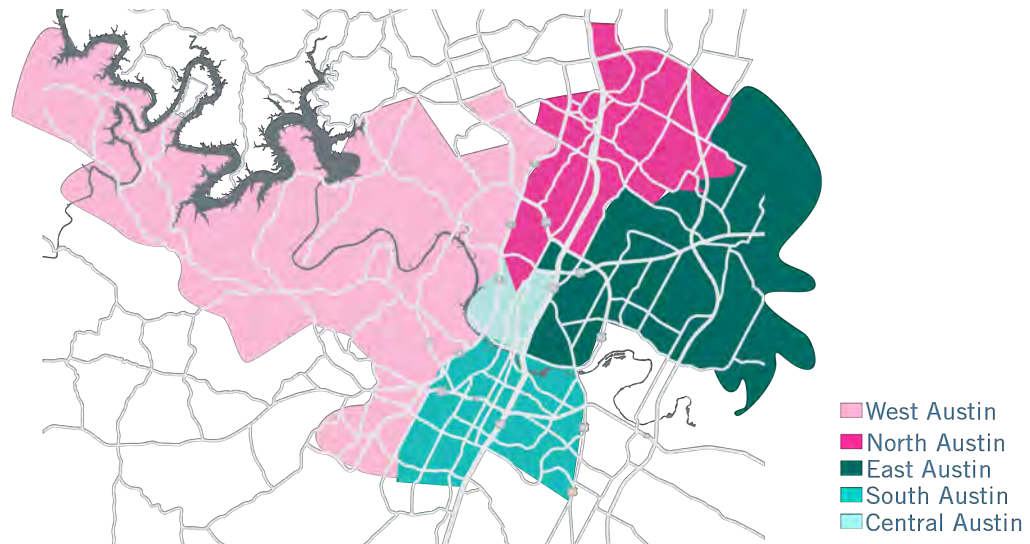
While a minimum of 19% of the centers in each region are represented in the survey data, there is a disparity between regions in terms of their percentage of total respondents. As a result, while 32% of Central Austin centers responded the region ultimately makes up only 11% of total survey respondents; while 22% of West Austin centers responded the region makes up almost 30% of total respondents.

More information about the survey respondents can be found in the appendix.

Regional Representation



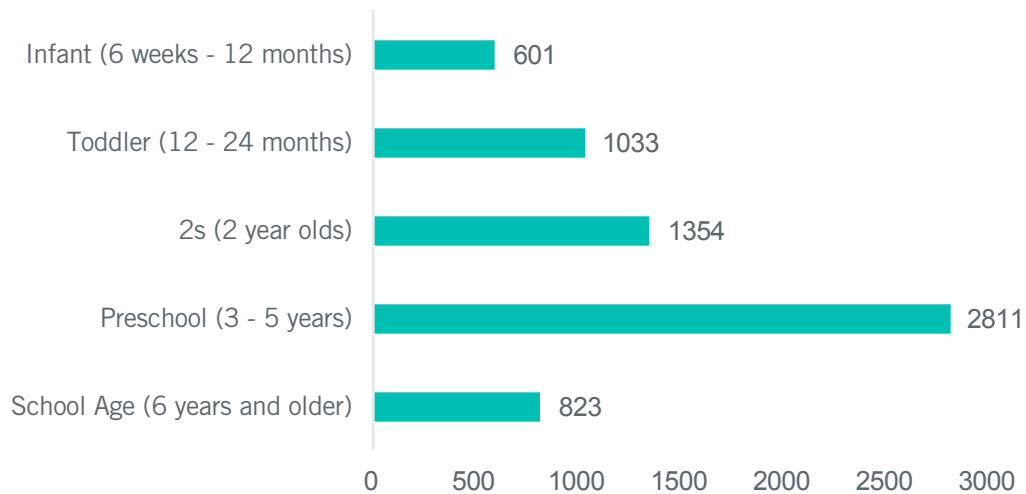
Regions In this Survey



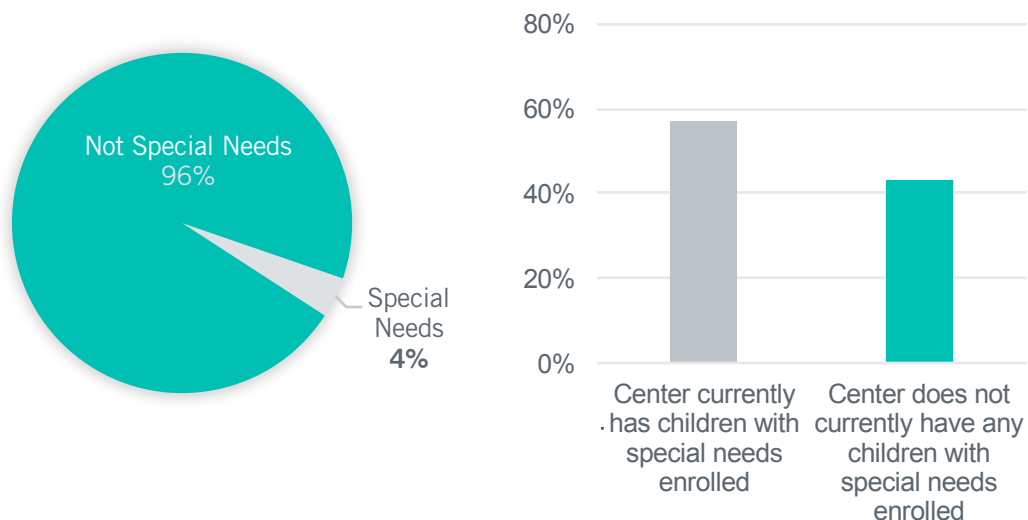
These centers represent a total of 1,021 early care and education teachers with 749 working full-time and 272 working part-time. A total of 6,622 children from infants to school age are represented with 42.4% enrolled in preschool-aged classrooms (ages 3 to 5).

Enrollment of children with special needs has increased by 1% since 2014. While this is a small percentage of all the children currently served by a child care center in Travis county, 57% of centers have at least one child with special needs currently enrolled.

Enrollment By Age



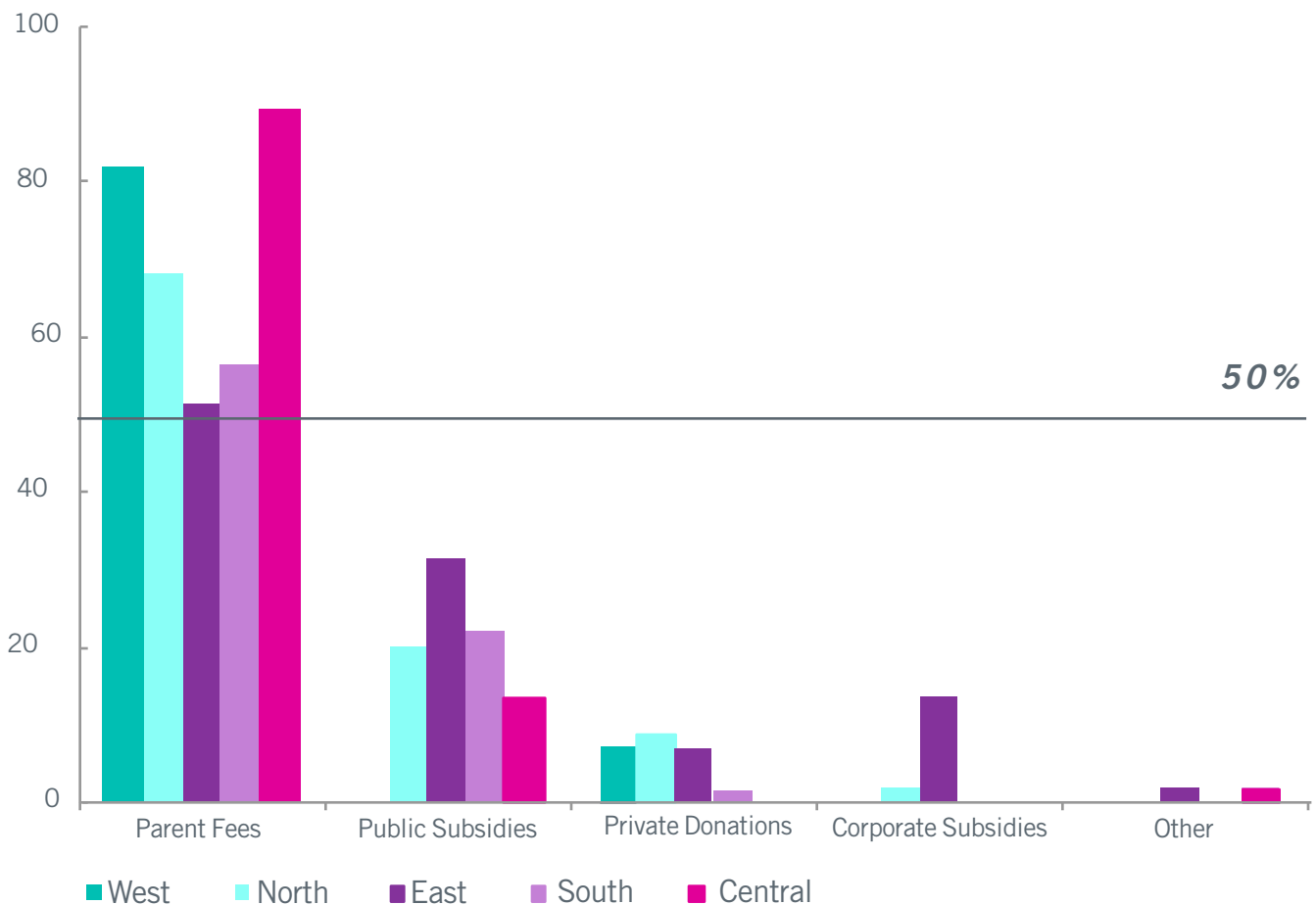
Special Needs Enrollment



FUNDING & PRIORITIES

Funding Sources

Across all five regions, centers depend on parent fees for the 50-to-90% of their income. Centers in East, South, and North Austin also rely on public subsidies for funding, with private donations and corporate subsidies playing a minor role for the regions as well.



Funding Priorities

Centers were asked to rate from one to eleven what their top priorities would be if more funding were available. The top priority of centers since 2012 has been to increase staff salaries and remained so this year. 2016 saw a shift towards an emphasis on increasing salaries, training, and benefits for teachers, with the top five funding priorities all related to improving conditions for center teachers.

For the 2016 survey four additional categories were added based on concerns expressed in the 2014 and 2012 surveys

2014

- 1 | Increase staff salaries
- 2 | Improve staff training
- 3 | Upgrade facilities
- 4 | Increase number of staff
- 5 | Increase program supplies and/or equipment
- 6 | Offer or improve staff benefits
- 7 | Reduce parent fees

* Indicates new priority not ranked in 2014

"[Teaching is] a high stress, low benefit job.

- Center Director, East Austin

2016

- 1 | Increase staff salaries
- 2 | Increase number of teachers*
- 3 | Improve staff training
- 4 | Offer or improve staff benefits
- 5 | Offer/Increase financial support for teacher education*
- 6 | Reduce parent fees
- 7 | Offer/Increase parent education*
- 8 | Serve a higher number of children from low-income families*
- 9 | Increase program supplies and/or equipment
- 10 | Upgrade facilities
- 11 | Increase number of non-teacher staff*

TEACHER BENEFITS

Child Care, Maternity Leave, and Retirement

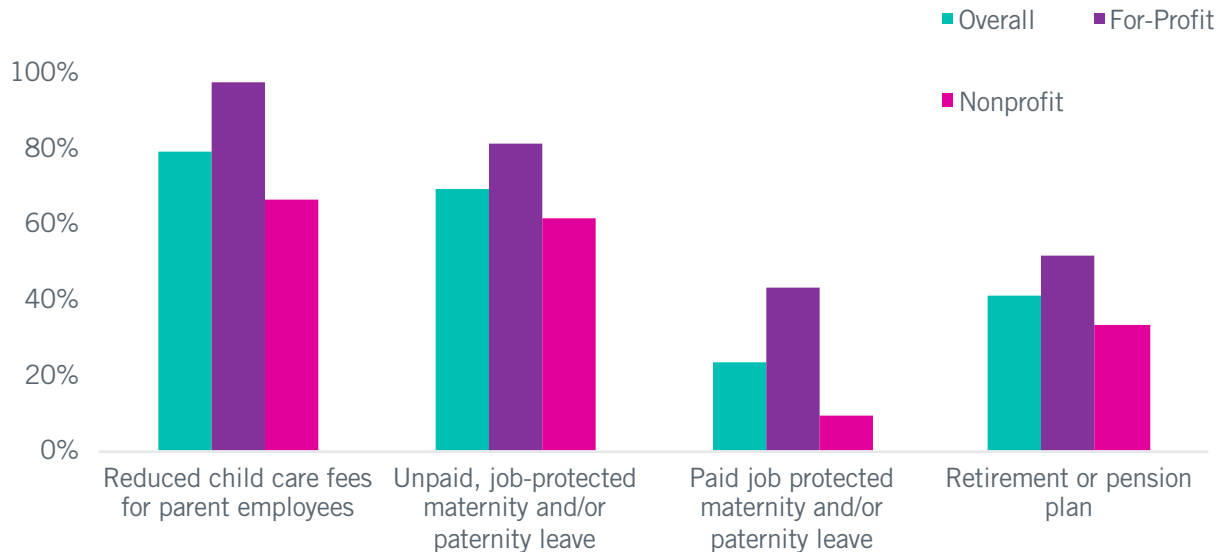
More than three quarters of all centers in Travis county offer reduced child care fees to employees and unpaid maternity leave. However, a higher percentage of for-profit centers provide paid, job protected maternity leave (43%) than nonprofit centers (9%). For-profit centers are also more likely to provide a retirement plan than nonprofit centers (51% versus 33%).

Over the past two years, the benefits for teachers working in for-profit centers have improved across the board, while the benefits for teachers working in nonprofit centers decreased in every category except for unpaid maternity leave.

"Teachers are the heart of the program. They are hardworking and deserving of more. We have no more to give."

- Center Director, South Austin

Benefits in For-Profit and Nonprofit Centers



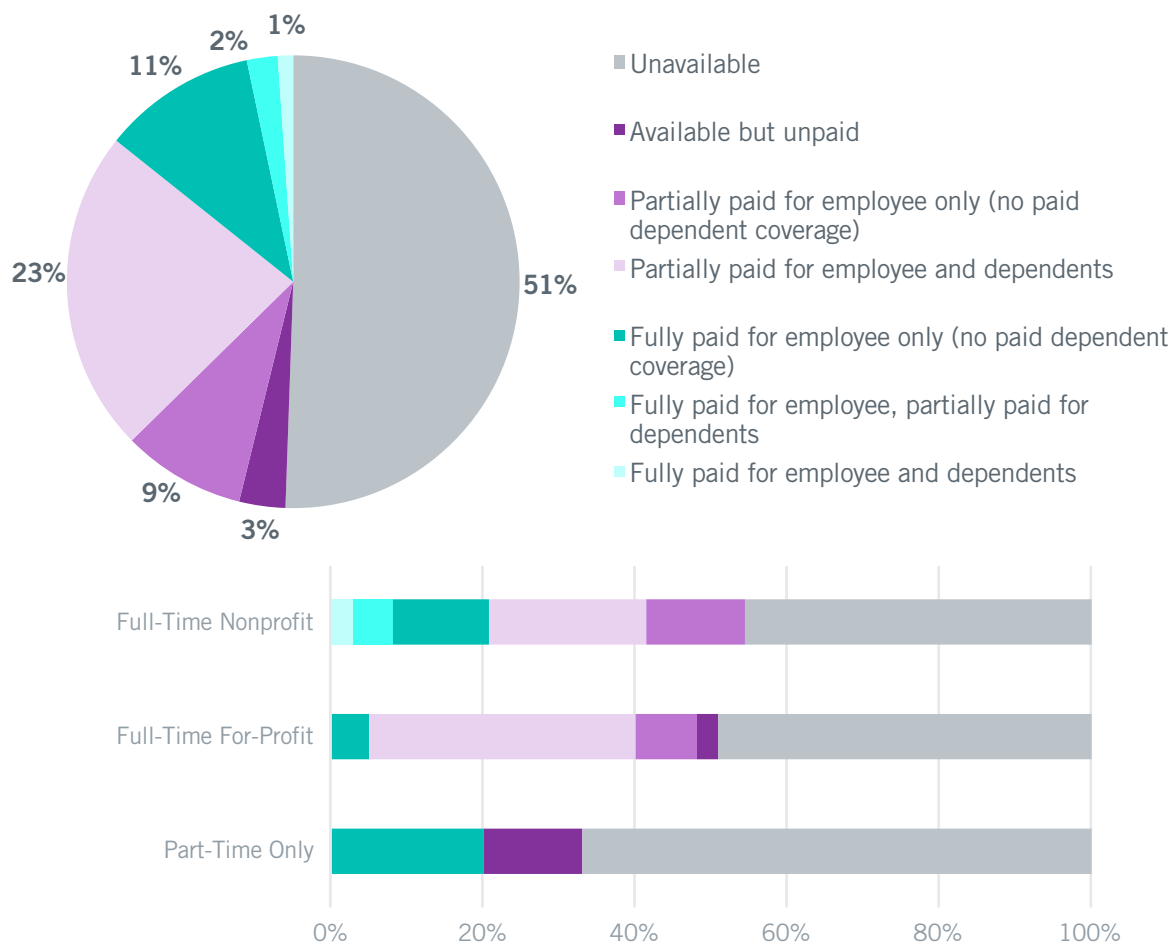
Health Care Benefits

The overall percentage of surveyed centers offering any form of partially or fully paid insurance to their employees has stayed steady at 46% over the past two years.

In 2014 any partially or fully paid benefits were offered at 65% of full-time, nonprofit centers. In 2016 this number fell to only 55%. Full-time, for-profit centers saw an increase, rising from 38% to 48%. Part-time centers saw a small increase from 18% to 20%.

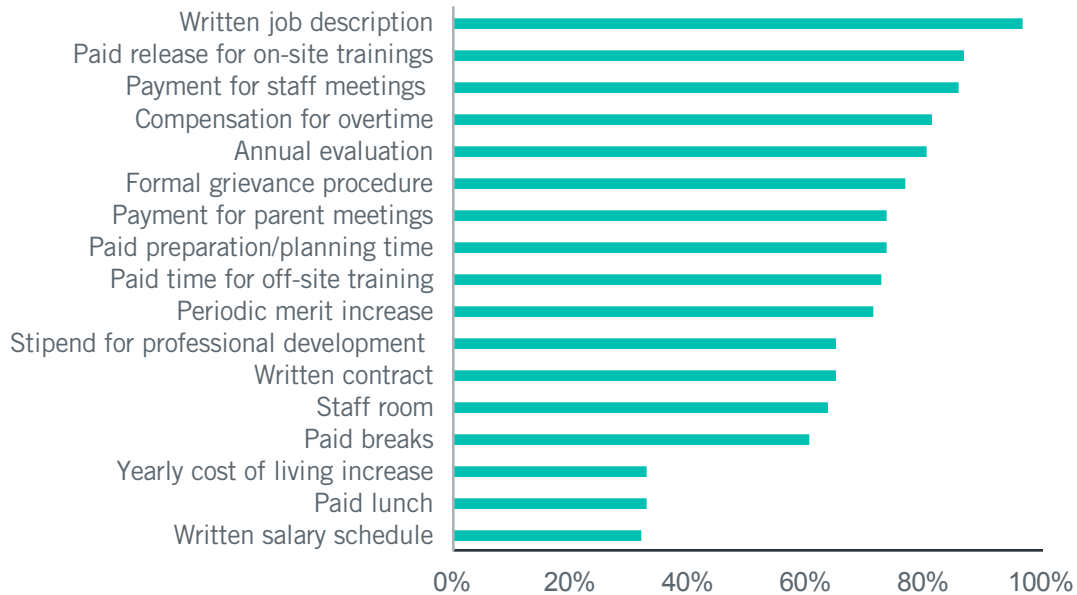
Due to the decrease in benefits for full-time nonprofit centers and the increase in benefits for full-time, for-profit centers, the gap between nonprofit and for-profit full-time centers offering any type of benefit is 7 percentage points in 2016, compared to 27 percentage points in 2014. There is a notable, but unexpected contrast between the extremely low rates of insurance in part-time centers and higher rates in full-time centers.

Types of Health Care Benefits



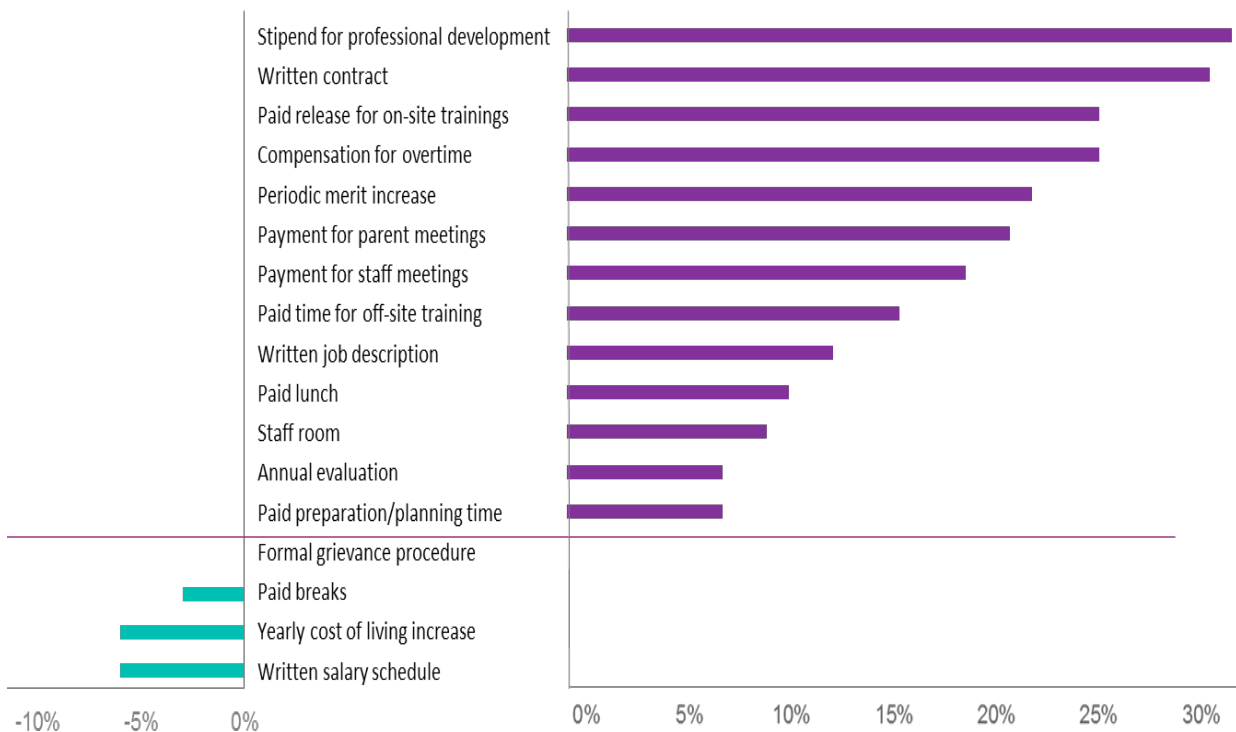
Working Conditions

Working Conditions Offered in 2016



There is a wide array of benefits offered by early care and education centers in Travis County. Compared to the 2014 survey, this survey noted a number of positive significant shifts in these benefits. The benefits that saw the highest increase were stipends for professional development and written contracts. Only paid breaks, yearly cost of living increases, and written salary schedules saw small decreases of around 5%; downwards shifts in those areas are concerning for the field.

Change in Conditions 2014 - 2016

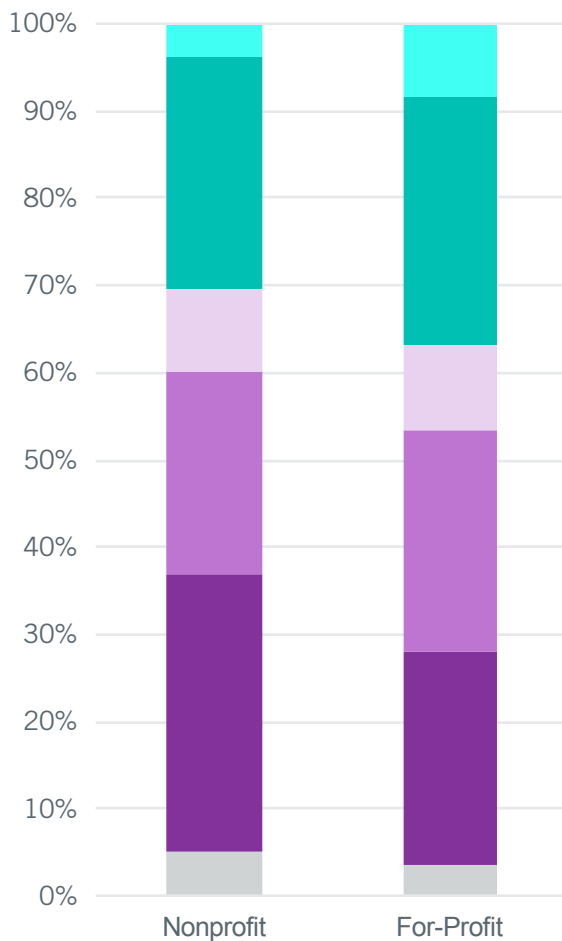


TEACHER EDUCATION

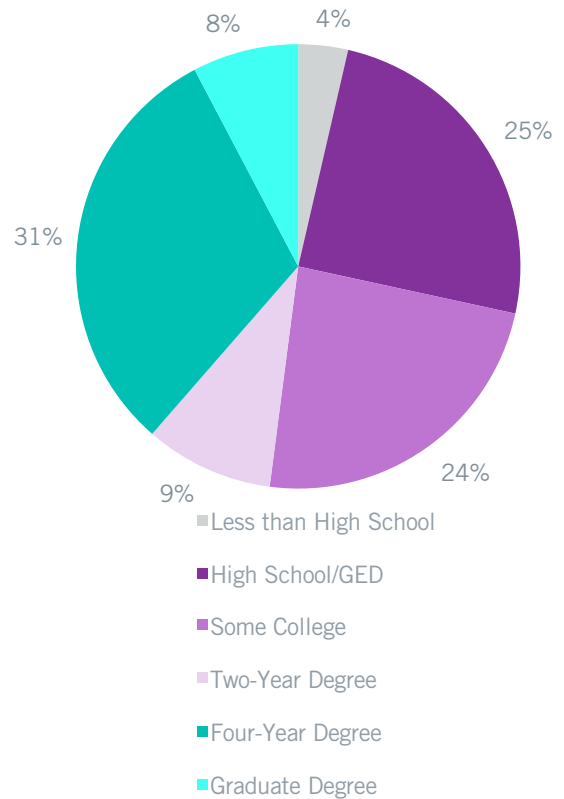
Full-time, Lead Teacher Education by Degree

Among full-time, lead teachers, only 30% of nonprofit and 37% for-profit centers had at least a four-year degree. Both nonprofit and for-profit centers had over a quarter of lead teachers with only a high school degree or less, with 37% at nonprofit centers and 28% at for-profit centers.

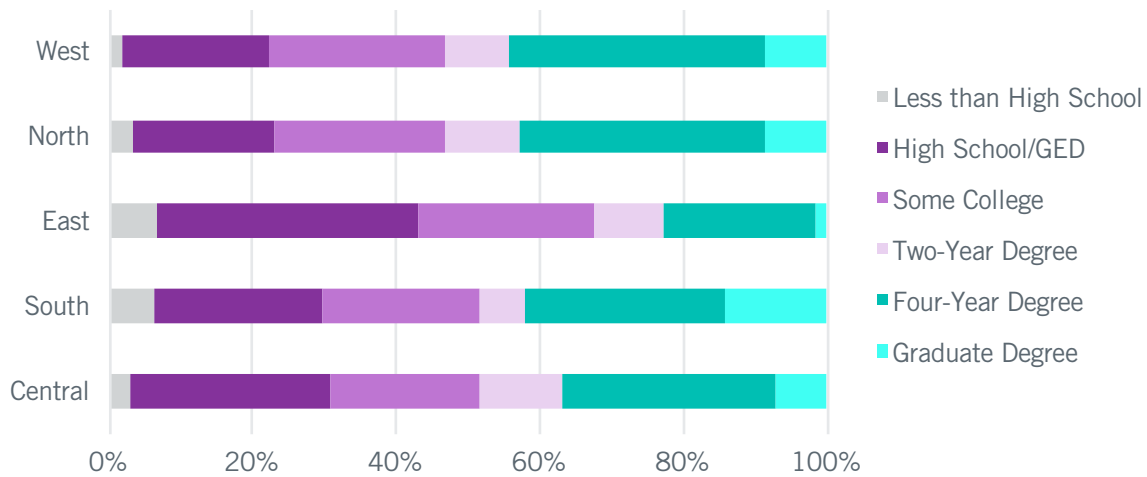
Education Levels of Lead Teachers Based On Center Type



Education Levels of Lead Teachers Overall



Education Levels by Region



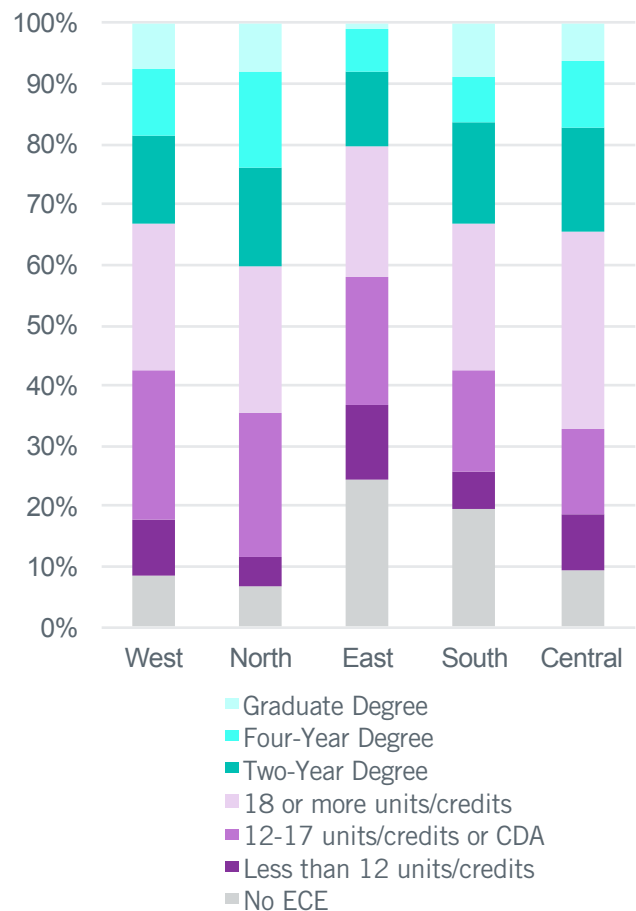
Lead Teacher Regional Differences

The difference between regions for full-time, lead teacher education has become less pronounced across the regions over the past two years. In Central, West, North, and South Austin, the percent of lead teachers with at least a bachelor's degree hovers around 40%. However in East Austin percentages continue to remain lower with a percentage of lead teachers with at least a four-year-degree only around 25%.

Early Childhood Education Among Lead Teachers

The degree of specialized education related directly to early childhood development is skewed regionally. East and South Austin have 25% or 20% respectively of center teachers with no early childhood education beyond high school. West, North, and Central Austin fare better with only 7-9% of teachers having no formal early childhood education training.

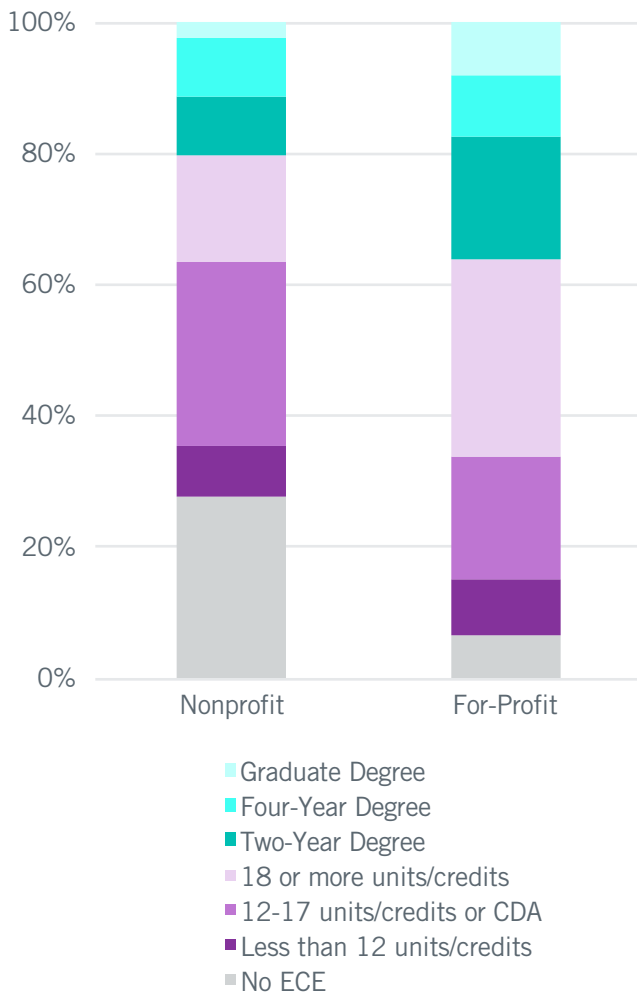
Regional Differences in Early Childhood Credits



"Many of my teachers would like to earn the CDAs and other ECE credentials online rather than in person, because they do not have the flexibility (with jobs and families) to go to a brick and mortar college campus."

- Center Director, West Austin

Difference in Early Childhood Credits by Center Type

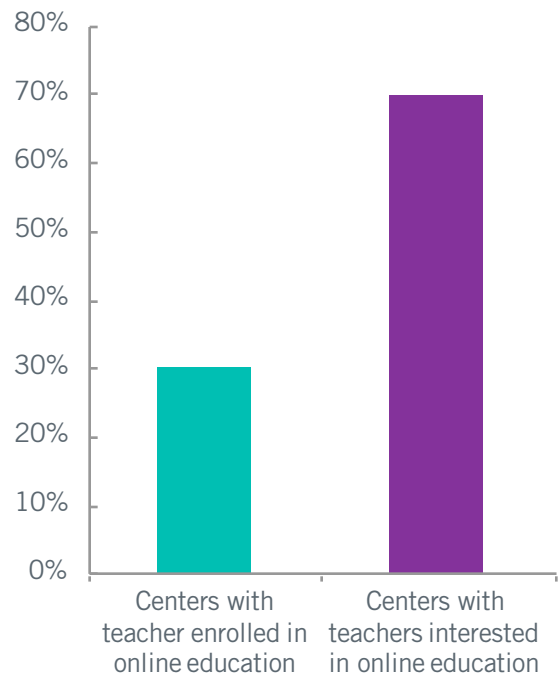


Early Childhood Education Among Lead Teachers (Cont'd)

Full-time, nonprofit centers report only 20% of lead teachers have a two-year degree or higher in early childhood education, compared to 36% of lead teachers in full-time, for-profit centers. Almost two-thirds (64%) of lead teachers in nonprofit centers have less than 18 hours of education in early childhood while only one-third (34%) of lead teachers in for-profit centers have less than 18 hours.

The number of teachers who are interested in online coursework and those who are currently engaged in online courses has remained consistent since 2010. This suggests that while fewer than half of all lead teachers in Travis County currently have a degree, many are hoping attain one and may require an alternative to traditional college education.

Interest in Online Education



TEACHER WAGES

Centers were asked to give the range of salaries that full-time, lead teachers received. The numbers varied greatly across centers with starting salaries at the low-end of the scale ranging from \$8.50 per hour to \$16.83 per hour. Maximum salaries were similarly varied, ranging from \$9.25 per hour to \$24 per hour. Across all centers, the average bottom salary was \$10.67 per hour and the average top salary was \$14.07 per hour, which has remained steady since 2014.

Full-time, for-profit centers had a lower range of average salaries (\$10.47 to \$12.94) than their full-time, nonprofit counterparts (\$10.88 to \$15.09) and ultimately paid less in average maximum wages. Additionally, East and Central Austin childcare centers had a higher minimum and maximum average of wages (\$10.98 to \$15.32 and \$11.10 to \$14.22 respectively) while South Austin had a lower minimum and maximum (\$9.86 to \$12.88).

"We are fortunate to have many staff who have committed to early childhood as their careers.. The challenge for them is supporting families on a non-livable wage."

- Center Director, West Austin

- Average Minimum Wage
- Range of Wages
- Average Maximum Wage

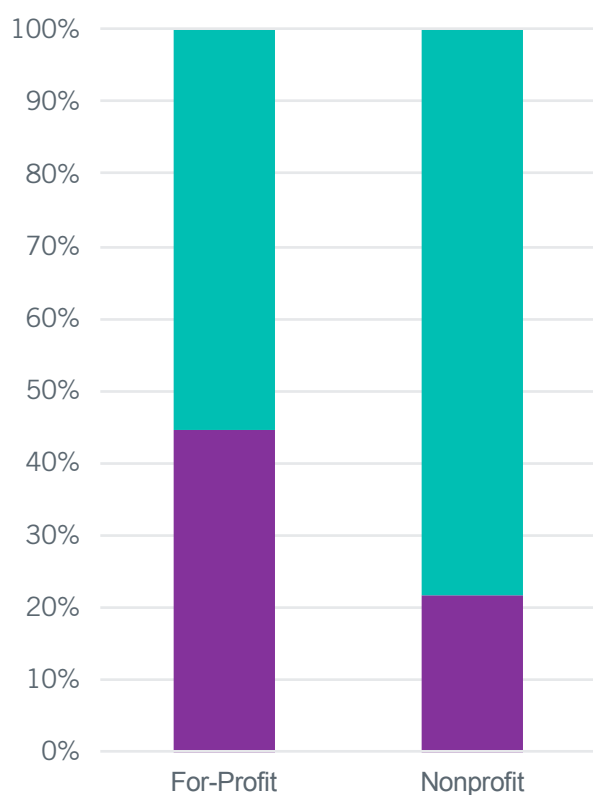
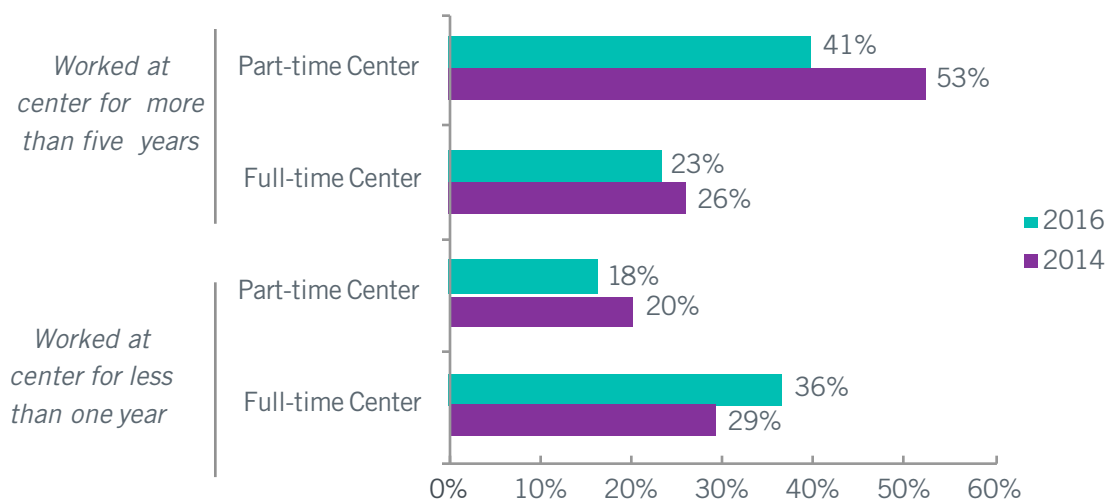
Average Wages by Type of Center



Average Wages by Region



TEACHER RETENTION

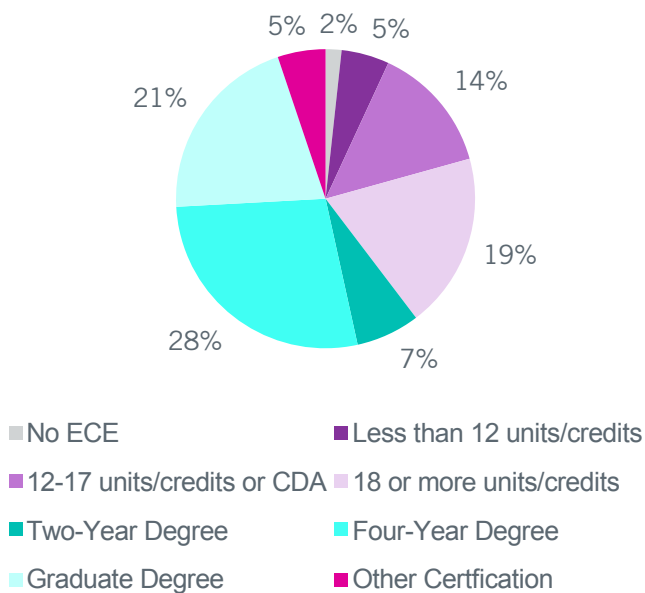
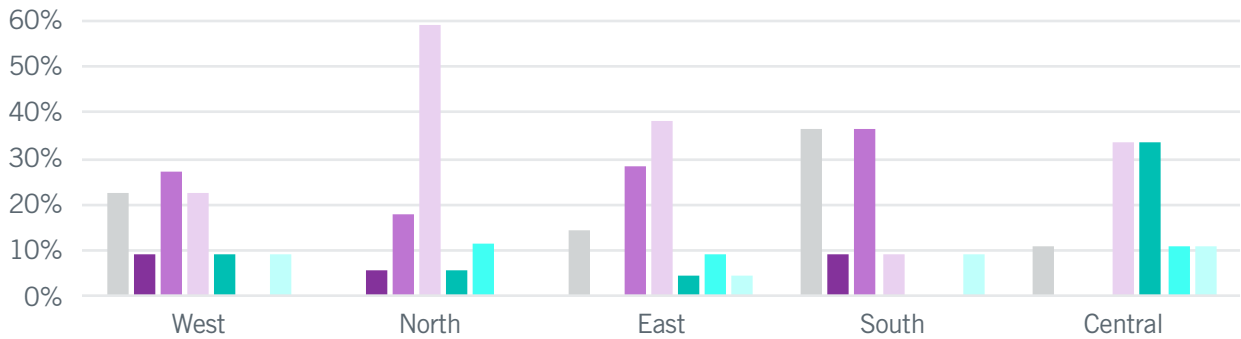
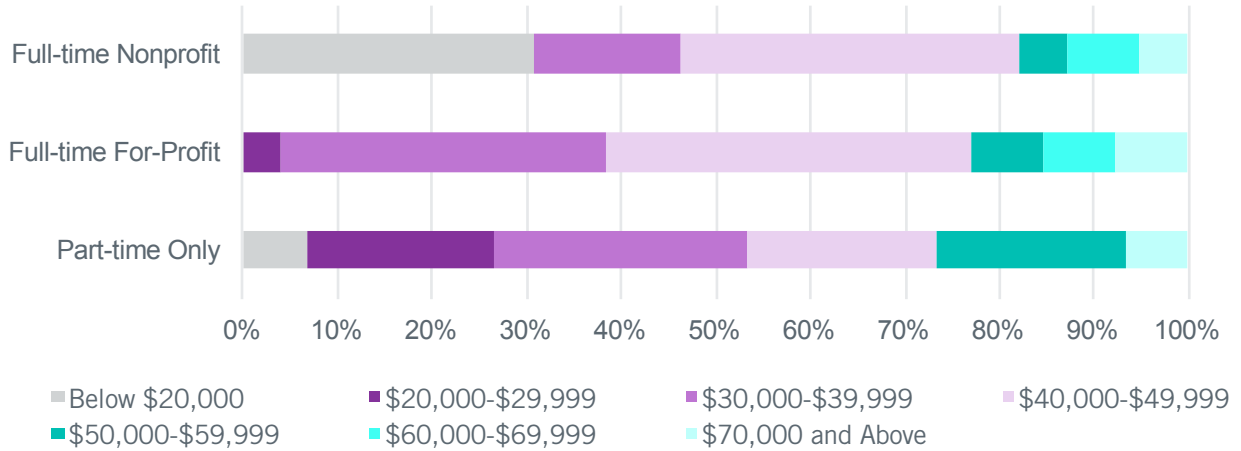


Overall, long-term teacher retention has decreased over the past two years. The percent of teachers with more than 5 years at their center has fallen for both part-time and full-time centers while the number of those with less than a year at their center has grown for full-time centers and stayed relatively steady for part-time.

For-profit centers had a higher percentage of teachers who had only been at the center less than a year. 56% of teachers at for-profit centers had been at the center for more than a year compared to 78% of teachers at nonprofit centers.

■ Worked at Center for More Than 1 Year
■ Worked at Center for Less Than 1 Year

DIRECTOR SALARIES AND EDUCATION



While the number of center directors making \$40,000 and above is in the 50% - 60% range across all three types of centers, the number of full-time, nonprofit center directors making below \$20,000 is at an alarming 30%.

Overall 48% of center directors have a four-year degree or higher in early childhood education with only 2% having no early childhood-related education at all.

DISENROLLMENT

Of the centers who responded to the questions about disenrollment, 62% report having never expelled a student from their program. Of the 38% that have expelled in the past, 20% did so this past year. Of the centers that expelled this year, the numbers were evenly dispersed by region.

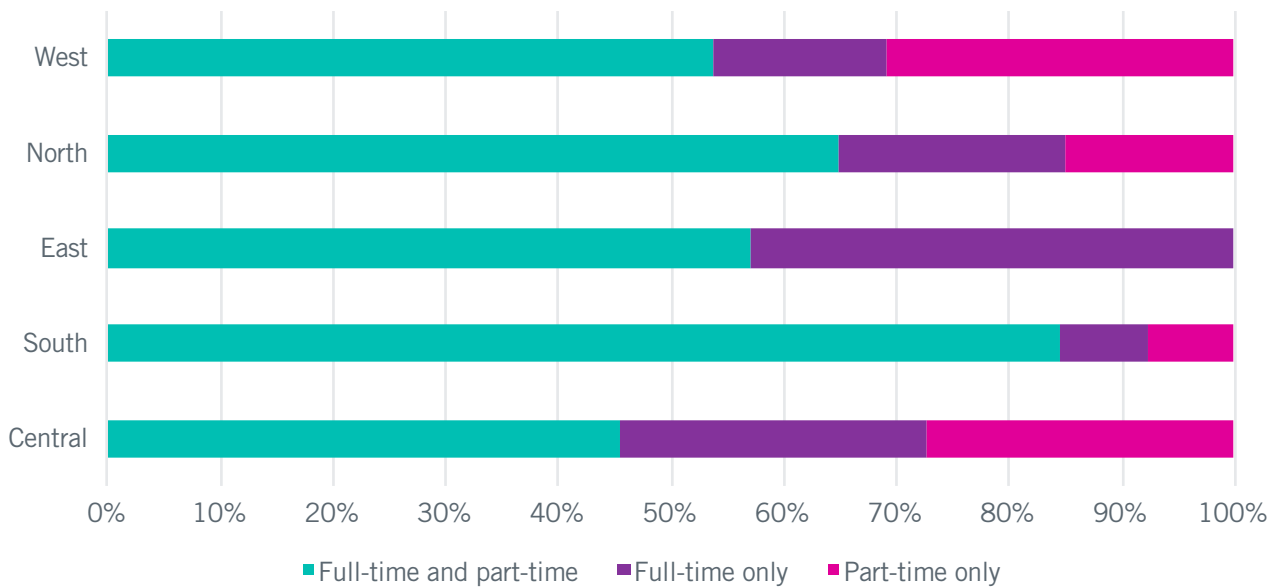
Disenrollment in Early Care and Education Centers





APPENDIX

Part-time Versus Full-Time: Regional Breakdown



Ownership and Sponsorship

Center types varied heavily depending on whether they were full or part-time and whether or not they had nonprofit status. Overwhelmingly, full-time for-profit centers were independently owned and operated while part-time centers were consistently sponsored by churches or religious organizations.

The greatest variation occurred within full-time nonprofit centers, where the majority of centers are run by a nonprofit board of directors or contracted through other organizations.

	Independently owned and operated	Contract	Franchise	Parent cooperative	Nonprofit with Board of Directors	Sponsored by a church or religious organization	Sponsored by a state or local governmental agency	Sponsored by a university or college
Full-time For-profit	81%	0%	14%	0%	0%	0%	5%	0%
Full-time Nonprofit	0%	31%	0%	0%	41%	15%	10%	3%
Part-time	0%	0%	0%	7%	7%	80%	0%	7%

More than 50% More than 25%

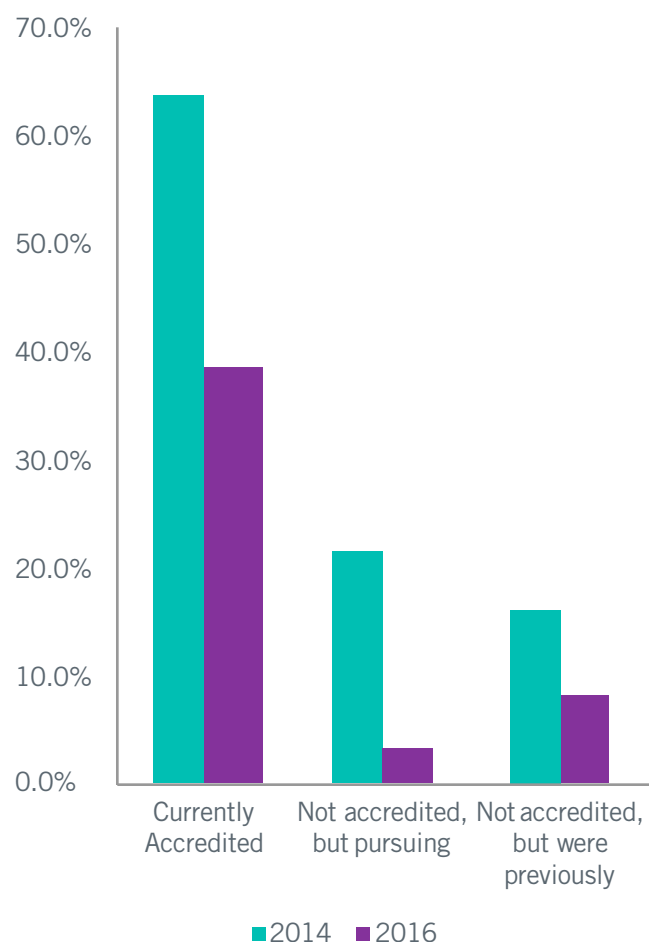
CENTER QUALITY

Quality Ratings

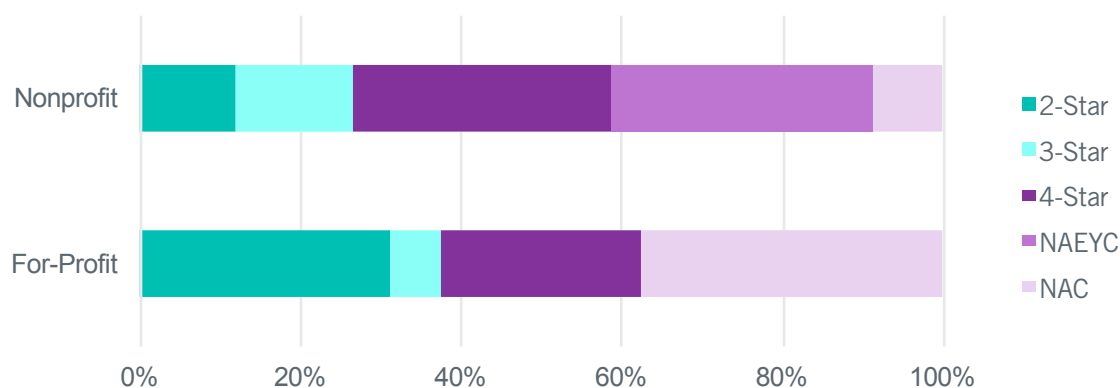
In 2016, 38% of all centers surveyed reported being accredited to meet the quality standards set by NAEYC, NAC, or Texas Rising Star (TRS), a significant decrease from 63% in 2014. The percentage of centers accredited remains the same when separated out by for-profit or nonprofit status. The number of centers pursuing accreditation dropped significantly from 22% to 3%. These drops are not unexpected due to the recent changes in the TRS standards and rating system as a result of HB 376.

Over 50% of both nonprofit and for-profit centers are a part of Texas Rising Star. While 32% of all accredited nonprofit centers are NAEYC certified no accredited for-profit centers have this accreditation; 38% of all accredited for-profit centers are NAC accredited compared to 9% of all accredited nonprofit centers.

Certified or Accredited Centers



Certification by Center Type





United Way for Greater Austin

Photography

Photos courtesy of Lauren Lesley Photography: laurenlesleyphotography.com
and Lawrence Peart: lawrencepeart.com

United Way for Greater Austin



United Way for Greater Austin

Unitedwayaustin.org
United Way for Greater Austin
2000 E. MLK Jr. Blvd.
Austin, TX 78702
512.472.6267

Appendix F

**City-Owned Properties with Current or
Planned Use**

**City of Austin; Office of Real Estate
Services**

CITY OF AUSTIN PROPERTY WITH CURRENT OR PLANNED USE

Office of Real Estate Services

January 17, 2017

District 3

(A) 411 Chicon Street

Lot Size: 5.183 acres

Steward Department: Building Services Department (BSD)

Property use: Warehouse, multiple departments use space for equipment and supplies

Zoning: NP (Holly Neighborhood Plan)

Date City Acquired: March 2000

Notes: *This property currently serves as the headquarters for the Building Services Department. Additionally, other departments utilize the building including Mail Services, APD SWAT, EMS and ATD. Costs to facilitate the relocation of staff and equipment, changes in business processes, as well as replacement facilities would need to be incurred to have this site available for alternate use.*

(B) 4800-4906 Bolm Road

Lot Size: 6.140 acres

Steward Department: Austin Resource Recovery (ARR)

Property use: Vacant Lot, Former site of recycling center

Zoning: P-NP (Public, Govalle Neighborhood Plan)

Date City Acquired: March 2000

Notes: *ORES was authorized to negotiate and execute a 40 year lease with Skillpoint Alliance by City Council on August 20, 2015 for the Bolm Rd property. Negotiations are currently ongoing.*

District 7

(C) 10414 McKalla Lane

Lot Size: 24.160 acres

Steward Department: Austin Water Utility (AWU)

Property use: Vacant Lot, AWU has planned use on property

Zoning: LI-NP (Light Industrial, North Burnet Neighborhood Plan)

Date City Acquired: October 1995

Notes: *This property was previously owned by Reichhold Chemicals and was purchased for construction of the AWU North Service Center as well as potential facilities for Fleet Services, Street and Bridge and Transportation Planning. Construction halted in 2003 due to an explosion during excavation. AWU plans to use the facility for operations and possible development with another department*

(D) 6909 Ryan Drive

Lot Size: 5.468 acres

Steward Department: Austin Energy (AE)

Property use: Multiple buildings on site used for storage of AE equipment

Zoning: NP (Crestview Neighborhood Plan)

Date City Acquired: September 1997

Notes: *AE currently utilizes the tract for equipment testing, reclamation operations, construction staging and general storage. Costs to relocate equipment and changes in business processes would need to be incurred for an alternate use of this site.*

Appendix G

City-Owned Surplus Properties

Office of Real Estate Services

CITY OF AUSTIN SURPLUS REAL PROPERTY

Office of Real Estate Services

August 3, 2015

I. Sales for Bond Repayment or Debt Reduction

District 2

(A) 7720 ½ Kellam Road

Lot size: Approximately 5 acres
Steward Department: Austin Water Utility (AWU)
Property use: Vacant lot – never developed
Zoning: SF-2 (Single-Family Standard Lot)
Date City Acquired: November 1987

District 6

(B) 12101 Anderson Mill Road

Lot size: 69.139 acres
Steward Department: Austin Water Utility (AWU)
Property use: Alternate site for Water Treatment Plant #4 – currently vacant
Zoning: DR (Development Reserve)
Date City Acquired: June 2008

(C) 12911 Stanzel Drive

Lot size: 10,725 square feet (SF)
Steward Department: Austin Water Utility (AWU)
Property use: Decommissioned lift station
Zoning: SF-2 (Single-Family Standard Lot)
Date City Acquired: September 2011

District 8

(D) 7001 Thomas Springs Road

Lot size: 0.5100 acres
Steward Department: Austin Water Utility (AWU)
Property use: Vacant lot – never developed (decommissioned reservoir)
Zoning: RR-NP (Rural Residential, Oak Hill Combined Neighborhood Plan)
Date City Acquired: December 2003

(E) 9531 Circle Drive

Lot size: 7.758 acres
Steward Department: Austin Water Utility (AWU)
Property use: Vacant lot – never developed (originally purchased for reservoir)
Zoning: Not Zoned (2-mile ETJ)
Date City Acquired: September 1988

District 9

(F) 408 North IH-35 Frontage Road

Lot size: 1.266 acres
Steward Department: Watershed Protection Department (WPD)
Property use: Staging area for Waller Creek Tunnel project – no longer needed after December 2015
Zoning: CBD (Central Business District)
Date City Acquired: 2010

Notes: The City- and County-approved tax increment financing (TIF) plan requires that funding from the sale of the property be used to offset the cost of the project.

II. Sales to Fund Designated Programs & Goals

District 2

(G) 4711 Winnebago Lane

Lot size: 9.405 acres
Steward Department: Austin Resource Recovery (ARR)
Property use: Raw land never developed
Zoning: LI-CO-NP (Limited Industrial, Conditional Overlay, Southeast Combined Neighborhood Plan)
Date City Acquired: March 2001

Notes: This property needs to be sold quickly, and has a target IFB launch date of late August/early September for the sales solicitation. ARR needs funding to continue design and construction of the Austin [re]Manufacturing Hub, as part of the City's zero-waste goals.

(H) FM 812 at South FM 973

Lot size: Approximately 25 acres
Steward Department: Austin Resource Recovery (ARR)
Property use: Section of landfill
Zoning: LI (Limited Industrial)
Date City Acquired: 1988-1991 (parcels acquired over four years)

Notes: As a condition of the sale, a Restrictive Covenant will prohibit use of the property as a municipal solid waste landfill. Funds from the sale are earmarked for construction of the Austin [re]Manufacturing Hub, as part of the City's zero-waste goals.

(I) Eco-Park at FM 973 and Moores Bridge Road

Lot size: 9.453 acres
Steward Department: Austin Resource Recovery (ARR)
Property use: Section of landfill
Zoning: LI (Limited Industrial)
Date City Acquired: 1991

Notes: Funds from the sale are earmarked for construction of the Austin [re]Manufacturing Hub, as part of the City's zero-waste goals.

III. Proceeds Retained by Original Purchasing Department

District 1

(J) 2403 East MLK Jr. Boulevard

Lot size: 5,937 square feet (SF)
Steward Department: Public Works Department (PWD)
Property use: Vacant lot – never developed
Zoning: SF-3-NP (Family Residence, Chestnut Neighborhood Plan)
Date City Acquired: July 1968

Notes: In 2012 NHCD determined that this parcel was not appropriate for S.M.A.R.T. Housing. The City launched an Invitation For Sealed Bids (IFB) which closed July 23, 2012 having received no responsive bids.

(K) 5101 Johnny Morris Road

Lot size: 15.3 acres
Steward Department: Watershed Protection Department (WPD)
Property use: Vacant land – was a trailer park acquired as part of a flood buyout
Zoning: SF-3 (Family Residence)
Date City Acquired: June 2005

Notes: 100% of this property is in the floodplain. PARD is interested in the parcel but has deemed it lower priority due to lack of funding.

District 2

(L) 5400 East William Cannon Drive

Lot size: Approximately 20 developable acres out of 296.33 acres
Steward Department: Austin Water Utility (AWU) and Parks and Recreation Department (PARD)
Property use: Acreage in question is from decommissioned wastewater treatment plant – large parcel also includes golf course, parkland, and ponds
Zoning: DR (Development Reserve)
Date City Acquired: May & June 1962

District 3

(M) 2305 Santa Rita Street

Lot size: 2,996 square feet (SF)
Steward Department: Watershed Protection Department (WPD)
Property use: Residential lot (vacant, purchased for storm drainage)
Zoning: SF-3-NP (Family Residence, Holly Neighborhood Plan)
Date City Acquired: August 2009

Notes: Property must be sold with 100% easement overlay - can only be used for purposes allowing WPD to maintain line under property.

(N) 1108 Tillery Street

Lot size: 7,190 square feet (SF)
Steward Department: Austin Water Utility (AWU)
Property use: Decommissioned lift station
Zoning: P-NP (Public, Govalle-Johnston Terrace Neighborhood Plan)
Date City Acquired: January 1948

District 4 – No properties designated surplus at this time

District 5

(O) 2100 Thornton Street (aka 1411 West Oltorf Street)

Lot size: 9,583 square feet (SF)
Steward Department: Public Works Department (PWD)
Property use: Vacant lot – never developed (was acquired for right-of-way)
Zoning: CS (Commercial Services)
Date City Acquired: 1957

Notes: NHCD has interest in this parcel being developed for S.M.A.R.T. Housing.

District 8

(P) Convict Hill Road at South MoPac Expressway

Lot size: 17.27 acres
Steward Department: Austin Energy (AE)
Property use: Vacant land – never developed
Zoning: MF-3 (Multi-Family, Medium-Density)
Date City Acquired: May 1993

Notes: The majority of this property lies within a Critical Water Quality Zone (CWQZ), and impervious cover is limited to 15%. On initial analysis by the Development Services Center (DAC), only approximately 2.5 acres is developable, and that area cannot be accessed without crossing the CWQZ.

(Q) 3010-B Honey Tree Lane

Lot size: 13,611 square feet (SF)
Steward Department: Austin Water Utility (AWU)
Property use: Vacant lot – no curb cut
Zoning: P (Public)
Date City Acquired: October 1984

Notes: City launched Invitation For Sealed Bids (IFB) which closed July 31, 2012 having received no responsive bids.

District 9

(R) 1611 West 10th Street

Lot size: 3,365 square feet (SF)
Steward Department: Watershed Protection Department (WPD)
Property use: Small residential lot (vacant)
Zoning: SF-3-NP (Family Residence, Old West Austin Neighborhood Plan)
Date City Acquired: Date unknown – pre 1-23- 1969

Notes: NHCD has requested this parcel be developed for S.M.A.R.T. Housing

(S) Scenic Drive at Wade Avenue

Lot size: 15,635 square feet (SF)
Steward Department: Austin Water Utility (AWU)
Property use: Vacant lot (note development issues due to terrain)
Zoning: P-NP (Public, Central West Austin Combined Neighborhood Plan)
Date City Acquired: July 1954

Notes: AWU will need to retain existing wastewater easements on the property.

District 10

(T) 3000 Funston Street

Lot size: 4,289 square feet (SF)
Steward Department: Public Works Department (PWD)
Property use: Vacant lot
Zoning: SF-3-NP (Family Residence, Central West Austin Combined Neighborhood Plan)
Date City Acquired: July 1970

Notes: NHCD is reviewing this parcel for S.M.A.R.T. housing development.

Appendix H

Public Land Analysis of Top Fifteen Highest Ranked Properties

City of Austin, Neighborhood Housing and Community Development

Top Fifteen Highest Ranked Properties

	Property	Owned/M anaged By	Baseline Score	Possible Use					Notes	Financing Considerations			
				Emergency Shelter	Live/Work	Affordable Housing	Mixed Use	PSH		Dept. Constraints	Existing Funding Allocated?	Infrastructure Needs?	Other Notes
1	10414 McKalla Pl	AWU	74	x	x	x (MF)*			Scored very highly in access to transit, jobs, schools; zoned LI-NP and surrounded by non-residential uses, making it good for live/work. Could also be good for emergency shelter since it's not in the downtown area and is not surrounded by single family neighborhood. Located near northeast corner of 183-MoPac intersection. AWU has plans to use site for operations and is open to sharing with another dept.	AWU plans to use the property as the site of its North Service Center and potential other uses, and possible development with another dept.			Site formerly used by Reichhold Chemicals - Env. Site Assessment and possible remediation costs (if not already done by AWU)
2	4800-4906 Bolm Rd	ARR	73	x	x	x (MF)	x		Scored highly based on all criteria except opportunity area (in low opp area); good access to transit; zoned Public and surrounded by residential and commercial uses. Could be a good site for housing, live/work, or shelter, but it is located in an already saturated area (East Austin at Airport, Sellers, and Shady Ln). Ongoing negotiations between ORES and Skillpoint Alliance for a 40-yr lease (potential for live/work or MU development with them?)				
3	Pecan Grove - Tillery	AHFC	72			x		x	Site composed of 10 SF lots. Good access to transit, amenities, and jobs; surrounded by SF land uses. Access to service providers would also make it a good site for PSH.				
4	411 Chicon St	BSD	71			x (MF)	x	x	Site currently used by multiple City depts; new locations would need to be found for these uses. Good location for mixed use as much of the area is already developed MU. Good location for housing due to access to transit, amenities, and jobs downtown. Could even be considered for emergency shelter due to proximity to service providers downtown and on the east side (altho homeless advocates have also expressed need for shelters away from downtown). Proximity to service providers, transit, and amenities would make it a good fit for PSH.	Cost associated with relocating current dept. uses estimated at \$3.5M in 1-time costs and \$500K in recurring costs (ORES, 2017)	None (ORES, 2017)		interest from private developer

	Property	Owned/M anaged By	Baseline Score	Possible Use					Notes	Financing Considerations			
				Emergency Shelter	Live/Work	Affordable Housing	Mixed Use	PSH		Dept. Constraints	Existing Funding Allocated?	Infrastructure Needs?	Other Notes
5	Block 16	URA	70			x (SF/MF)	x		6 properties along Juniper and E 11th Streets will be combined to form a larger lot appropriate for multifamily development or mixed use. Good access to transit, amenities, jobs. Urban Renewal Plan indicates site should be developed as MU and townhomes (along Juniper St). RFP is envisioned to put site up for development.				HUD lien on a Juniper St property must be removed in order to issue RFP
6	4711 Winnebago Ln	ARR	67		x	x (MF)	x		Identified as a good location for live/work studio space in a 2016 memo to MAC from EDD. In Activity Corridor and zoned LI. Scored highly across all categories with the exception of proximity to grocery store/health clinic. ARR looking to sell quickly; funds earmarked for zero-waste initiatives.	ARR needs funding to continue design and construction of the Austin Manufacturing Hub, as part of the City's zero waste goals.			
7	6909 Ryan Dr (Crestview)	AE	64			x (MF)	x		2013 memo from NHCD to MAC provided 3 development scenarios for the site, 2 of which included affordable housing. Mixed use was also included as a feasible scenario. Another location would need to be found for the current Austin Energy uses on the site. The neighborhood has expressed a desire for a park on the site.	Costs associated with relocating current AE uses.			
8	2403 E MLK Jr Blvd	PWD	56			x (SF)			In 2012 NHCD determined site not appropriate for SMART. Standard sized SF lot surrounded by SF homes. Good access to transit and amenities, but in a low opportunity area.				
9	3000 Funston St	PWD	48			x (SF)			NHCD has been assessing parcel for SMART. Located on east side of MoPac at 30th St. Small lot SF; very high opportunity area with high scores in access to transit, schools. Since lot is under standard 5750 sq ft minimum, infill tools/small lot amnesty would be required to develop.				
10	1108 Tillery St	AWU	45			x (SF)			Standard SF lot surrounded by SF homes. Scored high for access to transit, amenities, jobs, but in a low opportunity area, and an area already saturated with affordable housing.				
11	1611 W 10th St	WPD	42			x (SF)			Small lot SF; appropriate for single family development with small lot amnesty, possibly by Clarksville CDC				

	Property	Owned/M anaged By	Baseline Score	Possible Use					Notes	Financing Considerations			
				Emergency Shelter	Live/Work	Affordable Housing	Mixed Use	PSH		Dept. Constraints	Existing Funding Allocated?	Infrastructure Needs?	Other Notes
12	Colony Park	AHFC	41		x	x (MF)	x		Site is large, with transit access and located within an Activity Center. However, it has very poor access to jobs and is in a low opportunity area. A development that included live/work or MU space could provide employment opportunities for new residents. Site may be too far from central city & necessary services for emergency shelter or PSH.		potential TIF/TIRZ district		Community input in Colony Park planning process indicated a strong preference for employment and amenities over income-restricted housing.
13	3010-B Honey Tree Ln	AWU	39			x (SF)			Located in SF neighborhood in the northwest corner of Loop 360 and MoPac intersection; very high opportunity area; located in SF subdivision. Not located in an Activity Center/Corridor; moderate transit access.				no curb cut; irregular shaped lot
14	Scenic Dr at Wade Ave	AWU	36			x (MF)			Located on west side of MoPac near 35th St; very high opportunity area in an SF neighborhood with moderate transit access. Approx. 30% of parcel located in floodplain, leaving about 10,000 sq ft developable. AWU must retain existing wastewater easements.				development issues due to terrain
15	Levander Loop	AHFC	36	x		x (MF)		x	Adjacent to Austin Public Health & Animal Services Depts. Good transit and job access; close to service providers. The site has been targeted by several groups for various uses, including PSH (PSH Leadership Committee), mobile home CLT (CDC/Cactus Rose), etc.				Approx. 20% of the tract is in the floodplain.

*(MF) designates a site that meets minimum lot size requirement for a multifamily development (8,000 sq ft)

Small lot SF requires small lot amnesty infill tool (currently available in each area with a small lot property)

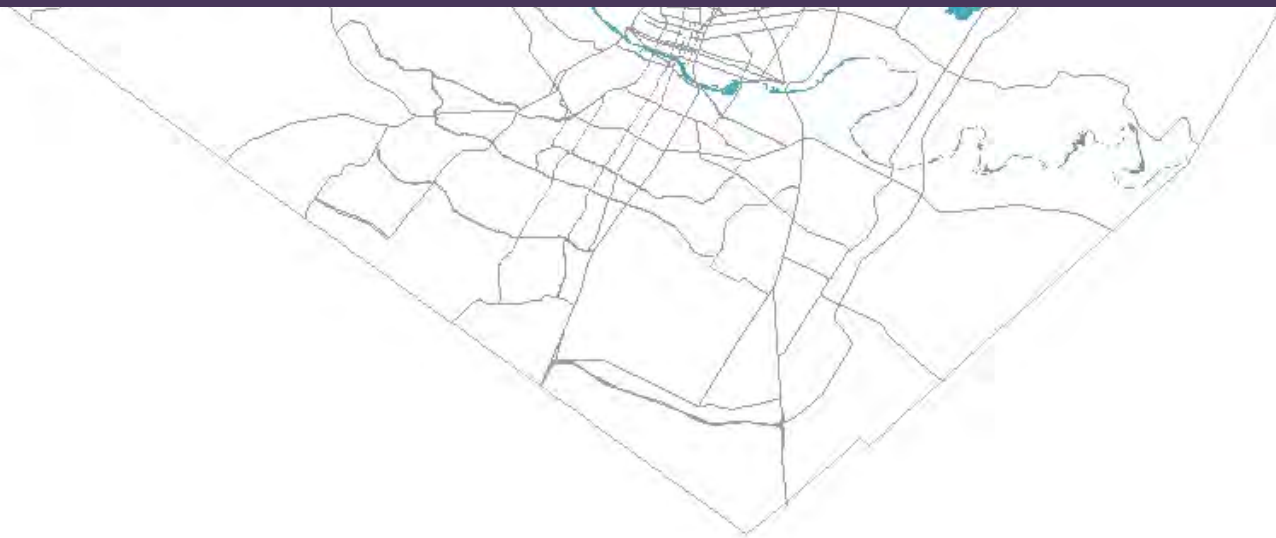
Appendix I

Underutilized Travis County Properties

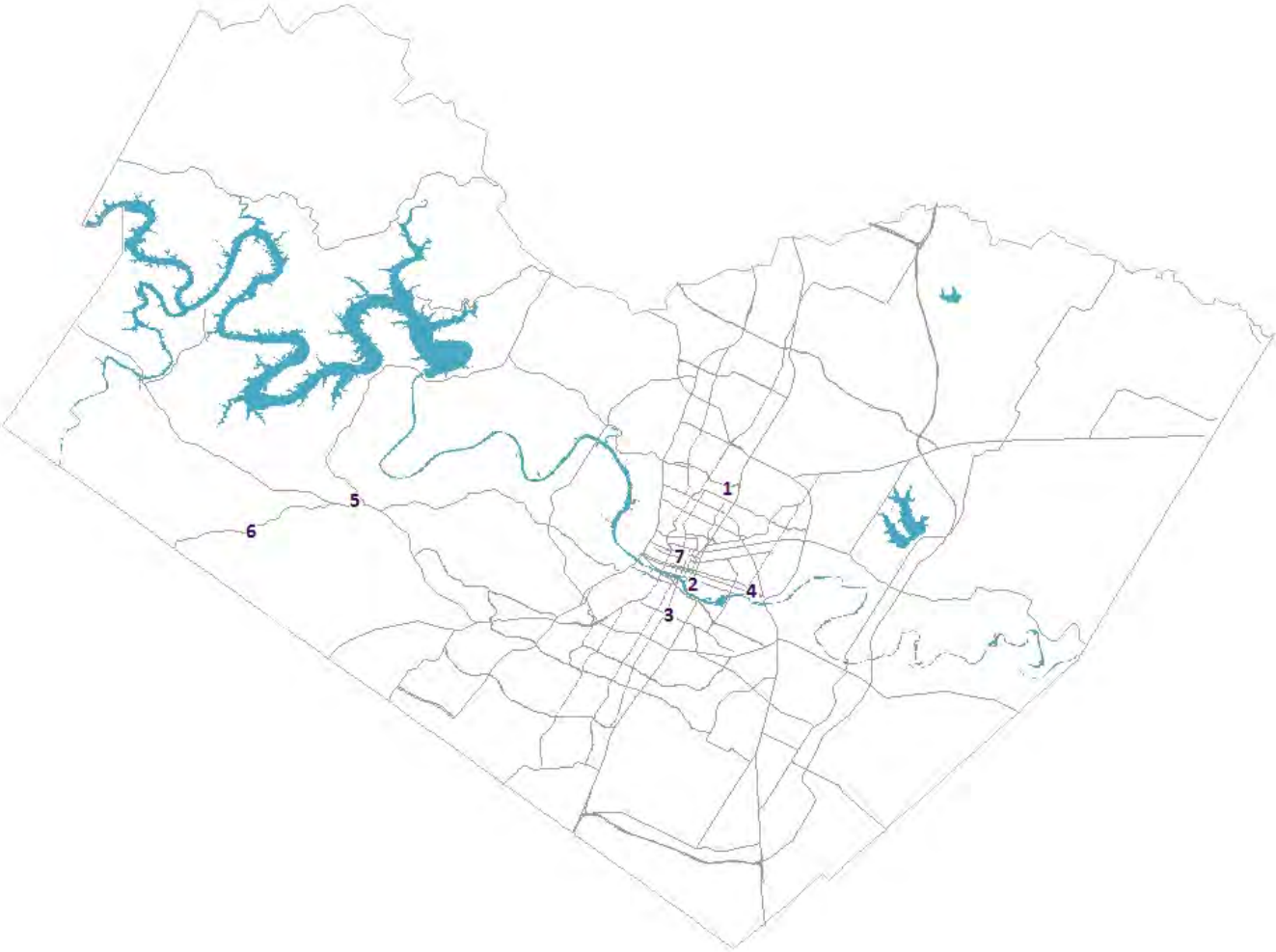
Travis County, Economic Development & Strategic Investments



TRAVIS COUNTY UNDERUTILIZED PROPERTIES UPDATE



AUGUST 8, 2017 | EDSI



- 1. North Campus Development
- 2. Palm Square
- 3. Post Road
- 4. HHSVS Housing Services
- 5. Eco Depot
- 6. Parks West
- 7. Block 126

1



2



3



4



5



6



7



SOLD4523
TANNEHILL
LANE1811
SPRINGDALE
ROAD**LEASED****SOLD**LAMAR
FLEET FUELING
STATION**LEASED**308
GUADALUPE**PROPERTY CHANGES
SINCE LAST MASTER PLAN
UPDATE**

IN PROGRESS DEVELOPMENTS

NORTH CAMPUS OFFICE AND HOUSING PROJECT



LOCATION

5325-35 Airport Boulevard

SIZE

90,000+ ft² (office/retail) & 145 affordable apartment units (3 acre site)

ZONING

General Commercial Services, Commercial Liquor Sales
Conditional Overlay Neighborhood Plan (CS-1-CO-NP)

FUTURE TENANTS (5325)

HHSVS
District Clerk – Passport Office

- County-owned property leased for office and affordable housing development
- 3 & 4 story structures
- Mixed-use office and corner retail at 5325 Airport
- 350-car parking garage – internalized and structured to minimize traffic impact on neighborhood
- Emphasis on landscaping and pedestrian amenities
- Plans being finalized by Nelsen Architects
- Construction 2018-2019





PALM SQUARE

5



LOCATION

100 N. IH-35

SIZE

38,391 ft² (2.1 acre site)

ZONING

Community Commercial, Historic Overlay (GR-H), future zoning changes to CBD-H per the Downtown Austin Plan

MAXIMUM CAPACITY

1 million+ ft² (15:1 FAR). Capacity dependent upon how historic elements are restored and integrated

TENANTS (CURRENT)

HHSVS

- Delivery of Health & Human Services and Veterans Services at the site increasingly difficult due to downtown development and shifting areas of need
- Staff will be relocated in 2019
- Consultants will begin preparing a Historic Structures Report and Site Reuse Assessment to inform recommendations about future use
- Goal to monetize site for the County while ensuring historic preservation and community value



LOCATION

2201 Post Road

SIZE

34,159 ft² (2 acre site)

ZONING

Public Use, Neighborhood Plan District (P-NP)

MAXIMUM DENSITY

165,000 ft²

TENANTS (CURRENT)

Health & Human Services
Juvenile Public Defender
State Child Support Court

- Currently houses HHS Family Support Services and Deaf Services, the Juvenile Public Defender, and the IV-D Child Support Court
- The structure is aging and the site is underutilized
- Family Support Services will relocate in 2019
- Juvenile Public Defender will eventually relocate to new facility at Gardner Betts Campus
- The IV-D Court will eventually be relocated into a new Civil and Family Court Facility
- Outstanding question regarding Deaf Services
- Numerous future redevelopment options

HOUSING SERVICES BUILDING

7



LOCATION

5021 E. Cesar Chavez

SIZE

10,461 ft² (1 acre site)

ZONING

Public, Neighborhood Plan District (P-NP)

MAXIMUM CAPACITY

82,000 ft² (2:1 FAR)

TENANTS (CURRENT)

Health & Human Services

- HHS maintains a warehouse with offices at the eastern end of East Cesar Chavez Boulevard
- Site stores materials for home repair assistance to County residents
- Primarily accommodates carpenters who come and go and significant storage
- Future plans for new warehouse located at STARflight Campus
- Site is located on prime real estate in East Austin, just 3 miles directly east of downtown
- Neighborhood plan envisions mixed-use development

SOLID WASTE TRANSFER STATION (ECO DEPOT)

8



LOCATION

4001 Route 620

SIZE

4.5 acre site

ZONING

Town Center (TC) (Bee Cave)

MAXIMUM CAPACITY

3- stories, mixed-use permitted

TENANTS (CURRENT)

Leased by Texas Disposal Systems

- Managed by Transportation & Natural Resources Department
- Lease to Texas Disposal Systems not to extend past February 2019
- Preparations needed to market this property for lease or sale
- High-value site directly adjacent to the Hill Country Galleria and new offices and hotels



LOCATION

16424 Hamilton Pool Road

SIZE

23,626 ft² (18 acre site)

ZONING

Public Use (P) (Bee Cave)

TENANTS (CURRENT)

Transportation & Natural Resources (Park Ranger Headquarters)

Also used for storage by Parks West and the Road & Bridge Division

- Includes administrative, maintenance, and storage space, and includes an active fueling station
- County sold 5 acres at the northern portion of the site along Highway 71 with significant market desirability
- Long-term use of the remaining acreage will be evaluated in the coming year with TNR Parks

BLOCK 126

10



- Block 126 significantly impacted by Capitol View Corridors
- Many changes since 2010 County Master Plan
- Urban Land Institute will provide insight in September on site redevelopment challenges and opportunities

LOCATION

Guadalupe & W. 11th Streets

SIZE

22,426 ft² (1.8 acre site)

ZONING

Central Business District (CBD), Downtown Mixed Use (DMU)

TENANTS (CURRENT)

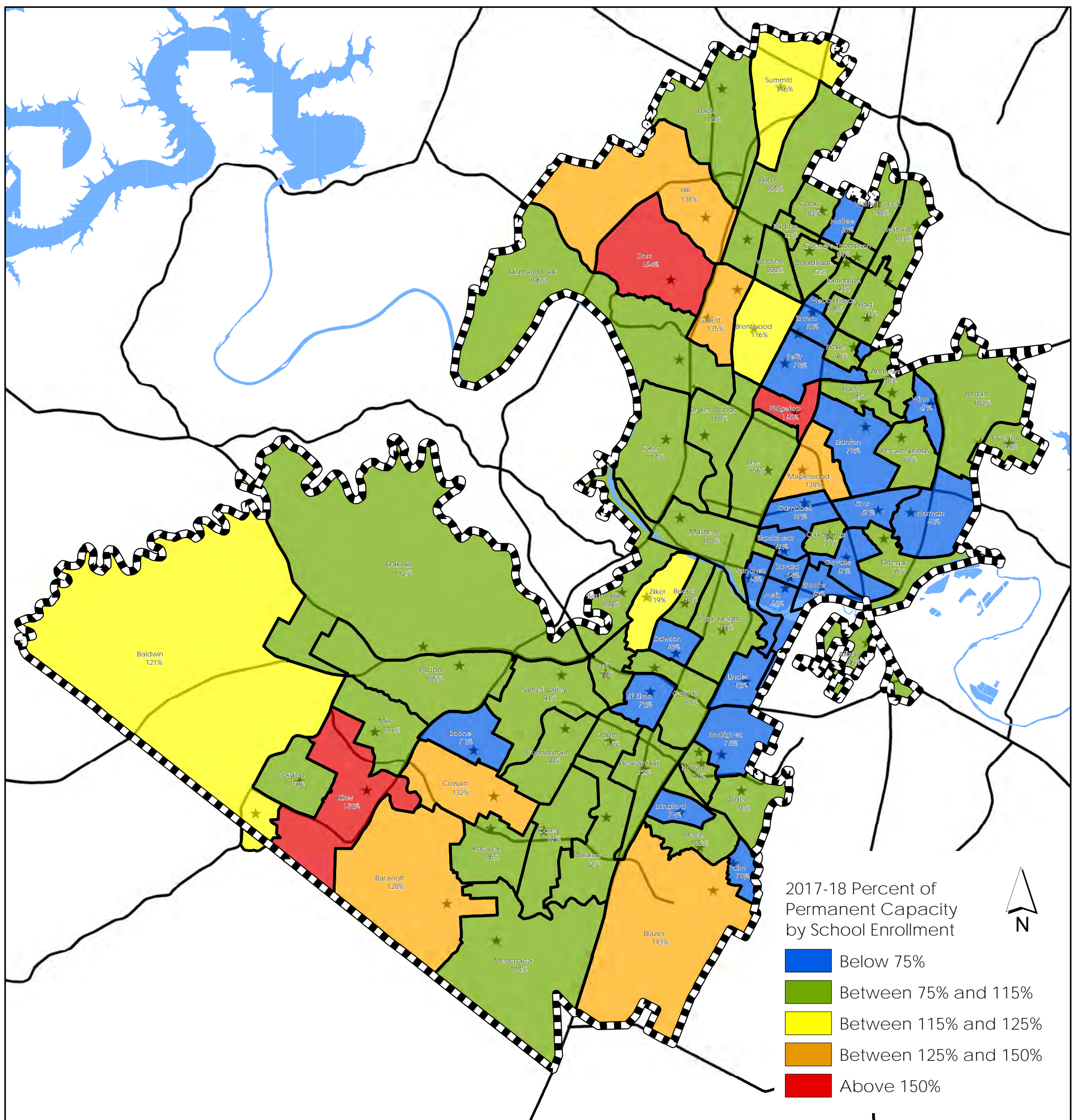
CES
DRO

- Urban Land Institute (ULI) Technical Assistance Panel scheduled for September 20th
- 2017 Master Plan Update- an updated long-term plan for all county-owned facilities and properties- to be completed later this year

Appendix J

AISD 2017-18 Enrollment Impact Map

**Austin Independent School District,
Planning Services**



Appendix K

AISD 2017-18 Percent of Capacity by Enrollment 3 yr

**Austin Independent School District,
Planning Services**

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	Seats	2015-16 Enrollment	% of Permanent Capacity	Seats	2016-17 Enrollment	% of Permanent Capacity	Seats	2017-18 Enrollment	% of Permanent Capacity	Seats	1 year Delta
ALLISON	486	491	101%	(5)	534	110%	(48)	451	93%	35	466	96%	20	15
ANDREWS	636	656	103%	(20)	582	92%	54	562	88%	74	493	78%	143	(69)
BALDWIN	669	739	110%	(70)	786	118%	(117)	797	119%	(128)	812	121%	(143)	15
BARANOFF	794	994	125%	(200)	981	124%	(187)	1,018	128%	(224)	1,014	128%	(220)	(4)
BARRINGTON	556	581	104%	(25)	627	113%	(71)	539	97%	17	542	97%	14	3
BARTON HILLS	418	420	100%	(2)	409	98%	9	428	102%	(10)	455	109%	(37)	27
BECKER	449	339	76%	110	379	84%	70	427	95%	22	442	98%	7	15
BLACKSHEAR	561	271	48%	290	295	53%	266	384	68%	177	386	69%	175	2
BLANTON	711	537	76%	174	483	68%	228	482	68%	229	516	73%	195	34
BLAZIER	598	966	161%	(368)	848	142%	(250)	797	133%	(199)	858	143%	(260)	61
BOONE	752	498	66%	254	569	76%	183	573	76%	179	533	71%	219	(40)
BRENTWOOD	585	579	99%	6	614	105%	(29)	653	112%	(68)	676	116%	(91)	23
BROOKE	393	347	88%	46	266	68%	127	270	69%	123	249	63%	144	(21)
BROWN	449	414	92%	35	364	81%	85	361	80%	88	268	60%	181	(93)
BRYKER WOODS	418	395	94%	23	396	95%	22	446	107%	(28)	460	110%	(42)	14
CAMPBELL	524	250	48%	274	223	43%	301	197	38%	327	194	37%	330	(3)
CASEY	692	662	96%	30	609	88%	83	637	92%	55	618	89%	74	(19)
CASIS	669	808	121%	(139)	795	119%	(126)	816	122%	(147)	765	114%	(96)	(51)
CLAYTON	815	882	108%	(67)	870	107%	(55)	850	104%	(35)	839	103%	(24)	(11)
COOK	542	635	117%	(93)	548	101%	(6)	513	95%	29	449	83%	93	(64)
COWAN	648	808	125%	(160)	785	121%	(137)	837	129%	(189)	853	132%	(205)	16
CUNNINGHAM	439	406	65%	200	417	69%	189	414	68%	192	397	90%	42	(17)
DAVIS	731	734	100%	(3)	801	110%	(70)	810	111%	(79)	802	110%	(71)	(8)
DAWSON	524	332	63%	192	377	72%	147	344	66%	180	354	68%	170	10
DOBIE PK	337	256	76%	81	272	81%	65	208	62%	129	206	61%	131	(2)
DOSS	543	920	169%	(377)	878	162%	(335)	887	163%	(344)	835	154%	(292)	(52)
GALINDO	711	592	83%	119	578	81%	133	587	83%	124	573	81%	138	(14)
GOVALLE	598	539	90%	59	504	84%	94	468	78%	130	402	67%	196	(66)
GRAHAM	580	776	134%	(196)	696	120%	(116)	701	121%	(121)	620	107%	(40)	(81)
GUERRERO	748	693	93%	55	676	90%	72	655	88%	93	625	84%	123	(30)
GULLETT	418	556	133%	(138)	573	137%	(155)	557	133%	(139)	566	135%	(148)	9
HARRIS	729	661	96%	31	627	91%	65	611	86%	100	609	84%	120	(2)
HART	711	706	99%	5	694	98%	17	698	98%	13	687	97%	24	(11)
HIGHLAND PARK	606	639	109%	(54)	619	106%	(34)	649	107%	(43)	641	106%	(35)	(8)
HILL	690	890	142%	(200)	966	140%	(276)	940	136%	(250)	954	138%	(264)	14
HOUSTON	692	775	112%	(83)	702	101%	(10)	683	99%	9	633	91%	59	(50)
JORDAN	655	736	112%	(81)	665	102%	(10)	729	111%	(74)	668	102%	(13)	(61)
JOSLIN	374	286	76%	88	278	74%	96	259	69%	115	282	75%	92	23
KIKER	731	1,022	140%	(291)	993	136%	(262)	1,041	142%	(310)	1,112	152%	(381)	71
KOCUREK	673	546	81%	127	486	72%	187	535	79%	138	580	86%	93	45
LANGFORD	729	742	107%	(50)	695	100%	(3)	618	87%	93	536	74%	193	(82)
LEE	418	386	92%	32	376	90%	42	408	98%	10	441	106%	(23)	33
LINDER	542	420	71%	168	368	63%	220	324	60%	218	336	62%	206	12
MAPLEWOOD	355	418	118%	(63)	462	130%	(107)	499	140%	(144)	490	138%	(135)	(9)

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	Seats	2015-16 Enrollment	% of Permanent Capacity	Seats	2016-17 Enrollment	% of Permanent Capacity	Seats	2017-18 Enrollment	% of Permanent Capacity	Seats	1 year Delta
MATHEWS	397	411	104%	(14)	420	106%	(23)	445	112%	(48)	435	110%	(38)	(10)
MCBEE	580	541	93%	39	491	85%	89	456	79%	124	393	68%	187	(63)
MENCHACA	627	718	123%	(133)	716	122%	(131)	745	123%	(139)	714	114%	(87)	(31)
METZ	524	363	69%	161	308	59%	216	313	60%	211	290	55%	234	(23)
MILLS	794	803	101%	(9)	812	102%	(18)	846	107%	(52)	850	107%	(56)	4
NORMAN	486	309	64%	177	316	65%	170	261	54%	225	196	40%	290	(65)
OAK HILL	773	807	104%	(34)	842	109%	(69)	828	107%	(55)	868	112%	(95)	40
OAK SPRINGS	411	307	75%	104	332	81%	79	322	78%	89	315	77%	96	(7)
ODOM	542	542	100%	0	541	100%	1	511	94%	31	465	86%	77	(46)
ORTEGA	355	329	93%	26	308	87%	47	301	85%	54	268	75%	87	(33)
OVERTON	598	650	109%	(52)	713	119%	(115)	668	112%	(70)	566	95%	32	(102)
PADRON	880	695	79%	185	772	88%	108	798	91%	82	762	87%	118	(36)
PALM	636	504	79%	132	478	75%	158	462	73%	174	443	70%	193	(19)
PATTON	940	949	101%	(9)	973	103%	(33)	983	105%	(43)	987	105%	(47)	4
PEASE	293	257	88%	36	268	92%	25	245	84%	48	234	80%	59	(11)
PECAN SPRINGS	524	454	87%	70	482	92%	42	476	91%	48	460	88%	64	(16)
PEREZ	617	806	131%	(189)	754	122%	(137)	720	117%	(103)	646	105%	(29)	(74)
PICKLE	561	755	135%	(194)	694	124%	(133)	633	113%	(72)	549	98%	12	(84)
PILLOW	502	591	118%	(89)	530	106%	(28)	511	102%	(9)	522	104%	(20)	11
PLEASANT HILL	505	529	105%	(24)	557	110%	(52)	501	99%	4	462	92%	43	(39)
READ	352	310	88%	42	305	87%	47	314	89%	38	302	86%	50	(12)
REILLY	318	287	90%	31	281	88%	37	261	82%	57	233	73%	85	(28)
RIDGETOP	224	295	131%	(71)	286	127%	(62)	330	147%	(106)	371	165%	(147)	41
RODRIGUEZ	711	798	112%	(87)	703	99%	8	592	83%	119	530	75%	181	(62)
SANCHEZ	580	443	76%	137	410	71%	170	354	61%	226	260	45%	320	(94)
SIMS	355	230	65%	125	265	75%	90	232	65%	123	201	57%	154	(31)
ST ELMO	411	297	72%	114	300	73%	111	287	70%	124	295	72%	116	8
SUMMITT	731	776	106%	(45)	814	111%	(83)	824	113%	(93)	845	116%	(114)	21
SUNSET VALLEY	561	517	92%	44	534	95%	27	526	94%	35	546	97%	15	20
TRAVIS HEIGHTS	524	496	95%	28	522	100%	2	545	104%	(21)	520	99%	4	(25)
UPHAUS	367	234	64%	133	267	73%	100	293	80%	74	346	94%	21	53
WALNUT CREEK	655	665	102%	(10)	628	96%	27	607	93%	48	644	98%	11	37
WEBB PRIMARY	243	251	103%	(8)	225	93%	18	264	109%	(21)	252	104%	(9)	(12)
WIDEN	655	590	90%	65	576	88%	79	556	85%	99	528	81%	127	(28)
WILLIAMS	561	511	91%	50	459	82%	102	462	82%	99	462	82%	99	0
WINN	524	333	64%	191	303	58%	221	245	47%	279	244	47%	280	(1)
WOOLDRIDGE	655	576	88%	79	634	97%	21	601	92%	54	534	82%	121	(67)
WOOTEN	468	727	156%	(259)	622	133%	(154)	568	121%	(100)	503	108%	(35)	(65)
ZAVALA	561	387	69%	174	376	67%	185	350	62%	211	304	54%	257	(46)
ZILKER	460	568	124%	(108)	544	118%	(84)	561	122%	(101)	547	119%	(87)	(14)

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	Seats	2015-16 Enrollment	% of Permanent Capacity	Seats	2016-17 Enrollment	% of Permanent Capacity	Seats	2017-18 Enrollment	% of Permanent Capacity	Seats	1 year Delta
BAILEY	1,197	910	77%	266	873	74%	303	900	77%	276	1,005	84%	192	105
BEDICHEK	941	959	102%	(18)	918	98%	23	890	95%	51	849	90%	92	(41)
BURNET	1,039	1,153	111%	(114)	1,026	99%	13	1,062	102%	(23)	988	95%	51	(74)
COVINGTON	1,000	632	56%	493	641	57%	484	617	55%	508	658	66%	342	41
DOBIE	902	699	78%	203	639	71%	263	598	66%	304	580	64%	322	(18)
FULMORE	1,078	961	89%	117	1,015	94%	63	1,038	96%	40	1,009	94%	69	(29)
GARCIA	980	390	32%	825	424	35%	791	430	35%	785	394	40%	586	(36)
GORZYCKI	1,323	1,329	100%	(6)	1,343	102%	(20)	1,287	97%	36	1,276	96%	47	(11)
KEALING	1,333	1,188	89%	145	1,211	91%	122	1,231	92%	102	1,221	92%	112	(10)
LAMAR	1,008	886	88%	122	971	96%	37	1,015	101%	(7)	1,124	112%	(116)	109
MARTIN	804	549	68%	255	456	57%	348	440	55%	364	441	55%	363	1
MENDEZ	1,235	839	69%	376	801	66%	414	704	58%	511	651	53%	584	(53)
MURCHISON	1,113	1,361	122%	(248)	1,357	122%	(244)	1,336	120%	(223)	1,401	126%	(288)	65
O HENRY	945	890	94%	55	935	99%	10	870	92%	75	866	92%	79	(4)
PADES	1,156	1,034	89%	122	1,000	86%	156	959	83%	197	899	78%	257	(60)
SADLER MEANS	882	350	32%	728	370	34%	708	392	36%	686	390	44%	492	(2)
SMALL	1,239	1,009	81%	230	1,005	81%	234	1,182	95%	57	1,232	99%	7	50
WEBB	804	690	86%	114	708	88%	96	681	85%	123	665	83%	139	(16)

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	Seats	2015-16 Enrollment	% of Permanent Capacity	Seats	2016-17 Enrollment	% of Permanent Capacity	Seats	2017-18 Enrollment	% of Permanent Capacity	Seats	1 year Delta
AKINS	2,394	2,704	113%	(310)	2,733	114%	(339)	2,703	113%	(309)	2,784	116%	(390)	81
ANDERSON	2,478	2,239	94%	134	2,276	96%	97	2,225	90%	253	2,231	90%	247	6
AUSTIN	2,247	2,087	95%	118	2,087	95%	118	2,182	97%	65	2,278	101%	(31)	96
BOWIE	2,463	2,894	117%	(431)	2,913	118%	(450)	2,906	118%	(443)	2,873	117%	(410)	(33)
CROCKETT	2,163	1,519	70%	644	1,478	68%	685	1,521	70%	642	1,513	70%	650	(8)
EASTSIDE/INT	1,548	997	64%	551	851	55%	697	807	52%	741	680	44%	868	(127)
LANIER/GPA	1,627	1,671	103%	(44)	1,836	113%	(209)	1,804	111%	(177)	1,762	108%	(135)	(42)
LBJ/LASA	1,842	1,867	101%	(25)	1,900	103%	(58)	1,934	105%	(92)	1,991	108%	(149)	57
MCCALLUM	1,596	1,662	104%	(66)	1,747	109%	(151)	1,773	111%	(177)	1,772	111%	(176)	(1)
REAGAN	1,588	1,246	78%	342	1,312	83%	276	1,289	81%	299	1,263	80%	325	(26)
TRAVIS/GPA	1,862	1,420	76%	442	1,429	77%	433	1,524	82%	338	1,391	75%	471	(133)

Appendix L

AISD Faculty and Community Child Care Programs SY 17.18

Austin Independent School District, Family and Community Education

AISD CHILD CARE PROGRAMS 2017-2018 School Year

	Name of Child Care Operator/ Vendor	Campus	Address	Zipcode	Program Contact	Phone #	Ages	Hours	# of Children Enrolled
	AISD Self -Managed Child Care Programs:								
1	AISD-Self-Managed Program	Casis Elementary	7210 Exposition Blvd.	78703	Bethany Griffin	512-841-5603	Infants-4 Years	7:00 - 4:45	27
3	AISD-Self-Managed Program	Mills Elementary	6201 Davis Ln.	78749	Patricia Butler	512-841-2400	3-5 Years	7:30-4:30	10
4	AISD-Self-Managed Program	Patton Elementary	6001 Westcreek Dr.	78749	Eva Turner	512-414-3810	Infants-4 Years	7:00 - 5:00	28
5	AISD-Self-Managed Program	Williams Elementary	500 Mairo St.	78748	Alecia Vasquez	512-414-2525	3-5 Years	7:30-4:30	10
6	AISD-Self-Managed Program	Wooldridge Elementary	1412 Norseman Terrace	78758	Sheri Mull	512-841-4288	Infants-4 Years	7:00 - 5:00	12
	Vendor Managed Child Care Programs:								
1	Apples Greatest Beginnings	Summit Elementary	12207 Brigadoon Lane	78727	Terry Vasquez	512-841-6090	Infants-4 Years	7:00 - 5:00	13
2	Extend-A-Care	Anderson High School	8403 Mesa Drive	78759	Margaret Holloway	512-841-1581	Infants-4 Years	7:00 - 5:00	23
3	Extend-A-Care	Austin High School	1715 W. Cesar Chavez	78703	Elizabeth Paz	512-841-7922	Infants-4 Years	7:00 - 5:00	23
4	Extend-A-Care	Galindo Elementary	3800 South 2nd St.	78704	Christina Lovell	512-841-0595	Infants-4 Years	7:00-6:30	13
5	Extend-A-Care	Blazier Elementary	8601 Vertez Blvd.	78747	Lauren Wall	512-841-8867	Infants-5 Years	7:00 - 5:00	23
6	Extend-A-Care	Metz Elementary	84 Robert Martinez Jr. St.	78702	Olga Gonzalez	512-841-0069	Infants-4 Years	7:00 - 5:00	12
7	Club House Cadets	Baldwin Elementary	12200 Meridian Park Blvd.	78739	Jeanne Lowke	512-689-1026/ 841-8971	Infants-5 Years	7:00 - 5:00	12
8	Club House Cadets	Dawson Elementary	3001 South 1st St.	78704	Jeanne Lowke	512-689-1026/ 841-0672	Infants-5 Years	7:00 - 5:00	11
9	Club House Cadets	Kiker Elementary	5913 La Crosse Ave	78739	Jeanne Lowke	512-689-1026/ 841-3630	Infants-5 Years	7:00 - 5:00	21
10	Club House Cadets	O Henry Middle School	2610 West 10th St.	78703	Jeanne Lowke	512-689-1026	Infants-5 Years	7:00 - 5:00	12
11	Club House Cadets	Zavala Elementary	310 Robert Martinez	78702	Jeanne Lowke	512-689-1026/ 841-4953	Infants-5 Years	7:00 - 5:00	12
12	Club House Cadets	Boone Elementary	8101 Croftwood Dr.	78749	Jeanne Lowke	512-689-1026/414-2537	Infants-5 Years	7:00 - 5:00	12
13	Club House Cadets	Casey Elementary	9400 Texas Oaks Dr.	78748	Jeanne Lowke	512-689-1026/ 841-6900	Infants-5 Years	7:00 - 5:00	21
14	Club House Cadets	Cowan Elementary	2817 Kentish Dr.	78748	Jeanne Lowke	512-689-1026/ 841-2700	Infants-5 Years	7:00 - 5:00	18
15	Club House Cadets	Kocurek Elementary	9800 Curlew Dr.	78748	Jeanne Lowke	512-689-1026	Infants-5 Years	7:00 - 5:00	23
16	Club House Cadets	Menchaca Elementary	12120 Manchaca Rd.	78748	Jeanne Lowke	512-689-1026	Infants-4 Years	7:00 - 5:00	9
17	Club House Cadets	Perez Elementary	7500 S. Pleasant Valley Rd.	78744	Jeanne Lowke	512-689-1026	Infants-5 Years	7:00 - 5:00	9
18	Club House Cadets	Travis Heights Elementary	2010 Alameda dr.	78704	Jeanne Lowke	512-689-1026	Infants-5 Years	7:00 - 5:00	11

Appendix M

Child Care Budget Template-Program with 27 Children Enrolled

Austin Independent School District, Family and Community Education

**AISD Child Care Program
2018-2019**

					FEES COLLECTED					MONTHLY TUITION COLLECTED												
	Classroom -Group	Child's Name	Enrollment Date	Monthly Tuition Rate*	Registration Fees Paid**	Suppy Fees Paid***	Field Trip Fees Paid*	Late Tuition Fees Paid**	Late Pick Up Fees Paid***	August Tuition	September Tuition	October Tuition	November Tuition	December Tuition	January Tuition	February Tuition	March Tuition	April Tuition	May Tuition	June Tuition	Total Annual Tuition & Fees	
1	One Classroom- 2 Teachers (Infant Ratios are 1 Adult to 4 Infants)	Infant (0-11 Months)	8/6/2018	\$ 850.00		\$150.00				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ -	\$8,500.00	
2		Infant (0-11 Months)	8/6/2018	\$ 850.00		\$150.00				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00		\$8,500.00	
3		Infant (0-11 Months)	8/6/2018	\$ 850.00		\$150.00				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00		\$8,500.00	
4		Infant (0-11 Months)	8/6/2018	\$ 850.00		\$150.00				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00		\$8,500.00
5		Infant (0-11 Months)	8/6/2018	\$ 850.00		\$150.00				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00		\$8,500.00
6		Infant (0-11 Months)	8/6/2018	\$ 850.00		\$150.00				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00		\$8,500.00
7		Infant (0-11 Months)	8/6/2018	\$ 850.00		\$150.00				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00		\$8,500.00
8		Infant (0-11 Months)	8/6/2018	\$ 850.00		\$150.00				\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00		\$8,500.00
9	One Classroom 2 Teachers	Toddler (12-17 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
10		Toddler (12-17 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
11		Toddler (12-17 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
12		Toddler (12-17 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
13		Toddler (12-17 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
14		Toddler (12-17 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
15		Toddler (18-23 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
16		Toddler (18-23 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
17	One Classroom 1 Teacher	Toddler (18-23 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
18		Toddler (18-23 Months)	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
19		2 Year Old	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
20		2 Year Old	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
21		2 Year Old	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
22		2 Year Old	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
23		2 Year Old	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
24		2 Year Old	8/6/2018	\$ 750.00		\$150.00				\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00		\$7,500.00	
25		3 Year Old	8/6/2018	\$ 650.00		\$150.00				\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00		\$6,500.00	
26		3 Year Old	8/6/2018	\$ 650.00		\$150.00				\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00		\$6,500.00	
27		3 Year Old	8/6/2018	\$ 650.00		\$150.00				\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00		\$6,500.00	
30																					\$0.00	

Totals				\$0.00	\$4,050.00	\$0.00	\$0.00	\$0.00	\$20,750.00	\$20,750.00	\$20,750.00	\$20,750.00	\$20,750.00	\$20,750.00	\$20,750.00	\$20,750.00	\$20,750.00	\$20,750.00	\$20,750.00	\$0.00
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Total Fees Collected	\$4,050.00
Total Tuition Collected	\$207,500.00
Total Revenue 17-18 SY	\$211,550.00

*Monthly tuition rate is

**Registration fee is

***Supply fee is

*Field Trip Fees are collected if a field trip is scheduled. Fees are determined based on the individual field trip costs.

**Late tuition fee is

***Late pick up fee is

1

1

2345678

\$195,908.41

Appendix N

Economic Development Department response to Resolution

City of Austin, Economic Development Department

EDD Response to Council Resolution No. 20170928-057 – Child Care Facilities

[EDD as sub on the CIUR, offered response to primary dept., APH]

In response to Council Resolution No. 20170928-057, the Economic Development Department met and worked with Austin Public Health to consider options to incentivize employer-based child care. EDD analyzed feedback related to child care from recent public engagement around incentive policy and offered recommendations.

Council Resolution No. 20170302-034 directing the City Manager to initiate a stakeholder consultation process and develop recommendations for revising the City's economic development incentives policies opened up the potential for widespread and unprecedented community input on this subject. Below is a summary of an analysis to examine feedback received during this outreach process that specifically references "childcare", "daycare", or any other child services, and secondarily references wraparound services that include family services. This information was offered in response to Council Resolution No. 20170928-057 requesting a report that "identifies and describes the types of partnerships and strategies, including current private-public partnerships involving the City, that encourage affordable, high-quality child care, including collocation of child care centers with open space in underutilized schools and incentivizing employer-based child care."

The community feedback collected during this outreach process includes mentions of childcare and daycare within the context of envisioning new Chapter 380 programs, specifically Workforce Development, Business Recruitment and Business Expansion. Childcare and daycare are most often mentioned as a part of the provision for Wraparound Services in Training programs for Workforce Development.

These services were most often mentioned during the Community Conversation sessions and the Community Leader Sessions. There were no specific programs uncovered in the initial Best Practice/Peer Review analysis performed for 13 US cities that were specifically built around requiring daycare/childcare or other family services in their incentive qualifications, however further research into the requirements of those programs is needed to determine if this is truly excluded from the peer set, or remains undiscovered in the requirements of their incentive programs.

In conclusion, after a six-month public engagement process conducted with citizens and community organizations around the topic of economic incentive policies and programs yielded priorities around several key issues. Childcare and daycare were not among the top-tier priorities for potential incentive programs that were communicated through open-ended feedback. Provided additional research from our partners at APH to better frame specific services that fall within this request, Economic Development could take an expanded look into the Workforce Development session feedback to measure true consensus for requiring projects to provide childcare before adding it as a Chapter 380 policy requirement or incentive bonus. Economic Development Department and Austin Public Health work with United Way and other community partners to understand and define the needs for a consultant to study potential incentive programs and public-private partnerships that could be effectively implemented in Austin around quality childcare. Estimate cost of consultant (\$75,000).

Appendix O

2015-2018 School Readiness Action Plan for Austin/Travis County

United Way for Greater Austin



United Way for Greater Austin

**SUCCESS
BY 6**

2015-2018

SCHOOL READINESS ACTION PLAN

For Austin/Travis County

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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

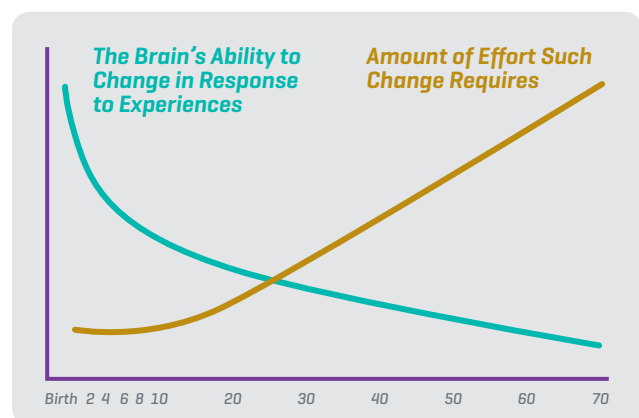
Community Advancement Network

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

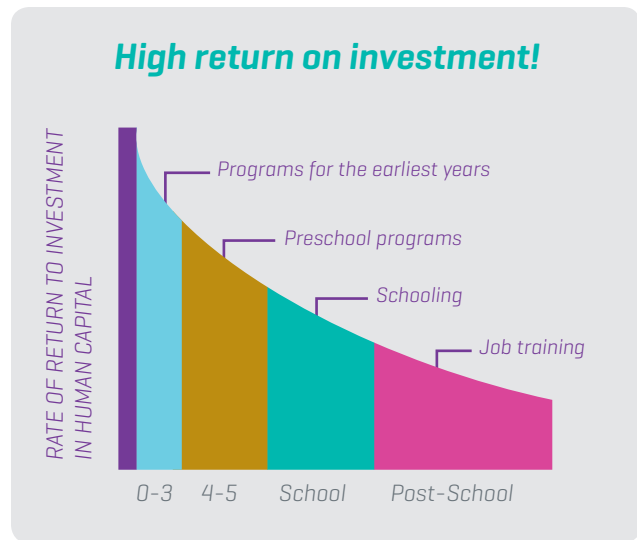
Early experiences shape the brain architecture. Brain circuitry is wired as children interact with their surroundings, and richer experiences lead to more neural connections. Inconsistent, infrequent, or harsh interactions with adults can significantly inhibit an infant's optimal brain development. Getting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



Source: Center on the Developing Child at Harvard University

Economics

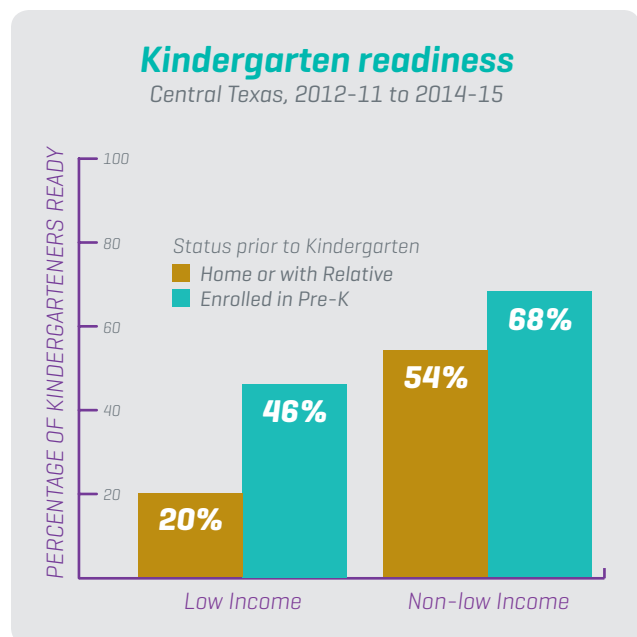
Early childhood development is economic development. Multiple, rigorous longitudinal studies show that investment in early childhood education generates significant economic benefits – decreased juvenile and adult crime, better graduation and employment rates, higher wages and even better health outcomes.



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.

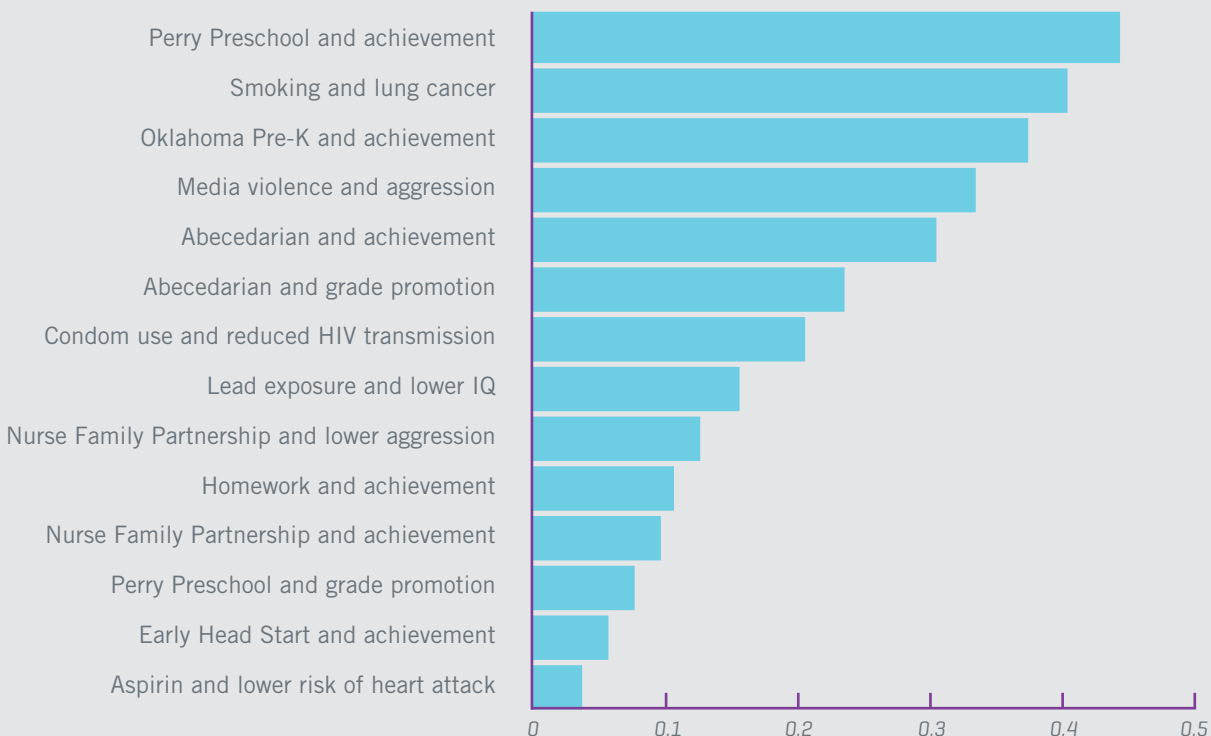


Source: E3 Alliance Analysis of Ready,Set,K! weighted data
PK enrollment includes Public and Private Pre-K programs

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.

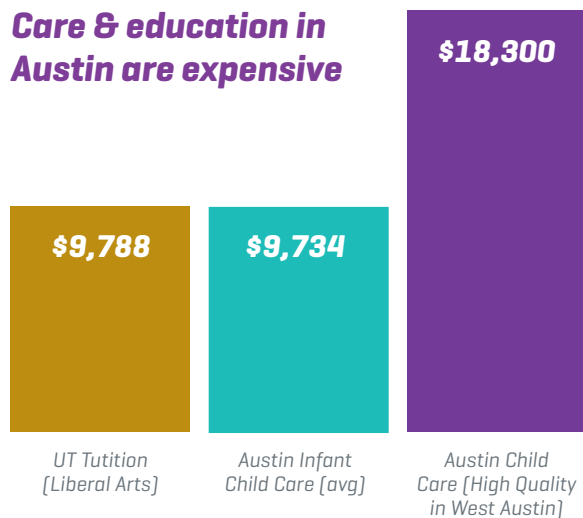
Correlation strength between intervention and outcome



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

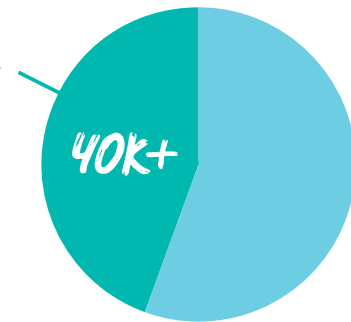
COMMUNITY NEEDS

Care & education in Austin are expensive



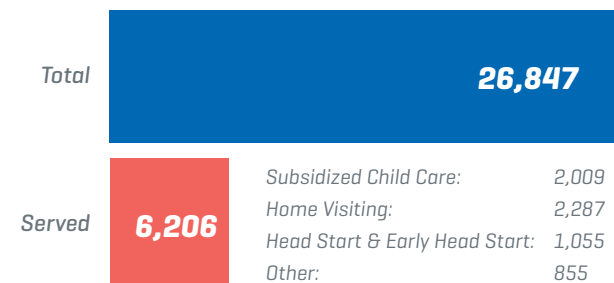
Austin's low-income children zero through 5-years-old

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



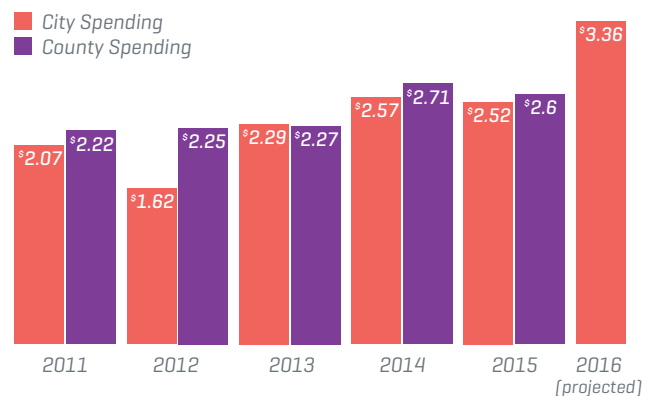
Children remain unserved

Unserved children zero through 4-years-old



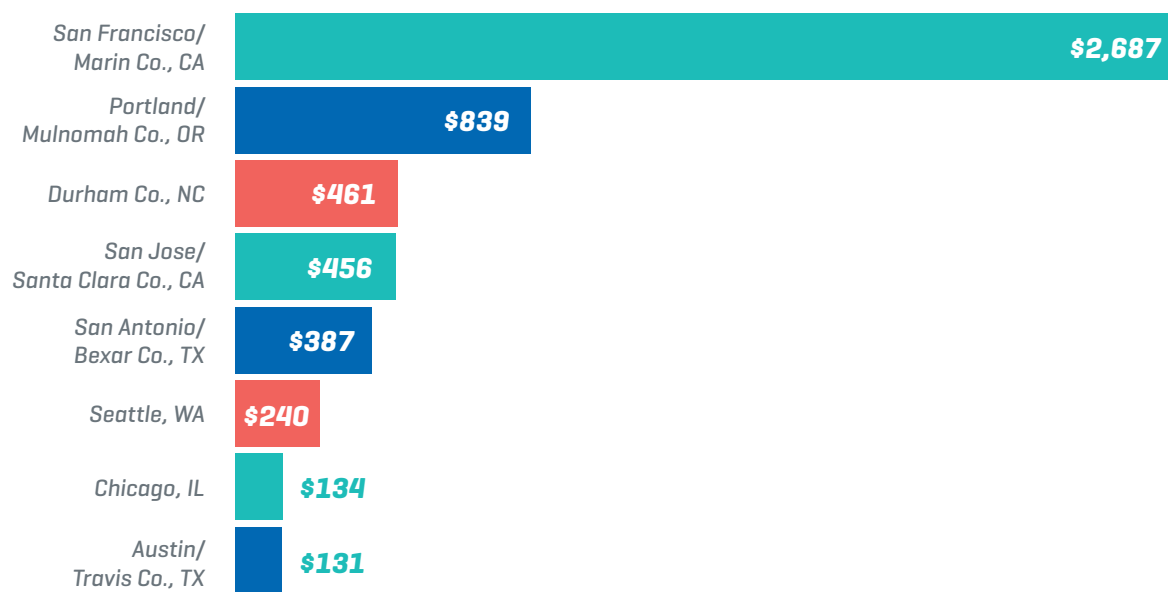
City & County investments have increased

City of Austin Annual Investment (millions)



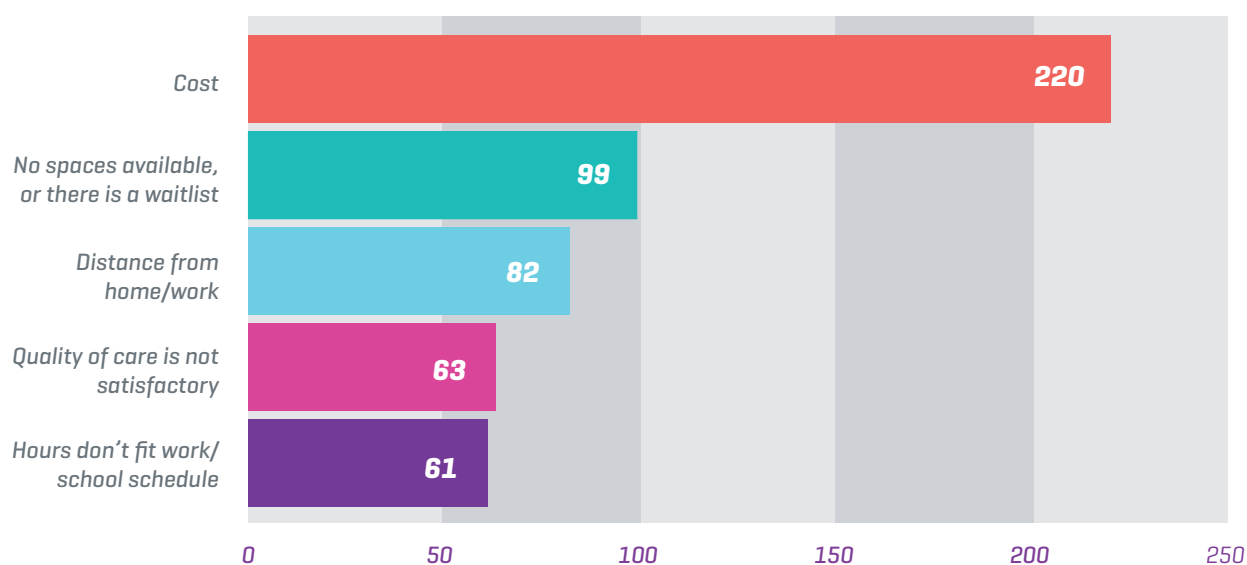
Other communities are outpacing us

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-year-olds 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 like 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

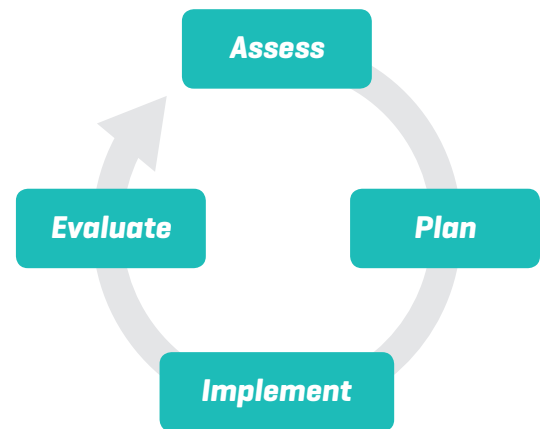
The School Readiness Action Plan Leadership Team agreed to initiate an ongoing cycle of planning using four basic stages as an overarching guide for a shared process.

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.

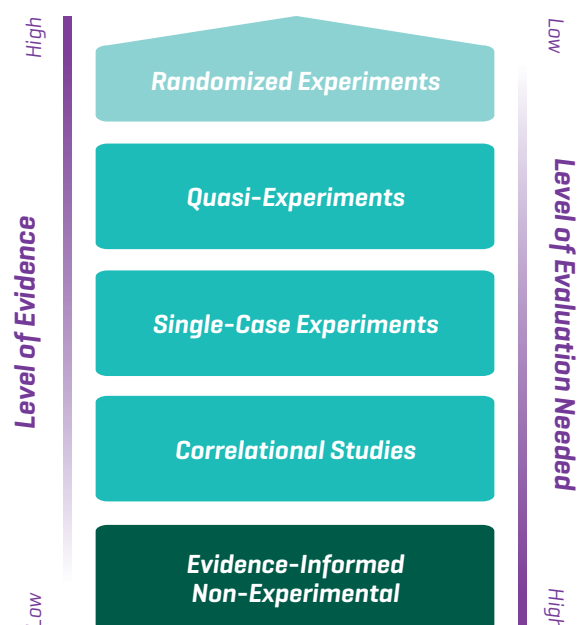
A Model for Decision-Making Based on Evidence

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



Appendix P

PARD Response to Council Resolution No. 20170928-057

**City of Austin, Parks and Recreation
Department**

PARD Response to Council Resolution No. 20170928-057

Site Inventory																	
Site Name	Location	Type	Phone #	Council District	Multi-Purpose Room 1	Multi-Purpose Room 2	Arts & Crafts Room	Dance Studio	Computer Lab	Gymnasium	Park/Playground	Kitchen	Other Rooms/Spaces	Hours of Operation	Current Pre-K programming	Capacity for introducing Pre-K programming	Other Comments
Alamo Recreation Center	2100 Alamo St., Austin, TX 78722	Recreation Center	512-974-5680	1	Y	N	N	N	Y	N	Y	Y	Covered Pavilion/Basketball Court	Mon. - Fri. 9:00am - 6:00pm	None	Low - Alamo only has one multipurpose room and it is used by the senior enrichment program M-F 9a-1pm. There is potential for early/afternoon Pre-K.	*Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Asian American Resource Center	8401 Cameron Rd., Austin, TX 78754	Cultural Center	512-974-1700	1	Y	N	N	N	Y	N	N	Y	Y	M-Tu, 9am - 5pm; W-Th, 9am - 9pm; F-Sa, 9am - 5pm	None	Small classroom space is available (approx. 300 sqf)	AARC does not currently have any staff with a specialty in early childcare education or Pre-K. *Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Austin Nature and Science Center	2389 Stratford Dr., Austin, TX 78746	Nature Center	512-974-3888	8	Y	Y	Y	Y	Y	Y	Y	Y	3 classrooms	M-Sat 9 to 5, Sunday 12 to 5	Y	at capacity	We have slots for 88 children in 3 rooms that hold 8 prek students each. It is a registered Day care.
Austin Recreation Center	1301 Shoal Creek Blvd., Austin, TX 78701	Recreation Center	512-978-2370	9	N	N	Y	Y	N	Y	N	Y	Cardio Room, Weight Room	M-TH 7:30a-10:30p; F 7:30a-9p; SAT 8:30a-3:30p; SUN 12-4p	None	Will have to work around various ACC and contract instructor classes throughout the day.	ARC has a large homeless population that utilizes the recreation center throughout the day. *Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Camacho Activity Center	35 Robert Martinez Jr. St., Austin, TX 78702	Outdoor Adventure Center	512-978-2420	2	Y	Y	N	N	N	N	N	Y	Cardio Room, Weight Room	M-F 1:00-6:00 pm	None	Small classroom space is available (approx. 300 sqf)	Camacho does not currently have any staff with a specialty in early childcare education or Pre-K. *Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Carver Museum and Cultural Center	1165 Angelina St., Austin, TX 78702	Cultural Center	512-974-4380	1	N	N	NA	N	NA	NA	N	N		M-W 10a-6p;TH 10a-9p;Fri 10a-6p;Sat 10a-4p	None	Rooms/Space Available 10a-1pm M-F (based on availability from room reservations);except during summer months, observed	*Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Conley-Guerrero Senior Activity Center	808 Nile St., Austin, TX 78702	Senior Center	512978-2660	1	Large Ballroom	Med Game Rm I	Y	Y	Y	Fitness Rm	None	Yes	Ceramics Room @ Klin Rm, Game II, Lanaguage Rm & Billiard Rm.	M-W-F (8am -5pm) Tu & Thurs (8am-6pm) SAT & SUN Closed	none	none	
Delores Duffie Recreation Center	1182 N. Pleasant Valley Rd., Austin, TX 78702	Recreation Center	512-978-2465	1	Y	N	N	Y	N	Y	Y	Y	Ceramics Room & Notes for Notes	Delores Duffie: M-TH 1p-9p; F 1p-5p; SAT & SUN Closed Doris Miller: M-TH 11a-9p; F 11a-6p; SAT & SUN Closed	None	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	*Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Dittmar Recreation Center	1009 W. Dittmar Rd., Austin, TX 78745	Recreation Center	512-974-6090	2	Y	N	N	Y	N	Y	Y	Y	Teen Room	Main: 9am-9pm Monday-Thursday and 9am-6pm Friday...Gym: 12pm-9pm Monday-Friday, 10am-2pm Saturday, 11am-4pm Sunday	Y...Monday-Thursday 9am-1pm	Rooms/Space are currently not available for any additional Pre-K Programming, due to current Pre-K and Senior Programs	Pre-K is maxed at 12 participants per day, as well as a waiting list. We would need more staff to accept additional children. We could consider expanding the programming time to 2pm, but that would be the extent of the expansion.
Dottie Jordan Recreation Center	2803 Loyola Lane Austin, TX 78723	Recreation Center	512-978-2380	1	Y	N	N	N	Y (three computers)	N	Y	Y	N/A	Mon. - Thurs. 10:00a - 8:00p; Sat. 9:00a - 1:00p	None, but have been reaching out to contract instructors to bring AM pre-k programming to the center	There is space between 10a - 2 on Mondays, Wednesdays and Thursdays	DJRC ran a toddler playtime program on Fridays from Aug. 2016 - May 2017. Attendance was smaller at first and fell off to almost nothing. However, this was not a structured pre-k program. It was a drop-in program.
Dougherty Arts Center	1110 Barton Springs Rd., Austin, TX 78704	Cultural/Arts Center	512-974-4000	9	Y (sink)		Y	Y	Y	N	Y - Butler Park. The enclosed area behind the DAC is not technically a play area	N	Youth theater (2), Youth studios (2) (no sinks)	DAC School 10am - 6pm, M/F	Y, not accredited	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	the DAC currently has a Pre-K program named Explore Arts. https://austintexas.gov/page/dougherty-early-childhood
Dove Springs Recreation Center	5801 Ainez Dr., Austin, TX 78744	Recreation Center	512-974-3840	2	Y	N	Y	N	N	Y	Y	Y	N/A	9AM-9PM WEEKDAYS 10-4 SATURDAYS 12-4 SUNDAYS	WILL BE WORKING WITH KLRU*PLAY TO LEARN PROGRAM* IN JANUARY	WEEKDAY ROOMS FROM 9AM-100PM	with the addition of new building, Dove Springs will hopefully use sace for pre-k programming *Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Givens Recreation Center	3811 E. 12th St., Austin, TX 78721	Recreation Center	512-974-2430	1	Y	N	N	N	N	Y	Y	Y	N/A	M-F 9a-9p; SAT 10am - 4pm & SUN12pm - 4pm	None	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	*Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Gus Garcia Recreation Center	1201 E. Rundberg Ln., Austin, TX 78753	Recreation Center	512-978-2525	1	Y	Y	Y	Y	Y	Y	Y	Y	N/A	Mon - Fri 9am-9pm Sat 10am-4pm Sun 1pm-4pm	None	Facility space for program is available after the conclusion of senior program at 12pm Mon- Fri	Dobie Middle School across the streetcurrently offers a Pre K Center for neighboring AISD elementary schools. *Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.

Site Inventory																	
Site Name	Location	Type	Phone #	Council District	Multi-Purpose Room 1	Multi-Purpose Room 2	Arts & Crafts Room	Dance Studio	Computer Lab	Gymnasium	Park/Playground	Kitchen	Other Rooms/Spaces	Hours of Operation	Current Pre-K programming	Capacity for introducing Pre-K programming	Other Comments
Hancock Recreation Center	811 E. 41st St., Austin, TX 78751	Recreation Center	512-978-2335	9	Y	N	Y	Y	N	N	Y	Y	Y	Monday- Friday 9a-10p Saturday 9a-12p	Tiny Tots T & Th 9a-1p Sept-May	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	Hancock plans to add another section of Tiny Tots next school year on Monday and Wednesdays.
Lamar Senior Activity Center	2874 Shoal Crest Ave., Austin, TX 78705	Senior Center	512-978-2480	9	Y	N	Y	N	Y	N	N	No stove/oven; area used for ceramic class	2 Activity Rooms, Fitness Room, Lobby, Conference Room	M 8:30a-8:30p; T-Th 8:30a-4:30p; F 8:30a-10p; Closed Weekends	N	Adult 50+ Facility	
McBeth Recreation Center	2401-A Columbus Dr., Austin, TX 78746	Recreation Center	512-974-9011	8	Y	N	Y	N	N	N	Y	Y		M-W 8:30A-8:30P, TH 8:30A-8PM, F 8:30A-6P	None	Space utilized 8:30am - 3pm year round for large Adult Day program. McBeth does not have staffing budget to increase programming.	
Metz Recreation Center	2407 Canterbury St., Austin, TX 78702	Recreation Center	512-978-2399	3	Y	N	Y	Y	N	N	Y	Y	N/A	M-TH 9a-6p; F 9a-6p; SAT 10am - 2pm; SUN Closed	None	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	Zavala Elementary, located a few blocks away, has a full day Pre-K program as well as a day care. There may be opportunities to collaborate with Zavala/AISD to serve more children.
Mexican American Cultural Center	600 River St., Austin, TX 78701	Cultural Center	512-974-3772	9	Yes	No	Yes	Yes	Yes	No	No	Yes	Music Room, Library	10-6pm M-Th, Fri 10:5:30pm, Sat. 10-4pm	Cultura Avanza after school program is held at Sanchez Elementary school and is offered for Pre-K-8th grades. We also provide bilingual	At this time we do not have the staff budget to increase our Pre-K offerings.	Keep in mind that Cultura Avanza is an outreach program held offsite.
Montopolis Recreation Center	1200 Montopolis Dr., Austin, TX 78741	Recreation Center	512-978-2300	3	Y	Y	N	N	N	Y	Y	Y	Y	M-Th 11a-p; F 11a-6p; SAT 10a-4p; SUN Closed	Montopolis host Small Wonders, a 10 week tiny tot program Mondays and Wednesdays from 11a-2p.	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	When the new building is built, Montopolis hopes to have increase in participation which could lead to longer class days.
Northwest Recreation Center	2913 Northland Dr., Austin, TX 78757	Recreation Center	512-974-6972	7	Y	Y	Y	Y	N	Y	Y	Y	N/A	M-TH 9a-9p; F 9a-6p; SAT 8:30a-2:30p; SUN Closed	Preschool Drop in: Playtime every Friday/ Certain Special Events geared for ages 5 and under.	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	Northwest Recreation Center is in the process of expanding our current preschool program. Budget limits how much we are able to expand
Pan Am Recreation Center	2100 E. 3rd St., Austin, TX 78702	Recreation Center	512-978-2425	3	Y	N	Y	Y	Y	Y	Y	Y	N/A	M-TH 9a-9p; F 9a-6p; SAT 10a-4p; SUN Closed	None	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	Zavala Elementary, located next door to Pan Am, has a full day Pre-K program as well as a day care. There may be opportunities to collaborate with Zavala/AISD to serve more children.
Parque Zaragoza Recreation Center	2608 Gonzales St., Austin, TX 78702	Recreation Center	512-978-2460	3	Y	N	Y	N	N	Y	Y	Y	N/A	M-TH 11a-9p; F 11a-6p; SAT & SUN Closed	None	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	*Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
Pickfair Recreation Center	10904 Pickfair Dr., Austin, TX 78750	Recreation Center	512-974-1320	6	Y	N	Y	N	N	Not a full one - a "Micro-gym"	Y	N	N/A	M-F 2-6p M-F 7:30-6p during full day camps	None	All rooms are full during operating hours	
South Austin Recreation Center	1100 Cumberland Rd., Austin, TX 78704	Recreation Center	512-978-2440	3	Y	N	Y	N	Y	Y	Y	Y	Stage	M-TH 11am-9pm; F 11am-6pm; Sat 11am-3pm; Sun 1pm-5pm	None	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	*Pre-K/Early Childhood Education programs could only be introduced with additional funding/resources. Current Operating Budget at capacity.
South Austin Senior Activity Center	3911 Manchaca Rd., Austin, TX 78705	Senior Center	512-978-2400	5	Y	N	Y	N	N	N	N	Y	Ceramics Room, fitness room, billiards room	MW/TH/F 8am - 5pm Tues 8am - 9:30pm Wed 8am - 10pm	N	None	We do not have space for pre-k programming. All rooms are used for senior programming throughout the day
Turner-Roberts Recreation Center	7201 Colony Loop Dr., Austin, TX 78724	Recreation Center	512-978-2690	1	Y	N	Y	N	Y	Y (2)	Y	Y (2)	N/A	M-F 9a-9p; SAT 10am - 4pm & SUN 1pm - 5pm	None	Rooms/Space available until 2pm M-F, except during summer months, observed holidays, and winter/spring break	Overton Elementary, located next door to Turner Roberts, has a full day Pre-K program. There may be opportunities to collaborate with Overton/AISD to serve more children.
Virginia L. Brown Recreation Center	7500 Blessing Ave., Austin, TX 78752	Recreation Center	512-974-7865	4	Y	Y	Y	N	N	Y	Y	Y	N/A	Monday-Thursday 9 a.m-9p.m Friday 9a.m-6p.m Saturday 10a.m-4p.m	Currently we do not have a Pre-K Program	We possibly could provide one in our Arts and Crafts Room.	Pickie Elementary located in the same building offers a pre K program.

Appendix Q

Results of 2018 Survey on Quality Child Care and Education for Young Children for City of Austin employees

City of Austin

**Results of City of Austin Employee Survey on
Quality Child Care and Education for Young Children**

Q1. Are you a parent or guardian of a child under 6 years old (birth to 5 years old)? Please check one.		
Yes	1037	34.5%
Total Responses	3034	
Q2. How many children do you have who are:		
Total Children by Employees in age ranges:		
Under 12 months old	307	19.7%
1 or 2 years old	430	27.7%
3 or 4 years old	460	29.6%
5 years old	358	23.0%
Total	1555	
Q3. Is/are your 3, 4, or 5 year old(s) enrolled in public pre-kindergarten (Pre-K)?		
Yes	218	34.7%
No	410	65.3%
Q4. What is the main reason your 3, 4, or 5 year old(s) is/are not enrolled in public pre-K? Please choose one.		
My child is not eligible for free public pre-kindergarten.	113	28.3%
My child is staying in child care or preschool until enrolling in kindergarten.	73	18.3%
My child was not old enough to enroll in PK for this school year.	70	17.5%
My 5 year old is in kindergarten.	44	11.0%
Other (please specify):	21	5.3%
Full-day public Pre-K is not offered.	31	7.8%
Public Pre-K for 3-year-olds is not offered in my area.	26	6.5%
I am not familiar with Pre-K services.	13	3.3%
Public Pre-K for 4-year-olds is not offered in my area.	8	2.0%
Q5. Please select any of the following child care assistance programs for City of Austin employees that you are aware of:		
FLEXTRA Dependent Care Account	597	76.2%
Income-Eligible Childcare Assistance	390	49.7%
Youth camp scholarship program	352	44.8%
Child care referral service	163	20.9%

**Results of City of Austin Employee Survey on
Quality Child Care and Education for Young Children**

Q6. Do you currently use any of the following for your primary child care needs? Check all that apply.

Licensed child care center or preschool	519	50.0%
Family member, relative, or friend	335	32.3%
Nanny or baby-sitter in the home	117	11.3%
Public pre-kindergarten (Pre-K)	102	9.8%
Other (please specify):	84	8.1%
Licensed family-based care	39	3.8%
Head Start or Early Head Start	15	1.4%

Q7. If you use child care, how do you pay for it? Check all that apply.

Paid the full cost of child care out of pocket	653	63.0%
Using a FLEXTRA Dependent Care Account through the City of Austin	157	15.1%
I do not pay for child care	132	12.7%
Other (please specify):	77	7.4%
Using the City of Austin's Income-Eligible Childcare Assistance Program	45	4.3%
Child care provider discount/scholarship	19	1.8%
Workforce Child Care Subsidy (CCS)	15	1.4%

Q8. For how many children ages 0 to 5 years old do you have child care expenses?

1 child	572	72.0%
2 children	192	24.1%
3 children	23	2.9%
4 children	7	0.9%
5 or more children	1	0.1%

Q9. On average, how much do you spend out-of-pocket on child care per month? (Do not include any subsidies or assistance you may get for child care.)

Less than \$250	42	5.3%
\$250-\$400	94	11.8%
\$401-\$650	142	17.9%
\$651 or \$800	105	13.4%
\$801-\$1,000	116	13.4%
\$1,001-\$1,500	171	13.4%
\$1,501-\$2,000	68	13.4%
\$2,000-\$3,000	35	13.4%
More than \$3,000	15	13.4%

**Results of City of Austin Employee Survey on
Quality Child Care and Education for Young Children**

Q10. What is your yearly household gross (before-tax) income?			
Less than \$29,999	49	5.0%	
\$30,000-\$39,999	69	7.5%	
\$40,000-\$49,999	73	8.0%	
\$50,000-\$59,999	61	6.7%	
\$60,000-\$69,000	76	8.3%	
\$70,000-\$79,999	95	10.4%	
\$80,000-\$89,999	66	7.2%	
\$90,000-\$99,999	76	8.3%	
\$100,000-\$124,999	143	15.7%	
\$125,000-\$150,000	96	10.5%	
Over \$150,000	112	12.3%	
% of annual household income spent on childcare			
0-10%	201	34.4%	
11-15%	198	33.8%	
16-20%	89	15.2%	
21-25%	63	10.8%	
26-30%	8	1.4%	
31-40%	15	2.6%	
40%+	11	1.9%	
Unspecified (individuals with open-ended ranges)	57	—	
Q11. How important is it to you that your child care provider has a quality accreditation? (For example: Texas Rising Star (TRS), National Accreditation Commission (NAC), or National Association for the Education of Young Children (NAEYC)) Please select one.			
Very important	576	63.0%	
Somewhat important	202	22.1%	
I am not familiar with quality accreditations	106	11.6%	
Not important	27	8.0%	
Other (please specify):	4	0.4%	

**Results of City of Austin Employee Survey on
Quality Child Care and Education for Young Children**

Q12. What three factors most influence your decision when choosing child care? Choose 3.

Cleanliness and safety	583	56.2%
Trust and feeling comfortable with the child care provider	565	54.5%
Positive interactions between caregivers and children	439	42.3%
Location	317	30.6%
Educational curriculum and activities	258	24.9%
Hours of operation	223	21.5%
Staff with Early Childhood education credentials	117	11.3%
Positive recommendation from someone you know	72	6.9%
Bilingual or language immersion	49	4.7%
Other (please specify):	25	2.4%
Services for children with special needs	19	1.8%
Supportive of families who choose to give their infants breastmilk	18	1.7%

Q13. What makes it difficult to arrange child care? Check all that apply.

Too expensive/cost	788	76.0%
Distance of child care from home/work	508	49.0%
Hours don't fit my work/school schedule	420	40.5%
No spaces available, there is a waitlist	361	34.8%
Quality of care is not satisfactory	244	23.5%
Transportation	205	19.8%
Lack of information about child care	105	10.1%
Lack of special needs services	38	3.7%
None, no barriers to finding child care	38	3.7%
Other (please specify):	34	3.3%
Providers don't speak my home language	22	2.1%

Q14. When selecting child care, if all other factors are equal, are you more likely to select a provider (choose one):

close to your home?	504	55.4%
close to where you work?	292	32.1%
close to where your spouse/partner works?	74	8.1%
Other (please specify):	40	4.4%

**Results of City of Austin Employee Survey on
Quality Child Care and Education for Young Children**

Q15. What City Department do you work for?		
Austin Energy	120	14.1%
Austin Police Department	118	13.8%
Austin Public Health	63	7.4%
Austin Water Utility	53	6.2%
Austin Resource Recovery	52	6.1%
Parks & Recreation Department	49	5.7%
Austin Fire Department	43	5.0%
Public Works Department	40	4.7%
Watershed Protection	35	4.1%
Emergency Medical Services	34	4.0%
Austin Public Library	27	3.2%
Aviation	22	2.6%
Development Services Department	22	2.6%
Financial Services	22	2.6%
Austin Transportation	19	2.2%
Comm. & Technology Mgmt. (CTM)	17	2.0%
Human Resources Department	16	1.9%
Fleet Services	15	1.8%
Building Services Department	13	1.5%
Municipal Court	9	1.1%
Management Services (CMO offices, Police Monitor, Intergovernmental Relations, Sustainability, Innovation)	8	0.9%
Mayor/Council Staff	8	0.9%
Economic Development Department	7	0.8%
Law Department	6	0.7%
Austin Code	5	0.6%
City Clerk	5	0.6%
Austin Convention Center	4	0.5%
Neighborhood Housing	4	0.5%
Office of Real Estate Services	3	0.4%
Small & Minority Business Resources	3	0.4%
Animal Services	2	0.2%
Downtown Austin Community Court	2	0.2%
Planning & Zoning Department	2	0.2%
Public Information Office	2	0.2%
City Auditor	1	0.1%
HSEM	1	0.1%
Telecommunications and Regulatory Affairs (TARA)	1	0.1%

**Results of City of Austin Employee Survey on
Quality Child Care and Education for Young Children**

Q16. Are you an employee of the Development Services Department or the Planning and Zoning Department whose work site will be moving to the former Highland Mall campus on Airport Boulevard?

Yes	35	3.9%
No	853	96.1%

Q17. If there were an affordable, high-quality child care center on the site of the former Highland Mall where your department will be moving, how likely would you be to enroll your child/children?

Very likely	15	44.1%
Somewhat likely	12	35.3%
Somewhat unlikely	1	2.9%
Very unlikely	4	11.8%
Need more information about:	2	5.9%

Comments on City of Austin Employee Survey on Quality Child Care and Education for Young Children

choose one.
Other (please specify):
Child stays home with mother
Doesn't make sense
family
Home school
homeschool
Homeschool
HOMESCHOOL
Homeschool prep
I co-parent and her mother removed her from the program.
I could not get into the on campus childcare program after school
she was not eligible.
yoa in their buses
spot in the private PK school. Also, the public preK doesn't have afterschool options long enough. Both my husband and I work fulltime jobs that require a 5 or 6pm pick from childcare. Not the "full day" options at public school which go until 2:40pm.
full day and after care.
Montessori school because of public schools time for Pre-K full day not offered
my child is 5 grdershe is in school.
My child is in a non-public school
My daughter is disabled and take therapy classes but she'll start school this year
by the public education system.
income requirements for this program. Plus, full day is not available. I do not see how we make too much money as this town is extremely expensive and we live paycheck to paycheck.
Stay at home with mom for now
Work hours make it too difficult for my child to attend Pre-K
child care needed on a regular basis to allow you or your spouse/partner to attend work and/or school.)
Check all that apply.
Other (please specify):
Private pre-K
??
After school car
After school care
After School Care
after school program
After School program
AFTER SCHOOL PROGRAM
After School program for 5 year old
After school YMCA
Aftercare at school
Au Pair (live-in child care here on visa from another country)
Baby was just born and is in NICU
Catholic School
Church
Creative Action

Comments on City of Austin Employee Survey on Quality Child Care and Education for Young Children

Daughter school has child care
Dove Springs
EAC after school program
Early childhood education for a speech delay
Extend-A-Care
Extend-A-Care After School Program
i have no family here and cannot afford childcare
i stay home during the day with child
In Home Child Care
so expensive.
Licensed aftercare program on school campus
Montessori
Montessori School
Mother's Day Out program at local church
Mother's day out program twice a week for 6 hours
Mothers Day out
Mothers Day Out program - 2 days
My spouse is currently at home parenting full time, but will be returning to work in August 2018.
no
No
No comment provided
No I don't use any child care
none
none // wife works from home
none at current time 6 Yr old in kinder and baby in NICU
not yet. but will need in future
pre-K4 at catholic school
private babysitter
Private pay primary education K-6th grade
private school
Private training center
public kindergarten
Public Kindergarten
school aftercare program
sitter outside house
so we can able to work .
Special Needs Care
Sports classes for extended hours
Stay at home mom
the city income based program helps me with a small portion for cost.
wife stays home
will do pre-k half day
work full time and off early to pick kids get out

Comments on City of Austin Employee Survey on Quality Child Care and Education for Young Children

Q7. If you use child care, how do you pay for it? Check all that apply.
Other (please specify):
\$4992 annual limit does not cover entire cost
still pay out of pocket.
as long as there is school its free but not in summer
Baby in NICU haven't had to make decision yet
Baby not born yet baby is due next month
Baby sitter
Cannot afford childcare, family assists
CCMS
charanga
Childcare assistance only helps ultra low earners
Counts as relatives rent
Dependent Care Account through husband's work
Dependent care only covers 40% of total costs
dont use child care now
FLEXTRA cover less than half of my annual childcare expenses
FLEXTRA covers less than half of my fee
FLEXTRA covers only part of the cost, I cover the rest out of pocket.
FLEXTRA maxed out only covers around 40%
FLEXTRA saves me roughly \$32/ month of my \$1400 that is spent / month.
Flextra up to max amount (\$5k/year); out of pocket for the rest (\$7900/year)
I also have to pay out of pocket
FLEXTRA and out of pocket.
I do not pay for child care yet but soon will
I have foster children and so a portion is paid by the state and I cover the reminder
I pay a portion and City of Austin pays \$25 a week.
I pay full price because i do not have a court ordered child support case, even though we have a solid agreement, and filing would cause MANY MANY MANY MANY more problems.
I pay my aunt \$100/week
I pay the balance after the income eligible assistance out of pocket
I plan to use flextra for child care once he turns 2
became ineligible. However, my provider offered scholarships so we were able to received some type of reduce/affordble care.
i work nights i grab what i can from those that can help
Medicaid
then the rest is paid out of pocket
My mom takes care of baby 2 days per week at no financial cost(emotionally, that's a whole other ball game). The other 3 days, baby's at a registered child care home for which we pay out-of-pocket.
My mother I can't afford child care
my parents help with the cost.
NA
No comment provided
No longer qualify for Assistance; now paying full cost out of pocket.
out of pocket
Out of pocket
Out of pocket and FLEXTRA from elsewhere.

Comments on City of Austin Employee Survey on Quality Child Care and Education for Young Children

out of pocket and reimbersment from haca
paid out of pocket
Paid the remainder out of pocket
Partly paid using FLEXTRA and then also paid out of pocket
Pay family
pay family member to help for some days
pay family member
Pay family member
Pay for aftercare at public charter, plus cash to friends for gaps in coverage
pay out of pocket for portion not covered
plus balance paid out of pocket
primarily out of pocket
Rest out of pocket
Right now, I'm paying my Grandmother what we can, when we can.
spouse employer partial reimbursement
afford it
pocket.
childcare. I pay \$10K/year for preschool for each of my 2 kids. And the payroll deduction is limited to \$5k/year. I realize that's an IRS law, but you should still be aware of how much (or little) of a benefit that is.
Use my husband's Dependant Care Account and pay the rest out of pocket
Using a FLEXTRA Dependent Care Flexible Spending Account through spouse's workplace
Using FLEXTRA Dependent Care Account through my spouse's employer
We use FLEXTRA to reimburse
We utilize both means: Paying for childcare and free family care
Wife stays home with 2o
Will be using the FLEXTRA Dependent Care this year
WORKFORCE (CCMS)
Texas Rising Star (TRS), National Accreditation Commission (NAC), or National Association for the Education of Young Children (NAEYC)) Please select one.
Other (please specify):
I do not use child care/ Family member takes care of children after school
them harder to afford. But as a parent sometimes paying more for your children to be well cared for is the only option...but it makes it hard to be able to afford nessesities. Childcare is next in expenses vs rent
No comment provided
NOT INTERESTED IN CHILD CARE
Q12. What three factors most influence your decision when choosing child care? Choose 3.
Other (please specify):
Affordable
all of the above
all responses up to hours of operation
Choose only 3????
cost
Cost

Comments on City of Austin Employee Survey on Quality Child Care and Education for Young Children

Cost and Flexible Hours
Family cares for child
Montessori school
NA
NAEYC accreditation
No answers provided
No response provided
NOT INTERESTED IN CHILD CARE
Open year round
PRICE
Price. We are a single income household.
Ratio between provider and child is high (e.g., 1 provider to 12 kids)
safe outdoor play space
SECURITY IS HUGE TO ME, from employee background checks to site safety.
selected all but supportive families
Social-emotional learning
Texas Department of Family and Protective Services inspection history.
Trust, Educational, Positive, Hours, and Bilingual also included in response
well managed organization with low turn-over
Q13. What makes it difficult to arrange child care? Check all that apply.
Other (please specify):
expensive daycare is these days. We would love to have another child, but the cost of raising kids is a lot more than we expected. I make a decent income, and we are on the higher end of most middle class families. If it is hard for us to afford all the neccessities to raise a child, I can only imagine the struggles most families have with finding affordable quality daycare.
because it help me put her in child care
Cost
cost, school hours vs. child-care hours, traffic vs. work-related needs
cost!
day care closed on holidays and teacher work days
Hard to find good reliable references on safety
Hours of operation for daycare make it difficult, especially for single parents.
I am a commuter
I found a great one but i got on that waiting list when I was in the 1st trimester, and dad was able to stay home with her for 11 weeks after my 12 weeks.
I have to be at work at 6:00 am Nochild care opens that early
It is difficult to accomodate a 6:00pm daycare closing time due to traffic congestion at 5:00pm. Having multiple chilren at different locations exacerbates this challenge.
Japanese language programs very limited
Lack of schools offering before school care at 5:30am
limited overnight care
MUCH more than the supply.
Long work hours. I would much rather be able to spend another hour a day with my kids.
my new born will have special needs required
NA
New born, baby will be due next month

Comments on City of Austin Employee Survey on Quality Child Care and Education for Young Children

Night shift make it hard to find someone to provide care
No comment provided
no Spanish immersion options where I live
NOT INTERESTED IN CHILD CARE
Not much out there or concern to provide for those who work shift work for the City.
Particularly for infants, there's often not enough supply for demand.
Quality of facilities offered are lacking
Some child care will not accept the affidavit for vaccination exemption.
Therefore, its closed in the mornings during the time I need to travel to work, or closed by the time I make it through traffic to get to the center before it closes.
public kindergarten
too expensive and assisted care has a long waitlist, up to a couple of years
Too much paper work for Flex spending account
Trust and safety are priority
a pretty verbal infant in the care of strangers... Even in a center. I spent many hours away from the office checking on my child during those first few years. It would have been great for her to have been closer., my Saving Grace was that I had a very understanding boss at that time. But I was one of the fortunate ones. I almost did not return to work.
(choose one):
Other (please specify):
both close to home or work depending what facility would work best in our situation
at home
all responses
both close to home and work responses
both close to home and work
best overall care. environment
all three above
Either close to home or work. Either is fine.
Lowest cost
quality care close to home or work
Preferred in home
childcare near my older kids school
Education quality
between home and work
close to child primary school
Close to my child's school.
SAFETY AND THE CARE
INBETWEEN
Close to work and home
one that i like
I don't understand... we had afterschool programs on site at school when I was a kid.
Depends on hours of operation who it needs to be near
That offers Spanish Immersion
The best one I can afford that isn't absurdly far away
we chose location because they offer Spanish immersion
NOT INTERESTED IN CHILD CARE

Comments on City of Austin Employee Survey on Quality Child Care and Education for Young Children

location based on plans for the day
close to home and where both my spouse and I work
hours of operation
either
is until 6 PM.
Close to either my work or my spouses work and hours that are suitable for what we need
Somewhere between home and work.
Best fit for my child
One that fits my work schedule
Hours
child:educator ratio
Quality and Safety are top priority
bilingual education (Spanish Immersion)
Either close to home or work, but there are none
Q18. If there were an affordable, high-quality child care center on the site of the former Highland Mall where your department will be moving, how likely would you be to enroll your child/children?
Need more information about:
My child attends a home based daycare and has built a relationship with the caretaker. I find that very valuable for his development and sense of confidence. I would consider moving him if there was a plan to retain staff longer term at a new daycare since high turn over rates at larger daycares are rampant.
The curriculum and educational activities. It's more important for my child to be learning than for me to have a convenient location for child care.

Appendix R

**City of Austin Employee emails received in
response to the 2018**

**Employee Survey on Quality Child Care and
Education for Young Children**

City of Austin Employee emails received in response to the 2018 Employee Survey on Quality Childcare and Education for Young Children

Employee email sent 1/18/2018:

Thank you for addressing this concern. We currently spend nearly 3,000.00 a month in childcare for our three children and it is the single largest expense for us each month. We are fortunate to make enough to afford the care, but I don't know how someone who makes less than myself and my partner can actually manage it. I am grateful that the council is looking into ways to help the citizens of Austin moving forward. I know that we might not benefit from this assistance down the road, but it would be a tremendous help for so many others and I hope that assistance is not far off for so many that are in need.

Employee email sent 1/18/2018:

Ms Hart,

I was a member of the city managers child care workforce committee years ago under Toby Futrell the overall conclusion the group came to was while employees said they wanted childcare they were not comfortable leaving their kids at a city facility. The legal aspects (liability) of a city run facility was also a major issue that hampered going forward.

Hopefully younger generations of parents are more willing to use a city sponsored facility. Unfortunately the organization selected to assist employees with child care assistance and referrals was closed down due to financial improprieties.

If you haven't you might want to review our workforce study findings.

Employee email sent 1/30/2018:

I think it would be reasonable to expect that if taxpayers are going to be required to pay for other people's childcare and education (under 5 years old) that they might be given a say in that.

I'm not sure when using public money to subsidize/support very young kids became acceptable. I always thought that was the responsibility of their parents to handle that.

I thought taxpayers only started picking up the tab when they went to public school at kindergarden?

Employee email sent 2/1/2018:

Affordable childcare (and affordability in Austin, period) affects the long-term viability of my presence here in Austin. I'm married, in my thirties and have a master's degree, and I'm the primary breadwinner. I've lived in Austin and have worked for the City for about five years. I have come to terms with the fact that we will never own a home in Austin, and we've struggled with the decision whether we are financially stable enough to start a family. We are nonetheless presently trying, with the plan that my

husband would stay home, as his work as a freelancer is inconsistent and unreliable (plus, doesn't offer health care). Having looked at the cost of childcare, it'd be cheaper for him to be the caregiver during the day than it would be for him to work and need to pay for outside childcare. It's depressing. I am aware of the childcare subsidy available through the City but we wouldn't qualify. It'd barely make a dent, besides.

Employee email sent 2/2/2018:

Ms. Hart,

Thank you for taking the lead to address childcare needs for the young children. Unfortunately I could not proceed with the survey since my son is above 5 but is dependent on me and his mom due to his disability. I would like to take this opportunity to address another need concerning disabled children /adult individuals whom are depended on their parents to leave their daily life. For such individuals there is not a program to help them improve their life skills nor independent skills upon completion of the high school. If possible please consider to be the first in the nation to address such needs for employees with special need adult children. Please advise if I could be of help providing you with additional information if needed.

Employee email sent 2/2/2018:

I was disappointed that you did not seem to want the opinions of an experienced parent whose children are no longer young.

Being the person that my age and experience has made me, I will give you an opinion, for free, anyway.

I don't know if you are considering the City running a preschool, or contracting with an existing operation. Either way, look to a local nonprofit for a model, stay away from the corporate options.

At one time, my wife worked for a corporate preschool where the focus was primarily on the bottom line, and only secondarily on the kiddos. They had to keep the shareholders and the middle managers and executives happy. And about every year or two, they would get bought out or merged. Corporate level shenanigans have no place in a preschool classroom, but they were a fact of life.

She then went to work for a local non-profit (Open Door), and the difference was night and day. She now has moved on to a different (better-paying) career, but my daughter now works at that same school.

You want to work with Open Door, or someone like them. They treat their employees and the children in their charge much better. They have a higher rate of teacher retention, and are accepting of all children. Their focus is squarely of caring for and educating the children, each in a manner best suited to the individual.

Appendix S

Texas Child Care Deserts

Children at Risk



How Many Low-Income Children in Texas Live in a Child Care Desert?

Oct 4, 2017 | C@R Blog, Uncategorized | 0 comments

By Shay Everitt, David McClendon, and Patrick Gill, Center for Social Measurement and Evaluation

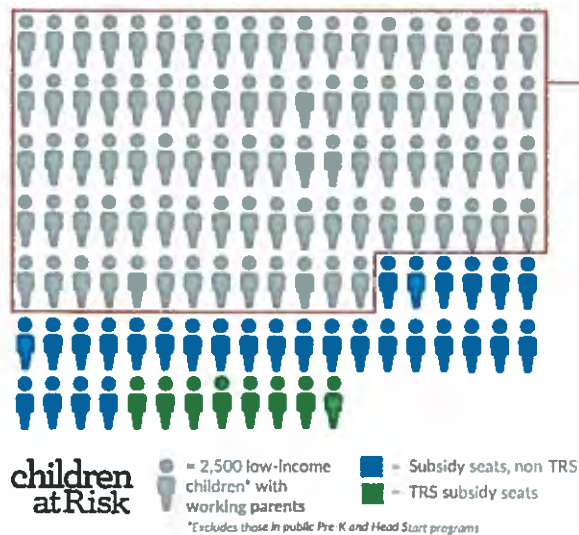
(Note: The analyses in this post use data on child care centers from September 2017)

When we talk about access to child care, money is often the first thing that comes to mind. For a single mother in Texas living at 200% of the poverty line, child care for an infant takes up nearly 30% of her income.

Texas gives working families subsidies that can help them pay for child care. Across Texas, nearly half of all child care providers accept subsidies – around 8,000 child care centers and homes.

But money isn't the only barrier to access. In many places across Texas, there simply are too few child care providers – and child care *seats* – in the subsidy system to meet the demand among low-income families.

According to CHILDREN AT RISK's analysis of child care provider data and census data, there are an estimated 222,000 more low-income children (ages 0-5) with working parents than available subsidized child care seats in child care centers and registered homes. That amounts to just 291 subsidized seats per thousand children.



In Texas, there are **222,000** more low-income children than subsidized child care seats...

Fewer than **3-in-10** subsidized seats are certified in the **Texas Rising Star** quality rating system

This estimate excludes the more than 250,000 low-income children already served by public Pre-K and Head Start.

Moreover, when it comes to *quality* child care seats certified in Texas Rising Star (TRS) – the state’s only quality rating and improvement system – there are only 63 seats for every thousand low-income children. Fewer than 3-in-10 subsidized seats are certified in Texas Rising Star.

Child Care Deserts in Texas

Access to subsidized child care is also uneven across the state. In some areas, child care providers are meeting or exceeding the demand for services, while other areas remain “child care deserts” with little or no access to subsidized child care.

Building on work by national experts at [Child Care Aware](#) and [Center for American Progress](#), CHILDREN AT RISK analyzed data on the supply and demand for child care from every zip code across the state to identify four kinds of child care deserts:

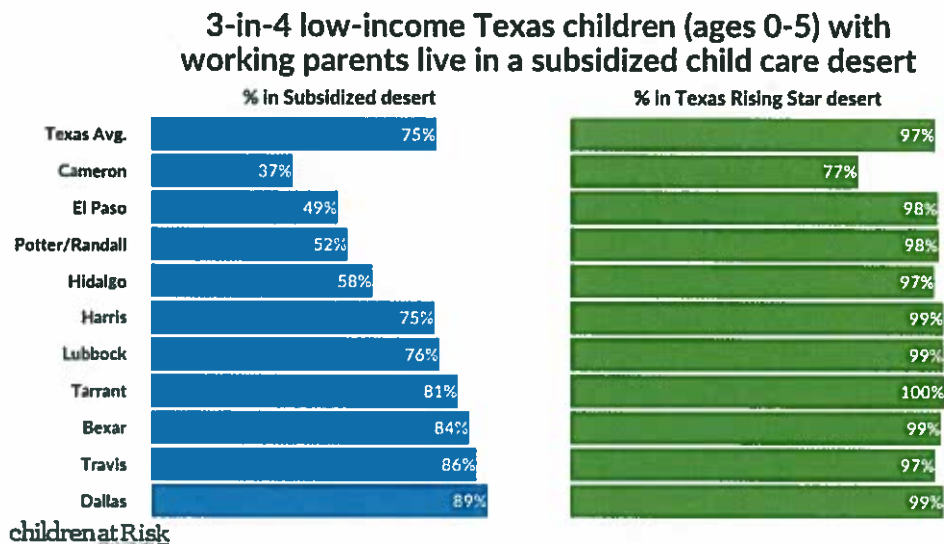
- Child care deserts
- Subsidized child care deserts
- Texas Rising Star (TRS) deserts
- TRS Level-4 deserts

You can explore our Texas child care desert map [here](#).

A zip code is a “child care desert” if the number of children under age 6 with working parents is three times greater than the licensed capacity of child care providers in the area (<333 seats per thousand).

For subsidized and TRS deserts, demand for child care only includes low-income children under age 6 with working parents (living at or below 200% of the Federal Poverty Line). In addition, the number of child care seats going to children in the subsidy program is based on Texas Workforce Commission’s annual targets for each Workforce Board area. You can read more on the methodology behind how we calculated child care deserts [here](#).

Around 1-in-12 Texan children under age 6 with working parents live in a child care desert. That amounts to over 90,000 children.



The share of low-income children living in a subsidized child care desert, however, is far higher: 3-in-4 low-income children with working parents live in zip codes where the supply of subsidized child care meets less than a third of the demand.

Lack of access to Texas Rising Star is nearly universal throughout the state among low-income families. More than 9-in-10 low-income children in Texas live in a Texas Rising Star desert.

Cameron County in the Rio Grande Valley stands out for having the lowest share of children living in a subsidized child care desert. Fewer than 4-in-10 low-income children with working parents live in a subsidized child care desert. El Paso County, Potter and Randall Counties (Amarillo), and Hidalgo

County (Rio Grande Valley) also have below-average shares of children living in a subsidized child care desert.

By contrast, subsidized child care deserts are more common in Tarrant, Bexar, Travis, and Dallas Counties. In these counties, more than 8-in-10 low-income children with working parents live in a subsidized child care desert. In Dallas County, the number is nearly 9-in-10 low-income children.

Next Steps

CHILDREN AT RISK is currently touring the state to present findings on child care deserts in Dallas, Fort Worth, Austin, San Antonio, Brownsville, Amarillo, El Paso, Lubbock, and Houston. Stay tuned for city-specific analyses!

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Appendix T

Early Childhood Council fliers by District

City of Austin, Early Childhood Council



AUSTIN

Early Childhood Council

Critical Topics

2017

District 1: Ora Houston

Young Children Need Stability

On the Early Childhood Council, we are focused on one of the most important elements in a young child's life — Stability.

- High-quality early education helps children enter school ready to learn if they receive it continuously over time.
- Many children in Austin's low-income families experience "churning" from changes in housing, schools, parents' jobs, and child care.
- When they move in and out of early education settings, they lose many of the benefits, and so does the community.
- When students start school behind their peers, it is very difficult for them to "catch up."

Information in this brochure was provided by the United Way for Greater Austin and the E3 Alliance.

Children Need Action by the City

Austin is home to nearly 70,000 children under age 6. Almost half of them live in low-income families, even though their parents are often employed.

According to data from E3 Alliance, about 42% of Travis County children are not prepared when they enter kindergarten. And children who are not prepared for kindergarten are at high risk for future school failure.

Stable, high-quality childcare can make all the difference for these children.

But there is a severe shortage of affordable and available high quality child care in our city. Many centers have long waiting lists, and their cost is a significant barrier if spaces ever do become available.

The Early Childhood Council urges the City of Austin to give priority to two goals:

1. Improve the economic stability of families with young children by promoting job and housing security.
2. Dramatically improve the quality and quantity of early education and child care centers available to low-income families across the city

Our vision for Austin is a city where young children from all economic backgrounds have access to continuous high quality early education at a young age and experience little disruption of services throughout their childhood.

Information about District 1:

In the City of Austin, District 1 has the second largest population of young children coping with the challenges of income insecurity and instability. And while it has a relatively large number of "high quality" child-care facilities (11), it is still woefully inadequate given the size of the at-risk population in the district.



REMEMBER: Community spending on high-quality early childhood programs is not an "expense" – it is an investment.

High-quality early education reduces the costs of remedial education and school failure.

Every dollar a community invests in high-quality early childhood programs yields both short-term and long-term savings of about \$18 for that community.

Helping to create stability and security for young children in poverty today could save Austin taxpayers millions of dollars.

Investing in young children isn't just the right thing to do—it is the fiscally-responsible thing to do.

District 1 Vital Statistics:

Approximate Number of children under the age of 6 living in District 1 —

7,900

Percentage of young children in District 1 from low-income families —

71%

Approximate number of young children from low-income families in District 1 —

5,600

Percent of the City's children who live in District 1 —

11%

Percent of the City's children from low-income families currently residing in District 1 —

17%



School Readiness and Family Income

Young children who live with financial insecurity are at great risk for failure in school. In fact the best predictor of success in school is family income and stability.

Children from more affluent families typically come to school with essential knowledge and skills that children from low-income backgrounds so often don't have. And children from more affluent families tend to have very consistent attendance at the same school year after year, while children from low-income families very often change schools and struggle with academic and emotional instability.

While stable enrollment in high-quality child-care centers clearly helps to close this gap, many families simply cannot afford consistent enrollment in these centers. The average annual tuition at an Austin-area child-care facility is comparable to the annual tuition at The University of Texas.

Without help from you, thousands of Austin-area children will not get the foundation they need.

Our estimate of the number of young children living in District 1 who will not be ready for kindergarten —

2,400

Number of Child Care and Education Centers in District 1 —

40

Number of Child Care and Education Centers in District 1 that are 4-Star or Nationally Accredited —

11

Promoting Access and Stability in High-Quality Childcare

There is a critical shortage of Early Child Care and Education Centers in Austin, but the shortage of 4-Star or Nationally Accredited child-care centers is unacceptable.

There are very few "high quality" child-care and learning centers in Austin, and the few that do exist have almost no openings for new enrollment. Current subsidies for low-income children are below market rate, so even if families do manage to enroll their children into a "high quality" center, they often must subsequently withdraw their child because they lose their job or their housing. And enrolling their child into another "high quality" center is nearly impossible.

As a City leader, you can help by investing in child care and promoting stability in the lives of families with young children. This is an investment in Austin's future.



AUSTIN

Early Childhood Council

Critical Topics

2017

District 2: Delia Garza

Young Children Need Stability

On the Early Childhood Council, we are focused on one of the most important elements in a young child's life — Stability.

- High-quality early education helps children enter school ready to learn if they receive it continuously over time.
- Many children in Austin's low-income families experience "churning" from changes in housing, schools, parents' jobs, and child care.
- When they move in and out of early education settings, they lose many of the benefits, and so does the community.
- When students start school behind their peers, it is very difficult for them to "catch up."

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Children Need Action by the City

Austin is home to nearly 70,000 children under age 6. Almost half of them live in low-income families, even though their parents are often employed.

According to data from E3 Alliance, about 42% of Travis County children are not prepared when they enter kindergarten. And children who are not prepared for kindergarten are at high risk for future school failure.

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2. Dramatically improve the quality and quantity of early education and child care centers available to low-income families across the city

Our vision for Austin is a city where young children from all economic backgrounds have access to continuous high quality early education at a young age and experience little disruption of services throughout their childhood.

Information about District 2:

District 2 has a critical shortage of child-care and education centers. Arguably the largest gap between supply and demand in the City of Austin. Right now, there is only one childcare and education center for every 520 children who live in the district. And only 2 of the child-care centers in District 2 are accredited "high quality" centers.



REMEMBER: Community spending on high-quality early childhood programs is not an "expense" – it is an investment.

High-quality early education reduces the costs of remedial education and school failure.

Every dollar a community invests in high-quality early childhood programs yields both short-term and long-term savings of about \$18 for that community.

Helping to create stability and security for young children in poverty today could save Austin taxpayers millions of dollars.

Investing in young children isn't just the right thing to do—it is the fiscally-responsible thing to do.

District 2 Vital Statistics:

Approximate Number of children under the age of 6 living in District 2 —

7,300

Percentage of young children in District 2 from low-income families —

67%

Approximate number of young children from low-income families in District 2 —

4,900

Percent of the City's children who live in District 2 —

11%

Percent of the City's children from low-income families currently residing in District 2 —

15%



School Readiness and Family Income

Young children who live with financial insecurity are at great risk for failure in school. In fact the best predictor of success in school is family income and stability.

Children from more affluent families typically come to school with essential knowledge and skills that children from low-income backgrounds so often don't have. And children from more affluent families tend to have very consistent attendance at the same school year after year, while children from low-income families very often change schools and struggle with academic and emotional instability.

While stable enrollment in high-quality child-care centers clearly helps to close this gap, many families simply cannot afford consistent enrollment in these centers. The average annual tuition at an Austin-area child-care facility is comparable to the annual tuition at The University of Texas.

Without help from you, thousands of Austin-area children will not get the foundation they need.

Our estimate of the number of young children living in District 2 who will not be ready for kindergarten —

2,100

Number of Child Care and Education Centers in District 2 —

14

Number of Child Care and Education Centers in District 2 that are 4-Star or Nationally Accredited —

2

Promoting Access and Stability in High-Quality Childcare

There is a critical shortage of Early Child Care and Education Centers in Austin, but the shortage of 4-Star or Nationally Accredited child-care centers is unacceptable.

There are very few "high quality" child-care and learning centers in Austin, and the few that do exist have almost no openings for new enrollment. Current subsidies for low-income children are below market rate, so even if families do manage to enroll their children into a "high quality" center, they often must subsequently withdraw their child because they lose their job or their housing. And enrolling their child into another "high quality" center is nearly impossible.

As a City leader, you can help by investing in child care and promoting stability in the lives of families with young children. This is an investment in Austin's future.



AUSTIN

Early Childhood Council

Critical Topics

2017

District 3: Sabino Renteria

Young Children Need Stability

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- When they move in and out of early education settings, they lose many of the benefits, and so does the community.
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Children Need Action by the City

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2. Dramatically improve the quality and quantity of early education and child care centers available to low-income families across the city

Our vision for Austin is a city where young children from all economic backgrounds have access to continuous high quality early education at a young age and experience little disruption of services throughout their childhood.

Information about District 3:

District 3 has one of the highest rates of children living with income instability in the City of Austin. And there is a critical shortage of childcare and education centers in District 3 with only 1 childcare center for every 300 children.



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High-quality early education reduces the costs of remedial education and school failure.

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Helping to create stability and security for young children in poverty today could save Austin taxpayers millions of dollars.

Investing in young children isn't just the right thing to do—it is the fiscally-responsible thing to do.

District 3 Vital Statistics:

Approximate Number of children under the age of 6 living in District 3 —

7,400

Percentage of young children in District 3 from low-income families —

77%

Approximate number of young children from low-income families in District 3 —

5,600

Percent of the City's children who live in District 3 —

11%

Percent of the City's children from low-income families currently residing in District 3 —

17%



School Readiness and Family Income

Young children who live with financial insecurity are at great risk for failure in school. In fact the best predictor of success in school is family income and stability.

Children from more affluent families typically come to school with essential knowledge and skills that children from low-income backgrounds so often don't have. And children from more affluent families tend to have very consistent attendance at the same school year after year, while children from low-income families very often change schools and struggle with academic and emotional instability.

While stable enrollment in high-quality child-care centers clearly helps to close this gap, many families simply cannot afford consistent enrollment in these centers. The average annual tuition at an Austin-area child-care facility is comparable to the annual tuition at The University of Texas.

Without help from you, thousands of Austin-area children will not get the foundation they need.

Our estimate of the number of young children living in District 3 who will not be ready for kindergarten —

2,400

Number of Child Care and Education Centers in District 3 —

24

Number of Child Care and Education Centers in District 3 that are 4-Star or Nationally Accredited —

11

Promoting Access and Stability in High-Quality Childcare

There is a critical shortage of Early Child Care and Education Centers in Austin, but the shortage of 4-Star or Nationally Accredited child-care centers is unacceptable.

There are very few "high quality" child-care and learning centers in Austin, and the few that do exist have almost no openings for new enrollment. Current subsidies for low-income children are below market rate, so even if families do manage to enroll their children into a "high quality" center, they often must subsequently withdraw their child because they lose their job or their housing. And enrolling their child into another "high quality" center is nearly impossible.

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AUSTIN

Early Childhood Council

Critical Topics

2017

District 4: Gregorio Cesar

Young Children Need Stability

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Children Need Action by the City

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Information about District 4:

District 4 is home to nearly 1 out of every 4 of Austin's children living in low-income families. However, despite this enormous population of low-income children living with insecurity, there is also a critical shortage of early childcare and education centers in District 4. Currently in District 4, there is only one childcare center for every 500 children who live in the district.



REMEMBER: Community spending on high-quality early childhood programs is not an "expense" – it is an investment.

High-quality early education reduces the costs of remedial education and school failure.

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Helping to create stability and security for young children in poverty today could save Austin taxpayers millions of dollars.

Investing in young children isn't just the right thing to do—it is the fiscally-responsible thing to do.

District 4 Vital Statistics:

Approximate Number of children under the age of 6 living in District 4 —

9,300

Percentage of young children in District 4 from low-income families —

78%

Approximate number of young children from low-income families in District 4 —

7,200

Percent of the City's children who live in District 4 —

14%

Percent of the City's children from low-income families currently residing in District 4 —

22%



School Readiness and Family Income

Young children who live with financial insecurity are at great risk for failure in school. In fact the best predictor of success in school is family income and stability.

Children from more affluent families typically come to school with essential knowledge and skills that children from low-income backgrounds so often don't have. And children from more affluent families tend to have very consistent attendance at the same school year after year, while children from low-income families very often change schools and struggle with academic and emotional instability.

While stable enrollment in high-quality child-care centers clearly helps to close this gap, many families simply cannot afford consistent enrollment in these centers. The average annual tuition at an Austin-area child-care facility is comparable to the annual tuition at The University of Texas.

Without help from you, thousands of Austin-area children will not get the foundation they need.

Our estimate of the number of young children living in District 4 who will not be ready for kindergarten —

3,000

Number of Child Care and Education Centers in District 4 —

18

Number of Child Care and Education Centers in District 4 that are 4-Star or Nationally Accredited —

3

Promoting Access and Stability in High-Quality Childcare

There is a critical shortage of Early Child Care and Education Centers in Austin, but the shortage of 4-Star or Nationally Accredited child-care centers is unacceptable.

There are very few "high quality" child-care and learning centers in Austin, and the few that do exist have almost no openings for new enrollment. Current subsidies for low-income children are below market rate, so even if families do manage to enroll their children into a "high quality" center, they often must subsequently withdraw their child because they lose their job or their housing. And enrolling their child into another "high quality" center is nearly impossible.

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AUSTIN

Early Childhood Council

Critical Topics

2017

District 5: Ann Kitchen

Young Children Need Stability

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Information about District 5:

District 5 is the only Council District in the City of Austin that does not have a single 4-Star or Nationally Accredited childcare center.



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District 5 Vital Statistics:

Approximate Number of children under the age of 6 living in District 5 —

6,000

Percentage of young children in District 5 from low-income families —

36%

Approximate number of young children from low-income families in District 5 —

2,100

Percent of the City's children who live in District 5 —

9%

Percent of the City's children from low-income families currently residing in District 5 —

6%



School Readiness and Family Income

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While stable enrollment in high-quality child-care centers clearly helps to close this gap, many families simply cannot afford consistent enrollment in these centers. The average annual tuition at an Austin-area child-care facility is comparable to the annual tuition at The University of Texas.

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Our estimate of the number of young children living in District 5 who will not be ready for kindergarten —

900

Number of Child Care and Education Centers in District 5 —

39

Number of Child Care and Education Centers in District 5 that are 4-Star or Nationally Accredited —

-

Promoting Access and Stability in High-Quality Childcare

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AUSTIN

Early Childhood Council

Critical Topics

2017

District 6: James Flannigan

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1. Improve the economic stability of families with young children by promoting job and housing security.
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Information about District 6:

District 6 has a critical shortage of child-care and education centers. While it has one of the largest populations of young children in the City, it contains very few child-care and education centers. Currently, there is only one child-care center for every 700 children living in the district.



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District 6 Vital Statistics:

Approximate Number of children under the age of 6 living in District 6 —

7,700

Percentage of young children in District 6 from low-income families —

22%

Approximate number of young children from low-income families in District 6 —

1,700

Percent of the City's children who live in District 6 —

11%

Percent of the City's children from low-income families currently residing in District 6 —

5%



School Readiness and Family Income

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Children from more affluent families typically come to school with essential knowledge and skills that children from low-income backgrounds so often don't have. And children from more affluent families tend to have very consistent attendance at the same school year after year, while children from low-income families very often change schools and struggle with academic and emotional instability.

While stable enrollment in high-quality child-care centers clearly helps to close this gap, many families simply cannot afford consistent enrollment in these centers. The average annual tuition at an Austin-area child-care facility is comparable to the annual tuition at The University of Texas.

Without help from you, thousands of Austin-area children will not get the foundation they need.

Our estimate of the number of young children living in District 6 who will not be ready for kindergarten —

700

Number of Child Care and Education Centers in District 6 —

10

Number of Child Care and Education Centers in District 6 that are 4-Star or Nationally Accredited —

2

Promoting Access and Stability in High-Quality Childcare

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There are very few "high quality" child-care and learning centers in Austin, and the few that do exist have almost no openings for new enrollment. Current subsidies for low-income children are below market rate, so even if families do manage to enroll their children into a "high quality" center, they often must subsequently withdraw their child because they lose their job or their housing. And enrolling their child into another "high quality" center is nearly impossible.

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AUSTIN

Early Childhood Council

Critical Topics

2017

District 7: Leslie Pool

Young Children Need Stability

On the Early Childhood Council, we are focused on one of the most important elements in a young child's life — Stability.

- High-quality early education helps children enter school ready to learn if they receive it continuously over time.
- Many children in Austin's low-income families experience "churning" from changes in housing, schools, parents' jobs, and child care.
- When they move in and out of early education settings, they lose many of the benefits, and so does the community.
- When students start school behind their peers, it is very difficult for them to "catch up."

Information in this brochure was provided by the United Way for Greater Austin and the E3 Alliance.

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Information about District 7:

There are more child-care and education centers in District 7 than any other District in the City. This helps to promote stability and security for young children living in District 7.



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District 7 Vital Statistics:

Approximate Number of children under the age of 6 living in District 7 —

7,600

Percentage of young children in District 7 from low-income families —

38%

Approximate number of young children from low-income families in District 7 —

2,900

Percent of the City's children who live in District 7 —

11%

Percent of the City's children from low-income families currently residing in District 7 —

9%



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Our estimate of the number of young children living in District 7 who will not be ready for kindergarten —

1,200

Number of Child Care and Education Centers in District 7 —

51

Number of Child Care and Education Centers in District 7 that are 4-Star or Nationally Accredited —

9

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AUSTIN

Early Childhood Council

Critical Topics

2017

District 8: Ellen Troxclair

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Information about District 8:

District 8 has the second lowest rate of low-income youth in the City of Austin, but even so, over 1,000 of the children in District 8 under the age of 6 are living with the challenges and insecurities that children in low-income families must deal with.



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District 8 Vital Statistics:

Approximate Number of children under the age of 6 living in District 8 —

6,500

Percentage of young children in District 8 from low-income families —

17%

Approximate number of young children from low-income families in District 8 —

1,100

Percent of the City's children who live in District 8 —

9%

Percent of the City's children from low-income families currently residing in District 8 —

3%



School Readiness and Family Income

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Our estimate of the number of young children living in District 8 who will not be ready for kindergarten —

500

Number of Child Care and Education Centers in District 8 —

36

Number of Child Care and Education Centers in District 8 that are 4-Star or Nationally Accredited —

6

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AUSTIN

Early Childhood Council

Critical Topics

2017

District 9: Kathie Tovo

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Information about District 9:

District 9 has the smallest population of young children in the City, but even so, nearly 1,000 of them come from low-income families and deal with corresponding insecurity and instability.



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District 9 Vital Statistics:

Approximate Number of children under the age of 6 living in District 9 —

3,300

Percentage of young children in District 9 from low-income families —

28%

Approximate number of young children from low-income families in District 9 —

900

Percent of the City's children who live in District 9 —

5%

Percent of the City's children from low-income families currently residing in District 9 —

3%



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Our estimate of the number of young children living in District 9 who will not be ready for kindergarten —

400

Number of Child Care and Education Centers in District 9 —

30

Number of Child Care and Education Centers in District 9 that are 4-Star or Nationally Accredited —

7

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AUSTIN

Early Childhood Council

Critical Topics

2017

District 10: Alison Alter

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Information about District 10:

District 10 has the lowest rate of low-income youth in the City of Austin.



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District 10 Vital Statistics:

Approximate Number of children under the age of 6 living in District 10 —

5,700

Percentage of young children in District 10 from low-income families —

14%

Approximate number of young children from low-income families in District 10 —

800

Percent of the City's children who live in District 10 —

8%

Percent of the City's children from low-income families currently residing in District 10 —

2%



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Our estimate of the number of young children living in District 10 who will not be ready for kindergarten —

300

Number of Child Care and Education Centers in District 10 —

36

Number of Child Care and Education Centers in District 10 that are 4-Star or Nationally Accredited —

2

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Appendix U

NAEYC Teacher-Child Ratios within Group Size

**National Association for the Education of
Young Children**

**Teacher^a-Child Ratios within Group Size
(Assessed in Criterion 10.B.12)**

Age Category	Group Size									
	6	8	10	12	14	16	18	20	22	24
<i>Infant</i>										
Birth to 15 months ^b	1:3	1:4								
<i>Toddler/Two (12-36 months)^b</i>										
12 to 28 months	1:3	1:4	1:4 ^c	1:4						
21 to 36 months		1:4	1:5	1:6						
<i>Preschool^b</i>										
2 ½-year-olds to 3-year-olds (30-48 months)				1:6	1:7	1:8	1:9			
4-year-olds						1:8	1:9	1:10		
5-year-olds						1:8	1:9	1:10		
<i>Kindergarten^d</i>								1:10	1:11	1:12

Notes: In a mixed-age preschool group of 21/2-year-olds to 5-year-olds, no more than four children between the ages of 30 months and 36 months may be enrolled. The ratios within group size for the predominant age category apply. If infants or toddlers are in a mixed-age group, then the ratio for the youngest child applies.

Ratios are to be lowered when one or more children in the group need additional adult assistance to fully participate in the program (1) because of ability, language fluency, developmental age or stage, or other factors or (2) to meet other requirements of NAEYC Accreditation.

A group refers to the number of children who are assigned for most of the day to a teacher or a team of teaching staff and who occupy an individual classroom or well-defined space that prevents intermingling of children from different groups within a larger room or area.

Group sizes as stated are ceilings, regardless of the number of staff.

Ratios and group sizes are always assessed during site visits for NAEYC Accreditation in criterion 10.B.12, which is not a required criterion.

However, experience suggests that programs that exceed the recommended number of children for each teaching staff member and total group sizes will find it more difficult to meet each standard and achieve NAEYC Accreditation. The more these numbers are exceeded, the more difficult it will be to meet each standard.

^a Includes teachers, assistant teachers–teacher aides, some exceptions may apply; see *Determining Teacher-Child Ratios Within Group Size*.

^b These age ranges purposefully overlap. If a group includes children whose ages range beyond the overlapping portion of two age categories, then the group is a mixed-age group. For mixed-age groups, universal criteria and criteria relevant to the age categories for that group apply.

^c Group sizes of 10 for this age category would require an additional adult.

^d Kindergarten refers to children enrolled in a public or private kindergarten program.

Determining Teacher-Child Ratios within Group Size	
<p>Individuals should be classified as teaching staff members based on the role they fill in the program, following the definitions in <i>Definitions Related to Teaching Staff Members</i>. With some exceptions (as noted below), only teaching staff members (teachers and assistant teachers–teacher aides) are considered when determining whether a program is meeting teacher-child ratios within group size, which is assessed in criterion 10.B.12.</p> <p>Criterion 10.B.12 states, “Written procedures address the maintenance of developmentally appropriate teaching staff-child ratios within group size to facilitate adult-child interaction and constructive activity among children. Teaching staff-child ratios within group size are maintained during all hours of operation, including indoor time, outdoor time, and during transportation and field trips (when transporting children, the teaching staff-child ratio is used to guide the adult-child ratio).” This criterion is always assessed for determining NAEYC Accreditation but it is not a Required Criterion.</p>	
Exceptions When Determining Teacher-Child Ratios within Group Size	
<i>Exception</i>	<i>Description</i>
Program Administrator	A program administrator fulfilling the responsibilities of a teaching staff member may be counted.
Substitute	An adult substituting for a teaching staff member may be counted.
Special Subject Teachers or Other Ancillary Professionals	When an ancillary professional (such as a music teacher, art teacher, or librarian) is providing a planned activity for one hour or less, that person may be counted toward the teaching staff ratio but does not need to be included in other reporting requirements for teaching staff.
Nap Time	When two or more adults must be present during naptime, at least one of the adults present must be a teacher or assistant teacher–teacher aide (for example, a group of 5–8 infants would require at least two people, one of which is a teacher or assistant teacher–teacher aide, to be present to meet the ratio). Additional adults may be staff members or other adults who function in a different role.
Brief Absences of Teaching Staff	Ratios are considered to remain in compliance when a staff member leaves the group without a substitute for no more than 5 minutes (e.g., to get craft supplies, talk in the hall to a parent, go to the bathroom, etc.). If a teaching staff member is absent for more than 5 minutes but less than 20 minutes (e.g., to take children to the bathroom, to administer first aid, to take a personal break), the ratio is considered to remain in compliance when another adult who is not part of the teaching staff substitutes for the staff member.

Appendix V

ACC Child Care Interest and Needs survey questions

Austin Community College

Child Care Interest and Needs Student Survey

This survey is intended to evaluate ACC student needs and interests as related to child care for children, primarily ages 10 and younger.

* 1. What is your ACCeID?

* 2. Does this survey apply to you?

☐ Yes

☐ No

3. Do your current child care arrangements meet your needs?

☐ Yes

☐ No

4. If no, please specify the reason why.

5. How many children do you have in each age group?

age 2 or younger

age 3-5

age 6-10

age 11 or older

6. What type of child care accommodations do you currently have for your child(ren)?

- ☐ Child care center (Includes licensed and registered home day care providers)
- ☐ Unregistered child care center or home day care provider
- ☐ Caregiver in your home
- ☐ Head Start Center
- ☐ Workforce Child Care System
- ☐ Child subsidy assistance through ACC
- ☐ Informal Arrangement (family member or close friend)
- ☐ Drop-in or flexible schedule service
- ☐ Summer child care program or day camp
- ☐ After-school Care
- ☐ Other (please specify)

7. When do you need childcare?

	Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.
Morning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How many total hours per week do you need child care?

- ☐ 20 or fewer hours
- ☐ 21-40 hours
- ☐ over 40 hours

9. How much do you pay per month for each child?

Child 1	<input type="text"/>
Child 2	<input type="text"/>
Combined total for additional children	<input type="text"/>
Total for all children	<input type="text"/>

10. When choosing child care, which factors are most important? Please rate the top 3 most important factors.

	Most Important	2nd Most Important	3rd Most Important
Hours of operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of Care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nationally Accredited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rising Star Certified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff/child ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop-in or flexible schedule service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discount options (if available)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bilingual curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. There are many options for choosing child care and if several options were available, mark the top five options you would choose with 1 being the most preferred option.

	1	2	3	4	5
Child care center at or near campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care at or near my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care at or near my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Priority slots for ACC in a community child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial assistance to help pay for my choice of child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal arrangement (family member or close friend)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After-school program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop-in or flexible schedule service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer child care program or day camp	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unregistered child care center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. If you had more or easier access to affordable child care, would you: (check all that apply)

- ☐ Take more evening classes
- ☐ Take more daytime classes
- ☐ Take more weekend classes
- ☐ Be able to focus more on studying
- ☐ Enroll full-time in future semesters
- ☐ Work more hours

13. Which semesters do you need child care? (check all that apply)

- ☐ Fall
- ☐ Spring
- ☐ Summer

14. How many hours per week do you work?

- ☐ 0
- ☐ 1-10
- ☐ 11-20
- ☐ 21-31
- ☐ 32 or more (Full-time)

15. What is your work zip code?

16. What is your household income, before taxes?

- ☐ Under \$10,999
- ☐ \$11,000-\$24,999
- ☐ \$25,000-\$49,999
- ☐ \$50,000-\$59,999
- ☐ Over \$60,000

Appendix W

Child Care Options for ACC November 2017

Austin Community College



Childcare Options for ACC

November 2017

ACC's Unique Challenge

Community Colleges face many challenges in providing accessible, affordable, quality childcare options to their students.

The greatest challenge is funding. Funding can come from different sources:

- Grants
- Institutional funds
- Foundations
- Cost reimbursement

However, ACC's unique challenge is how to serve students equitably across a large geographic footprint and 12 diverse campuses where the needs and demands for services vary widely.

Options and Costs

The ACC Childcare committee has reviewed the results of the survey, explored the costs, challenges, and benefits for several different options for providing childcare services for students.

As a result of this work and Board input in August, the committee developed 3 childcare options to consider:

- On-site Center(ACC managed or outsourced)
- Flexible/Drop-in or Gym Model Care
- Voucher Program

Option 1

Option 1-On-site Center

This option is a stand alone center for approximately 75-100 children that the college would build on-site or near an ACC campus (per regulation, land must include enough space for outdoor playground and not be located near places that sell liquor or have adult entertainment).

The biggest challenges for on-site childcare centers are cost, space (indoor and outdoor) and qualified personnel(finding and retaining).

- Monthly operational cost estimate: \$60,000-\$80,000.
- Capital Cost for land/construction: \$4M-\$6M
- Managed by ACC
- Number of children served: 75-100
- Number of Campuses served: 1

Costs include– construction/supplies/equipment/licensing/liability/regulatory load/ highly specialized space

Option 1A

Option 1A- On-site Center-Outsourced

In this variation on Option 1, the college provides space on campus for a childcare center (size depends on number of children to be served) and outsources the financial, performance, faculty training and quality of the program to a reputable/licensed childcare provider. The costs for the college includes: construction to retrofit space, legal and marketing. The provider selected must embrace ACC values/goals in its operations and programming.

- Managed by: Outsourced Childcare provider
- Cost estimate: Retrofit existing ACC space (\$400/sq ft)
- Number served: for 50 children you would need ~2,500 sq. ft.
- Total Costs-\$1M-\$1.5M + monthly cost

Costs include– construction/supplies/equipment/licensing/liability/regulatory load/highly specialized space

Option 2

Flexible Care- allows parents to schedule part-time childcare services by allowing the parent to sign up in advance for blocks of care on specific days at specific times.

Drop In Care- allows the program to set guidelines for times of care, cost, parameters around a child's attendance, etc. Prior registration is not required, so it is difficult to plan for staffing, making this a potentially inefficient option if staff are scheduled and there are no children in attendance.

Both of these options would require the program to be licensed and adhere to regulations.

- Managed by ACC or Outsourced
- Number served: ~20 per location (depending on space available)
- Number of Campuses served: Could be replicated on multiple campuses
- Total Costs for one location ~\$125,000/year operational costs + retrofit construction costs (~\$400/ sq ft)

Costs –cost would be comparable to flexibly scheduled and drop in model
personnel/construction/supplies/equipment/operations
licensing/liability/legal/regulatory load/need for specialized internal space

Option 2 cont.

Gym Model-Parent must remain on premises and the program does not advertise as a child-care facility or day-care center and informs parents that it is not licensed by the state. A child may only be on-site for up to 15 hours per week (with a maximum of 4.5 hours a day) if care is provided so a person may attend an educational class.

- Managed by: ACC or Outsourced
- Number served: TBD
- Number of campuses served: 1
- Cost: Potential retrofit of space, personnel, supplies, and equipment: ~\$125,000/year + (\$400/sq ft for construction)

Costs include– retrofit construction/supplies/equipment/liability/highly specialized space

Option 3

Option 3-Voucher Program- Expand existing **ACC** voucher program that provides childcare vouchers to students through the Perkins grant and institutional funds. The number of hours a student is enrolled determines the amount of the voucher per semester.

The average allotment per semester for a student is \$1,500.

To increase the number of vouchers for about 130 students per year, the costs would be ~\$200,000 and the current administrative cost would not increase.

- Cost: ~\$200,000/year (Institutional Funds)
- Number served: About 130 additional per year
- Campuses served: All

Option 3

ACC's Current Voucher Program: Costs and Usage

ACC's Childcare Payment Assistance (Vouchers)

Since 1993, ACC has provided childcare vouchers for a limited number of CTE students through the Perkins grant. Starting in 2008, a portion of student fees have been used to provide vouchers for non-CTE students. Since 2015, institutional funds replaced student fees. ACC's student childcare voucher program is based on a 'parent choice' model that recognizes the choice of childcare is very personal and is based on the family's values, beliefs, lifestyle and ability to pay. Students may select any childcare provider that is licensed or registered. Once a childcare provider is selected, ACC contracts directly with the provider for payment.

2016-2017

	Expenditures (Perkins – CTE)	# of students	Average Assistance/ student/semester**
Fall	\$87,902	54	\$1628
Spring	\$83,267	51	\$1633
Summer	\$40,173	25	\$1607
Totals	\$211,342	130	\$1626

	Expenditures (Institutional)	# of students	Average Assistance/ student/semester**
Fall	\$11,566	11	\$1051
Spring	\$15,070	11	\$1370
Summer	\$19,275	12	\$1606
Totals	\$45,911*	34	\$1350

Total expenditures	\$257,253
Total # of students receiving vouchers	164
Average assistance/ student/semester**	\$1569

*This total is lower than budget due to learning curve of new voucher manager.

Other considerations...

When choosing an option for childcare services, there are several considerations to take into account when selecting the type of services to be offered.

- Competition with community providers
- Regulatory load and liability of on-site childcare
- Student population and service needs change over time
- Requirements for a center – Can we retrofit existing space to meet licensing requirements?
- Quality alignment with ACC's reputation and brand
- Potential partners/other sources of funding
- Pricing issues (subsidized discount for students?)
- Who pays for managing the center?
- How much is ACC willing to subsidize yearly to provide childcare services on one or more campuses?
- City of Austin childcare resolution

Summary Cost

Rundown for each Option		No. of campuses served
Option 1	\$4M-\$6M + \$60K-80K monthly	1
Option 1A	\$1M-1.5m + operational costs	1
Option 2	Retrofit costs + ~\$125,000/year	1
Option 3	~\$200,000/year	ALL

Recommendation

After careful consideration of costs and benefits associated with all options, Option 3 presents the most impactful option for expanding the college's childcare services to the largest number of students across the entire ACC District.

One criteria for the voucher expansion could potentially be for students to increase their class load in order to complete their studies and earn a certificate faster.

Guidelines for such a program may require students to be on an approved academic or CTE pathway, be in good academic standing, and commit to taking at least 6 hours of coursework a semester.

- Cost: ~\$200,000/Year
- Administrative: Rolled into current Voucher program
- Number of students served: 130
- Number of Campuses served: 12

Recommendation Pros

- Funds go directly to assist students rather than construction of a center.
- ACC has minimal liabilities associated with contracting with a center on campus or outsourcing.
- Reduce the administrative complexity of contracting with a third-party childcare provider.
- Allow students their choice of childcare location.
- ACC will not be a competitor with existing childcare centers.
- All students who qualify will have an opportunity to participate.
- Incentivizes students to complete their studies faster.

Beyond Childcare

- Provide Childcare Resource and Referral Information
- List of registered centers and day homes
- Programs that offer reduced/sliding-scale tuition
- Centers that are Texas Rising Star certified
- Programs for children with Special Needs
- Organizations that provide parenting information
- Other helpful resources for parent students

Appendix X

Jeremiah Program Draft Letter on Conditional Use Permit to Planning Commission and Associated Email

Jeremiah Program

Planning Commission

Development Services Department

505 Barton Springs Road

Austin, TX 78704

RE: CONDITIONAL USE PERMIT 1200 Paul Teresa Saldana

TO WHOM IT MAY CONCERN

On behalf of the Jeremiah Program Austin, we request approval of the Conditional Use Permit for the early childhood development center located at 1200 Paul Teresa Saldana Street, Austin Texas 78702.

Approval of the Condition Use Permit will allow families who do not live on the same site as the child development center to apply for vacant spots. It is our understanding that current city code and the approved site plan only allows families living on the same site to access vacant center spots.

Approval of the Conditional Use Permit will allow Jeremiah Program Austin to apply for funding available for lower income families when an early childhood development center serves the entire community. This opportunity is critical as Jeremiah Program currently underwrites a portion of the rent for families who live in apartments at 1200 Paul Teresa Saldana Street; all utilities; and the cost of early childhood development services.

With Austin Community College located on adjacent property, approval of the Conditional Use Permit will serve both the mission of Jeremiah Program Austin in ending poverty two generations at a time and the needs of gentrifying East Austin where families attempt to remain and return as they seek higher education opportunities.

Please let me know if you need additional information.

Shannon Moody, Executive Director

Jeremiah Program Austin

Farley, Rachel

From: shersh@austin.rr.com
Sent: Thursday, January 18, 2018 2:39 PM
To: Laura.Williamson@austintexas.gov; Sundstrom, Donna
Subject: Conditional Use Permit Submittals for Early Childhood Development Center
Attachments: Conditional Use Permit JP.docx

As per our conversation after last night's District 2 meeting, I was hoping that the attached letter, a copy of the Board of Adjustment parking variance, and e-mail from City staff that we have an approved revised site plan and the early childhood development center was built and complies with applicable regulations was all that we would need to allow children who live off site to enroll in vacant slots. This would be the request to the Planning Commission. All MF zoned properties require conditional use permits to serve off-site children. The current submittal requirements will require us to contract for \$4,000 worth of redundant design work.

Rules change issue under current code, and a topic for CodeNext.

Stuart Harry Hersh Board Member and Pro-Bono Consultant Jeremiah Program

Appendix Y

Pre-K Partnership Implementation Guide

Texas Education Agency



Prekindergarten Partnership Grant

Implementation Guide
2017-2018



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A. Introduction

As children grow from toddlers to young children, families must find the resources and programming that fit their own needs for preparing their children for Kindergarten classrooms. Research shows children are “ready” for school when families, schools, and communities work together to ensure they enter school with foundational knowledge and skills across multiple domains of development. These domains cover language, mathematical, physical, and social and emotional development.

Currently, it is estimated that only 5 out of 10 children enter Texas kindergarten classrooms ready to learn and be successful in school. Therefore, half of our youngest learners may not have the ability to follow routines or multistep directions, sustain attention to a task, hold a book, identify letters and sounds, sequence ideas, take turns or sit up during circle time. Prekindergarten programs are vital for developing these skills and more.

However, not all families have access to high quality prekindergarten that fits the program length or location needs of the family. Often the high cost of building facilities and other challenges prevent districts and charters from expanding their services.

To increase access to high quality prekindergarten without the cost of building new facilities, districts and charters can develop prekindergarten partnerships with organizations and private providers in their areas. With the support and funding from the Prekindergarten Partnership Planning Grant, districts and charters can build sustainable partnership models with high-quality provider partners in their communities that allow them to share resources, space, and expertise. This raises quality, capacity, and continuity for the Early Childhood Education community as a whole. Families will thus have greater opportunities to find a program that fits their needs. Eligible 3- and 4-year-old children will be able to attend high quality prekindergarten with greater continuity of experience into their Kindergarten year.

Grantees of the Prekindergarten Partnership Planning Grant are undergoing work to build solutions in their localities and beyond. Our goal is to draw from leadership across the state to develop scalable models that can be implemented in any community who wishes to expand access to prekindergarten programs for 3- and 4-year-olds. We aim to identify key components, milestones, and success factors for increasing access through partnerships with private providers or other organizations. The product of this grant will not only be robust partnerships, but also the systems to develop them. By August 2018, we will have resources for all interested districts and charter schools, making the partnership model available at scale.

Please do not hesitate to reach out to the Office of Early Childhood Education at TEA with any questions or concerns. Thank you for all that you do every day for the children of our state.

B. Program Description

Through a collaboration between the Texas Workforce Commission (TWC) and the Texas Education Agency (TEA), the Prekindergarten Partnership Planning Grants will provide independent school districts and open enrollment charter schools with funding to support planning and implementation of partnerships with Texas Rising Star (TRS) 4-Star child care providers.

Texas Rising Star is a voluntary quality rating and improvement system for Texas early childhood providers participating in the TWC's subsidized child care program. All center based and home based child care providers in Texas can apply to participate if they meet certain eligibility criteria and exceed the State's Minimum Child Care Licensing Standards. The TRS certification system offers three levels of certification (2-Star, 3-Star, and 4-Star) to encourage providers to attain progressively higher levels of quality.

TWC is awarding TEA funds from the Child Care and Development Fund to provide support to districts and charter schools seeking to expand quality prekindergarten programs through partnering with providers who have achieved the highest TRS quality rating.

The goals of the partnerships are to:

- Prepare children to be Kindergarten ready by expanding access to high quality prekindergarten programs for low income families without causing districts and charters to increase facilities;
- Offer full-day, full-year child care services to meet the needs of low-income families;
- Increase the number of children receiving high-quality care;
- Allow ISDs and private child care programs to leverage assets and share resources, such as staff training and professional development, facilities, and staff;
- Provide an opportunity for TRS 4-Star child care providers to sustain their businesses and support other small business owners committed to high-quality child care in their communities;
- Support and expand continuity and quality of prekindergarten instruction;
- Assist child care providers to gain qualified staff; and
- Provide for shared standards of quality (curricular, instructional, assessment, professional development, instructional coaching and family engagement) between ISDs or open enrollment charters and child care providers. Shared professional development may include Prekindergarten Guidelines, CLASS, and Core Competencies for Practitioners and Administrators.

The Planning Grants would provide for:

- Financial assistance to grantees planning, initiating and/or expanding partnerships with TRS 4-Star quality child care providers;
- The development of a framework for initiating, implementing and/or expanding a successful partnership model with TRS 4-Star providers; and

- MOUs, systems and other legal documents to decrease initial and ongoing legal and administrative costs for both partners.

General Allowable	General Unallowable
<ul style="list-style-type: none"> • High-quality curriculum • Commissioner-approved progress monitoring tool • Activities aligned with the Prekindergarten Guidelines (2015) • Shared professional development and teacher training • Personnel or staff supporting or relating to support of partnership programs • Implementation of CLASS (Classroom Assessment Scoring System) 	<ul style="list-style-type: none"> • Field trips • Advisory council • Cost of membership in any civic or community organization • Hosting or sponsoring of conferences • Out-of-state travel • Travel costs for officials such as executive director, superintendent, or board members

C. Grant Requirements

Districts and charters receiving grant funds are required to:

- Develop at least one contractual prekindergarten partnership with a TRS 4-Star provider within 6-18 months of receiving grant approval
 - This partnership must include one of the following:
 - Contract for Educational Services
 - District Charter
 - District of Innovation
 - This partnership agreement must have a duration of a minimum of three years
 - This partnership agreement must be financially sustainable after the grant period
 - If the above have been fulfilled, a grantee may use grant funds to implement or expand a School Readiness Integration (SRI) program with another TRS 4-Star provider
- Implement the CLASS tool to inform instructional coaching to prekindergarten teachers
- Share or purchase curriculum for the private provider partner(s)
- Provide professional development in early childhood education to the TRS 4-Star provider partner
 - If space allows, a district or charter may choose to open training to other providers in the community (for example, non TRS 4-Star providers)

- Provide for a prekindergarten student progress monitoring tool within TRS 4-Star provider partner classrooms
- Evaluate student outcomes with a Kindergarten readiness assessment
- Include TRS 4-Star provider partner students in PEIMS reporting
- Implement the compliance and monitoring tool provided by TEA at least 2 times per year after the partnership(s) has begun

D. Partnership Models

Under the Prekindergarten Partnership Planning Grant, grantees will have financial and programmatic support to build financially sustainable partnerships with TRS 4-Star providers in their community. At the core of this partnership is a contractual agreement specifying the services provided by the district or charter grantee and those provided by the private provider partner(s), as well as a sustainable funding mechanism to last beyond the grant period.

All partnership models require the district or charter grantee to report eligible prekindergarten students enrolled at the TRS 4-Star provider partner(s) as students of the district or charter. The grantee will then receive ADA funding generated by these eligible students, passing an agreed upon percentage to the TRS 4-Star provider partner(s).

Based on the needs of each district or charter, there are three partnership models from which to choose:

1. Contract for Educational Services
2. District Charter
3. District of Innovation

TEA will be providing support to each grantee to implement the model that best fits its needs.

Additionally, a School Readiness Integration (SRI) model may be implemented with another TRS 4-Star provider if the grantee has initiated a minimum of one of the above contractual agreements.

Contract for Educational Services

A contract for educational services is a legal agreement for collaboration among public school prekindergarten programs, Head Start providers, and/or providers of private, for-profit, and non-profit child care services with the aim of fostering a community-based goal of school readiness for the children served. A district or charter school may have a legal department or legal expert draft such a contract with its private provider partner. Alternatively, the district or charter may use grant funds to purchase legal services to draft a contract.

This contract should specify which services and responsibilities the TRS 4-Star provider will deliver, as well as those of the district or charter. These services and responsibilities include, but are not limited to, professional development, hiring of new teachers, and reporting of student data. The contract should outline how eligible prekindergarten students enrolled at the provider site are reported to the district or charter grantee, as well as an agreed upon percentage of ADA funding the provider will receive for these students. When calculating the percentage, grantees and TRS 4 providers may wish to consider which party is covering the cost of teachers, instructional coaching, student recruitment, and other expenditures. To be in compliance with the grant assurances, the contract should specify a partnership that lasts a minimum of three years. Partnerships with this model should begin in fall of the 2017-2018 school year.

District Charter

The District Charter model positions independent school districts to authorize the private provider partner as a charter campus of the district, allowing for flexibilities around requirements as they find appropriate for the site. The legislature established district charters, sometimes called campus charters, through Texas Education Code, Chapter 12, Subchapter C (accessible online at <http://www.statutes.legis.state.tx.us/?link=ED>. See TEC §12.052 - §12.053).

To implement a partnership with this model, a district must adopt a campus charter policy and obtain a charter campus application before authorizing a charter campus. The criteria for approving a district charter campus are determined locally through the board approved charter campus policy. Districts seeking to implement this model can find templates for charter policy and charter applications, as well as other information on the TEA website at http://tea.texas.gov/Texas_Schools/Charter_Schools/Charter_Schools_-_Campus_Charters/.

The charter agreement between the district and the private provider partner should specify which services and responsibilities the TRS 4-Star provider will deliver, as well as those of the district. These services and responsibilities include but are not limited to professional development, hiring of new teachers, and reporting of student data. The charter agreement should outline how eligible prekindergarten students enrolled at the provider site are reported to the district, as well as an agreed upon percentage of ADA funding the provider will receive for these students. When calculating the percentage, grantees and TRS 4 providers may wish to consider which party is covering the cost of teachers, instructional coaching, student recruitment, and other expenditures. If flexibility around hiring teachers at the TRS 4-Star provider who do not have an EC-6 credential is desired, that allowance must be stated in the charter agreement between the district and the TRS 4-Star provider partner. To be in compliance with the grant assurances, the charter agreement should last a minimum of three years. The agreement must be completed and approved by the local board by May 2018.

District of Innovation

A District of Innovation designation authorizes an eligible school district to adopt a local innovation plan that exempts the district from certain Texas Education Code requirements, specifically requirements which inhibit the goals of the plan. These additional flexibilities may allow for more innovative district programs and policies to improve student achievement. For instance, a district may loosen requirements for teacher certification to achieve student achievement goals outlined in the innovation plan. The District of Innovation designation was created during the 84th Session of the Texas Legislature in H.B. 1842, in part amending Chapter 12 of the Texas Education Code.

For the process on becoming a district of innovation please refer to the newly adopted Commissioner Rule (<http://ritter.tea.state.tx.us/rules/tac/chapter102/ch102jj.html>). Districts are eligible for designation if the district academic accountability rating is Met Standard. Consideration of designation as a District of Innovation may be initiated by a resolution adopted by the board of trustees of the district or a petition signed by a majority of the members of the district-level committee. After collecting support for a District of Innovation designation, the procedures include creating a committee to develop an innovation plan and displaying this plan to relevant stakeholders. The local innovation plan must then be reported to the Texas Education Agency.

For more information about becoming a District of Innovation or to view other districts' innovation plans, you may visit http://tea.texas.gov/Texas_Schools/General_Information/Innovation/Districts_of_Innovation/.

If flexibility around hiring teachers at the TRS 4-Star provider who do not have an EC-6 credential is desired, that allowance must be stated in the innovation plan. If the district already has an innovation plan, but the innovation plan does not have an allowance for hiring teachers without an EC-6 credential, then the district Board must pass an amendment to the innovation plan stating this allowance.

While becoming a DOI is not a contractual partnership, it may be a vehicle for facilitating the goals and provisions to expand access for prekindergarten through partnerships with private providers. After achieving a District of Innovation status, a district should develop a Contract for Educational Services with its private provider partner under the new regulations outlined in the innovation plan. The innovation plan and contract with the TRS 4-Star provider(s) must be completed by May 2018.

School Readiness Integration

The School Readiness Integration (SRI) model typically consists of placing an EC-6 certified, BA-degreed teacher in a prekindergarten classroom at a private provider site to increase alignment between private providers and their local school districts or charter

schools. Some school districts and charters have expanded this model to include shared curriculum, professional development, progress monitoring tools and other resources.

Although a district or charter may choose to implement or expand on an SRI model, it must first develop a partnership under one or more of the above partnership structures that includes the passing through of an agreed upon percentage of ADA funding to the TRS 4-Star provider. In addition, SRI expansion must include provision of aligned curriculum, a progress monitoring tool for prekindergarten students, CLASS implementation, and professional development for the private provider partner.

E. Performance Measures

The grantee agrees to collect data and report on the following mandatory performance measures:

- Quarterly and cumulative number of TRS 4-Star provider partner teachers receiving professional development activities
- Quarterly and cumulative number of district or charter grantee teachers receiving professional development activities
- Quarterly and cumulative number of teachers and caregivers from TRS 4-Star provider partner who received technical assistance such as coaching, mentoring, or consultation during the contract.
- Quarterly and cumulative number of teachers and caregivers from the district or charter grantee who received technical assistance such as coaching, mentoring, or consultation during the contract.
- Total number of teachers employed by the TRS 4-Star provider who work in partnership classrooms
- Total number of teachers employed by the district or charter grantee who work in partnership classrooms
- Total number of children receiving prekindergarten services through the partnerships.
- Total number of contractual partnerships identifying which partnership structure is utilized and listing of TRS 4-Star providers by name
- Percentage of ADA funding generated in partnership classrooms passed through to the TRS 4-Star provider partner
- Total number of SRI models, if implementing
- Kindergarten readiness results for students previously enrolled in partnership settings and determination of whether the results are similar, above or below results for prekindergarten students from the standard district or charter prekindergarten program

- Results from monitoring and compliance tool to be used in partnership classroom, provided by TEA after partnership has begun

In addition, grantees will collect data measuring specific critical success factors and milestones that represent the needs and goals of each partnership. These factors and milestones may have been identified in the grant application or developed through the process of creating the partnership and identifying new elements to track success.

Grantees are required to comply with any evaluation requirements that may be established by TEA and agree to submit the required evaluation reports in the format and time requested by TEA. TEA will send out a short feedback form at the conclusion of each quarter. TEA will collect and analyze relevant data from PEIMS if it is available.

F. CLASS

All grantees are required to implement the CLASS tool to inform instructional coaching of prekindergarten teachers. A district or charter may choose to train someone within the district or charter organization or partner with another organization to conduct CLASS observations. Below is an explanation of CLASS as well as a description of one district's experience with a partner organization to implement CLASS.

What is CLASS?

The Classroom Assessment Scoring System, or CLASS, is an observation instrument created in collaboration with researchers at the University of Virginia to measure the quality of interactions that teachers have with students. Based on the study of early childhood development, CLASS was initially created to objectively measure impactful interactions for preschool-aged children. The tool has now expanded to include several student age levels: infant, toddler, prekindergarten, K-3, upper elementary, and secondary education. Much of the instrument's success lies in its applicability to diverse education settings, curricula, teaching strategies, and materials. Rather than require particulars from the learning environment, CLASS develops a common quality metric that is based on effective interactions. The feedback from trained CLASS assessors can therefore be used as the foundation for instructional coaching or other kinds of professional development.

Interactions are assessed across three domains and several dimensions in the prekindergarten level:

1. Emotional Support
 - a. Positive Climate
 - b. Negative Climate
 - c. Teacher Sensitivity
 - d. Regard for Student Perspectives
2. Classroom Organization

- a. Behavior Management
 - b. Productivity
 - c. Instructional Learning Formats
- 3. Instructional Support
 - a. Concept Development
 - b. Quality of Feedback
 - c. Language Modeling

These domains are independent of each other, so a high score in one domain may or may not mean a high score in another. Each dimension within a domain is scored from 1-7. The validity of these scores are vetted by a CLASS assessor who has undergone intensive training. For two days, potential assessors attend a regional or private training on the observation tool. After this, they are given two weeks to take a test online and assess classrooms. They have 3 chances to score such that their scores fall within a threshold of Master Scorers' scores.

A CLASS observation takes 2-3 hours to complete and consists of 4-6 cycles in which the assessor observes for twenty minutes and then takes ten minutes to code the notes into a score. An assessor can generally conduct two observations a day comfortably.

If a grantee would like to invest in its capacity to train more observers, it may choose to train an employee to become a CLASS trainer.

Partnering for CLASS implementation: A case description

One district initially desired to implement CLASS by sending instructional coaches to training and using those employees to perform evaluations. However, the district ran into conflicts of interest when those same instructional coaches were also responsible for year-long work with teachers.

The district decided to partner with a neighboring university who could hire and train quality assessors, organize observations, and compile the data. The district put out an RFP, and the higher education organization responded with a service proposal. Because this large district already had departments and processes suited to this arrangement, the agreement was simple from a legal standpoint.

The university then culled from its pool of education and social work graduate students, counseling and mental health professionals, school psychologists, retired teachers, and others to become evaluators. Hired individuals were paid a stipend to attend a two-day on-site CLASS training, after which observers were given two weeks to pass an assessing test online. The university then organized observation logistics and data systems and paid assessors \$30 an hour to conduct high quality observations.

Teachers in the district bought into the evaluations because they could receive data on their performance within days of the observation. The feedback was clear enough to be immediately incorporated into their practice. The district sought to minimize negative

pushback from teachers by being clear about the role of observers as a professional development opportunity. The observations were framed as supportive rather than punitive.

G. Frequently Asked Questions

Monitoring and Compliance FAQ

1. How do we know if we are in compliance?

To be in compliance, a grantee shall:

- Develop at least one contractual prekindergarten partnership with a TRS 4-Star provider within 6-18 months of receiving grant approval
 - This partnership must include one of the following:
 - Contract for Educational Services
 - District Charter
 - District of Innovation
 - This partnership agreement must have a duration of a minimum of three years
 - This partnership agreement must be financially sustainable after the grant period
 - If the above have been fulfilled, a grantee may use grant funds to implement or expand a School Readiness Integration (SRI) program
- Implement the CLASS tool to inform instructional coaching to prekindergarten teachers
- Share or purchase curriculum for the private provider partner(s)
- Provide professional development in early childhood education to the private provider partner
 - If space allows, a district or charter may choose to open training to other providers in the community (for example, non TRS 4-Star providers)
- Provide for a prekindergarten student progress monitoring tool within partner provider classrooms
- Evaluate student outcomes with a Kindergarten readiness assessment
- Include partner provider students in PEIMS reporting
- Implement the compliance and monitoring tool provided by TEA at least 2 times per year after the partnership(s) has/have begun

2. How will TEA hold grantees accountable for the requirements of the grant?

Will a report be required?

TEA will request information regarding performance measures quarterly regarding the following periods:

- February – April 2017
- May – July 2017
- August – October 2017
- November 2017 – January 2018
- February – April 2018
- May – July 2018

These performance measures include but are not limited to:

- Quarterly and cumulative number of provider partner teachers receiving professional development activities
- Quarterly and cumulative number of district/charter grantee teachers receiving professional development activities
- Quarterly and cumulative number of teachers and caregivers from provider partner who received technical assistance such as coaching, mentoring, or consultation during the contract.
- Quarterly and cumulative number of teachers and caregivers from the district/charter grantee who received technical assistance such as coaching, mentoring, or consultation during the contract.
- Total number of children receiving prekindergarten services through the partnerships.
- Total number of contractual partnerships identifying which partnership structure is utilized and listing of TRS 4-Star providers by name
- Total number of SRI models, if implementing
- Kindergarten readiness results for prekindergarten students enrolled in private provider settings and determination of whether the results are similar, above or below results for prekindergarten students from the district or charter prekindergarten
- Results from monitoring and compliance tool provided by Texas Education Agency after partnership has begun

Grantees will receive a short feedback form at the conclusion of each quarterly period asking for the required information.

3. Where do I send amendments to the grant?

Please fax amendments to Audrey Hukari at (512) 463-9811. Email will not be accepted.

4. Is the intent of the planning grant that collaborative services would begin after the grant period or during?

Program services would need to begin during the grant period, 6 to 18 months after receiving grant approval. Grantees who choose to develop a partnership with a Contract for Educational Services model are expected to begin their partnership(s) involving pass-through funding in the fall of the 2017-2018 school year or earlier. Grantees choosing to develop a partnership with a District Charter or District of Innovation model are expected to complete the creation and approval of the partnership agreement(s) by May 2018 or earlier.

5. What new Head Start performance standards should we look to comply?

If the TRS 4-Star provider partner is a Head Start center, the center should comply with the current performance standards required by the federal Head Start program, The Head Start Program Performance Standards can be viewed at <http://eclkc.ohs.acf.hhs.gov/sites/default/files/docs/pdf/compliance-table.pdf>

6. What is considered a full preschool instructional day?

According to TEC Section 25.082(a), a full-day program shall be at least seven hours each day including intermissions and recesses. A half-day program is a minimum of three hours. To generate ADA funding, a student must be present for at least two hours of programming to be considered in membership for one half day, and at least four hours for a full day. Details are located in the Student Attendance Accounting Handbook:

http://tea.texas.gov/Finance_and_Grants/Financial_Compliance/Student__Attendance_Accounting_Handbook/

Employment FAQ

1. Do teachers need to be certified and have Bachelor's degrees in all 3 partnership models?

In all three models (Contract for Educational Services, District of Innovation and District Charter) a 3- and 4-year-old prekindergarten teacher must hold a bachelor's degree. In the Contract for Educational Services model, the prekindergarten teacher must possess an EC-6 certification from the state of Texas. In the District of Innovation and District Charter models, the district may choose to not require their 3- and 4-year-old prekindergarten teachers to be EC-6 certified.

2. Is the teacher in the TRS 4-Star preK classroom employed by the grantee or the TRS 4-Star provider?

In the Contract for Educational Services, District Charter and District of Innovation partnership models, the prekindergarten classroom teacher is an employee of the TRS 4-Star provider. These three models include an agreed upon ADA pass through funding for the private provider, thus the private provider can be the primary employer.

3. How does the grantee hire personnel? Are new hires employed at the district/charter or should funds go to the private provider to hire?

In the standard Contract for Educational Services, District Charter and District of Innovation models, the prekindergarten classroom teacher is an employee of the TRS 4-Star provider. The school district or charter that is partnering with the TRS 4-Star provider will pass through an agreed upon percentage of ADA funding to the TRS 4-Star provider. However, the grantee and the TRS 4-Star provider may agree that the grantee should be the employer of the teacher. In this case, a lesser pass through percentage may be agreed upon. Grantees should be aware that complications surrounding hiring processes, substitute policy, and cultural alignment may occur when trying to place a district or charter teacher at the TRS 4-Star provider.

In addition, the district or charter may hire a project coordinator to manage aspects of the grant and of partnership development.

4. Can grant funds be used to hire an administrative assistant at the TRS 4-Star provider?

If a school district or charter meets the requirements of the grant and wants to hire a person to work in the TRS 4-Star private provider setting, it is allowed.

5. Some universities now offer a Bachelor's degree in Early Childhood Education. Can these individuals be hired?

For a TRS 4-Star classroom to qualify for generating ADA funding under the Contract for Educational Services model, there must be a teacher with a BA degree and an EC-6 credential. For a TRS 4-Star classroom to qualify for generating ADA funding under the District Charter or District of Innovation models, there must be a teacher with a BA degree. Teachers with other credentials or endorsements may also be employed as additional staff.

6. If the teacher is part of an alternative certification program, must they complete it before the partnership begins?

For a TRS 4-Star classroom to qualify for generating ADA funding under the Contract for Educational Services model, there must be a teacher with a BA degree and an EC-6 credential. For a TRS 4-Star classroom to qualify for generating ADA funding under the District Charter or District of Innovation models, there must be a teacher with a BA degree. Teachers should have the credentials necessary for the model in place by the time eligible students are reported for purposes of ADA funding.

Partnership FAQ

1. What is the extent of utilizing the TRS 4-Star partners? Do they get any funding out of this grant?

The TRS 4-Star private provider acts as an extension of the district educational settings. The partnership may be locally framed to meet the goals of the TRS 4-Star provider and the school district or charter school partners. Each of these partnership models allows districts and charters to pass through an agreed upon percentage of ADA Foundation School Program funding to the TRS 4-Star provider to offer high quality 3- and 4-year-old prekindergarten programming.

2. Is the district or charter able to count the students being served within the TRS 4-Star provider setting for its own ADA for its service under the partnership?

Yes. A grantee would identify eligible students in accordance with TEC 29.153. The district would generate ADA based on eligible prekindergarten students and submit student data in PEIMS as they would for prekindergarten students in the district or charter classroom.

3. Who will be responsible for monetary disbursements of the grant to employees? For example, if the grantee funds a prekindergarten teacher who will be physically teaching at the TRS 4-Star provider, will the grantee pay the employee using the grant, or will a portion of the grant be allocated to the provider to pay the employee?

In the standard Contract for Educational Services, District Charter and District of Innovation models, the prekindergarten classroom teacher is an employee of the TRS 4-Star provider. The school district or charter that is partnering with the TRS 4-Star provider will pass through an agreed upon percentage of ADA funding to the TRS 4-Star provider. However, if the grantee and the TRS 4-Star provider agree that the grantee should be the employer of the teacher, then a lesser pass through percentage may be agreed upon. Grantees should be aware that complications surrounding hiring processes, substitute policy, and cultural alignment may occur when trying to place a district or charter teacher at the TRS 4-Star provider.

4. Can the services occur at a school district facility but operated by the TRS 4-Star provider, or must the services occur at existing child care center location?

Both scenarios are acceptable. However, the goal of the grant is to expand capacities of districts to enroll more eligible 3- and 4-year-old children, so the three models focus on placing services at the TRS 4-Star provider site so that districts and charters may expand their capacities without the cost of building new facilities.

5. Do all children attending the TRS 4-Star provider generate funding for the district/charter grantee?

No, only 3- and 4-year-olds who fit at least one of the following criteria should be reported into PEIMS on behalf of the district or charter to generate ADA funding:

- Be unable to speak and comprehend the English language
- Be educationally disadvantaged, which means a student eligible to participate in the national free or reduced-price lunch program
- Be homeless, as defined by 42 United States Code (U.S.C.) Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child
- Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty
- Be in, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing held as provided by Section 262.201, Family Code

6. Does the TRS 4-Star provider still receive tuition from students who qualify for free prekindergarten in Texas?

TRS 4-Star providers will not be able to collect tuition from eligible 3- and 4-year-old students during prekindergarten programming. The prekindergarten programming is the half-day of prekindergarten lasting a minimum of three hours including intermissions and recesses that generates ADA funding. However, if an eligible child is enrolled for hours of care before or after the prekindergarten programming, the TRS 4-Star provider may charge tuition for those hours only. Additionally, a parent may use a child care assistance voucher for hours of care outside the prekindergarten programming.

7. Does the TRS 4-Star provider still receive subsidized child care assistance for eligible 3- and 4-year-old children who are reported as students of the district or charter?

The TRS 4-Star provider may still receive funds from subsidized child care assistance for eligible 3- and 4-year-old children who are enrolled for hours of care beyond the prekindergarten programming time. For instance, parents of an eligible child enrolled for only a half-day of prekindergarten may not use subsidized child care assistance to pass these funds to the TRS 4-Star provider. However, parents of an eligible child enrolled for a full day program may use subsidized child care assistance to cover services provided outside the prekindergarten programming time.

8. Is the TRS 4-Star provider held to enrolling only eligible 3- and 4-year-olds?

No, the TRS 4-Star provider may enroll prekindergarten students who do not qualify for free prekindergarten. However, these students do not get reported into PEIMS to generate ADA funding.

9. Do families of eligible 3- and 4-year-old children pay the same tuition to the TRS 4-Star provider as families of non-eligible 3- and 4-year-old children?

The TRS 4-Star provider may decide what tuition to charge 3- and 4-year-old children who are not eligible for free prekindergarten. The TRS 4-Star provider may not collect tuition from 3- and 4-year-old children who are eligible for free prekindergarten during instructional hours. However, if an eligible child is enrolled for hours of care before or after instructional hours, the TRS 4-Star provider may charge tuition for those hours only.

10. Can students who do not qualify for free prekindergarten benefit from the materials, support, and classroom resources?

If a district or charter develops a partnership with a TRS 4-Star provider in which the provider benefits from materials, support, and classroom resources arising from grant funds, then all children at the provider may benefit from the increased support. One of the goals of the Prekindergarten Partnership Grant is to raise the quality of prekindergarten in the state of Texas overall.

11. If some children enrolled in the TRS 4-Star provider are eligible for free prekindergarten and others pay tuition, does the money go back to the grant?

Any tuition paid by parents of eligible or non-eligible 3- and 4-year-olds remains with the TRS 4-Star provider.

12. Can a new provider enter as a partner during the grant period? Will funding be increased?

As long as the private provider is a TRS 4-Star provider and TEA is notified of the additional partner, that new TRS 4-Star provider may enter at any time. The funding amount specified at the end of the grant negotiation process will not change.

13. Can grantees receive funding for eligible 3-year-olds, even if the district or charter does not currently have a 3-year-old program?

Yes, the purpose of the grant is to increase the capacity of districts and charters to serve prekindergarten students, and a partnership with a TRS 4-Star provider with a 3-year-old program achieves this goal by expanding services to 3-year-old children. An eligible 3-year-old child generates the same amount of ADA funding as an eligible 4-year-old child.

14. If more children sign up for prekindergarten services than space allows, how will children be selected?

This is a local decision about which a TRS 4-Star provider and its grantee partner may come to an agreement. TEA recommends a first come, first serve basis. If many more children desire prekindergarten services than space allows, this may signal a need to find other TRS 4-Star providers with whom to partner.

15. Will sample legal documents be provided?

A sample Contract for Educational Services between a district and a private provider can be found at <https://cliengage.org/public/wp-content/uploads/sites/11/2017/03/District-PreK-Partnership-Contract.pdf>.

A sample MOU using a similar model to the Contract for Educational Services can be found at <https://cliengage.org/public/wp-content/uploads/sites/11/2017/03/Charter-PreK-Partnership-Contract.pdf>.

More information and additional partnership resources provided by the Children's Learning Institute are located at <https://cliengage.org/public/training-support/early-childhood-partnerships/>

For information about the District Charter documents, please visit http://tea.texas.gov/Texas_Schools/Charter_Schools/Charter_Schools_-_Campus_Charters/

For information about the District of Innovation plans and process please visit http://tea.texas.gov/Texas_Schools/General_Information/Innovation/Districts_of_Innovation/

16. What happens if a provider decides they no longer want to participate?

To continue receiving grant funds, a district or charter grantee must have at least one TRS 4-Star provider engaged as a partner who commits to a contractual agreement specifying how eligible 3- and 4-year-olds enrolled at the TRS 4-Star provider will be reported to generate ADA funding and what percentage of that funding the TRS 4-Star provider will receive. If the district or charter grantee has no current TRS 4-Star providers set to be partners or no TRS 4-Star providers in the area, TEA will be in contact with the grantee to determine what necessary actions need to be taken.

17. Will grantees continue to receive ADA funds after three years?

Grantees will continue to receive ADA funds for the length of time specified in the partnership agreement created between the grantee and the TRS 4-Star provider. If a grantee desires to receive ADA funds after three years, they may extend their contract with the TRS 4-Star provider partner.

18. How do partnerships affect open enrollment in charter schools?

Eligible 3- and 4-year-olds enrolled at the TRS 4-Star provider are reported as students of the open enrollment charter school. The enrollment process at the original charter campus can remain unchanged. If the charter and TRS 4-Star provider desire to change the enrollment practices at the TRS 4-Star provider, the changes may be specified in the Contract for Educational Services created between the two parties. However, the TRS 4-Star provider is not required to have children go through the open enrollment process before enrolling at the TRS 4-Star provider.

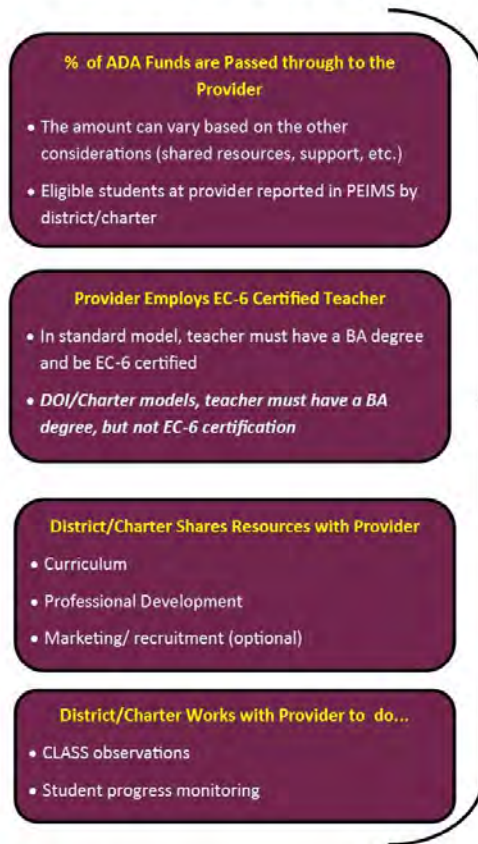
19. Are grantees required to reach out to all TRS 4-Star providers in their area?

The grant requires a minimum of one partnership between the grantee and a TRS 4-Star provider. More partnerships are encouraged but not required.

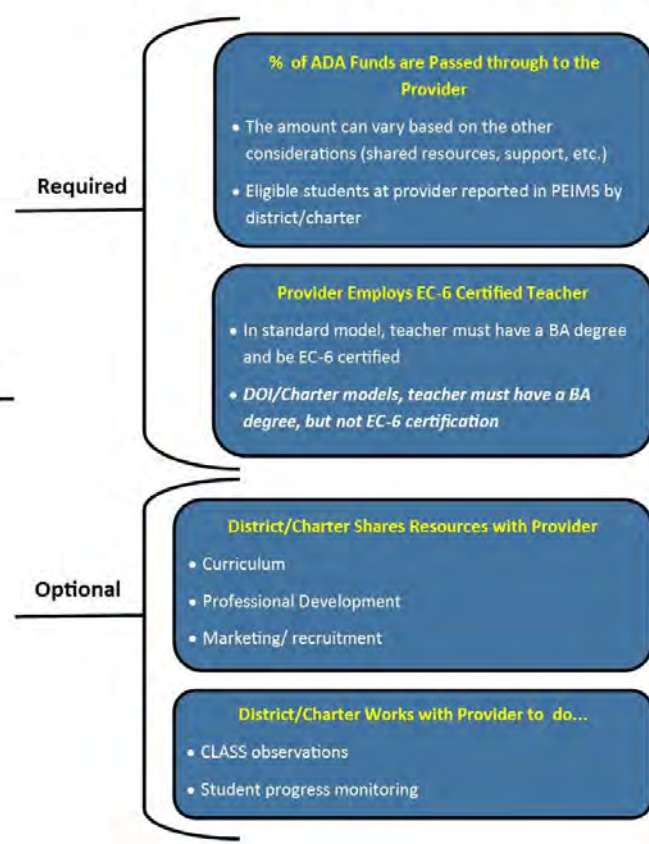
20. What parts of the partnership are required after the grant period?

The grant requires a contractual agreement between the grantee and a TRS 4-Star provider for a minimum of three years. The grant also requires the grantee to provide curriculum, professional development, CLASS observations, and progress monitoring resources to the TRS-4 provider partner during the grant period. After the grant period ends, the grantee may choose to continue providing these resources. However, it is required that eligible 3- and 4-year-olds enrolled at the TRS 4-Star provider partner are reported as students of the grantee and that the TRS 4-Star provider partner receives a percentage of this funding until the end of the contractual agreement. Below is a graphic summarizing the requirements:

Grant Model



Post Grant Model



Funding/Expenditures FAQ

1. Can we use funding to pay for a teacher salary?

There is no stipulation preventing grantees from using funds for a teacher salary. In fact, the start-up costs of a partnership may require a teacher salary expenditure during the planning period. However, the grant only provides funding until June 2018. After this time, the partnership developed with the use of grant funds should have a sustainable model for paying teacher salaries.

2. Will additional funds be appropriated?

At this time, there is not future funding set aside for another prekindergarten partnership grant. However, the current grant should fund the development of a sustainable financial model that will be operable after the grant period. Partnership agreements which pass ADA funding from the district or charter to the private provider can provide financial sustainability.

3. How do we access the money?

Authorized officials in each school district and charter school should have received a Notice of Grant Award in February 2017 in the eGrants system. Funds can be accessed through the Expenditure Reporting (ER) system. For additional information, please see the Administering a Grant page http://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx for additional information.

If you have additional questions about accessing your funds, please contact Audrey Hukari at Audrey.Hukari@tea.texas.gov

4. What can we spend the money on?

The funding should be used to meet the requirements of the grant and to develop a partnership agreement that will increase prekindergarten access to eligible 3- and 4-year-old families. After meeting the requirements of the grant, a school district or charter may purchase additional curriculum, teacher development, and progress monitoring tools to improve the quality of their classrooms and partnerships.

5. Can a school district or charter purchase technology, furniture, or marketing for their classroom with their funding?

Generally, yes. However, every district must ensure the technology, furniture, and marketing expenses are justified in meeting grant requirements to develop high quality partnerships.

6. Can funds be used to transport children from a public school to the TRS 4-Star provider and/or vice versa?

If all required program requirements are met, then both parties should attempt to serve children without having to transport them from one facility to the other. However, if this is not possible, there is nothing preventing the use of funds for this purpose.

7. If a grantee purchases items they did not list on the grant, must they file an amendment?

No.

8. What is the last day to cover expenses?

The last day to cover expenses is 6/30/18.

Student Progress Monitoring Tools FAQ

1. When a school selects one of the assessment tools off the Commissioner's List of Approved Student Progress Monitoring tools, some of the tools just support Reading. (Example iStation) Will a grantee need to select another progress monitoring tool for Math or will the Reading work?

An important aspect of a high-quality prekindergarten classroom is a teacher's ability to differentiate instruction and meet the unique learning needs of each child in his/her classroom. To meet the student progress monitoring requirement of the grant, each school district or charter school is required to track the progress of each student in meeting the recommended end of prekindergarten year outcomes identified in the Texas Prekindergarten Guidelines (updated 2015) using a progress monitoring tool included on the Commissioner's List of approved prekindergarten instruments that measures the following development domains:

- (A) Social and emotional development;
- (B) Language and communication;
- (C) Emergent literacy reading;
- (D) Emergent literacy writing; and
- (E) Mathematics

A school district or charter school may use a comprehensive progress monitoring tool that includes all the required developmental domains or combine tools to assess progress of each student.

An updated list of Approved Student Progress Monitoring Tools will be issued in April 2017 for the following school year.

2. How can we get a contact for ENGAGE progress monitoring? Where are specific instructions for getting access to this tool?

If a teacher goes to the Children's Learning Institute website, they will be able to access the Engage platform and CIRCLE progress monitoring tool, as well as other valuable resources. In 2017-18, the Texas Kindergarten Entry Assessment (TX-KEA) will be available for free to all school districts and charter schools to assess Kindergarten Readiness and assist teachers with identifying where a child may need extra help. The link for their website is:

<https://www.childrenslearninginstitute.org/resources/>

<https://cliengage.org/public/>

3. Specifically, which sections of the CIRCLE Assessment must a teacher give?

- (A) Social and emotional development;
- (B) Language and communication;
- (C) Emergent literacy reading;
- (D) Emergent literacy writing; and
- (E) Mathematics

Kindergarten Readiness Tools FAQ

1. Is there a Kindergarten Readiness assessment tool that grantees should use?

School districts may use any tool on the Commissioner's List of Approved Kindergarten Assessment instruments (see resources). It is important to note that an updated Commissioner's Approved List will be issued in April 2017 for the 2017-18 school year.

In addition, the Texas Kindergarten Entry Assessment (TX-KEA) will be available for the 2017-18 school year for free to all school districts and charter schools to assess Kindergarten Readiness and assist teachers with identifying where a child may need extra help.

2. What do we look for when assessing Kindergarten Readiness? Only literacy development?

Children are "ready" for school when families, schools, and communities work together to ensure they enter school with strong foundational knowledge and skills across 5 primary domains of development. Although separate, these domains are interconnected and development in one area reinforces development in the other.

The primary domains of development are:

- Physical – Gross and Fine Motor
- Literacy – Reading and Writing
- Mathematical – Concepts and Thinking
- Language and Communication
- Social and Emotional

To provide high quality early childhood education that is focused on the unique needs of each child, student progress monitoring and kindergarten readiness should be measured across multiple domains of development, however, a school district or charter school may only measure literacy at this time. It is important to note that an updated Commissioner's Approved List will be issued in April 2017 for the 2017-18 school year, and the Texas Kindergarten Entry Assessment (TX-KEA) tool will be available for the 2017-18 school year for free.

3. What tools are on the Commissioner's List? Do we have to use those tools?

School districts and open-enrollment charter schools may refer to the list to ensure they are selecting instruments that are based on valid and reliable scientific research and that measure reading skills identified by state and national experts as essential for reading development. The current list, however, does not include assessment of domains of development other than literacy. An updated list will be issued in April 2017. In addition, the Texas Kindergarten Entry Assessment (TX-KEA) will be available for the 2017-18 school year for free to all school districts and charter schools to assess Kindergarten Readiness and assist teachers with identifying where a child may need extra help.

4. When is the Kindergarten Readiness assessment given?

The Kindergarten Readiness assessment is to be given at the beginning of the school year for kindergarten students of the district or charter grantee.

Curriculum FAQ

1. When will the Prekindergarten Guidelines be translated into Spanish?

The Spanish translation should be available in Spring 2017. When complete, it will be posted to the TEA Early Childhood Education website.

2. Where can districts and charters view Early Childhood Curriculum and find the new proclamation year?

The adoption cycle can be viewed on the Proclamations page at http://tea.texas.gov/Academics/Instructional_Materials/Review_and_Adoption_Process/Proclamations/. The most current list of adopted Instructional Materials can be found at https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf.

Program Evaluation and CLASS FAQ

1. How do I evaluate our programs? What should I look for?

In addition to the evaluation tool provided and required by TEA, grantees may develop their own self-evaluation tool to assess the effectiveness of their Prekindergarten Partnership classrooms. They are also required to use the Classroom Assessment Scoring System (CLASS) to measure the quality of teacher interactions with students and provide for a progress monitoring tool to measure the development of children in the TRS 4-Star classroom, as well as a Kindergarten Readiness Assessment at the beginning of the year for kindergarten students. Grantees are encouraged to use the data from these measures to assess the effectiveness of their programs, inform professional development needs and identify gaps in resources in their programs.

2. What is the extent of using CLASS as an assessment tool?

The Classroom Scoring System is an assessment of the quality of teacher-student interactions. The administrator of the assessment must be CLASS certified. A school district may use grant funding to certify an administrator of CLASS for their district, partner with a regional Education Service Center that has/will have a certified CLASS assessor or Head Start center (all Head Start Centers should have a CLASS certified assessor). An Educational Service Center may also want a staff member to become CLASS certified and provide this service to districts and charters in their area.

3. How do we get the CLASS instrument and/or a certified CLASS administrator?

The CLASS instrument is administered by a certified CLASS assessor. A school district may want to use grant funding to train a staff member to administer CLASS. A school district or charter may also want to partner with a CLASS administrator from a local Head Start Center as all Head Start centers have CLASS certified administrators. A Regional Education Service Center may also want a staff member to become CLASS certified and provide this service to districts and charters in their area.

4. Who is implementing CLASS on these providers participating in the grant? Are TRS 4-Star providers required to go through these assessments?

Grantees may become certified to implement CLASS or work with individuals who are certified to implement CLASS. All grantees are required to use CLASS in TRS 4-Star 3- and 4-year-old prekindergarten classrooms that receive pass through Foundation School Program funding as part of this grant.

5. Is CLASS available to all the teachers in the centers that partner or just with the certified teachers from the district or charter?

The CLASS should be administered in all 3- and 4-year-old prekindergarten classrooms in the TRS 4-Star center that benefit from funding.

6. Is there a list of CLASS certified providers or trainers?

CLASS training is a service provided by Teachstone, a company that conducts both regional and onsite trainings. You can find more information at <http://teachstone.com/class-trainings/>

If a grantee is seeking regional partners with whom to conduct CLASS observations, the grantee will need to contact those organizations individually, as TEA does not have a list of individuals who are trained on CLASS.

H. Resources

CLASS

To learn more about the Classroom Assessment Scoring System (CLASS) and the process for training an administrator of CLASS, please visit <http://teachstone.com/classroom-assessment-scoring-system/>

Public-Private Prekindergarten Partnerships

The Children's Learning Institute and Texas Early Childhood Education Coalition produced a document called Promoting Sustainable Collaborations which highlights the elements of quality public-private prekindergarten partnerships, details about the School Readiness Integration Model, and sample legal documents from partnerships. Although the Prekindergarten Partnership Grant focuses on partnerships that use pass-through ADA funding rather than an SRI model, much of the information about organizational alignment and other factors for successful partnerships may still be valuable for grantees. To access this resource, please visit <http://www.texasschoolready.org/media/1359/PromotingSustainableCollaborations.pdf>

Other resources from the Children's Learning Institute can be found at <https://cliengage.org/public/training-support/early-childhood-partnerships/>

Updated Prekindergarten Guidelines

In fall 2015, TEA established a 13-member review committee consisting of classroom teachers and administrators from early childhood programs in public schools, higher education faculty, and early learning experts from across the state to participate in the revision of the Texas Prekindergarten Guidelines. The revised prekindergarten guidelines are aligned with the Kindergarten Texas Essential Knowledge and Skills (TEKS), sequenced to follow child development and give teaching strategies for each of the guidelines. The new guidelines offer educators the information and support to prepare all children for success in Kindergarten.

http://tea.texas.gov/index2.aspx?id=2147495508&menu_id=2147483718

Commissioners List of Approved Student Progress Monitoring Tools

Approved student progress monitoring tools for the 2016-17 school year are:

- a. Behavior Assessment System for Children
- b. Bracken School Readiness Assessment
- c. CIRCLE Progress Monitoring System
- d. Clinical Evaluation of Language Fundamentals
- e. COR Advantage
- f. Developmental Indicators for the Assessment of Learning
- g. Early Screening Inventory
- h. Expressive Vocabulary Test
- i. GOLD
- j. Investigators Club Prekindergarten Assessment & Intervention System
- k. Istation's Indicators of Progress Early Reading
- l. Kaufman Test of Educational Achievement
- m. Learning Accomplishment Profile 3
- n. Peabody Picture Vocabulary Test
- o. Preschool First
- p. Preschool Learning Scales
- q. Ready, Set, K!
- r. Vineland Adaptive Behavior Scales

A complete list of Approved Student Progress Monitoring Tools may be found on the TEA website.

[http://tea.texas.gov/Curriculum and Instructional Programs/Special Student Populations/Early Childhood Education/House Bill 4 High-Quality Prekindergarten Grant Program/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Early_Childhood_Education/House_Bill_4_High-Quality_Prekindergarten_Grant_Program/)

Please note that a new list of approved tools will be posted in Spring 2017.

Thank you for all you do every day for Texas' youngest learners!

If we can be of assistance, please contact:

Anna Gu

Prekindergarten Partnership Grant Program Specialist

512-463-8967

Anna.Gu@tea.texas.gov

Scott Bodnar

Early Childhood Education Manager

512-463-9126

Scott.Bodnar@tea.texas.gov