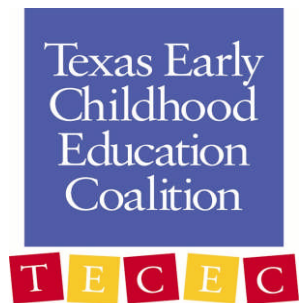


*A Regional Audit of Williamson County's  
Early Childhood Education and  
Development Infrastructure*

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**Prepared for:**

**Chisholm Trail Communities Foundation**

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## **INTRODUCTION AND OVERVIEW**

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The purpose of this report is to provide the reader with data-rich information pertaining to Williamson County’s early childhood education and development infrastructure, which includes public school prekindergarten, federal Head Start, and private and non-profit child care programs, ages birth to five. To meet this goal, the researchers first compiled demographic information specific to the County and its residents in order to help the reader understand key variables and trends that explain how the region has evolved. With this context in mind, the researchers then constructed an audit of various elements of the County’s early childhood education and development infrastructure in order to provide the reader with an understanding of the distribution of programs. Third, the researchers analyzed the relevant economic and financial information available to help the reader understand the resource environment in which select programs operate, particularly programs that receive contracts under Texas’ child care subsidy system. Additional information includes the average cost of care by provider type, and a time-sensitive snapshot of waiting lists (unmet demand) for subsidized care. The researchers then analyzed the distribution of select “quality” programs, and conclude the report with generic insights based on the data collected herein.

## **AN OVERVIEW OF EXISTING RESEARCH**

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The success of any community is often measured by the skills and talents of its citizens and, more importantly, its ability to nurture and provide a future for its children. In order to cultivate such a community, it is essential to devote the time and programs needed to enhance the lives of its youngest citizens—its future doctors, business leaders, teachers, and skilled trades men and women. A reality we face in Texas, as well as across the country, is that many children do not receive access to the high-quality early childhood education programs that will assist them towards becoming successful in school and in life. A 1998 study of early childhood education programs by the National Institute of Child Health and Human Development reported that out of the nine states evaluated, 53% were rated “fair” and only 9% were rated “good.”<sup>i</sup> The literature also supports the notion that a nurturing, high-quality early education is a precursor to school readiness.<sup>ii</sup> In a late 1990s national survey of 3,500 kindergarten teachers, 46% of teachers pointed that at least half of their students were having problems following directions due to poor academic skills or problems with working in groups.<sup>iii</sup> Studies also found that at least half of the educational achievement gaps between poor and non-poor children already exist at kindergarten entry.<sup>iv</sup> Most significantly, a strong body of research has indicated that children who attend high-quality settings are more cognitively engaged, are happier, and display enhanced language competency.<sup>v</sup>

Thus, children who are provided with high-quality early care and education—an essential building block for a successful future—represent a community’s greatest asset.

As more parents are required to remain in the workforce, and as the frequency of single parenthood increases, more children will find themselves in some kind of early care and education setting. In order to ensure that these early education experiences are enriching and promote their well-being and development, it is important to appreciate why high-quality early childhood education matters.

### *Academic Achievement*

It is an established view that children who receive high-quality early care and education are more likely to succeed academically in school. However, questions often arise as to how high-quality early education experiences translate into future gains in terms of a child’s school achievement and completion. In-depth research on the long-term outcomes of early education programs has shown that early childhood education programs have significant impacts on achievement beyond the third grade, particularly for children in poverty.<sup>vi</sup> Further review of Barnett’s<sup>vii</sup> study showed that grade retention and special education rates were reduced for the children in early childhood education programs. Moreover, results reported that the children enrolled in the high-quality early education programs

were increasingly likely to complete their high school education. Additional research based on the outcome measures of 35 preschool experiments that included high-quality early childhood education program participants for one to five years has shown that children who participated in these programs scored higher on achievement tests compared to non-participant children. Furthermore, 74% of the aforementioned high-quality early childhood education program participants graduated from high school compared to 57% of students in the control group.<sup>viii</sup>

Groundbreaking longitudinal research studies in early childhood education, such as the Perry Preschool Project and the Carolina Abecedarian Project, also showed similar results in achievement for three and four year-olds receiving high-quality early care and education. For instance, participants in the Perry Preschool Project were reported to have higher achievement scores at age 14 and increased literacy scores at 19 when matched to those with comparable social and economic backgrounds. The Carolina Abecedarian Project participants also experienced high reading and mathematics scores, and were more likely to attend college in contrast to non-participants.<sup>ix</sup> Studies continue to point to the academic benefits associated with participation in high-quality early childhood education programs. The more that children in a community achieve at higher rates, the better the chances for that community to experience success and productivity.

### *Cognitive and Socio-Emotional Benefits*

High-quality early care and education programs promote the multi-dimensional aspects of the developing child. They take into account not only the structural requirements of the environment, but perhaps more notably, they emphasize the process variables that promote a child's development, both socially and cognitively.<sup>x</sup> For example, important indicators of a high-quality early childhood program include opportunities to enhance cognitive abilities through art and music activities, as well as active communication and listening, which develop socio-emotional skills.

Research on the cognitive and socio-emotional outcomes for early education has suggested that children who enroll in better quality early care and education programs demonstrate enhanced cognitive and social skills particularly during the preschool years, even while controlling for family background differences.<sup>xi</sup> As mentioned earlier, the Abecedarian study showed higher cognitive test scores in adulthood, while research by Gorey also indicated that three-quarters of children in high-quality early childhood programs scored higher on IQ tests than non-participant children,<sup>xii</sup> and others reported positive correlations between preschool quality and a child's school-age cognitive abilities.<sup>xiii</sup> Further results from the NICHD Study of Early Child Care, an extensive study with multiple assessment points of children's socio-emotional and cognitive development in relation to child

care quality, indicated that children who experienced a better quality early care setting showed high levels of cognitive-linguistic functioning from the ages of two to five years-old.<sup>xiv</sup> The NICHD study also showed evidence that the quality of the early care programs, especially for infants, may have an effect on a mother's positive engagement with her child. For example, mothers displayed more sensitive actions when their child was placed in higher-quality care.<sup>xv</sup>

Socio-emotional impacts have been found, though few studies have addressed this particular aspect of high-quality early education. Studies available have indicated that high-quality early education programs were related to positive behavior outcomes and less problem behaviors in the early elementary ages.<sup>xvi</sup> Other studies have also reported that the combination of more hours of early care and poorer-quality early care program environments have been related to increased behavior issues starting at age two. In addition, higher-quality early care programs have also been associated with a child's cooperation and compliance with adults and social interaction skills by the age of two.<sup>xvii</sup> Overall, the research studies show positive cognitive and socio-emotional benefits for high-quality early care and education programs. Promoting and ensuring high-quality approaches with regards to early childhood education programs is fundamental to ensuring that children are developing intellectually, physically, and socially.

## *Economic Benefits*

One of the primary ways for any society to stay competitive is to continue to produce highly-skilled, productive citizens. A prerequisite to achieving high-levels of economic gain and productivity is investing in education. According to a range of studies, the contribution of education to labor productivity growth is approximated at 13 to 30 percent of the total increase.<sup>xviii</sup> The economic benefits associated with investing in children through high-quality programs helps a community to build a better workforce, and also assists them in saving money. Findings by the Justice Policy Institute have indicated that a 5 percent increase in high school graduation rates for men would produce an estimated annual savings of \$5 billion in crime related expenses.<sup>xix</sup> Studies like the Perry Preschool Project and the Chicago Child-Parent Centers have shown that children participating in such high-quality early care and education programs have a higher likelihood of completing high school and experience lower rates of juvenile crime.<sup>xx</sup> Research not only shows positive school achievement outcomes, but it also indicates that children are less likely to receive public assistance, and more likely to post higher earnings compared with children who were not enrolled in high-quality early childhood education programs.<sup>xxi</sup>

Other studies have demonstrated that an investment in children now will pay dividends to a community far into the future. A study by the Brookings Institution

analyzed the growth effects expected from a high-quality, national preschool program, and then analyzed those impacts on economic growth relative to the projected growth course without the policy. Results from the study indicated that a policy including high-quality universal preschool would add \$2 trillion to the nation's annual GDP by 2080.<sup>xxii</sup> Additionally, The Texas A&M Bush School of Government in partnership with the Texas Early Childhood Education Coalition, conducted a cost-benefit analysis of implementing a high-quality universally accessible prekindergarten program in Texas. The study concluded that the benefits significantly outweigh the costs by increasing the likelihood of children completing high school and increasing lifetime earnings. In the study, Texas would receive \$3.50 in return for every dollar invested in high-quality prekindergarten.<sup>xxiii</sup>

## **A DEMOGRAPHIC PROFILE OF WILLIAMSON COUNTY**

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In a recent report by the Educational Testing Service titled, *America's Perfect Storm*, seismic changes to American society as a result of divergent skill distributions, a changing economy, and demographic trends could have potentially devastating consequences in terms of greater inequity and increased polarization, both socially and politically. The report details changing demographic characteristics for the nation, which are especially reflected in the state of Texas, and surfacing in counties such as Williamson.

### ***Population***

Williamson County's overall population reflects a growth rate that exceeds neighboring counties such as Travis (40.9%). While the latest report shows the population hovering at approximately 350,000 people, it has experienced close to an 80% increase in population growth in just a decade. In addition, county-specific figures for gender and the median age are comparable to state-level data. However, Williamson County has key demographic distinctions compared to the state of Texas. According to the survey on Table 1-1, the majority of the county is White (79.8%), and approximately 20% of the county's population is of Hispanic or Latino background, a higher percentage than the national average of 15% but much lower than the Texas average (35.7%). Moreover, the number of Black or African-

Americans in the county is about half in comparison to the state as a whole and the percentage of Asians (3.8%) in Williamson County mirrors the state's estimates.

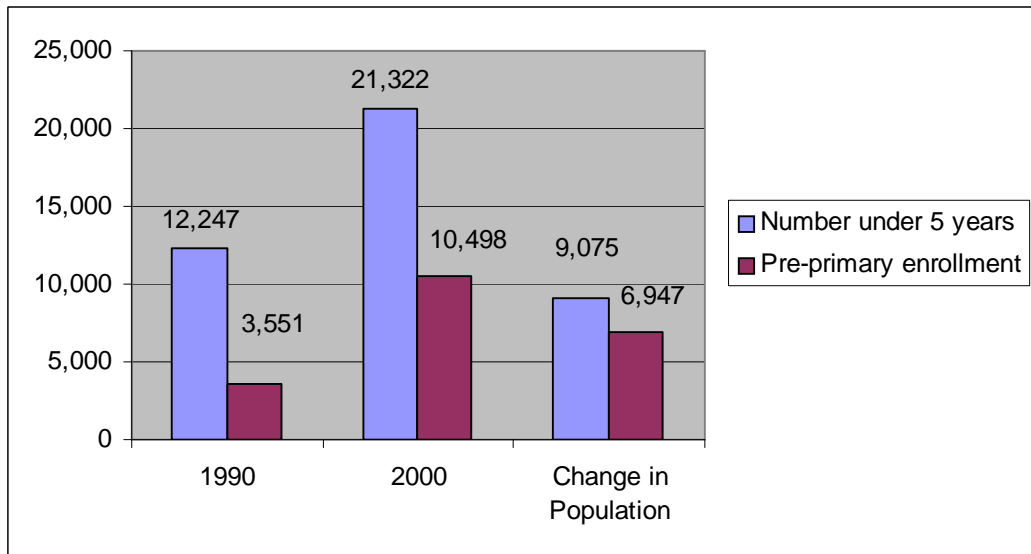
The U.S. Census reports that the number of children under 5 years-old in Williamson County has grown significantly. In Williamson County, the 2006 estimated population of 353,830 includes about 28,000 children under the age of 5. Furthermore, as shown on Table 1-2, the number of children under 5 years of age has increased by 9,075 from 1990 to 2000. Therefore, with the county's increased number of children, comes the need for high-quality early childhood education and other school services. This need is particularly reflected in Williamson County's pre-primary school enrollment, which has increased over two-fold in just ten years.

**Table 1-1: Total population by sex, age, and race for Williamson County, 2006**

| <i>Population</i>                | <i>Number and percent</i> |
|----------------------------------|---------------------------|
| <i>Total population</i>          | 353,830                   |
| 1990                             | 139,551                   |
| 2000                             | 249,967                   |
| <i>Change in population</i>      | 79.1%                     |
| <i>Sex</i>                       |                           |
| Male                             | 176,456                   |
| Female                           | 177,374                   |
| <i>Age</i>                       |                           |
| Under 5 years                    | 27,858 (7.9%)             |
| <i>Median age (years)</i>        | 33.6                      |
| <i>Race</i>                      |                           |
| White                            | 282,299 (79.8%)           |
| Black or African-American        | 20,000 (5.7%)             |
| Asian                            | 13,318 (3.8%)             |
| Hispanic or Latino (of any race) | 71,113 (20.1%)            |

Source: U.S. Census Bureau 2006 American Community Survey Demographic and Housing Estimates and Decennial Census 1990 and 2000; Texas State Data Center and Office of the State Demographer

**Figure 1: Number of persons under 5 years and enrollment in pre-primary school for Williamson County, 1990 and 2000**



Source: Texas State Data Center and Office of the State Demographer

Further data on the early childhood age group in Williamson County shows that while approximately over 60% of White non-Hispanic children have traditionally constituted the early childhood population, Hispanic/Latino children have steadily consisted of close to one-fourth of the birth through age 5 population. African-American children make up about 5% and Asians have the lowest percentage (3%) of children in the early childhood population. Additionally, the child population distribution in the county shows a large early childhood population, particularly for the infant and toddler groups. In Table 1-2, children in the 0-3 age group in Williamson County outnumbered the 4-5 year-olds. From 1990 to 2000, children

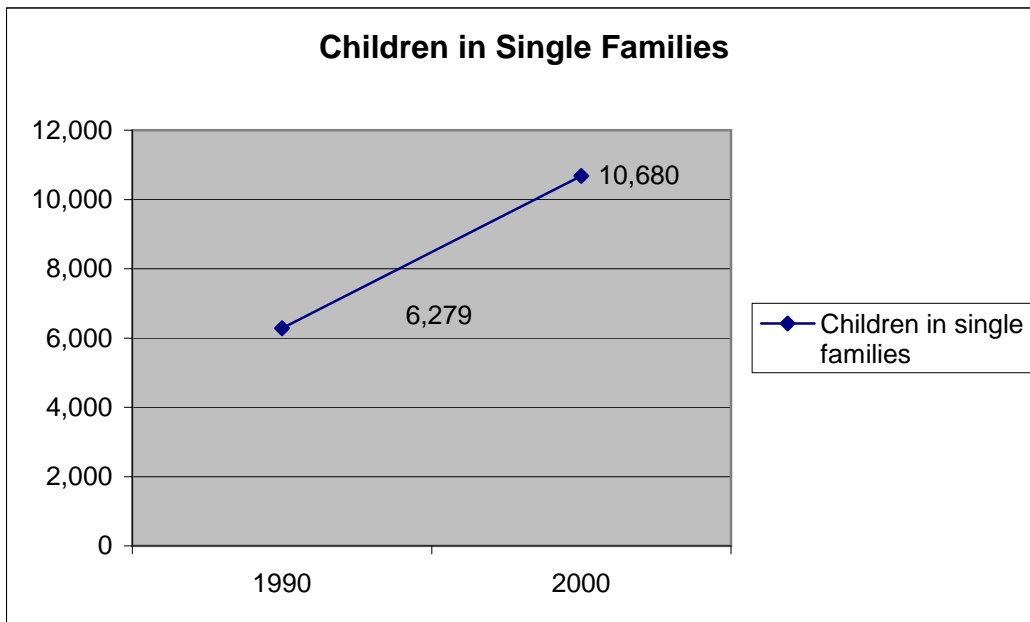
below one year to 5 years-old almost doubled in size, with children one years-old and under receiving the largest gains.

**Table 1-2: Population by single years of age, sex, and race/ethnicity in Williamson County, 2000; Population and population change by single years of age and sex for Williamson County, 1990-2000**

| <i>Population</i>                   | <i>&lt; 1 year</i> | <i>1 year</i> | <i>2 years</i> | <i>3 years</i> | <i>4 years</i> | <i>5 years</i> |
|-------------------------------------|--------------------|---------------|----------------|----------------|----------------|----------------|
| Total population                    | 4,173              | 4,318         | 4,252          | 4,312          | 4,267          | 4,228          |
| White alone, not Hispanic or Latino | 2,740              | 2,780         | 2,755          | 2,860          | 2,842          | 2,804          |
| Black or African-American alone     | 194                | 238           | 240            | 222            | 245            | 253            |
| Asian alone                         | 121                | 136           | 129            | 132            | 153            | 112            |
| Hispanic or Latino                  | 1,015              | 1,018         | 1,001          | 997            | 933            | 965            |
| Population change                   |                    |               |                |                |                |                |
| 1990                                | 2,038              | 2,553         | 2,575          | 2,471          | 2,610          | 2,556          |
| 2000                                | 4,173              | 4,318         | 4,252          | 4,173          | 4,318          | 4,252          |

Source: Texas State Data Center and Office of the State Demographer

**Figure 2: Number of Children in single families in Williamson County, 1990 and 2000**



Source: Kids Count CLIKS: Community-level information on kids

In addition, data about the number of children in single families in the county shows an upward trend over the last decade. From 1990-2000, approximately 4,400 more children were being raised in single families.

### ***Economics***

Over the years, economic development and job opportunities in Williamson County have given rise to average family incomes and an enhanced workforce. With an estimated \$62,494 median household income compared with the state average of \$44,922, Williamson County has among the highest median household income in the state, ranking 4<sup>th</sup> overall.<sup>xxiv</sup>

The county also has low numbers of households with cash public assistance (approximately 985 households) and relatively low rates of families whose income is below poverty level, in comparison to the state averages. Among Williamson County married couple families with children under 5 years-old, 2% live under the federal poverty line compared with the state average of 10%. However, the difference narrows when comparing female-headed households with children under 5 years-old who live below the poverty level. According to the survey, about 40% of female households with children below 5 years of age and with no husband present live in poverty (compared with 48% in the state).

**Table 2-1: Income and benefits (in 2006 inflation-adjusted dollars)**

| <b>Total Households</b>                        | <b>Williamson County</b> | <b>Texas</b> |
|--|--------------------------|--------------|
| Median household income (dollars)              | 62,494                   | 44,922       |
| Mean household income (dollars)                | 74,422                   | 62,421       |
| With cash public assistance income             | 985                      | 125,653      |
| Mean cash public assistance income             | 1,691                    | 2,308        |
| With food stamp benefits in the last 12 months | 4,475                    | 797,179      |
| <b>Total Families</b>                          |                          |              |
| Median household income (dollars)              | 72,566                   | 52,355       |
| Mean household income (dollars)                | 83,826                   | 70,848       |

Source: U.S. Census Bureau 2006 American Community Survey

**Table 2-2: Percentage of families and people whose income in the past 12 months is below the poverty level**

| <i>Families and People</i>                           | <i>Williamson County</i> | <i>Texas</i> |
|--|--------------------------|--------------|
| All families   | 4.5%                     | 13.3%        |
| With related children under 18 years                 | 6.3%                     | 19.3%        |
| With related children under 5 years Only             | 6.3%                     | 19.3%        |
| Married couple families                              | 2.4%                     | 7.6%         |
| With related children under 18 years                 | 2.8%                     | 10.7%        |
| With related children under 5 years only             | 2.0%                     | 10.2%        |
| Families with female householder, no husband present | 17.0%                    | 34.3%        |
| With related children under 18 years                 | 22.5%                    | 42.0%        |
| With related children under 5 years only             | 40.6%                    | 47.9%        |
| All people   | 6.7%                     | 16.9%        |
| Under 18 years                                       | 7.9%                     | 23.9%        |
| Related children under 18 years                      | 7.7%                     | 23.5%        |
| Related children under 5 years                       | 9.7%                     | 27.3%        |

Source: U.S. Census Bureau 2006 American Community Survey

One of the most significant ways to ensure a successful future is through improving child well-being and reducing poverty among families and children. Despite ranking 5<sup>th</sup> statewide in lowest number of children in poverty, child poverty in the county has about doubled in five years, from 4,198 in 1999 to 8,931 children in 2004<sup>xxv</sup>. Furthermore, Table 2-2 shows that children under 5 years old have the highest rates of poverty compared with all other children in Williamson County (9.7%). In addition, the number of Williamson County children receiving

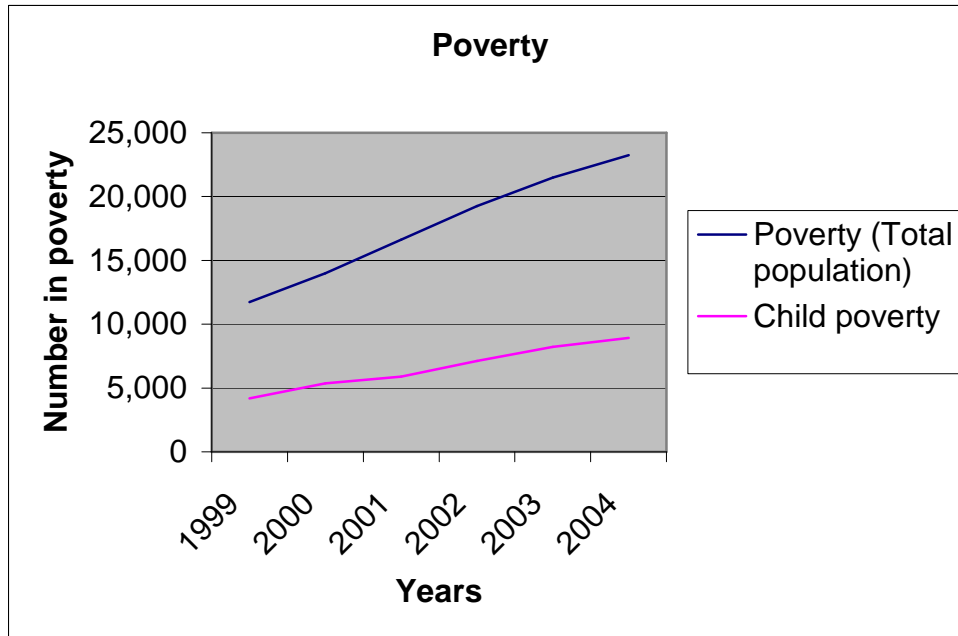
Temporary Assistance for Needy Families (TANF) experienced its largest reduction in the most recent years (1,157 in 2003 versus 662 in 2005).

**Table 2-3: Economic Security, 1999-2005**

| <i>Economic Security and Support</i> | 1999 | 2000 | 2001 | 2002 | 2003  | 2004 | 2005 |
|--------------------------------------|------|------|------|------|-------|------|------|
| Child receiving TANF                 | 613  | 662  | 774  | 970  | 1,157 | 826  | 662  |
| Child receiving SSI                  | 215  | 212  | 237  | 294  | 357   | 419  | 460  |

Source: Kids Count CLIKS: Community-level information on kids

**Figure 3A: Total poverty and child poverty in Williamson County, 1999-2004**



Source: Kids Count CLIKS: Community-level information on kids

**Figure 3B: Total poverty and child poverty in Williamson County, 1999-2004**

| <i>Economic Security and Support</i> | <b>1999</b> | <b>2000</b> | <b>2001</b> | <b>2002</b> | <b>2003</b> | <b>2004</b> |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Poverty (Total population)           | 11,735      | 13,990      | 16,631      | 19,262      | 21,501      | 23,236      |
| Child poverty                        | 4,198       | 5,371       | 5,905       | 7,125       | 8,237       | 8,931       |

Source: Kids Count CLIKS: Community-level information on kids

### ***Employment***

A strong labor force implies an increased need for early childhood education and youth services. The overwhelming majority of families in Williamson County are working families. According to Table 3-1, the majority of the population over 16 years and over is employed in the labor force, including 65% of females, 16 years and over. Of those families with children under 6 years old, over one-half have all parents in the family participating in the labor force (56%), which highlights the demand for more full-time child care services.

Furthermore, the average length of time to commute to work is 27 minutes, slightly higher than the state average of 25 minutes and national average of 24 minutes. Increased travel time suggests the need for additional after-hours child care.

**Table 3-1: Employment status and work**

| <i>Employment Status</i>     | <i>Williamson County</i> |
|------------------------------|--------------------------|
| Population 16 years and over | 265,938                  |
| In labor force               | 191,231                  |

|                                      |         |
|--------------------------------------|---------|
| Employed                             | 178,775 |
| Unemployed                           | 11,887  |
| Armed forces                         | 559     |
| Not in labor force                   | 74,707  |
| Females 16 years and over            | 134,451 |
| In labor force                       | 87,085  |
| Own children under 6 years           | 33,314  |
| All parents in family in labor force | 18,893  |
| <b><i>Commuting to work</i></b>      |         |
| Mean travel time to work (minutes)   | 27.0    |

Source: U.S. Census Bureau 2006 American Community Survey

### ***Housing***

In contrast with Texas as a whole, data shows Williamson County as a fairly new and flourishing area with elevated housing prices and high owner occupancy rates. For instance, the vast majority of the County's householders moved into their units after the year 2000 (approximately 80,000 householders from 2000 to 2005 and later). Table 4-1 further indicates a high level of owner-occupied housing units in Williamson County (73%) and low level of renter-occupied housing units compared with state and national averages (26% in Williamson County versus 35% in Texas and 33% in U.S.). Additionally, Table 4-2 shows Williamson County as having high owner-occupied housing values. Compared with the Texas median value of \$114,000, Williamson County's owner-occupied housing value is estimated at \$160,000, just below the national median value of about \$185,000. Furthermore, the 2006 data also indicates that for renter-occupied units, a sizeable

percentage of the household income is dedicated towards the rent. For close to 10,000 renter-occupied units, the rent takes up 35% or more of the household income. On the whole, this points to the county's above average cost of housing and need to provide all families with more access to affordable housing.

**Table 4-1: Housing Occupancy**

| <i>Housing occupancy</i>                       | <i>Number</i> |
|--|---------------|
| Total housing units                            | 124,017       |
| Occupied housing units                         | 117,023       |
| Vacant housing units                           | 6,994         |
| Homeowner vacancy rates                        | 1.60          |
| Rental vacancy rate                            | 5.70          |
| Occupied housing units                         | 117,023       |
| Housing tenure                                 |               |
| Owner-occupied                                 | 85,588        |
| Renter-occupied                                | 31,435        |
| Average household size of owner-occupied unit  | 3.08          |
| Average household size of renter-occupied unit | 2.73          |
| Year householder moved into unit               |               |
| Moved in 2005 or later                         | 32,228        |
| Moved in 2000 to 2004                          | 46,415        |
| Moved in 1990 to 1999                          | 26,732        |
| Moved in 1980 to 1989                          | 6,958         |
| Moved in 1970 to 1979                          | 3,463         |
| Moved in 1969 or earlier                       | 1,227         |

Source: U.S. Census Bureau: 2006 American Community Survey

**Table 4-2: Value of Owner-Occupied Units and Gross Rent as a Percentage of Household Income**

| <i>Owner-occupied units</i> | <i>Value</i> |
|-----------------------------|--------------|
| Less than 50,000            | 2,082        |
| 50,000 to 99,999            | 8,059        |
| 100,000 to 149,999          | 27,101       |
| 150,000 to 199,999          | 23,276       |

|                                       |                   |
|---------------------------------------|-------------------|
| 200,000 to 299,999                    | 16,317            |
| 300,000 to 499,999                    | 7,452             |
| 500,000 to 999,999                    | 1,161             |
| 1,000,000 or more                     | 50                |
| Median (dollars)                      | 160,400           |
| <i>Percentage of household income</i> | <i>Gross rent</i> |
| Less than 15.0 percent                | 4,036             |
| 15.0 to 19.9 percent                  | 3,325             |
| 20.0 to 24.9 percent                  | 4,675             |
| 25.0 to 29.9 percent                  | 5,100             |
| 30.0 to 34.9 percent                  | 2,814             |
| 35.0 percent or more                  | 9,943             |

Source: U.S. Census Bureau: 2006 American Community Survey

### ***Family Households***

For many families in Williamson County, early care and education programs are essential, especially for those with more than one young child. In Williamson County, over half of family households (56%) and married-couple families (53%) have children under the age of 18. The data also indicates that over 40% of total households have one or more individuals below 18. Meanwhile, close to 70% of female-headed households with no husband present have children under the age of 18. Among family household size and family size characteristics, Williamson County slightly exceeds the state average (2.99 versus 2.83 family household size and 3.48 versus 3.41 family size), respectively<sup>xxvi</sup>.

**Table 5-1: Total households and average household size**

| <i>Households by type</i>        | <i>Number</i> |
|----------------------------------|---------------|
| Total households                 | 117,023       |
| Family households                | 85,740        |
| With own children under 18 years | 48,094        |

|  |        |
|--|--------|
| Married-couple families                              | 69,683 |
| With own children under 18 years                     | 37,501 |
| Male householder, no wife present                    | 4,968  |
| With own children under 18 years                     | 2,828  |
| Female householder, no husband present               | 11,089 |
| With own children under 18 years                     | 7,765  |
| Nonfamily households                                 | 31,283 |
| Householder living alone                             | 25,475 |
| 65 years and older                                   | 6,407  |
| Households with one or more people under 18 years    | 50,796 |
| Households with one or more people 65 years and over | 18,550 |
| Average family household size                        | 2.99   |
| Average family size                                  | 3.48   |

Source: U.S. Census Bureau 2006 American Community Survey

### ***Child Health and Well-being***

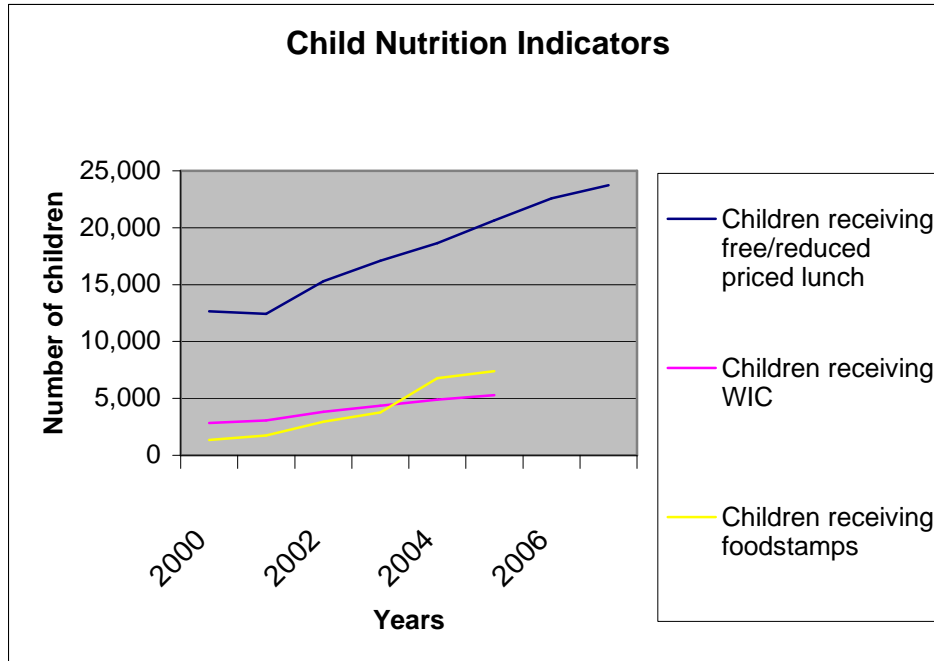
Moreover, while the county has experienced slight increases in infant birth to teen parents, low birth-weight babies, and births to women without prenatal care (as shown in Figure 5), infant mortality has decreased (20 infant deaths in 2004 compared with 29 in 2003). As indicated by Figure 4A, the number of children receiving free or reduced lunches in school has risen by approximately 11,000 from 2000 to 2007, while the amount of children receiving WIC and food stamps has continued to slightly increase over the years.

In addition, the number of confirmed victims of child abuse in 2006 reached its highest point since 2000, whereas the number of children in family violence shelters in 2005 dropped to its lowest in the last five years. Furthermore, Figure 6 shows that health care in Williamson County looks different than the previous

years, with close to 8000 more children enrolled in Medicaid in 2005 than 2000.

Based on the KIDS Count data, the County trends support a decrease in the number of children enrolled in Children’s Health Insurance program (CHIP).

**Figure 4A: Nutrition Indicators of Children in Williamson County, 2000-2006**



Source: Kids Count CLIKS: Community-level information on kids

**Figure 4B: Nutrition Indicators of Children in Williamson County, 2000-2007**

| <b>Indicator</b>                             | <b>2000</b> | <b>2001</b> | <b>2002</b> | <b>2003</b> | <b>2004</b> | <b>2005</b> | <b>2006</b> | <b>2007</b> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Children receiving free/reduced priced lunch | 12,648      | 12,424      | 15,293      | 17,086      | 18,642      | 20,650      | 22,586      | 23,725      |
| Children receiving WIC                       | 2,841       | 3,077       | 3,814       | 4,345       | 4,885       | 5,293       | N/A         | N/A         |
| Children receiving food stamps               | 1,340       | 1,739       | 2,957       | 3,778       | 6,781       | 7,403       | N/A         | N/A         |

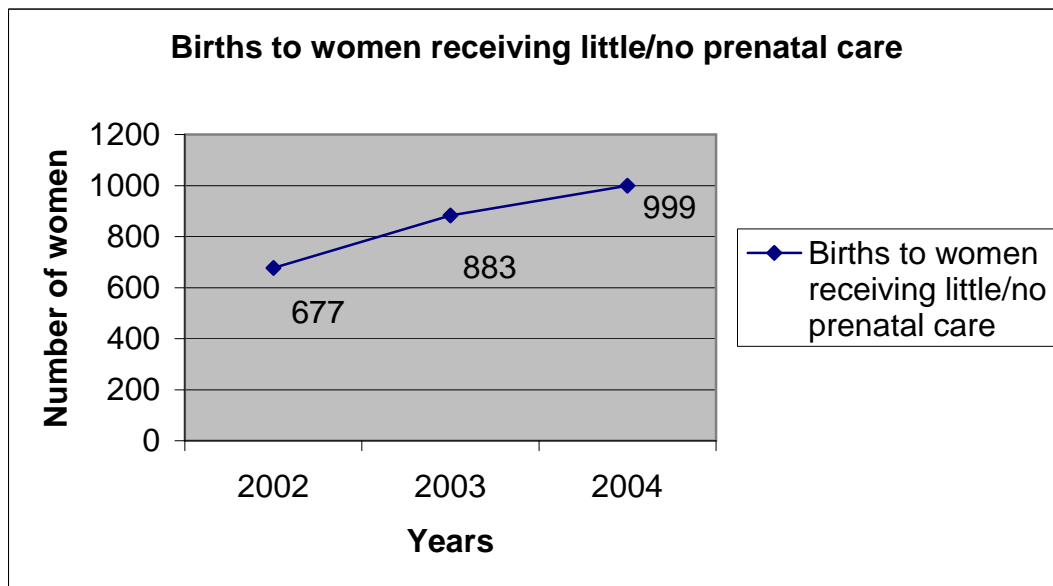
Source: Kids Count CLIKS: Community-level information on kids

**Table 6-1: Early Care and Education and Health Indicators of children in Williamson County, 2000-2006**

| <b>Indicator</b>                     | <b>2000</b> | <b>2001</b> | <b>2002</b> | <b>2003</b> | <b>2004</b> | <b>2005</b> | <b>2006</b> |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>Maternal and Infant Health</b>    |             |             |             |             |             |             |             |
| Birth to teens ages 13-19            | 352         | 366         | 368         | 333         | 382         | N/A         | N/A         |
| Birth to single teens ages 13-19     | 239         | 255         | 256         | 233         | 278         | N/A         | N/A         |
| Infant mortality                     | 22          | 22          | 16          | 29          | 20          | N/A         | N/A         |
| Low birth weight babies              | 269         | 320         | 319         | 322         | 343         | N/A         | N/A         |
| <b>Child Abuse/Neglect</b>           |             |             |             |             |             |             |             |
| Children in foster care              | N/A         | 243         | 234         | 200         | 234         | 289         | 266         |
| Confirmed victims of child abuse     | 560         | 522         | 405         | 417         | 447         | 476         | 591         |
| Children in family violence shelters | 141         | 178         | 123         | 126         | 119         | 99          | N/A         |

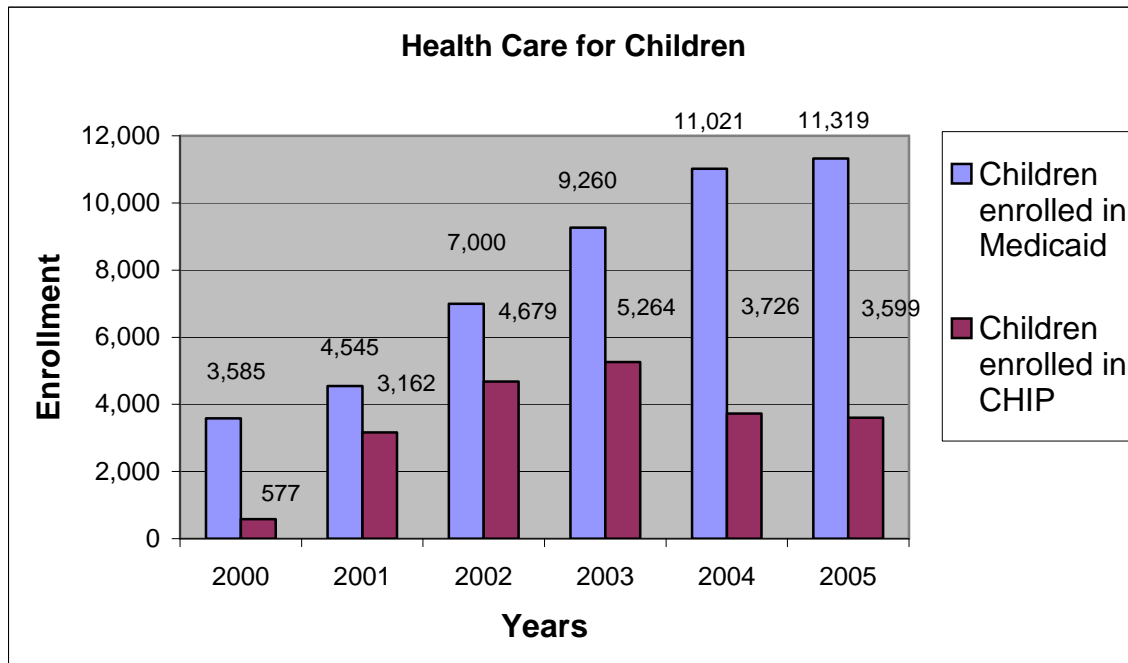
Source: Kids Count CLIKS: Community-level information on kids

**Figure 5: Births to women receiving little/no prenatal care in Williamson County, 2002-2004**



Source: Kids Count CLIKS: Community-level information on kids

**Figure 6: Health Care for Children in Williamson County, 2000-2005**



Source: Kids Count CLIKS: Community-level information on kids

### ***Early Care and Education***

A well-educated community is key to a bright and stronger future.

According to the data on Table 7-1, Williamson County has high levels of educational attainment. In comparison to the state average of approximately 25%, 37% of people in Williamson County hold a bachelor’s degree or higher.

**Table 7-1: School enrollment and educational attainment, 2006**

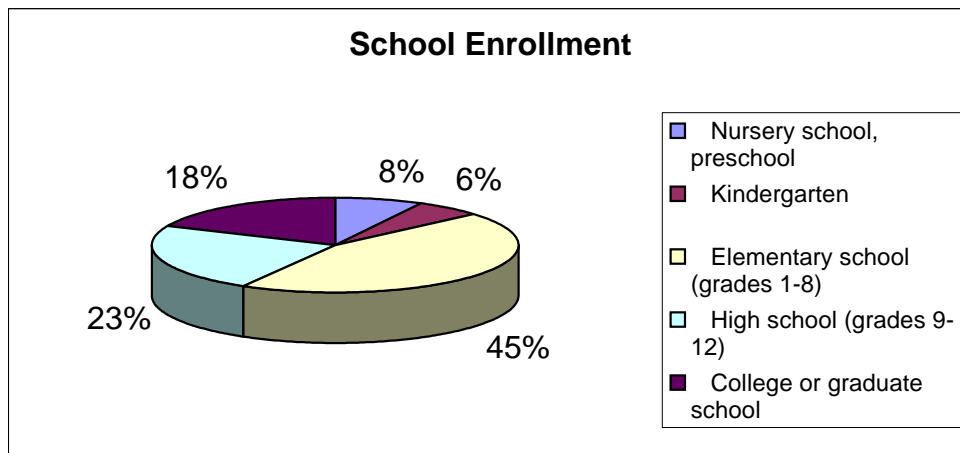
| <b><i>Educational Attainment</i></b>        | <b><i>Number and percent</i></b> |
|---|----------------------------------|
| Population 25 years and older               | 223,383                          |
| Less than 9th grade                         | 10,722                           |
| 9th-12th grade, no diploma                  | 10,336                           |
| High school graduate (includes equivalency) | 48,943                           |
| Some college, no degree                     | 52,960                           |
| Associate's degree                          | 17,476                           |
| Bachelor's degree                           | 59,253                           |

|  |        |
|--|--------|
| Graduate or professional degree        | 23,963 |
| Percent high school graduate or higher | 90.6%  |
| Percent bachelor's degree or higher    | 37.1%  |

Source: U.S. Census Bureau 2006 American Community Survey

In Figure 7A, school enrollment in Williamson County for preschool and kindergarten aged children is estimated at 14% of the total population of students over 3 years-old enrolled in school. Meanwhile, the majority of children enrolled in school are in elementary school (45%) and high school (23%).

**Figure 7A: School Enrollment by percent in Williamson County, 2006**



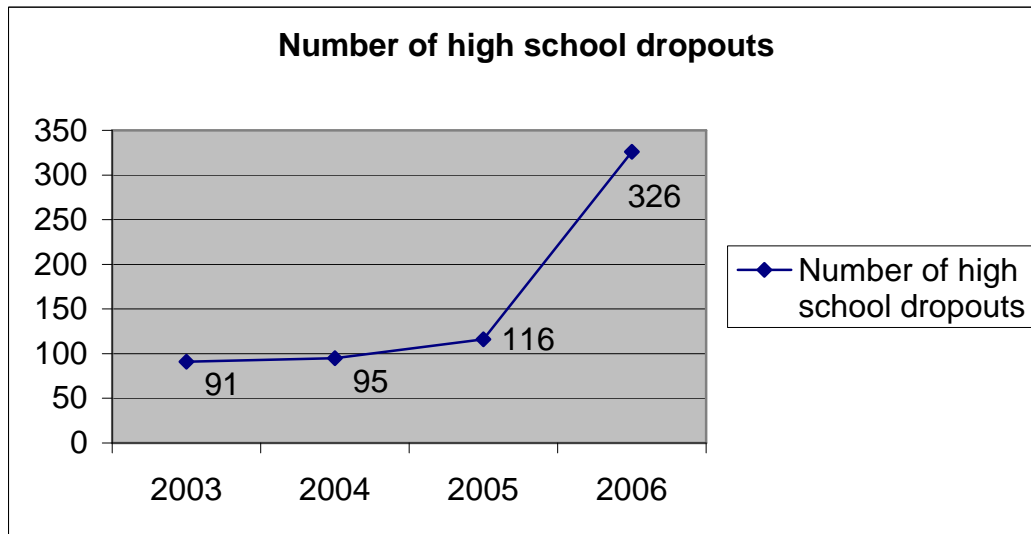
Source: U.S. Census Bureau 2006 American Community Survey

**Figure 7B: School Enrollment by number in Williamson County, 2006**

| <b>School Enrollment</b>                       | <b>Number</b> |
|--|---------------|
| Population 3 years and over enrolled in School | 94,277        |
| Nursery school, preschool                      | 7,406         |
| Kindergarten                                   | 5,407         |
| Elementary school (grades 1-8)                 | 42,306        |
| High school (grades 9-12)                      | 21,749        |
| College or graduate school                     | 17,409        |

Source: U.S. Census Bureau 2006 American Community Survey

**Figure 8: Number of High School Dropouts in Williamson County, 2003-2006**



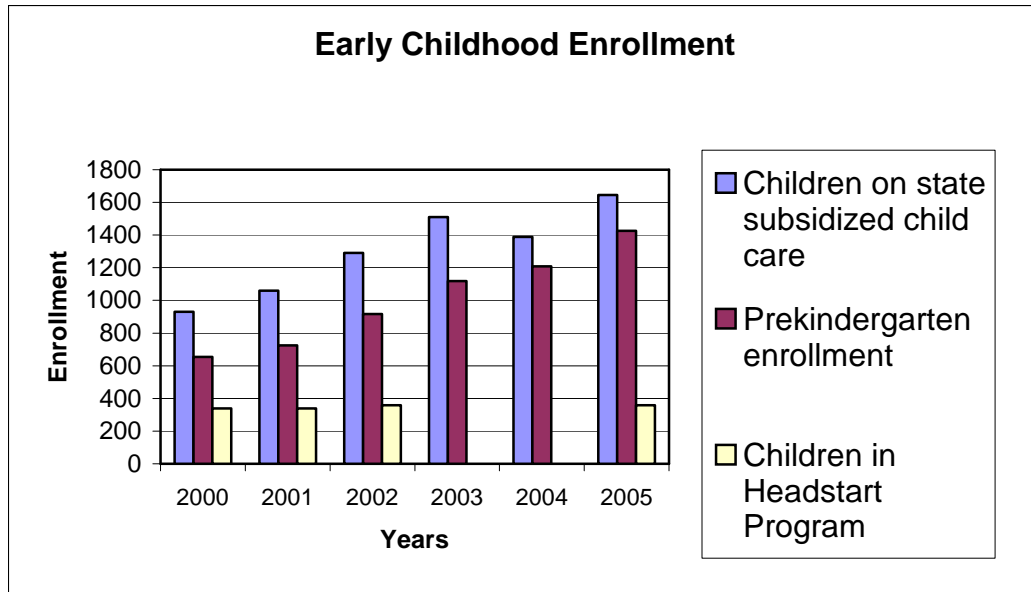
Source: Kids Count CLIKS: Community-level information on kids

As indicated by a United Way of Williamson County 2008 Hopeful Forum report, out of the 10 counties in the Central Texas region, Williamson County ranks second in high school drop out rate and juvenile crime rate<sup>xxvii</sup>. Data from Figure 8 shows that high school drop out rates in Williamson County more than doubled from 2005 to 2006. The need for quality education is key to improving the dropout rate. Research has shown several benefits to attending a high-quality early childhood education program, which include increased graduation rates.

Additionally, the early care and education landscape for Williamson County has changed in the last few years, with an increase of over 700 children in state subsidized child care. A study by the Williamson County Health and Human Services indicated that an estimated 40% of Williamson County children in subsidized care reside in the area of Round Rock (Williamson County Health and

Human Services Assessment 2000). Pre-k enrollment also expanded with a growth of almost 800 more children enrolled in pre-kindergarten from 2000 to 2005. The number of children enrolled in Head Start has remained relatively steady.

**Figure 9A: Early Childhood Education Enrollment in Williamson County, 2000-2005**



Source: Kids Count CLIKS: Community-level information on kids

**Figure 9B: Early Childhood Education Enrollment in Williamson County, 2000-2005**

| <b>Category</b>                         | <b>2000</b> | <b>2001</b> | <b>2002</b> | <b>2003</b> | <b>2004</b> | <b>2005</b> |
|---|-------------|-------------|-------------|-------------|-------------|-------------|
| Children on state subsidized child care | 930         | 1,059       | 1,290       | 1,511       | 1,388       | 1,646       |
| Prekindergarten enrollment              | 655         | 725         | 916         | 1,119       | 1,208       | 1,425       |
| Children in Head Start Program          | 338         | 338         | 358         |             |             | 358         |

Source: Kids Count CLIKS: Community-level information on kids

## WILLIAMSON COUNTY'S EARLY CHILDHOOD EDUCATION AND DEVELOPMENT INFRASTRUCTURE

### *Total Child Population*

**Table 8-1: Number and percent of persons under 5 years of age for Williamson County, 1990 and 2000**

| Williamson<br>County Zip<br>codes | City         | 1990          | 2000          |
|-----------------------------------|--------------|---------------|---------------|
| 76511                             | Bartlett     | N/A           | 175 (5.3%)    |
| 76527                             | Florence     | 250 (6.7%)    | 257 (7.8%)    |
| 76530                             | Granger      | 236 (7.5%)    | 137 (5.8%)    |
| 76537                             | Jarrell      | 277 (8.0%)    | 151 (6.9%)    |
| 76573                             | Schwertner   | N/A           | N/A           |
| 76574                             | Taylor       | 1,157 (8.2%)  | 1,226 (7.6%)  |
| 76577                             | Thorndale    | N/A           | 168 (6.6%)    |
| 76578                             | Thrall       | 32 (4.2%)     | 96 (6.5%)     |
| 78613                             | Cedar Park   | 1,974 (9.0%)  | 3,691 (10.8%) |
| 78615                             | Coupland     | 126 (5.2%)    | 85 (7.5%)     |
| 78621                             | Elgin        | N/A           | 1,361 (8.4%)  |
| 78626                             | Georgetown   | 608 (7.4%)    | 1,548 (7.9%)  |
| 78627                             | Georgetown   | N/A           | N/A           |
| 78628                             | Georgetown   | 1,025 (7.3%)  | 1,410 (5.5%)  |
| 78630                             | Cedar Park   | N/A           | N/A           |
| 78633                             | Georgetown   | N/A           | N/A           |
| 78634                             | Hutto        | 232 (10.3%)   | 308 (7.9%)    |
| 78641                             | Leander      | 758 (10.2%)   | 1,636 (8.5%)  |
| 78642                             | Liberty Hill | 179 (8.9%)    | 429 (7.1%)    |
| 78646                             | Leander      | N/A           | N/A           |
| 78664                             | Round Rock   | 2,165 (10.8%) | 4,694 (10.2%) |
| 78665                             | Round Rock   | N/A           | N/A           |
| 78673                             | Walburg      | N/A           | N/A           |
| 78674                             | Weir         | N/A           | N/A           |
| 78680                             | Round Rock   | N/A           | N/A           |
| 78681                             | Round Rock   | 1,491 (8.6%)  | 2,945 (9.2%)  |
| 78682                             | Round Rock   | N/A           | N/A           |
| 78683                             | Round Rock   | N/A           | N/A           |
| 78717                             | Austin       | 202 (8.3%)    | 878 (10.8%)   |
| 78727                             | Austin       | 31 (6.9%)     | 1,577 (7.1%)  |
| 78728                             | Austin       | N/A           | 1,388 (8.0%)  |
| 78729                             | Austin       | 1,369 (8.8%)  | 1,826 (7.4%)  |
| 78750                             | Austin       | N/A           | 1,470 (6.3%)  |

|       |        |     |              |
|-------|--------|-----|--------------|
| 78759 | Austin | N/A | 2,168 (5.3%) |
|-------|--------|-----|--------------|

Source: U.S. Census Bureau Census 1990 and 2000 Summary File

The U.S. Census Bureau's decennial surveys for 1990 and 2000 were used to collect data on the number and percentage of children under the age of 5 years by zip code area. (Note: Zip code parameters are subject to change over time, as assigned by the U.S. Postal Service.) In 1990, Taylor (76574), Cedar Park (78613), Georgetown (78628), Round Rock (78664, 78681), and Austin (78729) had at least 1,000 children under 5 years-old. By the next decade, the number of zip codes in Williamson County with at least 1,000 children under 5 years-old had grown to thirteen zip codes. For example, Georgetown (78626) increased from 608 children under 5 years-old in 1990 to 1,548 children, and Leander (78641) rose from 758 to 1,636 children in 2000. A significant increase was also found in Round Rock (78664) with 1,717 more children in 2000, and North Austin (78727) with 31 children under 5 years-old in 1990 to over 1,500 children by the next 10 years.

### *Child Care Programs*

**Table 9-1: Development Infrastructure for Child Care Programs for Williamson County**

| Williamson County Zip codes | City     | Licensed Child Care Centers | Licensed Child Care Homes | Registered Child Care Homes | Listed Homes | Capacity of Current Infrastructure (# of children) |
|-----------------------------|----------|-----------------------------|---------------------------|-----------------------------|--------------|--|
| 76511                       | Bartlett | 1                           | 0                         | 0                           | 1            | 47   |
| 76527                       | Florence | 2                           | 0                         | 1                           |              | 113  |
| 76530                       | Granger  | 0                           | 1                         | 0                           | 0            | 12   |
| 76537                       | Jarrell  | 1                           | 0                         | 1                           | 2            | 96   |

|              |                  |            |           |            |            |               |
|--------------|------------------|------------|-----------|------------|------------|---------------|
| 76573        | Schwertner       | 0          | 0         | 0          | 0          | 0             |
| 76574        | Taylor           | 10         | 2         | 2          | 11         | 893           |
| 76577        | Thorndale        | 2          | 0         | 2          | 2          | 158           |
| 76578        | Thrall           | 1          | 0         | 0          | 0          | 68            |
| 78613        | Cedar Park       | 29         | 8         | 27         | 35         | 4,211         |
| 78615        | Coupland         | 0          | 0         | 0          | 0          | 0             |
| 78621        | Elgin            | 6          | 1         | 4          | 9          | 661           |
| 78626        | Georgetown       | 15         | 0         | 10         | 11         | 1,308         |
| 78627        | Georgetown       | 0          | 0         | 0          | 0          | 0             |
| 78628        | Georgetown       | 18         | 4         | 9          | 8          | 1,874         |
| 78630        | Cedar Park       | 0          | 0         | 0          | 0          | 0             |
| 78633        | Georgetown       | 0          | 0         | 0          | 0          | 0             |
| 78634        | Hutto            | 8          | 1         | 9          | 8          | 923*          |
| 78641        | Leander          | 12         | 2         | 16         | 28         | 1,680*        |
| 78642        | Liberty Hill     | 6          | 0         | 2          | 3          | 367           |
| 78646        | Leander          | 0          | 0         | 0          | 0          | 0             |
| 78664        | Round Rock       | 34         | 11        | 34         | 66         | 4,846*        |
| 78665        | Round Rock       | 1          | 0         | 2          | 5          | 364           |
| 78673        | Walburg          | 0          | 0         | 0          | 0          | 0             |
| 78674        | Weir             | 0          | 0         | 0          | 0          | 0             |
| 78680        | Round Rock       | 0          | 0         | 0          | 0          | 0             |
| 78681        | Round Rock       | 20         | 5         | 17         | 29         | 2,725         |
| 78682        | Round Rock       | 0          | 0         | 0          | 0          | 0             |
| 78683        | Round Rock       | 0          | 0         | 0          | 0          | 0             |
| 78717        | Austin           | 4          | 0         | 1          | 5          | 567           |
| 78727        | Austin           | 10         | 2         | 12         | 5          | 1,137         |
| 78728        | Austin           | 8          | 2         | 5          | 11         | 824*          |
| 78729        | Austin           | 11         | 4         | 9          | 11         | 1,612         |
| 78750        | Austin           | 13         | 4         | 3          | 9          | 1,919         |
| 78759        | Austin           | 12         | 0         | 5          | 4          | 1,555         |
|              |                  |            |           |            |            |               |
| <b>Total</b> | <b>19 Cities</b> | <b>224</b> | <b>47</b> | <b>171</b> | <b>263</b> | <b>27,960</b> |

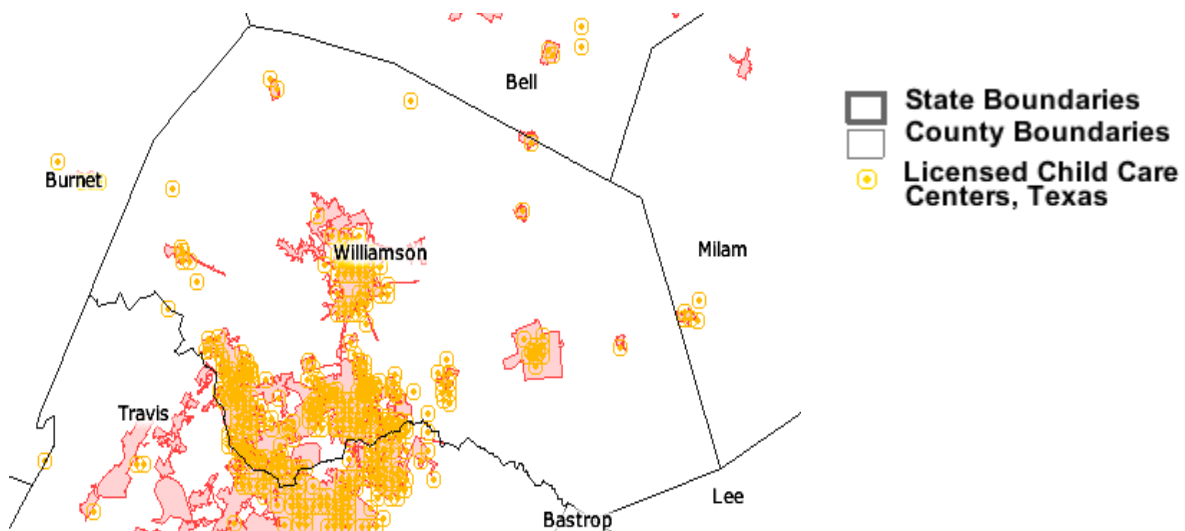
Source: Texas Department of Family and Protective Services from 2002-present

\*Total capacity number incomplete

The Texas Department of Family and Protective Services currently lists 224 licensed child care centers located in Williamson County, compared to neighboring Travis County's 438 licensed child care centers. In particular, Round Rock has the highest number of licensed child care centers, with over 50 licensed centers. Cedar Park comes in second with close to 30 licensed centers. The majority of child care homes are registered in Williamson County, in addition to 47 homes being licensed. Overall, Williamson County's current child care infrastructure has a total capacity of almost 28,000. The zip codes of 78750 (Austin), 78641 (Leander), 78664 (Round Rock), 78681 (Round Rock) have a capacity of nearly 2000 and higher.

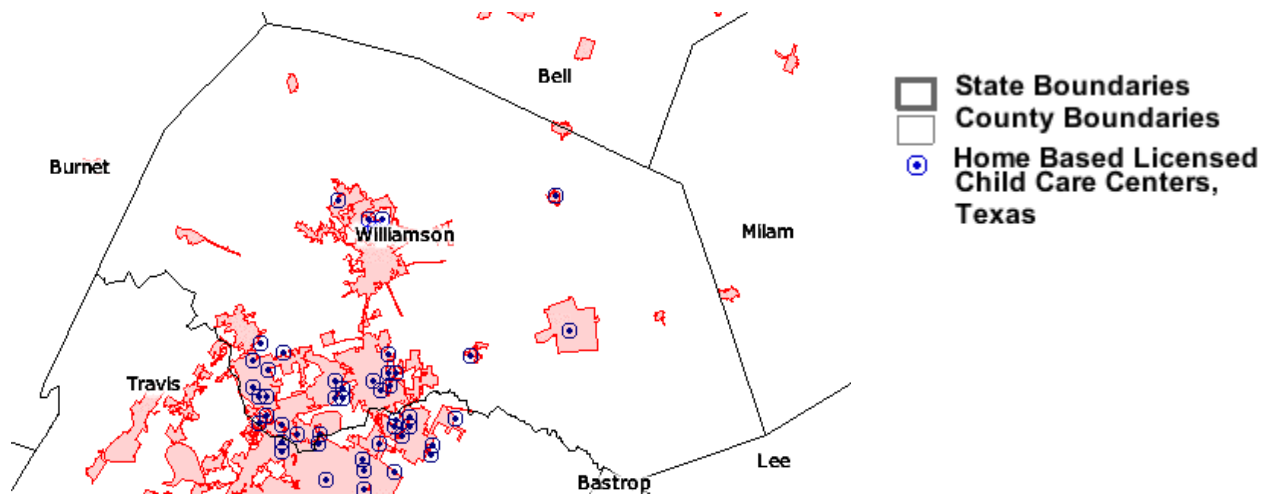
### ***Distribution of Licensed Child Care Centers and Child Care Homes***

**Figure 10: Distribution of Licensed Child Care Centers in Williamson County**



Source: Community Information Resource Center  
<http://circ.rupri.org>

**Figure 11: Distribution of Licensed Child Care Homes in Williamson County**



Source: Community Information Resource Center  
<http://circ.rupri.org>

***Head Start Programs***

**Table 9-2: Development Infrastructure of Head Start Programs in Williamson County**

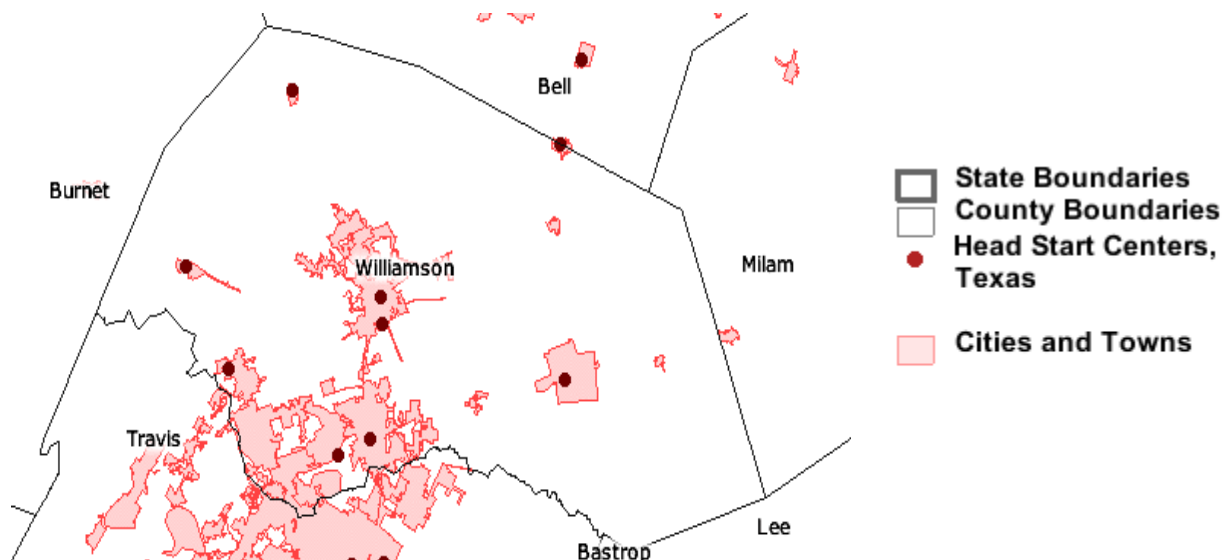
| Williamson County Zip codes | City         | Early Head Start | 4-5 year-old Head Start | Migrant Head Start |
|-----------------------------|--------------|------------------|-------------------------|--------------------|
| 76511                       | Bartlett     | 0                | 1                       | 0                  |
| 76527                       | Florence     | 0                | 1                       | 0                  |
| 76530                       | Granger      | 0                | 0                       | 0                  |
| 76537                       | Jarrell      | 0                | 0                       | 0                  |
| 76573                       | Schwertner   | 0                | 0                       | 0                  |
| 76574                       | Taylor       | 1                | 1                       | 0                  |
| 76577                       | Thorndale    | 0                | 0                       | 0                  |
| 76578                       | Thrall       | 0                | 0                       | 0                  |
| 78613                       | Cedar Park   | 0                | 0                       | 0                  |
| 78615                       | Coupland     | 0                | 0                       | 0                  |
| 78621                       | Elgin        | 0                | 1                       | 0                  |
| 78626                       | Georgetown   | 1                | 2                       | 0                  |
| 78627                       | Georgetown   | 0                | 0                       | 0                  |
| 78628                       | Georgetown   | 0                | 0                       | 0                  |
| 78630                       | Cedar Park   | 0                | 0                       | 0                  |
| 78633                       | Georgetown   | 0                | 0                       | 0                  |
| 78634                       | Hutto        | 0                | 0                       | 0                  |
| 78641                       | Leander      | 0                | 1                       | 0                  |
| 78642                       | Liberty Hill | 0                | 1                       | 0                  |

|              |                  |   |   |   |
|--------------|------------------|---|---|---|
| 78646        | Leander          | 0 | 0 | 0 |
| 78664        | Round Rock       | 0 | 1 | 0 |
| 78665        | Round Rock       | 0 | 0 | 0 |
| 78673        | Walburg          | 0 | 0 | 0 |
| 78674        | Weir             | 0 | 0 | 0 |
| 78680        | Round Rock       | 0 | 0 | 0 |
| 78681        | Round Rock       | 0 | 0 | 0 |
| 78682        | Round Rock       | 0 | 0 | 0 |
| 78683        | Round Rock       | 0 | 0 | 0 |
| 78717        | Austin           | 0 | 0 | 0 |
| 78727        | Austin           | 0 | 0 | 0 |
| 78728        | Austin           | 0 | 0 | 0 |
| 78729        | Austin           | 0 | 0 | 0 |
| 78750        | Austin           | 0 | 0 | 0 |
| 78759        | Austin           | 0 | 0 | 0 |
| <b>Total</b> | <b>19 Cities</b> | 2 | 9 | 0 |

Source: Texas Head Start State Collaborative Office, <http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices#map-home>  
According to the Texas Head Start State Collaborative Office, Williamson County has a total of 2 Early Head Start programs, one located in Taylor and the other in Georgetown; 9 total Head Start programs for 4-5 year-old children; and currently zero Migrant Head Start programs.

### *Distribution of Head Start Programs*

**Figure 12: Distribution of Head Start Programs in Williamson County**



Source: Community Information Resource Center  
<http://circ.rupri.org>

***Public School Prekindergarten (Pre-k) Programs***

**Table 9-3: Development Infrastructure of Public School Pre-k Programs for Williamson County, 2006-2007**

| <b>Districts in Williamson County</b> | <b>Early Childhood Education Students</b> | <b>Public School Pre-kindergarten Students</b> | <b>Type of Prekindergarten Programs (full day/half day)</b> |
|---------------------------------------|---|--|---|
| <b><i>Coupland ISD</i></b>            |   |  |   |
| Coupland Elementary                   | 0   | 0  | N/A   |
| <b><i>Florence ISD</i></b>            |   |  |   |
| Florence Elementary School            | 1   | 38   | Full  |
| <b><i>Georgetown ISD</i></b>          |   |  |   |
| Annie Purl Elementary                 | 27  | 125  | Full  |
| Carver Elementary                     | 0   | 61   | Full  |
| Dell Pickett Elementary               | 0   | 0  | --  |
| Frost Elementary                      | 0   | 20   | Full  |
| Jo Ann Ford Elementary                | 6   | 7  | Full  |
| Pat Cooper Elementary                 | 0   | 0  | --  |
| Raye McCoy Elementary                 | 0   | 0  | --  |
| The Village Elementary                | 0   | 30   | Full  |
| Williams Elementary                   | 0   | 0  | --  |
| <b><i>Granger ISD</i></b>             |   |  |   |
| Granger School                        | 0   | 19   | Full  |
| <b><i>Hutto ISD</i></b>               |   |  |   |
| Cottonwood Creek Elementary           | 4   | 40   | Half  |
| Hutto Elementary                      | 0   | 17   | Half  |
| Nadine Johnson Elementary             | 0   | 33   | Half  |
| Ray Elementary                        |   |  |   |
| <b><i>Jarrell ISD</i></b>             |   |  |   |
| Jarrell Elementary                    | 0   | 27   | Full  |
| <b><i>Leander ISD</i></b>             |   |  |   |
| Ada Mae Faubion Elementary            | 4   | 13   | Half  |
| Bagdad Elementary                     | 10  | 42   | Half  |
| Blockhouse Creek Elementary           | 5   | 5  | Half  |
| C.C. Mason Elementary                 | 10  | 19   | Half  |
| Charlotte Cox Elementary              | 6   | 18   | Half  |
| Cypress Elementary                    | 5   | 23   | Half  |
| Deer Creek Elementary                 | 7   | 0  | N/A   |
| Grand View Hills Elementary*          | 10  | 0  | N/A   |
| Jim Plain Elementary                  | 6   | 16   | Half  |
| Laura Welch Bush Elementary           | 6   | 0  | N/A   |
| Lois F. Giddens Elementary            | 7   | 19   | Half  |

|  |     |     |      |
|--|-----|-----|------|
| Patricia Knowles Elementary            | 17  | 46  | Half |
| Pauline Naumann Elementary             | 20  | 19  | Half |
| Pleasant Hill Elementary               | 11  | 19  | Half |
| River Place Elementary                 | N/A | N/A | N/A  |
| Rutledge Elementary                    | 2   | 17  | Half |
| Steiner Ranch Elementary               | 9   | 9   | Half |
| Whitestone Elementary                  | 5   | 12  | Half |
| William J. Winkley Elementary          | 1   | 8   | Half |
| <b><i>Liberty Hill ISD</i></b>         |     |     |      |
| Bill Burden Elementary                 | 0   | 0   | --   |
| Liberty Hill Elementary                | 5   | 34  | Full |
| <b><i>Round Rock ISD</i></b>           |     |     |      |
| Anderson Mill Elementary               | 5   | 24  | Half |
| Blackland Prarie Elementary            | 5   | 0   | N/A  |
| Bluebonnet Elementary                  | 4   | 67  | Half |
| Brushy Creek Elementary                | 0   | 32  | Half |
| Cactus Ranch Elementary                | 9   | 0   | --   |
| Caldwell Heights Elementary            | 0   | 0   | --   |
| Canyon Creek Elementary                | 0   | 0   | --   |
| Claude Berkman Elementary              | 0   | 54  | Half |
| Deep Wood Elementary                   | 8   | 0   | N/A  |
| Double File Trail Elementary           | 7   | 55  | Half |
| Fern Bluff Elementary                  | 0   | 0   | N/A  |
| Forest Creek Elementary                | 14  | 19  | Half |
| Forest North Elementary                | 8   | 0   | N/A  |
| Gattis Elementary                      | 8   | 47  | Half |
| Great Oaks Elementary                  | 11  | 0   | N/A  |
| Jollyville Elementary                  | 15  | 35  | Half |
| Kathy Caraway Elementary               | 7   | 0   | N/A  |
| Laurel Mountain Elementary             | 1   | 0   | N/A  |
| Live Oak Elementary                    | 6   | 0   | N/A  |
| New Elementary School at Paloma Lake   | N/A | N/A | N/A  |
| New Elementary School at Ryan Crossing | N/A | N/A | N/A  |
| New Elementary School at Stone Oak     | N/A | N/A | N/A  |
| New Elementary School at Willow Run    | N/A | N/A | N/A  |
| Neysa Callison Elementary              | N/A | N/A | N/A  |
| Old Town Elementary                    | 6   | 33  | Half |
| Patsy Sommer Elementary                | N/A | N/A | N/A  |
| Pond Springs Elementary                | 0   | 59  | Half |
| Purple Sage Elementary                 | 0   | 29  | Half |
| Spicewood Elementary                   | 0   | 0   | --   |

|  |     |      |                                |
|--|-----|------|--------------------------------|
| Terra Vista Elementary   | N/A | N/A  | N/A                            |
| Union Hill Elementary  | 10  | 0    | N/A                            |
| Vic Robertson Elementary   | 0   | 58   | Half                           |
| Wells Branch Elementary  | 0   | 45   | Half                           |
| Xenia Voigt Elementary   | 8   | 60   | Half                           |
| <b>Taylor ISD</b>  |     |      |                                |
| Naomi Passmann Elementary  | 9   | 146  | Half                           |
| T.H. Johnson Elementary  | 0   | 0    | N/A                            |
| <b>Thrall ISD</b>  |     |      |                                |
| Thrall Elementary  | 0   | 15   | Half                           |
| Includes portions of (not full portion of district part of Williamson County): |     |      |                                |
| <b>Bartlett ISD</b>  |     |      |                                |
| <b>Burnet Cons. ISD</b>  |     |      |                                |
| Bertram Elementary   | 0   | 0    | --                             |
| Burnet Elementary  | 1   | 64   | Half                           |
| R.J. Richey Elementary   | 0   | 0    | --                             |
| Shady Grove Elementary   | 0   | 0    | --                             |
| <b>Lexington ISD</b>   |     |      |                                |
| Lexington Elementary   | 6   | 22   | Full                           |
| <b>Thorndale ISD</b>   |     |      |                                |
| Thorndale Elementary   | 0   | 20   | Half                           |
| <b>Total</b>   | 332 | 1620 | 10 Full-day and<br>36 Half-day |

Source: The Texas Education Agency Academic Excellence Indicator System, 2006-2007

\*Program combined with River Place Elementary

As indicated by the Texas Education Agency's 2006-2007 Academic Excellence Indicator System, school districts in Williamson County served approximately 332 early childhood students and 1620 prekindergarten students in public schools. In addition, of the schools offering prekindergarten in the County, 10 were considered full-day (serving students for more than 3 hours) and 36 schools were regarded as half-day (less than 3 hours). Large school districts such as Round Rock ISD (estimated at over 600 prekindergarteners) and Leander ISD

(approximately 260 prekindergarteners), offer only half-day services. However, Georgetown ISD (approximately 250 prekindergarteners) offers full-day programs in all of their schools that contain prekindergarten. Coupland ISD was the only district with an elementary school not to offer any prekindergarten or early childhood programs.

# WILLIAMSON COUNTY'S EARLY CHILDHOOD EDUCATION RESOURCE INFRASTRUCTURE

## *Maximum Daily Rates for Licensed Child Care Centers*

**Table 10-1: Licensed Child Care Centers**

| Licensed Child Care Centers in Rural Capital Board                 | Infants  |          | Toddlers |          | Preschool |          |
|--|----------|----------|----------|----------|-----------|----------|
|  | Full Day | Part Day | Full Day | Part Day | Full Day  | Part Day |
| Maximum Allowable Daily Rates *                                    | \$22.44  | \$18.47  | \$19.93  | \$14.25  | \$19.48   | \$14.39  |
| Federally Recommended Daily Rates at 75 <sup>th</sup> Percentile ^ | \$46.84  | \$20.00  | \$30.97  | \$22.70  | \$31.71   | \$30.75  |
| <i>Actual Reimbursement Rate:</i>                                  |          |          |          |          |           |          |
| March 2006-February 2007 □   | \$18.14  | N/A      | \$15.01  | N/A      | \$13.64   | N/A      |
| November 2007 ■  | \$18.14  | N/A      | \$15.07  | N/A      | \$13.48   | N/A      |

\* Source: Texas State Plan for CCDF Services for period October 1, 2007 – September 30, 2009

^ Source: Texas State Plan for CCDF Services for period October 1, 2005 – September 30, 2007

□ Source: Performance Analysis and Reporting, TWC (4/12/07, ECC Data)

■ Source: Performance Analysis and Reporting, TWC (12/31/07, ECC Data)

Records from the Texas State Plan for CCDF Services indicates that licensed child care centers in Williamson County have a maximum daily rate of \$22.44 for infants in full-day care, but centers in the 75<sup>th</sup> percentile have a rate for infants in full-day care of more than double the maximum daily rate (\$46.84). However, reports from 2007 shows that the actual rate on average that licensed child care

centers received was just \$18.14 for infant care, about \$4.00 below the maximum daily rate. Licensed centers with toddler care also experienced a reduction of approximately \$4.00 in the actual rate received compared to the maximum daily rate. On the other hand, licensed centers with preschool programs in 2007, received an average of \$7.00 less than the maximum daily rate for full-day preschool (\$13.64 average rate received versus \$19.48 maximum daily rate).

***Maximum Daily Rates for Licensed Child Care Homes***

**Table 10-2: Licensed Child Care Homes**

| Licensed Child Care Homes in Rural Capital Board                   | Infants  |          | Toddlers |          | Preschool |          |
|--|----------|----------|----------|----------|-----------|----------|
|  | Full Day | Part Day | Full Day | Part Day | Full Day  | Part Day |
| Maximum Allowable Daily Rates *                                    | \$17.15  | \$17.15  | \$17.14  | \$17.14  | \$15.99   | \$15.40  |
| Federally Recommended Daily Rates at 75 <sup>th</sup> Percentile ^ | \$25.60  | \$19.82  | \$25.20  | \$20.86  | \$25.55   | \$20.63  |
| <i>Actual Reimbursement Rate:</i>                                  |          |          |          |          |           |          |
| March 2006-February 2007 □   | \$12.67  | N/A      | \$11.33  | N/A      | \$9.99    | N/A      |

\* Source: Texas State Plan for CCDF Services for period October 1, 2007 – September 30, 2009

^ Source: Texas State Plan for CCDF Services for period October 1, 2005 – September 30, 2007

□ Source: Performance Analysis and Reporting, TWC (4/12/07, ECC Data)

According to the Texas State Plan for CCDF Services, licensed child care homes have a maximum daily rate for infants and toddlers of slightly over \$17.00, while licensed homes with preschool care have a maximum daily rate of close to

\$16.00. The 2006-2007 report for average cost per unit for infant care in licensed homes in Williamson County was almost \$5.00 less than the maximum daily rate. Additionally, licensed child care homes with toddler and preschool care also posted lower rates on average per unit, with a reduction of about \$6.00 compared to the maximum daily rates.

***Maximum Daily Rates for Registered Child Care Homes***

**Table 10-3: Registered Child Care Homes**

| Registered Child Care Homes in Rural Capital Board               | Infants  |          | Toddlers |          | Preschool |          |
|--|----------|----------|----------|----------|-----------|----------|
|  | Full Day | Part Day | Full Day | Part Day | Full Day  | Part Day |
| Maximum Allowable Daily Rates                                    | \$18.14  | \$14.64  | \$17.14  | \$16.96  | \$16.00   | \$15.88  |
| Federally Recommended Daily Rates at 75 <sup>th</sup> Percentile | \$26.29  | \$21.51  | \$25.00  | \$17.67  | \$23.00   | \$15.32  |
| <i>Actual Reimbursement Rate:</i>                                |          |          |          |          |           |          |
| March 2006-February 2007 <input type="checkbox"/>                | \$13.03  | N/A      | \$11.35  | N/A      | \$11.13   | N/A      |

\* Source: Texas State Plan for CCDF Services for period October 1, 2007 – September 30, 2009

^ Source: Texas State Plan for CCDF Services for period October 1, 2005 – September 30, 2007

Source: Performance Analysis and Reporting, TWC (4/12/07, ECC Data)

As reported by the Texas State Plan for CCDF Services, registered child care homes have a maximum daily rate of about \$18.14 for infant full-day care and \$14.64 for part-day infant care. At the 75<sup>th</sup> percentile, daily rates were on average \$8.00 more for infant care for full-day programs and about \$7.00 for part-day

infant services. However, reports based on the Performance Analysis indicated that the average cost per unit for a registered home providing infant care in Williamson County was slightly above \$13.00. For registered homes offering toddler care, the average cost per unit was about \$6.00 less than the maximum daily rate for full-day and part-day services. Furthermore, registered homes also posted about a \$5.00 decrease in average cost per unit in contrast with the maximum daily rates for preschool full-day or part-day services.

***Maximum Daily Rates for Unregulated Child Care Homes***

**Table 10-4: Unregulated Provider Child Care Homes**

| Unregulated Provider Child Care Homes in Rural Capital Board | Infants  |          | Toddlers |          | Preschool |          |
|--|----------|----------|----------|----------|-----------|----------|
|  | Full Day | Part Day | Full Day | Part Day | Full Day  | Part Day |
| Maximum Allowable Daily Rates *                              | \$10.00  | \$8.00   | \$10.00  | \$8.00   | \$10.00   | \$8.00   |
| <i>Actual Reimbursement Rate:</i>                            |          |          |          |          |           |          |
| March 2006-February 2007 □                                   | \$7.65   | N/A      | \$7.91   | N/A      | \$6.81    | N/A      |

\* Source: Texas State Plan for CCDF Services for period October 1, 2007 – September 30, 2009

□ Source: Based on Performance Analysis and Reporting, TWC (4/12/07, ECC Data)

According to the Texas State Plan for CCDF Services, unregulated provider child care homes had similar maximum daily rates for infant, toddler, and preschool services for both full-day (\$10.00) and part-day (\$8.00) care. As

reported, average costs per unit for infants and toddlers was about \$2.00 less than the maximum daily rate for full-day services. The average cost per unit for unregulated provider child care homes with preschool services was over \$3.00 compared with preschool full-day maximum daily rates.

***Maximum Daily Rates for Texas Rising Star (TRS) and Texas Early Education Model (TEEM) Providers***

**Table 10-5: Texas Rising Star Provider (TRSP) and TEEM**

| TRSP and TEEM Providers in Rural Capital Board * | Infants  |          | Toddlers |          | Preschool |          |
|--|----------|----------|----------|----------|-----------|----------|
|  | Full Day | Part Day | Full Day | Part Day | Full Day  | Part Day |
| TRSP rate 2 star licensed child care centers     | \$23.56  | \$19.39  | \$20.93  | \$14.96  | \$20.46   | \$15.11  |
| TRSP rate 3 star licensed child care centers     | \$23.78  | \$19.58  | \$21.13  | \$15.10  | \$20.65   | \$15.25  |
| TRSP rate 4 star licensed child care centers     | \$24.01  | \$19.76  | \$21.32  | \$15.24  | \$20.85   | \$15.39  |
| TRSP licensed child care homes                   | \$18.01  | \$18.01  | \$18.00  | \$18.00  | \$16.79   | \$16.17  |
| TRSP registered child care homes                 | \$19.04  | \$15.38  | \$18.00  | \$17.81  | \$16.80   | \$16.68  |

\* Source: Texas State Plan for CCDF Services for period October 1, 2007 – September 30, 2009

Reports for Texas Rising Star Providers (TRS) and TEEM providers indicate that TRS rates for 4 star licensed child care centers have the highest rates for infant, toddler, and preschool services. Also, the rate difference between 2 and 3 star TRS centers compared to 4 star centers is slightly less than \$0.50.

Additionally, TRS registered homes with infant care have about a \$4.00 difference between full-day and part-day services. For programs offering toddler and preschool care, the difference between full-day and part-day services for TRS-rated child care centers is approximately \$5.00. On the other hand, the difference is minor between TRS licensed and registered homes for full-day and part-day.

***Average Cost of Child Care***

**Table 10-6: Average cost of child care for Williamson County (in US dollars)**

| <b>Child Age</b>    | <b>Monthly average for Licensed Child Care Centers</b> | <b>Monthly average for Registered / Licensed Child Care Homes</b> |
|---------------------|--|---|
| Newborn-11mos       | \$780  | \$611   |
| 12 mos-17mos        | \$745  | \$607   |
| 18mos-23 mos        | \$676  | \$581   |
| 2 yrs               | \$641  | \$576   |
| 3 yrs               | \$611  | \$563   |
| 4yrs-5yrs           | \$607  | \$559   |
| 6 yrs-12yrs         | \$247  | \$299   |
| 6 yrs-12 yrs summer | \$576  | \$485   |

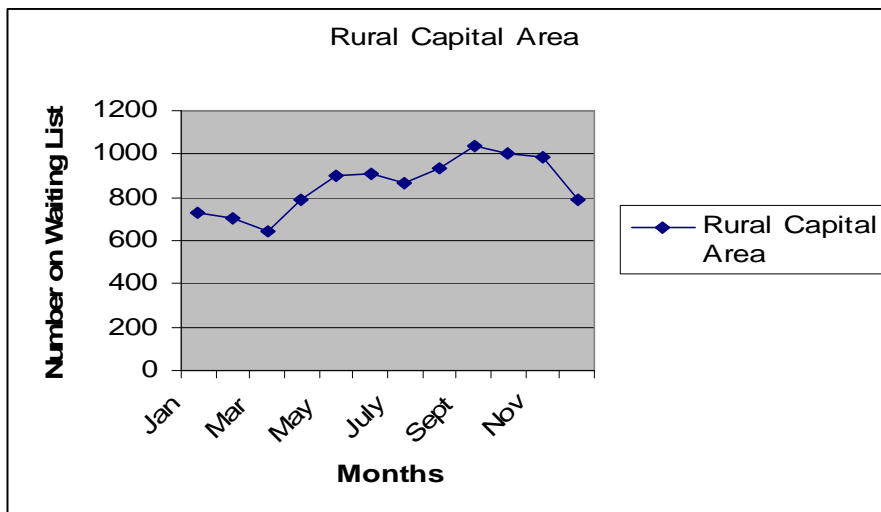
Source: FamilyConnections Average Cost of Child Care, [http://www.familyconnectionsonline.org/FamilyConnections/FamilyConnections/fc/pdf/adnl\\_res\\_pubs/avgcost/Average\\_cost\\_of\\_child\\_care\\_10\\_counties.pdf](http://www.familyconnectionsonline.org/FamilyConnections/FamilyConnections/fc/pdf/adnl_res_pubs/avgcost/Average_cost_of_child_care_10_counties.pdf)

Child care plays an essential role to the lives of many working families today. Currently in Williamson County, there are over 30,000 mothers in the labor force with children under the age of six. In addition, approximately 19,000 families in the county have both parents in the labor force. Finding high-quality, affordable child care, therefore, is critical to allowing parents to balance their work needs as well as provide an environment of learning for their child while employed.

Annually, Texas families pay an average of \$7,440 for full-time center care for an infant and close to \$5,799 for full-time center-based care for a 4-year-old<sup>xxviii</sup>. In Williamson County, newborn full-time care in a licensed center comes with an average price tag of \$780. Full-time center care for 4-5 year-olds in the county is approximately \$607. Families looking to home-based child care face the similar daunting task of finding care that is affordable. For instance, the average cost of care for newborns in registered and licensed child care homes is \$611. For children ages 4-5 years-old, care in registered and child care homes is an estimated \$569.

***Child Care Waiting List***

**Figure 13: Child Care Waiting List for January 2006-December 2007, Rural Capital Area** (serves Bastrop, Blanco, Burnet, Caldwell, Fayette, Hays, Lee, and Llano, and Williamson Counties)



Source: Workforce Policy and Program Assistance

Child care waiting list records from the Rural Capital Area, the workforce board serving Williamson County, shows wait list numbers with steady increases in the beginning of the year, and hitting its peak of 1,041 in the month of September, in conjunction with the beginning of the calendar school year for many communities. Additionally, according to a report by the United Way of Williamson County (2008), the majority of the Head Start and Early Head Start programs in the county currently have waiting lists<sup>xxix</sup>.

## **WILLIAMSON COUNTY'S DISTRIBUTION OF QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS**

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### *Distribution of NAEYC, NAC, NECPA, NAFCC, TRS, TEEM, and SRCS Programs*

**Table 10-7: Distribution of Accredited Child Care in Williamson County**

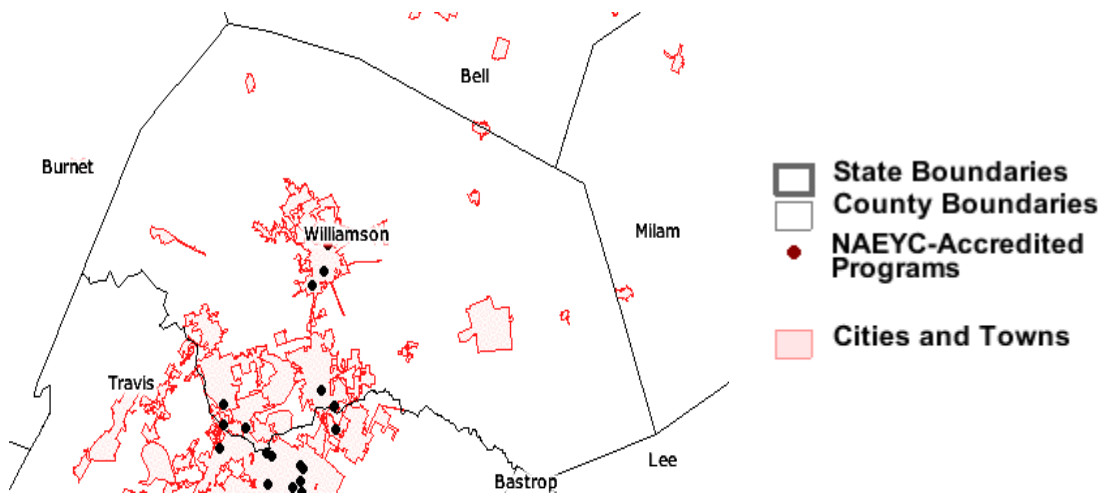
|                             | <b>NAEYC</b> | <b>NAC</b> | <b>NECPA</b> | <b>NAFCC</b> | <b>TRS</b>        | <b>TEEM</b> | <b>SRCS</b>            |
|-----------------------------|--------------|------------|--------------|--------------|-------------------|-------------|------------------------|
| Licensed Child Care Centers | 10           | 1          | 0            | N/A          | 12 (4-star rated) | 0           | 2 certified classrooms |
| Licensed Child Care Homes   | N/A          | N/A        | N/A          | 1            | 0                 | N/A         | N/A                    |
| Registered Child Care Homes | N/A          | N/A        | N/A          | 0            | 0                 | N/A         | N/A                    |

*Sources:* National Association for the Education of Young Children (NAEYC); National Accreditation Commission for Early Care and Education Programs (NAC) <http://www.naccp.org>; National Early Childhood Program Accreditation (NECPA) <http://www.necpa.net>; National Association for Family Child Care (NAFCC) <http://www.nafcc.org>; Texas Rising Star (TRS) <http://www.ruralcapitalworkforce>; Texas Early Education Model (TEEM) <http://www.childrenslearninginstitute.org>; School Readiness Certification System (SRCS) <http://www.childrenslearninginstitute.org>

Out of the 224 licensed child care centers in Williamson County (Table 6-1), only ten are NAEYC accredited, one is NAC accredited, and two classrooms are Texas School Ready! certified. Among 47 licensed child care homes and 171 registered child care homes in the entire county (Table 6-1), one child care home is listed as NAFCC accredited. In addition, there are currently zero TEEM sites in Williamson County.

## *Distribution of NAEYC-Accredited Programs*

**Figure 14: Distribution of NAEYC Accredited Programs in Williamson County**



Source: Community Information Resource Center  
<http://circ.rupri.org>

## **INSIGHTS**

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The insights offered next are general in nature because the researchers believe that local challenges in Williamson County require local solutions that are best conceptualized, developed, and ultimately implemented by stakeholders that reside within the County. This view, of course, is tempered by the fact that local decision-making and the ability to formulate effective responses can, in some cases, be constrained according to the realities of higher-level policies, rules, and laws.

Those who seek to understand and ultimately improve the early childhood education and development infrastructure in Williamson County face multiple obstacles and challenges. However, these obstacles and challenges are not insurmountable. Based on the data collected and analyzed in this report, the following “top 10” insights can be gleaned:

- Child poverty in Williamson County is increasing and mirrors Texas-specific trends
- Coupled with an increase in child poverty is a simultaneous increase in the birth to age 5 population, especially for Hispanic children
- An increasing number of children are growing up in single parent households
- Child births to women that receive minimal to no prenatal care is on the rise

- The number of vulnerable children enrolled in the state CHIP program, a comprehensive child health plan, has decreased despite demand
- There are few Head Start-related programs to accommodate the holistic needs of vulnerable children
- The resource infrastructure (in the form of reimbursements rates) in place to provide incentives to local providers to accept and serve needy children in high-quality ways is inadequate
- There is a lack of access to high-quality programs across the County
- The number of students dropping out of school is increasing
- There is a lack of coordination between the various early childhood education providers, as evidenced by the lack of TEEM partnerships and individual programs like Head Start, which could substantially limit the capacity of the system to meet current and future demand

Williamson County, according to the data collected in this report, faces multiple challenges and/or opportunities depending on how one views the current state of affairs with regards to demographic and early childhood education trends. The demographic realities facing the County, such as a growing population, increasing numbers of children born into poverty, and a diminishing health infrastructure for poor children and predominantly single parents, if not addressed, could translate into increasing costs to the County, both in terms of human and financial capital. In addition, with an increasing early childhood population, ages birth to 5, comes an increasing demand for early childhood education services. If this demand is not met with accessible, affordable, high-quality options, parents, especially those that lack economic

resources, will turn to increasingly unregulated forms of care. If one examines the rapid increase in high school drop out and juvenile crime rates, having more children exposed to inferior quality programs early on will only serve to exacerbate these trends.

In addition, with a growing child population and increasing demand for early childhood services comes a simultaneous demand for more classroom space and facilities, more highly trained teachers and staff, and the need for an expanded early childhood infrastructure. In order to accommodate these additional demands, organizations involved in early childhood education should consider various partnership options based on local needs and resource availability.

## **APPENDIX A: SELECT EARLY CHILDHOOD EDUCATION PROGRAM STANDARDS COMPARISON**

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### **Program Descriptions**

#### *Texas Public School Pre-k Programs*

Texas' publicly funded pre-k initiative maintains the largest total enrollment of any state funded pre-k initiative in the country. Established in 1984 as a result of Texas House Bill (HB) 72, the Texas Public School Prekindergarten Initiative required school districts to provide a half-day education-based program to children who were four years- old, and who were either homeless, unable to speak and comprehend English, and who qualified for free or reduced price lunch. In addition, the bill allowed school districts the option of also providing prekindergarten services to eligible three year-olds.

The Public School Prekindergarten Initiative requires school districts to offer services and fund them according to k-12 average daily attendance (ADA) formulas if there are 15 or more eligible children in a given district. An amendment to Texas House Bill (HB) 1 in 2006 expanded public school pre-k eligibility requirements to three and four year-old children whose parents are either on active military duty, in an activated reserve unit, or who were killed or wounded in military action. Texas was one of the first states in the country to expand pre-k eligibility to its military families. During the recent 80<sup>th</sup> legislative session, Senate

Bill (SB) 758 further expanded eligibility to include children under court conservatorships in the Texas foster care system.

In 1999, the 76<sup>th</sup> Texas Legislature established the Prekindergarten Early Start Grant program that allowed school districts to request additional funding to expand their pre-k programs from half to full-day programs.

***Department of Family and Protective Services (DFPS) Licensed Child Care Programs***

The Texas Department of Family and Protective Services (DFPS) Child-Care Licensing Division “is responsible for protecting the health, safety, and well-being of children who attend or reside in regulated child-care operations and homes. Through a process mandated by Chapter 42 of the Human Resources Code, the Division develops minimum standards for regulated operations and homes as well as policies and procedures for enforcing those minimum standards. The Division has the additional role of providing consultation, technical assistance, and training for child-care providers and educating the public in the selection and improvement of child-care services”

([www.dfps.state.tx.us/Child\\_Care/About\\_Child\\_Care\\_Licensing/what\\_we\\_do.asp](http://www.dfps.state.tx.us/Child_Care/About_Child_Care_Licensing/what_we_do.asp))

***Texas Early Education Model (TEEM) Programs***

Based on the bi-partisan, legislative success of Texas Senate Bill 76 during the 78<sup>th</sup> legislative session, the Texas Early Education Model (TEEM) was piloted in local communities to share resources and collaborate around the needs of at-risk

children. The model, which can be described as a school readiness integration model, provides a high-quality, “cost effective way to develop an integrated approach to bring together school districts, child care providers, and Head Start programs in a cohesive service model that dramatically improves early reading, math, and social development”

([ritter.tea.state.tx.us/opge/formfund/prek/PKFAQs082406.pdf](http://ritter.tea.state.tx.us/opge/formfund/prek/PKFAQs082406.pdf) , p. 6).

According to the TEA, the “two key principles driving school readiness integration are: (1) the preparedness of all children to enter kindergarten on or above grade level and ready to benefit from the full array of public education services to keep them on grade level in kindergarten and beyond; and (2) the development and implementation of a school readiness integration model that is community-based and individualized in ways that best serve each community” (*ibid*, p. 6).

Building upon the successes of TEEM projects in local communities, the Texas Legislature expanded the model as a result of Texas Senate Bill 23, during the 79<sup>th</sup> legislative session. In addition, the bill promoted the development of the School Readiness Certification System, a voluntary, quality initiative that is currently being developed and implemented by the State Center for Early Childhood Development (SCECD).

### ***Head Start Programs***

Head Start, a program of the U.S. Department of Health and Human Services, provides services to economically disadvantaged children with the goal of promoting school readiness. Local public and private non-profit and for-profit agencies can apply for grants through the Head Start program to provide comprehensive services for children and their families, including educational, health, nutritional, social, and other services. The program focuses on parental involvement as a critical element in a child's education and integrates parents and families into program structure at the local level.

Head Start program grantees and delegate agencies must abide by mandatory Head Start Performance Standards. The standards provide programs with a uniform set of standards to ensure programs are providing quality care and education.

### ***Texas Rising Star (TRS) Programs***

Texas Rising Star functions as a Texas-specific voluntary certification system for licensed centers, group day homes, and registered family home providers who serve Texas Workforce Commission subsidized children and offer care that exceeds the State's Minimum Licensing Standards for health and safety, group size, child-to-staff ratios, caregiver training, and age-appropriate curriculum. Programs wishing to obtain Texas Rising Star certification must initially undergo a

period of self-assessment through a Service Improvement Agreement (SIA), in which programs evaluate current practices and set desired certification goals. The Texas Rising Star certification allows providers with the opportunity to obtain either a Two-Star, Three-Star, or Four-Star rating based on the number of certification requirements met.

### ***National Association for the Education of Young Children (NAEYC) Accredited Programs***

National Association for the Education of Young Children (NAEYC) has developed a voluntary accreditation program that seeks to promote standards of high- quality education to benefit young children and to provide support for providers and professionals.

A program's achievement of NAEYC accreditation is dependent upon the attainment of criteria in each of the association's ten standards. The accreditation process is comprised of four steps: *enrollment*, *application*, *candidacy*, and *meet the standards*. During *enrollment*, a program completes a self-study to assess its compliance with NAEYC standards and criteria. A program then moves into the next stage of accreditation, *application*, in which the program officially begins the accreditation process by submitting an application and committing to completion of candidacy materials. After application, the program moves to the *candidacy* process, where the program submits its completed self-assessment report. In the

last step, NAEYC conducts an on-site visit to ensure the program *meets necessary standards*.

## Funding

| PRE-K   | DFPS   | TEEM  |
|---|--|---|
| <ul style="list-style-type: none"> <li>❖ Through the Foundation Schools Program (FSP), districts with 15 or more four year-old pre-k eligible children qualify for half-day program funding based on average daily attendance (ADA) formulas.</li> <li>❖ Districts interested in expanding to full-day pre-k programs may apply for a Pre-k Early Start Grant.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Organizations and facilities seeking licensure typically receive funding via two streams:               <ul style="list-style-type: none"> <li>● Fees and tuition charged directly to parents and guardians.</li> <li>● Child care subsidies from the federal Child Care Development Fund (CCDF) administered by the Texas Workforce Commission.</li> </ul> </li> <li>❖ Organizations and facilities seeking licensure incur three primary fees:               <ul style="list-style-type: none"> <li>● Initial application fee.</li> <li>● Annual renewal fee.</li> <li>● Criminal background check fee per employee / volunteer.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ The State Center for Early Childhood Development (SCECD) receives funding from several streams:               <ul style="list-style-type: none"> <li>● Texas Education Agency Early Childhood School Readiness Program Grant.</li> <li>● Texas Workforce Commission matching funds.</li> <li>● Private foundation grants.</li> <li>● Community funds through Local Workforce Development Boards (LWDB).</li> </ul> </li> <li>❖ Funding per child is based on an existing overlay to ADA funding and, if applicable, Pre-k Early Start Grant funding. After initial funding per child has been established, TEEM incurs the following fees per child:               <ul style="list-style-type: none"> <li>● Year one: \$400-\$450.</li> <li>● Year two: \$265.</li> <li>● Years three and four: &lt;\$265.</li> </ul> </li> <li>❖ Programs apply to participate in TEEM projects through a competitive application process administered by the TEA in conjunction with the SCECD.</li> </ul> |

## Funding CONTINUED

| HEAD START   | Texas Rising Star   | NAEYC  |
|--|---|--|
| <ul style="list-style-type: none"> <li>❖ Funding obtained through the U.S. Department of Health and Human Services, Administration for Children and Families, Title V of the Economic Opportunity Act of 1964, as amended. Funding source includes an approved non-federal share, Child Care and Development Block Grant (CCDBG), and Title IV of the Food Stamp Act. Funding is administered and transferred via regional program offices.</li> <li>❖ Programs apply through a competitive application process for funding. Federal assistance accounts for no more than 80 percent of total program cost.</li> <li>❖ Families are not charged fees.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Funding provided through TWC administered Child Care Development Fund (CCDF) subsidy system, which are federal monies. States have the option to match federal funds.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Programs must pay fees throughout accreditation process to become NAEYC accredited. Fees for accreditation process range from \$1275 to \$2375.</li> <li>❖ Programs pay an Annual Report fee on first, second, third, and fourth accreditation anniversaries based on number of children enrolled in program. Fees for Annual Report range from \$300 to \$450 per year.</li> <li>❖ Fees may be absorbed by program or passed on to families through enrollment costs.</li> </ul> |

## Facilities and Environment

| PRE-K   | DFPS   | TEEM   |
|---|--|--|
| <ul style="list-style-type: none"> <li>❖ Public school pre-k classrooms are housed in public school buildings unless these services are contracted out to other programs (such as Head Start or a community-based child care program). Accordingly, facilities are governed and monitored by local campuses as set forth by district policy and mandated in Sec. 46.008 of the Texas Education Code.</li> <li>❖ Public school pre-k programs are not required to meet licensing requirements as set forth by the Department of Family and Protective services.</li> <li>❖ There are no state guidelines that describe what a pre-k classroom environment should look like. Such policies are made at the local level primarily and based on the discretion of the teacher.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Indoor space requirement:               <ul style="list-style-type: none"> <li>● 30 square feet per child.</li> </ul> </li> <li>❖ Outdoor space requirements:               <ul style="list-style-type: none"> <li>● 80 square feet per child.</li> <li>● Outdoor square footage must be equal to at least 25% of licensed indoor capacity.</li> <li>● A fence or wall (at least 4 feet high) must surround the outdoor space.</li> </ul> </li> <li>❖ Toilet and sink requirements: (if licensed to serve more than 13 children):               <ul style="list-style-type: none"> <li>● There must be one toilet for every 17 children.</li> <li>● There must be one sink for every 17 children.</li> </ul> </li> <li>❖ Furniture and equipment requirements:               <ul style="list-style-type: none"> <li>● Age appropriate tables and chairs.</li> <li>● Appropriate bedding.</li> <li>● Storage for each child's belongings.</li> </ul> </li> <li>❖ Outdoor equipment requirements:               <ul style="list-style-type: none"> <li>● All outdoor equipment (e.g., playgrounds and swimming/wading pools) must adhere to requirements set forth in Sec. 746.4601.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ All organizations and programs that apply to participate in a TEEM project must provide a current DFPS licensing number and be in good standing.</li> <li>❖ Classrooms must display evidence of appropriate mathematics and literacy activity centers.</li> <li>❖ Classrooms adhere to an environmental checklist that includes:               <ul style="list-style-type: none"> <li>● Posted alphabet.</li> <li>● Letter wall.</li> <li>● Book library.</li> </ul> </li> <li>❖ Annually, classroom environments are documented through photographs and evaluated for appropriateness by the SCECD.</li> </ul> |

## Facilities and Environment CONTINUED

| HEAD START  | Texas Rising Star  | NAEYC   |
|---|--|---|
| <ul style="list-style-type: none"> <li>❖ Program must have a minimum of 35 sq. ft. of usable indoor space per child and 75 sq. ft. of usable outdoor play space per child.</li> <li>❖ Furnishings and equipment must:               <ul style="list-style-type: none"> <li>● be safe, durable, and kept in good condition .</li> <li>● support program’s educational objectives.</li> <li>● support children’s cultural and ethnic backgrounds.</li> <li>● be age-appropriate, safe, and supportive of children’s developmental level and abilities with adaptations, if necessary, for children with disabilities.</li> <li>● be accessible, attractive, and inviting to children.</li> <li>● be designed to encouraged experimentation and exploration.</li> <li>● be stored in safe and orderly fashion when not in use.</li> </ul> </li> <li>❖ Outdoor play areas at center-based programs are arranged to prevent children from leaving the premises and from entering unsafe and unsupervised areas.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Provider must have a minimum of 30 sq. ft. of classroom space per child.</li> <li>❖ Indoor and outdoor equipment and materials must be:               <ul style="list-style-type: none"> <li>● complete.</li> <li>● clean.</li> <li>● in good repair.</li> <li>● appropriately sized for children.</li> <li>● sufficient to sustain play.</li> <li>● culturally diverse.</li> <li>● appropriate for individual abilities.</li> </ul> </li> <li>❖ Developmentally appropriate equipment and materials used in the areas of:               <ul style="list-style-type: none"> <li>● blocks.</li> <li>● dramatic play.</li> <li>● manipulatives.</li> <li>● stories/language.</li> <li>● music.</li> <li>● art.</li> <li>● discovery/science.</li> </ul> </li> <li>❖ Outdoor play areas have at least five of the following:               <ul style="list-style-type: none"> <li>● variety of surfaces.</li> <li>● arrangement for appropriate flow of activities.</li> <li>● climbing and other active play items and structures.</li> <li>● open areas for running and games.</li> <li>● opportunities for dramatic play.</li> <li>● adequate storage for equipment and materials.</li> <li>● partial shade.</li> <li>● quiet, private spaces.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ NAEYC accreditation is a quality overlay above and beyond basic DFPS licensing requirements.</li> <li>❖ Program must have a minimum of 35 sq. ft. of usable indoor space per child and 75 sq. ft. of usable outdoor play space per child, based on a maximum of one-third of the total center enrollment being outside at one time.</li> <li>❖ Indoor space designed for children to work individually, in small groups, and in a large group.</li> <li>❖ Age- and developmentally appropriate materials and equipment are available indoors and outdoors, including:               <ul style="list-style-type: none"> <li>● dramatic play equipment.</li> <li>● sensory materials (ex. water, sand, etc.).</li> <li>● materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas.</li> <li>● gross-motor equipment (for walking, pulling up, etc.).</li> </ul> </li> <li>❖ Environment contains elements such as:               <ul style="list-style-type: none"> <li>● multicultural materials that promote appreciation for diversity clearly defined places where families can gather information regarding the daily schedule and upcoming events.</li> <li>● places for displaying children's work.</li> <li>● features that moderate visual and auditory stimulation.</li> </ul> </li> </ul> |

## Teacher and Staff Qualifications

| PRE-K  | DFPS   | TEEM  |
|--|--|---|
| <ul style="list-style-type: none"> <li>❖ Teachers must have a BA.</li> <li>❖ Generalist teaching certificate required, EC-4.</li> <li>❖ All teachers holding a standard certificate after September 1, 1999 are required to complete 150 clock hours of in-service training over the course of 5 years.</li> <li>❖ Teacher assistants must have a high school diploma or a GED.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Child care <b>directors</b> must be at least 21 years old and meet one of the following combinations:               <ul style="list-style-type: none"> <li>● Bachelor's degree plus one year of experience in a licensed center.</li> <li>● Associate's degree plus one year of experience in a licensed center.</li> <li>● 60 college hours plus one year of experience in a licensed center.</li> <li>● Child care administrator's certificate plus one year of experience in a licensed center.</li> <li>● Child Development Associate (CDA) or Certified Child Care Professional credential plus two years of experience in a licensed center.</li> <li>● A day-care administrator's credential plus two years of experience in a licensed center.</li> <li>● 9 college credit hours plus three years of experience in a licensed center.</li> </ul> </li> <li>❖ <b>Caregivers</b> (lead teachers and assistants) must meet the following requirements:               <ul style="list-style-type: none"> <li>● Must be at least 18 years old.</li> <li>● Have a high school diploma or GED.</li> <li>● Complete 8 hours of pre-service training.</li> <li>● Complete 15 hours of annual training.</li> <li>● Receive first aid and CPR training.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Since TEEM is a partnership model that includes education professionals from various settings, all standards according to respective programs apply. For example, public school teachers must meet standard requirements as outlined by the Texas Education Agency and the State Board for Educator Certification. In addition, child care and Head Start teachers must also meet their prescribed requirements.</li> <li>❖ All teachers participating in a TEEM partnership project must attend:               <ul style="list-style-type: none"> <li>● An eCIRCLE on-line course through the SCECD.</li> <li>● Two-day CIRCLE Framework training through the SCECD.</li> </ul> </li> </ul> |

## Teacher and Staff Qualifications CONTINUED

| HEAD START  | Texas Rising Star  | NAEYC   |
|---|--|---|
| <ul style="list-style-type: none"> <li>❖ Staff providing program oversight must have a broad educational and experiential background and possess specified licenses or certification.</li> <li>❖ Teachers have minimum of Child Development Associates (CDA) credential or equivalent. At least 50% of all Head Start teachers must have an associate, baccalaureate, or advanced degree in early childhood education or a degree in a related field with experience in teaching preschool children.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Center director must meet DFPS minimum licensing qualifications for on-site directors.</li> <li>❖ Other than the center director, at least 30% of full-time caregiver staff (no less than one caregiver at a child care facility) must have one of the following:               <ul style="list-style-type: none"> <li>• Child Development Associate (CDA) credential, Child Care Professional (CCP) credential, or other Texas Workforce Commission (TWC)-approved child development credential, and associate or higher degree in child development or early childhood education.</li> <li>• 12 semester hours in child development or early childhood education and one year full-time paid experience in licensed/registered facility while working towards CDA, CCP, or TWC-approved credential.</li> <li>• 2 years full-time paid experience in a licensed/registered facility while under supervision of staff with CDA, CCP, TWC-approved credential, associate or higher degree in child development, degree in early childhood education or related field.</li> </ul> </li> <li>❖ Providers must sign an assurance that they will work toward goal of 75% of staff obtaining these requirements.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Program administrator must have a minimum of:               <ul style="list-style-type: none"> <li>• baccalaureate degree.</li> <li>• 9 hours of college-level coursework in administration, leadership, and management.</li> <li>• 24 hours of credit bearing hours of specialized college-bearing coursework in relevant field (child development, elementary education, etc.).</li> </ul> </li> <li>❖ Teachers must have minimum of associate's degree or equivalent. At least 75% of teachers have minimum of baccalaureate degree in relevant field (child development, elementary education, etc.).</li> <li>❖ All assistant teachers-teachers aids have minimum of high school diploma or GED. At least 50% of assistant teachers-teachers aides have Child Development Associates (CDA) credential or equivalent. 100% of those without at least a CDA enrolled demonstrating progress towards obtaining a CDA.</li> </ul> |

## Maximum Group Size

| <b>PRE-K</b>   | <b>DFPS</b>  | <b>TEEM</b>   |
|--|--|---|
| <ul style="list-style-type: none"><li>❖ No limit for four year-old children.</li></ul> | <ul style="list-style-type: none"><li>❖ Group size limited to 35 four year-old children.</li></ul> | <ul style="list-style-type: none"><li>❖ Group size varies based upon the type of program. Generally, group size limits are based on child care licensing and Head Start requirements.</li></ul> |

## Maximum Group Size CONTINUED

| <b>HEAD START</b>                                  | <b>Texas Rising Star</b>                           | <b>NAEYC</b>                                       |
|--|--|--|
| ❖ Group size limited to 20 four year-old children. | ❖ Group size limited to 21 four year-old children. | ❖ Group size limited to 20 four year-old children. |

## Caregiver-to-Child Ratios

| <b>PRE-K</b>   | <b>DFPS</b>  | <b>TEEM</b>   |
|--|--|---|
| <ul style="list-style-type: none"><li>❖ No limit for four year-old children.</li></ul> | <ul style="list-style-type: none"><li>❖ Provider must maintain a 1:18 caregiver-to-child ratio for four year-old children.</li></ul> | <ul style="list-style-type: none"><li>❖ Varies based on the type of program. Each program is expected to abide by its own regulatory standards regarding caregiver-to-child ratios.</li></ul> |

## Caregiver-to-Child Ratios CONTINUED

| <b>HEAD START</b>  | <b>Texas Rising Star</b>   | <b>NAEYC</b>   |
|--|--|--|
| <p>❖ Program must maintain a 1:10 caregiver-to-child ratio for four year-old children.</p> | <p>❖ Program must maintain a 1:10 caregiver-to-child ratio for four year-old children.</p> | <p>❖ Program must maintain a 1:8 caregiver-to-child ratio for class sizes of 16 or less; 1:9 for class sizes of 18; and 1:10 for class sizes of 20. All of these ratios apply to four year-old children.</p> |

# Curriculum

| PRE-K   | DFPS   | TEEM   |
|---|--|--|
| <ul style="list-style-type: none"> <li>❖ Public school pre-k programs are encouraged to follow established curriculum guidelines that encompass the following content areas:               <ul style="list-style-type: none"> <li>● Language and Early Literacy Development.</li> <li>● Mathematics.</li> <li>● Science.</li> <li>● Social Studies.</li> <li>● Fine Arts.</li> <li>● Health and Safety.</li> <li>● Personal and Social Development.</li> <li>● Physical Development.</li> <li>● Technology Applications.</li> </ul> </li> <li>❖ All local curriculums must be chosen based on the statewide list adopted by the Texas State Board of Education (SBOE). Examples of currently adopted curriculum packages include:               <ul style="list-style-type: none"> <li>● The DLM Early Childhood Express Texas Package.</li> <li>● Scholastic Early Childhood Program.</li> <li>● Pebble Soup Explorations.</li> <li>● Saxon Early Learning.</li> <li>● We Can!</li> <li>● Get Ready, Set, Leap!</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Each director or caregiver must develop and post a daily activity plan inclusive of the needs of all children.</li> <li>❖ Activities must include:               <ul style="list-style-type: none"> <li>● outdoor play.</li> <li>● opportunities for thinking skills and sensory development.</li> <li>● opportunities for small muscle development.</li> <li>● opportunities for large muscle development.</li> <li>● language development.</li> <li>● socio-emotional development.</li> <li>● self-help skills.</li> <li>● regular meal and snack times.</li> <li>● supervised naptimes.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Requires research-based curriculum and instructional practices.</li> <li>❖ TEEM projects have local choice in deciding on which state adopted curriculum to utilize.</li> </ul> |

## Curriculum CONTINUED

| HEAD START  | Texas Rising Star   | NAEYC   |
|---|---|---|
| <ul style="list-style-type: none"> <li>❖ Curriculum addresses following domains:               <ul style="list-style-type: none"> <li>● approaches to learning.</li> <li>● creative arts.</li> <li>● language development and communication.</li> <li>● literacy.</li> <li>● mathematics.</li> <li>● physical health and development.</li> <li>● science.</li> <li>● social and emotional development.</li> </ul> </li> <br/> <li>❖ Curriculum should:               <ul style="list-style-type: none"> <li>● promote interactive learning.</li> <li>● help children achieve social, emotional, linguistic, cognitive, and physical goals.</li> <li>● encourage development of positive feelings about learning.</li> <li>● have realistic and attainable expectations.</li> <li>● include children with disabilities.</li> <li>● build and elaborate on child's current knowledge and abilities.</li> <li>● lead to conceptual understanding by helping children construct own meaning in their own contexts.</li> <li>● facilitate concept learning and skills development in integrated/natural way.</li> <li>● challenge children with disabilities to attain goals beyond those in IEP/IFSP.</li> <li>● encourage active learning and allow children to make meaningful choices.</li> <li>● promote feelings of safety, security, and belonging.</li> <li>● promote positive relationships with families.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Curriculum should include goals and objectives related to:               <ul style="list-style-type: none"> <li>● creative expression.</li> <li>● positive self-esteem.</li> <li>● social skills.</li> <li>● cognitive skills.</li> <li>● communication skills.</li> <li>● health/safety habits.</li> <li>● physical development.</li> <li>● acceptance of diverse families, ethnicities, genders and levels of ability.</li> </ul> </li> <br/> <li>❖ Daily schedules include consistent routine and have balance of following activities:               <ul style="list-style-type: none"> <li>● indoor/outdoor.</li> <li>● quiet/active.</li> <li>● individual/small group/large group.</li> <li>● large muscle/small muscle.</li> <li>● child initiated/caregiver initiated.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Curriculum fosters social, emotional, physical, language, and cognitive development and integrates key content areas including:               <ul style="list-style-type: none"> <li>● literacy.</li> <li>● mathematics.</li> <li>● science.</li> <li>● technology.</li> <li>● creative expression and the arts.</li> <li>● health and safety.</li> <li>● social studies.</li> </ul> </li> <br/> <li>❖ Children have learning opportunities, experiences, and projects that extend over several days and include:               <ul style="list-style-type: none"> <li>● play.</li> <li>● self-initiated learning.</li> <li>● creative expression.</li> <li>● large-group, small-group, and child-initiated activity.</li> </ul> </li> <br/> <li>❖ Materials and equipment used to support curriculum:               <ul style="list-style-type: none"> <li>● reflect lives of children and families.</li> <li>● reflect diversity represented in society (ex. age, ability, gender, etc.).</li> <li>● provide for safety while being appropriately challenging.</li> <li>● encourage exploration, experimentation, and discovery.</li> <li>● promote action and interaction.</li> <li>● are organized to support independent use.</li> <li>● are rotated to reflect changing curriculum and accommodate new interests and skill levels.</li> <li>● are rich in variety.</li> <li>● accommodate children's special needs.</li> </ul> </li> </ul> |

## Parental Involvement

| PRE-K   | DFPS   | TEEM   |
|---|--|--|
| <ul style="list-style-type: none"> <li>❖ Varies based on local district and campus policy.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Parents are required to be notified of all and any health and safety issues affecting the child and/or facility.</li> <li>❖ All licensed facilities are required to publicly display various information including, but not limited to:               <ul style="list-style-type: none"> <li>● The center’s license.</li> <li>● Daily activity plan for each age-group of children.</li> <li>● Daily menu.</li> <li>● “Current Employees” list.</li> <li>● Emergency and evacuation plans.</li> </ul> </li> <li>❖ Parents must be granted access to the facility at all times.</li> <li>❖ Compliance history of the facility is available through the DFPS on-line system.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Each TEEM project must develop and implement its own parental involvement plan. However, each program’s guiding philosophy and standards of practice must be accommodated.</li> </ul> |

## Parental Involvement CONTINUED

| HEAD START   | Texas Rising Star  | NAEYC  |
|--|--|--|
| <ul style="list-style-type: none"> <li>❖ Program’s experiences and activities promote and enhance parental role as primary influence in children’s education and development.</li> <li>❖ Programs must provide a family services program for all families with children enrolled in Head Start program. Program must include:               <ul style="list-style-type: none"> <li>● family goal setting.</li> <li>● access to community services and resources.</li> <li>● parent involvement in all aspects of Head Start program.</li> </ul> </li> <li>❖ Parents should participate in:               <ul style="list-style-type: none"> <li>● decision making.</li> <li>● program planning and operations.</li> <li>● classroom and other program activities as paid employees, volunteers, and observers.</li> <li>● activities for parents they have helped to develop.</li> </ul> </li> <li>❖ Parent education provided which includes instruction on:               <ul style="list-style-type: none"> <li>● child observation skills.</li> <li>● food preparation and nutritional skills.</li> <li>● nurturing, supportive environments and relationships.</li> <li>● family goals and responsibilities.</li> <li>● parenting skills, knowledge and understanding of children’s educational, developmental needs, and activities of child.</li> <li>● advocacy for children.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Program:               <ul style="list-style-type: none"> <li>● supports appropriate staff communication with parents.</li> <li>● maintains designated area where daily schedules, menus, and other important notices are available to parents.</li> <li>● invites parents to visit program and participate in one of the following: periodic invitations to special occasions/events; parent meeting/support groups; parent work groups; invites parents to share own culture-specific information and objects; or other parent involvement.</li> <li>● establish and maintain parent advisory group that meets at minimum twice a year.</li> <li>● has method for communication with parents with special needs (ex. limited ability to understand English, hearing/visual impairments, etc.).</li> </ul> </li> <li>❖ Caregiver:               <ul style="list-style-type: none"> <li>● shares each child’s development with parent on ongoing basis and documents child’s progress semiannually</li> <li>● has method for communication with parents with special needs (ex. limited ability to understand English, hearing/visual impairments, etc.)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Program:               <ul style="list-style-type: none"> <li>● allows families to visit any area of the facility during the program’s regular business hours.</li> <li>● facilitates opportunities for families to meet one another formally and informally, work together on projects to support the program and provide support for one another.</li> <li>● includes parents as active participants of governing or advisory groups.</li> <li>● works with families to plan events.</li> </ul> </li> <li>❖ Program Staff:               <ul style="list-style-type: none"> <li>● ensure that all families, regardless of family structure; socioeconomic, religious, racial and cultural backgrounds; gender; abilities; or preferred language are involved in all aspects of program.</li> <li>● encourages families to contribute regularly to decisions about child’s goals.</li> <li>● encourages families to share concerns and to help find mutually satisfying solutions.</li> <li>● encourages families to make decisions about what services their child needs.</li> <li>● uses a variety of techniques to negotiate difficulties in communicating with families, including using a language the families can understand.</li> <li>● provides families with information about other programs and services.</li> <li>● uses linkages with other programs and schools to help families prepare and manage child’s transitions.</li> </ul> </li> </ul> |

## Governance

| <b>PRE-K</b>  | <b>DFPS</b>   | <b>TEEM</b>  |
|---|---|--|
| <ul style="list-style-type: none"><li>❖ All public school pre-k programs are subject to the statutes set forth by the Texas Education Code and the requirements of local district policy.</li></ul> | <ul style="list-style-type: none"><li>❖ Licensed child care centers are subject to the rules and regulations set forth by the DFPS and must be in compliance with the “Minimum Standard Rules.”</li></ul> | <ul style="list-style-type: none"><li>❖ TEEM partnership projects are subject to the statutes, rules, and regulations of their respective programs (e.g., TEA, DFPS, &amp; Head Start), and must also satisfy expectations and performance standards set forth by the SCECD.</li></ul> |

## Governance CONTINUED

| HEAD START  | Texas Rising Star   | NAEYC  |
|---|---|--|
| <ul style="list-style-type: none"> <li>❖ Governance provided by federal Head Start Act, Sec. 635 of Public Law 97-35, and subject to the requirements of the Office of Head Start, which is housed in the U.S. Department of Health and Human Services' Administration for Children and Families (ACF) division. In addition, states are broken down into regions, each of which is managed by local administrators.</li> <li>❖ Providers must comply with state and local requirements or with federal Head Start Performance Standards; whichever are more rigorous.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Providers that are licensed centers with DFPS must meet and maintain compliance with acceptable child care licensing by one of the following:               <ul style="list-style-type: none"> <li>• provider has current permanent license</li> <li>• provider corrects any noncompliance cited by licensing.</li> <li>• provider complies with conditions placed on facility during probationary period.</li> </ul> </li> <li>❖ Providers who are not licensed with DFPS can qualify for Texas Rising Star Provider status if they meet and maintain all licensing standards except for governance.</li> </ul> | <ul style="list-style-type: none"> <li>❖ Programs must comply with legal requirements for health and safety of children in licensed settings or must be accredited to operate by state and local agencies.</li> <li>❖ Program also subject to random, unannounced NAEYC visits that include classroom observations, classroom tours, and review of program compliance with 2005 NAEYC Program Standards and Criteria.</li> </ul> |

## Evaluation and Assessment

| PRE-K   | DFPS   | TEEM  |
|---|--|---|
| <ul style="list-style-type: none"> <li>❖ All pre-k programs are evaluated and assessed according to local district policy.</li> <li>❖ Any program that receives a Pre-K Early Start Grant must submit an annual report to the TEA.</li> </ul> | <ul style="list-style-type: none"> <li>❖ All centers must satisfy initial licensing and compliance requirements.</li> <li>❖ All centers must conduct monthly playground safety reviews.</li> <li>❖ All centers must meet sanitation, food preparation, fire and safety requirements.</li> <li>❖ Licensed centers are subject to one unannounced annual inspections.</li> <li>❖ Licensed centers are subject to inspections and various levels of monitoring based on any complaint or child abuse allegations, and pending follow-up investigations and evidence of compliance.</li> <li>❖ Any licensed center found to be non-compliant is subject to more frequent inspections.</li> </ul> | <ul style="list-style-type: none"> <li>❖ All TEEM projects must meet defined school readiness criteria as set forth by the SCECD.</li> <li>❖ All individual children that participate in a TEEM project are assessed three times per year using hand-held (PDA) progress monitoring tools. Children are assessed based on the following domains:               <ul style="list-style-type: none"> <li>● literacy skills.</li> <li>● socio-emotional development.</li> </ul> </li> <li>❖ After children leave their respective pre-k programs and enter kindergarten, scores for every child on the TPRI or Tejas Lee, and a socio-emotional development screener are taken at the first appropriate assessment point. These scores, in addition to other criteria, are used to assess previous early childhood program effectiveness.</li> <li>❖ All TEEM partnership communities may volunteer to participate in the School Readiness Certification System, an on-line quality monitoring system.</li> <li>❖ TEEM communities that demonstrate inadequate quality or progress receive support and appropriate interventions from the SCECD.</li> </ul> |

## Evaluation and Assessment CONTINUED

| HEAD START   | Texas Rising Star   | NAEYC   |
|--|---|---|
| <ul style="list-style-type: none"> <li>❖ Annually, all programs must conduct a self-assessment with the consultation of policy group and community members to evaluate program effectiveness.</li> <li>❖ Programs are also evaluated through:               <ul style="list-style-type: none"> <li>● monitoring visits every three years using Head Start Program Performance Standards.</li> <li>● annual self-assessment.</li> <li>● annual staff performance appraisals.</li> <li>● on-going assessment of staff and consultants' knowledge and skills in areas of responsibilities.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Providers who are not nationally accredited must be reviewed every six months for continued compliance. In intervening quarters, providers either submit self-reports or vendor management staff conduct monitoring visits.</li> <li>❖ Providers who are nationally accredited have accreditation reviewed quarterly or are monitored every six months. Texas Rising Star certification is reviewed quarterly.</li> <li>❖ Monitoring includes:               <ul style="list-style-type: none"> <li>● observation of group size.</li> <li>● evaluation of the availability and condition of supplies, equipment and materials.</li> <li>● assessment of new provider staff's qualifications.</li> <li>● appraisal of changes in scheduling, curriculum, or program activities.</li> <li>● review of training documentation.</li> <li>● observation of caregiver-child interactions and caregiver supervision of children.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Program must maintain at least 80% compliance with NAEYC Program Standards and Criteria to maintain accreditation with no classroom meeting less than 70% of criteria.</li> <li>❖ Program must undergo annual self-assessment on the first, second, third, and fourth anniversaries of accreditation through completion of NAEYC Annual Reports. Program must be reaccredited every five years.</li> </ul> |

## **APPENDIX B: DEFINITION OF ACCREDITATION TERMS**

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### ***National Accreditation Commission for Early Care and Education Programs (NAC):***

NACCP is a membership organization for child care owners, directors, and administrators, and it manages NAC. The NAC standards, which cover children birth through school-age, include the following components: program philosophy and goals, health and safety, administration, parent communication, curriculum, and interaction between staff and children. Additional information about NAC is available on the Web at [www.naccp.org/displaycommon.cfm?an=5](http://www.naccp.org/displaycommon.cfm?an=5).

NAC has a faith-based component as a response to weekday programs seeking to extend their ministry and/or to improve the relationship with a sponsoring organization of faith.

Source: <http://www.nccic.org/poptopics/nationalaccred.html>

### ***National Association for the Education of Young Children (NAEYC):***

Founded in 1926, NAEYC is the world's largest organization working on behalf of young children with more than 100,000 members and a national network of nearly 450 local, State, and regional NAEYC Affiliates. In 1985, NAEYC established a national, voluntary accreditation system to set professional standards for early childhood education programs and to help families identify high-quality programs. The accreditation system is administered by the NAEYC Academy for Early Childhood Program Accreditation.

The NAEYC Accreditation Criteria address all aspects of an early childhood program, including interactions among teachers and children, curriculum, interactions among teachers and families, administration, staff qualifications and professional development, staffing patterns, physical environment, health and safety, nutrition and food service, and program evaluation. Significant growth in and demands on the accreditation system led the NAEYC Governing Board to establish a project to reinvent accreditation. This was done by developing new program standards, criteria, and assessment procedures and by taking immediate steps to improve the reliability and accountability of the system while better managing the demand for accreditation. Full implementation of the new accreditation system took place in Fall 2006.

Information about the NAEYC Early Childhood Program Standards and Accreditation Performance Criteria is available on the Web at [www.naeyc.org/accreditation/050415.asp](http://www.naeyc.org/accreditation/050415.asp). Additional information about NAEYC accreditation is available on the Web at [www.naeyc.org/accreditation/academy.asp](http://www.naeyc.org/accreditation/academy.asp).

Source: <http://www.nccic.org/poptopics/nationalaccred.html>

***National Association for Family Child Care (NAFCC):***

NAFCC is a national membership organization working with more than 400 State and local family child care provider associations across the United States. The mission of NAFCC is to support the profession of family child care and to encourage high-quality care for children. The focus of NAFCC is to provide technical assistance to family child care associations. This assistance is provided through developing leadership, addressing issues of diversity, and promoting quality and professionalism through NAFCC's Family Child Care Accreditation.

Accreditation was designed to promote and recognize high-quality, professional family child care. NAFCC Accreditation standards cover the following content areas: relationships, environment, activities, developmental learning goals, safety and health, and professional and business practices. *Quality Standards for NAFCC Accreditation, Fourth Edition 2005*, sponsored by NAFCC, developed by the Family Child Care Accreditation Project, Wheelock College, is available on the Web at [www.nafcc.org/documents/QualStd.pdf](http://www.nafcc.org/documents/QualStd.pdf). Additional information about accreditation is available on the Web at [www.nafcc.org/accreditation/accreditation.asp](http://www.nafcc.org/accreditation/accreditation.asp).

Source: <http://www.nccic.org/poptopics/nationalaccred.html>

***National Early Childhood Program Accreditation (NECPA):***

NECPA is a voluntary accreditation system for programs serving children ages birth to 5 years. The NECPA program is an Automated Accreditation Indicator System (AAIS). This system and the instrument itself were developed by Richard Fiene, in conjunction with the Early Childhood Education Programs Department of Pennsylvania State University at Harrisburg. The NECPA self-assessment instrument is based on criteria in the following component areas: administration and general operations, professional development and work environment, indoor environment, outdoor environment, developmental programs, parent and community involvement, formal school linkages, and health and safety.

Source: <http://www.nccic.org/poptopics/nationalaccred.html>

### ***The Rural Capital Area Workforce Development Board (RCAWDB):***

RCAWDB is responsible for the design and implementation of the workforce center system in the nine county area surrounding Travis County. These counties are: Bastrop, Blanco, Burnet, Caldwell, Fayette, Hays, Lee, Llano and Williamson. The RCAWDB contracts with ***Arbor E&T*** to manage and oversee the direct operations of the centers in these nine counties.

The Rural Capital Area Workforce Development Board (RCAWDB) assists parents who are striving to become self-sufficient and provides child care technical assistance and training to child care providers through the Texas Workforce Commission (TWC) Child Care Management Services (CCMS) program. The program benefits families, providers and local communities.

Source:

<http://www.ruralcapitalworkforce.com/Main/Child%20Care/Child%20Care.htm>

### ***School Readiness Certification System (SRCS):***

Texas School Ready!<sup>TM</sup> is a program that certifies preschool education classrooms that effectively prepared their students for kindergarten. Texas School Ready!<sup>TM</sup> is based on the ***actual linking*** between: the quality instructional practices that must be in place in a preschool program to get children ready for kindergarten and the children actually achieving scores showing they were on track in the areas of reading and social skills when they went to kindergarten.

Source: <http://cli.uth.tmc.edu/our-programs>

### ***Texas Early Education Model (TEEM):***

The State Center for Early Childhood Development (SCECD) directs the Texas Early Education Model (TEEM) initiative. TEEM encourages shared resources among government-funded public and private child-care programs including non-profit and for-profit childcare centers, public school districts and Head Start. Key ingredients include: a partnership among childcare and early education programs, implementing a teacher training program (CIRCLE Professional Development), using research-based, state approved curriculum, and implementing a quality rating system to certify early childhood education programs as getting children ready for formal schooling.

Source: <http://cli.uth.tmc.edu/our-programs>

***Texas Rising Star (TRS):***

Texas Rising Star Provider certification is a process for improving the quality of child care services provided in Texas. A Texas Rising Star Provider is a child care provider that has an agreement with a Board's Child Care Contractor to serve Texas Workforce Commission (TWC) subsidized children and that voluntarily meets requirements that exceed the State's Minimum Licensing Standards for child care facilities. The Texas Rising Star Provider certification system provides graduated levels of certification as providers meet progressively higher certification requirements.

Source: <http://www.twc.state.tx.us/svcs/childcare/provcert.html>

## Notes

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<sup>xxv</sup> NACCRRRA and Texas Association of Child Care Resource & Referral Agencies. 2008 Child Care in the State of: Texas. <http://www.naccrra.org/randd/data/docs/TX.pdf>

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