Community-Based School Readiness Integration Partnerships: Promoting Sustainable Collaborations

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Community-Based School Readiness Integration Partnerships: Promoting Sustainable Collaborations

Introduction and Overview

In Texas, conversations and strategic initiatives abound regarding the urgent need to “close the education achievement gaps” and “ensure that students are adequately prepared and ready” to meet the future demands of higher education and the workforce. According to the Texas Higher Education Plan report (2006) titled, Closing the Gaps, aligning the P-16 education system is crucial to the goal of promoting the success of all students in the state. In 2002, the Texas Governor’s Business Council (GBC) issued a report titled Building an Effective and Aligned P-16 Education System, which highlighted the demographic challenges to this alignment and depicted what a successful aligned system should look like. The GBC also released a report in 2004, (From Good to Great: The Next Phase in Improving Texas Public Schools), that suggested the need to “create a more robust accountability system” (p. 3) that, among other priorities, supports evaluation of state supported pre-kindergarten (pre-k) and K-2 programs on their success in preparing students for future academic work.

While the rhetoric regarding the importance of an effectively aligned and accountable P-16 system is plentiful and hopeful, the reality of such an alignment compared to what exists and what is actually happening throughout the state is an entirely different matter. Given the complexities involved in trying to formulate strategies and solutions to create a seamless P-16 system, the potential to overlook current problems in various facets of the system presents a potentially formidable barrier.

Because the “P” component of P-16 alignment is normally conceptualized from a perspective that favors public school prekindergarten—which means a select population of eligible children who are primarily four years of age—a substantial portion of Texas’ child population may be ignored in alignment discussions. This portion includes at-risk, multi-age children engaged in a variety of early childhood programs, ranging from licensed child care centers to family homes. Not conceptualizing the “P” component to include children in ALL early childhood settings—encompassing ages birth to five—limits the extent to which the goals of an aligned system can be realized. Therefore, if Texas is to capitalize on the goal of a truly aligned P-16 system, focusing on what happens prior to school entry is essential.

Historically, the early childhood education infrastructure in Texas, as well as the nation, can be characterized as a fragmented, uncoordinated system of services represented by public schools, Head Start programs, and private child care centers and homes. Termined “early childhood education delivery systems,” these programs serve a variety of children from diverse backgrounds at varying levels of quality.

In Texas the lack of coordination between these delivery systems has been the subject of much public scrutiny in local communities, various state government agencies, and the state legislature. As a result, authorized legislation and rules have provided incentives for these historically disconnected systems to partner in providing coordinated, early childhood
education services to young children and families through “community-based school readiness integration partnerships.” These partnerships allow multiple providers to leverage the resources of local communities in order to meet growing demands for high-quality early childhood education.

As the state continues to grapple with a variety of economic and demographic challenges, community-based, integrated approaches to early childhood education create incentives for collaboration toward school readiness goals rather than competition for scarce resources. In an effort to meet a rising demand for high-quality early childhood education and eliminate the disparities in school readiness often seen when children enter kindergarten, school readiness integration partnerships create incentives to serve children and families in ways that do so while ensuring the best use of taxpayer dollars.

**Purpose**

This guide builds upon the legislative, state agency, and community efforts to create a seamless, integrated, birth to age five early childhood education system. The purpose of this guide is to: (a) describe the need for school readiness integration partnerships within the context of a rapidly changing demographic environment; (b) define community-based partnerships and provide current and potential community-based partners with an understanding of the prevalent types of partnership models that exist in local communities; (c) provide current and future community-based partners with a Texas-specific, research-based, collaboration process guide that will allow them to work toward sustainable outcomes for children; and (d) highlight successful community-based partnerships in Texas and locally-adaptable tools that assist in the collaboration process.

This guide represents data collected from over 100 stakeholders from throughout Texas. Professionals with expertise in various aspects of early childhood education were interviewed in both individual and group settings. The 8-step process developed in this guide to serve as a model for the collaboration process is based on these interviews.
Making the Case for Community-Based Approaches to School Readiness

Introduction

Across the nation, states are experiencing numerous social, economic, and educational challenges that impact American families significantly, especially young children. The country is facing what some describe as “a perfect storm,” the convergence of three dominating forces, i.e., unprecedented demographic transformations, an unstable and volatile economy, and an inequitable distribution of educational opportunities and skills for children. Yet, through smart public policies and swift action these challenges can be managed and the playing ground leveled for educational achievement.

“...the goal of an integrated mixed delivery model is promising, as it has the potential to address the needs of the state’s working families in a coordinated manner...”

As the fastest growing state in the nation, Texas leads the country with one of the most diverse populations. One of every eight working families in Texas lives below the federal poverty line and border communities fare even more poorly on economic security. To improve these demographics the state must create opportunities for a better future, beginning with early childhood education. Research shows that early childhood education positively impacts the educational outcomes of children in the long-run and is cost-effective for the community. This includes improving the overall quality of Texas’ early childhood care and education programs and expanding community partnerships to include public/private partnerships with school districts, Head Start, and child care centers. In other words, Texas must increase the access to and raise the quality of education for its youngest students. The goal of an integrated mixed delivery model is promising because it has the potential to address the needs of the state’s working families in a coordinated manner and with high-quality as a major tenet. “Education is the great equalizer,” said Salvador Cavazos, Brownsville ISD curriculum specialist. “It’s how we level the playing field for kids.” The program choices made today will shape how Texas families and demographics look tomorrow.

The purpose of this section is to provide an overview and clear understanding of the need for school readiness integration partnerships in Texas. The material is divided into the four areas: (1) research and data covering the current landscape of the state, (2) summary of the importance of school readiness, (3) reflection on the types of early care and education programs in Texas and the issues pertaining to current early care and education delivery systems, and (4) economic benefits of shared partnerships. More broadly, it is with great hope that Texas moves boldly to stand as a leader in providing quality care for its children and families.
The Texas Landscape

Demographic Changes

During the 1990s, with the help of a healthy economy and an influx of high-technology industries in cities like Dallas and Austin, Texas outranked New York as the most populous state in the nation.\(^7\) Since 2000, the population in Texas has grown by 2.7 million people to just above 23 million. By 2006 the relatively high birth rate and increasing international immigration in Texas catapulted it past California as the country’s fastest growing state.\(^8\)

With the state’s soaring population comes the need for increased support services such as early care and education. Furthermore, with fertility rates of 2.3% (2.1% nationally in 2005\(^9\)) Texas falls just behind Utah in the national rankings for birth rates. Further statewide data from the Census Bureau shows that Hispanics lead with the highest number of births compared to all other races.\(^10\) In addition, Texas is one of ten states in the nation with the highest birth rates among teens ages 15 to 19\(^11\) and continues to see a rise in the number of children living in single parent families. These two important statistics indicate an even greater need for support services for the state’s changing families.

Figure 1

![Texas and U.S. Population Growth, 1970–2003](image)

Source: U.S. Census Bureau; *as obtained from the Federal Reserve Bank of Dallas
The child population in Texas has increased, with young Hispanics outnumbering all other races with a population of 2.9 million, compared to young non-Hispanic Whites at 2.4 million and young African Americans at close to 795,000. Nearly 760,000 children in Texas fall between the ages of 3 and 4, a population that continues to grow each year. Yet despite the overall growth in the young population, half of the state’s counties are experiencing a decrease in child population, mostly in the rural and small suburban sections of the state. As further evidenced in the report, Texas counties with the highest increase in child population are densely populated areas, particularly in North Texas, Houston, Central Texas, and the Texas-Mexico border regions. These communities serve substantial numbers of young families and minority children who can continue to benefit from high-quality early education through community-wide efforts.
Table 2
Change in population of children under age 5 by metropolitan statistical areas in Texas, 1990-2000

<table>
<thead>
<tr>
<th>Area</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin-San Marcos</td>
<td>27,221</td>
<td>41.34</td>
</tr>
<tr>
<td>Brazoria</td>
<td>3,143</td>
<td>20.19</td>
</tr>
<tr>
<td>Brownsville-Harlingen-San Benito</td>
<td>8,593</td>
<td>37.12</td>
</tr>
<tr>
<td>Dallas</td>
<td>62,987</td>
<td>28.19</td>
</tr>
<tr>
<td>Houston</td>
<td>55,036</td>
<td>19.28</td>
</tr>
<tr>
<td>Laredo</td>
<td>6,918</td>
<td>51.16</td>
</tr>
<tr>
<td>McAllen-Edinburg-Mission</td>
<td>22,373</td>
<td>62.56</td>
</tr>
<tr>
<td>State of Texas</td>
<td>234,574</td>
<td>16.88</td>
</tr>
</tbody>
</table>

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

Table 3
Texas’ Child Population, by Single Age

<table>
<thead>
<tr>
<th>Age</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1</td>
<td>367,301</td>
<td>371,832</td>
<td>377,078</td>
<td>379,873</td>
<td>394,904</td>
</tr>
<tr>
<td>1</td>
<td>370,281</td>
<td>367,872</td>
<td>372,117</td>
<td>377,089</td>
<td>386,908</td>
</tr>
<tr>
<td>2</td>
<td>346,898</td>
<td>371,265</td>
<td>368,558</td>
<td>372,504</td>
<td>385,031</td>
</tr>
<tr>
<td>3</td>
<td>334,850</td>
<td>348,106</td>
<td>372,150</td>
<td>369,131</td>
<td>381,774</td>
</tr>
<tr>
<td>4</td>
<td>332,754</td>
<td>336,276</td>
<td>349,184</td>
<td>372,837</td>
<td>376,580</td>
</tr>
<tr>
<td>5</td>
<td>332,460</td>
<td>334,398</td>
<td>337,569</td>
<td>350,033</td>
<td>377,343</td>
</tr>
<tr>
<td>6</td>
<td>335,418</td>
<td>334,195</td>
<td>335,788</td>
<td>338,576</td>
<td>354,116</td>
</tr>
</tbody>
</table>

Source: Anne E. Casey Foundation 2007 Kids Count

As Texas continues to draw more families of different backgrounds and cultures, the state will be faced with new challenges and opportunities. According to the Texas State Data Center, by 2020, Hispanics will become the majority ethnicity and by 2040, will comprise half of the entire Texas population. Non-Hispanic Whites will make up close to one-third of the population, and African Americans will make up over 9% of the state population. Estimates predict that by 2040, areas such as the El Paso region, where Hispanics already comprise 78% of the population, will see a rise in the Hispanic population to nearly 90% of the
total population. Central Texas will likewise experience a boost in the Hispanic population by that time. San Antonio is expected to be 50% Hispanic and the city of Austin will be approximately 44% Hispanic. Along with a more diverse population in Texas, demographers also expect the state to mirror the nation’s aging population.\textsuperscript{14} These projections for Texas will have implications on its family structures, family well-being, household needs, and the delivery of services such as early care and education.

\textbf{Figure 3}

\textit{Projected Proportion of Texas Population by Race/Ethnicity}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{figure3.png}
\caption{Projected Proportion of Texas Population by Race/Ethnicity}
\label{fig:fig3}
\end{figure}

\begin{itemize}
    \item \textbf{Economic Well-being}
\end{itemize}

Supported by several top-notch high-tech, agricultural, oil, energy, and aeronautic industries, Texas leads the way in having a robust economy. Texas is home to more Fortune 500 companies than any other state (58 in 2008)\textsuperscript{15} and researchers agree that its economic growth is likely to exceed the U.S. average.\textsuperscript{16} The state’s economy impacts not only the household earnings of a family but also a family’s child care needs. In 2006, approximately 1.2 million Texas parents with children under the age of six years-old were in the labor force and 5.1 million females in the state were in the workforce.\textsuperscript{17} What’s more, it is low-income workers, especially, who are in the most need of high-quality child care. A recent CLASP report highlights the hardships of low-income workers and families during a vulnerable economy. According to the nationwide report, adults with the lowest education levels have experienced rising unemployment during the previous year.\textsuperscript{18}
Texas reached its unemployment peak in 2003, which has gradually declined to just below 5%. Despite this decline, counties along the Texas-Mexico border continue to endure high rates of joblessness, decreased wages, and a weakening labor force. Some border counties report an unemployment rate of more than double the state average, which is problematic for an underserved area already facing multiple hurdles.\textsuperscript{19} Figure 4 shows a steady increase in the number of Texas children living in families where no parent has a full-time year-round job. An unemployed parent affects how the family manages a household budget, particularly in regard to food, housing, and child care. Lack of household funds could mean forgoing quality early care and education programs for children, which may put a child’s early development and learning in jeopardy.

\begin{figure}
\centering
\includegraphics[width=\textwidth]{figure4.png}
\caption{Children Living in Families Where No Parent Has Full-Time Year-Round Employment}
\end{figure}

Source: Anne E. Casey Foundation 2007 Kids Count

\begin{quote}
\textit{“...the state actually experienced a drop in median income after adjusting for inflation...”}
\end{quote}

The family median household income represents a household unit’s economic security and can serve as a snapshot of how Texas families are faring financially. While median household income increased from $38,092 in 1999 to $41,645 in 2004, the state actually experienced a drop in median income after adjusting for inflation, with the exception of a small rise in 2004.

Even with the slow rise in the median income, many families in Texas are still confronting economic obstacles. For instance, many low-income working families who earn only slightly above the income limits to qualify for government assistance for food or child care...
are struggling to make ends meet with minimal earnings. Figure 5, according to The Center for Public Policy Priorities, illustrates the income required for a family to maintain the basic necessities in various cities across the state. Working families who receive less than the average income must count on a combination of family, community, and state assistance to fill such important needs as quality early education.20

A young child growing up in a working family is not completely shielded from the economic distress of inadequate income. As previously mentioned, one in eight working families in Texas live below the poverty line. For the youngest children in Texas, poverty acts as a significant barrier to quality education and learning. In recent years, the national percentage of children under age five living in poverty has stabilized at 21%. Yet, in 2006 approximately 27% of children in Texas under age five lived in poverty.21 This translates to slightly over half a million Texas children at risk of receiving limited services ranging from health care to education. Additionally, children in vulnerable regions of the state are more likely to receive even less access to quality learning at a young age. Rates of child poverty have dwindled slightly along the border, yet, close to one-half of the children residing in border communities still live in poverty. And the trend is growing. Child poverty rates in Texas have risen, particularly in the Panhandle area (see Figure 6). This trend can be improved through prompt investments in smart policies for families.22 Establishing school readiness integration partnerships is one way to bring together community resources that improve the well-being of children. In Cavazos’ words, “Poverty is not about one entity, but about many entities working together. It’s multifaceted because it’s a human being. They’re not a number, they’re a name.”23
Table 4
Percent of Children under Age 5 living in Poverty

<table>
<thead>
<tr>
<th>Year</th>
<th>Texas</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>22.0%</td>
<td>19.0%</td>
</tr>
<tr>
<td>2002</td>
<td>24.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>2003</td>
<td>27.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td>2004</td>
<td>26.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td>2005</td>
<td>29.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td>2006</td>
<td>27.0%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Source: Anne E. Casey Foundation 2007 Kids Count
The shift to an increasingly advanced, technological society has called for a more knowledgeable, trained, and highly educated workforce. However, recent reports show that as a nation the U.S. lags behind many of the world’s developed countries in regard to educational attainment and overall academics. In 2003, the U.S. ranked 16th out of 21 in high school graduation rates among Organization for Economic Co-operation and Development (OECD) countries. Leading the group were Germany, Japan, Norway, and Switzerland, who exceed the U.S. graduation rate of 73% by almost 20%. Further research indicates that 15 year-olds in the U.S. score at or below the lowest proficiency level on the mathematics literacy scale, compared to students in other G-8 nations. Moreover, the U.S. places low in terms of educational enrollment for younger children. While at least three-fourths of three to four-year-old children are enrolled in a pre-kindergarten or preprimary program in all other G-8 countries, only 53% of U.S. children are enrolled during those early ages. Despite the United States placing first in percentage of GDP spent on education, the nation’s low educational outcomes compared to the world’s eight most economically developed countries rose. The lag in educational achievement the U.S. is encountering is something Texas cannot
afford to mimic. Texas, despite its surging and diverse population and higher than average economy, cannot prosper without building on the opportunity to create a strong, sustainable, and a highly-skilled workforce.

The latest data show Texas as having not only a diverse child population, but also a diverse student population. According to statewide data, 4.6 million students are enrolled in Texas public schools, of which 46% are Hispanic, 38% are White, 14% are African American, and 4% represent other racial groups. An increase in the number of Texas children enrolled in bilingual/English as Second Language (ESL) has transpired, as more children are being raised in multicultural families. For many of these minority students educational achievement is a challenge tied to poverty, language gaps, and economic distresses. On the Texas Assessment of Academic Skills Test (TAAS) in 2002, 13% of African American children and 10% of Hispanic students failed, compared with just 3% of Non-Hispanic Whites. During that same year, out of over 23,000 students taking Advanced Placement English courses, 6% were African American, 23% were Hispanic, and 62% were Non-Hispanic White students. In addition to fewer low-income students passing state-required exams, children of disadvantaged backgrounds also experience the highest dropout rate at 13.7%. According to a report by the Center for Demographic and Socioeconomic Research and Education, if projected trends remain the same, Texas will experience a multitude of snags in education and skill distribution. In the absence of change, by 2040, the Texas labor force is projected to be less educated, less skilled, will earn less income, and will increase demands for workforce training. Additionally, projections show that without serious implementation of policies geared toward education, the state will also undergo increased costs for education at all levels, will see a bigger need for specialized programs such as ESL, and will experience a rise in the number of students needing college financial assistance.

Table 5
Post Secondary School Enrollment in Texas

<table>
<thead>
<tr>
<th>Group</th>
<th>Texas Population</th>
<th>Percent</th>
<th>Public and Independent Enrollment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>2,749,183</td>
<td>11.7</td>
<td>142,622</td>
<td>11.54</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8,487,104</td>
<td>36.1</td>
<td>333,964</td>
<td>27.02</td>
</tr>
<tr>
<td>Non-Hispanic White</td>
<td>11,327,372</td>
<td>48.19</td>
<td>624,671</td>
<td>50.53</td>
</tr>
<tr>
<td>Other</td>
<td>944,124</td>
<td>4.02</td>
<td>134,911</td>
<td>10.91</td>
</tr>
<tr>
<td>Total</td>
<td>23,507,783</td>
<td>-</td>
<td>1,236,168</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Texas Higher Education Coordinating Board 2007; Texas State Data Center and Office of the State Demographer
A critical first step toward achieving a solid Texas workforce is to strengthen the state’s educational system, beginning where it matters most: in the early childhood years. In 2005, close to 25% of children ages three to four years were enrolled in a pre-kindergarten program, an increase compared to 19% five years prior (Figure 7). The latest figures show that 9% of children were enrolled in Head Start programs, while just above 5% were part of a state-subsidized child care program. Investing in the early years as research has shown can prove valuable. Children who attend quality early childhood programs show better achievement scores overall in later school years, have increased attendance rates, and are less likely to be retained in grade or placed in special education. For Texas to reap the rewards of quality early care and education programs for its youngest children, it will take hard work and pooling together community resources. School readiness integration partnerships will help enhance the future of all Texas communities and families.

Figure 7

Texas Rate of Children in Pre-kindergarten

<table>
<thead>
<tr>
<th>Type of Early Care and Education Program</th>
<th>2000</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start (Ages 3-4)</td>
<td>9.30%</td>
<td>8.90%</td>
</tr>
<tr>
<td>Pre-k (Ages 3-4)</td>
<td>19.40%</td>
<td>24.80%</td>
</tr>
<tr>
<td>Subsidized Child Care (Ages 0-12)</td>
<td>4.70%</td>
<td>5.20%</td>
</tr>
</tbody>
</table>

Source: U.S. Department of Health and Human Services; Texas Education Agency; Texas Workforce Commission
Ready for School, Ready for Texas: The Importance of School Readiness

Overview

Recently, the topic of school readiness has sparked interest among a host of advocacy groups, educators, and policymakers. Children, who walk into a classroom ready for school, walk into a world of endless learning opportunities. Yet, the reality facing Texas, as well as the country, is that numerous children arrive at school unprepared. In a late 1990s national survey of 3,500 kindergarten teachers, 46% indicated that because of poor academic skills or other difficulties working in groups at least half of their students experienced problems following directions. Studies also find that at least half of the educational achievement gaps between poor and non-poor children already exist at kindergarten entry. This presents an important cause for concern as children who display weak academic abilities and difficult behaviors such as tantrums, are less likely to succeed in the classroom. A strong body of research shows that a child’s early learning and development profoundly shapes his or her later achievement. For instance, research has indicated that preschool children who show signs of aggressive and disruptive actions are later at risk for school drop-out and juvenile delinquency. Thus, children who lack the solid foundation essential to learning at school entrance are poised to experience future troubles.

School readiness is a multi-dimensional issue that encompasses connections between the school, the community, and the family. To gain the most basic understanding of school readiness, it is necessary to identify the meaning of school readiness and be well-informed of the current early care and education programs in Texas. One of the greatest assets a community has is its young children. Children need to come to school ready to be engaged. To continue to let them enter school unprepared is detrimental to their future and to the future of Texas.

The Meaning of School Readiness

In previous years, school readiness often referred to a function of chronological growth or a progression through specific stages of development. However, through in-depth discussion and research, educators and social scientists have more clearly defined school readiness as an interaction of multiple factors in throughout a child’s development. The National Education Goals Panel established its first National Education Goal in 1990, stating that by 2000, every child in the nation would start school ready to learn. To reach that goal, the panel focused on particular dimensions of school readiness, namely: (a) physical well-being and motor development, (b) socio-emotional development, (c) approaches to learning, (d) language development, and (e) cognition and general knowledge. Together, these dimensions impact a child’s readiness for school. Ready children play well with other students, respond positively to teacher directions, pay attention, participate eagerly in class activities, and communicate effectively with others. To further capture the meaning of school readiness, early childhood leaders at the state and national level have also outlined a readiness equation: ready families, ready communities, ready services, and ready schools = children ready for school. The equation emphasizes that for children to be ready to learn, it takes the commitment and continued
A Glimpse into Texas’ Early Childhood Education Programs: The Challenges and Need for Community-Based School Readiness Integration Partnerships in Texas

“...the collaboration partnership is one strategic way of assembling each entity to bring forth its most useful resources...”

Studies on early care and education programs indicate that program quality plays a substantial role in a child’s readiness for school. Children enrolled in low-quality early childhood programs may experience negative school performance, compared to students attending high-quality early care and education programs.38 The face of Texas is changing, and so is the need for a stronger, well-supported early care and education infrastructure that fuses various strengths from the three entities, public school prekindergarten, Head Start, and child care.

Public School Prekindergarten

Since its inception in the mid 1980s the Texas Public School Pre-kindergarten initiative has increased in enrollment every year, and is now the largest state program in the nation. Texas has offered half-day pre-kindergarten programs for at-risk three and four-year-old children using the Foundation School Program through state and local funds. In addition, programs can apply for Pre-kindergarten Early Start Program funding to provide enhanced school readiness services. The state requires that all districts with at least 15 or more eligible four-year-old children offer the pre-kindergarten program (see eligibility criteria on page 39 of this guide). In addition, ineligible families interested in the public school pre-kindergarten programs may pay a tuition fee to gain a slot for their child.39

Currently, Texas does not prescribe a limit on class sizes for prekindergarten classrooms. This fact, coupled with the fact that Texas’ public school prekindergarten programs have not been systematically evaluated for effectiveness creates the need for more intensive oversight on behalf of the public. Another shortcoming pertains to specialized teacher training. Although pre-k teachers are required to be certified by the state, and complete a required number of professional development hours in non-specified areas, specialty training in developmentally appropriate early childhood education is not required.40

Table 6
State Expenditures for pre-k programs

<table>
<thead>
<tr>
<th></th>
<th>Total Texas Pre-k program enrollment</th>
<th>193,869</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of pre-k campuses</td>
<td></td>
<td>3,002</td>
</tr>
<tr>
<td>Percent of Texas 4 year-old population enrolled</td>
<td></td>
<td>45%</td>
</tr>
<tr>
<td>State spending per child enrolled</td>
<td></td>
<td>$2,836</td>
</tr>
</tbody>
</table>

Source: National Institute for Early Education Research; Note: spending per child reflects a half-day program
Head Start

With the goal of improving school readiness for low-income three to four-year-olds through comprehensive services, Head Start has become the government’s largest and most comprehensive early childhood education program. The program is operated through a network of agencies including school districts, community and religious organizations, and government entities. Program delivery is based on a set of Head Start Performance Standards. Head Start programs are also focusing on early literacy and cognitive development, due in part to the increased call for school accountability.

Most Head Start programs operate approximately six hours per day and follow a year-round school calendar. However, other programs have been found to last anywhere from 3.5 hours a day for 10 months to full-day, year-round instruction. The main challenge Head Start is experiencing is the lack of resources to serve eligible children. Only 2% of children eligible for Early Head Start and 42% of children eligible for regular Head Start are being served. This leaves many disadvantaged children still in great need for health, education, and other social services. A high-quality, accessible early childhood program developed through community partnerships can help fill this gap and provide a way to keep the state’s disadvantaged children on equal educational footing. Recently, the Head Start Reauthorization Act set forth requirements where all Head Start programs are required to develop Memorandums of Understanding (MOU) with local school districts in order to identify how to combine efforts to address child needs. This requirement is a promising practice in terms of support for community-based partnerships.

<table>
<thead>
<tr>
<th>Table 7</th>
<th>State Expenditures for Head Start programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Head Start state enrollment</strong></td>
<td>63,652</td>
</tr>
<tr>
<td><strong>Total number of Head Start programs</strong></td>
<td>250</td>
</tr>
<tr>
<td><strong>State spending per child enrolled</strong></td>
<td>$7,563*</td>
</tr>
</tbody>
</table>

Source: National Institute for Early Education Research; Note: spending per child represents a full-day program

Child Care

For working families in Texas child care has become a vital part of balancing daily family needs. Child care programs consist of for-profit, non-profit, employer-sponsored, faith-based, and military, and operate in both center and home settings. The Texas Department of Family & Protective Services is currently the umbrella organization for child care programs, and regulates minimum standards, which focus primarily on health and safety issues. Throughout the state, program quality is addressed through participation in the Texas School Readiness Certification System, Texas Rising Star Program, and accreditation endorsements from organizations such as the National Association for the Education of Young Children (NAEYC), National Accreditation Commission for Early Care and Education Programs (NAC), National Association for Family Child Care (NAFCC), and others. Many child care facilities operate on a full-day basis and charge tuition and fees to accommodate the needs of working families. Child care programs administered through the Texas Child Care Subsidy Program, CCMS, focuses on supporting families who are transitioning from welfare to the workforce. This program offers subsidized funding to local workforce boards and communities that serve these families. The different types of child care programs operating in centers and/or homes act as subcontractors...
who provide care for eligible children through the subsidy program. School readiness integration collaboration is especially valuable for child care programs that operate on stringent budgets. Achieving high-quality child care is a daunting task for programs lacking adequate funding and receiving substandard reimbursement rates. Long wait lists are also an issue for families needing immediate care, as the need for child care subsidies has risen and government spending has not increased. In addition, child care programs have varying levels of program quality, which can range from certification or accreditation to minimum standards. Instructors in child care programs also come from diverse educational backgrounds, some obtaining college degrees and others obtaining GEDs. A school readiness partnership between multiple organizations can help enhance the quality of child care programs and assist in alleviating long waiting lists.

Table 8
State Expenditures for Child Care Centers

<table>
<thead>
<tr>
<th>Total state enrollment for Licensed Child Care Centers</th>
<th>891,812</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of Licensed Child Care Centers</td>
<td>9,319</td>
</tr>
<tr>
<td>State spending per child enrolled</td>
<td>Varies; $4,500 a year</td>
</tr>
</tbody>
</table>

Source: National Institute for Early Education Research; Note: spending per child represents a full-day program

Table 9
A Snapshot of Texas’ Early Childhood Education Delivery System

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Number</th>
<th>Enrollment or Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School Pre-k Campuses **</td>
<td>3,002</td>
<td>193,869</td>
</tr>
<tr>
<td>Licensed Child Care Centers</td>
<td>9,319</td>
<td>891,812</td>
</tr>
<tr>
<td>Texas School Ready! Certified Sites</td>
<td>1,155</td>
<td>49,936</td>
</tr>
<tr>
<td>NAEYC Accredited Child Care Centers</td>
<td>356</td>
<td>n/a</td>
</tr>
<tr>
<td>Licensed Child Care Homes</td>
<td>1,536</td>
<td>18,285</td>
</tr>
<tr>
<td>Registered Child Care Homes</td>
<td>7,214</td>
<td>83,655</td>
</tr>
<tr>
<td>Listed Homes</td>
<td>3,900</td>
<td>9,895</td>
</tr>
<tr>
<td>Head Start Programs</td>
<td>250</td>
<td>65,886</td>
</tr>
</tbody>
</table>

Source: A (2007) Texas Child Care and Early Education Factfinder; Texas Department of Family and Protective Services Data Book 2007; National Association for the Education of Young Children (NAEYC); National Institute for Early Education Research; State Center for Early Childhood Development** Updated as of the 2007-2008 school year
A TEXAS-sized Opportunity for Improving Early Childhood Education

Overview

As a state with a ballooning population and increasingly diverse communities, Texas must keep a keen eye on the actions taken at the federal level regarding issues linked to children and families. Federal spending on children’s education has declined in the last five years, and out of the 80 educational programs present between 2004 and 2008, 69 programs experienced real cuts. This includes cuts in the Child Care and Development Block Grant, which suffered both nominal and real reductions. Title I Grants, a funding program committed to assisting local school districts serving low-income students, also took a hit and funding has remained stagnant for the past three years, despite a FY2008 boost that does not affect Title I’s real value. After adjusting for inflation Head Start also experienced an overall decrease in funding over the last four years. By and large, federal spending for children’s education, particularly early care and education, has remained stagnant, has declined, or has failed to rise above the inflation rate. Recently, the federal stimulus package authorized by congress and the President presents an opportunity to move forward and strengthen Texas’ early care and education programs.

Every prekindergarten, Head Start, and child care program in Texas is experiencing challenges today that influence all families and communities. The school readiness integration partnership is one strategic way to assemble organizations and leverage their resources to share and improve the overall early childhood education delivery system. By integrating services, a greater number of families and children gain access to high-quality programs that fit the parent’s needs and enhance the children’s learning. Plus, it’s fiscally smart for Texas to maximize its funding streams and other resources. Utilizing existing community-based early learning providers means tapping their facilities, reducing the need to build costly new structures. An investment in high-quality early education can lift a child’s educational achievement and give a community the boost they need. A recent study showed that for every $1 Texas spends on high-quality early education, no less than $3.50 is returned to the state’s communities. Altogether, building a school readiness integration partnership between public school prekindergarten, Head Start, and child care, benefits not only children and families but is also cost-effective for the state.

The school readiness of all children is possible. School readiness integration partnerships promote “community-wide” understandings of school readiness and draw on the wisdom, expertise, and resources of multiple systems. Public school prekindergarten, Head Start, and private child care programs—when operating in alignment—can make a difference, however community-based partnerships between these programs must be truly partnerships, not one program supplanting another.

In a recent book, renowned management expert, Peter Senge, proposed ideas about how individuals and organizations might work together to create a sustainable world. To achieve sustainability Senge suggested that people need to imagine and think differently. He emphasized different ways of learning, including the ability to see larger systems and
how they interconnect as well as how to collaborate across boundaries to achieve common goals. To ensure a future of quality early care and education, where all children arrive at school ready and able to learn, new ways of thinking are necessary, especially with regards to developing community-based school readiness integration partnerships.

A Community-Based Early Childhood Education Ecology

*Figure 8*
*Developmental perspective on early childhood development*
A Pathway to School Readiness

Figure 8 depicts a holistic, developmental perspective on early childhood development based on the pioneering work of Urie Bronfenbrenner (1979)\textsuperscript{53}. As the figure shows, throughout the course of his or her life a developing child moves through a variety of complex systems, each of which affects his or her developmental trajectory. The first system, which Bronfenbrenner termed the microsystem, represents the immediate settings a child is exposed to, including but not limited to family, home, and neighborhood. The second system, the mesosystem, represents the collective, diverse settings that influence a child’s development. The boundary is purposely integrated because a child is not only influenced by his or her familiar, intimate settings, but also by those settings in which his or her development is either promoted or hindered. For the purposes of this project, developing children have access to a variety of early childhood programs and agencies in their community, any of which either promotes or detracts from his or her development—such as child care resource and referral agencies (CCarra)—depending on the quality of services offered.

The exosystem represents individuals and organizations which influence the developing child, but not necessarily in a directly perceived way. In Texas, the early childhood care and education exosystem is comprised of multiple institutions, some of which are depicted in Figure 8. The Texas Workforce Commission (TWC) manages the child care subsidy system charged with supporting working parents through community-based, largely private child care settings. The Texas Education Agency (TEA) and its affiliate education service centers (ESCs) support developing children through public school prekindergarten programs and their respective partnerships in local communities. The State Center for Early Childhood Development (SCECD) provides statewide, research-based services, materials, training, and technical assistance to communities interested in ensuring high levels of programmatic quality. The Health and Human Services Commission (HHSC) administers federal programs such as Head Start. The Department of Family and Protective Services (DFPS) is responsible for ensuring that child care and Head Start programs meet minimum, acceptable levels of structural and programmatic quality. The Federal and Texas State Legislatures, along with the federal and state judiciaries, also represent institutions that impact the developing child through elaborate systems of policies, rules, and laws. Figure 8 situates these institutions at the intersection of both the exosystem and macrosystem, because these institutions, in part, represent a variety of ideologies that converge to influence the public process of law and decision making.

Accordingly, the macrosystem, which includes ideologies, laws, and rules, represents powerful forces in society that impact all other systems of influence in a child’s development. For example, if a law is passed that limits the amount of funding available for high-quality early childhood education programs, institutions like TEA and TWC may be forced to reexamine their budgets and make difficult decisions regarding which programs to keep or which programs to cut. If the TWC decided to restrict enhanced reimbursement rates for local providers serving children through high-quality programs—such as those designated as Texas School Ready! certified, Texas Rising Star, or nationally accredited—then local programs in
communities would be forced to scale back investments in research-based curriculum, professional development, and mentoring. As a result of the funding cuts, four year-old children in these programs would be faced with unstable instruction, and may even lose access to a highly qualified teacher. Such a reality might result in children learning less and being less prepared to make the transition to school after they turn five years of age.

Figure 8 also illustrates that child development is complex and occurs as a result of a child’s progress through a variety of settings over time (chrono**system**). These systems are interdependent and subject to a variety of people, institutions, and social forces. Potential community-based partners must understand this ecology to ensure that mutually dependent work and services for developing children are not interrupted or diminished due to lack of awareness of factors that can impact school readiness.

Leaders who are serious about integrating community-based programs that support community-wide school readiness must fully comprehend the complexities associated with the changes necessary to achieve this goal. Based on Bronfenbrenner’s ecology, community early care and education leaders should consider the following perspectives:

- Understand the process of change itself;
- Have a clear “map” of how the multiple systems that impact early care and education system work and where reforms in these systems are headed;
- Realize that solutions to complex problems are not easy;
- Recognize that transition is not always comfortable for people;
- View problems as an opportunity to be creative; and
- Be prepared for the resource requirements and managerial needs of effective change to accommodate a community-based approach to school readiness.

What is a Community-Based School Readiness Integration Partnership?

For the purposes of this manual and to acknowledge that partnerships are numerous and historically dependent, a school readiness integration partnership represents a collaboration among public school prekindergarten programs, Head Start providers, and/or providers of private, for-profit, and non-profit child care services with the aim of fostering a community-based goal of school readiness for the children served.

School readiness integration (see Texas Education Code, Section 29.1533) refers to cooperative strategies for sharing resources across programs, including but not limited to:

- Sharing certified or highly qualified teachers;
- Developing a comprehensive instructional frameworks, based on the Texas Prekindergarten Guidelines, consisting of common performance goals;
- Sharing physical space if one organization lacks capacity;
• Conducting joint professional development that focuses on proven school readiness components; and
• Adopting similar approaches to student progress monitoring to inform classroom instruction.

What Are the Prevalent Types of Integrated Partnership Models that Exist in Texas Communities?

Four prevalent integrated partnership models can be found throughout Texas. These include:

1. **Stacked or Flip/Flop model,**
2. **Concurrent model,**
3. **Wrap-Around model,** and
4. **Subcontracting model** (less prevalent, but growing).

Each model can contain numerous combinations and variations on how school readiness strategies are developed or shared. The next section introduces these models.

**Stacked or Flip/Flop**

**Model Description**: The “stacked” or “stacking” model, also known as the “flip/flop” model occurs when two programs are offered sequentially to piece together a full-day of early care and education.

**Community Example**: Frequently, public school pre-k and federal Head Start programs are stacked together to provide 9 hours of early care and education. Children participate in three hours of pre-k in the morning followed by five to six hours of Head Start in the afternoon. Children receive core education pre-k services and comprehensive Head Start services in the same classroom instead of being transported from one program location to another. The classroom is staffed by the pre-k teacher and a Head Start aide in the morning and a Head Start teacher and aide in the afternoon. The Head Start teacher arrives at the classroom 30 minutes before the pre-k teacher leaves. This overlap unites the two programs, allows the children to see their teachers as a team, and ensures continuity between morning and afternoon activities. The Head Start aide functions as a teaching assistant throughout the day, resulting in smaller staff-to-child ratios.

**Model Benefits**: Stacked models can provide:

• Enhanced services to children and families,
• Full-day of early care and education to meet the needs of working parents,
• Smaller staff-to-child ratios,
• Transportation and facility cost savings when services are offered in one, stable location,
• Smoother transition to kindergarten, and
• Expanded training and professional development opportunities for teachers.

**Where It Works**: The stacked model works wherever combinations of pre-k, Head Start, and/or child care are present. The stacked model can be equally effective in community-based child care centers, Head Start centers, or public school pre-k campuses.

**Concurrent**

**Model Description**: The “concurrent” model occurs when more than one program is offered
simultaneously and where each program provides different services to groups of children to enhance and expand services.

**Community Example “A”**. One community decides to create a concurrent integration model between a pre-k and Head Start program. The concurrent model allows the pre-k and Head Start teachers to plan together and co-teach the same group of children. As a result, there is no need for a teaching assistant. Children receive the core education services provided by pre-k as well as the comprehensive services offered by Head Start.

**Community Example “B”**. Another example of a pre-k/Head Start concurrent integration model is where funds are shared to provide the program on a public school campus. Children are dually enrolled in both programs and receive the benefits of both systems. The teacher and assistant are school district employees and are trained by the local Head Start grantee. Resources can be combined to provide full-day care and education. Head Start has funds for start-up program costs where the district does not. Therefore, Head Start provides all the materials for the classrooms and designs each room to meet performance standards. In addition, Head Start equips the school with a playground, provides comprehensive services to children, and ensures that children have access to family service workers. Head Start also contributes a portion of the teacher’s salary.

The school district draws down a ½ day of pre-k funding for every eligible child, and also contributes to teacher salaries and provides benefits. Because the program is not located on Head Start owned property the district pays the program maintenance costs. These include the

rent, lease, playground maintenance, all transportation costs including the driver, the school nurse, a counselor, and all meals. The Head Start and pre-k programs work closely together to design and implement services in all respects.

**Model Benefits**. The concurrent models provide:
- Comprehensive services to children and families,
- Smaller staff-to-child ratios,
- Cost savings to both programs,
- Expanded training and professional development opportunities,
- Smoother transition to kindergarten, and
- New opportunities for learning and support among teachers and staff.

**Where It Works**. The concurrent model complements combinations of pre-k, Head Start, and child care. Full-day subsidies are available when an eligible child receives a minimum of six hours of care and education. It is essential that providers note the amount of time a child is in child care to verify whether a part-day or full-day subsidy can be allocated. The concurrent model can be equally effective in community-based child care centers, Head Start centers, or public school pre-k campuses.

**Wraparound**

**Model Description**. The wraparound integrated model includes more than one program working together to provide both core and either before or after-school services, or both.

**Community Example**. One community develops a partnership between a child care center and
the local school district. Through the integrated partnership, the child care center becomes a satellite pre-k campus. The school district provides a ½ day of pre-k with a certified teacher and the child care center provides the before and after school care that supports working families. Because the district is able to send the certified teacher to the child care center, children are able to receive both core education services provided by the pre-k program and early care and education services provided by the child care center all in one location.

**Model Benefits.** The wraparound integrated model provides:

- Enhanced services for children and families,
- Full-day of early care and education for working parents,
- Smoother transition to kindergarten,
- Transportation and facility cost savings, and
- New opportunities for learning and support among teachers.

**Where It Works.** The wraparound model complements combinations of pre-k, Head Start, and child care programs. The wraparound model can be equally effective in either community-based child care or Head Start centers or in a public school pre-k campus.

**Subcontracting**

**Model Description.** One program subcontracts with another organization to provide specific services to the children. The design of the subcontracting model determines how much integration is occurring between the two programs. Subcontracting can include one agency designating another as a surrogate agency to provide services. In this model, there may be little to no joint planning with the lead agency regarding service delivery.

**Subcontracting Community Example “A”.** In Community A, the Head Start program subcontracts with the local school district to provide Head Start services. The service and funding roles and responsibilities for each organization are outlined in a Memorandum of Understanding (MOU). Head Start allocates funds directly to the school district to provide services to 80 children in four different classrooms. These funds flow directly to the business office of the district and are tracked using a specific Head Start code for accountability purposes. The children receive pre-k services in the morning and Head Start services in the afternoon, all within the same classroom. The pre-k teacher is accompanied by an aide in each classroom. The pre-k campus principal and Head Start director work closely together in planning service delivery.

**Subcontracting Community Example “B”.** In Community B, the local school district contracts with a private child care center to provide services. The child care center is responsible for hiring state certified teachers and for ensuring that lesson plans are developed, pre-k guidelines are consulted, and additional program requirements are met. The child care center is also responsible for sharing daily attendance rolls with the school district. The school district is then able to leverage average daily attendance (ADA) state funds based on actual attendance data and then direct a portion of those funds to the child care center. The school district is responsible for monitoring program progress and conducting oversight.
Model Benefits. The subcontracting models can provide:
- Comprehensive services to children and families;
- Transportation and facility cost savings;
- Expanded access to a pre-k program; and
- Smoother transition to kindergarten.

Where It Works. The subcontracting model works best after a strong relationship has been established and a significant amount of trust is built between potential partners. The subcontracting model complements combinations of pre-k, Head Start, and child care. The subcontracting model can be equally effective in a community-based child care center, Head Start center, or public school pre-k campus.

Promoting Partnership Sustainability: From Co-Existence to Collaboration

The ability of organizations and people to become effective promoters of the stable and sustainable strategies necessary to achieve community-wide school readiness increases as organizations move from philosophical co-existence to actual collaboration. Collaborative integrated partnerships are defined as “organizational and interorganizational structures where resources, power, and authority are shared and where people are brought together to achieve common goals that could not be accomplished by a single individual or organization independently.” Real collaboration is crucial to the success of any community-based initiative like the school readiness integration partnerships between public school pre-k, Head Start, and child care programs. According to the Lewin Group, “collaborations emerge based on relationships established among partnerships, and can be viewed as going through five stages of interaction:”

Co-existence. Organizations may be aware of each other but have no prior history of interaction and little knowledge regarding each other’s composition or way of conducting business.

Communication. Organizations know of each other, have some history of interaction, and understand the basics of each other’s composition or way of conducting business.

Cooperation. Organizations have established policies and practices that involve ongoing exchange of information integrated into routine practice.

Coordination. Organizations have committed to sharing resources to accomplish shared goals, and have implemented activities that depend on these shared resources.

Collaboration. Organization have engaged in shared planning and decision making that is taken seriously in the business decisions of each organization—such that each is willing to change its practices to achieve a shared goal. Authority is vested in the collaborative, rather than in individuals or an individual agency.

Based on hundreds of interviews with statewide early childhood stakeholders, the following eight-step process outlines a course of action for interested community partners to follow to achieve truly collaborative, school readiness integration partnerships.
The Collaboration Process: A Texas Perspective

“We realize we [Independent School District] cannot do it by ourselves. It is going to take our community partners to make sure our kids come to school prepared. … We must level the playing field for children and it will take all of us working together to do that.”

-Texas Trailblazer

Achieving the school readiness of children takes multiple partners and numerous approaches. Early childhood collaborations, mixed-delivery models, school readiness integration partnerships, and additional coordinated efforts exist throughout Texas. Despite their various labels, these innovative education initiatives reveal the same outcome; communities who come together to better serve children and families to ensure that children enter school ready for success.

Some of these efforts date back decades and others are just beginning to form. All, however, focus on how best to meet the unique needs of each community. As a result, the approaches to developing successful school readiness integration partnerships are as diverse as the regions of the state. The local “trailblazers” who lead these efforts are limited only by their creativity and innovative thinking. One community leader compared constructing an integrated model to building a custom home, “the possibilities for a partnership model are wide open.” One can think of it as “looking at a book of endless designs and picking what you want it to look like.”

Although the possibilities for the design of an integrated model are infinite, common themes have emerged regarding the process by which a community establishes integrated partnerships. Trailblazers throughout the state report that the process itself is of the utmost importance and can make or break the success of a collaborative model. The following section of this manual is dedicated to outlining the eight crucial steps for creating a successful and sustainable school readiness integration partnership.

When integrated partnerships work well the result can be magical, but stakeholders communicate clearly that it takes more than a wave of a wand to create sustainable school readiness integration partnerships. It requires buy-in, time, dedication, hard work, perseverance, out-of-the-box thinking, strong relationships, committed leadership, and loyalty to the process. Therefore, each step is discussed in detail and relevant resources are included to accompany every phase of the integration process.

Despite the challenges of integrated partnerships, Texas trailblazers agree that when collaboration works, the benefits far outweigh the challenges. As one trailblazer explained “no one program can achieve school readiness in isolation. It is when we coordinate and collaborate that we get the larger community outcome that we want to achieve.” Established integrated partnerships realize that “when all stakeholders really understand the magnitude of the task, competitors can become collaborators.”

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School Readiness Integration Partnerships:
An Eight-Step Cycle for Creating Community Change

1. Assess Community Needs

8. Sustain the Partnership

7. Ensure Quality

6. Delineate Roles and Responsibilities

5. Finance the Partnership

4. Develop Common Vision and Goals

3. Build Trust and Relationships

2. Identify and Recruit Partners

Highly Effective Staff
Research-Based Curricula in:
Language, Literacy, Mathematics, and Social/Emotional Development
Responsive Teaching
Child Progress Monitoring
Professional Development
Mentoring
Appropriate Classroom Environments
Parents as Partners
Information Frequently Shared
Comprehensive Services
STEP 1: Assess Community Needs

“Focusing on community needs has been the most important catalyst to any collaboration.”\(^{58}\)

One of the key principles of a school readiness integration partnership is developing a program that is “community-based and individualized in ways that best serve each community in the most effective and efficient ways to meet each community’s needs.”\(^{59}\) This section outlines three initial planning steps necessary to establish a strong foundation for developing an integrated partnership:

1. identify community needs,
2. conduct a site visit of an established integrated model to obtain ideas, and
3. create a timeline to develop the partnership.

Identify the Community Needs

To ensure the design of the integrated effort meets the unique community needs, crucial gaps in services must be identified. Knowing the community needs and reassessing those needs on a regular basis will ensure that children and families are served to the greatest extent possible. Early childhood education providers partner with a variety of community organizations to collect child well-being data to identify opportunities for integration. Data from multiple agencies are necessary to obtain a clear picture of where to target integrated efforts and to determine what integrated services should look like. Organizations that may help in the collection of community data include local school districts, Local Workforce Development Boards (Boards), United Way organizations, child care resource and referral agencies, and city and county agencies. The collaborative effort may be unable to address all of the community needs initially; but, each subsequent year of the integrated partnership allows for services to expand and improve.

Many communities take a broad approach in defining “school readiness” and examine a wide array of indicators that impact children’s success in school including:

- Enrollment rates of children in child care, Head Start, and public pre-k,
- Attendance rates of children in early care and education programs,
- Early reading assessment data including Texas Primary Reading Inventory (TPRI) and Tejas LEE data.
- High school dropout rates,
- Immunization rates,
- Poverty rates,
- Retention rates of children in kindergarten and elementary grades
- Teen pregnancy rates,
- Third grade Texas Assessment of Knowledge and Skills (TAKS) scores,
- Unemployment rates.

As one community leader shared, “The partnerships have led to an understanding that you are not just sharing the work, you are sharing the responsibility of school readiness.” As a result, several communities have organized data collection teams to conduct city-wide assessments. Through data analysis, the community is able to see how programs are connected and identify strategies for service improvement.
This page lists questions for communities to answer and suggests key areas of demographic data to collect to implement a successful integrated partnership.

**Sample List of Questions to Answer at the Community Level**

1. What is the poverty rate among children in the community? Do pockets of poverty exist?

2. Are there children eligible for public pre-k, Head Start, and subsidized child care programs in the community who are not being served?

3. What programs in the community have waiting lists?

4. Are there public schools in the community that are low performing?

5. Are there public schools in the community that have low 3rd grade TAKS scores?

6. Is there a significant population of children with active duty military parents?

7. Is there a significant population of children who are Limited English Proficient?

8. Is there a significant population of children with special needs who could be better served in a less restrictive environment?

**Seven Steps toward Highly Effective Coordination in Pre-k**

1. Identify characteristics of school districts (urban, suburban, rural, consolidated).

2. Estimate number of total classrooms needed for eligible pre-k age children on a zip code or census tract basis (eligibility could include eligibility for pre-k, Head Start, and subsidized child care).

3. Survey total classroom space available for pre-k age children in all school district, Head Start and child care sites.

4. Catalog conditions and circumstances of buildings in which classroom space is available (ownership; terms and conditions of lease and use agreements; repair needs; estimated life of structures).

5. Estimate child turnover rates in child care and Head Start and mobility rates in pre-k.

6. Identify existing Head Start program options (part day, full day, part year, full year, etc.) and child care service delivery models (centers, family day homes, etc.) that are currently in place and the distribution of children within each.

7. Identify the number of people who are currently staffing classrooms serving pre-k age children and their qualifications.


**Texas Tool**

For additional resources on collecting relevant data at the local level, please refer to Appendix A and B
Conduct a Site Visit

For organizations that are new to the school readiness integration partnerships, visiting an established partnership prior to creating one is highly beneficial. As one trailblazer reported, “seeing is believing.” A site visit allows stakeholders to see, firsthand, the mechanics of a collaborative model, provides opportunities to ask questions of colleagues, and gives community leaders ideas for the partnership design and service delivery in their communities.

Create a Timeline

The time it takes for integrated models to get off the ground varies widely. Some develop slowly over a period of years and others evolve rapidly in a matter of months. The community climate for collaboration and the history an organization has with potential partners are big determinants in how long the partnership will take to evolve. One trailblazer reported that “collaboration cannot be rushed,” and established partnerships recommend taking a conservative approach of one full year of planning. Communities interested in implementing an integration project at the beginning of the academic calendar will benefit from beginning conversations in August or September of the previous year. Trailblazers recommend starting small and taking adequate planning time with each step to ensure the creation of a strong infrastructure and sound design for an integrated project.

STEP 2: Identify and Recruit Partners

“Both parties ultimately must choose one another.”

Early care and education providers who create school readiness integration partnerships identify and recruit community partners in a variety of ways. For some organizations, coming together is a natural process due to a long history of working together, sharing similar philosophies of child development, and being located in close proximity to one another. For others, partnering with neighboring early childhood education providers is completely uncharted territory, and as a result, more formal strategies are developed. This section discusses several strategies and offers community examples for identifying and recruiting partners.

Identify the “Win-Win”

The most important initial step in choosing a potential partner is identifying the “win-win” solution that can occur through working together. Each organization must be aware of the other’s perspective and ask the following questions: “What do we bring to the table?”, “What needs do we have?” and “What can the other organization provide?” Conducting an organizational self-assessment is one effective mechanism for assisting organizations in identifying potential integration partnerships.
Utilize Community Data

Just as the win-win must apply to the partners, it must also be relevant to the community as a whole. Many partnerships rely on local data to inform partner decisions. One trailblazer reported that local organizations interested in providing integrated services must “focus on the community data and rally around the data” to make meaningful community change.

Local Community Example of Utilizing Data to Identify Partners

One school district relies on kindergarten assessment data to drive decisions for reaching out to community-based organizations. The school district includes a question on the kindergarten enrollment form to find out how many children attend a pre-k program (including child care, Head Start or public pre-k) prior to entering kindergarten and in what specific facility. Comparing the kindergarten assessment data with listed pre-k programs allows the school district to reach out to those programs whose children do not score “developed” on the Texas Primary Reading Inventory (TPRI) and Tejas LEE kindergarten assessments.

-Trailblazer Interview

Develop Partner Criteria

Some communities base their decisions for choosing potential partners on specific criteria. Developing criteria can serve as a tool for quality control by outlining desired characteristics or requirements. In addition, establishing formal partner criteria communicates a consistent and transparent protocol for choosing partners in the community.

Raise Community Awareness

Early education organizations utilize both formal and informal strategies to raise community awareness regarding interest in developing a community partnership model and recruiting local partners. Sample strategies include:

- Hosting an open house to communicate interest in an integrated partnership and outline the potential benefits.
- Placing an ad in the local newspaper.
- Mailing a letter of interest to community providers.
- Including information in your organization newsletter.

Make the Initial Contact

Many trailblazers take an informal approach to recruiting partners and set up one-on-one introductory meetings to determine interest and compatibility. Some organizations approach potential partners with specific ideas partnering and others view the discussion solely as an opportunity to brainstorm collaboration ideas.

When making the initial contact with an unfamiliar community provider, Texas trailblazers strongly recommend bringing along a neutral third party to facilitate initial
introductions and discussion. Collaborators recommend that this individual be a respected community leader who has already established relationships with the organizations coming to the table. This facilitator could be the School Readiness Integration (SRI) Specialist housed at the regional Education Service Center, a position that was specifically designed to provide communities with technical assistance regarding integration efforts, or another community liaison who is familiar with the local early childhood education professionals.

The possibility for success in any partnership increases when potential partners can identify the following elements during the initial discussions and come to the table with a strengths-based perspective:

- The potential “win-win” of the partnership.
- What each entity brings to the table.
- The education or child development philosophy of each entity.
- The end goals of the integrated partnership.
- The non-negotiable issues of each organization.

One trailblazer stressed the importance of outlining the “give-give and to get those on the table up front.” It is equally important to acknowledge what each partner may have to sacrifice to create a successful integrated partnership.

**Texas Tool**

See Appendix A and B for resources to help identify community partners and for sample criteria and requests for applications.

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**Local Community Example of A Comprehensive Recruitment Approach**

One school district utilizes a comprehensive formal process for recruiting partners to participate in a school readiness integration project. This process, outlined below, serves as an example for other local communities interested in following a similar strategy.

1. **Develop specific partner criteria guidelines collaboratively with input from community stakeholders.**
2. **Host an informational meeting and invite a broad array of community providers. Every licensed child care and Head Start agency receives an invitation in the mail.**
3. **Create an Early Childhood Education Partnership Application collaboratively with input from community stakeholders.**
4. **Distribute a Request for Application (RFA) letter to every licensed agency in the community.**
5. **Develop an applicant screening committee comprised of community representatives who review each application. To avoid conflicts of interest, applicants or affiliated agencies may not serve on committee.**
6. **Conduct site visits to top applicants by diverse team of stakeholders.**
7. **Host group meeting with desired partners to discuss partnership and Memorandum of Understanding.**

-Trailblazer Interview
STEP 3: Build Trust, Teams, and Relationships

“The organizations are in partnership, but collaborations are about people.”

-Texas Trailblazer

The success of a school readiness integration partnership depends on building trusting relationships between partners. “Mutual respect is the cornerstone of successful collaboration” and if partners take the time at the beginning of the relationship to get to know one another and build trust, then anything is possible. Teams collaborate best when they:

- Learn about each other and their respective agencies and organizations.
- Respect and value differences of opinion among members.
- Have clear and frequent communication.
- Share leadership and responsibilities.
- Use consensus to make decisions and set direction.
- Keep children and families as the focal point of their work.

Therefore, to ensure a strong foundation for any school readiness integration partnership, stakeholders must: (a) learn about each other’s program, (b) recognize the potential benefits and challenges (c) identify the core collaboration team, (d) designate the partnership leadership, and (e) establish protocols for communication and conflict resolution.

Build Trust and Knowledge

“Fear, apprehension, concerns about where coordination could lead are among the primary reasons coordination efforts fail.” Those concerns may ultimately stem from the fear of an organizational take-over. Therefore, a tremendous amount of courage is necessary for partners to come to the table and discuss ways of working together.

Many communities recommend utilizing a facilitator to help with the first series of meetings between partners. When funds are unavailable to hire a professional facilitator, many communities ask the regional School Readiness Integration Specialist or another community leader to facilitate the first few meetings to get the collaboration off on the right foot. It is important to have someone at the table that knows the players and programs and can serve as a liaison between differing philosophies.

To build a strong foundation of knowledge for integration partnerships it’s important to keep the following in mind:

- Share program rules, regulations, and policies and bring copies to meetings.
- Share program brochure, philosophy/mission statement, statement of program expectations.
- Avoid acronyms and unfamiliar jargon to ensure greater understanding.
- Clarify meaning of terms such as “full-day” and “year round” as they are interpreted differently by each program.
Identify the Benefits and Challenges

Trailblazers strongly recommend that partners work collaboratively to identify the potential benefits and challenges of the partnership before implementation. Outlining the opportunities and roadblocks that may arise through the partnership helps lay the groundwork for developing a strategic plan. In addition, documenting the benefits at the onset provides partners with a concrete reminder of the purpose behind the partnership when challenges arise.

Identify the Core Collaboration Team

Assembling a core collaboration team of leaders who will guide the development and implementation of the partnership is critical to establishing a strong foundation for the partnership.

Because the success of an integrated partnership boils down to obtaining buy-in from every level of the partnership, the core collaboration team should include individuals from a variety of program levels to help design the model. These include members of the administration who make decisions regarding service delivery, fiscal staff who speak to the utilization of funding streams, as well as frontline employees including teachers who speak to the feasibility of the design. It is crucial that the individuals responsible for implementing the blended services on a daily basis be part of the planning process.

Identify Leadership

Committed leadership is invaluable to the success of integrated partnerships. For some communities the core collaboration team represents the partnership leadership. For others, select committees or councils are developed to guide implementation.

Local Community Example of Partnership Leadership

One Texas community developed a steering committee responsible for governing the partnership and making key decisions regarding the collaborative. The members are comprised of representatives from the partner organizations as well as other community representatives. The leadership includes a “third non-stakeholder party” to give the “objective perspective so necessary to the negotiation/collaboration processes.” The committee meets on a regular basis to evaluate the progress of the collaborative and strategize next steps. In addition to the Steering Committee, an Advisory Group is assembled “to garner broad-based community support for the collaborative effort.” The Advisory Group ensures the partnership continues to meet the changing needs of the community and provides a source of support and guidance to the collaborative leadership team.

Develop Communication Protocols

A key to sustainability in any school readiness integration partnership is ongoing, effective communication between partners. It is critical for integration teams to discuss, develop, and document the communication strategies that will drive the implementation of the project. A strong communication plan includes both formal and informal methods for sharing information among the core collaboration team. The following should be discussed when developing the partnership:

- Preferred methods for contacting team members routinely during the week.
- Strategies for reaching one another in cases of an emergency.
- Key organization contacts who can serve as resources to the team.
- Mechanisms for making decisions affecting the partnership.
- Team meetings:
  - Schedule of meetings.
  - Location of meetings.
  - Team member responsible for developing agenda.
  - Team member responsible for facilitating meetings.
  - Team member responsible for taking meeting notes and distributing notes to the team.

Established partnerships recommend that up-and-coming collaboration teams meet, minimally, on a monthly basis to discuss progress and issues that may arise. Many new partnerships decide to meet weekly or bi-weekly with key integration staff until systems are in place. Regularly scheduled discussions ensure that issues are addressed in a timely manner and small challenges do not become major barriers in the integrated effort.

It is also wise for the leadership of a new partnership to meet monthly to ensure that partners become more comfortable with each other and the integrated systems. It is common for project leadership to transition to quarterly meetings once the partnership is well established.

Develop Strategies to Resolve Conflicts

A strong communication plan includes strategies for resolving conflicts. Even for partners who have a long history of working together it is essential for the integration team to collectively discuss and outline mechanisms for resolving disputes when they arise.

Characteristics of conflict include:

- “Conflict is inevitable
- Conflict develops because we are dealing with people’s lives, jobs, children, pride, self-concept, ego and sense of mission or purpose;
- Early indicators of conflict can be recognized;
- There are strategies for resolution that are available and DO work;
- Although inevitable, conflict can be minimized, diverted, and/or resolved.”

Documenting strategies for dealing with disagreements ensures that consistent communication patterns will continue through leadership and staff changes and will contribute to the longevity of the partnership.
STEP 4: Develop a Common Vision and Goals

“We cannot view children as ISD children, Head Start children, or child care children but a community of children.”

-Texas Trailblazer

Although child care, Head Start, and public pre-k all serve young children deemed at risk, each program was created at different points in history with varying missions and differing underlying philosophies. As a result, when any combination of these organizations collaborate on behalf of the same population of children, it is vital for the planning team to decide on the vision and goals of the integrated partnership. This is the exciting design phase of the integration project in which creative planning and innovative thinking is essential. Many trailblazers report a sentiment of “I had to get rid of the ‘this is how we have always done it mentality’” and begin to look at providing services through a more collaborative lens.

Many established partnerships develop vision, mission, and/or philosophy statements to guide the design and planning of the integrated services. Some partnerships work with a facilitator to help develop comprehensive strategic plans. The design team must decide what questions should be asked to establish the desired blueprint for the project.

Local Community Example of Issue Resolution Ladder

One Texas community relies on a conflict resolution ladder and conflict resolution guidelines to ensure that any dispute that occurs within the integrated partnership is resolved as quickly as possible. Seven levels of staff among the three partnering programs are outlined on the resolution ladder: the front-line field staff is in the first level with the ladder leading all the way to the top administrators on the seventh level. The purpose of the “Issue Resolution Ladder” and “Issue Resolution Ladder Guidelines” is to resolve all issues at the field level, whenever possible and to only escalate issues up the ladder whenever “the partners cannot agree on the decision, the partners do not have the authority to make the decision, an issue is threatening to delay the project, [or] an issue is threatening to damage the partnering relationship.”

--Austin TEEM Project Issue Resolution Ladder and Guidelines. Child, Inc.

Texas Tool

For helpful tools on conflict resolution, please refer to Appendix B.
For example:

- What education or child development philosophy will serve as the foundation of the integrated partnership?
- What is the vision for the partnership?
- What is the mission of the partnership?
- What are the goals and objectives of the integrated project?

The core collaboration team uses the answers to these questions to guide the design of the service delivery. A vision statement “is the collaborative’s view of what child and family outcomes should be.” For example, the vision of The Texas Plan, a collaboratively developed ten-year public policy proposal, “ensures that all children have the tools to succeed in school and life, that businesses have the skilled workforce needed to compete in the new global economy, and that all Texas citizens have the knowledge and confidence to fully engage in democratic processes and civic life.” Whereas, the mission statement “specifies a collaborative’s role in realizing its vision.” For example, “The mission of the Houston Collaborative Early Childhood Care and Education Project (CECCEP) is to develop model programs that provide full-day early childhood care and education services to eligible children who are at risk because of economic instability or limited English proficiency.”

The team collectively discusses what services will be provided and how the day will be structured. One community leader explained that, “True coordination is more like dividing a cake than slicing a pie. There are layers of services in each one of the slices of time and more ways of getting a cake than buying it. The combinations of the ways services and time can be coordinated are endless.” The design team must be comprehensive in its planning to ensure that all aspects of the integrated program are addressed, including:

- Registration and enrollment
- Attendance
- Curriculum
- Bilingual instruction
- Services for children with special needs
- Staffing and instruction
- Daily schedule
- Professional development and training
- Screening, assessment, and ongoing progress monitoring
- Nutrition services
- Student support services
- Multi-age or isolated age classrooms
- Classroom environment including equipment, supplies, and materials
- Parent involvement
- Transportation

One community finds that it is helpful to plan integrated services in phases: (a) recruitment, eligibility, enrollment, and classroom placement, (b) classroom environment and operations, (c) supplemental services including disability service referrals, family services, health services, and nutrition services. Planning in phases gives a structure to the planning process and allows all personnel to be involved, including principals, directors, teachers, social workers, nurses, and the registrar’s office.

Texas Tool
For helpful planning tools, please refer to Appendix B.
STEP 5: Finance the Partnership

“No one program, not Head Start, not child care, not public prekindergarten or kindergarten, has sufficient funding to provide all the services necessary to produce the long-term positive impacts for all the children who need them.”

The Head Start program, the child care subsidy program, and the public pre-k initiative have all experienced flat funding and critical funding cuts in recent years. As a result, significant gaps exist within each delivery system:

- Many public schools and Head Start centers do not have the facility space to accommodate the number of eligible children.
- Neither pre-k nor child care has sufficient funds to support a high staff: child ratio.
- Funding for child care and Head Start does not support four-year degreed teachers.
- Pre-k and child care do not have the resources to provide comprehensive services to children and families.
- Neither Head Start nor pre-k has the funds to extend the hours of services to better meet the working needs of parents.

Bringing together the various institutions that play a role in the school readiness of young children allows communities to maximize resources, improve services, and ultimately achieve better outcomes. School readiness integration partnerships in Texas have been able to:

1. Leverage resources to provide services more efficiently,
2. Avoid duplication of services,
3. Identify additional funding, and
4. Utilize new funding sources to improve services.

Developing financing strategies for coordinating multiple programs that have disparate funding streams tied to varying missions, program standards, and reporting requirements is a daunting task. This section provides a brief overview of each delivery system, including the mechanics of each program, a list of fiscal strategies utilized by established partnerships, and an outline of relevant funding streams.

**Head Start**

The Head Start program created in 1965 is federally funded to serve children, ages three to five, from low-income families. Established in 1994, the Early Head Start program focuses on the early development of children ages birth to three. Head Start and Early Head Start provide comprehensive services to low-income families and pregnant women, including early education, health, nutrition, support services for the family, and diverse opportunities for parent involvement. Contracts are established with Head Start grantees and federal funding flows directly to the local level, ensuring that community-based organizations meet the diverse needs of their clients while continuing to improve quality and raise performance standards. The contracts ensure that each Head Start grantee has the necessary funds to provide services to eligible children.
Child Care

Publicly funded child care is managed by the Texas Workforce Commission (TWC), an agency created in the Texas Welfare Reform Bill (Senate Bill 642) passed in 1995. Texas is one of seven states where the employment commission handles the child care responsibilities of the federal Temporary Assistance for Needy Families (TANF) program and the federal Child Care Development Fund (CCDF). This link was created purposely to underscore the connection between child care and workforce participation. The operation of child care services by TWC is conducted by the 28 Local Workforce Development Boards (Boards). These Boards are responsible for establishing eligibility guidelines, reimbursement rates, and parent co-payment fees. In setting these guidelines, Boards must comply with federal and state statutes, consider the local market rates, meet performance targets set by the Legislature, and work within the funding levels that have been appropriated. Boards also have the added responsibility of raising matching funds to draw down all available federal dollars.

The child care subsidy program serves children from low-income families, families receiving TANF, and parents transitioning off of welfare. Texas relies heavily on federal dollars to administer the program, with more than 80% of the total dollars spent in the state coming from the federal government. Unlike the contractual model that Head Start follows, enrollment in child care centers is based on parental choice and preference. In addition, eligibility for child care subsidies is linked to family income and the parent’s participation in work, training, or education activities rather than to the education needs of the child.

Prekindergarten

The Texas Public School Prekindergarten (pre-k) Initiative created at the state level in 1984 provides half-day (3 hours) education services primarily for four-year-old children. The pre-k program is managed by the Texas Education Agency (TEA) and is administered through independent school districts. The pre-k program is part of the K-12 public school education system and is funded through a combination of state and local dollars through the Foundation School Program. The Texas pre-k program serves children ages three and four who meet one of the following criteria:

1. Unable to speak and comprehend the English language; or
2. Educationally disadvantaged; or
3. Homeless as defined by 42 U.S.C. Section 11302, regardless of the residence of the child, of either parent of the child, or of the child’s guardian or other person having lawful control of the child; or
4. The child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
5. The child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
6. The child has been in the conservatorship (foster care) of the Department of Family and Protective Services (DFPS) following an adversary hearing.
Public schools receive funding for the pre-k program from TEA based on the average daily attendance (ADA) rates of children enrolled.

Competitive grants are available at the state level to school districts and community partners interested in providing enhance school readiness services for children. These funds are prioritized for school districts with below average performance on 3rd grade assessments in mathematics and reading. The program, administered through TEA, is titled: Prekindergarten Early Start Grant.

**Fiscal Strategies**

The various funding sources outlined above present challenges to local communities who are exploring ways of integrating services and resources. Partnerships must ensure that they are “sharing resources in a manner that suits the goals of the partnership and provides proper accounting to their multiple funders.”

In Texas, school readiness integration partnerships rely on three fundamental fiscal strategies including: 1) Braiding of funding streams; 2) Cost allocation; and 3) Joint, dual, or co-enrollment of children.

**Braided Funding**

Due to the funding complexities that make up early childhood education programs, established school readiness integration partnerships across Texas have focused on **blending services rather than blending funding streams** as the primary financing strategy. Instead of pooling funds, merging budgets, or designating one fiscal agent for the partnership, trailblazers focus on braiding funding to keep the financing as simple as possible to ease accounting and reporting requirements. The braiding or coordination of funding streams allows the “funding sources [to] remain visible while they are used in common to produce greater strength, efficiency, and/or effectiveness” and also “reduce reliance on any single funding source, thus contributing to long-term sustainability.”

Braided funding:

- Allows resources to be tracked.
- Allows agencies to maintain control.
- Recognizes the categorical nature of funding.
- Avoids some of the conflicts that can arise with blending.
- Increases opportunities to obtain larger amounts of funds.
- Allows for both accountability and flexibility.

Through school readiness integration partnerships, funding streams can be braided together “into a comprehensive service package” for children and families.

**Cost Allocation**

Once the design of the partnership is complete, the leadership team discusses what core components are necessary for its success, communicates partner budget cycles to successfully finance components, and delineates which partner funds what piece of the program. The partnerships share costs on a budget line-item basis rather than a more complex process such as calculating a per child or student percentage cost for services.

Typically partnerships keep funding for staff straightforward. ISD employees participating in the integrated partnership are funded by the ISD, Head Start employees are funded by Head Start, and child care employees are funded by the child care organization, or portions of salary.
costs are provided by each partner. Negotiations are then made surrounding the remaining key expenditures such as rent, consumables, equipment, curriculum, and other costs based on resources available.

Funding decisions are ultimately the responsibility of program administrators. However, leaders in the field report that they rely upon fiscal recommendations made by front-line staff, including teachers.

**Dual Enrollment**

The third fiscal strategy utilized by school readiness integration partnerships is described as “joint,” “dual,” or “co-enrollment” of students. Integration brings together the best elements of child care, Head Start, and pre-k and integrates them into one program for children. Dual enrollment of children participating in an integrated partnership allows students to receive more comprehensive services. As one trailblazer explained, “Many coordinations are clock or calendar driven. The child is the responsibility of Head Start from X o’clock to Y o’clock, and the school’s responsibility from Y o’clock to Z o’clock, etc. That’s one approach, but remember we are coordinating much more than money or time; we are coordinating services and outcomes, so the child could conceivably be served by two different programs at the same time, but getting different services.”

A careful delineation of program services and a sound financial tracking system ensures that dual enrollment does not lead to duplication of services and that resources are maximized. As another trailblazer explained, “In any discussion of dual enrollment, it is important to consider that integration allows each service system to bring to the table its most valuable resources and allocate them across other systems to the benefit of all. The mix of services allows all participating children to achieve the desired outcomes – “school readiness” – that would otherwise not be possible.”

**Thinking “Outside the Box”**

The key to successfully financing a school readiness integration partnership is to think innovatively about each and every funding stream. Each partnership must examine how to leverage every resource within existing program restraints and ask themselves: “What are all of the different ways I can allocate these funds?” and “How can we use these dollars more efficiently? By coordinating funds, one partnership established a community resource room equipped with a lamination and copy machine at the local child care center. All teachers involved in the project utilize the space for meetings and to work on projects.

Many trailblazers find that once the partnership is established, new funding doors are open to them, including local foundation opportunities, state grant initiatives, and more. One trailblazer explained that, “Partnerships can open up new funding opportunities because collaborations can open up new doors. There is always room for leveraging when you get into collaboration. It may be small, but that small opportunity grows, then you tie it into a whole world of opportunity after that.”

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**Texas Tool**

For an extensive list of fiscal planning documents, please refer to Appendix B.
Early Childhood Education Funding Streams

Table 6
This table outlines the major funding sources for early care and education programs in Texas and serves as a resource to school readiness integration partnerships who are examining all possible ways for leveraging funds.

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<th>State</th>
<th>Local</th>
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<td>21st Century Community Learning Centers</td>
<td><strong>State General Revenue funds:</strong>&lt;br&gt; Texas Education Agency&lt;br&gt; - Foundation School Program&lt;br&gt; - Early Childhood School Readiness Program&lt;br&gt; - Prekindergarten Early Start Grant Program&lt;br&gt; - Preschool Programs for Children with Disabilities</td>
<td>Rural Health Block Grants</td>
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<td>Community Development Block Grants (CDBG)</td>
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<td>City and County General Revenues</td>
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<td>Private Sector Funds from Businesses and Foundations</td>
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<td>Social Services Block Grant (SSBG)</td>
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<td>Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)</td>
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STEP 6: Delineate Roles and Responsibilities

“The MOU is jointly developed and jointly owned.”90

Established school readiness integration partnerships rely upon written documents such as a Memorandum of Understanding (MOU) or an Interagency Agreement to clearly delineate the roles and responsibilities of each organization involved in the project. As one trailblazer stated, the integrated “services must belong equally to all organizations involved,” and having something in writing ensures accountability regarding who will provide each component. A strong MOU can serve as the foundation for a partnership, give legitimacy to the project, and ensure legality among entities.

“Interagency agreements are complete when they:

1. Define who will do what,
2. Generate new collaborative ideas,
3. Avoid duplication of efforts,
4. Replace the “my children/your children” with “our children” and
5. Provide increased continuity and fewer transitions for children.”91

The MOU process is usually led by the partnership’s leaders. It is critical to have program administrators involved when the MOU must be approved by a Board of Directors or a school district or city attorney. Many times the MOU, particularly the first one of a partnership, is written simply to define each partner’s role. However, as the partnership grows and evolves so does the MOU. As services become more integrated they will be represented in the content of the MOU.

Many partnerships develop a MOU or letter of agreement solely to ensure legality among organizations participating in the partnership and then later create a more detailed services agreement to further outline responsibilities. One school readiness integration partnership created a comprehensive shared services agreement that outlined the roles of each person involved in the project, including the teachers, the nurse, the English as a Second Language (ESL) Coordinator, and others. The agreement serves as a “breathing document for all entities involved” and is revisited on an annual basis to update, refine, and change as the model develops.

Other partnerships create a series of MOU’s that cover different aspects of services, such as outlining services for children with special needs, for highlighting integrated services, and for staff professional development. No matter what type of formal documentation a project decides to implement, developing a written agreement is a major milestone for integrated partnerships to achieve and should be acknowledged. Some partnerships have celebrated the completion of the MOU with a “signing party.”92

Texas Tool
For sample MOU’s and interagency agreements, please refer to Appendix B.
STEP 7: Ensure Quality

“One of the biggest challenges we faced was opening our minds to understand that what we had previously believed to be barriers to partnerships – such as program standards – were in fact, aspects of the other programs that ensured quality. We then worked to ensure that all the programs could achieve our missions and improve quality.”

Successful school readiness integration partnerships find that achieving high quality services is an ongoing process, worked on every day. At every stage of planning and implementing the integration project, partners must ask, “What is best for the children of our community?” Although the answer may not look exactly the same across the state, common strategies for quality improvement emerge among established partnerships. This section discusses each of the following recommendations:

- Partnership handbooks.
- Streamlined enrollment.
- Joint hiring of teachers.
- Joint professional development.
- Daily schedules and teacher planning.
- Coordination of multiple curriculum and assessments.
- Parent involvement and education.
- Program evaluation.

Partnership Handbooks

Several integrated partnerships developed “partnership handbooks,” “collaboration manuals,” or “administrator/director notebooks” that outline key information relevant to the project. The manuals consist of annual calendars, eligibility guidelines, program rules and regulations, contact information, daily schedules, and more. The notebooks are distributed to all staff involved in implementing the integrated services and serve as a reference guide for the project. The handbooks assist staff on a daily basis when questions arise and help ensure the overall quality of services. Partnership handbooks cannot take the place of joint staff orientations or face-to-face staff development opportunities, but can serve as a supplement to ensure that all project staff has received the same information regarding the project and procedures.

Streamlined Enrollment/Registration

Enrolling children in a program participating in an integrated partnership can be logistically complicated. Because children participating in an integrated partnership are often enrolled in more than one program, registration procedures can become burdensome for parents responsible for completing multiple forms. Several integrated partnerships streamline enrollment procedures to ease the paperwork burden for both parents and program staff.

In addition, several integrated partnerships host “neighborhood pre-k round-up” events in the spring for annual pre-k enrollment opportunities. Instead of hosting pre-k round-ups only at the public school, the “neighborhood” enrollment events occur at all of the participating school readiness integration
sites. Parents are notified ahead of time of all pre-k registration locations and dates, if hosted on multiple days. The school student placement center assesses children on language at the various locations to ensure the learning needs of the child are identified. Neighborhood pre-k round-up events allow parents to register their children at locations that are convenient and familiar to them. The round-ups also allow the partnership to plan collaboratively for facility space and services that ensure all eligible and registered children are served.

**Joint Hiring of Teachers**

A significant element of school readiness integration partnerships is sharing teachers. Integration provides an opportunity for Head Start and child care programs to employ a state-certified teacher for purposes of pre-k instruction, allow child care and pre-k programs to reduce staff/child ratios, and create opportunities for teachers from different backgrounds to learn from one another. When providing pre-k programs in community-based settings, there is often a need to hire a state-certified teacher for these “satellite campuses.” Partnerships report repeatedly that the success of integration depends on the relationship between the teachers in a classroom. As one trailblazer explained, “The entire collaborative model can fall apart if the two teachers in the classroom do not get along and work well together.” Another added, “Children know when there is tension between teachers. It is important to see them as a team.” Therefore it is critical for all partners to be involved in the hiring process and have input into who is entering the classroom. For the collaboration to be successful, the teachers in the classroom must be partners. Strategies to support positive teacher relationships include:

- Collaboratively develop criteria for individuals working in the classroom.
- Joint interviews of applicants.
- Establish interview committees to ensure personality compatibility.
- Joint selection of teachers by directors and principals.
- Allow time for teachers to plan together before the school year begins.
- Establish a trial period prior to the school year when the teachers jointly set up the classroom and plan together.

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**A Local Community Example of Streamlining Enrollment and Registration**

In a concerted effort to streamline enrollment and registration procedures, each partner in one integrated model lays out all enrollment forms on a long table and matches all forms with the most restrictive eligibility requirements. This side-by-side comparison of all required forms allows the partnership to examine where duplication occurs. The partners work together to simplify the enrollment packets as much as possible and enable parents to provide information only one time. Partners then share the information with each other on the back end. The partners focus on what is the best approach for families and are able to achieve the goal of easing the enrollment process for parents and limiting the amount of paperwork for staff.

-Trailblazer Interview
It is equally important to ensure that every teacher in an integrated partnership feels comfortable and welcomed when working at a satellite campus. School readiness integration partnerships emphasize the importance of ensuring that every teacher in an integrated partnership has access to a designated space such as a locker or desk to store personal belongings. It is attention to this type of detail that contributes to the quality of services provided.

**Joint Professional Development**

One of the greatest benefits of a school readiness integration partnership is the opportunity for joint professional development. Integrated efforts allow teachers to participate in a variety of staff development trainings offered by partner organizations. Expanded professional development opportunities ensure that teachers are well-equipped with the latest research and best practices. Attending training jointly allows teachers to learn together, develop a common language, build relationships, and become a team that implements new skills in the classroom. Several trailblazers recommend that teachers participating in an integrated classroom attend training on effective strategies for “co-teaching.” A workshop on co-teaching can assist teachers in navigating differing teaching philosophies, communication styles, and program standards.

An important component of joint professional development opportunities includes staff orientations. Established integrated partnerships find that inviting key staff to attend each other’s program orientations is critical to the success of an integrated partnership.

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**A Local Community Example of a Comprehensive Staff Orientation**

One school readiness integration partnership conducts half-day and full-day collaboration team trainings at the beginning of each school year for staff from each agency participating in the integrated partnership. The training sessions focus on team building, understanding roles and responsibilities, program standards, guidelines, rules, regulations that govern each agency, and more. The orientation events bring together teachers, administrators, directors, cooks, custodians, and additional staff to discuss the roles and responsibilities of everyone involved in the collaborative effort. An overview of program standards including Head Start performance standards, child care licensing requirements, and pre-k guidelines is provided and participants engage in critical team building activities. As one trailblazer stated, “unless there is buy-in from personnel at all levels, the collaboration will not succeed.”

-Trailblazer Interview

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**Texas Tool**

For sample training materials, please refer to Appendix B.
Daily Schedules and Teacher Planning

“The toughest part of integration is the daily schedule and ensuring that both partners meet their respective requirements.” Existing partnerships speak a great deal to the importance of carefully planning the daily schedule. One community leader described the process as one that requires “a lot of work, a lot of meetings, and a lot of compromises.” Involving teachers in the planning process is the key to creating a daily schedule for children in an integrated partnership that meets program requirements and improves services. Obtaining the perspectives of those working in the classroom provides opportunities to discuss what is feasible and to brainstorm ways to structure the day. As one community leader stated, “Sometimes adjusting the schedule just five minutes is all that is necessary to make the model work.” In developing the schedule, planners must keep in mind child care requirements for naps, Head Start requirements for family-style meals, pre-k requirements for cognitive learning, and pre-k teacher requirements that include a 45-minute allotment for daily planning time and a duty-free lunch. Partnerships communicate that developing a schedule that meets all program requirements and improves services for children is absolutely possible when teachers are included in the planning process.

A core component of the daily schedule is to allow teachers time together on a weekly basis to plan activities and services. Regularly scheduled co-planning sessions ensures seamless and high-quality services for the children in the program.

A Local Community Example of Developing the Daily Schedule

One integrated model develops a daily schedule that meets both program requirements and ensures children receive essential rest time. In this partnership children receive a full-day of Head Start in the morning and a half day of pre-k in the afternoon. Scheduling a nap in the early afternoon for the Head Start children would not work, because the pre-k children are just arriving and do not yet need a nap, so the partnership adjusts the schedule for the pre-k portion of the day to start 45 minutes later. This new schedule began as a pilot program and then became a permanent solution for the students. This partnership must not only ensure that the room is prepared for the Head Start children to take a nap after the family-style meal, but also allow the pre-k teachers to have a duty-free lunch. Initially, cots had been used in the classroom, but the partnership discovered that they take a longer amount of time to set up, forcing the pre-k teachers to work during lunch. The partnership decided to transition to fold-up mats and have the children each set up their own mat for nap time. The transition works and the partnership found a successful schedule.

-Trailblazer Interview

Texas Tool

For sample training materials, please refer to Appendix B.
**Parent Involvement and Education**

“One of the most incontrovertible findings of research on early childhood education and development programs is the key contribution that parental involvement makes on more effective child outcomes.” Parent education and involvement is crucial to the success of any school readiness integration partnership. It is essential for parents to be aware of the partner organizations, understand the integrated services provided, be clear on any new requirements, and have the opportunity to discuss the program with teachers and administrators. This becomes particularly important for parents who are new to the pre-k program and unaware of attendance requirements and unfamiliar with tardy and absence forms. Strategies for raising parental awareness of integrated partnerships include:

- An open house to share information and to provide opportunities for parents to ask questions.
- Public education materials such as a parent newsletter, program brochure, or parent handbook to provide key information about the integrated program.
- Daily exchanges with parents when they drop off or pick up children.
- Home visits.
- Parent conferences.

**Coordination of Multiple Curricula and Assessments**

Research-based, developmentally appropriate curriculum and assessments are essential components of a high quality school readiness integration partnership. However, many times when individual organizations collaborate on school readiness, multiple curricula and assessments are present, and the partnership leaders must make necessary decisions to streamline efforts.

“Quality programs that provide challenging but achievable curriculum engage children in thinking, reasoning, and communicating with others.” In 2008, the Texas Education Agency and the State Center for Early Childhood Development revised the Texas Prekindergarten Guidelines for the first time in almost a decade. “These guidelines are important tools to help teachers define and implement a comprehensive curriculum.” The Texas Education Agency provides a list of state-adopted curricula and instructional materials that reflect the pre-k guidelines for utilization by early education providers. Some partnerships look to the school district partner to take the lead on making curriculum decisions while others work to align multiple curricula to provide comprehensive instruction. Regardless of the method used, it is critical for teachers to be united regarding the instructional approach for children. Curriculum alignment also provides an opportunity for an “easier transition for the child into the public school environment.”

“Just as immunizations are given to ensure good health for children—administering cognitive and social assessments throughout the early childhood period allows teachers to shape instruction based on children’s assessed needs.” Several communities find that when separate programs come together in a school readiness integration partnership, multiple assessments result, as well as concerns about duplicative testing of children. Partnerships find that reviewing all required assessments during the planning stage is critical. Many collaboration teams explore ways of
transferring information from one assessment to another to avoid redundancy and/or eliminate required site assessments. These “shared assessments help teachers to plan successful activities in small groups for children identified with emerging skills” and improves the overall quality of the program.

Program Evaluation

School readiness integration partnerships utilize multiple indicators to evaluate the overall quality of the integrated program. In addition to meeting baseline program requirements such as child care licensing minimum standards and Head Start performance standards, partnerships rely on quality improvement initiatives and child assessment data to evaluate program quality and to provide information for continuous quality improvement. School readiness integration partners participate in certification and accreditation programs at the national and state levels to set quality standards for programs, and to assist parents with identifying high quality settings.

Integration efforts throughout Texas participate in national accreditation programs such as the National Association for the Education of Young Children (NAEYC), National Accreditation Commission for Early Care and Education Program (NAC), National Early Childhood Program Accreditation (NECPA) and many others. In addition, school readiness integration partnerships participate in the Texas Rising Star Program, the Texas Early Education Model (TEEM) and the Texas School Readiness Certification System for quality improvement and program evaluation purposes.

Texas Rising Star is a certification program for centers in Texas that provide subsidized child care through the Texas Workforce Commission. Rising Star providers voluntarily meet requirements that exceed the state’s minimum licensing standards for child care facilities. This certification provides graduated levels of certification as providers meet progressively higher certification requirements (two, three, and four stars).

Texas Early Education Model (TEEM), under the auspices of the State Center for Early Childhood Development, is a model for delivering pre-k in partnership with school districts, Head Start, and child care providers. As one trailblazer explained, “TEEM is the vehicle that helps provide the equal opportunity for all children through teacher professional development, use of a research-based curriculum, appropriate assessment, and mentoring. Teachers receive initial 2-day training, monthly mentoring, equipment, and a year-long professional development course.” TEEM provides integrated partnerships with progress monitoring tools for teachers to utilize throughout the year. Teachers participating in TEEM sites utilize cutting edge technology to assess children’s development several times during the school year. The portable tools provide teachers with an immediate analysis of both individual and classroom data to inform strategies for enhanced learning. Partnerships utilize assessment data to drive decisions regarding service delivery. School districts then share the data with kindergarten teachers and present the data to school boards to raise awareness of progress and potential gaps.

Texas School Ready! ™, also administered by the State Center, is a school readiness certification program that certifies early education programs that effectively prepare children for kindergarten. The program links activity in the classroom with child outcomes on
kindergarten assessments. Child care, Head Start, and pre-k programs are certified based on the “qualities of various components including teaching practices, professional development, community integration, instruction per student, and the kindergarten classroom performances of children exiting the program.”

Partnerships rely on child assessment data to determine overall program quality. Appropriate child assessments are important tools for examining child outcomes and the overall impact of individual programs. Partnerships rely on assessment data to provide information on individual students as well as entire classrooms. Brief assessments that can be incorporated into the daily activities and provide timely feedback are essential for teachers to successfully adapt a program within the school year that ensures the developmental needs of the children are met and the learning is enhanced.

Several communities involved in integration partnerships are now exploring ways of aligning child assessments, program quality, and professional development at the community level because they “want children to be in high quality services no matter where they are enrolled.”

STEP 8: Sustain the Partnership

“It is all about relationships.”

-Texas Trailblazer

Relationships make up the core of any school readiness integration partnership. Therefore, the sustainability of an integrated effort depends on continuously tending partner relationships. The collaboration must be viewed as a dynamic process, constantly growing and evolving. Trailblazers note the importance of several key strategies for sustaining a school readiness integration partnership. These strategies include the following:

- Celebrate every success.
- Review all written agreements annually.
- Committed leadership.
- Dedicated integration staff.
- Technical assistance.
- Raise public awareness of partnership.

Celebrate Every Success

Established school readiness integration partnerships stress the importance of celebrating every success in a collaborative effort. It is essential for the partnership to acknowledge the hard work and dedication that integration requires on a daily basis from all levels of staff. Reflecting on and celebrating every milestone allows partners to see the progress they make, remember why they are doing this work, and motivates the staff to continue on. Many partnerships utilize regularly scheduled partner meetings to acknowledge and celebrate successes, no matter how small. It is important to create opportunities to show appreciation throughout the year to the staff implementing the partnership, including teachers, principals, and directors.

Some integrated efforts organize an annual event at the end of the academic year to celebrate all the accomplishments made during the school year. This event can be an informal luncheon party where all organizations are invited or a more formal evening reception that the partners plan together. An annual event
provides the opportunity to recognize the staff for their hard work, distribute awards to the “shining stars” that exceed expectations, and present individual testimonials about project successes.

**Review Written Agreements Annually**

A critical lesson learned by established integrated partnerships across the state is the importance of reviewing all written agreements on an annual basis. This includes MOUs, interagency service agreements, job descriptions, and any other formal document that guides the integrated services. Many integration partnerships find that roles and responsibilities change over the course of the year as the partnership evolves, when staff changes occur, and unique situations arise. In fact, many partners find that even the initial non-negotiable lists change as organizations become more comfortable with each other and the partnership develops new ways of providing services to children and families. When partners revisit written agreements every year, they have the opportunity to make necessary changes and thoroughly understand the mechanics of the integration project.

**Committed Leadership**

It is impossible to predict every challenge that may present itself throughout the life of a partnership. Yet, it is not solely the challenging issues that prevent a partnership from surviving; it is how the leadership handles the issues that determine sustainability. As one trailblazer stated, “The number one ingredient to sustainability is how you handle problems when they arise.” Another added, “Barriers are what people want them to be. There can be a lot of barriers, but you need the desire to overcome them.” In other words, if there is not complete buy-in and commitment at the leadership level, the partnership will not succeed. Therefore, it is crucial for the leadership in each partner organization to communicate and monitor progress, and to address issues promptly to ensure that small issues do not become big barriers to a successful integration.

**Dedicated Integration Staff**

Developing a successful school readiness integration partnership requires significant effort from various levels of staff. Established partnerships strongly recommend hiring new staff or adjusting the roles of current employees to focus solely on integration efforts whenever possible. If a lack of resources makes hiring impossible, it is essential for the partners to divide the collaborative workload equally and identify individuals within each organization who can dedicate a portion of their time to ensure success of integrated services.

**Technical Assistance**

Creating a successful, sustainable school readiness integration partnership requires a great deal of hard work. Although many partnerships rely on committed leaders and staff to identify solutions when challenges arise, access to technical assistance can be critical for emerging collaborative efforts.

School readiness integration partnerships rely on several sources for information and support including:

- Texas State Center for Early Childhood Development Staff.
- Professional development opportunities provided by the Regional Education Service Centers.
• School Readiness Integration Specialists housed at the Regional Education Service Centers.
• Established local School Readiness Integration partnerships.
• Texas Education Agency Department of Community Initiatives.
• Local Texas Early Education Model (TEEM) Coordinators.
• Texas Head Start State Collaboration Office.

Raise Public Awareness

Many times the most successful integration partnerships are found in areas where a larger community culture of collaboration exists. School readiness partnerships that are just beginning on this important path can help foster this culture by raising public awareness of efforts and sharing the successes of the project.

Partnerships utilize numerous strategies to educate local communities about the benefits of school readiness integration efforts. Some develop program brochures describing the project and distribute them at community meetings. Others invite reporters from local newspapers to visit integrated sites and see firsthand the services that children and families are receiving and then encourage them to publish an article regarding the impact on the community. Other partnerships publish articles outlining how collaboration works or submit the article to partner organization newsletters to raise awareness of other members in the field and encourage their involvement. Additional strategies include:

• Presentations to school administrators and parent organizations.
• Multilingual flyer distributions.
• Public service announcements.

• Distribution of services directories.
• Social service fairs and community events.
• Referrals through community and faith based organizations.  

Raising public awareness of the school readiness integration partnership will lead to broader community understanding and support.

In the following sections, three community-based school readiness integration partnerships are profiled and each of the 8 steps developed in this section are highlighted based on local practices.
Community-Based Partnerships

Profile #1: Fort Worth ISD TEEM Satellite Partnership

Overview

The Fort Worth ISD TEEM Satellite partnership represents a high-quality stacked or flip/flop integration model where the public school prekindergarten program is stacked on top of the child care and Head Start programs. The teachers plan together, teach together, and participate together in joint professional development opportunities to provide seamless services to young children.

This partnership began in 2003 when the Texas Early Education Model (TEEM) was initially developed and piloted in local communities. Certified teachers are employed by the Fort Worth ISD and provide instruction in a local Head Start program, Englewood, and two child care centers, YWCA of Fort Worth and Tarrant County Polytechnic Child Development Center. In partnership with the Head Start teachers, one FWISD teacher provides two half-day sessions of pre-k instruction in two separate classrooms at Englewood. A second FWISD teacher, in conjunction with several child care teachers, provides a half-day of pre-k at Tarrant County Polytechnic Child Development Center and another half-day at the YWCA of Fort Worth. A TEEM project coordinator mentor works with all partners involved in to ensure sustainable collaborations and develop shared professional development opportunities. The lead agency that coordinates the partnership, Child Care Associates, provides leadership and fiscal direction for the partnership.

The Fort Worth ISD TEEM satellite campuses partnership represents a subset of a larger collaborative in which Fort Worth ISD is sending pre-k teachers to six satellite campuses. In addition to Englewood, YWCA of Forth Worth, and Polytechnic Child Development Center, the following organizations are also involved: YMCA of Metropolitan Fort Worth Southeast, Rosedale Head Start, and Rosedale V Head Start. These six sites make up the FWISD Pre-K Center Virtual School #228, which includes 12 TEEM classrooms serving 200 children.

Step 1: Assess Community Needs

According to federal Head Start requirements, the lead agency for this partnership is required to conduct an extensive needs assessment every three years, as well as an annual assessment review (see Appendix C, Child Care Associates 2007 Community Assessment). This review provides a great opportunity to assess comprehensive community needs, especially in identifying the vulnerable children in need of quality early care and education. Partners integrate efforts to compare community demographic data and establish where the need is greatest.

Step 2: Identify and Recruit Partners

According to one partner, the primary characteristics of successful partner organizations are: (a) being positioned in a geographical area that serves at-risk populations of children, (b) having strong leadership and management in place, (c) providing proven high-quality services (e.g., Texas School Ready! certification or national accreditation), (d) maintaining a good reputation in the local community; and when possible (e) having some sort of pre-existing relationship with the potential partners.

A more elaborate process of identification and recruitment was identified by the local TEEM
project coordinator mentor who outlined the following system.

- Analyze the results of the community needs assessment and local school district assessments.
- Examine the distribution of early childhood centers within the community based on current Department of Family and Protective Services (DFPS) data.
- Work with local workforce development boards (LWDBs) to determine distribution of quality centers throughout the community.
- Based upon an alignment of the needs assessments and the distribution of centers throughout identified regions of need, consult with child care licensing supervisors to gain insights into the operations of potential partner organizations.
- Conduct individual site visits to gauge quality of services firsthand and identify which center and program directors are open to exploring the possibility of an integrated partnership.

Other elements for building trust and relationships include:

- Using the expertise of TEEM mentors and SRI specialists to resolve conflicts and disagreements,
- Incorporating scenarios in professional development trainings that allow teachers and other staff the opportunity to work through commonly shared concerns and frustrations,
- Ensuring that procedures and routines are in place to facilitate organized meetings and dialogs,
- Immediately discussing organizational non-negotiable issues and areas of compromise,
- Conducting monthly meetings with teachers and quarterly meetings with leadership, and
- Including regular team building activities and opportunities for networking.

Overall, it is important to be OPEN, HONEST, and THOROUGH from day one!”

**Step 4: Develop a Common Vision and Goals**

Developing a common vision and goals, according to one partner, is easy: SCHOOL READINESS! “When this is agreed upon, then it is much easier to talk about common vision.” Initial and ongoing partner meetings are essential to the Fort Worth ISD TEEM Satellite Campuses. The requirements associated with participating in the TEEM approach to school readiness provide the essential goals.
Step 5: Finance the Partnership

This partnership is financed using a combination of local, state, and federal funds. Federal Title I revenue is incorporated, along with the Pre-Kindergarten Expansion Grant and TEEM Grant monies. All funds are kept separate according to the funding streams of the respective programs (i.e., public school, Head Start, and child care). Through integration efforts, the programmatic pieces are supplemental enhancements, and therefore no supplanting of funds occurs. Each partner pays a portion according to its ability and resources are maximized through careful planning.

Resources are best maximized through the “co-location” or “dual enrollment” of eligible children through shared facilities and mutual professional development activities. In addition, streamlined services and paperwork enable partners to utilize the same forms, minimizing redundant expenditures. Polytechnic Child Development Center developed a community teacher resource center, which all teachers have access to. Teachers use this space to share lamination equipment, cutting boards, and a copy machine.

Step 6: Delineate Roles and Responsibilities

The memorandum of understanding (MOU) delineates the roles and responsibilities of each partner organization (see Appendix C, Memorandum of Agreement between Fort Worth Independent School District and Child Care Associates). The partnership continually reviews and revises the MOU throughout the duration of the partnership. While each partner is expected to abide by the terms specified in the MOU, it allows the flexibility to make crucial and necessary adjustments.

The MOU is constructed after several meetings with a facilitator, who helps identify needs, priorities, and compromises. All administrators sign off on the MOU each year, as does the legal department of the respective organization if warranted.

Step 7: Ensure Quality

According to one partner, the quality of the partnership is continually “monitored and no assumptions are made.” The handheld progress monitoring devices, unique to the TEEM model, provide multi-year snapshots of student progress on developmentally appropriate assessments. In addition, classroom observations are frequently conducted by various individuals, including quality assurance coordinators, center directors, and regional managers.

An additional level of quality is preserved through regular partner meetings, visits by the TEEM Project Coordinator Mentor, classroom observations by TEEM classroom mentors, and visits by ISD early childhood specialists. Continual feedback is also solicited from teachers. There are monthly partner meetings between teachers and mentors, and joint professional development opportunities that incorporate team building activities. The partnership provides networking opportunities so that teachers can communicate with each other, discuss solutions to common problems, and share ideas regarding classroom implementation.

The partnership’s “3R Approach to Successful Collaborations: Joining Hands for Children” (see Appendix C) professional development approach has played an important role in ensuring quality. Everyone in the partnership is cross-trained in each organization’s respective
“program standards” and the most stringent requirements are considered the “gold” standards. Initial TEEM trainings that cover all of the program standards provide the necessary information regarding how the programs are related (i.e., public school-based Prekindergarten Guidelines, Head Start Performance Standards, and child care licensing requirements, and national accreditation standards).

One partner identified the TEEM approach as a “huge” part of the quality component. Because the TEEM grant provides incentive pay, school readiness materials, professional development, progress monitoring, and mentoring it is “easier to get people motivated.” In addition, all TEEM partnerships are required to participate in the School Readiness Certification System (SRCS). As a result, school readiness outcomes become the quality benchmark. One partner suggested that “the school readiness certification system has given us accountability for programs that were previously lacking. The system has allowed extra emphasis on providing high-quality services and now people take it more seriously.”

**Step 8: Sustain the Partnership**

The FWISD TEEM Satellite Campus approach to sustainability can be summarized in one word: “consistency.” The MOU is reviewed and signed annually by all partners. “Quarterly meetings are required, ongoing professional development of teachers is the norm, child progress is continually monitored, funding sources are confirmed, and success is celebrated,” said one partner. In addition, it is important to “keep up with the data, and conduct a lot of public awareness.”

**Profile #2: Hurst-Euless-Bedford (HEB) ISD and Red Apple School at Peace Lutheran Church**

**Overview**

The HEB ISD Red Apple School partnership represents a high-quality integration model where child care and Preschool Program for Children with Disabilities (PPCD) services are offered concurrently. The Red Apple School at Peace Lutheran Church provides extended child care services in the afternoon for families who need wraparound care. The high level of partner collaboration and optimal staff-to-child ratios contribute to the success this partnership model experiences.

The initial planning for this community-based school readiness integration partnership began three years ago, with the goal of serving children in the PPCD program in a least restrictive environment to facilitate their success. HEB ISD received a Preschool for Least Restrictive Environment (PLRE) grant from the Texas Education Agency (TEA), which provided necessary funds to better serve children with special education needs. The district began planning with Red Apple School during the 2006-2007 school year and started placing children in the school at the beginning of the 2007-2008 school year.

As a result of the PLRE grant, HEB ISD has developed collaboration strategies in three categories:

1. HEB ISD has a partnership within the district between the special education department and the pre-K/kindergarten department that provides a strong link between the PPCD and pre-k programs.
2. HEB ISD actively places teachers and children in two community settings: Red Apple School at Peace Lutheran Church and First Methodist Church at Euless.

3. HEB ISD collaborates with 40 local preschool and child care centers to share professional development and training opportunities.

Red Apple School offers primarily part-time care (9 am – 12 pm) to children ages two through five, Monday through Thursday, although parents can opt to extend the day to 2:30 pm. On Fridays, Red Apple offers the “Fun Fridays” program, in which an enrichment class is offered to a smaller group of children of various ages. This is a more loosely structured day that gives children the opportunity to spend more time in the creative arts.

Six children from the HEB ISD PPCD program attend school at Red Apple. Three of the children attend a three year-old classroom and the remaining three attend the four year-old classroom. The three year-old class is staffed with one lead Red Apple teacher, two Red Apple assistants, and one HEB ISD teacher. Two HEB ISD professionals, including a special education teacher and a special education paraprofessional, work in partnership with the Red Apple staff to provide pre-k services to these two classrooms. The teacher and assistants split their time between both classrooms. Red Apple does not charge tuition fees for PPCD children.

Step 1: Assess Community Needs

HEB ISD was purposeful in prioritizing the needs of special education students in their PPCD programs in terms of partnership opportunities. The district proactively sought partnering organizations in the community to better serve young children with special needs.

Step 2: Identify and Recruit Partners

To identify and recruit local partners, HEB ISD used its PLRE grant to hire a community partnership liaison (see Appendix D, Community Partnership Liaison Contracted Services Agreement) to provide the necessary bridge between the needs of the district and the availability of quality resources in the community. The community liaison developed a comprehensive database of community early childhood providers and made individual visits to multiple sites. To facilitate an effective selection, HEB ISD developed a “Partnering to Empower Young Children” survey (see Appendix D).

HEB ISD also prioritized the curriculum and developmentally appropriate practices as primary concerns to help guide their partner selections. According to one HEB ISD official, “A site must be implementing a curriculum that is aligned with the Texas Prekindergarten Guidelines,” to be considered for a partnership opportunity.

Step 3: Build Trust, Teams, and Relationships

The community partnership liaison was identified as the primary facilitator of relationships in the partnership. While the partners agree that constant communication through regular emails and meetings is important, shared professional development opportunities also provide a chance to network and build relationships.

Some unique features of the partnership that support effective trust and relationship building include quarterly meetings at HEB ISD and a
Parent University. HED ISD conducts these open meetings to educate the community on the value of integration partnerships. All child care organizations are invited to attend, as well as local newspaper officials, the community’s early childhood taskforce, ECI early childhood intervention specialists, local United Way, and other non-profit representatives. The parent university meetings are conducted twice a year and sponsored by HEB ISD special education staff. All community stakeholders, especially partner organizations, respective parents, and family caregivers are invited.

**Step 4: Develop a Common Vision and Goals**

To develop a common vision and goals, the community partners identified that philosophical alignment needs to be achieved initially among the partners. According to one HEB ISD leader, “We are very developmentally appropriate and provide hands-on learning, and at the same time we are constantly assessing, observing, and documenting child progress.” Because this partnership prioritizes the needs of special education students, the ability of partners to agree on how to provide services to these children is paramount. Their needs, based on their individualized education plans IEPs, constitute the foundation for a shared vision.

In addition, a “Community-Based Program Service Agreement,” (see Appendix D) or MOU, created the process needed to decide on how the vision and goals for the partnership would be specifically implemented.

**Step 5: Finance the Partnership**

While the HEB ISD Red Apple School partnership derives a significant portion of its funding from tuition and grants, local school funds and federal IDEA funds provide additional resources. These resources are maximized and shared to the best extent possible. Shared professional development, a common curriculum, district support services, and combined budget planning all help reduce duplicating services.

**Step 6: Delineate Roles and Responsibilities**

The interagency contract, or MOU, was developed to outline roles and responsibilities (see Appendix D, HEB ISD / Red Apple School Community-Based Program Service Agreement).

**Step 7: Ensure Quality**

A common mantra used by partners is: “Are our children achieving their individual goals and objectives?” The entire HEB ISD Red Apple School partnership revolves around a vision of quality centered on the needs of the individual child. Individualized Education Plans (IEPs) guide teachers and specialists to work closely with special needs children to meet their needs. Teachers keep daily notebooks of each child’s progress and provide parents with regular updates.

The Texas prekindergarten guidelines provide teachers with a common tool to integrate the IEPs with developmentally appropriate learning goals. Specialists are utilized on an ongoing basis to provide expertise in identified areas. High staff-to-child ratios provide the needed structural support to facilitate one-on-one interactions with children.

**Step 8: Sustain the Partnership**

The partnership identified “Top Ten Actions that Made a Difference” as the primary ingredients needed for sustainability. These include:
1. The school board, superintendent, and others are willing to advocate for preschoolers with IEPs.
2. The school board is willing to see the need for and take positive action toward a community-based partnership.
3. A philosophical change about serving “all kids” that is shared community-wide.
4. A better working relationship and communication among the PK, K, and PPCD staff at the district level and in the community.
5. A greater understanding of students with IEPs and how they fit into the continuum of services district-wide and in community centers.
6. Leadership and guidance from the Regional Education Service Center.
7. An open invitation to all child care providers to attend district professional development and to obtain credit hours as a result.
8. Identification and selection of community-based facilities that support a vision of inclusion and partnering.
9. Financial support of administration for the hiring of a community liaison.
10. The support of parents.

A unique feature of the partnership is a Parent University, which started on a small scale to serve parents of children with special needs and has grown to include public school parents and parents from all of the community preschools that participate in collaboration efforts. This level of cross-institutional parental involvement creates community-wide awareness that fosters heightened levels of sustainability as parents become better partners in the process.

Profile #3: Laredo ISD / Webb County Head Start TEEM Integration Project

Overview

In 2003, a national report revealed that Laredo, Texas was one of the top ten cities in the nation where residents had extremely low levels of functional literacy. As a result, the greater Laredo community united behind Senator Judith Zaffirini to identify solutions to reverse this trend. Community leaders, including government officials, leaders from institutions of higher education, superintendents, Head Start and child care directors, civic groups, and non-profits rallied support for the community-wide implementation of the Texas Early Education Model (TEEM). These stakeholders met over the course of a year to pool resources, plan, raise funds, and implement the model with the assistance of the Texas State Center for Early Childhood Development (SCECD) at the Children’s Learning Institute, located at the University of Texas Health Science Center in Houston. What began as a pilot project of 20 classrooms has grown into a fully integrated model comprised of 277 classrooms throughout Laredo. Through the dedicated commitment of the early education community, Laredo has achieved the highest number of Texas School Ready! certified classrooms in the state.

The early successes prompted the creation of a school readiness integration partnership between Laredo ISD, Webb County Head Start, and Teaching & Mentoring Communities (TMC), Inc., formerly known as the Texas Migrant Council. This partnership began in 2005 and represents a high-quality stacked or flip/flop integration model (see Appendix E, Integrated
Teacher Head Start Center Daily Schedule). A certified teacher from Laredo ISD provides two half-day sessions of the pre-k program in two Webb County Head Start classrooms housed within a center. The three and four year-old children in these classrooms receive public school pre-k services for a half-day, and Head Start services for the remainder of the day. This integrated partnership also participates in the Texas Early Education Model (TEEM). The lead agency that coordinates the partnership, TMC, provides the necessary leadership and fiscal direction to the project.

**Step 1: Assess Community Needs**

Based on the enrollment and demographic characteristics of students, Laredo ISD constructs multiple profiles of community needs. For the purposes of this partnership the decision was made to prioritize low performing campuses and examine the community early childhood infrastructures that feed into these campuses.

**Step 2: Identify and Recruit Partners**

To identify and recruit local partners, the school district deployed teachers to visit local sites to determine the degree to which the sites served low income children. Next, district officials examined the extent to which the leadership of these sites was interested and committed to the prospect of collaboration. When a potential partner was found that fit the needs of the district, a meeting was held with the school board and district leadership in order to present the partnership proposal.

Once the proposal was approved, all pertinent stakeholders in the partnership attended a “Partner Meeting,” (see Appendix E, TMC September Partner Meeting Agenda) which is now a regular event for new and returning partners. These partner meetings are so valuable and important to the partnership that former partners still make the following request: “Can I still come to the meetings even though we are not involved anymore?”

**Step 3: Build Trust, Teams, and Relationships**

First and foremost, the community partners involved in this project identified “mutual respect” as the foundation necessary to build relationships and trust. In addition, ongoing monthly meetings, frequent emails and phone calls provide needed communication channels whereby partners can discuss their needs and concerns. According to one partner, “conflict and disagreements arise from a lack of communication or miscommunication.” Communication is, therefore, identified as being of primary importance.

Like the Fort Worth partnership, partners in Laredo expressed the important role that the TEEM Coordinator Mentors and Project Mentors play in facilitating ongoing communication, trust, and relationship building. While joint professional development provides a consistent forum for needs and concerns to be discussed, the mobility of mentors and their ability to circulate among the different partner sites is critical to maintaining partnership relationships.

**Step 4: Develop a Common Vision and Goals**

Various stakeholders identified the pioneering support of Senator Zaffirini and recognized how the tone of the initial meeting creates the pathway for developing a common vision and goals. In addition, stakeholders identified the proactive leadership provided by the lead agency, TMC, as crucial to the initial
development of the community’s vision for this project, and the ongoing maintenance and revisions of the vision and goals as needs change.

TMC held initial meetings wherein all stakeholders discussed the goals and standards they were required to follow. In addition, all stakeholders were asked to create their own versions of MOUs, and these were eventually condensed into the final agreement.

Multiple curriculums and specialists were incorporated into these initial meetings so that the partners could mutually decide on which product or products best addressed the needs of all involved. The partners identified the important role that the State Center for Early Childhood Development played in providing expertise in curriculum issues, professional development, teacher mentoring, and child progress monitoring.

**Step 5: Finance the Partnership**

This partnership is financed using a combination of local, state, and federal funds. Community-based matches through foundations and Local Workforce Development Boards, and Prekindergarten Expansion and TEEM grant funds have been instrumental in developing and maintaining the partnership. Additionally, corporate business support and community-based fundraising efforts provide support for ongoing project needs. All funds are kept separate according to the funding streams of the respective programs (i.e., public school, and Head Start). Through integration efforts, the programmatic pieces are supplemental enhancements, and therefore no supplanting of funds occurs. In collaboration with local partners, TMC provides essential leadership to coordinate and maximize funding sources.

Through the use of an integrated ISD teacher, shared facilities and equipment, and mutually coordinated online professional development through the TEEM model, the partnership is able to leverage funds optimally.

**Step 6: Delineate Roles and Responsibilities**

The memorandum of understanding (MOU) between all partner organizations delineates the roles and responsibilities of each partner organization (see Appendix E, *Memorandum of Understanding between the Laredo Independent School District and Teaching and Mentoring Communities for the Hiring of a Joint TEEM Mentor and TEEM Integrated Teacher*).

**Step 7: Ensure Quality**

Partner meetings are a forum in which to discuss the “ongoing progress monitoring of children, as well as what is working and what is not,” said one partner. Additionally, Laredo ISD develops a detailed timeline whereby they delineate how instruction flows over the course of the academic year (see Appendix E, *LISD Timeline for Pre-Kindergarten Instruction*).

Various partners identified how important the TEEM Coordinator and Classroom Mentors are to ensuring quality throughout the project (see Appendix E, *TEEM Coordinator Responsibilities, and Laredo TEEM Mentor Responsibilities*). The TEEM Coordinator “conducts regular classroom observations and visits, and reviews observation checklists” to ensure compliance with TEEM model expectations. In collaboration with the classroom mentors and teachers, the TEEM Coordinator “helps to identify learning needs and modify classroom instruction in developmentally appropriate ways.” The Early Childhood Director for the school district also monitors instruction and visits classrooms on a
Participation in the School Readiness Certification System (SRCS) provides all partners and stakeholders in the community with an objective evaluation of overall and individual project quality. To date, the Laredo community maintains the highest number of Texas School Ready! certified sites in the state.

**Step 8: Sustain the Partnership**

The sustainability of this partnership revolves around a recurring reflective question, “Are we accomplishing what we set out to accomplish through our vision and goals?” Through effective communication the continual reflective process provides a sustainability approach resulting in consistent answers to this question.

The constant training and ongoing professional development available through the TEEM model provides the partnership with opportunities to achieve consistent levels of innovation pertaining to the school readiness of young children. Frequent meetings between partners provide forums in which to discuss identified needs and growth areas. By combining the structural needs of the partnership with ongoing reflection regarding the progress teachers and children make, the sustainability of the project is evidenced not only by the high incidences of Texas School Ready! certification, but also by community stories. According to one Laredo ISD school board member, whose son attended a TEEM classroom in the partnership, “My son always talked about the various centers and activities he participated in throughout the day. He was always happy and eager to go to school.”

**For a Future to be Possible**

The purpose of this guide was to: (a) describe the need for school readiness integration partnerships within the context of a rapidly changing, demographic environment; (b) define and provide current and potential community-based partners with an understanding of the prevalent types of partnership models that exist in local communities; (c) provide current and future community-based partners with a Texas-specific, research-based collaboration process guide that enables them to work toward sustainable outcomes for children; and (d) provide highlights of successful community-based partnerships in Texas and locally-adaptable tools to assist with the collaboration process.

Historically, the lack of coordination between early childhood providers in Texas resulted in an uncoupled, non-integrated approach to early childhood education and development. This lack of coordination has led to past and present inequities in early care and education programs that have had significant impacts on children, families, and early childhood organizations. Given the demographic trends in Texas, the potential explosion in the child population coupled with the state’s alarming
poverty statistics and the lack of a coordinated system is highly problematic.

While the problems associated with the integration and coordination of early childhood education delivery systems are not insurmountable, the solution entails the need for strategic planning, effective support and resources, smart policies, and effective implementation strategies. Texas needs to move beyond disjointed, uncoupled, and fragmented single-program solutions and consider an integrated and aligned multi-program delivery system.

In a 2006 study titled, *The Influence of the Territorial Factor on the Accessibility of Preschool Education*, I.V. Seliverstova concluded that having adequate networks of preschool institutions to foster long-term student success are essential. The author notes: “Quality of access to preschool education is determined by three basic characteristics: (1) the capacity of the network (whether there are enough places in preschool educational institutions for all of those who want to attend), (2) the efficiency of the location of preschool institutions (the uniformity of the distribution of preschool educational institutions of different types and kinds), and (3) the quality of preschool educational institutions.”

Seliverstova also stated “a network that is not adequate results directly in unequal access to a preschool education (and care/development), and a low level of network effectiveness and institution quality results in relative inequality of success [outcomes].”

This guide highlights the importance access to high-quality community-based school readiness integration partnerships have for child development and academic success.

Collaboration in these partnerships, however, is no easy task, especially considering that multi-provider partnering across early childhood programs entail different program goals and philosophies, varying funding mechanisms, and disparities in workforce preparation and training. As this guide demonstrates, several examples can be found in Texas that illustrate such partnerships can work.

Through formal efforts geared toward creating sustainable community-based partnerships—where public school, Head Start, and child care programs mutually collaborate to serve the needs of local communities—school readiness can be transformed (at least in theory) from a separate, single-service provider approach to a multi-setting, coordinated partnership designed to make school successful for all children.

A community-based, integrated approach, binds the school readiness of young children inextricably with the goals of local communities. As a result, early childhood education providers have incentives to collaborate and not compete for scarce resources.
Notes


The Texas Head Start-State Collaboration Project
Charles A. Dana Center at the University of Texas at Austin, 47.


90 Education Service Center Region XIII. (2006). “Tips for Developing MOU’s.” Education Service Center Region XIII.


“Classroom” Training Flyer and Objectives. Education Service Center Region XIII.


100 Texas Education Agency. “Partnering for School Readiness Integration” Powerpoint Presentation, Slide 34. Electronic communication on 8/11/08 from Texas Education Agency staff.


105 Texas Education Agency. “Partnering for School Readiness Integration” Powerpoint Presentation, Slide 57. Electronic communication on 8/11/08 from Texas Education Agency staff.


The following is a list of entities that can serve as resources for school readiness integration partnerships.

<table>
<thead>
<tr>
<th>Name of Entity</th>
<th>General Technical Assistance</th>
<th>Local Demographic Data</th>
<th>Learn About Established Integration Partnerships</th>
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<td><a href="http://www.childrenslearninginstitute.org">http://www.childrenslearninginstitute.org</a> or call 713.500.3709</td>
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<td>Texas Education Agency (TEA) Regional Education Service Centers (ESC’s) / SRI Specialists <a href="http://www.tea.state.tx.us/ESC/">http://www.tea.state.tx.us/ESC/</a> or call 512.463.9371</td>
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APPENDIX B
Appendix B

The following community tools are available through the Children’s Learning Institute at www.childrenslearninginstitute.org, and the TECEC website at www.tecec.org/. It is not necessary for an integrated partnership to implement every resource below. The following menu outlines sample tools that may assist in customizing documents for an integrated partnership in your local community.

STEP 1 – Assess Community Needs

The following four tools can assist communities collect relevant local data in order to assess needs and help determine areas for potential school readiness integration partnerships.

- Facilities Inventory
- Planning for Growth Estimation of Needs by Zip Code
- Estimating Child Turnover (or Mobility)
- Staff Qualifications Survey

STEP 2 – Identify and Recruit Partners

The companion documents below outline sample partner characteristics and a formal application to become a school readiness integration partner.

- Early Childhood Education – Guidelines for Partnership
- Early Childhood Education Partnership Application

STEP 3 – Build Trust and Relationships

The tools in this section go hand-in-hand and outline a specific process for resolving conflicts within a partnership project.

- TEEM Issues Resolution Ladder
- Issue Resolution Ladder Guidelines
STEP 4 – Develop Common Vision and Goals

The nine tools included in this section can assist in designing comprehensive integrated services.

- Blueprint Matrix for Planning School Readiness Integration
- Curriculum Survey
- Inventory of Child Assessments
- Staff-Child Ratios Survey
- Service Day Questionnaire
- Service Delivery Models
- Coordination of Services for Children with Special Needs
- Transportation Survey
- Food Service Questionnaire

STEP 5 – Finance the Partnership

The resources in this section include tools created at both the local level as well as policy explanations provided by the U.S. Department of Health and Human Services Administration for Children and Families and are designed to assist partnerships share and maximize resources.

- Fiscal Coordination Survey
- Budgeting for Partnerships between Child Care and Head Start
- Venn Diagram and Explanation
- Summary Table on Perceived Barriers
- Distribution of Costs in a Head Start Budget
- Non-Federal Share Considerations
- Joint Enrollment Survey
- Eligibility Coordination
- Policy Interpretation Question: The Length of CCDF Eligibility for Children in Collaboratively-Funded Slots
- Improving Head Start Collaboration with Programs Funded through the Child Care and Development Block Grant

STEP 6 – Delineate Roles and Responsibilities

Sample Memorandum of Understanding (MOU) and detailed service agreement documents are shared here and serve as examples.

- Memorandum of Understanding (MOU) Dallas ISD / ChildCareGroup (Landauer Center) Service Integration Plan 2008-09
- Houston Independent School District and Community Based Head Start Memorandum of Understanding
- Independent School District- Head Start Memorandum of Understanding
• White Settlement ISD / Head Start Collaborative Program Enrollment Procedures, Related Campus Services, and Operational Policies

STEP 7 – Ensure Quality

A comprehensive Teacher Resource Guide is provided in this section and can serve as the foundation for staff orientations and trainings of staff involved in a school readiness integration partnership. This Guide includes an overview of various program standards, sample daily schedules, effective communication techniques, ethical behavior in the workplace, the core components of the Texas Early Education Model (TEEM) and more.

• Joining Hands for Children Teacher Resource Guide ISD – Child Care – Head Start Working Together as TEEM Collaborating for Children

STEP 8 – Sustain the Partnership

This staff training provides a comprehensive professional development opportunity for individuals participating in a school readiness integration partnership and includes an overview of child care, Head Start, and pre-k program standards, collaborative policies, professional conduct in the workplace, sample daily schedule of an integrated classroom, example classroom scenarios for co-teachers to discuss and more.

• Joining Hands for Children Team TEEM Training
APPENDIX C
2007 Community Assessment

John A. Whitcamp, President and CEO

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www.childcareassociates.org
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EXECUTIVE SUMMARY

Child Care Associates' staff has reviewed, analyzed and studied the most current data available regarding the needs of the Tarrant County community Head Start eligible families. We reviewed the economic, social and demographic changes that have been documented and that are occurring in our community.

We acquired information from the US Census Bureau, community agencies and school districts to develop a true picture of needs and services that are available to Head Start eligible families. This assessment identifies the availability and the accessibility of services for those families. We analyzed family needs and the availability of resources as part of our assessment of this community.

The typical Head Start eligible family is low income ($20,757), headed by a single parent (female-71.9%), possesses a high school diploma or less, is working in the service, sales or office industry, has the majority of income going for basic necessities, and possesses unreliable or no transportation. Additionally nearly one half of the families have difficulty with English, which compounds their ability to escape poverty.

The largest area of eligible families is the North side of Forth Worth bounded by I-35 to the east, Interstate Loop 820 to the north and west and I-30 in the south. Total families living in poverty is 7,640. There is a large Hispanic population associated with this area. These 7,640 families have 10,315 children under five of which 1,300 are white, 1,579 are African American, 1,047 are other and 206 are Asian. Hispanics total 6,189 children under five in this area. Single head of households total 5,321 in this area living in poverty.

The southeast area of Forth Worth is the next densest location of poor families. This area is generally bounded by Interstate Loop 820 on the east, I-20 on the south, I-35 on the west and I-30 on the north. This area is characterized generally with an African American population; however, the Hispanic community has increased dramatically in this area in recent years. Total families living in poverty number 5,881. These 5,881 families have 7,939 children under five of which 659 are white, 4,489 are African American, 357 are other and 183 are Asian. Hispanics total 2,251 children under five in this area. Single head of households total 4,411 in this area living in poverty.

The last major area is in East Arlington where 2,604 families in poverty reside. The area is bordered by state route 360 corridor on the east and bounded in the north by I-30 and in the south by I-20. The area extends westward to Center street. Total families living in poverty number 2,604. These 2,604 families have 3,515 children under five of which 512 are white, 899 are African American, 1,114
are other and 236 are Asian. Hispanics total 754 children under five in this area. Single head of households total 1,874 in this area living in poverty.

The remainder of the county has 7,105 families living in poverty. These families are spread across the county with the least number being in the northern section of the county. These 7,105 families have 9,592 children under five of which 5,970 are white, 305 are African American, 890 are other and 115 are Asian. Hispanics total 2,312 children under five in the remainder of the county. Single head of households total 5,117 in this area living in poverty.

The number of families living in poverty totaled 43,538 in 2005. Of these families, children birth to five years of age living in poverty totaled 31,361. Single parents in poverty numbered 16,722 or 33% of the families, have children who are Head Start eligible.

Currently, the Head Start programs are serving only 8.5 percent of the children who qualify for the programs. Funding is needed to expand our services to the un-served children and families. Child Care Associates’ centers are situated in the areas of greatest need in the county. These areas are on the north side of Fort Worth, southeast Fort Worth and east Arlington.

Education attainment is another critical factor in Head Start eligible families. In 2005, 161,350 people in the county did not possess a high school diploma. Although this number is 6,572 lower than in 2000, the number of people with diplomas and degrees increased significantly.

English language learners are a critical issue in the community. The Hispanic communities are increasing by nearly 20,000 residents per year. Nearly 96% of all first generation emigrants are monolingual, Spanish speaking.

Head Start families responded to a survey and indicated the changes they found necessary to make in their lives and the needs of their family. This information is based on what families have indicated to those who work closely with them in schools, social service agencies, child care agencies and others.

- Crisis intervention: Assistance with food, housing, utilities, financial assistance with rent, and clothing
- Transportation: Especially in rural areas, but also in smaller cities and towns located around urban areas
- English proficiency and computer skills, continuing education and employment
- Assistance in locating child care for infants and toddlers that is affordable
- Respondents indicated that zip codes 76102, 76104, and 76119 are where the highest distribution of poverty is located and that services for low income families are needed in these areas, especially in health care.
As Tarrant County continues its growth in population, and it is predicted to remain as one of the fastest growing counties in North Texas, there will be other areas of need identified by low income families with young children. The 2000 US census listed Tarrant County with 1,446,219 residents; the prediction for 2006 is 1,671,295 with Hispanics being the fastest growing ethnic population.

Sincerely,

[Signature]

Gloria Serrano
Head Start Director
HISTORY OF TARRANT COUNTY

Tarrant County's roots lie in the 'Old West' and much of our heritage can be traced to the era of the cowboy and the cattle drives that passed through Tarrant County. Tarrant County is one of 254 counties in Texas which was originally set up by the State to serve as decentralized administrative divisions providing state services and collecting state taxes.

Tarrant County, one of 26 counties created out of the Peters Colony, was established in 1849. It was named for General Edward H. Tarrant, commander of militia forces of the Republic of Texas at the Battle of Village Creek in 1841. The village of Grapevine, the Texas Ranger outpost of Johnson's Station (in what is now south Arlington) and Bird's Fort, a short-lived private fort just south of present-day Euless, were early areas of western civilization in the region.

On the bluff where the Tarrant County Courthouse now stands, a military post was established in 1849 by a company of the 2nd U.S. Dragoons under the command of Major Ripley A. Arnold. The fort was named in honor of General William Jenkins Worth, a hero of the Mexican War and commander of United States forces in this region.

The first county seat election was held in 1851 and the location receiving the most votes, as required by the county statute, won the honor. Birdville, a few miles to the northeast, became Tarrant County's first county seat. After the military post closed in 1853 and the little towns of Fort Worth and Birdville grew, a fierce competition sprang up between them to be the seat of county government. A second special county seat election was held in 1856, when Fort Worth edged out Birdville by only a handful of votes. Fights and fatal duels ensued over the next four years by supporters of both locations. Finally, in 1860, another special election was held. This time, Fort Worth, by now the larger town, received 548 votes. The geographical center of the county, a compromise location, garnered 301 votes. Birdville tallied only four. From as early as 1856, regular stagecoach service passed through Tarrant County, carrying mail and passengers from the east on to the frontier forts and the West Coast. By the 1870's, mail stagecoaches arrived and departed from downtown Fort Worth six days a week. After the Texas & Pacific Railroad reached Tarrant County and Fort Worth in 1876, Fort Worth became the largest stagecoach terminus in the Southwest - a hub for rail passengers to continue their journeys west by stagecoach.

From the close of the Civil War and through the late 1870's, millions of cattle were driven up the trail through Tarrant County (roughly following Interstate 35 West) to the railheads in Kansas.
The Tarrant County Courthouse, completed in 1895, is fashioned of pink granite from central Texas and took over two years to build. Upon completion, even though the project had come in almost 20% under budget, the citizens of the county were so outraged by the perceived extravagance that, at the next election, the County Judge and the entire Commissioners Court were voted out of office.

Today, Tarrant County has a population of over 1.4 million, some 212 times larger than in 1850, when its inhabitants numbered only 664.

Source: Tarrant County eGov; http://ww.tarrantcounty.com/egov/cwp/view.asp
1305.3(B)(1). The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location and racial and ethnic composition.

As defined in the Head Start Performance Standards, *Head Start eligible* means a child that meets the requirements for age (Early Head Start – pregnant mothers and children birth to age 3, Head Start – age 3 to 5) and family income as established in the regulation or, if applicable, as established by the grantees that meet the requirements of Section 645(a)(2) of the Head Start Act. The following chart outlines the poverty income guidelines by which families are selected for the Early Head Start and Head Start program.

**HEAD START PROGRAM 2007 FAMILY INCOME GUIDELINES**

<table>
<thead>
<tr>
<th>FAMILY SIZE</th>
<th>GROSS ANNUAL INCOME (BEFORE DEDUCTIONS)</th>
<th>GROSS MONTHLY INCOME (BEFORE DEDUCTIONS)</th>
<th>GROSS WEEKLY INCOME (BEFORE DEDUCTIONS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$ 0 - $10,210</td>
<td>$ 0 - $851</td>
<td>$ 0 - $196</td>
</tr>
<tr>
<td>2</td>
<td>$10,211 - $13,690</td>
<td>$ 852 - $1,141</td>
<td>$197 - $263</td>
</tr>
<tr>
<td>3</td>
<td>$13,691 - $17,170</td>
<td>$1,142 - $1,431</td>
<td>$264 - $330</td>
</tr>
<tr>
<td>4</td>
<td>$17,171 - $20,650</td>
<td>$1,432 - $1,721</td>
<td>$331 - $397</td>
</tr>
<tr>
<td>5</td>
<td>$20,651 - $24,130</td>
<td>$1,722 - $2,011</td>
<td>$398 - $464</td>
</tr>
<tr>
<td>6</td>
<td>$24,131 - $27,610</td>
<td>$2,012 - $2,301</td>
<td>$465 - $531</td>
</tr>
<tr>
<td>7</td>
<td>$27,611 - $31,090</td>
<td>$2,302 - $2,591</td>
<td>$532 - $598</td>
</tr>
<tr>
<td>8</td>
<td>$31,091 - $34,570</td>
<td>$2,592 - $2,881</td>
<td>$599 - $665</td>
</tr>
<tr>
<td>9</td>
<td>$34,571 - $38,050</td>
<td>$2,882 - $3,171</td>
<td>$666 - $732</td>
</tr>
<tr>
<td>10</td>
<td>$38,051 - $41,530</td>
<td>$3,172 - $3,461</td>
<td>$733 - $799</td>
</tr>
</tbody>
</table>

For each additional person, add $3,480.

Source: Administration for Children and Families IM-HS-07-05

An additional definition pertinent to review this community assessment is also defined by the Head Start Performance Standards and identifies *low income family* as a family whose total annual income before taxes is equal to, or less than, the income guidelines. For the purpose of eligibility, a child from a family that is receiving public assistance or a child in foster care is eligible even if the family income exceeds the income guidelines.

According to the statistics for the 2005 American Community Survey (U.S. Census Bureau), 31,361 Head Start eligible children currently live in Tarrant County. Based on interpolation of the U.S. Census data, there are 23,230 families with children under the age of five living in poverty in the county, accounting for the 31,361 children. The children under five living in poverty are 23% of the county population for this age group. Single parents account for 71.9% of the families living in poverty.

These children and their families live throughout the county, but the greatest percentage live on the north side of Fort Worth (7,640 families), southeast section of Fort Worth (5,881 families) and in east Arlington (2,604 families). The remaining 7,105 families are spread across the county.

The majority of the children under five years of age and eligible for Head Start are Hispanic (11,506) followed by African-American (6,272), White (8,441), other
(3,402) and Asian (740) living in poverty in the county. Of the 31,361 children living in poverty, 10,454 are eligible for the Early Head Start program.

**DEMOGRAPHICS**

*For the purpose of this analysis, the years 2000 and 2005 will be the basis for comparison. This is the latest compilation of data available.*

**Geography:**

Tarrant County is located in the northern part of the state of Texas and is a part of the greater Dallas/Fort Worth Metroplex. Tarrant County is 863.4 square miles and the population density is 1,935.7 per square mile. There are 37 municipalities considered home to 1,593,663 residents. The remaining residents, 77,439 or 4.6%, live in the unincorporated part of the county.

**Population:**

Tarrant County, Texas is one of the fastest growing counties in the United States. Annually, Tarrant County records about 21,400 births. Births to teens ages 13-19 totaled 3,317 in 2004. Teen births accounted for 15.5% of all births in the county.

By computation, about 64,200 children would be between birth to three years of age in 2007. With 17.7% of the county population classified as living in poverty, this means that approximately 11,363 children would be eligible for the Early Head Start program.

Figures from the US Census Bureau are listed below for each year since 2000 depicting a growth of 225,075 or 13.5% over the past seven years. The table immediately below comes from a predictive model and may overestimate the population growth but is still within acceptable ranges for the data presented in the succeeding tables.

<table>
<thead>
<tr>
<th>POULATION</th>
<th>TARRANT COUNTY</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2006</td>
<td>1,671,295</td>
<td>+3%</td>
</tr>
<tr>
<td>July 1, 2005</td>
<td>1,619,666</td>
<td>+2%</td>
</tr>
<tr>
<td>July 1, 2004</td>
<td>1,586,277</td>
<td>+2%</td>
</tr>
<tr>
<td>July 1, 2003</td>
<td>1,526,307</td>
<td>+2%</td>
</tr>
<tr>
<td>July 1, 2002</td>
<td>1,489,516</td>
<td>+2%</td>
</tr>
<tr>
<td>July 1, 2001</td>
<td>1,454,612</td>
<td>+1%</td>
</tr>
<tr>
<td>July 1, 2000</td>
<td>1,446,219</td>
<td></td>
</tr>
</tbody>
</table>

The data presented in the following charts was obtained from the US Census Bureau and are the official figures for the year 2005.

**By Age:**

When looking at the changes in population by age, the population continues to grow but at a constant rate without significant changes by age group in the years of comparison. The percentage of children less than five years of age has
increased from 8 percent of the population to 8.55 percent. There are 21,264 more children under the age of five than there was in 2000.

A breakdown of the 136,382 children referenced in the chart below shows that 45,461 on these children are infants and toddlers. The remaining 90,921 are children of pre-school age. With poverty effecting 23% of the children under five, a total of 31,361 children under age five reside in poverty. Of these children, 10,454 are infant and toddlers, and 20,902 are preschoolers.

**POPULATION BY AGE**

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>%</th>
<th>2005</th>
<th>%</th>
<th>Change</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>115,118</td>
<td>0.0800</td>
<td>136,382</td>
<td>0.0855</td>
<td>21,264</td>
<td>0.0055</td>
</tr>
<tr>
<td>6 to 19</td>
<td>332,631</td>
<td>0.2300</td>
<td>356,472</td>
<td>0.2234</td>
<td>23,841</td>
<td>-0.0066</td>
</tr>
<tr>
<td>20 to 34</td>
<td>338,445</td>
<td>0.2340</td>
<td>356,923</td>
<td>0.2237</td>
<td>18,478</td>
<td>-0.0103</td>
</tr>
<tr>
<td>35 to 54</td>
<td>434,410</td>
<td>0.3000</td>
<td>474,939</td>
<td>0.2976</td>
<td>40,529</td>
<td>-0.0024</td>
</tr>
<tr>
<td>55 to 74</td>
<td>171,819</td>
<td>0.1190</td>
<td>218,452</td>
<td>0.1369</td>
<td>46,633</td>
<td>0.0179</td>
</tr>
<tr>
<td>75+</td>
<td>53,796</td>
<td>0.0370</td>
<td>52,551</td>
<td>0.0329</td>
<td>-1,245</td>
<td>-0.0041</td>
</tr>
<tr>
<td>Total</td>
<td>1,446,219</td>
<td>1.0000</td>
<td>1,595,719</td>
<td>1.0000</td>
<td>149,500</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

By Families:

Families living in poverty totaled 43,557 in 2005. This is an increase of 13,950 families in six years—over two thousand annually. Twenty eight percent or 20,980 females as heads of households lived in poverty. Of families with children under the age of five, 23,230 lived in poverty; 16,722 families were with single parents. Married couples accounted for 3,233 families living in poverty.

The remaining families 3,275 represent other living arrangements such as single head of household (other than female), grandparents and other relatives. Homeless families, individuals and children are not included in this number.

**FAMILIES LIVING IN POVERTY**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TOTAL NUMBER</th>
<th>PERCENT</th>
<th>NUMBER IN POVERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>All families</td>
<td>403,309</td>
<td>10.8</td>
<td>43,557</td>
</tr>
<tr>
<td>w/children &lt; 18</td>
<td>210,253</td>
<td>16.0</td>
<td>36,640</td>
</tr>
<tr>
<td>w/ children &lt; 5</td>
<td>126,250</td>
<td>18.4</td>
<td>23,230</td>
</tr>
<tr>
<td>Married Couples</td>
<td>299,559</td>
<td>6.4</td>
<td>19,172</td>
</tr>
<tr>
<td>w/children &lt; 18</td>
<td>149,699</td>
<td>9.2</td>
<td>13,772</td>
</tr>
<tr>
<td>w/ children &lt; 5</td>
<td>32,010</td>
<td>10.1</td>
<td>3,233</td>
</tr>
<tr>
<td>Families w/ Females</td>
<td>74,928</td>
<td>23.0</td>
<td>20,980</td>
</tr>
<tr>
<td>w/children &lt; 18</td>
<td>46,449</td>
<td>35.3</td>
<td>16,861</td>
</tr>
<tr>
<td>w/children &lt; 5</td>
<td>41,187</td>
<td>40.6</td>
<td>16,722</td>
</tr>
</tbody>
</table>

The average family size is 3.35 or 1.35 children for Tarrant County. Using this number of children per family, then 31,361 children under the age of five live in poverty. Poverty applies to nearly 23% of the 136,382 children under the age of five residing in Tarrant County.
According to the North Central Council of Governments, whites account for 48% of poverty, African Americans for 24.2%, Hispanics for 35.6% and Asians for 4.1% of the families living in poverty.

According to the Child Trends Data Bank, the percentage of children living below the poverty level by race and Hispanic origin were 14% or 4,390 for white, 34% or 10,663 for African American, 28% or 8,781 for Hispanic and 11% or 3,550 for Asian. The remaining 3,977 children in poverty are located in bi- or multi-racial families.

The percentages are further compounded by marital status when looking at single female head of households. Of the 31,361 children under the age of five living in poverty, 22,548 reside with female householder with no husband present. Female householder with no husband present represents 71.9% of the families in poverty.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>PERCENT</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>39</td>
<td>1,712</td>
</tr>
<tr>
<td>African American</td>
<td>50</td>
<td>5,332</td>
</tr>
<tr>
<td>Hispanic</td>
<td>50</td>
<td>4,391</td>
</tr>
<tr>
<td>Asian</td>
<td>26</td>
<td>923</td>
</tr>
<tr>
<td>Other</td>
<td>50</td>
<td>4364</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16,722</strong></td>
</tr>
</tbody>
</table>

Child Trends Data Bank (for percentages)

Children residing with single female head of households categorized as poor total 2,311 white, 7,198 African American, 5,928 for Hispanic and 1,246 for Asian. The remaining 5,892 children are found among other races, bi- or multi-racial families.

Grandparents caring for grandchildren remain constant over the comparison period. As this category continues to grow, new approaches will be necessary to recruit eligible children and to assist this group of the population in accessing the services for young people provided in the community. Since people become grandparents are varying ages, it is difficult to determine the number of grandparents who have children residing with them and meet poverty guidelines.

Of the number of people residing in the grandparent age range (greater than 35), 9.2% resided in poverty during the past year. Since 57,549 grandparents were caring or responsible for their grandchildren, at least 1,429 children living with them also resided in poverty. (This is calculated by 57,549 times .092 times .27—percent of children less than five years old).

### GRANDPARENTS AS CAREGIVERS

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>2005</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>Grandparent w/one or more grandchild in their care</td>
<td>32,790</td>
<td>0.6763</td>
<td>38,675</td>
</tr>
<tr>
<td>Responsible for grandchild</td>
<td>15,697</td>
<td>0.3237</td>
<td>18,871</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>48,487</td>
<td></td>
<td>57,549</td>
</tr>
</tbody>
</table>

US Census Bureau
Location of Poverty:

Head Start eligible families reside in three major areas of the county. These areas comprise 69% of the families living in poverty.

The largest area of eligible families is the North side of Fort Worth bounded by I-35 to the east, Interstate Loop 820 to the north and west and I-30 in the south. Total families living in poverty is 7,640. There is a large Hispanic population associated with this area. These 7,640 families have 10,315 children under five of which 1,300 are white, 1,579 are African American, 1,047 are other and 206 are Asian. Hispanics total 6,189 children under five in this area. Single head of households total 5,321 in this area living in poverty.

The southeast area of Fort Worth is the next densest location of poor families. This area is generally bounded by Interstate Loop 820 on the east, I-20 on the south, I-35 on the west and I-30 on the north. This area is characterized generally with an African American population; however, the Hispanic community has increased dramatically in this area in recent years. Total families living in poverty number 5,881. These 5,881 families have 7,939 children under five of which 659 are white, 4,489 are African American, 357 are other and 183 are Asian. Hispanics total 2,251 children under five in this area. Single head of households total 4,411 in this area living in poverty.

The last major area is in East Arlington where 2,604 families in poverty reside. The area is bordered by state route 360 corridor on the east and bounded in the north by I-30 and in the south by I-20. The area extends westward to Center street. Total families living in poverty number 2,604. These 2,604 families have 3,515 children under five of which 512 are white, 899 are African American, 1,114 are other and 236 are Asian. Hispanics total 754 children under five in this area. Single head of households total 1,874 in this area living in poverty.

The remainder of the county has 7,105 families living in poverty. These families are spread across the county with the least number being in the northern section of the county. These 7,105 families have 9,592 children under five of which 5,970 are white, 305 are African American, 890 are other and 115 are Asian. Hispanics total 2,312 children under five in the remainder of the county. Single head of households total 5,117 in this area living in poverty.

Race and Ethnic Breakdown:

By Race: Each category of race has shown increases in a segment of the population since 2000 except for Pacific Islander; however, this may be inaccurate when considering the increase in the “other” category. Although the total population has grown by 8.95%, the “white” category has actually declined in the percentage of the population during the compared six years by 3%. Conversely, those claiming to be in the “other” category have increased by 2%. The county may still be a majority “white” category; however, minority growth has increased by 12.03 percent.
POPULATION BY RACE

<table>
<thead>
<tr>
<th>Category</th>
<th>2000 Number</th>
<th>2000 %</th>
<th>2005 Number</th>
<th>2005 %</th>
<th>Change Number</th>
<th>Change %</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,060,852</td>
<td>0.715</td>
<td>1,114,858</td>
<td>0.684</td>
<td>54,006</td>
<td>-0.0308</td>
</tr>
<tr>
<td>African American</td>
<td>192,589</td>
<td>0.130</td>
<td>222,378</td>
<td>0.136</td>
<td>29,789</td>
<td>0.0067</td>
</tr>
<tr>
<td>Other</td>
<td>150,966</td>
<td>0.102</td>
<td>197,335</td>
<td>0.121</td>
<td>46,367</td>
<td>0.0194</td>
</tr>
<tr>
<td>Am. Indian</td>
<td>16,558</td>
<td>0.111</td>
<td>19,227</td>
<td>0.012</td>
<td>2,669</td>
<td>0.0066</td>
</tr>
<tr>
<td>Asian</td>
<td>59,749</td>
<td>0.040</td>
<td>73,187</td>
<td>0.045</td>
<td>13,438</td>
<td>0.0046</td>
</tr>
<tr>
<td>Pac Islander</td>
<td>3,585</td>
<td>0.002</td>
<td>3,127</td>
<td>0.002</td>
<td>-458</td>
<td>-0.0005</td>
</tr>
<tr>
<td>Total</td>
<td>1,484,299</td>
<td></td>
<td>1,630,130</td>
<td></td>
<td>145,831</td>
<td>0.0895</td>
</tr>
</tbody>
</table>

US Census Bureau

By Ethnicity: The Hispanic population has increased from 19% to 24% of the total population over the course of six years. An increase of 99,468 of people emigrating from Mexico has occurred during this time. The “other” category has declined and is attributed to the number of immigrants who will openly declare their country of birth.

This rapid increase indicates that nearly 25% of the Hispanic population is first generation residents. Of this number, 57% or 56,417 meet the poverty guidelines for income, according to the PEW Hispanic Center.

Source: www.pewhispanic.org

POPULATION BY ETHNICITY

<table>
<thead>
<tr>
<th>Category</th>
<th>2000 Number</th>
<th>2000 %</th>
<th>2005 Number</th>
<th>2005 %</th>
<th>Change Number</th>
<th>Change %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>285,290</td>
<td>0.1973</td>
<td>384,267</td>
<td>0.2408</td>
<td>98,977</td>
<td>0.0435</td>
</tr>
<tr>
<td>Mexican</td>
<td>227,701</td>
<td>0.1791</td>
<td>327,169</td>
<td>0.514</td>
<td>99,468</td>
<td>0.0533</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>6,793</td>
<td>0.0238</td>
<td>11,517</td>
<td>0.0300</td>
<td>4,724</td>
<td>0.0062</td>
</tr>
<tr>
<td>Cuban</td>
<td>1,674</td>
<td>0.0059</td>
<td>2,471</td>
<td>0.0064</td>
<td>797</td>
<td>0.0006</td>
</tr>
<tr>
<td>Other</td>
<td>49,122</td>
<td>0.1722</td>
<td>43,110</td>
<td>0.1122</td>
<td>-6,012</td>
<td>-0.0600</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td>1,160,929</td>
<td>0.8027</td>
<td>1,211,448</td>
<td>0.7592</td>
<td>50,519</td>
<td>0.0435</td>
</tr>
<tr>
<td>Total</td>
<td>1,446,219</td>
<td></td>
<td>1,595,715</td>
<td></td>
<td>149,496</td>
<td></td>
</tr>
</tbody>
</table>

US Census Bureau

RACIAL/ETHNIC BREAKDOWN BY GEOGRAPHICAL LOCATION OF CHILDREN UNDER FIVE YEARS OF AGE AND LIVING IN POVERTY

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>WHITE</th>
<th>AFRICAN AMERICAN</th>
<th>ASIAN</th>
<th>OTHER</th>
<th>HISPANIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Fort Worth</td>
<td>1,300</td>
<td>1,529</td>
<td>206</td>
<td>1,041</td>
<td>6,189</td>
</tr>
<tr>
<td>Southeast Fort Worth</td>
<td>659</td>
<td>4,489</td>
<td>183</td>
<td>357</td>
<td>2,251</td>
</tr>
<tr>
<td>East Arlington</td>
<td>512</td>
<td>899</td>
<td>236</td>
<td>1,114</td>
<td>754</td>
</tr>
<tr>
<td>Remainder of county</td>
<td>5,970</td>
<td>305</td>
<td>115</td>
<td>890</td>
<td>2,312</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,441</td>
<td>6,272</td>
<td>740</td>
<td>3,402</td>
<td>11,506</td>
</tr>
</tbody>
</table>

It should be noted that the Hispanic community is also expanding to the west of I-35 in the south and that the African American community is expanding south of I-20 into the Everman area.

Poverty and Participation in Government Programs:

In 2004, 12,720 children were receiving TANF support, 3,734 were receiving SSI, and 39,951 children were WIC recipients. Children receiving food stamps totaled 55,870. These numbers are not mutually exclusive. Children in foster care totaled
1,645. The county homeless population totaled 6,081 in 2005. Estimates that 20% or 616 of the homeless population are children.

MAKE-UP OF HEAD START AND EARLY HEAD START ELIGIBLE CHILDREN

The following tables depict the previous narrative in tabular form:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TOTAL</th>
<th>IN POVERTY</th>
<th>PERCENT IN POVERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant/Toddler</td>
<td>45,461</td>
<td>10,454</td>
<td>22.9</td>
</tr>
<tr>
<td>Pre-School</td>
<td>90,921</td>
<td>20,902</td>
<td>23.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>136,382</td>
<td>31,361</td>
<td>23.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>INFANT - TODDLER</th>
<th>PRESCHOOL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Parent</td>
<td>7,516</td>
<td>15,032</td>
<td>22,548</td>
</tr>
<tr>
<td>Married Parent</td>
<td>2,399</td>
<td>4,598</td>
<td>6,997</td>
</tr>
<tr>
<td>Grandparents</td>
<td>476</td>
<td>953</td>
<td>1,429</td>
</tr>
<tr>
<td>Homeless</td>
<td>63</td>
<td>126</td>
<td>189</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,454</td>
<td>20,902</td>
<td>31,361</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>WHITE</th>
<th>AFRICAN-AMERICAN</th>
<th>ASIAN</th>
<th>OTHER</th>
<th>HISPANIC</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Parent</td>
<td>1,024</td>
<td>2,487</td>
<td>805</td>
<td>951</td>
<td>2,249</td>
<td>7,516</td>
</tr>
<tr>
<td>Married Parent</td>
<td>336</td>
<td>816</td>
<td>264</td>
<td>312</td>
<td>671</td>
<td>2,399</td>
</tr>
<tr>
<td>Grandparents</td>
<td>81</td>
<td>148</td>
<td>52</td>
<td>62</td>
<td>133</td>
<td>476</td>
</tr>
<tr>
<td>Homeless</td>
<td>9</td>
<td>21</td>
<td>7</td>
<td>8</td>
<td>18</td>
<td>63</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,450</td>
<td>3,472</td>
<td>1,128</td>
<td>1,333</td>
<td>3,071</td>
<td>10,454</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>WHITE</th>
<th>AFRICAN-AMERICAN</th>
<th>ASIAN</th>
<th>OTHER</th>
<th>HISPANIC</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Parent</td>
<td>2,104</td>
<td>5,111</td>
<td>1,654</td>
<td>1,954</td>
<td>4,209</td>
<td>15,032</td>
</tr>
<tr>
<td>Married Parent</td>
<td>644</td>
<td>1,563</td>
<td>506</td>
<td>598</td>
<td>1,287</td>
<td>4,796</td>
</tr>
<tr>
<td>Grandparents</td>
<td>133</td>
<td>324</td>
<td>105</td>
<td>124</td>
<td>267</td>
<td>953</td>
</tr>
<tr>
<td>Homeless</td>
<td>18</td>
<td>43</td>
<td>14</td>
<td>16</td>
<td>35</td>
<td>126</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,899</td>
<td>7,041</td>
<td>2,279</td>
<td>2,692</td>
<td>5,798</td>
<td>20,907</td>
</tr>
</tbody>
</table>

Language:

Nearly 25% (366,305) of the citizens spoke a language other than English at home. These other languages include various African dialects, Middle Eastern languages, and oriental languages/dialects. Some ISDs report up to 70 languages spoken
within their district. Of these citizens 76.6% (280,655) spoke Spanish. Nearly one half (49%) reported that they did not speak English "very well."

According to the PEW Hispanic Center, Spanish dominance in language drops from 96% for first generation families to 54% for second generation to 22% for third generation families. Source: www.pewhispanic.org

With nearly one half of the population stating that they do not speak English "very well," then nearly half of the population is first or second generation citizens. The inability to use the English language forces the families into low income jobs and consequently the family becomes eligible for Early Head Start and Head Start programs.

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>2005</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>English only</td>
<td>1,040,888</td>
<td>1,093,028</td>
<td>52,140</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>291,167</td>
<td>366,305</td>
<td>75,138</td>
</tr>
<tr>
<td>Speak English &lt; &quot;well&quot;</td>
<td>140,324</td>
<td>181,043</td>
<td>40,719</td>
</tr>
<tr>
<td>Spanish</td>
<td>218,616</td>
<td>280,655</td>
<td>62,039</td>
</tr>
<tr>
<td>Speak English &lt; &quot;well&quot;</td>
<td>109,170</td>
<td>146,504</td>
<td>37,334</td>
</tr>
<tr>
<td>Other Indo-European Languages</td>
<td>26,817</td>
<td>29,037</td>
<td>2,220</td>
</tr>
<tr>
<td>Speak English &lt; &quot;well&quot;</td>
<td>8,010</td>
<td>7,522</td>
<td>-488</td>
</tr>
<tr>
<td>Asian And Pacific Islander languages</td>
<td>37,148</td>
<td>44,800</td>
<td>7,652</td>
</tr>
<tr>
<td>Speak English &lt; &quot;well&quot;</td>
<td>20,547</td>
<td>23,383</td>
<td>2,836</td>
</tr>
<tr>
<td>Total</td>
<td>1,892,687</td>
<td>2,172,277</td>
<td>279,590</td>
</tr>
</tbody>
</table>

US Census Bureau

Employment Opportunities:

Among the most common occupations were management, professional and related occupations (34%); sales and office occupations (28%); service occupations (15%); production, transportation, and material moving occupations (13%) and construction, extraction, maintenance and repair occupations (11%). 83% of the working people were private wage and salary workers, 11% were governmental workers (federal, state and local) and 6% were self employed.

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>2005</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional positions</td>
<td>245,615</td>
<td>265,456</td>
<td>18,840</td>
</tr>
<tr>
<td>Service Occupation</td>
<td>91,409</td>
<td>114,064</td>
<td>22,655</td>
</tr>
<tr>
<td>Sales &amp; Office</td>
<td>212,204</td>
<td>216,350</td>
<td>4,146</td>
</tr>
<tr>
<td>Farming/Fishing</td>
<td>604</td>
<td>1,483</td>
<td>881</td>
</tr>
<tr>
<td>Construction/Maintenance</td>
<td>69,134</td>
<td>82,563</td>
<td>13,429</td>
</tr>
<tr>
<td>Production</td>
<td>95,420</td>
<td>103,963</td>
<td>8,543</td>
</tr>
<tr>
<td>Total</td>
<td>715,337</td>
<td>783,881</td>
<td>68,544</td>
</tr>
</tbody>
</table>

US Census Bureau
In 2005, the population over 16 years of age totaled 1,191,277. Of this number 843,630 were considered to be in the labor force. The unemployment rate was 6.7% per Department of Labor statistics.

**Income:**

Median income in households in Tarrant County was $49,276. Eighty-seven percent of the households received earnings and 12 percent received retirement income other than Social Security. Nineteen percent of the households received social security. These income sources are not mutually exclusive. With the median income of $49,276 and the average household of 2.76 persons, the per capita income is $17,854. (See Head Start Income Guidelines on page 5.)

<table>
<thead>
<tr>
<th>FAMILY INCOME</th>
<th>2000</th>
<th>2005</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>Less than $10,000</td>
<td>17,570</td>
<td>0.0413</td>
<td>41,822</td>
</tr>
<tr>
<td>$10,000 - $14,999</td>
<td>13,036</td>
<td>0.0306</td>
<td>28,691</td>
</tr>
<tr>
<td>$15,000-$24,999</td>
<td>34,493</td>
<td>0.0810</td>
<td>64,783</td>
</tr>
<tr>
<td>$25,000-$34,999</td>
<td>41,397</td>
<td>0.0973</td>
<td>66,795</td>
</tr>
<tr>
<td>$35,000-$49,999</td>
<td>62,534</td>
<td>0.1469</td>
<td>93,170</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>84,301</td>
<td>0.1981</td>
<td>109,793</td>
</tr>
<tr>
<td>$75,000-$99,999</td>
<td>52,586</td>
<td>0.1235</td>
<td>71,965</td>
</tr>
<tr>
<td>$100,000-$149,999</td>
<td>42,857</td>
<td>0.1007</td>
<td>65,783</td>
</tr>
<tr>
<td>$150,000-$199,999</td>
<td>11,479</td>
<td>0.0270</td>
<td>20,255</td>
</tr>
<tr>
<td>$200,000+</td>
<td>11,312</td>
<td>0.0266</td>
<td>16,070</td>
</tr>
<tr>
<td>Median Family Income</td>
<td>54,068</td>
<td>(x)</td>
<td>49,276</td>
</tr>
<tr>
<td>Total</td>
<td>425,633</td>
<td>0.0988</td>
<td>628,403</td>
</tr>
</tbody>
</table>

US Census Bureau

Median earnings for full-time, year-round workers by race and ethnicity and gender are listed below:

<table>
<thead>
<tr>
<th>MEDIAN EARNINGS FOR FULL-TIME, YEAR-ROUND WORKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>African-American</td>
</tr>
<tr>
<td>Native American</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Pacific Islander</td>
</tr>
<tr>
<td>Other Race</td>
</tr>
<tr>
<td>Two or more Races</td>
</tr>
<tr>
<td>Hispanic (any race)</td>
</tr>
</tbody>
</table>

North Central Council of Government

The median earnings were $31,096 for males and $20,757 for females. Average earnings were $42,348 for males and $24,864 for females. The comparison of income by gender indicates that the female earns significantly less than her male counterpart. This means that the female is more likely to reside in poverty and meet the Head Start income guidelines. Minorities are also on the low end of the income scale and meet the income guidelines for Head Start.
Within Tarrant County, the state Center for Public Policy Priorities indicates that a typical family (single parent with two children) considered as working poor has monthly expenses of $2,559 (housing, food, child care, medical, transportation, and other necessities) plus taxes of $260 for a total of $2,819. This converts to $33,828 for full year full time employment. This means that the average single female parent, who makes $24,864, cannot make ends meet by $8,964. Subsidized child care or free programs such as Early Head Start and Head Start are critical to those children and families described in this assessment.

A review of the data provided indicates that the typical Head Start eligible family is low income ($20,757), headed by a single parent (female-71.9%), possesses a high school diploma or less (see page 25), is working in the service, sales or office industry, has the majority of income going for basis necessities, and possesses unreliable or no transportation (see page 36). Additionally nearly one half of the families have difficulty with English which compounds their ability to escape poverty.
Child Care Associates
2007 Community Assessment

1305.3(B)(2) Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each.

There are approximately 699 Licensed Child Care Centers, 65 Licensed Child Care Homes and 828 registered child care homes in Tarrant County. The area also 408 listed homes not monitored by the Texas Department of Family and Protective Services. When the facilities that serve only school age children are removed from these numbers, the availability of child care for infant, toddlers and pre-school age children is reduced to 541 licensed child care centers, 65 licensed child care homes and 725 registered child care homes in the county. The source of this information is from www.dfps.state.tx.us.

According to Tarrant County Child Care Management Services (TC-CCMS), 5,108 preschool children and 3,859 infants and toddlers residing in Tarrant County receive assistance through the state of Texas and meet the Head Start income guidelines.

The 18 Independent School Districts within the county provide half day services to 10,752 four year old children only on school service days. Families must find care for the remaining half day and non school days. Nearly 53% of the children in the pre-kindergarten ISD classes qualify by language and not income. Therefore, only 5,053 Head Start eligible families are considered in these ISD programs. It should be noted that 880 of the 5,053 are dually enrolled Head Start children.

CHILD DEVELOPMENT OPTIONS IN TARRANT COUNTY

Tarrant County has a variety of early childhood programs to support the cognitive, physical and social development of children. These include commercial child care, home care, non-profit subsidized child care, 18 independent school districts with pre-kindergarten programs and the Early Head Start/Head Start programs. Children from low income, Head Start eligible families may be enrolled in any of these programs. While some subsidized spaces may be available in commercial child care facilities, enrollment for low income children may be limited by the number of spaces, availability of spaces and/or accessibility of the facilities from their homes.

All child care operations in Texas, with the exception of the public schools, are regulated through the Texas Department of Family and Protective Services (TDFPS). This agency issues licenses and registrations for child care facilities and maintains a regular schedule of monitoring visits.

The most recent information received from TDFPS on the types of child care services within Tarrant County is listed below:

- Licensed Child Care Centers: 699
- Licensed Child Care Homes: 65
- Registered Child Care Homes: 828
- Total: 1,592
There are also 408 Listed Homes, who are not regularly monitored by TDFPS. Not all of the 1,592 licensed and registered child care providers offer care for every age of child. The number of providers who care for the specific ages is as follows:

**CHILD CARE PROVIDERS BY TYPE OF SERVICE**

<table>
<thead>
<tr>
<th>AGE</th>
<th># of child care providers</th>
<th>% of child care providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANT</td>
<td>1082</td>
<td>69.3</td>
</tr>
<tr>
<td>TODDLER</td>
<td>1313</td>
<td>84.1</td>
</tr>
<tr>
<td>PRESCHOOL</td>
<td>1364</td>
<td>87.4</td>
</tr>
<tr>
<td>SCHOOL AGE</td>
<td>1363</td>
<td>87.3</td>
</tr>
</tbody>
</table>

Source: www.dfps.state.tx.us

These sources of child care have a capacity of 77,581, of which only 34,206 of the capacity is available to children under the age of six. Within the 34,206 spaces only 9,143 are available for Early Head Start aged children. Pre-school capacity is 25,063 for Head Start aged children. These numbers include the funded level of 192 Early Head Start and 2,470 Head Start children in Tarrant County.

Unsubsidized child care costs in Tarrant County also vary by the type of child care provider and finding affordable child care was reported as a problem for 42 percent of household respondents to the 2005 United Way survey. Forty-one percent of these sample households pay more than $400 a month on child care.

Source: 2005 Assessment of Health and Human Service Needs, United Way of Tarrant County

The following table identifies the average weekly rates per age group of children for the three primary types of child care providers.

**AVERAGE WEEKLY FEE**

<table>
<thead>
<tr>
<th>Age</th>
<th>Licensed Center</th>
<th>Licensed Home</th>
<th>Registered Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>$150</td>
<td>$125</td>
<td>$100</td>
</tr>
<tr>
<td>Todder</td>
<td>$120</td>
<td>$110</td>
<td>$95</td>
</tr>
<tr>
<td>Preschool</td>
<td>$95</td>
<td>$90</td>
<td>$80</td>
</tr>
<tr>
<td>School Age</td>
<td>$75</td>
<td>$75</td>
<td>$65</td>
</tr>
</tbody>
</table>

Source: Tarrant County Child Care Management Services, Child Care Services - Tarrant County Workforce Development Board

The providers included above have subsidized child care slots in addition to children for whom they charge full tuition. Approximately 41 percent of the licensed or registered child care providers in the county do not participate in the CCMS program.

Child care centers who do not participate in the CCMS program are private, faith-based or corporate child care programs located in areas with higher income families. A telephonic survey revealed an average of the following rates: Infant - $185, Toddler - $165, Preschool - $125 and School Age - $80.

According to the data above, an average Tarrant County family with 2 children in the "Very Very Low Income" category as defined by the US Department of Housing and Urban Development could expect to spend a 38.5 percent of their annual income to infant/toddler care and 28.5 percent of their annual income to
preschool care. Subsidized care is another avenue for child care in Tarrant County for low income families; however the parent fees are capped at 11 percent of annual income for one child and 13 percent for a second child. Parents still must pay more than the income cap to receive child care in Tarrant County.

Based on the 136,382 children (under the age of 5) in Tarrant County, space exists in regulated care for 34,206 or 25%. Competition for the available spaces is fierce. The remaining 75% of this age group are being cared for by relatives, neighbors or in an other unregulated settings.

There is a great need for subsidized child care. Subsidized child care in Texas is made available for low income families (who may also be eligible for Early Head Start or Head Start) through the Texas Workforce Commission, who manages funding for the operation of the Child Care Management Services program (CCMS). CCMS is an open market, parent choice system that provides subsidized child care through a provider base of commercial licensed, registered and listed care operations.

The program is intended to help families transition from a life of dependency to one of self sufficiency. Providers through which CCMS currently offers child care services include 447 of the 699 (63%) child care centers, 21 of 65 (32%) licensed child care homes and 194 of 828 (23%) registered child care homes. This means that the care available to low income families is reduced approximately another 11,972 spaces. This translates into 22,234 spaces available to 31,361 Head Start eligible children.

The Early Head Start and Head Start programs are federally funded early childhood initiatives designed to assist eligible children from low income families enter kindergarten ready to learn and succeed. The Head Start program serves 2,470 children, ages 3 to 5 years, and 192 infants, age's birth to 3, and pregnant women in the Early Head Start program. There are 37 early childhood centers providing the Head Start program for 1590 children, including 8 centers providing Early Head Start services for 168 children. Home-based services are provided for 24 infants and pregnant women.

Eighteen Independent School Districts within Tarrant County currently serve 10,752 four year olds. Eligibility criteria for participation in Pre-K programming require that the child be age eligible by September 1 of the year enrolling. Eligibility criteria mainly is based upon family income, however, eligibility is also afforded in special circumstances such as the child may be unable to speak and comprehend the English language, be homeless or qualify for the USDA free and reduced program.

Pre-kindergarten programs in the public schools provide service for 10,752 in half day settings for school service days. Nearly 53% of these children qualify for the program due to language alone. This means that 5,053 children of the 10,752 are low income and would qualify for Heads Start. It should be noted that 880 of the 5,053 children are in fact children dually enrolled in our Head Start program.
Of the 31,361 low income, Head Start eligible children in Tarrant County, 15,706 are receiving services from Head Start (2,662), CCMS (8967) and ISD (4,428). The indication is that approximately 15,655 children who would qualify for these programs are not currently being served. Service is provided for nearly half of the 31,361 children, leaving remaining half un-served in one of the fastest growing counties in the nation.

There are available child care opportunities within Tarrant County, ranging from unregistered day home care to commercial or licensed child childcare to ISD PreK and subsidized programs like CCMS and Head Start. Even with these varied options, the demand far outstrips the supply, especially for Head Start eligible families.
1305.3(B)(3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies.

In Tarrant County, according to Early Childhood Intervention, 4,639 children with varying disabilities received services, with the age ranging from infants to 3 years of age. In the 18 in independent school districts, 1,342 children four years old and under with disabilities received services - 5 orthopedic impairment, 34 other health impairment, 11 auditory impairment, 5 vision impairment, 23 mental retardation, 58 autism, and 136 non-categorical early childhood. The most common impairment is speech, with 1,070 having this diagnosis. The Head Start program served 486 children with disabilities ages 4 years old and under, with 412 speech, 2 autism, 3 mental retardation, and 182 with more than one impairment.

Beginning on page 20 is a comprehensive list of available community services for children and families seeking assistance.


DISABILITIES AND CHILD MENTAL HEALTH IN TARRANT COUNTY

Twelve percent of the people in Tarrant County reported to have a disability. The likelihood of having a disability varied by age: from 6 percent of people 5 to 20 years old to 10 percent of people 21 to 64 years old and to 41 percent of those age 65 and older. The following chart indicates the change from 2000 to 2005.

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>%</th>
<th>2005</th>
<th>%</th>
<th>Change</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pop. 5 to 20 years old</td>
<td>351,158</td>
<td>0.2924</td>
<td>492,854</td>
<td>0.3358</td>
<td>141,696</td>
<td>0.0433</td>
</tr>
<tr>
<td>w/dis</td>
<td>28,151</td>
<td>0.0234</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop. 5 to 15 years old w/dis</td>
<td>14,569</td>
<td>0.0099</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop. 21 to 64 years old</td>
<td>849,667</td>
<td>0.7076</td>
<td>975,054</td>
<td>0.6642</td>
<td></td>
<td></td>
</tr>
<tr>
<td>w/dis</td>
<td>155,303</td>
<td>0.1293</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop. 16 to 64 years old w/dis</td>
<td>112,870</td>
<td>0.0713</td>
<td>104,621</td>
<td>0.0713</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop. over 65</td>
<td>120,585</td>
<td>0.0878</td>
<td>127,807</td>
<td>0.0848</td>
<td></td>
<td></td>
</tr>
<tr>
<td>w/dis</td>
<td>48,050</td>
<td>0.0333</td>
<td>51,851</td>
<td>0.0353</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total with disability</td>
<td>231,504</td>
<td>0.1928</td>
<td>171,041</td>
<td>0.1165</td>
<td>-60,463</td>
<td>-0.0763</td>
</tr>
<tr>
<td>Total population</td>
<td>1,200,825</td>
<td></td>
<td>1,467,908</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: The 2005 data is based upon a sample with a margin of error equal to plus or minus 7,719 for the total population with a disability at the 90% margin of error. Additionally these figures may be subject to non-sampling error.

Of the 1,459,337 children in Tarrant County ages 5 through 15, approximately 11,618 have at least one type of disability. The data below indicates the primary categories of disabilities identified:

Sensory: 3,012 children identified in 2005
Physical: 1,936 children identified in 2005
Mental: 9,036 children identified in 2005
Self Care: 1,721 children identified in 2005
The two primary resources of evaluation, referral and therapy for children with disabilities, ages 5 and under, are Early Childhood Intervention for children birth to 3 and the local school districts for children ages 3 and up.

Early Childhood Intervention (ECI) of Tarrant County provides services to children with special needs between the ages of birth to three years. ECI services are available to families of all income levels at a nominal fee or at no charge for low income families. Children receiving services through ECI include those with mild, moderate and severe disabilities such as speech impairment, developmental delays, autism and health impairments. During 2006, ECI served 4,639 children, with the following reasons for eligibility:

- Medical: 510
- Developmental Delay: 3294
- Atypical Development: 835

Source: DARS-ECI Annual Report 2006

Eighteen of the independent school districts in Tarrant County provide services to three and four year old children with diagnosed special needs. Last school year (2005-2006), 520 three year olds and 788 four year olds with disabilities received services via the school districts. The most common disability was speech impairment for both age groups; 432 three year olds and 625 four olds had this diagnosis. Additional significant diagnoses for this group were autism, other health impairments and mental retardation.

The number of three and four year olds receiving special needs services through the school districts during this school year (2006-2007) was almost equal to the previous year. There was a slight decrease to five hundred sixty-seven three year olds and an increase to 758 four year old children who have diagnosed special needs. Once again the most prevalent diagnosis is speech impairment, affecting 79 percent of these children.

Source: Texas Education Agency: PEIMS Data Reports, Fall 2005-2006, Fall 2006-2007

Combining the numbers of children with disabilities, 5 and under, served by the two primary entities results in a total of 5,964 children receiving services. Given that there are 11,618 children in Tarrant County who have been diagnosed as having a disability, 5,654 are either being served through private care or other agencies or may not be receiving services at all.

The following comprehensive listing is of resources available in Tarrant County for people with disabilities. Most of these entities either provide services or make appropriate referrals for children and adults with disabilities.

**Community Services - Tarrant County Disability and Child Mental Health Resources**

**2-1-1 Texas**
Free and confidential community information and referral service provided by United Way of Tarrant County
All Church Home for Children
Wide range of services for children and families in crisis, including residential care, respite care, prevention services and emergency shelter

Alliance for Children
Assessments, case management and group counseling for confirmed victims of child abuse and their protecting parents

Arlington ISD
Early Bird screening, speech, language and hearing services, psychological testing, a pre-school program for children with disabilities - PPCD Program

Azle ISD
Early Bird screening, speech, language and hearing services, psychological testing, a pre-school program for children with disabilities - PPCD Program

Baylor All Saints Medical Centers
Behavioral Health Services
Psychiatric, chemical dependency and dual diagnosis treatment programs for adults 18 and older. Inpatient, outpatient, crisis intervention and emergency services available

Birdville ISD
Early Bird screening, speech, language and hearing services, psychological testing, and a pre-school program for children with disabilities - PPCD Program.
Psychological testing in children with behavioral issues; joint training opportunities

Care Options for Kids
Therapy in speech, language and hearing; psychological testing

Catholic Charities
Children's services, clinical counseling, emergency financial assistance and case management

Cochlear Crusaders/Kochlear Kids
This is a local cochlear implant support group.

Child Study Center
Diagnostic and treatment services for children who have or are at risk for developmental disabilities and related behavioral and emotional problems; dental services and special education for children with disabilities

Cook Children’s Medical Center
Inpatient treatment for children 2 through 12; partial hospitalization program for children and adolescents 6 through 17 and outpatient services

Crowley ISD
Early Bird screening, speech, language and hearing services, psychological testing, a pre-school program for children with disabilities - PPCD Program
Dallas Association of Speech-Language Pathologists and Audiologists (DASPA)
A nonprofit professional association for speech-language pathologists and
audiologists in the Dallas-Fort Worth metroplex; promotes awareness of
communicative disorders and career opportunities in speech-language pathology
and audiology

Depression and Bipolar Support Alliance
Meets every Friday night in the Faxel Room, Building A, at Baylor All Saints from
7:30 to 9 pm; offers education programs, guest speakers and peer support groups

Depression Connection Team
Referrals to mental health resources in the community; group presentations on
depression, bipolar disorder and related conditions; consulting on development of
ongoing mental health programs; support groups, private telephone consultations
and office visits

Easter Seals of Greater Northwest Texas
Medical rehabilitation services; physical, occupational, speech and hearing therapy;
job training and child and adult day care

ECI of Tarrant County (Tarrant County MHMR Services)
Assessment, treatment planning and service coordination for children with
disabilities, ages birth through 3 years; additional services are nutrition,
psychological, social work, counseling, occupational therapy, physical therapy,
speech therapies, developmental services, interpretation and transition services

The Excel Center for Youth
Outpatient day program for children and adolescents, offering mental health and
chemical dependency care

The Excel Center for Adults
Outpatient day program for adults, offering mental health and chemical
dependency care

Fort Worth Independent School District
Family Resource Centers
Four locations link FWISD students and their families to mental health resources

Gill Children’s Services Incorporated
Partial financial assistance for short-term speech therapy and/or the down
payment for hearing aids when all other options have been exhausted

Harris Methodist Springwood Psychiatric Hospital
Psychiatric and addiction treatment facility on the campus of Harris Methodist
H-E-B Hospital

Huguley Behavioral Health
Inpatient, partial hospitalization and intensive outpatient psychiatric treatment;
intensive outpatient chemical dependency treatment
In Home and Family Support/ Mental Health and Mental Retardation
Through a state funded grant, this organization provides financial support directly related to the child's disability - wheelchairs, communication evaluations, hearing evaluations, speech therapy and other related services.

JPS Health Network, Trinity Springs Pavilion
24-hour psychiatric emergency room, crisis stabilization, short-term treatment and family education for adults and adolescents ages 13 through 17. Outpatient Behavioral Health Clinics located in Stop Six, Northeast and Viola M. Pitts/Como

Lena Pope Home
Crisis intervention and stabilization
- Individual, group and family counseling
- Applied behavior management skills
- Substance abuse counseling
- Skills based treatment
- Outreach and parent training
- Brokering and coordinating of resources
- 24 hour crisis hotline; call (817) 731-8839
Counseling, family preservation services, foster care and alternative education services

Mental Health Association of Tarrant County
Mental health information and referral available by phone and on the Web site; community education and training, peer support and supported employment services for persons with mental illness; advocacy and long-term-care ombudsman services

Mental Health Association Mental Health Resources On-Line
Web-based searchable mental health resources provided by the Mental Health Association of Tarrant County

MHMR Tarrant County
Serves Tarrant County citizens with mental illness, mental retardation, autism, addiction and early childhood developmental delays

Millwood Hospital
Inpatient and outpatient mental health and chemical dependency care for children, adolescents, adults and senior adults; specialty programs; research department

North Dallas Speech Agency
Individualized plans of care; implementation through interdisciplinary approach

NAMI Tarrant County
(National Alliance on Mental Illness)
A grassroots, family and consumer self-help, support, education and advocacy organization dedicated to improving the lives of people with serious mental illnesses
The Parenting Center
Counseling, including play therapy for children, parent education, case management and a telephone Parenting Advice Line (P.A.L.)

Santa Fe Adolescent Services
Substance abuse prevention, intervention and counseling services for adolescents and their families

Tarrant Council on Alcoholism and Drug Abuse
Serves as the gateway to drug and alcohol services and provides substance abuse education

Tarrant County Challenge, Inc.
Coordinates efforts throughout the county to prevent substance abuse

Tarrant County Home of Your Own Coalition, United Cerebral Palsy of Tarrant County
Helps first time buyers with the down payment and closing costs on a home for individuals or families with children who are considered disabled under the Americans with Disabilities Act (ADA)

Texas Christian University/Miller Speech and Language Center
Speech therapy for Spanish speaking children

The Women's Center of Tarrant County
Crisis counseling, rape crisis and victims services, problem solving assistance, information and referral, individual and group counseling

United Way of Metropolitan Tarrant County
The BLUE BOOK Directory of Community Services
1305.3(B)(4) Data regarding education, health, nutrition and social service needs of Head Start eligible children and their families

CCA PARENT QUESTIONNAIRE AND COMMUNITY OPINIONS

The input of families plays an important role in a community assessment. Trends occurring within the community along with information gathered from community partners are imperative. This section includes recent data gathered from these sources.

Parent Questionnaire

The results of the Child Care Associates Parent Questionnaire were very positive. The parent questionnaire was distributed to all child care centers in both English and Spanish. The Parent Questionnaires were turned in between May 8, 2006 and May 16, 2006. A total of 796 surveys were returned. Of those who responded parents were either ‘Very Satisfied’ and/or ‘Satisfied’ with services they received.

Needs identified by Head Start Families regarding social services

2006 Program Information Report reflects that the top ranking needs that families requested and received assistance with were the following:

- Adult Education – 479 requests
- Emergency Crisis Assistance (food, clothing or shelter) – 485 requests
- Parenting Education – 533 requests
- Housing Assistance – 256 requests
- Job Training – 224 requests
- ESL – 217 requests
- Health Education – 437 requests

Data regarding educational needs of Head Start eligible children and families

In 2005, 84 percent of the people 25 years and over had at least graduated from high school and 28 percent had a bachelor’s degree or higher. Among people 16 to 19 years old, 9 percent were dropouts; they were not enrolled in school and had not graduated from high school. The absolute number of adults without a high school diploma totals 161,350 in 2005. This is significant since poverty is directly related to education attainment.

<table>
<thead>
<tr>
<th>Category</th>
<th>2000</th>
<th>2005</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>68,114</td>
<td>0.0758</td>
<td>71,456</td>
</tr>
<tr>
<td>9-12 [no diploma]</td>
<td>99,808</td>
<td>0.1110</td>
<td>89,894</td>
</tr>
<tr>
<td>High School (includes GED)</td>
<td>211,638</td>
<td>0.2355</td>
<td>248,089</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>225,827</td>
<td>0.2512</td>
<td>236,589</td>
</tr>
<tr>
<td>Associates degree</td>
<td>54,178</td>
<td>0.0603</td>
<td>70,345</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>168,743</td>
<td>0.1877</td>
<td>193,114</td>
</tr>
<tr>
<td>Grad or Prof degree</td>
<td>70,542</td>
<td>0.0783</td>
<td>84,120</td>
</tr>
<tr>
<td>Total</td>
<td>898,850</td>
<td></td>
<td>993,607</td>
</tr>
</tbody>
</table>

US Census Bureau
Based on Child Care Associates’ Program Information Report (PIR) the following chart identify the educational level of both Head Start and Early Head Start parents that are currently served:

<table>
<thead>
<tr>
<th></th>
<th>Less than a High School Graduate</th>
<th>High School Graduate or GED</th>
<th>Some College/Associate Degree</th>
<th>Bachelors Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>1036</td>
<td>789</td>
<td>536</td>
<td>91</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>94</td>
<td>66</td>
<td>43</td>
<td>7</td>
</tr>
<tr>
<td>Program Total</td>
<td>1130</td>
<td>855</td>
<td>579</td>
<td>98</td>
</tr>
</tbody>
</table>

As noted the Head Start and Early Head Start families have lower education levels. In turn, their options are limited for jobs with livable wages. Other barriers include limited job skills and in some instances, limited English language skills.

**Data regarding health needs of Head Start eligible children and families**

A high priority for families in Tarrant County is children and families without any type of health coverage. In 1998, over 20 percent of children under the age of 5 were not covered by any form of health insurance. That number decreased to just fewer than 15 percent in 2005. However, there was an increase in households not covered by health insurance. The availability of CHIPs has resulted in more coverage of children, but adults are even more at risk due to lack of health coverage.

*Source: Community Health Status Report, Tarrant County Public Health*

Research data indicates that approximately 15.4 percent of respondents reported they have been unable to get shots for their children for childhood diseases and other scheduled immunizations. This means of the 200,000 households with children in Tarrant County, approximately 31,000 households are unable to get immunizations for their children.

This is a disturbing percentage considering the number of health care facilities in the area (see following):

- There are 23 hospitals and 13 public health clinics providing health services in Tarrant County. Primary resources for low income, Head Start eligible families are the county hospital (John Peter Smith) and Cook Children’s Medical Center. Both of these hospitals have neighborhood health clinics throughout the county.
- There are 192 physicians and 100 dentists participating in Medicaid in Tarrant County.

*Source: 2005 Tarrant County United Way Community Assessment Healthy Way*

For those who went without needed medical assistance, the primary reasons for not receiving help were that it cost too much (74 percent) and that they were not covered by insurance (60 percent).
Research data clearly identifies health insurance and having an established health home are needs for Head Start eligible children and families. Without health insurance or a health home, many Head Start eligible children are not up-to-date on immunizations and required physicals.

Data regarding nutrition needs of Head Start eligible children and families

According to a recently released study on Hunger in America, 158,000 sought privately sponsored food assistance in 2006. Tarrant County was part of the nationwide study that found 1 in 14 residents, including 55,000 children, received emergency food assistance in 2005.

The 2005 "The Texas Kids Count Project, Center for Public Policy Priorities" data indicates that in Tarrant County, 3.7% or 15,924 children received Temporary Assistance for Needy Families (TANF). Tarrant County ranks 151st of 280 counties in Texas, with 39,722 Tarrant County children receiving Food Stamps.

This study also indicated that hunger and the need for emergency food assistance does not discriminate. Of the people served by Tarrant Area Food bank, 47 percent are Caucasian, 26 percent are non-Hispanic African-American, 24 percent are Hispanic/Latino and the rest are from other racial or ethnic groups. Based upon the high number of Hispanic and African American families enrolled in Head Start and Early Head Start, a disproportionate number of these families have not sought food assistance.

Additional Findings of the Study: (the providers not covered in the study include day care facilities and after school programs)

- Tarrant Area Food Bank provides food annually to an estimated 157,900 different people
- 35% of the members of households served by the Tarrant Area Food Bank network of food pantries are children under 18 years old
- 12% of the members of households are children age 0 to 5 years (18,468)
- About 47% of clients are non-Hispanic white, 26% are non-Hispanic black, 24% are Hispanic, and the rest are from other racial or ethnic groups
- 81% had income below the official federal poverty level during the previous month
- The median household income among all clients during the previous month was $650
- 14% were homeless
- Food insecurity (the USDA's measure of lack of access at all times to food) among households with children, - 80% are food insecure and 31% are experiencing hunger
- 50% of clients served by the TAFB report having to choose between paying for food and paying utilities or heating fuel
- 35% of clients households served by the Tarrant Area Food Bank are receiving Food Stamp Program benefits; however, it is likely that many more are eligible
- Among households with preschool children, 65% of families participated in the Supplemental Nutrition Program for Women, Infants and Children (WIC)

Source: Hunger in America 2006
Based on the study, an estimated number of 157,900 individuals received Tarrant Area Food Bank services in 2005. Of that number, 18,948 of Head Start eligible children ages 0-5 were among those who received Food Bank Services. It is clearly identified there is a need for additional food voucher programs that will give Head Start eligible children and families the opportunity to purchase food in area markets or grocery stores.

These revealing statistics paint a very vivid picture of the problems many low income families in Tarrant County face as a result of poverty. These are especially troubling statistics as they relate to the number of preschool children who are among those receiving the benefits. It is, however, encouraging knowing that there are places within the community that provide short and long term solutions to the problem of feeding low income families.
1305.3(B)(5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and institutions in the community that serve young children.

Tarrant County has a wide range of services that can assist the needs of Head Start eligible children and families. However, many programs have a funded number limiting the participants they are allowed to serve, leaving many families on waiting lists and without the services needed.

**Educational needs defined by Head Start eligible families**

*Adult Education*

Many Head Start eligible families identified adult education, ESL classes, and computer skills as a need. There are various opportunities for individuals to continue their education with 12 colleges and universities in Tarrant County. These colleges and universities are spread throughout the county with smaller branches in outlying areas. Each college offers a variety of major fields of study such as: education, criminal justice, health and human services, child development, occupational/physical therapy, and computer science just to name a few.

Head Start eligible families identified learning English, parent training and increasing computer skills as a need so they can assist their children with school work. Head Start eligible children are less likely to be taught early learning skills at home. Many Head Start eligible parents work more than one job, cannot speak the English Language, and/or do not have an education which makes learning at home a challenge. These parents are unable to educate their children due to the educational skills they lack.

*Available Early Childhood Programs*

Preschool programs in Tarrant County play an important role in a child's development because most skills are learned and taught during the child's time at the center. Head Start eligible families identifying education as needs allows preschool programs to increase the effort of parental involvement and the mission to seek resources for families to meet the needs identified.

Enrollment shows that 437,084 children are enrolled in some form of education. It is interesting to note that the number of children in nursery/preschool has declined in 2005 over prior years, while at the same time the number of children in this category has continued to grow and the need for services continues to grow. Preschool qualifies children for one half day service based upon income or language other than English.

**Health needs defined by Head Start eligible families**

Research data and the parent survey clearly identifies health insurance and having an established health home are needs for Head Start eligible children and families. Without health insurance or a health home, many Head Start eligible children are not up-to-date on immunizations and required physicals.
**Nutritional needs defined by Head Start eligible families**

Head Start eligible families experience conflict in providing a stable food source for their families and obtaining and maintain other basic household needs. Community partners and agencies questioned reveal that their head start eligible families requested information regarding purchasing and preparing foods to provide their families with healthy, nutritious meals on a limited income.

**Social Service needs defined by Head Start eligible families**

Many of the most widely used services by Head Start and Head Start eligible families have income guidelines that match or barely exceed those of our program as requirements to receive those services.

According to the EATC, below are services that Head Start eligible families have identified as needs:

- **Emergency Assistance and Crisis Management**
  Referrals and brokering for needed community resources such as food, clothing and shelter; long and short term case management services for crisis resolution and prevention of recurring crisis

- **Job Training**
  Job readiness; interviewing skills, job retention skills
  Job skills training; vocational and technical training
  Job search assistance; resume writing and employment leads
  Rehabilitative services; assessing disabilities, arranging for needed therapies and training for employability

- **Utility Assistance**
  One time Bill payment
  Comprehensive Energy Assistance Program-help with seasonal utility payments

- **Housing Assistance**
  Section 8 and HUD; subsidized housing payments
  Weatherization programs; improvement of residential homes for energy efficiency and safety
  Home Ownership Assistance; financial literacy and home owner responsibilities education, low interest rate programs for first time home buyers, home buyers sweat equity programs

- **Transportation**
  Medicaid transportation; provides no cost trips for Medicaid recipients who prearrange this service to go to medical appointments
  Red Cross Wheels - provides low cost pre-arranged round trip transportation
  Mobility Impaired Transportation Services (MITS) - public bus service for riders with physical mobility limitations
  Transportation Authority; provides mass transit bus services to the general public (Fort Worth)

- **Mental Health**
  24 hour Crisis Hotline
  Evaluation, Treatment and Medication Management
  Counseling; individual, family, group, marriage, parenting
  Substance Abuse; awareness and prevention education, treatment
Tarrant County has a wealth of opportunities for Head Start eligible children and their families to receive education, health, nutrition and social services. Most of these services are accessible and available. However, the lack of public transportation is a big hurdle for the families in order to reach these services.

**Needs defined by Community Programs serving Head Start eligible children and families**

Various community agencies and/or programs who serve Head Start eligible children and families were contacted by phone and/or email to answer questions in regards to needs identified by those served (please see below).

<table>
<thead>
<tr>
<th>Community Agency/Program</th>
<th>Needs identified by families served</th>
<th>Estimated part of county and/or city served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aetna Medicaid/Chip Services</td>
<td>Obesity Screening or check ups plus education on this problem</td>
<td>Entire Tarrant County</td>
</tr>
<tr>
<td>Birdville ISD</td>
<td>Families express a need for:</td>
<td>North Richland Hills, Richland Hills, Haltom City, Watonga, Hurst</td>
</tr>
<tr>
<td></td>
<td>➢ parent training,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ learning English,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ computer skills so they can access information and assist their children with school work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ locating appropriate daycares and after school care</td>
<td></td>
</tr>
<tr>
<td>Catholic Charities-Financial Program</td>
<td>Financial Assistance</td>
<td>Entire Tarrant County</td>
</tr>
<tr>
<td></td>
<td>➢ Clothing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Medical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Adult Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Child Literacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Dental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Volunteerism</td>
<td></td>
</tr>
<tr>
<td>Community Action Partners-Como Center</td>
<td>Food</td>
<td>Zip Code 76107-families are referred to CAP based on their home address</td>
</tr>
<tr>
<td></td>
<td>➢ Housing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Clothing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Continuing Adult Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Volunteerism</td>
<td></td>
</tr>
<tr>
<td>Community Action Partners-Worth Heights</td>
<td>Financial</td>
<td>Zip Code 76112</td>
</tr>
<tr>
<td></td>
<td>➢ Transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Literacy Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Volunteerism</td>
<td></td>
</tr>
<tr>
<td>Community Action Partners (Southside Center)</td>
<td>Clothing</td>
<td>Entire Tarrant County</td>
</tr>
<tr>
<td></td>
<td>➢ Children toys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Volunteerism</td>
<td></td>
</tr>
<tr>
<td>Community Link</td>
<td>Financial</td>
<td>Entire Tarrant County</td>
</tr>
<tr>
<td></td>
<td>➢ Continuing Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Clothing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Child Care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Transportation</td>
<td></td>
</tr>
<tr>
<td>Fort Worth Housing Authority</td>
<td>Jobs</td>
<td>City of Fort Worth ONLY</td>
</tr>
<tr>
<td></td>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Better access to health services</td>
<td></td>
</tr>
<tr>
<td>Xerqio Chacín-Catholic Charities Immigration Consultant Program</td>
<td>Translation Services</td>
<td>Entire County</td>
</tr>
<tr>
<td></td>
<td>➢ Crisis Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ ESL Classes</td>
<td></td>
</tr>
</tbody>
</table>
Based on the Child Care Associates' parent survey and needs identified by community agencies and/or programs in Tarrant County, it is clear many Head Start eligible families need assistance in the areas of: employment, transportation, financial assistance, adult education, and medical assistance.
1305.3(B)(6) the resources in the community that could be used to address
the needs of Head Start eligible children and their families, including
assessments of their availability and accessibility.

Community Assessment Analysis

An analysis of the data reviewed for the Community Assessment indicates that the
Head Start eligible family in Tarrant County is among the neediest of residents.
Financial assistance, employment opportunities, health services, transportation,
housing concerns, language barriers, adult education and are generally the
primary, but not only, concerns of these families.

Using the Child Care Associates' parent survey and the needs identified by
community programs, we are able to locate various community resources that are
available and accessible to Head Start eligible families.

Financial Assistance

Agencies and other community partners, schools and the parent survey indicate
that there is constant need for assistance with rent and utilities among Head Start
eligible families. The following resources provide rent and utilities assistance for
families who meet income guidelines and live within the appropriate service area.

- **Buckner Children and Family Services** – Emergency rental and utility
  assistance for residents in the designated service area
- **Catholic Charities (Casa, Inc.)** – Emergency rent and utility assistance.
- **Christian Community Storehouse** – Limited emergency rental and utility
  assistance to residents of Keller ISD
- **Christian Connection** – Emergency rental and utility assistance to HEB
  residents
- **Community Caring Center** – Rental and utilities assistance to residents of
  Azle and zip code 76020
- **GRACE: Grapevine Relief and Community Exchange** – Utility assistance to
  residents of zip codes 76051, 76034 and 76092 (Grapevine, Colleyville and
  Southlake)
- **Mission Arlington** – Emergency rent and utility assistance; mission serves
  the Arlington area
- **Mission Central** – Provides emergency rent and utility assistance to zip
  codes 76053 and 76054 (Hurst)
- **Salvation Army of Tarrant County** – Provides emergency rent or mortgage
  and utility assistance to Tarrant County residents
- **South Central Alliance of Churches** – Offers limited rent and utilities
  assistance to neighborhood residents
- **Tarrant County Department of Human Services** – Temporary financial
  assistance to address rent, mortgage and utility needs
- **Wesley Mission Center** – Emergency rent and utility assistance for persons
  living in Mansfield ISD
- **Westaid Alliance of Churches** – Limited emergency assistance to families
  for rent and utilities
Food and Clothing

Based on the Tarrant County Area Food Bank study, we can conclude that many Head Start eligible children and families are lacking basic nutritional needs. Clothing is an additional issue identified as a need by Head Start eligible families. There are many agencies and programs that can assist families with both food and clothing.

- **Arlington Life Shelter** – Evening meal, breakfast and sack lunch
- **Arlington Charities Inc** – Emergency food and clothing
- **Battered Women’s Foundation** – Free clothing for battered women, single women and their children; emergency food pantry
- **Beautiful Feet Ministries** – Hot meals served daily
- **Bread Basket Ministries** – Emergency food and clothing to disabled and age 55+
- **Broadway Baptist Center** – Food pantry for residents in service area; sack lunches, Thursday eve meal; adult and children’s clothing on Tuesdays and Wednesdays
- **Buckner Children and Family Services** – Food pantry, sack lunches Monday through Friday
- **Catholic Charities – EATC** – Food referrals to a community food pantry
- **Children and Family Services** – Adult clothing available Tuesday through Thursday
- **Christian Assistance Program** – Emergency food pantry and limited clothing
- **Christian Community Assistance** – Benevolence ministry providing food and clothing for service area
- **Christian Community Storehouse** – Food and clothing available on need basis
- **Community Caring Center** – Food and clothing to those in need in zip code 76020
- **Cornerstone Community Center** – Emergency food and clothing assistance
- **Double Exposure** – Good quality new and used clothing at reasonable cost
- **Eastside Ministries of Fort Worth** – Provides food (including baby food), supplemental food for elderly, clothing, blankets and hygiene items
- **First United Methodist Mission** – Emergency assistance with food and clothing
- **Fort Worth Pregnancy Center** – Provides used baby and maternity clothes
- **Goodwill Industries** – Provides low cost clothing and household goods
- **GRACE (Grapevine Relief and Community Exchange)** – Emergency food supply and clothing assistance for service area
- **Helping Hands Ministry** – Food assistance 1st and 3rd Thursday of the month
- **Metroplex Food Bank** – Provides food to non-profit organizations and church pantries who feed the hungry and disadvantaged
- **Mid Cities Pregnancy Center** – Provides maternity and infant clothing
- **Mission Arlington** – Food, clothing and furniture assistance on a daily basis
- **Mission Central** – Emergency food and clothing
Neighborhood Resources Development – Provides utility assistance to households who meet federal poverty assistance guidelines
North East Emergency Distribution – Emergency and supplemental food and clothing
Northside Inter-Church Agency (NICA) – Emergency assistance with food and clothing
Open Hands Center – Emergency food and clothing assistance
People That Care Center – Emergency food and used clothing
Pregnancy Lifeline – Maternity and baby clothes available
Presbyterian Night Shelter – Dinner served 7 days a week
Project HELP – Provides limited emergency financial assistance as well as food and clothing for residents in Hurst, Euless and Bedford
Salvation Army of Tarrant County – Emergency Shelter - Hot lunch served daily, clothing available, also thrift resale store with low cost clothing and household articles
SEARCH – Emergency assistance to needy persons with food and clothing
South Central Alliance of Churches – Food and clothing, diapers and toiletries
Tarrant Area Food Bank—Distributes food in usable quantities to member agencies, organizations and churches which provide food to individuals in the form of prepared meals, snacks or groceries for emergency assistance
Tarrant County Dept of Human Services – Temporary financial assistance for food, hygiene items, mortgage, rent, transportation and utilities
Texas Department of Human Services – Food Stamps to eligible residents
Union Gospel Mission – Meals and clothing for residents of temporary shelter, lunch and dinner for nonresidents; also resale store with low cost clothing and household items
Wesley Mission Center – Food and clothing program
WestAid Alliance of Churches – Emergency food, priority given to children, elderly and disabled
Women’s Choice Resource Center - Maternity and baby clothing, baby formula and diapers

Health Services

Based on the aforementioned parent survey, parents indicated that they need more assistance with accessing the Medicaid and CHIP programs. As seen below, there is a wide range of health resources within Tarrant County that assist Head Start eligible families. These entities are generally accessible and able to accommodate families with language assistance and hours of operation.

Beautiful Feet Ministries – Health clinic medical services once a week
Catholic Charities – (Kid Care of North Texas) Provides outreach to families of uninsured children ages 0-19. Screen for Medicaid and CHIP eligibility
Catholic Charities (Healthy Start) – Health education and transportation for pregnant women
Community Health Partnership of Tarrant County – A collaborative medical/dental/vision clinic involving five agencies to provide medical, dental, vision, mental health and substance abuse services for low-income and homeless individuals

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Cook Children’s Medical Center – Pediatric hospital with 30 medical specialties, medical and surgical
GRACE (Grapevine Relief and Community Exchange) – Health clinic medical services once a week
JPS Health Network – Hospital, and primary health care provider for all of Tarrant County, including mental health and Health Center for Women
Mental Health Mental Retardation – Provides services for mental illness, retardation, autism, addiction and developmental delays
Miller Speech and Hearing Clinic – Assessment and treatment of speech, language and hearing disorders in children and adults
Mission Arlington – Part-time medical clinic
Mission Fort Worth – General Medical Care – on-site physician and assistance with medication
Osteopathic Medical Center of Texas – Acute care medical center with complete health services
Tarrant County Public Health Department – Immunization Outreach Program, Perinatal B/Hepatitis B, STD, TB and HIV screening; WIC program provides nutrition education and supplemental food to pregnant and post-partum women and children up to five who are at nutritional risk
Texas Department of Health – Consists of a full team of health professionals; provides information and services for vaccines and immunization, information and enrollment for CHIP, Medicaid managed care, links to services individuals who don’t have adequate local health care services
University of North Texas Health Science Center – Multi-specialty group practices, physician teaching center. Eleven on-campus and neighborhood clinics
VA Outpatient Clinic Fort Worth – Outpatient health care for qualified veterans; prescriptions filled for on-site prescribed medications

Transportation

Head Start eligible families report that having adequate transportation is sometimes a major issue for them, especially for those who live in the outlying communities surrounding Fort Worth. Public transportation (the “T”) is available for residents of Fort Worth, Blue Mound and Richland Hills.

The second largest city in Tarrant County, Arlington, has no form of public transportation, as is the case with the remaining communities surrounding Fort Worth.

Eighty three percent of workers drove to work alone in 2005; eleven percent carpooled. Only one percent took public transportation. Only 3 percent worked from home.

Mission Arlington – Gasoline vouchers, transportation on Mission vans
American Red Cross (Wheels) – Transportation for medical, vocational and social service appointments for elderly, disabled, and persons with no public transportation options
YMCA (NETS) – Transportation programs for low-income residents in Northeast Tarrant County

Texas Department of Health – Non-emergency medical transportation for Medicaid recipients with no means of transportation

Mid-Cities Care Corp – Personal transportation services for medical and dental, and other necessary appointments

Handitrans – Door-to-door transportation for senior citizens and disabled persons in Arlington

Fort Worth Transportation Authority (THE T) – Provides public transportation and special fare-aid for agencies serving the low-income population

**Adult Education and ESL**

Tarrant County has a variety of educational opportunities for individuals seeking GED or ESL classes. With these services offered, Head Start eligible parents are able to seek job opportunities and career advancement.

- **Adult Education Center** – Fort Worth ISD Adult basic education, GED, ESL, job skills training, computer training, industrial training and apprenticeship; also competency based high school diplomas
- **Arlington Literacy Center Inc.** – Free one-on-one tutoring in basic reading and writing skills including English as a second language classes
- **Broadway Baptist Church International Friends** – Education and socialization for women from other countries; ESL classes
- **Cassata Learning Center** – Educational program to assist people to get a GED or high school diploma; encourages confidence, independence, responsibility and self-determination
- **Catholic Charities (Refugee Services)** – Provides English as a second language classes to refugees
- **Even Start Family Literacy Program, Arlington ISD** – Provides educational services: GED, ESL
- **Fort Worth Public Library** – GED prep classes offered at most branches
- **Goodwill Industries** – Remedial education classes, GED tutoring
- **H.O.P.E. Literacy Inc.** – ESL classes
- **Southside Area Ministries** – ESL classes at elementary schools and refugee centers
- **Tarrant County College District** – Post secondary training, including associate degrees and over 35 vocational certificates and completion programs
- **Tarrant Literacy Association Inc.** – Provides tutors for person 16 and up who need to learn basic reading, writing and math skills
- **Weed and Seed Job Bank** – Provides workshops on interviewing skills, work ethics, conflict resolution, appearance and GED training in English and Spanish

**Community Employment Information**

Head Start eligible families indicate that assistance with seeking employment, was a need and is indicated in family goals. There are various employment services that can assist individuals with temporary, part or full time employment.
> **AARP Foundation** – Provides a temporary work experience to adults 55 years and older to build skills for employment

> **Cornerstone Christian Women Job Corps** – Provides multi-faceted training in Christian context with a volunteer mentor

> **Fort Worth Day Labor Center** – Provides an organized supervised site for day labor contracting

> **Fort Worth SER** – Targets individuals with obstacles to getting a job and assists with job search and placement

> **Goodwill Industries** – Vocational counseling, rehabilitation and evaluation, skills training, computer skills training, work adjustment training, employment preparation training, placement services, remedial education, English as a Second Language, GED Tutoring, sheltered employment, supported employment and Welfare-to-Work/TANF employment services.

> **Housing Authority of the City of Fort Worth** – Employment program for public housing residents and Housing Choice Voucher participants

> **Near Northside Partners Council Inc** – CareerNet Program targets out-of-school youth living in the 76106 zip code area and offers job placement and college preparatory programs

> **Northside Interchurch Agency (NICA)** – Employment information, job referrals, and training resources

> **Urban Intertribal Center** – Offers job search, resume writing assistance, employment and training services for the American Indian population

> **Tarrant County Department of Human Services** – Case management to help overcome barriers to employability

> **Texas Rehabilitation Commission** - To persons with disabilities vocational rehabilitation, job training, job placement and follow-up are available

> **Texas Workforce Commission** – Offers career development information, job search resources, training programs, and, as appropriate, unemployment benefits. Work Advantage Board; has multiple resources to build and maintain a quality workforce development system including: self-service library and job search and job prep resources, small group classes providing assessment and career counseling and training services for adults and youth

> **Vet Center** – Job Listings for veterans of the armed services

> **Weed and Seed Job Bank** – Coordinates with other agencies to assist in creating employment opportunities for city residents; provides workshops on interviewing skills, work ethics, conflict resolution, appearance and GED training in English and Spanish.

> **Wesley Mission Center** – Offers employment assistance to those in need of emergency assistance and living in the Mansfield Independent School District

> **Women’s Center of Tarrant County Inc.** – “Jobs Now” program provides job search/job matching, resume writing assistance, career focusing, job leads and employer networking

> **Work Advantage Board** – **Workforce Solutions** - Provides employment and career guidance through One-Stop Career Center system. Three levels of service for varying employment needs
Housing Assistance

Head Start eligible seeking help with finding affordable housing is a need based on the following:

- Tarrant County does not own or manage any conventional public housing. Grapevine Housing and Haltom City Housing Authorities manage 248 units of conventional public housing. The conventional public housing units are well managed and maintained properties.
- Tarrant County Housing and Grapevine Housing have a baseline of 2,122 Housing Choice Vouchers (formerly termed Section 8) allocated to subsidize units in the Tarrant County jurisdiction. Both agencies monitor the subsidized properties to ensure tenants receive decent, safe, sanitary and affordable housing and that landlords are in compliance with all housing quality standards and guidelines.

Source: Tarrant County 2005-2006 Consolidated Plan

Other housing sources available to Head Start eligible families are listed below:

- **Arlington Neighborhood Services** – Runs the Section 8 Program through the Arlington Housing Authority
- **Fort Worth Housing Department** – Administers a variety of housing programs designed to encourage self-sufficiency of low and moderate income citizens in Fort Worth
- **Housing Assistance Office of Tarrant County** -- Administers Section 8 program for citizens in Tarrant County and the Family Self Sufficiency Program which links Section 8 clients to additional service providers
- **Housing Authority of the City of Fort Worth** – Rental assistance through conventional and scattered site public housing, Section 8 and Shelter-Plus Care programs
- **Housing Authority of the City of Haltom City** – Administers HUD subsidized housing project for low-income individuals
- **Housing Authority, Grapevine** – Administers public housing and Section 8 programs in Grapevine
- **Salvation Army’s Friendship House** – Moderately priced residences and meals for low-income elderly men and women
- **Tarrant County -- Community Development Division** – Provides a variety of housing services in Tarrant County’s Urban Jurisdiction including a first time homebuyer’s program, housing rehabilitation for low-income individuals and fair housing education and information
- **Tarrant County Housing Partnership Inc.** – Provides education and counseling and down payment and closing cost assistance to low and moderate income homebuyers; owns and operates low-income apartments, and builds housing designed to be priced below market value
- **YWCA - My Own Place** – Transitional housing and case management for females 18-21 transitioning out of foster care
EXECUTIVE SUMMARY

The 2008 Community Assessment Update analyzes changes in population, economic and social characteristics of Tarrant County within the past year. This information is used to assess the needs of the community and track demographic changes. With this information, we are able to make informed, programmatic adjustments and provide responsive services to the appropriate population.

Population growth in Tarrant County is on a steady rise. Data from the U.S. Census Bureau shows the number of residents changed from 1,619,666 in 2005 to 1,671,295 in 2006. The influx of foreign born residents continues, with people of Hispanic origin being the most predominant group. This group was 24 percent of the population in 2005, and grew to 25 percent in 2006.

The number of children, birth to four years, continues to increase annually. In the year 2005, there were 136,382 children under five years old. The number grew to 140,091 children in this age group in 2006.

Families with two parents comprise 10 percent of the poverty population in Tarrant County. Households headed by single females made up 28 percent of all families living in poverty during 2006.

Currently, there is no data to indicate significant change in areas where low-income families reside in Tarrant County. The thirty-seven Head Start and Early Head Start centers operated by Child Care Associates are located in areas with high concentrations of low-income families. These areas include:

- North side of Fort Worth, bounded by I-35 to the east, Interstate Loop 820 to the north and west and I-30 in the south
- Southeast Fort Worth, bounded by Interstate Loop 820 on the east, I-20 on the south, I-35 on the west and I-30 on the north
- East Arlington, bordered by state route 360 corridor on the east and bounded in the north by I-30 and in the south by I-20.
The limitations associated with being in poverty status are evident in the needs identified by Head Start and Early Head Start eligible families, families within the program and service providers in the community. Among the needs identified by all of these groups were financial assistance, child care, affordable health care, improved job skills, adult education and English as a Second Language (ESL) classes.

There is limited availability of child care spaces for children under age five. Those families that qualify for subsidized child care often have their names on waiting lists for long periods of time. Program staff report that when parents call seeking information about child care, they sometimes mention that they have been waiting for subsidized care for as much as 12 months.

The ongoing trends described above show that quality child care and adequate social services are essential needs in Tarrant County to improve the quality of life for low-income children and families.

Sincerely,

Gloria Serrano
Head Start Director
Child Care Associates
Community Assessment
Update 2008

Tarrant County is the service area for CCA Head Start and Early Head Start. These programs provide services to 2,470 children ages 3-5 and 192 infants, toddlers and pregnant women in a variety of settings from center to home based options and Independent School District (ISD) classrooms.

Located in North Central Texas, Tarrant County remains the fastest growing county in the state. Based on information from the North Central Texas Council of Governments (NCTCOG), in 2006 Tarrant County led all counties in the North Central Texas region for population growth. Of the cities within Tarrant County, the largest growth occurred in Fort Worth, where over 22,000 people were added.
(Source: NCTCOG Population Estimates; March 2007)

<table>
<thead>
<tr>
<th>POPULATION</th>
<th>TARRANT COUNTY</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2006</td>
<td>1,671,295</td>
<td>+3%</td>
</tr>
<tr>
<td>July 1, 2005</td>
<td>1,619,666</td>
<td>+2%</td>
</tr>
<tr>
<td>July 1, 2004</td>
<td>1,586,277</td>
<td>+2%</td>
</tr>
<tr>
<td>July 1, 2003</td>
<td>1,526,307</td>
<td>+2%</td>
</tr>
<tr>
<td>July 1, 2002</td>
<td>1,499,516</td>
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</tr>
<tr>
<td>July 1, 2001</td>
<td>1,464,612</td>
<td>+1%</td>
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<tr>
<td>July 1, 2000</td>
<td>1,446,219</td>
<td></td>
</tr>
</tbody>
</table>
(Source: US Census Bureau)

According to the most recent US Census data, during 2006 the total number of families in Tarrant County was 406,334. Of those families, 40,898 or 10 percent were living on incomes below the poverty level. This percentage remains consistent with the percentage of families living in poverty during 2005.
(Source: US Census Bureau: American Community Survey, 2006)

The median monthly housing costs for mortgaged owners was $1,454, non-mortgaged owners $534 and renters $767. Thirty-four percent of owners with mortgages, 19 percent of owners without mortgages and 46 percent of renters in Tarrant County spent 30 percent or more of their household income on housing.
(Source: US Census Bureau: American Community Survey, 2006)

Head Start and Early Head Start eligible families customarily reside in apartments and houses as renters. These families continue to struggle with housing costs that consume a significant portion of their monthly income. Some families may use 50 to 75 percent of their income on housing. The Center for Public Policy Priorities’ "Family Budget Estimator" indicates that the cost of child care and basic necessities for living in Tarrant County (see below - Fort Worth/ Arlington) for a family of four - two parents, two children - is above that of any other area in the state. A family of four must earn over $3,500 a month or $42,000 annually to adequately meet living expenses that include housing, food, child care, medical insurance for the family, transportation and other necessities.
1305.3(B)(1). The demographic make-up of Head Start eligible children and families, including their estimated number, geographic location and racial and ethnic composition.

Tarrant County continues to be home to a high number of young children, with 140,095 being under five years of age in 2006. This equates to 3,713 more individuals in this age group than the previous year.

<table>
<thead>
<tr>
<th>Category</th>
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<th>2006</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>Less than 5</td>
<td>136,382</td>
<td>0.0855</td>
<td>140,095</td>
</tr>
<tr>
<td>6 to 19</td>
<td>356,472</td>
<td>0.2234</td>
<td>368,549</td>
</tr>
<tr>
<td>20 to 34</td>
<td>356,923</td>
<td>0.2237</td>
<td>374,792</td>
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<tr>
<td>35 to 54</td>
<td>474,939</td>
<td>0.2976</td>
<td>495,062</td>
</tr>
<tr>
<td>55 to 74</td>
<td>218,452</td>
<td>0.1369</td>
<td>230,281</td>
</tr>
<tr>
<td>75+</td>
<td>52,551</td>
<td>0.0329</td>
<td>62,516</td>
</tr>
<tr>
<td>Total</td>
<td>1,595,719</td>
<td>1.0000</td>
<td>1,671,295</td>
</tr>
</tbody>
</table>

(Source: US Census Bureau: American Community Survey, 2006)

In 2006 there were 590,438 households in Tarrant County, with the average household size being 2.8 people.

Families made up 406,334 or 69 percent of the households in Tarrant County. This includes both married-couple families, 306,226 (52 percent) and other families (17
percent). Non-family households made up 184,104 or 31 percent of all households in Tarrant County. Most of the non-family households (152,056) were people living alone, but 80,707 were people living in households in which no one was related to the householder.

Among the 1,531,200 people in Tarrant County who were at least five years old, 26 percent or 398,113, spoke a language other than English at home. Of those speaking a language other than English at home, 304,820 (77 percent) spoke Spanish and 93,293 (23 percent) spoke some other language; 48 percent reported that they did not speak English “very well.”
(Source: US Census Bureau: American Community Survey, 2006)

For people reporting one race alone, 68 percent was White; 14 percent was Black or African American; less than 0.5 percent was American Indian and Alaska Native; 4 percent was Asian; less than 0.5 percent was Native Hawaiian and Other Pacific Islander and 12 percent was some other race. Two percent reported two or more races.

The percentage of Hispanic residents continues to grow. In 2005, Hispanic residents made up 24 percent of the population. Census Bureau statistics note that the percentage rate grew to 25 percent in 2006. Currently fifty-five percent of the people in Tarrant County are White non-Hispanic. People of Hispanic origin may be of any race.

<table>
<thead>
<tr>
<th>POPULATION BY RACE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td>Am. Indian</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Pac Islander</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
(Source: US Census Bureau)

In 2006, 13 percent of Tarrant County residents were living in poverty. Eighteen percent of related children under 18 were below the poverty level, compared with 9 percent of people 65 years old and over. Ten percent of all two parent families and 28 percent of families with a female head of household with no husband present had incomes below the poverty level. Children five years of age and under living in poverty totaled 30,494 or 22 percent of all children in that age group.

Information on homelessness from the Tarrant County Homeless Coalition's 2007 Survey and Street Count revealed that 4,042 men, women and children were in some stage of homelessness. The count included people who were unsheltered, those in emergency shelters and those in transitional or permanent housing that was not their own. Of the 4,042 homeless people, 1,951 were in family units with 1,184 being
children under the age of eighteen. Income levels of these families were not included in the report. (Source: Tarrant County Homeless Coalition Mayor's Advisory Commission on Homelessness Report 2007)

FAMILIES LIVING IN POVERTY 2006

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>TOTAL NUMBER</th>
<th>PERCENT</th>
<th>NUMBER IN POVERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>All families</td>
<td>406,334</td>
<td>10.0</td>
<td>40,898</td>
</tr>
<tr>
<td>w/children &lt;18</td>
<td>236,025</td>
<td>15.4</td>
<td>36,572</td>
</tr>
<tr>
<td>w/ children 0-5</td>
<td>108,615</td>
<td>32.8</td>
<td>35,665</td>
</tr>
<tr>
<td>Married Couples</td>
<td>306,226</td>
<td>5.6</td>
<td>17,151</td>
</tr>
<tr>
<td>w/children &lt;18</td>
<td>164,493</td>
<td>8.7</td>
<td>14,362</td>
</tr>
<tr>
<td>w/ children 0-5</td>
<td>38,416</td>
<td>18.4</td>
<td>7,076</td>
</tr>
<tr>
<td>Families w/ Females</td>
<td>73,112</td>
<td>28.0</td>
<td>20,722</td>
</tr>
<tr>
<td>w/children &lt;18</td>
<td>54,240</td>
<td>35.3</td>
<td>19,185</td>
</tr>
<tr>
<td>w/ children 0-5</td>
<td>23,124</td>
<td>36.5</td>
<td>8,443</td>
</tr>
</tbody>
</table>

(Source: US Census Bureau)

Analysis of data from the Census Bureau, the North Central Texas Council of Governments and Texas Kid Count 2007 data revealed no evidence of significant changes in the locations where Head Start and Early Head Start eligible families reside.

Three geographic areas in Tarrant County as cited in the 2007 Community Assessment are home to the majority of families that meet eligibility for Head Start and Early Head Start. The north side of Fort Worth continues to be the largest area where eligible families reside. The southeast area of Fort Worth continues to be the second largest area populated with poor families. The third major area is in east Arlington where families at or below poverty levels reside.

1305.3(B)(2). Other child development and child care programs that are serving Head Start eligible children, including publicly funded State and local preschool programs, and the approximate number of Head Start eligible children served by each.

All child care operations in Texas, with the exception of the public schools, are regulated through the Texas Department of Family and Protective Services (TDFPS). The most recent information received from TDFPS on the types of child care services within Tarrant County is listed below:

- Licensed Child Care Centers: 707
- Licensed Child Care Homes: 71
- Registered Child Care Homes: 835

These facilities are monitored on a regular basis by the Texas Department of Family and Protective Services (TDFPS). Not all of the 1,613 licensed and registered child care providers offer care for every age of child. The number of providers who care for the specific ages is as follows:
CHILD CARE PROVIDERS BY TYPE OF SERVICE

<table>
<thead>
<tr>
<th>AGE</th>
<th># of child care providers</th>
<th>% of child care providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFANT</td>
<td>1,084</td>
<td>67.2</td>
</tr>
<tr>
<td>TODDLER</td>
<td>1,334</td>
<td>80.5</td>
</tr>
<tr>
<td>PRESCHOOL</td>
<td>1,395</td>
<td>86.4</td>
</tr>
<tr>
<td>SCHOOL AGE</td>
<td>1,420</td>
<td>88.0</td>
</tr>
</tbody>
</table>

(Source: Department of Family and Protective Services)

There are 140,091 children in Tarrant County under the age of five. Information from the Texas Department of Family and Protective Services (TDFPS) shows that the current child care capacity for infants through school age is 81,683. This number is inclusive of Head Start (2,470), Early Head Start (192), subsidized (259) and unsubsidized (193) child care options offered by Child Care Associates.

(Source: Department of Family and Protective Services)

Spaces available in Pre-Kindergarten programs in each of the sixteen independent school districts in Tarrant County account for the remaining number of early childhood care program options. Other child care options would be with unregulated providers or family members, which is impossible to determine.

Managing child care costs and finding affordable child care in Tarrant County were reported as ongoing problems for 42 percent of household respondents to the 2005 United Way Community Assessment survey.

(Source: 2005 Assessment of Health and Human Service Needs, United Way of Tarrant County)

In addition, Twenty-five percent of Head Start eligible families that responded to the 2007 CCA Community Services Inventory Survey indicated the need for more child care and affordable options. The chart below shows average weekly cost of child care in Tarrant County.

TARRANT COUNTY - CHILD CARE AVERAGE WEEKLY FEES

SUBSIDIZED & COMMERCIAL FACILITIES

<table>
<thead>
<tr>
<th>Age</th>
<th>Licensed Center</th>
<th>Licensed Home</th>
<th>Registered Home</th>
<th>Commercial Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>$150</td>
<td>$125</td>
<td>$115</td>
<td>$185</td>
</tr>
<tr>
<td>Toddler</td>
<td>$130</td>
<td>$115</td>
<td>$107.5</td>
<td>$165</td>
</tr>
<tr>
<td>Preschool</td>
<td>$105</td>
<td>$92.5</td>
<td>$95</td>
<td>$145</td>
</tr>
<tr>
<td>School Age</td>
<td>$102.5</td>
<td>$87.5</td>
<td>$85</td>
<td>$85</td>
</tr>
</tbody>
</table>

(Source: Tarrant County Child Care Management Services, Child Care Services - Tarrant County Workforce Development Board)

One resource to assist low income families with child care costs is the Child Care Management Services program, the State of Texas' system for subsidized child care. Families who qualify for this program must be working or in training of some type. The
number of children served by this program in 2007 are as follows:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants (0-17 months)</td>
<td>2,792</td>
</tr>
<tr>
<td>Toddlers (18-35 months)</td>
<td>3,369</td>
</tr>
<tr>
<td>Preschoolers (3-5 years)</td>
<td>4,256</td>
</tr>
<tr>
<td>School-Age (6-12 years)</td>
<td>4,063</td>
</tr>
</tbody>
</table>

Another early childhood resource for low income families are the Pre-Kindergarten programs offered in the sixteen independent school districts in Tarrant County. Children who qualify for these programs have a developmental delay, have a language other than English as their primary language or are in a family whose income is below the poverty level. Currently, 10,344 children in Tarrant county are enrolled in these programs. See the following chart for children in each school district.

**CHILDREN ENROLLED IN TARRANT COUNTY INDEPENDENT SCHOOL DISTRICTS’ PRE-KINDERGARTEN PROGRAMS**

<table>
<thead>
<tr>
<th>Independent School District</th>
<th>Pre-Kindergarten Students</th>
<th>Head Start Students at Collaborative Campuses within the School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington</td>
<td>3,040</td>
<td>64</td>
</tr>
<tr>
<td>Azle</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Birdville</td>
<td>720</td>
<td>80</td>
</tr>
<tr>
<td>Carroll</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Castleberry</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td>Crowley</td>
<td>417</td>
<td></td>
</tr>
<tr>
<td>Eagle Mountain Saginaw</td>
<td>300</td>
<td>40</td>
</tr>
<tr>
<td>Everman</td>
<td>265</td>
<td></td>
</tr>
<tr>
<td>Fort Worth ISD</td>
<td>3,436</td>
<td>640</td>
</tr>
<tr>
<td>Grapevine-Colleyville</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Hurst-Euless-Bedford</td>
<td>385</td>
<td>160</td>
</tr>
<tr>
<td>Keller</td>
<td>236</td>
<td></td>
</tr>
<tr>
<td>Kennedale</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Lake Worth</td>
<td>258</td>
<td></td>
</tr>
<tr>
<td>Mansfield</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>White Settlement</td>
<td>179</td>
<td>64</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>10,344</strong></td>
<td><strong>1,048</strong></td>
</tr>
</tbody>
</table>

Adding the previously cited number of children served in the Early Head Start, Head Start and CCA subsidized child care programs, (2,921) to the number of children ages five and under served by Child Care Management Services (6,764) to the number of children enrolled in ISD Pre-Kindergarten programs (10,344), the total of child care slots available in the three primary resources for low income children (ages 5 and below) is 20,029. With 30,649 children five years of age and younger living in poverty, it is
evident that the need is not currently being met with the available resources. This leaves 10,620 low income, Head Start eligible children unserved.

1305.3(B)(3) The estimated number of children with disabilities four years old or younger, including types of disabilities and relevant services and resources provided to these children by community agencies.

Among people at least five years old in 2006, 13 percent reported a disability. The likelihood of having a disability varied by age - from 7 percent of people 5 to 15 years old, to 11 percent of people 16 to 64 years old, to 43 percent of those 65 and older.

In Tarrant County, during 2006, 4,639 children with varying disabilities received services, according to Early Childhood Intervention. The ages ranged from infants to children 3 years of age. The 16 independent school districts in the County served 1342 children, four years old and under, with disabilities. Services received included: 5 orthopedic impairment, 34 other health impairment, 11 auditory impairment, 5 vision impairment, 23 mental retardation, 58 autism, and 136 non-categorical early childhood disabilities. The most common impairment was speech, with 1070 having this diagnosis.

Early Childhood Intervention (ECI) of Tarrant County provides services to children with special needs between the ages of birth to three years. ECI services are available to families of all income levels at very low fees. For low income families, there may be no charge at all. ECI serves children with mild, moderate and severe disabilities such as speech impairment, developmental delays, autism and health impairments.

During 2006, ECI served 4,639 children, with the following reasons for eligibility:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>510</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>3294</td>
</tr>
<tr>
<td>Atypical Development</td>
<td>835</td>
</tr>
</tbody>
</table>

(Source: DARS-ECI Annual Report 2006)

The latest available data on school districts in Tarrant County who provide disabilities services to children four year old and younger was derived from the Texas Education Agency. Data collected was from Fall 2005-2006 and Fall 2006-2007. This information was included in the CCA 2007 Community Assessment, which revealed that 567 three year olds and 758 four year old children were diagnosed as having special needs. The most common diagnosis was speech impairment, which affected 79 percent of these children.

(Source: Texas Education Agency: PEIMS Data Reports, Fall 2005-2006, Fall 2006-2007)

The combined number of children with disabilities, 4 or younger, served by the two primary service providers resulted in a total of 5,964 children who received services. During the year 2006, an estimated 11,618 children in Tarrant County had diagnosed disabilities. Taking into account that 5,954 children received services through one of the two primary providers, the
other 5,629 children were presumably served through private care or other agencies, or did not receive disabilities services.

During Program year 2006-2007, the Head Start/Early Head Start program served 486 children with disabilities ages 4 years old and under, with 412 speech, 2 autism, 3 mental retardation, and 69 with multiple impairments.

In the current program year (2007-2008) Head Start and Early Head Start are serving 251 children with identified disabilities. The most prominent condition is speech impairment (228), followed by developmental delays (65), orthopedic impairments (33), health impairment (11) and emotional/behavioral (6). Other identified disabilities include hearing impairment/deafness (3), visual impairment (3), mental retardation (3), learning disability (1) and other impairment (non-categorized) (4). The number of identified concerns exceeds the number of children identified because some children have more multiple disabilities. An additional 151 children are in the process of evaluation to determine the need for special services. These numbers are inclusive of Head Start and Early Head Start children.

1305.3(B)(4) Data regarding education, health, nutrition and social service needs of Head Start eligible children and their families

Data regarding educational needs of Head Start eligible children and families

In 2005, 84 percent of Tarrant County residents 25 years and over had at least graduated from high school and 28 percent had a bachelor’s degree or higher. Among residents 16 to 19 years old, 16 percent were dropouts who were not enrolled in school and had not graduated from high school. The absolute number of adults without a high school diploma totals 161,350 in 2005. This is significant since poverty is directly related to education attainment.

By comparison, in 2006, 83 percent of residents in Tarrant County 25 years and over had at least graduated from high school. Twenty-eight percent had a bachelor's degree or higher (no change in percentage). The number of dropouts, who were not enrolled in school and had not graduated from high school rose to 17 percent.

The total school enrollment in Tarrant County was 458,587 in 2006. Pre-school and pre-kindergarten enrollment was 29,749. Kindergarten enrollment was 26,079; elementary and high school enrollment was 299,512. College or graduate school enrollment was 103,247.

EDUCATIONAL ATTAINMENT (Population 25 and over)

<table>
<thead>
<tr>
<th>Category</th>
<th>2005 Number</th>
<th>2006 Number</th>
<th># Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>71,456</td>
<td>77,541</td>
<td>6,085</td>
<td>9.2</td>
</tr>
<tr>
<td>9-12 (no diploma)</td>
<td>89,894</td>
<td>100,655</td>
<td>1,081</td>
<td>9.9</td>
</tr>
<tr>
<td>High School (includes GED)</td>
<td>243,089</td>
<td>272,497</td>
<td>24,408</td>
<td>9.1</td>
</tr>
</tbody>
</table>

1/21/08
The Educational Attainment of People in Tarrant County, Texas in 2006
Percent of people 25 years and over

Source: US Census Bureau

For the year 2007-2008, the Head Start and Early Head Start Program Information Report (PIR) identifies the educational level of Head Start and Early Head Start parents currently being served:

<table>
<thead>
<tr>
<th>Program</th>
<th>Less than a High School graduate</th>
<th>High School graduate or GED</th>
<th>Some College/Associate Degree</th>
<th>Bachelors Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>1,078</td>
<td>678</td>
<td>316</td>
<td>52</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>85</td>
<td>51</td>
<td>41</td>
<td>5</td>
</tr>
<tr>
<td>Program Total</td>
<td>1,163</td>
<td>729</td>
<td>357</td>
<td>57</td>
</tr>
</tbody>
</table>

The lower education levels of Head Start/Early Head Start families continues to be a barrier in obtaining well paying jobs to support their families. Other barriers include limited job skills and limited English language proficiency. Even though many families are aware of the need to increase their skill levels, the need to continue working and providing for the family inhibits their ability to enter into adult education and job training programs.
Needs identified by Head Start Families regarding social services

The 2007 Program Information Report indicates the following categories are the most predominate needs and service requests of program families:

- Parenting Education - 395 requests
- Health Education - 325 requests
- Food Assistance/WIC - 297 requests
- Adult Education - 274 requests
- Housing Assistance - 169 requests
- Job Training - 160 requests
- English as a Second Language (ESL) - 154 requests
- Emergency Crisis Assistance (food, clothing or shelter) - 148 requests

The identified needs of program families have remained fairly consistent over the years. There has been an increase in the number of requests for food and nutrition assistance. This finding is in line with the information regarding nutritional needs of Head Start eligible families reported in the 2007 Community Assessment.

1305.3(B)(5) The education, health, nutrition and social service needs of Head Start eligible children and their families as defined by families of Head Start eligible children and institutions in the community that serve young children.

Social Services needs identified by Head Start Eligible Families

Child Care Associates conducted a Community Services Inventory Survey with Head Start and Early Head Start eligible families in the Fall of 2007. Of the 128 responses received, most participants gave satisfactory marks to available resources.

Taking into account the expedient manner in which the survey was conducted, there is a possibility that the intent to capture needs in the community may not have not have been fully understood by the respondents.

The charts on the next page show the needs identified by the respondents. The highlighted questions indicate the areas where 25 percent or more of the respondents noted a deficit in available community services. Those needs include jobs with adequate pay to meet family financial needs, counseling services, affordable health care, number of child care facilities and legal help for low-income families.
Child Care Associates
Head Start Program
Community Services Inventory Tally 2007

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
<th>Total</th>
<th>% of Yes</th>
<th>% of No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You are able to find a safe and sanitary place for you and your family to live.</td>
<td>123</td>
<td>5</td>
<td>0</td>
<td>128</td>
<td>0.96</td>
<td>0.04</td>
</tr>
<tr>
<td>2. You are able to find a job that provides for all of your financial needs.</td>
<td>87</td>
<td>39</td>
<td>2</td>
<td>128</td>
<td>0.68</td>
<td>0.30</td>
</tr>
<tr>
<td>3. You and your family can get adequate medical care.</td>
<td>103</td>
<td>22</td>
<td>3</td>
<td>128</td>
<td>0.80</td>
<td>0.17</td>
</tr>
<tr>
<td>4. You and your family can get adequate dental care.</td>
<td>93</td>
<td>31</td>
<td>4</td>
<td>128</td>
<td>0.73</td>
<td>0.24</td>
</tr>
<tr>
<td>5. You can get the education or training you need.</td>
<td>97</td>
<td>30</td>
<td>1</td>
<td>128</td>
<td>0.76</td>
<td>0.23</td>
</tr>
<tr>
<td>6. You and your family have access to reliable transportation.</td>
<td>116</td>
<td>10</td>
<td>2</td>
<td>128</td>
<td>0.91</td>
<td>0.08</td>
</tr>
<tr>
<td>7. Help is available for persons having alcohol or drug abuse.</td>
<td>95</td>
<td>23</td>
<td>10</td>
<td>128</td>
<td>0.74</td>
<td>0.18</td>
</tr>
<tr>
<td>8. Help is available for parents having difficulty managing their children without violence.</td>
<td>90</td>
<td>28</td>
<td>10</td>
<td>128</td>
<td>0.70</td>
<td>0.22</td>
</tr>
<tr>
<td>9. Help is available for women who are victims of violence.</td>
<td>91</td>
<td>27</td>
<td>10</td>
<td>128</td>
<td>0.71</td>
<td>0.21</td>
</tr>
<tr>
<td>10. Help is available for physically disabled persons who live in the community.</td>
<td>93</td>
<td>31</td>
<td>4</td>
<td>128</td>
<td>0.73</td>
<td>0.24</td>
</tr>
<tr>
<td>11. You can talk with a helpful counselor when you need help solving a personal problem.</td>
<td>80</td>
<td>42</td>
<td>6</td>
<td>128</td>
<td>0.63</td>
<td>0.33</td>
</tr>
<tr>
<td>12. You are able to voice your opinions about growth and development of the community.</td>
<td>89</td>
<td>33</td>
<td>6</td>
<td>128</td>
<td>0.70</td>
<td>0.26</td>
</tr>
<tr>
<td>13. Physical care is available at a reasonable cost.</td>
<td>80</td>
<td>40</td>
<td>8</td>
<td>128</td>
<td>0.63</td>
<td>0.31</td>
</tr>
<tr>
<td>14. Dental care is available at a reasonable cost.</td>
<td>71</td>
<td>52</td>
<td>5</td>
<td>128</td>
<td>0.55</td>
<td>0.41</td>
</tr>
<tr>
<td>15. Hospital care is available at a reasonable cost.</td>
<td>75</td>
<td>48</td>
<td>5</td>
<td>128</td>
<td>0.59</td>
<td>0.39</td>
</tr>
<tr>
<td>16. Medical care is available to low-income persons.</td>
<td>91</td>
<td>31</td>
<td>6</td>
<td>128</td>
<td>0.71</td>
<td>0.24</td>
</tr>
<tr>
<td>17. Adequate nutrition programs are available to you and your family.</td>
<td>104</td>
<td>19</td>
<td>5</td>
<td>128</td>
<td>0.81</td>
<td>0.15</td>
</tr>
<tr>
<td>18. Adequate social services are available.</td>
<td>92</td>
<td>30</td>
<td>6</td>
<td>128</td>
<td>0.72</td>
<td>0.23</td>
</tr>
<tr>
<td>19. There are enough child daycare facilities in this community.</td>
<td>87</td>
<td>32</td>
<td>9</td>
<td>128</td>
<td>0.68</td>
<td>0.25</td>
</tr>
<tr>
<td>20. Available childcare services are affordable.</td>
<td>67</td>
<td>53</td>
<td>8</td>
<td>128</td>
<td>0.52</td>
<td>0.41</td>
</tr>
<tr>
<td>21. Adequate mental health services are available.</td>
<td>94</td>
<td>24</td>
<td>10</td>
<td>128</td>
<td>0.73</td>
<td>0.27</td>
</tr>
<tr>
<td>22. The community accepts the handicapped in a positive way.</td>
<td>96</td>
<td>21</td>
<td>9</td>
<td>128</td>
<td>0.77</td>
<td>0.16</td>
</tr>
<tr>
<td>23. This is a safe city/community to live.</td>
<td>100</td>
<td>24</td>
<td>4</td>
<td>128</td>
<td>0.78</td>
<td>0.22</td>
</tr>
<tr>
<td>24. There is public transportation that provides access to all areas of the community.</td>
<td>90</td>
<td>31</td>
<td>7</td>
<td>128</td>
<td>0.70</td>
<td>0.24</td>
</tr>
<tr>
<td>25. Poor people can get the legal help they need.</td>
<td>72</td>
<td>43</td>
<td>13</td>
<td>128</td>
<td>0.56</td>
<td>0.34</td>
</tr>
<tr>
<td>26. Adequate adult education opportunities are available.</td>
<td>87</td>
<td>30</td>
<td>11</td>
<td>128</td>
<td>0.68</td>
<td>0.23</td>
</tr>
<tr>
<td>27. Adequate high school equivalency education (GED) is available.</td>
<td>97</td>
<td>25</td>
<td>6</td>
<td>128</td>
<td>0.76</td>
<td>0.20</td>
</tr>
<tr>
<td>28. Opportunities for adults to learn basic living skills are available.</td>
<td>91</td>
<td>22</td>
<td>5</td>
<td>128</td>
<td>0.71</td>
<td>0.23</td>
</tr>
</tbody>
</table>

*Graph indicates number of affirmative, negative or undecided responses*
Data regarding nutrition needs of Head Start eligible children and families

The most recent comprehensive information on the nutritional needs of Head Start eligible families was referenced in the 2007 Community Assessment. The data came from the "2006 Hunger in America" report that outlined the results of its study. Tarrant County was included in that report.

The nationwide study found that 1 in 14 residents, including 55,000 children, received emergency food assistance in Tarrant County during 2005.

The 2005 "The Texas Kids Count Project, Center for Public Policy Priorities" data indicates that in Tarrant County 3.7%, or 15,924, children received Temporary Assistance for Needy Families (TANF). Tarrant County ranks 151st of 280 counties in Texas, with 39,722 Tarrant County children receiving food subsidies.

This study also indicated that hunger and the need for emergency food assistance do not discriminate. Of the people served by Tarrant Area Food Bank (TAFB), 47 percent are Caucasian, 26 percent are non-Hispanic African-American, 24 percent are Hispanic/Latino and the rest are from other racial or ethnic groups. Based upon the high number of Hispanic and African American families enrolled in Head Start and Early Head Start, a disproportionate number of these families have not sought food assistance.

Additional Findings of the Study: (the providers not covered in the study include day care facilities and after school programs)

- Tarrant Area Food Bank provides food annually to an estimated 157,900 different people
- 35% of the members of households served by the Tarrant Area Food Bank network of food pantries are children under 18 years old
- 12% of the members of households are children age 0 to 5 years (18,468)
- 47% of clients are non-Hispanic white, 26% are non-Hispanic black, 24% are Hispanic and the rest are from other racial or ethnic groups
- 81% had income below the official federal poverty level during the previous month
- The median household income among all clients during the previous month was $650
- 14% were homeless
- Food insecurity is the USDA's measure of lack of access at all times to food. Eighty percent of households with children are food insecure and thirty-one percent are experiencing hunger
- 50% of clients served by the TAFB report have to choose between paying for food and paying utilities
- 35% of client households served by the Tarrant Area Food Bank are receiving Food Stamp Program benefits; however, it is likely that many more are eligible
- Among households with preschool children, 65% of families participated in the Supplemental Nutrition Program for Women, Infants and Children (WIC)
Based on the study, an estimated number of 157,900 individuals received Tarrant Area Food Bank services in 2005. Of that number, 18,948 of Head Start eligible children ages 0-5 were among those who received Food Bank Services. Additional food voucher programs would give Head Start eligible children and families more opportunity to purchase food in area markets or grocery stores.

The following information is from the 2005-2006 Tarrant Area Food Bank Annual Report:

In fiscal year 2005-06, Tarrant Area Food Bank distributed groceries to an average of 33,122 households each month through 306 partner agencies. Two hundred of the partner agencies are in Tarrant County.

People depending on food included low-wage earners and their families, senior citizens on fixed incomes, chronically ill and disabled individuals who are not able to work, temporarily unemployed and long term under-employed workers, victims of family violence, survivors of natural disasters and others in need.

Head Start eligible families often fall into more than one of the above categories. The availability of supplemental food sources is essential in supporting the needs of low-income families.

Health needs defined by Head Start eligible families

Head Start eligible families gave mostly positive indicators on the availability of health care services; yet it is noted that the affordability of health care is an issue. Most Head Start eligible families qualify for Medicaid and the Children’s Health Insurance Program (CHIP) which cover the preventative health care needs of children and pregnant women. The Tarrant County Hospital District offers income based subsidized health services through a classification system that determines the cost of care for individuals. Though families may be low income, they may not qualify for these health insurance programs and thus find it difficult to pay for health care.

Needs defined by Community Programs serving Head Start eligible children and families

The needs of Head Start and Head Start eligible children and families reported from community organizations in the 2007 Community Assessment coincide with the self-reported needs of these families captured in the recent CCA survey on the previous page. The needs cited by service providers that most closely match the parent responses include:

- Parent Education/Training
- Child Care
- Medical Care
- Financial Assistance
- Adult Education
- Job Training  
- English as a Second Language Classes  
- Food/Nutrition Assistance  

The following chart from the 2007 Community Assessment reiterates needs identified by community programs serving Head Start eligible children and families.

<table>
<thead>
<tr>
<th>Community Agency/Program</th>
<th>Needs identified by families served</th>
<th>Estimated part of county and/or city served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aetna Medicaid/Chip Services</td>
<td>Obesity Screening or checkups plus education on this problem</td>
<td>Entire Tarrant County</td>
</tr>
</tbody>
</table>
| Birdville ISD | Families express a need for:  
- parent training,  
- learning English,  
- computer skills so they can access information and assist their children with school work  
- locating appropriate daycares and after school care | North Richland Hills, Richland Hills, Haltom City, Watauga, Hurst |
| Catholic Charities-Financial Program | Financial Assistance  
- Clothing  
- Medical  
- Transportation  
- Crisis Intervention  
- Adult Education  
- Child Literacy  
- Dental  
- Volunteerism | Entire Tarrant County |
| Community Action Partners-Como Center | Food  
- Housing  
- Clothing  
- Transportation  
- Continuing Adult Education  
- Volunteerism | Zip Code 76107-families are referred to CAP based on their home address |
| *Community Action Partners-Worth Heights | Financial  
- Transportation  
- Literacy Education  
- Nutrition  
- Volunteerism | Zip Code 76112 |
| Community Action Partners (Southside Center) | Clothing  
- Children toys  
- Transportation  
- Volunteerism | Entire Tarrant County |
| Community Link | Financial  
- Continuing Education  
- Clothing  
- Crisis Intervention  
- Child Care  
- Transportation | Entire Tarrant County |
| Fort Worth Housing Authority | Jobs  
- Transportation  
- Better access to health services | City of Fort Worth ONLY |
| Xargio Chacin-Catholic Charities Immigration Consultant Program | Translation Services  
- Crisis Intervention  
- ESL Classes | Entire County |
the resources in the community that could be used to address the needs of Head Start eligible children and their families, including assessments of their availability and accessibility.

Community Assessment Update Analysis

Analysis of the current trends in Tarrant County compared to those outlined in the 2007 Community Assessment indicate the following:

- Population growth within Tarrant County is on a steady rise.

- Population growth of the Hispanic community continues.

- The percentage of families (10%) living in poverty in 2006 remained the same from the previous year.

- The percentage of single-female heads of household (28%) living in poverty during 2006 remained unchanged from the previous year.

- The population of children under the age five continues to increase annually.

- The number of child care spaces in Tarrant County has expanded, but the need for care for children under age 5 exceeds the current capacity. There is still a consistent need for affordable child care services for low income families of infants, toddlers and pre-school age children.

- Head Start and Head Start eligible families continue to be some of the neediest families in the community, based on their indicators in the 2007 Community Services Inventory Survey and 2007 Program Information Report.

- More families in Head Start and Head Start eligible families in the community are requesting additional food and nutrition assistance, along with information on preparation of healthy meals. The reason for this change is uncertain. Economic factors such as the rise in food costs or parents being exposed to more information on available services upon entering the program may have influenced the change.

- Community service providers identify needs similar to those indicated by Head Start and Head Start eligible families such as child care, affordable health and hospital care, health insurance for children and adults, parenting skills, job training, Adult Education, ESL and food/nutrition assistance. Service providers also see the need for financial, crisis and transportation assistance.

Tarrant County is fortunate to have a variety of reliable community resources that can be used to aid families with the needs identified in this community assessment update.
Financial Assistance

Data from community partners, schools and the parent survey indicate that there is constant need for assistance with rent and utilities among Head Start eligible families. The following resources provide rent and utilities assistance for families who meet income guidelines and live within the appropriate service area.

- **Buckner Children and Family Services**—Emergency rental and utility assistance for residents in the designated service area; offers the Family Pathways program which provides families with the opportunity to live in a safe, secure environment while obtaining an education; families must live on campus
- **Catholic Charities (Casa, Inc.)**—Emergency rent and utility assistance
- **Christian Community Storehouse**—Limited emergency rental and utility assistance to residents of Keller ISD
- **Christian Connection**—Emergency rental and utility assistance to HEB residents
- **Community Caring Center**—Rental and utilities assistance to residents of Azle and zip code 76020
- **GRACE**—Grapevine Relief and Community Exchange – Utility assistance to residents of zip codes 76051, 76034 and 76092 (Grapevine, Colleyville and Southlake)
- **Mission Arlington**—Emergency rent and utility assistance; mission serves the Arlington area
- **Mission Central**—Provides emergency rent and utility assistance to zip codes 76053 and 76054 (Hurst)
- **Salvation Army of Tarrant County**—Provides emergency rent or mortgage and utility assistance to Tarrant County residents
- **South Central Alliance of Churches**—Offers limited rent and utilities assistance to neighborhood residents
- **Tarrant County Department of Human Services**—Temporary financial assistance to address rent, mortgage and utility needs
- **Wesley Mission Center**—Emergency rent and utility assistance for persons living in Mansfield ISD
- **Westaid Alliance of Churches**—Limited emergency assistance to families for rent and utilities

Food and Clothing

Based on the Tarrant County Area Food Bank study, we can conclude that many Head Start eligible children and families are lacking basic nutritional needs. Clothing is an additional issue identified as a need by Head Start eligible families. There are many agencies and programs that can assist families with both food and clothing.

- **Arlington Life Shelter**—Evening meal, breakfast and sack lunch
- **Arlington Charities Inc**—Emergency food and clothing
- **Battered Women's Foundation**—Free clothing for battered women, single women and their children; emergency food pantry

1/21/08
- Beautiful Feet Ministries—Hot meals served daily
- Bread Basket Ministries—Emergency food and clothing to disabled and age 55+
- Broadway Baptist Center—Food pantry for residents in service area; sack lunches, Thursday eve meal; adult and children's clothing on Tuesdays and Wednesdays
- Catholic Charities – EATC—Food referrals to a community food pantry
- Children and Family Services—Adult clothing available Tuesday through Thursday
- Christian Assistance Program—Emergency food pantry and limited clothing
- Christian Community Assistance—Benevolence ministry providing food and clothing for service area
- Christian Community Storehouse—Food and clothing available on need basis
- Community Action Partners (formerly Neighborhood Resources Development)—Provides utility assistance to households who meet federal poverty assistance guidelines
- Cornerstone Community Center—Emergency food and clothing assistance
- Double Exposure—Good quality new and used clothing at reasonable cost
- Eastside Ministries of Fort Worth—Provides food (including baby food), supplemental food for elderly, clothing, blankets and hygiene items
- First United Methodist Mission—Emergency assistance with food and clothing
- Fort Worth Pregnancy Center—Provides used baby and maternity clothes
- Goodwill Industries—Provides low cost clothing and household goods
- GRACE (Grapevine Relief and Community Exchange)—Emergency food supply and clothing assistance for service area
- Metroplex Food Bank—Provides food to non-profit organizations and church pantries who feed the hungry and disadvantaged
- Mid Cities Pregnancy Center—Provides maternity and infant clothing
- Mission Arlington—Food, clothing and furniture assistance on a daily basis
- Mission Central—Emergency food and clothing
- North East Emergency Distribution—Emergency and supplemental food and clothing
- Northside Inter-Church Agency (NICA)—Emergency assistance with food and clothing
- Open Hands Center—Emergency food and clothing assistance
- People That Care Center—Emergency food and used clothing
- Pregnancy Help Center—Some maternity and baby items available
- Pregnancy Lifeline—Maternity and baby clothes available
- Presbyterian Night Shelter—Dinner served 7 days a week
- Project HELP—Provides limited emergency financial assistance as well as food and clothing for residents in Hurst, Euless and Bedford
- Salvation Army of Tarrant County—Emergency Shelter—Hot lunch served daily, clothing available, also thrift resale store with low cost clothing and household articles
- SEARCH—Emergency assistance to needy persons with food and clothing
- South Central Alliance of Churches—Food and clothing, diapers and toiletries
➢ Tarrant Area Food Bank—Distributes food in usable quantities to member agencies, organizations and churches which provide food to individuals in the form of prepared meals, snacks or groceries for emergency assistance

➢ Tarrant County Dept of Human Services—Temporary financial assistance for food, hygiene items, mortgage, rent, transportation and utilities

➢ Health and Human Services Commission Region III (formerly Texas Department of Health and Human Services)—Food Stamps to eligible residents

➢ Union Gospel Mission—Meals and clothing for residents of temporary shelter, lunch and dinner for nonresidents; also resale store with low cost clothing and household items

➢ Wesley Mission Center—Food and clothing program

➢ WestAid Alliance of Churches—Emergency food, priority given to children, elderly and disabled

**Health Services**

Based on the aforementioned parent survey, parents indicated that they need more assistance with accessing the Medicaid and CHIP programs. As seen below, there is a wide range of health resources within Tarrant County that assist Head Start eligible families. These entities are generally accessible and able to accommodate families with language assistance and hours of operation. Concerns regarding access to health services may be more of an education/awareness issue than lack of resources.

➢ Beautiful Feet Ministries—Health clinic services once a week

➢ Catholic Charities (Healthy Start)—Health education and transportation for pregnant women

➢ Community Health Partnership of Tarrant County—A collaborative medical/dental/vision clinic involving five agencies to provide medical, dental, vision, mental health and substance abuse services for low-income and homeless individuals

➢ Cook Children’s Medical Center—Pediatric hospital with 30 medical specialties, medical and surgical

➢ GRACE (Grapevine Relief and Community Exchange)—Health clinic medical services once a week

➢ JPS Health Network—Hospital and primary health care provider for all of Tarrant County, including mental health and health center for women

➢ Mental Health Mental Retardation—Provides services for mental illness, retardation, autism, addiction and developmental delays

➢ Miller Speech and Hearing Clinic—Assessment and treatment of speech, language and hearing disorders in children and adults

➢ Mission Arlington—Part-time medical clinic

➢ Mission Fort Worth—General medical care; on-site physician and assistance with medication

➢ Tarrant County Public Health Department—Immunization Outreach Program, Perinatal B/Hepatitis B, STD, TB and HIV screening; WIC program provides
nutrition education and supplemental food to pregnant and post-partum women and children up to age five who are at nutritional risk

➢ **Texas Department of Health**—Consists of a full team of health professionals; provides information and services for vaccines and immunization, information and enrollment for CHIP, Medicaid managed care, links to services individuals who don't have adequate local health care services

➢ **University of North Texas Health Science Center**—Multi-specialty group practices, physician teaching center

➢ **VA Outpatient Clinic Fort Worth**—Outpatient health care for qualified veterans; prescriptions filled for on-site prescribed medications

**Transportation**

Head Start eligible families report that having adequate transportation is sometimes a major issue for them, especially for those who live in the outlying communities surrounding Fort Worth. Public transportation (the “T”) is available for residents of Fort Worth, Blue Mound and Richland Hills.

The second largest city in Tarrant County, Arlington, has no form of public transportation, as is the case with the remaining communities surrounding Fort Worth.

Eighty three percent of workers drove to work alone in 2005; eleven percent carpooled. One percent took public transportation, and only 3 percent worked from home.

The following community resources provide assistance with transportation concerns:

➢ **American Red Cross (Wheels)**—Transportation for medical, vocational and social service appointments for elderly, disabled, and persons with no public transportation options

➢ **Medical Transportation Program Region 3**—Non-emergency transportation for authorized, covered Medicaid services

➢ **Mission Arlington**—Gasoline vouchers, transportation on mission vans

➢ **Texas Department of Health**—Non-emergency medical transportation for Medicaid recipients with no means of transportation

➢ **Mid-Cities Care Corp**—Personal transportation services for medical and dental, and other necessary appointments

➢ **Handitran**—Door-to-door transportation for senior citizens and disabled persons in Arlington

➢ **Fort Worth Transportation Authority (THE T)**—Provides public transportation and special fare-aid for agencies serving the low-income population

**Adult Education and ESL**

Tarrant County has a variety of educational opportunities for individuals seeking GED or ESL classes. With these services offered, Head Start eligible parents are able to seek job opportunities and career advancement.
Adult Education Center—Fort Worth ISD Adult Basic Education, GED, ESL, job skills training, computer training, industrial training and apprenticeship; also competency based high school diplomas

Broadway Baptist Church International Friends—Education and socialization for women from other countries; ESL classes

Cassata Learning Center—Educational program to assist people to get a GED or high school diploma; encourages confidence, independence, responsibility and self-determination

Catholic Charities (Refugee Services)—Provides English as a Second Language classes to refugees

Even Start Family Literacy Program, Birdville ISD, Lake Worth ISD—Provides educational services to both children and parents; GED, ESL

Arlington Public Library—GED prep classes offered at most branches

Fort Worth Public Library—GED prep classes offered at most branches

Goodwill Industries—Remedial education classes, GED tutoring

H.O.P.E. Literacy Inc.—ESL classes

Southside Area Ministries—ESL classes at elementary schools and refugee centers

Tarrant County College District—Post secondary training, including associate degrees and over 35 vocational certificates and completion programs

Tarrant Literacy Association Inc.—Provides tutors for persons 16 and up who need to learn basic reading, writing and math skills

Community Employment Information

Head Start eligible families indicate that assistance with seeking employment was a need and is indicated in family goals. There are various employment services that can assist individuals with temporary, part or full time employment.

AARP Foundation—Provides a temporary work experience to adults 55 years and older to build skills for employment

Cornerstone Christian Women Job Corps—Provides multi-faceted training in Christian context with a volunteer mentor

Fort Worth Day Labor Center—Provides an organized supervised site for day labor contracting

Fort Worth SER—Targets individuals with obstacles to getting a job and assists with job search and placement

Goodwill Industries—Vocational counseling, rehabilitation and evaluation, skills training, computer skills training, work adjustment training, employment preparation training, placement services, remedial education, English as a Second Language classes, GED tutoring, sheltered employment, supported employment and Welfare-to-Work/TANF employment services

Housing Authority of the City of Fort Worth—Employment program for public housing residents and Housing Choice Voucher participants

Near Northside Partners Council Inc—CareerNet Program targets out-of-school youth living in the 76106 zip code area and offers job placement and college preparatory programs
Northside Interchurch Agency (NICA)—Employment information, job referrals, and training resources

Urban Intertribal Center—Offers job search, resume writing assistance, employment and training services for the American Indian population

Tarrant County Department of Human Services—Case management to help overcome barriers to employability

Department of Assistive and Rehabilitative Services (formerly Texas Rehabilitation Commission)—Provides vocational rehabilitation, job training, job placement and follow-up for persons with disabilities

Workforce Solutions for Tarrant County (formerly Tarrant County Workforce)—Offers career development information, job search resources, training programs, and, as appropriate, unemployment benefits; has multiple resources to build and maintain a quality workforce development system including: self-service library and job search and job prep resources, small group classes providing assessment and career counseling and training services for adults and youth; provides employment and career guidance through One-Stop Career Center system; three levels of service for varying employment needs

Vet Center—Job Listings for veterans of the armed services

Wesley Mission Center—Offers employment assistance to those in need of emergency assistance and living in the Mansfield Independent School District

Women’s Center of Tarrant County Inc.—“Jobs Now” program provides job search/job matching, resume writing assistance, career focusing, job leads and employer networking

Housing Assistance

Arlington Housing Authority—Administers the Housing Choice Voucher Program (rental assistance to income eligible persons)

Fort Worth Housing Department—Administers a variety of housing programs designed to encourage self-sufficiency of low and moderate income citizens in Fort Worth

Housing Assistance Office of Tarrant County—Administers Housing Choice Voucher Program for citizens in Tarrant County and the Family Self Sufficiency Program, which links housing assistance recipients to social and educational services providers

Housing Authority of the City of Fort Worth—Rental assistance through conventional and scattered site public housing, Section 8 and Shelter-Plus Care programs

Housing Authority of the City of Haltom City—Administers one low income HUD subsidized housing community for low-income individuals

Housing Authority, Grapevine—Administers pubic housing and Section 8 programs in Grapevine

Salvation Army’s Friendship House—Provides moderately priced residences and meals for low-income elderly men and women

Tarrant County-Community Development Division—Operates and supports a variety of housing services in Tarrant County’s Urban Jurisdiction including a first time homebuyer’s program, housing rehabilitation for low-income individuals and fair housing education and information
➢ **Tarrant County Housing Partnership Inc.**—Provides education, counseling, down payment and closing cost assistance to low and moderate income homebuyers, owns and operates low-income apartments, and builds housing designed to be priced below market value.

➢ **YWCA – Supportive Living for Women in Transition**—Housing, crisis intervention, case management, transportation assistance; budgeting and money management, life skills training, client advocacy, food and clothing.

➢ **YWCA-My Own Place**—Transitional housing and case management for females 18-21 transitioning out of foster care or homeless.
MEMORANDUM OF AGREEMENT
BETWEEN
FORT WORTH INDEPENDENT SCHOOL DISTRICT
AND CHILD CARE ASSOCIATES

STATE OF TEXAS §

COUNTY OF TARRANT §

KNOW ALL MEN BY THESE PRESENTS:

THIS AGREEMENT is made and effective on the first day of July, 2007 by and between the Fort Worth Independent School District (FWISD), a political subdivision of the State of Texas and a legally constituted Independent School District located within Tarrant County, Texas (hereafter the "FWISD") and Child Care Associates (administrators of Tarrant County Head Start Programs, which are federally funded early childhood programs) (hereafter "Head Start"), located at 3000 E. Belknap, Fort Worth, Texas.

WITNESSETH:

NOW THEREFORE, in consideration of the mutual covenants contained herein, the parties do hereby agree as follows:

I. Purpose of Interagency Agreement:

The purpose of this agreement is to establish the best possible cooperative method of providing high quality services to local preschool children and their families. This collaborative preschool program will hereafter be known as "Ready Start." The program will be offered at the campuses shown on “Attachment A.”

It is the intent of this agreement to:

1. Define the services to be provided by each agency.

2. Ensure that eligible children receive high quality, appropriate preschool services.

3. Ensure that each Agency assumes the responsibility to communicate with the other, and shares leadership responsibilities and by doing so ensures that available resources are utilized in the most effective manner.

4. Ensure that these cooperative arrangements between Fort Worth I.S.D. and Child Care Associates (Head Start Program) are developed, implemented, and reviewed at least annually.

II. Description of Program

Collaborative Head Start/ISD pre-k classrooms will serve four-year-old children who meet eligibility regulations for pre-k enrollment of Texas Education Agency and the enrollment guidelines for Head Start programs. The children will be served on campuses in 32 classrooms (see attached list). Enrollment will include a maximum of no more than 20 children per classroom. Before (generally 6:30 AM-8:30 AM) and after (generally 2:45-6:00 PM) school care services will be provided by Head Start staff.
Collaborative pre-k/Head Start regular classroom services (non-extended day) will be provided to eligible students for the district-adopted school calendar year. In addition, Head Start will provide to 20 students (1 classroom) full-day extended-year services (260 days, less holidays) at campuses for those eligible children who choose to participate in that program. These extended-day, extended year services will be offered to enrolled students who meet the criteria established by Head Start.

Should the extended year services be unavailable at any campus, then Head Start program will offer this program extension through a home based arrangement for the months of June and July each year. Campus availability must be identified yearly by March first in order to effect adequate planning.

Agencies will share responsibilities and resources for collaborative staff development. Curriculum in the prekindergarten and Head Start classrooms will be aligned and activities and objectives in each program will support those in the other program. No transportation will be provided for students participating in the program by either agency.

III. Agency Responsibilities:

A. Responsibilities of Fort Worth I.S.D.:

1. Must recruit, enroll and serve eligible preschool children (four-year-olds) for the collaborative classrooms, according to state and local prekindergarten regulations and Head Start eligibility guidelines. Children enrolled must meet the criteria of both programs. Serving these children will include provision of state and local pre-k curriculum materials, developmentally appropriate materials and supplies, and other components normally occurring in public pre-k classrooms in Fort Worth ISD. Children who leave the program must be replaced within 30 calendar days.

2. Provide classroom space (per the attached list) for the collaborative classrooms on the campuses named in the list, along with usual and customary usage of the accompanying facilities such as library and playground. Classroom space and associated utilities are considered as a donation to the Head Start program with a monthly rental valuation of $700.00 for each classroom and $8.00 per hour per classroom for utilities (electricity, water etc.).

3. Provide food services for enrolled students during the adopted school calendar. Food services will be accomplished through "family-style" dining (Head Start will provide any additional utensils or equipment necessary to undertake that style of food service). Children in the collaboration will not be charged for meal service. Children who are categorized as "reduced or paid" for USDA SNP purposes will have their meals reimbursed from Head Start funds on a monthly basis upon verification of eligibility and meal consumption.

4. Provide a daily three-hour period of pre-k instruction based on the Texas Education Agency Prekindergarten Guidelines for all enrolled students. A teacher who meets Texas Education Agency early childhood certification requirements will deliver classroom instruction. The teacher will be a Fort Worth ISD employee and will be funded by Fort Worth ISD. The teacher will be supervised and evaluated by a Fort Worth ISD administrator.
(principal). The certified teacher in each classroom will be assisted by a paraprofessional, who will also be an employee of Fort Worth ISD. The paraprofessional will be supervised and evaluated by Fort Worth ISD staff.

5. The ISD teaching staff is provided to the Head Start program and is considered an in-kind donation to the Head Start program at the starting rate for certified teachers and supporting staff. The beginning rate in the FWISD is $39,301 for teachers and $14,300 for teaching assistants.

6. Provide student testing and evaluation and collaborative program evaluation deemed necessary to fulfill school district requirements. Analysis of evaluation will be shared by both agencies as may be pertinent.

7. Assist in delivery of collaborative staff development for ISD and Head Start staff involved in the collaborative project.

8. Ensure that existing campus medical staff is available to Head Start children attending the classes on campuses. Provide for state of Texas annual requirement for vision and hearing screening and report such to the state.

9. Participate and support requirements of the Texas Early Education Model (TEEM) with Child Care Associates as the lead agency. Provide staff to support the TEEM project to the extent feasible.

B. Responsibilities of Child Care Associates (Head Start Program):

1. Assist in recruiting, enrolling and serving eligible preschool children (four-year-olds) for the collaborative classrooms, according to state and local prekindergarten regulations and Head Start eligibility guidelines. Serving these children will include provision of curriculum materials (including any mandated by Head Start Performance Standards), developmentally appropriate materials and supplies, and other components normally occurring in Head Start classrooms in Tarrant County.

2. Child Care Associates will reimburse FWISD for food services for enrolled students and Head Start Staff during the extended year portion of the program (those days not included within the instructional days on the adopted school calendar). Head Start will reimburse FWISD for adult meals consumed and the difference between the current “free” rate and the current “reduced and paid” rate as applicable for each day of service.

3. Reimburse the Fort Worth ISD for utility costs (electricity, etc.) at a reasonable and customary rate for those days when the campus classrooms would not normally be open otherwise. These utility costs will be figured at $8.00 an hour per classroom. Rates will be reviewed and analyzed on an annual basis for necessary adjustments.

4. Support and implement the existing state and district medical policies of Fort Worth I.S.D.
5. Provide at least six hours of classroom services for enrolled students. A teacher who meets Child Care Associates requirements will deliver classroom services. Teachers will be Child Care Associates employees and will be funded by Child Care Associates. Teachers will be supervised and evaluated in accordance with Child Care Associates. Assistants, who will also be employees of Child Care Associates, will assist the teachers in the classrooms. The assistants will be supervised and evaluated by Child Care Associates staff.

6. Provide student testing and evaluation, and collaborative program evaluation, deemed necessary to fulfill Child Care Associates/Head Start requirements. Analysis of the collaborative program evaluation will be shared by both agencies.

7. Assist in delivery of collaborative staff development for ISD and Head Start staff involved in the collaborative project.

8. Provide or make available to participating children and their families support services that would be available for eligible students in a Head Start Center.

9. Act as lead Agency in the Texas Early Education Model (TEEM) and meet requirements of the grant with the cooperation and support as necessary from the Fort Worth I.S.D.

III.

Child Care Associates may review FWISD enrollment data on current students and previously enrolled students in order to verify those students’ participation in the collaborative program. In rendering performance hereunder, Child Care Associates will ensure compliance with all applicable statutory requirements relating to the confidentiality of education records set forth in the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g. et. seq. Child Care Associates will have a system in effect to protect student records that are maintained in connection with the services provided pursuant to this agreement. Child Care Associates will not transfer or disclose any identifiable student education records to any third party or entity without the express written consent of someone authorized to act on behalf of the student. The FWISD may require Child Care Associates to transfer a student record to another agency if the transfer is necessary to protect either the confidentiality of the record or the health or welfare of the student. At the end of the term of this agreement, all student records become the property of the FWISD. Child Care Associates understands and agrees that no confidential information will be disclosed in any document intended for public disclosure.

IV.

Nothing herein shall be deemed to constitute a waiver of any immunity or affirmative defense, which may be asserted by FWISD on the Child Care Associates as to any claim of any third party, however the parties do waive immunity to any claim of the other party seeking enforcement of this agreement pursuant to law.

V.

Nothing herein shall be construed in any manner, to create a cause of action for the benefit of any person not a party to this agreement, or to create any rights for the benefit of any person not a party to this agreement not otherwise existing at law.

Memorandum of Agreement, SY 2007-2008
Head Start/FWISD Collaborative Program
VI.

Neither party shall assign or sublease its privileges, rights or duties hereunder without the written permission of the other party. If assigned with the written consent of the other party, the assignor agrees to ensure that any assignee or sublessee will comply with all terms, provisions, covenants, and conditions of this memorandum of understanding. Assignment or subletting of this agreement shall not relieve any party from any of its obligations under this agreement.

VII.

All notices required or permitted under this agreement may be given to a party personally or by mail, addressed to such party at the address stated below or to such other address as one party may from time to time notify the other in writing. Any notice so given shall be deemed received when deposited in the United States mail so addressed with postage prepaid.

VIII.

This agreement will be for a term of five (5) years with annual review by both parties. At the end of the fifth year, the agreement may be renewed for an additional term to be determined by the mutual agreement of both parties. Termination of this agreement may be made by either party should funding cease. Such termination will be in writing with ninety (90) days notice.

IX.

Any supplement, modification or waiver of any provision of this Agreement must be in writing and signed by authorized representatives of both parties.

X.

If any portion of this Agreement is found to be invalid or unenforceable, the parties agree that the remaining portions shall remain in effect. The parties further agree that in event such portion is an essential part of this Agreement, they will immediately begin negotiations for a replacement.

XI.

The waiver by either party of any breach of this Agreement by the other party in a particular instance will not operate as a waiver of subsequent breaches of the same or different kind. The failure of either party to exercise any rights under this Agreement in a particular instance will not operate as a waiver of the party’s right to exercise the same or different rights in subsequent instances.

XII.

This Agreement will be construed in accordance with and governed by the laws of the State of Texas. Venue of any legal action or proceeding will be in Tarrant County, Texas or the United States District Court for the Northern District of Texas, Fort Worth Division.

XIII.

Any legal action brought by one party against the other with respect to this Agreement must begin within the statutory time period after the cause of such legal action arises.
IN WITNESS WHEREOF, the Board of Education of the Fort Worth Independent School District, acting by its President or Superintendent, as duly authorized, and Child Care Associates, acting by its authorized representative, have set their signatures as shown below.

FORT WORTH INDEPENDENT SCHOOL DISTRICT

By: ________________________________
    Melody Johnson, PhD
    Superintendent

CHILD CARE ASSOCIATES

By: ________________________________
    John A. Whitcamp
    President & CEO
APPROVED AS TO FORM AND LEGALITY:

By: __________________________________________
    Attorney

*The review of this document was conducted solely from the legal perspective of the Fort Worth Independent School District (FWISD). The approval of this document was offered solely for the benefit of the FWISD. Other parties should not rely on this approval, and should seek review and approval by their own respective attorney(s).

STATE OF TEXAS
COUNTY OF TARRANT

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared John A. Whitcamp, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that the same was the act of Child Care Associates and that he executed the same as the act of the said Child Care Associates for the purposes and consideration therein expressed and in the capacity herein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this ________ day of _______________________, 2007.

_____________________________________
Notary Public in and for the State of Texas

STATE OF TEXAS
COUNTY OF TARRANT

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared Melanie Johnson, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that the same was the act of the Fort Worth Independent School District and that he executed the same as the act of the said Fort Worth Independent School District for the purposes and consideration therein expressed and in the capacity herein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this ________ day of _______________________, 2007.

_____________________________________
Notary Public in and for the State of Texas

Memorandum of Agreement, SY 2007-2008
Head Start/FWISD Collaborative Program
3R approach to successful collaborations

How do we define collaboration?

Collaboration
*teamwork  *partnership  *group effort
*association
*alliance  *relationship  *cooperation
*help  *assist  *lend a hand  *oblige
*work together  *integrate  *put together
*mix  *incorporate  *add
*join together  *amalgamate  *
*combine  *assimilate  *merge
*mingle  *fuse  *unite

Collaboration

- Diverse organizations work with the same population of at-risk children; however, each contributes through different emphasis on the child's development. The collaboration allows each entity to capitalize on each other's strengths to provide a seamless, holistic education for each child in the program.
- It enables parents to seek service that meet their own needs for child care and development while being assured their child will receive language and literacy skills for Kindergarten preparedness through a state certified teacher.
3R

• Rules
• Routines
• Relationships

Rules
Consider primary governing regulations and standards
TEA Pre-K Guidelines
Head Start Performance Standards
Child Care Licensing (TFPS)

Head Start

Content areas
Education
Health
Nutrition
Mental Health
Disabilities
Social Services
Head Start

**Education Plan**
Focus on cognitive development
- Addresses 8 domains of a child's development:
  - Language
  - Literacy
  - Early Math
  - Science
  - Creative Arts
  - Social Emotional Development
  - Approaches to Learning
  - Physical Health and Development

Child Care

- Type of facility
  - for-profit
  - non-profit
  - corporate
  - faith-based
- Operational policies and procedures
  - hours of operation
  - wrap-around care
- Year round programs
  - TEPS ratings
  - Other quality ratings
  - Rising Star Vendor
  - NAEYC accreditation

ISD

- School District requirements and unique initiatives
  - Bilingual programs
  - ½ day programs vs. full day
  - Inclusion classrooms
  - identified need
  - classroom space
Enrollment

- Children are dually enrolled
- May have separate funding sources
- Merge enrollment packets
  consider most restrictive

Collaborative policies:

- Registration procedures
- Attendance
- ESL and Special Programs services
- District and Classroom Communication
  Attendance and Tardies
- Related Services
- Instruction Team

Routines

- Schedules
- Roles and responsibilities
- Meals
- Naps
- Arrival time
- 3 hours cognitive instruction
Relationships

- Core knowledge
- A team classroom
  - co-teachers
- Shared resources
- Shared responsibility
- Shared space
- Shared time

The Core Collaboration Team consists of ...

- ISD Teacher
- Head Start or Child Care Teacher
- Mentor or Coach
- Center Facility Staff
- Center Directors,
  Assistant Directors,
  ISD Education Specialist, and
  Early Childhood Program Directors
- Students and Families

Everything You Need to Know About Working as a Team:
You Learned in Kindergarten

- Be Honest
- Be Respectful
- Be Responsible
- Be Fair and Reasonable
- Be Compassionate
The benefits of a collaborative program for children and families ...

- Emphasis on children AND families
- Access to Special Programs services through public school district
- Transition to public school services
- Holistic education of child
- Shared use of equipment, materials and facilities and staff

The Family Experience

- Parents experience seamless service. Parent newsletters, daily exchange as they drop off/pick up their children, home visits and parent conferences all ensure ongoing communication.
- In ISD satellite settings, many children have been enrolled since infancy and are often well adjusted to these holistic settings that support the child's social and emotional development. "Open House" activities, parent involvement requirements, such as volunteering in the classroom, and parent education events are well received and attended. Parent education materials provided recognize the parent as the child's first teacher.

August 22, 2006

Dr. Waddell:

Our team has become great at brainstorming ideas for lessons. These ideas help us to reach our goal of preparing these youngsters for kindergarten. We work together by borrowing activities, teaching and experience will fill the others' sharing these thoughts our class is able to take risks and grow into a positive teaching environment. Since we share our experiences, we learn better and grow more without making all the same mistakes.

We are able to work together so that the children will have enjoyable first school which is proven to enhance their learning.

Thank you for letting us work together to support BSU's children.

Sincerely,
Cassett Head Start and BSU TEAM
APPENDIX D
Hurst-Euless-Bedford ISD
“Partnering to Empower Young Children”
Survey

We have a desire to partner with each local childcare facility to help our young children and their families. By completing this survey you will assist HEBISD in identifying areas of interests in partnerships that may enhance the transitions to public schools.

Please complete this survey and return in the enclosed envelope or bring to the luncheon Oct. 2, 2007.

Would you be interested in developing a partnership with HEBISD?
   Yes_____ No_______
If yes, please complete the remainder of the survey.

Would you be interested in participating in HEBISD professional development for your staff?
   Yes_____ No_______
If yes, please list areas of interest__________________________________________

Would you be interested in offering your parents the opportunity to participate in HEBISD parent training?
   Yes_____ No_______
If yes, please list areas of interest__________________________________________

Do you provide services for children with special challenges?
   Yes_____ No_______
If yes, please list opportunities__________________________________________

Would you be interested in on-site consultation from the HEBISD professional staff as you serve children with special challenges or other areas of need?
   Yes_____ No_______
If yes, please list areas of need__________________________________________

What role can HEBISD play in the transition into public school from preschool or kindergarten?
Please list suggestions

Name of Childcare Facility
Contact person & Title
Email
Phone #
HURST-EULESS-BEDFORD ISD/COMMUNITY BASED PROGRAM SERVICE AGREEMENT

The purpose of this agreement is as follows:

Community Preschool Provider (CPP) and Hurst-Euless-Bedford Independent School District (HEBISD) agree to collaboratively provide educational services for preschool children who meet eligibility requirements for Special Education services, as determined by HEBISD. The terms and conditions set forth in the following document shall constitute the entire agreement between the Community Preschool Provider and Hurst-Euless-Bedford Independent School District.

Hurst-Euless Bedford ISD will provide:

- Certified Special Education Teacher for four hours daily.
- Paraprofessional for four hours daily.
- Support personnel (related service and speech therapy) as stated in the IEP.
- A Special Education Program Coordinator to coordinate efforts between the district and the CPP to include consultation with teachers and/or director and to make site visits.
- Completed paperwork to comply with childcare licensing, as needed by the CPP.
- Supplemental classroom materials and supplies that are purchased to accommodate the special education students. All students may use these materials and supplies for as long as a Preschool Program for Children with Disabilities (PPCD) remains in place at the CPP. Should the program no longer serve PPCD students at the preschool, these materials will be removed and remain the property of HEBISD.
- A substitute when the school district employee is absent from duty to replace the special education teacher or paraprofessional contingent on the availability of HEBISD substitutes on the given day.
- Provide proof of appropriate criminal background checks and reference checks in accordance with applicable law and the CPP.

HEBISD teaching staff will:

- Be on duty at the CPP from 8:30 A.M. – 12:30 P.M. daily unless attending a workshop, Admission, Review or Dismissal (ARD) meeting or other approved school business.
- Utilize the hours of 9:00 A.M. – 12:00 P.M. for instructional time with students.
- Provide IEP accessibility to appropriate HEBISD and the CPP staff that will be kept in a secure location.
- Attend the CPP staff meetings as deemed appropriate by the CPP.
- Co-teach with the CPP staff members assigned to the classroom, taking equal responsibility for lesson plans, daily preparation and instruction to the students.
- Receive performance evaluations yearly by the HEBISD Special Education Director or designee.
• Comply with all applicable childcare licensing requirements, all HEBISD policies and procedures, and the CPP policies and procedures including, but not limited to, the completion of required records and files for staff and participating children.
• HEBISD teaching staff shall utilize non-academic time, such as chapel time or sectarian activity periods for student observation and data collection on JEPs.

The CPP will provide:

• A classroom area to accommodate both the CPP and HEBISD students.
• A curriculum that is planned around play activities designed to support the child’s social, emotional, cognitive, communication and physical development.
• At least one representative at all Annual Review and Dismissal (ARD) meetings.
• The necessary paperwork for the HEBISD staff to comply with childcare licensing.
• Information to the special education teacher(s) concerning times and dates of the CPP staff meetings.
• Access to and use of telephone for educational purposes.
• A work area available for HEBISD and the CPP staff to work and plan together.
• A tuition and registration waiver HEBISD PPCD students for all school days in the HEBISD calendar.
• Confidentiality of the identity of students enrolled in the PPCD program.
• Opportunities for the CPP staff to attend HEBISD professional development.
• A copy of current license and will notify HEBISD of any changes within the school year.
• Provide proof of appropriate criminal background checks and reference checks in accordance with applicable law and HEBISD policy.

Collaboration Efforts:

• The CPP and HEBISD staff will utilize a weekly planning time for lesson plan development and preparation, preferably the half hour before or the half hour after the students arrive. As deemed appropriate by the CPP Director, the special education teacher and paraprofessional will attend the CPP staff meetings to discuss student needs and progress.
• A representative from the CPP will be invited to all ARD meetings and staffings regarding the PPCD students.
• The CPP and HEBISD will participate in ongoing problem solving and evaluation.
• HEBISD will provide the CPP with Child Find information.
• The CPP will comply with Title III of the Americans with Disabilities Act.
• The CPP may require the removal of any employee, agent, or representative of HEBISD from the center. However, the CPP will consult and work cooperatively with HEBISD to resolve any concerns or issues related to such persons.
**Professional Development/Training:**

- The CPP staff working with special education students will be encouraged to attend training sessions provided by HEBISD.
- Information regarding upcoming HEBISD professional development and conferences will be shared with the CPP director.
- HEBISD will provide other regional workshop and training information with the CPP director.
- All CPP staff will be trained in confidentiality law regarding Individual’s with Disabilities Education Act (IDEA) by HEBISD staff.

**Transportation:**

Transportation to and from the CPP site is provided by the school district as determined at the ARD.

**Assessment:**

The district performs a Full Individual Evaluation (FIE) prior to the placement in the Special Education program. Periodic informal assessments are conducted by the special education teachers throughout the year and will be shared with the CPP staff representative attending the ARD.

**Registration/Fees:**

- The CPP will provide a tuition waiver for all special education students placed in the program. There will be no fees for registration or for the PPCD program 3 hours daily.
- All special education students will be registered with HEBISD and will complete all registration information required by the CPP.
- Extended day programming and fees for childcare other than the PPCD school day will be agreed upon by the CPP director and parent.
- All participating children and their families will be subject to the CPP policies and procedures. As with all of its enrollments the CPP reserves the right not to accept or retain a particular enrollment.

**Indemnification and Insurance:**

- HEBISD will provide a letter of evidence of general liability coverage and worker’s compensation policy from TASB to the CPP upon request.
- The CPP will provide evidence of general liability to HEBISD upon request.
- HEBISD students will be under the protection/coverage of the district while in the care of HEBISD staff. If these children remain in the afternoon as day school students, they will then come under the protection of the CPP liability coverage.

Both parties agree to abide by the rules and regulations or standards set forth by both law and regulatory agencies. This agreement is in effect from August through May.
Thereafter, this agreement shall automatically renew annually unless either party shall terminate this agreement in accordance with the terms provided herein.

**Termination:**

- Either party may terminate this agreement with sixty school day (60) written notice to the other party.

**Notice:**

- Written notice communications for purpose of this agreement shall be delivered to:

  Hurst-Euless-Bedford Independent School District  
  Lydia Scozzari, Director of Special Education  
  1849 Central Drive  
  Bedford, Texas 76022

Community Preschool Provider
Need address

---------------------------------  ---------------------------------  
Administrative Authorization (HEBISD)  Date

---------------------------------  ---------------------------------  
Director of Special Education  Date

---------------------------------  ---------------------------------  
Director, Community Preschool Provider  Date
Hurst-Euless-Bedford ISD
Partnering to Empower Young Children

Community Partnership Liaison
Contracted Services Agreement

District Goals
I. Student Achievement
V. Enduring Relationships with Stakeholders

Funding Source:
* Local Core Knowledge PK Funds, $5000
* IDEA-B Federal Funds, $5000
* Local Education Operation Funds, $5000

Background and Purpose:
HEB ISD has initiated forming relationships and partnerships with community daycares and preschools.
The purpose of this endeavor is two-fold:
1. To improve school readiness for children coming to HEB schools from our local daycares and preschools.
2. To establish additional partnerships to serve students with IEP’s in the least restrictive environment.

Vision:
To develop partnerships with other service providers in order to serve and prepare young learners, through preschool ages 3-4, in their natural community environment. It is our belief that the public school district can have substantial and far-reaching influence with our local daycares and preschools through the development of relationships with these service providers. These relationships will in turn have an enormous impact on those children as they enter HEB ISD schools.

Goals:
1. Provide joint professional development for teachers of young learners in HEB ISD schools, daycare centers, preschools, and Head Start.
2. Provide continuity and transition for children from community service providers to the public schools.
3. Increase Child-Find activities in the early prevention and/or the identification of children with disabilities.
4. Engage families in early education activities to promote school readiness.
5. Influence effective teaching practices that lead to important growth in intellectual, social and academic development that is critical to our children’s future success.
Service Responsibilities:

1. Maintain contact with all HEB ISD daycare and preschool community partners.
2. Initiate contact with any new community preschools and/ or directors.
3. Maintain and disseminate an updated database of all HEB ISD community partners.
4. Communicate opportunities for local daycare and preschool staff to participate in HEB ISD professional development.
5. Facilitate professional development participation of daycare and preschool staff with Pre-K and Special Education departments, including resource management, communication, and follow-up.
6. Communicate opportunities for parents of children in local daycares and preschools to participate in parent training provided by the district and community partners.
7. Coordinate parent participation activities with appropriate district and community partner staff.
8. Investigate the possible implementation of a third community partnership for serving students with IEP’s in the least restrictive environment.
9. Coordinate and facilitate quarterly meetings with HEB ISD preschool community partners.
10. Conduct an end of year survey with HEB ISD preschool community partners.

Community Partners Liaison
August 2008
Timeline for Pre-Kindergarten Instruction

**Laredo Independent is currently utilizing the Scholastic Curriculum. It is a research-based, age-appropriate curriculum aligned to the Texas State Pre-Kindergarten Guidelines.**
*This timeline may be utilized with any other research-based, age appropriate curriculum which employs a thematic unit approach to instruction.*

<table>
<thead>
<tr>
<th>First Six Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Three Weeks</strong></td>
</tr>
<tr>
<td>Teachers introduce the students to the school setting. Teachers show students where the office, library, gym, cafeteria, restrooms etc. are. Rules are taught and reinforced. The teachers explain and teach procedures used on campus and rules which need to be followed. Students are taught to form straight lines and the level of voice volume to use in the different parts of the school. The teachers also begin to teach them the use of learning centers. Teachers explain one center at a time and procedures and rules to follow at each one. Teachers also introduce students to the idea of eating lunch at school and the idea of hygiene. Students are taught the proper way to wash their hands before they eat. Our pre-k students eat lunch in their classrooms in a family style atmosphere with everyone assisting in setting the table and serving some of the items. Additionally teachers introduce the school vocabulary and the concept of learning in two languages. Teachers also introduce students to the daily schedule and routines.</td>
</tr>
<tr>
<td><strong>Fourth Week</strong></td>
</tr>
<tr>
<td>Scholastic Unit Theme 1 Week 1</td>
</tr>
<tr>
<td>Friends and School “My Class”</td>
</tr>
<tr>
<td><strong>Fifth Week</strong></td>
</tr>
<tr>
<td>Scholastic Unit Theme 1 Week 2</td>
</tr>
<tr>
<td>Friends and School “School Workers”</td>
</tr>
<tr>
<td><strong>Sixth Week</strong></td>
</tr>
<tr>
<td>Scholastic Unit Theme 1 Week 3</td>
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<tr>
<td>Friends and School “Working and Playing Together”</td>
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</tbody>
</table>
### Second Six Weeks

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>First Week</td>
<td>Scholastic Unit Theme 2 Week 1</td>
</tr>
<tr>
<td></td>
<td>Home and Family “My Family”</td>
</tr>
<tr>
<td>Second Week</td>
<td>Scholastic Unit Theme 2 Week 2</td>
</tr>
<tr>
<td></td>
<td>Home and Family “People In My Home”</td>
</tr>
<tr>
<td>Third Week</td>
<td>Scholastic Unit Theme 2 Week 3</td>
</tr>
<tr>
<td></td>
<td>Home and Family “The World Around Me”</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>Scholastic Unit Theme 3 Week 1</td>
</tr>
<tr>
<td></td>
<td>Inside and Outside Me “My Body”</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>Scholastic Unit Theme 3 Week 2</td>
</tr>
<tr>
<td></td>
<td>Inside and Outside Me “The Five Senses”</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>Scholastic Unit Theme 3 Week 3</td>
</tr>
<tr>
<td></td>
<td>Inside and Outside Me “Movement”</td>
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</tbody>
</table>

### Third Six Weeks

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>First Week</td>
<td>Scholastic Unit Theme 4 Week 1</td>
</tr>
<tr>
<td></td>
<td>Staying Well, Staying Safe “Healthy Me”</td>
</tr>
<tr>
<td>Second Week</td>
<td>Scholastic Unit Theme 4 Week 2</td>
</tr>
<tr>
<td></td>
<td>Staying Well, Staying Safe “Nutrition and Exercise”</td>
</tr>
<tr>
<td>Third Week</td>
<td>Scholastic Unit Theme 4 Week 3</td>
</tr>
<tr>
<td></td>
<td>Staying Well, Staying Safe “Safety”</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>Scholastic Unit Theme 5 Week 1</td>
</tr>
<tr>
<td></td>
<td>Our Community “Places Around Town”</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>Scholastic Unit Theme 5 Week 2</td>
</tr>
<tr>
<td></td>
<td>Our Community “Getting Around”</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>Scholastic Unit Theme 5 Week 3</td>
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<td></td>
<td>Our Community “Neighborhood Jobs”</td>
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</tbody>
</table>
### Fourth Six Weeks

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Sub-Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Week</td>
<td>Scholastic Unit 6 Week 1</td>
<td>Working and Playing Together</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Getting Along”</td>
</tr>
<tr>
<td>Second Week</td>
<td>Scholastic Unit 6 Week 2</td>
<td>Working and Playing Together</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Getting Along”</td>
</tr>
<tr>
<td>Third Week</td>
<td>Scholastic Unit 7 Week 1</td>
<td>Make It, Build It</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Shapes”</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>Scholastic Unit 7 Week 2</td>
<td>Make It, Build It</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Colors”</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>Scholastic Unit 7 Week 3</td>
<td>Make It, Build It</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Making Things”</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>Scholastic Unit 7 Week 4</td>
<td>Make It, Build It</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Tools and Building”</td>
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</tbody>
</table>

### Fifth Six Weeks

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Sub-Theme</th>
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</thead>
<tbody>
<tr>
<td>First Week</td>
<td>Scholastic Unit 8 Week 1</td>
<td>Let’s Explore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Observing Our World”</td>
</tr>
<tr>
<td>Second Week</td>
<td>Scholastic Unit 8 Week 2</td>
<td>Let’s Explore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Sorting and Classifying”</td>
</tr>
<tr>
<td>Third Week</td>
<td>Scholastic Unit 8 Week 3</td>
<td>Let’s Explore</td>
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<tr>
<td></td>
<td></td>
<td>“Recording What We Observe”</td>
</tr>
<tr>
<td>Fourth Week</td>
<td>Scholastic Unit 8 Week 4</td>
<td>Let’s Explore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Interpreting What We Observe”</td>
</tr>
<tr>
<td>Fifth Week</td>
<td>Scholastic Unit 9 Week 1</td>
<td>Animals and Where They Live</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Animal Homes”</td>
</tr>
<tr>
<td>Sixth Week</td>
<td>Scholastic Unit 9 Week 2</td>
<td>Animals and Where They Live</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“All Kinds of Animals”</td>
</tr>
<tr>
<td>Week</td>
<td>Lesson Plan</td>
<td></td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| First Week | Scholastic Unit 9 Week 3  
Animals and Where They Live  
“Insects” |
| Second Week| Scholastic Unit 9 Week 4  
Animals and Where They Live  
“Life Cycles” |
| Third Week | Scholastic Unit 10 Week 1  
Everything Changes  
“How Plants Grow” |
| Fourth Week| Scholastic Unit 10 Week 2  
Everything Changes  
“All Kinds of Plants” |
| Fifth Week | Scholastic Unit 10 Week 3  
Everything Changes  
“Seasons and Weather” |
| Sixth Week | Scholastic Unit 10 Week 4  
Everything Changes  
“Growth and Change” |

***Pre-K students are tested on the C-PALLS Assessment three times a year. The test assesses students in the areas of letter recognition, rhyming, and vocabulary. Data from the assessment is used to drive instruction and target student’s areas of need. The assessment windows are in October, January, and April. This year in 2008 we began the administration of a mathematics assessment.***
MEMORANDUM OF UNDERSTANDING BETWEEN THE LAREDO INDEPENDENT SCHOOL DISTRICT AND TEACHING AND MENTORING COMMUNITIES FOR THE HIRING OF A JOINT TEEM MENTOR AND TEEM INTEGRATED TEACHER

This Memorandum of Understanding (MOU) is hereby entered into by and between the Laredo Independent School District, a Texas political subdivision (hereinafter referred to as "LISD"), acting by and through its Superintendent and the TMC, a private based non-profit corporation, acting by and through its Chief Executive Officer (hereinafter referred to as “TMC”).

a. Program Description

The purpose of this MOU is to establish the terms and conditions under which LISD and TMC will share in the project employment and supervision of the Texas Early Education Model (TEEM) Mentors to oversee __#_ existing Pre Kindergarten classrooms currently operating in TEEM at LISD. The Texas Early Education Model, or TEEM, benefits, develops and establishes collaborative pre-kindergarten classrooms at LISD that serve three and four-year-old children who meet the eligibility regulations for pre-kindergarten enrollment as determined by Texas Education Agency. In addition, Laredo Independent School District, TMC, and Head Start will collaborate to integrate one teacher to teach in a Head Start classroom using a TEEM approved early childhood curriculum that serves three and four year old children. TEEM is a product of The Center for Improving the Readiness of Children for Learning and Education (CIRCLE) at the University of Texas Health and Science Center whose mission is to:

- establish a clearinghouse for quality program development, related scientific data, and resource materials for early childhood programs,
- serve as a base for improved teacher training in the area of early childhood development, including pre-literacy, social/behavioral competence, and parent involvement, and
- develop instruments for program evaluation.

b. Term(s) of Agreement

- This Agreement becomes effective on the date of Laredo ISD Board Approval, and will remain in effect through August 31, 2009. Either party may terminate this Agreement for services at any time by giving formal written notice via registered mail to the other party, ninety (90) days prior to termination, stating the termination date and reason for cancellation.
This agreement will be jointly executed between LISD/TMC for the hiring of a TEEM Mentor at salary plus benefits not to exceed $66,950.* No more than $66,950* can be billed to TMC through August 31, 2009. TMC should be billed for actual salary and benefits or $5579.17* whichever is less within 15 days of the end of each month.

* The totals shown here will vary depending on the TEEM Mentor's years of service with the district.

c. **Responsibilities of TEEM Mentor:**

- Be on duty from 8:00 a.m. to 5:00 p.m. or until the work necessary is complete.
- Attend and complete all TEEM training.
- Assist in planning and presenting cognitive readiness teacher training and workshops.
- Support effective school readiness professional development experiences for teachers.
- Provide mentoring support to teachers in their carrying out 3 hours of cognitive readiness per day using the TEEM Model framework.
- Support implementation of a TEEM approved early childhood curriculum.
- Assist in scheduling child progress monitoring and assist teachers in planning instruction based on monitoring.
- Complete TEEM Mentor Observations.
- Facilitate participation of each sites’ School Readiness Certification System activities.
- Facilitate classroom observations by TEEM State representatives.
- Distribute materials to classrooms.
- Support TEEM Project Coordinator/Mentor in duties as assigned.
- Provide training for new Pre-Kinder teachers on TEEM approved curriculum.

d. **Responsibilities of TEEM Teacher:**

- Be on duty from 7:45 a.m. to 3:45 p.m. daily unless attending a workshop or other approved school business.
- Co-teach with the Head Start Center staff members assigned to the classroom by taking equal responsibility for lesson plans and daily preparation of instruction which accommodates different learning styles for the students.
- Present subject matter according to the Texas Education Guidelines, board policies and administrative regulations.
- Provide cognitive instruction for at least 4 hours daily.
- Follow Head Start Center dress code policy.
➢ Attend on-going Head Start Center and Laredo ISD professional development trainings.
➢ Keep records and data on students served.
➢ Assume responsibility for other assigned extracurricular activities.
➢ Work collaboratively with Laredo Independent School District, Head Start Center and TEEM partners to establish instructional objectives, goals, and methods through the use of Laredo ISD curriculum and CIRCLE philosophy.

e. Indemnification

To the extent authorized by law, in consideration of the performance by both parties of this agreement, each party does hereby agree to indemnify and hold harmless all agents, servants and employees of the other party from and against any and all claims and liabilities from any acts or omissions of the other party, its agents, servants, or employees, in the performance of this Agreement, except that neither party shall indemnify the other for claims or liabilities arising solely from its own negligent acts or omissions.

f. PEIMS/ADA (average daily attendance)

LISD shall remain responsible for PEIMS/ADA (average daily attendance) reporting requirements for each of its students participating in the Program, and LISD will claim ADA in accordance with pre-kindergarten guidelines. LISD will comply with all TEA accountability system requirements for the students.

g. Confidentiality of Student Records

In accordance with the Family Education Rights and Privacy Act ("FERPA") (20 U.S.C. §1232g) and LISD Board Policy series FL, all records relating to LISD students, which are generated or maintained by any employee of the Program, shall be considered education records, whether or not the records are generated at the respective school district. Both parties shall maintain the confidentiality of these and all education records in accordance with all applicable state, federal and local laws and regulations, including FERPA and LISD Board Policy series FL. The Parties shall not release education records to any third party without prior written consent by the student’s parent or other person in lawful control of the student or by a student who is 18 years of age or older, except as otherwise permitted by law.
h. Right to Audit

Either party, upon written notice, shall have the right to audit all documents relating to the services and work provided by the TEEM Mentor under this Agreement. Records subject to audit shall include, but not limited to records which may have a bearing on matters of interest to either party in connection with services provided to its students and shall be open to inspection and subject to audit and/or reproduction by LISD’S/TMC’s agents or its authorized representative to the extent necessary to adequately permit evaluation and verification of compliance with the contract requirements.

i. Notices

Notices to the parties hereto required or appropriate under this agreement shall be deemed sufficient if in writing and mailed, registered or certified mail, postage prepaid, addressed to:

TO:
  School District’s Name
  Superintendent’s Name
  Address
  City, State, Zip Code

TO:
  TMC
  Attn: CEO’s Name
  Address
  City, State, Zip Code

j. General Conditions:

➢ The Parties represent that the persons who have executed this Agreement are duly authorized and have the authority to execute this Agreement in their individual or representative capacity as indicated.
LISD is responsible for payment of wages and benefits, if any, to the TEEM Mentor, and TEEM teacher shall not be entitled to receive employee benefits from the other Party, including, but not limited to unemployment compensation, workers’ compensation, health insurance and retirement benefits. LISD assumes full responsibility for workers’ compensation insurance and for payment of all federal, state and local taxes or contributions, including, but not limited to, unemployment insurance, social security, Medicare and income taxes with respect to its employee. This Agreement does not create a partnership or a joint venture between the Parties hereto, nor does it authorize either party to serve as the legal representative or agent of the other. Neither party will have any right or authority to assume, create, or incur any liability or any obligation of any kind, expressed or implied, against or in the name of or on behalf of the other party, except as agreed in this MOU.

LISD agrees to allow TMC to participate in the interviewing and selection of the TEEM Mentor; and LISD further agrees that TEEM Mentor will be housed at TMC’s Corporate Office under the supervision of the TEEM Project Coordinator/Mentor.

This Agreement may be executed in any number of counterpart copies, each of which shall be deemed an original, but all of which together shall constitute a single instrument.

This Agreement, any duties hereunder, or interest herein, may not be assigned or delegated by either Party without the prior written consent of the other Party. Any assignment or delegation made in violation of this provision is null and void.

This Agreement constitutes the entire agreement and understanding of the parties. There are no representations or understandings of any kind not set forth herein. Any amendments to this Agreement must be in writing and fully executed by both parties.

If any term of this Agreement is found to be void or invalid, such findings shall not affect the remaining terms of this Agreement, which shall continue in full force and effect. The Parties further agree that if any provisions are deemed not enforceable, they shall be deemed modified to the extent necessary to make them enforceable. Any questions of particular interpretation shall not be interpreted against the draftsman, but rather in accordance with the fair meaning thereof. No provision of this Agreement will be deemed waived by either party unless expressly stated in writing and signed by the waiving party. No waiver shall be implied by delay or any other act or omission of either party.

This Agreement shall be construed in accordance with the laws of the State of Texas.
The signers of this agreement hereby represent and warrant that they have authority to execute this agreement on behalf of each of their respective entities.

IN WITNESS WHEREOF, the Parties have duly approved this Memorandum of Understanding as evidenced by the signatures below:

The Laredo Independent School District

By: ___________________________
Date: _________________________

TMC, Inc.

By: ___________________________
Date: _________________________
Laredo TEEM Mentor Responsibilities

**JUNE:**

1. Create mentor’s list of teachers for upcoming school year with regards to:
   - a minimum of 60 mentoring hours a month
   - a balance of T1’s, T2’s, and T3’s.
   - an equal amount of childcares, head starts, ISD, and faith based sites.
   - Geographic location.
2. Place order for T1 teachers for
   - Curriculum
   - PB Kits
   - SR Kits
   - C-Palls Kits
3. Create agendas for T1’s and T2’s for TEACHSCAPE for upcoming school year.
4. Plan for upcoming meetings in relation to School Readiness Certification Application Process with SCECD.
5. Support sites in our community that still have incomplete status on any part of the School Readiness Application.

**JULY:**

1. Create activities and make copies from our eCIRCLE agendas to have readily available for our upcoming training classes.
2. Plan for PDA / Handheld training scheduled for T1’s in September.
3. Address and submit any other reports sent by the SCECD.
4. Create samples of lesson plans for the upcoming school year using state adopted curriculum.
5. Work on vocabulary words correlated to the themes.

**AUGUST**
1. Organize eCIRCLE Calendars and sign-ins for each mentor
2. Organize binders for each site
3. Compile teacher start-up packet
   • teacher information sheet
   • W-9
   • Class roster for Wireless Generation
4. Plan for CIRCLE 2-day training scheduled for September.
5. Plan for August partner meeting.
6. Develop agenda and make packets for the partners to share.
7. Receive merchandise, take inventory and deliver the material to the sites (provided the material arrives when it is supposed to).
8. Develop mentoring calendar. (follow the calendar at the campuses)
9. Secure a computer lab for your eCIRCLE trainings.
11. Plan for State adopted curriculum training for T1’s.

SEPTEMBER

1. Schedule and take part in your Meet and Greet with each of your sites.
2. Collect a copy of each teachers
   • BOY lesson plan
   • Daily schedule
3. Deliver handhelds to your sites. Collect student information sheet from each teacher for Wireless Generation.
4. Create classes for each teacher for Wireless Generation.
5. Plan for September partner meeting.
   • Develop agenda and make packets for the partners to share.
6. Develop mentoring calendar.
8. Support SCECD in the CIRCLE 2-day training.
9. Provide the PDA/Handheld training for T1’s.
10. Begin eCIRCLE trainings at your designated computer lab.
12. Support in the State adopted Curriculum Training for T1's.
13. Address and submit any other reports sent by the SCECD

OCTOBER

1. Plan for October partner meeting
2. Develop mentoring calendar
5. BOY CPALL's assessment begins on Oct.15-Nov. 15; all handhelds need to be hot sync before Nov.15 in order for them to meet the deadline.
6. Begin eCIRCLE trainings at your designated computer lab
7. Address and submit any other reports sent by the SCECD.

NOVEMBER

1. Plan for November partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. CPALL's observables assessment window for BOY is Nov. 15- Dec. 15. All handhelds need to be hot sync before Dec. 15. in order for teachers to receive credit for meeting the deadline.
7. Facilitate eCIRCLE trainings at your designated computer lab.
8. Expect Fall Compliance Visit

DECEMBER

1. Plan for December partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Pick up handhelds, if necessary, and hot sync by Dec. 15.
8. Begin with the collection of student data and any other data required for the requirements in filling out the School’s Readiness Application for State Certification.

JANUARY

1. Plan for January partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in collecting any data for the School Readiness Certification Application.
9. MOY CPALL’s assessment window begins Jan. 15-Feb. 15. All handhelds need to be hot sync by Feb. 15 for teachers to meet the deadline.
9. Collect a copy of each teacher
   *MOY lesson plan

FEBRUARY

1. Plan for February partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in collecting any data for the School Readiness Certification Application.
8. CPALL’s observables assessment window for MOY is Feb. 15-Mar. 15. All handhelds need to be hot sync before Mar. 15 in order for teachers to receive credit for meeting the deadline.
9. Expect Spring Compliance Visit.

MARCH
1. Plan for March partner meeting.
2. Develop mentoring calendar. (follow calendar- notify changes)
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in collecting any data for the School Readiness Certification Application.
8. Pick up handelds, if necessary, and hot sync by Mar. 15.

APRIL

1. Plan for April partner meeting.
2. Develop mentoring calendar. (follow schedule- notify changes)
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in collecting any data for the School Readiness Certification Application.
8. Advise teachers to take classroom photos (12) for the application.
9. EOY CPALL’s assessment window begins on April 15-May 15. All handelds need to be hot sync before May 15 in order for the teachers to meet the deadline.

MAY

1. Plan for MAY partner meeting.
2. Develop mentoring calendar. (follow calendar- notify of any change to coordinator)
5. Address and submit any other reports sent by the SCECD.
6. Facilitate ecircle trainings at your designated computer lab.
7. Continue with supporting the sites in finishing the different parts for the School Readiness Certification Application.
8. Collect classroom photos (12) for the application and provide support in mailing off or uploading the following:
   * 12 photos
   * daily schedule
   * BOY, MOY, EOY lesson plan

9. Pick up handhelos, if necessary, and hot sync by May 15. Observables are optional for the EOY assessment.

10. Fill out and submit all EOY documentation for SCECD:
    * incentive pay doc.
    * Invoice and W-9
    * curriculum survey
    * all projected additional TEEM classroom for the upcoming year.
TEEM Coordinator Responsibilities

The TEEM Coordinator/Mentor has the same responsibilities as a mentor because coordinators also mentors.

JUNE:
Coordinator will look for additional classrooms to expand during the following year.
- Coordinator must always report to the office at the end of the day to ensure that all mentors are on track and have the close communication.
- Coordinator is the example of what is expected. If coordinator lays off, the mentors will begin doing the same. I try and set the example at the very beginning so that they know my expectations.
- Ensure that all documentation is complete for the state center for the calendar year that is coming to a close.
- Visit and do presentation at various sites to get ISD, child cares and head start acquainted with TEEM.
- Sent documents to the state center identifying new Target 1 teachers
- Sent documents to the state center order materials for the new classrooms with sites, teacher names, addresses, etc.
- Begin planning for the trainings that need to occur during the new calendar year
- Have daily meetings with the mentors as we prepare for the new year.
- Ensure that the mentors are complete with their requirements before anyone leaves on vacation in June
- Coordinator must be ready to conference call with the state center at any time.

1. Create mentor's list of teachers for upcoming school year with regards to:
   - a minimum of 60 mentoring hours a month
   - a balance of T1's, T2's, and T3's.
   - an equal amount of childcares, head starts, ISD, and faith based sites.
   - Geographic location.
2. Place order for 'T1 teachers for
• Curriculum
• PB Kits
• SR Kits
• C-Palls Kits
3. Create agendas for T1’s and T2’s for TEACHSCAPE for upcoming school year.

4. Plan for upcoming meetings in relation to School Readiness Certification Application Process with SCECD.

5. Support sites in our community that still have incomplete status on any part of the School Readiness Application.

**JULY:**

- Coordinator will order curriculums, PDA’s, Positive Beginnings and School Readiness Kits
- Schedule dates for trainings for 2 day CIRCLE Training, PDA training and Curriculum training
- Mentors take vacations at different times so that the office is never left alone and we are on track with goals.
- Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
- Coordinator is available to provide support when mentors are not sure of something.
- Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
- Coordinator must be ready to conference call with the state center at any time.

1. Create activities and make copies from our eCIRCLE agendas to have readily available for our upcoming training classes.
2. Plan for PDA / Handheld training scheduled for T1’s in September.
3. Address and submit any other reports sent by the SCECD.
4. Create samples of lesson plans for the upcoming school year using state adopted curriculum.
5. Work on vocabulary words correlated to the themes.

AUGUST

➢ Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
➢ Coordinator is available to provide support when mentors are not sure of something.
➢ Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
➢ Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center.
➢ Coordinator will make sure all mentors come to the office at the end of the day.
➢ If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
➢ Coordinator will develop Agenda for the monthly Partner Meeting
➢ Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
➢ Coordinator will shadow the mentors to provide assistance during the mentoring time.
➢ Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
➢ Coordinator will be responsible for anything that a mentor does not accomplish.
➢ Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.
➢ Coordinator must be ready to conference call with the state center at any time.
➢ Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.
1. Organize eCIRCLE Calendars and sign-ins for each mentor
2. Organize binders for each site
3. Compile teacher start-up packet
   • teacher information sheet
   • W-9
   • Class roster for Wireless Generation
4. Plan for CIRCLE 2-day training scheduled for September.
5. Plan for August partner meeting.
6. Develop agenda and make packets for the partners to share.
7. Receive merchandise, take inventory and deliver the material to the sites (provided the material arrives when it is supposed to).
8. Develop mentoring calendar.
9. Secure a computer lab for your eCIRCLE trainings.
11. Plan for State adopted curriculum training for T1’s.
12. Address and submit any other reports sent by the SCECD

SEPTEMBER

➢ Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
➢ Coordinator is available to provide support when mentors are not sure of something.
➢ Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
➢ Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center
➢ Coordinator will make sure all mentors come to the office at the end of the day.
➢ If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
➢ Coordinator will develop Agenda for the monthly Partner Meeting
➢ Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
> Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of things happening at all times.
> Coordinator must be ready to conference call with the state center at any time.
> Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.
> Coordinator will plan the School Readiness Celebration for teacher receiving the Texas School Ready Certificate.

1. Schedule and take part in your Meet and Greet with each of your sites.
2. Collect a copy of each teachers
   - BOY lesson plan
   - Daily schedule
3. Deliver handelds to your sites. Collect student information sheet from each teacher for Wireless Generation.
4. Create classes for each teacher for Wireless Generation.
5. Plan for September partner meeting.
   - Develop agenda and make packets for the partners to share.
6. Develop mentoring calendar.
8. Support SCECD in the CIRCLE 2-day training.
9. Provide the PDA/Handheld training for T1's.
10. Begin ecircle trainings at your designated computer lab.
12. Support in the State adopted Curriculum Training for T1's.
13. Address and submit any other reports sent by the SCECD

**OCTOBER**

> Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
> Coordinator is available to provide support when mentors are not sure of something.
Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.

- Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center.
- Coordinator will make sure all mentors come to the office at the end of the day.
- If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
- Coordinator will develop Agenda for the monthly Partner Meeting.
- Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
- Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.
- Coordinator must be ready to conference call with the state center at any time.
- Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.

1. Plan for October partner meeting
2. Develop mentoring calendar
5. BOY CPALL’s assessment begins on Oct.15-Nov. 15th. All handhelds need to be hot sync before Nov.15 in order for them to meet the deadline.
6. Begin eCIRCLE trainings at your designated computer lab
7. Address and submit any other reports sent by the SCECD.

**NOVEMBER**

- Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
✓ Coordinator is available to provide support when mentors are not sure of something.
✓ Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
✓ Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center.
✓ Coordinator will make sure all mentors come to the office at the end of the day.
✓ If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
✓ Coordinator will develop Agenda for the monthly Partner Meeting.
✓ Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
✓ Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.
✓ Coordinator must be ready to conference call with the state center at any time.
✓ Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.

1. Plan for November partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. CPALL’s observables assessment window for BOY is Nov. 15-Dec. 15. All handholds need to be hot sync before Dec. 15. in order for teachers to receive credit for meeting the deadline.
7. Facilitate eCIRCLE trainings at your designated computer lab.
8. Expect Fall Compliance Visit

DECEMBER
> Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
> Coordinator is available to provide support when mentors are not sure of something.
> Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
> Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center
> Coordinator will make sure all mentors come to the office at the end of the day.
> If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
> Coordinator will develop Agenda for the monthly Partner Meeting
> Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
> Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.
> Coordinator must be ready to conference call with the state center at any time.
> Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.

1. Plan for December partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Pick up handhelds, if necessary, and hot sync by Dec. 15.
8. Begin with the collection of student data and any other data required for the requirements in filling out the School’s Readiness Application for State Certification.
JANUARY

➢ Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
➢ Coordinator is available to provide support when mentors are not sure of something.
➢ Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
➢ Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center
➢ Coordinator will make sure all mentors come to the office at the end of the day.
➢ If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
➢ Coordinator will develop Agenda for the monthly Partner Meeting
➢ Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
➢ Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.
➢ Coordinator must be ready to conference call with the state center at any time.
➢ Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.

1. Plan for January partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in collecting any data for the School Readiness Certification Application.
8. MOY CPALL’s assessment window begins Jan.15-Feb.15. All handhelds need to be hot sync by Feb. 15 for teachers to meet the deadline.
9. Collect a copy of each teacher
   *MOY lesson plan

FEBRUARY

➢ Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
➢ Coordinator is available to provide support when mentors are not sure of something.
➢ Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
➢ Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center
➢ Coordinator will make sure all mentors come to the office at the end of the day.
➢ If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
➢ Coordinator will develop Agenda for the monthly Partner Meeting
➢ Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
➢ Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.
➢ Coordinator must be ready to conference call with the state center at any time.
➢ Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.

1. Plan for February partner meeting.
2. Develop mentoring calendar.
4. Complete and submit electronically and hardcopy of Monthly
Report.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in collecting any data for the School Readiness Certification Application.
8. CPALL's observables assessment window for MOY is Feb.15-Mar 15. All handhelds need to be hot sync before Mar.15 in order for teachers to receive credit for meeting the deadline.
9. Expect Spring Compliance Visit.

MARCH

- Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
- Coordinator is available to provide support when mentors are not sure of something.
- Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
- Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center.
- Coordinator will make sure all mentors come to the office at the end of the day.
- If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
- Coordinator will develop Agenda for the monthly Partner Meeting
- Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
- Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.
- Coordinator must be ready to conference call with the state center at any time.
- Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.
1. Plan for March partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in collecting any data for the School Readiness Certification Application.
8. Pick up handhelds, if necessary, and hot sync by Mar.15.

APRIL

➢ Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
➢ Coordinator is available to provide support when mentors are not sure of something.
➢ Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
➢ Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center
➢ Coordinator will make sure all mentors come to the office at the end of the day.
➢ If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
➢ Coordinator will develop Agenda for the monthly Partner Meeting
➢ Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
➢ Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.
➢ Coordinator must be ready to conference call with the state center at any time.
Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.

1. Plan for April partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in collecting any data for the School Readiness Certification Application.
8. Advise teachers to take classroom photos (12) for the application.
9. EOY CPALL’s assessment window begins on April 15-May 15. All handhelds need to be hot sync before May 15 in order for the teachers to meet the deadline.

MAY

- Coordinator meets weekly with mentors as to what has been accomplished and timeline for goals to be accomplished.
- Coordinator is available to provide support when mentors are not sure of something.
- Coordinator gets actively involved with the work together with the mentors so that can learn to produce documents that are acceptable by the state center.
- Coordinator will ensure that all documents are submitted in a timely manner to sent to the state center
- Coordinator will make sure all mentors come to the office at the end of the day.
- If mentors are doing eCIRCLE sessions coordinator will go and monitor mentor for support.
- Coordinator will develop Agenda for the monthly Partner Meeting
- Coordinator will send invitation and do follow-up calls to ensure all partners received the invitation.
Coordinator is responsible to ensure that all mentors know timelines of things due, schedules of thing happening at all times.

Coordinator must be ready to conference call with the state center at any time.

Coordinator will model, side by side coach and support the mentor during the mentoring time or the face to face Glows and Grows time.

1. Plan for MAY partner meeting.
2. Develop mentoring calendar.
5. Address and submit any other reports sent by the SCECD.
6. Facilitate eCIRCLE trainings at your designated computer lab.
7. Continue with supporting the sites in finishing the different parts for the School Readiness Certification Application.
8. Collect classroom photos (12) for the application and provide support in mailing off or uploading the following:
   * 12 photos
   * daily schedule
   * BOY, MOY, EOY lesson plan
9. Pick up handehlds, if necessary, and hot sync by May 15. Observables are optional for the EOY assessment.
10. Fill out and submit all EOY documentation for SCECD:
    * incentive pay document
    * Invoice and W-9
    * curriculum survey
    * all projected additional TEEM classroom for the upcoming year.

Coordinator must be ready to put out fires whenever something goes wrong.

Coordinator must be a good listener to the mentors.

The success of the TEEM Model is based on good communication amongst everyone.

Coordinator must develop a good two way communication to ensure that the all TEEM members are a TEAM.