

A Resolution

NO. _____

ENDORISING THE EDUCATIONAL ALIGNMENT FOR YOUNG CHILDREN'S STRATEGIC PLAN

WHEREAS, the National League of Cities has charged the Educational Alignment for Young Children (EAYC) with creating a Strategic Plan that would result in strong, interconnected childhood education systems focusing on children from birth through eight years old; and

WHEREAS, Fort Worth is home to many high quality preschool programs; and

WHEREAS, it is desirable to promote the healthy development and education of children to increase the likelihood that they will achieve educational success by the end of third grade; and

WHEREAS, in 2013, the EAYC initiative in Fort Worth originated from a cooperative effort between the National League of Cities and the City of Fort Worth; and

WHEREAS, the EAYC's Working Group studied strategies for change and identified those strategies that might benefit the City of Fort Worth; and

WHEREAS, the EAYC has created a Strategic Plan entitled "A Plan for the Next 1,000 Days," which includes plans for improving in the areas of assessment and data sharing, professional development, family engagement, and governance; and

WHEREAS, the EAYC's Strategic Plan will guide efforts to improve the lives of young children and their families; and

WHEREAS, these goals are consistent with the City of Fort Worth's ongoing commitment to early education; and

WHEREAS, these efforts are supported by a coalition of early learning professionals representing more than 20 organizations.

NOW, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF FORT WORTH, TEXAS, THAT:

1. The City of Fort Worth hereby endorses the EAYC's Strategic Plan, "A Plan for the Next 1,000 Days"; and
2. The City Manager is directed to implement any measures necessary to support the goals contained in the EAYC's Strategic Plan.



Adopted this _____ day of _____ 2015.

ATTEST:

By: _____

Mary Kayser, City Secretary

Attachment



A PLAN *for the next* ONE THOUSAND DAYS



EDUCATIONAL ALIGNMENT FOR YOUNG CHILDREN



March 2015

Special thanks to the National League of Cities, Fort Worth Library and Community Foundation of North Texas for their inspiration, support and leadership.

MEMBERS OF THE EDUCATIONAL ALIGNMENT FOR YOUNG CHILDREN WORKING GROUP

A B Christian Learning Center	Linda's Little Stars Daycare
Camp Fire First Texas	The Parenting Center
Catholic Charities	SPARC
Child Care Associates	Tarrant County Public Health Department
Children's Learning Institute	Texas A&M AgriLife Extension
City of Fort Worth	Texas Association for Infant Mental Health
ECl of North Central Texas	Texas Department of Family and Protective Services
Educational First Steps	Texas Licensed Child Care Association
Fatherhood Coalition	TCU College of Education
Fort Worth Chamber of Commerce	United Community Centers
Fort Worth Independent School District	United Way of Tarrant County
Fort Worth Library	University of Texas Health Science Center
JPS Health Network	Workforce Solutions of Tarrant County
Kinderplatz	YMCA of Metropolitan Fort Worth



BACKGROUND

Informed by infant brain research, concerns about kindergarten readiness, and the importance of reading well by grade three, much has been going on nationally, statewide, and locally to foster strategies directed toward success in school and in life for children ages birth to 8. However, these various strategies are largely uncoordinated on the ground. Even when some coordination exists, for example in place-based work, it is rarely aligned longitudinally through the *systems* – family and neighborhood, community-based child care (including Early Head Start), pre-kindergarten (including Head Start), kindergarten, and the early grades of elementary school. By alignment, we mean connected intentionally across the age range so that what happens in one system is linked to what happens in the next system progressively, as children learn and grow.

The word *system*, at least until kindergarten and elementary school, is a misnomer since families and neighborhoods, including the faith-based community, communicate informally; community-based child care programs, while regulated by the state to ensure minimum levels of care, do not routinely operate in relation to each other; and pre-kindergarten programs, divided now between school districts and community programs, are still exploring their relationship.

Dr. Neil Halfon at the University of California at Los Angeles has called this disconnect a vortex of missed opportunities to bring cohesion to the work of raising children who can be successful in school and in life. We think of the design of hoped-for cohesion and interconnectedness as something that not only adds value to the education of young children but something that creates value. This thinking gets us closer to the space where design functions to help people move through systems and deal with change. This is positive change that can be fostered where human challenges, technology, and methodology come together strategically to create alternative processes, inspiration and uplift. Simply put, the whole is greater than the sum of its parts.

The National League of Cities (NLC) is on the leading edge of the movement to improve the lives of young children and their families because the vitality of our communities depends on it. NLC's Educational Alignment Initiative began in 2012 with a close look at five cities (Boston, MA; Hartford, CT; San Antonio, TX; San Jose, CA; and Seattle, WA). Supported by the W.K. Kellogg and the Annie E. Casey Foundations, the Initiative provides technical assistance to municipal leadership, resting on the conviction that cities and city leaders represent a largely untapped resource for informing state and federal efforts to create strong, interconnected early childhood systems. In October 2013, additional participating cities were selected based on their potential to benefit from technical assistance and evidence of strong city-school partnerships. Participating cities include Fort Worth and Austin, TX; Hartford, CT; Longmont, CO; Richmond, VA; and Rochester, NY.

Fort Worth's Mayor Betsy Price asked City Councilwoman Kelly Allen Gray to serve as liaison between the library and the Council, providing support, input and feedback for the Alignment Project. A collaboration of local entities was organized as a Working Group to steer the new Educational Alignment for Young Children (EAYC) project and a Leadership Team of key stakeholders assumed responsibility for strategy development. In April 2014, the Community Foundation of North Texas demonstrated its support for the initiative by awarding EAYC a toolbox grant to fund coordination by a facilitator with a background in early learning.

INTRODUCTION

This document presents the work of the first 365 days of NLC's technical assistance to Fort Worth, TX, for the Alignment Project. It represents 27 local organizations and public institutions (18 of which are core members) who first grasped the importance of turning the vortex of missed opportunities into clearly linked strategies to align the human (family and neighborhood engagement), technological (assessment and data sharing), and instrumental (professional development) factors and to prepare cogent plans.

The reader will find in these pages information that makes the case for moving from a fragmented landscape to one that is aligned to create value for young children, their families and the institutions that serve them. Included here as well is a fresh assessment of the strengths, weaknesses, opportunities and challenges facing a sustainable cross-boundary collaboration among the founding group of EAYC's local organizations and public institutions. A strategies rubric is included for each of the three focus areas – family engagement, assessment and data sharing, professional development – and the supporting area of governance.

Tying the work together is EAYC's vision of Fort Worth's diverse communities empowering all children to succeed. EAYC's mission as a community collaboration that engages families in the healthy development of young children and improves the quality of early learning is seen as in direct support of the vision. Under the auspices of the Fort Worth Library, selected by Mayor Betsy Price as the city department from which to steer this educational alignment initiative, and a Leadership Team of professionals representing the Fort Worth Independent School District, Camp Fire Fort Worth, the Texas Association for Infant Mental Health, and the grass roots organization AB Christian Learning Center, we collectively present our plan.



A COMPELLING CASE FOR CHANGE

Leaders in the public, non-profit and business sectors of Fort Worth are concerned that too many children are entering kindergarten without the skills they need to succeed. The result is that too many children in third grade are unable to read on grade level, at a time when instead of learning to read, they should be reading to learn. According to an Annie E. Casey Foundation Kid's Count report, fewer than half of the city's children attend a high quality pre-school, and even fewer live in families where adults have access to parent education and support. While there is widespread understanding of the importance of the earliest years in a child's life, facts like these are hard to ignore:

- According to the 2010 census, 30 percent of the more than 100,000 children ages 8 and under in Fort Worth live in poverty
- FWISD reports that 83 percent of students in all grades received free and reduced price lunches during the 2012-13 school year
- The Casey Foundation reports that 39 percent of Fort Worth children ages 5 to 17 speak a language other than English at home
- FWISD reports that from kindergarten through third grade, 1,400 students were "left back" during the 2011-12 school year; 37 percent of third graders the following year did not meet passing standards for the STAAR reading test (See Appendix A)

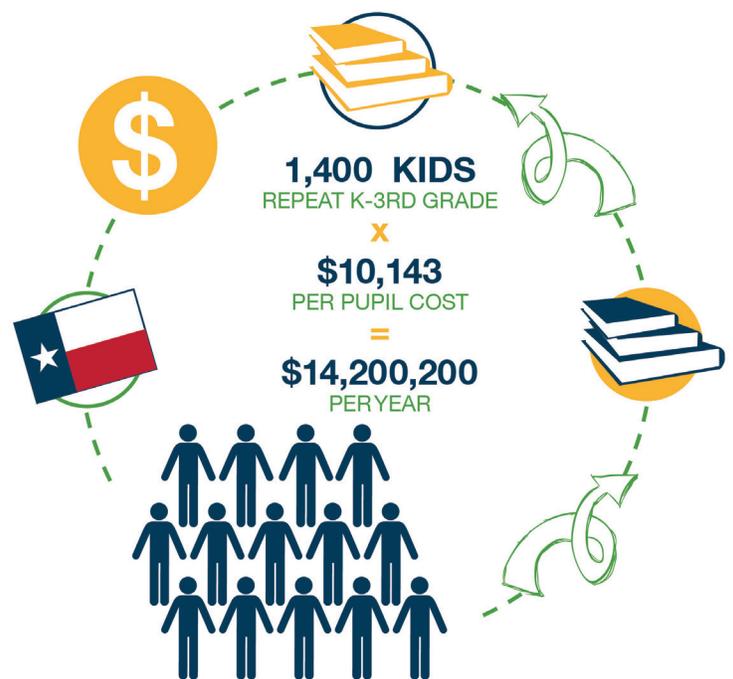
And yet, Fort Worth is home to many high quality preschool programs. FWISD has made some efforts to align assessments, standards and curricula among some of those programs and between those programs and the district. Civic leaders have convened community stakeholders to consider options for improving children's access to early education. However, many of Fort Worth's early care programs remain disconnected from these efforts and lack coordinated support. Facts like these are hard to ignore:

- There are 454 child-care programs serving children ages birth to 4.
- In 2013, more than 4,400 children enrolled in FWISD pre-kindergarten programs, 3,125 participated in Head Start, and 800 children ages 5 and under were educated in their homes by the FWISD's Parents as Teachers program.
- Of the 66 responders to a survey of community-based child care providers conducted by EAYC in 2014, 15 providers reported using self-developed assessments and nine reported that no assessments were used. (See Appendix B)

Against this backdrop of unmet needs, several recent developments at the state and local levels make this an ideal time for concerted action. Opportunities like these are hard to ignore:

- New state legislation in Texas requires a portion of federal and state child care funds be invested in quality improvement of early education at the local level
- The Texas Early Learning Council and the Texas Head Start State Collaboration Office jointly issued Core Competencies for Early Childhood practitioners and administrators which can be used as a guide for aligning standards and professional development
- The Tarrant County United Way has identified a goal to coordinate assessment of child outcomes in early learning and parent engagement countywide
- Key local funders are piloting a "promise neighborhood" approach in one high need area of the city as a way of improving outcomes for children from cradle to career.

According to the National League of Cities' Institute for Youth, Education and Families, "Researchers, practitioners and policy makers increasingly believe that a more seamless pipeline that addresses a range of academic, behavioral, health and family issues can serve young children more effectively." Technical assistance brought to Fort Worth from the NLC is helping city leaders promote the healthy development and education of children and increase the likelihood that they will achieve educational success by the end of third grade.



SITUATION ANALYSIS

Persuaded by the need for alignment of early learning programs and systems, EAYC's Working Group of 27 member organizations, 18 of which are "core" members (See Appendix C), spent nine months learning more about effective strategies for change and identifying the ones that might work best in Fort Worth. However, the question of the readiness of Working Group members to work together successfully as a sustainable collaboration remains unknown.

Individually and collectively the members shared their assessment of the strengths, weaknesses, opportunities and challenges to EAYC as a collaboration focused on making a difference for the community's children from birth to age 8. There was a high degree of consensus among the members.

The Working Group agreed that early childhood education is finally accepted by the general public and by public officials as important to a child's success in school and in life. The members are optimistic because there is strong commitment to educational alignment by many diverse organizations. In addition, the members value the focus on three discrete areas of work, and they have confidence in trusted, capable leaders within the group.

The encouragement of the Community Foundation of North Texas along with its collective of funders, the success of the December 2014 Texas Statewide Early Learning Summit in Fort Worth, and the potential for partnerships with other local education and child health initiatives all were seen as positive by the Working Group. Cautions expressed by the members centered on four concerns: the lack of visibility in the community as a whole, staffing to dedicate to the work within each member organization and staffing for the collaboration itself, and the resources needed to produce real outcomes. Whether the work will be supported by the to-be-named Superintendent of the FWISD was also mentioned.

The Working Group also explored the need to refine EAYC's organizing and governance model and the advantages and disadvantages of pursuing a pilot project in a distressed area of the city. Several members are interested in learning more about the potential usefulness of preparing a Children's Budget to reflect actual current spending from all sources for early learning in order to identify gaps where higher or shifted investments could pay dividends. The Working Group looks forward to the ongoing support and technical assistance from the NLC in addressing these issues and expressed eagerness for the connections across the state and nation that NLC might provide.



THREE DISCRETE AREAS OF WORK

Based on NLC's research on innovative thinking regarding alignment models and documented in its publication Profiles of Local Innovation, 10 areas of important and promising work were considered as being timely and relevant to Fort Worth:

- Formal partnerships or governance structures
- Access to quality early education
- School quality and organization
- Communication and data sharing
- Qualified teachers and administrators
- Alignment of standards, curricula, teaching practices and assessments
- Parent engagement and family support
- Programs to facilitate smooth transitions to school
- Public awareness of the importance of early education
- Creative funding strategies

Three areas were selected for development by three highly focused teams drawn from EAYC's Working Group. Based on our local context, these areas were somewhat re-defined and are presented below with accompanying rubrics created by the teams. These rubrics will serve as logic models throughout the project's implementation.

The **Assessment and Data Sharing Rubric** deals with assessment and data sharing to provide parents, early educators, teachers and service providers with access to common information that will improve how each supports the learning and development of the children in their care. The rubric identifies five key strategies, with its highest priority obtain and implement a data mapping system, such as the Early Development Instrument (EDI) so that a geographic map can be drawn to match child and community needs and solutions. Nine cities in Texas use this kind of mapping currently. A statewide Learning Community fosters innovation in its usefulness to solution development. A 2014 pilot project reviewing early assessment data from several Fort Worth youth-serving agencies points to the need for an aligned community-level approach to

assessment in support of school readiness (see Appendix B). The pilot found similar assessment tools but different approaches to aggregating data. These approaches are not aligned across agencies and are different from approaches used in public school.

The **Professional Development Rubric** deals with professional development in both early childhood and elementary school settings. The rubric identifies eight key strategies, some of which (for example, defining core competencies) have been partially or completely carried out during this planning year. Two high priorities are identified, one of which forms the basis of a recommended project for the next phase of EAYC's work: training on assessment selection and protocols. The survey of community based providers referred to earlier in this document demonstrates the lack of information and coordination among community based providers serving children birth to age 8. Similarly, public school teachers operating under strict state mandates for grade level proficiencies might benefit from training in the application of uniform assessments down the age range as an opportunity to pin point specific skill sets missing in students who need remediation. At the same time, focused attention will be given to establishing career ladders for these important professionals.

The **Family Engagement Rubric** deals with ways to ensure that parents are empowered to be their child's first teacher and most important advocate, and to connect families with the diverse supports that they need for a safe, healthy and economically secure household. This rubric identifies seven key strategies. Its highest priority rests on training and technical assistance for agencies and schools serving families with children from birth to third grade so that providers can move from traditional to transformational family engagement. As described by the W.K. Kellogg's National Equity Project, transformational approaches operate from a strength-based model, involve shared responsibilities with caregivers and teachers, are co-constructed by families and staff, build the capacity of each partner, adopt a continuous improvement mindset, and are integrated into the life of the program or school.

EAYC: ASSESSMENT AND DATA SHARING

OBJECTIVE	OUTCOMES	INDICATORS	STRATEGIES
<ul style="list-style-type: none"> Align assessment and data sharing systems 	<ul style="list-style-type: none"> Success rates of children from various early childhood experiences when they enter school are determined Various factors that affect educational success are analyzed and understood Timely changes and improvements are made using data Service recipients and gaps in services are identified System is in place for information sharing with parents/providers in order to make course corrections 	<ul style="list-style-type: none"> Stakeholders and their data needs are clear Data currently collected, assessment tools and key indicators currently in use and by whom are identified Missing data elements are identified Data to be collected and shared in aligned system are prioritized Communication plan for sharing data is in place Policy questions are identified that drive the data system Establishment of Data Governance Committee 	<ul style="list-style-type: none"> Implement a data mapping system, such as the Early Development Instrument (EDI), in order to analyze strengths/needs/gaps on the community and neighborhood level Define common measures and outcomes in order to understand the collective impact of our community's early childhood programs. Develop plan for launching an integrated, shared data system that provides/ tracks child-level data, beginning at birth Educate / increase awareness among parents and early childhood community about data privacy and benefits of data sharing Develop best practices/ tools for data sharing



EAYC: FAMILY ENGAGEMENT

OBJECTIVE	OUTCOMES	INDICATORS	STRATEGIES
<ul style="list-style-type: none"> Enhance Family Engagement 	<ul style="list-style-type: none"> Cross-sector collaboration results in a commitment to shared responsibility among families, schools and communities for a culture where families are leaders in the early learning and development of their children 	<ul style="list-style-type: none"> Defined communication vehicles among family, providers and communities reflect the new culture of families as leaders in their children's learning and development Families are supported in the sharing of responsibility for their children's success in school and in life Resource providers are at the table to plan and implement Collective impact techniques are in use to conduct overlap and gap analysis 	<ul style="list-style-type: none"> Provide training to identify strategies for expanding reach of family engagement where and how needed Provide access to support and education to all families at a central location Develop two-way communication between families and resources/support services Engage families in the process Organize and engage community based child care providers in reaching the families most in need Provide professional training for agencies and schools who serve families with children from birth to third grade to move service providers from traditional to transformational family engagement Identify professional development needs and strategies



EAYC: PROFESSIONAL DEVELOPMENT

OBJECTIVE	OUTCOMES	INDICATORS	STRATEGIES
<ul style="list-style-type: none"> Attract/Support/ Develop/Retain Qualified Teachers and Administrators 	<ul style="list-style-type: none"> Critical competencies are systematically included in professional development and education programs for all practitioners and administrators Assessments in early learning programs guide program quality improvement 	<ul style="list-style-type: none"> Common language and terms in use Learning objectives for all professional development reflect core competencies aligned to ages 0-8 Practitioners are successful and stay in the field Annual surveys of child care centers show increased use of assessment tools Professional development and preparation including training on understanding family dynamics 	<ul style="list-style-type: none"> Define core competencies for practitioners Align efforts through affiliate groups, associations, training of trainers. Explore alternatives for attracting and retaining practitioners to reduce turnover rate Correlate assessment tools to the core competencies identified as pertinent for all early learning practitioners Provide training and information on assessment do's and don'ts formative vs. summative assessment and structuring observations and anecdotes Identify and invite organizations that are not yet included Develop strategy to motivate and reward involvement of both trainers and practitioners Identify key elements of professional training and identify leadership to support administrators Explore alternative models specific to professional learning and define career pathway funding for community based child care providers



EAYC: GOVERNANCE

Team leaders of the three focused groups join together with the city's representative to form the Governance Team. Its unique work is to develop common definitions and goals and take joint action to implement a high quality, aligned system. One role of the city representative is to execute a Memorandum of Understanding (MOU) with each partner.

OBJECTIVE	OUTCOMES	INDICATORS	STRATEGIES
<ul style="list-style-type: none"> ■ Create a Governance Structure 	<ul style="list-style-type: none"> ■ A defined group of individuals is responsible for guiding and making decisions about birth to 3rd grade alignment efforts ■ Citywide stakeholder buy-in to strategic plan ■ Funders acknowledge the alignment plan as a basis for funding decisions 	<ul style="list-style-type: none"> ■ Common language and MOU among partner organizations ■ Stakeholders involved in the work ■ All partners identify ways to support early learning through their daily functions 	<ul style="list-style-type: none"> ■ Execute MOU's for commitment to action ■ Adopt an organizing model that creates conditions for partnership success ■ Consider pro's and con's of place-based work ■ Raise the profile of early childhood education ■ Coordinate resource development and sharing, including a possible Children's Budget

SUSTAINING THE WORK

Twenty-seven key organizational stakeholders, eighteen of which are core members, have crafted a compelling case for change from a vortex of missed opportunities to an integrated path linking critical systems with powerful practices that promote the success of young children in school and in life. We are committed to a vision and mission to align systems for Fort Worth children from birth to age 8. We have created three-year plans in three discrete areas. We have assessed our ability to sustain a cross-sector initiative, given the resources needed to execute our plan. We are committed to necessary course corrections and developing more detailed plans based on continuous learning. We are ready to sign memoranda of understanding reflecting this commitment.

Strong, discerning leadership will be necessary to make this plan a reality, not only because additional strategies are needed but because not all strategies can be rolled out at once. EAYC knows that measurement of results over time is essential to its credibility. Fort Worth's children and families deserve no less.

SOURCES

National League of Cities Institute for Youth, Education, and Families: Educational Alignment for Young Children: Profiles of Local Innovation. Washington, D.C. 2012

Alliance for Early Success and Child Trends: The Research Base for a Birth Through Age Eight State Policy Framework. Bethesda, MD 2013

Washington State Office of Superintendent of Public Instruction: A Guide to Assessment in Early Childhood, Infancy to Age Eight. Olympia, WA 2008

Neal Halfon, MD MPH, April Cannetto and Alex Morales: Using the EDI for Transforming Early Childhood Community Systems. First5 California, March 1, 2011

Center for Public Policy Priorities: Investing in Our Future – 2013 State of Texas Children Annual KIDS COUNT Data Book. Austin, TX, December 2013.

APPENDICES

Appendix A - Page 13
Fort Worth Data Summary: Children Birth through Age 8

Appendix B - Page 26
EAYC Assessment Survey Results
Data Sharing Pilot Project Report

Appendix C - Page 30
EAYC "Core" Partners' Vision and Mission Statements



FORT WORTH KIDS: EARLY LEARNING & EDUCATION DATA

DEMOGRAPHICS

NUMBER OF CHILDREN IN FORT WORTH
2010 Census^A

Ages 0 to 5		Ages 6 to 8	
Both Sexes	79,843	Both Sexes	37,628
Male	40,521	Male	19,216
Female	39,322	Female	18,412

CHILDREN IN POVERTY BY AGE GROUP
Kids Count Data Center^B

Age Group	Data Type	2009	2010	2011	2012	2013
0 to 5	#	27,000	22,000	27,000	23,000	24,000
	%	32%	27%	33%	29%	31%
6 to 17	#	36,000	31,000	40,000	34,000	38,000
	%	28%	23%	28%	24%	26%
Less than 18	#	63,000	53,000	67,000	57,000	62,000
	%	29%	25%	30%	26%	27%

FREE AND REDUCED-PRICE (FRP) MEALS ELIGIBILITY RATES
Texas School Breakfast Report Card^C

	2010-11	2011-12	2012-13	% Change from 2010-2013
Tarrant County	56.9%	56.0%	58.6%	+3.1%
Fort Worth ISD	80.8%	82.1%	83.3%	+3.1%

CHILDREN (UNDER AGE 18) IN SINGLE-PARENT FAMILIES
Kids Count Data Center^B

	2009	2010	2011	2012	2013
#	80,000	76,000	82,000	79,000	85,000
%	38%	37%	38%	36%	39%

DEMOGRAPHICS

FAMILIES WITH RELATED CHILDREN (UNDER AGE 18) THAT ARE BELOW POVERTY BY FAMILY TYPE

Kids Count Data Center^B

Age Group	Data Type	2009	2010	2011	2012	2013
All Families	#	24,000	21,000	26,000	23,000	25,000
	%	22%	20%	24%	21%	23%
Married Couple	#	9,000	7,000	11,000	9,000	7,000
	%	13%	11%	16%	13%	11%
Single Parents	#	15,000	13,000	15,000	14,000	18,000
	%	38%	36%	36%	37%	41%

CHILD POPULATION BY HOUSEHOLD TYPE

Kids Count Data Center^B

Age Group	Data Type	2009	2010	2011	2012	2013
Married-couple Households	#	137,000	141,000	143,000	146,000	143,000
	%	63%	65%	63%	65%	63%
Father Only Households	#	14,000	14,000	14,000	15,000	22,000
	%	6%	6%	6%	7%	10%
Mother Only Households	#	66,000	61,000	68,000	63,000	62,000
	%	30%	28%	30%	28%	27%

CHILDREN (AGES 5-17) WHO SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME

Kids Count Data Center^B

	2009	2010	2011	2012	2013
#	56,000	52,000	58,000	61,000	56,000
%	38%	35%	36%	39%	34%

PRE-K SERVICES

REGULATED CHILD (0-4) CARE PROGRAMS, 2014*

Texas Department of Family and Protective Services^D

	Number of Programs in Fort Worth	Capacity
Registered Child-Care - Home	219	2,521
Licensed Child-Care - Home	34	408
Licensed Center	201	22,051
Total	454	24,980

PRE-K PROGRAMS IN FWISD (2013-2014 SCHOOL YEAR)

Fort Worth ISD^E

Number of Children Enrolled in Pre-K Programs at FWISD	4,431
Number of FWISD Schools with Enrolled Pre-K Students	76

CHILDREN SERVED BY CHILD CARE ASSOCIATES, 2014

Child Care Associates^F

Program	Number of Children Served by Program	Number of Families Served by Program
Early Head Start	303	227
Head Start	2,822	2,676
Total	3,125	2,903

CHILDREN SERVED BY PARENTS AS TEACHERS, 2014

Fort Worth ISD^E

Program	Number of Children Served
Prenatal	5
Birth to 11 Months	66
1 Year Old (12-23 Months)	112
2 Year Old (24-35 Months)	194
3 Year Old (36-47 Months)	229
4 Year Old (48-59 Months)	187
5 Year Old (60+ Months)	13
Total	806

FWISD DATA

GRADE-LEVEL RETENTION IN FWISD, BY GRADE, 2012-2013 SCHOOL YEAR

Texas Education Agency^G

Grade	Retained	Students	Rate (%)	Texas Average (%)
Grade K	81	6,960	1.2	2.5
Grade 1	560	7,565	7.4	4.7
Grade 2	378	7,102	5.3	3.0
Grade 3	317	6,760	4.7	2.2
Grade 4	166	6,468	2.6	1.2
Grade 5	106	6,288	1.7	1.5
Grade 6	33	6,053	0.5	0.8

PERCENTAGE OF CHILDREN READING ON GRADE LEVEL BY 3RD GRADE IN FWISD

Fort Worth ISD^E

63% of 3rd Graders met passing standards for the 2013-2014 STAAR Reading Test
(based on all documents scored for 3rd graders in both the English and Spanish Tests combined)

TOTAL ANNUAL EXPENDITURE PER STUDENT IN FWISD

Texas Education Agency^H

For the 2012-2013 School Year, the Total Disbursements Per Student (all grade levels) were \$10,143 in FWISD

CHILDREN SERVED BY PARENTS AS TEACHERS, 2014

Fort Worth ISD^E

Program	Number of Children Served
Prenatal	5
Birth to 11 Months	66
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2 Year Old (24-35 Months)	194
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FWISD DATA

FWISD 2013-2014 KINDERGARTEN EARLY SKILLS INVENTORY, 1ST SIX WEEKS

Fort Worth ISD^E

Skills	# of Students	Not Yet	Emerging	Developed
EARLY SKILLS MATHEMATICS				
Recognizes shapes: circle, triangle, rectangle, square, rhombus, oval	7213	4.4%	57.1%	40.1%
Rote counts to 20 or higher	7230	7.8%	54.5%	39.5%
Recognizes numerals 0-20	7213	13.8%	70.0%	17.1%
Identifies, extends, and creates single patterns	7231	21.1%	61.8%	18.3%
Understands positional terms (under, over, beside, behind)	7231	6.9%	71.5%	22.6%
Solves simple addition facts	7231	58.1%	40.2%	3.6%
Solves simple subtraction facts	7231	61.0%	38.5%	2.4%
Compares and orders objects by length, capacity, and weights	7231	52.5%	46.8%	2.4%
GENERAL KNOWLEDGE				
Identify self by first and last names	7231	1.5%	32.3%	68.9%
States age (in years)	7231	3.9%	32.0%	66.7%
States birth date (month and day)	7231	28.5%	50.8%	22.5%
Prints first name with capital and lower case letters	7232	5.5%	47.5%	49.1%
LANGUAGE AND EARLY LITERACY				
Identifies middle sounds	7230	36.4%	60.1%	4.9%
Identifies ending sounds	7230	32.1%	62.3%	6.9%
Identifies and claps syllables	7230	12.2%	65.3%	24.0%
Blends sounds to form words	7231	21.8%	68.2%	11.2%
Follows simple oral directions after being told once	7231	4.4%	60.5%	36.7%
Understands concepts about print (i.e. left to right, top to bottom...)	7231	6.1%	58.2%	37.3%
Identifies 10 or more capital letters	7231	9.6%	40.2%	52.6%
Identifies 10 or more lower case letters	7231	10.1%	41.3%	51.0%
Identifies 10 or more sounds	7231	12.1%	46.1%	43.9%
Produces some letter sounds	7231	8.8%	50.8%	42.3%
Identifies rhyming words	7230	17.9%	62.1%	21.1%
Produces words that rhyme	7230	23.0%	62.4%	16.0%
Identifies beginning sounds	7231	14.0%	62.8%	24.5%
PHYSICAL DEVELOPMENT				
Demonstrates jumping, hopping, skipping, leaping over a stationary line	7231	1.5%	62.1%	37.8%
Demonstrates ability to balance	7231	1.8%	62.0%	37.4%
Holds writing tools with fingers (instead of with fist)	7231	0.9%	46.4%	54.7%
Cuts a straight line with scissors	7231	3.6%	62.0%	36.0%

FWISD DATA

FWISD 2013-2014 KINDERGARTEN EARLY SKILLS* INVENTORY, 1ST SIX WEEKS

Fort Worth ISD^E

Skills	# of Students	Not Yet	Emerging	Developed
SOCIAL DEVELOPMENT				
Follows class rules	7151	2.6%	59.3%	39.6%
Listens without interrupting	7151	3.7%	59.5%	38.2%
Completes tasks	7151	3.9%	61.8%	35.8%
Expresses interest in learning	7151	1.7%	53.5%	46.5%
Speaks in a respectful tone to teachers and others	7151	1.2%	47.0%	53.8%
Shares materials and toys with peers	7151	1.2%	53.7%	46.9%
Practices self-control	7151	3.8%	61.1%	36.6%
Participates in group activities	7151	1.3%	53.7%	46.7%
TECHNOLOGY				
Starts a software program	7231	21.0%	64.1%	16.2%
Uses a mouse to click on objects	7231	7.0%	58.4%	35.9%

CHILD CARE REQUIREMENTS

REQUIREMENTS FOR HEAD START/EARLY HEAD START TEACHING STAFF (PUBLISHED IN 2008)

Head Start¹

What will the requirements for Head Start Teachers be as of October 1, 2011?

By October 1, 2011, each Head Start classroom in center-based programs must have a teacher who has at least one of the following:

- An associate, baccalaureate or advanced degree in early childhood education;
- An associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children;
- A baccalaureate or advanced degree in any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children or;
- A baccalaureate degree in any field and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children and is receiving ongoing professional development and support from Teach For America's professional staff

However, a 3-year waiver can be granted to the above requirement if a Head Start agency can demonstrate it has attempted unsuccessfully to recruit a qualified candidate and the individual for whom the waiver is being requested is enrolled in a program that will grant that individual a qualifying degree in a reasonable time period. If such a waiver is granted, there must be, in that individual's classroom, a teacher with a CDA credential appropriate to the age of the children being served or an individual with a State awarded certificate for preschool teachers that meets or exceeds the requirements of a CDA credential.

What will the requirements for Head Start Teachers be as of September 30, 2013?

- By September 30, 2013 at least 50% of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children.
- OHS expects every grantee to make reasonable progress in increasing its numbers of teachers with qualifying BA degrees but there is not a requirement for each grantee to assure that at least 50% of its teachers have such degrees. The requirements established in 2011 for every Head Start teacher will continue to apply.

What are the qualification requirements for Teacher aides/assistants?

By September 30, 2013 all teaching assistants in center-based programs must:

- Have a child development associate (CDA) credential;
- Be enrolled in a CDA credential program that will be completed within 2 years;
- Have an associate or baccalaureate degree (in any area) or be enrolled in a program leading to such a degree.

CHILD CARE REQUIREMENTS

REQUIREMENTS FOR HEAD START/EARLY HEAD START TEACHING STAFF (PUBLISHED IN 2008)

Head Start¹

What are the qualification requirements for education coordinators?

By September 30, 2013 all education coordinators (including those that serve as curriculum specialists), nationwide in center-based programs must have:

- A baccalaureate or advanced degree in early childhood education; or
- A baccalaureate or advanced degree in any subject and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children.

EARLY HEAD START

What are the current requirements for Early Head Start teacher qualifications?

Current Head Start regulations require Early Head Start teachers to have a CDA credential for Infant and Toddler Caregivers, or an equivalent credential that addresses comparable competencies within one year of hire as a teacher of infants and toddlers.

What will be the requirements for Early Head Start Teachers as of September 30, 2010?

By September 30, 2010, all Early Head Start teachers must have, at a minimum, a CDA credential and have been trained (or have equivalent coursework) in early childhood development.

What will be the requirements for Early Head Start Teachers as of September 30, 2012?

By September 30, 2012 all Early Head Start teachers must meet the above requirement and be trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.

REQUIREMENTS FOR ORIENTATION FOR A CHILD-CARE HOME IN TEXAS

Texas Department of Family and Protective Services¹

Orientation to your child-care home must include at least the following:

- An overview of the minimum standards found in this chapter;
- Your home's child-care policies including discipline, guidance, and the release of children;
- An overview of symptoms of child abuse, neglect, and sexual abuse and the responsibility for reporting these;
- The procedures to follow in handling emergencies. Emergencies include, but are not limited to, fire, explosion, tornado, toxic fumes, volatile individuals, and severe injury or illness of a child or adult; and
- The use and location of fire extinguishers and first-aid equipment.



CHILD CARE REQUIREMENTS

QUALIFICATIONS FOR BECOMING THE PRIMARY CAREGIVER OF A LICENSED CHILD-CARE HOME IN TEXAS *Texas Department of Family and Protective Services¹*

(a) Except as otherwise provided in this division, a primary caregiver for a licensed child-care home must:

- Be at least 21 years of age;
- Have a high school diploma or its equivalent;
- Have a certificate of completion of the Licensing orientation within one year prior to your application date;
- Have current certification in CPR and first aid with rescue breathing and choking; and
- Have one of the following combinations of education and experience in a licensed child-care center, or in a licensed or registered child-care home:

Education	Experience
(A) A bachelor's degree with 12 college credit hours in child development and three college credit hours in business management,	and at least one year of experience in a licensed child-care center, or in a licensed or registered child-care home;
(B) An associate's of applied science degree in child development or a closely related field with six college credit hours in child development and three college credit hours in business management. A "closely related field" is any educational instruction pertaining to the growth, development, physical or mental care, or education of children ages birth through 13 years,	and at least one year of experience in a licensed child-care center, or in a licensed or registered child-care home;
(C) Sixty college credit hours with six college credit hours in child development and three college credit hours in business management,	and at least one year of experience in a licensed child-care center, or in a licensed or registered child-care home;
(D) A Child Development Associate credential or Certified Child-Care Professional credential with three college credit hours in business management,	and at least one year of experience in a licensed child-care center, or in a licensed or registered child-care home;
(E) A child-care administrator's certificate from a community college with at least 15 college credit hours in child development and three college credit hours in business management,	and at least two years of experience in a licensed child-care center, or in a licensed or registered child-care home;
(F) A day-care administrator's credential issued by a professional organization or an educational institution and approved by Licensing based on criteria specified in Subchapter P of Chapter 745 of this title (relating to Day-Care Administrator's Credential Program),	and at least two years of experience in a licensed child-care center, or in a licensed or registered child-care home;
(G) Seventy-two clock hours of training in child development and 30 clock hours in business management,	and at least three years of experience in a licensed child-care center, or in a licensed or registered child-care home.

(b) Options (D) and (F) of subsection (a) of this section require periodic renewal.

CHILD CARE REQUIREMENTS

QUALIFICATIONS FOR THE DIRECTOR OF A CHILD-CARE CENTER LICENSED FOR 13 OR MORE CHILDREN IN TEXAS *Texas Department of Family and Protective Services^K*

(a) Except as otherwise provided in this division, the director of a child-care center licensed for 13 or more children must be at least 21 years of age, have a high school diploma or its equivalent, and meet one of the following combinations of education and experience:

Education	Experience
(1) A bachelor's degree with 12 college credit hours in child development and six college credit hours in business management,	and at least one year of experience in a licensed child-care center;
(2) An associate's of applied science degree in child development or a closely related field with six college credit hours in child development and six college credit hours in business management. A "closely related field" is any educational instruction pertaining to the growth, development, physical or mental care, or education of children ages birth through 13 years,	and at least two years of experience in a licensed child-care center
(3) Sixty college credit hours with nine college credit hours in child development and six college credit hours in business management,	and at least two years of experience in a licensed child-care center;
(4) A child-care administrator's certificate from a community college with at least 15 college credit hours in child development and three college credit hours in business management,	and at least two years of experience in a licensed child-care center;
(5) A Child Development Associate credential or Certified Child-Care Professional credential with six college credit hours in business management,	and at least two years of experience in a licensed child-care center
(6) A day-care administrator's credential issued by a professional organization or educational institution and approved by Licensing based on criteria specified in Sub-chapter P of Chapter 745 of this title, (relating to Day- Care Administrator's Credential Program),	and at least two years of experience in a licensed child-care center; or
(7) Nine college credit hours in child development and nine college credit hours in business management	and at least three years of experience in a licensed child-care center

(b) Options (5) and (6) of subsection (a) of this section require periodic renewal to remain qualified.

CHILD CARE REQUIREMENTS

QUALIFICATIONS FOR THE DIRECTOR OF A CHILD-CARE CENTER LICENSED FOR 13 OR FEWER CHILDREN IN TEXAS *Texas Department of Family and Protective Services^k*

(a) Except as otherwise provided in this division, the director of a child-care center licensed for 12 or fewer children must be at least 21 years old, have a high school diploma or its equivalent, and meet one of the following combinations of education and experience

Education	Experience
(1) A bachelor's degree with 12 college credit hours in child development and three college credit hours in business management,	and at least one year of experience in a licensed child-care center or a licensed or registered child-care home;
(2) An associate's of applied science degree in child development or a closely related field with six college credit hours in child development and three college credit hours in business management. A "closely related field" is any educational instruction pertaining to the growth, development, physical or mental care, or education of children ages birth through 13 years,	and at least one year of experience in a licensed child -care center or a licensed or registered child-care home;
(3) Sixty college credit hours with six college credit hours in child development and three college credit hours in business management,	and at least one year of experience in a licensed child-care center or a licensed or registered child-care home;
(4) A Child Development Associate credential or Certified Child-Care Professional credential with three college credit hours in business management,	and at least one year of experience in a licensed child-care center or a licensed or registered child-care home;
(5) A child-care administrator's certificate from a community college with at least 15 college credit hours in child development and three college credit hours in business management	and at least two years of experience in a licensed child-care center or a licensed or registered child-care home;
(6) A day-care administrator's credential issued by a professional organization or an educational institution and approved by Licensing based on criteria specified in Subchapter P of Chapter 745 of this title(relating to Day- Care Administrator's Credential Program)	and at least two years of experience in a licensed child-care center or licensed or registered child-care home; or
(7) Seventy-two clock hours of training in child development and 30 clock hours in business management,	and at least three years of experience in a licensed child-care center or a licensed or registered child-care home.

(b) Options (4) and (6) of subsection (a) of this section require periodic renewal.

CHILD CARE REQUIREMENTS

ANNUAL TRAINING HOURS REQUIRED FOR CAREGIVERS IN TEXAS

Texas Department of Family and Protective Services^K

(A) Each caregiver must obtain at least 24 clock hours of training each year relevant to the age of the children for whom the caregiver provides care. The 24 Clock hours of annual training are exclusive of orientation, pre-service training requirements, CPR and first aid, transportation safety training, and high school child-care work-study classes.

(B) At least six clock hours of annual training must be in one or more of the following topics:

- Child growth and development;
- Guidance and discipline;
- Age-appropriate curriculum; and
- Teacher- child interaction.

(C) At least one clock hour of annual training must focus on prevention, recognition, and reporting of child abuse and neglect, including:

- Factors indicating a child is at risk for abuse or neglect;
- Warning signs indicating a child may be a victim of abuse or neglect;
- Internal procedures for reporting child abuse or neglect; and
- Community organizations that have training programs available to child-care center staff members, children, and parents.

(D) The remaining clock hours of annual training must be in one or more of the following topics:

- Care of children with special needs;
- Child health (for example, nutrition and activity);
- Safety;
- Risk management;
- Identification and care of ill children;
- Cultural diversity for children and families;
- Professional development (for example, effective communication with families, time and stress management);
- Preventing the spread of communicable diseases;
- Topics relevant to the particular age group the caregiver is assigned (for example, caregivers assigned to an Infant or toddler group should receive training on biting and toilet training);
- Planning developmentally appropriate learning activities;
- Observation and assessment;
- Attachment and responsive care giving; and
- Minimum standards and how they apply to the caregiver.

(E) If a caregiver provides care for children younger than 24 months of age, one hour of that caregiver's annual training must cover the following topics:

- Recognizing and preventing shaken baby syndrome;
- Preventing sudden infant death syndrome; and
- Understanding early childhood brain development.

(F) A caregiver who transports a child whose chronological or developmental age is younger than nine years old must meet additional training requirements, as outlined in §746.1316 of this title (relating to What additional training must a person have in order to transport a child in care?).

(G) A caregiver may obtain no more than 50% of annual training through self-instructional training.



CHILD CARE REQUIREMENTS

PERSONNEL QUALIFICATIONS FOR CAREGIVERS IN CHILD-CARE CENTERS IN TEXAS

Texas Department of Family and Protective Services^l

- DFPS background check
- Be free of active tuberculosis
- Notarized Licensing Affidavit for Applicants for Employment form; and
- Orientation to the child-care center
- 18 years old or older
- High school diploma or equivalent
- Eight hours pre-service training

TEACHER REQUIREMENTS FOR PUBLIC PREKINDERGARTEN

Texas Education Agency^l

- Obtain a Bachelor's Degree
- Complete an Educator Preparation Program
- Pass Appropriate Certification Exam(s)
- Submit a State Application
- Fingerprinting

ENDNOTES

- A. U.S. Census Bureau, 2010.
<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>
- B. KIDS Count Data Center, Annie E. Casey Foundation.
<http://datacenter.kidscount.org/data#TX/3/0>
- C. Texas School Breakfast Report Card, Baylor University
<http://www.baylor.edu/texashunger/doc.php/219549.pdf>
- D. Search Texas Child Care, Texas Department of Family and Protective Services.
https://www.dfps.state.tx.us/Child_Care/Search_Texas_Child_Care/
- E. Data provided by FWISD.
- F. Annual Report, Child Care Associates.
http://www.childcareassociates.org/am_cms_media/2013-annual-report.pdf
- G. Grade-Level Retention Data by District, Texas Education Agency.
<http://ritter.tea.state.tx.us/acctres/retention/1213/district.html>
http://www.tea.state.tx.us/acctres/Retention_2012-13.pdf
- H. 2012-2013 Financial Actual Reports, Texas Education Agency.
http://ritter.tea.state.tx.us/school.finance/forecasting/financial_reports/1213_FinActRep.html
- I. Statutory Degree and Credentialing Requirements for Head Start Teaching Staff, Head Start
http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2008/resour_ime_012_0081908.html
- J. Minimum Standards for Child-Care Homes, Texas Department of Family and Protective Services
http://www.dfps.state.tx.us/documents/Child_Care/Child_Care_Standards_and_Regulations/747_Homes.pdf
- K. Minimum Standards for Child-Care Centers, Texas Department of Family and Protective Services
http://www.dfps.state.tx.us/documents/Child_Care/Child_Care_Standards_and_Regulations/746_Centers.pdf
- L. Prekindergarten Instruction, Texas Education Agency
<http://www.tea.state.tx.us/index2.aspx?id=2147497221>

FORT WORTH EARLY CHILDHOOD ASSESSMENT/SCREENING SURVEY

PLEASE INDICATE TYPE OF PROGRAM YOU ARE REPORTING ABOUT:

ANSWER OPTIONS	RESPONSE PERCENT	RESPONSE COUNT
Child Care: Center Based	74.6%	47
Child Care: Home Based	19.0%	12
Home Visiting Program	3.2%	2
Early Childhood Intervention	6.3%	4
Other (please indicate what type of service provider you represent):		5
	ANSWERED QUESTION	63
	SKIPPED QUESTION	3

Safe and loving environment, basic learning skills

Early Head Start

Head Start

We also have a school age program

We are part of the CCS program and so we take subsidy families and transport to area schools.

What assessments/screenings do you use to measure children’s development in your program?
(If none, please write “none” in the box below)

- | | |
|---------------------------------|------------------------------------|
| None: 9 | Self-Developed/Progress Report: 15 |
| Observation: 7 | ASQ: 14 |
| TEA Kindergarten Assessment: 1 | Texas School Readiness: 4 |
| C-Palls: 4 | Batelle Inventory: 3 |
| Teaching Strategies Gold: 1 | Brigance: 2 |
| MCLASS: 1 | Hatch Tablet: |
| TykerSmart Assessment: | CDC ECI: 1 |
| KPA Assessment: 1 | High Reach: 2 |
| Standard Achievement: 1 | Hawaii Early Learning Profile |
| DFPS Child Assessment: | DECA: 2 |
| AEPS Preschool Language Scale:1 | |



What assessments/screenings/self-assessments do you use to measure program quality?

(If none, please write "none" in the box below)

None: 16	Review (by Supervisor/Parents): 17
Texas Rising Star: 4	DFPS Minimum Standards: 2
Creative Curriculum: 1	Self-Developed Goals/Assessments: 5
Campfire FW: 2	ITERS/ECERS: 3
School Readiness Observation: 1	C-Pals: 1
ASQ: 1	NAEYC: 2
HighReach: 1	NAC: 2
NAFCC Accreditation: 1	CARE: 1
EfS Assessment Forms: 1	Head Start Monitoring Protocol: 1

What Assessments/screenings do you use to measure teacher/provider or staff/child interactions?

None: 5	Teacher Evaluation Form: 17
Observation/Logs: 16	CDA Certificate: 2
Keller ISD TRE: 1	Campfire: 2
CLASS: 3	Surveys: 1
School Readiness Mentor: 1	Child Care Networks: 1
NAC Observations: 2	ASQ: 1
NAFCC Accreditation Standards: 1	EFS Assessment Forms: 1
ITERS: 1	NAEYC Guidelines: 1
HOVERS-A+: Home Visit Rating Scales: Adaped and Extended	

What age children does your agency/organization/child care program accept? (check all that apply)

Birth to 1 year of age	85.71% / 54
2 years of age	96.83% / 61
3 years of age	95.24% / 60
4 years of age	90.48% / 57
5 years of age	82.54% / 52
After School: 4-8 years of age	65.08% / 41
After School: 9-12 years of age	61.90% / 39
Total Respondents: 63	

ADDITIONAL COMMENTS:

We take children starting at age:

- 12 months
- Birth-3 years
- Special needs children 17-18 yrs
- 18 months



APPENDIX **B**

Trinity Lutheran Children's Center
2 B's Daycare and Learning Center
Granny's Guardian Angels
Magical Moments Daycare Center
Kane's Loving Childcare
In God's Loving Image Child Care
Light of the World School
Tones Childcare
The Children's Courtyard
Children's Courtyard
Miss Brooks Learning Center
All Stars Early Learning Center
Happy Kids/Smiling Faces Childcare
Terri Borman's Licensed Home Child Care
New Creation Preschool
Toddlers Den
Ella McFadden Child Development Center
YMCA - Amaka Child Development Center
South Hills Christian Church Parents Day Out
CAPTulsa
Angel Montessori
CampForTheFunOfIt at Putt-Putt
ECI-NCT
HOPE LUTHERAN SCHOOL
Little Country Daycare & Preschool
All Saints Lutheran Children's Learning center
Learning Dotts Love and Care Academy
Child Care Associates
Childcare Network
Little Tyke CCC

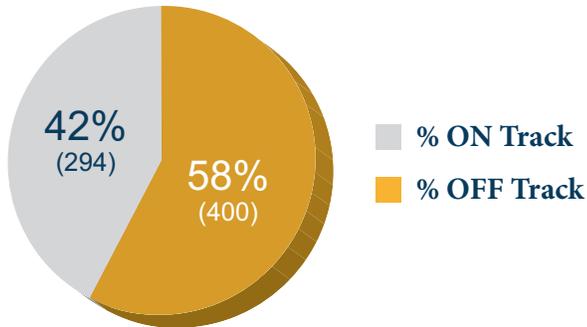
Childcare Network
Zone 4 Kids Daycare & Learning Center, Inc.
Childcare Network 174
Children's Choice Learning Center
Child Care Network #198
Childcare Network School #182
The Bethlehem Academy
Childcare Network
Kane's Loving Childcare
Childcare Network - Location 173 - Arlington
Destiny Academy
Kindercare
Little Angels Childcare
ECI of North Central Texas
Catholic Charities Fort Worth/ Hand In Hand
KinderFrogs School at TCU
Academy For Kids
KinderCare KLC
Luv N Care Learning Center
ECI of North Central Texas
Kids R Love Learning Center
La Petite Academy
Sunrise Early Learning & Development Center
Child Care Associates
EM-S ISD ChildCare
Junior's junction
Jack and Jill Daycare
Camp Fire Child Development Center
Fort Worth Independent School District



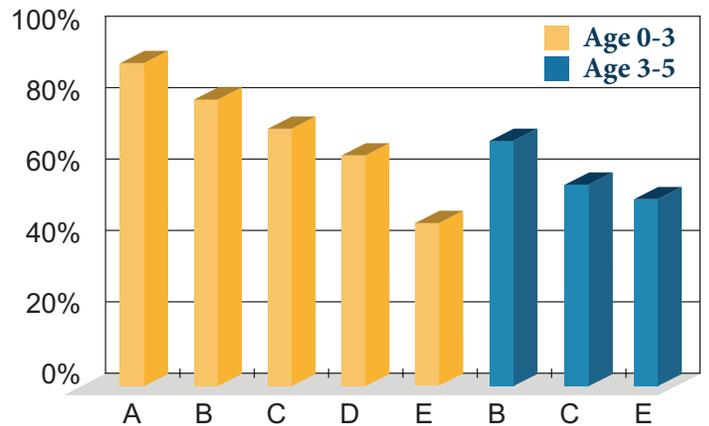
COMMUNITY SNAP SHOT

A PARTIAL LOOK AT SCHOOL READINESS IN FORT WORTH (2013-2014 PILOT PROJECT DATA)

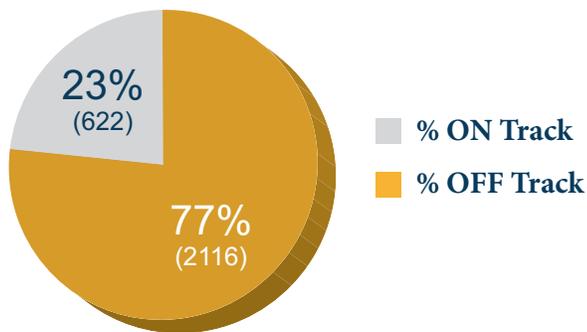
CHILDREN AGE 0-3



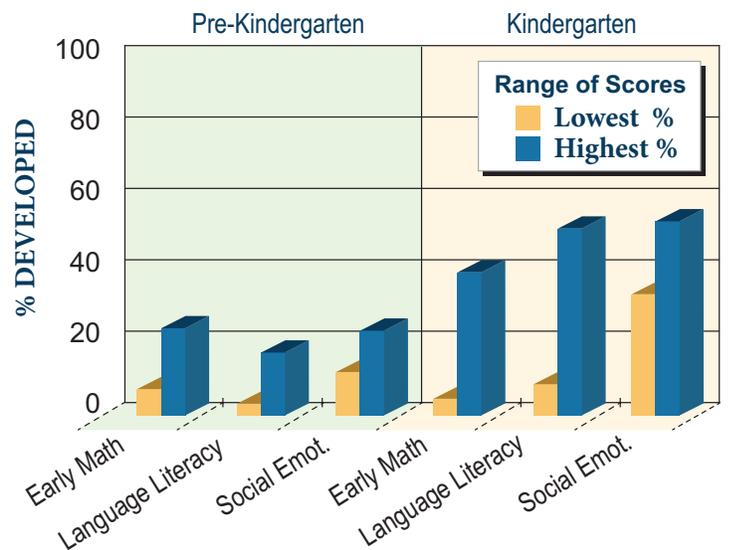
PERCENTAGE OF CHILDREN CONSIDERED ON-TARGET



CHILDREN AGE 3-5



RANGE OF SCHOOL READINESS



Assessment Tools Used:
 ASQ
 C-PALLS
 Brigance Developmental Inventory
 Early Skills Inventory (reporting on 3 of 6 subscales)

Total Children Assessed 15,226
 Total Children 79,351

APPENDIX C

ORGANIZATION	MISSION
A B Christian Learning Center	To strengthen and improve the academic performance of at-risk students by taking a holistic approach to addressing their needs. Our goals are to improve the academic skills of children in a safe after-school environment and to increase parental involvement in the educational process of their children.
Camp Fire	Our promise: Young people want to shape the world. Camp Fire provides the opportunity to find their Spark, lift their voice, and discover who they are.
Child Care Associates	To assist family success through excellence in comprehensive child care and development services.
City of Fort Worth Fort Worth Library	Working together to build a strong community
ECL of North Central Texas	To assure that family members and caregivers of young children have the supports and resources needed to enhance their child's learning and development through everyday learning opportunities.
Educational First Steps	To improve the quality and availability of early childhood education for economically disadvantaged children.
Fort Worth Chamber of Commerce	To promote the interests of its members by assuming a leadership role in making Fort Worth an excellent place in which to live, work, and do business.
FWISD	Preparing students for success in college, career and community leadership.
JPS Health Network	Transforming healthcare delivery for the community we serve.
Linda's Little Stars Daycare	To provide a safe, developmentally appropriate environment for pre-school and school age children. Our focus is to provide a stimulating early care and education experience which promotes each child's social/emotional, physical and cognitive development.
The Parenting Center	Provide family members and professionals with resources, tools, and services to build successful families.
SPARC	To strengthen afterschool programs through advocacy, resources and collaboration.
Texas Association for Infant Mental Health	We educate, advocate, and collaborate to advance the healthy development of infants and toddlers.
Texas Department of Family and Protective Services	Protect children, the elderly, and people with disabilities from abuse, neglect, and exploitation by involving clients, families and communities.
United Community Centers	Guided by Christian principles, we serve and empower those in need. Through our guiding principles, we provide opportunities that enhance the quality of life of those we serve. We seek to empower individuals who make positive social changes in their own lives, their families and communities.
United Way of Tarrant County	To improve lives across our diverse community by: prioritizing needs in education, health and income; forming innovative and effective partnerships with other organizations; and strategically raising and investing resources to make lasting change.
University of North Texas Health Science Center	Create solutions for a healthier community.
Workforce Solutions	Our mission, as a partnership of community resources, is to ensure the economic vitality of our community by building and maintaining a quality workforce development system that strengthens and provides economic, educational and developmental opportunities for all people including children and youth.

