Welcome

Howard Morrison

Texas Education Agency

"For education leaders with a traditional K-12 perspective, collaboration often presents both new opportunities and new difficulties, from establishing relationships with early care providers to developing a shared definition of 'school readiness.' While implementing a pre-k program in partnership with community-based organizations may require more time and effort, this strategy ultimately benefits all stakeholders: public schools, private providers, families and children."

- Beyond the School Yard: Pre-K Collaborations with Community-Based Partners
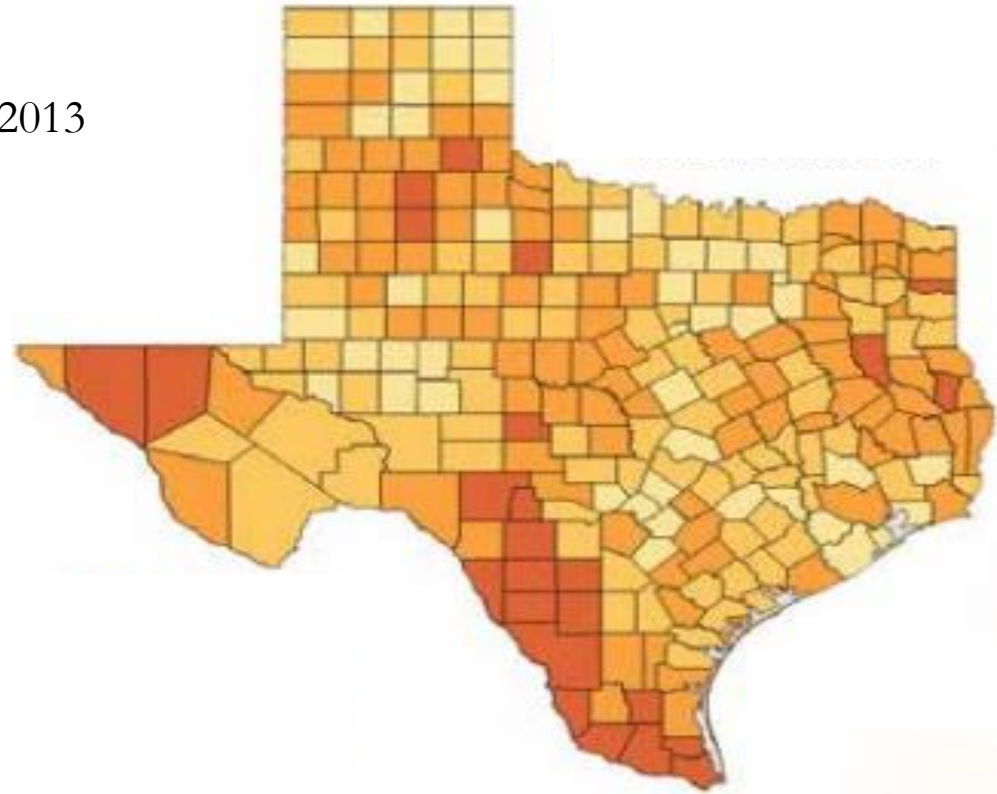
The Pew Report, July 2009
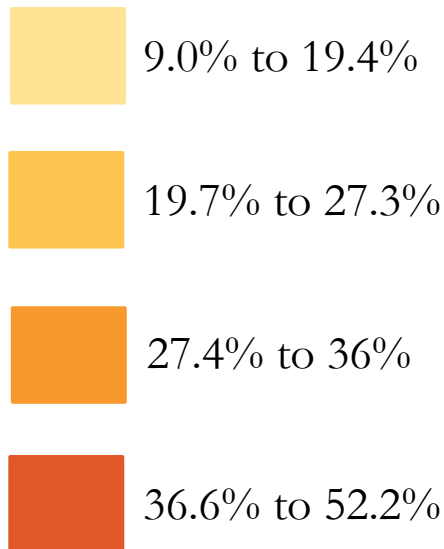
Establishing the Need

K-16 system alignment

starts with 0-5 alignment

The Texas Landscape
Source: Center for Public Policy Priorities:
Texas Kids Count Project 2015 report

Percentage of Children Living in Poverty, 2013

- 9.0% to 19.4%
- 19.7% to 27.3%
- 27.4% to 36%
- 36.6% to 52.2%

TEA
TEXAS EDUCATION AGENCY

CHILDREN'S LEARNING INSTITUTE
Learning from science.
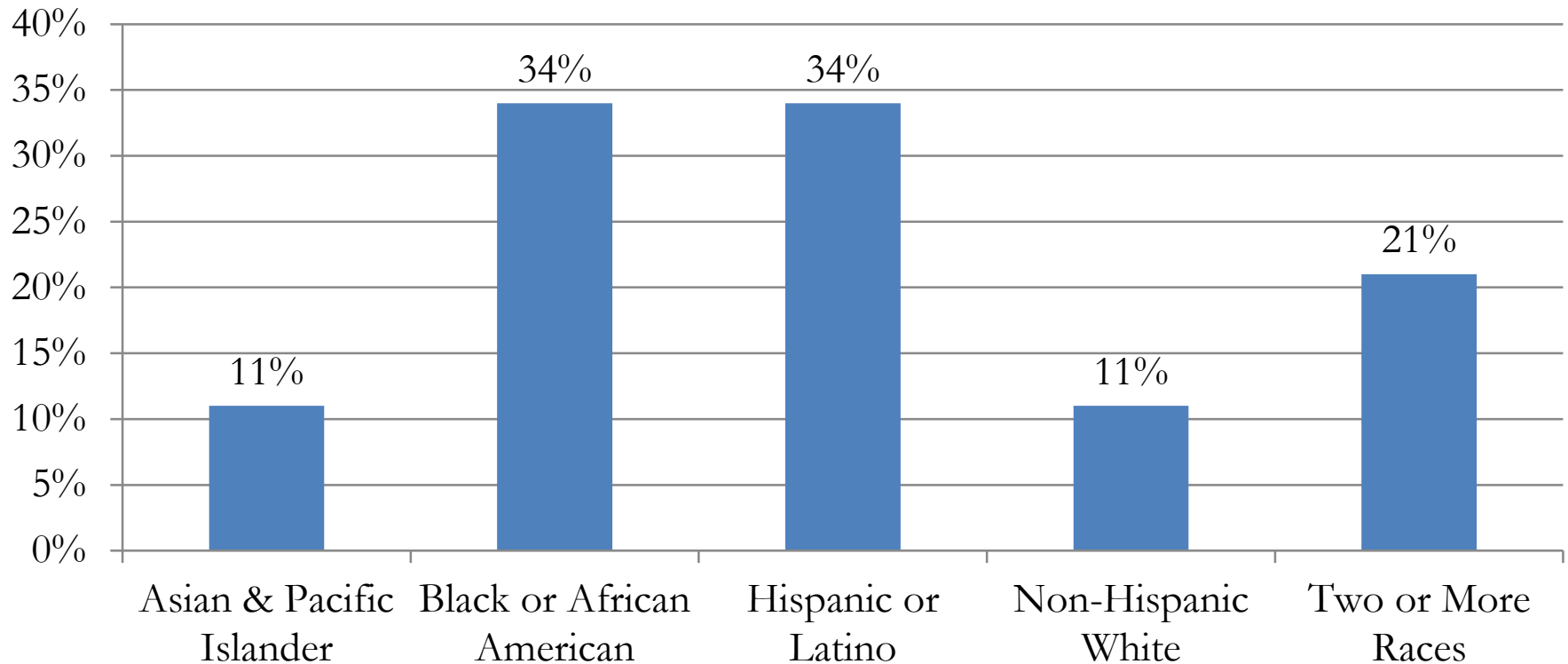
ECONOMICALLY DISADVANTAGED STUDENTS 2013-14

60.3% 3,096,050 Students ⬆ Increased 58.9% 2009-10

PUBLIC PRE-K ENROLLMENT FOR 4-YEAR-OLDS 2012-13

52.3% 205,056 Students ⬆ Increased 48.4% 2008-09

Population Change

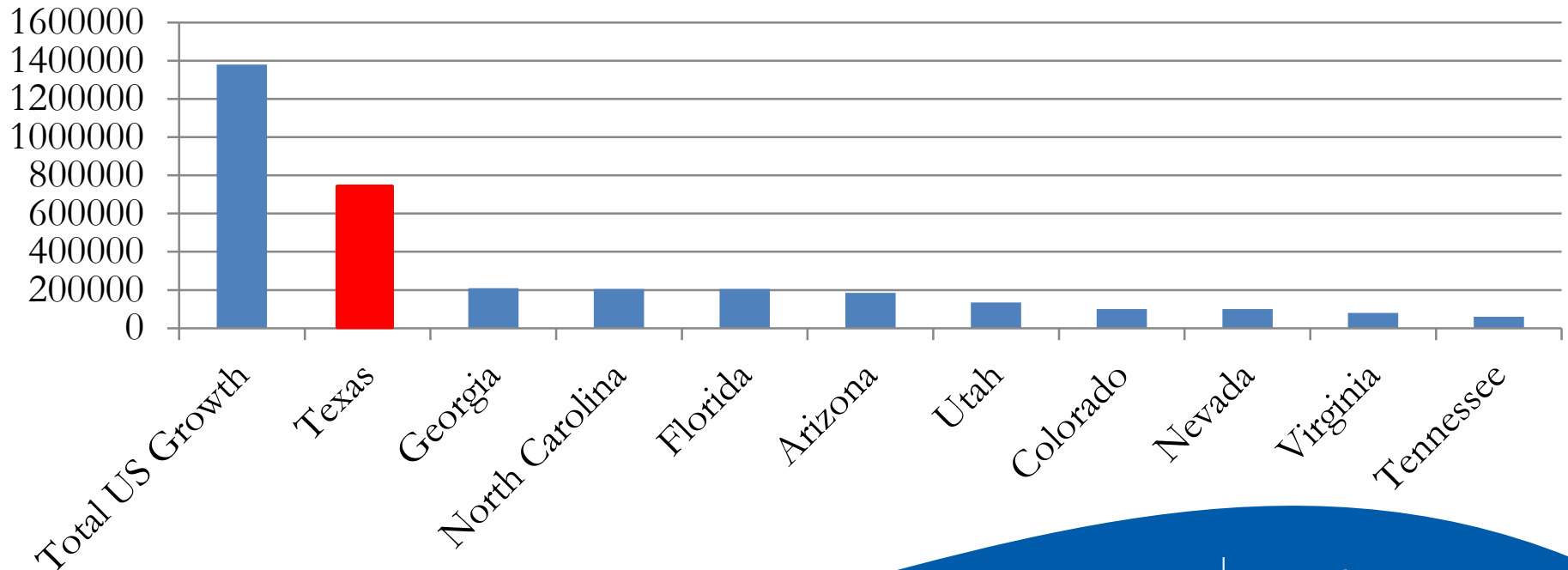Texas accounted for 53.2% of the growth in the early childhood and school-age population (0-12) in the US between 2000 and 2010

Growth of Number of Children Ages 0-12, 2000-2010

Population Change

As of 2010, Hispanics accounted for 49.3% of Texas children 0-12

Changes in Composition of the Child Population (Ages 0-12)
in Texas Over Time

Year	NH White	NH Black	Hispanic	NH Asian & Other
2000	42%	12%	42%	5%
2010	33%	12%	49%	6%
2015	32%	11%	50%	7%

Legend: ■ NH White ■ NH Black ■ Hispanic ■ NH Asian & Other

TEA | TEXAS EDUCATION AGENCY

CHILDREN'S LEARNING INSTITUTE.
Learning from science.
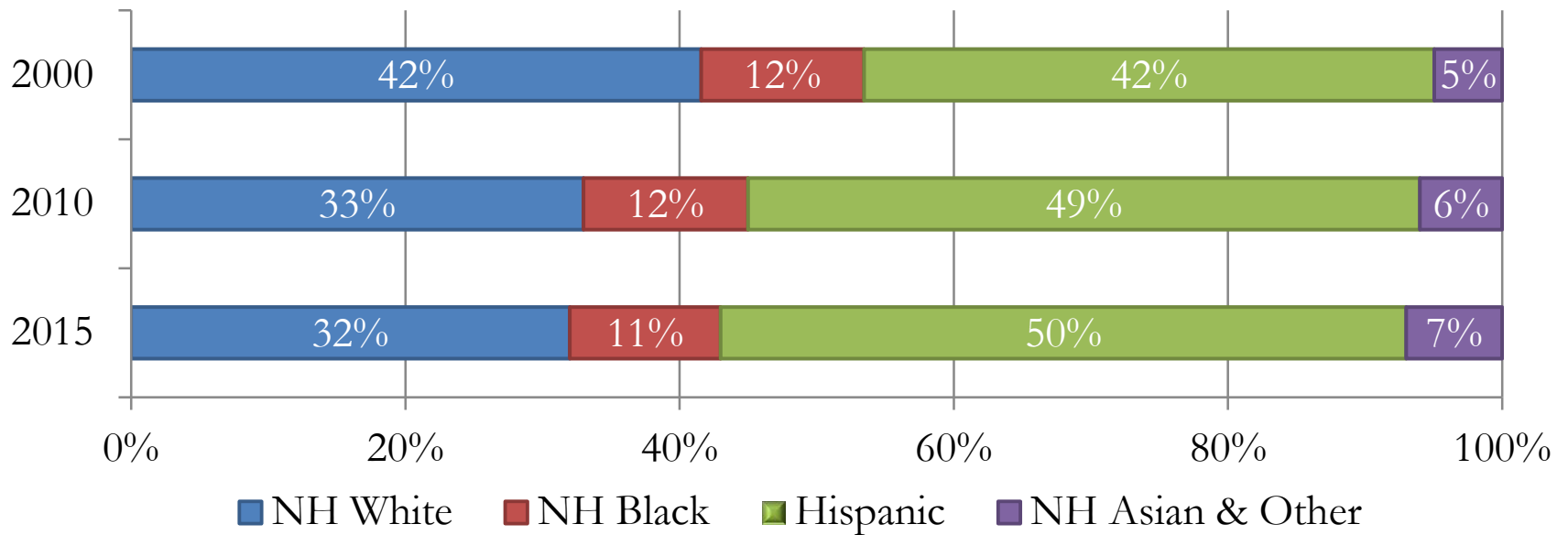
Population Change

Harris County has the largest child population 0-12: nearly 850,000 children in 2010

Percent of Change in Early Childhood and School Age Population 2000-2010

▨	Less than 100 children in 2000
▨	Population decline (118)
▨	No change or less than 10% (69)
▨	At least 10% but less than State Growth of 17.2% (26)
▨	Greater or equal to State Growth of 17.2% (38)

TEA
TEXAS EDUCATION AGENCY

CHILDREN'S LEARNING INSTITUTE
Learning from science.
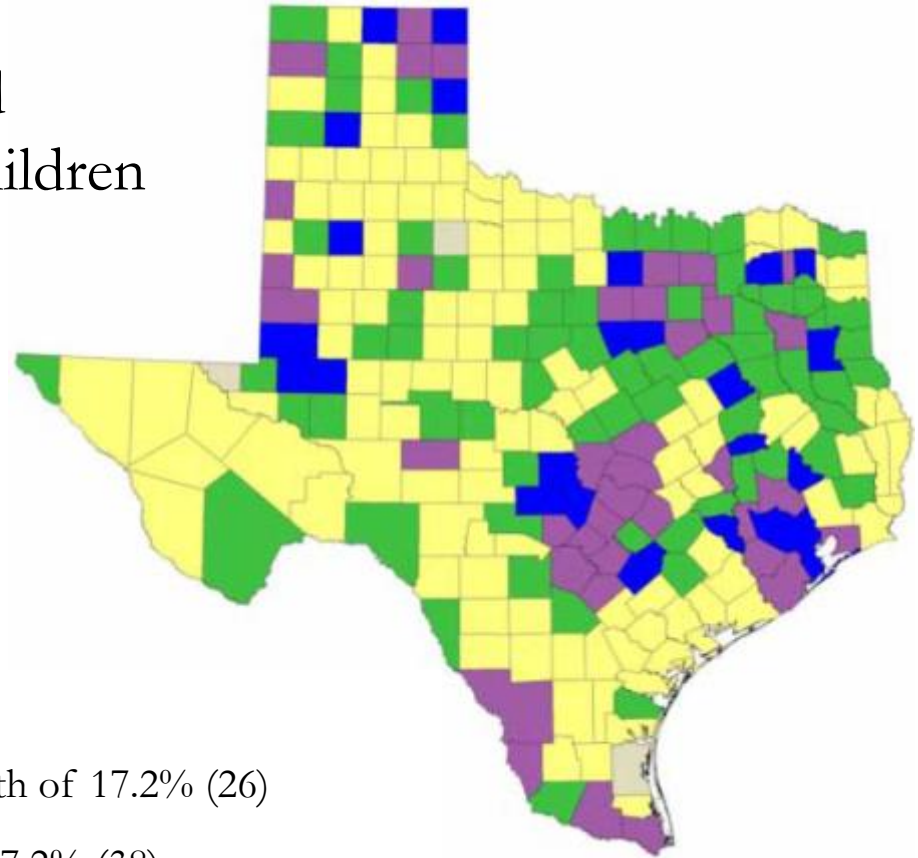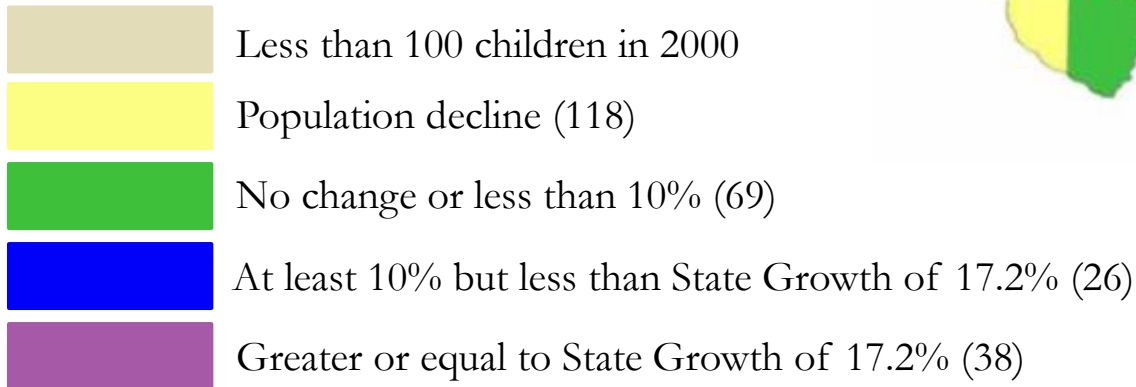
Population Change

Growth in the child population between 2010 and 2015 will be concentrated in metropolitan areas of Houston, Dallas, San Antonio, Austin, McAllen, and El Paso

Metropolitan Statistical Areas' Shares of Total Statewide Change in the Early Childhood Population, 2000-2010 and 2010-2015

2000-2010

2010-2015

Legend:
- Dallas-Fort Worth-Arlington
- Houston-Sugar Land-Baytown
- Austin-Round Rock-San Marcos
- San Antonio-New Braunfels
- McAllen-Edinburg-Mission
- Non-MSA
- All Others
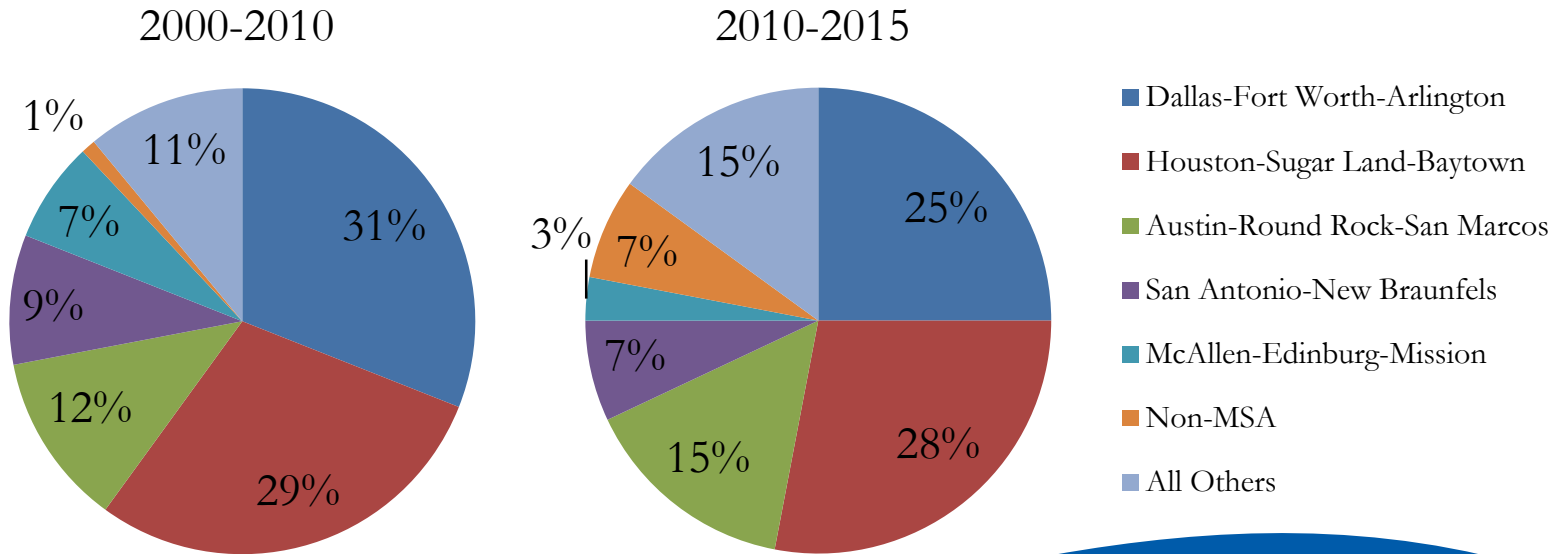
Population Change

	2010			2015		
	Total Population	Population in Poverty-Estimate	Population in Poverty-Percentage	Total Population	Population in Poverty-Estimate	Population in Poverty - Percentage
State Total	**4,995,269**	**1,245,346**	**24.9%**	**5,281,341**	**1,344,787**	**25.5%**
Harris	842, 917	223,052	26.5%	891,961	241,829	27.1%
Dallas	481,468	139,144	28.9%	501,974	148,004	29.5%
Hidalgo	196,524	94,363	48%	206,305	101,144	49%
Bexar	337,913	87,704	26%	353,105	93,356	26.4%
Tarrant	371,121	79,619	21.5%	393,734	87,547	22.2%
El Paso	170,952	64,739	37.9%	173,392	66,358	38.3%
Cameron	97,073	47,588	49%	96,686	48,411	50.1%
Travis	185,011	43,330	23.4%	210,120	48,452	23.1
Webb	64,148	27,518	42.9%	66,178	28,964	43.8%
Nueces	63,711	19,436	30.5%	62,970	19,423	30.8%

- An estimated 24.9% of Texas children 0-12 lived in poverty households in 2010, projected to 25.4% (1.3 million children) in 2015

- In Harris County, 26.5% of children birth-age 12 live in poverty

Population Change

	2010	2015	2040
Top 20 Counties Total	**3,689,750**	**3,917,943**	**6,017,560**
Harris	842,917	891,961	1,170,763
Dallas	481,468	501,974	574,645
Tarrant	371,121	393,734	633,618
Bexar	337,913	353,105	446,908
Travis	185,011	210,120	267,594
Hidalgo	196,524	206,305	320,103
El Paso	170,952	173,392	208,484
Collin	164,342	175,802	449,560
Denton	134,053	145,948	376,579
Fort Bend	123,283	137,404	335,345
Cameron	97,073	96,686	115,045
Williamson	89,820	101,488	276,100
Montgomery	90,371	101,130	253,583
Bell	66,567	75,057	103,553
Brazoria	63,597	70,127	131,199
Webb	64,148	66,178	91,495
Nueces	63,711	62,970	66,203
Lubbock	50,463	53,538	63,886
Galveston	53,253	55,162	69,098
Jefferson	43,163	45,862	63,799

- The chart to the left show the child population estimates for 2010 and projections for 2015 and 2040 for the 20 Most Populous Counties.

- In 2040, there will be more than **6 million** children from birth to age 12 in the top 20 counties.

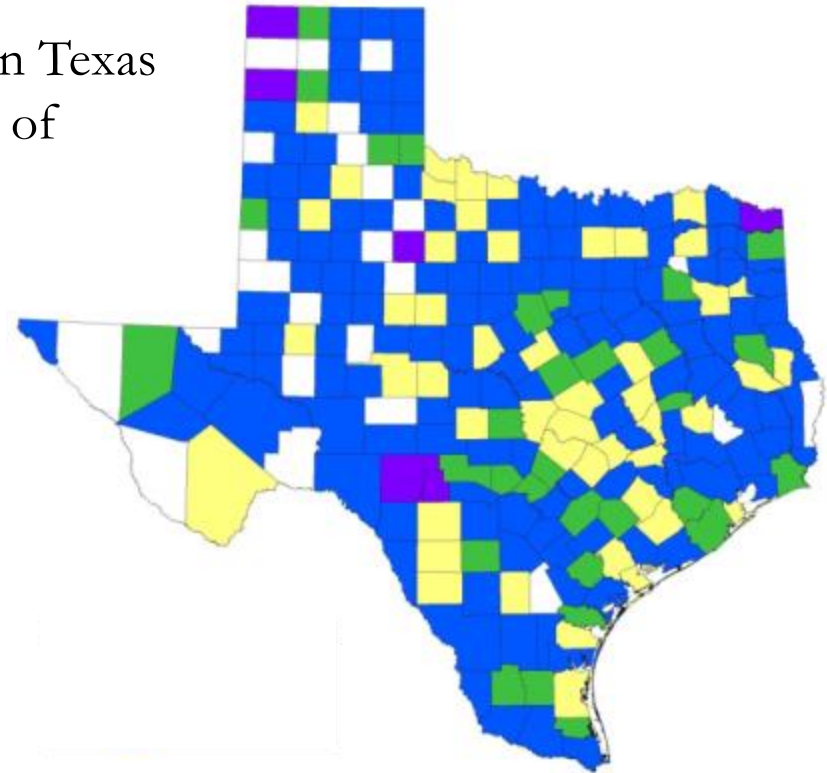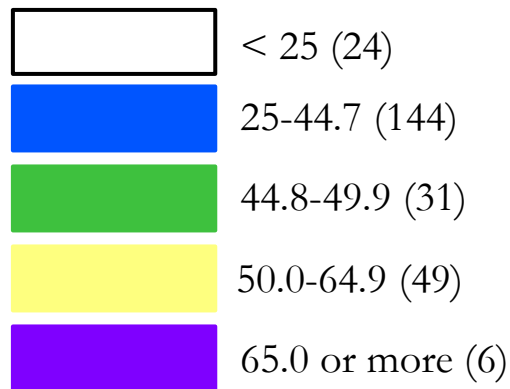# Supply of ECE and School-Age Care Services and Programs

Distribution of Unduplicated Provides and Slots by Type				
Type of Care	Providers		Slots	
	Number	Percent	Number	Percent
Total	23,465	100%	867,628	100%
Child Care Centers	8,300	35%	586,923	67%
Licensed Homes	1,626	7%	12,600	1%
Registered Homes	6,330	27%	30,557	4%
Listed Homes	4,037	17%	10,155	1%
Public Pre-K	3,154	13%	224,287	26%
Military CDCs	18	.07%	3,106	.3%

More than 23,000 unique Texas operators (licensed child care centers, family homes, public pre-k, and military child development centers), Head Start programs, and private school pre-k provided more than 800,000 unduplicated slots in 2010

Supply of ECE and School-Age Care Services and Programs

The distribution of early childhood providers in Texas is not necessarily representative of the number of children birth-5 who need care in each county.

Proportion of Unduplicated Formal ECE Slots by County per 100 children Under Age 5

- < 25 (24)
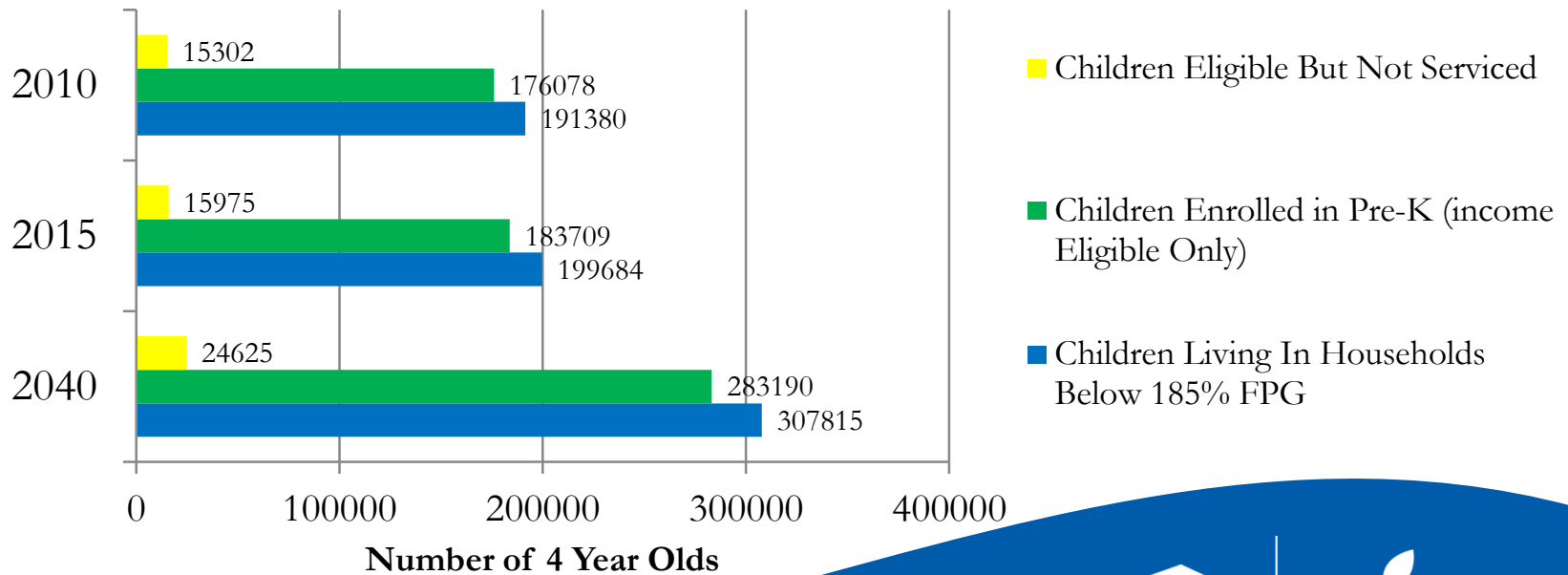- 25-44.7 (144)
- 44.8-49.9 (31)
- 50.0-64.9 (49)
- 65.0 or more (6)

TEA | TEXAS EDUCATION AGENCY

CHILDREN'S LEARNING INSTITUTE

Learning from science.

Gap Analysis

County	Actual Slots	Predicted Slots	Gap
Harris	150525	143139	5.2%
Dallas	70776	75751	-6.6%
Tarrant	62664	64962	-3.5%
Bexar	55561	57472	-3.3%
Travis	39377	41069	-4.1%
Hidalgo	29954	29626	1.1%
El Paso	24169	24270	-0.4%
Collin	35059	34427	1.8%
Denton	29072	27311	6.4%
Fort Bend	19803	21827	-9.3%
Cameron	13172	13932	-5.5%
Williamson	19009	17221	10.4%
Montgomery	14553	14875	-2.2%
Bell	15416	14713	4.8%
Brazoria	12307	12053	2.1%
Webb	9827	8850	11.0%
Nueces	13140	11530	14.0%
Lubbock	10621	10566	0.5%
Galveston	12575	11068	13.6%
Jefferson	8481	9053	-6.3%

- The chart to the left show Actual vs. Predicted Early Care and Education Slots in 2010 for Children Ages 0-4 in the 20 Most Populous Texas Counties.

- In 2010, the unduplicated supply of formal ECE programs could have potentially served 45% of Texas children ages 0-4 and 78% of the estimated need for child care among working families

TEA | TEXAS EDUCATION AGENCY

CHILDREN'S LEARNING INSTITUTE

Learning from science.

Gap Analysis

The number of children income-eligible for public school pre-k and are not served will grow

Public School Pre-K Services Gap Between Income Eligible and Served 4 Year Olds for 2010 and Projected Gap for 2015 and 2040

Year	Children Eligible But Not Serviced	Children Enrolled in Pre-K (income Eligible Only)	Children Living In Households Below 185% FPG
2010	15302	176078	191380
2015	15975	183709	199684
2040	24625	283190	307815

Number of 4 Year Olds

Gap Analysis

In 2010, Head Start/Early Head Start served:
- 5% of eligible children 0-2
- 31% of eligible 3-year-olds
- 39% of eligible 4-year-olds

This service gap will remain through 2015 and 2040.

- "A young child growing up in a working family is not completely shielded from the economic distress of inadequate income."

- "For the youngest children in Texas, poverty acts as a significant barrier to quality education and learning."

- Community Based School Readiness Partnerships: Promoting Sustainable Collaborations by Gasko and Guthrow (2009).

TEA
TEXAS EDUCATION AGENCY

CHILDREN'S LEARNING INSTITUTE
Learning from science.

What is school ready?

Defining School Readiness as Cited in NAEYC Position Statement

"School readiness involves more than just children. School readiness, in the broadest sense, is about children, families, early environments, schools, and communities. Children are not innately 'ready' or 'not ready' for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school." (Maxwell & Clifford, 2004, p. 42)

Dimensions of School Readiness

- Physical Well-being and Motor Development
- Socio-emotional Development
- Approaches to Learning
- Language Development
- Cognition and Early Knowledge

  - Source: The National Education Goals Panel

The School Readiness Equation

Ready Families

+

Ready Communities

+

Ready Services

+

Ready Schools

=

Children Ready for School

What is a Community-Based School Readiness Integration Partnership?

Fusing the Entities

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.

Cooperative Strategies for Sharing Resources – Texas Education Code, Section 29.1533

- 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.

Public School Pre-Kindergarten

- Collaboration with other programs may allow expansion to full day programs

- Could share a teacher assistant

- Save district dollars sharing off-campus facility space

- Enhance services such as reduced ratios with co-teachers

Child Care

- Enhance quality with TEA certified teachers
- Save dollars by sharing resources such as Teacher Assistants, facilities, and teaching curriculum/materials
- Provide wrap around child care services

TEA
TEXAS EDUCATION AGENCY

CHILDREN'S LEARNING INSTITUTE
Learning from science.

Head Start

- Partner with Pre-K Public School or Child Care program or both and expand a half-day Head Start to full day of care and education

- Save dollars by sharing resources such as Teacher Assistants, facilities, and teaching curriculum/materials

Collaborative integrated partnerships

Co-existence

Communication

Cooperation

Coordination
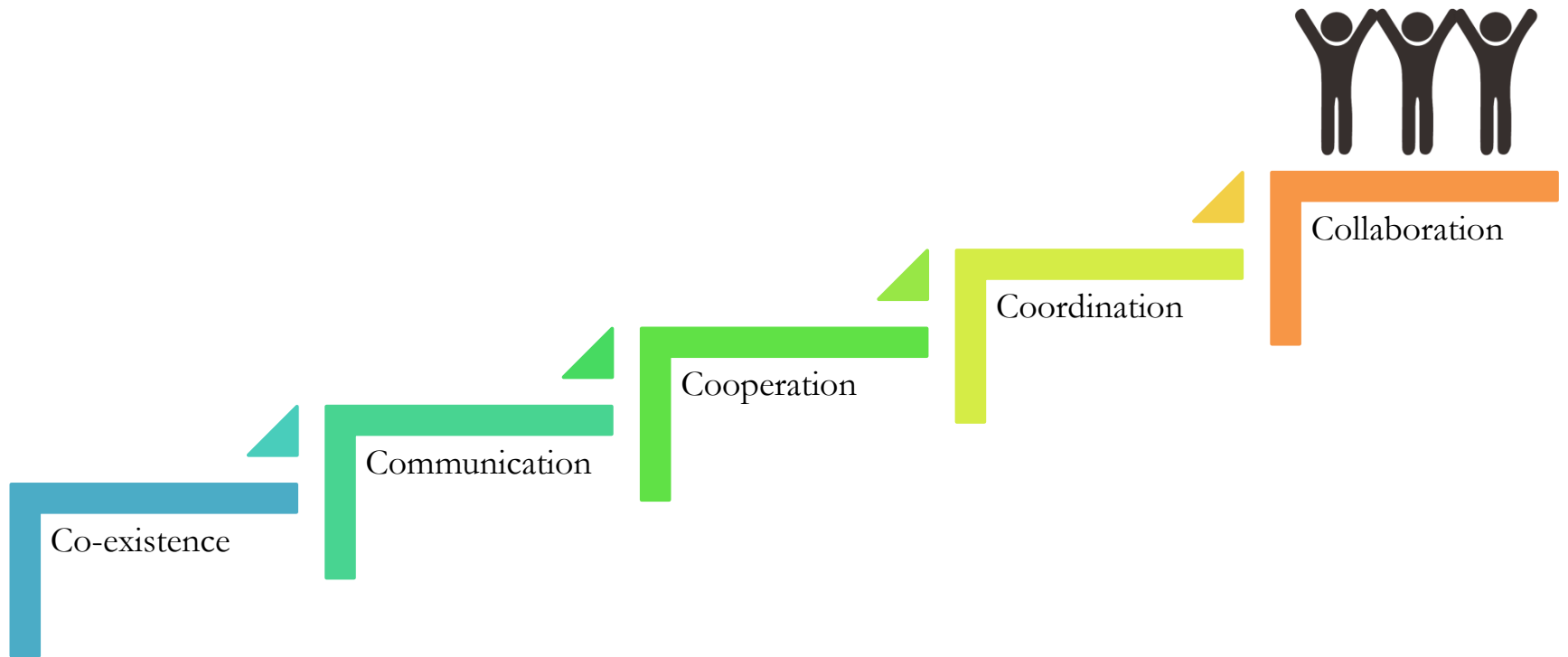
Collaboration

Forming a Partnership: 8 Steps Process for Collaboration

Step One: Accessing Community Needs

Step Two: Identify & Recruit Partners

Step Three: Build Trust & Relationships

Step Four: Develop Common Vision & Goals

Step Five: Finance the Partnership

Step Six: Delineate Roles & Responsibilities

Step Seven: Ensure Quality

Step Eight: Sustain the Partnership

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 One: Assess Community Needs

- Identify community needs and collect key information

- Conduct a site visit

- Create timeline

Step Two: Identify and Recruit Partners

"Both partners must ultimately choose one another."

Step Three: Build Trust and Relationships

- Build trust and knowledge

- Identify the Benefits and Challenges

- Identify the core collaboration team

- Develop communication protocols

- Develop strategies to resolve conflicts

Step Four: Develop Common Vision and Goals

The Three R's

Rules

Routines

Relationships

Step Five: Finance the Partnership

Share Resources and Expertise

- Each partner – whether a public school, child care center or Head Start program – brings a set of assets to the collaboration.

- Developing collaborative pre-k programs can help each party leverage these resources to enhance the array and quality of services offered to families

Step Six: Delineate Roles and Responsibilities

"Agreements should articulate not only the purpose and objectives of the collaboration but also how partners will handle issues such as staffing, facilities, curriculum, assessment, program monitoring and evaluation, comprehensive services, and special populations like English language learners and special needs children."

- Beyond the School Yard: Pre-K Collaborations with Community-Based Partners

The Pew Report, July 2009

Step Six: Delineate Roles and Responsibilities

- Is it a Memorandum of Understanding? Or a partnership and association?

- Is it a cooperative partnership?

- Is the collaboration such that it is united and offered as a seamless service to parents, students, and the community?

Step Seven: Ensure Quality

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

Step Eight: Sustain the Partnership

Types of Partnership Models

The Four Most Common Partnership Models are:

- Stacked or Flip/Flop Model

- Concurrent Model

- Wraparound Model

- Subcontracting Model

Stacked/Flip-Flop Model

The "stacked" or "stacking" model, also known as the "flip-flop" model, describes two programs offered sequentially in order to piece together a full day of early care and education.

Stacked/Flip-Flop Model

Model Benefits

- Enhanced services to children and families
- Full day of early care and education to meet the needs of working parents
- Increased number of staff to children
- Transportation and facility cost savings when services are offered in one stable location
- Smoother transition to Kindergarten
- Expanded training and professional development opportunities for teachers

Concurrent Model

The "concurrent" model is used when more than one program is offered simultaneously and each program provides different services to a group of children in order to enhance and expand services.

Concurrent Model

Model Benefits

- Comprehensive services to children and families
- Increased number of staff to children
- Cost saving to both programs
- Expanded training and professional development opportunities
- Smoother transition to Kindergarten
- New opportunities for learning and support among teachers and staff

TEA
TEXAS EDUCATION AGENCY

CHILDREN'S LEARNING INSTITUTE

Learning from science.

Wraparound Model

The "wraparound" integrated model involves more than one program working together to provide both core and either before – or – after-school services or both.

Wraparound Model

Model Benefits

- Enhanced services for children and families
- Full day of early childhood services to help working parents
- Smoother transition to Kindergarten
- Transportation and facility cost savings
- New opportunities for learning and support among teachers

Subcontracting Model

In the subcontracting model, one program subcontracts with another to provide services to children.

Subcontracting Model

Model Benefits

- Comprehensive services to children an families
- Transportation and facility costs savings
- Expanded access to all Pre-K programs
- Smoother transition to Kindergarten

Meet Our Panel

- **Jill Goodrich** - Executive Director of Opportunity School in Amarillo

- **Dr. Connie Spence** – Principal of Kooken Education Center and Community Based PK, Arlington ISD

- **Ruth Castillo** – Early Childhood Consultant, ESC Region 2, Corpus Christi

- **Alison Bentley** – Program Manager of Success by 6, United Way of Greater Austin

Panel Questions

Please describe your current integration partnership model (5-8 minutes for each panel member). Include a description of your partners; when how and why a collaboration was started in your community.

Panel Questions

In the referenced PEW report: "two main types of barriers: attitudinal obstacles – those that have to do with beliefs and perceptions – and mechanical obstacles – those that have to do with logistics, regulations and requirements. What are some of the major barriers you have experienced and what have you done or recommend to resolve? (3 minutes each)

Panel Questions

What recommendations would you have for a community to get started? (2 minutes each)

Panel Questions

Tell us about one example of collaboration at its best! (3-5 minutes each)

Community Based School Readiness Partnerships Resource Manual

www.texasschoolready.org/collaboration