

Austin Area Sustainability Indicators (2016) - Education and Children

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Education and Children

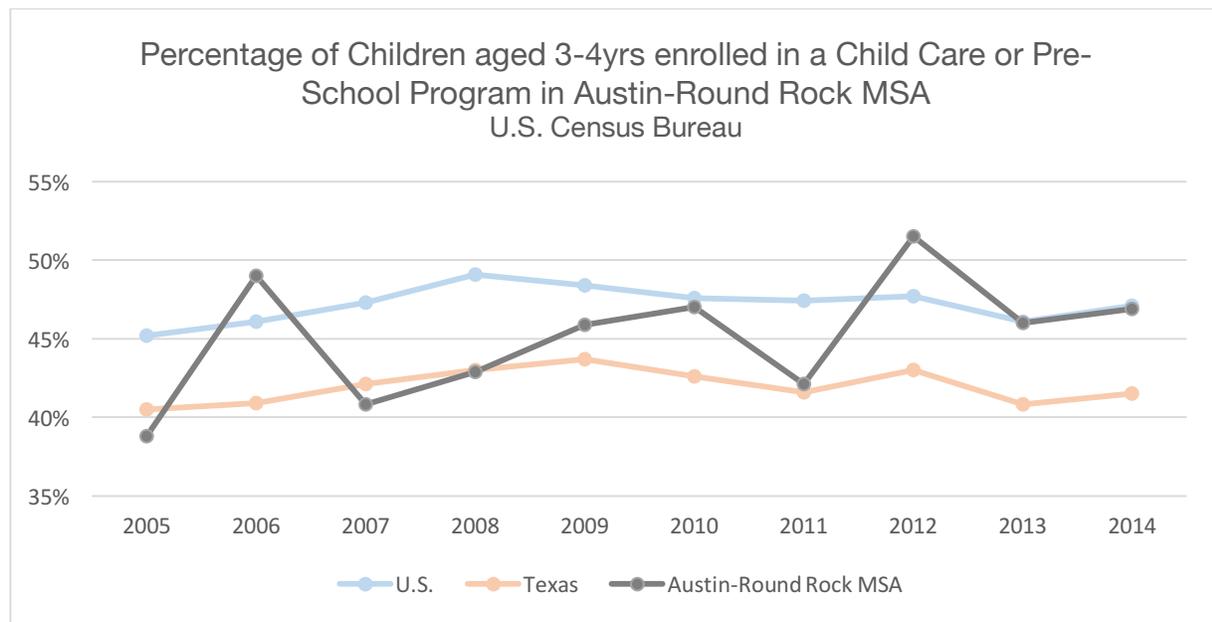
Education is a key driver of sustainability, both for individuals and for regions. Individuals benefit from education in a variety of ways, including higher productivity, higher wages, better health outcomes, and less need for publicly funded economic assistance. In addition, research has shown that the benefits of education spill over to the region as a whole. Local areas with high concentrations of highly educated residents tend to have better aggregate socioeconomic outcomes, such as higher per capita income, lower crime, and faster job and population growth. Thus, less educated residents also benefit by locating in regions with high educational attainment rates. Education indicators are closely linked to child-related indicators.

Child Care Access

Many families desire or need to access child care outside of the home, but are limited by the cost of care or cannot find an arrangement that aligns with their work or life demands. As public sector budgets continue to shrink for support services and public school programs, and as the cost of unsubsidized care continues to rise, the pressure to equitably support all of the children of the Austin area will continue to increase.

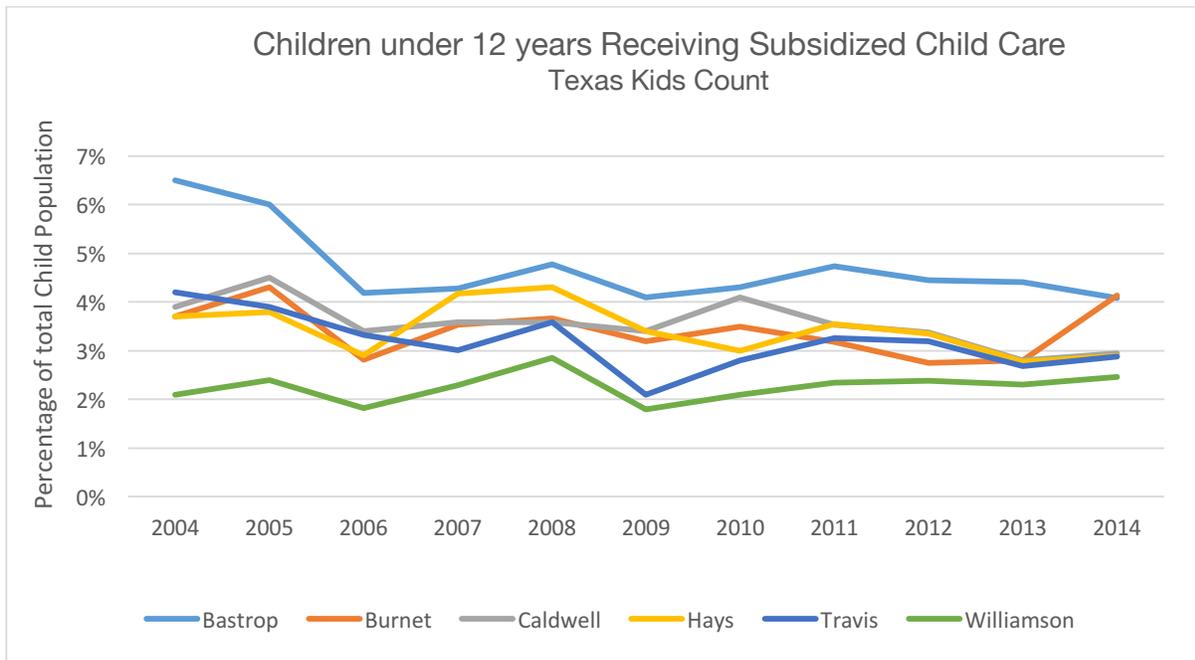
Enrollment in Child Care or Pre-K

Early childhood education is an important factor for school readiness. Measuring the proportion of children who are enrolled in a child care or preschool program reveals the degree to which children are participating in early childhood education. Though Texas and the United States have stayed relatively flat over the years, Austin-Round Rock MSA has seen some improvement. As of 2014, 47% of all children ages 3 and 4 years were enrolled in a child care or pre-school program, a 9% increase from 2005.



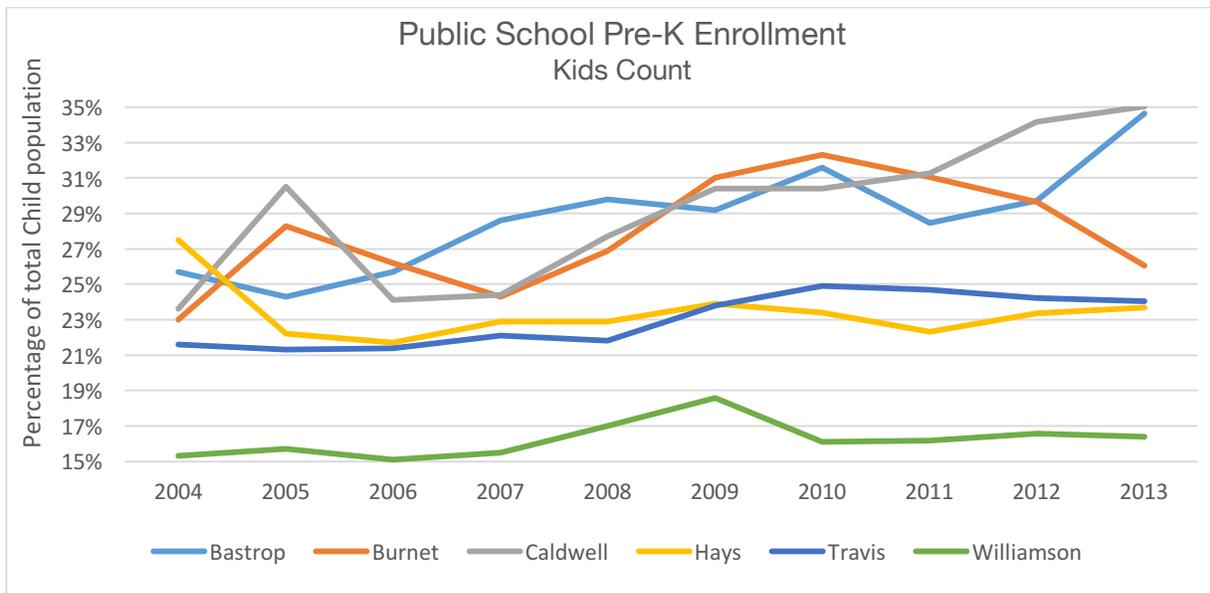
Subsidized Child Care

The Texas Workforce Commission provides child care assistance to parents that work, attend school, or participate in job training. Comparing rates from 2004, most counties in the Austin area have experienced a decrease of children under 12 years receiving subsidized child care, with the exception of Williamson (+0.5%) and Burnet (+0.4%) counties. Bastrop County saw the most dramatic decrease in the percentage of children under 12 receiving subsidized child care, from 6.5% in 2004 to 4.1% in 2014.



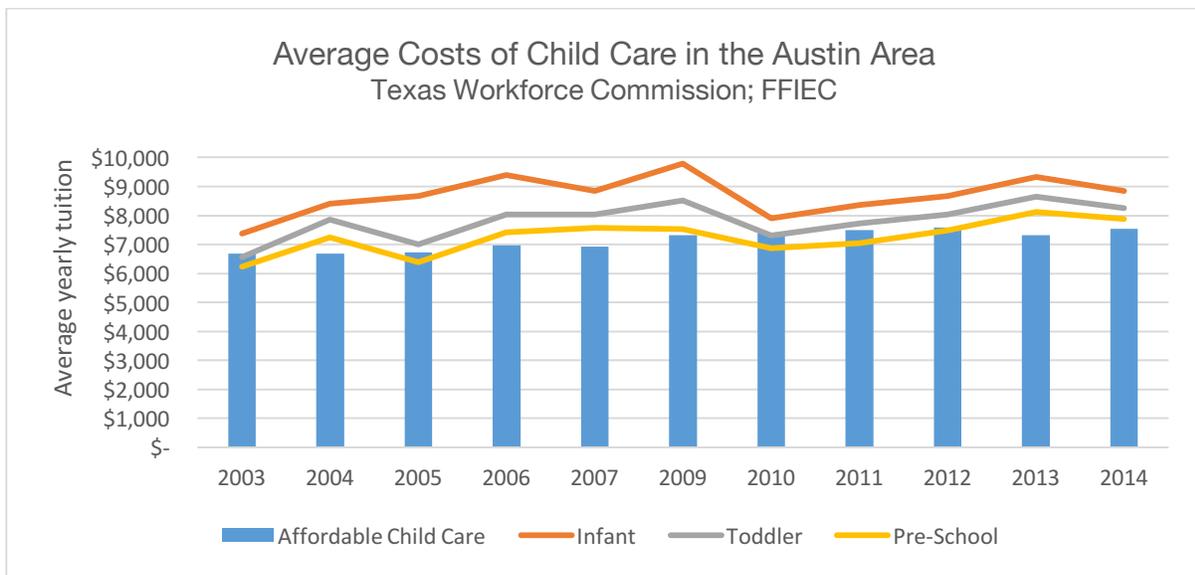
Public Pre-K

This decrease may be due to the rising popularity of Public Pre-Kindergarten for 3 and 4 year old children. Public Pre-K is limited to children who are low-income, homeless, in foster care, have limited English proficiency, or children of active duty military members who were injured or killed while serving on active duty.



Cost of Child Care

Child care is a substantial expense for families. The Department of Health and Human Services benchmarks affordable child care at no more than 10% of a family’s median income, or \$7,540 in 2014 for the Austin area. However, yearly tuition for infants, toddlers, and pre-school aged children was above the affordable threshold. The average yearly tuition for one child in a full-time licensed child care center is well out of reach for many families.



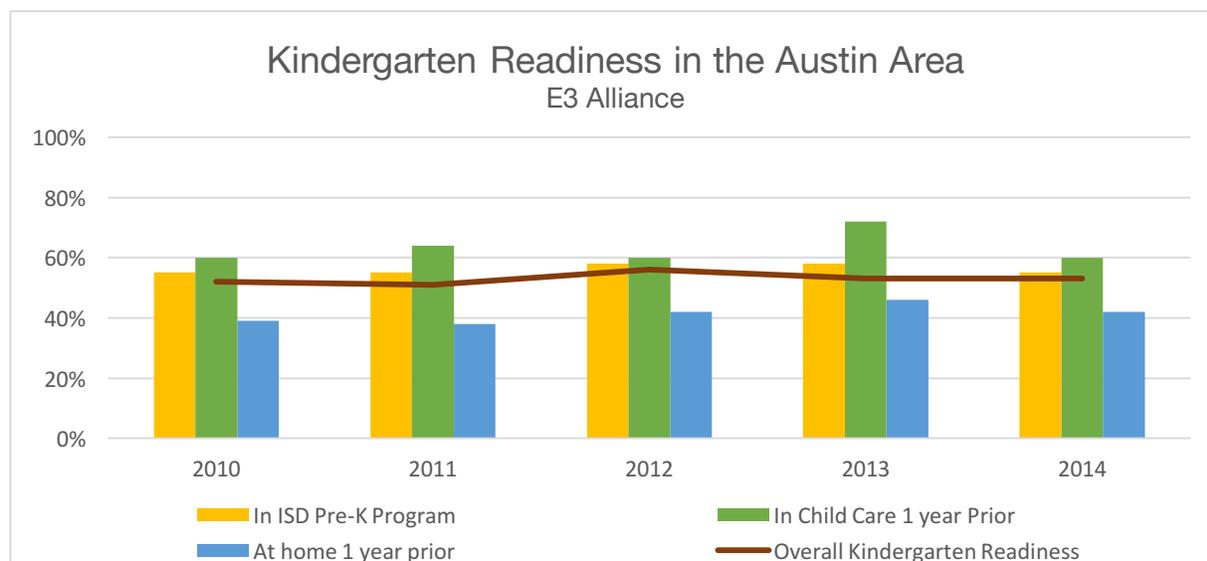
Child Care: Quality

Research continues to show the importance of the first years of life on a person’s lifelong physical, mental and social development. Many families utilize out-of-home child care, either by choice or

necessity, and are challenged to find a high quality provider that is affordable, accessible, and aligned with their needs.

Kindergarten Readiness

According to a study published by E3 Alliance, around 50% of all Austin area children enter kindergarten school ready to succeed, a rate that has been consistent over time. The children that are more likely to be kindergarten school ready attended child care the year prior (60%) as compared to those that attended an ISD Pre-K (55%) or stayed at home (42%) the year prior.



Child Care Facilities

Austin-Round Rock MSA has more than 1,700 public and private child care facilities ranging from large group centers serving over 300 children to small family providers with just two or three seats available. However, only about half of all child care facilities are licensed, and only 105 (6%) of all child care facilities are accredited. The child population 6 years and under with all available parents in the labor force has consistently surpassed the available capacity of child care facilities.

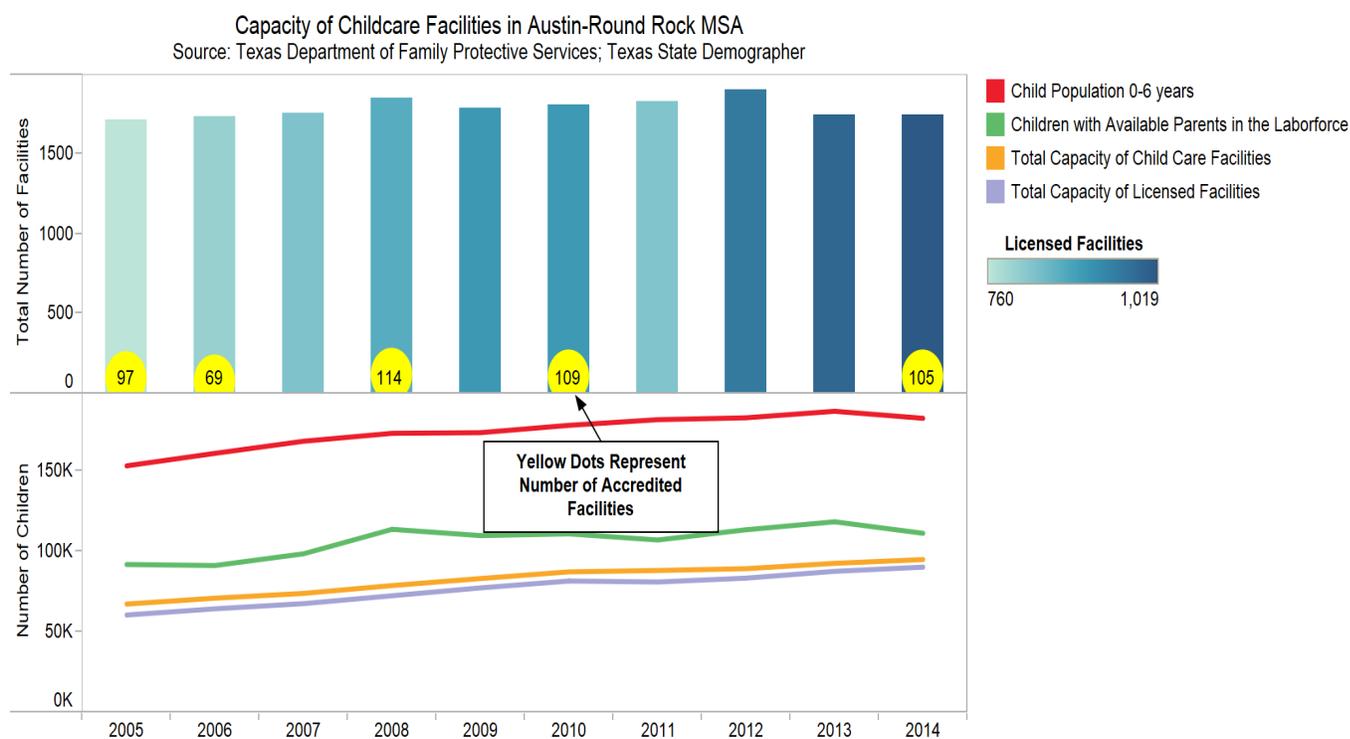
Accredited Child Care Facilities

Though access to child care and early education facilities is important, according to E3 Alliance quality of child care and early education facilities is correlated to better school readiness and performance. Accreditation comes from one of four rating systems in Texas: National Association for the Education of Young Children, Texas Rising Star, National Association of Family Child Care, and Texas School Ready. Of the 1,763 child care facilities registered in the Austin area in 2014, only 1,038 are licensed. Burnet County had 0 child care facilities in 2014 that were accredited. Accreditation ensures that child care centers meet quality standards for curriculum facilities, nutrition, staffing, administration, teaching practices and relationship among teachers and parents. Based on a population of 96,182 children ages birth to 6 years who have parents in the labor force in the Austin area, this translates to a ratio of one accredited site per 916 children needing care.

Table 1. 2014 Snapshot of Quality of Child Care Facilities in the Austin Area

	<i>Child Population birth-6 years with all available parents in the workforce</i>	<i>Total Child Care Facilities</i>	<i>Total Licensed Facilities</i>	<i>Total Accredited Facilities</i>	<i>Capacity at Accredited Facilities</i>
<i>Bastrop County</i>	2907	59	37	1	12
<i>Burnet County</i>	1557	25	19	0	0
<i>Caldwell County</i>	1681	23	15	1	82
<i>Hays County</i>	8053	157	93	6	656
<i>Travis County</i>	55747	917	562	75	8977
<i>Williamson County</i>	2637	587	312	22	3042

Source: U.S. Census Bureau ACS 2014 5yr estimate; Texas Department of Family and Protective Services

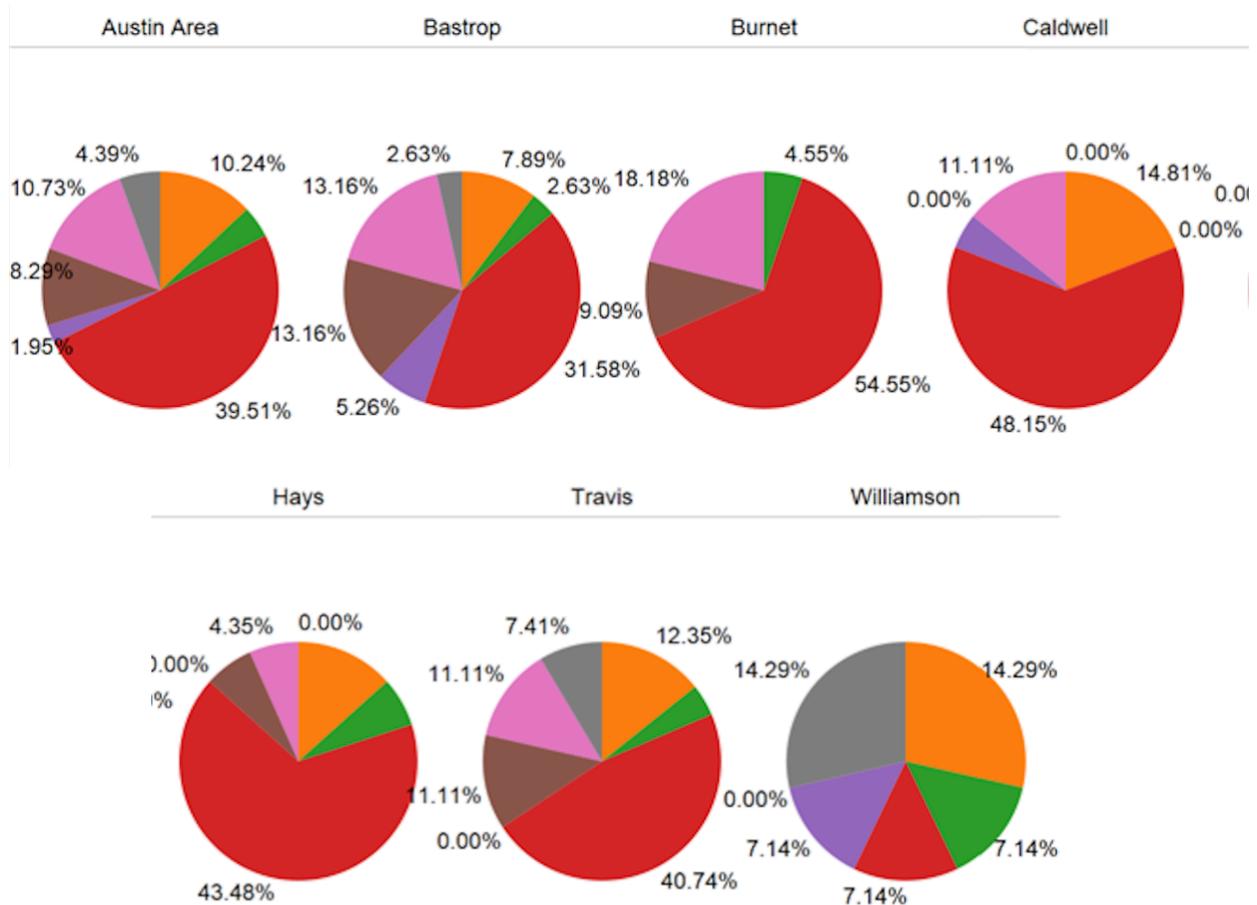


This lack of accredited child-care centers restricts options that parents have. In the 2015 A²SI Community Survey no respondents reported using a child-care center in Burnet County. Over 50% of the respondents reported using family relatives. The reported use of child-care centers has increased since 2010 from 7.2% to 10.24% in 2015. From 2006 to 2010, the use of childcare centers decreased, which represents a reversal in trend. Across the Austin area approximately 40% of those surveyed report leaving children in the care of relatives.

A²SI Community Survey 2015

Who's Taking Care of Children

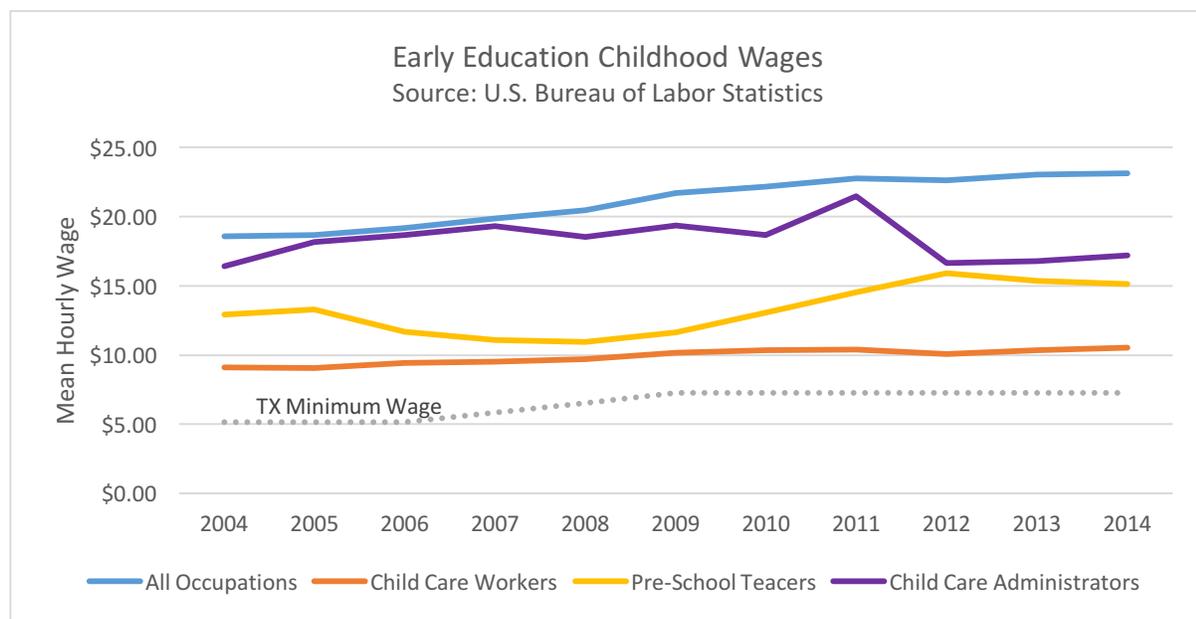
- Child-care center
- Family day care provider
- Family or relative
- Neighbor
- Other
- Partner / spouse
- Pre-school



Wages for Child Care Workers

Labor is one of the cost drivers for child care. Wages highlight the challenges of maintaining affordable prices for care and retaining child care staff. The typical wages of child care workers, preschool teachers, and child care administrators are significantly lower than the overall wage rate for the region. It is hard to imagine cutting costs from child care labor in order to reduce costs to parents. Child care workers have stayed relatively flat at around \$10.00 an hour since 2004, whereas Pre-

School Teachers have seen a wage increase to \$15.00 an hour (pre-K teachers are usually credentialed and have degrees, whereas child care workers are not; regardless, early education wages for all categories are on average lower than the mean for “all occupations”).



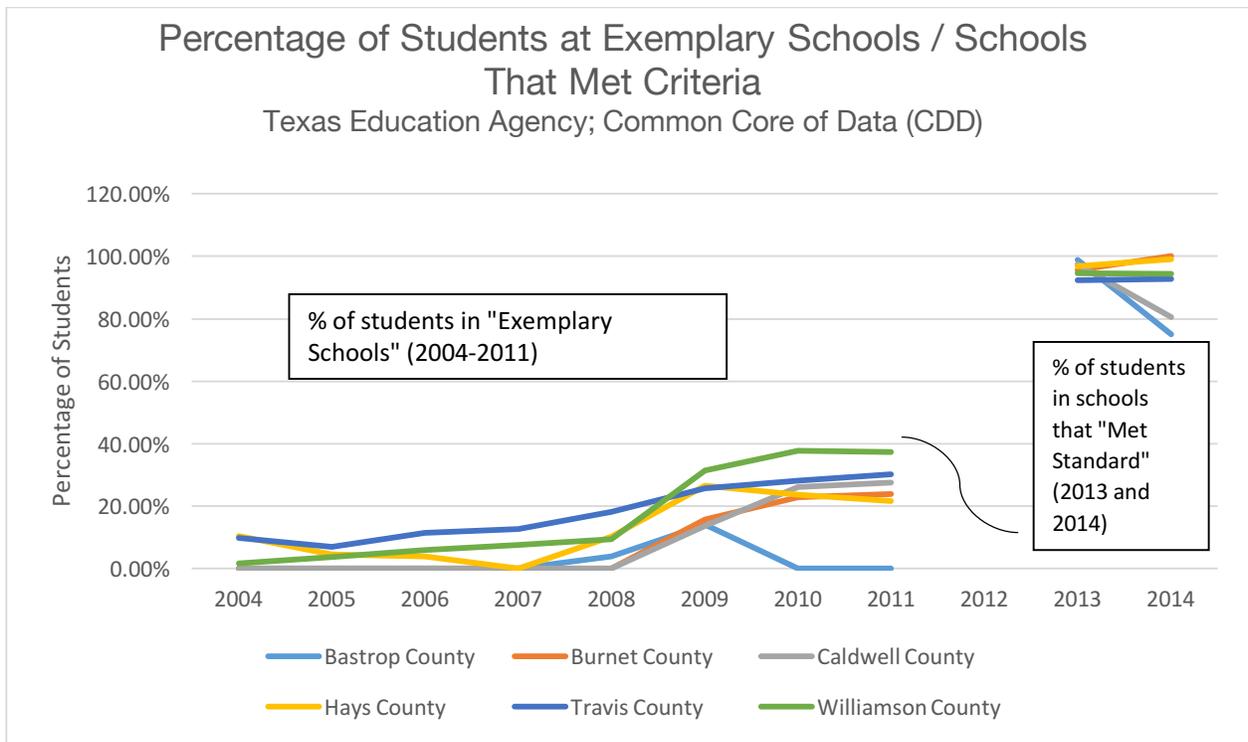
Schools: Quality

Our public education system is a necessary gateway for almost all children in our region to prepare themselves for success in life. Ensuring that system provides a safe, quality education to all kids enrolled, and a consistent and equitable assessment of what they learn, is a basic obligation of an engaged community.

Exemplary Campuses by County

The Texas Education Agency introduced a new accountability rating system in 2013. From 2004 to 2011, schools were categorized Exemplary, Recognized, and Academically Acceptable based on standard metrics: student performance on TAKS, progress measure of English Language Learners, completion rate, and annual drop-out rate. From 2013 to date, a new rating system was introduced which categorizes public schools into Met Standard and Improvement Required. The schools that meet standards are then assigned distinctions, based on different performance indicators: academic achievement of students, diminishing performance gap across students, and students’ postsecondary readiness.

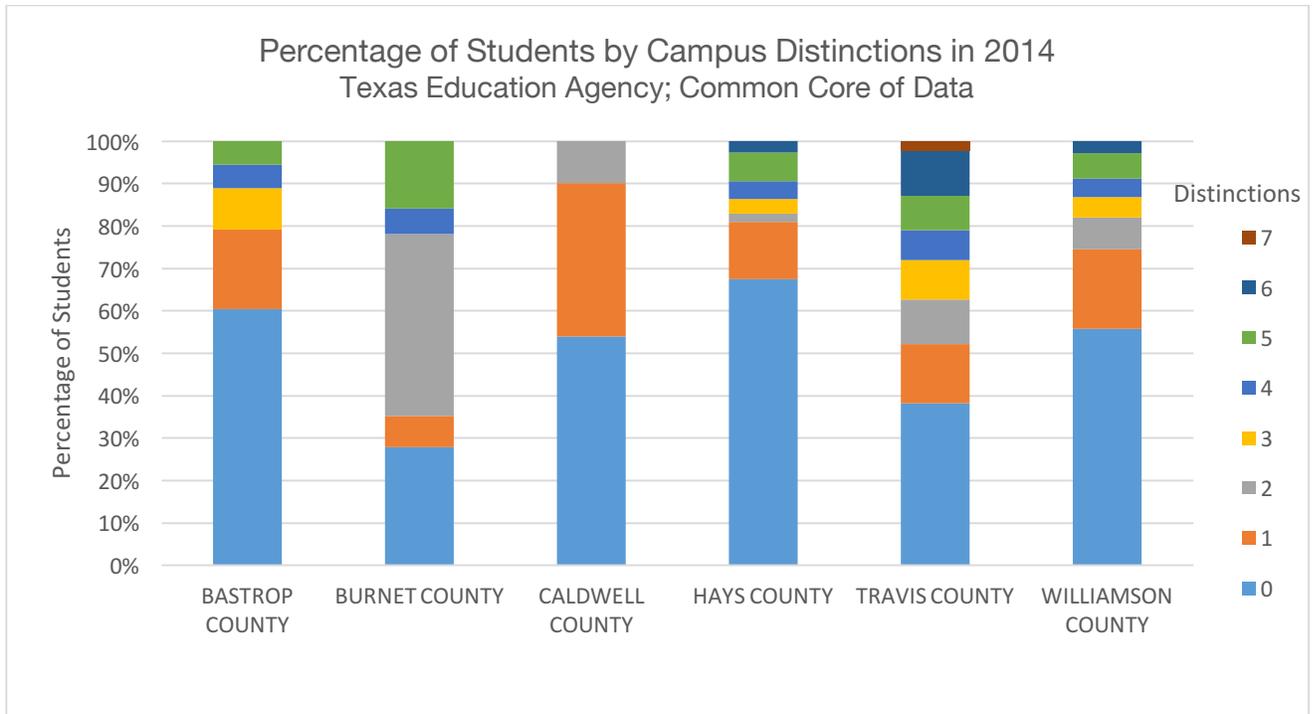
The chart below shows that overall, a low percentage of total students attended exemplary campuses in the Austin area. Moreover, there were substantial differences across counties, with no exemplary campuses in Bastrop County in 2010 and 2011. The campuses in other counties demonstrated significant improvement over time, with Williamson County showing the greatest improvement from 1.57% of students attending exemplary campuses in 2004 to around 37% students attending exemplary campuses in 2011.



*No accountability ratings were assigned in 2012.

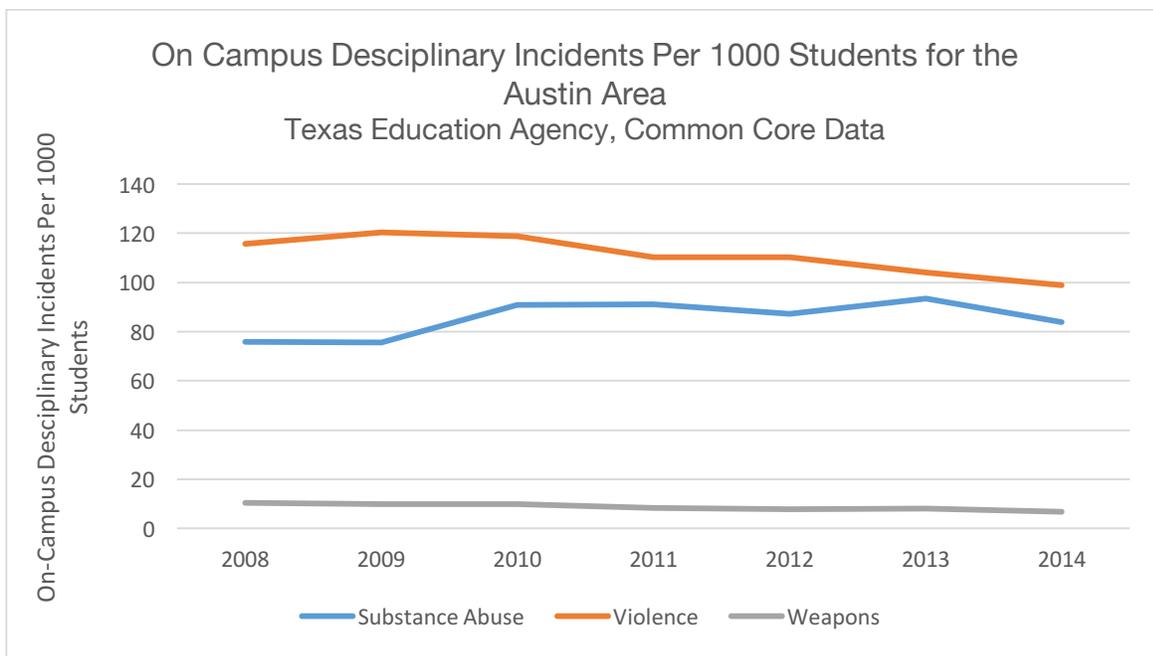
While the percentage of students attending, exemplary campuses improved until 2011, it is worth noting that the rating ‘Met Standard’ introduced in 2013 is not directly comparable to Exemplary campuses, as the rating has much lower targets for the performance indices than the ‘Exemplary Campus’ rating in the previous accountability system. An analysis of the campus distinctions assigned under the new accountability rating system introduced in 2013 provides a better insight into the performance of campuses in the different counties.

For 2014, a distinction designation was awarded to a campus if the campus fell in the top 25 percent of the campuses in its comparison group for each of 7 performance indicators: academic achievement in English Language, Mathematics, Science, Social Studies, student progress, reduction in performance gap and for postsecondary readiness. An analysis of the campus distinctions shows that Caldwell County has no campus with greater than 2 distinctions in 2014 and only a very small percentage of students (2% of Travis County students) attended schools with all seven distinctions.



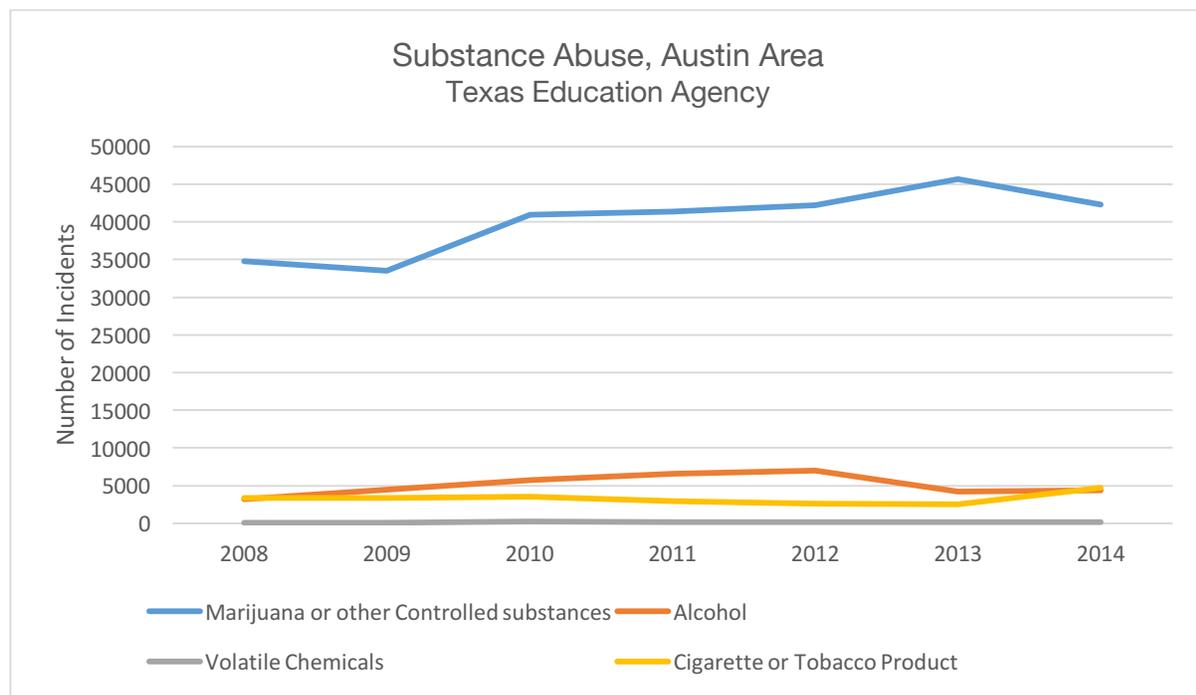
On – Campus Disciplinary Incidents

On campus disciplinary incidents disrupt the educational environment on campus. Fortunately, in school campuses in the Austin area, incidents of violence and students bringing weapons to class have shown a continuous decline. However, the number of substance abuse incidents per 1,000 students revealed an overall increase of about 12% since 2008. Although these numbers are cumulative for the region, understanding these trends by county is important for local school district planning.



*County level data currently not available.

Disaggregating substance abuse statistics shows that the major increases have been in the number of incidents involving the use or exchange of marijuana or other controlled substances. There was also some increase in incidents involving the use or exchange of alcohol in school, but the number of incidents declined in 2013. There was also an increase in the use or exchange of cigarette and tobacco products from 2013 to 2014.



Schools – Performance

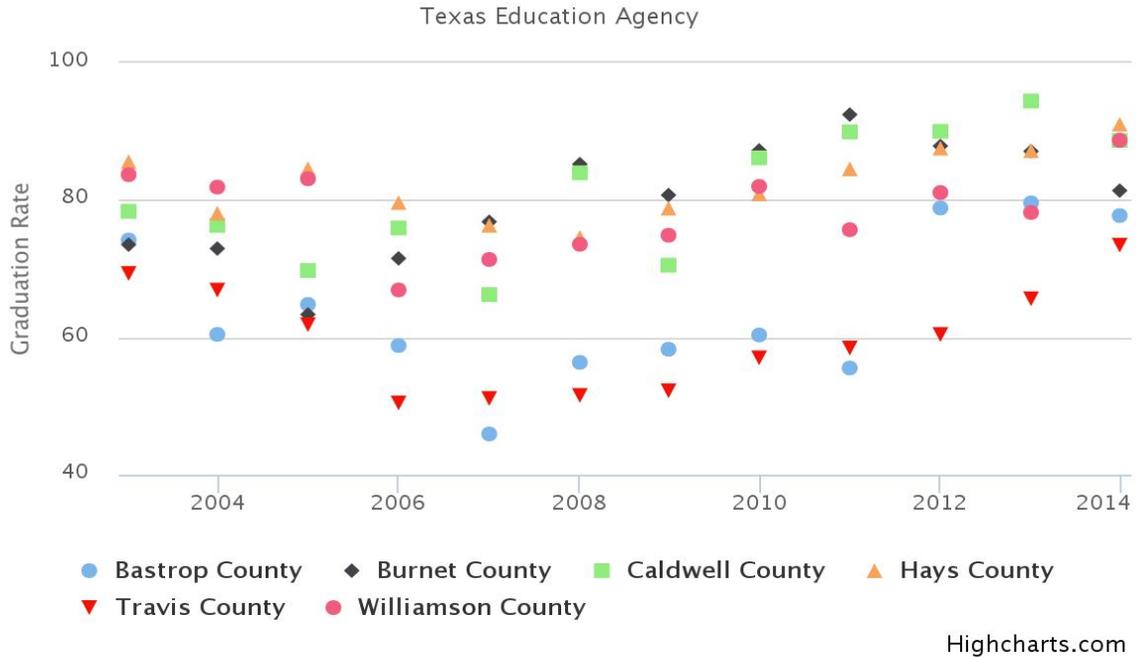
Academic performance, as often assessed through standardized testing, is the most broadly used determination of whether quality and equity efforts have been successful, despite the persistence of gaps in equity. Differences in academic performance by campus and by school district often mirror other economic and land use patterns.

Increased high school graduation rates are correlated with better social and economic life outcomes. Thus, the opposite is also true. People without a high school degree experience limited earning potential. Youth who are not attending school and have not yet earned a high school diploma have a harder time transitioning to a productive adulthood.

Graduation Rates and Drop Out Rates by County over Time

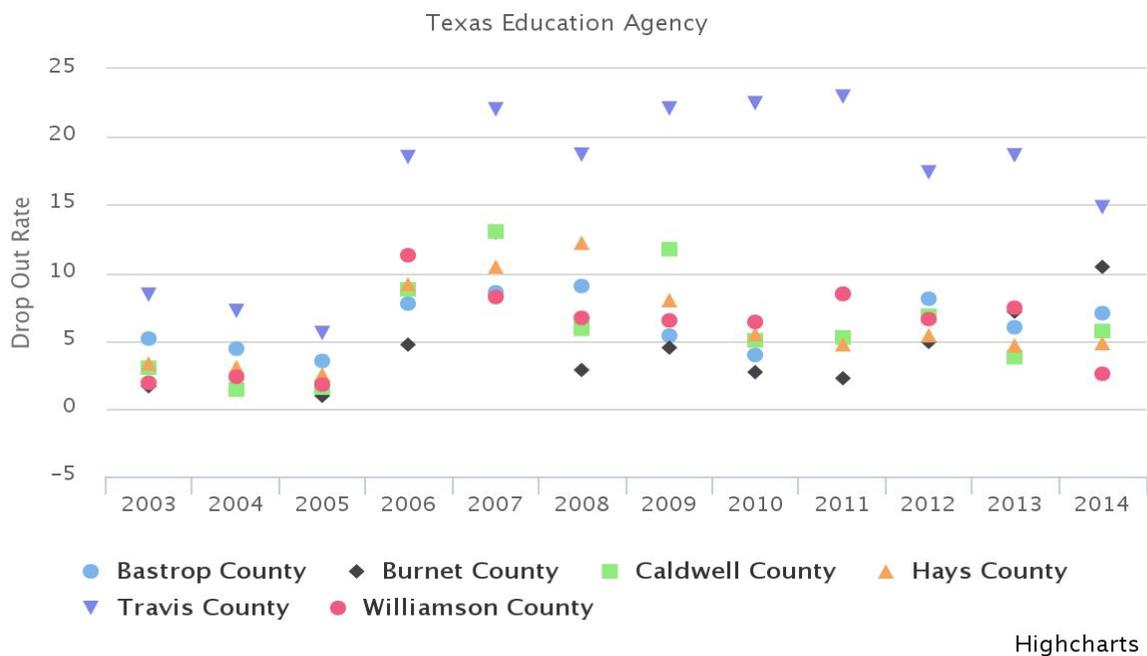
The average four-year graduation rate varies considerably by county, though the gap between the counties has reduced in recent years. In 2014, while the campuses in Hays County had an average graduation rate of 91%, the campuses in Travis County had an average graduation rate of 73%, resulting in a gap of 17%.

Average 4-year Graduation Rates by County



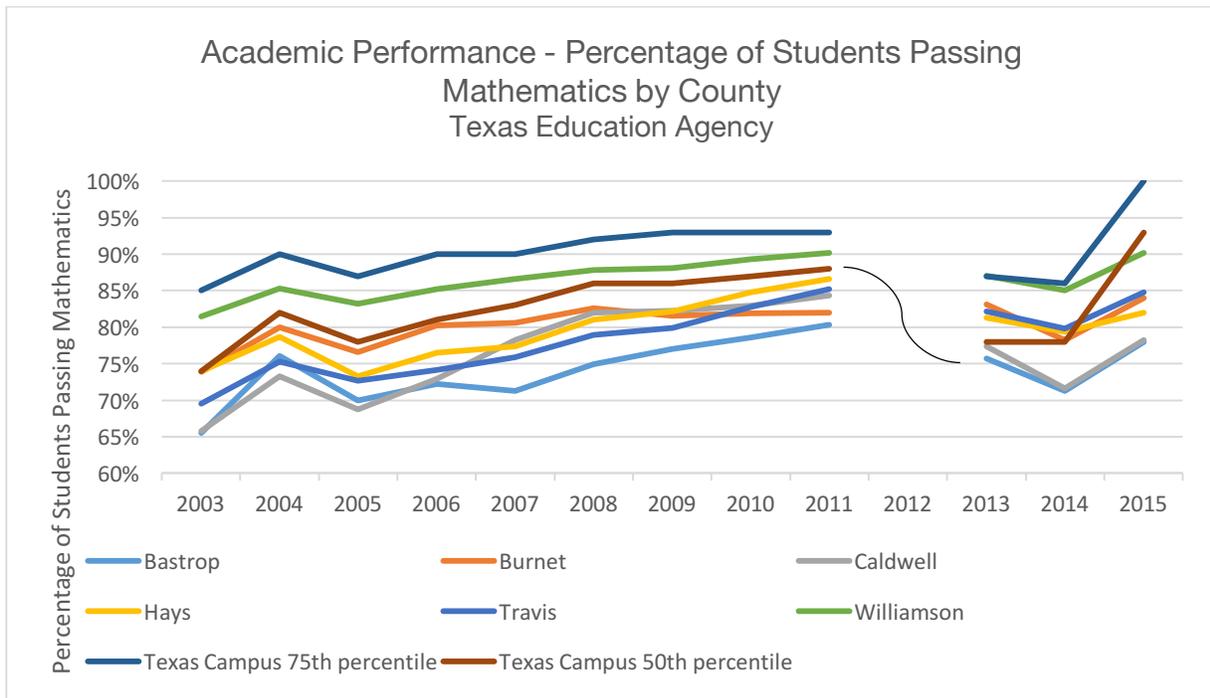
Of the 27% of students who did not graduate from their high school campuses within 4 years in Travis County, an average of 15% dropped out of school. Travis County has the highest drop-out rates followed by Burnet (10.4%), Bastrop (7%), Caldwell (5.7%), Hays (4.8%), and Williamson (2.55%).

Average Drop Out Rates by County



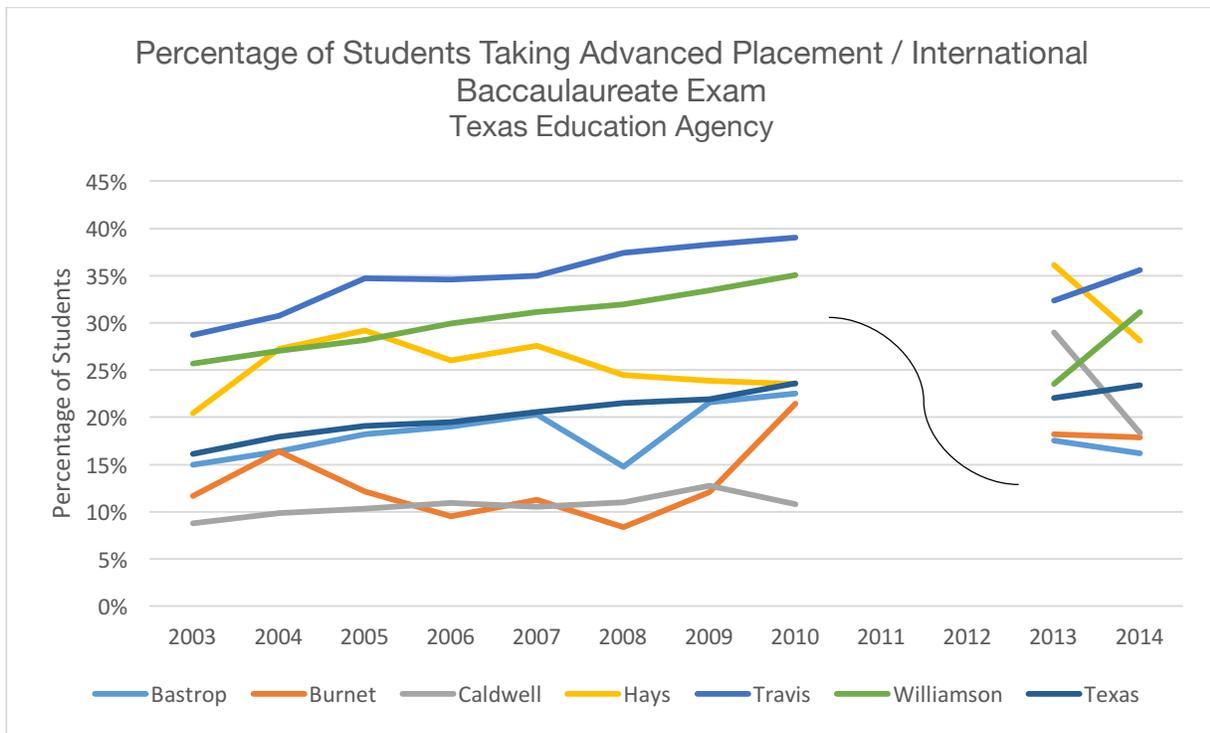
Academic Performance in Standardized Tests – All Students

School campuses in the region perform either comparable to or lower when compared to the campuses in the State of Texas overall. Moreover, there is a substantive difference in the performance of students in different counties within the Austin area. In standardized tests, Austin area campuses perform below the campus median for Texas. Only Williamson County falls within the 75th – 50th percentile for Texas campuses for most years except for 2015, while the performance of campuses in other counties fall below the state median.



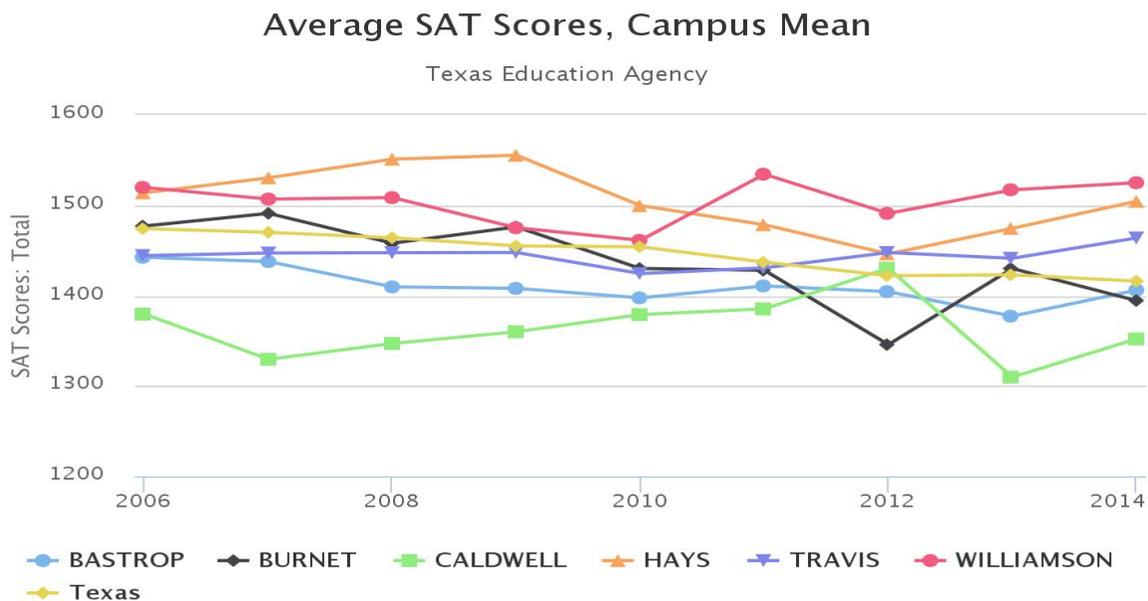
Post-Secondary Readiness – All Students

Student participation and performance in Advanced Placement/International Baccalaureate (AP/IB), SAT/ACT show the extent to which the students in the region are prepared for higher education. While a higher percentage of students in Travis, Williamson and Hays counties take AP/IB exams as compared to the overall State Average, a smaller percentage of students in Burnet, Bastrop and Caldwell counties take their AP/IB exams. The difference across counties is substantial. Bastrop County, with only 16% of students taking AP/IB exams, substantially lags behind Travis County, with the highest percentage (36%) of students taking AP/IB.



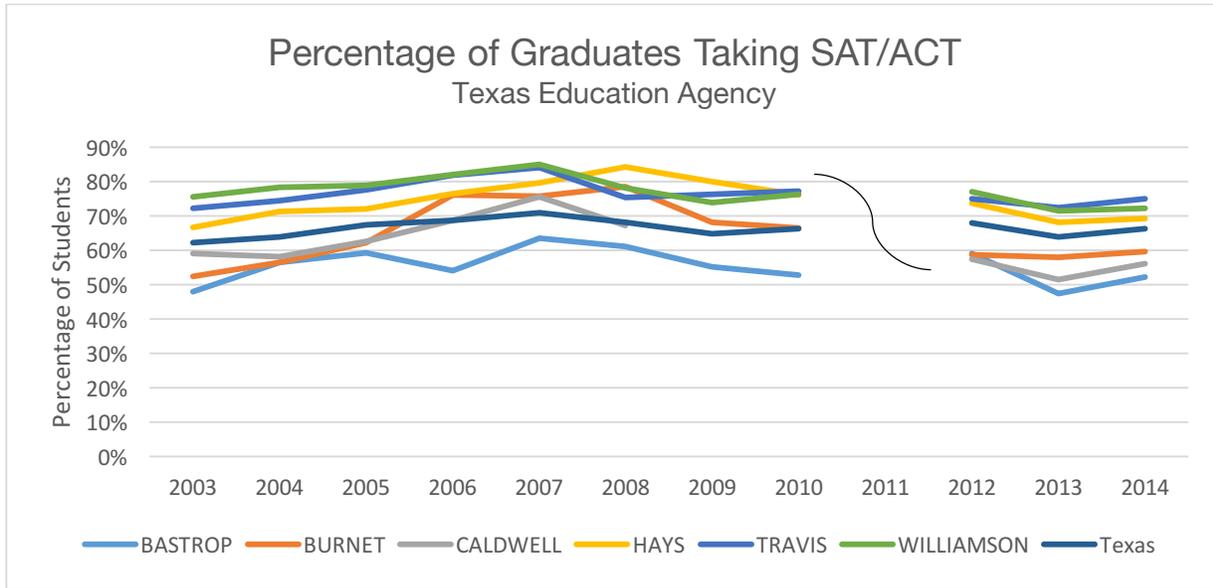
*Data for 2011 and 2012 not available

The Average campus SAT scores by county also shows the extent to which students in the region are prepared for post-secondary education. Again, campuses in Williamson and Hays counties show better average SAT scores than campuses in the other three counties.



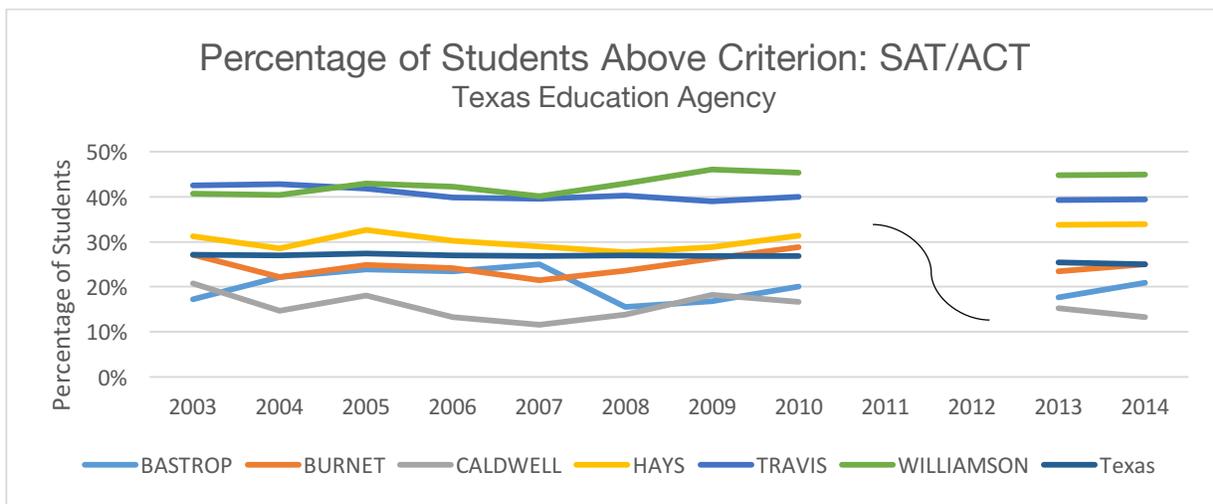
Highcharts.com

There are differences on SAT/ACT scores across counties, as well as in the percentage of students taking these exams across counties. A higher percentage of students in Williamson, Hays and Travis counties take their SAT or ACT exams as compared to the students in Bastrop, Burnet and Caldwell counties. In Bastrop, Burnet and Caldwell counties, almost half of the students do not take their SAT exams and, therefore, are unable to apply to a majority of 4-year universities.



*Data for 2011 is not available.

Of the students that sit for their SAT/ACT exams, there is a wide variation among counties in the percentage of students that procure a score of more than 1,100 (the criterion set by Texas Education Agency) in their verbal and quantitative sections. While 45% of the students in Williamson County procure SAT/ACT marks above 1,100, only about 15% of the students in Caldwell County acquire marks above the criterion. This difference has subsisted for years.



*Data for years 2011 and 2012 is not available.

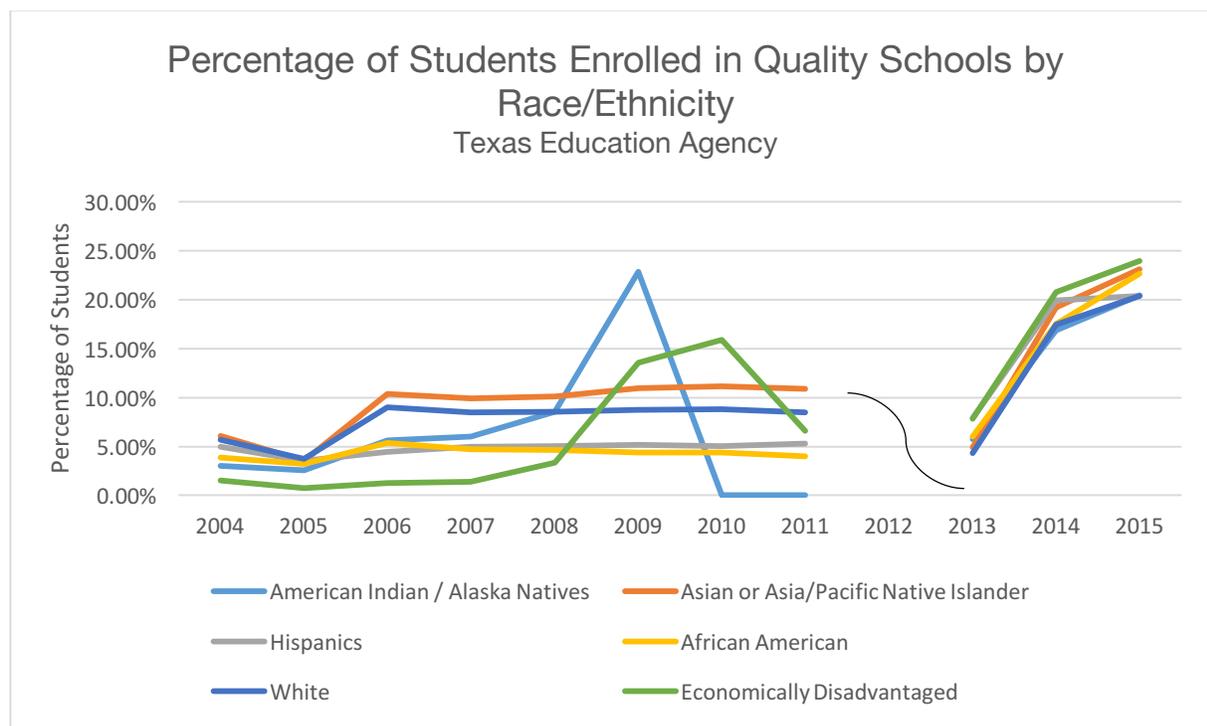
Schools – Equity

The public education system is the gateway for almost all children in a community to prepare themselves for success in life. Providing equity in education is as important as providing quality in education. Neighborhoods that provide children and youth with quality education give them important skills and opportunities in life. Educational attainment has long been seen as a key factor in economic mobility, as high school graduation rates are correlated with improved social and economic life outcomes.

Equity in Quality

A greater percentage of Asian and White students persistently studied at exemplary schools and schools with higher distinctions as compared to African American, Hispanic, Asian or Asia/Pacific Native Islander until 2011. Though this difference has persisted from 2004 to 2011, it appears to converge in 2014 with only minor differences remaining between the percentage of students in quality schools across ethnicities.

A greater percentage of economically disadvantaged students attended higher quality schools over time. This trend is promising, as nearly one-quarter (24%) of the total economically disadvantaged students in the Austin area region studied at campuses in 2015, with 3 or more distinctions, as compared to only 1.5% of economically disadvantaged students studying at exemplary campuses in 2004.

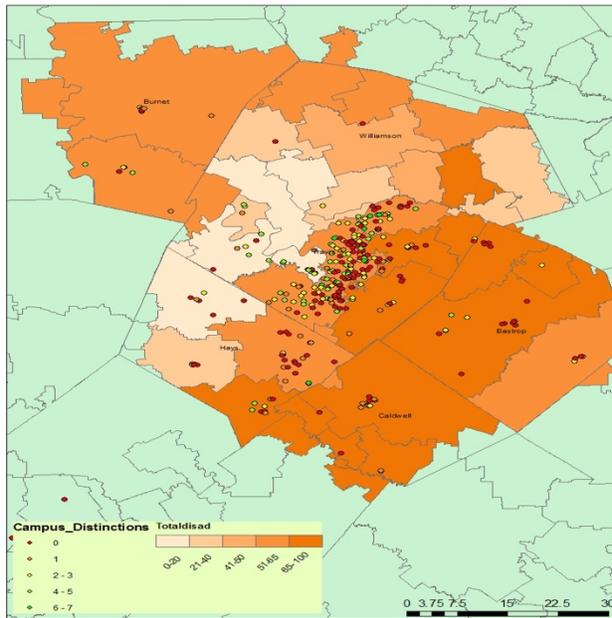


Map of Campus Distinctions and Disciplinary Incidents and Economically Disadvantaged Students

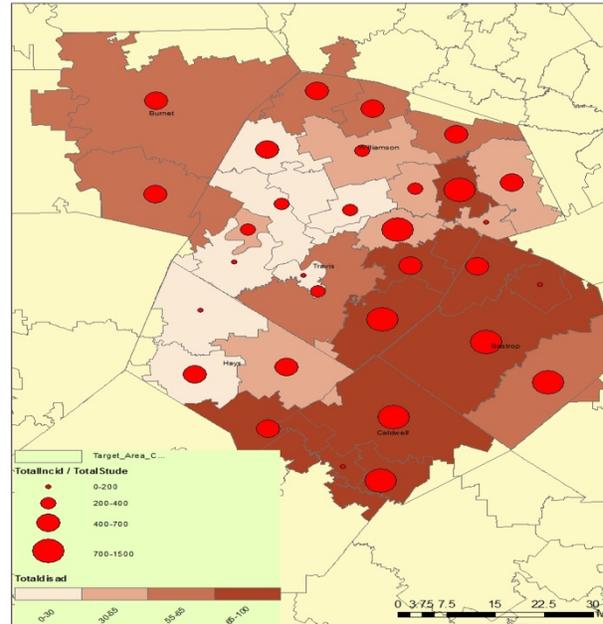
There seems to be an even spread of campuses with distinctions over the school districts in the Austin area. The school districts with a greater number of economically disadvantaged students have similar proportions of high quality campuses available. A map of on-campus disciplinary incidents

compared against the number of economically disadvantaged students by school districts reveals that school districts with higher percentages of disadvantaged students had higher disciplinary incidents (per 1,000 students). This has the potential of seriously affecting the quality of education received by economically disadvantaged students.

Campus Distinctions



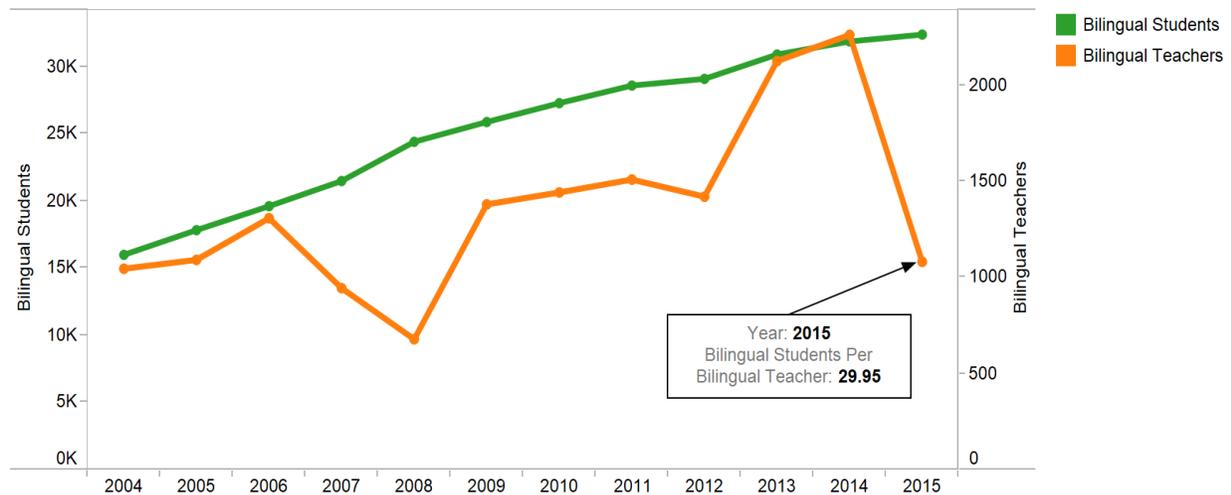
Campus Disciplinary Actions



Quality of Education to Bilingual Students

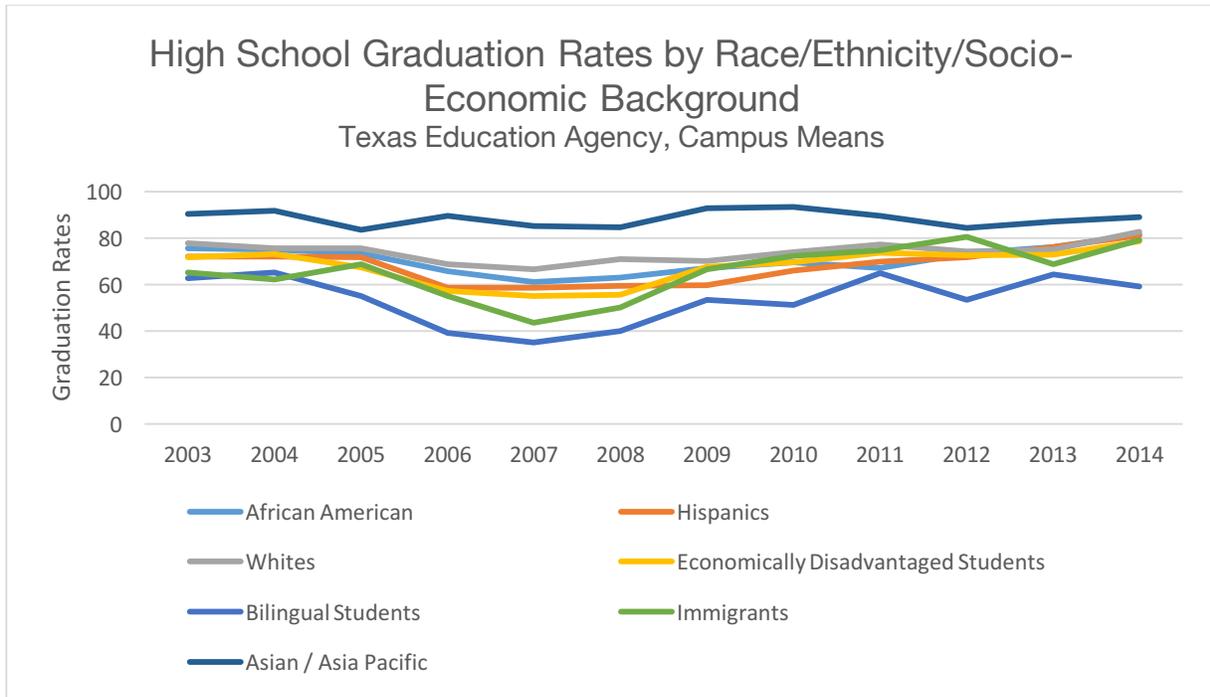
The quality of education available to bilingual students depend on their access to bilingual teachers in their campuses. The number of bilingual students has been increasing in the Austin area while the number of bilingual teachers in Austin area campuses has remained flat with a decline in 2015, bringing the ratio of bilingual students to teachers to 30:1.

Gap Between Bilingual Students and Teachers
Source: Texas Education Agency



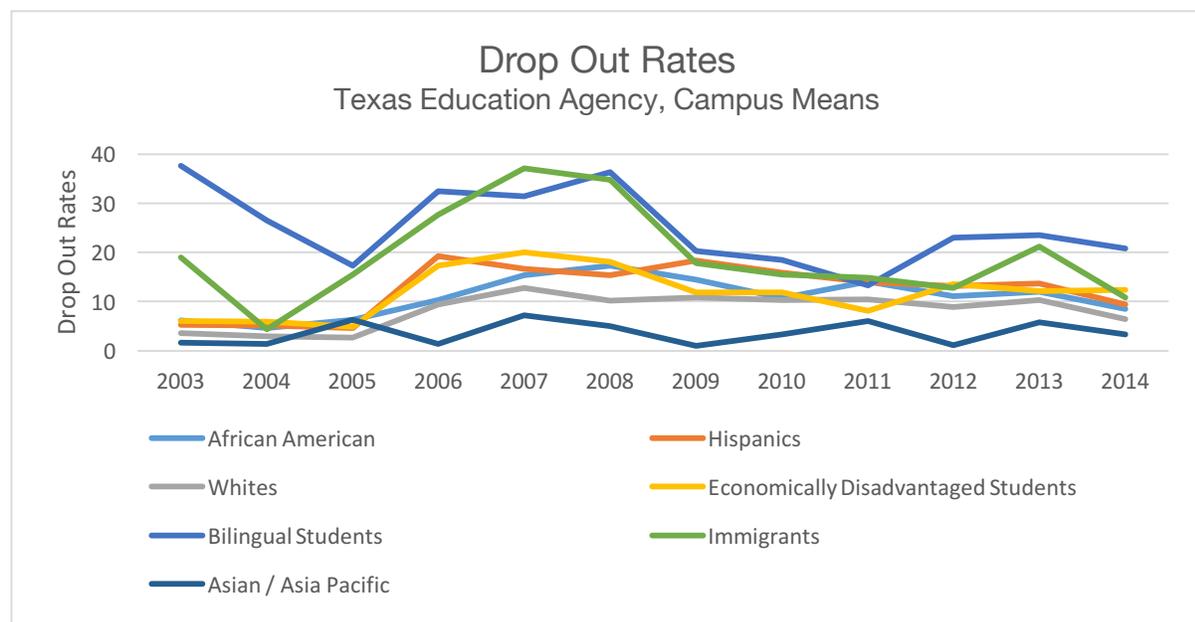
Graduation Rates – Equity

Asian/Asia Pacific Islander students have the highest graduation rates among the different races/ethnicities. While the high school graduation rates have converged for the different races/ethnicities and economically disadvantaged and immigrant students, bilingual students have a consistently lower graduation rate than other students. In 2014, this gap was around 20%.



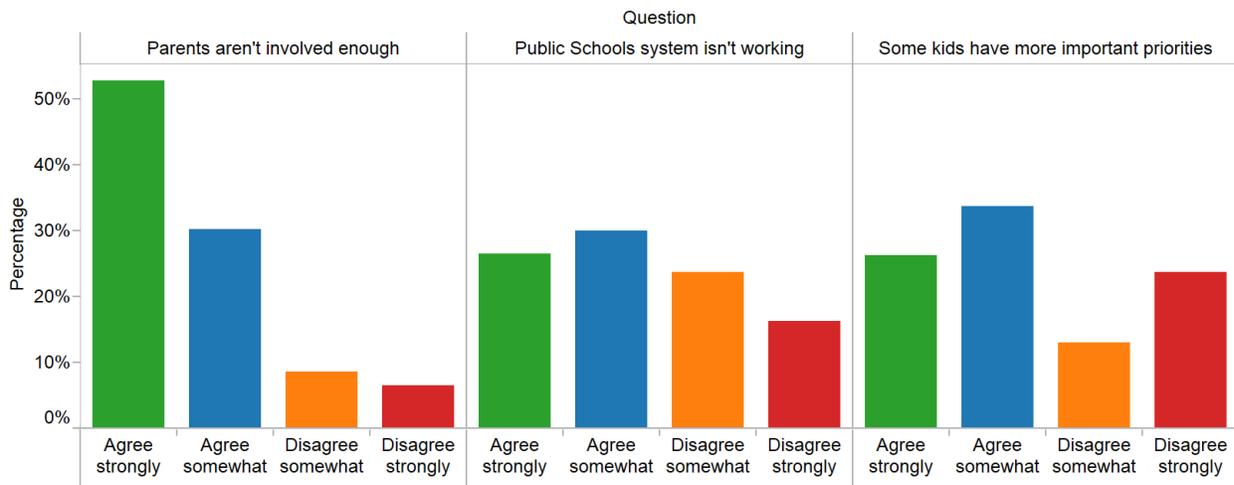
Drop – Out Rates – Equity

Of the 40% bilingual students who did not graduate from high school in 2014, 20% dropped out of school. This however is an improvement from 37% drop-out rate for bilingual students in 2003. An analysis of the drop-out rate also shows that though the graduation rates for most ethnicities were almost the same in 2014, economically disadvantaged students, immigrant children, Hispanic and Black children were more likely to drop out if unable to complete their high school education within 4 years.



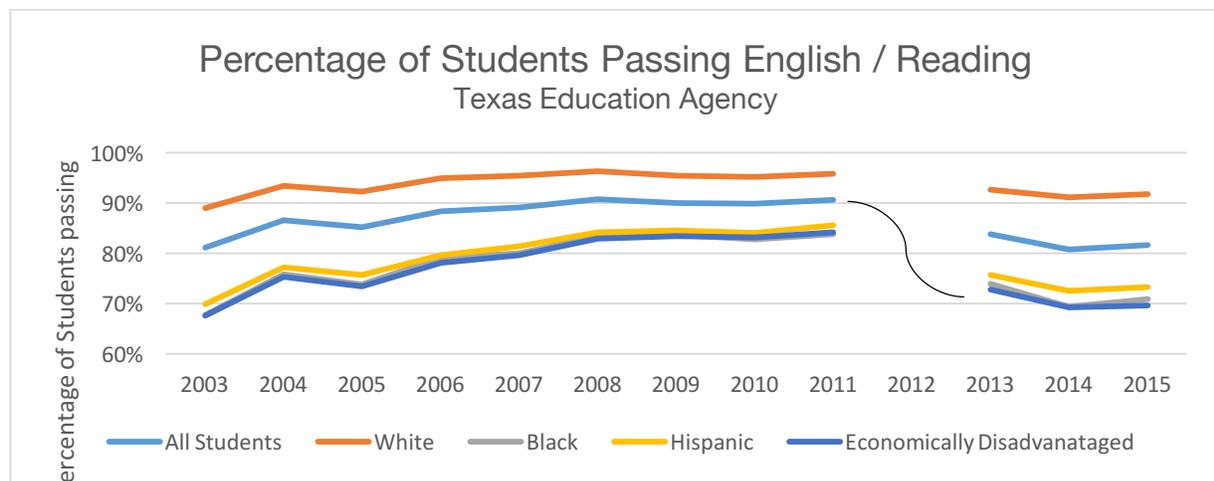
Responses from the survey indicate that approximately 83% of respondents believe that a lack of parental involvement is an important factor in student drop-out or poor performance. In 2008 and 2012, this number was closer to 90%. Although not as strong, a majority also believe a non-working public school system, as well as the alternative priorities students may have, are factors in poor student performance.

A²SI Community Survey 2015
Perspectives on Dropouts



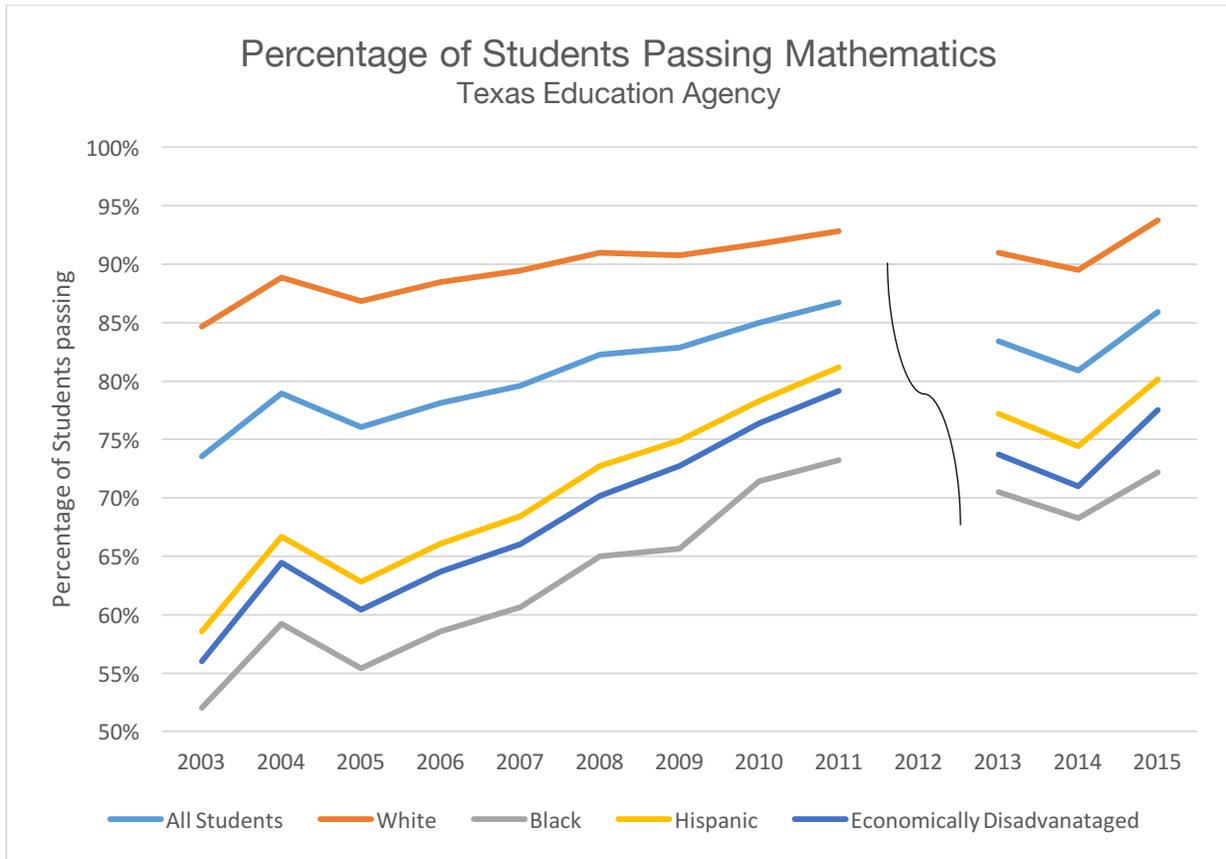
Academic Performance by Ethnicity and Income Level – English / Reading

Economically disadvantaged, Hispanic, and Black students consistently demonstrated poorer performance on standardized tests compared to White students. The gap in performance is about 22% between the highest performing group (White students) and the lowest performing group (Economically disadvantaged) for English assessments in 2015. This gap in performance has subsisted over time.



Academic Performance by Ethnicity and Income Level – Mathematics

Similar gaps in performance across race and ethnicity exist for assessments of Mathematics, although this gap has declined over the years from 33% between the highest performing group (White students) and the lowest performing group (Black students). The gap between these two groups stood at 22% in 2015.

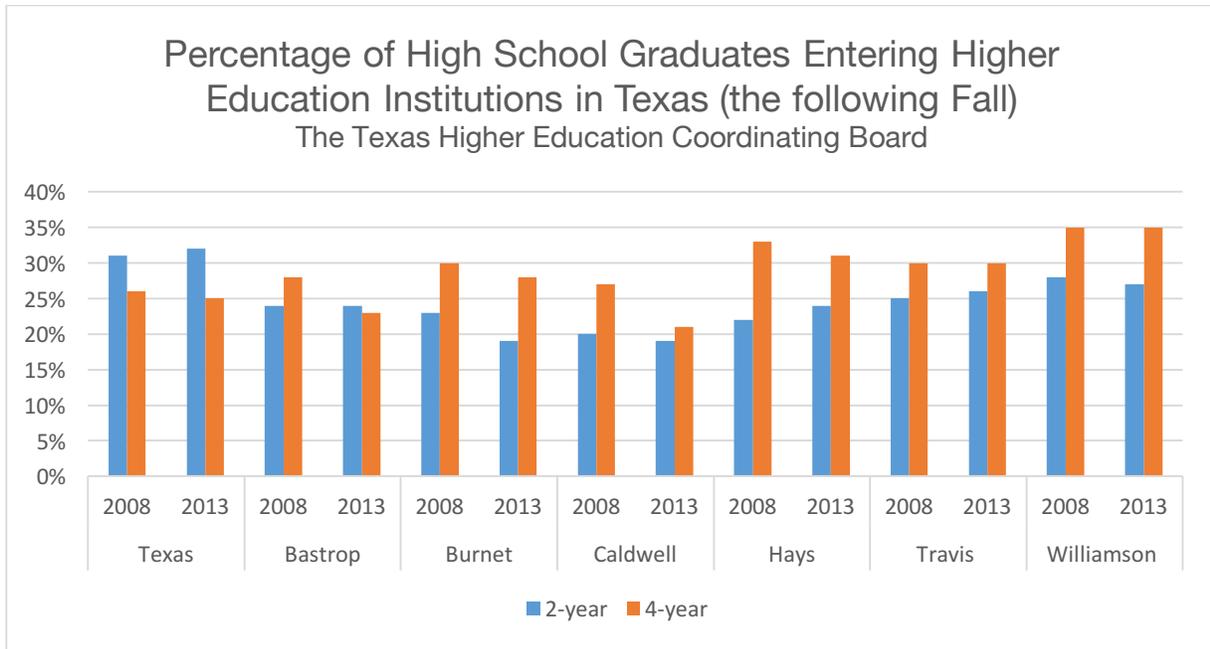


Higher Education

The higher education system is a gateway for youth to the full range of employment opportunities as well as an economic driver for the entire region.

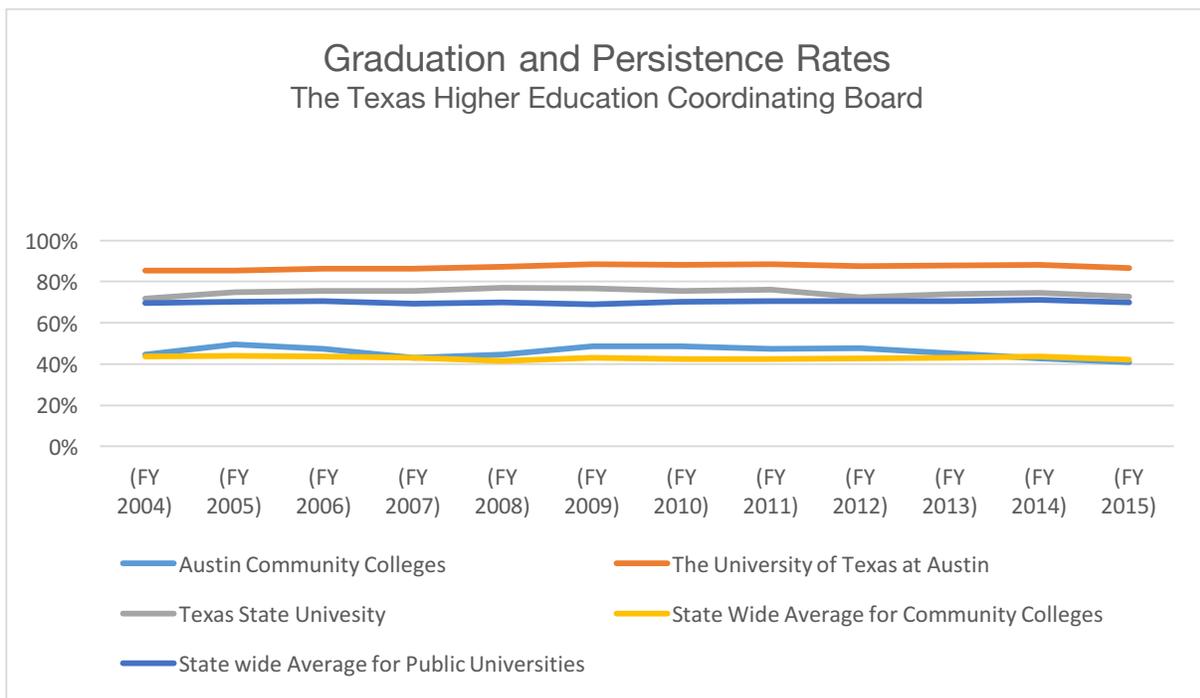
Access

Among the high school graduates in the Austin area who enter the Texas higher education institutions the fall of their graduation year, a higher percentage of students attended 4-year institutions than 2-year colleges. For Texas overall, the trend is in the opposite direction, with a higher percentage of high school graduates enrolling into 2-year higher education institutions. Within the region, Bastrop County in 2013 experienced a lower percentage of high school graduates enrolling into 4-year institutions compared to 2-year institutions.



Performance

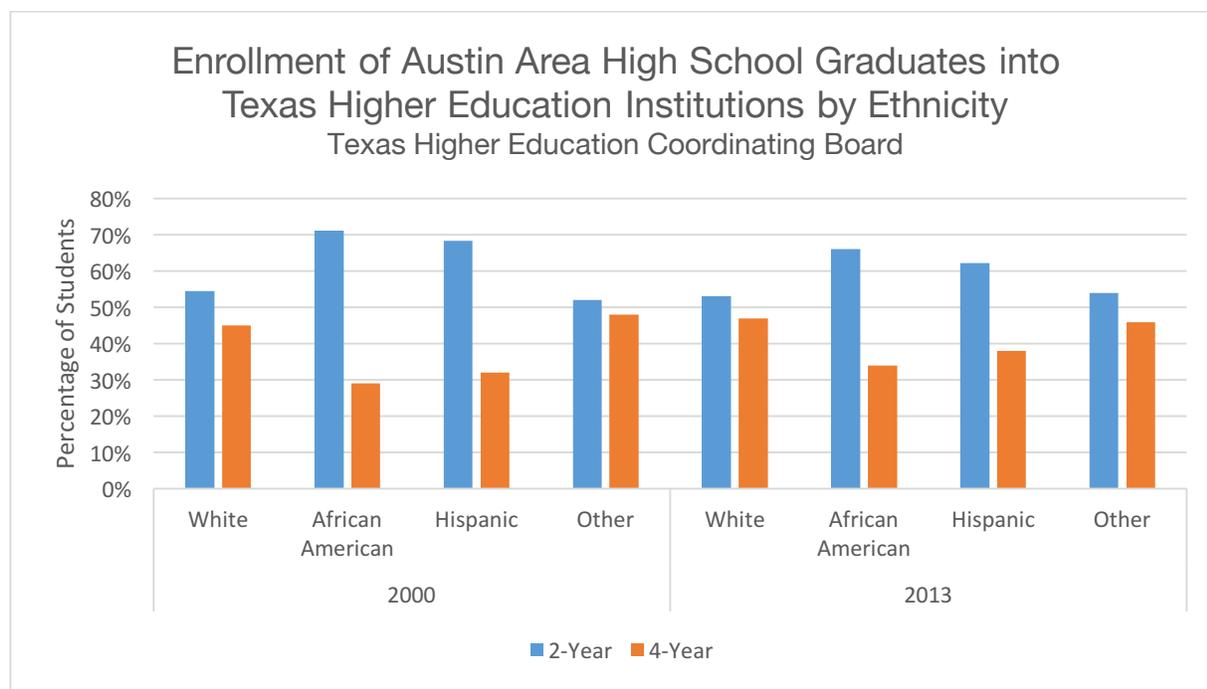
The graduation and persistence rates of higher education institutions in the Austin-Round Rock-San Marcos have remained consistent over time. The graduation and persistence rates for students at The University of Texas at Austin is about 17% higher than the statewide average for public universities in Texas. The graduation and persistence rates for Texas State University and Austin Community Colleges are comparable to the statewide average for public universities and community colleges.



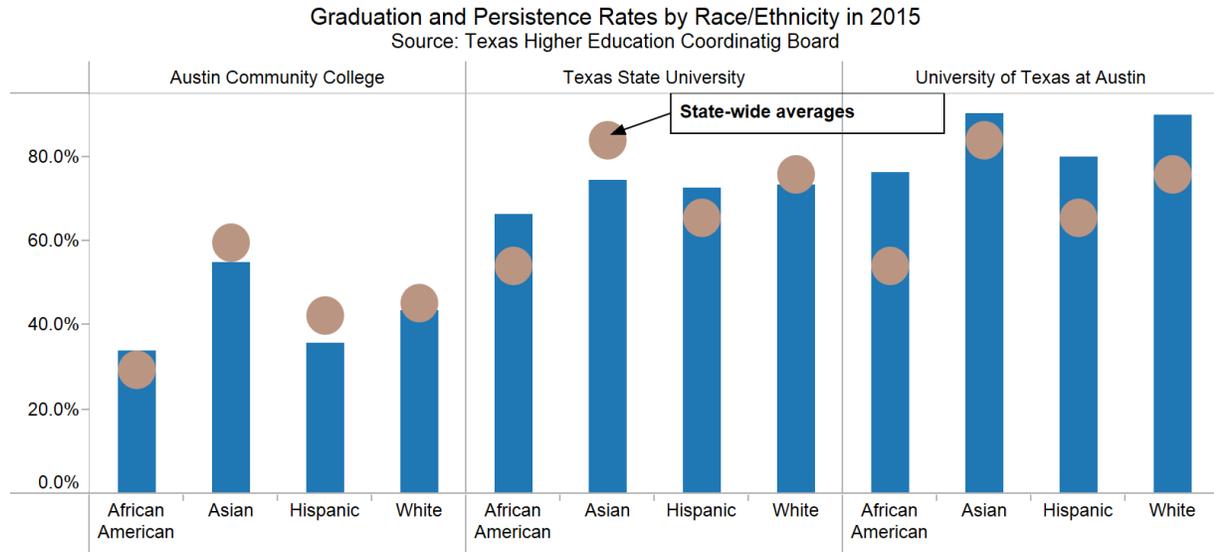
*ACC and other community college students may transfer to four year institutions.

Higher Education – Equity

Across all ethnicities, high school graduates of the Austin area are more likely to attend 2-year higher education institutions as compared to 4-year universities. The gap between the percentage of students who attended 2-year and students who attended 4-year higher education institutions, reduced from 2000 to 2013 for all ethnicities. However, two-thirds (66%) of African American high school graduates attended 2-year higher education institutions, while about one-third (34%) attended 4-year colleges.



There are substantial differences in graduation and persistence rates across ethnicities, with Hispanic and African American students lagging behind White and Asian students. On average, there is about a 22% gap between the graduation and persistence rates for the ethnicity with the highest graduation rate (Asian or White) and the ethnicity with the lowest graduation rate (African American). Given that Hispanic youth are expected to become a majority youth group in the Austin area by 2040, continued lower graduation and persistence rates for Hispanics would affect the overall graduation rates and lead to an under-educated population in the region.



*ACC and other community college students may transfer to four year institutions.

Summary and Conclusion

A robust system of education indicators is expected to provide accurate and precise information to illuminate the condition of education and contribute to its improvement. A successful education system starts with early child development and access to quality childcare. Similarly, access to a quality education is key to a sustainable Austin area. Understanding, and working to resolve, disparities in childcare and education is critical for a truly sustainable region.

Appendix A: Glossary

Accredited Child Care Facility - A process through which child care programs voluntarily meet specific standards to receive endorsement from a professional agency. The National Association for the Education of Young Children (NAEYC) and the National Accreditation Commission for Early Care and Education Programs (NAC) are among the organizations that offer accreditation programs for child care.

Affordable Child Care – The Department of Health and Human Services benchmarks affordable child care costs at 10 percent or less of a family’s household income.

African American: Individuals having origins in any of the black racial groups of Africa as reported by each school.

Asian or Asian/Pacific Islander - Individuals having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands as reported by each school.

Bilingual Student - Student of limited English proficiency or a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

Drop Out Rates - A four-year longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. Students who enter the Texas public school system over the years are added to the class, and students who leave the system for reasons other than graduating, receiving a General Educational Development (GED) certificate, or dropping out, or who could not be tracked from year to year, are subtracted. Dropouts are counted according to the definitions in place the years they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (classes of 2006, 2007, and 2008) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

Economically Disadvantaged – The sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance.

Equity – Equity in education refers to achievement, fairness, and opportunity in education. Two main factors contribute to educational equity: fairness and inclusion.

Graduation and Persistence Rate – First-time, full-time, degree-seeking students enrolled in a minimum of 12 credit hours their fall semester who have graduated or are still enrolled at the same institution or another Texas public or independent institution.

Graduation Rate - A four-year longitudinal graduation rate is the percentage of students from a class of beginning ninth graders who graduate by their anticipated graduation date, or within four years of beginning ninth grade.

The Division of Research and Analysis calculates the four-year longitudinal rate for graduates by dividing the number of students who graduated by the number of students in the class:

$$\text{longitudinal graduation rate} = \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}} \times 100$$

Hispanic: Individuals having Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race as reported by each school.

Head Start - A federal program that provides comprehensive developmental services for low-income, preschool children ages 3-5 and social services for their families. Head Start began in 1965 and is administered by the Administration for Children and Families of the U.S. Department of Health and Human Services. Head Start provides services in four areas: education, health, parent involvement and social services. Grants are awarded to local public or private non-profit agencies.

Improvement Required: Unacceptable rating assigned to districts, campuses, charter operators, and alternative education campuses (AECs) that miss the target on one or more performance indexes.

Licensed Child Care Facility - Child care programs operated in homes or in facilities that fall within the regulatory system of a state or community and comply with those regulations. Many states have different levels of regulatory requirements and use different terms to refer to these levels (e.g., licensing, certification, registration).

Met Alternative Standard: Acceptable rating assigned to charter operators and alternative education campuses (AECs) that are evaluated by alternative education accountability (AEA) provisions and meet modified targets on all performance indexes for which they have performance data in that year.

Met Standard: Acceptable rating assigned to districts and campuses that meet the target on all indexes for which it has performance data in that year. This rating applies to campuses serving grades prekindergarten (PK) through 12 (including campuses with assessment data due to pairing).

On-Campus Disciplinary Incidents – Incidents where students commit an offense that results in a disciplinary action undertaken by the school authorities as prescribed under the Texas Education Code (TEC).

School Readiness - The state of early development that enables an individual child to engage in and benefit from first grade learning experiences. Researchers, policymakers, and advocates have described school readiness in different ways, but generally they refer to children's development in five arenas: health and physical development; social and emotional development; approaches toward learning; language development and communication; and, cognition and general knowledge. Some policymakers and researchers also use the term "school readiness" to describe a school's capacity to educate children

Subsidized Child Care - Child care that is at least partially funded by public or charitable funds to decrease its cost for parents.

Substance Abuse – Substance abuse refers to possession, sale, use or being under the influence of Marijuana, alcoholic beverages, tobacco or other controlled substances. It also includes the handling of any volatile chemical on campus.

Quality - Quality child care commonly refers to early childhood settings in which children are safe, healthy, and receive appropriate stimulation for development of cognitive abilities. Care settings are responsive, allowing children to form secure attachments to nurturing adults. Quality programs or providers offer engaging, appropriate activities in settings that facilitate healthy growth and development, and prepare children for or promote their success in school.

White – Individuals having origins in any of the original peoples of Europe, North Africa, or the Middle East, as reported by each school.

Appendix B: Bibliography

Section	Sub-Section	Indicator	Source	Citation
Education	Child Care: Access	Percentage of Children aged 3-4yrs enrolled in a Child Care or Pre-School Program in Austin-Round Rock MSA	U.S. Census Bureau	U.S. Census Bureau, American Community Survey, 1 year estimates, S1401: School Enrollment. Accessed 16 February 2016
Education	Child Care: Access	Children under 12 years Receiving Subsidized Child Care	Texas Kids Count	Kids Count Data Center, Children (0-12 years) receiving subsidized child care. Retrieved October 7, 2015, from http://datacenter.kidscount.org/data/Tables/3072-children-0-12-years-receiving-subsidized-child-care
Education	Child Care: Access	Public School Pre-K Enrollment	Texas Kids Count	Kids Count Data Center, Public PreSchool and Pre-K Enrollment, Retrieved October 7, 2015, from http://datacenter.kidscount.org/data/tables/4770-public-preschool-and-pre-k-enrollment .
Education	Child Care: Access	Average Costs of Child Care in The Austin Area	Texas Workforce Commission; FFIEC	Federal Financial Institutions Examination Council, Median Family Income Report. https://www.ffiec.gov/Medianincome.htm . Accessed 27 Oct. 2015
Education	Child Care: Quality	Kindergarten Readiness	E3 Alliance	E3 Alliance. 2015. The Blueprint for Educational Change. Retrieved February 19, 2016, from http://e3alliance.org/category/topic/blueprint-for-educational-change/
Education	Child Care: Quality	Capacity of Child Care Facilities in The Austin Area	Texas Department of Family and Protective Services; Texas State Demographer	Texas State Demographer, Texas State Data Center, http://osd.texas.gov/Data/TPEPP/Estimates/ . Accessed 14 Jan 2016
Education	Child Care: Quality	2014 Snapshot of Quality of Child Care Facilities in The Austin Area	U.S. Census Bureau; Texas Department of Family and Protective Services	Texas Department of Family and Protective Services, Child Care Operation, http://www.dfps.state.tx.us/Child_Care/Search_Texas_Child_Care/ppFacilitySearchDayCare.asp . Accessed 4 Jan 2016.; U.S. Census Bureau, American Community Survey, 2014 5yr estimate, GCT2302: Percent of Children under 6 years old with all parents in the labor force.

Education	Child Care: Quality	Wages of Child Care Workers	U.S. Bureau of Labor Statistics	U.S. Bureau of Labor Statistics, Tables, http://www.bls.gov/oes/tables.htm . Retrieved 19 Oct 2015.
Education	Schools: Quality	Exemplary Campuses / Campuses that Met Standard by County	Texas Education Agency; National Center for Education Statistics	Texas Education Agency, Texas Accountability Rating System. Retrieved October 29, 2015, from http://ritter.tea.state.tx.us/perfreport/account/ National Center for Education Statistics, Common Core of Data (CDD). Retrieved October 29, 2015, from http://nces.ed.gov/ccd/elsi/tableGenerator.aspx
Education	Schools: Quality	On-Campus Disciplinary Incidents	Texas Education Agency	Texas Education Agency, Region Discipline Action Group Summary - For a Selected Region. (n.d.). Retrieved October 28, 2015, from http://ritter.tea.state.tx.us/adhocrpt/Disciplinary_Data_Products/DAG_Summaries/Download_DAG_Region.html
Education	Schools: Performance	Graduation Rates, Drop Out Rates, Completion Rates	Texas Education Agency	Texas Education Agency, Completion, Graduation, and Dropouts Data Search. (n.d.). Retrieved October 28, 2015, from http://tea.texas.gov/acctres/dropcomp/years.html#comp
Education	Schools: Performance	Academic Performance in Standardized Test	Texas Education Agency	Texas Education Agency, Texas Accountability Rating System. (n.d.). Retrieved October 29, 2015, from http://ritter.tea.state.tx.us/perfreport/account/
Education	Schools: Performance	AP/IB Participation Rates	Texas Education Agency	Texas Education Agency, Texas Accountability Rating System. (n.d.). Retrieved October 29, 2015, from http://ritter.tea.state.tx.us/perfreport/account/
Education	Schools: Performance	SAT	Texas Education Agency	Texas Education Agency, College Admissions Testing: SAT and ACT. (n.d.). Retrieved October 28, 2015, from http://tea.texas.gov/acctres/sat_act_index.html

Education	Schools: Performance	Percent of Graduates Taking ACT	Texas Education Agency	Texas Education Agency, College Admissions Testing: SAT and ACT. (n.d.). Retrieved October 28, 2015, from http://tea.texas.gov/acctres/sat_act_index.html
Education	Schools: Equity	Shapefiles for Schools and School Districts	Texas Education Agency	Texas Education Agency; Shape Files for Schools, School Districts, Data Download. (n.d.). Retrieved March 7, 2016, from http://tea.texas.gov/Texas_Schools/General_Information/School_District_Locator/Data_Download/
Education	Schools: Equity	Shapefiles for Counties	Texas Parks & Wildlife Department	Texas Parks & Wildlife Department, GIS Data Download, Counties (n.d.). Retrieved June 3, 2016, from http://tpwd.texas.gov/gis/data
Education	Schools: Equity	Number of Bilingual Students and Teachers	Texas Education Agency	Texas Education Agency, Program Reports. Retrieved from Kathleen Cameron, Public Information Coordinator, TEA Public Information Office.
Education	Higher Education: Access	High School Graduates Entering Higher Education Institutions in Texas the Following Fall	The Texas Higher Education Coordinating Board	The Texas Higher Education Coordinating Board, Texas Higher Education Data. (n.d.). Retrieved October 30, 2015, from http://www.txhighereddata.org/Interactive/HSCollLink.cfm
Education	High Education: Performance	Graduation and Persistence Rates	The Texas Higher Education Coordinating Board	The Texas Higher Education Coordinating Board, Accountability System - Universities - Success - Statewide Totals. (n.d.). Retrieved March 31, 2016, from http://www.txhighereddata.org/Interactive/Accountability/UNIV_Success.cfm?FICE=44556

Education	High Education: Equity	Enrollment into Higher Education Institutions	The Texas Higher Education Coordinating Board	The Texas Higher Education Coordinating Board, Fall 2013 Resident Enrollment Tables, Region 7, Retrieved from A. Cris Hamilton, PhD, Program Director
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