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Quality Progress Report (QPR)

For

Texas

FFY 2022

QPR Status: Accepted as of 2023-04-10 14:45:00 GMT

The Quality Progress Report (QPR) collects information from states and territories (hereafter referred to as lead agencies) to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services.

For purposes of simplicity and clarity, the specific provisions of applicable laws printed herein are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The lead agency acknowledges its responsibility to adhere to the applicable laws regardless of these modifications.

The contents of this document do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.

QUALITY PROGRESS REPORT

The Quality Progress Report (QPR) collects information from lead agencies to describe investments to improve the quality of care available for children from birth to age 13. This report meets the requirements in the Child Care and Development Block Grant (CCDBG) Act of 2014 for lead agencies to submit an annual report that describes how quality funds were expended, including the activities funded and the measures used to evaluate progress in improving the quality of child care programs and services. Lead agencies are also required to report on their Child Care and Development Fund (CCDF) quality improvement investments through the CCDF Plan, which collects information on the proposed quality activities for a three-year period; and through the ACF-696, which collects quarterly expenditure data on quality activities.

The annual data provided by the QPR will be used to describe how lead agencies are spending a significant investment per year to key stakeholders, including Congress, federal, state and territory administrators, providers, parents, and the public.

Specifically, this report will be used to:

- Ensure accountability and transparency for the use of CCDF quality funds, including a set-aside for quality infant and toddler care and activities funded by American Rescue Plan (ARP) Act
- Track progress toward meeting state- and territory-set indicators and benchmarks for improvement of child care quality based on goals and activities described in CCDF Plans; and
- Understand efforts in progress towards all child care settings meeting the developmental needs of children
- Inform federal technical assistance efforts and decisions regarding strategic use of quality funds.

What Period Must Be Included: All sections of this report cover the federal fiscal year activities (October 1, 2021 through September 30, 2022), unless otherwise stated. Data should reflect the cumulative totals for the fiscal year being reported, unless otherwise stated.

What Data Should Lead Agencies Use: Lead agencies may use data collected by other government and nongovernment agencies (e.g., CCR&R agencies or other TA providers) in addition to their own data as appropriate. We recognize that lead agencies may not have all of the data requested initially but expect progress towards increased data capacity. The scope of this report covers quality improvement activities funded at least in part by CCDF in support of

CCDF activities. Lead agencies must describe their progress in meeting their stated goals for improving the quality of child care as reported in their FFY 2022-2024 CCDF Plan.

How is the QPR Organized?

The first section of the QPR gathers basic data on the population of providers in the state or territory and goals for quality improvement and glossary of relevant terms. The rest of the report is organized according to the ten authorized uses of quality funds specified in the CCDBG Act of 2014:

- 1) Support the training and professional development of the child care workforce
- 2) Improve the development or implementation of early learning and development guidelines
- 3) Develop, implement, or enhance a quality rating improvement system for child care providers
- 4) Improve the supply and quality of child care for infants and toddlers
- 5) Establish or expand a lead agency wide system of child care resource and referral services
- 6) Support compliance with lead agency requirements for licensing, inspection, monitoring, training, and health and safety
- 7) Evaluate the quality of child care programs in the state or territory, including how programs positively impact children
- 8) Support providers in the voluntary pursuit of accreditation
- 9) Support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development
- 10) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry.

The Office of Child Care (OCC) recognizes that quality funds may have been used to address the coronavirus 2019 (COVID-19) pandemic. These activities should be reflected in the relevant sections of the QPR.

Reporting Activities Related to ARP Act Child Care Stabilization Grants

The ARP Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend stabilization funds as subgrants to

qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Please refer to the information memorandum [ARP Act Child Care Stabilization Grants](#) (CCDF-ACF-IM-2021-02) for further guidance on the child care stabilization grants made available through the ARP Act.

While the OCC has established a new data collection form, the ACF-901 – American Rescue Plan (ARP) Stabilization Grants Provider-Level Data, as the primary data collection mechanism for reporting related to ARP stabilization grants, Section 13 of the QPR asks about activities related to stabilization grants made possible through ARP funding. The OCC will inform lead agencies if the data reported through the ACF-901 is complete enough to warrant skipping Section 13 of the QPR. The following information is requested in Section 13:

- If the lead agency ran more than one grant program;
- How stabilization grants were used to support workforce compensation; and
- Methods to eliminate fraud, waste, and abuse when providing stabilization grants

Section 13 should be used to report on ARP Stabilization Grants ONLY. Other child care sustainability or stabilization grant programs established or ongoing using other funding mechanisms (i.e., CCDF or other supplemental funding e.g., CARES, CRRSA, ARP Supplemental Discretionary Funds) should be reported in Section 11.

When is the QPR Due to ACF?

The QPR will be due to the Administration for Children and Families (ACF) by the designated lead agency no later than December 31, 2022.

Glossary of Terms

The following terms are used throughout the QPR. These definitions can also be found in section 98.2 in the CCDBG Act of 2014. For any term not defined, please use the lead agency definition of terms to complete the QPR.

Center-based child care provider means a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless in care in excess of 24 hours is due to the nature of the parent(s)' work. Associated terms include "child care centers" and "center-based programs."

Director means a person who has primary responsibility for the daily operations and management for a child care provider, which may include a family child care provider, and which may serve children from birth to kindergarten entry and children in school-age child care.

Family child care provider means one or more individuals who provide child care services for fewer than 24 hours per day per child in a private residence other than the child’s residence, unless care in excess of 24 hours is due to the nature of the parent(s)’ work. Associated terms include “family child care homes.”

In-home child care provider means an individual who provides child care services in the child’s own home.

License-exempt means facilities that are not required to meet the definition of a facility required to meet the CCDF section 98.2 definition of “licensing or regulatory requirements.” Associated terms include “legally exempt” and “legally operating without regulation.”

Licensed means a facility required by the state to meet the CCDF section 98.2 definition of “licensing or regulatory requirements,” which explains that the facility meets “requirements necessary for a provider to legally provide child care services in a state of locality, including registration requirements established under state, local or tribal law.”

Programs refer generically to all activities under the CCDF, including child care services and other activities pursuant to §98.50 as well as quality activities pursuant to §98.43.

Provider means the entity providing child care services.

Staffed family child care network means a group of associated family child care providers who pool funds to share some operating costs and to pay for at least one staff person who helps the providers to manage their businesses and enhance quality.

Teacher means a lead teacher, teacher, teacher assistant or teacher aide who is employed by a child care provider for compensation on a regular basis, or a family child care provider, and whose responsibilities and activities are to organize, guide and implement activities in a group or individual basis, or to assist a teacher or lead teacher in such activities, to further the cognitive, social, emotional, and physical development of children from birth to kindergarten entry and children in school-age child care.

1) Overview

To gain an understanding of the availability of child care in the state or territory, please provide the following information on the total number of child care providers. Please enter N/A when necessary.

1.1 State or Territory Child Care Provider Population

Enter the total number of child care providers that operated in the state or territory as of September 30, 2022. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

Licensed center-based programs **9604**

N/A. Describe:

License exempt center-based programs **21**

N/A. Describe:

Licensed family child care homes **4177**

N/A. Describe:

License-exempt family child care homes (care in providers' home) **4**

N/A. Describe:

In-home (care in the child's own home)

N/A. Describe: **not regulated or tracked**

Other. Explain:

1.2 Goals for Quality Improvement

Based on Question 7.1.2 from the FFY2022-2024 CCDF State and Territory Plan, please report progress on the lead agency's overarching goals for quality improvement during October 1, 2021 to September 30, 2022. Include any significant areas of progress that were not anticipated in the Plan as well. For each goal listed, briefly describe the improvement with specific examples or numeric targets where possible. **Every four years, TWC conducts a comprehensive review of the Texas Rising Star program. TWC's most recent review was completed in 2020, and implementation took place in 2021-2022. One of the recommendations that arose from the review was for TWC to competitively procure an entity to oversee the evaluation of child care programs participating in Texas Rising Star. House Bill 1792 (87th Texas Legislature, Regular Session), codified this recommendation in statute. TWC issued an RFP in June 2022 but no responsive proposals were submitted. TWC has reissued the RFP with a response deadline of January 9, 2023 and a targeted implementation for Summer 2023. The Texas Early Learning Strategic Plan offers a framework for public and private action to achieve the state's vision that all Texas children are ready for school and ready to learn by**

2025.

During FFY'22, TWC and interagency partners focused primarily on Goal 6: Texas has strong coordination across its early childhood system and the underlying data system to support a high degree of coordination and collaboration. In alignment with this goal, TWC and partner agencies made progress on the potential development of an early childhood integrated data system (ECIDS):

- ☐ The Early Childhood Interagency team, comprised of key staff from five agencies (TWC, TEA, HHSC, DFPS, and DSHS), began examining the potential policy questions an ECIDS could address.

- ☐ TWC created and filled a new role ☐ Early Childhood Data Policy Analyst ☐ to work closely with the Interagency Deputy Director for Early Childhood to facilitate the development of an ECIDS Roadmap for consideration by agency leadership.

- ☐ The TELC formed an Early Childhood Workgroup, which held open meetings regarding roadmap development and facilitated multiple focus groups with stakeholders.

- ☐ TWC accepted a donation from the Bill and Melinda Gates Foundation of a Texas Early Childhood Data Landscape

In addition to the above areas of improvement that were defined in the state plan, TWC also began work to implement HB 2607 (87th Texas Legislature, Regular Session), which requires all child care providers participating in the CCS program to attain Texas Rising Star certification. To support the implementation of this legislation, TWC took the following actions in FFY'22:

- ☐ Approved amendments to TWC's Child Care Services rules (TAC Chapter 809)

- ☐ Conducted outreach and education activities to ensure awareness of new requirements

- ☐ Increased funding available to Boards for Texas Rising Star mentoring activities, to support the anticipated increase in need for such support

2) Supporting the training and professional development of the child care workforce

Goal: Ensure the lead agency's professional development systems or framework provides initial and ongoing professional development and education that result in a diverse and stable child care workforce with the competencies and skills to support all domains of child development. Please select N/A as appropriate.

2.1 Lead Agency Progression of Professional Development

2.1.1 Did the lead agency use a workforce registry or professional development registry to track progression of professional development during October 1, 2021 to September 30, 2022?

Yes. If yes, describe: **In 2019 Texas began statewide roll-out of the Texas Workforce Registry, a web-based application for early childhood education (ECE) professionals who work with children birth to age eight, to keep track of ECE professionals' education, employment history, and training hours. As of September 30, 2022, 61,252 practitioners and 3,919 directors are utilizing the registry in some capacity.**

No. If no, what alternative does the lead agency use to track the progression of professional development for teachers/providers serving children who receive CCDF subsidy? Describe:

2.1.2 Are any teachers/providers required to participate?

Yes. If yes, describe:

No. If no, describe: **Statewide participation is voluntary. Through the Texas Rising Star 4-year Review completed in 2020, revisions were made to require all certified Texas Rising Star programs to have at minimal a director participate in the Texas Workforce Registry effective January 2021.**

2.1.3 Total number of participants in the registry as of September 30, 2022 **65171**

2.2 Workforce Development

2.2.1 What supports did the lead agency make available to teachers/providers to help them progress in their education, professional development, and career pathway between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions) **1292**

Financial bonus/wage supplements tied to education levels **161**

- Career advisors, mentors, coaches, or consultants **2025**
- Reimbursement for training **174**
- Loans
- Substitutes, leave (paid or unpaid)for professional development
- Other. Describe:
- N/A. Describe:

2.2.2 What compensation and benefits improvements did the lead agency support for teachers/providers between October 1, 2021 and September 30, 2022 (check all that apply)? If available, how many people received each type of support?

- Financial bonuses (not tied to education levels) **6863**
- Salary enhancements/wage supplements **38**
- Health insurance coverage
- Dental insurance coverage
- Retirement benefits
- Loan Forgiveness programs
- Mental Health/Wellness programs
- Other. Describe:
- N/A. Describe:

For questions 2.3 to 2.4 please report on the number of staff by qualification level as of September 30, 2022. Count only the highest level attained by staff.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
a. Total number:	2766	42219	114	

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
b. How many had a Child Development Associate (CDA)?	138	643	12	Numbers depicted represent those currently in the WFR with complete accounts. LCCC includes prekindergarten and Head Start programs.
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	151	483	6	Numbers depicted represent those currently in the WFR with complete accounts. LCCC includes prekindergarten and Head Start programs.
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	171	913	3	Numbers depicted represent those currently in the WFR with complete accounts. LCCC includes prekindergarten and Head Start programs.
e. How many had a State child care credential?	0	0	0	Texas does not have a state child care credential.

2.3 Licensed child care providers	Licensed child care center directors	Licensed child care center teachers	Licensed family child care providers	If N/A, explain
f. How many had State infant and toddler credentials?	0	0	0	Texas does not have a state infant and toddler credential.
g. How many had an "other" degree? Define "other" degree: "Other" degree related to early childhood education, includes Master's, Doctorate, and Ph.D..	185	1125	5	Numbers depicted represent those currently in the WFR with complete accounts. LCCC includes prekindergarten and Head Start programs.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
a. Total number:	1918	15843	102	
b. How many had a Child Development Associate (CDA)?	124	527	10	Data is limited to those currently in the WFR with complete accounts.

2.4 Licensed CCDF providers	Licensed child care center directors who serve children who receive CCDF subsidy	Licensed child care center teachers who serve children who receive CCDF subsidy	Licensed family child care providers who serve children who receive CCDF subsidy	If N/A, explain
c. How many had an Associate's degree in an early childhood education field (e.g., psychology, human development, education)?	122	360	5	Data is limited to those currently in the WFR with complete accounts.
d. How many had a Bachelor's degree in an early childhood education field (e.g., psychology, human development, education)?	140	436	3	Data is limited to those currently in the WFR with complete accounts.
e. How many had a State child care credential?	0	0	0	Texas does not have a state child care credential.
f. How many had State infant and toddler credentials?	0	0	0	Texas does not have a state infant and toddler credential.
g. How many had an "other" degree? Define "other" degree: "Other" degree related to early childhood education, includes Master's, Doctorate, and Ph.D..	94	123	5	Data is limited to those currently in the WFR with complete accounts.

2.5 How many providers received the following additional forms of professional development and/or technical assistance from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care homes	License-exempt family child care homes (care in providers' home)	In-home (care in the child's own home)
a) Business practices	7900					
b) Mental health	53					
c) Diversity, equity, and inclusion	62					
d) Emergency Preparedness Planning						
e) Other: Trauma informed care, children with disabilities, and social/emotional learning	999					

2.6 Spending:

2.6.1 Did the lead agency spend funds from any of the following sources to support the training and professional development of the child care workforce during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 10220887.00 If yes, describe how funds were used: Local Workforce Boards may choose to use CCDF funds to support the training and professional development of the child care workforce. The total reported includes statewide initiatives, such as the Professional Development Scholarship initiative and supporting the Texas Workforce Registry, as well as local Board initiative spending (i.e., conferences, training sessions, college scholarships and CDA stipends). <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 50981.00 If yes, describe how funds were used: The state did use CARES funds to support other activities to improve the quality of child care, specific to our Child Care Apprenticeship initiative. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>	<p><input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 1591003.00 If yes, describe how funds were used: The state did use ARPA Supplemental funds to support other activities to improve the quality of child care, specific to our Child Care Training with AgriLife initiative. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

2.7 Progress Update: Using the measures identified in 6.3.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the training and professional development of the child care workforce. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: The biggest indicator of progress is participation in the state's QRIS. TWC monitors Texas Rising Star participation on a monthly basis. In FY2022, Texas saw a 4% increase in the number of Texas Rising Star programs.

Texas Rising Star data is available on TWC's Child Care by the Numbers website:

<https://www.twc.texas.gov/programs/child-care-numbers>

TWC also monitors the Boards' use of CCDF quality funds quarterly, tracking reported activities for each QPR category. Local Boards provide training and professional development supports to numerous child care teachers and administrators through virtual, in-person and live, in-person training sessions, board-funded and third-party funded conferences, higher education scholarships and stipends, and CDA course work.

TWC's Professional Development Scholarship initiative provided funding to T.E.A.C.H. Early Childhood® TEXAS, which provides scholarships for those working in licensed child care centers and registered or licensed family child care homes in Texas. CCDF-funded scholarships were available for the CDA assessment fee, associate and bachelor degrees, and registered apprenticeship programs. TWC added an additional \$3.5 million of ARPA

discretionary funding to this initiative to support an increase in participants and expand funding for participant release time and travel costs. This initiative is still in progress with 152 CDA scholarships awarded, 236 Associate scholarships awarded, 49 Bachelor scholarships awarded, and 47 participants in the apprenticeship program in FY'22 of 61% increase in total participants supported.

Additionally, TWC dedicated COVID-stimulus funding for the following professional development activities:

☒ Texas A&M University's AgriLife Extension to create and provide free online training to Texas child care providers. The Texas Annual Training Suite offers up to 20 clock hours of training via 12 online courses to support early childhood educators in meeting required Child Care Regulation's minimum standards. As of September 2022, 178,468 participants have accessed at least one of the Texas Annual Training Suite courses. Additionally, the Child Care Business Training courses were linked to AgriLife Extension, and 2,600 early childhood educators have completed those courses.

☒ Child care programs with fewer than 100 employees can apply to TWC Skills for Small Business program for training offered by their local community or technical college with the purpose to enhance their business operations by obtaining training needed to upgrade their new and current employee's skills. As of September 2022, nine colleges are participating, with eight (8) participants achieving a total of 32 hours earned.

☒ In April 2022, TWC awarded three grants totaling approximately \$800,000 to plan the expansion or creation of a child care Registered Apprenticeship Program. The grantees: Camp Fire First Texas, Dallas College, and Workforce Solutions for the Heart of Texas have approximately one year to plan and register their program with the U.S. Department of Labor. The grantees are designing programs that will help early childhood educators obtain, at a minimum, a Child Development Associate Credential.

Additional initiatives TWC has continued to support in FFY'22 include:

☒ In August 2020, TWC awarded approximately \$2 million between two grantees, Raising Austin and Start Early to implement evidence-based strategies shown to create supportive work environments and improve retention of child care staff through supports. This training has increased director and owner capacity as administrators of small businesses and provides tools and resources for them to support their business and retention of critically needed staff. As of September 2022, 334 participants have completed this training (182 with Start Early and 152 with Raising Austin).

☒ In September 2020, TWC awarded approximately \$1 million to Green Space Learning, LLC to implement professional development that focuses on identifying, preventing, and addressing challenging behaviors. As of September 2022, 1,104 participants have completed this training.

3) Improving early learning and development guidelines

Goal: To ensure the lead agency has research-based early learning and development guidelines appropriate for children birth to age 12, including children with special needs and dual language learners that are used to inform practice and professional development.

3.1 Were any changes or updates made to the State or Territory’s early learning and development guidelines during October 1, 2021 to September 30, 2022?

Yes. If yes, describe changes or updates: **No changes were made to the Infant & Toddler Early Learning Guidelines (ages birth to three years) in 2022. However, the Texas Prekindergarten Guidelines (ages three to five years) were updated during FFY’22 by the Texas Education Agency and were published late December 2022.**

No

N/A Describe:

3.2 Spending:

3.2.1 Did the lead agency spend funds from any of the following sources on the development or implementation of early learning and development guidelines during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input checked="" type="checkbox"/> Yes Amount spent: \$8228.00 If yes, describe source(s) of funding and how funds were used: The updates for the Pre-kindergarten Guidelines were done via Texas Education Agency's funding. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

3.3 Progress Update: Using the measures identified in section 6.4 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving early learning and development guidelines. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes: In FY2022, TWC evaluated the following measures:

- the number of provider staff trained by local Boards on the infant and toddler

guidelines: 264

- the number of provider staff trained by local Boards on the Pre-K guidelines: 56
- the number of providers meeting Texas Rising Star standards for infant and toddler and prekindergarten guidelines: 1,926

The Texas Early Learning Council (TELC), including representation from TWC, published the Little Texans® Big Futures guidelines in 2013 and are available to parents, providers, and the public at <https://childrenslearninginstitute.org/resources/itelg/>.

In 2022, TEA revised the Prekindergarten Guidelines (Pre-K Guidelines). These revised guidelines were published in late December. The revised Pre-K Guidelines are based on updated research and feedback from focus groups including removing “deficit language,” adding inclusive language for special populations, improving clarity and specificity to eliminate repetition and ambiguity, aligning outcomes to the Kindergarten TEKS, and improving usability of the Guidelines.

4) Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator

Goal: To ensure the lead agency implements a quality rating and improvement system, or other quality rating system, to promote high-quality early care and education programs.

4.1 Indicate the status and include a description of the lead agency's quality rating and improvement system (QRIS) or other system of quality improvement during October 1, 2021 to September 30, 2022?

The lead agency QRIS is operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care: **Texas defines high quality through the Texas Rising Star program. Providers that achieve Texas Rising Star certification offer high-quality care that exceeds the Texas Health and Human Services Commission minimum Child Care Regulation (CCR) minimum standards for director and staff qualifications, teacher-child interactions, age-appropriate curricula and activities, indoor/outdoor environments and activities, program administration, and parent involvement and education. As providers progress through the three levels of Texas Rising Star certification (Two-Star, Three-Star, and Four-Star) via a hybrid scoring system, they demonstrate higher levels of quality. Texas Rising Star provides professional development, resources, and mentoring to support providers to improve and maintain the quality of child care programs.**

The lead agency QRIS is operating a pilot (e.g., in a few localities, or only a few levels) but not fully operating state- or territory-wide.

Please describe all QRIS tiers and which tiers are considered high quality care:

The lead agency is operating another system of quality improvement.

Describe this system and your definition of high quality care, which may include assessment scores, accreditation, or other metrics:

The lead agency does not have a QRIS or other system of quality improvement.

Please include your definition of high quality care:

4.2 What types of providers participated in the QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022 (check all that apply)?

Licensed child care centers

Licensed family child care homes

License-exempt providers

Programs serving children who receive CCDF subsidy

Early Head Start programs

Head Start programs

- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

4.3 For each setting, indicate the number of providers eligible to participate in the QRIS or other system of quality improvement and the number of providers participating as of September 30, 2022?

	License d child care centers	License- exempt child care centers	Licensed family child care homes	License- exempt family child care homes	In-home (care in the child’s own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
a. Number of providers eligible for QRIS or other system of quality improvement	6058	31	1165			7254	
b. Number of providers participating in QRIS or other system of quality improvement	1854	31	151			2036	

	License d child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child’s own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
c. N/A, describe	<p>Eligible providers are programs that have a current contract to provide TWC child care services.</p> <p>Providers participating in QRIS are those programs who have a current contract to provide TWC Child Care Services but may</p>	<p>License - exempt providers are not eligible for Texas Rising Star.</p>	<p>Eligible providers are programs that have a current contract to provide TWC child care services.</p> <p>Providers participating in QRIS are those programs who have a current contract to provide TWC Child Care Services but may not currently have children</p>	<p>License - exempt providers are not eligible for Texas Rising Star.</p>	<p>In-home providers are not eligible for Texas Rising Star.</p>	<p>Eligible providers are programs that have a current contract to provide TWC child care services.</p> <p>Providers participating in QRIS are those programs who have a current contract to provide TWC Child Care Services but may not currently have children participating.</p>	

	License d child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home)	Programs serving children who receive CCDF subsidy	Other, Describe:
	not currently have children participating.		participating.				

4.4 Is participation in the QRIS or other system of quality improvement mandatory for any group of providers?

Yes (check all that apply).

- Licensed child care centers
- Licensed family child care homes
- License-exempt providers
- Programs serving children who receive CCDF subsidy
- Early Head Start programs
- Head Start programs
- State Prekindergarten or preschool programs
- Local district-supported Prekindergarten programs
- Programs serving infants and toddlers
- Programs serving school-age children
- Faith-based settings
- Tribally operated programs
- Other. Describe:

No.

N/A Describe

4.5 Enter the number of programs that met the lead agency's high quality definition as of September 30, 2022:

- a) Licensed child care centers **1998**
- b) License-exempt child care centers **31**
- c) Licensed family child care homes **166**

- d) License-exempt family child care homes (care in providers' home) **0**
- e) In-home (care in the child's own home) **0**
- f) Programs serving children who receive CCDF subsidy **2195**

N/A. Describe

4.6 Enter the number of CCDF children in high quality care by age grouping as of September 30, 2022:

a. Total number of CCDF children in high quality care **69608**

i. Infant **6725**

Define age range: from **0** weeks months years through **17** weeks months years

ii. Toddler **13819**

Define age range: from **18** weeks months years through **35** weeks months years

iii. Preschool **25594**

Define age range: from **3** weeks months years through **5** weeks months years

iv. School-age **23470**

Define age range: from **6** weeks months years through **12** weeks months years

b. Other. Describe

c. N/A. Describe: **Number of CCDF children in high-quality care reported is an average per day for each age group. For more information about the number of children served, visit:**

https://www.twc.texas.gov/childcarenumbers/Texas_Statewide_System_monthly.html

4.7 Did the lead agency provide one-time grants, awards or bonuses connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many were provided to the following types of programs during October 1, 2021 to September 30, 2022?

Yes, the following programs received grants.

a. Licensed child care centers **0**

- b. License-exempt child care centers **0**
- c. Licensed family child care homes **0**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **3984**

No.

N/A. Describe:

4.8 Did the lead agency provide on-going or periodic quality stipends (e.g. annual participation bonus, recurring bonuses for maintaining quality level) connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS or other system of quality improvement during October 1, 2021 to September 30, 2022?

Yes, the following programs received stipends.

- a. Licensed child care centers
- b. License-exempt child care centers
- c. Licensed family child care homes
- d. License-exempt family child care homes (care in providers' home)
- e. In-home (care in the child's own home)
- f. Programs serving children who receive CCDF subsidy

No.

N/A. Describe:

4.9 Did the lead agency provide higher subsidy rates (included tiered rates) related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1, 2021 to September 30, 2022?

Yes, the following programs received higher subsidy rates.

- a. Licensed child care centers **1729**
- b. License-exempt child care centers **31**
- c. Licensed family child care homes **166**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **1926**

No.

N/A. Describe:

4.10 Did the lead agency provide ongoing technical assistance related to the QRIS or other quality rating system during October 1, 2021 to September 30, 2022? If so, how many programs received ongoing technical assistance during October 1, 2021 to September 30, 2022?

Yes, the following programs received ongoing technical assistance.

- a. Licensed child care centers **1729**
- b. License-exempt child care centers **31**
- c. Licensed family child care homes **166**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. In-home (care in the child's own home) **0**
- f. Programs serving children who receive CCDF subsidy **1926**

No.

N/A. Describe:

4.11 Spending:

4.11.1 Did the lead agency spend funds from any of the following sources to support QRIS or other quality rating systems during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 31610005.00 If yes, describe how funds were used: Local Workforce Boards may choose to use CCDF Child care quality 2% funds to support QRIS. The total includes any applicable statewide initiatives, such as Texas Rising Star assessor and mentor funding and local Board initiative spending (i.e., grants for materials and equipment). <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 11867816.00 If yes, describe how funds were used: The state did use ARPA Supplemental funding to support QRIS, via the Texas Rising Star Supports Activities initiative. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

4.12 Progress Update: Using the measures identified in section 7.3.6 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to Developing, implementing, or enhancing a quality rating and improvement system (QRIS) and other transparent system of quality indicator. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. TWC monitors the number of providers participating in Texas Rising Star. In FY2022, 28% of providers

receiving subsidies participated in Texas Rising Star (2,025 Texas Rising Star providers out of 7,244 subsidized providers). The number of programs that accept subsidies and participate in Texas Rising Star increased 4 percent from FY2021 to FY2022.

To support the child care programs in obtaining and maintaining Texas Rising Star certification, TWC worked with CLI to create an online Continuous Quality Improvement Plan (CQIP) tool within the Texas Rising Star assessment platform, Engage, that was implemented in the Fall of 2021. This CQIP tool allows mentors to input each child care program's individualized CQIP to support them in either obtaining, maintaining, or increasing their star-level.

Additionally, TWC provided the Boards with \$30 million ARPA Stabilization funding for targeted supports to promote increased and ongoing participation in the Texas Rising Star program. Each Board drafted a plan for these funds, and they are published here, <https://www.twc.texas.gov/programs/childcare#authorityFunding> under the "Board Texas Rising Star Supports Plans" section.

As of September 30, 2022, the following activities had been provided:

- ☑ Targeted recruitment and outreach activities to expand the number of providers in the Texas Rising Star program were provided to include new provider incentives, informational meetings and trainings, and outreach materials. 604 programs working on certification was supported with these activities and 160 staff received professional development or supports.
- ☑ Incentives for newly certified providers and current providers that reach and sustain higher levels of quality were provided to include bonus and wage supplements, professional development, program incentives and equipment and supplies. 1,871 programs and 6,431 and staff received a version of these incentives. Some programs or participants may have received multiple incentives.
- ☑ Targeted coaching and resources to assist providers in strengthening their business practices were provided to programs and staff. 140 programs and 144 staff received professional development and 125 programs received technology incentives. Some programs or participants may have received multiple incentives.
- ☑ Targeted strategies to help Texas Rising Star providers meet the goals of their individualized Continuous Quality Improvement Plans (CQIPs) were provided to programs and staff. 1,787 programs and 8,418 staff received professional development and 597 programs received equipment/supplies. Some programs or participants may have received multiple incentives.

5) Improving the supply and quality of child care programs for infants and toddlers

Goal: Ensure adequate and stable supply of high quality child care with a qualified, skilled workforce to promote the healthy development of infants and toddlers. Please report on all activities funded by quality dollars and infant toddler set-aside.

5.1 Provide the total number of state or territory-funded infant toddler specialists available to providers during October 1, 2021 to September 30, 2022.

Yes, specialists are available.

- a. Number of specialists available to all providers **386**
- b. Number of specialists available to providers serving children who receive CCDF **386**
- c. Number of specialists available specifically trained to support family child care providers **386**
- d. Number of providers served **2711**
- e. Total number of children reached **7892**

No, there are no funded specialists.

N/A. Describe:

5.2 Please provide the total number of programs receiving state or territory-funded on-site coaching in infant and toddler practice and the percentage of these programs that served CCDF children.

	Licensed child care centers	License-exempt child care centers	Licensed family child care homes	License-exempt family child care homes	In-home (care in the child's own home) providers
a. Number of programs receiving on-site coaching	20	0	0	0	0
b. Percent of total programs receiving on-site coaching that served children who receive CCDF	65%	0%	0%	0%	0%
c. N/A, describe					

5.3 How did the lead agency promote and expand child care providers' ability to provide developmentally appropriate services for infants and toddlers during October 1, 2021 to September 30, 2022?

Infant/toddler health consultants available. Describe:

Infant/toddler mental health consultants available. Describe:

Coordination with early intervention specialists providing services under Part C of the Individuals with Disabilities Education Act. Describe: **The Health and Human Services Commission (HHSC) oversees the Early Childhood Intervention (ECI) program which serves children from birth to 36 months with a developmental delay or disability. ECI contracts with community-based providers who work with the children and families where they are, which could include in the home or in a child care program, for example. TWC recently provided ECI with funding to train and support child care programs, Texas Rising Star mentors, and Infant-Toddler Specialists on conducting developmental screenings, Child Find, and how to work with local ECI providers to jointly serve eligible children. As of September 2022, 13 ECI contractors are providing regional trainings to 27 child care providers and nine (9) Infant-Toddler specialists are enrolled in the Infant Mental Health Endorsement program.**

Other. Describe:

N/A. Describe:

5.5 Provide the number of staffed family child care networks supported by CCDF funds through direct agreement with a centralized hub or community-based agency during October 1, 2021 to September 30, 2022.

Number of staffed family child care networks: **2**

Describe what the hub provides to participating family child care providers: **The United Way of Denton County and AVANCE were awarded grants totaling approximately \$400,000 annually beginning March 2020, to develop staffed Family Child Care Networks to provide professional development, specialized services, and technical assistance to address the business and program management needs of home-based family providers. In 2022, Family Child Care Networks served over 100 home-based child care providers in the North Texas and Coastal Bend workforce development areas. These efforts help increase the availability and quality of family child care.**

Services vary by location and include coaching, professional development, assistance obtaining licensure, resource guides, and networking. Services are provided in English & Spanish. Providers in Travis County received access and

training on the Cognitive ToyBox assessment tool to assess children’s progress, review the automatically generated reports in real time, and follow data-informed recommendations to adjust instruction and provide individualized support.

No staffed family child care networks supported by CCDF funds.

N/A. Describe:

5.6 Spending

5.6.1 Did the lead agency spend funds from any of the following sources, in addition to the 3% infant and toddler set-aside, to **improve the supply and quality of child care programs and services for infants and toddlers** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 21356454.00 If yes, describe how funds were used: Local Workforce Boards may choose to use CCDF Child care quality 2% funds to support the supply and quality for infants and toddlers. The total includes any applicable statewide initiatives, such as the ITSN and local Board initiative spending (i.e., grants for materials and equipment). <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

5.7 Progress Update: Using the measures identified in section 7.4.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to improving the supply and quality of child care programs for infants and toddlers. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Numerous TWC initiatives support infant and toddler teachers and programs that serve infants and toddlers. Additionally, Boards may use CCDF child care quality funds to support specific infant/toddler professional development and supply building of infant and toddler slots within child care programs in their area.

- Infant slots created: 111
- Toddler slots created: 226

Number of subsidized infants in Texas Rising Star programs vs. non-Texas Rising Star Programs

☒ 6,725 infants in Texas Rising Star care and 5,685 infants in non☒Texas Rising Star care
Number of subsidized toddlers in Texas Rising Star programs vs. non☒Texas Rising Star Programs

☒ 13,819 toddlers in Texas Rising Star care and 11,251 toddlers in non☒Texas Rising Star care

During FFY'22, TWC also made progress towards implementing contracted slots pilots, including one in the Alamo workforce development area designed to create 100 new subsidized slots for infant care. Alamo Workforce Solutions completed initial planning activities for the pilot; enrollment will begin in FFY'23. The pilot will be funded with ARPA discretionary funds.

Additionally, TWC also began implementation of a Child Care Industry Expansion initiative. This initiative will help build the supply of child care, including care for infants, by providing startup funding to new and expanding child care programs. In FFY'22, TWC completed initial project planning, and TWC's contracted vendor, Civitas Strategies, began accepting and reviewing applications for Industry Expansion awards.

6) Establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services

Goal: Lead agency provides: services to involve families in the development of their children, information on a full range of child care options, and assistance to families in selecting child care that is appropriate for the family’s needs and is high quality as determined by the lead agency.

6.1 Describe how CCDF quality funds were used to establish, expand, modify, or maintain a statewide system of child care resource and referral services during October 1, 2021 to September 30, 2022. In FY2022, TWC provided funding to Texas' Health and Human Services Commission to help maintain the state's 2-1-1 system which helps Texans connect to a variety of services including child care.

6.2 Spending

6.2.1 Did the lead agency spend funds from any of the following sources to establish, expand, modify, or maintain a statewide CCR&R during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 975000.00 If yes, describe how funds were used: Local Workforce Boards may choose to use CCDF Child care quality 2% funds to support local CCR&R. The total includes any applicable statewide initiatives, such as our 2-1-1 initiative. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

6.3 Progress Update: Using the measures identified in section 7.5.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to establishing, expanding, modifying, or maintaining a statewide system of child care resource and referral services. In addition, describe outcomes achieved, including

examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Texas has some regional CCR&Rs that TWC does not directly fund; measures/data are not available for these. Texas 2-1-1 system is a broad human services referral system and did not have any measures specific to Child Care in FY2022.

In 2022, TWC continued its investment in the child care availability portal for child care providers to denote their availability and parents looking for care to locate available slots near their home or work. The Texas Child Care Availability Portal (<https://find.childcare.texas.gov/>) helps match families that need child care with early learning programs that have available spots. While not all programs are Texas Rising Star-certified, those programs that are certified will show up higher on the search list. Parents can easily access information about early learning programs in their area that have current openings, which are updated on a weekly basis. In this portal, parents can also view:

- ☑ Quality certifications and accreditations (Texas Rising Star-certified programs will have a unique indicator)
- ☑ Available spots by age
- ☑ Links to the program's licensing safety and health inspection reports and history

7) Facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards

Goal: To ensure child care providers maintain compliance with lead agency licensing, inspection, monitoring, and health and safety standards and training.

7.1 Has the lead agency aligned CCDF health and safety standards with the following?

- a. Licensing standards

Yes.

No. If not, describe why:

- b. Caring for Our Children Basics

Yes.

No. If not, describe why: **Texas minimum standards fully align with approximately 57% of the Caring for Our Children Basics (CFOCB) standards and partially align with approximately 43% of the CFOCB standards**

- c. Head Start

Yes.

No. If not, describe why: **Texas minimum standards align with Head Start safety practices in 1302.47, with the exception of 1302.47(a), which requires consultation of the CFOCB.**

- d. State pre-k

Yes.

No. If not, describe why: **Texas pre-k does not have statewide health and safety standards**

7.2 Complaints regarding child care providers received during October 1, 2021 to September 30, 2022

7.2.1 How many complaints were received regarding providers during October 1, 2021 to September 30, 2022?

- a. Licensed providers **10715**

- b. License-exempt providers **0**

7.2.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1, 2021 to September 30, 2022? **2.18 days (averaged across complaint types detailed in 7.2.7)**

- 7.2.3 How many complaints received an on-site follow-up inspection during October 1, 2021 to September 30, 2022? **5851**
- 7.2.4 How many of the complaints resulted in one or more *substantiated* violations in the program or provider site identified during October 1, 2021 to September 30, 2022? **2903**
- 7.2.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1, 2021 to September 30, 2022? **0**
- 7.2.6 How many child care providers closed as a result of an inspection during October 1, 2021 to September 30, 2022? **7**
- 7.2.7 Please provide any additional information regarding health and safety complaints and inspections in the state or territory during October 1, 2021 to September 30, 2022:
Data provided for HHSC does not include data for abuse, neglect, or exploitation investigations which are maintained by Department of Family and Protective Services (DFPS) data.

The following data was used to achieve an average time for 7.2.2

<input checked="" type="checkbox"/>	Priority 1 Minimum Standards Violation	1.96 hours (.08 days)
<input checked="" type="checkbox"/>	Priority 2 Minimum Standards Violation	1.80 days
<input checked="" type="checkbox"/>	Priority 3 Minimum Standards Violation	6.99 days
<input checked="" type="checkbox"/>	Priority 4 Minimum Standards Violation	1.03 days
<input checked="" type="checkbox"/>	Priority 5 Minimum Standards Violation	1.00 days

7.3 How many child care programs received coaching or technical assistance to improve their understanding and adherence to CCDF health and safety standards (as a result of an inspection or violation) during October 1, 2021 to September 30, 2022?

- a. Licensed center-based programs **9604**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **4177**
- d. License-exempt family child care homes (care in providers' home) **4**
- e. In-home (care in the child's own home) **0**
- f. N/A Describe:

7.5 Spending:

7.5.1 Did the lead agency spend funds from any of the following sources on facilitating compliance with lead agency requirements for inspections, monitoring, health and safety standards and training, and lead agency licensing standards during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 16188398.00 If yes, describe how funds were used: Local Workforce Boards may choose to use CCDF Child Care Quality 2% funds to support health and safety standards. The total includes any applicable statewide initiative, such as Child Care Regulation funding and local Board initiative spending (i.e., PPE, playground shade structures and CPR training). <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>	<p><input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>e. American Rescue Plan (ARP) Act, 2021 Supplemental funding</p>	<p><input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

7.6 Progress Update: Using the measures identified in section 7.6.3 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to facilitating compliance with lead agency requirements for inspection, monitoring, health and safety standards and training, and lead agency licensing standards. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Child Care Regulation (CCR) uses the following measures to evaluate progress in facilitating child care provider compliance with state standards:

Number of applications, monitoring, follow-up, and investigation inspections

Application and Monitoring 18,882 (including listed homes) between 10/1/2021 and 9/30/2022

Follow Up 6,899 (including listed homes), 6,435 (without listed homes) between 10/1/2021 and 9/30/2022

Investigation Inspections 5,852 (including listed homes), 5,817 (without listed homes) between 10/1/2021 and 9/30/2022

Number of voluntary plans of action put into effect between 10/1/2021 and 9/30/2022: 218

Number of corrective actions put into effect between 10/1/2021 and 9/30/2022: 50

Illegal operations identified were 1,902 and investigations resolved were 1,830

Technical assistance offered by minimum standard was 74,528 (including listed homes), 74,057 (without listed homes) as of 9/30

Additionally, local Boards use CCR data to provide targeted technical assistance to existing

and potential Texas Rising Star programs:

- Analyzing the most frequent minimum standards deficiencies for Texas Rising Star providers and targeting training and technical assistance to improve quality and adherence to standards at those providers
- Analyzing non-Texas Rising Star providers whose inspection records indicate potential eligibility for Texas Rising Star and targeting outreach and recruitment of those providers into the program

TWC also monitors the Boards' CCDF quality expenditures quarterly regarding activities that support programs in compliance with health and safety standards. 384 staff were provided First Aid/CPR training and 41 providers received equipment or materials, such as AED machines.

8) Evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children

Goal: Lead agency investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in center-based programs during October 1, 2021 to September 30, 2022?

To measure program quality, describe: Boards use the Texas Rising Star assessment tools developed by the Children's Learning Institute to measure program quality and Texas Rising Star certification level. Texas Rising Star includes Standards criteria that are understandable, measurable, and verifiable and transparent monitoring to assess achievement of and ongoing compliance with quality standards and to validate the assignment of scores.

To measure effective practice, describe: To measure effective practice in child care settings, Texas Rising Star standards include measures related to Teacher-Child interactions such as warm and responsive style, language facilitation, play-based interactions, and supporting children's self-regulation. In addition, boards may fund additional tools at the local level to measure effective practice in child care programs. For example, some Board areas use the Classroom Assessment Scoring System® (CLASS) to evaluate effective practice.

To measure age appropriate child development, describe: Boards and grantees may fund tools to measure child progress. At the state level, TWC has funded Teaching Strategies GOLD as well as CLI's Circle Child Progress Monitoring tool. Additionally, many Boards and grantees fund developmental screening tools such as the Ages and Stages Questionnaire.

Other, describe:

N/A. Describe:

8.2 What measure(s) or tool(s) and studies did the lead agency use to evaluate and assess the quality of programs and effective practice in family child care programs during October 1, 2021 to September 30, 2022?

To measure program quality, describe: **Boards use the Texas Rising Star assessment tools developed by the Children's Learning Institute to measure program quality and Texas Rising Star certification level. Texas Rising Star includes Standards criteria that are understandable, measurable, and verifiable and transparent monitoring to assess achievement of and ongoing compliance with quality standards and to validate the assignment of scores.**

To measure effective practice, describe: **To measure effective practice in child care settings, Texas Rising Star standards include measures related to Teacher-Child interactions such as warm and responsive style, language facilitation, play-based interactions, and supporting children's self-regulation. In addition, boards may fund additional tools at the local level to measure effective practice in child care programs. For example, some Board areas use the Classroom Assessment Scoring System® (CLASS) to evaluate effective practice.**

To measure age appropriate child development, describe: **Boards and grantees may fund tools to measure child progress. At the state level, TWC has funded Teaching Strategies GOLD as well as CLI's Circle Child Progress Monitoring tool. Additionally, many Boards and grantees fund developmental screening tools such as the Ages and Stages Questionnaire.**

Other, describe:

N/A. Describe:

8.3 Spending:

8.3.1 Did the lead agency spend funds from any of the following sources on evaluating and assessing the quality of child care programs, practice, or child development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
<p>a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)</p>	<p><input checked="" type="checkbox"/> Yes Amount spent \$ 1428409.00 If yes, describe how funds were used: Local Workforce Boards may choose to use CCDF Child Care Quality 2% funds to support evaluating and assessing the quality of child care programs, practice, or child development. The total reported includes statewide initiatives, such as the Planning for Individualized Instruction initiative as well as local Board initiative spending (i.e., CLASS observations and LENA Grow assessments). <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)</p>	<p><input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020</p>	<p><input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>
<p>d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021</p>	<p><input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:</p>

Funding source	Was this funding source used?
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

8.4 Progress Update: Using the measures identified in section 7.7.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to evaluating and assessing the quality of child care programs in the state or territory, including evaluating how programs positively impact children. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. TWC continues to partner with the TXAEYC (in collaboration with Teaching Strategies) to continue the Planning for Individualized Instruction project throughout the state. At no cost, providers are provided developmentally appropriate tools that enable early childhood teachers to assess the development and learning of children ages birth to five years and to train caregivers on the assessment tools, data gathering, and reporting. This project helps teachers use assessment data to offer care and instruction that are individualized according to each child's strengths and needs.

Relevant measures include the following cumulative data for FY22:

- The number of child care providers participating: 307
- The number of early childhood teachers and administrators trained on the instructional and assessment tools: 800
- Appropriate gains in child development measures: 7,058 children assessed

TWC submits the Evaluation of the Effectiveness of Subsidized Child Care to the Texas

Legislature in January every other year. The most recent report was submitted in January 2021 and is available online:

<https://twc.texas.gov/files/agency/Evaluation%20of%20the%20Effectiveness%20of%20Child%20Care%20Report%20to%2087th%20Legislature.pdf> The 2021-2022 report will be published in January 2023.

TWC also monitors the Boards' CCDF quality expenditures and activities quarterly. The following activities were provided locally:

- ☑ Number of programs supported using a formal evaluation and/or assessment tool: 102
- ☑ Number of Texas Rising Star staff supported with formal evaluation and/or assessment tool training: 29

9) Supporting providers in the voluntary pursuit of accreditation

Goal: Support child care programs and FCCs in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of quality

9.1 How many providers did the lead agency support in their pursuit of accreditation during October 1, 2021 to September 30, 2022?

Yes, providers were supported in their pursuit of accreditation

- a. Licensed center-based programs **12**
- b. License-exempt center-based programs **0**
- c. Licensed family child care homes **7**
- d. License-exempt family child care homes (care in providers' home) **0**
- e. Programs serving children who receive CCDF subsidy **19**

No lead agency support given to providers in their pursuit of accreditation.

N/A. Describe:

9.2 Spending

9.2.1 Did the lead agency spend funds from any of the following sources on accreditation during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 32125.00 If yes, describe how funds were used: Local Workforce Boards may choose to use CCDF Child Care Quality 2% funds to support accreditation (i.e., payment of accreditation fees). <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

9.3 Progress Update: Using the measures identified in section 7.8.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting providers in the voluntary pursuit of accreditation. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. Boards report to TWC the number of providers who received services to help them attain or maintain national accreditation. In FY2022, 19 programs received financial supports such as reimbursement for accreditation fees, materials and equipment and conference registrations in order to obtain and/or retain national accreditation. Some programs may have received multiple supports.

10) Supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development

Goal: Assist programs to meet high-quality comprehensive program standards relating to health, mental health, nutrition, physical activity, and physical development

10.1 Quality Indicators: Does the lead agency have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes, check which indicators the lead agency has established:
 - Health, nutrition, and safety of child care settings
 - Physical activity and physical development in child care settings
 - Mental health of children
 - Mental health for staff/employees
 - Learning environment and curriculum
 - Ratios and group size
 - Staff/provider qualifications and professional development
 - Teacher/provider-child relationships
 - Teacher/provider instructional practices
 - Family partnerships and family strengthening
 - Other. Describe:
- No

10.2 Spending

10.2.1 Did the lead agency spend funds from any of the following sources on supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

10.3 Progress Update: Using the measures identified in section 7.9.2 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to supporting the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development. In addition, describe outcomes achieved, including examples and numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. The 87th Texas Legislature passed multiple bills related to licensing standards and children's safety. Child Care Regulation (CCR) continues to go through the revision process to update licensing standards to comply with these bills. CCR has posted a chart on the Minimum Standards webpage (<https://www.hhs.texas.gov/providers/protective-services-providers/child-care-regulation/minimum-standards>) that includes the following information for such bills:

- ☑ A brief summary of the changes in the law;
- ☑ Information on how to comply with the changes in the law; and
- ☑ Information on when to comply with the new law

As CCR finalizes these revisions they are shared with all applicable child care providers and posted on the Minimum Standards webpage for quick reference.

Additionally, Texas Rising Star mentors work with child care programs to meet goals related to the quality rating standards through a Continuous Quality Improvement Plan (CQIP). As of September 2022, 1,524 child care programs (homes and centers) had an active CQIP.

11) Other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry

Goal: To improve the quality of child care programs and services related to outcomes measuring improved provider preparedness, child safety, child well-being, or kindergarten-entry

11.1 Did the state or territory set up a grant program (NOT including American Rescue Plan Act stabilization grants) designed to sustain the child care supply or provide sustainability funding to child care providers due to the COVID-19 pandemic during October 1, 2021 to September 30, 2022?

Yes. If yes, describe **Beginning June 2021, TWC used COVID-19 stimulus funding to support eligible regulated child care providers with Child Care Relief Funds. Overall, TWC awarded 9,479 providers with these funds. Most of that funding was paid during FFY 2021. However, in FFY 2022 1,116 providers of the overall total were paid.** and check which types of providers were eligible and number served.

Licensed center-based programs **907**

License-exempt center-based programs

Licensed family child care homes **209**

License-exempt family child care homes (care in providers' home)

In-home (care in the child's own home)

Other (explain)

No.

N/A. Describe:

11.2 Did the lead agency provide supports and resources in response to any of the following emergent health and safety needs of children and/or providers either through funding or directly in-kind during October 1, 2021 to September 30, 2022 (check all that apply)?

COVID-19 vaccinations. Describe:

COVID-19 testing. Describe: **Boards reported to TWC the number of child care programs they assisted in providing COVID-19 testing during FY22. 168 providers received COVID-19 rapid testing kits. The data collected only depicts the number of programs and is not available by eligible provider type.**

Access to infant formula. Describe:

Cleaning supplies and/or personal protective equipment (PPE). Describe: **Boards reported to TWC the number of child care programs they assisted in providing cleaning supplies and/or PPE during FY22. 422 providers received cleaning supplies and/or personal protective**

equipment due to COVID-19. The data collected only depicts the number of programs and is not available by eligible provider type.

Post-disaster recovery efforts. Describe:

Other. Describe:

N/A. Describe:

11.3 Did the state/territory invest in data systems to support equitable access to child care (e.g., modernizing and maintaining systems; technology upgrades and data governance improvements to provide more transparent and updated information to parents; a workforce registry; updated QRIS systems; CCR&R updates; monitoring systems) from October 1, 2021 to September 30, 2022?

Yes. Describe: In 2022, TWC procured an entity to oversee the Child Care Case Management System (CCCM) to support TWC’s management and oversight of the federal Child Care Development Fund (CCDF) block grant and related childcare programs. Management and oversight of the childcare programs includes Case Management, Automated Attendance Tracking, the Child Care Availability Portal, a CCS Provider Portal, and a Parent Portal. This system will replace functionality in TWC’s existing legacy application, The Workforce Information System of Texas (TWIST) system, to better meet the needs of parents, providers, Boards, and the state. This contract was awarded to KinderSystems in July 2022 and design and implementation activities are underway.

In FFY’22, CLI also completed enhancements to Engage to add functionality for Boards to create CQIPs for child care programs participating in Texas Rising Star.

Additionally, TWC updated the online application for child care providers to apply for and report on Child Care Relief Funds funded with ARPA dollars.

No

11.4 Did the state/territory conduct an analysis of supply and demand or other needs assessment to identify areas of focus to build supply or target funding from October 1, 2021 to September 30, 2022?

Yes. Describe findings: TWC continues to make improvements to the Texas Child Care Availability Portal, which allows all regulated providers to report information about their enrollment levels and available slots by age group. In addition to ad-hoc reports available through the portal, TWC worked with the Texas Policy Lab at Rice University to analyze data collected through the portal.

No

11.5 Did the state/territory fund initiatives designed to address supply and demand issues related to child care deserts and/or vulnerable populations (such as infants and toddlers, children with disabilities, English language learners, and children who need child care during non-traditional hours) during October 1, 2021 to September 30, 2022? Check all that apply.

Child care deserts

Infants/toddlers

Children with disabilities

English language learners

Children who need child care during non-traditional hours

Other. Describe: In 2022, TWC approved \$150 million in CRRSA and ARPA funding to increase the number of high-quality home- and center-based child care providers for working parents in Texas. Funding supported three capacity-building initiatives—funding for Child Care Regulation navigators to support new and unregulated child care providers through the licensing process, funding to Boards for staffing personnel to provide child care business outreach and support, and start-up funding through the Child Care Provider Expansion Initiative (CCPEI). The CCPEI offers start-up funding to help expand the availability of child care in areas of the state that lack sufficient supply (child care deserts); for programs opening or expanding in partnership with a local employer; and, to expand the availability of infant care around the state. Given the unexpectedly high interest in the CCPEI, TWC approved an additional \$75 million to further support child care providers proposing increased spaces in child care deserts, in partnership with employers, and to serve infants. More information can be found at <https://www.childcare.texas.gov/childcare-expansion>

To support children with disabilities, TWC approved \$3.2 million in stimulus funds for HHSC’s ECI division with to provide professional development for early childhood educators who support infants and toddlers with disabilities (see Section 2.7 of the QPR for more information).

Additionally, TWC was selected to participate in the ACF-funded ECE-RISE project to receive technical assistance from Mathematica over an 18-month period. Through this project, TWC is partnering with HHSC CCR to build research capacity in the state and complete a research project exploring unmet needs for non-traditional hour care in the state.

11.6 Did the state/territory integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives during October 1, 2021 to September 30, 2022? Check all that apply.

Reviewing policies/program design using DEI assessment tools

Development of DEI assessment tools

Incorporate into QRIS

Incorporate into PD Framework

Strategic planning

Supply building efforts

Strengthened outreach/communication to better understand diverse community needs and assets

Other. Describe: **TWC did not integrate Diversity, Equity, and Inclusion (DEI) practices into quality initiatives for FY22.**

11.7 How many providers received the following from October 1, 2021 to September 30, 2022?

	Total	Licensed or registered center-based programs	License-exempt center-based programs	Licensed or registered family child care	License-exempt family child care (care in providers' home)	In-home (care in the child's own home)
a) Increased rates	6490	5527	21	936	6	0
b) Increased wages	0	0	0	0	0	0
c) Benefits: health insurance	0	0	0	0	0	0
d) Mental health supports	0	0	0	0	0	0
e) Start-up funds	0	0	0	0	0	0

<p>f) Other: TWC offered free business coaching to all regulated child care programs across Texas. As of September 30, 2022, 1,965 programs received support through this initiative; specifically, 1,302 of those child care programs received goal-based business coaching and 1,754 of those programs received Level II business coaching to receive support for funding opportunities and other specific needs. Of the total number (1,965), 1,133 were</p>	7515	0		0		
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<p>center-based providers and 651 were home-based providers (181 providers received funding prior to the updated data system and program type is not available). This initiative led to 650 programs leveraging an estimated \$81.9 million in Employee Retention Tax Credit funds and Families First Coronavirus Response Act funds.</p> <p>Separately, TWC partnered with Collaborative for Children and Texas A&M University to launch and execute business</p>						
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<p>practice trainings that were either self-paced or live (and offered virtually). The Child Care Business Accelerator is a multi-phase program that offers self-paced online courses (developed by Texas A&M University's Bush School of Government and Public Policy's Center for Nonprofits and Philanthropy), virtual Think Tanks, in-person summits, and resources to child care programs across Texas. It is intended to enable child care programs to</p>						
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<p>stabilize their business operations so they can dedicate more time to improving the quality of early learning. As of September 2022, more than 4,900 child care business owners and directors have participated in the program.</p> <p>Of the 7,515 child care programs reported (which may include duplicated programs), Texas is unable to provide all of the supports received by provider type.</p>						
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11.7a Describe:

11.7b Describe:

11.7c Describe:

11.7d Describe:

11.7e Describe:

11.8 Spending:

11.8.1 Did the lead agency spend funds from any of the following sources on **other activities to improve the quality of child care services** during October 1, 2021 to September 30, 2022?

Funding source	Was this funding source used?
a. CCDF quality set aside (from all available appropriation years that were spent during the fiscal year)	<input checked="" type="checkbox"/> Yes Amount spent \$ 12618393.00 If yes, describe how funds were used: Local Workforce Boards may choose to use CCDF Child Care Quality 2% funds to support other activities to improve the quality of child care. The total reported includes statewide initiatives (Early School Readiness program and the Pre-K Partnership program) as well as local Board initiative spending (shared services and Pre-K partnership activities). <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
b. Non-CCDF funds (e.g., TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.)	<input type="checkbox"/> Yes Amount spent: \$ If yes, describe source(s) of funding and how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

Funding source	Was this funding source used?
c. Coronavirus Aid, Relief, and Economic Security (CARES) Act, 2020	<input checked="" type="checkbox"/> Yes Amount spent \$ 57172312.00 If yes, describe how funds were used: The State used CARES Act funds to provide Child Care Relief funds to child care programs. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
d. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021	<input checked="" type="checkbox"/> Yes Amount spent \$ 36188473.00 If yes, describe how funds were used: The State used CRRSA funds to provide Child Care Relief funds to child care programs. <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
e. American Rescue Plan (ARP) Act, 2021 Supplemental funding	<input checked="" type="checkbox"/> Yes Amount spent \$ 1379116.00 If yes, describe how funds were used: The state did use ARPA Supplemental funds to support other activities to improve the quality of child care, specific to our Child Care Shared Services Alliance initiative (local shared services alliances) and Child Care Expansion initiative (relating to child care supply-building activities). <input type="checkbox"/> No <input type="checkbox"/> N/A Describe:
f. ARP Act, 2021 Stabilization Grant set-aside ONLY (As a reminder 10% of the ARP Stabilization Grants could be set-aside for administrative expenses, supply building, and technical assistance. This question refers only to this 10%.)	<input type="checkbox"/> Yes Amount spent \$ If yes, describe how funds were used: <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A Describe:

11.9 Progress Update: Using the measures identified in section 7.10.1 of the CCDF Plan, report on the progress made during October 1, 2021 to September 30, 2022 on activities related to other activities to improve the quality of child care services supported by outcome measures that improve provider preparedness, child safety, child well-being, or kindergarten-entry. In addition, describe outcomes achieved, including examples and

numeric targets where possible. If progress was not made, describe barriers toward achieving measurable outcomes. **With funding available through several COVID-19 related pieces of legislation, TWC implemented a number of initiatives related to kindergarten entry, provider preparedness, and supply-building.**

Pre-K Partnerships

On November 2, 2021, the Commission approved \$26 million of stimulus funds to support the expansion of prekindergarten (Pre-K) partnerships in Texas. TWC's Child Care & Early Learning Division hired two state-level staff and 25 regional Pre-K partnership staff (5 Regional Supervisors and 20 Pre-K Partnership Specialists) to support the expansion of Pre-K partnerships in Texas Rising Star Three- and Four-Star certified programs. Through this initiative, TWC will provide eligible child care programs awards of up to \$20,000 for each new partnership classroom to assist with the initial costs of implementing a Pre-K partnership classroom, including: teacher compensation, curriculum, furniture, equipment, and training materials. TWC allocated funds for up to 500 partnership classrooms. TWC will also provide up to 100 eligible teachers in Pre-K partnership classrooms with a scholarship of up to \$7,000 to assist with the costs associated with receiving their alternative teacher certification through a TEA-approved Educator Preparation Program. TWC also dedicated \$250,000 for a third-party evaluator to assess the efficacy of the TWC Pre-K Partnership Expansion Initiative and inform future strategies. TWC completed hiring of the state team in FFY'22 and implemented a software solution to track partnership development. TWC anticipates beginning to award partnership funds in early FFY'23.

Additionally, on April 19, 2022, the Commission approved \$2.4 million of stimulus funds for a partnership intermediary hub model piloted by TEA in collaboration with the Texas A&M University System. This strategy will complement the efforts of the TWC Pre-K Partnership Team by providing additional options in hard-to-partner areas and reducing the administrative burden on partnered entities.

Supply-Building

On February 1, 2022, the Commission approved funding to support the child care industry by authorizing Boards to identify staff members or hire new staff members to focus on child care business outreach and support. Boards may use this child care industry support funding to expand business services resources that target business outreach support to the child care industry. As of September 2022, all 28 Boards have applied for this funding, and hiring is underway.

Shared Services

In June and July 2022, TWC awarded four grants totaling approximately \$5.7 million to plan and implement Shared Services Alliances. The grantees: AVANCE, Inc., Collaborative for Children, Pre-K 4 SA, and Texas Association for the Education of Young Children have approximately six months to plan their Alliance, (including selecting the services they will offer and recruiting members), and approximately 18 months to implement their Alliance and create a sustainability plan. Each grantee is providing a different portfolio of services to different provider populations and geographic regions. The grantees plan to offer various services, including: accounting support, marketing support, staff recruitment and retention support, digital literacy support, health benefits, and substitute pools. Additionally, TWC awarded approximately \$400,000 to Social and Environmental Entrepreneurs' Opportunities Exchange project (OppEx) to provide ongoing guidance and support to the Shared Services Alliance grantees. OppEx is partnered with Children at Risk to provide professional development, peer support and coaching, individual technical assistance, creation of templates and other resources, and ongoing communication about and coordination with TWC's CCS.

Local Initiatives

In addition to state-level activities, Boards also reported local initiatives to create public-private prekindergarten partnerships, support shared services models, and provide COVID-specific supports. In FY 2022, these local initiatives supported shared services models for 146 providers, provided COVID-specific supports to 422 providers, and facilitated the formation of two Pre-K partnerships.

12) Lead agencies must submit an annual report, as required at 45 CFR § 98.53(f) (4), describing any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on an annual review and assessment of serious child injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible.

12.1 Describe the annual review and assessment of serious injuries and any deaths occurring in child care programs receiving CCDF, and in other regulated and unregulated child care centers and family child care homes, to the extent possible. TWC reviews the child fatality data for CCDF providers when it occurs and on an annual basis as part of the QPR development. TWC and Child Care Regulation (CCR) meet regularly to coordinate policy and operations. Data indicates that unregulated or illegal operations pose the biggest risk to children's health and safety. The most recent report can be found here: Child Safety Data for Licensed Day-Care Centers (<https://www.hhs.texas.gov/about/records-statistics/data-statistics/child-care-regulation-statistics>)

12.2 Describe any changes to lead agency regulations, enforcement mechanisms, or other lead agency policies addressing health and safety based on the annual review and assessment. Senate Bill 706 passed by the 86th Texas Legislature increased the focus and identification of child care facilities operating without the appropriate permit. The unit of inspectors identifies these operations and initiates appropriate enforcement actions against the operations who do not come into compliance, either through obtaining a permit or ceasing to provide care. In order to spread awareness of child care regulation rules and law and expand the child care provider community, community outreach and engagement efforts have increased to assist parents in locating appropriate child care and provide tools for potential applicants to become successful business owners. Education materials have been developed to support these efforts.

Additionally, CCR has developed rules to implement Senate Bill 569 which requires minimum standards for listed family homes which previously had minimal regulation. These rules target specific, high-risk health and safety concerns in child care settings and require safe sleep training for the primary caregiver as part of the application process.

13) American Rescue Plan (ARP) Act Child Care Stabilization Grants

Goal: To ensure the lead agency implements an equitable stabilization grant program. The American Rescue Plan (ARP) Act included approximately \$24 billion for child care stabilization grants, representing an important opportunity to stabilize the child care sector and do so in a way that builds back a stronger child care system that supports the developmental and learning needs of children, meets parents' needs and preferences with equal access to high-quality child care, and supports a professionalized workforce that is fairly and appropriately compensated for the essential skilled work that they do. Lead agencies must spend most stabilization funds as subgrants to qualified child care providers to support the stability of the child care sector during and after the COVID-19 public health emergency. Section 13 should be used to report on ARP Stabilization Grants ONLY.

13.1 Did you run more than one grant program? If so, list the number of separate grant programs and describe their uses.

Yes. Describe:

No

13.2 Which of the following methods were used to support workforce compensation (e.g., bonuses, stipends, increased base wages, or employee benefits) with stabilization grants? (check all that apply)

Targeted grants to support workforce compensation (no other allowable uses)

Providing bonus funds to providers that increased child care staff compensation through stabilization grants

Requiring a specific percentage or amount of stabilization grant funding go toward child care staff compensation increases. Percent or amount for staff compensation:

Other (Describe): **TWC provided technical assistance resources and provider education on the use of CCRF to support workforce compensation, including multiple guides and webinars available at <https://www.childcare.texas.gov/attracting-and-retaining-staff>.**

Additionally, many Boards used their distribution of Texas Rising Star Supports stimulus funding for local child care wage initiatives (more information available at <https://www.twc.texas.gov/files/twc/commission-meeting-materials-12.20.22-item7e-hb619-report-appendix-c-board-wage-initiatives-twc.pdf>).

13.3 Describe the methods used to eliminate fraud, waste, and abuse when providing stabilization grants (e.g., validated identity through the lead agency licensing system or conducted identity verification through a data match with state tax records):

For the CRRSA/ARPA-funded Child Care Relief Funds (CCRF), TWC has established processes to verify provider data from applicants against Child Care Regulation (CCR) data to ensure that data changes are validated and that they are accurately propagated across systems. CCEL staff obtained datasets from CCR to determine a provider's eligibility and their total award amount. Key elements from CCR datasets, such as operation numbers and names of controlling persons, acted as controls over the application process. TWC's Finance division conduct an independent quality control review to ensure formulas were applied consistently to calculate award amounts.

Applications for CCRF 2022 were issued and accepted electronically from providers on a rolling basis, as required by ARPA, beginning in March through May 31, 2022, through an automated CCRF system maintained by TWC's Applications Development & Maintenance (AD&M). A process is in place to disburse quarterly payments to providers as long as they remain open and available to provide child care and are in good standing. A provider who closes or is on adverse/corrective action during the award period ending May 31, 2023, is placed on hold to stop subsequent payments. Controls in the CCRF System required providers to make changes for names of controlling person(s) and mailing addresses through the CCR database. These fields were prepopulated in the CCRF system with data from CCR.

TWC's Internal Audit office conducted an audit of the CCRF 2022. The audit, which tested controls and award determinations, was completed with no findings.

TWC's SRM department audits the records of providers that received CCRF awards. SRM developed a risk model and sample of providers to audit. These audit activities began in August 2021 when funds were first disbursed and will continue in into 2023 as funds continue to be disbursed. Monitoring will increase for ARPA-funded stabilization grants, or CCRF 2022. Part of this process includes quarterly reviews to determine continued eligibility for awards based on federal and state criteria, verifying proper use funds, and support for a CCRF fraud hotline. TWC staff will review data to confirm that providers remain eligible prior to issuing quarterly payments. On January 11, 2022 the TWC's three-member Commission approved the use of \$20 million of the ARPA Stabilization Grant funds to support the monitoring and oversight of providers' use of Child Care Relief Fund 2022 distributions (funded by the ARPA Stabilization Grant), including support for a new CCRF fraud hotline. This robust monitoring plan would include auditing approximately 25 percent, or 1 in 4, CCRF beneficiaries by a third-party monitor. TWC has contracted with KPMG, an international auditing firm, to monitor providers receiving CCRF funding.