

Child Care Workforce Strategic Plan 2023-2025

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Child Care Workforce Strategic Plan 2023-2025

House Bill 619 Background

House Bill 619

House Bill 619 (HB 619), passed during the 87th Legislature, Regular Session (2022), added §302.0062 to the Labor Code requiring the Texas Workforce Commission (TWC) to prepare a Child Care Workforce Strategic Plan to improve the quality of the infant, toddler, preschool, and school-age child care workforce in Texas, and to update the strategic plan every three years.

HB 619 requires the collection of demographic and workforce data from a representative sample of child care facilities in state, and requires that a workgroup, composed of child care providers, child care workers, and community stakeholders, assist in the development of the plan.

HB 619 directs TWC to include the following within the Strategic Plan:

1. Recommendations for Local Workforce Development Boards (Workforce Boards) to improve, sustain, and support the child care workforce
2. Recommendations for increasing compensation for and reducing turnover of child care workers
3. Recommendations for eliminating pay disparities in the child care workforce
4. Recommendations for increasing paid opportunities for professional development and education for child care workers, including apprenticeships
5. Best practices from Board and other programs designed to support child care workers
6. Recommendations for increasing participation in the Texas Early Childhood Professional Development System (TECPDS)
7. Recommendations for public and private institutions of higher education to:
 - a. increase the use of articulation agreements with school districts and open-enrollment charter schools, and
 - b. assist in the education and training of child care workers
8. Specific recommendations for improving the infant and toddler child care workforce
9. A timeline and benchmarks for TWC and Workforce Boards to implement recommendations from the strategic plan.

HB 619 requires the creation of a workgroup to assist in the development of the Strategic Plan. It also requires TWC to submit the report to the to the governor, the lieutenant governor, and the speaker of the house of representatives no later than December 31, 2022.

HB 619 Strategic Plan Workgroup & Directors Survey

TWC contracted with the Lyndon B. Johnson School of Public Affairs at The University of Texas at Austin, and with the Prenatal-to-3 Policy Impact Center (Policy Impact Center) to assist in the development of the Child Care Workforce Strategic Plan.

TWC, with the assistance of Policy Impact Center, formed the 2022 HB 619 Strategic Plan Workgroup (see Appendix A for a list of Workgroup members). The Workgroup consisted of 27 child care experts with experience in the industry as child care business owners, directors, educators, and community stakeholders. The Workgroup met throughout the year to discuss key industry issues, review data collected from directors through the 2022 Texas Director Survey (Director’s Survey), and draft recommendations for TWC’s consideration.

Child Care – Impact on Families, Businesses, and the Economy

At the aggregate, child care keeps the thriving Texas economy running. Early care and education provide Texas children with safe, nurturing environments to learn and grow in their earliest years while their parents provide for their families and support a strong Texas economy. In Texas in 2021, there were approximately 2.24 million children under age 6, and 62 percent (1,384,000 children) of these children have all available parents in the workforce.¹

While child care is critical for working parents, the cost of child care is high. The U.S. Treasury issued a report² noting that the average family with at least one child under age 5 would need to devote about 13 percent of their family income for child care, which equates to approximately \$10,000 for center-based child care each year. At the same time, it noted the average teacher earns about \$24,000 a year, with nearly half receiving some public assistance.

The Economic Policy Institute (EPI)³ analyzed the cost of child care on families and found the following impacts for Texans earning the minimum wage:

- 58.4 percent of earnings are needed to cover child care costs for an infant (as a share of full-time, full-year minimum wage earnings)
- 45 percent of earnings are needed to cover costs for 4-year old child care (as a share of full-time, full-year minimum wage earnings)

In addition, the EPI report compared the cost of child care to in-state public tuition and found that:

- Infant child care costs 117.7 percent of what full-time, in-state public tuition costs
- 4-year old child care costs 90.7 percent of what full-time, in-state public tuition costs

According to a recent report from the Federal Reserve Bank of Dallas, the child care workforce turnover rate was 29 percent between January 2021 and February 2022 and the early childhood education workforce has seen a 10 percent decrease in the number of teachers since the pandemic.⁴ According the 2021 Texas Wages Report for Child Care, the *average wage* for a Texas child care worker is \$11.43 and, according to the Director’s Survey, the *median wage* of an early childhood educator in Texas is \$12.00 per hour or \$24,000 a year, which is the equivalent of 32 percent of the State Median Income (SMI) for a family of three.

The Bipartisan Policy Center summarized the challenges that the child care industry faces:

“In contrast to other types of businesses, child care providers— because of their inherently high staffing requirements—face unique constraints when it comes to

¹ KIDS COUNT Data Center, data for Texas. ([KIDS COUNT Data Center from the Annie E. Casey Foundation](#))

² <https://home.treasury.gov/system/files/136/The-Economics-of-Childcare-Supply-09-14-final.pdf>

³ Economic Policy Institute. High quality child care is out of reach for working families.

(<https://www.epi.org/publication/child-care-affordability/#epi-toc-6>)

⁴ Federal Reserve Bank of Dallas, “Economy’s Essential Early Care and Education Industry Recovering but Still Faces Labor Shortfall,” May 16, 2022 ([Economy’s Essential Early Care and Education Industry Recovering but Still Faces Labor Shortfall - Dallasfed.org](#))

improving their bottom line. If providers raise their rates, they risk putting their services out of reach for many of their customers, many of whom are already barely able to afford child care. At the same time, providers have few options to reduce expenses, given the payroll-heavy nature of their cost structure.”⁵

While Texas families and businesses depend directly on the child care industry, the industry struggles to remain viable. Child care is unaffordable for many families and child care shortages leave families struggling to find child care.

These child care challenges impact businesses. As reported by the U.S. Chamber of Commerce Foundation, “working parents may arrive late to work or leave early, forgo promotions, postpone school and training programs, and sometimes leave the workforce altogether” due to the lack of access to affordable, high-quality child care. According to a 2021 survey of Texas parents by the U.S. Chamber of Commerce Foundation, almost three quarters (74 percent) reported missing work due to child care issues in the past 3 months, and approximately 32 percent experienced employment changes due to child care issues. Employment changes due to child care issues disproportionately affected low-income parents, with 44 percent of low-income parents experiencing employment changes due to child care issues.

Further, the U.S. Chamber of Commerce Foundation reports that these child care issues have a negative impact on the Texas economy, resulting in “untapped potential” including an estimated \$7.59 billion annual cost to Texas employers due to employee absences and employee turnover \$1.8 billion annual loss in tax revenue.⁶

⁵ Bipartisan Policy Center, Child Care is a Business Affair. (https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/12/Child-Care-Business-Affair-2021_Final-Report-1.pdf)

⁶ U.S. Chamber of Commerce Foundation, “How Childcare Impacts the Texas’s Workforce Productivity and the State Economy.” (U.S. Chamber of Commerce Foundation), 2021, https://www.uschamberfoundation.org/sites/default/files/EarlyEd_TEXAS_2021_DIGITAL.pdf

Executive Summary

Below is a summary of the Goals, Strategies and Action Plans discussed in this Strategic Plan.

Goal 1 – Support the Current Child Care Workforce

Strategy 1.1 – Support the Texas Early Childhood Professional Development System (TECPDS).

- Action Item 1.1.1 – Review the existing career pathway and core competency information in TECPDS and ensure that it is updated
- Action Item 1.1.2 –Ensure Workforce Boards have staff that are familiar with TECPDS and can support CCS providers in their use of TECPDS.
- Action Item 1.1.3 –Continue investing in TECPDS enhancements, including recommendations as a result of the TECPDS usability study.
- Action Item 1.1.4 –Enhance availability of free/low-cost professional development (PD) opportunities within the TECPDS Calendars by requiring that Workforce Boards list all of their PD opportunities in TECPDS.

Strategy 1.2 – Identify opportunities to stabilize the child care workforce and promote the hiring and retention of high-quality early educators.

- Action Item 1.2.1-Identify and provide information on Workforce Board initiatives to support the early childhood education (ECE) workforce, including those providing wage supports.
- Action Item 1.2.2 –Incorporate strategies to support the ECE workforce within a new Child Care Quality Improvement Guide.
- Action Item 1.2.3 –Host a best practices and strategic planning event for all Boards to include details on opportunities to use quality improvement funds to support the ECE workforce.
- Action Item 1.2.4 – Continue to support initiatives which assist child care employers and early childhood educators.
- Action Item 1.2.5 –Support “backbone activities” that assist early childhood educators in their attainment of Child Development Associate (CDA) certification, including CDA Portfolio Development and CDA Verification Visits to increase the number of Professional Development Specialists who can complete CDA Verification Visits.
- Action Item 1.2.6–Require that state-funded providers of free professional development create materials in Spanish, and ensure that PD opportunities are made available, at sufficient levels, for Spanish speaking early educators.
- Action Item 1.2.7 –Examine opportunities to create more consistency in how Workforce Boards provide Texas Rising Star mentoring services.

Goal 2 – Support a Pipeline of Qualified Child Care Workers

Strategy 2.1 – Increase the number of high school graduates working as early childhood educators and link high school students to the Early Childhood Education (ECE) field.

- Action Item 2.1.1 –Expand Career Technology Education (CTE) Programs of Study in the ECE field (including the attainment of the CDA certification, and dual credit options)
- Action Item 2.1.2 –Modify TWC’s Professional Development Scholarship eligibility requirements to allow high school students to qualify
- Action Item 2.1.3 –Support work-study partnerships between high schools and 3- and 4-Star certified Texas Rising Star child care programs, including those with prekindergarten partnership classrooms.
- Action Item 2.1.4 – Develop and share Early Childhood Career Pathway information for high school students, outlining opportunities to work in the field.

Strategy 2.2 – Support early childhood educators in their educational advancement, through stackable (transferable) credentials.

- Action Item 2.2.1 –Support more community colleges in granting college credit, in their field of study, for CDA credentials.
- Action Item 2.2.2 –Support the expansion of articulation agreements for the transfer of credit earned for Associates Degrees to state four-year universities.
- Action Item 2.2.3 – Support the development of additional early childhood Registered Apprenticeship Programs.
- Action Item 2.2.4 – Conduct a landscape analysis of Institutions of Higher Education to determine how many/what types of early childhood degrees are offered

Goal 3 – Examine Opportunities to Improve Administration and Oversight of the CCS Program.

Strategy 3.1 – Improve and expand access to child care program data and use additional data to estimate the cost of providing quality child care.

- Action Item 3.1.1 – Provide guidance and training to Boards on the use of available data within the TECPDS Organizational Dashboards to assess workforce professional development needs and evaluate the impact of professional activities they fund.
- Action Item 3.1.2 – Make aggregate information from the 2022 Director’s Survey Data publicly available.
- Action Item 3.1.3 –Include in the new Child Care Case Management (CCCM) system a single log-on allowing child care providers to access the CCS child care provider portal, child care automated attendance and the availability portal and investigate opportunities to align access to TECPDS with CCCM.
- Action Item 3.1.4 –Conduct a Cost of Quality Study to examine the cost of providing quality child care, based upon various factors, making this information available through an online interactive tool.

Strategy 3.2 – Align the Workforce Boards on best practices to support and sustain the child care workforce and ensure program oversight is responsive to the needs of the child care industry.

- Action Item 3.2.1 –Strengthen the required child care experience parameters to serve on Local Workforce Development Boards. Currently, as required in Texas Government Code §2308.256, at least one Workforce Board member must have expertise in “child care or early childhood education.”
- Action Item 3.2.2 –Create local Child Care Committees to improve communication among Workforce Boards, Board Child Care Contractors, and the child care sector.
- Action Item 3.2.3 –Look at opportunities to increase standardization across Workforce Boards for how to support quality.
- Action Item 3.2.4 -Publish additional details on how each of the Workforce Board invests their quality improvement funds.
- Action Item 3.2.5 -Work with Child Care Regulation (CCR) to determine if Workforce Boards can support fingerprinting for the criminal background checks which are required to meet CCR licensing minimum standards.
- Action Item 3.2.6 –Ensure Workforce Boards understand their ability to establish early childhood educators as a priority group for receiving child care financial assistance.

Director’s Survey Summary

HB 619 requires TWC to use the following data in creating the Strategic Plan:

- Demographic data of child care workers in Texas, including the:
 - Race, ethnicity, gender, and educational attainment of child care workers, and
 - Ages of the children the worker serves.
- Compensation data for child-care workers disaggregated by race, ethnicity, gender, and educational attainment.

HB 619 also directed TWC to obtain the data above for a representative sample set of child care facilities in Texas, and to use this data in developing the Strategic Plan. To this end, the Policy Impact Center developed and administered the 2022 Texas Child Care Director Survey (Director Survey), which asked directors about their experience in the field, including challenges they currently face to maintaining a stable and high-quality workforce. The survey also asked for educator-level data on the demographic characteristics, educational experience, and compensation for a representative sample of child care programs across the state.

The Director Survey was sent out to a representative sample of child care programs across Texas, and more than 750 directors completed the survey. The Director Survey collected data from child care directors at child care programs (including center- and home-based) across the state to learn:

- 1) the characteristics of the child care program and how it serves children in the local community;
- 2) the director’s experiences at the child care program, including challenges and needs faced by the child care program today; and

- 3) demographic, education, and compensation of the staff serving as a teacher or in a direct care capacity, including the director and all early childhood educators who work at the child care program.

For simplicity, the report refers to home-based owner-educators as “owners,” and refers to other center-based and home-based educators as simply “educators.”

Appendix B includes additional detail on the Texas Directors Survey, provided by the Policy Impact Center, including survey administration, sampling, and their analysis process.

Race, Ethnicity and Gender of the Child Care Workforce

Women comprise the vast majority (96%) of early childhood educators in Texas. At child care centers, the plurality of educators is Hispanic (43%), followed by White (30%) and Black (19%) educators. Compared to child care centers, more home-based educators are Black (28%) and fewer are Hispanic (35%); a similar proportion are White (29%). Among home-based owners, even fewer are Hispanic (23%) and more are White (43%), with a similar percentage of Black owners as educators (27%). See Table 1 for the full description of the gender, race, and ethnicity of the educator workforce.

Table 1: The Demographic Composition of the ECE Workforce

	All Educators (n=3,848)	Center-Based Educators (n=3,565)	Home-Based Educators (n=133)	Home-Based Owner-Educators (n=150)
Hispanic	41.9%	43.0%	34.6%	23.3%
White, non-Hispanic	30.8%	30.3%	28.6%	43.3%
Black, non-Hispanic	19.1%	18.5%	27.8%	26.9%
Asian	2.1%	2.0%	3.0%	3.3%
Middle Eastern	1.5%	1.6%	--	--
Pacific Islander	0.2%	0.2%	--	--
Native American	0.05%	0.1%	--	--
Other	0.1%	0.1%	0.8%	--
Multiracial	1.4%	1.3%	2.3%	2.7%
Unsure/Missing	2.9%	3.1%	3.0%	--
Women	96.3%	96.5%	89.0%	97.3%

Note: Educators identified as White-Hispanic were recoded as Hispanic in these analyses.

Educational Attainment of the Child Care Workforce

Most commonly, early childhood educators have no degree or certification beyond high school (58%). Owners are typically high school educated (39%) or have a CDA or associate’s degree (39%). Overall, only 17 percent of the collective ECE workforce holds a bachelor’s degree or higher, including 22 percent of owners, 17 percent of home-based educators, and 14 percent of center-based educators.

Comparing the ECE workforce to the general population of Texans, early childhood educators are disproportionately less educated than the general population, with 33 percent of Texans 25 years and older holding a bachelor’s level of education or higher, compared, to just 17 percent of the ECE workforce.⁷

Notably, approximately one in six, or 17 percent, of all early childhood educators and owners attended “some college” but have not completed a degree, underscoring the need to better understand potential barriers to college completion. See Table 2 for details about formal education across operation types.

Table 2: The Educational Achievement of the ECE Workforce

	Center-Based Educators (n=3,565)	Home-Based Educators (n=133)	Home-Based Owner-Educators (n=164)
Less than High School ⁸	1.4%	9.0%	0.6%
HS Diploma or GED	41.4%	33.1%	19.5%
Some College	17.3%	17.3%	20.7%
CDA or Specialized Trade Certificate	14.8%	10.5%	23.8%
Associate’s Degree	6.8%	9.8%	14.0%
Bachelor’s Degree	12.0%	15.8%	14.6%
Master’s Degree	1.8%	1.5%	6.1%
Doctoral Degree	0.03%	--	0.6%
Unsure/Missing	4.6%	3.0%	--

Note: Those who were reported as having a CDA but reported either a high school diploma, less than a high school diploma, or some college were recoded to the higher education category of CDA or Specialized Trade Certificate.

Wages by Child Care by Operational Characteristics and Workforce Demographics

According to the Director’s Survey, the median wage of an early childhood educator in Texas is \$12.00 per hour or \$24,000 a year, which is the equivalent of 32 percent of the State Median Income (SMI) for a family of three. The median annual earnings of an owner-educator are

⁷ United State Census Bureau. (2021). American Community Survey EDUCATIONAL ATTAINMENT. American Community Survey. Retrieved September 29, 2022, from https://data.census.gov/cedsci/table?q=texas+education&g=0100000US_040000

⁸ Texas’ minimum standards for child care centers require educators and directors to have a high school diploma or its equivalent. The Prenatal-to-3 Policy Impact Center chose to report the education level reported by directors. <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>

\$30,000 a year, or \$15.00 per hour,⁹ which is the equivalent of 40 percent of the SMI for a family of three.

In Texas’ ECE workforce, an early childhood educator’s compensation differs based on characteristics of the child care program at which they work, as well the characteristics of the individual educator. Educators who work at a child care program located in an urban-metropolitan county earn \$2.50 (25 percent) more an hour than educators who work in rural counties. Educators who work at child care programs that employ more than 10 educators earn \$2.00 (18 percent) more an hour than educators who work at child care programs that employ 10 or fewer educators. And in Texas, educators who work at child care programs that do not accept CCS earn \$1.00 (8 percent) more an hour than educators who work at child care programs that do.

Differences in owner compensation follow similar patterns as home- and center-based educators, with higher earnings, on average, for owners whose businesses are in an urban-metropolitan county and for owners who do not accept subsidized child care.¹⁰ See Table 3 for variation in median hourly wage by operation characteristics.

Table 31: Differences in Compensation for Educators by Operation Characteristics

Operation Characteristics	n	Median Educator Hourly Pay
Type		
Home-based Child Care Program	133	\$11.00
Center-based Child Care Program	3,565	\$12.00
Location		
Rural Child Care Program	444	\$10.00
Urban-Metropolitan Child Care Program	3,254	\$12.50
Subsidy Acceptance		
Child Care Program Accepts Subsidies	2,342	\$12.00
Child Care Program Does Not Accept Subsidies	1,356	\$13.00
Number of Staff Employed		
1-10 Staff	1,547	\$11.00
11 + Staff	2,151	\$13.00

Source: 2022 Texas Director Survey, Prenatal-to-3 Policy Impact Center, August 2022. Notes: n=3,698 educators for home-and center-based operations. Home-based Owner-Educator data can be found in Appendix D.

Years of Experience

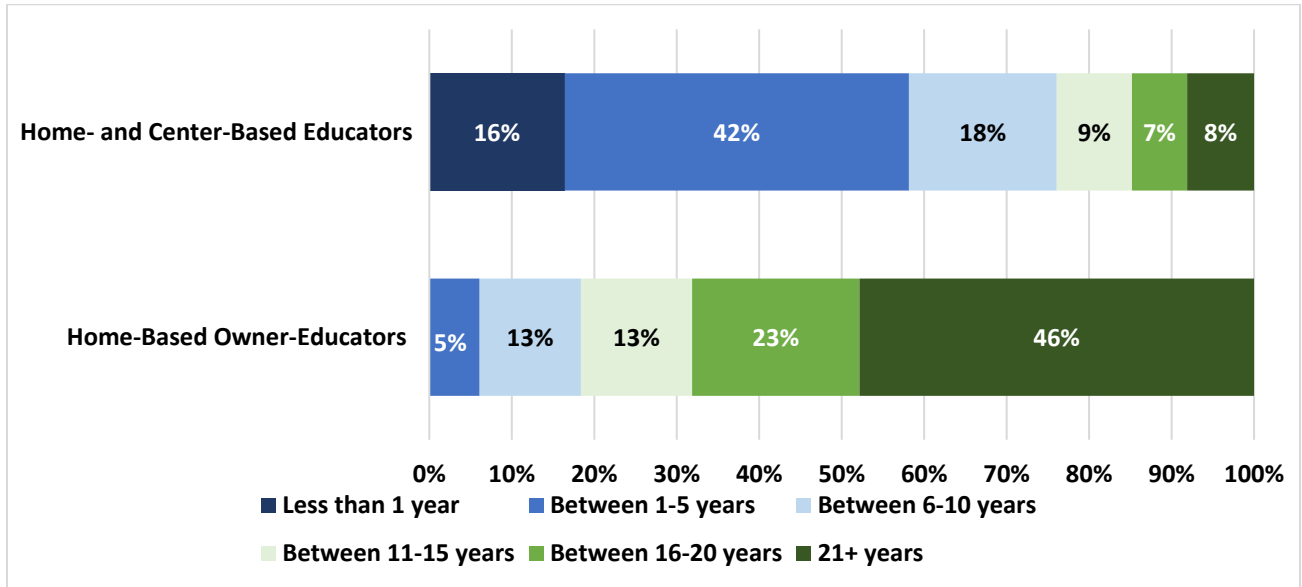
Across the state, many in the ECE workforce have worked as educators for a long time, particularly the home-based owners. Almost half (46%) of home-based owners have 21 or more years of experience in early childhood, and less than five percent have five or fewer years of

⁹ Annual earnings for educators are calculated by multiplying the reported median pay by 2000 hours per year

¹⁰ See Appendix D for details

experience. Experience among center-based and home-based educators varies widely; more than half of the early childhood educator workforce has less than six years of experience, and one-quarter has six to 15 years of experience. Fourteen percent of early childhood educators have 16 or more years of experience. See Figure 1 for the distribution of experience across the ECE workforce.

Figure 1: ECE Workforce Experience, By Educator Status



Source: 2022 Texas Director Survey, Prenatal-to-3 Policy Impact Center, August 2022. Notes: n=3,469 for Home- and Center-Based Educators; n=163 for Home-based Owner-Educators.

In Texas, early childhood educator compensation also varies across individual educator characteristics. Statistically, early childhood educators generally earn more annually with higher levels of education and more years of experience. Additionally, early childhood educators generally earn less annually (4% less in centers, 2.7% less in homes) by working with infants compared to educators who do not work with infants but instead just serve older children. See Table 4 for variation in average hourly pay by educator characteristics.

Table 4: ECE Workforce Median Hourly Wage, by Educator Characteristics

	Center-Based Educators (n=3,563)	Home-Based Educators (n=132)	Home-Based Owners (n=136)
Level of Education			
High School Educated	\$11.00	\$10.00	\$13.09
CDA or Associate's	\$13.00	--	--
Bachelor's or Higher	\$14.91	--	--
CDA or Higher	--	\$13.17	\$15.00
Years of Experience			
0-5 years	\$11.00	\$10.00	\$13.33
6-15 years	\$13.00	\$12.00	\$15.00
16+ years	\$14.66	\$13.33	\$14.88
Serves Infants			
Yes	\$12.00	\$11.00	--
No	\$12.50	\$11.30	--
Race			
White, NH	\$12.35	\$11.00	\$15.00
Black, NH	\$12.38	\$10.25	\$15.00
Hispanic	\$12.00	\$11.00	\$12.00

Source: 2022 Texas Director Survey, Prenatal-to-3 Policy Impact Center, August 2022. Notes: Educational attainment of a CDA or higher was combined for Home-based educators and owners given their small sample size. Most Owner-educators serve children of all ages, we did not include the small number who serve only infants (n=0) or only preschool-aged children (n=2). For center-based educators, n ranges from 3,344-3,563; for home-based educators, n range from 125-132. Ranges differ by item because some directors skipped items.

Patterns in center-based educator compensation show small increases with more educational attainment. Center-based educators who are high school educated earn a median pay of \$11.00 per hour, educators with a CDA or associate's earn a median pay of \$13.00 per hour, and educators with a bachelor's degree or higher earn a median pay of \$14.91 per hour. Similarly, home-based educators with a high school diploma earn a median income of \$10.00 per hour, but home-based educators with a CDA or higher earn a median income of \$13.17.

Patterns in home-based owner compensation also show small increases with more educational attainment. Owners with a high school diploma earn a median income of \$13.09 per hour, and owners with a CDA or higher earn a median income of \$15.00 per hour. The Policy Impact Center did not have enough home-based educators or owners with higher levels of education in the sample to compare the difference in wages between a CDA and a bachelor's degree for these groups.

In general, across educators and child care program types, more years of experience translates into more earnings. Although small, increases in earnings for early childhood educators are statistically significant. Early childhood educators with less than five years of experience earn a median pay of \$11.00 per hour, a more tenured educator (with 16 or more years of experience) earns a median pay of \$14.53 per hour, an increase of 32 percent. However, for home-based owners, earning patterns do not increase linearly across levels of experience, ranging from just \$13.33 to \$14.88 per hour at the median, across years of experience.

Child Care Workforce Strategic Plan – Goals, Strategies and Action Plans

The goals and strategies outlined below considered input from the Workgroup. TWC’s Goals, Strategies and Action Plans are focused on items that are actionable for TWC. Some of the recommendations are aimed at TWC’s Child Care Services (CCS) program, while others are aimed at impacting the child care industry as a whole.

It is important to note the scale and scope that CCS-focused recommendations have on the overall child care industry. The CCS program provides financial assistance (subsidies) to eligible low-income families. A family’s income may not exceed 85 percent of the state’s median income (SMI), which in Fiscal Year 2023, for example, is \$51,317 for a family of two, \$63,391 for a family of three, and \$75,466 for a family of four. In Fiscal Year 2023, TWC’s goal is to support an average of approximately 140,000 children per day. These families may select any child care program as long as that program is permitted or licensed by Child Care Regulation (CCR), agrees to the Local Workforce Board’s child care reimbursement rate, and meets TWC’s requirements for participating in the Texas Rising Star quality rating improvement system.

TWC’s CCS program has children being served by approximately 52 percent of all regulated child care programs. However, CCS children represent only about 13 percent of the entire licensed capacity of child care programs in the state. Private-pay parents pay for the vast majority of child care services. Any CCS-focused recommendations will only impact a subset of the entire child care market and CCS reimbursements account for a small portion of all child care industry revenue.

Goal 1 – Support the Current Child Care Workforce

Support the child care workforce through continued support for the Texas Early Childhood Professional Development System (TECPDS) and identifying opportunities to stabilize the child care workforce and promote the hiring and retention of high-quality early educators.

Strategy 1.1 – Support the Texas Early Childhood Professional Development System (TECPDS).

The Texas Early Childhood Professional Development System (TECPDS), managed by the Children’s Learning Institute and University of Texas Health Science Center, provides the Texas early childhood educator Workforce Registry and Trainer Registry. TECPDS collects and centralizes information about the early childhood educator workforce and supports early childhood educators to advance their careers. To use TECPDS, educators create a free online account. Early childhood educators with an account can add in their work experience and upload their education documents, connect to their employer, connect to resources to understand options for advancing their career (career pathway), and learn about the Texas Core Competencies for Early Childhood Practitioners and Administrators.

TECPDS offers resources for all early childhood educators who deliver trainings, including the option to apply and join the Trainer Registry to connect to child care providers and educators

who want to take trainings. Similarly, early childhood educators can identify high-quality trainings to advance their career and fulfill their required professional development hours.

Workgroup members have reported that TECPDS can be complicated and confusing to use, and child care programs and early childhood educators with low technical literacy struggle to successfully sign up for or maintain accounts.

Action Item 1.1.1 – Review the existing career pathway and core competency information in TECPDS and ensure that it is updated.

Implementation/Timeline:

TWC has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application included early childhood career pathway activities that will support implementation of this Action Item.

Action Item 1.1.2 –Ensure Workforce Boards have staff that are familiar with TECPDS and can support CCS providers in their use of TECPDS.

Implementation/Timeline:

TWC will complete this in Fiscal Year 2023.

Action Item 1.1.3 – Continue investing in TECPDS enhancements, including recommendations as a result of the TECPDS usability study.

Implementation/Timeline:

TWC approved the use of federal child care stimulus funds to make improvements to TECPDS, including a TECPDS usability study. This work is expected to conclude by xx/xx/xxxx. TWC will review the report's recommendations and determine the cost and timeline for the recommended TECPDS improvements.

Action Item 1.1.4 –Enhance availability of free/low-cost professional development (PD) opportunities within the TECPDS Calendars by requiring that Workforce Boards list all of their PD opportunities in TECPDS.

Implementation/Timeline:

TWC will issue instructions to Workforce Boards in Fiscal Year 2023.

Strategy 1.2 – Identify opportunities to stabilize the child care workforce and promote the hiring and retention of high-quality early educators.

As reported within the HB 619 Workgroup, child care programs have growing concerns over low early educator compensation and high rates of staff attrition. While all child care programs have reported challenges in the hiring and retention of early childhood educators, TWC resources are focused on CCS providers. TWC provides quality improvement funding to Workforce Boards, and each Workforce Board is responsible for determining how to best invest these funds locally.

In response to growing concern over low early childhood educator compensation and high rates of attrition, about half of all Workforce Regions have implemented programs to support early childhood educator wages.¹¹ These programs range in eligibility, uptake, and amount, but example programs include:

- (1) The Retention and Advancement Initiatives to Support Educators (RAISE) program is a wage supplement program designed and administered by the Texas Association for the Education of Young Children (TAEYC).¹² RAISE provides quarterly retention awards to early childhood educators who work for Texas Rising Star-certified child care programs in the Northeast Texas Workforce Region who make less than \$20 per hour. Funding for RAISE is temporary.
- (2) The Tarrant County Workforce Board offered wage supplements of \$250/month for up to six months to early childhood educators working at Texas Rising Star-certified child care programs in Tarrant County.¹³ These wage supplements were temporary.

Appendix C provides a summary of the Workforce Boards (16 of the 28) that used a portion of child care stimulus funding (from \$30 million that was approved in TWC's [Second Tranche](#)) to support wage enhancement initiatives. These wage enhancement initiatives are available only to CCS providers.

As discussed by the HB 619 Workgroup, Workforce Boards have implemented creative programs to support raising the quality of the child care workforce within their areas. Workforce Boards have developed early childhood education apprenticeship programs, led initiatives to onboard child care programs into TECPDS, and offered technology grants and tech support to child care programs. Several Workforce Boards offer scholarships for early childhood educators who want to receive their CDA credential, and others partner with T.E.A.C.H. (Teacher Education and Compensation Helps)¹⁴ to support scholarships for associate's and bachelor's degrees in early childhood education. Workforce Boards are taking steps to support child care in

¹¹ Texas Workforce Commission. (n.d.). Authority & Funding. <https://www.twc.texas.gov/programs/childcare#authorityFunding>

¹² Texas Association for the Education of Young Children. (n.d.). RAISE. https://www.texasaeyc.org/programs/r_a_i_s_e

¹³ Workforce Solutions for Tarrant County. (2021, November 3). *Alongside city and county leaders, Workforce Solutions Tarrant County & Child Care Associates (CCA) announce \$2 million to boost child care educators' wages.* [https://workforcesolutions.net/alongside-city-and-county-leaders-workforce-solutions-for-tarrant-county-child-care-associates-cca-announce-2-million-to-boost-child-care-educators-wages/#:~:text=Qualifying%20Texas%20Rising%20Star%20\(TRS.for%20up%20to%20six%20mon](https://workforcesolutions.net/alongside-city-and-county-leaders-workforce-solutions-for-tarrant-county-child-care-associates-cca-announce-2-million-to-boost-child-care-educators-wages/#:~:text=Qualifying%20Texas%20Rising%20Star%20(TRS.for%20up%20to%20six%20mon)

¹⁴ Texas Association for the Education of Young Children. (n.d.). What is T.E.A.C.H.? <https://www.texasaeyc.org/programs/teach>

Texas and to invest in workforce quality, but the Workgroup noted that most initiatives lack permanent funding, and variability across workforce areas means that not all early childhood educators benefit from these initiatives.

TWC also funds several quality improvement activities at the state level which support the child care workforce, including:

- Infant & Toddler Specialist Network – funding that supports a network of subject matter experts to coach early childhood infant and toddler educators
- Early Childhood Apprenticeship Program Development – funding to build the supply of new registered apprenticeship programs for early childhood educators
- Professional Development Scholarships – funding support costs for CDA testing, attainment of associate’s and bachelor’s degrees, and registered apprenticeship training costs.

Action Item 1.2.1-Identify and provide information on Workforce Board initiatives to support the ECE workforce, including those providing wage supports.

Implementation/Timeline:

In Fiscal Year 2023, TWC will begin posting each Workforce Board’s Child Care Quality (CCQ) Plan on the TWC website. Each Workforce Board must develop this CCQ Plan, which outlines how they will invest their quality improvement funds. TWC will also post each Workforce Board’s CCQ Quarterly Report. TWC issued these instructions to the Boards on November 7, 2022, through [WD Letter 25-22](#).

Action Item 1.2.2 –Incorporate strategies to support the ECE workforce within a new Child Care Quality Improvement Guide.

Implementation/Timeline:

TWC will develop and publish a new Child Care Quality Improvement Guide in Fiscal Year 2023, with an estimated publication date of 8/31/23. This Guide will include strategies that Boards can consider replicating.

Action Item 1.2.3 –Host a best practices and strategic planning event for all Boards to include details on opportunities to use quality improvement funds to support the ECE workforce.

Implementation/Timeline:

TWC will host a meeting for Boards’ quality improvement staff in Fiscal Year 2024, with an estimated meeting date in the Fall of 2023. TWC will provide an overview of the new Child Care Quality Improvement Guide and will also include information to help Workforce Boards consider how they work with their local child care programs to gather input on their needs, and how their CCQ Plan reflects the needs of their workforce area.

Action Item 1.2.4 – Continue to support initiatives which assist child care employers and early childhood educators.

Implementation/Timeline:

TWC plans to continue supporting statewide initiatives which support early childhood educators. On July 5, 2022, TWC’s three-member Commission approved TWC’s Fiscal Year 2023 Statewide Initiatives, as well as projections for Statewide Initiatives to be funded in Fiscal Year 2024-2025.¹⁵

In Fiscal Year 2023, TWC increased the amount of quality improvement funds available for Workforce Boards. Each Workforce Board now spends 4 percent, up from 2 percent, of their annual child care allocation, to support quality improvement initiatives.

Action Item 1.2.5 –Support “backbone activities” that assist early childhood educators in their attainment of the CDA certification, including CDA Portfolio Development and CDA Verification Visits to increase the number of Professional Development Specialists who can complete CDA Verification Visits.

Implementation/Timeline:

In Fiscal Year 2024, TWC will work with the Workforce Boards to determine how many Boards currently support CDA backbone activities, how this support is administered, and to identify strategies to improve the availability of these services.

Action Item 1.2.6–Require that state-funded providers of free professional development create materials in Spanish, and ensure that PD opportunities are made available, at sufficient levels, for Spanish speaking early educators.

Implementation/Timeline:

In Fiscal Year 2023, TWC will issue instructions to Workforce Boards to require this for any local professional development initiatives funded with quality improvement funds. TWC will also ensure that new state-funded professional development initiatives implement these provisions for Spanish speaking early educators.

Action Item 1.2.7 –Examine opportunities to create more consistency in how Workforce Boards provide Texas Rising Star mentoring services.

Implementation Timeline:

¹⁵ https://www.twc.texas.gov/files/twc/commission_meeting_materials_07.05.22_item11b_summary_2023-2025_statewide_initiatives_planning.pdf

In Fiscal Year 2023, TWC will issue instructions to Workforce Boards on the provision of Texas Rising Star Mentoring services.

Goal 2 – Support a Pipeline of Qualified Child Care Workers

Support a pipeline of qualified child care workers by increasing the number of high school graduates working as early childhood educators, linking high school students to the ECE field and supporting early childhood educators in their educational advancement, through stackable (transferable) credentials.

Strategy 2.1 – Increase the number of high school graduates working as early childhood educators and link high school students to the Early Childhood Education (ECE) field.

The Child Development Associate’s credential (CDA) is an industry-recognized credential that requires coursework in child development, in-classroom experience, and an assessment of demonstrated skills.¹⁶ As of 2020, ten states require center-based early childhood educators to hold a CDA to be a lead teacher,¹⁷ and the Texas Rising Star program, which assesses child care quality, acknowledges child care programs that have a high percentage of early childhood educators who hold a CDA.¹⁸ The Workgroup noted that the CDA may be a way to train and prepare high-quality early childhood educators, and this credential is already offered in some Texas high schools as part of Career and Technical Education (CTE).

The Workgroup also reports that despite the potential for high school CDA programs to bring a large number of high-quality early childhood educators into the child care field, barriers keep enrollment in high school CDA programs low and keep completion rates even lower. However, school districts (ISDs) consider expected compensation when selecting which programs to offer as part of their CTE programs,¹⁹ and students use compensation information to choose a career pathway.

To receive the CDA credential, students must meet all their required hours for in-class education and professional work experience, they must pass the CDA exam, and they must pass a Verification Visit, which includes in-person observation of skills by a Professional Development (PD) specialist.²⁰ According to the Workgroup, students face barriers along this path including:

- Lack of access to child care operations programs prevent students from completing their professional work experience
- Lack of PD specialists prevent students from completing their Verification Visit

¹⁶ Council for Professional Recognition. (2021). CDA credential program. Child Development Associate National Credentialing Program. <https://www.cdacouncil.org/>

¹⁷ Center for the Study of Child Care Employment, UC Berkeley. (2020). Early Childhood Workforce Index.

¹⁸ Texas Workforce Commission. (2014). Texas rising star program guidelines discussion paper.

<https://www.twc.texas.gov/files/partners/trs-program-guidelines-twc.pdf>

¹⁹ Texas Education Agency. (2019). Programs of study methodology.

https://tea.texas.gov/sites/default/files/Programs_of_Study_Overview_9_06_2019_Final.pdf

²⁰ Council for Professional Recognition. (2021). CDA credential program. Child Development Associate National Credentialing Program. <https://www.cdacouncil.org/>

- Lack of scholarship options to cover the \$425 CDA exam cost keeps the credential unaffordable for many students

In addition to the Workgroup input, TWC notes that the Texas Interagency Early Childhood Workgroup, made up of TWC, the Texas Education Agency, the Health and Human Services Commission, and the Department of Family and Protective Services has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application included early childhood career pathway activities that may support several of the Action Items.

Recognizing that early childhood educator wages are low, the development of an intentional career pathway model beginning in high school can offer students with opportunities to attain stackable credentials, including the attainment of post-secondary certifications and degrees, and can also offer opportunities for wage progression.

Increasing the overall number of students in the early childhood education pipeline will help child care programs address their workforce needs, and help students pursue a planned career pathway. Included in this career pathway are opportunities for students to attain TEA-recognized certification in EC-3 (early childhood through third grade).

Action Item 2.1.1 –Expand Career Technology Education (CTE) Programs of Study in the ECE field (including the attainment of the CDA certification, and dual credit options)

Implementation/Timeline:

TWC has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application includes efforts to expand CTE Programs of Study in the early childhood education field.

Action Item 2.1.2 –Modify TWC’s Professional Development Scholarship eligibility requirements to allow high school students to qualify.

Implementation/Timeline:

TWC will implement this recommendation during the re-procurement of the child care Professional Scholarship Development initiative, which will take place during Fiscal Year 2023-2024.

Action Item 2.1.3 –Support work-study partnerships between high schools and 3- and 4-Star certified Texas Rising Star child care programs, including those with prekindergarten partnership classrooms.

Implementation/Timeline:

TWC has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application includes efforts to expand work-study partnerships between high schools and child care programs.

Action Item 2.1.4 – Develop and share Early Childhood Career Pathway information for high school students, outlining opportunities to work in the field.

Implementation/Timeline:

TWC has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application includes efforts to develop and share early childhood career pathway information.

Strategy 2.2 – Support early childhood educators in their educational advancement, through stackable (transferable) credentials.

As reported by the HB 619 Workgroup, early childhood educators commonly pursue higher education in phases, starting with non-degree certificates such as the CDA and taking breaks between degrees, making incremental progress along the way in their career (rather attending a four-year degree program for a bachelor’s degree full time right after high school).

Developing stackable credentials, in which each step on the educational pathway is applied towards the next step, is an equitable way to raise the education level of early childhood educators, because it allows individuals to move incrementally along a career path without retaking classes or paying twice for the same education.

Currently, early childhood educators face barriers to stacking credentials:

- Two- and four-year colleges may not offer credits for work done during the CDA
- Community colleges may not offer associate’s degree programs in early childhood education that can be transferred into a four-year college or university
- Four-year colleges or universities will often not accept all of the credits earned during an associate’s degree, even if the degree aligns with the institution’s core coursework

Supporting early childhood educators to complete their education incrementally, through stackable (transferrable) credentials, will facilitate building a high-quality and stable early childhood workforce.

Action Item 2.2.1 –Support more community colleges in granting college credit, in their field of study, for CDA credentials.

Implementation/Timeline:

TWC has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application includes strategies to work with community colleges to expand their recognition of prior learning and CDA credentials.

Action Item 2.2.2 –Support the expansion of articulation agreements for the transfer of credit earned for Associates Degrees to state four-year universities.

Implementation/Timeline:

TWC has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application includes efforts to expand the number of universities who articulate credit earned in early childhood associate degree programs.

Action Item 2.2.3 – Support the development of additional early childhood Registered Apprenticeship Programs.

Implementation/Timeline:

TWC will continue using stimulus funding in Fiscal Year 2023 to expand the number of early childhood registered apprenticeship programs. In addition, TWC has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application includes the additional expansion to create more early childhood registered apprenticeship programs.

Action Item 2.2.4 – Conduct a landscape analysis of Institutions of Higher Education to determine how many/what types of early childhood degrees are offered

Implementation/Timeline:

TWC has applied for the federal Preschool Development Grant Birth to Five (PDGB-5), which if awarded will be available to Texas in calendar years 2023 through 2025. The PDGB-5 application includes a landscape analysis.

Goal 3 – Examine Opportunities to Improve Administration and Oversight of the CCS Program.

Ensure consistent CCS administration and transparency by providing ECE programs, stakeholders, and the public with transparent, easily accessible information on the child care program and aligning the Workforce Boards best practices to support and sustain the child care workforce and ensure program oversight is responsive to the needs of the child care industry

Strategy 3.1 – Improve and expand access to child care program data and use additional data to estimate the cost of providing quality child care.

Early Childhood Workforce Data

The Workgroup reviewed data that is currently available on the child care workforce. Currently there is limited data available within TECPDS. Based on the Texas Director Survey, less than half of directors report having a TECPDS account, and 21 percent have never heard of TECPDS. The most comprehensive ECE data currently available is based upon the Directors Survey. While TECPDS data is limited, there are features within TECPDS that allow Workforce Boards to analyze available information to inform service delivery.

Providers in the Workgroup also report that child care providers programs must regularly access multiple separate data systems including Texas Rising Star quality rating and improvement system, and Texas Child Care Licensing Regulation (CCR), as well as optional reporting within the Availability Portal and TECPDS. Child care providers use different log-in credentials on different websites, generating high administrative burden. This disjointed reporting system is difficult for providers to manage and may further disincentivize child care programs providers from participating in the optional TECPDS workforce registry.

Data on the Cost of Providing Quality Child Care

The Workgroup also discussed how TWC sets CCS reimbursement rates using data from a market rate survey, rather than using data based on the cost of providing quality child care ascertained using a cost estimation model.

Pursuant to CCDF regulations, states, including Texas, typically set their reimbursement rates using an annual or bi-annual (every two years) market rate survey, which surveys providers across the states about the price they charge for child care. TWC establishes the minimum amount that Workforce Boards must use for their child care reimbursement rates based upon the market rate survey. TWC has increased this threshold over the past few years. In Fiscal Year 2020 (October 1, 2019), Boards were required to set their rates at the 30th percentile, at a minimum. Effective Fiscal Year 2023 (October 1, 2022) TWC directed Workforce Boards to reimburse providers at the 75th percentile, at a minimum.

Workgroup members noted that using a market rate survey to set reimbursement rates provides an accurate measure of what providers *are able to* charge families in their workforce area. However, measuring the market rate does not always account for child care prices that may be constrained by what families in the local area can afford. For this reason, market rate surveys often underestimate the true cost of providing child care services, particularly for younger children because child-to-early childhood educator ratios are lower.

The Workgroup further notes that cost estimation models, broadly, can provide a more accurate assessment of cost. Cost estimation models also allow states to price in additional factors or benefits that providers cannot currently offer but need or want to provide. For example, states can model offering insurance benefits to staff or model raising wages. Because profit margins are so small for child care, wages typically remain low, and staff go without benefits; thus, setting

reimbursement rates using the market rate perpetuates the cycle in which providers cannot raise wages or provide benefits.

TWC notes that the reimbursement rates in place for the CCS program are not sufficient to have a broad impact on the child care industry, because CCS children served account for only 15 percent of the state’s overall licensed capacity. Private pay parents bear the responsibility for most child care costs in the state. This was highlighted in a report by the US Chamber of Commerce²¹: Seventy-three percent of families pay for child care out of their personal budget with only 9 percent receiving state child care assistance. Even if TWC increase CCS reimbursement rates, broad based wage increases are challenging because CCS is a small part of the overall child care market.

Action Item 3.1.1 – Provide guidance and training to Boards on the use of available data within the TECPDS Organizational Dashboards to assess workforce professional development needs and evaluate the impact of professional activities they fund.

Implementation/Timeline:

TWC will host a meeting for Boards’ quality improvement staff in Fiscal Year 2024, with an estimated meeting date in the Fall of 2023. TWC will provide an overview of the new Child Care Quality Improvement Guide and will also include information to help Workforce Boards consider how to use TECPDS data to inform quality improvement efforts.

Action Item 3.1.2 – Make aggregate information from the 2022 Director’s Survey Data publicly available.

Implementation/Timeline:

In order to provide stakeholders with ready access to the 2022 Director’s Survey data, in Fiscal Year 2023, TWC will publicly post aggregate data. Because respondents to the survey provided information on the condition of anonymity, only aggregate level data will be made available.

Action Item 3.1.3 –Include in the new Child Care Case Management (CCCM) system a single log-on allowing child care providers to access the CCS child care provider portal, child care automated attendance and the availability portal and investigate opportunities to align access to TECPDS with CCCM.

Implementation/Timeline:

TWC will implement the CCCM system in Fiscal Year 2024. Following the launch of the CCCM system, TWC will pursue the possibility of linking access to TCPEDS with CCCM.

²¹ https://www.uschamberfoundation.org/sites/default/files/EarlyEd_TEXAS_2021_DIGITAL.pdf

Action Item 3.1.4 –Conduct a Cost of Quality Study to examine the cost of providing quality child care, based upon various factors, making this information available through an online interactive tool.

Implementation/Timeline:

In Fiscal Years 2023-2024, TWC will contract for the development of a Cost of Quality study. In addition, TWC will fund the development of an online, interactive tool that calculates the cost of providing child care at varying levels of quality and based on varying factors that may be adjusted to reflect different scenarios and assumptions. The calculator will leverage Texas-specific data sets to model various scenarios and to better understand the levers that drive cost.

Strategy 3.2 – Align the Workforce Boards on best practices to support and sustain the child care workforce and ensure program oversight is responsive to the needs of the child care industry.

As discussed and reported by the Workgroup, Workforce Boards are a powerful tool for supporting the child care industry within their workforce areas, and have considerable agency over which programs and practices they implement to support child care programs, early childhood educators, and families. TWC continues to standardize key practices related to the child care subsidy system across workforce areas, but Workforce Boards still vary widely in how they communicate with and support child care in their Region.

The Workgroup reports that the lack of standardization across Workforce Boards prevents the child care system from working as effectively as it could in many workforce areas. Workforce Boards are uniquely positioned to support the recruitment, professional development, and onboarding of new members of the child care workforce, but in many workforce areas the child care industry has few opportunities to share their specific needs and concerns with their Workforce Board, resulting in Boards that are ill-equipped to support the child care sector in their workforce area.

The Workgroup also suggested that there needs to be additional child care expertise on each Local Workforce Development Board, and that there should be local Child Care Committees to facilitate communication between Workforce Boards and the child care industry.

Action Item 3.2.1 –Strengthen the required child care experience parameters to serve on Local Workforce Development Boards. Currently, as required in [Texas Government Code §2308.256](#), at least one Workforce Board member must have expertise in “child care or early childhood education.”

Implementation/Timeline:

TWC will examine the possibility of a legislative change, in the 89th Legislative Session, to require that the child care representative have “child care program experience.”

Action Item 3.2.2 –Create local Child Care Committees to improve communication among Workforce Boards, Board Child Care Contractors, and the child care sector.

Implementation/Timeline:

TWC will direct Workforce Boards to establish local Child Care Committees by the end Fiscal Year 2023 (no later than August 31, 2023). The Committees will meet at least quarterly.

Action Item 3.2.3 –Look at opportunities to increase standardization across Workforce Boards for how to support quality.

Implementation/Timeline:

As previously noted for Action Item 1.3.3, TWC will host a meeting for Boards’ quality improvement staff in Fiscal Year 2024, with an estimated meeting date in the Fall of 2023. TWC will provide an overview of the new Child Care Quality Improvement Guide and will also include information to help Workforce Boards consider how they work with their local child care programs to gather input on their needs, and how their Child Care Quality (CCQ Plan) reflects the needs of their workforce area.

TWC will also pursue opportunities to create more consistency in Texas Rising Star mentoring practices, in Fiscal Year 2023, as recommended by the Board Texas Rising Star Mentoring Workgroup.

Action Item 3.2.4 - Publish additional details on how each of the Workforce Board invests their quality improvement funds.

Implementation/Timeline:

As previously noted for Action Item 1.2.1, in Fiscal Year 2023, TWC will begin posting each Workforce Board’s Child Care Quality (CCQ) Plan on the TWC website. Each Workforce Board must develop this CCQ Plan, which outlines how they will invest their quality improvement funds. TWC will also post each Workforce Board’s CCQ Quarterly Report. TWC issued these instructions to Workforce Boards on November 7, 2022, through [WD Letter 25-22](#).

Action Item 3.2.5 - Work with Child Care Regulation (CCR) to determine if Workforce Boards can support fingerprinting for the criminal background checks which are required to meet CCR licensing minimum standards.

Implementation/Timeline:

In Fiscal Years 2024-25, TWC will examine whether there are opportunities for Workforce Boards to support child care provider access to fingerprinting locations. The

Department of Public Safety (DPS) oversees the fingerprinting locations across the state; TWC and CCR will need to engage DPS in possible opportunities.

Action Item 3.2.6 –Ensure Workforce Boards understand their ability to establish early childhood educators as a priority group for receiving child care financial assistance.

Implementation/Timeline:

Workforce Boards are authorized to identify local priority groups for the receipt of CCS financial assistance. In Fiscal Year 2023, TWC will ensure that Boards are aware of the flexibility they have to designate early childhood educators as a priority group.