

Quality Progress Report (QPR) For Texas FFY 2018

1) Overview

To gain an understanding of the availability of child care in the State/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/Territory as of September 30 of the last federal fiscal year. These counts should include all child care providers, not just those serving children receiving CCDF subsidies. Please enter N/A when necessary.

a. Licensed family child care # 1683

N/A

Describe:

b. Legally exempt family child care (care in providers' home) # 3633

N/A

Describe:

c. Licensed center-based programs # 9618

N/A

Describe:

d. Legally exempt center-based programs # 0

N/A

Describe:

N/A

e. In-home (care in the child's own home) # 0

N/A

Describe:

Pending data request

f. Other (explain)

There were 30 Department of Defense child care facilities that were not subject to CCL monitoring and inspection. These providers are monitored by DoD.

1.2 Goals for Quality Improvement

Based on Question 7.1.1 from the FFY2016-2018 CCDF State Plan for the FFY2018 QPR and Question 7.1.2 from the FFY2019-2021 CCDF State Plan for FFY2019-2021 QPRs, please report your progress on the State or Territory's overarching goals for quality improvement during October 1 to September 30 of the last federal fiscal year. You may 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.

- Improve the quality of child care by assisting child care providers in achieving higher-quality standards, including Texas Rising Star (TRS) certification and national accreditation. The number of TRS providers grew from 1,228 to 1,370.
- Increase access to quality child care for families by increasing the number of TRS-certified and nationally accredited facilities. Average number of children per day in care grew from 46,225 to 48,814.
- Improve child caregiver quality by increasing early childhood education professional development opportunities for child care and prekindergarten teachers. In 2018, Local Workforce Development Boards (Boards) provided financial support to more than 4,700 individuals/providers for professional development, and training support to more than 39,000 caregivers, and the Texas Workforce Commission (TWC) supported three initiatives that focused on professional development (the Professional Development Scholarship, Child Care Business Administration credential, and Child Development Associate (CDA) credential).

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

Goal: Ensure the State/Territory'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 when necessary.

2.1 State/Territory Progression of Professional Development

2.1.1 Did the State/Territory use a workforce registry or professional development registry to track progression of professional development during October 1 to September 30 of the last federal fiscal year?

Yes.

If yes, describe:

Texas began implementation 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. Currently, there are 11,567 practitioners and 1,759 directors utilizing the registry.

No.

If no, what alternative does the State/Territory use to track the progression of professional development for teachers/providers serving CCDF eligible children?

Describe:

2.1.2 Are any teachers/providers required to participate?

Yes.

If yes, describe:

No.

If no, describe:

Participation is voluntary.

2.1.3 How many people were in the registry as of September 30 of the last federal fiscal year? # 10391

2.2 What supports did the State/Territory make available to teachers/providers to help them progress in their education and professional pathway between October 1 and September 30 of the last federal fiscal year (check all that apply)? If available, how many people received each type of support?

Scholarships (for formal education institutions)

567

Financial bonus/wage supplements tied to education levels

2000

Career advisors, Mentors, Coaches, or Consultants

12491

Reimbursement for training

334

Loans

#

Other.

Describe:

Child Development Associate Credential Scholarships -1,007

N/A

Describe:

2.3 Did the State/Territory have other initiatives available to support professional development and the workforce during October 1 to September 30 of the last federal fiscal year? (e.g. Substitutes, sick/annual leave, release time, etc.)

Yes.

If yes, describe:

TWC approved funding for a CDA training program to enhance professional development of child care provider staff and provide the training necessary for child care teachers to achieve CDAs. TWC also approved funding for a Child Care Business Administration credential to enhance business and organizational skills specific to child care business owners and/or directors. In partnership with the Office of the Governor and the Texas Education Agency (TEA), TWC offers a one-and-a-half-day professional development annual conference for TRS-certified providers and public prekindergarten teachers. TWC approved funding to support 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. Scholarships are available for the CDA assessment fee, associate's degrees, and bachelor's degrees.

No.

For the questions 2.4 to 2.9 please report on the number of staff by qualification level as of September 30th of the last federal fiscal year. Count only the highest level attained by staff.

2.4 Licensed child care center director

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

d) How many had a State child care credential?

[checked] Unknown

Describe:

N/A

#:
%:

e) How many had State infant and toddler credentials?

[checked] Unknown

Describe:

N/A

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

[checked] Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

2.5 Licensed child care center teachers

a) How many had a Child Development Associate (CDA)?

[checked] Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

N/A

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

N/A

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:

%:

2.6 Licensed family child care providers

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

N/A

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

N/A

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

2.7 Licensed child care center directors who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
 %:

d) How many had a State child care credential?

Unknown

Describe:

N/A

#:
 %:

e) How many had State infant and toddler credentials?

Unknown

Describe:

N/A

#:
 %:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
 %:

2.8 Licensed child care center teachers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:

%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:

%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:

%:

d) How many had a State child care credential?

Unknown

Describe:

N/A

#:

%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

N/A

#:

%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:

%:

2.9 Licensed family child care providers who serve CCDF children

a) How many had a Child Development Associate (CDA)?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

b) How many had an Associate's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

c) How many had a Bachelor's degree in an early childhood education?

Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

d) How many had a State child care credential?

Unknown

Describe:

N/A

#:
%:

e) How many had State infant and toddler credentials?

Unknown

Describe:

N/A

#:
%:

f) How many had an "other" degree in a field related to early childhood education or coursework equivalent to a major relating to early childhood education with experience teaching appropriate age group?

[x] Unknown

Describe:

Texas began implementation 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. At this time, the system does not include statewide data.

#:
%:

2.10 Spending

2.10.1. Did the State/Territory spend CCDF quality set aside funds to support the training and professional development of the child care workforce during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on supporting the training and professional development of the child care workforce

[x] Yes.

If yes, %: 4.54

[] No

[] N/A

Describe:

2.10.2 Did the State/Territory use other non-CCDF funds to support the training and professional development of the child care workforce (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

[] Yes.

If yes, describe:

No

N/A

Describe:

2.10.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 towards supporting the training and professional development of the child care workforce?

Yes.

If yes, describe:

No

N/A

Describe:

2.11 Progress Update:

Describe the measures the State/Territory used to evaluate progress to improve the quality of child care programs during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

TWC targeted the following measures:

- Number of caregivers receiving a child care professional credential (0 were awarded)
- Number of caregivers completing college early childhood education courses (198 teachers participated in Rider 25 - Professional Development Partnerships for Early Childhood Education)
- Number and percentage increase in TRS-certified providers meeting the TRS director education and caregiver qualifications. The number of TRS providers grew from 1,228 to 1,373, providing a 10.5 percent growth in 2017-2018. Additionally, TWC focused efforts on providing professional development and training through other initiatives, such as the Professional Development for Early Childhood Education (T.E.A.C.H.) initiative, CDA training, and the Child Care Business Administration credential.

3) Improving early learning and development guidelines

Goal: To ensure the State/Territory 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, professional development, and families.

3.1. Describe any changes or updates to the State or Territory's early learning and development guidelines during October 1 to September 30 of the last federal fiscal year

No changes were made to the Infant, Toddler, & Three-Year-Old Early Learning Guidelines (ages birth to three years) or the Texas Prekindergarten Guidelines (ages three to five years) in 2018.

3.2 Spending

3.2.1. Did the State/Territory spend CCDF quality set aside funds during October 1 to September 30 of the last federal fiscal year on the development or implementation of early learning and development guidelines? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what was the percentage of CCDF quality dollars spent on the development or implementation of early learning and development guidelines?

Yes.

If yes, %:

No

N/A

Describe:

3.2.2. Did the State/Territory use other non-CCDF funds to develop or implement early learning and development guidelines (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

3.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on developing or implementing early learning and development guidelines

Yes.

If yes, describe:

No

N/A

Describe:

3.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

N/A

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

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

Please provide your State/Territory's definition of high quality care, and how it relates to the tiers of your QRIS (if applicable). *This may include the State/Territory's RTT-ELC definition of high quality or high quality definition as part of the State/Territory's Quality Rating Improvement System (QRIS). If no QRIS exists describe other measures used to assess quality (may include assessment scores, accreditation, or other metric):*

Those providers that achieve TRS provider certification offer high quality care that exceeds the Texas Health and Human Services Commission minimum Child Care Licensing (CCL) standards in the following areas:

- director and staff qualifications,

- caregiver-child interactions,
- age-appropriate curricula and activities,
- nutrition and indoor/outdoor environments and activities, and
- parent involvement and education.

As providers progress through the three levels of TRS provider certification (2-star, 3-star, and 4-star), they contribute progressively more to the development of the children they serve daily. TRS provides professional development, resources, and mentoring to sustain and improve the quality of early childhood environments at TRS-certified programs.

4.1 Did the status of your State/Territory quality rating and improvement system (QRIS) change during October 1 to September 30 of the last federal fiscal year?

- Yes, the State/Territory QRIS is now operating State/Territory-wide
- Yes, the State/Territory QRIS is now operating as a pilot, in a few localities, or only a few levels
- Yes, the State/Territory is now operating another system of quality improvement.

Describe:

- Yes, the State/Territory no longer has a QRIS.
- No, the status of the State/Territory QRIS has not changed as of September 30th of the last federal fiscal year.

4.2 Did the types of providers included in the State/Territory QRIS change during October 1 to September 30 of the last federal fiscal year? If yes, check which types of providers were added or removed (check all that apply):

- Yes
 - Added licensed family child care
 - Removed licensed family child care
 - Added legally exempt family child care (care in providers' home)
 - Removed legally exempt family child care (care in providers' home)
 - Added licensed center-based programs
 - Removed licensed center-based programs

- Added legally exempt center-based programs
- Removed legally exempt center-based programs
- Added in-home (care in the child's own home)
- Removed in-home (care in the child's own home)
- Other.

Describe:

No

4.3 Is participation in the State/Territory QRIS mandatory for any group of providers?

Yes

Describe;

No

N/A

Describe;

4.4 Enter the number of programs that met the State's high quality definition as of September 30 the last fiscal year:

- a) Licensed family child care # 72
- b) Legally exempt family child care (care in providers' home) # 0
- c) Licensed center-based programs # 1274
- d) Legally exempt center-based programs # 26
- e) In-home (care in the child's own home) # 0

N/A

Describe:

4.5 Enter the number of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months # 10454
- b) 3 years up to kindergarten entry # 12946
- c) School Aged (post kindergarten entry) # 10898
- d) Other. Describe:

N/A

Describe:

school-aged includes disabled children up to age 19

4.6 Provide the percentage of CCDF children in high quality care by age grouping as of September 30 of the last federal fiscal year:

- a) Birth to 35 months % 9
- b) 3 years up to kindergarten entry % 12
- c) School Aged (post kindergarten entry) % 10
- d) Other. Describe:

N/A

Describe:

school-aged includes disabled children up to age 19

4.7 Provide the number of programs that participated in the State/Territory's QRIS in the last fiscal year.

4.7.1 What is the total number of *eligible* child care settings for QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

6651

N/A

Describe:

ii. Licensed Family Child Care Homes:

1199

N/A

Describe:

iii. License-Exempt Providers:

#

N/A

Describe:

License Exempt Providers that are eligible for TRS (the state's QRIS) are already captured in our data for Licensed Centers.

4.7.2 Of the total number eligible, what is the total number and percentage of child care settings in the State/Territory that participated in the QRIS or other transparent system of quality indicators?

i. Licensed Child Care Centers:

N/A

Describe:

1274

% 19.15

ii. Licensed Family Child Care Homes:

N/A

Describe:

72

% 6.00

iii. License-Exempt Providers:

N/A

Describe:

Department of Defense providers offer high quality, but are not licensed or tracked by the state.

#

%

4.8 Did the State/Territory provide one-time grants, awards or bonuses connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many were provided to the following types of programs during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 938
- b) Licensed Family Child Care Homes: # 80
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.9 Did the State/Territory provide on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year? If yes, how many programs received on-going or periodic quality stipends connected to (or related to) QRIS during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 117
- b) Licensed Family Child Care Homes: # 13
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.10 Did the State/Territory provide ongoing technical assistance related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received ongoing technical assistance during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 10014
- b) Licensed Family Child Care Homes: # 249
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 0
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

4.11 Did the State/Territory provide higher subsidy rates related to the QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? If so, how many programs received higher subsidy payment rates due to their QRIS rating during October 1 to September 30 of the last federal fiscal year?

Yes

- a) Licensed center-based programs: # 1274
- b) Licensed Family Child Care Homes: # 72
- c) Legally exempt care in providers home: # 0
- d) Legally exempt center-based programs: # 26
- e) In-home (care in the child's own home): # 0

No

N/A

Describe:

Reimbursement rates are set using a tiered system. TRS 2-Star Program Providers receive a reimbursement of at least 5 percent higher than regular reimbursement; TRS 3-Star Program Providers at least 7 percent higher; and TRS 4-Star Program Providers at least 9 percent higher. Additionally, in August 2018, regular reimbursement rates were raised overall by 2 percent and Boards were required to set the 4-star level at the 75th percentile of the 2017 Market Rate Survey, with the 3-star level at 90 percent of the 4-star rate and the 2-star level at 90 percent of the 3-star rate.

4.12 Spending

4.12.1 Did the State or Territory use CCDF quality set aside funds to support QRIS or other quality rating system during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent supporting QRIS or other quality related improvements?

Yes.

If yes, %: 2.39

No

N/A

Describe:

4.12.2 Did the State or Territory use other non-CCDF funds to support QRIS or other quality rating system (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

4.12.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support QRIS or other quality rating systems?

Yes.

If yes, describe :

In June 2018, TWC Commissioners approved \$7.5 million for TRS mentor and assessor funding. Boards were allocated additional funding specific to hiring, retaining and training TRS mentor and assessor staff.

No

N/A

Describe:

4.13 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

- TWC monitors the number of subsidized providers participating in TRS; 17.48 percent of subsidized providers participate in TRS (1,372 total TRS providers, 7,850 total child care services (CCS) providers). Each month TWC tracks the number of subsidy CCS providers and TRS providers. Each month has shown an average increase of 1 percent in CCS providers participating in TRS.

- TWC monitors the number of subsidized children in TRS-certified provider care. (34,300

average children in TRS-certified provider care)

- TWC also monitors the total child care capacity among TRS-certified providers.

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 funded Infant Toddler Specialists available to providers during October 1 to September 30 of the last federal fiscal year.

- a) Number of Specialists available to all providers #
- b) Number of Specialists available to providers serving CCDF children #
- c) Number of infant toddler specialists available specifically trained to support FCC providers #
- d) Number of providers served #
- e) Total number of children reached #

N/A

Describe:

In 2018, Texas did not have infant and toddler specialists.

5.2. Provide the number of professionals receiving any State- funded on-site coaching in infant and toddler practice during October 1 to September 30 of the last federal fiscal year.

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

In 2018, Texas did not have infant and toddler specialists.

5.3. Of the number of professionals listed in question 5.2, what percentage served CCDF children during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center-based teachers #
- b) Number of licensed family child care providers #
- c) Number of license-exempt providers of care in their home #
- d) Number of center directors #

N/A

Describe:

In 2018, Texas did not have infant and toddler specialists.

5.4. Provide the total number of State funded infant and toddler health consultants in the State or Territory during October 1 to September 30 of the last federal fiscal year.

- a) Consultants available in State #
- b) Consultants available to providers serving CCDF children #

N/A

Describe:

In 2018, Texas did not have infant and toddler specialists.

5.5. Did the State/Territory conduct an analysis of supply and demand for infant toddler slots and to identify areas of focus to build supply during October 1 to September 30 of the last federal fiscal year?

Yes

(please provide link)

No

N/A

Describe:

Boards may conduct their own local analysis of supply and demand to identify areas of focus to meet their local needs.

5.6. Provide the number of staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency during October 1 to September 30 of the last federal fiscal year.

- a) Number of staffed FCC networks: #

Describe what the hub provides to participating FCC providers:

N/A

Describe:

The state did not have any staffed FCC networks supported by the CCDF funds through direct agreement with a centralized hub or community-based agency.

5.7 Spending

5.7.1. Did the State or Territory use CCDF quality set aside funds 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 to September 30 of the last federal fiscal year? If so, what estimated percentage of CCDF quality dollars was spent supporting the quality and supply of infant and toddler care? The State or Territory should not include the 3% infant and toddler set-aside in the estimated percentage.

Yes.

If yes, %: .03

No

N/A

Describe:

5.7.2. Did the State or Territory use other non-CCDF funds to improve the supply and quality of child care programs and services for infants and toddlers (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

5.7.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to improve the supply and quality of child care programs and services for infants and toddlers?

Yes.

If yes, describe:

TWC will be procuring services for a statewide Infant and Toddler Specialist Network in Fiscal Year 2019 (FY'19). Additionally, in FY'18, Boards received an additional \$3.5 million to improve the supply and quality of child care for infants and toddlers in their local areas.

No

N/A

Describe:

The CCDBG Act of 2014 included changes targeted at improving the supply and quality of infant-toddler care. Lead Agencies are encouraged to systematically assess and improve the overall quality of care infants and toddlers receive, the systems in place or needed to support and enhance the quality of infant and toddler providers and the capacity of the infant and toddler workforce to meet the unique needs of very young children, and the methods in place to increase the proportion of infants and toddlers in higher quality care.

5.8 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

TWC will evaluate:

- the number of caregivers trained on the infant and toddler guidelines (there were 583 providers trained in FY'18); and
- the number of providers meeting TRS standards for infant and toddler guidelines (there were 1,372 providers that met infant and toddler TRS standards).

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

Goal: State/Territory 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 State/Territory.

6.1. Describe how CCDF quality funds were used to establish or expand a statewide system of child care resource and referral services during October 1 to September 30 of the last federal fiscal year.

N/A

6.2. Did the State/Territory change its use of symbols or simple icons, such as stars or levels, to communicate levels of quality for child care programs beyond what may be communicated to parents about licensing status and compliance during October 1 to September 30 of the last federal fiscal year?

Yes

Describe:

No

N/A

Describe:

6.3 Spending

6.3.1. Did the State or Territory use CCDF quality set aside funds to establish or expand a statewide CCR&R during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent to establish or expand a statewide CCR&R?

Yes.

If yes, %:

No

N/A

Describe:

6.3.2. Did the State or Territory use other non-CCDF funds to establish or expand a statewide CCR&R (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

6.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds to establish or expand a statewide CCR&R?

Yes.

If yes, describe:

No

N/A

Describe:

6.4. Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

TWC does not provide funding directly to any of these CCR&Rs Therefore, TWC does not have measures for this activity.

7) Facilitating compliance with State/Territory requirements for inspection, monitoring, health and safety standards and training, and State/Territory licensing standards

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

7.1. Has the State/Territory aligned health and safety standards with the following:

a) Caring for Our Children Basics

Yes.

No.

If not, describe:

TX 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.

b) Head Start

Yes.

No.

If not, describe:

TX minimum standards align with Head Start safety practices in 1302.47, with the exception of 1302.47(a), which requires consultation of the Caring for Our Children Basics.

c) State pre-k

Yes.

No.

If not, describe:

TX PreK does not have statewide health and safety standards.

7.2. Check if pre-service/ongoing (or both) training is provided to child care staff on the following:

- Licensing Standards
- Ongoing health and safety training or education
- Monitoring Protocols
- N/A

Describe:

7.3 Complaints regarding child care providers received during October 1 to September 30 of the last federal fiscal year

7.3.1 How many complaints were received regarding providers during October 1 to

September 30 of the last federal fiscal year?

- a) Licensed providers # 11862
- b) Licensed-exempt providers # 0

7.3.2 What was the average length of time between receiving the complaint and taking steps to respond to a complaint during October 1 to September 30 of the last federal fiscal year?

pending data request

7.3.3 How many complaints received an on-site follow-up inspection during October 1 to September 30 of the last federal fiscal year ? # 000

7.3.4 How many of the complaints resulted in one or more substantiated violations in the program or provider site identified during October 1 to September 30 of the last federal fiscal year ? # 2980

7.3.5 How many child care providers had CCDF funding revoked as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 0

7.3.6 How many child care providers closed as a result of an inspection during October 1 to September 30 of the last federal fiscal year? # 15

7.3.7 Please provide any additional information regarding health and safety complaints and inspections in the State or territory during October 1 to September 30 of the last federal fiscal year:

In 2017 Child Care Licensing (CCL) moved out from under Department of Family and Protective Services (DFPS) to the Health and Human Services Commission (HHSC). Data provided is what was gather for the State Fiscal report (as of 8/31/18). Some CCL data is merged with DFPS data, as abuse neglect investigations resides under DFPS.

7.4 How many child care staff, including caregivers, teachers, and directors, received coaching or TA to improve their understanding and adherence to health and safety standards (as a result of an inspection) during October 1 to September 30 of the last federal fiscal year?

- a) Licensed child care center staff: # 000
- b) Licensed family child care staff: # 000
- c) Licensed exempt child care staff: # 000
- d) Licensed exempt family child care staff: # 000

e) N/A

Describe:

7.5 Spending

7.5.1 Did the State or Territory spend CCDF quality set aside funds on facilitating compliance

with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriations years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on facilitating compliance with State/Territory requirements?

Yes.

If yes, %: 20.58

No

N/A

Describe:

TWC provided HHSC Child Care Lincensing \$23,540,117 in funds for inpsctions, monitoring, health and safety standards and training as well as relative listed home applications and background checks.

7.5.2 Did the State or Territory use other non-CCDF funds (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) on facilitating compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

7.5.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 facilitate compliance with State/Territory requirements for inspections, monitoring, health and safety standards and training, and State/Territory licensing standards?

Yes.

If yes, describe:

No

N/A

Describe:

7.6 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

CCL uses the following measures to evaluate progress in facilitating child care provider compliance with state standards:

- Number of application, monitoring (20953 application and monitoring inspections), follow-up (8291), and investigation inspections
- Number of voluntary plans of action put into effect: 179
- Number of corrective actions put into effect: 71
- Illegal operations identified and investigations resolved
- Technical assistance offered by minimum standard
- Technical assistance, including targeted technical assistance, mentoring, orientation sessions (pre-application interview) offered

8) Evaluating the quality of child care programs in the State/Territory, including evaluating how programs positively impact children

Goal: State/Territory investment in effective quality improvement strategies using reliable data from evaluation and assessment

8.1. What assessment tool(s) did the State/Territory use in center based programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Boards use the TRS assessment tools developed by CLI to measure program quality and TRS certification level.

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

Boards and providers select tools to measure child progress. TWC has made available Teaching Strategies GOLD as well as CLI's Circle Progress Monitoring tool. Additionally, many Boards and providers utilize developmental screening tools such as the Ages & Stages Questionnaire.

d) Other, describe:

N/A

N/A

Describe:

8.2. What assessment tool(s) did the State/Territory use to measure quality of program and effective practice in family child care programs during October 1 to September 30 of the last federal fiscal year?

a) To measure program quality, describe:

Boards use the TRS assessment tools developed by CLI to measure program quality and TRS certification level.

b) To measure effective practice, describe:

N/A

c) To measure age appropriate child development, describe:

Boards and providers select tools to measure child progress. TWC has made available Teaching Strategies GOLD as well as CLI's Circle Progress Monitoring tool. Additionally, many Boards and providers utilize developmental screening tools such as the Ages & Stages Questionnaire.

d) Other, describe:

N/A

N/A

Describe:

8.3 Spending

8.3.1. Did the State or Territory spend CCDF quality set aside funds on evaluating the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %: 1

No

N/A

Describe:

To ensure equitable distribution of quality ratings and reimbursements and provide accurate assessments of quality for families and other stakeholders TWC provided \$1,150,000 to Children's Learning Institute to analyze the validity and reliability of the Texas Rising Star (TRS) assessment instrument and develop and implement a certification program for TRS assessors and mentors in order to provide specialized technical assistance for providers to help them improve their star rating.

8.3.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to evaluate the quality of child care programs, practice, or child development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

The state did not use non-CCDF funds development for the evaluation of program quality.

8.3.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on evaluating the quality of child care programs in their state?

Yes.

If yes, describe:

In FY'18, TWC approved funding for a Child Care Cost of Quality statewide study. The study, which will begin in FY '19, will consist of in-depth provider interviews and rigorous analyses of expenditures associated with TRS and an examination of business practices to identify weaknesses and strategies to improve providers' operational efficiencies and free up resources for activities that directly benefit child care quality.

No

N/A

Describe:

8.4 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

The effectiveness report includes the following:

- The number and percent of TANF parents with children receiving subsidized care who:
 - o find employment (as of 2016, 84.55%); and
 - o maintain employment after one year (as of 2016, 65.12%).
- The number and percent of non-TANF parents with a child receiving subsidized care who:
 - o maintain employment (as of 2016, 79.21%); and
 - o experience a change in the parent's earning after one year of employment (as of 2016, \$471.57); and
- The number and percent of parents who leave the child care program, including:
 - o the parent's reason for leaving the program; and
 - o whether the parent returns to TANF or becomes a TANF recipient for the first time.

From October 1, 2017, through September 30, 2018, a total of 38,233 children left TWC-subsidized child care for at least one month during the year. The reasons for leaving care are

as follows:

- Parent Voluntarily Withdrew from Child Care 20%
- Parent Missed Redetermination and/or Did Not Return Paperwork 45%
- Excessive Absences 13%
- Family Is No Longer Eligible Due to Income 3%
- Permanent End of Activities After Three-Month Job Search 15%
- Other 1%

Note: Due to the nature of data collection for wage records, TWC's most recent data is from 2016 for some of the specified measures.

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 State or Territory support in their pursuit of accreditation during October 1 to September 30 of the last federal fiscal year?

- a) Number of licensed center based providers # 116
- b) Number of licensed FCC providers # 19
- c) Number of center based providers that serve CCDF children # 116
- d) Number of FCC providers that serve CCDF children # 19

N/A

Describe:

for C and D above:TWC does not currently capture this data; all TRS providers accept subsidies, though, so the numbers are at least 116, and 19, respectively

9.2 Spending

9.2.1 Did the State or Territory spend CCDF quality set aside funds on accreditation during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on evaluating child care programs, practice, or child development?

Yes.

If yes, %: 0.01

No

N/A

Describe:

9.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support accreditation during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

9.2.3. Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support accreditation for child care providers?

Yes.

If yes, describe:

No

N/A

Describe:

9.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

TWC indicated that it would monitor the number of providers in military communities achieving any of the listed national accreditations. This initiative ended in FY'17 and is not monitored or specifically funded by TWC at this time.

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

10.1.1 Does the State/Territory have quality improvement standards that include indicators covering the following areas beyond what is required for licensing?

- Yes.
- No. Skip to 10.2

10.1.2 If yes, check which indicators, the State/Territory has established.

- Health, nutrition, and safety of child care settings
- Physical activity and physical development in child care settings
- Mental health of children
- 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:

10.2 Spending

10.2.1. Did the State or Territory spend CCDF quality set aside funds 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 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of CCDF quality dollars was spent on these standards?

Yes.

If yes, %:

No

N/A

Describe:

10.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to support the development or adoption of high-quality program standards related to health, mental health, nutrition, physical activity, and physical development during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

10.2.3 Does the State/Territory expect to spend at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 to support the development or adoption of high-quality program standards?

Yes.

If yes, describe:

No

N/A

Describe:

10.3 Progress Update:

Describe the measures used and progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible.

In 2017 the Children's Learning Institute and TEA partnered to implement the Texas Kindergarten Entry Assessment (TX-KEA), to provide Texas school districts and charter schools with a free, optional tool for use in screening children's school readiness upon their entry into kindergarten. TX-KEA is a point-in-time snapshot of each student's competencies that informs instruction and identifies whether additional instruction or diagnostic assessment is necessary. Approximately 110 Texas school districts used TX-KEA during the initial 2017-18 school year, totaling more than 34,000 kindergarten students across the state assessed using TX-KEA.

11) Other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible

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 Progress Update:

Based on the State/Territory's response to Question 7.9.1 of the FFY2016-2018 CCDF Plan for FFY2018 QPR and Question 7.11 of the FFY2019-2021 CCDF Plan for FFY2019-2021 QPRs describe progress made during October 1 to September 30 of the last federal fiscal year. Include examples and numeric targets where possible. If the State or Territory is using measures not described in the current State Plan to evaluate please also describe:

TWC partnered with the Texas Association for the Education of Young Children (TAEYC) (in collaboration with Teaching Strategies) to continue the Early Childhood Assessment Project

(the Project) throughout the state. At no cost, providers are given developmentally appropriate tools that enable early childhood caregivers 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. The Project helps caregivers use assessment data to offer care and instruction that are individualized according to each child's strengths and needs. Additionally, the Project will evaluate its outcomes.

Relevant measures include the following cumulative data:

- The number of child care providers participating in the Project is 180.
- The number of caregivers trained on the instructional and assessment tools is 2,118.
- Appropriate gains in child development measures

Participating programs have been supported by the technical and implementation support provided by TAEYC staff related to GOLD® as well as a support portal that contains how to articles and videos.

11.2 Spending:

11.2.1 Did the State or Territory spend CCDF quality set aside funds on other activities to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? This includes CCDF funds from all available appropriation years that were spent during the fiscal year. If so, what estimated percentage of the CCDF quality dollars was spent on these standards?

Yes.

If yes, %: 0.65

No

N/A

Describe:

11.2.2 Did the State or Territory use other non-CCDF funds development (for example, TANF funds spent directly on quality, Preschool Development Funds, state or local funds, etc.) to improve the quality of child care services during October 1 to September 30 of the last federal fiscal year? If yes, describe the source of the funding and the total amount.

Yes.

If yes, describe:

No

N/A

Describe:

11.2.3 Does the State/Territory expect to use at least some of the increased CCDF funds from the Consolidated Appropriations Act, 2018 on other activities to improve the quality of child care services as long as outcome measures relating to improved provider preparedness, child safety, child well-being, or kindergarten-entry are possible?

Yes.

If yes, describe:

No

N/A

Describe:

12) Lead Agencies must submit an annual report, as required at 45 CFR Â§ 98.53(f)(4), describing any changes to State/Territory regulations, enforcement mechanisms, or other State/Territory 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. (Note: This requirement is effective FFY 2019. States/Territories do not have to include this report with the FFY 2018 QPR submission.)

a) 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.

Texas will submit this report beginning with FY2019.

b) Describe any changes to State regulations, enforcement mechanisms, or other States policies addressing health and safety based on the annual review and assessment.

N/A