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│                      APPENDIX 1                         │
│            Quality Performance Report                    │
│                      Texas                               │
│                     FFY 2015                             │
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This annual report will be submitted to ACF no later than December 31, 2015 and will reflect the period October 1, 2014 through September 30, 2015. Lead Agencies will leave this report blank when the Plan is initially submitted.

In this report, Lead Agencies are asked about the State/Territory's progress in meetings its goals as reported in the FY 2014-2015 CCDF Plan, and provide available data on the results of those activities. At a minimum, Lead Agencies are expected to respond to the first question in each section of the Quality Performance Report (QPR) which asks for their progress toward meeting their goal(s) articulated in Part 2 and Part 3 of the CCDF Plan for this Biennium.

Because of the flexibility in administering the CCDF program, it is expected that Lead Agencies may not have information and data available to respond to all questions. A <u>Describe box</u> is provided for each question for Lead Agencies to provide descriptive context for data reported and narrative updates in each data section, including any plans for reporting data in the future, if actual data is not currently available or if specific questions are not applicable. Lead Agencies may use data collected by other agencies and entities (e.g., CCR&R agencies or other contractors) as appropriate. The term Lead Agency is used in questions when the data relate to a CCDF-specific activity, otherwise the term State/Territory is used when another entity may be responsible or involved with an activity (e.g., licensing).

The purpose of this annual report is to capture State/Territory progress on improving the quality of child care. Specifically, this report will:

- Provide a national assessment of State's and Territory's progress toward improving the quality of child care, including a focus on program quality and child care workforce quality;
- Track State's and Territory's annual progress toward meeting high quality indicators and benchmarks, including those that they set for themselves in their CCDF Plans and those that are of interest to the U.S. Department of Health and Human Services in measuring CCDF program performance;
- Assist national and State/Territory technical assistance efforts to help States/Territories make strategic use of quality funds; and
  Assist with program accountability

This report collects progress on the five goals identified in Part 2 and Part 3 of the Child Care and Development Fund (CCDF) Plan for FY2014-2015 along with key data in relation to the four components of child care quality used as a quality framework in Part 3 of the Child Care and Development Fund Plan for FY 2014-2015:

1. Ensuring health and safety of children through licensing and health and safety standards
2. Establishing early learning guidelines
3. Creating pathways to excellence for child care programs through program quality improvement activities
4. Creating pathways to an effective, well-supported child care workforce through professional development systems and workforce initiatives.

Ensuring the Health and Safety of Children (Component #1)

In this section, Lead Agencies provide information on the minimum health and safety standards and activities in effect over the past year as of September 30, 2015.

A1.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 3.1.7, please report your progress using the chart below.
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 (e.g., revised licensing regulation to include elements related to SIDS prevention, lowered caseload of licensing staff to 1:50, or increased monitoring visits to twice annually for child care centers). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
Goal—Ensure that child care standards meet the expectations of parents, providers, and other state stakeholders. *Strategy 1: Review all child care minimum standards.* *Texas Department of Family and Protective Services (DFPS) Child Care Licensing (CCL) is statutorily mandated to comprehensively review all rules and standards for child care operations every six years. CCL routinely evaluates and makes needed changes to specific standards based on legislative requirements, stakeholder input, and staff recommendations. A review can result in no changes, some changes, or substantive changes to the minimum standards. The last comprehensive review for child care standards was conducted in 2010; the next review will occur in 2016.* *CCL begins preparing well in advance of the required minimum standard review and strongly encourages stakeholder involvement in the process. Over the 2014-2015 biennium, CCL will make diligent efforts to engage all levels of stakeholders, including parents, providers, child advocates, advisory councils, staff, and legislative leadership, in providing input and comments.* *CCL will post proposed changes to the minimum standards on its website, and will continue to maintain an electronic comment form on its public and provider websites for those participating in the review and comment process. Additionally, CCL will continue to maintain dedicated e-mail addresses to receive input from stakeholders. Comments on any proposed changes are taken via online submission, e-mail, and standard mail. Notification of the comment period will be disseminated to child care providers' postal and e-mail addresses, and posted on the DFPS website.* *The status of the economy, the impact on families and providers, legislative directives, and budget constraints may all influence a decision to propose rule changes.*	*Texas statute (Human Resources Code §42.042) requires that CCL conduct a comprehensive review of all rules and minimum standards at least once every six years. The process for revising the minimum standards is a cumulative effort that takes into consideration input from a variety of stakeholders, including parents, child care providers, child welfare advocates, and CCL staff. CCL's primary mission in the rule development process is to develop standards that promote child health, safety, and well-being. However, CCL is also committed to ensuring that child care providers are able to reasonably comply with the minimum standards without undue financial burden.* *Between August 27 and December 7, 2014, CCL took the first step in conducting the comprehensive review of minimum standards by offering an online survey to solicit feedback from providers, external stakeholders, and CCL staff regarding minimum standards that should be changed, added, or deleted.* *CCL received 3,597 survey responses, and 755 provided feedback regarding specific minimum standards. Of the respondents, 81 percent provided comments regarding child care centers, 16 percent for licensed or registered child care homes, and 3 percent for school-age programs. The following five topics received the most comments:* • *Personnel* • *Child-Caregiver Ratios* • *Infant Care* • *Record Keeping* • *Health Practices* *Between September and November 2015, CCL held stakeholder forums across the state to solicit feedback and held discussions focusing on areas with the most changes or impact on providers.*

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
	CCL anticipates proposing the comprehensive rule changes in July 2016, with an effective date in March 2017.

Note: If your licensing standards changed during this period, please provide a brief summary of the major changes and submit the updated regulations to the [National Resource Center for Health and Safety in Child Care](#).

Summary of Licensing Minimum Standards Changes for Fiscal Year (FY) 2015—October 1, 2014—September 30, 2015

There were no changes to licensing minimum standards during this period. There were changes to Chapter 745 of the Texas Administrative Code related to background checks to:
- *add definitions for the "Centralized Background Check Unit (CBCU)" and "risk evaluation";*
- *combine the definitions for "frequently present at an operation" and "regularly" into one definition, which also clarifies that parents are not regularly or frequently at an operation solely because they are visiting their child; and*
- *clarify that any person currently on parole for a felony offense must have an approved risk evaluation prior to being present at an operation.*

Note: All changes were submitted to and posted by the National Resource Center for Health and Safety in Child Care (www.nrckids.org).

A1.2 Key Data

OCC is collecting this information as one part of our overall effort to better understand States/Territories' activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here and that some data requested may be collected by another agency or entity other than the Lead Agency. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. For example, the number of programs with licensing violations will be affected by how stringent the licensing standards are. States with more stringent standards may be more likely to report more violations than those with less stringent licensing standards. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

    a) A1.2.1 Number of Programs How many licensed center-based programs operated in the State/Territory as of September 30, 2015?   9449
       ☐ N/A
       Describe:

    b) How many licensed home-based programs operated in the State/Territory as of September 30, 2015? *6,* 1723 licensed homes and 4,671 registered homes
       ☐ N/A
       Describe:

c) Does the State/Territory have data on the number of programs operating in the State/Territory that are legally exempt from licensing? At a minimum, the Lead Agency should provide the number of legally exempt providers serving children receiving CCDF.

☐ Yes. If yes, include the number of programs as of September 30, 2015, and describe _____ (Use the Describe Box to provide the universe of programs on which the number is based)

☒No. Describe: _____

Texas does not have data on the number of programs operating in the state that are legally exempt from licensing. The only license-exempt individuals eligible to provide CCDF services are individuals who are related to the child. Relative providers must be listed with DFPS. In September 2015, there were 360 relatives caring for CCDF children.

A1.2.2 Number and Frequency of Monitoring Visits

For licensed programs, a monitoring visit is an onsite visit by department personnel to a licensed child care program with the goal of ensuring compliance with licensing regulations. This may include initial licensing determination visits, licensing renewal visits, periodic announced or unannounced visits, and visits made after a complaint is lodged. For legally exempt providers, a monitoring visit is an onsite visit to a child care program with the goal of ensuring compliance with health and safety standards as defined by CCDF and required for receipt of CCDF funds. Use the Describe box to provide your State/Territory monitoring visit requirement.

a) How many licensed center-based programs received at least one monitoring visit between October 1, 2014, and September 30, 2015? *10,157*
    a-1) Of those programs visited, how many were unannounced? *9,961*
    a-2) Of those programs visited, how many were triggered by a complaint or identified risk? *4,312*a-3) What percentage of required visits for licensed center-based program were completed? *99.99%*
    ☐ N/A

b) How many licensed family child care programs received at least one monitoring visit between October 1, 2014, and September 30, 2015? *5,539*

    b-1) Of those programs visited, how many were unannounced? *5,168*

    b-2) Of those programs visited, how many were triggered by a complaint or identified risk? *435*
    b-3) What percentage of required visits for licensed family child care programs were *completed? 99.88*

    ☐ N/A
    Describe: _____

c) How many legally exempt providers receiving CCDF received at least one monitoring visit between October 1, 2014, and September 30, 2015? Of those,
    c-1) Of those programs visited, how many were unannounced? _____
    c-2) Of those programs visited, how many were triggered by a complaint or identified risk? _____
    c-3) What percentage of required visits for legally exempt providers were completed?_____
    ☒ N/A
    Describe: _____
    The only license-exempt individuals eligible to provide CCDF services are individuals who are related to the child. Relative providers must be listed with

DFPS. Listed homes are not required to have monitoring visits or inspections unless there is a report of abuse or neglect.

A1.2.3 Number of Licensing Suspensions, Licensing Revocations and Terminations from CCDF

Suspension of license includes any enforcement action that requires the temporary suspension of child care services because of licensing violations. Revocation of license includes termination or non-renewal of licensure and any other enforcement action that requires the closure of a program because of licensing violations.

	How many programs had their licenses suspended due to licensing violations as defined in your State/Territory during the last fiscal year?	How many programs had their licenses revoked due to licensing violations as defined in your State/Territory during the last fiscal year?	How many programs were terminated from participation in CCDF due to failure to meet licensing or minimum CCDF health and safety requirements during the last fiscal year?	**N/A**	**Describe**
Child Care Centers	*0*	*12*	*11*	☐	
Group Child Care Homes	*0*	*3*	*0*	☐	
Family Child Care Homes	*0*	*13*	*3*	☐	
In-Home Providers	*n/a*	*n/a*	*0*	☐	

A1.2.4 How many previously license-exempt providers were brought under the licensing system during the last fiscal year? *3*
  ☐ N/A
  Describe: *3 previously exempt providers became permitted providers in FFY'15.*

A1.2.5 How many injuries as defined by the State/Territory occurred in child care during the last year?
Please provide your definition of injuries in the Describe box and indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers).
  ☒ N/A
  Describe: *This information is not available.*

A1.2.6 How many fatalities occurred in child care or as the result of a child care accident or injury as of the end of the last year?
Please indicate the universe of programs on which the number is based (e.g., licensed providers, CCDF providers, or all providers). *7*

> N/A
>
> Describe: *There were 15 fatalities in licensed centers, licensed homes, registered homes, and illegal operations in FFY'14. Of those, seven were due to abuse or neglect. NOTE: There are additional child fatalities that occurred in child care settings during the federal fiscal year; however, the investigations of those fatalities are still pending. This report only includes fatalities for which the investigation has been completed and closed.*

Establishing Early Learning Guidelines (Component #2)

A2.1 Progress on Overall Goals

A2.1.1 Did the State/Territory make any changes to its voluntary early learning guidelines (including guidelines for school-age children) as reported in 3.2 during the last fiscal year?

> Yes. Describe
> ☒ No

A2.1.2 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.2.8, please report your progress.
You may include any significant areas of progress that 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 (e.g., Expanded the number of programs trained on using the ELG's, Aligned the ELG's with Head Start Child Development and Early Learning Framework). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
Goal—Increase child care quality for infants and toddlers. *Strategy 1: Increase awareness and use of the Infant and Toddler Early Learning Guidelines (ITELGs). The Texas Early Learning Council (TELC) developed and released the ITELGs in March 2013. TELC is developing additional resources for parents and early childhood professionals, including a new website with parent resources and a mobile app. TELC will release shorter parent guides based on the ITELGs and divided by ages so caregivers can reference child behaviors and caregiver strategies for each particular age group. TELC also will begin an early childhood public awareness campaign, which will include information found in the ITELGs.* *The Texas Workforce Commission (TWC) will work with TELC, the Texas Education Agency (TEA), and the Head Start State Collaboration Office (HSSCO) to promote the ITELGs to providers and parents.*	*TELC's ITELG website received a total of 29,494 views, the ITELG guides page received 10,392 views, the ITELG training page received 1,817 views, and the resources for parents/families page received 1,588 views.* *There was a total of 3,848 views to the ITELGs page from the "Little Texans–Big Futures" website.* *Additionally, TWC developed a parent portal website called "Texas Child Care Solutions" at texaschildcaresolutions.org that will include information about and a link to the ITELGs.*

A2.2 Key Data

OCC is collecting this information as one part of our overall effort to better understanding State/Territory activities to improve the quality of child care. OCC recognizes that the data requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A2.2.1a How many individuals were trained on early learning guidelines (ELG's) or standards over the last fiscal year?
Responses to this question should be consistent with information provided in question 3.2.3 in the CCDF Plan.

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's	N/A	Describe
How many teachers/practitioners in center-based programs were trained on ELG's over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	*1,110 (TEA/CLI) 961 (Boards)*	*2,208* (TEA) 633 (Boards)*	*N/A*	☐	*Birth-to-Three ELGs are the Infant and Toddler Guidelines developed by the Texas Early Learning Council. The Three-to-Five ELGs are the Pre-K Guidelines developed by TEA.*
How many family child care providers were trained on ELG's over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	*129 (Boards)*	*134 (Boards)*	*N/A*	☐	*See note above.*
How many legally exempt providers were trained on ELG's over the past year? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	*N/A*	*N/A*	*N/A*	☐	_____

1 *FOR REPORT NARRATIVE BOX:*

2
3 • *For data relating to caregivers trained on the Pre-K Guidelines (for Three-to-Five ELGs), 1,290*
4 *teachers were affiliated with licensed child care facilities, 840 with Head Start programs, and 78 with*
5 *nonprofit sites.*

6
7 *The Pre-K Guidelines training is an introductory-type training course; however, the Guidelines are*
8 *embedded into the eCIRCLE Training.*

9
10 *Pre-K Guidelines Skill Domains:*
11 *Social and Emotional Development*
12 *Language and Communication*
13 *Emergent Literacy Reading, Emergent Literacy Writing*
14 *Mathematics*
15 *Science*
16 *Social Studies*
17 *Fine Arts*
18 *Physical Development*
19 *Technology*

20
21 *Both the Pre-K Guidelines and the Infant and Toddler Early Learning Guidelines are available online and*
22 *include interactive overviews of the guidelines. This enables any caregiver—including relatives caring for*
23 *subsidized children and legally exempt providers—to receive informal training on the guidelines.*

24
25 *The Pre-K Guidelines are available at*
26 *http://tea.texas.gov/index2.aspx?id=2147495508&menu_id=2147483718.*

27
28 *The Infant and Toddler Guidelines are available at http://www.littletexans.org/.*

29
30 **A2.2.1b How many children are served in programs implementing the ELG's?**
31 Refer to question 3.2.4 in the CCDF Plan for examples of how ELG's can be implemented in
32 programs. Program capacity can be used as an estimate of children served.

33

Provider Categories	Birth to Three ELG's	Three-to-Five ELG's	Five and Older ELG's	N/A	Describe
How many children are served in center-based programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	9,000	28,999*	N/A	☐	_____
How many children are served in family child care program implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____	☒	_____
How many children are served in legally exempt programs implementing the ELG's? Separate by age group if possible (e.g., infants and toddlers, preschoolers, school-age children)	_____	_____	_____	☒	_____

34
35 ** For data relating to number of children served (Pre-K Guidelines for Three-to-Five ELG's), 15, 364*
36 *children were served in licensed child care facilities, 12, 675 in Head Start programs, and 960 in nonprofit*
37 *facilities.*
38

Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3)

A3.1 Progress on Overall Goals

A3.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.3.9, please report your progress.
You may include any significant areas of progress that 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 (e.g., Expanded the number of programs included in the QRIS, Aligned the QRIS standards with Head Start performance standards, or expanded the number of programs with access to an on-site quality consultant). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible

Goal—Improve the quality of child care providers serving subsidized children.
 	
Strategy 1: Revise Texas Rising Star (TRS) criteria. House Bill (HB) 376 added §2308.321 to the Texas Government Code, establishing a TRS workgroup to propose revisions to TRS. The TRS workgroup was required to submit recommendations to revise TRS to TWC no later than May 1, 2014. TWC was required to propose new rules for TRS no later than September 1, 2014.
 	
In making recommendations to TWC, HB 376 requires that the TRS workgroup consider:
• *professional development standards;*
• *education and experience requirements for mentors and evaluators;*
• *early learning and school readiness standards;*
• *guidelines for infants and toddlers;*
• *training hours for providers;*
• *best practices guidelines based on standards adopted by nationally recognized organizations;*
• *research on infant and toddler brain development; and*
• *strategies for the long-term financing of the TRS program, including financing the payment of:*
  ➢ *incentives to child care providers participating in TRS; and*
  ➢ *grants and rewards to child care providers that achieve and maintain high levels of service.*
 	
Strategy 2: Strengthen minimum requirements for providers serving subsidized children. During the 2014–2015 biennium, TWC will explore revising the rules regarding the minimum requirements to care for subsidized children. This could include:
• *requiring child care providers to have a nonexpiring (permanent) license or permit with DFPS and be monitored at a frequency of more than once every four months before serving subsidized children; and*
• *stopping enrollment of new subsidized children at providers placed on any type of corrective action by DFPS.*
	Strategy 1:
	The new TRS Guidelines were adopted by TWC on January 27, 2015.
	
	Initial certifications were conducted by September 1, 2015; full implementation of the TRS Guidelines has been set for March 2016.
	
	Strategy 2:
	TWC has focused initially on standards and requirements for TRS providers.
	
	Screening forms based on licensing compliance specifically limit TRS participation for those who:
	• *do not have a nonexpiring (permanent) license;*
	• *have defined critical deficiencies; and*
	• *have more than 15 deficiencies.*
	
	Similar practices and other modifications may be considered in the future for all providers.

1
2 **A3.2 Key Data**
3
4 OCC is collecting this information as one part of our overall effort to better understanding
5 State/Territory activities to improve the quality of child care. OCC recognizes that the data
6 requested in this report will only provide part of that picture because there are many factors which

affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A3.2.1 Number of Program Receiving Targeted Technical Assistance
Targeted technical assistance is technical assistance (coaching, mentoring and consultation) that is designed to address a particular domain/area of quality. Responses in this section should be consistent with responses provided in question 3.3.2 in the CCDF Plan which focuses on targeted technical assistance to programs (rather than practitioners) that is intended for moving programs to higher levels of quality.

a) How many programs received targeted technical assistance during the last fiscal year (October 1, 2014, through September 30, 2015)?
☒N/A
Describe: *The unduplicated number of providers receiving targeted technical assistance is not available. The number of programs receiving targeted technical assistance by subject area is provided in A3.2.1(b) below. A program may have received assistance in multiple subject areas.*

b) If possible, report the number of programs who received targeted technical assistance in the following areas:
   Health and safety 816
   Infant and toddler care 855
   School-age care 738
   Inclusion 259
   Teaching dual-language learners 29
   Understanding developmental screenings and/or observational assessment tools for program improvement purposes 596
   Mental health 78
   Business management practices 913
   ☐ N/A
   Describe: *In addition to the number of programs receiving targeted technical assistance by subject area, ~~two~~ three Boards reported an additional 1,631 programs receiving technical assistance in these areas, but did not provide information on the specific subject area.*

A3.2.2 Number of Programs Receiving Financial Supports
Responses to this question should be consistent with responses provided in question 3.3.3 of the CCDF Plan. **Financial supports** must be intended to reward, improve, or sustain quality. They can include grants, cash, reimbursements, gift cards, or purchases made to benefit a program. This includes tiered reimbursements for CCDF subsidies. **One-time grants, awards, or bonuses** include any kind of financial support that a program can receive only once. **On-going or periodic quality stipends** include any kind of financial support intended to reward, improve, or sustain quality that a program can receive more than once.

a) How many programs received one-time, grants, awards or bonuses?
   Child Care Centers 133
      N/A
      Describe: _____
   Family Child Care Homes 13
      N/A
      Describe: _____

b) How many programs received on-going or periodic quality stipends?

    Child Care Centers _1,659_

        N/A

        Describe: *All center-based TRS-certified providers and Texas School Ready! (TSR!) grant participants that provided services to subsidized children received ongoing enhanced reimbursement rates (see A.3.2.4(a)).*

    Family Child Care Homes *201*

        N/A

        Describe: *All home-based TRS-certified providers and TSR! grant participants that provided services to subsidized children received ongoing enhanced reimbursement rates (see A.3.2.4(b)).*

A3.2.3 Number of Eligible Programs for State/Territory QRIS or Other Quality Improvement System

    a) What is the total number of eligible child care centers for QRIS *7,199* OR Other Quality Improvement System? *7,199*

        ☐ N/A

        Describe:

    b) What is the total number of eligible family child care homes for QRIS *3,056* OR Other Quality Improvement System? *3,056*

        ☐ N/A

        Describe:

    c) What is the total number of eligible license-exempt providers for QRIS _____ OR Other Quality Improvement System? _____

        ☒ N/A

        Describe:

        Licensed-exempt providers are not eligible for TRS program certification or the TSR! project.

A3.2.4 Number and Percentage of Programs Participating in State/Territory QRIS or Other Quality Improvement System

    a) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of child care center programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs <u>over the last fiscal year?</u>

        Number of Child Care Centers Participating in QRIS *1,158*
        OR Other Quality Improvement System *501*

        Percentage of Child Care Centers Participating in QRIS *16.08 percent*
        OR Other Quality Improvement System *6.95 percent*
        ☐ N/A
        Describe:
        Other Quality Improvement Systems include:
        TSR! Grant Project: The TSR! project delivers an effective, high-quality early childhood approach for at-risk prekindergarten children. This service model provides professional development, mentoring, child progress monitoring, and research-based curriculum materials.

        Participating providers include licensed centers participating in TSR! at any time during the last fiscal year.

    b) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of family child care programs in the State/Territory that participate in the

State/Territory QRIS or other quality improvement system for programs <u>over the last fiscal year?</u>

Number of Family Child Care Homes QRIS *187*
OR Other Quality Improvement System *14*

Percentage of Family Child Care Homes QRIS *6.12 percent*
OR Other Quality Improvement System *0.46 percent*
☐ N/A
Describe:
Other Quality Improvement Systems include:
TSR! Grant Project: The TSR! project delivers an effective, high-quality early childhood approach for at-risk prekindergarten children. This service model provides professional development, mentoring, child progress monitoring, and research-based curriculum materials.

Universe = licensed child care homes and registered child care homes (providers participating in the TSR! grant project with an agreement with a Board to serve CCDF-subsidized children.

Participating providers = licensed child care homes and registered child care home participating in TSR! at any time during the last fiscal year.

c) Of the total number eligible as reported in A3.2.3, what is the total number and percentage of license-exempt programs in the State/Territory that participate in the State/Territory QRIS or other quality improvement system for programs over the last fiscal year?

Number of License-Exempt Providers QRIS _____ OR Other Quality Improvement System _____

Percentage of License-Exempt Providers QRIS _____ OR Other Quality Improvement System _____
☒N/A
Describe:
     Licensed-exempt providers are not eligible to participate in the TSR! project.

A3.2.5. Number of Programs at Each Level of Quality
For each type of care, provide the total number of quality levels and the number of programs at that level of the total number of participating as reported in A3.2.4. Describe metric if other than QRIS, such as accreditation.

	Number of levels of quality	Number of programs at each level	N/A	Describe
Child Care Centers	3	*2 star: 346* *3 star: 203* *4 star: 289*	☐	*TRS certification is split between centers (which include licensed child care centers) and homes (which include licensed child care homes and registered child care homes). Relative care is not eligible for TRS certification.* Criteria that must be fully met For: **2-Star Certification:**

	Number of levels of quality	Number of programs at each level	N/A	Describe
				Required Measures
				Director education, training, and responsibilities/Caregiver orientation and training
				Group size
				Nutrition, program practices, home lunch practices, menu planning, breastfeeding education
				Indoor environment: room arrangement, equipment /materials are in clean and good repair and allow for equal participation by all children.
				Parent education: parents provided with policies, communication between facility and parents, and a designated area where notices are available for parents.
				Parent involvement: collaboration regarding challenging behavior and community resources are available to families
				For 3-Star Certification and 4-Star Certification: All of the above, plus Group Size All of the above, plus Staff Orientation
				All of the above, plus scoring. The score for a points-based measure in which multiple classrooms are assessed is based on the median score of the classrooms. The methodology for determining the star level of a category is based on the provider's average score across all measures of a category:
				• *3-star—average score is 1.80-2.39 (60-79.9 percent of total points)*
				• *4-star—average score is 2.4 or greater than 2.4 (80 percent of total points)*
				For 3-Star and 4-Star certification, the TRS tool

	Number of levels of quality	Number of programs at each level	N/A	Describe
				includes point-based measures in the following sections:
				Director and Staff Qualifications: Addresses director's formal education, training and experience, caregiver qualifications, and training that is based on core competencies
				Child-Caregiver Interactions: Focus on staff ratios; caregiving based on the following: warm and responsive style, language facilitation and support, play-based interaction and guidance, and support for children's regulation.
				Curriculum: Evaluate whether curriculum and lesson plans are developed for the individual needs of children, specifically special needs, and ensure that the plans respect diversity. Measures also address use of real objects, intentional instructional activities, and planning for transitions times.
				Nutrition: Assesses meal practices, infant feeding—feeding infants on infant's cue.
				Indoor Learning Environment: Observe environment for equipment/materials that: portray people in a manner that is nonstereotypical and culturally sensitive, reflect children's interest, encourage hands-on manipulations of real objects, facilitate social interaction, and allow children to experience through all five senses.
				Outdoor Learning Environment: Observe environments that reinforce indoor learning, create opportunities for children to care for living things and appreciate nature, and motivate children to be physically active.

	Number of levels of quality	Number of programs at each level	N/A	Describe
			☐	*Parent education:* *Review provider practices for evidence of the following: providing a parent orientation and introducing community resources to enrolled families and how the parent addresses challenging behavior.* *Parent involvement:* *Review provider policies for evidence of the following: parent conferences, invitations to participate in program-related activities and opportunities for families to provide input that may influence the program, parent conferences, and inviting parents to participate in program-related activities.*
Family Child Care Homes	3	*2 star: 20* *3 star: 10* *4 star: 33*	☐	*Licensed and registered child care homes have the same measures and follow the same scoring as licensed child care centers, with the exception that home facilities are not evaluated for group size or ratios. Homes are required to follow the group size/ratio requirements set by DFPS CCL Minimum Standards for group size/ratios.*
License-Exempt Providers	�	▬	☒	*Relative care is not eligible for TRS certification.*

1   As of 9/30/2015
2
3   **A3.2.6 Number of Programs Who Moved Up or Down within QRIS**
4   If quality threshold is something other than QRIS, describe the metric used, such as accreditation.
5   These numbers ARE NOT expected to total the number of participating programs in the QRIS as
6   reported in A3.2.4.
7

	How many programs moved up within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?	How many programs moved down within the QRIS or achieved another quality threshold established by the State/Territory over the last fiscal year?	N/A	Describe
Child Care Centers	*194*	*514*	☐	*Moved up = New TRS; moved from 2- to 3-star; moved from 3- to 4-star; moved from 2- to 4-star. Moved down = No longer TRS; moved from 4- to 3-star; moved from 3- to 2-star.*
Family Child Care Homes	*44*	*33*	☐	*Moved up = New TRS; moved from provisional to full certification. Moved down = No longer TRS; moved from full to provisional certification.*
License-Exempt Providers	�_____	�_____	☒	*Relative care is not eligible for TRS certification.*

A3.2.7 Number of CCDF Subsidized Children Served in Programs Participating in the State/Territory Quality Improvement System

Note. If the State/Territory does not have a formal QRIS, the State/Territory may define another quality indicator and report it here.

a) What percentage of CCDF children were served in participating programs during the last fiscal year? *29.82 percent*

b) What percentage of CCDF children were served in high quality care as defined by the State/Territory? *12.79 percent*

Provide the definition of high quality care in the Describe box. This may include assessment scores, accreditation, or other metric, if no QRIS.

☐ N/A

Describe:

a) TRS certification is available for licensed child care centers, licensed child care homes, and registered child care homes. Relative care is not eligible for TRS certification.

b) The other quality improvement systems included are providers who are TSR-project participants.

(a&b) Children served at a facility participating in a TRS, or TSR project facility at any time during the fiscal year.

Pathways to Excellence for the Child Care Workforce: Professional Development Systems and Workforce Initiatives (Component #4)

1

A4.1 Progress on Overall Goals

3

A4.1.1 Based on the goals described in the Lead Agency's CCDF Plan at Section 3.4.7, please report your progress.

You may include any significant areas of progress that 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 (e.g., Implement a wage supplement program, Develop articulation agreements). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
Goal 1—Increase access to professional development opportunities for child care providers participating in the subsidized care system.	*TWC:* *In March 2014, TWC launched a partnership with the Texas Association for the Education of Young Children (Texas AEYC) to expand a program that provides scholarships to caregivers working for eligible child care providers.* *Scholarships awarded to child care workers through this program assist with fees for assessment and certification as a child development associate (CDA) or a certified child care professional (CCP), or for tuition at a community college toward an associate's degree program in child development, early childhood education, or a related field.* *Through September 2015, , this partnership has provided ~~caregivers:~~* • *137 CDA/CCP scholarships; of those scholarships, 45 caregivers have received a CDA/CCP credential; and 51 associate degree scholarships have been awarded thus far; one associate degree was awarded in May 2015.* *In FY 15, Boards provided scholarships to 2,401 caregivers.* *Additionally, TWC will fund pilots of individualized instruction and assessment tools* *The pilot programs will:* • *give child care providers standard instructional materials aligned with TRS and the Early Learning Guidelines developmental domains;* • *allow observable, valid, and reliable assessments of each child's developmental progress;* • *provide assistance to teachers in developing individual and group classroom activities; and* • *provide assistance in meeting the individual needs of children with disabilities.* *Two vendors that offered an existing, commercial "off-the-shelf" software program to implement the pilot programs are in partnership with one or more Boards.* *Through September 2015, over 25,000 assessments have taken place for children from birth to 5 years.*

Goal 2—Improve teacher and caregiver quality through career development opportunities.	*HSSCO and the Texas Early Childhood Professional Development System (TECPDS) conducted the following activities to support this goal:* • *The TECPDS website offers 1,019 trainers and 2,033 active training opportunities. The website also includes a calendar of events and the THSSCO newsletter, which is distributed to over 2,000 subscribers.* • *The Boards utilize the trainer approval system to send requests for proposals from registered trainers listed on the trainers' registry.* • *Collaborative efforts with the Texas Training and Technical Assistance Collaborative Partnership were successful in completing the 2014 Early Childhood Professional Development Survey.* • *All active trainers receive a copy of the Texas Core Competencies for Practitioners/Administrators.* • *TECPDS made significant changes to its online trainer approval system. The system is 100 percent online, which includes trainer/training evaluations and an updated payment method that launched in October 2014.* • *TECPDS participated in local/statewide conferences where copies of core competencies and related literature were distributed to conference participants. The TECPDS Informational Flyer is currently being updated and used for distribution.* • *The TELC website remains active for educational purposes and furnishes users with relevant reports and tool kits.* • *TECPDS distributed revised competencies for practitioners and administrators that address beginner-, intermediate-, and advanced-level observable competencies which are aligned with the Texas Early Learning Guidelines (infant/toddler/pre-K guidelines, the Head Start Child Development Early Learning Framework, and National Teacher Preparation Standards).* • *TECPDS created an Early Childhood Workforce Registry for practitioners, administrators, and facilities to track credentials, professional development, technical assistance, and other pertinent data to better understand the professional needs of early childhood professionals.* • *TECPDS and the TECPDS Advisory Committee will begin working to develop competencies for trainers during program year 2015-2016, and will work with the Director of State Initiatives and TSR! to develop competencies for coaches, mentors, and consultants.* • *TECPDS Advisory Committee is working to carry out Year 1 activities noted in the TECPDS Strategic Plan for 2015-2020.* • *THSSCO will assess the capacity, effectiveness, and articulation agreements of two- and four-year colleges and universities. Much of this work will be in partnership with the City of Fort Worth/Tarrant County. Planning meetings began in September 2015.*

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
	• TECPDS Advisory Board meets four times each year. *• TECPDS includes a built-in evaluation system.* *• During FY 14 and FY 15 TECPDS (Workforce Registry) collaborated with T.E.A.C.H. to provide services for 370 administrators and practitioners* *• Career Lattice has been added to the process measure of TRS recommendations/criteria.* *• TRS caregiver training topics are aligned with the TECPDS Core Competencies. THSSCO is working in collaboration with the City of Fort Worth/Tarrant County to make improvements in the current TECPDS Trainer Registry to include a compensation study, salary range information, educational incentives, to explore, and identify scholarship and financial aid opportunities, and to develop recruitment and retention materials for early childhood programs.* *• HSSCO is working in collaboration with the City of Fort Worth/Tarrant County to make improvement in the current TECPDS Trainer Registry to include developing an effective career pathway for out early childhood workforce. Planning meetings began in September 2015.* *CLI:* *• Beginning in Fall 2015, CLI launched a new program dedicated to helping early childhood teachers in Texas obtain the training hours needed to apply for their Child Development Associate (CDA) Credential ™ for Center-Based Programs. Known as CIRCLE CDA Training; this program will allow CLI to provider a new professional development opportunity and career pathway for early childhood teachers.*

1
2
3 **A4.2 Key Data**
4
5   OCC is collecting this information as one part of our overall effort to better understanding
6   State/Territory activities to improve the quality of child care. OCC recognizes that the data

requested in this report will only provide part of that picture because there are many factors which affect the data being collected here. Each State/Territory's policy context and priorities and standards will play a role in the way that quality improvement activities are developed and implemented. OCC intends to work with the States/Territories to gather any additional contextual information necessary in order to fully understand the context of these data for any reporting activities involving this information.

A4.2.1 Number of Teachers/Caregivers and Qualification Levels

a) What is the total number of child care center teachers in the State/Territory as of September 30, 2015? _____
  ☒ N/A
  Describe: _____

b) What is the total number of family child care providers in the State/Territory as of September 30, 2015? _____ *6,814*
  ☐ N/A
  Describe: _____ *This represents the total number of regulated home-based (licensed and registered) providers in Texas.*

c) What is the number of center teachers and family child care providers by qualification level as of the end of the last fiscal year? Count only the highest level of education attained.

	Child Care Center Teachers	Family Child Care Providers	N/A	Describe
Child Development Associate (CDA)	_____	_____	☒	_____
State/Territory Credential	_____	_____	☒	_____
Associate's degree	_____	_____	☒	_____
Bachelor's degree	_____	_____	☒	_____
Graduate/Advanced degree	_____	_____	☒	_____

A4.2.2 Number of Individuals Included in State/Territory's Professional Development Registry during Last Fiscal Year (October 1, 2013~~4~~ through September 30, 2014~~5~~)
  Teachers in child care centers *101*
  Family child care home providers _____
  License-exempt providers _____
  ☐ N/A
  Describe: _____
  Note: The Registry includes 62 administrators
  ~~The 282 teachers included 34 administrators~~

A4.2.3 Number of Individuals Receiving Credit-Based Training and/or Education as defined by State/Territory during the last fiscal year
  Teachers in child care centers _____
  Family child care home providers _____
  License-exempt providers _____
  ☒ N/A
  Describe: _____

Through September 2015, this partnership provided caregivers with the following:
- *137 CDA/CCP scholarships; of those scholarships, 45 caregivers have received a CDA/CCP credential; and*

- *51 associate degree scholarships have been awarded, thus far; one associate degree was awarded in May 2015.*

A4.2.4 Number of Credentials and Degrees Awarded during Last Fiscal Year

If possible, list the type of credential or degree and in what type of setting the practitioner worked.

Setting	List Type of Credential and Provide Number Awarded	List Type of Degree and Provide Number Awarded	N/A	Describe
Teachers in child care centers	_____	_____	☒	_____
Family child care home providers	_____	_____	☒	_____
License-exempt providers	_____	_____	☒	_____

A4.2.5 Number of Individuals Receiving Technical Assistance during Last Fiscal Year

Describe any data you track on coaching, mentoring, or other specialist consultation. If possible, include in what type of setting the practitioner worked. Responses to this question should be consistent with information provided in question 3.4.4e of the CCDF Plan.

Setting	List Type of Technical Assistance and Provide Number	N/A	Describe
Teachers in child care centers	*Local Workforce Development Boards (Boards):* *In FY15, Boards provided:* • *targeted technical assistance to 3,150 caregivers in 1,269-child care centers; and* • *mentoring services to 1,191-directors/owners of child care centers.* *Texas Education Agency (TEA):* *Coaching and mentoring was provided to 1,290 teachers through the eCIRCLE professional development program in FY2014-5.* *Texas Department of Family and Protective Services – Child Care Licensing (CCL):* • *Individuals attending provider training events: 4,044* • *Individuals attending licensing orientation: 1,756* • *Number of brochures distributed: 35,175* • *Number of self-instructional materials distributed: 288* *During the orientation (also referred to as the pre-application interview), CCL staff explains regulated and exempt operations.* *Applicant's and Governing Body's Responsibilities:* • *CCL staff explains the responsibilities of the applicant or governing body.*	☐	_____

Setting	List Type of Technical Assistance and Provide Number	N/A	Describe
	• *If an application is returned three times within one year because it is incomplete, the applicant must wait one year before submitting another application.* • *CCL staff has 21 days to review each submission for completeness.* • *After an application is accepted, CCL staff has two months to decide whether to issue a permit.* *When an application is accepted, CCL staff provides the operation with information on the following:* 1. *The time frames for the licensing process* 2. *The regulatory process for a permit* 3. *The specific orientation requirements for a permit* 4. *The notification requirements when an operation changes ownership, location, or the type of child care provided and the effect that such changes have on the operation's permit* 5. *CCL's responsibility to provide technical assistance* 6. *The minimum standards, which define the minimum acceptable level of care allowable* 7. *The requirement that the operation must comply with the standards at all times* 8. *Zoning codes, building codes, and other legal requirements that are not enforced by CCL but that affect the operation* 9. *The permit fee* 10. *Background checks for criminal history or Central Registry* 11. *Compliance with the requirements on submitting controlling persons* 12. *Form 2985, Affidavit for Applicants for Employment with a Licensed Operation or Registered Child Care Home* 13. *The pre-issuance evaluation (Standard x Standard inspection)* 14. *The waiver/variance concept and procedure* 15. *Denial of a permit* 16. *Citation of deficiency and posting requirement* 17. *Monitoring policy and processes* 18. *The reporting and investigative process* 19. *Administrative reviews* 20. *Administrative suspension* 21. *Remedial actions, including corrective action, administrative penalties, and adverse action (including the prohibition from applying for five years after a permit has been denied or revoked and the consequences of being designated a controlling individual)* 22. *The information on open records and compliance with open records law, as published on the DFPS Search Texas Child Care website* 23. *Licensing's consultation services and training* 24. *Reporting abuse or neglect* *Forms and Other Materials:* *CCL staff provides the operation information on the following forms and other materials, as appropriate:*		

Setting	List Type of Technical Assistance and Provide Number	N/A	Describe
	1. *The specific application required for a particular permit* 2. *Request for Background Check (Form 2971)* 3. *Child Care Fee Schedule (Form 3009)* 4. *Controlling Person (Form 2760)* 5. *Affidavit for Applicants for Employment with a Child Care Facility or RFH (Form 2985)* 6. *The operation's floor plan* 7. *The Keeping Children Safe poster (Form 2958)* 8. *The notification poster for home-based care (Form 2957b)* 9. *The minimum standards for care* 10. *Chapter 42, Human Resources Code (Regulation of Child Care Facilities)* 11. *The Applicant's Guide to Listed, Registered, and Licensed Child Care*		
Family child care home providers	*Boards:* *In FY~~14~~15, Boards provided:* • *targeted technical assistance to 577 caregivers; and* • *mentoring services to 315 owners of child care homes.* *~~DFPS:~~* *Texas Department of Family and Protective Services – Child Care Licensing (CCL):* *Registered Child Care Home Orientation: 774* *During the orientation (pre-application interview), CCL staff explains regulated and exempt operations.* *Applicant's and Governing Body's Responsibilities* • *CCL staff explains the responsibilities of the applicant or governing body.* • *If an application is returned three times within one year because it is incomplete, the applicant must wait one year before submitting another application.* • *CCL staff has 21 days to review each submission for completeness.* • *After an application is accepted, CCL staff has two months to decide whether to issue or deny a permit.* *When an application is accepted, CCL staff provides the operation with information on the following:* 1. *The time frames for the licensing process* 2. *The steps in the regulatory process for a permit* 3. *The specific orientation requirements for a permit* 4. *The notification requirements when an operation changes ownership, location, or the type of child care provided and the effect that such changes have on the operation's permit* 5. *CCL's responsibility to provide technical assistance* 6. *The minimum standards (how the standards define the minimum acceptable level of care allowable)* 7. *The requirement that the operation must comply with the standards at all times* 8. *Zoning codes, building codes, and other legal requirements that are not enforced by CCL but that affect the operation* 9. *The permit fee*	☐	_____

Setting	List Type of Technical Assistance and Provide Number	N/A	Describe
	10. *Background checks for criminal history or Central Registry* 11. *Compliance with the requirements on submitting controlling persons* 12. *Form 2985, Affidavit for Applicants for Employment with a Licensed Operation or Registered Child Care Home* 13. *The pre-issuance evaluation (Standard x Standard inspection)* 14. *The waiver/variance concept and procedure* 15. *Denial of a permit* 16. *Citation of deficiency and posting requirement* 17. *Monitoring policy and processes* 18. *The reporting and investigative process* 19. *Administrative reviews* 20. *Administrative suspension* 21. *Remedial actions, including corrective action, administrative penalties, and adverse action (including the prohibition from applying for five years after a permit has been denied or revoked and the consequences of being designated as a controlling person)* 22. *The information on open records and compliance with open records law, as published on the website Search Texas Child Care* 23. *CCL's consultation services and training* 24. *Reporting abuse or neglect* *Forms and Other Materials:* *CCL staff provides the operation with information on the following forms and other materials, as appropriate:* 1. *The specific application required for a particular permit (see How to Evaluate the Application)* 2. *Request for Background Check (Form 2971)* 3. *Child Care Fee Schedule (Form 3009)* 4. *Controlling Person (Form 2760)* 5. *Affidavit for Applicants for Employment with a Child Care Facility or RFH (Form 2985)* 6. *The operation's floor plan* 7. *The Keeping Children Safe poster (Form 2958)* 8. *The notification poster for home-based care (Form 2957b).* 9. *The minimum standards for care* 10. *Chapter 42, Human Resources Code (Regulation of Child Care Facilities)* 11. *Applicant's Guide to Listed, Registered, and Licensed Child Care*		
License-exempt providers	_____		<u>N/A</u>

A4.2.6 Type of Financial Supports Provided and Number of Teachers/Providers Receiving as of End of Last Fiscal Year?

⊠ Scholarships. How many teachers/providers received? ~~1,548~~ *2,401*

⊠ Reimbursement for Training Expenses. How many teachers/providers received? ~~314~~ *325*

☐ Loans. How many teachers/providers received? _____
☒ Wage supplements. How many teachers/providers received? ~~290~~ 551
☒ Other.~~271~~ 291
Describe *Other includes grants to child care providers for equipment, supplies, and materials.*
☐ N/A
Describe:

Building Subsidy Systems that Increase Access to High Quality Care

In this section, Lead Agencies provide progress on their subsidy administration goals over the past year as of September 30, 2015.

A5.1 Progress on Overall Goals

Based on the goals described in the Lead Agency's CCDF Plan at Section 2.8, please report your progress using the chart below. 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 (e.g., established copayment policies that sustain income and sustain quality, or established eligibility policies that promote continuity of care). If applicable, describe any barriers to implementing your planned goals.

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
Goal—Increase efficiency and effectiveness of the delivery of subsidized child care. *Strategy 1: Continue to streamline and improve the child care provider reimbursement process to include making payment and claim information available to each provider through TWC's Child Care Attendance Automation (CCAA) provider portal.* *Strategy 2: Determine what would be most beneficial to parents in a CCAA parent portal that provides information to parents regarding child care services. This could include:* • *information regarding the parent's authorization for services and share of cost;* • *access to attendance information; and* • *a link to the child care provider's licensing and monitoring information as reported on DFPS's public website.*	*Strategy 1:* *In July 2015, TWC began a Rapid Process Improvement (RPI) project, which included 11 Boards, to review the eligibility determination process and make recommendations for improvement to increase the efficiency of the eligibility determination process.* *Strategy 2:* *TWC is creating a parent portal that will include:* • *links to numerous resources, to include: financial, health and nutrition, child development, and family support;* • *a link to DFPS Child Care Licensing's website;* • *a link to the Infant, Toddler, and Three-Year-Old Early Learning Guidelines;* • *a link to the Prekindergarten Guidelines; and* • *information on the TRS guidelines.* *The parent portal is scheduled to launch in November 2015.*

Goals Described in FY 2014-2015 CCDF Plan	Describe Progress – Include Examples and Numeric Targets where Possible
	The parent portal is available at www.texaschildcaresolutions.org.

1