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## 1 Executive Summary

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3 Below is a summary of the Goals, Strategies and Action Plans discussed in this Strategic Plan.  
4 Action items specifically derived from a Workgroup recommendation are denoted as “based  
5 upon the HB 619 Workgroup.” Action items addressed by the Workgroup but modified by TWC  
6 are denoted as “in response to the HB 619 Workgroup.” All other action items were developed  
7 by TWC.  
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### 9 Goal 1 – Support the Current Child Care Workforce

#### 10 Strategy 1.1 – Support the Texas Early Childhood Professional Development System 11 (TECPDS). 12

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

#### 22 Strategy 1.2 – Identify opportunities to stabilize the child care workforce and promote the 23 hiring and retention of high-quality early educators.

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

1 **Goal 2 – Support a Pipeline of Qualified Child Care Workers**

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

- 5 • *Action Item 2.1.1* – Expand Career Technology Education (CTE) Programs of Study  
6 in the ECE field (including the attainment of the CDA certification, and dual credit  
7 options)
- 8 • Action Item 2.1.2 – Modify TWC’s Professional Development Scholarship eligibility  
9 requirements to allow high school students to qualify
- 10 • Action Item 2.1.3 – Support work-study partnerships between high schools and 3- and  
11 4-Star certified Texas Rising Star child care programs, including those with  
12 prekindergarten partnership classrooms.
- 13 • Action Item 2.1.4 – Develop and share Early Childhood Career Pathway information  
14 for high school students, outlining opportunities to work in the field.

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

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

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

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

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

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

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