Child Care Workforce Strategic Plan 2023-2025

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HOUSE BILL 619 BACKGROUND

House Bill 619

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

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

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

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

It also requires TWC to submit the plan to the to the governor, the lieutenant governor, and the speaker of the house of representatives no later than December 31, 2022.

HB 619 STRATEGIC PLAN WORKGROUP & DIRECTORS SURVEY

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

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

CHILD CARE – IMPACT ON FAMILIES, BUSINESSES, AND THE ECONOMY

At the aggregate, child care supports a thriving Texas economy. Early care and education provide Texas children with safe, nurturing environments to learn and grow in their earliest years while their parents provide for their families and support a strong Texas economy. At the end of August 2022, Texas had a civilian labor force of 14.6 million. In Texas in 2021, there were approximately 2.24 million children under age 6, and 62 percent (1,384,000 children) of these children have all available parents in the workforce. Additionally, approximately 64 percent of children (1,873,000 children) between the ages of 6 and 12 have all available parents in the workforce.[1]

While child care is critical for working parents, the cost of child care is high. The U.S. Treasury issued a report[2] noting that the average American family with at least one child under age 5 would need to devote about 13 percent of their family income for child care, which equates to approximately $10,000 for center-based child care each year. At the same time, it noted that nationally the average child care early educator earns about $24,000 a year, with nearly half receiving some public assistance.

The Economic Policy Institute (EPI)[3] compared the cost of child care to in-state public tuition and found that:

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

1. *KIDS COUNT Data Center, data for Texas. (KIDS COUNT Data Center from the Annie E. Casey Foundation)*
2. *https://home.treasury.gov/system/files/136/The-Economics-of-Childcare-Supply-09-14-final.pdf*
3. *Economic Policy Institute. High quality child care is out of reach for working families. (https://www.epi.org/publication/child-care-affordability/#epi-toc-6)*

Reviewing the Texas specific data for the cost of infant child care to public in-state college tuition, per the Texas Higher Education Coordinating Board, the average cost of in-state tuition plus books and supplies at a public four-year institution is $11,319 in Texas.[4] And based upon TWC's 2022 Child Care Market Rate Survey, the cost of infant child care (based upon the 75th percentile) is $10,388 per year.[5] Based on this Texas data:

- Infant child care costs 91.77 percent of what full-time, in-state public tuition costs

According the 2021 TWC Texas Wages Report for Child Care, the *average wage* for a Texas child care worker is $11.43 and, according to the Director Survey, the *median wage* of an early childhood educator in Texas is $12.00 per hour or $24,000 a year, which is the equivalent of 52 percent of the State Median Income (SMI) for a single individual and 40 percent of SMI for a family of two.

The CCDF Final Rules (45 CFR Part 98) require states to use SMI developed by the Bureau of Labor Statistics and provided to states by ACF (§98.20). TWC also calculates median income and in 2022, the median was $39,030. TWC's median does not account for family size, as SMI does.

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

"In contrast to other types of businesses, child care providers— because of their inherently high staffing requirements— face unique constraints when it comes to improving their bottom line. If providers raise their rates, they risk putting their services out of reach for many of their customers, many of whom are already barely able to afford child care. At the same time, providers have few options to reduce expenses, given the payroll-heavy nature of their cost structure."[6]

While many Texas families and businesses depend directly on the child care industry, the industry struggles to remain viable. As noted above, child care is expensive, and as a result, child care can be unaffordable for many families. In addition, child care providers' enrollments continue to be below licensed capacity and desired capacity. Rice University's Texas Policy Lab has analyzed enrollment levels based upon information from TWC's Child Care Availability Portal. Based on the most recent data analyzed, child care providers continue to operate at about two thirds of their desired capacity:

	July 2020	March 2021	September 2021	November 2021	April 2022
Enrollment Compared to Licensed Capacity					
All Centers	32%	42%	40%	51%	61%
CCS Centers	33%	43%	35%	44%	58%
Non-Subsidy Centers	24%	41%	48%	63%	66%
Enrollment Compared to "Desired" Capacity					
All Centers	Not collected	Not collected	51%	63%	68%
CCS Centers	Not collected	Not collected	48%	59%	66%
Non-Subsidy Centers	Not collected	Not collected	58%	69%	71%

4. *The Higher Education http://www.collegeforalltexans.com/apps/collegecosts.cfm?Type=1&Level=1*
5. *https://txicfw.socialwork.utexas.edu/2022-texas-child-care-market-rate-survey/*
6. *Bipartisan Policy Center, Child Care is a Business Affair. (https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/12/Child-Care-Business-Affair-2021_Final-Report-1.pdf)*

Low wages, turnover, and the inability to hire a sufficient number of staff to enroll as many children as a child care program would like to serve leave families struggling to find child care, and these challenges impact businesses. As reported by the U.S. Chamber of Commerce Foundation, "working parents may arrive late to work or leave early, forgo promotions, postpone school and training programs, and sometimes leave the workforce altogether" due to the lack of access to affordable, high-quality child care.

According to a 2021 survey of Texas parents by the U.S. Chamber of Commerce Foundation, almost three quarters (74 percent) reported missing work due to child care issues in the past 3 months, and approximately 32 percent experienced employment changes due to child care issues. Employment changes due to child care issues disproportionately affected low-income parents, with 44 percent of low-income parents experiencing employment changes due to child care issues.

Further, the U.S. Chamber of Commerce Foundation reports that these child care issues have a negative impact on the Texas economy, resulting in "untapped potential" including an estimated $7.59 billion annual cost to Texas employers due to employee absences and employee turnover and $1.8 billion annual loss in tax revenue.[7]

CHILD CARE FUNDING LIMITATIONS

Child care is overwhelmingly a privately-operated industry. Over 85 percent of the child care industry is funded primarily by families through private-pay tuition. The federal government, through the Child Care and Development Fund (CCDF) provides financial assistance to eligible families that meet income, work, education, and job training requirements. However, this federal funding, covers a relatively small portion of the entire child care market. Texas' regular annual allotment of CCDF is approximately $964,000,000. Over the last three Board Contract Years (BCY), TWC has allocated approximately $3 billion of CCDF to provide child care financial assistance to low-income, working families:

- BCY'23 = $1,121,757,884
- BCY'22 = $1,182,117,779
- BCY'21 = $754,301,868

In Fiscal Year 2023, TWC's annual allocation of $1.1 billion will provide financial assistance for approximately 140,000 children per day, which equates to only 12 percent of the entire licensed capacity of privately-operated child care programs in the state. Families pay for the vast majority of child care services in Texas:

- Private child care providers have a total licensed capacity of about 1.16 million child care slots;
- TWC plans to serve about 140,000 children per day, or about 12 percent of the total licensed capacity

Families enrolled in TWC's CCS program can select any licensed child care provider who has an agreement to serve CCS referrals (any provider can sign an agreement, as long as they agree to the CCS reimbursement rates).

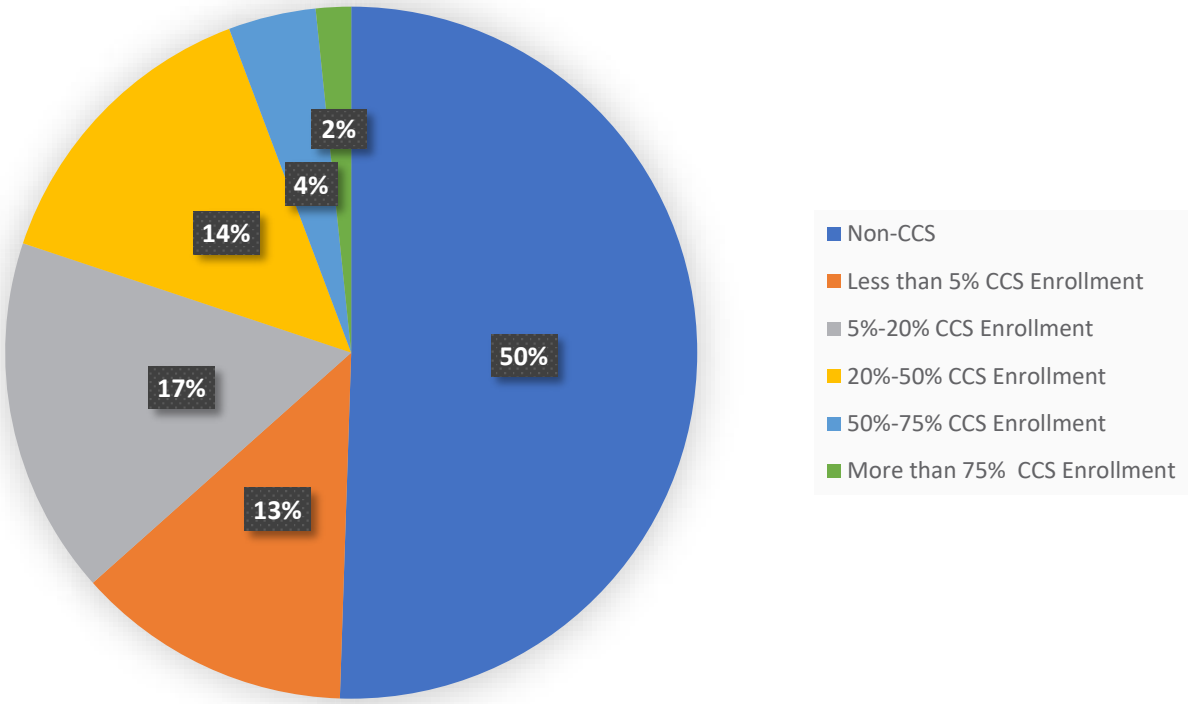
- About 50 percent of all regulated child care providers participate in the CCS program

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

Most providers participating in CCS have relative few CCS children enrolled in comparison to the total number of children they can serve (their licensed capacity).

- For 60 percent of CCS providers, CCS enrollments account for less than 20 percent of their licensed capacity.

Figure 1: Providers by CCS Enrollment Level Relative to Licensed Capacity



As a result of Federal spending related to the COVID-19 pandemic, TWC received approximately $5.9 billion in one-time federal CCDF funds. TWC used about half of these funds, or $3 billion, to provide one-time support to the entire child care industry. TWC, through the Child Care Relief Fund, awarded funding to about 10,800 regulated child care providers (as of January 1, 2023, there were a total of 13,733 regulated providers). This included child care providers who had not previously participated in the CCS program. These one-time funds were available to help providers maintain or resume program operations. TWC issued guidance to child care provider's noting that the CCRF funds could be used to offer wage supplements and one-time bonuses to attract and retain quality staff. These funds are available to child care providers through November 2023.

The recommendations outlined in this strategic plan, particularly strategies related to increasing wages paid to private industry workforce, must reflect these realities: TWC's CCS funds are only available to income-eligible parents and are limited (TWC currently has a waiting list of approximately 60,000 children). Under the current child care industry business model, a child care provider's income is primarily generated through revenue from families. And, as noted previously families currently pay a significant amount for child care services.

TWC recognizes and supports the need for improvements in child care workers' wages and compensation. However, based on the current industry model, even drastic increases to the funding of the CCS program would be insufficient to cover such improvements without increasing costs to families. For this reason, TWC has invested $33 million in initiatives designed to create efficiencies in child care (for example business coaching and shared services alliances), and $150 million to expand the capacity of child care, including increasing employer supports for the child care needs of their employees.

EXECUTIVE SUMMARY

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

Goal 1 – Support the Current Child Care Workforce

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

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

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

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

- Action Item 1.2.8 – Examine opportunities to create more consistency in how Workforce Boards provide Texas Rising Star mentoring services.

Goal 2 – Support a Pipeline of Qualified Child Care Workers

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

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

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

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

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

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

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

- Action Item 3.1.2 – Make aggregate information from the 2022 Director Survey Data publicly available.
- Action Item 3.1.3 – Include in the new Child Care Case Management (CCCM) system a single log-on allowing child care providers to access the CCS child care provider portal, child care automated attendance and the availability portal and investigate opportunities to align access to TECPDS with CCCM.
- Action Item 3.1.4 – Conduct a Cost of Quality Study to examine the cost of providing quality child care, based upon various factors including varying compensation levels, making this information available through an online interactive tool.

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

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

DIRECTOR SURVEY SUMMARY

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

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

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

The Director Survey was sent out to a random and representative sample of more than 3,000 child care programs across Texas, and more than 750 directors completed the survey. The Director Survey collected data from child care directors at child care programs (including center- and home-based) across the state to learn:

1. the characteristics of the child care program and how it serves children in the local community;
2. the director's experiences at the child care program, including challenges and needs faced by the child care program today; and
3. demographic, education, and compensation of the staff serving as a teacher or in a direct care capacity, including the director and all early childhood educators who work at the child care program.

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

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

Race, Ethnicity and Gender of the Child Care Workforce

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

Table 1: The Demographic Composition of the ECE Workforce

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

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

Educational Attainment of the Child Care Workforce

The Texas Health and Human Services' Child Care Regulation oversees the licensing of all child care programs in the state, including minimum requirements for education and professional development.[8] For licensed child care centers:

- Directors must have a high school diploma (or its equivalent), and a minimum of 9 college credit hours in child development and 9 college credit hours in management, and at least 3 years of experience. Directors with higher levels of education have fewer required years of experience.
- Child Care staff must have a high school diploma (or its equivalent).
- All staff must receive 24 hours of initial training/professional development.
- Directors must receive 30 hours of ongoing annual training/professional development and staff must receive 24 hours of ongoing training/professional development.

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

Approximately one in six, or 17 percent, of all early childhood educators and owners attended "some college" but have not completed a degree. Similarly, 15 percent of the total ECE workforce have completed a Child Development Associate (CDA) or similar credential that directly aligns with evidence-based competencies for early childhood educators. See Table 2 for details about formal education across operation types and Appendix D for additional data educational attainment data points.

8 Child Care Minimum Standards CCR Minimum Standards https://www.hhs.texas.gov/providers/protective-services-providers/child-care-regulation/minimum-standards

Table 2: The Educational Achievement of the ECE Workforce

	Center-Based Educators (n=3,565)	Home-Based Educators (n=133)	Home-Based Owner-Educators (n=164)
Less than High School[9]	1.4%	9.0%	0.6%
HS Diploma or GED	41.4%	33.1%	19.5%
Some College	17.3%	17.3%	20.7%
CDA or Specialized Trade Certificate	14.8%	10.5%	23.8%
Associate's Degree	6.8%	9.8%	14.0%
Bachelor's Degree	12.0%	15.8%	14.6%
Master's Degree	1.8%	1.5%	6.1%
Doctoral Degree	0.03%	--	0.6%
Unsure/Missing	4.6%	3.0%	--

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

Wages by Child Care by Operational Characteristics and Workforce Demographics

According to the Director Survey, the median wage of an early childhood educator in Texas is $12.00 per hour or $24,000 a year, which is the equivalent of 52 percent of the State Median Income (SMI) for a single individual and 40 percent of SMI for a family of two.[10]

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

Differences in owner compensation follow similar patterns as home- and center-based educators, with higher earnings, on average, for owners whose businesses are in an urban-metropolitan county and for owners who do not accept subsidized child care.[11] See Table 3 for variation in median hourly wage by operation characteristics.

Although there are wage disparities based on program and individual characteristics, these disparities may be attributable to disparities that are also seen in other industries—urban workers tend to earn more than rural workers, large businesses tend to pay more than small businesses, workers with more education and experience tend to earn more than workers with less education and experience.

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

10 *The CCDF Final Rules (45 CFR Part 98) require states to use SMI developed by the Bureau of Labor Statistics and provided to states by ACF (§98.20).*

11 *See Appendix D for details*

Table 3: Differences in Compensation for Educators by Operation Characteristics

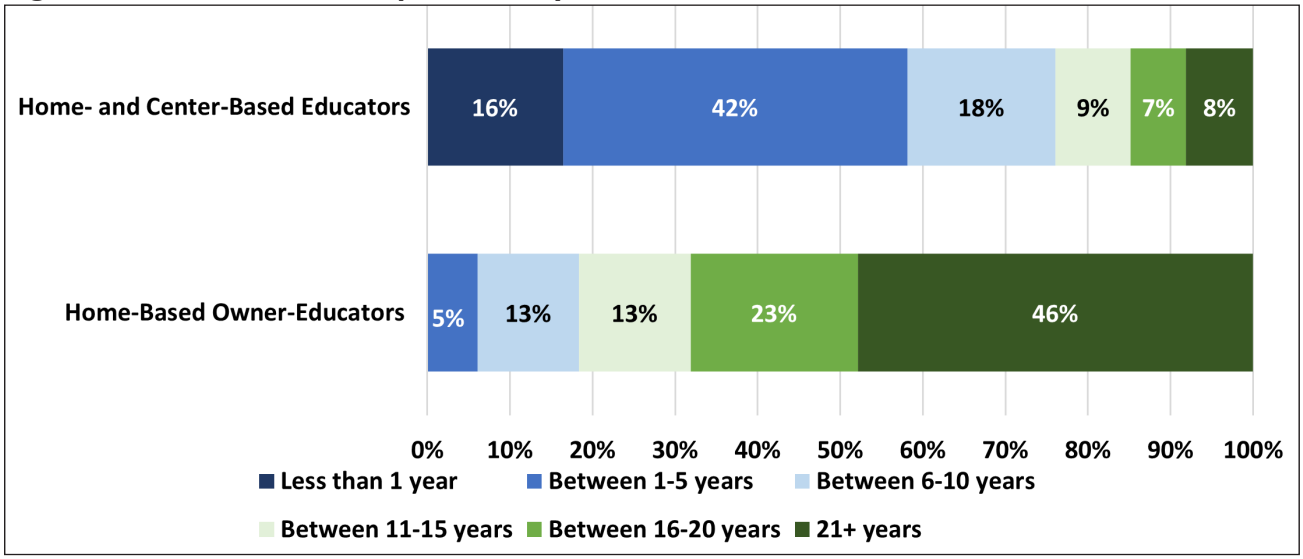
Operation Characteristics	n	Median Educator Hourly Pay
Type		
Home-based Child Care Program	133	$11.00
Center-based Child Care Program	3,565	$12.00
Location		
Rural Child Care Program	444	$10.00
Urban-Metropolitan Child Care Program	3,254	$12.50
Subsidy Acceptance		
Child Care Program Accepts Subsidies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

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

Years of Experience

Across the state, many in the ECE workforce have worked as educators for a long time, particularly the home-based owners. Almost half (46%) of home-based owners have 21 or more years of experience in early childhood, and less than five percent have five or fewer years of experience. Experience among center-based and home-based educators varies widely; more than half of the early childhood educator workforce has less than six years of experience, and one-quarter has six to 15 years of experience. Fourteen percent of early childhood educators have 16 or more years of experience. See Figure 2 for the distribution of experience across the ECE workforce.

Figure 2: ECE Workforce Experience, By Educator Status



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

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

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

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

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

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

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

Regarding pay disparities in the child care workforce, and specifically looking at educators who serve infants compared to

educators who do not serve infants, the wage disparities are minimal. In centers, the wages for those serving infants are $12.00/hour compared to $12.50/hour for those not serving infants. And in homes, the wages for those serving infants is $11.00/hour compared to $11.30/hour for those not serving infants.

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

CHILD CARE WORKFORCE STRATEGIC PLAN – GOALS, STRATEGIES AND ACTION PLANS

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

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

TWC's CCS program has children being served by approximately 50 percent of all regulated child care programs. However, CCS children represent only about 12 percent of the entire licensed capacity of child care programs in the state. Private-pay parents pay for the vast majority of child care services. Any CCS-focused recommendations will only impact a subset of the entire child care market and CCS reimbursements account for a small portion of all child care industry revenue.

Goal 1 – Support the Current Child Care Workforce

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

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

The Texas Early Childhood Professional Development System (TECPDS), managed by the Children's Learning Institute and University of Texas Health Science Center, provides the Texas early childhood educator Workforce Registry and Trainer Registry. TECPDS collects and centralizes information about the early childhood educator workforce and supports early childhood educators to advance their careers.

To use TECPDS, educators create a free online account. Early childhood educators with an account can add in their work experience and upload their education documents, connect to their employer, connect to resources to understand options for advancing their career (career pathway), and learn about the Texas Core Competencies for Early Childhood Practitioners and Administrators.

TECPDS offers resources for all early childhood educators who deliver trainings, including the option to apply and join the Trainer Registry to connect to child care providers and educators who want to take trainings. Similarly, early childhood educators can identify high-quality trainings to advance their career and fulfill their required professional development hours.

Workgroup members have reported that TECPDS can be complicated and confusing to use, and child care programs and early childhood educators with low technical literacy struggle to successfully sign up for or maintain accounts. The Commission has recently approved initiatives to further support the growth and to improve the usability of TECPDS. PDG funds will also lend cross-system support to help ensure TECPDS continues to be useful and relevant to a wide variety of ECE professionals.

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

Implementation/Timeline:

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

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

Implementation/Timeline:

TWC will complete this in Fiscal Year 2023.

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

Implementation/Timeline:

TWC approved the use of federal child care stimulus funds to make improvements to TECPDS, including a TECPDS usability study. This work is expected to conclude by August 2023. TWC will review the report's recommendations and determine the cost and timeline for the recommended TECPDS improvements.

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

Implementation/Timeline:

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

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

As reported within the HB 619 Workgroup, child care programs have growing concerns over low early educator compensation and high rates of staff attrition. TWC recognizes and supports the need for improvements in child care workers' wages and compensation. However, based on the current industry model, even drastic increases to the funding of the CCS program would be insufficient to cover such improvements without increasing costs to families. For this reason, TWC has invested $33 million in initiatives designed to create efficiencies in child care (for example business coaching and shared services alliances), and $150 million to expand the capacity of child care, including increasing employer supports for the child care needs of their employees.

While all child care programs have reported challenges in the hiring and retention of early childhood educators, TWC resources are focused on CCS providers. TWC provides quality improvement funding to Workforce Boards, and each Workforce Board is responsible for determining how to best invest these funds locally.

In response to growing concern over low early childhood educator compensation and high rates of attrition, about half of all Workforce Regions have implemented programs to support early childhood educator wages.[12] These programs range in eligibility, uptake, and amount, but example programs include:

1. The Retention and Advancement Initiatives to Support Educators (RAISE) program is a wage supplement program designed and administered by the Texas Association for the Education of Young Children (TAEYC).[13] RAISE provides quarterly retention awards to early childhood educators who work for Texas Rising Star-certified child care programs in the Northeast Texas Workforce Region who make less than $20 per hour. Funding for RAISE is temporary.
2. The Tarrant County Workforce Board offered wage supplements of $250/month for up to six months to early childhood educators working at Texas Rising Star-certified child care programs in Tarrant County.[14] These wage supplements were temporary.

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

As discussed by the HB 619 Workgroup, Workforce Boards have implemented creative programs to support raising the quality of the child care workforce within their areas. Workforce Boards have developed early childhood education apprenticeship programs, led initiatives to onboard child care programs into TECPDS, and offered technology grants and tech support to child care programs. Several Workforce Boards offer scholarships for early childhood educators who

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

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

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

want to receive their CDA credential, and others partner with T.E.A.C.H. (Teacher Education and Compensation Helps)[15] to support scholarships for associate's and bachelor's degrees in early childhood education. Workforce Boards are taking steps to support child care in Texas and to invest in workforce quality, but the Workgroup noted that most initiatives lack permanent funding, and variability across workforce areas means that not all early childhood educators benefit from these initiatives.

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

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

Action Item 1.2.1 – Improve the infant and toddler child care workforce through continued support of the Texas Infant and Toddler Specialists Network (ITSN). The Texas ITSN offers professional development opportunities and collaborative experiences for specialists (mentors) and teachers covering a wide range of topics specific to supporting infant and toddler development. TWC will seek to expand the number of qualified I&T mentors, increasing opportunities to support additional I&T teachers across the state.

Implementation/Timeline:

TWC will continue funding and supporting the ITSN in Fiscal Years 2023-25.

Action Item 1.2.2 – Identify and provide information on Workforce Board initiatives to support the ECE workforce, including those providing wage supports.

Implementation/Timeline:

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

Action Item 1.2.3 – Incorporate strategies to support the ECE workforce within a new Child Care Quality Improvement Guide.

Implementation/Timeline:

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

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

Action Item 1.2.4 – Host a best practices and strategic planning event for all Boards to include details on opportunities to use quality improvement funds to support the ECE workforce.

Implementation/Timeline:

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

Action Item 1.2.5 – Continue to support initiatives which assist child care employers and early childhood educators.

Implementation/Timeline:

TWC plans to continue supporting statewide initiatives which support early childhood educators. On July 5, 2022, TWC's three-member Commission approved TWC's Fiscal Year 2023 Statewide Initiatives, as well as projections for Statewide Initiatives to be funded in Fiscal Year 2024-2025.[16]

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

Action Item 1.2.6 – Support "backbone activities" that assist early childhood educators in their attainment of the CDA certification, including CDA Portfolio Development and CDA Verification Visits to increase the number of Professional Development Specialists who can complete CDA Verification Visits.

Implementation/Timeline:

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

Action Item 1.2.7 – Require that state-funded providers of free professional development create materials in Spanish, and ensure that PD opportunities are made available, at sufficient levels, for Spanish speaking early educators.

Implementation/Timeline:

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

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

Action Item 1.2.8 – Examine opportunities to create more consistency in how Workforce Boards provide Texas Rising Star mentoring services.

Implementation Timeline:

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

Goal 2 – Support a Pipeline of Qualified Child Care Workers

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

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

The Child Development Associate's credential (CDA) is an industry-recognized credential that requires coursework in child development, in-classroom experience, and an assessment of demonstrated skills.[17] As of 2020, ten states require center-based early childhood educators to hold a CDA to be a lead teacher,[18] and the Texas Rising Star program, which assesses child care quality, acknowledges child care programs that have a high percentage of early childhood educators who hold a CDA.[19] The Workgroup noted that the CDA may be a way to train and prepare high-quality early childhood educators, and this credential is already offered in some Texas high schools as part of Career and Technical Education (CTE).

The Workgroup also reports that despite the potential for high school CDA programs to bring a large number of high-quality early childhood educators into the child care field, barriers keep enrollment in high school CDA programs low and keep completion rates even lower. However, school districts (ISDs) consider expected compensation when selecting which programs to offer as part of their CTE programs,[20] and students use compensation information to choose a career pathway.

To receive the CDA credential, students must meet all their required hours for in-class education and professional work experience, they must pass the CDA exam, and they must pass a Verification Visit, which includes in-person observation of skills by a Professional Development (PD)specialist.[21] According to the Workgroup, students face barriers along this path including:

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

17 Council for Professional Recognition. (2021). CDA credential program. Child Development Associate National Credentialing Program. https://www.cdacouncil.org/
18 Center for the Study of Child Care Employment, UC Berkeley. (2020). Early Childhood Workforce Index.
19 Texas Workforce Commission. (2014). Texas rising star program guidelines discussion paper. https://www.twc.texas.gov/files/partners/trs-program-guidelines-twc.pdf
20 Texas Education Agency. (2019). Programs of study methodology. https://tea.texas.gov/sites/default/files/Programs_of_Study_Overview_9_06_2019_Final.pdf
21 Council for Professional Recognition. (2021). CDA credential program. Child Development Associate National Credentialing Program. https://www.cdacouncil.org/

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

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

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

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

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

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

Currently, early childhood educators face barriers to stacking credentials:

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

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

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

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

Early Childhood Workforce Data

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

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

Data on the Cost of Providing Quality Child Care

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

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

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

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

TWC notes that the reimbursement rates in place for the CCS program are not sufficient to have a broad impact on the child care industry, because CCS children served account for only 12 percent of the state's overall licensed capacity. Private pay parents bear the responsibility for most child care costs in the state. This was highlighted in a report by the US Chamber of Commerce[22]: Seventy-three percent of Texas families surveyed indicated they pay for child care out of their personal budget with only 9 percent receiving state child care assistance. Even if TWC increase CCS reimbursement rates, broad based wage increases are challenging because CCS is a small part of the overall child care market.

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

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

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

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

As previously noted for Action Item 1.2.4, TWC will host a meeting for Boards' quality improvement staff in Fiscal Year 2024, with an estimated meeting date in the Fall of 2023. TWC will provide an overview of the new Child Care Quality Improvement Guide and will also include information to help Workforce Boards consider how they work with their local child care programs to gather input on their needs, and how their Child Care Quality (CCQ Plan) reflects the needs of their workforce area.

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

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

Implementation/Timeline:

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

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

Implementation/Timeline:

In Fiscal Years 2024-25, TWC will examine whether there are opportunities for Workforce Boards to support child care provider access to fingerprinting locations. The Department of Public Safety (DPS) oversees the fingerprinting locations across the state; TWC and CCR will need to engage DPS in possible opportunities.

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

Implementation/Timeline:

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

Appendices

APPENDIX A: WORKGROUP MEMBERS

Katherine Abba, Ph.D. – Teacher Education/Child Development Faculty at Houston Community College

George Agullion Ovalle – Early Care and Education Mentor, BakerRipley

April Crawford, Ph.D. – Co-Director at Children's Learning Institute at UT Health Houston

Edna Diaz – Program Director at Alphabet Playhouse Too

Bethany Edwards – Director at Early Leaning Alliance

Ernestina Fauntleroy – Program Director at Abrahams Seed Daycare

Teresa Granillo, Ph.D – CEO at AVANCE

Carrolyn Griffin – Owner of The Grace Place

Christina Hanger – Retired CEO at Dallas Afterschool

Melissa Hoisington – President's Council of the Texas Licensed Child Care Association

Tobitha Holmes – Owner and Director of W.I.S.E. Academy

Melanie Johnson, Ed.D. – President and CEO at Collaborative for Children

Tracy Anne Jones, Ed.D. – Assistant Director at Texas Early Childhood Professional Development System

Tim Kaminski, M.S. CCC/SLP – Co-Owner and Director of Gingerbread Kids Academy

Kim Kofron – Director of Early Childhood Education at Children at Risk

Lyn Lucas – Retired Senior Vice President of Early Education & Program Evaluation at Camp Fire First Texas

Tori Mannes – President and CEO at Child Care Group

Gloria Marmolejo – Education Supervisor at Project Vida Early Childhood Center

Sheila Matthews – Director of Operations at Open Door Preschools

Jerletha McDonald – Founder and CEO at Arlington DFW Child Care

Cathy McHorse – Vice President at Success by 6, United Way ATX

Cynthia Pearson – President and CEO at Day Nursery of Abilene

Katherine Pipoly – Chief Operating Officer, Workforce Solutions Alamo

Melanie Rubin – Independent Policy Consultant; Director at North Texas Early Education Alliance

Cody Summerville – Executive Director at Texas Association for the Education of Young Children

Heather Torres – Learning Center Director at Hope Lutheran Learning Center

June Yeatman – Early Childhood Educator at Austin Community College Children's Lab School

APPENDIX B: DIRECTOR SURVEY METHODOLOGY

The 2022 Texas Child Care Director Survey collected data from child care directors at child care programs (including center- and home-based) across the state of Texas to learn:

1. the characteristics of the child care program and how it serves children in the local community;
2. the director's experiences at the child care program, including challenges and needs faced by the child care program today; and
3. demographic, education, and compensation information of the director and all early childhood educators who work at the child care program.

The Prenatal-to-3 Policy Impact Center created a random and representative sample of 3,052 child care programs that represent the full population of licensed child care centers, licensed child care homes, and registered child care homes (in total, 13,267 child care programs) on key characteristics, such as child care program type, acceptance of subsidies, and geographic location (specifically, Workforce Region). Directors completed the survey between May 12, 2022, and August 1, 2022.

In total, 1,074 directors responded to the Texas Director Survey. From all responses, two samples were created to inform the recommendations, the Industry Experience Sample and the Workforce Sample. The Industry Experience Sample includes responses from 816 directors who completed the portion of the survey about experiences in the child care industry (even if they chose not to provide data on their staff). The Industry Experience Sample excludes responses that were too incomplete to use (n=155) or did not meet the criteria for inclusion (n=103).[23]

The Workforce Sample is a sub-sample of the Industry Experience Sample. The Workforce Sample includes responses from 529 directors who provided wage information on at least two-thirds of their reported staff (n=428) and directors with no other reported staff at their operation (n=71, typically home-based directors).

Table 1 shows how the full population of child care programs in Texas compares to the Texas Director Survey samples. Respondents to the survey (across both samples) were more likely to be Texas Rising Star-certified child care programs and child care programs that accept subsidies than the full population of child care programs. Respondents were also more likely to serve infants at their child care program. Programs included in the Workforce sample serve, on average, fewer children than the population.

23 The Policy Impact Center exclude 103 programs that were listed home-based providers, serve children only during the summer, and only provide drop-in care.

Table 2: Texas Director Survey Sample

	Full Population (n=13,267)	Workforce Sample (n=644)	Industry Experience Sample (n=754)
Operation Type			
Licensed Center	69%	75%	70%
Licensed Home	11%	13%	15%
Registered Home	19%	13%	15%
Serves Infants (Yes)	75%	76%	83%
Accepts Subsidies (Yes)	47%	57%	55%
TRS-Participating (Yes)	14%	25%	24%
Total Capacity (Average)	84 children	87 children	81 children

The 529 directors in the Workforce Sample provide information on a total of 3,848 educators who serve in a teaching or direct care capacity for children at their child care programs, including:

- 3,565 center-based educators (93%)
- 133 home-based educators, who are *not* the owner of the child care program, (3%), and
- 150 home-based owner-educators, who teach and own or manage the business, (4%).

For simplicity, the report refers to home-based owner-educators as "owners," and refers to other center-based and home-based educators as simply "educators." The child care programs surveyed represent the entire population on key characteristics of the child care programs, such as size and location.

The Texas Director Survey identified the roles and demographic characteristics of the early childhood workforce to better understand the composition of the workforce and their needs. Most early childhood educators work in the classroom role of Lead Teacher (56%), followed by Assistant Teacher (26%), and Floater/Rotating Teacher (16%). Most early childhood educators report working in a metropolitan county in Texas (88%), working at child care programs that employ between six and 19 teachers (60%), and working at child care programs that do not accept subsidized child care for families (63%).[24] Just over half of home-based owners are the sole educator at their child care program (54%) and the remaining employ one to 10 additional part- and full-time educators.

24 *Texas State Office of Rural Health, Office of Rural Affairs, Texas Department of Agriculture. (2012, April). TEXAS COUNTY DESIGNATIONS. Texas Department of Agriculture. Retrieved September 29, 2022, from https://www.texasagriculture.gov/portals/0/forms/er/rural-metro%20counties.pdf*

APPENDIX C: OVERVIEW OF STIMULUS-FUNDED LOCAL WAGE INITIATIVES

Bd #	Board Area	Total Estimated Cost	Overview
20	Alamo	$600,000	Staff Incentives for Texas Rising Star programs (2,500 staff at **$240 each**)
24	Cameron	$500,000	• Staff Bonuses with 2 sliding scales (350 staff receiving an average amount of **$857** each.) • Staff CDA incentives (200 staff at **$500 each**) • Staff incentive for creating a TECPDS Workforce Registry Account (200 staff at **$500 each**)
26	Central Texas	$436,770	TXAEYC RAISE for Texas Rising Star 3- and 4-Star programs (211 staff at 17 programs receiving an average quarterly amount of **$517.50**)
22	Coastal Bend	$120,000	• Staff stipend (gift cards) for staff who worked from 10/1/2020 – 9/30/2021 (est. 300 staff at 30 programs, at an average of **$333 each**) • Incentives to Texas Rising Star Staff (up to 4 staff at **$5,000 each**)
17	Deep East	$67,900	Staff Incentives for Texas Rising Star employment longevity during COVID-19 (250 staff at an average of **$272 each**)

8	East Texas	$660,000	• Current Texas Rising Star programs, upon recertification, will receive funding for staff bonuses depending on type of program (**$100 per staff** up to $1500 per program for a total of $350,000)
			• "CCS Provider Economic Package" to assist with planning sustainable salary increases:
			  • **Activity 1**: Programs can elect to receive .25 salary raise increase per hour for 500 employees over 3 quarters. Total estimated cost of salary raise increase – **$140,000**
			  • **Activity 2**: For programs opting out of the salary increase their employees will receive a bonus at the end of each quarter totaling **$200/staff** over a 12-month period of time. Total estimated cost of quarterly bonus – **$170,000**

19	Golden Crescent	$89,000	• Stipend to all facility staff working directly with children who complete the Texas Rising Star assessment process (395 staff at **$200 each**) • Staff incentives for CDA completion; plus a job retention bonus if they remain with the employer for 1 year. $200 will be awarded upon completion of the CDA and an additional payment will be awarded after 1 year of service (10 staff at **$200 each**). • Staff incentive for post-secondary education enrollment (Associates/ Bachelor's degree program) (10 staff at $200 per semester for up to 4 semesters = **$800 each**)

Bd #	Board Area	Total Estimated Cost	Overview
23	Lower Rio	$1,044,000	One time staff retention incentive package (348 teachers at **$3,000 each**)
27	Middle Rio	$25,000	Staff Incentives after Texas Rising Star assessment depending on star level achieved and classroom score (125 staff at **$200 each**)
4	North Central	$120,000	• Wage Supplements to those who achieve higher education milestone (60 staff at $1,000 each) • Support 20 Apprenticeship participants ($3,000 each)
3	North Texas	$215,759	Staff incentives via 3 payments (initial, 6 mo., and 12 mo.) plus incentive for newly hired staff (up to 3 per center) (average of 275 staff at an estimated **$785 each**)
7	Northeast	$153,000	TXAEYC RAISE (85 staff receiving an average *quarterly* amount of **$450 each**)
11	Permian Basin	$465,000	Loyalty and sign on Staff Incentives for current and new staff (125 current staff and 340 new staff at **$1,000 each**)
2	South Plains	$200,000	Staff incentive reimbursements based on certification/licensed capacity (500 staff at **$400 each**)
21	South Texas	$315,000	Staff retention bonus for Texas Rising Star programs w/ specified eligibility parameters (420 staff at **$750 each**)
5	Tarrant	$2,000,000	Wage Supplement Pilot Project (1,500 staff receiving an average award of **$1,333**)

APPENDIX D: DIRECTOR SURVEY AND DATA TABLES

The information in this appendix is from the Workgroup's final Recommendation Report (included as Appendix A, B, and C in the Recommendations Report) and contains:

- The Full 2022 Texas Child Care Director Survey (Appendix A of the Recommendations Report)
- Multivariate Regression Model Predicting Early Childhood Educator Wage (Appendix B of the Recommendations Report
- Characteristics of Child Care Directors – Texas Director Survey (Appendix C of the Recommendations Report)

A: The Full 2022 Texas Child Care Director Survey

Welcome to the 2022 Child Care Director Survey!

Last year the Texas Legislature passed House Bill 619, which tasks the Texas Workforce Commission (TWC) with developing a strategic plan to support the child care workforce. TWC contracted with the Lyndon B. Johnson School of Public Affairs at The University of Texas at Austin and the Prenatal-to-3 Policy Impact Center led by Dr. Cynthia Osborne at Vanderbilt University to lead the strategic planning process to improve the quality of infant, toddler, preschool, and school-age child care by supporting the child care workforce.

You are invited to contribute to the Texas Child Care Workforce Strategic Plan! We are inviting child care directors like you to participate in a survey about your workforce. We are required by the Texas Legislature to collect specific data about the child care workforce, including their education level, income, and demographic characteristics.

This survey is intended for the director of the child care operation [OPERATION NAME] in [COUNTY] County.

Throughout this survey, we use the term "director" to include the center director or program director of a center-based child care operation and the director, owner, or operator of a home-based child care operation. We sampled directors for this survey from the Texas Child Care Licensing data.

If you are not the director of this operation, please do one of the following:

1. If you know the current director, pass this survey along to them by forwarding the email that contains the link to this page.
2. If you do not know the current director or cannot reach them, please email us at pn3.surveys@vanderbilt.edu to let us know you received this survey in error.

You will receive a $50 Amazon gift card after completing the survey.

Please complete and submit the survey by June 30, 2022.

Instructions

As required by the Texas Legislature, we will ask for the following information about **each staff member at your operation** who works directly with children:

- Gender
- Race/Ethnicity
- Pay rate
- Typical number of hours worked per week
- Educational attainment
- Attainment of professional certifications related to child care / early childhood education

Please take your time completing the survey and review your records as needed to provide accurate information. You may leave and return to the survey as many times as needed using the unique link and/or QR code provided. Your answers will not be deleted if you leave and return to the survey.

The survey will take anywhere from 15 to 60 minutes to complete depending on how many teachers work at your organization. **If you prefer to complete the survey by phone or using a spreadsheet rather than an online survey, please call us at 512-522-0477 or email us at pn3.surveys@vanderbilt.edu to set up an alternate administration process**.

Your participation is voluntary, and your decision not to answer the survey will not impact your relationship with TWC, The University of Texas at Austin, or Vanderbilt University. When you take the survey, your responses will not be linked to your name in our report and will only be used together with the other directors' responses we receive.

Thank you for participating in the 2022 Child Care Director Survey!

This survey has three sections:

- Section 1 asks general questions about your child care operation and workforce
- Section 2 asks specific questions about you, the director
- Section 3 asks specific questions about individual teachers in your operation. If you are a home-based child care provider with no other staff members, you will skip section 3

Section 1: Child Care Operation Information

*This section will ask general questions about the **child care operation** that you oversee. Please answer these questions based on what is true as of **today**.*

*Throughout this survey, we use the term "director" to include the center director or program director of a center-based child care operation **and** the director, owner, or operator of a home-based child care operation.*

General Operation Information

Question 1.1

Based on Texas Child Care Licensing data, our records indicate that your name is [DIRECTOR NAME OR DIRECTOR NAME UNKNOWN] and you are the Director at [OPERATION NAME]. Is this correct?

- ☐ Yes. My name is correct and I am the director at this operation ➔ ***Skip to question 1.2***
- ☐ No. I am the director of this operation, but that is not my name ➔ ***Skip to question 1.1C***
- ☐ No. I am not the Director at this operation OR I am not the director anymore
- ☐ This operation is permanently closed ➔ Go to end of survey

Question 1.1A

What is the name of the current director? If you do not know, please type "Unsure" as the First Name.

First Name: _____ Last Name: _____

Question 1.1B

- ☐ What is the email address for the current director? If you do not know, please type "Unsure." ➔ **Go to end of survey**

Question 1.1C

What is your name?

First Name: _____ Last Name: _____

Question 1.2

What age of children does **[OPERATION NAME]** serve? Please select all that apply.

- ☐ Infants (age birth – 17 months)
- ☐ Toddlers (age 18 months – 35 months)
- ☐ Preschool (age 3 years – 4 years)
- ☐ School age (age 5 years and older)

Question 1.3

Is your operation nationally accredited? Please select all that apply.

- ☐ No
- ☐ Yes – NAEYC (National Association for the Education of Young Children)
- ☐ Yes- NAFCC (National Association for Family Child Care)
- ☐ Yes – Something else: _____

Question 1.4A

The list below contains special types of child care operations. Please select whether your program is any of the following. Please select all that apply.

- ☐ My program is a Head Start or Early Head Start program
- ☐ My program is a Public PreK program
- ☐ My program only provides drop-in care
- ☐ My program only provides summer or school vacation care (e.g., summer camp, spring break camps, etc.)
- ☐ None of these are true for my program

Question 1.4B

Which of the following describe the times that you offer child care? Please select all that apply.

- ☐ We offer full-day care on weekdays
- ☐ We offer part-day care on weekdays
- ☐ We offer before and/or after school care on weekdays ➔ **Skip to question 1.5**
- ☐ We offer care on weekends ➔ **Skip to question 1.5**
- ☐ We offer care overnight ➔ **Skip to question 1.5**

Question 1.4C

Which of the following describes the number of weekdays that children enroll in care at your program? Please select all that apply.

- ☐ Children enroll in 5 day per week care
- ☐ Children enroll in 3 day per week care
- ☐ Children enroll in 2 day per week care
- ☐ Something else, please describe: _____

Question 1.5

How many teachers/caregivers work at your operation as of today, NOT including yourself?

Please include both full and part time staff. Also, include only teachers/caregivers, assistant teachers/caregivers and aides, teacher-directors, administrative directors, and other staff who work directly with children. Do not include bus drivers, cooks, or other staff who do not work directly with children.

_____

Question 1.6 [Skip if the input is 0 for Q1.5]

We are interested in the types of teaching staff (who work directly with children) who work at [OPERATION NAME], besides yourself. Please tell us the number, if any, of staff at your operation in each of the following roles, including both full-time and part-time staff.

___ Lead teacher/caregiver – Staff responsible for a designated classroom or group of children. Staff may or may not supervise other staff members [Form field numerical value validation]

___ Assistant teacher/caregiver – Staff who support the lead teacher/caregiver for a designated classroom or group of children [Form field – numerical value validation]

___ Floater/rotating assistant – Staff not responsible for one designated classroom or group of children. Staff may offer support in a variety of capacities as needed [Form field numerical value validation]

Section 1.2: Benefits and Pay

Please tell us about the compensation and benefits available to you and any staff at your operation.

Question 1.7

Which of the following benefits do **you** have access to as a result of your job as a child care director?

	YES	NO
Health Insurance	o	o
Life Insurance	o	o
Dental Insurance	o	o
Vision Insurance	o	o
Flexible Spending Account (FSA)	o	o
Health Savings Account (HSA)	o	o
Paid Sick Leave	o	o
Paid Parental Leave	o	o
Paid Vacation/Holidays	o	o
Retirement Account (401k, etc.)	o	o
Discounted or Free Child Care Slot(s)	o	o
Complimentary Meals	o	o

Question 1.7A

Please describe any other benefits that you have access to not included above _____

If no other teachers/caregivers other than director work at the operation (question 1.5) ➔ Skip to question 1.10A

Question 1.8A

Which of the following benefits do **full-time and/or part-time teaching staff** have access to?
Please select all that apply.

	Full-Time Teaching Staff		Part-Time Teaching Staff	
	YES	NO	YES	NO
Health Insurance	o	o	o	o
Life Insurance	o	o	o	o
Dental Insurance	o	o	o	o
Vision Insurance	o	o	o	o
Flexible Spending Account (FSA)	o	o	o	o
Health Savings Account (HSA)	o	o	o	o
Paid Sick Leave	o	o	o	o
Paid Parental Leave	o	o	o	o
Paid Vacation/Holidays	o		o	
Retirement Account (401k, etc.)	o	o	o	o
Discounted or free Child Care Slot(s)	o	o	o	o
Complimentary Meals	o	o	o	o

Question 1.8B

Please describe any other benefits offered to **full-time teaching staff** not included above. _____

Question 1.8C

Please describe any other benefits offered to **part-time teaching staff** not included above. _____

Question 1.9

Are the **teachers** (not including yourself) at your operation paid an hourly wage or paid an annual salary?

- Hourly wage
- Annual salary

Question 1.10A

Does your operation currently offer a one-time signing bonus to newly-hired teachers?

- Yes
- No ➔ **Skip to question 1.10C**
- Not applicable – we are not currently hiring ➔ **Skip to question 1.10C**

Question 1.10B

What is the typical amount of the one-time signing bonus offered to newly hired teachers? $_____

Question 1.10C

Does your operation currently offer a longevity or retention bonus to teachers?

- Yes
- No ➔ **Skip to next section (Professional Development)**
- Not applicable – I have no other staff ➔ **Skip to next section (Professional Development)**

Question 1.10D

How much is the longevity or retention bonus for teachers?$_____

Question 1.10E

When do/did teachers receive this bonus? _____

If you direct a LICENCED CENTER ➔ *Continue to Professional Development Section A*

If you direct a LICENSED HOME OR REGISTERED HOME ➔ *Skip to Professional Development Section B*

Section 1.3 Professional Development

Professional Development Section A

We would like to learn about the opportunities for professional development that are available in your area, learn which resources you prefer to use, and learn what additional resources could benefit you and any staff at your operation.

Question 1.11

How many teachers at your operation have Texas Early Childhood Professional Development System (TECPDS) Workforce Registry accounts?

- 76% to 100%
- 51% to 75%
- 26% to 50%
- 1 to 25%
- None, or 0%
- I don't know

Question 1.12

How many teachers at your operation have Children's Learning Institute (CLI) Engage accounts?

- 76% to 100%
- 51% to 75%
- 26% to 50%
- 1 to 25%
- None, or 0%
- I don't know

S1.4 We are interested in learning how staff at your operation obtain their professional development hours.

Question 1.13

Which of the following best describes **the primary way** that teaching staff at your operation obtain their professional development hours?

- Trainings are hosted by my operation (e.g., on a day that the children are not there or after hours)
- On their own (e.g., selecting online or in-person trainings and attending on a day off or after hours)

Question 1.14

Does your operation pay staff for the time they spend on professional development (i.e., count the training time as work hours)? Please select the option that is **most true** for your operation.

- We are unable to pay staff OR we do not pay staff for the time they spend obtaining any of their professional development hours
- We pay staff for some, but not all of the time they spend obtaining their required professional development hours
- We pay staff for all of the time they spend obtaining their required professional development hours **but do not** pay staff for any additional professional development hours
- We pay staff for all of the time they spend obtaining their required professional development **and** additional hours
- Something else, please describe: _____

Question 1.15A

We would like to know what topics of professional development are most relevant to you and/or your staff and what is available for you and your staff to access in your area (including what you can access online).

	As of today, would attending a training on this topic be beneficial to you and/or your staff?		As of today, can you access this professional development topic?	
	Yes	**No**	**Yes**	**No**
Child growth and development	o	o	o	o
Supporting children with special needs	o	o	o	o
Addressing challenging behaviors	o	o	o	o
Responsive interactions and guidance	o	o	o	o
Learning environments, planning framework, curriculum, and standards	o	o	o	o
Content pedagogy and instructional support (i.e., literacy, math, etc.)	o	o	o	o
Supporting student skill development	o	o	o	o
Observation and assessment	o	o	o	o
Diversity, equity, and inclusion	o	o	o	o
Supporting Dual/ Multiple Language Learners	o	o	o	o
Family and community relationships	o	o	o	o
Health, safety, and nutrition	o	o	o	o
Professionalism and ethics	o	o	o	o
Staff mental health and wellbeing	o	o	o	o
Business operations (administration, HR, recruitment and marketing, etc.)	o	o	o	o

If access to professional development topics is not an issue and "yes" is selected for all professional development topics under, "as of today, can you access this professional development topic?"
(question 1.15A) ➔ **Skip to question 1.16**

Question 1.15B

What barrier(s) prevent(s) staff at your operation from accessing professional development on topics that would most benefit them? Select all that apply.

- ☐ Cost
- ☐ Time of trainings is not convenient. Convenient times would be: _____
- ☐ Availability of trainers
- ☐ Availability of technology resources
- ☐ Lack of administrator support
- ☐ Lack of access to substitute teachers

- ☐ Location of trainings. Convenient location would be: _____
- ☐ Online training is not available
- ☐ Level of training content does not match experience level
- ☐ Personal barriers, such as lack of child care for own children, lack of transportation, etc.
- ☐ Trainings not available in primary language of staff. Languages we need: _____
- ☐ Something else, please describe: _____
- ☐ None

Question 1.16

Overall, teachers at my operation can access high-quality professional development opportunities to continue developing their skills as an early childhood educator.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

➔ **Skip to question 1.18A**

Professional Development Section B

We would like to learn about the opportunities for professional development that are available in your area, learn which resources you prefer to use, and learn what additional resources could benefit you.

Question Q1.17A

We would like to know what topics of professional development are most relevant to you and what is available for you to access in your area (including what you can access online).

	As of today, would attending a training on this topic be beneficial to you?		As of today, can you access this professional development topic?	
	Yes	No	Yes	No
Child growth and development	o	o	o	o
Supporting children with special needs	o	o	o	o
Addressing challenging behaviors	o	o	o	o
Responsive interactions and guidance	o	o	o	o
Learning environments, planning framework, curriculum, and standards	o	o	o	o
Content pedagogy and instructional support (i.e., literacy, math, etc.)	o	o	o	o
Supporting student skill development	o	o	o	o
Observation and assessment	o	o	o	o
Diversity, equity, and inclusion	o	o	o	o
Supporting Dual/ Multiple Language Learners	o	o	o	o
Family and community relationships	o	o	o	o
Health, safety, and nutrition	o	o	o	o
Professionalism and ethics	o	o	o	o
Staff mental health and wellbeing	o	o	o	o
Business operations (administration, HR, recruitment and marketing, etc.)	o	o	o	o

If **access** to professional development topics is not an issue and "yes" is selected for all professional development topics under, "as of today, can you **access** this professional development topic?" (question 1.17A) ➔ Skip to question 1.17C

Question 1.17B

What barrier(s) prevent(s) you from accessing professional development on topics that would most benefit you? Select all that apply.

- ☐ Cost
- ☐ Time of trainings is not convenient. Convenient times would be: _____
- ☐ Availability of trainers
- ☐ Availability of technology recourses
- ☐ Lack of administrator support
- ☐ Lack of access to substitute teachers
- ☐ Location of trainings. Convenient location would be: _____
- ☐ Online training is not available
- ☐ Level of training content does not match experience level
- ☐ Trainings not available in primary language of staff. Languages we need: _____
- ☐ Personal barriers, such as lack of child care for own children, lack of transportation, etc.
- ☐ Something else, please describe: _____
- ☐ None

Question 1.17C

Overall, I can access high-quality professional development opportunities to continue developing my skills as an early childhood educator.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Question 1.18A

Please mark how familiar you are with the following tools to search for and schedule professional development opportunities.

	I have never heard of this resource	I have heard of this resource, but I have never used it	I have heard of this resource, but I cannot access them	I have used this resource
AgriLife Extension Courses	o	o	o	o
Children's Learning Institute (CLI) Engage	o	o	o	o
Early Childhood Intervention (ECI) Online	o	o	o	o
Regional Education Service Centers	o	o	o	o
TECPDS Training Registry	o	o	o	o
Texas Education Agency (TEA) Monthly Webinars	o	o	o	o
Texas Workforce Commission (TWC) / WorkSource	o	o	o	o

Question 1.18B

What other types of professional development opportunities do you wish you could access? Please include both your desired topic(s) and training format(s). _____

Section 1.6 Workforce Pay & Turnover

We would like to learn about your experiences and opinions on workforce topics, such as compensation and hiring, in the child care industry.

Question 1.19

In your opinion, what would be the ideal starting **hourly wage** to pay a full-time child care lead teacher to pay them fairly for their work (Use decimal points if needed) $___.__

Question 1.20

If you provided this wage to your staff, what would the impact on your operation be? Please select all that apply.

- ☐ Full-time, lead teachers already make this wage, or more, at my operation
- ☐ We could not afford to stay in business
- ☐ We would have to raise tuition
- ☐ Workers would stay longer / turnover would decrease
- ☐ We would attract higher quality staff
- ☐ We would have to cut or reduce benefits for staff
- ☐ We would have to reduce compensation for non-caregiving staff
- ☐ We would have to accept fewer families who pay through subsidies
- ☐ We would have to cut back on extra training or professional development opportunities
- ☐ Something else, please describe: _____

Question 1.21

When you need to **hire additional caregiving staff**, which of the following are **major challenges** you face in the current market? Select all that apply.

- ☐ People do not want to work in child care
- ☐ Wages are too low to attract quality staff
- ☐ Other job opportunities pay more than we can
- ☐ We cannot find qualified candidates
- ☐ Something else, please describe: _____
- ☐ We do not face any major challenges to hiring
- ☐ Not applicable; we do not need to hire additional caregiving staff

Question 1.22A

To what extent would the following factors help to reduce turnover of high-quality teachers at child care operations in your area?

	A lot	Somewhat	A little	Not at all
Increasing pay, as needed, to ensure teachers make a living wage (e.g., $15 per hour depending on the area)	o	o	o	o
Offering more benefits, such as health insurance	o	o	o	o
Offering more paid time off (i.e., paid vacation or sick days)	o	o	o	o
Decreasing the staff to child ratio (i.e., more teachers)	o	o	o	o
Increasing the amount of time teachers have for planning	o	o	o	o
Increasing the number of breaks a teacher can take during the day	o	o	o	o
Increasing opportunities for free or low-cost continuing education	o	o	o	o
Providing more career advancement opportunities	o	o	o	o

Question 1.22B

Please describe any other factors you believe could help reduce turnover of high-quality teachers at child care operations in your area not included above. _____

Question 1.23

In one sentence, what do you see as the biggest challenge currently facing your operation? _____

Question 1.24

What is the **most important** thing that Texas could do to improve the child care system in the state?

_____

Section 2: Director Information

In this section, we ask you to provide information about **yourself** as the operation **director**.

Director Demographic Characteristics

Question 2.1

Do you consider yourself to be one or more of the following? Select all that apply.

- ☐ Native American or Alaska Native
- ☐ Arab or Middle Eastern
- ☐ Asian

- ☐ Black or African American
- ☐ Hispanic, Latina/o/x, or Spanish origin
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other (please specify): _____

Question 2.2

With what gender do you identify?

- Woman
- Man
- Nonbinary
- Something else: _____
- Prefer not to disclose

Director Education & Experience

Question 2.3

What is the highest level of education that you have completed?

- Less than a high school diploma or equivalent ➔ **Skip to question 2.5**
- High school diploma or equivalent (GED) ➔ **Skip to question 2.5**
- Some college, but no degree ➔ **Skip to question 2.5**
- Specialized Trade Certification or Vocational Degree, such as a Child Development Associate's (CDA) credential ➔ **Skip to question 2.5**
- Associate's degree
- Bachelor's degree (BA, BS, AB, etc.)
- Master's degree
- Doctoral degree

Question 2.4

Does your degree pertain to child development or early childhood education, or a related field? *Related fields include degrees such as nursing, psychology, elementary education, social work, speech pathology, or special education.*

- Yes
- No

Question 2.5

We want to learn about the additional early childhood education credentials you have. Please select all of the credentials, certificates, or certifications you have, if any.

- ☐ Child and Youth Care (CYC) Certification
- ☐ Child Care Director's Credential
- ☐ Child Care Health Consultant (CCHC)
- ☐ Child Care Professional (CCP)
- ☐ Child Development Associate (CDA)
- ☐ CIRCLE Foundation Training – I&T
- ☐ CIRCLE Foundation Training – PreK
- ☐ EC Technical Certificate
- ☐ Family Life Educator Certification (CFLE)
- ☐ Infant-Toddler Specialist (ITSN) Certification
- ☐ Montessori Credential
- ☐ Program for Infant/Toddler Care (PITC) Certification
- ☐ State Teacher Certification
- ☐ First3Years Infant Mental Health Endorsement
- ☐ Texas Certification – Art
- ☐ Texas Certification – Bilingual Education
- ☐ Texas Certification – Computer Science and Technology Applications

- ☐ Texas Certification – Core Subjects
- ☐ Texas Certification – Counselor
- ☐ Texas Certification – Educational Diagnostician
- ☐ Texas Certification – English Language Arts and Reading
- ☐ Texas Certification – English as a Second Language
- ☐ Texas Certification – Generalist
- ☐ Texas Certification – Gifted and Talented
- ☐ Texas Certification – Health
- ☐ Something else, please describe: _____
- ☐ None of the above

Question 2.6

Do you speak more than one language to interact with children in the classroom(s) and/or communicate with parents?

- Yes, I speak two languages
- Yes, I speak more than two languages
- No, I speak one language

Question 2.7

How long have you worked as the director?

Years _____ Months _____

Question 2.8

How many total years of early childhood education / child care experience do you have?

Years _____

Director Compensation and Work Hours

Question 2.9

In a typical week, approximately how many hours do you work?

_____ hours per week

Question 2.10

Are you paid an hourly wage or paid an annual salary?

- Hourly Wage
- Annual Salary ➔ **Skip to question 2.12**

Question 2.11

What is your hourly rate?

$ _____ ➔ **Skip to question 2.13**

Question 2.12

What is your annual salary? $ _____

Director Online Professional Development Accounts

Question 2.13

Do you have a Texas Workforce Registry Account with Texas Early Childhood Professional Development System (TECPDS) in which you are listed as director and staff can link their account to your operation/center?

- Yes ➔ **Skip to question 2.15**
- No
- I have a Texas Workforce Registry Account, but I have not applied to be the director on my account ➔ **Skip to question 2.15**
- I am not sure ➔ **Skip to question 2.15**

Question 2.14

What are the reason(s) why you do not have a TECPDS Workforce Registry Account? _____

Question 2.15

Do you have a Children's Learning Institute (CLI) Engage account?

- Yes
- No
- I am not sure

If no other teachers/caregivers other than director work at the operation (question 1.5) ➔ Skip all of Section 3 and go to end of survey

Section 3: Teacher Information

As required by HB 619, this section will ask you to provide information on **each individual teacher** at your operation.

[Fill out Section 3 for each teacher reported in question 1.5]

Teacher Demographic Characteristics

We ask for the name of each staff member at your operation to allow you to easily track which staff you have shared information about. We will never release the names of any of your staff members or use the data you provide connected to the staff names.

Question 3.1

Enter first name and last initial of teacher _____

First Name and Last Name Initial _____

Question 3.2

What best describes [TEACHER #]'s role at your operation?

- **Lead teacher/caregiver** – Staff responsible for a designated classroom or group of children. Staff may or may not supervise other staff members
- **Assistant teacher/caregiver** – Staff who support the lead teacher/caregiver for a designated classroom or group of children
- **Floater/rotating assistant** – Staff not responsible for one designated classroom or group of children. Staff may offer support in a variety of capacities as needed.

Question 3.3

What age of children does [TEACHER #] work with? Please select all that apply.

- ☐ Infants (age birth – 17 months)
- ☐ Toddlers (age 18 months – 35 months)
- ☐ Preschool (age 3 years – 4 years)
- ☐ School age (age 5 years and older)

Question 3.4

Does [TEACHER #] consider themselves to be one or more of the following? Select all that apply.

- ☐ Native American or Alaska Native
- ☐ Arab or Middle Eastern
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic, Latina/o/x, or Spanish origin
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other (please specify): _____
- ☐ Unsure

Question 3.5

To the best of your knowledge, with what gender does [TEACHER #] identify?

- Woman
- Man
- Nonbinary
- Something Else: _____
- I don't know with what gender [TEACHER #] identifies with
- Prefer not to disclose

Teacher Education & Experience

Question 3.6

What is the highest level of education that [TEACHER #] has completed?

Less than a high school diploma or equivalent ➔ Skip to question 3.8

High school diploma or equivalent (GED) ➔ Skip to question 3.8

Some college, but no degree ➔ Skip to question 3.8

Specialized Trade Certification or Vocational Degree, such as a Child Development Associate® (CDA) credential ➔ Skip to question 3.8

- Associate's degree
- Bachelor's degree (BA, BS, AB, etc.)
- Master's Degree
- Doctoral Degree
- Unsure

Question 3.7

Does [TEACHER #]'s highest level of education pertain to child development or early childhood education, or a related field? *Related fields include nursing, psychology, elementary education, social work, speech pathology, or special education.*

- Yes
- No
- Unsure

Question 3.8

Is [TEACHER #] currently enrolled in a degree or certification program?

- Yes
- No
- Unsure

S3.6 We ask you to answer the following questions taking into account that [TEACHER #] is: [First Name and Last Name Initial]

Question 3.9

We want to learn about the additional early childhood education credentials [TEACHER #] has. Please select all of the credentials, certificates, or certifications [TEACHER #] has, if any.

- ☐ Child and Youth Care (CYC) Certification
- ☐ Child Care Director's Credential
- ☐ Child Care Health Consultant (CCHC)
- ☐ Child Care Professional (CCP)
- ☐ Child Development Associate (CDA)
- ☐ CIRCLE Foundation Training – I&T
- ☐ CIRCLE Foundation Training – PreK
- ☐ EC Technical Certificate
- ☐ Family Life Educator Certification (CFLE)
- ☐ Infant-Toddler Specialist (ITSN) Certification
- ☐ Montessori Credential
- ☐ Program for Infant/Toddler Care (PITC) Certification
- ☐ State Teacher Certification

- ☐ First3Years Infant Mental Health Endorsement
- ☐ Texas Certification – Art
- ☐ Texas Certification – Bilingual Education
- ☐ Texas Certification – Computer Science and Technology Applications
- ☐ Texas Certification – Core Subjects
- ☐ Texas Certification – Counselor
- ☐ Texas Certification – Educational Diagnostician
- ☐ Texas Certification – English Language Arts and Reading
- ☐ Texas Certification – English as a Second Language
- ☐ Texas Certification – Generalist
- ☐ Texas Certification – Gifted and Talented
- ☐ Texas Certification – Health
- ☐ Something else, please describe: _____
- ☐ None of the above
- ☐ Unsure

Question 3.10

Does [TEACHER #] speak more than one language to interact with children in the classroom(s) and/or communicate with parents?

- Yes, they speak two languages
- Yes, they speak more than two languages
- No, they speak one language

Question 3.11

How long has [TEACHER #] worked at your operation in their current role?

Years _____ Months _____

Question 3.12

How many total years of child care experience does [TEACHER #] have?

Years _____

Teacher Compensation and Work Hours

Question 3.13

About how many hours per week does [TEACHER #] work?

____ hours per week _

If teacher is paid an hourly wage (question 1.9)➔ **Continue to question 3.14**

If teacher is paid an annual salary (question 1.9)➔ **Skip to question 3.15**

Question 3.14

What is [TEACHER #]'s hourly wage?

$_.__ ➔ Skip to 3.1 to complete section for next teacher or, if all teachers have been reported on, end survey

Question 3.15

What is [TEACHER #]'s annual salary?

$___ ➔ Skip to 3.1 to complete section for next teacher or, if all teachers have been reported on, end survey

B: Multivariate Regression Model Predicting Early Childhood Educator Wage

Table B1: Results of Linear Regression Models for Variation in Early Childhood Educator Compensation

	Model 1	Model 2
	Est. (SE)	Est. (SE)
Intercept	**12.77*** (0.21)**	**11.51*** (0.35)**
Race		
White *(Reference Group)*	0	0
Black	0.04 (0.23)	-0.04 (0.21)
Hispanic	**-0.51* (0.22)**	**-0.40*(0.18)**
Other	1.01 (0.31)	0.26 (0.31)
Education Level		
High School *(Reference Group)*		0
Some College		0.29 (0.18)
CDA or Specialized Certification		**0.71**(0.22)**
Associates Degree		**1.28***(0.24)**
Bachelor's Degree or Higher		**2.03***(0.25)**
Early Educator's Teacher Role		
Lead Educator *(Reference Group)*		0
Assistant Educator		**-0.97***(0.16)**
Floater/Rotating Educator		**-0.36*(0.18)**
Years of Experience		0.08***(0.01)
Urbanicity		
Rural *(Reference Group)*		0
Urban-Metropolitan County		**1.49***(0.26)**
Program Size		
11 or More Staff *(Reference Group)*		0
10 or fewer staff members		**-1.13***(0.25)**
Program Type		
Center-Based Program *(Reference Group)*		0
Home-Based Programs (licensed/registered)		-0.19 (0.38)
Program Accepts Subsidies		
No *(Reference Group)*		0
Yes		**-0.62*(0.27)**
A Public Pre-K or Head Start Program		
No *(Reference Group)*		0
Yes		0.49 (0.41)
Educator Works with Infants		
No		0
Yes		**-0.28*(0.13)**
Observations	3585	3226

Standard errors in parentheses. * p < 0.05, ** p < 0.01, *** p < 0.001, Models clustered at operation-level. Reference group in these analyses are White educators, with a high school education or less, who are lead educators, in rural counties, in operations with 11 or more staff.

C: Characteristics of Child Care Directors – Texas Director Survey

The following section presents key workforce data for center-based and home-based directors who responded to the Texas Director Survey and meet the criteria to be in our Workforce Sample (n=529). Chapter 5 presents the same data for the early childhood educator workforce (n=3,848), including early childhood educators who work in center-based and home-based programs. This section and Chapter 5 both include home-based directors, who we refer to as home-based owner-educators in Chapter 5. We include home-based directors / home-based owner-educators in both sections for efficient comparison, given that they are a unique group who typically play multiple roles as business owner, director, and educator.

Table C1: The Demographic Composition of the ECE Director Workforce

Note: Early childhood educators identified as White-Hispanic were recoded as Hispanic in these analyses

Table C2: The Educational Attainment of the ECE Director Workforce

	All Directors (n=529)	Center-Based Directors (n=379)	Home-Based Directors (n=150)
Hispanic	28.5%	30.6%	23.3%
White, non-Hispanic	41.8%	41.2%	43.3%
Black, non-Hispanic	22.1%	20.3%	26.7%
Asian	3.2%	3.2%	3.3%
Middle Eastern	0.2%	0.3%	--
Pacific Islander	--	--	--
Native American	--	--	--
Other	1.0%	1.1%	0.7%
Multiracial	3.2%	3.4%	2.7%
Woman	97.0%	96.8%	97.3%

	All Directors (n=529)	Center-Based Directors (n=379)	Home-Based Directors (n=150)
HS Diploma or GED	9.5%	5.8%	18.7%
Some College	18.7%	17.9%	20.7%
CDA or Specialized Trade Certification	20.4%	18.7%	24.7%
Associate's Degree	14.6%	14.8%	14.0%
Bachelor's Degree	23.8%	27.2%	15.3%
Master's Degree	11.3%	13.5%	6.0%
Doctoral Degree	1.7%	2.1%	0.7%

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

Table C3: ECE Director Workforce Years of Experience

	All Directors (n=529)	Center-Based Directors (n=379)	Home-Based Directors (n=150)
5 years or less	6.2%	6.9%	4.7%
6-10 years	14.2%	14.5%	13.3%
11-15 years	16.5%	17.9%	12.7%
16-20 years	17.2%	15.0%	22.7%
20 years or more	45.8%	45.7%	46.0%
Unsure/Missing	0.2%	--	0.7%

Table C4: Differences in Median Hourly Pay for Directors by Child Care Program Characteristics

	n	All Directors (n=483)	Center-Based Directors (n=347)	Home-Based Directors (n=136)
Location				
Rural Child Care Program	57	$14.67	$15.00	$10.91
Urban-Metropolitan Child Care Program	426	$16.67	$18.22	$15.00
Subsidy Acceptance				
Child Care Program Accepts Subsidies	278	$16.00	$17.00	$13.00
Child Care Program Does Not Accept Subsidies	205	$16.00	$18.00	$15.00
Number of Staff				
No Staff	71	$15.00	--	$15.00
1-10 Staff	290	$15.00	$15.43	14.00
11+ Staff	122	$21.35	$21.35	--

Table C5: ECE Workforce Median Hourly Wage, by Director Characteristic

Child Care Program Characteristics	n	All Directors (n=483)	Center-Based Directors (n=347)	Home-Based Directors (n=136)
Highest Level of Education				
High School Education Only	133	$15.00	$15.00	$13.09
CDA or Higher	350	$16.86	$18.00	$15.00
Years of Experience				
5 Years or Less	30	$15.00	$15.00	$13.33
Between 6 and 15 Years	151	$16.00	$17.75	$15.00
More than 16 Years	302	$16.10	$17.60	$14.88
Race				
White, NH	206	$17.03	$18.45	$15.00
Black, NH	105	$16.07	$19.00	$15.00
Hispanic, NH	136	$15.00	$16.00	$12.00

Table C6: Access to Employment Benefits Across the ECE Director Workforce

	All Directors (n=431)	Center-Based Directors (n=309)	Home-Based Directors (n=122)
Health Insurance	24.5%	31.9%	6.0%
Dental Insurance	23.8%	31.7%	3.5%
Vision Insurance	22.6%	30.4%	3.5%
Flexible Spending Account (FSA)	8.4%	11.5%	0.9%
Paid Sick Leave	47.7%	56.6%	25.8%
Paid Vacation/Holiday Time	71.2%	82.2%	43.4%
Retirement Account	20.9%	28.4%	2.7%

Note: Directors reported in the table are not employed at a child care program reported as a Head Start operation or public pre-K operation. For all directors, n range from 383-431; for center-based directors, n range from 270-309; for home-based directors, n range from 112-122. Ranges differ by item because some directors skipped items.

TEXAS WORKFORCE COMMISSION

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