Compensation Capacity-Building Community of Practice

Kickoff - Convening #1 February 27, 2025

Questions? Email Arabella at arabella.bloom@berkeley.edu

Center for the Study of Child Care Employment University of California, Berkeley cscce.berkeley.edu EARLY EDUCATOR INVESTMENT COLLABORATIVE Professional Educators. Professional Compensation. Prepared Children.



Welcome to the Compensation Capacity-Building CoP kickoff!

Please share your name, team or organization, and one word to describe how you are feeling in the chat.





Opening and Welcome



Arabella Bloom Associate Director of Technical Assistance, CSCCE





Agenda

Professional Educators. Professional Compensation. Prepared Children.

	12:00pm	Welcome and opening
	12:15pm	Introduction to teams
	1:00pm	Break
	1:30pm	Building cross-team connections
	2:00pm	Reconvene and share out
	2:20pm	Next steps for the CoP
	2:50pm	Closing questions
EAR EDU INVI COL	3:00pm	Convening ends



Opening and Welcome



Dr. Ola Friday Executive Director, Early Educator Investment Collaborative





About CSCCE - Our Purpose

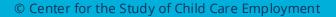
CSCCE provides research and analysis on the preparation, working conditions, and compensation of the early care and education workforce.

We develop policy solutions and create spaces for teaching, learning, and educator activism.

Our vision is an effective public early care and education system that secures racial, gender, and economic justice for the women whose labor is the linchpin of stable, quality services.







About CSCCE - Our Work

Bold on Compensation Learning Community

- Brought together leaders and advocates from seven states to advance compensation for the early childhood workforce.
- Met from 2022-2024

Public Database of Compensation Strategies

- Collected data on how ARPA and other federal, state, and local funding streams can improve compensation and provide relief payments for the workforce.
- Database 2.0 will be released soon!



EDUCATOR INVESTMENT COLLABORATIVE Professional Educators. Professional Compensation. Prepared Children.

EADIN

Bold on Compensation Learning Community

- What did we learn?
- Across states, two elements have been central to success and have laid the groundwork for long-term change:
 - Sustained funding with compensationfocused policy solutions; and
 - Community organizing and educator activism.





Our Goals for the CoP

- Participants learn from one another through peer-to-peer discussions, elevating commonalities across projects, and engaging in collective problem-solving.
- From the Bold on Compensation learning community:
 - I learned that we are not alone. We all are in this together. There isn't one solution to solve the issue at hand. In some cases it is state specific but overall we are going through the same thing with few solutions. Bottom line- we need support and funding!!
 - I gained knowledge from other states on their creative ways of addressing issues to compensate their providers. It got me thinking out of the box and looking at different ways that can be helpful in organizing teachers.

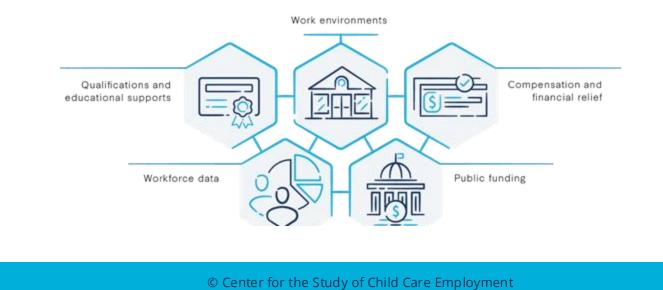




Our Goals for the CoP

EARLY

- Participants learn from experts, including but not limited to CSCCE staff, on aligned areas of interest that help members meet their self-identified learning needs.
- The CoP engagement supports members' individual implementation of strategies and goals.





Our Goals for the CoP

- Participants learn from one another through peer-to-peer discussions, elevating commonalities across projects, and engaging in collective problem-solving.
- Participants learn from experts, including but not limited to CSCCE staff, on aligned areas of interest that help members meet their self-identified learning needs.
- The CoP engagement supports members' individual implementation of strategies and goals.
- The Collaborative Steering Committee and the broader field learn from participants' efforts.



What to Expect

CSCCE will:

- Host 4 virtual convenings each year.
- Facilitate a menu of technical assistance.
- Host periodic check-in meetings with each team to understand shifting needs and priorities.
- Synthesize, analyze, and share learnings from the Community of Practice through quarterly newsletters, case studies, briefs, and presentations.

CoP teams will:

- Actively participate in all virtual convenings.
- Make use of technical assistance opportunities, such as Office Hours and the email listserv.
- Respond to CSCCE requests for input and feedback.
- Serve as ambassadors for the Community of Practice bringing learnings back to your full team and wider community.



Meet the teams!

Each team will have 7-8 minutes to introduce themselves and their projects. Feel free to share questions and comments in the chat!







Colorado

Michele Stillwell-Parvensky. Early Childhood Workforce Compensation Administrator Angela Ben-Zekry, Strategy and System Leadership Unit Manager, Division of Early Childhood Workforce Jennifer McDonald, Manager, Registry and Career Pathways Unit Kai Peterson, Budget Analyst



COLORADO

Department of Early Childhood



Colorado Context

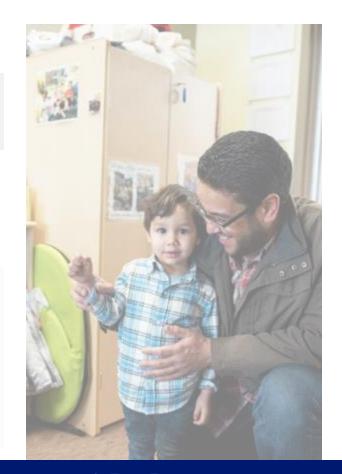
- New Department of Early Childhood created 2022
- Universal Preschool launched 2023
- Stimulus Investments
 - Teacher Salary Increase Pilot
 - FCCH Benefits Pilot



Grant Goals

Long-term, sustained increases to the salaries and benefits of early childhood teachers

- Advance toward just and equitable compensation tied to qualifications and role living wages and parity with K-12
- Progress towards implementation on key reports and plans
 - <u>Comprehensive Early Childhood Workforce Plan</u>
 - Compensation & Benefits Task Force Report
 - Benefits Research Study
- Leverage new and existing funding sources





COLORADO Department of Early Childhood



Grant Partners

State Agencies

- Colorado Department of Early Childhood (CDEC)
- Colorado Department of Labor and Employment (CDLE)
- Colorado Department of Human Services (CDHS)
- Colorado Department of Higher Education (CDHE)
- Office of Economic Development and International Trade (OEDIT)
- Governor's Office
- Division of Insurance
- Connect for Health Colorado
- Colorado Department of Education
- Department of Health Care Policy and Finance





External Partners

- Colorado Action and Evaluation Lab at University of Denver: Workforce Evidence-Building Hub through the Colorado Action and Evaluation Lab
- Compensation and Benefits Workgroup
- Recruitment, Retention and Pathways
 - Providers (Centers, District, Family Child Care)
 - \circ Advocates
 - Researchers
 - Higher Education
 - Local Capacity Organizations
 - Foundations



Success: Tax Credits for Educators

- Starting in 2022, Early Childhood Educator refundable state tax credit (ranging from \$850-\$1,620 based on credential level) for educators with an active Early Childhood Professional Credential (ECPC) who are working in licensed child care programs and meet specific income criteria,
- Benefited more than 13,000 educators and provided more than \$18 million in increased compensation
- Incentivized early childhood professionals to obtain their credentials or move to a higher credential level
- The ECE Tax Credit will expire after this tax year, but will be replaced with a new Care Worker Tax Credit that will provide a \$1,200 refundable tax credit for qualifying child care workers, including family, friend and neighbor providers. Goal of reaching 14,700 child care workers to claim the credit in the 2025 tax year.

10,000 8,000 6,000 4,000 4,456 2,000 2,000 2,545 2018 2019 2020 2021 2022 2023

Professionals Awarded ECPCs by Year



Challenge: Budget Context



- State budget outlook for the next several fiscal years is bleak, making securing additional investments in early childhood compensation more difficult, particularly alongside the roll-off of stimulus investments and uncertainty on the federal level
- Of note, Colorado has a limitations on the ability of the Legislature and Governor to raise taxes without a vote of the people (TABOR).
- Colorado is implementing an alternative rate methodology for our child care subsidy program (Colorado Child Care Assistance Program, CCCAP) to reflect the true cost of care, which significantly increases rates for providers. However, since there is not adequate additional federal funding (alongside the costs of implementing the new federal CCDF rule), the state will be serving less children with subsidies and it is unclear what the net financial impact will be on providers and whether they will actually have resources to raise teacher compensation.



THANK YOU!



COLORADO Department of Early Childhood



Exploring Pay Equity in Early Childhood Education

Lessons from Washington, DC

Kathryn Kigera, Hannah Matthews and Angela Spinella

What is the Early Childhood Educator Pay Equity Fund?

- The Fiscal Year 2022 (FY22) Budget Support Emergency Amendment Act of 2021 created the Early Childhood Educator Pay Equity Fund as a special fund of the District of Columbia Government to increase compensation of child development facility staff.
- The legislation also created an Early Childhood Educator Equitable Compensation Task Force (Task Force) to make recommendations for implementing the fund.
- In 2022, the DC Council passed additional legislation authorizing the Office of the State Superintendent of Education (OSSE) to administer the program based on the Task Force's recommendations.



HealthCare4ChildCare

- All Employees: All full-time and part-time employees of child development centers or homes licensed by OSSE are eligible for free or low-cost health insurance coverage.
- **DC Residents:** Provides free health insurance for District residents and their families who are employees of child development centers and homes licensed by OSSE through DC Health Link's Individual and Family Marketplace.
- Non-District Residents: Provides lower premiums or free health insurance for non-District residents who are employees of child development centers and homes licensed by OSSE choosing to participate through DC Health Link's Small Business marketplace (SHOP).



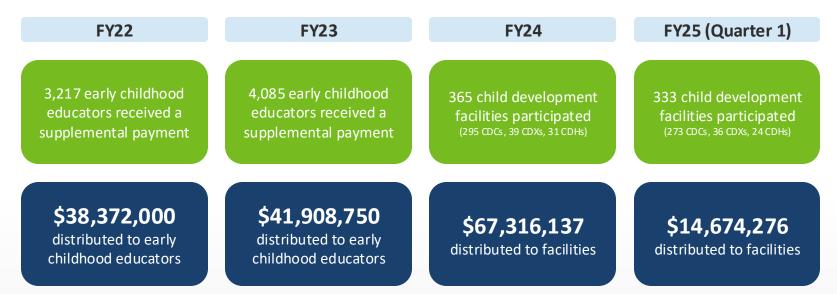
FY22 and FY23

• In FY22 and FY23, OSSE partnered with AidKit to disburse supplemental payments directly to early childhood educators.





OSSE Has Distributed Over \$162 Million to Boost Early Educator Pay





26

FY24

 In FY24, OSSE began distributing Early Childhood Educator Pay Equity Funds directly to child development facilities to increase compensation for early educators through a child development facility (CDF) payroll funding formula.





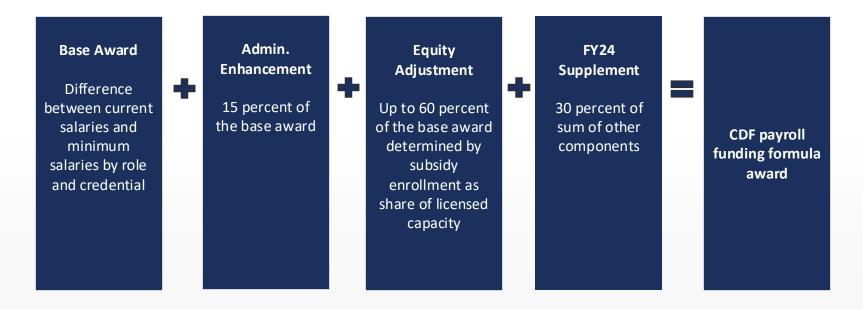
Minimum Salaries for FY24

Role	Credentials	Minimum Salaries for FY24 (annual salary)	Minimum Salaries for FY24 (hourly)
Assistant Teacher/ Associate Caregiver	Less than Child Development Associate (CDA)	\$43,865	\$21.09/hour
	CDA	\$51,006	\$24.52/hour
	Associate degree or higher	\$54,262	\$26.09/hour
	CDA	\$54,262	\$26.09/hour
Lead Teacher/ Home Caregiver/ Expanded Home Caregiver	Associate degree or higher in early childhood education (ECE)	\$63,838	\$30.69/hour
	Bachelor's degree or higher in ECE	\$75,103	\$36.11/hour



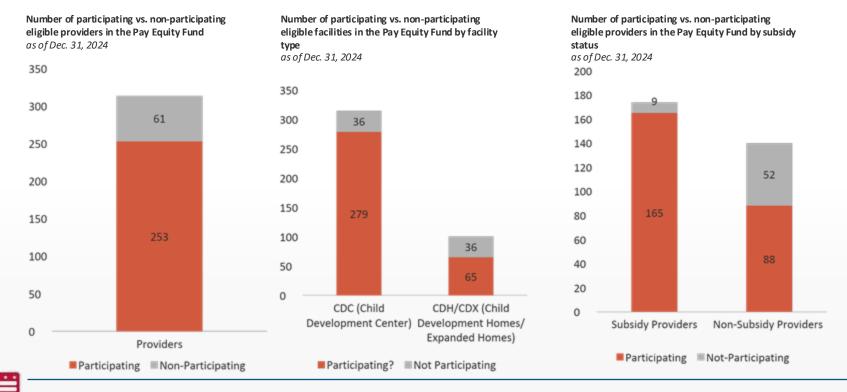
The CDF Payroll Funding Formula (FY24)

CDF payroll funding formula awards are calculated and distributed once per quarter.





253 child care providers are currently participating in the Early Childhood Educator Pay Equity Fund



Recent Changes to the Early Childhood Educator Pay Equity Fund

- **February 2024:** OSSE reconvened the Task Force to inform the continued implementation of the Early Childhood Educator Pay Equity Fund.
- June 2024: The DC Council directed the Task Force to submit a report to the Mayor and DC Council with recommendations for limiting fiscal pressures on the program through FY28, including potential changes to the minimum salaries and funding formula for FY25 and future fiscal years.
- September 2024: The Task Force submitted its recommendations to the DC Council including changes to the minimum salary requirements.
- October 2024: The DC Council passed emergency legislation, which adjusted the minimum salaries that child care providers participating in the Early Childhood Educator Pay Equity Fund are required to pay eligible early educators based on recommendations of the Task Force.



The minimum salary requirements for participating child care employers have changed for some staff types/credentials

No required minimum salary for Assistant Teachers or Associate Home Caregivers with less than a CDA (was \$43,865/year \$21.09/hour in FY24).

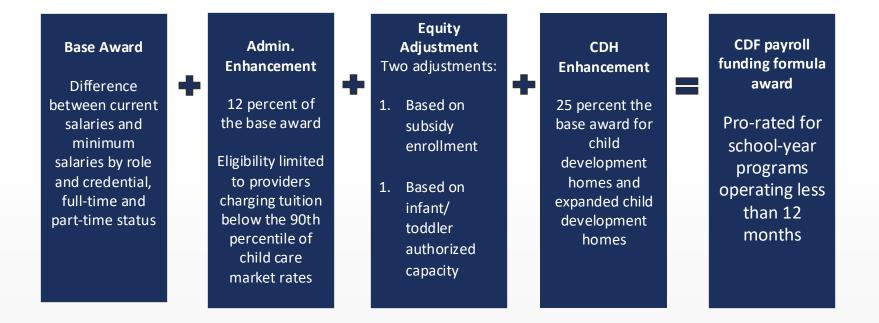
Minimum salary for Lead Teachers and Expanded Home Caregivers with CDA decreased by 6 percent (was \$54,262/year \$26.09/hour in FY24). This also means the wage supplement used to calculate the award will be less than in FY24.

Credential requirements for Teachers, Home Caregivers and Expanded Home Caregivers align with the education requirements for the DC early childhood workforce (24 credit hours were required in FY24).

	Staff Type	Credential	Minimum Salaries for FY25 (annual salary)	Minimum Salaries for FY25 (hourly wage)
	AssistantTeacherAssociate Home Caregiver	Child Development Associate (CDA) or equivalent	\$51,006	\$24.52/hour
		Associate degree (or higher) or 60 hours of college-level coursework in any field	\$54,262	\$26.09/hour
-	Teacher Expanded Home Caregiver	CDA or equivalent	\$51,006	\$24.52/hour
ľ	Home Caregiver	CDA or equivalent	\$54,262	\$26.09/hour
	 Teacher Home Caregiver Expanded Home Caregiver 	Associate degree in Early Childhood Education (ECE); associate degree with greater than or equal to 12 credit hours in ECE; or 60 hours of college-level coursework with greater than or equal to 12 credit hours in ECE	\$63,838	\$30.69/hour
		Bachelor's degree in ECE or bachelor's degree (or higher) with greater than or equal to 12 credit hours in ECE	\$75,103	\$36.11/hour



Updated CDF Payroll Funding Formula (effective FY25)





February 2025

Compensation Capacity Building Community of Practice Illinois Overview



Team Introductions



- Christi Chadwick, Director, ECACE, Illinois Board of Higher Education
- Angela Farwig, Vice President Public Policy, Advocacy & Research, Illinois Action for Children
- Marcy Mendenhall, President & CEO, SAL Family and Community Services
- Karen Yarbrough, Director, EC Policy and Strategy, UIC Collaborative for Young Children and Families

Policy Context - Change



- New state agency, Illinois Department of Early Childhood (IDEC) to be fully stood up July 1, 2026
- Evolution of funding innovations to support compensation and workforce development tested with one-time federal funding – Workforce Grants, ECACE, Apprenticeship
- Uncertainty due to current federal administration

Illinois Department of Early Childhood New State Agency



- Illinois Department of Human Services
 - Child Care Assistance Program, CCDBG & state funding
 - Home Visiting, MIECHV & state funding
 - Early Intervention Part C, IDEA, Medicaid, & state funding
- Illinois State Board of Education
 - Early Childhood Block Grant
 - Preschool for All State serving 3- & 4-year-olds in school and community-based settings

ш

- Prevention Initiative providing home visiting services and/or high quality care for infants, toddlers and 2-year olds
- Illinois Department of Children and Family Services
 - Child care licensing

Smart Start Illinois



Workforce Compensation Grants: State investment in upfront funding to increase compensation for the child workforce

- Licensed centers and homes are eligible, so long as they meet requirements
 - Must use funds for compensation and demonstrate wage floor is being met (\$17-19/hour)
 - Must meet CCAP requirement
 - Funding sources: Private pay and/or CCAP (per classroom) cannot be combined with E/HS of state ECBG)

Smart Start Apprenticeship



College of Education

Industry Recognized Credentials, Degrees, and Licenses Apprentices obtain Gateways to Opportunity Credentials, degrees and Professional Educator Licenses (PEL)

Employer Involvement



Employer signs on to Apprenticeship Agreement, identifies site based mentors, promotes workplace conditions that support professional learning. **Financial Rewards for Credentials and Degrees**

Beneficiary agreement between employer and IDHS detailing funding for wage increases based on Gateways Credentials and Degrees. (Smart Start)

— ×-

Classroom-based Instruction



Participating Gateways entitled 2- and 4-year institutions provide instruction leading to degrees and credentials funded through existing scholarship programs. Structured On-the-Job Learning Designed by participating IHEs, supervised by mentors trained and supported by sponsor.





Early Educator Collaborative Grant

Mattilyn Batson, Louisiana Policy Institute for Children Rochelle Wilcox, 4PxP & Wilcox Academy Early Learning Center

Purpose

What did we promise?

- **Goal 1:** Build the **infrastructure needed to support sustainable** increases in early educator compensation.
- Goal 2: Implement demonstration projects in key local communities that can be scaled across the state.
- Goal 3: Advance statewide policies to improve early educator compensation.

Our Values & Guiding Principles

<u>Values</u>

- Valuing the Profession
- Understanding History
- Centering Equity

Grant funds cannot actually be used directly for the compensation of early educators (unless to participate in grantspecific activities)

Guiding Principles

- Target early educator compensation, including wages & benefits
- Seek sustainable funding
- Address regular base compensation levels across programs wherever possible
- Maximize spending power and minimize adverse impacts
- Center the voices of those most impacted in design and implementation

Demonstration Projects

Goal 2: Implement **demonstration projects** in key local communities that can scale statewide.

- **Projects proposed** by Ready Start Networks, CCR&Rs or other membership-based ECE Coalitions that focus on (1) sustainable increases in compensation, (2) improved access to benefits, and/or (3) decreased cost of living for early educators, and are scalable.
- Expanded **business coaching** for early learning providers by early learning providers across the state to help them increase compensation for their employees
- Development of a new **health insurance benefits package for early educators** by working with a health insurance provider to design and implement a competitive and scalable offering specifically for early educators in Louisiana.

Selected Grant Projects

Grantee	Geographic Focus	Project Description
For Providers By Providers	Southeast, Central, North	This project will provide 4 cohorts of child care owners with peer-to-peer business coaching
Agenda for Children	Orleans Parish	This project will (1) map the local benefits landscape; (2) prioritize a hierarchy of benefits for local educators; (3) examine the benefits cliff implications of these; and (4) identify sustainable infrastructure for offering the most in-demand benefits.
Ascension Parish School Board	Ascension Parish	The focus of the project in Year 1 is to build a sustainable infrastructure and funding source to provide educators with a robust benefits package that they want and need, and have a healthcare expo. In Year 2, the project will take the benefits package and evaluate it as a pilot.

Selected Grant Projects

Grantee	Geographic Focus	Project Description
East Baton Rouge Ready Start Network	EBR Parish	Explore methods to increase early educator compensation, including considering the differences and benefits of stipends versus salary increases.
Jefferson Community Foundation	Jefferson Parish	This project focuses on the sustainable funding needed to compensate early educators at an appropriate rate, and will form a steering committee of diverse stakeholders to drive a campaign for funding.
Pointe Coupee Early Childhood Coalition	Pointe Coupee Parish	This project will leverage existing School Readiness Tax Credit efforts to support compensation, then codify those increases for replication in other parishes.
St. Tammany Ready Start Network	St. Tammany Parish	This project will design a feasible yet competitive compensation package to attract and retain top-notch early childhood educators, develop an "in-house" CDA training program, and launch communications campaigns to educate the public on early education

Reflections

<u>Success</u>

- Coalition Building we've created a steering committee that's geographically and functionally diverse, centering teacher voice, and a subset of this committee formed the selection committee for La. EEIC grantees and evaluator
- Community of Practice amongst La. EEIC grantees
- Third party Evaluator in place to measure demonstration project effectiveness

Challenge

- Political climate in La changed during year 1 (gubernatorial election) and year 2 (presidential election) which impacts the timing and strategies discussed for policy making
- Navigating leadership changes in key partner organizations



Minnesota Team

Kelly Kazeck, Emma Kurth, Jessica Richards, Marah Weidensee



Kelly Kazeck Minnesota Department of Children, Youth, and Families



- Education
 - B.S. Child and Family Studies
 - Minnesota Birth Third Grade Teaching License
- Background
 - Family, Friend, and Neighbor Care Provider
 - Licensed Family Child Care Provider
 - Early Childhood Center Teacher and Center Director
 - Early Childhood Family Education Teacher, School Readiness Teacher
 - School District Early Childhood Program Coordinator, Early Childhood Screening Coordinator, and Early Childhood School Age Child Care Program Coordinator
- Current Role
 - Early Childhood Workforce Collaboration Specialist

Emma Kurth Minnesota Children's Cabinet



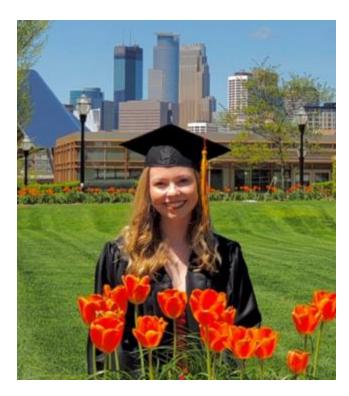
- Education
 - B.S. Early Childhood Education Foundations
 - M.Ed. Early Childhood/Early Childhood Special Education
- Background
 - Child Care Teacher
 - Center Director
 - Child Care Center Licensor
- Current Role
 - ECE Business Supports Specialist

Jessica Richards Minnesota Department of Children, Youth, and Families



- Education
 - B.S. Elementary Education
 - M.Ed. Educational Leadership
- Background
 - Elementary Classroom Teacher
 - Early Childhood School Director
 - ECE Business Development Specialist
- Current Role
 - ECE Wage Specialist

Marah Weidensee Minnesota Department of Children, Youth, and Families



Education

- B.A. Economics
- M.P.P. Social Policy
- Background
 - Elementary & Middle School Paraprofessional
 - Early Childhood Workforce Student Worker
 - Early Childhood Workforce Data Analyst
- Current Role
 - Early Childhood Workforce Project Manager

Successes

- Recent MN Compensation Work:
 - Great Start Compensation Support Payment Program
 - Minnesota Early Care and Education Wage Scale and Comparable Competencies Legislative Report
 - 2024 Pay Equity Pilot

Challenges

- 1. Access.
- 2. Costs.
- 3. Sustainability.

Our Goals

Learn from the successes and challenges of other states as well as other national examples:

- How are states accessing the ECE field? What have been some successful strategies in reaching hard-to-reach demographics for surveys/engagement?
- States with permanently funded ECE compensation programs: how did they build the political will?
 - Other creative strategies for funding compensation projects?
- Wage scales and assessments: how are states addressing professionals who may not fit onto a traditional wage scale (ECE degrees)?
 - Are states using things like language competencies or culturally specific/responsive care in compensation initiatives? Are there examples of this?
- Learning Management Systems: How are states using these to support their work on professionalization of the field and/or compensation strategies?



Thank You!

Kelly.Kazeck@state.mn.us Emma.Kurth@state.mn.us Jessica.Richards@state.mn.us Marah.Weidensee@state.mn.us

Tarrant County, Texas

Child Care Associates



Community of Practice Team





Melodi Faris, Ph.D. Executive Director, Center for the Early Educator Amity Halstead Director, Prekindergarten Programs Shawneequa Blount Director, Child Care Innovation



Catherine Davis Director, Policy

The Core Implementation Team

Amity Halstead, PreK Today &

Neighborhood

Casey Oliver, Texas A&M

Dr. Flavio Cunha, Texas Policy Lab

Dr. Melodi Faris, Center for the Early

Educator

County

Kara Waddell, Child Care Associates

Kristen Camareno, Tarrant County College

Maria Barragan, City of Fort Worth

Nicole Allen, Workforce Solutions Tarrant

Tori Lee, Texas Education Agency

Tracy Gunn, Education Service Center Region 11

Vanessa Jones, Tarrant County Community College

Ximena Antunez, The Rainwater Charitable

Foundation

Shawneequa Blount, Institute to A

Child Care

CCA Innovative Projects



Center for the Early Educator

The Center for the Early Educator aims to address the critical need for a well-supported early educator workforce in North Texas.

Key initiatives of the Center for the Early Educator include:

- Engaging in community-driven research to better understand early educator needs.
- Developing pathways, pipelines, and retention strategies for early educators, with an emphasis on credentialing that fosters career growth.
- Identifying professional development opportunities by leveraging existing resources throughout Texas.
- Collaborating with key stakeholders to enhance collective capacity and support the early educator workforce.



PreK Partnership Pilots

Our PreK models are designed to expand access to public prekindergarten through formal partnerships. Our partnership models utilize a hub entity that partners with Local Education Agencies and high quality child care programs to deliver public PreK in community based settings.

Key initiatives of the PreK Partnership Pilots include:

- Strengthening the quality of early learning programs while improving the long-term financial stability of child care providers.
- Empowering child care educators, positioning child care teachers as lead instructors, supported by certified teachers, to elevate instructional quality.
- Advancing a mixed-delivery systems by integrating child care, public prekindergarten, and Head Start to expand equitable access to high-quality early learning opportunities.
- Supporting Working Families by expanding access to publicly funded prekindergarten to better serve the needs of working families.

Prime Early Learning Pilot

Child Care Associates and our partners are piloting a new approach to pay selected TRS 4-star child care providers foundational funding to deliver high quality child care. In exchange for receiving a monthly amount of foundational funding, participating providers will:

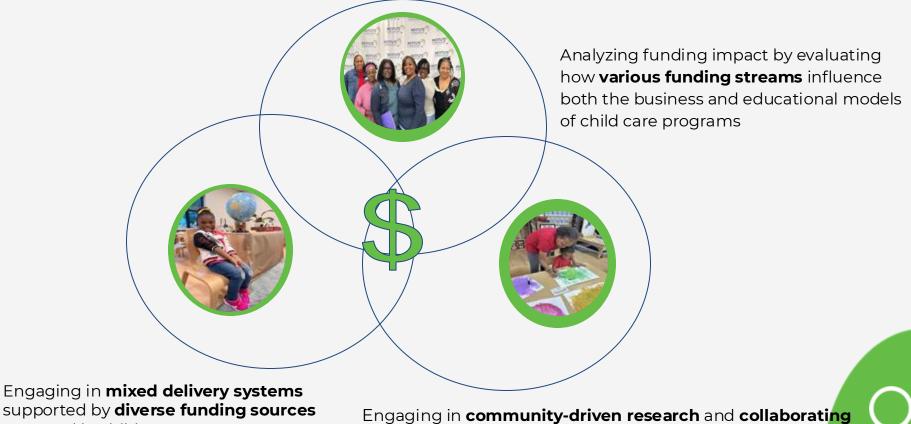
- Agree to maintain a standard of quality
- Compensate teachers at a higher wage
- Serve a minimum percentage of children receiving public subsidy

Key initiatives of the Prime Pilot include:

- Increasing child care educator compensation to retain and attract highquality early childhood educators through improved wages.
- Enhancing quality & sustainability by improving the long-term financial stability of child care providers and strengthening the quality of early learning programs while.
- Analyzing funding impact by evaluating how various funding streams influence both the business and educational models of child care programs.



Impact on child care teacher compensation?



operated in child care program

Engaging in **community-driven research** and **collaborating** with key stakeholders to **enhance collective capacity** and support the early educator workforce

We have MOMENTUM!

- **Core Implementation Team Launch:** Successfully convened the first meeting for the Early Educator Investment Collaborative, with strong participation and three additional meetings planned to sustain momentum
- Saul Zaentz Policy Initiative: Engaged with national and local leaders, shared progress on sustainable early educator compensation models, and refined strategies for integrating foundational funding grants with CCDF vouchers.
- Workforce Study: Launched a regional workforce study receiving over 500 responses. Data will be available April 2025
- **Neighborhood PreK:** Expansion of prekindergarten pilot to offer two unique ways to deliver state funded prekindergarten in child care programs
- **CDA Council Focus Group:** Provided insights on credential development to align with educators' real-world experiences, reinforcing our commitment to professional growth and wage equity in early childhood education.



Policy Initiatives

89R TX Legislative Session: Priority Legislation

Addressing Child Care Supply & Program Sustainability

Establish the Child Care Innovation Pilot Program

• Provides **base-grant funding** to select high-quality programs in order to increase the availability of high-need services and reduce teacher turnover through increased wages. (\$100M for 6-7 regions). **Not yet filed.**

Increase Child Care Access for Child Care Educators

• SB 462. Establishes child care workers as a priority group for the child care scholarship program.

Removing
Barriers to
Texas'
Mixed-Delivery
Prekindergarten
System

Establish Regional Pre-K Partnership Coordinating Entities

- Enable regional intermediaries to streamline the creation, maximize funding and support the quality of publicprivate pre-k partnerships between eligible child care programs and participating LEAs. (\$2.8M in start-up funding for 4 regional intermediaries). **Not yet filed.**
- Sets a minimum threshold of state pre-k resources required to be passed to child care programs. Not yet filed.

Increase Funding for Pre-K Partnerships

- **HB2.** Full-day prekindergarten funding for children enrolled in Pre-K Partnership classrooms within community-based child care programs.
- **HB2.** Establish children receiving CCS as eligible for state prekindergarten funding when enrolled in a Pre-K Partnership classroom.

Empower Child Care Educators to Teach Pre-K

• **HB 123.** Enables non-certified child care educators with high-quality designations to teach a Pre-K Partnership classroom under a fully certified supervising teacher







Sign up for the Early Ed Canary newsletter!



Q

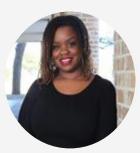
Contact us



Melodi Faris, Ph.D. Executive Director, Center for the Early Educator melodi.faris@childcareassociates.org



Amity Halstead Director, Prekindergarten Programs amity.halstead@childcareassociates.org



Shawneequa Blount Director, Child Care Innovation shawneequa.blount@childcareassociates.org



Catherine Davis Director, Policy catherine.davis@childcareassociates.org

