CHILD CARE COMMITTEE
Workforce Solutions Alamo
100 N Santa Rosa Ave
San Antonio, TX 78207
June 28, 2021
9:00 AM

Agenda items may not be considered in the order they appear.

Citizens may appear before the Committee to speak for or against any item on the Agenda in accordance with procedural rules governing meetings. Speakers are limited to three (3) minutes on each topic (6 minutes if translation is needed) if they register at the beginning of meeting. Questions relating to these rules may be directed to Linda G. Martinez at (210) 581-1093.

To protect the health of the public and limit the potential spread of COVID 19 as directed by Governor of Texas, Bexar County and City of San Antonio, WSA will hold this meeting via videoconferencing. The meeting will be held in compliance with the suspended provisions of the Texas Open Meetings Act. For those members of the public that would like to participate, please call toll-free 1-877-858-6860, which will provide two-way communications through a speaker phone. For additional information, please call Linda G. Martinez, (210) 581-1093.

I. CALL TO ORDER AND QUORUM DETERMINATION
Presenter: Doug Watson, Chair

II. ROLL CALL
Presenter: Doug Watson, Chair

III. PUBLIC COMMENT
Presenter: Doug Watson, Chair

IV. DECLARATIONS OF CONFLICT OF INTEREST
Presenter: Doug Watson, Chair

V. DISCUSSION AND POSSIBLE ACTION ON MINUTES OF   3
APRIL 26, 2021 CHILD CARE COMMITTEE MEETING
Presenter: Doug Watson, Chair

VI. EDUCARE UPDATE   15
Presenter: Dr. Henrietta Munoz, Executive Director, TX A&M Institute for School and Community Partnership

VII. CHILD CARE SERVICES RFP (DISCUSSION AND POSSIBLE ACTION)   20
Presenter: Latifah Jackson, Director of Contracting & Procurement
a.   Child Care Services (CCS) Contract Recommendation

VIII. BRIEFING (DISCUSSION AND POSSIBLE ACTION)   25
Presenter: Jessica Villarreal, Child Care Services Director
a.   Child Care Performance Briefing
b.   Texas Mutual Grant Briefing (2nd application)
c.   Texas Rising Star Certification Briefing
d.   TWC WD 13-21 Initial Job Search Child Care WD 13-21 Briefing
e.   Early Matters Welcome & Introduction
f.   Staff Changes

IX. CEO REPORT   63
Presenter: Adrian Lopez, CEO
a.   Success Stories

X. CHAIR REPORT
Presenter: Doug Watson, Chair

XI. Executive Session: Pursuant to Chapter 551 of the Texas Open Meetings Act, the Committee may recess into Executive Session for discussion on any issue for which there is an exception to the Act as set out in section 551.071 et. seq. including, but not limited to, the following:

a.   Government Code §551.072 – Discussions Regarding Purchase, Exchange, Lease, or Value of Real Property if Deliberation in an Open Meeting Would Have a Detrimental Effect on the Position of Workforce Solutions Alamo in Negotiations with a Third Party;
b.   Government Code §551.071 - All Matters Where Workforce Solutions Alamo Seeks the Advice of its Attorney as Privileged Communications under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas:
c.   Pending or Contemplated Litigation; and
d.   Government Code §551.074- Personnel Matters involving Senior Executive Staff and Employees of Workforce Solutions Alamo.

XII. ADJOURNMENT
Presenter: Doug Watson, Chair

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CHILD CARE COMMITTEE MEETING MINUTES

Workforce Solutions Alamo
100 N. Santa Rosa, Suite 120
San Antonio, TX 78207
April 26, 2021
8:00AM

WSA BOARD MEMBERS: DOUG WATSON, CHAIR; BETTY MUNOZ, (9:02AM); ERIC COOPER, DR. SARAH BARAY, DR. HENRIETTA MUNOZ, (8:06AM); KATHERINE FILUT, ANA DE HOYOS-O'CONNER; KRISTI KOTHE, DAWN DIXON, YOUSEF KASSIM, FRANK CROWDER

WSA STAFF: ADRIAN LOPEZ, MARK MILTON, JESSICA VILLARREAL, LINDA G. MARTINEZ, ELIZABETH EBERHARDT, JOSHUA VILLELA, MELISSA SADLER-NITU, LATIFAH JACKSON, AARON SMITH, CUCK AGWUEBDO, ANMGELA BUSH

LEGAL COUNSEL: FRANK BURNEY

PARTNERS: POOJA TRIPATHI

GUESTS: CHRSTINA RECK-SALAZAR

AGENDA
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please call toll-free 1-877-858-6860, which will provide two-way communications through a speaker phone. For additional information, please call Linda G. Martinez, (210) 272-3250.

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During the Public Comments portion of the meeting (Agenda Item 3),
the Public may type their name into the chat box or unmute themselves and state their name.
The meeting host will call each member of the public for comments, in the order their names were submitted.

I.   CALL TO ORDER AND QUORUM DETERMINATION
    Presenter: Doug Watson, Chair
    Call to Order and Quorum Determination At 8:00 a.m., Chair Watson called the meeting to order.

II.   ROLL CALL
    Presenter: Doug Watson, Chair

III.   PUBLIC COMMENT
    Presenter: Doug Watson, Chair
    None

IV.   DECLARATIONS OF CONFLICT OF INTEREST
    Presenter: Doug Watson, Chair
    None

V.   DISCUSSION AND POSSIBLE ACTION ON MINUTES OF

JANUARY 11, 2021 CHILD CARE COMMITTEE MEETING
Presenter: Doug Watson, Chair
- **Upon motion by Director Eric Cooper and second by Director Yousef Kassim the Board unanimously approved the January 11, 2021, meeting minutes**.

VI.   AVANCE QUALITY CHILD CARE MATTERS PROGRAM PROPOSAL (DISCUSSION AND POSSIBLE ACTION)
- Mrs. Jessica Villarreal, Director Child Care, provided the Child Care Committee with information regarding the AVANCE Proposal. AVANCE contacted WSA to discussed and share a proposal for implementation of Quality Child Care Program for the Alamo board.
- AVANCE's overview of the Quality Child Care Matters, (QCCM) program seeks to provide an opportunity to increase supply and quality of home-based childcare providers in the Alamo region.
- Specific goals include: Gaining a clear understanding of the quantity, quality and needs of home-based childcare providers in the Alamo region, Bridge the relationship between workforce solutions and home-based childcare providers in the Alamo region whereby home-based child care providers turn to workforce as a trusted partner in receiving ongoing mentoring and support to provide quality care, and to increase the supply and quality of home-based child care in the Alamo region. 3- year project proposed by AVANCE.
- The focus of the curriculum is on:
- increasing quality for registered and licensed home-based child care providers, with a special emphasis on the requirements and process for Texas Rising Star certification, and addresses the following topics: Child care Licensing: Background Checks, Annual Training Requirements, Supervision, Emergency Preparedness, Health and Safety, Business Policies and Procedures: Nutrition, Parent Education, Parental Involvement, Early Childhood Development and Teacher-Child Interactions, Curriculum and Lesson Planning, Applying for Texas Rising Star certification.
- Delivered in a group setting, either in person or virtually, the program includes 72 hours of course work over a nine-month period. Session times vary between 4-7 hours depending on the session topics and provider participation in activities and discussion. The structure of the course is flexible to accommodate the scheduling needs of providers.
- Texas Child Care Licensing reports that there are currently zero TRS certified home-based childcare providers in the Alamo region.

- Would require formal procurement to determine actual cost of a program. AVANCE's proposal totals for year 1: $80,080, year 2, $85,580, and year 3, $139,150.
- Mrs. Villarreal also provided the outcomes from AVANCE's proposal.
  - 67% increase in confidence in passing TRS certification from pretest to posttest.
  - 20% received TRS certification within 6 months of graduation.
  - Providers will experience a 70% increase in their confidence in passing the TRS certification.
  - 57% increase in those who exceeded school readiness indicators.
  - Among children in the care of these home-based providers 33% increase in those who met school readiness development indicators.
- An official Procurement process would be required for competitive bidding.
- Ana DeHoyos O'Conner commented Children's Learning Institute (CLI engage) was providing assessments. CLI is the program TRS assessors use to enter the scores of the assessments conducted on centers. It is also the program that the mentors/assessors are using to complete TWC certification courses.
- Board Member Ana DeHoyos O-Conner also asked if the technology equipment is for AVANCE or the day homes? Also, requested additional research be done on who is providing the technology.
- Board Member Katherine Filut added there are many tools available. Pre-K SA, and United Way have mentoring collaborations in place. There have been discussions about the need of in-home child development centers and if AVANCE would possibly be the lead in this area, that would be a huge benefit to the work we are doing.
- Dr. Sarah Baray added there is a gap within the in-home providers in terms of support. This proposal is worth putting out for bid and she would support this.
- Board Member Eric Cooper stated the SA Foodbank currently provides free nutrition education to schools and childcare centers. Nutrition education can be provided by a third party, Foodbank, for free. This may include access to meals, access to fruits and vegetables. If this were to be put out for bid, it would be best to take inventory of what tools and resources are out in the community and include that in the RFP.
- Board Member Dawn Dixon added to Eric's point, looking at how this would affect children with special needs. This would make it a stronger proposal.
- Dr. Henrietta Munoz asked if this was an unsolicited proposal.

- Chair Doug Watson said AVANCE presented at one of the last Child Care Committee meetings and the committee requested additional information and research. It is an unsolicited proposal.
- Dr. Munoz also recommended researching and getting a clear understanding of what services are out in the community, what resources can be leveraged with procurement. She would be in favor.
- Mr. Adrian Lopez, CEO clarified the AVANCE proposal was brought to the Child Care Committee as a policy discussion.
- Ana DeHoyos O-Conner suggested that Jessica Villareal, Child Care Director reach out to KLRN. They provided training for day homes many years ago and collaborated with the COSA.
- Chair Watson asked Mr. Lopez to send a letter to AVANCE thanking them for this proposal.

VII. CHILD CARE QUALTY CONTRACT (CCQ & CCS) RFP (DISCUSSION AND POSSIBLE ACTION)
Presenter: Jessica Villarreal, Child Care Services Director
a. CCS Contract
- Mrs. Jessica Villarreal, Director Child Care, provided the Committee with an overview and background on the status of the Child Care Services contract, (CCS).
- In October of 2020, the Child Committee had a discussion related to the procurement of the Child Care Quality contract. The Child Care Committee expressed a desire to combine the Child Care Services, Mentors and Assessors, and Child Care Quality into one contract awarded to a single entity. The two contracts are currently on separate procurement cycles.
- The board is procuring a procurement of the Child Care Services and must decide whether to bid both Child Care Quality and Child Care Services or only Child Care Services.
- Mrs. Villarreal also provided the Committee with three options.
  o **Option 1:**
    ▪ Stay with CoSA for the CCQ, which we are still routing the contract for. They have been a good partner and have started the work on a letter of intent. Issue the CCS as planned and award to the most qualified vendor.
    ▪ Then in 2022 or 2023 we can begin the process of procuring these two services together.
    ▪ Cons – The board wants one contract.

- - - Pros – help keep the integrity of the last procurement, doubling the procurement requirements on a large proposal with under 30 days would be unreasonable for vendors, gives staff time to properly plan and execute a large contract.
    - o **Option 2:**
      - Opt out of the renewals for CCQ and combine both services.
      - Cons – need to finalize scope and get committee approval, canceling a large
      - contract within a year of service, timing for transition of all services (is 30 days enough)
      - Pros – one vendor for all services
    - o **Option 3:**
      - Keep the CCQ and CCS contracts separate as they currently are.
- WSA staff recommendation was to combine the two Scopes of Work, (SOWs) and bid out Dec 2023 to award a combined contract with the start date of 10/2024.
- Based on this guidance the Child Care Quality RFP was released and ultimately award to the City of San Antonio.
- Chair Watson asked Legal Counsel, Frank Burney if there is a binding legality to the Committee voting?
- Mr. Frank Burney stated there is none and Committee would provide a recommendation to the Board.
- **Upon motion by Dr. Sarah Baray and second by Director Eric Cooper the Board unanimously approved the taking Option 3, to keep the CCQ & CCS contracts separate as they currently are.**

b. CCQ Contract
- Mrs. Jessica Villarreal, Director Child Care, provided the Committee with an overview on the Child Care Quality, (CCQ) contract.
- WSA issued the contract to City of San Antonio on Feb. 4, 2021. The CCQ contract began on April 1, 2021, and it was officially signed on April 14, 2021.
- After completion of background checks and fingerprint clearances, offers were made to all Mentor staff who applied and interviewed. Ten staff were onboarded between March 31 thru April 1, 2021.
- Mentoring and outreach continued seamlessly.
- Jessica recommended to COSA, to make the Mentors and Assessors staff equal. Mentors will also be completing the TRS certification for Assessors so they will

have that knowledge. This is to provide the Mentors an understanding of what the Assessors are seeing and what they are looking at.
- Chair Watson added the Mentors and Assessors have been added and that was one of the main criteria we wanted on the last contract. Chair Watson gave kudos to WSA and the COSA for a seamless transition.
- Dr. Sarah Baray asked if the number of Mentors and Assessors set in the contract? Is COSA able to increase the number of Mentors and/or Assessors as needed.
- Jessica Villarreal, Director Child Care replied she did not recall there was a cap on the number and WSA would be monitoring. She was going to verify and get back to the Child Care Committee.
- Board Member Ana DeHoyos O'Conner also asked if Mrs. Villarreal would be working side-by-side with the Mentors?
- Mrs. Villarreal indicated by nodding her head, yes.
- Board Member Ana DeHoyos O'Conner also asked if Mrs. Villarreal felt now that the contracts were together if this would be beneficial for parents.
- Mrs. Villarreal replied yes and trying to align the coaching and mentoring better for those that are going thru the quality piece for Texas Rising Star.
- Board Member Ana DeHoyos O'Conner asked how long is this contract?
- Chair Watson replied, Child Care Committee would discuss during the meeting.
- Chair Watson summarized, the CCQ contract has been approved by the Board of Directors and is being rolled out.

VIII.   BRIEFING (DISCUSSION AND POSSIBLE ACTION)
Presenter: Jessica Villarreal, Child Care Services Director
a. Child Care Performance Briefing
- Mrs. Villarreal provided the Child Care Committee an update on the Child Care Performance that was shared during the last Child Care Committee meeting held on Jan. 11, 2021. At that time, the concern was that Alamo Board was not meeting the Child Care performance goal outlined by Texas Workforce Committee (TWC).
- Concern was failure to meet would potentially cause Alamo to be placed at risk of de-obligation of funds. WSA, Child Care Contractor and TWC met to discuss concerns. TWC explained that many other boards across state were expressing the same issues and concerns for
- not-meeting enrollment performance. TWC allowed Alamo board an extension to meet performance. Extension was given until March 2021.

- WSA worked with Child Care Contractor who outlined a strategic plan to increase enrollments. Child Care Contractor was confident that they would be successful in meeting the target goal.
- As a result of the efforts and ongoing communication between WSA and Child Care Contractor, Alamo successfully met the performance goal at 95.35%.
- WSA and Child Care Contractor will continue to monitor performance to ensure enrollment remains at a level that will not negatively impact performance.
- Out of 28 Boards, five Boards successfully met performance and WSA was one of those five.
- Chair Watson and the Child Committee commends the Child Care Contractor for doing a great job in bringing WSA's performance up to where it needs to be.
- Chair Watson asked if WSA is keeping the 80/20 ratio and Mrs. Villarreal said yes.

b. TRS Certification Training Briefing
- Mrs. Villarreal provided a briefing on the TRS certification course status/timeline.
- Due to technology challenges, the TWC TRS certification course has caused issues in the original timeline outlined for completion. On February 1, 2021, TWC placed a temporary deferment on TRS assessments across Texas.
- This temporary deferment was given to provide time for Texas Rising Star staff (mentors and assessors) ample time to concentrate and complete certification course and training that would occur February 1 – March 31, 2021.
- TWC originally stated that if staff devoted 100% of efforts on completing course work, it would take approximately 4-6 weeks to complete the courses. TWC's original implementation time frame for resuming assessments was slated for April 1, 2021.
- This timeline was extended and due to continuing technology issues, as of April 15, 2021, TWC does not yet have a proposed date for the implementation of the revised TRS standards.
- Upon completion of certification courses, and TWC approval, TRS assessments will resume assessments based on an Implementation

Prioritization Plan which will prioritize assessments in the following manner:

- Priority 1: Recertification Assessments
- Priority 2: Facility Change Assessments
- Priority 3: Unannounced Annual Monitoring Visits
- Priority 4: Voluntary Assessments

- Board Member Ana DeHoyos O'Conner asked if these concerns have been brought up to the state and explained how the assessors are feeling because they are not able to pass the certification and how can the Board assist.
- Mrs. Villarreal stated she has sent a letter to the State informing them of the continuing issues the assessors and mentors are frustrated.
- Chair Watson asked CEO Lopez and Mrs. Villarreal if a letter from the Child Care Committee would be helpful in getting TWC to make the appropriate changes.
- Mr. Lopez said he would discuss with other Workforce Board CEOs and provide one letter to TWC that included all Workforce Boards concerns.
c. Texas Mutual Grant Briefing
- Mrs. Villarreal provided a briefing on the $75k Texas Mutual Grant.
- WSA is using these grant funds to enhance outdoor learning environments for childcare providers. Outdoor learning environments are an ideal way to promote social distancing and keep learning interesting during the pandemic. Additionally, improving the outdoor learning environment is a Texas Rising Star (TRS) measure and promotes quality and inclusion.
- With the assistance of 3-volunteer judges, 20 Child Care Centers have been selected to receive awards to enhance the outdoor environment.
- Child Care centers were selected for participation based on a matrix that included TRS Desert/Rural, TRS Star level and WSA subsidy enrollments. Evaluators/Judges were then asked to use a matrix to score proposals based on:
    - Clearly identified objectives with obtainable goals = 25 points max
    - Intentional, well planned, and comprehensive = 25 points max
    - Firm budget with matching objectives and goals = 25 points max
    - Innovative strategy or approach to outdoor learning environment =25 points max
- Evaluators scores were added to the matrix and a combined score was attained. A tiered system was developed to distribute the awarded funds.
- The final award amounts will be allocated based on combined scores, amount requested by providers with highest scores, and the remaining budget will be distributed amongst the rest of the tiers.

- WSA will supplement Grant awarded amount of $75,000 by $5,635.57, to account for out-of-stock items & free vendor shipping being offered.
- Dollar amounts under $2500 were adjusted to meet the $2500 minimum dollar amount outlined in Grant proposal.

d. CC 11, C4 Policy
- Mrs. Villarreal provide an update and is requesting the Child Care Committee's approval on updating the order of local priority group and policy.
- TWC has requested that boards establish policies and procedures to support direct referrals from recognized childcare partnerships outlined in WD 07-21.
Upon motion by Dr. Sarah Baray and second by Board Member Ana DeHoyos O'Conner the Board unanimously approved adding children dually enrolled in a recognized partnership site when funding is limited, or the number of direct referrals exceeds the number of available subsidized slots at a recognized partnership site.

e. Layoff Aversion Grant – Briefing
- During the Executive Committee meeting held on March 19th, during a briefing on Financials showing financial reports through January 31, 2021, a line item for an active grant reflected that 0% had been expended for Childcare Centers from a Lay Off Aversion Grant. Child Care staff was asked to provide additional information on this line item.
- The Rapid Relief: Lay Off Aversion Grant, is a $190,000 Covid grant that is available to assist provide Covid Relief towards dislocated workers. WSA is targeting current Child Care Providers that are currently receiving the additional 25% of Enhanced Reimbursement Rate (ERR), Texas Rising Stars Providers, to provide additional support to remain open and provide childcare services, preventing additional layoffs and additional economic hardships to these providers. Each provider is required to apply to be considered for additional support in the form of PPE Kits, equipment and or technology needs.
- Child Care Centers need its employees to work on-site but cannot afford PPE Equipment,

- frequent deep cleaning to help prevent potential exposure to COVID-19. Layoff aversion funds may be used to pay for PPE Kits, a cleaning and/or sanitization service, equipment, or technology to avert layoffs. The targets are: 126 Kits, services, technology, or equipment at approximately $1,500 grant to each Childcare Center (employer).
- This grant is not specifically linked to Child Care, but instead the funds are to be used to assist small businesses who have been impacted by Covid.
- This funding is not funding that is managed or passed through the Child Care Quality funds and is not funding that the WSA Child Care Team is responsible for managing or distributing.

    f. Early Matters director & Hiring Staff Briefing
- Early Matters-Alamo hired an operations director, Liza Gomez, whose goals will be to:
  - Strengthen the ecosystem by leading the Early Matters Quality Improvement Partnership team that will include PreK4SA, Workforce Solutions Alamo, United Way San Antonio and Bexar County, Support Bexar County early childhood education partners.
  - Establish and strengthen partnerships with full range of educational providers.
  - Foster parent engagement, feedback, and connection to resources, and quantify the impact by building a scorecard and measuring success.
  - Chair Watson requested permission from the Child Care Committee to invite Liza or someone from Early Matters to be on the Committee.

IX. **CEO REPORT**
Presenter: Adrian Lopez, CEO
a. Success Stories
- Mr. Lopez commended Mrs. Jessica Villarreal and her Team for great job they have done.
- Mr. Lopez shared a childcare success story from Melissa Drake. She has been able to work and go to school with the help of Project Quest and CCS. "I have also been able to obtain a job at a local Baptist Hospital and this

is ONLY because I am blessed with Project Quest helping me pay for school and CCS helping me with childcare. Without them I would be unable to afford $$$ for college, rent and 600-800$ of day care a week. I am BEYOND THANKFUL and cannot wait to give back to my great community as a Registered Respiratory Therapist in summer of 2021. Thank you, CCS."

X.   CHAIR REPORT
     Presenter: Doug Watson, Chair
          - Chair Watson commended Mr. Lopez, Mrs. Villarreal, Mark Milton, COO, and the Board Staff

XI.   Executive Session: Pursuant to Chapter 551 of the Texas Open Meetings Act, the Committee may recess into Executive Session for discussion on any issue for which there is an exception to the Act as set out in section 551.071 et. seq. including, but not limited to, the following:
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     d. Government Code §551.074- Personnel Matters involving Senior Executive Staff and Employees of Workforce Solutions Alamo.

XII.   ADJOURNMENT
     Presenter: Doug Watson, Chair
     Upon motion by Ana DeHoyos O'Conner and second by Dr. Sarah Baray Child Care Committee unanimously approved adjourning the meeting at 9:30am.

Educare San Antonio

Model, Timeline, & Workforce Integrations

TEXAS A&M UNIVERSITY
SAN ANTONIO

Educare Model

EDUCARE CORE FEATURES

CHILD AND FAMILY OUTCOMES

STRONG LEADERSHIP

High-Quality Teaching Practices

Data Utilization

Embedded Professional Development

Intensive Family Engagement

COMMUNITY LINKAGES

Strong parent-child relationships, school-family partnerships and parent support for learning

Increased student achievement and kindergarten readiness

Parent and family outcomes

Key Dates

Spring 2021

Educare Stakeholder Committee Convenes

Summer/ Fall 2021

Educare SA becomes an official Educare Center

Fall 2021

Educare SA Breaks ground on the South Side

Fall 2022

Educare Center Opens

TEXAS A&M UNIVERSITY
SAN ANTONIO

17

The Developing Ecosystem: Educare
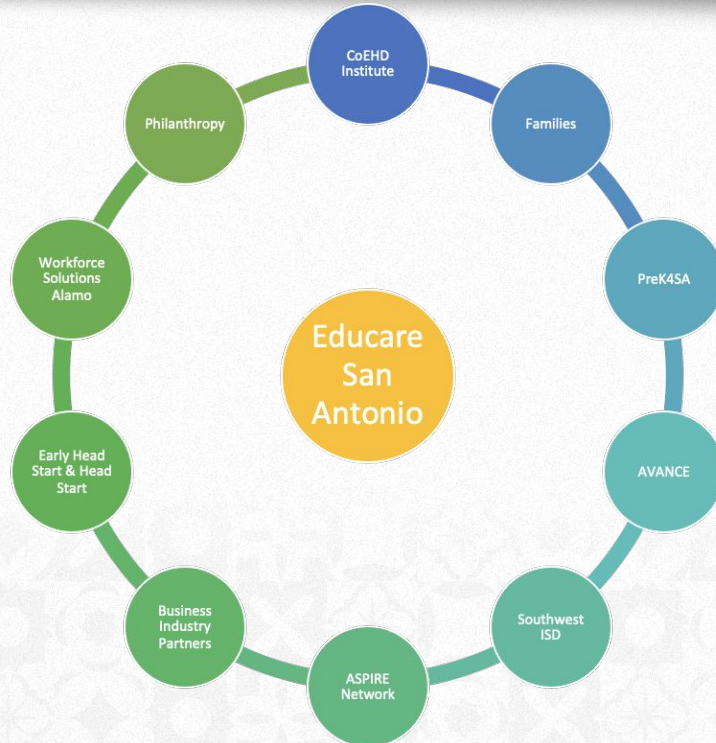
Educare San Antonio and Workforce Development

- **Creating pathways from TA to Teacher**

- **Bachelor's degree attainment**

- **Clinical and student teaching opportunities**

- **Action research + evaluation from the Research Institute**

- **Microcredentials & badges**

- **High quality professional development from PK4SA**

MEMORANDUM

To:	Child Care Committee
From:	Adrian Lopez, WSA CEO
Presented by:	Latifah Jackson, Procurement & Contracts Director
Date:	**June 28, 2021**
Subject:	**Request for Proposal Child Care Services**

Summary: The Child Care Services (CCS) program provides subsidized care for eligible families engaged in work or education and/or training activities. It also provides support for quality initiatives (i.e. early childhood development activities). CCS funding represents approximately 60% of WSA's total funding.

The City of San Antonio (CoSA) is WSA's current CCS contractor. CCS was last procured in 2017. WSA staff issued a solicitation for a single contractor to provide childcare services for the Alamo region. The procurement schedule is below:

	Original
Committee Approval	4/26/2021
Issue/Post Solicitation	4/30/2021
Pre-Submittal Conference	5/7/2021
Solicitation Submittal Deadline:	6/1/2021
Evaluator Meeting	6/14/2021
Child Care Committee:	6/28/2021 (special)
Finance Committee	7/9/2021
Executive Committee	7/23/2021
Board Meeting	8/6/2021
Contract Start Date	10/1/2021

Outreach:

- o Directly emailed current vendor and past vendor who bid on the contract.
- o Posted on Electronic Bids Daily on the state website
- o Posted on WSA website through BonFire

Pre-Submittal Conference:

- o One vendor attended

Responses:

- o WSA received one bid from the City of San Antonio

*document was downloaded by 4 different vendors

Analysis:
Evaluation:
The proposal was evaluated by a 3-member independent evaluation team for reviewing and scoring and a fiscal integrity check was performed by a WSA contractor. The evaluators were separately procured by WSA.
Proposals were evaluated on 5 criteria as specified in the RFP:
o   Organizational Capacity
o   Demonstrated Performance
o   Design and Approach
o   *Financial Management
o   Budget and Cost Effectiveness
o   Transition Plan
o   HUB
*Evaluated on a pass/fail by outside vendor

CoSA scored an average of 91.67 out of 105 points. Summary of scoring and evaluator comments are attached.

The procurement was conducted in accordance with applicable procurement standards, including those specified in the TWC Financial Manual for Grants and Contracts.

Alternatives: N/A

Fiscal Impact: None

Recommendations: Based on the scoring results and the cost analysis, WSA staff recommends that the Board select and award a contract for the management of the Child Care Services program to the City of San Antonio, contingent upon successful contract negotiations. The initial year of the contract would be from 10/1/2021 – 9/30/2022, with 3 – 1 year renewal options based on satisfactory performance and the availability of funds.

Next Steps: Board approval to negotiate the contract.

Attachment: None

RFP 2021-004 for Management of Child Care Services
Scoring Summary for City of San Antonio

	Max Points	Evaluator 1	Evaluator 2	Evaluator 3	Notes
Organizational Capacity	20	18	20	17	The City of San Antonio. Department of Human Services as served as the current child care contractor of record for the past 30 years (1991- current). DHS has the staff, experience and fiscal and programmatic competencies required to continue effective management and delivery of CCS services. Embedding CCS within the larger framework of DHS's early education programming significantly improves program efficiencies. For example, because CCS staff are familiar with and have ready access to the Early Head Start, Head Start and PreK4SA programs and enrollment openings, intake staff are able to connect families to a full continuum of child care resources. Highlighted a key performance priority of WSA being rural enrollment and how DHS created a strategic plan for ensuring WSA's goal of 20% rural enrollment is met. This indicates a desire to go beyond just TWC-mandates and a commitment to meeting the Board's needs.
Demonstrated Performance	20	19	20	18	Uses Cabinet, which is WSA current and preferred filing system. Monitoring and evaluating process is good. #8 Relevant awards or achievements in the past two years. Meeting and exceeding all programs performance, has a less than 5% error rate on internal and external audits. CCS was commended on the most recent program audit with monitors noting their appreciation for DHS's clear procedures and rapid transitions in response to COVID-19. The fiscal audit also commended DHS for excellent practices in financial administration. The City of San Antonio reports that it has increased the number of TRS providers in an effort to increase the number of children placed in quality child care settings.
Design and Approach	35	30	35	35	The City of San Antonio, Department of Human Services documented a robust program design that includes technology and coordinating with 23 partner agencies and programs to expand services to children and providers in the Alamo service delivery area

	Max Points	Evaluator 1	Evaluator 2	Evaluator 3	Notes
Budget and Cost Effectiveness	15	15	15	13	Budget was evaluated for reasonableness of cost, clarity in delineating proposed costs and overall cost-effectiveness. Other factors considerations included DHS being commended on most recent program audit with SRM monitors noting their appreciation for DHS's clear procedures and rapid transitions during COVID-19 pivot. Fiscal audit also commended DHS for excellent practices in financial administration. *Fiscal auditor also noted that the proposed costs are higher compared to prior years.
Transition Plan	10	10	10	10	No submission of how to transition into was submitted. CoSA is current vendor.
HUB	5	0	0	0	Vendor is a government agency

MEMORANDUM

To:	Child Care Committee
From:	Mark Milton, C.O.O
Presented by	Jessica Villarreal, Director of Child Care
Date:	**June 28, 2021**
Subject:	**Child Care Performance Briefing**

Summary: This is an update to the Child Care Committee on the Child Care Performance

WSA continues to work with Child Care Contractor as they monitor & process enrollments. WSA maintains ongoing communication with Child Care Contractor, on TWC's performance goal of 95%.

Analysis: Impacts of Covid-19 may continue to show effects for Workforce boards across the state causing TWC performance goals fluctuate and be atypical of the past. As several variables, such as children's return to school, increase in vaccinations, and uncertainty on parents' decision on vaccinations, continue, WSA and Child Care contractor will continue ongoing communication with our Child Care Contractor.

Currently WSA board is trending above 95% for Performance.

Fiscal Impact: Board performance that trends too high/too low has an impact on funding. As a result, WSA's ongoing monitoring is of utmost importance to ensure performance remains within range and allows for WSA to continue to meet Performance goal of 95% set by TWC.

Recommendation: N/A

Next Steps: WSA & Child Care Contractor will continue to monitor performance to ensure enrollment remains at a level that will not negatively impact performance.

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Child Care Performance Briefing
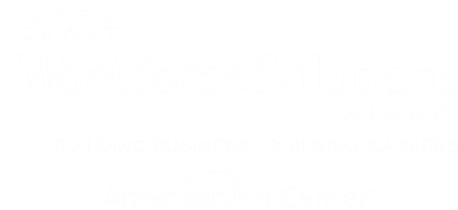
June 28, 2021

Summary

Briefing on Child Care Performance

Note: TWC basis board performance on YTD avg: Target 95%

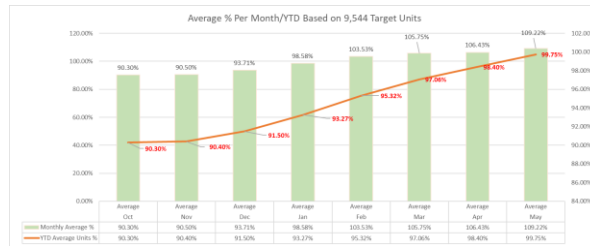Currently WSA board Performance is trending above 95%

Performance History Breakdown

	Oct Average	Nov Average	Dec Average	Jan Average	Feb Average	Mar Average	Apr Average	May Average
Monthly Average %	90.30%	90.50%	93.71%	98.58%	103.53%	105.75%	106.43%	109.22%
YTD Average Units %	90.30%	90.40%	91.50%	93.27%	95.32%	97.06%	98.40%	99.75%

	Oct Average	Nov Average	Dec Average	Jan Average	Feb Average	Mar Average	Apr Average	May Average
Choices	442	378	326	273	220	172	167	167
Low Income	7,470	7,580	7,933	8,470	9,022	9,279	9,348	9,578
Former DFPS	633	607	606	591	567	576	589	625
Homeless	74	73	78	74	71	66	54	54
Monthly Average Units	8,618	8,637	8,944	9,408	9,881	10,093	10,158	10,424
Monthly % Average	90.30%	90.50%	93.71%	98.58%	103.53%	105.75%	106.43%	109.22%
YTD Average Units	8,618	8,628	8,733	8,902	9,098	9,263	9,391	9,520
YTD % Average	90.30%	90.40%	91.50%	93.27%	95.32%	97.06%	98.40%	99.75%

Program Year is 10/1-9/30

Average % and Average Units (9544 Target units)

	Oct Average	Nov Average	Dec Average	Jan Average	Feb Average	Mar Average	Apr Average	May Average
Monthly Average %	90.30%	90.50%	93.71%	98.58%	103.53%	105.75%	106.43%	109.22%
YTD Average Units %	90.30%	90.40%	91.50%	93.27%	95.32%	97.06%	98.40%	99.75%
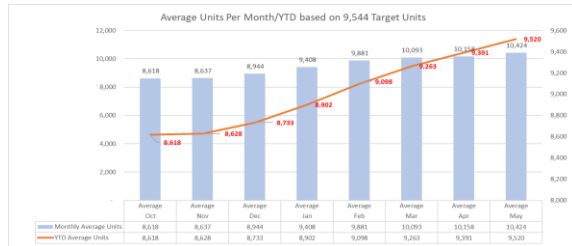
	Oct Average	Nov Average	Dec Average	Jan Average	Feb Average	Mar Average	Apr Average	May Average
Monthly Average Units	8,618	8,637	8,944	9,408	9,881	10,093	10,158	10,424
YTD Average Units	8,618	8,628	8,733	8,902	9,098	9,263	9,391	9,520

Next Steps

WSA & Child Care Contractor will continue to monitor performance to ensure enrollment remains at a level that will not negatively impact performance.

Questions?

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MEMORANDUM

To:	Child Care Committee
From:	Mark Milton, WSA COO
Presented by:	Jessica Villarreal, Director of Child Care
Date:	**June 28, 2021**
Subject:	**Texas Mutual Grant Briefing 2nd Application "Generational Learning"**

Summary:
In June, WSA was invited to apply for a second COVID-19 grant from Texas Mutual. On June 11, 2021, WSA applied for this grant in hopes to provide Child Care Centers an opportunity to enhance indoor environments for children. Indoor learning environments are essential to child care learning, as they allow children to engage in a variety of way and allow teachers to extend the learning throughout the day. Additionally, improving the indoor learning environment is part of the Texas Rising Star (TRS) assessment and promotes quality and inclusion.

WSA is providing a briefing on this 2nd Texas Mutual Grant submitted.

Analysis:
If awarded, WSA plans to place emphasis on providers working towards TRS certification and those certified as 2-Star TRS. In addition, WSA will review internal data to ensure that providers who have received the least amount of grant opportunities in the past are given additional consideration. It is the goal of WSA to widen the number of providers applying for and receiving grants, as this will ensure resources are equitably distributed throughout our region and increase the number of children being benefited by the enhancements.

The following measures are requirements that Texas Rising Star (TRS) Providers are evaluated on during assessments and monitoring visits: P-PBIG-01, P-PBIG-02, P-PBIG-04, P-SCR-04, P-ILE-01, P-ILE-02, P-ILE03, P-ILE-04, P-ILE-05. For a description of each measure, please see the attachments. The long-term goal is for providers to score a two or three on TRS measures relating to the indoor environment. For example, to achieve a score of three, the teacher consistently engages children in songs, books, pretend play, or games. The teacher arranges at least five interest areas providing for different kinds of learning experiences and arranges developmentally appropriate equipment and materials for independent use. In these quality classrooms, consistent evidence of age-appropriate real objects is accessible and evident

in various interest areas in the classroom. The outcomes expected is that children will have more opportunities for quality play and interaction, leading to an increase in learning and readiness for school.

Alternatives:
N/A

Fiscal Impact:
If awarded, Texas Mutual would provide the requested $100,000 funding for this project. WSA staff will oversee this project.

Recommendation:
If awarded, WSA recommends proceeding with the current plan to award 25 finalists and allow them to increase the quality of their center by enhancing the indoor learning environment according to their respective proposals.

Next Steps:
WSA will implement and continue to keep the Child Committee updated on progress and milestones.

Attachment:
None

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Texas Mutual Grant Briefing 2nd Application "Generational Learning"

June 28, 2021

Project Information

- WSA has submitted a new application for TX Mutual Generational Learning Grant for Child Care in the amount of $100,000

- If received, WSA plans to use funds towards providing Child Care Centers the opportunity to enhance, update and improve the quality of Indoor Learning Environment

- 25 Providers to be selected

- Awarded amounts $4000

- Grant award to be expended by Sept. 2022

Matrix Eligibility Factors

- TRS Star Level
- Child Care Home Provider
- Amount (if any) previously received on WSA Grant award
- Amount of licensing deficiencies within past 12 months
- National Accreditation
- TSR: Texas School Ready participation

Workforce Solutions Alamo Texas Mutual Insurance Eligibility Matrix

Item	Range	Score
TRS Star Level	Pre-Star (working towards)	50
	2-Star	40
	3-Star	20
	4-Star	10
Licensed or Registered Child Care Home	Yes	30
	No	0
Previous WSA Grant Amounts (BCY20 and BCY21 to date)	$0 - $5,000	20
	$5,001 - $10,000	10
	$10,000 or more	0
Licensing Deficiencies with in the Past 12 Months	0-5	20
	6-10	10
	11-15	0
TWC Approved National Accreditation	Yes	20
	No	0
Texas School Ready participation	Yes	10
	No	0

Max Points: 150

Questions?

MEMORANDUM

To:	Child Care Committee
From:	Mark Milton, WSA COO
Presented by:	Jessica Villarreal, Director of Child Care
Date:	June 28, 2021
Subject:	Texas Rising Star (TRS) Certification Briefing

Summary: To provide a briefing on the TRS certification course status/timeline.

Analysis: Child Care and Early Learning, (CC&EL), and Children's Learning Institute, (CLI) remain in communication regarding completion of the courses, the data regarding the number of staff who have been able to complete each course and how all of this impacts the to be determined implementation date. Boards receive bi-weekly updates of their staff members participation and passing status. Courses 1 through 5 are available (Course 6 coming very soon). Texas Rising Star staff is prioritizing completion of the courses.
Course 5: Teacher-Child Interactions will have a modified Professional Learning Community, (PLC) schedule. Those assessors who are identified to participate in the PLCs will attend daily 1-hour sessions (covering a sub-category each day). Friday Coding Calls have been opened to all staff (email invitation was sent to all staff by CLI) to address questions specific to Course 5. CLI and TWC are working together to create the Certification Booster course, specific to the new Category 3 measures. Goal is to have this course ready in July.
A list of all the courses and modules, included which is applicable to mentors vs. assessors, was provided to Boards via a previous Assessment Training & Certification Program (ATCP) update.

Course 9: Introduction to Continuous Quality Improvement (CQI) will be made available late July after a live webinar (which assessors may attend) which will review the complete CQI process including the CQI tool.

Alternatives: N/A

Fiscal Impact: N/A

Recommendation: N/A: Briefing only on TRS Certification course

Next Steps: WSA will continue to monitor TRS certification course and staff efforts to complete the mandatory certification according to TWC guidance.

Attachment: TRS Assessment Training and Certification Program (ATCP), TRS Mentor Micro-Credential Course Options

Texas Rising Star Certification Training - Briefing

June 28, 2021

Status

TRS Assessment Training & Certification Courses Overview

General Information

➢ Per TWC, all assessments remain on hold.

➢ 13 TRS staff moving through Certification courses

➢ TRS Guidelines posted Eng/Span on Website 6/11/2021

Board Area	Role	Course 1	Course 2	Course 3	Began Course 5	Course 5
Alamo	Mentor	Completed	Completed	Completed	4/2/2021	5.33
Alamo	Mentor	Completed	Completed	Completed	4/29/2021	5.4
Alamo	Assessor	Completed	Completed	Completed	4/23/2021	COMPLETED
Alamo	Assessor	Completed	Completed	Completed	4/1/2021	COMPLETED
Alamo	Assessor	Completed	Completed	Completed	4/8/2021	5.28
Alamo	Assessor	Completed	Completed	Completed	4/1/2021	COMPLETED
Alamo	Mentor	Completed	Completed	Completed	4/7/2021	5.4
Alamo	Mentor	Completed	Completed	Completed	4/15/2021	5.12
Alamo	Assessor	Completed	Completed	Completed	4/1/2021	COMPLETED
Alamo	Assessor	Completed	Completed	Completed	4/5/2021	COMPLETED
Alamo	Mentor	Completed	Completed	Completed	4/5/2021	5.27
Alamo	Mentor	Completed	Completed	Completed	4/3/2021	COMPLETED
Alamo	Mentor	Completed	Completed	Completed	4/29/2021	5.4

TRS Assessment Training & Certification Program

Texas Rising Star Assessment Training and
Certification Program (ATCP)

Course 1: Texas Rising Star Overview
All Texas Rising Star Staff

1.1 - Texas Rising Star Assessor and Mentor Certification Overview

Course 2: Texas Rising Star Protocols
All Texas Rising Star Staff

2.1 - Certification for the TRS Assessor and Mentor
2.2 - TRS Assessor Protocol
2.3 - Program Assessments
2.4 - Assessment Record Forms
2.5 - Certification for the TRS Assessor and Mentor Role Quiz

Course 3: Facility Level Categories (1 and 3)
All Texas Rising Star Staff

3.1 - Category 1 Director and Staff Qualifications and Training
3.2A - Category 1: Director and Staff Qualifications and Training Coding LCCA
3.2B - Director and Staff Qualifications and Training Coding LCCH
3.3 - Category 3 Program Administration
3.4A Program Administration LCAA
3.4B Program Administration LCCH
3.5 Quiz (*) Categories 1 and 3 [Facilities]
3.6 Facility Coding Practice LCAA
3.7 Facility Coding Practice LCCH

Course 5: Category 2 – Teacher-Child Interactions
All Texas Rising Star Staff

5.1 - Group Size and Ratios
5.2 - Focusing Your Observation
5.3 - Key Ideas
5.4 - Rating Protocol for Multiple Caregivers
5.5 - Warm and Responsive Style
5.6 - Warm and Responsive Style Infant Coding Practice
5.7 - Warm and Responsive Style Toddler Coding Practice
5.8 - Warm and Responsive Style Preschool Coding Practice
5.9 - Warm and Responsive Style School-Age Coding Practice
5.10 - Warm and Responsive Style All Ages Coding Practice
5.11 - Language Facilitation and Support
5.12 - Language Facilitation and Support Infant Coding Practice
5.13 - Language Facilitation and Support Toddler Coding Practice
5.14 - Language Facilitation and Support Preschool Coding Practice

5.15 - Language Facilitation and Support School-Age Coding Practice
5.16 - Language Facilitation and Support All Ages Coding Practice
5.17 - Play-Based Interactions and Guidance
5.18 - Play-Based Interactions and Guidance Infant Coding Practice
5.19 - Play-Based Interactions and Guidance Toddler Coding Practice
5.20 - Play-Based Interactions and Guidance Preschool Coding Practice
5.21 - Play-Based Interactions and Guidance School-Age Coding Practice
5.22 - Play-Based Interactions and Guidance All Ages Coding Practice
5.23 - Support for Children's Regulation
5.24 - Support for Children's Regulation Toddler Coding Practice
5.25 - Support for Children's Regulation Preschool Coding Practice
5.26 - Support for Children's Regulation School-Age Coding Practice
5.27 - Support for Children's Regulation All Ages Coding Practice
5.28 - Instructional Formats and Approaches to Learning
5.29 - Instructional Formats and Approaches to Learning Infant Coding Practice
5.30 - Instructional Formats and Approaches to Learning Toddler Coding Practice
5.31 - Instructional Formats and Approaches to Learning Preschool Coding Practice
5.32 - Instructional Formats and Approaches to Learning School-Age Coding Practice
5.33 - Instructional Formats and Approaches to Learning All Ages Coding Practice
5.34 – Quiz(*) Category 2
5.35 - Infant Coding Practice (60 Min)
5.36 - Toddler Coding Practice (60 Min)
5.37 - Preschool Coding Practice (60 Min)
5.38 - School-Age Coding Practice (60 Min)
5.39 - All Ages Coding Practice (60 Min)

Course 6: Learning Environments
All Texas Rising Star Staff

6.1 – Indoor Learning Environment
6.2 - Indoor learning environment Infant coding practice
6.3 - Indoor learning environment Toddler coding practice
6.4 - Indoor learning environment Preschool coding practice
6.5 - Indoor learning environment School-age coding practice
6.6 - Indoor learning environment All Ages coding practice
6.7 – Outdoor Learning Environment
6.8 - Outdoor learning environment Infant coding practice
6.9 - Outdoor learning environment Toddler coding practice
6.10 - Outdoor learning environment Preschool coding practice
6.11- Outdoor learning environment School-age coding practice
6.12 - Outdoor learning environment All Ages coding practice
6.13 – Quiz(*) Category 4
6.14 - Infant coding practice images
6.15 - Toddler coding practice images
6.16 - Preschool coding practice images
6.17 - School-age coding practice images
6.18 - All-Ages coding practice images

Course 7: All Categories Practice
Texas Rising Star Assessors

7.1 - Infant Coding Practice
7.2 - Toddler Coding Practice
7.3 - Preschool Coding Practice
7.4 - School-age Coding Practice
7.5 - LCAA Facility Coding Practice
7.6 - All-Ages coding Practice
7.7 - LCCH Facility Coding Practice

Course 8: Certification Exam
Texas Rising Star Assessors

8.1- Texas Rising Star Assessor Written Exam
8.2 - Infant Coding
8.3 - Toddler Coding
8.4 - Preschool Coding
8.5 - School-age Coding
8.6 - LCAA Facility Coding
8.7 - All-Ages Coding
8.8 - LCCH Facility Coding

Course 9: Mentoring and Continuous Quality Improvement Plans
Texas Rising Star Mentors

9.1 - The Role of the Mentor
9.2 - Quiz

Course 10: CLI Engage Technology/Data Entry
All Texas Rising Star Staff

10.1 - Technology and Data Entry
10.2 - Quiz

Certification Booster (TBD)
All Texas Rising Star Staff

Includes new Category 3 measures

Quarterly Reliability
Texas Rising Star Assessors

Course 11: Quarterly Reliability – Infant Coding Practice (60 Min)

Course 12: Quarterly Reliability – Toddler Coding Practice (60 Min)

Course 13: Quarterly Reliability – Preschool Coding Practice (60 Min)

Course 14: Quarterly Reliability – School-Age Coding Practice (60 Min)

Course 15: Quarterly Reliability – LCAA Facility

Course 16: Quarterly Reliability – All-ages Coding Practice (60 Min)

Course 17: Quarterly Reliability – LCCH Facility

Mentor Micro-credential

Within the approved rules, Texas Rising Star mentors must pursue the Coaching Micro-Credential through the attainment of competency badges via the Texas Rising Star Coaching Program. Late July, mentors will participate in the first course "Understanding Coaching for CQI".

On a monthly basis, beginning August 2021, mentors will participate in Coaching PLCs to better improve their mentoring practices. Mentors should plan to commit time to attend these monthly PLCs. The draft framework for the coaching competencies is attached and was discussed during the statewide training in January. Mentors may begin earning badges through this program in August 2021. Additional information is forthcoming.

Micro-credential Courses

Appendix D.1: Core Coaching Competencies and Sample Badges

ADULT LEARNING

AL1	Creates and sustains an engaging, supportive, and safe learning environment
AL2	Describes and applies principles of adult learning in the creation and delivery of professional development
AL3	Promotes understanding and retention by providing participants repeated and varied opportunities to engage with content/material
AL4	Describes how individual and/or cultural differences (e.g., national origin, age, professional status) can impact learning preferences and considers differences when developing strategies to meet teachers' needs
AL5	Delivers professional development with a balance of trainer-directed and self-directed learning, and demonstrates understanding of how to adjust training approaches for participants
AL6	Demonstrates adaptation of training to meet individual needs of participants
SAMPLE BADGES	

CHARACTERISTICS OF EFFECTIVE SPECIALISTS (TRAINERS AND COACHES)

ES1	Shows respect to all learners and avoids using any verbal or nonverbal characterizations of diverse individuals or groups
ES2	Uses verbal and non-verbal language that is positive in content and tone.
ES3	Refrains from promising answers that will not be delivered, and informs learner(s) when an exact answer is not known
ES4	Values learner(s) by responding sensitively to learner's comments and questions
ES5	Shows flexibility by making accommodations for learner preferences that do not alter the content and effectiveness of the training or coaching
ES6	Shares leadership during activities intended to increase learner problem solving and decision-making skills
ES7	Accepts critical feedback about one's training or coaching style, demeanor, and content, then integrates feedback to improve the quality of learners' experiences.
ES8	Ensures that personal content knowledge is deep enough to support learners, and connects those who need additional information with the right resources
ES9	Reflects on one's own biases and perspectives on adult learning to help maintain objectivity and flexibility with learner
ES10	Motivates learning and interest by showing energy and excitement and using appropriate humor
ES11	Values participant's time and efforts by practicing or rehearsing, and to the extent possible, piloting trainings before working with participants
ES12	Speaks clearly and in a manner that keeps participant's attention and interest
ES13	Maintains a friendly, approachable, and attentive demeanor during classroom visits and feedback sessions
ES14	Encourages teachers to talk about their own interests and challenges
ES15	Provides positive encouragement to motivate teachers to try new strategies and practices and persist when implementation challenges arise
ES16	Respects teacher's authority in the classroom
ES17	Reinforces existing positive practices by providing specific feedback that highlights the connections between teaching behaviors and child response and understanding
ES18	Shows respect by moving on once learner indicates understanding
ES19	Recognizes and responds sensitively if learner shows discomfort or resistance
SAMPLE BADGES	

OBSERVATION SKILLS

OB1	Remains objective, scoring only what is seen or heard
OB2	Manages cultural and individual biases
OB3	Uses neutral verbal and nonverbal communication during observations to avoid inadvertently influencing classroom interactions
OB4	Sets clear expectations for what to expect before, during, and after observation period
OB5	Practices good note-taking that provides evidence and support for feedback conversations or completion of assessment instruments.
OB6	Prioritizes constructive feedback to share with the teacher in a way that is not overwhelming (e.g., even though there may be many areas for feedback, the coach selects a few to work on with the teacher)
OB7	Recognizes when to terminate an observation and/or report an incident
SAMPLE BADGES	

PROVIDING FEEDBACK

PF1	Uses content-focused language that references key student learning objectives during feedback[1] conversations and in documentation
PF2	Uses content-focused language that is age-appropriate and aligned with relevant national, state, or program learning guidelines
PF3	Uses content-focused language that is directly linked to observational assessment tools used by the teacher's program to track performance to reinforce the connection between performance data and implementation
PF4	Uses content-focused language that takes into account and builds upon what teacher already knows about skill development, pedagogy, and evidence-based practice.
PF5	Succinctly summarizes events or interactions to allow ample time for discussion and back and forth conversation
PF6	Stays focused on feedback that fits the current instructional and interaction context
PF7	Quickly corrects misunderstandings in content or instructional practices in the moment rather than waiting until the lesson is over
PF8	Delivers feedback constructively
PF9	Provides adaptations, modification, or extensions to improve future delivery of instruction or support
PF10	Provides opportunities for immediate practice by recommending adaptations, modification, or extensions to improve instructional delivery or interactions in the moment and when the coach is present to provide support
PF11	Builds on what teacher is already doing by providing actionable feedback that pushes for more skilled practice and supports more complex, sophisticated implementation of evidence-based practice.
SAMPLE BADGES	

FOSTER REFLECTIVE THINKING

RT1	Uses reflective prompts/language rather than relying heavily on summary or declarative statements
RT2	Prompts and supports teacher to provide evidence that children were engaged or unengaged during interactions and instruction that are the subject of reflective conversation
RT3	Orients teacher to child signals to increase teacher's ability to recognize children's current level of engagement and understanding
RT4	Provides own explanations of connections between specific teacher action(s) and child behaviors or responses
RT5	Incorporates conversations about learning standards into reflective discussions to help teachers think about how their lessons and interactions align with key child outcomes
RT6	Prompt teachers to think about and question the extent to which their instruction and interaction matches the targeted developmental or learning objectives
RT7	Connects reflection opportunities to child data and progress monitoring results to strengthen teachers' ability to recognize opportunities to adapt instruction and interactions to individualize support
RT8	Supports teachers to articulate specific action steps
RT9	Prompts teachers to provide objective descriptions of events prior to making judgments or moving on to solutions or next steps
RT10	Prompts teachers to articulate their own explanations or judgments about particular events or interactions they've just described
RT11	Prompt teacher to generate alternative explanations that consider others' perspectives
RT12	Offers alternative or contrasting perspectives in response to a teacher's own explanations or judgments of an instructional situation or interaction

Micro-credential Courses

RT13	Supports teacher in drawing conclusions and describing next steps for improvement
SAMPLE BADGES	

DEMONSTRATION AND ARTICULATION	
DA1	Models or demonstrates a lesson or strategy in teachers' own classrooms to help teachers see how new practices look when implemented in the context of their own resources, classroom environment, and student needs
DA2	Shares and discusses targeted video exemplars as an alternative of in-class demonstration to show rather than simply telling teachers about new practices
DA3	Connects demonstrations and articulations to recent professional development to support transfer of learning
DA4	Provides teacher with an immediate opportunity to practice with coach feedback after demonstrating a new strategy or practice
DA5	Prompts teachers before demonstrations to observe for specific instructional elements or student responses/engagement to focus their attention
DA6	Clearly articulates the steps/procedures during modeling and demonstration to draw attention to the key aspects or transitions in lessons
DA7	Clearly articulates the steps/procedures (i.e., without demonstration) to guide the teacher to implement practices and strategies on his/her own
DA8	Engages in co-teaching in which the coach (1) joins the teacher in planning the lesson, (2) begins the lesson by modeling and guiding the first turn, and (3) transitions to supporting the teacher in implementing the remainder of the lesson
DA9	Joins a lesson or interaction, working side-by-side with a teacher, to offer brief demonstrations or articulation to correct teacher's mistakes, misunderstanding, or missed steps during implementation
DA10	Verbalizes thought processes to help teacher see the logic and intent of instructional strategies and practices
DA11	Uses brief verbal or nonverbal cues to help the teacher recognize opportunities to make adjustments to instructional situations or interactions
DA12	Provides a quick explanation or cue to guide intervention and support in response to children's signal
SAMPLE BADGES	

SUPPORTING CONTINUOUS IMPROVEMENT	
CI2	Engages administrators in conversations about the process for continuous improvement planning,
CI3	Helps practitioners learn to interpret classroom data to identify priorities for improvement in the skill development of their students
CI4	Helps practitioners learn to interpret performance data to identify priorities for improvement in their own practice
CI5	Supports practitioners in articulating their own goals for improvement and professional development
CI6	Supports practitioners in setting realistic goals
CI7	Supports practitioners in identifying and planning for repeated practice opportunities in connection with goals
CI8	Documents action plans that specify improvement goals, needed resources and support
CI9	Provide Feedback and Promote Reflection
CI10	Connects feedback with planned practice opportunities using language that is consistent with documented goals and improvement strategies
CI11	Engages practitioner in reflective conversations about progress in meeting goals, including the identification of barriers and supports for improvement
CI12	Tracks and reports on practitioner progress in a manner that supports evaluation of progress and the revision or conclusion of activity related to the established goals
SAMPLE BADGES	

Questions?

Appendix D.1: Core Coaching Competencies and Sample Badges

ADULT LEARNING

AL1	Creates and sustains an engaging, supportive, and safe learning environment
AL2	Describes and applies principles of adult learning in the creation and delivery of professional development
AL3	Promotes understanding and retention by providing participants repeated and varied opportunities to engage with content/material
AL4	Describes how individual and/or cultural differences (e.g., national origin, age, professional status) can impact learning preferences and considers differences when developing strategies to meet teachers' needs
AL5	Delivers professional development with a balance of trainer-directed and self-directed learning, and demonstrates understanding of how to adjust training approaches for participants
AL6	Demonstrates adaptation of training to meet individual needs of participants
SAMPLE BADGES	

CHARACTERISTICS OF EFFECTIVE SPECIALISTS (TRAINERS AND COACHES)

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ES2	Uses verbal and non-verbal language that is positive in content and tone.
ES3	Refrains from promising answers that will not be delivered, and informs learner(s) when an exact answer is not known
ES4	Values learner(s) by responding sensitively to learner's comments and questions
ES5	Shows flexibility by making accommodations for learner preferences that do not alter the content and effectiveness of the training or coaching
ES6	Shares leadership during activities intended to increase learner problem solving and decision-making skills
ES7	Accepts critical feedback about one's training or coaching style, demeanor, and content, then integrates feedback to improve the quality of learners' experiences.
ES8	Ensures that personal content knowledge is deep enough to support learners, and connects those who need additional information with the right resources
ES9	Reflects on one's own biases and perspectives on adult learning to help maintain objectivity and flexibility with learner
ES10	Motivates learning and interest by showing energy and excitement and using appropriate humor
ES11	Values participant's time and efforts by practicing or rehearsing, and to the extent possible, piloting trainings before working with participants
ES12	Speaks clearly and in a manner that keeps participant's attention and interest
ES13	Maintains a friendly, approachable, and attentive demeanor during classroom visits and feedback sessions
ES14	Encourages teachers to talk about their own interests and challenges
ES15	Provides positive encouragement to motivate teachers to try new strategies and practices and persist when implementation challenges arise
ES16	Respects teacher's authority in the classroom
ES17	Reinforces existing positive practices by providing specific feedback that highlights the connections between teaching behaviors and child response and understanding
ES18	Shows respect by moving on once learner indicates understanding
ES19	Recognizes and responds sensitively if learner shows discomfort or resistance
SAMPLE BADGES	

OBSERVATION SKILLS

OB1	Remains objective, scoring only what is seen or heard
OB2	Manages cultural and individual biases
OB3	Uses neutral verbal and nonverbal communication during observations to avoid inadvertently influencing classroom interactions

OB4	Sets clear expectations for what to expect before, during, and after observation period
OB5	Practices good note-taking that provides evidence and support for feedback conversations or completion of assessment instruments.
OB6	Prioritizes constructive feedback to share with the teacher in a way that is not overwhelming (e.g., even though there may be many areas for feedback, the coach selects a few to work on with the teacher)
OB7	Recognizes when to terminate an observation and/or report an incident
SAMPLE BADGES	

PROVIDING FEEDBACK

PF1	Uses content-focused language that references key student learning objectives during feedback[1] conversations and in documentation
PF2	Uses content-focused language that is age-appropriate and aligned with relevant national, state, or program learning guidelines
PF3	Uses content-focused language that is directly linked to observational assessment tools used by the teacher's program to track performance to reinforce the connection between performance data and implementation
PF4	Uses content-focused language that takes into account and builds upon what teacher already knows about skill development, pedagogy, and evidence-based practice.
PF5	Succinctly summarizes events or interactions to allow ample time for discussion and back and forth conversation
PF6	Stays focused on feedback that fits the current instructional and interaction context
PF7	Quickly corrects misunderstandings in content or instructional practices in the moment rather than waiting until the lesson is over
PF8	Delivers feedback constructively
PF9	Provides adaptations, modification, or extensions to improve future delivery of instruction or support
PF10	Provides opportunities for immediate practice by recommending adaptations, modification, or extensions to improve instructional delivery or interactions in the moment and when the coach is present to provide support
PF11	Builds on what teacher is already doing by providing actionable feedback that pushes for more skilled practice and supports more complex, sophisticated implementation of evidence-based practice.
SAMPLE BADGES	

FOSTER REFLECTIVE THINKING

RT1	Uses reflective prompts/language rather than relying heavily on summary or declarative statements
RT2	Prompts and supports teacher to provide evidence that children were engaged or unengaged during interactions and instruction that are the subject of reflective conversation
RT3	Orients teacher to child signals to increase teacher's ability to recognize children's current level of engagement and understanding
RT4	Provides own explanations of connections between specific teacher action(s) and child behaviors or responses
RT5	Incorporates conversations about learning standards into reflective discussions to help teachers think about how their lessons and interactions align with key child outcomes
RT6	Prompt teachers to think about and question the extent to which their instruction and interaction matches the targeted developmental or learning objectives
RT7	Connects reflection opportunities to child data and progress monitoring results to strengthen teachers' ability to recognize opportunities to adapt instruction and interactions to individualize support
RT8	Supports teachers to articulate specific action steps
RT9	Prompts teachers to provide objective descriptions of events prior to making judgments or moving on to solutions or next steps
RT10	Prompts teachers to articulate their own explanations or judgments about particular events or interactions they've just described
RT11	Prompt teacher to generate alternative explanations that consider others' perspectives
RT12	Offers alternative or contrasting perspectives in response to a teacher's own explanations or judgments of an instructional situation or interaction

RT13	Supports teacher in drawing conclusions and describing next steps for improvement
SAMPLE BADGES	

DEMONSTRATION AND ARTICULATION

DA1	Models or demonstrates a lesson or strategy in teachers' own classrooms to help teachers see how new practices look when implemented in the context of their own resources, classroom environment, and student needs
DA2	Shares and discusses targeted video exemplars as an alternative of in-class demonstration to show rather than simply telling teachers about new practices
DA3	Connects demonstrations and articulations to recent professional development to support transfer of learning
DA4	Provides teacher with an immediate opportunity to practice with coach feedback after demonstrating a new strategy or practice
DA5	Prompts teachers before demonstrations to observe for specific instructional elements or student responses/engagement to focus their attention
DA6	Clearly articulates the steps/procedures during modeling and demonstration to draw attention to the key aspects or transitions in lessons
DA7	Clearly articulates the steps/procedures (i.e., without demonstration) to guide the teacher to implement practices and strategies on his/her own
DA8	Engages in co-teaching in which the coach (1) joins the teacher in planning the lesson, (2) begins the lesson by modeling and guiding the first turn, and (3) transitions to supporting the teacher in implementing the remainder of the lesson
DA9	Joins a lesson or interaction, working side-by-side with a teacher, to offer brief demonstrations or articulation to correct teacher's mistakes, misunderstanding, or missed steps during implementation
DA10	Verbalizes thought processes to help teacher see the logic and intent of instructional strategies and practices
DA11	Uses brief verbal or nonverbal cues to help the teacher recognize opportunities to make adjustments to instructional situations or interactions
DA12	Provides a quick explanation or cue to guide intervention and support in response to children's signal
SAMPLE BADGES	

SUPPORTING CONTINUOUS IMPROVEMENT

CI2	Engages administrators in conversations about the process for continuous improvement planning,
CI3	Helps practitioners learn to interpret classroom data to identify priorities for improvement in the skill development of their students
CI4	Helps practitioners learn to interpret performance data to identify priorities for improvement in their own practice
CI5	Supports practitioners in articulating their own goals for improvement and professional development
CI6	Supports practitioners in setting realistic goals
CI7	Supports practitioners in identifying and planning for repeated practice opportunities in connection with goals
CI8	Documents action plans that specify improvement goals, needed resources and support
CI9	Provide Feedback and Promote Reflection
CI10	Connects feedback with planned practice opportunities using language that is consistent with documented goals and improvement strategies
CI11	Engages practitioner in reflective conversations about progress in meeting goals, including the identification of barriers and supports for improvement
CI12	Tracks and reports on practitioner progress in a manner that supports evaluation of progress and the revision or conclusion of activity related to the established goals
SAMPLE BADGES	

MEMORANDUM

To:	Child Care Committee
From:	Mark Milton, WSA COO
Presented by:	Jessica Villarreal, Director of Child Care
Date:	**June 28, 2021**
Subject:	**TWC WD 13-21 "Initial Job Search Child Care"**

Summary:

Under federal Child Care Development Block Grant (CCDBG) regulation 45 CFR §98.21(a)(2)(iii), states may initially qualify a family for assistance if the parent is seeking employment or engaging in job search and may end assistance after a minimum of three months if the parent has not found employment.

However, unemployed parents who are looking for work are not initially qualified to receive child care subsidies under Texas Workforce Commission (TWC) Child Care Services rule §809.41. According to §809.50(a)(2), only families in which the parents are working or in education/training for at least 25 hours a week for a single-parent family or 50 hours a week for a dual-parent family are initially qualified to receive child care subsidies. Once determined eligible and receiving child care, if a parent has a permanent job loss, the parent is afforded a three-month period of child care under §809.51(b) to provide the parent with an opportunity to become reemployed.

Additionally, CCDBG regulations set forth parameters for how states are required to establish the parent copayment. Per 45 CFR §98.45(k)(2), copayments must be based on family income and size. According to 45 CFR §98.21(a)(3), "Lead Agencies cannot increase family co-payment amounts, established in accordance with §98.45(k), within the minimum 12-month eligibility period…."

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Analysis:

On June 15, 2021, TWC's three-member Commission (Commission) approved a temporary waiver for §809.41(a)(3)(B) to provide additional flexibility, allowable under federal CCDBG law and regulations, to support families who do not meet the activity requirements when eligibility is determined. This waiver will allow up to three months of child care, with zero co-payment for those parents searching for work.

Proposed waiver would temporarily be in place from July 2021 – September 2022.

Alternatives:
N/A

Fiscal Impact:

Recommendation:
N/A: Briefing Item Only

Next Steps:
TWC held a meeting to discuss this proposed temporary guidance on 6/21/2022,and received significant feedback and questions that required additional TWC consideration on implementation.

WSA will await final WD letter 13-21 release with additional guidance/clarification from TWC and work with Child Care staff to implement accordingly.

Attachment:
None

TWC WD 13-21:
" Initial Job Search Child Care" Briefing

June 28, 2021

TWC Proposed Waiver 809.41 rule, Temporary July 2021-Sept.2022

- Some board areas having trouble enrolling families who are not working & meeting the hour requirement.

- On 6/21/2021: TWC held meeting with Workforce boards to discuss & receive feedback on proposed waiver (809.41)

- Several questions were posed that require additional consideration by TWC.

- WD has not yet been issued: no changes can/will be made until final release

Clients can be placed on the waitlist along all other clients, priority groups apply

Two parent family can be placed in this if combined they are not meeting the required hours

Clients will still have to meet other eligibility requirements

Even if one parent is working, there is $0 psoc

Must meet 25/50 hour requirement at the end of the 3 months

This is only at eligibility determination, other participation rules still apply

This is specifically for job search, does not apply to those enrolled in education

Questions?

MEMORANDUM

To:	Child Care Committee
From:	Mark Milton, WSA COO
Presented by:	Jessica Villarreal, Director of Child Care
Date:	**June 28, 2021**
Subject:	**Early Matters Welcome and Introduction**

Summary:
On June 9th, 2021, Early Matters-Alamo hired an Early Matters Officer, Mark Larson, whose goals will be to: strengthen the ecosystem by leading the Early Matters Quality Improvement Partnership team that will include PreK4SA, Workforce Solutions Alamo, United Way San Antonio & Bexar County. Mr. Mark Larson, will work to champion the goals of the Early Matters SA steering committee by engaging corporate leaders and building relationships with key stakeholders, raising funds, examining the efficacy of existing public policies, and advocating for new legislation to drive the increase of quality early childhood education centers in Bexar County to 50% by 2025.

Analysis:
With the many organizations and quality funding available for the state, the addition of an Early Matters Officer, continues to further Alamo's goal of building a more expansive and unified quality child care system for the community.

Alternatives:
N/A

Fiscal Impact:
N/A

Recommendation:
N/A: Briefing only: Welcome Mr. Mark Larson to Early Matters & Child Care Committee

Next Steps:

WSA Child Care department will continue collaborating with agencies and organizations seeking to increase the quality of child care for the Alamo region.

Attachment:
None

Early Matters Welcome and Introduction

June 28, 2021

Workforce *Solutions*
A L A M O

American**Job**Center®

EARLY MATTERS: Raises awareness about the link between investments in high quality early education and a strong economic future for San Antonio by bringing together:

Business

Civic

Education

Philanthropic

Nonprofit leaders

EARLY MATTERS GOALS

Early Matters Quality Improvement Partnership team

- Pre-K 4SA
- Workforce Solutions Alamo
- United Way San Antonio
- Bexar county

Support Bexar County Early Childhood Education Partners

Establish & Strengthen Partnerships with Educational Providers

Foster Parent engagement, feedback, and connection to resources

Quantify impact by building scorecard & measure success

Champion goals of Early Matters San Antonio Steering Committee

Engage corporate leaders & build relationships with key stakeholders

Raise funds & examine the efficacy of public policies

Advocate for new legislation to increase quality early childhood education centers 50% by 2025

Welcome

Mark Larson: Early Matters San Antonio Officer

Taught high school math and biology for five years at the International School of the Americas (principal was Dr. Shari Albright)

Founding school leader of KIPP Aspire Academy for five years

Eleven years as Superintendent of KIPP San Antonio, growing to serve ~4,000 students across 7 schools

Throughout that time, worked in the policy space to increase state funding, increase quality, and build a teacher pipeline

Served as CEO of City Education Partners rolling out a parent-facing navigation tool, investing in creating a wider teacher talent pipeline, and developing an advocacy agenda to drive up quality

Questions?

Child Care Success Stories

Child Care Success Stories: Nicole Gonzales

Nicole Gonzales appreciates the stability the Child Care Services (CCS) program has provided for her family. "The Workforce Solutions Alamo has helped my family tremendously. The program has allowed me to continue working and not having to worry about who is going to help with my children."

Before enrolling in CCS, Nicole was struggling to maintain a career and provide for her family. "Without this program and assistance, I would be struggling and constantly worrying about my job firing me for not having anyone to watch my children." The CCS program has allowed her to maintain stable employment without the stress of worrying about the health and safety of her children.

Child Care Success Stories: Natally Perez

Natally Perez lives in the rural area where quality childcare is scarce and in high demand. Natally has a thriving career thanks to her determination and Child Care Services (CCS). "Workforce Solutions Alamo (WSA) has helped me keep job and grow my career. I have been able to afford my other bills and have dependable, high-quality childcare."

Natally's children attend a Texas Rising Star early learning program that voluntarily exceeds minimum standards and strives for quality. A quality early education is crucial for long term success. While her children benefit from quality childcare, she has established a career she is proud of. "While on the program I have been able to receive promotions in the company, I am working for." WSA is proud to be a part of this continued success and wishes Natally's family the best.

Thank you for your continued support and guidance.
We are making a difference in our community.