Public Meeting

November 12, 2021

TEXAS EARLY LEARNING COUNCIL

Welcome!

Thank you for joining this meeting. We will begin shortly.

All attendees are muted upon entry.

If you are having any connectivity issues, you can call into the meeting instead.

Number: 346-248-7799

Access Code: 811 3973 2159#

Agenda

TEXAS EARLY LEARNING COUNCIL

1. Call to Order
2. September 2021 Minutes Approval
3. Public Comment
4. Strategic Plan
5. Federal Stimulus Funding Update
6. Updates from TELC Members
7. Upcoming Early Childhood Events
8. 2022 Meeting Schedule
9. Adjourn

Strategic Plan: Goal 3

All TELC members

> What progress has your organization / constituency made (or is planning to make) against Texas Early Learning Strategic Plan Goal 3: *"Families are equipped with knowledge and tools they need to be their child's primary caregiver"*?

"FAMILIES ARE EQUIPPED WITH KNOWLEDGE AND TOOLS THEY NEED TO BE THEIR CHILD'S PRIMARY CAREGIVER"

How do we help prepare students to achieve this goal?

- The NAEYC Standards for Early Childhood Professional Preparation responds to the charge from the Power to the Profession (P2P) Task Force to create nationally agreed-upon professional competencies (knowledge, understanding, abilities, and skills) for early childhood educators.

- While NAEYC professional preparation standards have always included a family focus, the new standards further recognize family unique strengths and competencies, and the critical need to involve families in each of the 6 standards.

- The early childhood educator professional preparation standards are aligned with the developmentally appropriate practice position statement, as well as early childhood education responsibilities designated by the Unifying Framework for the Early Childhood Education
- "Engaging in reciprocal partnerships with families and fostering community connections (Standard 2)"
- "Understanding and using content areas to plan and implement an engaging curriculum designed to meet goals that are important and meaningful for children, families, and the community in the present as well as the future (Standard 5)"

Source: NAEYC **Professional Standards and Competencies for Early Childhood Educators**

FAMILY INVOLVEMENT

Included in all 6 Professional Preparation Standards, but particularly prominent in the following standards:

- **Standard 1: Child Development and Learning in Context**
- **Standard 2: Family–Teacher Partnerships and Community Connections**
- **Standard 3: Child Observation, Documentation and Assessment** (Build assessment partnerships)
- **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices** (Using culturally and linguistically relevant anti-bias teaching strategies, as one example)
- **Standard 6: Professionalism as an Early Childhood Educator** (Be an informed advocate for children and their families)

EXAMPLE OF LEARNING OPPORTUNITIES THAT ADDRESS THE STANDARDS

- First and foremost, we recognize and utilize the knowledge and experience of the students in our classes, as family members, caregivers, and community workers.

LEARNING OPPORTUNITIES

- **Family Profile Project** (includes involving parents in the educational process)
- **Community Resource Guide for Families** (Increase understanding of community characteristics, specific characteristics and needs of young children and their families, and increase familiarity of community resource agencies and organizations available)
- **Pamphlet for families on resources for special needs, locally and nationally**
- **Family Engagement Plan** (students design and implement a lesson that involves the entire family in the area of health, safety, or nutrition)
- **Child Case Study** (address how children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities)

- **Center Observation Checklist and Reflection Paper -** focusing on family involvement and resources found in a center
- **Observation and Assessment Portfolio -** (Partner with and support families; build assessment partnerships)
- **Cooperative Education -** (Serve as informed advocates for young children, families, and the profession; developing reciprocal relationships)

Updates:
Texas PBS Resources
For Kids & Communities

November 12, 2021

PBS Kids: Our Approach

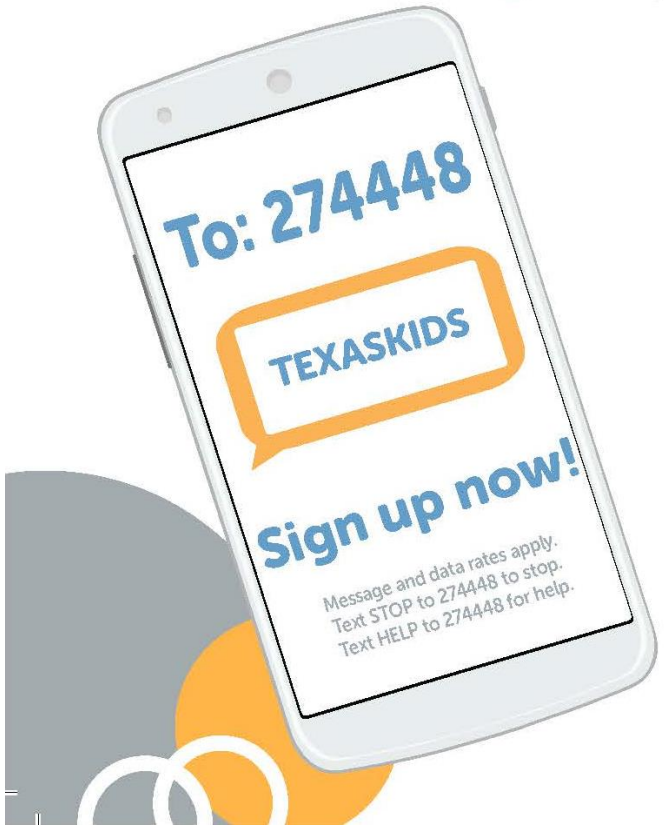
TEXAS PBS

United Way
United Ways of Texas

Bright

Bright by Text

free activities, games and resources for parents and caregivers of children prenatal to age 8



in partnership with TEXAS Department of Family and Protective Services

Start Smart Texas

BRIGHT BY TEXT CONTENT:
Types of Content

Bright by Text

Core Content:
Based on a child's birthdate

- Pregnancy
- Health
- Safety
- Wellness
- Milestones
- Brain development/cognition
- Social-emotional development
- Creativity
- Parent encouragement and wellness

Your example can help your child develop healthy eating habits for life. Get tips to make meals healthy and fun even for picky eaters. Link

Community Messages:
Based on a family's zip code

- Local events
- Resources such as:
  - Food/diaper banks
  - Health fairs
  - Library storytimes
  - Museum events
  - Disaster aid and relief

The Houston Children's Museum is hosting Art Spot on Sat, Sept 28 from 11 AM to 4PM. Free kids' arts activities! Link

Optional Content
Based on a family's needs or interests

- Information for parents whose child has a speech or language delay
- Social-emotional activities to help children who've been at home during the pandemic
- Early math curriculum for 2-3 year olds
- Summer and spring break activities to keep kids' brains active and happy

TALK: You know your child best! Follow your gut if you think your child has a delay in speech or language. Some things to look out for: Link

We support parents from pregnancy through age 8.

Bright by Text

US Subscribers: 100,000+ kids

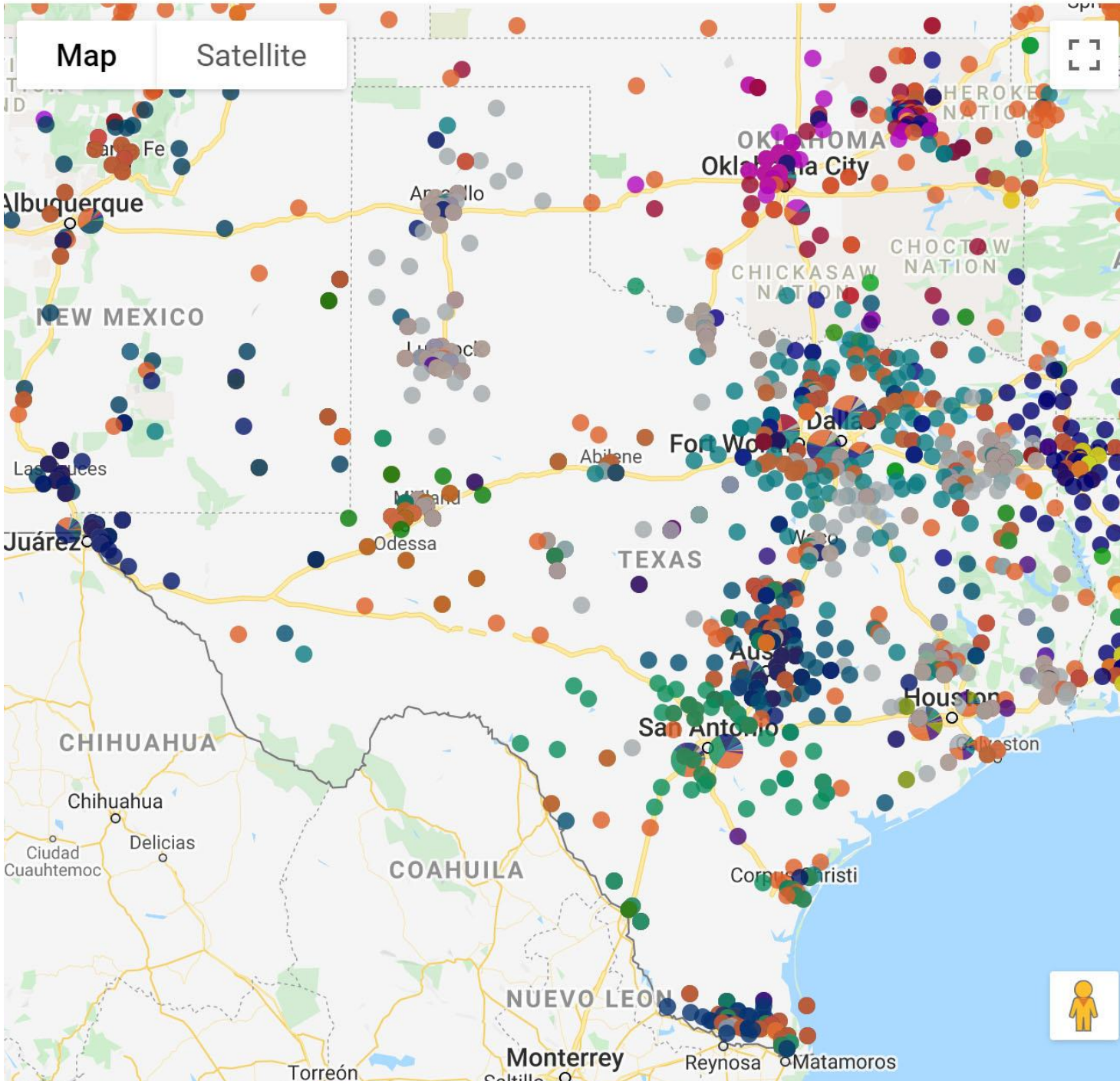
Texas: 20,000+

Colorado: 17,000+

New York: 6,000+

Louisiana: 1,700+

Florida: 800+



Texas Communities

Bright by Text

- **Austin**
- **Brownsville**
- **Dallas**
- **El Paso**
- **Midland**
- **San Antonio**

17,500+
Subscribers
20,000+
Children

- Amarillo
- Beaumont
- Houston
- Laredo
- Longview
- Lubbock
- Waco
- Wichita Falls
- Tyler
- Navarro County

TEXAS PBS

United Way
United Ways of Texas

Start Smart Texas

Bright by Text **Impact Summary**

92% are more confident because of Bright by Text messages.

96% have children who are developmentally on track or above average in language development.

Have children who are **3 months** ahead of a comparison group in language development.

Only **9%** feel overwhelmed by parental responsibility.

Compared to **21%** of caregivers in the control group.

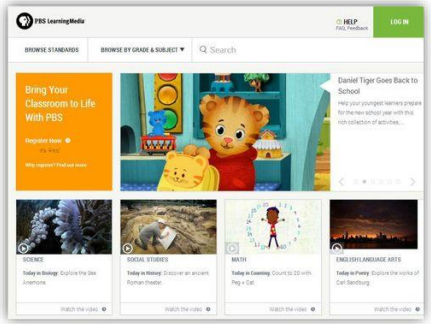
PBS Kids

Social Studies & World Cultures
COMMUNICATION
Health & Nutrition
Science, Technology & Engineering
Literacy
COLLABORATION
CRITICAL THINKING
Social Emotional Learning
Math
Fine Arts
CREATIVITY

PBS KIDS
Learn at Home with PBS KIDS
Activities, Tips, Crafts and More!
ABCDEF
GHIJKL
MNOPQ
RSTUV
WXYZ

Where to Find PBS Kids Resources

A Look Inside PBS LearningMedia



Engaging

- Content includes videos, lesson plans, interactive games, audio clips, essays, discussion questions

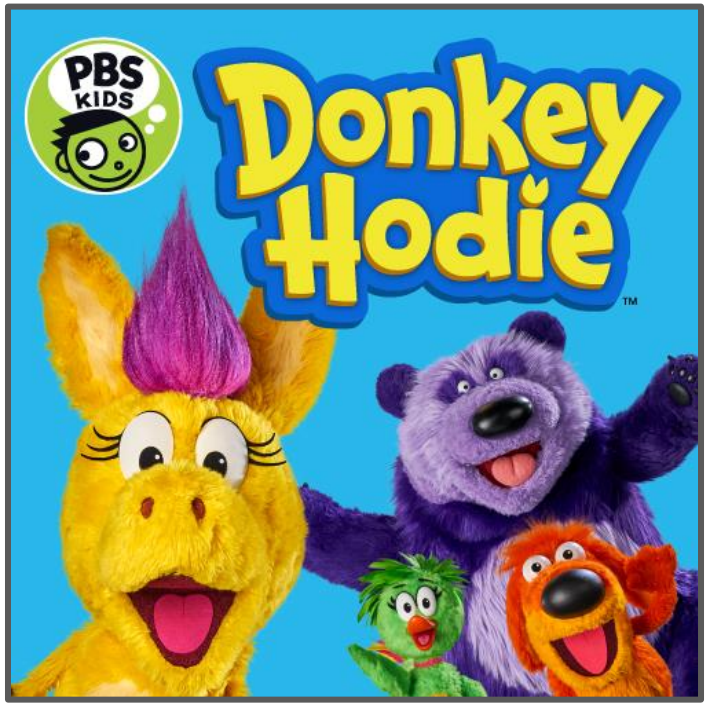
Comprehensive

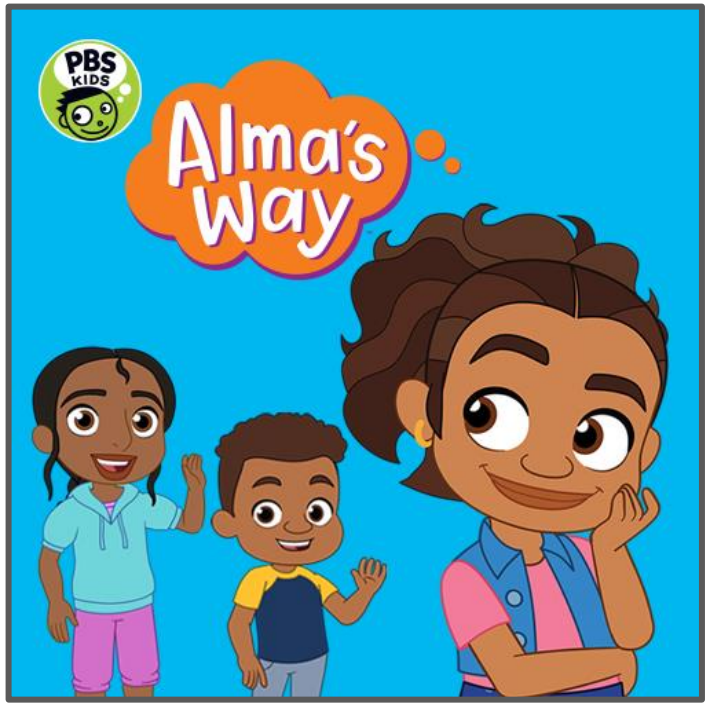
- Over 100,000 resources for teachers and students

Impact

- Standards-aligned resources
- Research-based content

Elinor
Wonders Why
Collection
70


PBS KIDS
Donkey Hodie


PBS KIDS
Alma's Way

PBS KIDS
Clifford
The BIG RED DOG

PBS
KIDS

All About Emotions
BINGO
Emotions
Cut a piece of paper into 20 shapes. On each, draw an eye, eyebrow, mouth, or nose. Then, make a face with the pieces.
Feelings Charades

Los meses del año
enero
febrero

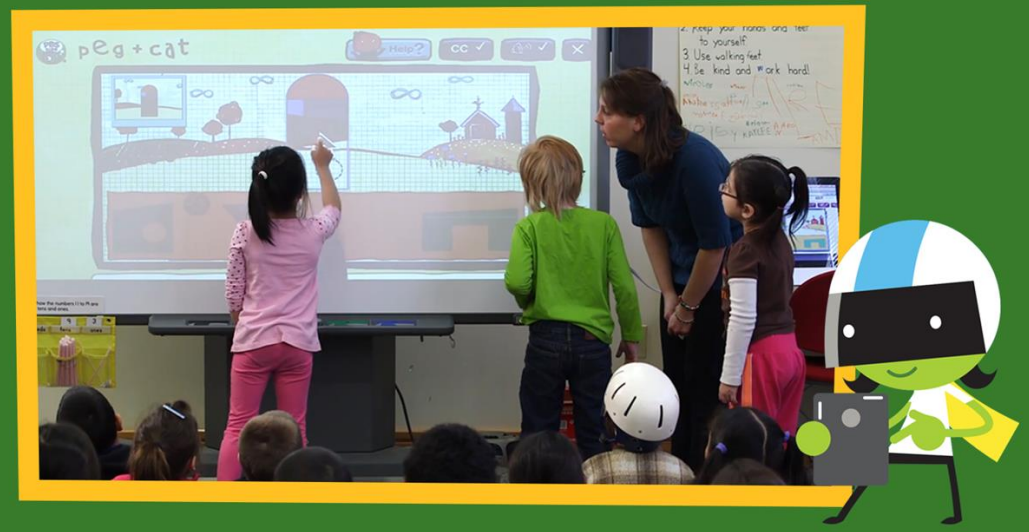
Numbers 1-10
1
6
2
7

BINGO
de Animales
Explora el ciclo de vida de una rana
Si pudieras tener cualquier animal como mascota, ¿cuál sería? ¿Por qué?
Identidad equivocada
Elige un animal. ¿Cómo este impacta su medio ambiente?
Criaturas que viven en el bosque de Norte América
Dibuja y etiqueta imagenes de animales que son carnívoros (que comen carne).
Mundo submarino
Los animales viven en diferentes hábitats. ¿Cuántos hábitats de animales puedes nombrar?
Equipo para contar historias
Grados 1-2

Alphabet
A a
B b
C c
D d
E e
F f
G g
H h
I i
J j
K k
L l
M m
N n
O o
P p
Q q
R r
S s
T t
U u
V v
W w
X x
Y y
Z z
For more resources, visit pbslearningmedia.org

Sentimientos
alegre
triste
emocionado(a)
enojado(a)
asustado(a)
sorprendido(a)
orgulloso(a)
avergonzado(a)
preocupado(a)
irritado(a)
frustado(a)
celoso(a)
Para más recursos, visite pbslearningmedia.org

Share Media with *Peg + Cat*



Early Engineering with *Ready Jet Go!*

Explore Media and *Wild Kratts*

Self-Paced Learning

for PreK-2 Teachers

PBS KIDS
Teaching with Tunes

Mighty Mathematicians

PBS KIDS
Super Scientists

November
Teach Your Way

The world is full of possibilities and so are your students! Inspire their curiosity each day with the activities, printables, and videos below. Create "anytime" moments of playful learning with resources from pbslearningmedia.org, pbskids.org, and the PBS KIDS Video app.

THEME	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Weather	31 **Super Scientists Collection** Bring science to life in your classroom with this special collection!	1 **Día de los Muertos | Everyday Learning** Introduce Day of the Dead (Día de los Muertos) to your class.	2	3 **Printable Packets** Support your home-school connection with this printable packet for PreK-K and grades 1-2.	4 **What Is Weather? | Lesson Plan** Investigate factors that describe weather.	5 **Playful Science Inquiry With Young Children** Explore playful science inquiry in a self-paced course.	6 **PBS KIDS Family Night** Tune-in and watch MOLLY OF DENALI as we move to cooler temperatures.
Family Traditions	7 **MOLLY OF DENALI™ Collection** Follow Molly and her friends through adventures in Alaska.	8 **Chef Leo's Crazy Kitchen | LET'S GO LUNA!** Invite your students to create a recipe with Chef Leo!	9 **Printable Packets** Support your home-school connection with this printable packet for PreK-K and grades 1-2.	10	11 **Veterans Day | SESAME STREET** Make a puppet parade of pride with these Veterans Day Muppets.	12 **Priya Dreams of Marigolds and Masala** This story from Let's Learn, explores Indian culture and the five senses.	13 **Teach with Informational Text | Self-Paced Learning** This course effectively engaging young children with informational text.
Celebrating Fall	14 **Changing Seasons Collection** Launching today; explore fall-themed resources!	15 **Goodnight Gracie | Nature Cat** Talk with your students about the time of year and the changing season.	16	17 **Making Observations of Leaves** Ms. Gibson and her students observe leaves and discuss how they are unique.	18 **The Leaf Game | DANIEL TIGER'S NEIGHBORHOOD** Daniel turns leaf watching into a fun color game.	19 **Love Ya', Birdies | NATURE CAT** Nature Cat and his friends work to help birds gather food.	20 **You Time** Get a good night's sleep!
Gratitude	21 **Everyday Heroes** Help create awards for heroes in your community.	22 **Generosity | An ARTHUR Interactive** Explore the topic of generosity in this interactive game.	23 **Thankful Time Notes | SESAME STREET** Write notes of thanks and share with family, friends, and helpers.	24 **Printable Packets** Expressing gratitude shows others how we feel; activities for PreK-K and grades 1-2.	25 **Best Coast: "Thank You" | PBS KIDS Rocks** Sing-along with Best Coast and share your thanks with others.	26	27 **You Time** Carve some time and spend it outdoors on a long walk.
Family Storytelling	28 **Developing Cultural Awareness** Educators model how to build a culturally responsive learning environment.	29	30 **Grandpa's Drum | MOLLY OF DENALI™** Invite your students to explore the importance of diverse cultures and honoring traditions.	1 **Printable Packets** Share these activities for PreK-K and grades 1-2 to help your students explore their personal history.	2 **Let's Tell a Story | Everyday Learning** Enjoy this story of a hamster as imagined by children.	3 **PBS KIDS Family Night** Tune-in and learn about holidays with ARTHUR and PEG + CAT.	4 **You Time** Carve some time and spend it outdoors on a long walk.

@PBSteachers

For more classroom resources, visit pbslearningmedia.org/collection/teach-your-way

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- The goal of this project is to distribute high-quality, media-enriched, bilingual educator resources from **PBS KIDS and PNC Foundation's Grow Up Great** initiative to improve PreK learning opportunities nationwide.
- PBS is committed to collaborating with mission-aligned partners to meet the needs of early childhood teachers.

Questions?

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Texas PBS
kschwab@texaspbs.org

Thank you!

Strategic Plan: Goal 3

Rachelle Daniel, Child Care Regulation, HHSC

Early Childhood Texas

Resources for Raising Kids

Coming in February 2022…

www.earlychildhood.Texas.gov

CHILDREN'S
LEARNING
INSTITUTE™

TEXAS

CHILDREN'S LEARNING INSTITUTE

UTHealth
The University of Texas
Health Science Center at Houston

Reach Out and Read-trained doctors and nurse practitioners:

Talk with parents about how important it is to read aloud and engage with their young children

Show them how to look at books and talk about the stories with their infants, toddlers, and preschoolers

Encourage them to cuddle up and read together at home and build routines around books and then **give a new book** to the child to take home and keep.

The book is given at the beginning of the visit and used as a **developmental surveillance tool**.

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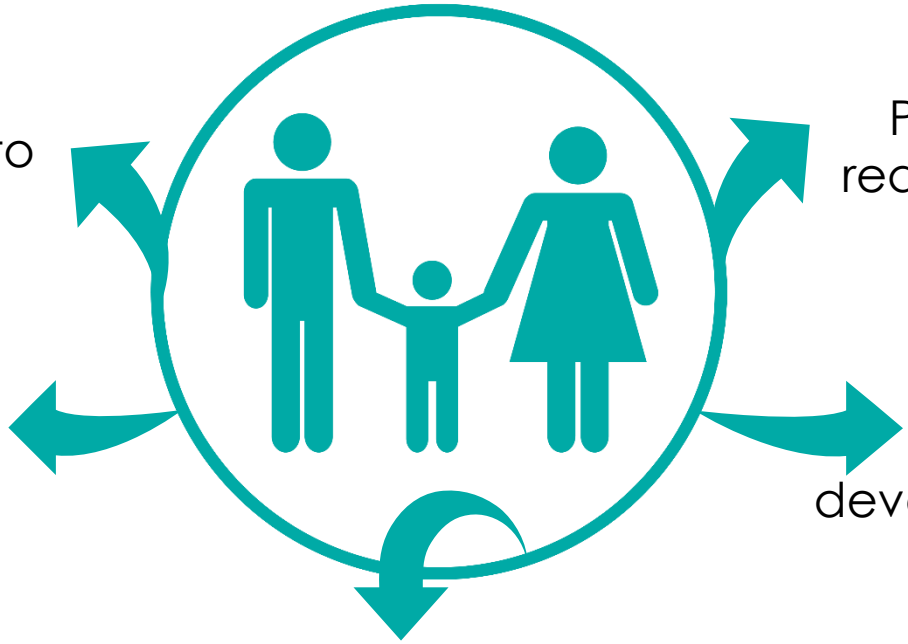
Research shows that within families served by Reach Out and Read:

Parents are **2 ½ x** more likely to read to their children.

Families are **2 ½ x** more likely to enjoy reading together or have books in the home.



Parents are **2x** more likely to read to their children more than three times a week.

Children's language development is **improved** by 3-6 months.

Children's language ability **improves** with increased exposure to Reach Out and Read.

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supporting sprouts

FROM HOME TO SCHOOL

Our Early Head Start Intervention

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The University of Texas Health Science Center at Houston

Supporting Sprouts

- The goal of the **Supporting Sprouts** program is to adapt two interventions for remote delivery within Early Head Start centers to improve the social-emotional, cognitive, and language development of babies and young children.

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Strategies for Early Education and Developmental Success (SEEDS)

Covers the following four areas with teachers:

1. How to change the environment to help children grow and develop
2. How to respond in a sensitive and contingent manner
3. How to provide appropriate cognitive, language, and literacy stimulation
4. How to help children manage their emotions and behavior

SEEDS

STRATEGIES FOR EARLY EDUCATION AND DEVELOPMENTAL SUCCESS

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Play and Learning Strategies

The ePALS curriculum, for parents, covers the following three big areas:

- How to respond in a sensitive and contingent manner
- How to provide appropriate cognitive, language, and literacy stimulation
- How to help children manage their emotions and behavior

epals

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Supporting Sprouts Family Presentations

- Family Engagement Resources
- Social and Emotional Learning
- Language Development
- Managing Behaviors
- Early Literacy Development

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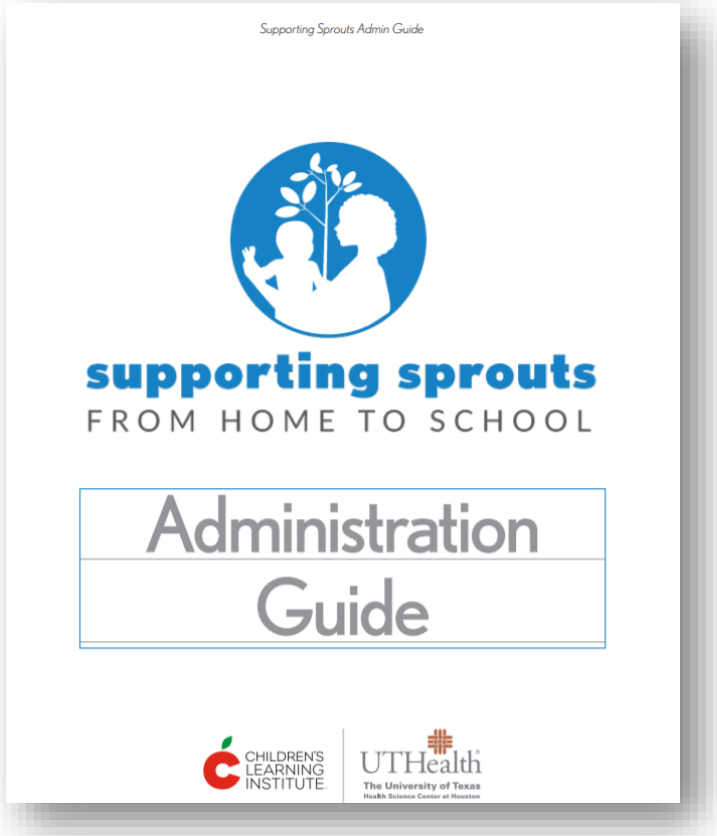
Content available on CLI Engage:

- 56 SEEDS Courses (Professional Development for Teachers)
- 50 ePALS Courses (Parent Coaching)
- 4 Parent Workshops (Family Engagement)



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Early Head Start Outcomes

Teachers

- Were more likely to show warmth and be sensitive and enthusiastic when interacting with children
- Less likely to show detached behaviors
- Had higher overall classroom quality ratings
- More supportive of social-emotional development

Parents

- Gave more physical affection
- Used a soft tone of voice
- Were warm and nurturing
- Were more likely to:
  - follow child's signals
  - respond promptly
  - extend their child's language
  - modeled new words and phrases

Children

- Had increased language usage-gestures, words, or phrases
- Initiated talking more often
- Engaged more in play and toy exploration
- Showed fewer red flag behaviors that would indicate PTSD symptoms, depressive symptoms or sexualized behaviors
- Exhibited fewer behaviors associated with autism spectrum disorder such as repeating actions or words, appearing to be unaware of their surroundings, limited eye contact, avoiding physical contact

Family Engagement

CLI Engage Resources & Integration of the Family Engagement resources in the CIRCLE Pre-K Curriculum

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Family Engagement Approach and Topics

Partnering with Families			
Ongoing communication with families	Sending activities home	Parent-teacher conferences, Progress monitoring	Open houses, family events

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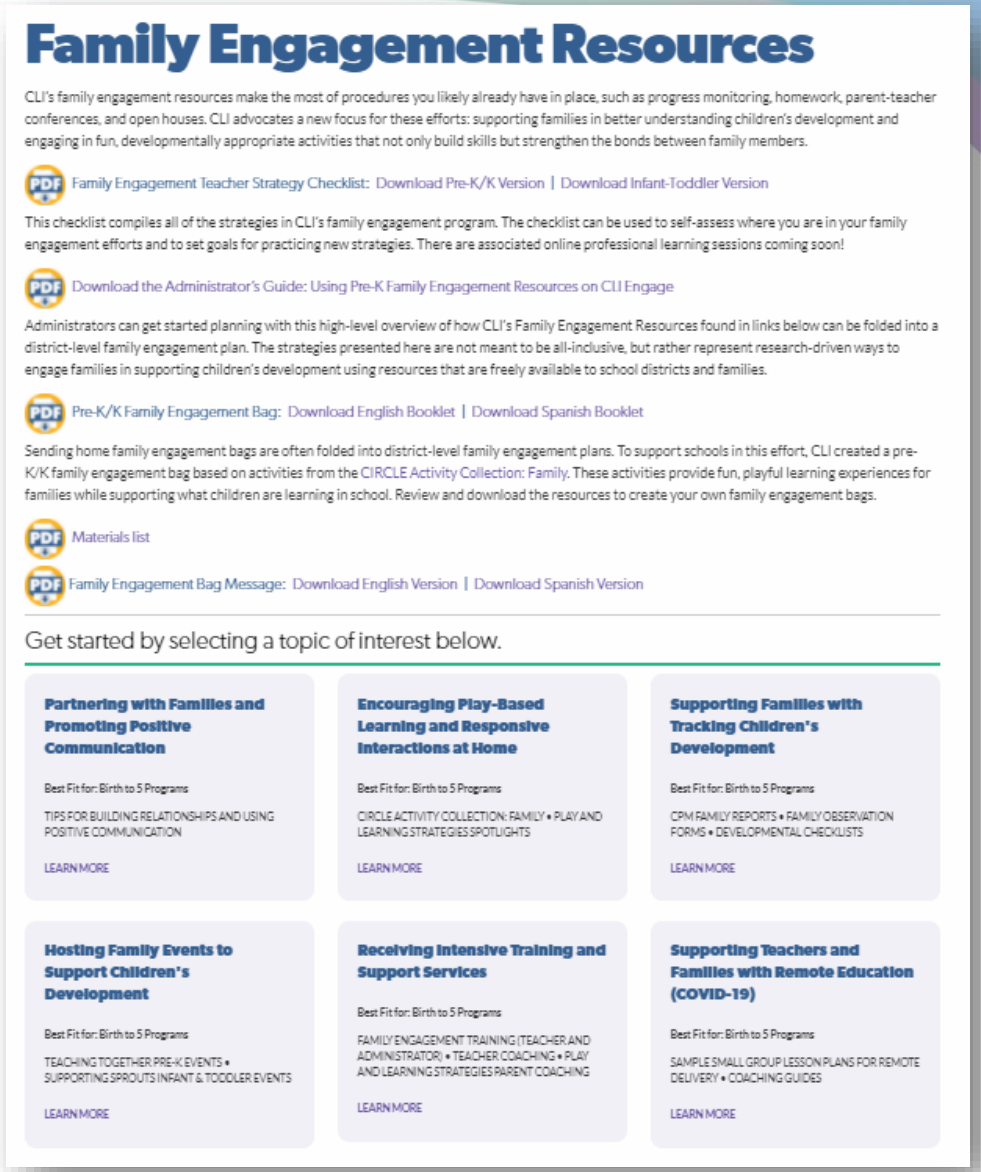
Family Engagement Toolkit

- Organized by the four main family engagement topics
- Additional sections for professional development opportunities and supporting teachers and families with remote education



Family Engagement Resources

CLI's family engagement resources make the most of procedures you likely already have in place, such as progress monitoring, homework, parent-teacher conferences, and open houses. CLI advocates a new focus for these efforts: supporting families in better understanding children's development and engaging in fun, developmentally appropriate activities that not only build skills but strengthen the bonds between family members.

Family Engagement Teacher Strategy Checklist: Download Pre-K/K Version | Download Infant-Toddler Version

This checklist compiles all of the strategies in CLI's family engagement program. The checklist can be used to self-assess where you are in your family engagement efforts and to set goals for practicing new strategies. There are associated online professional learning sessions coming soon!

Download the Administrator's Guide: Using Pre-K Family Engagement Resources on CLI Engage

Administrators can get started planning with this high-level overview of how CLI's Family Engagement Resources found in links below can be folded into a district-level family engagement plan. The strategies presented here are not meant to be all-inclusive, but rather represent research-driven ways to engage families in supporting children's development using resources that are freely available to school districts and families.

Pre-K/K Family Engagement Bag: Download English Booklet | Download Spanish Booklet

Sending home family engagement bags are often folded into district-level family engagement plans. To support schools in this effort, CLI created a pre-K/K family engagement bag based on activities from the CIRCLE Activity Collection: Family. These activities provide fun, playful learning experiences for families while supporting what children are learning in school. Review and download the resources to create your own family engagement bags.

Materials list

Family Engagement Bag Message: Download English Version | Download Spanish Version

Get started by selecting a topic of interest below.

Partnering with Families and Promoting Positive Communication
Best Fit for: Birth to 5 Programs
TIPS FOR BUILDING RELATIONSHIPS AND USING POSITIVE COMMUNICATION
LEARN MORE

Encouraging Play-Based Learning and Responsive Interactions at Home
Best Fit for: Birth to 5 Programs
CIRCLE ACTIVITY COLLECTION: FAMILY • PLAY AND LEARNING STRATEGIES SPOTLIGHTS
LEARN MORE

Supporting Families with Tracking Children's Development
Best Fit for: Birth to 5 Programs
CPM FAMILY REPORTS • FAMILY OBSERVATION FORMS • DEVELOPMENTAL CHECKLISTS
LEARN MORE

Hosting Family Events to Support Children's Development
Best Fit for: Birth to 5 Programs
TEACHING TOGETHER PRE-K EVENTS • SUPPORTING SPROUTS INFANT & TODDLER EVENTS
LEARN MORE

Receiving Intensive Training and Support Services
Best Fit for: Birth to 5 Programs
FAMILY ENGAGEMENT TRAINING (TEACHER AND ADMINISTRATOR) • TEACHER COACHING • PLAY AND LEARNING STRATEGIES PARENT COACHING
LEARN MORE

Supporting Teachers and Families with Remote Education (COVID-19)
Best Fit for: Birth to 5 Programs
SAMPLE SMALL GROUP LESSON PLANS FOR REMOTE DELIVERY • COACHING GUIDES
LEARN MORE

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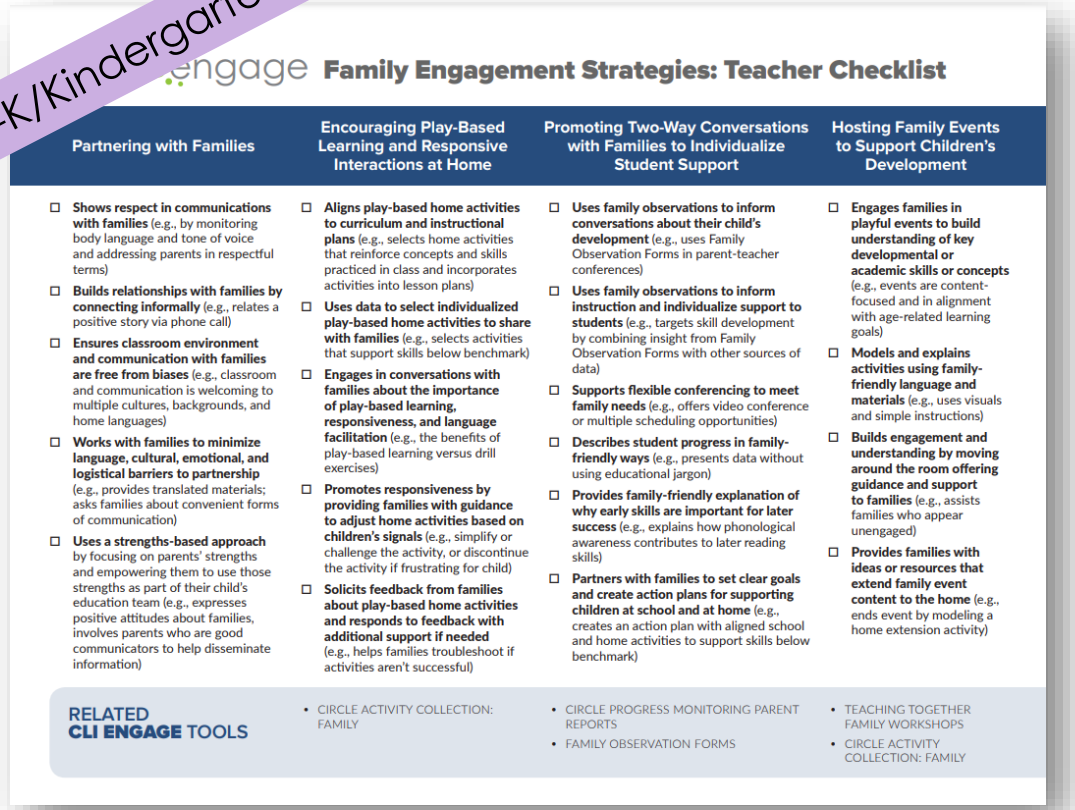
Family Engagement Teacher Checklist

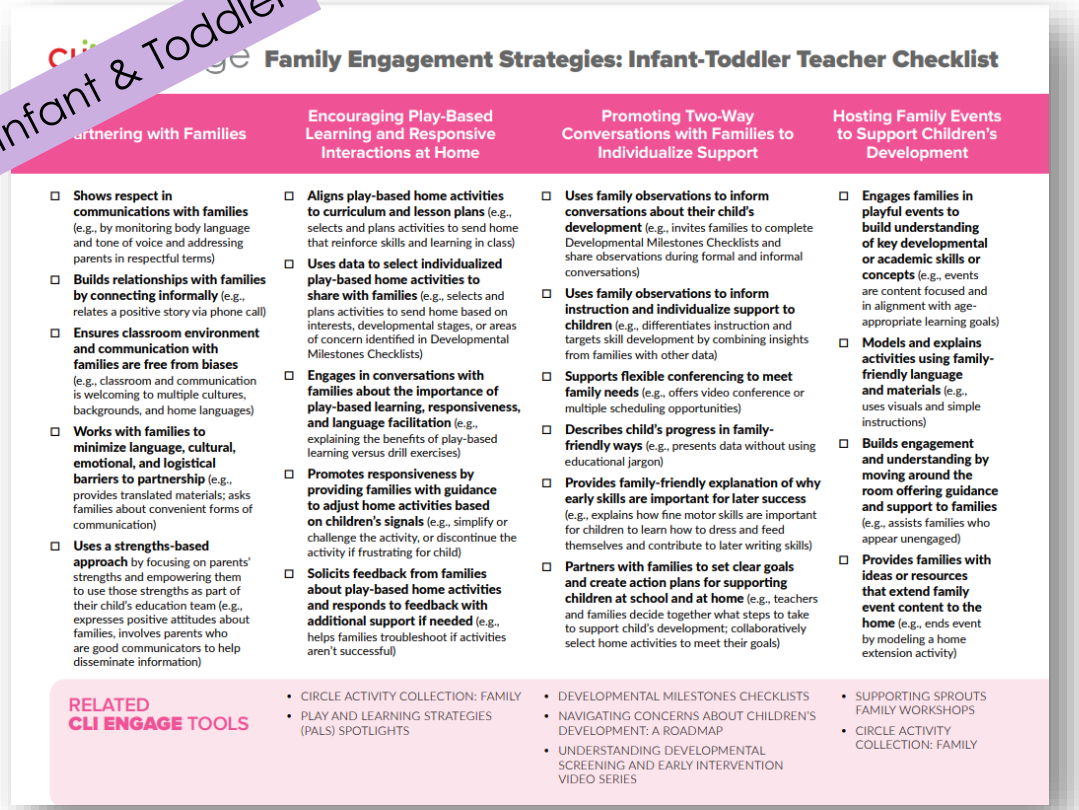
Pre-K/Kindergarten



engage **Family Engagement Strategies: Teacher Checklist**

Partnering with Families	Encouraging Play-Based Learning and Responsive Interactions at Home	Promoting Two-Way Conversations with Families to Individualize Student Support	Hosting Family Events to Support Children's Development
☐ **Shows respect in communications with families** (e.g., by monitoring body language and tone of voice and addressing parents in respectful terms)	☐ **Aligns play-based home activities to curriculum and instructional plans** (e.g., selects home activities that reinforce concepts and skills practiced in class and incorporates activities into lesson plans)	☐ **Uses family observations to inform conversations about their child's development** (e.g., uses Family Observation Forms in parent-teacher conferences)	☐ **Engages families in playful events to build understanding of key developmental or academic skills or concepts** (e.g., events are content-focused and in alignment with age-related learning goals)
☐ **Builds relationships with families by connecting informally** (e.g., relates a positive story via phone call)	☐ **Uses data to select individualized play-based home activities to share with families** (e.g., selects activities that support skills below benchmark)	☐ **Uses family observations to inform instruction and individualize support to students** (e.g., targets skill development by combining insight from Family Observation Forms with other sources of data)	☐ **Models and explains activities using family-friendly language and materials** (e.g., uses visuals and simple instructions)
☐ **Ensures classroom environment and communication with families are free from biases** (e.g., classroom and communication is welcoming to multiple cultures, backgrounds, and home languages)	☐ **Engages in conversations with families about the importance of play-based learning, responsiveness, and language facilitation** (e.g., the benefits of play-based learning versus drill exercises)	☐ **Supports flexible conferencing to meet family needs** (e.g., offers video conference or multiple scheduling opportunities)	☐ **Builds engagement and understanding by moving around the room offering guidance and support to families** (e.g., assists families who appear unengaged)
☐ **Works with families to minimize language, cultural, emotional, and logistical barriers to partnership** (e.g., provides translated materials; asks families about convenient forms of communication)	☐ **Promotes responsiveness by providing families with guidance to adjust home activities based on children's signals** (e.g., simplify or challenge the activity, or discontinue the activity if frustrating for child)	☐ **Describes student progress in family-friendly ways** (e.g., presents data without using educational jargon)	☐ **Provides families with ideas or resources that extend family event content to the home** (e.g., ends event by modeling a home extension activity)
☐ **Uses a strengths-based approach** by focusing on parents' strengths and empowering them to use those strengths as part of their child's education team (e.g., expresses positive attitudes about families, involves parents who are good communicators to help disseminate information)	☐ **Solicits feedback from families about play-based home activities and responds to feedback with additional support if needed** (e.g., helps families troubleshoot if activities aren't successful)	☐ **Provides family-friendly explanation of why early skills are important for later success** (e.g., explains how phonological awareness contributes to later reading skills)	
		☐ **Partners with families to set clear goals and create action plans for supporting children at school and at home** (e.g., creates an action plan with aligned school and home activities to support skills below benchmark)	
RELATED CLI ENGAGE TOOLS	• CIRCLE ACTIVITY COLLECTION: FAMILY	• CIRCLE PROGRESS MONITORING PARENT REPORTS • FAMILY OBSERVATION FORMS	• TEACHING TOGETHER FAMILY WORKSHOPS • CIRCLE ACTIVITY COLLECTION: FAMILY

Infant & Toddler



Family Engagement Strategies: Infant-Toddler Teacher Checklist

Partnering with Families	Encouraging Play-Based Learning and Responsive Interactions at Home	Promoting Two-Way Conversations with Families to Individualize Support	Hosting Family Events to Support Children's Development
☐ **Shows respect in communications with families** (e.g., by monitoring body language and tone of voice and addressing parents in respectful terms)	☐ **Aligns play-based home activities to curriculum and lesson plans** (e.g., selects and plans activities to send home that reinforce skills and learning in class)	☐ **Uses family observations to inform conversations about their child's development** (e.g., invites families to complete Developmental Milestones Checklists and share observations during formal and informal conversations)	☐ **Engages families in playful events to build understanding of key developmental or academic skills or concepts** (e.g., events are content focused and in alignment with age-appropriate learning goals)
☐ **Builds relationships with families by connecting informally** (e.g., relates a positive story via phone call)	☐ **Uses data to select individualized play-based home activities to share with families** (e.g., selects and plans activities to send home based on interests, developmental stages, or areas of concern identified in Developmental Milestones Checklists)	☐ **Uses family observations to inform instruction and individualize support to children** (e.g., differentiates instruction and targets skill development by combining insights from families with other data)	☐ **Models and explains activities using family-friendly language and materials** (e.g., uses visuals and simple instructions)
☐ **Ensures classroom environment and communication with families are free from biases** (e.g., classroom and communication is welcoming to multiple cultures, backgrounds, and home languages)	☐ **Engages in conversations with families about the importance of play-based learning, responsiveness, and language facilitation** (e.g., explaining the benefits of play-based learning versus drill exercises)	☐ **Supports flexible conferencing to meet family needs** (e.g., offers video conference or multiple scheduling opportunities)	☐ **Builds engagement and understanding by moving around the room offering guidance and support to families** (e.g., assists families who appear unengaged)
☐ **Works with families to minimize language, cultural, emotional, and logistical barriers to partnership** (e.g., provides translated materials; asks families about convenient forms of communication)	☐ **Promotes responsiveness by providing families with guidance to adjust home activities based on children's signals** (e.g., simplify or challenge the activity, or discontinue the activity if frustrating for child)	☐ **Describes child's progress in family-friendly ways** (e.g., presents data without using educational jargon)	☐ **Provides families with ideas or resources that extend family event content to the home** (e.g., ends event by modeling a home extension activity)
☐ **Uses a strengths-based approach** by focusing on parents' strengths and empowering them to use those strengths as part of their child's education team (e.g., expresses positive attitudes about families, involves parents who are good communicators to help disseminate information)	☐ **Solicits feedback from families about play-based home activities and responds to feedback with additional support if needed** (e.g., helps families troubleshoot if activities aren't successful)	☐ **Provides family-friendly explanation of why early skills are important for later success** (e.g., explains how fine motor skills are important for children to learn how to dress and feed themselves and contribute to later writing skills)	
		☐ **Partners with families to set clear goals and create action plans for supporting children at school and at home** (e.g., teachers and families decide together what steps to take to support child's development; collaboratively select home activities to meet their goals)	
RELATED CLI ENGAGE TOOLS	• CIRCLE ACTIVITY COLLECTION: FAMILY • PLAY AND LEARNING STRATEGIES (PALS) SPOTLIGHTS	• DEVELOPMENTAL MILESTONES CHECKLISTS • NAVIGATING CONCERNS ABOUT CHILDREN'S DEVELOPMENT: A ROADMAP • UNDERSTANDING DEVELOPMENTAL SCREENING AND EARLY INTERVENTION VIDEO SERIES	• SUPPORTING SPROUTS FAMILY WORKSHOPS • CIRCLE ACTIVITY COLLECTION: FAMILY

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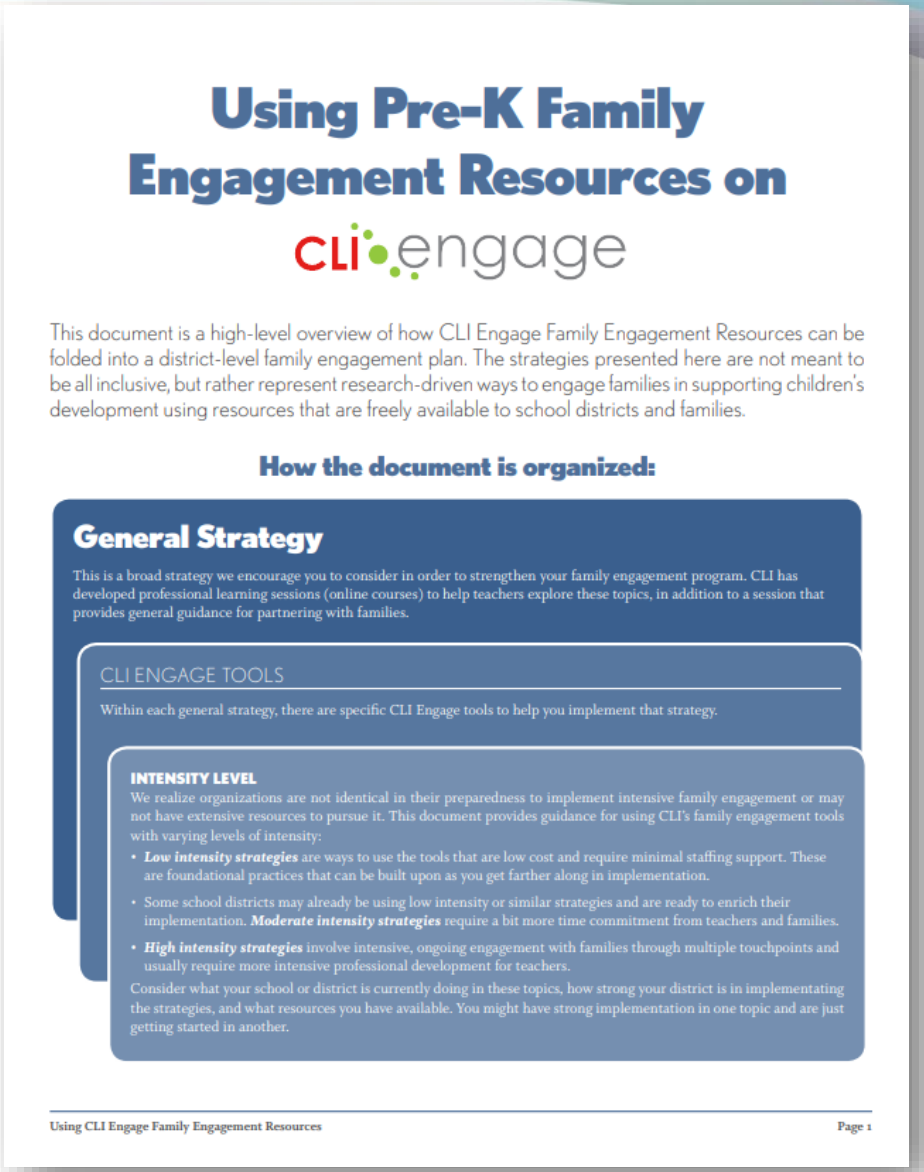
Administrator's Guide:

- Framework for planning and decision making
- High-level overview of Family Engagement Resources



Using Pre-K Family Engagement Resources on CLI engage

This document is a high-level overview of how CLI Engage Family Engagement Resources can be folded into a district-level family engagement plan. The strategies presented here are not meant to be all inclusive, but rather represent research-driven ways to engage families in supporting children's development using resources that are freely available to school districts and families.

How the document is organized:

General Strategy

This is a broad strategy we encourage you to consider in order to strengthen your family engagement program. CLI has developed professional learning sessions (online courses) to help teachers explore these topics, in addition to a session that provides general guidance for partnering with families.

CLI ENGAGE TOOLS

Within each general strategy, there are specific CLI Engage tools to help you implement that strategy.

INTENSITY LEVEL

We realize organizations are not identical in their preparedness to implement intensive family engagement or may not have extensive resources to pursue it. This document provides guidance for using CLI's family engagement tools with varying levels of intensity:

- ***Low intensity strategies*** are ways to use the tools that are low cost and require minimal staffing support. These are foundational practices that can be built upon as you get farther along in implementation.
- Some school districts may already be using low intensity or similar strategies and are ready to enrich their implementation. ***Moderate intensity strategies*** require a bit more time commitment from teachers and families.
- ***High intensity strategies*** involve intensive, ongoing engagement with families through multiple touchpoints and usually require more intensive professional development for teachers.

Consider what your school or district is currently doing in these topics, how strong your district is in implementating the strategies, and what resources you have available. You might have strong implementation in one topic and are just getting started in another.

Using CLI Engage Family Engagement Resources Page 1

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Partnering with Families

Tips for Building Relationships with Families

1 Show respect in communications with families.

- ☑ Always refer to parents as Mr. and Ms. (unless they tell you otherwise).
- ☑ Pronounce names correctly (ask if you're not sure).
- ☑ Be aware of the message you intend to communicate and the nonverbal signals you are sending (i.e., to listen and understand vs. to end meeting quickly).
- ☑ Use body language and tone of voice that is welcoming and respectful.
- ☑ Practice compassionate, active listening.
- ☑ Share difficult news in a careful, productive way that is focused on solutions.

2 Build relationships with families by connecting informally.

- ☑ Be approachable; greet warmly.
- ☑ Invite/encourage parents to enter classroom.
- ☑ Initiate conversations with parents.
- ☑ Conduct get-to-know-you phone calls with every family.
- ☑ Ask about and use each families' preferred method of contact.
- ☑ Always make your first contact with parents a positive one.
- ☑ Balance negative communications with positive ones.

3 Ensure classroom environment and communication with families are free from biases.

- ☑ Design your classroom to reflect the different cultures represented and languages spoken by the students in your classroom.
- ☑ Have translated materials/information posted and available for parents as they enter your classroom.
- ☑ Be flexible and adaptive to the expectations and desires of different cultures, and even different expectations of families within a culture.
- ☑ Keep an open mind to different suggestions or approaches parents might offer. Be willing to change your approach in working with families if their cultural backgrounds dictate another response.
- ☑ Check yourself for any biases about the cultures represented in your classroom.

4 Uses a strengths-based approach by focusing on parents' strengths and empowering them to use those strengths as part of their child's education team.

- ☑ Identify parents' strengths and maintain a positive attitude about families.
- ☑ Brainstorm creative ways to use a parent's strengths in classroom or as a part of their child's educational team.
- ☑ Ask for and use parent insight.

Work with families to minimize nguage, cultural, emotional, and gistical barriers to partnership.

NIMIZING LANGUAGE BARRIERS

- Identify and use each family's preferred method of contact.
- Use verbal/visual communication styles (pictures, symbols, or videos).
- Provide translated versions of written communication as much as possible.
- Use a translator when making phone calls if at all possible (avoid using children as translators).
- Explain educational terms in an understandable way; stay away from "educationese" or educational jargon/ teacher talk.
- Provide a word bank with definitions and visuals.
- Ask clear questions.
- Check for understanding frequently.
- Be flexible with parents who speak in the casual register (using slang terms).

NIMIZING BARRIERS CAUSED BY LTURAL DIFFERENCES

- Be understanding and open-minded with parents' decisions and decision-making processes; parents make decisions through many cultural and religious lenses.
- Initiate communication with parents, don't wait on them to initiate.
- Be flexible with a variety of communication styles.
- Be aware of any cultural or religious practices, including any dietary restrictions your students and their families might have.
- Focus on the shared goal of student development, growth, and success.

MINIMIZING LOGISTICAL BARRIERS

- ☑ Allow parents to sign up for more than one parent-teacher conference slot.
- ☑ Provide the option for parents to show up when they get a free chance even if not scheduled ahead of time.
- ☑ Use technology for meetings or conversations if parents cannot make a physical meeting (FaceTime, Skype, WhatsApp, Webex, etc.).
- ☑ Offer a home visit as an alternative.
- ☑ Allow a parent to bring his/her children to the conference and provide toys for play while you talk to the parent.
- ☑ Be flexible and understanding due to inconsistencies in public transportation.

MINIMIZING EMOTIONAL BARRIERS

- ☑ Be welcoming, approachable, and communicate positively, as parents may have had negative experiences with school in the past.
- ☑ Have educational terms defined, and use lots of videos and visuals when possible, to reduce any anxiety parents might feel talking about educational concepts.
- ☑ At every communication with the parent, explain why things matter for the child and speak in simple terms that can be understood.
- ☑ Remind parents that you care for their child and are dedicated to helping them succeed. One way to reinforce this is to balance positive feedback with negative feedback.
- ☑ Be flexible, patient, and supportive as families might be experiencing stress, crisis, grief, mental health challenges, etc.

Go to **cliengagefamily.org** to find more family engagement resources!

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Encouraging Play-Based Learning and Responsive Interactions at Home

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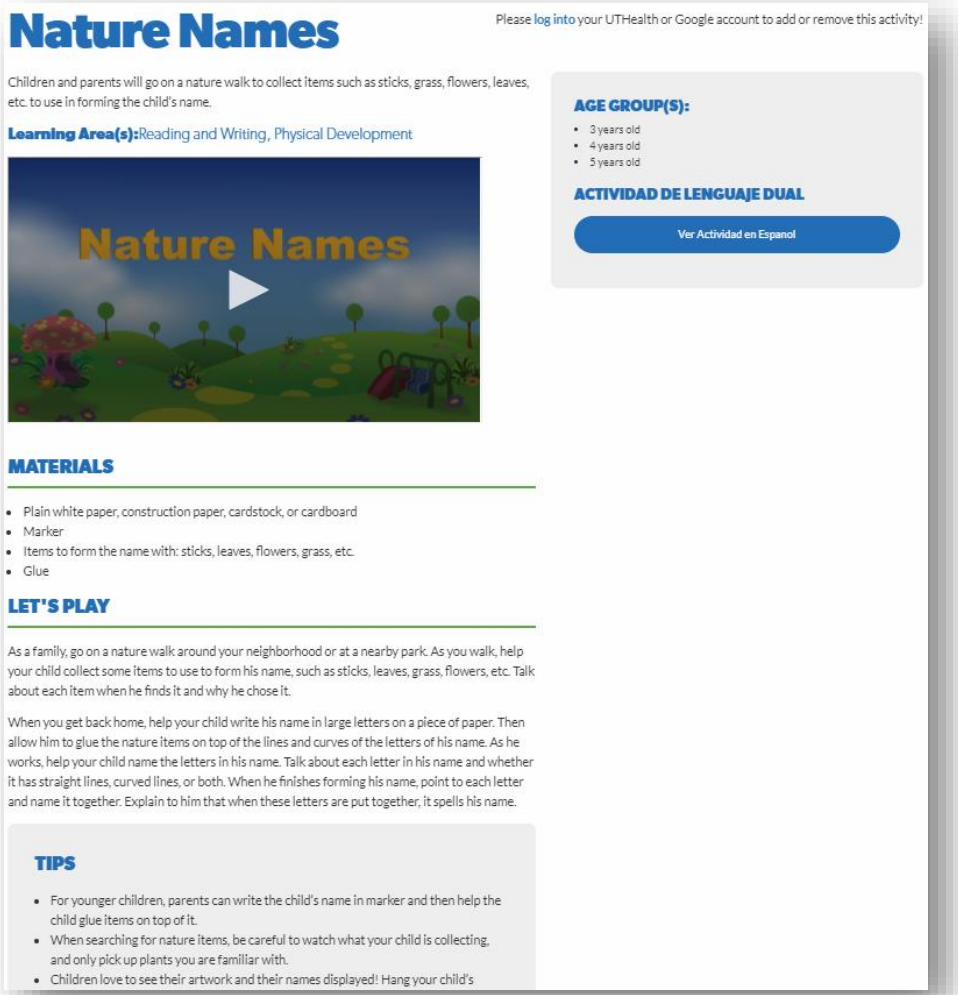
Sample Activity



Nature Names

Please log into your UTHealth or Google account to add or remove this activity!

Children and parents will go on a nature walk to collect items such as sticks, grass, flowers, leaves, etc. to use in forming the child's name.

Learning Area(s): Reading and Writing, Physical Development

AGE GROUP(S):

- 3 years old
- 4 years old
- 5 years old

ACTIVIDAD DE LENGUAJE DUAL

Ver Actividad en Espanol

MATERIALS

- Plain white paper, construction paper, cardstock, or cardboard
- Marker
- Items to form the name with: sticks, leaves, flowers, grass, etc.
- Glue

LET'S PLAY

As a family, go on a nature walk around your neighborhood or at a nearby park. As you walk, help your child collect some items to use to form his name, such as sticks, leaves, grass, flowers, etc. Talk about each item when he finds it and why he chose it.

When you get back home, help your child write his name in large letters on a piece of paper. Then allow him to glue the nature items on top of the lines and curves of the letters of his name. As he works, help your child name the letters in his name. Talk about each letter in his name and whether it has straight lines, curved lines, or both. When he finishes forming his name, point to each letter and name it together. Explain to him that when these letters are put together, it spells his name.

TIPS

- For younger children, parents can write the child's name in marker and then help the child glue items on top of it.
- When searching for nature items, be careful to watch what your child is collecting, and only pick up plants you are familiar with.
- Children love to see their artwork and their names displayed! Hang your child's

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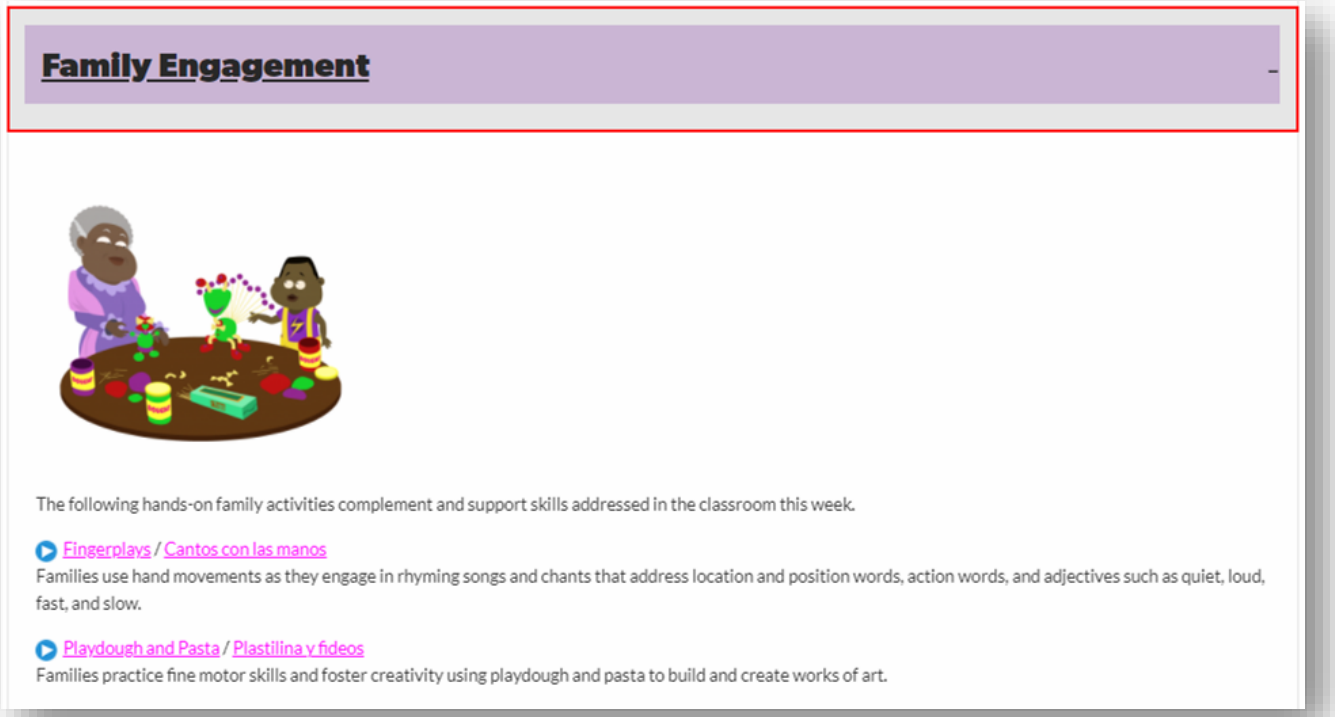
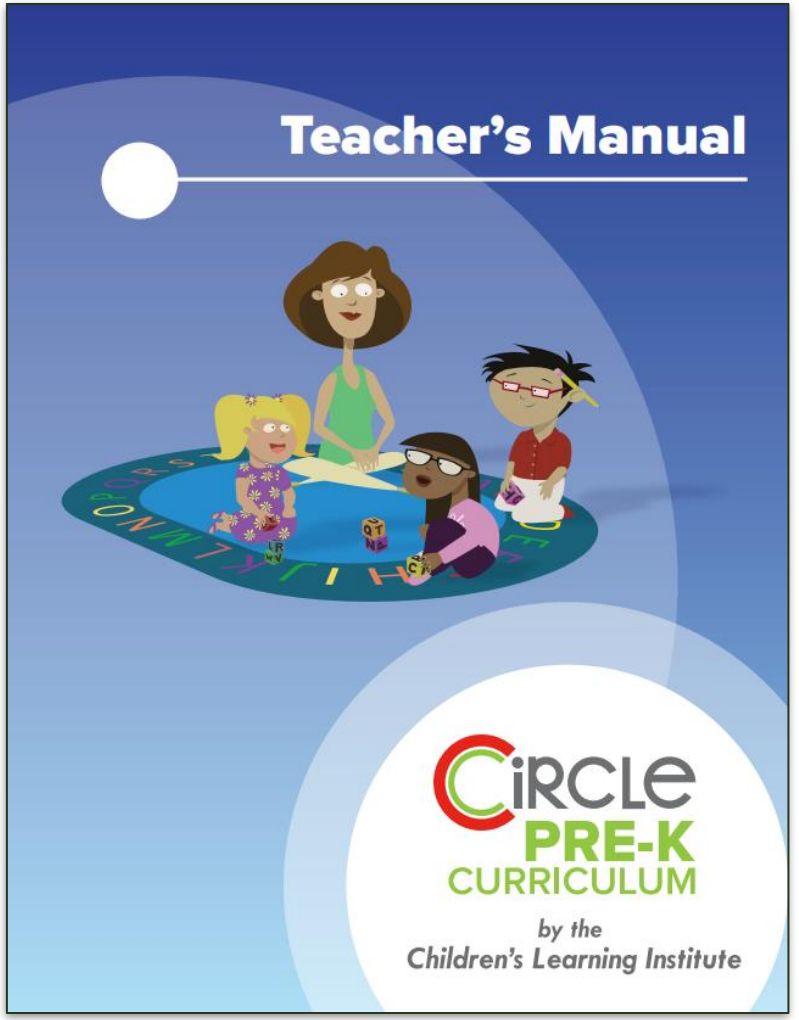
Integration of Family Engagement Resources in the *CIRCLE Pre-K Curriculum*





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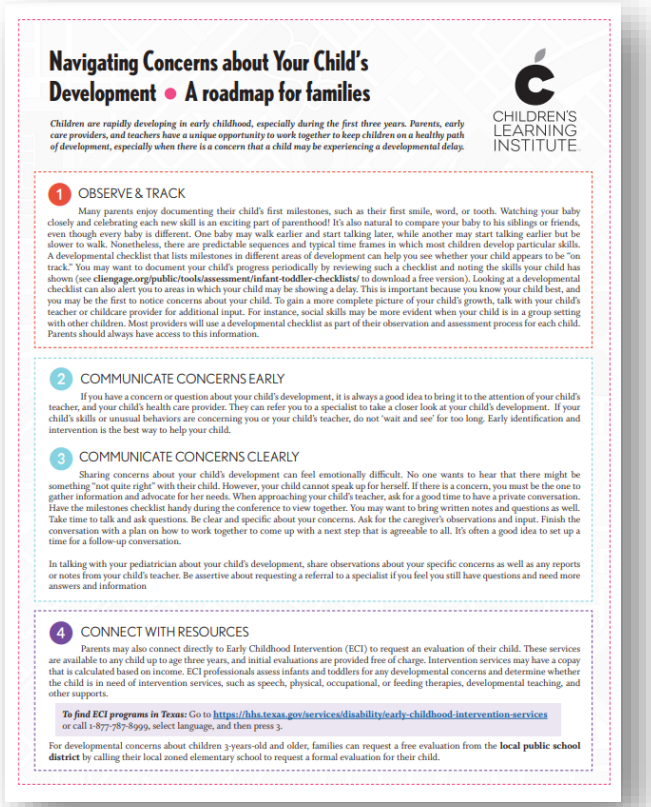
Supporting Families with Tracking Children's Development



Navigating Concerns about Your Child's Development • A roadmap for families

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Children are rapidly developing in early childhood, especially during the first three years. Parents, early care providers, and teachers have a unique opportunity to work together to keep children on a healthy path of development, especially when there is a concern that a child may be experiencing a developmental delay.

1 OBSERVE & TRACK

Many parents enjoy documenting their child's first milestones, such as their first smile, word, or tooth. Watching your baby closely and celebrating each new skill is an exciting part of parenthood! It's also natural to compare your baby to his siblings or friends, even though every baby is different. One baby may walk earlier and start talking later, while another may start talking earlier but be slower to walk. Nonetheless, there are predictable sequences and typical time frames in which most children develop particular skills. A developmental checklist that lists milestones in different areas of development can help you see whether your child appears to be "on track." You may want to document your child's progress periodically by reviewing such a checklist and noting the skills your child has shown (see **cliengage.org/public/tools/assessment/infant-toddler-checklists/** to download a free version). Looking at a developmental checklist can also alert you to areas in which your child may be showing a delay. This is important because you know your child best, and you may be the first to notice concerns about your child. To gain a more complete picture of your child's growth, talk with your child's teacher or childcare provider for additional input. For instance, social skills may be more evident when your child is in a group setting with other children. Most providers will use a developmental checklist as part of their observation and assessment process for each child. Parents should always have access to this information.

2 COMMUNICATE CONCERNS EARLY

If you have a concern or question about your child's development, it is always a good idea to bring it to the attention of your child's teacher, and your child's health care provider. They can refer you to a specialist to take a closer look at your child's development. If your child's skills or unusual behaviors are concerning you or your child's teacher, do not 'wait and see' for too long. Early identification and intervention is the best way to help your child.

3 COMMUNICATE CONCERNS CLEARLY

Sharing concerns about your child's development can feel emotionally difficult. No one wants to hear that there might be something "not quite right" with their child. However, your child cannot speak up for herself. If there is a concern, you must be the one to gather information and advocate for her needs. When approaching your child's teacher, ask for a good time to have a private conversation. Have the milestones checklist handy during the conference to view together. You may want to bring written notes and questions as well. Take time to talk and ask questions. Be clear and specific about your concerns. Ask for the caregiver's observations and input. Finish the conversation with a plan on how to work together to come up with a next step that is agreeable to all. It's often a good idea to set up a time for a follow-up conversation.

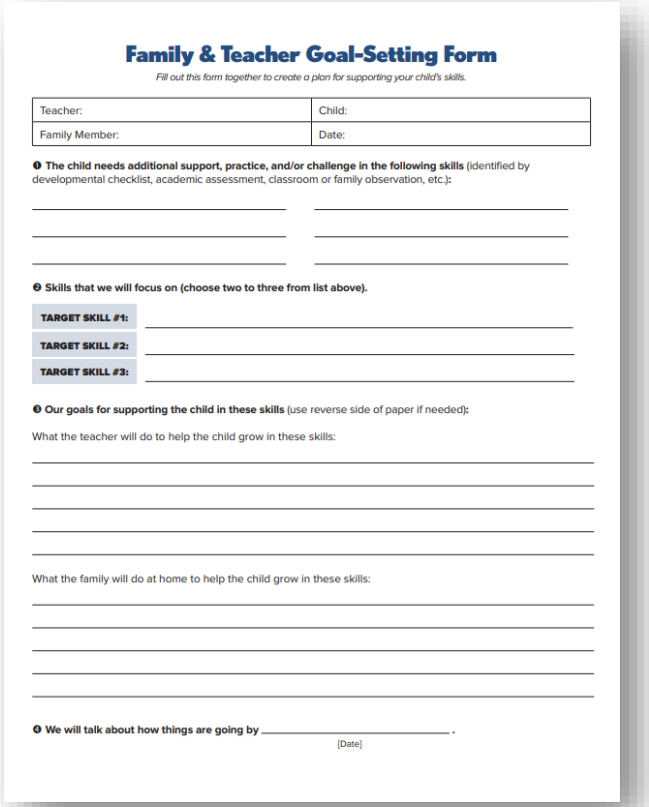
In talking with your pediatrician about your child's development, share observations about your specific concerns as well as any reports or notes from your child's teacher. Be assertive about requesting a referral to a specialist if you feel you still have questions and need more answers and information

4 CONNECT WITH RESOURCES

Parents may also connect directly to Early Childhood Intervention (ECI) to request an evaluation of their child. These services are available to any child up to age three years, and initial evaluations are provided free of charge. Intervention services may have a copay that is calculated based on income. ECI professionals assess infants and toddlers for any developmental concerns and determine whether the child is in need of intervention services, such as speech, physical, occupational, or feeding therapies, developmental teaching, and other supports.

To find ECI programs in Texas: Go to **https://hhs.texas.gov/services/disability/early-childhood-intervention-services** or call 1-877-787-8999, select language, and then press 3.

For developmental concerns about children 3-years-old and older, families can request a free evaluation from the **local public school district** by calling their local zoned elementary school to request a formal evaluation for their child.



Family & Teacher Goal-Setting Form

Fill out this form together to create a plan for supporting your child's skills.

Teacher:	Child:
Family Member:	Date:

❶ **The child needs additional support, practice, and/or challenge in the following skills** (identified by developmental checklist, academic assessment, classroom or family observation, etc.)**:**

❷ **Skills that we will focus on (choose two to three from list above).**

TARGET SKILL #1: _____

TARGET SKILL #2: _____

TARGET SKILL #3: _____

❸ **Our goals for supporting the child in these skills** (use reverse side of paper if needed)**:**

What the teacher will do to help the child grow in these skills:

What the family will do at home to help the child grow in these skills:

❹ **We will talk about how things are going by** _____ .

[Date]

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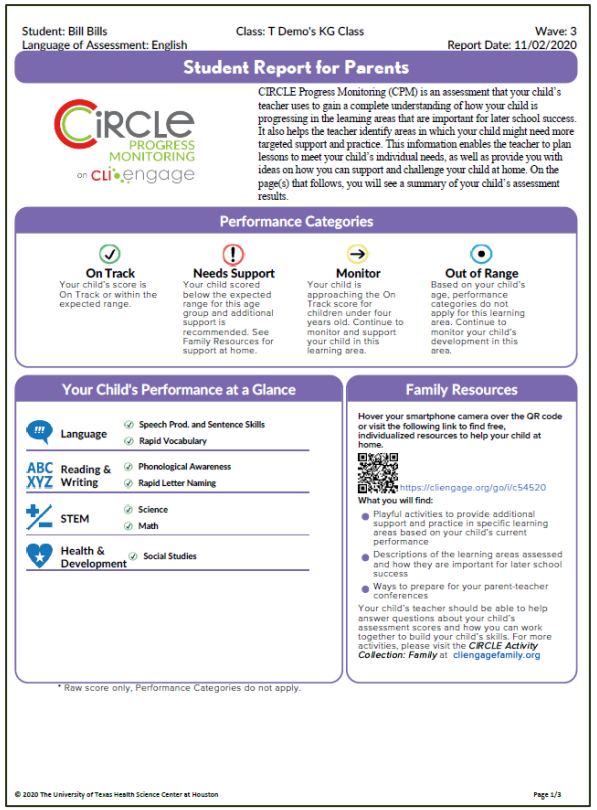
Student Report for Parents & Supporting Documents



Student: Bill Bills
Language of Assessment: English

Class: T Demo's KG Class

Wave: 3
Report Date: 11/02/2020

Student Report for Parents

CIRCLE PROGRESS MONITORING on CLI engage

CIRCLE Progress Monitoring (CPM) is an assessment that your child's teacher uses to gain a complete understanding of how your child is progressing in the learning areas that are important for later school success. It also helps the teacher identify areas in which your child might need more targeted support and practice. This information enables the teacher to plan lessons to meet your child's individual needs, as well as provide you with ideas on how you can support and challenge your child at home. On the page(s) that follows, you will see a summary of your child's assessment results.

Performance Categories

- **On Track** — Your child's score is On Track or within the expected range.
- **Needs Support** — Your child scored below the expected range for this age group and additional support is recommended. See Family Resources for support at home.
- **Monitor** — Your child is approaching the On Track score for children under four years old. Continue to monitor and support your child in this learning area.
- **Out of Range** — Based on your child's age, performance categories do not apply for this learning area. Continue to monitor your child's development in this area.

Your Child's Performance at a Glance

Language	Speech Prod. and Sentence Skills; Rapid Vocabulary
Reading & Writing	Phonological Awareness; Rapid Letter Naming
STEM	Science; Math
Health & Development	Social Studies

Family Resources

Hover your smartphone camera over the QR code or visit the following link to find free, individualized resources to help your child at home.

https://cliengage.org/go/i/c54520

What you will find:

- Playful activities to provide additional support and practice in specific learning areas based on your child's current performance
- Descriptions of the learning areas assessed and how they are important for later school success
- Ways to prepare for your parent-teacher conferences

Your child's teacher should be able to help answer questions about your child's assessment scores and how you can work together to build your child's skills. For more activities, please visit the *CIRCLE Activity Collection: Family* at cliengagefamily.org

* Raw score only, Performance Categories do not apply.

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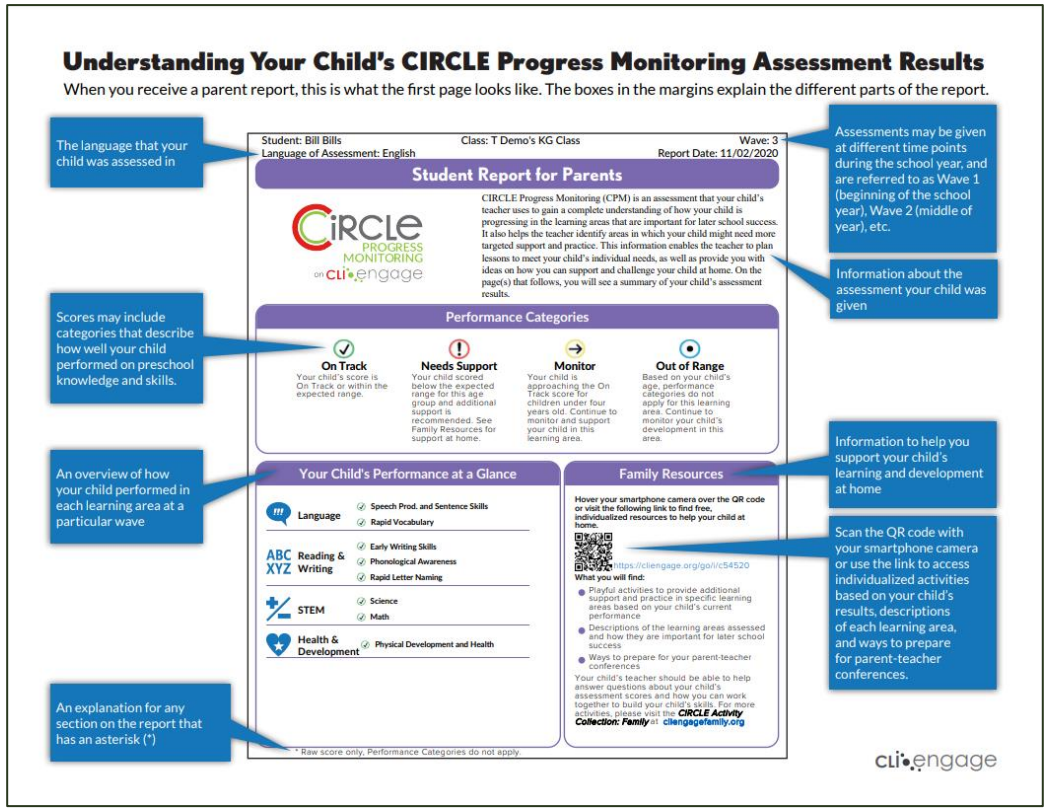

Understanding Your Child's CIRCLE Progress Monitoring Assessment Results

When you receive a parent report, this is what the first page looks like. The boxes in the margins explain the different parts of the report.

The language that your child was assessed in

Scores may include categories that describe how well your child performed on preschool knowledge and skills.

An overview of how your child performed in each learning area at a particular wave

An explanation for any section on the report that has an asterisk (*)

Assessments may be given at different time points during the school year, and are referred to as Wave 1 (beginning of the school year), Wave 2 (middle of year), etc.

Information about the assessment your child was given

Information to help you support your child's learning and development at home

Scan the QR code with your smartphone camera or use the link to access individualized activities based on your child's results, descriptions of each learning area, and ways to prepare for parent-teacher conferences.

Student: Bill Bills
Language of Assessment: English

Class: T Demo's KG Class

Wave: 3
Report Date: 11/02/2020

Student Report for Parents

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Your Child's Performance at a Glance

Language	Speech Prod. and Sentence Skills; Rapid Vocabulary
Reading & Writing	Early Writing Skills; Phonological Awareness; Rapid Letter Naming
STEM	Science; Math
Health & Development	Physical Development and Health

Family Resources

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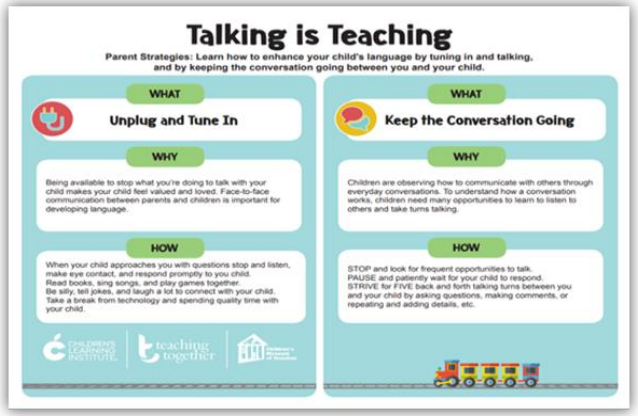
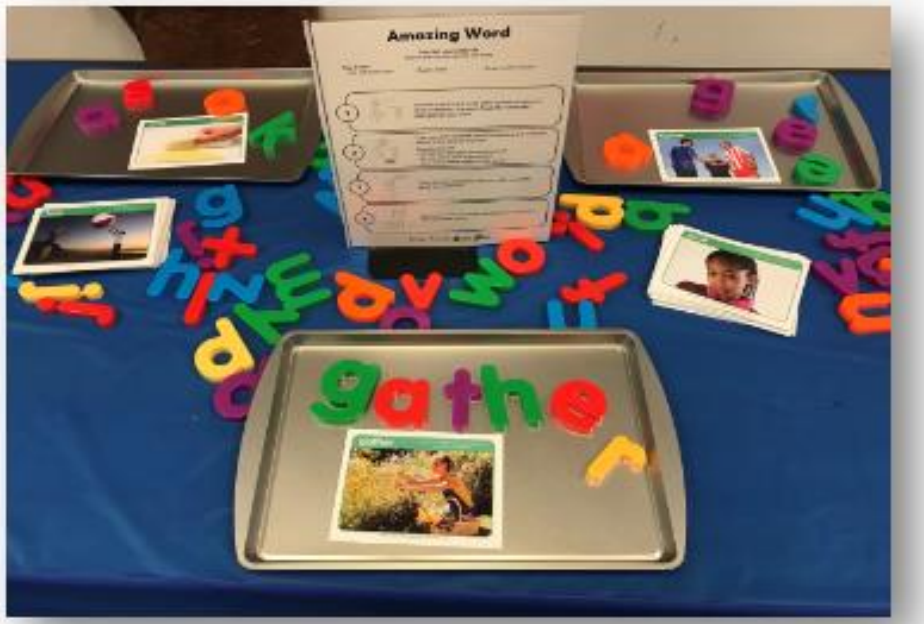
Hosting Family Events

teaching together





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Stimulus Funding Update – CBCAP / MIECHV

Sarah Abrahams, Department of Family and Protective Services

CBCAP (Community-Based Child Abuse Prevention)

- Texas awarded $24,681,320 on April 29, 2021
- Funding is being used for:
  - Family Resource Centers
  - Community Youth Development (CYD), Nurse Family Partnerships (NFP) and Healthy Outcomes through Prevention and Early Support (HOPES) expansion
  - Parent Helpline
  - Innovation Grants for PEI grantees
  - Infrastructure improvements

MIECHV (Maternal, Infant, and Early Childhood Home Visiting)

- Texas awarded $2,619,173 on May 1, 2021
- Funding distributed to Local Implementing Agencies (LIAs) for: Incentive pay, Training, Technology, Emergency supplies, Diaper bank coordination, Prepaid grocery cards
- Improvement to web-based enrollment and communication system
- Mothers and Babies training

Stimulus Funding Update - TWC

Allison Wilson, Texas Workforce Commission

Child Care Development Block Grant, Third Tranche of New Initiatives:

- 2022 Child Care Relief Funds (ARP Act Stabilization Subgrants)
  - $2.45 billion budgeted for awards to ≈ 13,000 providers
  - Available beginning late January/early February

Child Care Development Block Grant, Fourth Tranche of New Initiatives:

- Child Care Assistance for More Low-Income Families ($293.2M)
- Matching Grant Opportunity for Local Quality Improvement Projects ($25M)
- Prekindergarten Partnerships Expansion ($26M)
- Professional Development Scholarships Expansion ($7M)
- Shared Services Alliances ($28M)
- Child Care Studies and Evaluations ($1.6M)
- 20% Growth/Support Payments for Providers in the Child Care Assistance Program ($287M for 1 year)

Stimulus Funding Update - TWC

Allison Wilson, Texas Workforce Commission

What's Next:

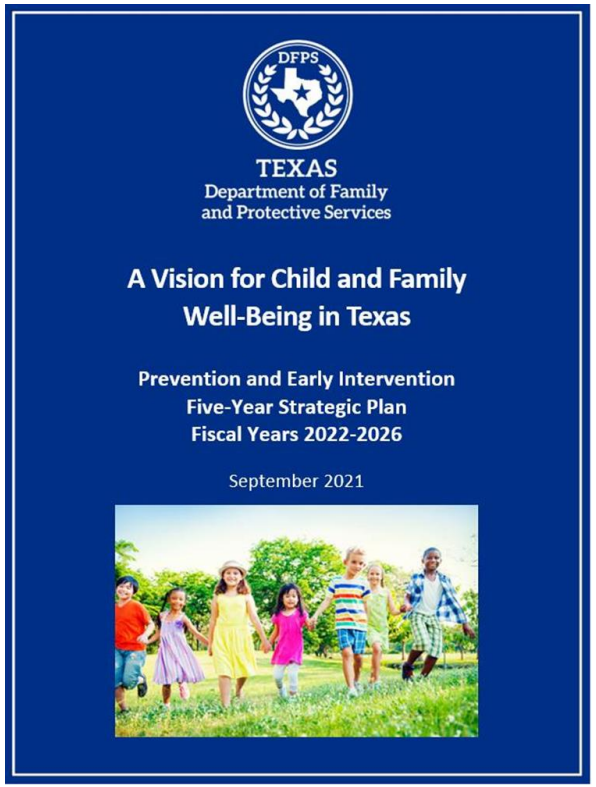
- Outreach/awareness efforts:
  - Workforce campaign to recruit new and returning child care teachers to the field
  - Messaging to programs on how Child Care Relief Funds can be used for staff recruitment and retention
  - Texas Rising Star campaign to raise awareness of the program and the importance of high-quality early learning experiences
  - Educating employers on child care supports and initiatives TWC has funded

Updates from TELC Members

PEI Strategic Plan

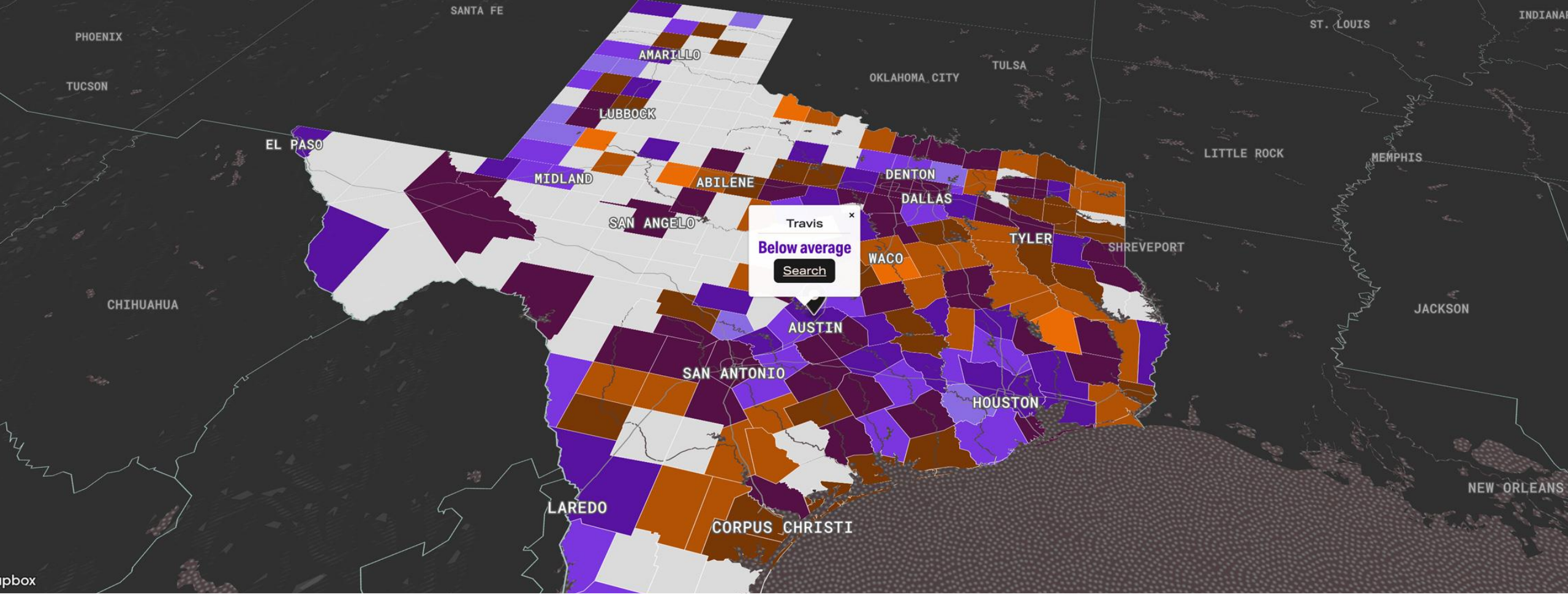
Sarah Abrahams, Department of Family and Protective Services

- PEI released a new strategic plan that outlines seven objectives to focus on in the next five years.



2022-2026 Objectives

- Incorporate Parent and Youth Voice
- Maximize Investments in Prevention
- Utilize Research to Inform the Most Effective Prevention Strategies
- Utilize a Public Health Framework to Bring Precision to Prevention Efforts
- Promote Equitable Access for all Texas Children and their Families
- Address the Root Causes of Family Vulnerability
- Support Effective Cross-Sector, State-to-Local, and Faith-Based Collaborations

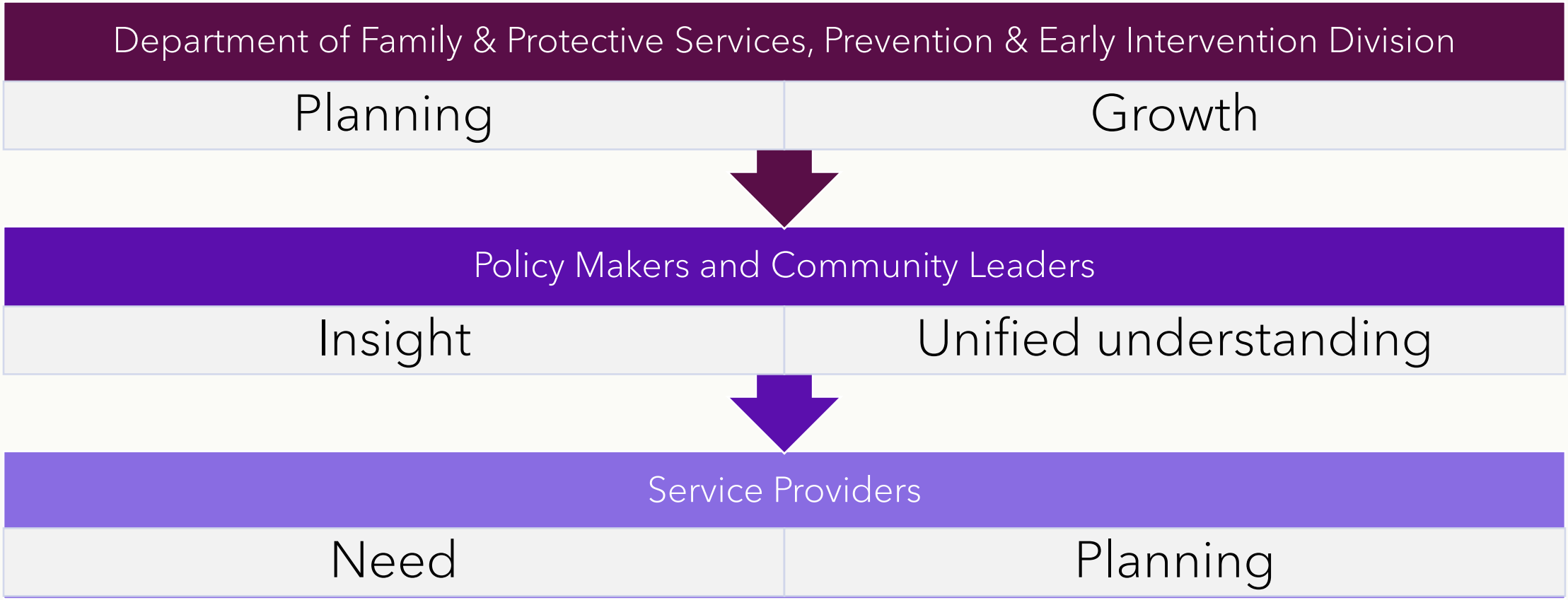


Community-Level Maltreatment Risk in Texas

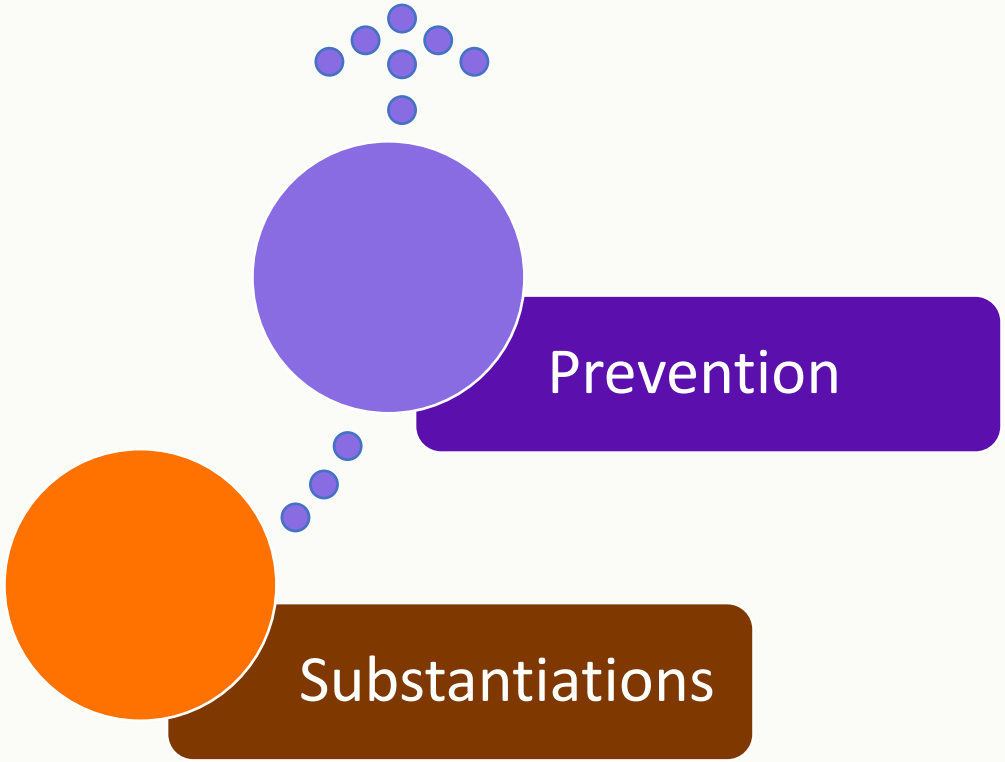
TEXAS Department of Family and Protective Services
Prevention & Early Intervention

The University of Texas at TYLER HEALTH SCIENCE CENTER

Purpose of Maltreatment Risk Mapping Project



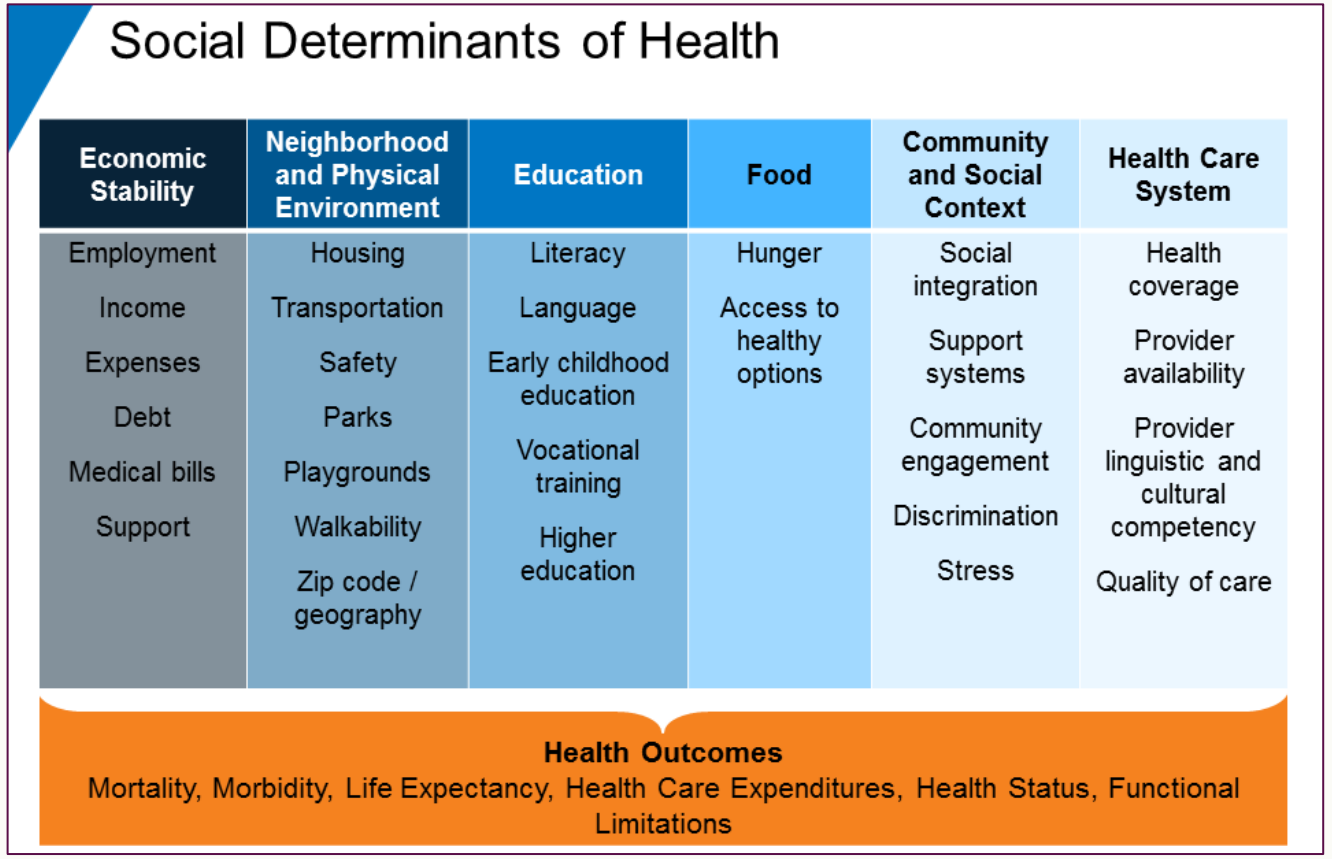
Why Maltreatment Risk?



- Risk and Resiliency focus is "what can we do to prevent"
- Substantiation focus is "what is DFPS doing to respond"

Why Community-Level

- Outcomes for individuals are a combination of individual and community-level risk



Community-level Maltreatment Risk

Risk is held by the ***community*** not the individual

Low-risk individuals living in high-risk neighborhoods

have more risk than

Low-risk individuals living in a low- or moderate-risk neighborhood

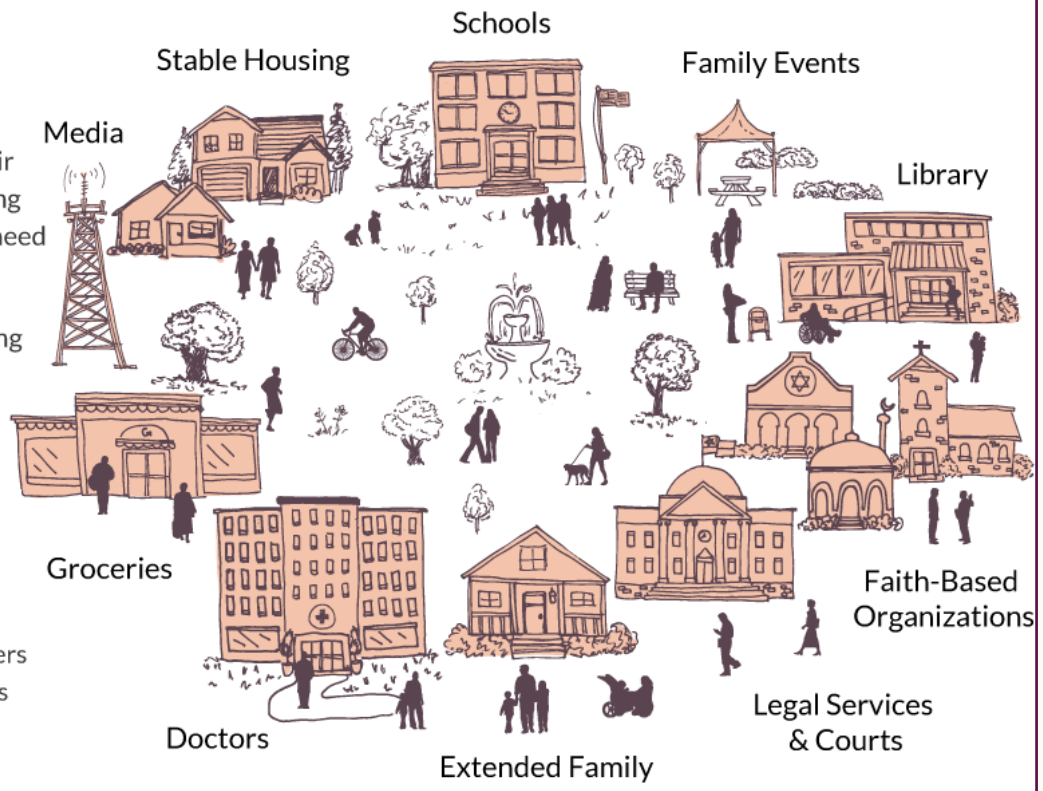
Prevention is a community effort

Support activities that all families can access and that contribute to the social well-being of the entire community

We all benefit from community support. Behind many families that **succeeded on their own** is a strong community that provided a way for the family to meet their needs. A community functioning in a strong and healthy way is all that many families need to succeed

Strong communities support the well-being of all families by having access to:

- Quality stable jobs
- Affordable and nutritious food
- Stable and affordable housing
- Well and sick care for the entire family
- Social and emotional support
- High quality education and childcare
- Activities that connect the family to others
- Media that supports and informs families
- Quality legal services and judiciary



Community-level *VS.* Individual-level

AND *not* OR

Risk is at both levels

Programing is needed at both levels

Maltreatment Risk

Data presented in these maps are the estimated risk of maltreatment in communities across Texas. Data are not presented for communities with small child populations as these estimates are not reliable.

Learn more about a community's maltreatment risk by selecting it on the map and clicking "search" or by typing in the ZIP Code or county in the search bar

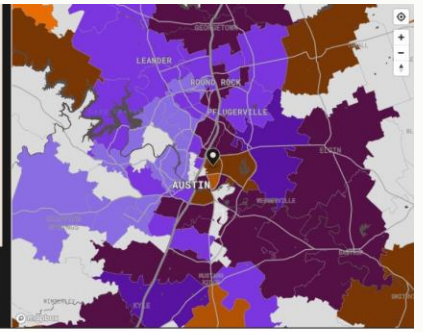
Webinars | Variable Definitions | Data Sources

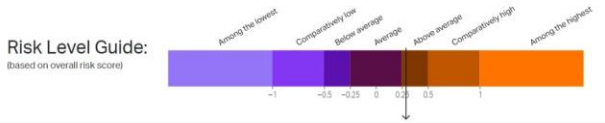
To request the predicted maltreatment risk score map layers for your modeling software, email us at txsafebabies@utsystem.edu.

Age group: Infants

Geography: COUNTY | ZIP CODE

Search by ZIP Code or county:





78723 is above average risk for maltreatment

Overall predicted risk score in **78723**: **0.29**

Estimated population of infants in 78723: 550

RISK FACTOR		RISK LEVEL
Health and Disability:	0.12 (−2.44 … 2.89, STATE MEDIAN)	Average
Safety:	0.86 (−3.53 … 3.16, STATE MEDIAN)	Comparatively high
Assaults per 10,000 15 to 44 yr olds resulting in medical care:	68.97 (0 … 195.2, STATE MEDIAN)	Comparatively high
Low Income:	-0.42 (−2.24 … 2.36, STATE MEDIAN)	Below average
Family Poverty:	0.44 (−2.08 … 2.56, STATE MEDIAN)	Above average
3 and 4 year olds enrolled in daycare:	68.4 (100 … 0, STATE MEDIAN)	Among the highest
18 and 19 year olds enrolled in formal education:	58.1 (100 … 0, STATE MEDIAN)	Comparatively low

Download data for 78723 | Data dictionary

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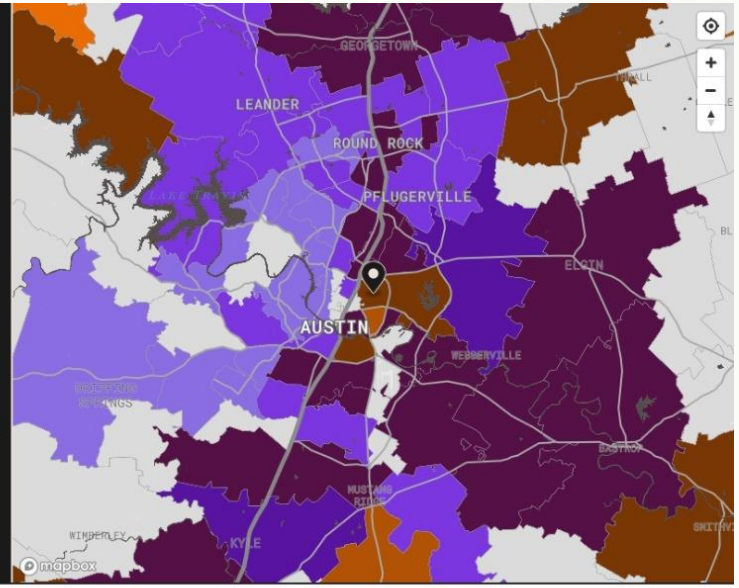

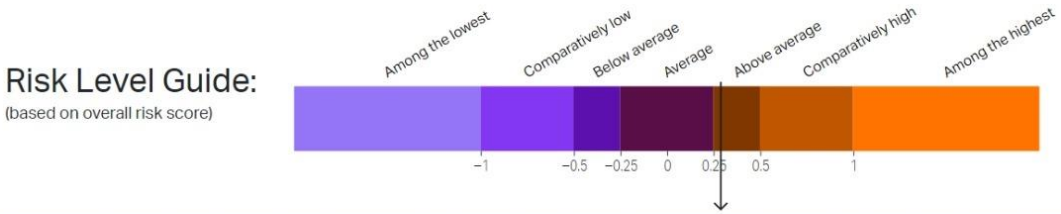

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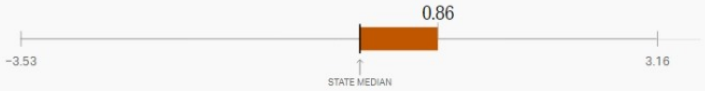
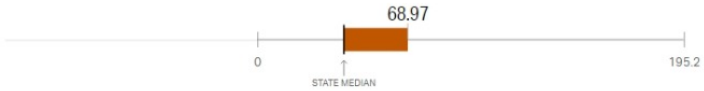
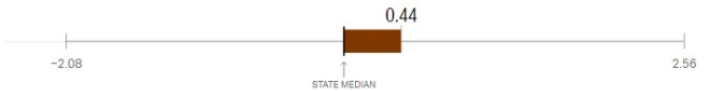
RISK FACTOR		RISK LEVEL
▸ Health and Disability:		Average
▸ Safety:		Comparatively high
Assaults per 10,000 15 to 44 yr olds resulting in medical care:		Comparatively high
▸ Low Income:		Below average
▸ Family Poverty:		Above average
3 and 4 year olds enrolled in daycare:		Among the highest
18 and 19 year olds enrolled in formal education:		Comparatively low

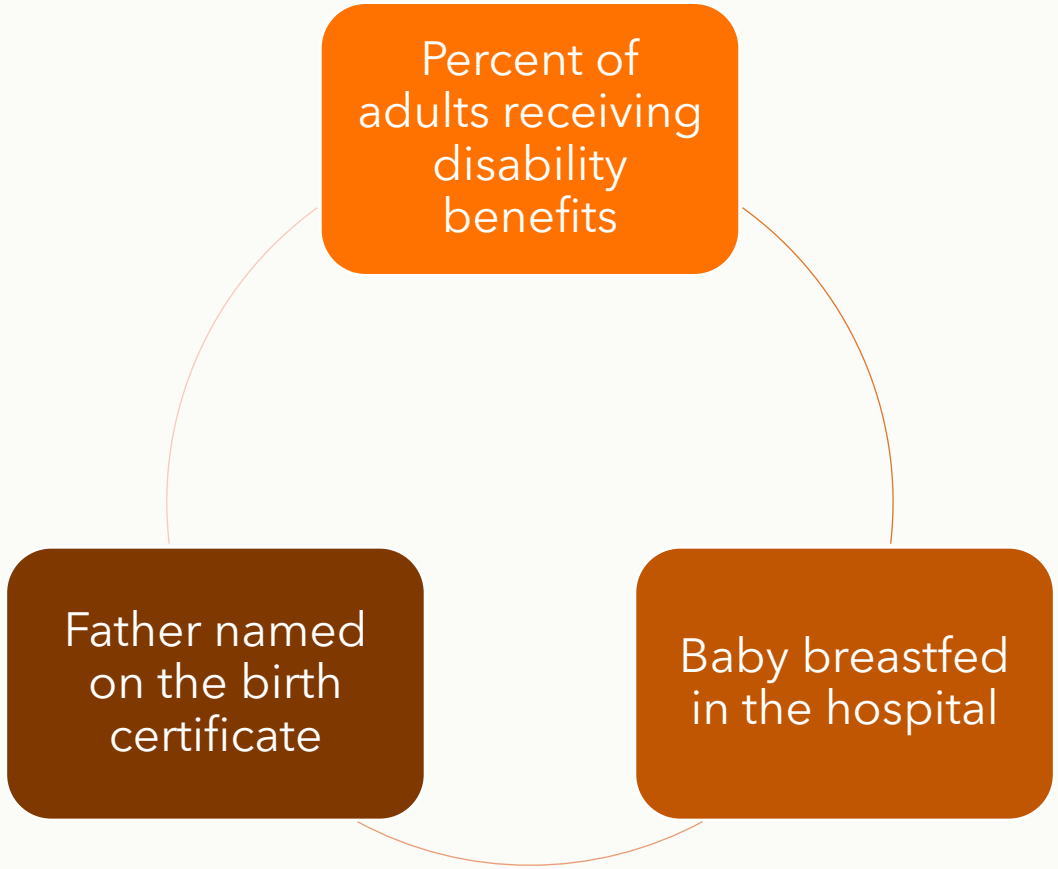
Download data for 78723 | Data dictionary

The risk factors: Younger than 10

- **Health & Disability**
- **Child Safety & Health**
- Assaults needing medical attention
- **Low-Income Families**
- **Families in Poverty**
- School enrollment for 3 & 4 yr olds
- School enrollment for 18 & 19 yr olds

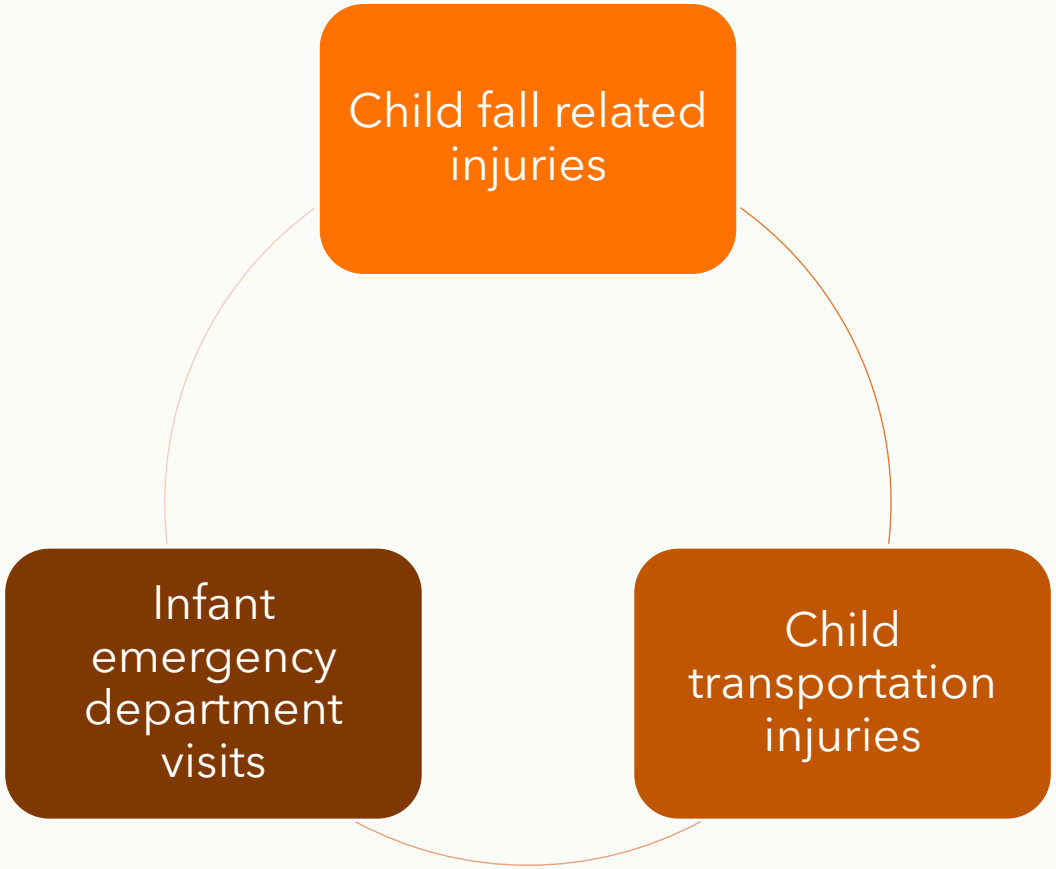
Health & Disability

- This factor drives our community assessment of risk
- Disability Benefits?
  - Adults unable to work
  - Access to mental health & substance use treatment



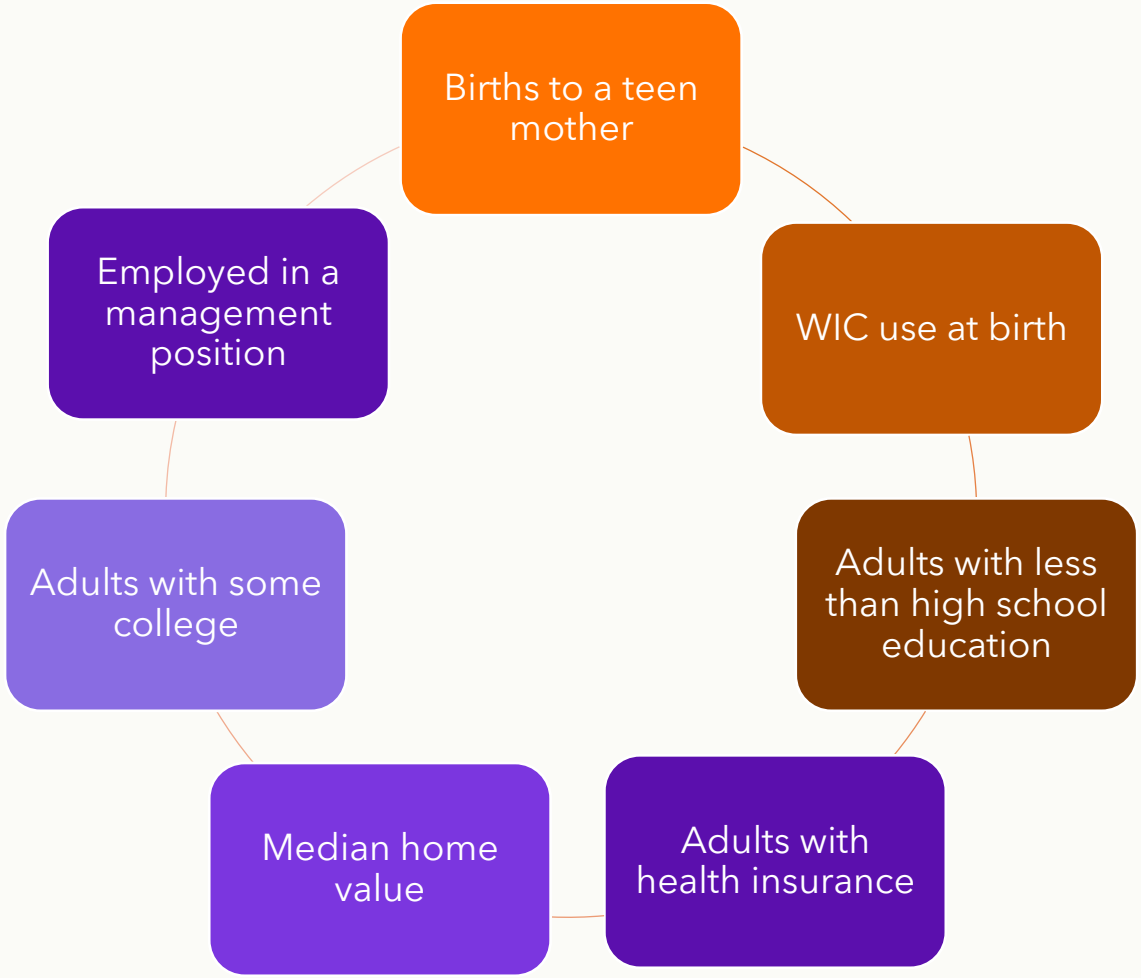
Child Safety & Health

- Health Literacy
- Culture of Safety



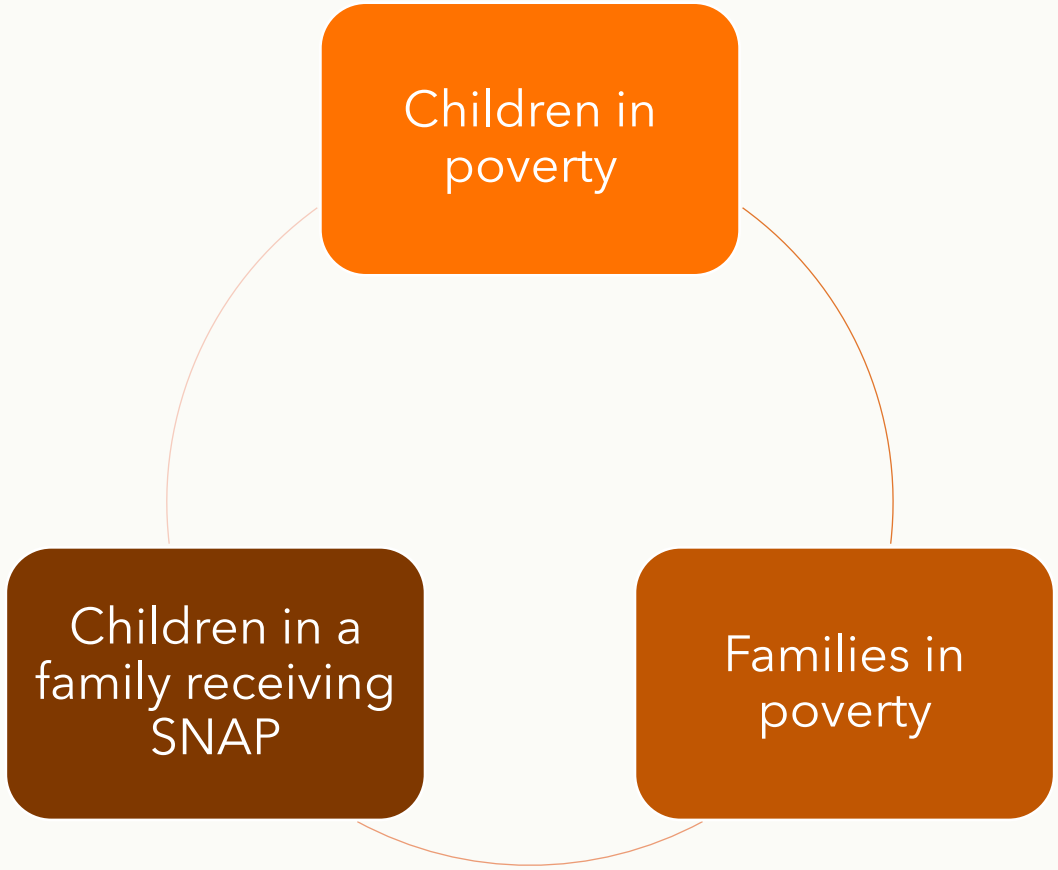
Low income

- Protective and risk factors



Family Poverty

- Not driving our risk assessment
- Using services and safety net programs are not the risk



Did you just say poverty doesn't matter?

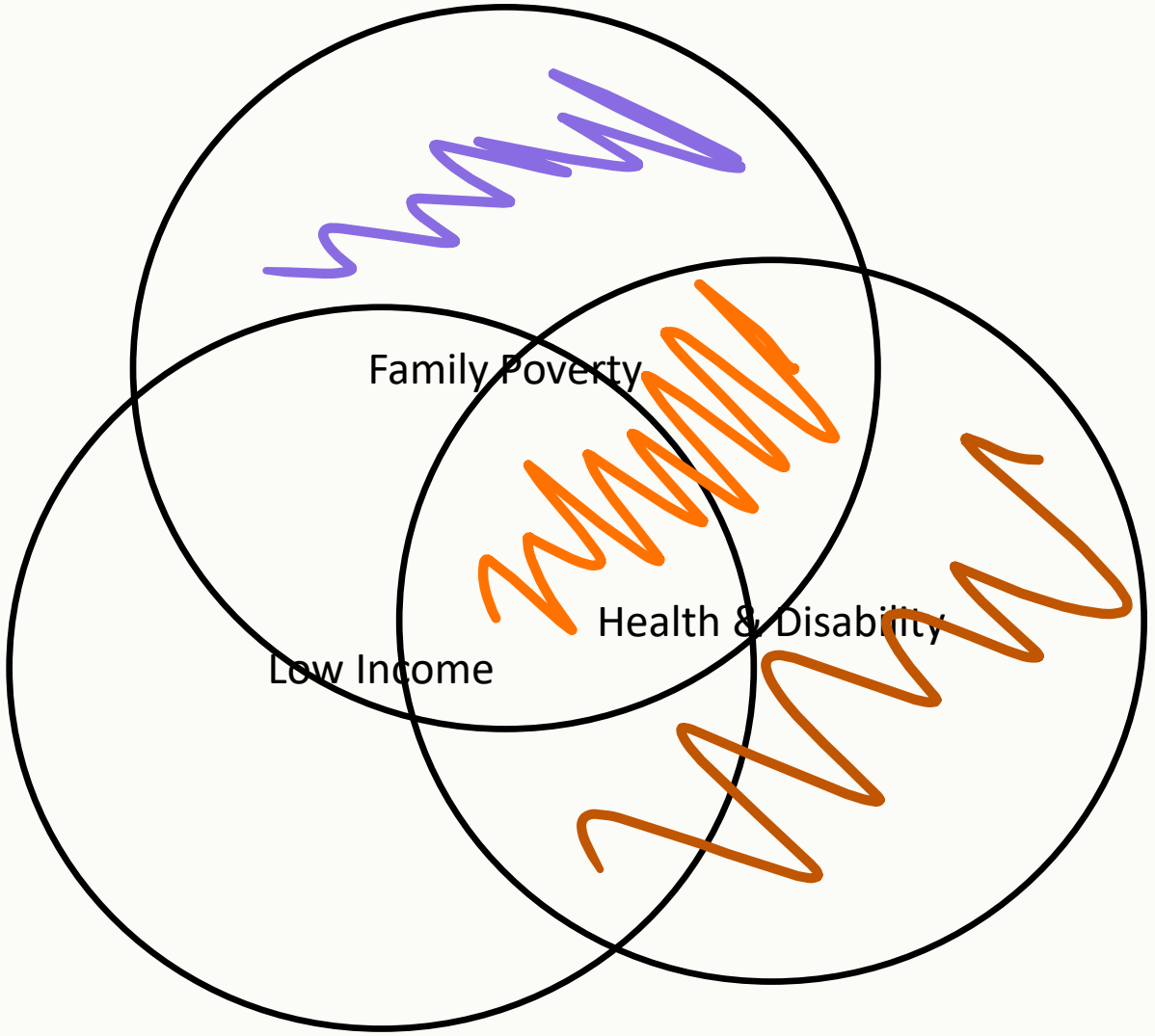
All the risks overlap

Communities with all three risks are very high risk

Communities with only Health & Disability risk are high risk

Communities with only poverty as a risk are not high risk

POVERTY ADDS TO BUT DOES NOT DEFINE RISK



The risk factors: 10 and older

- Adults receiving disability benefits
- Births to a teen mother
- Injuries for 10 to 17 year olds
- Prenatal drug exposure
- Adult assault resulting in medical care
- Adult substance use hospital/ED visits
- Service sector employment
- Vacant housing units
- Adults with only high school education

How am I going to remember all this???

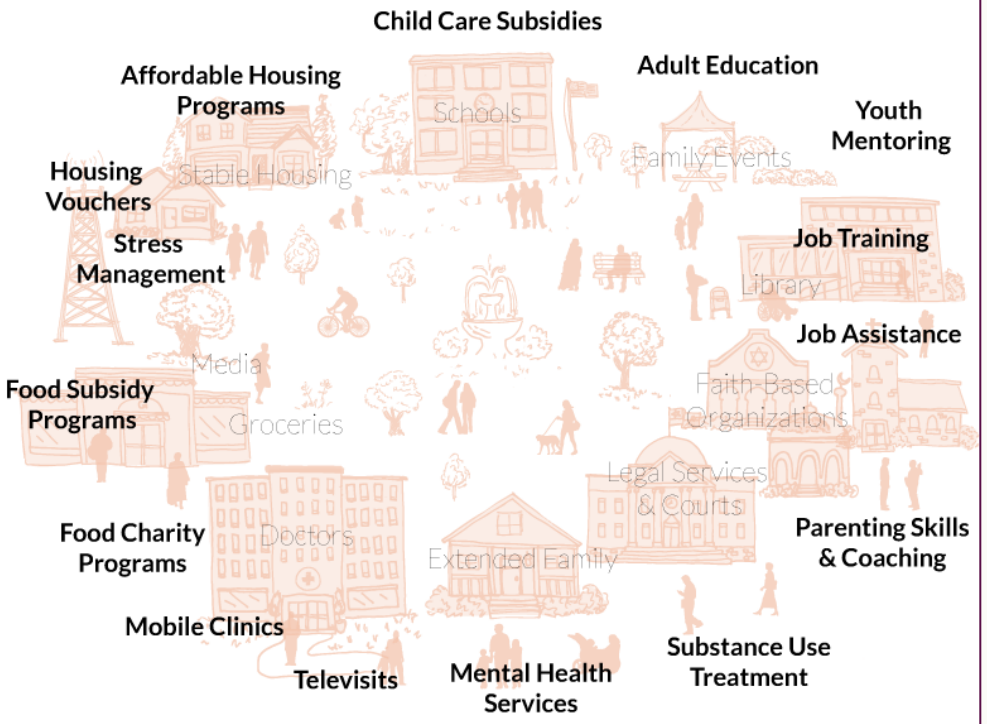
Health and Disability Community's overall health factor risk score	This factor is the main driver of our risk models for children younger than 10. We find that these risks, are highly correlate and present in many communities with economic disadvantage. However, when these indicators are low for a community, it tends to be low risk for maltreatment, even if the community is high in economic disadvantage.
Disability benefits Percent of adults 35 to 64 who are receiving SSN benefits for a qualifying disability	Having a relatively large proportion of adults receiving disability benefits can be driven by two processes. The first process is that adults in the community tend to be employed in jobs and sectors with high rates of injury. The second process is that the community has a high percent of adults with debilitating mental health disorders or substance use disorders. To help understand these two processes in a community, we recommend looking at this variable in conjunction with other data. In particular, if a community is in the high range of this variable, we recommend looking at the community's prenatal drug exposure rate. If both are high, it is likely that the community may also suffer from high rates of substance use and poor access to mental health/substance use treatment.
Father named on birth certificate Percent of babies with the father named on the birth certificate	Positive father involvement during pregnancy and after are a major protective factor for a variety of family outcomes. Research shows that when the father is named on the birth certificate, even when the parents are not married, it is an indication of involvement during pregnancy. In communities with low rates of father's not being named on the birth certificate, consideration needs to be given towards supporting and encouraging positive father involvement, but also recognizing that mothers without a positive partner need more support during pregnancy and after to help mitigate the stress of this time.
Breastfed in hospital Percent of infants breastfed in the hospital	Breastfeeding before discharge from the hospital is an important metric for breastfeeding continuation. The health benefits of breastfeeding are well established. In addition, early breastfeeding can also help encourage bonding between the parent and baby.

Strategic Planning

Support solutions in the community that help families overcome tough obstacles

Strong communities work to address the hard obstacles families can face **by helping families find solutions** or by working together as a community to remove the obstacle. These solutions and resources **help families get back on track** to succeeding "on their own."

- These solutions are not for everyone in the community but should be easily accessible for families
- These solutions should strengthen and support the activities that contribute to the well-being of the entire community.



- Does the program being offered match risks in the profile
  - What is the need being address
  - Are you directly or indirectly addressing a risk
- Are there risks in the profile that might negatively impact your work
- Have you talked to the community to understand risk & priorities

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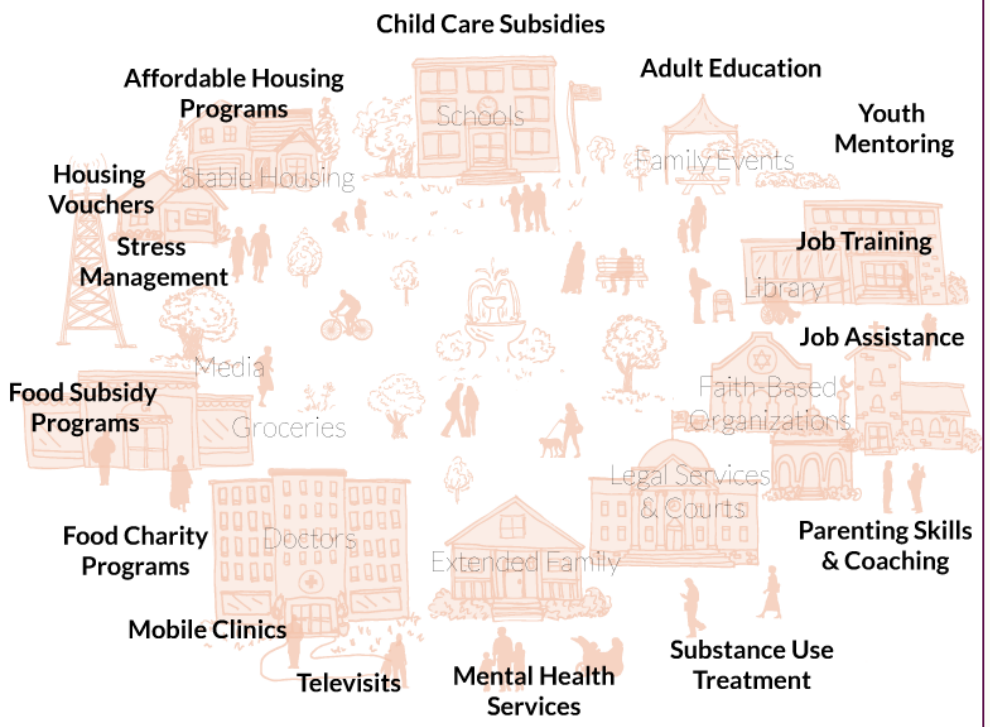
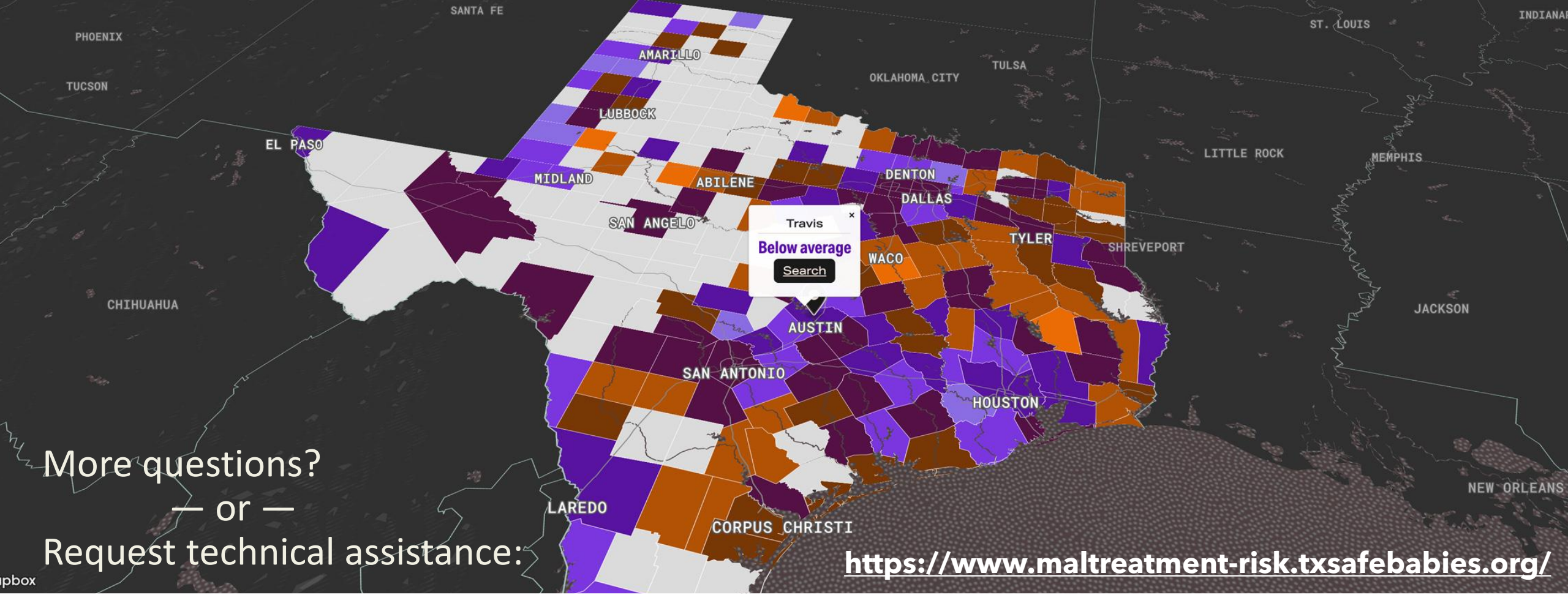


- Which risks will your program address
  - Remember you don't have to do everything
  - You are ***part*** of the solution, not ***the*** solution
- Does the profile suggest partners or community strengths that can support the program
  - Hospital injury prevention outreach
  - Strong Head Start or other preschool infrastructure



Dorothy Mandell
dmandell@utsystem.edu
— or —
Molly O'Neil
moneil@utsystem.edu

DFPS
TEXAS
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Prevention & Early Intervention

The University of Texas at TYLER
HEALTH SCIENCE CENTER

Updates from TELC Members

Upcoming Early Childhood Events

Events

Texas Head Start State Collaboration Office and Texas Education Agency: Transition to Kindergarten Statewide Summit, December 8-9, 2021

2022 Meeting Schedule

January 21, 2022
April 1, 2022
July 15, 2022
October 21, 2022

11am to 1pm CT

Adjourn

TEXAS EARLY LEARNING COUNCIL

Next meeting:

January 21, 2021

11am – 1pm CT