

# Public Meeting

*April 11, 2025*



T E X A S  
**EARLY LEARNING**  
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Welcome!

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

Members of the public are still able request to provide oral public comment today by emailing their request to [megan.schneider@tea.texas.gov](mailto:megan.schneider@tea.texas.gov). Please include your name (as it appears in Zoom), email, organization you are representing, and agenda topic being addressed.

# Agenda

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1. Call to Order
2. January 2025 Minutes Approval
3. Public Comment
4. Texas Early Learning Strategic Plan
5. Legislative Updates
6. Updates from TELC Members
7. Upcoming Early Childhood Events
8. Adjourn

# Public Comment

Earlylearningtexas.org has a section called Meetings. This houses all the meeting information for past and upcoming meetings as well as the agenda once it's released. Public agendas are posted a minimum of one week prior to the meeting date, along with instructions for submitting public comment.

- Please provide your name, organization, and the agenda topic you are commenting on for the record.
- Each speaker will be allotted three minutes to provide your public comment. When you hear a chime sound at the two-minute mark, this indicates that you will have one minute remaining to wrap up comments.
- Council members may ask questions after each speaker concludes.



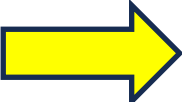
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# Texas Early Learning Strategic Plan

2024 – 2026



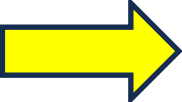
# 2024-2026 Texas Early Learning Strategic Plan Goals



**Family Access, Navigation & Engagement**

**Goal 1**

Families can easily meet their basic needs and access the early learning services, programs, and resources they need, and are meaningfully engaged to provide feedback on services.



**Workforce Recruitment, Retention & Support**

**Goal 2**

The early learning workforce is well-paid, trained and supported; can reach and obtain the professional development resources they need throughout their careers; and is large enough to meet Texans' needs.

**Local Systems & Partnership Building**

**Goal 3**

Local early learning systems are well-coordinated, appropriately resourced, and successfully support the children and families in their communities.

**Integrated Data & System**

**Goal 4**

State early learning system entities are collaborating to make family- and data-informed decisions to improve services, programs and resources for children and their families.

# Family Access, Navigation & Engagement

**Strategy 1.1:** Streamline intake and administrative systems for parents and providers to make it easier for families to navigate early learning programs and services.

- ❑ **Action 1.1.1:** TEA, THSSCO, and TWC will simplify application practices by launching a common eligibility screener on <https://earlychildhood.texas.gov/>.

**Strategy 1.3:** Increase access to early learning programs and services.

- ❑ **Action 1.3.2:** TWC will refine <https://earlychildhood.texas.gov/> for families and providers to retrieve information about early learning programs. This access point will:

# Eligibility Screener & Early Childhood Texas Update

- Scheduled to launch Summer 2025
- Multiple Agency Project: TWC, TEA, Head Start
- Four focus groups:
  - Parents
  - Providers
  - Parents and Providers that speak Spanish
  - Eligibility specialists from all three programs

# Workforce Recruitment, Retention & Support

**Strategy 2.2:** Expand and refine early learning pathways to comprehensively include all professionals who work with young children.

**Strategy 2.4:** Retain early learning workforce professionals in the field by providing educational and social support.

# What is TECPDS?

The Texas Early Childhood Professional Development System (TECPDS) is designed to provide a variety of supports to early childhood workforce members and to organizations that support this workforce.

Resources include:

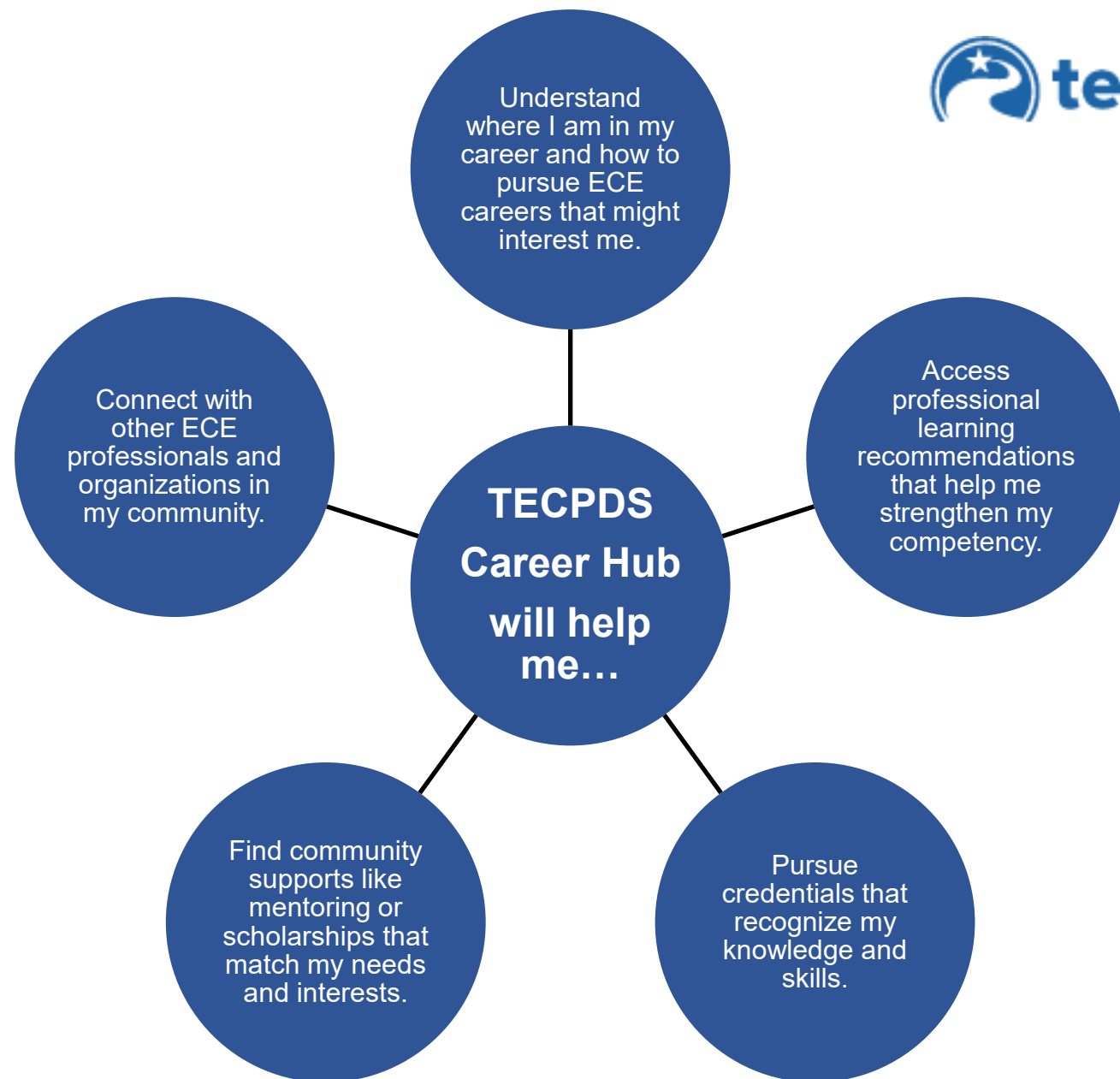
- Texas Workforce Registry
- Texas Trainer Registry
- Texas Core Competencies
- Career Pathway Tools
- Certificate Generation Tool

**TECPDS currently has over 100,000 users across Texas!**

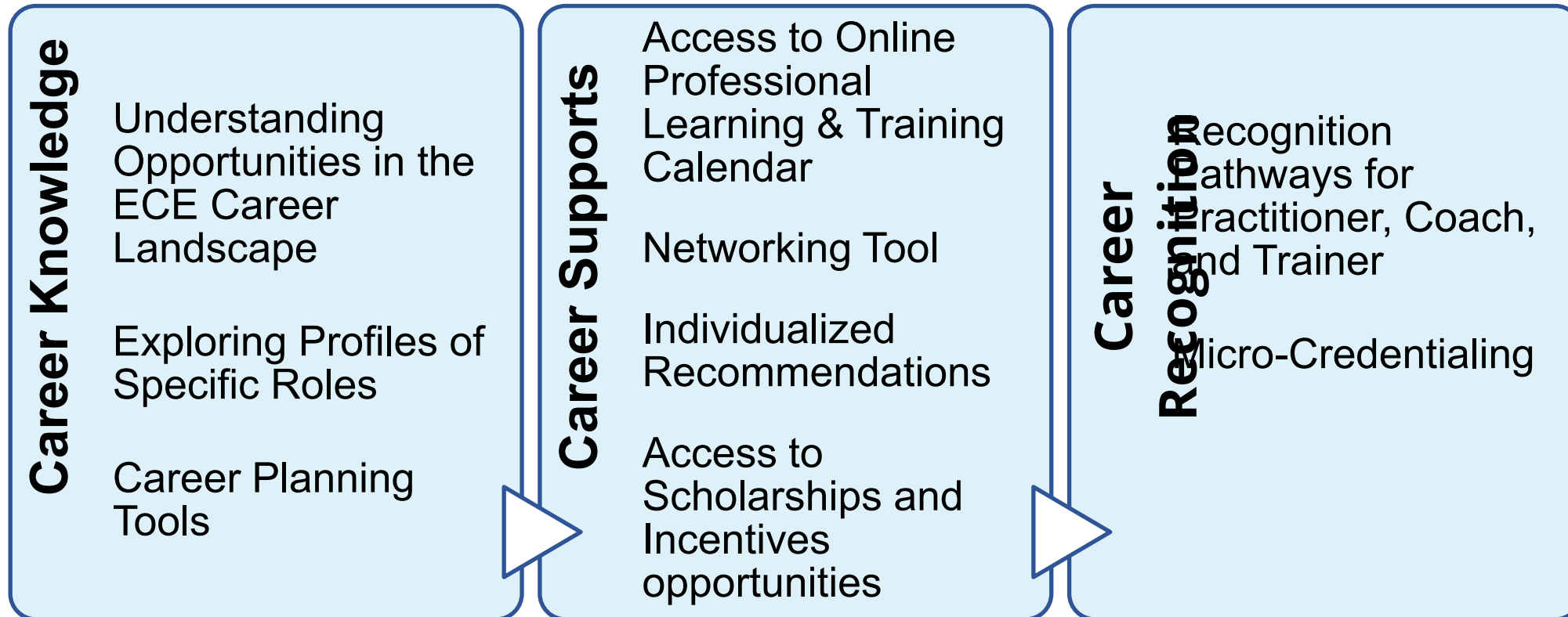


# TECPDS Strategic Vision

CLI is expanding the platform to be a comprehensive **Career Hub** with integrated career supports for workforce members



# TECPDS Career Hub Vision



# Workforce Recruitment, Retention & Support

**Strategy 2.2:** Expand and refine early learning pathways to comprehensively include all professionals who work with young children.

- ❑ **Action 2.2.1:** CLI will publish and promote updated pathways on TECPDS.

## CLI Updates for Action 2.2.1

- Current career pathways are published on TECPDS: Educator and Trainer
  - New Coach pathway will launch in June/July

# Workforce Recruitment, Retention & Support

**Strategy 2.2:** Expand and refine early learning pathways to comprehensively include all professionals who work with young children.

- ❑ **Action 2.2.2:** CLI will explore adding all professions/positions in the early learning workforce and expand upon the existing Texas Early Childhood Career Pathways on TECPDS to create early learning pathways information that:
  - ❑ Includes educational, experience requirements and potential career ladder for each pathway
  - ❑ Connects each pathway to ideal salary trajectories and existing resources to pursue the path and
  - ❑ Provides real-life examples of how pathways are linked to personal fulfillment and values by conducting workplace climate surveys.

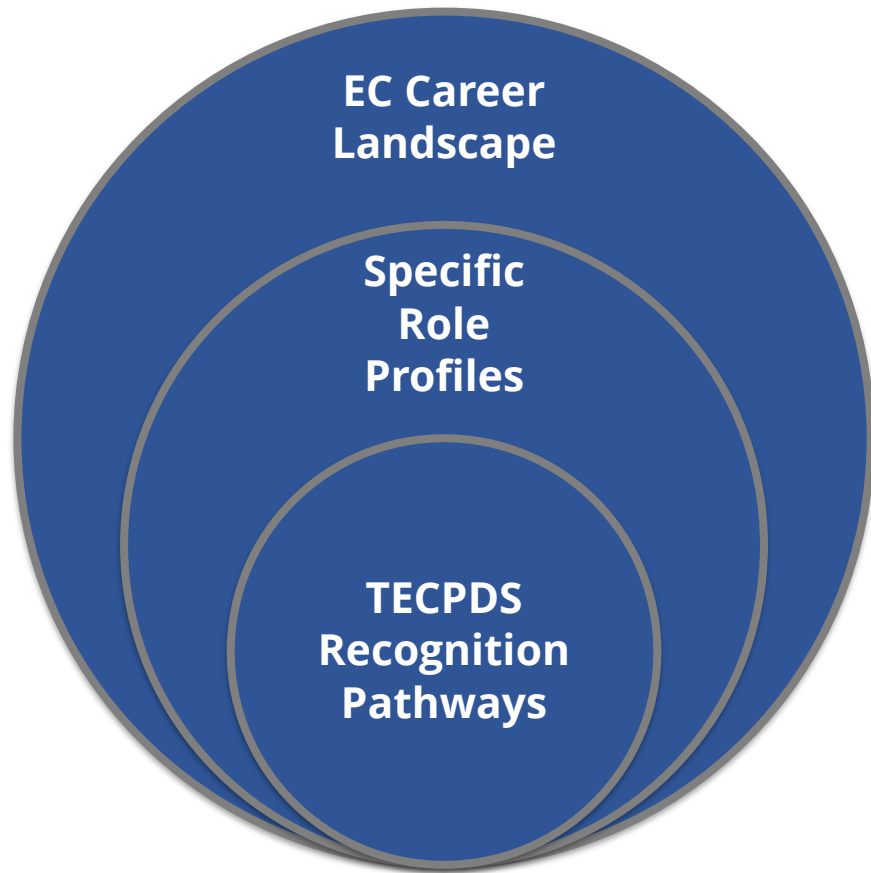
## CLI Updates for Action 2.2.2

- CLI implementing a statewide career pathways and trajectories study to learn more about this landscape
- Initial study findings will be released by August and will inform future resource planning
- CLI is deploying a new networking feature on TECPDS to more easily connect professionals to one another and career opportunities

# Career Pathways: ECE Career Landscape Study

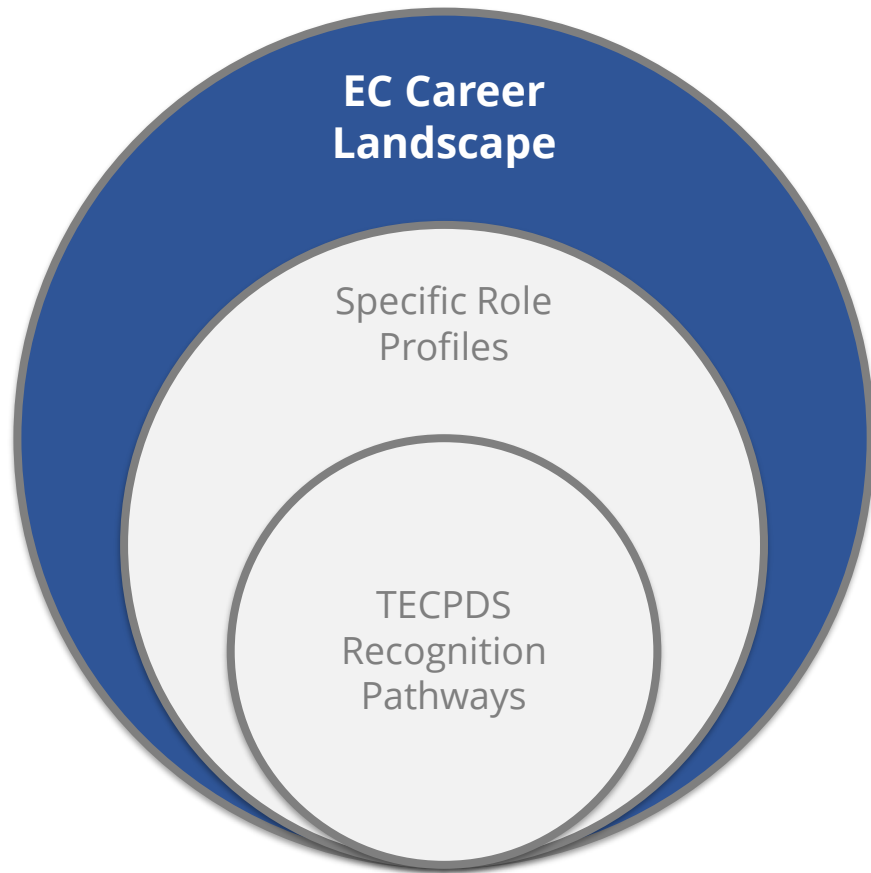
- Data collection is targeting a wide range of roles, including:
  - Early childhood educators (e.g., teachers, teacher aides, school counselors)
  - Pedagogical and instructional administrators (e.g., directors, principals, coaches, family engagement specialists)
  - Business or operations administrators (e.g., program owners, enrollment specialists)
  - Family/child health and well-being professionals (e.g., pediatricians, home visitors, speech-language pathologists, ECI specialists, children's librarian)
  - Other roles (e.g., IHE faculty, analysts/researchers, advocates, curriculum developers)
- Report will include analysis on:
  - Role profiles (e.g., median wage, qualifications, "day-in-the-life" for ECE roles)
  - Supports and barriers to career transitions
  - Differences in compensation, benefits, and access to other supports among roles, settings, and regions
  - Motivations and satisfaction among ECE roles

# Career Trajectory Phase II Work



The Career Pathways and Trajectory Study will inform new interactive content for TECPDS users to better understand and grow in their EC careers.

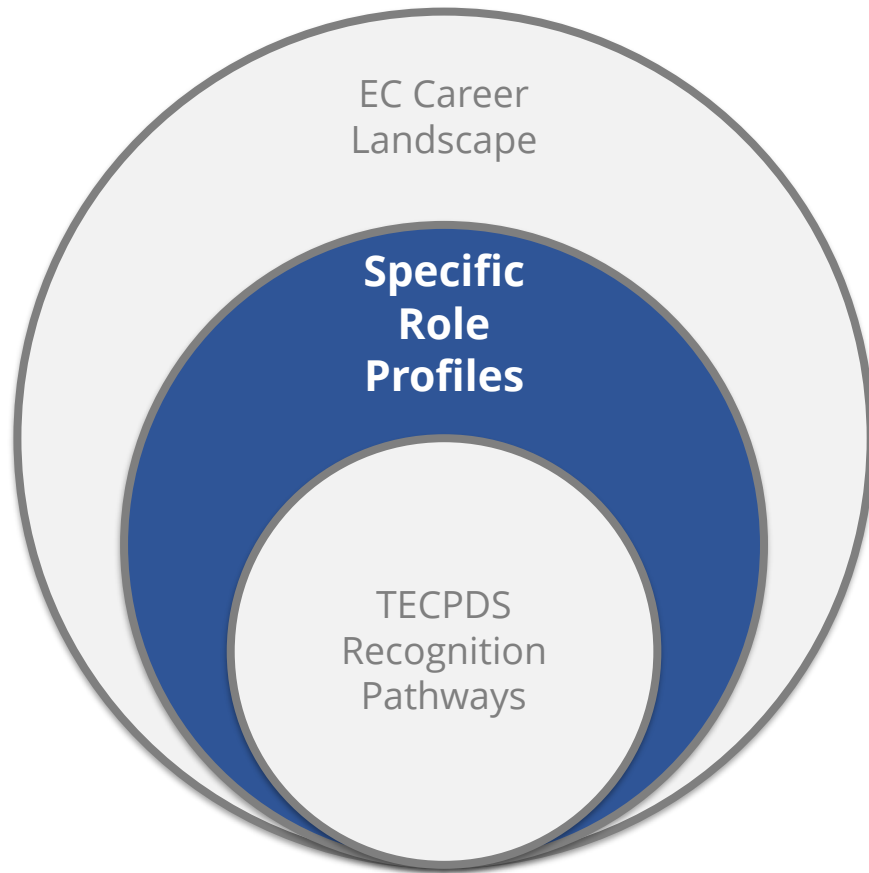
# ECE Career Landscape



Users will be able to:

- Explore the range of roles that comprise the EC landscape, the requirements for entry, and the trajectories of people that leave and stay in the field
- Understand the motivations and occupational, job, and life satisfaction among early childhood workers
- Understand the systems-level, educational, occupational, and job-specific supports that lead to higher satisfaction and retention in the field and across various roles

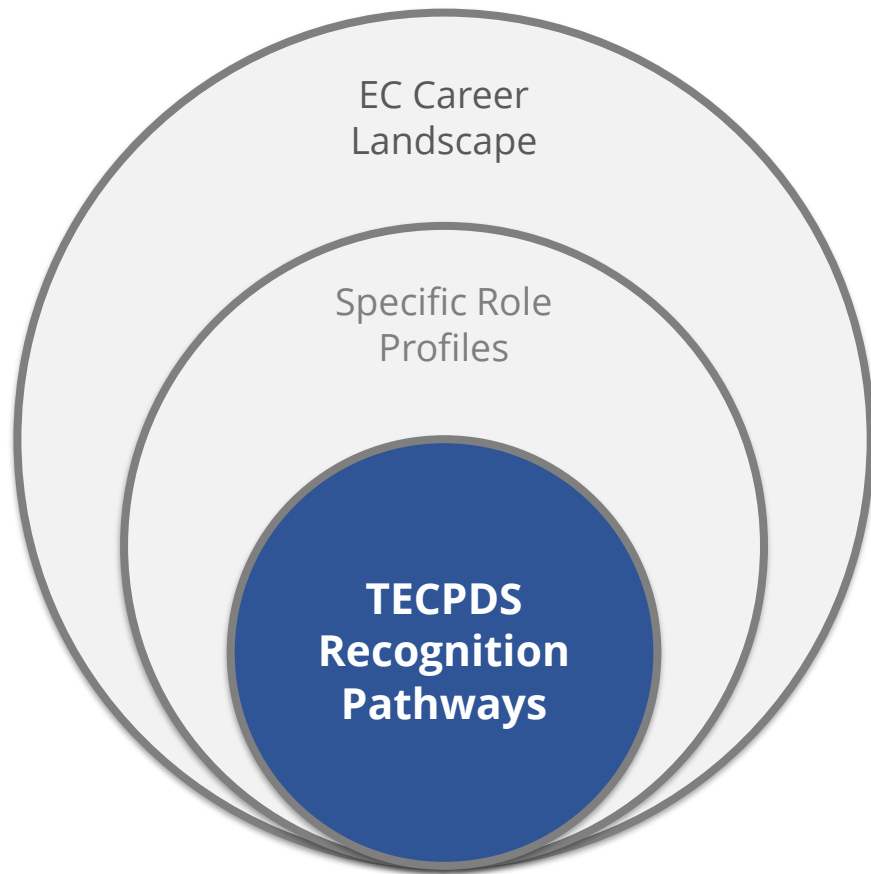
# Specific Career Roles



Users will also be able to dive deeper into specific EC roles and learn about:

- Typical qualifications (training, education, years of experience)
- Average compensation (with regional differences noted) and benefits
- Related competencies and skills
- “Day in the Life” details (what is it like to work in this role?)
- Links to available career supports

# Recognition Pathways



For **teachers, trainers, and coaches**, users can become recognized for the skills and knowledge they've gained.

		PRACTITIONER CAREER PATHWAY LEVELS					
		1	2	3	4	5	6
REQUIREMENTS	Entry: Pre-employment early childhood learner						
	High School Diploma <b>OR</b> Equivalent	Y	Y	Y	Y	Y	Y
	9 Texas Core Competencies for Practitioners Badges	-	Y	Y	Y	Y	Y
	Progress toward ECE Certificate <b>OR</b> Progress toward Texas Early Childhood Educator Credential I <b>OR</b> 3+ ECE Credit Hours	-	-	Y	Y	Y	Y
	Completed ECE Certificate <b>OR</b> Completed Texas Early Childhood Educator Credential I <b>OR</b> 6+ ECE Credit Hours	-	-	-	Y	Y	Y
	Completed Texas Early Childhood Educator Credential II <b>OR</b> Associate's Degree (9+ EC Credit Hours <b>OR</b> ECE Certificate)	-	-	-	-	Y	Y
	Completed Texas Early Childhood Educator Credential III <b>OR</b> Bachelor's Degree (12+ EC Credit Hours)	-	-	-	-	-	Y
Transition: Into content specialization in the classroom or into other EC roles							

# Career Pathways: TELC Support

## **Initial Survey Dissemination**

- Representative sample of workforce members via emails, postcards, and phone calls

## **General Dissemination**

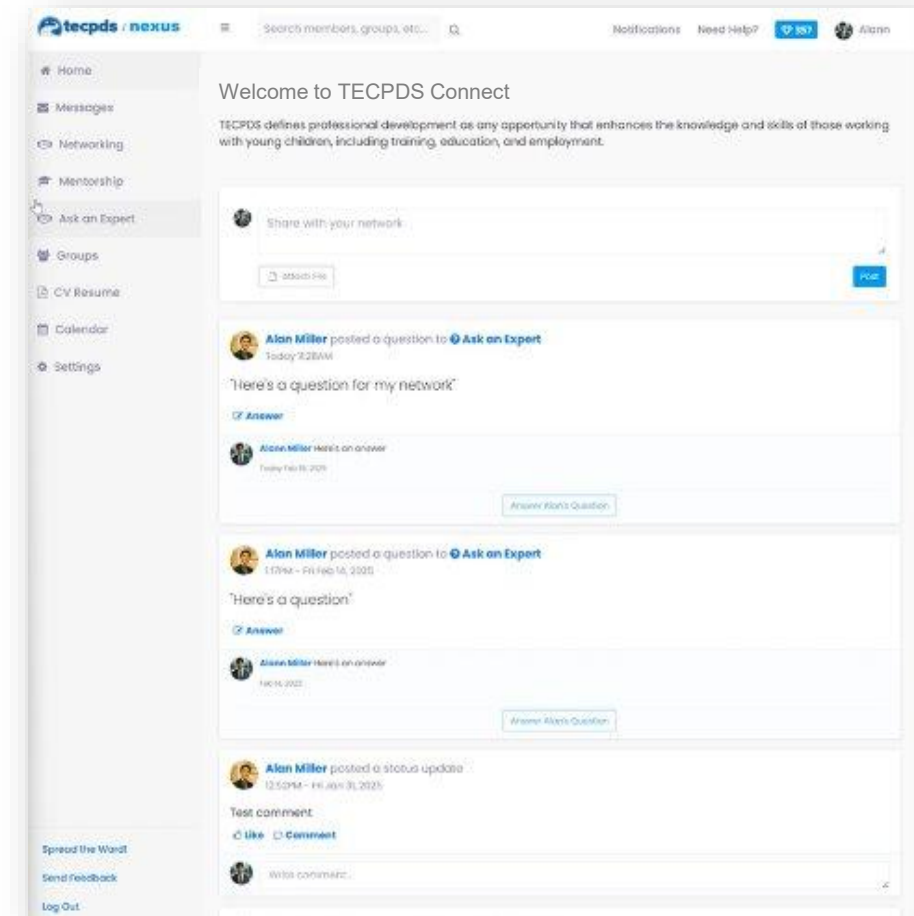
- CLI will send the survey to the larger workforce population through our networks
- Help with dissemination through your networks!

# Career Advancement through Networking

## Coming soon...TECPDS Connect!

ECE professionals can connect with fellow workforce members, professional organizations, higher education institutions, and training and scholarship opportunities

- Creating peer-initiated communities of interest
- Building community question and answer forums so professionals can learn from each other and connect to experts on the platform.
- Identifying professional development gaps and guiding users to professional development resources
- Connecting with a mentor for personalized support
- Using geolocation and dynamic matching



# Workforce Recruitment, Retention & Support

**Strategy 2.4:** Retain early learning workforce professionals in the field by providing educational and social support

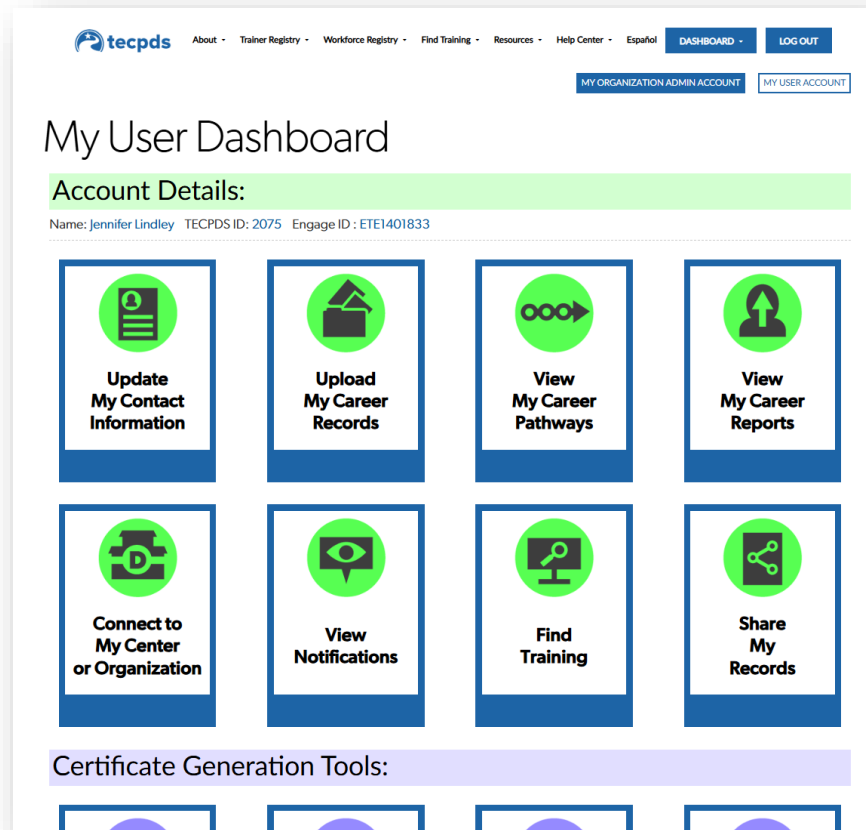
- ❑ **Action 2.4.3:** CLI will continue to improve the TECPDS system based on usability study findings.

## CLI Updates for Action 2.4.3

In FY25, CLI is publishing usability updates to TECPDS, in alignment with the usability study findings and user feedback:

- Updating the website and adding a 3rd language (Vietnamese)
- Enhancing record sharing functionality
- Improving data collection tools for uploading and updating career records, and more easily filling data gaps
- Enhancing user reports, summaries, and data visualizations
- Embedding evaluation surveys into the certificate generation tool

# Usability: Updated Dashboard



In January, CLI published a new dashboard layout to improve the user experience after logging into TECPDS.

- Simplified view
- Organized layout for features by role (all users, trainers, administrators)
- Coming later in FY25:
  - Simplified career record upload screens
  - Streamlined navigation after login
  - Workforce Registry features in Vietnamese
  - Design for mobile-friendly website

# Enhanced Career Record Upload & Sharing Features

## Intelligent Document Processing

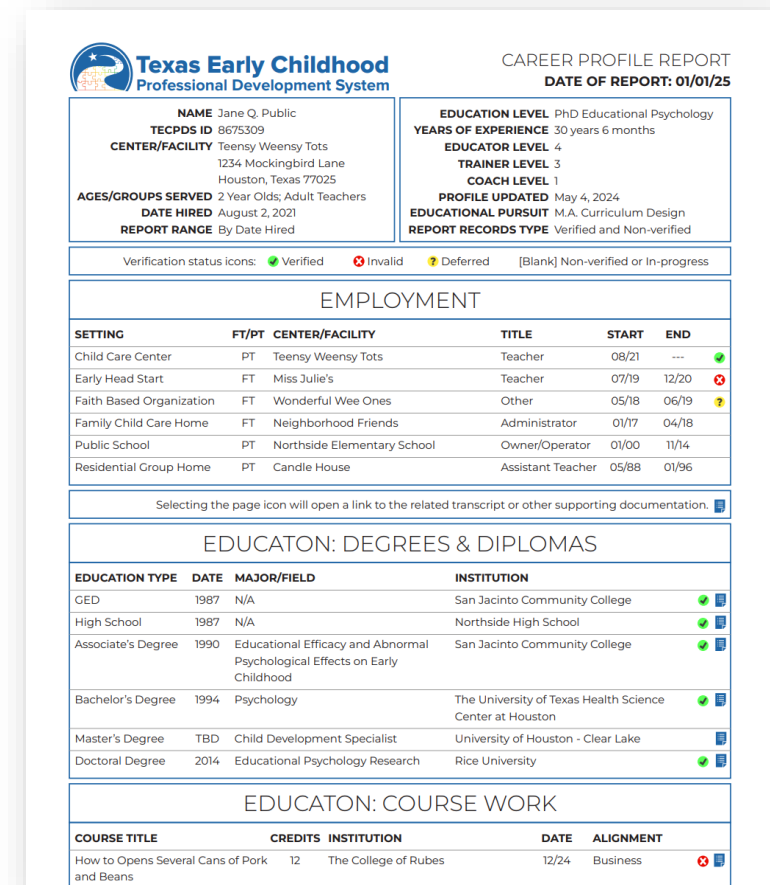
- Integrate machine learning to extract key record data to reduce upload burden

## New Data Collections Tool

- Quickly update missing and incomplete records through easy-entry surveys that read to the TECPDS database

## Updated Career Profile Reports

- New career profile reports that document and summarize a user's career



**Texas Early Childhood Professional Development System** CAREER PROFILE REPORT  
DATE OF REPORT: 01/01/25

<b>NAME</b> Jane Q. Public <b>TECPDS ID</b> 8675309 <b>CENTER/FACILITY</b> Teensy Weensy Tots 1234 Mockingbird Lane Houston, Texas 77025 <b>AGES/GROUPS SERVED</b> 2 Year Olds; Adult Teachers <b>DATE HIRED</b> August 2, 2021 <b>REPORT RANGE</b> By Date Hired	<b>EDUCATION LEVEL</b> PhD Educational Psychology <b>YEARS OF EXPERIENCE</b> 30 years 6 months <b>EDUCATOR LEVEL</b> 4 <b>TRAINER LEVEL</b> 3 <b>COACH LEVEL</b> 1 <b>PROFILE UPDATED</b> May 4, 2024 <b>EDUCATIONAL PURSUIT</b> M.A. Curriculum Design <b>REPORT RECORDS TYPE</b> Verified and Non-verified
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Verification status icons: ● Verified ✘ Invalid ⚠ Deferred [Blank] Non-verified or In-progress

### EMPLOYMENT

SETTING	FT/PT	CENTER/FACILITY	TITLE	START	END	
Child Care Center	PT	Teensy Weensy Tots	Teacher	08/21	---	●
Early Head Start	FT	Miss Julie's	Teacher	07/19	12/20	✘
Faith Based Organization	FT	Wonderful Wee Ones	Other	05/18	06/19	⚠
Family Child Care Home	FT	Neighborhood Friends	Administrator	01/17	04/18	
Public School	PT	Northside Elementary School	Owner/Operator	01/00	11/14	
Residential Group Home	PT	Candle House	Assistant Teacher	05/88	01/96	

Selecting the page icon will open a link to the related transcript or other supporting documentation.

### EDUCATION: DEGREES & DIPLOMAS

EDUCATION TYPE	DATE	MAJOR/FIELD	INSTITUTION	
GED	1987	N/A	San Jacinto Community College	●
High School	1987	N/A	Northside High School	●
Associate's Degree	1990	Educational Efficacy and Abnormal Psychological Effects on Early Childhood	San Jacinto Community College	●
Bachelor's Degree	1994	Psychology	The University of Texas Health Science Center at Houston	●
Master's Degree	TBD	Child Development Specialist	University of Houston - Clear Lake	
Doctoral Degree	2014	Educational Psychology Research	Rice University	●

### EDUCATION: COURSE WORK

COURSE TITLE	CREDITS	INSTITUTION	DATE	ALIGNMENT	
How to Opens Several Cans of Pork and Beans	12	The College of Rubes	12/24	Business	✘

# Strategic Plan Workgroup Update



## Combined 2.4.5 and 2.4.7

•**Strategy 2.4** - Retain early learning workforce professionals in the field by providing educational and social support

- Action: 2.4.5** – TELC will provide support for workforce preparedness.
- Action: 2.4.7** – TELC will identify and promote current training and coursework that provide professional development around behavioral problems, mental health, parent engagement, and inclusivity, leveraging existing inventories.

## Action

- Use TECPDS as a centralized resource for early childhood educators.

## Next Steps

- Will solicit input from known early childhood training entities.



•**Strategy 2.1** - Increase financial support of the early learning workforce.

•**Action: 2.1.4** – TELC will explore forming public/private partnerships to support the workforce, including support for the workforce, through philanthropy and corporate support.

## Questions for TELC

- Guidance for the role the TELC would like the workgroup to take with the above Strategy/Action Item.
- Action 2.4.7 (on the left) discusses trainings for children with behavioral and mental health conditions. It was discussed in our last workgroup session:
  - Suggestions for how to address programs that turn students away with disabilities.
  - How to make centers aware that ECI therapists can provide services in child care facilities.



# Legislative Updates

# Progress in the State Budget

- Historic investment in child care scholarships
  - \$100 million in HB 500
- Fully funded HHSC request for ECI enrollment growth
  - Additional \$18 million in SB 1
- Fully funded HHSC request for Medicaid eligibility technology
  - Addition \$ 500 million in SB 1

# Progress on Key Early Childhood Bills

- **HB 321 by Rep. Bucy:** Notify parents if their children are eligible for Medicaid coverage - *Approved by House Subcommittee*
- **SB 462 by Sen. Kolkhorst and HB 3807 by Rep. Harris Davila:** Child care for child care educators - *Approved by Sen. Committee*
- **Provision of HB 2 by Rep. Buckley:** Extend pre-k eligibility to children with disabilities - *Approved by House Committee*
- **HB 136 by Rep. Hull:** Medicaid coverage of lactation consultants - *Approved by House Committee*
- **HB 1201 by Rep. Manuel:** Pilot program to provide Medicaid coverage for doulas - *Approved by House Committee*

# Early Childhood Education Policy Updates

**SB 972, HB 2294:** set CCS scholarship reimbursement at highest available rate

- SB 972 was heard in Committee on March 17
- HB 2294 was heard in Committee on April 9

**SB 599, HB 4127:** remove local barriers to registered homes

- SB 599 voted favorably out of Senate on April 1
- HB 4127 was heard in Committee on April 1

**SB 462, HB 3807:** prioritize child care professionals on CCS list

- SB 462 voted favorably out of Committee on March 26
- HB 3807 was heard in Committee on April 1

**HB 117:** establishment of governor's task force on the governance of early childhood education and care—voted favorably out of committee

**HB 175:** establishing optional certifications who provide inclusion for children with disabilities for child-care providers participating in the TRS Program—was heard in Committee on April 9

**HB 460:** Relating to a study regarding the cost of child care in this state in comparison to family income—was heard in Committee on April 9

**HB 2271:** Relating to collecting and sharing capacity and enrollment information for certain day-care centers—was heard in Committee on April 9

**HB 3191:** Relating to strategies to increase the availability of and access to child care, including the creation of an employer child-care contribution partnership program, a child-care innovation pilot program—was heard in Committee on April 9



# Legislative Updates



# Updates from TELC Members

# TWC updates

- Statewide Family Child Care Network

- Business Resources
- Business Coaching
- Shared Services
- Meetings and Networking events
- Advisory Board
- Financial Support

- Early Educators Credit Pathways Support

- Funding for public Institutions of Higher Education (IHEs) to create and define clear credit pathways in the Early Childhood field.
- TWC will accept applications until May 31, 2025.
  - Credit transfer or articulation agreements towards a higher education degree
  - Credit for work-based learning
  - Credit for competency
  - Credit for a CDA<sup>®</sup> credential
  - Dual-credit course development with an LEA
- <https://www.twc.texas.gov/early-educators-credit-pathways-support>

# Early Childhood Special Education (ECSE) Resources

## **Determining the Least Restrictive Environment (LRE) in Preschool**



### **Determining the Least Restrictive Environment (LRE) in Preschool**

This document, Determining the Least Restrictive Environment (LRE) in Preschool is intended to provide local educational agencies with information on LRE, continuum of services and placement determinations to support educators and Admission, Review and Dismissal committee members in understanding early childhood educational environments and making informed decisions for students ages 3 through 5 and not in kindergarten who receive ECSE services.

[Determining the Least Restrictive Environment \(LRE\) in Preschool](#)



# ECSE Announcement!

The Empowering Early Childhood Special Education (ECSE) Educators to Improve Student Outcomes grant will provide funding support for Local Education Agencies (LEAs) and Education Service Centers (ESCs) seeking training and certification for ECSE professionals. Trainings must focus on behavior management and inclusive opportunities and will increase ECSE educators' skills to improve student outcomes for children with disabilities, ages 3 through 5 and not in kindergarten. LEAs also can apply for funding through the program to support prekindergarten teachers with dual certification in special education and general education. Inclusive practices lead to high-quality education and engagement in both academic and non-academic activities for all students. To generate ADA for a student in the pre-k classroom setting who is eligible for special education but ineligible for free pre-K, a certified special education teacher, or a dual certified pre-k and special education teacher, must be present in the pre-k classroom for the student's entire instructional day.

More information can be found at: [Empowering ECSE Educators to Improve Student Outcomes Grant | Region 10 Education Service Center](#)

The 24-25 application closed on March 7<sup>th</sup>, 2025.

The opening date for the 25-26 school year has not been determined yet. We will keep you posted.



# Updates from TELC Members



# Upcoming Early Childhood Events

# Upcoming Early Childhood Events

[Texas Developmental Screening and Surveillance \(Tx DSS\) ECHO](#)

2<sup>nd</sup> Friday of each month from 1-2pm CT

# Upcoming TELC Meeting Dates

August 8, 11am to 1pm

October 24, 11am to 1pm

# Adjourn



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Thank you for your time! The meeting slides and recording will be posted at:

[www.earlylearningtexas.org/](http://www.earlylearningtexas.org/)

Next meeting:

August 8, 2025 from 11am to 1pm