

Public Meeting

April 17, 2026



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 catherine.davis@twc.texas.gov. Please include your name (as it appears in Zoom), email, organization you are representing, and agenda topic being addressed.

Agenda

1. Call to Order
2. January 2026 Minutes Approval
3. Public Comment
4. Texas Early Learning Strategic Plan Updates
5. Updates from TELC Members
6. Upcoming Early Childhood Events
7. 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.



T E X A S
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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 Coordination	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.



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Texas Early Learning Strategic Plan Action Item 1.1.6

2024 – 2026

**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.

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 1.1.6: HHSC will partner with local coalitions to understand family needs and cultural preferences. Findings will inform TELC and ECIW efforts to support customized intake and screening across services and programs.

Strategy 1.4: *Increase family feedback to improve the quality and accessibility of early learning services.*

Action 1.4.2: ECIW and TELC will share consumer insight and feedback collected across programs to inform family engagement and connection.

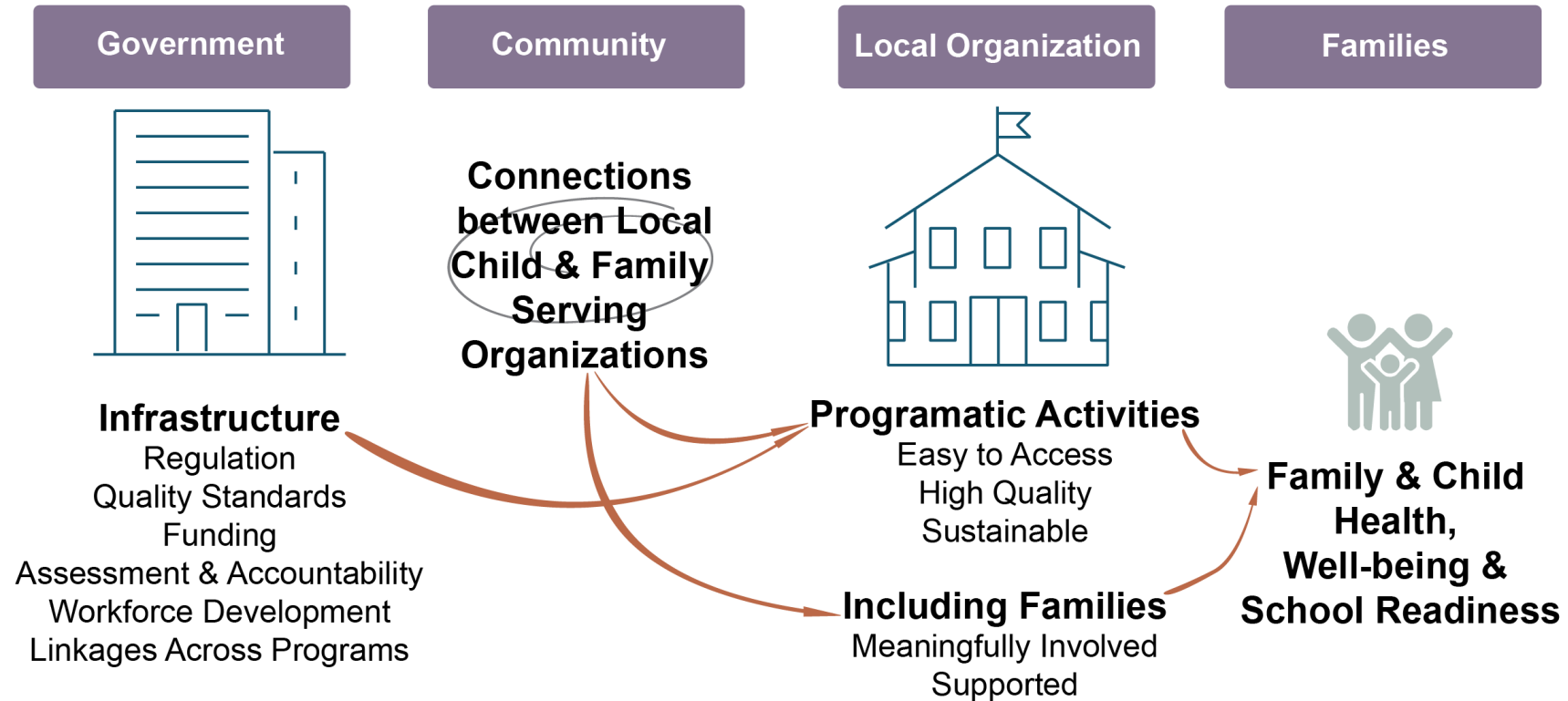


PDG Birth to Five 2025 Updated Needs Assessment

Dorothy J. Mandell
Associate Professor
UTHealth Houston School of Public Health

Dorothy.j.Mandell@uth.tmc.edu

Systems-level impact on Family Health



Meaningfully Involved & Organizationally Supported

- **Do families trust early childhood serving organizations?**
 - Privacy
 - Sensitive to the family
- **Do families see these organizations/providers as partners?**
 - Partner in their child's development
 - Support them as parents

Family Survey

- Distributed through state agency partners and local community organizations
- Families compensated \$35 for their time
- Eligible if have a child younger than the age of 6 and lives in Texas
- Exclusions
 - Completed the survey too fast
 - Did not provide assent to the survey
 - *Combination of services, income, disability status, and child care options was not realistic*

Respondents

Slightly higher income for families with a child with a delay or disability than in the first Needs Assessment

More middle-income families

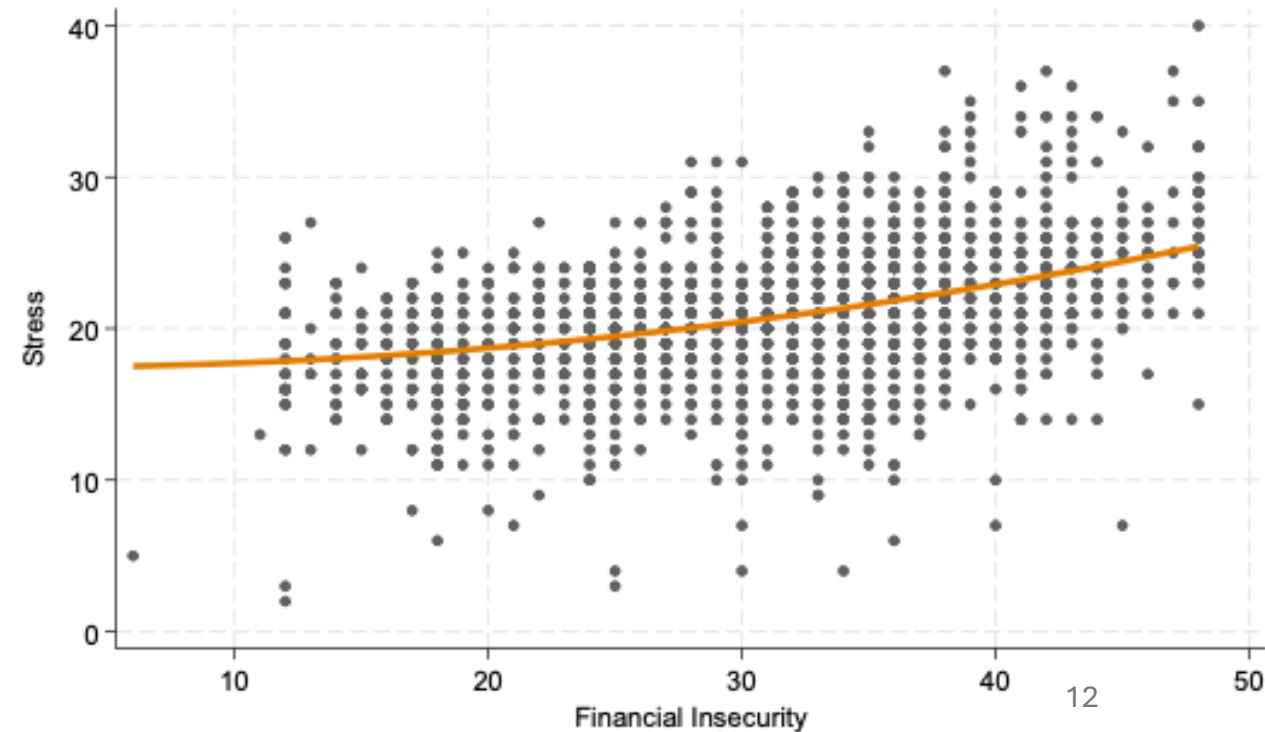
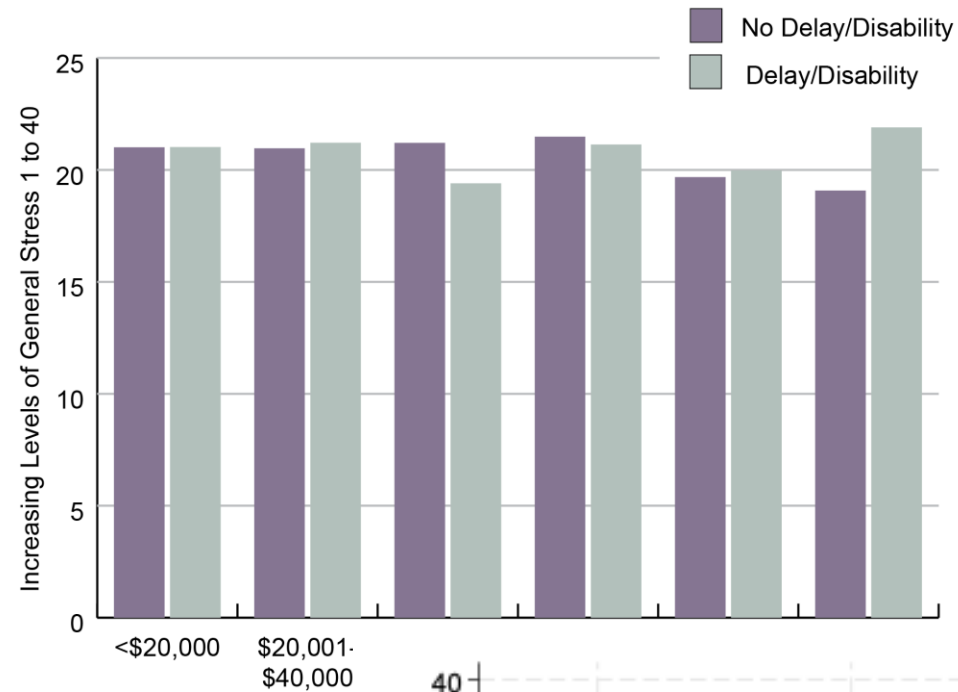
	No Delay or disability (n=1321)	Child with delay or disability (n = 737)
Income		
Less than \$20,000	175 (13.3%)	96 (13.0%)
\$20,001- \$40,000	313 (23.9%)	95 (12.9%)
\$40,001- \$60,000	245 (18.7%)	269 (36.5%)
\$60,001- \$80,000	305 (23.3%)	189 (25.7%)
\$80,001 - \$100,000	174 (13.3%)	38 (5.2%)
More than \$100,000	99 (7.6%)	49 (6.7%)
Highest level of education		
Less than high school	83 (6.3%)	29 (3.9%)
High school	321 (24.3%)	275 (37.3%)
Some college	331 (25.1%)	235 (31.9%)
College graduate	475 (36.0%)	142 (19.3%)
Graduate school	109 (8.3%)	56 (7.6%)

Stress

Stress decreases with higher incomes...

Small but significant effect

The relationship between stress and financial insecurity is more pronounced



Preferred Child Care

Is your usual child care the care you prefer to have?

- 32% of the sample were NOT in their preferred child care
 - 18% if no delay or disability
 - 56% if child with a delay or disability
- 70% of those not in a preferred setting wanted to be in higher quality child care center

More on Preferred Child Care

Associations with being
in a preferred setting

- Not having a child with a delay or disability
- Receiving a child care subsidy
- Lower financial insecurity

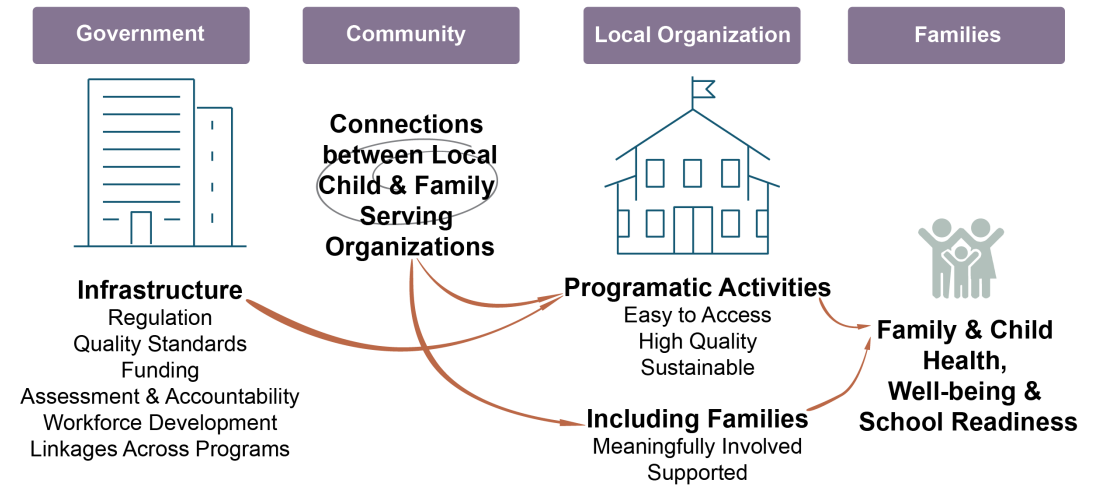
Preferred Child Care setting

Possible consequences

- **Those in preferred settings:**
 - Higher belief that their provider is a partner in their child's development
 - Higher quality of life associated with feeling supported as a parent
 - Greater trust in child care, generally

Systems-level Impact on Family Health

- **Stress is common**
 - Systems can make it worse
 - Systems can make it better, too
- **Families that want different child care often want something better**
- **Families in non-preferred settings tend to:**
 - Be financially insecure and without a child care subsidy
 - Have a child with a delay or disability
 - Not feel supported as a parent
 - Have eroded trust in child care



Child care practice

Expulsions from child care

- **In the Family Forum, this was one of the most discussed topics for all parents**
 - lack of clarity and transparency
 - fear of expulsion for age-appropriate behavior
- **In discussions with child care, this is a major source of stress and concern**
 - not wanting to put families in a tough position
 - concerns for staff
 - concerns for the child

Workforce survey

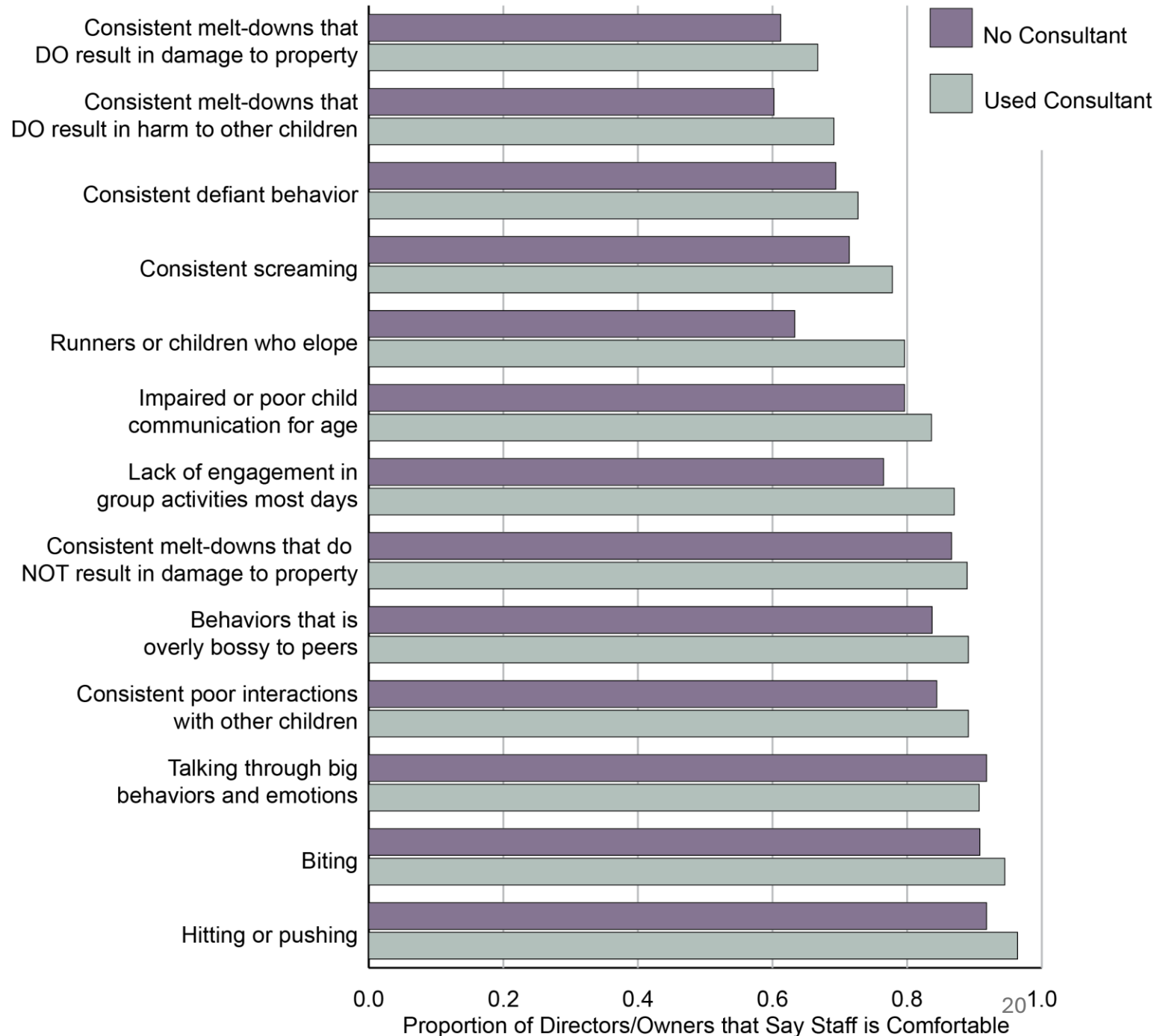
Responses from
supervisors, directors, or
owners

115 unique child care
operations

Operation type	No expulsions	At least one expulsion
Licensed Center	84	44
Licensed / List/ Registered home	24	4

Comfort with difficult child behaviors

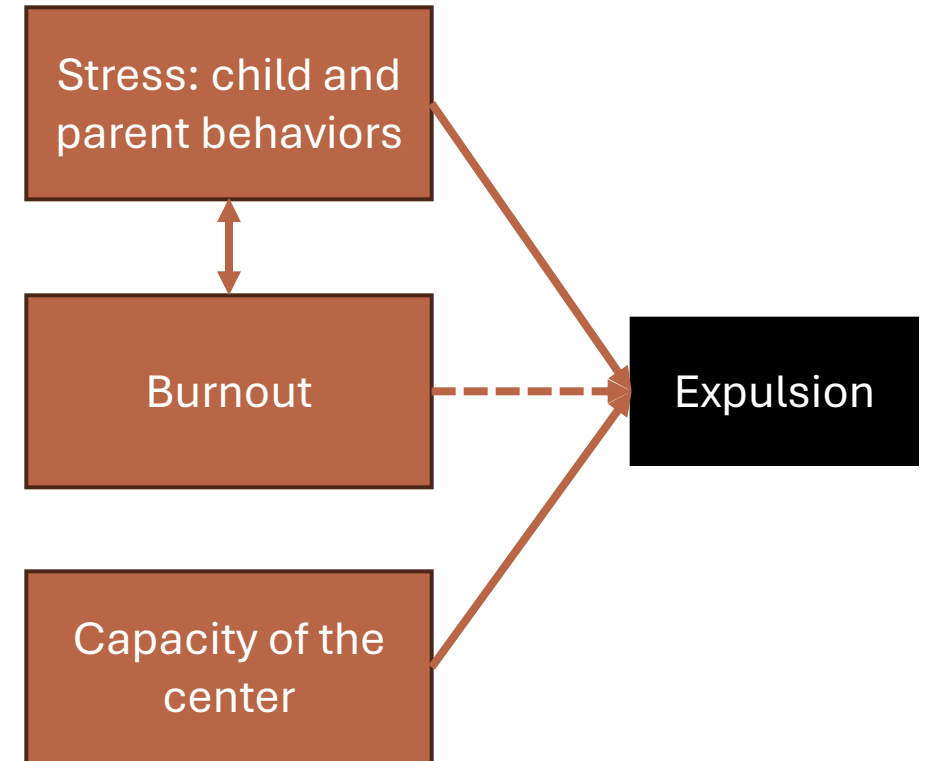
There is no significant relationship between comfort handling difficult behaviors and expulsion



Director/Owner Factors

Larger child care operations have a higher probability of dismissal

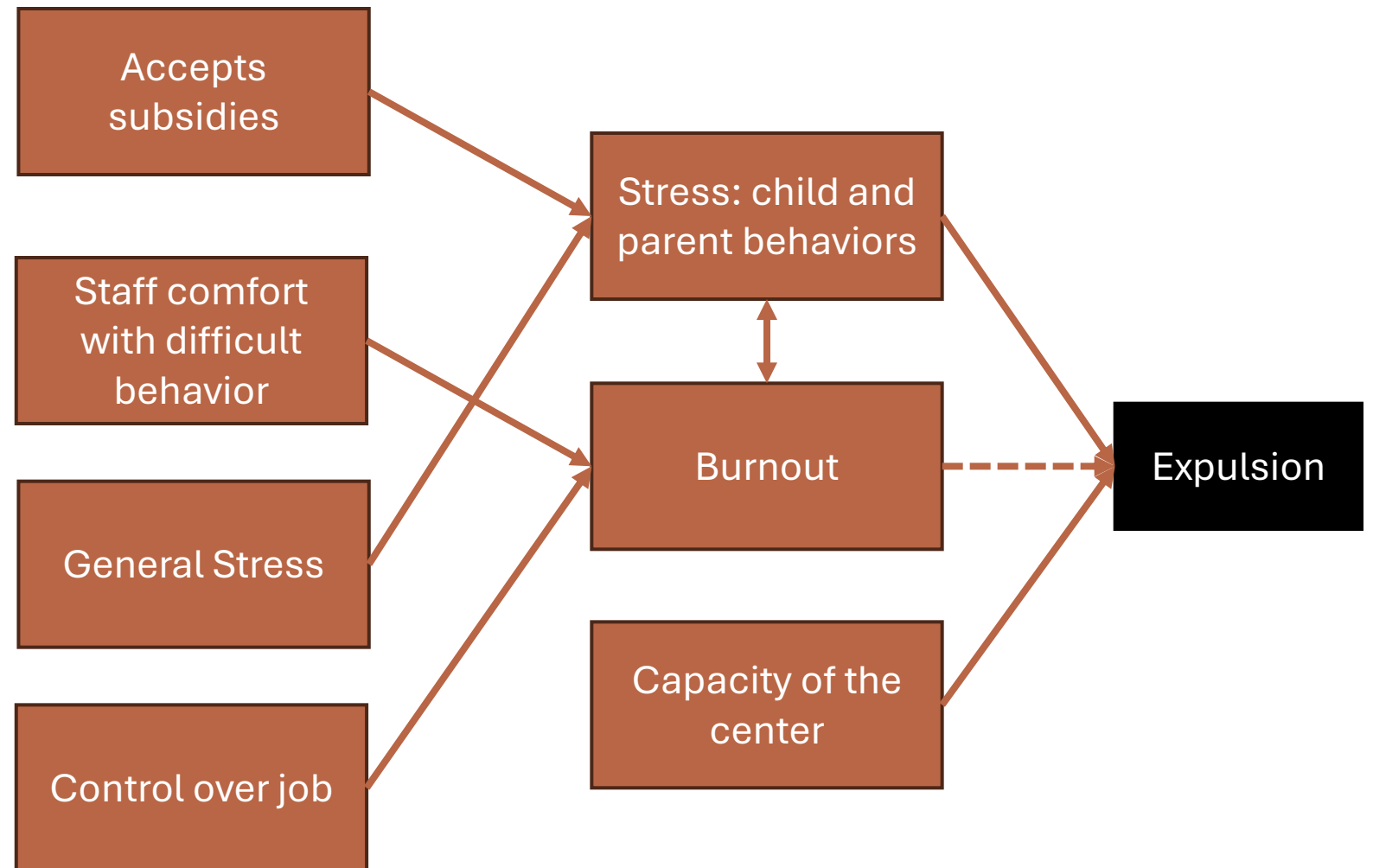
Stress related to child and parent behaviors OR burnout of the director/owner, significantly predicts dismissal



More Director/Owner Factors

Job control is protective against burnout and stress associated with child or parent behaviors

Staff comfort with difficult behaviors is protective against burnout and stress related to child and parent behaviors



Preventing expulsions in child care

- **More than teaching classroom/behavioral management**
- **Interpersonal relationships**
 - managing own stress
 - difficult conversations
 - building relationships
- **External support**
 - therapies for the child
 - relationship building with the parent

Meaningfully Involved & Organizationally Supported

- Managing stress and relationships for **both** the child care director/owner and the parent/caregiver
 - The home is not an isolated ecosystem
 - The child care center is not an isolated ecosystem



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Texas Early Learning Strategic Plan Action Item 2.2.1

**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.

Strategy 2.2: Increase financial support of the early learning workforce.

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

2024 – 2026



Texas Early Childhood
Professional Development System

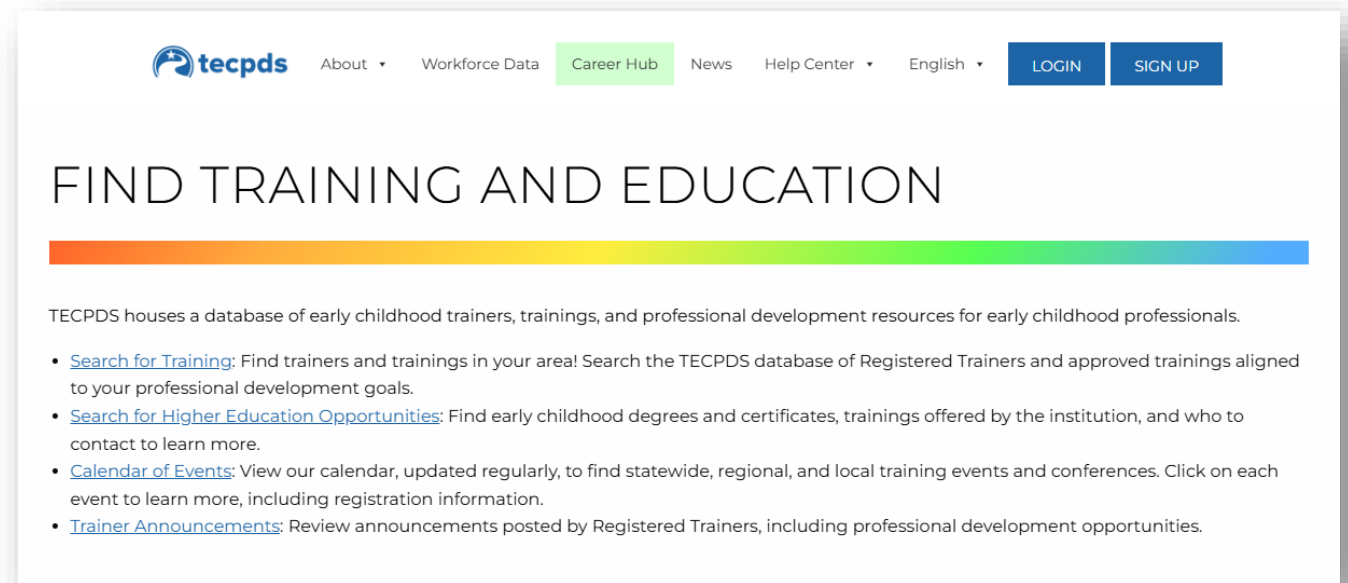
Higher Ed Profiles Updates & Training Catalog

April Crawford, PhD
April 17, 2026

New Higher Ed Search and Profiles

New to TECPDS:

- IHE profiles with degree, course, certificate, training, and scholarship opportunities
- Search integrated with other professional learning



<https://public.tecpds.org/find-trainings/>

Search Existing Profiles

tecps About Workforce Data **Career Hub** News Help Center English LOGIN SIGN UP

SEARCH THE TEXAS ORGANIZATION

Search By: ☐ Trainer ☐ Training ☒ Organization ☐ Credential

By Organization Name:

By Professional Development Offered:

By County:

By Type Of Organization:

By Core Competency Area:

By ESC Region:

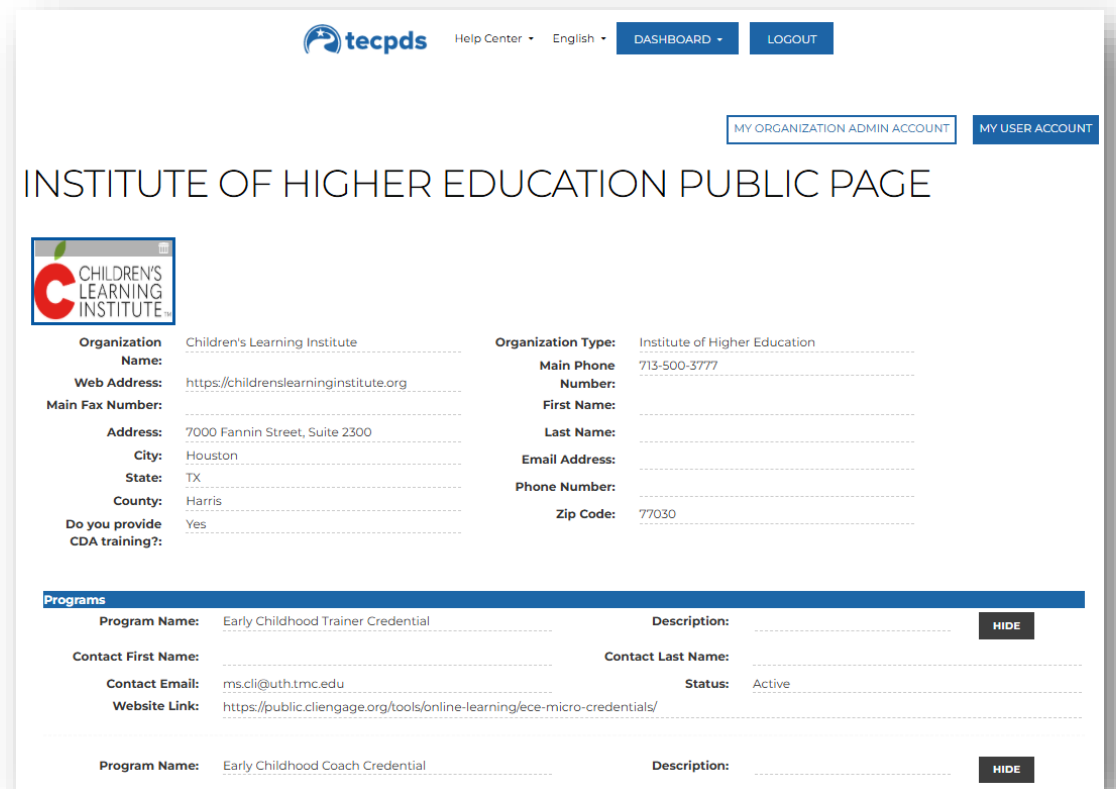
By LWDB Region:

SEARCH

Organization ID	Organization Name	LWDB Region	County	Type of Organization	Action

Higher Ed Profiles

- Increases visibility and reach as part of the ECE career hub on TECPDS
- Advertise special programs, scholarships, courses, etc.
- Connect with ECE professionals through the networking tool



The screenshot displays the 'INSTITUTE OF HIGHER EDUCATION PUBLIC PAGE' on the TECPDS platform. The header includes the TECPDS logo, a 'Help Center' link, a language dropdown set to 'English', and buttons for 'DASHBOARD' and 'LOGOUT'. Below the header, there are links for 'MY ORGANIZATION ADMIN ACCOUNT' and 'MY USER ACCOUNT'. The main content area features the organization's logo, 'CHILDREN'S LEARNING INSTITUTE', and a detailed profile form. The form is divided into two columns. The left column contains fields for 'Organization Name' (Children's Learning Institute), 'Web Address' (https://childrenslearninginstitute.org), 'Main Fax Number', 'Address' (7000 Fannin Street, Suite 2300), 'City' (Houston), 'State' (TX), 'County' (Harris), and 'Do you provide CDA training?' (Yes). The right column contains fields for 'Organization Type' (Institute of Higher Education), 'Main Phone Number' (713-500-3777), 'First Name', 'Last Name', 'Email Address', 'Phone Number', and 'Zip Code' (77030). Below the profile form, there is a 'Programs' section with a table listing two programs: 'Early Childhood Trainer Credential' and 'Early Childhood Coach Credential'. Each program entry includes fields for 'Program Name', 'Description', 'Contact First Name', 'Contact Last Name', 'Contact Email', 'Website Link', and 'Status'. The 'Status' for both programs is 'Active'. There are 'HIDE' buttons next to the 'Description' field of each program entry.

Organization Name: Children's Learning Institute

Web Address: https://childrenslearninginstitute.org

Main Fax Number:

Address: 7000 Fannin Street, Suite 2300

City: Houston

State: TX

County: Harris

Do you provide CDA training?: Yes

Organization Type: Institute of Higher Education

Main Phone Number: 713-500-3777

First Name:

Last Name:

Email Address:

Phone Number:

Zip Code: 77030

Programs

Program Name:	Early Childhood Trainer Credential	Description:	HIDE
Contact First Name:		Contact Last Name:	
Contact Email:	ms.cl@uth.tmc.edu	Status:	Active
Website Link:	https://public.clengage.org/tools/online-learning/ece-micro-credentials/		
Program Name:	Early Childhood Coach Credential	Description:	HIDE

Sample: Next Phase IHE Directory

HIGHER EDUCATION DIRECTORY FOR EARLY CHILDHOOD EDUCATION PROFESSIONALS
This page provides you with the colleges and universities offering early childhood or child development degrees and certification programs.

SEARCH BY KEYWORD
Enter keywords

SEARCH BY
DEGREE/CERTIFICATION
Any

UNIVERSITY OF HOUSTON: CLEAR LAKE
Description of the university and their pathways for early childhood educators in person and online.
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat.

[UH Clear Lake Website](#)

TARRANT COUNTY COLLEGE
Description of the college and their pathways for early childhood educators in person and online.

[Tarrant County College Website](#)

DALLAS COLLEGE
Description of the college and their pathways for early childhood educators in person and online.

[Dallas College Website](#)

Degree/Certification:
Bachelor of Science in Early Childhood Care and Education (PK-3 Certification)
Early Childhood Intervention Certificate
Early Childhood Leadership Certificate

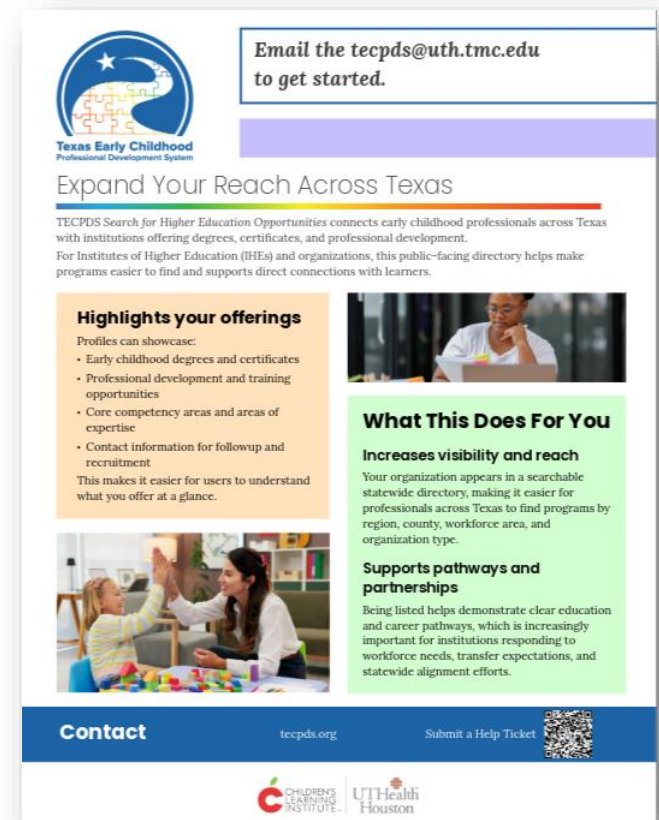
Degree/Certification:
Associate of Arts in Child Development
Child Development Associate Credential

Degree/Certification:
Early Childhood Education and Teaching Certificate
Administrative Certificate
Early Childhood Teacher Development
Occupational Skills Award

- Search and filter for current higher education degree programs and credentials
- CLI could explore a data integration with THECB to populate and update this list

IHE Outreach

- IHE information is uploaded, but most profiles have not been updated with their specific information
 - TECPDS will provide a walk-through for each IHE to support updating
- TECPDS is currently contacting IHEs to add their information to their profiles
 - Email communications started in March
 - 6 are published, 4 in progress, and about 50 have not replied yet
- Share the flyer with your IHE networks



The flyer is titled "Expand Your Reach Across Texas" and features the Texas Early Childhood Professional Development System logo. It includes an email address for getting started, a description of the search tool, and two main sections: "Highlights your offerings" and "What This Does For You". The bottom section contains contact information and logos for the Children's Learning Institute and UTHealth Houston.

Email the tecpds@uth.tmc.edu to get started.

Expand Your Reach Across Texas

TECPDS Search for Higher Education Opportunities connects early childhood professionals across Texas with institutions offering degrees, certificates, and professional development. For Institutes of Higher Education (IHEs) and organizations, this public-facing directory helps make programs easier to find and supports direct connections with learners.

Highlights your offerings

Profiles can showcase:

- Early childhood degrees and certificates
- Professional development and training opportunities
- Core competency areas and areas of expertise
- Contact information for followup and recruitment

This makes it easier for users to understand what you offer at a glance.

What This Does For You

Increases visibility and reach

Your organization appears in a searchable statewide directory, making it easier for professionals across Texas to find programs by region, county, workforce area, and organization type.

Supports pathways and partnerships

Being listed helps demonstrate clear education and career pathways, which is increasingly important for institutions responding to workforce needs, transfer expectations, and statewide alignment efforts.

Contact tecpds.org Submit a Help Ticket

CHILDREN'S LEARNING INSTITUTE **UTHealth Houston**



T E X A S
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Texas Early Learning Strategic Plan Goals 1 and 2

**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.

2024 – 2026

Strategic Plan Discussion

Strategy 1.2: Increase availability and supply of early learning programs and services.

Action Item	Responsible Party	Status	Notes
1.2.6: TELC and Early Childhood Interagency Workgroup (ECIW) will share data, trends and resources regarding current early learning services supply and the increased demand.	TELC	In Progress	While waiting for implementation of ECIDS, the ECIW proposes that ECIW and TELC members compile a comprehensive list of data sources currently available from each agency or entity regarding early childhood programming. This list will be housed on the TELC website.

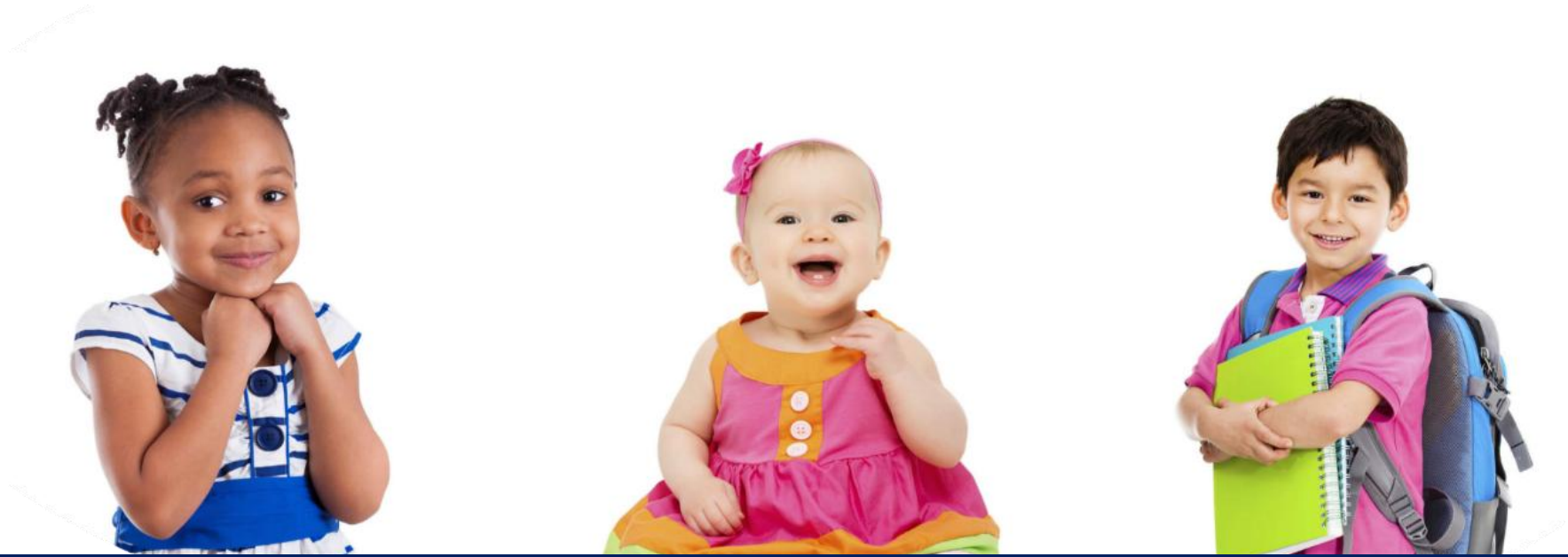
Strategy 1.4: Increase family feedback to improve the quality and accessibility of early learning services.

Action Item	Responsible Party	Status	Notes
1.4.3: Building off DFPS' family engagement activities, ECIW and TELC will create more opportunities for families to provide feedback on early learning system services, programs, and support.	TELC, ECIW	On Going	ECIW proposes that ECIW and TELC members include family voice highlights as a regular TELC meeting topic, following a rotation that will allow a variety of members to highlight relevant work.

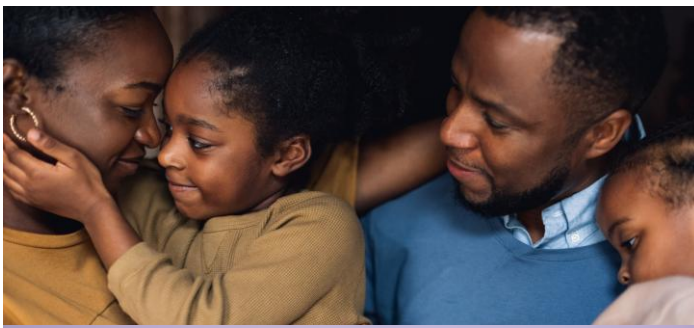
Strategic Plan Discussion Pt 2

Strategy 2.3: *Expand the number of people entering the early learning workforce.*

Action Item	Responsible Party	Status	Notes
2.3.5: TELC will explore how to expand the number of higher education programs for physical, occupational, and speech therapists that educate or train on early childhood service provision.	TELC	In Progress	Work has been done related to identifying IHE ECE programs and points of contact, but work is needed specific to <i>speech, occupational, and physical therapy programs</i>. Where can TELC IHE members offer support or connections?



Updates from TELC Members



Family Voice Highlights



Family Voice Highlight

Family Support Services

April 17, 2026

Family Support Services

About: Promote healthy families and communities through an array of programs that offer free, voluntary services to families that include parent education, home visiting for parents with young children, positive youth development programming, youth and family counseling, resource navigation, and additional support services.

[Family Support Services](#)

[GetParentingTips.com](#)



Fostering Family Voice in FSS Programs

At the state level:

- Family Support Services parent on staff
- Parent Advisory Committee
- Youth Advisory Committee

At the local level:

- Parent Experience Survey
- Family and youth voice in community strengths and needs assessments
- Family Resource Centers
- Local Parent and Youth Advisory Committees

2026 Parent Advisory Committee



Natalie



Olivia



Bea



Major



B. Aydee



Justice



Joel



Desiree



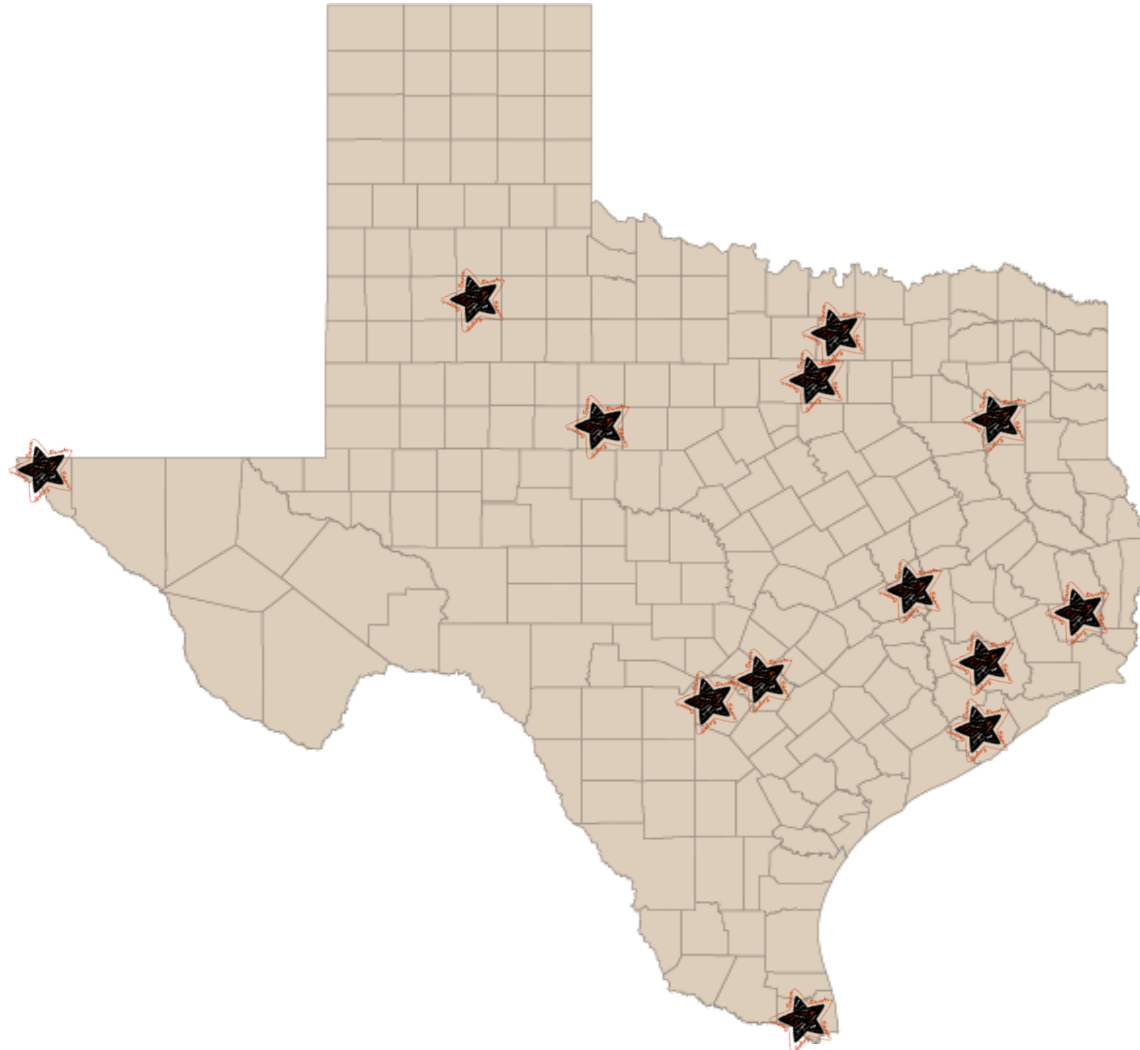
Monica

2026 Parent Advisory Committee Counties Represented



Current

Bexar
Brazos
Cameron
El Paso
Harris
Guadalupe
Smith
Tarrant
Taylor



Parent Advisory Council

Accomplishments

- Provides feedback to FSS on outreach materials, program enrollment forms, and desk aids staff use for program participant calls.
- Actively participates in events, panel discussions, and workgroups.
- Engaged in conversations with FSS about access and program benefits.

Youth Voice in FSS Programs

- Community Youth Development Program
 - Each site has a Youth Advisory Committee engaged in planning program, often engaged in program needs assessment efforts and local community service learning projects.
- Youth Ambassador Initiative
 - 11 ambassadors from across the state

Social Media Graphics

**"FIND THAT PERSON OR GROUP YOU
CAN REALLY RELATE TO. DON'T BE
AFRAID TO COMMUNICATE WITH
STAFF." – KEZIAH**

GetParentingTips.com



“

"Some parents are scared to let us try new things. Let go a little bit and trust us. That's how we build trust between parents and teens. They should also be able to share their opinion and have it respected."

-Stacey

GetParentingTips.com



TEXAS
Health and Human
Services

Family Voice at the Local Level

Preschool Development Grant

- 8 grantees engaged in developing and strengthening Parent Advisory Committees

United Way San Antonio led a leadership training session for the Ready Kids San Antonio Parent Advisory Council (PAC). The interactive training focused on key topics such as problem-solving in early childhood, crafting a personal story of self, and building effective relationships to work with community partners. Leadership development opportunities will remain a central theme for the PAC reflecting the organization's ongoing commitment to empowering parent leaders.

Lesson Learned on Family Voice

- Local Level:

It is vital to implement a variety of recruitment and retention strategies for PAC members.

PAC formalization is unique to the respective organization and community.

- State level:

There is a need for a learning collaborative space for shared best practices and problem-solving strategies among PAC coordinators and members.

We identified training opportunities for parent leadership development and PAC development training.



Contact Information

Kathryn Sibley (Kathryn.sibley@hhs.texas.gov)

Associate Commissioner, FSS

Anjulie Bonilla (anjulie.bonilla@hhs.texas.gov)

Director of Programs, FSS

TEA Updates

Governor's Task Force on the Governance of Early Childhood Education and Care (HB 117)

<https://tea.texas.gov/academics/early-childhood-education/governors-task-force-on-early-childhood-education-and-care>

Visit the Task Force
Webpage:

- Learn about task force members
- View materials and presentations from previous meetings
- Learn about future meeting dates
- Provide comment to the task force

Governor's Task Force on Early Childhood Education and Care

Task Force Overview

[House Bill 117](#) , 89th Texas Legislature, establishes the governor's task force on the governance of early childhood education and care for the purpose of addressing the governance and operational challenges of the early childhood education system in Texas.

The task force consists of the 11 members appointed by the Governor. Not later than December 1, 2026, the task force will develop and submit policy and budget recommendations to the legislature designed to improve early childhood education and care governance.

Strategic Plan to Improve Early Learning Opportunities for Young Children with Disabilities (H.B. 2310)

Supporting Young Children with Disabilities and Delays

Policy Research by Start Early

Working with national experts to develop and advance policy recommendations that promote inclusive, mixed delivery environments for young children with disabilities and developmental delays, streamline transitions, and improve collaboration and partnerships

Inclusive Child Care Group

Assembling a group of 7-10 providers from around the state who serve children with special needs to:

- Understand the resources required and needs of providers to serve children with special needs
- Vet policy strategies to ensure meaningful impact and mitigate implementation challenges for providers

Story Collection

Collecting stories from 20 families who have transitioned out of ECI to identify barriers to accessing ECI and ECSE services, as well as bright spots.



Texas Workforce Commission Updates

Texas Early Learning Council

April 17, 2026

Quad Agency Child Care Commission

Review of Agency Activity



- Quad Agency Commission initiated its first review on March 24, 2026
 - Review of Pre-K Partnership (PKP) Data Collection: Briefing Paper
<https://www.twc.texas.gov/sites/default/files/ccel/docs/quad-agency-review-of-pkp-data-briefing.pdf>
- Both TWC and TEA collect data related to PKP participation
- Stakeholders have expressed a desire for more local education agencies (LEAs) to engage with private child care providers through PKPs.
- Accurate data is needed to ensure that the state understands the landscape of PKPs currently in place.
- Open for comments through April 24, 2026
- Send comments to QuadAgencyChildCare@twc.texas.gov

ELITE Grant



Early Learning Inclusion Training and Education (ELITE)

- A new statewide initiative funded by TWC
- Grant awarded to Child Care Group
- Provides technical assistance and training to local Workforce Solutions (WFS) staff to support the inclusive care of **children with disabilities** and those exhibiting **challenging behaviors**

Early Childhood Intervention Update

Texas Early Learning Council

April 17, 2026

Updated Trainings for Child Care Staff

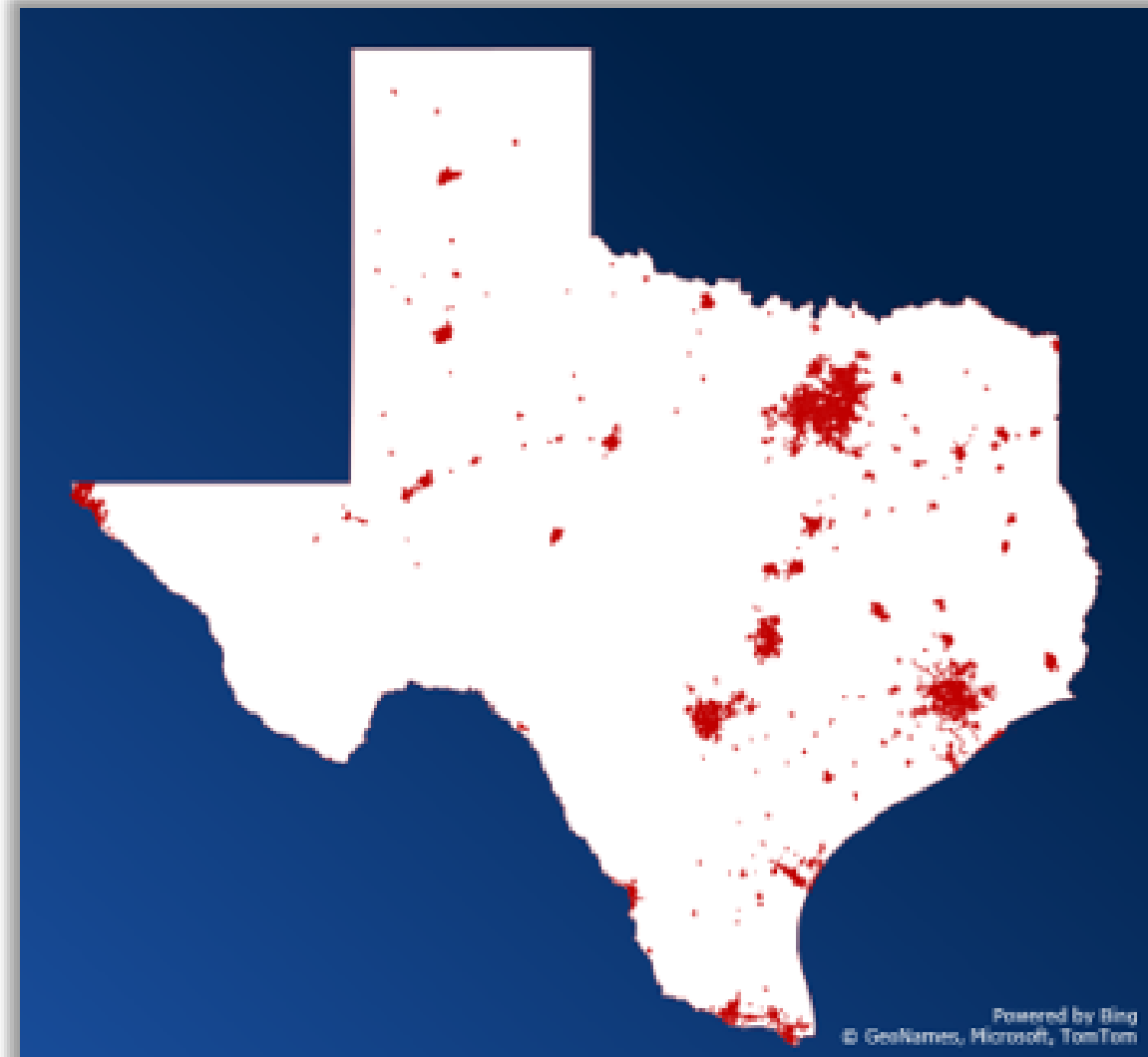
The ECI Training Team is updating the trainings for child care staff.

- Planning and Creating Inclusive Early Childhood Classrooms.
- Building Stronger Brain Foundations.
- All Together Now: Working Together to Create Positive Learning Environments for All Children.

The updated trainings will continue to provide child care professionals with professional education credits.

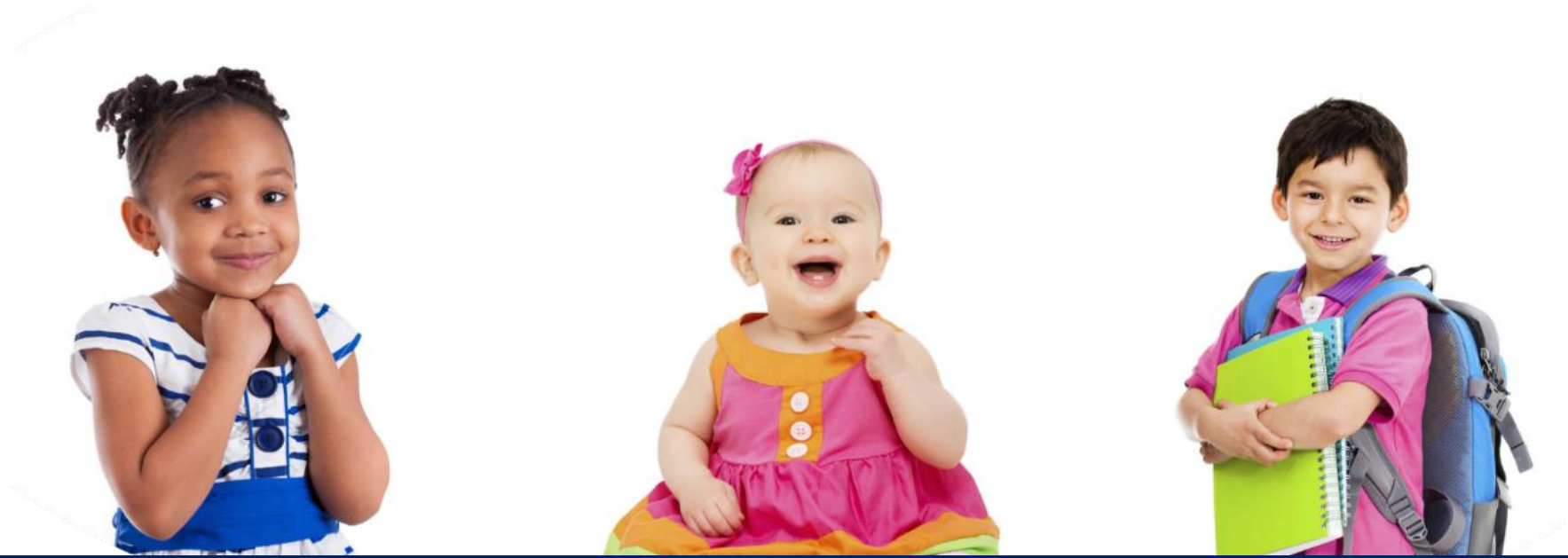


Coverage of Child Care Training

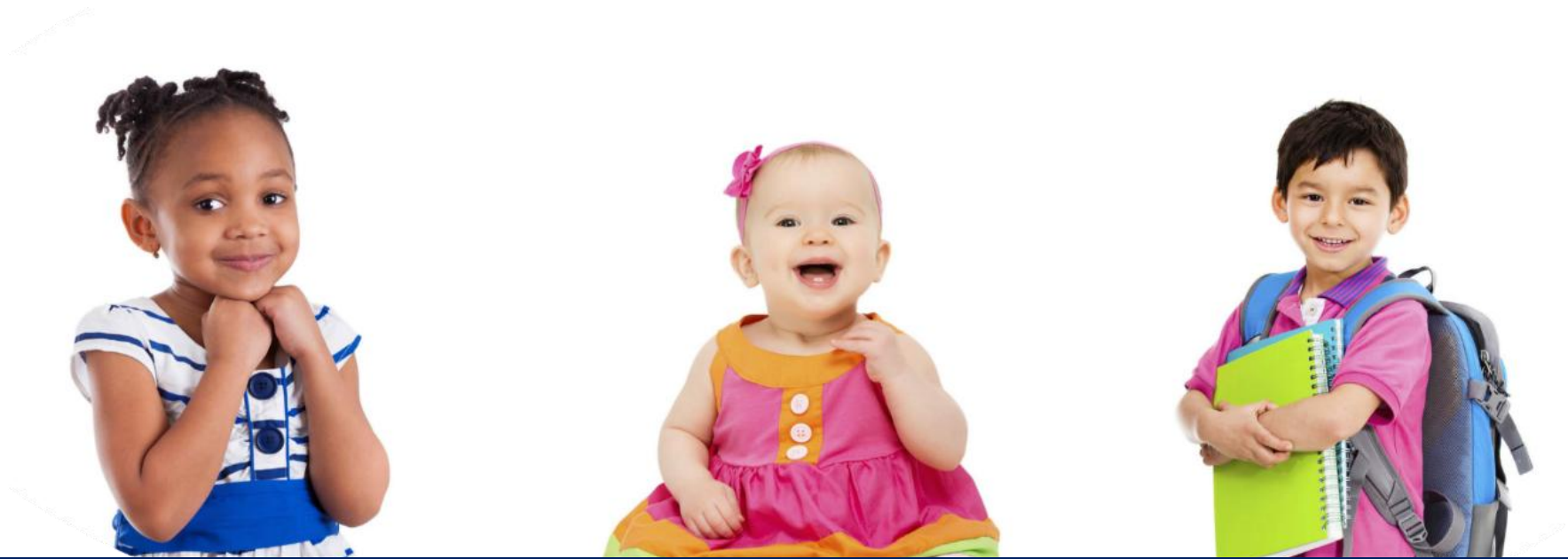


Updated Child Care Desert Data





More Updates from TELC Members



Upcoming Early Childhood Events

Upcoming Events

[ECI Advisory Committee:](#)

April 29, 2026

[Child Care Aware of America Symposium 2026](#)

May 3-6 (Arlington VA)



More Upcoming Early Childhood Events

Next TELC Meeting Dates

Upcoming Meetings:

July 17, 2026

October 16, 2026

Adjourn



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

www.earlylearningtexas.org/

Next meeting:

July 17, 2026 from 11am to 1pm