Public Meeting

August 6, 2026

TEXAS EARLY LEARNING COUNCIL

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 TELC@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. August 2026 Minutes Approval
3. Public Comment
4. Family Voice Highlights
5. Texas Early Learning Strategic Plan Updates
6. Children's Learning Institute Presentation
7. Early Childhood Intervention PEER Network Presentation
8. Updates from TELC Members
9. Upcoming Early Childhood Events
10. Adjourn

Public Comment

Providing 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.



Family Voice Highlights

Becky Huss-Keeler, Professor of Early Childhood Education at the University of Houston-Clear Lake;
Marisela Nava, Director of Texas Southmost College Early Childhood Center

Family Engagement from Texas Early Childhood Education Higher Education Faculty Members

Presented to the Texas Early Learning Council

October 16, 2026

Dr. Becky Huss-Keeler, Professor of Early Childhood Education

University of Houston-Clear Lake

Ms. Marisela Nava, Laboratory School Director, Texas Southmost College

Types of ECE Degrees Offered

- **Workforce Degrees and Certificates** – AAS, CDA, other ECE certificates
- **Non-Certification Bachelor's Degrees-** Bachelor of Applied Science (2+2 with AAS-BAS), Bachelor of Early Childhood Care and Education (B.S. ECCE)- can include specializations like Leadership or ECE Special Ed
- **Certification Bachelor's Degrees** – B.S. in Education with PK-3 certification or EC-6 Certification, can include specialization areas such as Early Childhood Special Education or ECE Bilingual Education

NAEYC Teacher Preparation Standard 2

- 2a: Know about, understand, and value the diversity of families.
- 2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.
- 2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.
- sc_ps_summary.pdf

NAEYC Accredited Teacher Education Programs

- Del Mar College
- San Antonio College
- Tarrant County College
- University of Houston-Clear Lake, BAS and BSECCE programs

Family Engagement Activities from San Antonio College

- Student Learning Outcome-Students will demonstrate the ability to develop family engagement materials and identify community arts resources that support children's creative learning and strengthen school-family partnerships.
- In the Creative Arts course, students **create a family handout** that explains the importance of process art in early childhood, provides information about children's creative development, and includes **simple art activities families can do at home to support learning** and strengthen school-family partnerships. Students distribute the handout at our child development center or within their own early childhood program.
- In addition, students **participate in a museum field experience** where they explore strategies for engaging families in community arts experiences, including evening and weekend museum visits. Students learn how to encourage family participation and connect families with free local arts opportunities, such as San Antonio museums that offer free admission on designated days.

Ana De Hoyos O'Connor, Professor ECE, SCBS, San Antonio College

Del Mar College Parent Involvement

- TECA 1303 Family, School and Community must complete a **Parent Educational Bulletin Board which is on display at the campus laboratory childcare center**. The topics are all educational based, and the students must provide research on the topic, tips related to the topic, a community resource connection, and their references. They are also asked to provide copies of a handout of related information for parents to be able to grab if desired. The childcare center has built in bulletin board space throughout general walkways/halls.
- CDEC 1323 Observation and Assessment must reach out to the parents of a child selected for an observation project. They ask the **parents to complete the Ages and Stages Questionnaire as the student collects observational documentation**. The students analyze both sets of documentation and write a summary analysis letter to the parent. The letter also includes 2 at-home family activities related to the child's interests/abilities/skills still developing.

Del Mar College Parent Involvement Continued

- CDEC 2387/CDEC 2388 Internship must complete **4 hours of documented service learning at a community family-friend event (Kids Festival, Family literacy events, Week of the Young Child events, etc.)**. The students must help lead children in the planned hands-on child activity (materials provided by the CDEC faculty and faculty are there to supervise)

Dr. Amy Mintz, Program Director and Professor of Child Development/ Early Childhood, NAEYC Accredited Higher Education Program, DelMar College, Corpus Christi

Ideas from Tarrant County College

- TECA 1311 Educating Young Children: **Analyze family engagement scenarios and select appropriate partnership strategies** to show their knowledge of Partnerships with families from Chapter 13. *Who Am I in the Lives of Children* (Feeney, Moravcik and Nolte)
- CDEC 1356 Emergent Literacy: **Create a literacy packet for families** which include steps to read the story, ask scaffolding questions and supporting theme-based activity
- CDEC 1356 Emergent Literacy- **Students identify a particular exceptionality for a hypothetical student, write a letter to their family as a part of their Prop Box literacy project**, including a strategy that can be used with a child during a reading activity and why the strategy will help the child
- CDEC 1359 Children with Special Needs: **Learn about organizations that provide resources aimed at supporting families and children in weekly modules.** For example: Texas Parent to Parent, The council for Exceptional Children; The Division of Early Childhood

Ideas from Tarrant County College Continued

- TECA 1318 Wellness of the Young Child and TECA 1303 Families, Schools and Communities: Both courses require students **to complete field experience hours completing community service in local non-profit organizations.** Often, the students are interacting with families at food pantries and clothes closets.
- CDEC 2386 Internship- Students develop a week-long Unit of Study for the culminating assignment in our program. A part of this project involves the students **creating a bulletin board to support their Unit of Study, which includes a community resource the families can use, as well as how to extend the Unit's theme to home.**

Ms. Lisa Self, M.Ed. Dept. Chair, Child Development and Education, Tarrant County College Northeast Campus, Hurst, TX. elizabeth.self@tccd.edu | www.tccd.edu

UHCL Parent Engagement Activities

- ECED 1354 Developmental Theories of Young Children
- My Virtual Child Essays: Essay #1- students write about **children's attachment to parents** and Essay #4- students write about the **development of parent-child relationships.**
- **Discussion Board Activities**: 1) Advising new parents on infant nutrition- students create a fact sheet for new parents specifying recommendations to promote optimal infant development; 2) students discuss how they would handle presenting facts to parents about the connection between Autism and vaccines; 3) students review research on stress in preschool and discuss how parents might take effective measures to help reduce unintended stress in the preschool environment; 4) students discuss impact of video games on brain development and how families can encourage appropriate participation in the kinds of games that are best for brain development

UHCL Parent Engagement Activities Continued

- 4303- Child Guidance and Classroom Management for Young Children
- **Discussion Board activity**: parenting styles in the media
- 1311- Historical and Recent Trends in Early Childhood
- Module on Children and Families, including **Discussion Board Activity** where students choose a topic they believe would be most challenging for them as a teacher (Involving Single-Parent Families, Involving Fathers, Involving Multigenerational Families, Involving Teenage Parents, Involving L G B T Q Families, Involving Military Families, Involving Prison/Incarcerated Families, Involving Homeless Children and Families, Involving Immigrant Families, or Involving Linguistically Diverse Families) and find information on the topic from at least two online resources and share with the class important suggestions for working with families in that chosen category.

UHCL Ideas - Dr. Shanna Graves

- 4322- Cultural Awareness for Young Children
- Article Reviews, including article on supporting LGBTQ families
- Anti-bias Toolkit, including section on engaging families, in which students reflect on the importance of engaging families of young children, specific ways educators should value the multiple diversities of families, specific ways they have or will collaborate as partners with young children's families. They also include resources (websites, articles, books) that relate to engaging diverse families

UHCL Ideas - Dr. Shanna Graves Continued

- Module on Family Structures and Fairness, including Discussion Board Activity where students discuss strategies for including families in the classroom, ways to involve parents in their anti-bias teaching, and useful resources for teachers looking to be inclusive to LGBTQ+ families
- Module on Building Relationships in Anti-Bias Education, including Discussion Board Activities, where students reflect on relationships with families; ideas on family diversity and strategies for respecting all families.

Both slides are from Dr. Shanna Graves, Associate Professor of Early Childhood Education, UHCL, GravesS@uhcl.edu

UHCL Ideas – Dr. Amber Brown

- In 4305 Language Development Birth-5 we create a **Take Home Literacy Kit** for families to engage in a reading activity with their child.
- In 4320 Play in the Early Childhood Curriculum we create a **Family Play Night** where students work in groups to create a play-based activity for children and families. Then we hold an event at a local Children's Museum during their Free Family Night. Student set up their activity and families move from group to group engaging with the activity and our students.
- In 4309 Advocacy and Parent Engagement they review the several **national organizations who support family engagement** and create a personal advocacy agenda that includes how they will advocate for family engagement.
- In 4377 Early Childhood Practicum the students write a **Teaching Philosophy statement** that includes how they **support families as their child's first teachers**.

Dr. Amber Brown, Professor and Early Childhood Program Director UHCL, BrownA@uhcl.edu

UHCL Ideas – Dr. Neeolfer Tajani

ECED 1303 Children, Family and Society

- Students discuss and understand the multiple roles of parents and differences in parenting.
- Use **case studies** to explain the **role of family support** in early childhood education.
- **Plan and create a toolkit** of strategies for involving all families in their children's education.

Dr. Neelofer Tajani, Clinical Assistant Professor of ECE, UHCL, Tajani@uhc.edu

UHCL Ideas – Dr. Preeti Jain

- In ECED 4304 –Facilitating Children's Development Through Fine Arts, Health and Physical Education Students develop health related activities and have to create a one-page handout that provides the rationale, what they can do at home, and resources.
- In ECED 1318 Nutrition Health and Safety- Students have the option to create an information flyer/video for one health related topic per unit that can be shared with parents.
- In ECED 4321 Advanced Topics: Infants and Toddlers- Students examine the infant and toddler guidelines and discuss how to best utilize/share with parents.

Dr. Preeti Jain, Associate Professor of Early Childhood Education, UHCL JainP@uhcl.edu

UHCL Ideas – Dr. Rebecca Huss-Keeler

ECED 5031 Teaching Young Children- **Child Development Parent Interview Study**

- Students interview three parents-one who has an infant or toddler, one who has a preschooler and one who has a primary grade age child. One child has to have a disability, one child must come from a home in which the families speak a language other than English, and one must be a child from a different ethnic or racial background from them. They use a set interview protocol. After the interview, the students must provide different resources to help the parent with whatever concerns them about their child including websites, community resources, etc. They must share these with the parents and note their reactions.

Dr. Rebecca Huss-Keeler, Professor of Early Childhood Education, University of Houston-Clear Lake, huss@uhcl.edu

Texas Southmost College Family Engagement Activities- Children's Play Day at the Zoo!

EDUC 1301 Introduction to the Teaching Profession

EDUC 2301 Introduction to Special Populations

Their program gives students invaluable hands-on opportunities for family engagement through diverse projects. This is highlighted by their flagship service-learning capstone project, "Play Day at the Zoo," which has been integral to Dr. Castro's scholarship, teaching, and advocacy work for many years.

- Play Day at the Zoo video

Dr. Diana Cortez-Castro, Program Coordinator and Faculty, Teacher Education, Texas Southmost College, diana.cortez-castro@tsc.edu

Ms. Marisela Nava, Laboratory School Director, Texas Southmost College, Brownsville, TX

Marisela.nava@tsc.edu

TEXAS EARLY LEARNING COUNCIL

Texas Early Learning Strategic Plan

2024 – 2026



TEXAS EARLY LEARNING COUNCIL

Texas Early Learning Strategic Plan

Action Item Progress

Across the four goals, the plan has 64 actions.

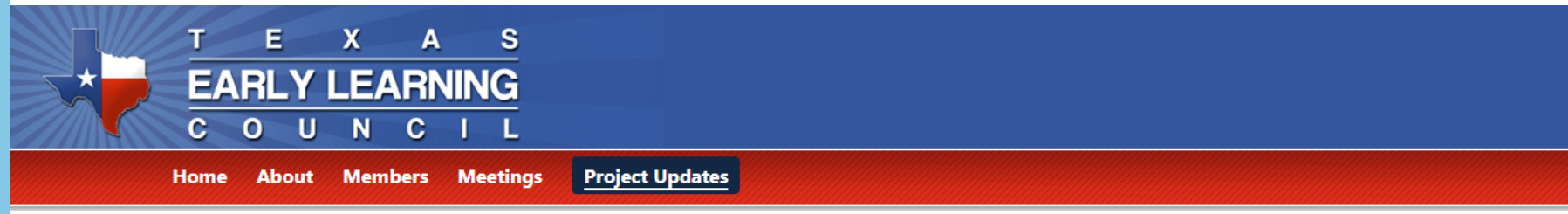
This is our progress to date:

Action Item Progress	Number
Completed	22
In Progress	20
Ongoing	18
Not Started	0
Blocked	4

TEXAS EARLY LEARNING COUNCIL

Action Item Update

Texas Early Learning Strategic Plan



2024-2026 Texas Early Learning Strategic Plan

The Texas Early Learning Council developed a birth through five strategic plan as required by the Preschool Development Grant Birth through Five. The strategic plan was informed by the 2023 Early Childhood System Needs Assessment in Texas . The Texas Early Learning Council developed the strategic plan through three facilitated sessions. The strategic planning process incorporated elements of human-centered design so that stakeholders, including families and workforce members, were meaningfully engaged throughout the development of the plan. The strategic plan includes measurable strategies related to families, workforce, coalitions, and data. View the Texas Early Learning Strategic Plan . In 2025, through the Preschool Development Grant, Birth through Five, Texas updated the Early Childhood System Needs Assessment to outline the pressures and needs of the system and identify points of improvement. View the **2025 updated statewide needs assessment.** For more information about the state's Preschool Development Grant Birth through Five visit Texas Workforce Commission's website.

Early Childhood Data Integration

In April 2022, the Texas Early Learning Council formed an Early Childhood Data Roadmap Work Group to explore a possible Early Childhood Integrated Data System (ECIDS) in Texas. The Early Childhood Data Roadmap Work Group collaborated across early childhood programs and with stakeholders to create an ECIDS roadmap for Texas. The Texas Early Childhood Integrated Data System Roadmap includes an overview of the current early childhood landscape, lessons learned from other states, and business case recommendations that could inform the development of an ECIDS in Texas. Visit the Early Childhood Data Roadmap Work Group page for details on past work group meetings.

A more detailed view of Texas early childhood data systems and potential linkages can be found in a companion report, Early Childhood Data Landscape and Inventory , by Third Sector Intelligence (3Si). An accessible version is also available. This report provides information on the types of data included in the state's early childhood data systems, including key variables needed for the business cases identified in the roadmap and variables that could be used to link data across systems.

In an effort to share data and resources, pending the public release of ECIDS, the TELC finalized a comprehensive list of data sources currently available from each state agency regarding early childhood programming. You can access the list **Texas Early Childhood Data sources**.

TEXAS EARLY LEARNING COUNCIL

Texas Early Learning Strategic Plan Strategy 2.2

2024 – 2026

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: All potential early learning careers are identified, and their potential career pathways are clearly defined. This information is easily accessible on TECPDS for potential and current workforce members by the end of 2026.

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

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.

TEXAS EARLY LEARNING COUNCIL

Texas Early Learning Strategic Plan Strategy 2.4

2024 – 2026

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 2.4: 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.

Action 2.4.5:TELC will provide support for workforce preparedness and skill by promoting:

- Existing early learning competencies and skill sets.
- Existing everyday leadership and supportive supervision resources to early learning workforce managers and supervisors by current training, coursework, and opportunities.

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 2.4.9:TELC will publish, promote, and maintain a list of all statewide early learning conferences and events for providers.



Exploring Recent TECPDS Updates

Jennifer Lindley

Children's Learning Institute

TECPDS Presentation Topics

- Workforce Data on TECPDS
- Career Exploration Tool
- Training Plans
- TECPDS Connect
- Statewide Training Calendar
- ECE College and University Search

Workforce Data on TECPDS

Education & Credentials | Professional Development | Employment

State of the Workforce Report	Quarterly Workforce Reports	Career Pathway Study Reports
Snapshot annual aggregate analyses of workforce data uploaded into TECPDS	Aggregate analyses of workforce characteristics, refreshed quarterly	Characteristics, roles, work experiences, commitment, and satisfaction of ECE professionals

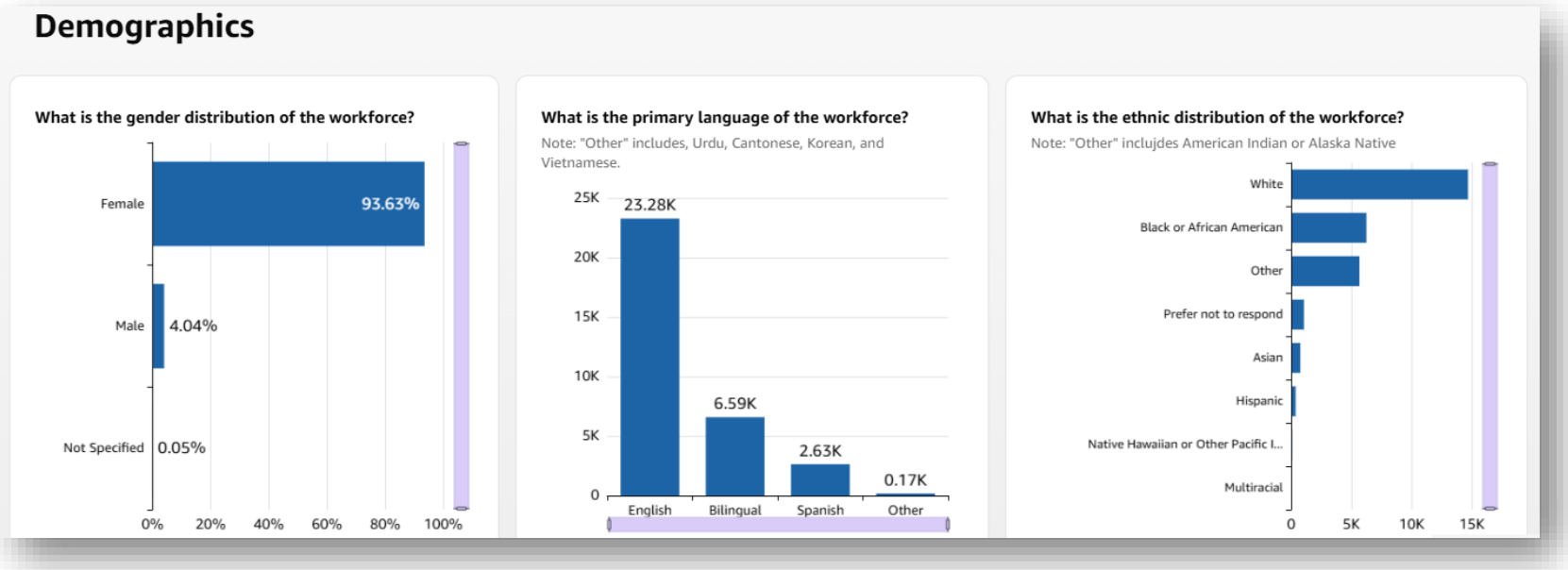
https://public.tecpds.org/workforce-data/

Quarterly Workforce Reports

Workforce Overview

Discover who's in the workforce with data on **location**, **role**, **education**, and **demographics**.

tecpds.org/ecereports



Texas Early Childhood Professional Development System

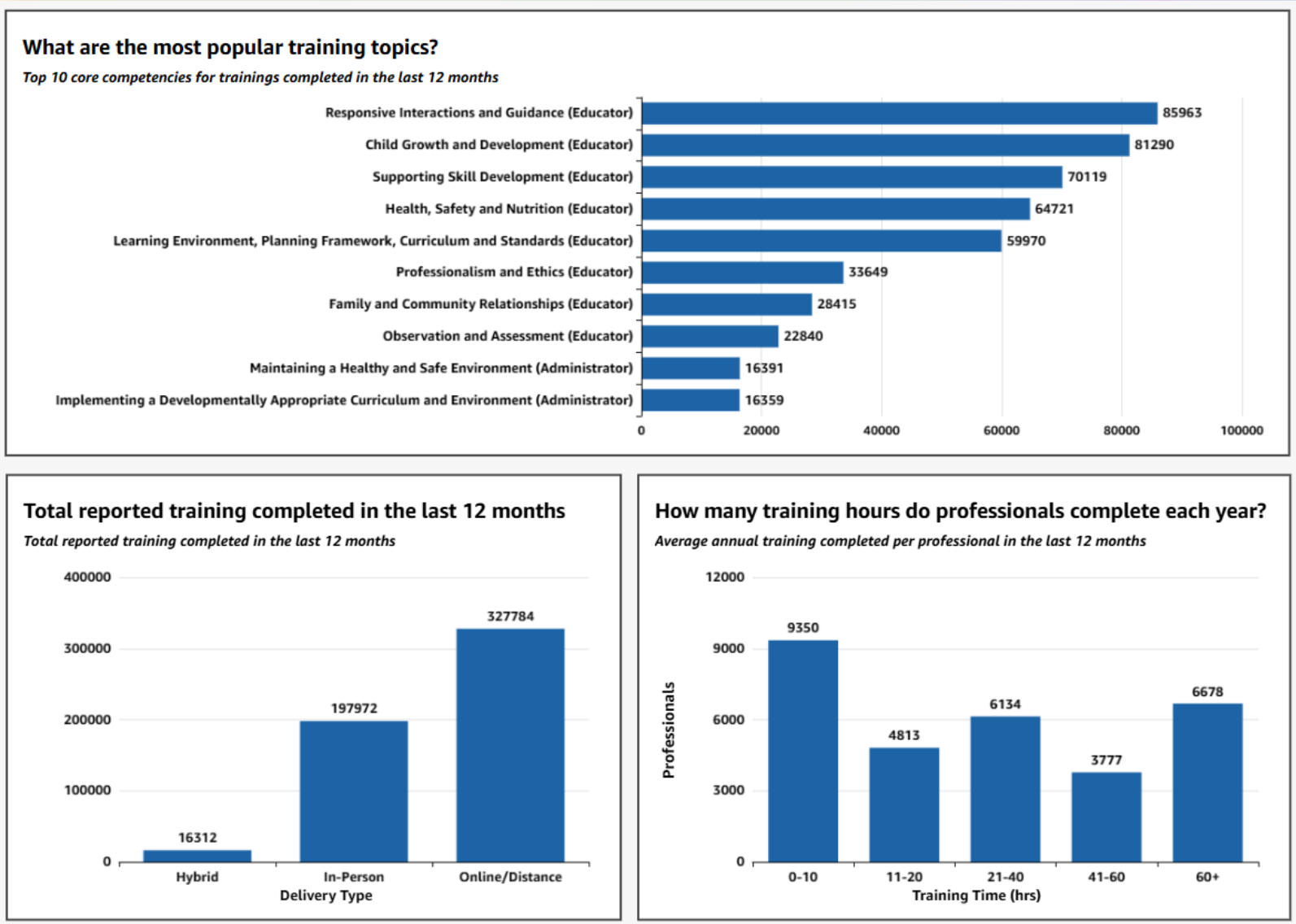
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Quarterly Workforce Reports

User Summary Data

Track growth and engagement through **user counts** and **professional development** activity.

tecpds.org/ecereports



Texas Early Childhood Professional Development System

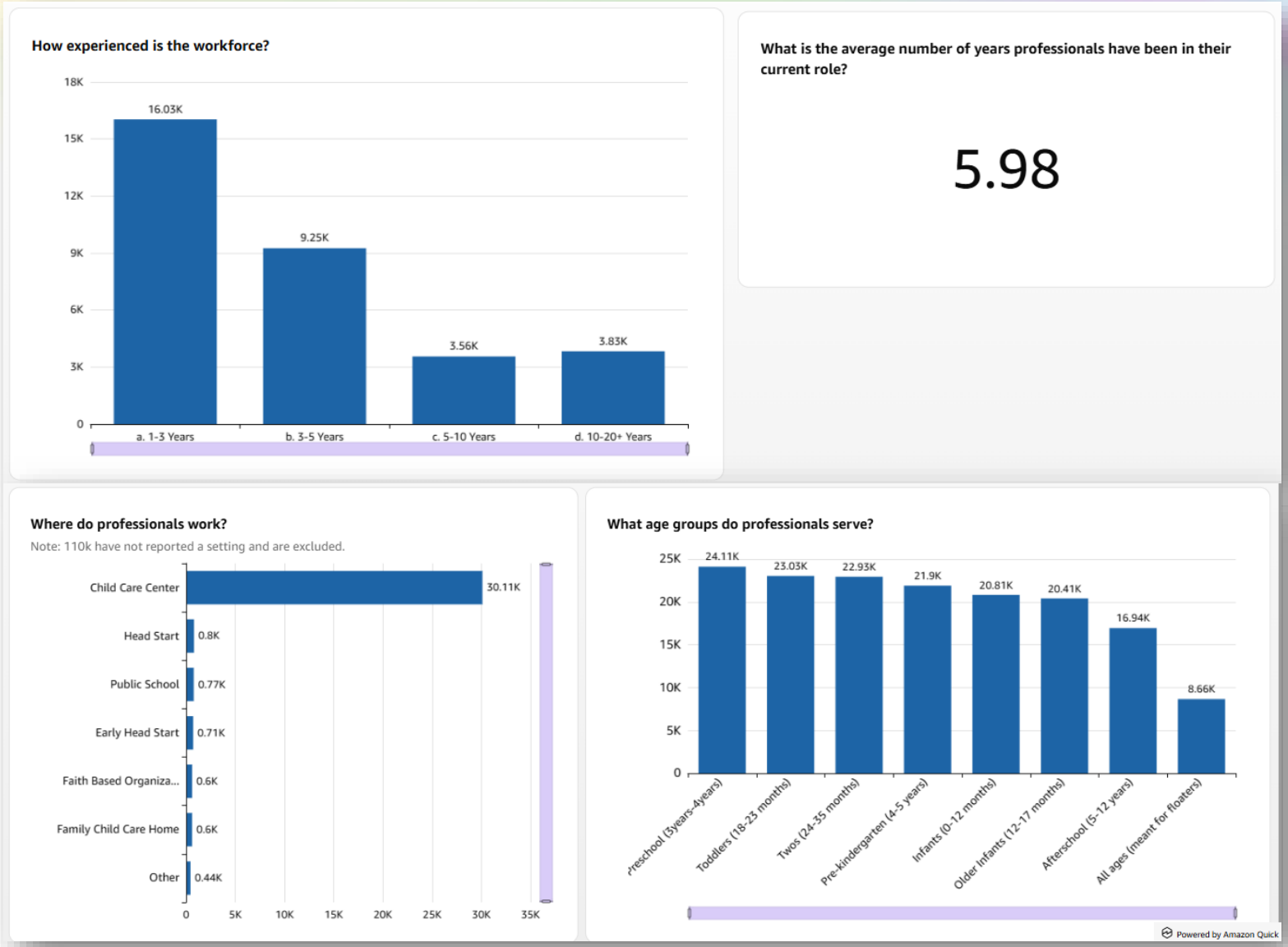
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Quarterly Workforce Reports

Workforce Context

Gain insights into workforce experience across **work settings** and **age groups** served.

tecpds.org/ecereports



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TECPDS Career Pathways Study



Texas Early Childhood Professional Development System

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Career Satisfaction & Commitment to the Field

What Influences Career Satisfaction?

Factors ranked from strongest to weakest influence on career satisfaction.

1	Purpose and Values	Strongest
2	Commitment to the Field	Very Strong
3	Feeling Valued and Rewarded	Very Strong
4	Career Supports	Moderate
5	Higher Wages	Small
6	Household Income	Small

Lower Satisfaction

Factors associated with lower career satisfaction.

- *Social Discouragement*

Purpose, commitment, recognition, and support matter more than compensation alone when it comes to career satisfaction.

What keeps professionals committed?

Factors ranked from strongest to weakest influence on career commitment.

1	Purpose and Values	Strongest
2	Career Satisfaction	Very Strong
3	Career Supports	Moderate
4	Feeling Skilled	Less Moderate
5	Feeling Valued and Rewarded	Less Moderate
6	Higher Wages	Small
7	Household Income	Small

Lower Commitment

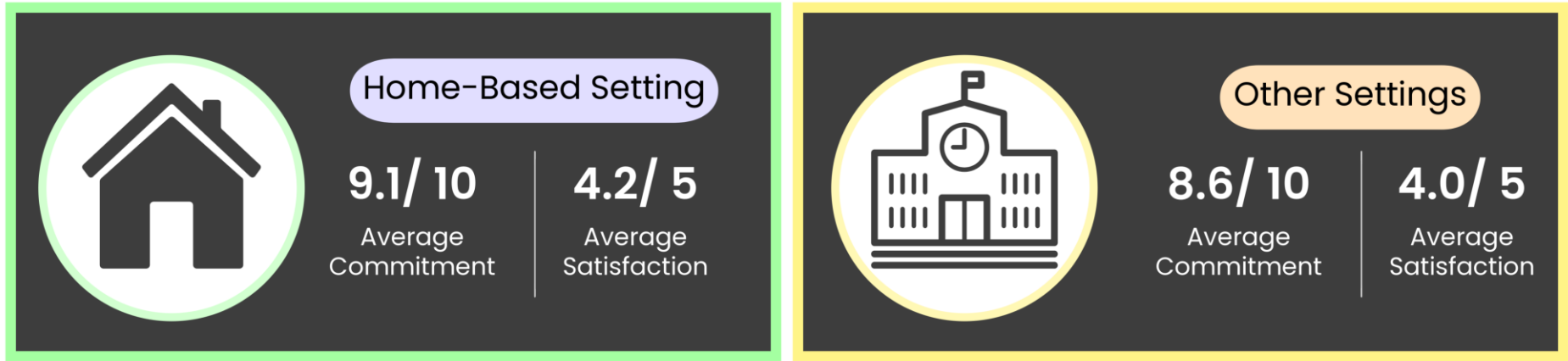
Factors associated with lower commitment.

- *Backup Career Choice*
- *Social Discouragement*

Purpose, satisfaction, growth, and support matter more than pay alone.

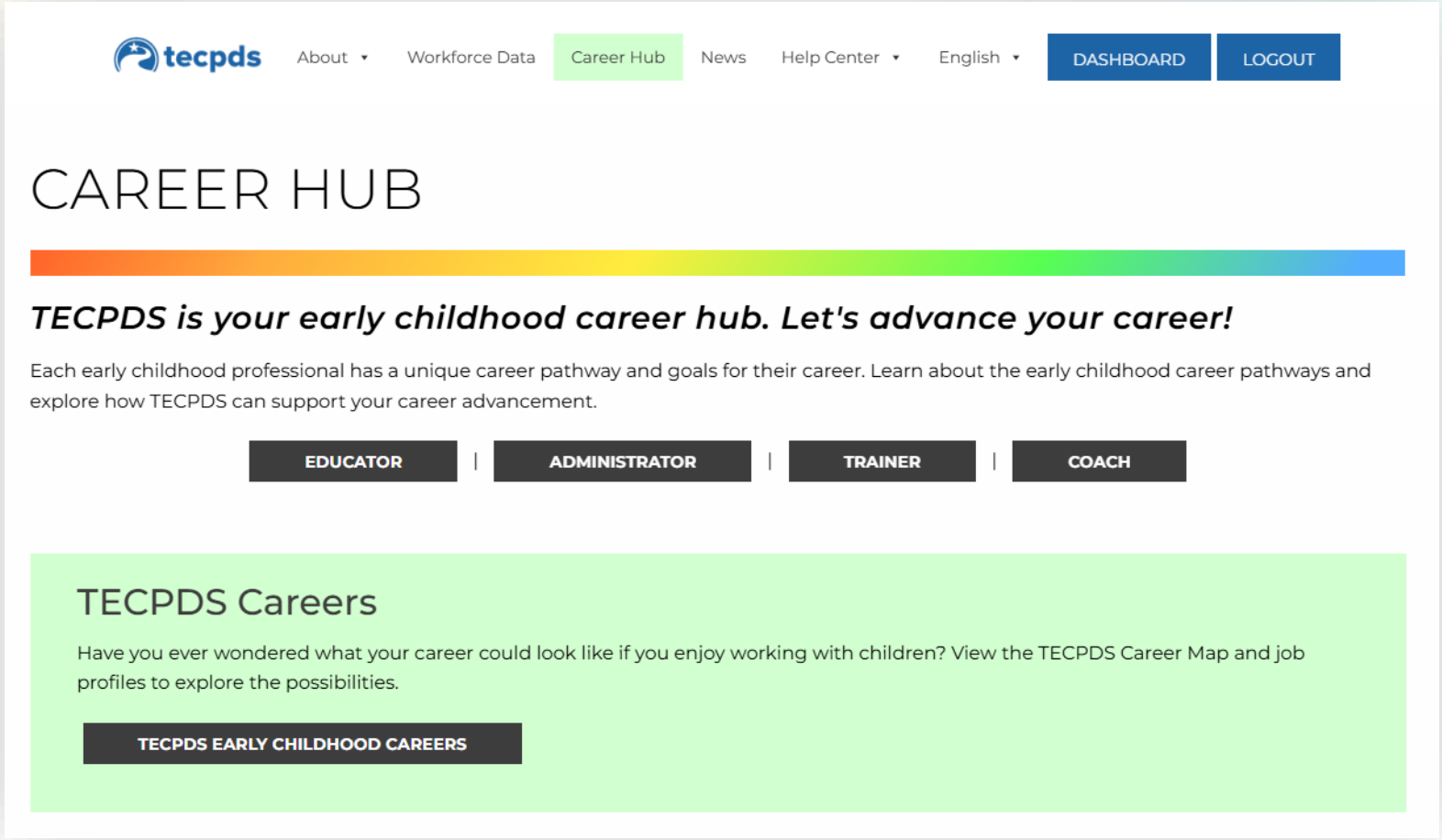
Home-Based & Educator Comparison

Home-Based Educator Spotlight Comparison



Autonomy, flexibility, and independence may contribute to higher career satisfaction among home-based educators.

TECPDS Career Hub

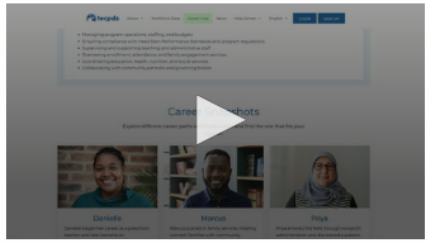


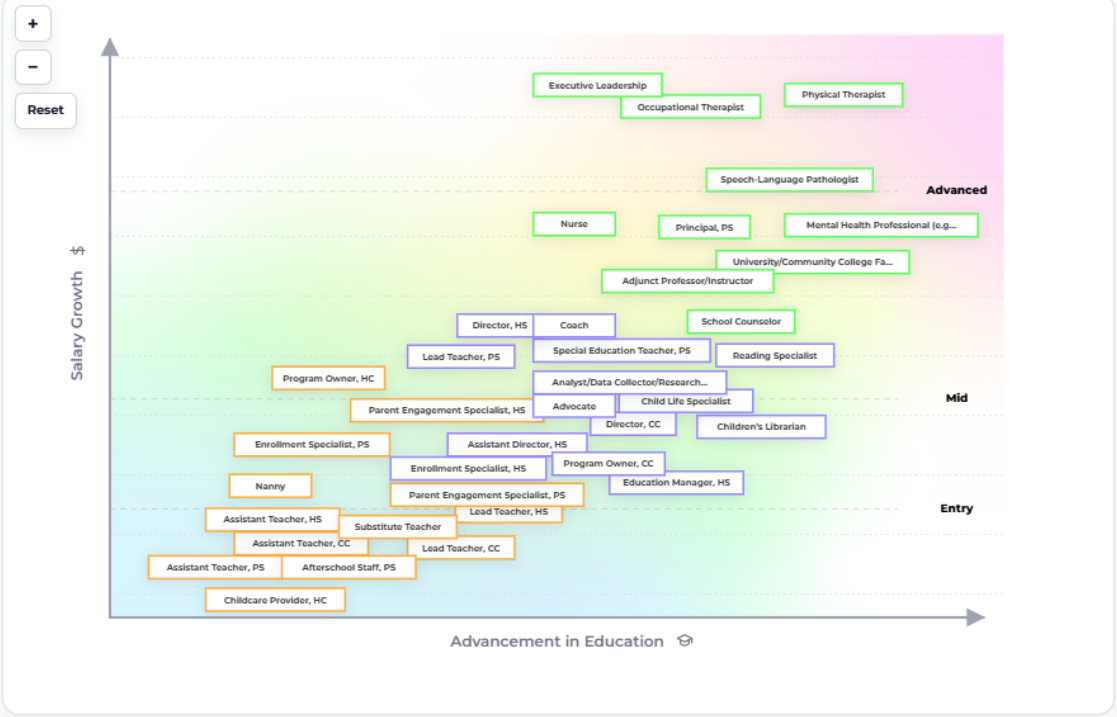
CAREERS

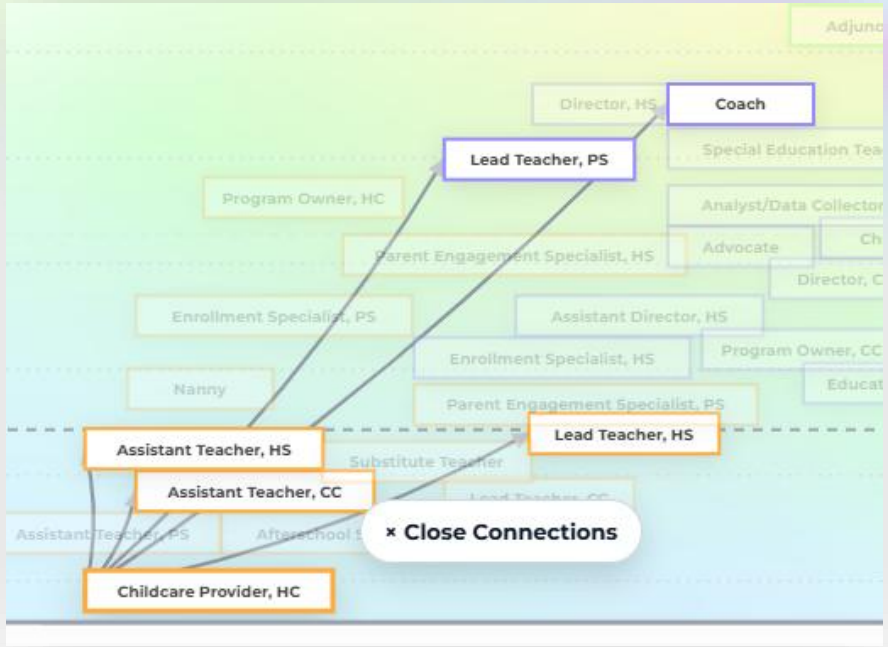
Your Career. Your Path.

See Where Early Childhood Can Take You

Interact with real career data to explore roles, salary growth, and advancement opportunities. Map your journey and make informed decisions about your future.







Search Our Occupational Category for Career Profiles

Explore a wide range of career pathways that support children, families, and early learning environments. From teaching and instructional leadership to operations and family support, each category highlights roles that contribute to high-quality care and education. Expand each section below to learn more about specific roles and view detailed career profiles.

+ **Business or Operations Administrator**

− **Early Childhood Educators**

Discover careers centered on teaching and nurturing young children during their most critical developmental years. These roles focus on creating engaging learning environments, supporting development, and building strong relationships with families.

- Afterschool Staff Member (Public School): View Career Profile
- Assistant Teacher (Child Care Center): View Career Profile
- Assistant Teacher (Head Start / Early Head Start): View Career Profile
- Home-Based Childcare Provider: View Career Profile

Job Title

HOME-BASED CHILDCARE PROVIDER

Expected Annual Pay (Texas)

$26,982

Average salary range

Job Outlook (Texas)

+12%

Employment growth

Level of Education Required

High school diploma or equivalent

Credentials or Licer

May require registra
through the Texas H
Commission, depen
based child care pro
required to maintair
first aid certification
and pass backgroun

Licenses / Certificates

What is thi

A home-based childc
operations. Day-to-d

- Supervising childr
- Planning and lead
- Preparing meals a
- Supporting childr
- Maintaining healt
- Communicating

Job Title

INSTRUCTIONAL COACH OR MENTOR

Expected Annual Pay (Texas)

$65,000

Average salary range

Job Outlook (Texas)

+14%

Employment growth

Level of Education Required

Bachelor's degree in early childhood or related field

Minimum requirement

Credentials or Licenses Required

Requirements vary by employer. Depending on the role, preferred credentials may include a Child Development Associate (CDA), Texas Director Credential, bachelor's degree, or specialized coaching and mentoring training.

Licenses / Certificates

Work Experience Typically Required

Several years of experience working directly with young children in child care, Head Start, prekindergarten, or other early learning settings is typically required.

Related experience needed

What is this role responsible for day to day?

A coach supports educators and school staff to improve instructional practice and student outcomes. Day-to-day responsibilities may include:

- Observing classrooms and providing feedback to teachers
- Modeling effective instructional strategies
- Supporting implementation of curriculum and instructional initiatives
- Facilitating professional learning and coaching conversations
- Collaborating with administrators and instructional teams
- Using data to guide coaching focus and instructional improvement

Career Snapshots

Explore different career paths within education and find the one that fits your passion



Elena

Elena began her career as an assista
teacher and worked her way up to le
teacher in an infant and toddler
classroom. After earning a bachelor'
degree in early childhood education
developing expertise in responsive
caregiving and classroom quality, sh
transitioned into coaching at a local
community-based organization to
support other educators. She hopes
eventually teach future early childhc
professionals as a college instructor
trainer, helping prepare the next
generation of educators.



Marcus



Tanya

What are some skills or personal traits that people in this role typically have?

People in this role are collaborative, reflective, and skilled communicators. They are comfortable giving feedback, supporting adult learners, and building trusting professional relationships.

What are some jobs that people had earlier in their careers?

People in this role often previously worked as:

People in this role often previously worked as:

- Classroom Teacher
- Instructional Specialist
- Curriculum or Program Support Staff

What are some jobs that people in this role have later in their careers?

With experience, people in this role may move into:

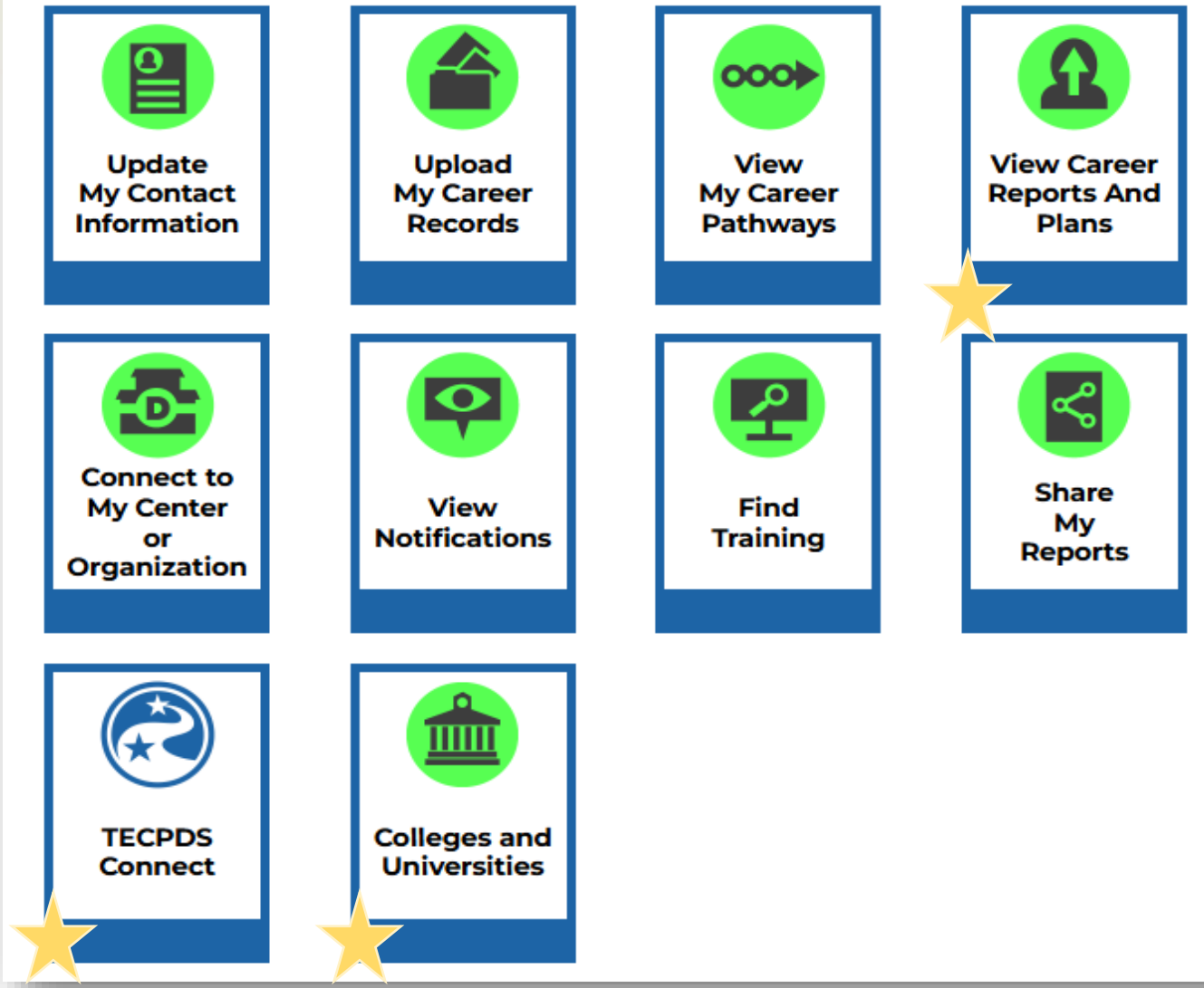
With experience, people in this role may move into:

- Education Manager
- Assistant Principal or Campus Administrator
- District-Level Instructional Leadership Roles

MY USER DASHBOARD

Account Details:

Name: **Minnie Mouse** TECPDS ID: **1234** Engage ID : **ENG123456**

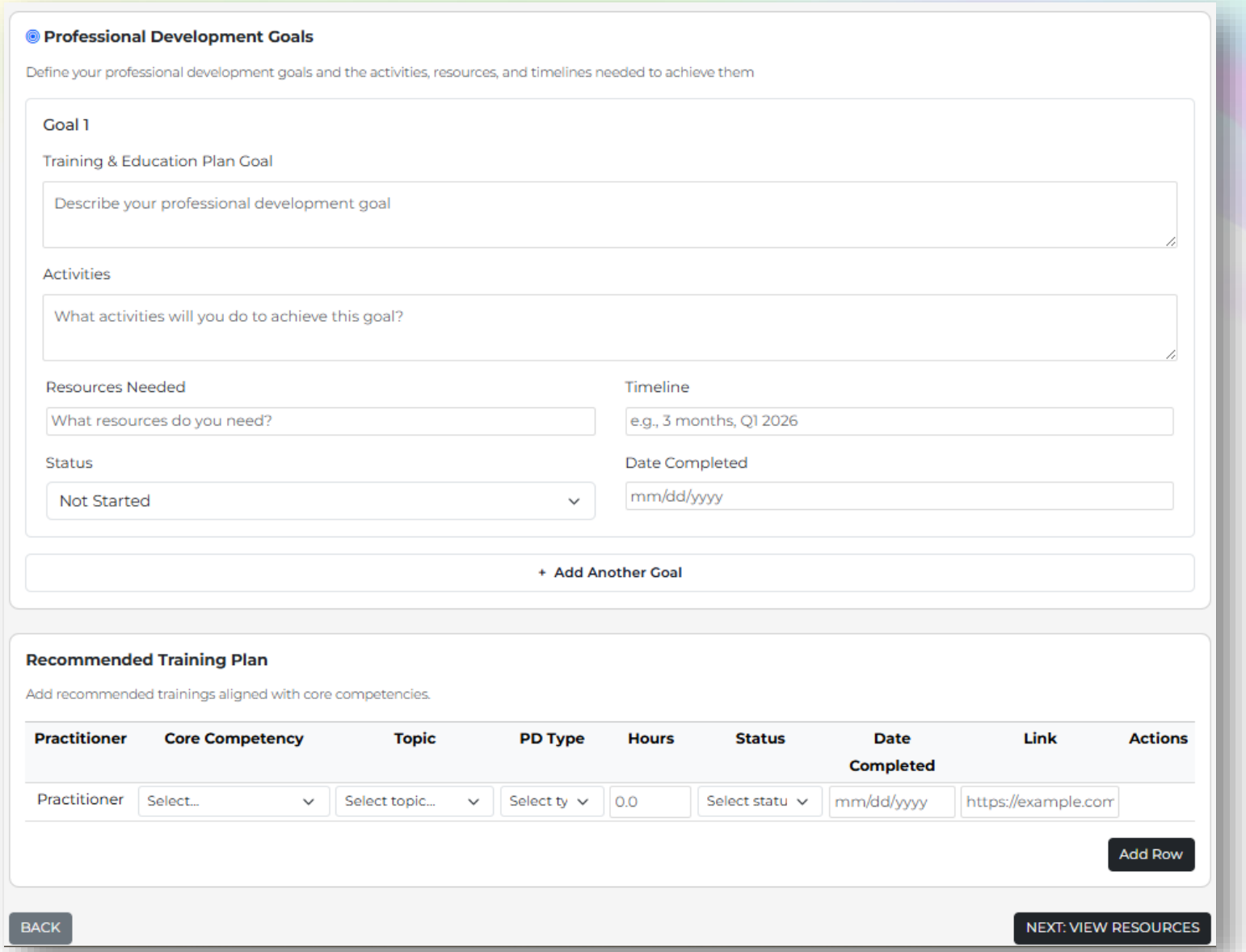


Individualized Training Plans

Leverage TECPDS profile data for planning

Automatic updates with training completion

Aligned to Texas Rising Star requirements



Texas Early Childhood Professional Development System

CHILDREN'S LEARNING INSTITUTE | UTHealth Houston

Director View: Training Plan

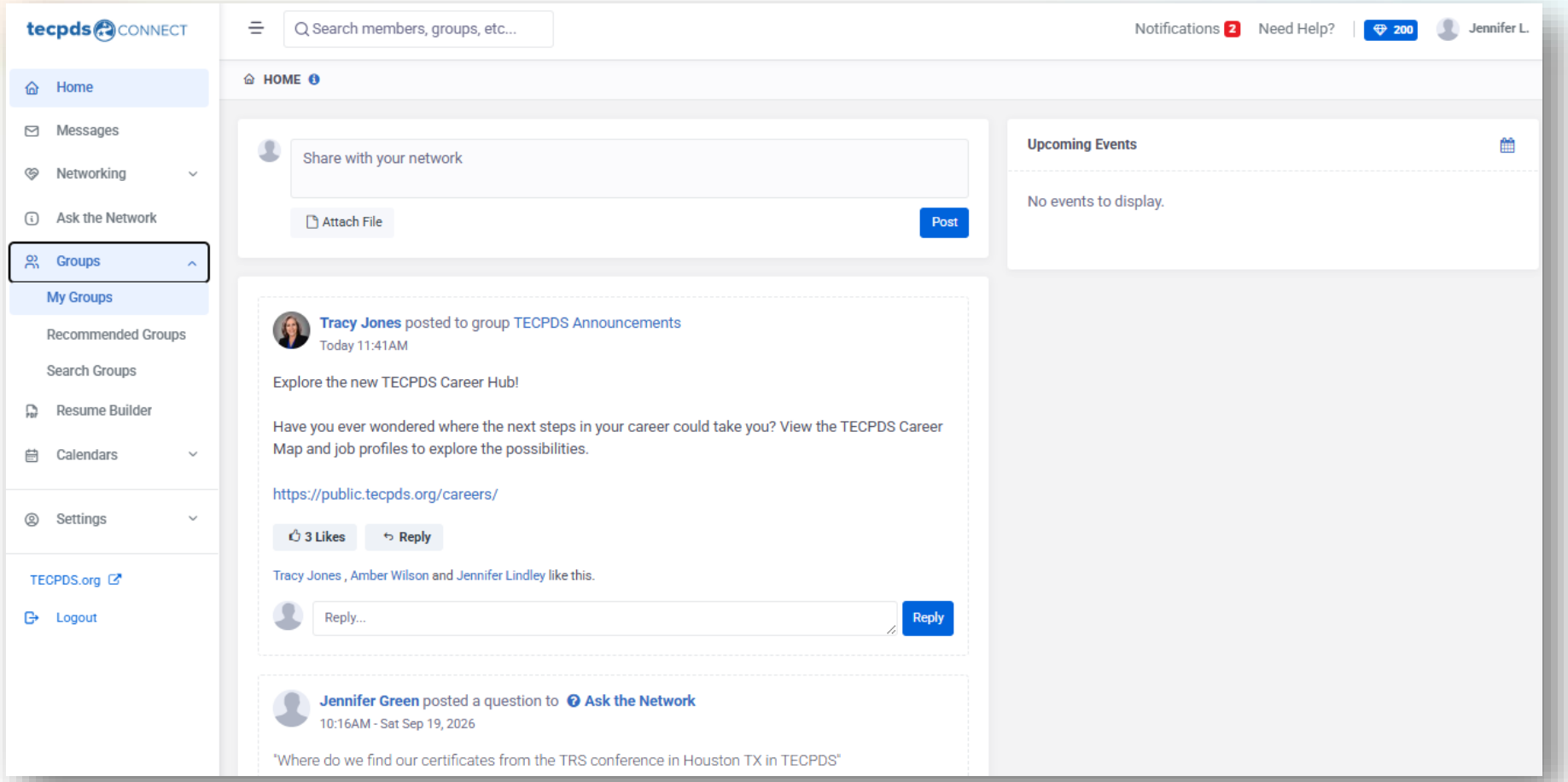
ADMINISTRATOR PLAN

Personnel Information

Number of staff working at center: 11

Staff Name	Educator ID	Job Title	Employment Status	Hire Date	RAP Staff	RAP Staff Start Date	RAP Role	Assigned Journey Worker	RAP Apprentice Status	RAP Staff End Date	Action
Tracy Jones	62006	Teacher	Full Time	09/08/20	☐		Please select		Please select	mm/dd/y	
Children's Learning Institute	37434	No Employment	No Longer with the Program	12/09/202	☐		Please select		Please select	mm/dd/y	
Children's Learning Institute	43314	Assistant Tea	Part Time	02/03/201	Yes ☑	01/04/2024	Director		Active	01/27/202	
Adeline Pham	57357	No Employment	Full Time	02/21/202	☐		Please select		Please select	mm/dd/y	

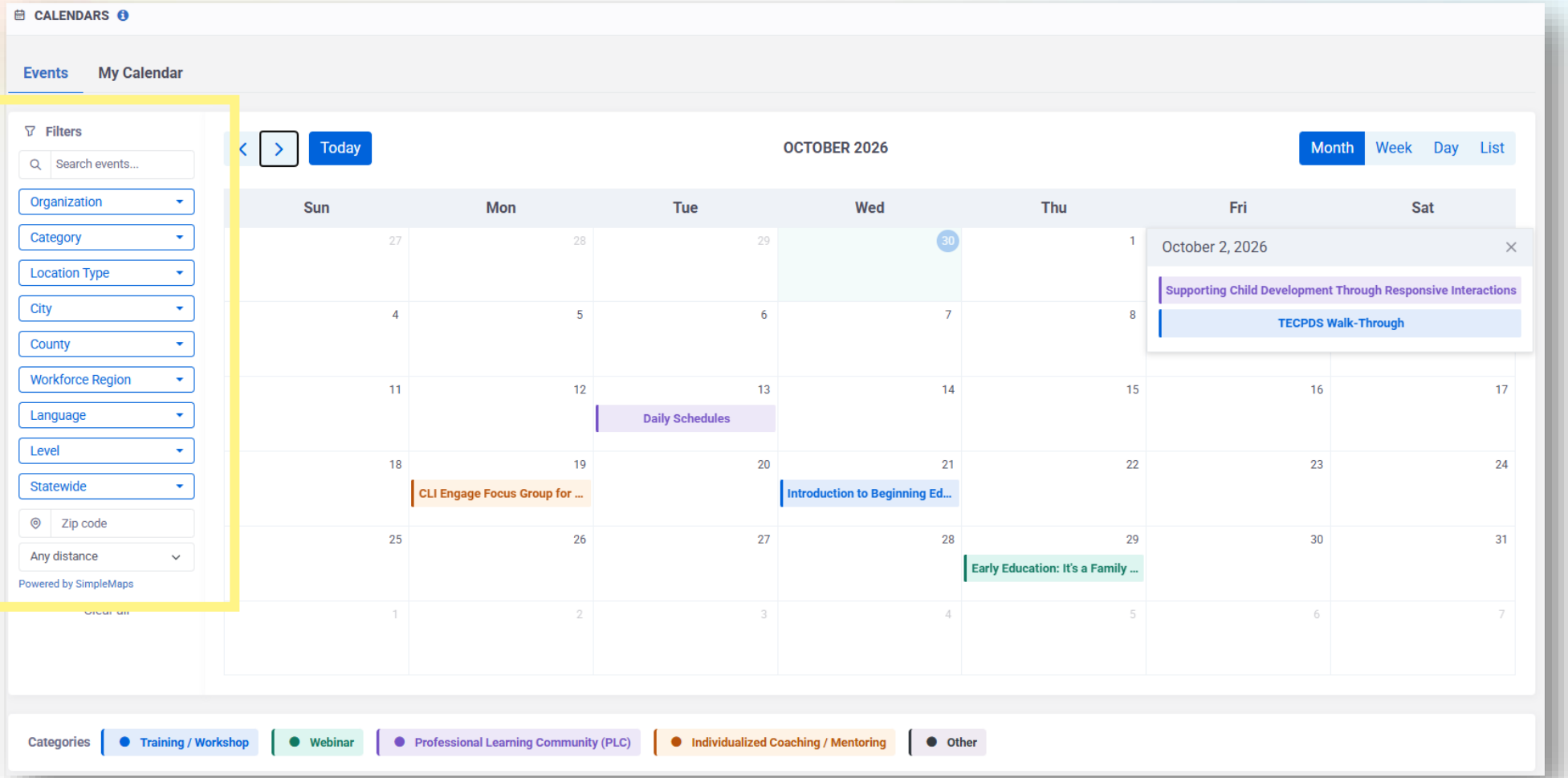
TECPDS Connect



Texas Early Childhood Professional Development System

CHILDREN'S LEARNING INSTITUTE | UTHealth Houston

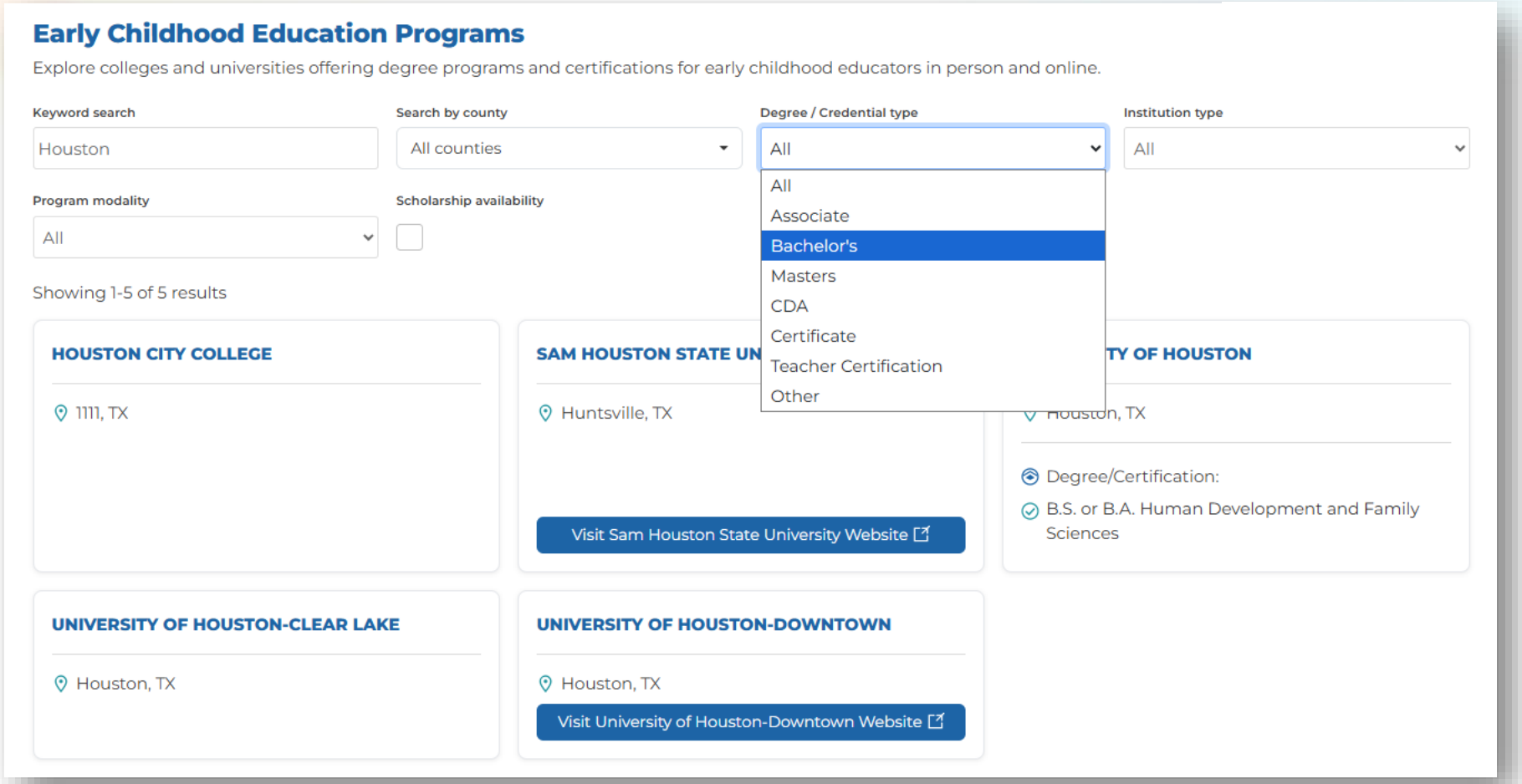
Training Calendar



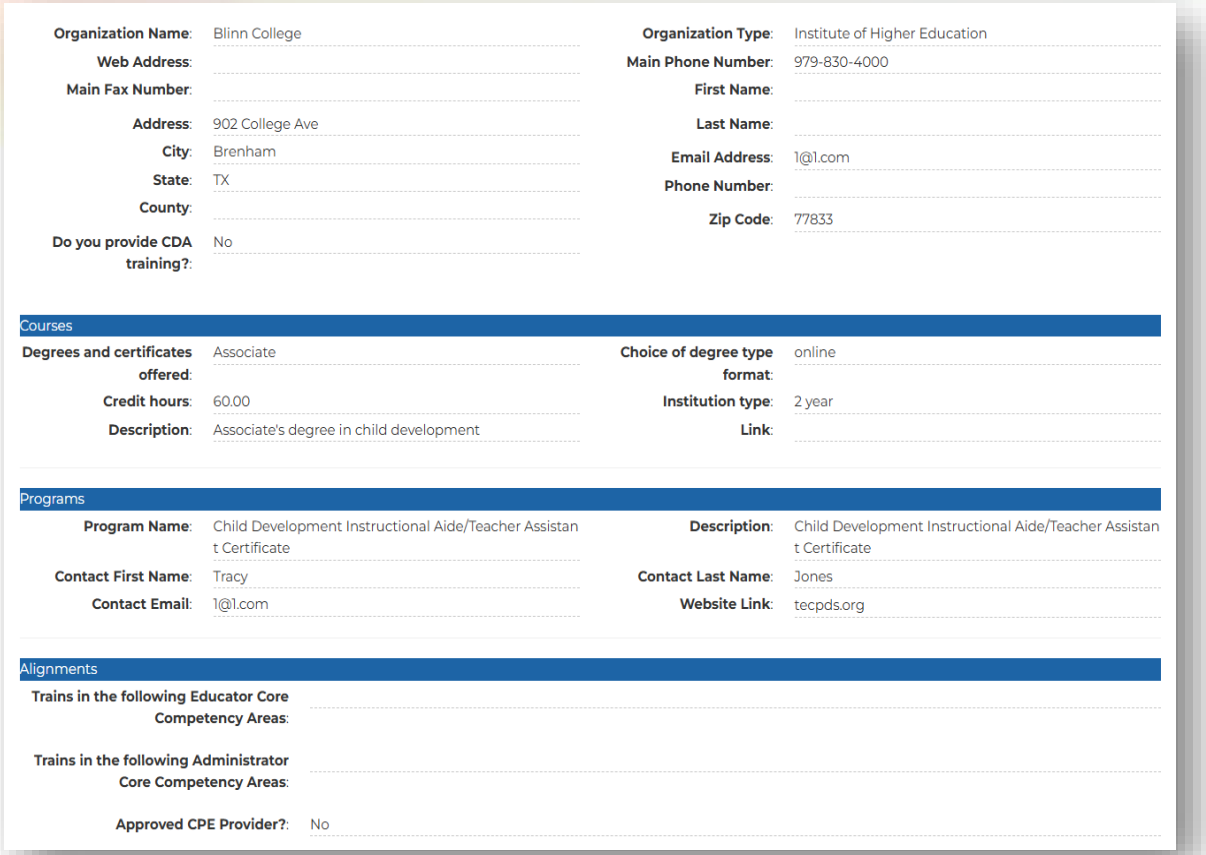
Texas Early Childhood Professional Development System

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ECE College & University Search



College & University Profiles



Organization Name:	Blinn College	**Organization Type:**	Institute of Higher Education
Web Address:		**Main Phone Number:**	979-830-4000
Main Fax Number:		**First Name:**	
Address:	902 College Ave	**Last Name:**	
City:	Brenham	**Email Address:**	1@1.com
State:	TX	**Phone Number:**	
County:		**Zip Code:**	77833
Do you provide CDA training?:	No		

Courses

Degrees and certificates offered:	Associate	**Choice of degree type format:**	online
Credit hours:	60.00	**Institution type:**	2 year
Description:	Associate's degree in child development	**Link:**	

Programs

Program Name:	Child Development Instructional Aide/Teacher Assistant Certificate	**Description:**	Child Development Instructional Aide/Teacher Assistant Certificate
Contact First Name:	Tracy	**Contact Last Name:**	Jones
Contact Email:	1@1.com	**Website Link:**	tecpds.org

Alignments

Trains in the following Educator Core Competency Areas:	
Trains in the following Administrator Core Competency Areas:	
Approved CPE Provider?:	No

- Contact information
- Degrees, credentials, and courses
- Training events
- Organization's competency alignments (Core Competencies, CPE, CEU, and CDA)

Initial information uploaded for all degrees, and TECPDS is connecting with IHEs to complete their profiles.

Increasing Utilization

- Connecting with IHEs to complete their profiles
- Integrating TECPDS Connect into communications and outreach processes
  - Adding more groups
  - Engaging users across TECPDS, groups, and peers
- Adding trainings into the new calendar
- Sharing new Core Competencies trainings and links to the educator career pathway



Thank you!

Jennifer.M.Lindley@uth.tmc.edu
Tracy.A.Jones@uth.tmc.edu
April.Crawford@uth.tmc.edu

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Texas Early Learning Strategic Plan Strategy 2.4

2024 – 2026

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

Action 2.4.4: HHSC ECI will continue the Professionalism Engagement Empowerment Resources (PEER) Network for early intervention specialists and service coordinators.

Action 2.4.10: TELC will leverage current peer-to-peer mentoring programs (e.g., ECI PEER Network, Texas Infant-Toddler Specialist Network) to expand peer mentoring opportunities for the early learning workforce.

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Professionalism, Engagement, Empowerment and Resource (PEER) Network

A Community of Practice for Early Intervention Specialists and Service Coordinators

Objectives

- Discuss how the PEER Network was developed
- Discuss the benefits of the PEER Network
- Discuss the sustainability of the PEER Network



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What is the PEER Network?

Professionalism

Engagement

Empowerment

Resource

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PEER Network Benefits

- Continuous learning and development
- Improved communication with peers
- Enhanced sense of professional identity
- Enhanced professional reputation
- Access to resources and expertise
- Access to free professional development
- Supports staff retention

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The PEER Network

What?

- Community of practice
- Engagement with and empowerment of other professionals
- Shared resources, tips, and best practices

How?

- Topical discussions
- Open communication and resource sharing
- Free professional development opportunities

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Establishing the PEER Network

- Identified need through Personnel Retention Grant activities.
- Designed the PEER Network using results from a needs assessment.
- Recruited members through email communications and presentations to ECI program directors.
- Launched the PEER Network in October 2021 with approximately 150 members.
- Distributed post-discussion surveys to obtain participant feedback and recommendations.

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PEER Network Behind the Scenes

What?

- Webinars
- Discussions
- Newsletters

How?

- Webinar development committee
- Planning committee
- Program volunteers
- State office staff



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PEER Network Newsletter

PEER network news

Professionalism Engagement Empowerment Resource

TEXAS Health and Human Services Early Childhood Intervention

July 2024

PEER Network Updates

Upcoming Activities

August Discussion: Virtual Engagement Best Practices

Join the PEER Network for a 30-minute discussion regarding barriers and challenges with virtual engagement. PEER Network participants are encouraged to attend one of the following dates and times:

- Tuesday, August 6, 11:00 – 11:30 a.m. CDT
- Tuesday, August 13, 2:00 – 2:30 p.m. CDT

Register for the discussion here!

PEER Network discussions may not be applied to continuing professional education units.

September Webinar: Ethical Scenarios

Join our upcoming webinar about the ethical dilemmas EISes and service coordinators face in the field, scheduled to take place on Tuesday, September 3, 10:30 – 11:30 a.m. The goal of this webinar is to identify best practices for ECI providers when facing ethical dilemmas. Register for the webinar here! Continuing professional education is available for early intervention specialists and service coordinators with supervisor approval. The PEER Network is also seeking volunteers to help plan the September Ethical Scenarios webinar! We hope to get a diverse representation from the perspectives of various roles, disciplines, and lengths of employment to ensure a successful presentation. Volunteers will receive a free copy of Ethics and the Early Childhood Educator and may receive an additional hour of CPE upon supervisor approval. Interested volunteers please complete the following form on or before close of business Friday, July 12, 2024.

Table of Contents

PEER Network Updates..... 1
Upcoming Activities..... 1
Resources 2
Summer Safety Tips..... 2
Enoying Summer Fireworks..... 2
The Power of Play and Children's Games..... 3
July is National Cleft and Craniofacial Awareness and Prevention Month..... 3
The Talking Book Program 3
Continuing Education Resources 4
Audio-Visual Library Spotlight..... 4
Nurturing Play and Creativity in Young Children..... 4
Texas Health Steps..... 5
Submit Your Resources!..... 5
Call for Participation 6
PEER Network News Puzzle!..... 6

Resources

Summer Safety Tips

Summer offers many opportunities for exploration and play in outdoor learning environments. However, adults must make sure that children are able to take advantage of these experiences and safely enjoy the summer.

Things to consider during outdoor play:

- Weather
- Sun protection
- Hydration
- Water safety
- Playground safety
- Insects and insect repellent



Check out these resources to help ensure safe outdoor play:



Early Childhood Learning and Knowledge Center: Summer Safety Tips

Department of Family and Protective Services: Social Media Toolkit: Water Safety

UCSF Benioff Children's Hospitals: Sun Safety for Children and Babies

Enoying Summer Fireworks

Now that summer has arrived, families are enjoying traveling, cookouts, pool time, and fireworks. Although fireworks can be great fun for families, bright and loud fireworks can be overwhelming for some children.

Tips for Enjoying Fireworks with children who have sensory sensitivities:

- Dampen the sound with headphones, or earplugs.
- Watch from a distance.
- Bring sunglasses.
- Practice and focus on the fun!



For more to tips check out this article on enjoying fireworks with children who have sensory sensitivities.

[PEER Network Newsletter Link]

PEER Network Transition

- Personnel Retention Grant ended in Oct. 2025
- Staff from local ECI programs took ownership of the PEER Network



PEER Network Flyer Link

PEER Network Transition Cont.

What?

- Texas Early Childhood Professional Development System (TECPDS) Connect group
- Discussions
- Flyer
- Planning meetings
- Webinars

How?

- Planning committee
- TECPDS Connect group leaders
- Program volunteers
- State office staff

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PEER Network Evolution

How it's evolved

- Membership growth
- Discussions
- Planning meetings
- Webinars

State Office support

- Resources
- Technical assistance
- Platform for webinars



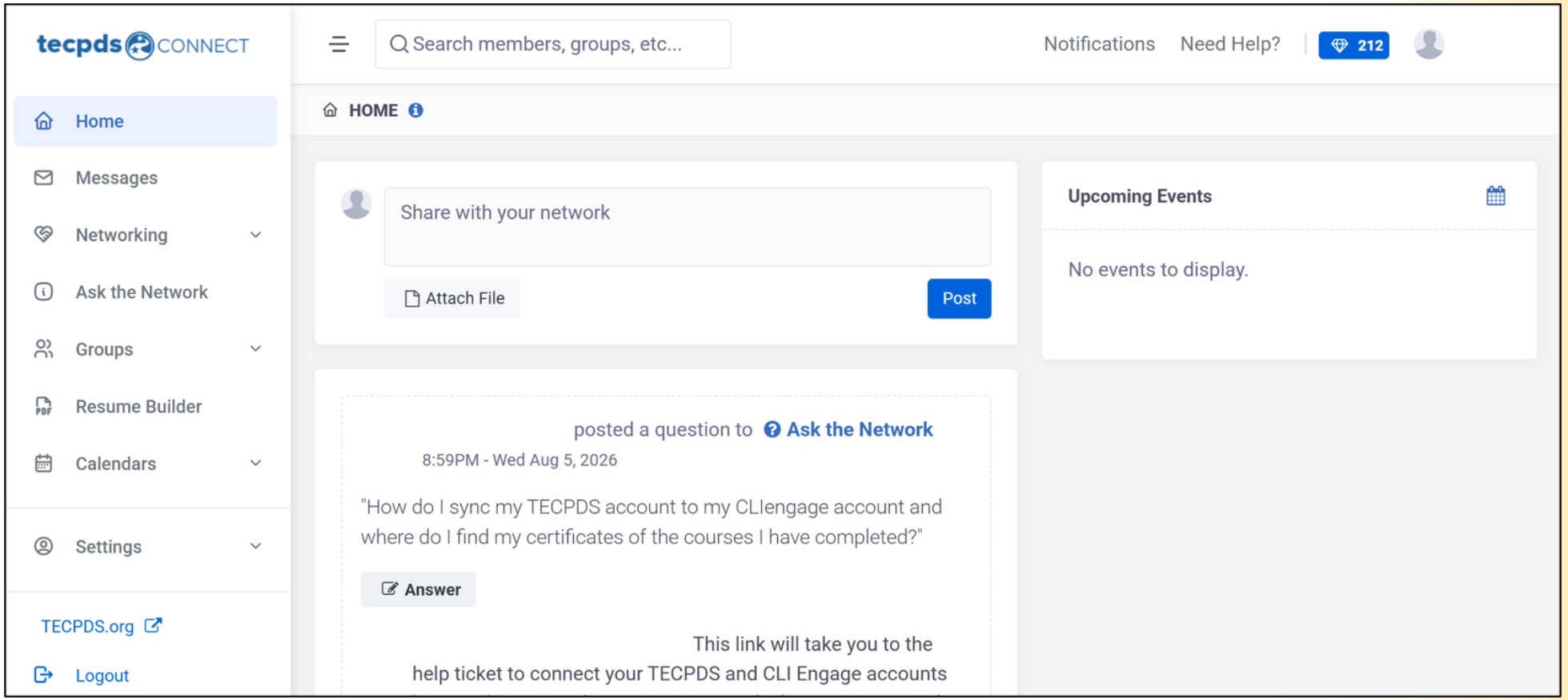
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PEER Network in TECPDS Connect

- Hosted by the TECPDS
- Secure collaboration space for users to:
  - Network
  - Share resources
  - Participate in discussions

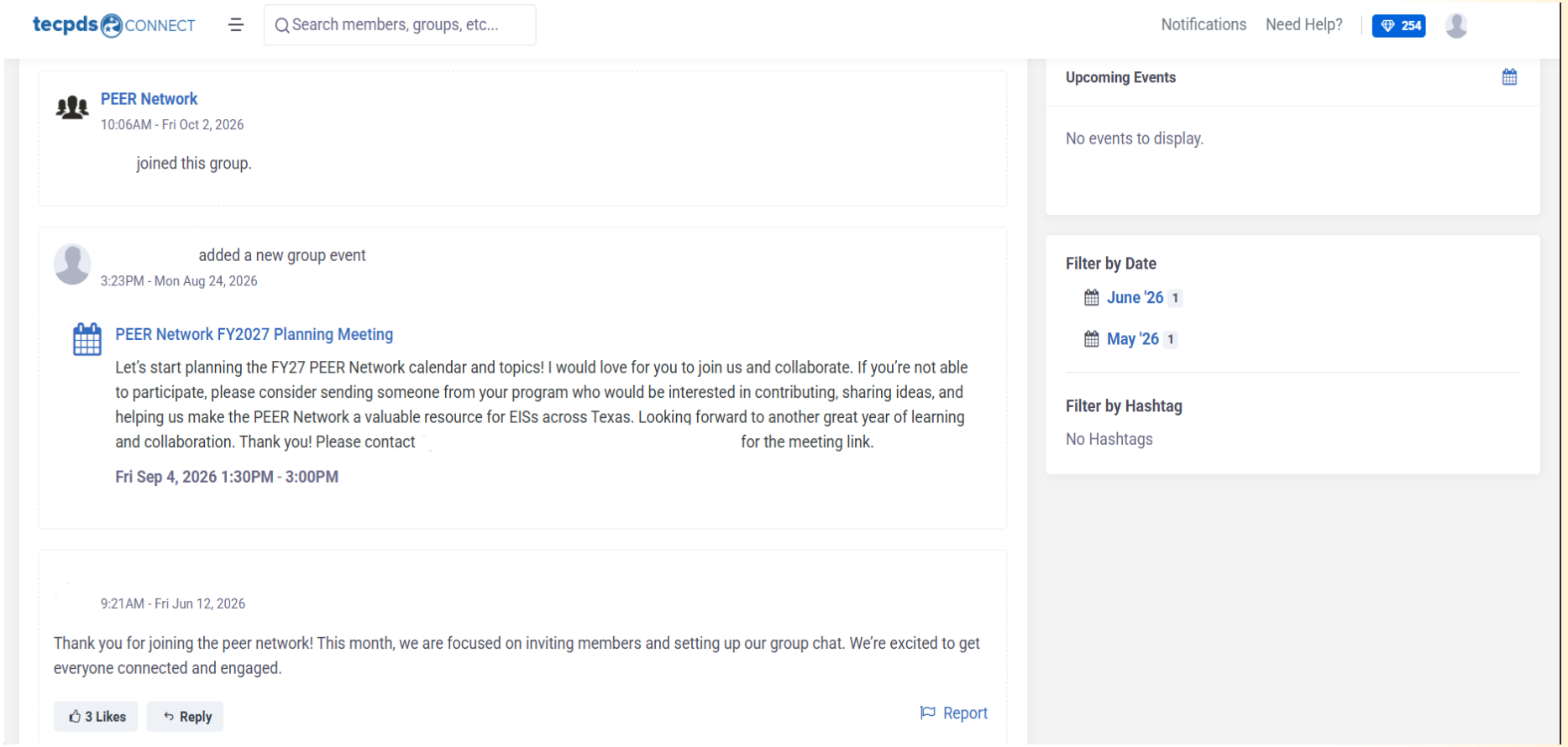
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TECPDS Connect Dashboard



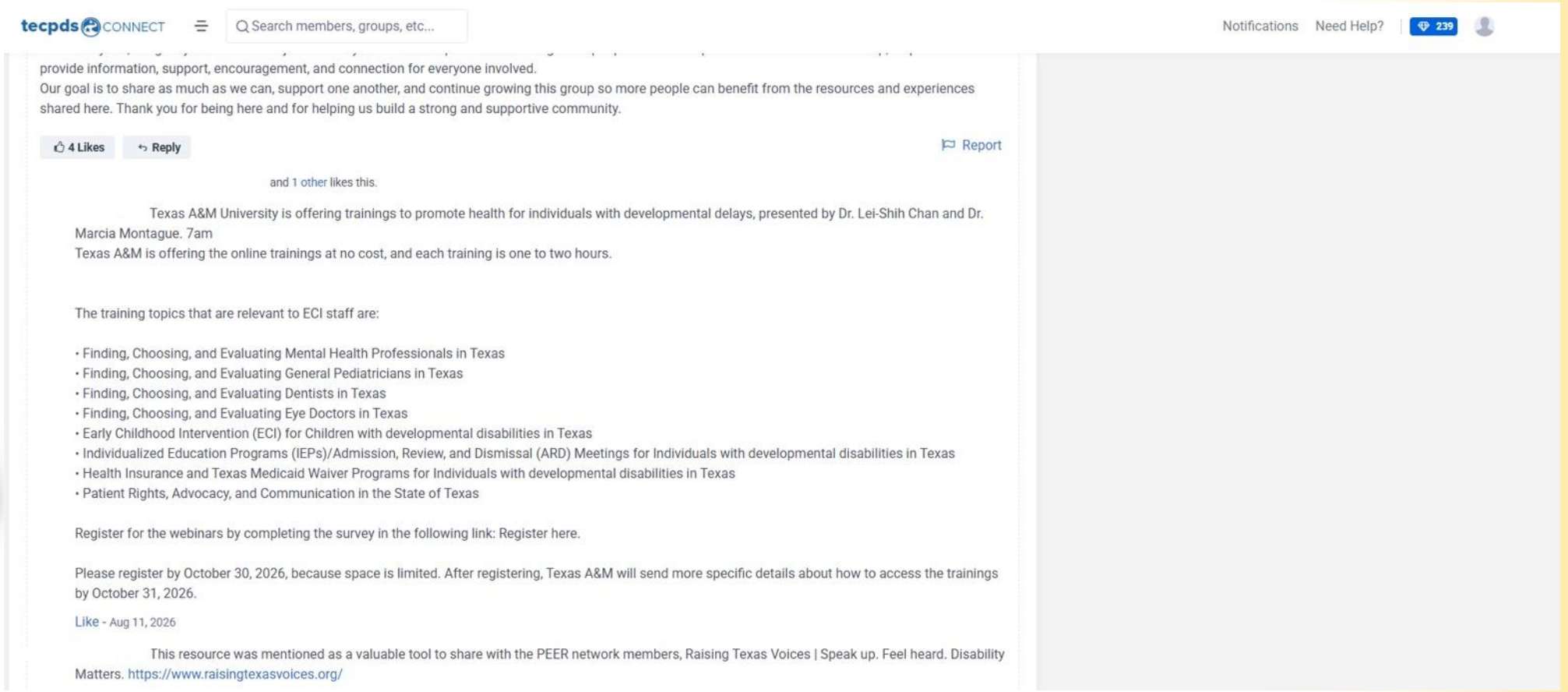
https://connect.tecpds.org/member/dashboard

TECPDS Connect Dashboard Cont.



https://connect.tecpds.org/member/dashboard

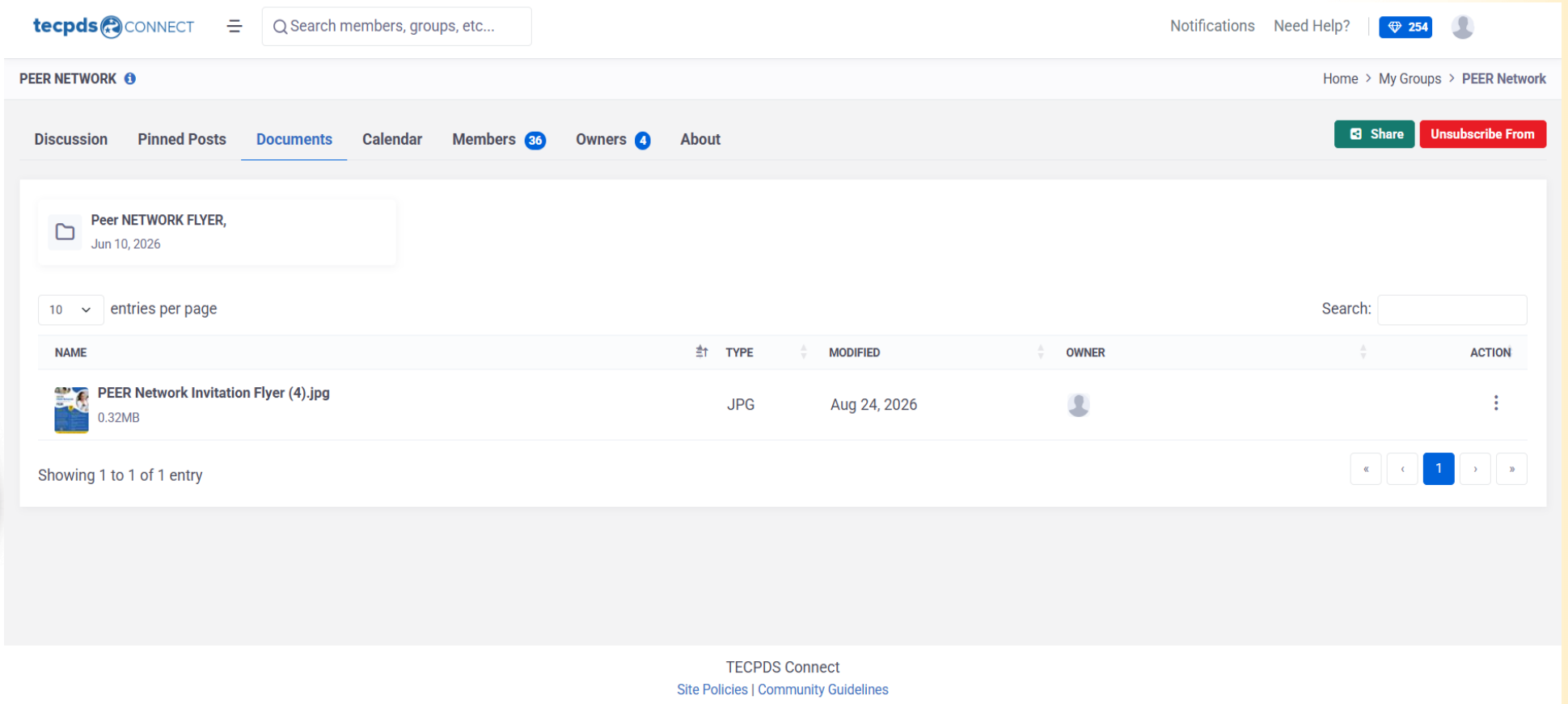
TECPDS Connect Posts



https://connect.tecpds.org/member/dashboard

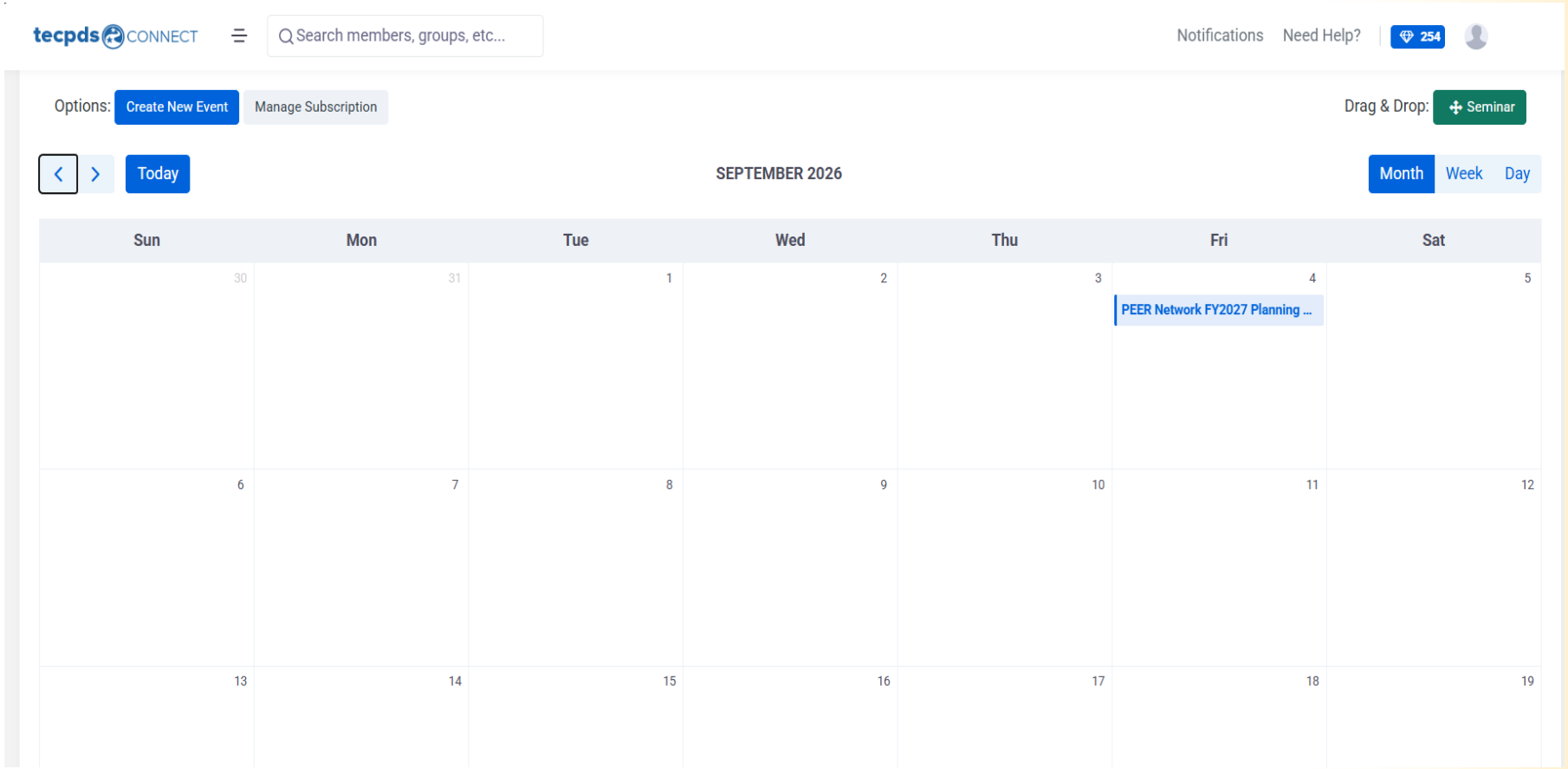
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TECPDS Connect Documemnts



https://connect.tecpds.org/member/dashboard

TECPDS Connect Calendar



https://connect.tecpds.org/member/dashboard

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Questions?

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Thank you

Takoya Tillery

Takoya.Tillery@hhs.texas.gov





Updates from TELC Members

TWC Updates

Early Childhood Professional Development Scholarship Grant

- Grantee: Children's Learning Institute (CLI) at UTHealth Houston
- Award: $3.5 million
- Supported Pathways:
  - Child Development Associate (CDA) Credential
  - Associate and Bachelor's Degrees
  - Registered Apprenticeship Programs

Rule Updates - Child Care Services

- Child Care Fraud Rule Changes – Effective June 8, 2026
  - Boards conduct onsite monitoring
  - Clear actions to take when fraud is discovered
- Child Care Services Rule Changes – Effective October 1, 2026
  - Priority Groups
  - Protecting PII
  - Clarifications on 12-month authorization & Provider Payments
  - Automated Attendance

Rule Updates – Texas Rising Star

- Texas Rising Star Rule Changes – Effective November 1, 2026
  - Licensing Compliance & Probationary Revisions
  - Facility Changes
  - Texas Rising Star Mentor Qualifications
  - Centralized Assessment Entity (CAE) Timeline

Texas Early Learning Interagency Collaborative Symposium Update



- **10:15 – 11:30 AM** Sharing the Load: Strengthening Support Through Shared Responsibility
- **11:30 – 1:00 PM** *Lunch Break*
- **1:00 – 2:30 PM** Strengthening Partnerships: Child Care Regulation & Texas Rising Star
- **2:30 – 3:45 PM** Breakout Activity

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Child Care Regulation Legislative Changes

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Search Engine for Multi-Agency Reportable Conduct (SEMARC)

Purpose of SEMARC

SEMARC
Search Engine For Multi-Agency Reportable Conduct

SEMARC: Search Engine for Multi-Agency Reportable Conduct

- Senate Bill 1849, 88th legislative session
  - Health and Safety Code Chapter 810
  - Human Resources Code 42
- What is SEMARC?
- How are SEMARC results used?
- HHSC CCR implemented SEMARC background checks on 9/1/2026.

Participating Agencies and Reportable Conduct

- Participating agencies:
  - Texas Health and Human Services Commission;
  - Texas Education Agency;
  - Texas Department of Family and Protective Services;
  - Texas Juvenile Justice Department; and
  - the comptroller of public accounts.

- What is reportable conduct?

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Human Resources Code Chapter 42

Sections 42.056, 42.159 and 42.206 were all amended to include: "the interagency reportable conduct search engine established under Chapter 810, Health and Safety Code" as part of a required background check.

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Texas Administrative Code §745.675 – SEMARC Rule

SEMARC findings of physical abuse, sexual abuse or inappropriate sexual conduct will result in an ineligible status.

SEMARC findings of neglect, emotional abuse, verbal abuse, psychological abuse or financial exploitation will require a Risk Evaluation.

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Policy and Rules Update

88th Legislative Session

SB 593 Recommendation 2 and Rider 165 (89th legislative session) - Streamline Minimum Standards

- TAC Chapter 749, Minimum Standards for Residential Child Care,
  - Kinship Foster Home rules effective November 6, 2025
  - Foster Home rules effective August 10, 2026
  - CPA Administrative Rules goal effective date January 2027
  - General Residential Operations goal effective date November 2027

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89th Legislative Session

26R028 HB 3597 Exemptions and Public Hearings rule & HB 4529 Federal/Military Child Care Licensing

- Effective 7/20/2026

HB 2789, Section 5, Initial Permit Duration, TAC Chapter 745

- Public comment period ended 9/28/2026

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89th Legislative Session – HB 2789

HB 2789, Section 4, Liability Insurance for Listed Family Homes – Chapters 742

- Public comment period ended 9/21/2026

HB 2789, Section 3 Liability Insurance, excluding Listed Family Homes, TAC Chapters 746, 747, 748

- Public comment period ended 9/28/2026

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89th Legislative Session – HB 2789 continued

HB 2789, Section 9, Vision and Hearing Screening, TAC Chapters 746, 747

- Public comment period ended 9/28/2026

HB 2789, Section 2, Tuberculosis Screening Requirements, TAC Chapters 744, 746, 747, -8/28-9/28/26

- Public comment period ended 9/28/2026

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89th Legislative Session – SB 1619, HB 163, SB 255

SB 1619 & HB 163 Epinephrine Delivery Systems, TAC Chapters 744 and 746

- Public comment period ended 9/28/2026

SB 225, Section 8 Child Care Home requirements, TAC 742 & 747

- Public comment period ended 9/28/2026

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Pre-Permit Inspection Findings

Pre-Permit Inspection Findings - Background

- Effective Date: July 6, 2026
- Purpose: Implements Recommendation 6 from the Public Consulting Group's (PCG) independent third-party assessment required by SB 593:
  - "PCG recommends that HHSC terminate the practice of issuing citations to entities that are in the application/approval process."
- What Changed: CCR staff now document concerns identified during application inspections and related follow-up inspections as Pre-Permit Findings rather than citations.

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Pre-Permit Inspection Findings - Why

Why the change was needed:

- The updated process provides a consistent way to document concerns, communicate expectations, provide technical assistance, and track corrections during the application phase.
- CCR no longer issues citations for concerns identified during application inspections or related follow-up inspections before issuance of the initial permit.

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Pre-Permit Inspection Findings - How

How the process works:

- Staff document each Pre-Permit Finding in the application inspection.
- Staff provide and document technical assistance for each finding.
- Follow-up activity is documented with the inspection.
- Findings must be corrected before CCR determines the operation is ready for an initial permit.

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Pre-Permit Inspection Findings

Pre-Permit Findings:

- Are not citations.
- Do not result in due process.
- Do not replace an investigation when one is required.

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Pre-Permit Inspection Findings - Continued

Situations handled outside of this process:

- The operation is providing care without a permit.
- There is an immediate risk to the health and safety of children.
- The operation refuses to comply with CCR's statutory authority or regulatory requirements.

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Thank You

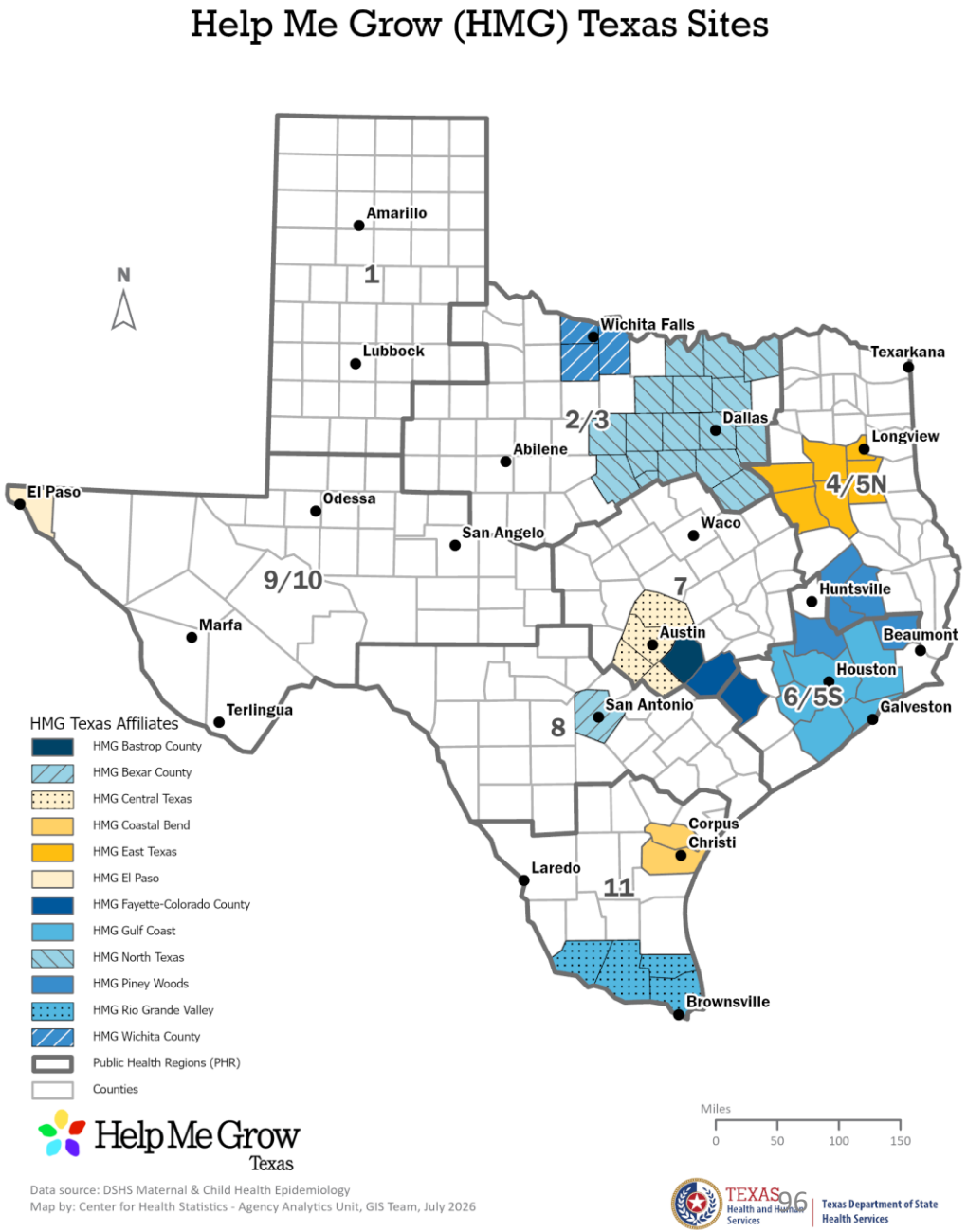
Early Childhood Intervention Update

Meghan Young,
Early Childhood Intervention Director

TEXAS Health and Human Services | Texas Department of State Health Services

Help Me Grow (HMG) Texas Sites

- In Fiscal Year 2026, HMG Piney Woods expanded their coverage to an additional 4 counties.
- HMG Texas is now serving 54 counties



Texas Education Agency

TEA Updates

Prekindergarten Intermediaries Announced (H.B. 2)

- Prekindergarten Partnerships | Texas Education Agency

Intermediary	ESC Regions Served	Contact email
Child Care Associates	10 & 11	PreK@childcareassociates.org
United Way of Greater Austin	13	ELAC@uwaytx.org
Texas A&M University System	All	prekintermediary@tamus.edu
Educational First Steps	10 & 11	prekintermediary@educationalfirststeps.org
Neighborhood Schools, Inc.	4, 5, & 6	mfeinberg@txsvf.org

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

Governor's Task Force on Early Childhood Education and Care

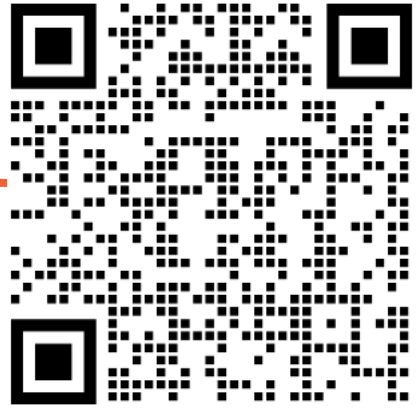
Task Force Overview

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.

Texas Education Agency

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







Additional Updates from TELC Members

Upcoming Early Childhood Events

- Quad Agency Child Care Initiative Meeting
  October 26, 2026 3 p.m. - 5 p.m.
- 2026 TXAEYC Annual Conference
  November 5-7, 2026
- **2027 TELC Q1 Meeting**
  February 18, 2027
- Save the Date: Quad Agency Child Care Initiative 2027 Meetings
  March 25, July 15, November 18 (9 a.m. - 11 p.m.)
- 2027 Texas Rising Star Conference Dates Announced – *by invitation only for Texas Rising Star programs*
  January 12, July 11, August 3,

Adjourn

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

www.earlylearningtexas.org/

Next meeting: February 18, 2027 from 11am to 1pm