

State Advisory Council on Early Childhood Education and Care

Public Meeting

November 3, 2010

Council Attendance: Brown, LaShonda; Capello, Mary; Cody, Deborah; Day, Gina; De Hoyos O'Conner, Ana; Enriquez, Blanca; Gasko, John; Cardenas Hagan, Elsa; Hobbs-Lopez, Angela; Rasco, Sasha; Shiver, Elaine; Wedel, Kim; White, Quincy; Whitcamp, John

Guest Attendance: Miller, Reagan; Paver, Rhonda; Sosa, Dianna

Facilitators and Staff Attendance: Bates, Jim; Hoff, Miranda; Titcombe, Donald Walters, Dan

1. Call to Order – J. Gasko
2. Introductions – D. Walters
3. Overview of Goals – D. Titcombe
 - a. Review of Federal Legislation
 - b. Review of Council Member Representation
 - c. Introduction of SAC New Hires
 - d. Overview of Council's Conceptual Framework
 - e. What will the Council do?
 - i. Significant number of projects will be conducted
 - ii. Work to create new resources and tools to support school readiness in Texas
 - f. Council Goals and Objectives
 - i. Parental Outreach and Communication
 1. RFP – needs assessment
 2. RFP – outreach and informing efforts
 - ii. Early Childhood Workforce and Professional Development
 1. In-House and RFP – career development system
 2. In-House and Committee – career lattice
 3. RFP – wage comparability study
 4. In-House and Committee – articulation agreements
 - iii. Collaboration and Standards
 1. In-House – develop web-based integrated early learning standards
 2. RFP, In-House, and Committee – develop early learning guidelines for infants and toddlers
 3. RFP, In-House, and Committee – Develop a Licensed Child Care Home (LCCH) training and mentoring pilot
 - iv. Data and Quality Rating System

1. RFP and In-House – Research data and quality rating systems and make recommendations
2. RFP – Develop an Integrated Data Collection System
- g. Your Feedback is Welcome
 - i. SAC Contact
 1. Don Titcombe (Donald.A.Titcombe@uth.tmc.edu)
 - ii. Follow-up
 1. Website coming soon
 2. Facebook coming soon
 3. Twitter coming soon
4. Invited Testimony
 - a. Brian Rawson, Texas Education Agency (TEA)
 - i. Texas Student Data System
 - ii. Statewide Longitudinal Data System
 1. Build a platform to deliver relevant and actionable data back to educators
 2. Alleviate data collection burden
 3. Improve data quality
 4. Integrate key data into TEA's P-20 data warehouse to better understand students' preparedness to contribute to the 21st century workforce
 - iii. Additional detail can be found here:
www.texasstudentdatasystem.org
 - iv. This will be an open source system
 - b. Kara Johnson, Texas Early Childhood Education Coalition (TECEC)
 - i. The purpose of my remarks is to talk to you about how the goals and objectives of the Council align with the goals and objectives of the Texas Plan.
 - ii. Each of the goals and objectives outlined in the grant is in the Texas Plan.
 - iii. The goals and the objectives of the grant take it a step further in some areas, particularly the integrated data system.
 1. This is one of the hardest and most complex issues
 - iv. Another area of focus that appears in both the grant and in the Texas plan is the focus on improving existing standards
 1. Linking infant and toddler guidelines to existing 4-year-old public school prekindergarten guidelines
 2. Improve existing standards and guidelines across all institutions in order to support the needs of children who are English Language Learners
 3. Improving existing standards and guidelines for children with special needs
 - v. TECEC's Legislative Agenda
 1. Protect, protect, protect

- a. Prekindergarten Early Start (PKES) (Article III Rider 45)
 - b. Texas School Ready! (Article VII Rider 27)
 - c. Early Childhood School Readiness Program (Article III Rider 41)
 - d. Texas Higher Education and Early Childhood Education Development Project
 - e. Enhanced Reimbursement Rates for Child Care Providers Participating in High Quality Initiatives
 - f. Half-day State Funded Pre-k Program
 - g. Home Visitation Programs
- 2. Reform Child Care Subsidy System
- 3. Support Revenue-Neutral Quality Reforms
- c. Bill Hammond, Texas Association of Businesses
 - i. Represents businesses across Texas
 - ii. Quality Pre-k is a prerequisite for success
 - iii. Currently, the dropout rate for minorities in Texas high schools is 50 percent
 - 1. Emphasis needs to be placed on quality programs and services during the early years
 - iv. There needs to be an increase in accountability for programs and services across the state
 - v. Tax dollars should be limited to quality programs
 - vi. Encourage local boards to list quality indicators for childcare programs
 - vii. Quality indicators should be tied to childcare subsidies
 - viii. Need to do a better job of ensuring that taxpayer dollars are spent on quality programs, even if that means limiting enrollment
- d. Susan Dawson and Laura Koenig, E3 Alliance
 - i. Background on E3 Alliance
 - ii. Recognizing school readiness
 - 1. At the community level
 - a. Holistic measures
 - b. Diverse stakeholders
 - c. Data systems
 - 2. At a provider level
 - a. Establishing common standards / expectations – taskforces, workgroups, research
 - b. Regulations
 - c. Professional development
 - d. Response to intervention
 - 3. At the family level
 - a. Establishing common standards / expectations – focus groups, taskforces, surveys, research

- b. Awareness / Outreach – public information campaigns
 - c. Parent information and supports
 - 4. Developing Holistic Measures to Support Readiness
 - iii. Measures of school readiness
 - 1. Continuum of cradle to career
 - a. Soft skills
 - b. Academics
 - 2. Developmentally appropriate
 - 3. Baseline quality to support readiness
 - 4. Related critical success factors
 - iv. Needs assessments
 - 1. Work support – waitlists, surveys, focus groups
 - 2. Transition out of poverty – community support / funding
 - 3. Enrichment
 - 4. Education / preparation for school
 - v. Gap analysis
 - 1. Matrix of service provision
 - 2. Classified by need
 - 3. Location
 - 4. Percent of need being met
 - vi. Factors that influence access
 - 1. Affordability
 - 2. Location
 - 3. Transportation
 - 4. Time / duration
- e. Sul Ross, Collaborative for Children and TACCRRRA
 - i. 6 local agencies that comprise the TACCRRRA
 - 1. All are affiliated with NACCRRRA
 - 2. Agencies provide childcare resources and referrals to parents
 - ii. Collaborative for Children has worked with families, childcare educators and community leaders for 23 years
 - iii. In partnership with the Gulf Coast Workforce Board and United Way of Greater Houston’s 2-1-1 Texas service to provide seamless support to families who call 2-1-1 seeking assistance in finding childcare
 - 1. QualiFind was added in 2009 to provide “consumer reports” type information on six quality indicators for area childcare centers and pre-k programs
 - iv. Family Child Care Needs and Barriers
 - 1. Affordability
 - 2. Schedule
 - 3. Convenience
 - 4. Quality

- v. Increased interest from parents in evening and weekend care
- vi. Transportation is a barrier to accessing quality ECE
- vii. Parents are expressing concerns about: school readiness, ratios and group sizes, teacher qualifications and compliance with licensing standards
- viii. Increased concern about safety
- ix. Assessing the needs of parents
 - 1. Online surveys
 - 2. Focus groups
- f. Cleo Rodriguez, Raising Austin
 - i. Raising Austin provides support for all aspects of quality care and education for all infants and toddlers in Texas
 - ii. Raising Austin supports the efforts of the Council to develop early learning guidelines
 - 1. It will be critical to assemble representatives from families, early head start, pre-k, early care and education programs, researchers, advocates, and early intervention
 - iii. We need programs and services that support and respect teachers
 - 1. Improve compensation for teachers
 - iv. Importance of engaging infants and toddlers in programs and services
 - 1. These environments help to define school readiness for kids
 - 2. An environment that will be all inclusive of children regardless of backgrounds
 - v. All infants and toddlers need access to strong, affordable childcare programs and services
 - vi. School readiness will not be achieved without a focus on quality care and programs for infants and toddlers
- 5. Public Testimony
 - a. Jackie Taylor, Texas Association for the Education of Young Children (TAEYC)
 - i. Supportive of the efforts of the council
 - ii. Quality Rating and Improvement System
 - iii. Research clearly shows that when teachers have the appropriate training then they can offer better programs and services to children
 - iv. The career lattice will be very effective in the professional development efforts
 - v. TAEYC has secured a scholarship program to fund programs across the state to provide ECE professionals with professional development and training

- vi. TAEYC supports the work of the council and would like to serve as a resource
- b. Manda Lopez Klein, Teaching Strategies
 - i. Advocate for the most vulnerable populations
 - ii. Support a comprehensive data system that is all inclusive of all childcare delivery programs
 - iii. Working in the Permian Basin and Houston area to provide facilities with additional funds to improve the quality of programs and services
 - 1. Opportunity to provide resources to programs and services that desperately needs assistance
 - iv. Publishing a guide in the Spring about raising dual-language learners
 - v. Need to develop comprehensive guidelines for early learning programs and services
- c. Jennifer Crookham, South Plains Community Action Association (SPCAA)
 - i. Serves 1300 kids in 10,000 square mile area covering 12 counties in west Texas
 - ii. Office of Head Start requires programs to have 10 percent of their enrollment be children with disabilities – that 10 percent must be diagnosed by the local education agency (LEA) or Part C agency and have a valid individualized education plan (IEP) or individualized family service plan (IFSP)
 - iii. There seems to be incongruity between Texas Education Agency (TEA) and Head Start guidelines
 - 1. Several LEAs have expressed that they feel pressure from TEA to diagnose fewer children and utilize Response to Intervention (RTI)
 - 2. IEPs are not written for children in RTI, which causes those children not to be counted toward the 10 percent Head Start requirement
 - iv. SPCAA is also concerned that RTI, particularly, in the SPCAA service area, causes delays in more intensive services necessary when disability concerns are identified
 - v. SPCAA has also seen a discrepancy between what Part C agencies and Part B agencies (LEAs) are willing or able to diagnose.
 - 1. Several children come into Head Start programs with IFSPs that ended when the children turned 3.
 - 2. The LEAs often do not diagnose these children with needing disability services.
 - 3. Because there is no IEP, these children do not count toward the 10 percent requirement.
 - 4. This makes it difficult to fulfill the federal requirement and adversely affect the continuity of care.

- d. Clayton Renfroe, Imagine Learning
 - i. Imagine Learning, Inc. provides high quality computer programs designed to teach complete literacy and English language development, supported by 12 languages for early childhood education through 8th grade
 - ii. The state of Utah recently adopted Imagine Learning English statewide
 - iii. Early literacy is the key to all students' academic success in all curriculum areas
 - iv. Imagine Learning has been recognized for literacy with language support
 - v. Imagine Learning offers high quality technology to supplement early childhood learning in the classroom
- e. Meena Chintapalli, MD, A thru Z Pediatrics
 - i. Brain Networks, Behavior and Impact on Education
 - 1. The importance of high quality programs for young children
 - 2. Brain development starts in infancy
 - ii. Key to success is involving parents
 - iii. There needs to be a focus on the individual child
 - iv. 0-3 is the most important group to focus on
 - v. Work together with groups like Head Start to get the message to parents, families and communities