

Public Meeting

June 30, 2023



T E X A S
EARLY LEARNING
C O U N C I L

Welcome!

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

Members of the public are still able request to provide oral public comment today by emailing their request to megan.schneider@tea.texas.gov. 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. April 2023 Minutes Approval
3. Public Comment
4. Preschool Development Grant Birth through Five Needs Assessment Findings Presentation 1: Early Childhood Workforce
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.
- Work group members may ask questions after each speaker concludes.

Preschool Development Grant Birth through Five

Texas Early Learning Council members will receive regular updates regarding the outputs of the needs assessment and will guide the strategic planning process.

Date & Time	Topic	Meeting Details
June 30	Present needs assessment findings on the early childhood workforce	Virtual, 2 hours
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July 21	Present needs assessment findings on early childhood coalitions	Virtual, 2 hours
August 16	Strategic planning meeting 2	In person*, 1 day
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*will be held in Austin

Preliminary Workforce Needs Assessment Results

Preschool Development Grant
Birth to Five

Questions, clarifications, or discussion

Contact:

- Dorothy Mandell, PhD

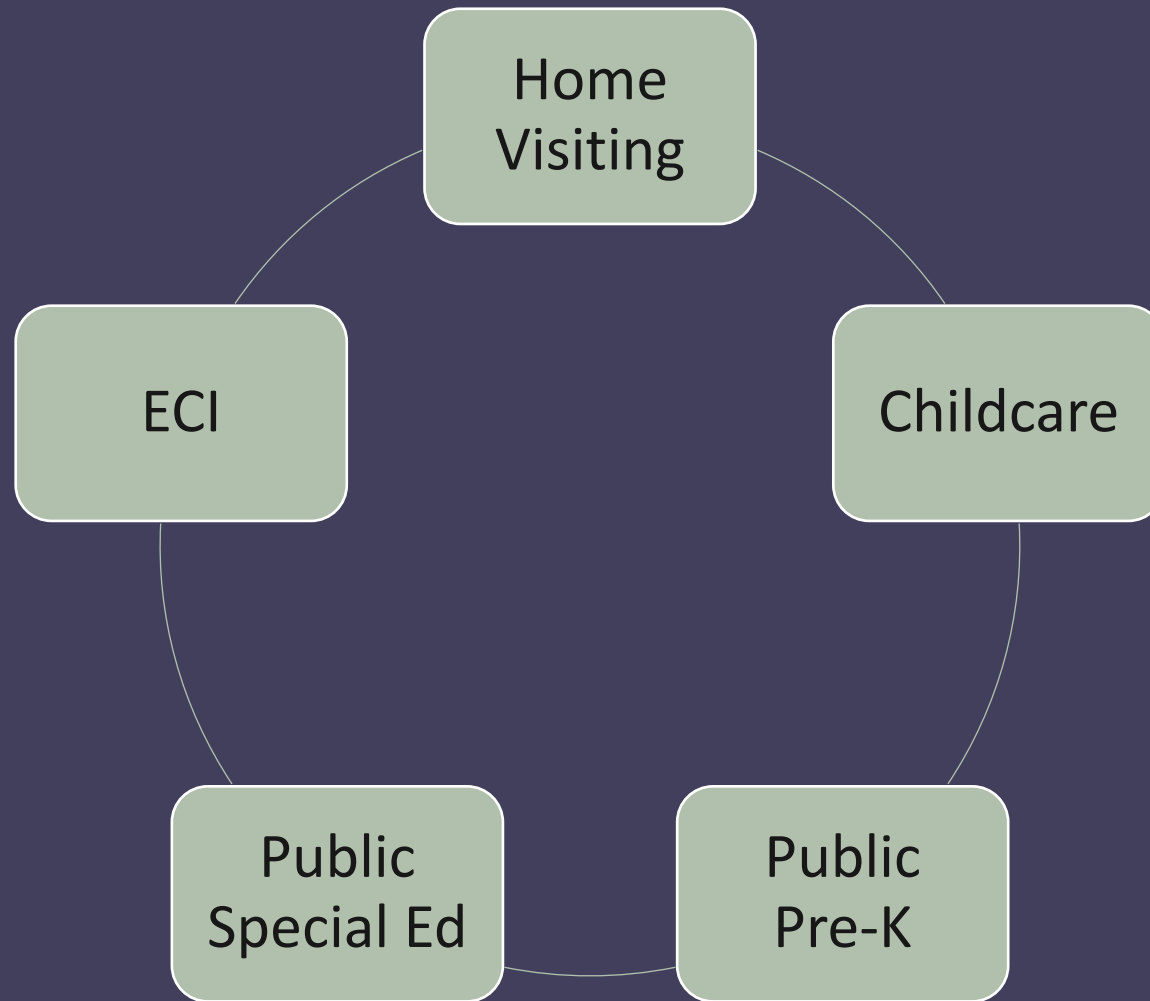
Dorothy.j.Mandell@uth.tmc.edu (or) dmandell@utsystem.edu

- Kathy Buek, PhD

kbuek@utsystem.edu

Special thank you to Natalie Poulos, PhD RD

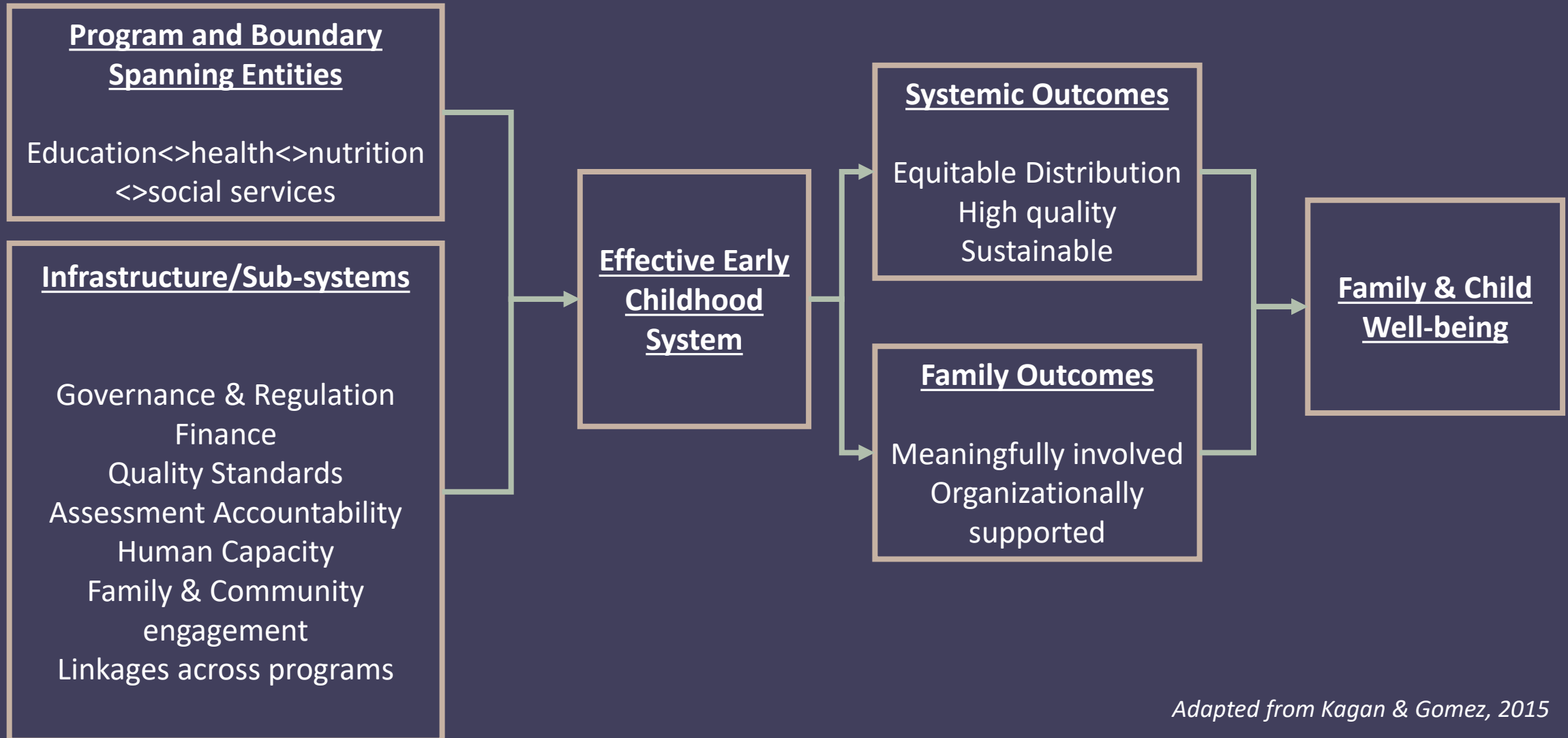
Who is the early childhood workforce?



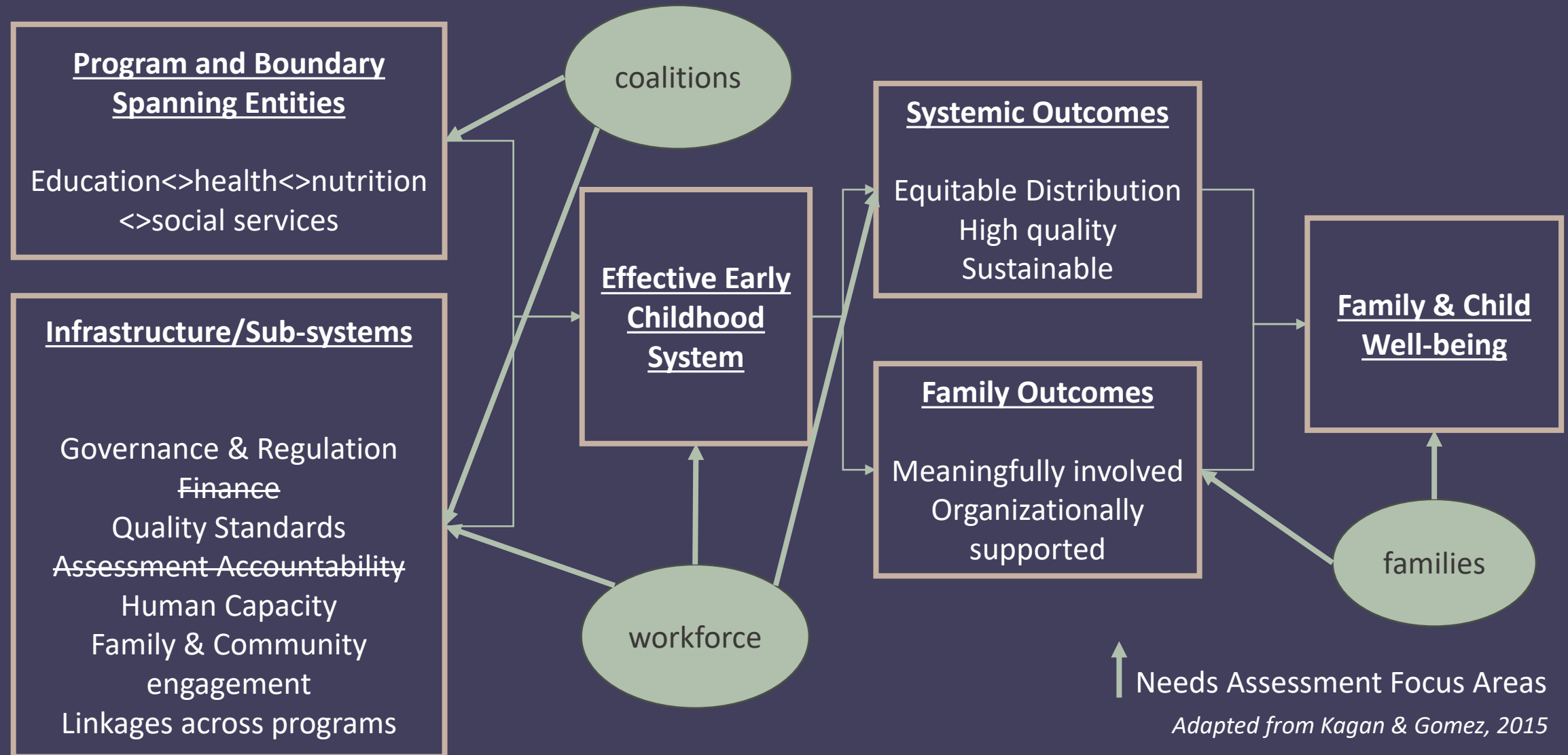
The focus of sustaining and recovering the early childhood workforce



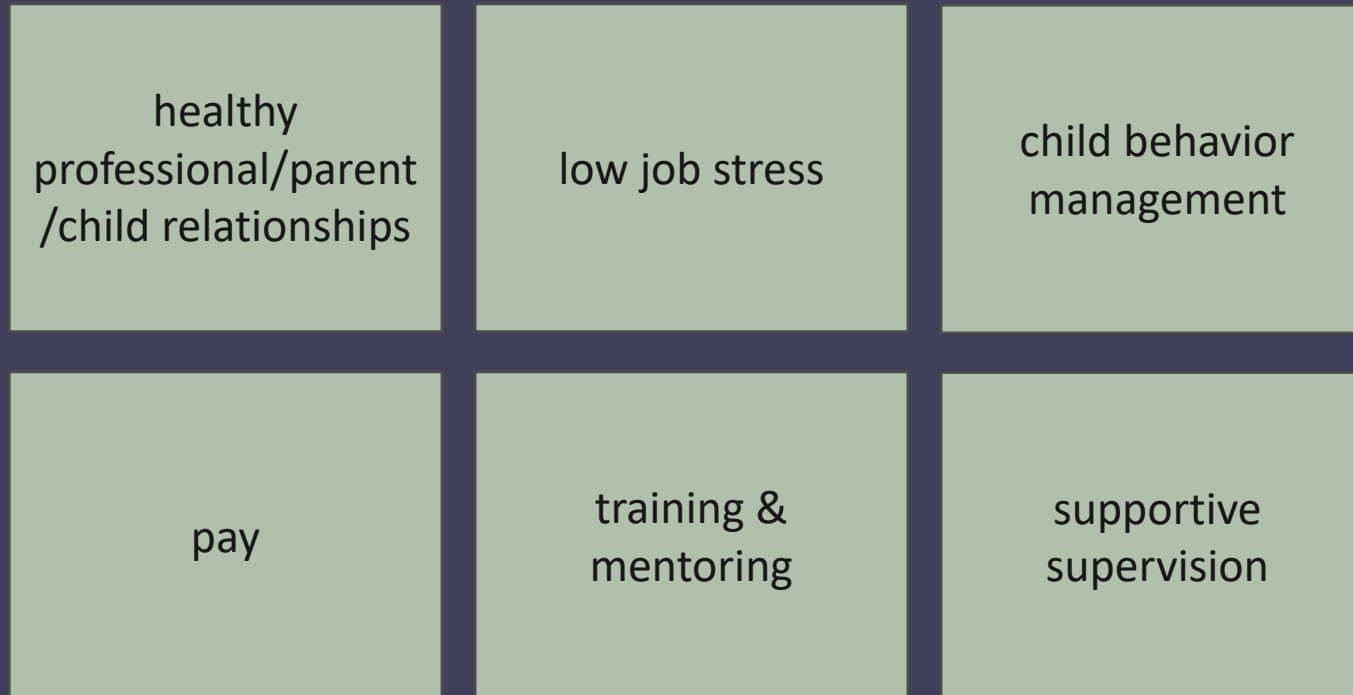
High quality early childhood system



Needs Assessment Focus



Components of a sustainable early childhood workforce



Needs Assessment: Mixed Methods

- Interviews with child care directors
 - 15 interviews
 - Amarillo (2), Austin (2), Boerne, Dallas (2), El Paso, Fort Stockton, Georgetown, Houston, San Antonio, Tyler, Waco, Wichita Falls
 - 10 rising star; 4 working towards, 1 not participating
- Survey of workforce
 - All ECI agency directors recruited and asked to include 4 therapist
 - 208 child care centers & home-based care directors and asked to include 2 child care staff
- Analysis and use of existing reports

Commonalities across the system



pay

- Use of incentives/stipends and one-time payments
- Local agency/organizational-level decisions on compensation
- Disparities within sectors based on funding source for the program

Childcare and select home visiting models

pay

- Large within sector variations in compensation
 - “You're having to encourage your teachers to invest in CDAs. That's money. And then you can lose the teachers because they now have a CDA and they can go to Head Start and make way more money than they're making at your center.”*
 - Child care director*
- Home Instruction for Parents of Preschool youngsters (HIPPY)
 - 48% of home visitors have a household income less than \$40,000
 - 42% said pay was their top work stressor (compared to 30% in PAT)

Getting training

training &
mentoring

- 91% of Texas Rising Star directors have a TECPDS account and a CLI Engage account
 - Workgroup Recommendations to Inform the 2022 Child Care Workforce Strategic Plan
- TECPDS account – 57% of childcare respondents and 13% of ECI
 - Preliminary results from NA Workforce Survey
- 35% of childcare respondents do not get paid for their training hours
 - Preliminary results from NA Workforce Survey

Training Modalities in Child Care

training &
mentoring

- Within center mentoring
- Lunch and learns
- Paid in-service
- TRS mentors

"I would love my teachers to be able to go and shadow Head Start...shadow how those teachers teach. Because the most benefit I've ever been able to receive are those teachers that I get for a little bit of time when they're not in school. They get to come and shed light and inspiration and, "Hey, this is what we do at school. Hey ..." It helps significantly. It sets them up for success. It gives them a different perspective and it's just nothing but just all the little details and things like that that they see on a daily basis that they can give."

-Child care director

Training wants

training &
mentoring

- Business development

“My wish, or my hope or whatever would be allow... be able to increase my capacity for children so that way, I could generate revenue or generate the funds and assets so that way, I can open up my own daycare center... There's no organization or entity that does that. I'm basically on my own to find a place, find the funding, figure out how to pay for it, figure out all the stuff that goes into it, and things like that. So having a model or a business plan that's already created for a daycare with things that you need. Here's all the things you need to run a daycare center. Here's all of them. Here's a list of it. Here's the companies that you need to contact. “

-home-based care provider

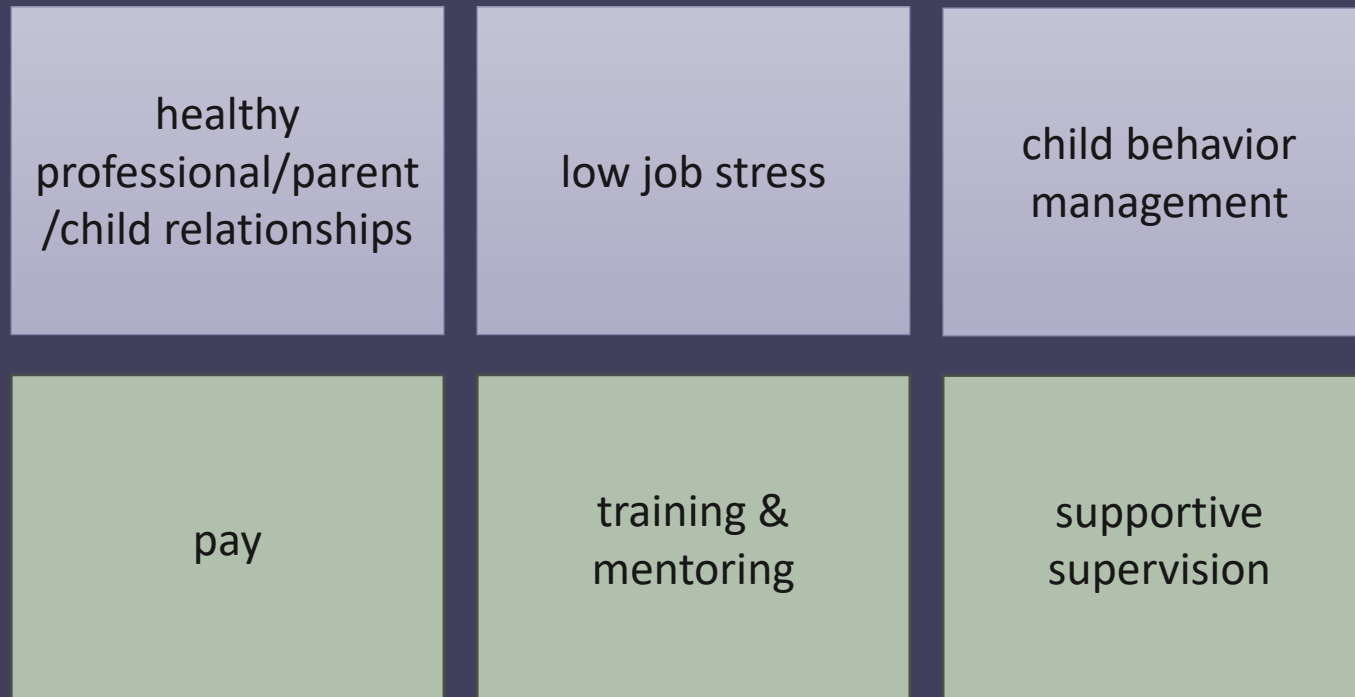
- Peer-to-peer learning opportunities

Training wants

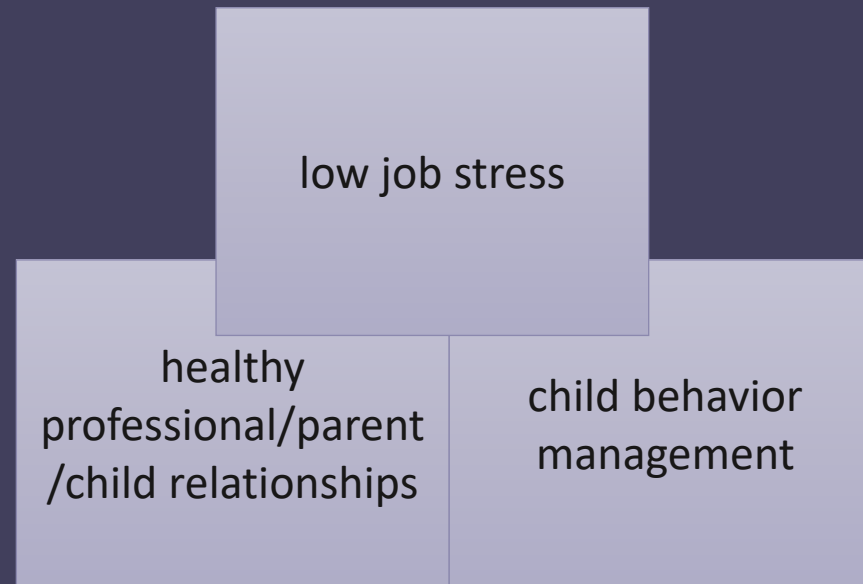
- 60% addressing challenging behaviors
- 37% child growth and development
- 22% responsive interactions and guidance
- 20% supporting children with special needs

-Preliminary results from NA Workforce Survey

Components of a sustainable early childhood workforce



Components of a sustainable early childhood workforce



Healthy relationship: Communication

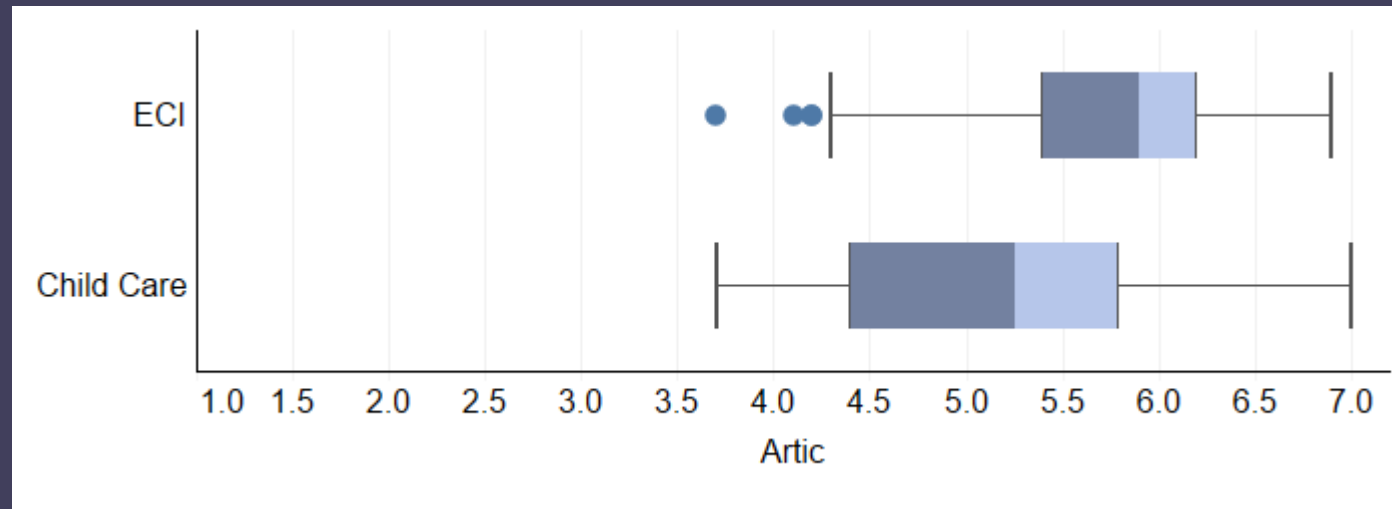
Percent of providers who feel comfortable discussing a child's...

	Child Care	ECI	Home visiting*
Physical health or development	83	96	
Positive behavior	83	95	
Social or emotional difficulties	83	94	
Learning difficulties	<u>77</u>	96	<u>62</u>
Eating habits	81	94	
Challenging behavior	83	91	
Disciplinary strategies	<u>74</u>	88	
Hygiene	<u>69</u>	<u>72</u>	

*questions worded differently for home visiting
-Preliminary results from NA Workforce Survey

Healthy Relationships: Trauma sensitive attitudes

- ARTIC (Attitudes Related to Trauma Informed Care)
 - *Children could behave better if they really wanted to.*
 - *The unpredictability and intensity of work makes me think I'm not fit for this job*
- Child care: mean score= 5.2
- ECI: mean score= 5.7
- Home Visiting: Mean score = 4.4 (adjusted)*

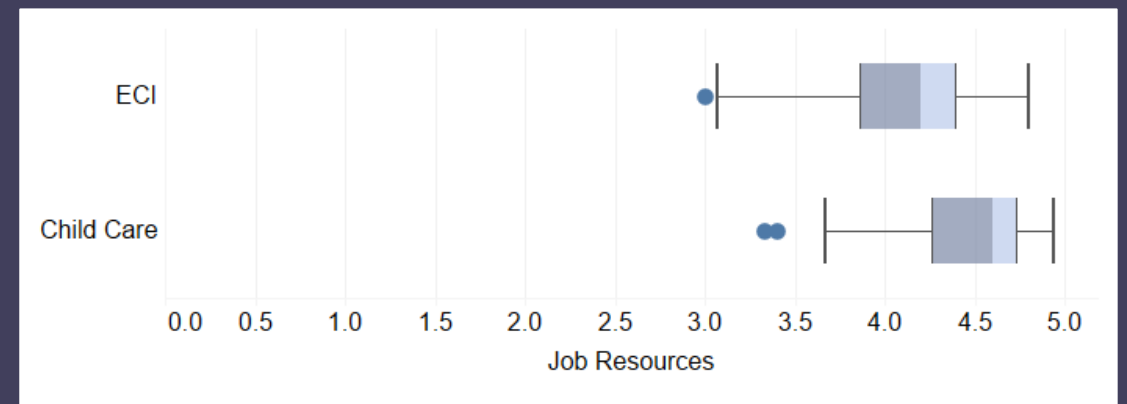
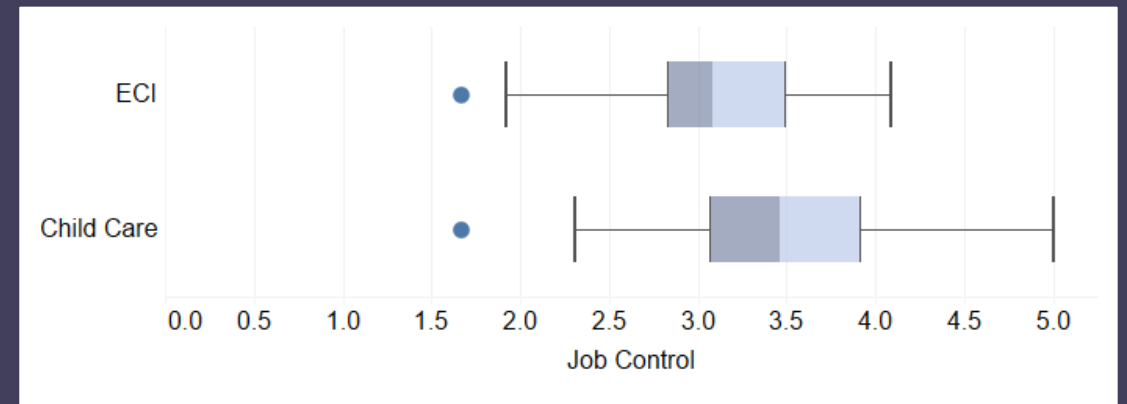
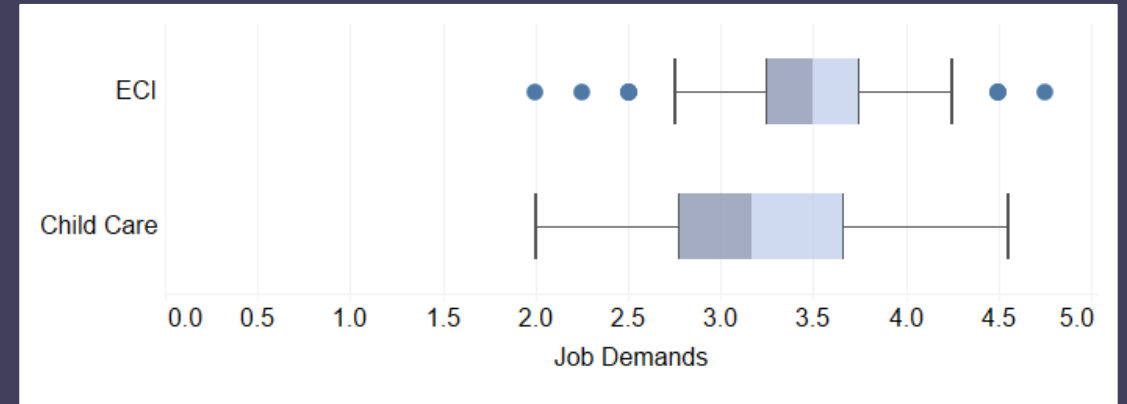


*Home visitors were asked these questions about parents/clients
- Preliminary results from NA Workforce Survey

Job stress

- Adapted Job Stress Inventory: Curbow et al, 2000
- Job stress is high for child serving sectors (job demands & control)
 - *Children have behavior problems that are hard to deal with.*
 - *Getting the parents to work with you on a behavior problem.*
- Reward/fulfillment is high for child serving sectors (resources)
 - *I know that I am appreciated by the parents.*

- Preliminary results from NA Workforce Survey



Job stress reduction in child care: lower ratios

"...who on God's green Earth would think that one person could handle 10 to 12 two year olds by their self? 16 to 18 three and four year olds by themselves? And say that that's a licensing ratio. "Oh, this is good by the state. You can handle it." No, you can't handle that."

"Let's say my three-year-old room, they can have one to 15, but we have two to 15, so we don't have to provide that extra teacher, but we do... We feel like if we keep our ratios lower, then it alleviates a lot of the behavioral issues and teacher burnout."

"When a lot of our teachers have come to us that have been at previous childcare centers, they love that we have low ratios."

"Again, I'm thankful that we have low ratios when we get together with other directors (...), and we see how maxed out their classes are. So of course their teachers are stressed out and calling in and not coming back. And that's everything that we're trying to prevent."

Child Behavior Management: Return from COVID

- 60% of child care respondents want more training focused on addressing challenging behaviors

“So definitely in kids in the beginning like 2021, a lot of the COVID babies who then came to us when they were one, one and a half, it was so hard just with their separation anxiety and so many of them just cry. It was a month straight of crying. There's already going to be separation anxiety. That's totally normal. This was to an extreme that I'd never seen before where it was a month of just crying straight and we would have to do half days because it was not only we were like, this isn't healthy for the kids, but also for the other teachers and for the rest of the class. It was so stressful on all of them.”

Child Behavior Management: persistent executive functioning

“And I don't know if it's pre Covid to now, or when we were little compared to now. I don't know. I don't know. But now you see a lot of, oh, I don't know, hyper. You see a lot more kids with ADHD and any type of behavioral issues, you see a lot more now. And like I said, I don't know if it's because pre covid, I don't know. I don't know, to be honest with you. It's just you see it a lot. A lot. Common things would be, can't focus. Just the hyper, all over the place, jumping up and down, jumping down the couches in the library. And then in that class, if you're doing morning circle and you have them all together and one takes off, well, you just lost everybody-”

“A hundred percent. I said if I was ever to go back to school for my doctorate, I would do a study on the post pandemic child, a hundred percent. There is a significant increase in... I want to say defiance almost, just behaviors. If there's a direction given it's either they tune it out, multiple repetitions of instruction and inability to do that executive functioning group activity sort of thing, because everything was so individualized and one-on-one. It's very hard, with some. With older ones where you expect them to have that ability, I feel like executive function has really decreased.”

Child Behavior Management: persistent emotional

“In my experience in my circle here and kind of the other directors I talk with, most people tend to feel that we are seeing an increase in, people call them behaviors, but essentially social emotional connections that are not meshing since COVID. Directors really feel like they are seeing kind of the COVID babies that were at home during a crucial part in their development and are now struggling to make those social emotional connections there.”

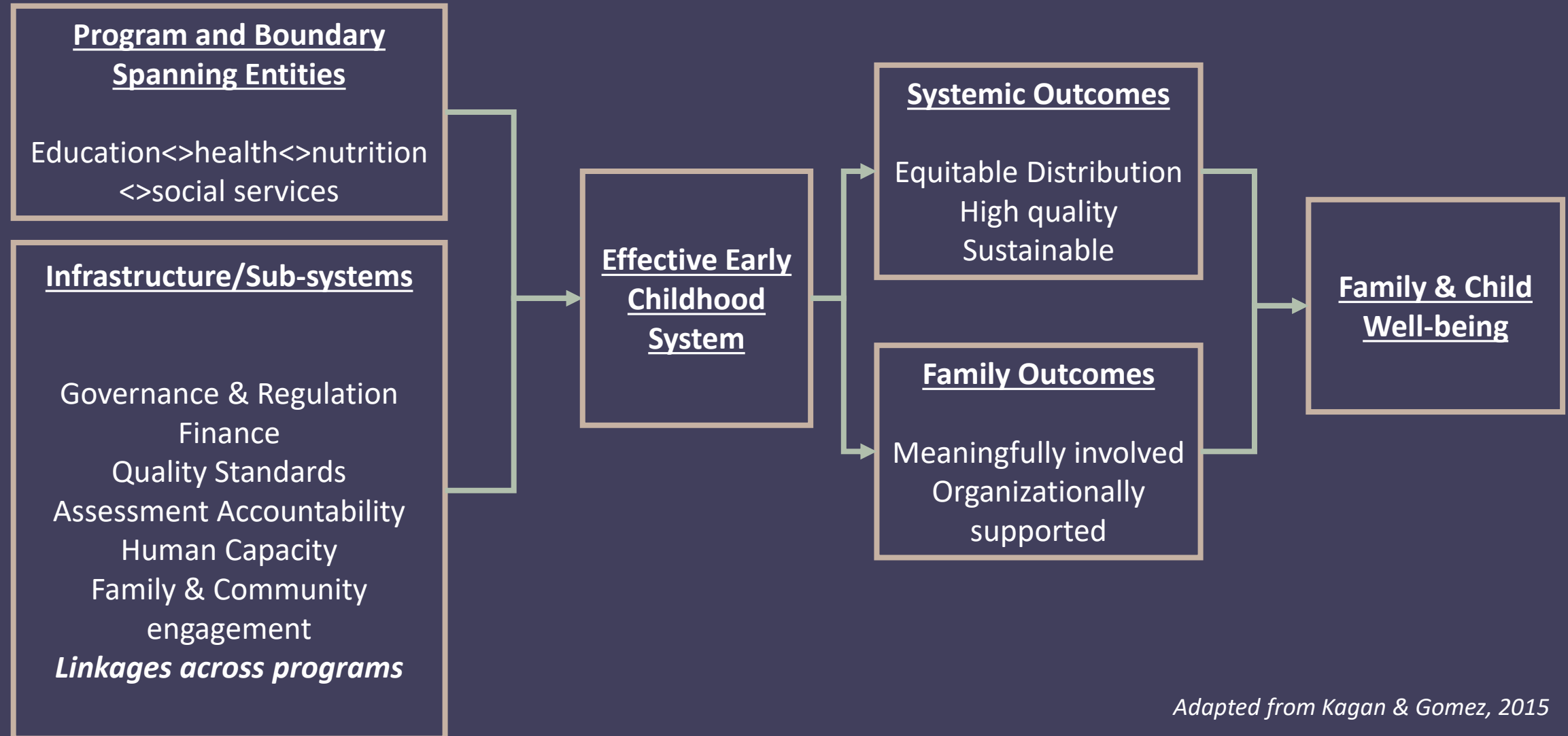
“So really in our three-year-old classroom, even some of our two-year-olds, you can tell that social-emotional area is the biggest area where we have to work with those children because they were at home. So they didn't get that time where they were working in small groups or centers with friends and having to make choices about sharing and those kinds of things. So that's really, I think, the area that is social-emotional, that's where we need to build up nowadays because they didn't get that unless they had siblings at home. They were really missing out on those social skills.”

Child Behavior Management: persistent aggressive behavior

“They are more physically aggressive than ever, they attack their teachers. And that is happening in every socioeconomic status. I saw it in my last school that was all lower income families that were receiving subsidized childcare from the state, and I have one subsidized family now. So even a higher social. We still have a child who hits her teachers and bites her teachers. And it is crossing genders. It used to really be focused primarily on boys. And I think we're seeing it across both genders, across different ethnic groups. It is definitely increased. The reason is going to be up to the researchers and who figures that out, but 100% we are seeing a lot more children throw furniture now. I mean, it's... Yeah.”

“Their response to everything is screaming or rolling on the floor, kicking and shouting and want to throw things around. Those are some real significant behaviors”

High quality early childhood system



Linkages between ECI and Childcare

- Childcare is facing behaviors and developmental delays at a scale they have not seen before
- Childcare is newly identifying profound needs among some 2.5- to 3-year-old children, and it can be a challenge to access assessments in this transition period between ECI and public school services

“trying to figure out who's going to support the child on which thing and then making it very streamlined. Because that was one of the concerns of the parent, is that she wasn't getting enough information from one group and then like, okay, well which group is doing this part for me? Which group is doing this part? ”

-director discussing a 2 ½ yr old with significant behavioral needs

- Childcare's understanding of and interactions with ECI was highly varied

Linkages between Child Care and School District

- Childcare's interactions with the school district was *highly* varied
- For behavioral assessments, most comments focused on the inconsistent and often long timeline for therapeutic services

Clear results

- Everyone in the early childhood sector is seeing more behavioral & developmental problems in children
 - Linkages between *child care, ECI, and public school* need to be stronger and less variable
- Child care wants MORE training focused on behavioral management
 - All sectors need more training on having hard conversations with parents
 - Parent facing sectors (home visiting) need more training on mental health and coping
 - Child care needs more training on behavioral interventions

Clear results

- Support of peer-to-peer training
- Decreasing job stress is a necessary component of employee retention
- There is large variation in the early childhood setting related to use of and attitudes toward evidence-based best practices
 - Trauma Informed Practice
 - Mindfulness
 - Partnering with parents



Updates from TELC Members

Preschool Development Grant Birth through Five

Reagan Miller, Texas Workforce Commission

We look forward to our first strategic planning meeting on July 10.

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Early Childhood Special Education Update

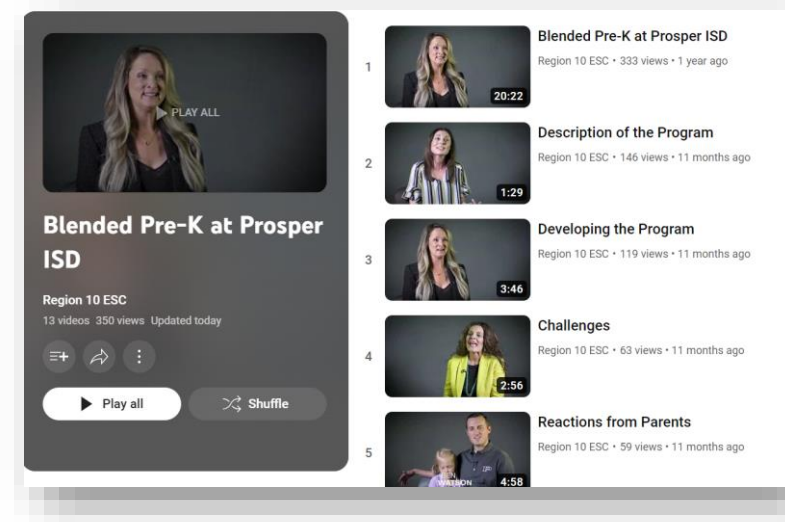
Terrie Breeden, Texas Education Agency

[Blended Pre-K at Prosper ISD](#)

This video series follows Prosper ISD's journey to expanding their Early Childhood Special Education continuum of services. The road started with a request for support from Prosper ISD to the Region 10 ESC to open one blended classroom. Seeing the importance and impact of inclusion in early childhood led to 17 additional inclusive settings for Prosper ISD's youngest learners.

Through a collaborative effort with the Region 10 ESC the district visited other campuses, researched funding options, discussed budgets, and made plans to open additional blended classrooms. The journey will continue as the district opens their first Early Childhood Center in '23-'24 which will include a continuum of inclusive settings.

The video series shares this experience through the lens of parents, teachers, and administrators.





Updates from TELC Members

Events

[Region 6 Head Start Association](#), July 17-21 (New Orleans)

[National Shared Services Conference](#), October 2-4 (Phoenix AZ)

[Help Me Grow National Forum](#), October 11-13 (Ft. Worth) and
October 17 (virtual)

[Partners in Prevention Conference](#), November 14-16 (Austin)

Adjourn



T E X A S
EARLY LEARNING
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Next meeting:

July 10, 2023

8:30am – 12:30pm CT