Welcome!

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

All attendees are muted upon entry.

If you are having any connectivity issues, you can call into the meeting instead.
Number: 346-248-7799
Access Code: 811 3973 2159#
1. Call to Order
2. September 2021 Minutes Approval
3. Public Comment
4. Strategic Plan
5. Federal Stimulus Funding Update
6. Updates from TELC Members
7. Upcoming Early Childhood Events
8. 2022 Meeting Schedule
9. Adjourn
Strategic Plan: Goal 3
All TELC members

What progress has your organization / constituency made (or is planning to make) against Texas Early Learning Strategic Plan Goal 3: “Families are equipped with knowledge and tools they need to be their child’s primary caregiver”? 
“FAMILIES ARE EQUIPPED WITH KNOWLEDGE AND TOOLS THEY NEED TO BE THEIR CHILD’S PRIMARY CAREGIVER”

How do we help prepare students to achieve this goal?

- The NAEYC Standards for Early Childhood Professional Preparation responds to the charge from the Power to the Profession (P2P) Task Force to create nationally agreed-upon professional competencies (knowledge, understanding, abilities, and skills) for early childhood educators.
• While NAEYC professional preparation standards have always included a family focus, the new standards further recognize family unique strengths and competencies, and the critical need to involve families in each of the 6 standards.
• The early childhood educator professional preparation standards are aligned with the developmentally appropriate practice position statement, as well as early childhood education responsibilities designated by the Unifying Framework for the Early Childhood Education

• “Engaging in reciprocal partnerships with families and fostering community connections (Standard 2)”

• “Understanding and using content areas to plan and implement an engaging curriculum designed to meet goals that are important and meaningful for children, families, and the community in the present as well as the future (Standard 5)”

Source: NAEYC Professional Standards and Competencies for Early Childhood Educators
FAMILY INVOLVEMENT

Included in all 6 Professional Preparation Standards, but particularly prominent in the following standards:

• **Standard 1: Child Development and Learning in Context**
• **Standard 2: Family–Teacher Partnerships and Community Connections**
• **Standard 3: Child Observation, Documentation and Assessment** (Build assessment partnerships)
• **Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices** (Using culturally and linguistically relevant anti-bias teaching strategies, as one example)
• **Standard 6: Professionalism as an Early Childhood Educator** (Be an informed advocate for children and their families)
EXAMPLE OF LEARNING OPPORTUNITIES THAT ADDRESS THE STANDARDS

• First and foremost, we recognize and utilize the knowledge and experience of the students in our classes, as family members, caregivers, and community workers.
LEARNING OPPORTUNITIES

• **Family Profile Project** (includes involving parents in the educational process)

• **Community Resource Guide for Families** (Increase understanding of community characteristics, specific characteristics and needs of young children and their families, and increase familiarity of community resource agencies and organizations available)

• **Pamphlet for families on resources for special needs, locally and nationally**

• **Family Engagement Plan** (students design and implement a lesson that involves the entire family in the area of health, safety, or nutrition)

• **Child Case Study** (address how children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities)
• **Center Observation Checklist and Reflection Paper** - focusing on family involvement and resources found in a center

• **Observation and Assessment Portfolio** - (Partner with and support families; build assessment partnerships)

• **Cooperative Education** - (Serve as informed advocates for young children, families, and the profession; developing reciprocal relationships)
Updates:
Texas PBS Resources
For Kids & Communities

November 12, 2021
PBS Kids: Our Approach
Bright

Bright by Text

free activities, games and resources for parents and caregivers of children prenatal to age 8

To: 274448

TEXASKIDS

Sign up now!

Message and data rates apply. Text STOP to 274448 to stop. Text HELP to 274448 for help.

in partnership with

United Way
United Ways of Texas

Start Smart Texas
The Houston Children's Museum is hosting Art Spot on Sat, Sept 28 from 11 AM to 4PM. Free kids' arts activities!
US Subscribers: 100,000+ kids
Texas: 20,000+
Colorado: 17,000+
New York: 6,000+
Louisiana: 1,700+
Florida: 800+
Texas Communities

17,500+ Subscribers
20,000+ Children

Austin
Brownsville
Dallas
El Paso
Midland
San Antonio

Amarillo
Beaumont
Houston
Laredo
Longview
Lubbock
Waco
Wichita Falls
Tyler
Navarro County

Start Smart Texas
Bright by Text Impact Summary

92% are more confident because of Bright by Text messages.

Have children who are 3 months ahead of a comparison group in language development.

96% have children who are developmentally on track or above average in language development.

Only 9% feel overwhelmed by parental responsibility.

Compared to 21% of caregivers in the control group.
PBS Kids

- Social Studies & World Cultures
- Health & Nutrition
- Science, Technology & Engineering
- Literacy
- Critical Thinking
- Communication
- Collaboration
- Math
- Social Emotional Learning
- Creativity
- Fine Arts
Learn at Home with PBS KIDS

Activities, Tips, Crafts and More!
Where to Find PBS Kids Resources

A Look Inside PBS LearningMedia

- Engaging
  - Content includes videos, lesson plans, interactive games, audio clips, essays, discussion questions
- Comprehensive
  - Over 100,000 resources for teachers and students
- Impact
  - Standards-aligned resources
  - Research-based content
Share Media with *Peg + Cat*

Early Engineering with *Ready Jet Go!*

Explore Media and *Wild Kratts*

Self-Paced Learning for PreK-2 Teachers
<table>
<thead>
<tr>
<th>Theme</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bring science to life in your classroom with this special collection!</td>
<td>Everyday Learning Introduce Day of the Dead (Día de los Muertos) to your class.</td>
<td>Support your home-school connection with this printable packet for ProK-K and grades 1-2.</td>
<td>Lesson Plan: Investigate factors that describe weather.</td>
<td>Explore playful science inquiry in a self-paced course.</td>
<td>With Young Children</td>
<td>Tune-in and watch MOLLY OF DENALI as we move to cooler temperatures.</td>
</tr>
<tr>
<td>Family Traditions</td>
<td>7 MOLLY OF DENALI™ Collection</td>
<td>8 Chef Leo's Crazy Kitchen</td>
<td>9 Printable Packets</td>
<td>10 Veterans Day</td>
<td>11 Priya Dreams of Monigolds and Missola</td>
<td>12 Teach with Informational Text</td>
<td>13 Teach with Informational Text</td>
</tr>
<tr>
<td></td>
<td>Follow Molly and her friends through adventures in Alaska.</td>
<td>LET'S GO LUNA! Involve your students to create a recipe with Chef Leo!</td>
<td>Support your home-school connection with this printable packet for ProK-K and grades 1-2.</td>
<td>SEASAME STREET Make a puppet parade of pride with these Veterans Day Muppets.</td>
<td>This story from Let's Learn explores Indian culture and the five senses.</td>
<td>Self-Paced Learning</td>
<td>This course effectively engaging young children with informational text.</td>
</tr>
<tr>
<td>Celebrating Fall</td>
<td>14 Changing Seasons Collection</td>
<td>15 Goodnight Gracie</td>
<td>16 Making Observations of Leaves</td>
<td>17 The Leaf Game</td>
<td>18 Love Ya', Birdies!</td>
<td>19 You Time</td>
<td>20 You Time</td>
</tr>
<tr>
<td></td>
<td>Launching today! Explore fall-themed resources!</td>
<td>Nature Cot Tell with your students about the time of year and the changing season.</td>
<td>Ms. Gibson and her students observe leaves and discuss how they are unique.</td>
<td>DANIEL TIGER'S NEIGHBORHOOD Daniel learns how to watch into a fun color game.</td>
<td>NATURE CAT Nature Cat and his friends work to help birds gather food.</td>
<td>Get a good night's sleep!</td>
<td>Carve some time and spend it outdoors on a long walk.</td>
</tr>
<tr>
<td>Gratitude</td>
<td>21 Everyday Heroes</td>
<td>22 Generosity</td>
<td>23 Thankful Time Notes</td>
<td>24 Printable Packets</td>
<td>25 Best Coast: &quot;Thank You&quot;</td>
<td>26 You Time</td>
<td>27 You Time</td>
</tr>
<tr>
<td></td>
<td>Help create awards for heroes in your community.</td>
<td>An ARTHUR Interactive Explore the topic of generosity in this interactive game.</td>
<td>Write notes of thanks and share with family, friends, and helpers.</td>
<td>Expressing gratitude shows others how we feel; activities for ProK-K and grades 1-2.</td>
<td>PBS KIDS Rocks Sing-along with Best Coast and share your thanks with others.</td>
<td>Carve some time and spend it outdoors on a long walk.</td>
<td>Carve some time and spend it outdoors on a long walk.</td>
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<tr>
<td>Family Storytelling</td>
<td>28 Developing Cultural Awareness</td>
<td>29 Grandpa's Drum</td>
<td>30 Printable Packets</td>
<td>31 Let's Tell a Story</td>
<td>32 You Time</td>
<td>33 You Time</td>
<td>34 You Time</td>
</tr>
<tr>
<td></td>
<td>Educators model how to build a culturally responsive learning environment.</td>
<td>MOLLY OF DENALI™ Invite your students to explore the importance of diverse cultures and honoring traditions.</td>
<td>These activities for ProK-K and grades 1-2 help your students explore their personal history.</td>
<td>Everyday Learning Enjoy this story of a hamster as imagined by children.</td>
<td>PBS KIDS Family Night Tune-in and learn about holidays with ARTHUR and PEG + CAT.</td>
<td>PBS KIDS Family Night</td>
<td>PBS KIDS Family Night</td>
</tr>
</tbody>
</table>

For more classroom resources, visit pbslearningmedia.org/collection/teach-your-way

PBS KIDS and the PBS KIDS Logo are registered trademarks of Public Broadcasting Service. Used with permission.
● The goal of this project is to distribute high-quality, media-enriched, bilingual educator resources from PBS KIDS and PNC Foundation’s Grow Up Great initiative to improve PreK learning opportunities nationwide.

● PBS is committed to collaborating with mission-aligned partners to meet the needs of early childhood teachers.
Questions?

Kierstan Schwab
Executive Director,
Texas PBS
kschwab@texaspbs.org

Thank you!
Coming in February 2022...

www.earlychildhood.Texas.gov
Reach Out and Read-trained doctors and nurse practitioners:

**Talk with parents** about how important it is to read aloud and engage with their young children.

**Encourage them** to cuddle up and read together at home and build routines around books and then **give a new book** to the child to take home and keep.

**Show them** how to look at books and talk about the stories with their infants, toddlers, and preschoolers.

The book is given at the beginning of the visit and used as a developmental surveillance tool.
Research shows that within families served by Reach Out and Read:

Parents are 2 ½ x more likely to read to their children.

Families are 2 ½ x more likely to enjoy reading together or have books in the home.

Children’s language ability improves with increased exposure to Reach Out and Read.

Parents are 2x more likely to read to their children more than three times a week.

Children’s language development is improved by 3-6 months.
Our Early Head Start Intervention
The goal of the Supporting Sprouts program is to adapt two interventions for remote delivery within Early Head Start centers to improve the social-emotional, cognitive, and language development of babies and young children.
Strategies for Early Education and Developmental Success (SEEDS)

Covers the following four areas with teachers:

1. How to change the environment to help children grow and develop
2. How to respond in a sensitive and contingent manner
3. How to provide appropriate cognitive, language, and literacy stimulation
4. How to help children manage their emotions and behavior
Play and Learning Strategies

The ePALS curriculum, for parents, covers the following three big areas:

• How to respond in a sensitive and contingent manner
• How to provide appropriate cognitive, language, and literacy stimulation
• How to help children manage their emotions and behavior
Supporting Sprouts Family Presentations

- Family Engagement Resources
- Social and Emotional Learning
- Language Development
- Managing Behaviors
- Early Literacy Development
Content available on CLI Engage:

- 56 SEEDS Courses (Professional Development for Teachers)
- 50 ePALS Courses (Parent Coaching)
- 4 Parent Workshops (Family Engagement)
Early Head Start Outcomes

**Teachers**
- Were more likely to show warmth and be sensitive and enthusiastic when interacting with children
- Less likely to show detached behaviors
- Had higher overall classroom quality ratings
- More supportive of social-emotional development

**Parents**
- Gave more physical affection
- Used a soft tone of voice
- Were warm and nurturing
- Were more likely to:
  - follow child's signals
  - respond promptly
  - extend their child's language
  - modeled new words and phrases

**Children**
- Had increased language usage—gestures, words, or phrases
- Initiated talking more often
- Engaged more in play and toy exploration
- Showed fewer red flag behaviors that would indicate PTSD symptoms, depressive symptoms or sexualized behaviors
- Exhibited fewer behaviors associated with autism spectrum disorder such as repeating actions or words, appearing to be unaware of their surroundings, limited eye contact, avoiding physical contact
Family Engagement

CLI Engage Resources & Integration of the Family Engagement resources in the CIRCLE Pre-K Curriculum
Family Engagement Approach and Topics

- Partnering with Families
- Ongoing communication with families
- Sending activities home
- Parent-teacher conferences, Progress monitoring
- Open houses, family events
Family Engagement Toolkit

- Organized by the four main family engagement topics

- Additional sections for professional development opportunities and supporting teachers and families with remote education
Family Engagement Teacher Checklist

Family Engagement Strategies: Teacher Checklist

Partnering with Families

- Encouraging Play-Based Learning and Responsive Interactions at Home
  - Aligns play-based activities to curriculum and instructional plans.
  - Uses family observations.
  - Uses daily plans.
  - Supports family communication.
  - Stresses the importance of play-based learning.
  - Provides feedback.
  - Solidifies feedback.

Related CLI Engage Tools

- Circle activity collection forms
- Circle progress monitoring parent forms
- Family observation forms
- Teaching together 1-2-3-4-5
- Activity collection family

Encouraging Play-Based Learning and Responsive Interactions at Home

- Aligns play-based activities to curriculum and instructional plans.
- Uses family observations.
- Uses daily plans.
- Supports family communication.
- Stresses the importance of play-based learning.
- Provides feedback.
- Solidifies feedback.

Related CLI Engage Tools

- Circle activity collection family
- Circle progress monitoring parent forms
- Family observation forms
- Teaching together 1-2-3-4-5
- Activity collection family

Family Engagement Strategies: Infant-Toddler Teacher Checklist

Partnering with Families

- Encouraging Play-Based Learning and Responsive Interactions at Home
  - Aligns play-based activities to curriculum and instructional plans.
  - Uses family observations.
  - Uses daily plans.
  - Supports family communication.
  - Stresses the importance of play-based learning.
  - Provides feedback.
  - Solidifies feedback.

Related CLI Engage Tools

- Circle activity collection family
- Circle progress monitoring parent forms
- Family observation forms
- Teaching together 1-2-3-4-5
- Activity collection family

Developmental Milestones Checklist
- Uses family observations.
- Uses daily plans.
- Supports family communication.
- Stresses the importance of play-based learning.
- Provides feedback.
- Solidifies feedback.

Supporting Infants and Toddlers

- Circle activity collection family
- Circle progress monitoring parent forms
- Family observation forms
- Teaching together 1-2-3-4-5
- Activity collection family
Administrator’s Guide:

• Framework for planning and decision making
• High-level overview of Family Engagement Resources
Partnering with Families

**Tips for Building Relationships with Families**

1. **Show respect in communications with families.**
   - Always refer to parents as Mr. and Mrs. (unless they tell you otherwise).
   - Pronounce names correctly (ask if you’re not sure).
   - Be aware of the message you intend to communicate and the nonverbal signals you are sending (i.e., to listen and understand vs. to end meeting quickly).
   - Use body language and tone of voice that is welcoming and respectful.
   - Practice compassionate, active listening.
   - Share difficult news in a careful, productive way that is focused on solutions.

2. **Ensure classroom environment and communication with families are free from biases.**
   - Design your classroom to reflect the different cultures represented and languages spoken by the students in your classroom.
   - Have translated materials/information posted and available for parents as they enter your classroom.
   - Be flexible with parents who speak in the casual register (using slang terms).

3. **Build relationships with families by connecting informally.**
   - Be approachable; greet warmly.
   - Invite/encourage parents to enter classroom.
   - Initiate conversations with parents.
   - Conduct get-to-know you phone calls with every family.
   - Ask about and use each family’s preferred method of contact.
   - Always make your first contact with parents a positive one.
   - Balance negative communications with positive ones.

4. **Uses a strengths-based approach by focusing on parents’ strengths and empowering them to use these strengths as part of their child’s education team.**
   - Identify parents’ strengths and maintain a positive attitude about families.
   - Brainstorm creative ways to use a parent’s strengths in classroom or as a part of their child’s educational team.
   - Ask for and use parent insight.

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**Work with families to minimize language, cultural, emotional, and logistical barriers to partnership.**

**MINIMIZING LANGUAGE BARRIERS**
- Identify and use each family’s preferred method of contact.
- Use visual/visual communication styles (pictures, symbols, or videos).
- Provide translated versions of written communication as much as possible.
- Use a translator when making phone calls (if at all possible; avoid using children as translators).
- Explain educational terms in an understandable way, stay away from jargon.
- Provide a word bank with definitions and visuals.
- Ask clear questions.
- Check for understanding frequently.

**MINIMIZING BARRIERS CAUSED BY CULTURAL DIFFERENCES**
- Be understanding and open-minded with parents’ decisions; decision-making processes; parents make decisions through cultural and religious lenses.
- Initiate communication with parents, don’t wait on them to initiate.
- Be flexible with a variety of communication styles.
- Be aware of any cultural or religious practices, including any dietary restrictions your students and their families might have.
- Focus on the shared goal of student development, growth, and success.

**MINIMIZING EMOTIONAL BARRIERS**
- Be welcoming, approachable, and communicate positively; as parents may have had negative experiences with school in the past.
- Have educational terms defined, and use lots of visuals, and visuals when possible to reduce any anxiety parents might feel talking about educational concepts.
- Allow communication with the parent, explain why things matter for the child, and speak in simple terms that can be understood.
- Reassure parents that you care for their child and are dedicated to helping them succeed. One way to reinforce this is to balance positive feedback with negative feedback.
- Be flexible, patient, and supportive as families might be experiencing stress, crisis, grief, mental health challenges, etc.

Go to diangefamily.org to find more family engagement resources.
Encouraging Play-Based Learning and Responsive Interactions at Home

CIRCLE Activity Collection: Family

The CIRCLE Family Activity Collection translates child development research into practice by providing a variety of hands-on activities that families can do at home. This collection is organized around seven learning domains: Language & Communication, Reading & Writing, Math, Science, Social & Emotional, Physical Development, and Art & Sensory.
Sample Activity

Nature Names

Children and parents will go on a nature walk to collect items such as sticks, grass, leaves, etc. to use in forming the child’s name.

Learning Area(s): Reading and Writing, Physical Development.

MATERIALS
- Puffy white paper, construction paper, cardboard
- Marker
- Items to form the name with: sticks, leaves, flowers, grass, etc.
- Glue

LET’S PLAY
As a family, go on a nature walk around your neighborhood or at a nearby park. As you walk, help your child collect some items to use to form his name, such as sticks, leaves, grass, flowers, etc. Talk about each item when he finds it and why he chose it.

When you get back home, help your child write his name in large letters on a piece of paper. Then allow him to glue the nature items he collected to the left and sounds of the letters of his name. As he works, help your child name the letters in his name. Talk about each letter in his name and whether it has a match, a sound, or both. When he finishes naming his name, point to each letter and name it together. Explain to him that when these letters are put together, it spells his name.

TIPS
- For younger children, parents can write the child’s name in marker and then help the child glue items on top of it.
- When watching to nature items, be careful to watch what your child is collecting, and only pick up items you are familiar with.
- Children love to see their artwork and their names displayed! Hang your child’s artwork in a place where he can see it often.
Integration of Family Engagement Resources in the CIRCLE Pre-K Curriculum

Family Engagement

The following hands-on family activities complement and support skills addressed in the classroom this week:

- **Fingerplays / Cantos con las manos**
  Families use hand movements as they engage in rhyming songs and chants that address location and position words, action words, and adjectives such as quiet, loud, fast, and slow.

- **Playdough and Pasta / Plastilina y fideos**
  Families practice fine motor skills and foster creativity using playdough and pasta to build and create works of art.
Supporting Families with Tracking Children's Development
Student Report for Parents & Supporting Documents

Understanding Your Child’s CIRCLE Progress Monitoring Assessment Results

When you receive a parent report, this is what the first page looks like. The boxes in the margins explain the different parts of the report.

- **Assessments** may be given at different times during the school year and are based on your child’s academic progress (beginning of the school year, 2nd quarter, and end of year, etc.).
- **Information about the assessment** your child was given.
- **Scenes** that include categories that describe how your child performed on preschool knowledge and skills.
- An overview of how your child performed in each learning area at a particular point.
- An explanation for any section that has an asterisk (*)

---

**Performance Categories**

- *On Track*
- *Needs Support*
- *Out of Range*

**Your Child’s Performance at a Glance**

*Language*

- Spoken Language
- Comprehension
- Expressive Language
- Listening
- Pretend Play

*Math & Reasoning*

- Concepts of Number
- Computation
- Patterns & Concepts
- Problem Solving

*Science & Writing*

- Science
- Handwriting
- Literature

*Health & Development*

- Social Skills
- Motor Skills

---

**Family Resources**

- Understanding Your Child’s CIRCLE Progress Monitoring Assessment Results
- Assessments may be given at different times during the school year and are based on your child’s academic progress (beginning of the school year, 2nd quarter, and end of year, etc.).
- Information about the assessment your child was given.
- Scenes that include categories that describe how your child performed on preschool knowledge and skills.
- An overview of how your child performed in each learning area at a particular point.
- An explanation for any section that has an asterisk (*)

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**Student Resources**

- Language: Spoken Language, Comprehension, Expressive Language, Listening, Pretend Play
- Math & Reasoning: Concepts of Number, Computation, Patterns & Concepts, Problem Solving
- Science & Writing: Science, Handwriting, Literature
- Health & Development: Social Skills, Motor Skills

---

**Scan the QR code with your smartphone’s camera or use this link to access and get an instant and personalized report based on your child’s results.**

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**Children’s Learning Institute**

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**UTHealth**
Hosting Family Events
Stimulus Funding Update – CBCAP / MIECHV
Sarah Abrahams, Department of Family and Protective Services

CBCAP (Community-Based Child Abuse Prevention)
• Texas awarded $24,681,320 on April 29, 2021
• Funding is being used for:
  • Family Resource Centers
  • Community Youth Development (CYD), Nurse Family Partnerships (NFP) and Healthy Outcomes through Prevention and Early Support (HOPES) expansion
  • Parent Helpline
  • Innovation Grants for PEI grantees
  • Infrastructure improvements

MIECHV (Maternal, Infant, and Early Childhood Home Visiting)
• Texas awarded $2,619,173 on May 1, 2021
• Funding distributed to Local Implementing Agencies (LIAs) for: Incentive pay, Training, Technology, Emergency supplies, Diaper bank coordination, Prepaid grocery cards
• Improvement to web-based enrollment and communication system
• Mothers and Babies training
Child Care Development Block Grant, **Third Tranche of New Initiatives**:  
- 2022 Child Care Relief Funds (ARP Act Stabilization Subgrants)  
  - $2.45 billion budgeted for awards to ≈ 13,000 providers  
  - Available beginning late January/early February

Child Care Development Block Grant, **Fourth Tranche of New Initiatives**:  
- Child Care Assistance for More Low-Income Families ($293.2M)  
- Matching Grant Opportunity for Local Quality Improvement Projects ($25M)  
- Prekindergarten Partnerships Expansion ($26M)  
- Professional Development Scholarships Expansion ($7M)  
- Shared Services Alliances ($28M)  
- Child Care Studies and Evaluations ($1.6M)  
- 20% Growth/Support Payments for Providers in the Child Care Assistance Program ($287M for 1 year)
What’s Next:

• Outreach/awareness efforts:
  • Workforce campaign to recruit new and returning child care teachers to the field
  • Messaging to programs on how Child Care Relief Funds can be used for staff recruitment and retention
  • Texas Rising Star campaign to raise awareness of the program and the importance of high-quality early learning experiences
  • Educating employers on child care supports and initiatives TWC has funded
PEI Strategic Plan

Sarah Abrahams, Department of Family and Protective Services

• PEI released a new strategic plan that outlines seven objectives to focus on in the next five years.

2022-2026 Objectives

• Incorporate Parent and Youth Voice
• Maximize Investments in Prevention
• Utilize Research to Inform the Most Effective Prevention Strategies
• Utilize a Public Health Framework to Bring Precision to Prevention Efforts
• Promote Equitable Access for all Texas Children and their Families
• Address the Root Causes of Family Vulnerability
• Support Effective Cross-Sector, State-to-Local, and Faith-Based Collaborations
Community-Level Maltreatment Risk in Texas
Purpose of Maltreatment Risk Mapping Project

Department of Family & Protective Services, Prevention & Early Intervention Division

Planning | Growth

Policy Makers and Community Leaders

Insight | Unified understanding

Service Providers

Need | Planning
Why Maltreatment Risk?

- Risk and Resiliency focus is “what can we do to prevent”
- Substantiation focus is “what is DFPS doing to respond”
Why Community-Level

• Outcomes for individuals are a combination of individual and community-level risk.

Social Determinants of Health

<table>
<thead>
<tr>
<th>Economic Stability</th>
<th>Neighborhood and Physical Environment</th>
<th>Education</th>
<th>Food</th>
<th>Community and Social Context</th>
<th>Health Care System</th>
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<tbody>
<tr>
<td>Employment</td>
<td>Housing</td>
<td>Literacy</td>
<td>Hunger</td>
<td>Social integration</td>
<td>Health coverage</td>
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<td>Language</td>
<td>Access to healthy options</td>
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<td>Provider availability</td>
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<td>Safety</td>
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<td>Provider linguistic and cultural competency</td>
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<td></td>
<td>Discrimination</td>
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<td>Playgrounds</td>
<td>Higher education</td>
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<td>Stress</td>
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<td>Support</td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Health Outcomes

Mortality, Morbidity, Life Expectancy, Health Care Expenditures, Health Status, Functional Limitations
Community-level Maltreatment Risk

Risk is held by the community not the individual

Low-risk individuals living in high-risk neighborhoods have more risk than

Low-risk individuals living in a low- or moderate-risk neighborhood
Prevention is a community effort

Support activities that all families can access and that contribute to the social well-being of the entire community

We all benefit from community support. Behind many families that succeeded on their own is a strong community that provided a way for the family to meet their needs. A community functioning in a strong and healthy way is all that many families need to succeed.

Strong communities support the well-being of all families by having access to:

- Quality stable jobs
- Affordable and nutritious food
- Stable and affordable housing
- Well and sick care for the entire family
- Social and emotional support
- High quality education and childcare
- Activities that connect the family to others
- Media that supports and informs families
- Quality legal services and judiciary
Community-level VS. Individual-level

AND not OR

Risk is at both levels

Programing is needed at both levels
Maltreatment Risk

78723 is above average risk for maltreatment

Overall probability: 0.29

Estimated population of infants: 78723

Risk Level Guide:
- Low risk: Below average
- Moderate risk: Average
- High risk: Above average

Risk Factors:
- Health and Disability
- Safety
- Housing
- Income
- Education

Comparative risk levels:
Maltreatment Risk

Data presented in these maps are the estimated risk of maltreatment in communities across Texas. Data are not presented for communities with small child populations as these estimates are not reliable.

Learn more about a community’s maltreatment risk by selecting it on the map and clicking “search” or by typing in the ZIP Code or county in the search bar.

To request the predicted maltreatment risk score map layers for your modeling software, email us at touch@abiodvastaterty.edu

Risk Level Guide:
(based on overall risk score)

78723 is above average risk for maltreatment

Overall predicted risk score in 78723: 0.29

Estimated population of infants in 78723: 550
<table>
<thead>
<tr>
<th>RISK FACTOR</th>
<th>RISK LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Disability:</td>
<td>Average</td>
</tr>
<tr>
<td>Safety:</td>
<td>Comparatively high</td>
</tr>
<tr>
<td>Assaults per 10,000 15 to 44 yr olds resulting in medical care:</td>
<td>Comparatively high</td>
</tr>
<tr>
<td>Low Income:</td>
<td>Below average</td>
</tr>
<tr>
<td>Family Poverty:</td>
<td>Above average</td>
</tr>
<tr>
<td>3 and 4 year olds enrolled in daycare:</td>
<td>Among the highest</td>
</tr>
<tr>
<td>18 and 19 year olds enrolled in formal education:</td>
<td>Comparatively low</td>
</tr>
</tbody>
</table>
The risk factors:
Younger than 10

• Health & Disability
• Child Safety & Health
• Assaults needing medical attention
• Low-Income Families
• Families in Poverty
• School enrollment for 3 & 4 yr olds
• School enrollment for 18 & 19 yr olds
Health & Disability

• This factor drives our community assessment of risk

• Disability Benefits?
  • Adults unable to work
  • Access to mental health & substance use treatment

Percent of adults receiving disability benefits

Father named on the birth certificate

Baby breastfed in the hospital
Child Safety & Health

- Health Literacy
- Culture of Safety
Low income

- Protective and risk factors

- Employed in a management position
- Adults with some college
- Median home value
- Adults with health insurance
- WIC use at birth
- Adults with less than high school education
- Births to a teen mother
Family Poverty

• Not driving our risk assessment
• Using services and safety net programs are not the risk

Children in poverty

Children in a family receiving SNAP

Families in poverty
Did you just say poverty doesn’t matter?

All the risks overlap
Communities with all three risks are very high risk
Communities with only Health & Disability risk are high risk
Communities with only poverty as a risk are not high risk

POVERTY ADDS TO BUT DOES NOT DEFINE RISK
The risk factors: 10 and older

- Adults receiving disability benefits
- Births to a teen mother
- Injuries for 10 to 17 year olds
- Prenatal drug exposure
- Adult assault resulting in medical care
- Adult substance use hospital/ED visits
- Service sector employment
- Vacant housing units
- Adults with only high school education
<table>
<thead>
<tr>
<th><strong>Health and Disability</strong></th>
<th>Community’s overall health factor risk score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This factor is the main driver of our risk models for children younger than 10. We find that these risks are highly correlate and present in many communities with economic disadvantage. However, when these indicators are low for a community, it tends to be low risk for maltreatment, even if the community is high in economic disadvantage.</td>
</tr>
</tbody>
</table>

| **Disability benefits** | Having a relatively large proportion of adults receiving disability benefits can be driven by two processes. The first process is that adults in the community tend to be employed in jobs and sectors with high rates of injury. The second process is that the community has a high percent of adults with debilitating mental health disorders or substance use disorders. To help understand these two processes in a community, we recommend looking at this variable in conjunction with other data. In particular, if a community is in the high range of this variable, we recommend looking at the community’s prenatal drug exposure rate. If both are high, it is likely that the community may also suffer from high rates of substance use and poor access to mental health/substance use treatment. |
| Percent of adults 35 to 64 who are receiving SSDI benefits for a qualifying disability |

| **Father named on birth certificate** | Positive father involvement during pregnancy and after are a major protective factor for a variety of family outcomes. Research shows that when the father is named on the birth certificate, even when the parents are not married, it is an indication of involvement during pregnancy. In communities with low rates of father’s not being named on the birth certificate, consideration needs to be given towards supporting and encouraging positive father involvement, but also recognizing that mothers without a positive partner need more support during pregnancy and after to help mitigate the stress of this time. |
| Percent of babies with the father named on the birth certificate |

| **Breastfed in hospital** | Breastfeeding before discharge from the hospital is an important metric for breastfeeding continuation. The health benefits of breastfeeding are well established. In addition, early breastfeeding can also help encourage bonding between the parent and baby. |
| Percent of infants breastfed in the hospital |
Strategic Planning

Support solutions in the community that help families overcome tough obstacles

- Does the program being offered match risks in the profile
  - What is the need being addressed
  - Are you directly or indirectly addressing a risk
- Are there risks in the profile that might negatively impact your work
- Have you talked to the community to understand risk & priorities
Strategic Planning

Support solutions in the community that help families overcome tough obstacles

Strong communities work to address the hard obstacles families can face by helping families find solutions or by working together as a community to remove the obstacle. These solutions and resources help families get back on track to succeeding "on their own."

These solutions are not for everyone in the community but should be easily accessible for families.

These solutions should strengthen and support the activities that contribute to the well-being of the entire community.

- Which risks will your program address
  - Remember you don’t have to do everything
  - You are part of the solution, not the solution

- Does the profile suggest partners or community strengths that can support the program
  - Hospital injury prevention outreach
  - Strong Head Start or other preschool infrastructure
More questions?
—or—
Request technical assistance:

Dorothy Mandell
dmandell@utsystem.edu
—or—
Molly O’Neil
moneil@utsystem.edu

https://www.maltreatment-risk.txsafebabies.org/
Updates from TELC Members
Upcoming Early Childhood Events
Events

Texas Head Start State Collaboration Office and Texas Education Agency: Transition to Kindergarten Statewide Summit, December 8-9, 2021
January 21, 2022
April 1, 2022
July 15, 2022
October 21, 2022

11am to 1pm CT
Adjourn

Next meeting:
January 21, 2021
11am – 1pm CT