



Governor's Task Force on Early Childhood Education and Care

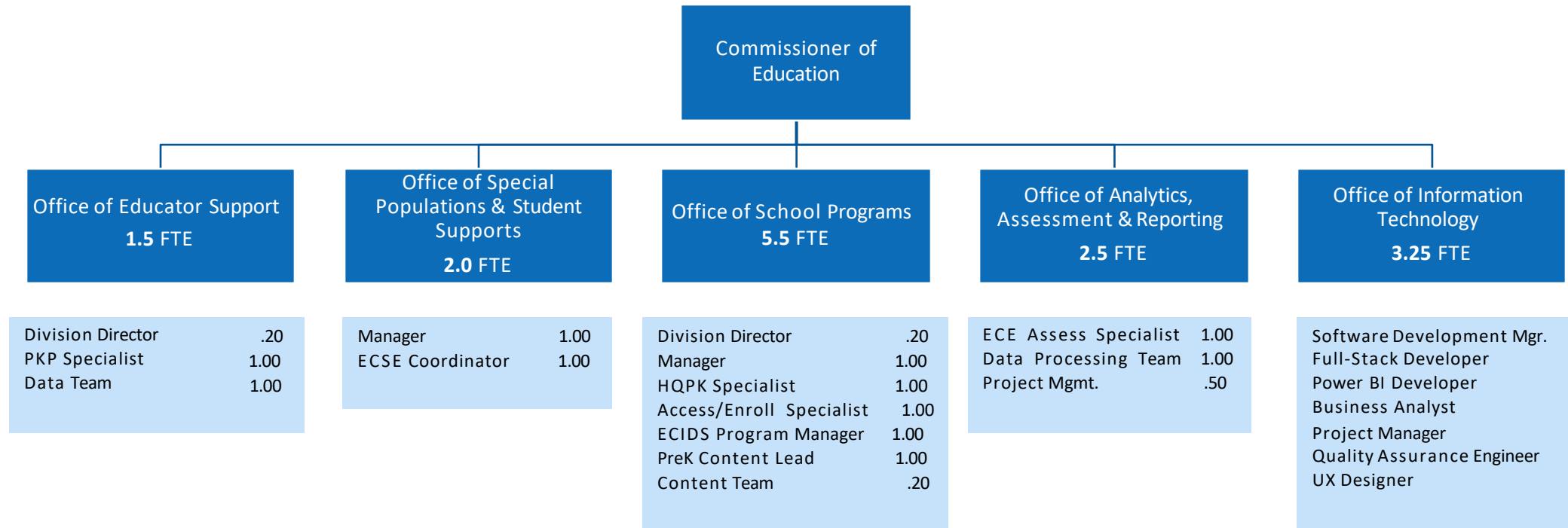
April 30, 2026

TEA: Key Duties Related to Early Childhood Education



- TEA administers the Foundation School Program (FSP) funding for school systems (both ISDs and charters)
- FSP funding is provided for eligible 3-year-old and 4-year-old students. 4-year-old students must be served by school systems on a full day basis.
- About half of 3- and 4-year-old children in Texas are eligible for funded PreK, based on several eligibility criteria. School systems may charge tuition for non-eligible students, subject to new restrictions related to attempting partnerships.
- School systems may offer PreK as a direct service provider, in public school buildings, or in partnership with private childcare providers. The vast majority of school systems solely offer PreK services directly.
- TEA also administers PreK Guidelines (student learning expectations) and quality criteria that public schools must follow.
- TEA tracks enrollment and various other aspects of participation via the ECIDS system.
- TEA oversees a set of equated Kindergarten Readiness instruments administered to all starting kindergarteners in the state.

TEA has the equivalent of 14.75 FTEs supporting PreK in a direct way



Prekindergarten Eligibility Criteria

3 or 4 years old as of 9/1 of a given year, and:

- is unable to speak and comprehend the English language
- is educationally disadvantaged
- is homeless, as defined by [42 USC, §11434a](#)
- is the child of an active duty member of the armed forces of the United States
- is the child of a member of the armed forces of the United States who was injured or killed while serving on active duty
- is or has ever been in the conservatorship of the Texas Department of Family and Protective Services (foster care) or has been in foster care in another state or territory, but currently lives in Texas
- is the child of a person eligible for the Star of Texas Award
- is the child of a person employed as a classroom teacher in the school district that offers a prekindergarten class

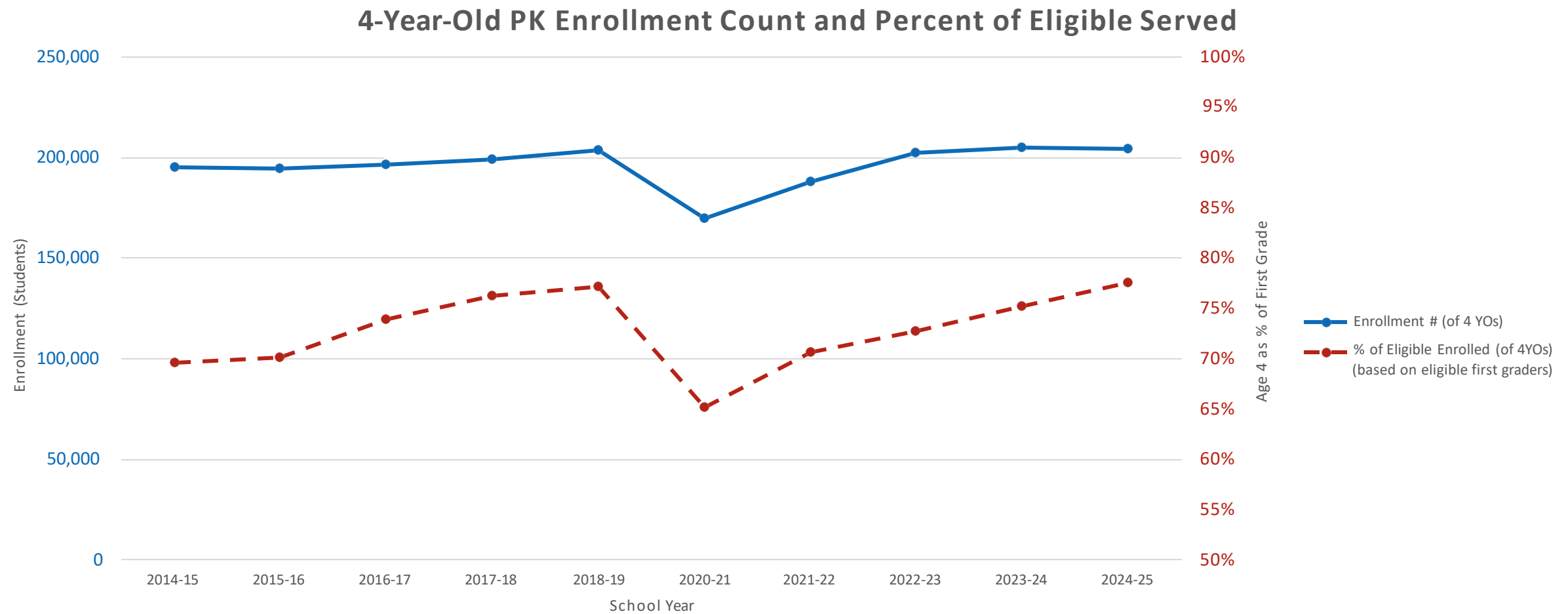
Statute: [TEC §29.153 \(b\)](#)

- receives special education services in a prek setting as designated in an IEP and receives instruction from a teacher certified in special education for at least 4 hours a day (or 2 hours a day for half funding), but funding excludes the early education prek allotment*

Statute: [TEC §29.003 \(b\)](#)

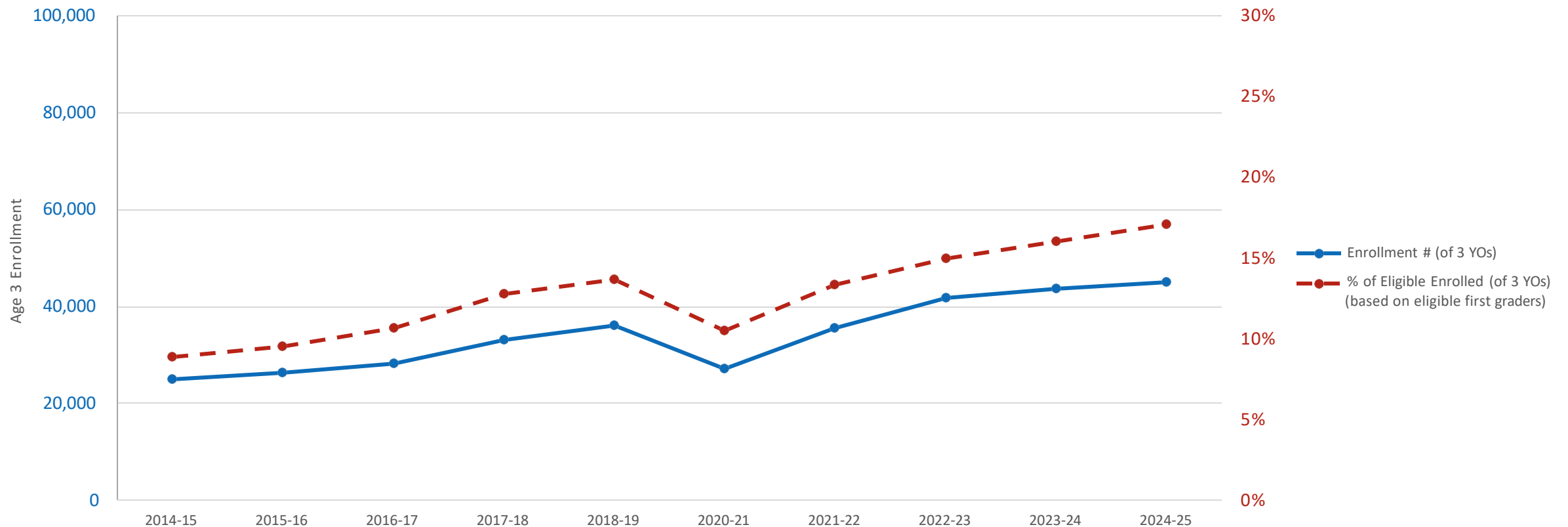
* These students are reported separately as Early Childhood Education enrolled in membership, not Pre-Kindergarten enrolled in membership.

Four-Year-Old Public PK Enrollment Trend



Three-Year-Old Public PK Enrollment Trend

3-Year-Old PK Enrollment Count and Percent of Eligible Served

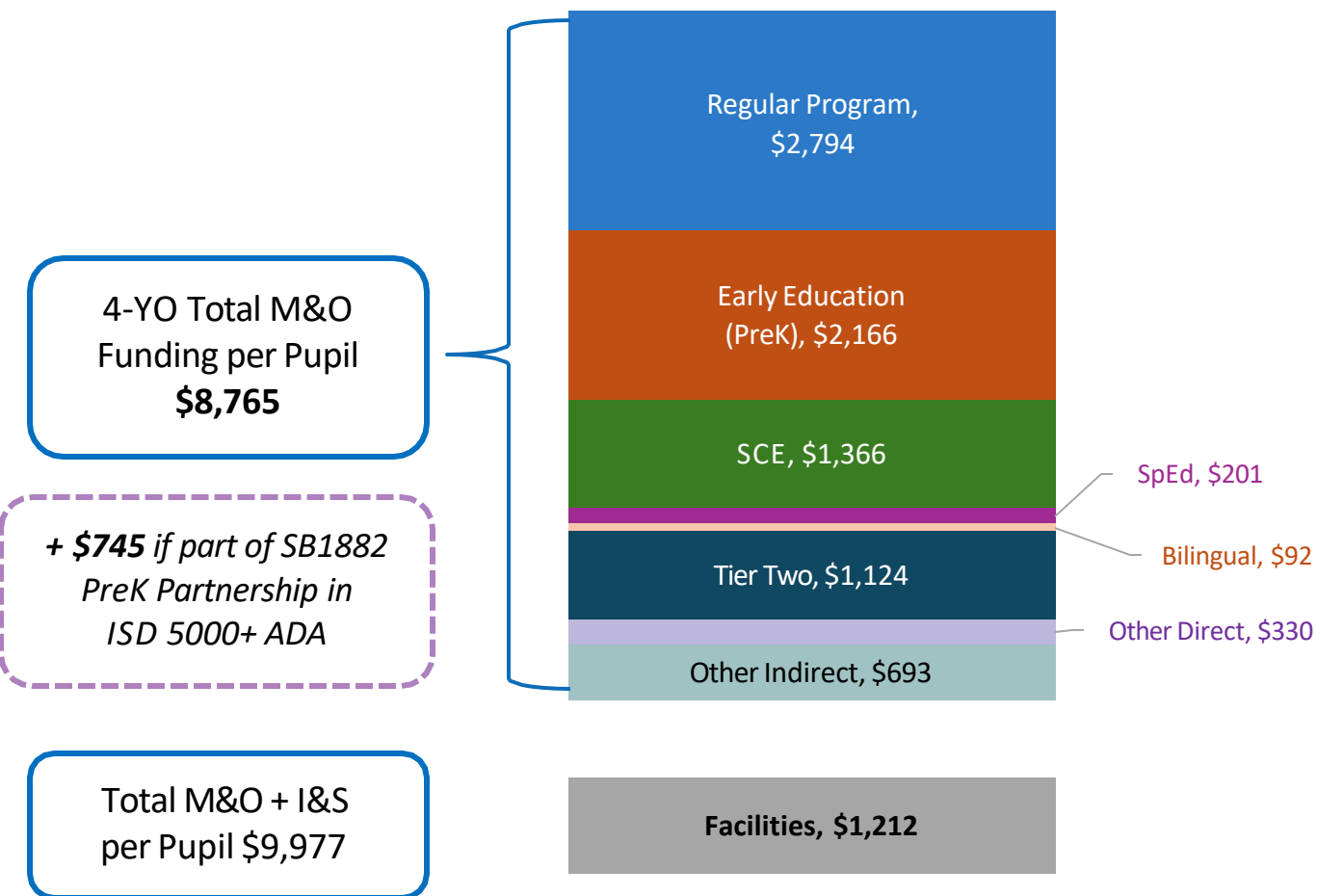


FSP PreK Funding per Enrolled Student (for 2025-26 SY)

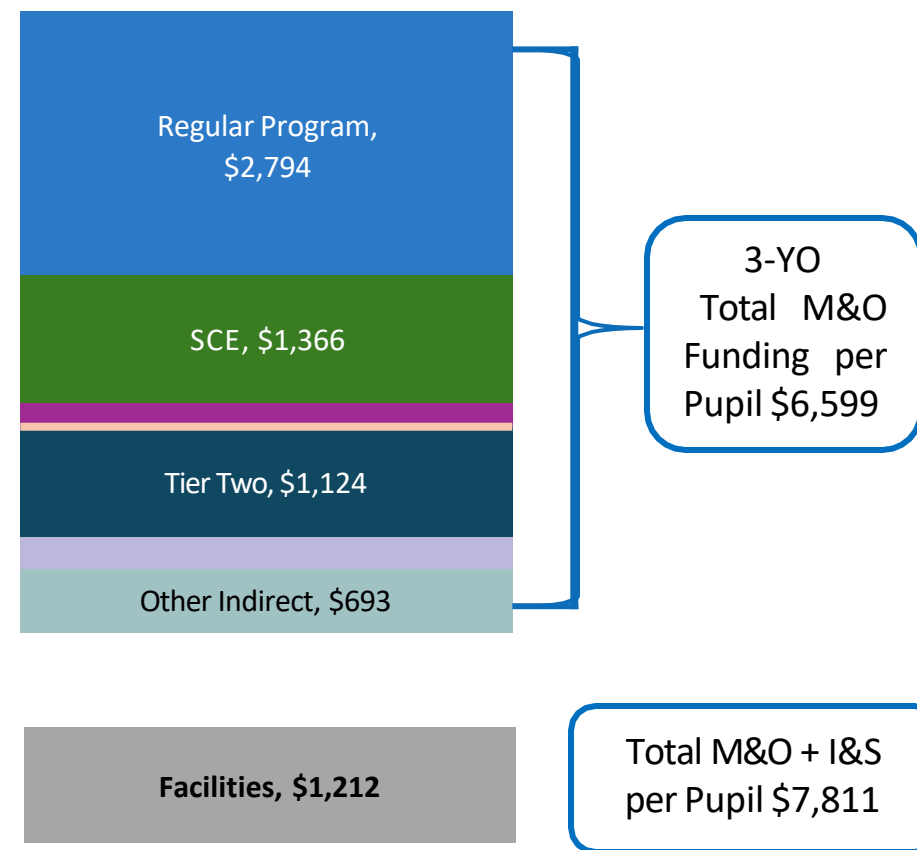
Funding is provided for eligible 3- and 4-year-olds.

Some funds are provided per enrolled student, some per ADA. ADA based funding components use a max half day ADA per PreK student. Early Education Allotment is provided only for 4-year-olds.

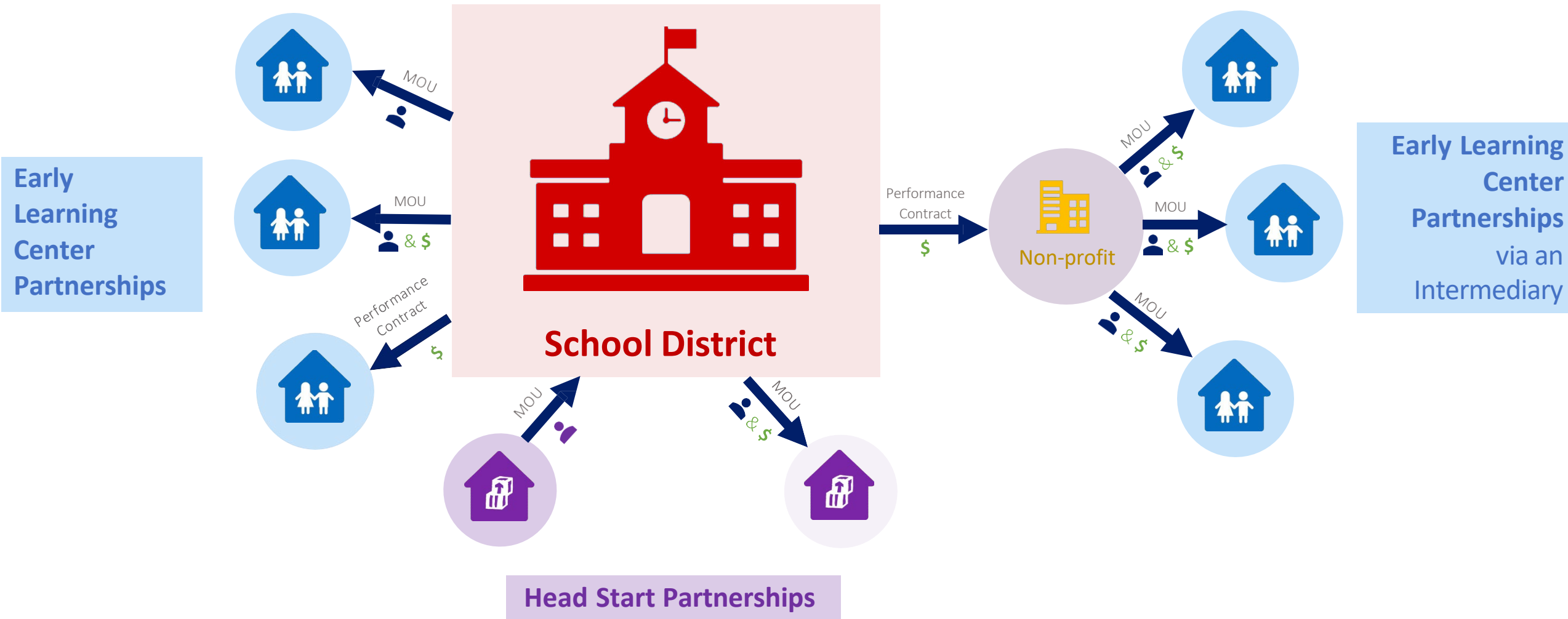
Typical 4-YO Funding



Typical 3-YO Funding (and SpEd-only 4-YO students)

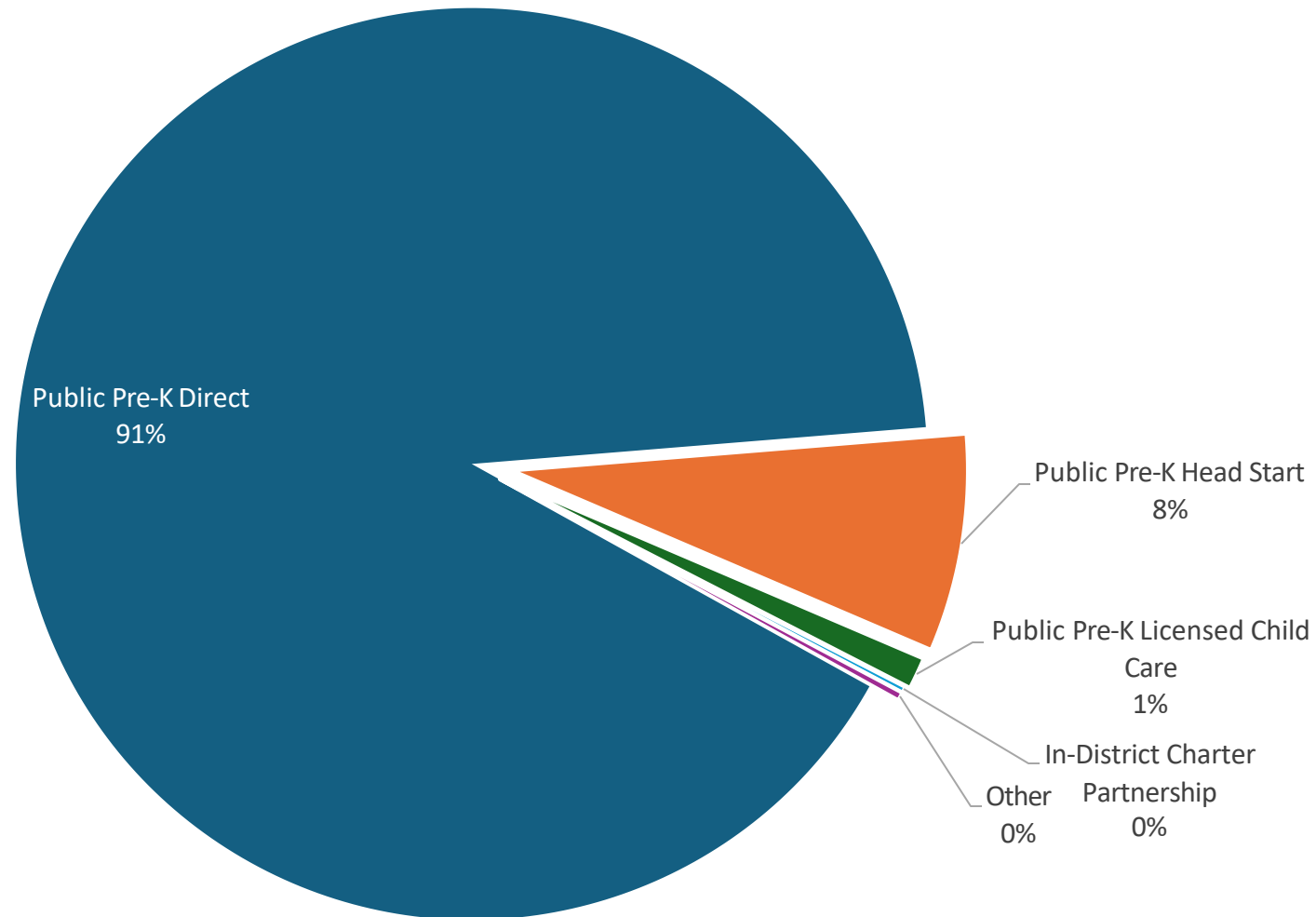


PreK Partnership Models



PreK Partnership Enrollment (both 3 & 4 YO)

Share of PreK Service Delivery via School Systems (Direct vs Partnership) 2024-25



- 29.1533 – Shall consider partnerships before offering prek
- 29.153(g) – Before expanding PreK capacity, must consider proposals for PreK partnerships. New from HB2 89th Legislature:
 - verification that this has been done, and that partners can't serve the capacity, must be done by a PreK intermediary
 - TEA must establish at least 4 PreK intermediaries
 - Partnerships must receive 85% of funding via pass-through, unless requirement waived by TEA
- 29.1531(c) – New from HB2: Tuition based PreK can only be offered if a PreK intermediary indicates that no private PreK providers can offer PreK themselves or via the school system

TEA developed PreK Guidelines defining student learning goals in PreK

The Texas PreK Guidelines are organized into the 10 domains, including Emergent Literacy, Math, Fine Arts, Physical Development, etc. Within each domain, specific student expectations are defined.

Prekindergarten 3

Understanding What Your Child Will Learn

Prekindergarten 3 will be a fun and engaging experience for your child. Your child will learn many skills which will lay a foundation for future learning. Below is a summary of what your child will learn this school year.



Language & Literacy

Listen

- **Learning Goals:** Follow two or three step directions during activities such as setting the table, playing, or cleaning up. Have short conversations with expected words and phrases.
- **Learning Strategies:** Play games with multiple steps. Listen to stories and directions from adults. Play with friends.

Write

- **Learning Goals:** Make scribbles, line marks, and letter-like forms when asked to write.
- **Learning Strategies:** Use a variety of writing and drawing materials such as different types of pens, crayons, markers, or paintbrushes. Play with letter blocks, magnets, and other reading materials.

Read

- **Learning Goals:** Enjoy being read to and exploring books. Name familiar characters or events from books. Guess what happens next in a story.
- **Learning Strategies:** Participate in story time and choose their own books. Point out familiar letters and words such as labels, logos, or street signs.

Speak

- **Learning Goals:** Ask questions and wait for answers. Use many words when speaking about feelings, places, people, or things.
- **Learning Strategies:** Have conversations with friends and adults. Play games with friends. Read books out loud.

Prekindergarten 4

Understanding What Your Child Will Learn

Prekindergarten will be a fun and engaging experience for your child. Your child will learn many skills which will lay a foundation for future learning. Below is a summary of what your child will learn in Prekindergarten. More information can be found by reviewing the *Texas Prekindergarten Guidelines*. The guidelines are what all public schools in Texas use as a basis for what they teach students.



Language & Literacy

Listen

- **Learning Goals:** Follow two or three step directions during activities such as setting the table, playing games, or cleaning up. Have conversations with expected words and responses.
- **Learning Strategies:** Play games with multiple steps. Play in large and small groups. Listen to stories and directions.

Write

- **Learning Goals:** Use marks or letters to write
- **Learning Strategies:** Use writing materials in multiple areas of the classroom, such as creating signs in block play or grocery lists in the pretend play center. Write in a journal and make books or drawings with words.

Read

- **Learning Goals:** Enjoy being read to and exploring books. Name rhyming words.
- **Learning Strategies:** Play games with multiple steps. Play in large and small groups. Listen to stories and directions.

Speak

- **Learning Goals:** Ask and respond to questions. Use many words when speaking about feelings, people, places, or things.
- **Learning Strategies:** Have conversations with friends and teachers. Play games with friends. Read books out loud.

State law defines high-quality 4-YO prekindergarten as including 5 key components that school systems must report on

Family Engagement Plan

Develop, implement, and make available a family engagement (FE) plan

ECDS: Report internet link where FE plan is located

Curriculum

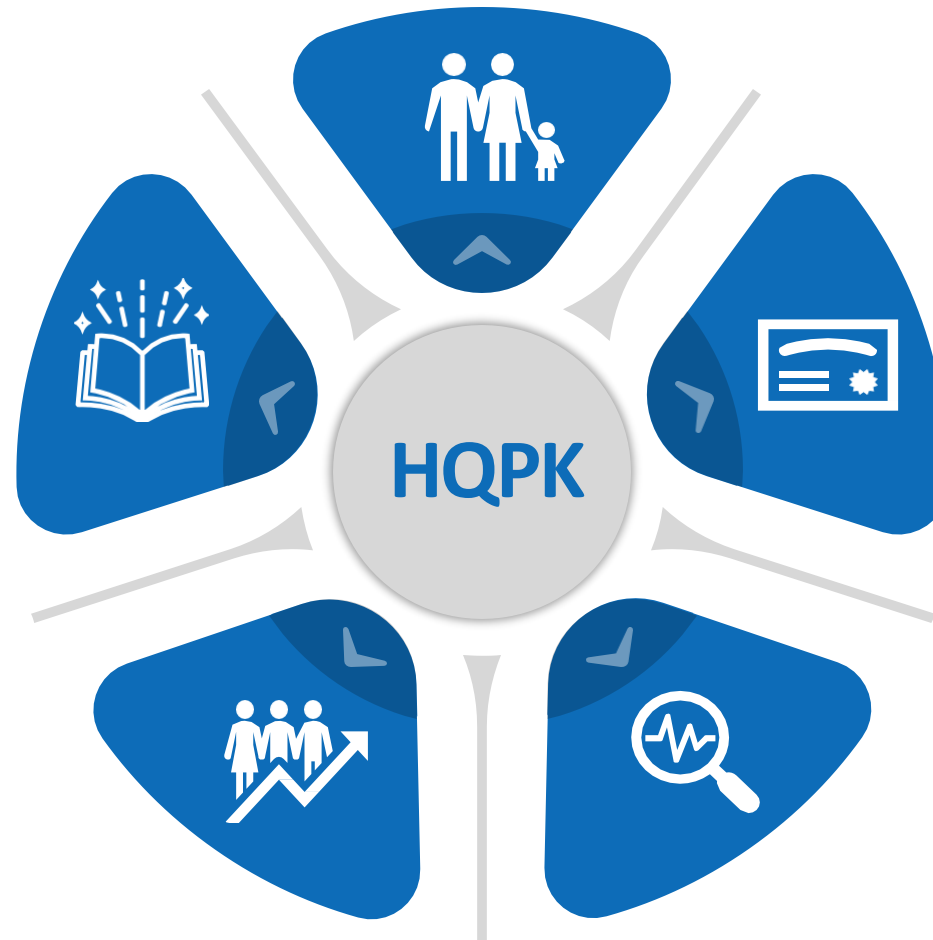
The curriculum used in a PK classroom serving eligible four-year-old students must be aligned with the Texas Prekindergarten Guidelines

ECDS: Report curricula used from SBOE list or "other"

Student Progress Monitoring

Measure the 5 primary domains at BOY and EOY using a tool from the Commissioner's list

ECDS: Submit BOY and EOY raw data from the 5 primary domains



Teacher Requirements

Each teacher of record for a prekindergarten class serving eligible four-year-old students must be appropriately certified **and** have an **additional qualification**

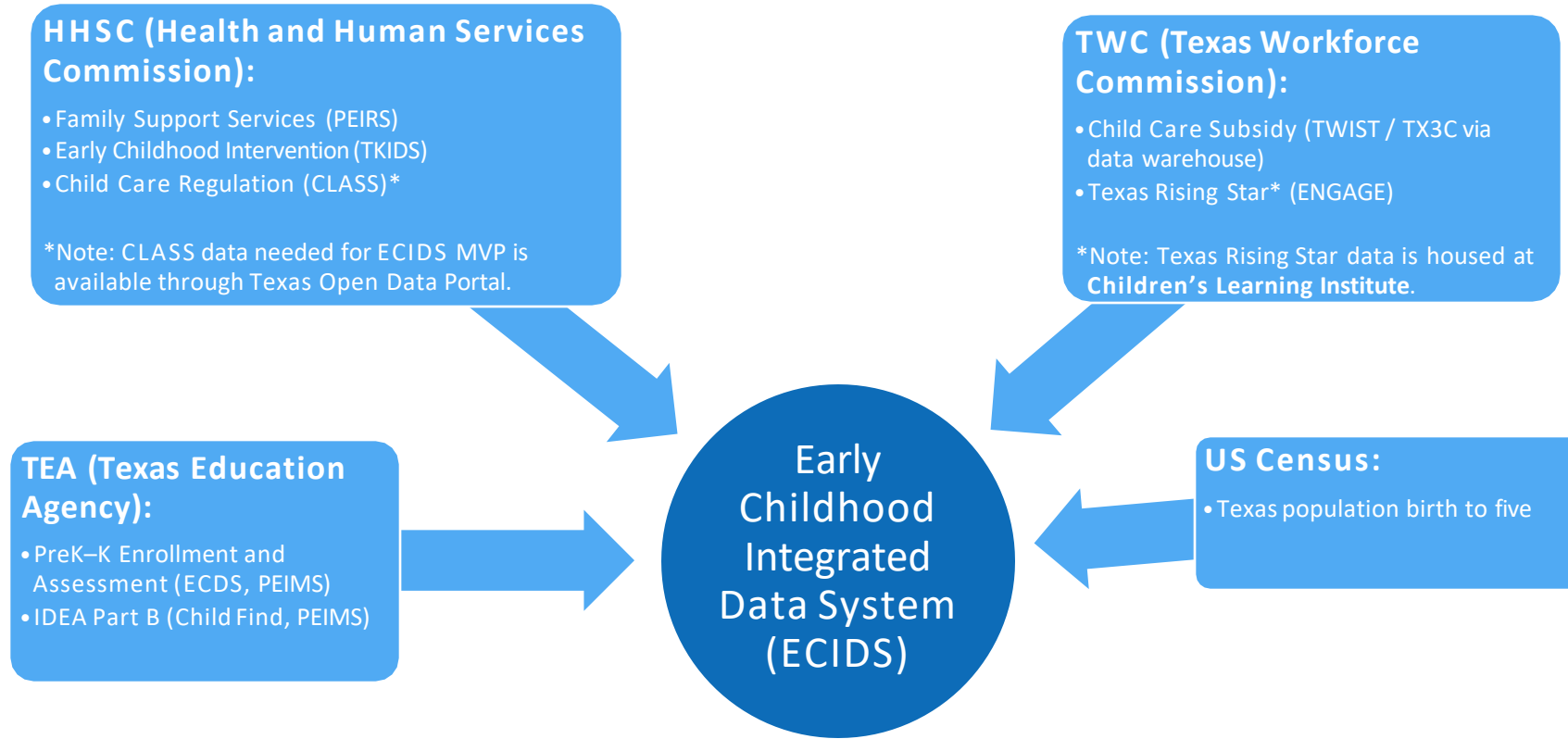
ECDS: Report the additional qualification for each PK4 teacher of record

Program Evaluation

Select and implement appropriate methods for evaluating the district's or charter's high-quality prekindergarten program

ECDS: Report the type of evaluation tool used- TEA tool or Other.

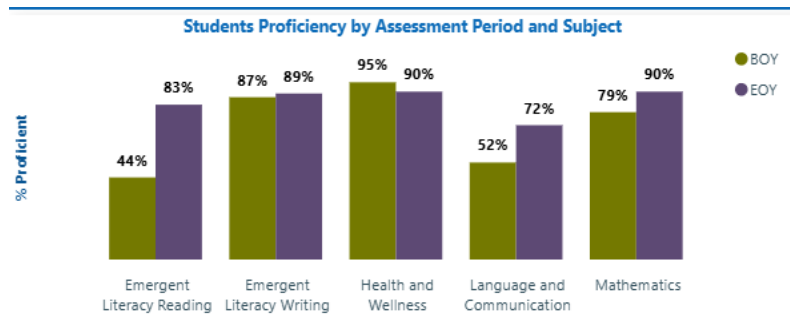
ECIDS is an interagency data tracking system with TEA serving as the administering agency



Note: This corresponds with the groups named as “cooperating entities” in HB 3963.

Student Progress Monitoring

For **4-YO** PreK classrooms, school systems must measure student progress in a variety of areas at the beginning, middle, and end of the school year, using one of **six** approved instruments.



Subject	Number Assessed	Percent Assessed	Number Proficient BOY	Number Proficient EOY
Emergent Literacy Reading	170,615	78%	75,105	142,310
Emergent Literacy Writing	160,632	73%	140,184	143,408
Health and Wellness	159,032	73%	150,849	142,600
Language and Communication	170,547	78%	88,039	123,334
Mathematics	168,685	78%	133,871	152,093

Observational Quality Measures

Statute requires school systems to conduct program evaluation on their PreK programs. TEA provides support but not requirements to assist with structure ongoing quality reviews to support program evaluation. This includes certain observational rubrics like CIRCLE from the CLI.

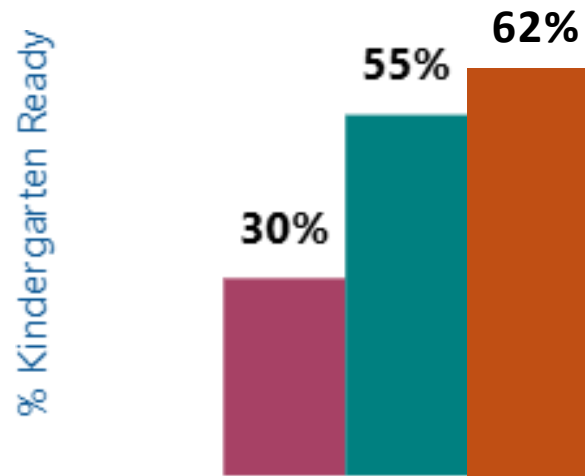


ENVIR

Area	Rating Description	Observed		
		BOY	MOY	EOY
CENTER / INDEPENDENT WORKSTATION AREAS*				
Basic Classroom Arrangement	1 Room is disorganized, messy, and/or centers are undefined.	1 ☐	1 ☐	1 ☐
	2 Room is organized with three to six defined centers. There is space for large- and small-group meeting areas. Center definition and/or traffic flow need improvement.	2 ☐	2 ☐	2 ☐
	3 Room is organized with at least seven recommended centers* that are well defined. There is space for large- and small-group meeting areas and good traffic flow throughout the classroom.	3 ☐	3 ☐	3 ☐
Center Management System	1 Centers are not labeled with both words and pictures or labels are not at eye level. Or there is no center management/rotation system.	1 ☐	1 ☐	1 ☐
	2 Three to six centers are labeled with words and pictures/icons and labels are at child's eye level. There are places for children's name tags at each center or a central center planning board.	2 ☐	2 ☐	2 ☐
	3 At least seven recommended centers are labeled with words and pictures/icons and labels are at child's eye level. There are places for children's name tags at each center or a central center planning board.	3 ☐	3 ☐	3 ☐
	Note: If dual language/bilingual classroom, center labels should have words in English and Spanish for a high rating.			

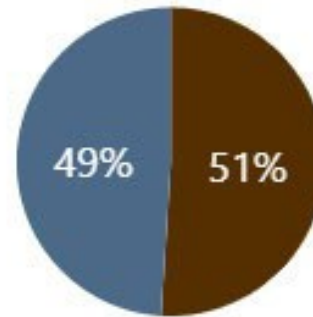
Some districts also purchase and use different observational systems like the Classroom Assessment Scoring System (CLASS).

Kinder Readiness
of students eligible for PreK,
by PreK participation



- PreK Eligible & Did Not Attend
- PreK Eligible & Attended One or More Days
- PreK Eligible & Attended More than 80 Days

Kinder Readiness for
All Kinder Students
2024-25



- Kindergarten Ready
- Not Ready

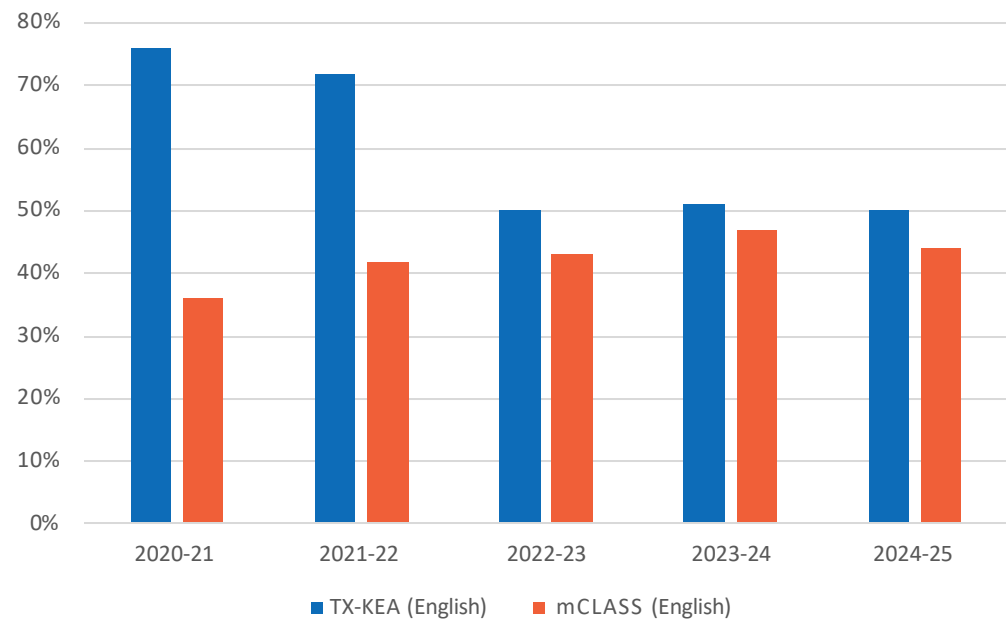
Kinder Readiness
of students not eligible for PreK



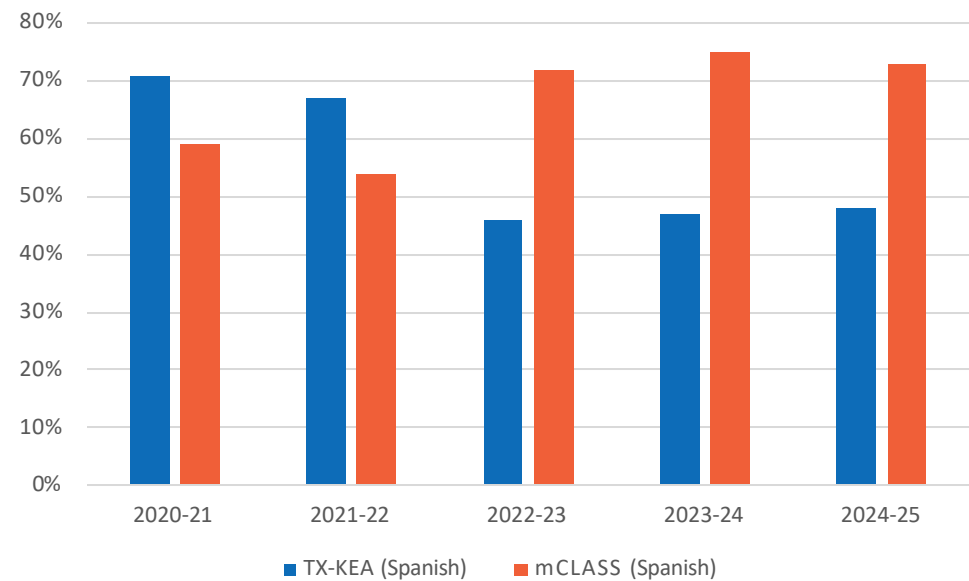
There are two approved Kindergarten Readiness instruments used in Texas schools. Standards between the two were calibrated starting with Fall 2022.



English



Spanish



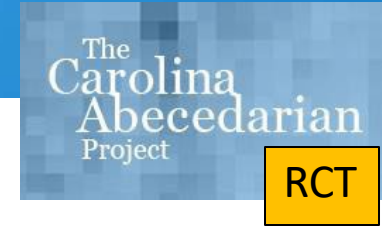
HB2 will expand the list to three

- TEA rates schools on their performance, based on outcomes growth & achievements by students. Public A-F ratings are provided.
- Notably, A-F performance indicators begin with 3rd graders, largely excluding a direct evaluation of the efficacy of school system PreK offerings.
- **Local school boards are charged with oversight of the performance of their school systems, including PreK.**
 - This includes ensuring appropriate quality in delivery, and student outcomes.
- Unlike site visits done under CACFP or any site visits structure coordinated at the state level that may exist for child-care licensing for other segments of the early childhood education delivery system, there is no direct site visits structure observing prek quality within school systems by TEA.
 - Instead, state oversight is resourced to work under the assumption of effective local school system implementation unless otherwise notified, where TEA investigates complaints raised that involve the failure of a school system to comply with statutory requirements (related to PreK and any other aspect of the Texas Education Code).



Research on ECE Efficacy

What the Research Says - Abecedarian



Age

- Birth to 5

Child Care / ECE

- 6-8 hrs a day, 5 days a week, year-round
- High quality curriculum, staff
- 1:3 ratio for infants, 1:6 at age 5

Parent Training

- Home visits at least once monthly

Other Supports

- Healthcare, Social Services, Nutrition

Costs

- \$67k per participant (\$13.9k per year x 5 years)

Outcomes

- An increase of 1.8 grade levels in reading achievement
- An increase of 1.3 grade levels in math achievement
- Academic achievement in both reading and math was higher from the primary grades through young adulthood.
- Statistically significant outcomes at age 30:
- Four times more likely to have graduated from a four-year college (23 percent vs. 6 percent)
- More likely to have been employed consistently over the previous two years (74 percent vs. 53 percent)
- Five times less likely to have used public assistance in the previous seven years (4 percent vs. 20 percent)
- Delayed becoming parents by average of almost two years

What the Research Says – Perry Preschool High/Scope

RCT

Age

- 3 & 4 yo

Child Care / ECE

- 2.5 hrs a day, 5 days a week, school-year
- High quality curriculum, staff
- 1:6 teacher ratio

Parent Training

- Home visits weekly

Other Supports

- None

Costs

- \$27.6k per participant (\$13.8k per year x 2 years) – 2017 dollars

Outcomes

- An increase of 1.2 grade levels in achievement
- Academic achievement in both reading and math was higher from the primary grades through young adulthood

	Preschoolers	Non-preschoolers
Grade retention or special education, age 10	17%	38%
High school graduation, age 27	71%	54%
Arrested five or more times	7%	35%
Arrested for drug-related offenses	7%	25%
Arrested, age 27	57%	69%
Average number of arrests, age 27	2.3	4.6
Earn \$2,000 or more per month, age 27	29%	7%
Employment rate	71%	59%
Average monthly earning, age 27	\$1,219	\$766
Homeownership	36%	13%
Own second car	30%	13%
Receive Welfare or social services	59%	80%
Receiving public assistance, age 27	15%	32%
Single mothers	57%	83%

What the Research Says – Tennessee PreK

RCT

Age

- 4 yo

Child Care / ECE

- 5.5 hrs a day, 5 days a week, school-year
- Some quality requirements (both staff and curriculum) but mixed implementation quality
- Ave 1:9 teacher ratio

Parent Training

- None

Other Supports

- None

Costs

- ~ \$6k per participant – 2017 dollars

Outcomes

- Positive achievement effects at the end of pre-k reversed and began favoring the control children by 2nd and 3rd grade.
- Participants had more disciplinary infractions and special education placements by 3rd grade than control children.
- Participants who participated in effective K-3 curricular / instructional environments did demonstrate higher achievement in 3rd grade reading & math than the control group.

<https://www.sciencedirect.com/science/article/pii/S0885200618300279>

<https://www.tennessean.com/story/opinion/2019/09/12/tennessee-voluntary-pre-k-program-study-validates-investment-students/2294311001/>

Home Visiting – Nurse Family Partnership

RCT

■ Age

- Prenatal to 2 yo

■ Who Visits

- Nurses

■ Frequency

- Goal: Weekly Visits at First, then Monthly
- When scaled, ave 25 total visits per family

■ Costs

- ~ \$9k per family for entirety of engagement (2010 dollars)

Improve Prenatal Outcomes

- 79% reduction in preterm birth for smoking mothers
- 18% reduction in preterm birth in general

Improve Child Health and Development

- 48% reduction in child abuse and neglect
- 50% reduction in language delays at 21 months
- 67% reduction in behavioral and intellectual problems at 6 years
- Increased Reading and Math Achievement in primary grades
- 59% reduction in child arrests at 15 years

Improve Family's Economic Self-Sufficiency and Future Planning

- 82% increase in months employed for parent
- 31% decrease in very closely spaced (>6 months) subsequent pregnancies
- 72% decrease in convictions of mothers

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4651762/>

<https://www.nursefamilypartnership.org/>

Home Visiting – Parents as Teachers

Age

- Two Year Span During: Prenatal to 5 yo

Who Visits

- “Parent Educators”

Frequency

- Once or Twice a Month

Costs

- ~ \$7k per family for two years (\$3.5k per year)
(current dollars)

Outcomes

- PAT participation was related to 50% fewer cases of suspected abuse and/or neglect.
- PAT children performed significantly better on school standardized tests for reading, comprehension, phonics, math, and English Language Learners reading and writing compared to non-PAT students.
- PAT children had a significantly lower average rates of absenteeism and lower number of suspension days compared to non-Parents as Teachers students.

<https://www.cebc4cw.org/program/parents-as-teachers/detailed>

<https://parentsasteachers.org/>

Home Visiting – Home Instruction for Parents of Preschool Youngsters (HIPPY)

Age

- 30 lessons anywhere from 2 to 5 yo

Who Visits

- Paraprofessionals

Frequency

- 30 Weekly Visits

Costs

- ~ \$3k per family for two years (\$1.5k per year)
(current dollars)

Outcomes

- Participants demonstrate statistically significantly higher achievement in reading & math throughout K-12
- Participants demonstrate statistically significant higher rates of attendance throughout K-12



Analysis of ECE Governance Environment

0-5 Landscape in Texas: Available Programs / Services

Education

- Child-care (including subsidized child-care)
- Head Start/Early Head Start
- Public school pre-k
- Early Childhood Special Education
- Early Childhood Intervention

Health

- Medicaid
- Children's Medicaid
- Children's Health Insurance Program



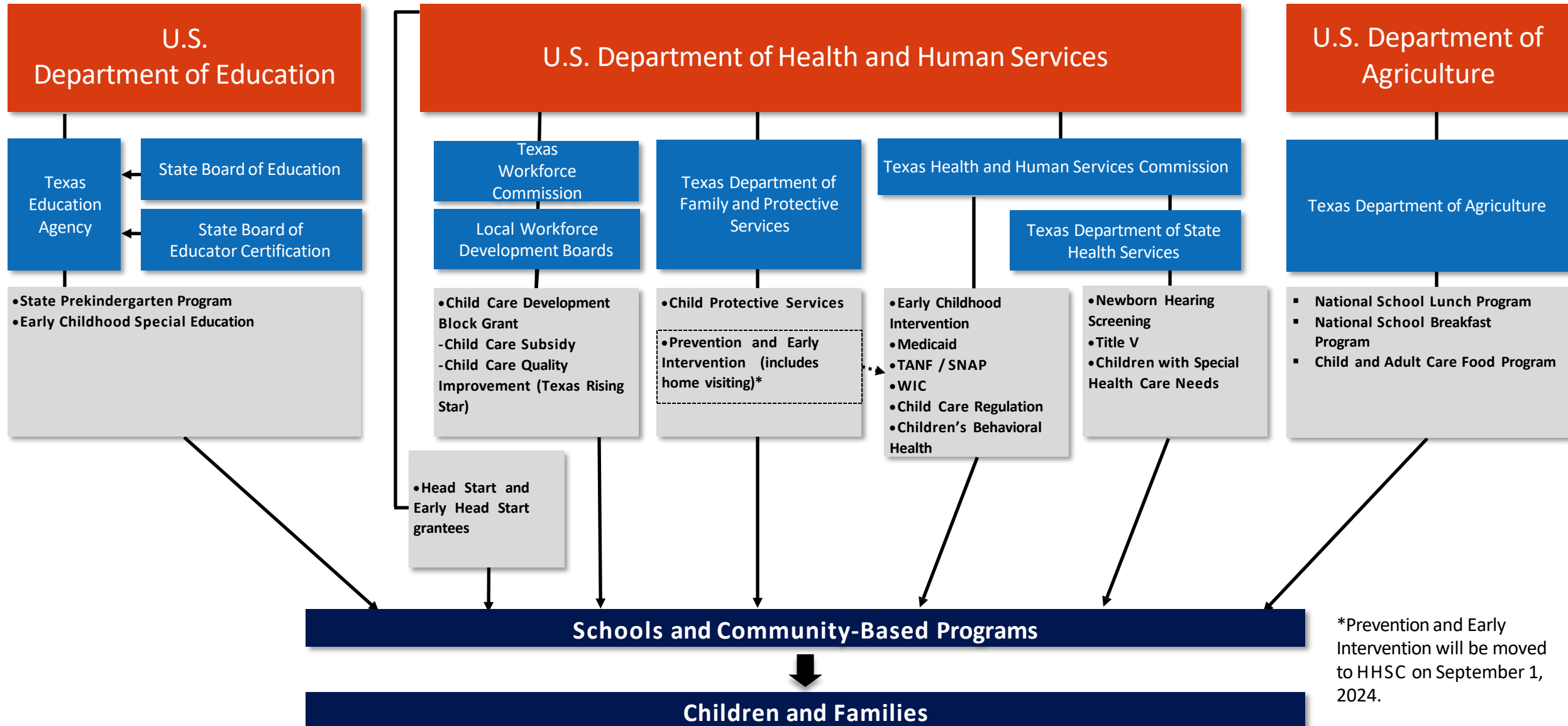
Nutrition

- WIC
- SNAP
- TANF
- National School Lunch Program (NSLP)
- Child and Adult Care Food Program (CACFP)

Other

- Home visiting & parent education
- Children's Autism Program
- Children with Special Health Care Needs

0-5 Landscape in Texas: Federal and State Entities



*Prevention and Early Intervention will be moved to HHSC on September 1, 2024.

Early Childhood Governance Models



COORDINATED

places authority and accountability for early childhood programs and services across **multiple public agencies**
**Variation of this model: governor's office can provide leadership in coordinating governance in the absence of a lead agency*

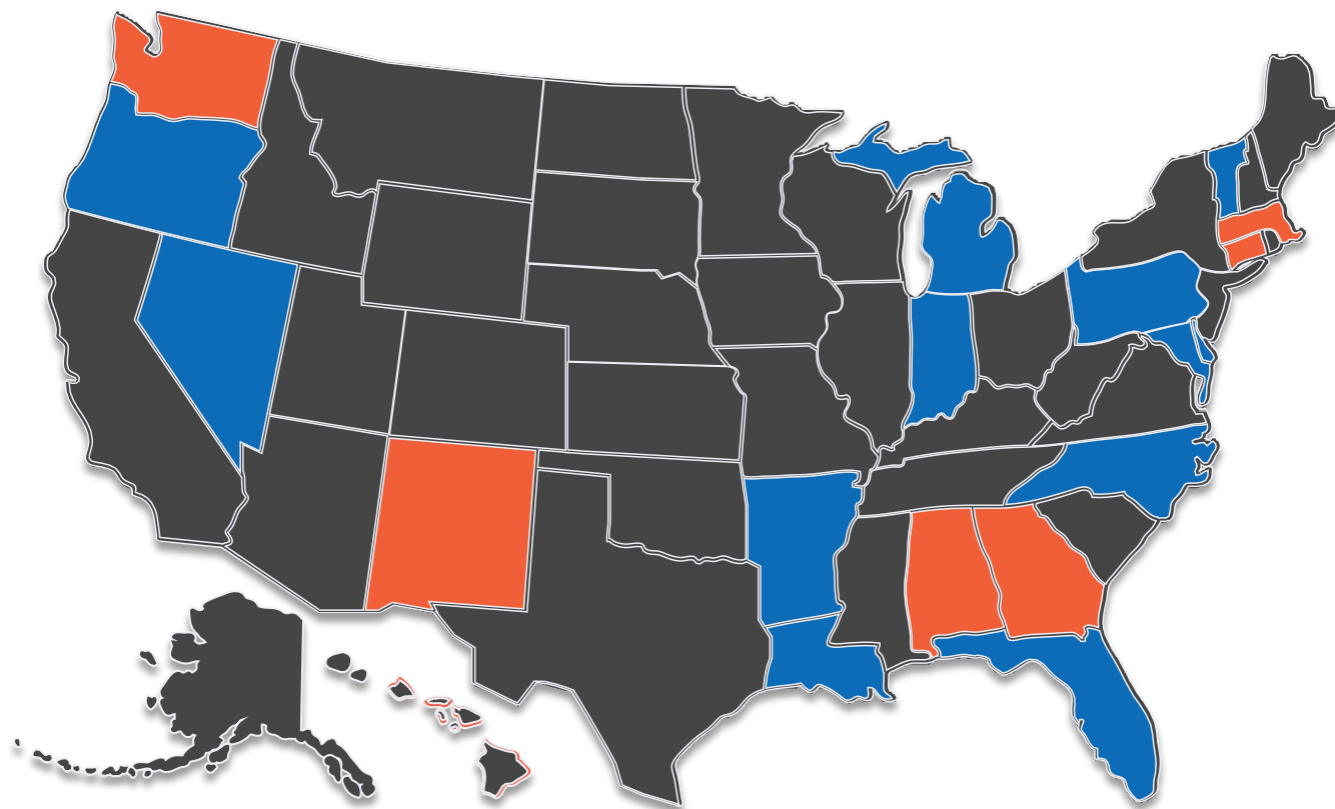
CONSOLIDATED

state places authority and accountability for the early childhood system in **one executive branch agency** for development, implementation, and oversight of multiple early childhood programs and services

CREATED

create a new executive branch agency or entity within an agency that has the authority and accountability for the early childhood system

Breakdown of States and their EC Governance Models



Coordinated

32 states

Consolidated

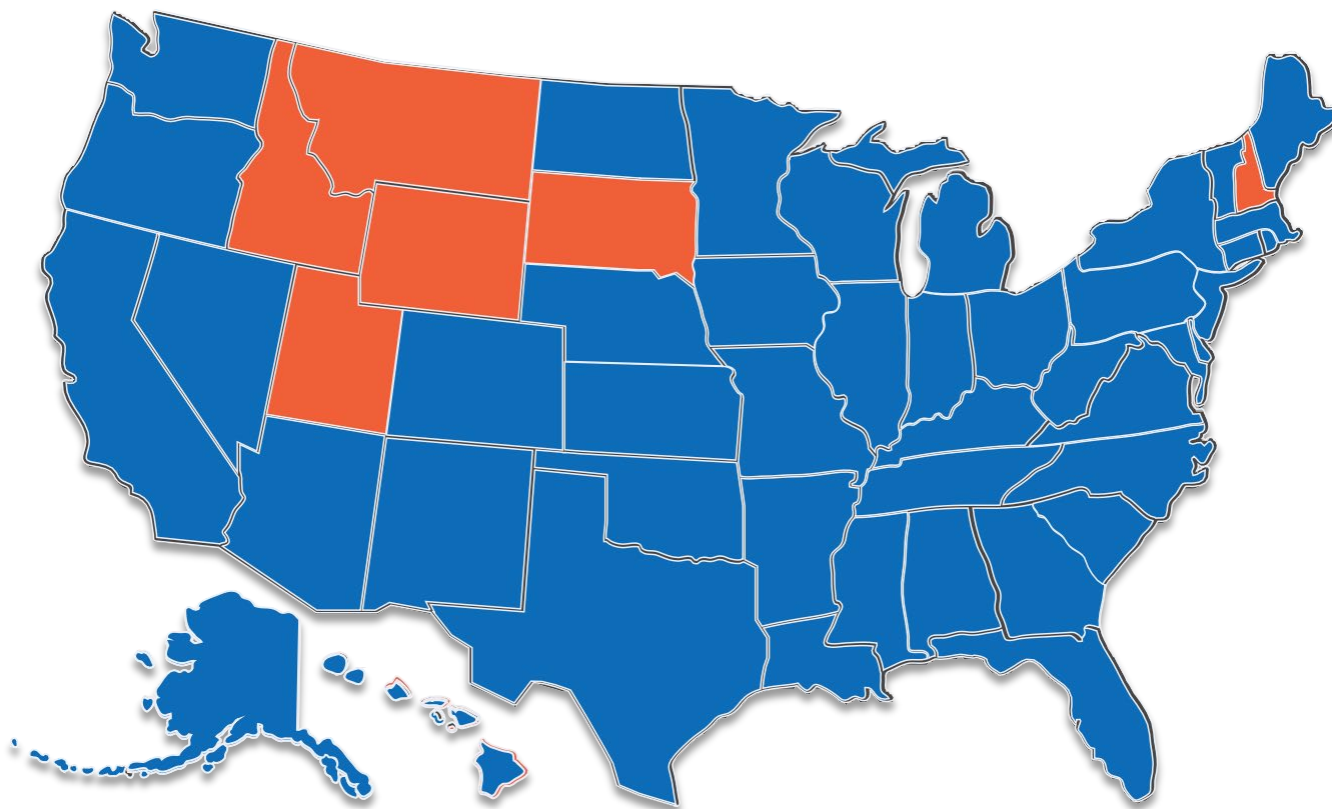
12 states

including District of Columbia

Created

6 states

Breakdown of States and State-funded PK Programs



State-funded
Prekindergarten

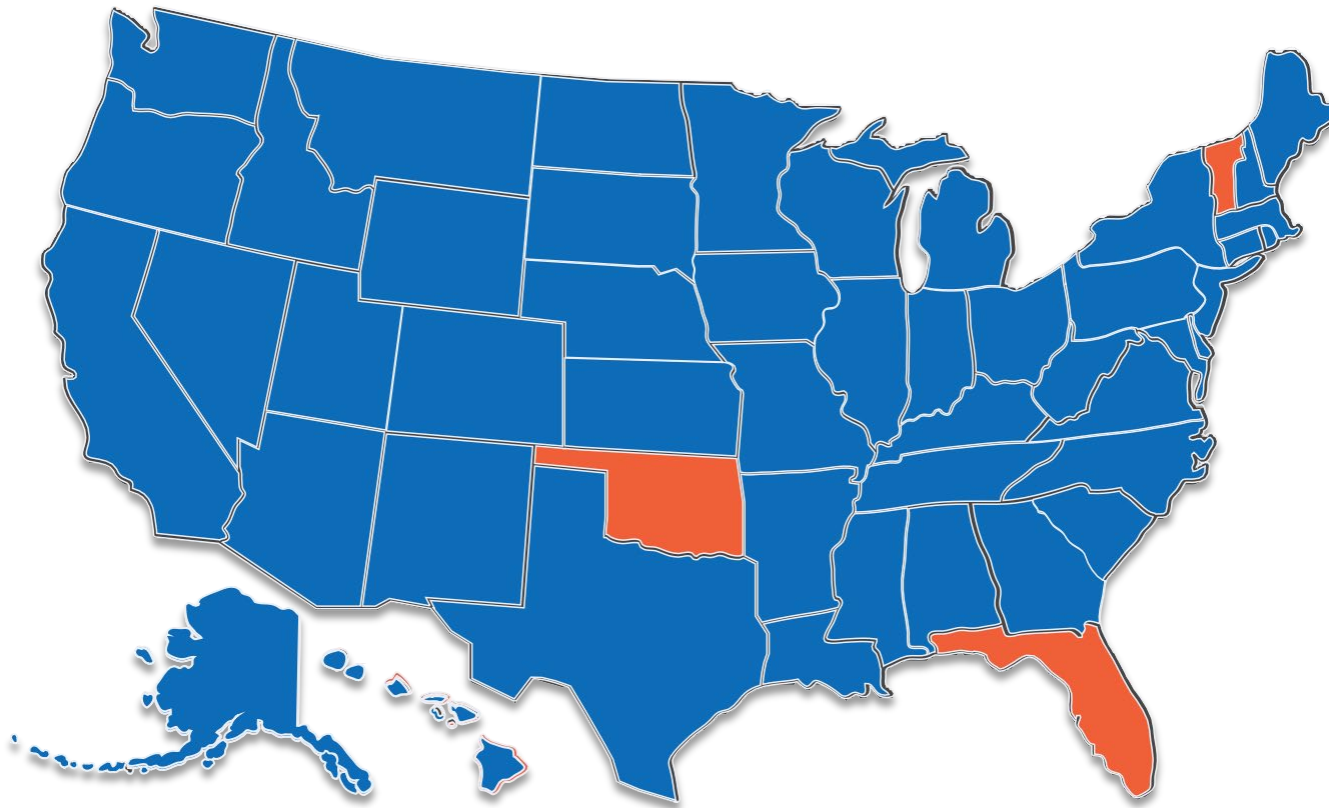
12 states

including all states with
consolidated and created
models

No State-funded
Prekindergarten

6 states

Breakdown of States and Universal PK Programs



No universal
Prekindergarten

47 states

Universal
Prekindergarten

3 states

including District of Columbia¹

¹[State universal Pre-K policies: Lessons from Florida, Oklahoma, and Vermont](#) (Rockefeller Institute of Government, January 2023)

Comparing Texas to States of Comparable Size



Texas

California

Florida

New York

EC Governance Model	Coordinated	Coordinated	Consolidated	Coordinated
Type of Pre-K	State Funded	State Funded	Universal Pre-K	State Funded
Number of PK Students	222,424	181,614	157,451	151,988
% 4-year-olds enrolled in state-funded PK	47%	31%	68%*	51.5%
% 3-year-olds enrolled in state-funded PK	9%	7%	0%*	16%
State Funding per Student	\$4,267+	\$12,279	\$2,254*	\$5,815
# of NIEER Benchmarks for HQPK	4 / 10	6 / 10	2 / 10	7 / 10
2022 NAEP 4 th Reading (National Average Score: 216)	214 (-2)	214 (-2)	225 (+9)	214 (-2)
2022 NAEP 4 th Math (National Average Score: 235)	239 (+4)	230 (-5)	241 (+6)	227 (-8)

- Early Learning & Developmental Standards
- Teacher Degree
- Teacher Specialized Training
- Screening & Referral

- Early Learning & Developmental Standards
- Curriculum Supports
- Teacher Specialized Training
- Staff to Child Ratio
- Screening & Referral
- Continuous Quality & Improvement System

- Early Learning & Developmental Standards
- Maximum Class Size

- Early Learning & Developmental Standards
- Curriculum Supports
- Teacher Degree
- Teacher Specialized Training
- Staff to Child Ratio
- Screening & Referral
- Continuous Quality & Improvement System

Comparing Texas to States of Comparable Size



Texas



California



Florida



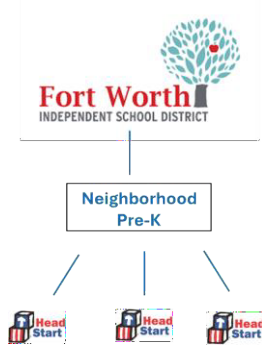
New York

EC Components	Parent Agency			
Child-Care Development Fund	Texas Workforce Commission	California Dept. of Social Services	Florida Dept. of Education	New York State Office of Children and Family Services
Head Start Collaboration Office	Texas Children's Learning Institute	California Dept. of Social Services	Florida Dept. of Education	New York State Council on Children and Families (Governor's Office)
State Funded Pre-K	Texas Education Agency	California Dept. of Education	Florida Dept. of Education	New York State Education Department
Maternal, Infant, and Early Childhood Home Visiting	Texas Department of Family and Protective Services <i>(moving to Texas Health and Human Services Commission 9/1/24)</i>	California Dept. of Public Health	Florida Maternal, Infant and Early Childhood Home Visiting Initiative	New York State Department of Health
IDEA Part C	Texas Department of Health and Human Services	California Dept. of Developmental Services	Florida Department of Health	New York State Department of Health
Preschool Development Grants	Texas Workforce Commission	California Dept. of Education	Florida Dept. of Education	New York State Council on Children and Families (Governor's Office)
K-Grade 3	Texas Education Agency	California Dept. of Education	Florida Dept. of Education	New York State Education Department
Quality Rating Improvement System	Texas Workforce Commission	California Dept. of Education	County QIS Systems	New York State Early Childhood Advisory Council
State Longitudinal Data System	Texas Education Agency	California Dept. of Education	Florida Dept. of Education	New York State Education Department

Appendix

What do different partnerships look like?

1 1882 – Single District;
Multi-Site Hub



2 1882- Single District;
Single Site



3 Non-1882 – Single
District; Multi-Site



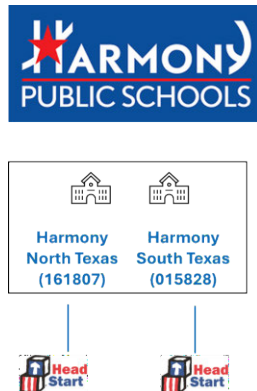
4 Non-1882 – Single-
district; Single Site



5 Non-1882 - Multi-
district; Multi-Site



6 Open Enrollment
Charter, multi-site



7 Non-1882 Single District,
Multi Site, non local



8 No Partnership



Prekindergarten Enrollment by School Type

https://www.texaseducationinfo.org/Home/Topic/texas_public_prek_programs_and_enrollment_state

Students Enrolled by PreK School Type									
School Type	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
02- Public Pre-K	183687	194825	209538	214698	171995	195413	214687	218743	222815
07 - Public Pre-K Head Start (LEA Grantee)	19053	20603	19814	19178	14603	16398	17841	13402	12635
12 - Public Pre-K Head Start (Non-LEA Grantee)					*		*	3741	5837
08 - Public Pre-K Licensed Child Care	80	20	137	444	*	760	525	2192	2754
99 - Other	2526	2072	2184	452	1709	1648	2085	783	716
11 - In-District Charter Partnership					190	436	317	469	517
01- Non-Public Pre-K Head Start	467	154	145	144	108	339	48	62	506
05 - Non-Public Pre-K Licensed Child Care	24	55	166	134	59	101	35	22	*
10 - Non-Public Pre-K					*		*	13	*

Beginning in School Year 2020-21, TEA required school systems to administer either TX-KEA or mCLASS for Kindergarten

Pre-HB 3 Commissioner's List



Assessment and Alternate (beginning SY20-21)



Note: TEC, §28.006(b) requires the commissioner to adopt a multidimensional assessment tool that includes a reading instrument and tests at least three developmental skills, including literacy, for use in diagnosing the reading development and comprehension of kindergarten students; the commissioner adopted TX-KEA (CLI). TEC, §28.006(b-1) permits the commissioner to approve an alternative reading instrument; the commissioner approved mCLASS Texas edition (Amplify) as the alternative.

Both TX-KEA and mCLASS were created to measure early literacy and are used as beginning-of-year (BOY) tests in Texas



Vendor	TX-KEA Children's Learning Institute University of Texas Health Science Center TEA	mCLASS from Amplify is based on DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and IDEL (Indicadores Dinámicos del Éxito en la Lectura) developed by University of Oregon
BOY Literacy Subtests	3 required and 3 optional Required: Letter Names, Vocabulary Spelling Optional: Letter Sounds, Blending, Listening Comprehension	4 required and 3 optional Required: Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, Word Reading Fluency Optional: Listening Comprehension, Vocabulary, Rapid Automatized Naming (RAN)
Research / Evidence	Study conducted in 2016-17 to evaluate reliability and validity of each sub-test based on a Texas sample of 208 kindergarteners ¹ Predictive validity evaluated based on regression models of TX-KEA with end-of-year proficiency measures on Woodcock-Johnson assessment Future studies planned to gather additional validity evidence given small sample size of initial study	8th Edition study conducted in 2017-18 and 2018-19 to evaluate reliability and validity of each sub-test based on 3 national research samples ^{2, 3} (total sample size of 1,792 kindergarteners) Predictive validity evaluated based on predictive correlations of DIBELS 8 with end-of-year proficiency measures on 3 assessments (DIBELS Next, Iowa Assessment, CTOPP-2) Screening accuracy also evaluated on sensitivity, specificity of cut-scores
Scoring	Criterion-referenced with cut scores established based on developer estimates	Criterion-referenced with cut scores established based on maximizing sensitivity and specificity of test, related to intervention research

1. 41 classrooms in 13 schools in Houston participated; 2. 17 states participated, including Texas; 3. Samples included 2017-2018 UO CTL norming study (n=685), 2018-2019 UO CTL norming study (n=678, including dyslexia sub-sample n=213), 2018-2019 Amplify study (n=429), and dyslexia sample (n=213) | Source: "The Texas Kindergarten Entry Assessment: Development, Psychometrics, and Scale-Up of a Comprehensive Screener", Early Education and Development Journal, 2020; DIBELS 8th Edition Technical Manual, University of Oregon, 2018-2020

TX-KEA has 3 required sub-tests and 3 optional sub-tests



	Sub-Test	Skills	Design	Additional Forms
Required	Letter Names	Knowledge of uppercase and lowercase letters	Students see a letter and name the letter	
	Vocabulary	Vocabulary	Students say the vocabulary word illustrated by a picture	Interim MOY Summative EOY
	Spelling	Early spelling abilities, or using sound-symbol relationships to write words	Students spell the 3-letter word illustrated by a picture	Interim MOY Summative EOY
Optional	Letter Sounds	Knowledge of letter sounds	<u>Receptive</u> : Students listen to a letter sound and point to letter <u>Expressive</u> : ² Students see a letter and make the letter sound	Interim MOY Summative EOY
	Blending	Phonological awareness	<u>Receptive</u> : Students listen to a series of sounds and point to the picture of the blended word <u>Expressive</u> : ³ Students listen to a series of sounds and say the blended word	Interim MOY Summative EOY
	Listening Comprehension	Ability to understand verbal information and follow directions	Students select the picture(s) based on auditory instructions	Summative EOY

Optional decoding sub-test also available for MOY and EOY⁴

mCLASS has 4 required sub-tests (DIBELS) and 3 optional sub-tests (ELM)



	Sub-Test	Skills	Design	Additional Forms
Required	Letter Naming Fluency (LNF)	Knowledge of uppercase and lowercase letters	Students have 1 minute to name letters on page of 100 uppercase and lowercase letters	Interim MOY Summative EOY
	Phonemic Segmentation Fluency (PSF)	Fluency in segmenting 2-6 phoneme words into individual phonemes	Administrator says words and students have 1 minute to say individual phonemes (e.g., “cat” = /c/ /a/ /t/)	Formative (x20) Interim MOY Summative EOY
	Nonsense Word Fluency (NWF): Correct Letter Sounds (CLS)	Decoding words based on alphabetic principle, including knowledge of sound-spelling patterns	Students have 1 minute to say either individual letter sounds or whole words on page of nonsense words	Formative (x20) Interim MOY Summative EOY
	Nonsense Word Fluency (NWF): Words Recoded Correctly (WRC)	Decoding words based on alphabetic principle, including blending sounds into words		
	Word Reading Fluency (WRF)	Accuracy and fluency in reading sight words, including non-decodable and decodable words	Students have 1 minute to say whole words on page of real words	Formative (x20) Interim MOY Summative EOY
Optional	Listening Comprehension	Oral language – knowledge of language structures foundational to comprehending early reader texts, understanding interpersonal communication, and writing	Students listen to sentences read aloud and must repeat the sentences. The final score is the number of sentences repeated correctly.	BOY MOY EOY
	Vocabulary	Knowledge of high frequency and high utility words, as well as content-specific words	Students select the vocabulary word based on audio prompt (e.g., fill-in-the-blank, match words to definitions)	BOY MOY EOY
	Rapid Automatized Naming (RAN)	Phonological processing and retravel of phonological information (indicator of dyslexia risk)	Students name 50 stimulus items (currently using numbers)	BOY MOY EOY

Optional spelling sub-test available for MOY and EOY⁴

Strategic Plan to Improve Early Learning Opportunities for Young Children with Disabilities

- HB 2310 requires a four-year, multi-agency strategic plan to improve early learning and educational opportunities for young children with disabilities.
- TEA, HHSC, and TWC are implementing a comprehensive, multi-method stakeholder engagement approach:
 - Texas Early Learning Council (TELC): April 17, 2026 – *received feedback regarding barriers and strategies for inclusion of children with disabilities from council members and the public*
 - Early Childhood Intervention (ECI) Advisory Committee: April 29, 2026
 - Childcare Provider and Family Focus Groups: April 27 – June 1, 2026
 - Statewide Stakeholder Engagement Survey: April 17 through May 1, 2026 - <https://tinyurl.com/HB2310survey>
- Information gathered through stakeholder engagement activities will be analyzed alongside existing data and research from TEA, TWC, and HHSC to directly inform the drafting of the HB 2310 Strategic Plan.
- Timeline:
 - April–June 2026: Stakeholder engagement activities, data collection, and analysis
 - By July 10, 2026: Completion of a draft Strategic Plan for review by senior leadership at TEA, HHSC, and TWC
 - By September 1, 2026: Final approval of the Strategic Plan, consistent with statutory requirements

Relating to the establishment of the Quad-Agency Child Care Initiative and the Quad-Agency Child Care Initiative Commission

The Texas [Quad-Agency Child Care Initiative](#) was established to foster collaboration, coordinate policies, and review and recommend actions to streamline regulations among that govern childcare in Texas among:

- Texas Workforce Commission (TWC)
- Health and Human Services Commission (HHSC)
- Department of Family and Protective Services (DFPS)
- Texas Education Agency (TEA)

Members are charged to work collaboratively to:

- Coordinate agency initiatives that impact the cost, quality or accessibility of child care in Texas
- Consider and start interagency initiatives to expand access to quality, affordable child care
- Review and recommend actions to streamline existing or proposed regulations, rules, policies, or any other participating agency actions that impact the child care industry to:
 - Resolve regulatory conflicts and duplication
 - Lower insurance costs for child care providers
 - Protect the health and safety of children in child care
 - Advance quality education for child care providers
 - Create consistent, predictable and reasonable enforcement mechanisms among participating agencies

Interagency ECE Governance: Early Childhood Interagency Work Group (ECIW)



Work group membership includes agency staff representing the following:

- HHSC – Child Care Regulation (CCR)
- HHSC – Early Childhood Intervention (ECI)
- HHSC – Family Support Services (FSS)
- TEA – Special Populations and Student Supports (SPSS)
- TEA – School Programs (SP)
- TWC – Child Care and Early Learning (CC&EL)

ECIW members meet monthly to collaborate on a variety of cross-agency projects and initiatives including implementation of a Preschool Development Grant, support for and engagement with the Texas Early Learning Council, and development and maintenance of the EarlyChildhoodTexas.org website.

Interagency ECE Governance: ECIDS

Group	Role/Purpose	Key Responsibilities
Executive Board	Strategic oversight and commitment	• Endorse governance charter • Approve high-level data sharing policies • Secure resources and alignment with agency priorities
Steering Committee	Policy and process development and coordination	• Develop shared policies • Resolve cross-agency issues • Prioritize data needs and system enhancements • Track implementation progress • Engage external stakeholders
Data Workgroup	Technical alignment and implementation support	• Define common data elements and formats • Validate metadata • Monitor data quality and submission • Flag issues for escalation
Legal Workgroup	Ensure regulatory alignment and legal review of agreements	• Review and support DUAs, MOUs, privacy policies • Monitor FERPA, HIPAA, IDEA compliance

Who will oversee an ECIDS?

Group	Role/Purpose	Key Responsibilities	Proposed Participants
Executive Board	Strategic oversight and commitment	• Endorse governance charter • Approve high-level data sharing policies • Secure resources and alignment with agency priorities	Executive leadership, as determined by the agency
Steering Committee	Policy and process development and coordination	• Develop shared policies • Resolve cross-agency issues • Prioritize data needs and system enhancements • Track implementation progress • Engage external stakeholders	Early Childhood Interagency Workgroup lead and/or designated representative
Data Workgroup	Technical alignment and implementation support	• Define common data elements and formats • Validate metadata • Monitor data quality and submission • Flag issues for escalation	Designated data lead per agency / program
Legal Workgroup	Ensure regulatory alignment and legal review of agreements	• Review and support DUAs, MOUs, privacy policies • Monitor FERPA, HIPAA, IDEA compliance	Designated legal point of contact per agency / program

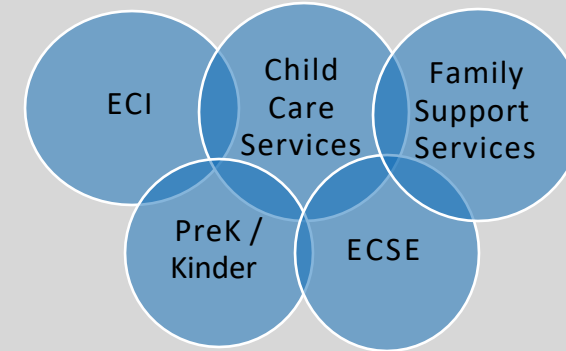
What are benefits of an ECIDS?

Vision

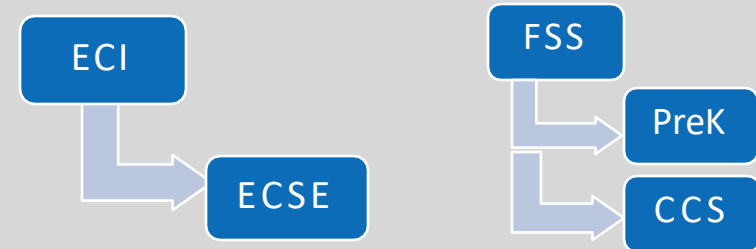
(from 2023 *Texas ECIDS Roadmap*)

- Identify bright spots
- Identify gaps in services
- Identify underserved populations
- Identify opportunities to align programs and services
- Identify where early childhood services correlate with child progress in key metrics
- Inform coordination across our programs
- Tell Texas' story of collective investment in early childhood programs

Understanding
service
overlaps



Mapping
transitions



Ability to inform real-time decision making and inform implementation of other early childhood bills