

TCCA Newsletter



Achievements

- CDA
- Roynisha Johnson-LCB
- CDA
- Diandra Johnson-Angelina
- CLASS Observer Infant
- Tomeka Jones-Modular
- CDA
- Kanesha Webster-Angelina
- CDA
- Taliyah Williams-Tri-C
- Driver's License
- Ahmyah Myles-Lil Eagles

Important Dates to Remember

- 7/4-Independence Day
- 7/5-Mental Health/Wellness Day
- 7/22-26-Pre-Service 2024

Welcome New Hires

- Sierra Jackson-Food Service Specialist-Tri-C

Transfers

- Taliyah Williams-EHS Teacher-Tri-C

CURRENT JOB OPENINGS

- Jasper
 - Head Start Teacher
 - CSBG CM PT
- Lil Eagles
 - Center Director
- Lil Panthers
 - Child Care Assistant
- NCB
 - Early Head Start Teacher
- LCB
 - Teacher's Aide



Recipe of the Month

Red White & Blue Berry Cheese Bites

Ingredients:

- 10 skewers
- 2 ounces white sharp cheddar cubed
- ½ cup blueberries
- ½ cup raspberries

Directions:

- With a skewer, alternate placing cheese, blueberries, and raspberries
- Repeat process for each skewer
- Serve chilled and enjoy!

News

- ◆ Correction on June Newsletter-Mary Walker has been with the Agency for 17 Years
- ◆ The Agency's Annual Pre-Service will be July 22-26th at the Wyndham Civic Center in Center, Texas.
- ◆ Congratulations and thank you to all who participated in the Wellness Challenge!!!

- 7/5-Tamiko McGee-1 Year
- 7/10-Candace Willis-12 Years
- 7/11-Peggie Brown-13 Years
- 7/12-Tammy Luster-3 Years
- 7/17-Amaris Cook-1 Year
- 7/17-Sharmesha Bagley-1 Year
- 7/20-Lashandra Barnes-1 Year
- 7/24-Teresa Wise-7 Years



- 7/1-Deganda Brown
- 7/1-Diandra Johnson
- 7/11-Tabrisha Allen
- 7/11-Pearlie Nash
- 7/12-Ola Bevil
- 7/13-Dominique Martin
- 7/13-Olivia Vega
- 7/15-Kianna Brown
- 7/17-Katrina Solice
- 7/17-Kirsten Perkins
- 7/21-Candice Slaydon
- 7/12-Paul Runyon
- 7/26-Latoya Gardner

*"The will to win, the desire to succeed, the urge to reach your full potential; these are the keys that will unlock the door to excellence."
- Confucius*

OHS July Calendar of Events

(for more information visit eclkc.ohs.acf.hhs.gov)

- 7/16-The Preparation of the CDA Professional Portfolio: A Gratifying and Creative Experience
- 7/16-Recursos en español para CACFP
- 7/18-The Magic of Music for Infants and Toddlers
- 7/30-Overview of the CDA Credentialing Process: Prepare, Apply, Demonstrate



Bi-weekly COVID Testing is available for children and staff at all locations (The Practice-Dr. Adrian Jessie's Office)

****For additional information contact Vanessa Davis****

CLASS

July Theme of the Month:
Language Modeling

Frequent Conversations (supporting language)

- Back and forth exchanges
- Contingent responding
- Peer conversations (based on child's response)

Open-Ended Questions

- Questions requiring more than a one-word response
- Students respond

Repetition and Extension

- Repeats
- Extends/elaborates

Self and Parallel Talk

- Maps own actions with language
- Maps students' action with language (while the action is going on)

Advanced Language

- Variety of words
- Connected to familiar words and/or idea

Food Pantry/Produce Drop

The Food Pantry will be open every Thursday from 1:30 pm to 3:30 pm

(New applications and income are required for all households to receive services once every 30 days)

TCCA "Harvest for Homes" Produce Drop is July 10th,

8 am until all is gone @ the Ivan Smith parking lot in Center, Texas



*****NEWS ALERT***

The Low-Income Household Water Assistant Program (LIHWAP) is funded through the Consolidated Appropriations Act, 2021 (Public Law 116-260) signed on December 27, 2020, and the American Rescue Plan Act of 2021 signed on March 11, 2021. LIHWAP is a federally funded temporary program that is implemented to serve Low-Income Households who seek assistance for their water and wastewater bills. LIHWAP is not an entitlement program, and there are not sufficient funds to serve all eligible customers.

The Water Vendor that serves any client must have signed a vendor agreement with TCCA in order to be served. If that water vendor does not have a current agreement on file, we cannot assist using this grant.

For more information, contact the Social Services Department.



SCHOOL READINESS GOAL FOR THE MONTH OF JULY

Goal for EHS:

Children show developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics.

Measure EHS:

Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.

Goal for HS:

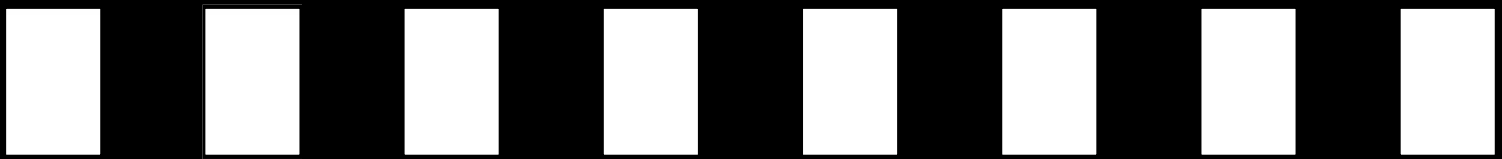
Children show increasing awareness of self as distinct as related to others.

Measure HS:

Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.



SOCIAL & EMOTIONAL DEVELOPMENT-SCHOOL READINESS GOALS AND DRDP ASSESSMENT



Division 3, General Responsibilities for Child-Care Center Personnel §746.1201.

What general responsibilities do my child-care center employees have?

Subchapter D, Personnel Division 3, General Responsibilities for Child-Care Center Personnel
December 2010

All child-care center employees, including persons not counted in the child/caregiver ratio, must: (1) Demonstrate competency, good judgment, and self-control in the presence of children and when performing assigned responsibilities [High];

(2) Relate to children with courtesy, respect, acceptance, and patience [High];

(3) Recognize and respect the uniqueness and potential of all children, their families, and their cultures [Medium-High];

(4) Ensure that no child is abused, neglected, or exploited while in the care of the center [High]; and

(5) Report suspected abuse, neglect, and exploitation to DFPS as specified in the Texas Family Code, §261.101. [High] §746.1203. What additional responsibilities do my caregivers have?

Subchapter D, Personnel Division 3, General Responsibilities for Child-Care Center Personnel
March 2023

In addition to the responsibilities for employees specified in this division, caregivers must:

(1) Know and comply with the minimum standards for child-care centers [High];

(2) Supervise children at all times, as specified in §746.1205 of this division (relating to What responsibilities does a caregiver have when supervising a child or children?);

(3) Be free from activities not directly involving the teaching, care, and supervision of children, such as: (A) Administrative and clerical duties that take the caregiver's attention away from the children [Medium-High];

(B) Meal preparation, except when 12 or fewer children are in care [Medium-High];

(C) Janitorial duties [Medium-High]; and (D) Personal use of electronic devices, such as cell phones, MP3 players, tablets, and video games [Medium-High];

(4) Provide care that is consistent with the child's habits, interests, strengths, and any special needs, including any special supervision needs or care as outlined in §746.2202 of this chapter (relating to What are my responsibilities when planning activities for a child in care with special care needs?) [Medium-High];

(5) Interact with children in a positive manner [Medium-High];

(6) Set appropriate behavior expectations based on the child's current stage of development [Medium-High]; (7) Foster developmentally appropriate independence in children through planned but flexible program activities [Medium-High];

(8) Foster a cooperative rather than a competitive atmosphere [Medium-High];

(9) Show appreciation of children's efforts and accomplishments [Medium-Low]; and

(10) Ensure continuity of care for children by sharing with incoming caregivers information about each child's activities during the previous shift and any verbal or written instructions given by the parent. [Medium-High] Technical Assistance

- Research has shown children's physical, social, emotional, and intellectual development and safety depend on consistent, caring interaction between children and their caregivers.

- Regarding paragraph (3)(A), administrative duties are tasks that involve meeting the business needs of a child-care center, such as bookkeeping, enrolling children, answering the main office telephone, giving tours to prospective families, etc. A caregiver who is engaged in these tasks is not fully available to meet the health and safety needs of the children in care, including supervising children and preventing situations that could result in a child getting hurt.

- Regarding paragraph (3)(C), janitorial duties include those tasks outlined in §746.123(39). As with administrative duties, a caregiver who is engaged in these tasks is not fully available to the children in care and is unable to supervise and interact with them in a way that meets their needs and keeps them safe.

- Regarding paragraph (3)(D), a child-care center may assign an electronic device, such as a tablet, to a caregiver or classroom so that the caregiver can record daily attendance, document a child's day, take photographs for parents, etc. However, the caregiver cannot use any electronic device (whether personal or center-owned) for personal reasons, including texting, using social media, internet browsing, checking email, etc.

§746.1205. What responsibilities does a caregiver have when supervising a child or children?

Subchapter D, Personnel Division 3, General Responsibilities for Child-Care Center Personnel
March 2023

(a) The caregiver is responsible for:

(1) Knowing which children the caregiver is responsible for [High];

(2) Knowing how many children the caregiver is responsible for [High];

(3) Knowing each child's name and having information showing each child's age [Medium-High];

(4) Providing the level of supervision necessary to ensure each child's safety and well-being, including physical proximity and auditory or visual awareness of each child's on going activity as appropriate [High]; and

(5) Being able to intervene when necessary to ensure each child's safety [High].

(b) In deciding how closely to supervise a child, the caregiver must consider:

(1) The child's chronological age;

(2) The child's current stage of development;

(3) The child's individual differences and abilities;

(4) The indoor and outdoor layout of the operation;

(5) The circumstances, hazards, and risks surrounding the child; and

(6) The child's physical, mental, emotional, and social needs.

Technical Assistance

- Supervision is basic to the prevention of harm. Parents have an understanding that caregivers will supervise their children in their absence. Adults who are attentive and who understand young children's behaviors are in the best position to safeguard their well-being.

- Child-care centers can also establish an understanding with parents regarding who (when the parent and when the center) is responsible for the child while the parent and the child are both on the grounds. These understandings could be laid out in the enrollment agreement.

- Regarding paragraphs (a)(1) and (a)(2), the caregiver must always know which children.

§1302.92 Training and professional development.

(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:

(1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act.

(2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;

(3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;

(4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;

(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;

(3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;

(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:

(i) Align with the program's school readiness goals, curricula, and other approaches to professional development;

(ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;

(iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,

(iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals; and,

(5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.

ON JULY 2ND, 1776, THE CONTINENTAL CONGRESS VOTED IN FAVOR OF INDEPENDENCE, AND TWO DAYS LATER DELEGATES FROM THE 13 COLONIES ADOPTED THE DECLARATION OF INDEPENDENCE, A HISTORIC DOCUMENT DRAFTED BY THOMAS JEFFERSON. FROM 1776 TO THE PRESENT DAY, JULY 4TH HAS BEEN CELEBRATED AS THE BIRTH OF AMERICAN INDEPENDENCE

