



High Quality Prekindergarten Grant

Implementation
Guide: 2016-2017



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A. Introduction

Since the start of the 2016-2017 school year, many High Quality Prekindergarten grantees have reached out to agency staff with questions regarding how to implement and meet the requirements within the grant. As you will see, this grant was designed to give school districts and charters flexibility to meet the needs of their prekindergarten students while also setting standards for quality. The High Quality Prekindergarten Grant gives you the ability to provide a high quality prekindergarten program that is tailored to your community and the unique needs of the children in your classrooms.

Access to high quality early childhood education is a means of closing the achievement gap and ensuring all children are prepared to be successful in school. Research shows that much of the achievement gap in education starts before a child enters school and once a child is behind, they tend to stay behind. Currently, it is estimated that 5 out of 10 children enter Texas kindergarten classrooms ready to learn and be successful in school. Therefore, half of our youngest learners may not have the ability to follow routines or multistep directions, sustain attention to a task, hold a book, identify letters and sounds, sequence ideas, take turns or sit up during circle time. It is these types of knowledge and skills that contribute to a child being considered “Kindergarten Ready”.

Research shows children are “ready” for school when families, schools, and communities work together to ensure they enter school with foundational knowledge and skills across multiple domains of development. Although separate, these domains are interconnected and development in one area reinforces development in the other. Children develop at different rates and there is a wide range of what is considered developmentally on track or “ready”.

The purpose of the grant is to ensure school districts are creating “quality” within Texas prekindergarten classrooms. Although grantees must meet the quality standards within the High Quality Prekindergarten Grant, grantees may also implement other quality indicators that they choose. Children have access to high quality when prekindergarten is developmentally appropriate, multisensory, and focuses on development of the whole child. Young children thrive when they are provided a learning environment that inspires curiosity, builds confidence and fosters a love of learning.

Please do not hesitate to reach out to the Office of Early Childhood Education at TEA with any questions or concerns. Thank you for all that you do every day for the children of our state.

Regards,

Marnie Glaser

Executive Director of Early Childhood Education

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B. Commissioner’s Rules for High-Quality Prekindergarten Grant (HQPG) Program

§102.1003. High-Quality Prekindergarten Grant Program.

From funds appropriated for this purpose, all eligible school districts and open-enrollment charter schools may receive grant funding for each qualifying student in average daily attendance in a high-quality prekindergarten program in the district or charter school.

- ◆ The amount of funding per qualifying student will be determined based on the total amount of appropriated funding, the number of eligible grant applicants, and the number of qualifying students served by each eligible grant applicant. Funding under this program for each qualifying student in attendance for the entire instructional period on a school day shall not exceed \$1,500.
- ◆ Each applicant seeking funding through the high-quality prekindergarten grant program authorized by the Texas Education Code (TEC), §29.165, must submit an application in a format prescribed by the Texas Education Agency (TEA) through a request for application (RFA).
- ◆ Each applicant must meet all the requirements established under the TEC, Chapter 29, and Subchapter E-1.

1. Eligibility

An eligible applicant receiving funds under this program must provide educational services to qualifying students. A student qualifies for additional funding under this grant program if the student is four years of age on September 1 of the year the student begins the program and:

- a) is unable to speak and comprehend the English language;
- b) is educationally disadvantaged;
- c) is a homeless child, as defined by 42 United States Code §11434a, regardless of the residence of the child, of either parent of the child, or of the child’s guardian or other person having lawful control of the child;
- d) is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;

- e) is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
- f) (6) Is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by the Texas Family Code, §262.201.

2. Curriculum

To be eligible to receive grant funding under this program, a school district or an open-enrollment charter school shall implement a curriculum for a high-quality prekindergarten grant program that addresses all of the Texas Prekindergarten Guidelines (updated 2015) in the following domains:

- a) Social and emotional development;
- b) Language and communication;
- c) Emergent literacy reading;
- d) Emergent literacy writing;
- e) Mathematics;
- f) Science;
- g) Social studies;
- h) Fine arts;
- i) Physical development and health; and
- j) Technology.

3. Student Progress Monitoring and Kindergarten Readiness

To be eligible to receive grant funding under this program, a school district or an open-enrollment charter school shall measure:

- a) The progress of each student in meeting the recommended end of prekindergarten year outcomes identified in the Texas Prekindergarten Guidelines (updated 2015) using a progress monitoring tool included on the commissioner's list of approved prekindergarten instruments that measures:

- (1) Social and emotional development;
 - (2) Language and communication;
 - (3) Emergent literacy reading;
 - (4) Emergent literacy writing; and
 - (5) Mathematics; and
- b) The preparation of each student for kindergarten using a kindergarten readiness instrument for reading as described in TEC, §28.006.

4. Teacher Qualifications

To be eligible to receive grant funding under this program, each teacher of a high-quality prekindergarten grant program must be certified under the TEC, Chapter 21, Subchapter B, and have one of the following additional qualifications:

- a) a Child Development Associate (CDA) credential;
- b) a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;
- c) at least eight years' experience of teaching in a nationally accredited child care program;
- d) a graduate or undergraduate degree in early childhood education or early childhood special education;
- e) documented completion of the Texas School Ready Training Program (TSR Comprehensive); or
- f) be employed as a prekindergarten teacher in a school district that has ensured that:
 - (1) Prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have completed at least 150 cumulative hours of documented professional development addressing all ten domains in the Texas Prekindergarten Guidelines that were approved prior to 2015 in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year period;

- (2) Teachers who have not completed training required in subparagraph (A) of this paragraph prior to assignment in a prekindergarten class complete:
 - (a) The first 30 hours of 150 cumulative hours of documented professional development addressing all ten domains in the Texas Prekindergarten Guidelines (updated 2015) in addition to other relevant topics related to high-quality prekindergarten before the end of the 2016-2017 school year; and
 - (b) Complete the additional hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten classroom; and
- (3) At least half of the hours required by subparagraph (A) or (B) of this paragraph shall include experiential learning, practical application, and direct interaction with specialists in early childhood education or instructional coaches.

5. Family Engagement

To be eligible to receive grant funding under this program, a school district or an open-enrollment charter school shall develop, implement, and make available on the district, charter, or campus website a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. An effective family engagement plan creates a foundation for the collaboration of mutual partners, embraces the individuality and uniqueness of families, and promotes a culture of learning that is child centered, age appropriate, and family driven.

a) The following terms, when used in this section, shall have the following meanings.

- (1) Family--Adults responsible for the child's care and children in the child's life who support the early learning and development of the child.
- (2) Family engagement--The mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement and to support family well-being and the continuous learning and development of children, families, and educators. Family engagement is fully integrated in the child's educational experience and supports the whole child and is both culturally responsive and linguistically appropriate.

b) The family engagement plan shall:

(1) Facilitate family-to-family support using strategies such as:

- (a) Creating a safe and respectful environment where families can learn from each other as individuals and in groups;
- (b) Inviting former program participants, including families and community volunteers, to share their education and career experiences with current families; and
- (c) Ensuring opportunities for continuous participation in events designed for families by families such as training on family leadership;

(2) Establish a network of community resources using strategies such as:

- (a) Building strategic partnerships;
- (b) Leveraging community resources;
- (c) Monitoring and evaluating policies and practices to stimulate innovation and create learning pathways;
- (d) Establishing and maintaining partnerships with businesses, faith-based organizations, and community agencies;
- (e) Identifying support from various agencies, including mental and physical health providers;
- (f) Partnering with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings;
- (g) Providing and facilitating referrals to family support or educational groups based on family interests and needs;
- (h) Communicating short- and long-term program goals to all stakeholders; and
- (i) Identifying partners to provide translators and culturally relevant resources reflective of home language;

(3) Increase family participation in decision-making using strategies such as:

- (a) Developing and supporting a family advisory council;
- (b) Developing, adopting, and implementing identified goals within the annual campus/school improvement plan targeting family engagement;
- (c) Developing and supporting leadership skills for family members and providing opportunities for families to advocate for their children/families;

- (d) Collaborating with families to develop strategies to solve problems and serve as problem solvers;
 - (e) Engaging families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication;
 - (f) Developing, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress;
 - (g) Providing each family with an opportunity to review and provide input on program practices, policies, communications, and events in order to ensure the program is responsive to the needs of families; and
 - (h) Using appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan;
- (4) Equip families with tools to enhance and extend learning using strategies such as:
- (a) Designing or implementing existing home educational resources to support learning at home while strengthening the family/school partnership;
 - (b) Providing families with information and/or training on creating a home learning environment connected to formal learning opportunities;
 - (c) Equipping families with resources and skills to support their children through the transition to school and offering opportunities for families and children to visit the school in advance of the prekindergarten school year;
 - (d) Providing complementary home learning activities for families to engage in at home with children through information presented in newsletters, online technology, social media, parent/family-teacher conferences, or other school- or center-related events;
 - (e) Providing families with information, best practices, and training related to age-appropriate developmental expectations;
 - (f) Emphasizing benefits of positive family practices such as attachment and nurturing that complement the stages of children’s development;
 - (g) Collaborating with families to appropriately respond to children’s behavior in a non-punitive, positive, and supportive way;
 - (h) Encouraging families to reflect on family experiences and practices in helping children; and
 - (i) Assisting families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family;

- (5) Develop staff skills in evidence-based practices that support families in meeting their children’s learning benchmarks using strategies such as:
 - (a) Providing essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis;
 - (b) Promoting and developing family engagement as a core strategy to improve teaching and learning among all educators and staff; and
 - (c) Developing staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies; and
- (6) Evaluate family engagement efforts and use evaluations for continuous improvement using strategies such as:
 - (a) Conducting goal-oriented home visits to identify strengths, interests, and needs;
 - (b) Developing data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap;
 - (c) Using data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement;
 - (d) Ensuring an evaluation plan is an initial component that guides action;
 - (e) Using a cyclical process to ensure evaluation results are used for continuous improvement and adjustment; and
 - (f) Ensuring teachers play a role in the family engagement evaluation process.

6. Data and Reporting (in addition to HB 4 reporting requirements required for all prekindergarten programs)

In a format prescribed by the TEA, a school district or an open-enrollment charter school that receives funding under this grant shall:

- a) Report the curriculum used in the high-quality prekindergarten program classes as required by subsection (c) of this section;
- b) Report a description and the results of each prekindergarten instrument used in the high-quality prekindergarten program classes as required by subsection (d) of this section; and
- c) report:

- (1) a description of each kindergarten readiness instrument used in the district or charter school to measure the effectiveness of the district's or charter school's high-quality prekindergarten program classes as required by subsection (d) of this section; and
- (2) the results for at least 95% of the district's or charter school's kindergarten students on the kindergarten readiness instrument.

7. Program Evaluation

A school district or an open-enrollment charter school that receives funding under this grant shall:

- a) Select and implement appropriate methods for evaluating the district's or charter school's high-quality prekindergarten program by measuring student progress; and
- a) Make data from the results of program evaluations available to parents.

8. Teacher to Student Ratio

A school district or an open-enrollment charter school that receives funding under this grant must attempt to maintain an average ratio in any prekindergarten program class of not less than one certified teacher or teacher's aide for every 11 students.

9. Funding

A school district or an open-enrollment charter school that receives funding under this grant may only use the funding to improve the quality of the district's or charter school's high-quality prekindergarten program. Program funds must be used in accordance with the requirements stated in the RFA.

A school district or an open-enrollment charter school that receives funding under this grant shall maintain locally and provide at the TEA's request the necessary documentation to ensure fidelity of high-quality prekindergarten program implementation.



Statutory Authority

The provisions of this §102.1003 issued under the Texas Education Code, §§29.1532, 29.165-29.169, and 29.172.

C. HB 4 Data Reporting Requirements



Data That Must be Reported to TEA by High Quality Prekindergarten Program Grantees

High Quality Prekindergarten class data to be collected at the end of the 2016-2017 school year:

- ◆ Demographic data*
- ◆ Enrollment in half-day and/or full-day preK*
- ◆ Sources of funding for preK classrooms*
- ◆ Class size*
- ◆ Instructional staff-to-student ratio*
- ◆ Type of curriculum*
- ◆ Student progress monitoring tool and results
- ◆ Kindergarten readiness data
- ◆ Teacher qualifications
- ◆ Family Engagement Plan

*Data to be reported by all districts and charters providing prekindergarten including High Quality Prekindergarten classes

D. HQPG Implementation Frequently Asked Questions (FAQ)

Monitoring and Compliance

1. How do we know if we are in compliance?

To be in compliance, a grantee shall:

- a) Only serve eligible 4 year old children with the grant funding
- b) Have a curriculum aligned with the Prekindergarten Guidelines
- c) Use a student progress monitoring tool from the Commissioner's Approved list of Progress Monitoring Tools (see resources) and report the results

- d) Use a kindergarten readiness assessment and report the results
- e) Ensure that all lead teachers in High Quality Prekindergarten classrooms have the required teacher qualifications or be receiving 15 hours of early childhood professional development and 15 hours of instructional coaching by the end of the 2016-2017 school year
- f) Implement and post a Family Engagement Plan
- g) Report the required prekindergarten data into the PEIMS and ECDS system during PEIMS 3rd Submission.

2. Who is getting a site visit and when?

We have not identified the school districts and charters who will be receiving a site visit. We will give 15-30 day advance notice before coming.

3. How will TEA hold districts accountable for the requirements of the grant? Will a report be required?

School districts and charter schools will be reporting multiple data points into the PEIMS and ECDS in May-June 2017, as well as posting a family engagement plan on their website. We may request more information if needed, but there is not a required report at this time.

4. Are there forms to complete for monitoring and compliance?

We recently sent a required survey to all High Quality Prekindergarten Grantees regarding implementation of the required elements of the grant. All grantees must ensure that they responded to this survey. Grantees are also required to submit data into the PEIMS and ECDS system at the end of the 2016-2017 school year (see data reporting requirements).

5. What exactly has to be on the school website to be in compliance?

A school district or charter school needs to post their Family Engagement Plan on their websites for both their prekindergarten campuses and district.

6. What will a monitor be looking for?

A monitor will be looking for implementation of the required elements of the grant. They will want to see High Quality Prekindergarten classrooms, speak with teachers and administration.

Funding/Expenditures

1. Can we use HQPG funding to pay for a paraprofessional salary? If yes, will there be a supplant issue?

If you had paraprofessionals in your prekindergarten classrooms for the 2015-2016 school year, High Quality Prekindergarten Grant funding should not be used to pay for those positions in the 2016-2017 school year.

2. Who do we contact at TEA if we have funding questions?

Grants Administration Division, grants@tea.texas.gov
Karyn Gukeisen, Grant Coordinator, Karyn.Gukeisen@tea.texas.gov
(512) 463-8525

3. Can a school district purchase technology for their High Quality Prekindergarten classroom with their HB 4 funding?

Generally, yes. However, every district will have to ensure they are using funding consistent with the statutory and grant requirements. Per TEC 29.166(d) funding received under the grant award must be used to improve the quality of the school's High Quality Prekindergarten program. Therefore, while districts have wide discretion with regard to how they ensure they are meeting all of the grant requirements. Each district must ensure expenditures are being used to improve the quality of their prekindergarten programs. In circumstances of non-compliance, entities may be required to return funds to the state. In addition, school districts and charter schools are prohibited from supplanting.

4. Can we pay teachers stipends or extra duty pay to participate in grant related professional development or specific activities in order to meet grant requirements?

Yes.

5. Will additional funds be appropriated in 2017-2019?

TEA has requested continued funding for the High Quality Prekindergarten Grant from the legislature in the upcoming 2017 session.

6. How do we access the money?

Authorized officials in each school district and charter school should have received a Notice of Grant Award in June 2016 and September 2016 in the eGrants system.

Funds can be accessed through the Expenditure Reporting (ER) system. For additional information, please see the Administering a Grant page:



http://tea.texas.gov/Finance_and_Grants/Administering_a_Grant.aspx

7. What can we spend the money on?

The funding should be used to meet the requirements of the grant and improve the quality of your prekindergarten classrooms. After meeting the requirements of the grant, a school district or charter may choose what to spend their remaining funding on to improve the quality of their High Quality Prekindergarten classrooms.

8. Can furniture for a prekindergarten class be purchased?

Yes.

9. If a district purchases items they did not list on the grant, must they file an amendment?

No.

10. What is the last day to cover professional development expenses ?.

The last day to cover professional development expenses is 8/31/17.

Teacher Qualifications

1. How long do they have to complete teacher training?

The first 30 hours of teacher training should be completed by the end of the 2016-2017 school year. The teacher training should include 15 hours of professional development coursework and 15 hours of instructional coaching.

2. Unless I am misinterpreting this information (which could be highly likely) the guidelines state teachers don't need to have all training completed but the FAQ states that they do. Is a teacher required to have the CDA before the end of the 2016-2017 school year?

Some teachers may already have a CDA, be in the process of completing a CDA or just beginning their CDA. If a teacher chooses the CDA pathway to meet the

qualifications of the grant, they must either complete the CDA by the end of the 2016-2017 school year or take 15 hours of CDA coursework and receive 15 hours of instructional coaching by the end of 2016-2017 school year.

- 3. In the program guidelines, page 10 #5.f.ii: states “teachers who have not completed the required training prior to assignment in a prek class shall complete the first 30 hours before the end of the 2016-2017 school year and complete the additional CPE hours in the subsequent four years...” However in the FAQ updated on 3-18-16 under Teacher Requirements #2 states “ A teacher must meet the teacher qualification requirements before the end go 2016-2017 school year.**

Yes. The first 30 hours of teacher training should be completed by the end of the 2016-2017 school year. The teacher training should include 15 hours of professional development coursework and 15 hours of instructional coaching.

- 4. If a teacher enrolls in the (e)(1) CIRCLE CDA training and meets the requirements of the first 30 hours of training (e)(6)(B)(i) and then continues to earn the additional 120 hours mentioned in (e)(6)(B)(ii) over the next four years, will we meet the requirements of the grant? I would also like clarification on (e)(6)(C) - will the training offered in the CIRCLE CDA training fulfill the requirements of this section?**

Yes, the CIRCLE CDA training qualifies for the 30 hours of required early childhood training if it includes a minimum of 15 hours of coursework and 15 hours of instructional coaching.

Student Progress Monitoring Tools

- 1. When a school selects one of the assessment tools off of the Commissioner’s List of Approved Student Progress Monitoring tools, some of the tools just support Reading. (Example iStation) Will a district need to select another progress monitoring tool for Math or will the Reading work?**

An important aspect of a high quality prekindergarten classroom is a teacher’s ability to differentiate instruction and meet the unique learning needs of each child in his/her classroom. In order to meet the student progress monitoring requirement of the High Quality Prekindergarten Grant, each school district or charter school is required to track the progress of each student in meeting the recommended end of prekindergarten year outcomes identified in the Texas Pre-kindergarten Guidelines (updated 2015) using a progress monitoring tool included

on the commissioner’s list of approved prekindergarten instruments that measures the following development domains:

- a) Social and emotional development;
- b) Language and communication;
- c) Emergent literacy reading;
- d) Emergent literacy writing; and
- e) Mathematics

A school district or charter school may use a comprehensive progress monitoring tool that includes all of the required developmental domains or combine tools to assess progress of each student.

An updated list of Approved Student Progress Monitoring Tools will be issued in Spring 2017 for the following school year.

2. How can we get a contact for ENGAGE progress monitoring? Where are specific instructions for getting access to this tool?

If a teacher goes to the Children’s Learning Institute website, they will be able to access the Engage platform and CIRCLE progress monitoring tool, as well as other very valuable resources. In 2017-2018, the Texas Kindergarten Entry Assessment (Tx-KEA) will be available for free to all school districts and charter schools for to assess Kindergarten Readiness and assist teachers with identifying where a child may need extra help. The link for their website is:



<https://www.childrenslearninginstitute.org/resources/> or

<https://cliengage.org/public/>

3. Specifically, which sections of the CIRCLE Assessment must a teacher give?

- a) Social and emotional development;
- b) Language and communication;
- c) Emergent literacy reading;
- d) Emergent literacy writing; and
- e) Mathematics

4. How long does it take to use the CIRCLE assessment instrument? Do we have to do all of the domains?



The language in the State Code referring to the grant says:

[http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Early_Childhood_Education/House Bill 4 High-Quality Prekindergarten Grant Program/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Early_Childhood_Education/House_Bill_4_High-Quality_Prekindergarten_Grant_Program/)

(d) To be eligible to receive grant funding under this program, a school district or an open-enrollment charter school shall measure:

(1) the progress of each student in meeting the recommended end of prekindergarten year outcomes identified in the Texas Prekindergarten Guidelines (updated 2015) using a progress monitoring tool included on the commissioner's list of approved prekindergarten instruments that measures:

- (A) social and emotional development;
- (B) language and communication;
- (C) emergent literacy reading;
- (D) emergent literacy writing; and
- (E) mathematics; and

(2) the preparation of each student for kindergarten using a kindergarten readiness instrument for reading as described in TEC, §28.006.

Based on the stated code, below are recommendations for measures within the CIRCLE Progress Monitoring assessment that could satisfy the minimum requirements. Determining which of these specific measures and subtasks best fit students' needs (including optional subtasks in Phonological Awareness and Math) is at the discretion of each district.

Note: all teachers with active accounts have access to the entire assessment and can choose to assess additional measures or hide measures from view using a hide button that appears in the class view of the assessment.

SOCIAL EMOTIONAL • Social and Emotional Behaviors*	10 Min	Raw Score & Benchmark
LANGUAGE AND COMMUNICATION • Language and Communication* • Rapid Vocabulary Naming	2 min 2.5 min (timed)	Raw Score Raw Score & Benchmark
EMERGENT READING • Rapid Letter Naming • Phonological Awareness • Letter-Sound Correspondence • Book and Print Knowledge* • Story Retell • Motivation to Read*	6 min (core)+ 4 min (optional) 2.5 min (timed) 5 min 2 min 5 min 10 min (varies)	Raw Score & Benchmark Raw Score & Benchmark Raw Score Raw Score Raw Score Raw Score
EMERGENT WRITING • Early Writing Skills*	2 min	Raw Score
MATHEMATICS • Math	3 min (core) + 2.5 min (optional)	Raw Score & Benchmark

Total assessment time: 56.5 minutes

Total direct assessment time: 40.5 minutes; total observables time (without student present): 16 minutes

* Indicates checklists.



Kindergarten Readiness Tools

1. Is there a Kindergarten Readiness assessment tool that school districts should use?

School districts may use any tool on the Commissioner’s List of Approved Kindergarten Assessment instruments (see resources). It is important to note that an updated Commissioner’s Approved List will be issued in Spring 2017 for the 2017-2018 school year.

In 2017-2018, the Texas Kindergarten Entry Assessment (TX-KEA) will be available for free to all school districts and charter schools to assess Kindergarten Readiness and assist teachers with identifying where a child may need extra help.

2. What do we look for when assessing Kindergarten Readiness? Only literacy development?

Children are “ready” for school when families, schools, and communities work together to ensure they enter school with strong foundational knowledge and skills across 5 primary domains of development. Although separate, these domains are interconnected and development in one area reinforces development in the other.

The primary domains of development are:

- ◆ Physical – Gross and Fine Motor
- ◆ Literacy – Reading and Writing
- ◆ Mathematical – Concepts and Thinking
- ◆ Language and Communication
- ◆ Social and Emotional

In order to provide high quality early childhood education that is focused on the unique needs of each child, student progress monitoring and kindergarten readiness should be measured across multiple domains of development, however, a school district or charter school may only measure literacy at this time.

It is important to note that an updated Commissioner’s Approved List will be issued in Spring 2017 for the 2017-2018 school year.

3. What tools are on the Commissioner’s List? Do we have to use those tools?

School districts and open-enrollment charter schools may refer to the list to ensure they are selecting instruments that are based on valid and reliable scientific

research and that measure reading skills identified by state and national experts as essential for reading development. The current list, however, does not include assessment of domains of development other than literacy. An updated list will be issued in Spring 2017.

Family Engagement

1. Where do we get a parent survey that complies with grant requirements?

A parent survey may be created by the grantee to address the unique needs and programs offered to families in your district. The survey should include questions that give districts and charters feedback on their engagement activities throughout the year. The engagement activities should align to those requirements outlined in the Commissioners Rules.

2. What are examples of family engagement activities that comply with grant requirements?

Each grantee may tailor their Family Engagement plans to meet the needs of the families in their schools. For example, some grantees are using the free Vroom App or purchasing Ready Rosie as parent resources. It may be helpful for grantees to speak with each other and with their Educational Service Centers to identify effective practices in Family Engagement. Some school districts, like Dallas Independent School District, were able to engage multiple stakeholder groups in their community to help develop a plan.

Please see the Commissioner's Rules for Family Engagement for a complete overview of the requirements within the HQPG.

3. Is there a list of Family engagement resources that have been reviewed and recommended use by teachers or endorsed by TEA?

No.

4. If our family engagement plan was not in place before the start of the 2016-2017 school year, what are the consequences?

Grantees will likely be developing their Family Engagement Plans throughout the Fall and should have it posted to their website by the end of the 2016-2017 school year.

5. What are some examples of activities that a Family Engagement Plan could include?

We encourage grantees to share their Family Engagement Plans and practices with each other. Over the year, TEA will be identifying and disseminating effective practices in Family Engagement.

TEA currently has access to one Family Engagement Plan from the Dallas Independent School District. In order to build their plan, DISD conducted multiple stakeholder interviews and meetings to determine how best to engage the families in their district. Below is a chart that they used to organize that information.

Facilitate family-to-family support

- ◆ Improve culture of school through internal awareness campaign so that the school facilitates family-to-family support
- ◆ Create a safe and respectful environment that facilitates families learning from each other through parent education program
- ◆ One of four critical relationships in long term strategy

Establish a network of community resources

- ◆ Build strategic partnerships with providers in the community
- ◆ Identify basic needs in schools and triage to appropriate community resources
- ◆ Track data on basic needs and monitor service gaps

Increase family participation in decision making

- ◆ Internal awareness campaign to stress importance of involving families in decision making to teachers / principals
- ◆ Teacher home visits and contract / vision setting

Equip families with tools to enhance and extend learning

- ◆ Parent education classes, home visitation and mobile messaging to support learning at home through resources and skills
- ◆ Collaborate with families to meet needs and achieve goals

Develop staff skills to help families meet learning benchmarks

- ◆ Internal awareness campaign to promote and develop family engagement and improve cultural responsiveness
- ◆ PD for teachers through teacher home visiting program
- ◆ Hired Early Learning family engagement director to guide staff

Evaluate FE efforts for continuous improvement

- ◆ Data collection systems to monitor family engagement, with pilot and control groups to identify continuous improvement opportunities
- ◆ Evaluation plan with cyclical process of tracking and monitoring data over time to evaluate effectiveness

Curriculum

1. When will the Prekindergarten Guidelines be translated into Spanish?

The Spanish translation should be available in Spring 2017. When complete, it will be posted to the TEA Early Childhood Education website.

2. Where can districts and charters view Early Childhood Curriculum and find the new proclamation year?

The adoption cycle can be viewed on the Proclamations page at:



http://tea.texas.gov/Curriculum_and_Instructional_Programs/Instructional_Materials/Review_and_Adoption_Process/Proclamations/

The most current list of adopted Instructional Materials can be found at



https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf

Teacher-Student Ratio

1. Is the 11:1 ratio required?

No

2. How close should we be to the 11:1 ratio?

The 11:1 student to teacher ratio is a suggested best practice in early childhood education as it gives teachers the opportunity to differentiate instruction and have higher quality interactions with children to help them develop and learn. It is not, however, required within the grant.

Data Submission

1. What are the HQPG fund codes for reporting into PEIMS?

The HQPG Financial Accountability and Reporting (FAR) code is 429 for reporting in PEIMS.

2. What will be required to submit to the ECDS?

Please see chart in this guide to learn more about the data requirements of all prekindergarten programs, as well as High Quality Prekindergarten programs.

3. Where do I find information on the ECDS data submission?

Please see the Texas Student Data System, Core Collections, Section 10 at:



http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Section_10_-_TSDS_Core_Collections/

4. Where do I find information on TSDS and PEIMS Data Submission?

Please see the 2016-2017 Data Standards for TSDS & PEIMS at:



http://www.texasstudentdatasystem.org/TSDS/TEDS/TSDS_PEIMS_Data_Standards/

5. Do all PKs have to submit progress monitoring data or just HQPK grantees?

High Quality Prekindergarten grantees must submit student progress monitoring data as well as any district or charter school that administers a progress monitoring instrument from the Commissioner's List.

6. When do we have to submit prekindergarten and kindergarten data?

Prekindergarten data must be submitted at the end of the 2016-2017 school year. Kindergarten Readiness data may be submitted Fall of 2017-2018 school year.

7. Is there a penalty for not having the data to submit to ECDS?

Yes. All High Quality Prekindergarten grantees must submit their data at the end of the 2016-2017 school year. Educational Service Centers will be able to train grantees on how to upload data into the system.

8. Will ECDS ask for BOY, MOY and EOY scores or just EOY scores?

The Early Childhood Data System can hold beginning and end of year data.

9. Can I do progress monitoring for literacy with one tool and then do the other progress monitoring with another tool? For instance, an ISD wants to use Istation for literacy assessment and then use CIRCLE Progress Monitoring tool for the other assessments. If I do this, will I be able to sync the data into ECDS?

Yes. The system will be able to accept data from multiple tools.

Program Evaluation

1. How do I evaluate our HQPG programs? What should I look for?

Grantees may develop a self-evaluation tool to assess the effectiveness of their High Quality Prekindergarten Grant classrooms. Grantees may want to use student progress monitoring and kindergarten readiness data to assess the effectiveness of their programs, inform professional development needs and identify gaps in resources in their programs.

2. When do I need to evaluate our HQPG program?

Grantees may want to evaluate their programs throughout the 2016-2017 school year or at the end of the 2016-2017 school year.

3. Do I have to submit my evaluation to TEA?

No.

4. Who should the program evaluation be shared with?

Program Evaluation reports should be shared with administrators, teachers and families in grantee High Quality Prekindergarten programs.

E. Resources

1. Kindergarten Readiness Statement

TEA supports prekindergarten that is developmentally appropriate, multisensory and experiential. Young children thrive when provided a learning environment that inspires curiosity, builds confidence and fosters a love of learning.

Children are “ready” for school when families, schools, and communities work together to ensure they enter school with strong foundational knowledge and skills across 5 primary domains of development. Although separate, these domains are interconnected and development in one area reinforces development in the other.

The primary domains of development are:

- ◆ Physical – Gross and Fine Motor
- ◆ Literacy – Reading and Writing
- ◆ Mathematical – Concepts and Thinking
- ◆ Language and Communication
- ◆ Social and Emotional

In order to provide high quality early childhood education that is focused on the unique needs of each child, student progress monitoring and kindergarten readiness should be measured across multiple domains of development.

In Spring 2017, TEA will update the Commissioner’s List of Reading Instruments for Kindergarten to include multidimensional assessment tools.

2. Updated Prekindergarten Guidelines

In fall 2015, TEA established a 13-member review committee consisting of classroom teachers and administrators from early childhood programs in public schools, higher education faculty, and early learning experts from across the state to participate

in the revision of the Texas Prekindergarten Guidelines. The revised prekindergarten guidelines are aligned with the Kindergarten Texas Essential Knowledge and Skills (TEKS), sequenced to follow child development and give teaching strategies for each of the guidelines. The new guidelines offer educators the information and support to prepare all children for success in Kindergarten.



http://tea.texas.gov/index2.aspx?id=2147495508&menu_id=2147483718

3. Commissioners List of Approved Student Progress Monitoring Tools

Approved student progress monitoring tools for the 2016-2017 school year are:

- a) Behavior Assessment System for Children
- b) Bracken School Readiness Assessment
- c) CIRCLE Progress Monitoring System
- d) Clinical Evaluation of Language Fundamentals
- e) COR Advantage
- f) Developmental Indicators for the Assessment of Learning
- g) Early Screening Inventory
- h) Expressive Vocabulary Test
- i) GOLD
- j) Investigators Club Prekindergarten Assessment & Intervention System
- k) Istation's Indicators of Progress Early Reading
- l) Kaufman Test of Educational Achievement
- m) Learning Accomplishment Profile 3
- n) Peabody Picture Vocabulary Test
- o) Preschool First

- p) **Preschool Learning Scales**
- q) **Ready, Set, K!**
- r) **Vineland Adaptive Behavior Scales**

A complete list of Approved Student Progress Monitoring Tools may be found on our website.



http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Early_Childhood_Education/House_Bill_4_High-Quality_Prekindergarten_Grant_Program/



Please note that a new list of approved tools will be posted in Spring 2017.

4. 2016-2017 Commissioner's List of Reading Instruments for Kindergarten

The Commissioner's List of Reading Instruments is a comprehensive list of reading diagnostic instruments for kindergarten, grade 1, grade 2, and grade 7. School districts and open-enrollment charter schools may refer to the list to ensure they are selecting instruments that are based on valid and reliable scientific research and that measure reading skills identified by state and national experts as essential for reading development.

State statute (Texas Education Code (TEC)) and rule (Texas Administrative Code (TAC)) text regarding selection and use of reading instruments for kindergarten, grade 1, grade 2, and grade 7 can be read at the following links:

- ◆ Texas Education Code (TEC) §28.006. Reading Diagnosis
- ◆ Texas Administrative Code (TAC) Chapter 101. Assessment, Subchapter FF.
- ◆ Commissioner's Rules Concerning Diagnostic Assessment, §101.6001. Texas Middle School Diagnostic Reading Assessment

As noted in TEC §28.006(b), the Commissioner's List of Reading Instruments must also include multidimensional assessment tools for kindergarten. An addendum to the 2014-2015 Commissioner's List of Reading Instruments that includes multidimensional assessment tools will be posted soon.

5. 2014-2018 Commissioner’s List of Reading Instruments for Texas Public Schools and Charter Schools

KINDERGARTEN - English Language Reading Instrument Options

The following reading instruments have been reviewed and show reliable and valid measurement of the skills in the domains indicated with an X. The required domains (shaded) for Kindergarten are Phonological/Phonemic Awareness (P/PA) and Phonics/Word Recognition (PH/WR). STUDENTS MUST BE ASSESSED IN ALL REQUIRED DOMAINS. Districts may use more than one instrument to assess all required domains.

OPTION	READING INSTRUMENTS	LITERACY DOMAINS						
		P/P A	PH/WR	PH/WA	TC-L	TC-R	FL	VO
1	Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS Next)	X	X					
2	easyCBM	X	X					
3	Istation’s Indicators of Progress, Early Reading (ISIP-ER)	X	X		X	X	X	X
4	mCLASS: Reading 3D -Text Reading and Comprehension (TRC)		X			X	X	
5	Measure of Academic Progress (MAP)	X	X		X	X		X
6	Phonemic Awareness and Phonics Inventory (PAPI)	X	X					

OPTION	READING INSTRUMENTS	LITERACY DOMAINS						
		P/P A	PH/WR	PH/WA	TC-L	TC-R	FL	VO
7	Phonological Awareness Literacy Screening (PALS)	X	X	X				
8	Reading Analysis and Prescription System (RAPS 360)	X	X	X		X	X	X
9	Texas Primary Reading Inventory (TPRI)	X	X		X			
10	Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB)	X	X	X	X	X	X	X



Please note that an updated list of approved tools will be posted in Spring 2017.

6. Teacher Qualifications

Grantees may meet teacher qualification requirements within the grant in multiple ways. Many grantees are meeting this requirement with provision of 30 hours of professional development in early childhood education including 15 hours of instructional coaching. Although there are many opportunities for professional development available for teachers, the Children’s Learning Institute, in partnership with TEA, offers the Engage platform and other valuable resources for free to all public prekindergarten teachers in the state. The link for the Engage platform is:



<https://cliengage.org/public/>

7. Parent Engagement

Each grantee may tailor their Family Engagement plans to meet the needs of the families in their schools. For example, some grantees are using the free Vroom App or purchasing Ready Rosie as parent resources. It may be helpful for grantees to speak with each other and with their Educational Service Centers to identify effective practices in Family Engagement. Some school districts, like Dallas Independent School District, were able to engage multiple stakeholder groups in their community to help develop a plan.

Please see the Commissioner's Rules for Family Engagement for a complete overview of the requirements within the High Quality Prekindergarten Grant.

F. Contact

If we can be of assistance, please contact:

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High Quality Prekindergarten Grant

Early Childhood Education in Texas

<http://tea.texas.gov/earlychildhoodeducation.aspx>



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