



High-Quality Prekindergarten Components

Writing a Family Engagement Plan

EARLY CHILDHOOD EDUCATION DIVISION

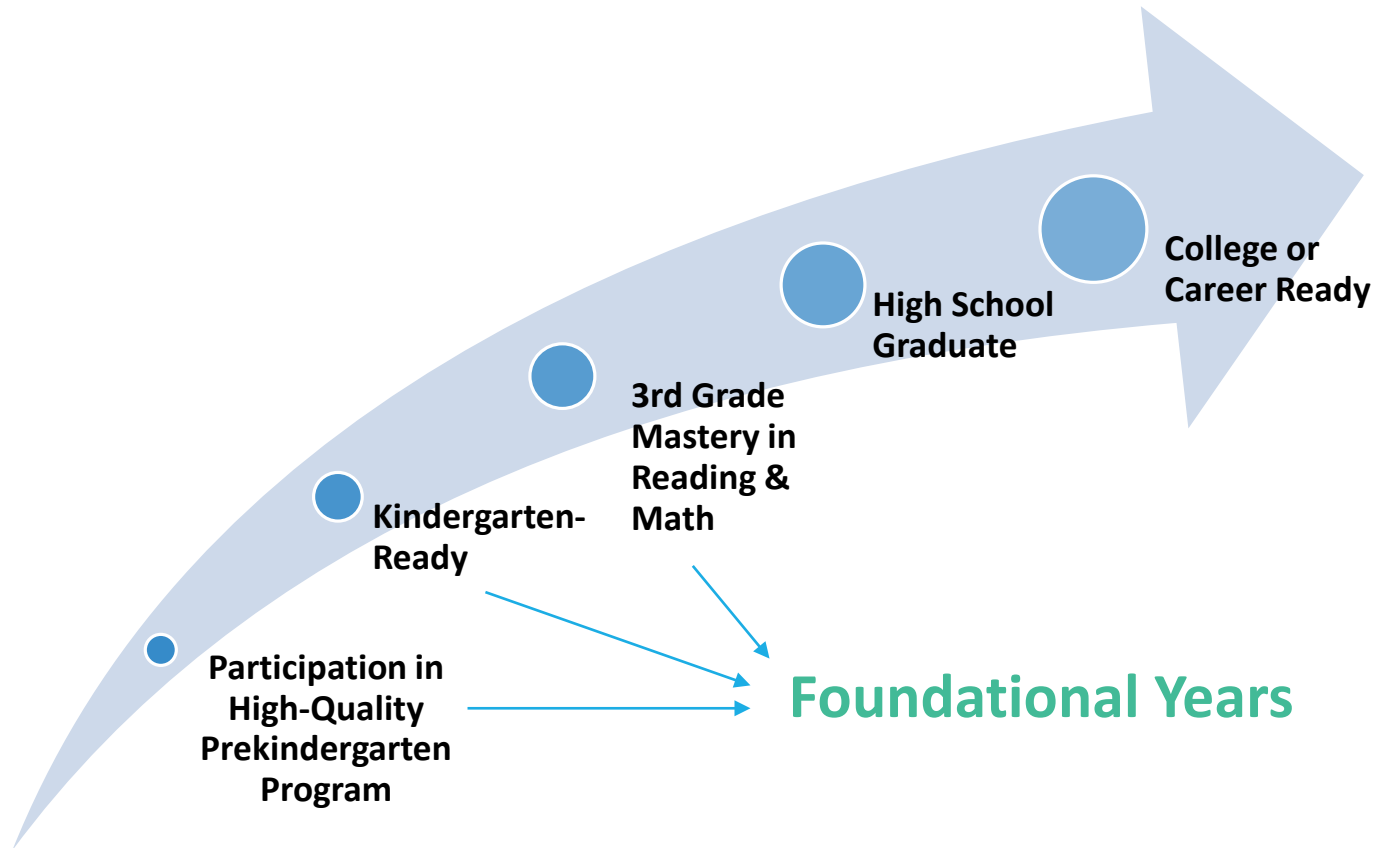
TAMALA OLSBY



Key Topics

- Foundational Years: Prekindergarten - 3rd
- High-Quality Prekindergarten Component - Family Engagement
- Writing a Family Engagement Plan
- Supporting High-Quality Efforts

Continuum



Early Matters

0-3rd grade = **LEARNING** to read

4th-12th grade = reading to **LEARN**

The Foundational Years

75%

of students who are **poor readers in**
3rd grade
will remain poor readers in
high school

Closing the Achievement Gap



Benefits of High-Quality PreK

- 85% increase in print awareness³
- 19% decreased need for special education services¹
- 24% less likely to be convicted of juvenile crime¹
- 20% more likely to graduate on time from high school¹
- 19% more likely to attend college²
- Earn \$150,000 more over their adulthood¹

1-SCHWEINHART, L, MONTI, J., XIANG,Z., BARNETT, W. S., BELFIELD, C.& NORES, M. (2005) *LIFETIME EFFECTS: THE HIGH/SCOPE PERRY PRESCHOOL STUDY THOUGH AGE 40* (MONOGRAPHS OF THE HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION, NUMBER 14). YPSILANTI, MI: HIGH/SCOPE PRESS.

2-FREDE, E. C., & BARNETT, W. S. (2011). NEW JERSEY'S ABBOTT PRE-K PROGRAM: A MODEL FOR THE NATIONS. IN E.ZIGLER, W. GILLIAM, & W. S. BARNETT (EDS.), *THE PRE-K DEBATES: CURRENT CONTROVERSIES AND ISSUES* (PP. 191-196). BALTIMORE: BROOKES.

3-W. STEVEN BARNETT, CYNTHIA LAMY, AND KWANGHEE JUNG. (DECEMBER 2005) *THE EFFECTS OF STATE PREKINDERGARTEN PROGRAMS ON YOUNG CHILDREN'S SCHOOL READINESS IN FIVE STATES* (THE NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH, RUTGERS UNIVERSITY).

Emphasis on High-Quality

Children from low-income homes in particular benefit from preschool education in comparison with their peers from high-income homes. However, the magnitude of the benefits depends on the quality of the program: On average, due to the prevalence of low-quality preschool programs, preschool in the U.S. narrows the achievement gap by perhaps only 5% rather than the 30% to 50% that research suggests might be possible on a large scale if all preschool programs were of higher quality.

Pianta, Robert C., Barnett, W. Steven, Burchinal, Margaret and Thornburg, Kathy R. (2009). *The Effects of Preschool Education: What We Know, How Public Policy Is or Is Not Aligned With the Evidence Base and What We Know*. Psychological Science in the Public Interest, Vol. 10, Issue 2, pp. 49-88.

High-Quality Components

- Curriculum
- Student Progress Monitoring
- Teacher Qualifications and Professional Development
- Teacher-to-Child Ratio
- Family Engagement
- Program Evaluation
- Data Reporting

Expectation of Rider 78: Implement all high-quality components

Focus: Family Engagement Plan



Research - Family Engagement

Strong family engagement in early childhood systems and programs is central--not supplemental--to promoting children's healthy intellectual, physical, and social-emotional development; preparing children for school; and supporting academic achievement in elementary school and beyond.

Research - Family Engagement

The most accurate predictors of student achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.



Definitions

Family Engagement - The mutual responsibility of families, schools and communities to build relationships to support student learning and achievement, family well-being and the continuous learning and development of children, families and educators. Family engagement is fully integrated in the child's education experience, supports the whole child and is both culturally-responsive and linguistically-appropriate.

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.

Expectations of Rider 78

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.

Expectations of Rider 78

Develop Family
Engagement
Plan

Implement
Family
Engagement
Plan

Availability of a
Family
Engagement
Plan

Achieve and maintain high levels of family
involvement

Achieve and maintain positive family
attitudes toward education



Writing - Who should be involved?



What if a district/charter already has a Plan?

Possible to use an existing plan if:

- It contains the six expected components and
- It is implemented with prekindergarten children and
- It is available on the web

Six Expected Components of the Family Engagement Plan

The family engagement plan shall:

- facilitate family-to-family support
- establish a network of community resources
- increase family participation in decision-making
- equip families with tools to enhance and extend learning
- develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks
- evaluate family engagement efforts and use evaluations for continuous improvement

Development of the Six Components of the Family Engagement Plan

- Twelve member workgroup
- Meetings held over nine months
- Resources Used:
 - Harvard Family Research Project
 - The Head Start Parent, Family and Community Engagement Framework
 - National Network of Partnership Skills
 - Partners in Education: A Dual Capacity-Building Framework
 - The Texas Rising Star Certification Guidelines
- State Examples:
 - Illinois - State Board Pre-K Program Standards
 - Maryland's Family Engagement Plan
 - Michigan - Early Childhood Standards of Quality for Prekindergarten
 - Washington State ECE & Assistance Program Performance Standards

Possible Outline of Family Engagement Plan

➤ Introductory paragraph

- Describes districts'/charters' overall approach to family engagement

➤ Family Engagement Plan

- Lists events or practices associated with the six expected components

➤ Conclusion

- Conclude the document with encouraging words to urge parents/guardians to become involved with their children's education

Introductory Paragraph

Items to Consider:

- What place does family engagement have in the overall mission or vision of the district/charter?
- What roles are families encouraged to take on at school?
- What expectations does the district/charter have for each family?
- How are families prioritized at school?
- How are respectful and trusting relationships with families nurtured within the school system?

Six Components - Identification of Activities, Events and/or Practices

➤ School Calendar:

- Facilitating family-to-family support
- Establishing a network of community resources
- Increasing family participation in decision-making
- Equipping families with tools to enhance and extend learning

➤ Staff Professional Development Plans:

- Developing staff skills in evidence-based practices that support families in meeting their children's learning benchmarks

➤ Planning/Continuous Improvement Efforts:

- Evaluating family engagement efforts and using evaluation for continuous improvement

#1: Facilitate Family-to-Family Support



#1: Facilitate Family-to-Family Support

Items to Consider:

- Creating a welcoming environment where families can learn from each other
- Inviting former program participants to share with current families
- Creating opportunities for continuous participation
- Supporting family diversity
- Encouraging informal gathering
- Organizing communication assistance, such as translation

#2: Establish a Network of Community Resources



#2: Establish a Network of Community Resources

Items to Consider:

- Identifying current partnerships
- Leveraging your community's assets
- Facilitating referrals
- Providing information on available resources
- Building relationships
- Focusing on common needs of families

#3: Increase Family Participation in Decision Making



#3: Increase Family Participation in Decision Making

Items to Consider:

- Developing a family advisory group
- Supporting leadership and advocacy skills
- Collaborating with family to solve challenges
- Presenting opportunities to provide input and feedback
- Identifying families who can represent prekindergarten at various school functions
- Inviting parents as participants in the development of continuous improvement plans

#4: Equip Families with Tools to Enhance and Extend Learning



#4: Equip Families with Tools to Enhance and Extend Learning

Items to Consider:

- Providing families with information related to age-appropriate developmental expectations
- Equipping families with resources and skills to create a home learning environment
- Encouraging families' participation in the classroom
- Utilizing a parent bulletin board
- Promoting the use of family-friendly technology that supports home learning
- Providing workshops focused on early childhood topics

#5: Developing Staff Skills in Evidence-Based Practices that Support Families in Meeting their Children's Learning Benchmarks



#5: Developing Staff Skills in Evidence-Based Practices that Support Families in Meeting their Children's Learning Benchmarks

Items to Consider:

- Providing professional development:
 - a strengths-based approach to family engagement
 - professional ethics (confidentiality, boundaries, etc.)
 - interaction with parents (cultural and linguistic responsiveness)
 - respecting parenting practices
 - common responses to children's behavior
 - how culture relates to child-rearing perspectives
 - supporting a family in crisis
 - available community resources that support family needs

#6: Evaluate Family Engagement Efforts and Using Evaluations for Continuous Improvement



#6: Evaluate Family Engagement Efforts and Using Evaluations for Continuous Improvement

Items to Consider:

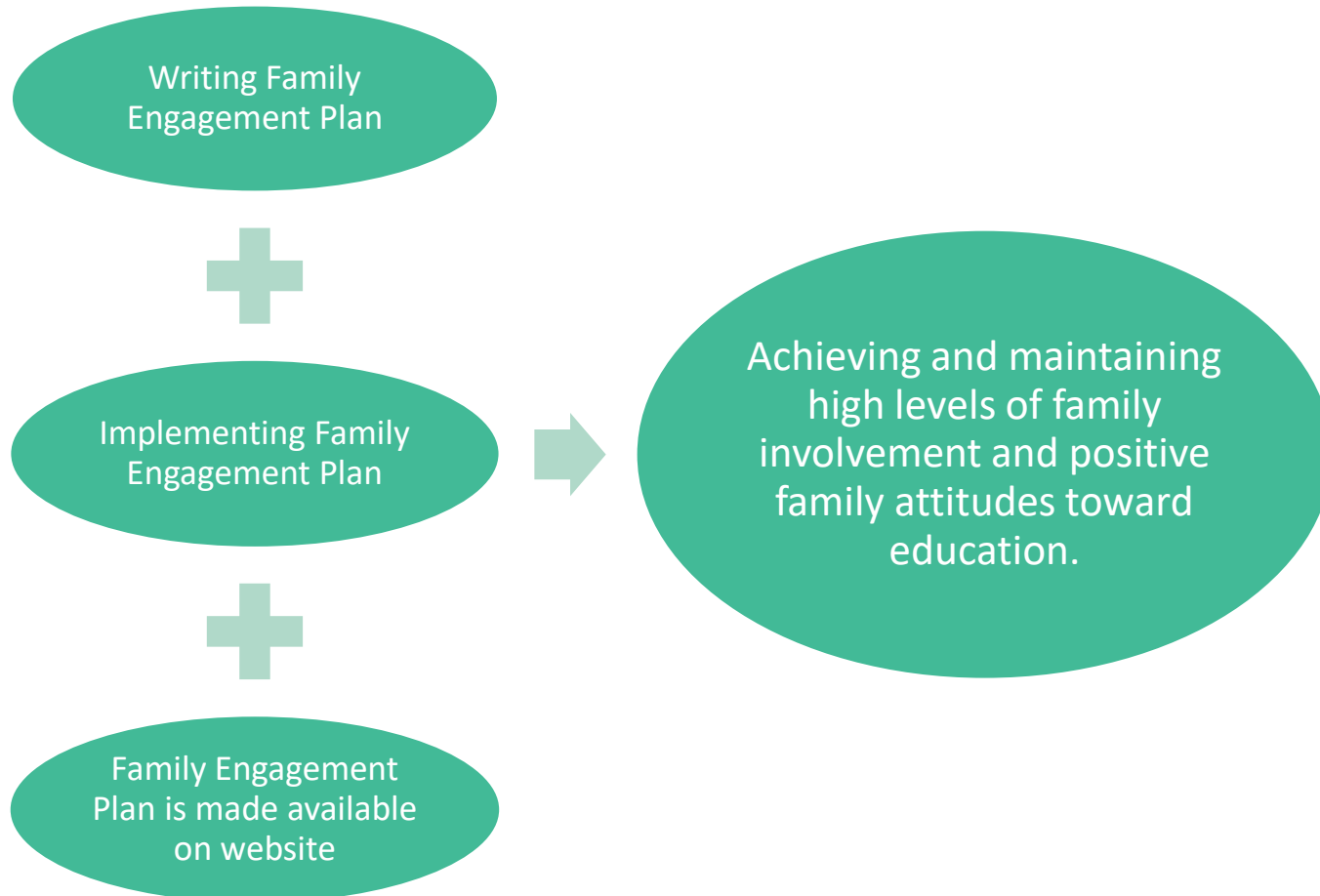
- Collaborative goal-setting with parents/guardians
- Use of surveys
- Use existing data whenever possible
- Incorporating family engagement into district's existing improvement plans
- Use of research-based tools to assess effectiveness of family engagement

Concluding Paragraph

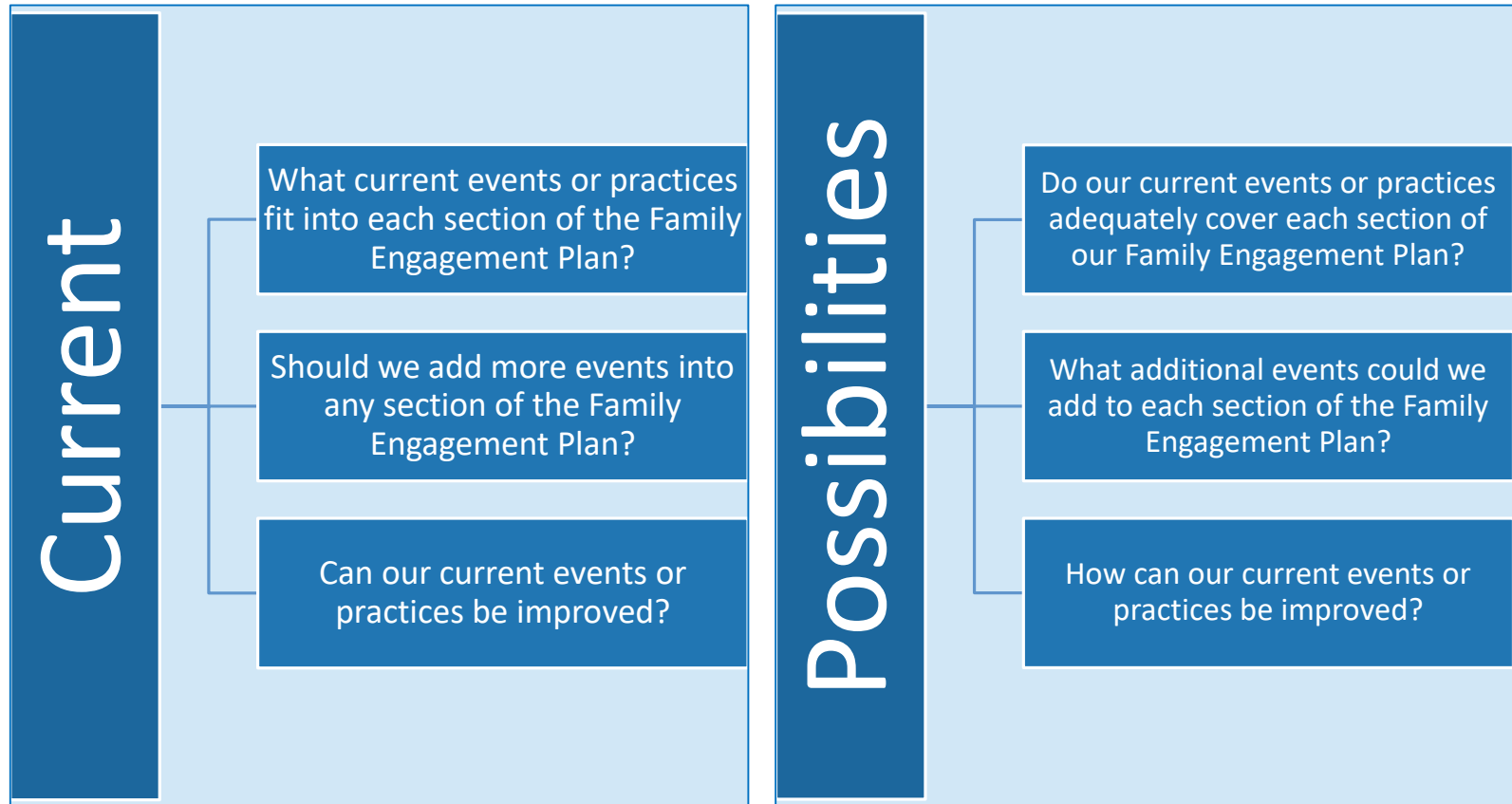
Items to consider:

- Review the priority that family engagement has in the overall mission or vision of the district/charter
- Review the expectations that the district/charter has for each family and student
- Emphasize the role of respectful and trustworthy collaboration between schools and families that leads to positive child outcomes.
- Encourage families to participate in the opportunities that will be available in the prekindergarten program

Family Engagement Plan



Current —————> Possibilities



Family Engagement Resources - Evaluation Tools

- Texas Education Agency - *High-Quality Prekindergarten Self-Assessment*

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

- Office of Head Start - *HS and EHS Relationship-Based Competencies: Professional Development Assessment for Staff Who Work with Families*

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rbc-professional-growth-assessment-staff.pdf>

Family Engagement Resources - Evaluation Tools

- Parent Teacher Association - *National Standards, Goals & Indicators for Family-School Partnerships*

<https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships>

- Center for the Study of Social Policy - *Strengthening Families Self-Assessment Tool for Center-Based Early Care and Education Programs*

<https://www.cssp.org/reform/strengtheningfamilies/2014/CENTER-BASED-EARLY-CARE-AND-EDUCATION-PROGRAM-SELF-ASSESSMENT.pdf>

Quality Checklist - Family Engagement Plan

Quality Measure	Proficiency	Proficiency in Progress	Proficiency to Begin	Follow-Up
The prekindergarten program has developed a written Family Engagement Plan that guides the collaboration, interaction and support of students' families.				
The prekindergarten program implements the activities, events and practices that are written in the Family Engagement Plan.				
The written Family Engagement Plan contains sufficient activities, events and/or school practices that are linked to the first component: facilitating family-to-family support.				
The written Family Engagement Plan contains sufficient activities, events and/or school practices that are linked to the second component: establishing a network of community resources.				

Conclusion

- Foundational Years: Prekindergarten - 3rd
- High-Quality Prekindergarten Component - Family Engagement
- Writing a Family Engagement Plan
- Supporting High-Quality Efforts

FAQ Document

Send questions regarding how to write a Family Engagement Plan to the following email address:

➤ earlychildhoodeducation@tea.texas.gov

A frequently asked questions document will address the questions received by January 19th.

The FAQ document will be available on TEA's website.

TEA - Early Childhood Education Division

- **Jacquie Porter**, *Director*
jacquie.porter@tea.texas.gov
- **Scott Bodnar**, *Manager*
scott.bodnar@tea.texas.gov
- **Howard Morrison**, *Statewide Coordinator*
howard.morrison@tea.texas.gov
- **Tamala Olsby**, *Program Specialist: Quality*
tamala.olsby@tea.texas.gov
- **Miguel Gomez**, *Program Specialist: Access*
miguel.gomez@tea.texas.gov
- **Anna Gu**, *Program Specialist: PreK Partnerships*
anna.gu@tea.texas.gov
- **Cody Summerville**, *Program Specialist*
cody.summerville@tea.texas.gov

Next Webinar:



© 2018 by the Texas Education Agency

Copyright © Notice.

The Materials are copyrighted © and trademarked ™ as the property of Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA except under the following conditions:

- 1) Texas public school districts, charter schools, and education service centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only, without obtaining written permission from TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered, and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, charter schools, or education service centers, or any entity, whether public or private, educational or non-educational, located outside the state of Texas must obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information, contact the Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, Texas, 78701-1494; phone 512-463-7004, email: copyrights@tea.texas.gov.

