Early Childhood

Program Self-Assessment

GUIDE

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Overview

Evaluating the quality of your early childhood programs helps ensure that our youngest learners are receiving the early learning experience necessary to support optimal development and learning in early childhood. The Early Childhood Education Division at the Texas Education Agency (TEA) has developed the Early Childhood Program Self-Assessments for prekindergarten and kindergarten to help local education agencies (LEAs) in their continuous improvement efforts.

This guide is aimed at supporting LEAs as they utilize the Early Childhood Program Self-Assessments for prekindergarten and kindergarten. Included in this guide are suggestions and resources for conducting a program self-assessment and corresponding resources to support quality improvement. The Early Childhood Education Division recognizes that the process for completing a program self-assessment is highly dependent upon the make-up of the LEA. Therefore, the goal of this guide is to provide a variety of resources that support a range of LEA sizes, organizational structures and capacities.

The intended use of the Early Childhood Program Self-Assessment tools is to assist LEAs in evaluating their early childhood programs in order to make program adjustments to meet the needs of all students.

What It Is	What It Is Not
• A means of internal reflection and evaluation of current practices • A voluntary method to identify areas of strength and opportunities for growth • A process to measure the extent to which growth has occurred • A tool to inform continuous improvement	• A system of scoring, grading or labeling a program • A tool used to publicly compare or judge early childhood programs • A staff evaluation tool • A means of comparing campuses within a school district/charter

Program Self-Assessment Guidance

Completing the Early Childhood Program Self-Assessment tools begins with proper planning. This includes convening a program self-assessment committee, choosing a format for completing the self-assessment, establishing a timeline and gathering the necessary evidence to accurately assess the current programs. Each of these components of planning is discussed in greater detail within this section of the self-assessment guide.

Timeline

Planning for the process of conducting the Early Childhood Program Self Assessment helps to ensure that you have ample time to complete the tool and initiate continuous quality improvement efforts. Below is a suggested timeline for completing the program self-assessment.

When creating a timeline, consider the following:

1. What other meetings, activities, and events will be occurring during the program self-assessment process that might create scheduling conflicts or hinder the self-assessment process?

2. Does your LEA have an approval process for sending out surveys that may require you to start the process earlier?

3. If completing the prekindergarten and kindergarten tools, will the committee be the same for both grade levels?

4. Does waiting until the end of the school year to compile the report allow enough time for next steps to be implemented in the following school year?

February	Identify who will serve on the program self-assessment committee Conduct a program self-assessment orientation for committee members
Early March	Choose a format for completing the program self-assessments (see page 11)
Mid-March - April	Collect evidence necessary for completing the program self-assessments
Early May	Complete the program self-assessment tools using the collected evidence
Mid-May	Review results and decide next steps
Late May	Compile a program self-assessment report and make results available to families

Sources of Evidence

Accurately completing the program self-assessment tools requires the collection of evidence for the committee's use during the process. The make-up of the committee and the size of the LEA might alter the process for collecting the necessary evidence.

Below is a suggested list of evidence needed for each of the components in the program self-assessment. Not all LEAs may have each of the sources of evidence below. This list is not fully inclusive of all the possible sources of evidence an LEA may use. LEAs are encouraged to utilize additional sources of evidence as needed.

Access / Enrollment

- Prekindergarten and kindergarten enrollment plan(s)
- Prekindergarten and kindergarten enrollment process(es)
- Number of 3-year-olds and 4-year-olds enrolled in prekindergarten
- Number of 1st grade students who meet prekindergarten eligibility requirements
- Prekindergarten and kindergarten outreach materials/strategies

Administrative and Teaching Staff

- Coaching/mentoring policy or plan
- Prekindergarten and kindergarten teacher evaluation policy
- Certification and qualification records for prekindergarten and kindergarten teachers
- Certification and qualification records for prekindergarten educational aides
- Teacher and administrator professional development plans/transcripts
- District Improvement Plan (DIP)
- Campus Improvement Plans (CIP)

Curriculum

- Prekindergarten and kindergarten curriculum
- Prekindergarten and kindergarten scope and sequence
- Curricular integration resources/materials
- LEA's grade-level meeting and vertical alignment meeting expectations

Instruction

- LEA-provided supports and resources for instruction
- LEA special education placement continuum
- LEA-provided teacher resources for students with special needs and English Learners
- Prekindergarten class size/ratio information

Assessment

- LEA plan for assessment
- Prekindergarten and kindergarten assessment instrument information
- Family engagement plan
- LEA plan for referrals/intervention

Learning Environments

- LEA guidance on arrangement of learning environment
- LEA guidance on procedures and routines
- LEA student discipline policy
- Written guidance on age-appropriate behaviors
- LEA guidance on daily schedule
- LEA guidance on classroom displays

Family Engagement Plan

- Family engagement plan
- LEA policy on teacher communication with families
- LEA interpreter/translation policy
- LEA attendance plan
- LEA-provided family engagement resources for campuses
- Written program expectations for families (e.g. student compact, student handbook, etc.)

Transitions

- LEA transition plan
- LEA Title I plan
- LEA family engagement plan
- LEA professional development plan/calendar
- Student data sharing agreements with early care and education providers

Formats for Completing the Program Self-Assessment

The approach and process for completing a program self-assessment can be different for every LEA. The size and makeup of your LEA, along with your LEA's program needs and resources can affect the format in which the program self-assessment is completed. It is recommended that each LEA choose a lead for the program self-assessment. How the evaluation is completed after that will vary depending on several factors.

Depending on the size and makeup of your LEA, you may choose to:
- Have one individual complete the program self-assessment tool,
- Have a group of individuals complete the whole tool, or
- Break the program self-assessment committee into subcommittees who then complete specific sections of the tool.

Ultimately, each LEA will need to decide which option works best, as there are advantages and disadvantages to each option. The individual or team chosen to conduct the program self-assessment will influence the usefulness and quality of the evaluation itself. Below is an outline of the different options in which LEAs can complete the program self-assessment.

Individual	**Self-assessment is completed by one individual.** • Recommended for small LEAs • Requires the individual to have access to all recommended sources of evidence • May be the most labor-and time-intensive of the three options
Program Self-Assessment Committee	**Self-assessment is completed entirely as one committee.** • Recommended for small-medium LEAs • Requires several meetings or one meeting for an extended period of time to complete the self-assessment
Program Self-Assessment Committee with Subcommittees	**Self-assessment committee is broken into subcommittees. Each subcommittee is assigned specific sections of the tool to complete.** • Recommended for medium-large LEAs • May be less labor-and time-intensive for each committee member • May provide for higher quality and/or more accurate information as committee members can be chosen based on areas of expertise • Requires a higher level of coordination from program self-assessment lead

Program Self-Assessment Committee Members

Some LEAs will utilize a committee to complete the program self-assessment. A well-rounded program self-assessment committee is key to accurately assessing the quality of your prekindergarten and kindergarten programs. When selecting the program self-assessment committee, ensure you have representation from the central office, individual campuses and families. Below are lists of LEA and campus staff that one might consider as members of the self-assessment committee.

LEA Staff

- Superintendent
- Assistant Superintendent
- Director of Curriculum & Instruction
- Early childhood administrator/staff
- Director of Special Education
- Director of English as a Second Language (ESL)/Bilingual education
- Public Education Information Management System (PEIMS)/Early Childhood Data System (ECDS) Coordinator
- Family engagement staff

Campus Staff

- Principal
- Assistant Principal
- Instructional Coach
- Registrar
- Counselor
- Prekindergarten and kindergarten teachers
- Special education staff
- Educational aides
- Admission, Review and Dismissal (ARD) Facilitator

Norming Ratings

Accurate ratings are essential. Without accurate ratings it is challenging for LEAs to use the rating to inform quality improvement efforts. To assist LEAs in accurately rating their programs, below is an example scenario along with justifications for the ratings. The scenario is related to the Transition component of the Early Childhood Program Self-Assessment for Kindergarten. Read the scenarios and rating justifications to help norm your ratings to the intended use of the tool.

Example Scenario:

LEA has several things in place to support successful student transitions from one grade level to the next. LEA finds it helpful to work with the child care centers in their area. They do this by inviting child care providers to participate in professional development activities with LEA teachers two or three times a year. They also meet with child care providers every June and November to align program goals and expectations. During these meetings child care providers work with the LEA to ensure the transition plan includes processes for successfully transitioning students to kindergarten.

Within the LEA, prekindergarten and kindergarten teachers meet at the beginning of the school year to discuss student transitions. The LEA also has a process for kindergarten staff to share student data with 1st grade staff.

Included in the LEA's transition plan are school tours for incoming kindergarten students and their families and a kindergarten camp for families that provides them with activities that can do to support learning at home. The plan also includes processes and procedures for updating records at the end of prekindergarten, deciding class placements, and reviewing student assessment data from the previous year in back to school professional development meetings.

Rating Justifications

Shared Professional Development: Proficient
The LEA is rated proficient because they invite early care and education providers to participate in more than one professional development activity a year (developing), but not most of their professional development activities (exemplary).

Collaborative Meetings with Early Care and Education Providers: Exemplary
The LEA is rated exemplary because they invite early care and education providers to meet twice a year. These meetings cover alignment of program goals and expectations.

Sharing Student Data: Developing
The LEA is rated developing because the prekindergarten and kindergarten staff meet once a year and student data is shared with 1st grade staff. The LEA does not have a FERPA compliant data-sharing agreement in place with early care and education providers.

Family Transition Strategies: Proficient
The LEA is rated proficient because they provide families with two activities that support student transitions. These include the school tour and the kindergarten camp.

Transition Plan: Proficient
The LEA is rated proficient because their transition plan outlines processes and procedures needed to ensure successful student transitions and includes transitioning children from child care centers.

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Transitions

Strategies	Developing	Proficient	Exemplary
Shared Professional Development	LEA invites early care and education providers to participate in a LEA early childhood professional development activity **once a year.**	LEA invites early care and education providers to participate in **some** LEA early childhood professional development activities.	LEA invites early care and education providers to participate in **most** LEA early childhood professional development activities.
Collaborative Meetings with Early Care and Education Providers	LEA has **some communication** with early care and education providers in the community.	Early care and education providers are invited to **meet** with LEA prekindergarten and kindergarten staff **once a year to align program goals and expectations.**	Early care and education providers are invited to **meet** with LEA prekindergarten and kindergarten staff **twice a year to align program goals and expectations.**
Sharing Student Data	LEA prekindergarten and kindergarten staff meet annually to discuss student transitions. Kindergarten staff share student data with 1st grade staff.	LEA prekindergarten and kindergarten staff meet annually to discuss student transitions. Kindergarten staff share student data with 1st grade staff. **LEA initiates FERPA compliant data-sharing agreements with early care and education providers** to facilitate prekindergarten student data sharing.	LEA prekindergarten and kindergarten staff meet annually to discuss student transitions. **LEA initiates FERPA compliant data-sharing agreements with early care and education providers** to facilitate prekindergarten student data sharing and **to inform class placement and beginning-of-the-year instruction.**
Family Transition Strategies	LEA provides families with **one** activity or strategy (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.	LEA provides families with **two** activities or strategies (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.	LEA provides families with at least **three** activities or strategies (e.g. meet the teacher event, class tour, etc.) that can support their child's transition from one grade level to the next.
Transition Plan	LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next.	LEA implements a transition plan that outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next and **addresses transitioning students from non-LEA programs.**	LEA implements a transition plan that **incorporates and fulfills the expectations of various entities** (e.g. Title I and Head Start) and outlines the processes and procedures needed to ensure students successfully transition from one grade level to the next and **addresses transitioning students from non-LEA programs. The transition plan is evaluated annually.**

Supporting Definitions and Information

In completing the Early Childhood Program Self-Assessment, questions may arise regarding the terms used in the quality indicators and/or how to gather the information accurately to assess your LEA. This section of the Program Self-Assessment Guide aims to clarify terms used throughout the tools and answer frequently asked questions.

Access/Enrollment

Definitions

Half-day program
A half-day prekindergarten program offers a minimum of 32,400 minutes of instruction within a school year

Full-day program
A full-day prekindergarten program offers a minimum of 75,600 minutes of instruction within a school year

FAQs

1. **How do you determine the number of eligible 3-year-old and 4-year-old children that live within the LEA's boundaries?**

   LEAs are encouraged to use their district data to determine how many currently enrolled children in first grade meet one of the prekindergarten eligibility requirements (free/reduced lunch, military family, homeless, etc). This is approximately the number of eligible three-year-old and four-year-old children within your boundaries. For example, if you have 300 first grade students that meet one of the eligibility criteria, then there are approximately 300 three-year-old and 300 four-year-old children who are eligible for prekindergarten in your boundaries.

3. **What options do LEAs have in funding a full-day prekindergarten program?**

   Public prekindergarten is funded for half-day services. LEAs may fund the second half of a full-day program in a variety of ways, including but not limited to, Title I, Title III, local funds, state, federal or foundation grants, compensatory education funds, etc. LEAs may also partner with Head Start or child care centers to provide a full-day program.

4. **What are examples of outreach activities?**

   There are a variety of outreach activities LEAs can use. Some ideas may include:
   - Sending home fliers with current students
   - Holding an information event in the evening for families or caregivers
   - Posting information on the marquee outside of school sites
   - Posting information in schools and around the community

5. **What documents are considered necessary for prekindergarten enrollment?**

   To register for free public prekindergarten, families must show documents that verify the child's identity and age, proof of residency and compliance with one of the eligibility requirements. Further information regarding these documents can be found in Section 7 of the Student Attendance Accounting Handbook on the TEA website.

6. **What documents are considered necessary for kindergarten enrollment?**

   To register for public kindergarten, families must show documents that verify the child's identity and age and proof of residency. Further information can be found in Section 3 the Student Attendance Accounting Handbook on the TEA website.

Administrative and Teaching Staff

Definitions

Supports
Sufficient assistance given to keep an action manageable and sustainable

Ensures
A process to guarantee, confirm and/or verify that something occurred

Coaching and Mentoring
The core elements of mentoring/coaching are: 1) a one-to-one relationship between a mentor/coach and the teacher, 2) documented on-the-job support that focuses on the development of specific early childhood knowledge, skills, or practices that can be used in daily work with children and 3) a shared commitment to continuous improvement to ensure positive outcomes for all children

FAQs

1. **What does it mean to be certified at Level II or III as an educational aide?**

    The educational aide II requirements are:
    - Must be a high school graduate or hold a general educational development (GED) certificate
    - Have satisfied one of the following requirements:
        ◊ Have two creditable years of experience as an educational aide I or
        ◊ Have a minimum of 15 semester hours of college credit with some emphasis on child growth and development or related subject areas or
        ◊ Have demonstrated proficiency in a specialized skill area as determined by the local school district and
    - Have experience working with students or parents as approved by the employing superintendent
    The educational aide III requirements are:
    - Must be a high school graduate or hold a general educational development (GED) certificate
    - Have satisfied one of the following requirements:
        ◊ Have three creditable years of experience as an educational aide I or II or
        ◊ Have 30 semester hours of college credit with some emphasis on child growth and development or related subject areas and
    - Have experience working with students or parents as approved by the employing superintendent

    More information regarding certification of educational aides can be found at https://tea.texas.gov/Texas_Educators/Certification/Initial_Certification/Becoming_an_Educational_Aide_in_Texas/

2. **What qualifies as an "additional qualification" for prekindergarten teachers?**

    In implementing the high-quality prekindergarten components, a prekindergarten teacher should be appropriately certified to teach prekindergarten and should meet one of the following additional qualifications:
    - Has a Child Development Associate Credential (CDA)
    - Has a Montessori certification
    - Has taught for at least 8 years in a nationally accredited child care program
    - Has a degree in ECE, Special Education-ECE or a non-ECE degree with 15 units of ECE-specific coursework
    - Completion of Texas School Ready – Comprehensive Program
    - Has completed 150 hours of professional development in ECE-specific topics; 75 of the 150 hours being in a mentoring/coaching relationship
    - Completes 30 hours of ECE-specific professional development annually with 15 of the 30 hours being in a mentoring/coaching relationship until 150 hours are documented

3. **Describe an early-childhood-specific, research-based tool that could be used to supplement an LEA's teacher evaluation.**

   Examples may include the following:
   - Children's Learning Institute – Classroom Observation Tool (CLI-COT): An observation tool that assesses teaching behaviors that are known to make up high-quality instruction.
   - Environmental Rating Scale (ERS): An observation tool that assesses learning environemnts, activities that students participate in, student supervision and teacher interactions with students.
   - Classroom Assessment Scoring System (CLASS): An observation tool that focuses on the interactions between teachers and students.

4. **What is considered an early-childhood specific professional development topic?**

   A topic is considered early-childhood specific when it directly relates to working with children birth through grade 2.

5. **The indicator for the exemplary level under Teacher Professional Development states that "all teachers receive coaching/mentoring as part of their professional development activities." How many hours of mentoring/coaching would teachers have to participate in to meet the exemplary level?**

   This mentoring/coaching should not be confused with the mentoring/coaching that is listed as an additional qualification.

   The number of hours of mentoring/coaching that a teacher would participate in is a local decision. The hours should be determined by the following factors:
   - The difficulty of the specific teacher skill or behavior being addressed
   - Teacher's ability to implement the specific skill or teaching behavior consistently
   - Time frame needed to complete the mentoring/coaching cycle

6. **What structures could an LEA put in place to assist administrators in routinely monitoring the quality of the early childhood program?**

   LEAs may determine locally what structures to put in place. Some ideas may include:
   - Setting aside time at principal meetings to analyze program quality and child outcome data
   - Setting data collection and analysis checkpoints throughout the year
   - Providing administrators with monitoring resources specific to early childhood

Curriculum

Definitions

Scope and Sequence
A document that outlines the sequence of skills and knowledge students are taught over the course of a school year

Learning Centers
Well-defined areas that provide students with a wide range of materials and opportunities to engage in hands-on learning across the curriculum

Vertical Alignment
Ensuring that concepts, skills, and knowledge build upon each other across grade levels

Horizontal Alignment
Ensuring consistency across classrooms within the same grade level

FAQs

1. **What are the domains in the 2015 Texas Prekindergarten Guidelines:**

   The domains in the 2015 Texas Prekindergarten Guidelines include:
   - Social and Emotional Development
   - Language and Communication
   - Emergent Literacy Reading
   - Emergent Literacy Writing
   - Mathematics
   - Science
   - Social Studies
   - Fine Arts
   - Physical Development
   - Technology

2. **What are the foundation curriculum content areas?**

   The foundation curriculum content areas include:
   - English Language Arts
   - Mathematic
   - Science
   - Social studies

3. **What are the enrichment curriculum content areas?**

   The enrichment curriculum content areas include:
   - Fine Arts
   - Health
   - Physical Education
   - Technology Applications
   - Languages other than English (to the extent possible)

4. **What are examples of resources an LEA can provide teachers to support curricular integration?**

   Examples of curricular integration resources may include materials for learning centers that facilitate integration across domains or content areas or unit maps that are organized to support integrated learning.

Instruction

Definitions

Supports
Sufficient assistance given to keep an action manageable and sustainable

Ensures
A process to guarantee, confirm and/or verify that something occurred

Small Group Instruction
A setting in which teachers work with students in a reduced student-teacher ratio to differentiate instruction, reinforce skills learned in a large group setting and provide intervention to struggling students

Individualized Instruction
The use of instructional strategies and resources with an individual student to ensure the student receives the specific support needed to achieve academic growth

Learning Centers
Well-defined areas that provide students with a wide range of materials and opportunities to engage in hands-on learning across the curriculum

Scaffolding
Teaching practices that promote a deeper level of learning that is tailored to each student's ability to meet grade-level expectations. Teachers may simplify concepts or skills or build upon them to expand the depth of understanding depending on what the child currently knows or can do

Hands-on Activities
An active learning opportunity in which a student learns by doing

FAQs

1. **What does "continuum of services" mean for children with special needs?**

    LEAs are to ensure that they have a variety of alternative placements and supplementary services that can be used to meet the needs of children with disabilities for special education.

    See IDEA, Part B, Subpart B, Sec.300.115 for information regarding continuum of alternative placements.

2. **What are the domain in the Texas Prekindergarten Guidelines?**

    The domains in the 2015 Texas Prekindergarten Guidelines include:
    - Social and Emotional Development
    - Language and Communication
    - Emergent Literacy Reading
    - Emergent Literacy Writing
    - Mathematics
    - Science
    - Social Studies
    - Fine Arts
    - Physical Development
    - Technology

3. What is the classroom ratio for prekindergarten classrooms?

There is no rule or law regarding prekindergarten class size or student to teacher ratio; however, school districts are encouraged to maintain ratios in prekindergarten programs that, at a minimum, do not exceed the 22:1 ratio required for kindergarten through fourth grade. Additionally, best practice indicates that LEAs should attempt to maintain a ratio of 11:1.

Assessment

Definitions

Guidance
Official verbal or written information/directions/guidelines given by someone in authority

Supports
Sufficient assistance given to keep an action manageable and sustainable

Ensures
A process to guarantee, confirm and/or verify that something occurred

Formative Assessment
The ongoing collection of evidence of students' learning and development to inform and adjust instruction to better support students' progress towards learning goals and outcomes. Examples of formative assessments include observation notes, checklists, portfolios, etc.

Intervention Services
Targeted supports that are systematically provided to students who are struggling to meet grade level expectations

FAQs

1. What does it mean to be developmentally, linguistically and culturally appropriate?

Assessments are considered developmentally, linguistically and culturally appropriate if they are age-appropriate and respectful and inclusive of all types of diversity, including but not limited to gender, culture, language, ethnicity, ability, race and economic status.

2. What are the domains for the 2015 Texas Prekindergarten Guidelines?

The domains in the 2015 Texas Prekindergarten Guidelines include:
- Social and Emotional Development
- Language and Communication
- Emergent Literacy Reading
- Emergent Literacy Writing
- Mathematics
- Science
- Social Studies
- Fine Arts
- Physical Development
- Technology

3. **What are the five primary developmental domains?**

   The five primary developmental domains are referenced on the Commissioner's List of Approved Prekindergarten Assessment Instruments and include the following:
   - Emergent Literacy Reading
   - Emergent Literacy Writing
   - Language and Communication
   - Health and Wellness
   - Mathematics

4. **What are the foundation curriculum content areas?**

   The foundation curriculum content areas are defined in TAC 74.1(a)(1) and include:
   - English Language Arts
   - Mathematic
   - Science
   - Social Studies

5. **What are the enrichment curriculum content areas?**

   The enrichment curriculum content areas are defined in TAC 74.1(a)(2) and TAC 74.2(a) and include:
   - Fine Arts
   - Health
   - Physical Education
   - Technology Applications
   - Languages other than English (to the extent possible)

6. **Both Program Self-Assessment tools mention assessment instruments from the Commissioner's Lists; what does this refer to?**

   The Commissioner's Lists of Approved Prekindergarten and Kindergarten Assessment Instruments were created to inform districts/charters of the assessment instruments that are valid and reliable, based on scientific research and are user friendly. The lists can be accessed at: https://tea.texas.gov/Academics/Early_Childhood_Education/Educator_Resources/

7. **How can assessment data be used by teachers to inform instruction?**

   Assessment data should keep teachers aware of the status of their students' concept development and skills base. This information should be used to plan and implement daily activities used within the school day to increase the students' ability to meet grade-level expectations. The information can also be used to create large group instruction, small group instruction and individual instruction to better meet the needs of individual students.

Learning Environments

Definitions

Guidance
Official verbal or written information/direction/guidelines given by someone in authority

Supports
Sufficient assistance given to keep an action manageable and sustainable

Ensures
A process to guarantee, confirm and/or verify that something occurred

Learning Centers
Well-defined areas that provide students with a wide range of materials and opportunities to engage in hands-on learning across the curriculum

Systematically
A predictable process

Environmental Print
Everyday print such as signs, labels, logos, etc.

Self-Regulation
The ability to manage one's own behavior and emotions

Classroom Displays
A teacher-, student-, or commercially-produced arrangement within the classroom or hallway

Predominantly
More than 50%

Natural Elements
Naturally occurring materials, such as plants, sand, grass, etc.

FAQs

1. **What are examples of resources that can be provided to teachers to create the physical arrangement of the classroom environment?**

    Examples of resources that can be provided to teachers may include age-appropriate classroom furniture (tables, chairs, shelves, etc.), materials to stock learning centers (paper, paints, props, blocks, etc.), or other materials needed to create a learning environment that is well equipped and accessible.

2. **What is an example of a procedure or routine that is utilized to maximize instructional time and support the children's independence and self-regulation?**

    Teachers can use routines during the school day to continue supporting student's learning and development. An example of this would be playing "follow the leader" while walking to the playground. This fun activity facilitates students' ability to listen and follow directions.

3. **What are examples of realistic and age-appropriate expectations for behavior?**

    Examples include:
    - Young children have limited attention spans and may not be able to engage in a task for an extended period of time
    - Young children may need additional time and instruction to complete routine care tasks (e.g. toileting, washing hands, etc.)
    - Young children understand directions when limited in number and worded simply

4. **What are examples of positive guidance?**

    Examples of positive guidance techniques include:
    - Stating classroom rules in a positive manner – "Use your walking feet."
    - Validating a student's feelings – "It is hard to share."
    - Reinforcing appropriate behavior – "You helped Sally finish the puzzle."
    - Offering choices, when possible – "It is time to clean up the blocks. Should we start with the rectangle or triangle blocks?"

5. **What would qualify as targeted support for student behavior?**

    Any support given by administrators, counselors or mentor/coaches given to teaching staff for a particular challenging behavior is considered targeted support. Examples of supports include:
    - Providing targeted teacher observation with feedback
    - Live teacher coaching
    - Developing a behavior plan and allocating the necessary materials/resources to implement it.

6. **What are natural elements that could be present in an outdoor learning environment?**

    Examples of natural elements that could be found in an outdoor learning environment include grass, plants, trees, sand, rocks, water, etc.

Family Engagement

Definitions

Guidance
Official verbal or written information/direction/guidelines given by someone in authority

Supports
Sufficient assistance given to keep an action manageable and sustainable

Ensures
A process to guarantee, confirm and/or verify that something occurred

FAQs

1. **What are the six components of a Family Engagement Plan?**

    The six components of a Family Engagement Plan are found in TAC 102.1003(f) and include the following:
    - Facilitate family-to-family support
    - Establish a network of community resources
    - Increasing family participation in decision-making
    - Equipping families with tools to enhance and extend learning
    - Developing staff skills in evidence-based practices that support families in meeting their children's learning benchmarks
    - Evaluating family engagement efforts and using evaluation for continuous improvement

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2. **How do you know if your written documents are inclusive, linguistically and culturally appropriate?**

    Documents are considered developmentally, linguistically and culturally appropriate if they are age-appropriate and respectful and inclusive of all types of diversity, including but not limited to: gender, culture, language, ethnicity, ability, race and economic status.

3. **What method should be used to report student progress to families?**

    Examples of methods of reporting student progress to families may include report cards, assessment reports, conferences/home visits, progress notes, etc.

4. **What are the five primary developmental domains?**

    The five primary developmental domains are referenced on the Commissioner's List of Approved Prekindergarten Assessment Instruments and include the following:
    - Emergent literacy reading
    - Emergent literacy writing
    - Language and communication
    - Health and wellness
    - Mathematics

5. **What are the foundation curriculum content areas?**

    The foundation curriculum content areas are defined in TAC 74.1(a)(1) and include:
    - English language arts
    - Mathematic
    - Science
    - Social studies

6. **What are examples of an on-campus family engagement activity?**

    Examples of an on-campus family engagement activity may include:
    - Volunteering in the classroom or on a field trip
    - Participating in a school-based advisory committee
    - Participating in a workshop sponsored by the LEA
    - Participating in school events such as Open House, etc.

7. **What are examples of community resources to meet the economic/social service needs of families?**

    Community resources that would meet the economic/social service needs of families may include:
    - Food banks
    - Public health services
    - Low-income housing opportunities
    - Job training

Transitions

Definitions

Early Care and Education Providers
A licensed childcare center or family child care provider that cares for and educates young children

FERPA Compliant Data-Sharing Agreements
A written agreement between two parties that facilitates the sharing of student data and complies with the Federal Education Rights and Privacy Act

FAQs

1. **How can LEAs and early care and education providers align program goals and expectations?**

    Early care and education providers and LEAs can align curriculum, assessment tools, school calendars, grade-level expectations, etc.

Program Self-Assessment Resources

Utilizing the results from the Early Childhood Program Self-Assessments is crucial for improving the quality of your programs. This section of the guide provides resources that will help you determine how to use your results and how to communicate results to families.

Prekindergarten and Kindergarten Cross-walk

The Early Childhood Program Self-Assessments for prekindergarten and kindergarten were written to maximize alignment between the two grade levels. The purpose of the crosswalk is to demonstrate the alignment between the tools and to help administrators more efficiently collect evidence needed to complete the program self-assessments.

Indicators are different	Indicators are similar	Indicators are identical

Component	Prekindergarten (Phase II)	Kindergarten (Phase (I)
Access / Enrollment	Eligible 4-year olds	N/A
	Eligible 3-year olds	N/A
	Half-day and/or Full-day Services	N/A
	Outreach Strategies	Outreach Strategies
	Enrollment Plan	Enrollment Plan
	Enrollment Process	Enrollment Process
Administrative and Teaching Staff	Educational Aide Qualifications	N/A
	Teacher Qualifications	Teacher Qualifications
	Teacher Evaluations	Teacher Evaluations
	Teacher Professional Development	Teacher Professional Development
	Coaching and Mentoring	Coaching and Mentoring
	Administrator Professional Development	Administrator Professional Development
	Leading Continuous Improvement	Leading Continuous Improvement
Curriculum	Curriculum	Curriculum
	Scope and Sequence	Scope and Sequence
	Curricular Integration	Curricular Integration
	Vertical Alignment	Vertical Alignment
	Horizontal Alignment	Horizontal Alignment
Instruction	Instructional Activities	Instructional Activities
	Instructional Settings	Instructional Settings
	Supporting Special Populations	Supporting Special Populations
	Children with Special Needs	Children with Special Needs
	Teacher Interactions with Students	Teacher Interactions with Students
	Supporting the Whole Child	Supporting the Whole Child
	Student to Teacher Ratio	N/A

Assessment	Formative Assessment	Formative Assessment
	Use of Assessment Instrument	Use of Assessment Instrument
	Data-Driven Practices	Data-Driven Practices
	Family Input	Family Input
	Referrals/Intervention	Referrals/Intervention
Learning Environments	Physical Arrangement	Physical Arrangement
	Link to Classroom Instruction	Link to Classroom Instruction
	Procedures and Routines	Procedures and Routines
	Supporting Student Behavior	Supporting Student Behavior
	Daily Schedule	Daily Schedule
	Classroom Displays	Classroom Displays
	Outdoor Environment	Outdoor Environment
Family Engagement	Family Engagement Plan	Family Engagement Plan
	Communication Practices	Communication Practices
	Inclusive Family Engagement Policy	Inclusive Family Engagement Policy
	Family Conferences and/or Home Visits	Family Conferences and/or Home Visits
	Reporting Student Progress	Reporting Student Progress
	Program Expectations	Program Expectations
	Attendance Plan	Attendance Plan
	On-Campus Opportunities	On-Campus Opportunities
	Participation	Participation
	Support to Families	Support to Families
Transitions	Shared Professional Development	Shared Professional Development
	Collaborative Meetings with Early Care and Education Providers	Collaborative Meetings with Early Care and Education Providers
	Sharing Student Data	Sharing Student Data
	Family Transition Strategies	Family Transition Strategies
	Transition Plan	Transition Plan

Prekindergarten and Kindergarten Results Side-by-Side

Instructions:
Combine the results from the Early Childhood Program Self-Assessment for prekindergarten and kindergarten using this form.

	Prekindergarten			Kindergarten		
	Developing	Proficient	Exemplary	Developing	Proficient	Exemplary
👤 Access / Enrollment	**Prekindergarten**			**Kindergarten**		
Eligible 4-year-olds	☐	☐	☐			
Eligible 3-year-olds	☐	☐	☐			
Half-day and/or Full-day	☐	☐	☐			
Outreach Strategies	☐	☐	☐	☐	☐	☐
Enrollment Plan	☐	☐	☐	☐	☐	☐
Enrollment Process	☐	☐	☐	☐	☐	☐
👥 Administrative and Teaching Staff	**Prekindergarten**			**Kindergarten**		
Educational Aide Qualifications	☐	☐	☐			
Teacher Qualifications		☐	☐		☐	
Teacher Evaluations	☐	☐	☐	☐	☐	☐
Teacher Professional Development	☐	☐	☐	☐	☐	☐
Coaching and Mentoring	☐	☐	☐	☐	☐	☐
Administrator Professional Development	☐	☐	☐	☐	☐	☐
Leading Continuous Improvement	☐	☐	☐	☐	☐	☐
📖 Curriculum	**Prekindergarten**			**Kindergarten**		
Curriculum	☐	☐	☐	☐	☐	☐
Scope and Sequence	☐	☐	☐	☐	☐	☐
Curricular Integration	☐	☐	☐	☐	☐	☐
Vertical Alignment	☐	☐	☐	☐	☐	☐
Horizontal Alignment	☐	☐	☐	☐	☐	☐
Instruction	**Prekindergarten**			**Kindergarten**		
Instructional Activities	☐	☐	☐	☐	☐	☐
Instructional Settings	☐	☐	☐	☐	☐	☐
Supporting Special Populations	☐	☐	☐	☐	☐	☐
Children with Special Needs	☐	☐	☐	☐	☐	☐
Teacher Interactions with Students	☐	☐	☐	☐	☐	☐
Supporting the Whole Child	☐	☐	☐	☐	☐	☐
Student-to-Teacher Ratio	☐	☐	☐	☐	☐	☐

	Prekindergarten			Kindergarten		
	Developing	Proficient	Exemplary	Developing	Proficient	Exemplary
Assessment						
Formative Assessment						
Use of Assessment Instrument						
Data-Driven Practices						
Family Input						
Referrals/Intervention						
Learning Environments						
Physical Arrangement						
Link to Classroom Instruction						
Procedures and Routines						
Supporting Student Behavior						
Daily Schedule						
Classroom Displays						
Outdoor Environment						
Family Engagement						
Family Engagement Plan						
Communication Practices						
Inclusive Family Engagement Policy						
Family Conferences and/or Home Visits						
Reporting Student Progress						
Program Expectations						
Attendance Plan						
On-Campus Opportunities						
Participation						
Support to Parents						
Transitions						
Shared Professional Development						
Collaborative Meetings with Early Care and Education Providers						
Sharing Student Data						
Family Transition Strategies						
Transition Plan						

Continuous Improvement Worksheet

Once you have completed the Early Childhood Program Self-Assessment for prekindergarten and kindergarten, use the results page from each tool to then identify strengthens, opportunities to grow, and next steps for continuous improvement.

Click on the image below to get a fillable/editable version.

Early Childhood Program Self-Assessment for [Grade-level] Results

Strengths Identified:

Opportunities to Grow Identified:

Next Steps for **Continuous Improvement:**

[LEA Logo]   [LEA general contact information]

Continuous Improvement Plan

Using the Continuous Improvement Worksheet from the Program Self-Assessment, create a continuous improvement plan for prekindergarten and kindergarten.

A written plan will serve as a blueprint for how your district will address the needs identified during the self-assessment process. An effective plan will bring focus and coherence to improvement activities and help ensure unity of purpose, alignment, and clear accountability. It is recommended that you create a plan for 3-5 strategies that you have identified for improvement.

Below is an example for a continuous improvement plan. Click on the example to access a template.

Prekindergarten Continuous Improvement Plan

To improve the quality of our prekindergarten program [LEA name] will focus on three quality strategies identified in the Early Childhood Program Self-Assessment provided by TEA. The three strategies include:
1. Data-Driven Practices
2. Attendance Plan
3. Daily Schedule

Focus Strategy: Data-Driven Practices

Current Level: Developing
LEA provides **written guidance** to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.

Target Level: Proficient
LEA provides **written guidance and supports** to teachers on how to use assessment data to inform instruction to better meet the developmental and linguistic needs of all students.

Goal: Implement monthly data meetings for prekindergarten teachers on each campus.

Action Step	Responsible Party	Data Collected	Timeline	Status/Notes
LEA will conduct a training for administrators on the importance of weekly PLCs and data analysis in prekindergarten.	Early Childhood Director; Elementary Director	Survey results on effectiveness of training.	Training will be completed prior to the beginning of school.	
LEA will conduct a professional development session to train prekindergarten teachers to analyze results of progress monitoring tools.	Early Childhood Director; Director of Curriculum and Instruction	Post-training survey to measure growth in knowledge surrounding data analysis	Complete by the end of September, when BOY data is in.	
LEA will provide campus administrators with a PLC agenda, targeted to collect data and drive next steps.	Early Childhood Director	Meeting minutes, current data points, teacher's next steps	Agenda will be provided starting in September.	

Reporting Results to Families

Reporting results from the program self-assessment to families demonstrates the commitment you have to ensuring their children receive a high-quality early childhood education. There are several different ways in which you can report results to families. They include:

- Disseminating a written summary to families
- Hosting a family event at which results are shared through a presentation
- Posting a summary of results on the LEA website

When reporting results to families, it is recommended that you provide a high-level summary of the program self-assessment results. Make sure to include areas of strength, opportunities for growth, and steps the LEA will take to improve the quality of prekindergarten and kindergarten programs.

Below is a template for a written summary for families. Click on the image to get a fillable/editable version.

Early Childhood Program Self-Assessment for [Grade-level] Results

[LEA name] conducted a program self-assessment of its [grade-level] program to determine the quality of the program using a voluntary tool provided by the Texas Education Agency. We are using the results of the program self-assessment as part of our continuous improvement efforts in order to better serve our students and families. If you have any questions about the results of the program self-assessment, please contact [contact name] at [contact information].

Strengths Identified:

Next Steps for **Continuous Improvement:**

Opportunities to Grow Identified:

[LEA Logo]

[LEA general contact information]

Quality Improvement Resources

Improving the quality of early childhood programs is an ongoing effort. Utilize the results from the Early Childhood Program Self-Assessment for Prekindergarten and Kindergarten to guide your improvement efforts. This section of the guide provides a list of resources from both TEA and other organizations that can be used to help improve the quality of your programs. The title of each resource is a hyperlink.

Access/Enrollment

The Benefits of High-Quality Pre-K
This resource from the American Academy of Pediatrics covers some of the main benefits of high-quality prekindergarten.

Impacts of Early Childhood Programs
This brief from the Brookings Institute covers some of the impacts of early childhood programs on both children and families.

Prekindergarten Enrollment Toolkit – Community Empowerment
The Texas Education Agency (TEA) developed a Prekindergarten Enrollment Toolkit to help programs increase enrollment and increase the quality of their enrollment practices. The Community Empowerment section of the toolkit provides information on utilizing parent ambassadors and ideas for community partnerships.

Eligibility for Prekindergarten
This section of the TEA website provides eligibility requirements for prekindergarten students in the state of Texas.

Prekindergarten Enrollment Toolkit - Outreach
TEA developed a Prekindergarten Enrollment Toolkit to help programs increase enrollment and increase the quality of their enrollment practices. The Outreach section of the toolkit provides information on marketing strategies, partnering with primary care providers, media campaigns and utilizing parents as resources.

Prekindergarten Eligibility and Attendance FAQs
A list of FAQs related to prekindergarten eligibility and attendance is provided by the Early Childhood Education Division at the Texas Education Agency.

Developing Effective Recruitment Services
The Early Childhood Learning and Knowledge Center (ECLKC) provides a list of questions to consider when developing effective recruitment services.

Public-Private Partnerships
The Children's Learning Institute (CLI) provides a range of resources for establishing public-private partnerships between LEAs and childcare centers. Resources include sample contracts, models and examples of existing partnerships.

Administrative and Teaching Staff

Being an Effective Mentor-Coach
This resource from The Office of Head Start provides information on being an effective mentor/coach and supporting protégés.

Teacher Qualifications
This document from the Texas Education Agency (TEA) provides details surrounding the requirements to be a highly-qualified prekindergarten teacher.

Teacher Qualifications Frequently Asked Questions
This website created by the Texas Education Agency (TEA) provides frequently asked questions regarding prekindergarten teacher qualifications.

Texas Education Agency: Professional Development and Coaching/Mentoring FAQ
This section of the TEA website provides information on coaching and mentoring in early childhood programs in Texas.

Ways to Successfully Mentor Early Childhood Educators
This article from the Southern Early Childhood Association (SECA) provides strategies for mentors on effective mentoring and long-term improvement in classroom teaching practices.

Partners in Action: A Mentoring Toolkit for Early Childhood Providers
This toolkit developed by the Texas Early Learning Council provides a range of information and resources on how to implement teacher mentoring in early childhood programs.

Texas Rising Star (TRS) Preschool Classroom Assessment Record Form
The TRS Preschool Classroom Assessment Record can be used in part to supplement the LEA's teacher evaluation tool in order to focus on the competencies and skills needed to be an effective early childhood educator.

eCIRCLE Professional Development
The Children's Learning Institute (CLI) provides free online professional development on topics specific to early childhood through its eCIRCLE platform.

CIRCLE CDA Training Program
CLI provides free online professional development that can be used to fulfill the training hours needed to apply for the Child Development Associate (CDA) Credential.

CLI Classroom Observation Tool
The Classroom Observation Tool (COT) from CLI is a formative teacher evaluation tool that can be used to identify teaching behaviors needing coaching support.

Curriculum

English Language Proficiency Standards (ELPS)
The English Language Proficiency Standards (ELPS) outline English language proficiency level descriptors and student expectations for English Language Learners (ELLs) and are to be implemented as part of each subject in the required curriculum.

Texas Essential Knowledge and Skills (TEKS)
The Texas State Board of Education is responsible for adopting standards for each subject area that detail out what students should know and be able to do by the end of each grade level.

2015 Texas Prekindergarten Guidelines
Detailed descriptions of expected behaviors across ten domains for children in prekindergarten and guidance on best practices for prekindergarten developed by the Texas Education Agency.

Early Childhood Vertical Alignment Documents
The Early Childhood Education Division at TEA created vertical alignment documents that show alignment across the Texas Early Learning Guidelines, the Texas Prekindergarten Guidelines, and the TEKS for kindergarten - grade 2.

NAEYC Early Learning Program Accreditation Standards and Assessment Items
The National Association for the Education of Young Children (NAEYC) accredits early learning programs using ten standards. *Standard 2: Curriculum* provides guidance on how to implement a curriculum that is consistent with a program's goals for children and that promotes learning and development in all developmental domains.

NAEYC Position Statement on Curriculum, Assessment, and Program Evaluation
NAYEC provides guidance, recommendations, research and indicators of effectiveness for curriculum, assessment, and program evaluation for early childhood education.

NAEYC Position Statement on Developmentally Appropriate Practice
Developmentally Appropriate Practice is a framework designed to promote young children's learning and development. The framework helps educators and administrators make decisions that reflect on how young children develop.

CLI Classroom Observation Tool
The Classroom Observation Tool (COT) from the Children's Learning Institute(CLI) is a formative teacher evaluation tool that can be used to identify teaching behaviors needing coaching support.

Texas Rising Star (TRS) Preschool Classroom Assessment Record Form
The TRS Preschool Classroom Assessment Record can be used in part to supplement the LEA's teacher evaluation tool in order to focus on the competencies and skills needed to be an effective early childhood educator.

Instructional Materials Current Adoption Bulletin
The Bulletin provides a comprehensive list of the approved instruction materials by the Texas State Board of Education.

Differentiated Instruction
This article from the Center for Development and Learning provides information on how students learn and factors that impact learning.

Scaffolding: Approaches and Practices
This article from Penn State University provides the definition of scaffolding and an overview of the Zone of Proximal Development.

NAEYC Early Learning Program Accreditation Standards and Assessment Items
The National Association for the Education of Young Children accredits early learning programs using ten standards. *Standard 3: Teaching* provides guidance on how to use a variety of developmentally, culturally, and linguistically appropriate and effective teacher approaches to enhance children's learning and development.

2015 Texas Prekindergarten Guidelines
Detailed descriptions of expected behaviors across ten domains for children in prekindergarten and guidance on best practices for prekindergarten developed by the Texas Education Agency. See pages 3-10 and 21-27 for guidance on how the Prekindergarten Guidelines support instruction for English Language Learners and instructional practices for promoting school readiness.

NAEYC Position Statement on Developmentally Appropriate Practice
Developmentally Appropriate Practice is a framework designed to promote young children's learning and development. The framework helps educators and administrators make decisions that reflect how young children develop.

CLI Classroom Observation Tool
The Classroom Observation Tool (COT) from the Children's Learning Institute (CLI) is a formative teacher evaluation tool that can be used to identify teaching behaviors needing coaching support.

Assessment

Commissioner's List of Approved Prekindergarten Assessment Instruments
This document from the Texas Education Agency (TEA) provides a list of the approved prekindergarten assessment instruments for 2017-2021.

Commissioner's List of Approved Kindergarten Assessment Instruments
This document from the Texas Education Agency provides a list of the approved kindergarten assessment instruments for 2017-2021.

Family Engagement and Ongoing Child Assessment
This resource guide from The Office of Head Start provides strategies for sharing child assessment information with parents in early childhood education programs.

Including Families in the Assessment Process
This article from the Early Childhood Technical Assistance Center provides resources and best practices related to talking with families about child and family outcomes.

NAEYC Early Learning Program Accreditation Standards and Assessment Item
The National Association for the Education of Young Children accredits early learning programs using ten standards. *Standard 4: Assessment of Child Progress* provides guidance on how to use a variety of formal and informal assessment approaches to provide information on children's learning and development.

2015 Texas Prekindergarten Guidelines
Detailed descriptions of expected behaviors across ten domains for children in prekindergarten and guidance on best practices for prekindergarten developed by the Texas Education Agency. See pages 18-20 for guidance on monitoring learning and development.

CLI Classroom Observation Tool
The Classroom Observation Tool (COT) from the Children's Learning Institute is a formative teacher evaluation tool that can be used to identify teaching behaviors needing coaching support.

Texas Rising Star (TRS) Preschool Classroom Assessment Record Form
The TRS Preschool Classroom Assessment Record can be used in part to supplement the LEA's teacher evaluation tool in order to focus on the competencies and skills needed to be an effective early childhood educator.

NAEYC Position Statement on Curriculum, Assessment, and Program Evaluation
NAYEC provides guidance, recommendations, research and indicators of effectiveness for curriculum, assessment, and program evaluation for early childhood education.

NAEYC Position Statement on Developmentally Appropriate Practice
Developmentally Appropriate Practice is a framework designed to promote young children's learning and development. The framework helps educators and administrators make decisions that reflect how young children develop.

Guidance Document on Student Progress Monitoring
The Early Childhood Education Division at TEA's guidance document on student progress monitoring outlines student progress monitoring and program evaluation under Rider 78.

Child Mind Institute: Helping Kids with Self-Regulation
This article from the Child Mind Institute provides information on self-regulation, emotional dysregulation, and how to teach self-regulation skills.

Positive Guidance Through the Ages
This article from the National Association for the Education of Young Children (NAEYC) provides a definition of positive guidance and information on how to use positive guidance with older infants, toddlers, and preschoolers.

Understanding the Importance of Self-Regulation for Preschoolers
This article from the Virginia Department of Education's Training and Technical Assistance Center provides information on self-regulation and how to promote it in the classroom.

NAEYC Early Learning Program Accreditation Standards and Assessment Items
The National Association for the Education of Young Children accredits early learning programs using ten standards. *Standard 9: Physical Environment* provides guidance on setting up the physical learning environment to facilitate learning and development.

2015 Texas Prekindergarten Guidelines
Detailed descriptions of expected behaviors across ten domains for children in prekindergarten and guidance on best practices for prekindergarten developed by the Texas Education Agency. See pages 11-17 for information related to physical arrangement, daily schedule, and outdoor time.

CLI Classroom Observation Tool
The Classroom Observation Tool (COT) from the Children's Learning Institute (CLI) is a formative teacher evaluation tool that can be used to identify teaching behaviors needing coaching support.

CLI Classroom Environment Checklist (CEC)
An assessment tool from the Children's Learning Institute (CLI) that focuses on the overall design and management of the classroom, individual learning centers and the quality of instructional planning tools.

Texas Rising Star (TRS) Preschool Classroom Assessment Record Form
The TRS Preschool Classroom Assessment Record can be used in part to supplement the LEA's teacher evaluation tool in order to focus on the competencies and skills needed to be an effective early childhood educator.

Family Engagement

Early Education Attendance Toolkit
This toolkit, developed by Attendance Works, provides information on a three-tiered prevention and intervention system for absenteeism in early childhood programs.

Family/Child Conferences: Connecting with Families
This article from Penn State University provides information on how to create meaningful connections with families during family/child conferences.

Family Engagement Plan Guidance
This guidance document from the Early Childhood Education Division at TEA provides a list of the six components of the prekindergarten family engagement plan with corresponding family engagement strategies.

Pre-K Attendance: Why It's Important and How to Support It
This article from the Center on Enhancing Early Learning Outcomes provides information and resources on potential causes of absenteeism, strategies to address absenteeism and specific examples of solutions from other states.

Writing a Family Engagement Plan (Webinar)
This webinar from the Early Childhood Education Division at TEA provides guidance on writing a family engagement plan that contains the six components of a family engagement plan.

Principles for Quality Family Engagement (Webinar)
This webinar from the Early Childhood Education Division at TEA aimed at assisting programs in establishing family engagement practices that are high-quality.

NAEYC Early Learning Program Accreditation Standards and Assessment Items
The National Association for the Education of Young Children accredits early learning programs using ten standards. Standard 7: Families provides guidance on how programs can establish and maintain relationships with families. Standard 8: Community Relationships provides guidance on how programs can utilize community partnerships to meet the needs of children and families in their programs.

Family Engagement Resources
The Office of Head Start has a variety of resources that can be used to boost family and community engagement.

CIRCLE Activity Collection: Family
The Children's Learning Institute has a library of free activities that families can do with their child at home.

Transitions

Privacy and Data Sharing
This website created by the Department of Education provides resources surrounding the Family Educational Rights and Privacy Act (FERPA).

Erasing the Transition from PreK to Kindergarten: What Schools and Families Can Do to Address Child Readiness
This article from the National Center for Family and Community Connections with Schools provides research, strategies and examples of success on creating seamless transitions from prekindergarten to kindergarten.

Transition to Kindergarten
The Early Childhood Learning and Knowledge Center (ECLKC) provides videos, toolkits, and other resources for school administrators, teachers, and families on planning successful prekindergarten to kindergarten transitions.

Texas Education Agency
Early Childhood Education Division
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