A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young children. The children are also sitting on the floor, looking at the book. The background shows a classroom setting with bookshelves filled with books and blue storage bins.

**Additional
Support When
Serving 3's**

Agenda

- Benefits
- Prekindergarten Eligibility
- HQPK Programming for 3's
 - Benefits of Assessing 3's
 - Reporting Requirements
- Unique PK3 considerations
 - FAQs
 - PKG resources
- Resources
- Questions/Answers

Objectives

- Participants will learn:
 - the benefits of implementing a prekindergarten three-year-old program
 - eligibility information for three-year-olds
 - high-quality prekindergarten for three-year-olds
 - how to address unique considerations for three-year-olds

Benefits of Serving Three-Year-Olds

Benefits of PK3 Programs

Increased school
readiness

Increased access to
high quality
prekindergarten

Opportunities to
partner with
community child
care providers

Available funding

Program flexibility

Program Options

PK-3

- Full-Day
- Full-Day - PreK Partnership
- District Supported
- Tuition Supported
- Half-Day
- Lottery Enrollment
- Enrollment Wait List

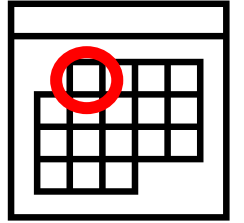
PK-4

- Full-Day (HB3 requirement)
- Full-Day - Pre-K Partnership
- District Supported
- Tuition Supported

Prekindergarten Eligibility

Who is eligible to attend prekindergarten?

To be eligible for enrollment in a free prekindergarten class, a child:



- must be at least three years of age on or before September 1 of the current school year (if a 3-year-old program is available) or four years of age on or before September 1 of the current school year
- AND meet at least one of the eligibility requirements

(TEC), §29.153

Eligibility Requirements

A child is eligible if the child meets the age requirements and is:

- unable to speak or understand English
- homeless
- a child of an active-member of the armed forces of the United States of America
- a child of a member of the armed forces of the US who was injured or killed while serving on active duty
- or has been in the conservatorship of the Dept. of Family and Protective Services
- educationally disadvantaged (qualify for free or reduced lunch)
- a child of a first responder who has received the Star of Texas Award

Additional Eligibility Information

- Three- and four-year old students who are not toilet trained or who have frequent bathroom accidents may not be excluded from eligibility.
- Once a student is determined to be eligible for pre-k, the student remains eligible for the remainder of the current school year in the district in which he or she resides or is otherwise entitled to attend for Foundation School Program benefits.
- PK3 is its own grade, followed by PK4. Students are not eligible for kindergarten after completing PK3.



High-Quality Prekindergarten Components

High-Quality Prekindergarten

- Components:
 - Curriculum
 - Student Progress Monitoring
 - Family Engagement
 - Program Evaluation
 - Student-Teacher Ratio
 - Additional Teacher Qualifications
- High-Quality Prekindergarten

HQPK is not required for PK3 only classrooms

Mixed-age classrooms (PK3 and PK4) are required to implement HQPK requirements for PK4 students.

Curriculum

HQPK requirement- PK4

- Curriculum is aligned to the Texas Prekindergarten Guidelines

PK3 Guidance

- Implement a curriculum that is developmentally appropriate for three-year-olds
- Aligned to PK3 outcomes in the TX PK Guidelines

Mixed-age classrooms PK3 +PK4

- Curriculum is aligned to Texas PK Guidelines and adjustments made for three-year-olds

Student Progress Monitoring

HQPK requirement- PK4

- Student Progress Monitoring is required in HQPK four-year-old classrooms
- Use a tool from the Commissioner's list to assess students at both BOY and EOY in 5 required domains
- BOY and EOY data is submitted to ECDS annually

PK3 Guidance

- Specific progress monitoring is not required for students served in a stand-alone PK3 classroom
- If conducted, ensure an appropriate tool is used
- If a LEA conducts an assessment for PK3 students **using a tool from the Commissioner's List**, the BOY and EOY data must be submitted into ECDS annually [TEC. §29.1532](#)

Mixed-age classrooms PK3 +PK4

- May adjust monitoring for 3-year-olds or exclude 3-year-old students if it is deemed developmentally inappropriate
- If a LEA conducts an assessment for PK3 students **using a tool from the Commissioner's List**, the BOY and EOY data must be submitted into ECDS annually

Family Engagement and Program Evaluation

HQPK requirement- PK4

- Family Engagement Plan includes all 6 components and is posted online by November of each school year
- Program Evaluation completed and results shared with families annually

PK3 Guidance

- Family Engagement and Program Evaluation are high-quality best practices that benefit the entire prekindergarten programs
- Best practice would be to include the PK3 program as part of the family engagement plans and program evaluation.

Mixed-age classrooms PK3 + PK4

- The family engagement plan and program evaluation are district level plans and evaluation.
- Mixed-age classrooms are required to be included as part of the plans and evaluations.

Teacher Qualifications and Student to Teacher Ratio

HQPK requirement- PK4

- Teachers must be appropriately certified to teach prekindergarten and meet an [Additional Teacher Qualification](#)
- HQPK requires LEAs to attempt to maintain a ratio of 11:1

PK3 Guidance

- Teachers must be appropriately certified to teach prekindergarten
- Provide opportunities for PK3 teachers to engage in EC specific PD
- Best practice would be to follow the 11:1 ratio for PK3 classrooms

Mixed-age classrooms PK3 +PK4

- Teachers in mixed-age classrooms must be appropriately certified and meet an additional qualification

Unique PK3 Considerations

Self-Help Skills/Toileting

- Three- and four-year old students who are not toilet trained or who have frequent bathroom accidents may not be excluded from eligibility.
- LEAs should create a district policy to support students in learning self-help skills including toileting.
- Policy and procedure could include:
 - Collaboration between stakeholders
 - Review of personnel and classroom/site schedules that might impact student support
 - Ensuring access to facilities and equipment that will assist with toileting success

Rest time

- Rest time is a local decision
- If a full-day PK3 program is implemented, rest time should be considered
- Rest time can include the following:
 - Calming activities
 - Deep-breathing and/or visualization routines
 - Stories and calming music
- Examine daily schedules and transitions into and out of rest time to ensure its success

Challenging Behaviors

- School site staff should partner with the family to best support the student
- [TEC §29.153](#) provides no basis for a school district to dismiss an otherwise eligible student from a prekindergarten program
- The pertinent student discipline requirements of [TEC, Ch. 37](#), must be followed for matters related to student behavior.
- TEA offers the [Student Discipline Division](#) to provide guidance and resources for students with challenging behaviors

Questions/Answers

Frequently Asked Questions

1. Are children required to have a rest time in prekindergarten?

- Policy relating to rest time for full-day prekindergarten students is determined at the local level. Rest time, if given, can be counted as part of the daily instructional minutes in full-day prekindergarten.

2. Is a district required to submit data in ECDS for 3-year-old prekindergarten students?

- If a district conducts student progress monitoring with its eligible three-year-old students using a tool from the Commissioner's List, the BOY and EOY data must be submitted into ECDS annually. This is true for both standalone PK3 classes and mixed PK3/PK4 classes. TEC, §29.1532

Frequently Asked Questions continued

3. Is a district required to implement progress monitoring for 3-year-old prekindergarten students?

- If a student is served in a stand-alone PK3 classroom, specific progress monitoring is not required.
- Progress monitoring is required in high-quality prekindergarten classrooms for four-year-olds. If a student is served in a mixed classroom (PK3 with PK4), where progress monitoring is required, a teacher should implement progress monitoring that is developmentally appropriate for students and may adjust monitoring for 3-year-olds or exclude 3-year-old students if it is deemed developmentally inappropriate.
- Student progress monitoring is a very important part of the teaching cycle and is considered a best practice with all age groups. It enables a teacher to effectively adapt the daily classroom instruction to meet the needs of their students.

More Frequently Asked Questions

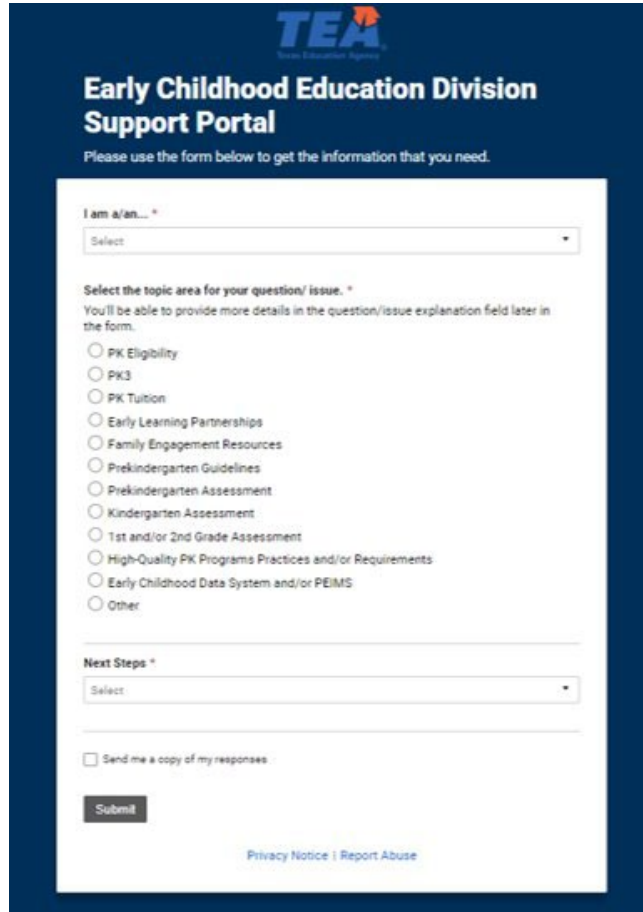
4. What other funding sources can LEAs use to support/implement PK programs?

- Districts fund district supported PK3 programs with ADA funds from the Foundation School Program funding. Some districts use a portion of their Early Education Allotment funds or "local" funds and resources to support their programs. Outside of ADA, each LEA can make decisions about funding on the local level.

5. Can the Early Education Allotment be used to fund ineligible children?

- Yes, only if serving all eligible four-year-olds in full day.

Contact the Team



The screenshot shows the TEA Early Childhood Education Division Support Portal. At the top, the TEA logo is displayed. Below it, the text reads "Early Childhood Education Division Support Portal" and "Please use the form below to get the information that you need." The form itself is titled "I am a/an..." and includes a dropdown menu for "Select". Below this, there is a section for "Select the topic area for your question/ issue," with a note that more details can be provided in the explanation field. A list of radio button options includes: PK Eligibility, PK3, PK Tuition, Early Learning Partnerships, Family Engagement Resources, Prekindergarten Guidelines, Prekindergarten Assessment, Kindergarten Assessment, 1st and/or 2nd Grade Assessment, High-Quality PK Programs Practices and/or Requirements, Early Childhood Data System and/or PEIMS, and Other. There is another dropdown menu for "Next Steps" with a "Select" option. A checkbox for "Send me a copy of my responses" is present, along with a "Submit" button. At the bottom, there are links for "Privacy Notice" and "Report Abuse".

Need more support? Use the [ECE Support Portal](#)

- Offers targeted content, including PK3!
- Consistent and timely responses
- Better tracking from ECE to serve stakeholders

Thank you for joining

