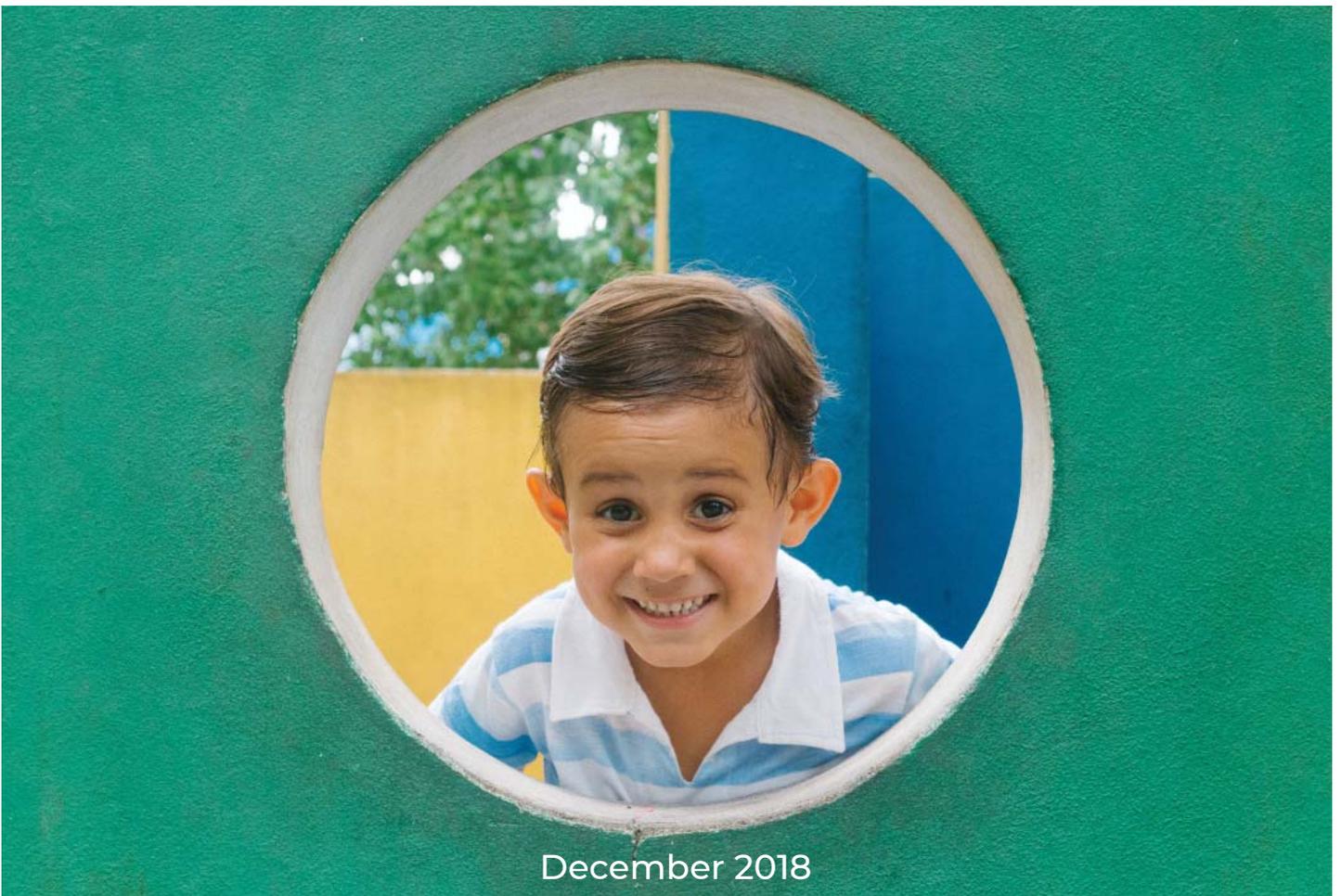

High-Quality Prekindergarten Grant (HQPG) Legislative Report



December 2018

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Executive Summary

General Description

During the 84th Legislative session, the Legislature passed House Bill 4 (HB 4) providing for a High-Quality Prekindergarten Grant (HQPG) program for school districts and open enrollment charter schools to implement increased quality standards in their prekindergarten classrooms. The legislature appropriated \$118 million for the grant program in the 2016-17 General Appropriations Act. The Texas Education Agency (TEA) used Fiscal Year (FY) 2016 to plan and award the grants. Local education agencies (LEAs) implemented the high-quality components in FY 2017.

Funding

Per statute, funding could not exceed \$1,500 per eligible student. Funding came in two cycles; LEAs received approximately half of the funding in June 2016 and the other half in September 2016. The amount totaled \$734.00 per eligible student, approximately half of what was originally envisioned. This High-Quality Prekindergarten Grant funding was in addition to the half-day Foundation School Program (FSP) formula funding of approximately \$3,650 per eligible prekindergarten student that is already provided to school districts and charters for provision of half-day prekindergarten.

Funding amounts to LEAs ranged from \$1,472 to \$9,172,099 with an average of \$203,497 across the 573 grantees. Grantees spent a total of 99.42% of their allotted grant funding by the end of the grant cycle.

The 85th legislature did not appropriate funding for the continuation of the HQPG program. They did include Rider 78 in Article III of the General Appropriations Act that instructs the Commissioner of Education to ensure school districts and charter schools use 15% of their existing FSP funds for eligible prekindergarten students to implement the high-quality prekindergarten components referenced in TEC §29.167-29.171. Rider 78 pertains to existing funding and did not provide any additional funding for prekindergarten.

Grantee Data

Six hundred three districts and open enrollment charter schools applied for the grant. Of those 603 LEAs, 599 were eligible to receive the grant funding. Four entities were not eligible since they were not approved to operate a prekindergarten program. Twenty-six districts/charters declined the funds. A total of 573 LEAs accepted and received the grant funding.

Monitoring and Compliance

All LEAs that accepted the grant funding for the 2016-2017 school year were to implement the high-quality components specified in statute and Commissioner's Rules. Districts and charters were informed that monitoring could occur in one of the following methods: annual electronic data reporting, random site visits and/or compliance site visits. Twenty randomly-selected site visits were completed between January – April 2017. Districts/charters were given training and technical assistance during the site visit, when needed, to meet the grant requirements.

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DATE	EVENT
May 28, 2015	HB4 signed into law by Governor Abbott
June 2015 – February 2016	<ol style="list-style-type: none"> 1. Implementation surveys to districts 2. Rewrite of the Texas Prekindergarten Guidelines 3. Identification of progress monitoring tools 4. Development of family engagement plan and strategies 5. Regional stakeholder meetings by ESCs
February 5, 2016	Draft Commissioner’s Rules published
February 26, 2016	Grant application made available
April 6, 2016	Commissioner’s Rules now effective
April 8, 2016	Deadline for submission of grant applications
Mid-April 2016	Notification of preliminary funding amounts
June 3, 2016	Calculation of initial grantee funding amounts
June 2016	<ol style="list-style-type: none"> 1. Announcement of eligible school districts and charter schools 2. School districts and charter schools confirm desire to receive funding 3. TEA issued Notice of Grant Award (NOGA) to school districts and charters with first half of funds
Fall 2016	<ol style="list-style-type: none"> 1. TEA issued NOGA to school districts and charters with second half of funds 2. Release of the Prekindergarten Class Size and Student-to-Teacher Ratio Study
November 2016	All grantees surveyed on program requirements for compliance
December 2016	<ol style="list-style-type: none"> 1. Implementation Guide sent to all grantees 2. Release of 2016-2017 HQPG: The Road to Quality in 10 Texas School Districts and Charter Schools (case study on use of funds)
January – May 2017	Monitoring visits
August 31, 2017	Grant funding initial ending date
December 31, 2017	End date for first extension
May 31, 2018	End date for second extension

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Grantee Support from the Texas Education Agency

The Texas Education Agency (TEA) supported LEAs in implementing the provisions of the HQPG by various means. The support was focused on assisting LEAs in understanding and executing the provisions of the grant. The following are examples of the statewide and individual support given by the Early Childhood Education Division of TEA:

- To the Administrator Addressed (TAA) Correspondence
- Commissioner's Rules
- High-Quality Prekindergarten Grantee Survey
- High-Quality Implementation Guide
- Education Service Center Information Sessions
- Site Visits
- Phone and Email Support
- Conference Presentations

Challenges Associated with the HQPG

Several challenges were faced with the implementation of the High-Quality Prekindergarten Grant. The most significant challenges were the following:

- Timing associated with funding
- Changes in funding expectations
- Sustainability concerns
- Unfamiliarity of high-quality components

Successes Associated with the High-Quality Prekindergarten Grant

The HQPG had the potential of producing a significant positive impact in the prekindergarten programs in Texas. The grant had several successes even though its ability to substantially impact early education in Texas was limited due to its short duration. Those successes include the following:

1. The effect of the HQPG on data collection in Texas was significant. Texas progressed from being a state that relied on voluntary prekindergarten data submissions from LEAs to collecting mandated, relevant prekindergarten data that could be used to inform best practice.
2. Under the HQPG, many LEAs began implementing the practice of conducting and using student progress monitoring data to inform classroom instruction. This is a substantial advancement in the quality practiced in the prekindergarten programs in Texas.
3. In compliance with the HQPG, LEAs offered their prekindergarten teachers early childhood-specific professional development alongside with mentoring/coaching. This best practice assisted teachers in their expanding expertise regarding quality early childhood education.

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4. The HQPG helped the state define quality early education. The presence of additional funding assisted LEAs in their implementation of the high-quality components identified in the grant. Without this additional funding, the progress in quality associated with the HQPG would not have occurred.

Chapter 1

Introduction



Introduction

Purpose of the Grant

During the 84th Texas Legislative session, the legislature passed House Bill 4 (HB4), which provided the High-Quality Prekindergarten Grant (HQPG) program for districts and open-enrollment charter schools to implement increased quality standards in their prekindergarten classrooms. The legislature appropriated \$118 million for the grant in the 2016-2017 General Appropriations Act. The Texas Education Agency (TEA) used fiscal year 2016 to plan and award the grants. Schools implemented the high-quality prekindergarten components in fiscal year 2017.

This report is in response to TEC §29.170 (a) which states “The commissioner shall evaluate the use and effectiveness of funding provided under this subchapter in improving student learning. The commissioner shall identify effective instruction strategies implemented by school districts under this subchapter.” The purpose of this report is to assist policy-makers in understanding the impact that the HQPG had on districts and charters serving eligible prekindergarten students.

Importance of Quality Early Childhood Education

The HQPG aimed to increase the quality of prekindergarten programs in the state of Texas. Decades of research has shown that the first five years of life are a critical period of development

and that high-quality preschool education can lead to positive outcomes in school success and social behavior (Barnett, 2013). Benefits of prekindergarten have proven to be strongest when the quality of a prekindergarten program is high. Investing in quality early education can be a primary way to ensure that students are prepared for success both in school and in their adulthood.

Kindergarten Readiness

High-quality programs produce high quality outcomes. High-quality programs, such as the Perry Preschool Program and Abecedarian Preschool Project—long considered the quality gold standards—delivered better education, health-related behavior and social and economic outcomes for disadvantaged children who received services versus those who received none (Heckman, 2017a). Additionally, Heckman (2017b) outlined the following benefits of investing in early childhood education:

- It can prevent the achievement gap
- It can improve health outcomes
- It can boost earnings
- There is a high return on investments in quality early childhood programming for disadvantaged children, with better outcomes being seen in education, health, sociability, economic productivity and reduced crime

A study from The National Institute for Early Education Research (NIEER) at Rutgers University found strong evidence that quality preschool programs produced broad gains in children’s

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learning and development at kindergarten entry (Barnett, Lamy, & Jung, 2005). In addition, the study found an increase in children's vocabulary, math skills, and understanding of print concepts (Barnett et al., 2005).

Long-term Effects

In addition to providing students with the skills and knowledge they need to be ready for kindergarten, prekindergarten has proven to have positive long-term effects. Students who attended high-quality prekindergarten had lower rates of retention and admission into special education (Barnett, 1995). Attendees of high-quality prekindergarten experience higher test scores and higher graduation rates (Heckman & Masterov, 2007). The benefits continue after students leave high school, as evidenced by decreased rates of crime and delinquency for those who attended high-quality prekindergarten (Heckman & Masterov, 2007).

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.)

Limitations of Early Childhood Education Research

This report acknowledges that some research exists that shows that preschool has limited long-lasting positive effect on outcomes for children. The diversity of early childhood programming – quality standards, dosage, eligibility requirements, funding, policies, monitoring systems, curricula utilized, and teacher qualification requirements, amongst others – make it difficult to measure program effectiveness (Sharpe, Davis, and Howard, 2017 and Barnett et al., 2018). Given the degree to which programming varies, it would be expected that research results on program effectiveness would vary as well.

Additionally, the Brookings Institute (2017) outlined that preschool cannot be viewed in isolation from the prior and subsequent years. What happens before and after preschool can have a vast effect on the ultimate influence preschool may have on children's academic, social, and life success. Lastly, due to these variances in child experiences and programmatic components, it can be misleading to draw any general conclusions from any one specific research study or article (Phillips et. Al., 2017).

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Early Childhood Education Within Texas

History

Texas began its commitment to early childhood education by offering public prekindergarten programs in 1985 and has consistently increased the number of students served in subsequent years (Texas Public, 2017). Examples of how Texas has encouraged quality in early education within the state include:

- The Children’s Learning Institute (CLI) was funded through TEA. This support began several initiatives including the creation of the Center for Improving the Readiness of Children for Learning and Education (CIRCLE), which led to the development of CLI Engage, an electronic platform to provide schools with various educational tools at no cost.
- The Texas Early Learning Council was created in late 2009. Among its achievements was the creation of Infant, Toddler and Three-Year-Old Early Learning Guidelines and the establishment of the Texas Early Childhood Professional Development System.
- The Prekindergarten Early Start Grants program provided LEAs with funds through 2011 to expand to full-day prekindergarten programs, pay for personnel costs, and purchase curricular materials, equipment, and provide training.

Funding

Funding for half-day prekindergarten programs is based on Average Daily Attendance (ADA) and is provided through the Foundation School Program as part of the K–12 funding system (Friedman-Krauss, 2017). Texas spent \$3,846 per child enrolled in the 2016-2017 school year. (Friedman-Krauss, 2017).

Number of students

In the 2016-2017 school year, 224,114 three- and four-year old students were enrolled in public prekindergarten programs in Texas (Texas Public, 2017). This number represents a one percent increase from the previous year (Texas Public, 2016). The percentage of eligible four-year-old students enrolled in a public prekindergarten program has increased slightly in the last decade (from 45% to 49%). The percentage of eligible three-year-old students enrolled in a public prekindergarten program has consistently been between four and seven percent since 2002 and currently is at seven percent (Friedman-Krauss, 2017).

Prekindergarten Eligibility Criteria

In Texas, a district is required to offer a prekindergarten program if they identify 15 or more eligible children who are at least four years of age by September 1 of the current school year and meet one of the criteria listed below. A district may (but are not required to) offer a three-year-old program to eligible children and the same criteria (below) would apply. Age is always calculated as of September 1 of the current school year for the pur-

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poses of establishing eligibility. In addition to the age requirement, a child is eligible for free, public prekindergarten if he/she meets at least one of the following criteria:

- Be unable to speak and comprehend the English language;
- Be educationally disadvantaged, which means a student is eligible to participate in the national free or reduced-price lunch program;
- Be homeless, as defined by 42 United States Code (U.S.C.) Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child;
- Be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
- Be the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty;
- Be in, or have been in, the conservatorship of the Department of Family and Protective Services (DFPS) following an adversary hearing held as provided by Section 262.201, Family Code; or
- Be the child of a person eligible for the Star of Texas Award as a peace officer (3106.002), firefighter (3106.003), or emergency medical first responder (3106.004).

State Comparisons

When compared to other states, Texas has relative strengths and areas in need of growth with respect to early childhood education. Overall, Texas is serving a large percentage of eligible three- and four-year-old students. Texas currently ranks 10th for percentage of four-year-old students served in public prekindergarten programs and 13th for three-year-old students (Friedman-Krauss, 2017).

Texas does not rank as high in other areas. Currently, Texas is ranked 28th for state spending per child (Friedman-Krauss, 2017). In addition, Texas meets four of the thirteen quality elements defined by NIEER, placing Texas only above three states (Friedman-Krauss, 2017). Those quality elements include:

- Early Learning and Development Standards (ELDS)
- Curriculum Supports
- Teacher Degree
- Teacher Specialized Training
- Assistant Teacher Degree
- Staff Professional Development
- Maximum Class Size of 20
- Staff-Child Ratio of 1:10
- Screenings and Referrals
- Continuous Quality Improvement System

The four benchmarks that Texas meets are: early learning and development standards, teacher degree, specialized training in prekindergarten, and screenings and referrals (NIEER, 2017). For comparison, the states surrounding Texas (Louisiana, Arkansas, Oklahoma, and New Mexico) all meet nine of the thirteen quality standards (NIEER, 2017).

Chapter 2

HB4 – the High-Quality Prekindergarten Grant



HB4 – the High-Quality Prekindergarten Grant

Overview of HQPG

Governor Greg Abbott cited quality prekindergarten as one of his top priorities during his gubernatorial campaign. This early childhood focus was echoed by many from the business, education, law enforcement and faith sectors prompting the 84th Texas Legislature to authorize House Bill 4 (HB4). House Bill 4 was sponsored by Representative Dan Huberty and Senator Donna Campbell. The legislation passed the Senate with a vote of 25-6 and the House with a vote of 18-1. HB4 sanctioned the High-Quality Prekindergarten Grant program which provided supplemental funding to districts and charter schools to improve the quality of their prekindergarten programs. Districts and charters already received half-day Foundation School Program (FSP) funding for serving eligible four-year-old students. This additional

funding was to be used to implement various high-quality prekindergarten components, thus increasing the overall quality of a district's or charter's prekindergarten program.

Grant Appropriation

The total appropriation was \$118,000,000 to cover the biennium (2015-2016 and 2016-2017 school years). The funding for the HQPG was determined based on the total amount of appropriated funding, the number of eligible grant applicants and the number of qualifying students served by each eligible grant applicant. Per statute, funding could not exceed \$1,500 per eligible student. Funding came in two cycles; LEAs received approximately ½ of the funding in June 2016 and the other half in September 2016. The amount totaled \$734 per student, approximately half of what was originally envisioned.

ALLOCATION	FUNDING AMOUNT	FUNDING %
High-quality prekindergarten grants	\$116, 955,193	99%
IT – New data fields in PEIMS	\$279,265	<1%
Early education reports	\$250,000	<1%
Prekindergarten class-size/Ratio report	\$175,000	<1%
2 FTEs	\$340, 542	<1%
TOTAL APPROPRIATION	\$118,000,000	100%

HB4 – the High-Quality Prekindergarten Grant

Grant Awards

Six hundred three districts and open enrollment charter schools applied for the grant. Of those 603 LEAs, 599 were eligible to receive the grant funding. Four entities were not eligible since they were not approved to operate a prekindergarten program. Twenty-six districts/charters declined the funds. A total of 573 LEAs accepted and received the grant funding.

The HQPG funding was awarded to LEAs in all twenty regions of the state. Funding was distributed as to the right:

After grant applications were received and re-

Region	Number of Awarded Districts	Number of Awarded Charters	Amount of HQPG Funding
1	33	2	\$ 14,239,129
2	19		\$ 1,648,175
3	15		\$ 1,041,775
4	40	11	\$ 28,255,015
5	18	1	\$ 1,811,152
6	40		\$ 3,719,212
7	52	1	\$ 3,496,829
8	35		\$ 1,433,144
9	7		\$ 713,594
10	51	13	\$ 16,805,729
11	40	3	\$ 10,851,198
12	35	1	\$ 4,418,075
13	34	5	\$ 7,787,702
14	13	1	\$ 899,351
15	13		\$ 562,387
16	9		\$ 301,026
17	24		\$ 1,700,319
18	14		\$ 1,649,624
19	8	1	\$ 5,054,451
20	31	3	\$ 10,216,150

Source: Federal Fiscal Compliance and Reporting Division of Texas Education Agency

HB4 – the High-Quality Prekindergarten Grant

viewed, the 573 LEAs received \$734 in additional funding for each eligible child referenced in their grant application. Funding amounts to LEAs ranged from \$1,472 to \$9,172,099 with an average of \$203,497 across the 573 grantees. Grantees spent a total of 99.42% of their allotted grant funding by the end of the grant cycle.

It should be noted that grant applicants were not required to submit a budget with their grant application. The grant application did contain a question regarding the LEA's plan for spending the funds, if awarded, but grantees were not required to report on their expenditures. Therefore, TEA does not have detailed data on what the HQPG funds were specifically used for in each LEA.

As stated, there were 26 LEAs that declined the funding. Reasons given for declining the funds include the following:

- Some LEAs thought the high-quality prekindergarten components were unclear and, therefore, they were hesitant to agree to mandates with which they might not be able to comply.
- Some thought the timing of the grant funding

did not allow adequate time to fully implement the requirements of the grant.

- Some expressed concern over the sustainability of the grant funding. They were hesitant to begin major improvements to their prekindergarten program without the guarantee that the improvements could be maintained if the HQPG funding was not appropriated in future legislative sessions.
- The amount of the actual grant funding (\$734 additional funding per eligible prekindergarten student) in comparison with the proposed funding (up to \$1,500 per eligible prekindergarten student) caused some to decline the grant. They determined that the resource allocation (human services, fiscal, etc.) to meet the requirements of the grant were too prohibitive.

Approximately half of the districts and charters that operate prekindergarten programs in the state did not apply to participate in the HQPG. Although they were never surveyed, it's likely that the LEAs that did not apply for the additional grant funding did so for similar reasons as those that declined the grant.

	LEAs Awarded HQPG	LEAs that Did Not Apply	LEAs That Declined HQPG
LEAs with More Than 100 PK Students	176,697 students	13,021 students	5,237 students
LEAs with Under 100 PK Students	13,113 students	12,291 students	842 students
Total	189,810 students	25,312 students	6,079 students

Source: Ensuring the Success of HB4 & Texas Students, September 2016

HB4 – the High-Quality Prekindergarten Grant

Grant Implementation

The HQPG program was implemented during the 2016-2017 school year. Awarded districts and charters committed to use the additional funding to comply with various quality standards, e.g. curriculum, teacher qualifications, student progress monitoring and family engagement. Students enrolled in the districts and charters that were awarded the grant represent approximately 86% of the state’s prekindergarten enrollment. The following timeline was associated with the grant:

DATE	EVENT
May 28, 2015	HB4 signed into law by Governor Abbott
June 2015 – February 2016	<ol style="list-style-type: none"> 1. Implementation surveys to districts 2. Rewrite of the Texas Prekindergarten Guidelines 3. Identification of progress monitoring tools 4. Development of family engagement plan and strategies 5. Regional stakeholder meetings by ESCs
February 5, 2016	Draft Commissioner’s Rules published
February 26, 2016	Grant application made available
April 6, 2016	Commissioner’s Rules now effective
April 8, 2016	Deadline for submission of grant applications
Mid-April 2016	Notification of preliminary funding amounts
June 3, 2016	Calculation of initial grantee funding amounts
June 2016	<ol style="list-style-type: none"> 1. Announcement of eligible school districts and charter schools 2. School districts and charter schools confirm desire to receive funding 3. TEA issued Notice of Grant Award (NOGA) to school districts and charters with first half of funds
Fall 2016	<ol style="list-style-type: none"> 1. TEA issued NOGA to school districts and charters with second half of funds 2. Release of the Prekindergarten Class Size and Student-to-Teacher Ratio Study
November 2016	All grantees surveyed on program requirements for compliance
December 2016	<ol style="list-style-type: none"> 1. Implementation Guide sent to all grantees 2. Release of 2016-2017 HQPG: The Road to Quality in 10 Texas School Districts and Charter Schools (case study on use of funds)
January – May 2017	Monitoring visits
August 31, 2017	Grant funding initial ending date
December 31, 2017	End date for first extension
May 31, 2018	End date for second extension

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Grant Extensions

Due to the devastation of Hurricane Harvey in various regions of the state, the HQPG was extended two times. The first grant extension ended December 31, 2017 and was allotted to all grant recipients. Districts/charters requesting a second extension did so by submitting an extension application. Forty-eight districts/charters were awarded an extension through May 31, 2018. Staff in the Early Childhood Education Division of TEA offered technical assistance to those that were awarded an extension.

Grant Monitoring

All LEAs that accepted the grant funding for the 2016-2017 school year were to implement the high-quality components specified in statute and Commissioner’s Rules. Districts and charters were informed that monitoring could occur in one of the following methods: annual electronic data reporting, random site visits and/or compliance site visits. A full description of the monitoring associated with the HQPG can be found in the Monitoring & Compliance Plan (Appendix G).

High-Quality Prekindergarten Components

Per statute (TEC §29.164 - 29.172) (Appendix A) and Commissioner’s Rule (TAC §102.1003) (Appendix B), the following high-quality components became the focus of the HQPG:

High-Quality Prekindergarten Components
Curriculum
Student Progress Monitoring
Teacher Qualifications
Family Engagement Plan
Teacher-to-Student Ratio
Data Reporting
Program Evaluation

Curriculum

Per TEC §29.167 (a) and TAC §102.1003 (c), LEAs were to implement a curriculum in their prekindergarten programs that addressed all ten developmental domains in the 2015 Texas Prekindergarten Guidelines. Those 10 domains include:

1. Social and emotional development
2. Language and communication
3. Emergent literacy reading
4. Emergent literacy writing
5. Mathematics
6. Science
7. Social studies
8. Fine arts
9. Physical development and health
10. Technology

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Student Progress Monitoring

Per TEC §29.167 (a) (2), §29.169 (a) (1), §29.169 (c) and TAC §102.1003 (d), LEAs were to monitor the progress that their prekindergarten students made using an assessment tool on the Commissioner’s List of Approved Prekindergarten Assessment Instruments (Appendix C). Students were to be assessed in the five primary domains of development:

1. Emergent Literacy – Reading
2. Emergent Literacy – Writing
3. Language and Communication
4. Mathematics
5. Social and Emotional Development

Teacher Qualifications

Per TEC §29.167 (b) and TAC §102.1003 (e), LEAs were to employ prekindergarten teachers who are appropriately certified to teach prekindergarten and who have an additional qualification that is early childhood education specific. Additional qualifications included the following:

- a Child Development Associate (CDA) credential
- a Montessori certification
- at least eight years of experience teaching in a nationally accredited child care program
- a degree in early childhood education or early childhood special education
- documented completion of the Texas School Ready (TSR) – Comprehensive training program
- a currently employed prekindergarten teacher

who completed at least 150 cumulative hours of documented professional development relevant to early childhood education (half of the professional hours should include interaction with an instructional coach)

- a currently employed prekindergarten teacher who completes 30 hours of documented professional development relevant to early childhood education annually until 150 hours were completed (half of the professional development hours should include interaction with an instructional coach)

Family Engagement Plan

Per TEC §29.168 and TAC §102.1003 (f), LEAs were to develop, implement and make available on the web a Family Engagement Plan with the following six components:

1. Facilitating family-to-family support
2. Establishing a network of community resources
3. Increasing family participation in decision-making
4. Equipping families with tools to enhance and extend learning
5. Developing staff skills in evidence-based practices that support families in meeting their children’s learning benchmarks
6. Evaluating family engagement efforts and using evaluations for continuous improvement

Teacher-to-Student Ratio

Per TEC §29.167 (d) and TAC §102.1003 (i), LEAs

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were to attempt to maintain an average ratio in any prekindergarten class of not less than one certified teacher or teacher’s aide for every 11 students.

Data Reporting

Per TAC §102.1003 (k), LEAs were to upload the following data into ECDS/PEIMS annually:

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

Program Evaluation

Per TEC §29.169 and TAC §102.1003 (h), LEAs were to select and implement appropriate methods for evaluating their prekindergarten program by measuring student progress and making the results of the program evaluation available to parents.

Support from the Texas Education Agency-Early Childhood Education Division

The Texas Education Agency supported LEAs in implementing the provisions of the HQPG. Their diligent support was delivered by various means and was focused on assisting LEAs in understanding and executing the provisions of the grant. The following are examples of the statewide and individual support given by the Early Childhood Education Division (formerly identified during the grant cycle as the Office of Early Learning) of TEA:

To the Administrator Addressed (TAA) Correspondence (Appendix D)

This correspondence was sent to all districts/charter schools on February 26, 2016. This correspondence outlined the grant’s purpose, funding, dates, and instructions about applying for the grant.

Commissioner’s Rules (Appendix B)

In response to TEC §29.172, Commissioner’s Rules were written and became effective on April 6, 2016. The Rules provided additional clarity to several of the required components of the HQPG. Among those were teacher qualifications and the family engagement plan.

HB4 – the High-Quality Prekindergarten Grant

High-Quality Prekindergarten Grantee Survey (Appendix E)

Grantees were surveyed in October/November 2016 on program compliance requirements. A total of 99% of grantees completed the survey. The TEA used the information contained in the survey responses to identify and design additional support and resources for grantees.

High-Quality Implementation Guide (Appendix F)

An Implementation Guide with corresponding FAQs was distributed to grantees in December 2016. This Guide outlined grant requirements. The FAQs were regularly updated throughout the grant cycle to reflect questions received from the LEAs.

Education Service Center Information Sessions

On-site visits to all 20 Education Service Centers were completed between February and April 2017. The visits were highly attended by grantees. Information regarding the high-quality prekindergarten components was discussed at length at these visits.

Site Visits

Parallel to the Information Sessions, site visits were completed in all 20 regions of the state. The site visits were part of the Monitoring & Compliance Plan (Appendix G). Grantees were randomly chosen for the site visits until an accurate representation of the state’s diversity was established

LEAs Monitored through a Site Visit	
Horizon Montessori Public Schools	Region 1
Aransas County ISD	Region 2
Victoria ISD	Region 3
Two Dimensions Preparatory Academy	Region 4
Beaumont ISD	Region 5
Huntsville ISD	Region 6
Carlisle ISD	Region 7
Mount Pleasant ISD	Region 8
Archer City ISD	Region 9
Trinity Basin Preparatory School	Region 10
Alvarado ISD	Region 11
Waco ISD	Region 12
Hays CISD	Region 13
Moran ISD	Region 14
Ballinger ISD	Region 15
Childress ISD	Region 16
Slaton ISD	Region 17
Midland ISD	Region 18
La Fe Preparatory School	Region 19
Lytle ISD	Region 20

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(e.g. amount of funding, rural/urban/suburban, district/charter). Each visit took approximately 1 ½ hours. The site visit consisted of the following:

- Introductions; Meeting with the Administrator responsible for grant compliance
- Completion of the HQPG Site Visit Checklist (Appendix H)
- Classroom walk-through
- Wrap-up/Next steps

Districts/charters were given training and technical assistance during the site visit, when needed, to meet the grant requirements.

Phone and Email Support

Over the course of the grant cycle, the Early Childhood Education Division supported school districts and charters in implementing the provisions of the grant by offering phone and email support. Program specialists within the division answered questions, provided resources, and helped LEAs in finding solutions to grant implementation challenges.

Conference Presentations

Staff from the Early Childhood Education Division presented information related to the High-Quality Prekindergarten Grant at several conferences around the state. This allowed information about the grant to reach a wider range of stakeholders. Presentations were made at the following conferences:

Conference Presentations for High-Quality Prekindergarten Grant	
Texans Care for Children	August 2015 and October 2015
Texas Association for the Education of Young Children Annual Conference	October 2015 October 2016 October 2017
Texas Association of Administrators and Supervisors of Young Children	February 2017
Texas Association of School Administrators	October 2015 January 2016
Texas Early Learning Summit	July 2016 August 2017
Texas Charter School Summer Summit	June 2017
Texas School Ready Institute	July 2015 July 2016
Texas Title 1 Priority Schools Summer Training	June 2017

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Data Collection

The Early Childhood Data System (ECDS) is a state reporting feature of the Texas Student Data System (TSDS). The system includes the collection of prekindergarten and kindergarten student data, student demographics, classroom link information (student-to-classroom association), and assessment data. The purpose of ECDS is to inform parents, school administrators, the public, stakeholders, the early childhood education community, and policy makers about the effectiveness of prekindergarten programs in preparing children for success in kindergarten.

Changes to TSDS Resulting from the HQPG

Prior to the 2016-2017 school year, ECDS collected mandatory beginning of year kindergarten reading data and voluntary prekindergarten student demographic information. The opt-in prekindergarten data collection was primarily used to compare kindergarten readiness results from prekindergarten programs across the state.

When the state legislature passed HB 4 providing for a High-Quality Prekindergarten Grant program for school districts and open enrollment charter schools, it also included additional prekindergarten program data requirements to be collected in the state Public Education Information Management System (PEIMS) and ECDS.

The data collected in PEIMS/ECDS under the HQPG included the following:

- Student demographics
- Funding sources
- Number of half-day and full-day prekindergarten classes
- Names of administered prekindergarten progress monitoring tools and kindergarten assessment tools (all programs that administer a tool from an approved list)
- Beginning-of-year and end-of-year prekindergarten progress monitoring tool assessment results (all programs that administer a tool from an approved list)
- Beginning-of-year kindergarten assessment results (all K programs that administer a tool from an approved list)
- Type(s) of prekindergarten curriculum
- Prekindergarten class size and teacher-to-student ratio
- Family engagement plan
- Additional teacher qualification(s)

As HB 4 was signed into law, TEA successfully applied for and received the Statewide Longitudinal Data System (SLDS) 3 grant. The SLDS grant's focus on early learning allowed TEA to successfully implement the data additions and changes from HB4 as well as develop new, public-facing reports at the campus, district and state levels. Through the grant funding, TEA was also able to leverage the data collected in PEIMS so that districts and charter schools did not have to submit duplica-

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tive data. The streamlining of the data collection process allowed ECDS to take advantage of similar checks and rules to other core collections to ensure better quality data.

The following external reports (TPEIR – public facing) are available to parents, school administrators, the public, stakeholders, the early childhood education community and policy makers:

Prekindergarten Enrollment Reports

- State
- District/Charter
- Campus
- Data Download

Public Kindergarten Programs Enrollment and Kindergarten Readiness Reports

- State
- District/Charter
- Campus
- Data Download

Grantee Survey (Appendix E)

Early in the fall of 2016, the agency surveyed all high-quality prekindergarten grantees. The survey was mostly compliance-based to better identify the support needed in the coming months as well as to prepare for an upcoming case study. The survey focused on items being reported in ECDS that would not be available until the fall of 2017, but also identifying early how district and charters were using their funds.

The following items were learned as a result from the survey:

- A great majority of the grantees were implementing the high-quality components among 100% of their prekindergarten classrooms.
- Over 75% of grantees were using prekindergarten curriculum that was approved by the State Board of Education.
- A total of 83% of grantees reported using the CIRCLE progress monitoring system.
- The majority of grantees had prekindergarten teachers who met one of the following additional teacher requirements:
 - They had a graduate or undergraduate degree in early childhood education or early childhood special education or
 - Teachers annually complete 30 hours of professional development in an early-childhood relevant topic, including 15 hours of direct interaction with a mentor/coach.
- The majority of grantees were in the process of developing their family engagement plans.
- The majority of grantees were spending their funding on the following items:
 - Development of their family engagement plan
 - Technology for their prekindergarten classrooms
 - Resources for their prekindergarten classrooms
 - Professional development for their teaching staff

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Case Study

TEA, in partnership with the Texas Comprehensive Center (TXCC) at American Institutes for Research (AIR), conducted the 2016-2017 High-Quality Prekindergarten Grant: The Road to Quality in 10 School Districts and Charter Schools (Appendix I) in fall 2016. The goal of this case study was to gain a clearer understanding of how a sample of grantees prioritized funding within their prekindergarten classrooms to increase quality.

The research team conducted site visits to 10 districts and charter schools that collectively educate more than 18,000 four-year-old prekindergarten children each school year. The site visits included the following:

- Interviews with administrators and district-level staff
- Focus groups with prekindergarten teachers
- Classroom observations of up to three high-quality prekindergarten classrooms per district or open enrollment charter school

Overall, the grantees reported that the High-Quality Prekindergarten Grant had the potential to produce significant impacts on their prekindergarten programs. New investments were made in multiple areas of the prekindergarten programs, including providing new resources for the classroom, increasing teacher knowledge and skills in early childhood education, increasing access to more prekindergarten children, lengthening the school day, and developing family engagement plans to bring families in more closely as partners

in their children's education. Although the grant provided guidance on quality components that must be included in a high-quality prekindergarten classroom, it also gave grantees the ability to prioritize funding based on the unique needs of the teachers and children in their individual classrooms.

Data Associated with the HQPG

The effect of the HQPG on data collection in Texas was significant. Texas progressed from being a state that relied on voluntary prekindergarten data submissions from LEAs to collecting important relevant prekindergarten data that could be used to inform best practice. Although this progress in data collection is often cited as a major success resulting from the grant, it should be noted that data available to analyze the HQPG was collected for the 2016-2017 school year alone. With such narrow data, the ability to draw conclusions regarding effectiveness of early childhood strategies/practices and to be able to detect positive trends is extremely limited. The data collected, though, did show some items of interest.

Student Progress Monitoring

Texas does not have the data to confirm how many LEAs used student progress monitoring in their prekindergarten programs prior to the HQPG. LEAs, in their compliance with the HQPG requirements, began implementing student progress monitoring as a means of measuring

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student progress in the following five primary developmental domains using an approved tool from the Commissioner’s List:

- Emergent Literacy Reading
- Emergent Literacy Writing
- Health & Wellness
- Language & Communication
- Mathematics

Prekindergarten teachers can use the results of student progress monitoring to make informed instructional decisions, to adjust their teaching strategies to better serve the students in their care, and to identify students who need additional assistance. The following chart illustrates the sheer volume of students whose progress in prekindergarten was checked on a regular basis using an approved tool during the grant period.

Data used in this table represents students who were assessed in both beginning-of-year (BOY) and end-of-year (EOY) timeframes using the same assessment tool. There were many grantees who completed the EOY assessment only; their data is not shown on this table. There are several reasons why a district or charter may not have been able to complete the BOY data collection. Many LEAs did not have adequate time to choose and acquire the student progress monitoring tool and train their prekindergarten teachers on the use of the tool in enough time to implement BOY student progress monitoring. This explains why the numbers under Assessed Student Count do not match the numbers shown for Student Count.

The chart also shows the growth in the prekindergarten students that were in a district or charter that received grant funding. Although it appears that students made some significant gains during the school year, caution should be exercised when

STUDENT COUNT	Developmental Domain	Assessed Student Count	Beginning-Of-Year Proficient (%)	End-Of-Year Proficient (%)
167,403	Emergent Literacy Reading	93,203	38.29%	81.09%
	Emergent Literacy Writing	76,736	92.47%	91.95%
	Health & Wellness	85,208	57.52%	91.83%
	Language & Communication	101,760	44.47%	62.21%
	Mathematics	103,514	74.52%	84.92%

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considering what factors specifically caused the developmental growth. Each high-quality component of the grant was not implemented in isolation. Therefore, it is difficult to draw conclusions about which components produced the positive child outcomes shown in the chart above. The data associated with the HQPG was not strong enough to draw any specific conclusions, especially when one realizes that the data collected represents only one school year.

It should also be noted that the proficiency percentages for emergent literacy writing show a decline from the beginning of the year to the end of the year. This is due to the lack of developmental benchmarks noted in the assessment instruments in the beginning of the year.

What is apparent in this data is that there were many prekindergarten students who were assessed on a regular basis by their teachers. This represents a considerable step toward increased quality in prekindergarten that could be directly correlated with the HQPG.

Student-to-Teacher Ratio

LEAs were instructed to attempt to maintain a student to teacher ratio in prekindergarten of 11:1 as part of the HQPG. The following table illustrates that most prekindergarten students were taught

in a classroom with a ratio higher than 11:1. It is apparent that districts and charters faced challenges in maintaining the 11:1 ratio. From this data alone, though, it is impossible to determine the cause for this. Further analysis of the data collection over a longer time frame would be required.

Student/Instructional Staff Ratio	Student Count
1:1 – 11:1	25, 136
12:1 +	146, 682

Teacher Qualifications

One of the components of the HQPG was to improve the qualifications of the prekindergarten teachers in Texas. Under the grant, prekindergarten teachers were to attain an early childhood-specific qualification in addition to their teacher certification. There were several options available to meet this grant requirement.

The data submitted indicates that most of the teachers chose the additional qualification option of receiving early childhood-specific professional development in addition to mentoring/coaching to improve their teaching practices. LEAs were encouraged to focus the professional development around the 2015 Texas Prekindergarten Guidelines.

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“Mentoring is a brain to pick, an ear to listen and a push in the right direction.”

John C. Crosby

Although this practice of adding mentoring/coaching to professional development activities has proven to be an effective strategy to improve instruction, the data collected as a result of one year of the HQPG is not sufficient to show whether the professional development and mentoring/coaching used by LEAs led to positive child outcomes.

Family Engagement Plan

One of the requirements of the HQPG focused on the development and implementation of a family engagement plan during the 2016-2017 school year. As part of their data submission, LEAs provided the URL link to their family engagement plan.

In preparation of this specific grant requirement, TEA convened a workgroup made up of various partners who met over a five-month period in late 2015 to develop the definitions and engagement strategies that became the essential parts of the

required family engagement plan. In April 2016, the Commissioner’s Rules became effective and LEAs began developing their family engagement plans.

This emphasis on family engagement in prekindergarten was unprecedented at a state level. The grant funding enabled LEAs to focus on how to bring families into the school as partners in their children’s educational experience in a more systematic, targeted fashion.

Program Type

The prekindergarten programs in Texas are funded for half-day. Districts may enter into a partnership with another child care program or use local funding in order to offer a full-day prekindergarten program. The HQPG was not directly associated with the dosage of prekindergarten that LEAs offered. LEAs retain the choice of offering full-day, half-day or both as options in their prekindergarten program. The following table indicates that many LEAs chose to offer full-day prekindergarten to meet the needs of the families they serve.

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Program Type	Student Count
Full Day	101,608
Half Day - Morning	39,513
Half Day - Afternoon	30,332

Challenges with the HQPG

Several challenges were faced with the implementation of the High-Quality Prekindergarten Grant. The most significant challenges were the timing associated with funding, the changes in funding expectations, sustainability concerns and unfamiliarity of LEAs with the high-quality components.

Timing Associated with Funding

The HQPG funding came in two phases. Districts and charters received approximately half of the funding in June 2016; the remaining half was obtained in September 2016. Many of the annual decisions LEAs make are completed months before the school year begins. Because LEAs received the funding after that decision-making timeframe, the implementation of the grant requirements and the expending of grant funds became quite challenging. Districts and charters needed more time to make hiring and purchasing decisions associated with the HQPG. Many purchases require substantial time to receive bids, complete contracts, obtain Board approval and submit corresponding paperwork before receiving the materials or implementing an event.

Changes in Funding Expectations

When the grant proposal was introduced to LEAs, the amount of funding associated with the grant was announced to be no more than \$1500 per eligible prekindergarten student. Districts and charters made their quality improvement plans with that amount of funding in mind. Because funding was provided at \$734 per eligible prekindergarten student, many had to significantly reduce or abandon parts of their plans. In addition, items that LEAs began with grant funding had to be terminated because of lack of resources, such as hiring paraprofessionals and coaches and the implementation of some family engagement strategies.

Sustainability Concerns

An increase in program quality requires a sustained emphasis. Although LEAs made great strides in improving their prekindergarten programs over the grant cycle, many were hesitant to use grant funding to enact major, long-term investments due to the uncertainty of continued funding to maintain the increase in quality. Examples of quality increases that require some sense of lasting security include: hiring personnel to reduce student to teacher ratios, moving from half-day services to full-day services, program expansion, etc. Therefore, districts and charters focused on spending the funds for one-time expenditures.

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Unfamiliarity with High-Quality Components

Most districts and charters do not have administrators whose sole responsibility is early childhood. Therefore, many administrators are unfamiliar with what would be considered high-quality prekindergarten education services and practices. This made planning for and implementing the grant requirements difficult.

2017-2019 Biennium

The 85th Legislature did not appropriate funding for the continuation of the High-Quality Prekindergarten Grant program. They did include Rider 78 in Article III of the General Appropriations Act that instructs the Commissioner of Education to ensure school districts and charter schools use 15% of the Foundation School Program funds received for eligible prekindergarten students to implement the high-quality prekindergarten components referenced in TEC §29.167 - 29.171.

Funding

Rider 78 is associated with Foundation School Program funding. Those amounts are calculated in part by using a district's or charter's average daily attendance. Rider 78 pertains to existing funding and did not provide any additional funding for prekindergarten.

General Appropriations Act, Article III, Rider 78

FSP Formula Funding for High-Quality Prekindergarten Programs. Included in amounts appropriated above in Strategy A.1.1, FSP - Equalized Operations, is an estimated \$1,580 million in the 2018-19 biennium for formula funding entitlement for prekindergarten programs. Of this amount, the Commissioner shall ensure that school districts and charter schools receiving these funds shall use not less than 15 percent of their entitlement, an estimated \$236 million statewide, to implement prekindergarten consistent with the requirements of a High-Quality Prekindergarten program, as established in Education Code, §29.167 - 29.171, and consistent with the provisions of Education Code, Chapters 41 and 42.

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High-Quality Prekindergarten Components

Rider 78 made the high-quality prekindergarten components referenced in TEC §29.167 - 29.171 applicable to all districts and charters receiving Foundation School Program funding to operate a free prekindergarten program. This includes essentially all school districts and charter schools. These components are the same components established under HB4 in 2015 when the High-Quality Prekindergarten Grant was created.

Early Childhood Education Division Support

The Texas Education Agency supported LEAs in implementing the high-quality prekindergarten components referenced in Rider 78. Support was provided through various avenues and focused on assisting LEAs in understanding and executing the high-quality components. The following actions are examples of the statewide and individual support given by the Early Childhood Education Division of TEA:

To the Administrator Addressed (TAA) Correspondence (Appendix J)

This correspondence was sent to all LEAs on July 10, 2017 and outlined that 15% of prekindergarten FSP funds were to be spent on implementing the high-quality prekindergarten components. An attachment to the correspondence included a chart that supplied districts/ charters an estimate of their 15% for the biennium.

FAQs and Guidance Documents

The Early Childhood Education Division maintained FAQ documents and guidance documents on its website. The FAQs were regularly updated throughout the year to reflect the questions from the field. FAQs covered general questions about Rider 78, along with the specific topics of calculating the 15% of FSP funds, expected expenditures under the 15%, teacher qualifications, student progress monitoring, family engagement and program monitoring. Guidance documents covered the topics of curriculum, student progress monitoring, teacher qualifications, family engagement plans, and program evaluation.

Webinars

Beginning in September of 2017, the Early Childhood Education Division presented webinars that focused on each of the high-quality prekindergarten components. The webinars were conducted live, and recordings were made available on the Early Childhood Education Division section of the TEA website along with copies of handouts. The following webinars were conducted:

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Webinars	
Student Progress Monitoring	September 2017
Teacher Qualifications	October 2017
Professional Development Mentoring/Coaching	November 2017
Writing at Family Engagement Plan	January 2018
Guiding Principles for Quality Family Engagement	February 2018
Prekindergarten Enrollment	March 2018
Overview of the Early Childhood Data System	April 2018
Ending the Prekindergarten Year Right	May 2018

Email and Phone Support

Over the course of the 2017-2018 school year, the Early Childhood Division of TEA supported school districts and charters in implementing Rider 78 by offering phone and email support. Program specialists within the division answered questions, provided resources, and assisted districts and charters in finding solutions to implementation challenges. At the request of a district or charter, division staff would conduct a conference call with both program staff and finance staff within a district or charter to help initiate common understanding across departments regarding Rider 78.

Conference Presentations

Staff from the Early Childhood Education Division presented information related to Rider 78 at several conferences around the state. This allowed information about Rider 78 to reach a wide range of stakeholders including teachers, administrators, community organizations, child care providers, higher-education faculty, and others. Presentations were made at the following conferences:

Conference Presentations for Rider 78	
Texas School Ready Institute	August 2017
Texas Association of Administrators and Supervisors of young Children	February 2018
Texas Elementary Principals and Supervisors Association Summer Conference	June 2018
Texas Charter School Summer Summit	June 2018
Academy for Teachers of Young Children	July 2018
Texas Early Childhood Learning Summit	August 2018

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Trainings at Education Service Centers

From February to April of 2018, staff from the Early Childhood Education Division traveled to all twenty Education Service Centers (ESCs) throughout the state to deliver a training on the implementation of Rider 78. The hour and a half training provided district and charter staff with an overview of each of the components referenced in TEC §29.167 - 29.171 along with acceptable expenditures associated with the implementation of each component. TEA staff allotted time at each training to answer questions from districts and charters. A total of 703 district, charter, and ESC staff attended the trainings.

An anonymous survey was provided to the aforementioned training participants. Of those who completed the survey, 36% indicated their district or charter had implemented the components, 46% indicated their district or charter was in the process of implementing the components, and 18% indicated their district or charter was beginning to implement the components.

These trainings resulted in additional presentations at the request of ESC staff. These presentations were typically to groups of LEA administrators that are regularly convened by the ESC, such as budget managers/CFOs, PPCD staff, etc.

Challenges with Rider 78

Several challenges were faced when implementing Rider 78. The most significant challenges were

lack of awareness, lack of funding, and unfamiliarity with high-quality components.

Lack of Awareness

Despite strong efforts by the agency, some districts and charters remained unaware of Rider 78 throughout the 2017-2018 school year. This significantly limited the time for some districts and charters to effectively plan for implementing Rider 78.

Lack of Funding

In implementing Rider 78, districts and charters incurred the cost of implementing the high-quality prekindergarten components without additional funding. Many reported that 15% of a district's or charter's prekindergarten Foundation School Program funding is not enough money to cover the implementation of all the components. Therefore, a district or charter had to either use additional FSP funds or other funding sources to fully cover the cost of implementation.

Unfamiliarity with High-Quality Components

Most districts or charters do not have administrators whose sole responsibility is early childhood. Therefore, many administrators are unfamiliar with what would be considered high-quality prekindergarten. Administrators' unfamiliarity with high-quality prekindergarten practices made implementation difficult, especially in the areas of teacher requirements, measuring student progress, and family engagement.

Chapter 3

Conclusions



Conclusions

Findings

The High-Quality Prekindergarten Grant program was enacted by the 84th Texas legislative session. It provided both school districts and open-enrollment charters additional funding to implement increased quality standards in their prekindergarten classrooms. These high-quality components were described both in statute and Commissioner's Rule. The following are considered key findings:

1. The Texas Education Agency used fiscal year 2016 to plan and award the grants. LEAs that were awarded the grant implemented the high-quality prekindergarten components in fiscal year 2017. The grant's brief existence substantially limited the ability of LEAs to understand, plan for and implement the high-quality components referenced in the grant. This short time frame also negatively affected the ability to collect relevant data to support the production of positive outcomes and/or trends resulting from the grant.
2. The High-Quality Prekindergarten Grant was received positively; approximately ½ of the LEAs in Texas applied for this additional funding to improve their prekindergarten programs. From this response, LEAs thought that the grant had the potential of producing significant increases in the quality of their prekindergarten programs and were eager to receive additional state funding to expand their implementation of the high-quality components.
3. There was a wide variation in quality in the prekindergarten programs offered by LEAs in Texas. The HQPG identified common high-quality statewide standards that LEAs began implementing with the funds that were provided. The grant incited much communication regarding quality early childhood education throughout the state. These discussions have led the state closer to a universal understanding of what quality looks like in early education.
4. Due to the short nature of the grant and the uncertainty of its continuation, LEAs reported that the high-quality components outlined in the grant were difficult to fully implement within one school year. LEAs needed more time in their implementation processes to develop real increases in the quality of their prekindergarten programs. Many of the changes LEAs made or wanted to make could not be maintained without the assurance of sustained funding.

Conclusions

Successes

At first glance, the High-Quality Prekindergarten Grant had the potential to produce a significantly positive impact in the prekindergarten programs in Texas. However, due to its short life, its ability to substantially impact early education in Texas was limited. Even so, the grant did have several successes:

1. Under the HQPG, many LEAs began implementing the practice of conducting and using student progress monitoring data to inform classroom instruction. This is a substantial advancement in the quality practiced in the prekindergarten programs in Texas.
2. In compliance with the HQPG, LEAs offered their prekindergarten teachers early childhood-specific professional development alongside with mentoring/coaching. This best practice assisted teachers in their expanding expertise regarding quality early childhood education.
3. As mentioned earlier, the HQPG helped the state define quality early education. The presence of additional funding assisted LEAs in their implementation of the high-quality components identified in the grant. Without this additional funding, the progress associated with the HQPG would not have occurred.

One of the big successes with the HQPG was improved data collection.

Before HB4, TEA had access to minimal prekindergarten data that LEAs voluntarily uploaded into PEIMS. With the passage of the HQPG, LEAs began collecting and uploading data that could be used to inform best practices in prekindergarten. This success that began with the passage of the HQPG was enhanced by the Statewide Longitudinal Data System (SLDS) 3 grant. The SLDS grant's focus on early learning allowed TEA to successfully implement the data additions and changes from HB4 as well as develop new public-facing reports at the campus, district and state level. All of these advances in obtaining relevant data from LEAs were inspired initially by the HQPG.

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Appendices

Appendix A

Statute - TEC §29.164 - 29.172 Text

Appendix B

Commissioner's Rule - TAC §102.1003 Text

Appendix C

Commissioner's List of Approved Prekindergarten Assessment Instruments

Appendix D

To the Administrator's Addressed Correspondence dated February 26, 2016

Appendix E

High-Quality Prekindergarten Grantee Survey

Appendix F

High-Quality Prekindergarten Grant Implementation Guide

Appendix G

Monitoring & Compliance Plan

Appendix H

High-Quality Prekindergarten Grant Site Visit Checklist

Appendix I

2016-2017 High-Quality Prekindergarten Grant: The Road to Quality in 10 Texas Districts and Charter Schools (Case Study)

Appendix J

To the Administrator's Addressed Correspondence dated July 10, 2017

SUBCHAPTER E-1. HIGH QUALITY PREKINDERGARTEN GRANT PROGRAM

Sec. 29.164. DEFINITION. In this subchapter, "program" means a high quality prekindergarten grant program provided free of tuition or fees in accordance with this subchapter.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

Sec. 29.165. HIGH QUALITY PREKINDERGARTEN GRANT PROGRAM.

(a) From funds appropriated for that purpose, the commissioner by rule shall establish a grant funding program under which funds are awarded to school districts and open-enrollment charter schools to implement a prekindergarten grant program under this subchapter.

(b) A school district may participate in and receive funding under the program if the district meets all program standards required under this subchapter.

(c) A program is subject to any other requirements imposed by law that apply to a prekindergarten program not provided in accordance with this subchapter, except that to the extent a conflict exists between this subchapter and any other provision of law, this subchapter prevails.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

Sec. 29.166. HIGH QUALITY GRANT PROGRAM FUNDING. (a) A school district is eligible for half-day funding under the Foundation School Program for each student who satisfies eligibility requirements under Section 29.153(b) and who is enrolled in a program class.

(b) In addition to funding under Subsection (a), a school district is entitled to receive grant funding in an amount determined by the commissioner for each qualifying student described under Subsection (c) in average daily attendance in a

program class. The commissioner may not establish an amount of funding per qualifying student in attendance for the entire instructional period on a school day that exceeds \$1,500.

(c) A student qualifies for additional funding under Subsection (b) if the student:

(1) satisfies eligibility requirements under Section 29.153(b); and

(2) is four years of age on September 1 of the year the student begins the program.

(d) A school district that receives the funding under Subsection (b) may use the funding only to improve the quality of the district's prekindergarten programs.

(e) The total amount of funding distributed to school districts under Subsection (b) may not exceed \$130 million for the state fiscal biennium ending August 31, 2017.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

Sec. 29.167. HIGH QUALITY CURRICULUM AND TEACHER REQUIREMENTS. (a) A school district shall select and implement a curriculum for a prekindergarten grant program under this subchapter that:

(1) includes the prekindergarten guidelines established by the agency;

(2) measures the progress of students in meeting the recommended learning outcomes; and

(3) does not use national curriculum standards developed by the Common Core State Standards Initiative.

(b) Each teacher for a prekindergarten program class must:

(1) be certified under Subchapter B, Chapter 21; and

(2) have one of the following additional qualifications:

(A) a Child Development Associate (CDA) credential or another early childhood education credential approved by the agency;

(B) certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;

(C) at least eight years' experience of teaching in a nationally accredited child care program;

(D) be employed as a prekindergarten teacher in a school district that has received approval from the commissioner for the district's prekindergarten-specific instructional training plan that the teacher uses in the teacher's prekindergarten classroom; or

(E) an equivalent qualification.

(c) A school district may allow a teacher employed by the district to receive the training required to be awarded a Child Development Associate (CDA) credential from a regional education service center that offers the training in accordance with Section 8.058. Training may not include national curriculum standards developed by the Common Core State Standards Initiative.

(d) A school district must attempt to maintain an average ratio in any prekindergarten program class of not less than one certified teacher or teacher's aide for each 11 students.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

Sec. 29.168. FAMILY ENGAGEMENT PLAN. (a) A school district shall develop and implement a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. The family engagement plan must be based on family engagement strategies established under Subsection (b).

(b) The agency shall collaborate with other state agencies, including the Health and Human Services Commission, that provide services for children from birth through five years of age to establish prioritized family engagement strategies to

be included in a school district's family engagement plan. A parent-teacher organization, community group, or faith-based institution may submit to the agency recommendations regarding the establishment of family engagement strategies, and the agency, in establishing the family engagement strategies, shall consider any received recommendations. The engagement strategies must be:

- (1) based on empirical research; and
- (2) proven to demonstrate significant positive short-term and long-term outcomes for early childhood education.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

Sec. 29.169. PROGRAM EVALUATION. (a) A school district shall:

- (1) select and implement appropriate methods for evaluating the district's program classes by measuring student progress; and
- (2) make data from the results of program evaluations available to parents.

(b) A school district may administer diagnostic assessments to students in a program class to evaluate student progress as required by Subsection (a) but may not administer a state standardized assessment instrument.

(c) An assessment instrument administered to a prekindergarten program class must be selected from a list of appropriate prekindergarten assessment instruments identified by the commissioner.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

For expiration of this section, see Subsection (c).

Sec. 29.170. PROGRAM FUNDING EVALUATION. (a) The commissioner shall evaluate the use and effectiveness of funding provided under this subchapter in improving student learning. The commissioner shall identify effective instruction strategies implemented by school districts under this subchapter.

(b) Beginning in 2018, not later than December 1 of each even-numbered year, the commissioner shall deliver a report to the legislature containing the results of the evaluation.

(c) This section expires December 31, 2024.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

Sec. 29.171. ELIGIBLE PRIVATE PROVIDERS. (a) A school district participating in the grant program under this subchapter may enter into a contract with an eligible private provider to provide services or equipment for the program.

(b) To be eligible to contract with a school district to provide a program or part of a program, a private provider must be licensed by and in good standing with the Department of Family and Protective Services. For purposes of this section, a private provider is in good standing with the Department of Family and Protective Services if the department has not taken an action against the provider's license under Section 42.071, 42.072, or 42.078, Human Resources Code, during the 24-month period preceding the date of a contract with a school district.

The private provider must also:

(1) be accredited by a research-based, nationally recognized, and universally accessible accreditation system approved by the commissioner;

(2) be a Texas Rising Star Program provider with a three-star certification or higher;

(3) be a Texas School Ready! participant;

(4) have an existing partnership with a school district to provide a prekindergarten program not provided under this subchapter; or

(5) be accredited by an organization that is recognized by the Texas Private School Accreditation Commission.

(c) A prekindergarten program provided by a private provider under this section is subject to the requirements of this subchapter.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

Sec. 29.172. RULES. The commissioner may adopt rules necessary to implement this subchapter.

Added by Acts 2015, 84th Leg., R.S., Ch. 142 (H.B. 4), Sec. 7, eff. May 28, 2015.

Commissioner's Rules for HQPG

§102.1003. High-Quality Prekindergarten Grant Program.

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

(1) The amount of funding per qualifying student will be determined based on the total amount of appropriated funding, the number of eligible grant applicants, and the number of qualifying students served by each eligible grant applicant. Funding under this program for each qualifying student in attendance for the entire instructional period on a school day shall not exceed \$1,500.

(2) Each applicant seeking funding through the high-quality prekindergarten grant program authorized by the Texas Education Code (TEC), §29.165, must submit an application in a format prescribed by the Texas Education Agency (TEA) through a request for application (RFA).

(3) Each applicant must meet all the requirements established under the TEC, Chapter 29, Subchapter E-1.

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

(1) is unable to speak and comprehend the English language;

(2) is educationally disadvantaged;

(3) is a homeless child, as defined by 42 United States Code §11434a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child;

(4) is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;

(5) is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or

(6) is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by the Texas Family Code, §262.201.

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

(1) social and emotional development;

- (2) language and communication;
- (3) emergent literacy reading;
- (4) emergent literacy writing;
- (5) mathematics;
- (6) science;
- (7) social studies;
- (8) fine arts;
- (9) physical development and health; and
- (10) technology.

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

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

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

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

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

- (1) a Child Development Associate (CDA) credential;
- (2) a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;
- (3) at least eight years' experience of teaching in a nationally accredited child care program;

- (4) a graduate or undergraduate degree in early childhood education or early childhood special education;
- (5) documented completion of the Texas School Ready Training Program (TSR Comprehensive); or
- (6) be employed as a prekindergarten teacher in a school district that has ensured that:

- (A) prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have completed at least 150 cumulative hours of documented professional development addressing all ten domains in the Texas Prekindergarten Guidelines that were approved prior to 2015 in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year period;

- (B) teachers who have not completed training required in subparagraph (A) of this paragraph prior to assignment in a prekindergarten class complete:

- (i) the first 30 hours of 150 cumulative hours of documented professional development addressing all ten domains in the Texas Prekindergarten Guidelines (updated 2015) in addition to other relevant topics related to high-quality prekindergarten before the end of the 2016-2017 school year; and

- (ii) complete the additional hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten classroom; and

- (C) at least half of the hours required by subparagraph (A) or (B) of this paragraph shall include experiential learning, practical application, and direct interaction with specialists in early childhood education or instructional coaches.

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

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

- (A) 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.

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

(2) The family engagement plan shall:

- (A) facilitate family-to-family support using strategies such as:

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

(B) establish a network of community resources using strategies such as:

- (i) building strategic partnerships;
- (ii) leveraging community resources;
- (iii) monitoring and evaluating policies and practices to stimulate innovation and create learning pathways;
- (iv) establishing and maintaining partnerships with businesses, faith-based organizations, and community agencies;
- (v) identifying support from various agencies, including mental and physical health providers;
- (vi) partnering with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings;
- (vii) providing and facilitating referrals to family support or educational groups based on family interests and needs;
- (viii) communicating short- and long-term program goals to all stakeholders; and
- (ix) identifying partners to provide translators and culturally relevant resources reflective of home language;

(C) increase family participation in decision making using strategies such as:

- (i) developing and supporting a family advisory council;
- (ii) developing, adopting, and implementing identified goals within the annual campus/school improvement plan targeting family engagement;
- (iii) developing and supporting leadership skills for family members and providing opportunities for families to advocate for their children/families;
- (iv) collaborating with families to develop strategies to solve problems and serve as problem solvers;

(v) engaging families in shaping program activities and cultivating the expectation that information must flow in both directions to reflect two-way communication;

(vi) developing, in collaboration with families, clearly defined goals, outcomes, timelines, and strategies for assessing progress;

(vii) providing each family with an opportunity to review and provide input on program practices, policies, communications, and events in order to ensure the program is responsive to the needs of families; and

(viii) using appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan;

(D) equip families with tools to enhance and extend learning using strategies such as:

(i) designing or implementing existing home educational resources to support learning at home while strengthening the family/school partnership;

(ii) providing families with information and/or training on creating a home learning environment connected to formal learning opportunities;

(iii) equipping families with resources and skills to support their children through the transition to school and offering opportunities for families and children to visit the school in advance of the prekindergarten school year;

(iv) providing complementary home learning activities for families to engage in at home with children through information presented in newsletters, online technology, social media, parent/family-teacher conferences, or other school- or center-related events;

(v) providing families with information, best practices, and training related to age-appropriate developmental expectations;

(vi) emphasizing benefits of positive family practices such as attachment and nurturing that complement the stages of children's development;

(vii) collaborating with families to appropriately respond to children's behavior in a non-punitive, positive, and supportive way;

(viii) encouraging families to reflect on family experiences and practices in helping children; and

(ix) assisting families to implement best practices that will help achieve the goals and objectives identified to meet the needs of the child and family;

(E) develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks using strategies such as:

(i) providing essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis;

(ii) promoting and developing family engagement as a core strategy to improve teaching and learning among all educators and staff; and

(iii) developing staff skills to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies; and

(F) evaluate family engagement efforts and use evaluations for continuous improvement using strategies such as:

(i) conducting goal-oriented home visits to identify strengths, interests, and needs;

(ii) developing data collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap;

(iii) using data to ensure alignment between family engagement activities and district/school teaching and learning goals and to promote continuous family engagement;

(iv) ensuring an evaluation plan is an initial component that guides action;

(v) using a cyclical process to ensure evaluation results are used for continuous improvement and adjustment; and

(vi) ensuring teachers play a role in the family engagement evaluation process.

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

(1) report the curriculum used in the high-quality prekindergarten program classes as required by subsection (c) of this section;

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

(3) report:

(A) a description of each kindergarten readiness instrument used in the district or charter school to measure the effectiveness of the district's or charter school's high-quality prekindergarten program classes as required by subsection (d) of this section; and

(B) the results for at least 95% of the district's or charter school's kindergarten students on the kindergarten readiness instrument.

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

(1) select and implement appropriate methods for evaluating the district's or charter school's high-quality prekindergarten program by measuring student progress; and

(2) make data from the results of program evaluations available to parents.

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

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

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

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

Source: The provisions of this §102.1003 adopted to be effective April 6, 2016, 41 TexReg 2480.

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Title	Publisher	Language	Status (RECOMMENDED or RECOMMENDED with RESTRICTIONS)	Domains/Subdomains Addressed					Assessment Format
				SED	LC	ELR	ELW	M	
Behavior Assessment System for Children	Pearson	English	RECOMMENDED	7/7	0/5	0/4	0/3	0/5	PPR, OBS, SUR
Behavior Assessment System for Children	Pearson	Spanish	RECOMMENDED	7/7	0/5	0/4	0/3	0/5	PPR, OBS, SUR
Bracken School Readiness Assessment	Pearson	English	RECOMMENDED with RESTRICTIONS-Does not address all of the criteria in ELR, ELW, & M	0/7	0/5	1/4	0/3	2/5	PPR
Bracken School Readiness Assessment	Pearson	Spanish	RECOMMENDED with RESTRICTIONS -Does not address all of the criteria in ELR, ELW, & M	0/7	0/5	1/4	0/3	2/5	PPR
CIRCLE Progress Monitoring System	The Children's Learning Institute	English and Spanish	RECOMMENDED	7/7	5/5	4/4	3/3	5/5	PPR, ONL
Clinical Evaluation of Language Fundamentals® - Preschool – 2	Pearson	English	RECOMMENDED	0/7	5/5	4/4	3/3	0/5	PPR
Clinical Evaluation of Language Fundamentals® - Preschool – 2	Pearson	Spanish	RECOMMENDED	0/7	5/5	4/4	3/3	0/5	PPR
COR Advantage	HighScope	English	RECOMMENDED	7/7	5/5	4/4	3/3	5/5	ONL
Developmental Indicators for the Assessment of Learning, 4 th Edition	Pearson	English	RECOMMENDED with RESTRICTIONS-Screening instrument, not a diagnostic or readiness test.	3/7	5/5	3/4	3/3	2/5	PPR
Developmental Indicators for the Assessment of Learning, 4 th Edition	Pearson	Spanish	RECOMMENDED with RESTRICTIONS-Screening instrument, not a diagnostic or readiness test.	3/7	5/5	3/4	3/3	2/5	PPR
Early Screening Inventory (ERI-R)	Pearson	English	RECOMMENDED with RESTRICTIONS-The instrument partially covers a few of the PKG domains but not all of any single domain.	0/7	3/5	1/4	1/3	1/5	PPR
Early Screening Inventory (ERI-R)	Pearson	Spanish	RECOMMENDED with RESTRICTIONS-The instrument partially covers a few of the PKG domains but not all of any single domain.	0/7	3/5	1/4	1/3	1/5	PPR
Expressive Vocabulary Test, 2 nd Edition	Pearson	English	RECOMMENDED with RESTRICTIONS-This assessment only measures vocabulary.	0/7	1/5	0/4	0/3	0/5	PPR
GOLD™	Teaching Strategies	English	RECOMMENDED	7/7	5/5	4/4	3/3	5/5	PPR, ONL

Status: Instruments are recommended if they meet all required criteria, which includes meeting all subdomains in at least one domain of the *Texas Prekindergarten Guidelines (Update 2015)*.

Domains/Subdomains: SED=social and emotional development; LC=language and communication; ELR=early literacy - reading; ELW=early literacy - writing; M=mathematics

Format: PPR=paper and pencil; OBS=observation, CAT=computer adaptive testing, SUR=survey, ONL=online

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Title	Publisher	Language	Status (RECOMMENDED or RECOMMENDED with RESTRICTIONS)	Domains/Subdomains Addressed					Assessment Format
				SED	LC	ELR	ELW	M	
InvestiGator Club PreKindergarten Assessment & Intervention System	Robert-Leslie Publishing	English	RECOMMENDED	7/7	5/5	4/4	3/3	5/5	PPR
Istation’s Indicators of Progress (ISIP) Early Reading	Istation	English	RECOMMENDED with RESTRICTIONS- Administration time exceeds 20 minute per domain.	0/7	5/5	4/4	0/3	0/5	CAT
Istation’s Indicators of Progress (ISIP) Early Reading	Istation	Spanish	RECOMMENDED with RESTRICTIONS- Administration time exceeds 20 minute per domain.	0/7	5/5	4/4	0/3	0/5	CAT
Kaufman Test of Educational Achievement, 3 rd Edition (KTEA-3™)	Pearson	English	RECOMMENDED	0/7	5/5	4/4	3/3	5/5	PPR
Learning Accomplishment Profile 3 (LAP-3)	Kaplan Early Learning	English	RECOMMENDED	7/7	5/5	4/4	3/3	5/5	OBS
Peabody Picture Vocabulary Text, 4 th Edition (PPVT-4™)	Pearson	English	RECOMMENDED with RESTRICTIONS-Only measures the receptive (hearing) vocabulary of children.	0/7	1/5	0/4	0/3	0/5	PPR
PreschoolFirst	The Source for Learning	English	RECOMMENDED	7/7	5/5	2/4	0/3	5/5	OBS
Preschool Learning Scales-5 (PLS)	Pearson	English	RECOMMENDED with RESTRICTIONS– Administration time exceeds 20 minute per domain.	0/7	5/5	1/4	0/3	0/5	PPR
Preschool Learning Scales-5 (PLS)	Pearson	Spanish	RECOMMENDED with RESTRICTIONS– Administration time exceeds 20 minute per domain	0/7	5/5	1/4	0/3	0/5	PPR
Ready, Set, K!	E3 Alliance	English	RECOMMENDED with RESTRICTIONS-The assessment may not be available in a statewide basis.	7/7	5/5	3/4	0/3	3/5	OBS
Vineland Adaptive Behavior Scales, 3 rd Edition	Pearson	English	RECOMMENDED with RESTRICTIONS-Meets all of the SED. It partially meets the ELR, M & LC.	7/7	3/5	2/4	0/3	1/5	PPR
Vineland Adaptive Behavior Scales, 3 rd Edition	Pearson	Spanish	RECOMMENDED with RESTRICTIONS-Meets all of the SED. It partially meets the ELR, M & LC.	7/7	3/5	2/4	0/3	1/5	PPR

Status: Instruments are recommended if they meet all required criteria, which includes meeting all subdomains in at least one domain of the *Texas Prekindergarten Guidelines (Update 2015)*.

Domains/Subdomains: SED=social and emotional development; LC=language and communication; ELR=early literacy - reading; ELW=early literacy - writing; M=mathematics

Format: PPR=paper and pencil; OBS=observation, CAT=computer adaptive testing, SUR=survey, ONL=online

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Behavior Assessment System for Children—English	
Cost of Assessment	Domains/Subdomains Assessed
<p>BASC-3 Q-global Comprehensive Kit: \$321.00 per kit Includes 1 BASC-3 Manual, 1 BESS Manual, 1 PRQ Manual, 1 Flex Digital Manual, 10 Q-global Interpretive Summary Report usages for TRS, PRS, SRP, SDH, PRQ, SOS forms, 10 Q-global BESS and 10 Q-global FLEX Monitor report usages.</p> <p>On-screen Administration, Scoring and Reporting includes digital version of rating forms.</p> <p>BASC-3 Q-global Comprehensive Kit Including Intervention Recommendations: \$404.00 per kit Includes 1 BASC-3 Manual, 1 BESS Manual, 1 PRQ Manual, 1 Flex Monitor Digital Manual, 1 Behavior Intervention Guide, 10 Q-global Interpretive Summary Report with Intervention Recommendations usages for TRS, PRS and SRP forms, 10 Q-global BESS and FLEX Monitor report usages.</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/education/products/100001402/behavior-assessment-system-for-childrenthird-edition-basc-3.html</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input type="checkbox"/> Listening Comprehension Skills <input type="checkbox"/> Speaking (Conversation) Skills <input type="checkbox"/> Speech Production Skills <input type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input type="checkbox"/> Alphabet Knowledge Skills <input type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Behavior Assessment System for Children—Spanish	
Cost of Assessment	Domains Assessed
<p>BASC-3 Q-global Comprehensive Kit: \$321.00 per kit Includes 1 BASC-3 Manual, 1 BESS Manual, 1 PRQ Manual, 1 Flex Digital Manual, 10 Q-global Interpretive Summary Report usages for TRS, PRS, SRP, SDH, PRQ, SOS forms, 10 Q-global BESS and 10 Q-global FLEX Monitor report usages.</p> <p>On-screen Administration, Scoring and Reporting includes digital version of rating forms.</p> <p>BASC-3 Q-global Comprehensive Kit Including Intervention Recommendations: \$404.00 per kit Includes 1 BASC-3 Manual, 1 BESS Manual, 1 PRQ Manual, 1 Flex Monitor Digital Manual, 1 Behavior Intervention Guide, 10 Q-global Interpretive Summary Report with Intervention Recommendations usages for TRS, PRS and SRP forms, 10 Q-global BESS and FLEX Monitor report usages.</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/education/products/100001402/behavior-assessment-system-for-childrenthird-edition-basc-3.html</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input type="checkbox"/> Listening Comprehension Skills <input type="checkbox"/> Speaking (Conversation) Skills <input type="checkbox"/> Speech Production Skills <input type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input type="checkbox"/> Alphabet Knowledge Skills <input type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Bracken School Readiness Assessment—English	
Cost of Assessment	Domains Assessed
<p>BSRA-3 Complete Kit: \$185.00 per classroom Includes Examiner’s Manual, Stimulus Manual, 25 English Record Forms and a pad of 25 English Parent/Teacher Forms</p> <p>BSRA-3 Spanish Complete Kit: \$185.00 per classroom Includes Examiner’s Manual, Stimulus Manual, 25 Spanish Record Forms and a pad of 25 Spanish Parent/Teacher Forms</p> <p>BSRA-3 Examiner’s Manual: \$65.50 each BSRA-3 English Record Forms: \$32.00 Pkg. of 25 BSRA-3 English Parent/Teacher Form: \$32.00 Pad of 25 BSRA-3 Spanish Record Forms: \$32.00 Pkg. of 25 BSRA-3 Spanish Parent/Teacher Form: \$32.00 Pad of 25 BSRA-3 Stimulus Manual: \$109.00 each</p> <p>Software-based Scoring and Reporting</p> <p>BSRA-3 Complete Kit: \$185.00 each Includes Examiner’s Manual, Stimulus Manual, 25 English Record Forms and a pad of 25 English Parent/Teacher Forms</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/childhood/products/100000165/bracken-school-readiness-assessmentthird-edition-bsra-3.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input type="checkbox"/> Listening Comprehension Skills <input type="checkbox"/> Speaking (Conversation) Skills <input type="checkbox"/> Speech Production Skills <input type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Bracken School Readiness Assessment—Spanish	
Cost of Assessment	Domains Assessed
<p>BSRA-3 Complete Kit: \$185.00 per classroom Includes Examiner’s Manual, Stimulus Manual, 25 English Record Forms and a pad of 25 English Parent/Teacher Forms</p> <p>BSRA-3 Spanish Complete Kit: \$185.00 per classroom Includes Examiner’s Manual, Stimulus Manual, 25 Spanish Record Forms and a pad of 25 Spanish Parent/Teacher Forms</p> <p>BSRA-3 Examiner’s Manual: \$65.50 each BSRA-3 English Record Forms: \$32.00 Pkg. of 25 BSRA-3 English Parent/Teacher Form: \$32.00 Pad of 25 BSRA-3 Spanish Record Forms: \$32.00 Pkg. of 25 BSRA-3 Spanish Parent/Teacher Form: \$32.00 Pad of 25 BSRA-3 Stimulus Manual: \$109.00 each Software-based Scoring and Reporting</p> <p>BSRA-3 Complete Kit: \$185.00 each Includes Examiner’s Manual, Stimulus Manual, 25 English Record Forms and a pad of 25 English Parent/Teacher Forms</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/childhood/products/100000165/bracken-school-readiness-assessmentthird-edition-bsra-3.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input type="checkbox"/> Listening Comprehension Skills <input type="checkbox"/> Speaking (Conversation) Skills <input type="checkbox"/> Speech Production Skills <input type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

CIRCLE Progress Monitoring System—English and Spanish	
Cost of Assessment	Domains Assessed
<p>Any Texas public PreK program can use this progress monitoring tool free of charge.</p> <p>To learn more: Go to: www.cienage.org Set up a user account Free to all Texas public Pre-K programs</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input checked="" type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input checked="" type="checkbox"/> Measurement Skills <input checked="" type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Clinical Evaluation of Language Fundamentals®—English	
Cost of Assessment	Domains Assessed
<p>CELF Preschool-2 Complete Kit: \$409.00 per kit Includes Examiner's Manual, 2 Stimulus Books, 25 Record Forms, 25 Pragmatics and Pre-Literacy Forms, and 25 Stimulus Sheets.</p> <p>CELF Preschool-2 Examiner's Manual: \$108.75 per manual</p> <p>CELF Preschool-2 Pragmatics and Pre-Literacy Pad: \$31.50</p> <p>CELF Preschool-2 Record Forms: \$82.00 Pkg. of 25</p> <p>CELF Preschool-2 Stimulus Book #1: \$268.00 per book</p> <p>CELF Preschool-2 Stimulus Book #2: \$69.00 per book</p> <p>CELF Preschool-2 Stimulus Sheet: \$13.00 per sheet</p> <p>Software-Based Scoring Options:</p> <p>CELF Preschool-2 Complete Kit: \$409.00 per kit Includes Examiner's Manual, 2 Stimulus Books, 25 Record Forms, 25 Pragmatics and Pre-Literacy Forms, and 25 Stimulus Sheets.</p> <p>CELF Preschool-2 Examiner's Manual: \$108.75 per manual</p> <p>CELF Preschool-2 Pragmatics and Pre-Literacy Rating Scales Pad: \$31.50 per pad</p> <p>CELF Preschool-2 Record Forms: \$82.00 Pkg. of 25</p> <p>CELF Preschool-2 Scoring Assistant Software: \$120.00 CD-ROM (Windows)</p> <p>CELF Preschool-2 Stimulus Book #1: \$268.00 per book</p> <p>CELF Preschool-2 Stimulus Book #2: \$69.00 per book</p> <p>CELF Preschool-2 Stimulus Sheet: \$13.00 per sheet</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/language/products/100000316/celf-preschool-2-celf-preschool-2.html#tab-pricing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Clinical Evaluation of Language Fundamentals®—Spanish	
Cost of Assessment	Domains Assessed
<p>CELF Preschool–2 Spanish Complete Kit: \$409.00 per kit Includes Examiner's Manual, 2 Stimulus Books, 25 Record Forms, 25 Pragmatics and Pre-Literacy Forms, and 25 Stimulus Sheets.</p> <p>CELF Preschool–2 Spanish Examiner's Manual: \$108.75 per manual</p> <p>CELF Preschool–2 Spanish Pragmatics and Pre-Literacy Pad: \$31.50</p> <p>CELF Preschool–2 Spanish Record Forms: \$82.00 Pkg. of 25</p> <p>CELF Preschool–2 Spanish Stimulus Book #1: \$268.00 per book</p> <p>CELF Preschool–2 Spanish Stimulus Book #2: \$69.00 per book</p> <p>CELF Preschool–2 Spanish Stimulus Sheet: \$13.00 per sheet</p> <p>Software-Based Scoring Options:</p> <p>CELF Preschool–2 Spanish Complete Kit: \$409.00 per kit Includes Examiner's Manual, 2 Stimulus Books, 25 Record Forms, 25 Pragmatics and Pre-Literacy Forms, and 25 Stimulus Sheets.</p> <p>CELF Preschool–2 Spanish Examiner's Manual: \$108.75 per manual</p> <p>CELF Preschool–2 Spanish Pragmatics and Pre-Literacy Rating Scales Pad: \$31.50 per pad</p> <p>CELF Preschool–2 Spanish Record Forms: \$82.00 Pkg. of 25</p> <p>CELF Preschool–2 Spanish Scoring Assistant Software: \$120.00 CD-ROM (Windows)</p> <p>CELF Preschool–2 Spanish Stimulus Book #1: \$268.00 per book</p> <p>CELF Preschool–2 Spanish Stimulus Book #2: \$69.00 per book</p> <p>CELF Preschool–2 Spanish Stimulus Sheet: \$13.00 per sheet</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/language/products/100000316/celf-preschool-2-celf-preschool-2.html#tab-pricing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

COR Advantage—English	
Cost of Assessment	Domains Assessed
<p>To learn more: www.coradvantage.org</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input checked="" type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input checked="" type="checkbox"/> Measurement Skills <input checked="" type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Developmental Indicators for the Assessment of Learning, 4th Edition—English	
Cost of Assessment	Domains Assessed
<p>DIAL™-4 Record Forms and Cutting Cards: \$60.00 Record Forms (50), Cutting Cards (50)</p> <p>DIAL™-4 Complete Kit: \$672.00 Includes Manual, Record Forms (English) (50), Record Form (Spanish) (1), Cutting Cards (50), Parent Questionnaires (English) (50), Teacher Questionnaires (English) (25), manipulatives, dials, Operator’s Handbooks in English and Spanish for Motor, Concepts, and Language Areas plus the Speed DIAL.</p> <p>DIAL-4 Examiner's Manual: \$111.00 DIAL-4 Operator's Handbook – Motor: \$22.50 DIAL-4 Operator's Handbook – Concepts: \$22.50 DIAL-4 Operator's Handbook – Language: \$22.50</p> <p>DIAL™-4 Administration Forms: \$94.50 Includes: Record Forms (50), Cutting Cards (50), and Parent Questionnaires (50) DIAL™-4 Record Forms: \$39.00 Pkg. of 50 DIAL™-4 Teacher Questionnaires: \$19.50 Pkg. of 25 DIAL™-4 Parent Questionnaires: \$39.00 Pkg. of 50 DIAL™-4 Spanish Administration Forms: \$94.50 Includes: Record Forms (50), Cutting Cards (50), and Parent Questionnaires (50) DIAL™-4 Spanish Record Forms: \$39.00 Pkg. of 50 DIAL™-4 Spanish Forms: \$69.50 Record Forms (50), Cutting Cards (50) DIAL™-4 Spanish Parent Questionnaires: \$39.00 Pkg. of 50</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/childhood/products/100000304/dial-4-developmental-indicators-for-the-assessment-of-learning-fourth-edition-dial-4.html</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Development Indicators for the Assessment of Learning, 4th Edition—Spanish	
Cost of Assessment	Domains Assessed
<p>DIAL™-4 Record Forms and Cutting Cards: \$60.00 Record Forms (50), Cutting Cards (50)</p> <p>DIAL™-4 Complete Kit: \$672.00 Includes Manual, Record Forms (English) (50), Record Form (Spanish) (1), Cutting Cards (50), Parent Questionnaires (English) (50), Teacher Questionnaires (English) (25), manipulatives, dials, Operator’s Handbooks in English and Spanish for Motor, Concepts, and Language Areas plus the Speed DIAL.</p> <p>DIAL-4 Examiner's Manual: \$111.00 DIAL-4 Operator's Handbook – Motor: \$22.50 DIAL-4 Operator's Handbook – Concepts: \$22.50 DIAL-4 Operator's Handbook – Language: \$22.50 DIAL™-4 Administration Forms: \$94.50 Includes: Record Forms (50), Cutting Cards (50), and Parent Questionnaires (50) DIAL™-4 Record Forms: \$39.00 Pkg. of 50 DIAL™-4 Teacher Questionnaires: \$19.50 Pkg. of 25 DIAL™-4 Parent Questionnaires: \$39.00 Pkg. of 50 DIAL™-4 Spanish Administration Forms: \$94.50 Includes: Record Forms (50), Cutting Cards (50), and Parent Questionnaires (50) DIAL™-4 Spanish Record Forms: \$39.00 Pkg. of 50 DIAL™-4 Spanish Forms: \$69.50 Record Forms (50), Cutting Cards (50) DIAL™-4 Spanish Parent Questionnaires: \$39.00 Pkg. of 50</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/childhood/products/100000304/dial-4-developmental-indicators-for-the-assessment-of-learning-fourth-edition-dial-4.html</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments

Early Screening Inventory (ESI-R) – English	
Cost of Assessment	Domains Assessed
<p>ESI-P Kit – English: \$157.00 per kit; Ages 3:0 - 4:6 Includes Examiners Manual, ESI-R Screening Materials, 30 ESI-P Scores Sheets, and 30 ESI-R Parent Questionnaires in a carry bag</p> <p>ESI-P Kit – Spanish: \$157.00 per kit; Ages 3:0-4:5 Includes ESI-R Examiners Manual, ESI-R Screening Materials, 30 ESI-P Spanish Scores Sheets, and 30 ESI-R Spanish Parent Questionnaires in a carry bag</p> <p>ESI-K Kit – English: \$157.00 per kit; Ages 4:6 - 6:0 Includes ESI-R Examiners Manual, ESI-R Screening Materials, 30 ESI-K Scores Sheets, and 30 ESI-R Parent Questionnaires in a carry bag</p> <p>ESI-K Kit – Spanish: \$157.00 per kit; Ages 4:6-5:11 Includes ESI-R Examiners Manual, ESI-R Screening Materials, 30 ESI-K Spanish Scores Sheets, and 30 ESI-R Spanish Parent</p> <p>ESI-P and K Examiner's Manual, English: \$67.50 each</p> <p>ESI-P - Score Sheets, English: \$38.00 Ages 3:0-4:5, Pkg. of 30</p> <p>ESI-P - Score Sheets, Spanish: \$38.00 Ages 3:0-4:5, Pkg. of 30</p> <p>ESI-K - Score Sheets, English: \$38.00 Ages 4:6-5:11, Pkg. of 30</p> <p>ESI-K - Score Sheets, Spanish: \$38.00 Ages 4:6-5:11, Pkg. of 30</p> <p>ESI-P and K Parent Questionnaires: \$32.00 English, Pkg. of 30</p> <p>ESI-P and K Parent Questionnaires: \$32.00 Spanish, Pkg. of 30</p> <p>ESI-R - Training Package: \$114.00 each Trainer's Manual, Training DVD, Reproducible Masters</p> <p>ESI-R - Trainer's Manual: \$35.50 each</p> <p>ESI-R - Training DVD: \$90.00 each</p> <p>ESI-P and K Screening Materials: \$26.50 each</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/childhood/products/100000382/early-screening-inventory-revised-2008-edition-esi-r.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments

Early Screening Inventory (ESI-R) – Spanish	
Cost of Assessment	Domains Assessed
<p>ESI-P Kit – English: \$157.00 per kit; Ages 3:0 - 4:6 Includes Examiners Manual, ESI-R Screening Materials, 30 ESI-P Scores Sheets, and 30 ESI-R Parent Questionnaires in a carry bag</p> <p>ESI-P Kit – Spanish: \$157.00 per kit; Ages 3:0-4:5 Includes ESI-R Examiners Manual, ESI-R Screening Materials, 30 ESI-P Spanish Scores Sheets, and 30 ESI-R Spanish Parent Questionnaires in a carry bag</p> <p>ESI-K Kit – English: \$157.00 per kit; Ages 4:6 - 6:0 Includes ESI-R Examiners Manual, ESI-R Screening Materials, 30 ESI-K Scores Sheets, and 30 ESI-R Parent Questionnaires in a carry bag</p> <p>ESI-K Kit – Spanish: \$157.00 per kit; Ages 4:6-5:11 Includes ESI-R Examiners Manual, ESI-R Screening Materials, 30 ESI-K Spanish Scores Sheets, and 30 ESI-R Spanish Parent</p> <p>ESI-P and K Examiner's Manual, English: \$67.50 each</p> <p>ESI-P - Score Sheets, English: \$38.00 Ages 3:0-4:5, Pkg. of 30</p> <p>ESI-P - Score Sheets, Spanish: \$38.00 Ages 3:0-4:5, Pkg. of 30</p> <p>ESI-K - Score Sheets, English: \$38.00 Ages 4:6-5:11, Pkg. of 30</p> <p>ESI-K - Score Sheets, Spanish: \$38.00 Ages 4:6-5:11, Pkg. of 30</p> <p>ESI-P and K Parent Questionnaires: \$32.00 English, Pkg. of 30</p> <p>ESI-P and K Parent Questionnaires: \$32.00 Spanish, Pkg. of 30</p> <p>ESI-R - Training Package: \$114.00 each Trainer's Manual, Training DVD, Reproducible Masters</p> <p>ESI-R - Trainer's Manual: \$35.50 each</p> <p>ESI-R - Training DVD: \$90.00 each</p> <p>ESI-P and K Screening Materials: \$26.50 each</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/childhood/products/100000382/early-screening-inventory-revised-2008-edition-esi-r.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input type="checkbox"/> Alphabet Knowledge Skills <input type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Expressive Vocabulary Test, 2 nd Edition—English	
Cost of Assessment	Domains Assessed
<p>EVT-2 Manual: \$99.00 EVT-2 Q-Global Examiner’s Manual: \$99.00 EVT-2 Form A Q-Global Digital Stimulus Book: \$99.00 EVT-2 Form B Q-Global Digital Stimulus Book: \$99.00 EVT-2 Q-Global Individual Score Summary Report: \$1.00 each</p> <p>Unlimited Use Scoring Subscription: EVT-2 Q-Global Scoring 1-year subscription: \$35.00 EVT-2 Q-Global Scoring 3-year subscription: \$99.00 EVT-2 Q-Global Scoring 5-year subscription: \$149.00</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/language/products/100000416/expressive-vocabulary-test-secondedition-evt-2.html#tab-pricing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input type="checkbox"/> Listening Comprehension Skills <input type="checkbox"/> Speaking (Conversation) Skills <input type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input type="checkbox"/> Alphabet Knowledge Skills <input type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

GOLD™	
Cost of Assessment	Domains Assessed
<p>\$199.95 per classroom kit; additional observation forms and questionnaires range from \$14.95 - \$19.95 per set of 25.</p> <p>The cost of the instruments is not exhaustive, to learn more visit: https://shop.teachingstrategies.com/page/73190-gold-assessment-toolkit.cfm</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input checked="" type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input checked="" type="checkbox"/> Measurement Skills <input checked="" type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

InvestiGator Club Prekindergarten Assessment & Intervention System—English	
Cost of Assessment	Domains Assessed
<p>\$118.00 per classroom kit</p> <p>The cost of the instruments is not exhaustive, to learn more visit: https://cart.investigatorclub.com/product.asp?productID=24</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input checked="" type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input checked="" type="checkbox"/> Measurement Skills <input checked="" type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Istation’s Indicators of Progress (ISIP) Early Reading—English	
Cost of Assessment	Domains Assessed
<p>\$5.50 per child per year. That includes unlimited progress monitoring and access to reports and teacher resources.</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.istation.com/Product/EarlyReading</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Istation’s Indicators of Progress (ISIP) Early Reading—Spanish	
Cost of Assessment	Domains Assessed
<p>\$5.50 per child per year. That includes unlimited progress monitoring and access to reports and teacher resources.</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.istation.com/Product/EarlyReading</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Kaufman Test of Education Achievement, 3 rd Edition (KTEA-3™)—English	
Cost of Assessment	Domains Assessed
<p>\$963.50 for Parts A & B Part A Only \$625.25: Includes Administration Manual, Scoring Manual, 2 Stimulus Books, USB Flash Drive (contains Technical Manual, Audio Files, Scoring Keys, Hand Scoring Forms, Letter Checklist, Qualitative Observations Form, Error Analysis Forms), Form A Record Forms (25), Form A Response Booklet (25), 3 Form A Written Expression booklets (2 each), soft-sided carrying bag and 100 Q-global Score Reports.</p> <p>Part B Only \$625.25: Includes Administration Manual, Scoring Manual, 2 Stimulus Books, USB Flash Drive (contains Technical Manual, Audio Files, Scoring Keys, Hand Scoring Forms, Letter Checklist, Qualitative Observations Form, Error Analysis Forms), Form B Record Forms (25), Form B Response Booklet (25), 3 Form B Written Expression booklets (2 each), soft-sided carrying bag and 100 Q-global Score Reports.</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/education/products/100000777/kaufman-test-of-educationalachievement-third-edition-ktea-3.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input checked="" type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input checked="" type="checkbox"/> Measurement Skills <input checked="" type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Learning Accomplishment Profile 3 (LAP-3)	
Cost of Assessment	Domains Assessed
<p>Learning Accomplishment Profile – Third Ed. (LAP-3): \$474.95 LAP-3 Activity Cards (recommended): \$79.95</p> <p>Ongoing Assessment (Optional online data management): Per child annually, 1-99 children: \$16.95 Per child annually, 100 – 249 children: \$13.95 Per child annually, 250 - 499 children: \$12.95 Per child annually, 500 – 1499 children: \$10.95</p> <p>The cost of the instruments is not exhaustive, to learn more visit: https://www.kaplanco.com/lap.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input checked="" type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Motivation to Write Skills <input checked="" type="checkbox"/> Conventions in Writing <input checked="" type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input checked="" type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input checked="" type="checkbox"/> Measurement Skills <input checked="" type="checkbox"/> Classification and Patterns Skills <p>NOTE: LAP-3 Mathematics is embedded within the Cognitive Skill Index; Social/Emotional Skills are embedded in Self-Help and Personal/Social Indices</p>

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Peabody Picture Vocabulary Test, 4 th Edition (PPVT-4™)—English	
Cost of Assessment	Domains Assessed
<p> PPVT-4 Manual: \$99.00 PPVT-4 Q-global Examiner’s Manual: \$99.00 PPVT-4 Form A Q-global Digital Stimulus Book: \$99.00 PPVT-4 Form B Q-global Digital Stimulus Book: \$99.00 PPVT-4 Q-global Individual Score Summary Report: \$2.99 each </p> <p> Unlimited-Use Scoring Subscriptions PPVT-4 Q-global Scoring 1-year Subscription: \$35.00 PPVT-4 Q-global Scoring 3-year Subscription: \$99.00 PPVT-4 Q-global Scoring 5-year Subscription: \$149.00 </p> <p> The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/language/products/100000501/peabody-picture-vocabulary-test-fourthedition-ppvt-4.html#tab-pricing </p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input type="checkbox"/> Listening Comprehension Skills <input type="checkbox"/> Speaking (Conversation) Skills <input type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input type="checkbox"/> Alphabet Knowledge Skills <input type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

PreschoolFirst—English	
Cost of Assessment	Domains Assessed
<p>Complimentary Class Participation: No cost - PreschoolFirst’s Complimentary Class version gives an individual teacher access to developmentally appropriate learning experiences for a single class.</p> <p>Basic Center Program: \$100/year for 10 children; each additional child is \$2. Centers have access to the complete PreschoolFirst curriculum, assessment, and reporting features for multiple classes and teachers.</p> <p>Premium Center Program: \$200/year/per site for 20 children/site; each additional child is \$5. Premium accounts include basic features plus advanced reporting and integrated alignment with state PreK and Head Start learning standards.</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://preschoolfirst.com/upgrade/</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input checked="" type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input checked="" type="checkbox"/> Measurement Skills <input checked="" type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Preschool Learning Scales-5 — English	
Cost of Assessment	Domains Assessed
<p>PLS™-5 Complete Kit with Manipulatives: \$368.00 per kit Includes: Examiner’s Manual, Administration Scoring Manual, Picture Manual, Record Forms (15), Home Communication Questionnaire (25), and Complete Manipulatives Kit. Kit does not include bubbles with wand, sheet of paper, metal keys on a ring, watch with a second hand or sealable plastic bags.</p> <p>PLS™-5 Basic Kit: \$307.00 per kit Includes: Examiner’s Manual, Administration Scoring Manual, Picture Manual, Home Communication Questionnaire (25), and Record Forms (15).</p> <p>PLS-5 Combo Kit (English/Spanish) with manipulatives: \$644.00 per kits Includes: English and Spanish Examiner’s Manuals, English and Spanish Picture Manuals, English and Spanish Administration/Scoring Manuals, English and Spanish Home Communication Questionnaires (25 each), English and Spanish (bilingual) Record Forms (15 each), and Manipulatives set, including rattles (2), cups (3), bowls, spoons (3) washcloth, Cars (2; ages 3+), ball, windup toys (2), squeaky duck, washable plastic bear, cars (2; ages 6 months+), comb, box of eight crayons, pitcher, two English children's books, two Spanish children's books, opaque box with lid, and blocks (8). Kit does not include bubbles with wand, sheet of paper, metal keys on a ring, watch with a second hand or sealable plastic bags.</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/language/products/100000233/preschool-language-scales-fifth-edition-pls-5.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Preschool Learning Scales-5—Spanish	
Cost of Assessment	Domains Assessed
<p>PLS-5 Combo Kit (English/Spanish) with manipulatives: \$644.00 per kit Includes: English and Spanish Examiner’s Manuals, English and Spanish Picture Manuals, English and Spanish Administration/Scoring Manuals, English and Spanish Home Communication Questionnaires (25 each), English and Spanish (bilingual) Record Forms (15 each), and Manipulatives set, including rattles (2), cups (3), bowls, spoons (3) washcloth, Cars (2; ages 3+), ball, windup toys (2), squeaky duck, washable plastic bear, cars (2; ages 6 months+), comb, box of eight crayons, pitcher, two English children's books, two Spanish children's books, opaque box with lid, and blocks (8). Kit does not include bubbles with wand, sheet of paper, metal keys on a ring, watch with a second hand or sealable plastic bags.</p> <p>PLS-5 Combo Kit (English/Spanish): \$583.00 per kit Includes: Examiner’s Manual, Picture Manual, Administration/Scoring Manual, Home Communication.</p> <p>Administration Materials: This will render the actual Product data</p> <p>PLS-5 Record Forms: \$166.00 Pkg. of 50</p> <p>PLS-5 Record Forms: \$61.50 Pkg. of 15</p> <p>PLS-5 Home Communication Questionnaire: \$11.00 Pad of 25</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/language/products/100000233/preschool-language-scales-fifth-edition-pls-5.html</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input type="checkbox"/> Self Concept Skills <input type="checkbox"/> Self Regulation Skills <input type="checkbox"/> Behavior Control <input type="checkbox"/> Emotional Control <input type="checkbox"/> Control of Attention <input type="checkbox"/> Relationships with Others <input type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Ready, Set, K!—English	
Cost of Assessment	Domains Assessed
<p>Current Fee for ESC Region 13 Users: \$200 per PreK Class Annually</p> <p>Example: 1 PreK teaching 2 classes (a.m. & p.m.) would pay \$200 x 2 = \$400/annually</p> <p>To learn more: Laura Koenig, Director of School Readiness 512.223.7241 lkoenig@e3alliance.org</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input checked="" type="checkbox"/> Vocabulary Skills <input checked="" type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input checked="" type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input checked="" type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input checked="" type="checkbox"/> Classification and Patterns Skills

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Vineland Adaptive Behavior Scales, 3 rd Edition—English	
Cost of Assessment	Domains Assessed
<p>Vineland-3 Hand-Scored Complete Kit, English: \$519.00/kit Includes: 1 Vineland-3 Manual, one Pkg (25) each of Interview Form w/ item level probes, Interview Form wo/ item level probes and Interview Form domain level, Teacher Rating Form comprehensive and Teacher Rating Form domain level, Parent/Caregiver Form comprehensive and Parent/Caregiver Form domain level.</p> <p>Vineland-3 manual: \$150.00 each Vineland-3 interview form - comprehensive version item level probes: \$89.00 Pkg. of 25 Vineland-3 Interview form - comprehensive version without item level probes: \$89.00 Pkg. of 25 Vineland-3 Interview form - domain level version: \$45.00 Pkg. of 25 Vineland-3 teacher form - comprehensive version: \$89.00 Pkg. of 25 Vineland-3 teacher form - domain level version: \$45.00 Pkg. of 25 Vineland-3 parent/caregiver form - comprehensive version: \$89.00 Pkg. of 25 Vineland-3 parent/caregiver form - domain level version: \$45.00 Pkg. of 25</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/psychology/products/100001622/vineland-adaptive-behavior-scales-third-edition--vineland-3.html</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills <p>NOTE: Mathematic skills are included in the Academic Subdomain. Some Social-Emotional skills are measured in the Daily Living Skills, Play and Leisure Time, and Coping Skills subdomains.</p>

Overview of the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments

Vineland Adaptive Behavior Scales, 3 rd Edition – Spanish	
Cost of Assessment	Domains Assessed
<p>Vineland-3 Hand-Scored Complete Kit, English: \$519.00/kit Includes: 1 Vineland-3 Manual, one Pkg. (25) each of Interview Form w/ item level probes, Interview Form wo/ item level probes and Interview Form domain level, Teacher Rating Form comprehensive and Teacher Rating Form domain level, Parent/Caregiver Form comprehensive and Parent/Caregiver Form domain level.</p> <p>Vineland-3 manual: \$150.00 each Vineland-3 interview form - comprehensive version item level probes: \$89.00 Pkg. of 25 Vineland-3 Interview form - comprehensive version without item level probes: \$89.00 Pkg. of 25 Vineland-3 Interview form - domain level version: \$45.00 Pkg. of 25 Vineland-3 teacher form - comprehensive version: \$89.00 Pkg. of 25 Vineland-3 teacher form - domain level version: \$45.00 Pkg. of 25 Vineland-3 parent/caregiver form - comprehensive version: \$89.00 Pkg. of 25 Vineland-3 parent/caregiver form - domain level version: \$45.00 Pkg. of 25</p> <p>The cost of the instruments is not exhaustive, to learn more visit: http://www.pearsonclinical.com/psychology/products/100001622/vineland-adaptive-behavior-scales-third-edition--vineland-3.html</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social and Emotional Development <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Self Concept Skills <input checked="" type="checkbox"/> Self Regulation Skills <input checked="" type="checkbox"/> Behavior Control <input checked="" type="checkbox"/> Emotional Control <input checked="" type="checkbox"/> Control of Attention <input checked="" type="checkbox"/> Relationships with Others <input checked="" type="checkbox"/> Social Awareness Skills <input checked="" type="checkbox"/> Language and Communication <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Listening Comprehension Skills <input checked="" type="checkbox"/> Speaking (Conversation) Skills <input checked="" type="checkbox"/> Speech Production Skills <input type="checkbox"/> Vocabulary Skills <input type="checkbox"/> Sentences and Structure Skills <input checked="" type="checkbox"/> Early Literacy – Reading <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Read Skills <input type="checkbox"/> Phonological Awareness Skills <input checked="" type="checkbox"/> Alphabet Knowledge Skills <input checked="" type="checkbox"/> Comprehension of Text Read Aloud Skills <input type="checkbox"/> Early Literacy – Writing <ul style="list-style-type: none"> <input type="checkbox"/> Motivation to Write Skills <input type="checkbox"/> Conventions in Writing <input type="checkbox"/> Concepts about Print Skills <input checked="" type="checkbox"/> Mathematics <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Counting Skills <input type="checkbox"/> Adding To/Taking Away Skills <input type="checkbox"/> Geometry and Spatial Sense Skills <input type="checkbox"/> Measurement Skills <input type="checkbox"/> Classification and Patterns Skills <p>NOTE: Mathematic skills are included in the Academic Subdomain. Some Social-Emotional skills are measured in the Daily Living Skills, Play and Leisure Time, and Coping Skills subdomains.</p>

February 26, 2016

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: High-Quality Prekindergarten Grant Program Application

The Texas Education Agency (TEA) is requesting applications under the 2016-2017 High-Quality Prekindergarten Grant Program. Please note that there will be no opportunity for negotiations and no opportunity for the applicant to add information after the application has been submitted. Applications must be complete and contain sufficient detail for eligibility to be determined.

Eligible Applicants

School districts and open enrollment charter schools are considered eligible applicants.

Purpose of Program

Authorized by House Bill 4, 84th Texas Legislature, Regular Session, 2015, the High-Quality Prekindergarten Grant program provides supplemental funding to districts and charter schools to improve the quality of prekindergarten programs by implementing new or enhancing existing prekindergarten programs in addition to the half-day Foundation School Program (FSP) funding that is already received for each eligible four-year old prekindergarten student.

The High-Quality Prekindergarten Grant program focuses on certain enhanced quality standards related to curriculum, teacher qualifications, academic performance, and family engagement. Funding related to the program may only be used to improve the quality of the school district's prekindergarten program.

Project Funding

Eligible school districts and open-enrollment charter schools are entitled to receive grant funding for each qualifying student in average daily attendance in a High-Quality Prekindergarten program in the district or charter school. The amount of funding per qualifying student will be determined based on the total amount of appropriated funding, the number of eligible grant applicants, and the number of qualifying students served by each eligible grant applicant. Funding under this program for each qualifying student in attendance for the entire instructional period on a school day cannot exceed \$1,500.

After the application close date, preliminary funding amounts for all applicants will be calculated and posted to the TEA website. After the review of applications is completed, TEA will announce initial grantee funding amounts to each approved applicant and will ask each approved applicant to confirm in writing, the intent to accept the grant award. Final funding amounts will be included in the official notice of grant award.

Dates of Project

The High-Quality Prekindergarten Grant Program will be implemented in the 2016-2017 school year. Applicants should plan for a starting date of no earlier than August 22, 2016, and an ending date of no later than August 31, 2017.

Fingerprinting Requirement

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

How to Apply

Eligible applicants must apply through the eGrants system. To apply, applicants must have appropriate Texas Education Agency Secure Environment (TEASE) access. Applicants who do not have TEASE access for eGrants should [request TEASE access online](#). If you need further assistance, please visit the [TEA Help Desk](#).

Accessing the High-Quality Prekindergarten Grant and Grant Application

Applicants may locate the High-Quality Prekindergarten Grant Program through TEASE via eGrants as follows:

1. Open the drop-down list titled **Available Grant Programs in eGrants**.
2. From the drop-down list, select **High-Quality Prekindergarten Grant**.
3. On the Grant Menu screen, select **High-Quality Prekindergarten Grant**.

Deadline to Apply

Eligible applicants must apply through the eGrants system by 5:00 p.m. Central Time, **April 8, 2016**.

Information and Assistance

For program information, please contact the Curriculum Division at (512) 463-9581.

For funding information, please contact the Division of Grants Administration at (512) 463-8525, or visit the [TEA Grant Opportunities](#) page.

Sincerely,

Monica Martinez, Associate Commissioner
Standards and Programs

MM/hm

High Quality Prekindergarten Grant Grantee Survey

Over the coming months, the Texas Education Agency (TEA) will be visiting school districts and charter schools around the state to observe the implementation of the High Quality Prekindergarten Grant programs (HB4).

In preparation for those visits, we are collecting information on how school districts are meeting the quality benchmarks required in the grant. This information will help us identify success, address challenges and provide support to our grantees as they provide high quality prekindergarten to all eligible children.

To help enrich the visits and ensure the most accurate information about your participating schools, please take 15-20 minutes to complete the following HQPG Implementation Survey by November 1, 2016 for your school district or charter school.

Thank you in advance for your time and for all you do every day to prepare our youngest children to enter kindergarten ready to learn and be successful in school.

*1. Contact Information

Name of person completing the survey

District/Charter Name

CDN

Email Address

Phone Number

*2. Do you provide half day or full day prekindergarten to eligible 4-year-olds?

- Half day
- Full day
- Both

*3. What percentage of your prekindergarten classrooms is HQPG funding being used for?

- 25%
- 50%
- 75%
- 100%
- Other (please specify)

***4. What type of Prekindergarten Curriculum do you have in your HQPG classrooms? Check all that apply.**

- The Texas DLM Early Childhood Express
 - Opening the World of Learning: Texas Comprehensive Pre-K
 - Big Day for Prekindergarten Texas Program
 - High Scope Preschool Curriculum and Assessment
 - Frog Street Pre-K Texas System
 - Teaching Strategies System for Pre-K, Texas Edition
 - We Can! Texas Classroom System
 - Locally Developed
 - Other (please specify)
-

***5. What type of Prekindergarten Student Progress Monitoring tool is used in your HQPG classrooms? Check all that apply.**

- Behavior Assessment for Children English
- Behavior Assessment for Children Spanish
- Bracken School Readiness Assessment English
- Bracken School Readiness Assessment Spanish
- CIRCLE Progress Monitoring System
- Clinical Evaluation of Language Fundamentals – Preschool 2 English
- Clinical Evaluation of Language Fundamentals – Preschool 2 Spanish
- COR Advantage
- Developmental Indicators for the Assessment of Learning, 4th Edition English
- Developmental Indicators for the Assessment of Learning, 4th Edition Spanish
- Early Screening Inventory English
- Early Screening Inventory Spanish
- Expressive Vocabulary Test, 2nd Edition
- GOLD
- Investigator Club Prekindergarten Assessment & Intervention System
- Istation's Indicators of Progress Early Reading English
- Istation's Indicators of Progress Early Reading Spanish
- Kaufman Test of Educational Achievement, 3rd Edition

- Learning Accomplishment Profile 3rd
- Peabody Picture Vocabulary Test, 4th
- Preschool First
- Preschool Learning Scales -5 English
- Preschool Learning Scales-5 Spanish
- Ready, Set, K
- Vineland Adaptive Behavior Scales, 3rd English
- Vineland Adaptive Behavior Scales, 3rd Spanish

***6. When is the Student Progress Monitoring tool is administered? Please check all that apply.**

- Beginning of year
- Middle of year
- End of year

***7. What type/s of Kindergarten Assessment is used in the first 60 days of Kindergarten? Please check all that apply.**

- Texas Primary Reading Inventory (TPRI)
- Dynamic Indicators of Basic Early Literacy Skills, Next (DIBELS, Next)
- easyCBM
- Istation's Indicators of Progress, Early Reading
- mCLASS: Reading 3D – Text Reading and Comprehension
- Measure of Academic Progress (MAP)
- Phonemic Awareness and Phonics Inventory (PAP)
- Phonological Awareness Literacy Screening (PALS)
- Reading Analysis and Prescription System (RAPS 360)
- Woodcock Johnson III Diagnostic Reading Battery (WJ III DRB)
- Other (please specify)

***8. How many prekindergarten teachers do you have?**

***9. Please specify the chosen pathway/s to meet the Additional Teacher Requirement within the HQPG. Please check all that apply.**

- Child Development Associate (CDA) credential;
- a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;
- at least eight years' experience of teaching in a nationally accredited child care program;
- a graduate or undergraduate degree in early childhood education or early childhood special education;
- documented completion of the Texas School Ready Training Program (TSR Comprehensive); or
- completed at least 150 cumulative hours of documented professional development addressing all ten domains in the Texas Prekindergarten Guidelines in addition to other relevant topics related to high-quality prekindergarten over a consecutive five-year period;
- will complete 30 hours of professional development, including 15 hours of direct interaction with specialist in early childhood education or instructional coaches, that address the developmental domains in the Texas Prekindergarten Guidelines in addition to other relevant topics related to high quality prekindergarten before the end of the 2016-17 school year and complete additional 120 hours over subsequent four years.

***10. Have you developed a Family Engagement Plan that includes the 6 required components?**

- Yes
- No
- In development

***11. How have the grant funds been used to improve the quality of your HQPG classrooms? Please check all that apply.**

- New curriculum
- New student progress monitoring tool
- New kindergarten assessment
- Development of family engagement plan
- New or additional teaching assistants
- New or additional lead teachers
- Technology for prekindergarten classroom
- Additional resources for prekindergarten classroom
- Additional professional development
- Other (please specify)

Thank you again for your time and all you do every day for the children of Texas!



High Quality Prekindergarten Grant

Implementation
Guide: 2016-2017



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A. Introduction

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

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

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

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

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

Regards,

Marnie Glaser

Executive Director of Early Childhood Education

512-463-8886

Marnie.glaser@tea.texas.gov

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

§102.1003. High-Quality Prekindergarten Grant Program.

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

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

1. Eligibility

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

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

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

2. ' Curriculum

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

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

3. ' Student Progress Monitoring and Kindergarten Readiness

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

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

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

4. Teacher Qualifications

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

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

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

5. Family Engagement

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

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

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

b) #The family engagement plan shall:

- (1) Facilitate family-to-family support using strategies such as:
 - (a) Creating a safe and respectful environment where families can learn from each other as individuals and in groups;
 - (b) Inviting former program participants, including families and community volunteers, to share their education and career experiences with current families; and
 - (c) #Ensuring opportunities for continuous participation in events designed for families by families such as training on family leadership;
- (2) Establish a network of community resources using strategies such as:
 - (a) #Building strategic partnerships;
 - (b) Leveraging community resources;
 - (c) #Monitoring and evaluating policies and practices to stimulate innovation and create learning pathways;
 - (d) Establishing and maintaining partnerships with businesses, faith-based organizations, and community agencies;
 - (e) Identifying support from various agencies, including mental and physical health providers;
 - (f) #Partnering with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings;
 - (g) #Providing and facilitating referrals to family support or educational groups based on family interests and needs;
 - (h) Communicating short- and long-term program goals to all stakeholders; and
 - (i) #Identifying partners to provide translators and culturally relevant resources reflectiv of home language;
- (3) Increase family participation in decision-making using strategies such as:
 - (a) #Developing and supporting a family advisory council;
 - (b) Developing, adopting, and implementing identified goals within the annual campus/school improvement plan targeting family engagement;
 - (c) #Developing and supporting leadership skills for family members and providing opportunities for families to advocate for their children/families;

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

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

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

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

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

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

7. Program Evaluation

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

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

8. Teacher to Student Ratio

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

9. Funding

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

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



Statutory Authority

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

C. HB 4 Data Reporting Requirements



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

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

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

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

D. HQPG Implementation Frequently Asked Questions (FAQ)

Monitoring and Compliance

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

To be in compliance, a grantee shall:

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

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

2. ' Who is getting a site visit and when?

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

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

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

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

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

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

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

6. ' What will a monitor be looking for?

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

Funding/Expenditures

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

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

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

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

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

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

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

Yes.

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

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

6. ' How do we access the money?

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

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



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

7.' What can we spend the money on?

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

8.' Can furniture for a prekindergarten class be purchased?

Yes.

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

No.

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

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

Teacher Qualifications

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

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

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

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

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

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

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

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

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

Student Progress Monitoring Tools

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

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

on the commission's list of approved prekindergarten instruments that measure the following development domains:

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

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

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

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

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



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

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

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

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

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



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

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

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

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

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

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

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

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

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

Total assessment time: 56.5 minutes

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

* Indicates checklists.



Kindergarten Readiness Tools

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

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

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

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

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

The primary domains of development are: /

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

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

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

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

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

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

Family Engagement

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

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

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

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

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

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

No.

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

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

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

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

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

Facilitate family-to-family support

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

Establish a network of community resources

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

Increase family participation in decision making

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

Equip families with tools to enhance and extend learning

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

Develop staff skills to help families meet learning benchmarks

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

Evaluate FE efforts for continuous improvement

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

Curriculum

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

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

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

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



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

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



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

Teacher-Student Ratio

1. Is the 11:1 ratio required?

No

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

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

Data Submission

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

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

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

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

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

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



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

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

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



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

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

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

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

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

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

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

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

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

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

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

Program Evaluation

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

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

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

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

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

No.

4. Who should the program evaluation be shared with?

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

E. Resources

1. Kindergarten Readiness Statement

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

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

The primary domains of development are: /

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

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

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

2. Updated Prekindergarten Guidelines

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

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



[#http://tea.texas.gov/index2.aspx?id=2147495508&menu_id=2147483718 #](http://tea.texas.gov/index2.aspx?id=2147495508&menu_id=2147483718)

3. Commissioners List of Approved Student Progress Monitoring Tools

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

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

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

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



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



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

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

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

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

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

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

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

KINDERGARTEN - English Language Reading Instrument Options

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

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

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



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

6. Teacher Qualifications

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



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

7. Parent Engagement

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

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

F. Contact

If we can be of assistance, please contact:

Marnie Glaser

Executive Director
Early Childhood Education
512-463-8886
Marnie.glaser@tea.texas.gov

Howard Morrison

Statwide Coordinator
Early Childhood Education
512-463-9581
Howard.morrison@tea.texas.gov

High Quality Prekindergarten Grant %

Early Childhood Education in T xas

<http://tea.t xas.gov/earlychildhoodeducation.aspx>



1701 N. Congress Avenue

Austin, T xas 78701

<http://tea.t xas.gov>

GE17 206 01

HIGH QUALITY PREKINDERGARTEN GRANT (HB 4) MONITORING & COMPLIANCE PLAN

Goals:

- Ensure quality standards as specified within the High Quality Prekindergarten Grant (HQPG) legislation and commissioner's rules are met by all grant recipients.
- Encourage districts' local control on expenditures for providing high quality prekindergarten programs that exceed the statutory requirements specified within the HB 4 grant.
- Receive feedback from administrators/educators regarding the challenges and opportunities that exist in connection with implementation of the grant.
- Development and/or identification of resources to support quality.

Communication:

The Texas Education Agency will consistently and clearly communicate with HQPG grant recipients regarding the specifications of the HQPG requirements. Potential opportunities for engagement with grantees include:

- Phone calls
- Monthly conference calls with ESC - ECE personnel to establish a professional learning community
- Workshops at conferences
- Webinars
- Electronic notifications
- ESC Region information sessions
- Site visits

Monitoring:

Grantees must meet quality standards as specified by HB 4 in all high quality prekindergarten classrooms. Pursuant the provisions of HB 4 and its associated rules, as well as Title 19, Texas Administrative Code (TAC), Section 102.1401, compliance may be verified through one or more of the following mechanisms:

Annual Electronic Data Reports: The school district/charter that receives funding must report information regarding the following in a format prescribed by the TEA:

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

Random Site Visits: Random site visits will be conducted two times throughout the school year to assess compliance with the HQPG grant requirements and to ensure that grant recipients are receiving the

assistance they need to implement the grant with fidelity. Sites chosen will be given a 15-day notice of the date and time of the visit. HQPG recipients from each region of the state will be monitored with a random site visit annually. Every effort will be made to assess a variety of school districts/charters (urban and rural, large and small, etc.) The *HQPG Site Visit Checklist* will be used to document the site visit. Compliance with grant requirements will be verified by one or more of the following methods: 1) document review, 2) interview(s) with district or charter personnel and/or 3) observation.

The *HQPG Site Visit Checklist* will be used to review the following areas for compliance:

1. The prekindergarten curriculum addresses all ten domains of the *Texas Prekindergarten Guidelines*.
2. The Student Progress Monitoring Tool used is on the *Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments* and that the tool has been used in the current school year.
3. The Kindergarten Readiness instrument has been used in the current school year.
4. Teachers are certified and have one of the required additional teacher qualifications.
5. The Family Engagement Plan is developed, implemented and available on the web.
6. There has been an attempt to maintain a teacher to student ratio of 1:11.

If noncompliance is found, designated staff from TEA will offer support/assistance in meeting grant requirements. Follow-up is completed when compliance is verified within a specified timeframe.

Compliance Site Visits: Site visits may be conducted due to one of the following actions taken by a school district/charter:

- Requested information is not submitted within a specified timeframe.
- The Annual Electronic Data Reports are not submitted in the format prescribed by the TEA in the specified timeframe.
- A substantial complaint has been received.

Before a compliance site visit is conducted, the TEA will make at least two attempts to collect any required information from a grantee. These attempts will be made electronically and/or in writing. The focus for the TEA will remain assisting school districts/charters in meeting grant requirements. A compliance site visit will be conducted when repeated attempts to collect information or resolve outstanding issues have been unsuccessful.

Compliance Investigations, Corrective Actions and Effects of Noncompliance:

If the TEA determines that all grant requirements have been met during the site visit using the *HQPG Site Visit Checklist*, the TEA may determine that a compliance investigation pursuant to 19 TAC §102.1401 and resulting corrective actions permitted under 19 TAC §102.1401 may not be necessary.

If the TEA determines that items on the *HQPG Site Visit Checklist* are missing during the site visit, grantees are given an opportunity to address/take corrective action within 60 days. If documentation of compliance is not submitted within 75 days to the TEA, the TEA may open a compliance investigation pursuant to 19 TAC §102.1401, which may result in the assignment of an Out-of-Compliance Status to a grantee. As a result of the receipt of an Out-of-Compliance Status, school districts and charter schools can lose eligibility to receive future discretionary state grant funding until they come into compliance with any corrective action plan issued by the TEA pursuant to 19 TAC §102.1401(i). In certain circumstances of non-compliance, corrective action plans may include a requirement to return funds to the state. 19 TAC §102.1401(a)(2). Please be aware that TEA may open a compliance investigation upon receipt of a complaint or at its discretion at any time. 19 TAC §102.1401(b).

HIGH QUALITY PREKINDERGARTEN GRANT (HQPG) SITE VISIT CHECKLIST

Site Name:
Location: ESC
Region:
Date of Visit:
TEA Representative(s):

Administrator(s):
Email:
Phone:
Teacher(s):

Requirement	Complete	In Process	Verification	Comments/Follow-Up
The curriculum used within the prekindergarten program addresses all ten domains of the Texas Prekindergarten Guidelines.			<input type="checkbox"/> Document <input type="checkbox"/> Interview <input type="checkbox"/> Observation	Name: Training: Implementation: Effectiveness: Other needs:
The Student Progress Monitoring tool used in the prekindergarten program is listed on the <i>Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments</i> .			<input type="checkbox"/> Document <input type="checkbox"/> Interview <input type="checkbox"/> Observation	Name: Frequency: Training: Use of data: Effectiveness: Other needs:
A Kindergarten Readiness Instrument has been used to assess incoming kindergartners' literacy development.			<input type="checkbox"/> Document <input type="checkbox"/> Interview <input type="checkbox"/> Observation	Name: Timing: Use of data: Effectiveness: Other needs:
Teachers are certified and have met one of the additional qualifications.			<input type="checkbox"/> Document <input type="checkbox"/> Interview <input type="checkbox"/> Observation	Most common qualification: Professional Development: Coaching: Effectiveness: Other needs:
A Family Engagement Plan is developed, implemented and available on the district's/charter's website.			<input type="checkbox"/> Document <input type="checkbox"/> Interview <input type="checkbox"/> Observation	Use of plan: Effectiveness: Outcomes: Other needs:
An attempt is made to maintain a teacher to student ratio of 1:11.			<input type="checkbox"/> Document <input type="checkbox"/> Interview <input type="checkbox"/> Observation	Most common ratio: Challenges: Outcomes: Other needs:
Necessary data (curriculum used, student progress monitoring instrument and results, kindergarten readiness instrument and results of 95% of kindergarten students) is ready to be uploaded.			<input type="checkbox"/> Document <input type="checkbox"/> Interview <input type="checkbox"/> Observation	Who is responsible? Use of data: Challenges: Other needs:

The 2016–17 High-Quality Prekindergarten Grant: The Road to Quality in 10 Texas Districts and Charter Schools

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The contributing authors of this report are Janice Keizer, Dr. Herrera, CoCo Massengale, and Grace Fleming.

Summary of Key Findings

In partnership with the Texas Education Agency (TEA), the Texas Comprehensive Center (TXCC) at American Institutes for Research initiated the High-Quality Prekindergarten Grant case study project in fall 2016. The goal of the project was to gain a clearer understanding of how a sample ($N = 10$) of grantees prioritized funding within their prekindergarten classrooms to increase quality.

The research team conducted site visits to 10 districts and charter schools that collectively educate more than 18,000 four-year-old prekindergarten children each school year. The site visits included the following:

- Interviews with administrators and district-level staff
- Focus groups with prekindergarten teachers
- Classroom observations of up to three high-quality prekindergarten classrooms per district or open enrollment charter school

Overall, the grantees reported that the High-Quality Prekindergarten Grant had the potential to produce significant impacts on their prekindergarten programs. New investments were made in multiple areas of the prekindergarten programs, including providing new resources for the classroom, increasing teacher knowledge and skills in early childhood education, increasing access to more prekindergarten children, lengthening the school day, and developing family engagement plans to bring families in more closely as partners in their children's education. Although the grant provided guidance on quality components that must be included in a high-quality prekindergarten classroom, it also gave grantees the ability to prioritize funding based on the unique needs of the teachers and children in their particular classrooms.

Although the grantees used some of the funding to provide new resources for prekindergarten classrooms, the grant helped them make a significant investment in their teachers. With increased teacher qualifications being a requirement of the grant, districts and charter schools chose to use grant funding to provide teachers with targeted training in early childhood education. These trainings included but were not limited to topics on child development, effective teaching strategies for young children, and the use of progress monitoring to drive instruction. Because of the increased emphasis on professional development, teachers reported that they felt more strongly connected and aligned to the larger K–12 education system in their respective districts, and prekindergarten, in general, was now recognized as an integral part of that system. Furthermore, the grantees indicated that the priorities of this grant (e.g., a focus on progress monitoring, alignment of the curriculum to the revised *Texas Prekindergarten Guidelines* [Texas Education Agency, 2015], family engagement activities, increased teacher qualifications, and a committed effort to maintain lower student-to-teacher ratios) were in line with the priorities of the district or charter school, and the grant provided the necessary fiscal and regulatory support needed to achieve those priorities.

The grantees also used grant funds to increase access to prekindergarten programs for eligible 4-year-old children. One study participant, a charter school, was able to open new prekindergarten classrooms at two campuses where prekindergarten was not previously offered. This initiative allowed the charter school to implement four half-day prekindergarten classrooms, each serving 20–22 children. Other grantees reported that they were able to increase the length of the prekindergarten day from half-day to full-day programming, which, in turn, gave teachers more time to deliver high-quality prekindergarten instruction and school readiness support to their children. One district was able to maximize its use of grant funds in expanding its prekindergarten program by partnering with the local YMCA to open five brand new full-day prekindergarten classrooms—an endeavor that serves an additional 110 eligible children.

Grant funds also were used to develop family engagement plans that promote communication and partnership between teachers and families. All the grantees reported that they used grant funds to support new initiatives to help parents become more knowledgeable about their prekindergarten child’s learning and how they can support academic growth at home. Specifically, the participants described how they share easy, practical activities for families to do at home to help their child build academic skills. In addition, family engagement efforts focused on bringing families into the school in a more systematic, intentional way through parent volunteer programs, after-school gatherings, and content-specific events, such as “math night.” One district worked with families, teachers, and community stakeholders to develop a home visiting program that allows prekindergarten teachers to meet with families and their children in their own homes to discuss a child’s learning and developmental needs. The grantees shared how iPads were purchased with grant funds and then used to videotape prekindergarten teachers teaching lessons that are then emailed to families so they can see what their child learned in school so that they can expand on that learning at home. Overall, the goal of all these efforts was to bring families into the schools as partners in their children’s education.

Most importantly, all grantees reported a need for continued funding for the High-Quality Prekindergarten Grant. Districts and charter schools reported needing more time to fully implement quality and measure the effectiveness of their programs. The case study participants also expressed concern that maintaining the target student-to-teacher ratios and added support staff salaries (teacher aides, family engagement specialists, and instructional coaches) will be difficult—if not impossible—to sustain without continued funding. Finally, the grantees felt strongly that more time and continued funding would be needed to fully implement high-quality prekindergarten, increase the kindergarten readiness of their children, and continuously improve their prekindergarten programs.

Background on the High-Quality Prekindergarten Grant

During the 84th Texas Legislative session, the legislature passed House Bill 4, which provided a High-Quality Prekindergarten Grant program for districts and open enrollment charter schools to implement increased quality standards in their prekindergarten classrooms. The legislature appropriated \$118 million for the grant in the 2016–17 General Appropriations Act. TEA used

fiscal year 2016 to plan and award the grants. Schools implemented the high-quality program in fiscal year 2017 (TEA, 2016).

To be eligible for grant funding, a district or charter school must have submitted an application in spring 2016 and agreed to the following:

- Use a curriculum aligned with the revised *Texas Prekindergarten Guidelines* (TEA, 2015).
- Increase prekindergarten teacher training or qualifications.
- Implement progress monitoring.
- Assess and provide kindergarten readiness results.
- Develop quality family engagement plans.

Each district and charter school awarded the grant received \$734 per eligible prekindergarten child for use during the 2016–17 school year. Funding was based on the 2015–16 prekindergarten enrollment in grantee classrooms of approximately 159,000 eligible 4-year-old children.

Future funding for the High-Quality Prekindergarten Grant will depend on appropriations made in the 2018–19 General Appropriations Act. This grant funding is in addition to the half-day Foundation School Program funding of approximately \$3,650 per eligible prekindergarten child that is already provided to districts and charters to provide half-day prekindergarten.

Overview of the High-Quality Prekindergarten Grant Case Study Project

The overarching purpose of the High-Quality Prekindergarten Grant case study project was to explore how 10 grant recipients used the grant funds to enhance their prekindergarten programs. The case studies examined district and school staff perceptions of the grant and how the grantees used the funds to enhance the school readiness of eligible children, developed or refined family engagement plans, and increased the accessibility and types of professional development available to prekindergarten teachers. The case study project employed a qualitative research methodology and was designed to answer the following questions:

1. How are the case study sites using grant funds to support the delivery of high-quality prekindergarten?
2. What priorities do the case study sites have for implementing a high-quality prekindergarten program?
3. How have the grantees used progress monitoring results to improve instruction and engage families as educational partners?
4. What family engagement strategies are being implemented as a result of the High-Quality Prekindergarten Grant?
5. According to the case study sites, what aspects of delivering high-quality prekindergarten will be unsustainable without continuation of House Bill 4 funding?
6. How are the case study sites using grant funding to increase prekindergarten teacher training or qualifications?

In addition, the case study protocols were designed to capture any emerging topics or themes identified by the participants as essential elements of implementing a high-quality prekindergarten program.

Case Study Sampling Procedure

In October 2016, the research team developed a strategy to identify a representative sample of grantees from across Texas. Consideration was given to the region and geographical location of the grantee (i.e., rural, suburban, or urban) and the size of the grantees' prekindergarten programs. In addition, the research team reviewed the applications of grant recipients to identify unique and innovative practices that the grantees planned to implement in the 2016–17 school year. Using this information, the team narrowed the case study sample to 10 districts and open enrollment charter schools (eight traditional districts and two charter school programs).

Study Design

In October 2016, superintendents of the 10 districts and charter schools who were identified as potential participants were sent an e-mail invitation to join the study. The invitation included a brief project overview (see Appendix A) that explained the purpose and activities of the study. After a grantee agreed to participate, the research team conducted an introductory phone call with the district or charter school superintendent (or their designee) to discuss the site visit and answer any study-related questions. The study protocols (see Appendices B–E) were shared with the participants, and a date for the site visit was identified. Each call lasted approximately 30 minutes.

The research team conducted the following data collection activities during each site visit:

- Administrator interviews
- District-level staff interviews
- Focus groups with prekindergarten teachers
- Classroom walk-throughs of high-quality prekindergarten classrooms

Protocols for each activity were co-developed with TXCC and TEA team members (see Appendices B–E). The open-ended administrator and district-level staff interviews and teacher focus group questions were designed to engage participants and encourage them to share their district’s priorities, goals, and activities pertaining to implementation of the High-Quality Prekindergarten Grant. The classroom walk-through protocol was developed using the revised *Texas Prekindergarten Guidelines* (TEA, 2015) as a framework for identifying practices that are consistent with high-quality school readiness practices.

Participants

The participants in this study included members of the grantee leadership team—including the principals at most sites, one or two central office administrative staff members (e.g., early childhood coordinator or director, assistant superintendent, or instructional coach), and certified prekindergarten teachers assigned to the classrooms identified by the district as recipients of the grant funding.

Snapshot of the High Quality Prekindergarten Grant:

- 603 districts and open enrollment charter schools applied for the grant.
- 599 districts and charter schools were eligible to receive the grant funding.
- 573 districts and charter schools accepted and received the grant funding.
- 4 entities that applied were ineligible because they were not approved to provide prekindergarten.
- 26 districts and charter schools declined the funds.

Case Study Participants:

- Alief ISD
- Dallas ISD
- El Paso ISD
- Harmony Public Schools–Austin
- Hidalgo ISD
- Lancaster ISD
- McAllen ISD
- North East ISD
- Promise Community School–Houston
- Tyler ISD

Data Collection

Data collection activities took place on-site at the campus or campuses where the grant funding was being used in high-quality prekindergarten classrooms. Most site visits were conducted by two research team members: one team member from TXCC and one team member from either TEA or the regional ESC. Two of the site visits, however, included three team members: one team member each from TXCC, TEA, and the regional ESC (see Appendix F).

Team members visited a maximum of three prekindergarten classrooms during each site visit. Only prekindergarten classrooms that the grantees identified as recipients of the grant funds were included in the classroom walk-throughs. When a grantee had more than three high-quality prekindergarten classrooms, the research team asked the district to identify three classrooms to participate in the classroom walk-throughs.

The administrator interviews, district staff interviews, and teacher focus groups were each approximately 1 hour in length. School leaders selected the participants for each interview and focus group meeting. The research team divided the data collection duties as follows: the TXCC team member served as the meeting facilitator and asked the questions and probes, and the TEA or ESC team member took detailed notes. The teacher focus groups were limited to 10 teachers, but most groups included 6–8 teachers plus the site visit team members. Interview and focus group meetings were audio recorded for the purpose of obtaining a written transcript to aid in data analysis. Participants were assured that audio recordings would be destroyed at the conclusion of the study, and individual's names would be redacted from the report to help ensure the quality of responses and the comfort of the participants.

Approach to Data Analysis and Reporting

The research team analyzed the staff interviews and teacher focus group responses using NVivo qualitative software specifically designed for use with qualitative, or open-ended, data. The transcripts of the administrator and district staff interviews and the teacher focus groups were coded according to the following major themes identified with TEA:

- Knowledge and understanding of the grant objectives and requirements
- Perceptions of the elements necessary for the implementation of high-quality prekindergarten
- Priorities for the district's prekindergarten program
- Implementation of the High Quality Prekindergarten Grant
- Family engagement strategies
- Progress monitoring
- Professional development for prekindergarten teachers and staff
- Sustainability of high-quality prekindergarten program initiatives

In addition, the team coded open-ended comments about the importance of high-quality prekindergarten and identified other themes that emerged from the data analyses that had not been previously considered when developing the coding structure.

The results of the administrator and district-staff interviews were aggregated across the 10 case study sites. Similarly, data from teacher focus groups and the classroom walk-throughs were aggregated accordingly. This process helped identify communalities across the sites, overarching themes, patterns, and outliers.

Case Study Data Analysis

Classroom Walk-Throughs



During the site visits, the research team conducted walk-throughs of prekindergarten classrooms. Twenty-four classrooms from 10 sites (eight traditional public districts and two open enrollment charter schools) were observed. The classrooms observed were identified by district staff as being high-quality and receiving financial support from the High-Quality Prekindergarten Grant in the form of classroom materials, staffing, or other direct funding from the

grant. The walk-through protocol included 32 observable items from the eight major domains in the revised *Texas Prekindergarten Guidelines* (TEA, 2015). The eight domains are as follows:

- Classroom Environment
- Language and Communication
- Mathematics
- Science
- Technology
- Physical Development
- Health and Wellness
- Fine Arts

For each observable item, the site visit team checked whether the item was “observed,” “not observed,” or “no opportunity to observe.” The team selected “observed” when classroom evidence showed that the item was present. For example, “observed” was selected for “Classroom materials and learning centers are labeled” when labels were on the materials and in the learning centers. The team defined “not observed” to mean no evidence of the item was present in the classroom. “No opportunity to observe” was selected when the possibility existed that the item might be present at other times, but the observer was unable to verify such during the visit. For example, if the visit occurred during a time when the teacher was not reading a book to the class, but the daily schedule indicated that time was allocated in the day for whole-group book reading, and books pertaining to the domains in the checklist



(such as mathematics) were evident, then the observer would select “no opportunity to observe” for “Teachers use book reading to reinforce math concepts such as patterning, counting, and shapes.” To simplify the presentation of the results, the percentages of classrooms in which the items were “observed” during the classroom visits are shown.

For analysis, items marked “observed” were converted to a 1 and items marked “not observed” or “no opportunity to observe” were converted to a 0 so as to calculate the percentages of prekindergarten classrooms where each item was observed. Of the 32 classrooms walk-through criteria, 28 items (88%) were observed in more than 50% of the classrooms. Effective classroom environments were observed in the majority of the classrooms, except for four classrooms where we did not observe time for small-group instruction as reflected in the posted daily class schedule (see Figure 1). The other domain in which most of the items were observed was language and communication (see Table 1). Slightly fewer items were observed in the physical development, health and wellness, and fine arts domains (see Table 2), with the least amount of evidence for the mathematics, science, and technology domains (see Figure 2).

Figure 1. Classroom Environment

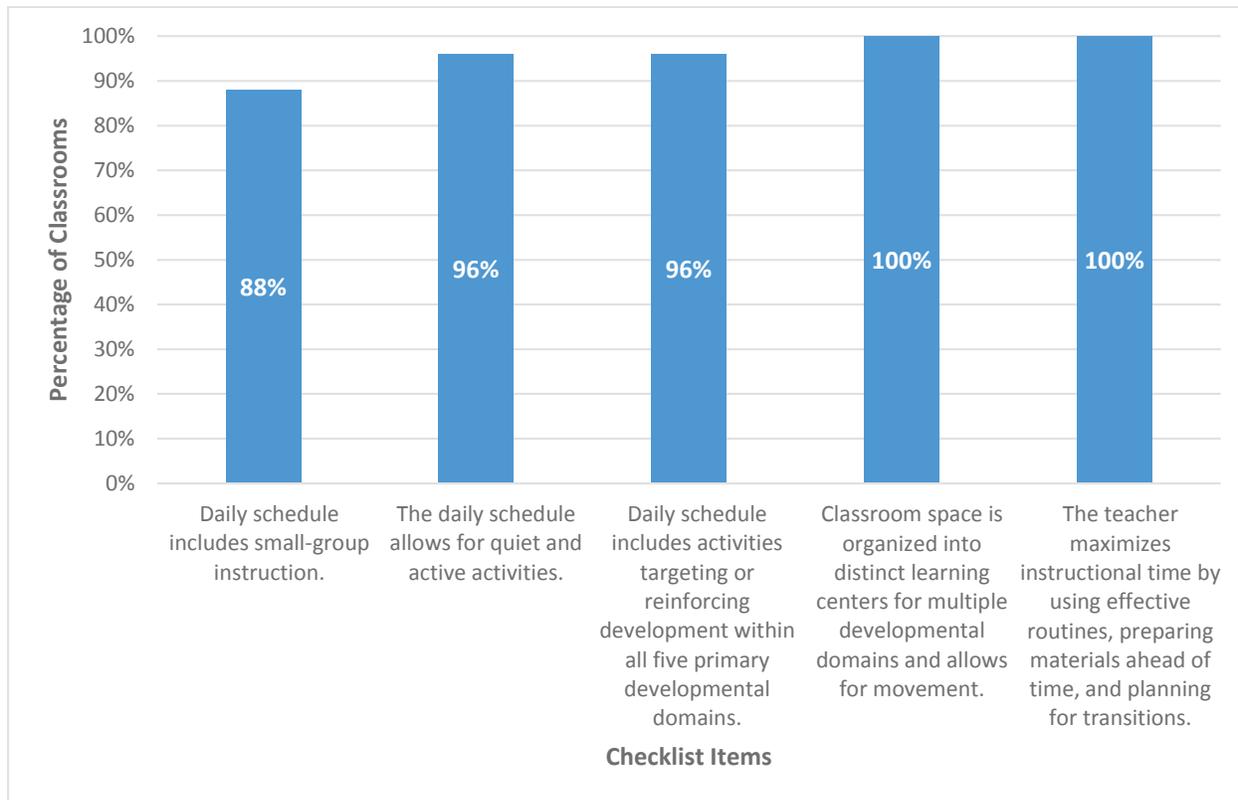


Table 1. Language and Communication Domain

Classroom Walk-Through Items	Percentage of Classrooms Observed
Teachers use children’s names frequently and speak to children at their eye level.	100%
Alphabet activities are evident (e.g., letter wall sequenced from A to Z, activities using children’s names, and theme vocabulary).	100%
Classroom materials and learning centers are labeled.	96%
Back and forth conversational exchanges occur between teachers and children.	92%
A variety of age-appropriate books are available.	92%
Management charts, such as classroom rules, the daily schedule, attendance, helper duties, and the activity center organizer, are posted.	92%
Teachers name/label various items and specific parts of objects and speak in complete sentences when addressing children.	88%
Teachers scaffold children’s language and encourage conversation.	88%
A variety of children’s work, including writing samples, are displayed.	75%
Teachers model writing and emphasize concepts of print, such as “thinking out loud.”	75%
Shared writing activities (e.g., class-made books and graphs) are evident.	67%

Figure 2. Mathematics, Science, and Technology

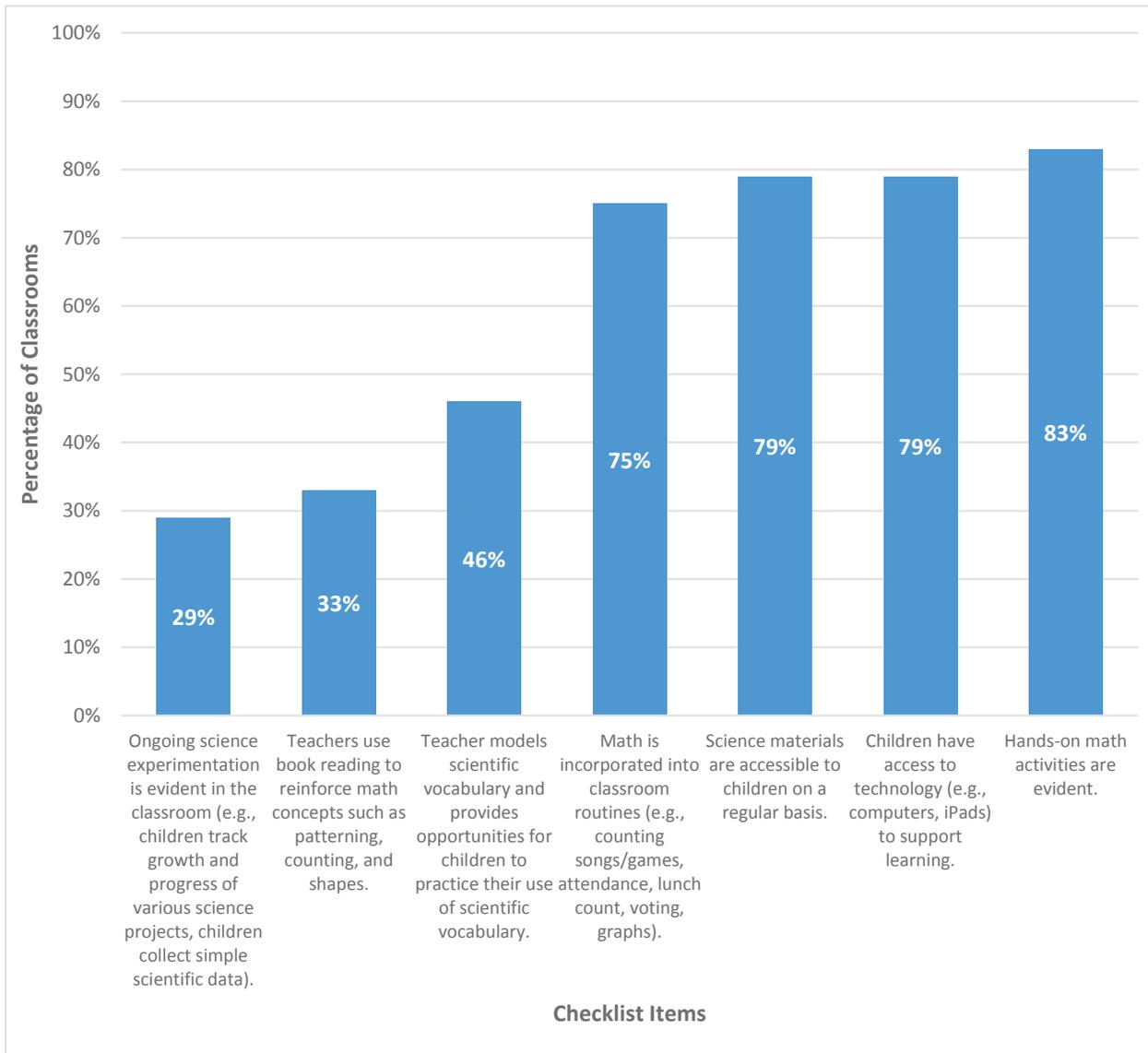


Table 2. Physical Development, Health and Wellness, and Fine Arts

Classroom Walk-Through Items	Percentage of Classrooms Observed
The daily schedule includes multiple opportunities for gross and fine motor skill development.	92%
Teachers model positive interactions and problem-solving techniques.	88%
Teachers respond promptly and sensitively to children using verbal and nonverbal techniques.	88%
Children have access to a wide variety of materials for sensory play and exploration.	83%
Teachers use positive guidance techniques to encourage children to regulate their own behavior.	83%
Children have opportunities for self-expression through art, music, or other means.	79%
Teachers assist children and use strategies for appropriate behaviors and interactions.	67%
Teachers help children label their feelings and talk with other children and the teacher.	50%

The classroom walk-throughs provided opportunities for the site visit team to observe first-hand how the grant funds were being used in classrooms. In particular, the team was able to see prekindergarten children using new classroom supplies, equipment, materials, and technology purchased with the grant funds.

Additional information about the implementation of the grant was gained through the administrator and district staff interviews and the teacher focus group meetings. The results of these face-to-face sessions are discussed in the next section.

Staff Interviews and Teacher Focus Groups

Use of Grant Funds to Enhance High-Quality Prekindergarten

The study participants spoke about the critical importance of high-quality prekindergarten educational experiences to increase the kindergarten readiness of children, especially children from low-income homes. Many of the staff interviewed mentioned how school staff, especially teachers in kindergarten and first grade, noticed the differences between children who attended prekindergarten and those who did not. The participants attributed the differences, in part, to how districts prioritized things such as staff professional development, the implementation of aligned curricula, and the use of data derived from progress monitoring to inform planning and instruction. The use of grant funds is helping grantees make strategic and intentional improvements in all aspects of program delivery.

Several participants described how the grant funding helps their district provide prekindergarten to English learners who, because of their limited English proficiency, enter kindergarten behind their non-English learning peers. Interviewees identified the High-Quality Prekindergarten Grant as an investment in their children and the district.

In addition, staff interviews and teacher focus groups revealed that the grant funds were used as follows:

- Develop a new prekindergarten program (no prekindergarten program prior to receiving the grant).
- Expand half-day prekindergarten to a full-day program.
- Hire certified lead teachers who meet the requirements outlined in the grant guidelines.
- Hire teacher aides to help meet the goal of 11 children to one certified teacher or teacher aide.
- Provide professional development to teachers and staff.

“A good foundation is essential to success in the upper grades. There is a big difference [between] students that went to prekindergarten and the ones that never go to prekindergarten.”

—Teacher, Alief ISD

“I always use that word *investment* in particular because it is what it is. We are investing not only in the individual student’s future but we’re investing in the district’s future, to help those [students] financially and academically. I think the more we can all come to consensus on that, the better. The grant has been helpful in getting people to talk about this [high-quality prekindergarten] more than they probably were in the past, but it [the grant] also made really pivotal and critical financial commitments to districts.”

—District Administrator,
Dallas ISD

- Purchase and implement an approved prekindergarten curriculum.¹
- Purchase and implement an approved progress monitoring instrument.²
- Purchase new classroom equipment, resources, and technology.
- Hire family engagement specialists or other school-based staff responsible for implementing the district’s family engagement plan.

District staff discussed how funding from the high-quality grant provided a great amount of flexibility to meet their children’s and community’s needs. Some districts, such as the Harmony Public Schools–Austin, developed a new prekindergarten program. They are now able to serve up to 88 eligible prekindergarten children who would otherwise be unable to attend prekindergarten. Others (e.g., Tyler ISD and North East ISD) expanded their half-day programs at several campuses to full-day prekindergarten programs. One district, El Paso ISD, formed a partnership with the local YMCA to open five new full-day prekindergarten classrooms—an increase of 110 eligible children served.

Many participants reported that the funding allowed them to purchase curricula that were better aligned with the revised *Texas Prekindergarten Guidelines* (TEA, 2015) and implement a more rigorous progress monitoring tool than they had previously used. The majority of staff interviewed felt strongly that the grant funds would improve their prekindergarten programs overall, which, in turn, would improve student outcomes and develop more school-ready learners. As a teacher at McAllen ISD reported,

“We want to close the achievement gap between our affluent students, English speakers, and our low-income English language learners. Because, of course, as you know the criteria to quality for prekindergarten is very specific. And, we know that we need to provide students those opportunities that they don’t get at home, that we need to create those opportunities and those environments in our school. With the grant, we were able to do all that, because, of course, we’re offering a great curriculum, excellent professional development, all the resources and the tools. That, to me, is the most important thing, closing that gap and providing that early literacy as early as possible . . . Because we know [from the] research that our English language learners or economically disadvantaged students tend to fall behind their counterparts . . . so those are our priorities.”

—Teacher, McAllen ISD

¹ Grant recipients were able to purchase curricula that is on the Commissioner’s List of Approved Prekindergarten Curriculum (see https://tea4avfaulk.tea.texas.gov/ematevi/EMATREPORTS/RptInst/EM_CURR_ADPN.pdf).

² Grant recipients were able to purchase a progress monitoring instrument that is on the Commissioner’s List of Approved Student Progress Monitoring Instruments.

Now they've [Texas Prekindergarten Guidelines] been updated to 2015, so the stakes are a lot higher for our prekindergarteners. Before, in 2008, they [the children] only had to be . . . aware of the information and have knowledge to some regard on different topics. Now they have to have mastery. So, a lot more is being asked of our little

“It was very important to us to not view the grant as a stand-alone initiative. It’s something that has to be folded into our day-to-day work and our strategic plan for our early learning [program]. That’s something that’s really important to me as a leader, is to not have so many ancillary things on the fringes, but how does this sort of fit within the core of what we’re doing . . . For us, the grant has the same two priorities. It’s how do we improve the quality of our classrooms and instruction across the entire district in line with the philosophy and a path that we had set already and how do we take this opportunity to rethink, and we did rethink and we may have that conversation a little bit later, our role with families and our role within the community and what that looks like. I think the grant’s priorities and our priorities as a district go hand in hand.”

—Principal, Dallas ISD

learners, early learners. We see a need, a high need. Do we have the resources to be able to address our new *Texas Prekindergarten Guidelines*? And there was a big gap there that we didn’t have the resources [before receiving the grant].

Implementation of High-Quality Prekindergarten Priorities

Interviewees and focus group participants stated that a high-quality prekindergarten program was a priority for their districts. As previously reported, the majority of the interviewees identified high-quality prekindergarten as necessary to close achievement gaps between children from low-income families and their peers from higher income families. Many participants said that a high-quality prekindergarten program provides a strong foundation so that children are ready academically and physically for kindergarten and later grades. The participants described how the grant presented an opportunity for their districts to fulfill priorities for prekindergarten, and, in fact, they believe they won the grant because their district priorities closely aligned with those of the grant. For example, one Alief ISD district staff member reported as follows:

We know how important early childhood is, and our superintendent has been very, very focused on this as our priority for our district. We knew we needed the funds to improve our prekindergarten program. We have a great program, but we needed to make a better one. A huge chunk of our money and our funds are going into creating equitable classrooms because prekindergarten usually is sort of overlooked.

Another participant, a principal at a Lancaster ISD campus, said, “Once we saw it [the high-quality grant application] written, we were just ecstatic that it matched so closely with the path that we were already taking as a district.” These findings suggested that the districts were able to fulfill or expand on their priorities for prekindergarten in part because the grant guidelines were in tune with the indicators, priorities, and goals that are needed to implement a high-quality prekindergarten program.

The staff and teachers discussed how the high-quality prekindergarten grant specifically allowed their districts to accomplish the following priorities:

- Alignment of the prekindergarten curricula and the progress monitoring tool with the revised *Texas Prekindergarten Guidelines* (TEA, 2015)
- Vertical and horizontal alignment across prekindergarten classrooms and between prekindergarten and K–12
- A goal of 11 children to 1 certified teacher or teacher aide
- Increased prekindergarten teachers’ knowledge and skills
- Development and implementation of a family engagement plan that results in greater family involvement and positive family attitudes toward education

“I have never seen so many parents as this year. That’s really good, and [parents are] actually involved in working in the school with us.”

—District Staff, Hidalgo ISD

At some campuses, teachers had been using curricula and student assessments that were a compilation of many different tools or instruments and did not yield useful information pertaining to children’s school readiness and academic needs or did not provide guidance on meeting children’s learning goals. Grant funds helped ensure that what was being taught in the classrooms and how children were assessed provide good predictors of overall school readiness.

Some participants also noted how the grant allowed them to focus on aligning prekindergarten classrooms across the district. One Hidalgo ISD district staff member said, “Any child can go to this school, to another school, they’re going to see the same things.” The participants also shared how they are now structuring professional learning communities for their prekindergarten teachers to include kindergarten and later grade teachers to improve vertical alignment from one grade level to the next. The grant is allowing districts and open enrollment charter schools to take a more holistic approach to delivery of prekindergarten services.

The later sections of this report discuss how case study participants implemented their priorities focused on improving family engagement, progress monitoring, and teacher knowledge and skills.

Family Engagement Strategies

One of the core objectives of the High-Quality Prekindergarten Grant was for districts to develop a plan to engage families. Interview and focus group participants at many of the case study schools cited family engagement as a necessary element of high-quality prekindergarten education. Teachers, administrators, and district staff agreed that it is essential that student learning not be limited to the school building. For example, one respondent from Promise Community Schools said that parental involvement is a

Really, really important part of prekindergarten. It’s important to train the parents about how to enhance their children’s education and how to carry those messages. It’s important for the schools to have that kind of connection with the parents so that

they're sure that what they're teaching in the classroom is followed up with at home. That kind of connection is incredible.

Although the grantees unanimously agreed that family engagement is important, the grant provided financial support for districts to dedicate time and effort toward improving their family engagement efforts. A participant from McAllen ISD said that it is “very, very important that we involve the parents, that we have a strong partnership with our parents, because we need their support. We can't do it without their support.”

This section first details several family engagement strategies used by the grantees and then describes ways the grant was used to engage prekindergarten children's families. Finally, perceived changes in family and parental involvement from select districts are shared.

Similar to other aspects of this grant, the grantees had many ways to meet the family engagement guidelines. The interview and focus group participants described a wide variety of creative strategies being used to engage prekindergarten children's families. At both Hidalgo ISD and Alief ISD, participants reported that they planned and facilitated new prekindergarten-specific parent nights to introduce academic concepts and teach parents specific activities they can do at home to help their child achieve school-readiness goals, such as letter recognition, counting, and other learning goals. Participation levels for these events was high—higher than in previous years. The grantees attributed the increase in participation to the use of grant funds to purchase supplies for the events, take-home books and materials for parents to use with their child, preparation and participation pay for staff to plan and implement the family nights, and pay for specialized strategists or staff to coordinate the events according to the identified needs of prekindergarten children.



“Prekindergarten has their own individual nights with the parents. We just give them tools, and resources, and do exactly what we do in the classroom with the parents . . . We have events, and [parents] show up in large numbers because they're very interested in hearing what [prekindergarten teachers] have to say.”

—Teacher, Alief ISD

Some districts used the grant funds to pay for staff, whose job was to support and facilitate family engagement activities. For example, at El Paso ISD, participants reported that every elementary school in the district has a campus-based parent liaison who provides services specific to the school in which the liaison operates. One important aspect of the parent liaison's job is to identify the types of family supports that are most beneficial, such as providing books and learning materials for home use, holding parenting

seminars or workshops, or providing opportunities for parents to volunteer in the classrooms. These are just a few of the ways that schools are connecting with families. For example, at Tyler ISD, one teacher provided take-home books for her children. She said,

I have Book Buddies, and I get these books at yard sales . . . [Children] cannot read them, but it encourages the parents to read it, because I'm not for sure how many books they have at home. The children get to choose whichever two they want each week and take it.

Participants across the case study districts reported leveraging the grant money to reach out to families and increase parent involvement in a variety of ways. The following are some examples shared by the participants:

- One respondent from Lancaster ISD said that the district adopted “a parent component” as part of their CIRCLE assessments, where teachers “inform the parents where the children are at [academically]. That’s something we didn’t do before. The parents are aware of what the student needs, and they can help us at home as well.”
- Grant money at Lancaster ISD also was used to purchase iPads for every prekindergarten classroom, and a teacher reported using them to engage parents.
- At Dallas ISD, grant money has been used to establish a partnership with the Teacher Home Visiting Project, which trains teachers and provides them with the tools to conduct home visits with families. In addition, the new Frog Street curriculum purchased with the grant money has “given us a lot of new parent involvement ideas. Frog Street [has] come up with a lot of good parent involvement that we added with their newsletter, parent home projects, things like that. That’s been helpful.”
- At North East ISD, grant money was used to hire two family specialists who attended the CIRCLE training. The specialists

[Took] that training and turn[ed] it around for parents to help [them] understand what’s developmentally appropriate, how do you help your child at home, those kind of pieces in addition to ESL [English as a second language] classes or CPR [cardiopulmonary resuscitation] classes or other types of classes that they [the district] would be providing.

“With the purchase of new iPads, the children can take pictures of things that they’ve done in the classroom and send it to their moms to show them what they’re doing. We use that a lot, daily.”

—Teacher, Lancaster ISD

- Teachers in Tyler ISD and Lancaster ISD expressed that they wanted to share materials with children’s families for years but were previously unable to because of a lack of funds. During one site visit, a respondent explained,

What’s changed is that now with the grant money, we were actually able to purchase books to send out to our kids. Each of our children will be receiving three books with an actual list of ways to read with [their] child.

Although districts were still working to establish measures for parental involvement and family engagement, several shared stories of the changes they have seen since receiving the grant. Hidalgo ISD created a designated committee—Family and Community Engagement—that the participants credited with increasing parent involvement. In addition to curriculum nights and student-of-the-month assemblies, parents can now sign up to volunteer in prekindergarten classrooms. As one participant from Hidalgo said, “I have never seen so many parents as this year. That’s really good, and parents are actually involved in working in the school with us.”

Parent involvement can be tracked online in a designated Family Space.

At Harmony Public Schools–Austin, teachers can track parent involvement online in a designated Family Space. Parents can download books, play games, and do activities with their children. Teachers are able to track their progress and see at a glance that families are logging into the online portal and using the family engagement resources. As one Harmony Public Schools–Austin

prekindergarten teacher said,

The parents are always telling me how much they love [Family Space]. [If] they don’t know what do to with their kid, at least there’s this program here that’s going to help them, do that for them. It’s very easy for the parents.

At North East ISD, staff and teachers talked about how the grant funds had allowed them to expand parent access to the Ready Rosie program so that all parents of prekindergarten children in the district could receive tips on activities to do at home with their children to increase school readiness.

Several case study districts said that although their family engagement plans were still works in progress, they felt optimistic about the level of enthusiasm their district and school staff have generated concerning family engagement at the prekindergarten level and agreed that should the grant continue, they would continue to focus funding in this area.

Progress Monitoring

The High-Quality Prekindergarten Grant guidelines required recipients to implement progress monitoring as a means for measuring school readiness.

Similarly, the case study participants identified progress monitoring as a key component of their implementation of a high-quality prekindergarten program. A respondent from Dallas ISD said that district staff prioritized “using progress monitoring tools to guide the instruction that is developmentally appropriate, [which] is going to give us the information that we need or that teachers need to be able to make an impact on student learning.” Teachers, school administrators, and district staff collectively agreed that having an age-appropriate assessment was an essential tool

“[An] element of highly quality prekindergarten will be the assessment, which, in the past, it was a modification of what they have for kindergarten, first, second, and it was modified to work for prekindergarten, which was totally unacceptable.”

—District Staff, Alief ISD

for monitoring children’s progress—a sentiment that was echoed throughout site visits.

Eight of the 10 case study districts use the Children’s Learning Institute’s (CLI) CIRCLE Progress Monitoring System (formerly known as C-PALLS+) to monitor children’s progress and development. Although some districts, such as Dallas ISD and El Paso ISD, were using the CIRCLE assessment before receiving the grant funds, others, such as Lancaster ISD, adopted the tool to meet the grant requirements. According to staff from several districts, the CIRCLE assessment helped districts monitor children’s progress and make necessary adjustments to instruction or resources to meet their individual needs. For example, a respondent from Lancaster ISD said the district is using the first cycle of CIRCLE assessment results to talk

[T]o each team of prekindergarten teachers. “Pull up your grouping tool. Let’s look at who in your classroom it has under each skill. Now let’s look at the resources it gives you to intervene in that skill. Now let’s talk about your classroom day. Where and when are you going to embed this small-group instruction? You have way more kids on your list than you can possibly touch. How are we going to prioritize who gets what?”

Some districts are combining data obtained through CIRCLE with other assessment data to monitor children’s progress. At Dallas ISD, staff use the assessments provided through the Frog Street curriculum combined with anecdotal notes to make sure children are mastering skills in



mathematics, science, vocabulary, and writing. Promise Community Schools uses Teaching Standards GOLD and COR Advantage to monitor student learning. Interview and focus group participants from Promise Community Schools appreciated the flexibility COR Advantage offers:

I really like Core Advantage. . . . I find it really hard to take anecdotes when I’m teaching; it’s very easy when I’m in small groups, so that’s something that I love about Core Advantage [is] it isn’t just my anecdotes, my admin[istrator] could walk in and write an anecdote, my aide can do anecdotes when she has a small group and also when I’m teaching.

COR Advantage offers staff at Promise Community Schools the option to aggregate multiple data sources for one child and better understand his or her learning. Harmony Public Schools–Austin also uses COR Advantage, which one participant described as follows:

Really age appropriate for prekindergarten. I really like the scale that they break it down to, like what’s expected of a 2- or 3-year-old, then going into preschool age and prekindergarten age 4 and 5 into kindergarten, it shows that there’s so many different levels in that age range.

As a result of the High-Quality Prekindergarten Grant, some participating districts expanded their use of an instrument they were already using, such as the CIRCLE assessment. A participant at Dallas ISD said the district had

Previously been using CIRCLE as a progress monitoring tool. We weren't using all of the elements of CIRCLE that the grant is asking for so that's really the change from last year to this year, is making sure we're hitting all five of those domains in progress monitoring. That's really the biggest shift when it comes to progress monitoring for us.

Similarly, staff at El Paso ISD noted that they expanded their use of CIRCLE to include more developmental domains, whereas previously they used only the writing, language and communication, and mathematics components. Some districts selected an entirely new progress monitoring instrument to meet the grant requirements and gain a better understanding of student learning.

Although the districts were still assessing the results of their progress monitoring efforts at the time of the site visits, several were able to share success stories that they attributed to the grant. For example, one participant from Hidalgo ISD said the adoption of the CIRCLE assessment had inspired teachers to request more teaching resources, including additional professional development. Similarly, Dallas ISD staff reported that the progress monitoring standards adopted as part of the grant facilitated conversations about prekindergarten learning:

We feel like we're able to utilize the data that we used to have conversations with the specialists, to have conversations with teachers and then also have conversations with administrators and all the way up to executive directors in our district to talk about the impact and getting towards a threshold and what that means for children getting closer to kindergarten readiness.

Several participants said that although it is still too early to report results of their progress monitoring efforts, they expect to see growth for their prekindergarten children. For example, one Promise Community Schools staff member said that they "could tell that teachers are really getting what they're putting in, it's very good things for us to typically see, [compared to what] we have in the past." Participants also stated that if the funding is continued, they look forward to expanding their progress monitoring efforts.

Professional Development

The participants stated that the availability of funds for professional development is a significantly positive result of the High-Quality Prekindergarten Grant. Interviewees emphasized that all levels of employees—teachers and district leaders alike—benefited from increased professional development activities.

According to the participants, the most commonly noted change in professional development was that funding was made available to focus on best practices for teaching prekindergarten children. Until this year, teachers reportedly had to participate in trainings pertaining to older students that could not necessarily be applied to their prekindergarten children because of developmental differences in ages and abilities. In the districts where specialists were hired with grant funds, teachers now have the added benefit of one-on-one coaching sessions to improve their teaching practices and increase their knowledge about the learning needs of

prekindergarten children. The majority of the case study districts reported that the grant enabled them to send more prekindergarten teachers to early childhood-specific conferences than in previous years. Similarly, the number of trainings offered within each district increased dramatically this year because of the additional funds. Regarding access to professional development, one Alief ISD teacher described the difference this year compared with previous years as having gone “from zero to a hundred.”

Types of Professional Development Offered

The types of professional development opportunities being funded through the grant varied greatly and included workshops, webinars, conferences, and one-on-one coaching on a wide range of topics. Funds were used for registrations to attend professional development events, salaries for specialists to deliver tailored training to teachers and paraprofessionals, and substitute teachers to relieve lead teachers so that they could participate in training. The following is a partial list of the myriad types of professional development funded by the grant:

- Dr. Marion Gibbs training on motor development for prekindergarten-age children
- Teachstone Coaching and Professional Development and Jim Knight coaching programs
- R. T. Garcia Winter Literacy Conference
- Action-based learning emphasizing fine motor skills
- Setting up classrooms as positive environments
- Handwriting Without Tears
- Apple software training and Google sites for use with new technology
- CLI and CIRCLE assessment training
- Kindermusik
- Schoology, a new technology platform that allows teachers to join multiple groups
- Professional learning community webinars on classroom management
- District-developed “content nights” to help teachers prepare for upcoming teaching units
- STEM in prekindergarten
- Use of progress monitoring instruments

“The grant gave us the opportunity to really jump into two critical areas. We’d already begun trying to change the mindset in the district about whom you need to hire to teach prekindergarten and the kind of personnel that we need in those prekindergarten classrooms. This grant gave us the opportunity to really start to shore up what quality personnel we have in those classrooms through the professional development aspect of the grant. Because the grant says, ‘Well, you have to have 150 hours over 5 years of these specific kinds of trainings,’ now the people who are responsible for hiring are beginning to go, ‘Oh, we really do need to be cognizant of who we put in the prekindergarten classrooms. We can’t just have a warm body.’”

—Principal, Lancaster ISD

- Gifted and talented training for prekindergarten teachers
- Esperanza for starting readers, a Spanish curriculum that also detects dyslexia
- Heggerty Phonemic Awareness training
- Alternative seating and other classroom management techniques to improve the learning environment for prekindergarten children

One grantee, Promise Community Schools in Houston, allocated a portion of its grant funding to support prekindergarten teachers in obtaining the Child Development Associate's (CDA) credential. In fact, all certified prekindergarten teachers earned the CDA this school year. The CDA addresses a core set of child development and early education competencies that will further support teachers' knowledge of teaching at this grade level. Teachers from Promise Community Schools indicated that the use of grant funding for this purpose was significant because of the targeted nature of the training, and they [teachers] viewed this as beneficial to children and families alike.



Teacher and District Staff Perceptions of Professional Development

Teachers and district staff agreed that the professional development funds were well spent. When talking about the place and accomplishment of professional development, teachers, administrators, and district staff said things such as the following:

- They could have training specific to their profession “because we finally have the funding to provide the opportunities that we’ve been trying to do for three years.”
- The content nights made it possible “to make sure teachers are aware of all of the key milestones in that unit and can prepare lessons to accomplish those.”
- Regarding professional development in general: “The great thing is that everybody in the district is doing the same thing. It’s not just one campus. Everybody’s getting the same training. We’re all on the same page. It’s helping all our students throughout the district.”
- Long-term implications are possible because “we get these kids really well wired so they’re ready for print and ready for mathematics, conceptual thinking.”

Teachers, administrators, and district staff from the case study districts collectively reported improvement in professional expertise and practice directly attributable to the grant funding that was directed toward professional development. The teachers spoke of “finally being

treated as if they were professionals because they had the proof of their profession in the training they received.”

Sustainability

The issue of sustainability was in the minds of the case study districts even as they wrote their grant applications. They considered what expenditures would result in new resources that would remain in the district beyond the grant period, and they considered the inclusion of salaries for new staff positions that would then become district’s responsibility thereafter. Many additional items were identified beyond those two categories.

Many expenditures paid by the grant were for items that will remain “intact” after the first grant year ends, such as technology, equipment, learning centers, new curricula, and new progress monitoring instruments, as well as any professional development needed to use these resources. Although most districts have additional items, such as books that they would purchase with continued funds, the presence of these first purchases was needed and welcomed.

District-level staff and administrators who added specialist-level positions and family engagement specialists or parent liaisons to support prekindergarten teachers expressed a commitment to keeping those positions to continue coaching and providing workshops and trainings targeting the needs of prekindergarten teachers. The specialists quickly became assets to both teachers and administrators who then knew their teachers were getting top-quality guidance and training within the district. One principal credited a grant-funded prekindergarten strategist with providing invaluable support to “guide us through the assessments that we’re going to be using” but also expressed concern about how the district would continue to fund this critical support position in lieu of additional grant funding.

Sustaining professional development is a key concern across the districts that participated in the case study project. With budgets that are already tight and pressure mounting to sustain staff positions created with grant funds, professional development that is specifically geared for prekindergarten teachers may be cut or abolished altogether. The district staff, administrators, and teachers have already seen benefits in classrooms from the new knowledge teachers gained this year. As one district staff member said,

We’re trying to do a lot with raising our own knowledge level and that of our teachers, but sometimes you do need to hear from Marion Gibbs who really understands how all that motor development translates into wiring the brain for print and literacy, and for mathematical concepts, and that costs money.”

“This is my biggest fear with not knowing if we’ll have recurring grant funds. It is the family engagement aspect. We won’t not have family engagement work going on, but it’ll be very limited, only able to touch a few places in the district, and not make the impact that we wanted to make. We also won’t be able to continue to explore different types of programs with families. I find that to be devastating.”

—Administrator, Dallas ISD

Another area of concern at some districts was that they might lose their family engagement activities, which generated a great deal of enthusiasm in schools.

Teacher and District Staff Perceptions About Sustainability

Teachers and staff talked about the changes at their school with regard to increased professionalism of prekindergarten as an education program in the school and district instead of an afterthought—as was sometimes the case in previous years. The majority of the participants identified family engagement, in particular, as greatly increased this year because of the grant.

“Maybe two years down the road, three years down the road, but, if you pull the rug on funding right now, we’re just getting momentum going. I think it’s important to sustain the tremendous gains that we think we made this year.”

—District Staff, Alief ISD

With overall regard for the continuation of the grant, one staff member said, “The hope is that it [prekindergarten] will grow exponentially because we do have parents that are really excited about what’s happening, and teachers are excited about what’s happening.”

At the same time, it should be noted that districts did not generally seem to expect unending assistance in the form of this grant or any other; rather, they talked in terms of hope for a few more years of financial support while they fully establish new programs and find other means of absorbing the

additional costs into district and school budgets.

Conclusions

The findings from the case studies of the 10 districts in Texas that received the High-Quality Prekindergarten Grant show how additional funding can improve the implementation of prekindergarten programs. The districts that participated in this study used the funds to improve their curricula, progress monitoring, teacher quality, family engagement strategies, resources, and classroom environments. The teachers, school administrators, and district staff interviewed all spoke about the need in their communities to provide high-quality prekindergarten to eligible children. They discussed how a high-quality program, especially one that is full day, has a strong and positive impact on children by preparing them for kindergarten and later grades. The staff interviewed discussed how high-quality prekindergarten closes achievement gaps between children from lower income families and their peers from higher income families. Many mentioned how high-quality prekindergarten also is critical for English learners by providing an early introduction to the English language. As research has shown, high-quality prekindergarten increases school readiness by promoting young children's academic skills in literacy, mathematics, science, language, communication, and nonacademic skills (e.g., gross and fine motor skills and understanding school routines and expectations). All these skills are key to a child's development and success in school and beyond.

Although the High-Quality Prekindergarten Grant is a good first start, one round of grant funding is not enough time for districts to fully implement high-quality practices that will yield lasting changes and school readiness outcomes for Texas' youngest learners. It is a good start, and teachers have only just begun to implement practices learned through participation in professional development. Furthermore, new curricula, materials, and progress monitoring instruments are, in most cases, just being deployed in many of the classrooms served by the grant. Family engagement activities that aim to improve relationships between school and home and encourage families to become actively involved in their child's educational experiences are just being implemented and will take time to fully mature into sustainable programs that will yield truly positive results. Teachers who participated in the focus group sessions reported feelings akin to acceptance and pride in "finally understanding their contributions to the overall education of the youngest learners in their schools."

Limitations

The data collected for this study indicate that the 10 districts and charter schools that participated in the case study used the funds to make specific and beneficial enhancements to their prekindergarten programs. However, this is a small sample of the overall number of grants distributed. The 10 districts and charter schools selected for participation in this case study project are diverse in terms of geographical location, school size, and school type (traditional public and charter schools), but the schools are not statistically representative of the entire population of prekindergarten programs across Texas. To present a statistically accurate representation of the entire population of prekindergarten programs that received the grant, a larger sample size of grant recipients would be needed, which is beyond the scope of this project. Therefore, the findings presented in this report are not generalizable beyond the 10 schools included in this study and are not intended to represent all districts and charter schools that received the High-Quality Prekindergarten Grant. Instead, the findings of this report present the ways in which these 10 entities chose to use the funding to improve, enhance, and support the delivery of prekindergarten educational services to eligible children.

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Appendix A. High-Quality Prekindergarten Grant Project Overview



TEXAS COMPREHENSIVE CENTER

High Quality Prekindergarten Case Study Project Overview

Purpose:

The purpose of this project is to better understand how districts prioritized their High Quality Prekindergarten Grant funding and to highlight successes in Texas prekindergarten classrooms.

This project is being conducted through a partnership between the TEA, the Texas Comprehensive Center (TXCC) at American Institutes for Research (AIR), and 10 Texas school districts and charter schools. Staff from the Education Service Centers will provide assistance to the case study team as well.

Project Components:

- **Site Visit** – We will work with each school district to identify a convenient day/time for 2 members of the case study team to visit the school. The case study team consists of 1 person from TEA or a representative from the Education Service Center (ESC) in the region and 1 person from the TXCC. Depending on the size of the district and the personnel structure of the district, we would like to conduct the following activities during the Site Visit:
 - **High Quality PreK Classroom Walk-Throughs:** Case study team members will conduct classroom walk-throughs to identify and document high quality preK teaching practices. We would like to see only the classroom(s) you have identified as 'high quality' based on the grant guidelines.
 - **PreK Teacher Focus Group:** Case study team members will meet with preK teachers to discuss their understanding and implementation of high quality teaching practices. Focus group discussion questions will be standardized for all participating school districts. Sample questions for the Teacher Focus Group include:
 - How has your school's family engagement program changed since your district received the High Quality Prekindergarten Grant?
 - In your own words, what do you think are the necessary elements for a public prekindergarten to be high quality?
 - Please describe your school's priorities for implementing a high quality preK program. Who sets these priorities? How are they communicated to you?
 - **District Administrator Interview:** Case study team members will meet one-on-one with the district administrator responsible for oversight of the High Quality PreK Grant to discuss the district's short- and long-term goals for implementation of the grant and use of grant funds to improve preK student outcomes. These will be standardized interviews that are exactly the same for all participating school districts. Sample Administrator Interview questions:
 - It's my/our understanding that your district applied for the High Quality Prekindergarten grant in 2015. Were you a part of that process? Please describe your involvement with the district's application for the High-Quality Prekindergarten grant.
 - Please describe your school district's priorities for implementing a high quality preK program?
 - Why did your district apply for the High Quality Prekindergarten grant funding?
 - **District Personnel Interview** – Case study team members would like to meet one-on-one

Administrator Interview 2

with any other district-identified staff person who has direct knowledge of the implementation of the grant (i.e., the Early Childhood Program Director). This may interview may not be necessary or implemented in all district site visits.

Sample Site Visit Schedule – The following is an example of a typical Site Visit though there may be some variation in this schedule depending on the size of the district, number of interviews conducted, and number of classrooms observed.

8:00 – 8:30 am	Arrival, introductions, overview of the visit
8:30 – 9:30 am	Administrator Interview
9:30 – 10:30 am	Classroom Walk-throughs
10:30 – 10:45 am	Break
10:45 – 11:45 am	Teacher Focus Group
11:45 – 12:45 pm	District Personnel Interview (if applicable)
12:45 – 1:00 pm	Wrap-up
1:00 pm	Departure of Case Study team

Participant names and classrooms will not be identified in the final report. Teachers and administrators may elect not to answer questions if they choose. Please note that the intent of this project is to learn more about Texas’ high quality prekindergarten classrooms. *It is not a monitoring or compliance activity and participation is purely voluntary.* You may choose to decline this invitation. We will give you the interview questions in advance of the visit, there are no right or wrong answers and participants may choose to decline to answer any question.

After site visits, researchers will process interview data into a comprehensive report that highlights effective practices from all participating school districts. The final report may be distributed to policymakers and others who are interested in the success of preK in Texas and will be available to you and your staff.

Thank you for your willingness to participate in this study.

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Appendix B. Administrator Interview Protocol

High-Quality Prekindergarten Grant Case Studies Project

Administrator Interview Protocol 2016-2017

Hello, my name is _____. First, I want to thank you for agreeing to participate in this interview. The purpose of the High-Quality Prekindergarten Grant Case Studies Project is to learn from district and school staff about their perceptions of the High-Quality Prekindergarten Grant program, how they are utilizing the funding, and about the challenges and successes districts and schools have experienced as participants in the grant program.

My organization, the Texas Comprehensive Center at the American Institutes for Research, is collaborating with the Texas Education Agency (TEA) to conduct this study. In addition to your program, we are visiting 10 other Texas school districts and charter schools. We chose districts based on their geographic region in the state and the size of their prekindergarten program. Our goal is to have a diverse sample of school districts and charter schools that can provide valuable information about how they utilizing the High-Quality Prekindergarten Grant funds.

I want to reassure you that your responses are confidential and will not be identified as belonging to you. There are no right or wrong answers; we want to learn from you! Please be honest when considering your answers. I would like to audio record this session so that I can focus on your answers and have an accurate record of your comments for analysis later. After I take notes from the recordings I will delete the audio files.

School name: _____

Names, roles/position of each participant:

First, I would like to know about your understanding of the High-Quality Prekindergarten Grant.

1. To start, will you tell me a little bit about your background and your role at [SCHOOL DISTRICT NAME]?
2. It's my/our understanding that your district applied for the High-Quality Prekindergarten Grant in 2015. Were you a part of that process? Please describe your involvement with the district's application for the High-Quality Prekindergarten grant.
3. In your own words, what do you think are the necessary elements for a public prekindergarten program to be high-quality?
4. Are you familiar with the grant's objectives? If yes, please describe your understanding of the High-Quality Prekindergarten Grant objectives. [IF THEY ARE NOT FAMILIAR, WE CAN SHARE THE OBJECTIVES AND ASK THEIR PERSPECTIVE OF THE OBJECTIVES.]
5. Please describe your school district's priorities for implementing a high-quality preK program? [Probe: How were your districts priorities determined?]
6. What do you think about those priorities? How, or in what ways, do your district's preK program priorities align with the grant's objectives?"
7. Of the staff at your district, who would you say is primarily responsible for implementing a high-quality preK program? Of the staff you mentioned, what are their responsibilities in regard to the district's preK program?

Now we're going to dig in a little bit into the preK program at your district.

8. Why did your district apply for the High-Quality Prekindergarten Grant funding?
9. Are all of your elementary schools participating? [IF THEY SAY NO, ASK HOW THEY IDENTIFIED SCHOOLS THAT ARE PARTICIPATING].
10. How is your district implementing the High-Quality Prekindergarten Grant? [Probes: What programs, curricula, or other activities have been added to your district's preK program since your district received the High-Quality Prekindergarten Grant?]
11. Why did your district decide to use the funding on [INSERT ANSWER, COULD BE CURRICULA, HIRE TEACHERS, HIRE AIDES, PD, ASSESSMENTS, FAMILY ENGAGEMENT?]
12. Has your school district used the grant funds to hire new staff? If so, what positions were added and how do those new positions support the implementation of a high-quality preK program?

Next, I would like to inquire about your school district's family engagement activities.

13. Please describe your school district's **family engagement plan** as it relates to the preK program.
14. Please describe your **strategies** for engaging parents, families, and the community.
15. How has your district's family engagement program changed since your district received the High-Quality Prekindergarten Grant? [Probes: communication to preK students' families, events, parent liaison, parent training/education, or wrap around services to prek families.]

We will now move on to talk about how your school district monitors children's progress.

16. Please describe how your school district **monitors** preK children's progress. What assessments do you use? [Probes: academic, health, and wellness.]
17. How does your school district **report** children's progress to parents? To TEA?

I would like to talk about professional development for preK teachers.

18. Please describe the **types of professional development** activities planned for your preK teachers for this school year that will be funded by the High-Quality Prekindergarten Grant. [Probe: Probe to learn whether the administrator is using funds to conduct preK classroom observations and/or walkthroughs or other forms of job-embedded PD.]
19. Are these new professional development activities or a continuation of PD activities the district has been providing to teachers?
20. Please describe any additional PD offered to preK teachers that is *not* covered by the grant.
21. What professional development activities are still needed for preK teachers to improve their teaching practices?

Overall, do you feel the High-Quality Prekindergarten Grant is helping to improve the quality of the preK program in your school district?

22. If the grant is funded in the next legislative session, how might your school district improve the preK program?
23. Additionally, what elements of your existing preK program will be sustainable without grant funding?

Lastly, is there anything else you would like to share about the High-Quality Prekindergarten Grant, implementation of the grant, or possible continuation of the grant?

This concludes the interview.

Thank you for participating!

Appendix C. District Staff Interview Protocol

High-Quality Prekindergarten Grant Case Studies Project

District Staff Interview Protocol 2016-2017

Hello, my name is _____. First, I want to thank you for agreeing to participate in this interview. The purpose of the High-Quality Prekindergarten Grant Case Studies Project is to learn from district and school staff about their perceptions of the High-Quality Prekindergarten Grant program, how they are utilizing the funding, and about the challenges and successes districts and schools have experienced as participants in the grant program.

My organization, the Texas Comprehensive Center at the American Institutes for Research, is collaborating with the Texas Education Agency (TEA) to conduct this study. In addition to your program, we are visiting 10 other Texas school districts and charter schools. We chose districts based on their geographic region in the state and the size of their prekindergarten program. Our goal is to have a diverse sample of school districts and charter schools that can provide valuable information about how they utilizing the High-Quality Prekindergarten Grant funds.

I want to reassure you that your responses are confidential and will not be identified as belonging to you. There are no right or wrong answers; we want to learn from you! Please be honest when considering your answers. I would like to audio record this session so that I can focus on your answers and have an accurate record of your comments for analysis later. After I take notes from the recordings I will delete the audio files.

School name: _____

Names, roles/position of each participant:

First, I would like to know about your understanding of the High-Quality Prekindergarten Grant.

1. To start, will you tell me a little bit about your background and your role at [SCHOOL DISTRICT NAME]?
2. It's my/our understanding that your district applied for the High-Quality Prekindergarten Grant in 2015. Were you a part of that process? Please describe your involvement with the district's application for the High-Quality Prekindergarten grant.
3. In your own words, what do you think are the necessary elements for a public prekindergarten program to be high-quality?
4. Are you familiar with the grant's objectives? If yes, please describe your understanding of the High-Quality Prekindergarten Grant objectives. [IF THEY ARE NOT FAMILIAR, WE CAN SHARE THE OBJECTIVES AND ASK THEIR PERSPECTIVE OF THE OBJECTIVES.]
5. Please describe your school district's priorities for implementing a high-quality preK program? [Probe: How were your districts priorities determined?]
6. What do you think about those priorities? How, or in what ways, do your district's preK program priorities align with the grant's objectives?"
7. Of the staff at your district, who would you say is primarily responsible for implementing a high-quality preK program? Of the staff you mentioned, what are their responsibilities in regard to the district's preK program?

Now we're going to dig in a little bit into the preK program at your district.

8. Why did your district apply for the High-Quality Prekindergarten Grant funding?
9. Are all of your elementary schools participating? [IF THEY SAY NO, ASK HOW THEY IDENTIFIED SCHOOLS THAT ARE PARTICIPATING].
10. How is your district implementing the High-Quality Prekindergarten Grant? [Probes: What programs, curricula, or other activities have been added to your district's preK program since your district received the High-Quality Prekindergarten Grant?]
11. Why did your district decide to use the funding on [INSERT ANSWER, COULD BE CURRICULA, HIRE TEACHERS, HIRE AIDES, PD, ASSESSMENTS, FAMILY ENGAGEMENT?]
12. Has your school district used the grant funds to hire new staff? If so, what positions were added and how do those new positions support the implementation of a high-quality preK program?

Next, I would like to inquire about your school district's family engagement activities.

13. Please describe your school district's **family engagement plan** as it relates to the preK program.
14. Please describe your **strategies** for engaging parents, families, and the community.
15. How has your district's family engagement program changed since your district received the High-Quality Prekindergarten Grant? [Probes: communication to preK students' families, events, parent liaison, parent training/education, or wrap around services to preK families.]

We will now move on to talk about how your school district monitors children's progress.

16. Please describe how your school district **monitors** preK children's progress. What assessments do you use? [Probes: academic, health, and wellness.]
17. How does your school district **report** children's progress to parents? To TEA?

I would like to talk about professional development for preK teachers.

18. Please describe the **types of professional development** activities planned for your preK teachers for this school year that will be funded by the High-Quality Prekindergarten Grant. [Probe: Probe to learn whether the administrator is using funds to conduct preK classroom observations and/or walkthroughs or other forms of job-embedded PD.]
19. Are these new professional development activities or a continuation of PD activities the district has been providing to teachers?
20. Please describe any additional PD offered to preK teachers that is *not* covered by the grant.
21. What professional development activities are still needed for preK teachers to improve their teaching practices?

Overall, do you feel the High-Quality Prekindergarten Grant is helping to improve the quality of the preK program in your school district?

22. If the grant is funded in the next legislative session, how might your school district improve the preK program?
23. Additionally, what elements of your existing preK program will be sustainable without grant funding?

Lastly, is there anything else you would like to share about the High-Quality Prekindergarten Grant, implementation of the grant, or possible continuation of the grant?

This concludes the interview.

Thank you for participating!

Appendix D. Teacher Focus Group Protocol

High-Quality Prekindergarten Grant Case Studies Project

Teacher Focus Group Protocol 2016-2017

Hello, my name is _____. First, I want to thank you for agreeing to participate in this focus group. The purpose of the High-Quality Prekindergarten Grant Case Studies Project is to learn from district and school staff about their perceptions of the High-Quality Prekindergarten Grant program, how they are utilizing the funding, and about the challenges and successes districts and schools have experienced as participants in the grant program.

My organization, the Texas Comprehensive Center at the American Institutes for Research, is collaborating with the Texas Education Agency (TEA) to conduct this study. In addition to your program, we are visiting 10 other Texas school districts and charter schools. We chose districts based on their geographic region in the state and the size of their prekindergarten program. Our goal is to have a diverse sample of school districts and charter schools that can provide valuable information about how they utilizing the High-Quality Prekindergarten Grant funds.

I want to reassure you that your responses are confidential and will not be identified as belonging to you. There are no right or wrong answers; we want to learn from you! Please be honest when considering your answers. I would like to audio record this session so that I can focus on your answers and have an accurate record of your comments for analysis later. After I take notes from the recordings I will delete the audio files.

School name: _____

Names, roles/position of each participant:

First, I would like to know about your understanding of the High-Quality Prekindergarten Grant.

1. To start, will you each tell me your names and how long you've been teaching preK at [SCHOOL NAME]?
2. In your own words, what do you think are the necessary elements for a public prekindergarten to be high-quality?
3. We're/I'm here because your district is a recipient of the High-Quality Prekindergarten Grant. Have any of you heard about this grant?
 - a. [If yes:] please describe your understanding of the High-Quality Prekindergarten Grant objectives.
 - b. [If no, share objectives] What do you think about these objectives?

Now we're going to dig in a little bit into the preK program at your school

4. Please describe your school's priorities for implementing a high-quality preK program. Who sets these priorities? How are they communicated to you?
5. In what ways, if any, has your preK instruction changed this year as compared to previous years? Probes: are you implementing any new curricula or administering new assessments?
 - a. What curricula do you use in your preK classrooms? Do you feel the curricula meets the learning needs of your preK students?
6. What strategies do you use to engage parents and families in your students' learning? How do families learn about your school's preK program?
7. How has your school's family engagement program changed since your district received the High-Quality Prekindergarten Grant? [Probes: communication to preK students' families, events, parent liaison, parent training/education, or wrap around services to preK families.]
8. Why did your school or district decide to use the funding on [INSERT ANSWER, COULD BE CURRICULA, HIRE NEW TEACHERS, HIRE NEW AIDES, PD, ASSESSMENTS, FAMILY ENGAGEMENT, ETC.]

We will now move on to talk about how your school monitors children's progress.

9. What types of assessments do you administer? [Probe for cognitive, health, and wellness] How often are students assessed?

10. How are results from assessments used in your classroom? Are there any other ways assessment data is used? [Probe for school or district uses, such as program monitoring]
11. How does your school report children's progress to parents? Do you meet with parents to discuss their student's progress? If yes, how often?

I would like to talk about the professional development you're provided as preK teachers

12. Please describe the professional development you've received this year as preK teachers. [Probe for various types of PD, such as workshops and trainings, as well as job-embedded PD such as observations and walkthroughs.]
13. Is the district helping you financially with obtaining a higher education degree such as a Bachelors or Master degree?
14. Is the district helping you financially with obtaining a Child Development Associate (CDA) credential?
15. Are there additional professional development opportunities you would like as a preK teacher?

Lastly, is there anything else you would like to share about the preK program at your school, your efforts to engage families, or the professional development you have received?

This concludes the focus group.

Thank you for participating!

Appendix E. Classroom Observation Protocol

High-Quality Prekindergarten Grant Case Study Project

CLASSROOM WALKTHROUGH FORM

Observer: It will take about 30 – 45 minutes to complete this form. Please visit and observe all areas indicated in the form. When you select “Not Observed” or “No Opportunity to Observe”, please provide a note in the “Comments” column explaining why you made that selection. Please be descriptive.

School Name: _____ **Date:** _____

Time Started: _____ **Time Ended:** _____ **Observer Name:** _____

Observation Criteria	Observed	Not Observed	No Opportunity to Observe	Comments
CLASSROOM ENVIRONMENT				
Classroom space is organized into distinct learning centers addressing multiple domains of development and allows for movement.				
The daily schedule allows for quiet and active activities.				
Daily schedule includes activities targeting or reinforcing development within all 5 primary developmental domains				
Daily schedule includes small group instruction.				
The teacher maximizes instructional time by using effective classroom routines, preparing materials ahead of time, and planning for transitions.				

Observation Criteria	Observed	Not Observed	No Opportunity to Observe	Comments
LANGUAGE AND COMMUNICATION				
Teachers use children’s names frequently and speak to children at their eye level.				
Back and forth conversation exchanges occur between teachers and children.				
Teachers name/label various items and specific parts of objects and speak in complete sentences when addressing children.				
Teachers scaffold children’s language and encourages conversation.				
Classroom materials and learning centers are labeled.				
Variety of children’s work, including writing samples are displayed.				
A variety of age-appropriate books are available.				
Management charts such as classroom rules, daily schedule, attendance, helper duties, and activity center organizer are posted.				
Alphabet activities are evident (letter wall sequenced from A to Z, activities using children’s names, theme vocabulary, etc.).				
Teacher models writing and emphasizes concepts of print such as “thinking out loud”.				

Observation Criteria	Observed	Not Observed	No Opportunity to Observe	Comments
Shared writing activities (class-made books, graphs, etc.) are evident.				
Daily opportunities for children to write are evident.				
MATHEMATICS				
Hands-on math activities are evident.				
Math is incorporated into classroom routines (counting songs/games, attendance, lunch count, voting, graphs, etc.).				
Teachers use book reading to reinforce math concepts such as patterning, counting, and shapes.				
SCIENCE				
Teacher models scientific vocabulary and provides opportunities for children to practice their use of scientific vocabulary (e.g., patterns, cause and effect, change, speed, direction, parts of plants, etc.)				
Science materials are accessible to children on a regular basis.				

Observation Criteria	Observed	Not Observed	No Opportunity to Observe	Comments
Ongoing science experimentation is evident in the classroom (e.g., children participate in the care of class pets, children track growth and progress of various science projects, children collect simple scientific data and/or have “collections” of natural objects such as rocks and shells).				
TECHNOLOGY				
Children have access to technology (computers, iPads, etc.) to support learning such as watching educational videos, practicing writing skills on a SMART board, playing ABC games, etc.				
PHYSICAL DEVELOPMENT				
The daily schedule includes multiple opportunities for gross motor and fine motor skill development.				
HEALTH AND WELLNESS				
Teachers respond promptly and sensitively to children using verbal and nonverbal techniques.				
Teachers use positive guidance techniques to encourage children to regulate their own behavior.				
Teachers help children label their feelings and talk about feelings with other children, as well as the teacher.				

Observation Criteria	Observed	Not Observed	No Opportunity to Observe	Comments
Teachers model positive interactions and problem solving techniques.				
Teachers assist children and provide techniques for monitoring feelings and using strategies for appropriate behaviors and interactions.				
FINE ARTS				
Children have access to a wide variety of materials for sensory play and exploration.				
Children have opportunities for self-expression through art, music appreciation, or other means.				

Appendix F. Site Visit Schedule

Region	District	Date of Site Visit	TEA Team Member	TXCC Team Member	ESC Team Member
1	McAllen ISD	12/14/16		✓	✓
1	Hidalgo ISD	12/8/16		✓	✓
4	Promise Community School	12/14/16		✓	✓
4	Alief ISD	12/13/16		✓	✓
7	Tyler ISD	12/8/16	✓	✓	
10	Dallas ISD	12/8/16	✓	✓	✓
10	Lancaster ISD	12/6/16	✓	✓	✓
19	El Paso ISD	12/15/16		✓	✓
20	North East ISD	12/13/16		✓	✓
13	Harmony Public Schools–Austin	1/9–10/17	✓	✓	

July 10, 2017

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Prekindergarten Program Funding and High-Quality Requirements

The General Appropriations Act, Article III, Rider 78, as set out below, was passed by the 85th Texas Legislature, 2017, and signed by Governor Abbott on June 12, 2017. Rider 78 ensures that state-funded prekindergarten programs implement high-quality prekindergarten consistent with the High-Quality Prekindergarten program requirements in Texas Education Code (TEC) §29.167 – 29.171 and consistent with the provisions of TEC Chapters 41 and 42. These requirements include use of a curriculum aligned with the Texas Prekindergarten Guidelines, increased prekindergarten teacher training and/or qualifications, implementation of student progress monitoring, program evaluation and development of a family engagement plan. For program implementation, please refer to the rider, statute, resources and guidance listed below.

Article III, Rider 78, FSP Formula Funding for High-Quality Prekindergarten Programs:

Included in the amount appropriated above in Strategy A.1.1, FSP - Equalized Operations, is an estimated \$1,580 million in the 2018-19 biennium for formula funding entitlement for prekindergarten programs. Of this amount, the Commissioner shall ensure that school districts and charter schools receiving these funds shall use not less than 15 percent of their entitlement, an estimated \$236 million statewide, to implement prekindergarten consistent with the requirements of a High-Quality Prekindergarten program, as established in Education Code, §§29.167 - 29.171, and consistent with the provisions of Education Code, Chapters 41 and 42.

High-Quality Prekindergarten Program 15% Minimum Quality Allocation

Rider 78 ensures that school districts expend 15% of the districts' prekindergarten foundation school program (FSP) funding on High-Quality Prekindergarten programs over the period of the biennium. As an example, the TEA State Funding Division has calculated the 15% minimum to be allocated for High Quality Prekindergarten programs in the 2018-19 biennium based on the four-year-old prekindergarten half-day average daily attendance (ADA). TEA will implement monitoring as necessary to ensure that FSP funds are used as described. Please see attached calculation for your school district or charter school.

The TEA Office of Early Childhood Education will provide guidance and technical assistance regarding implementation of the following High-Quality Prekindergarten programs as specified in statute:

TEC §29.167, Curriculum, Progress Monitoring and Teacher Requirements

- a) A school district shall select and implement a curriculum for a prekindergarten grant program under this subchapter that:
 - 1. includes the prekindergarten guidelines established by the agency;
 - 2. measures the progress of students in meeting the recommended learning outcomes; and
 - 3. does not use national curriculum standards developed by the Common Core State Standards Initiative.

- b) Each teacher for a prekindergarten program class must:
 - 1. be certified under Subchapter B, Chapter 21; and
 - 2. have one of the following additional qualifications:
 - A. a Child Development Associate (CDA) credential or another early childhood education credential approved by the agency;
 - B. certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;
 - C. at least eight years' experience of teaching in a nationally accredited child care program;
 - D. be employed as a prekindergarten teacher in a school district that has received approval from the commissioner for the district's prekindergarten-specific instructional training plan that the teacher uses in the teacher's prekindergarten classroom; or
 - E. an equivalent qualification.

- c) A school district may allow a teacher employed by the district to receive the training required to be awarded a Child Development Associate (CDA) credential from a regional education service center that offers the training in accordance with Section 8.058. Training may not include national curriculum standards developed by the Common Core State Standards Initiative.

- d) A school district must attempt to maintain an average ratio in any prekindergarten program class of not less than one certified teacher or teacher's aide for each 11 students.

TEC §29.168, Family Engagement Plan

- a) A school district shall develop and implement a family engagement plan to assist the district in achieving and maintaining high levels of family involvement and positive family attitudes toward education. The family engagement plan must be based on family engagement strategies established under Subsection (b).
- b) The agency shall collaborate with other state agencies, including the Health and Human Services Commission, that provide services for children from birth through five years of age to establish prioritized family engagement strategies to be included in a school district's family engagement plan. A parent-teacher organization, community group, or faith-based

institution may submit to the agency recommendations regarding the establishment of family engagement strategies, and the agency, in establishing the family engagement strategies, shall consider any received recommendations. The engagement strategies must be:

1. based on empirical research; and
2. proven to demonstrate significant positive short-term and long-term outcomes for early childhood education.

TEC §29.169, Program Evaluation

- a) A school district shall:
 1. select and implement appropriate methods for evaluating the district's program classes by measuring student progress; and
 2. make data from the results of program evaluations available to parents.
- b) A school district may administer diagnostic assessments to students in a program class to evaluate student progress as required by Subsection (a) but may not administer a state standardized assessment instrument.
- c) An assessment instrument administered to a prekindergarten program class must be selected from a list of appropriate prekindergarten assessment instruments identified by the commissioner.

TEC §29.170, Program Funding Evaluation

- a) The commissioner shall evaluate the use and effectiveness of funding provided under this subchapter in improving student learning. The commissioner shall identify effective instruction strategies implemented by school districts under this subchapter.
- b) Beginning in 2018, not later than December 1 of each even-numbered year, the commissioner shall deliver a report to the legislature containing the results of the evaluation.
- c) This section expires December 31, 2024.

TEC §29.171, Eligible Private Providers

- a) A school district participating in the grant program under this subchapter may enter into a contract with an eligible private provider to provide services or equipment for the program.
- b) To be eligible to contract with a school district to provide a program or part of a program, a private provider must be licensed by and in good standing with the Department of Family and Protective Services. For purposes of this section, a private provider is in good standing with the Department of Family and Protective Services if the department has not taken an action against the provider's license under Section 42.071, 42.072, or 42.078, Human Resources Code, during the 24-month period preceding the date of a contract with a school district. The private provider must also:

1. be accredited by a research-based, nationally recognized, and universally accessible accreditation system approved by the commissioner;
2. be a Texas Rising Star Program provider with a three-star certification or higher;
3. be a Texas School Ready! participant;
4. have an existing partnership with a school district to provide a prekindergarten program not provided under this subchapter; or
5. be accredited by an organization that is recognized by the Texas Private School Accreditation Commission.
6. A prekindergarten program provided by a private provider under this section is subject to the requirements of this subchapter.

For purposes of program implementation, please refer to the resources and guidance below:

High-Quality PreK Programs	Resources and Support
TEC §29.167, Curriculum	<ul style="list-style-type: none"> • Texas Prekindergarten Guidelines • Currently Adopted Instructional Materials (Curriculum) for PreK Learning Systems adopted by the State Board of Education (SBOE). • Curriculum guidance (§102.1003, Section C) • CLI Engage for Classroom Activities for Teachers
TEC §29.167, Prekindergarten Progress Monitoring	<ul style="list-style-type: none"> • Commissioner’s List of Approved Prekindergarten and Kindergarten Assessment Instruments 2017-2021 • Prekindergarten Progress Monitoring and Kindergarten Assessment Instrument guidance per §102.1003. Section D • CLI Engage for CIRCLE Progress Monitoring (no cost)
TEC §29.167, Teacher Qualifications	<ul style="list-style-type: none"> • Teacher Qualifications guidance per §102.1003. Section E
TEC §29.168, Family Engagement Plan	<ul style="list-style-type: none"> • Family Engagement guidance per §102.1003. Section F • CLI Engage, Parents
TEC §29.169, Program Evaluation	<ul style="list-style-type: none"> • High Quality Prekindergarten Self-Assessment • Program Evaluation guidance per §102.1003. Section H • CLI Engage for CIRCLE Progress Monitoring (no cost)

	<ul style="list-style-type: none"> • CLI Engage for Texas Kindergarten Entry Assessment (TX-KEA) (no cost) • Commissioner’s List of Approved Prekindergarten and Kindergarten Assessment Instruments 2017-2021
TEC §29.171, Eligible Private Providers	<ul style="list-style-type: none"> • CLI Engage, Early Childhood Partnerships

Data Collection

The High-Quality Prekindergarten program data collection process will continue without change via the Texas Student Data System.

Questions and Additional Information

For questions or assistance regarding Rider 78 and the High-Quality Prekindergarten program requirements in TEC §29.167– 29.171, please contact a member of the Office of Early Childhood Education:

Name	Email	Area of Specialty
Marnie Glaser	Marnie.Glaser@tea.texas.gov	Executive Director
Scott Bodnar	Scott.Bodnar@tea.texas.gov	ECE Manager
Howard Morrison	Howard.Morrison@tea.texas.gov	PreK Eligibility, Data/Reports and Laws and Regulations
Tamala Olsby	Tamala.Olsby@tea.texas.gov	High Quality PreK Programs
Anna Gu	Anna.Gu@tea.texas.gov	Prekindergarten Private Provider Partnerships

Thank you for ensuring that all Texas children enter school with the foundational knowledge and skills to be curious, confident and successful learners!

With gratitude,

Marnie Glaser

Executive Director of Early Childhood Education
 Academics Division
 Texas Education Agency

