



**High-Quality Prekindergarten Components:  
Family Engagement**

**Early Childhood Education Division**

- Overview of high-quality prekindergarten components referenced in HB3
- High-quality prekindergarten component – Family Engagement
  - Research
  - Description
  - FAQs
- Writing a Family Engagement Plan
- Higher quality
- Resources & support

# Overview

“...not all pre-k programs successfully support early learning. It is decidedly not the case that just any pre-k program operating under just any circumstances will provide young children with the inputs they need to produce, let alone sustain, early developmental gains.”



# High-Quality Prekindergarten Components

- Curriculum
- Student progress monitoring
- Teacher qualifications
- Teacher/student ratio
- Family engagement
- Program evaluation
- Data reporting



## **All information contained in this webinar can be found in:**

- Statute: TEC §29.164 – 29.172
- Commissioner's Rule: TAC §102.1003
- 86<sup>th</sup> Legislative Session: HB3

# Family Engagement

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

National PTA. (2000). *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. Bloomington, Indiana: National Education Service, 11-12.

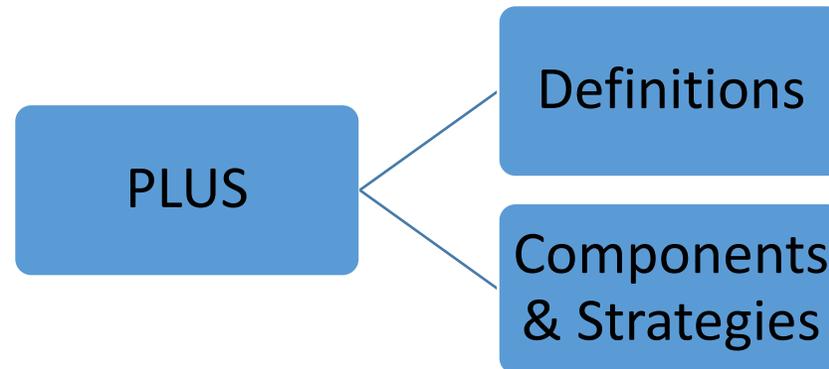
## **TEC §29.168 (a)**

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.

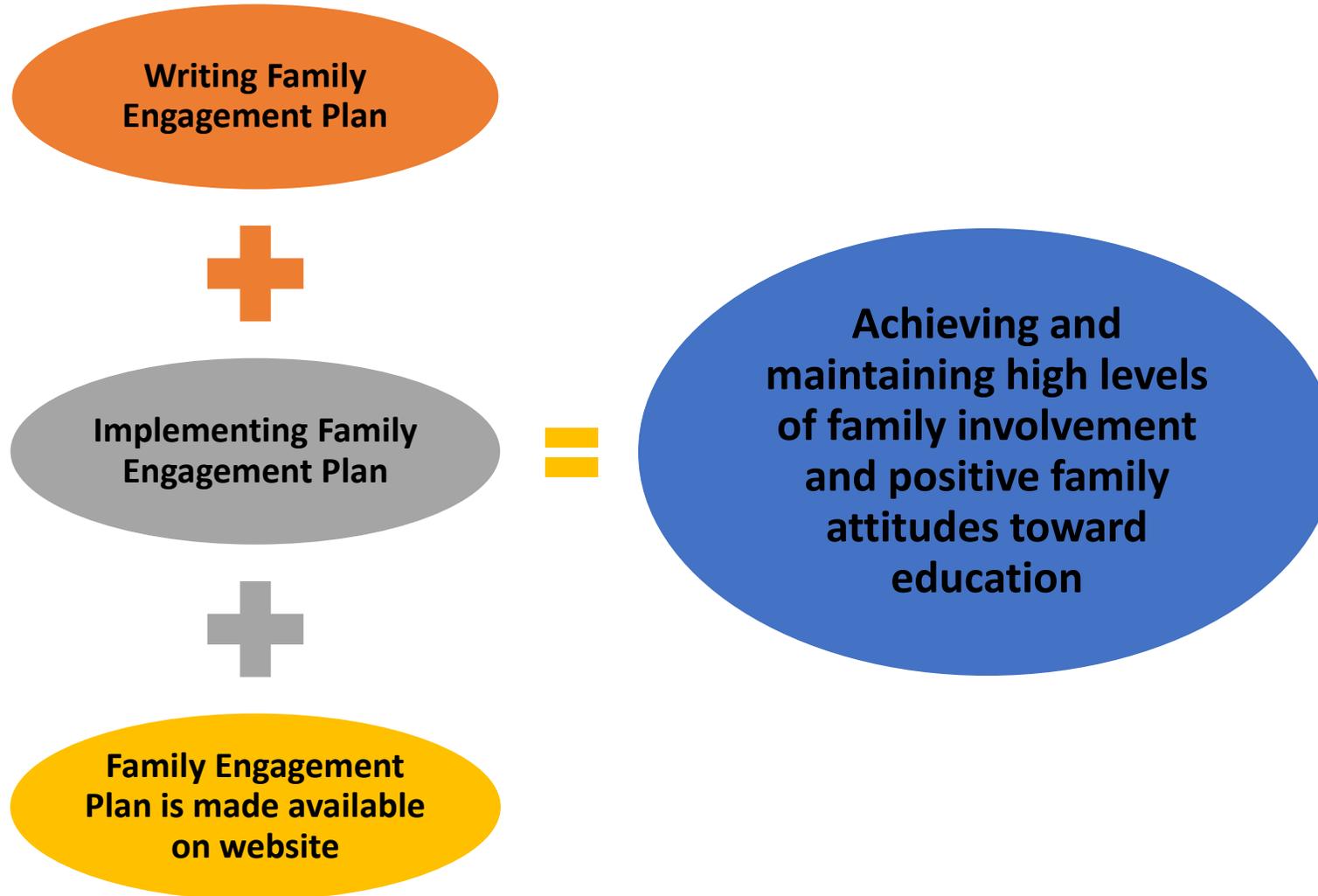


## TEC §102.1003 (f)

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.



# What Does it Mean?



## Family Engagement Plan: Develop, implement, and make available

Facilitate family-to-family support

Establish a network of community resources

Increase family participation in decision-making

Equip families with tools to enhance and extend learning

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

Evaluate family engagement efforts and use evaluations for continuous improvement

## Question:

Should the Family Engagement Plan be a district document or can it be relevant to just one campus?

## Answer:

The Family Engagement Plan containing the six components should be associated with a district's or charter's prekindergarten program. A district should have one document that covers the whole district. Campus-level modifications within a district may be made to suit the needs of each prekindergarten program.

LEAs will upload the link to their Family Engagement Plan into the Early Childhood Data System annually.

## Question:

Our district already has a document that addresses how to encourage family involvement. Can we use that document to comply with this high-quality component?

## Answer:

Often districts/charters already have a written document that describes their approach to working with the families of the students they serve. This is especially true if a district receives Title 1 funds or is in partnership with a Head Start grantee. It might be possible to use that existing document as the Family Engagement Plan if:

- the existing document contains the six expected components, and
- if the activities listed in the document are implemented in the prekindergarten program, and
- if the document is available on the web.

# Writing a Family Engagement Plan

# Ask Families!



- **Introductory paragraph**
  - ✓ Describes districts'/charters' overall approach to family engagement
- **Family Engagement Plan**
  - ✓ Lists events or practices associated with the six expected components
- **Conclusion**
  - ✓ Conclude the document with encouraging words to urge parents/guardians to become involved with their children's education

## Items to Consider:

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

## Ask Families

### School Calendar:

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

### Staff Professional Development Plans:

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

### Planning/Continuous Improvement Efforts:

- Evaluating family engagement efforts and using evaluation for continuous improvement

# Ask Families/Use Your School Calendar



## **Facilitate Family-to-Family Support:**

- Creating a welcoming environment where families can informally meet
- Having a “Meet & Greet” time during the first week of school
- Inviting former program participants to share with current families
- Encouraging informal gatherings, e.g. carnivals, family fun nights, etc.
- Organizing communication assistance, such as translation

### **Establish a Network of Community Resources:**

- Creating a Community Resource Handbook
- Assisting families in getting and using a library card
- Facilitating referrals for needed services
- Providing written information on available resources
- Having a different community resource visit the prekindergarten program periodically, giving the families the opportunity to interact with resources more conveniently

## **Increase Family Participation in Decision Making:**

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

## **Equip Families with Tools to Enhance & Extend Learning:**

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

# Ask Families/Use Staff Professional Development Plans



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

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

# Ask Families/Use Your Continuous Improvement Plans



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

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

## Items to consider:

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

# Higher Quality



Higher Quality  
leads to  
Positive Child Outcomes

## Items to Ponder:

- What multiple modes of communication does the LEA use to communicate to families on a weekly basis?
- Can all families, regardless of home language or ability, participate in all school activities? Do they?
- Are families receiving written materials from school in an inclusive, culturally, and linguistically appropriate manner?
- Does the LEA provide sources of assistance regarding community resources to meet the economic and social needs of families?

It is best practice that prekindergarten programs serving eligible 3-year-old students also adhere to the high-quality components referenced in statute and Commissioner's Rule.

# Resources & Support

- *Early Childhood Program Self-Assessments*  
[https://tea.texas.gov/Academics/Early\\_Childhood\\_Education/High-Quality\\_Early\\_Childhood\\_Program\\_Self-Assessment/](https://tea.texas.gov/Academics/Early_Childhood_Education/High-Quality_Early_Childhood_Program_Self-Assessment/)
- Office of Head Start: *HS and EHS Relationship-Based Competencies: Professional Development Assessment for Staff Who Work with Families*  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/rbc-professional-growth-assessment-staff.pdf>
- Parent Teacher Association - *National Standards, Goals & Indicators for Family-School Partnerships*  
<https://www.pta.org/home/run-your-pta/National-Standards-for-Family-School-Partnerships>

# High-Quality Checklist

Prekindergarten High-Quality Measure: Family Engagement Plan	Proficiency	Proficiency in Progress	Follow-Up
The LEA has developed a written Family Engagement Plan that guides the collaboration, interaction and support of students' families.			
The LEA implements the activities, events and practices that are written in the Family Engagement Plan.			
The written Family Engagement Plan contains sufficient activities, events and/or school practices that are linked to each of the six components.			
The written Family Engagement Plan is available on the district's, charter's, or campus' website.			
The written Family Engagement Plan is used to assist the district or charter in achieving and maintaining high levels of family involvement.			
The written Family Engagement Plan is used to assist the district or charter in achieving and maintaining positive family attitudes toward education.			
The Family Engagement Plan is reviewed at least annually for its effectiveness in achieving positive child and family outcomes.			

## Website

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

## Phone/email support

[earlychildhoodeducation@tea.texas.gov](mailto:earlychildhoodeducation@tea.texas.gov)

**Parent involvement in education  
is like the frosting on a cupcake;  
it makes it complete and oh so sweet.**

**- Author Unknown -**