



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

**Writing and Reporting a HQPK Family
Engagement Plan**



- *Objectives*
- *Overview – HB3 and High-Quality Prekindergarten Components*
- *Writing a High-Quality Prekindergarten Family Engagement Plan*
- *Posting and Reporting the Plan*
- *Resources and Support*

Participants will:

- *review HB3 High-Quality Prekindergarten Components*
- *increase knowledge of the High-Quality Family Engagement Plan Component*
- *learn about considerations for writing a HQPK Family Engagement Plan*
- *receive guidance for writing each section of an exemplary HQPK Family Engagement Plan*
- *identify available resources and supports*





Overview: HB3 and High-Quality Prekindergarten Components



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



What does statute say?

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.



Family Engagement Plans Have Six Components

Family Engagement Plan:

Develop, implement, make available and report

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



Writing a HQPK Family Engagement Plan



Who should write the plan?

The writing team should include staff who work directly with families and understand the vision for prekindergarten:

- Administrative staff
- Family support staff
- Teachers
- Community child care staff
- Caregivers/Family members



What should be included in an exemplary Family Engagement Plan?

- ***Introductory paragraph****
 - Describes the LEA's vision for family engagement and the purpose/intent of the plan
- ***Six Family Engagement Components***
 - Includes a statement describing each component
 - Activities, practices and events related to each component
- ***Transition Activities****
 - Child care to LEA transition events and practices
 - Prekindergarten to Kindergarten transition events and practices
- ***Linguistic and Culturally inclusive practices****
 - Activities and practices promoting culturally responsiveness for educators and staff
 - Procedures and practices to ensure culturally and linguistically competent communications
- ***Concluding paragraph****
 - Restates the vision and the importance of family involvement
 - Encourages caregivers/family members' participation to help their child grow and thrive

*Recommended by the TEA ECE Division for an exemplary Family Engagement Plan

Guiding Questions for the introduction:

- What is the LEA's vision for family engagement and where does it fit within the LEA's greater vision or mission?
- What is the purpose of the High-Quality Prekindergarten Family Engagement Plan?
- How does the school system nurture trusting relationships with families?
- What is the intended impact of the High-Quality Prekindergarten Engagement Plan for the community, school, staff, families and children?

Body of the HQPK Family Engagement Plan

The body of the HQPK Family Engagement Plan will consist of a section for each of the six components:

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

Each component section will include :

- a brief description of the family engagement plan component
- a list of activities, events or practices related to the component

Guiding Questions:

- What are the attributes of the component?
- What is the purpose of the component?
- Who will the component benefit?
- What strategies are used to support the component?

Component Strategic Activities

Practices

Activities

Opportunities

Events

Partnerships

What resources can be used for writing a HQPK Family Engagement Plan?

School Calendar

- Facilitating family-to-family support
- Establishing a network of community resources
- Equipping families with tools to enhance and extend learning
- Transition activities

Staff Professional Development Plans

- Developing staff skills in evidence-based practices that support families in meeting their children's benchmarks
- Linguistically and culturally inclusive practices

Planning/Continuous Improvement Documents

- Evaluating family engagement efforts and using evaluation for continuous improvement

#1 - Facilitate family to family support

Strategies to guide planning:

- Create a safe and respectful environment where families can learn from each other as individuals and in groups
- Invite former program participants, including families and community volunteers, to share their education and career experiences with current families
- Ensure opportunities for continuous participation in events designed for families by families such as training on family leadership



#2 - Establish a network of community resources

Strategies to guide planning:

- Identify current partnerships with businesses, faith-based organizations and community agencies
- Leverage your community's assets based on family needs and interests
- Facilitate referrals, including mental and physical health providers
- Partner with outside early childhood settings to create a family-friendly transition plans for students
- Identify partners to provide translators and culturally relevant resources that are reflective of the home languages



Strategies to guide planning:

- Develop a family advisory group
- Support leadership and advocacy skills
- Collaborate with families to solve challenges
- Present opportunities to provide input and feedback
- Identify families who can represent prekindergarten at various school functions
- Invite parents as participants in the development of continuous improvement plans



Strategies to guide planning:

- Provide families with information related to age-appropriate developmental expectations
- Equip families with resources and skills to create a home learning environment
- Encourage families' participation in the classroom
- Utilize a parent bulletin board
- Promote the use of family-friendly technology that supports home learning
- Provide workshops focused on early childhood topics



#5 – Develop staff skills in evidence-based practices that support families in meeting their children’s learning benchmarks

Strategies to guide planning:

- Consider these professional development topics:
 - Strengths-based approach to family engagement
 - Professional ethics (confidentiality, boundaries, etc.)
 - Linguistic and Culturally responsive interactions with parents/caregivers
 - Responsive adult/child interactions
 - Supporting a family in crisis
 - Available community organizations and resources that support families



#6 – Evaluate family engagement efforts and use evaluations for continuous improvement

Strategies to guide planning:

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



Guiding Questions:

- How does the LEA share professional development with local child care programs?
- How does the LEA communicate with local child care programs?
- How does the prekindergarten staff share data with kindergarten staff?
- What practices and activities does the LEA provide to support families and children as they transition from a non-LEA program or from one grade level to another?



Guiding Questions:

- Does the LEA offer educators and school staff professional development on culturally responsiveness?
- How does the LEA ensure communications are accessible to all families?
- Are families welcomed by the LEA in consistent and culturally competent ways?
- How does the LEA attract diverse educators and family engagement staff?



Considerations:

- Reaffirm the priority that family engagement has in the LEA's overall mission/vision
- Reaffirm the LEA's expectations for family/staff and student involvement
- Reemphasize the role of respectful and trusting relationships between the school and families that lead to positive child outcomes
- Encourage families to participate in the opportunities that are provided by the prekindergarten program





Posting and Reporting the Plan



LEAs must make their HQPK Family Engagement Plan available to their community on their website by November 1st of each school year.



How do LEAs report their HQPK Family Engagement Plan?

LEAs must include **the FAMILY-ENGAGEMENT PLAN-LINK** that connects directly to the **HQPK Family Engagement Plan** in their annual submission to ECDS.





Resources & Support





Question:

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

Answer:

The Family Engagement Plan containing the six components should be associated with a district or charter's prekindergarten program. A district should have one district-wide plan. 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 plan that addresses how to encourage family involvement. Can we use that plan to comply with this high-quality component?

Answer:

Often districts/charters already have a written plan 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 plan as the High-quality PK Family Engagement Plan if:

- the existing plan contains the six expected components, and
- if the activities listed in the plan are implemented in the prekindergarten program, and
- if the plan available on the district website.

- Early Childhood Program Self-Assessment <https://tea.texas.gov/academics/early-childhood-education/early-childhood-program-self-assessments>
- CLI Engage Family Engagement Resources <https://public.cliengage.org/tools/quality/family-engagement-resources//>
- 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>

- 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/family-engagement/relationship-based-competencies-support-family-engagement/relationship-based-competencies-support-family-engagement>
- Title I, Part A Written PFE Policy Toolkit: <https://4.files.edl.io/ab3d/08/08/22/153236-6c9c4d0c-1617-47d1-ada5-82b04a094965.docx>
- Title I, Part A LEA Written PFE Policy Checklist: <https://4.files.edl.io/7dad/03/25/22/180056-bc062b08-6da1-447d-b6c8-9e530a484b61.pdf>
- Title I, Part A Campus Written PFE Policy Checklist: <https://4.files.edl.io/7ffb/03/25/22/180056-51971ae9-1a39-4365-b363-fc7859d81840.pdf>

ECE Division Website:

<https://tea.texas.gov/academics/early-childhood-education>

ECE Division HQPK web page:

<https://tea.texas.gov/academics/early-childhood-education/high-quality-prekindergarten>

Contact us - TEA Early Childhood Education Division Support Portal:

<https://app.smartsheet.com/b/form/4d5f51a7bf624ae884e5f21c31fa5853>



Please complete the short ECE Division survey.

We value your feedback!



https://tea.co1.qualtrics.com/jfe/form/SV_3mdrRXM2wQEYAXY

