

## **Eligibility for High-Quality Prekindergarten Grant Program**

To be eligible to receive grant funding under this program, a school district ... shall develop, implement, and make available on the district, ...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.

## **Defining Family Engagement**

**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.

**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.

## **Required Plan Components**

1. Facilitate Family to Family Support
2. Establish a Network of Community Resources Using Strategies
3. Increase Family Participation in Decision Making
4. Equip Families with Tools to Enhance and Extend Learning
5. Develop Staff Skills in Evidence-Based Practices that Support Families in Meeting Their Children's Learning Benchmarks
6. Evaluate Family Engagement Efforts and Use Evaluations for Continuous Improvement

This plan will be an extension of the Title 1 Parent Involvement, Kellogg Inclusion Study, Texas A&M research study, Head Start Grant requirements, Prek4SA grant requirements, and Strategic Plan Goal 5 and Goal 3.

After the parent advisory group has approved the plan, it will be uploaded to all elementary campus webpages and the district webpage under Parents and in the Prekindergarten pages.

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<b>Required Components</b>	<b>Activities/Strategies</b>	<b>Monitoring/Evaluating Methods</b>
(A) Facilitate Family to Family Support	(iii) ensuring opportunities for continuous participation in events designed for families by families such as training on family leadership;	<ul style="list-style-type: none"> <li>▪ Parent-School Compact</li> <li>▪ Meeting Minutes</li> <li>▪ Training/Meeting Feedback</li> <li>▪ *Family Engagement Training from Kellogg Inclusion</li> </ul>
(B) Establish a Network of Community Resources Using Strategies	<p>(i) building strategic partnerships;</p> <p>(ii) leveraging community resources;</p> <p>(vi) partnering with local community-based organizations to create a family-friendly transition plan for students arriving from early childhood settings;</p> <p>(viii) communicating short- and long-term program goals to all stakeholders; and</p> <p>(ix) identifying partners to provide translators and culturally relevant resources reflective of home language;</p>	<ul style="list-style-type: none"> <li>▪ Partnerships with Universities (TAMU, TAMUSA)</li> <li>▪ Family Engagement for training with community partners (Cyber-bullying, AHAB)</li> <li>▪ Transition plan for day cares in district for prekindergarten and kindergarten success</li> <li>▪ Work with day cares and Prek4SA on Child Find services</li> <li>▪ Strategic Plan Goal 3: Communication CPR card</li> <li>▪ MMEPS program to provide translation services to district/campus as needed to reflect home language</li> </ul>

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<p>(C) Increase Family Participation in Decision Making</p>	<p>(ii) developing, adopting, and implementing identified goals within the annual campus/school improvement plan targeting family engagement</p> <p>(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</p> <p>(viii) using appropriate tools such as surveys or focus groups to gather family feedback on the family engagement plan;</p>	<ul style="list-style-type: none"> <li>▪ Strategic Plan Goal 5 Monthly CPR card</li> <li>▪ EOY Survey on Community Perspective</li> <li>▪ EOY Family Engagement Survey</li> <li>▪ EOY Public Family Engagement Meeting</li> </ul>
<p>(D) Equip Families with Tools to Enhance and Extend Learning</p>	<p>(i) designing or implementing existing home educational resources to support learning at home while strengthening the family/school partnership;</p> <p>(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;</p> <p>(iv) providing complementary home</p>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for on-line technology with self-paced, individualized content programs for reading and math</li> <li>▪ Provide access to internet for parents and students needing learning support at home</li> <li>▪ Provide trainings, conference, and symposium opportunities for parents</li> <li>▪ Offer transition meeting for parents from campus to campus and program to program</li> <li>▪ Provide teacher conferences, social media, communication and newsletters to complement</li> </ul>

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	<p>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;</p> <p>(v) providing families with information, best practices, and training related to age-appropriate developmental expectations;</p> <p>(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;</p>	<p>home learning activities</p>
<p>(E) Develop Staff Skills in Evidence-Based Practices that Support Families in Meeting Their Children’s Learning Benchmarks</p>	<p>(i) providing essential professional development for educators in understanding communication and engagement with families, including training on communicating with families in crisis;</p>	<ul style="list-style-type: none"> <li>▪ Required by Title 1 for all professionals annually (documented by sign-in sheet, agenda, and PPT)</li> </ul>
<p>(F) Evaluate Family Engagement Efforts and Use Evaluations for Continuous Improvement</p>	<p>(i) conducting goal-oriented home visits to identify strengths, interests, and needs;</p> <p>(ii) developing data</p>	<ul style="list-style-type: none"> <li>▪ Head Start required home visits (only program to require)</li> <li>▪ EOY Survey</li> </ul>

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	<p>collection systems to monitor family engagement and focusing on engagement of families from specific populations to narrow the achievement gap;</p> <p>(v) using a cyclical process to ensure evaluation results are used for continuous improvement and adjustment; and</p>	<ul style="list-style-type: none"> <li>▪ CASE Community and Parental Engagement Rating Results</li> <li>▪ 2016-2017 Begin baseline data for Evaluation to be reviewed annually at public Family Engagement Meeting</li> </ul>
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