

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150031

Grants.gov Tracking#: GRANT11762937

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
* 3. Date Received: 10/15/2014	4. Applicant Identifier: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: Texas Education Agency		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 74-6003079	* c. Organizational DUNS: 1792608560000	
d. Address:		
* Street1: 1701 N. Congress Avenue	Street2: _____	
* City: Austin	County/Parish: _____	
* State: TX: Texas	Province: _____	
* Country: USA: UNITED STATES	* Zip / Postal Code: 78701-1494	
e. Organizational Unit:		
Department Name: Standards and Programs	Division Name: Curriculum Division	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Mr.	* First Name: Howard	
Middle Name: _____	* Last Name: Morrison	
Suffix: _____	Title: _____	
Organizational Affiliation: _____		
* Telephone Number: 512-463-9581	Fax Number: _____	
* Email: howard.morrison@tea.state.tx.us		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESR): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84-419B2015-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Preschool Expansion Grant -- Development

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	30,000,000.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Shirley Beaulieu	Chief Financial Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
Texas Education Agency	10/15/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Texas Education Agency * Street 1: 1701 N. Congress Avenue Street 2: _____ * City: Austin State: TX: Texas Zip: 78701 Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Preschool Development Grants CFDA Number, if applicable: 84.419	
8. Federal Action Number, if known: 	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name NA Middle Name _____ * Last Name NA Suffix _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name NA Middle Name _____ * Last Name NA Suffix _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Shirley Beaulieu * Name: Prefix _____ * First Name Shirley Middle Name _____ * Last Name Beaulieu Suffix _____ Title: _____ Telephone No.: _____ Date: 10/15/2014		
Federal Use Only		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # 5419B150031

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Texas Education Agency	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Shirley"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Beaulieu"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Chief Financial Officer"/>	
* SIGNATURE: <input type="text" value="Shirley Beaulieu"/>	* DATE: <input type="text" value="10/15/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ProjectAbstract.pdf

Add Attachment

Delete Attachment

View Attachment

Close Form

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Texas Education Agency

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) - Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization
Texas Education Agency

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	Howard	Arthur	Morrison	

Address:

Street1:	1701 North Congress Avenue
Street2:	
City:	Austin
County:	
State:	TX: Texas
Zip Code:	78701
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
512-463-9581	512-463-8057

Email Address:

howard.morrison@tea.state.tx.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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Texas Prekindergarten Expansion Grant (PEG)

Proposed by the Texas Education Agency

The Texas Education Agency (TEA) in collaboration with the Children's Learning Institute (CLI), selected Regional Education Services Centers (ESC) – and supported by the National Child Care Coalition (NCCC), P16plus Council of Greater Bexar County, Communities In Schools (CIS) of San Antonio, Alamo Colleges, and Texas Private Schools Association (TPSA) – proposes to build on the state's progress to date by providing high-quality preschool programs in two or more high-need communities through two expansion models and two enhancement models. Through the four models, we plan to increase the number and percentage of eligible students served in high-quality preschool programs as well as improving existing preschool programs. Regardless of the implementation model, all programs will be implementing the high-quality components defined in the application.

The TEA, throughout the proposal, has set goals for all children that are engaged in a prekindergarten programs to have a multitude of positive learning experiences. Children are "ready" for school when families, schools, and communities work together to ensure their developmentally-appropriate, age-level success across a variety of domains. These goals are addressed in the U.S. Department of Education's Absolute Priorities and Competitive Priorities. Through the activities defined in the PEG program, the goals, and support from a broad group of stakeholders, Texas will adopt a common framework for providing high quality in-service training and coaching, and delivering comprehensive services across its high-need communities.

Effective implementation, particularly of large-scale programs or policies, is an iterative process that progresses in overlapping stages. The quality of the fully implemented program is closely related to the quality of planning, evaluation, and feedback that must occur at each stage in order to refine and improve the fully implemented program. Attention to these stages help build shared understandings and commitment across the broad range of stakeholders and program personnel with the capacity to sustain and scale-up programs. The stages, activities and milestones, will lead to effective implementation.

TEA has assembled an experienced team with a full array of expertise and experience required to implement the PEG successfully. Building on the reputation for high-quality early childhood education – as evidenced by the success of the Texas School Ready! project,

combined with the selected Regional Education Service Centers, TEA is poised to promote school readiness and support the ability of teachers, administrators, and parents across the state.

Budget Narrative

Texas Education Agency

Four Year Project Period: 1/1/2015 to 12/31/2018

Howard Morrison

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Personnel	\$ 16,122	\$ 16,122	\$ 16,122	\$ 16,122	\$ 64,488
Fringe Benefits	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 17,000
Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
Consumable Supplies	\$ 100	\$ 100	\$ 100	\$ 100	\$ 400
Other Operating	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800
Total Direct Costs	\$ 22,672	\$ 22,672	\$ 22,672	\$ 22,672	\$ 90,688

Employee IBN

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Personnel	\$ 58,000	\$ 58,000	\$ 58,000	\$ 58,000	\$ 232,000
Fringe Benefits	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 40,000
Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 8,000
Consumable Supplies	\$ 200	\$ 200	\$ 200	\$ 200	\$ 800
Other Operating	\$ 500	\$ 500	\$ 500	\$ 500	\$ 2,000
Total Direct Costs	\$ 70,700	\$ 70,700	\$ 70,700	\$ 70,700	\$ 282,800

Grants Admin IBN

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Personnel	\$ 23,761	\$ 23,761	\$ 23,761	\$ 23,761	\$ 95,043
Fringe Benefits	\$ 6,679	\$ 6,679	\$ 6,679	\$ 6,679	\$ 26,717
Travel	\$ 45	\$ 45	\$ 45	\$ 45	\$ 180
Consumable Supplies	\$ 6	\$ 6	\$ 6	\$ 6	\$ 23
Other Operating	\$ 93	\$ 93	\$ 93	\$ 93	\$ 374
Total Direct Costs	\$ 30,584	\$ 30,584	\$ 30,584	\$ 30,584	\$ 122,337

Indirect Earned (12.3%): \$ 15,247 \$ 15,247 \$ 15,247 \$ 15,247 \$ 60,986

Total Admin Costs: \$ 139,203 \$ 139,203 \$ 139,203 \$ 139,203 \$ 556,811

Personnel:

Personnel effort and expenses charted to this project will be for services specific to the project.

Program Specialist VII (25%) Howard Morrison, will serve as the project director responsible for the oversight of the coordination between the Texas Education Agency (TEA) leadership and departments at the Children's Learning Institute (CLI) and Education Service Center (ESC) Regions 1, 2, 4, 7, 10, 13, 17 and 20.

Program Specialist IV (100%) To Be Named (TBN), will be responsible for the coordination between the Texas Education Agency (TEA) leadership and departments at the Children's Learning Institute (CLI) and ESC Regions 1, 2, 4, 7, 10, 13, 17 and 20.

Grant Administration Specialist TBD (5%), will be responsible for handling the sub-granting process to include negotiations, cash management, and fiscal compliance, reporting and monitoring with CLI and ESC Regions 1, 2, 4, 7, 10, 13, 17 and 20.

Travel:

Project personnel will travel to Houston and San Antonio to meet with subgrantee leadership. Travel costs are estimated at \$500/trip, and include mileage, meals and lodging, per diem and parking for two days/trip:

Year 1: 8 trips x \$505.62 = \$4,045

Year 2: 8 trips x \$505.62 = \$4,045

Year 3: 8 trips x \$505.62 = \$4,045

Year 4: 8 trips x \$505.62 = \$4,045

Consumable Supplies:

Funds (\$306/year) are requested to cover the cost of project-specific supplies, including paper/ink, data organization and storage.

Other Operating:

Funds (\$793/year) are requested to cover the cost of project-specific conference calls, webinars and shipping/postage.

Total Direct Costs:

Funds (\$123,956/year) are requested to cover direct cost.

Indirect Costs:

Funds requested to cover the indirect cost rate are 12.3%.

Funds to be distributed to subgrantees:

Funds will be distributed via a non-competitive grant process to the following 9 subgrantees to implement the PEG program, Models 1-4.

- Children's Learning Institute will implement model 1 and 4: expansion in year 1-4 with funds allocated at \$13,000,000 per year.
- Education Service Center (ESC) Region 20 will implement model 2 and 3 enhancement in years 1 and 2 with funds allocated at \$3,000,000 and years 3 and 4 with funds allocated at \$2,200,000.
- ESC Region 1 will implement model 2 enhancement in years 1-4 with funds allocated at \$3,000,000 per year.
- ESC Region 2 will implement model 2 enhancement in years 1 and 2 with funds allocated at \$1,500,000 per year.
- ESC Region 4 will implement model 2 enhancement in years 1 with funds allocated at \$5,000,000, year 2 with funds allocated at \$2,000,000, and years 3 and 4 with funds allocated at \$300,000 per year.
- ESC Region 7 will implement model 2 enhancement in years 3 and 4 with funds allocated at \$1,000,000 per year.
- ESC Region 10 will implement model 2 enhancement in years 3 and 4 with funds allocated at \$5,000,000 per year.
- ESC Region 13 will implement model 2 enhancement in year 2 with funds allocated at \$3,000,000 and in year 3 and 4 with funds allocated at \$2,000,000 per year.
- ESC Region 17 will implement model 2 in years 1 and 2 with funds allocated at \$1,500,000 per year, and years 3 and 4 with funds allocated of at 500,000 per year.

Funds set aside for technical assistance

The state has set aside \$25,000 in funds to attend technical assistance facilitated by ED or HHS.

Total Funds Requested

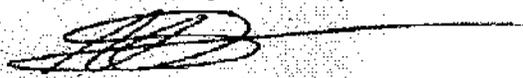
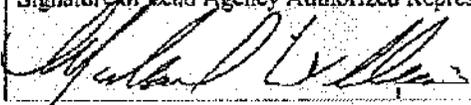
The total funds requested by the state are \$ (b)(4)

Total Budget:

The total budget request for each year is \$ (b)(4)

Part 5: Other Attachments Form

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number). **APPLICATION ASSURANCES AND CERTIFICATIONS**
Preschool Development Grants –Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): <i>MacGregor Stephenson</i>	Applicant's Mailing Address: P.O. BOX 12428 AUSTIN TX 78711
Employer Identification Number: 74-6003079	Organizational DUNS: 1792608560000
Lead Agency: Texas Education Agency Contact Name: Howard Morrison (Single point of contact for communication)	Lead Agency Contact Phone: 512-463-9581 Lead Agency Contact Email Address: howard.morrison@tea.state.tx.us
<p>Required Applicant Signatures (Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): <i>MacGregor Stephenson</i>	Telephone: 512-463-0247
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/14/14
Lead Agency Authorized Representative (Printed Name): MICHAEL L. WILLIAMS, COMMISSIONER	Agency Name: TEXAS EDUCATION AGENCY
Signature of Lead Agency Authorized Representative: 	Date: 10/15/2014

Part 5: Other Attachments Form
Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): <i>Maclaryn Stephenson</i>	
Signature: 	Date: <i>10/14/14</i>



ALAMO
COLLEGES

Office of the Chancellor

October 6, 2014

Commissioner Michael Williams
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Williams:

The Alamo Colleges, including San Antonio College, St. Philip's College, Palo Alto College, Northwest Vista College and Northeast Lakeview College is pleased to provide this letter of support to the Texas Education Agency (TEA). The Preschool Development Expansion Grant will focus on providing support to states in the implementation and sustainability efforts to provide high-quality comprehensive preschool programs, as well as professional development across the State of Texas; a priority for the state, our region, and our city.

The Alamo Colleges supports the efforts of the TEA as they apply for the 2014 Preschool Development Expansion Grant. We commend and support TEA's commitment to providing high-quality preschools across the state and within the EastPoint Promise Zone (EPZ). These efforts will bring additional support and resources to benefit the children and schools in the EastPoint Promise Zone of Bexar County and across the state. We believe that this additional support has the potential to provide a high quality early childhood education experience to more students in our city and we are committed to ensuring the success of this program.

Sincerely,

(b)(6)

(b)(6)

Bruce Leslie, Ph.D.
Chancellor
Alamo Colleges





Communities
In Schools

San Antonio

1616 E. Commerce Street
Bldg. 1
San Antonio, TX 78205

PH: 210.520.8440
FX: 210.520.1104
www.cis-sa.org

October 7, 2014

Commissioner Michael Williams
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Williams:

Communities In Schools of San Antonio (CIS-SA) is pleased to provide this letter of support to the Texas Education Agency (TEA). The Preschool Development Expansion Grant will focus on providing support to states in the implementation and sustainability efforts to provide high-quality comprehensive preschool programs, as well as professional development across the State of Texas; a priority for the state, our region, and our city.

CIS-SA supports the efforts of the TEA as they apply for the 2014 Preschool Development Expansion Grant. We commend and support TEA's commitment to providing high-quality preschools across the state and within the EastPoint Promise Zone (EPZ). These efforts will bring additional support and resources to benefit the children and schools in the EastPoint Promise Zone of Bexar County and across the state. We believe that this additional support has the potential to provide a high quality early childhood education experience to more students in our city and we are committed to ensuring the success of this program.

Sincerely,

(b)(6)

Jessica Weaver
Interim CEO





October 8, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building
400 Maryland Ave. SW
Washington DC 20202

The Honorable Sylvia Matthews Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
Hubert H. Humphrey Building
200 Independence Ave SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

I write to you today in support of the application submitted by the State of Texas for the 2014 Preschool Development Grants program. Region 17 Education Service Center (ESC 17) is excited at the prospect of partnering with the Texas Education Agency (TEA) in the implementation of the Preschool Development—Expansion Grant administered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the executive director of ESC 17, I am keenly aware of the challenges facing economically disadvantaged children who enter kindergarten behind their more advantaged peers. Improving the quality of prekindergarten programs across the state will benefit all students, but most importantly it will have positive benefits for students from low-income families to succeed in school and in life.

Education Service Centers (ESCs) were established by the Texas Legislature to implement state education initiatives and provide support to local school districts and charter schools in improving student performance. As a result, ESCs are uniquely qualified to support the TEA in the implementation of the Texas Prekindergarten Expansion Model. Our experience providing high-quality, effective professional development and supporting and collaborating with teachers, administrators, and district leaders makes the ESC well-suited to partner with TEA in improving these programs.

As a subgrantee, ESC 17 would commit to implementing the Texas Prekindergarten Expansion Model, which is explained in detail in Attachment I of the state application. We will ensure the development of strategic partnerships with key stakeholders in our community to identify the campuses and classrooms where the expansion model would have the greatest impact. Additionally, ESC 17 would play an integral role in providing technical assistance, professional development, resources, and other support to local education agencies as they implement the Texas Prekindergarten Expansion Model.

We look forward to supporting the TEA and local education agencies on this important and much-needed program. Making high-quality prekindergarten programs available in our region and across the state is a critical step in ensuring the prosperous future of Texas and all of its citizens.

Sincerely,

(b)(6)

Kyle Wargo
Executive Director

1111 West Loop 289 ■ Lubbock, Texas 79416 ■ (806) 792-4000
www.escl7.net



JUDSON INDEPENDENT SCHOOL DISTRICT

Office of Curriculum and Instruction
Nancy Robinson, Associate Superintendent

October 9, 2014

Commissioner Michael Williams
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Williams:

Judson ISD is pleased to provide this letter of support to the Texas Education Agency (TEA). The Preschool Development Expansion Grant will focus on providing support to states in the implementation and sustainability efforts to provide high-quality comprehensive preschool programs, as well as professional development across the State of Texas; a priority for the state, our region, and our district.

Judson ISD supports the efforts of the TEA as they apply for the 2014 Preschool Development Expansion Grant. We commend and support TEA's commitment to providing high-quality preschools across the state and within the EastPoint Promise Zone (EPZ). These efforts will bring additional support and resources to benefit the children and schools in the EastPoint Promise Zone of Bexar County and across the state. We believe that this additional support has the potential to provide a high quality early childhood education experience to more students in our district and we are committed to ensuring the success of this program.

Sincerely,

Nancy Robinson
Associate Superintendent of Curriculum & Instruction



COUNCIL OF GREATER BEXAR COUNTY

October 6, 2014

Commissioner Michael Williams
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Williams:

The P16plus Council of Greater Bexar County is pleased to provide this letter of support to the Texas Education Agency (TEA). The Preschool Development Expansion Grant will focus on providing support to states in the implementation and sustainability efforts to provide high-quality comprehensive preschool programs, as well as professional development across the State of Texas; a priority for the state, our region, and our city.

P16Plus supports the efforts of the TEA as they apply for the 2014 Preschool Development Expansion Grant. We commend and support TEA's commitment to providing high-quality preschools across the state and within the EastPoint Promise Zone (EPZ). These efforts will bring additional support and resources to benefit the children and schools in the EPZ of Bexar County and across the state. We believe that this additional support has the potential to provide a high quality early childhood education experience to more students in our city and we are committed to ensuring the success of this program.

Sincerely,
(b)(6)

Judy K. McCormick
Executive Director

National Child Care Coalition

Pre K Expansion Through Public/Private Partnership

A group of Superintendents from several Independent School Districts from across the Houston, TX area are currently in discussions with representatives of licensed childcare with a goal of creating a public/private partnership in delivery of pre k services. Across Texas, many ISD's do not have sufficient facilities to cover all the eligible Pre K children in the state. The intent of these discussions is to create a model where high quality licensed child facilities can participate in the delivery of publicly funded Pre K services. A number of requirements will have to be met in order for the childcare center to be partnered with their local ISD. Areas such as teacher to child ratios of 2:20, educational and professional development minimums, authorized curriculum, appropriate child assessments for achievement and proper classroom environment.

The belief is that with this partnership in place, a significant number of additional children will be enrolled in high quality Pre K. If fully implemented across the state, any parent that chooses to have their child in a high quality Pre K environment should be capable of achieving that goal.

Should Texas be awarded the federal pre-k expansion grant, the superintendents in the greater Houston area will work with leaders of quality childcare centers to expand access to state pre-k for more eligible children that are currently not being served.

National Child Care Coalition, on behalf of the member private early child care and education centers, supports the effort to obtain and utilize these grant funds in public/private partnership for the benefit of eligible Pre K children of Texas.

Sincerely,

David Fincher

President, NCCC

Mobile: 214.251.7376



San Antonio Independent School District

141 Lavaca Street - San Antonio, Texas 78210-1095
Telephone (210) 554-2200

Office of the Superintendent

BOARD OF EDUCATION

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PATI RADLE
Member

DR. SYLVESTER PEREZ
Superintendent

October 13, 2014

Commissioner Michael Williams
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

Dear Commissioner Williams:

The San Antonio Independent School District (SAISD) is pleased to provide this letter of support to the Texas Education Agency (TEA). The Preschool Development Expansion Grant will focus on providing support to states in the implementation and sustainability efforts to provide high-quality comprehensive preschool programs, as well as professional development across the State of Texas; a priority for the state, our region, and our district.

The SAISD supports the efforts of the TEA as they apply for the 2014 Preschool Development Expansion Grant. We commend and support TEA's commitment to providing high-quality preschools across the state and within the EastPoint Promise Zone (EPZ). These efforts will bring additional support and resources to benefit the children and schools in the EastPoint Promise Zone of Bexar County and across the state. We believe that this additional support has the potential to provide a high quality early childhood education experience to more students in our district and we are committed to ensuring the success of this program.

Sincerely,

Sylvester Perez, Ed



**TEXAS PRIVATE SCHOOLS
ASSOCIATION**

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building
400 Maryland Ave. SW
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
Hubert H. Humphrey Building
200 Independence Ave SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

I write to you today in support of the application submitted by the State of Texas for the 2014 Preschool Development Grants program. The Texas Private Schools Association is excited at the prospect of the Texas Education Agency participating in the Preschool Development—Expansion Grant administered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the executive director of The Texas Private Schools Association, I am keenly aware of the challenges facing economically disadvantaged children who enter kindergarten behind their more advantaged peers. Improving the quality of prekindergarten programs across the state will benefit all students, but most importantly it will have positive benefits for students from low-income families to succeed in school and in life.

Private schools have served low-income families in quality early childhood education settings for generations, and our participation in this grant will allow that access to continue. Our participation in this grant will also allow for the diversity of preschool options that exist today to continue, monitored by state licensing or our state private school accreditation system (TEPSAC). When private and public preschools are able to work together, Texas families benefit with this increased access and choice in programming that fits the needs of each family.

We look forward to supporting the Texas Education Agency, local education agencies and private school providers on this important and much-needed program. Making high-quality prekindergarten programs available across the state is a critical step in ensuring the prosperous future of Texas and all of its citizens.

Sincerely,

(b)(6)

Laura Corangelo
Executive Director
Texas Private Schools Association

Table 2							
State Fiscal Year	1. State Funding	2. Local Funding	3. Private/Non-Profit Funds (if applicable)	4. Number of Four-Year Old Children	5. Number of Four-Year Olds on or below 200% FPL	6. Four-Year Olds Served in the State Preschool Program	7. Four-Year Olds on or below 200% FPL Served in the State Preschool Program
2012	(b)(4)						
2013							
2014							
2015							

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development Grants—Expansion (Second Sheet)

General Instructions

- This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority I and Selection Criteria (D) (4).
- To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit them.
- You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.
- Finally, this table should serve as a planning tool, therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your application.

Part I. Absolute Priority 1

1. For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone.

Part II. Competitive Priority 1

1. For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slot) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure need not be 5% of the total Matching Funds, as that limit applies only to Federal funds.
2. For line 2E (State Matching Funds), fill out the increased State funds spent on preschool during State Fiscal Year 2014 only.
3. The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference.

Part III. Selection Criteria (D) (4)

1. In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on estimates).
2. Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 3H in the green total section in Part II).
3. Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II.)

Instructions for Table B (Third Sheet)

Note: For each of the columns, fill out the required information for years 2010-2013.

1. For columns 1-3, fill out past funding sources for State Preschool Programs.
2. For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively.
3. For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth Sheet)

1. For FY 2014 Investment, fill out the increased State funds provided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this column.
2. For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other sources.
3. The totals for each year will self-populate, you cannot edit the cells in the Overall Match line.
4. Finally, the last line serves to check that the numbers in this table are the same as those entered into the Table A. If they are the same, the cell below the total will read "Correct", if there is a problem, it will read "Please verify numbers". Before moving on, please make sure all of the cells are correct.

Instructions for Table (D)(4) (Fifth Sheet)

1. In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvement.
2. For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.
3. Leave any unneeded rows blank.
4. Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as appropriate.

Table A

PART I. Absolute Priority 1											
<small>Instructions: For each year, provide estimated Federal Share of Development Grant Funds for 1A, 1C, and 1D. Remaining available slots are in the margin. The other cells will self-populate with information; those should not be modified.</small>											
Allocation of Federal Preschool Development Grant Funds	Year 1		Year 2		Year 3		Year 4		Cumulative 5	%	
	\$	%	\$	%	\$	%	\$	%			
1A: State-Level Infrastructure	\$1,500,000	3%	\$1,500,000	3%	\$1,500,000	3%	\$1,500,000	3%	\$6,000,000	3%	
1B: High-Quality Preschool Programs	\$27,000,000	95%	\$27,000,000	95%	\$27,000,000	95%	\$27,000,000	95%	\$108,000,000	95%	
1C: New Preschool Slots	\$13,000,000	48%	\$13,000,000	48%	\$13,000,000	48%	\$13,000,000	48%	\$52,000,000	48%	
1D: Improved Preschool Slots	\$14,000,000	49%	\$14,000,000	49%	\$14,000,000	49%	\$14,000,000	49%	\$56,000,000	49%	
Total Federal Funds	\$35,500,000	100%	\$35,500,000	100%	\$35,500,000	100%	\$35,500,000	100%	\$144,500,000	100%	
PART II. Competitive Priority 1											
<small>Instructions: For each year, estimate required Matching Funds for 2A, 2C, 2D, 2E. Provide the estimated state funding in Fiscal Year 2014 in the margin of this section. The other cells will self-populate with information; those should not be modified.</small>											
Allocation of Matching Funds	Year 1		Year 2		Year 3		Year 4		Cumulative 5	%	
	\$	%	\$	%	\$	%	\$	%			
2A: State-Level Infrastructure	(b)(4)										
2B: High-Quality Preschool Programs											
2C: New Preschool Slots											
2D: Improved Preschool Slots											
Total Year 1-4 Matching Funds											
Type of State Match											Increased State Funding in Fiscal Year 2014
2E: State Matching Funds (if applicable)											\$15,000,000
2F: Total Funds for State-Level Infrastructure											
2G: Total Funds for High-Quality Preschool Programs											
2H: Total Funds for New Preschool Slots											
2I: Total Funds for Improved Preschool Slots											
2J: Total Program Resources											
PART III. Selection Criteria (D)(4)											
3A: Total Eligible Children	(b)(4)										
3B: Eligible Children Served in New Preschool Slots											
3C: PPE/Slot											
3D: Estimated Cost (Recorded)											
3E: % Eligible Children Served in New Preschool Slots											
3F: Eligible Children Served in Improved Preschool Slots											
3G: PPE/Slot											
3H: Estimated Cost (Recorded)											
3I: % Eligible Children Served in Improved Preschool Slots											
3J: Total % Eligible Children Served With New and Improved Slots											
3K: Total Children Served											

Competitive Priority 1 Table						
Types of Match	Increased State Funding in Fiscal Year 2014	Year 1	Year 2	Year 3	Year 4	TOTAL
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Table A:						

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (C))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$ 97,883	\$ 97,883	\$ 97,883	\$ 97,883	
2. Fringe Benefits	\$ 20,929	\$ 20,929	\$ 20,929	\$ 20,929	
3. Travel	\$ 4,045	\$ 4,045	\$ 4,045	\$ 4,045	
4. Equipment	\$ -	\$ -	\$ -	\$ -	
5. Supplies	\$ 306	\$ 306	\$ 306	\$ 306	
6. Contractual	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	
8. Other	\$ 793	\$ 793	\$ 793	\$ 793	
9. Total Direct Costs (add lines 1-8)	\$ 1,623,956	\$ 1,623,956	\$ 1,623,956	\$ 1,623,956	\$ 6,495,824
10. Indirect Costs*	\$ 15,247	\$ 15,247	\$ 15,247	\$ 15,247	
11. Funds to be distributed to Subgrantees	\$ 27,000,000	\$ 27,000,000	\$ 27,000,000	\$ 27,000,000	\$ 28,500,000
12. Funds set aside for participation in grantee technical assistance	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	
13. Total Grant Funds Requested (add lines 9-12)	\$ 28,664,203	\$ 28,664,203	\$ 28,664,203	\$ 28,664,203	\$ 34,995,824
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)	(b)(4)				

Columns (a) through (d). For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (c), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Example Table A - Preschool Development Grants: Expansion Grants										
Expansion Grants										
PART I. Absolute Priority I										
Information: For each year, please fill out the expanded Table of Preschool Development Grants Funds for 1A, 1C, and 1D. Percentages should be rounded to the nearest whole number. The other cells will self-populate with information; those cells do not need to be filled.										
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grants Funds:	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$1,050,000	7%	\$900,000	6%	\$600,000	4%	\$450,000	3%	\$3,000,000	21%
1B: High-Quality Preschool Programs	\$12,950,000	93%	\$14,100,000	94%	\$14,400,000	96%	\$14,550,000	97%	\$57,000,000	98%
1C: New Preschool Slots	\$12,255,000	84%	\$11,985,000	80%	\$11,520,000	77%	\$10,912,500	73%	\$56,972,500	78%
1D: Improved Preschool Slots	\$1,395,000	9%	\$2,115,000	14%	\$2,880,000	19%	\$3,637,500	24%	\$10,027,500	17%
Total Federal Funds	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$60,000,000	100%
PART II. Competitive Priority I										
Information: For each year, fill out the optional Matching Funds for 2A, 2C, 2D. Also, provide the estimated floor funding on Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those cells do not need to be filled.										
	Year 1	Year 2	Year 3	Year 4	Cumulative \$	%				
Allocation of Matching Funds:	(b)(4)									
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs	(b)(4)									
2C: New Preschool Slots	(b)(4)									
2D: Improved Preschool Slots	(b)(4)									
Total Year 1-4 Matching Funds	(b)(4)									
Type of State Match	Increased State Funding in Fiscal Year 2014									
2E: State Matching Funds (if applicable)	\$2,000,000									
2F: Total Funds for State-Level Infrastructure	(b)(4)									
2G: Total Funds for High-Quality Preschool Programs	(b)(4)									
2H: Total Funds for New Preschool Slots	(b)(4)									
2I: Total Funds for Improved Preschool Slots	(b)(4)									
2J: Total Program Resources	(b)(4)									
PART III. Selection Criteria (D)(4)										
3A: Total Eligible Children	(b)(4)									
3B: Eligible Children Served in New Preschool Slots	(b)(4)									
3C: PPE/Slot	(b)(4)									
3D: Estimated Cost (Rounded)	(b)(4)									
3E: % Eligible Children Served in New Preschool Slots	(b)(4)									
3F: Eligible Children Served in Improved Preschool Slots	(b)(4)									
3G: PPE/Slot	(b)(4)									
3H: Estimated Cost (Rounded)	(b)(4)									
3I: % Eligible Children Served in Improved Preschool Slots	(b)(4)									
3J: Total % Eligible Children Served With New and Improved Slots	(b)(4)									
3K: Total Children Served	(b)(4)									



CITY OF SAN ANTONIO

INTERGOVERNMENTAL RELATIONS DEPARTMENT
P.O. BOX 839956
SAN ANTONIO, TEXAS 78283-9956
TEL: 210-207-6100
FAX: 210-207-6514

October 10, 2014

Commissioner Michael Williams
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Williams:

The City of San Antonio is pleased to provide this letter of support to the Texas Education Agency (TEA). The U.S. Department of Education's Preschool Development Grants Program will provide assistance to the state's implementation, sustainability, and improvement efforts to provide high-quality comprehensive preschool programs, as well as professional development across the State of Texas – a priority of special importance for our community.

In 2012, San Antonio voters approved a sales tax initiative to provide high-quality preschool services to more than 3,700 low and moderate-income children annually. The City works closely with local education stakeholders to increase the number of students participating in the type of high-quality preschool programs that lead to improved educational outcomes and a better quality of life. However, despite current state and local investments, the need for high-quality early education opportunities remains great. In San Antonio alone, approximately 5,700 children are eligible for state funded preschool but are not currently enrolled in a full day program.

The City supports the TEA's application for the 2014 Preschool Development Expansion Grant and commends your dedication to providing high-quality preschool programs across the city and within the EastPoint Promise Zone (EPZ). We believe that Expansion Grant support will increase the state's ability to provide high quality early childhood education in our city and we are committed to ensuring the success of this program.

Sincerely,

(b)(6)

Jeff Coyle, Director
Intergovernmental Relations
City of San Antonio



Sponsored Projects Administration

October 3, 2014

Shirley Beaulieu
CFO/Associate Commissioner
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701

RE: Proposal Entitled "Texas Preschool Development Grants - Expansion Grants"
Funding Agency: Department of Education and Department of Health and Human Services
UTHSCH PE: Dr. Susan Landry

Dear Ms. Beaulieu,

This letter indicates the willingness of The University of Texas Health Science Center at Houston (UTHSCH) to participate with the Texas Education Agency (TEA) in the research project referenced above. If Texas is awarded, The University of Texas Health Science Center at Houston through the Children's Learning Institute will partner with TEA to expand and enhance preschool program quality across Texas, including the areas of Greater Houston, Greater Dallas, Greater Austin, Lower Rio Grande Valley, Nueces County, Brazos County, and Lubbock County. The enclosed budget and budget narrative outlines our cost estimate in the sum of \$(b)(4) including 0% indirect costs, for the period January 1, 2015 through December 31, 2018.

If you have any questions or need additional information, please contact (b)(6); (b)(7)(C) (b)(6) or the Sponsored Projects Administration Preaward main line at 713-500-3999. Preaward@uth.tmc.edu. As an authorized institutional signing official, I am empowered to contractually commit the institution if an award should be forthcoming.

Sincerely,

(b)(6)

Kathryn Bradley
Assistant Director, Contracts
Sponsored Projects Administration

Enclosures



Region One Education Service Center

1900 W. Schuoler • Edinburg, TX 78541 • Phone (956) 984-6000 Fax (956) 984-7655

Cornelio Gonzalez, Ph.D.
Executive Director

October 7, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building
400 Maryland Ave. SW
Washington DC 20202

The Honorable Sylvia Matthews Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
Hubert H. Humphrey Building
200 Independence Ave SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

I write to you today in support of the application submitted by the State of Texas for the 2014 Preschool Development Grants program. Region One Education Service Center is excited at the prospect of partnering with the Texas Education Agency in the implementation of the Preschool Development—Expansion Grant administered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the executive director of Region One ESC, I am keenly aware of the challenges facing economically disadvantaged children who enter kindergarten behind their more advantaged peers. Improving the quality of prekindergarten programs across the state will benefit all students, but most importantly it will have positive benefits for students from low-income families to succeed in school and in life.

Regional education service centers (RESCs) were established by the Texas Legislature to implement state education initiatives and provide support to local school districts and charter schools in improving student performance. As a result, RESCs are uniquely qualified to support the Texas Education Agency in the implementation of the Texas Prekindergarten Expansion Model. Our experience providing high-quality, effective professional development and supporting and collaborating with teachers, administrators, and district leaders makes the ESC well-suited to partner with TEA in improving these programs.

As a subgrantee, Region One ESC would commit to implementing the Texas Prekindergarten Expansion Model, which is explained in detail in Attachment I of the state application. We will ensure the development of strategic partnerships with key stakeholders in our community to identify the campuses and classrooms where the expansion model would have the greatest impact. Additionally, Region One ESC would play an integral role in providing technical assistance, professional development, resources, and other support to local education agencies as they implement the Texas Prekindergarten Expansion Model.

We look forward to supporting the Texas Education Agency and local education agencies on this important and much-needed program. Making high-quality prekindergarten programs available in our region and across the state is a critical step in ensuring the prosperous future of Texas and all of its citizens.

Sincerely,

(b)(6)

Dr. Cornelio Gonzalez
Executive Director



Education Service Center, Region 2
209 North Water Street Corpus Christi, Texas 78401-2528

Richard Alvarado, Ph.D.
EXECUTIVE DIRECTOR

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building
400 Maryland Ave. SW
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
Hubert H. Humphrey Building
200 Independence Ave SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

The purpose of this letter is to express support of the application submitted by the State of Texas for the 2014 Preschool Development Grants program. The Education Service Center, Region 2 (ESC-2) is excited at the potential of partnering with the Texas Education Agency (TEA) in the implementation of the Preschool Development—Expansion Grant administered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the executive director of the ESC-2, I am constantly aware of the challenges facing economically disadvantaged children who enter kindergarten behind their more advantaged peers. Improving the quality of prekindergarten programs across the state will benefit all students, but most importantly it will have positive benefits for students from low-income families to succeed in school and in life. The ESC-2 believes that college and career readiness and success begins at the earliest ages, and we have made this a priority focus.

Regional education service centers (ESCs) were established by the Texas Legislature to implement state education initiatives and provide support to local school districts and charter schools in improving student performance. As a result, ESCs are uniquely qualified to support the Texas Education Agency in the implementation of the Texas Prekindergarten Expansion Model. Our experience providing high-quality, effective professional development and supporting and collaborating with teachers, administrators, and district leaders makes the ESC-2 well-suited to partner with TEA in improving these programs. The ESC-2 has implemented and managed numerous important early childhood programs, including *Texas School Ready!*, the *HIPPY* home visitation program (*Home Instruction for Parents of Preschool Youngsters*), the *Early Scholars Academy Early Learning and Discovery Center*, and the *Texas Literacy Early Childhood Incentive*. In addition, we have provided extensive training and technical support as a competitive contractor for the *Texas Workforce Quality Child Care Providers Services Program*. Our early childhood staff is highly qualified and includes staff members with CLASS and CIRCLE Trainer certifications.

As a subgrantee, the ESC-2 would commit to implementing the Texas Prekindergarten Expansion Model, which is explained in detail in Attachment I of the state application. We will ensure the development of strategic partnerships with key stakeholders in our community to identify the campuses and classrooms where the expansion model would have the greatest impact. Additionally, the ESC-2 would play an integral role in providing technical assistance, professional development, resources, and other support to local education agencies as they implement the Texas Prekindergarten Expansion Model.

We look forward to supporting the Texas Education Agency and local education agencies on this important and much-needed program. Making high-quality prekindergarten programs available in our region and across the state is a critical step in ensuring the prosperous future of Texas and all of its citizens.

Sincerely,

(b)(6)

Rick Alvarado, Ph.D.
Executive Director

Board of Directors: Chairperson: Leo Villar; Vice Chairperson: Nilda Soliz; Secretary: Ruben Estrabur
Members: Ricardo R. Ramirez, Carol J. Adams, Patricia Waller, Greg Ybarra

www.esc2.net P: 361.581.8400 F: 361.863.3442



October 8, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building
400 Maryland Ave. SW
Washington, DC 20202

The Honorable Sylvia Matthews Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
Hubert H. Humphrey Building
200 Independence Ave. SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

I write to you today in support of the application submitted by the State of Texas for the 2014 Preschool Development Grants program. Region 4 Education Service Center (Region 4) is pleased about the prospect of partnering with the Texas Education Agency in the implementation of the Preschool Development—Expansion Grant administered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the executive director of Region 4, I am keenly aware of the challenges facing economically disadvantaged children who enter kindergarten behind their more advantaged peers. Improving the quality of prekindergarten programs across the state will benefit all students, but most importantly it will have positive benefits for students from low-income families to succeed in school and in life. The business and education communities in Houston are in agreement that this is a significant priority.

Regional education service centers (ESCs) were established by the Texas Legislature to implement state education initiatives and provide support to local school districts and charter schools in improving student performance. As a result, ESCs are uniquely qualified to support the Texas Education Agency in the implementation of the Texas Prekindergarten Expansion Model. Our experience providing high-quality, effective professional development and supporting and collaborating with teachers, administrators, and district leaders makes the ESC well-suited to partner with TEA in improving these programs.

As a subgrantee, Region 4 would commit to implementing the Texas Prekindergarten Expansion Model, which is explained in detail in Attachment I of the state application. We will ensure the development of strategic partnerships with key stakeholders in our community to identify the campuses and classrooms where the expansion model would have the greatest impact. Additionally, Region 4 would play an integral role in providing technical assistance, professional development, resources, and other support to local education agencies as they implement the Texas Prekindergarten Expansion Model.

We look forward to supporting the Texas Education Agency and local education agencies on this important and much-needed program. Making high-quality prekindergarten programs available in our region and across the state is a critical step in ensuring the prosperous future of Texas and all of its citizens.

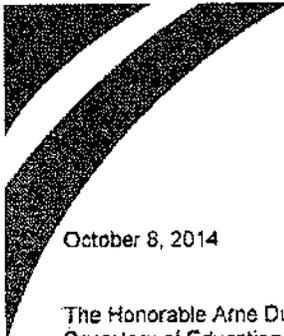
Sincerely,

(b)(6)

Pam, Wells, Ed.D.
Executive Director



REGION 7
EDUCATION SERVICE CENTER
The Prime Educational Solution



October 8, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building
400 Maryland Ave. SW
Washington DC 20202

The Honorable Sylvia Matthews Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
Hubert H. Humphrey Building
200 Independence Ave SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

I write to you today in support of the application submitted by the State of Texas for the 2014 Preschool Development Grants program. Region 7 Education Service Center (ESC) is excited at the prospect of partnering with the Texas Education Agency in the implementation of the Preschool Development—Expansion Grant administered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the Executive Director of Region 7 ESC, I am keenly aware of the challenges facing economically disadvantaged children who enter kindergarten behind their more advantaged peers. In fact, Region 7 ESC has had a large Head Start program for many years, currently serving Head Start children in 43 of our districts. Improving the quality of prekindergarten programs across the state will benefit all students, but most importantly it will have positive benefits for students from low-income families to succeed in school and in life.

Regional education service centers (ESCs) were established by the Texas Legislature to implement state education initiatives and provide support to local school districts and charter schools in improving student performance. As a result, ESCs are uniquely qualified to support the Texas Education Agency in the implementation of the Texas Prekindergarten Expansion Model. Our experience providing high-quality, effective professional development and supporting and collaborating with teachers, administrators, and district leaders makes the ESC well-suited to partner with TEA in improving these programs.

As a subgrantee, Region 7 ESC would commit to implementing the Texas Prekindergarten Expansion Model, which is explained in detail in Attachment 1 of the state application. We will ensure the development of strategic partnerships with key stakeholders in our community to identify the campuses and classrooms where the expansion model would have the greatest impact. Additionally, Region 7 ESC would play an integral role in providing technical assistance, professional development, resources, and other support to local education agencies as they implement the Texas Prekindergarten Expansion Model.

We look forward to supporting the Texas Education Agency and local education agencies on this important and much-needed program. Making high-quality prekindergarten programs available in our region and across the state is a critical step in ensuring the prosperous future of Texas and all of its citizens.

Sincerely,

(b)(6)

Elizabeth Abernethy
Executive Director

1909 North Longview Street, Kilgore, Texas 75662
Tel: 903.988.6700 Fax: 903.988.6708 www.esc7.net





The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building
400 Maryland Ave. SW
Washington DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
Hubert H. Humphrey Building
200 Independence Ave SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

Please accept this letter expressing my support of the application submitted by the State of Texas for the 2014 Preschool Development Grants program. Region 10 Education Service Center is open to the prospect of partnering with the Texas Education Agency in the implementation of the Preschool Development—Expansion Grant administered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the executive director of Region 10 Education Service Center, I am very conscience of the educational challenges facing economically disadvantaged children. Since they are likely to enter kindergarten behind their more advantaged peers any opportunity to provide early learning should be taken. Improving the quality of prekindergarten programs across Texas will benefit all students, but most importantly it will have positive benefits for students from low-income families to succeed in school and in life.

Regional education service centers (ESCs) were established by the Texas Legislature to implement state education initiatives and provide support to local school districts and charter schools in improving student performance. As a result, ESCs are uniquely qualified to support the Texas Education Agency in the implementation of the Texas Prekindergarten Expansion Model. Our experience providing high-quality, effective professional development and supporting and collaborating with teachers, administrators, and district leaders makes the ESC well-suited to partner with TEA in improving these programs.

As a sub-grantee, Region 10 Education Service Center will commit to implementing the Texas Prekindergarten Expansion Model as explained in the state application. We will work to develop strategic partnerships with key stakeholders in our community, specifically in Dallas County, to identify the campuses and classrooms where the expansion model would have the greatest impact. Additionally, Region 10 Education Service Center will provide technical assistance, professional development, resources, and other support to local education agencies as they implement the Texas Prekindergarten Expansion Model.

Supporting the Texas Education Agency and local education agencies on this important and much-needed program fits perfectly into our mission. Making high-quality prekindergarten programs available in our region and across the state is a critical step in ensuring the successful future of Texas students.

Sincerely,

(b)(6)

(b)(6)

Gordon D. Taylor, Ed.D.
Executive Director



REGION 13
EDUCATION SERVICE CENTER

October 8, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
LBJ Education Building
400 Maryland Ave. SW
Washington, DC 20202

The Honorable Sylvia Mathews Burwell
Secretary of Health and Human Services
U.S. Department of Health and Human Services
Hubert H. Humphrey Building
200 Independence Ave. SW
Washington, DC 20201

Dear Secretaries Duncan and Burwell:

Education Service Center, Region 13 supports the application submitted by the State of Texas for the 2014 Preschool Development Grants program. We are excited at the prospect of partnering with the Texas Education Agency in the implementation of the Preschool Development – Expansion Grant administered by the U.S. Department of Education and the U.S. Department of Health and Human Services.

As the executive director of Education Service Center, Region 13, I understand the challenges facing economically disadvantaged children who in regard to early education opportunities enter kindergarten significantly behind their peers. Improving the quality of prekindergarten programs across the state will benefit all students, but most importantly it will have positive benefits for students from low-income families to succeed in school and in life.

Regional education service centers (ESCs) were established by the Texas Legislature to implement state education initiatives and provide support to local school districts and charter schools in improving student performance. As a result, ESCs are uniquely qualified to support the Texas Education Agency in the implementation of the Texas Prekindergarten Expansion Model. Our experience providing high-quality, effective professional development and supporting and collaborating with teachers, administrators, and district leaders makes the ESC well-suited to partner with TEA in improving these programs.

As a sub-grantee, ESC- 13 would commit to implementing the Texas Prekindergarten Expansion Model, as detailed in Attachment 1 of the state application. We will ensure the development of partnerships with key stakeholders in our community to identify the campuses and classrooms where the expansion model would have the greatest impact. Additionally, Education Service Center, Region 13 would play an integral role in providing technical assistance, professional development, resources, and other support to local education agencies as they implement the Texas Prekindergarten Expansion Model.

We look forward to supporting the Texas Education Agency and enhancing our support of local education agencies on this essential program. Making high-quality prekindergarten programs available in our region and across the state is a critical step in ensuring the prosperous future of Texas children.

Sincerely,

(b)(6)

Terry W. Smith
Executive Director

TEXAS APPLICATION TO THE PRESCHOOL DEVELOPMENT GRANTS – EXPANSION GRANTS

A. EXECUTIVE SUMMARY

PRINCIPLE 1: BUILD ON THE STATE'S PROGRESS TO DATE AS DEMONSTRATED IN SELECTION CRITERIA

Texas is highly committed to supporting the expansion of high-quality preschool opportunities, particularly among our highest need children and families. During the 2013-2014 school year, 226,682 children were enrolled in state-funded preschool. These children met state eligibility requirements outlined in section B of this application and may attend a half-day program (funded by the state) or full-day program (which utilizes another source of local funds in addition to state funds). An additional 64,482 Texas children were enrolled in federally-funded Head Start programs.

Since 2003, the Texas Education Agency (TEA) and the Texas Workforce Commission (TWC) have provided funding for the *Texas School Ready!* project (TSR), a cross-sector, research-proven program aimed at building preschool partnerships and improving instructional quality in state-funded pre-kindergarten, Head Start, and private childcare classrooms; 35,000 children attended TSR classrooms during the 2013-2014 school year, totaling more than 380,000 children since the program started.

Texas' overall financial commitment to pre-kindergarten is unrivaled. For over a decade, Texas has spent more money annually for state-funded pre-kindergarten than any other state (\$(b)(4)) during the 2013-14 academic year).

PRINCIPLE 2: PROVIDE HIGH-QUALITY PRESCHOOL PROGRAMS IN HIGH-NEED COMMUNITIES

Texas proposes to both expand and enhance state-funded preschool programs in high-need communities through four implementation models. Expansion Model 1 would partner local education agencies (LEAs) with local childcare providers to increase the number of state-funded

slots available to Texas families in targeted communities. Expansion Model 4 would increase the number of high-quality pre-kindergarten slots and maximize preschool options for parents. The two enhancement models (Models 2 and 3) would improve quality in existing preschool classrooms, helping them achieve the High-quality Preschool Program detailed in the grant application.

Texas public schools universally meet the High-Quality Preschool Program characteristics (Section D) for employing teachers with bachelor's degrees and providing compensation comparable to K-12 teachers. Additionally, Texas schools are increasingly offering full-day pre-kindergarten programs, with 54% of 1,115 LEAs surpassing the 5-hour minimum standard for full-day services with teacher having earned bachelor's degrees. TEA recommends maximum class sizes of 22 and actively supports LEAs in building partnerships with local childcare providers to increase the number of caregivers in classrooms. Childcare partnerships are a key strategy for expanding quality through improved ratios and class size. Texas does not statutorily regulate public preschool classroom sizes nor the delivery of comprehensive services for children enrolled in public preschool programs. We propose to expand these services through increased access to comprehensive health and dental screenings at schools as well as community health fairs that partner schools with local health providers.

In addition to our service plan for the EastPoint Promise Zone in San Antonio, we selected 14 high-need communities (listed below) for participation in the grant over the course of four years. [Please note: Communities are listed by the implementation model in which they would participate. Based on the unique characteristics of each community, some communities would participate in more than one implementation model. One sub-grantee, the State Center for Early Childhood Development (SCECD) would implement the expansion models; the other eight grantees would implement the enhancement models. Implementation of services in each high-need community is further explained in section D.4.a of the application.]

The following communities were identified for participation in the grant:

Model 1: Expansion LEA-Childcare Partnerships with High- Quality PD	Model 2: Enhancement Provide an Aide and High-quality PD	Model 3: Enhancement Provide High-Quality PD	Model 4: Expansion Expand Choice for High- quality Preschool Programs
Brazoria County Brazos County Collin County Dallas County Fort Bend County Harris County Lubbock County Nueces County Tarrant County	Brazoria County Cameron County Dallas County EastPoint Promise Zone (Bexar County) Fort Bend County Harris County Hidalgo County Lubbock County Nacogdoches County Nueces County Travis County Williamson County	EastPoint Promise Zone (Bexar County)	Brazoria County Fort Bend County Harris County

Given the size and diversity of the Texas population, we constructed an index of four indicators to assist in our community prioritization and selection efforts. These indicators include statewide measures of third grade reading and math achievement; the percent of children receiving free and reduced lunch; and estimated gaps in community access to preschool. The index first takes into account the percent of children in a school receiving an “Unsatisfactory” score on the state’s third grade reading and math assessments. LEAs were then sorted based on percentage of children receiving free and reduced-price lunch and aggregated by county to allow comparisons with counties estimated to have the largest gaps in service for eligible children. Finally, we matched our models with communities based on structural features of quality currently in place – full-day pre-kindergarten; half-day pre-kindergarten; Head Start; and childcare partnerships -- that could be built upon utilizing grant funds.

PRINCIPLE 3: INCREASE THE NUMBER AND PERCENTAGE OF ELIGIBLE CHILDREN SERVED IN HIGH-QUALITY PRESCHOOL PROGRAMS

Currently, 226,682 children attend state-funded preschool programs in Texas. Through this grant, Texas would increase the number of eligible children served in high-quality preschool programs by improving existing slots and creating new high-quality public school slots in the selected high-need communities. Based on Texas' four models and by the conclusion of the grant, the total number of *new* slots would be (b)(4); the total number of *enhanced* slots would be (b)(4). This would be a (b)(4) % increase -- (b)(4) children -- of eligible children served in high-quality preschool programs compared with the 2013-14 state enrollment. Regardless of implementation model, children in classrooms receiving grant funds will have access to the comprehensive services outlined in section E.2.e of the application.

High-quality Preschool Program Components					
Model	Full-day	2:20 Ratio	BA Teacher	Professional Development	Comprehensive Services
1 – Expansion	✓	✓	✓	✓	✓
2 – Enhancement	In place	✓	In place	✓	✓
3 – Enhancement	In place	In place	In place	✓	✓
4 – Expansion	In place	In place	In place	✓	✓

PRINCIPLE 4: CHARACTERISTICS OF HIGH-QUALITY PRESCHOOL PROGRAMS

Texas proposes to utilize grant funds to build upon existing state resources and provide preschool programs in high-need communities that meet the definition outlined in the grant. The characteristics of state-funded preschool programs in each community determined their placement within the implementation models, such as a current full-day program and 1:10 staff:child ratio. A detailed comparison of the grant definition of a high-quality preschool program to state-funded preschool programs in Texas is provided in section B of the application. Additionally, the Texas application provides for expansion of the state-funded *Texas School Ready!* model that combines a research-based, state-adopted curriculum with ongoing professional development and child progress monitoring tools. All teachers and assistant

teachers in grant-funded classrooms will receive access to online professional development; child progress monitoring tools; and individualized coaching to build their content knowledge in child development. Additionally, teachers and assistant teachers will analyze the specific instructional needs of the children in their classrooms and how to support them through engaging lessons and activities. These resources will be available on the TEA-funded Engage platform, currently being developed by the SCECD for a Fall, 2015, launch.

PRINCIPLE 5: STAKEHOLDER SUPPORT

In developing this application, TEA sought support from local, regional, and statewide organizations that impact the early care and education system in Texas. Letters of support from these organizations are included, including a letter of support from the United Way of San Antonio and Bexar County -- the grantee for the EastPoint Promise Zone in San Antonio. The United Way is excited about the opportunity to expand high-quality preschool services in the Promise Zone. Members of the Texas Early Learning Council -- Texas' state advisory council on early childhood education and care -- are committed to supporting the project plan outlined in the grant and leveraging their networks to see the project through successful implementation.

Should Texas be awarded funding, TEA and the sub-grantees will partner with I.E.As, childcare providers, and local health, dental, nutrition, and wellness providers to support the successful implementation of the project plan. In collecting letters of support from these organizations, we targeted those with a commitment to child development and activity in the early childhood field. These sub-grantees will also provide information to parents and families, our most important stakeholders, about this new opportunity to provide high-quality preschool for the most at-risk children in our state.

PRINCIPLE 6: ALLOCATION OF FUNDS:

(a) Activities to build or enhance infrastructure using no more than five percent of funds

Texas will allocate no more than five percent of grant funds towards activities to build or enhance infrastructure; our plan is designed to provide a benefit to the entire state. For example, some funding will be used to rewrite the Texas Pre-kindergarten Guidelines, last updated in 2008. Refer to the table in section C.1 for information on our proposals for the five percent.

(b) Subgrants to Early Learning Providers:

Provide high-quality preschool programs by the end of grant year #1

Sub-grantees will begin implementation in Spring, 2015, or Fall, 2015, depending on implementation model. Several communities have been selected to participate in the initial cohorts of implementation for Models One and Two, beginning in Spring, 2015. Implementation of Model 3 in the EastPoint Promise Zone will begin in Fall, 2015. Additional cohorts of communities were selected in an attempt to serve as many classrooms in as many communities as possible during the four-year course of the grant period. Some communities will receive services in multiple cohorts. An implementation timeline for all four models and participating communities is provided in section D.4.a.

Subgrant at least 95% of funds

TEA will subgrant at least 95% of funds to provide services to preschool classrooms in Texas to meet the high-quality preschool program definition provided in the grant. These subgrants will be awarded to nine sub-grantees who will deliver services regionally or statewide, depending on the implementation model. TEA will work with sub-grantees to minimize administrative costs and maximize benefits to Texas children and families.

Support sub-grantees with culturally and linguistically appropriate outreach

TEA will support sub-grantees in providing culturally and linguistically appropriate outreach and communication efforts for parents. In addition to leveraging and improving current resources, including the Pre-Kindergarten Prepares website, new materials will be created.

SCECD will play a leadership role in the creation and distribution of outreach materials for LEAs participating in the expansion models so that parents are aware of new, state-funded slots available in childcare centers.

Proposed Grant Models for Texas

Model 1: New High-Quality Slots. The primary goal of the grant is to increase the number of high-quality public preschool slots available to families in local communities. For the grant, the SCECD will facilitate partnerships between LEAs and local childcare providers in select communities where population growth has outpaced public school construction. This partnership will create additional capacity to serve more students by leveraging pre-existing childcare facilities. Under this model, these partnerships will enable public schools to serve more eligible children in high-quality pre-kindergarten programs. Eligible children would attend a public school pre-kindergarten program taught by a degreed teacher; the difference is the location of the program. Partner childcare centers would hire highly qualified staff and house a full-day preschool program within their private childcare center, while the LEAs would provide a percentage of Average Daily Attendance (ADA) to the childcare center to pay the cost of the facility and staff salaries. The grant will provide the additional funding to allow these programs to operate full-day programs. Participating partnership programs must sign an MOU which requires PEG classrooms to maintain a maximum class size of 20 and child:staff ratios of no more than 10:1. The program operated at the childcare center will be the same as the program offered at the public school. This model will cost approximately \$^(b)₂₄ per child receiving a full year of PEG services. Additionally, the teachers in these new classrooms will have access to the same services available to other public pre-kindergarten teachers through the Engage platform. The Engage platform provides child progress monitoring tools, face-to-face training, online professional development courses, and online coaching support.

Model 2: Enhanced High-Quality Slots. The sub-grantees will build upon existing state resources to implement continued quality improvement in pre-kindergarten classrooms in the selected communities. To meet the grant definition of a high-quality preschool program, only programs who are already implementing a full-day pre-kindergarten program will be considered for participation in the grant under this model. For this model, the SCECD will provide several resources to enhance quality. First, LEAs who choose to participate within the selected communities will receive a reimbursement to pay for the additional expense of a teaching assistant or highly-trained teaching assistant for each pre-kindergarten classroom. LEAs participating will have maximum class sizes of 20 students to meet the requirements of the grant. This will allow these classrooms to meet the maximum 10:1 child:staff ratio in the grant. Second, the pre-kindergarten teachers and the new assistant teachers will receive access to the Engage platform and its resources, as well as coaching support and specialized training in small group instruction. All assistant teachers will have access to the new eCDA program, which will also be included on the Engage platform. Before the end of the two-year implementation in their community, the assistant teachers will have the requisite training hours and classroom experience to earn a CDA. This model will cost approximately \$^(b)₍₄₎ per child receiving a full year of grant-funded services.

Model 3: Enhanced High-Quality Slots. The sub-grantees will build upon existing state resources to implement continued quality improvement in preschool classrooms in the selected communities. To meet the grant definition of a high-quality preschool program, only programs who are already implementing a full-day pre-kindergarten program with the required 10:1 child:staff ratio will be considered for participation in the grant under this model. For this model, the sub-grantees will provide several resources to enhance quality. These pre-kindergarten teachers and assistant teachers will receive access to the Engage platform and its resources, as well as an initial inservice training followed by coaching support. Additionally, all assistant teachers will have access to the new eCDA program, which will also be included on the Engage platform. Before the end of the two-year implementation in their community, the assistant teachers will have the requisite training hours and classroom experience to earn a CDA. This model will cost approximately \$^(b)₍₄₎ per child receiving a full year of PEG services.

Model 4: Expansion of High-Quality Slots for Pre-kindergarten Program Choice

Model 4 would provide opportunities for parents to send their children to the high-quality pre-kindergarten program of their choice. Establishing both public and private program options for parents is a key component of this model. To this end, the state proposes making available a number of pre-kindergarten program options that would give parents a choice in selecting a pre-kindergarten program. To meet the grant definition of a high-quality preschool program, only public or private programs who are already implementing a full-day pre-k program will be considered for participation in this model. A participating sub-grantee will guarantee that all teachers and teaching assistants have access to the Engage platform. While all LEAs in a selected high-need community will be eligible to participate, private preschool programs meeting specific criteria will also be allowed to participate. In the parent application process, parents will apply to the sub-grantee through a lottery system. Priority points will be given to parents who choose to send their child to a high-quality pre-kindergarten program. This model will cost approximately \$(b) per child. If the program selected by a parent is a public school program or private program that has partnered with an LEA, this cost will be reduced, as the state will be providing the allowable half-day ADA.

B. COMMITMENT TO STATE PRESCHOOL PROGRAMS

In 1984, the Texas Legislature passed legislation that required local education agencies (LEAs) to provide a half-day pre-kindergarten program if at least 15 children within the LEA boundaries meet certain eligibility criteria. Under current state law, a child is eligible for state-funded preschool enrollment if he or she is at least three years old and:

1. is unable to speak and comprehend the English language;
2. is educationally disadvantaged (eligible to participate in the national free or reduced-price lunch program);
3. is homeless;
4. is the child of an active duty member of the U.S. armed forces who is ordered to active duty;
5. is the child of a member of the U.S. armed forces who was killed or injured while serving on active duty; or
6. is or ever has been in the conservatorship of the Department of Family and Protective Services

During the 2013-2014 school year, 226,682 children were enrolled in pre-kindergarten programs offered by 1,070 LEAs in Texas. Of these, 395 LEAs offered half-day programs and 675 offered full-day programs on one or more campuses. Although the state requires LEAs to offer half-day programs, many LEAs provide full-day programs. The state provides a half-day's funding for each child enrolled in pre-kindergarten. LEAs offering full-day programs supplement funding locally or charge tuition. LEAs may charge tuition to families of children who do not meet the eligibility requirements to be enrolled in public school pre-kindergarten programs or to provide an additional half-day to eligible children.

According to the grant, the definition of a high-quality preschool program is one that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including the below elements. Texas already meets many of these requirements, as noted in the table. The PEG will focus on improving quality around the elements that are not standard across all Texas public school pre-kindergarten programs.

High-quality Definition	Status in Texas
High staff qualifications, including a bachelor's degree	<p>Texas requires all public school teachers, regardless of the grade they teach, to hold a bachelor's degree and state certification appropriate to the assignment.</p> <p>Texas requires all public school aides to be a high school graduate or hold a General Education Development (GED) and have experience working with students or parents as approved by the superintendent.</p>
High-quality professional development for all staff	<p>In Fall 2015, Texas will provide high-quality, research-based professional development to all public school pre-kindergarten teachers through the Engage platform. Through the established regional education service centers, professional development and technical assistance in a variety of areas are provided statewide.</p>
A child-to-instructional staff ratio of no more than 10 to 1	<p>Texas does not have a mandated child:staff ratio for public school pre-kindergarten classrooms. However, Texas Education Code 25.111 requires all LEAs to meet a 20:1 student:teacher ratio, on average.</p>
A class size of no more than 20	<p>The recommended maximum class size in Texas pre-kindergarten classrooms is 22 children, but this is not mandated.</p>
A full-day program	<p>Texas state law requires LEAs to provide a half-day program to children who meet eligibility criteria, but many LEAs voluntarily expand their programs to full-day.</p>
Inclusion of children with disabilities	<p>Children with special needs are eligible to receive services through the Preschool Program for Children with Disabilities - PPCD.</p>
Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards	<p>All public school pre-kindergarten classrooms use a curriculum that may be selected from a list provided by the TEA and aligned to the Texas Pre-kindergarten Guidelines. Materials on the list have been through an official and rigorous review and approval cycle process by the State Board of Education (SBOE). The state-required K-12 English Language Proficiency Standards (ELPS) are included as an essential element of the state required K-12 curriculum for English language learners. Teachers in Pre-kindergarten classrooms also receive support in making connections to the existing Pre-kindergarten Guidelines and the ELPS.</p>
Individualized accommodations and supports	<p>In Texas, the Preschool Programs for Children with Disabilities (PPCD) provide special education and related services for eligible children with disabilities ages three through five. In accordance with the Individuals with Disabilities Education Act of 2004, schools are responsible for providing students who are receiving special education services the opportunity to participate in school through the least restrictive environment.</p> <p>Early Childhood Outcomes & Pre-kindergarten Guidelines Alignment is designed to align each Pre-kindergarten Guideline to one or more of the three Early Childhood Outcomes, and provide educators and families with discussion prompts to explain how each outcome</p>

	<p>relates to the Guidelines providing modifications and adaptations for children with special needs.</p> <p>Children needing individualized accommodations and supports in the areas of language receive support through instruction that is linguistically accommodated based on language proficiency levels. The state-required ELPS provide the scaffolding and support for teachers to provide individualized support to students.</p>
Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff	All Texas public school teachers, regardless of the grade level that they teach, are on the same local salary scale determined by the LEA.
Program evaluation to ensure continuous improvement	Beginning Fall 2015, all public school pre-kindergarten teachers and administrators will have access to the CIRCLE Progress Monitoring System child progress monitoring tools and CIRCLE Classroom Observation Tools available on the Engage platform.
On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services	The Elementary and Secondary Education Act section 1115(e) (2) allows Texas public schools to utilize a portion of Title 1 funds to provide preschool children with comprehensive services, this includes health, nutrition, and other services. Texas LEAs offer health services that appraise, protect and promote health among their students. These services are designed to ensure access or referral to primary health care services or both, foster appropriate use of primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health. Qualified professionals such as physicians, nurses, dentists, health educators, and other allied health personnel provide these services.
Evidence-based health and safety standards	<p>Texas public school uses a systematic approach to ensuring the health and safety of all children enrolled. Children are required to have 30 minutes of moderate to rigorous physical activity each day. The Coordinated School Health Requirements and Approved Programs have 8 components which include: Health Education, Health and Safe School Environment, Counseling and Mental Health Services, Parent and Community Involvement, Staff Wellness Promotion, Health Services, Physical Education, and Nutrition Services. A school health program that effectively addresses students' health, and thus improves their ability to learn, consists of many different components.</p> <p>Child Abuse- All Texas public school teachers and other school staff are mandated reporters, and must remain informed on the topic of child abuse.</p> <p>Health Records - A student is required to be fully immunized against certain diseases and provide documentation of such, unless they are eligible for an exception.</p> <p>Health Screenings - The State of Texas mandates hearing and vision screenings of children in pre-kindergarten, kindergarten, first, third, fifth, and seventh grades for vision and hearing difficulties.</p>

	<p>The Texas Legislature passed the Safe Schools Act in 1995, and it established a comprehensive school safety requirement for Public Schools. The TEA has outlined the Texas Unified School Safety Standards which are as follows:</p> <ul style="list-style-type: none"> • The LEA should demonstrate a commitment to safety through coordination of efforts and clear communication with local, regional, state, and federal-level stakeholders in all efforts for mitigating and prevention, preparedness; response, and recovery. • The LEA should assess the school climate and implement relevant scientifically research-based curricula and programs at each campus to create a positive, safe, and disciplined environment conducive to learning. • The LEA should have processes in place to identify and appropriately assist/address individuals who exhibit early warning signs of violence, risky behaviors, or a potential threat of criminal activity. • Schools must develop and implement a multi-hazard operations plan. • The plan must address mitigation, preparedness, response and recovery as defined by the commissioner in conjunction with the Governor's office of homeland security.
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1. EARLY LEARNING AND DEVELOPMENT STANDARDS

Texas has two sets of early learning and development guidelines for young children, the Texas Pre-kindergarten Guidelines and the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines, as well as an alignment of these two documents, known as Texas' Early Learning Pathways. Additionally, the state has the Texas Core Competencies for Early Childhood Practitioners and Administrators that details the skills and knowledge that early childhood teachers should possess to be successful in their careers. All of these resources have web-based trainings for early childhood teachers, developed by the State Center for Early Childhood Development (SCECD) and the *Texas School Ready!* Project.

The Texas Pre-kindergarten Guidelines offer detailed descriptions of expected behaviors across multiple skill domains that should be observed in four- to five-year-old children by the end of their pre-kindergarten experience. The guidelines are developed to be useful to a broad audience including LEAs, Head Start programs, childcare providers, and most importantly children's families. The guidelines delineate the behaviors and skills that children are to exhibit and achieve, as well as instructional strategies for the teachers. Finally, the guidelines provide a means to align pre-kindergarten programs with the Texas Essential Knowledge and Skills

(TEKS), the state curriculum standards for K-12. The guidelines offer suggestions on ways to deliver developmentally appropriate experiences for the learning needs of all children to help ensure an effective, efficient pre-kindergarten year. The guidelines provide information on responsive teaching practices, the physical arrangement of a pre-kindergarten classroom, professional development as the key to high-quality preschool programs, the involvement of families for better readiness of children for school, and methods of monitoring children's progress. Specific attention is given to a discussion of the importance of adopting a developmental approach in order to effectively promote school readiness for three- and four-year-old children. The guidelines can and should be used to support learning in a broad range of skills for children who are English language learners (ELLs), including those children receiving instruction in their native language. Alignment between the guidelines and the linguistic accommodations and supports via the English Language Proficiency Standards (ELPS) also provide the additional scaffolding needed for student success. The Texas Pre-kindergarten Guidelines are available in English and Spanish. View the domain listing and a sample domain listing from the Texas Pre-kindergarten Guidelines in Appendices A-1 and A-2.

The Texas Early Learning Council, the designated State Advisory Council for Early Childhood Education and Care, included the development of new early learning guidelines for infants and toddlers in Texas in its application for funding from the federal government. The State Center for Early Childhood Development (SCECD) wrote the Infant, Toddler, and Three-Year-Old Early Learning Guidelines (ITELG), with the assistance of a diverse group of stakeholders and input from the public. Although no two children are expected to follow the exact same pattern of growth, the ITELG are meant to provide an outline of the developmental skills young children are working on at a given stage. The ITELG were created to move Texas forward in ensuring that all children have the high-quality early experiences needed for optimal brain development. There are approximately 1900 days between the day a child is born and the day he or she enters kindergarten. Every day is a critical opportunity to support the healthy development of each child. The ITELG are designed to assist caregivers in understanding early childhood development and in making the most of each day during the early years of growth. The ITELG describe expectations about what children should know (understand) and be able to do (competencies and skills) across domains of learning during specific age ranges, as well as

what steps caregivers should take to support healthy development. The ITELG are intended to positively influence the design of professional development strategies, parent engagement, administrative planning, key class materials, and curricula. Above all else, the ITELG are a learning tool for caregivers. When equipped with the ITELG, caregivers can support a child's growth, development, and learning for success in school and life. The ITELG include strategies for addressing children with special needs and those who are English language learners and feature developmental information in the following domains: physical health and motor development, social and emotional development, language and communication, and cognitive development. The ITELG are available in English, Spanish, and Vietnamese. View a sample domain listing from the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines in Appendix A-6.

The Texas Early Learning Council also created an alignment of the ITELG and the Texas Pre-kindergarten Guidelines, known as Texas' Early Learning Pathways. The document creates a continuum of early learning and developmental information across key school readiness domains for children from birth to kindergarten entry. View the organization of this document and a sample in Appendices A-8 and A-9.

In addition to these guidelines that provide developmental information for children, Texas also has Core Competencies for the teachers, early childhood providers, and administrators who care for and educate young children. The Core Competencies for Early Childhood Practitioners and Administrators clearly articulate the knowledge and skills that all types of early childhood practitioners and administrators should possess in order to provide responsive, rich experiences. This document was designed for use by a broad range of early childhood professionals, as well as state and local agencies working to improve the quality of care and education young children receive. The content and structure of the competencies can be thought of as a framework for assessing knowledge and skills, guiding training and professional development opportunities, and monitoring progress. These Core Competencies can play an instrumental role in the evaluation and improvement plans of local programs by helping decision-makers identify the strengths and professional development needs of their staff, and providing a structure for tracking program improvement. These Core Competencies also support change by guiding the development of high-quality training and coursework that is grounded in

evidence-based practices and adapted to the needs of learners with different levels of knowledge and mastery. The Core Competencies include the following skill areas for practitioners: child growth and development; responsive interactions and guidance; learning environments, planning framework, curriculum, and standards; supporting skill development; observation and progress monitoring; diversity and dual language learners; families and community relationships; health, safety, and nutrition; and professionalism and ethics. The Core Competencies are available in English and Spanish. View the organization of this document and a sample of one core competency area in Appendices A-11 and A-12.

2. STATE'S FINANCIAL INVESTMENT

The agency supports high-quality early learning that promotes kindergarten school readiness for Texas children. The State of Texas is invested in the identification and dissemination of well researched early childhood education instructional strategies. Supported through key partnerships with the regional education service centers (ESC), the State Center for Early Childhood Development (SCECD), the Texas Early Learning Council (TELC), and numerous licensed childcare programs, including Head Start, Texas continues to raise the bar for quality early learning. This includes laying the foundation for all investments through the adoption of the Texas Pre-kindergarten Guidelines, which emphasize research-based instructional strategies that are developmentally appropriate. Intended to support all students, these guidelines also work to inform teachers in addressing the specific needs of English language learners and students with disabilities.

The primary source of state funding for Texas LEAs is the Foundation School Program (FSP). This program ensures that all LEAs, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort." Texas pre-kindergarten programs have generated the funds below, which indicate how much the state has spent on half-day eligible pre-kindergarten students.

Fiscal Year	Funding Source	Amount
2010-2011	Foundation School Program	(b)(4)
2011-2012	Foundation School Program	

2012-2013	Foundation School Program	(b)(4)
2013-2014	Foundation School Program	

In 2013, the 83rd Legislature appropriated \$(b)(4) for each fiscal year of the 2014-2015 biennium for the purpose of providing supplemental funds for eligible pre-kindergarten students. TEA requested the same amount of supplemental funding for the 2016-2017 budget through a Legislative Appropriation Request (LAR). Additionally, TEA has requested an exceptional item to fund literacy academies for pre-kindergarten through eighth grade teachers. The academies will provide teachers with support in the teaching of reading and language development. Where applicable, the academies will provide training on the use of diagnostic instruments, integration of writing support, and a focus on building academic vocabulary. Additionally, these funds will provide targeted English language acquisition and reading support for English language learners. The total amount requested for the 2016-2017 biennium is \$(b)(4) with \$(b)(4) set aside specifically for pre-kindergarten.

TEA and the Texas Workforce Commission (TWC) have supported funding the Texas School Ready! (TSR) program since 2003. Currently, TWC funds \$(b)(4) and TEA funds \$(b)(4). This funding has been requested of the Texas Legislature for the 2016-2017 biennium. TSR! is a high-quality early childhood model, based on proven school readiness components. This model includes:

- High-quality, developmentally appropriate and rigorous curriculum;
- Continuous student progress monitoring;
- Professional development for teachers; and
- Creating and implementing a School Readiness Integration Partnership to coordinate services among LEAs, childcare providers, and Head Start programs.

3. Enacted and pending legislation, policies, and/or practices

Texas has provided a pre-kindergarten program to eligible children for 30 years, and the preschool landscape is constantly evolving. LEAs in Texas must offer pre-kindergarten classes if the LEA identifies 15 or more children who are eligible and are at least four years of age. A LEA may offer pre-kindergarten classes if the LEA identifies 15 or more eligible children who

are at least three years of age. A LEA may charge tuition for a pre-kindergarten classes for certain students under certain circumstances.

A child is eligible for enrollment in free half-day pre-kindergarten if he or she is at least three years of age and is unable to speak and comprehend the English language, educationally disadvantaged, homeless, the child of an active duty member of the armed forces of the United States, the child of a member of the armed forces who was injured or killed while on active duty, or ever has been in foster care. See complete eligibility requirements above.

A LEA may charge tuition to provide an additional half day of pre-kindergarten classes to those children who are eligible for free pre-kindergarten classes, and half-day and full-day pre-kindergarten classes to children who are ineligible for free pre-kindergarten classes. If a LEA charges tuition, the tuition may not be higher than is necessary to cover the added costs of providing the additional pre-kindergarten classes, including any costs associated with data collection and reporting requirements, and the LEA must submit a proposed tuition rate to the commissioner of education for approval annually.

LEAs are required to provide notification of available pre-kindergarten programs. Pre-kindergarten program includes pre-kindergarten programs provided by a private entity through a partnership with the LEA. TEA has developed joint strategies with other state agencies regarding methods to increase community awareness of pre-kindergarten programs through programs that provide information relating to public assistance programs. TEA developed outreach materials for use by LEAs to increase community awareness of pre-kindergarten programs, known as "Pre-kindergarten Prepares."

The Early Childhood Data System (ECDS) is a new state reporting feature in the Texas Student Data System (TSDS). The ECDS is the platform used to collect early childhood data to inform LEAs, communities, and early childhood programs about the effectiveness of pre-kindergarten programs in preparing children for success in kindergarten. ECDS is the collection of both pre-kindergarten and kindergarten student data, which includes both student demographic and kindergarten progress monitoring data.

4. Quality of existing State Preschool Programs

Although there is great variability in the quality of state-funded preschool programs in Texas, the state has a quality improvement program that has been proven to improve instructional practices and positively impact the school readiness of at-risk children. Texas School Ready! is a comprehensive preschool teacher training program that combines a research-based, state-adopted curriculum with ongoing professional development and progress monitoring tools. Teachers from childcare centers, Head Start programs, and public school pre-kindergarten participate in TSR to improve knowledge and skills in language, literacy, STEM, social and emotional development, and strategies to support English language learners and children with special needs. Throughout the school year, teachers enrolled in TSR are provided tools to help them learn more about the specific instructional needs of the children in their classrooms and how to support children using engaging lessons and activities. Through TSR, teachers improve their teaching skills by getting feedback from dedicated TSR coaches using video recordings of lessons, activities, and on-site coaching. The new skills and techniques that teachers learn through TSR positively affect the classroom experience for children. Since 2003, TSR has positively impacted the school readiness of 400,000 children and the classroom instruction of 20,000 early childhood teachers in Texas. The SCECD receives significant funding from the TEA and the Texas Workforce Commission to provide TSR to approximately 2,000 public school pre-kindergarten, Head Start, and private childcare classrooms each year. Further details regarding Texas School Ready! can be found in Appendix A-15.

TSR Summary of Research Results. TSR is the product of ongoing, high-quality research that directly informs the program's implementation. Through multiple US Department of Education-Institute of Education Sciences funded studies, The Children's Learning Institute (CLI), at the University of Texas Health Science Center at Houston, also known as the State Center for Early Childhood Development (SCECD), has demonstrated the need for each component of TSR, including high-quality curriculum, the optimal levels of professional development, and the efficacy of child progress monitoring. This research is continually applied to strengthen on-the-ground components of the TSR program. Below are some of the findings that highlight the effectiveness of the TSR model that we are proposing be further scaled-up to improve pre-kindergarten quality across the state. Learn more about the research validating the effectiveness of TSR in Appendices A-17 and A-19.

- **TSR teachers are incorporating evidence-based practices.** Teachers in TSR show increases in their uses of language-building strategies, including the quality of their book reading, general conversations with children, and the use of oral language instruction to build these skills. Even greater gains have been found in emergent literacy instructional practices including activities that build phonological processing and print knowledge.
- **TSR prepares teachers of all backgrounds.** The effectiveness of TSR was found to be comparable for teachers in public schools, Head Start, and subsidized childcare despite notable differences in teachers' education and resources across these service delivery settings.
- **Teachers are embracing TSR.** TSR makes teachers feel empowered by helping align their personal beliefs and experiences with evidence-based practice—which is why studies show TSR has high fidelity of program implementation among teachers.
- **TSR is narrowing the achievement gap.** Students of TSR teachers start kindergarten with better language comprehension, more advanced phonological awareness, larger breadth of expressive vocabulary, and more print and letter knowledge than other children. Research concludes that students who begin the program with the least developed language and literacy skills experience the most dramatic gains. English language learners particularly benefit, as they tend to test below average development initially but have higher rates of improvement.
- **TSR cultivates both academic and socio-emotional skills.** In addition to academic gains, 85% of teachers report increases in a variety of their students' social-emotional domains, such as the development of behavioral control and caring for the feelings of others.
- **The younger the student, the greater the impact.** TSR studies demonstrate that younger students in the program generally show greater gains than older students—especially in the areas of vocabulary, complex language, and phonological awareness.

Next year, the SCECD will launch the TEA-funded Engage system, an online platform that hosts the research-validated professional development and progress monitoring tools that were developed by the Children's Learning Institute for use in TSR classrooms. Currently in a pilot phase with pre-kindergarten and kindergarten teachers in three LEAs (Houston ISD, Dallas ISD, and Fort Worth ISD), the Engage platform will be available to all public school pre-

kindergarten teachers beginning in Fall, 2015. After the platform launches, SCECD will begin folding additional tools and resources into the platform, including additional professional development coursework, additional progress monitoring tools, the Texas Kindergarten Entry Assessment (TX-KEA), and the Texas Early Childhood Professional Development System (TECPDS). Integrating Engage into the project plan for the PEG allows TEA to dramatically scale-up professional development and child progress monitoring initiatives in early childhood classrooms using already-invested resources. Learn more about the Engage platform in Appendix A-22.

The Engage platform includes:

- CIRCLE Progress Monitoring System progress monitoring tools (formerly C-PALLS+) in English and Spanish covering Language, Literacy, STEM, and Social and Emotional Development. Learn more and view screenshots of the CIRCLE Progress Monitoring System in Appendix A-24.
- eCIRCLE professional development courses across a broad range of topics including Language, Literacy, STEM, Social and Emotional Development, Supporting ELL, working with Special Needs children, RTI-framework, Leading School-wide Improvement, and Effective Mentoring Practices. Learn more and view screenshots of the "Read Aloud" eCIRCLE course in Appendix A-26.
- Online CIRCLE Manual, including child development information and hundreds of classroom activities with video exemplars, many of which have been linked to CIRCLE Progress Monitoring System. Learn more and view screenshots of the Online CIRCLE Manual in Appendix A-27 and A-37.
- Remote Coaching from specially-trained coaches at the SCECD to help teachers implement what they are learning through Engage. Learn more about Remote Coaching in Appendix A-29.

5. COORDINATION OF PRESCHOOL PROGRAMS AND SERVICES

The Texas Early Learning Council (TELC), a key partner for the PEG implementation in Texas, is designed to bring together top decision makers for collective discussion about how to better coordinate services so that young children have the supports in place that they need. In 2009, TELC was formed and continued to build upon many previous state efforts and lead the development of a parent and child focused, high-quality, integrated system of early childhood education and care, with a focus on collaboration and school readiness. The TELC strengthens the early care and education system in Texas, providing infrastructure and resources to ensure that more young Texans will be prepared to succeed in kindergarten and beyond. One of the overarching objectives of the TELC was to develop a Comprehensive Early Learning Cross-System/Guidelines to Improve Collaboration and Coordination across Early Childhood Education and Care Programs. This was achieved by creating the Texas Early Childhood Program Standards Comparison Tool which is a searchable database of early childhood program standards, categorized by topic. Federal programs standards such as the Head Start/Early Head Start Performance Standards, the DOD Military Childcare and Effectiveness Rating and Improvement System (ERIS) Standards and state program standards such as Texas Childcare Licensing Minimum Standards and Texas Pre-kindergarten Laws, as well as other national and state program accreditations, are included in the tool. The goal of the tool is to provide information about various program standards and accreditations to support increased collaboration among early childhood programs. This resource helps programs identify opportunities for and barriers to collaboration and coordination.

6. ROLE IN PROMOTING COORDINATION OF PRESCHOOL PROGRAMS WITH OTHER SECTORS

According to guidance documents provided by the US Department of Education to the TEA, all LEAs receiving Title I funding for preschool programs must describe a plan for how the LEA will coordinate and integrate services it provides under Title I with other educational services, such as Head Start and other preschool programs (e.g., IDEA-funded preschool programs), including its plans for the transition of children in those programs to elementary school programs (ESEA section 1112(b)(1)(E)(i)). This plan must also address coordination between any Title I preschool programs that it or its campuses operate and other preschool programs that serve children who will attend the LEA's elementary schools upon reaching school age.

In addition, Texas Education Code § 29.158 Coordination of Services requires LEAs, Head Start and Early Head Start program providers, and providers of an after-school child-care program provided at a school to coordinate with the agency, the Texas Workforce Commission, and local workforce development boards regarding subsidized child-care services. The coordination must include providing to an applicant for a child-care service information regarding child-care resource and referral agencies serving the applicant's community, information and referral providers serving the applicant's community, or the pre-kindergarten program, local child-care and development fund contractor, or Head Start program administrator serving the applicant's community, and coordinating to ensure, to the extent practicable, that full-day, full-year child-care services are available to meet the needs of low-income parents who are working or participating in workforce training or workforce education.

Additionally, there are several councils and organizations that work in promoting coordination of preschool programs and services in Texas, including early learning and development of children, child health, mental health, family support, nutrition, child welfare, and adult education and training.

The role of the Texas Head Start State Collaboration Office (THSSCO) in the state is to 1) Help build early childhood systems and access to comprehensive services for all low-income children 2) Encourage widespread collaboration between Head Start and other appropriate programs, services, initiatives, and augment Head Start's capacity to be a partner in state initiatives on behalf of children and families; 3) coordinate activities with the State agency responsible for administering the State program carried out under the Childcare and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) and entities providing resource and referral services in the State; 4) Promote better linkages between Head Start agencies and other child and family agencies, including agencies that provide health, mental health, or family services, or other child or family supportive services, such as services provided under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.)

The Texas Early Childhood Professional Development System (TECPDS), a project of THSSCO, is statewide professional development system for early childhood providers and supports education and training of early childhood professionals in Texas. They are responsible for the following activities, a) developing the professional development standards for early childhood providers (Texas Core Competencies for Early Childhood Practitioners and

Administrators), b) maintaining the state-approved Trainer and Training Approval System in Texas, and c) maintaining the Texas Early Childhood Workforce Registry, the personnel registry for all early childhood professionals. View screenshots of TECPDS in Appendix A-30.

The Council on Children and Families was established in 2009 to help improve the coordination of state services for children and their mission is to collaborate and leverage resources in the pursuit of efficient delivery of services to children, youth, and their families. The areas of emphasis include education, healthcare, long-term community based services and support, mental health, juvenile justice, transition, crisis prevention and intervention, and other core services to children.

C. Ensuring Quality in Preschool Programs

1. USE NO MORE THAN 5% OF FUNDS FOR INFRASTRUCTURE AND QUALITY IMPROVEMENTS

Texas would like to use five percent of the potential grant award to improve state infrastructure and make quality improvements that will benefit the whole state, not just the communities selected to participate in the grant. The following table shows the grant criteria for quality improvements, tools, and resources that are currently in place in Texas, and proposed objectives in quality improvements that the state would like to achieve over the course of the four-year grant.

Proposed quality improvements:

Criteria	What Texas has already done	What we can achieve
Enhancing or expanding Early Learning and Development Standards	<ul style="list-style-type: none"> • Texas Pre-kindergarten Guidelines (PKG) (2008) • Texas Core Competencies for Early Childhood Practitioners and Administrators (2012) • Infant, Toddler, and Three-Year-Old Early Learning Guidelines (ITELG) (2013) • Early Learning Alignment from birth to pre-kindergarten (2013) 	<ul style="list-style-type: none"> • Updated Pre-kindergarten Guidelines • New alignment of early learning guidelines from birth to third grade
Implementing Program Standards Consistent with a High-Quality Preschool Program	<ul style="list-style-type: none"> • <i>Texas School Ready!</i> (2003-present) 	<ul style="list-style-type: none"> • TSR expansion into additional communities not currently served • Alignment of revised Pre-kindergarten Guidelines with CIRCLE Progress Monitoring Reports
Supporting Programs in Meeting the Needs of Children with Disabilities and English Learners	<ul style="list-style-type: none"> • Preschool Programs for Children with Disabilities (ongoing) • Parentcompanion.org website (2014) (View a screenshot of the website in Appendix A-33.) • Actearlytexas.org website and practitioner training modules (Coming 2015) (View a screenshot of the website in development in Appendix A-36.) 	<ul style="list-style-type: none"> • Expand modules and provide resources to support trainings for statewide deployment • Targeted outreach to share current resources with families • Multi-Tiered System of Support – Supplemental Language Intervention

	<ul style="list-style-type: none"> Established English Language Proficiency Standards (ELPS) in support of English language learners 	
Conducting a Needs Assessment	<ul style="list-style-type: none"> Texas Early Childhood Education Needs Assessment (2012) on program supply, demand, and quality 	<ul style="list-style-type: none"> Statewide surveys of childcare, Head Start, and public school pre-kindergarten programs to collect information on program quality
Establishing or upgrading preschool teacher education and licensure	<ul style="list-style-type: none"> Texas requires all public school teachers, regardless of the grade they teach, to hold a bachelor's degree and state certification. 	<ul style="list-style-type: none"> Support certification efforts in the area of bilingual/ESL preschool teacher education and licensure programs
Improving Teacher and Administrator Early Education Training Programs and Professional Development	<ul style="list-style-type: none"> Professional development in Engage platform (Coming 2015) Texas Early Childhood Professional Development System (TECPDS) (2003-present) BEECH professional development for home-based providers (for pre-kindergarten quality, reaching underserved populations, linguistically supportive interventions, and supporting continuum of early learning) (2013-present) (View a screenshot of the website in Appendix A-34.) ITELG Training for providers (2013-present) 	<ul style="list-style-type: none"> Provide administrators with professional development through the "Leading School-wide Improvement" course and training and access to the Administrator Classroom Observation Tool (A-COT) on Engage Provide early learning specialists (literacy coach, curriculum specialist, etc.) with professional development through "Effective Coaching Practices" course and "Leading School-wide Improvement" course, and training and access to the Classroom Observation Tool (COT) and goal-setting system on Engage Providing ITELG, Texas Pre-kindergarten Guidelines, and Core Competencies trainings to administrators and practitioners in local communities

<p>Linking Preschool and Elementary and Secondary Data to Link Preschool and Elementary and Secondary School Data</p>	<ul style="list-style-type: none"> • Texas Student Data System (TSDS), longitudinal student data system (Coming 2017) • Link data from Engage to TSDS after rollout is complete in 2016-2017 	<ul style="list-style-type: none"> • Provide technical assistance in the area of data disaggregation and action planning to improve student achievement district-wide • Support administrators with creating action plans and processes for campus-wide planning
<p>Implementing a Comprehensive Early Learning Progress Monitoring System</p>	<ul style="list-style-type: none"> • CIRCLE Progress Monitoring System (child progress monitoring) available to all LEAs through Engage (Coming 2015) • Classroom Environment Checklist and Classroom Observation Tool available to all LEAs through Engage (Coming 2015) 	<ul style="list-style-type: none"> • Build statewide understanding by developing introductory training module for programs based on National Research Council Report- "Early Childhood Assessment: Why, What, and How"
<p>Building Preschool Programs Capacity to Engage Parents</p>	<ul style="list-style-type: none"> • Littletexans.org website and marketing campaign (2013) • ITELG and parent guides (2013) • Pre-kindergartenprepares.org pre-kindergarten marketing campaign (2012-present) (View a screenshot of the website in Appendix A-35.) 	<ul style="list-style-type: none"> • Provide ITELG guides and posters to community centers, medical providers, and libraries in Texas • Integrate Play and Learning Strategies (PALS) into Engage • Provide PALS in Promise Zone
<p>Building State- and community- level support for High-Quality Preschool Programs</p>	<ul style="list-style-type: none"> • Texas Early Learning Council (Established 2009) 	<ul style="list-style-type: none"> • Develop a collaboration toolkit to help schools implement parent support programs and resources in their local communities • Create modules/training for counselors/social workers/parent liaisons on various aspects of comprehensive health services
<p>Other Activities that would enable the delivery of a High-quality Preschool Programs to Eligible Children</p>		<ul style="list-style-type: none"> • Build capacity of regional education service centers (ESCs) through training and collaboration • Ensure deployment of available resources to ESCs in an effort to support pre-kindergarten classrooms statewide

2. IMPLEMENT A SYSTEM FOR MONITORING AND SUPPORTING CONTINUOUS IMPROVEMENT

Texas will utilize systems currently in place and those that will be available statewide soon to monitor improvement and support sustained growth during the term of the grant.

(a) Capacity to Measure Quality

Texas has a strong commitment to assessing quality and using data for continuous improvement in pre-kindergarten through its TSR Engage tools, and there are two new tools currently in development. The table below is used to provide a high-level overview of the Early Learning Progress Monitoring System components; additional details and samples of the tools can be found in the appendix. Data gathered through these tools are used to identify strengths and weaknesses across all levels of the system. Nearly all of the measures used are facilitated by technology allowing users to: a) generate easily interpretable charts and summaries, and show suggested activities and goals based on performance, and b) show users how to implement recommendations by automatically linking them to video demonstrations, downloadable activities, and references to state guidelines.

Comprehensive Early Learning Progress Monitoring System

Criteria	State Resources in Place
Screening Measures	Act Early Texas! (AET), offering web-based developmental screening using the ASQ and M-CHAT, is in development and scheduled to launch Spring 2015. View a screenshot of the website in development in Appendix A-36.
Formative Assessments	CIRCLE Progress Monitoring System (Engage)- is a validated child progress monitoring tool that: <ul style="list-style-type: none"> • covers all domains of the Head Start Assessment Framework (i.e., topics including language, literacy, math, approaches to learning, science, social studies) • uses direct and observational tools • is psychometrically well-validated, and research supported as an intervention tool • provides immediate feedback about child or class performance compared to age-related bench marks • suggests small groups based on benchmarks, by skill areas

	<ul style="list-style-type: none"> • provides recommendations for instructional activities based on child performance • offers recommended activities that teachers can download as scripted lessons (View a sample CIRCLE activity in Appendix A-37.) • allows authorized users to view progress across the beginning, middle, and end of the year by child, class, school, and LEA <p>Surveys are routinely used across the state, and by various agencies and early learning programs, to determine the needs of communities, LEAs, schools, and families. SCECD conducts annual surveys of TSR administrators, coaches, and teachers to gauge satisfaction with each program component (e.g., professional development, coaching, child progress monitoring tools, curriculum, content focus). Survey findings are summarized, shared, and used to revise protocols for immediate or future implementation. Learn more about the CIRCLE Progress Monitoring System in Appendices A-24 and A-26.</p>
Measures of Environmental Quality	<p>Classroom Environment Checklist (Engage)- was developed to work with the Texas School Ready project and is used by teachers, coaches, and administrators to:</p> <ul style="list-style-type: none"> • document print rich materials, well organized spaces that support self-regulation, and presence of learning materials that support school readiness • track data online through Engage which can be reported and graphed across the beginning, middle and end of the school year • support improvement by showing teachers high-quality videos and images linked to each item <p>View samples of the CEC in Appendix A-38.</p>
Measures of the Quality of Adult-Child Interactions	<p>Teacher Behavior Rating Scale is a well validated preschool teacher observation measure that:</p> <ul style="list-style-type: none"> • captures the quantity and quality of key instructional behaviors and teacher responsiveness across language, literacy, math, sensitivity, classroom management, lesson planning, and progress monitoring practices • is sensitive to growth in instructional practices over time and in response to professional development programs • is predictive of child outcomes <p>View sample TBRs subscales in Appendix A-41.</p> <p>Classroom Observation Tool (Engage) is a recently developed, initially validated, tool that:</p> <ul style="list-style-type: none"> • is used by coaches to identify gaps in instructional practices across language, literacy, math, sensitivity, classroom management, and lesson

	<p>planning,</p> <ul style="list-style-type: none"> • helps coaches prioritize efforts by building a progression of teaching skills • based on goals set- provides teachers with recommended activities, and links to Pre-kindergarten guideline expectations • provides teachers and coaches with hundreds of video demonstrations of the specific behaviors captured by the observation tool • allows teachers, coaches, schools, LEAs, and statewide users to examine trends in instructional quality and inform decisions about targeted professional development and school capacity <p>Learn more about the COT and view a sample report in Appendices A-44 and A-45.</p>
<p>A Kindergarten Entry Assessment</p>	<p>CIRCLE Progress Monitoring System (available through Engage) – In use by some Texas schools, until TX-KEA development is complete Fall 2017, for students not meeting reading screen benchmarks in kindergarten. See expanded description in section C.3. LEAs are also using other accepted kindergarten-entry assessments including Texas Primary Reading Inventory (TPRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Istation’s Indicators of Progress (ISIP). Learn more about the CIRCLE Progress Monitoring System in Appendix A-24 and TX-KEA in Appendix A-91. View statewide student gains among children participating in <i>Texas School Ready!</i> as measured by the CIRCLE Progress Monitoring System in Appendix A-46.</p>

(b) Use of a Statewide Longitudinal Data System

Texas is currently developing a new statewide longitudinal data system, known as the Texas Student Data System (TSDS), for collecting and reporting education data for publicly funded schools in the State of Texas. Replacing and expanding on the existing legacy system, TSDS offers an easier way to collect and manage data – saving schools time and money, while empowering educators with valuable data to provide students a brighter future. The development of this new system is funded from federal grants and the Michael and Susan Dell Foundation. With help from the Education Service Centers (ESCs), TEA has created a "multi-stage rollout plan" for implementing TSDS across Texas. This phased approach allows LEAs to implement TSDS in an orderly fashion without overtaxing the system or its support infrastructure. Each LEA (including Texas school districts or charter schools) has been assigned to one of three

TSDS implementation years between 2014/15 - 2016/17 with all Texas LEAs implementing by the 2016-2017 school year. [View the TSDS Rollout Plan in Appendix A-47.]

Data security is the number one priority of TEA. Unique ID is required for all students and staff members in order to load information into the Texas Student Data System Education Data Warehouse (EDW). The TSDS Unique ID system is designed for Texas educational agencies to assign and maintain unique identifiers for student and staff members. Data from the Engage system will link to TSDS when it is fully deployed in 2017 and have the ability to track student progress using the TSDS Unique ID.

(c) Clearly Specified Measurable Outcomes

The CIRCLE Progress Monitoring tools are well-validated with age-related benchmarks for tasks, including rapid letter naming, rapid vocabulary naming, phonological awareness, math, science, and social and emotional development. Classroom Observation Tools target scores are established and teachers work toward achieving improved instructional practices aligned with the Texas Pre-kindergarten Guidelines. [Please refer to the table in C.2.a, "Comprehensive Early Learning Progress Monitoring."]

3. MEASURE THE OUTCOMES OF PARTICIPATING CHILDREN

The TEA, in collaboration with the State Center for Early Childhood Development, received an award from the U.S Department of Education to develop the Texas Kindergarten Entry Assessment System (TX-KEA). TX-KEA is currently being developed for use by educators to screen children's school readiness skills upon their entry into kindergarten. TX-KEA will help schools determine whether students have mastered developmental benchmarks as described in the Texas Pre-kindergarten Guidelines and the Texas Essential Knowledge and Skills Standards (TEKS). This point-in-time snapshot of each student's competencies will inform instruction and identify whether additional diagnostic tools are needed.

This project promises to enhance the quality and variety of progress monitoring instruments and systems available for use by Texas' 1,227 LEAs, which serve up to 400,000 new kindergarten students each year. The project will result in a comprehensive screening tool which can be reliably administered by kindergarten teachers, is a valid predictor of later academic

success, and is integrated into TEA's longitudinal data system. Separate English and Spanish versions of TX-KEA will be developed.

TX-KEA will be "comprehensive" in that it will evaluate many learning domains critical for academic success: Vocabulary; Listening comprehension; Letter knowledge; Phonological awareness; Early writing; Mathematics; Science and engineering; Initiative; Gross and fine motor; Physical health status; Social competence; Self-regulation; and Emotion understanding. TX-KEA is scheduled to be launched statewide in Fall 2017. Until then, TEA and the sub-grantees will be aggregating and analyzing data collected through the multiple progress monitoring systems currently used in Texas (e.g., CIRCLE Progress Monitoring System, TPRI, DIBELS, Istation).

D. EXPANDING HIGH-QUALITY PRESCHOOL PROGRAMS IN EACH HIGH-NEED COMMUNITY

In 2012, the Texas Early Learning Council, the designated State Advisory Council for Early Childhood Education and Care in Texas, published final reports from the Texas Early Childhood Education Needs Assessment, the first statewide needs assessment conducted in Texas in more than 40 years. The comprehensive needs assessment included population projections to 2015 and 2040 as well as a supply and demand analysis of early care and education programs and school age programs in Texas, including publicly-funded preschool, Head Start, and childcare. Steve Murdock, who previously served as the director of the US Census Bureau, led the team that completed the population projections. Data collected by this needs assessment was used to determine the high-need communities for this grant.

Texas has one of the fastest growing child populations in the country. Between 2000 and 2010, more than 50% of total growth in the child population in the United States occurred in Texas. In 2010, more than 1.9 million children from birth to age 4 lived in Texas, and this number is expected to grow to 3.2 million by 2040. The majority of growth in the child population occurred in urban and suburban areas in Texas, with more than 95% of the child population living in these areas. The metropolitan areas of Houston, Dallas, San Antonio, Austin, McAllen, and El Paso are projected to show the most rapid growth into 2015 and 2040.

The demographics of the child population in Texas have experienced dramatic change in the past 50 years in racial and ethnic characteristics. The Hispanic population continues to grow, as the White population continues to decline. In 2010, Hispanics accounted for 49.3% of the early childhood population (birth to age 4); by 2015, the majority of the early childhood population is projected to be Hispanic. Among other ethnic groups, the population of African American children experienced a growth rate slightly faster than Whites, while the Asian and Pacific Islander populations experienced the fastest growth rate in state, although this population is significantly smaller than the Hispanic, White, and African American populations.

In addition to the population change and demographic change of the child population in Texas, the socio-economic characteristics of the child population are changing in Texas. In 2011, more than 1.2 million children, or 24.9% of the total child population, lived in households below the 100% poverty level, a percentage that is expected to remain constant into 2015.

Additionally, an estimated 13.3% of children lived in a linguistically isolated household, one in which no one over the age of 14 speaks English at least “very well.” These children are concentrated in counties along the Texas-Mexico border and in the metropolitan areas of Houston, Dallas, and Austin. Texas has experienced a dramatic population increase and population change in recent years, trends that are expected to continue into the next few years and decades. These demographic changes present an opportunity to make a significant impact with children in high-need communities across our state. See tables in Appendix A-48 on Texas population and demographics.

1. SELECTION OF EACH SUB-GRANTEE AND EACH HIGH-NEED COMMUNITY

The TEA selected nine sub-grantees to implement the Preschool Expansion Grant: the State Center for Early Childhood Development and Education Service Center, Region 20. The sub-grantees will partner with TEA to accomplish the goals of the grant.

The Children’s Learning Institute at the University of Texas Health Science Center at Houston was designated the State Center for Early Childhood Development (SCECD) in 2003 by Texas Governor Rick Perry. The SCECD has implemented the *Texas School Ready!* Project (TSR) since 2003, partnering with LEAs and local community organizations across Texas to positively impact the school readiness of children in preschool programs. (See full list of TSR partners in Appendix X.) Each year, the SCECD partners with over 30 local education agencies (LEAs) and community organizations to implement TSR. The SCECD has a long history of partnering with the TEA to accomplish large-scale projects, including the TSR (2003-present), the development of the Texas Pre-kindergarten Guidelines (published in 2008), the Texas Kindergarten Entry Assessment (2013-present), and the development of the Engage professional development and child progress monitoring platform for all pre-kindergarten teachers in Texas (2013-present). If Texas is awarded, the SCECD will implement the grant objectives across Texas, including the following areas: Greater Houston, Greater Dallas, Greater Austin, Lower Rio Grande Valley, Nueces County, Brazos County, and Lubbock County.

The TEA utilizes regional education service centers that serve as liaisons between TEA and the more than 1,200 LEAs in Texas. In 1967 the Texas Legislature directed that the State Board of Education provide, by rules and regulations, for the establishment and operation of

regional Education Service Centers (ESCs). Twenty Regional Service Centers were established to provide services to LEAs throughout the state. The Centers are service organizations, not regulatory arms of the TEA, and participation by schools in services of the centers is voluntary. Chapter 8 of the Texas Education Code, enacted by the 75th Texas Legislature in 1997, specified the following purposes of ESCs:

1. Assist school districts in improving student performance in each region of the system;
2. Enable school districts to operate more efficiently and economically; and
3. Implement initiatives assigned by the legislature or the commissioner.

The Education Service Centers provide additional support for LEAs in their regions, including professional development and technical assistance. The TEA will partner with several regional Education Service Centers (ESCs) to provide services to preschool classrooms in the targeted high-need communities described in the application. The counties served by each ESC are indicated on the map on the following page, as well as the target communities in each service area. The ESCs identified as sub-grantees for this grant are:

- Education Service Center Region 1
- Education Service Center Region 2
- Education Service Center Region 4
- Education Service Center Region 7
- Education Service Center Region 10
- Education Service Center Region 13
- Education Service Center Region 17
- Education Service Center Region 20

Note: some counties highlighted on the map on the following page are not within the boundaries of one of the ESCs. For the grant implementation, these counties will receive services from the SCECD.

High-need Community	Characteristics (2010 US Census)
Harris County Greater Houston Area	Population: 4,092,459 % Urban Population: 98.79%
Fort Bend County Greater Houston Area	Population: 585,375 % Urban Population: 94.46%
Brazoria County Greater Houston Area	Population: 313,166 % Urban Population: 77.47%
Dallas County Greater Dallas Area	Population: 2,368,139 % Urban Population: 99.31%
Collin County Greater Dallas Area	Population: 782,341 % Urban Population: 94.76%
Nacogdoches County	Population: 64,524 % Urban Population: 53.54%
Williamson County Greater Austin Area	Population: 422,679 % Urban Population: 88.01%
Nueces County	Population: 340,223 % Urban Population: 93.55%
Travis County Greater Austin Area	Population: 1,024,266 % Urban Population: 94.54%
Lubbock County	Population: 278,831 % Urban Population: 88.66%
Brazos County	Population: 194,851 % Urban Population: 87.94%
Cameron County Rio Grande Valley	Population: 406,220 % Urban Population: 91.58%
Hidalgo County Rio Grande Valley	Population: 774,769 % Urban Population: 94.86%
Tarrant County	Population: 1,809,034 % Urban Population: 98.71%
Bexar County** EastPoint Promise Zone	Population: 1,714,773 % Urban Population: 95.46%

**This data represents the entire county, not just the EastPoint Promise Zone.

The sub-grantees will expand and enhance preschool program quality through four implementation models. The sub-grantees will partner with local LEAs in each county for the expansion and enhancement of Texas preschool programs. Although 226,682 children attended state-funded preschool programs in Texas during the 2013-14 school year, not all LEAs provide a preschool program. In Texas, LEAs are required to provide a half-day preschool program if at least 15 children live within the LEA boundaries that meet state-mandated eligibility criteria. (See state eligibility criteria in Section B.) Therefore, the sub-grantees will target LEAs based on the current status and participation levels of local preschool programs in each community.

Community Selection. The following table details which high-need communities will be targeted to participate in the expansion model or one of two enhancement models. The

implementation timeline in section D.4.a details which model will be used to serve each high-need community across the four years of the grant.

Model 1: Expansion	Model 2: Enhancement	Model 3: Enhancement	Model 4: Expansion
Fort Bend County Nueces County Collin County Dallas County Tarrant County Harris County Brazoria County Lubbock County Brazos County	Fort Bend County Harris County Nueces County Dallas County Cameron County Brazoria County Lubbock County Williamson County Hidalgo County Travis County Nacogdoches County EastPoint Promise Zone (Bexar County)	EastPoint Promise Zone (Bexar County)	Harris County Fort Bend County Brazoria County

For this grant, the high-need communities were selected using data from the gap analysis of the Texas Early Childhood Education Needs Assessment, student counts from the TEA, and LEA-level 3rd grade reading and math scores from the State of Texas Assessment of Academic Readiness (STAAR) assessments. Based on this analysis, high-need communities were identified to participate in either the expansion or enhancement models. There is significant variability in the characteristics of preschool programs in Texas; for example, some LEAs operate full-day programs, despite the fact that the state only provides funding for half-day programs. There is also variability in preschool programs within counties, as many counties have multiple LEA that offer different preschool programs and services to families. This data provides an opportunity to prioritize communities for at least one implementation model, depending on their unique characteristics. For each model, there was an effort to spread participation in the grant to communities across Texas' diverse regions, taking into consideration current population, projected population growth, geographic characteristics, and cultural distinctions.

Community Selection for Model 1: Expansion of High-quality Slots. The Texas Early Childhood Education Needs Assessment included a gap analysis of the estimated number of

children eligible for public school pre-kindergarten who are not currently being served in each of the 254 Texas counties. Fort Bend County, Dallas County, Collin County, Nueces County, and Lubbock County all have service gaps over 30%, meaning that at least 30% of the children in these counties that are eligible for state-funded pre-kindergarten are not being served. (Some counties were excluded from this analysis because of robust Head Start programs that are serving eligible children in place of public school pre-kindergarten in these communities.) This needs assessment also includes data on the supply of early care and education programs by county. Using this data, nine counties were targeted to participate in an expansion of high-quality preschool programs through the LEA-childcare partnership model. Each county was selected based on a high state-funded pre-kindergarten service delivery gap and the supply of childcare programs that would be able to partner with local LEAs.

Community Selection for Model 2: Enhancement of High-quality Slots. To select communities to participate in the first enhancement model, several datasets were combined to compare communities and LEAs and prioritize the highest need communities. These datasets include school and LEA data from TEA on pre-kindergarten enrollment and program status (full day or half day), social economic data on children who receive free or reduced price lunch, and 3rd grade reading and math scores for the STAAR assessments. For this model, only counties with LEAs that provide full-day programs were considered for participation in order to meet the high-quality preschool program definition provided in the grant; most half-day preschool programs in Texas would not be able to expand their programs to full-day without significant prior planning, as they often provide both AM and PM preschool classes in the same classroom space each day. Among full-day preschool programs, LEAs with high percentages of children eligible for free or reduced price lunch and those with high percentages of “Unsatisfactory” scores on both reading and math STAAR assessments were prioritized over others.

Community Selection for Model 3: Enhancement of High-quality Slots. The second enhancement model will be implemented in the EastPoint Promise Zone in San Antonio through LEAs. The implementation area is smaller than the other two models; the sub-grantee will capitalize on the unique opportunity to enhance the quality of preschool programs through schools, as well as providing additional supports to parents and families to positively impact school readiness. ESC-20, by definition, has strong partnerships with the LEAs within their

service areas. For this model, ESC-20 will provide high-quality professional development in classrooms that are already full-day and have a 2:20 staff:child ratio in the EastPoint Promise Zone.

Community Selection for Model 4: Enhancement of High-Quality Slots for Pre-kindergarten Program Choice. To select communities to participate in the fourth enhancement model, several datasets were combined to compare communities and LEAs and prioritize the highest need communities. These datasets include school and LEA data from TEA on pre-kindergarten enrollment and program status (full day or half day), socioeconomic data on children who receive free or reduced price lunch, and third grade reading and math scores for the STAAR assessments. For this model, only counties with LEAs and licensed or accredited Texas Private School Accreditation Commission (TEPSAC) that provide full-day programs were considered for participation in order to meet the high-quality preschool program definition provided in the grant; most half-day preschool programs in Texas would not be able to expand their programs to full-day without significant prior planning, as they often provide both AM and PM preschool classes in the same classroom space each day. Among full-day preschool programs, LEAs with high percentages of children eligible for free or reduced price lunch and those with high percentages of “Unsatisfactory” scores on both reading and math STAAR assessments were prioritized over others.

High-quality Preschool Program Components					
Model	Full-day	2:20 Ratio	BA Teacher	Professional Development	Comprehensive Services
1 – Expansion	✓	✓	✓	✓	✓
2 – Enhancement	In place	✓	In place	✓	✓
3 – Enhancement	In place	In place	In place	✓	✓
4 – Expansion	In place	In place	✓	✓	✓

2. HOW EACH HIGH-NEED COMMUNITY IS CURRENTLY UNDERSERVED

The following communities were selected to participate in the grant based on a variety of factors, detailed in the previous section. Each community represents a unique opportunity to

have a positive impact on the quality of preschool programs that educate young children. Many children are eligible for and attend publicly funded preschool programs in the targeted communities, but the grant provides the opportunity to raise the quality of these programs to meet the definition of a High-quality Preschool Program detailed in the grant application. The following table includes data on the number of children served in state-funded preschool programs and Head Start programs in each high-need community during the 2013-14 school year, and the percentage of children served in these counties as part of the statewide total of 297,019 for the same period. The statewide total of 297,019 includes 226,682 in state-funded pre-kindergarten and 70,337 in Head Start.

High-need Community	Children Served in Public Pre-K	Children Served in Head Start	Total Children Served	% Children Served
Harris County Greater Houston Area	(b)(4)			
Fort Bend County Greater Houston Area				
Brazoria County Greater Houston Area				
Dallas County Greater Dallas Area				
Collin County Greater Dallas Area				
Nacogdoches County				
Nueces County				
Williamson County Greater Austin Area				
Travis County Greater Austin Area				
Lubbock County				
Brazos County				
Cameron County Rio Grande Valley				
Hidalgo County Rio Grande Valley				
Tarrant County				
Bexar County** EastPoint Promise Zone				

**This data represents service in the entire county, not just the EastPoint Promise Zone.

In several of these targeted communities, the variability in the preschool programs allows for their participation in more than one of the grant's implementation models. In each community, specific LEAs will be targeted for participation in the expansion model, if they have

a large service, or one of the enhancement models, if they already offer full-day a preschool program or are partnered with a Head Start program housed within the LEA. The following community profiles detail the specific characteristics of each high-need community and what goals can be achieved during the term of the grant. Not all communities will participate in the grant for all four implementation years. The timeline in the following section displays the planned implementation for each model and the different cohorts of communities that will be targeted by school year. The implementation models are:

- Model 1: Expansion of High-quality Slots (beginning Spring 2015)
- Model 2: Enhancement of High-quality Slots (beginning Spring 2015)
- Model 3: Enhancement of High-quality Slots (beginning Fall 2015)
- Model 4: Expansion of High-Quality Slots (beginning Fall 2015)

Urban Areas. More than 70% of the Texas population, more than 17.8 million people, live within the “Texas Triangle,” a region defined by Houston, Dallas/Fort Worth, and San Antonio/Austin. More than 70% of the population of Texas lives within this area, including large and fast-growing child populations in the major cities. Each of the five largest cities in Texas will be included in the PEG participation for expansion, enhancement, or both, depending on their unique characteristics. See Appendix A-50 for detailed descriptions of the urban communities.

Suburban Areas. The metropolitan areas of Houston, Dallas, and Austin also experienced significant population growth in their surrounding suburban counties. The suburban counties selected for participation in this grant experienced significantly higher population growth rates from 2000-2010 than their neighboring urban counties. These suburban areas are expected to continue growing rapidly, and data from the statewide needs assessment shows that LEAs in these counties have large service gaps in state funded pre-kindergarten programs already. Participation in the PEG will provide an opportunity to improve quality and to put LEA-childcare partnerships in place to meet service gaps. See Appendix A-52 for detailed descriptions of the suburban communities.

South Texas. Although there are concentrations of English language learners in preschool programs across Texas, there are significant populations of ELL students in South Texas. The

following counties will be targeted through the grant: Cameron County, Hidalgo County, and Nueces County. These counties also have significantly higher levels of poverty than the rest of the state, presenting a unique opportunity to provide high-quality preschool programs for children and additional comprehensive services to high-need families. Outside of the “Texas Triangle” of Houston, Dallas/Fort Worth, and San Antonio/Austin, the most rapid population growth occurred in the Rio Grande Valley from 2000 to 2010, a trend that is projected to continue. See Appendix A-54 for detailed descriptions of the South Texas communities.

Rural Areas. Texas is the second largest state in the country by land area, but 70% of the population is concentrated in an area one-quarter the size of the whole state, leaving vast expanses of land where the population is significantly less concentrated. The SCECD has experience implementing the *Texas School Ready!* Project in rural areas, and developed an online model to deliver service to these areas. See Appendix A-56 for detailed descriptions of the rural communities.

3. HOW THE STATE WILL CONDUCT OUTREACH TO POTENTIAL SUB-GRANTEES

The TEA selected nine sub-grantees to implement the Preschool Expansion Grant based on their experience implementing large-scale projects in local communities statewide, regionally, and specifically in the region that includes the EastPoint Promise Zone in Bexar County (Education Service Center, Region 20). TEA has a history of working with these sub-grantees for the successful implementation of projects with LEAs and early childhood providers. The sub-grantees participated in the grant writing process for the PEG to ensure ambitious yet achievable targets were selected for each community’s participation in the grant.

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4. HOW THE STATE WILL SUBGRANT AT LEAST 95% OF ITS FEDERAL GRANT AWARD TO SUB-GRANTEE(S)

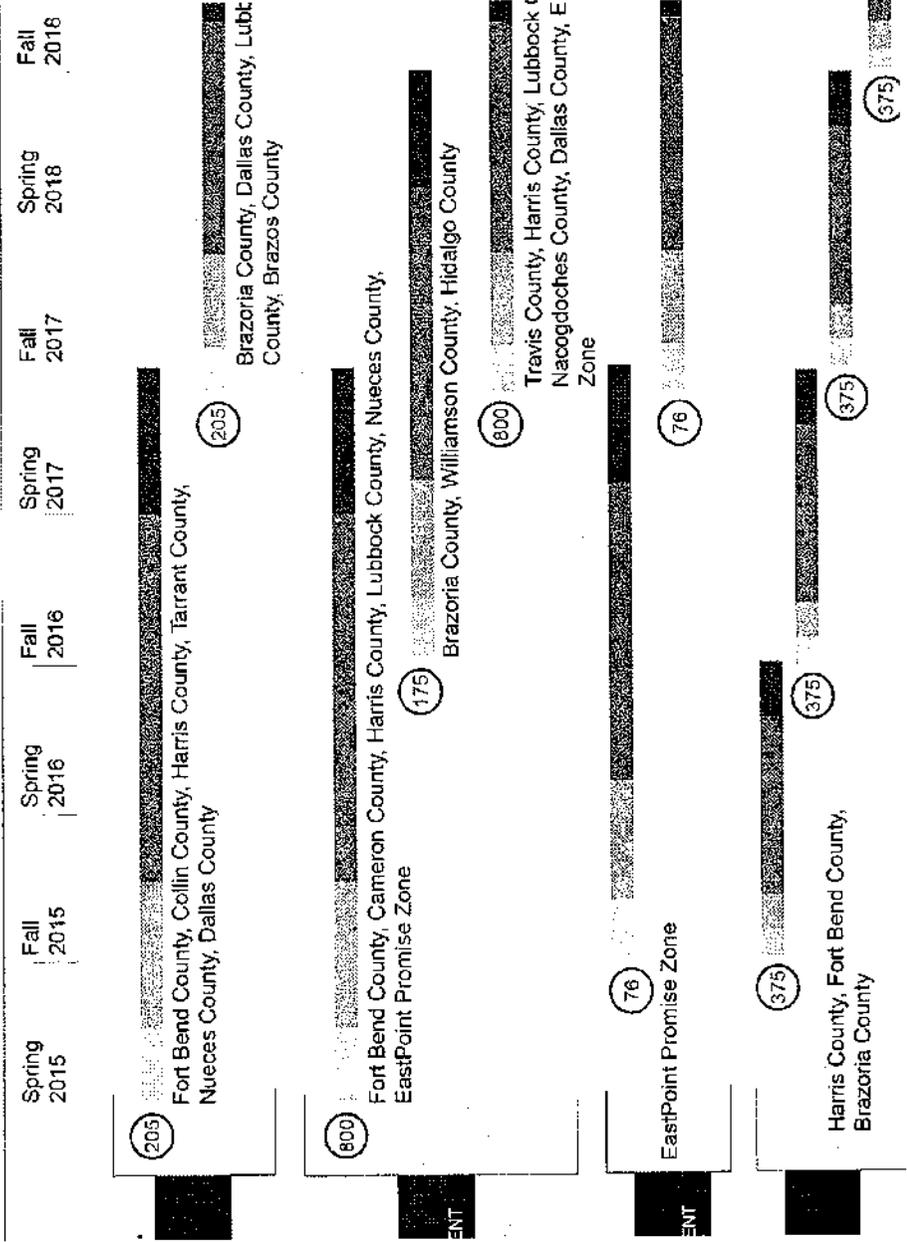
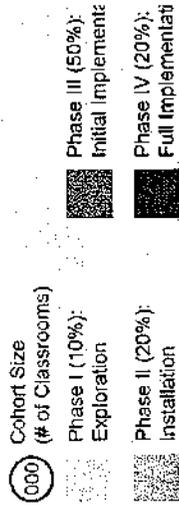
(a) Setting ambitious and achievable targets:

The sub-grantees will implement the PEG through four implementation models that were developed to expand and enhance high-quality preschool programs in Texas. The models, targeted communities, and targets for classroom participation were selected based on the sub-grantees' experience implementing large-scale projects in communities across the state and their knowledge of statewide capacity and potential to scale-up programs already in existence to new communities, and to additional classrooms in communities with existing infrastructure. See table D4 for more information on the implementation plan.

Timeline of Implementation. The following pages show a visual timeline of PEG implementation across the four years of the grant and the communities that will be targeted in each cohort of each model, as well as key milestones for each phase of implementation. The current division of communities within the cohorts was determined based on the number of eligible children and the expected classrooms that can be targeted in each community.

SCHOOL EXPANSION GRANT IMPLEMENTATION TIMELINE*

*to the milestones timeline on the following page for a summary of the major for each phase of implementation.



PRESCHOOL EXPANSION GRANT IMPLEMENTATION MILESTONES

Phase I (10%): Exploration

- Launch needs assessment survey in high need communities
- Conduct stakeholder meeting with TEA, SCECD, ESC-20, and TELC
- Announce the selection of PEG High Need Communities and districts

Phase II (20%): Installation

- PEG Professional Development Staff training
- Signed MOUs with Early Learning Providers in High Need Communities (class of maximum of 20 children)
- Comprehensive Services agreements established in each community
- Community Outreach (begin parent engagement strategy)

Phase III (50%): Initial Implementation

- 1:10 teacher-child ratios established (hiring/placement of Lead and Assistant teachers complete)
- Classroom rosters uploaded to TOM/Engage data system
- Complete Professional Development (2-day CIRCLE) for Lcac and Assistant teachers
- Baseline classroom observation data in Engage data system (coaching begins)
- Baseline CIRCLE child progress monitoring entered in Engage by teachers
- Educational materials and supplemental curriculum distributed
- Hold Community Health Fair in each High Need Community
- Middle of year CIRCLE child progress monitoring entered in Engage by teachers
- Middle of year classroom observation data in Engage data system
- Hold Community Health Fair in each High Need Community
- Reports on instructional gains from baseline to middle of year (statewide, community, school, teacher)
- Reports on gains in child skill from baseline, to middle of year (statewide, community, school, teacher, parents)
- End of Year CIRCLE child progress monitoring entered in Engage by teachers
- Reports on gains in child skill from baseline, middle, end of year (statewide, community, school, teacher, parents)
- End of year evaluation (statewide, community, PD specialists, school, teachers, and parents)
- Community Outreach (progress and engagement strategy)
- Adjusted implementation protocols distributed

Phase IV (20%): Full Implementation

- Community and Early Learning Program Sustainability Plan submitted
- Kindergarten transition plans complete
- Classroom rosters uploaded to TOM/Engage data system
- Baseline classroom observation data in Engage data system (coaching begins)
- Baseline CIRCLE child progress monitoring entered in Engage by teachers
- Educational materials and supplemental curriculum distributed
- Hold Community Health Fair in each High Need Community
- Middle of year CIRCLE child progress monitoring entered in Engage by teachers
- Middle of year classroom observation data in Engage data system
- Hold Community Health Fair in each High Need Community
- Reports on instructional gains from baseline to middle of year (statewide, community, school, teacher)
- Reports on gains in child skill from baseline, to middle of year (statewide, community, school, teacher, parents)
- End of Year CIRCLE child progress monitoring entered in Engage by teachers
- Reports on gains in child skill from baseline, middle, end of year (statewide, community, school, teacher, parents)
- End of year evaluation (statewide, community, PD specialists, school, teachers, and parents)
- Community Outreach (progress and engagement strategy)
- Adjusted implementation protocols distributed

(b) Incorporating in plan:

We propose the following approach to ensure PEG supported classrooms meet the definition of High-quality Preschool Programs. Texas will adopt a common framework for providing high-quality in-service training and coaching, and delivering comprehensive services across its high-need communities. As this set of quality improvement goals are shared across all PEG communities they are described in a single section following our description of differentiating features for Models 1, 2, and 3 below. Differences among the models relate to improvement of structural features (i.e. child:staff ratio, full-day programs). We then describe key activities and milestones associated with each within the context of a Stages of Implementation Framework, adapted from The National Implementation Research Network, and presented with an emphasis on Early Childhood System in Halle, Metz, Martinez-Beck, (2013). Effective implementation, particularly of large-scale programs or policies, is an iterative process that progresses in overlapping stages. The quality of the fully implemented program is closely related to the quality of planning, evaluation, and feedback that must occur at each stage in order to refine and improve the fully implemented program. Attention to these stages can help build shared understandings and commitment across the broad range of stakeholders and program personnel with the capacity to sustain and scale-up programs. The stages, along with our PEG activities and milestones, are listed within the following phases: exploration, installation, initial implementation, and full implementation.

Model 1: New High-quality Slots. The primary goal of the PEG is to increase the number of high-quality public school preschool slots available to families in local communities. Providing funding to LEAs to increase the number of classrooms on public school campuses is not feasible for the following reasons: 1) most schools in regions with gaps in the number of eligible children being served do not have available physical space to open new classrooms, and 2) most LEAs are already serving high percentages of at-risk children, for example our largest LEA Houston ISD already serves 97% of eligible children according to our most recent statewide needs assessment. Additionally, many public schools operate half-day programs that allow teachers to teach two pre-kindergarten classes per day, one in the morning and one in the afternoon in the same classroom space, which precludes enhancing these programs by moving them from half-

day to full-day. However, many communities have high-quality, private childcare programs that provide services to children; some of these private programs have the physical space to open new classrooms or are simply motivated to enhance the quality of their existing preschool classrooms by partnering with LEAs.

Encouraging partnerships between LEAs and community-based childcare increases access to educational programming received in public preschool, while offering choice for parents. For example, parents will have an opportunity to provide continuity in their children's care and education in a familiar environment and delaying school entry before the age of five, while still receiving a public school education. Parents will also have the option to choose an educational program that supports their cultural background and/or religious beliefs. Additionally, many parents require full day care that accommodates their work schedules, something that is easily provided at a childcare program. LEAs who implement this model will be encouraged to create an open competition program in their communities to recruit childcare programs to participate.

For the PEG, the SCECD will provide resources and help LEAs in the selected communities, those where dramatic population growth has outpaced public school construction, to partner with local childcare programs. Advantages of establishing these public-private partnerships include:

- a) leveraging physical space already available at a local childcare centers reduces costs (c.g., construction) for LEAs, and allows for immediate enrollment of children
- b) cost-sharing of teaching staff, with public school dollars funding bachelor degreed Lead Teacher, and childcare program funding Teaching Assistant
- c) greater flexibility for parents- reduces the patchwork of care often required to cover a full work-day, fewer transitions between school year and summer care

This model is already being successfully implemented in several communities in Texas. Fort Worth ISD is an excellent example, while six Houston-area superintendents recently committed to implementing this model in their LEAs in the near future. The application includes a letter of support from these Houston-area superintendents.

This model will provide opportunities for both public schools and private childcare centers in our selected communities. Under this model, these partnerships will enable public schools to serve more eligible children in high-quality pre-kindergarten programs. Children would attend a public school pre-kindergarten program taught by a degreed teacher; the difference is in the location of the program. Partner childcare centers would hire highly qualified staff and house a full-day pre-kindergarten program within their private childcare center, while the LEAs would provide a percentage of Average Daily Attendance (ADA) to the childcare center to pay for the cost of the facility and staff salaries. The PEG will provide the additional funding to allow these programs to operate full-day programs. Participating partnership programs must sign an MOU which requires PEG classrooms to maintain a maximum class size of 20 and child:staff ratios of no more than 10:1. The program operated at the childcare center will offer the same services to children enrolled in the pre-kindergarten program that the children who receive if they attended a pre-kindergarten program housed within a public school. Any childcare centers who participate in the program will be required to meet all public school pre-kindergarten standards, as well as grant requirements for high-quality preschool programs, including class size and child:staff ratio requirements. Only children eligible for public school pre-kindergarten in Texas will be eligible to attend these publicly funded programs housed in the childcare centers.

These new teachers will receive the same services available to other public school pre-kindergarten teachers through the Engage platform, including child progress monitoring tools, face-to-face training, and online professional development courses. Teaching assistants will receive four remote/online coaching sessions, Lead Teachers will receive one year of online coaching that will be tailored to the teachers' instructional needs. Teachers will also receive training in intensive small group instruction, which allows teachers to provide additional support to children who are most at-risk according to child progress monitoring conducted with each child at the beginning, middle, and end of the school year. Families in these programs will receive access to comprehensive services.

The SCECD will provide consumer education resources to help inform local communities about the new pre-kindergarten programs available through the childcare centers, helping parents understand their options and the benefits of the program if their children are

eligible. A currently available online outreach tool for LEAs and parents developed by TEA, Pre-kindergarten Prepares, will be enhanced to include information on the benefits of preschool, as well as these new LEA-childcare partnership slots, and parental choice about state-funded preschool options. From a sustainability standpoint, this model is completely sustainable after the term of the PEG. LEAs that choose to continue the partnerships with childcare centers can continue half day programs without any additional funding, or choose to continue full-day programs by committing additional resources.

The communities selected to implement this model have high pre-kindergarten service gaps, based on data from the Texas Early Childhood Education Needs Assessment. In these communities, the number of children eligible for public school pre-kindergarten greatly outnumber the number of eligible children being served. These communities also have a large supply of childcare facilities, and an opportunity to partner with local private childcare to provide services to more eligible children, helping them be more prepared for school. This model will cost approximately \$ (b)(4) per child receiving a full year of PEG services. For variations in the cost models for years one through four, see the attached budget worksheets.

Model 2: Enhanced High-quality Slots. The sub-grantees will build upon existing state resources to implement continued quality improvement in pre-kindergarten classrooms in the selected communities. To meet the grant definition of a high-quality preschool program, only programs who are already implementing a full-day pre-kindergarten program will be considered for participation in the PEG under this model. Although the state funds half-day programs for eligible children, many Texas LEAs choose to provide full-day programs with 1,647 campuses having provided full-day programs in the 2013-14 school year. These campuses represent approximately 36% of public school campuses with a preschool program.

For this model, the SCECD will provide several resources to enhance quality. First, LEAs who choose to participate within the selected communities will receive a reimbursement to pay for the additional expense of a teaching assistant for each pre-kindergarten classroom, or to allow placement of a highly-trained Teaching Assistant. LEAs will be required to commit to a maximum class size of 20 students to meet the requirements of the grant. This will allow these classrooms to meet the maximum 10:1 child:staff ratio in the grant. Second, the pre-kindergarten teachers and the new assistant teachers will receive access to the Engage platform and its

resources. These staff members will also receive an initial in-service training followed by coaching support. Teaching assistants will receive four remote/online coaching sessions, Lead Teachers will receive one year of online coaching that will be tailored to the teachers' instructional needs. Teachers will also receive training in intensive small group instruction, which allows teachers to provide additional support to children who are most at-risk according to the child progress monitoring conducted with each child at the beginning, middle, and end of the school year. Additionally, all assistant teachers will have access to the new eCDA program, which will also be included on the Engage platform. (Learn more about the new eCDA program in Appendix A-57.) Before the end of the two-year implementation in their community, the assistant teachers will have the requisite training hours and classroom experience to earn a CDA. The CDA will provide a career path and nationally-recognized credential to support their careers. Families in these programs will receive access to comprehensive services.

For LEAs that are interested in maintaining this model past their participation in the grant, the sub-grantees will assist LEAs in creating a sustainability plan to encourage continued implementation of this model. This model will cost approximately \$^(b)₍₄₎ per child receiving a full year of PEG services. For variations in the cost models for years one through four, see the attached budget worksheets.

Model 3: Enhanced Slots in the EastPoint Promise Zone. In communities where there are full-day classrooms, we propose to provide additional professional development to improve the quality of instruction. These classrooms already meet the expectations for degreed staff and staff:child ratio. Many classrooms are also Head Start and include the comprehensive services, therefore, this model proposes to fill the gaps of professional development and comprehensive services where needed. ESC-20 will provide services to classrooms in the EastPoint Promise Zone.

Teachers participating in the PEG will receive access to the CLI Engage online platform, including child progress monitoring tools and online professional development coursework described above. This Model will only be implemented by ESC-20 to further enhance services in the Bexar County Eastside Promise Neighborhood. A high percentage of children in this region are already enrolled in programs that meet the structural requirements of the High-quality Preschool Programs definition. Offering high-quality in-service professional development and

coaching will ensure consistency in instructional quality and teacher-child interactions across all Texas PEG classrooms. For LEAs that are interested in maintaining this Model past their participation in the grant, ESC-20 will assist LEAs in creating a sustainability plan to encourage continued implementation. This model will cost approximately \$^(b)₍₄₎ per child receiving a full year of PEG services. For variations in the cost models for years one through four, see the attached budget worksheets.

Model 4: Expansion of High-Quality Slots for Pre-kindergarten Program Choice

While increasing the quality of pre-kindergarten programs is the first goal of the state, PEG also aims to provide opportunities for parents to send their children to the high-quality program of their choice. Establishing both public and private program options for parents is a key component of this model. To this end, the state proposes giving parents a choice in selecting the pre-kindergarten program for their child.

In the parent application process, parents will apply to the sub-grantee through a lottery system. Priority points will be given to those parents who choose to send their child to a program that meets the definition of a high-quality pre-kindergarten program. The sub-grantee will be provided an allotment to implement continued quality improvement in pre-k classrooms in the selected communities. To meet the grant definition of a high-quality preschool program, only public or private programs who are already implementing a full-day pre-k program will be considered for participation in the PEG under this model. Although the state funds half-day programs for eligible children in public schools, many Texas LEAs and private schools choose to provide full-day programs.

For this model, the sub-grantee will provide several resources to enhance quality. First, LEAs and Private schools must have the capacity to accept transfers and choose to participate within the selected communities. For private schools, an allotment will be provided to the school of choice. LEAs and private schools that provide a maximum class size of 20 students to meet the requirements of the grant will be prioritized. Second, the pre-k teachers and assistant teachers will receive access to the CLI Engage platform and its resources. An initial in-service training followed by coaching support will be available to these staff members. Teachers will also receive training in intensive small group instruction, which allows teachers to provide additional support to children who are identified by the child progress monitoring conducted with each child at the

beginning, middle, and end of the school year of being most at risk. Additionally, any assistant teachers will have access to the new cCDA program, which will also be included on the CLI Engage platform. Families in these programs will receive access to comprehensive services through the same mechanisms outlined in models 1 through 3.

Subcontractors will establish a screening tool for early learning programs that want to participate in this model. While all LEAs in the high-need community will be eligible to participate, private preschool programs that meet specific criteria will also be encouraged to participate. Interested private programs must be accredited by the Texas Private School Accreditation Commission (TEPSAC), a body of accrediting associations whose primary purpose is to maintain standards of accreditation among its membership. These standards of accreditation are comparable to TEA standards and preserve the integrity of the member organizations and the schools they accredit. Individual schools may seek accreditation from a TEPSAC association member. TEPSAC is an accrediting organization that requires its schools to uphold standards comparable to state standards. These standards include, but are not limited to, consideration of the schools' goals and objectives; compliance with applicable state and federal statutes; effective administration and governance; the teaching of a balanced curriculum; implementation of personnel practices that ensure hiring qualified instructional leaders with college degrees; student achievement; and indicator-based quality of learning. Subcontractors will assess public preschool and qualifying private programs to determine the extent to which programs meet structural requirements of high-quality preschool programs and identify gaps in professional development and comprehensive services that could be improved through the PEG. To support parent decision making, information gathered with this tool will be used by the subcontractor to create parent consumer education materials which will be disseminated through SCECD websites, early learning programs, and other networks accessed by parents in the high-need communities.

This model will cost approximately \$8,000 per child receiving a full year of PEG services, however, if the program selected by a parent is a public school program or a private program that has partnered with an LEA this cost will be reduced as the state will provide the allowable half-day ADA.

PEG STAGES OF IMPLEMENTATION ACTIVITIES AND MILESTONES

EXPLORATION STAGE

Assess Needs

- Data used for the selection of High-need Communities, for the purposes of this grant application, will be verified and updated through reports and surveys of target communities and LEAs.
- Additional information will be collected about Texas non-required fields that were previously unreported or under reported to the TEA, such as: class size, teacher-child ratio, Teaching Assistant training and credentials, current child progress monitoring system, LEA kindergarten entry assessment, and any additional services that might satisfy the comprehensive services requirement.
- To further refine our list of possible PEG recipients we will create a new statewide data set that at a minimum consists of information on the following characteristics:
 - LEA and Campus data
 - Pre-kindergarten enrollment
 - Program day (half or full)
 - Percent of children in poverty by campus
 - Percent of children receiving unsatisfactory score on 3rd grade Reading – STAAR
 - Percent of children receiving unsatisfactory score on 3rd grade Math – STAAR
 - Childcare Program data
 - Include only programs in good standing with Department of Family and Protective Services (i.e., meets minimum licensing standards)
 - TQRS rating level for Texas Rising Star Providers
 - Previous or current Texas School Program participant

Examine Fit and Feasibility

1. Assess “goodness-of-fit” for public school campuses and childcare partners that have been

identified as High-need Communities. For Model 4, a screening tool will be established to assist in the selection of high-quality preschool programs. This process involves surveying and interviewing school leadership to ensure commitment model goals, adequate infrastructure to carry out requirements, and willingness to develop a sustainability plan in year 2 of PEG participation.

2. Create summary of barriers or challenges to implementation for each community to guide development of MOU and site specific project plan (e.g., inadequate supply of childcare programs with infrastructure needed for Model 1- Expansion; LEA is unwilling to adopt PEG child progress monitoring system; LEA or childcare program is unable to meet data system requirements).

Operationalize Model

1. Collaborate with Sub-grantees, Texas Early Learning Council, and members of Linked Teaming Structure to clearly outline the goals and objectives for each PEG Model.
2. Develop project charters, MOU template, Letter of Commitment Template, and outreach documents that will be used to invite and formalize participation in High-need Communities.

Involve Stakeholders

1. Begin development of Linked Teaming Structure (Metz, Bartley, 2012; Zero to Three) that brings together stakeholders, to support program planning and diffusion, across the following contexts:
 - Policy Representatives (e.g., policy makers, Texas Early Learning Council)
 - Oversight and Administration Representatives (e.g., TEA, Texas Workforce Commission, University of Texas College of Education)
 - Support for Professional Development Providers Representatives (e.g., professional development agencies, State Center for Early Childhood Development; Education Service Centers, CDA council, Head Start State Collaboration Office Director-Texas; childcare administrators involved in public-private partnerships, principals in high-need regions)
 - Supporting Practices with Children and Family Representatives (e.g., ELL certified educator, Special Needs certified educator, teacher working in public-private

partnership classroom, counselors, social workers, parent liaisons)

2. The formation of these teams and proceedings will be facilitated by the Texas Early Council, as several of the required representatives are part of the current council structure.

Make a Decision

1. Based on the results of these exploratory needs assessments and the recommendations of our stakeholder teams, Texas will finalize selection of High-need Communities and LEAs, and release this information along with detailed Model Requirements.
2. Refine list of providers and LEAs suitable for Model 1 and Model 4 - Expansion through public-private partnerships based on findings from Exploration phase and guidance from Superintendents and Childcare Operators having supplied Letters of Commitment (see Appendices A-88, A-89, and A-90 for letters of commitments currently used in *Texas School Ready!*).

INSTALLATION STAGE

Acquire Resources

1. To prepare for newly adopted Model practices, actors across all settings (e.g., PD providers, school administrators, teachers) will assess existing resources (e.g., Teacher Assistant budget, wrap-around care for children enrolled in full-day pre-kindergarten program, rich classroom materials that support instruction), and coordinate resource needs with sub-grantees.
2. Sub-grantees will establish MOUs with LEAs and childcares that will receive PEG funds.
3. Sub-grantees will work through their agency procurement teams to obtain SCECD selected school readiness kits, classroom start-up kits, and supplemental curriculum to support language and literacy development to be allocated to PEG programs with identified need.

Make necessary structural and instrumental changes

- Structural changes associated with Model 1-Expansion through public-private partnerships that bring half-day programs to full-day include:
 - Develop Childcare Partner Capacity Checklist that will assist childcare programs in

identifying gaps in their program that will need to be addressed before initial implementation of PEG in the classroom, which may include:

- Evaluate the merit of curriculum in use
 - Access to literacy and math manipulatives
 - Routines for developing lesson plans aligned with Texas Pre-kindergarten Guidelines
 - Use of parent outreach tools such as resource and referral boards, school website, or phone/text messaging service
- Development of full-day supplementation protocols, including the requirements and procedures childcare programs must adhere to in order to receive reimbursement from sub-grantees.
 - Guidance and requirement documents outlining instructional and caregiving practices that are expected to occur during the extended portion of the pre-kindergarten day.
 - Development of parent consumer education materials outlining public school attendance requirements associated with the partnership class; development of consumer education materials to support parents in Model 4.
- Structural changes associated with Model 2-Enhancement by bringing child:staff ratio to 10:1 in existing full-day programs include:
 - Draft key qualifications for Teachers Assistants.
 - Draft a training plan for Teacher Assistants that includes initial training in pre-kindergarten guidelines, small group instruction (e.g., adhering to lesson cycles), child progress monitoring.
 - Establish protocol for assisting Teacher Assistants without a CDA to earn the credential before the end PEG support. SCECD offers CDA planning tools for completing competency statements through engage. Engage also offers, at no-cost to PEG participants, approximately 90 of the 120 hours required to qualify for the CDA.
 - Changes associated with delivery of High-quality In-service Professional Development and Coaching include:
 - Professional Development Specialists begin routine supervision and collaboration meetings to coordinate professional development schedules, discuss supervision and fidelity protocols, and receive feedback and support from project leadership and

- peers.
- Materials are ordered based on the needs of programs, and support staff coordinate shipping and tracking of inventory with early learning provider staff.
- Changes associated with establishing Comprehensive Services include:
 - Development referral pathways (e.g., purchase screens for ACT Early Texas screening and referral tool; partnering with local resource and referral agencies in each High-need Community).
 - Training and outreach to school leaders, school nurses, and counselors. Trainings build understanding of comprehensive services protocols and responsibilities of school staff and resource and referral partners .
 - Draft key qualifications Comprehensive Services managers and write protocol for direct services and referral.
 - Coordinate with the Texas Early Learning Council and representatives from Linked Teaming Structure to design Community Health Fair objectives, activities, and timeline.

Develop Implementation Supports

1. Develop data systems requirements to ensure integration of information with TOMS-Engage System, and eventual integration with state longitudinal data system, known as the Texas Student Data System (TSDS) in 2016.
2. Establish protocols for the collection of child progress monitoring data, classroom observation data, and implementation feedback surveys.
 - Develop Sustainability Planning Template for LEA review and feedback.
 - Development of the Training and Implementation Fidelity Framework that will include:
 - a. Training and intervention protocols that guide how teachers and professional development staff will be trained.
 - b. Supervision protocols that will detail the responsibilities and monitoring schedule for program managers and coordinators (e.g., document review periods and scoring procedures, site visit observation tools and windows).
 - c. Maintenance protocols for school administrators, teachers, management staff, and

coaches to support smooth implementation (e.g., escalation guidance, requesting technical support, and protocols).

Prepare Staff

1. Conduct webinars and create collateral materials that orient school leaders, and the Lead and Assistant Teacher teams to the goals of the PEG. Encourage collaboration between the teaching teams to support good working relationships that are centered around positive teacher-child interactions and good instructional support.
2. SCECD and the FSCs employ a strong core of professional development specialists that conduct training, facilitate courses, and provide individualized coaching. Should additional coaching staff be required for the implementation of the PEG, these staff would be hired and trained during this phase.
3. Hold 5-day professional development and coaching PEG training at SCECD to ensure the following for PD staff: a) clearly understand that goals and activities associated with the expansion and enhancement models, b) able to access and use Engage professional development content and child progress monitoring tools, c) demonstrate good agreement against master coders using the Classroom Observation Tool and Classroom Environment Checklist, and d) develop strong coaching skills.

INITIAL IMPLEMENTATION STAGE

Initiate New Services

- Childcare programs identify or hire highly qualified Lead Teachers with a bachelor degree using their share of the Average Daily Attendance (ADA) received from the partnering LEA.
- Childcare programs identify or hire qualified Teacher Assistants.
- Teachers in need of a CDA will receive assistance to create a CDA plan using no-cost PD courses and competency statement tools offered through Engage.
- Initiation of professional development and coaching support begins with the following actions:
 - Establish Professional Development and Coaching loads, and assign PD specialists to Lead Teachers and Teacher Assistants.
 - Coaches conduct introductory meeting with school leaders and teaching staff to orient

all parties to expectations for coaching, child progress monitoring, and instructional improvement.

- Support staff begin tracking order and receipt of classroom materials and intervention equipment.
- Support staff send electronic invitation for Engage enrollment, provide technical support for new users, and post training modules, as well as reference guides for teachers and coaches that will enter student information, conduct progress monitoring, exchange remote coaching videos, or view professional development courses.
- SCECD conducts outreach to register new Engage users for a series of webinars on the following topics:
 - Accessing and navigating Engage platform
 - Setting up you school and classroom data
 - Accessing eCIRCLE professional development courses and activity library
 - Using the CIRCLE child progress monitoring system
 - Interpreting and utilizing child progress monitoring data to drive instruction
 - Using the Classroom Observation Tools for teachers and administrators
- Coaches will establish monthly coaching session calendars in preparation for the start of on-site or remote coaching sessions.
- Teachers attend the 2-day CIRCLE to receive foundational in-service training in language, literacy, math, and responsive early childhood practices.
- Coaches conduct baseline observations of the early childhood environment and teaching behaviors using validated tools. These observations will guide teacher-coach goal setting practices.

Manage Change

- Establish feedback pathways and routines for school leaders, teachers, parents, and PD specialists to encourage stakeholders and participants to share concerns, submit requests for improvement or support, or make recommendations for smoother implementation. This can be accomplished in part through brief surveys, open comment opportunities, and synthesis of information submitted through the online “Help Ticket” feature for Engage, and routine contact with early learning providers.

Data Systems

1. Begin monitoring compliance through data entry and tracking requirements including program, classroom, teacher, and child related data that will be collected and used for reporting and program improvements (e.g. demographic information, professional development history, program characteristics, classroom curriculum and resources).
2. In PEG year 2, undertake necessary development work to integrate Engage data with the Texas Student Data System (TSDS). Additionally, in 2017 the federally funded Texas Kindergarten Entry Assessment (TX-KEA) will be available to all Texas LEAs through the TSDS. Once this occurs, Texas will be able to link CIRCLE child progress monitoring in Pre-kindergarten with Kindergarten data and make information available in TSDS.
3. Conduct outreach to inform programs about Engage "Help Ticket" to encourage users to seek support when difficulties with program model implementation or technical challenges arise. Tickets are assigned to appropriate specialists, and used to examine a range of program activity including issue resolution rates, wait times, and frequently occurring issues.
4. Program management and coordinators routinely check-in with programs to ensure that data has been appropriately entered, teachers have completed required progress monitoring, and teachers are accessing reports needed to guide instruction.

Improvement Cycles

1. This state of implementation is marked by repeated cycles of analysis and problem solving which is accomplished by initiating the following performance measures and protocols for continuous improvement:
 - o CIRCLE-Child Progress Monitoring System data is used by teachers to guide instruction at the beginning, middle, and end of the school year. Analysis of child performance and gains across these school readiness domains support evaluation of instructional fidelity and child receipt of the program.
 - These formative data are also analyzed by SCECD to determine whether or not difference in children's scores across regions and scores indicate the need for a more specialized approach in a given area (see Appendix A-62 for examples of benchmark based small group reports, recommended activities,

and statewide versus regional comparison charts).

- Classroom Environment Checklist (CEC) data is collected at the beginning, middle, and end of the school year. Teachers receive feedback on their scores and are provided access to an online resource library with photos and video examples linked to each item on the checklist. Coaches use this data to set improvement goals with teachers (see Appendices A-38 for samples of CEC items and reports).
 - Classroom Observation Tool (COT) and Short-Term Goal Setting System allows coaches to document teacher's progress as they gain new instructional skills, and provides goal setting resources to support collaboration between teacher and coach. Teachers receive a Short Term Goals Report at the conclusion of each coaching session that provides a summary of personalized goals, an action plan detailing the responsibilities of coach and teacher leading into the next coaching session, video links to demonstrations of each goal behavior, specific end of year outcomes from the Texas Pre-kindergarten Guidelines that are associated with goals, and suggested instructional activities (see Appendix A-45 for sample reports and resources).
 - These formative data are further analyzed by SCECD program staff to determine coaching fidelity, intervention receipt by teachers, gaps in knowledge and skills indicating the need for more intensive professional development in a particular area
2. School leaders (i.e., principals and administrators) receive training in the following:
- Use of the Administrator's Classroom Observation Tool (A-COT), a web-based data collection tool connected to an online training course in effective early childhood practices. Administrators have access to reports that support data-based decisions (e.g., identify instructional strengths and weaknesses to better target training or balance instructional quality across classrooms).
 - Use of the CIRCLE progress monitoring system reports, allowing leadership to look at trends in child skill development across the program, within groups of children, or for a particular child enrolled in the school.
3. Monitoring teacher exposure and receipt of training and course material is captured through the Engage system analytics tools. PD specialists and program management staff will receive routine reports on teacher usage including courses or topics accessed, time spent in

sessions, and results of end of course assessments.

4. Coaching is an increasingly content and data-driven approach being used in school-based settings. Fidelity is assessed through a series of performance and compliance reports that are generated according to a schedule. These reports allow managers, coordinators, coaches, and teachers to examine patterns of instructional behavior, areas in which goals for improvement have been set, and the extent to which coaches report goals having been met. In addition to these data, coaching fidelity is monitored by program managers at SCECD through monthly collaborative web-based meetings in which coaches share clips of their own coaching practice for analysis and feedback from peers and program managers.
5. If issues with model fidelity (delivery, uptake, or effectiveness) are indicated by any of these data, sub-grantees will coordinate with representatives of the Linked Teaming Structure to quickly make decisions to improve implementation. Changes at this stage often involve further clarification in objectives and activities, improvements to communication and coordination of plans across the system, and less often changes in core model content.

FULL IMPLEMENTATION STAGE

Skillful Implementation

1. Sustainability plans are drafted by PEG recipients in accordance with the established MOU. For example, at this stage school leaders and teaching staff have adopted consistent routines for utilizing CIRCLE progress monitoring, using Engage online training materials and activities, and using Lead and Assistant teaching teams to deliver targeted small group instruction. Sub-grantees will support the school administrators in the development of a plan to continue these activities in the year(s) following participation.

Implementation Outcomes

1. Once routines for collecting CIRCLE progress monitoring data have been well established decision makers, program leadership, and school personnel can begin to think critically about trends in child skills apparent within or across schools, LEAs, and regions.
2. End of Course Assessments yield valuable information about teacher knowledge across school readiness domains. When analyzed in conjunction with course fidelity (e.g., video and

activities viewed in course) these data can guide decisions about staff teaming and further training or hiring needs.

3. Routine performance measurement of instructional quality is achieved through established *Texas School Ready!* protocols for collecting brief teacher-recorded lessons (e.g., 5-10 minute small group letter knowledge) and scoring, by reliable raters, using the well-validated Teacher Behavior Rating Scales. Teachers are randomly selected to participate in performance measurement and submit video-recorded lessons 3 times per year (see Appendiccs A-64 and A-65 for samples of secure vidco-upload site, and performance measure). These data are used to assess gains in instructional skills within and across communities, schools, and classrooms.
4. Once the program is firmly in place child performance on the Texas Kindergarten Entry Assessment (TX-KEA) will be used to compare the readiness skills of children enrolled in a PEG classroom and those that were not enrolled. These comparisons can be further refined based on enrollment in non-PEG preschool classrooms and those children not having been enrolled in state preschool at all prior to kindergarten entry.
5. Additional summative evaluation of PEG impact will occur when children from PEG cohorts 1, 2, and 3 take the 3rd grade STAAR test. We will examine the percentage of PEG children within a specific cohort having achieved satisfactory scores in Reading and Math, compared to other children in that year that were not enrolled in a PEG classroom, or that were not enrolled in any state preschool program.

Innovation Outcomes

1. In the fall of each PEG supported school year, SCECD will conduct statewide outreach to provide development updates, training information, and tips for the effective utilization of Statewide Quality Improvement Projects resources, detailed in Section C. At the end of each PEG supported school year, SCECD will conduct a statewide survey to gauge the reach and utility of these resources.

Standard Practice

2. In order to maximize the reach of PEG funds in Texas, participating programs will be evaluated using a standardized protocol at the end of the first full year of participation; should the program be deemed as having achieved high levels of instructional growth and should program leaders indicate the ability to sustain efforts without PEG support in the

second year, PEG support will be reduced and allocated to another priority classroom in the same community.

5. HOW THE STATE, IN COORDINATION WITH THE SUB-GRANTEES, PLANS TO SUSTAIN HIGH-QUALITY PRESCHOOL PROGRAMS AFTER THE GRANT PERIOD

Since 2009, TEA has invested in several statewide initiatives in an effort to build capacity in areas such as curriculum alignment, curriculum support, as well as programmatic support (i.e., TEKS PD, STEM, ELPS). These efforts have supported LEAs in ensuring quality programs that will impact student achievement in Texas schools. The sub-grantees are familiar with these efforts and will continue to support the TEA and LEAs across the state in their sustainability efforts to ensure student success via accountability and monitoring efforts that are established for the PEG.

Each of the proposed implementation models is sustainable after the grant period ends. For LEAs that are interested in maintaining this model past their participation in the grant, the sub-grantees will assist LEAs in creating a sustainability plan to encourage continued implementation of the enhancement models (Model 2 and Model 3). Model 1, the expansion model, is the only implementation model that provides funding to expand half-day programs to full-day, through the childcare-LEA partnerships. From a sustainability standpoint, this model is completely sustainable after the term of the PEG. LEAs that choose to continue the partnerships with childcare centers can continue half day programs without providing any additional funding, or choose to continue full-day programs in these communities by committing local additional resources to provide a full-day program.

E. Collaborating with Each Sub-grantee and Ensuring Strong Partnerships

1. ROLES AND RESPONSIBILITIES OF THE STATE AND SUB-GRANTEE IN IMPLEMENTING THE PROJECT PLAN

In implementing the project plan, the TEA will host an initial kick-off meeting with the sub-grantees to discuss the goals of the grant and the implementation of the four models within the target communities for each sub-grantee. TEA will maintain regular communication with sub-grantees through written reports and phone calls. This communication will include routine data-sharing procedures on performance measures (e.g., academic progress of students within communities based on child progress monitoring data, charts and reports on teacher gains in instructional practices based on Classroom Observation Tool). Additionally, all sub-grantees will submit annual summary reports and attend a bi-annual face-to-face meeting with TEA to discuss progress and best practices, and maintain fidelity to the implementation models.

The sub-grantees will be responsible for implementing the project plan and ensuring fidelity to the models, as defined in section D of the application. Each sub-grantee will sign an MOU with TEA that details their contributions to the implementation of the project plan. Each sub-grantee will be responsible for implementation within the target communities outlined in this application, as well as meeting the reporting requirements defined by TEA. Any change to the implementation of the project plan must adhere to a strict change management plan that will be outlined in the MOU between TEA and each sub-grantee. The sub-grantees will be required to attend monthly meetings or conference calls, as determined by TEA, and provide regular project status updates. The sub-grantees will maintain regular communication with TEA and with fellow sub-grantees to mitigate risks and share best practices during the implementation period.

2. HOW HIGH-QUALITY PRESCHOOL PROGRAMS WILL BE IMPLEMENTED

In this section we describe the specific implementation strategy for each of the 5 required High-Quality Preschool Program components:

a) Moving programs from half-day to full-day

Texas funds half day pre-kindergarten programs. In order to maximize the reach of the PEG, we will primarily target communities and early learning providers already offering full-day programs through local revenue or other grant funds.

b) Limiting class size and decreasing child to staff ratios

Texas has not adopted minimum standards for class size or ratio within public preschool programs, although TEA recommends a maximum class size of 22. For classrooms supported by the PEG, class size will be capped at 20 children, and a ratio of 1:10 will be maintained during the grant supported portion of the day. For example, when public school teachers deliver the educational component to students serviced at a childcare facility, PEG requirements will be adhered to during the public school portion of the day, while childcare licensing requirements will be adhered to during wrap-around-care hours.

c) Employing and compensating teachers with a bachelor's degree

Texas already meets this standard. All public school teachers, regardless of the subject or grade level they teach, are required to hold at least a bachelor's degree and a state certification. Teachers are on the same local pay scale determined by the LEA; pay is determined by years of experience and additional higher education degrees on this local pay scale.

d) Providing, in-service, evidence-based professional development such as coaching

Professional development is the cornerstone of the TSR model. High-quality, accessible PD is currently delivered through self-paced, online coursework known as eCIRCLE and through personalized coaching. The delivery system for many of TSR's professional development components has recently shifted to the *Engage* e-learning platform, and in the very near future, *Engage* will be openly accessed by all public school teachers at no charge to LEAs.

eCIRCLE Professional Development, hosted through *Engage*, is a series of facilitated web-based courses designed to provide teachers with foundational and advanced knowledge in areas linked to children's school readiness (e.g., language, literacy, math, social and emotional development). These courses ensure all preschool classroom participants receive the same exposure to high-quality content, shared learning experiences, and opportunities for collaboration with peers in their field. The 2-hour sessions are focused on specific content areas and are designed to translate directly to improved teacher practices. Teachers are increasingly

participating in eCIRCLE as access to technology expands in rural regions and as our ability to engage participants remotely is honed.

A schedule for Year 1 and Year 2 teachers is provided in Appendix A-70. Additional courses are made available when time permits or as a follow-up for participants after year 2.

Note: This professional development program is a core component of the evidence-based TSR model, which has been found in multiple random assignment studies to result in substantial gains in instructional quality and child outcomes in school readiness domains. See efficacy studies in Appendices A-17 and A-19.

Teacher coaching, another key component to the research-driven TSR model, is currently employed to project participants through two mediums: 1) face-to-face, in-class coaching and 2) remote, video-based coaching. TSR coaching, regardless of whether it is delivered face-to-face or remotely, includes the same core components:

- Supporting implementation of guidelines and eCIRCLE content
- Learning to use child progress monitoring results to provide targeted instruction to children falling below benchmarks in language, literacy, and math skills
- Observation and goal setting using the Classroom Observation Tool and goal setting system in TOMS
- Encouraging critical reflection and demonstrating effective instructional practices
- Learning to effectively use curriculum and develop lesson plans

Face-to-face coaches provide in-class demonstration of new instructional strategies, work side-by-side with teachers to help them fine tune their practices in-the-moment, help with room arrangement to support classroom management and learning opportunities, and are available to sit down with a teacher's resources (curriculum guide, materials, progress monitoring data) and help teachers create lesson plans. Year 1 teachers receive 4 hours of coaching support, followed by 3 hours for Year 2 teachers and 1 hour for Year 3 teachers. Prior to beginning coaching, all participants attend a face-to-face, 2-day CIRCLE and progress monitoring training to orient them to the technical components of the project.

Remote coaches use video editing software to provide annotated feedback on a teacher's own instructional videos. Annotation draws a teacher's attention to positive strategies already in place, and calls out missed opportunities for interaction or instruction. Annotated feedback is aligned with the Classroom Observation Tool, ensuring teachers in both face-to-face and remote

coaching are working toward the same quality improvement goals. Once a teacher has received a feedback video, a 30-minute to 1-hour call is conducted by the coach to reflect on the video, establish and document new COT goals, and check in with the teacher regarding child progress monitoring and the completion of eCIRCLE coursework. Remote coaches have access to an extensive library of high-quality teaching clips aligned with the COT. These demonstration videos are sent to teachers to provide a model of goal behaviors in lieu of in-class demonstration. In between coaching feedback calls, coaches engage teachers routinely through email and course postings. When geographically feasible, remotely coached teachers are invited to attend a face-to-face 2-day CIRCLE and progress monitoring training.

Teachers and assistant teachers participating in the PEG will also receive access to the new eCDA program, offered through *Texas School Ready!* These teachers will have access to a series of online training modules that complement the eCIRCLE online courses to provide 120 hours of professional development in required domains to earn a Child Development Associate (CDA) credential. This coursework increases the early childhood content knowledge and allows these teachers to earn a nationally-recognized credential. This increased content knowledge allows the teachers to provide better instruction to the children in their classrooms, as well as provide additional career opportunities.

e) Providing comprehensive services

The sub-grantees will provide comprehensive services to children enrolled in the PEG-funded classrooms. These comprehensive services will include medical and dental screenings available to the children, provided by local health providers. Additionally, we will coordinate health fairs in local communities to include health and dental providers, nutrition information, and materials for parents. The sub-grantees will create outreach materials for parents based on PALS, a nationally recognized parenting program, and CATCH, a nationally recognized nutrition and obesity prevention program. These comprehensive services include:

- Coordinating **screenings** for hearing, vision, dental, health (including mental health), and development provided by local health providers, as well as referrals and assistance obtaining services, when appropriate.
 - o Hearing and Vision screenings are currently provided by all LEAs

- o Connecting families with early childhood mental health consultants to provide support mental health support.
- o Provide information about resources and community partners available to provide screenings, immunizations, and basic preventative care.
- **Supporting Parent Engagement,**
 - o Sub-grantees will create outreach materials for parents based on PALS, a nationally recognized parenting program. More information about PALS is below.
 - o Sub-grantees will also utilize existing resources previously made available by the TEA in the area of parental involvement and engagement. A variety of resources have been created to support statewide efforts for parental engagement. Sub-grantees will review the existing resources and determine their alignment to the goals of PEG.
 - o Encourage parents to participate in parent teacher conferences.
 - o In collaboration with the TEA, Education Service Center Region 16 hosts a statewide Parental Involvement Conference. This annual conference is made available statewide and parents are encouraged to participate. Parents of students participating in PEG will be encouraged to attend this annual event.
- **Nutrition Services** children in the PEG funded classrooms will have access to nutritious meals as provided by the LEA that is in accordance with the CACFP guidelines and Department of Agriculture for the recommended Child and Adult Care Food Program guidelines promulgated by the Department of Agriculture,
- **Services coordinated** with LEAs and early intervention service providers and other entities providing services under part C and section 619 of part B of IDEA;
- **Physical activity services** CATCH, a nationally recognized nutrition and obesity prevention program. CATCH Early Childhood (CEC) is designed to nurture a love of physical activity, provide an introduction to classroom-based gardening and nutrition, and encourage healthy eating in children ages 3-5. Modeled after the nationally recognized CATCH Program, CEC provides an environment where physical activity, health education, gardening and healthy eating behaviors are valued and taught. Little ones are motivated to walk, run, jump, dance and move their whole bodies while playing and

having fun! The CEC program includes lessons with hands-on activities designed to teach and encourage healthy eating habits and a physical education component including PE activities aimed at increasing their moderate-to-vigorous activity while they are at pre-school.

- **Supporting community linkages to community services** by coordinating health and community services fair with the following organizations (Children's Health Insurance Program providers, Medicaid providers, Mental Health America of Texas, the Texas Association for Infant Mental Health, the Texas Pediatric Society, the Texas Dental Association, local food banks, and RAISE Texas, and other State and local partners) to access the following types of services or supports: health, mental health and dental providers; nutrition information for children, and materials for parents; domestic violence; substance abuse; adult literacy, education and training; and, financial asset building programs.

In the EastPoint Promise Zone, the sub-grantees will provide Play and Learning Strategies (PALS) to parents in the community. (Learn more about PALS in Appendix A-72.) PALS is a research-based parenting program that helps parents support their young children's social-emotional, cognitive, and language development. The PALS model includes three features: research-based parenting curriculum videos, active parent involvement during and in-between PALS sessions, and competent and experienced staff that build trusting relationships with families. Through 10-week (infant program) and 12-week (toddler/preschooler program) curricula, parents learn specific behaviors that help them tune in to their young children, respond in a sensitive and contingent manner, and provide appropriate cognitive and language stimulation.

PALS has been reviewed and accepted into three national What Works Clearinghouses as an effective parenting program: 1) Department of Health and Human Services Maternal, Infant, and Early Childhood Home Visiting, Home Visiting Evidence of Effectiveness; 2) Promise Neighborhoods Research Consortium; and 3) Early Intervention Program Archive to Reduce Developmental Disability. Randomized control trials demonstrated the effectiveness of the PALS intervention programs for both premature and full-term infants and toddlers/preschoolers. Below is a sample of the major findings in comparison with a control group.

Parent outcomes include: 71% used richer vocabulary with their children; 64% provided richer verbal explanations to their children; 68% spent more time maintaining their child's focus of attention and interest; 69% showed greater warmth and sensitivity to their children; and, 69% were more contingently responsive to their children (i.e., parent's response was well matched to the child's signals). Child outcomes include: 64% achieved higher cognitive test scores; 72% achieved higher motor skills scores; 64% showed greater expressive language skills; 59% showed larger receptive vocabularies; 55% used more words during interactions with their parents; 59% initiated conversation with their parents more often; 66% provided a verbal response in response to a parent request more often; and, 67% showed greater cooperation in providing a response to parents' requests.

3. HOW THE SUB-GRANTEE WILL MINIMIZE LOCAL ADMINISTRATIVE COSTS

TEA will monitor the activities of all sub-grantees to ensure the efficient use of funds. The sub-grantees will minimize local administrative costs by utilizing resources that are already available to LEAs in Texas, including the online professional development, child progress monitoring tools, and data reporting system available through the Engage platform. Additionally, the sub-grantees have a history of implementing large-scale projects throughout Texas' regions and statewide cost-effectively.

4. HOW THE STATE AND SUB-GRANTEE WILL MONITOR EARLY LEARNING PROVIDERS

TEA will maintain regular communication with sub-grantees through written reports and phone calls. This communication will include routine data-sharing procedures on performance measures (e.g., academic progress of students within communities based on child progress monitoring data, charts and reports on teacher gains in instructional practices based on Classroom Observation Tool). Additionally, all sub-grantees will submit annual summary reports and attend a bi-annual face-to-face meeting with TEA to discuss progress and best practices, and maintain fidelity to the implementation models.

The sub-grantees will utilize the data system embedded into the Engage platform, known as the *Texas School Ready!* Online Monitoring System (TOMS) which tracks early childhood provider participation in TEA-funded grants. This system allows communities to manage their

own information (e.g., upload student rosters, update program/facility characteristics, submit routine reports, complete online surveys, and submit observational data and child progress monitoring data). Directors, managers, community coordinators and mentors receive reports, notifications, and support when expected compliance or performance measurement data is past due or outside expected parameters.

Monitoring of early learning providers is also assured through a strong project management approach consisting of routine and unannounced site visits; conference call/web-based meetings; and surveys. Adequate intervention monitoring across large numbers of programs and regions is carried out through a tiered management structure which includes Subcontractor Director, Subcontractor Community Manager, Local Community-based Project Coordinators, and Local Community-based Project Coaches. This structure allows for monitoring of fidelity across all levels of the program. Each community will house a project coordinator to manage the activities in LEAs who will provide information on the implementation of the PEG to the sub-grantees regularly.

5. HOW THE STATE AND THE SUB-GRANTEE WILL COORDINATE PLANS

The sub-grantees participated in the grant writing process and worked together to develop the four implementation models. Consideration of the local communities and the sub-grantees' capacity to provide services was an integral part of the planning process. All sub-grantees will utilize the same resources across the state to implement the four models in local communities, including child progress monitoring tools and online professional development coursework through Engage. This will ensure fidelity to the implementation models and allow the sub-grantees to provide similar services to LEAs across the state.

6. HOW THE STATE AND THE SUB-GRANTEE WILL COORDINATE, BUT NOT SUPPLANT, THE DELIVERY OF HIGH-QUALITY PRESCHOOL PROGRAMS FUNDED UNDER THIS GRANT WITH EXISTING SERVICES FOR PRESCHOOL-AGED CHILDREN

Texas will not use PEG funds to pay for services the state or local funds already cover. Our approach is to use these funds to specifically meet the definition of high-quality preschool programs, as defined by the PEG. For example, only LEAs who are currently operating full day programs will be eligible to participate in Models 2 and 3, and only those who are full day and

have an aide in place will be eligible to participate in Model 3. Our implementation models will not supplant state funding for existing services, and is inspiring LEAs to improve quality. For example, at least one LEA, Judson ISD in the EastPoint Promise Zone, will provide additional local funding to bring their current half-day program to full-day in order to qualify for participation in the PEG.

Our plan includes an agreement with LEAs to build into future budgets funds to sustain the quality improvements that have been initially covered by PEG funds. The sub-grantees have a long history working with LEAs and early learning providers in other settings. For example, the SCECD has partnered with Houston ISD to deliver research-proven Tier II and II services for struggling readers initially through private foundation funds, which HISD has matched and over time phased in a sustainable plan to continue and expand these services. The program is now sustained fully by local schools. Additionally, processes and structures have been established that will allow ESC-20 to work with both the statewide system of ESCs and LEAs to ensure the coordination of efforts and execution of services will not supplant existing structures.

7. HOW THE SUB-GRANTEES WILL INTEGRATE HIGH-QUALITY PRESCHOOL PROGRAMS FOR ELIGIBLE CHILDREN WITHIN ECONOMICALLY DIVERSE, INCLUSIVE SETTINGS

Integration of programs and activities is inherent in the TSR program. All providers within a community, including childcare, Head Start and ISD Pre-kindergarten programs come together to solve problems of access to services, resources, and training for a broad range of teachers and families within the community under the grant. A key advantage of the *Texas School Ready!* approach, which will be utilized through all four implementation models to improve quality in preschool programs, is that teachers, regardless of sector or setting, receive the same high-quality materials, training, and assistance in the skill areas most closely linked to child outcomes, which helps promote continuity in quality for children across the state. Though a reduction in the number of School Readiness Integration (SRI) partnerships may have diminished as a result of funding shortfalls in recent years, partners are still conscientious to integrate and coordinate services for children and families including: transportation to and from school or childcare setting; meals during school hours; classroom space within a childcare

setting; instructional materials through access to school resource centers; before and after-school care; participate in professional development opportunities; and, share resources and supplies.

The key principles driving SRI are to ensure: preparedness of all children to enter kindergarten on or above grade level; that children benefit from the full array of public education services; and, that solutions are community-based and individualized. Potential partners could include: Public Pre-kindergarten Programs/Charter schools; Local Workforce Commission Boards; Head Start Providers; Community-based non-profit organizations; College or University Early Childhood programs; Private for-profit licensed childcare providers; Nonprofit licensed child-care providers; and, Family childcare providers.

Given the high number of children attending state-funded preschool programs that do not meet the PEG definition of high-quality, we propose to dedicate these resources to improving quality for our most at-risk children, or those who may be in need of additional supports. Texas only provides funding for eligible children for half-day preschool programs to LEAs. However, 1,225 LEAs serve non-eligible children, whether it be through a tuition-based program or local funds. In 2013-2014, 38 LEAs have received approval from the TEA Commissioner to provide a tuition-based program for children who do not meet the eligibility criteria, but whose families would like them to attend a school-based preschool program. If non-eligible children participating in the preschool programs are in the same classrooms as the state eligible children, they will also benefit from the higher quality programs offered through the PEG.

8. HOW THE SUB-GRANTEES WILL DELIVER HIGH-QUALITY PRESCHOOL PROGRAMS TO ELIGIBLE CHILDREN WHO MAY BE IN NEED OF ADDITIONAL SUPPORTS

Given the high number of children attending state-funded preschool programs that do not meet the PEG definition of high-quality, we propose to dedicate these resources to improving quality for our most at-risk children, or those who may be in need of additional supports. In Texas, a child is eligible to attend state-funded preschool if he or she: is unable to speak and comprehend the English language; is educationally disadvantaged (eligible to participate in the national free or reduced-price lunch program); is homeless; is the child of an active duty member of the U.S. armed forces who is ordered to active duty; is the child of a member of the U.S.

armed forces who was killed or injured while serving on active duty; or, is or ever has been in the conservatorship of the Department of Family and Protective Services.

In Texas, children with special needs are entitled to receive a free and appropriate public education (FAPE) under the Individuals with Disabilities Act (IDEA). In Texas, LEA Preschool Programs for Children with Disabilities (PPCD) provide special education and related services for eligible children with disabilities ages three through five. PPCD refers to the services provided by the LEA, not to the place where they are provided. Eligible children may receive PPCD services in variety settings such as pre-kindergarten, resource, and self-contained classrooms or in community settings such as Head Start and pre-school.

Two websites will provide resources to parents with children who may have a developmental delay or special need, or have been formally diagnosed with a delay or special need. In 2015, the Act Early Texas! Project will provide free, online trainings to childcare providers about recognizing signs of a suspected developmental delay, speaking to parents, and referring families to additional services. The website will also provide an opportunity for parents and childcare providers to assess children using the Ages and Stages Questionnaire (ASQ). Another website developed for parents is parentcompanion.org, a resource for parents of children from birth to age 5 who may have developmental delays or special needs. The website offers resources to guide parents through the diagnosis, referral, and support system available to families with young children who have a suspected or diagnosed developmental delay.

9. HOW THE STATE WILL ENSURE OUTREACH TO ENROLL ISOLATED OR HARD-TO-REACH FAMILIES; HELP FAMILIES BUILD PROTECTIVE FACTORS; AND ENGAGE PARENTS AND FAMILIES

Texas, along with our sub-grantees, have strong track records for adapting education and outreach material into easily accessible formats for dissemination to parents and children that are often hard to reach. As referenced in criteria selection section E-7, strong outreach efforts are coordinated through numerous partnerships with community-based organizations, professional associations, the Head Start State Collaborative Office, Institutions of Higher Education, LEAs, childcare and Head Start programs. This network of Texas partners conducts outreach to underserved, hard-reach-families, through local events (c.g., health and screening fairs, training

workshops; home-visiting and parent intervention enrollment (e.g., Playing and Learning Strategies –PALS enrollment); routine communication through placement of educational materials in community/patient service settings (e.g., health clinics); and public awareness efforts to increase sign-ups for TSR newsletters and website resources.

Pre-kindergarten Prepares is a website with resources for parents and educators. The parent site includes: benefits, eligibility, a healthy child and find a school. The educator site includes: a toolkit to provide outreach materials for schools and communities, best practices, advice, and the pre-kindergarten guidelines. The goal of this website is to share information with parents about public school pre-kindergarten as an option for eligible children, and provide LEAs with outreach tools to share with information with parents in local communities. Another website developed for parents is parentcompanion.org, a resource for parents of children from birth to age 5 who may have developmental delays or special needs. Funding for this project was provided by the TEA under the authority of Public Law 108-446, Individuals with Disabilities Education Improvement Act (IDEA) of 2004, Section 611, CFR 300.704 to address the need for Preschool Transition Education Training. Additionally, the Texas Early Learning Council launched a public awareness campaign to inform parents about the importance of high-quality early learning experiences for children from birth to age 4, as well the importance of selecting a high-quality early childhood program. The campaign, known as *Little Texans. Big Futures.*, is available at www.littletexans.org and includes information based on the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines and tools to help parents select a high-quality program for their children. View a screenshot of the website in Appendix A-77.

10. HOW THE STATE WILL ENSURE STRONG PARTNERSHIPS BETWEEN EACH SUB-GRANTEE AND LEAs OR OTHER EARLY LEARNING PROVIDERS

(a) Sub-grantee Partnerships with LEAs and Early Learning Providers to Ensure Successful Transitions from Preschool to Kindergarten

Smooth transitions from pre-kindergarten to kindergarten are a result of connections between schools and families, and between pre-kindergarten and kindergarten teachers and classrooms. Purposeful coordination between the pre-kindergarten and elementary settings can maintain and potentially maximize gains that children achieved in pre-kindergarten. Transition teams are in place to help support this important milestone in a young child's life. The

Transition team has 3 major goals: 1) Identify potential incoming kindergarteners in the community; 2) register children for kindergarten; and, 3) plan a series of activities bringing children, parents, and teachers together.

According to guidance documents provided by the US Department of Education to the TEA, all LEAs receiving Title I funding for preschool programs must describe a plan for how the LEA will coordinate and integrate services it provides under Title I with other educational services, such as Head Start and other preschool programs (e.g., IDEA-funded preschool programs), including its plans for the transition of children in those programs to elementary school programs (ESEA section 1112(b)(1)(E)(i)). Additionally, the Texas Head Start State Collaboration Office is currently developing recommendations and a transition plan from preschool to kindergarten for the state. This transition plan will be based upon transition plans developed for Head Start by the National Center on Quality Teaching and Learning and will be available to all early learning providers in the state, regardless of setting. View a sample transition plan that will be used to develop a transition plan for the grant in Appendix A-78.

(b) Coordination and Collaboration with LEAs and Early Learning Providers

Should Texas be awarded a PEG, sub-grantees will obtain MOUs from participating Early Learning Programs to ensure program leadership has been fully informed and understands the commitment (e.g., responsibilities, key activities, monitoring requirements) made to increasing access to High-Quality Preschool programs (see Appendix A-90 for a sample letter of commitment and Appendix A-83 for a sample MOU from *Texas School Ready!*). We will also obtain a Letter of Commitment from teachers that will be receiving professional development services (e.g., training, course participation, coaching) or conducting child progress monitoring using the CIRCLE program (see Appendix A-88 for a sample letter of commitment from *Texas School Ready!*). These documents are used through the *Texas School Ready!* Project each year with the teachers and administrators participating in the program. These forms are updated annually to reflect lessons learned from the previous year's implementation and any updates to technology resources that early learning programs will have access to for the upcoming implementation year.

i. Providing Professional Development Opportunities

Through the PEG, the sub-grantees will provide extensive high-quality professional development opportunities to teachers. Refer to section E.2.d. for more information.

ii. Providing Family Support and Comprehensive Services

The sub-grantees will provide family support and comprehensive services to children and families through the PEG. Refer to section E.2.e for more information.

iii. Supporting Full Inclusion of Eligible Children with Disabilities

In Texas, children with special needs are eligible to receive services through the Preschool Program for Children with Disabilities (PPCD).

iv. Supporting Inclusion of Children Who May Need Additional Supports

In Texas, children with special needs are eligible to receive services through the Preschool Program for Children with Disabilities (PPCD). Additionally, the CIRCLE Progress Monitoring System provides information that allows teachers to group children who need additional supports and offers instructional activities to support these children.

v. Ensuring High-quality Preschool Programs Have Age-Appropriate Facilities

For new preschool classrooms that will be added in Texas through our LEA-childcare partnership model, sub-grantees will work with the LEAs to ensure that the classrooms meet the standards of existing preschool classrooms. Additionally, the childcare programs partnering with LEAs in the expansion classrooms are required to meet state Childcare Licensing standards from the Texas Department of Family and Protective Services.

vi. Developing and Implementing a Systematic Procedure for Sharing Data

The sub-grantees will utilize the TSR Online Monitoring System (TOMS) to collect data and create reports for LEAs, schools, and the state. Refer to section E.4 for more information.

vii. Utilizing Community-Based Learning Resources

The sub-grantees will provide family support and comprehensive services to children and families through the PEG. Refer to section E.2.e for more information.

F. Alignment within a Birth through Third Grade Continuum

1. BIRTH THROUGH AGE-FIVE PROGRAMS

(a) Coordinating with Other Providers to Create a Continuum of Learning for Children from Birth to Age Five and Facilitates or Improves Their Access to Programs and Resources

In recent years, Texas has created many tools and resources begin to create a continuum of learning for children from birth to age 5. The Texas Early Learning Council and the SCECD developed the Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines (ITELG) to help teachers, childcare providers, and parents track early developmental milestones and provide caregivers with activities that can be used to support healthy and timely development. Training modules were developed to familiarize early childhood professionals with the concepts presented in the Guidelines, as well as to help implement recommended activities. More than 2,000 caregivers have been trained in the ITELGs through the *Texas School Ready!* Project, and they continue to be a free resource for all caregivers and teachers available online.

The Texas Workforce Commission, the state agency that allocates the state's Childcare Development Block Grant funding, operates the Texas Rising Star Certification Program, a voluntary quality rating and improvement system (QRIS) for childcare providers in Texas. This program was recently revised, including revisions to transition the previous system into a voluntary QRIS, and aligned to the developmental domains in the ITELG.

Childcare providers, Head Start grantees, and LEAs participating in the grant, or Texas Rising Star, will have access to many critical resources through the Engage platform, supporting continuity in quality across sectors. Also funded by the Texas Early Learning Council, Beginning Education: Early Childcare at Home (BEECH) was developed as a web-based professional development community specific to home childcare providers, a significant service delivery model in Texas. BEECH was rigorously tested, in English and Spanish, in a large random assignment study that demonstrated significant impacts on caregiver behaviors and child outcomes. BEECH's twenty sessions focus on supporting young children's socio-emotional, cognitive, language and literacy, and mathematics development. The courses use documentary-style video of caregivers and children, from infancy to school-age, interacting to illustrate quality early childhood practices. BEECH will be integrated into the professional development platform,

Engage. This system is currently being utilized by *Texas School Ready!* for home-based childcare providers and infant and toddler teachers.

The SCECD is currently awaiting a funding decision to support expanding its online professional development coursework on Engage, to span the birth to age five development window. Five web-based training modules (approximately 90 minutes each) will be available to infant and toddler teachers with the aim to increase the use of contingent responsiveness, language facilitation, and rich language stimulation strategies. The course content will consist of expert commentary, video recorded demonstrations of caregivers using supportive strategies, informational text, interactive learning content, application problems, and progress monitoring tools to gauge learning and provide corrective feedback. All content will be aligned with the Texas Rising Star Certification Guidelines and will be hosted and widely disseminated through *Engage*.

(b) Ensuring that the Provision of High-quality Preschool Programs Will Not Lead to a Diminution of Other Services and Increased Cost to Families

This grant proposes four implementation models that were developed to allow Texas to provide more high-quality preschool slots to children who are currently eligible for state-funded services. The proposed models will not diminish the current system of early learning providers in the state or increase costs for families. The two enhancement models will be improving the quality of preschool programs in Texas, helping to elevate their current services to the high-quality definition provided in the grant. The expansion model does provide for additional classrooms to be created in the targeted high-need communities, but these expansion classrooms will be through childcare partnerships. These partnerships will offer a new educational opportunity to families in local communities while increasing the quality of services in childcare centers, at no additional cost to families.

2. KINDERGARTEN THROUGH THIRD GRADE

(a) Ensuring Eligible Children Are Well-Prepared for Kindergarten

Texas will build upon the existing resources and infrastructure to support children from PEG-funded classrooms as they advance into early elementary grades. The Texas Literacy Initiative (TLI) improves school readiness and success in the language and literacy of disadvantaged students in targeted local education agencies and their associated early childhood

education providers through coordinated implementation of the Texas State Literacy Plan (TSLP). The TSLP is a guide for creating comprehensive site/campus-based literacy programs and is customized for three age/grade-level groupings: Age 0 to School Entry, Kindergarten to Grade 5, and Grade 6 to Grade 12. The TSLP is organized into a LASERS framework of six essential components: Leadership, Assessment, Standards-Based Instruction, Effective Instructional Framework, Reporting and Accountability, and Sustainability. Each *component* of the LASERS framework contains a set of key *action steps* at each age/grade level. Implementation Ratings allow sites and campuses to assess their progress toward Sustainability as shown on the TSLP Resource Website.

The TLI grant goals are to do the following: Increase the oral language and pre-literacy skills of participating preschool children; Improve the performance of participating students in kindergarten through grade 2 on early reading assessments; Increase the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades 3 through 12; Increase the use of data and data analysis to inform all decision making in participating LEAs, campuses, classrooms, and early learning settings; and, Increase the implementation of effective literacy instruction through "Literacy Lines."

A Literacy Line is a vertical collaborative among feeder-pattern campuses within a local education agency and early childhood education providers, which may include Early Head Start; Head Start; public, private, or nonprofit licensed childcare providers; and public pre-kindergarten programs. The TEA—in conjunction with the TLI Leadership Team, which includes 20 regional education service centers, the Institute for Public School Initiatives at The University of Texas at Austin, The University of Texas Health Science Center at Houston, and the Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin—collaborate with Literacy Lines to meet the goals of TLI.

Additionally, sub-grantees in one high-need community will implement the Multi-Tiered System of Supports Project to provide intensive support for struggling readers. There is a persistent national achievement gap in vocabulary and reading comprehension skills between students from ethnically and culturally diverse backgrounds and their peers. This gap exists in Texas as it does elsewhere. As a child ages, it becomes more difficult to correct a poor

foundation for reading. Children who do not achieve basic reading skills by the end of first grade are highly likely to continue to struggle with reading for years to come.

Even though the same children often progress within a single school from pre-kindergarten through 2nd grade, educators of these children (and program developers) tend to work in isolated silos. Currently, there is no seamless system of instruction and supplemental tutoring in Texas that can support children as they transition from one grade to another. What is needed is a comprehensive, seamless Multi-Tiered System of Supports that provides a safety net for children who are at-risk for reading failure in pre-kindergarten through 2nd grade with individualized plans to support student progress. Experts at CLI are building a seamless system of supports that will span from pre-kindergarten through the end of 2nd grade, consisting of both whole-class instruction and extra lessons for concentrated small-group instruction for children who assess at lower skill levels. A key component of the project is intensive teacher professional development to support excellent instruction. This kind of seamless suite of programs is highly innovative, particularly in that it bridges from pre-kindergarten into the higher grades. The development and testing of this pre-kindergarten-2nd grade initiative is funded by a Texas foundation; PEG will leverage these already developed resources in a high-need community to examine the sustained impact of PEG on children that receive high-quality instruction through 2nd grade (e.g., 3rd grade- STAAR achievement; k-2 special educational referrals).

(b) Sustaining Educational and Developmental Gains of Children

i. Promoting Collaboration Between Preschool and Kindergarten Teachers

As a part of the PEG, sub-grantees will develop and implement an online transition and collaboration toolkit which will include tools and materials that will help LEAs implement strategies to facilitate the transition process as well as the alignment process to enhance a child's transition to kindergarten. School administrators, early childhood professionals, childcare providers, and K-3 teachers will have practical and easy-to-use tools and materials to ensure a seamless approach to data sharing and collection, planning tools, and common areas of collaboration.

Support will be provided to campus principals in creating structures for collaboration among preschool and kindergarten teachers. Teaming of teachers will ensure vertical alignment and transition of skillsets and strategies.

The ongoing use of the Engage platform in pre-kindergarten programs will be encouraged in order to maintain fidelity of program implementation and ensure consistency statewide with data collection efforts. Data sharing and collaborative data reviews will support instructional decisions most aligned to student levels and student need. Ongoing updates will be deployed through ESCs statewide to ensure a consistent deployment of current training, resources, and materials. The Texas Student Data System, launching in 2016, and the Texas Kindergarten Entry Assessment (TX-KEA), launching in 2017, will be linked to the data in Engage. Student data, including child progress monitoring data, will be linked through the student's TSDS Unique ID into TX-KEA and TSDS as the student advances through pre-kindergarten and into kindergarten and later grades. Pre-kindergarten and kindergarten teachers will have opportunities to collaborate through the use of these resources.

ii. Expanding Access to Full-Day Kindergarten

The state of Texas allows for Kindergarten models to be half-day for three hours or full-day for 7 hours. TEA data indicates that the majority of kinder program throughout the state of Texas are full day programs. As part of this grant application, we will ensure that LEA partners who participate in the PEG are implementing full-day kindergarten programs. In Texas, most LEAs offer full day kindergarten programs.

iii. Increasing the Percentage of Children Who Are Able to Read and Do Math at Grade Level By the End of Third Grade

The Texas Essential Knowledge and Skills (TEKS) have been created by the state of Texas in grades Kindergarten through grade twelve. The TEKS provide statewide requirements for curriculum implementation. The Pre-kindergarten Guidelines define the behaviors and skills that children are to achieve, as well as to provide teachers with information on research-based instructional strategies to ensure student academic growth. Both are part of the state required curriculum and are provided in an effort to align pre-kindergarten classrooms with the TEKS.

The implementation of these guidelines and the careful monitoring and evaluation of student data will be paramount to student success. Consistent data review and the evaluation and analysis of student performance is normal practice for LEAs across the state to ensure achievement targets are being met. The establishment of resources and tools within various state

initiatives have been on the forefront of our planning and sustainability efforts. Methods of gathering data and tracking longitudinal performance of cohorts in the PEG will be established through the use of statewide data tools, such as the Texas Student Data System (TSDS).

The STAAR assessment program was established in 2012 to assess student readiness in academic areas for students in grades 3-8 and to students in high school taking enrolled in Algebra I, English I and II, U.S. History, and Biology. State standards are created to provide guidance and focus for students in academics.

The quality improvement efforts of the PEG will allow Texas to continue to provide students with access to high-quality instruction in preschool and will support the building the foundational skills needed to prepare them for success in kindergarten and beyond. Texas proposes to use a portion of the PEG quality improvement set-aside to align the Pre-kindergarten Guidelines to K-3 Texas Essential Knowledge and Skills (TEKS) to support skill development from pre-kindergarten to 3rd grade. Texas will examine Reading and Math achievement scores on the state-wide STAAR test conducted in 3rd grade. Our state unique IDs and longitudinal data system will allow us to examine trends in PEG and non-PEG children's 3rd grade performance. As referenced in Section F.2.(a), above, we will also evaluate whether or not 3rd grade reading and math achievement differs for children that were enrolled in PEG-MTSS (pre-kindergarten) and MTSS (k-2) classrooms from pre-kindergarten to 2nd. These data directly address questions concerning the sustained impact of preschool exposure on later school achievement.

(c) Sustaining a High Level of Parent and Family Engagement Into Early Elementary School Years

In order to sustain a high level of parent and family engagement in the early childhood years the LEA's will be provided the following resources and supports in alignment with the National Standards for Parent/Family Involvement program:

- Community health fairs; resource and family fun fairs
- School Readiness Bags or TSR! Parent Bags
- Parent training modules for engaging parents in their child's learning by teaching them the basics of early language and literacy
- Models for student led conferences and home visits

Additionally, parent and family engagement training will be integrated into staff professional development to ensure a holistic approach to increasing parent engagement and parent volunteers. Schools will benefit from the additional resources and these efforts will get parents aware and involved in their child's education, especially in cases where children have learning disabilities or challenging behaviors. It will be emphasized that regular meetings and communication is vital to involving parents in the school's decision-making process and can give parents "ownership" and help reduce negative attitudes. Improved communication also encourages parents to discuss problems, such as bullying or health and family situations, at an early stage. It is through these partnerships and engagements that families will begin to see the value and importance of sustaining their involvement in elementary school and beyond.

The transition from High-quality Preschool Programs to Kindergarten will also be supported through PEG to Kindergarten Transition Plans established by TEA subcontractors with each PEG LEA. Included in the plan is a process for providing Kindergarten teachers with CIRCLE progress monitoring growth summaries for PEG children to support early Kindergarten instructional planning.

(d) Taking Steps, or Building Upon Steps to Align: Most of our info will be building upon current systems and resources

i. Child Learning and Standards and Expectations

In Texas, there are three sets of program standards that are used by early childhood and Kindergarten programs to influence their care and education of young children.

The **Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines** were designed to help parents and caregivers understand and identify what can be expected from children birth to three years old, and to ensure that all children have the high-quality early experiences needed for optimal brain development.

The **Texas Pre-kindergarten Guidelines** provide for teacher's detailed descriptions of expected behaviors across multiple skill domains for four and five year olds. The guidelines offer suggestions on ways to deliver developmentally appropriate experiences for the learning needs of all children to help ensure an effective, efficient pre-kindergarten year. The guidelines also provide information on responsive teaching practices, the physical arrangement of a pre-kindergarten classroom, professional development as the key to high-quality preschool programs,

the involvement of families for better readiness of children for school, and methods of monitoring children's progress. Teachers should utilize the guidelines to support learning in a broad range of skills for children who are English language learners (ELL), including those children receiving instruction in their home language.

Additionally, the **Early Childhood Outcomes and Pre-kindergarten Guidelines Alignment** document aligns each Pre-kindergarten guideline to one or more of the three Early Childhood Outcomes, and provide educators and families with discussion prompts to explain how each outcome relates to the guideline. The document also provides modifications and adaptations for children with special needs and extends to include a developmental continuum for teachers to use in developing appropriate goals for children.

Finally, the **Texas Essential Knowledge and Skills** or TEKS are the state standards for Texas public schools from kindergarten through grade 12. They provide detail and the curriculum requirements for each course and grade level.

ii. **Teacher Preparation, Credentials, and Workforce Competencies**

Texas has developed core competencies for early childhood for the following groups: Practitioners, Administrators, trainers, and coaches/mentors, with the intent of providing guidance to professionals seeking training and for trainers seeking training topics. The Core Competencies for early childhood professionals describe the knowledge and skills that practitioners should possess. The competencies serve as an ideal starting point for evaluation and developing and implementing improvement plans and tracking program and individual goals for development. The competencies also provide a structure for guiding a program through the development of high-quality training, coursework and/or professional development that is grounded in evidence-based practices and adapted to the needs of learners with different levels of knowledge and understanding.

In addition to the core competencies, Texas has developed a career development system for early care and education professionals, the Texas Early Childhood Professional Development System (TECPDS). This new professional development system includes a workforce registry, access to trainings, and features to support career advancement.

State Board for Educator Certification in Texas has established standardized expectations for teacher credentialing. IHEs and Alternative Education Programs across the state provide

programs that prepare teachers with the standardized requirements in order for certification in Early Childhood education and other curricular areas

iii. Comprehensive Early Learning Progress Monitoring Systems

Texas uses the ECDS to evaluate the effectiveness of pre-kindergarten, Head Start, and community-based licensed childcare programs in preparing children for kindergarten. The ECDS analyzes data from participating pre-kindergarten programs and from each student's kindergarten reading diagnostic instrument administered at the beginning of the child's kindergarten year. The analysis results in a percentage of pre-kindergarten students and programs that are successful in preparing students for kindergarten school entry. Pre-kindergarten, licensed; childcare (for-profit and nonprofit), and Head Start programs are strongly encouraged to participate at no cost to the provider.

CIRCLE Progress Monitoring tool and the Texas Primary Reading Inventory (TPRI) are used to provide teachers with immediate feedback to guide instructional planning and to show children's progress in the areas of rapid vocabulary naming, rapid letter naming, phonological awareness, mathematics, social and emotional development, writing, and book and print knowledge. Teachers utilize the ongoing progress monitoring system to ensure they are individualizing and providing instruction at each child's developmental level. Reports and data summaries by classroom and by individual child are also used by program directors to plan effective professional development and learning.

iv. Data Systems

The Texas Student Data System (TSDS) will link student data from kindergarten through 12th grade with the use of a Unique ID for all users. Preschool data from the Engage platform will be linked to TSDS after both systems are fully deployed to the state in 2016. Refer to section C.2.b for more information on TSDS.

v. Family Engagement Strategies

Families play a critical role in helping their children be ready for school and for a lifetime of academic success. When parents and families are engaged with the whole child, outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with

families. It is critical to view each family as an individual in order to work with them in a manner that is family centered.

Families drive the decisions about what they are interested in learning so their outcomes will be different from another family. It is vital that families see their parent role as unique to the culture of their family, their own interests, needs and goals. Programs work towards building relationships with families that support family growth, learning and well-being.

The Head Start Parent, Family, and Community Engagement Framework outlines engagement outcomes that include:

- Family Well-Being
- Positive Parent-Child relationships
- Families as Lifelong educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

All of these outcomes will lead to children who are ready for school and sustain development and learning gains through third grade. By considering the whole-child, programs will address a multitude of child development topics so families learn how their focus in these areas will benefit their child. Some of the important areas for families to become more aware of include: health, nutrition, dental care, social emotional, mental health, cognitive development as well as the uniqueness of the child's personality.

Health Fairs

Local Health fairs will be organized twice a year and include a comprehensive approach to addressing family engagement. The Texas A&M University AgriLife Extension has a Health Fair Planning Guide that would be used to ensure successful Health Fair events. Objectives for the Health Fairs are to:

- increase health awareness by providing health screenings, activities, materials, demonstrations, and information;
- increase awareness of local, state, and national health services and resources;
- motivate participants to make positive health behavior changes;

- provide immunizations for children and adults; and
- teach self-care practices.

By reaching out to community resource agencies who share a common goal for families, the program will maximize efforts. It is critical that resource agencies that are local to the areas being served be included in these Health Fairs in order to build capacity in families to use available resources that they are familiar with and that are in proximity of their neighborhoods. Collaborative partners in the Health Fairs will be local medical and dental clinics, Food Banks and Food Pantries, WIC, Medicaid and CHIP, immunization clinics, nutrition focused business, such as chain grocery stores that support community outreach, hospitals, doctors, dentists, nurses, medical and dental students, Texas Extension Agency, etc.

G. BUDGET AND SUSTAINABILITY

1. USE THE FUNDS FROM THIS GRANT AND ANY MATCHING CONTRIBUTIONS TO SERVE THE NUMBER OF ELIGIBLE CHILDREN DESCRIBED IN ITS AMBITIOUS AND ACHIEVABLE PLAN EACH YEAR

Texas will use any funds provided by this grant to serve an increased number of eligible children in high-quality preschool programs. Each of the four proposed models is associated with a cost model that assumes a conservative estimate of the number of children that can be served in each year. When implementation begins in Spring 2015, the sub-grantees will conduct a needs assessment that may enable them to serve additional children if structural characteristics of the high-quality preschool program definition are already in place. During the exploration phase of each cohort, sub-grantees will refine their implementation targets to ensure efficient use of funds.

For example, if a program was budgeted to receive Model 2, including the additional cost of the salary for an assistant teacher, but the program already supports an assistant teacher, this program will be served using the less expensive Model 3, which provides high-quality professional development and comprehensive services. Also, if a program has an established class size less than 20 children, additional classrooms will be identified within the high-need community to receive grant support.

In the 83rd legislative session, Texas appropriated \$(b)(4) in general revenue for each fiscal year of the 2014-2015 biennium. This was an increase of state funding for fiscal year 2014. The funding appropriated for 2015 will be available as a match for only those students served in the PEG program.

2. COORDINATE THE USES OF EXISTING FUNDS FROM FEDERAL SOURCES THAT SUPPORT EARLY LEARNING AND DEVELOPMENT

The Striving Readers Comprehensive Literacy (SRCL) Program, Texas Literacy Initiative (TLI) began in 2011 with a goal is to ensure that every child is strategically prepared for college and career literacy demands for high school graduation. The TLI piece aligns with the PEG in that they both are aligning early language and preliteracy skills from infancy to school entry.

Title I, Part A – Improving Basic Program (1) assists schools with high concentrations of students from low-income families. The program provides resources that align with the PEG goals which improve education quality and help ensure all children in low-income contexts meet the state's student performance standards. Title I, Part A provides support to schools in implementing either a school-wide program or a targeted assistance program. Title I, Part A programs use effective methods and instructional strategies that are grounded in scientific research.

3. SUSTAIN THE HIGH-QUALITY PRESCHOOL PROGRAMS PROVIDED BY THIS GRANT AFTER THE GRANT PERIOD ENDS

The models proposed in this application support sustainability in the following ways:

First, a unifying feature of the sustainability is ongoing access to high-quality professional development and child progress monitoring tools, instructional activities and resources provided through the Engage platform. While teachers in their first year of participation in the grant will receive intense support to learn how to use these resources, all teachers will have continued access to the system beginning in Fall 2015 and extending past the term of the grant. By training more than 7,000 preschool teachers and assistant teachers, we dramatically strengthen our early childhood workforce which will have a sustained impact on the quality of instruction that Texas preschool children will receive for many years after the grant period. Second, the PEG affords Texas a unique opportunity to expand public-private partnerships. While there are many barriers to establishing these partnerships, once they are in place the partnerships are often sustained. Prior Texas efforts, such as Texas School Ready! and School Readiness Integration partnerships, have had great success at building and sustaining long-lasting partnerships. Third, we hope to encourage sustainability by offering early learning programs more than one year of services. With the grant, programs will receive 18 months to two and a half years of support. An extended period of support will afford early learning programs an opportunity to realize the benefits of these enhancements, increasing motivation to develop cost-sharing plans and sustain the high-quality characteristics beyond the grant period.

TEXAS PRE-K GUIDELINES DOMAINS

Organization of the Guidelines

There are 10 Domains:

- I. Social and Emotional Development
- II. Language and Communication
- III. Emergent Literacy Reading
- IV. Emergent Literacy Writing
- V. Mathematics
- VI. Science
- VII. Social Studies
- VIII. Fine Arts
- IX. Physical Development
- X. Technology

Each Domain includes Skill Areas.

Six Domain Areas include these columns:

- By around 48 Months of Age,
- End of Prekindergarten Year Outcomes,
- Examples of Child Behaviors, and
- Examples of Instructional Strategies.

Four Skill Domain Areas do not include the column of "By around 48 Months of Age" as there is no research to guide the inclusion of this in those four areas.

Within the document, child and teacher are referred to by his or her and he or she interchangeably. This is for ease of reading, not as a specific gender reference.

Outcomes are numbered in the following manner:

- Domains are indicated with Roman numerals.
- Within each domain, separate skills are listed with an alphabetic indicator.
- Under each skill, the outcomes are then numbered sequentially.

SAMPLE TEXAS PRE-K GUIDELINES DOMAIN

II. LANGUAGE AND COMMUNICATION DOMAIN

During the prekindergarten years, children's experiences with language begin to form the basis for their later school success. Explaining words and sounds, talking to children about objects and their names (labeling), and using expanded vocabulary are all ways in which teachers can help to build children's oral language skills. Given adequate opportunities to interact with responsive adults in language rich classrooms, young children's language skills usually expand rapidly during these years. For children whose first language is other than English, the native language serves as the foundation for communication among family and community members, and building concepts and understanding of the world around them. This proficiency also assists in English language acquisition. Many children who are English language learners (ELL) enter our schools with a remarkable knowledge of their native language, a "linguistic knowing" that they utilize instinctively in their daily communications. The process of transfer (with literacy-based ESL and oral language beginning in prekindergarten, requires that we take what students already know and understand about literacy in their home language and ensure that this knowledge is used to help them gain literacy skills in a second language. The language skills include listening and speaking, expanding both children's understanding of what they hear, as well as their ability to communicate their own ideas and experiences. These language skills in turn have a tremendous impact upon reading and writing as children progress through school. Language is optimally supported by providing a large amount of time throughout the day for oral language communication including time for authentic, purposeful child-initiated oral language opportunities. Prekindergarten educators should provide opportunities to promote language learning in children who speak a language other than English. Children who are English language learners may have difficulties with the pragmatics (the appropriate use of language to communicate effectively in many different situations and for many different purposes) of English. These include rules of politeness, conversational skills, and extended discourse (telling story and giving an explanation). Pragmatic skills are important for children who are English language learners to understand what teachers say in the classroom. Scaffolding is effective for building young children's language and literacy; this is also true for the English Language Learner. Except where specified, the following guidelines outline language accomplishments for 4-year-old children in their native language. The stated outcomes should be used as a guide for children who have limited English proficiency and are appropriate for all children who are English language learners, providing guidance for teachers' instruction. Additional specific guidelines for the support of language development of prekindergarten children whose home language is not English in English-only settings appear below and are indicated by this icon.  (LEER MAS, 2001)

II. LANGUAGE AND COMMUNICATION DOMAIN

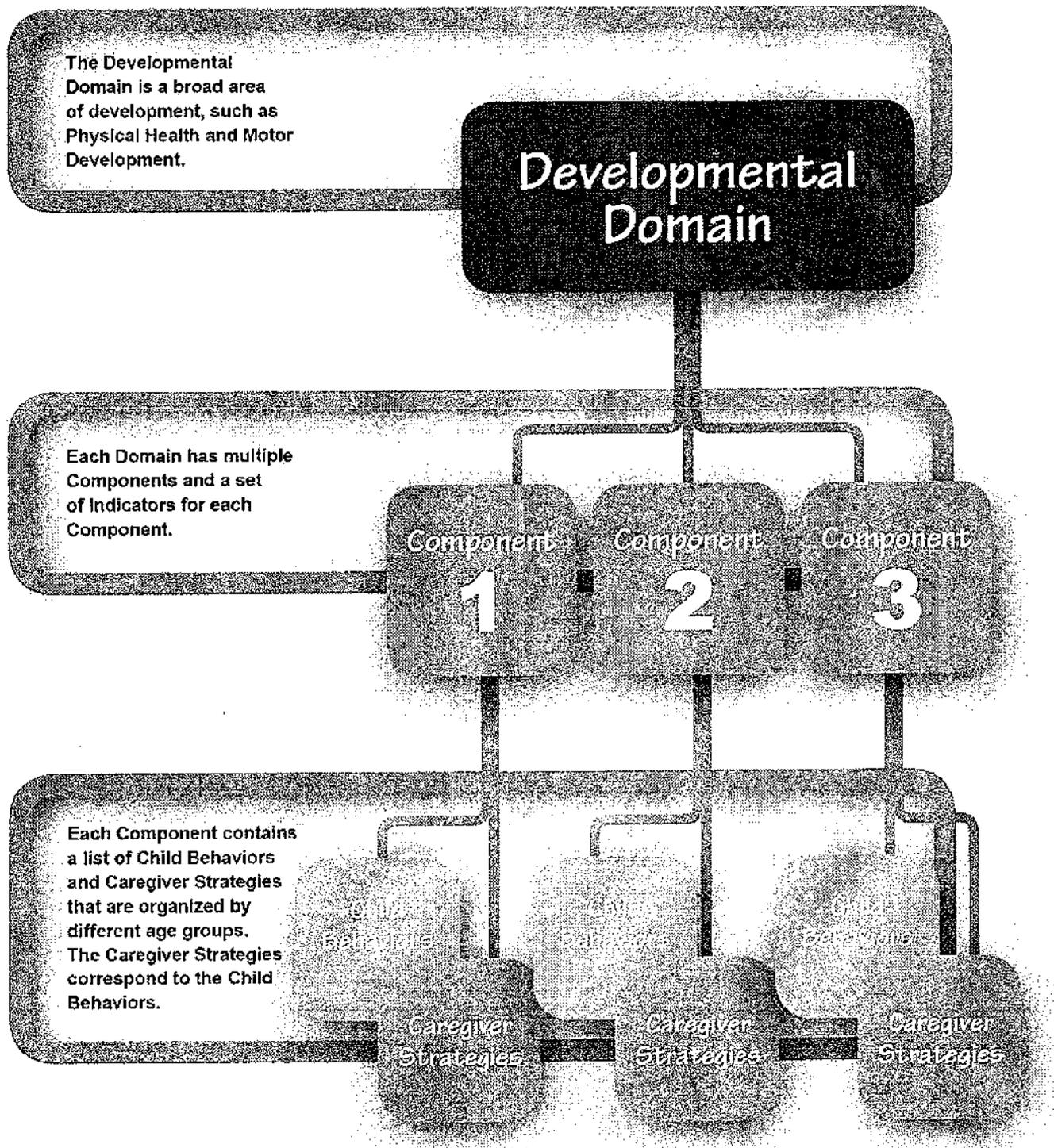
A. Listening Comprehension Skills

From birth, children begin learning by listening to the world around them. As their exposure increases, so does their understanding. Prekindergarten-age children are able to comprehend with increasing accuracy what they hear in conversations and in stories read aloud. Children demonstrate understanding through their questions, comments, and actions. According to state law, prekindergarten children who are English language learners can be in a classroom environment that is either English as a Second Language instruction or Bilingual. Children who are English language learners arrive at school with listening comprehension skills in their home language. These skills can be used to support the child's development in English. Children who are English language learners listen purposefully to both English-speaking and Spanish-speaking teachers and peers to gather information about both their home language and their new language (English). (LEER MAS, 2001)

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child responds to situations in ways that demonstrate he understands what has been said.	II.A.1. Child shows understanding by responding appropriately.	<p>The child:</p> <ul style="list-style-type: none"> • has a multiple-turn conversation with another person, listening in order to extend or connect to an idea expressed by the other person. • responds to stories by asking and answering questions. • makes comments related to the topic being discussed. • responds before, during, and after stories read to the whole class, as well as responding when read to in a small group. • follows a change in the morning activity schedule as described by the teacher. • follows verbal directions. • listens to audio-taped stories and shows understanding through body language, pointing to the appropriate pictures, or retelling what she heard. 	<p>The teacher:</p> <ul style="list-style-type: none"> • engages children daily in conversations related to themes or content where children take multiple turns listening and responding, either orally or physically. • provides feedback when conversing with a child to model listening and encourages additional comments from that child. • asks children to recall and add details to expand their responses while engaged in group activities, such as read aloud time, show and tell, author's chair. • asks children who, what, where, and why questions to engage children in the read aloud experience. • provides multicultural, culturally relevant books for children.

By around 48 Months of Age	End of Prekindergarten Year Outcomes	Examples of Child Behaviors	Examples of Instructional Strategies
Child follows simple single step requests.	II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	<p>The child:</p> <ul style="list-style-type: none"> • follows directions given by the teacher to "Please put your things away, and then sit down on the carpet." • responds to instructions given to the whole class ("Please get your jackets, put them on, and get in line."). • repeats an instruction to a friend. • follows directions on a tape or CD to perform various movements, or gestures. • participates in games such as "Follow the Leader." 	<p>The teacher:</p> <ul style="list-style-type: none"> • instructs children in daily routines, such as setting the table, going to centers, going outside and to the restroom, by giving two- and three-step directions. • provides two- and three-step directions for children to complete specific tasks during transitions such as cleaning up and getting in line. • plays or sings songs requiring children to act out multiple behaviors and multi-step directions ("Hokey, Pokey"; "If You're Happy and You Know It").
Child demonstrates basic understanding of following classroom routines.	II.A.3.  Child shows understanding of the new language being spoken by English-speaking teachers and peers (ELL).	<p>The child:</p> <ul style="list-style-type: none"> • follows a set of routines for activities and can make sense of what is happening. • responds to consistent and simplified language when instructed in literacy activities and assignments. • turns to a partner and repeats instructions – Think, Turn and Talk. • responds to questions by using the following to represent answers: popsicle sticks (with green/red ends); white socks vs. colored socks; yes-no cards; thumbs-up thumbs-down; beanbag; beach ball. 	<p>The teacher:</p> <ul style="list-style-type: none"> • provides scaffolds in how to use strategies, skills, and concepts. • adjusts own use of English to make concepts comprehensible. • accepts responses in child's native language. • selects and incorporates children's responses, ideas, examples, and experiences into lesson. • always gives children think time before asking for a response. • ensures quality of independent practice. • asks questions to ensure comprehension. • provides extra instruction, practice, and review. • maintains close proximity to children. • uses the child's home language as base to support the development of English oral language (in Bilingual and ESL programs). • allows children to respond in their home language (in Bilingual/ESL instructional settings).

Texas Infant, Toddler, and Three-Year-Old
Early Learning Guidelines Organization



Health and Well-being

Health and Well-being Indicators:

1. Shows signs of healthy development
2. Responds when physical needs are met
3. Expresses physical needs nonverbally or verbally
4. Participates in physical care routines
5. Begins to develop self-care skills
6. Begins to understand safe and unsafe behaviors

0-8 months infants might	As a caregiver, you can
<ul style="list-style-type: none"> • Gaze at object, person, or toy • Turn towards sounds and noises • Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle • Begin to calm during bathtime • Babble or coo with caregivers during diaper-changing time 	<ul style="list-style-type: none"> • Bring attention to a mobile or picture, or show infants things they can follow with their eyes • Respond quickly when infants are hungry by feeding, holding, and cuddling them • Provide infants with both calming and stimulating experiences • Listen and respond to the different types of cries, sounds, facial expressions, and infants' body language • Respond promptly when infants have a wet or soiled diaper • Provide infants with healthy and nutritious foods (breast milk or formula, soft or pureed fruits and vegetables) • Talk with infants about what is happening when bathing, diapering, and dressing ("Now I am washing your arms.") • Follow infants' feeding signals (turns head or pushes away food when full; reaches out or cries when hungry)
8-18 months older infants might	As a caregiver, you can
<ul style="list-style-type: none"> • Feed themselves with some assistance • Ask, point, or sign for "more" when eating • Play during bathtime • Listen to safety warnings and accept redirection • Show interest in dressing themselves 	<ul style="list-style-type: none"> • Begin to offer nutritious finger foods and utensils to older infants and allow them to feed themselves • Encourage older infants to use body language, signs, or words to tell you their wants or needs regarding food and fullness • Ensure that bathtime is fun, safe, and always supervised for older infants • Use caution words and a firm, but warm, tone of voice to warn older infants of dangerous items or situations, and redirect their attention • Allow and encourage older infants to assist with dressing themselves to the best of their abilities

<p>18-36 months toddlers might</p>	<p>As a caregiver, you can</p>
<ul style="list-style-type: none"> • Participate in healthy care activities like washing hands and brushing teeth • Use body language, sign, or say "wet!" to indicate wet or soiled pants • Make personal food choices among several healthy options ("Want apple.") • Eat with a spoon and fork and drink from a cup with some assistance • Dress themselves with help • Begin to respond to verbal safety warnings ("Danger. Hot.") 	<ul style="list-style-type: none"> • Help and support toddlers by establishing healthy self-care activities like hand washing and brushing teeth • Respond promptly to toddlers' awareness of being wet or soiled • Allow toddlers to use body language or words to express wants or needs regarding food • Provide plenty of healthy food options, including foods from various cultures • Provide foods that toddlers can easily scoop or stab (oatmeal, pudding, fruit, and beans) • Support and encourage toddlers when they make efforts to help dress themselves • Talk to toddlers about using safe behaviors and remind them to be aware of possibly dangerous situations
<p>36-48 months three-year-olds might</p>	<p>As a caregiver, you can</p>
<ul style="list-style-type: none"> • Feed themselves with fork and spoon without assistance • Choose their own clothes to wear and dress themselves • Participate in healthy care routines, such as using a tissue to wipe own nose, covering mouth when coughing, and brushing teeth • Alert a caregiver when another child is in an unsafe situation or try to stop an unsafe behavior 	<ul style="list-style-type: none"> • Provide forks and spoons during mealtime and allow three-year-olds to choose types and amounts of foods to eat • Give three-year-olds a few choices for clothing and provide enough time for them to dress themselves • Find opportunities to demonstrate good health behaviors and teach about personal hygiene ("Please cover your mouth with your elbow when you cough.") • Talk to three-year-olds about using safe behaviors and identify who and where they can go to if they need assistance

infants will turn towards sounds and noises



How is Texas' Early Learning Pathways organized?

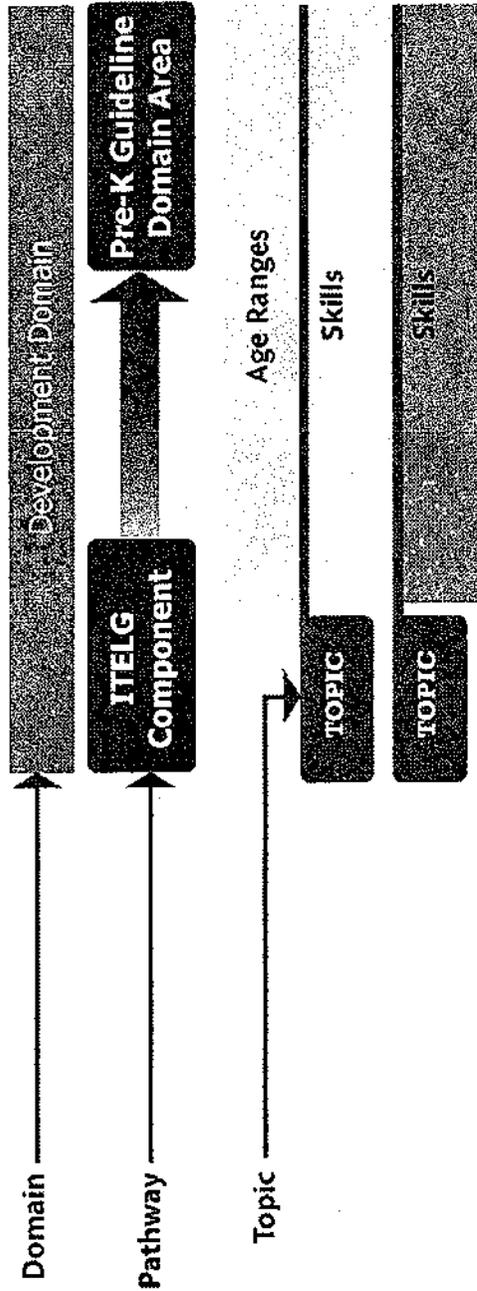
Texas' Early Learning Pathways follows the structure of the ITELG and the Pre-K Guidelines, grounded in ITELG's four developmental domains:

- Social and emotional development
- Language and communication development
- Cognitive development
- Physical health and motor development

Each domain has a series of pathways (ITELG calls them "components" and the Pre-K guidelines refer to them as "guidelines").

Each pathway is sub-divided into broad topics, each containing milestones of children's skills and behaviors by age group from birth to preschool. The topics come from either the set of indicators in the ITELG or the skill areas in the Pre-K Guidelines to best describe the skills and behaviors.

The illustration below shows how this organization works



Finally, after each pathway you will find a page of information that delves deeper into that pathway and offers ideas for how caregivers and teachers can support children in that area. These pages also include a few simple ideas for working with parents.

SAMPLE TEXAS EARLY LEARNING PATHWAY

Pathways of Social and Emotional Development



For a more detailed chart of child skills and behaviors, visit the *Texas Infant, Toddler, and Three-Year-Old Early Learning Guidelines* and the *Revised Texas Pre-Kindergarten Guidelines*: www.earlylearningtexas.org

Remember that skills can overlap across age ranges because children develop at their own rate.

Supporting the Pathway of Self-Regulation to Self-Control

Self-regulation is among the most important school readiness skills. In formal learning environments, children succeed when they can follow rules and routines and maintain attention. They need to be able to focus and find ways to effectively solve problems. Infants show basic regulation skills, such as thumb-sucking or turning toward a touch, but they don't yet know how to control their behaviors and actions. Caregivers should have appropriate expectations as children are just beginning to learn about their senses and feelings.

When working with infants (birth–8 months), caregivers can...



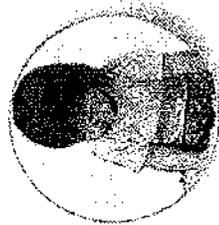
- Notice and respond to needs (comfort when distressed)
- Respect individual routines (feeding at signs of hunger, put to sleep at signs of fatigue)
- Use calming approaches (provide soft blanket, rock back and forth)

When working with older infants (8–18 months), caregivers can...



- Provide comfort objects (favorite blanket or toy)
- Allow older infants a few minutes to calm themselves
- Talk about routines and keep them consistent ("It's almost nap time, let's turn down the lights")

When working with toddlers (18–36 months), caregivers can...



- Practice patience and respond warmly; name emotions and feelings ("I see you are sad")
- Use techniques to calm emotions (move with child to quiet area, get down on child's level to talk)
- Offer limited, safe choices ("You can sit on the chair, or the floor")
- Use songs that require listening for actions (The Wheels on the Bus)

When working with 3-year olds (36–48 months), caregivers can...



- Guide and comfort three-year-olds ("You seem sad, but it will be OK. Let's draw a picture together"); offer a quiet space for when they are upset
- Recognize self-regulation behaviors ("I like the way you took a deep breath, Owen")
- Acknowledge intense feelings after a child calms down ("I'm glad you feel better now. You were frustrated when Katie wouldn't share")
- Play games that require listening and responding (Red Light/Green Light)

When working with pre-kindergartners (48–60 months), caregivers can...



- Model appropriate behavior and describe how to do it ("I am ready to listen so I am sitting on my chair and being quiet")
- Be consistent with rules and expectations; explain boundaries
- Use stories and books that encourage children to discuss appropriate and inappropriate behaviors
- Establish signals and cues to children who have difficulty paying attention (praise good effort, move toward child, use a "cue" card)

TIPS FOR WORKING WITH PARENTS

- Tell parents about the techniques you use when children are having challenges with behavior.
- Encourage parents to help develop these skills at home, and to have appropriate expectations about how children behave depending on their age.

ORGANIZATION OF THE TEXAS CORE COMPETENCIES

Tips for Using this Document

Observable competencies have been categorized across competency areas according to their level of practice (beginner, intermediate, advanced.)

- **Step 1** – Use the check boxes to document your assessment of demonstrated observable competencies.
- **Step 2** – Use the checklist to determine which level of practice best describes your performance in a given area.
- **Step 3** – Select new learning opportunities (courses, training, mentoring, peer collaboration) within those areas and levels of practice.
- **Step 4** – Continue to use the check boxes to monitor your progress over time.

Core competency area subcategory

1-3 Children with Identified Special Needs		
Observable Competencies		
Beginner Competencies	Intermediate Competencies (all of the Beginner Competencies, plus)	Advanced Competencies (all of the Beginner and Intermediate Competencies, plus)
<input type="checkbox"/> 1. States the names of children with identified special needs and discusses plans for appropriate care and learning opportunities. <input type="checkbox"/> 2. Consistently follows specific requirements for children in their care (Individual Education Plans, Individual Family Service Plans, medical and nutritional requirements.)	<input type="checkbox"/> 3. Articulates basic understanding of special needs, disability laws, and the rights of children and families to services. <input type="checkbox"/> 4. Effectively incorporates assistive technology for children with special needs. <input type="checkbox"/> 5. Implements with high fidelity activities designed for children with special needs. <input type="checkbox"/> 6. Brings attention to limitations in current adaptations for children with special needs and makes recommendations for alternative approaches. <input type="checkbox"/> 7. Participates in planning teams for children with special needs.	<input type="checkbox"/> 8. Articulates knowledge and rationales associated with the inclusion philosophy. <input type="checkbox"/> 9. Develops specific activities to support the development of children with special needs. <input type="checkbox"/> 10. Supports other practitioners and parents by modeling appropriate strategies and practices for children with special needs.

Levels of practice

Observable competencies

Check boxes to track progress and professional growth

Core Competency Area 2: Responsive Interactions and Guidance

Caregivers create a context for healthy social and emotional and cognitive development by establishing warm and secure relationships with children. Early childhood practitioners foster positive relationships with individual children by ensuring protection from emotional and physical harm, providing frequent opportunities to engage in interactions that are sensitive to children's unique character, are developmentally appropriate (adjusting to individual needs, setting appropriate expectations), and offering appropriate behavioral guidance (encouraging positive peer relations, increasing problem-solving and conflict resolution skills.) These competencies address the core knowledge and skills needed to promote positive interactions and use developmentally appropriate guidance techniques in accordance with children's ages and developmental levels.

Core Concepts:

- A practitioner's primary responsibility to children is to provide an environment free from emotional and physical harm
- Caregivers understand strategies that promote learning, such as stimulating curiosity, encouraging exploration, learning through play, and challenging children to work just beyond their current knowledge level
- Responsive interactions are individualized and require practitioners to work with a child where they are, adjusting their approach upward or downward to ensure that children are growing socially and cognitively
- Caregivers should provide rich language input and frequent opportunities for children to talk with caregivers

Core Competencies for Practitioners

2.3 Development Through Play*

*Competencies that support Development Through Play (section 1.5 and 2.3) are highly interconnected with competencies in Scaffolding and Communication-Based Strategies: Supporting Cognitive and Language Development (section 2.4.) Overlap between these areas is natural, as the use of responsiveness and scaffolding strategies often occur in the context of play. The competencies listed here should be considered in conjunction with those listed in each of these sections.

Observable Competencies		
Beginner Competencies	Intermediate Competencies <small>(all of the Beginner Competencies, plus)</small>	Advanced Competencies <small>(all of the Beginner and Intermediate Competencies, plus)</small>
<ul style="list-style-type: none"> <input type="checkbox"/> 1. Initiates conversations about a child's own interests and uses open-ended questions (if age-appropriate) to elicit more elaborate responses. <input type="checkbox"/> 2. Clearly identifies play as the optimal mode for learning and supporting children's development. <input type="checkbox"/> 3. Provides examples of playful activities that support development within each domain (playing with balls supports gross motor development, puzzles and fine motor, books and language, stacking cups cognitive, etc.) <input type="checkbox"/> 4. Participates in child-initiated play with all children. <input type="checkbox"/> 5. Engages in playful activities throughout the day (songs, books, games, pretending.) <input type="checkbox"/> 6. Ensures children have access to ample play materials throughout the day. <input type="checkbox"/> 7. Utilizes learning centers, stations, or interest areas to encourage play. <input type="checkbox"/> 8. Shares information with parents about the role of play in their child's development and reports on their child's interests in the classroom. 	<ul style="list-style-type: none"> <input type="checkbox"/> 9. Describes distinctions between adult-directed or controlled activities (safety practices, hygiene routines) and opportunities for playful activity. <input type="checkbox"/> 10. Designs, refreshes, and adapts centers to meet current objectives or expand on children's interests. <input type="checkbox"/> 11. Expands on play initiated by children to reinforce language, ideas, and social development. <input type="checkbox"/> 12. Models problem-solving skills during play. <input type="checkbox"/> 13. Balances the need for adult-guided and child-directed learning opportunities. <input type="checkbox"/> 14. Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests. <input type="checkbox"/> 15. Models for families ways that children learn and progress through play. <input type="checkbox"/> 16. Helps other practitioners learn to recognize child-initiated play among very young children (gazing at toy, gesturing, joint attention, vocalizing.) <input type="checkbox"/> 17. Models for other practitioners ways to engage children in age-appropriate play. 	<ul style="list-style-type: none"> <input type="checkbox"/> 18. Recognizes that families vary in their beliefs and awareness of play as the optimal means of supporting learning and development and uses this knowledge to provide guidance to families on appropriate play strategies for children according to their level of development. <input type="checkbox"/> 19. Ensures that curriculum, lesson plans, and daily schedules provide ample opportunities for both child-initiated and adult-guided play based on children's interests.

2.4 Scaffolding and Communication-Based Strategies: Supporting Cognitive and Language Development*

*Competencies that support Development Through Play (section 1.5 and 2.3) are highly interconnected with competencies in Scaffolding and Communication-Based Strategies: Supporting Cognitive and Language Development (section 2.4.) Overlap between these areas is natural, as the use of responsiveness and scaffolding strategies often occur in the context of play. The competencies listed here should be considered in conjunction with those listed in each of these sections.

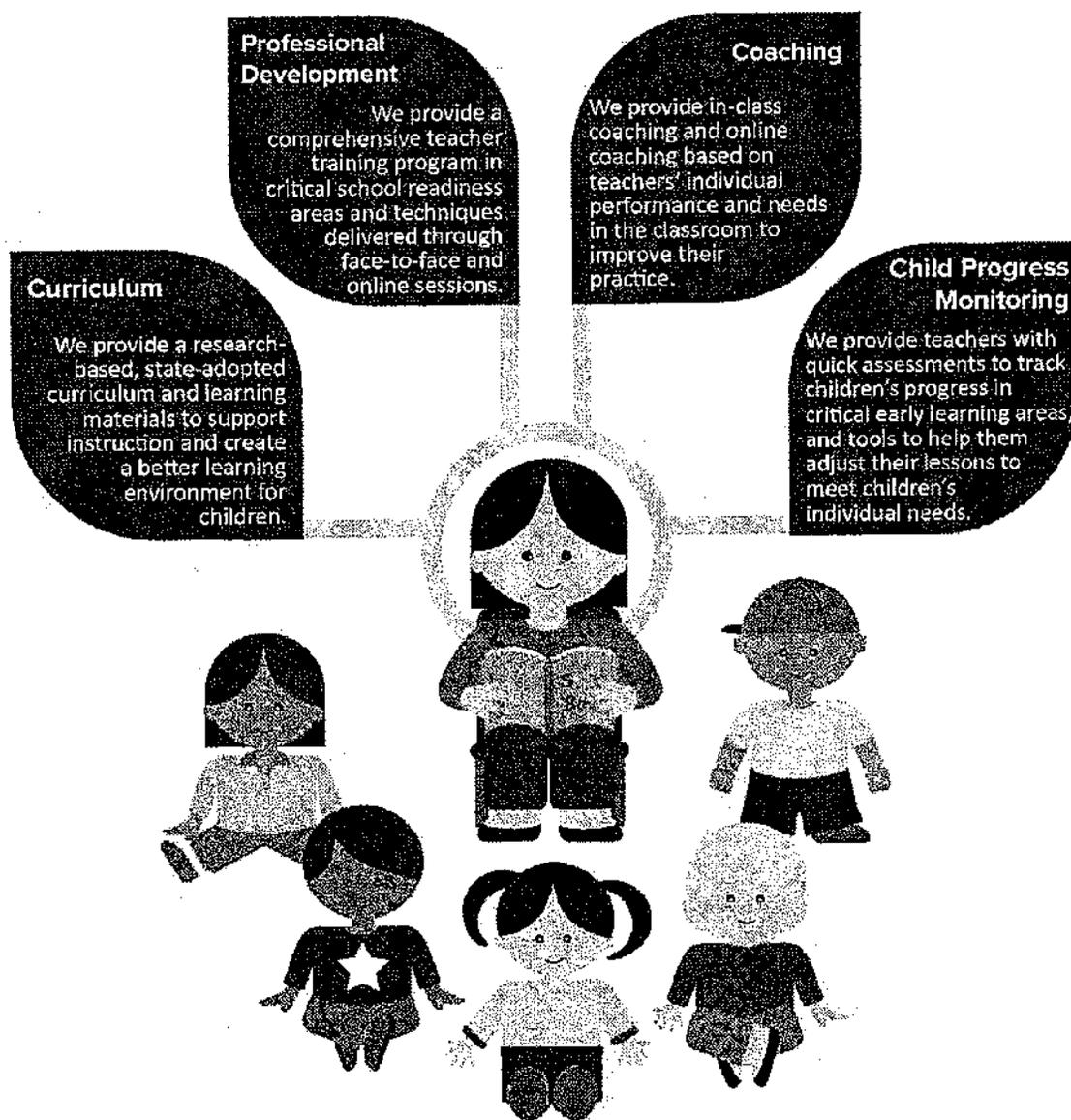
Observable Competencies

Beginner Competencies	Intermediate Competencies (all of the Beginner Competencies, plus)	Advanced Competencies (all of the Beginner and Intermediate Competencies, plus)
<ul style="list-style-type: none"> <input type="checkbox"/> 1. Articulates that children differ in their receptive (understands what is said) and expressive (uses speech to communicate thoughts) language abilities. <input type="checkbox"/> 2. Listens attentively to children's communications (language, vocalizations, non-verbal cues) and responds promptly (does not ignore children's vocalizations, questions, comments.) <input type="checkbox"/> 3. Uses a variety of questions (open, closed, inferential) to encourage child engagement in lessons and activities. <input type="checkbox"/> 4. Allows children time to respond to questions before providing the answer or asking another question. <input type="checkbox"/> 5. Seeks guidance and support from others to adjust questioning style for children that are consistently unable to respond. <input type="checkbox"/> 6. Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes.) 	<ul style="list-style-type: none"> <input type="checkbox"/> 7. Describes the purpose and strategies for scaffolding learning. <input type="checkbox"/> 8. Expands on children's understanding and interests by elaborating on what children say (child says, "I went to the zoo." Depending on level of child, teacher adds, "Did you see an elephant or a lion?" or "Can you tell me about some of the animals you saw?") <input type="checkbox"/> 9. Scaffolds downward when children's responses (or non-response) shows a lack of understanding (asks follow-up questions that guide a child toward a meaningful response; for example, if the teacher asks, "What do you think is happening in this picture?" and the child is unable to provide a description, the teacher asks "What is the wolf trying to do to the pig's house?"; finally, "Is the wolf trying to blow it down?") <input type="checkbox"/> 10. Scaffolds upward when responses indicate a question or inquiry is too easy for a child (asks follow-up questions that pull for deeper understanding; for example, if child responds, "The wolf wants to blow down the house." The teacher queries, "Why does he want the house to fall down?" or "Why is he having a harder time blowing down this house?") <input type="checkbox"/> 11. Uses questions throughout the day to assess what children know and plan new learning opportunities. 	<ul style="list-style-type: none"> <input type="checkbox"/> 12. Discusses developmental learning theories in connection with concrete examples of scaffolding and individualized support strategies. <input type="checkbox"/> 13. Models, discusses, and trains others in the use of downward and upward scaffolding techniques. <input type="checkbox"/> 14. Integrates scaffolding supports into curriculum and activities (adds leveled prompts and guiding questions to activity guides and books selected for read-alouds.)

How Does *TSR!* Work?

Texas School Ready! (TSR!) is a comprehensive early childhood teacher training program that combines a research-based, state-adopted curriculum with ongoing professional development, coaching, and child progress monitoring tools. Teachers from child care centers, Head Start programs, and public school pre-kindergarten participate in *TSR!* throughout the year. Teachers enrolled in *TSR!* are provided tools to help them learn more about the specific instructional needs of the children in their classrooms and how to support their learning needs using engaging lessons and activities. Through *TSR!*, teachers improve their skills by getting feedback from dedicated *TSR!* coaches using video recordings of lessons and activities and on-site coaching. The new skills and techniques that teachers learn through *TSR!* positively affects the classroom experience for children - and helps them be more prepared for success in school!

Together, the components of *TSR!* are designed to help teachers provide responsive instruction to the children in their classrooms through warm and sensitive responses to children's needs.



TSR! helps early childhood teachers improve their teaching skills and provide a better environment for children's learning. When children attend high-quality early childhood programs and learn from well-trained teachers, they are better prepared for success in kindergarten and beyond!



Created and operated by the Children's Learning Institute at the University of Texas Health Science Center at Houston, *TSR!* has served over 350,000 at-risk children in Texas since 2003.

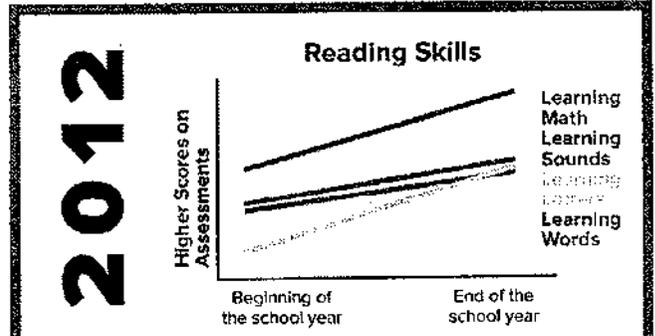
Texas School Ready!

How Early Childhood Education Helps Children

Each year, many children arrive at kindergarten without the skills and abilities that they need to be successful in school. High-quality early childhood education programs can have a profound impact on children's ability to learn, grow, and succeed in school.

Some children are at-risk to be less successful in school because of their family's circumstances. Children who are at-risk can receive even greater benefits when they attend high-quality early childhood education programs - helping them to learn critical skills and catch-up to children who are not at-risk.

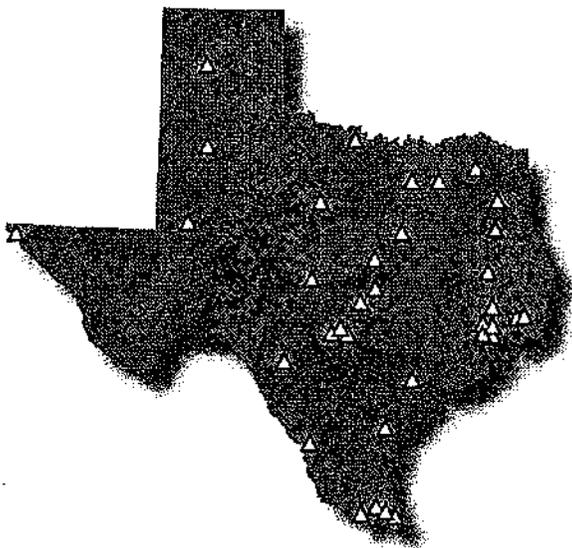
TSR! is a high-quality early childhood education model that has been proven to help children get ready for school. Teachers who are enrolled in *TSR!* receive specialized teacher training and materials to equip them to be more responsive to the needs of the children they serve.



How *TSR!* Helps Children

Multiple research studies have proven that *TSR!* improves children's skills, including very important reading skills. The chart above shows how *TSR!* helped children in Texas over the course of one school year. Through the training and resources provided by *TSR!*, the teachers helped the children in their classrooms learn letters, words, sounds, and math - skills and knowledge that are critical for children to be successful in kindergarten and later grades.

TSR! Communities 2013-2015



The philosophy of *TSR!* is to provide training and materials for early childhood teachers to help them create better classrooms and lessons that are...

Playful, Planful, and Purposeful!

37 Communities
2,500 Classrooms
43,000 Children



Texas School Ready! Project | 7000 Fannin Street, Suite 1920 | Houston, Texas 77030
1 (800) 315-7204 | TexasSchoolReady@uth.tmc.edu | www.childrenslearninginstitute.org

What sets TSR apart?

Texas School Ready! (TSR) is a comprehensive, research-based professional development program for early education teachers that ensures at-risk children receive targeted instruction in critical school readiness skills. Thousands of pre-K centers in Texas have implemented the program since 2003. As TSR has grown, researchers at the Children's Learning Institute (CLI) at the University of Texas Health Science Center have been collecting incredible amounts of data to track changes in teachers' instructional practices and advancements in their students' school readiness skills. The results of this research speak to the innovation and effectiveness of TSR. So, what sets TSR apart from other early childhood interventions?

TSR identifies and integrates the key components proven to produce rich learning centers for at-risk children.

Teacher training alone does not result in significant benefits to student learning. TSR combines research-based curriculum, technology-driven child progress monitoring, facilitated teacher professional development, ongoing teacher coaching, and sustainable programming to build effective preschool classrooms. In other words, TSR has all facets of effective early education covered.

TSR is the product of ongoing, high quality research that directly informs the program's implementation.

CLI has conducted extensive research that definitively demonstrates the need for each component of TSR, including high quality curriculum, the optimal levels of professional development, and the efficacy of child progress monitoring. This research is continually applied to strengthen on-the-ground components of the TSR program.

Research on TSR meets the highest standards.

Research on TSR is performed by a large team of experts within the Children's Learning Institute. Their work uses randomized controlled trials (RCTs) and is published in peer-reviewed academic journals after undergoing rigorous evaluation by independent experts in the field.

TSR matches *what* a child should master at a certain age with *how* a child best learns and assimilates information.

TSR strikes a balance between implementing teaching strategies based on research about cognitive readiness (the "what") and what developmental research indicates about how three- and four-year-olds learn most effectively (the "how").

TSR cultivates both academic and socio-emotional skills.

In addition to academic gains, 85% of teachers report increases in a variety of their students' social-emotional domains, such as the development of behavioral control and caring for the feelings of others.

TSR's real-time data collection makes student assessment painless.

C-PALLS, TSR's child progress monitoring program, is a user-friendly, technology-driven tool that allows the teacher to assess a child's progress in a particular skill area almost instantly. This reliable yet simplistic data collection prompts teachers to focus on lessons that target their students' least developed skill areas.

TSR's individualized coaching takes professional development to a new level.

Simply providing teachers with informal feedback of their performance won't change their behavior. TSR coaches use the Classroom Observational Tool (COT) to track the use of 231 specific teacher behaviors that are known to advance children's school readiness. Coaches then set highly targeted goals for improvement with the teacher and use techniques such as modeling to align instruction with evidence-based practice. It works—COT scores have been shown to be predictive of students' skill development.

TSR is cost effective.

In addition to its proven track record in advancing child learning outcomes, TSR is a smart public investment. A study performed by Texas A&M University found that for every \$1.00 invested in early education, Texas saves \$3.50 in reduced public costs, such as those that arise from unemployment or incarceration. Furthermore, analysis has shown that the rates of return on investments for public interventions dramatically decrease as individuals age—making early childhood education one of the most cost efficient public programs.

HOW ARE THE TEACHERS DOING?

Teachers are embracing TSR.

Teachers learn most effectively when they are intellectually engaged in the program and learn new instructional practices through authentic, on-the-job training. TSR makes teachers feel empowered by helping align their personal beliefs and experiences with evidence-based practice—which is why studies show TSR has high fidelity of program implementation among teachers.

TSR teachers are incorporating evidence-based practices.

Teachers in TSR show increases in their uses of language-building strategies, including the quality of their book reading, general conversations with children, and the use of oral language instruction to build these skills. Even greater gains have been found in emergent literacy instructional practices including activities that build phonological processing and print knowledge. Finally, teachers show better responsive teaching practices, organization of their centers, and the use of lesson plans.

TSR prepares teachers of all backgrounds.

Access to quality professional development, rather than a teacher's level of education, is a better predictor of student success. The effectiveness of TSR was found to be comparable for teachers in public schools, Head Start, and subsidized childcare despite notable differences in teachers' education and resources across these service delivery settings.

TSR equips teachers to meet the needs of at-risk students.

Evidence shows that teachers who have received two years of TSR training are far more likely than their peers to engage in high quality teaching practices such as responsive interaction and small-group instruction. These quality practices are linked to more significant gains for children with the greatest need—for example, students from low income families and English language learners.

HOW ARE THE KIDS DOING?

Pre-K years are critical to language and literacy development.

Researchers have demonstrated that if early language difficulties are resolved by age three or four, it is less likely academic challenges will emerge later in life. In fact, if foundational skills are properly taught during early childhood, as few as 5% of children will experience serious reading difficulty, compared to the current levels of 20-30%. Students of TSR teachers start kindergarten with better language comprehension, more advanced phonological awareness, larger breadth of expressive vocabulary, and more print and letter knowledge than other children.

Progress monitoring maximizes pre-K education.

The tool uses benchmarks that indicate what skill levels children should demonstrate based on their individual ages. Digital progress monitoring enables teachers to use concrete data rather than informal observations that are incomplete or significantly less reliable. As a result, students of TSR teachers are receiving highly focused instruction targeted at their least developed skill areas—which means larger academic gains and no wasted time in the classroom.

TSR is closing the achievement gap.

Research concludes that students who begin the program with the least developed language and literacy skills experience the most dramatic gains. English language learners particularly benefit, as they tend to test below average development initially but have higher rates of improvement.

The younger the student, the greater the impact.

Children of all ages should be immersed in language rich environments. TSR studies demonstrate that younger students in the program generally show greater gains than older students—especially in the areas of vocabulary, complex language, and phonological awareness. The earlier students enroll in a TSR classroom, the more school ready they will be!

TEXAS SCHOOL READY! RESEARCH STUDIES ABSTRACTS

Reading and Writing (2007) 20:463–494 _ Springer 2006
DOI 10.1007/s11145-006-9039-5

An evaluation of curriculum, setting, and mentoring on the performance of children enrolled in pre-kindergarten

MICHAEL ANDREW ASSEL, SUSAN H. LANDRY, PAUL R. SWANK, SUSAN GUNNEWIG

Department of Pediatrics, University of Texas Health Science Center-Houston, 7000 Fannin, Ste. 2300, Houston, TX 77030, USA

Abstract. An alarming number of American pre-school children lack sufficient language and literacy skills to succeed in kindergarten. The type of curriculum that is available within pre-kindergarten settings can impact children's academic readiness. This work presents results from an evaluation of two language and literacy curricula (i.e., Let's Begin with the Letter People and Doors to Discovery) from a random assignment study that occurred within three settings (i.e., Head Start, Title 1, and universal pre-kindergarten) and included a control group. The design included a mentoring and nonmentoring condition that was balanced across sites in either curriculum condition. A pre and post-test design was utilized in the analyses, with children ($n = 603$) tested before the intervention and at the end of the year. Multilevel growth curve modeling, where the child outcomes (dependent measures) are modeled as a function of the child's level of performance and rate of growth between pre and post-testing, was used for all analyses. Results indicated that in many key language/literacy areas, the skills of children in classrooms using either one of the target curricula grew at greater rates than children in control classrooms. This was especially true in the Head Start programs. The findings from this study indicate that at-risk children can benefit from a well-specified curriculum. Additionally, findings demonstrate that a well-detailed curriculum appeared to be less important for children from higher income families. The impact of mentoring was less clear and seemed dependent on the type of skill being measured and type of program.

Read Writ (2011) 24:971–1010
DOI 10.1007/s11145-010-9243-1

An experimental study evaluating professional development activities within a state funded pre-kindergarten program

Susan H. Landry, Paul R. Swank, Jason L. Anthony, Michael A. Assel

Published online: 8 June 2010 _ Springer Science+Business Media B.V. 2010

Abstract This paper describes the implementation and evaluation for scaling up a comprehensive early childhood teacher professional development program into 11 communities across 2 years with funding through state legislative actions. The comprehensive program had four major components based on results from a previous multi-condition random assignment study across four states. The previous results demonstrated that the most optimum approach for supporting children's school readiness included: (1) teacher on-line professional development with facilitation, (2) classroom mentoring, (3) implementation of a research-based curriculum, and (4) technology-driven progress monitoring that informed instruction. The comprehensive professional development program was evaluated in a new state program designed to bring

childcare, Head Start, and public school pre-kindergarten together into integrated partnerships. In Year 1, 220 teachers serving 3834 children were randomly assigned to either receive the comprehensive program or not. Teachers who served as controls in Year 1 received the program in Year 2, and those who received the program in Year 1 participated for an additional year in Year 2, allowing for examination of the effects of one versus 2 years of participation. The program improved teachers instructional practices relative to controls, and a second year of participation resulted in greater gains in children's language and literacy. Results support the need for well-integrated, comprehensive professional development for early childhood educators.

Early Education and Development, 24: 366–392
Copyright # 2013 Taylor & Francis Group, LLC
ISSN: 1040-9289 print/1556-6935 online
DOI: 10.1080/10409289.2012.664763

Effects of a Brief Tiered Language Intervention for Prekindergartners at Risk

Tricia A. Zucker

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Emily J. Solari

School of Education at University of California Davis

Susan H. Landry and Paul R. Swank

Pediatrics, University of Texas Health Science Center at Houston

Research Findings: Multitiered instructional frameworks are becoming a recommended approach for enhancing prevention and intervention efforts targeting early literacy and language skills. However, few studies to date have studied the feasibility of tiered oral language interventions before kindergarten; therefore, this pilot study explored the effectiveness of such an approach in prekindergarten. Teachers in 39 classrooms were randomly assigned to an experimental or comparison condition that contrasted the implementation of an intervention that had both Tier 1 (whole group) and Tier 2 (small group for at-risk children) components. The pilot study included only 4 weeks of teacher-administered intervention. Despite this short duration, a significant and large effect size ($d = .81$) was observed for the experimental group on a receptive target vocabulary assessment. No significant changes were found on measures of vocabulary fluency, expressive target vocabulary, or listening comprehension. It is important to note that teachers' fidelity in implementing the intervention as designed was a significant predictor of children's learning. **Practice or Policy:** These findings suggest the potential promise of the multitiered instructional framework, especially when teachers can be supported in ways that ensure adequate fidelity of implementation.

School Psychology Quarterly © 2013 American Psychological Association
1045-3830/13/\$12.00 DOI: 10.1037/spq0000033

Initial Validation of the Prekindergarten Classroom Observation Tool and Goal Setting System for Data-Based Coaching

April D. Crawford, Tricia A. Zucker, Jeffrey M. Williams, Vibhuti Bhavsar, and Susan H. Landry
University of Texas Health Science Center at Houston

Although coaching is a popular approach for enhancing the quality of Tier 1 instruction, limited research has addressed observational measures specifically designed to focus coaching on evidence-based practices. This study explains the development of the prekindergarten (pre-k) Classroom Observation Tool (COT) designed for use in a data-based coaching model. We examined psychometric characteristics of the COT and explored how coaches and teachers used the COT goal-setting system. The study included 193 coaches working with 3,909 pre-k teachers in a statewide professional development program. Classrooms served 3 and 4 year olds ($n = 56,390$) enrolled mostly in Title I, Head Start, and other need-based pre-k programs. Coaches used the COT during a 2-hr observation at the beginning of the academic year. Teachers collected progress-monitoring data on children's language, literacy, and math outcomes three times during the year. Results indicated a theoretically supported eight-factor structure of the COT across language, literacy, and math instructional domains. Overall interrater reliability among coaches was good (.75). Although correlations with an established teacher observation measure were small, significant positive relations between COT scores and children's literacy outcomes indicate promising predictive validity. Patterns of goal-setting behaviors indicate teachers and coaches set an average of 43.17 goals during the academic year, and coaches reported that 80.62% of goals were met. Both coaches and teachers reported the COT was a helpful measure for enhancing quality of Tier 1 instruction. Limitations of the current study and implications for research and data-based coaching efforts are discussed.

In: *Mentoring: Practices, Potential Challenges and Benefits* ISBN: 978-1-62808-574-7
Editor: Michael F. Shaughnessy © 2013 Nova Science Publishers, Inc.

Scaling Up Data-Based Mentoring In Pre-Kindergarten Classrooms
Tricia A. Zucker, April Crawford and Susan H. Landry
University of Texas Health Science Center at Houston

ABSTRACT

This chapter explains the conceptual framework and evidence base supporting a comprehensive professional development and mentoring program. The program has been implemented at a large scale over a 15 year period and sustained by investing key stakeholders at all levels of the education system in the goal of ensuring children's school readiness. We outline how the program components are implemented together including: data-based in-class mentoring, two years of coursework, a teacher-administered progress monitoring assessment to track children's learning, and provision of curriculum and learning resources. The data-based mentoring model is described in this chapter to demonstrate how teacher- and child-level data are collected and analyzed by the teacher and their mentor to prioritize goals for mentoring and instructional improvement. Detailed information about the observational tools and goal-setting system mentors use to monitor teacher's progress are included. Finally, we examine specific goals set by teachers and mentors during a recent academic year to consider high-priority training targets for early childhood mentors.



engage

Web-based Professional Development &
Child Progress Monitoring System



HISTORY OF ENGAGE

For over ten years, the Children's Learning Institute (CLI) in Houston has managed the implementation and ongoing enhancement of the *Texas School Ready!* (TSR)

project—a data-driven, comprehensive professional development (PD) program for pre-K teachers across Texas aimed at increasing school readiness. TSR's PD and child progress monitoring components have been validated with multiple research studies as proven solutions to improving child outcomes. Through Texas Education Agency funding, this wealth of expertise will soon be available to Texas public school teachers who may not have access to or be in need of TSR's more customized components, such as facilitated trainings and one-on-one coaching.

Known as *engage*, CLI has begun development of this integrated platform to include a body of coursework representing three years of professional development. The innovation of this coursework is its deep archive of video instruction—from commentary on child development theories by education researchers and developmental psychologists, to expert analysis of teacher instruction in real classrooms captured on film.

COMPONENTS OF ENGAGE

Professional Development & Coursework (eCIRCLE) in a wide array of foundational instructional practices, as well as specialized topics such as special education, school leader development, and coaching for pre-K teachers.

Progress Monitoring of child outcomes in language and literacy; math; social and emotional development; social studies; and science and technology concepts.

Online (Remote) Coaching for schools and teachers with greatest need.

Supplemental curriculum (CIRCLE Manual Online) that provides targeted instruction tied to progress monitoring results through scripted lessons and video examples.

Training in Evidence-based Supplemental Curriculum developed by the Children's Learning Institute, such as *Developing Talkers* and the *Early Learner Read Aloud Kit*.

Additionally, engage will include cutting-edge, user friendly progress monitoring tools to measure child outcomes in language and literacy, science and technology, math, social studies, and social and emotional development that can be used to further inform instruction. Finally, personalized, video-based teacher coaching will be provided for those teachers with the greatest need.

These three tools are integral to the rationale behind TSR and engage—to increase the use of specific instructional practices that are known to advance a significant range of academic and social skills in young children, as well as targeting instruction to a child's least developed skill areas as measured by reliable progress monitoring data.



PILOT PROJECT AND RELEASE

The platform is currently being piloted in the Dallas, Fort Worth, and Houston ISDs. Approximately 1,400 pre-K teachers and 850 kindergarten teachers are participating. The full platform is expected to be released to all Texas public school teachers by Fall 2015.

HOME SITE PAGES READ ALOUD PART I
Exit 600114

Sample eCIRCLE Course

Read Aloud Part I

API logging in on



Read Alouds

Table of Contents

- Title Page
- 1. Introduction
- 2. About Read Alouds
- 3. Reading the Story
- 4. Connecting with the Centers
- 5. Putting It All Together

Resources



Discover Read Alouds

This course is divided into two parts. In Read Aloud Part I, you will meet the teachers and specialists featured in the course. You will be introduced to the structure of effective read alouds. Part I focuses on how to prepare for a successful read aloud and strategies to use before, during and after reading.

In Read Aloud Part II, you will learn about research-based techniques for extending the benefits of read alouds throughout

CLI's child progress monitoring program, the CIRCLE Assessment System (formerly known as C-PALLS+), is a user-friendly, technology-driven tool that allows the teacher to assess a child's progress in a particular skill area almost instantly. This reliable yet simplistic data collection prompts teachers to focus on lessons that target their students' least developed skill areas.

The CIRCLE Assessment System includes:

DIRECT ASSESSMENTS

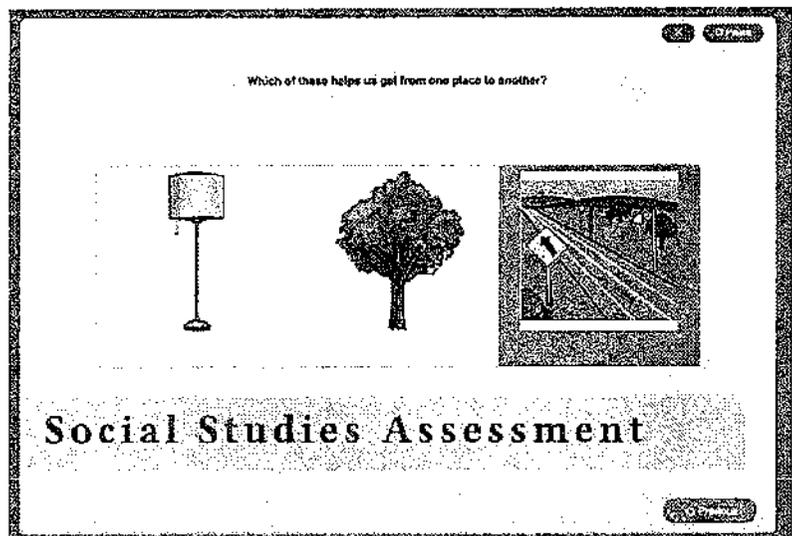
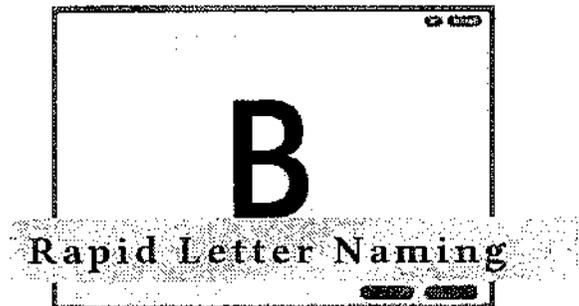
- Book and Print Checklist
- Language & Literacy Screener (with vocabulary, letter naming, letter-sound correspondence, and phonological awareness subtests)
- Mathematics Screener
- Science, Engineering, & Technology Screener
- Social Studies Screener
- Story Retell & Comprehension Screener

OBSERVABLES

- Approaches to Learning Checklist
- Early Writing Checklist
- Physical Development & Health Checklist
- Social & Emotional Checklist

The CIRCLE Assessment System allows teachers to:

- ✓ Measure critical skills for early literacy, science, social studies, and math with short, research-based tasks
- ✓ Observe and record behaviors to gauge social and emotional development
- ✓ Identify areas of strength or concern with detailed reports and analysis
- ✓ Plan individual, group, or class activities based on performance and progress



Student: LARONIA, Eugene DOB: 08/29/2011 Class: ANNALETTA SCHOOL: SUNSHINE
 Date: 02/27/2014 School Year: 14-15 Wave: 1 Test: CPALSA Score: 2485 Benchmark: Met

B	y	M
Letter Knowledge Student Results Summary		
k	Z	t

Story Retell Direct Assessment

On Hank's first day at his new school, he cried and cried. He cried even though Ms. David was nice and tried to make him feel better.

CIRCLE Assessment System Class Reporting

Dashboard

Assessment

Assessment : School View Class View Student View

Community / District: ALICE ISD School: Alice MO-Head Start Cr Class: Alice's AM Class

[Back to Class View](#) [Detailed Report](#) [Summary Report](#) [Growth Report](#) [View Groups](#)

First Name: Last Name:

Year: 14-15 Wave: 1

- Administer the test
- The test was paused
- The test was completed
- Exclude the student from the test for current language
- The student was excluded from the test for current language

Student Name ↑	Age	Phonological Awareness										
		Rapid Letter Naming Asses...	Rapid Vocabulary I	Listening	Rhyming I	Rhyming II	Alliteration	Words in a Sentence	Syllabication	Onset-Rime	Rate Counting	Shar
		62.00	55.00	5.00	9.00	5.00	7.00	6.00	7.00	5.00	2.00	4.00
April Demo	4	<input checked="" type="checkbox"/>										
Demo1 Mons...	3	<input checked="" type="checkbox"/>										
Demo1 Asto...	3	<input checked="" type="checkbox"/>										
Demo1 Mong...	3	<input checked="" type="checkbox"/>										
Demo1 Mons...	3	<input checked="" type="checkbox"/>										
Demo1 Coff...	5	<input checked="" type="checkbox"/>										
Demo2 Gall...	4	<input checked="" type="checkbox"/>										
Demo2 Coff...	4	<input checked="" type="checkbox"/>										
Demo2 Mens...	4	<input checked="" type="checkbox"/>										
Demo2 Mong...	5	<input checked="" type="checkbox"/>										

Showing 1 to 10 of 14 entries Display 10 per page

First Previous 1 Next Last

Red indicates children who have not met the benchmark in a given assessment.

Green indicates children who have met the benchmark.

eCIRCLE represents more than 100 hours of online courses featuring extensive video-based demonstrations of effective instructional practices and application-based assignments and activities. The courses cover a broad range of topics aligned with the Texas Prekindergarten Guidelines and include research-based key predictors of language and literacy development. Courses are also offered in emerging areas of early childhood instruction including science, technology, engineering, and math (STEM). eCIRCLE is designed specifically for teachers, school leaders, and intervention specialists. Users receive technical assistance to identify an optimal suite of courses and participate in online communities, and CLI tracks teacher usage and engagement in courses.

Modules include:

FOUNDATIONS FOR RESPONSIVE INSTRUCTION

- ✓ Classroom Management
- ✓ Social and Emotional Learning
- ✓ Understanding Special Needs
- ✓ English Language Learners: Culture, Language, Instruction
- ✓ Pre-kindergarten Response to Intervention

SCHOOL-WIDE IMPROVEMENT

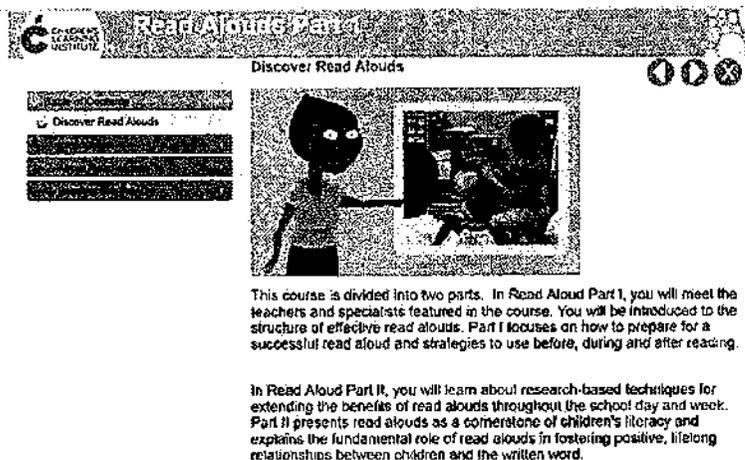
- ✓ Leading School-wide Improvement
- ✓ Effective Coaching and Mentoring Practices

EARLY LANGUAGE AND LITERACY INSTRUCTION

- ✓ Setting the Stage for Children's Talk
- ✓ Building Vocabulary
- ✓ Phonological Awareness
- ✓ Letter Knowledge
- ✓ Effective Read Alouds
- ✓ Written Expression

STEM INSTRUCTION

- ✓ Early Childhood Mathematics
- ✓ Discovering Early Childhood Science
- ✓ Discovering Early Childhood Engineering and Technology



Read Aloud Part 1

An ongoing plan



Read Alouds

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1. Introduction

2. About Read Alouds

3. Reading the Story

- Learn About This Section
- Read the Guidelines
- Visit the Classroom: Elvas (English)
- Visit the Classroom: Brity Goals (English)
- Visit the Classroom: Amalia (Spanish)
- Visit the Classroom: La Laguna (Spanish)
- Check Yourself
- Connect with the Classroom
- Share Ideas

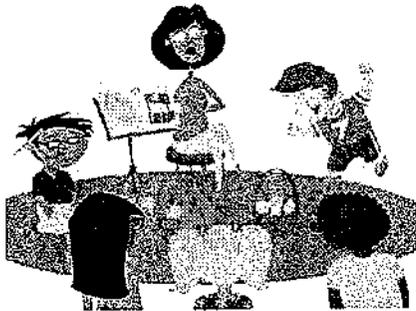
4. Connecting with the Centers

5. Putting It All Together

Resources



Select a question:



The end of the school year is just a few weeks away, and the teacher has chosen to read a book called *Leslie Sells Lemonade*, which fits nicely with the class theme of summer. She gathers the children and places the book on a stand beside her so that they can see it clearly. A basket of plastic lemons sits on the floor at her feet. One of the children is chatting excitedly about how Leslie is going to squeeze lemons to make lemonade.

What would you recommend to this teacher?

Read Aloud Part 1

An ongoing plan



Read Alouds

Share Ideas

Table of Contents

1. Introduction

2. About Read Alouds

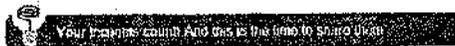
3. Reading the Story

- Learn About This Section
- Read the Guidelines
- Visit the Classroom: Elvas (English)
- Visit the Classroom: Brity Goals (English)
- Visit the Classroom: Amalia (Spanish)
- Visit the Classroom: La Laguna (Spanish)
- Check Yourself
- Connect with the Classroom
- Share Ideas

4. Connecting with the Centers

5. Putting It All Together

Resources



In this section of the course, you have the opportunity to discuss your ideas and experiences with other teachers. Though *Share Ideas* is listed at the end of each section of the course, you should visit the discussion area several times a week (not just at the end of a section). The discussion area is the place to read what other teachers are saying and thinking, to respond, and to engage in peer-to-peer discussions and brainstorming sessions.

Instructions

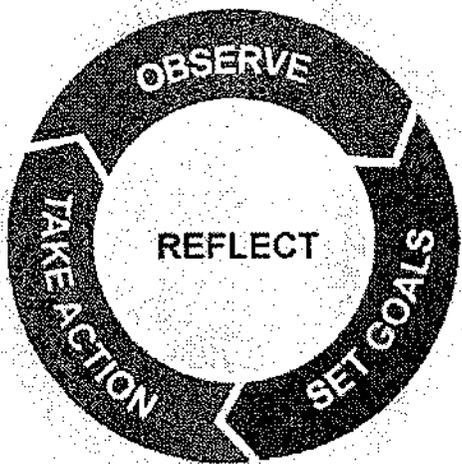
1. Access your learning group's discussion area.
2. Respond to questions and assignments posted by the course facilitator.
3. Write messages, questions, and comments to other teachers taking this course.



The following prompts and questions may be used to help you share your thoughts and reactions to the content presented in this section and the *Connect with the Classroom* activity.

Discussing Main Concepts

- Did you learn anything new about the structure of effective read alouds? If so, share your findings with the others. If not, why?



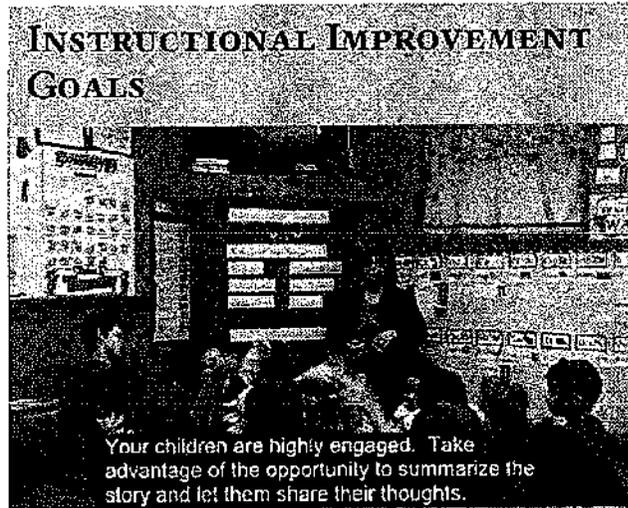
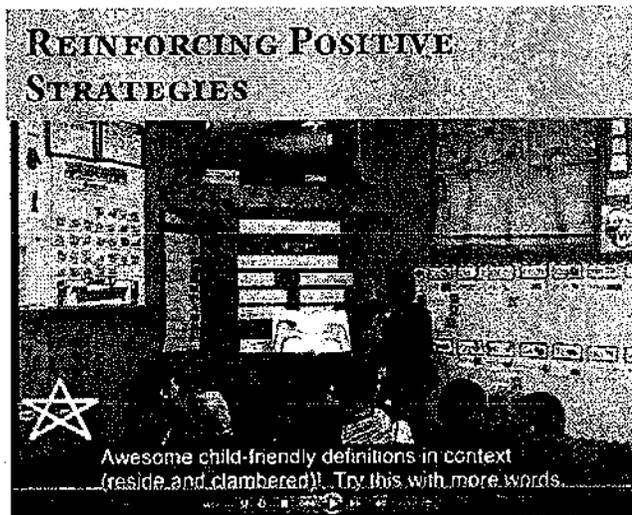
The Data-Based Coaching Cycle

CLI's distance-learning approach allows teachers flexibility to participate in eCIRCLE professional development coursework remotely and to receive individualized feedback and coaching based on routine video recordings of their own teaching. Communicating with teachers via Skype, web-postings, and by phone, trained coaches provide feedback on planned video-recorded lessons, offer guidance, share videos of effective teaching, and set goals for instructional improvement.

By eliminating the costs associated with travel to schools in rural areas, remote coaching increases CLI's capacity to serve additional classrooms in communities with limited access to quality improvement opportunities. CLI now operates one of the only large-scale, data-based coaching approaches for teachers in the nation.

In remote video coaching, field staff receive video cameras and training in the use of video reflection and feedback techniques to enhance mentoring efforts. Additionally, teachers in the program use a camera to upload classroom video samples of instruction and interaction with children. These videos are used by the remote coach to guide the teacher's reflection and set goals for change.

Sample remote coaching feedback



TEXAS EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT SYSTEM



Texas Early Childhood Professional Development System

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The Texas Early Childhood Professional Development System (TECPDS) is designed to help meet the professional development needs of those working in the Early Childhood field. To learn more about the TECPDS, visit our [About Us](#) page.

Featured News



Our system has new features, such as the Workforce Registry, Job Board and the updated Core Competencies. Check them out on the left-hand menu.



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Our Trainer Reception was a huge success. Thank you to the 40 trainers who attended and our generous sponsors, Lakeshore & TAEYC.

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TEXAS
EARLY LEARNING
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- PD RESOURCES
- REPORTS

Thank you for your interest in the Texas Early Childhood Professional Development System! Our records indicate that at this time you do not have an active account within our system. If you have already registered for a Texas Workforce Registry account or have applied for a Texas Trainer Registry account and would like to check on the status of your account, please contact us at tecpds@utd.tmc.edu. If you have not yet registered or applied to either of these accounts, please select one of the two options below. [Click Here to Register for an account with the Texas Workforce Registry](#) [Click Here to Apply for an account with the Texas Trainer Registry](#).

Click Here
to Apply for an account with the
Texas Trainer Registry

Click Here
to Register for an account with
the Texas Workforce Registry



- TEXAS TRAINER REGISTRY
- TEXAS WORKFORCE REGISTRY
- SEARCH TRAINERS/TRAININGS
- CORE COMPETENCIES
- CALENDAR OF EVENTS
- JOB BOARD
- PD RESOURCES
- REPORTS

Texas Trainer Registry Application

Part 4: Training Information

Trainings Attended in the Core Competency Areas for Practitioners or Administrators

» Trainings/Workshops

Complete the following fields with the details from trainings/workshops attended:

Completion Date	Training Title	Core Competency Area	# Clock Hours	Upload Certificate
<input type="text"/>	<input type="text"/>	Please select	<input type="text" value="0"/>	<input type="button" value="Choose File"/>

[Add another training/workshop](#)

» Conferences

Complete the following fields with the details from conferences attended:

Completion Date	Conference Organizer	Conference Name	# Clock Hours	Upload Certificate
<input type="text"/>	Please select	<input type="text"/>	<input type="text" value="0"/>	<input type="button" value="Choose File"/> <input type="button" value="No file chosen"/>

[Add another conference](#)

» Trainings/Courses attended in the Core Competency Areas for Trainers

Please keep in mind that all eligible applicants must have completed one of the following:

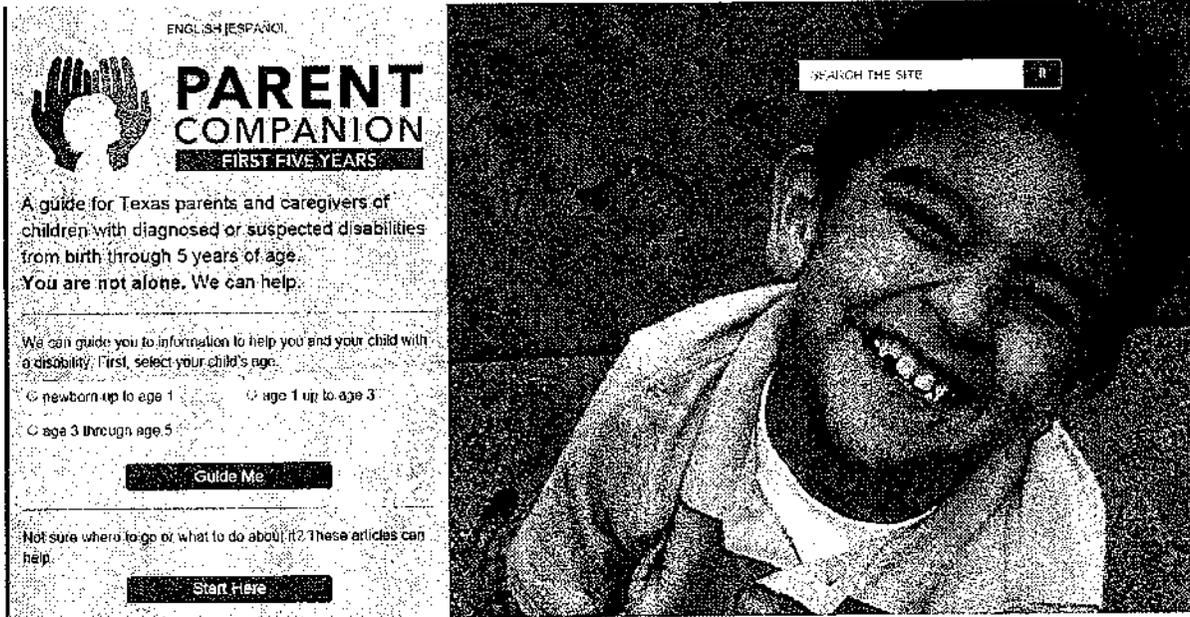
- At least 15 clock hours of training in the Core Competencies for Trainers (completed in the last 5 years)
- A 3-credit hour course in topics of Adult Learning/Adult Education (completed any time)

» Trainings/Workshops

Complete the following fields with the details from training/workshops attended:

Completion Date	Training Title	Core Competency Area	# Clock Hours	Upload Certificate
<input type="text"/>	<input type="text"/>	Please select	<input type="text" value="0"/>	<input type="button" value="Choose File"/> <input type="button" value="No file chosen"/>

[Add another training/workshop](#)



RESOURCES TO HELP A CHILD WITH A LANGUAGE DELAY

Get a host of links to resources

MY GUIDE > Tips & Strategies > Resources to Help a Child with a Language Delay

KEYWORDS: [Age 1 Up To Age 3](#) [Age 3 Through 5](#) [First Step](#) [Home](#) [Newborn Up To Age 1](#) [Tips And Strategies](#)

FORMS OF COMMUNICATION

Communication is a critical skill that begins to develop at birth with your child's first cries. **As your child develops, her communication develops as well.** For children with impairments in understanding or expressing language, early intervention is key. The resources here can give you tips and strategies to help build your child's communication skills. Your child's speech-language pathologist can help you find the method that works best for your child.

POPULAR LANGUAGE DEVELOPMENT PROGRAMS



Here are several of the many programs and trainings available to help build children's communication skills or support their communication systems. These programs are commonly used by schools and other facilities. (NOTE: These links are for informational purposes only. Some of these sites offer their program materials for sale. This site does not endorse or recommend any commercial products or services.)

The Hanen Centre  —Hanen's curriculum is designed to help build communication skills in young children with language delays, Autism



Beginning Education: Early Childcare at Home (BEECH)

Beginning Education: Early Childcare at Home (BEECH) is an online professional development system specifically designed for home-based childcare providers by the Children's Learning Institute at University of Texas Health Science Center. The system includes 20 modules, each approximately one hour in length.

Professional Development Modules

- 1: Setting Up the Environment for Learning
- 2: Reading Children's Signals
- 3: Using a Warm Response Style, Part I
- 4: Using a Warm Response Style, Part II
- 5: Labeling Objects and Actions
- 6: Maintaining Children's Interest to Support Learning
- 7: Introducing New Activities
- 8: Supporting Young Children's Learning Development
- 9: Building Children's Knowledge about Their World
- 10: Supporting Young Children's Emotional Development
- 11: Supporting Young Children's Behavior, Part I
- 12: Using Responsive Behaviors Throughout the Day

- 13: Supporting Reading with Young Children
- 14: Building Early Math Skills
- 15: Supporting Young Children's Behavior, Part II
- 16: Building Early Literacy Skills
- 17: How to Monitor Children's Learning Progress
- 18: Putting it all Together: Supporting the Whole Child
- 19: Knowing Children: Developmental Red Flags
- 20: Families as Partners



Beginning Education: Early Childcare at Home (BEECH)

Home > My courses > BEECH > Module 1 > Section 1 > Watch It! Your Home Learning Environment

Navigation

- Home
- My home
- Site pages
- My profile
- Current course
 - Module 1
 - Participants
 - Reports
 - Welcome, Orientation to BEECH
 - Session 1
 - Session 1: Welcome to the World of Learning
 - Session 1: A Big Day
 - What is a Learning Environment?
 - Your Home Learning Environment
 - Watch It! Your Home Learning Environment
 - Your Thoughts: An Involving Environment
 - Expert Thoughts: An Involving Environment
 - Organizing Your Space and Activities

Watch It! Your Home Learning Environment

Watch this video to view a caregiver's home learning environment. As you watch, think about this idea:

What makes this learning environment inviting and fun?

Note that there is no audio for this video.



< PREV

Expert Thoughts: An Involving Environment



In the video:

Notice that the learning area is organized to leave designated space for materials. Placing materials in a well-labeled container which most of the children use encourages independence. This is also helpful at the end of play time when you want the children to help clean up. When children don't know where to return toys, they become confused and frustrated. Organizing the play area with labeled containers provide clues for children to remember where to put things. Children become more self-reliant when they understand how to help.

< PREV

NEXT >

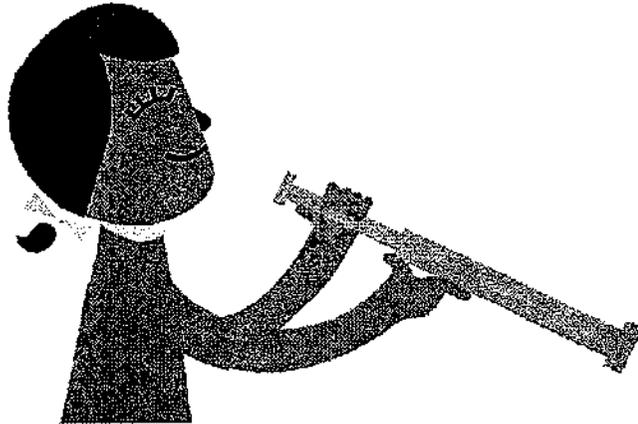
PRE-K PREPARES Prekindergarten Marketing Campaign

**Start early.
Finish strong.**

For Parents (en Español)
Benefits
Eligibility
Healthy Child
Find Schools

For Educators
Toolkit
Best Practices & Advice
TEA Prekindergarten Guidelines

High quality prekindergarten inspires children to become lifelong learners and prepares them for kindergarten and beyond by teaching them important skills needed for academic and social success.



[For Parents Benefits](#) | [Eligibility](#) | [Healthy Child](#) | [Find Schools](#) | [For Educators Toolkit](#) | [Best Practices & Advice](#) | [TEA Prekindergarten Guidelines](#)

Benefits

COLLAPSE ▲

Why does prekindergarten matter?

Prekindergarten makes a big difference for small children.

Kids who go to prekindergarten:

- Are more prepared for kindergarten
- Have better reading and writing skills
- Do better in grades K - 12
- Have better social skills, behavior and conduct
- Have greater success in life



Eligibility

EXPAND ▼

Healthy Child

EXPAND ▼

Find Schools

EXPAND ▼

ACT EARLY TEXAS! DEVELOPMENTAL SCREENING WEBSITE



ACT EARLY TEXAS!

Screening the children of Texas, one by one!

[Home](#) [About Us](#) [Why Screen](#) [Training](#) [Screening](#) [Resources](#)



[Register Now](#)

Developmental screening provides parents and professionals with information on whether a child's development is similar to other children of the same age.

Screening always involves the use of a standardized tool. Screening tool questions are based on developmental milestones and designed to answer the question, "Is this child's development like other children of the same age?" Ideally, screening is an ongoing process involving repeat administration of a tool, along with continuous, quality observations made by adults familiar with the child.

Learn the Signs. Act Early.



Center for Disease Control and Prevention
www.cdc.gov/actearly
1-800-368-5776

Get Trained



Start Screening



Access Resources





ACT EARLY TEXAS!

Screening the children of Texas, one by one!

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[My Profile](#) [Child List](#) [Welcome David](#) [Log Out](#)

ASQ-3™

Basic Information	Communication	Gross Motor	Fine Motor	Problem Solving	Personal-Social	Overall		
						YES	SOMETIMES	NOT YET
1. Does your baby make sounds like "da," "ga," "ka," and "ba"?						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If you copy the sounds your baby makes, does your baby repeat the same sounds back to you?						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Does your baby make two similar sounds like "ba-ba," "da-da," or "ga-ga"? (The sounds do not need to mean anything.)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If you ask your baby to, does he play at least one nursery game even if you don't show him the activity yourself (such as "bye-bye," "Peekaboo," "clap your hands," "So Big")?						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Does your baby follow one simple command, such as "Come here," "Give it to me," or "Put it back," without your using gestures?						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does your baby say three words, such as "Mama," "Dada," and "Baba"? (A "word" is a sound or sounds your baby says consistently to mean someone or something.)						<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agree & Speed One Solutions®, Third Edition (ASQ-3™). © 2009-2014 Brookes Publishing Co.

[Previous](#)
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The University of Texas
Health Science Center at Austin

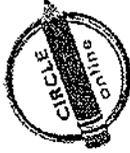


Owens Corning
LEARNING
INSTITUTE

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CIRCLE Activity Manual

- Many activities . . .
- ✓ are now tied to progress monitoring results for further skill building;
- ✓ are accompanied by annotated videos of the activities being performed in real classrooms;
- ✓ now include heavy scripting to cue the teacher to best instructional practices



1 Introduction 2 Best Practices 3 Social & Emotional Development 4 Physiological Awareness 5 Written Expression
6 Language Development 7 Book Reading 8 Letter Knowledge 9 Mathematics 10 Science & Technology

7 Book Reading > 7.4 Building Vocabulary > 7.4.2 Examples and Non-Examples



Activity 7.4.2

Examples and Non-Examples

Setting

Small group

Materials

"Corduroy" by Don Freeman

7.4.1 Say the Word
7.4.2 Examples and Non-Examples Scripts/Mini
7.4.3 Pick One
7.4.4 Just Do It



Objective

This activity uses a read aloud extension to build vocabulary by reviewing the definitions of the focused vocabulary words presented in the book. Children demonstrate understanding through the "thumbs up, thumbs down" interactive activity.

Vocabulary

When reviewing vocabulary, provide child-friendly definitions and encourage children

Preparation

Use a book that has been read aloud in large group.

Choose 4-6 words from the book.

Define concept in child-friendly terms

Today we are going to play a game using the words we learned in our story.

Model and explain procedure

Example using words "sad" and "enormous" from the book *Corduroy*.



A project of the **C** CHILDREN'S LEARNING INSTITUTE.

CLASSROOM ENVIRONMENT CHECKLIST SAMPLES

810004

Texas School Ready! Online Monitoring System

Classroom Environment Checklist

Assessment Date: Testing Period:

Area	Description	Rating
Basic Classroom Management	<p>1 - Room is disorganized, messy, and/or centers are undefined.</p> <p>2 - Room is organized with three to six defined centers. There is space for large- and small-group meeting areas and small-group meeting areas and good traffic flow throughout the classroom.</p> <p>3 - Room is organized with at least seven recommended centers that are well defined. There is space for large- and small-group meeting areas and good traffic flow throughout the classroom.</p>	<p>1-low</p> <p>2-moderate</p> <p>3-high</p>
Center Management System	<p>1 - Centers are not labeled with both words and pictures or labels are not at eye level. Or there is no center management system.</p> <p>2 - Three to six centers are labeled with words and pictures/labels and labels are at child's eye level. There are places for children's name tags at each center or a central center planning board.</p> <p>3 - At least seven recommended centers are labeled with words and pictures/labels and labels are at child's eye level. There are places for children's name tags at each center or a central center planning board.</p> <p><i>Note: If dual language/bilingual classroom, center labels should have words in English and Spanish for a high rating.</i></p>	<p>1-low</p> <p>2-moderate</p> <p>3-high</p>
Variety of Accessible Center Materials	<p>1 - There are very few materials in most centers and/or center materials are not accessible to children (e.g., paint in large containers that require adult supervision, materials on high shelves that children cannot reach safely).</p> <p>2 - There are some centers with few materials but others have an adequate variety of materials. All center materials are accessible to children.</p> <p>3 - All centers have an adequate variety of materials. All center materials are accessible to children.</p>	<p>1-low</p> <p>2-moderate</p> <p>3-high</p>
Center Material Labels	<p>1 - Materials and shelves are poorly labeled or not labeled at all.</p> <p>2 - Some materials and shelves are labeled with words and/or pictures/labels to facilitate children's independent handling and storage of materials.</p> <p>3 - Most materials and shelves are neatly labeled with words and pictures/labels to facilitate children's independent handling and storage of materials.</p> <p><i>Note: If dual language/bilingual classroom, center materials labels should have words in English and Spanish for a high rating.</i></p>	<p>1-low</p> <p>2-moderate</p> <p>3-high</p>
Books in Centers	<p>1 - There are no books accessible to children in the classroom or there are only books in the classroom library center.</p> <p>2 - There are books in the library center and in one to three additional centers.</p> <p>3 - There are books in the library center and in four to six additional centers.</p> <p><i>Note: Books are center specific (e.g., books about building in the construction center) or thematic related.</i></p>	<p>1-low</p> <p>2-moderate</p> <p>3-high</p>
Writing Tools in Centers	<p>1 - There are no writing materials available or writing materials are only available in the writing center.</p> <p>2 - Writing materials are available in the writing center and in one to three additional centers.</p> <p>3 - Writing materials are available in the writing center and in four to six additional centers, and these centers include a variety of writing tools or papers/materials to encourage purposeful writing activities.</p>	<p>1-low</p> <p>2-moderate</p> <p>3-high</p>
Book Availability	<p>1 - There is no classroom library or area set aside for reading. Or there are only one to three books available to children in the library.</p> <p>2 - There is a classroom library area that includes four to nine books that are displayed to children on accessible books. Books do not represent a variety of genres.</p> <p>3 - There is a classroom library area that includes at least 10 books of various genres (e.g., narratives, informational books, ABC books, counting books, etc.) that are displayed so they are easily accessible to children.</p> <p><i>Note: If dual language/bilingual classroom, books must be available in English and Spanish for high rating.</i></p>	<p>1-low</p> <p>2-moderate</p> <p>3-high</p>

Classroom Environment Checklist

Assessment Date: 10/06/2014 Testing Period: 50Y School Year: 14 - 15

Area	Description	Mark as 1, 2 or 3 responses
Basic Classroom Arrangement	1 - Room is disorganized, messy, and/or centers are undefined. 2 - Room is organized with three to six defined centers. There is space for large- and small-group meeting areas. Center definition and/or traffic flow need improvement. 3 - Room is organized with at least seven recommended centers that are well defined. There is space for large- and small-group meeting areas, and good traffic flow throughout the classroom.	<input type="radio"/> 1-low <input type="radio"/> 2-moderate <input type="radio"/> 3-high
Center Management System	1 - Centers are not labeled with both words and pictures of labels are not at eye level. Or there is no center management/rotation system. 2 - Three to six centers are labeled with words and pictures on a central center planning board. 3 - At least seven recommended centers are labeled with words and pictures on and labels are at child's eye level. There are places for children's name tags at each center or a central center planning board. Note: If dual language/bilingual classroom, center labels should have words in English and Spanish for a high rating.	<input type="radio"/> 1-low <input type="radio"/> 2-moderate <input type="radio"/> 3-high
Variety of Accessible Center Materials	1 - There are very few materials in most centers and/or center materials are not accessible to children (e.g., paint in large containers that require adult supervision, materials on high shelves that children cannot reach safely). 2 - There are some centers with few materials but others have an adequate variety of materials. All center materials are accessible to children. 3 - All centers have an adequate variety of materials. All center materials are accessible to children.	<input type="radio"/> 1-low <input type="radio"/> 2-moderate <input type="radio"/> 3-high
Center Material Labels	1 - Materials and shelves are poorly labeled or not labeled at all. 2 - Some materials and shelves are labeled with words and/or pictures to facilitate children's independent handling and storage of materials. 3 - Most materials and shelves are neatly labeled with words and pictures to facilitate children's independent handling and storage of materials. Note: If dual language/bilingual classroom, center materials labels should have words in English and Spanish for a high rating.	<input type="radio"/> 1-low <input type="radio"/> 2-moderate <input type="radio"/> 3-high
Books in Centers	1 - There are no books accessible to children in the classroom or there are only books in the classroom library center. 2 - There are books in the library center and in one to three additional centers. 3 - There are books in the library center and in four to six additional centers. Note: Books are center specific (e.g., books about building in the construction center) or theme/topic related.	<input type="radio"/> 1-low <input type="radio"/> 2-moderate <input type="radio"/> 3-high
Writing Tools in Centers	1 - There are no writing materials available or writing materials are only available in the writing center. 2 - Writing materials are available in the writing center and in one to three additional centers. 3 - Writing materials are available in the writing center and in four to six additional centers and these centers include a variety of writing tools or paper/materials to encourage purposeful writing activities.	<input type="radio"/> 1-low <input type="radio"/> 2-moderate <input type="radio"/> 3-high

[Report](#)
[Summary](#)
[Alert Report](#)
[Purchase Report](#)
[Data Export](#)
[Management Tool](#)
[View Data](#)
[Data Template](#)
[Common Reports](#)
[COT Overview](#)

**CEC BOY results for Test Teacher at TEST Pre-T1
School Year:14-15**

CEC Value	Area	Description
3	Shared or Interactive Writing	<p>1 – There are no shared or interactive writing samples displayed.</p> <p>2 – There are some shared or interactive writing samples displayed (e.g., recent daily news), but there are only one or two displays of shared writing.</p> <p>3 – There are three or more shared or interactive writing samples displayed and they appear recent (e.g., daily news from today/yesterday) or they appear to represent writing across various activity contexts (e.g., daily news + dictations from class science activity).</p> <p><i>*Note: Shared/interactive writing samples may include daily news, science activity with predictions dictated, morning message, class-made books, KWL charts, semantic web, etc.</i></p> <p><i>*Note: Shared writing requires that a child contributes ideas or dictations to the message, whereas interactive writing requires that the child has some opportunity to use the pen/marker to write words, letters, punctuation, or circle/count words.</i></p>
2	Alphabet/PA Activities	<p>1 – There are no alphabet puzzles/activities, magnetic letters, word puzzles/activities, picture or word sorts, word study materials, or phonological awareness (PA*) activities accessible to students.</p> <p>2 – One to three alphabet puzzles/activities, magnetic letters, word puzzles/activities, word study, or PA activities accessible to students.</p> <p>3 – Four or more alphabet puzzles/activities, magnetic letters, word puzzles/activities, word study, or PA activities accessible to students.</p> <p><i>*Common PA activities: rhyming games, alliteration games, cards that segment sentences into words, cards that segment words into syllables, say-it-move-it or other phoneme segmentation activities.</i></p>
2	Assessment Techniques	<p>1 – There are no recent progress-monitoring assessment data available or portfolios for each child or the portfolios do not contain any suggested entries.</p> <p>2 – There are recent progress-monitoring assessment data and portfolios for each child. However, the portfolios only contain a few of the suggested entries.</p> <p>3 – There are recent progress-monitoring assessment data and portfolios for each child. The portfolios contain many suggested entries and recently dated materials, suggesting frequent use.</p> <p>*Note: If dual language/bilingual classroom, assessment data should be collected in both English and Spanish. If possible, ELL in English-only instruction should have some assessments in Spanish to understand strengths/needs.</p> <p><i>*Suggested portfolio entries across the academic year: Recorded anecdotal records (facts not opinions), self-portraits, name writing samples, journal/writing samples, art sample, photo of child working independently, dictated narratives, print and book concepts checklist (pre-k/k), letter identification/sounds checklist, PA checklist, sight word checklist (K/1), math standards checklist, math work samples, etc.</i></p>

Oral Language

Behavior	Notes	Quantity	Quality
3. Uses "scaffolding" language (nouns, descriptors, action words, linking concepts).	Punctuation Under tree (roots)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O L ML MH H	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H
4. Uses "thinking" questions (open-ended, "wh", "how") or comments to support children's thinking or activity of interest.	What are you going to tell me? What did you do? It helps the tree grow?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O L ML MH H	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H
5. Relates previously learned words/concepts to activity.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O L ML MH H	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H
6. Teacher encourages children's use of language throughout the observation period irrespective of type of activities.	Shared Writing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O L ML MH H	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H
7. Engages children in conversations that involves child and teacher taking multiple turns (e.g. 3-5 turns).		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O L ML MH H	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H

Short-term Goal Report

Teacher _____ School _____ Date _____

COT Goals

Print & Letter Knowledge

Core Concepts - "The What"

- Discuss letter names. 109
 - Discuss letter features (e.g., stick letters/round letters; upper- and lower-case). 109
- #### Strategies & Approaches - "The How"
- Use examples of environmental print to teach letters, including references to the letters in children's own names displayed in the classroom. 114
 - Use letter name/letter sound games/activities without actual letter manipulatives (alphabet bingo, song about individual letter sound, etc.). 113

Context - "The When"

- Engages children in whole group print and letter knowledge activities. 124

Action Plan

On My Own: Zoia will encourage families to send a food label or box from home from one of their child's favorite things to eat or drink. These will be discussed in circle time to talk about letters or words they recognize. In centers Zoia will encourage to use these items to make their own grocery list.

With Support: During my next visit you will implement activity 7 from the letter knowledge section and I work side by side with you to help you scaffold when children need more support to learn the names of letter. In particular, we will work on emphasizing letter features to help children think about similarities and differences among letters.

Additional Comments: Great job putting up your letter wall with all of your children's names and pictures!

STGR Resources- (Excerpt)

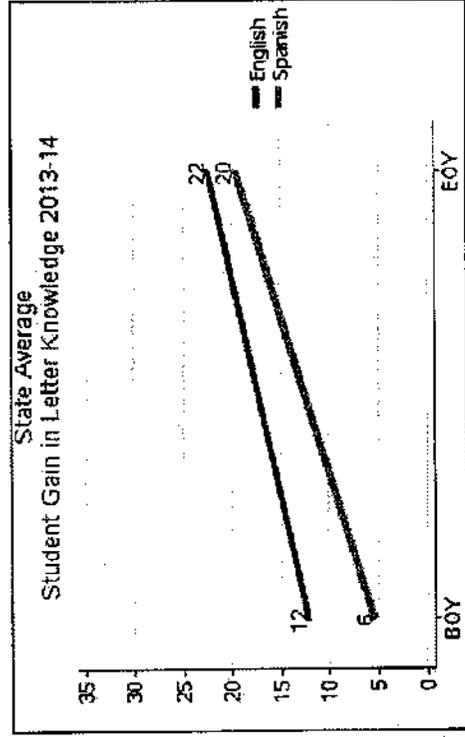
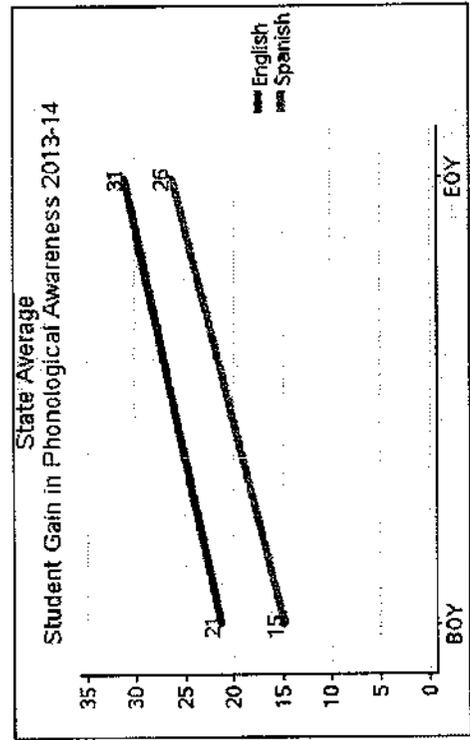
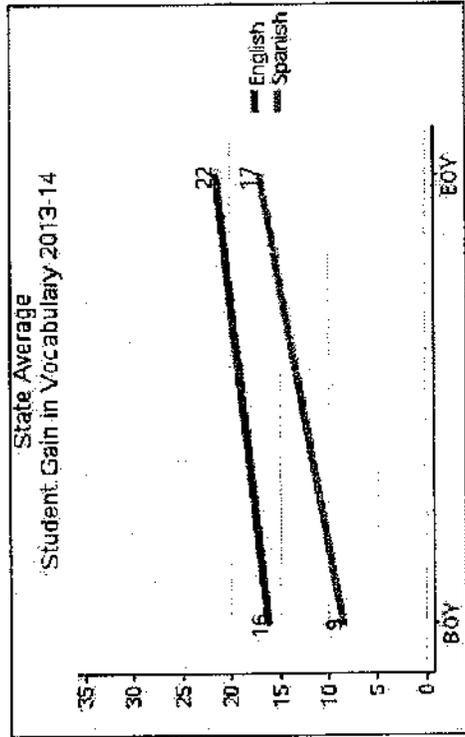
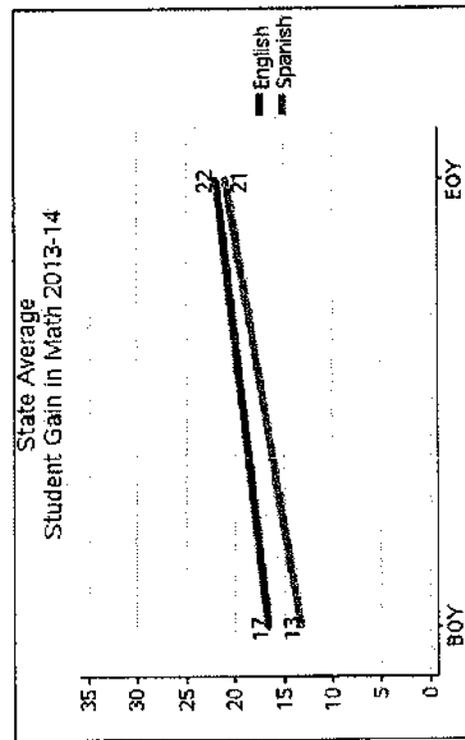
Item	CIRCLE Manual	Prekindergarten Guidelines
109	<ul style="list-style-type: none"> • Read Letter Knowledge. <ul style="list-style-type: none"> ◦ Expectations. • Read Recognizing Names & Letters Within Their Names. • Read Letter Recognition Activities. <ul style="list-style-type: none"> ◦ Activity 6 - Buried Letters ◦ Activity 8 - Alphabet Arc 	III.C.1. Child names at least 20 upper and at least 20 lower case letters.

Teacher and Mentor set goals based on COT observation

Goals are further specified in step-by-step action plan

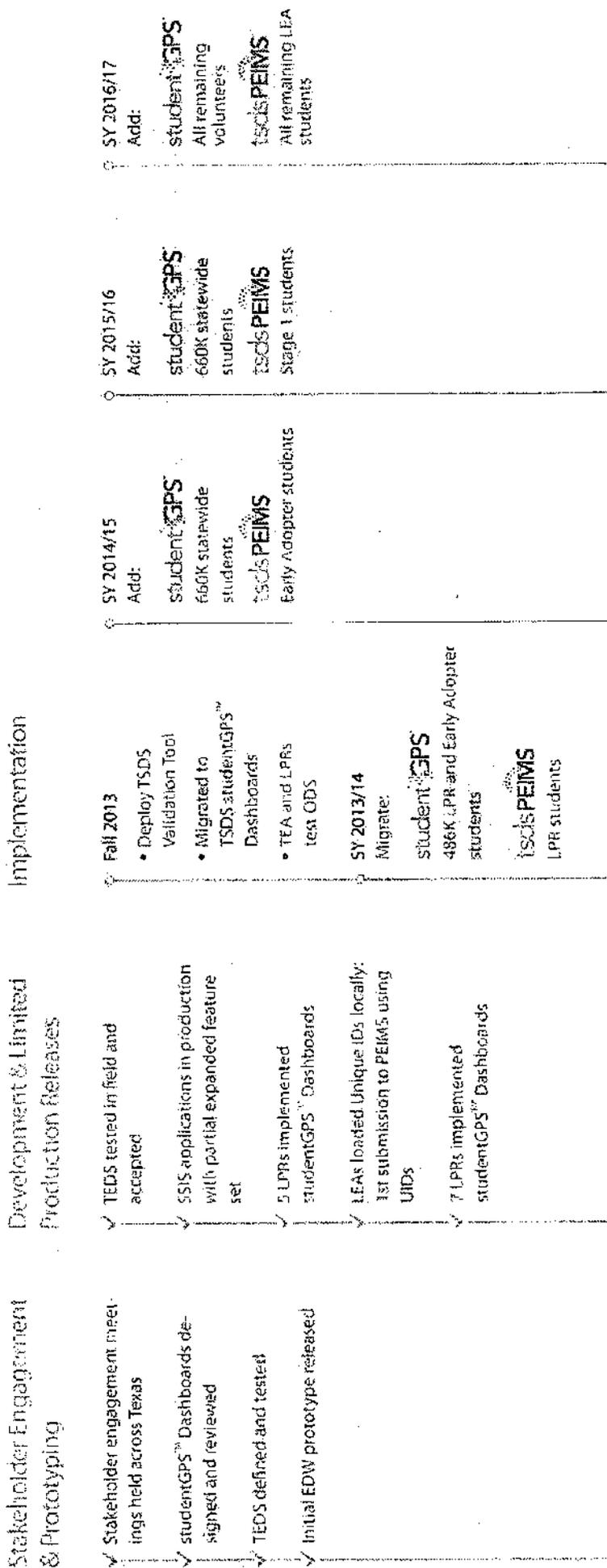
Automatically populated links to teacher activity manual and state guidelines

Average Statewide Child Gains



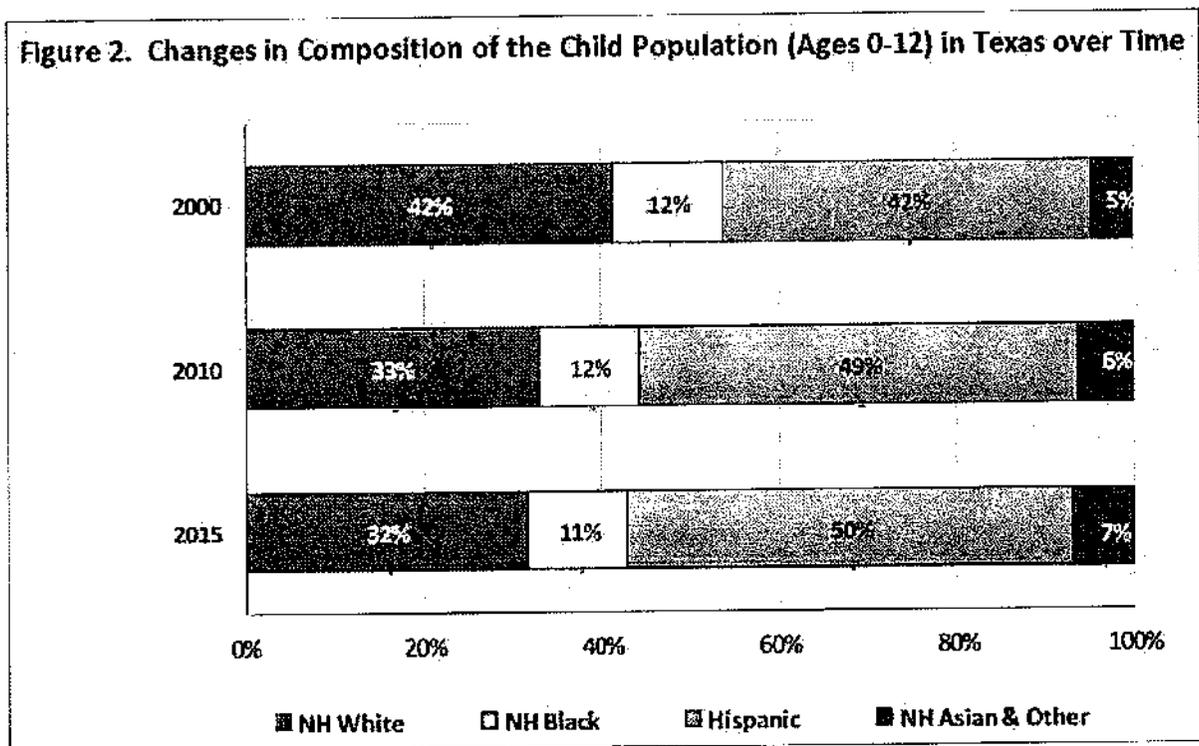
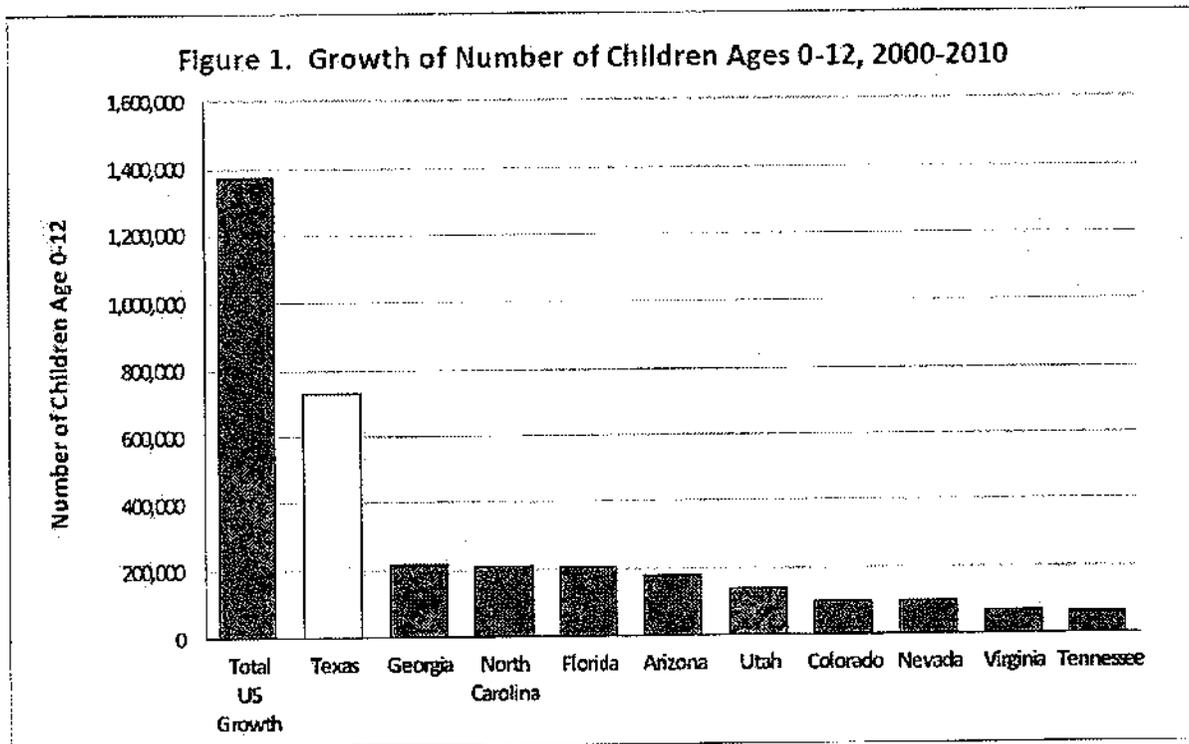


Implementation Timeline

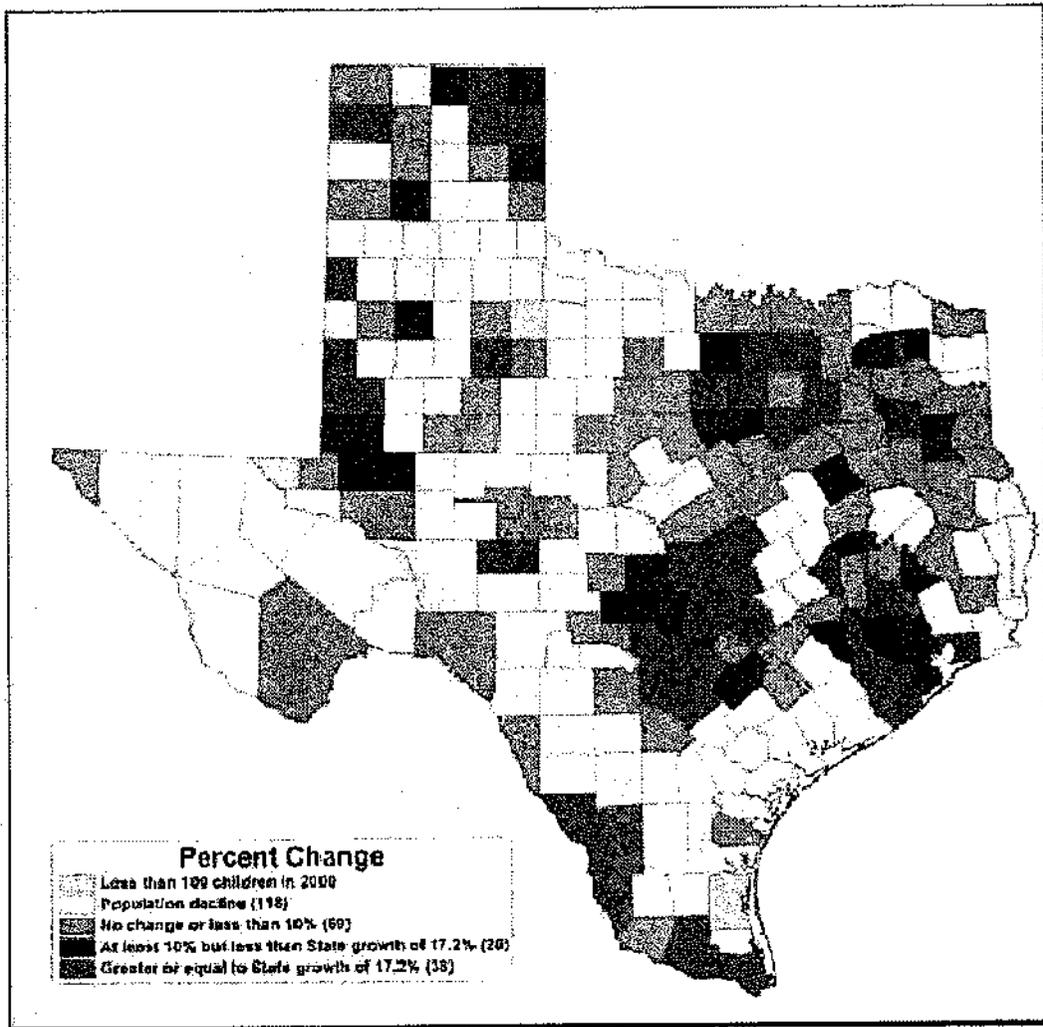


EDW: Education Data Warehouse; LPR: Limited Production Release; ODS: Operational Data Store
 SSIS: State-sponsored Student Information System; TEDS: Texas Education Data Standard; TSDS: Texas Student Data System

CHILD DEMOGRAPHIC CHANGES IN TEXAS



**Figure 4: Percent Change in Early Childhood and School Age Population,
2000-2010**



PRE-K EXPANSION GRANT COMMUNITY INFORMATION

Urban Areas

Urban Area	High Need Urban Community	High Need Urban Community Characteristics
Houston	Harris County	<p>Harris County is the most populous county in Texas and includes the metropolitan area of Houston, the largest city in Texas. This area experienced a child population increase of 16.2% from 2000-2010. More than 25% of children in this county live in poverty. The total population is 41.6% Hispanic, 19.5% Black, and 31.9% White.</p> <p><i>Implementation Model 1 and Model 2</i></p> <p>Harris County, which includes Houston ISD, the largest LEA in the state, will participate in both the expansion and enhancement models. There are over 40 LEAs in the county that offer full day and half day preschool programs.</p>
Dallas	Dallas County	<p>Dallas County is the second most populous county in Texas and includes the metropolitan area of Dallas, the third largest city in Texas. This area experienced a child population increase of 5% from 2000-2010. More than 28% of children in this county live in poverty. The total population is 39% Hispanic, 23.1% Black, and 31.7% White.</p> <p><i>Implementation Model 1 and Model 2</i></p> <p>Dallas County will participate in both the expansion and enhancement models. There are 35 LEAs in the county that offer full day and half day preschool programs. The PEG will build off of local efforts to expand state-funded pre-k programs in Dallas ISD.</p>
Austin	Travis County	<p>Travis County includes the metropolitan area of Austin, the capital of Texas and the fourth largest city. This area experienced a child population increase of 28.9% from 2000-2010. More than 22.8% of children in this county live in poverty. The total population is 33.8% Hispanic, 8.9% Black, and 50% White.</p> <p><i>Implementation Model 1</i></p>

		<p>Travis County will participate in both the expansion model. There are 10 LEAs in the county that offer full day and half day preschool programs.</p>
Fort Worth	Tarrant County	<p>Tarrant County is the third most populous county in Texas and includes the metropolitan area of Fort Worth, the fifth largest city in Texas. This area experienced a child population increase of 24.2% from 2000-2010. More than 20% of children in this county live in poverty. The total population is 27.6% Hispanic, 15.9% Black, and 50.1% White.</p> <p><i>Implementation Model 1</i></p> <p>Tarrant County will participate in the expansion model. There are 19 LEAs that provide full and half day preschool programs in the county. The PEG will enhance local efforts already in place to expand LEA-child care partnerships in Fort Worth ISD.</p>
San Antonio	EastPoint Promise Zone (EPZ)/Bexar County	<p>The EPZ is the traditional base for San Antonio's African American community but today contains a Hispanic majority and an increasing Mexican immigrant population. The 2010 census indicates the following demographic breakdown: 67.5% Hispanic, 24.9% African American, and 7% Caucasian. Juxtaposing EPZ poverty with employment rates indicate that many employed residents work less than full time and/or work in low wage jobs.</p> <p><i>Implementation Model 2 and Model 3</i></p> <p>Two LEAs serve the EPZ, San Antonio ISD and Judson ISD. Judson ISD will participate in enhancement model 2 while San Antonio ISD will participate in enhancement model 3.</p>

Suburban Areas

Regional Urban Area	High Need Suburban Community	High Need Suburban Community Characteristics
Houston	Fort Bend County	<p>Fort Bend County is the seventh most populous county in Texas and includes suburban areas in the vicinity of the metropolitan area of Houston, the largest city in Texas. This area experienced a child population increase of 54.6% from 2000-2010, significantly higher than the 16.2% child population increase in Harris County. More than 10% of children in this county live in poverty. The total population is 24% Hispanic, 21.2% Black, and 35.6% White.</p> <p><i>Implementation Model 1 and Model 2</i></p> <p>Fort Bend County, which has a state-funded pre-k service gap of 40%, will participate in the expansion and enhancement models. There are 4 LEAs that provide full and half day preschool programs in the county.</p>
	Brazoria County	<p>Brazoria County includes suburban areas in the vicinity of the metropolitan area of Houston, the largest city in Texas. This area experienced a child population increase greater than the state average of 17%. More than 11% of children in this county live in poverty. The total population is 28.9% Hispanic, 13.3% Black, and 50.7% White.</p> <p><i>Implementation Model 1 and Model 2</i></p> <p>Brazoria County, which has a state-funded pre-k service gap of 21%, will participate in the expansion and enhancement models. There are 8 LEAs that provide full and half day preschool programs in the county.</p>
Dallas	Collin County	<p>Collin County is the eighth most populous county in Texas and includes suburban areas in the vicinity of the metropolitan area of Dallas, the third largest city in Texas. This area experienced a child population increase of 53.7% from 2000-2010, significantly higher than the 5% child population increase in Dallas County. More than 8% of children in this county live in poverty. The total population is 15%</p>

		<p>Hispanic, 9.4% Black, and 61.2% White.</p> <p><i>Implementation Model 2</i></p> <p>Collin County, which has a state-funded pre-k service gap of 35%, will participate in the enhancement model. There are 13 LEAs that provide full and half day preschool programs in the county.</p>
Austin	Williamson County	<p>Williamson County is the twelfth most populous county in Texas and includes suburban areas in the vicinity of the metropolitan area of Austin, the fourth largest city in Texas. This area experienced a child population increase of 62.8% from 2000-2010, significantly higher than the 28.9% child population increase in Travis County. More than 6.8% of children in this county live in poverty. The total population is 23.8% Hispanic, 6.7% Black, and 62.3% White.</p> <p><i>Implementation Model 2</i></p> <p>Williamson County, which has a state-funded pre-k service gap of 20%, will participate in the enhancement model. There are 10 LEAs that provide full and half day preschool programs in the county.</p>

South Texas

High Need South Texas Community	High Need South Texas Community Characteristics
Nueces County	<p>Nueces County is located on the Gulf Coast and includes the metropolitan area of Corpus Christi. More than 29% of children in this area live in poverty. The total population is 62% Hispanic, 4.4% Black, and 31.4% White. Additionally, an estimated 41% of the population speaks a language other than English at home.</p> <p><i>Implementation Model 1 and Model 2</i></p> <p>Nueces County will participate in the expansion and enhancement models. There are 12 LEAs that provide full and half day preschool programs in the county. There is an estimated 35% service gap in state-funded pre-k.</p>
Cameron County	<p>Cameron County is the eleventh most populous county in Texas, located on the Texas-Mexico border in the Lower Rio Grande Valley region. More than 46% of children in this county live in poverty. The total population is 88.5% Hispanic, 0.8% Black, and 10.1% White. Additionally, more than 73% of the population speaks a language other than English at home.</p> <p><i>Implementation Model 2</i></p> <p>Cameron County, which has a state-funded pre-k service gap of 13%, will participate in the enhancement model. There are 9 LEAs that provide full and half day preschool programs in the county.</p>
Hidalgo County	<p>Hidalgo County is the sixth most populous county in Texas, located on the Texas-Mexico border in the Lower Rio Grande Valley region. This area experienced a child population increase of 31.9% from 2000-2010. More than 46% of children in this county live in poverty. The total population is 91% Hispanic, 0.8% Black, and 7.3% White. Additionally, an estimated 85% of the population speaks a language other than English at home.</p> <p><i>Implementation Model 2</i></p> <p>Hidalgo County, which has a state-funded pre-k service gap of 16%, will participate in the enhancement model. There are 19 LEAs that provide full and</p>

	half day preschool programs in the county.
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Rural Areas

High Need Rural Community	High Need Rural Community Characteristics
Lubbock County	<p>Lubbock County is one of the top twenty most populous counties in Texas and is located in West Texas. The county includes the metropolitan area of Lubbock. More than 19% of population in this area lives in poverty. The total population is 33.4% Hispanic, 7.8% Black, and 55.8% White.</p> <p><i>Implementation Model 1 and Model 2</i></p> <p>Lubbock County will participate in the expansion and enhancement models. There are 9 LEAs that provide full and half day preschool programs in the county.</p>
Brazos County	<p>Brazos County is located in East Texas and includes the metropolitan area of College Station-Bryan. More than 29% of children in this area live in poverty. The total population is 24.5% Hispanic, 11.3% Black, and 57.7% White. Additionally, an estimated 22% of the population speaks a language other than English at home.</p> <p><i>Implementation Model 1</i></p> <p>Brazos County will participate in the expansion model. There are 3 LEAs that provide full day and half day preschool programs in the county, but the vast majority of slots in the county are half day.</p>
Nacogdoches County	<p>Nacogdoches County is located East Texas and includes the metropolitan area of Nacogdoches. More than 24% of the population in this area live in poverty. The total population is 18.5% Hispanic, 18.4% Black, and 60.4% White.</p> <p><i>Implementation Model 2</i></p> <p>Nacogdoches County will participate in the enhancement model. All 8 LEAs in the county that provide pre-k provide full day preschool programs to eligible children.</p>

eCDA Program



CLI's New eCDA Program

Beginning in January 2015, CLI will offer Texas School Ready! (TSR) participants the option to obtain the training hours needed to apply for the Child Development Associate (CDA) Credential™ for Center-Based Programs. This new program will allow TSR to provide a new professional development opportunity and career pathway to the early childhood teachers already enrolled in TSR. The eCDA Program will build upon TSR's commitment to improving instructional practices in early childhood classrooms with this new opportunity for teachers to further their knowledge and career opportunities.

The CDA™ requires 120 hours of training in various functional areas. Currently, TSR participants who serve preschool children receive up to 80 hours of eCIRCLE professional development. For the eCDA Program, CLI will create new online training modules to ensure that all of the content areas for the CDA™ are covered, providing 100% of the training hours needed for teachers to qualify for the CDA™. This program will be offered for free to all TSR Participants, following the pilot.

What is a CDA Credential™

The Child Development Associate (CDA) Credential™ is the most widely recognized credential in early childhood education and is a key stepping stone on the path of career advancement in the early childhood field. The Child Development Associate (CDA) Credential™ is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children. To qualify, early childhood teachers must have a strong knowledge base (education and professional development) and demonstrated practice (experience in the classroom). Earning a CDA is a big commitment, but one that creates confident practitioners with command of today's best practices for teaching young children.

New eCDA Online Courses for Teachers

Teachers participating in the eCDA Program will complete 80 hours of eCIRCLE online professional development courses through their participation in TSR in the following areas:

- Foundations for Responsive Instruction
- School-wide Improvement
- Early Language and Literacy Instruction
- STEM Instruction

Through the eCDA Program, CLI will create 40 hours of new online courses to supplement eCIRCLE and prepare teachers for the CDA™ in the following areas:

- Guidance
- Health
- Safe
- Physical Development
- Families
- Creative Arts
- Professionalism

Benefits of The Child Development Associate (CDA) Credential™

- Career advancement
- Meet job requirements
- Reinforced commitment to early childhood education
- Provide parents with peace of mind
- Understand developmentally appropriate practice
- Increased confidence

eCDA Pilot Programs

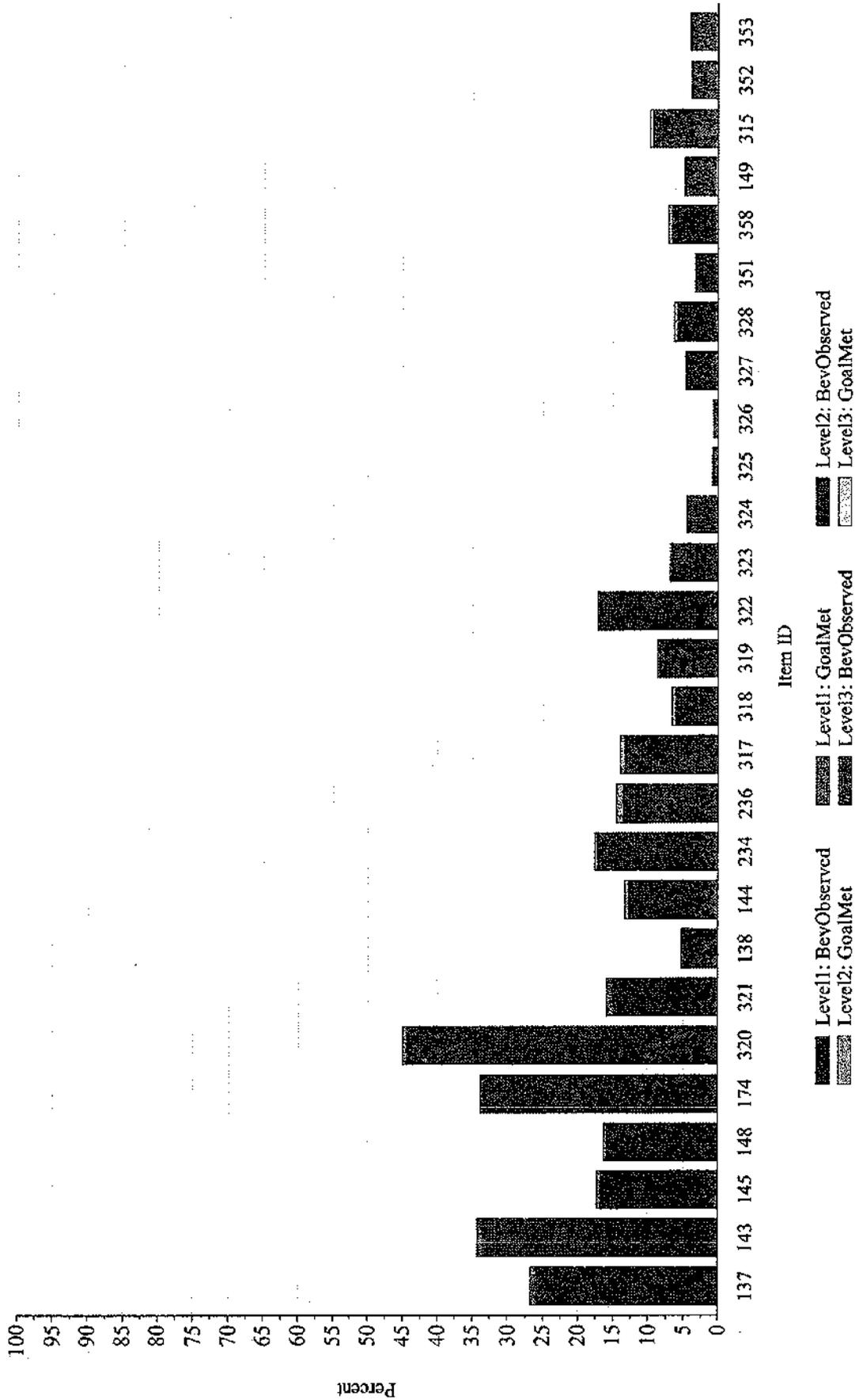
January 2015 — eCDA for Center-Based Preschool Program with 200 preschool teachers

January 2016 — eCDA for Center-Based Infant/Toddler Program for infant and toddler teachers



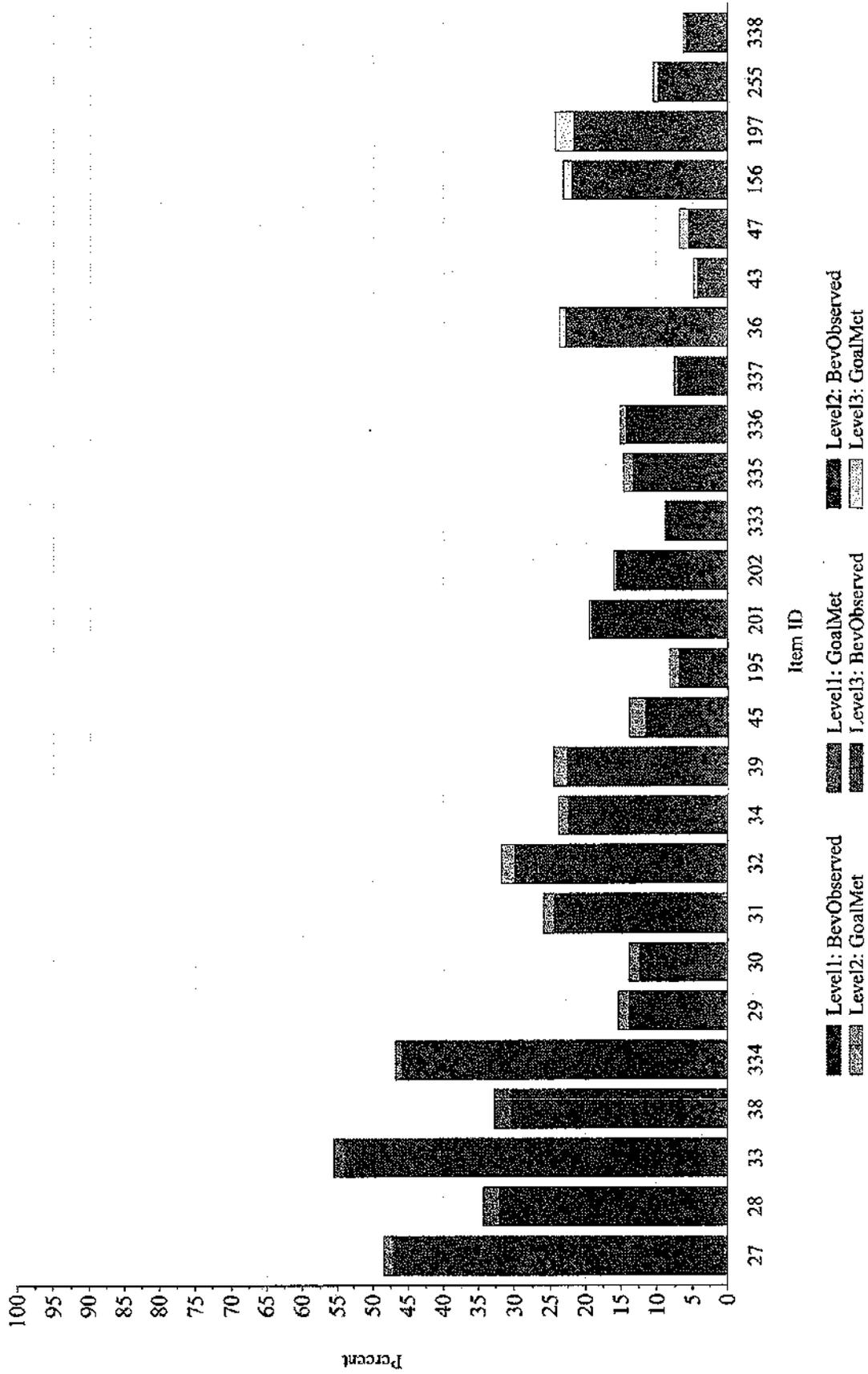
SAMPLE CLASSROOM OBSERVATION TOOL (COT) TEACHER GAINS

2013 - 2014 TSR - Baseline BOY COT
Statewide Percent: Math



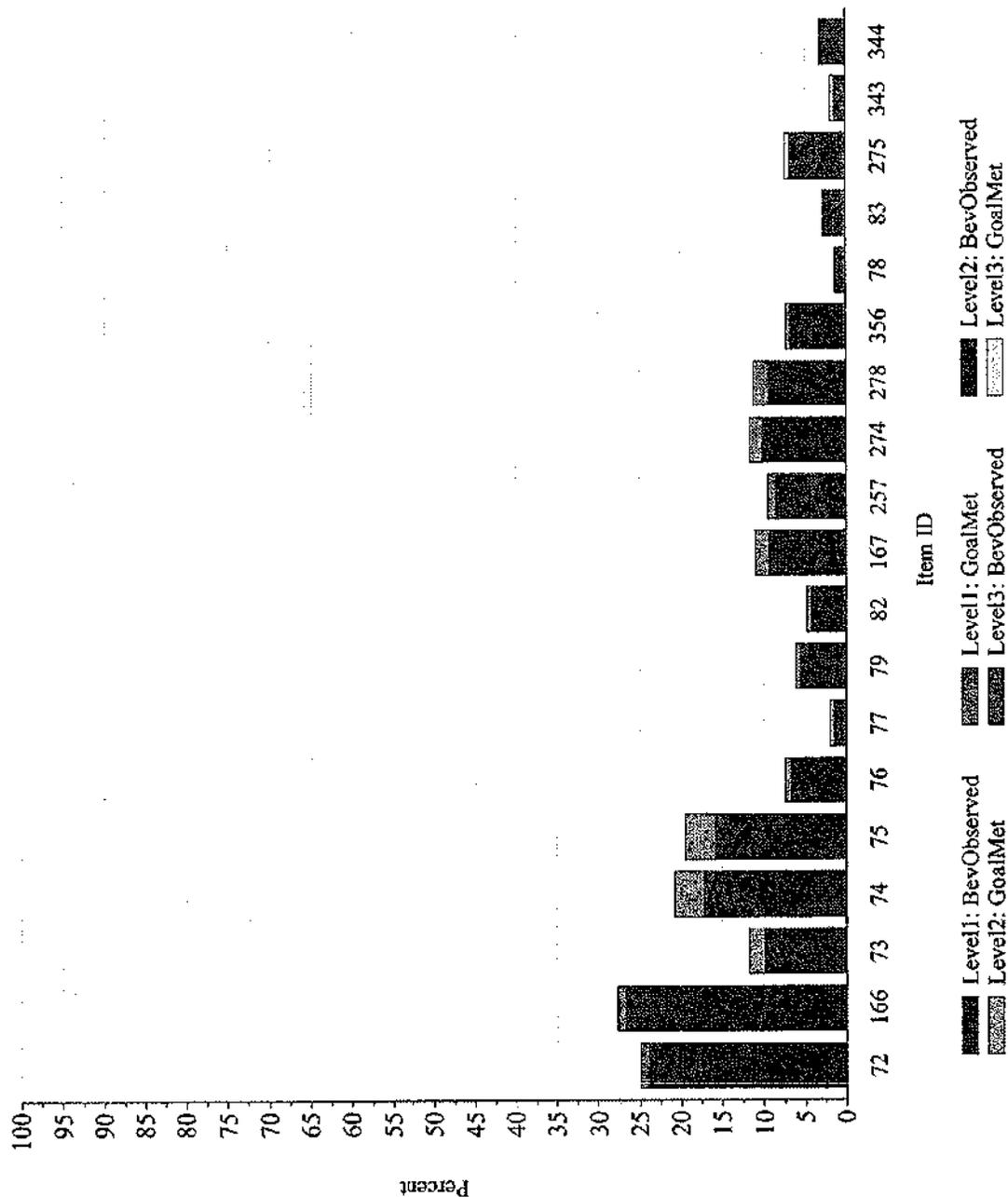
Only teachers with COT and STG report are included

2013 - 2014 TSR - Baseline BOY COT
 Statewide Percent: Oral Language



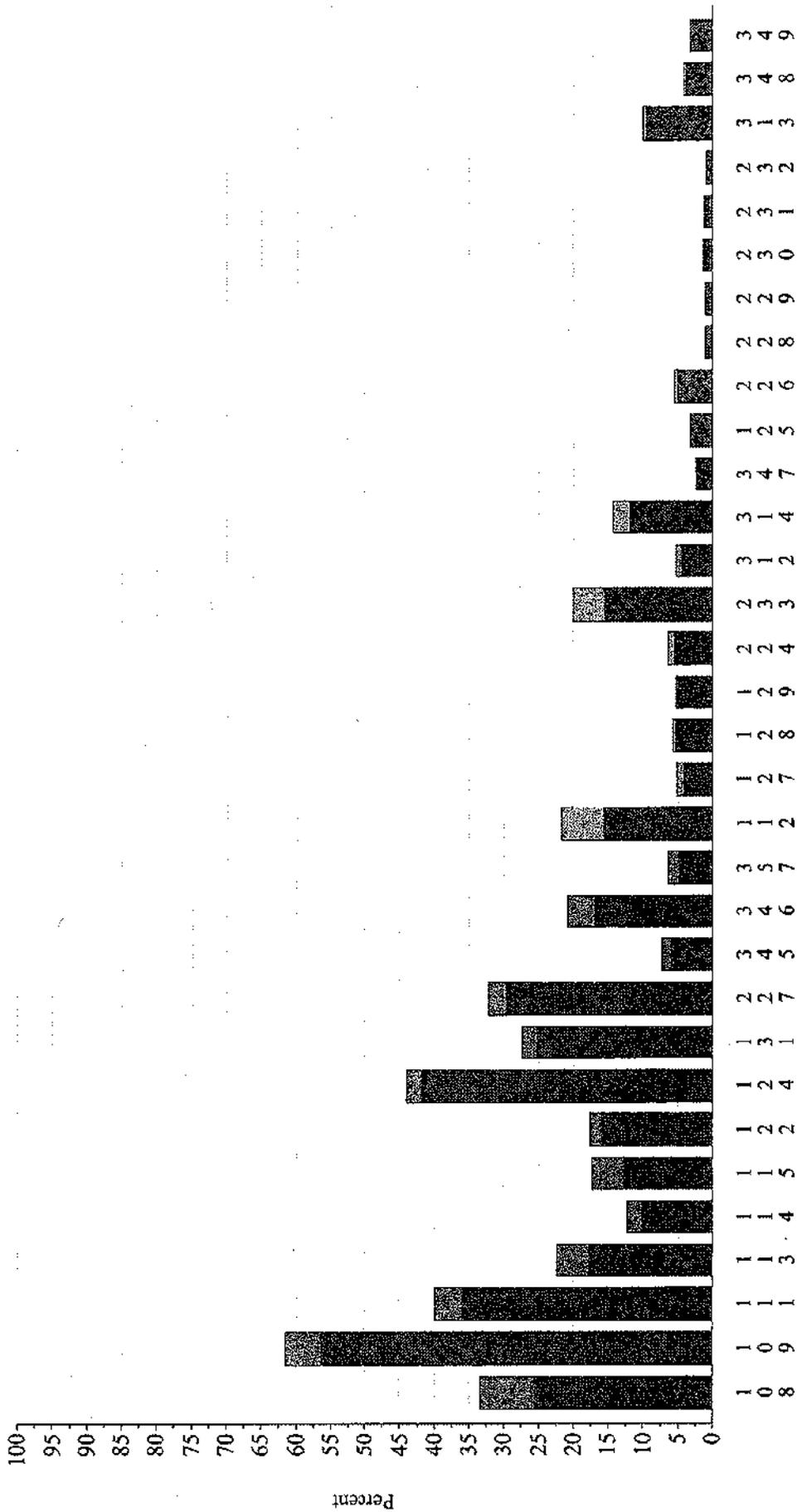
Only teachers with COT and STG report are included

2013 - 2014 TSR - Baseline BOY COT
 Statewide Percent: Phonological Awareness



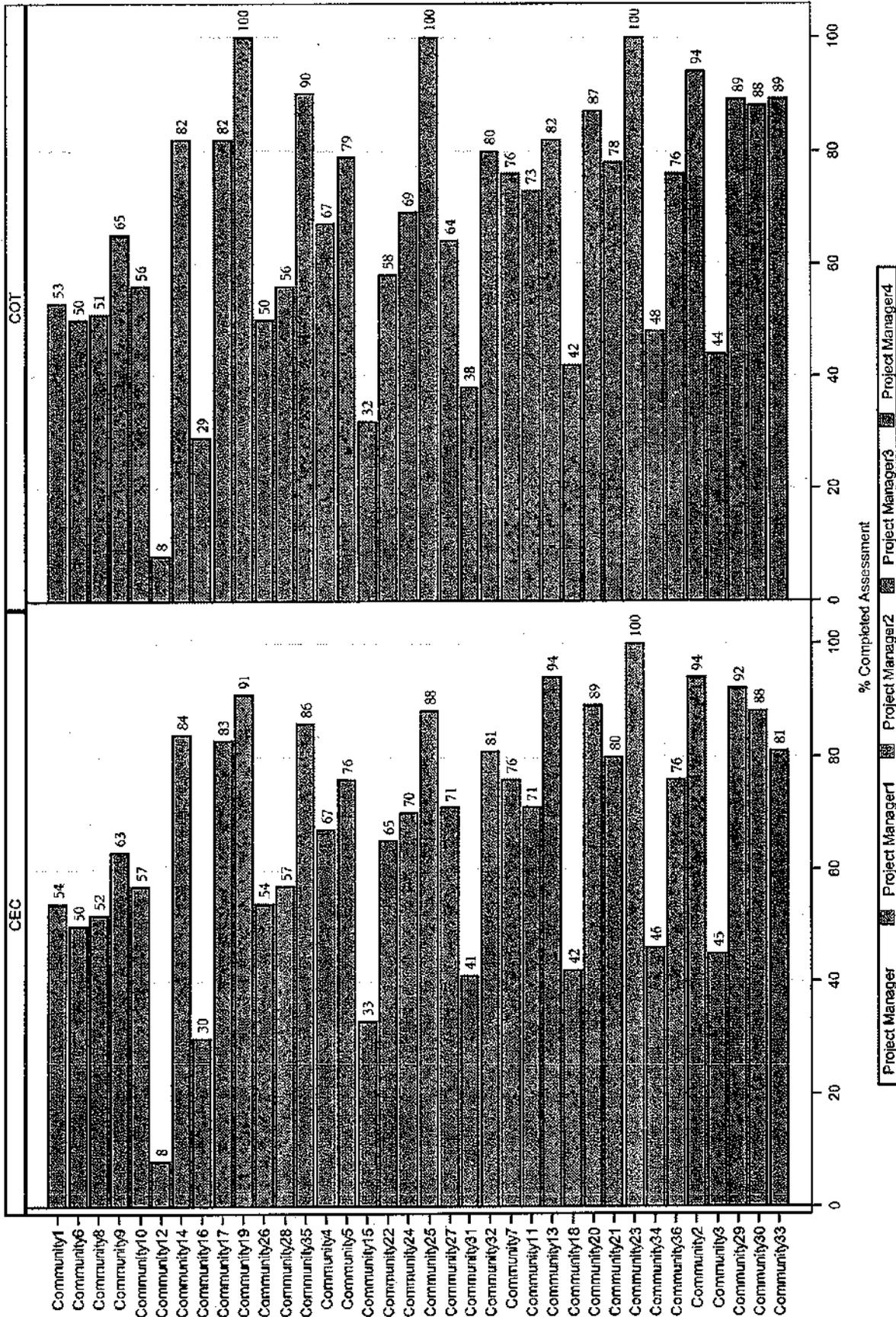
Only teachers with COT and STG report are included

2013 - 2014 TSR - Baseline BOY COT
 Statewide Percent: Print/Letter & Early Reading



Only teachers with COT and STG report are included

2013 TSR: MOY COT & CEC Completion Rate as of Oct 30, 2013: F2F teachers



Replacement & Pre-TI teachers excluded from COT

Project Manager1 Project Manager2 Project Manager3 Project Manager4

% Completed Assessment

100

80

60

40

20

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2013 TSR: MOY COT & CEC Completion Rate by Coach as of Oct 30, 2013: F2F teachers

Community	Coach	CEC		COT(Replacement & Pre-TI teachers excluded)			
		N (Active teachers)	%	N (Active teachers)	%		
						N	%
Community1	Mentor1	21	11	52.4	21	11	52.4
	Mentor2	24	13	54.2	23	12	52.2
	Mentor3	23	13	56.5	23	13	56.5
	Mentor4	1	0	0.0	1	0	0.0
Community10	Mentor25	26	18	69.2	26	18	69.2
	Mentor26	23	14	60.9	22	13	59.1
	Mentor27	6	0	0.0	6	0	0.0
	Mentor28	1	0	0.0	1	0	0.0
Community11	Mentor29	25	21	84.0	25	21	84.0
	Mentor30	15	13	86.7	13	13	100.0
	Mentor31	29	19	65.5	29	19	65.5
	Mentor32	20	12	60.0	17	11	64.7
Community12	Mentor33	26	17	65.4	22	13	59.1
	Mentor34	16	16	100.0	16	16	100.0
	Mentor35	184	0	0.0	184	0	0.0
	Mentor36	10	10	100.0	10	7	70.0
Community13	Mentor37	8	7	87.5	7	7	100.0
	Mentor38	13	12	92.3	13	12	92.3
	Mentor39	11	10	90.9	11	9	81.8
	Mentor40	21	16	76.2	21	16	76.2
Community15	Mentor41	36	0	0.0	36	0	0.0
	Mentor42	18	18	100.0	17	17	100.0
	Mentor43	14	5	35.7	12	5	41.7
	Mentor44	6	6	100.0	5	5	100.0

Completion rate below 30% is shaded in Gray

VIDEO COLLABORATION WEBSITE & REPORTING EXAMPLES

Video Collaboration Website

Viewing, editing and reporting videos

Screening Video

Viewing, editing and reporting videos

Supervisor Tools

Admin Tools

Community School

Teacher Name

Upload Date

Wave

Language

Content

Subject

Language Selected

Search

View

Print

Download

Comment

Logout

Logout

Community School	Teacher Name	Upload Date	Wave	Language	Content	Subject	Language Selected	Screened	Rejection Status	Mentor Name
TEST	TEST	03/21/2013	BOY	Bilingual	Small group	Math		Yes		Alice Watkins
COMMUNITY SCHOOL	Teacher1									
TEST	Test	08/29/2013	Coach	English only	Small group	Math, test	08/29/13	Yes		Alice Watkins
TEST	Test									
COMMUNITY SCHOOL	Teacher1									
TEST	Test	09/06/2013	Coach	English only	Whole group	Math		Yes		Alice Watkins
TEST	Test									
COMMUNITY SCHOOL	Teacher1									
TEST	Test	04/01/2013		English only	Whole group	Math		Yes		Alice Watkins
TEST	Test									
COMMUNITY SCHOOL	Teacher1									
TEST	Test	31/01/2013		English only	Whole group	Phonological awareness		Yes		Alice Watkins
TEST	Test									
COMMUNITY SCHOOL	Teacher1									
TEST	Test	08/16/2012		Bilingual	Whole group	Phonological awareness	8/16	Yes		Alice Watkins
TEST	Test									
COMMUNITY SCHOOL	Teacher1									
TEST	Test	08/29/2013	Coach	English only	Whole group	Phonological awareness		Yes		Alice Watkins
TEST	Test									
COMMUNITY SCHOOL	Teacher1									
TEST	Test	01/04/2012		English only	Whole group	test, front	FF	Yes	Contact	Alice Watkins
TEST	Test									
COMMUNITY SCHOOL	Teacher1									

Small Group Items

Instructions:

- 1) For optimum accuracy, please print in capital letters and avoid contact with the edge of the box.
- 2) Fill form out completely.
- 3) Use only black ink.
- 4) Please check spelling.
- 5) Do not make copies of forms. Use only original forms provided by the University of Texas. If you make a mistake, start over with a new form.

Shade Squares like this → ■

Not like this → ☒ ☑

Quality of activity introduction:

Teacher provides an introduction to the small group activity/lesson by (a) explaining the objective in child friendly terms, (b) modeling, and (c) checking for understanding before encouraging children to begin.

Possible combinations:

1. Does not verbally introduce the objective/task (i.e., jumps right into to model or practice)
2. Teacher names the activity but does not talk about the objective
3. Teacher provides a brief description of the activity but does not model or check for understanding
4. Teacher provides a brief description of the objective and models what children will do, but does not check for understanding
5. Teachers provides a brief description of the objective, models what children will do, and checks for understanding

Rating:

- 0 No introduction provided
- 1 Low quality (activity objective not clearly introduced)
- 2
- 3 Moderate quality (objective is somewhat clear)
- 4
- 5 High Quality (objective is very clear)

Quality of Support during activity:

- 0 No support provided (i.e., teacher sets up the activity and leaves or engages in another task)
- 1 Low quality (teacher talks to children while working but does not provide targeted feedback or assistance)
- 2
- 3 Moderate Quality (teacher provides some assistance but does not provide feedback that will help learner understand what went wrong or how to improve outcome; may modify the task to make it easier or harder with some success)
- 4
- 5 High Quality (teacher provides corrective feedback and scaffolding that help the learner understand what went wrong and how to improve the outcome; successfully modifies the task to make it easier or harder)

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Quality of Activity Summary:

Teacher summarizes the small group activity/lesson by (a) restating the objective, (b) briefly stating the main points, and (c) bringing the lesson to a close.

Rating:

- 0 No summary provided
- 1 Low quality summary provided
- 2
- 3 Moderate quality summary provided
- 4
- 5 High quality summary provided

Teacher ID	<input type="text"/>	Mentor ID	<input type="text"/>
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Ratings should be based on a 2 hour visit. However, a second visit may be needed to observe a specific situation such as book behavior or center time if not observed in the first visit.

General Teaching Behaviors
Sensitivity

Rating	Notes	Quantity	Quality
1. Uses <u>sensitivity behaviors</u> when responding to children's signals and needs (responds promptly and sensitively to children's verbal and nonverbal signals, values children's interests and needs. (gets on child's eye level)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H
2. Provides guidance that encourages children to regulate their behavior in learning and problem solving situations vs. teacher "solving the problem" This includes all behaviors (accepting child's way of doing things vs. overly directive) not just problem behaviors, e.g., "I don't know how", "I can't."		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H
3. Teacher uses non-specific praise and encouragement that provides child(ren) reinforcement or acknowledges positive behavior. (ex. Great job, Good girl, wonderful, I know you can do it).		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H Flat → Neutral → Warm
4. Teacher uses encouragement and positive feedback that provides child(ren) specific information regarding what they are doing well. (You did a great job writing your name, I like the way you helped your friend)		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O	
5. Teacher takes advantage of opportunities to deepen children's understanding by responding to their questions and comments.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> L ML MH H Acknowledged → Expanded
6. Teacher fails to respond to child(rens) comments and questions.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> R S O	

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Ratings should be based on a 2 hour visit. However, a second visit may be needed to observe a specific situation such as book behavior or center time if not observed in the first visit.

General Teaching Behaviors Cont...

Sensitivity

Rating	Notes	Quantity	Quality
7. Teacher responds to children's emotional and affective signals (responds promptly and sensitively, values children's needs; shows acceptance of children's feelings, acts on children's emotional signals effectively).		<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> O	<input type="checkbox"/> L <input type="checkbox"/> ML <input type="checkbox"/> MH <input type="checkbox"/> H Flat → Neutral → Warm
8. Teacher's response style varies across children; responses to some children show acceptance while some children experience a lack of acceptance.		<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> O	
9. Presence of language that is negative in content of tone (any use of harsh tone or condescending, demeaning, punitive words should result in the lowest quality rating).		<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> O	<input type="checkbox"/> L <input type="checkbox"/> ML <input type="checkbox"/> MH <input type="checkbox"/> H Mild → Harsh
10. Teacher uses positive non-verbal behaviors; gets on child's eye level, smiling, uses affectionate/reassuring touch, allows children to move close to or sit with the teacher when appropriate.		<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> O	
11. Teacher uses negative non-verbal behaviors such as rough touching, harsh physical control, frowning, or negative affect.		<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> O	<input type="checkbox"/> L <input type="checkbox"/> ML <input type="checkbox"/> MH <input type="checkbox"/> H Mild → Harsh
12. Engages children in literacy, language, and math activities using varied and playful techniques that make cognitive activities engaging (e.g., songs, books, games).		<input type="checkbox"/> R <input type="checkbox"/> S <input type="checkbox"/> O	<input type="checkbox"/> L <input type="checkbox"/> ML <input type="checkbox"/> MH <input type="checkbox"/> H

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Coaching Grant Professional Development & CIRCLE Activities 2014-2015 Remote Model

	Online/PD Course Content	Assignment	CIRCLE Activity to be Viewed/Video Taped	Time Frame
1	Project Overview Technology Training (PD platform, Engage, ipad and printer, google account) Classroom Management Part 1 & Part 2 – Self paced	Review Grant Powerpoint & practice using ipad and accessing the professional development Lesson Plan checklist w/ lesson plan & daily schedule	View <ul style="list-style-type: none"> Classroom management video Video tape CEC 	October 15 October 20-31
	Letter Knowledge 1 & 2 - facilitated	Section 3: Connect with the Classroom : Building the Foundation	View <ul style="list-style-type: none"> Letter Sort Letter Detective Sound Sort Choose one to video 	November 3-28
3	Developing Talkers	Review Powerpoint	View <ul style="list-style-type: none"> Whole Group DT Lesson-Three Little Fish book 	December 1-12
4	Setting the Stage for Children's Talk Part 1 & Part 2	Section 2: Do A Diving- In Activity: Exploring the Elements of Style Section 5: Connect with the Classroom: Practicing Social Scripts	View <ul style="list-style-type: none"> What's in The Bag? Picture Walk Mystery Box 	December 15-31
5	Phonological Awareness & Phonics Part 1 Part 2	Section 3: Connect with the Classroom; Design a Transition Activity Section 8: Review Lesson Plans	View <ul style="list-style-type: none"> Syllables: Beach Fun Rhyming 2: Rolling Rhymes Alliteration: Same Sound Say - Expressive 	January 5-30
	Written Expression Part 1 & Part 2	Section 3: Connect with the Classroom: Creating Opportunities for Shared Writing Section 4: Connect with the Classroom: Creating Opportunities for Interactive Writing	View <ul style="list-style-type: none"> Shared writing: Letter to a character Shared Writing: KWL Interactive Writing: Chart 	February 2-27

7	Online PD Course Content	Assignment	CIRCLE Activity to be Viewed/Video Taped	Time Frame
7	Read Aloud & Shared Reading: Concepts of Print Part 1 & Part 2		View <ul style="list-style-type: none"> • Chart (Humpty Dumpty P. 231) • Big book 	March 2-31
8	Dialogic Reading & Building Vocabulary Part I & Part 2	<p>Section 3: Connect with the Classroom : Planning a Vocabulary Rich Classroom</p> <p>Section 4: Connect with the Classroom: Planning A Read Aloud</p>	View <ul style="list-style-type: none"> • Level 1 Strategies • Level 2 Strategies • Level 3 Strategies 	April 1-30
9			<ul style="list-style-type: none"> • Videotape CEC 	May 1-15.

*At the end of each professional development course coaches will send teachers a link to access the online quiz.

PARENT QUOTES

If another mom was considering participating in this program, I would tell her that she should definitely do it, because it not only reaches her about her child, it helps her put into perspective goals that she needs to achieve to help her better herself for her and her child's future.

My child doesn't come with instructions, so it's helpful to see videotapes and practice what is seen.

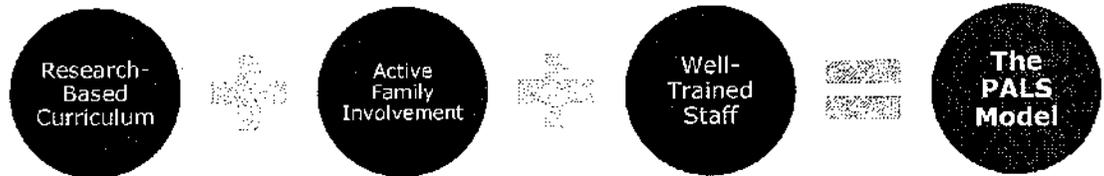
I've enjoyed the PALS/MENTOR program a lot. I've benefited a lot from it. Learning new things and discussing issues about my baby with my mentor.

OVERVIEW

Play and Learning Strategies (PALS) is a research-based, parenting program that helps parents support their young children's (infants to preschoolers) social-emotional, cognitive, and language development. Through 10 week (infant program) and 12 week (toddler/preschooler program) curricula, parents learn specific behaviors that help them tune in to their young children, respond in a sensitive and contingent manner, and provide appropriate cognitive and language stimulation. Experimental research provides evidence that families benefit from PALS, and lives are changed.

THE PALS MODEL

Each PALS session includes a review of the previous session's topic, introduction of a new topic, viewing of a PALS curriculum video with examples of real parents and young children demonstrating the behaviors, guided practice time in which the PALS coach coaches and videotapes the parent using the new skills with her child, and a review of the videotape to further highlight interaction sequences and allow the parent to observe and critique herself. The PALS model includes three features: research-based parenting curriculum videos, active parent involvement during and in-between PALS sessions, and competent and experienced staff that build trusting relationships with families.



RESEARCH-BASED CURRICULUM: The PALS curriculum is a research-based and documented effective intervention program designed to assist parents of infants, toddlers, and preschoolers to use a responsive parenting approach in their daily interactions with their young children. The infant and toddler/preschooler curricula are available in English and Spanish to accommodate both English- and Spanish-speaking parents. The curriculum sessions can be implemented individually with parents in their home, or with a group of parents at a center.

Short educational videos including parents demonstrating parenting concepts with their infants, toddlers and preschoolers are used to demonstrate key PALS behaviors. There are strategic pause points throughout the video to ask the parent to share their observations of the demonstration clips and to relate the concepts to their own young child. Also, handouts and magnets are given to parents to serve as reminders of learned key PALS behaviors.

There are many ways I feel that I have changed in my parenting. One of them is patience with my child.

It's strange, but I feel like I've become more patient with my child. I used to be so impatient, but now I can wait for him to finish a sentence or to get dressed.

It has helped me during times when I had no clue what to do. There were times when my child had problems I could not understand.

ACTIVE FAMILY INVOLVEMENT: The parent is videoed practicing the new concept and blending it with previously learned concepts in a coached practice period lasting about 15-20 minutes. The PALS coach and parent watch the parent-child practice video together. This serves as an opportunity for the parent to observe herself and increase her awareness of her behaviors.

Incorporation of other family members occurs explicitly in two PALS sessions where family members are taught the new concepts by the parent and PALS coach. Family members are encouraged to attend the sessions with the parents outside of the two sessions to build a community of supportive, responsive adults around the child.

STAFF: A trained PALS coach has at least an associate degree or higher in early childhood (or related field) or work experience commensurate with education. PALS coaches are supervised by a person with at least a bachelor's degree in early childhood education, or a related field and have 3-5 years experience in parent education. PALS coaches can work with 12 to 15 families weekly.

PALS SESSIONS

PALS 1, or the infant curriculum, can be used with parents of infants as young as 5 months up to about 15 months of age. PALS 2, or the toddler/preschooler curriculum, is appropriate for parents of young children aged 18 months through 4 years.

INFANT CURRICULUM: The PALS 1 (infant) curriculum consists of 10 sessions that focus on teaching parents to support their infants' social/emotional, cognitive, and language development. The major concepts covered include:

- ❖ paying attention to and interpreting infants' communicative **signals**;
- ❖ **responding** to signals using contingent and sensitive behaviors;
- ❖ supporting infants' learning by **maintaining** their interest and attention rather than redirecting or over-stimulating;
- ❖ having realistic expectations for what children of different ages are capable of doing, and what are "normal" behaviors;
- ❖ stimulating language development through **labeling objects and actions**; and
- ❖ incorporating these strategies and supportive behaviors throughout the day and during routine activities such as mealtime, dressing, and bathing, as well as at play times.

TODDLER/PRESCHOOLER CURRICULUM: The PALS 2 (toddler) curriculum includes 12 sessions that include and build on the concepts from PALS 1, but are adapted for toddlers' and preschoolers' developmental level. For example, PALS 2 continues to emphasize using warm responsiveness behaviors in response to children's communicative signals, and maintaining the child's focus of attention during play time rather than interrupting/redirecting them unnecessarily. There are additional sessions

*"I would
immediately begin
speaking to my
18-month-old
to consider
reading because
of her age and
learning how
your kid's brain
develops and it
makes you keep
a bond or feel like
there is a bond
between you and
your baby."*

*"I have referred
quite a few moms
to the program.
It's a great
program."*

*"I benefited from
being part of My
Baby Smile PALS
because I have
learned how to
play more easily
and talk more
instead of holding
things inside."*

related to supporting young children's autonomy-seeking and responding to limit-testing behaviors, and the sessions on stimulating language development and thinking skills, reflect toddlers' and preschoolers' increasing skills in these domains.

PALS RESEARCH FINDINGS

DEVELOPMENT OF PALS: The PALS curriculum was originally developed based on longitudinal research conducted by Susan Landry, Ph.D., Karen Smith, Ph.D., and colleagues regarding the development of premature and full term infants over time. The premature infants were at risk for developmental delays due to their immature nervous systems and the typical medical complications associated with premature birth. Many of the babies studied by Dr. Landry's group were ethnic minorities born into families of poverty with low parental educational attainment, which further compromised their babies' likelihood of positive developmental outcomes. The families were followed over 15 years and through careful study of these families key parenting behaviors were identified that predicted better outcomes for the children. These key skills (i.e. contingent responsiveness, emotional/affective support, support for children's focus of attention, and rich language stimulation) formed the basis for the PALS curriculum.

A randomized control trial tested on another group of families (diverse ethnic and economic backgrounds) with former premature or full-term infants was carried out on the PALS infant curriculum. A toddler version of the curriculum (PALS 2) was later written and tested as well using a randomized controlled trial. These outcome studies demonstrated the effectiveness of the PALS intervention programs for both premature and full-term infants and toddlers/preschoolers.

PARENT OUTCOMES

In comparison to parents who were in the control group (received weekly home visits but not PALS curriculum intervention), parents who received PALS:

Rich Language Stimulation

- ❖ **71%** used richer vocabulary with their children.
- ❖ **64%** provided richer verbal explanations to their children.
- ❖ **65%** provided more demonstrations of toys to their children.

Support for Children's Focus of Attention

- ❖ **68%** spent more time maintaining their child's focus of attention and interest.

Emotional/Affective Support

- ❖ **55%** provided more praise to their children.
- ❖ **69%** showed greater warmth and sensitivity to their children.

Contingent Responsiveness

- ❖ **69%** were more contingently responsive to their children (i.e., parent's response was well matched to the child's signals)

...a good program gives parents the tools for how and what to do with kids. I learn how to make things fun. Seeing clips of other moms and their kids helps me realize how to do things. Things happen more naturally now. It's helpful to know to get my child on the road. The program is giving me new, different ideas to do things for example, for being with kids the way my parents were with me. I'm smiling. It teaches me the importance of reading and how to help them.

CHILD OUTCOMES

In comparison to children who were in the control group, children whose parents had received PALS:

Cognitive and Motor Skills

- ❖ **64%** achieved higher cognitive test scores.
- ❖ **72%** achieved higher motor skills scores.

Language Skills

- ❖ **64%** showed greater expressive language skills.
- ❖ **59%** showed larger receptive vocabularies.

Word Use

- ❖ **55%** used more words during interactions with their parents.
- ❖ **59%** initiated conversation with their parents more often.
- ❖ **66%** provided a verbal response in response to a parent request more often.

Joint Attention

❖ **61%** engaged in joint attention (i.e., children coordinate joint attention between their parent and objects in combination with using words) while talking to their parents

Cooperation

- ❖ **67%** showed greater cooperation in providing a response to parents' requests.

Positive Affect

- ❖ **61%** showed more positive affect during interaction with their parents.

Key Components that Support Intervention Effectiveness:

- ❖ Trusting coach-parent relationship
- ❖ Video playback reflection
- ❖ Emphasis on active parent involvement
- ❖ Parent social support

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PALS IMPLEMENTATION SITES

PALS 1 and 2 have been implemented as part of intervention research studies, grant-funded service programs, and private request at numerous sites across the United States.

Classroom Literacy Interventions and Outcomes (CLIO)

In the CLIO project, PALS (along with other Children's Learning Institute programs) is utilized as a responsive intervention for Even Start programs in a group-based format. The CLIO project includes 48 programs throughout the United States.

Early Head Start in Texas

Two executive directors of two large Head Start agencies in Texas sought out training on the PALS curriculum for their home-based Early Head Start (EHS) programs. Once staff was trained and certified, EHS teachers have worked with dozens of families implementing the infant and toddler/preschooler curricula in families' homes.

Harlem Children's Zone

Harlem Children's Zone is an innovative community-based organization, offering education, social service and community building programs. The PALS program is folded into their birth through three interventions, and is a group-based program interspersed with home visits.

Grand Rapids, Michigan

In the fall of 2011, four large low-income neighborhoods in Grand Rapids, MI will implement PALS 1 and 2 and other CLI early childhood interventions. The DeVos Foundation is funding these community interventions.

CURRENT RESEARCH

Infant Net: First-Time Parent Interactive Parenting Intervention

This research study adapted the PALS infant curriculum for web-based use in rural communities for families that cannot participate in a face-to-face format. The study is being carried out by the Oregon Research Institute and Juniper Gardens Children's Project at the University of Kansas.

Parents and Teachers Together (PATT)

PATT is a three-year project investigating whether a combination of interventions, one in the school and one in the home, has a greater effect on children's school readiness skills. Teachers in local Head Start programs participate in the Texas School Ready! program, while parents of students in their classrooms receive training in the Play and Learning Strategies (PALS) program. The study also investigates whether these positive changes in children's school readiness skills are sustained into kindergarten.

<http://www.childrenslearninginstitute.org/>

LITTLE TEXANS, BIG FUTURES WEBSITE



[Learn About Us](#)

[Download Guidelines](#)

[Choosing Care for Your Child](#)

[Age-Appropriate Learning Activities](#)

Learn about infant, toddler, and three-year-old development!

Below are Texas' Infant, Toddler, and Three-year-Old Early Learning Guidelines. They include important information about how to support your child's development. You can download a complete version, as well, below.

To get started learning about what your child should know and be able to do at different ages, select an age, to the left. Then select one of a different tab on areas of development. Each area of development will include 3-4 sections you can select from. You can also switch back and forth from learning about what your child might do at different ages, to what you can do to support their development. Don't forget to visit other sections of the website to view videos and download resources related to your child and his or her development!



Physical Development
Emotional Development
Language Development
Intellectual Development

What area of Physical Development do you want to learn about?

0-8 Months
9-18 Months
19-36 Months
36-48 Months

Select child behaviors or adult support.

What your child may be able to do:

0-8 Months | Physical Development | Health & Wellbeing | Child Behaviors

- Gaze at object, person, or toy
- Turn toward sounds and noises
- Cry when hungry and quiet down when picked up for breastfeeding or when they see caregiver with bottle
- Begin to calm during bath time
- Babble or coo with caregivers during diaper-changing time

[Download The Full Guidelines](#)



Transition Plan - Example

Step 1: Assess your partnership - Identify committee team members and their affiliation. Designate a leader.

<u>Committee Members</u>	<u>Affiliation</u>
(b)(6)	schools – principal
	schools - kindergarten teacher
	parent - volunteer coach
	preschool teacher
	Head Start – early childhood specialist

Designated Leader: (b)(6)

Step 2: Identify goals – Fill in goals for your transition team below.

1. Support children being ready for kindergarten
2. Help families know more about what they can do at home to help children be ready for school
3. Get community more involved with children
4. _____

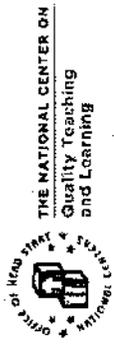
Step 3: Assess what's happening now - Complete matrix with current transition activities practiced in your community, deciding what type of connection it fosters and the focus of the activity. You may have some blank boxes.



Step 4: Identify data on current practices – Complete the last column of the matrix with evidence you have that practices are or are not working

Type of Connection	Sharing Information	Building Relational Supports	Fostering Alignment Between Settings	Evaluation (Step 4)
Child-School	Preschool teachers talk and read books about kindergarten	Through home visits, children meet their kindergarten teacher before school starts	Preschool children practice some kindergarten rules and routines toward the end of the preschool year	Children seem less anxious and more excited about going to kindergarten than they have been in previous years as reported by kindergarten teachers
Family-School	Family receives a general letter about kindergarten before school starts Preschool teachers provide families with information about the elementary expectations, procedures	Elementary school holds a parent orientation for incoming students before school starts, so parents can get to know their children's teachers	Parents are given a set of activities to do with children over the summer prior to their kindergarten year	Parents seem more well-informed about kindergarten than in previous years as reported by kindergarten teachers Participant rates at back-to-school nights increased

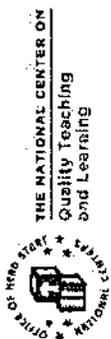
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Type of Connection	Sharing Information	Building Relational Supports	Fostering Alignment Between Settings	Evaluation (Step 4)
School-School	Preschool teacher discusses child's strengths and challenges with kindergarten teacher	Preschool directors meet to discuss common ways to support children Preschool and elementary personnel develop early learning standards together	Preschool directors meet to discuss common ways to support children Preschool and elementary personnel develop early learning standards together	Kindergarten teachers reported feeling more well-informed about where children are and what individual children's needs are when they entered school
School-Community	School makes kindergarten registration announcement in the local newspaper and via fliers posted at the community center			Kindergarten registration before the first day of school has increased



FOR MORE INFORMATION, CONTACT US AT: NCQTL@UW.EDU
OR 877-731-0764



Step 5: Plan and prioritize – Reevaluate your goals, create new ones if necessary, and plan steps to take. Brainstorm up to four activities that could either address areas in need or intensify areas already focused on. Consider the type of connection, type of activity, when in the year they would occur, who needs to be involved to make them happen, possible barriers and who is responsible for follow-up.

Revised / refined goals (if necessary):

1. Provide more summer experiences for children
2. Inform families about how to prepare during summer
3. Get community more involved during the summer months
4. _____

Goal addressed	Type of connection and type of activity	Transition Activity	When does activity occur?	Who needs to be involved?	Potential Barriers	Who is responsible for follow-up?
1, 2, & 3	Family-School (Information sharing) School-Community (Building relational supports) Child-School (Building relational supports)	Organize kindergarten camp to introduce incoming kindergarteners to teachers and routines that they will see in the new school year; have family sessions to inform them of things to do before the start of school	End of preschool, summer before kindergarten	Office staff for mailings and fundraising Community team, schools	Informing people and getting them to participate Finding funding	Hannah-sending info home to HS families Laura – contacting local media to get the word out Jeff – fundraising (finding local sponsors)
1	School-School (Fostering alignment between settings)	Coordinate between preschool and kindergarten curricula and routines; preschool teachers share information about individual	Ongoing	Preschool and elementary teachers		Sara – organizing teacher meetings



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OR 877-731-0764

Memorandum of Understanding

Between _____ and _____

This agreement is made and effective on _____
by and between _____ and _____.

Witness:

Now therefore, inconsideration of the mutual covenants contained herein, the parties do hereby agree as follows:

I. Purpose of Interagency Agreement

The purpose of this agreement is to establish the best possible cooperative method of providing high quality services to local preschool children and their families. This integrated preschool project will be known as the "Texas School Ready!" project. It is the intent of this agreement to:

- Define the services to be provided by each agency.
- Ensure that eligible children receive high quality, appropriate preschool services.
- Ensure that each agency assumes the responsibility to communicate with the other and shares leadership responsibilities and by doing so ensures that available resources are utilized in the most effective manner.
- Ensure that these cooperative arrangements between _____ and _____ are developed, implemented, and reviewed annually.

II. Description of Program

_____ and _____ will collaborate to provide students and their families a comprehensive and cohesive early childhood program. The intent of this collaborative project, called "Texas School Ready!", is to serve local four-year-old children who meet the eligibility requirements. Classroom teaching staff will be provided with mentoring that will enhance school readiness skills for children. In addition to helping children develop increased cognitive skills, participating staff will be supported to develop and maintain an effective classroom environment for promoting increased social skills.

III. Agency Responsibilities

A. Responsibilities of Lead Agency:

- Provide office space for TSR! Coordinator/Mentor(s) to include necessary office equipment (i.e., phone, internet access, copier, etc.) and space for staff training as needed.
- Ensure that all information is submitted as requested by the Children's Learning Institute including data submission required by the School Readiness Certification System (Fall 2010/Spring 2011). Ensure that instruction based on the prekindergarten guidelines is intentionally implemented each day.
- Ensure that the teachers are using a curriculum from the state-adopted list and documenting the use of curriculum on their lesson plans.
- Inform teachers of progress monitoring windows and ensuring that progress monitoring is completed by the deadlines. (Fall 2010/Spring 2011)
- Support e-CIRCLE professional development courses. (Fall 2010/Spring 2011)

B. Responsibilities of Partner Agency:

- Serve eligible preschool children (four-year-olds) according to federal, state and local regulations. Serving these children will include provision of state approved prekindergarten curriculum materials, developmentally appropriate materials and supplies, and other components normally occurring in the preschool classroom.
- Provide three hours of intentional daily cognitive instruction based on the Texas Prekindergarten Guidelines for all enrolled students. The _____ teacher will be a _____ ISD employee and will be funded by _____ ISD. The teacher will be supervised and evaluated by _____ ISD.
- Ensure that all information is submitted as requested by the Children's Learning Institute. Data submission required by the School Readiness Certification System (SRCS) will be waived for the 09-10 school year, but will be required for the 2010-2011 school year.
- Ensure completion of progress monitoring by the required deadlines for Fall 2010 – Spring 2011. Progress monitoring requirements will be waived for the 09-10 school year.
- Support teachers in attending required e-CIRCLE professional development classes during the Fall 2010-Spring 2011 school year. E-CIRCLE attendance requirements will be waived for the 09-10 school year.

C. Responsibilities of CLI:

In the Spring of 2010, these materials and services will be provided:

- Provide technical assistance and support through TSR! grant funded personnel.
- Provide site visits as needed by CLI staff for the purpose of training and technical assistance to support TSR! grant compliance.
- Provide a School Readiness Kit for use in each TSR! funded classroom.
- Provide a Classroom Start up Kit for use in each TSR! funded classroom.
- Provide a Prekindergarten curriculum from the State Approved list for each non-
ISD classroom.
- Provide 2 – 4 hours of mentoring per month through an established TSR!
Coordinator/Mentor.

In the Fall of 2010, these additional materials and services will be provided:

- E-CIRCLE license/professional development classes
- Progress Monitoring license/training/tool
- Minimum 4 hours of mentoring per month
- 2 Day CIRCLE training and CIRCLE manual
- Eligibility for Incentive Pay for TSR! funded teachers who meet requirements.
- Substitute reimbursement of up to 3 days for professional development training for TSR! funded teachers upon submission of required documentation to CLI.

IV. Miscellaneous Provisions:

- This agreement shall not serve to create a principal agent relationship, partnership or joint venture. Each party shall retain control over its own employees and agents.
- Nothing herein shall be deemed to constitute a waiver of any immunity or affirmative defense, which may be asserted by _____ on _____ as to any claim of any third party, however, the parties do waive immunity to any claim of the other party seeking enforcement of this agreement pursuant to law.

- Nothing herein shall be construed in any manner, to create a cause for action for the benefits of any person not a party to this agreement, or to create any rights for the benefit of any person not a party to this agreement not otherwise existing in law.
- All notices required or permitted under this agreement may be given to a party personally or by mail, addressed to such party at the address stated below or to such other address as one party may from time to time notify the other in writing. Any notice so given shall be deemed received when deposited in the United States mail so addressed with postage prepaid.
- This agreement will be for a term of approximately two and one half years with annual review by both parties.
- Any supplement, modification or waiver of any provision of this agreement must be in writing and signed by authorized representatives of both parties.
- The waiver by either party of any breach of this agreement by the other party in a particular instance will not operate as a waiver of subsequent breaches of the same or different kind. The failure of either party to exercise any rights under this agreement in a particular instance will not operate as a waiver of the party's right to exercise the same or different rights in subsequent instances.
- This agreement will be construed in accordance with and governed by the laws of the State of Texas. Venue of any legal action or proceeding will be in _____, Texas or the United States District Court.
- Any legal action brought by one party against the other with respect to this agreement must begin within the statutory time period after the course of such legal action arises.

In Witness Where Of, the _____ acting by its Director, as duly authorized, and _____ acting by its authorized representative, have set their signatures as shown below.

Date

Date

Date

STATE OF TEXAS
COUNTY OF _____

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared _____, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that the same was the act of _____ and that they executed the same as the act of the said _____ for the purposes and consideration therein expressed and in the capacity herein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this _____ day of _____, 2010.

Notary Public in and for the State of Texas

STATE OF TEXAS
COUNTY OF _____

BEFORE ME, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared _____, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that the same was the act of _____ and that they executed the same as the act of the said _____ for the purposes and consideration therein expressed and in the capacity herein stated.

GIVEN UNDER MY HAND AND SEAL OF OFFICE, this _____ day of _____, 2010.

Notary Public in and for the State of Texas

Texas School Ready! Project - Remote Teacher Letter of Commitment, 2014-2015

Teacher Name: _____ Center/School: _____

Community/Lead Agency: _____ Date: _____

I am committed to support children's school readiness and the TSR Project by *(place a check next to each item to indicate review and understanding)*:

1. ___ Making every effort to remain in the TSR classroom for the duration of the project.
2. ___ Creating a positive climate that supports children's social and emotional development.
3. ___ Setting up the classroom to reflect the requirements of the Classroom Environment Checklist (CEC).
4. ___ Providing a minimum of 3 hours of daily cognitive instruction.
5. ___ Creating and implementing weekly lesson plans that incorporate TSR-supplied materials, such as curriculum, classroom startup kit, school readiness kit, Pre-K guidelines and child progress monitoring results.
6. ___ Attending all required trainings and meetings.
7. ___ Viewing assigned professional development training sessions (eCIRCLE) and completing required assignments and assessments.
8. ___ Signing and submitting TSR required teacher video consent form by required deadline.
9. ___ Collecting and submitting TSR required video consent forms from parents by required deadlines.
10. ___ Using the TSR issued camera to videotape assigned lessons.
11. ___ Uploading and downloading videos according to required timeline.
12. ___ Viewing feedback videos from assigned coach according to required timeline.
13. ___ Participating in calls with assigned coach to discuss videos and set goals.
14. ___ Maintaining ongoing communication with assigned coach.
15. ___ Working to implement the goals set collaboratively with assigned coach based on the Classroom Observation Tool (COT)
16. ___ Completing all required child progress monitoring by established deadlines.
17. ___ Providing accurate and up to date classroom enrollment information to TSR Staff.
18. ___ Providing daily small group instruction based on progress monitoring web reports, work samples and observations.
19. ___ Participating in project evaluation activities (questionnaires, surveys, etc.).
20. ___ Engaging parents in planned activities to promote children's school readiness.
21. ___ Allowing CLI project management team classroom access throughout the duration of the project.
22. ___ Checking my email at least 2 times per week to stay up-to-date with TSR news and deadlines.

As a teacher participating in TSR, I understand:

23. ___ The CIRCLE Manual is my personal property. All other materials are the property of CLI.
24. ___ Incentive pay at the end of the year and continuation in the TSR project next year is dependent upon implementation of project requirements and will be issued based on my current target status and/or previous participation in TSR.

Signature of Teacher

Date

Signature of Project Staff

Date

Texas School Ready! Project Coach Letter of Commitment, 2014-2015

I, _____, as the TSR Project Coach for _____

community project, am committed to:

1. ___ Attending all training/conference calls required by the Children's Learning Institute (CLI).
2. ___ Working with CLI to support the management of project expenditures (e.g., timely submission of receipts, detailed record keeping of expenditures, following UT policy on project expenditures, etc.).
3. ___ Facilitating communication between CLI and community partnerships and sites.
4. ___ Facilitating communication and cooperation among ISDs, Head Starts, child care operators, faith-based providers, and charter schools.
5. ___ Setting up Community files (electronic and hardcopy) and maintaining accurate and up to date information on all assigned sites within the community.
6. ___ Overseeing and facilitating effective school readiness professional development experiences for teachers including C-PALLS + training, 2 Day CIRCLE Early Language & Literacy training, and eCIRCLE sessions.
7. ___ Supporting in the collection and input of data into TOMS.
8. ___ Visiting each assigned classroom as required by each teacher's target status.
9. ___ Conducting a reflective follow-up conference with teachers following each classroom visit.
10. ___ Using the Classroom Observation Tool to set collaborative goals with teachers after each classroom visit.
11. ___ Using the Texas School Ready! Technical Assistance Mentoring Guide to facilitate teacher growth.
12. ___ Videotaping for the purpose of coaching, both while in the classroom and for video upload as required by the project.
13. ___ Working to ensure that university-required consent forms are collected in a timely manner and are fully and correctly completed before submitting to CLI.
14. ___ Providing coaching support to teachers in implementing a minimum of 3 hours of cognitive instruction per day using state adopted curriculum and CIRCLE framework (with specific references on the lesson plan and daily schedule).
15. ___ Assisting teachers in planning instruction based on progress monitoring results, work samples and observations.
16. ___ Distributing materials and assisting teachers with implementation and inventory.
17. ___ Facilitating the participation of partners, teachers, classes, classrooms, and schools in project evaluation activities (questionnaires, surveys, etc.).
18. ___ Facilitating classroom observations by CLI representatives.
19. ___ Collaborating with the Project Coordinator to effectively implement the project and provide accurate and up to date records as required for project implementation including monthly reports, calendars, revised calendars, eCIRCLE schedules.
20. ___ Participating in all other duties as assigned by the Texas School Ready! Project Manager and Director.

Signature of TSR Project Coach

Date

Signature of TSR Project Manager

Date

I, _____, as the Administrator at _____,
I am committed to support the TSR Project by (place a check next to each item to indicate review and understanding):

1. _____ Attending TSR Administrator meetings.
2. _____ Making every consideration to keep the teacher in the targeted classroom for the duration of the project.
3. _____ Replacing the teacher in a timely manner (if she/he leaves) and communicating with the assigned Coordinator/Coach about any teacher change.
4. _____ Supporting teachers in implementing the TSR Project by requiring completion of all assignments within established timelines and encouraging changes in instruction based on the Coach's recommendations.
5. _____ Supporting teachers in setting up their classrooms to reflect the requirements of the Classroom Environment Checklist (CEC).
6. _____ Ensuring that a minimum of 3 hours of cognitive instruction occurs daily that reflect the Texas Pre-K Guidelines and use the state-adopted/CLI-approved curriculum, all provided materials and the CIRCLE framework.
7. _____ Supporting teachers in providing daily small group instruction based on progress monitoring assessment web reports.
8. _____ Supporting teachers in the use of TSR materials (Start Up Kit, School Readiness Kit, etc.)
9. _____ Supporting teachers in completing progress monitoring assessments by established deadlines.
10. _____ Allowing regular visits by the TSR staff and classroom observations by CLI representatives.
11. _____ Allowing teachers to be released from their classroom for 1-2 hours per month to speak with their assigned remote coach over the phone or through a video conference.
12. _____ Supporting teachers in implementing the coach's recommendations and feedback.
13. _____ Allowing teachers to be released from the classroom for approximately 2 hour per month to complete professional development sessions and required assignments.
14. _____ Collaborating and keeping in contact with the TSR coach as needed.
15. _____ Being responsible for overseeing TSR materials and ensuring their care and replacement, as necessary.
16. _____ Agreeing that if a teacher leaves the targeted classroom before the end of the second year and is not replaced, all TSR materials will be returned to the TSR Project.
17. _____ Understanding that if a teacher remains in the targeted classroom for the required 2 year period, all TSR materials (except progress monitoring tools) become the property of the school and will be absorbed into the school's inventory.
18. _____ Supporting videotaping for the purpose of teacher reflection/training.
19. _____ Working to ensure that university-required consent forms are collected in a timely manner and are fully and correctly completed before submitting to CLI.
20. _____ Providing accurate and up-to-date classroom enrollment information to TSR staff.
21. _____ Participating in TSR program evaluation activities (questionnaires, surveys, etc.)
22. _____ Understanding that eligibility for teacher incentive pay at the end of the year and continuation in the TSR Project next year is dependent upon the implementation of project requirements and is based on current target status and/or previous participation in TSR.

Administrator's Signature

Date

Signature of TSR Project Staff

Date



TEXAS Kindergarten Entry Assessment

The Texas Kindergarten Assessment System (TX-KEA) is a collaborative effort between the US Department of Education, the Texas Education Agency, and the Children’s Learning Institute at UTHealth to develop and validate a Kindergarten Entry Assessment for Texas children. It will encompass multiple aspects of child development and will better inform kindergarten teachers about the children in their classes and help them to design more appropriate learning opportunities. The overall goal of this project is to develop a comprehensive screening assessment which can be reliably administered by kindergarten teachers and is a valid predictor of academic success. The assessment will be available for free to all public schools throughout the state beginning in Fall 2017. TX-KEA will enhance the quality and variety of screening instruments and systems available to the state’s school districts, which serve more than 5 million students—including up to 400,000 incoming kindergarten students each year.

TX-KEA Learning Domains

TX-KEA will be a comprehensive assessment, available in both English and Spanish, that will be administered at the beginning of the kindergarten year.

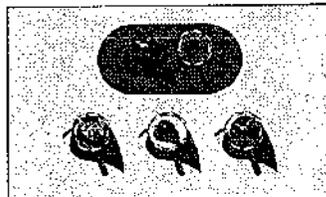
TX-KEA will evaluate many learning domains critical for academic success:

- Vocabulary
- Listening comprehension
- Letter knowledge
- Phonological awareness
- Early writing
- Mathematics
- Science and engineering
- Initiative
- Gross and fine motor
- Physical health status
- Social competence
- Self-regulation
- Emotion understanding

TX-KEA Research Study

Currently, researchers at the Children’s Learning Institute are completing the research study to develop TX-KEA and validate the assessment with approximately 2,275 Texas students between 2013-2017. The development of TX-KEA also includes reporting features for school districts, schools, teachers, and parents. TX-KEA will be hosted within the CLI Engage online learning platform beginning in Fall 2017.

Below are two examples of science items from TX-KEA. For these items, children will choose the animal that would be found in the habitat (left) and what the insect would look like under a magnifying glass (right).



TX-KEA is...

- a comprehensive school readiness screening assessment to be given to children at the beginning of kindergarten by teachers
- being developed to be useful for all children, including English language learners and children with special needs or accommodation
- designed to inform instruction
- a system that will provide web-based information and reports to help teachers make effective use of the information from the assessment in the classroom
- a system that will link data to the Texas Education Agency’s Texas Student Data System (TSDS)
- being developed for use on a variety of platforms and devices, including laptops and tablets
- a time-efficient assessment that will allow teachers to get an accurate picture of each child’s abilities across broad domains in about 45 minutes
- a system that will provide reports to parents, teachers, and school district personnel
- being developed with an effective web-based training for teachers

TX-KEA is not...

- an intelligence test
- a high stakes test
- an assessment to evaluate the performance of kindergarten or pre-k teachers
- a system to determine certification of early childhood programs that are preparing children for kindergarten
- a system to replace teacher progress monitoring across the school year

State Fiscal Year	1. State Funding	2. Local Funding	3. Philanthropic/Private Funding (if applicable)	4. Number of Four-Year Old Children	5. Number of Four-Year Olds at or below 200% FPL	6. Four-Year Olds Served in the State Preschool Program		7. Four-Year Olds at or below 200% FPL Served in the State Preschool Program	
						#	%	#	%
						2014	(b)(4)		
2013									
2012									
2011									

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development Grants--Expansion (Second Sheet)

General Instructions

- This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority I and Selection Criteria (D) (4).
- To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit them.
- You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.
- Finally, this table should serve as a planning tool; therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your application.

Part I. Absolute Priority 1

1. For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone.

Part II. Competitive Priority 1

1. For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slots) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure *need not* be 5% of the total Matching Funds, as that limit applies only to Federal funds.
2. For line 2E (State Matching Funds), fill out the *increased* State funds spent on preschool during State Fiscal Year 2014 only.
3. The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference.

Part III. Selection Criteria (D) (4)

1. In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on estimates).
2. Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 2H in the green total section in Part II).
3. Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served...) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II).

Instructions for Table B (Third Sheet)

Note: For each of the columns, fill out the required information for years 2010-2013.

1. For columns 1-3, fill out past funding sources for State Preschool Programs.
2. For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively.
3. For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth Sheet)

1. For FY 2014 Investment, fill out the *increased* State funds provided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this column.
2. For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other sources.
3. The totals for each year will self-populate, you cannot edit the cells in the Overall Match line.
4. Finally, the last line serves to check that the numbers in this table are the same as those entered into the Table A. If they are the same, the cell below the total will read "Correct", if there is a problem, it will read "Please verify numbers". Before moving on, please make sure all of the cells are correct.

Instructions for Table (D)(4) (Fifth Sheet)

1. In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvement.
2. For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.
3. Leave any unneeded rows blank.
4. Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as appropriate.

Table A

Expansion Grants										
Instructions: For each year, please fill out the expected Federal Preschool Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.										
PART I. Absolute Priority 1										
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grant Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$1,500,000	5%	\$1,500,000	5%	\$1,500,000	5%	\$1,500,000	5%	\$6,000,000	5%
1B: High-Quality Preschool Programs	\$27,000,000	95%	\$27,000,000	95%	\$27,000,000	95%	\$27,000,000	95%	\$108,000,000	95%
1C: New Preschool Slots	\$13,000,000	46%	\$13,000,000	46%	\$13,000,000	46%	\$13,000,000	46%	\$52,000,000	46%
1D: Improved Preschool Slots	\$14,000,000	49%	\$14,000,000	49%	\$14,000,000	49%	\$14,000,000	49%	\$56,000,000	49%
Total Federal Funds	\$28,500,000	100%	\$28,500,000	100%	\$28,500,000	100%	\$28,500,000	100%	\$114,000,000	100%
PART II. Competitive Priority 1										
Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State funding in Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified.										
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs	(b)(4)									
2C: New Preschool Slots	(b)(4)									
2D: Improved Preschool Slots	(b)(4)									
Total Year 1-4 Matching Funds	(b)(4)									
Type of State Match	Increased State Funding in Fiscal Year 2014									
2E: State Matching Funds (if applicable)	\$15,000,000									
2F: Total Funds for State-Level Infrastructure										
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D)(4)										
3A: Total Eligible Children										
3B: Eligible Children Served in New Preschool Slots										
3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
3F: Eligible Children Served in Improved Preschool Slots										
3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
3J: Total % Eligible Children Served With New and Improved Slots										
3K: Total Children Served										

Competitive Priority 1 Table

Types of Match	<i>Increased</i> State Funding in Fiscal Year 2014	Year 1	Year 2	Year 3	Year 4	TOTAL
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Table A						

OVERALL STATEWIDE BUDGET

**Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (G))**

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$ 97,883	\$ 97,883	\$ 97,883	\$ 97,883	
2. Fringe Benefits	\$ 20,929	\$ 20,929	\$ 20,929	\$ 20,929	
3. Travel	\$ 4,045	\$ 4,045	\$ 4,045	\$ 4,045	
4. Equipment	\$ -	\$ -	\$ -	\$ -	
5. Supplies	\$ 306	\$ 306	\$ 306	\$ 306	
6. Contractual	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	
8. Other	\$ 793	\$ 793	\$ 793	\$ 793	
9. Total Direct Costs (add lines 1-8)	\$ 1,623,956	\$ 1,623,956	\$ 1,623,956	\$ 1,623,956	\$ 6,495,824
10. Indirect Costs*	\$ 15,247	\$ 15,247	\$ 15,247	\$ 15,247	
11. Funds to be distributed to Subgrantees	\$ 27,000,000	\$ 27,000,000	\$ 27,000,000	\$ 27,000,000	\$ 28,500,000
12. Funds set aside for participation in grantee technical assistance	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	
13. Total Grant Funds Requested (add lines 9-12)	\$ 28,664,203	\$ 28,664,203	\$ 28,664,203	\$ 28,664,203	\$ 34,995,824
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)	(b)(4)				

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Example Table A - Preschool Development Grants- Expansion Grants

Expansion Grants

PART I. Absolute Priority 1 Instructions: For each year, please fill out the expected Federal Preschool Development Grants Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.

Allocation of Federal Preschool Development Grants Funds	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
	\$	% Funds								
1A: State-Level Infrastructure	\$1,050,000	7%	\$900,000	6%	\$600,000	4%	\$450,000	3%	\$3,000,000	5%
1B: High-Quality Preschool Programs	\$13,950,000	93%	\$14,100,000	94%	\$14,400,000	96%	\$14,550,000	97%	\$57,000,000	95%
1C: New Preschool Slots	\$12,555,000	84%	\$11,985,000	80%	\$11,520,000	77%	\$10,912,500	73%	\$46,972,500	78%
1D: Improved Preschool Slots	\$1,395,000	9%	\$2,115,000	14%	\$2,880,000	19%	\$3,637,500	24%	\$10,027,500	17%
Total Federal Funds	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$15,000,000	100%	\$60,000,000	100%

PART II. Competitive Priority 1 Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State matching in Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified.

Allocation of Matching Funds	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs										
2C: New Preschool Slots										
2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Total Year 1-4 Matching Funds										
Type of State Match	<i>Increased State Funding in Fiscal Year 2014</i>									
2E: State Matching Funds (if applicable)	\$2,000,000									
2F: Total Funds for State-Level Infrastructure										
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										

PART III. Selection Criterion (D)(4)

3A: Total Eligible Children
3B: Eligible Children Served in New Preschool Slots
3C: PPE/Slot
3D: Estimated Cost (Rounded)
3E: % Eligible Children Served in New Preschool Slots
3F: Eligible Children Served in Improved Preschool Slots
3G: PPE/Slot
3H: Estimated Cost (Rounded)
3I: % Eligible Children Served in Improved Preschool Slots
3J: Total % Eligible Children Served With New and Improved Slots
3K: Total Children Served