

High-Quality Prekindergarten (HQPK) Components – Checklist

This checklist is designed to be used as a guide to assist child care programs in developing systems to meet all HQPK components for TEFA.

Component	Requirement	Met	In Progress	Not Met
Curriculum 	The curriculum used in the prekindergarten program serving eligible four-year-old students aligns with the Texas Prekindergarten Guidelines (TPG) (see the current adopted instructional materials list for materials that have been reviewed for alignment with the TPG).			
	The school system maintains the appropriate records to document compliance with this high-quality component.			
Student Progress Monitoring 	All four-year-old eligible students are assessed at beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) using a progress monitoring tool on the Commissioner’s List of Approved Prekindergarten Progress Monitoring Instruments. The list can be found on TEA’s Data Tool Selection Guidance webpage .			
	Eligible four-year-old students are assessed at BOY, MOY, and EOY in all five developmental domains: Emergent Literacy – Reading, Emergent Literacy – Writing, Emergent Literacy – Language & Communication, Health & Wellness, and Mathematics.			
	The program maintains the appropriate records to document compliance with this high-quality component.			

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Teacher Requirement 	The lead teacher of the prekindergarten classroom is certified or qualified to instruct in a community-based prekindergarten program. 1. Certified pre-k teacher: The lead teacher of the pre-k classroom has Bachelor’s degree and valid Texas Teaching Certification for Early Childhood or Pre-K and one of the following: • AA or BA Degree in Early Childhood or related field, • CDA or another TEA-approved early childhood credential, • Certification from Association Montessori Internationale or Montessori Accreditation Council for Teacher Education, • 8+ years of experience in a TRS or nationally-accredited program, OR • An equivalent qualification. 2. Qualified pre-k teacher: The lead teacher is supervised by a Certified Pre-K Teacher and has one of the following: • AA or BA Degree in Early Childhood Education (ECE), Special Education-ECE or a non-ECE degree with 15 units of ECE-specific coursework, • 8+ years of experience in a TRS or nationally-accredited program, OR • 2+ years of experience teaching in a TRS or nationally accredited program <u>and one of the following:</u> a) CDA or another TEA-approved early childhood credential b) Certification from Association Montessori Internationale or Montessori Accreditation Council for Teacher Education c) AA or BA Degree in Early Childhood or related field, OR d) An equivalent qualification			
	The program maintains the appropriate records to document compliance with this high-quality component.			
	If the program contracts with an outside certified pre-k teacher to supervise a qualified teacher, the program maintains documentation of the contracted teacher’s background check and signed Memorandum of Understanding (MOU).			

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Teacher to Student Ratio 	The program attempts to maintain an average teacher to student ratio of 1:11 in their prekindergarten classroom(s) serving eligible four-year-olds.			
	The program maintains the appropriate records to document compliance with this high-quality component.			
Family Engagement 	The school system has developed a written Family Engagement Plan that is used to achieve and maintain high levels of family involvement and includes a primary point of contact and contact information.			
	The written Family Engagement Plan contains activities, events and/or school practices that are linked to each of the six required components.			
	The Family Engagement Plan is reviewed at child care programs annually for its effectiveness in achieving positive child and family outcomes, making updates as appropriate.			
	The Family Engagement Plan is posted to the child care program's website by Nov. 1st of each year			

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Program Evaluation 	The child care program selects and implements a method of evaluating its prekindergarten program annually.			
	Data from a student progress monitoring instrument from the commissioner's list of approved pre-k instruments is reviewed as part of the program evaluation.			
	The child care program has created a data driven program improvement plan based on the program evaluation to ensure all HQPK indicators are met.			
	Results of the program evaluation are reported to parents annually.			
	The child care program maintains the appropriate records to document compliance with this high-quality component.			