



**KENTUCKY PRESCHOOL
 PROGRAM REVIEW REPORT 2011-2012
 Livingston County
 March 20, 2012**

Met 20 out of 23 possible indicators

Met	Program Structure
✓	1. Eligibility
✓	2. Special Education
✓	3. Program Operation
✓	4. Staffing/Teaching Credentials
N/A	5. Contracting (N/A)
✓	6. Attendance
✓	7. Professional Development
✓	8. Head Start Collaboration

Met	Environment
	9. Ratio and Staffing
✓	10. Developmentally Appropriate Practices
✓	11. Routines
✓	12. Equipment and Materials
	13. Space
✓	14. Funding
	15. Individual Needs of Children

Met	Curriculum and Assessment
✓	16. Assessment of Children
✓	17. Annual Evaluation of Preschool Program
✓	18. Student Information
✓	19. Screening

Met	Health, Safety and Nutrition
✓	20. Meals
✓	21. Safety Policies
✓	22. Transportation
✓	23. Recruitment

Met	Families and Communities
✓	24. Parent/Family Involvement
N/A	25. Wrap Around Services (N/A)

Based on review by KDE Site Visit Team

Livingston County Program Review Site Visit Report

Purpose

Review of the State-Funded Preschool Program is required by preschool regulation (704 KAR 3:410 Section 9). The purpose of the review is to promote continuous improvement of the preschool program. According to the National Institute of Early Education Research (NIEER), there is a strong correlation between high quality preschool programs and regular on-site review to demonstrate ongoing adherence to state program standards. This report divides the on-site visit into five sections: (1) program structure; (2) environment; (3) curriculum and assessment; (4) health, safety and nutrition; and (5) families and communities. At the end of each section, there are commendations, findings and recommendations for the district. Commendations are items that exceed the regulations and expectations for the program. Findings are items that do not meet regulatory standards and recommendations are improvement suggestions that may be low scoring items on the ECERS-R (Early Childhood Environment Rating Scale-Revised) or general recommendations for program improvement reflecting best practice.

Upon receipt of this report, the district may submit questions and edits to [Katie Williams \(Katie.Williams@education.ky.gov\)](mailto:Katie.Williams@education.ky.gov) by August 17, 2012.

Discussion

The P2R site visit team visited Livingston County on March 20, 2012. The team consisted of 3 representatives: a consultant from the Simpson County Regional Training Center (RTC), one district representative and one preschool consultant from KDE. The site visit included review of documentation, observations in two (2) schools, interviews with teachers, parents, principals, family service worker, and the preschool coordinator. A post site visit follow up email was sent on Monday, March 26, shared the highlights of this report. After examining the documentation and compiling the results of the site visits and interviews, the team reached a consensus with regard to this report.

Program Structure

Program Structure – Summary

1. Eligibility:

Livingston County ensures that preschool services are made aware publicly through child find processes, public notices, flyers posted at local agencies, including Health Department, grocery stores, doctor's offices, etc. Livingston County notes on their flyer that the district will help in finding any documents that a family may not have at the time of registration. Livingston County has a fully blended program with Audubon Area Head Start, per staff interviews with teachers and the preschool coordinator

Documentation:

Flow chart of eligibility process; District-wide flyer; Public Notice; Audubon Area Application, with income verification section; Board Policy and sliding scale regarding tuition based slots; First Steps handout for parents; Student IC registration form; Child Find/eligibility process; RTI home interventions; Screening appointment letter; December 1 Count of eligibility

2. Special Education:

Classroom observations indicate that children with disabilities are integrated in classroom activities and routines. Per interviews with district staff, the majority of services are provided to students in the regular education classroom, where service providers and teachers work collaboratively to ensure IEP goals are met for each child.

The district has met all requirements to ensure transitions from First Steps are in place by the child's third birthday. Transitions to kindergarten for students who are receiving special education services include annual meetings to plan IEP goals, as well as transition days for the students.

The district's plan for KSI this current year included a plan for children not enrolled in the preschool program and outlined who would be responsible for the intervention. The interventions for Tier II and Tier III did not offer as many details as for Tier I. Example RTI forms were provided for the following developmental areas: Social; Cognitive; Motor; Communication. Communication RTI plan was supported by the Speech Language Pathologist. The most common interventions listed are prompting/cuing; indirect/director vocabulary; questioning; pre-teaching; modeling; guided response. Interviews with the Speech Language Pathologist clarified that the 'articulation worksheets' are used as prompts for young children to vocalize words. Suggestion was made for the communication KSI plan to replace the word "work sheet" with "protocol" following clarification from SLP. The KSI plan did not allow for differentiation of

<p>interventions based upon student needs.</p> <p>The interventions were typically specially designed instruction techniques such as modeling, pre-teaching, questioning, or prompting/cueing. Specific resources or developmentally appropriate intervention activities were not included in the plan as a resource to teachers and/or parents in providing appropriate experiences. Most intervention data collection tools were the same and did not differentiate interventions for the specific developmental area. KSI procedures for students enrolled in the program were vague.</p> <p>Documentation: KCMP Indicator 12 – 100% compliant; First Steps handout of process for parents of children transitioning; Child Count from Infinite Campus; Preschool RTI Plan</p>
<p>3. Program Operation: The preschool program operates Monday – Thursday, two three hour sessions each day. Staff are provided adequate break times. Fridays are used for teacher planning, meetings, professional development, and home visits.</p> <p>Documentation: Written Schedule; parent handbook; written break schedules; double session transitions; AM and PM planning and preparation times; school calendar with SD/holidays and breaks provided.</p>
<p>4. Staffing/Teacher Credentials: There are currently three teachers who have IECE certification. All instructional assistants hold a high school diploma. Teachers and assistants work together to plan the curriculum.</p> <p>Documentation: Program Approval; ECERS-R/CLASS Observations; lesson plans; classroom and staffing schedules; Teacher’s credentials from EPSB; lesson plans; daily schedules</p>
<p>5. Contracting – N/A</p>
<p>6. Attendance: Attendance is recorded regularly. Interviews indicate that when a student misses more than two days, the teacher contacts the parent. If a student misses more than one week, the Head Start family advocate contacts the family and may make a home visit. Phone logs are kept by staff.</p> <p>Documentation: Attendance plan; parent communication logs; Infinite Campus</p>
<p>7. Professional Development:</p>

All teachers receive at least the required amount of professional development hours. Since this is a blended program with Head Start, staff receives in-service from both the district and Head Start. Professional development activities included Teaching Strategies GOLD, Child Abuse and Neglect; Early Learning Leadership Networks; and Preschool Environment and Assessment. The staff indicates that PD opportunities include RTC trainings, Audubon Area Head Start trainings, and state wide conferences. Staff also indicate that teachers and teaching assistants may attend the same trainings to better serve children in the classroom, but may also attend trainings independently as well.

Documentation:

PD plans; training records; training logs for teaching assistants.

8. Head Start Collaboration:

The district works very closely with Head Start to ensure all students receive the same benefits, regardless of what program they are enrolled in. Parent interviews indicate that there is no distinction made, whether children are served by Head Start or state funded preschool.

There is collaboration to ensure that student documentation is kept in an orderly and similar way for each child enrolled in this blended program. All students are included in the activities offered in the Elementary School.

Documentation:

Example student/teacher ratio 17/2; copies of emails with Head Start; full utilization agreement for 2010/2011; full utilization of Head Start Certificate.

Program Structure – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 2(a), Eligibility (#1).** Livingston County works extremely hard to ensure that all eligible students are served. The school personnel ensure that the transition for all children from First Steps is completed in a timely manner and that parents are welcomed warmly into the district.
- **704 KAR 3:410, Head Start Collaboration (#8).** Livingston County has a very open and collaborative relationship with Audubon Area Head Start, allowing for all children served under Head Start and State Funded Preschool Programs to receive the highest quality services.

Findings:

- None

Recommendations:

- **707 KAR 1:300, Special Education (#2).** Upon reviewing the RTI Plan for Preschool, it is recommended that the word 'worksheet' be taken out of the Plan. After interviewing staff, including the Speech Language Pathologist, it was made clear that the documents used are considered protocols or prompts for students and are not considered 'worksheets'.
- **707 KAR 1:300, Special Education (#2).** District seeks support from RTC Staff and neighboring districts regarding alternate ways to implement KSI.

Environment

Environment – Summary

9. Ratio and Staffing:

Classroom observations, district policy, and interviews indicate that the district adheres to keeping a maximum ratio of 17 students for every two adults. In some cases, the ratios were lower during the observation times. During on-site observation, both classes at South Elementary were on the playground at the same time. When a child needed to be taken to the restroom, ratios for that classroom were greater than 1 staff per 10 children.

Documentation:

Observations; district policy; classroom rosters

10. Developmentally Appropriate Practices:

Classroom observations, classroom schedules, and staff interviews indicate children receive developmentally appropriate services. Teaching staff engages in and facilitates learning in a variety of settings, including small group, large group, and individual. Inclusion of all students in classroom activities is a consistent and regular practice.

Documentation:

ECERS-R reports; CLASS observation reports, lesson plans, teacher interviews, classroom observations, student folders in classrooms.

11. Routines:

Classroom scheduled provided a balance of large group, small group, and individual play, as well as allowed for both staff and child initiated activities. Classroom schedules were followed and allowed for smooth transitions for all children. Teachers, through interviews, expressed the importance of having a structured schedule, yet being flexible to meet the needs and learning goals of the children throughout the day.

Documentation:

ECERS-R reports; lesson plans; daily schedules for each classroom;

12. Equipment and Materials:

Classrooms appeared to have a variety of materials to support a variety of developmental abilities and interests. Materials appeared to be safe and in good repair.. Teachers indicated through interviews that materials were rotated and provided based upon the interests of the children. It was observed at one elementary school that the tables in the cafeteria were not child-sized.

Documentation:

<p>ECERS-R reports; on-site observations; playground grant application from Audubon Area Head Start.</p>
<p>13. Space: All classrooms were not crowded. Children were observed to maneuver around the classrooms easily and without restraint. All classrooms' set-up allowed for one entry and exit out of most learning centers, providing clear paths for the children to maneuver. Classrooms appeared to have sufficient storage for classroom materials, student personal materials, and teacher storage. Each classroom has an attached bathroom, Each classroom contains a sink that is child-sized. Outdoor space is the appropriate size for one classroom of twenty children to utilize at one time. It was observed at South Livingston Elementary that both preschool classrooms used the playground area at the same time, therefore not having adequate space (75 sq. ft. per child).</p> <p>Documentation: On-site classroom observation; Audubon Area Playground grant application; ECERS-R report; daily schedule for each classroom</p>
<p>14. Funding: The district submits MUNIS reports regularly. A review of the financial reports and interviews with the preschool coordinator show all expenditures are related to the preschool program and submitted in a timely manner.</p> <p>Documentation: MUNIS reports; interview with preschool coordinator</p>
<p>15. Individual Needs of Children: Classroom interactions were positive and supportive for all children. Each classroom provided picture cues for classroom rules so that children were able to visualize and understand these expectations. Staff supports the culture of the local community, as well as child individual needs throughout the classroom and learning experiences. Ditto worksheets were found in the district program file. This worksheet was a progress monitoring type document where children were asked questions. One requested that the child write alphabet letters, and numbers.</p> <p>Documentation: On-site observations, teacher and preschool coordinator interviews; ECERS-R reports; lesson plan examples</p>

Environment – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 6, Equipment and Materials (#12).** Classroom materials and equipment were in good condition. Classrooms allowed for students to maneuver through the space freely.
- **704 KAR 3:410 Section 6, Routines (#11).** All children were engaged in activities and supported throughout the classroom observations. Teaching staff provided support to meet children's needs.

Findings:

- **704 KAR 3:410, Section 6(4), Ratio and Staffing (#9).** Staff to child ratio exceeded 1 to 10 when a staff person took a child into the classroom during outdoor time to blow her nose. While, there were three staff outdoors with less than 30 children, the staff to child ratio is reflective of the respective preschool classrooms. The outdoor space is considered a shared space, which classroom staff have primary responsibility for those enrolled in their classroom.
- **704 KAR 3:410 Section 6, Space (#13).** South Livingston Elementary - Outdoor space did not meet the requirement of 75 square feet per child when utilized by both preschool classrooms at the same time
- **704 KAR 3:410 Section 6, Individual Needs of Students (#15).** A ditto type sheet was provided as documentation during the district review. This sheet was a type of formative data collection, which in one section, children were asked to write the letters of the alphabet, as well as numbers. Teachers could collect samples throughout the classroom from real-life activities to produce samples of the letters which children can print.

Recommendations:

- **704 KAR 3:410 Section 6, Developmentally Appropriate Practices (#10).** Children's art work was displayed throughout the classrooms. Some of the artwork was dated as early as August 2011. Displayed work was not closely related to the current themes that children experiencing through activities. It is recommended that the majority of the classroom display relate closely to the current activities and events.
- **704 KAR 3:410 Section 6, Equipment and Materials (#12).** It is recommended that child sized tables and chairs be purchased for use in the cafeterias for meal times to allow for students to be comfortable, safe, and focused. The district may consider using federal food dollars to purchase these items.
- **704 KAR 3:410 Section 6, Equipment and Materials (#12).** It was not observed that both sand and water play were available in each classroom both indoors and outdoors. The materials and equipment are available for this type of play to take place. Teachers are recommended to provide opportunities for children to experiences both sand/sand substitute and water play both indoors and outdoors daily.

- **704 KAR 3:410 Section 6, Space (#13).** It was observed in one classroom that the space would not allow for adequate movement of a child with physical needs. It is recommended that the space within the classroom be arranged to allow for ample movement between learning centers.
- **Early Childhood Environmental Rating Scales Revised (ECERS-R) results.** Hand washing was observed to be inconsistent and did not consist of the appropriate steps to ensure cleanliness. It is recommended to review hand washing procedures with teachers, including the necessary times to wash hands and the appropriate procedures to cut down on recontamination.

Curriculum and Assessment

Curriculum and Assessment – Summary

16. Assessment of Children:

The assessment used by the district is the Teaching Strategies GOLD. Teachers use continuous assessment strategies, such as anecdotal notes, student portfolios, and observations to document progress on Teaching Strategies GOLD objectives for each child. Teachers and assistants use the web-based version of Teaching Strategies GOLD to document and monitor progress, printing off progress reports at least two times a year. These progress reports are used when sharing children's progress with parents. The teachers use the data from the on-going assessment process to guide instructional decisions for all children in the program.

Documentation:

Example Teaching Strategies GOLD lesson plans; Child Profiles from Teaching Strategies GOLD; teacher interviews; parent interviews;

17. Annual Evaluation of the Preschool Program:

The district collaborates with Head Start and considers the evaluation of their program to include classroom observations (including ECERS-R and CLASS). The results of the survey were provided as documentation. The district surveyed parents using a survey from NAEYC. The district also used a staff survey from NAEYC to receive feedback from staff. The district uses this information to continuously improve their services, inform staff meetings. Isolated concerns that appear on returned surveys are addressed immediately.

The district has an open-door policy and both staff and parents are encouraged to discuss any concerns recommendations or praise with the preschool coordinator.

Documentation:

Sample parent survey from NAEYC; Sample staff survey from NAEYC

18. Student information:

10 student files were pulled at random. All documentation was accounted for. Student files are kept at the individual schools and student information is also a part of the Infinite Campus Student Information System. Student record files were orderly and well organized. Student birth certificates and social security cards are not kept in the student files, but kept in alphabetical order in a white binder. Interview with the family advocate indicated this process is recommended by Audubon Area Head Start. All information is kept in a locked area.

Documentation:

Child health records; binder; student files; parent handbook; interviews with staff and family advocate.

19. Screening:

The district is in compliance with the screening requirements and has an effective screening plan in place. The screening process takes place in the spring, with 2 opportunities for parents and children to attend. The DIAL 3 is currently used as the screener in Livingston County. Flyers and public notices are utilized to ensure families are aware of screening opportunities. Livingston County collaborates with Audubon Area Head Start to children receive a health screening.

Documentation:

Child health records, student files, parent handbook, interviews with staff

Curriculum and Assessment – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 9, Annual Evaluation of the Preschool Program (#17).** Livingston County Preschool gathers annual data from staff and parents to better their preschool services. Upon staff interviews, it was apparent that the district uses the survey information to make improvements in their services. Livingston County promotes feedback for growth. Livingston County preschool also collaborates with Audubon Area Head Start in gathering feedback creating action plans.

Findings:

- None

Recommendations:

- **704 KAR 3:410 Section 5, Student Information (#18).** It is recommended that all recruitment information, including flyers be made available in Spanish
- **704 KAR 3:410 Section 5, Student Information (#18).** It is recommended to review all information sent home to parents to ensure the wording on recruitment flyers, handbooks, and other documents to request proof of birth (not specifically birth certificate) and social security card
- **704 KAR 3:410 Section 6, Assessment of Children (#16).** It is recommended that teachers ensure that individualization of children are clear in lesson plans and activities are decided on based upon the continuous assessment process.

Health and Safety

Health and Safety – Summary

20. Meals:

Meals were provided in the cafeteria. Meals met USDA guidelines. Teachers were observed sitting at the tables with the children during meal time. Menus are shared with parents.

Documentation:

ECERS-R reports; classroom observations; staff interviews

21. Safety Policies:

Emergency procedures are posted in all classrooms. Emergency contact information is readily available. Documentation, observations and interviews demonstrate that all safety plans, procedures, trainings and notifications, including drills are up to date and appropriate.

Documentation:

Classroom observations; teacher interviews; professional development files.

22. Transportation:

The district promotes safe transportation for all students. Bus monitors are used when transporting preschool children to and from school. Bus harnesses are used to increase the safety of the children and ensure that Head Start policies are met. Sign in and sign out sheets as well as emergency drills are kept on file.

Documentation:

Head Start transportation standards; transportation check list; pedestrian safety provided to parents; family handbook

23. Recruitment:

Multiple types of recruitment efforts take place, including informational brochures being published and disseminated throughout the community (including at doctor offices, health and social services buildings, laundromats, and so on). Screening information is also disseminated in multiple methods, including local newspapers and radio stations.

Documentation:

Desk Review; district procedures; public notices/flyers;

Health and Safety – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 5, Recruitment (#23).** Livingston County recruits students through a variety of media in the community. Livingston County collaborates with many community partners to share the recruitment information with.
- **704 KAR 3:410 Section 8, Transportation (#22).** Livingston County provides transportation for all students and ensures that Head Start requirements are met, which are higher standards than the district requires

Findings:

- None

Recommendations:

- None

Families and Community

Families and Community – Summary

24. Parent/Families Involvement:

The district works collaboratively with Head Start to involve families in their child’s preschool/Head Start experience. The family advocates are involved at all levels with regards to supporting parents and children enrolled in the preschool/Head Start program. The site visit team interviewed 3 parents of currently enrolled students. The interviews indicate that parent involvement is highly encouraged and promoted, parents are supported, and a clear, positive communication system is in place between the district and children’s homes.

Documentation:

Family handbook; parent interviews; communication logs

25. Wrap Around Services – N/A

Families and Community – Strengths, Findings and Recommendations

Strengths:

- **704 KAR 3:410 Section 6, Parent/Family Involvement (#24).** Livingston County Preschool embraces families as an intricate part of the children’s experience. They offer a wide variety of parent activities and encourage participation. Parents are welcomed to participate in school-wide activities and are embraced as a part of the elementary environment, making the preschool experience a positive one for families entering the school system.

Findings:

- None

Recommendations:

- None

Kentucky Department of Education
Preschool Program Review- P2R
District: Livingston County
Date: March 20, 2012

Action

The Livingston County Preschool Program met 20 of 23 possible compliance indicators. The district received 8 strengths, 3 findings, and 10 recommendations.

Please use the P2R document on the File Maker Pro site to complete [Action Plans](#) for all findings (if applicable). Actions for recommendations are not required. Each of the action plans should have a date for the estimated completion time. The district is requested to have the action plans completed for the item in the P2R document by August 31, 2012.