

Pre-Kindergarten Academy Training



Pre-K Academies

- Funding for 2018-2019 is \$200,000
- Three year funding cycle (18/19, 19/20, and 20/21 school years)
- Commission funds sites in all 7 cities within Solano County
- Majority of Pre-Kindergarten students have never attended preschool or are considered high risk
- Pre-K is important for both the child and the parent
- Pre-K is often the first introduction to school



Why the KSEP

- Kindergarten Student Entrance Profile
- Simple observance tool
- Provides a basic baseline and post assessment
- Requires minimal training
- Validity
- Supports future finding



Administering the KSEP

- Natural environment of the student's classroom
- Teacher's observe behavior on two or more occasions before providing a rating
- Pre-KSEP
 - Completed during the *first 3 days* of the Pre-K Academy
- Post-KSEP
 - Completed during the *last 3 days* of the Pre-K Academy
- The same teacher must preform Pre ad Post assessments for each student



Registration & Consent Form

- Registration information is crucial for reporting data
- Consent form must be filled out completely in order to report data





**First 5 Solano Children and Families Commission
Pre-K Academy**

What is a Pre-Kindergarten Academy?

The First 5 Solano Pre-K Academy is designed to prepare your child and other children for school.

What information about me and my child will be collected?

We need you to give permission for Pre-K Academy staff to share information about you and/or your child with the First 5 Solano Children and Families Commission as part of the Pre-K Academy evaluation process. This information includes:

- **Enrollment.** Background information will be collected when you and/or your child begin participating in the Pre-Kindergarten Academy. This includes basic "demographics" (such as age, language(s) spoken and race/ethnicity).
- **Information about services received.** Routine information about which Pre-K Academy services you and your child participate in will be collected. This includes, but is not limited to, information such as the number of sessions attended and pre/post scores for early literacy programs.

Registration Form

Student's Name	First: _____	Last: _____
Student's Date of Birth	___/___/___	
Pre-K Academy Location: _____		

Please circle the following

Student's Gender	Boy		Girl		
Student's Primary Home Language	English		Spanish		Other: _____
Ethnicity	White	Hispanic/Latino	African American	Multiracial	Other: _____
Did this child attend preschool?	No	Yes	Unknown		
If so, what type?	Unknown	Head Start	Private	State Preschool	
If so, how long?	1-6 Months	7-12 Months	13+ Months	Unknown	
Does this child have younger siblings at home?	No	Yes	Unknown		
Does this child require any accommodations?	No	Yes	If yes, IEP / 504 / Other: _____		

See Reverse Side



**First 5 Solano Children and Families Commission
Pre-K Academy**

Consent Form

What is this form?

This is a consent form where you can say if you will allow us to collect certain information about your child. This is so we can evaluate whether the services we offer are really helping children be ready for school.

- **Everything you tell us is confidential**—no report will ever identify you or your child specifically, and your information will not be used for any purpose beyond this evaluation. Information collected will be shared with First 5 Solano Children and Families Commission to help improve and enhance Pre-K Academy programs in Solano County.

Please check yes or no.

YES, I give consent for my child to participate in the Pre-K Academy evaluation process including collecting information about my child on enrollment, scores from the school district and classroom testing, as well as services received by me and/or my child.

Printed Name of Parent/Guardian _____ Date: _____

Signature of Parent/Guardian _____ Date: _____

Printed Name(s) of Child(ren) attending Pre-K _____

NO, I do not give my consent for my child to participate in the Pre-K Academy evaluation.

If you have any questions about Pre-K Academy programs, you can contact Juanita Morales, Pre-K Academy Coordinator at (707) 784-1332.

Photo Release

I authorize the First 5 Solano Children and Families Commission to use my/my child(ren)'s name and likeness in brochures, publications, Internet web sites, advertisements, newspaper articles, etc., for promotional and educational purposes related to the goals, community programs and activities supported or sponsored by the First 5 Solano Children and Families Commission. I understand and agree that all media will become the exclusive property of First 5 Solano and there will be no compensation or remuneration for participation in this event.

Date _____

Parent/Guardian Printed Name _____

Parent/Guardian Signature _____

Name of Child(ren) _____

Telephone Number _____

See Reverse Side



PRE Assessment

Pre-Kindergarten Student Entrance Profile Solano County Protocol

Teacher's Name:				
School and School District		School:	District:	
Student's Name:		First:	Last:	
Student's Gender:		Girl	Boy	
Student's DOB:		MO	DA	YR
Date Completed Rating:		MO	DA	YR 2018
Language Used when making KSEP Rating		English	Spanish	English & Spanish Other:

Social-Emotional Items Rubric

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating
1. Seeks adult help when appropriate	When unable to complete tasks, does not seek and will not accept adult assistance	When unable to complete tasks, does not seek but will accept adult assistance	When unable to complete tasks, asks for assistance without being able to express a specific need	When unable to complete tasks, seeks adult assistance and can express specific needs related to the tasks	
2. Engages in cooperative play activities with peers	Rarely engages with other children and/or may use aggression to disrupt others' cooperative play	Plays alongside other children, but does not engage in interactions with them	Plays next to other children and may initiate conversations or share toys but actions are not part of an ongoing shared activity	Engages with other children in ongoing shared activities (e.g., imaginative play, tag, blocks, etc.)	
3. Exhibits impulse control and self-regulation	Unable to delay having wants and needs met	Distracted by getting wants and needs met, yet able to be redirected by others	Distracted by getting wants and needs met but redirects self	Able to delay wants and needs until appropriate time	
4. Maintains attention to tasks (attention focus, distractibility)	Does not sustain attention to tasks; is frequently distracted by external stimuli	Stays with tasks for a short time but becomes easily distracted by external stimuli	Distracted from tasks by external stimuli but can redirect self back to tasks after becoming distracted	Consistently attends to tasks without becoming distracted by external stimuli	
5. Is enthusiastic and curious about school	Is lethargic, unenthusiastic, and/or indifferent towards school activities and rarely responds to prompting	Is not self-initiating to participate in school activities but will participate when prompted	Shows some excitement and interest in school activities, but only for selected activities	Expresses excitement and interest in participating in a wide range of school activities	
6. Persists with tasks after experiencing difficulty (task persistence, coping with challenges)	Easily becomes visibly frustrated and quits with tasks when difficulty is encountered	Persists with tasks for a short amount of time but quits when difficulty is encountered AND child does not respond to teacher's attempts at redirection	Persists with tasks for a short amount of time but quits when difficulty is encountered BUT child does respond to teacher's attempts at redirection	Usually persists with tasks until completed even after difficulty is encountered, no teacher redirection is needed	

Total Page 1: _____

School-Ready Knowledge Items Rubric

KSEP Item	Not Yet (1)	Emerging (2)	Almost Mastered (3)	Mastered (4)	Rating
7. Recognizes own written name	Child cannot read or locate name	Child can find name after several attempts (recognizes first letter)	Child identifies own name in routine settings	Child can consistently find name even in new situations	
8. Demonstrates expressive verbal abilities	Communicates primarily in a nonverbal way or using one word utterances	Expresses self in simple 3-4 word phrases	Expresses self in 5-6 word sentences	Child clearly communicates using fuller, more complex sentences	
9. Understands that numbers represent quantity	Does not know numbers	Knows numbers but does not associate numbers to objects in one-to-one fashion	Demonstrates number-object correspondence when counting objects, assigning one number per object	Can select an accurate amount of objects upon request (e.g., can provide you with 4 blocks upon request)	
10. Child writes own name	Unable to do	Scribble-write first name with some letter-like form	Writes first name with letters and some phonetically appropriate letter/sounds (e.g., first letter)	Writes first name phonetically correct. Exact spelling and capital letters not required.	
11. Recognizes colors	Can name 0-4 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Can name 5-8 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	Can name 9-10 colors Red Yellow Green Blue Orange Purple Black Pink White Gray	Can name all 11 colors Red Yellow Green Blue Orange Purple Brown Black Pink White Gray	
12. Recognizes shapes	Can name 0-1 primary shapes Square Circle Rectangle Triangle	Can name 2 primary shapes Square Circle Rectangle Triangle	Can name 3 primary shapes Square Circle Rectangle Triangle	Can name all 4 primary shapes Square Circle Rectangle Triangle	
13. Names UPPER CASE alphabet letters	Can name none or a few upper case letters (0-6 letters)	Can name less than one-half upper case letters (7-12 letters)	Can name one-half or more of the upper case letters (14-20 letters)	Can name most or all upper case letters (21-26 letters)	
KSEP Rating Categories	Immediate Follow-up 13-25	Month Monitor 26-37	Quarterly Monitor 38-46	Ready to Go 47-52	Total (range 13-52)

Comments:

KSEP was developed as part of the efforts of the First 5 Commission of Santa Barbara County in partnership with the Santa Maria-Bonita School District and the Center for School-Based Youth Development, University of California Santa Barbara. Item 13 was added to the Fresno County version. The Solano County Pre-K Academy version is the same; however, the KSEP is administered in a shorter format.



POST Assessment

Pre-Kindergarten Student Entrance Profile Solano County Protocol

Teacher's Name:				
School and School District	School:			District:
Student's Name:	First:			Last:
Student's Gender:	Girl			Boy
Student's DOB:	MO	DA	YR	
Date Completed Rating:	MO	DA	YR 2018	
Language Used when making KSEP Rating	English	Spanish	English & Spanish	Other:

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Teacher Survey

- 15 minutes
- Does not assess teacher performance
- Confidential
- Helps clarify overall class performance and provides additional comments
- All responses are combined for reporting data



Attendance Sheet

- Attendance must be completed everyday
- Everyday counts!
 - Attendance is key to success
- What you can do
 - Call parents/caregivers when a child is absent
 - Educate parents on why attendance is important
 - Make the child part of the solution



Read for Success

- Access to high quality classroom book collections
- 6 Summer books for students to choose and own
- STEAM themed classroom activities for each title
- Online professional development for teachers (Literacy Central)
- Parent engagement resources
- String tote and summer reading journal for each child



Book Ordering and Distribution

- First 5 Solano-online ordering
- Book Distribution event
- Host Summer Kick-Off Literacy Celebration
- Each student selects 6 books to own and build home library –access & choice!
- Encourage parental and community involvement
- Event space considerations
- Volunteers
- Community partnerships



Reporting

- To First 5 Solano Pre-K coordinator
 - Site name
 - Date of student selection/book event
 - Number of books per child
 - Number of volunteers
 - How were volunteers, parents, community involved in the event?
 - Describe the motivational activities implemented (i.e. book event theme, crafts, read aloud, guest speaker, etc. 1-2 sentences)
 - How did you incorporate literacy central?
 - List any resources you would like added to Literacy Central
 - What book titles were especially popular? Least popular? See more of?
 - Did you find the professional modules useful? What did you like/want changed?
 - Please share what impact the read for success program model had on your students?
-
- Reporting Due: September 14, 2018



Other Items

- Parent Engagement
- Enrichment Activities
- Solano County Library Resources
- Photos & Photo Consent Form
- Community Partner Visits



Questions?

