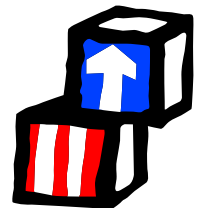
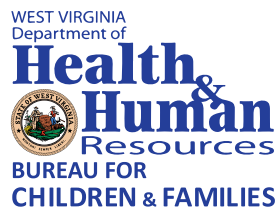




Program Review Process

Revised September 2021





West Virginia Board of Education
2021-2022

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Introduction

As part of program assessment and continuous quality improvement requirements of West Virginia Board of Education Policy 2525: West Virginia’s Universal Access to a Quality Early Education System (WVBE Policy 2525), the West Virginia Department of Education, in collaboration with the West Virginia Department of Health and Human Services, and the Head Start State Collaboration Office, must conduct a WV Universal Pre-K Program Review with each county a minimum of once every three years. The program review process allows the WV Universal Pre-K Steering Team to provide individualized technical assistance and to promote high-quality early childhood programs within each county’s comprehensive collaborative model. County collaborative early childhood teams are encouraged to include program review results as a data source in their local continuous quality improvement process. The process includes a desktop review, parent survey, and county collaborative early childhood core team interview.

WV Universal Pre-K Program Review Key Areas

The WV Universal Pre-K Program Review desktop review is organized into four key areas:

1. Universal Pre-K Access
2. County Collaborative Early Childhood Team
3. Curriculum, Instruction, and Child Assessment
4. Program Assessment and Continuous Quality Improvement

These key areas provide an organizational structure for the desktop review that include all sections of the WVBE Policy 2525 based on how they are related to program implementation. The following WV Universal Pre-K Program Review graphic and West Virginia Universal Pre-K Program Review Administrative Checklist are provided to illustrate sections of the policy within each key area and assist county collaborative teams in organizing documentation for the desktop review.

Universal Pre-K Access

- §126-28-5. Eligibility and Enrollment*
- §126-28-3. School Readiness*
- §126-28-10. Transitions*
- §126-28-6. Attendance*
- §126-28-7. Transportation*

County Collaborative Early Childhood Team

- §126-28-4. Collaborative Early Childhood Team*
- §126-28-19. Finance*
- §126-28-20. Program Oversight*
- §126-28-16. Personnel*

WV Universal Pre-K Program Review Key Areas

Curriculum, Instruction and Child Assessment

- §126-28-8. Inclusive Settings*
- §126-28-9. Family Engagement*
- §126-28-11. Meals*
- §126-28-13. Environmental Design*
- §126-28-14. Child Guidance*
- §126-28-15. Curriculum and Assessment*

Program Assessment & Continuous Quality Improvement

- §126-28-12. Health and Safety*
- §126-28-17. Staff Training*
- §126-28-18. Program Assessment & Continuous Improvement*

Procedures for WV Universal Pre-K Program Review

The following is an overview of the WV Universal Pre-K Program Review process. A WV Universal Pre-K Program Review schedule will be provided annually in August to counties scheduled for review during the upcoming school year. The process includes a desktop review, parent survey, and county collaborative early childhood core team interview. The following procedures provide a timeline for completion of the program review process:

1. The WV Pre-K Program Review Team:

The WV Pre-K Program Review Team will be determined by the WV Pre-K Steering Team for each program review. The Pre-K Program Review Team will include participants from the WV Department of Education, WV Department of Health and Human Resources, Head Start, and other partners, as appropriate.

2. Desktop Review Preparation:

Each county collaborative early childhood core team will prepare program policies and procedures for electronic submission according to WV Universal Pre-K Program Review Key Areas. The desktop file review submission deadline is provided annually in August with the program review schedule. The WV Universal Pre-K Steering Team will provide the electronic platform for core team members to upload files. For more specific information on documents to upload, see the WV Universal Pre-K Review Desktop Document Checklist to review a list of materials to prepare for the Pre-K Program Review.

3. Desktop Review:

Prior to the date of site visits and core team interview, members of each WV Pre-K Program Review Team will be assigned key areas for review. A tentative summary of each section will be recorded on the WV Universal Pre-K Program Review Team Checklist. Reviewers will determine follow-up questions to ask during the county collaborative early childhood core team interview.

4. WV Pre-K Parent Survey:

The county collaborative early childhood team must develop a process to obtain participating parent or guardian input through completion of a WV Pre-K Parent Survey. The WV Pre-K Parent Survey is an online survey for parents to complete and submit directly to the WV Pre-K Program Review Team. The WV Pre-K Parent Survey should be completed by parents within sixty days of the site visits and county collaborative early childhood core team interviews. The survey is accessed by going to <http://wvde.state.wv.us/forms/prek-parent-survey/>.

5. WV Pre-K Program Review Agenda:

A county program review agenda will be completed with the state pre-k coordinator and county pre-k coordinator two weeks prior to the onsite visit to ensure that preparation is completed. The agenda will include time and location of the county collaborative early childhood core team interview.

6. County Collaborative Early Childhood Core Team Interview:

The WV Pre-K Program Review Team will complete a group interview with the county collaborative early childhood core team, as scheduled on the county program review agenda. The county collaborative early childhood core team members present for the interview should include the pre-k coordinator, special education, child care, and Head Start representatives. A representative from the local department of health and human resources and/or child care resource and referral agency should be included in the core team interview when there is no licensed community child care representative.

7. Finalizing Summaries:

The WV Pre-K Program Review Team members will complete summaries for each key area assigned from the desktop review. Each team member will provide finalized summaries to the state pre-k coordinator within ten business days of completing the county program review. During this time, county collaborative early childhood teams may provide follow-up documentation recommended during the core team interview.

8. WV Universal Pre-K Program Review Report:

The county collaborative early childhood core team will receive a completed WV Universal Pre-K Program Review Report within 30 business days of the conclusion of the county program review. The program review report will include the completed WV Universal Pre-K Program Review Team Checklist, parent survey data, and parent survey summary report. The WV Universal Pre-K Desktop Review Team Checklist will conclude with any commendations, recommendations, and any required follow-up based on review results. The WV Universal Pre-K Program Report is sent to the county superintendent and county collaborative early childhood core team.

9. Required Follow-Up:

Any required follow-up documentation or clarification indicated in the WV Universal Pre-K Program Review Report must be submitted to the WV Universal Pre-K Steering Team no later than the end of the day on the date provided in the program review report. All required follow-up documentation must be submitted by e-mailing the WV Universal Pre-K Steering Team at WVPreKsteeringteam.wvde@k12.wv.us. All members of the county collaborative early childhood core team should be included in the required follow-up e-mail.

10. WV Universal Pre-K Program Review Required Follow-Up Summary:

The WV Universal Pre-K Program Review Required Follow-Up Summary is completed by members of the WV Universal Pre-K Steering Team once required follow-up has been submitted by the county collaborative early childhood core team. The summary includes required follow-up information provided by the county, WV Universal Pre-K Review Team feedback, and request for additional follow-up, if necessary.

WV Universal Pre-K Program Review Desktop Document Checklist

The WV Universal Pre-K Program Review Desktop Document Checklist is a list of materials suggested for upload into folders provided for the electronic desktop review. The document checklist is organized based on the four key areas of the program review to assist county collaborative early childhood teams in organizing electronic files for review.

WV Universal Pre-K Program Review Desktop Document Checklist Section 1: Universal Pre-K Access		
Section 1.1. §126-28-5. Eligibility and Enrollment.		Uploaded
1.1.a.	<ul style="list-style-type: none"> • Universal application • Universal enrollment process • Forms required as part of application and enrollment 	
1.1.b.	<ul style="list-style-type: none"> • County Enrollment procedures for obtaining health requirements (Include procedures for obtaining record of screenings and health requirements.) • Process for follow-up documents when health requirements are not turned in during completion of the application • Process for follow-up screenings • Documentation for parents on health requirements 	
1.1.c.	<ul style="list-style-type: none"> • Universal process for placement • Written criteria for placement/point system • Placement Logs/spreadsheets • List of applications of children not enrolled 	
Section 1.2. §126-28-3. School Readiness/§126-28.10. Transitions.		Uploaded
1.2.a.	<ul style="list-style-type: none"> • County collaborative early childhood school readiness and transition plan • Documents created and utilized to support the county school readiness and transition plan 	
Section 1.3. §126-28-6. Attendance.		Uploaded
1.3.a.	<ul style="list-style-type: none"> • County's attendance and disenrollment procedures 	
1.3.b.	<ul style="list-style-type: none"> • Process for entering attendance information into WVEIS for all classrooms 	
Section 1.4. §126-28-7. Transportation.		Uploaded
1.4.a.	<ul style="list-style-type: none"> • County pre-k transportation policies and procedures • Records of bus driver and other transportation staff trainings, agendas with pre-k topics included • Transportation training and information provided to parents • Requirements or processes to ensure parents are contacted within an hour of arrival time when children who typically ride the bus are absent 	

WV Universal Pre-K Program Review Desktop Document Checklist Section 2: County Early Childhood Collaborative Team		
Section 2.1. §126-28-4. County Collaborative Early Childhood Team.		Uploaded
2.1.a.	<ul style="list-style-type: none"> • Core team member list • Process child care partners utilize to elect representative, when applicable 	
2.1.b.	<ul style="list-style-type: none"> • Full team member list • Documentation of collaborative efforts with early childhood community programs 	
2.1.c.	<ul style="list-style-type: none"> • Documentation of meeting schedules, agendas, sign-in sheets (previous six months) 	
2.1.d.	<ul style="list-style-type: none"> • Verified county data from the ELRS, including total annual minutes (PDF accessible in the ELRS) 	
2.1.e.	<ul style="list-style-type: none"> • Approved addenda (current and previous year) 	
2.1.f.	<ul style="list-style-type: none"> • Collaborative contracts 	
Section 2.2. §126-28-19. Finance.		Uploaded
2.2.a.	<ul style="list-style-type: none"> • Copies of Collaborative Classroom Budget and Cost Allocation Worksheet for all collaborative classrooms 	
2.2.b.	<ul style="list-style-type: none"> • Most current comprehensive fiscal report submitted (Due annually by October 15) 	
Section 2.3. §126-28-20. Program Oversight.		Uploaded
2.3.a.	<ul style="list-style-type: none"> • County process for program oversight in collaborative classrooms • Collaborative contracts (Counties can reference 2.1.f. rather than uploading collaborative contracts in both sections) 	
Section 2.4. §126-28-16. Personnel.		Uploaded
2.4.a.	<ul style="list-style-type: none"> • List of teachers by classroom • Copies of WV Professional Teaching Certificates or Authorizations for Community Programs for each teacher 	
2.4.b.	<ul style="list-style-type: none"> • List of Early Childhood Classroom Assistant Teachers (ECCAT) by classroom • Copies of ECCAT Authorization for each ECCATS 	

WV Universal Pre-K Program Review Desktop Document Checklist Section 3: Curriculum, Instruction, and Child Assessment		
Section 3.1. §126-28-8. Inclusive Settings.		Uploaded
3.1.a.	<ul style="list-style-type: none"> • Most recent Special Education Annual Desk Audit (ADA) for special education services (Indicators 6A and 6B) • Classroom schedules from 3.4.a. will also be considered in this section to determine collaboration and direct services with related service providers * <i>Do not upload IEPs or other confidential information</i> 	
Section 3.2. §126-28-9. Family Engagement.		Uploaded
3.2.a.	<ul style="list-style-type: none"> • Volunteer procedures • Family contact sheets • Home Visit and conference plans • School and community connections (PERC, FRN, Title I activities) • Parent committees • Family engagement activities • Family surveys 	
Section 3.3. §126-28-11. Meals.		Uploaded
3.3.a.	<ul style="list-style-type: none"> • Meal guidance to support staff in providing environments that encourage socialization, self-help skills, and positive eating habits 	
Section 3.4. §126-28-13. Environmental Design.		Uploaded
3.4.a.	<ul style="list-style-type: none"> • Classroom schedules for all classrooms • Lesson plan sample from all classrooms 	
Section 3.5. §126-28-14. Child Guidance.		Uploaded
3.5.a.	<ul style="list-style-type: none"> • Supports and county process for social and emotional development, child guidance, and positive behaviors • Professional development addressing positive child guidance 	
Section 3.6. §126-28-15. Curriculum and Assessment		Uploaded
3.5.a.	<ul style="list-style-type: none"> • Document illustrating county selection of the curricular framework • Professional development records reflective of selected curricular framework • Documentation that illustrates how the county collaborative early childhood team ensures that all classrooms align the adopted curricular framework with the WV Pre-K Standards 	
3.5.b.	<ul style="list-style-type: none"> • Documentation of supplemental curriculums used and collaborative team adoption process. 	
3.5.c.	<ul style="list-style-type: none"> • Classroom formative assessment and data analysis processes • Formative assessment process and expectations • County data analysis process 	
3.5.d.	<ul style="list-style-type: none"> • Process for ensuring all entries, including Child Outcome Summaries, are completed in the Early Learning Reporting System (ELRS) • Two most recent summary statements from the ELRS Child Outcome Summary • Two most recent Annual Desk Audits (ADA) regarding Indicator 7 	

WV Universal Pre-K Program Review Desktop Document Checklist Section 4: Ongoing Program Assessment and Improvement		
Section 4.1. §126-28-12. Health and Safety.		Uploaded
4.1.a.	<ul style="list-style-type: none"> • County procedures for completion of the WV Universal Pre-K Health and Safety Checklist *Do not upload Health and Safety Checklists from the ELRS. 	
4.1.b.	<ul style="list-style-type: none"> • List of classrooms with teacher name, ECCAT name, and number of children enrolled (this should match class list and not exceed classroom capacity on classroom data in ELRS) 	
4.1.c.	<ul style="list-style-type: none"> • List of classroom with square footage of usable space enrolled (this should reflect classroom capacity on classroom data in ELRS) 	
Section 4.2. §126-28-17. Staff Training.		Uploaded
4.2.a.	<ul style="list-style-type: none"> • Training plans • Professional development records for current school year (Agendas, sign-in sheets) 	
4.2.b.	<ul style="list-style-type: none"> • County process for registering trainings with WV S.T.A.R.S. 	
Section 4.3. §126-28-18. Program Assessment and Continuous Quality Improvement.		Uploaded
4.3.a.	<ul style="list-style-type: none"> • CQI process • Current CQI Plan 	
4.3.b.	<ul style="list-style-type: none"> • Aggregated child assessment data • Aggregated environment observation data • Recommendations for the county strategic plan • School readiness goals • Self-assessment results 	

WV Universal Pre-K Program Review Team Checklist

The WV Universal Pre-K Program Review Team Checklist is a tool that program reviewers will utilize to record summaries of the review. Each program reviewer will be assigned key areas of the program review. Summaries will be combined by the review team to develop a final county report.

West Virginia Universal Pre-K Program Review Program Review Team Checklist														
Policy Standard	Evident/Not Evident	Comments Commendation/Recommendation/Required Follow-Up												
Section 1: Universal Pre-K Access														
Section 1.1. §126-28-5. Eligibility and Enrollment														
<p>a. A countywide universal enrollment and application process has been established that includes all necessary information to identify eligibility, services, and family needs including:</p> <table border="1"> <thead> <tr> <th>Family Needs and Eligibility Information</th> <th>Check all that are evident</th> </tr> </thead> <tbody> <tr> <td>Income identification</td> <td></td> </tr> <tr> <td>Child Care needs</td> <td></td> </tr> <tr> <td>Residency</td> <td></td> </tr> <tr> <td>Family Characteristics</td> <td></td> </tr> <tr> <td>Identification of English language learners</td> <td></td> </tr> </tbody> </table>	Family Needs and Eligibility Information	Check all that are evident	Income identification		Child Care needs		Residency		Family Characteristics		Identification of English language learners		Evident Not Evident	
	Family Needs and Eligibility Information	Check all that are evident												
	Income identification													
	Child Care needs													
	Residency													
	Family Characteristics													
	Identification of English language learners													
<p>b. The county has established a process for obtaining health requirements for enrollment:</p> <table border="1"> <thead> <tr> <th>Health Requirements</th> <th>Check all that are evident</th> </tr> </thead> <tbody> <tr> <td>Immunizations</td> <td></td> </tr> <tr> <td>Record of HealthCheck Screening</td> <td></td> </tr> <tr> <td>Record of Dental Screening</td> <td></td> </tr> <tr> <td>Process for follow-up screenings</td> <td></td> </tr> </tbody> </table>	Health Requirements	Check all that are evident	Immunizations		Record of HealthCheck Screening		Record of Dental Screening		Process for follow-up screenings		Evident Not Evident			
	Health Requirements	Check all that are evident												
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	Record of HealthCheck Screening													
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	Process for follow-up screenings													

<p>c. There is a universal selection criteria and placement process that is transparent and available to the public that illustrates how every eligible child has been offered placement. Classrooms options are designed to minimize the number of settings in which a child receives service and support consistency and continuity of the child.</p>	<p>Evident Not Evident</p>										
<p>Section 1.2. §126-28-3. School Readiness / §126-28.10. Transitions</p>											
<p>a. The county collaborative team has written plan for transitioning children into and out of WV Pre-K that includes:</p> <table border="1" data-bbox="537 1052 837 1913"> <thead> <tr> <th data-bbox="537 1052 618 1913">Transition Plan Elements:</th> <th data-bbox="537 1052 618 1913">Check all that are evident</th> </tr> </thead> <tbody> <tr> <td data-bbox="618 1052 667 1913">Opportunities for families to visit next setting</td> <td data-bbox="618 1052 667 1913"></td> </tr> <tr> <td data-bbox="667 1052 716 1913">Provisions for written information</td> <td data-bbox="667 1052 716 1913"></td> </tr> <tr> <td data-bbox="716 1052 764 1913">Opportunities for teachers to meet</td> <td data-bbox="716 1052 764 1913"></td> </tr> <tr> <td data-bbox="764 1052 837 1913">System for transferring assessment data for ALL children, including those with an IEP</td> <td data-bbox="764 1052 837 1913"></td> </tr> </tbody> </table>	Transition Plan Elements:	Check all that are evident	Opportunities for families to visit next setting		Provisions for written information		Opportunities for teachers to meet		System for transferring assessment data for ALL children, including those with an IEP		<p>Evident Not Evident</p>
Transition Plan Elements:	Check all that are evident										
Opportunities for families to visit next setting											
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Opportunities for teachers to meet											
System for transferring assessment data for ALL children, including those with an IEP											
<p>b. The transition plan supports the state definition of school readiness.</p>											
<p>Section 1.3. §126-28-6. Attendance.</p>											
<p>a. A county pre-k attendance procedure is in place that establishes provisions for working with families whose children are chronically absent and/or tardy. A “disenrollment” process is included in attendance procedures.</p>	<p>Evident Not Evident</p>										
<p>b. There is a countywide process to ensure enrollment and attendance information is maintained in WVEIS.</p>	<p>Evident Not Evident</p>										

Section 1.4. §126-28-7. Transportation.													
<p>a. Documentation illustrates county transportation procedures that includes the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Transportation requirement:</th> <th style="width: 20%;">Check all that are evident</th> </tr> </thead> <tbody> <tr> <td>Bus driver training on supervision of young children</td> <td></td> </tr> <tr> <td>Required segregated seating for pre-k students</td> <td></td> </tr> <tr> <td>Staff assistance on and off the bus</td> <td></td> </tr> <tr> <td>Authorized adult pick up and from off</td> <td></td> </tr> <tr> <td>Requirement that a designated person at each site contact with families within an hour of arrival time when children who typically ride the bus are absent</td> <td></td> </tr> </tbody> </table>	Transportation requirement:	Check all that are evident	Bus driver training on supervision of young children		Required segregated seating for pre-k students		Staff assistance on and off the bus		Authorized adult pick up and from off		Requirement that a designated person at each site contact with families within an hour of arrival time when children who typically ride the bus are absent		<p>Evident Not Evident</p>
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Section 2: County Collaborative Early Childhood Team													
Section 2.1. §126-28-4. County Collaborative Early Childhood Team.													
<p>a. The county core team is comprised of required members. Membership is assessed annually.</p>	<p>Evident Not Evident</p>												
<p>b. There is a full county pre-k team in place and includes representatives from appropriate county team members. Documentation shows how the county collaborative pre-k team works with such agencies as WV Birth to Three, Child Care Resource and Referral, Family Resource Networks, and any other providers of early childhood that reflect a seamless system with the larger community.</p>	<p>Evident Not Evident</p>												
<p>c. The county collaborative team meets regularly throughout the year to make joint decisions on pre-k program outcomes. Documentation including county collaboration, county planning, and communication methods has been provided. It shows how this process includes on-going county collaborative planning.</p>	<p>Evident Not Evident</p>												

<p>d. County data is verified and up-to-date. Data illustrates classroom locations and information. Each classroom provides 1,500 minutes of instruction weekly and 48,000 minutes of instruction annually.</p> <p>e. Any changes to the county plan have been submitted and approved by the WV Pre-K Steering Team through the addendum process.</p> <p>f. Signed collaborative contracts are in place with each collaborative partner. Collaborative contracts include provisions for impasse resolution among partners. The county illustrates collaborative programming to maximize resources. At least 50% of classrooms are provided through contractual contracts with community programs.</p>	<p>Evident Not Evident</p> <p>Evident Not Evident</p> <p>Evident Not Evident</p>	
<p>Section 2.2. §126-28-19. Finance.</p>		
<p>a. There is documentation to illustrate how the county calculates cost and resources to facilitate programming. Collaborative Classroom Budget and Cost Allocation Worksheet are completed for each collaborative pre-k classroom.</p>	<p>Evident Not Evident</p>	
<p>b. There is documentation to support how the county reinvests WV Pre-k monies back into the WV Pre-k system. The WV Universal Pre-K Funding and Resources Report is completed in the Early Learning Reporting System (ELRS) and includes reflect funding and resource contributions from all sources.</p>	<p>Evident Not Evident</p>	
<p>Section 2.3. §126-28-20. Program Oversight.</p>		
<p>a. Provisions for program oversight are defined in collaborative contracts.</p>	<p>Evident Not Evident</p>	

<p>Section 2.4. §126-28-16. Personnel.</p>															
a.	WV Professional Teaching Certificates or Authorizations for Community Programs are current and on file for all pre-k teachers.	Evident Not Evident													
b.	Early Childhood Classroom Assistant Teacher (ECCAT) Authorizations are current and on file for all assistant teachers.	Evident Not Evident													
<p>Section 3: Curriculum, Instruction, and Child Assessment</p>															
<p>Section 3.1. §126-28-8. Inclusive Settings.</p>															
a.	Evidence illustrates that classrooms are inclusive of children with disabilities. The county is working toward or has met state targets as indicated on the Special Education Annual Desk Audit (ADA) for special education services (Indicators 6A and 6B).	Evident Not Evident													
<p>Section 3.2. §126-28-9. Family Engagement.</p>															
a.	Family are supported and are provided with meaningful ways of engaging in their child's education through:														
	<table border="1"> <thead> <tr> <th>Family Engagement Strategies</th> <th>Check all that are evident</th> </tr> </thead> <tbody> <tr> <td>Opportunities for families to in decision-making about their child's education through a minimum of two face to face meetings</td> <td></td> </tr> <tr> <td>Documented methods of communication with families (newsletters, phone calls, e-mail)</td> <td></td> </tr> <tr> <td>Services for English language learners</td> <td></td> </tr> <tr> <td>Opportunities for families to visit, volunteer, or participate in classroom activities</td> <td></td> </tr> <tr> <td>Classrooms reflect diversity and how each child is viewed within the context of his/her individual family unit</td> <td></td> </tr> </tbody> </table>	Family Engagement Strategies	Check all that are evident	Opportunities for families to in decision-making about their child's education through a minimum of two face to face meetings		Documented methods of communication with families (newsletters, phone calls, e-mail)		Services for English language learners		Opportunities for families to visit, volunteer, or participate in classroom activities		Classrooms reflect diversity and how each child is viewed within the context of his/her individual family unit		Evident Not Evident	
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Classrooms reflect diversity and how each child is viewed within the context of his/her individual family unit															

Section 3.3. §126-28-11. Meals.			
a.	There is evidence of county meal procedures that include guidance on environment during meals.		
Section 3.4. §126-28-13. Environmental Design.			
a.	Classroom schedules, environments, and daily planning are reflective of policy, curriculum, and the content standards. Outdoor or indoor gross motor time is included daily.	Evident Not Evident	
Section 3.5. §126-28-14. Child Guidance.			
a.	There is a process in place to support teachers in developmentally appropriate child guidance that meets guidance from WVBE Policy 2525.	Evident Not Evident	
Section 3.6. §126-28-15. Curriculum and Assessment			
a.	The county's curricular framework is defined, and guidance includes supports for classrooms to ensure instructional practices that address all developmental domains. The curriculum is part of the inter-related approach with assessment and approved content standards.	Evident Not Evident	
b.	Any supplemental materials/curricula that address core content areas have been selected by the county through the supplemental curriculum adoption process and support the philosophy and techniques of the comprehensive curriculum and policy.	Evident Not Evident	
c.	The formative assessment process is used to guide individualized instructional strategies with children, including those with significant disabilities. Teachers use child assessment system data to build on what children already know across all content areas to foster acquisition of new concepts and skills.	Evident Not Evident	
d.	The county utilizes the WV Pre-K Child Assessment system as defined. Checkpoints are completed for each child to show progress over time. Child Outcome Summaries (COS) are completed and illustrate continuous improvement, as indicated on the Special Education Annual Desk Audit (ADA) for special education services (Indicators 7).	Evident Not Evident	

Section 4: Ongoing Program Assessment and Improvement		
Section 4.1.		
§126-28-12. Health and Safety.		
a. There is documentation of a county process in place to ensure that the WV Universal Pre-K Health and Safety Checklist is completed to meet every safety and health guideline as set forth in WVBE Policy 2525 .	Evident Not Evident	
b. Documentation shows how class size and ratio requirements are met.	Evident Not Evident	
c. Documentation illustrates appropriate square footage of the classroom and potential number of enrollees.	Evident Not Evident	
Section 4.2.		
§126-28-17. Staff Training.		
a. County procedures illustrate the process of completing 15 hours of required professional development based on needs determined in the county continuous quality improvement process and other required annual trainings.	Evident Not Evident	
b. Staff development has been registered through WV State Training and Registry System (WV S.T.A.R.S.) for applicable teaching staff.	Evident Not Evident	
Section 4.3.		
§126-28-18. Program Assessment and Continuous Quality Improvement.		
a. A continuous quality improvement process is in place that includes an annual plan for collecting and analyzing program assessment data.	Evident Not Evident	
b. The continuous quality improvement process includes annual results from county aggregated child assessment data, special education annual desk audit (ADA) results, and classroom observation data to determine professional learning planning and recommendations for the county strategic plan.	Evident Not Evident	

WV Universal Pre-K Program Review Required Follow-Up Summary

The WV Universal Pre-K Program Review Required Follow-Up Summary is completed by members of the WV Universal Pre-K Steering Team once required follow-up has been submitted by the county collaborative early childhood core team. The summary includes an overview of county provided required follow-up items and information, WV Universal Pre-K Review Team feedback, and request for additional follow-up, if necessary.

WV Universal Pre-K Program Review Required Follow-Up Summary

County: _____

Date of Pre-K Program Review: _____

Date Required Follow-Up Due: _____

Date Required Follow-Up Submitted by County: _____

Date Feedback was provided by WV Pre-K Steering Team: _____

Additional Follow-Up Due Date: _____

Required Follow-Up from Program Review Report	County Provided Required Follow-Up Item and Information	WV Pre-K Review Team Feedback	Additional Follow-Up Required? Yes/No, Comments

County Collaborative Core Team Interview Sign-In Sheet

County: _____ Review Date(s): _____

County Superintendent: _____

County Pre-K Coordinator: _____

County Collaborative Pre-K Team Members

(Please Print)

Name	Title	Program

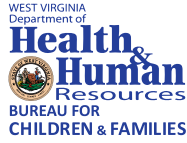
Program Review Team Members

Name	Title	Program

WV Universal Pre-K Program Review Online Parent Survey

The WV Universal Pre-K Program Review Online Parent Survey is designed for parents to provide parental input regarding the pre-k program. Parents will be asked to complete the survey prior to their county's WV Universal Pre-K Program Review. The survey can be provided to parents on or after September 15th of the school year in which the county is being reviewed. County collaborative early childhood teams will be asked to make the survey available to parents through a variety of ways. These include dissemination of the online survey link for parents with internet access or through computer access at school. The survey is accessed by going to <http://wvde.state.wv.us/forms/prek-parent-survey/>. Parents may opt to complete a paper version of the survey; however, a designated member of the county collaborative early childhood team must complete an electronic copy of any paper versions by entering the information as completed on the paper survey on the website.

**Counties may utilize the WV Universal Pre-K Program Review Online Parent Survey during school years in which program reviews are not conducted to collect parent input on the county pre-k program. Please contact a member of the WV Universal Pre-K Steering Team for further information on how to access results.*



**WV Universal Pre-K Program Review
Online Parent Survey**

Parent Name (optional): _____

County: _____ School your child attends: _____

1. How did you become aware of the program?
- Friend/Family Member
 - Flyer/Advertisement
 - Contacted by the school/county
 - Sibling(s) previously enrolled
 - Other (please list)

2. Did you have opportunities to participate in transition activities prior to the beginning of school?
- Yes
 - No

If yes, what activities did you have? Check all that apply.

- Home Visit
- Orientation
- Welcome letter/communication
- Other (please list)

3. How often do you have the opportunity to communicate with your child's teacher?
- Daily
 - Weekly
 - Monthly
 - Other (please list)

4. In what ways do you communicate with your child's teacher (check all that apply)?
- In person
 - phone
 - E-mail
 - Notes
 - Other (please list)

5. What opportunities have you had to be involved in your child's pre-k experience?
- Conferences/Home Visits
 - Volunteer in my child's classroom
 - Volunteer at my child's school
 - Parent Meetings

6. Do you feel that your child's classroom is open for parents to visit/volunteer?
- Yes
 - No

7. What do you feel your child is learning in pre-k?

8. Additional Comments/Suggestions:



W. Clayton Burch
West Virginia Superintendent of Schools