West Virginia
UNIVERSAL PRE-K

Program Review Process

Revised July 2024

WEST VIRGINIA
Department of
Health & Human
Resources

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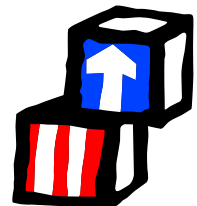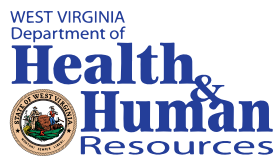
As part of program assessment and continuous quality improvement requirements of West Virginia Board of Education Policy 2525: West Virginia's Universal Access to a Quality Early Education System (WVBE Policy 2525), the West Virginia Department of Education, in collaboration with the West Virginia Department 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 supports 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.

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.

WV Universal Pre-K Program Review Key Areas

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
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§126-28-16. Personnel
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§126-28-20. Program Oversight
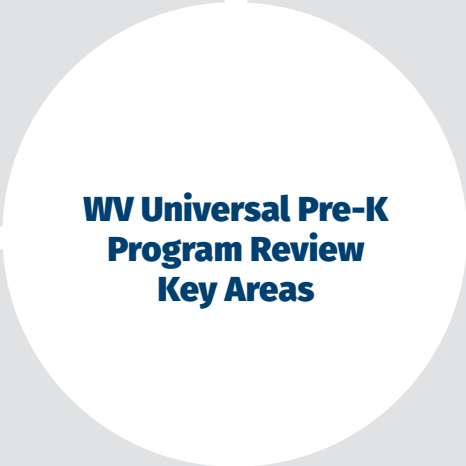
Curriculum, Instruction and Child Assessment
§126-28-8. Inclusive Settings
§126-28-9. Family Engagement
§126-28-11. Meals
§126-28-13. Environmental Design
§126-28-14. Child Guidance
§126-28-15. Curriculum and Assessment

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

Universal Pre-K Program Review Process

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 following provides elements and 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 the program review schedule. 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. **Classroom Observations:**
    The WV Pre-K Program Review Team will complete classroom observations in twenty percent of the county's universal pre-k classrooms. In counties with less than twenty, up to four classrooms will be visited. The WV Universal Pre-K Observation Walkthrough will be utilized during the visits. Classrooms are selected based on county recommendations and varieties of classroom types (Pre-K, Preschool Special Needs, collaborative off-site).

7. **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.

8. **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.

9. **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.

10. **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.

11. **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 to upload into folders provided as evidence 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.	• Universal application • Universal enrollment process • Forms required as part of application and enrollment	
1.1.b.	• 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.	• 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.	• 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.	• County's attendance and disenrollment procedures	
1.3.b.	• Process for entering attendance information into WVEIS for all classrooms	
Section 1.4. **§126-28-7. Transportation.**		**Uploaded**
1.4.a.	• 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.	· Core team member list · Process child care partners utilize to elect representative, when applicable	
2.1.b.	· Full team member list · Documentation of collaborative efforts with early childhood community programs	
2.1.c.	· Documentation of meeting schedules, agendas, sign-in sheets (previous six months)	
2.1.d.	· Verified county data from the ELRS, including total annual minutes (PDF accessible in the ELRS)	
2.1. e.	· Approved addenda (current and previous year)	
2.1.f.	· Collaborative contracts	
Section 2.2. **§126-28-19. Finance.**		**Uploaded**
2.2.a.	· Copies of Collaborative Classroom Budget and Cost Allocation Worksheet for all collaborative classrooms	
2.2.b.	· Most current comprehensive fiscal report submitted (Due annually by October 15)	
Section 2.3. **§126-28-20. Program Oversight.**		**Uploaded**
2.3.a.	· 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.	· List of teachers by classroom · Copies of WV Professional Teaching Certificates or Authorizations for Community Programs for each teacher	
2.4.b.	· 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.	· 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 * *Do not upload IEPs or other confidential information*	
Section 3.2. **§126-28-9. Family Engagement.**		**Uploaded**
3.2.a.	· 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.	· 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.	· Classroom schedules for all classrooms · Lesson plan sample from all classrooms	
Section 3.5. **§126-28-14. Child Guidance.**		**Uploaded**
3.5.a.	· 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.	· 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.	· Documentation of supplemental curriculums used and collaborative team adoption process.	
3.5.c.	· Classroom formative assessment and data analysis processes · Formative assessment process and expectations · County data analysis process	
3.5.d.	· 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.	· 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.	· 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.	· 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.	· Training plans · Professional development records for current school year (Agendas, sign-in sheets)	
4.2.b.	· 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.	· CQI process · Current CQI Plan	
4.3.b.	· 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 the tool that program reviewers will utilize to record summaries of the 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	
WVBE Policy 2525 Policy Standard	**Verification– Evident/Not Evident** (If not evident required follow-up and deadline for submission are included)
Section 1: Universal Pre-K Access	
Section 1.1. **§126-28-5. Eligibility and Enrollment**	
a. A countywide universal enrollment and application process has been established that includes all necessary information to identify eligibility, services, and family needs including: **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 ☐ Commendation/Recommendation/ Required Follow-Up:
b. The county has established a process for obtaining health requirements for enrollment: **Health Requirements** / **Check all that are evident** Immunizations Record of HealthCheck Screening Record of Dental Screening Process for follow-up screenings	Evident ☐ Not Evident ☐ Commendation/Recommendation/ Required Follow-Up:
c. A universal selection criteria and placement process is in place. The process is transparent and available to the public. Every eligible child has been offered placement. Classroom options are designed to minimize the number of settings a child receives services to support consistency and continuity.	Evident ☐ Not Evident ☐ Commendation/Recommendation/ Required Follow-Up:

Section 1.2. §126-28-3. School Readiness/§126-28.10. Transitions	
a. The county collaborative team has a written plan for transitioning children into and out of WV Pre-K that supports the state definition of school readiness and includes: **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	**Evident ☐** **Not Evident ☐** **Commendation/Recommendation/ Required Follow-Up:**

Section 1.3. §126-28-6. Attendance.	
a. A county pre-k attendance procedure is in place with provisions for working with families whose children are chronically absent and/or tardy. A disenrollment process is included. Enrollment and attendance information is maintained in the West Virginia Education Information System (WVEIS).	**Evident ☐** **Not Evident ☐** **Commendation/Recommendation/ Required Follow-Up:**

Section 1.4. §126-28-7. Transportation.	
a. County transportation procedures are in place and include the following: **Transition Plan a 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 drop-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	**Evident ☐** **Not Evident ☐** **Commendation/Recommendation/ Required Follow-Up:**

Section 2: County Collaborative Early Childhood Team

Section 2.1. **§126-28-4. County Collaborative Early Childhood Team.**	
a. The county collaborative early childhood core team is comprised of required members. Membership is assessed annually.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
b. A full county collaborative early childhood team in place and includes required members. 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 early childhood providers to support a seamless system with the larger community.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
c. The county collaborative early childhood core team meets regularly throughout the year to make joint decisions regarding pre-k program outcomes. Evidence shows collaborative planning and communication.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
d. Program data is verified and up-to-date in the Early Learning Reporting System (ELRS). Each classroom provides a minimum of 1,500 minutes of instruction weekly and 48,000 minutes of instruction annually.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
e. Any changes to the county plan have been submitted and approved by the WV Pre-K Steering Team through the addendum process.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
f. Signed collaborative contracts are in place with each collaborative partner. Collaborative contracts include provisions for impasse resolution among partners. At least 50% of classrooms are provided through contractual contracts with community programs.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**

Section 2.2. §126-28-19. Finance.	
a. The county calculates costs and resources to facilitate programming and meet policy. Collaborative Classroom Budget and Cost Allocation Worksheets are completed for each collaborative pre-k classroom.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
b. 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 ELRS and includes funding and resource contributions from all sources.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
Section 2.3. §126-28-20. Program Oversight.	
a. Provisions for program oversight are defined in collaborative contracts.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
Section 2.4. §126-28-16. Personnel.	
a. WV Professional Teaching Certificates or Authorizations for Community Programs are current and on file for all pre-k teachers.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
b. Early Childhood Classroom Assistant Teacher (ECCAT) Authorizations are current and on file for all assistant teachers.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**

Section 3: Curriculum, Instruction, and Child Assessment

Section 3.1. §126-28-8. Inclusive Settings.	
a. 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** ☐ **Commendation/Recommendation/ Required Follow-Up:**

Section 3.2. §126-28-9. Family Engagement.	
a. Families are provided with meaningful ways of engaging in their child's education through:	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**

Family Engagement Strategies:	Check all that are evident
Opportunities for families to participate 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	

Section 3.3. §126-28-11. Meals.	
a. County meal procedures are in place and include guidance for meal environment that encourages socialization, self-help skills, and positive eating habits. Staff members provide supervision and are seated with children while eating.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**

Section 3.4. §126-28-13. Environmental Design.	
a. Classroom schedules, environments, and lesson plans are reflective of policy, curriculum, and the WV Pre-K Standards (Ages 3-5). Outdoor time is provided for a minimum of one hour daily. A combination of indoor and outdoor gross motor time is provided when weather conditions are not conducive to outdoor gross motor activity.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**

Section 3.5. §126-28-14. Child Guidance.	
a. A process is in place to support teachers in developmentally appropriate child guidance based on WVBE Policy 2525.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**

Section 3.6. §126-28-15. Curriculum and Assessment	
a. The county's curricular framework is defined. Classroom staff are provided with support to ensure instructional practices address all developmental domains. The curriculum is part of the inter-related approach with assessment and approved content standards.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
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** ☐ **Commendation/Recommendation/ Required Follow-Up:**
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. Lesson plans reflect individualized planning for all children.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**
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 (Indicator 7).	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/ Required Follow-Up:**

Section 4: Ongoing Program Assessment and Improvement	
Section 4.1. **§126-28-12. Health and Safety.**	
a. A county process is in place to ensure that the WV Universal Pre-K Health and Safety Checklist is completed to meet safety and health guidelines as set forth in WVBE Policy 2525. Results are finalized in the ELRS.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/** **Required Follow-Up:**
b. Class size and ratio requirements are met.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/** **Required Follow-Up:**
c. There is appropriate square footage in each the classroom for the potential number of enrollees.	**Evident** ☐ **Not Evident** ☐ **Commendation/Recommendation/** **Required Follow-Up:**
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** ☐ **Commendation/Recommendation/** **Required Follow-Up:**
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** ☐ **Commendation/Recommendation/** **Required Follow-Up:**

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** ☐ **Commendation/Recommendation/ Required Follow-Up:**
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** ☐ **Commendation/Recommendation/ Required Follow-Up:**

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.

County:	Date of Pre-K Review:
Date Required Follow-Up Date:	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	Required Follow-Up Information Provided by the county	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 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:
9.

Scan here to fillout the survey!

Michele L. Blatt
West Virginia Superintendent of Schools