



KCSD All Day Preschool: January 2022 Update



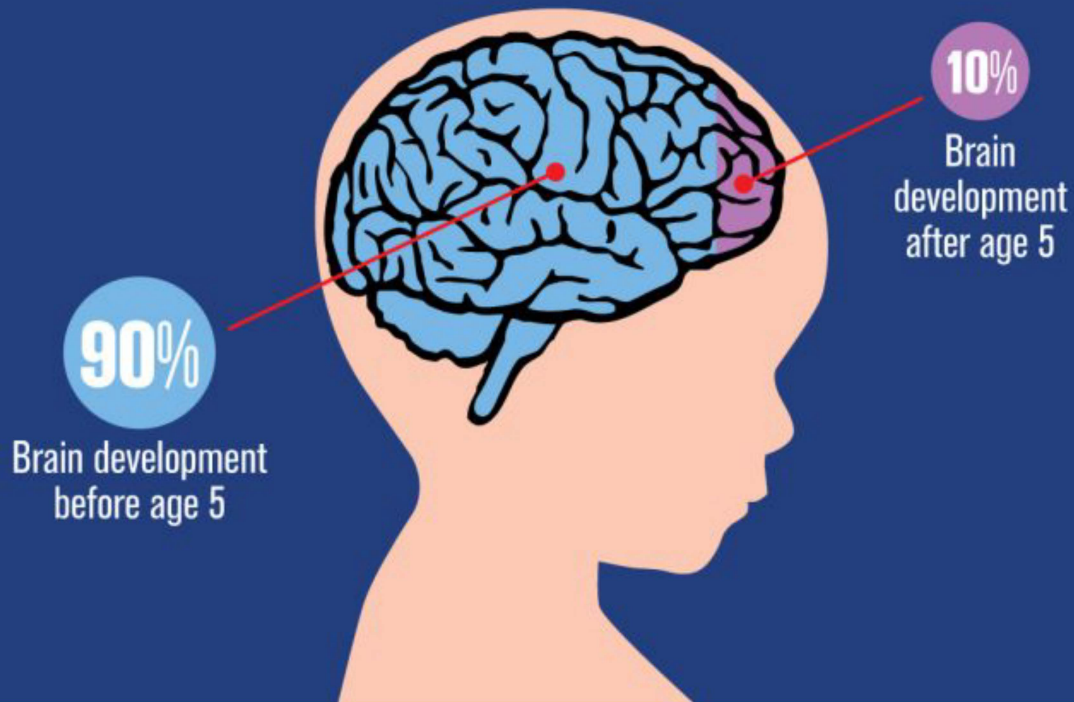
All Day Preschool Goals:

- Increased opportunity to high quality early childhood education.
- Reduced barriers for families.
 - 3.5 hour program
 - 4 day a week program
 - Child care for children around programming
 - Work hour availability for parents/guardians



Before age 5

90% of a child's brain development happens



ALL Day Preschool: An Overview



Opening Day: September 1

Built in Family Engagement Days: Aug 18-31, Oct 22, Jan 14, April 17 & May 19-26

Schedule: Full Day 5 days a week

Structure: Developmentally appropriate, standards based, playful learning in high quality classrooms

Added Benefits: Provides time for parents/guardians to join the workforce knowing their children are safe and learning at school

KCSD Preschool Eligibility



The family must reside in the Kenton County School District in order to attend the preschool program. The program is available at no cost to the family (other than lunch fees if the child is not free lunch eligible).

The Kenton County Preschool Program is an enriching program serving children who meet eligibility criteria as defined by the Kentucky Department of Education. The preschool program is available to

- Four-year-old children who are income eligible, 160% poverty level.
- Three and four-year-old children with an educational disability due to delays in their development, regardless of income.

Tuition application is available for Kenton County Employee Children who are 3 or 4 years old provided space is available. Tuition is \$2,500 per year for full day programming with no transportation.

Preschool in KCSD



2020 - 2021 = 15 Public Preschool Classrooms in 10 elementary schools - ½ Day sessions

2021-2022 = 24 Public Preschool Classrooms in all 11 elementary schools - Full Day Sessions

Additional Services:

- Ft Wright has 1 Head Start classroom that enrolls up to 20 at risk 3 and 4 year old children for a full day program - no transportation.
- Taylor Mill has 1 Head Start classroom that enrolls up to 20 at risk 3 and 4 year old children for a full day program - no transportation.
- River Ridge & Summit View have a daycare on site that accommodates community and preschool before and after care.

Who Are We Serving?



Year	At Risk	Special Education	Tuition
2021-22	41%	51%	7%
2020-21	29%	71%	.01%

KCSD Student Numbers.



Preschool Fully Funded Students

Year	At Risk 4 year olds	Speech/Language Disability	Mild Mental Disability	Severe Disability	Tuition	TOTAL Preschool enrolled students
Dec 2021-22	131	64	77	24	23	319
Dec 2020-21	69	59	85	27	2	242

What does that look like in the classroom and beyond?

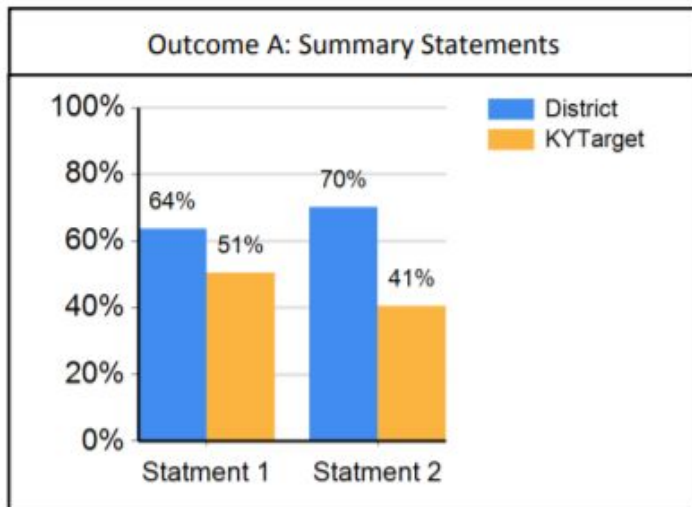
	Low Income Eligible *State funded	Special Education Eligible *State funded	RTI in the Classroom	Employee Tuition	TOTAL in classroom children		First Steps Children in process	Children with Outside Evaluations in process	Families in screening process due to developmental concerns	Families completing paperwork
	Children participating within the classroom						Children in the process to enter the classroom			
BG	12	17	9		38		2		12	
CAY	17	25	11	2	55		5		2	
FW	17	11	6	2	36		4		8	
KE	13	16	11	4	44		5	3	3	
PI	4	7	3		14		2		1	
RCH	4	9	1	3	17		1	1	4	
RR	33	23	14	1	71		7	2	7	
RY	6	6	3		15		3		4	
SV	8	28	8	7	51		7		3	
TM	10	13	2	2	27		2		5	
WT	9	16	3	5	33				12	
Total	133	171	71	26	401		38	6	61	7

319 state funded children in the classroom. 97 additional children in the classroom. 112 children in process.
528 potential students in the process to attend KCSD All Day Preschool

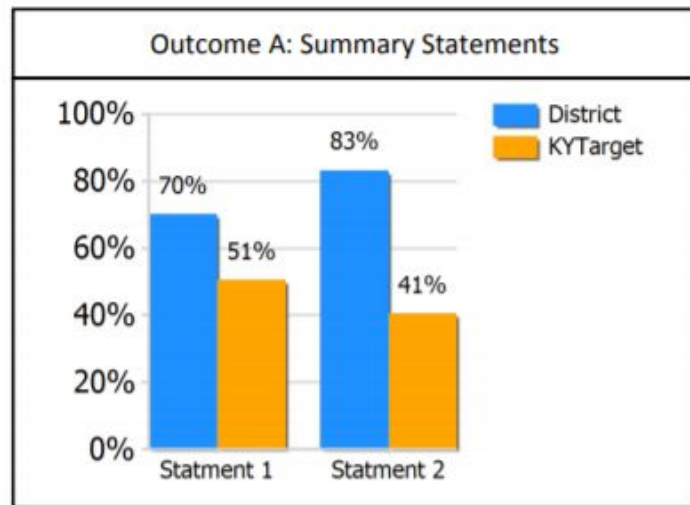
Progress in Preschool (OSEP Report 2018-2019)

Outcome A: Student develops positive social relationships

Students with IEPs



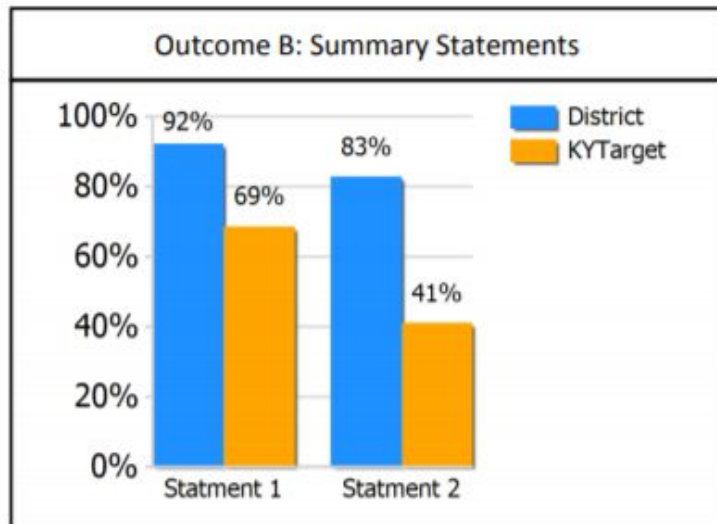
Students without IEPs



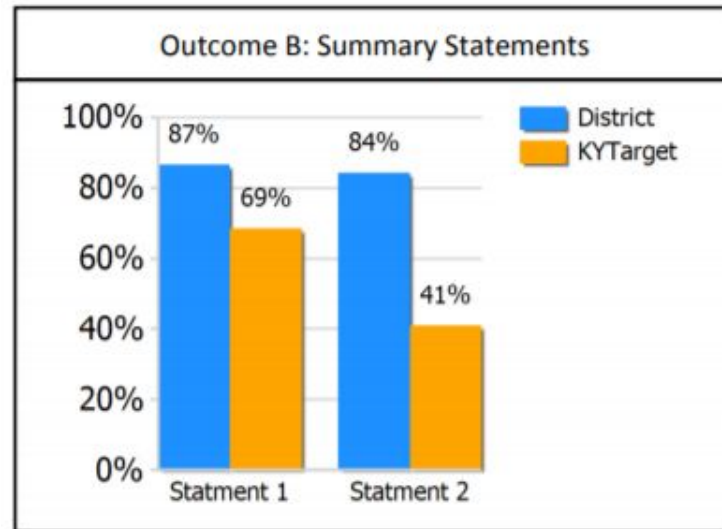
Progress in Preschool (OSEP Report 2018-2019)

Outcome B: Student acquires knowledge and skills

Students with IEPs



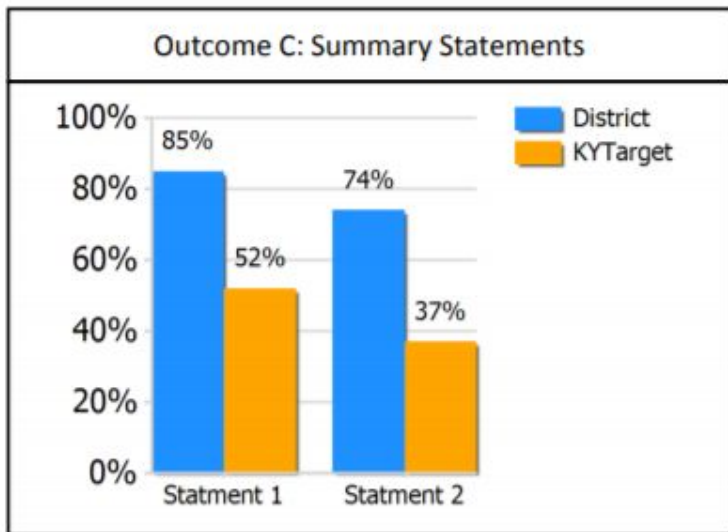
Students without IEPs



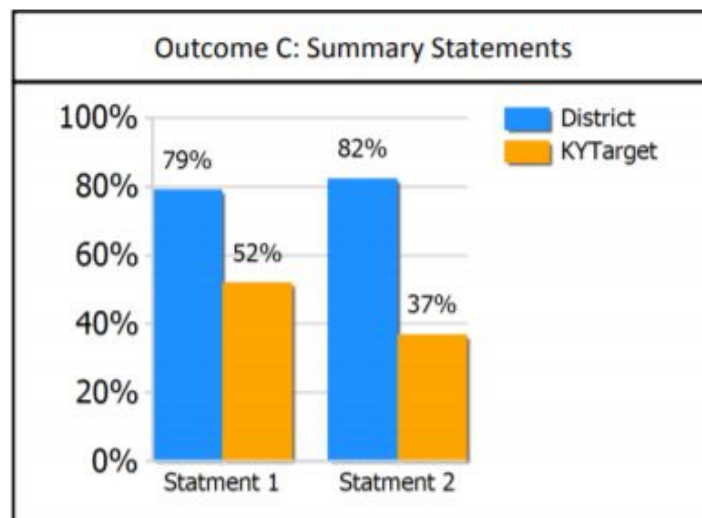
Progress in Preschool (OSEP Report 2018-2019)

Outcome C: Student uses appropriate behavior to meet needs

Students with IEPs



Students without IEPs



Progress of All Children Report - AEPS

Assessment: Assessment, Evaluation, and Programming System (AEPS®) for Infants and Children

Selected Date Range: 05/01/2021 to 12/05/2021

Progress Summary

Number of Children: 90

Skills Gained: During this time, these children mastered 2177 skills, and 1748 new skills emerged.

	Fine Motor	Gross Motor	Adaptive	Cognitive	Social-Communication	Social
Percentage of children who made progress by Area	64	78	74	77	74	81

AEPS Skills Assessment Sample - Cognitive

H. Phonological Awareness and Emergent Reading






- + 1. Demonstrates phonological awareness skills[N]
 - + 1.1 Uses rhyming skills
 - + 1.2 Segments sentences and words
 - + 1.3 Blends single sounds and syllables
 - + 1.4 Identifies same and different sounds at the beginning and end of words
- + 2. Uses letter-sound association to sound out and write words[N]
 - + 2.1 Writes words using letter sounds
 - + 2.2 Sounds out words
 - + 2.3 Produces correct sounds for letters
- + 3. Reads words by sight
 - + 3.1 Identifies letter names

G. Premath


- + 1. Counts at least 20 objects
 - + 1.1 Counts at least 10 objects
 - + 1.2 Counts three objects
- + 2. Demonstrates understanding of printed numerals
 - + 2.1 Labels printed numerals up to 10
 - + 2.2 Recognizes printed numerals

AEPS Skills Assessment Sample - Fine & Gross Motor





A. Bilateral Motor Coordination

-  1. Uses two hands to manipulate objects, each hand performing different movements
 -  1.1 Holds object with one hand while the other hand manipulates
-  2. Cuts out shapes with curved lines
 -  2.1 Cuts out shapes with straight lines
 -  2.2 Cuts paper in two





B. Emergent Writing

-  1. Writes using three-finger grasp
 -  1.1 Uses three-finger grasp to hold writing implement

A. Balance and Mobility









-  1. Runs avoiding obstacles
 -  1.1 Runs
-  2. Alternates feet walking up and down stairs
 -  2.1 Walks up and down stairs

B. Play Skills







-  1. Jumps forward
 -  1.1 Jumps in place
 -  1.2 Jumps from platform
 -  1.3 Balances on one foot

AEPS Skills Assessment Sample -Communication & Social

A. Social-Communicative Interactions

-  1. Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions **[N]**
-  1.1 Uses words, phrases, or sentences to express anticipated outcomes
-  1.2 Uses words, phrases, or sentences to describe pretend objects, events or people
-  1.3 Uses words, phrases, or sentences to label own or others' affect/emotions
-  1.4 Uses words, phrases, or sentences to describe past events
-  1.5 Uses words, phrases, or sentences to make commands to and requests of others
-  1.6 Uses words, phrases, or sentences to obtain information
-  1.7 Uses words, phrases, or sentences to inform

A. Interaction with Others

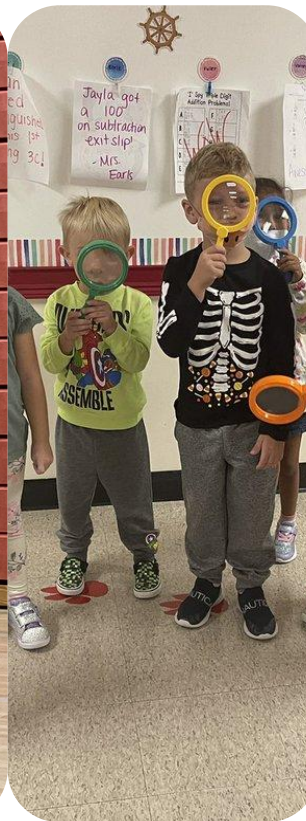
-  1 Interacts with others as play partners **[N]**
-  1.1 Responds to others in distress or need
-  1.2 Establishes and maintains proximity to others
-  1.3 Takes turns with others
-  1.4 Initiates greeting to others who are familiar
-  1.5 Responds to affective initiations from others

Special Area Classes

P.E.



PLTW



Baby Doll
Circle Time



Art



Family Engagement Days

8/20
FRIDAY

8:00 AM	
8:30 AM	Bus Duty
9:00 AM	Family Visit - Maverick
9:30 AM	
10:00 AM	Family Visit - Marcus
10:30 AM	
11:00 AM	Responded to emails reached out to parents we haven't heard from



10/22
FRIDAY

8:00 AM	GATHERED items for parents
8:30 AM	Drove to R's house
9:00 AM	R's Mom
9:30 AM	Drove to L's house
10:00 AM	L's Girl
10:30 AM	Drove to meet C's mom at UDF
11:00 AM	C's K's
11:30 AM	Went to school and emailed parents about family engage for November. I stayed on 11-4 to distribute pizza kits to the families that signed up for the engagement
12:00 PM	Lunch
	Emailed parents about Ms. Goodman helping



10/22
FRIDAY

8:00 AM	Worked in Classroom
8:30 AM	Prepare for Phone Calls
9:00 AM	Parent Phone Calls
9:30 AM	Parent Phone Calls
10:00 AM	Parent Phone Calls
10:30 AM	Parent Phone Calls
11:00 AM	Parent Phone Calls
11:30 AM	Lunch
12:00 PM	Parent Phone Calls
12:30 PM	Parent Phone Calls
1:00 PM	Parent Phone Calls
1:30 PM	Parent Phone Calls
2:00 PM	Parent Phone Calls
2:30 PM	Parent Emails

KY's Kindergarten Readiness Definition



School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

***A world-class education
ensuring ALL students are
transition ready and prepared
for the 21st Century Economy.***

