

PA KEI Update

[Get info about the KEI](#)



PAsecureID and the Pennsylvania Kindergarten Entry Inventory (PA KEI)

Did you know...

Children who have attended a high-quality state-funded prekindergarten [Head Start Supplemental Assistance (HSSAP), Pennsylvania PreK Counts (PA PKC), Keystone STARS 3 and 4], Early Intervention program or have received child care subsidy are assigned a [PAsecureID](#) before they enter kindergarten?

Schools intentionally accessing the existing PAsecureID for children enrolled in kindergarten benefit from having data linked within the system, creating an understanding of early childhood experiences for enrolled children.

Schools that create a duplicate PAsecureID for children who are already listed in the PA KEI override early childhood education data and create multiple records in the system.

To support the most effective use of the PA KEI system, children who were assigned a PAsecureID in early learning programs should not be assigned a new PAsecureID upon entry into kindergarten.

What can you do to help?

1. Provide contact name and information of the individual/s responsible for assigning/selecting PAsecureIDs in your school or district within the [PA KEI database](#).
2. Ensure this individual understands their role in selecting “near matches” from the PAsecureID system. [Guidance is provided here](#)
3. Match and assign PAsecureIDs for kindergarten children early in the school year.
4. Ensure PAsecureIDs get uploaded/entered accurately into the PA KEI database.

Who to go to for help?

Connecting and communicating with the early learning programs in your community ensures children with already assigned PAscoreIDs are not assigned a second, additional ID. All LEAs are encouraged to identify and reach out to early learning programs who serve children that enter into their school(s). Communicate regularly with these programs to understand which children may be transitioning into your school. This could streamline the PAscoreID matching process.

Please contact Michelle Kee at the Office of Child Development and Early Learning (717-772-4850 or mkee@pa.gov) with questions regarding near matches to OCDEL children or any additional PAscoreID issues.

ACT 48

Reminder: Teachers who complete the professional development protocol and obtain a proficiency certificate receive three hours of Act 48 credit. All teachers implementing the PA KEI must have an active proficiency certificate to enter data into the database. Once acquired, proficiency certificates are valid for five years.



The Evidence Collection Period is Ending

The evidence collection period is ending for most implementing schools.

Remember: The evidence collection period begins at the start of your kindergarten school year and closes 45 calendar days after the start of kindergarten.

Next steps:

- Scoring must be completed on all 30 standards-based indicators.
- All demographic information (which may have been uploaded into the PA KEI system) must be reviewed for accuracy and completion.

*Remember: Scoring reflects how the student **entered** your classroom.*

Data Entry into the PA KEI system must be completed 60 **calendar** days after the start of kindergarten.

*Remember: Scoring results **MUST BE FINALIZED** to complete the data collection process.*

Help topics:

- [How to Complete and Save a Student Inventory Record](#)
- [Steps to Complete before Finalizing your Classroom](#)
- [How to Finalize a Classroom](#)
- [Reports that are Available after Finalization of a Classroom is Complete](#)

For these resources and more, click the link below or copy and paste this address into your internet browser's address bar: www.kei-pa.org/data-entry-how-to/

For additional information, access training materials at the PA KEI website, or contact CSIU staff.

- Email: RA-PWOCDELKEI@pa.gov.
- Technical Support staff are available by phone from 8:00 AM to 4:00 PM, Monday – Friday.
 - For Jeff Kay – 570-523-1155, Ext. 2137
 - For Christy Veitch – 570-523-1155, Ext. 2293

Data Corner

What to do with all this data?

Student Summary Report

The PA KEI captures skill levels on 30 standards-based indicators in both cognitive and non-cognitive domains during the first 45 calendar days of the school year. Data collection in most schools is complete by mid-October. Teachers can print a “Student Summary Report” for each student to review with families during the first parent-teacher conference.

[x]Click here to complete data entry for this student and access reports

Indicator Name	NYE	Em	Ev	Ex	Evidence (optional):	UTD	Reason If Other, please give reason:
Ind 01. Emotional Regulation	()	(x)	()	()		()	
Ind 02. Self Awareness	()	()	(x)	()		()	
Ind 03. Conflict Resolution	()	(x)	()	()		()	
Ind 04. Behavior Regulation	()	(x)	()	()		()	
Ind 05. Print Concepts/ Letters	()	(x)	()	()		()	
Ind 06. Print Concepts/ Words	()	(x)	()	()		()	
Ind 07. Phonological Awareness	()	()	(x)	()		()	
Ind 08. Phonics	()	()	(x)	()		()	
Ind 09. Text Analysis	()	(x)	()	()		()	
Ind 10. Text Structure	()	(x)	()	()		()	
Ind 11. Stages of Writing	()	()	(x)	()		()	
Ind 12. Writing Process	()	(x)	()	()		()	
Ind 13. Expressive Language	()	()	(x)	()		()	
Ind 14. Receptive Language	()	()	()	(x)		()	
Ind 15. Collaborative Communication	()	()	()	(x)		()	
Ind 16. Conventions of English Language	()	()	()	(x)		()	
Ind 17. Counting	()	()	(x)	()		()	
Ind 18. Naming Numbers	()	(x)	()	()		()	
Ind 19. Operations and Algebraic Thinking	()	(x)	()	()		()	
Ind 20. Identifying Shapes	()	()	(x)	()		()	
Ind 21. Positional Words	()	()	(x)	()		()	
Ind 22. Measurement	()	(x)	()	()		()	
Ind 23. Data	()	()	(x)	()		()	
Ind 24. Curiosity and Initiative	()	()	(x)	()		()	
Ind 25. Stages of Play	()	()	(x)	()		()	
Ind 26. Engagement, Attention and Persistence	()	()	()	(x)		()	
Ind 27. Task Analysis	()	(x)	()	()		()	
Ind 28. Reasoning and Problem Solving	()	(x)	()	()		()	
Ind 29. Control and Coordination - Fine Motor	()	()	(x)	()		()	
Ind 30. Control and Coordination - Gross Motor	()	()	(x)	()		()	

Sharing data with family members during conferences is an important opportunity to communicate a student's progress and provide insights into their academic and social development. Teachers explain assessment results, share examples of student work, and discuss both student strengths and opportunities for further development. Parents and teachers can collaboratively set academic, behavioral, or social-emotional goals for the student. Clear goals provide direction and motivation for the students and the adults supporting them.



The Power of Play-Based Learning

Play-based learning is crucial for kindergarteners as it is the most developmentally appropriate way for them to learn and explore the world. It allows children to engage in hands-on experiences that build foundational skills in a natural, child-led manner. Through play, students develop critical thinking, problem-solving, and social-emotional skills, all of which are essential for academic success and healthy development.

To connect play-based learning to the Pennsylvania Core Standards, kindergarten teachers can intentionally design learning centers and activities that align with specific academic goals. For example, a "dramatic play" area transformed into a grocery store can support students in meeting math standards by counting items, recognizing numbers on product labels, and using pretend money, which develops one-to-one correspondence and counting skills. Teachers can also apply literacy standards by creating shopping lists, reading environmental print signs and food boxes, and writing receipts.

When a teacher joins the play, they can guide children's learning by asking questions like "How many apples do we have?" or "Can you write down the words for our shopping list?" This intentional facilitation helps children construct knowledge and apply foundational skills through exploration and hands-on discovery, directly linking their play to formal learning objectives outlined in the state's standards.

National Association for the Education of Young Children (NAEYC)

NAEYC is the premier membership association for early learning educators. NAEYC is available to support all ECE educators on their journey to enhance educational opportunities for all young children. NAEYC offers four membership categories—Entry (Digital) Level, Standard, Premium, and Family—each with a unique set of benefits. Click [here](#) for more information on how to join.

PA Early Ed News

Stay up to date with the latest information from the PA Office of Child Development and Early Learning (OCDEL).

Sponsored by OCDEL, the PA Early Ed News is a monthly e-newsletter to inform early learning professionals, the early childhood community, school district staff, policymakers, community leaders, and the public on developments in early childhood education and care in Pennsylvania. The newsletter is free and open to anyone.

When you subscribe to PA Early Ed News, you may also receive special announcements throughout the month from OCDEL, keeping you up to date on current information. For more information and to subscribe, click [here](#).

Need a Password Reset?



Resetting your password for PA KEI data system:

1. Go to the website: <http://kei-pa.org>
 2. Select the *Data System Login* tab.
 3. Click on the *I forgot my password* link located below the login boxes.
 4. You will be asked to enter your Username, which should be your school email address.
 5. A password reset email will be sent to you.
 6. Follow the instructions in the email.
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Need Help with the PA KEI?

Each implementing school and/or district has designated a school or district point of contact (PA KEI POC). Implementing teachers should request contact information for your school or district's designated PA KEI POC. In addition, the following supports are available:

GENERAL QUESTIONS about the PA KEI or any information in this newsletter should be directed to OCDEL staff at RA-PWOCDELKEI@pa.gov.

TECHNICAL SUPPORT is available by phone Monday through Friday from 8 am to 4 pm.

- Jeff Kay: 570-523-1155, Ext. 2137
 - Email your questions during off-hours to KEI@csiu.org
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Subscribing to the eNewsletter

If you have a co-worker participating in KEI but does not receive the newsletter, email Christy at cveitch@csiu.org to request to be added to the listserv.

[Access archived editions.](#)