U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150021

Gramts.gov Tracking#: GRANT11761994

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
10/15/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	NYS Education Department

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
146013200	8067821730000

d. Address:

* Street1:	89 Washington Avenue
Street2:	
* City:	Albany
County/Parish:	
* State:	NY: New York
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	12234-1000

e. Organizational Unit:

Department Name:	Division Name:
NYS Education Department	Office of Student Support Serv

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Ms.	* First Name:	Renee
Middle Name:	L.		
* Last Name:	Rider		
Suffix:			

Title:	Assistant Commissioner

Organizational Affiliation:
New York State Education Department

* Telephone Number:	518-474-4817	Fax Number:	518-474-7558

* Email:	rrider@mail.nysed.gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

Preschool Development Grants--Expansion Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Tracking Number:GRANT11761994 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T13:15:38-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: NY-All

* b. Program/Project: NY-All

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

17. Proposed Project:

* a. Start Date: 01/01/2015

* b. End Date: 12/31/2019

18. Estimated Funding ($):

* a. Federal	100,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	100,000,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	
* First Name:	Donald
Middle Name:	E.
* Last Name:	Curon
Suffix:	
* Title:	Chief Financial Officer
* Telephone Number:	518-474-7551
Fax Number:	
* Email:	dona_e.juron@nysed.gov
* Signature of Authorized Representative:	Mary Drzonsc
* Date Signed:	10/15/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Mary Drzenso	Chief Financial Officer
APPLICANT ORGANIZATION	DATE SUBMITTED
NYS Education Department	10/15/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

*Name: NYS Education Department

*Street 1: 89 Washington Avenue Street 2:

*City: Albany State: NY: New York Zip: 12234-1000

Congressional District, if known:

6. * Federal Department/Agency:

Department of Education

7. * Federal Program Name/Description:

Preschool Development Grants

CFDA Number, *if applicable*: 84.419

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix *First Name: NA Middle Name

*Last Name: NA Suffix

*Street 1 Street 2

*City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix *First Name: NA Middle Name

*Last Name: NA Suffix

*Street 1 Street 2

*City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*Signature: Mary Dresser

*Name: Prefix *First Name: Donald Middle Name: E.

*Last Name: Cohen Suffix

Title: Chief Financial Officer Telephone No.: 518-474-3852 Date: 10/15/2014

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11761994 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T13:15:38-04:00

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Statement.pdf | Delete Attachment | View Attachment

General Education Provisions Act (GEPA)

In order to ensure equitable access to and participation in the New York State Preschool Development Expansion Grant, the following strategies are implemented:

1. Information materials on the program, including eligibility requirements, are distributed through sub-grants and community based organizations that work with specific target populations, including limited English proficiency learners, new immigrant populations and the State's highest need schools.

2. The State Education Department's Educational Data System is used to provide demographic data on identified populations so that more in-depth information can be provided to targeted populations, particularly in high-need urban schools.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	NYS Education Department
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	Donald
Middle Name:	E.
* Last Name:	Duren
Suffix:	
* Title:	Chief Financial Officer
* SIGNATURE:	Mary Ormsby
* DATE:	10/15/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Abstract.pdf | Delete Attachment | View Attachment

ABSTRACT

The State of New York has a deep commitment to advancing a high-quality and comprehensive approach to early childhood education for all of our young children. Over the last two decades, New York has taken steps to advance its education system by creating a birth-to-3rd grade continuum that embraces both the importance of High-Quality early education for all children and a priority to meet the specific needs of our most at-risk young learners, including Dual Language Learners and those with special needs. Pre-K in New York has been regarded as a key strategy to improve educational outcomes and narrow the achievement gap. Governor Andrew M. Cuomo has made expansion of full-day high quality Pre-K a major priority of his administration. As a result, the State has greatly increased its support for Pre-K to an impressive $750 million investment. Just as significant, is the State's extremely robust set of Pre-K program standards that reflect current research on effective early childhood teaching and learning. These standards meet all of the structural elements of High-Quality programs as defined in this grant funding opportunity.

The State's expectations for school readiness, which are laid out in the Prekindergarten Foundation for the Common Core, are the common basis for our strategic efforts to support children's development from birth and expand high-quality programs that meet the needs of young children and families. We will leverage the framework from the state's Tiered Quality and Improvement System, QUALITYstarsNY.

New York will be targeting five geographically diverse communities with high numbers of children who are Dual Language Learners and live in high poverty areas: New York City, Yonkers, Uniondale, Indian River, and Port Chester. These sites include cities, rural parts of the state, and suburban communities with high concentrations of immigrant children, where families face stress factors known to impede school readiness. New York State Education Department (SED) expects to create approximately 1,725 new full-day slots and improve an additional 1,350 existing slots to meet the definition of a full-day High-Quality Preschool Program.

This funding opportunity will allow New York to implement our most progressive high-quality approaches to Pre-K and then supplement programs with innovations to strengthen the quality and capacity of our programs, parent engagement, school-community partnerships, and State partners focused on early education.

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** Project Narrative.pdf

Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

(b)(6)

Expanding High-Quality Statewide Universal Full-Day Prekindergarten

New York State

Preschool Development Grants—Expansion Grant
Application for Funding

10/15/2014

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Glossary of Terms and Acronyms

ACS	Administration for Children's Services
BOCES	Board of Cooperative Educational Services
CCDF	Child Care Development Fund
CCR&R	Child Care Resource & Referral agency
CUNY	City University of New York
CLASS	Classroom Assessment Scoring System
CBO	Community Based Organization
CORe	Community Opportunity and Reinvestment initiative
CBK	Core Body of Knowledge
DOE	Department of Education
DOHMH	Department of Health and Mental Health
DLLs	Dual Language Learners
ECAC	Early Childhood Advisory Council
ECERS	Early Childhood Environmental Rating Scale
EDI	Early Development Indicator
ELDS	Early Learning and Development Standards
ELG	Early Learning Guidelines
EYI	Early Years Institute
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ELA	English Language Arts
IEP	Individual Education Plan
IDEA	Individuals with Disabilities Education Act
LEA	Local Educational Agency
MOU	Memorandum of Understanding
MEP	Migrant Education Program
NAEYC	National Association for the Education of Young Children
NYS	New York State
NYSAEYC	New York State Association for the Education of Young C
NYU	New York University
OCFS	Office of Children and Family Services
PDI	Professional Development Institute
QSNY	QUALITYstarsNY
RTTT	Race To The Top
RFP	Request for Proposals
SCIS	Special Class in an Integrated Setting
SED	State Education Department
SIRS	State Information Repository System
SUNY	State University of New York
SAMSHA	Substance Abuse and Mental Health Services
TA	Technical Assistance

TQRIS	Tiered Quality Rating and Improvement System
UFSD	Union Free School District
UPK	Universal Prekindergarten
WELS	Web-based Early Learning System

A. Executive Summary (10 points).

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will—

A(1) Build on the State's progress to date as demonstrated in selection criterion (B);

A(2) Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities;

A(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots, as applicable;

A(4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;

A(5) Set expectations for the school readiness of children upon kindergarten entry;

A(6) Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils; an

A(7) Allocate funds between--

(a) Activities to build or enhance State Preschool Program infrastructure using no more than five percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children; and

(b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities, including how it will--

(i) Provide High-Quality Preschool Programs to Eligible Children no later than the end of year one of the grant period;

(ii) Subgrant at least 95 percent of its Federal grant funds to its Subgrantee or Subgrantees over the grant period; and

(iii) Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs.

Evidence for selection criterion (A):

(A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots (See Table A in the application package).

(A)(4) Documentation of the structural elements in the definition of High-Quality Preschool Program.

(A)(5) Set of expectations for school readiness.

(A)(6) Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.

Any other supporting evidence the State believes will be helpful to peer reviewers.

A. EXECUTIVE SUMMARY

> *"We need more early education. Every expert will tell you that early education makes a difference and it makes the difference for life. The statistics are overwhelming. Children who receive early education perform 25% better on math by the second grade, 20% better on English, 30% are more likely to graduate from high school, 32% are less likely to be arrested as a juvenile."*
>
> Governor Andrew M. Cuomo State of the State Address, January 2013

The State of New York has a deep commitment to advancing a High-Quality and comprehensive approach to early childhood education for all of our young children. Over the last two decades, New York has taken steps to advance its education system by creating a birth-to-3rd grade continuum that embraces both the importance of High-Quality early education for all children and a priority to meet the specific needs of our most at-risk young learners, including Dual Language Learners and those with special needs.

This funding opportunity will allow New York to implement our most progressive high-quality approaches to Pre-K and then supplement programs with innovations to strengthen the quality and capacity of our programs, parent engagement, school-community partnerships, and State partners focused on early education. We have developed an ambitious and achievable plan to take a bold step forward toward New York's vision for 2014 Statewide Full-Day High-Quality Pre-K that meets the comprehensive needs of families with young children.

Within the Executive Summary, we share the major points of our ambitious and achievable plan to expand access to High-Quality Preschool Programs in High-Need communities. We briefly describe our State's commitment (Section B), which lays the groundwork for our strategy to enhance the State's infrastructure (Section C) as well as to increase access to High-Quality programs for Eligible children (Section D) in close collaboration with our community partners (Section E).

In New York, Pre-K has long been regarded as a key strategy to improve educational outcomes and narrow the achievement gap. Although our State's first investments in Pre-K occurred almost half of a century ago, the State greatly increased its support for Full-Day High-Quality Pre-K in the last two years. Now, the total state funding for Pre-K reaches an impressive $750 million investment. Just as significant as our investments is the State's extremely robust

set of Pre-K program standards that reflect current research on effective early childhood teaching and learning. These standards meet all of the structural elements of High-Quality programs. Notably, for instance, every lead teacher in a Pre-K classroom must hold a New York State Birth to 2nd grade certification or a bachelor's degree and a three-year plan to become certified. Our Pre-K programs are required to implement a comprehensive curriculum that is aligned with our comprehensive Pre-K learning standards, the *Prekindergarten Foundation for the Common Core*. This document addresses *all* of the essential domains of early childhood and aligns with the Common Core Learning standards as well as the birth to five-year-old Early Learning Guidelines. Our classrooms cannot exceed a ratio of one teacher to nine four-year old children or a group size of 20 children. Indeed, New York has laid a solid foundation for our ambitious and achievable plan to expand and continue to innovate with early childhood education.

As we look to enhance the State system to expand high-quality programs that meet the needs of young children and families, we strategically build on the incredible work that is taking place at the State level and in communities throughout New York. Importantly, the State's expectations for school readiness, which are laid out in *Prekindergarten Foundation for the Common Core,* are the common basis for our strategic efforts to support children's development from birth. We will leverage the framework from the state's Tiered Quality and Improvement System, QUALITYstarsNY, which is fully aligned with our state's Pre-K program standards and the early childhood workforce professional development goals. Through the rating and quality improvement components of QUALITYstarsNY, the State is demonstrating its commitment to support programs to meet high-quality standards and build a high-quality workforce of early childhood educators and administrators who understand developmentally-appropriate practice. We will also strengthen the State's capacity to support school districts and enhance local capacity through support for school-community partnerships; the hubs for collaboration among a range of stakeholders who are committed to ensuring Pre-K programs are responsive to the needs of children, families, and the community. New York has a commitment to engaging parents in the development of appropriate local solutions and is respectful of the diversity among families and communities. Indeed, the State's recent investments in Pre-K have fostered significant new linkages between local school districts and community programs that can be harnessed in this new federal grant to serve considerably more children with high needs in full-day High-Quality Preschool Programs that offer comprehensive services to address the "whole child."

Strengthening school-community partnerships through this grant will help align federal, State, and local resources, early childhood and K-12 policies and practices, as well as engage parents, local community leaders, and educators in the project. Because of our comprehensive approach, this proposal has the support of more than 70 partners reflecting a broad cross-section of perspectives, including Head Start, health and mental health services, and our institutions of higher education.

The expansion of our High-Quality full-day program builds on the State's 2014 Statewide Full-Day Universal Pre-K Program expanded services where there is substantial unmet need to provide participating four-year-old children with excellent education. For this federal investment, we will be targeting five geographically diverse communities with high numbers of children who are Dual Language Learners and live in high poverty areas. These sites include cities, rural parts of the State, and suburban communities with high concentrations of immigrant children, where families face stress factors known to impede school readiness.

- **New York City** is the State and nation's largest urban area. Approximately 76% of children in New York City qualify for Free or Reduced Price Lunch and 81% meet the federal definition of economically disadvantaged.[1] In New York City, 13% of children are considered Dual Language Learners and the percentage of children with disabilities is 17%. Furthermore, 65% of kindergarten students live in neighborhoods where the High-Needs Index is greater than the citywide average. Approximately 20,000 of New York City's four-year old children do not receive full-day high-quality Pre-K from the school district.
- **Yonkers** is a mid-sized urban area neighboring New York City. Approximately 67% of children quality for Free or Reduced Price Lunch and 78% meet the federal definition of economically disadvantaged. In Yonkers, 10% of children are considered Dual Language Learners the percentage of children with disabilities is 15%. 2013 data shows that approximately 526 students are homeless, 94 of whom are between the ages of four and

[1]Economically disadvantaged accounts for eligibility for Medicaid; Food stamps; Supplementary Security Income (SSI); Federal public housing assistance or Section 8 (a federal housing assistance program administered by the Department of Housing and Urban Development); Low Income Home Energy Assistance Program.

eight. As of 2013, 20,043 out of the 25,598 total students were deemed to be residing in poverty. Yonkers was designated a Focus District[2] for the 2012-13 School Year, signaling that Yonkers should take dramatic and systematic actions in support of their schools, especially those school buildings in which the performance of certain measurable groups of students is among the lowest in the State. Approximately 1,959 (97%) of Yonkers' four-year old children do not receive full-day high-quality Pre-K from the school district.

- **Uniondale** is a suburban community located less than thirty miles from New York City in Nassau County. Approximately 60% of Uniondale students are eligible to receive Free or Reduced Lunch, more than quadruple the rate in Nassau County, and 62% meet the federal definition of economically disadvantaged. In Uniondale, 16% of elementary students are considered Dual Language Learners and the percentage of children with disabilities is 8%. Uniondale has also seen a rise in the numbers of homeless students, growing from 111 students in 2004 to 198 in 2010. Uniondale was designated a District in Need of Improvement in 2011-12, which means that it was a school district that did not make annual yearly progress on the same accountability measure for two consecutive years while receiving Title I funds, which then requires the school district to offer public school choice to its residents. Currently, none of Uniondale's 4-year-old children receive Pre-K from the school district.
- **Indian River** is a high-need rural district located in northern New York, approximately 25 miles from the Canadian border. Approximately 54% of Indian River's students are eligible to receive Free or Reduced Lunch. In Indian River, 4% of elementary students are considered Dual Language Learners and the percentage of children with disabilities is 13%. A significant population comes from federal lands associated with Fort Drum, the home of the Army's 10th Mountain Division and approximately 66% of the student population comes from military families, which leads to a disproportionately large

[2] New York State identifies a district as a Focus District if any of its student subgroups have a combined ELA and mathematics Performance Index that places the subgroup among the lowest five percent of districts in the State for racial/ethnic subgroups, low-income students, students with disabilities, or English language learners. A district will not be identified for that subgroup's performance if that subgroup has a graduation rate above the State average on the four year graduation cohort or the group's median Student Growth Percentile in ELA and mathematics has been above the combined Statewide Median Growth Percentile for that group in the past two years combined.

prekindergarten-third grade enrollment, making it even more critical that young children in Indian River receive a strong educational base. Currently, none of Indian River's four-year-old children receive Full-Day Pre-K from the school district and approximately 129 receive half-day Pre-K.

- **Port Chester** is a working-class suburban community. Approximately 65% of children qualify for Free or Reduced Price lunch. In Port Chester, 30% of elementary students are considered Dual Language Learners and the percentage of children with disabilities is 11%. It has a large Hispanic population and more than 75% of the Hispanic students are children of recent immigrants, of whom a significant portion of do not exhibit literacy in either Spanish or English. Currently, none of Port Chester's 4-year-old children receive Pre-K from the school district.

Across these communities, the New York State Education Department (SED) expects to create 1,725 new full-day slots and improve an additional 1,350 existing slots to meet the definition of a full-day High-Quality Preschool Program. SED has the organizational capacity and system infrastructure to meet expansion goals and implement the innovations proposed in the Preschool Expansion Grant within the first year of the grant. This claim is supported by SED's recent implementation of the 2014 Statewide Full-Day Universal Prekindergarten program that is now serving approximately 37,000 young learners in 53 school districts throughout the State. With the funds from this federal Preschool Expansion Grant, SED will enter into detailed MOU's with the five selected sites that articulate: (1) the shared responsibility for creating High-Quality Pre-K programs based on our rigorous standards and (2) the expectations for school districts to partner with community-based organizations to maximize resources and create a continuum of high-quality services from birth through 3rd grade. Through the Preschool Development Expansion Grant, children living under 200% of poverty, who most stand to benefit from High-Quality Preschool, will have access to the comprehensive innovations that New York has proposed to help young learners achieve success in school and beyond.

B. Commitment to State Preschool Programs (20 points).

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children, as evidenced by--

B(1) State Early Learning and Development Standards (2 points);

B(2) State's financial investment over the last four years (6 points);

B(3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points);

B(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program, which may be accomplished through the use of a TQRIS (4 points);

B(5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children (2 points); and

B(6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (2 points).

Evidence for selection criterion (B):

B(1) Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met.
B(2) Completed table that describes the State's financial investment and number of children served in State Preschool Programs (See Table B in the application package).
B(3) Evidence of enacted and pending legislation, policies, or practices.
B(4) Any other supporting evidence the State believes will be helpful to peer reviewers.

B. COMMITMENT TO STATE PRESCHOOL PROGRAMS

Governor Cuomo made expansion of full-day High-Quality Pre-K a major priority of his administration. In last year's legislative session, the State added $(b)(4) in new money to expand full-day High-Quality services, building on a long history of support from prior governors and the state legislature. In New York State, Pre-K has long been regarded as a key strategy to improve educational outcomes and narrow the achievement gap. New York has taken steps over the past 17 years to move toward a P-12 education system embracing both the importance of developmentally appropriate early education for all children and a priority to meet

the specific needs of our most at risk young learners, including Dual Language Learners and those with special needs.

The move to a universal Pre-K system for all eligible children is an ongoing priority for the state. The New York State Board of Regents, the education policy body for New York State, has strongly supported the inclusion of the preschool years to help children prepare for kindergarten. The Regents' 2005 policy statement, *Early Education for Student Achievement in a Global Community,*[3] called for a continuum of educationally sound high-quality early care and education, starting at birth and continuing through third grade. The Regents, and more recently, the Governor's Education Reform Commission, called for the expansion of Pre-K as the next strategic step in building that continuum.[4]

As a further reflection of this state's commitment to supporting High-Quality programs and the full birth to third grade continuum, New York was one of only a few states that embraced early childhood as part of its federal Race to the Top grant application and invested in New York's Tiered Quality Rating and Improvement standards and systems to strengthen early childhood programs in high-needs communities.[5] With this investment, the State Education Department (SED) took action to enhance the quality of early learning programs and improve the alignment between early care and education programs and the first years of elementary school.

In the following narrative, we elaborate on New York's longstanding commitment to its high-quality State Preschool Programs. Starting with our earliest program in the 1960's, New York has called for qualified teachers, high-quality learning environments, small class sizes, low student to teacher ratios, comprehensive services for children most at risk, and a diverse delivery system to leverage other public investments, including child care and Head Start. With 60% of the Pre-K services currently provided in early childhood programs based in the community, our approach relies on strong partnerships with community-based organizations to provide families with a comprehensive approach to early care and education that meets their needs for extended hours and year-round services, as well as cultural and linguistic diversity.

[3] *See* http://www.regents.nysed.gov/meetings/2005Meetings/July2005/0705brd5.htm

[4] *See* http://www.governor.ny.gov/press/01142014-new-ny-education-reform-commission

[5] *See* http://usny.nysed.gov/rttt/application/criteriapriorities.pdf

To elaborate on New York's commitment to high-quality preschool programs, we begin with a description of our comprehensive Early Learning and Development Standards[6] that are the foundation for our Pre-K services and are aligned with the Common Core Learning Standards.[7] We then describe the recent growth in our financial investments in Pre-K as well as the policies and practices we have in place to ensure communities throughout the state deliver excellent Pre-K programs. Next we explain the structures of our Pre-K programs that leverage resources through strong partnerships with all types of early childhood settings including child care centers, libraries, private, parochial, and charter schools. Linking with Head Start, for example, offers access to health, mental health, family support, nutrition and social services, along with our strong standards and emerging strategies for family engagement. Taken together, the following narrative underscores our state's innovative and comprehensive approach to Pre-K which lays the foundation for our ambitious and achievable plan to expand our High-Quality Preschool Program to serve at-risk and underserved children in New York's highest needs communities.

B(1) Early Learning and Development Standards

New York has developed an aligned set of high-quality Early Learning and Development Standards (ELDS) from birth through kindergarten entry. The alignment of the standards grew from the New York State Board of Regents charge to align standards, assessments, curriculum, and instruction not just across kindergarten through grade 12, but across the more comprehensive and inclusive span of Pre-K through High School graduation. This effort has put the State on track to be sure that we are driving a strategic and coherent effort to support children's development from birth on. Many communities, including the ones chosen for this grant, have active efforts to ensure that early childhood professionals ground their work in the standards and have the competencies and support to implement best practices.

In the following pages, we provide important descriptive information about New York State's Early Learning and Development Standards (ELDS) and how these standards help to shape High-Quality Pre-Kindergarten Programs throughout the State. We share how the ELDS

[6] *See* http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/prekindergarten_learning_standards_jan_10_2011.pdf

[7] *See* http://www.p12.nysed.gov/ciai/common_core_standards/

address all Essential Domains, are aligned from birth through kindergarten entry, and respect and support New York State's diverse young learners and their families. We then explain the implementation of the ELDS. In this section of the proposal, we show that we have laid the groundwork for our ambitious and achievable plan to expand access to High-Quality Preschool Programs.

B(1)A New York's aligned standards

New York's comprehensive ELDS include two aligned documents: The New York State Prekindergarten Foundation for the Common Core[8] and The New York State Early Learning Guidelines.[9] Both the Early Learning Guidelines (published in 2012) and the Prekindergarten Foundation for the Common Core (published in 2011) were developed to fully align with the K-12 Common Core Learning Standards in literacy and mathematics and then were expanded to include all Essential Domains of School Readiness. They also align with the Head Start Child Development Learning Framework.[10] Combined, the ELDS address the full birth through kindergarten age spectrum and position the State to strengthen the Pre-K through 3rd grade curriculum. The Early Learning Guidelines depict the progression of typical child development during three developmental stages: birth to 18 months; 18 months to 36 months; and 36 months to 60 months and the Pre-K Foundation for the Common Core describes expectations for children in Pre-K programs. The five distinct but highly interrelated domains provide the structure for the *Pre-K Foundation for the Common Core*. A brief description of each domain appears below:

1. Approaches to Learning: How children become involved in learning and acquiring knowledge.
2. Physical Development and Health: Children's physical health and ability to engage in daily activities.
3. Social and Emotional Development: The emotional competence and ability to form

[8] *See* Appendix No. 4, "New York State Prekindergarten Foundation for the Common Core;" and to view in its entirety: http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf.

[9] *See* Appendix No. 3, "New York State Early Learning Guidelines;" and to view in its entirety: http://www.earlychildhoodnyc.org/pdfs/eng/ELG.pdf.

[10] https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf

positive relationships that give meaning to children's experiences in the home, school, and larger community.

4. Communication, Language, and Literacy: How children understand, create, and communicate meaning.
5. Cognition and Knowledge of the World: What children need to know and understand about their world and how they apply what they know. This domain is a direct reflection of the content competencies and knowledge of the Common Core Learning Standards.

B(1)B New York's ELDS meet the needs of diverse families

The ELDS are developmentally, culturally, and linguistically appropriate for infants, toddlers, and preschoolers. The state worked with a diverse group to stakeholders to ensure that the standards are inclusive of all children and that teachers have the necessary tools to implement the standards to best meet the needs of children with disabilities and Dual Language Learners. Informed by best practices for supporting diverse children, New York's ELDS embed and therefore fully integrate accommodations and modifications throughout the standards documents.

Preschool Children with Disabilities

The introductory material to the *Pre-K Foundation for the Common Core* explains that the standards are designed to assist early childhood professionals in setting high expectations for *all* children. It states:

> Preschool children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Preschool children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers.... With the appropriate services and supports, children with disabilities can participate in Pre-K experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.[11]

In accordance with this statement, the specific indicators throughout the document are written to accommodate variation and focus on children's "increasing awareness and competence in the areas" described in each domain. Rather than focus on a specific endpoint for children's

[11] http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf (p.6).

knowledge and skills, the standards focus on a progression of increased competence. The document also includes specific indicators that address variation in ability. For example, within Domain 4: Communication, Language, and Literacy, the area related to "Representing" asks that children be able to demonstrate their ability to express ideas using a variety of methods, such as, "Uses facial expressions, body language, gestures, and sign language to express ideas."[12]

Dual Language Learners

The ELDS recognize that early childhood education plays an essential role in preparing young Dual Language Learners (DLLs) for later success in school. The introduction to the *Pre-K Foundation for the Common Core* sets the expectation that educators properly support children who speak a home language other than English:

> Young English language learners can begin to develop these essential foundational skills even before they have developed strong English language skills. It is, therefore, essential to encourage continued first language development in our children by providing them with appropriate education settings such as a bilingual classroom or integrated English as a Second Language (ESL) program, which support language and literacy learning in English. Those children who have had rich first language experiences learn a second language, such as English, more easily than children who have had limited experience with the language they have used in their homes since birth. The background knowledge that each child brings to the task of learning English has to be respected and acknowledged as part of the ongoing learning process.[13]

The standards are written to emphasize interactions in which DLL can gain language proficiency: by having frequent and varied opportunities to engage the key areas of language development (speaking, listening, viewing, representing, reading, and writing).

B(1)C New York's ELDS implementation

New York has taken critical steps to ensure the high quality implementation of the ELDS. In addition to the distribution of the ELDS to all early childhood programs and schools serving 4 year olds, every early childhood faculty member at all institutions of higher education have received a copy of the ELDS in order to integrate them into teacher preparation programs. To

[12] *Ibid* (p.18).
[13] *Ibid* (p.6).

date, faculty from 23 of New York's college campuses have ordered additional copies for students to use as required readings. Additionally, professional associations, Child Care Resource and Referral agencies, and educators have received the ELDS and training on how to incorporate the ELDS into the professional development they provide to teachers and administrators.

The ELDS are integrated into several key components of the New York's Pre-K program and ground the program standards in developmentally and culturally appropriate expectations for children. Further, the ELDS extend the expectations of our Pre-K programs and push the state to support a 21st century approach to early education; an approach that provides a continuum of excellent education and care from birth through 3rd grade, with highly qualified teachers, and children who are supported and engaged in all developmental domains. They promote an integrated curriculum across the subject areas, responsive interactions between teachers and children, and active learning environments that support all early learners. The ELDS are integral components of: 1) Program Standards and New York's Tiered Quality Rating and Improvement System: QUALITYstarsNY; 2) Workforce Development; 3) Professional Development Activities; 4) Curriculum Implementation; and 5) Family Engagement Activities. For example: the program standards for New York's TQRIS, QUALITYstarsNY, incorporate the ELDS. Programs receive points when they implement an evidence-based curriculum that addresses each of the Essential Domains of School Readiness, is developmentally appropriate and aligns with the ELDS.

B(2) New York's financial investment over the last four years

New York has a long history of supporting early childhood education, starting in the 1960's, as Head Start was just getting started along with many of our country's social reforms to improve child and family wellbeing. Today, the state's investment in Pre-K is over $(b)(4) (b)(4) reaching over 100,000 four-year-olds across the state with more than half of those children in full-day Pre-K. Last year alone, the Governor added $(b)(4) for a new Statewide Full-Day Pre-K Program (Full-Day Pre-K) building on the State's previous Pre-K investments.[14] This funding jump came on the heels of the Governor's $(b)(4) increased

[14] Chapter 53 of the Laws of 2014; N.Y. Educ. L. § 3602-ee

investment the previous year. Fifty-three districts across the state opened new full-day Pre-K seats, with New York City reaching a goal of serving 50,000 children in the new full-day Pre-K programs.

New York's most recent landmark investment nearly doubled the state's Pre-K budget, taking it from $(b)(4) . These new State resources will fund 2014-2015 school year programs throughout the state that applied and were selected to provide high quality Pre-K for at least 5 hours of instruction time each day for the full school year. The new funding was awarded based on a competitive grants process. The Governor has pledged to continue current programs that meet quality standards. The 2014-15 enacted state budget included a new investment of $(b)(4) over five years for statewide Pre-K programs. The new funding builds on the strengths of the existing Pre-K program standards (described in B(4)(A) below) to include rigorous new quality benchmarks. It prioritizes and provides higher rates for classrooms with fully certified teachers and emphasizes an ongoing approach to quality improvement designed to keep programs moving toward increasingly higher quality year after year.

This most recent investment extends New York's existing Pre-K programs and offers an opportunity to move toward a coherent, universal Pre-K program, with priority for high-needs children first. The state's first Pre-K program was for at-risk three- and four-year-olds, and only in public schools. That effort, known as Experimental Pre-K, and later as Targeted Pre-K, never grew beyond a high-need population, serving just 20,000 children at its peak.[15] In 1997, the legislature enacted a new Pre-K program, as part of broader educational reform. A landmark piece of legislation at the time, Universal Prekindergarten (UPK) was funded with public education dollars, but also included community investments in early childhood programs.[16] At its inception, school districts were required to establish an advisory committee, which included the key stakeholders in early education to create and implement the plans for Pre-K. From the start, early childhood educators and school districts began to work together to build Pre-K as a foundation for success in school, preparing children for success in kindergarten. In recent years, the State has shifted focus to full-day programs to best meet the needs of families and in recognition of the evidence that a full-day program produces better educational outcomes for children. In 2013, New York State enacted a new Pre-K program, focused on high-need

[15] *See* http://www.cbcny.org/sites/default/files/REPORT_UPK_10222013.pdf.
[16] N.Y. Educ. L. § 3602-e.

children, which included full-day funding.[17] The $[(b)(4)] Priority Pre-K Program helped 25 districts move toward full-day services with the promise the funding would continue as long as the programs met quality standards.[18][19]

B(3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children

New York has significant legislation, policies, and practices that demonstrate our commitment to providing stellar Pre-K services for children, with robust supports for those most at-risk. The foundation for our Pre-K programs was established in 1997 when New York enacted legislation[20] to provide quality half-day Pre-K to 4-year olds across the State. Funding for the initial investment in UPK was appropriated for the 1998-99 school year to be administered by the State Education Department (SED) and allocated to local school districts based on their community needs and number of eligible four-year-old children. The rules governing UPK were promulgated by SED and lay the foundation for quality, collaborating with community-based partners, as well as other critical components of the Pre-K program.[21] Through this policy, 93% of high-need districts offer state-supported Pre-K.

In light of the state's unmet need and increased understanding of the value of High-Quality early childhood services for children and community's long-term success, state leaders recognized the need to increase services to more high-needs districts and expand the hours of services provided by many of our existing programs. State officials and education leaders including the Governor's appointed Education Reform Commission made increased investment in High-Quality full-day Pre-K a priority for the state to meet its education improvement goals. The research evidence was clear that this investment was critical to meeting the needs of the most at-risk children, including dual language learners, new immigrants, and children in poverty as well as more moderate-income families that cannot afford private preschool programs.

[17] Chapter 57 of the Laws of 2013.
[18] *See* http://www.p12.nysed.gov/funding/2013-14-prekindergarten/2013-14-prekindergarten.pdf
[19] *See* http://www.p12.nysed.gov/funding/2013-14-prekindergarten/2013-14-prekindergarten-award-list.pdf
[20] N.Y. Educ. L. § 3602-e.
[21] 8 N.Y.C.R.R. 151-1

These past experiences and current realities have shaped Governor Cuomo's policy innovations around Pre-K and early childhood services for children birth through eight. Similarly, the New York State Board of Regents[22] has made early care and education a top priority within the education system. As noted previously, New York has launched two major initiatives in the past two years to expand access to High-Quality full-day Pre-K. This includes the Priority Pre-K Program and the 2014 Statewide Universal Full-Day Pre-K Program. Priority Pre-K was the first step toward a more robust expansion. This competitive grant initiative was funded in the 2013-14 budget and builds on the foundation established by the UPK program. Twenty-five districts were awarded grants to expand half-day and full-day options and convert part-day seats to full-day seats. This Pre-K grant program provides additional resources to significantly enhance program quality by requiring grantees to adopt program quality standards including valid and reliable measures of environmental quality, the quality of teacher-student interactions, and student outcomes. In this program, funding targets higher need students in lower wealth school districts, adding another 6,000 children who participate in high-quality Pre-K settings.

The most significant advancement for Pre-K in New York took place in the 2014 legislative session when the State's elected leaders enacted the Statewide Universal Full-Day Pre-Kindergarten Program[23] (full-day Pre-K) that added additional program standards that promote quality and support school districts to meet educational goals. The latest policy presents a new opportunity to build on the investment in quality, creates new momentum and interest among local school districts, and raises the challenge of how to best align New York State's Pre-K investment as part of a broad birth to 12th grade education strategy with particular attention to the birth to 3rd grade continuum. The parameters of the 2014 Full-Day Pre-Kindergarten Program align with this federal grant opportunity and the goal to create innovative, quality full-day Pre-K programs by creating new full-day slots and by converting half-day slots to full-day slots. The State utilized a competitive bidding process, through a Request for Proposals (RFP), to further emphasize the quality requirements of the program explained below.

[22] The New York State Board of Regents is responsible for the general supervision of all educational activities within New York State and presides over The University of the State of New York and the New York State Education Department.

[23] N.Y. Educ. L. § 3602-ee; as added by Chapter 56 of the Laws of 2014

B(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program, which may be accomplished through the use of a TQRIS.

New York is poised to leverage its strong infrastructure and substantial investments in our ambitious and achievable plan to deliver a High-Quality Preschool Program. Within this section, we will begin by sharing the statutory and regulatory language embedded in our Statewide Universal Full-Day Pre-K that aligns with the definition of a High-Quality Preschool Program. Then, we will discuss the state's TQRIS: QUALITYstarsNY, which is aligned to full-day Pre-K's high-quality program requirements and serves as a key framework for monitoring and improving program quality.

B(4)(A) Statewide Universal Full-Day Preschool alignment with the definition of a High-Quality Preschool Program

The State's Pre-K programs in statute and/or policy and regulations have included rigorous program expectations for years. The full-day Pre-K initiative is moving New York forward in a number of ways. There is designated funding to support quality improvement in existing Pre-K programs, support for transitioning programs from part-day to full-day, and program funding levels aligned with teacher qualifications. The new benchmarks that are aligned with New York's TQRIS standards promote quality in all Pre-K settings.

The law builds on the requirements embedded in the UPK program and moves the state toward full-day Pre-K in response to the new research showing the value of the full-day option particularly in meeting the early learning needs of the most at-risk children. The RFP developed by the SED sets out a framework with specific expectations regarding the key elements of a high-quality preschool program. The policy encourages programs to incorporate active, novel learning experiences that foster higher-level thinking across the curriculum. It promotes activities that address all essential domains of school readiness, including dramatic play, speaking and listening, using blocks, working with computers, manipulating math objects and science materials, art, writing, movement and dance. High-quality early childhood programs support the learning and development of individual children as well as promote the growth and success of the group participating. Next we demonstrate the ways in which New York State's

full-day Pre-K meets the Preschool Development Grant's definition of a High-Quality Preschool Program.

(i) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials

New York State sets a high bar for teacher qualifications. The new full-day initiatives have strengthened the requirements for teachers and now require that all individuals heading early childhood classrooms must be certified or have a plan to become certified. Specifically, full-day Pre-K, as created by Section 3602-EE of the Education Law, has explicit requirements for staff qualifications that go beyond a bachelor's degree to expect Pre-K teachers to be certified or become certified within three years. This is particularly relevant because New York confers a Birth-to-Second grade Teacher Certification to ensure early childhood teachers have preparatory coursework specific to teaching young children. The 2014 Full-Day Pre-K Program requires that:

"Pre-K teachers providing instruction as part of this program shall possess:

a) A teaching license or certificate valid for service in the early childhood grades pursuant to Part 80 of 8 NYCRR including, but not limited to, Early Childhood Education (Birth - Grade 2), Pre-K - Grade Six or Nursery, Kindergarten – Grade 6; or a teaching license;

b) Pre-K teachers employed by non-profit organizations, community-based organizations, libraries and/or museums must have a bachelor's degree in early childhood education or a related field and must have a written plan to obtain certification valid for service in the early childhood grades as follows:

   (i) For teachers hired on or after March 31, 2014, within three years after commencing employment, at which time such certification shall be required for employment;

   (ii) For teachers hired prior to March 31, 2014, by no later than June 30, 2017, at which time such certification shall be required for

employment."[24]

(ii) High-quality professional development for all staff

The 2014 Full-Day Pre-K Program requires that "all teaching staff receives quality annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation, through a plan for meaningful, sustained professional development for all partners."[25] This expectation adds to the requirement in the UPK RFP that states "professional development shall be based on the instructional needs of children and shall be provided to Pre-K teachers and staff in district and agency settings in which Pre-K services are provided."[26] As New York lays out its ambitious and achievable plan in Section C, we will enhance the expectations to ensure that staff participates in High-Quality professional development: coaching that includes feedback to teachers based on their daily teaching practices.

(iii) A child-to-instructional staff ratio of no more than 10 to 1

The language in Pre-K statutes is very clear about the requirement that programs "be implemented with a staffing pattern that advances child development and learning." In New York, all Pre-K programs must meet a ratio of 9 children to 1 instructional staff, which is more rigorous than the child-to-instructional staff ratio required for High-Quality Preschool Programs.

(iv) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition

The UPK, Priority Pre-K, and Full-Day Pre-K programs all align on the requirements for evidence-based teacher-child ratios and group sizes. In all settings, programs must have one teacher and a teacher assistant for groups of 18 children or a teacher and two assistants for groups of 20 children.

(v) A Full-Day program

Priority Pre-K and full-day Pre-K require that "each program must provide instruction for at least five hours per school day for the full school year."[27] Indeed, it encourages programs

[24] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf
[25] *Ibid.*
[26] *Ibid.*
[27] N.Y. Educ. L. § 3602-e.

offering an existing half-day program to convert slots to a more comprehensive and lengthy program so that children have the maximum benefit from participating in the High-Quality Preschool Program.

(vi) Inclusion of children with disabilities to ensure access to and full participation in all opportunities

Preschool special education programs have been key partners and service providers since the launch of UPK.[28] Indeed, SED encourages applications that include collaboration with approved programs for preschool students with disabilities. The Statement of Assurances requires Pre-K programs to "Recognize preschool special education providers as eligible agencies to receive funds to establish UPK classes in the community" and "ensure that people with disabilities are able to access the program site as required by the Americans with Disabilities Act of 1990."

(vii) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry

Again, the statutes and regulations governing the State's Pre-K programs emphasize the importance of excellent instructional practices. Building on past experience and seeking to deliver a robust instructional approach, all Full-Day Pre-K programs must "demonstrate quality in the following eight areas: (1) curriculum; (2) learning environment, materials and supplies; (3) family engagement and support; (4) staffing patterns; (5) teacher education and experience; (6) facility quality; (7) physical well-being, health and nutrition; and (8) partnerships with non-profit, community and educational institutions."[29] The Full-Day RFP goes on to state, "programs that provide more stimulation enhance child development and demonstrate creative approaches to improve early childhood education in these eight quality standard areas will receive a competitive advantage in the application process."[30] Full-day Pre-k program applicants were

[28] *See* New York State Education Law Section 4410.

[29] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf (p. 25).

[30] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf (p.8).

asked to provide evidence of their plans to implement high-quality comprehensive curricula. In the narrative, applicants were asked to show how:

> "The applicant uses a written curriculum or curriculum framework that is evidenced-based (meaning research has been conducted regarding the relationship between the curriculum and children's learning), as well as developmentally appropriate, and that addresses the key domains of child development; it emphasizes language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structured and unstructured play.
>
> ii. The applicant uses a written curriculum or curriculum framework that aligns with the NYS Pre-K Foundation for the Common Core and ensures continuity with the Common Core State Standards in ELA and Math.
>
> iii. All teaching staff receives quality annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation, through a plan for meaningful, sustained professional development for all partners."[31]

(viii) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

The full-day Pre-K program builds on requirements in the earlier UPK and Priority Pre-K programs and requires school districts to document strategies to ensure *all* children can participate within the section on curriculum implementation. The language in the full-day Pre-K RFP is as follows:

> "iv. The applicant implements accommodations, modifications and supports to enable preschool children with disabilities effective inclusion in the full range of the program's activities.
>
> v. The applicant implements modifications and supports to ensure that participating children who are English Language Learners are provided equal access to the program and opportunities to achieve the same program goals and standards as non-English

[31] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf (p.25).

language learners."[32]

In addition to this language, the full-day Pre-K RFP also includes an expectation that the learning environment will support all children. It specifically states that the materials and supplies have "been developed using principles of Universal Design, or have been modified or adapted to meet the unique needs of preschool students with disabilities."[33].

(ix) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff

New York aspires to meet the goal of comparable salaries for all Pre-K teachers in schools and in community-based organizations with their peers teaching in local K-12 school districts. The first step to reaching that goal is to align the educational requirements; within three years, all newly hired Pre-K teachers must be certified. New York City, in its ambitious expansion plan for 2014, utilized the new funding to take a bold step forward providing grants to programs to align certified teachers starting salaries in schools and CBOs, setting a precedent for other parts of the state. In New York City, new Pre-K teachers with initial Birth-to-Grade 2 Certification start at the Department of Education salary of $44,000 and a teacher with a professional Birth-to-Grade 2 Certification can be paid $50,000. In addition, the Full-Day Pre-K funding establishes differential funding levels per child based on the certification of the teacher. This means that a classroom with a certified teacher can receive up to $10,000 per child while a program that is led by a teacher moving toward certification will receive only $7,000 per child. Currently, Pre-K programs that received grants under the recent full-day Pre-K competitive grant program can also develop a tiered salary level for teachers. New York's achievable and ambitious plan described in Section C includes guidance to districts about pay equity and the funding allocation described in Section G assumes compensation comparability.

(x) Program evaluation to ensure continuous improvement

Full-day Pre-K programs meet the Pre-K program requirements using a Quality Assurance Protocol that has been developed to help ensure comprehensive and consistent monitoring of program quality in providers of full-day Pre-K programs pursuant to New York State Education Law Section 3602-EE. The tool is designed for program monitoring purposes

[32] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf (p.26).
[33] *Ibid.*

and can also be used by school district administrators and individual entities as a self-assessment tool.[34] The tool is structured to align with the aforementioned eight areas program requirements and an additional domain related to fiscal and program oversight.

This protocol was designed to carefully map on to QUALITYstarsNY's four categories of program standards: (1) Learning Environment, (2) Family Engagement, (3) Qualifications and Experience; (4) Management and Leadership. The State's ambitious and achievable plan described in Section C extends this alignment and promotes the statewide adoption of these quality standards as the program monitoring mechanism for the full-day Pre-K program.

Existing state policies for the UPK program also have clear direction on child assessment, monitoring progress, and reporting data to SED. The regulations state:

> "(1) School districts shall establish a process for assessing the developmental baseline and progress of all children participating in the program. Such a process must at a minimum provide for on-going assessment of the development of language, cognitive and social skills, and ensure that:
>
> (i) the instrument(s) used for assessment must be valid and reliable; and
>
> (ii) assessment information must be used to inform classroom instruction and professional development.
>
> (2) School districts shall use the results of such assessments to annually monitor and track Pre-K program effectiveness. A program shall be considered effective if the enrolled children demonstrate significant gains, as determined by the commissioner, in language, cognitive and social skills."[35]

(xi) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development

The 2014 Full-Day Pre-K program quality requirements and structure builds upon those that are enumerated in the UPK program requirements in the Commissioner's Regulations.

[34] *See* Appendix No. 8, "New York Statewide Universal Full-Day Pre-Kindergarten Program Quality Assurance Protocol."

[35] 8 N.Y.C.R.R. 151-1.3(b)(1).

Programs are expected to promote families' access to services that support their children's learning and development. Specifically, the 2014 full-day Pre-K RFP addresses families' involvement in their children's learning as well as the way that the program connects families to other services that can support their family functioning and states

> "ii. The applicant provides opportunities for active engagement of parents and/or guardians in the education of their children, and does so in a language they understand. Examples of active engagement may include, but are not limited to, written communication with families, meeting one-on-one, parent workshops and training on such topics as child development, language development, bilingualism, educational disabilities and the special education referral process; opportunities for families to volunteer; and opportunities for parents to participate in program-and school-level decisions . . .
>
> iv. The applicant provides, directly or through referral, support services to children and their families necessary to support the child's participation in the Pre-K program. Whenever possible, support services are provided in collaboration with other community organizations in a non-duplicative manner. Support services are provided to the maximum extent practicable in the language or mode of communication, which the parents and/or guardians and the child best understand."[36]

In addition, New York has built a mixed delivery system that leverages services in the community, opens the door to more robust linkages with the health, mental health and social services community to provide families and children with the supports they need. These programs are often located in settings such as community centers and comprehensive service centers that also provide these services or in Head Start agencies where access to these services is required. This also supports the need to ensure that children with special needs are identified early and receive the support services needed in the least restrictive environment.

(xii) Evidence-based health and safety standards

[36] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf (p.26).

All Pre-K programs housed at community-based organizations are required to be in programs that meet the local regulatory standards for health and safety. New York's regulations are among the highest in the country. On April 11, 2013, Child Care Aware of America released, *We Can Do Better: 2013 Update*, the fourth in a series of reports first issued in 2007 that scores and ranks the states on their child care center program requirements and oversight. New York rated first among all the states and the District of Columbia on its child care regulations.[37] Additionally, the 2014 Full-Day Pre-K program has a set of standards that address facilities and requires that:

> "The Statewide Universal Full-Day Pre-K Program must meet all applicable fire safety and building codes and any applicable facility requirements of a state or local licensing or registering agency and at all times must maintain building and classroom space in a manner that ensures and protects the health and safety of students."[38]

Furthermore, the full-day Pre-K program quality narrative asks participating programs to go beyond basic health and safety standards and support children's Physical Well-Being, Health and Nutrition. According to the RFP,

> "i. Programs provide a variety of daily opportunities to engage in physical activities.
>
> ii. Programs provide opportunities for students to engage in developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) throughout the day.
>
> iii. Programs provide appropriate meals and snacks to ensure that the nutritional needs of the children are met.
>
> iv. Meals and snacks are provided in an environment conducive to interaction between staff and children and at a time appropriate to meet the children's needs and provide sufficient time for eating and interaction."[39]

B(4)(B) Measuring program quality: New York's TQRIS QUALITYstarsNY

[37] *See* http://www.naccrra.org/sites/default/files/default_site_pages/2013/wcdb_2013_final_april_11_0.pdf

[38] N.Y. Educ. L. § 3602-ee(9).

[39] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf (p.28).

New York has committed to setting High-Quality program standards for all of its early care and education programs, including Pre-K classrooms in school and community settings. These requirements are stated within the full-day RFP requirements and further evidenced by its investments in QUALITYstarsNY, the state's Tiered Quality Rating and Improvement System. As part of its successful 2010 Race to the Top (2010 RTTT) application, the New York State Education Department (SED) is using $(b)(4) of its funding to support the expansion of QUALITYstarsNY.[40] (An additional $(b)(4) has been committed by other state agencies, the state's Early Childhood Advisory Council, and private philanthropy, to do an initial field test and to launch an initial implementation of the system.). QUALITYstarsNY is clearly organized into five tiers (Stars 1 to 5, with 5 being the highest star rating indicating higher quality). As a result of this investment, 385 programs serving nearly 21,000 children are benefiting from participation in QUALITYstarsNY.[41]

B(5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children

New York's SED leadership representatives are active member of the state's Early Childhood Advisory Council (ECAC), which serves as the primary mechanism for coordinating and leveraging state and federal resources. This critical association brings leadership from state agencies together to consider "the whole child" and to approach Children with High Needs through a comprehensive lens.

ECAC is a 50-member body that is appointed by the Governor and provides his office with strategic guidance on addressing the needs of New York's young children and families. The ECAC was established in May 2009 to support New York's efforts to build a high-quality early learning and development system, and is New York's State Advisory Council on Early Childhood Education and Care, meeting the requirements described in Section 642B(b) of the Head Start Act[42] The New York State Council on Children and Families serves as the fiscal agent for the ECAC, and also administers three other federal early childhood initiatives - New York State Head Start Collaboration Project, the Early Childhood Comprehensive Services

[40] *See* http://usny.nysed.gov/rttt/application/criteriapriorities.pdf

[41] *See* Appendix No. 7, "QUALITYstarsNY Standards for Public-School Operated UPK Programs."

[42] 42 U.S.C. 9837(b).

Initiative, and Project LAUNCH. The ECAC includes as members the State's Child Care and Development Fund (CCDF) administrator, State agency coordinators from both Part B of Section 619 and Part C of the Individuals with Disabilities Education Act (IDEA), State agency representatives responsible for health and mental health, and other key early childhood stakeholders throughout the state of New York.[43] In addition to State agency representatives, the membership includes representatives of the broad stakeholder body that comprises the field of early childhood services including representatives of local government, private nonprofits, advocacy organizations, foundations, higher education, and unions. These members have a wide range of expertise in early childhood issues including early learning and development, health care, child welfare, family support and engagement, and mental health. Since 2009, the ECAC has embarked on an ambitious strategic plan that envisions all young children are healthy, learning and thriving in families that are supported by a full complement of services and resources essential for successful development. As explained in Section C of this proposal, the state's ambitious and achievable plan delineates key representatives that will be added to the ECAC and several activities that the ECAC will carry out to further strengthen the state's infrastructure and cross-sector work to provide High-Quality Preschool programs.

B(6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors

New York's Pre-K policies strategically facilitate local collaborations to maximize resources and provide responsive services to children and families. For funding for Pre-K that flows through school districts, districts are required, with certain exceptions, to set aside at least ten percent of Pre-K funds for collaborative efforts with eligible agencies[44], including child care centers, Head Start programs, nursery schools, and approved preschool special education programs. However, recognizing the needs of children and families for full-day high quality services, school districts have contracted with community-based organizations well beyond the ten percent requirement stipulated. Of the approximately 60% of UPK classrooms that are operated by community-based organizations, eight percent are provided by Head Start programs,

[43] 42 U.S.C. 9837(b)

[44] N.Y. Educ. L. § 3602-e(5)(e); 8 N.Y.C.R.R. 151-1.4

which ensure a comprehensive "whole child" approach. This has provided new sources of revenue for child care and Head Start programs serving Children with High Needs, allowing them to raise the quality of their services, expand the length of day and year of services, increase teacher qualifications and provide a more comprehensive service delivery for the children and families in their program.

In addition to this program design that promotes coordination, New York is examining and investing in additional strategies to integrate and align services. New York relies heavily on local school districts to design programs that are responsive to the needs of the local community. Although there have been more than 17 years of experience with diverse delivery, there is much to be learned about how local districts build a local infrastructure that supports access and builds quality capacity in all settings and is aligned with the statewide efforts. New York is both a heavily rural and urban state with a large suburban population. Meeting this diverse need requires significant planning and support. New York's Center for Children's Initiatives has launched a new initiative to learn and promote best practices in coordination across the state. Their initial research has documented that Pre-K administrators are eager to provide more coordinated professional development opportunities that build bridges between the public schools and teachers in all settings as well as to align policies and practices to better meet the needs of children and families.

The State University of New York (SUNY) has launched an initiative called the *New York's Community-Based Cradle to Career Partnerships*.[45] SUNY views education as a continuum that begins at birth and is carried on through school, college, career, and even into retirement and establishing a series of systemic and sustainable regional education networks across the state and bringing together partners who have signed on to strengthen this educational continuum. There are currently 37 Cradle to Career Partnerships operating across the State. SUNY's partners include leaders in Pre-K-12 schools, higher education, business and industry, community organizations, government leaders, parents and other stakeholders who are committed to helping children succeed from birth through careers. In partnership with StriveTogether, another SUNY-based initiative, SUNY is helping communities all around the state to adapt a framework for civic infrastructure to serve as the foundation of their cradle to

[45] *See* http://old.suny.edu/educationpipeline/cradletocareer.cfm

career efforts. Partnerships have officially launched in Albany, Astoria/Long Island City, Clinton County, Geneva, Harlem, Rochester South Bronx and Yonkers. These networks will be utilized by the school district Subgrantees to provide comprehensive teacher preparation for Pre-Kindergarten teachers to be equipped to instill the highest level of quality throughout New York State's Pre-K programs. Not only will these networks have the ability to streamline highly qualified teachers into classrooms, but they will also be able to ensure that highly qualified teachers receive the best available professional development throughout their careers, which will help to ensure that quality is a cornerstone of New York's Pre-K programs.[46]

The Campaign for Grade Level Reading is another collaborative effort by foundations, nonprofit partners, states and communities across the nation including New York to ensure that more children in low-income families succeed in school and graduate prepared for college, a career, and active citizenship.[47] The Campaign focuses on the most important predictor of school success and high school graduation—grade-level reading by the end of third grade. Engaged communities have mobilized to remove barriers, expand opportunities, and assist parents in fulfilling their roles and responsibilities to serve as full partners in the success of their children are needed to assure student success. Finally, the Governor's Community, Opportunity, and Reinvestment (CORe) initiative is a beacon for expanding partnerships in High-Needs communities. School and early childhood programs are key partners in this initiative that is expanding throughout the state. New York's ambitious and achievable plan to expand our High-Quality Preschool Program will rely on close collaborations with communities established in our target High-Needs communities to carry out the comprehensive cross-sector work necessary to deliver high-quality programs that meet children and families' needs.

[46] *See* Appendix No. 10, "Letter of Support—State University of New York."
[47] *See* http://gradelevelreading.net/.

C. Ensuring Quality in Preschool Programs (30 points).

The extent to which the State has an ambitious and achievable plan to ensure program quality, including a description of how the State will (8 points)

C(1) Use no more than five percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level through activities such as—

a) Enhancing or expanding Early Learning and Development Standards;
b) Implementing Program Standards consistent with a High-Quality Preschool Program;
c) Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development;
d) Conducting a needs assessment to determine the current availability of High-Quality Preschool Programs, including private and faith-based providers and Head Start programs;
e) Establishing or upgrading preschool teacher education and licensure requirements;
f) Improving teacher and administrator early education training programs and professional development;
g) Implementing a Statewide Longitudinal Data System to link preschool and elementary and secondary school data;
h) Implementing a Comprehensive Early Learning Assessment System;
i) Building preschool programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support their children's learning at home;
j) Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors; and
k) Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children.

C(2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs (which may be accomplished through the use of leveraging a TQRIS and other existing monitoring systems), including the extent to which the State (10 points)

a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts;
b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade; and
c) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

C(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for

which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments (12 points).

Evidence for selection criterion (C):

- (C)(2)(a) Evidence of a monitoring protocol used to drive continuous program improvement.
- (C)(2)(c) Evidence of State targets with measurable outcomes, including school readiness achieved by the program.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

C. ENSURING QUALITY IN PRESCHOOL PROGRAMS

New York's ambitious and achievable plans for ensuring quality preschool programs are grounded in decades of experience implementing the Pre-K programs described in Section B. Over the last 50 years, our state has learned that the key to building a statewide infrastructure is leveraging partnerships to innovate and sustain program quality.

As we look to the next iteration of High-Quality Pre-K services in High-Needs communities for children with high needs, our goals are to strategically expand access to High-Quality Preschool Programs *and* bring greater coherence to our educational services from birth through 3rd grade. To that end, this grant is a critical opportunity to capitalize on the state's existing innovative investments in the infrastructure to support a continuum of quality programs. Chief among these strategies is New York's Tiered Quality Rating and Improvement System (TQRIS), QUALITYstarsNY: the unifying framework for monitoring and improving the quality of the state's early learning programs. Just as significant, our infrastructure-building agenda focuses on bolstering the capacity of our statewide system to better support local communities to implement effective and efficient Pre-K programs in collaboration with their community partners and assure that their approach meets the specific and diverse needs of their children and families.

In the following narrative, we describe the strategies that New York will pursue as it builds its infrastructure. Our ambitious and achievable plans are guided by a strategic framework displayed in Figure C.1 in which we address quality and capacity at each level of our statewide early childhood system: at the state, community, and program levels. In the Figure C.1 below, we show the key actors and strategies we are engaging to enhance quality at each level. Critically, capacity building at one level is inextricably linked to the quality and capacity of our services at the other levels. In other words, our strategies are responsive and dynamic: the work

at the programmatic level strongly influences the work at the community-level and state-levels and the community-level needs drive our state-level system building efforts.

In sub-section C(1), there are plans to enhance the State's early childhood quality infrastructure through strategic partnerships with innovators across the state. Here we also highlight critical State-level capacity building that will help to strengthen local partnerships focused on the Birth to 3rd Grade continuum. We then turn to sub-section C(2) and discuss our ambitious and achievable plans to scale up program monitoring and supporting continuous improvement for each community through participation in QUALITYstarsNY. This work strengthens Pre-K programs within our High-Needs communities and builds the State's ability to support evidence-based quality in our Pre-K programs throughout New York. In sub-section C(3), we describe our plans to expand a pilot-tested approach to using a comprehensive authentic instrument of children's school readiness that provides important information to our participating school districts as well as helps us to build the Statewide infrastructure for developmentally-appropriate progress monitoring.

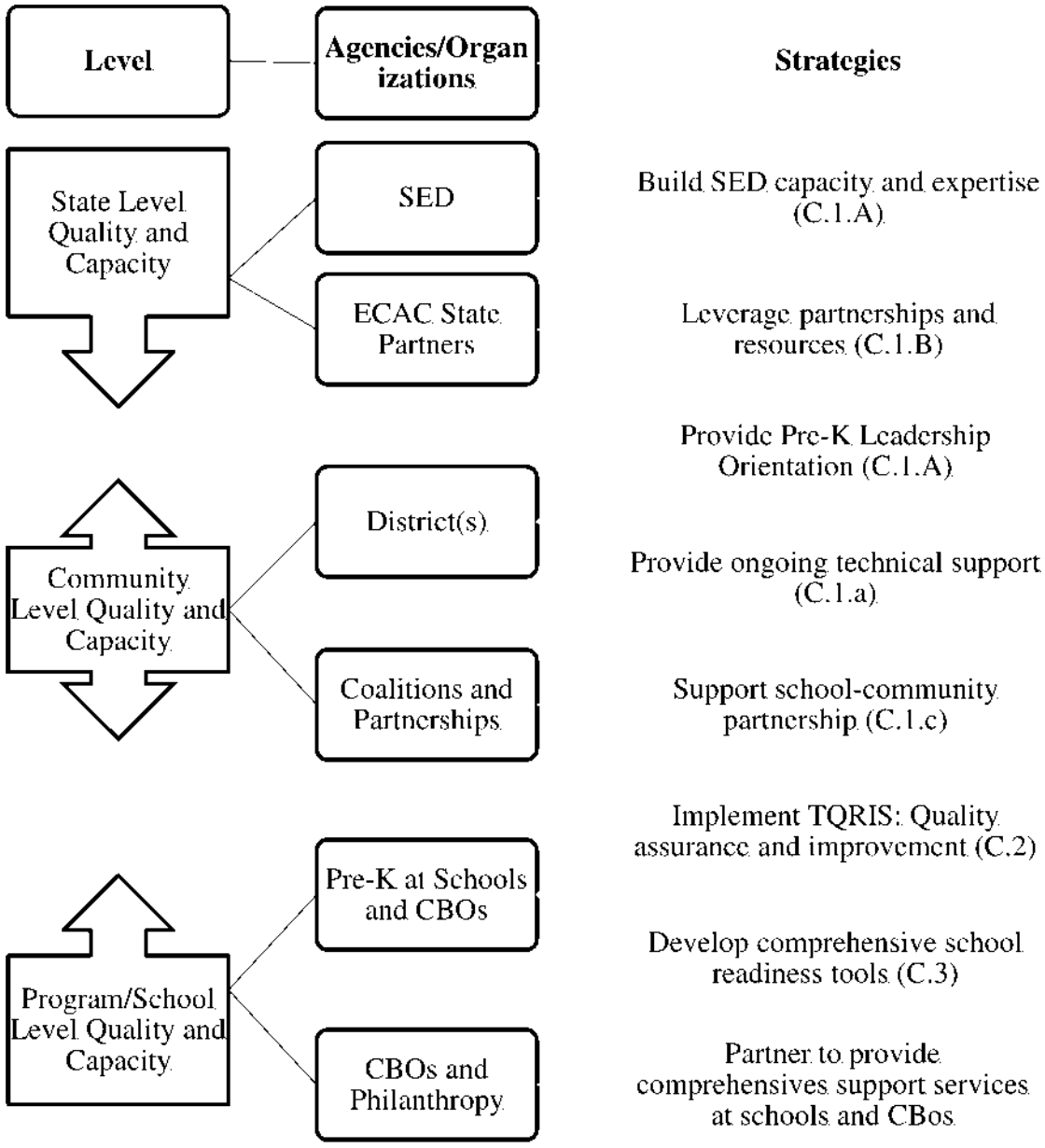

Figure C.1: State Structure and strategy to build capacity and quality at the state, community, and local levels for an excellent Birth to Third Grade continuum.

C(1) Use no more than five percent of the funds received over the grant period for State Preschool Program infrastructure and quality improvements at the State level

New York will use not more than five percent of the funding to strengthen, pilot, and scale up innovative strategies to improve early educational services from birth through third grade.. We will focus our resources to achieve three major objectives: (a) Improve the State's capacity to support local leaders to implement High-Quality Preschool Programs in collaboration

with their partners; (b) Build State-level support for High-Quality Preschool Programs through systemic linkages; and (c) Build community-level support for High-Quality Preschool programs by expanding existing school-community partnerships to assess and strategically improve early childhood program quality. Throughout our plan, we aim to improve the State's capacity to support local and programmatic capacity in close collaboration with school-community partnerships, which include a broad group of local stakeholders that is inclusive of representatives from both the early childhood and public education community. Furthermore, each effort will include feedback loops to better continuously improve, sustain, and scale up our investments. Each objective builds on New York's significant progress to date and will help us deliver on our statewide goal for "an education that will support a student from cradle to college and career."[48]

C(1)(A) Improve New York's capacity to support Pre-K community leaders to implement High-quality preschool programs in collaboration with their partners

This grant represents an opportunity to enhance SED's capacity to support leaders throughout the target High-Needs communities. We have an ambitious and achievable plan to improve SED's technical assistance to help communities implement Full-day Pre-K effectively and efficiently through collaborations with local partners. As explained in Section B, New York has uniquely structured its Pre-K programs to support local implementation aligned with community needs and partnerships; thus, local leaders are the lynchpin of successful programs. These Pre-K leaders include district administrative staff, principals of Pre-K programs, community-based pre-k program leaders, and directors from key community-based organizations.

Research shows that school principals, district administrators, and community-based Pre-K program leaders assigned to supervise early childhood teachers who possess specialized knowledge can more effectively support early childhood teachers to provide rich instruction that builds literacy, mathematics, science, and social studies tools in ways that relate to core standards[49]). However, school and district leaders too often do not understand the importance of early childhood development for later learning or the developmentally informed strategies they

[48] *New* New York Education Reform Commission's Action Plan, p.12, available at http://www.governor.ny.gov/assets/documents/education-reform-commission-report.pdf.
[49] Kauerz & Coffman, 2013; Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010.

can implement to support young learners. SED has a critical role in providing technical support to help leaders promote best practices in early childhood education. New York's school and community-based Pre-K program leaders' desire for greater support and professional development has crystalized as communities have begun to implement the new 2014 Full-Day Pre-K initiative. Indeed, at a seminar sponsored by the New York Board of Regents held in September 2014, principals and assistant superintendents affirmed their desire for a deeper understanding of how to best integrate Pre-K into their work and to accommodate the needs of young children and their families.

The first strategy of our ambitious and achievable plan will be to strengthen SED's technical assistance role to the nearly 500 school districts implementing Pre-K statewide through the development of key resource documents to guide their technical support. To do so, SED will build on recent progress related to the information that district administrators, school principals, and community-based organization leaders, and others need to know about effective early childhood instructional practices and the high-quality leadership in support of the birth to 3rd grade continuum. In 2014, SED partnered with New York State's Head Start Collaboration Office and the New York Association for the Education of Young Children (NYAEYC) offices and produced a series of research-to-practice briefs about key components in high-quality, rigorous, and engaging and instructional programs for students in Pre-K through third grade. The briefs covered five topics: Leadership, Curriculum, Environment, Interaction, and Assessment. The purpose of these briefs was to support administrators and teachers in making decisions that will lead to higher quality early childhood classrooms with positive outcomes for children. The development of these briefs was particularly important given the expansion of Pre-K in New York State in recent years, as well as the need for more continuity in teaching practices in the early grades that are both developmentally appropriate and rigorous, meeting the Common Core Learning Standards.[50] Related, SED produced a policy guidance document, The New York State Education Department's Tool to Assess the Effectiveness of Transitions from Pre-Kindergarten to Kindergarten. Our plan builds upon this work to support SED in developing and disseminating guidance on additional topics that contribute to high-quality classrooms in the early grades including family engagement and support for dual language learners. These

[50] *See* http://www.p12.nysed.gov/ciai/common_core_standards/

resources will draw on the latest research on birth to third grade leadership development as well as best practices from New York's communities with highly effective school-community partnerships. As such, SED will work with the Center for Children's Initiatives, which recently conducted a literature review of what is known nationally and in New York about best practices in these partnerships for improving alignment and learning across systems. After the resources are developed, SED will work with its partners to disseminate the information to benefit all communities implementing Pre-K in New York State.

The second major effort will be for SED to collaborate with its ECAC State partners, such as NYSAEYC, the Head Start Collaboration Office, New York State Pre-K to Third Grade Administrators Association, and Child Care Resource and Referral agencies to develop a Pre-K Leadership Orientation Seminar that will be pilot-tested in the High-Needs communities funded with the Preschool Expansion Grant. Local school-community partnerships (described below in Section C.1.b) will work with SED to convene the orientation seminars for leaders: District administrators, school principals, and leaders from community-based early childhood organizations will be invited to participate. These seminars will take place prior to the implementation of the new High-Quality Preschool Programs and will provide robust information so Subgrantees have a strong start to implementing new or improved Pre-K slots. In addition to using SED developed materials to inform the content, SED will leverage existing evidence-based tools that can introduce Pre-K leaders to new ways of addressing program quality, such as the Strengthening Families Framework program self-assessment tool (Center for the Study of Social Policy) or the Framework for Planning, Implementing, and Evaluating PreK-Third Grade Approaches.[51] A secondary goal of the orientation will be to invigorate a school-community partnership that can become a learning community and use the Early Development Indicator (EDI) to drive its work (*See* sub-section C(1)(c) below).

The process for orienting Pre-K leaders draws on a highly effective and comprehensive approach to leadership development: the Long Island Universal Prekindergarten School Leadership Project that was created by The Early Years Institute (EYI) with support from Nassau BOCES and the national organization, Alliance for Childhood.[52] The overall goal of the School Leadership project was to improve the quality of UPK programs in schools and community-

[51] Kauerz & Coffman, 2013.

[52] *See* https://www.governor.ny.gov/assets/documents/LIHearing_101112/DanaEFriedmanTestimony.pdf

based agencies by increasing knowledge and skills about early childhood education policy, research, and practice among school administrators and teachers and strengthening relationships with the community-based organizations (CBOs) with whom they partner. SED staff will work with each Subgrantee to ensure the orientation is aligned with the community context and the specific needs of their community since each community brings different experience and history to their Pre-K work. For example, the session in Port Chester with a very high population of Hispanic children living in poverty will address issues related to engaging families and instructional support for young Dual Language Learners.

A critical piece of SED's capacity building will be to integrate ongoing feedback to support continuous quality improvement. To that end, SED will foster cross-site learning communities for the leaders who participate in the Pre-K Leadership Orientation Seminar. Through these learning communities, community stakeholders will have a venue in which to exchange ideas, offer support, and participate in professional development. SED will host monthly conference calls in which the leaders from each High-Needs community can share new insights, challenges, and lessons about implementing Pre-K in their communities. SED work with the ECAC State partners to host an annual meeting of leaders from each community centered around problems of practice and collaborative problem solving. These regular meetings will expand the capacity of local leaders to provide technical assistance to other communities. They will also highlight strategies that SED can pursue to ensure the high-quality implementation of its Pre-K programs across the State. To sustain this work, SED will partner with other agencies to develop orientation web-based resources that will be widely available to communities across the state.

C(1)(A) New York's Ambitious and Achievable Plan

1. **Key goals**
    - Key Goal C(1)(a)(i): SED builds its capacity to offer technical support to help leaders promote best practices in early childhood education.
    - Key Goal C(1)(a)(ii): SED collaborates with ECAC state partners to develop a Pre-K Leadership orientation and web-based resources.
2. **Key activities and the rationale, where implemented, and how they will be scaled up over time**

Key Activity C(1)(a)(i): SED will develop and disseminate materials to offer technical support to help leaders promote best practices in early childhood education

Rationale: SED will build its capacity to support administrators and teachers in making decisions that will lead to higher quality early childhood classrooms with positive outcomes for children. These resources are particularly important as New York expands Pre-K and programs struggle to create teaching practices in the early grades that are both developmentally appropriate and meet the Common Core Learning Standards.

Where Implemented: The materials will be made available to all target sites and used in the orientations (described below). They will also be made available to all communities operating Pre-K programs through SED's website and through State and community partners.

Scaled up: The creation of the resources and the feedback from their use will expand the capacity of SED to provide needed expertise and technical support to the pilot sites as well as all other communities implementing Pre-K.

Key Activity C(1)(a)(ii): SED will collaborate with ECAC State partners to develop and execute a Pre-K Leadership Orientation and ongoing support, and related web-based materials

Rationale: SED recognizes its important role in supporting the high-quality implementation of its Pre-K programs. This federal investment will provide resources to develop the State's capacity to offer guidance to Districts and their Pre-K partners. The Pre-K Leadership Orientation will lay the groundwork for a productive state-community relationship to ensure 4-year-olds enrolled in Pre-K receive excellent care. It will also nurture community partnerships to ensure quality in all services along the birth to 3rd grade continuum.

Where Implemented: Target High-Need Communities through the proposed expansion and conducted in collaboration with school-community partners to ensure the orientation topics are responsive to specific community partners' needs.

Scaled up: A key feature of this plan is to identify the most critical messages to share with Pre-K leaders from schools and community-based organizations and then develop web-based materials to scale up the orientation information for Pre-K community leaders throughout

the state. The ECAC partners involved in the dissemination will also increase their expertise to support more communities across the state. Furthermore, the monthly conference calls for target sites and their annual convening will expand the capacity of local leaders to provide technical assistance to other communities as New York scales up this strategy.

3. Timeline, including key milestones and responsible parties

Key Goal C(1)(a)(i): SED develops materials to offer technical support to help leaders promote best practices in early childhood education.					
Activities and Milestones	Responsible Parties	Year 1	Year 2	Year 3	Year 4
SED identifies key topics for initial set of resources materials	SED Office of Early Learning	1/15 to 3/15			
SED writes policy guidance in collaboration with partners	SED Office of Early Learning	3/15 to 12/15			
Policy guidance documents are reviewed, revised, and approved	SED Office of Early Learning		1/16 to 6/16		
Policy guidance documents are released and broadly disseminated	SED Office of Early Learning		7/16	Ongoing	
Key Goal C(1)(a)(ii): SED collaborates with ECAC state partners to develop and execute a Pre-K Leadership Orientation, ongoing support, and web-based resources					
SED and ECAC work group is created and plans orientation sessions in targeted High-Need Communities	SED Office of Early Learning	1/15 to 5/15			
Orientations are scheduled in collaboration with School-Community Partners	SED Office of Early Learning	5/15 to 6/15			
Orientation sessions take place	SED Office of Early Learning	7/15			
Orientation process undergoes review for scaling up and report with recommendations are developed	SED Office of Early Learning and ECAC	8/15 to			

	Partners	12/15			
Orientation web-based resources are created	SED Office of Early Learning and ECAC Partners		1/16 to 6/16		
Web-based resources are released and disseminated	SED Office of Early Learning and ECAC Partners		7/16	x	x
Annual meeting of Pre-K Leadership	SED Office of Early Learning and ECAC Partners		7/16	7/17	7/18

4. Appropriate financial resources to support implementation and sustain

- *Financial resources:* SED will issue an MOU to OCFS for the ECAC to oversee the execution of several key components of our ambitious and achievable plan, including the Pre-K Leadership Orientation and training materials, support to school-community partnerships support, and the comprehensive assessment analysis. Included is an allocation of $ (b)(4) per year for the administration and oversight of these projects.
- *Other sources of support:* SED's Office of Early Learning is supported through state education funding. In addition, SED has recently authorized the expansion of the Office of Early Learning adding five new positions.
- *Sustainability plan:* The Office of Early Learning is a well-established component of SED's organizational structure and staffing will continue to be sustained in line with the scope of the Pre-K programs. The training materials and technical support resources that will be developed through this opportunity will continue to be available beyond the life of the grant.

5. Supporting evidence

- Not Applicable

6. Information requested in performance measures

- Not applicable

7. How the State will address the needs of Eligible Children, including those in need of additional supports

The materials being developed will specifically address how to tailor programming to best support children with diverse abilities and needs. The Pre-K Leadership Orientation and subsequent monthly conference calls will specifically address strategies for working with children from vulnerable families. For instance, one session may introduce participants to the Strengthening Families Framework program self-assessment tool (Center for the Study of Social Policy, n.d). The process of developing leadership and partnerships at the community level will also be sensitive to the challenges of working in communities with limited resources.

C(1)(B) Building State-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors

New York's overarching objective to improve our Birth to 3rd Grade System through this opportunity depends on the demonstrated leadership of our State's Early Childhood Advisory Council (ECAC) to integrate health, mental health, family support and engagement, and early learning services that are crucial to delivering High-Quality programs. This collaboration, established in 2009, is designed to realize its vision that all young children are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development. Members include key representation from each state agency that focuses on young children and/or their families, and a wide range of community-based agencies that focus on the same.

The ECAC has successfully designed and implemented components of an early childhood system for New York. It has overseen the design and field test for New York State's Tiered Quality Rating System, QUALITYstarsNY; developed the framework for the New York Early Learning Data System; established a cost-estimation model to support efforts to finance the early learning and development system; created New York Works for Children, which includes a workforce registry; developed New York State's Early Learning Guidelines and revised its Core Body of Knowledge framework; and developed plans for establishing statewide systems of developmental screening and mental health consultation, among other accomplishments. The

continuation of the ECAC is essential to New York's momentum to build a comprehensive approach to early childhood education.

Our ambitious and achievable plan includes the resources for the ECAC. First, and in accordance with the requirements of this federal funding, the ECAC will include the State Coordinator of Education for Homeless Children and Youth and parent representatives who are not currently included in our ECAC. We have secured letters of support from these individuals.[53] Second, the ECAC will solicit new members in light of the State's keen interest in supporting local partnerships as described in Section B: the CORe Initiative, SUNY Cradle-2-Career initiative, and the Campaign for Grade Level Reading. Furthermore, the ECAC will seek to engage additional representation from the public school sector: New York Association of Elementary School Principals, a representative from District Superintendents implementing Pre-K, the Pre-K to Third Grade Administrators Association, and the New York State Parent Teacher Association.

Second, our plan calls for using the ECAC's leadership, partnerships, and work groups to facilitate specific strategies within the scope of work. The ECAC will work closely with SED and its other state and local support partners to develop the Pre-K Leadership seminars previously discussed in C(1)a. The ECAC will also facilitate school-community partnerships in their use of the Early Development Inventory (EDI), which is described in the sub-section C(1)c below. The ECAC will leverage resources for the analysis of the comprehensive assessment data described below in C(3). The analysis of these data is a critical innovation to provide a vision of Pre-K participants' school readiness in all essential domains at Kindergarten entry. Given the systemic nature of these strategies, the ECAC's representatives are obvious partners in this system-building work.

C(1)(b): New York's Ambitious and Achievable Plan

1. Key goals

- Key Goal C(1)(b)(i): ECAC Membership includes additional representatives from community-school partnership, education sector.

[53] *See* Appendix No. 9, "Letters of Support."

- Key Goal C(1)(b)(ii): ECAC works in partnership with SED to provide Pre-K orientation and technical support, support school-community partnerships, and implement the common metric.

2. Key activities and the rationale, where implemented, and how they will be scaled up over time

Key Activity C(1)(b)(i): Identify and solicit additional representatives on the ECAC.

Rationale: This ECAC recognizes the importance of engaging additional perspectives in its work, particularly individuals from multiple aspects of the education sector, as it strives to propel an excellent system of education and care for children from birth through kindergarten entry and beyond.

Key Goal C(1)(b)(i): ECAC Membership includes additional representatives from community-school partnership, education sector					
Activities and Milestones	Responsible Parties	Year 1	Year 2	Year 3	Year 4
Solicit participation	ECAC Co-Chairs	1/15			
Add members officially added to the ECAC membership	ECAC Co-Chairs	3/15			
Key Goal C(1)(b)(ii): ECAC works in partnership with SED to implement Pre-K orientation and technical support, build community-school partnerships, and implement the common metric.					
Hire staff/ contractors	ECAC	1/15			
Develop collaborative plan and resources allocation for Pre-K leaders technical support	ECAC subgroup	2/15			
Issue contracts for school-community partnership facilitation using the EDI	ECAC via Council on Children and Families	5/15			
Issue contract for common metric	ECAC via Council on Children and Families	5/15			

Reporting and communications.	ECAC subgroup	Monthly	x	x	x

Where Implemented: This is a statewide strategy.

Scaled up: Not Applicable

Key Activity C(1)(b)(ii): Administer the high quality implementation of contracts to carry out the State's ambitious and achievable plans

Rationale: The ECAC is uniquely qualified to carry out this work because it leverages their experience, capacity and resources. Additionally this proposal is in line with the ECAC's strategic plan to, among other things, align the current diverse set of early care and education programs and services to become a unified and integrated system, increase the ability of communities to effectively respond to the needs of young children and their families and to increase early childhood program accountability through program standards and tracking identified outcome indicators.

Where Implemented: This is a Statewide strategy.

Scaled up: At the conclusion of each project, the ECAC will work with the sub groups to develop concrete guidance on the scalability of the work, including how the work is responsive to community needs and meets our goals for a statewide system of High-Quality Preschool programs as part of the birth to thirdgrade continuum.

3. Timeline, including key milestones and responsible parties

4. Appropriate financial resources to support implementation and sustain

- *Financial resources:* SED will issue an MOU to the New York State Office of Children and Family Services (OCFS) for the ECAC to oversee the execution of several key components of our ambitious and achievable plan, including the Pre-K Leadership Orientation and training materials, support to school-community partnerships, and the comprehensive assessment analysis. Included is an allocation of $(b)(4) per year for the administration and oversight of these projects.
- *Other sources of support:* The ECAC receives $(b)(4) through the BUILD initiative and $(b)(4) from OCFS.

- *Sustainability plan:* The ECAC is currently supported by philanthropy as well as through the administration of key contracts that have cross-sector objectives and it has low administrative costs. The ECAC membership will continue to work to secure funding for future years beyond the scope of this grant. Broadening the representation of the ECAC will provide additional constituencies with an understanding and value of its role.

5. Supporting evidence

- SED has secured letters of support from key partners for this proposal, including the following representatives from the ECAC: (1) New York Works for Children, (2) QUALITYstarsNY, (3) City University of New York Professional Development Institute, (4) NYS Early Childhood Advisory Council, (5) NYS Head Start Collaboration Project, among many others.

6. Information requested in performance measures

- Not Applicable

7. How the State will address the needs of Eligible Children, including those in need of additional supports

- Representatives have expertise in working with diverse populations and bring their insights to all ECAC discussions and work group meetings and actions taken

C(1)(C) Building community-level support for High-Quality Preschool Programs by developing and expanding School-Community partnerships by implementing a community-wide early learning assessment tool and strategic planning process.

The third major infrastructure building strategy is to improve the state's capacity to support local community's efforts to create a high-quality continuum of care for children from birth through elementary school. New York's leaders firmly embrace the importance of supporting local community development in service to child and family wellbeing. Indeed, the literature affirms the significance of neighborhood factors on children's development. The trajectories of children's progress in school are strongly influenced by the skills with which they

enter grade school[54] and it is increasingly recognized that the importance of including neighborhood factors in analyses of children's success at school is crucial.[55]

New York's ambitious and achievable plan focuses on enhancing or developing local school-community partnerships with a broad group of representatives from both the early childhood and public school community to assess their needs and then craft an actionable strategic vision for deploying their resources to support a continuum of excellent care. Through this federal funding opportunity, the State will work with targeted High-Needs communities to use the Early Development Instrument (EDI):[56] a research-based strategy that provides concrete data to inform local decision-making to improve young children's outcomes.

The EDI involves a two-step process: (1) the completion of an instrument that assesses kindergarten readiness and (2) a facilitated process to use the data to inform community decision-making. The EDI provides communities with an informative, inexpensive, and psychometrically sound tool to assess outcomes of early childhood development. EDI is a teacher-completed measure of the variable aspects of school readiness that have been summarized by the National Education Goals Panel to include five key dimensions: health and physical development, emotional and social competence, communication skills, approaches to learning, and cognition and general knowledge.[57] To date, there is substantial research to indicate the EDI meets its stated goal of engaging communities to improve support systems for young children and their families, especially in communities where children and families have complex needs and resources. The major advantage of the EDI is it combines several domains of child development into one comprehensive instrument and it geo-maps the data and reports it back by neighborhood so the school-community partners can use the data to focus resources on identified areas of need in specific neighborhoods.

The second critical step of our strategy to support local communities is to help school-community partnerships use the EDI data to leverage their resources to create a high-quality continuum of early education. To that end, the EDI facilitates data-driven decision-making that

[54] Alexander & Entwisle 1988

[55] Rimm-Kaufman & Pianta, 2000

[56] Janus, 2003

[57] Kagan, Moore, & Bredekamp 1995

occurs after the data are collected and shared with community-school partnerships. The local partnerships typically include schools, businesses, government, pediatricians, libraries, clergy, and social service agencies as well as neighborhood residents, especially family members, who care about children. Building upon the results and the resources that are already in place, school-community partnership participants are encouraged to align their goals, leverage their resources, and collaborate to ensure that the children in their community access a high-quality continuum of early care and education so they arrive at school prepared to thrive.

Our achievable plan builds on the work of two New York communities that adopted the EDI to guild their community-school partnerships: Ossining in Westchester County and Westbury on Long Island. Westbury, for example, is a high-needs community that conducted the EDI with support from The Early Years Institute (EYI). The EDI data showed that 58% of the children in Westbury needed support to further develop their communication skills and general knowledge. Due to the EDI data and community-building process, the Westbury Leadership Team partners were able to form new collaborative efforts to address children's skills. Now, the Westbury Leadership Team has grown from 12 members to over 90 agencies, businesses and elected officials. In our ambitious and achievable plan, we will use the EDI in selected sites to build our state's capacity to support High-Needs communities in creating a formal process to review the implementation of Pre-K in concert with the other community resources supporting children and families.

C(1)(c) New York's Ambitious and Achievable Plan

1. **Key goals:**
    - Key Goal C(1)(c)(i): School-community partnerships use the Early Development Indicator to identify school readiness assets and needs within their community
    - Key Goal C(1)(c)(ii): School Readiness Coalition uses EDI data to take strategic action that leverages local partnerships
2. **Key activities and the rationale, where implemented, and how they will be scaled up over time**

    Key Activity C(1)(c)(i): Identify or build School Readiness Coalition

Rationale: All communities offer support around early childhood education. There are child care programs, church literacy programs, library parenting groups, literacy programs in museums, and school orientation efforts, among others. The challenge is that these organizations rarely communicate with one another, let alone share best practice. EDI data have been remarkably effective in bringing all of these players to the table. It extinguishes the isolation that so many programs face and helps them share ideas that can improve the quality of the services offered. Most importantly, when the services or "assets" of the community are mapped on top of EDI data, it is very easy to see where there may be gaps in service delivery. The data, maps and community discussions become powerful tools for addressing unmet needs, improving quality and maximizing resources by leveraging partnerships.

Where Implemented: Four of the target communities selected for this grant will be asked to pilot test use the EDI to measure school readiness and build a school-community partnership. The target community will determine the scope of the EDI effort.

Scaling Up: The state will provide technical assistance around EDI data collection and school-community partnership building. Community leaders will be brought together so they can learn from each other and the state can assess the most effective strategies leading to success. This evaluation will guide the state in its efforts to consider expansion of the use of EDI throughout the state.

Key Activity C(1)(c)(ii): Administer and publicize data

Rationale: One of the most important aspects of the EDI strategy is that the community understands all aspects of school readiness and the range of organizations that contribute to success, i.e. "education" is not just the province of schools. The intent, and what has occurred in all of the communities that have used the EDI, is that the school becomes more familiar with other groups in the community working on the early years and then seeks partnerships and alignment with school goals.

Where Implemented: SED and its ECAC partners will work with the pilot target communities and the data house to prepare the school and teachers for completing the EDI. In addition, all school-community partnership members will be asked to help publicize the major findings from the data so that everyone in the community is familiar with how children are faring

and encouraged to address identified vulnerabilities. Shared responsibility for the young children in the community is the hopeful outcome of this effort.

Scaling Up: The state will have the responsibility to review the data from each of the sites and make comparisons among populations in cities, suburbs and rural areas, each represented among the pilot sites. As the state monitors the solutions created by the community in response to EDI data, they can begin to focus on the connection between need and effective responses and SED will become a repository of best practice across domains of school readiness.

Key Activity C(1)(c)(iii): Use data for community engagement and strategic planning

Rationale: The power of EDI is the creation of data-driven decision making. When community groups are working in silos, they usually only see one aspect of need. The comprehensiveness of EDI helps people see the range of needs children have and how they are all inter-related, e.g. the lack of developmental screenings by pediatricians affects the number of children entering kindergarten with special needs. Data-driven innovations are often very targeted both in the specific domain of school readiness and the specific group of children in the community who need help most. For instance, the data from Long Island indicated that 34% of children had impulse control problems. There had been a concern expressed by one teacher about a few of her children having impulse control problems. Once the principal reviewed the data, and saw more than a third of children with this problem, a professional development day was changed to focus on impulse control and classroom management.

Where Implemented: Each pilot site will receive technical assistance from SED and the ECAC partners to support the community's response to vulnerabilities found in each domain of school readiness.

Scaling Up: SED will review the number and types of strategies that were created based on EDI data. They will monitor the sites over the 4 years to evaluate these interventions.

3. Timeline, including key milestones and responsible parties

Key Goal C.1.1: All newly established Pre-K programs participate in QUALITYstarsNY, and work to attain a 4 or 5 star rating within 12 months.					
Activities and Milestones	Responsible	Year	Year	Year	Year

	Parties	1	2	3	4
Familiarize pilot sites with the EDI and community process; and identify Lead Agency	State T.A.	1/15 to 6/15			
Identify potential members of a school-community partnership	Community Lead Agency	7/15 to 8/15			
Secure approval from board and district for administering EDI	School District; State T.A.	8/15 to 9/15			
Engage participation in the school-community partnership, including families; Host first meeting	Community Lead Agency	9/15 to 11/15			
Provide data house with Letter of Assurance regarding data sharing and compliance with IRB requirements; Send out Principal and Teacher Letters to secure date and plan for EDI in the Spring	School District; State T.A.	12/15			
Execute Contracts and MOUs	State T.A.		1/16		
Teachers complete EDI for each student	School District		3/16		
Data returned to community	Data House; State T.A.		5/16		
School-community partnership meets regularly to review and publicize EDI data and select priorities for community action	Community Lead Agency		6/16 to 12/16		
School-community partnership meets regularly to create responses to EDI data and continue to identify community assets				1/17 to 12/17	
Begin planning for second round of EDI	State T.A., School District Lead Agency			8/17 to 12/17	

Assure commitments, inform parents; Gather second round of EDI data; Community coalition reviews efforts to date to prepare for new innovations based on next round of EDI	State T.A., School District; Lead Agency				1/18 to 3/18
Data returned to community	Data House; State T.A.				4/18
School-community partnership reviews data and determines new strategies in response	Community Lead Agency				4/18 to 12/18

4. Appropriate financial resources to support implementation and sustain

- *Financial resources*: SED will issue a contract to implement the EDI at the community level amounting to $(b)(4) over the four year grant period. This allocation includes support for the local lead agency to coordinate the community coalition and pursue responses to EDI data and data collection costs. An additional investment of $(b)(4) in State Technical Assistance to school-community partnerships will be provided by the ECAC through an MOU with OCFS.
- *Other sources:* The State Technical Assistance provider will engage the community to identify additional resources in each community. For example, in one pilot site, Yonkers, the community has a SAMSHA grant to carry out a first round of data collection...
- *Sustainability:* The effort will be sustained in the communities based on the data-driven strategic plans that come from school-community partnerships.

5. Supporting evidence

The EDI provides a uniform, holistic, population-based measure of early childhood that can be feasibly used for planning, improvement, and accountability at the state and local level. The EDI has also been found to be a valid measure with high predictive validity from kindergarten to first grade. Groups of children vulnerable on any one of the EDI scales are more likely to perform below expectation in all academic areas in grade four.

6. Information requested in performance measures

By tracking school-community partnerships' progress based on these data, the state will have a compelling, evidence-based picture of the types of early interventions that can improve school readiness.

7. How the State will address the needs of Eligible Children, including those in need of additional supports.

The primary purpose of EDI is to identify and support children who have specific vulnerabilities. The target communities that have been selected have a significant number of High Needs children and their unique needs will be identified and addressed by a host of community agencies working in partnership. The EDI data provides us with a pathway to strategically align institutions around strategies that will decrease the vulnerabilities related to school readiness.

C(2) Implement a system for monitoring and supporting continuous improvement for each Subgrantee to ensure that each Subgrantee is providing High-Quality Preschool Programs

C(2)(a) Has the capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts;

New York's SED has forged a strong partnership with QUALITYstarsNY, New York State's tiered quality rating and improvement system (TQRIS) for all types of early childhood programs, including state-funded Pre-K, child care, family child care, and after school care. QUALITYstarsNY serves as a primary mechanism to measure preschool program quality, including parent satisfaction measures, and provide performance feedback to inform and drive State and local continuous program improvement efforts. Significantly, SED's commitment to use QUALITYstarsNY's framework for Pre-K program monitoring underscores the state's vision for a statewide infrastructure that will build a continuum of excellent care for children from birth through kindergarten entry and beyond.

The State's ECAC (see Section C(1)(B) above) oversees QUALITYstarsNY and the New York Early Childhood Professional Development Institute (PDI) at the City University of New York coordinates implementation of QUALITYstarsNY. QUALITYstarsNY is designed to

recognize programs that demonstrate quality above and beyond meeting New York's strong regulatory standards. Program quality, as defined by QUALITYstarsNY is communicated to families to enable them to make critical decisions about the programs they choose for their children. QUALITYstarsNY helps improve program quality by setting ambitious yet achievable standards, making research-based assessments, building quality improvement plans and then leveraging resources – such as technical assistance, professional development and funding to enhance the staff qualifications, learning environments and program practices – to achieve higher ratings.

QUALITYstarsNY has three sets of program standards: (1) *center-based standards* for child care centers, Early Head Start and Head Start, Universal Prekindergarten, and preschool special education programs[58] (2) *home-based standards* for family child care and group family child care[59] and (3) *school-age standards* for school age programs.[60] Each set of standards is organized according to a five-tiered point system with standards in four domains: Learning Environment, Family Engagement, Qualifications and Experience, and Management and Leadership, and provides a framework for a Pre-K through 3rd grade alignment.

QUALITYstarsNY has a significant component that emphasizes family engagement and support, which, among other factors includes parent satisfaction measures. QUALITYstarsNY maintains a section for all families on its website[61] and has published a toolkit for *all* parents across the State, which provides information and guidance in selecting high quality early childhood programs for their children. Families currently using programs participating in QUALITYstarsNY receive information on the quality improvement activities being pursued and have access to additional resources in support of effective parenting. QUALITYstarsNY Standard FIS 5 calls for families to "complete a program evaluation or survey annually and results are used for program improvement."[62] Additionally, QUALITYstarsNY Standard FIS 7 requires programs to assess themselves "using a tool on family responsive practices such as the Center for the Study of Social Policy's Family Strengthening Self-Assessment tool and results

[58] http://www.qualitystarsny.org/pdf/QUALITYstarsNY_Center-School-Based-Standards_2012.pdf
[59] http://www.qualitystarsny.org/pdf/QUALITYstarsNY_Family-Based-Standards_2012.pdf
[60] http://www.qualitystarsny.org/pdf/QUALITYstarsNY_School-age-Standards_DRAFT_2012.pdf
[61] http://qualitystarsny.org/families-home.php
[62] http://www.qualitystarsny.org/pdf/QUALITYstarsNY_Family-Based-Standards_2012.pdf

are used for program improvement."[63]. Other standards address cultural competence and seeking parental input in key decisions.

In 2010, New York launched a field study to rigorously test its assumptions about the standards, rating process, distribution of points and policy and procedural processes of their newly designed TQRIS. This validation study was completed by the Center for Assessment and Policy Development, in partnership with Cornell University and the National Center for Children in Poverty at Columbia University. At the completion of the study, the findings served to inform a re-design and in 2012 New York embarked on the first phase of implementation of QUALITYstarsNY, targeting a wide range of programs in high-need communities. Along with private philanthropy, funding from the state's ECAC and the New York State Office of Children and Family Services (OCFS), the State Education Department provided the funding for this initial implementation. In the past 4 years more than $8.8M has been committed to establishing QUALITYstarsNY throughout each of the 10 regions that make up the state. A sub-group of the Quality Improvement work group of the ECAC paid special attention to ensuring that the standards and processes of the system were compatible with Pre-K programs in both schools and community-based organizations. Pre-K programs participated in the field study and the initial implementation. To date, more than 385 programs participate in QUALITYstarsNY, and share the distinction of serving high-need children. Approximately 200 newly funded Pre-K classrooms are being added in October 2014 which will bring the total children served in QUALITYstarsNY rated programs to about 21,000.

New York's ambitious and achievable plan to ensure program quality requires QUALITYstarsNY to enroll each of the classrooms participating in the Preschool Expansion project. All staff will create profiles in Aspire, the workforce registry, and this information on staff qualifications, education, experience and professional development contributes data to help determine each program's quality rating. In addition, programs will submit materials to document how each of the standards are met and independent raters assign points that contribute to the program's rating. And then programs are independently assessed using Environmental Rating Scales, which are also factored into the final quality rating. The CLASS is used to enhance professional development plans for staff in participating programs. Quality

[63] http://www.qualitystarsny.org/pdf/QUALITYstarsNY_Family-Based-Standards_2012.pdf

Improvement Specialists will visit each classroom and with staff, build Quality Improvement Plans based on the Pre-K protocol. Quality Improvement Specialists leverage community professional development resources, such as coaching from local resources and referral agencies, and help guide supplemental funding to move each classroom to a four or five star rating. The plan aims to move programs to the highest ratings within the first year of operation, an achievable goal given the 2014 Full-Day Pre-K's High-Quality standards are aligned with the QUALITYstarsNY framework and the continuous quality improvement support helps programs reach even higher levels of excellent teaching.

Currently there are more than 100 programs in QUALITYstarsNY that have at least one Pre-K classroom. With this new funding, New York will have an opportunity to strengthen its work specifically supporting Pre-K. Quality monitoring will continue throughout the project to support the sustainability of four and five star programs. Re-ratings will occur in the third year of the project. The plan allows for a staggered enrollment of programs if this is warranted. SED will work with PDI and the ECAC to gather lessons learned about QUALITYstarsNY to inform state-level policymakers about the importance and benefits of supporting the QUALITYstarsNY framework to improve the quality of early care and education programs in New York State.

C(2)(A) New York's Ambitious and Achievable Plan

1. **Key Goals:**
   - Key Goal C(2)(a): All newly established Pre-K programs participate in QUALITYstarsNY, and work to attain a four or five star rating within 12 months and then sustain these gains throughout the project period.
2. **Key activities and the rationale, where implemented, and how they will be scaled up over time**

   Key Activity C(2)(a): All newly established Pre-K programs participate in QUALITYstarsNY, and work to attain a 4 or 5 star rating within 12 months.

   Rationale: Programs that demonstrate higher quality will be responsive to all families, will provide children with developmentally-appropriate experiences and will demonstrate teacher-child interactions that encourage strong and trusting relationships and foster a love of learning and inquiry.

Where Implemented: QUALITYstarsNY will be implemented in all newly-funded Pre-K programs.

Scaled up: Additional programs could be added to the project depending upon its success and funding levels.

3. Timeline, including key milestones and responsible parties

Key Goal C(2)(a): All newly established Pre-K programs participate in QUALITYstarsNY, and work to attain a 4 or 5 star rating within 12 months.					
Activities and Milestones	Responsible Parties	Year 1	Year 2	Year 3	Year 4
QSNY Participates in SED Pre-K Professional Development Leaders Seminars	QUALITYstars staff	7/15	7/16		
Programs receive orientation to QUALITYstarsNY.	QUALITYstars staff	8/15 to 9/15	8/16 to 9/16		
All new Pre-K programs create program profiles in Aspire, NY's early childhood workforce registry.	Quality Improvement Specialists	9/15	9/16		
All new Pre-K staff create individual profiles in Aspire.	Programs and Quality Improvement Specialists	9/15	9/16	9/17	9/18
All new Pre-K programs create a profile in QUALITYstarsNY web-based data system	Program Directors	10/15	10/16		
All new Pre-K programs complete the QUALITYstarsNY Standard Self-Study	Program Directors with the support of the Quality Improvement Specialists	10/15 to 11/15	10/16 to 11/16		
All new Pre-K classrooms are assessed and rated, and then receive a rating from 1 – 5 stars	QUALITYstarsNY staff and sub-contracted Assessors, raters,	12/15 to 2/16	12/16 to 2/17		

	evaluators,				
QUALITYstar Specialists work with program leadership to generate Quality Improvement Plans based on the rating data.	Program Directors and Quality Improvement Specialists		1/16 to 2/16	1/17 to 2/17	
Resources are provided to drive progress on the Quality Improvement Plan via coaching, professional development, and resource provision .	QUALITYstarsNY staff, including Quality Improvement Specialists, Program Directors, and classroom staff		on-going		
Quality Monitoring is up-dated throughout the year.	Quality improvement specialists		On-going		
All programs are re-rated in the third year				3/17	3/18

4. Appropriate financial resources to support implementation and sustain

- *Financial resources:* SED will extend its existing MOU for the administration of QUALITYstarsNY in each classroom funded through this grant. The annual amount for this work is $(b)(4), which includes the quality monitoring and assurance procedures, quality improvement coaching, and administrative costs.
- *Other sources of support:* QUALITYstarsNY receives other funding from SED, private philanthropy and other state funds.
- *Sustainability plan:* The ECAC will request support from the State Budget for FY2016. The complete budget and budget narrative are provided in Section G of this proposal. State Officials are interested in the expansion of QUALITYstarsNY and this project will pilot its use since Pre-K programs created through this grant will be encouraged to participate in QUALITYstarsNY.

5. Supporting evidence

Quality improvement plans; scoring sheets; reports generated by the database system that tracks all assessment and quality improvement supports.

6. Information requested in performance measures

- Program Rating Data

7. How the State will address the needs of Eligible Children, including those in need of additional supports

QUALITYstarsNY serves programs in high-need communities and addresses the needs of Eligible Children, including those in need of additional supports. Standards have been developed by a statewide work group and then evaluated by an outside evaluator to ensure that programs meet the needs of all children, especially those in high need and those needing additional supports.

C(2)(b) Is using a Statewide Longitudinal Data System that is able to track student progress from preschool through third grade

The State Education Department has undertaken significant efforts, through its successful 2010 Race to the Top application, to develop and implement a P-20 Longitudinal Data System (SLDS) that includes Pre-K and preschool special education programs, allowing the State to track student progress from preschool through third grade and beyond.[64] Collecting and analyzing data from an early age helps schools and districts better prepare to meet students' needs. Teachers are able to provide more individualized instruction and services to all students especially those with High Needs, to ensure that they are ready for the rigor of the Common Core Learning Standards. Teachers are using data to adjust their strategies by engaging students in a way that is meaningful, engaging and appropriate.

In addition, the State Education Department committed resources in the 2010 RTTT application to create linkages with child data from the Early Intervention Program and from the Child Welfare System. A great deal of progress has been made and this work is ongoing. As of last year, New York's SLDS has integrated a unique child identifier into the data base allowing the State to track children's outcomes and experiences over time. Additionally, the ECAC's Data Development Work Group has developed an iterative plan to link the 12 existing State and New York City early childhood education data systems into a single early childhood education data system.

[64] http://usny.nysed.gov/rttt/application/criteriapriorities.pdf

C(2)(C) Clearly specifies the measureable outcomes, including school readiness, to be achieved by the program.

New York's ambitious and achievable plan for the expansion of its High-Quality Preschool Program focuses on improving two sets of outcomes. First and foremost, our work addresses improvements in children's outcomes. These outcomes are articulated in our High-Quality *Pre-K Foundation for the Common Core* early learning standards. The competencies outlined in this document are fully aligned with the state's Early Learning Guidelines for children from birth through kindergarten entry and the Common Core Learning Standards and address ALL children, including those that present special needs. Together, they guide instruction, authentic assessment, comprehensive curriculum, and the learning environment. They also underscore the essential supports to Pre-K programs including the program standards embedded in the Pre-K statutes and the aligned program standards included in the state's TQRIS: QUALITYstarsNY.

To monitor Pre-K students' progress on the standards, New York is leveraging the comprehensive assessment system explained below in sub-section C.3. This new plan builds on existing requirements that state:

> Beginning in the 2008-2009 school year, school districts shall report annually, in a manner and timeline prescribed by the commissioner, the percentage of Pre-K children making significant gains, as determined by the commissioner, in language, cognitive and social skills. The data shall be made part of school performance reports to parents and/or guardians of preschool children.

Each year all of New York's Pre-K programs are required to submit to SED a final report that includes data on curriculum, assessment, collaboration, and finance (the use of federal, state and local funds). During the 2014-15 school year the SED Monitoring and Vendor Performance System will capture all of this information. This system can create a variety of reports with this data that can be used to inform the public or to track outcomes at the district level. Additionally, beginning in 2012, all prekindergarten students in NYS school districts were assigned a unique identifier that will allow the child's progress through his or her academic career to be followed. In addition to monitoring children's progress on the comprehensive assessment instrument, New

York will also monitor academic progress in later years in the target High-Needs communities in several key areas, including math and literacy outcomes.

New York will also track Pre-K program level outcomes. These outcomes are based on the program standards embedded in QUALITYstarsNY and are measured according to their protocols. These data include teacher qualification outcomes that will be measured through the Aspire Workforce Registry described above. The outcomes also include the quality of the learning environment as measured by the Early Childhood Environment Rating Scales ECERS-R,and the quality of teacher-child interactions as measured by the Classroom Assessment Scoring System (CLASS). With our plan outlined above in Section C(2)(a), we expect to see all participating programs at a 4 or 5 star level in QUALITYstarsNY.

Our ambitious and achievable plan details our process to establish baseline data for child and program outcomes and then engages community stakeholders to work in collaboration with SED and State partners to set targets for our progress over the course of the 4-year federal investment. New York has set forth the following targets:

- Students attend programs for a minimum of 92-95% of the school year as research indicates that if children miss more than 10% of the school year there is a negative impact on learning.
- Student growth is demonstrated through valid and reliable measures, including authentic assessments, at a minimum in the areas of language and literacy, social and emotional development, and cognition (including mathematics).
- All staff are NYS Certified to teach in an early childhood setting.
- Evidence that staff are involved in making decisions and planning opportunities for professional development, and that the professional development is of high quality, and that it is ongoing and sustainable.
- Quality of the early childhood environment – evidenced by a four or five star rating on QualityStarsNY.
- Evidence of support services in place for and utilized by families. For example, health and nutrition services, mental health services, and social services. Community need and use must be tracked.

C(3) Measure the outcomes of participating children across the five Essential Domains of School Readiness during the first few months of their admission into kindergarten using an assessment or assessments, such as a Kindergarten Entry Assessment, to achieve the purposes for which the assessment was developed and that conform with the recommendations of the National Research Council report on early childhood assessments.

This funding provides New York with a vital opportunity to build our comprehensive and developmentally informed approach to child assessment. Appropriate assessment has long been a part of the state's Pre-K expectations, as evidenced by the UPK program statement of assurances that asks programs to "Provide for an assessment of the development of language, cognitive and social skills of all enrolled prekindergarten students."[65] Building on that requirement, SED has already made great progress to support the use of appropriate assessment in Pre-K through third grade. In the spring of 2014, the Office of Early Learning within SED released assessment guidance designed for administrators and teachers, that endorses a developmental authentic approach.[66]This guidance was developed because programs in New York have autonomy in selecting the specific assessment tools they use to determine children's school readiness and inform instruction. Policymakers in New York are committed to empowering early childhood educators to use curriculum and assessment tools that meet the needs of Children with High Needs. We also see the opportunity to identify trends in children's learning across sites and in relation to developmental frameworks and standards as well as to provide targeted professional development and support to educators. As New York looks to bolster its approach to comprehensive assessment, this ambitious and achievable plan builds on existing innovative work underway to support local flexibility and also present a statewide understanding of children's school readiness skills. We are using a two-pronged strategy to bolstering our State's capacity for assessing kindergarten readiness skills.

First, the EDI strategy described above is more than a school readiness tool to aid school-community partnerships to focus their efforts; it is a tool that kindergarten teachers use to assess children's knowledge and skills across the five essential domains of school readiness. The

[65] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf (p.5).

[66] http://www.p12.nysed.gov/upk/documents/MemoreSAandAPrequirement.pdf

ambitious and achievable plan calls for kindergarten teachers to use that assessment in four of our sites as described above. SED will collect information on the implementation of the EDI from the participants to learn about its viability for assessing school readiness in other communities in New York.

Our second innovation for assessing school readiness is to unite the formative child assessment tools in order to provide consistent resources to teachers and to support interactions with families. A statewide team of public agencies, the ECAC, and the Head Start Collaborative have joined with New York University (NYU) to build a Common Metric for four-year old child assessments. The primary goal of the Common Metric Project is to improve the skills that teachers have to assess the children in their classrooms so they can make effective decisions about curriculum design and implementation, while making it possible to compare findings across these most commonly-used online preschool authentic assessment tools.

All UPK programs are required to conduct some form of assessment to inform instruction. This project leverages the tools that are currently used by the majority of Pre-K and many community-based Early Learning and Development Programs in the state: the Work Sampling System® (WSS), Teaching Strategies GOLD® or the High Scope Child Observation Record (COR) for child assessment and to inform individualized instruction. New York has developed the Common Metric Project with a primary goal to make it possible to compare findings across these authentic assessment tools, enabling agencies and policy makers to analyze data across geographic and programmatic parameters. Teachers will use their chosen research-based authentic assessment tools and enter the data online as is their current practice. The data will then be de-identified and transferred to New York University for analysis. Connecting the three tools in a statistically meaningful way will enable stakeholders, including preschool educators and directors, as well as local and State agencies, to strategically inform curriculum and instruction, and will serve to inform the professional development of educators. This will allow us to determine how Pre-K students are progressing toward meeting the ELDS. The tool will also provide supports for teachers to have conversations with families, providing language with which to both explain children's progress and to introduce ways parents can support their children's learning at home.

To date, the partners in the Common Metric Project (New York University, New York

City Department of Education, New York City Administration for Children's Services, the New York State Head Start Collaborative, and the ECAC) have raised nearly $1 million towards the development and research on the Common Metric. Authentic assessment data have been collected on 11,000 4-year-old children in New York. Teachers who were part of the study that involved two measures were trained on those tools to insure the reliability of the data. Publicly-funded programs serving Children with High Needs participating in QUALITYstarsNY will be able to use the Common Metric, supporting New York's need to study program quality and its relationship to child outcomes, with particular focus on our Children with High Needs.

As New York implements this comprehensive approach, it will work with the Subgrantees, to identify strategies for sharing the assessment information with children's kindergarten teachers so that teachers and school districts best understand and can support their students' needs. In addition to providing teachers with critical data about their students' learning and development, we will enable stakeholders, including preschool educators and directors, as well as public agencies and higher education to strategically inform curriculum and instruction for young children, especially those with High Need and will serve to inform the professional development of educators.

Students who participate in the High-Quality preschool programs created by this grant will be measured during the first few months of Kindergarten using a valid, developmentally appropriate, reliable assessment (such as the EDI or another approved assessment). Results on this assessment will be used to inform decisions to continuously improve quality in Pre-Kindergarten programs as well as drive decision making about instruction in Kindergarten.

C(3) New York's Ambitious and Achievable Plan

1. **Key Goals:**
   - Key Goal C(3)(a): All children in participating Pre-K programs are assessed using the EDI or one of three approved comprehensive assessment tools and integrate data into common metric converter and reported to inform school, community, and state decision making

2. **Key activities and the rationale, where implemented, and how they will be scaled up over time**

Key Activity C(3)(a): Administer comprehensive assessment to all children in participating Pre-K programs and analyze data using Common Metric converter and to report children's school readiness status.

Rationale: The Common Metric will allow SED to better support programs in implementing curricula that meet the needs of their children. This information will inform professional development and support for all early childhood teachers. The unique ability of the Common Metric to measure children's' progress against state standards and federal guidelines highlights the connection between assessments and standards-based curriculum.

Where Implemented: The Common Metric will be collected in select pilot High-Needs communities based on their existing comprehensive assessment systems and data collection infrastructure.

Scaled up: SED's investment in the Common Metric is guided by its goal to have a consistent picture of New York's children's school readiness skills. The further refinement of the tool through this project will strengthen its value. SED is committed to investigating its potential to serve as a statewide readiness tool.

3. Timeline, including key milestones and responsible parties

Key Goal C.3: Key Goal C(3)(a): All children in participating Pre-K programs are assessed using one of three approved comprehensive assessment tools and integrate data into common metric converter and reported to inform school, community, and state decision making					
Activities and Milestones	Responsible Parties	Year 1	Year 2	Year 3	Year 4
Help districts with kindergarten readiness tool selection (in line with the Common Metric)	ECAC	2/15 to 6/15			
All teachers are trained and use readiness tools appropriately.	ECAC	6/15	8/16	8/17	8/18
Assess children's school readiness using one of three approved kindergarten readiness tools	Pre-K Teachers	9/15	9/16	9/17	9/18
Provide data to NYU for entry into	ECAC	11/15	11/16	11/17	11/18

analytic converter					
Assess children's school readiness using one of three approved kindergarten readiness tools	Pre-K Teachers		2/16	2/17	2/18
Provide data to NYU for entry into analytic converter	ECAC		4/16	4/17	4/18
Assess children's school readiness using one of three approved assessment tools	Pre-K Teachers		7/16		
Provide data to NYU for entry into analytic converter	ECAC		8/16		
NYU Analyses and reports data to SED and Districts	NYU		9/16		

4. Appropriate financial resources to support implementation and sustain

- *Financial resources:* SED's MOU with OCFS will cover the cost of using the Common Metric to convert the data from community's comprehensive assessments. The cost include $ (b)(4) per year for data collection and analysis and an initial expenditure of $ (b)(4) for the data infrastructure.
- *Other sources of support:* The data analysis that will be done to further refine and improve the psychometric properties of the Common Metric will be supported by private philanthropic investments that will be secured by NYU.
- *Sustainability plan:* This project will further refine the Common Metric converter so that it will be a low-cost tool for New York State's need to have a valid, reliable statewide Kindergarten Readiness Tool that assures children's anonymity and maintains community flexibility. The inclusive approach is designed to engender statewide buy-in.

5. Supporting evidence

- Not Applicable

6. Information requested in performance measures

The Common Metric provides comprehensive data on school readiness skills that will be

aggregated to present to SED and participating districts.

7. **How the State will address the needs of Eligible Children, including those in need of additional supports**

New York's approach to kindergarten readiness is grounded in a commitment to community context because it allows Districts to select among three valid and reliable tools. At the same time, New York is committed to using tools that have been thoroughly validated with children from diverse backgrounds and abilities.

D. Expanding High-Quality Preschool Programs in Each High-Need Community (60 points).

The extent to which the State articulates an ambitious and achievable plan for expanding High-Quality Preschool Programs in two or more High-Need Communities, including a description of how--

D(1) The State has selected each Subgrantee and each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity, such as whether the community is located in a rural or tribal area, and whether it is located in a federally designated Promise Zone (8 points).

D(2) Each High-Need Community is currently underserved, including the number and percentage of 4-year-olds in State Preschool Programs and other publically funded preschool programs (8 points).

D(3) The State conducted outreach, including consultation with tribes, if applicable, to potential Subgrantees and the process used in selecting each Subgrantee (4 points).

D(4) The State will subgrant at least 95 percent of its Federal grant award over the grant period to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in two or more High-Need Communities, and

(a) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period through, as applicable, the (16 points); and

(b) Incorporate in their plan (12 points):

(i) Ambitious expansion of the number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Program; and

(ii) Ambitious improvement of existing State Preschool Program slots to bring them to the level of a High-Quality Preschool Program by extending programs from half-day to Full-Day; limiting class size and decreasing child to staff ratios; employing and compensating a teacher with a bachelor's degree; or providing Comprehensive Services.

Note: Applicants may receive up to the full 12 points if they address only (D)(4)(b)(i) or (D)(4)(ii) or if they address both (D)(4)(i) and (ii);

D(5) The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute (12 points).

Evidence for selection criterion (D):

- A letter of support or preliminary binding agreement, such as a preliminary MOU, from each Subgrantee attesting to the Subgrantee's participation.
- Table (D)(4) and Table A. (See Tables (D)(4) and A in Excel spreadsheets)

Any other supporting evidence the State believes will be helpful to peer reviewers.

D(1) The State has selected each Subgrantee and each High-Need Community that will be served, including a description of each High-Need Community and its geographic diversity.

The New York State Education Department (SED) developed a formula-driven methodology to select school district Subgrantees to ensure the new Pre-K slots serve Eligible children in High-Need communities.[67] The State's existing Pre-K structures and data aided with the selection process. The methodology was developed to select school districts that best meet the priorities of this grant application as well as SED policies, the most important of which is that school districts have large population of under- and unserved children, a preponderance of whom reside below 200 percent of federal poverty guidelines. The complete methodology is described in sub-section D(3) below.

SED used its methodology to select five school district Subgrantees: New York City, Yonkers, Uniondale, Indian River, and Port Chester. In the following description of each community, we provide data regarding the demographic characteristics of the children and additional community-level indicators, which we use to determine High-Needs. We also share the geographic categorization of the communities to demonstrate that we are engaging communities that are geographically diverse. This sample of communities is vital to our State-wide approach of serving more children with High-Quality Preschool Programs *and* implementing and testing State-level supports to build a more coherent continuum of services.

- **New York City** is the State and nation's largest urban area. Approximately 76% of children in New York City qualify for Free or Reduced Price Lunch and 81% meet the federal definition of economically disadvantaged.[68] In New York City, 16% of children are considered Dual Language Learners and the percentage of children with disabilities is 17%. Furthermore, 65% of kindergarten students live in neighborhoods where the High-Needs Index[69] is greater than the citywide average and 42% of NYC students speak a language other than English.

[67] *See* Appendix No. 6, "Selection of Subgrantees based on High-Need Communities."

[68] Economically disadvantaged accounts for eligibility for Medicaid; Food stamps; Supplementary Security Income (SSI); Federal public housing assistance or Section 8 (a federal housing assistance program administered by the Department of Housing and Urban Development); and the Low Income Home Energy Assistance Program.

[69] Figure is based on an analysis of the most recent DOE data, from 2012, and is based on temporary housing, NYC Human Resources Administration eligibility, FRPL eligibility, and school year 2011-2012 proficiency on third grade state exams.

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- **Yonkers City School District (YCSD),** classified as a high need urban district, is the fourth largest school district in New York State, located in the lower Hudson Valley, immediately north of New York City. It is a vibrant learning community of over 27,000 students from 100 diverse cultures and nationalities in grades Prekindergarten through 12. The YCSD is comprised of 39 schools and currently has six schools that are classified as Focus Schools and eight that are classified as Priority Schools according to New York State Department of Education standards as aligned with the U.S. Department of Education's Elementary and Secondary Education Act waiver. As a large urban district, the YCSD has an overwhelming population of high-needs students, both socio-economically and academically. There are specific demographics and needs that are unique to the students of the YCSD. The total student population eligible for Free and Reduced Lunch is currently 78% and 10% are classified as Dual Language Learners. Further, 20% of the total student population is African American and 55% is Hispanic or Latino. YCSD reports that the ensuing challenges faced by students and their families extend to homelessness, poor nutrition, developmental delays, and educational underachievement.[70]
- **Uniondale** is classified as a high need urban-suburban school district located less than thirty miles from New York City in Nassau County. Approximately 60% of Uniondale students are eligible to receive Free or Reduced Price Lunch and 62% meet the federal definition of economically disadvantaged. In Uniondale, 16% of elementary students are considered Dual Language Learners. Uniondale has also seen an increase in the numbers of homeless students, growing significantly from 111 students in 2004 to 198 in 2010. Uniondale was designated a District in Need of Improvement in 2011-12, which means that it was a school district that did not make annual yearly progress on the same accountability measure for two consecutive years while receiving Title I funds, which then requires the school district to offer public school choice to its residents.

[70] Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support. http://developingchild.harvard.edu/key_concepts/toxic_stress_response/

- **Indian River** is a high-need rural district located in the northern tier of New York, approximately 25 miles from the Canadian border. Approximately 54% of Indian River's students are eligible to receive Free or Reduced Lunch and 39% percent meet the federal definition of economically disadvantaged. In Indian River, 4% of elementary students are considered Dual Language Learners and the percentage of children with disabilities is 13%. A significant population comes from federal lands associated with Fort Drum, the home of the Army's 10th Mountain Division (Light Infantry) and approximately 66% of the student population comes from military families, who are likely to move multiple times during a student's educational progression. When one compares New York's standard measures of student need to fiscal capacity, Indian River is the third neediest district in the State.
- **Port Chester is classified as a high need urban-suburban district located in a** working-class Westchester county community. Approximately 65% of children qualify for Free or Reduced Price Lunch and 65% meet the federal definition of economically disadvantaged. In Port Chester, 30% of elementary students are considered Dual Language Learners and the percentage of children with disabilities is 11%. It has a large Hispanic population and an estimated 75% of Hispanic students are eligible to receive Free or Reduced Priced Lunch. In addition, more than 75% of the Hispanic students are children of recent immigrants, of whom, a significant portion of parents do not exhibit literacy in either Spanish or English.

D(2) Each High-Need Community is currently underserved, including the number and percentage of 4-year-olds in State Preschool Programs and other publically funded preschool programs (8 points).

Each of the five High-Need Communities has significant numbers of Eligible Children who are not in Pre-K. Additionally, the preponderance of the unserved children are below 200% of the Federal Poverty Level and would most benefit from this opportunity to access High-Quality Preschool Programs. In the descriptions below, we describe the population of 4-year-old children, the numbers who are participating in the State's Pre-K programs and the unmet needs.

1) **New York City:** There are an estimated 82,000 four-year-old children living in New York City that would access Pre-K Programs based on the needs and wants of

families. In addition, there are another 10,000 children that participate in full-day pre-school Special Education Programs. Currently, an estimated 69,000 four-year-old children participate in the State's Pre-K programs in New York City, 63,000 of which are in full-day Pre-K Programs that meet a High-Quality definition. This leaves an estimated 20,000 children under- or unserved. Some of these 20,000 children will not meet the income qualifiers of this grant.

2) **Uniondale:** There are an estimated 476 four-year-old children living in Uniondale that would access Pre-K Programs based on the needs and wants of families and none are currently served by New York's Pre-K programs. In addition, there are another 15 children that participate in full-day pre-school Special Education Programs. Some of these 476 children will not meet the income qualifiers of this grant.

3) **Yonkers:** There are an estimated 2,153 four-year-old children living in Yonkers that would access Pre-K Programs based on the needs and wants of families. In addition, there are another 113 children that participate in full-day pre-school Special Education Programs. Currently, an estimated 1,239 four-year-old children participate in the State's Pre-K programs in Yonkers, 49 of which are in full-day Pre-K Programs that meet a High-Quality definition. This leaves an estimated 2,004 children under- or unserved. Some of these 2,004 children will not meet the income qualifiers of this grant.

4) **Indian River:** There are an estimated 431 four-year-old children living in Indian River that would access Pre-K Programs based on the needs and wants of families. In addition, there are another 10 children that participate in full-day pre-school Special Education Programs. Currently, an estimated 129 four-year-old children participate in the State's Pre-K programs in Indian River, none of which are in full-day Pre-K Programs that meet a High-Quality definition. This leaves an estimated 431 children under- or unserved. Some of these 431 children will not meet the income qualifiers of this grant.

5) **Port Chester:** There are an estimated 400 four-year-old children living in Port Chester that would access Pre-K Programs based on the needs and wants of families and none are currently served by New York's Pre-K programs. In addition, there are

another 8 children that participate in full-day pre-school Special Education Programs. This leaves an estimated 400 children under- or unserved. Some of these 400 children will not meet the income qualifiers of this grant.

D(3) The State conducted outreach, including consultation with tribes, if applicable, to potential Subgrantees and the process used in selecting each Subgrantee.

New York State is home to nearly 700 individual school districts. New York State Finance Law prohibits arbitrarily selecting entities such as school districts to receive grant-based program awards. Therefore, SED devised a formulaic methodology to mirror the priorities of this grant program. To meet the unmet needs of some of New York's neediest children with this grant funding, SED weighted school districts with substantial populations of children with disabilities and those who are limited English proficient. SED used the following five selection criteria:

1. SED organized the nearly 700 school districts into Need/Resource-Capacity (N/R-C) categories. The categories measure a district's ability to meet the needs of students with local resources, and are the ratio of the estimated poverty percentage[71] to the Combined Wealth Ratio.[72] A district with both estimated poverty and Combined Wealth Ratio equal to the New York State average would have a need/resource-capacity index of 1.0. N/R-C categories are determined from this index using the definitions below:
    a. N/R-C 1: New York City: New York City
    b. N/R-C 2: Large Urban Cities: Syracuse, Yonkers, Rochester, and Buffalo
    c. N/R-C-3: High-Need Urban/Suburban, which is defined as all of the districts above the 70th percentile (1.1835) and that meet one of the following

[71] The Estimated Poverty Percentage is defined as a weighted average of the 2006-7 and 2007-8 kindergarten through grade 6 free-and reduced-price lunch percentage and the percentage of children aged 5 to 17 in poverty according to the 2000 Decennial Census (as average was used to mitigate errors in each measure). The result is a measure that approximates the percentage of children eligible for free- or reduced-price lunches.
[72] Combined Wealth Ratio is defined as the ratio of district wealth per pupil to New York State average wealth per pupil, used in the 2007-8 Governor's proposal.

conditions: a) at least 100 students per square mile, or b) have an enrollment greater than 2,500 and more than 50 students per square mile;

d. N/R-C-4: High-Need Rural, which is defined as all of the districts above the 70th percentile (1.1835) which meet one of two conditions: a) fewer than 50 students per square mile, or b) fewer than 100 students per square mile and enrollment of less than 2,500;

e. N/R-C-5: Average Need, which is defined as all districts between the 20th (0.770) and 70th (1.1835) percentile on this index; and

f. N/R-C-6: Low Need, which is defined as all districts below the 20th percentile (0.770) on this index.

Pursuant to the priorities of the federal government as described in the grant application, the Department categorically excluded Average and Low Need districts and included all of the districts in N/R-C Codes 1 – 4.

2. Any district with 5,000 or more pupils not in an existing Pre-K program will automatically be qualified as a Subgrantee, regardless of other State-funded Pre-K programs that are currently in place.

3. Any other district that currently receives either Priority Prekindergarten or Full-Day Prekindergarten would not be eligible to be a Subgrantee in order to focus efforts on the most underserved populations.

4. The rank order of the remaining four school districts was then determined by:

   a. 0.5 multiplied by the district's rate of Limited English Proficiency students, added to

   b. 0.5 multiplied by the district's three-year average Free and Reduced Price Lunch ratio, added to

   c. 0.75 multiplied by the percent of un-served Pre-K pupils[73] in the district.

[73] N.Y. Educ. L. § 3602-e(10)(b)(iii) defines "unserved Pre-K pupils" to mean "the product of eighty-five percent multiplied by the positive difference, if any, between the sum of the public school enrollment and the nonpublic school enrollment of children attending full day and half day kindergarten programs in the district in the year prior

This final number was multiplied by the percentage of unserved four-year olds in each district. The top four districts were selected based on the highest weighted rate using the methodology above and were, therefore, eligible to partner with SED. There was only one district (NYC) that had 5,000 or more pupils not in an existing Pre-K Program, so based on the methodology above, this district was selected as a partner for this grant.

D(4) The State will subgrant at least 95 percent of its Federal grant award over the grant period to its Subgrantee or Subgrantees to implement and sustain voluntary, High-Quality Preschool Programs in two or more High-Need Communities

Once the community selection process took place, SED engaged in extensive and systematic communication with each district to discuss their capacity to implement the Pre-K Program. SED's ambitious and achievable plan to implement the new High-Quality Preschool Program expands the State's commitment to a mixed delivery system. Specifically, SED is encouraging districts to first collaborate with community-based organizations including Head Start programs to provide this new program. These partnerships are the best way to reach the Eligible Children, minimize start-up costs, maximize resources, and is one of the most effective methods to provide children and families with comprehensive services. Aligned with New York's existing Full-Day Pre-K Program, each Subgrantee's plan must demonstrate that they have engaged available community partners to integrate and enhance the quality of early care and education. For three of the five school districts that SED selected based on the above-referenced criteria, state funded Pre-K programs are already in place. For these districts, this grant will allow them to supplement and enhance programs they currently offer by expanding availability to more children and enhancing the quality of Pre-K,. SED has a plan to monitor implementation to ensure that this grant program will supplement and not supplant existing services. For the remaining two school districts, neither operate a Pre-K program and, therefore, this grant funding will be the first of its kind in both districts and there is no opportunity to supplant existing State Pre-K services.

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to the base year less the number of resident children who attain the age of four before December first of the base year, who were served during such school year by a Pre-K program approved pursuant to section forty-four hundred ten" [Section 4410 of Education Law is titled Special Education Services and Programs for Preschool Children with Handicapping Conditions] "where such services are provided for more than four hours per day.".

D(4)(A) Set ambitious and achievable annual targets for the number and percentage of additional Eligible Children to be served during each year of the grant period, as applicable

SED has developed achievable and ambitious annual targets with each school district Subgrantee. New York City has an extensive Pre-K network, collaborating with over 800 community-based organizations, charter schools, private schools, libraries, and museums throughout all five boroughs and thus, will easily be able to incorporate additional new funding seamlessly into year one and then continuing throughout the grant period. Indian River, Uniondale, and Port Chester will need to strengthen community partnerships and infrastructure throughout the duration of the program and will expand the availability of Pre-K throughout the grant duration. The chart below demonstrates by number of children and overall percentage of Eligible Children served, New York's annual targets for this grant funding:

	Year One		Year Two		Year Three		Year Four	
School District	New Additional Seats[74]	Percentage of Eligible Students Served[75]	New Additional Seats	Percentage of Eligible Students Served	New Additional Seats	Percentage of Eligible Students Served	New Additional Seats	Percentage of Eligible Students Served
New York City	750	4%	750	4%	750	4%	750	4%
Indian River	108	38%	180	64%	270	96%	282	100%
Uniondale	144	42%	144	42%	244	71%	344	100%
Port Chester-Rye	125	36%	250	71%	350	100%	350	100%
Yonkers[76]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TOTALS	1,127	5%	1,324	6%	1,614	8%	1,726	8%

New York City

[74] The number of new additional slots created with this grant funding.

[75] This percentage of Eligible Children who are served district wide with this grant funding and with other Pre-K program funding.

[76] Yonkers City School District will convert current half-day Pre-K slots to full-day slots with this grant funding and will not create new slots.

New York City is the largest school district in the country and while it does benefit from having a vast array of opportunities for its children, it also has the single largest unserved population of any school district in New York – an estimated 13,300 children without access to any Pre-K and an additional 5,800 currently in half-day Pre-K programs. This grant opportunity will continue to close the gap and allow New York City to move closer to offering all 4-year olds the benefit of Pre-K. New York City estimates that with this funding, it will be able to serve an estimated 750 additional children each year, focused on supporting those children who are the neediest- at 200% of the federal poverty level.

Indian River

Indian River is a rural school district that is located near the New York-Canadian border and currently serves approximately 129 children in half-day Pre-K slots that are supported by New York State's universal Pre-K program. Indian River has a disproportionately large population of young children due to its proximity of Fort Drum, which is comprised of young families who live and work on the base. Indian River has a lack of space and is reaching its physical capacity in its school buildings, but with additional funding, they can partner with additional community-based organizations to grow their Pre-K network and programming available to children. In year one, Indian River would expand to create six additional full-time classrooms to serve 108 students; in year two, would add four more classrooms to serve a total of 180 students; in year three, would add five more classrooms to serve a total of 270 students; and in the last year of the program, would consider the district fully implemented, serving up to 282 students in as many as 23 classrooms.

Port Chester

Port Chester currently serves none of its 350 Eligible Children in Pre-K, despite having a great need and community desire. Port Chester would, with this grant funding, implement this Pre-K Program by serving approximately 125 students in years one, 250 students in year two, and 350 students in years three and four, which represents the district's total estimated population of Eligible Children.

Uniondale

Uniondale currently serves none of its 344 Eligible Children in Pre-K, despite having a great need and community desire. Uniondale would, with this grant funding, implement this Pre-K Program by serving approximately 144 students in years one and two, 244 students in year three, and 344 students in year four, which represents the district's total estimated population of Eligible Children.

D(4)(B) Ambitious improvement of existing State Preschool Program slots to bring them to the level of High-Quality Preschool Program.

While more than 115,000 children in New York State attend state funded Pre-K programs, these opportunities are not afforded all 4-year olds. In an effort to make Pre-K truly universal, targeting high-need communities where children lack services will provide long lasting benefits. School District Subgrantees will be required to create new Pre-K slots that meet the definition of High-Quality throughout the duration of the grant project. The chart below indicates the estimated number of total state funded half-day prekindergarten seats that will be converted to High-Quality full-day programs by school district Subgrantees created by this grant program:

	Year One		Year Two		Year Three		Year Four	
School District	Improved Preschool Slots	Percentage of Eligible Students Served[2]	Improved Preschool Slots	Percentage of Eligible Students Served	Improved Preschool Slots	Percentage of Eligible Students Served	Improved Preschool Slots	Percentage of Eligible Students Served
New York City	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Indian River	0	0%	0	0%	0	0%	129	46%
Uniondale	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Port Chester-Rye	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Yonkers	1,221	70%	1,221	70%	1,221	70%	1,221	70%
TOTALS	1,221	6%	1,221	6%	1,221	6%	1,350	7%

Yonkers

This grant will enable the Yonkers City School District (YCSD) to provide a Comprehensive High-Quality Full-day Prekindergarten program in all 31 of its elementary schools, which will give YCSD the capacity to serve approximately 1,221 of its Pre-K students in each year of the grant. Because the YCSD is committed to positive early learning experiences for students, it will ensure that the teaching staff is highly qualified to teach and will allow for meaningful learning experiences for our students. A comprehensive and integrated early learning curriculum called *Splash into Pre-K* will be implemented. Initial and on-going diagnostic and performance assessments will be administered to each student to ensure student achievement. To facilitate quality and timely professional development, the district will assess the student data provided by these assessments to target needs and support best instructional practices. The district will also provide teachers with professional development, which includes but is not limited to, training in the *Pre-K Foundation for the Common Core* that includes in-class modeling, demonstration lessons, and observations with follow-up consultations and professional development. The district will also implement strategies to ensure that parents are involved and active within the school culture. Additionally, the district will leverage its strong community partnerships to ensure that our highest need early learners and their families have access to a full array of comprehensive services.

Full-day Pre-K students would benefit greatly from this enhanced academic opportunity. As indicated in the Yonkers Public Schools Prekindergarten Participation Advantage report, students who participated in Yonkers Public Schools (YPS) in the full-day Pre-K program demonstrated significant increases in achieving proficiency on English Language Arts (ELA) and mathematics exams. The district compared proficiency on the mandated New York State (NYS) Grades 3-8 ELA and math exams for students who attended YPS Pre-K with those who did not. The longitudinal study reveals that the difference in performance is statistically significant across ten years of data; all examined grade levels, and within most examined subgroups: ethnic, disabled, English language learners, gender and Free and Reduced Price Lunch populations.[77] In a separate YCSD investigation, a partition tree analysis of graduation data confirmed a 12% advantage in cohort graduation rate for students participating in YPS full day Pre-K compared to those not participating in the District full day Pre-K program.

[77] http://www.yonkerspublicschools.org/docs/candi/data-and-reporting/ThePreKAdvantage.pdf

Indian River

Indian River currently serves 129 children in the State-funded Universal Pre-K program that supports half-day instruction in the district. With this grant funding, Indian River will be able to by the end of year four, convert all of their existing half-day slots into full-day slots to meet the definition of High-Quality.

D(4) New York's Ambitious and Achievable Plan

1. **Key Goals:**
   - Key Goal D(4)(i): Children in High-Need communities are enrolled in new or improved High-Quality Pre-K programs
   - Key Goal D(4)(ii): Subgrantees implement new High-Quality Pre-K programs by improving existing Pre-K programs or developing Pre-K programs in partnership with community-based organizations
2. **Key activities and the rationale, where implemented, and how they will be scaled up over time**

Key Activity D(4)(i): Provide Eligible children in families from High-Need communities access to Pre-K programs.

Rationale: While more than 115,000 children in New York State attend state funded Pre-K programs, these opportunities are not afforded all 4-year olds. In an effort to make Pre-K truly universal, phasing in funding by targeting high need communities where children lack services will ensure that students most in need receive services sooner and will provide long lasting benefits.

Where Implemented: Five High-Needs Communities: NYC, Yonkers, Uniondale, Indian River, Port Chester

Scaled Up: Throughout the implementation of the Preschool Development Expansion grant, SED will work closely with community partners to identify best practices in the implementation and expansion of High-Quality Pre-K. Lessons learned will be shared with districts throughout the state and inform SED policy.

Key Activity D(4)(ii): Enable all Subgrantees to implement High-Quality Pre-K

programs.

Rationale: Because research conclusively shows the importance of providing high-quality early education to support children's development, SED will expect Subgrantees to choose a method to assess and improve program quality, such as the State's TQRIS. This approach will build the best environments to support student achievement, a lifetime love of learning, and successful transitions into Kindergarten.

Where Implemented: Five High-Needs Communities: New York City, Yonkers, Uniondale, Indian River, and Port Chester

Scaled Up: Throughout the implementation of the Preschool Development Expansion grant, SED will work closely with community partners to identify best practices in the implementation and expansion of High-Quality Pre-K. Lessons learned will be shared with districts throughout the state and inform SED policy.

3. Timeline, including key milestones and responsible parties

Key Goal D(4)(i): Children in High-Need communities are enrolled in new or improved High-Quality Pre-K programs					
Activities and Milestones	Responsible Parties	Year 1	Year 2	Year 3	Year 4
Any existing preschool services in each of the high-need communities will be identified. Local Child Care Resource and Referral agencies will be able to assist in this effort.	Subgrantees responsible to SED	1/15 to 6/15			
Observations; inspections; and discussions will occur at sites of existing programs to see if there is a possibility for those early childhood providers that have capacity to become collaborators in order to expand access.	Subgrantees with community involvement; SED input	1/15 to 6/15			
New locations for preschool services will be identified. Multiple locations must be easily accessible to parents; safe and well equipped (see discussion	Subgrantees	3/15 to 6/15			

in Section E).					
Furnish/equip locations with necessary materials for Pre-K classes.	Subgrantees with SED input	4/15 to 6/15			
Recruit and hire staff.	Subgrantees	5/15 to 6/15			
Train staff.	Subgrantee leadership; SED staff	6/15 to 8/15			
Recruit children and their families for September 2015 enrollment date.	Subgrantees	5/15 to 7/15			
Provide support services for families so that children can attend (transportation etc.).	Subgrantees	6/15 to 8/15			
Enroll children/families.	Subgrantees	6/15 to 8/15			
Key Goal D(4)(ii): Subgrantees implement new High-Quality Pre-K programs by improving existing Pre-K programs or developing Pre-K programs in partnership with community-based organizations					
Subgrantees participate in SED Pre-K Orientations, Professional Development, and Leadership Seminars.	SED staff	7/15			
Programs receive orientation to QUALITYstarsNY.	QUALITYstarsNY staff.	9/15 to 10/15			
All new Pre-K programs create profiles in Aspire, NYS's early childhood workforce registry.	Quality Improvement Specialists	9/15			
All new Pre-K staff create individual profiles in Aspire.	Programs and Quality Improvement Specialists	10/15			

All new Pre-K programs create a profile in QUALITYstarsNY web-based data system, where applicable.	QUALITYstarsNY staff.	10/15			
All new Pre-K programs complete the QUALITYstarsNY Standards Self-Study, where applicable.	QUALITYstarsNY staff.	11/15			
All new Pre-K programs are assessed and rated, and then receive a rating from 1 – 5 stars.	QUALITYstarsNY staff.	12/15 to 2/16			
QUALITYstarsNY Specialists work with program leadership to generate Quality Improvement Plans based on the rating data.	Quality Improvement Specialists; SED staff	1/16 to 2/16			
Resources are provided to drive progress on the Quality Improvement Plan.	Quality Improvement Specialists; SED staff	2/16 to 6/16			
Quality Monitoring and Support is provided throughout the year.	Quality Improvement Specialists; SED staff	9/16 and ongoing	9/17 and ongoing	9/18 and ongoing	9/19 and ongoing

4. Appropriate financial resources to support implementation and sustain

- *Financial Resources:* SED will use 95% of the grant funds to go directly to Subgrantees to enable them to implement High-Quality Preschool Programs that meet the federal definition.
- *Other Resources:* Districts will maximize the use of existing funds, where applicable, such as the Community Schools networks, other Pre-Kindergarten Programs such as Head Start, where applicable.
- *Sustainability:* New York is committed to maintaining any slots created or enhanced by this grant after the grant period ends.

5. Supporting evidence

- Programs established

- Student enrollment data.
- Attendance at Orientations, Professional Development Opportunities, Leadership Seminars
- Participation on WELS and ASPIRE
- Quality Improvement Plans.
- Program Quality Ratings

6. Information requested in performance measures

- Data on program locations, number and size of classrooms, and licensing information if applicable
- Enrollment numbers
- Teacher Certification Info
- ECERS & CLASS Data.
- Attendance and feedback/evaluations at Orientations, Leadership Seminars, and other Professional Development activities
- Progress Checklist – program locations, staff hired, students/families recruited, equipment/classroom materials ordered, staff attendance at orientations, staff registering on ASPIRE.
- Information on screenings and developmental baselines when programs begin

7. How the State will address the needs of Eligible Children, including those in need of additional supports

The needs of Eligible Children, including those with disabilities and Dual Language Learners are fully integrated in the Pre-K program standards that are explained in Section B of this proposal. Per New York State law, all students must be screened for any disabilities, as well as to determine whether they are English language learners or are gifted. Based on the results of these screenings, supports must be provided as appropriate. Additionally, New York requires programs to have a Response to Intervention program in place to provide interventions and supports for the various learning differences of all children.

D(5) The State, in coordination with each Subgrantee, intends to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or each Subgrantee commits to contribute.

The 2014-15 Enacted State Budget not only included a $340 million investment in Governor Cuomo's Statewide Universal Full-Day Prekindergarten to fund 2014-15 school year programs, but appropriated $1.5 billion to maintain investments in High-Quality preschool programs over 5 years. The district-funding model proposed for this program has been consciously modeled after existing state programs so it can be seamlessly added to State programs following the conclusion of this grant. The State is committed to maintaining any slots created or enhanced by this grant after the grant period ends.

New York has long been a leader in funding High-Quality Preschool programs. Today, New York State invests $750 million annually in Pre-Kindergarten programs. This funding enables more than 115,000 4-year olds in New York to be enrolled in publicly funded programs.

New York also has a history of maintaining preschool programs, even in difficult fiscal times. In the period between 2008-2010, the financial crisis resulted in the largest state deficit in history and required funding reductions throughout the State budget. Recognizing the primary importance of Early Education, preschool funding was explicitly excluded from budget reductions and maintained at existing levels, ensuring continued access to preschool programs.

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (50 points).

The extent to which the State has an ambitious and achievable plan to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs, including a description of--

E(1). The roles and responsibilities of the State and Subgrantee in implementing the project plan (2 points).

E(2). How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs (6 points).

E(3). How the State will ensure that each Subgrantee minimizes local administrative costs (2 points).

E(4). How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs (4 points).

E(5). How the State and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development (4 points).

E(6). How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, State Preschool Programs and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act (6 points).

E(7). How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including those that serve children from families with incomes above 200 percent of the Federal Poverty Line (6 points).

E(8). How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State (6 points).

E(9). How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education (4 points).

E(10) How the State will ensure strong partnerships between each Subgrantee and LEAs or

other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee (10 points)--

(a) Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten; and

(b) Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in--

(i) Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education;

(ii) Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports;

(iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program;

(iv) Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State;

(v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children;

(vi) Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law; and

(vii) Utilizing community-based learning resources, such as libraries, arts and arts education programs, and family literacy programs.

Evidence for selection criterion (E):

- Any supporting evidence the State believes will be helpful to peer reviewers.

E. COLLABORATING WITH EACH SUBGRANTEE AND ENSURING STRONG PARTNERSHIPS

The structure of New York's Pre-K programs requires a dynamic and responsive relationship between SED and the communities responsible for implementing the high-quality programs. The close relationship is grounded in the requirement for a mixed delivery system for Pre-K that taps into community-based centers and Head Start programs. Both SED and the ECAC have created a wealth of professional development materials and technical assistance

supports to nurture the relationships between the state and local partners. The Preschool Development Grant allows New York to leverage its $(b)(4) investment in Pre-K to build the capacity of SED to support local programs while building the capacity of local communities. Grant funds will also be used to develop local leadership to provide technical assistance to other communities as New York scales up its most effective practices in ensuring strong partnerships at both the state and local levels.[78]

E(1). The roles and responsibilities of the State and Subgrantee in implementing the project plan.

The State has extensive substantive and technical experience in delineating the roles and responsibilities of the State and its Subgrantees to implement its Pre-K programs. To carry out the work, all parties will enter into Memoranda of Understanding ("MOUs") that specify the expectations of both the state and the local districts. The State will define High-Quality program requirements in a clear and concise manner to each of the school district Subgrantees as well as to communicate accurately and effectively their roles. The school district Subgrantees will implement the Pre-K classrooms, with all of the components laid out in the Scope of Work, as well as to be an active partner with the State in providing High-Quality Pre-K to children. For the school district Subgrantees, that may mean that they need to hire qualified staff, construct classrooms, obtain proper permits from regulatory agencies if applicable, purchase equipment and materials, recruit families from their communities, and reach out to potential community-based partners to offer Pre-K programs throughout their school districts. Meanwhile, the State will implement a monitoring protocol and work with its quality partners to ensure that technical assistance is available and provided when appropriate and needed.

The State will also need to ensure a methodology to maintain low administrative costs for each school district Subgrantee by utilizing resources that are available through SED, such as the BOCES network, and access to statewide professional development.

[78] *See* Appendices No. 11-16, "Preliminary Memorandum of Understanding between New York State Education Department and School District Subgrantee;" "Letter of Intent (New York City Department of Education);" "Letter of Intent (Uniondale Union Free School District);" "Letter of Intent (Indian River Central School District);" "Letter of Intent (Port Chester-Rye Union Free School District);" and "Letter of Intent (Yonkers City School District)."

E(2). How the State plans to implement High-Quality Preschool Programs, including the organizational capacity and existing infrastructure of the Subgrantee to provide High-Quality Preschool Programs, either directly or indirectly through an Early Learning Provider or Providers, and coordinate the delivery of High-Quality Preschool Programs.

Thanks to New York's history of Pre-K programming (see Section B), SED will draw on the infrastructure it has developed to manage the State's Pre-K grant programs that currently reach approximately 115,000 students as it implements the Preschool Development Grant's High-Quality Preschool Programs. Similarly, the three of the five school district Subgrantees also have experience, an existing infrastructure, and capacity to operate the various Pre-K programs already in place in their communities. SED will work closely to provide the necessary technical assistance and supports with the two Subgrantees that are receiving Pre-K funds for the first time. For all of the Pre-K programs in New York, each school district is required to collaborate with community-based organizations for no less than ten percent of the prekindergarten award. This leads to partnerships between school districts and community-based organizations to create Pre-K classrooms in both public school buildings and in places that are more connected to other community services and often closer to families' homes.

SED's structure is designed to be responsive to the unique needs of its diverse partners and supports locally-driven decision-making about the most effective and efficient way that school districts can offer the most comprehensive Pre-K programs. As SED plans the initial implementation of the Preschool Expansion Grant, it has collected comprehensive information about each High-Need community partner. We report demographic characteristics about the population of eligible children in each community and an overview of the community's capacity for providing High-Quality Preschool in partnership with community partners. This information will shape the technical assistance to be offered through QUALITYstarsNY and other leadership and professional development resources offered by the State, as outlined in Section C.[79] The five sites selected as Subgrantees collectively represent the diverse communities of New York – urban, suburban and rural. Partnership supports will be tailored to the unique needs of each type of community and evaluated accordingly.

[79] *See* Appendix No. 7, "QUALITYstarsNY Standards for Public-School Operated UPK Programs."

New York City: New York is home to approximately 100,000 four-year old children. Its UPK, Priority Pre-K and Full-Day Pre-K programs serve 69,000 children. New York City partners with over 800 community-based organizations, private schools, charter schools, libraries and museums to bring Pre-K programs in all five boroughs and nearly every neighborhood. Because New York City is home to home to such vastly diverse community-based partners to work for, it can and does tailor many of its Pre-Kindergarten programs to the needs and wants of the community children and families. For example, New York City is able to offer Pre-Kindergarten Programs that focus specifically on music, arts, and other creatively driven classrooms to offer four-year olds truly unique experiences. Of the 70,000 children, over 63,000 are in full-day slots, while the remaining 5,000 are in half-day programs. The extensive infrastructure in New York City will have the ability to immediately absorb the expansion of High-Quality prekindergarten programming and provide prekindergarten to approximately 750 additional children.

Yonkers: Yonkers is home to approximately 2,000 four-year old children. Its UPK program serves 1,221 children in half-day slots and 54 in full-day slots, leaving approximately 750 children without any Pre-K programming and 1,221 in programs that do not meet the definition of a High-Quality Preschool Program articulated in this grant. Thirty-one schools currently provide half-day Pre-K. The district has the goal and capacity to provide High-Quality full-day Pre-K to 2,000 prekindergarten students by 2015. Yonkers' Parent Advisory Committee, which meets monthly to plan and review parent participation events and address issues within the school district, will work closely with Pre-K parents to help them transition to kindergarten.

Uniondale: Uniondale is home to 488 four-year old children. It does not currently have any SED-funded Pre-K programs, however, the school district and its school board have prioritized establishing a Pre-K program. Uniondale is located in Nassau County, less than thirty miles from New York City. Almost 98 percent of Uniondale Union Free School District (UFSD) students are Black or Hispanic. Over 50 percent of Uniondale students are eligible to receive Free or Reduced Price Lunch, which is more than four times the Nassau County rate. Further, more than one in five Uniondale elementary students (K-five) are English Language Learners (22.1 percent). As a result, the Uniondale UFSD has been designated a high need urban-suburban district. Uniondale has seen a rise in the numbers of their students who are homeless,

growing from 11 students in 2004 to 198 students in 2010. The Uniondale UFSD was considered a District in Need of Improvement in 2011-12, according to the New York State Education Department. Further, Uniondale special education students failed to achieve (Adequate Yearly Progress) AYP on any of the New York State Standards in 2010-11.

The Uniondale UFSD does not operate a district Pre-K program. Therefore, many Uniondale kindergarten students have no prior educational experiences before entering kindergarten. In fact, many students enter school without knowing the letters of the alphabet, numbers, colors, shapes and how to write their own names. This puts considerable stress on the school district in making up for lost time to ensure that all students meet their full potential. Because the district does not currently offer Universal Pre-K, their high-needs students are placed at a disadvantage, even among those who attend other high-needs schools in New York. The District Director of English/Language Arts reported that only one-quarter of Uniondale kindergarten students attend a formal preschool before enrolling in kindergarten.

Port Chester: The Village of Port Chester is a working class community in Westchester County surrounded by more affluent communities. Its demographics and population density resemble urban cities. In 2012, Port Chester had 30,867 people living in 2.2 square miles. An aging infrastructure; extreme rates of poverty; high unemployment; low parent education and high numbers of undocumented residents create multiple challenges for students to succeed. The District has been designated as high-need based on SED's most recent calculation of the Need Resource Category indicating that its ratio of student needs to local fiscal capacity places it among the most challenged in the state.

A large percentage of the families and students who have arrived in Port Chester within the last four years are from Spanish–speaking countries in the Caribbean and Central and South America. This consistently increasing influx of families has created a challenge for the school district to appropriately meet the needs of Dual Language Learners and their families. Newly arrived students who are living in poverty continue to increase. ...

Indian River: Indian River is home to approximately 400 four-year old children. Its half-day UPK program served 129 children in the 2013-14 school year. The Indian River Central School District (IRCSD) is located in northern Jefferson County, NY, a rural community where the main industries/employment bases are agricultural or related to the Fort Drum Army Base. The district covers 284 square miles and has approximately 4,000 students. The need for

support to military families is profoundly felt in the district as Fort Drum's 10th Mountain Division mission includes command of active component units assigned to the installation, logistical support of tenant units, support to active and reserve units from services and planning and support for the mobilization and training of almost 80,000 troops annually. Fort Drum soldiers are deployed in Iraq, Afghanistan and other peacekeeping sites around the globe. Thousands of soldiers are coming and going consistently at Fort Drum at any given time. With the many soldiers, also come the young children in their families. The waiting list for Pre-K grows as new families move into the area. As the extremely isolated region of New York State lacks high-quality child care and education programs, more than half of the children attend kindergarten without preschool experiences.

Each of the Subgrantees will be required to institute quality program standards. The delivery of high-quality services in both public school and community-based settings will be achieved by using New York's Tiered Quality Rating and Improvement System (TQRIS) or an equivalent method to provide an ongoing and consistent measure of program quality as well as technical assistance, professional development and funding to continuously improve programs. SED is capitalizing on this resource in which it has already invested substantially to improve program quality throughout the State. Specifically, program standards were integrated into the competitive Pre-K grants that NYS administered in 2013 (Priority Pre-K) and 2014 (Full-Day Pre-K), and QUALITYstarsNY has been implemented around NYS's lowest performing schools since 2011.

E(3) How the State will ensure that each Subgrantee minimizes local administrative costs

The State will ensure that each Subgrantee minimizes local administrative costs by offering a reimbursement rate of $ (b)(4) per child in a new, full-day program slot and funding at a reduced level to convert current half-day programs funded by other State Pre-K programs. This rate was derived based on the costs associated with meeting the high-quality standards outlined in the 2014 Full-Day Pre-K program standards, including the cost of meeting rigorous staff qualifications requirements and teacher-child ratios. This allocation is a competitive rate that will enable districts to run the programs without a great deal of additional funding at the local level. Through this grant opportunity, the State will allocate start-up funds in the first year of (b) % of their total four-year award.

The State's strategy to enhance school-community partnerships as described in Section C will also inform local leaders about the quality supports needed by programs and strategies and partnerships that they can leverage to reduce administrative costs. The structure of SED's Pre-K programs that encourage mixed delivery also yields considerable cost savings to school districts. By having the majority of Pre-K children housed in Community-Based Organizations, it eliminates the need for transportation and wrap-around services to provide comprehensive services called for in this grant. Furthermore, in 2013-14, about eight percent of UPK programs were housed in Head Start programs. Their comprehensive services can help minimize administrative costs as well. Local funds will not be needed for professional development or resources for parents because they will be supported through QUALITYstarsNY and the deployment of technical assistance from a range of ECAC partners such as child care resource and referral agencies, Docs for Tots (an organization that mobilizes pediatricians in support of early learning initiatives as well as SED partners such as Boards of Cooperative Educational Services (BOCES)[80] and higher education.

E(4) How the State and Subgrantee will monitor the Early Learning Providers to ensure they are delivering High-Quality Preschool Programs (4 points).

New York has an existing monitoring structure in place to ensure that its Pre-K programs deliver High-Quality early education. The monitoring procedures build on the SED's approach that was strengthened through the 2014 Full-day Pre-K expansion grant explained in Section B. This program used a competitive procurement process to award 53 school districts and 27 individual entities with new, Pre-K programs to be operated for the 2014-15 school year. The State currently has a Memorandum of Understanding ("MOU") with CUNY's Early Childhood Professional Development Institute (PDI) to conduct quality assurance site visits to each 2014 Full-Day Pre-K program. Pursuant to the statutory language, the Department must develop a Quality Assurance Protocol and then visit each 2014 Full-Day Pre-K provider once during the school year. This Quality Assurance Protocol was developed by SED, in consultation with members of the ECAC, and serves as a starting point in developing a statewide quality

[80] BOCES is a public organization that provides shared educational programs and services to school districts. BOCES owes its origin to a state legislative enactment authorizing the formation of intermediate school districts. Passed in 1948, the act was aimed at enabling small rural school districts to combine their resources to provide services that otherwise would have been uneconomical, inefficient, or unavailable.

monitoring tool to be used in each of the State's Pre-K programs. SED's ambitious and achievable plan uses the Quality Assurance Protocol every year and the full QUALITYStarsNY rating and improvement process for programs every three years. Quality Improvement Specialists (QIPs) hired through QUALITYstarsNY will complete site visit(s) to each school district Subgrantee and then also provide extensive technical assistance to enhance quality and ensure that the program is being implemented consistent with the Scope of Work as part of the MOU. The State will use part of the five percent administrative budget from this grant to hone the current process of monitoring quality practices and ensuring that High-Quality is a cornerstone of each prekindergarten classroom. This plan is fully articulated in Section C(2) of this proposal.

E(5) How the State and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development

SED has promulgated regulations outlining quality, programmatic, and logistical standards for each of its Pre-K programs to ensure consistency across programs..

Assessment: All State funded Pre-K programs have the same assessment requirements. Programs are required to implement a developmental screening assessment at Pre-K enrollment and identify children who may need more thorough assessments. SED recently developed a guidance document to ensure programs use appropriate assessment procedures.[81] The guidance specifies the use of screening tools, assessment to establish a developmental baseline, and the use of ongoing formative assessments to inform instruction. The guidance emphasizes the important of using valid, reliable, and culturally appropriate measures. The guidance also promotes the use of formative and summative assessments within Pre-K programs pursuant to the UPK regulations.

Data Sharing: SED uses the Student Information Repository System (SIRS) to collect and maintain information related to students enrolled in NYS schools. The purpose of this data collection is to determine the actual number of children served and type of placements created (half-day or full-day). Additional information is received by the program office in terms of

[81] http://www.p12.nysed.gov/upk/documents/MemoreSAandAPrequirement.pdf

curriculum, assessments used, teacher qualifications, professional development, family engagement and involvement activities, and any monitoring reports. In addition to the above, data-driven decision making is central to the work of QUALITYstarsNY and accessible to programs, SED, and other State partners in programs for early learning and development. The collection of data to support continuous quality improvement by QUALITYstarsNY is facilitated by two integrated data systems: the Web-based Early Learning System (WELS) and the Aspire Workforce Registry. WELS is a comprehensive TQRIS system that aggregates all data on the different program standards (Learning Environment; Family Engagement; Qualifications and Experience; and Management and Leadership) to generate program ratings and profiles. Aspire is a database for New York's Early Childhood Professionals.

Instructional Tool: The instructional tool used in all Pre-K programs is New York's *PreK Foundation for the Common Core*, which is comprised of five distinct, but highly interrelated, learning domains specifically designed to describe the broad developmental stages of 4-year-old children. The domains coincide with the National School Readiness Goals and are supported by the *Core Body of Knowledge* and *Early Learning Guidelines*, which provide practical applications to the standards.

Family Engagement: Family Engagement is a prominent part of the New York State Regents Early Childhood Policy.[82] Family engagement is required for all Pre-K programs and is integral to the standards in QUALITYstarsNY. The state's Pre-K to Kindergarten Transition Tool also includes measures of family engagement. Title I requires a one percent set-aside for Parent Engagement in Focus Districts with Focus or Priority Schools. Those districts that are in good standing do not have to do a Parent Engagement set aside. Districts that receive $500,000 or more in Title I funding do have to set aside 1% of these funds for Parent Involvement. Parent Involvement funds are to be used for the express purpose of educating parents about how to help their child succeed academically. Parent Engagement is broader, and funding for these activities is intended to engage parents in the whole school process.

Cross-Sector and Comprehensive Services: The required collaboration between schools and existing early childhood providers enables Pre-K to be integrated with other services such as

[82] http://www.p12.nysed.gov/upk/policypaperjanuary2006.htm

before and after school, health services, mental health services, family services, and support for children with disabilities. For example, United Way, Head Start, Harlem Children's Zone, 21st Century Community Learning Centers, among others, all focus on providing comprehensive services for young children and families from birth to 3rd grade. It is important to note that types of Comprehensive Services available to children and families will vary among districts.

Professional Development: Each Pre-K program funded through the State's competitive grants programs--the 2013 Priority Pre-K and the 2014 Full-Day Pre-K Programs -requires a needs assessment for professional development. A professional development survey was distributed in fall of 2014 to all state-funded Pre-K programs and voluntarily-registered kindergarten and nursery schools to discern major areas of need and interest. Based on responses, SED is developing an action plan for statewide, regional, and local professional development, including the development of web-based resources. Professional development is also available through Network Team Institutes offered by NYSED throughout the year.

Workforce and Leadership Development: New York State's competency-based *Core Body of Knowledge*[83] is comprised of seven Core Competency Areas, two of which are Professionalism and Leadership and Administration and Management. The competencies are integral to the state's knowledge and competency framework and have been a part of New York's workforce system, *New York Works for Children,* since 2012.[84] Every licensed program and state-funded pre-kindergarten teacher has been given a copy as have administrators and faculty teaching in New York's Birth to Second Grade Teacher Certification programs. Further, a hallmark of the state's TQRIS, QUALITYstarsNY, is the fact that two of four main components of the system focus on the workforce and leadership. The standards for Staff Qualifications and Experience and Management and Leadership set high expectations, and resources committed to QUALITYstarsNY focus on strategies designed to move the workforce and leadership to levels that research demonstrates make a difference in the quality of early childhood programs, especially those that serve eligible children, including Dual Language Learners and those with Special Needs.

[83] *See* Appendix No. 3, "New York State Core Body of Knowledge;" and to view in its entirety: http://www.earlychildhood.org/pdfs/corebody.pdf.

[84] *See* http://nyworksforchildren.org/aspire.aspx

E(6) How the State and Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, State Preschool Programs and programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act

SED will monitor Subgrantees to assure that they are not reducing their local contributions to High-Quality preschool services after receiving a Preschool Development Grant. Three sites currently have existing UPK programs and SED will work with each school district Subgrantee to expand its program to meet the definition of High-Quality Preschool. UPK is administered by SED as an annual allocation to the participating 444 districts throughout the State. The UPK allocates funds on a per-child amount for a half-day Pre-K program.[85] For the school district Subgrantees selected for this grant, three of them are enrolled in the UPK Program. This will allow the school districts to easily enhance the quality and delivery of Pre-K throughout the district by expanding the number of children served and turning half-day programs into full-day programs. This will be accomplished through increased outreach to a greater number of children.

Supplantation is not an issue for Port Chester or Uniondale as neither have Pre-K programs currently. Indian River currently has 129 participants in half-day UPK but has a need for more than another 250 more four-year olds.

Pursuant to the requirements set forth by both the 2013 Priority Pre-K and the 2014 Full-Day Pre-K Programs, Subgrantees will be closely monitored to comply with quality program standards. Annual on-site visits to assess compliance with program quality standards will be conducted. Subgrantees that currently operate Pre-K programs - New York City, Indian River and Yonkers - will be closely monitored for supplantation via on-site monitoring, annual reports, and other desk audits.

E(7) How the Subgrantee will integrate, to the extent practicable, High-Quality Preschool Programs for Eligible Children within economically diverse, inclusive settings, including

[85] N.Y. Educ. L. § 3602-e.

those that serve children from families with incomes above 200 percent of the Federal Poverty Line (6 points).

The Subgrantees have been selected based largely on the percentage of High-Needs children in their districts. However, all districts include families with a range of incomes. A key tenet of the Pre-K Leadership Orientation and technical support described in Section C and offered by SED on an ongoing basis is the need to create systemic change that benefits all children. New York State UPK policy is predicated on the notion that improving the quality of preschool services for ALL children will lead to the systemic change we seek. The focus on serving all children will be a required component of the MOU between SED and the Subgrantee.

E(8) How the Subgrantee will deliver High-Quality Preschool Programs to Eligible Children, including Eligible Children who may be in need of additional supports, such as those who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural or tribal areas; who are from military families; and other children as identified by the State.

Children enter Pre-K programs with various strengths and needs. Pre-K program standards and QUALITYstarsNY standards reflect these principles. They are embedded in monitoring protocols and associated continuous quality improvement supports that programs receive when they are rated. Subgrantees must submit a plan that assures delivery of High-Quality Preschool Programs and services to eligible children who may be in need of additional supports, such as those who have disabilities or developmental delays. A child is deemed eligible for special education services based on results and recommendations of a multidisciplinary evaluation.[86]

The plan must demonstrate how the Subgrantee will manage the varied options by which a preschool child with a disability may receive services within a Pre-K classroom. These options fall along a continuum of services based on the child's Individual Education Plan (IEP) and consistent with the least restrictive environment. The plan must include provision for the following possible options:

[86] 8 N.Y.C.R.R. 200.16 (a).

- Related services only (Speech Therapy, Occupational Therapy, Physical Therapy, other services as appropriate);
- Special Education Itinerant Services;
- Related services in combination with Special Education Itinerant Services;
- Special Class in an Integrated Setting (SCIS), half-day[87] or full-day;[88] and
- The planned enrollment of students without disabilities in such programs must either be equal to or exceed the number of students with disabilities.

If the Subgrantee proposes to establish a collaboration with an approved community-based organization or establish its own SCIS classroom, the Subgrantee will provide a detailed description of the collaborative agreement that will address the appropriate provision and delivery of required services, per the child's Individual Education Plan. The agreement must include the following components:

- Staff access to the child's IEP, ensuring confidentiality; A comprehensive list of related and special education services it is able to provide as well a list of highest qualified providers;
- A clear description of the role (s) of each provider and include special education and general education areas;
- A plan for staff communication, including a schedule for meetings;
- A plan for parent/caregiver education and communication;
- A schedule for inclusion of instructional activities from arrival to dismissal;
- The schedule must reflect provision of related services occurring within the instructional day; and
- A clear description of the activities and instruction which are aligned with New York State's Pre-Kindergarten Foundation for the Common Core Standards Migrant Education Program (MEP).

SED will be aided in assuring coverage for children with special needs through the expansion of school-community partnerships that will use the Early Development Instrument

[87] 8 N.Y.C.R.R. 200.1(u)
[88] 8 N.Y.C.R.R. 200.1(p)

described in Section C(1). This group is responsible for identifying the full range of needs in a given community and enlisting community partners to address them.

SED will also ensure that the education of migratory children will comply with appropriate federal statutes, which requires that a Pre-Kindergarten program "in planning and carrying out such [migrant education] programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children."[89] Sec. 1304(c)(6) also states that "to the extent feasible, such programs and projects will provide for:

(a) "advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services;
(b) family literacy programs, including such programs that use models developed under Even Start and other home visiting programs."[90]

It is important to note that unlike other programs, the MEP program is designed to supplement core programs and services only and that the service delivery model is through vendors (and not schools or districts) based at BOCES and SUNY.

States may use McKinney-Vento funding, in part, to provide activities for and services to preschool-aged homeless children to enable them to enroll in, attend, and succeed in preschool programs[91] Presently, NYSED Title I Office, McKinney - Vento program Grantees number 53 LEAs (may include consortiums) with a total 147 LEAS benefitting. Some of these programs provide preschool tuition and supports for parents at shelters.

E(9) How the State will ensure the Subgrantee implements culturally and linguistically responsive outreach and communication efforts to enroll children from families with Eligible Children, including isolated or hard-to-reach families; helps families build protective factors; and engages parents and families (e.g., builds capacity to support children's learning and development) as decision-makers in their children's education (4 points).

[89] Section 1304(c)(4) of ESEA Title I, Part C.
[90] Section 1304(c)(6) of ESEA
[91] 42 U.S.C. 11432(d)(2), 2011.

SED's outreach strategies are informed by the federal Even Start Family Literacy Program, which it implemented from 1992 to 2008. The populations participating in this program were designated as "the hardest to reach." SED continues to require its Pre-K programs to take the following key outreach and communications efforts today:

1) Outreach will occur through community partners who provide services to the target populations;
2) Materials for recruitment will be in the primary language of the families;
3) The reading level of materials used for recruitment will not exceed that of the target parent's reading level. Multiple versions of fliers and materials will be produced, so that all parents can be reached. The use of symbols and pictures may assist with low reading levels and limited English;
4) Materials will be produced so that there is ample "white space" between written passages, assuring those with learning differences have an easier time reading them; and
5) Recruitment activities will be held at the locations where target families frequent such as housing units, Laundromats, places of worship, neighborhood grocery stores and restaurants, health clinics, etc.

The Committee on Bilingual Education in PreKindergarten Programs is co-chaired by SED Assistant Commissioners from both the Office of Bilingual Education and Foreign Language Studies and the Office of Student Support Services that oversees the Office of Early Learning and is comprised of experts from across the State in education and advocacy. Committee members share the importance of promoting English Language Learners' receptive and productive oral and literacy development and the nature and advantages of bilingualism and multilingualism. The Committee is developing a set of protocols and procedures to both meet the needs of Dual Language Learners as well as to incorporate academically and linguistically relevant instruction into the Pre-K curriculum and program. These protocols are being developed to be flexible enough to adapt to each communities' needs. Coupled with targeted professional development toward Pre-K teachers and administrators, these protocols will set the policy for family engagement and outreach in Pre-K programs in New York by directing educators to effectively engage families and accurately assess the needs of children and families related to bilingual and multilingual education. It is imperative that bi-and multilingual children

be given the proper supports in Pre-K to ensure their readiness for kindergarten and elementary school through this set of family engagement and outreach policies.

Finally, as part of our ambitious and achievable plan, SED intends to introduce Pre-K Leaders to the Strengthening Families Framework[92] through its orientation and ongoing technical support strategies. This evidence-based and well-respected tool

E(10). How the State will ensure strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate, including a description of how the State will ensure that each Subgrantee

E(10)(A) Partners with LEAs or other Early Learning Providers, as appropriate, to carry out activities that provide children and their families with successful transitions from preschool into kindergarten; and

Building relationships, partnering and collaboration are extremely important to facilitate the transition of Pre-K students to kindergarten. This is a time of great change for children, parents, families and schools in which new relationships, new expectations, and new competencies are being developed. SED expects local school districts to have a comprehensive plan for supporting its newest incoming students and their families as they transition into a K-12 system. Indeed, New York's Pre-K guidelines are written to promote continuity, collaboration, and alignment for children moving from Pre-K into elementary school. For example, the UPK RFP's Statement of Assurances asks districts to "provide professional development, integrated with K-Grade 3, for staff and teachers in all public and non-public UPK classrooms."[93] This policy guidance, along with other specific strategies, affirms New York's vision for a birth to third grade system.

To facilitate children's transitions, SED developed a comprehensive Pre-K to Kindergarten Transition Tool that provides guidance to communities in assuring a smooth transition for children and their families that is described in detail in Section F. In addition, Pre-K to K Transition Forums and presentations on quality standards have been conducted throughout the State. SED will work with its partners to implement Forums for each Subgrantee

[92] *See* Center of the Study of Social Policy.

[93] http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/nysupk-grant-application-2014-15.pdf (p. 5)

site aimed at assessing its plan for supporting Pre-K students transitioning to Kindergarten. This Tool will help to determine the adequacy of each school district's Pre-K to kindergarten transition plan and signals areas for improvement for districts to work on to ensure a positive start for young children in the school community. A more detailed discussion of SED's transitions support is in Section F.

E(10)(B) Coordinates and collaborates with LEAs or other Early Learning Providers, as appropriate, in—

(i) Providing opportunities for early educators to participate in professional development on early learning and kindergarten standards, assessments, curricula, and culturally and linguistically responsive strategies to help families build protective factors, build parents' capacity to support their children's learning and development, and engage parents as decision-makers in their children's education;

The topics covered in professional development for the full range of early childhood professionals will also be adapted for use by parents in publications and presentation as appropriate. SED will work with Subgrantees to develop workshops for parents about child development, developmentally appropriate activities, and assessing children's progress. Appropriate expectations related to age and grade will also be covered through this training. There will be training for the early childhood staff around the same topics as well as the academic learning standards for Pre-K and kindergarten. The outreach to parents will be a key priority for the local school-community partnerships. Parents will participate in these partnerships and can help design the content and format of resources and workshops. Furthermore, the EDI process uses Community Cafés, which are parent-hosted gatherings where people participate in a series of guided conversations. These conversations work to build community wisdom and parent voice to impact policy, practice, and action to improve the lives of children and their families.

(ii) Providing family engagement, support, nutrition, and other Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports;

. . . . . New York's commitment to the "whole child" and the comprehensive services they need are deeply embedded into Title I Services, Child Nutrition Services, Student Support Services, 21st Century Community Learning Centers, Community Schools,[94] and all quality standards, including QSNY. . .

The school-community partnership created through the EDI will focus on the need for comprehensive supports for young children and their family in the pilot school districts. The goal for each coalition member is to identify a role they can play in improving school readiness and success. For instance, libraries offer parenting programs, Cornell Cooperative Extension offers nutrition counseling and classes on family meal planning and budgeting, pediatricians offer free books through Reach and Out Read, and health and mental health agencies are resources for nutrition, family planning, drug and alcohol counseling, and support for immunizations and disease control. New York has considerable experience helping build these community coalitions and assuring family support principles are applied in 21st Century Community Learning Centers, Promise Neighborhoods, Campaigns for Grade Level Reading, SUNY's Cradle to Career initiatives, EDI, among others. Based on these efforts, SED will create an MOU for each district that outlines how the district will make use of community expertise for parent engagement and support.

(iii) Supporting full inclusion of Eligible Children with disabilities and developmental delays to ensure access to and full participation in the High-Quality Preschool Program;

All Pre-K competitive grants require inclusion of Eligible Children with disabilities and developmental delays. The programs standards of QSNY require inclusion and specify processes for classroom integration. The inclusion model has been part of UPK since 1998 when Special Education Preschool providers became dedicated Schools where the planned enrollment

[94] Community Schools are public schools that emphasize family engagement and are characterized by strong partnerships and additional supports for students and families designed to counter environmental factors that impede student achievement. The *New* New York Education Reform Commission recommended that this model be expanded, and Governor Cuomo included funding for new Community Schools in the 2013-14 budget. Fundamentally, Community Schools coordinate and maximize public, non-profit and private resources to deliver critical services to students and their families, thereby increasing student achievement and generating other positive outcomes. Although there are many Community Schools using other than SED funds, the State directly funds 62 Community Schools in NYS.

of students without disabilities in these programs must either be equal to or exceed the number of students with disabilities. They have been long time partners in State-funded Pre-K programs. These include:

- Related services only, e.g. occupational therapy, physical therapy and other services as appropriate;
- Special Education Itinerant Services;
- Related services in combination with Special Education Itinerant Services; and
- Special Class in an Integrated Setting (SCIS), half-day[95] or full-day.[96]

(iv) Supporting the inclusion of children who may be in need of additional supports, such as children who are English learners; who reside on "Indian lands" as that term is defined by section 8013(7) of the ESEA; who are migrant; who are "homeless," as defined in subtitle VII-B of the McKinney-Vento Act; who are in the child welfare system; who reside in rural areas; who are from military families; and other children as identified by the State;

The State works closely with homeless and migrant populations to make sure the needs of these families are met. Part of the work for both homeless and migrant populations includes making parents and guardians aware of opportunities for Pre-K, and assisting schools and social workers with getting students enrolled swiftly and provided with the supports necessary for success including, but not limited to, transportation, clothing, and tutoring.

Given that states may use McKinney-Vento funding, in part, to provide activities for and services to preschool-aged homeless children to enable them to enroll in, attend, and succeed in preschool programs,[97] SED's Title I Office, McKinney--Vento program provided funding for 147 districts. Some of these programs also provide preschool tuition and supports for parents at shelters.

As per Sec. 1304(c)(4) of ESEA Title 1, Part C on the Education of Migratory Children that "in planning and carrying out such [migrant education] programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool

[95] 8 N.Y.C.R.R. 200.1(u)
[96] 8 N.Y.C.R.R.200.1(p)
[97] 42 U.S.C. 11432(d)(2), 2011

migratory children". Additionally, program must "to the extent feasible, such programs and projects will provide for:

(a) advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services; and

(b) family literacy programs, including such programs that use models developed under Even Start and other home visiting programs."[98]

It is important to note that unlike other programs, the MEP program is designed to supplement core programs and services only and that the service delivery model is through vendors (and not schools or districts) based at BOCES and SUNY.

(v) Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children;

We know that well-designed early childhood facilities enhance program quality and child development. Classrooms need to be subdivided into well-defined activity areas that support active learning. Research has also indicated that the quality of facilities and their locations encourage enrollment and parent involvement. To promote parent engagement, programs need to be located where parents will use the services–near homes, workplaces, and routes frequently traveled. These facilities must be safe, physically attractive and well maintained. There should be ample space for parents to interact with staff and for parents to linger and observe their children for a short time. Facility quality also contributes to staff retention, as a high quality work environment promotes job satisfaction. For that reason, the 2014 Full-Day Pre-K program included a set of high-quality program standards related to facilities.

SED will ensure that all facilities used for this program will be safe and designed to offer optimal space for both indoor and outdoor early childhood activities. Subgrantees will be held accountable for the use of high-quality facilities in their MOU's. Through a collaboration between SED and OCFS, SED will be notified should any facility used for this program be in violation of these facility standards.

[98] 42 U.S.C. 1304(c)(6)

(vi) Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law;

SIRS (Student Information Repository System) requires each district to report to the state the enrollment information about each Pre-K student. Each student is assigned a unique identifier that follows the child from Pre-K to grade 12 and on to the State University (SUNY) and/or the City University System (CUNY). In essence, once a child is entered in the system the student's educational process can be tracked from Pre-K through college.

SED generally uses the Student Information Repository System (SIRS) to collect and maintain information related to students enrolled in New York State schools. At the Pre-K level, SIRS currently includes two Pre-K Program codes--902 for Universal Pre-K and 990 for "Other" Pre-K. The current SIRS system is not developed to track our newest Pre-K grants so districts and agencies must enter student information about these programs through a new system known as the Monitoring and Vendor Performance System.

The purpose of this data collection is to determine the actual number of children served and type of placements created using these grants. The data will be used to reconcile the actual number and type of placements with the projected numbers upon which the grant was based in an effort to also prevent supplantation. When actual numbers are lower than the projected numbers used to calculate the grant award, grantees will be required to amend their budgets proportionately.

The process developed using the SED Monitoring and Vendor Performance System will include the following components:

1. Verification of Start Date: Grant recipients will be required to specify the date that their Priority Pre-K or Full-Day Pre-K programs began operating for the 2014-2015 school year.
2. Collection of Child Counts: Subgrantees will be required to report child counts as of a point in time date in December of each year in the below-listed categories:
    - number of half-day to full-day conversions, and
    - number of new full-day slots.

Using the appropriate grant calculator, the Office of Early Learning will adjust the reimbursement that grantees are eligible to receive based on the reported number and type of placements created by the specific date in December of each year. Recalculated grants may not

exceed the original award amount. When a grant is reduced, the grantee will be required to submit an amended budget form called an FS-10 A for the new grant amount.

In addition to the above procedures, data-driven decision making to improve early learning and development at all levels (child, family, staff, program, and community systems) is central to the work of QUALITYstarsNY. The collection of data to support continuous quality improvement is facilitated by two robust and integrated data systems: the Web-based Early Learning System (WELS) and the Aspire Workforce Registry. WELS is a comprehensive TQRIS data system that aggregates all data on the different domains (Learning Environment; Family Engagement; Qualifications and Experience; and Management and Leadership) to automatically generate ratings and detailed individual Program profiles. The Aspire Workforce Registry is a database for early childhood professionals help keep track of employment history, education, ongoing professional development, and contributions to the field.

(vii) Utilizing community-based learning resources, such as libraries, and arts education programs, and family literacy programs.

SED is committed to supporting districts understanding and use of resources available in their communities to best serve children and families. Indeed, the same commitment to leveraging partnerships to maximize resources at the state level is assumed by the school-community partnerships that will be supported to use the EDI data for improving quality preschool services at all levels. Technical assistance provided to Subgrantees participating in EDI will focus on a range of community players to enhance the scope, reach, and quality of early childhood services. In high-needs communities, for example, churches are the largest provider of family literacy and many have nursery schools and parenting classes as well.

Furthermore, under New York State law, libraries and museums are approved providers in the most recent Pre-K programs. The expertise of all providers will be tapped to learn from best practice. In addition, several museums around the state offer transition to Kindergarten programs and orient immigrant families to the way that schools work and what is expected of them to help their children succeed. New York actively uses public television to inform programs as well as families about child development. The state will refer Subgrantees to agencies that have successfully deployed these models and offer technical assistance to help implement them in their communities.

Another way to tap into community resources is through New York's Literacy Zones which comprise a systemic reform initiative to close the achievement gap in urban and rural communities with high concentrations of families in poverty or with limited literacy or English language proficiency. Geographically defined as one or more adjacent census tracts using the US Census Bureau data, SED has identified 51 Literacy Zones across the State, including two of this grant's Subgrantees: Yonkers and New York City. Each Literacy Zone seeks to provide pathways out of poverty for individuals and families by providing a continuum of literacy from early childhood through adulthood, including strong support for parents' involvement in their children's literacy development at home and engagement with the school system. The experiences of Literacy Zones will be shared with Subgrantees and their community coalitions.

E: New York's Ambitious and Achievable Plan

Ensuring Quality in Preschool Programs: Ambitious and Achievable Plans

1. **Key Goals:**

   For all Subgrantees to implement High-Quality Pre-K programs that are fully enrolled in their high-need communities.

2. **Key activities and the rationale, where implemented, and how they will be scaled up over time**

   a.) The State will enter into Memoranda of Understanding with each of the respective Subgrantees (New York City, Yonkers, Uniondale, Port Chester, and Indian River) to ensure strong partnerships within their high-need communities.

   Rationale: Memoranda of Understanding outline clear expectations for all parties.

   Where Implemented: New York City, Yonkers, Uniondale, Port Chester, and Indian River

   Scaled Up: Memoranda of Understanding will be updated, signed and executed each program year.

   b.) Subgrantees identify schools or community-based organizations with the capacity for new Pre-K programs/classrooms and integrate them, to the extent practicable, within economically diverse, inclusive settings.

   Rationale: Careful planning is needed so programs are provided in locations where they are easily accessible and enrollment is assured.

   Where Implemented: New York City, Yonkers, Uniondale, Port Chester, and Indian River

Scaled Up: At the end of each school year, each location must be evaluated for its enrollment and accessibility for all families. Location changes may be made if current locations are poorly attended and enrollment is low.

c.) Subgrantees recruit families and enroll students using outreach efforts that are culturally and linguistically responsive.

Rationale: To fully enroll students in high-needs areas, recruitment must be targeted to those families who have children who would benefit from the early care and education the most and who are hard to reach.

Where Implemented: New York City, Yonkers, Uniondale, Port Chester, and Indian River

Scaled up: Satisfied families who feel welcome and involved in their child's education, and who are happy with the growth in their child, help recruit other children and families for UPK.

d.) State and Subgrantees coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development to ensure strong partnerships within the high-needs communities targeted by this grant.

Rationale: All of the above activities must be coordinated in order to evaluate program effectiveness.

Where Implemented: New York City, Yonkers, Uniondale, Port Chester, and Indian River

Scaled Up: Data collection informs practice.

3. Timeline, including key milestones and responsible parties

Key Goal: For all Subgrantees to implement High-Quality Pre-K programs that are fully enrolled in their high need communities.					
Activities and Milestones	Responsible Parties	Year 1	Year 2	Year 3	Year 4
The State will enter into Memoranda of Understanding with each of the respective Subgrantees (New York City, Yonkers, Uniondale, Port	SED and Subgrantees	March 2015	June 2016	June 2017	June 2018

Chester, and Indian River) to ensure strong partnerships within their high-need communities.					
Subgrantees identify schools or community-based organizations with the capacity for new Pre-K programs/classrooms and integrate them, to the extent practicable, within economically diverse, inclusive settings.	Subgrantees	April 2015			
Subgrantees recruit families and enroll students using outreach that is culturally and linguistically responsive.	Subgrantees	April August 2015			
State and Subgrantees coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development to ensure strong partnerships within the high-needs communities targeted by this grant.	SED and Subgrantees	Ongoing beginning in July 2015	x	x	x

4. Appropriate financial resources to support implementation and sustain

	Year One	Year Two	Year Three	Year Four	Total
NYC	(b)(4)				
Yonkers					
Port Chester					
Indian River					
Uniondale					

Total Funds Allocated to Subgrantee	(b)(4)				

5. **Supporting evidence**

- Memoranda of Understandings are executed
- Addresses and locations for new and expanding Pre-K classes are identified
- Copies of recruitment materials (paper or web-based)
- Attendance records from professional development
- Subgrantees develop plans for culturally and linguistically responsive recruitment
- Subgrantees develop a protocol for collecting and sharing program data
- New York State Early Learning Guidelines
- NYSED's Guidance to Support the Evaluation of Early Childhood Student Progress, P-grade 2 (formerly known as Assessment Guidance)
- QSNY Program Standards & QSNY website
- ENGAGEny website
- New York State Prekindergarten Foundation for the Common Core Early Learning Guidelines
- New York State Core Body of Knowledge

6. **Information requested in performance measures**

Not applicable.

7. **How the State will address the needs of Eligible Children, including those in need of additional supports**

Professional development will be provided around supports for children with different learning needs. This will include working with experts from SUNY, CUNY, and the BOCES. Additionally, the Memoranda of Understandings with Subgrantees will include a clause about serving eligible children that need additional supports. Lastly, the State will facilitate the formation of learning communities for Subgrantees to be part of. These will provide an opportunity for Subgrantees to share successful strategies for working about addressing the needs of Eligible Children.

F. Alignment within a Birth through Third Grade Continuum (20 points).

The extent to which the State has an ambitious and achievable plan to align High-Quality Preschool Programs supported by this grant with programs and systems that serve children from birth through third grade to, among other things, improve transitions for children across this continuum.

F(1) For birth through age-five programs, these activities include--

(a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate; and

(b) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five; and

F(2) For kindergarten through third grade, these activities may include—

(a) Ensuring that Eligible Children are well-prepared for kindergarten;

(b) Sustaining the educational and developmental gains of Eligible Children by—

(i) Promoting collaboration between preschool and kindergarten teachers;

(ii) Expanding access to Full-Day kindergarten; and

(iii) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade; and

(c) Sustaining a high level of parent and family engagement as children move from High-Quality Preschool Programs into the early elementary school years;

(d) Taking steps, or building upon the steps it has taken, to align, at a minimum--

(i) Child learning standards and expectations;

(ii) Teacher preparation, credentials, and workforce competencies;

(iii) Comprehensive Early Learning Assessment Systems;

(iv) Data systems; and

(v) Family engagement strategies.

Evidence for selection criterion (F):

(F)1 Any supporting evidence the State believes will be helpful to peer reviewers.

F. ALIGNMENT WITHIN A BIRTH THROUGH THIRD GRADE CONTINUUM

New York State's Universal Prekindergarten (UPK) program and the subsequent Priority Pre-K (State Fiscal Year 2013-14) and Statewide Full-Day Pre-K (State Fiscal Year 2014-15) set the stage for making significant progress in aligning the birth to third grade continuum at the

local level. With this four-year federal investment, New York has a unique opportunity to expand school-community partnerships that engage the full complement of services for children from birth through elementary school. These partnerships currently exist in some communities throughout the State but are not universal. SED will work with State and local partners to advance best practices in Pre-K programs, align services from birth to third grade, and engage a range of community stakeholders to collectively improve young children's development. This effort will be documented so it can serve as a blueprint for other communities in New York, ensuring scalability.

F(1) **For birth through age-five programs, these activities include--**

F(1)(a) Coordinating with other early education and care programs and child care family service providers supported through Federal, State, and local resources to build a strong continuum of learning for children from birth through age five and their families that expands families' choices, facilitates or improves their access to programs and supports in their own communities, and engages all families with Eligible Children, including isolated or hard-to-reach families that might not otherwise participate;

New York's extensive experience implementing Pre-K has taught us that the best way to provide a high-quality program that meets children's needs is by working in partnership. New York has served as a national model in the way that it distributes its Pre-K seats across school-based and community-based settings. Ten percent of all Pre-K in New York school districts must be in community-based organizations, and in many districts the concentration of pre-k in community-based organizations is considerably higher. In fact, in New York City 60% of pre-kindergarten classrooms are in community-based programs while the remaining 40% are found in school-based classrooms; these percentages are 53% and 47%, respectively, statewide.

Coordination between New York's Pre-K programs within the education sector occurs at the State, community, and programmatic levels. At the state level, the Early Childhood Advisory Council (ECAC) serves as the hub for collaboration between a wide range of public agencies and private organizations that are invested in child and family development and well-being. Through the Preschool Expansion Grant application process, the ECAC has developed an ambitious and achievable plan to expand its membership to include key stakeholders from the education sector, which will reinforce its birth to third grade agenda. Individuals representing elementary school

principals, superintendents from school districts, and parents will provide critical insights to the State's coordinating body. The plan to broaden the ECAC is fully explained in Section C of this proposal.

Coordination at the community and programmatic level is fully integrated into Pre-K program expectations to ensure that families have comprehensive services right in their community and access to extended hours and year-round services, and to ensure that cultural and linguistic diversity are appropriately addressed. With seventeen years of experience in UPK expansion, New York has become something of a laboratory for school-community partnerships, with some school districts forging significant relationships with community partners that enhance the base of funding, align teaching and learning and disseminate best practices. SED will work with the Center for Children's Initiative's School-Community Partnership Project that has identified best practices in these partnerships for improving alignment and learning across systems. The research shows that both structural issues (policies and practices) and attitudinal issues (beliefs and perceptions) must be addressed.

SED's ambitious and achievable plan for enhancing coordination within the pilot communities is two-pronged. First, SED will work closely with each community to support the implementation of Pre-K in coordination with the community's existing early childhood infrastructure. This approach is critical because it (a) maximizes funding by utilizing existing space and resources; (b) ensures the timely implementation of the new Pre-K programs; and most importantly, (c) provides Eligible children with the full-day, full-year, wrap-around comprehensive services that can truly help young children thrive. SED will help communities identify viable partners for the implementation of Pre-K, based on factors such as the capacity of the program to meet the High-Quality standards and its ability to enroll Eligible children.

Within our target communities, we already see exemplary models of school-community partnerships that actively promote the alignment from birth through third grade. Two examples include New York City and Uniondale.

New York City: New York City's public agencies, including the Department of Education (DOE), the Administration for Children's Services (ACS), and the Department of Health and

Mental Hygiene (DOHMH) collaborated to develop EarlyLearnNYC[99] in 2011 which blends funding to ensure that more children from birth to age five can access comprehensive, full-day, high-quality early childhood services. Each of these programs that contracts with New York City is required to support children and their families through their transition to kindergarten, enhancing the alignment from birth through third grade.

Uniondale: On Long Island, BOCES and the Early Years Institute created a Pre-K Leadership Forum for Superintendents, Deans of Education from local colleges and universities, and early childhood experts. In addition to policy discussions, this group identified the need for professional development for administrators around early childhood education. This led to a UPK School Leadership Project that offered on-site coaching and several learning communities of school and community-based organizations offering Pre-K.

The second prong of our plan to address alignment includes the strategies that were described in Section C of this proposal, many of which have the dual benefit of improving the quality of our work through data-driven decision- making and, therefore, unifying our work from birth through kindergarten and beyond. Our aligned ELDS and Common Core Learning Standards (see Description in Section B), which form the foundation for the Birth to Third Grade learning continuum are what guide the State's strategies.

One important way in which our expansion will reinforce alignment is through the use of the QUALITYstarsNY framework, which focuses on programs serving children from birth through age 8. In addition to emphasizing elements of high quality in programming, staff, and leadership there is equal weight applied to the standards related to the ways that programs engage and support families, including how they foster connections for families between early childhood services. QUALITYstarsNY also brings consistent quality standards and common rating metrics for programs serving children from birth through third grade as well as provide job-embedded consultation from experts who understand and support quality across the full range of contexts and the significance of family engagement during this period of time.

SED's strategy will also support alignment within the birth to kindergarten entry system of services through its enhancements to community-school partnerships described in Section C.

[99] *See* http://www.nyc.gov/html/acs/html/staff/resources_fiscalcc.shtml

Funding from this grant would allow communities to strengthen their capacity to work together by using a data-driven decision-making strategy using the Early Development Indicator. This tool analyzes a community's assets available to enhance children's school readiness and then provides a structure for community partners to collaborate and shore up a continuum of early care and education, while building capacity and capability of those community services leading to a comprehensive strategy for children from birth through third grade.

F(1)(B) Ensuring that the provision of High-Quality Preschool Programs will not lead to a diminution of other services or increased cost to families for programs serving children from birth through age five.

The State's commitment to supplementing and not supplanting services are reflected in the State's commitment to martial all available community resources and then address the gaps by bringing new resources to the community. Indeed, SED is committed to ensuring that the services offered through this opportunity build on and enhance existing community resources.

To minimize the possibility that these resources would diminish other services or raise costs for families, SED has worked in close collaboration with the High-Needs communities where there is a large population of unmet need (See Section D). SED recognizes, however, that when new free Pre-K is located in school-based settings, four-year-old enrollment in community-based settings and in Head Start may decline and jeopardize the financial viability of those services and increase costs for parents who need the more comprehensive child care services. Because New York is committed to strengthening the early care and education system in High-Needs communities, the MOU that SED has developed with each district clearly specifies a requirement that the local school districts scan their community for potential partners and have a transparent process for collaborating with selected community-based organizations. SED will provide ongoing technical support and monitoring to ensure these public funds are being used for their intended purposes. Specifically, SED will work with each community in the first six months of the award period to strongly encourage the placement of new Pre-K programs in community-based child care centers which can shore up the viability of these programs, improve the quality of the services they provide, and build continuity for families.

F(1) New York's Ambitious and Achievable Plan

1. **Key Goals**

   - Key Goal F(1): Support the implementation of Pre-K in coordination with the existing early care and education infrastructure in the community.

2. **Key activities and the rationale, where implemented, and how they will be scaled up over time**

   Key Activity F(1): Provide support to communities to implement Pre-K by leveraging the existing early care and education infrastructure.

   Rationale: Mixed-delivery systems provide families with eligible children with the full-day, full-year, wrap-around comprehensive services that can truly help young children thrive. It also maximizes funding by utilizing existing space and resources and ensures the timely implementation of the new Pre-K programs.

   Where Implemented: SED will offer technical support in target High-Need communities as needed.

   Scaled up: This expectation for mixed-delivery is embedded in the State's Pre-K laws. The technical support that SED will bring to bear on this approach will be accessible throughout the State. Furthermore, lessons-learned will be incorporated into future SED policy and practices.

3. **Timeline, including key milestones and responsible parties**

Key Activity F(1): Provide support to communities to implement Pre-K by leveraging the existing early care and education infrastructure					
Activities and Milestones	Responsible Parties	Year 1	Year 2	Year 3	Year 4
Provide technical support to Subgrantees to help them identify viable community partners for coordinating implementation of Pre-K	SED	1/15 to 6/15			
Generate lessons learned from successful school-community partnerships	ECAC Partners, CCI	1/15			

Provide ongoing support to ensure school-community partners are successfully meet the needs of children and families	SED and ECAC Partners	X	X	X	X

4. **Appropriate financial resources to support implementation and sustain**

- *Financial resources:* SED will incorporate this technical assistance into the ongoing technical support it provides to Subgrantees.
- *Other sources of support:* Several ECAC State partners are deeply knowledgeable about implementing the mixed delivery model, such as the Center for Children's Initiatives. The ECAC will use its work group structure to support communities in leveraging local resources.
- *Sustainability plan:* SED will use existing resources to provide technical assistance on an ongoing basis

5. **Supporting evidence**

- Center for Children's Initiative Research Report
- MOUs that specify expectation to work with community partners

6. **Information requested in performance measures**

- Not Applicable

7. **How the State will address the needs of Eligible Children, including those in need of additional supports**

- SED is requiring the mixed-delivery model because it recognizes that the best way to meet the needs of Eligible Children, including children with special needs and Dual Language Learners is through a choice of programs that offer comprehensive services.

F(2). For kindergarten through third grade, these activities may include—

F(2)(A) Ensuring that Eligible Children are well-prepared for kindergarten

The Governor's commitment to greatly increase funding for high-quality Pre-K in recent years, along with SED's successful implementation of this expansion, represent our State's most

ambitious reform to ensure children are well prepared to begin kindergarten. In addition to expanding access to excellent Pre-K services, SED has recently collaborated with key partners to promote rigorous and developmentally-informed teaching quality. Under the aegis of the ECAC, New York's Head Start Collaboration office, the New York SED Office of Early Learning, and the New York State Association for the Education of Young Children have formed a partnership and produced a series of publications and outreach opportunities to provide early childhood leaders with information to support their approach to supervision and integration of prekindergarten and primary classrooms more effectively in their buildings. This work aims to develop a shared language and understanding of the components of successful early learning from preschool through 3rd grade that can best help children gain the foundational knowledge to meet the Common Core Learning Standards. These resources will be integrated into the Pre-K Leadership Orientation described in Section C and can facilitate shared professional development for early elementary grades, prekindergarten and child care.

F(2)(B) Sustaining the educational and developmental gains of Eligible Children

Promoting collaboration between preschool and kindergarten teachers

SED's commitment to alignment is exemplified in its support for transitions. Smooth transitions from Pre-K to kindergarten are a result of connections between schools and families, and between Pre-K and kindergarten teachers. Coordination between the Pre-K and elementary settings can maximize gains that children achieve in high-quality Pre-K. The strong family-school connection can help ensure each child has a strong support system to help them thrive as they progress through school. A family that is engaged in Pre-K is more likely to be engaged in their child's education through 12th grade. A smooth transition into Pre-K and then from Pre-K into elementary school is invaluable for a child's continued success in school and beyond.

SED and the ECAC acknowledge the critical value of all transitions that children experience across the birth through third grade continuum. In the last two years, SED has worked with its partners to actively promote more successful transitions for young children and their families. First, SED has collaborated with the New York State Association for the Education of Young Children, the Head Start Collaboration Office, and local Child Care Resource and Referral Agencies to conduct Kindergarten Transition Forums in several key communities throughout the State. The Forums included representatives from SED, school

districts, child care and Head Start programs, special education providers, libraries, and other local partners. In total, more than 900 stakeholders participated in these Forums. The Forums shared current research on transitions as well as best practice examples from school superintendents, teachers, Head Start and child care directors, special education providers and parents. The purpose of the Transitions Forums was to engage teachers and community-based service providers to work together to identify strategies to better align their work and enhance children's experiences as they move from one early childhood setting to the next. As a positive outcome of the Transition Forums, attendees from surrounding counties replicated similar professional development forums in their communities and districts on topics including, but not limited to, school readiness, alignment strategies, and necessary transition structures.

The second recent advancement to support transitions is SED's Local Education Agency Transition Self-Assessment Tool that is available to all school districts as a way to analyze and inform their transition practices.[100] The Transition Self-Assessment Tool was developed to help school districts determine the completeness of their transition plan for children as they move into their district as young learners. The self-assessment tool signals areas for improvement for the district to work on to ensure a positive start for young children in their school community. Components of the self-assessment include:

- A quantitative and qualitative analysis of the programs in a district that have students who will be coming to kindergarten.
- Analysis of shared professional development for early childhood staff of school districts and community-based organizations to determine if they are receiving knowledge that is helping them provide appropriate instruction to students.
- Analysis of how data is used for instructional improvement in Pre-K and Kindergarten classes.
- Analysis of parent engagement and family support.

The Transition Self-Assessment Tool is designed to serve as an effective blueprint to improve transition practices. Through its use, districts are able to realize the sustained benefits of involving families of children in the early years and its effect on family engagement and parental

[100] *See* Appendix No. 5, "Prekindergarten to Kindergarten Self-Assessment Transition Tool."

and community involvement in future years, and subsequently on student success.

The primary activity of our ambitious and achievable plan is to host Transitions Forums in each community in collaboration with the State's Head Start Collaboration Office. During these Forums, SED will encourage community-school partnerships to facilitate the integration of training and professional development for teachers, caregivers and parents in the P-3 grades focused on: the specific transitions between preschool and kindergarten, specific developmental and social emotional needs of young children, and options for parents to contribute to their child's school experience.

F(2)(D) Taking steps, or building upon the steps it has taken, to align, at a minimum teacher preparation, credentials, and workforce competencies;

The ECAC is collaborating with the Center for the Study of Child Care Employment at the University of California at Berkeley to conduct a study of New York's higher education system's early childhood teacher preparation programs to consider strategies to strengthen our already impressive Birth to Grade 2 Teacher Certification programs. The study will conclude in the Summer of 2015 and the ECAC Workforce Work Group will consider the findings to guide the work plan for the following year. One component of the study will investigate the extent that faculty are using the Early Childhood Core Body of Knowledge in the design of coursework, the structure of field experiences, and the assessment of student competencies before graduation. A strong Birth to Grade 2 Teacher Certification program is an essential component to ensuring a successful Birth through 3rd Grade Continuum. The Early Childhood Core Body of Knowledge (CBK) also bridges the early and primary teacher competencies, also strengthening the continuum. Once teachers are working in the field the CBK is used for both self-assessment and evaluation by the supervisor. The CBK includes a tool for this type of evaluation that also consists of a blueprint to use to plan for subsequent professional development.

F(2) New York's Ambitious and Achievable Plan

1. Key Goals

- Key Goal F(2): Support the implementation of Pre-K in coordination with the existing early care and education infrastructure in the community.

2. Key activities and the rationale, where implemented, and how they will be scaled up

over time

Key Activity F(2): Conduct Kindergarten Transitions Forums in each target high-need community

Rationale: The Kindergarten Transitions Forums are a shared professional development opportunity that engages participants to develop community-based strategies to better alignment and continuity for young learners entering the public schools. The Forums have the critical benefit of building relationships between teachers and other staff from community-based organizations and elementary schools.

Where Implemented: Target high-need communities as appropriate.

Scaled up: Not Applicable

3. Timeline, including key milestones and responsible parties

Key Activity F(2): Conduct Kindergarten Transitions Forums in each target high-need community					
Activities and Milestones	Responsible Parties	Year 1	Year 2	Year 3	Year 4
Prepare community for Transition Forums and invite participants	SED and Head Start Collaboration Office		1/16 to 3/16		
Conduct Forum	SED and Head Start Collaboration Office		3/16 to 6/16		
Support implementation of the Transitions Toolkit	SED and Head Start Collaboration Office		7/17	X	X

4. Appropriate financial resources to support implementation and sustain

- *Financial resources:* SED will incorporate this technical assistance into its ongoing technical support it provides to Subgrantees.
- *Other sources of support:* The Head Start Collaboration Office will contribute $ (b)(4) per community to host the Kindergarten Transitions Forums
- *Sustainability plan:* Once the Forums have been conducted and the Transitions Toolkit

has been implemented, SED will provide technical assistance on an ongoing basis.

5. **Supporting evidence**

   - Transitions Forum Invitation
   - Pre-K to K Transition Self-Assessment Tool

6. **Information requested in performance measures**

   - Not Applicable

7. **How the State will address the needs of Eligible Children, including those in need of additional supports**

   - The Forums are specifically designed to support transitions for Eligible children, especially children with diverse needs, as effective transitions can be particularly challenging for this population.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** NYS Gov. Signature page.pdf

Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): New York State Andrew M. Cuomo	Applicant's Mailing Address: NYS Capitol Building Albany, NY 12224
Employer Identification Number: 14-6013200	Organizational DUNS: 806782173
Lead Agency: New York State Education Department Contact Name: Donald Juron *(Single point of contact for communication)*	Lead Agency Contact Phone: 518-486-5329 Lead Agency Contact Email Address: DJURON@MAIL.NYSED.GOV

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.)*:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): JAMES MALATRAS

Telephone: 518-486-9871

Signature of Governor or Authorized Representative of the Governor:

Date: 10/15/2014

Lead Agency Authorized Representative (Printed Name): Donald E. Juron

Agency Name: NYS Education Department

Signature of Lead Agency Authorized Representative: (b)(6)

Date: 10/15/2014

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): JAMES MACATKAS	
Signature:	Date: 10/15/2014

New York State's preschool statutes, regulations, and program resources may be accessed at the following links:

Education Law for Universal Prekindergarten Program:
New York State Education Law § 3602-E

Education Law for Statewide Universal Full-Day Pre-Kindergarten Program:
New York State Education Law § 3602-EE

Official Compilation of Codes, Rules and Regulations for NYS Pre-Kindergarten Programs:
New York Codes, Rules, and Regulations, Title 8, Chapter II, Subchapter I, Subpart 151.1

Priority Full-day Prekindergarten and Expanded Half-Day Prekindergarten Grant Program for High Need Students
New York State Priority Prekindergarten Request for Proposals

Statewide Universal Full-Day Prekindergarten Program (Cited frequently throughout this funding application)
New York Statewide Universal Full-Day Prekindergarten Request for Proposals

Regents Policy on Early Education for Student Achievement in a Global Community:
New York State Regents Early Childhood Policy

Core Body of Knowledge

(b)(6)

This edition of the Core Body of Knowledge was sponsored by the New York State Office of Children and Family Services, funded by the federal Child Care and Development Fund and was developed by the NYC Early Childhood Professional Development Institute.

New York Works for

building knowledge • building careers • building futures

(b)(6)

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INTRODUCTION

The Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators was written for professionals who work directly with young children (lead teachers, aides, paraprofessionals, itinerant teachers, classroom volunteers when applicable, family child care providers); directors and program administrators; those involved with training organizations; teacher education programs (college professors, field supervisors); those involved with policy and advocacy initiatives (local and state agencies, policymakers, early childhood advocates); those involved with professional development systems, and any others working to elevate this field and improve the quality of early childhood education. It outlines recommended practices for professionals who work with young children. These practices offer a road map for building meaningful relationships with children, families and colleagues, for creating nurturing, stimulating environments, and for developing oneself as a professional in this incredibly important field. The overarching goals and purposes of the *Core Body of Knowledge* are:

- To inform the daily practice of professionals who work directly with young children, and to promote self-reflection and intentional professional development planning;
- To guide program administrators and directors in assessing staff performance, identifying areas for professional development, and creating/reviewing job descriptions;
- To aid training organizations in evaluating and developing professional development opportunities;
- To assist teacher education programs in assessing, coordinating, and designing course content that will fulfill competency needs and facilitate transfer and articulation agreements;
- To support local and state agencies in their quest to develop policy, initiatives, and funding decisions that improve the competency of early childhood professionals;
- To support public and private investments, incentives, and initiatives that encourage and facilitate professional competency.

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The *Core Body of Knowledge* is organized in seven **core competency areas**: 1. Child Growth and Development; 2. Family and Community Relationships; 3. Observation and Assessment; 4. Environment and Curriculum; 5. Health, Safety, and Nutrition; 6. Professionalism and Leadership; and 7. Administration and Management. Within each competency area are **core competencies**. Examples of related behaviors and skills help to describe and clarify each core competency.

Peeling back the layers of each core competency would reveal a complex synthesis of factual and conceptual knowledge, dispositions (attitudes, values, beliefs, perspectives), as well as the ability to implement specific strategies and approaches. In order to effectively encourage children's social and emotional development for example, a professional must possess an understanding of theories of social and emotional development, exhibit particular dispositions like empathy and caring, and be able to implement specific strategies and practices (i.e., those associated with helping children cope with separation). Because of this complexity, the competencies are not organized in terms of level, as was the case in previous editions. Instead, readers are encouraged to consider the competencies as recommended practices, assess their level of competency, and consider how they might build and/or enrich skill and ability toward greater mastery. Early childhood educators advance along a continuum of practice over time, demonstrating these competencies with greater sophistication as they acquire more knowledge and experience, and develop necessary dispositions.

Directors and program administrators are encouraged to reflect on the competencies and consider how policies and practices within their program are aligned with the *Core Body of Knowledge*. The competencies will also help program leaders avoid a "one-size-fits-all approach" to professional development. Factors such as career stage, personal history, and educational background influence staff members' performance as well as desired career trajectory. Each staff member needs developmentally appropriate and individualized learning. Directors and administrators will want to use the Core Competency Assessment Tool and Professional Development Planning Tool in the back of this book, as a basis for supervisory discussions, performance appraisals, and staff development planning that is responsive to the needs of individual learners.

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Higher education faculty will want to use the *Core Body of Knowledge* to inform coursework, including fieldwork and evaluation of student competence. Courses that have already been developed should be aligned to the Core Competency Areas. Early Childhood Education departments might consider the full landscape of their course offerings and identify which areas of the *Core Body of Knowledge* are not addressed. Such a survey might provide useful for future course development. As an assignment, early childhood education students might put together a portfolio that demonstrates their understanding of essential competencies. Further, faculty advisors are encouraged to use the core competencies to guide their observations and discussions with student teachers, using the Professional Development Planning Tool to set achievable, measurable goals with the teachers they support.

Providers of professional development will use the *Core Body of Knowledge* to reflect on their knowledge and skills and to plan for their own professional development as they integrate the competencies into their training outlines and actual presentations. It is essential that professional development providers including coaches, consultants, and mentors use the *Core Body of Knowledge* to assess learning needs and as the foundation for curriculum development and/or individualized work with early childhood professionals.

Professionals who work directly with young children have a variety of ways to use the *Core Body of Knowledge*. Some will use the document as a self-assessment and chart their own career development based on their strengths, interests, and areas of opportunity. Others might choose to consider just one area or competency at a time, with or without the Core Competency Assessment Tool, and reflect on their own knowledge and skills. They can identify areas of strength, as well as what they would like to learn more about, practice, and improve. The content of the *Core Body of Knowledge* might prompt some to form informal study or discussion groups. And all early childhood professionals are encouraged to use the Core Competency Assessment Tool and Professional Development Planning Tool in conjunction with a performance appraisal with their supervisor or in consultation with a mentor, faculty advisor, or coach.

The National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation criteria and the DEC Recommended Practices provided the foundation for these competencies.

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CORE BELIEFS

Several core beliefs served as the foundation for the writing of this document and exist at the heart of all seven of the competency areas:

- Children are born ready to learn.
- Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths.
- Children are worthy of the same respect as adults.
- Children's needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and learn to their fullest potential.
- Children have the right to secure, trusting relationships with adults and to safe, nurturing environments.
- Children learn through play.
- Children construct their own knowledge based on their curiosity and driven by their interests. This active construction is facilitated by interaction with adults and other children.
- Children's learning is active and follows a recurring path: awareness, exploration, inquiry, and application.
- Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships.
- Children learn best when the adults in their life work in partnership with one another.
- All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.
- Families and children have the right to support systems that foster their growth and development.
- Teaching and learning are dynamic, integrated, and reciprocal processes.

http://ccf.ny.gov/files/4913/8625/0095/Core_Body_of_Knowledge.pdf

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Department of Education
Carmen Fariña, Chancellor

Sophia Pappas
Chief Executive Officer
Division of Early Childhood Education

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October 10, 2014

Renee Rider
Assistant Commissioner of Student Support Services
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Re: Preschool Expansion Grant Program

Dear Ms. Rider:

Please accept this letter as formal notice of New York City Department of Education's (hereinafter, "we" or "Subgrantee") intent to partner with the New York State Education Department ("Department"), as Subgrantee, if New York State is selected as a winner for the Preschool Development Grants—Expansion Grant Program ("Grant"). We understand that by submitting this letter, should New York State be selected to win, we will be required to execute a Memorandum of Understanding ("MOU") within ninety (90) days of notification of the award to the Department. We hereby agree to execute such MOU within the required timeframe and to provide any additional information or execute any additional documents as may be necessary in connection with the Grant.

We understand that, as set forth by the U.S. Department of Education ("DOE") and the U.S. Department of Health and Human Services ("HHS"), Subgrantees will be required to fulfill minimum responsibilities as part of the Grant. Such minimum requirements are set forth below but are not intended to be a full and complete listing of Subgrantee's responsibilities.
To assist the Department in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee agrees to:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of the MOU;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and appropriately monitor such entities;
3) Abide by the Department's Budget included in section VIII of the New York State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of the MOU;

4) Actively participate in all relevant meetings or other events that are organized or sponsored by the Department, by the DOE, or by the HHS;
5) Post to any website specified by the Department, DOE, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
6) Participate, as requested, in any evaluations of this grant conducted by the Department, DOE, or HHS;
7) Respond promptly to Department, DOE, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
10) Minimize local administrative costs; and
11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

Additionally, we understand and agree that our minimum joint responsibilities with the Department include, but are not limited to:

1) The Department and the Subgrantee will implement New York State's plan consistent with the description of the roles and responsibilities outlined in the New York State's application and in the Scope of Work in Exhibit I as laid out in the MOU;
2) The Department and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
3) These key contacts from the Department and the Subgrantee will maintain frequent communication to facilitate cooperation, consistent with the New York State Plan and governance structure;
4) Department and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
5) Department and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of New York State's Preschool Development Grants--Expansion Grant, including when the New York State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
6) The Department and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the Department or Subgrantees plan to contribute;
7) The Department and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
8) The Department and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if

applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

High-quality prekindergarten program is of the utmost importance in our school district and as such, we are thrilled to partner with the Department on this exciting opportunity. We very much hope that New York State is selected as a winner and that we can expand prekindergarten in our community.

Sincerely,

(b)(6)

Sophia E. Pappas
Chief Executive Officer
Division of Early Childhood Education

UNIONDALE UNION FREE SCHOOL DISTRICT

933 GOODRICH STREET, UNIONDALE, NEW YORK 11553-2499

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October 10, 2014

Renee Rider
Assistant Commissioner of Student Support Services
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Re: Preschool Expansion Grant Program

Dear Ms. Rider:

Please accept this letter as formal notice of Uniondale School District's (hereinafter, "we" or "Subgrantee") intent to partner with the New York State Education Department ("Department"), as Subgrantee, if New York State is selected as a winner for the Preschool Development Grants—Expansion Grant Program ("Grant"). We understand that by submitting this letter, should New York State be selected to win, we will be required to execute a Memorandum of Understanding ("MOU") within ninety (90) days of notification of the award to the Department. We hereby agree to execute such MOU within the required timeframe and to provide any additional information or execute any additional documents as may be necessary in connection with the Grant.

We understand that, as set forth by the U.S. Department of Education ("DOE") and the U.S. Department of Health and Human Services ("HHS"), Subgrantees will be required to fulfill minimum responsibilities as part of the Grant. Such minimum requirements are set forth below but are not intended to be a full and complete listing of Subgrantee's responsibilities.

To assist the Department in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee agrees to:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of the MOU;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and appropriately monitor such entities;
3) Abide by the Department's Budget included in section VIII of the New York State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants - Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of the MOU;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the Department, by the DOE, or by the HHS;
5) Post to any website specified by the Department, DOE, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
6) Participate, as requested, in any evaluations of this grant conducted by the Department, DOE, or HHS;
7) Respond promptly to Department, DOE, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
10) Minimize local administrative costs; and
11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

Additionally, we understand and agree that our minimum joint responsibilities with the Department include, but are not limited to:

1) The Department and the Subgrantee will implement New York State's plan consistent with the description of the roles and responsibilities outlined in the New York State's application and in the Scope of Work in Exhibit I as laid out in the MOU;
2) The Department and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
3) These key contacts from the Department and the Subgrantee will maintain frequent communication to facilitate cooperation, consistent with the New York State Plan and governance structure;
4) Department and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
5) Department and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of New York State's Preschool Development Grants--Expansion Grant,

including when the New York State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;

6) The Department and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the Department or Subgrantees plan to contribute;
7) The Department and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
8) The Department and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

High-quality prekindergarten program is of the utmost importance in our school district and as such, we are thrilled to partner with the Department on this exciting opportunity. We very much hope that New York State is selected as a winner and that we can expand prekindergarten in our community.

Sincerely,

William K. Lloyd

Dr. William K. Lloyd
Superintendent

Indian River Central School District

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October 10, 2014

Renee Rider
Assistant Commissioner of Student Support Services
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Re: Preschool Expansion Grant Program

Dear Ms. Rider:

Please accept this letter as formal notice of Indian River Central School District's (hereinafter, "we" or "Indian River Central School District") intent to partner with the New York State Education Department ("Department"), as Indian River Central School District, if New York State is selected as a winner for the Preschool Development Grants—Expansion Grant Program ("Grant"). We understand that by submitting this letter, should New York State be selected to win, we will be required to execute a Memorandum of Understanding ("MOU") within ninety (90) days of notification of the award to the Department. We hereby agree to execute such MOU within the required timeframe and to provide any additional information or execute any additional documents as may be necessary in connection with the Grant.

We understand that, as set forth by the U.S. Department of Education ("DOE") and the U.S. Department of Health and Human Services ("HHS"), Indian River Central School District will be required to fulfill minimum responsibilities as part of the Grant. Such minimum requirements are set forth below but are not intended to be a full and complete listing of Indian River Central School District's responsibilities.

To assist the Department in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Indian River Central School District agrees to:

1) Implement the Indian River Central School District Scope of Work as identified in Exhibit I of the MOU;

2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and appropriately monitor such entities;
3) Abide by the Department's Budget included in section VIII of the New York State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Indian River Central School District is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Indian River Central School District's Budget included in Exhibit II of the MOU;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the Department, by the DOE, or by the HHS;
5) Post to any website specified by the Department, DOE, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants—Expansion Grant;
6) Participate, as requested, in any evaluations of this grant conducted by the Department, DOE, or HHS;
7) Respond promptly to Department, DOE, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
10) Minimize local administrative costs; and
11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

Additionally, we understand and agree that our minimum joint responsibilities with the Department include, but are not limited to:

1) The Department and the Indian River Central School District will implement New York State's plan consistent with the description of the roles and responsibilities outlined in the New York State's application and in the Scope of Work in Exhibit I as laid out in the MOU;
2) The Department and the Indian River Central School District will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;
3) These key contacts from the Department and the Indian River Central School District will maintain frequent communication to facilitate cooperation, consistent with the New York State Plan and governance structure;
4) Department and Indian River Central School District personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
5) Department and Indian River Central School District personnel will negotiate in good faith toward achieving the overall goals of New York State's Preschool Development

Grants--Expansion Grant, including when the New York State Plan requires modifications that affect the Indian River Central School District , or when the Indian River Central School District's Scope of Work requires modifications;

6) The Department and the Indian River Central School District will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the Department or Indian River Central School District plan to contribute;
7) The Department and the Indian River Central School District will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
8) The Department and the Indian River Central School District will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

High-quality prekindergarten program is of the utmost importance in our school district and as such, we are thrilled to partner with the Department on this exciting opportunity. We very much hope that New York State is selected as a winner and that we can expand prekindergarten in our community.

Sincerely,

James Kettrick
Superintendent of Schools

14-394
cam

YONKERS PUBLIC SCHOOLS

Achieving Excellence Together

One Larkin Center
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dryazurlo@yonkerspublicschools.org

Dr. Michael Yazurlo
Superintendent of Schools

October 10, 2014

Renee Rider
Assistant Commissioner of Student Support Services
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Re: Preschool Expansion Grant Program

Dear Ms. Rider:

Please accept this letter as formal notice of Yonkers Public School District's (hereinafter, "we" or "Subgrantee") intent to partner with the New York State Education Department ("Department"), as Subgrantee, if New York State is selected as a winner for the Preschool Development Grants—Expansion Grant Program ("Grant"). We understand that by submitting this letter, should New York State be selected to win, we will be required to execute a Memorandum of Understanding ("MOU") within ninety (90) days of notification of the award to the Department. We hereby agree, subject to the receipt of grant funding and the approval by the Yonkers Board of Education, to execute such MOU within the required timeframe and to provide any additional information or execute any additional documents as may be necessary in connection with the Grant.

We understand that, as set forth by the U.S. Department of Education ("DOE") and the U.S. Department of Health and Human Services ("HHS"), Subgrantees will be required to fulfill minimum responsibilities as part of the Grant. Such minimum requirements are set forth below but are not intended to be a full and complete listing of Subgrantee's responsibilities.

To assist the Department in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee agrees, subject to the receipt of grant funding and the approval by the Yonkers Board of Education, to:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of the MOU;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and appropriately monitor such entities;
3) Abide by the Department's Budget included in section VIII of the New York State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants—Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of the MOU;

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Sincerely,

Dr. Michael Yazurlo

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Dr. Michael Yazurlo
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October 10, 2014

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Sincerely,

Dr. Michael Yazurlo

NYS
Cradle to Career
Alliance

SUNY

October 14, 2014

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Cradle2Career@Alliance.suny.edu
State University Plaza
Albany, NY 12246
P: 518.320.1121
F: 518.320.1570

Dear Governor Cuomo:

The State University of New York and the NYS Cradle to Career (C2C) Alliance are committed to ensuring a seamless education pipeline for New York State, and an essential part of this endeavor is high-quality early education. Preparation for kindergarten is a critical intervention point in students' lives—one of a handful of points along the educational continuum from cradle to career that has the potential to positively impact a child's educational trajectory. In order for this goal to be realized, we need well-qualified educators who are supported throughout their studies and provided the opportunity to integrate theory and practice long before entering the classroom. To this end, SUNY hosts a number of programs across the state that lead to a NYS teacher certification in Early Childhood Education, Birth – Grade 2, the certification required for teaching in a Universal Pre-K classroom in New York

At SUNY, we take seriously our responsibility of preparing students to lead the next generation. Nineteen of our 53 child care and education centers host UPK programs and six participate in QUALITYstarsNY. Our campuses that host both early education departments and child care centers are able to provide student teachers with invaluable real life experience working with children ages birth to four. SUNY strives to be a leader and an example of how higher education as a sector can and should hold itself accountable, along with its cross-sector partners, for student success from cradle to career.

SUNY's Cradle to Career Alliance supports collective-impact partnerships and communities across the state that are challenged by issues of both quantity and quality of pre-kindergarten opportunities. We have seen how the absence of high-quality early education influences student success later in life, as well as the dramatic impact interventions in this area can have on a community. It is because of the above detailed reasons that the State University of New York and its Cradle to Career Alliance supports the expansion of Universal Pre-K. We look forward to a continuing role in preparing teachers for the essential role they'll play in young lives and supporting community partnerships across the state pursuing collective impact for students from cradle to career.

Sincerely,

(b)(6)

Vanessa Threatte, MAAT, M.S.
Executive Director
New York State Cradle to Career Alliance at the State University of New York
Vanessa.threatte@suny.edu

Engage. Enhance. Educate.

Competitive Preference 1: Contributing Matching Funds (up to ten points):

To receive a competitive preference under this priority, the State must describe and submit appropriate evidence of credible plan for obtaining and using non-Federal matching funds to support the implementation of its achievable and ambitious plan during the grant period. Matching funds may be comprised of State, local, and philanthropic funds and may also include increased State funding appropriated beginning in the State fiscal year prior to the first year of the grant period.

New York State will contribute $(b)(4) of State-based aid each year in matching funds to support its achievable and ambitious plan. As demonstrated in Table A, which is also shown below, New York State will be matching the Preschool Expansion Grant by (b)(4) % over the duration of the four-year program.

New York State has appropriated $(b)(4) for its Universal Pre-Kindergarten program for more than a decade.In addition, in State Fiscal Year 2013-14 the State increased funding by $(b)(4) to implement the Priority Pre-Kindergarten Grant Program, which currently serves approximately 5,300 children in 25 school districts. In State Fiscal Year 2014-15, New York State appropriated $(b)(4) to implement the Statewide Universal Full-Day Pre-Kindergarten Grant Program, which serves approximately 37,000 children in 53 school districts, bringing the total annual amount of State funds that New York dedicates to Pre-Kindergarten to $(b)(4) .

PART II. Competitive Priority 1	Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the increased State funding in Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified.									
	Year 1		**Year 2**		**Year 3**		**Year 4**		**Cumulative $**	**%**
Allocation of Matching Funds	$	% Funds	$	% Funds	$	% Funds	$	% Funds		
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs										
2C: New Preschool Slots										
2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										

Type of State Match	*Increased* State Funding in Fiscal Year 2014	$ from Year 1	$ from Year 2	$ from Year 3	$ from Year 4	Overall Matching Funds	Match %
2E: State Matching Funds (if applicable)	(b)(4)						
2F: Total Funds for State-Level Infrastructure	(b)(4)						
2G: Total Funds for High-Quality Preschool Programs							
2H: Total Funds for New Preschool Slots							
2I: Total Funds for Improved Preschool Slots							
2J: Total Program Resources							

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development (up to 10 points):

To receive a competitive preference under this priority, the State must describe an ambitious and achievable plan that addresses the creation of a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, Full-Day kindergarten, and before- and after-care services for, at a minimum, a defined cohort of Eligible Children and their families within each High-Need Community served by each Subgrantee.

New York has been building a continuum of high-quality, comprehensive services for infants, toddlers, preschoolers and school-age children over the past 30 years. The intentional confluence of statewide policy reform and community partnerships is yielding innovative models for supporting a continuum of early learning and development, which we seek to advance with this Preschool Expansion Grant.

With leadership from the SED and the ECAC, New York has begun examining the policy and regulatory issues that affect linkages and transitions across the various systems and services for children from birth to age eight in all domains of school readiness. A committee of experts is examining our Birth to Second Grade Teacher Certification criteria to assure that the importance of continuity and alignment is explicit. New York also has a strong commitment to a mixed delivery system, so that every investment in Pre-K includes a requirement that 10% of funds be used to serve children in community-based programs (CBOs). For example, this has resulted in 53% of New York City's four-year old Pre-k students receiving services in CBOs and many creative efforts to align the curricula, assessment, professional development and parent engagement strategies used by all providers of Pre-K. The alignment of our rigorous standards also demonstrates the commitment to creating a continuum, not only across the years, but also across service auspices. Our Early Learning Development Standards, Pre-K Foundations for the Common Core, are aligned with the standards in QUALITYstarsNY, our tiered Quality Rating and Improvement System that covers children from birth to eight. A widely disseminated cross-walk of standards also shows how they align with Head Start Standards and accreditation standards from the

NAEYC. All venues of early childhood education in New York State have the same standards for achieving high quality and similar resources for helping programs achieve continuous quality improvement.

SED, OCFS and the ECAC have been creating these supportive resources and outreach efforts to help programs achieve high-quality and identify partners in the community to help. In collaboration with many ECAC members, such as Head Start, CCR&Rs, and NYAEYC, SED created a series of publications to help school administrators supervise and better integrate Pre-K with primary classrooms more effectively. SED and several statewide partners created a series of Forums on Transitions, which over 900 school and community leaders attended this past year. SED created a Local Education Agency Transition Self-Assessment Tool that signals areas for improvement for the district to work on to ensure a positive start for young children. OCFS has established seven Regional Infant/Toddler Technical Assistance Centers across New York State, which provide valuable information and training for parents and child care providers. They are also instrumental to the community in expanding comprehensive service delivery for infants, toddlers and their families and assuring safe transitions and linkages to preschool.

With these resources, New York has sparked innovative community building, with over 50 communities engaged in multi-service, multi-sector partnerships to maximize investments in the early years. The ECAC convened various models of community partnership that stress a continuum of early learning to benefit from their experiences. Their lessons have guided the innovations proposed in this proposal.

This grant opportunity allows New York to continue strengthening state-level infrastructure and capacity and community-wide partnerships across agencies, disciplines and sectors that engage the full complement of services for children from birth through elementary school. This grant program will also help our youngest learners smoothly transition into kindergarten giving them the greatest opportunity to be succeed in school and throughout their lives.

Competitive Preference 3: Creating New High-Quality State Preschool Program Slots (zero or ten points):

To receive a competitive preference under this priority, the State must demonstrate how it will use fifty percent of its federal grant award to create new State Preschool Program Slots that will increase the overall number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Programs.

New York State will use this funding to create 1,127 new High-Quality preschool slots in the first year, 1,324 in the second year, 1,614 in the third year, and 1,726 in the final year, which is on average serving 1,448 additional new slots per year for the grant duration as evidenced in Part III of Table A. New York Statewide Universal Full-Day Pre-Kindergarten Program and its implementing statute estimate that the cost of providing High-Quality Pre-Kindergarten programming to a child is $(b)(4) per student. The new federal High-Quality preschool slots will be aligned with the existing New York Statewide Universal Full-Day Pre-Kindergarten Program, including an alignment with a per pupil expenditure of $(b)(4) per student. Additionally, in year one of the grant period, an estimated additional $(b)(4) per student will be expended to support the implementation of the new High-Quality preschool programs. According to this allocation, and as detailed in New York's achievable and ambitious plan, the State will spend on average $(b)(4) per year in creating new slots throughout the five school district Subgrantees, which is greater than half of the grant per year.

PART III. Selection Criterion (D)(4)	Instructions: For each year, please fill out 3A,3B,3C and 3F,3G. The other cells will self-populate with information; those should not be modified.				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Cumulative**
3A: Total Eligible Children	(b)(4)				
3B: Eligible Children Served in New Preschool Slots					
3C: PPE/Slot					

3D: Estimated Cost (Rounded)	(b)(4)
3E: % Eligible Children Served in New Preschool Slots	

Part 5: Other Attachments Form

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ●
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 9/1/2013 To: 8/31/2015

Approving Federal agency: ✓ED ___HHS ___Other

(Please specify agency): ___

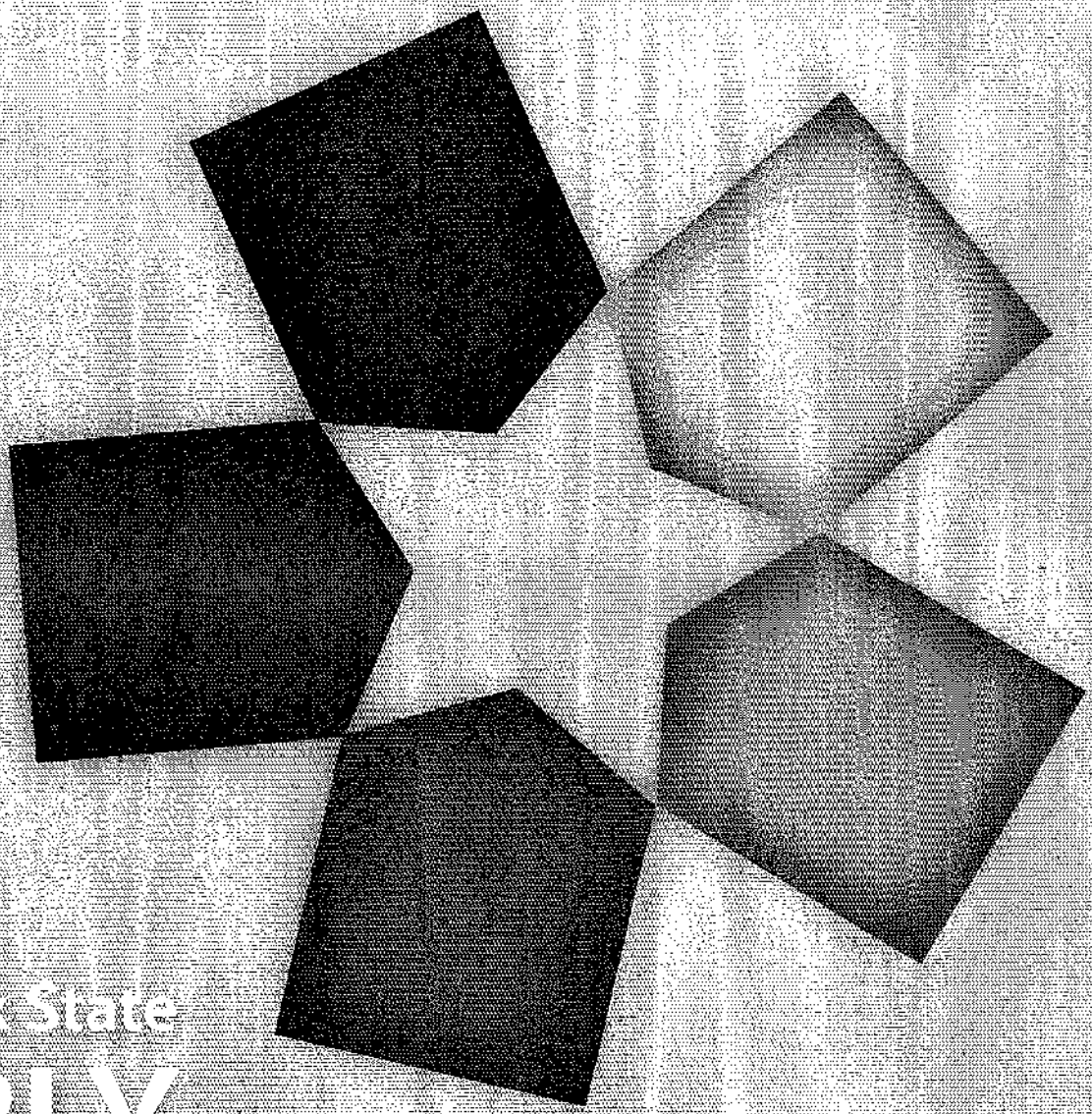
Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.



New York State

EARLY LEARNING GUIDELINES

Early Childhood Advisory Council

New York Works for Children

NYS Early Childhood Advisory Council

Building Success for Children
Ensuring Success for New York

Dear Colleagues,

It is our pleasure to bring this publication to you in support of your practice with or on behalf of New York's young children and their families. The Early Childhood Advisory Council (ECAC) is committed to realizing the vision that *all young children are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development.*

We see the publication, dissemination, and implementation of the **New York State Early Learning Guidelines** as a critical step in moving closer to the ECAC's vision. In order to do the work we each do for young children, we need to truly understand children. We need to know how they develop and we need to embrace all the strategies to support, encourage, and affirm their healthy development. We need to be adept at explaining child development to families and help them understand our role, as partners, in the growth and development of their children.

The best professionals are always learning and developing their skills. The Early Learning Guidelines are designed to be used as a daily reference and resource, to support the professional development of those responsible for the care and education of our youngest citizens. Over your years of using the Guidelines, as you deepen your understanding of how children develop, you will continue to learn how to respond to their readiness for new interactions, experiences, activities, and challenges and your teaching will mature. You will also develop the depth and capacity to teach others about the dynamics involved in the excellence of teaching.

The Guidelines were designed to complement and coordinate with the state's Pre-Kindergarten Foundation for the Common Core, the Head Start Child Development and Learning Framework and the New York State Learning Standards, to reinforce the developmental continuum. These documents are companions to the NYS Core Body of Knowledge and the NYS Teaching Standards. We are fortunate to have a framework in New York State that acknowledges that learning begins at birth and continues throughout one's lifetime!

(b)(4)

Robert G. Frawley
ECAC Co-chair

(b)(4)

Sherry M. Cleary
ECAC Co-Chair

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518.473.3662
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Robert G. Frawley, Co-Chair
NYS Council on Children and Families

Sherry M. Cleary, Co-Chair
New York Early Childhood Professional Development Institute

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L. Scientific thinking: Children engage in exploring the natural world by manipulating objects, asking questions, making predictions, and developing generalizations 79
M. Scientific Knowledge: Children observe and describe characteristics of living things 80
N. Scientific Knowledge: Children observe and describe characteristics of the earth 81
O. History: Children demonstrate knowledge of past events and awareness of how they may influence the present and future 82
P. Geography: Children demonstrate awareness of location and spatial relationships 83
Q. Geography: Children demonstrate knowledge of the relationship between people, places, and regions 84
R. Economics: Children demonstrate knowledge of various occupations related to trade and currency 85
S. Ecology: Children demonstrate awareness of the relationship between humans and the environment 86
T. Technology: Children demonstrate understanding and use of technology in their surroundings 87
U. Family: Children demonstration awareness and understanding of family 88
V. Community: Children demonstrate awareness of their community, human interdependence, and social roles 89
W. Community: Children demonstrate civic responsibility 90
X. Culture: Children demonstrate awareness and appreciation of their own and others' culture 91
Y. Expression and Representation: Children use creative arts to express and represent what they know, think, believe, or feel 92
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B. Receptive Vocabulary 99
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D. Grammar and Syntax 101
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K. Reading: Alphabetic Principle 108
L. Reading: Print Concepts 109
M. Reading: Comprehension of Printed Material 110
N. Reading: Awareness that Written Materials Can Be Used for a Variety of Purposes 111
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Q. Writing Conventions 114
R. Writing: Use Writing for a Variety of Purposes 115

NYS Early Learning Alignment 117

http://ccf.ny.gov/files/7813/8177/1285/ELG.pdf

These instructions refer to this excel spreadsheet, which includes tabs for Table A, Table B, Competitive Priority 1 Table, Table (D)(4), and the Budget Table. Additionally, there is an example of Table A.

Instructions for Table A – Preschool Development GrantsExpansion (Second Sheet)

General Instructions

•	This table is divided into three sections, which correspond to Absolute Priority 1, Competitive Priority 1 and Selection Criteria (D)(4).

•	To reduce the burden on States, many of the cells contain formulas that calculate additional information (i.e., percentages and totals). These cells are locked, and you cannot edit th

•	You should only enter information into cells that are light red, and once you put information into these cells, they will turn light orange.

•	Finally, this table should serve as a planning tool; therefore, you should input your best estimates for future funding levels. These estimates should be supported with evidence in the narrative portion of your applic

Part I. Absolute Priority

1.	For years 1-4, fill out the expected amount of federal funds allocated for lines 1A (State-Level Infrastructure), 1C (New Preschool Slots) and 1D (Improved Preschool Slots). State-Level Infrastructure should account for no more than 5% of the cumulative funds for all 4 years. Nothing else should be filled out in this section. Some cells will self-populate based on previously entered formulas, and those cells should be left alone

Part II. Competitive Priority

1.	For each year, fill out the expected Matching Funds allocated for lines 2A (State-Level Infrastructure), 2C (New Preschool Slots) and 2D (Improved Preschool Slots). Cumulative State-Level Infrastructure ***must not*** be 5% of the total Matching Funds, as that limit applies only to Federal funds

2.	For line 2E (State Matching Funds), fill out the *increased* State fundsspent on preschool during State Fiscal Year 2014 only.

3. The green total section containing lines 2F-2J will self-populate using information from parts I and II and is there for your reference

Part III. Selection Criteria (D)(4

1.	In line 3A (Total Eligible Children), please fill out the total Eligible Children for each year (these are based on e

2. Next, fill out 3B (Children Served in New Preschool Slots) and 3C (PPE/Slot). 3D (Estimated Cost) and 3E (% Eligible Children Served…) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for new preschool slots, for each year and in total (shown in 2H in the green total section in Par

3. Next, fill out 3F (Children Served in Improved Preschool Slots) and 3G (PPE/Slot). These numbers should be based on averages across all the different ways you plan to improve preschool slots. In addition, they should be based on the evidence presented in your narrative. 3H (Estimated Cost) and 3I (% Eligible Children Served…) will be calculated for you. The estimated cost should roughly correspond to the amount your state has available for improved preschool slots, for each year and in total (shown in line 2I in the green total section in Part II

Instructions for Table B (Third Shee

Note: For each of the columns, fill out the required information for years 2010-2013.

1.	For columns 1-3, fill out past funding sources for State Preschool Progr

2. For columns 4 and 5, fill out the total number of four-year old children in the state and those who are at or below 200% FPL, respectively

3. For columns 6 and 7, fill out the total number of four-year old children served in State Preschool Program and the total number of four-year old children at or below 200% FPL served in the State Preschool Program. The percentages will calculate automatically.

Instructions for Competitive Priority 1 Table (Fourth She

1.	For FY 2014 Investment, fill out the *increased* State fundsprovided by the state in FY 2014. Do not enter funds under "Local," "Philanthropic," or "Other" in this colu

2.	For years 1-4, fill out the expected amount of matching funds coming from State, local, philanthropic, and other

3. The totals for each year will self-populate, you cannot edit the cells in the Overall Mat

4. Finally, the last line serves to check that the numbers in this table are the same as those entered into Table A. If they are the same, the cell below the total will read "Correct", if there is a problem; it will read "Please verify numbers". Before moving on, please make sure all of the cells are correc

Instructions for Table (D)(4) (Fifth Shee

1. In consultation with Subgrantees, States should provide information on the way they plan to improve slots and the estimated cost associated with the improvemer

2. For each Subgrantee, fill out how the slots will be improved each year, how many children will be served, and the total estimated cost.

3.	Leave any unneeded rows blan

4.	Add additional rows as needed. To do so, select lines 22-25. Right click on your selection and choose "Copy." Then, select four rows beneath the last line of the previous Subgrantee entry. Right click on that selection and choose "Paste." Change the "5" in the "Subgrantee 5" cell to the appropriate number, and fill out the rest of the rows as approp

Table A

Expansion Grants

PART I. Absolute Priority 1

Instructions: For each year, please fill out the expected Federal Preschool Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; these should not be modified.

	Year 1		Year 2		Year 3		Year 4		Cumulative $	%
Allocation of Federal Preschool Development Grant Funds	$	% Funds	$	% Funds	$	% Funds	$	% Funds		
1A: State-Level Infrastructure	$1,213,557	5%	$1,289,988	6%	$1,298,289	5%	$1,198,166	4%	$5,000,000	5%
1B: High-Quality Preschool Programs	$23,777,815	95%	$21,222,898	94%	$24,122,898	95%	$25,876,389	96%	$95,000,000	95%
..... 1C: New Preschool Slots.....	$15,794,917	63%	$13,240,000	59%	$16,140,000	63%	$17,260,000	64%	$62,434,917	62%
.... 1D: Improved Preschool Slots	$7,982,898	32%	$7,982,898	35%	$7,982,898	31%	$8,616,389	32%	$32,565,083	33%
Total Federal Funds	$24,991,372	100%	$22,512,886	100%	$25,421,187	100%	$27,074,555	100%	$100,000,000	100%

PART II. Competitive Priority 1

Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the Fiscal Year 2014 State Funding for Preschool Programs at the bottom of this section. The other cells will self-populate with information; these should not be modified.

	Year 1	Year 2	Year 3	Year 4	Cumulative $	%
Allocation of Matching Funds	(b)(4)					
2A: State-Level Infrastructure						
2B: High-Quality Preschool Programs						
.. 2C: New Preschool Slots						
.. 2D: Improved Preschool Slots						
Total Year 1-4 Matching Funds						

Type of State Match	Increased State Funding in Fiscal Year 2014	$ from Year 1	$ from Year 2	$ from Year 3	$ from Year 4	Overall Matching Funds	Match %
2E: State Matching Funds (if applicable)	(b)(4)						

2F: Total Funds for State-Level Infrastructure	(b)(4)
2G: Total Funds for High-Quality Preschool Programs	
2H: Total Funds for New Preschool Slots	
2I: Total Funds for Improved Preschool Slots	
2J: Total Program Resources	

PART III. Selection Criterion (D)(4)

Instructions: For each year, please fill out 3A, 3B, 3C and 3F, 3G. The other cells will self-populate with information; these should not be modified.

	Year 1	Year 2	Year 3	Year 4	Cumulative
3A: Total Eligible Children	(b)(4)				
3B: Eligible Children Served in New Preschool Slots					
.. 3C: PPE/Slot					
3D: Estimated Cost (Rounded)					
3E: % Eligible Children Served in New Preschool Slots					
3F: Eligible Children Served in Improved Preschool Slots					
.... 3G: PPE/Slot					
3H: Estimated Cost (Rounded)					
3I: % Eligible Children Served in Improved Preschool Slots					
3J: Total % Eligible Children Served With New and Improved Slots					
3K: Total Children Served					

(b)(4)

Competitive Priority 1 Table						
Types of Match	*Increased* State Funding in Fiscal Year 2014	Year 1	Year 2	Year 3	Year 4	**TOTAL**
State	(b)(4)					
Local						0
Philanthropic						0
Other						0
Overall Match	(b)(4)					
Matches Amount from Table A	Correct	Correct	Correct	Correct	Correct	Correct

Table (D)(4)

Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4
Yonkers School District	Methods for Improving Slots (Select as many as apply)	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	1,221	1,221	1,221	1,221
	Total Estimated Cost	(b)(4)			

Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4
Indian River School District	Methods for Improving Slots (Select as many as apply)	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				129
	Total Estimated Cost				(b)(4)

Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				

Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services
	Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				

Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4
	Methods for Improving Slots (Select as many as apply)	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services	■ Teacher Qualifications/ Compensation ■ Full Day ■ Class Size/Ratio ■ Evidence-Based Professional Development ■ Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)				
	Total Estimated Cost				

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (G))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	(b)(4)				
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Professional Development for Subgrantees					
8. Other					
9. Total Direct Costs (add lines 1-8)					
10. Indirect Costs*					
11. Funds to be distributed to Subgrantees					
12. Funds set aside for participation in grantee technical assistance					
13. Total Grant Funds Requested (add lines 9-12)					
14. Funds from other sources used to support the State's plan					
15. Total Statewide Budget (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 90 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside $25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Example . . . . . Table A. - Preschool Development Grants- Expansion Grants

Expansion Grants

PART I. Absolute Priority 1 Instructions: For each year, please fill out the expected Federal Preschool Development Grants Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.

	Year 1		Year 2		Year 3		Year 4		Cumulative $	%
Allocation of Federal Preschool Development Grant Funds	$	% Funds	$	% Funds	$	% Funds	$	% Funds		
1A: State-Level Infrastructure	$1,050,000	7%	$900,000	6%	$600,000	4%	$450,000	3%	$3,000,000	5%
1B: High-Quality Preschool Programs	$13,950,000	93%	$14,100,000	94%	$14,400,000	96%	$14,550,000	97%	$57,000,000	95%
. . . . 1C: New Preschool Slots. . .	$12,555,000	84%	$11,985,000	80%	$11,520,000	77%	$10,912,500	73%	$46,972,500	78%
. . . . 1D: Improved Preschool Slots	$1,395,000	9%	$2,115,000	14%	$2,880,000	19%	$3,637,500	24%	$10,027,500	17%
Total Federal Funds	$15,000,000	100%	$15,000,000	100%	$15,000,000	100%	$15,000,000	100%	$60,000,000	100%

PART II. Competitive Priority 1 Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D . . Also, provide the increased State funding in Fiscal Year 2014 at the bottom of this section. The other cells will self-populate with information; those should not be modified

	Year 1	Year 2	Year 3	Year 4	Cumulative $	%
Allocation of Matching Funds	(b)(4)					
2A: State-Level Infrastructure						
2B: High-Quality Preschool Programs						
. . . . 2C: New Preschool Slots. . .						
. . . . 2D: Improved Preschool Slots						
Total Year 1-4 Matching Funds						

Type of State Match	*Increased* State Funding in Fiscal Year 2014	$ from Year 1	$ from Year 2	$ from Year 3	$ from Year 4	Overall Matching Funds	Match %
2E: State Matching Funds (if applicable)	(b)(4)						

2F: Total Funds for State-Level Infrastructure	(b)(4)
2G: Total Funds for High-Quality Preschool Programs	
2H: Total Funds for New Preschool Slots	
2I: Total Funds for Improved Preschool Slots	
2J: Total Program Resources	

PART III. Selection Criterion (D)(4) Instructions: For each year, please fill out 3A, 3B, 3C and 3F, 3G. The other cells will self-populate with information; those should not be modified.

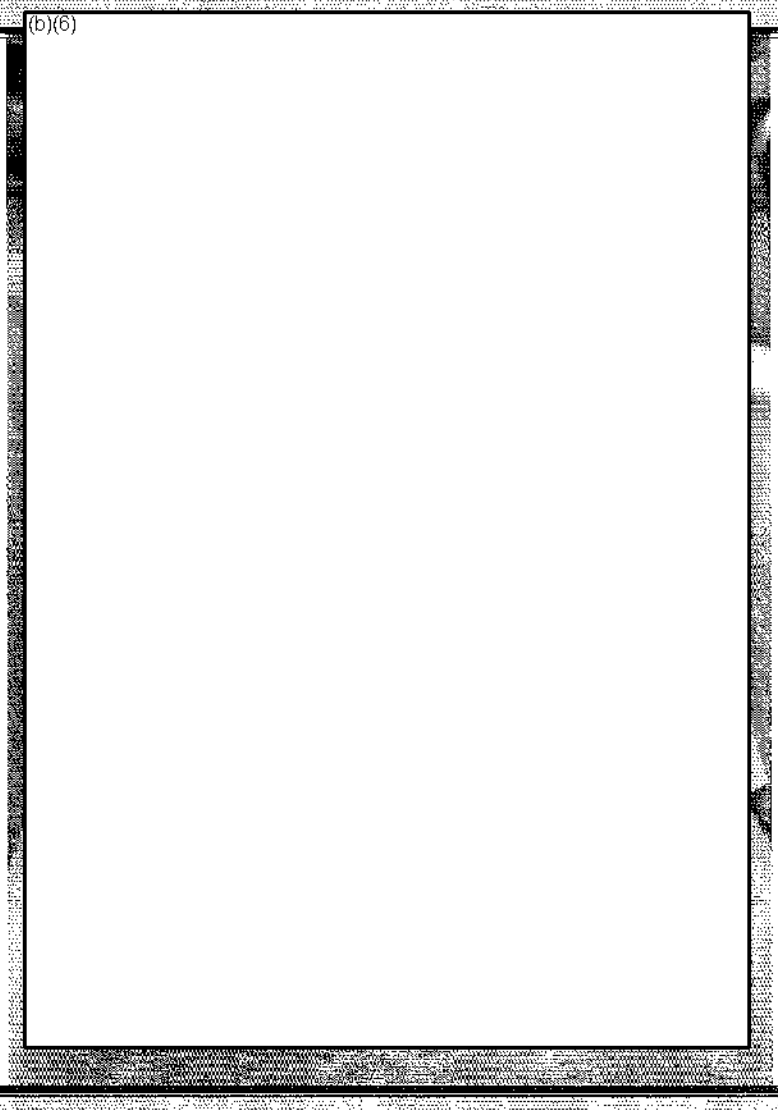
	Year 1	Year 2	Year 3	Year 4	Cumulative
3A: Total Eligible Children	(b)(4)				
3B: Eligible Children Served in New Preschool Slots					
. . . 3C: PPE/Slot					
3D: Estimated Cost (Rounded)					
3E: % Eligible Children Served in New Preschool Slots					

3F: Eligible Children Served in Improved Preschool Slots	(b)(4)
. . . 3G: PPE/Slot	
3H: Estimated Cost (Rounded)	
3I: % Eligible Children Served in Improved Preschool Slots	

3J: Total % Eligible Children Served With New and Improved Slots	(b)(4)	
3K: Total Children Served		

New York State Prekindergarten Foundation for the Common Core

(b)(6)



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Appendix 62

INTRODUCTION

"Early childhood education for all children ages birth through grade 3 is an integrated system designed to ensure that each child receives a healthy start and attains the skills and concepts to have a successful academic experience in developmentally-appropriate programs. Components of the system include standards based programs that start early, instruction by highly qualified persons and an environment that coordinates comprehensive services and provides information and support to families."

New York State Board of Regents
Early Childhood Policy
(2006)

The New York State Prekindergarten Foundation for the Common Core

Carefully developed early learning expectations linked to K-12 standards contribute to a more cohesive, unified approach to young children's education. Adopted and approved by the Board of Regents in January 2011, the original version of the New York State Prekindergarten Learning Standards[1] provided a framework that focuses on the learning and development of the whole child and was inclusive of the broad academic concepts of the newly adopted New York State P-12 Common Core Learning Standards for English Language Arts and Literacy, as well as for Mathematics. The New York State Prekindergarten Learning Standards also aligned with the existing New York State K-12 learning standards in science, social studies, and the arts. In an effort to provide a clear, comprehensive, and consolidated resource for early childhood professionals, the New York State Prekindergarten Learning Standards have been revised to fully encompass the New York State P-12 Common Core Learning Standards for English Language Arts and Literacy, as well as for Mathematics at the Prekindergarten level. The revision process has resulted in one document, the New York State Prekindergarten Foundation for the Common Core.

The New York State Prekindergarten Foundation for the Common Core is organized into five broad developmental and interrelated domains. The five distinct, but highly interrelated domains provide the structure for the New York State Prekindergarten Foundation for the Common Core. A brief description of each domain appears below:

- **Approaches to Learning** – How children become involved in learning and acquiring knowledge.
- **Physical Development and Health** – Children's physical health and ability to engage in daily activities.
- **Social and Emotional Development** The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.
- **Communication, Language, and Literacy** – How children understand, create, and communicate meaning.
- **Cognition and Knowledge of the World** – What children need to know and understand about their world and how they apply what they know. This domain is a direct reflection of the content competencies and knowledge of the Common Core Learning Standards.

[1] For a complete, detailed history of the creation of the New York State Prekindergarten Learning Standards and the genesis of the New York State Prekindergarten Foundation for the Common Core, please see the attachment labeled, "Appendix".

The introduction to each domain sets the context for understanding its connection to how young children learn and develop. The benchmarks and benchmark indicators in each domain represent the standards for what prekindergarten students should know and be able to do in order to be successful learners. Indicators are observable and demonstrative and can be accomplished through the play and active engagement of four year olds within a rich and well designed environment. The lists of indicators are not exhaustive, but are samples of observable behaviors a child may exhibit in meeting the benchmarks.

Prekindergarten and preschool teachers, caregivers, and parents can determine what children are learning, what they enjoy, and what they have mastered, through careful observation of their play, work, and interactions with others, both in the classroom and in other environments. Listening and conversing with children, as well as examining and commenting on their creations and explorations, provides valuable information about each child's individual learning and development. The New York State Prekindergarten Foundation for the Common Core will provide an essential beginning for developing and implementing high quality curriculum, creating meaningful and appropriate learning experiences for four-year-olds across New York State, and informing other critical processes such as designing learning environments, planning standards based instruction and assessment, as well as pre service and in service training for administrators and teachers, and results-oriented parent engagement.

The New York State Prekindergarten Foundation for the Common Core and Success for All Students

The primary purpose of prekindergarten standards is to ensure that all children, including children with disabilities, students with Limited English Proficiency (LEP), and English Language Learners (ELLs) have rich and varied early learning experiences that prepare them for success in school and lay the foundation for college and career readiness.

Preschool Children with Disabilities

The New York State Prekindergarten Foundation for the Common Core will assist all early childhood professionals in setting high expectations for children. Preschool children with disabilities and their typically developing peers are all capable of learning, achieving, and making developmental progress. Preschool children with disabilities need specially designed instruction and related services designed to address their disability and ensure their participation in age appropriate activities with nondisabled peers. Each preschool child with a disability has an individualized educational program (IEP) which documents his/her individual goals, supports, and services as determined by his/her needs, strengths, and abilities. These individual supports, accommodations, and services are designed to assist the child to meet the goals in his/her IEP as well as to achieve the learning standards. With the appropriate services and supports, children with disabilities can participate in prekindergarten experiences with their nondisabled peers and be held to the same high standards and expectations as those without disabilities.

English Language Learners

Early childhood education plays an essential role in preparing young English language learners (ELLs) for later success in school. It provides children with the opportunity to develop basic foundational skills in language and literacy before they enter kindergarten ready to learn. Young English language learners can begin to develop these essential foundational skills even before they have developed strong English language skills. It is, therefore, essential to encourage continued first language development in our

children by providing them with appropriate education settings such as a bilingual classroom or integrated English as a Second Language (ESL) program, which support language and literacy learning in English. Those children who have had rich first language experiences seem to learn a second language, such as English, more easily than children who have had limited experience with the language they have used in their homes since birth. Like other skills, children develop language along a continuum with many factors contributing to the language acquisition process. The background knowledge that each child brings to the task of learning English has to be respected and acknowledged as part of the ongoing learning process.

The New York State Prekindergarten Foundation for the Common Core acknowledges the central role of language in the achievement of benchmarks as laid out for each of the domains and highlights the needs of learners who are still developing proficiency in English. These standards use students' first languages and cultures as the foundation for developing academic language proficiency, and encourage the education of young English language learners in a bilingual setting. The New York State Prekindergarten Foundation for the Common Core envisions language proficiency that builds on language complexity, cognitive engagement, and context within the key areas of language development (speaking, listening, viewing, representing, reading, and writing). The contexts of interaction, as defined by the benchmarks and performance indicators, are found within each of the domains of this document. These contexts allow for a range of language complexity and varying degrees of cognitive engagement as young English language learners interact with peers and adults in an encouraging and supportive environment for the purpose of negotiating meaning as well as exploration and discovery.

Guiding principles were developed by the original workgroup and were upheld throughout all work in the development of the New York State Prekindergarten Learning Standards as well as the New York State Prekindergarten Foundation for the Common Core. They are as follows:

Guiding Principles for the Development of the New York State Prekindergarten Foundation to the Common Core

1. All children are capable of learning, achieving and making developmental progress. The Prekindergarten Learning Standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, and emotional challenges.
2. Children develop at different rates and each child is unique in his/her own development, growth, and acquisition of skills. Appropriate and reasonable supports and accommodation must be provided to enable all children to succeed.
3. Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that invite participation, involve multiple contexts, and engage the senses that help children explore their environment.
4. Early learning and development are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.
5. Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community.
6. The family is a significant contributor to children's lifelong learning and development. Actively engaging parents in the early education of their children is essential to children's success in the elementary classroom and later learning.
7. These Learning Standards may be used as tools to empower parents, teachers, and caregivers to better support and enhance young children's learning and development.
8. These Learning Standards acknowledge and respect children's rich backgrounds, their heritage, cultures, and linguistic differences.
9. The content of these Learning Standards is guided by research and effective practice to strengthen instruction and educational experiences across all settings. These Learning Standards are systemically aligned with New York State Common Core Learning standards, performance indicators for bilingual and preschool special education, Head Start outcomes, and the National Association for the Education of Young Children guidelines. They build upon provisions of quality set forth in child-care licensing requirements.

The following summary statements reinforce the guiding principles, relevant literature on early learning standards, and developmentally appropriate practice in early childhood programs.

The New York State Prekindergarten Foundation for the Common Core is:

- A resource for guiding the design, selection and implementation of a high quality curriculum.
- A guide for planning experiences and instructional activities that enable children to meet the standards.
- A guide for selecting assessment tools appropriate for children with differing abilities and challenges.
- A framework for all prekindergarten children regardless of language, background, or diverse needs.
- A bridge between the learning expectations of children birth through three and the standards for those attending K-12 in public schools.
- A focus for discussions regarding the education of young children by educators, policy makers, families and community members.
- A template for planning professional development opportunities.

The New York State Prekindergarten Foundation for the Common Core is *not*:

- Intended to be used as a checklist, but can inform the development or selection of screening and progress monitoring tools.
- Intended to be used as an assessment tool.
- Intended to be used as a curriculum.
- Meant to bar children from kindergarten entry.
- Meant to stifle the creativity of teachers, caregivers or parents.
- Intended to mandate specific teaching practices or materials.

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

THE NEW YORK STATE EDUCATION DEPARTMENT'S TOOL TO ASSESS THE EFFECTIVENESS OF TRANSITIONS FROM PREKINDERGARTEN TO KINDERGARTEN

Considerations for an effective transition plan

Building relationships, partnering and collaboration are extremely important to facilitate the transition of prekindergarten students to kindergarten. This is a time of great change for children, parents, families and schools in which new relationships, new expectations and new competencies are being developed. The local school district should have a comprehensive plan for supporting its newest incoming students and their families as they transition into a K-12 system.

This checklist will help to determine how complete your school district's prekindergarten to kindergarten transition plan is. It may signal areas for improvement for your district to work on to ensure a positive start for young children in the school community.

How to use this self-assessment

In the example below, a person indicated that the district almost always considers the number of children moving into kindergarten in the fall as part of its transition plan.

Read each element carefully and indicate how strongly your district considers it as part of a plan for the youngest children coming into the district. Place a checkmark in the box indicating 1 through 5.

List in the evidence column what has informed your choice of 1 through 5.

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
EXAMPLE: ***District knows the approximate number of children entering kindergarten each fall.***					**X**	***District keeps records regarding anticipated counts for September entrance to each grade level including kindergarten.***

Part 1: Qualitative and Quantitative Analysis of Early Childhood Programs that will be Sending Students Into the District's Kindergarten Classrooms

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
District personnel know the names and locations of early childhood programs/providers in the district.						
District personnel know the ages of the children attending each of these early childhood settings, and the hours that these facilities are open.						
District personnel have established a contact at each of the early childhood locations.						
District has a preschool census.						
District has a kindergarten registration process that includes questions for parents about a child's preschool experience.						
District has contacts with local libraries, housing authorities, adult education providers, job training providers, early childhood special education providers, English language learner support programs, etc. *note: knowledge of programs supporting parents helps locate children*						

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
District schools are accessible to families before children's enrollment in kindergarten (play groups, story hours, cultural activities, and open houses are established and welcome parents and preschoolers).						
District, schools, Parent Teacher Association, guidance departments, among others provide training and information sessions for all parents in the community, even those with children not yet enrolled in kindergarten (i.e. reading to my child, getting ready for kindergarten, make and take sessions, supporting children when they suffer a loss).						
District has made outreach to families of those children not enrolled in a prekindergarten program.						
District has knowledge of QUALITYstarsNY if it is being used in their community.						
District hosts meetings with directors and teachers from prekindergarten sites that include principals and kindergarten teachers to discuss transition.						

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
District personnel (principals, reading specialists, special education representatives, kindergarten teachers) visit the prekindergarten sites in the community within the first quarter of the year and meet with staff there for the purpose of sharing and learning curricular content of both prekindergarten and kindergarten.						
District personnel have knowledge of children with existing preschool special education plans/placements (Individual Education Plans) and have plans to work with the Committee of Special Education (CSE) and parents to determine effective programming.						
District personnel have had training to recognize children who may have disabilities and are knowledgeable about procedures for referring children to the CSE.						

Part 2: Analysis of Shared Professional Development

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered		EVIDENCE Briefly describe the evidence used to inform this choice
Staff from the district, and from local early childhood agencies, are involved in a needs assessment for professional development. Staffs have identified needs and are involved in the planning of the professional development.						
Professional Development is connected to the goals and needs of the prekindergarten and kindergarten programs.						
Professional development includes approaches that are grounded in research and application of practice in real situations.						
Training is based upon the knowledge, strengths and needs of the participating staff and emphasizes a strengths-based approach to instruction, classroom environment and behavior management.						

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
Professional Development includes principles of child development, curricular guidance, and discussion of the standards. Sources include: NYS Prekindergarten Foundation for the Common Core, NYS Early Learning Guidelines, The Core Body of Knowledge, and the Head Start Child Development and Early Learning Framework, particularly if there is a Head Start in the community.						
Staff Development provides discussion on how to integrate components of early learning. Staff receives professional development on social/emotional health, approaches to learning, physical health and development, and on mandated reporter requirements for child abuse.						
Staff development includes participants from collaborating agencies as well as district personnel, and training takes place at multiple times in multiple locations to maximize attendance and participation.						

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
Trainers have the qualifications, experience and knowledge to provide informative, practical research-based training in the content areas. Credentialed trainers are used whenever possible.						
Incentives are provided for participation in professional development.						
Evaluation of staff development occurs over time and addresses the benefits and applications to practice, not just the satisfaction level of the participants.						

Part 3: Analysis of how Data is used to Improve Instruction

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered		EVIDENCE Briefly describe the evidence used to inform this choice
District has a system to access information from parents about their children entering kindergarten.						
Representatives from the district are knowledgeable of each child's socio-economic background, the status of mother's education, the first language, if this is an English Language Learner (ELL) child needing support, preschool experience including special education services or involvement with CSE.						
District has a system to access information and data from children's educational experiences prior to kindergarten.						
Parents have consented that screening information from preschool (UPK, Head Start; 4410 placements, nursery schools) is passed on to kindergarten.						
Assessment information from preschool (UPK, Head Start, 4410 placements, nursery schools) is passed on to kindergarten.						

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
District has a plan to use incoming data as an assessment of a child's strengths.						
Systematic and critical observations of children are made within the first six to eight weeks of kindergarten. These observations are in different content areas and at different times throughout the day.						
Assessments and observations are made and recorded throughout kindergarten year.						
Parents are welcome and encouraged to provide information and feedback.						
Teachers make concerns about children's learning readily known to parents.						
Report cards are explained to parents and other teachers supporting the child's education and development.						

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
When assessments of any kind are completed, teachers examine the results for individual progress and also for progress across the group. A review of individual items occurs to inform teacher's decisions.						
Analysis of attendance occurs throughout the year. Parents are encouraged to become a critical part of the plans made to improve student attendance.						
Instruction for each child is based on individual strengths and weaknesses as well as progress with the standards and curriculum.						
All kindergarten assessments are recorded and transferred to the grade one teacher.						

Part 4: Parent Engagement and Family Support

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
District demonstrates respect for the culture, language and background of the parents and families of incoming kindergarten children.						
Communications from the district are written to support the culture, home languages and reading levels of the families of incoming children.						
District develops a system for engaging parents and families in the transition of their children to kindergarten that is clearly communicated within the community.						
Parents are provided the opportunity to learn about district routines, the school calendar, and expectations regarding their child's curricula.						
Parents have the opportunity to meet school staff before the first day of kindergarten.						

	1 Not at all considered	2 Rarely considered	3 Occasionally Considered	4 Frequently considered	[redacted]	EVIDENCE Briefly describe the evidence used to inform this choice
When district personnel visit preschool sites, they have the opportunity to meet with parents of the children attending the site.						
Parents are provided the opportunity to express their needs and concerns about their children's attendance in kindergarten.						
Parents are contacted at least once during the first 3 weeks of kindergarten regarding something specific about their child. This should be about something positive or interesting and not related to a challenge or a concern.						
Parents are contacted promptly when there is a concern about a child's learning or behavior.						
District personnel are knowledgeable about the community supports for kindergarteners and their parents, and can assist in making connections for families.						

Formula Weighting			0.5	0.5	Pre-K Codes Values							0.75		
BEDS Code	School District	2008 N/RC Category	Limited English Proficiency (%)	3-Year Average K-6 FRPL % (10,11,12)	UPK	PPK	FDPK	Full-Day Slots	Half-Day Slots	Total Children in Prek (U+V)	Number of 4-year olds not in Prek (P-W)	% of 4-year olds without Prek (X/P%)	Weighted Pupils
300000	**New York City**	**1**	**12.70%**	**76.07%**	**1**	**1**	**1**	**20,850**	**36,781**	**57,631**	**24,266**	**29.63%**	**16,163.46**
280202	**Uniondale**	**3**	**15.70%**	**58.54%**	**0**	**0**	**0**	**0**	**0**	**0**	**488**	**100.00%**	**547.14**
662300	**Yonkers**	**2**	**10.20%**	**67.31%**	**1**	**0**	**0**	**51**	**1,196**	**1,247**	**763**	**37.96%**	**512.94**
661904	**Port Chester-Rye**	**3**	**28.43%**	**64.80%**	**0**	**0**	**0**	**0**	**0**	**0**	**351**	**100.00%**	**426.88**
220301	**Indian River**	**4**	**3.46%**	**53.09%**	**1**	**0**	**0**	**0**	**129**	**129**	**282**	**68.61%**	**224.86**
222000	Watertown	3	2.49%	55.28%	1	0	0	0	135	135	267	66.42%	210.12
441000	Middletown	3	11.58%	77.03%	1	0	0	24	244	268	256	48.85%	207.22
280201	Hempstead	3	22.63%	86.35%	1	0	0	0	353	353	242	40.67%	205.69
131500	Poughkeepsie	3	10.47%	94.19%	1	0	0	0	142	142	195	57.86%	186.67
282401	Westbury	3	30.84%	86.37%	1	0	0	28	258	286	161	35.02%	139.46
660900	Mt Vernon	3	9.12%	67.17%	1	0	0	0	466	466	256	31.07%	133.70
441800	Port Jervis	4	0.80%	59.29%	1	0	0	0	38	38	142	78.89%	126.68
070600	Elmira	3	6.28%	59.86%	1	0	0	317	24	341	269	38.06%	122.42
220201	Carthage	4	1.28%	47.54%	1	0	0	0	107	107	170	61.37%	119.74
410300	Utica	3	16.40%	83.21%	1	0	0	0	550	550	175	24.14%	118.75
582105	Copiague	3	12.96%	60.77%	1	0	0	0	170	170	147	46.37%	106.79
282208	Roosevelt	3	17.63%	79.93%	1	0	0	155	0	155	112	41.96%	89.87
031502	Johnson	3	3.63%	64.19%	1	0	0	53	39	92	104	53.06%	76.66
510201	Massena	4	0.20%	57.20%	1	0	0	0	121	121	117	49.16%	75.46
282229	Freeport	3	18.55%	60.91%	1	0	0	0	303	303	116	27.68%	70.75
211003	Dodgeville	4	0.20%	56.36%	0	0	0	0	0	0	67	100.00%	69.13
212601	Herkimer	4	0.20%	59.72%	1	0	0	0	16	16	74	82.22%	67.73
231321	Beaver River	4	0.20%	50.64%	0	0	0	0	0	0	67	100.00%	67.21
471601	Otego-Unadilla	4	0.20%	46.70%	0	0	0	0	0	0	62	100.00%	61.91
592501	Fallsburg	4	7.19%	67.92%	1	0	0	0	34	37	71	65.74%	61.64
151501	Ticonderoga	4	0.20%	54.21%	1	0	0	0	0	0	56	100.00%	57.18
092901	Northern Adirondack	4	0.20%	60.97%	0	0	0	0	0	0	50	100.00%	54.24
512320	Ogdensburg	4	0.20%	61.96%	1	0	0	0	72	72	73	50.34%	50.18
012502	Cohoes	3	1.69%	64.23%	1	0	0	72	0	72	69	48.94%	48.00
502321	Candor	4	0.20%	48.70%	0	0	0	0	0	0	48	100.00%	47.59
101320	Hudson	4	0.91%	60.44%	1	0	0	0	47	47	60	56.07%	47.24
411820	Rome	3	1.39%	56.85%	1	0	0	0	295	295	97	24.74%	46.25
582120	Amityville	3	17.47%	71.22%	1	0	0	0	142	142	67	32.00%	45.75
232901	Lowville	4	0.20%	41.14%	0	0	0	0	34	34	64	65.31%	44.51
582129	Wyandanch	3	16.54%	79.98%	1	0	0	0	108	108	59	35.33%	44.11
161501	Malone	4	0.20%	55.20%	0	0	0	64	15	69	70	44.03%	42.36
112220	Cortland	3	0.28%	53.66%	1	0	0	0	132	132	73	35.61%	39.22
532918	Glens Falls Common	3	0.20%	74.21%	1	0	0	0	0	0	24	100.00%	38.12
182320	Batavia	4	0.65%	53.71%	1	0	0	0	121	121	69	36.32%	37.55
091220	Plattsburgh	3	0.20%	57.51%	1	0	0	0	81	81	61	42.96%	37.19
502121	Waverly	4	0.20%	46.77%	0	0	0	24	34	58	60	50.85%	36.91
042821	Gowanda	4	0.20%	52.37%	1	0	0	16	18	34	51	60.00%	36.30
161201	Salmon River	4	0.20%	71.20%	1	0	0	0	36	36	43	54.43%	32.82
231121	South Lewis	4	0.20%	60.66%	1	0	0	0	18	18	40	68.80%	32.47
112324	Migrew	4	0.20%	49.22%	0	0	0	0	0	0	51	100.00%	30.86

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141820	Lackawanna	3	0.34%	56.62%	1	0	1	105	2	105	52	33.12%	.....	.....30.59
591322	Livingston Manor	4	0.20%	60.78%	0	0	1	1	1	0	29	100.00%	.....	.....30.90
612002	Cranville	4	3.48%	55.22%	1	0	1	1	53	53	47	47.47%	.....	.....30.53
082001	Greene	4	0.20%	50.70%	1	0	1	1	32	30	43	58.90%	.....	.....29.90
117901	Marathon	4	0.20%	51.74%	1	0	1	18	1	18	38	67.86%	.....	.....29.17
590901	Liberty	4	5.52%	65.86%	1	0	1	1	79	79	46	46.80%	.....	.....29.16
081200	Norwich	4	0.20%	46.22%	0	0	1	1	86	86	55	39.01%	.....	.....28.75
212001	Bridgewater-West Winfield (Mt. M	4	0.72%	53.48%	0	0	1	34	1	34	41	54.67%	.....	.....27.91
260401	Morrisville-Eaton	4	0.27%	62.58%	1	0	1	1	21	21	34	61.82%	.....	.....26.76
470801	Laurens	4	0.29%	56.50%	0	0	1	1	1	0	25	100.00%	.....	.....26.10
465500	Fulton	3	0.36%	50.34%	1	0	1	1	161	161	56	25.81%	.....	.....25.59
121601	Sidney	4	0.20%	60.33%	1	0	1	1	36	36	37	50.68%	.....	.....25.23
502903	Tioga	4	0.10%	55.15%	1	0	1	1	33	33	36	52.17%	.....	.....24.03
262321	De Ruyter	4	1.20%	46.81%	0	0	1	1	1	0	24	100.00%	.....	.....23.74
561009	Waterloo	4	0.26%	43.97%	0	0	1	1	52	52	42	44.68%	.....	.....23.30
081401	Georgetown-South Otselic	4	0.20%	58.81%	0	0	1	1	1	0	22	100.00%	.....	.....23.08
122906	Hancock	4	0.27%	90.82%	0	0	1	1	1	0	18	100.00%	.....	.....21.70
242901	Mt Morris	4	7.48%	68.19%	0	0	1	1	1	0	19	100.00%	.....	.....21.53
632821	Hadley-Luzerne	4	0.20%	51.99%	1	0	1	1	14	14	28	66.67%	.....	.....21.26
511121	Gouverneu	4	0.20%	53.94%	1	0	1	1	74	74	39	34.51%	.....	.....20.61
552121	Odessa-Montour	4	0.20%	45.12%	0	0	1	1	18	20	30	60.00%	.....	.....20.27
022601	Wellsville	4	0.28%	53.49%	1	0	1	1	54	54	35	39.33%	.....	.....19.70
462102	Albion	4	1.40%	54.11%	1	0	1	1	98	98	39	28.47%	.....	.....19.15
571820	Tonawanda	4	0.20%	54.47%	1	0	1	86	1	86	37	30.08%	.....	.....18.44
462122	Albion-Parish-Williamstown	4	0.20%	60.29%	1	0	1	1	36	36	29	44.62%	.....	.....18.42
161601	Brushton-Moira	4	0.20%	60.94%	1	0	1	18	1	18	24	57.14%	.....	.....17.59
152301	Elizabethtown-Lewis	4	0.20%	56.44%	0	0	1	1	1	0	17	100.00%	.....	.....17.55
582601	Penn Yan	4	0.20%	56.66%	1	0	1	62	1	62	32	34.04%	.....	.....17.24
121901	Weston	4	0.20%	56.16%	1	0	1	1	36	36	28	43.75%	.....	.....17.05
472202	Gilbertsville-Mount Upton	4	0.20%	47.11%	0	0	1	1	1	0	17	100.00%	.....	.....16.75
642721	Granville	4	0.20%	62.75%	1	0	1	1	34	35	25	41.67%	.....	.....15.76
572221	Avoca	4	0.20%	47.20%	0	0	1	15	1	10	20	66.67%	.....	.....14.70
122321	Downsville	4	0.20%	72.50%	0	0	1	1	1	0	13	100.00%	.....	.....14.46
241001	Dansville	4	1.20%	45.66%	0	0	1	14	56	70	30	30.00%	.....	.....13.76
412001	Carmen	4	0.20%	56.36%	1	0	1	1	108	108	30	21.74%	.....	.....13.65
571502	Carlisle-Greenwood	4	0.21%	53.89%	1	0	1	51	1	51	26	33.77%	.....	.....13.62
121401	Margaretville	4	0.20%	53.34%	1	0	1	12	1	10	18	64.29%	.....	.....13.48
142729	Cheektowaga-Sloan	3	0.57%	52.32%	1	0	1	1	63	63	27	30.00%	.....	.....13.21
211701	Van Hornesville-Owen D. Young	4	0.20%	49.32%	0	0	1	1	1	0	13	100.00%	.....	.....12.90
562501	South Seneca	4	0.20%	54.42%	1	0	1	1	26	26	20	43.48%	.....	.....11.90
272321	Canajoharie	4	0.20%	45.58%	1	0	1	1	33	33	22	40.00%	.....	.....11.61
552321	Clyde-Savannah	4	0.20%	46.10%	0	0	1	1	34	34	21	38.16%	.....	.....10.85
152901	Moriah	4	0.20%	62.22%	1	0	1	36	1	36	19	34.55%	.....	.....10.83
512121	Morristown	4	0.20%	58.10%	1	0	1	1	16	16	16	50.00%	.....	.....10.73
503102	Edwards-Knox	4	0.20%	92.35%	1	0	1	1	26	26	14	35.00%	.....	.....10.16
512121	Greshey Falls	4	0.20%	66.99%	1	0	1	1	34	34	17	33.33%	.....	..... 9.94
573002	Weyland-Cohocton	4	0.20%	52.93%	1	0	1	34	29	63	21	25.00%	.....	..... 9.50
542901	Jefferson	4	0.34%	53.20%	1	0	1	1	6	6	12	66.67%	.....	..... 9.21
572603	Campbell-Savona	4	0.20%	48.93%	0	0	1	16	34	50	20	28.57%	.....	..... 9.18
062321	Brocton	4	0.20%	81.47%	1	0	1	1	23	23	13	36.11%	.....	..... 8.82
021601	Friendship	4	0.20%	70.38%	1	0	1	1	17	17	13	43.33%	.....	..... 8.80
082001	Sherburne-Earlville	4	0.20%	55.28%	1	0	1	1	71	70	32	31.2%	.....	..... 8.11

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362721	Hannibal	4	0.58%	75.49%	1	0	0	0	53	59	15	20.27%	. . . . .	7.99
511622	Ulysses	4	0.20%	43.28%	0	0	0	0	35	35	16	31.37%	. . . . .	7.22
471121	Milford	4	0.20%	45.16%	0	0	0	17	0	17	13	43.33%	. . . . .	7.15
212820	Little Falls	4	0.20%	55.13%	1	0	0	4	51	55	16	22.54%	. . . . .	7.13
361921	Sandy Creek	4	0.38%	53.50%	1	0	0	0	42	40	15	27.27%	. . . . .	7.11
122421	Charlotte Valley	4	0.20%	65.77%	1	0	0	22	0	20	11	35.48%	. . . . .	6.54
541721	Whitehall	4	0.20%	76.53%	1	0	0	0	31	31	11	26.19%	. . . . .	6.53
042420	Olean	3	0.25%	57.24%	1	0	0	138	0	138	17	10.97%	. . . . .	6.25
032721	Chemung Valley	4	0.64%	35.57%	0	0	0	0	97	97	20	17.09%	. . . . .	6.16
082121	Afton	4	0.20%	65.83%	1	0	0	0	25	25	11	30.56%	. . . . .	6.14
411721	Remsen	4	0.20%	65.75%	1	0	0	0	17	17	10	37.04%	. . . . .	6.07
031421	Whitney Point	4	0.20%	51.28%	1	0	0	0	62	62	13	19.48%	. . . . .	5.04
472021	Richfield Springs	4	0.20%	51.66%	1	0	0	0	27	27	12	30.77%	. . . . .	5.83
031301	Depost	4	0.20%	60.19%	1	0	0	0	28	28	11	28.21%	. . . . .	5.56
541301	Hudson Falls	4	0.20%	52.53%	1	0	0	0	124	124	16	11.43%	. . . . .	5.53
412421	Adirondack	4	0.20%	50.45%	1	0	0	0	63	63	14	18.18%	. . . . .	5.46
372121	Addison	4	0.20%	57.03%	1	0	0	61	0	61	13	17.57%	. . . . .	5.42
081003	Unadilla Valley	4	0.13%	67.72%	1	0	0	36	0	36	10	21.74%	. . . . .	5.03
122721	Franklin	4	0.20%	48.12%	0	0	0	0	8	8	8	50.00%	. . . . .	4.93
512221	Norwood-Norfolk	4	0.10%	54.01%	1	0	0	0	54	54	12	18.18%	. . . . .	4.88
043021	Randolph	4	0.13%	52.50%	1	0	0	0	51	51	12	19.05%	. . . . .	4.87
461821	Pulaski	4	0.20%	49.14%	0	0	0	0	51	51	12	19.05%	. . . . .	4.86
512421	Clifton-Fine	4	0.20%	76.76%	1	0	0	0	14	14	7	33.33%	. . . . .	4.44
062820	Dundee	3	10.58%	71.10%	1	0	0	0	60	60	8	11.76%	. . . . .	3.97
062621	Pine Valley (South Dexter)	4	0.16%	84.71%	1	0	0	32	0	32	7	17.95%	. . . . .	3.91
452821	Medina	4	0.89%	50.83%	1	0	0	0	77	77	11	12.50%	. . . . .	3.88
112121	Cincinnatus	4	0.20%	55.30%	1	0	0	36	0	36	9	20.00%	. . . . .	3.87
121721	Stamford	4	0.20%	52.94%	1	0	0	12	0	12	7	36.84%	. . . . .	3.79
222909	Belleville Henderson	4	0.21%	44.72%	0	0	0	0	27	27	9	25.00%	. . . . .	3.71
512521	Parishville-Hopkinton	4	0.20%	46.25%	0	0	0	0	18	18	8	30.77%	. . . . .	3.70
062722	Genesee Valley	4	0.20%	60.76%	1	0	0	0	23	23	7	23.33%	. . . . .	3.35
062901	Westfield	4	1.78%	63.61%	1	0	0	1	31	32	7	17.95%	. . . . .	3.23
041421	Hinsdale	4	0.20%	50.73%	1	0	0	5	18	23	7	23.33%	. . . . .	3.00
491720	Troy	3	1.53%	68.46%	1	0	0	222	36	258	8	3.01%	. . . . .	2.98
271201	Oppenheim-Ephratah-St Johnsville	4	0.20%	60.43%	1	0	0	39	0	39	7	15.22%	. . . . .	2.91
221301	Lyme	4	0.28%	51.40%	1	0	0	18	0	18	5	35.00%	. . . . .	2.58
062421	Cassadaga Valley	4	0.20%	53.13%	1	0	0	0	49	49	7	12.50%	. . . . .	2.52
032521	Harpursville	4	0.20%	60.80%	1	0	0	0	39	39	5	11.33%	. . . . .	2.43
372702	Jasper-Troupsburg	4	0.20%	48.44%	0	0	0	25	2	27	5	18.18%	. . . . .	2.27
572301	Prattsburgh	4	0.20%	57.40%	1	0	0	0	19	19	5	20.83%	. . . . .	2.22
022421	Sidney	4	0.20%	71.11%	1	0	0	0	18	18	4	18.18%	. . . . .	1.97
472521	Edmeston	4	0.20%	44.35%	0	0	0	17	0	17	5	22.73%	. . . . .	1.96
511201	Hammond	4	0.20%	48.53%	0	0	0	0	13	13	4	23.53%	. . . . .	1.65
081521	Oxford Acad &	4	0.20%	59.41%	1	0	0	36	0	36	4	10.00%	. . . . .	1.49
511301	Hermon-Dekalb	4	0.20%	57.16%	1	0	0	0	28	28	3	9.68%	. . . . .	1.08
612001	Newfield	4	0.38%	58.30%	1	0	0	0	49	49	3	5.77%	. . . . .	1.02
562603	Romulus	4	0.20%	46.30%	0	0	0	0	21	21	3	12.50%	. . . . .	0.97
211103	Poland	4	0.35%	52.27%	1	0	0	0	55	55	3	7.89%	. . . . .	0.97
022021	Fillmore	4	0.20%	50.50%	1	0	0	0	36	36	3	7.69%	. . . . .	0.93
641421	Putnam	4	0.20%	14.58%	0	0	0	0	0	0	1	100.00%	. . . . .	0.82
250109	Brookfield	4	0.20%	46.53%	1	0	0	0	15	15	2	11.76%	. . . . .	0.64
221421	La Fargeville	4	0.20%	45.80%	0	0	0	0	11	11	2	15.38%	. . . . .	0.58
162861	Chateaugay	4	0.20%	42.41%	0	0	0	0	29	29	2	6.45%	. . . . .	0.52

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022121	Whitesville	4	0.20%	35.34%	0	0	2	2	16	16	0	0.00%	...	...
502422	Cast Barnacle (Spring Valley)	3	25.13%	80.43%	1	1	2	2	1,637	1,637	1,054	39.17%	...	...
261600	Rochester	2	10.88%	90.22%	1	1	2	524	1,384	1,908	568	23.50%	...	...
582512	Greenwood	3	29.29%	70.60%	1	0	1	2	644	644	640	49.84%	...	...
142000	Buffalo	2	10.94%	84.14%	1	1	1	1,399	549	2,548	478	15.80%	...	...
532600	Schenectady	3	4.15%	74.70%	1	1	2	18	378	396	308	43.75%	...	...
012120	Albany	3	6.73%	68.74%	1	1	2	581	2	561	235	28.80%	...	...
582513	Central Islip	3	25.10%	84.70%	1	0	1	2	235	225	282	55.62%	...	...
441600	Newburgh	3	13.80%	70.78%	1	0	1	2	600	603	197	24.63%	...	...
421820	Syracuse	2	13.19%	81.54%	1	0	1	871	604	1,475	109	10.26%	...	...
402820	Niagara Falls	3	1.25%	75.12%	1	0	1	392	2	392	157	28.60%	...	...
032200	Binghamton	3	3.84%	72.36%	1	1	2	114	199	313	125	28.54%	...	...
272120	Amsterdam	4	3.21%	55.24%	1	0	1	2	137	137	147	51.76%	...	...
172500	Gloversville	4	0.17%	67.28%	1	0	1	2	76	76	124	62.00%	...	...
061700	Jamestown	3	5.18%	79.33%	1	1	2	90	152	242	115	32.21%	...	...
561500	Peekskill	3	19.13%	76.73%	1	1	2	54	99	153	61	28.50%	...	...
212121	Central Valley	3	0.00%	54.46%	1	1	2	2	98	98	60	37.97%	...	...
492621	Lansingburgh	3	1.68%	55.36%	1	0	1	99	2	99	49	33.11%	...	...
052100	Auburn	3	0.34%	46.81%	1	0	1	2	274	274	49	15.17%	...	...
491200	Rensselaer	3	6.08%	67.24%	1	0	1	53	2	53	43	44.79%	...	...
462762	Solvay	3	3.18%	58.60%	1	1	2	5	36	41	42	50.60%	...	...
591421	Monticello	4	3.30%	58.92%	1	1	2	98	2	98	42	30.00%	...	...
551501	North Rose-Wolcott	4	1.60%	67.64%	1	1	2	2	44	44	38	46.34%	...	...
572362	Bath	4	0.39%	61.83%	1	1	2	73	3	73	30	29.13%	...	...
432700	Geneva	4	6.01%	62.68%	1	1	2	2	95	95	63	39.87%	...	...
061501	Silver Creek	4	1.22%	52.38%	1	0	1	36	8	44	29	39.73%	...	...
012701	Green Island	3	0.31%	56.26%	0	1	2	2	2	0	27	100.00%	...	...
011200	Watervliet	3	2.75%	67.62%	1	1	2	54	2	54	25	31.65%	...	...
502821	Spencer-Van Etten	4	0.20%	60.75%	1	0	1	2	35	35	17	32.69%	...	...
043200	Salamanca	4	0.47%	62.99%	1	0	1	22	68	88	35	33.38%	...	...
251121	Madison	4	0.42%	52.84%	1	0	1	2	22	20	14	41.18%	...	...
272701	Fort Plain	4	0.20%	62.87%	1	0	1	2	44	44	12	21.43%	...	...
041101	Franklinville	4	0.20%	59.22%	1	0	1	18	17	35	9	20.45%	...	...
551201	Sodus	4	3.66%	80.56%	1	0	1	15	37	52	2	3.70%	...	...
043501	Yorkshire-Pioneer	4	0.28%	51.21%	1	0	1	2	139	139	2	1.42%	...	...
062621	Sherman	4	0.20%	56.54%	1	0	1	2	29	29	0	0.00%	...	...
552521	Lyons	4	0.79%	59.71%	1	1	2	2	45	45	-2	0.00%	...	...
582821	Dundee	4	0.20%	61.13%	1	0	1	2	51	51	-4	0.00%	...	...
161821	St. Regis Falls	4	0.20%	67.29%	1	0	2	17	2	17	-1	0.00%	...	...12.34%
572421	Bradford	4	0.20%	69.30%	1	0	2	18	2	18	-1	0.00%	...	...12.35%
471201	Morris	4	0.20%	54.45%	1	0	2	19	2	19	-2	0.00%	...	...12.54%
022902	Bolivar-Richburg	4	0.20%	65.24%	1	0	2	2	52	50	-3	0.00%	...	...12.98%
512404	Heuvelton	4	0.20%	46.80%	0	0	2	2	31	31	-3	0.00%	...	...11.17%
022302	Cuba-Rushford	4	0.20%	52.71%	1	0	2	2	52	50	-8	0.00%	...	...12.11%
062401	Ripley	4	0.20%	69.50%	1	0	2	23	2	20	-7	0.00%	. ..	12.44%
021102	Genesee/Pa	4	0.44%	53.92%	1	0	2	14	2	18	-9	0.00%	. ..	12.45%
230201	Copenhagen	4	0.20%	38.78%	1	0	2	2	43	33	-13	0.00%	. ..	12.52%
022801	Belfast	4	0.20%	56.58%	1	0	2	2	41	31	-9	0.00%	. ..	12.52%
652101	Newark	4	1.90%	53.13%	1	0	2	54	69	123	-10	0.00%	. ..	12.75%
651503	Red Creek	4	0.20%	50.51%	1	0	2	2	72	70	-15	0.00%	. ..	13.75%
022602	Andover	4	0.20%	48.45%	0	0	2	2	27	27	-16	0.00%	. ..	13.88%
441202	Keyes Joe	3	02.77%	83.20%	1	0	2	[illegible]	[illegible]	[illegible]	[illegible]	0.00%	. ..	181.83%

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Standards for Public School-Operated UPK Programs

Revised January 10, 2012 – Amended January 22, 2013 – Point Assignment April 8, 2012

Introduction

The QUALITYstarsNY standards were developed to provide New York State with a common understanding of the elements of high quality in early learning and development programs. The standards were designed using information from a number of sources including, but not limited to: New York State regulations for child care and prekindergarten, New York City regulations, Head Start Program Performance Standards, the former Programs of Excellence, assessment tools such as the Program Administration Scale (PAS) and the Environment Rating Scales (ERS), and the accreditation standards of the National Association for the Education of Young Children (NAEYC).

QUALITYstarsNY uses five star levels based on four categories of standards to rate center-based programs. The four standards' categories are: Learning Environment; Family Engagement; Qualifications and Experience; and Management and Leadership.

Each category section begins with a rationale statement that briefly details and substantiates the link between the individual standard and both program quality and child outcomes. The statements are paraphrased from Paths to QUALITY – A Child Care Quality Rating System for Indiana: What is its Scientific Basis? by James Elicker, Carolyn Clawson Langill, Karen Ruprecht and Kyong-Ah Kwon from the Center for Families and the Department of Child Development & Family Studies at Purdue University. This report is available at: http://www.cfs.purdue.edu/cff/documents/project_reports/07_paths_to_quality.pdf

Application Process

Any program or provider that is regulated by the State of New York or the City of New York can receive a One Star rating. Programs or providers that wish to advance beyond One Star must submit additional documentation.

Rating Process

Environment Rating Scales (ERS)

The Environment Rating Scales are a set of four program quality assessment tools developed at the Frank Porter Graham Center at the University of North Carolina. The scales are used to evaluate the learning environment. Three of the four scales have been revised; the revised editions of these now serve as the standard. The scales contain multiple items covering several subscales. For example, the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* contains 43 items organized into the following 7 subscales:

1. Space and Furnishings
2. Personal Care Routines
3. Language-Reasoning
4. Activities
5. Interactions
6. Program Structure
7. Parents and Staff

Scale	Age of Children	Program Setting	Number of Items	Number of Subscales
Infant/Toddler Environment Rating Scale (ITERS-R)	Up to 30 months	Center based	39	7
Early Childhood Environment Rating Scale (ECERS-R)	2 ½ – 5 years	Center based	43	7
School Age Care Environment Rating Scale (SACERS)	5 – 12 years	Center based	49	7
Family Child Care Environment Rating Scale (FCCERS-R)	Infants – school aged children	Home based	37	7

For more information on these scales, see http://www.fpg.unc.edu/~ecers/.

Programs that desire to earn a star-rating of Three to Five Stars must have Environment Rating Scale assessments conducted by a reliable outside observer. All observers will have experience with the types of settings they will observe. All observers will be trained and required to maintain a high degree of reliability. The ERS observations will be offered, once per rating cycle, free of charge.

The Points

A program's rating is determined using a point system. Applicants receive points for meeting standards in each of the four categories. All programs provide supporting documentation to verify program policies, practices, and achievements. At least 10% of the total possible points must be earned in each category.

There are a total of 360 possible points associated with the standards for centers and schools. All sites can earn up to 290 possible points before receiving points for the ERS observations, up to 50 points based on the ERS observation scores, and up to 20 possible points depending on which of the standards that apply only under certain conditions are applicable to the site, if any. These conditions include:

- Serving infants
- Serving toddlers/preschoolers
- Serving children with special needs
- Serving children whose home language is not English

Below is a summary of the point structure.

	Learning Environment	Family Engagement	Qualifications & Experience	Management & Leadership	Total Possible for All Sites
Centers Schools					
Total possible for all sites, without ERS	53	57	90	90	290
Minimum number required based on total possible for all sites	6	6	9	9	30
Total possible for all sites, with ERS	103	57	90	90	340
Total possible under all conditions, with ERS	108	72	90	90	360

The maximum percentages of points that can be earned in each category are:

Learning Environment	30%
Family Engagement	20%
Qualifications and Experience	25%
Management and Leadership	25%
Total =	100%

There are two ratings in QUALITYstarsNY: the provisional rating and the active rating. The provisional rating is used to determine the programs that will receive independent ERS observations. The points earned for the independent ERS observations are then added to the provisional points to determine a program's active rating.

To calculate a program's provisional rating, divide the number of points earned, including any conditional points but without ERS points, by the total possible points (without ERS) and multiply that number by 100.

Regulated program	★	
10% – 39% points	★★	
40% – 59% points	★★★	(Provisional)
60% – 84% points	★★★★	(Provisional)
85% – 100% points	★★★★★	(Provisional)

Programs earning provisional ratings of Three Stars and higher will receive independent ERS observations. Programs earning provisional ratings of Two Stars will not have independent ERS observations and will receive active ratings of Two Stars. Programs that earn less than a Two Star rating will remain in the One Star level or regulated program status.

To calculate a program's active rating, add the number of points earned in the independent ERS observation to the provisional points, divide that by the total possible points, now including total possible ERS points, and multiply that number by 100.

Regulated program	★	"meeting basic standards"
10% – 39% points	★★	"satisfactory quality"
40% – 59% points	★★★	"good quality"
60% – 84% points	★★★★	"very good quality"
85% – 100% points	★★★★★	"excellent quality"

The example below illustrates how provisional and active ratings are calculated.

Program A is a preschool program that serves children with special needs. Like all other programs, Program A is eligible for up to 290 points before factoring in the ERS points. Since Program A also serves children with special needs it can earn an additional 3 points. Therefore, Program A's provisional rating is based on the number of points earned out of 293.

Program A receives 165 points before factoring in independent ERS observations. 165 is divided by 293 and multiplied by 100 to obtain 56%. Program A therefore receives a provisional rating of Three Stars.

Provisional Rating = $\frac{165}{293}$ * 100 = 56% = ★★★ Three Stars

Program A's provisional rating of Three Stars indicates that independent ERS observations should be conducted. Program A receives an average ECERS-R score of 5.25 for a total of 40 additional points. The 40 points are added to the initial 165 points for a total of 205 points. Since all programs can receive up to 50

additional points for the ERS observations, Program A's total possible points is now 343. 205 is divided by 343 and multiplied by 100 to obtain 60%. Program A therefore receives an active rating of Four Stars.

Final Rating = 205 * 100 = 60% = ★★★★
343 Four Stars

Documentation

Each standard specifies one or more documents for meeting the standard. At least one of the specified documents is required in order to receive credit for meeting a standard, unless otherwise noted. All documentation submitted should be current, having been in practice within the previous 12 months, unless otherwise noted. Copies of materials are acceptable. Please remove parent and/or child identifying information from all documentation.

Accreditation

Programs that have been in operation for at least 5 years and are accredited by the National Association for the Education of Young Children (2006 NAEYC standards) have a streamlined rating process. More details are available on the QUALITYstarsNY website.

Appeals Process

Ratings will be able to be appealed through a process *to be determined*.

Supports for Quality Improvement

Specific training, professional development, technical assistance, and other supports for quality improvement will be available to programs that want to access these supports. These will include introductory trainings on the ERS and introductory workshops on the quality rating system itself, among other offerings.

Financial supports for quality improvement for programs at various star ratings will be provided. QUALITYstarsNY will also eventually establish financial incentives for consumers who choose higher rated programs, such as by improving the NYS child and dependent care tax credit to recognize quality. More information will be available in later stages of the system's development.

For updates and additional information about QUALITYstarsNY, please visit: www.qualitystarsny.org

LEARNING ENVIRONMENT

*Refer to glossary at the end of the Standards for definitions and clarifications.

30% of total possible points = 108 out of 360 | Points possible for all sites = 53 points; conditional points = 55 points

Research Rationale: There is substantial evidence that classroom environment features are central to program quality and there is limited evidence that varied and appropriate classroom materials support children's development. There is substantial evidence that the quality of teacher-child interactions contributes to quality in early care and education settings and substantial evidence that children with involved and responsive caregivers fare better on a wide variety of child development measures. There is a substantial amount of evidence that developmentally appropriate curriculum is related to other measures of program quality and substantial evidence that a developmentally appropriate curriculum is related to child outcomes. There is a moderate amount of evidence that developmentally-appropriate assessment is associated with improved child development outcomes.

Classroom Environment (CE) - 60 points

		POINTS	DOCUMENTATION *(At least one form of documentation is required)*
CE 1.	Program administrative staff[1] attends training[2] on the Environment Rating Scales (ERS)[3].	2	❑ Training certificates.
CE 2.	Program completes an ERS self assessment using the appropriate scale(s) and writes an improvement plan to address subscale scores below 3.25.	8	❑ Completed ERS self assessment report with overall score, subscale scores, and written improvement plan
CE 3.	Program has an <u>independent</u> ERS assessment and achieves an overall score of 4.25 – 4.99. Written improvement plan for subscale scores below 3.50.	30	❑ Completed ERS report with written improvement plan.
CE 4.	Program has an <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.00 – 5.49. Written improvement plan for subscale scores below 4.00.	40	❑ Completed ERS report with written improvement plan
CE 5.	Program has an <u>independent</u> ERS assessment using the appropriate scale(s) and achieves an overall score of 5.50 or higher. Written improvement plan for subscale scores below 4.50.	50	❑ Completed ERS report with written improvement plan

Child Observation & Assessment (COA) - 20 points

		POINTS	DOCUMENTATION
COA 1.	Program has in place a child observation and assessment policy that includes the collection and protection of assessment results and sharing assessment results with families.	2	❑ Policy/practice statement.
COA 2.	Program collects information at enrollment on children's development including social emotional concerns, dominant language, preferences and any special needs.	2	❑ Copies of 3 sample completed forms (with identifying information removed). *If information is*

[1] At least one administrative staff member.
[2] At least 2.5 hours within the last 12 months.
[3] NOTE: no cost training will be offered on introduction to the ERS and introduction to QUALITYstarsNY.

			collected on multiple forms, include an example of each completed form.
COA 3	Program documents the developmental status of each child within 45 days of entering the program using a child development screening tool.	2	Evidence of use from 3 children: ❑ Dated enrollment form **AND** completed copy of developmental screening tool used (with identifying information removed).
COA 4	Program uses a developmental screening tool that is valid and reliable.	1	Evidence of use of one of the following tools: ❑ Ages and Stages Questionnaires, Third Edition (ASQ 3) ❑ Ages and Stages Questionnaires Social Emotional ❑ Batelle Developmental Inventory Screening Test ❑ Brigance Inventories System II ❑ Brigance Self Help and Social Emotional Scales ❑ Denver Developmental Screening Test (DDST) ❑ Developmental Indicators for the Assessment of Early Learning 3rd Edition (DIAL 3) ❑ Early Screening Inventory – Revised (ESI R) ❑ Learning Accomplishment Profile Diagnostic Screens ❑ Parents' Evaluation of Developmental Status (PEDS) ❑ Parents' Evaluation of Developmental Status Developmental Milestones (PEDS:DM) ❑ Preschool and Kindergarten Behavior Scales, Second Edition (PKBS 2) ❑ Other – submit evidence that tool is valid and reliable
COA 5	Program documents the developmental progress of each child at least quarterly using a child development assessment tool(s).	2	❑ One completed copy of each assessment tool used (one per age group with identifying info removed)
COA 6	Program uses a developmental assessment tool(s) that is valid and reliable.	1	Evidence of use of one of the following tools:

			❑ Ages and Stages Questionnaires ❑ Creative Curriculum Developmental Continuum Assessment ❑ Bayley Scale of Infant and Toddler Development ❑ Brigance Inventories ❑ Galileo Preschool Assessment Scales ❑ High Scope Child Observation Record (COR) ❑ Learning Accomplishment Profile Diagnostic (English or Spanish) ❑ Mullen Scales of Early Learning ❑ Ounce Scale ❑ Work Sampling System ❑ Teaching Strategies GOLD ❑ Other – submit proof that tool is valid and reliable
COA 7	Program has a plan to ensure that child screenings and assessments are done in a culturally and linguistically appropriate manner, including in the appropriate language.	2	❑ Statement/Policy/Plan
COA 8	All teaching staff receives annual training in child observation and assessment that include recognition of developmental milestones and identifying possible developmental delays and linking child observation and assessment to curriculum implementation.	3	❑ Training certificates
COA 9	Program can document that assessment results are used to inform instruction that addresses the needs of individual children.	3	❑ Individualized learning goals based on child observations and assessment (examples include IEPs or lesson plans with modifications for individual children) ❑ Statement of how program uses assessment results and monitors children's progress towards learning goals and makes appropriate adaptations.
COA 10	Program can document that aggregated assessment results are used to inform program practice.	2	❑ Statement of how program uses assessment data to inform program practices ❑ Aggregated data report(s) and Improvement plan(s)

Curriculum Planning & Implementation (CPI) - 20 points

		POINTS	DOCUMENTATION
CPI 1	Program has a written education philosophy or statement.	2	❑ Education philosophy or statement
CPI 2	Program uses a written curriculum or curriculum framework that is developmentally appropriate and addresses the key domains of child development.	3	❑ Curriculum or curriculum framework **AND** ❑ Evidence of use such as teacher plans and lesson plans
CPI 3	Program uses a written curriculum or curriculum framework that is evidence based, meaning research has been conducted regarding the relationship between the curriculum and children's learning.	3	Evidence of use of one of the following curricula: ❑ Before ABCs: Promoting School Readiness in Infants and Toddlers ❑ Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice (Second Edition), ❑ Zero to Three Cradling Literacy ❑ Creative Curriculum ❑ Create Curriculum for Infants, Toddlers, and Two's ❑ High Scope Curriculum ❑ The Montessori Approach ❑ Other – submit evidence that curriculum is evidence based
CPI 4	Program uses a written curriculum or curriculum framework that aligns with the NYS Early Learning Guidelines and/or the Pre-K Foundation for the Common Core.	4	❑ Curriculum or curriculum framework ❑ Completed curriculum crosswalk
CPI 5	Program uses a written curriculum or curriculum framework that is adapted to be culturally competent by incorporating into the classroom curriculum culturally sensitive, books, themes and projects.	2	❑ 3 sample lesson plans ❑ 3 sample activity descriptions
CPI 6	All teaching staff receives annual training to implement the curriculum and supervision support is provided to staff to assist with curriculum implementation.	3	❑ Training certificates
Program serves children with IFSP or IEPs		❑ Yes, continue	❑ No, go to Physical Well being & Health
CPI 7	Program implements appropriate modifications and provides additional supports to enable children with IFSPs or IEPs more effective inclusion in the full range of the program's activities.	3	❑ Statement describing child(ren) with IFSPs or IEPs who are enrolled and how your program implements significant modifications and provides additional supports

Physical Well-being and Health (PH) - 8 points

		POINTS	DOCUMENTATION
Program enrolls children under 12 months of age	❑ Yes, continue	❑ No, go to PH2	
PH 1	Program provides infants daily opportunities to move freely under adult supervision to explore indoor and outdoor environments, including tummy time when awake.	1	❑ Parent handbook ❑ Curriculum ❑ Daily schedule ❑ Lesson plans or goal statements
Program enrolls children 12 months of age and older	❑ Yes, continue	❑ No, go to PH3	
PH 2	Program provides opportunities for preschoolers to have at least 15 minutes of developmentally appropriate, structured and unstructured, moderate to vigorous physical activity (both inside and outside) for every hour they are in care. For example, in a 3 hour program, children should have at least 45 minutes of physical activity in total, not necessarily continuously.	1	❑ Parent handbook ❑ Policy statement ❑ Daily schedule or plan
PH 3	Program has a policy that details the use of TV/video for children, including that TV/video is never used during nap and meal time. For children ages 2 to 5 there is no more than 30 minutes once a week of high quality educational or movement based commercial free programming.	2	❑ Policy statement
PH 4	Program promotes the service or consumption of meals and snacks that meet the Child and Adult Care Food Program (CACFP) meal pattern for the ages served.	2	❑ If program is in CACFP provide evidence of CACFP participation such as CACFP billing, CACFP reimbursement checks, correspondence from CACFP Sponsor or CACFP contract ❑ If program is not in CACFP provide a statement of how menus or meal/snack log meet the equivalent meal patterns
PH 5	Program adopts a formal obesity prevention program.	1	❑ Evidence of adoption of an obesity prevention program such as program assessment, action plans, timelines or goal statements
PH 6	Teaching or administrative staff attends training regarding implementation of the obesity prevention program.	1	❑ Training certificates

FAMILY ENGAGEMENT

*Refer to glossary at the end of the Standards for definitions and clarifications

20% of total possible points = 72 out of 360 | Points possible for all sites = 57 points; conditional points = 15 points

Research Rationale: *There is substantial evidence that parent involvement and parent-provider communication is important for high quality early childhood education. There is substantial evidence that parent-involvement is related to child development outcomes. Parent-provider communication in the parent's dominant language is necessary for optimum results.*

Communication (C) - 25 points

		POINTS	DOCUMENTATION
Program enrolls children under 12 months of age	❑ Yes, continue	❑ No, go to C2	
C 1	Program communicates with parents of infants in writing on a daily basis about care giving routines such as feeding, sleeping, and diapering/toileting.	3	❑ 3 completed copies of form used for communication and evidence of use (e.g., referenced in teacher job descriptions or in parent handbook). ❑ 3 completed copies of notes or notebook (with identifying information removed)
C 2	Program communicates with families in a comprehensive, written format about the program's history, philosophy, admissions policies, applicable regulations, parent involvement opportunities, and other policies.	5	❑ Parent handbook ❑ Handouts ❑ Website posting(s)
C 3	Program periodically communicates in writing with families about program and child activities and other pertinent information.	3	❑ 3 copies of evidence, such as newsletters, e newsletters, e mails, website postings
C 4	Program meets one on one with parents about their individual child's developments at least twice a year.	3	❑ Invitation ❑ Calendar showing schedule of teachers' conferences. ❑ Conference announcement ❑ Parent handbook ❑ Conference report ❑ Sign in sheet
C 5	Program communicates with families in writing about staff member's educational qualifications and professional experience.	3	❑ Handbook with staff qualification information ❑ Photograph of bulletin board ❑ Staff member profiles ❑ Website
C 6	Program communicates with families about program activities and policies in a group setting.	3	❑ Evidence of program orientation ❑ Evidence of open house or back to school day/night
C 7	Program provides written information about family resources and supports, such as information on child development, oral health, child health insurance, tax credits, and child care financial assistance.	5	❑ Photograph of resource area showing written materials ❑ Resource area reference in program materials such as parent handbook

	❑ Resource handbook or lists ❑ Various handouts

Family Involvement & Support (FIS) - 32 points

		POINTS	DOCUMENTATION
Program enrolls children under 12 months of age	❑ Yes, continue	❑ No, go to FIS 2	
FIS 1	Program supports breastfeeding.	2	❑ If program is in CACFP provide the CACFP Breastfeeding Friendly Certificate ❑ If not participating in CACFP provide the Completed CACFP Self Assessment
FIS 2	Program offers family social gatherings that intentionally include other family members, in addition to parents.	2	❑ Announcement or invitation ❑ Calendar showing gathering(s) ❑ Newsletter
FIS 3	Program provides workshops, training or other events for families on educational topics.	2	❑ Announcement or invitation ❑ Calendar showing gathering(s) ❑ Newsletter
FIS 4	Program offers volunteering opportunities for families, such as help with field trips and opportunities to share talents and expertise.	2	❑ Policy Statement ❑ Memo ❑ Announcement or invitation
FIS 5	Families complete a program evaluation or survey annually and results are used for program improvement.	4	❑ 3 samples of completed surveys or other evaluation tools ❑ Implementation plan based on survey responses
FIS 6	Program provides regular opportunities for parents to participate in program level decisions.	4	❑ Parent Teacher Advisory Council member list ❑ Governing Board member list
FIS 7	Program completes a program assessment using a tool on family responsive practices such as the Center for the Study of Social Policy's Family Strengthening Self Assessment tool and results are used for program improvement.	3	❑ Completed self assessment ❑ Self assessment report ❑ Program improvement plan
FIS 8	Program completes a self assessment of cultural competence using a tool, such as the National Association for the Education of Young Children Pathways to Cultural Competence Checklist, the Self Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings from the National Center on Cultural Competence, or other tool. The results are used for program improvement.	3	❑ Completed self assessment checklist ❑ Improvement Plan
Program enrolls children whose home language is not English	❑ Yes, continue	❑ No, go to Transitions	
FIS 9	Program staff greets children and parents in the home languages of the children and parents.	2	❑ Policies/ philosophy statement ❑ Attestation statement ❑ Evidence of training
FIS 10	Program staff is trained to address the needs of children whose	4	❑ Training certificates

	home language is not English.		
The home language of 50% or more of the children is a specific language other than English ❑ Yes, list language _____ and continue ❑ No, go to Transitions			
FIS 11	Program employs at least one staff member who speaks the home language(s) of the children.	4	❑ Resumes of staff showing language fluency ❑ Attestation statement from the staff person(s) ❑ Evidence of bi lingual CDA ❑ Transcripts ❑ Program Information Report (Head Start)

Transitions (T) - 15 points

		POINTS	DOCUMENTATION
T 1	Program has a written policy and/or procedures for transitioning children into the program, which includes providing information on separation and attachment to families.	3	❑ Policy ❑ Procedures
T 2	Program has a written policy and/or procedures to support children and families during transitions within the program (i.e. when a teacher leaves and a new one is hired).	3	❑ Policy ❑ Procedures
T 3	Program supports children and families transitioning out of the program including when children transition to another educational setting (e.g. kindergarten).	3	❑ Policy ❑ Procedures ❑ Information from parent handbook ❑ Sample of information given to families (e.g. kindergarten registration) ❑ Evidence of meetings or other supports
T 4	Program promotes the quality and continuity of teacher child relationships through teacher training, teacher scheduling or other policies.	6	❑ Policy ❑ Info from parent handbook ❑ Sample written transition plan ❑ Staffing schedule

QUALIFICATIONS AND EXPERIENCE[4]

*Refer to glossary at the end of the Standards for definitions and clarifications.

25% of total possible points = 90 out of 360 | Points possible for all sites = 90

Research Rationale: There is a substantial amount of evidence that teacher education and training are related to other measures of program quality and to child outcomes. There is substantial evidence that director professional development is related to other measures of program quality and limited evidence that director professional development is related to child outcomes. While there is limited and conflicting evidence that experience of staff is related to other measures of program quality or child development outcomes, consumers value experience.

Note: A program can earn points in both the administrator and the teaching staff categories. Points are earned for the highest degree completed AND for each of several credentials AND for experience. Teaching staff points are weighted by percent of time worked and averaged (to account for programs with different numbers of staff).

Administrator Qualifications (AQ) - 27 points

		POINTS	DOCUMENTATION
AQ 1	Associate's degree in ECE or an Associate's degree in a related field including at least 9 credits in ECE, or any Associate's degree and at least 24 credits in ECE. **-OR-**	6	❑ Transcript
AQ 2	Bachelor's degree in ECE or a Bachelor's degree in a related field including at least 9 credits in ECE, or any Bachelor's degree including at least 24 credits in ECE. **-OR-**	12	❑ Transcript
AQ 3	Master's degree or higher in ECE, or a Master's degree or higher in a related field including at least 9 credits in ECE or any Master's degree or higher including at least 24 credits in ECE.	16	❑ Transcript
AQ 4	3 to 5 college credits (4.5 to 7.5 CEUs) in management, supervision, leadership, and/or administration. **-OR-**	1	❑ Transcript
AQ 5	6 to 8 college credits (9 to 12 CEUs) in management, supervision, leadership, and/or administration. **-OR-**	2	❑ Transcript
AQ 6	9 or more college credits (13.5 or more CEUs) in management, supervision, leadership, and/or administration.	3	❑ Transcript
AQ 7	Children's Program Administrator Credential (CPAC)	4	❑ Credential
AQ 8	NYS School Administrator certificate	4	❑ Certificate / Certificate Number

[4] NOTE: college credits and CEUs appear throughout this section. Life and work experience can be translated into credit by contacting Empire State College or another institution that offers a way to gain credit through life experience. Further, teaching certificates or early childhood teacher credentials from countries other than the U.S. will be evaluated on a case by case basis. Complete transcripts and copies of credentials should be submitted.

Administrator Experience (AE) - 3 points

		POINTS	DOCUMENTATION
AE.1.	At least 3 years of experience in supervision or management in an early care and education program.	3.	❑ Resume/ Employment Record.

Teaching Staff Qualifications (TSQ) - 52 points

		POINTS	DOCUMENTATION
TSQ.1.	First Aid/CPR training	2.	❑ Certificate.
TSQ.2.	Child Development Associate (CDA) credential with Preschool specialization **-OR-** Child Development Associate (CDA) credential with Infant Toddler specialization.	20.	❑ Credential
TSQ.3.	Montessori Infant/Toddler Credential **OR-** Montessori Early Childhood Credential. **-OR-** Montessori International Credential	25.	❑ Credential
TSQ.4.	NYS Infant Toddler Credential	28.	❑ Credential
TSQ.5.	18 college credits in ECE/CD **-OR-**	32.	❑ Transcript
TSQ.6.	Associate's degree in ECE, or Associate's degree in a related field including at least 9 ECE credits, or any Associate's degree including at least 24 credits in ECE. **-OR-**	35.	❑ Transcript
TSQ.7.	Bachelor's degree in ECE, or Bachelor's degree in a related field and 9 ECE credits, or any Bachelor's degree including at least 24 credits in ECE. **-OR-**	42.	❑ Transcript
TSQ.8.	Master's degree or higher in ECE, or Master's degree in a related field including at least 9 ECE credits or any Master's degree or higher including at least 24 credits in ECE.	45.	❑ Transcript
TSQ.9.	NYS Early Childhood Teacher (Birth – Grade 2) Certificate[5]. **-OR-** NYS Students with Disabilities (Birth – Grade 2) Certificate.	5.	❑ Certificate/ Certificate Number

Teaching Staff Experience (TSE) - 4 points

		POINTS	DOCUMENTATION
TSE.1.	At least 3 years of experience teaching in an early care and education program.	4.	❑ Resume/ Employment Record.

[5] N-6 certification also meets this requirement.

Retention (R) - 4 points

		POINTS	DOCUMENTATION
R 1	The overall retention rate for PreK teaching staff is 80% or above.	4	❑ Retention calculation

MANAGEMENT AND LEADERSHIP[6]

25% of total possible points = 90 out of 360 | Points possible for all sites = 90 points

Public school-operated programs receive **59 out of 90** possible points in the Management and Leadership selection. The standards that receive automatic points are in bold and grey below. Additional documentation is required to receive other points.

Standards in bold and shaded in grey are assumed to be met by the school district and will receive automatic points.

Administrative Self-Assessment (ASA) - 10 points

		POINTS	DOCUMENTATION
ASA 1	Program conducts a program management self assessment using a tool, such as the Program Administration Scale (PAS), the National Association for the Education of Young Children (NAEYC) self study or Head Start Monitoring Protocol or another administrative/management assessment tool.	5	❑ Report of self assessment
ASA 2	Program demonstrates progress on a plan aligned to the administrative/management self assessment.	5	❑ Plan indicating at least 3 areas of improvement and proof of progress in those areas

Financial Accountability & Sustainability (FAS) - 27 points

		POINTS	DOCUMENTATION
FAS 1	**Liability insurance is current to date.**	**2**	**❑ Insurance declaration page ❑ Proof of payment**
FAS 2	**Payroll and payroll taxes are paid on time.**	**2**	**❑ Receipts or other evidence of payments**
FAS 3	**State and federal taxes are paid or IRS Form 990 is filed on time.**	**2**	**❑ IRS Form 990 ❑ Attestation statement from accountant**
FAS 4	**Program has a current-year operating budget related to the early care and education program showing revenues and expenses.**	**4**	**❑ Budget showing revenues and expenses**
FAS 5	**Program generates at least quarterly income and expense statements, comparing actual revenues and expenses to**	**4**	**❑ Quarterly financial reports for the previous 12 months**

[6] NOTE: For multi site organizations and for multiple school programs in a single school district, some of these criteria may be met overall by reference to sections of a union contract or the organizational personnel policies.

	budget.		❑ Attestation statement by on-site administrator and/or board members stating that program has a system to generate income and expense statements
FAS 6	Program has written fiscal policies and procedures that detail the management of funds and payroll.	5	❑ Fiscal policies and procedures
FAS 7	There is an independent review of accounting records (reconciliation of bank statements to the general ledger) by someone with accounting or bookkeeping expertise who is not an employee of the organization.	5	❑ Evidence of financial review AND ❑ Statement of individual's relationship to program
FAS 8	Program has established procedures to market and fill open child care slots/vacancies.	3	❑ Marketing procedures/statement

Policies and Procedures (PP) - 27 points

		POINTS	DOCUMENTATION
PP 1	Program has written job descriptions for all positions.	1	❑ Job descriptions (one per position)
PP 2	Employees are given access to an employee handbook when hired.	2	❑ Employee handbook with signed employee receipts (at least one per job role) ❑ Hiring procedures indicating sharing of employee handbook
PP 3	Program provides new employees with an orientation that includes: • Review of job description • Discussion/Review of regulations applicable to the program • Review of evacuation and emergency procedures • Review of educational plan/curricula	2	❑ Staff orientation checklist ❑ Description of orientation process
PP 4	Program has a written employee confidentiality policy that dictates how child, family and employee information are kept confidential.	2	❑ Confidentiality policy
PP 5	All program staff participates in at least 4 staff meetings during operational months.	2	❑ Dated staff meeting attendance lists ❑ Program calendar indicating staff meetings ❑ Dated meeting notes ❑ Dated meeting agendas
PP 6	Written notes are taken at program staff meetings and then shared with staff.	2	❑ Meeting notes from at least 2 meetings within previous 12 months AND

			❑ Email, memo, or picture referencing notes
PP 7	**Program philosophy and staff recruitment strategies demonstrate commitment to diversity and having staff reflect its community.**	**2**	**❑ Philosophy or policy statement** **❑ Recruitment strategy statement**
PP 8	**All employees have formal, written performance assessments annually.**	**4**	**❑ Policy statement AND** **❑ Documentation of written, completed performance assessments (one per staff position with identifying information removed)**
PP 9	Teaching staff have individual professional development plans that match the Core Body of Knowledge: New York State's Core Competencies for Early Childhood Educators (CBK) competency areas.	5	❑ Core Body of Knowledge Professional Development Plans (one completed plan with identifying information removed for each teaching and supervisory position) ❑ Other Professional Development Plan AND ❑ A statement of how Plan(s) refer to the CBK competencies
PP 10	**Performance assessment, including observations and feedback, informs individual professional development plans.**	**5**	**Provide one example from three different staff positions i.e. assistant teacher, lead teacher, director** **❑ Performance assessment AND** **❑ Professional development plan with goal statements highlighted and showing link to performance assessments. Assessments must include observations and comments.**

Staff Compensation and Benefits (SCB) -13 points

		POINTS	DOCUMENTATION
SCB 1	Program has an up-to-date written wage scale that is based on position, education, training, and years of relevant experience.	1	❑ Wage scale or union wage scale
SCB 2	Program offers full-time staff a compensation package with benefit options: (2 POINTS PER BENEFIT OPTION, UP TO 8 POINTS MAXIMUM) ❑ paid holidays ❑ paid time off (sick, vacation, personal) ❑ health insurance ❑ professional development days	2	❑ Employee handbook detailing benefits ❑ Compensation package ❑ Employee policy
SCB 3	Program offers full time staff a compensation package with at least 3 of the following benefit options: (1 POINT PER BENEFIT OPTION, UP TO 3 POINTS MAXIMUM) ❑ family and medical leave (beyond what is required by law) ❑ flexible scheduling ❑ retirement ❑ life insurance ❑ flexible spending account ❑ dependent care assistance plan ❑ tuition discounts for employee's children ❑ tuition reimbursement for education ❑ employee assistance program ❑ dental insurance	1	❑ Employee handbook detailing benefits ❑ Compensation package ❑ Employee policy
SCB 4	Program offers part-time staff a pro-rated compensation package that includes, at a minimum, paid time off.	1	❑ Employee handbook detailing benefits ❑ Compensation package ❑ Employee policy

Staff Planning (SP) - 13 points

		POINTS	DOCUMENTATION
SP 1	Program has a written general plan to cover planned and unplanned absences.	3	❑ Plan
SP 2	Program provides lead teachers with at least 1 hour of paid planning time per week.	4	❑ Staffing plan indicating ❑ Policy statement
SP 3	Program provides at least 1 hour every other week of paid planning time for classroom staff to plan together (away from children).	4	❑ Policy statement ❑ Staffing plan ❑ Evidence of staff meeting ❑ Attestation statement
SP 4	Staff has access to computers and the Internet during planning time.	2	❑ Staff handbook ❑ Policy statement ❑ Staff e-mails

New York Statewide Universal Full-Day Prekindergarten Program Quality Assurance Protocol

Program Name:	**Project Number:**
Address:	
City/State/Zip:	
Site Type:	**Site Visit Date:**
Phone:	**Reviewer:**
Program Director:	**Date Submitted:**
Director Email:	**Signature:**

Summary of actions to be taken:	**Date:**

Promising Practices:

SITE TYPES (KEY):

Daycare Child Center: DCC
Community-Based Organization: CBO
Museum: M
Library: L
Charter School: CS
Public School Building: PSB

Using the Quality Assurance Protocol

The Quality Assurance Protocol has been developed to help ensure comprehensive and consistent monitoring of program quality in providers of full-day prekindergarten programs pursuant to New York State Education Law Section 3602-ee. While this document is intended for use by program monitors, it may be used by school districts and individual entities as a self-assessment tool and to assist in preparing for a smooth monitoring visit.

Purpose: The purpose of the Quality Assurance Protocol is to engage prekindergarten program providers in creating and maintaining a high-quality prekindergarten program.

Instructions: The 'Indicators of Success' column outlines the indicator to be evaluated. The 'Documentation' column lists documents that may be used to support successful implementation of the applicable indicator. A representative of the monitoring team will contact the grantee prior to the monitoring visit to specify which documents will be required.

Definitions of Indicator Status

Compliant	Meets state requirements and guidelines.
Non-compliant	Does not meet state requirements and guidelines. Must develop action plan for compliance.

A: Curriculum

Indicators of Success		Supporting Documents	Compliant	Non-Compliant
A-1	Program uses a written curriculum or curriculum framework that is developmentally appropriate and addresses the key domains of child development	☐ Written Policy/Procedure ☐ Reviewer Observation ☐ Other:	☐	☐
A-2	The program uses a written curriculum or curriculum framework that aligns with the NYS Prekindergarten Foundation for the Common Core and ensures continuity with the Common Core State Standards in ELA and Math and is evidence-based	☐ Adopted Curriculum ☐ Reviewer Observation ☐ Other:	☐	☐
A-3	All teaching staff receives quality annual training to implement the curriculum.	☐ Written Policy/Procedure ☐ Other:	☐	☐
A-4	The program has implemented the appropriate accommodations, modifications, and supports to enable preschool children with disabilities effective inclusion in the full range of the program's activities	☐ Written Policy/Procedure ☐ Reviewer Observation ☐ Other:	☐	☐
A-5	The program has implemented appropriate modifications and supports to ensure that participating children who are English Language Learners are provided equal access to the program and opportunities to achieve the same program goals and standards as non-English language learners.	☐ Written Policy/Procedure ☐ Other:	☐	☐

Comments

B: Learning Environment, Materials, and Supplies

Indicators of Success		Supporting Documents	Compliant	Non-Compliant
B-1	The program's use of space, scheduling, and other environmental factors will advance student learning and development. *For example, the classroom is divided into clearly defined, well-equipped learning centers. Examples of learning centers may include, but are not limited to: dramatic play; blocks and construction; library, language arts, technology/media; science and nature; mathematics and manipulative materials; writing; creative arts; sand and water play; music; and those that have been developed using principles of Universal Design, or have been modified or adapted to meet the unique needs of preschool students with disabilities.*	☐ Reviewer Observation ☐ Other:	☐	☐
B-2	The daily schedule for a balance of intentionally-planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities.	☐ Program Calendars/Schedules ☐ Lesson Plans ☐ Other:	☐	☐
B-3	The teachers' choices of selected classroom materials will be used to advance student learning and development opportunities.	☐ Written Procedure and/or Curriculum ☐ Other:	☐	☐
B-4	The program has implemented activities that will advance student learning and development opportunities and will encourage students to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities.	☐ Activity Schedule ☐ Other:	☐	☐

Comments:

C: Family Engagement and Support

Indicators of Success		Supporting Documents	Compliant	Non-Compliant
C-1	The program provides parents programmatic information that indicates how the applicant meets quality standards and/or provides parents with a transparent rating that indicates how the applicant meets quality standards.	☐ Records of Correspondence ☐ Other:	☐	☐
C-2	The program has implemented strategies to ensure the active engagement of parents and/or guardians in the education of their children, and will do so in a language they understand.	☐ Promotional Information ☐ Translated Materials ☐ PD Agendas ☐ Family Outreach Materials ☐ Other:	☐	☐
C-3	Families complete a program evaluation or survey annually and results are used for program improvement.	☐ Annual Evaluation Tool ☐ Other:	☐	☐
C-4	The program provides, directly or through referral, support services to children and their families necessary to support the child's participation in the prekindergarten program. *Support services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand.*	☐ Written Procedure/Policy ☐ Referral Information ☐ Other:	☐	☐

Comments

D: Staffing Patterns

	Indicators of Success	Supporting Documents	Compliant	Non-Compliant
D-1	The program has implemented a staffing pattern that advances child development and learning.	☐ Resumes on File ☐ Written Procedure/Policy ☐ Other:	☐	☐
D-2	The program has a plan to ensure that the maximum class size is twenty students. *For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class. For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class.*	☐ Class Lists ☐ Written Procedure/Policy ☐ Other:	☐	☐
D-3	The program demonstrates a plan to ensure that until all prekindergarten teachers at an eligible agency site possess a teaching license or certificate valid for service in the early childhood grades, an educational director with NYS certification will be employed during the hours that the prekindergarten program is in operation and be responsible for program implementation.	☐ Written Procedure/Policy ☐ Other:	☐	☐
D-4	In order to enhance diversity and equity in recruitment and retention practices, the program requires programs to adopt a policy for the recruitment and retention of a workforce that considers the diversity and needs of the students attending the program, and describes how it intends to best meet individual student needs through teacher placement.	☐ Human Resources Survey ☐ Written Procedure/Policy ☐ Other:	☐	☐

Comments

E: Teacher Education and Experience

Indicators of Success		Supporting Documents	Compliant	Non-Compliant
E-1	The program has written procedures in place for ensuring that all prekindergarten teaching staff are appropriately certified, or in the case of eligible agencies, have a bachelor's degree in early childhood education or a related field and will obtain certification within the applicable timeline, including but not limited to having a written plan in place.	☐ Teacher Certification Records ☐ Teacher Study Plans ☐ Written Procedure/Policy ☐ Other:	☐	☐
E-2	The program uses valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children's learning.	☐ Lesson Plans/Programs ☐ Template for Goals & Objectives ☐ Reviewer Observation ☐ Other:	☐	☐
E-3	The program provides quality professional development to all staff and teachers based upon the instructional needs of students and integrated with Kindergarten – Third Grade.	☐ PD Meeting Agendas ☐ Sign-In Sheets ☐ Meeting Evaluations ☐ Lesson Plans/Programs ☐ Template for Goals & Objectives ☐ Reviewer Observation ☐ Other:	☐	☐

Comments

F: Facility Quality

Indicators of Success		Supporting Documents	Compliant	Non-Compliant
F-1	The facility's design, equipment, and materials advance child development and early learning.	☐ Reviewer Observation ☐ Other:	☐	☐
F-2	The program has a written process for requiring that violations classified as an "imminent danger" by the Office of Children and Family Services or as a "public health hazard" by the New York City Department of Health and Mental Hygiene are immediately corrected (unless program suspension or termination is required pursuant to standards developed by the Office of Children and Family Services or the New York City Department of Health and Mental Hygiene).	☐ Written Procedure/Policy ☐ Other:	☐	☐

Comments

G: Physical Well-being and Health

Indicators of Success		Supporting Documents	Compliant	Non-Compliant
G-1	The program has a variety of daily opportunities to engage in physical activities that are developmentally appropriate, structured and unstructured, and moderate to vigorous (both inside and outside) throughout the day.	☐ Daily Schedule ☐ Other:	☐	☐
G-2	The program provides appropriate meals and snacks to ensure that the nutritional needs of the children are met.	☐ Participant Guidelines ☐ Other:	☐	☐
G-3	Meals and snacks are provided in an environment conducive to interaction between staff and children and at a time appropriate to meet the children's needs and provide sufficient time for eating and interaction.	☐ Daily Schedule to Include Meals and Snack ☐ Other:	☐	☐

Comments

H: Partnerships with Non-Profit, Community and Educational Institutions

Indicators of Success		Supporting Documents	Compliant	Non-Compliant
H-1	The program has highly articulated transition strategies to ensure alignment between prekindergarten and kindergarten and successful transition to and collaboration with prekindergarten programs.	☐ Meeting Agendas ☐ Parent Sign-In Sheets ☐ Written Procedure/Policy ☐ Other:	☐	☐
H-2	The program has partnerships that leverage existing cultural, educational, business and other resources in the community which may include health and human service providers to address the non-academic needs of young children and their families.	☐ Written Procedure/Policy ☐ Other:	☐	☐
Comments				

I: Fiscal and Program Oversight

Indicators of Success		Supporting Documents	Compliant	Non-Compliant
I-1	The program has a plan to monitor compliance by collaborating eligible agencies with all fiscal and program requirements that assesses student progress in the prekindergarten program and that corrects any identified deficiencies.	☐ Written Procedure/Policy ☐ Other:	☐	☐
Comments				

NYS Advisory Council

September 30, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

As Co-Chairs of the Early Childhood Advisory Council, we write to express our full support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated.

The Early Childhood Advisory Council was a full partner with the State Education Department in the development of this proposal and is committed to its successful implementation. As part of implementation efforts, the Early Childhood Advisory Council will be responsible for:

- Coordinating the participation of funded programs in QUALITYstarsNY;
- Conducting leadership training institutes for the administrators of school districts and community-based programs that are funded through this initiative to provide high-quality preschool programs;
- Conducting an analysis of child assessments that are conducted by participating programs; and
- Conducting an analysis of how to align the various preschool programs and what steps are needed to create a single high-quality program for the children of New York State.

We commend you and your administration for your support of high-quality preschool programs and pledge our full support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Robert G. Frawley
Co-Chair

(b)(6)

Sherry M. Cleary
Co-chair

Adirondack Community Action Programs, Inc.

7572 Court Street, Suite 2
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Elizabethtown, NY 12932
(518) 873-3207
Fax (518)873-6845
Toll Free 1-877-873-2979
acapinc.org

Alan R. Jones, Executive Director/CEO

Aging Services
Nutrition Program
Senior Transportation

Child and Family Services
After School
Child Care Resource and Referral
Early Head Start
Family Development
Head Start

Community Services
Emergency Needs
Food Pantry
Homeless Assistance

Employment and Training
OneWorkSource Business & Employment Center (Partner Agency)

Weatherization and Energy Services
EmPower NY

October 3, 2014

The Honorable Andrew M. Cuomo, Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. As the administrator of Head Start, Early Head Start and Child Care Resource and Referral programs in Essex County, we are acutely aware of the importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs. Adirondack Community Action Programs, Inc. (ACAP) is committed to supporting Early Childhood's efforts to improve the lives of children and families in our rural community.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs and continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Alan Jones
Executive Director/CEO

Capital District Child Care Council

91 Broadway
Menands, NY 12204
518 426-7181
fax 518 426-9649

www.cdcccc.org

Proudly serving Albany, Fulton, Montgomery, Rensselaer, Saratoga, and Schenectady Counties

October 1, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I write on behalf of the Capital District Child Care Council, Inc. in full support of New York's Preschool Expansion Grant application. As you know, investment in early childhood education helps to support young New Yorkers as they grow to become part of our future workforce, contribute to our long-term economic competitiveness, and develop our nation's future leaders.

In New York's Capital Region, we have seen the power of first, Experimental Preschool and now Universal Preschool. Public city school districts in Albany, Schenectady, and Troy struggle to meet the educational needs of enrolling kindergarten students as they arrive to the district with various early childhood education experiences. In many cases children arrive "unready" with unidentified developmental delays placing significant burden on the district and presenting the child with unnecessary obstacles that could have been addressed in a quality prekindergarten experience.

QUALITYstarsNY, available in Albany and Schenectady through state funding and in Troy, made possible by the United Way of the Greater Capital Region has had a positive impact on quality preschool education. I am pleased that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

CHILD CARE AWARE QUALITY ASSURED

LEADING THE WAY TO QUALITY CARE

Center for Children's Initiatives

The Honorable Andrew M. Cuomo
Governor of the State of New York
Executive Chamber – State Capitol Building
Albany, New York 12224

October 3, 2014

Dear Governor Cuomo:

The Center for Children's Initiatives is delighted to provide a letter of support for New York State's application for a Preschool Development Grant. With your leadership, New York has taken major steps forward to provide high-quality, full-day Pre-K to all of New York State's four-year-olds. This grant will support a next step in building quality and expanding services for New York State's most at risk children.

We are also pleased to have had the opportunity to work with your team in framing the proposal and providing background information. CCI has worked to promote full implementation of statewide Universal Pre-K for over 17 years. We have been a strong voice for continued investment in Pre-K and other early childhood services through our policy and advocacy work, to give children the strong start that they need and deserve to succeed in school and later life. New York State's commitment to a diverse delivery system for Pre-K services helps to ensure that families have broad choice, that resources are leveraged and that the Pre-K investment is an appropriate building block for a high-quality continuum of early care and learning, from birth to third grade. CCI is also proud to be a part of the implementation team that has moved New York City toward a fully-implemented Pre-K program, as part of the state's Pre-K expansion. We know how important the new investments, energy and efforts are as we continue to work with parents, programs, professionals and policymakers to promote excellence in all early childhood settings. We applaud the steps taken to date to support and ensure that the state's expansion of full-day, Universal Pre-K reaches children with the highest-need first, but also plays an important role in helping all children to enter kindergarten fully prepared and ready to succeed.

This grant will support New York State in solidifying and strengthening its commitment to expand access to quality Pre-K, and to strengthen our quality improvement system and professional development efforts, adding momentum to the state's expanding support to local school districts as they build more robust community partnerships to better serve young children and families, birth to age eight.

New York is now recognized as a primary leader in early childhood education. We hope that New York will be successful in its application and understand that these new resources will expand New York's investment by enhancing its current infrastructure and expanding access to services.

Sincerely,

(b)(6)

Nancy Kolben
Executive Director
Early Childhood Advisory Council Member

(b)(6)

Carol Saginaw
Board President
Early Childhood Advisory Council Member

[illegible]
[illegible] Eighth Ave., [illegible], New York, NY [illegible]
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info@www.centerforchildrensinitiatives.org

CHAUTAUQUA OPPORTUNITIES, INC.

A COMMUNITY ACTION PARTNERSHIP

Helping people Changing lives

September 30, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. Chautauqua Opportunities, Inc. (COI) is the county's provider of Head Start and Early Head Start programs. It also serves and the Child Care Resource and Referral agency for Chautauqua County. In an effort to expand the availability of high-quality child care services to families with infants and toddlers, COI recently collaborated with local child care providers on an application for funding under the Early Head Start Expansion and EHS-Child Care Partnership Grants program.

COI serves a high need county with multiple barriers for families with young children. Chautauqua County has a high rate of poverty, poor public transportation, inadequate housing, limited access to health care services, and levels of child abuse and neglect that are higher than state and national averages. Families are in need of additional support in order to achieve and maintain self-sufficiency. There is an identified need for all types of child care, particularly in rural areas.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs while continuously improving the quality of their services; work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable and will better prepare NY's early childhood programs to partner with Head Start and Early Head Start. This partnership will result in a higher quality of care, extended hours for working families and a lower parent cost.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,
(b)(6)

Roberta Keller
Executive Director

Central Administrative Offices
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Chemung County Child Care Council

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www.chemungchildcare.com http://www.chemungchildcare.com
"A United Way Partnership Agency"

Date: October 6, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. As the countywide Child Care Resource and Referral Agency we served as a Lead Agency in the QualitystarsNY Field Test and continue to work with the early care and learning community on helping them to become familiar with the standards and goals of this initiative.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Ruth A. Harvey
Executive Director

CHILD & FAMILY RESOURCES, INC.

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cfr.info@cfresources.org

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Fax: (315) 568-0978

October 6, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. As the CCRR serving Ontario, Seneca and Yates counties we see the impact of poor quality on the children in our communities.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Julie Champion

Executive Director

"Child and Family Resources, Inc. provides equal program opportunities."

United Way
Community Partner

Child Care Aware®
OF STEUBEN AND SCHUYLER

September 29, 2014

The Honorable Andrew M. Cuomo, Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. Child Care Aware® of Steuben and Schuyler a department of Pro Action, Inc. provides resource and referral services to parents looking for child care, professional development programs and quality initiatives to child care practitioners in Steuben and Schuyler Counties. As Director, I am pleased to express my support for and commitment to the Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality early childhood education cannot be overstated.

As one of the early team members working on the development of QUALITYstarsNY, I am pleased to know that New York State's proposal aims to increase the number of high quality Preschool programs by expanding QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in improving the quality of their services; work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Carla Hibbard, Director

ProAction

117 East Steuben Street, Bath, NY 14810 Phone (607) 776-2126 Fax (607) 776-4873
323 Owego Street, Unit 6, Montour Falls, NY 14865 Phone (607) 535-6806

October 1, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. The mission of the Child Care Coordinating Council of the North Country, Inc. is to support and strengthen families and child care professionals who endeavor to raise healthy, educated children. To this end, we operate the Adirondack Family Resource Center Network with family resource centers in Plattsburgh, Malone, Tupper Lake and Elizabethtown NY. We serve over 1000 families with a variety of child abuse prevention programs such as parenting education classes, parenting support groups, parent-child social groups and developmental screenings. We are also the Child Care Resource and Referral agency for the North Country and to this end we provide ongoing professional development opportunities for child care professionals from around the region.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. This work will result in improved outcomes for children. Since 2009, we have spearheaded the field test for QUALITYstarsNY in our North Country region and we have 8 programs who have made vast improvements to the early care and learning programs they offer while participating in the QUALITYstarsNY field test.

I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they

need to succeed in school and life. To this end, we spearhead the Ready, Set, Grow! Coalition which is comprised of staff from many different organizations and early care and education programs from throughout the North Country. The mission of the Ready, Set, Grow! Coalition is to support socially and emotionally healthy families throughout our region.

I thank you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Warmly,

(b)(6)

Jamie L. Basiliere
Executive Director

Child Care Council of Dutchess and Putnam, Inc.

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Putnam Office
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Carmel, NY 10512
Mailing Address: P.O. 1029
Carmel, NY 10512
Telephone (845) 808-1659
Fax (845) 225-1279

October 1, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. The Child Care Council of Dutchess and Putnam, Inc. has worked with child care programs in identified high needs areas to develop and implement Quality Improvement Plans. However, this has been a small step in a long journey to improve and expand high quality care in Dutchess and Putnam Counties.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the State will be able to support programs serving children with high needs and to continuously improve the quality of their services that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Jeanne Wagner
Executive Director

Child Care Council of Nassau, Inc.

"Every Day Counts in the Life of a Child"

October 6, 2014

Jan Barbieri
Executive Director

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The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. As the Executive Director of the Child Care Council of Nassau, our mission's primary focus is on improving and expanding high-quality services for young children and their families.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs and continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Executive Director

CHILD CARE COUNCIL OF SUFFOLK, INC.

EXECUTIVE DIRECTOR
Janet Walerstein

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September 30, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Very truly yours,

(b)(6)

Janet Walerstein
Executive Director

/tmca

60 CALVERT AVENUE, COMMACK, NEW YORK 11725 TELEPHONE: 631.462.0303 RIVERHEAD: 631.905.0184 FAX: 631.462.1617
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Child Care Council of Westchester, Inc.
INVESTING IN OUR CHILDREN'S FUTURE

October 7, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express the Child Care Council of Westchester's support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. Growing research documents the benefits of high quality early care and education for school readiness and economic growth. Currently the preschool care that is available is at best mediocre and will not prepare children for school readiness. In addition, the cost of high quality preschool prohibits many families from giving their children the best start. The Council fully supports the efforts to have a state wide initiative to ensure high-quality preschool programs for New York State's children and families.

The Council is pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. We are also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, the Council strongly supports the proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

The Council commends you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(4)

Michael Goldman
Director of Finance and Administration

On behalf of Kathleen Halas
Executive Director
Child Care Council of Westchester, Inc.

313 Central Park Avenue Scarsdale NY 10583
914 761 3456 Fax 914 761 1957 childcare@cccwny.org Website ChildCareWestchester.org

CHILD CARE COUNCIL, INC.
Your premier resource.

October 3, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. As CEO of Child Care Council, Inc. for the past 30 years, I have seen the great strides that have been made by improving the education of all adults who work with children in child care settings. The Preschool Expansion is yet another step in this process.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers, family child care providers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to child care centers and family child care providers, health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Barbara-Ann Mattle
CEO

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CHILD CARE AWARE QUALITY ASSURANCE

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child care
resource
network

A CACFP Sponsoring Agency

October 2, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. As more than 80% of brain and personality development occur within the first five years of life, this is the most critical time to provide positive growth experiences for our children.

In the Western New York region, more than 50% of our young children enter school unprepared to learn. Many of these children are from at-risk families challenged by poverty whose limited resources prevent them from providing strong early learning environments. In our area's urban center, the City of Buffalo, more than half of our young children live below the poverty level. For these children, high-quality preschool experiences can mean the difference between success and failure in school environments—and later, can be linked to their potential to achieve financial stability and contribute meaningfully to our community.

At Child Care Resource Network, a child care resource, referral, and regulatory compliance agency serving Erie County, we frequently observe the need for higher quality in early care and learning environments. Many families come to us when struggling to find child care that meets their needs and nurtures their children's development. We also work to help child care providers of all types and sizes engage in quality improvement procedures. Our experiences make it clear that there is a need for stronger, more consistent delivery of early childhood services—which can be achieved through expanded preschool availability for children of all socio-economic backgrounds.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs in continuously improving the quality of their services. This will result in improved outcomes for children and stronger stability for our communities in the future. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

1000 Hertel Avenue • Buffalo, NY 14210 • 716-877-6666 • Fax 716-877-6203

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Lynn Pullano
Chief Executive Officer
Child Care Resource Network

Celebrating
CHILD CARE RESOURCES OF ROCKLAND
40 Years

JANE BROWN
Executive Director

September 30, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. As a part of the QUALITYstarsNY pilot program in Rockland County, Child Care Resources of Rockland is well aware of the importance of quality early childhood education opportunities for our youngest children and how critical a role that plays in preparing them for school success. In fact the Rockland County Executive and County Legislature believe so strongly in quality early childhood education that they allocate funds in their annual budget to help child care programs become nationally accredited through a facilitated accreditation project.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Jane Brown
Executive Director

235 N. Main St., Suite 17
Spring Valley, NY 10977
Phone: 877-425-0009 845-425-0009
Fax: 845-425-5312
www.childcarerockland.org
info@rockland-childcare.org
Office Hours: M-F 8:30-5:00

ChildCare Awareness of America
QUALITY ASSURED

United Way

Child Care Awareness of America Member

CHILD CARE SOLUTIONS

NAVIGATING THE WAY TO HIGH QUALITY CHILD CARE

6724 Thompson Road, Syracuse, NY 13211
34 Wright Avenue, Auburn, NY 13021
www.childcaresolutionscny.org

Child Care Resource & Referral in Cayuga & Onondaga Counties

email: ccs@childcaresolutionscny.org
phone: 315•446•1225
toll free: 888•729•7290
fax: 315•446•2010

September 29, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. The Expansion Grant aligns with our mission as a Child Care Resource and Referral agency of "building high quality early care and learning systems while advancing equal access for all children in our community."

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Lori Boles
Executive Director

child development council

September 30, 2014

Board of Directors

Ann Maybee
President

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Pat Hubbard
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Stacy Miller
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Susan Dale-Hall

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Diane Feldman

The Honorable Andrew M. Cuomo
Governor of New York State
Executive Chamber – State Capitol Building
Albany, NY 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. As the CEO of a two-county organization providing Child Care Resource and Referral and other supports for early childhood education, I know first-hand the value of comprehensive quality preschool opportunities.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs, continuously improving the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Susan Dale-Hall
Chief Executive Officer

409 East State Street
Albion, NY 14411
Phone 585 589 5605
Fax 585.589.9015

Helping People Changing Lives
Community Action of Orleans & Genesee
www.caoginc.org

5073 Clinton Street Road
Batavia, NY 14020
Phone: 585 343 7798
Fax: 585.343.4063

October 6, 2014

- ACT
- CATS
- Child Care Resource & Referral
- Community Action Angels
- Eastern Orleans Community Center
- Emergency Services Family Development
- [illegible]

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express our support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. Community Action of Orleans and Genesee, Inc. has provided Head Start programs since 1965 and Child Care Resource and Referral (CCR&R) services since 1992 Both programs serve Orleans and Genesee counties. Our experience shows that we are very committed to providing and supporting high-quality pre-school programs.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs and continuously improve the quality of their services. This will result in improved outcomes for children and families. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach, which Head Start has had since its beginning, that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Bonnie B. Malakie
Director of Children and Youth Services

CC: Edward F. Fancher, Executive Director

COMMUNITY ACTION PLANNING COUNCIL OF JEFFERSON COUNTY, INC.

Celebrating our history. Building our future.

October 3, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

The Board of Directors and Staff of the Community Action Planning Council of Jefferson County enthusiastically support the New York's Preschool Expansion Grant application. As an agency that currently provides Head Start, Pre-K, Early Childhood Training and Technical assistance for Early Childhood Professionals, we feel that this Preschool Expansion Grant is of the utmost importance. The funding would allow New York to provide our young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. The Head Start and Pre-K Programs in our area have met or exceeded goals and outcomes and children and families have improved school readiness as documented in reports and observations by Kindergarten Teachers.

The "QUALITYstarsNY" plan that is included in New York State's proposal will fill an existing need, by increasing the number of high-quality preschool programs. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. We are also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Lastly, we are in full support of the proposed efforts to improve linkages and active collaborations between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this extremely important proposal and offer my support for the successful implementation of this important initiative. Our future is in our children.

Very Truly Yours,

(b)(6)

Melinda Gault
Executive Director

DELAWARE OPPORTUNITIES INC.

35430 STATE HIGHWAY 10, HAMDEN, NY 13782

PHONE (607) 746-1600 • FAX (607) 746-1605
email: delopp@delawareopportunities.org
website: www.delawareopportunities.org

SERVING
DELAWARE COUNTY

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SERVICES COORDINATION
BIG BUDDY
PARENT AIDE
DAY CARE
RESOURCE/REFERRAL
(Registration)
(Subsidies)
(USDA Sponsor)
(Inspections)
HEALTHY FAMILIES

SENIOR DINING

SAFE AGAINST VIOLENCE
(Domestic Violence)
(Rape Crisis)
(Crime Victims)

JOBS WORK CREW
JOB COACHES

EMPLOYMENT AND TRAINING

COMMUNITY FOOD AND NUTRITION

WEATHERIZATION

HOUSING ASSISTANCE AND
COMMUNITY DEVELOPMENT
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(Homeownership/Tenant Counseling)
(Rental Assistance)
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HEAP

FAMILY DEVELOPMENT

FAMILY RESIDENCES
INDEPENDENT LIVING SKILLS

WIC
(Women, Infants and Children)
(Car Seat Safety)

NEIGHBORHOOD CENTER
CLOTHING/HOUSEHOLD GOODS/
AND FOOD BANK SERVICES

EMERGENCY FOOD
AND SHELTER

HOMELESS ASSISTANCE

TRANSPORTATION

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express the support of Delaware Opportunities Inc. for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. Delaware Opportunities is a not-for-profit Community Action Agency, with a mission to help people become self-sufficient and/or attain a better quality of life. Nothing can do more to break the cycle of poverty than to have quality education, particularly early childhood development and education. To this end, Delaware Opportunities developed a Head Start Program which has been operating for 48 years. We have also developed a family day care network and the agency is a recognized Child Care Resource and Referral agency by Child Care of America. In these and other programs operated by this agency, we advocate for, support, and provide quality early child hood education.

We were pleased to learn that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs. Those programs will be thus be able to continuously improve the quality of their services to assure that children have the best opportunity to succeed. We were also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators.

Finally, we strongly support proposed efforts to improve linkages between all preschool programs, including Head Start, to health and mental health services as well as, to better engage and support families in meeting the needs of their children. This approach has been proven a success in the operation of the Head Start program and its implementation throughout the preschool network will

close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

We commend you and your administration for developing this bold proposal and offer our support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

John M. Eberhard
Executive Director

FAMILY

A UNITED WAY AGENCY
www.fowinc.org

Michael Berg
Executive Director

ADMINISTRATION
Family of Woodstock, Inc.
POB 3516 - 39 John St.
Kingston, NY 12402
845.331.7080

ADOLESCENT SERVICES
Family House
845.338.5953

Youth Case Management Services
845.331.7080/255.8801/647.2443

MidWay I/MidWay II
845.339.5508/845.647.1346

CHILD CARE SERVICES
Child Care Council of Ulster Co.
845.331.5197

CCC of Columbia/Greene Counties
518.822.1944

Columbia Co. Child Care Subsidy
518.822.0087

HIV/ AIDS SERVICES
845.331.7080

DOMESTIC VIOLENCE SVS
Domestic Violence Outreach Svs
845.338.2370

Family Shelter
845.338.2370

Evolve
845.331.7080

HOMELESS SERVICES
Darmstadt Shelter
845.331.1395

Family Inn
845.340.1847

Adult Case Mgmt Svs.
845.331.7080/255.8801/647.2443

HOTLINE/WALK-IN CTRS
Family of Ellenville
845.647.2443/647.5700

Family of New Paltz
845.255.8801

Family of Woodstock
845.679.2485/338.2370

COMMUNITY SERVICES
Supervised Visitation
845.331.1395

Kingston Cares
845.331.1110

9-30-2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. Family of Woodstock Inc's Child Care Council works closely with children and families in Ulster, Columbia and Greene counties. Children must have a strong early childhood experience to grow and prosper later.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Carroll A Sisco
Team Leader
Children's Services

NIAGARA COMMUNITY ACTION PROGRAM, INC.

1521 Main Street, Niagara Falls, New York 14305-2521 716/ 285-9681 Fax 716/ 285-9693
E-mail niagaracap@prodigy.net

Serving Niagara County

September 30, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber
State Capitol Building
Albany, NY 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improving the quality of their services and improved outcomes for children. New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is necessary.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the support and services they need to succeed in school and life.

I offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Suzanne Shears
Executive Director

SS/spb

NYC
Child Care
Resource
& Referral
Consortium

October 1, 2014

CCI-Center for Children's Initiatives
322 Eighth Avenue, 4th Floor
New York, NY 10001
212-929-7604
www.centerforchildrensinitiatives.org

Child Development Support Corporation
352-358 Classon Avenue
2nd Floor
Brooklyn, NY 11238
718-398-6738
www.cdscnyc.org

Chinese-American Planning Council
165 Eldridge Street
New York, NY 10002
212-941-0030
www.childcarecpc.org

The Committee for Hispanic Children and Families, Inc.
110 William Street
Suite 1802
New York, NY 10038
212-206-1090
www.chcfinc.org

Day Care Council of New York, Inc.
2082 Lexington Avenue, Suite 204
York, NY 10035
212-206-7818
www.dccnyinc.org

The Honorable Andrew M. Cuomo
Governor of the State of New York State
Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

The New York City Child Care Resource and Referral (CCR&R) Consortium is pleased to extend our strong support for New York's Preschool Expansion Grant application. This opportunity will serve to advance the state's long-standing and growing commitment to our youngest citizens, especially those with high needs, through high-quality preschool programs.

The New York City CCR&R Consortium is comprised of five longstanding human services agencies: Center for Children's Initiatives, Chinese American Planning Council, the Committee for Hispanic Children and Families, Child Development Support Corporation and the Day Care Council of New York. We formed the New York City CCR&R Consortium more than 25 years ago with the mission of providing a coordinated system of services in the five boroughs of New York City for families and early care and education providers. Each year we offer referral and consultation services to thousands of parents and direct technical assistance on quality improvement to hundreds of New York City child care centers and family child care settings.

We understand and appreciate that New York State's proposal aims to increase the number of preschool programs that participate in QUALITYstarsNY as a way to support and ensure quality services. CCR&Rs across the state, including the New York City Consortium, stand ready to build on our current work with preschool programs and expand and increase our ability to assist them reach the highest levels of quality.

We are also pleased that New York's proposal seeks to improve the quality of early childhood education by proposing strategies to increase the knowledge and skills of early childhood professionals and improve linkages with health and mental health services to better engage families in meeting the needs of their children.

NYC
Child Care
Resource
& Referral
Consortium

[redacted]

CCI-Center for Children's Initiatives
322 Eighth Avenue, 4th Floor
New York, NY 10001
212-929-7604
www.centerforchildrensinitiatives.org

Child Development Support Corporation
352-358 Classon Avenue
2nd Floor
Brooklyn, NY 11238
718-398-6738
www.cdscnyc.org

Chinese-American Planning Council
165 Eldridge Street
New York, NY 10002
212-941-0030
www.childcarecpc.org

The Committee for Hispanic Children and Families, Inc.
110 William Street
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New York, NY 10038
212-206-1090
www.chcfinc.org

Day Care Council of New York, Inc.
2082 Lexington Avenue, Suite 204r
New York, NY 10035
212-206-7818
www.dccnyinc.org

We are proud that you and your administration are demonstrating, through the application for a pre-school expansion grant, that the future of our young children is paramount. We applaud you and offer our assistance for successful implementation of this important initiative.

Sincerely yours,

(b)(6)

Andrea Anthony, Executive Director, Day Care Council of New York

(b)(6)

Elba Montalvo, Executive Director, Committee for Hispanic Children and Families

(b)(6)

Nancy Kolben, Executive Director, Center for Children's Initiative

(b)(6)

Marcia Rowe-Riddick, Executive Director, Child Development Support Corporation

(b)(6)

David Chen, Executive Director, Chinese American Planning Council

Schoharie County

Community Action Program, Inc.

795 East Main Street Suite 5, Cobleskill, New York 12043
(518) 234-2568 Fax 234-3507
Toll Free 1866 849 2402
www.sccapinc.org e-mail: admin@sccapinc.org

October 6, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. At SCCAP, we take great pride in educating providers and parents on the importance of early education and high quality care for our youngest.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Meg Parsons
Child Care Resource Center, Director

Southern Adirondack
Child Care Network

October 2, 2014

The Honorable Andrew M. Cuomo, Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. The Southern Adirondack Child Care Network has been providing quality child care resource and referral services in Warren, Washington, and Hamilton counties since 1992. Our mission is to strengthen the quality of children's early care and learning. We do this by providing training and technical assistance/mentoring/coaching to area providers of child care as well as educating consumers on the importance and elements of quality care.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Lynn R Sickles
Executive Director

SULLIVAN COUNTY CHILD CARE COUNCIL
YOUR LINK TO QUALITY CHILD CARE

October 3, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. I am the Executive Director of the Sullivan County Child Care Council, Inc. and a former family child care provider; I believe in and work towards the availability of a quality education, beginning at birth for all children regardless of income.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs and to continuously improve the quality of their services; work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,
(b)(6)
Donna Willi
Executive Director

7 Community Lane, Liberty, NY 12754 **MAIL:** P.O. Box 186, Ferndale, NY 12734-0186
PHONE: (845) 292-7166 **TOLL FREE:** (877) 292-7190 **FAX:** (845) 292-1755
E-MAIL: info@scchildcare.com **WEBSITE:** www.scchildcare.com

New York Early Childhood Professional Development Institute

Developing Adults Working with Developing Children

16 Court Street, 31st Floor, Brooklyn, New York 11241
p. (718) 254-7353 | f. (718) 254-7365

October 6, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York
State Executive Chamber – State Capitol Building
Albany, New York 12224

RE: Federal Preschool Expansion Grant application

Dear Governor Cuomo,

As the Executive Director of the New York Early Childhood Professional Development Institute (PDI), which is hosted by the City University of New York, I have the privilege of leading the work of a dynamic team who is committed to building the early childhood workforce system for the state of New York. We do this in partnership with your Early Childhood Advisory Council and a wide range of city and state agencies as well as private non-profit agencies.

The PDI coordinates *New York Works for Children* and *QUALITYstarsNY*. The PDI also conducts research, writes policy papers, and advocates for New York's youngest children every day. And we have been strong supporters of the Universal Prekindergarten initiative your office has created.

Earlier this year your office made an unprecedented commitment to early childhood education. You then dedicated $(b)(6) to a universal prekindergarten effort that insists on excellence and supports a well- trained, educated and compensated workforce. The Preschool Expansion Grant has the potential to build on your extraordinary commitment to young children in New York and I pledge the support of the PDI in this work.

Sincerely,

(b)(6)

Sherry M. Cleary
Executive Director

NYUSteinhardt
Steinhardt School of Culture, Education, and Human Development

child & family policy center

October 6, 2014

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Dear Governor Cuomo:

As a recognized leader in early education research and practice, I am pleased to write a letter in support of New York's Preschool Expansion Grant application. New York's application maps out a robust strategy for improving the quantity of quality preschool programs– a strategy which will ultimately lead to better outcomes for all of New York's preschool-aged children. As an applied researcher, this issue is at the heart of my work. I have a long history of conducting research in early childhood development; most recently, my work has focused closely on the professional development of early childhood educators. This past spring, for example, I was awarded a grant to fund work surrounding supporting preschool teachers' use of authentic assessments as a means of individualizing classroom instruction and improving 4-year olds' reading readiness. This project is an offshoot of a large-scale study – the Common Metric Project - conducted in partnership with New York City and State agencies, as part of which coaching and support related to the use of authentic assessment to over 500 early childhood teachers from across New York in an effort to link the three most commonly used authentic assessment tools.

The Expansion Grant application proposes an increase in the number of programs participating in QUALITYstarsNY. Through this initiative, more high-needs children will gain access to quality services. The proposal also focuses on improving linkages between mental health services and preschool services, which will better help the families and children they serve. Moreover, the application includes plans for the professional development of early childhood educators and preschool staff. Cumulatively, these efforts will improve the programming that young children in New York receive. This is paramount to addressing the gaps in school readiness that continue to affect our children's academic and life outcomes.

I appreciate your efforts on behalf of New York's young children, and I look forward to the implementation of the proposed initiative.

(b)(6)

LaRue Allen, Ph.D.
Raymond and Rosalee Weiss Professor of Applied Psychology
Director, Child and Family Policy Center
New York University

Kimball Hall, 246 Greene Street | New York, New York 10003 | 212 998 5885 | 212 995 4215 fax|
www.steinhardt.nyu.edu/appsych/cfpc

early care
learning council
New York's child care resource network

October 3, 2014

The Honorable Andrew M. Cuomo
Governor of the State of New York
State of New York State Executive Chamber
State Capitol Building
Albany, New York 12224

Dear Governor Cuomo,

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. The Early Care & Learning Council's rich 40 year history of advocating for and coordinating high quality child care infrastructure in New York State continues. Improving and expanding high-quality services for young children and their families is central to our mission.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

David Voegele
Executive Director

230 Washington Avenue Extension, Albany, NY 12203 Phone: 518 690 4217 Fax: 518 690 2887

NEW YORK STATE
HEAD START ASSOCIATION

October 6, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber - State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

New York State Head Start Association (NYSHSA) is in support of New York's Preschool Expansion Grant application. The importance of providing young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. There are approximately 53, 966 head start children currently in New York State. School readiness is the goal of head start. To provide an expanded instructional day, along with high quality preschool services for head start children and all four (4) year olds in New York State would build the educational foundation needed. Early years are the learning years!

NYSHSA is pleased to know that New York State's proposal aims to;

- Increase the number of high quality preschool programs that are participating in QUALITYstarsNY
- Support programs serving children with high needs continuously
- Improve the quality of their services.
- Show preschool outcomes of children enrolled
- Improve skill and education of classroom teachers and program administrators

The state has combined a set of strategies to improve the quality of early childhood education, which is admirable.

NYSHSA represents over 246 programs that provide comprehensive services and strongly supports the proposed efforts to improve linkages between preschool programs to health and mental health services, along with family engagement and supportive services. Through this comprehensive approach all children will have the opportunity to learn, closing the achievement gap, and ensuring that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

New York State is to be commended for developing this bold proposal and NYSHSA is available to support the successful implementation of this important initiative.

Sincerely,

(b)(6)

230 WASHINGTON AVENUE EXTENSION • ALBANY, NEW YORK 12203
(518) 452-0897 • FAX (518) 452-0898
EMAIL: nyshsa@gmail.com • WEBSITE: www.nyheadstart.org

New York State Head Start Collaboration Project

52 Washington Street West Building, Suite 99 Rensselaer, NY 12144 Phone: (518) 474-9352

September 25, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application and to applaud the Governor's recent support of high quality prekindergarten classrooms across the state. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs to improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. In Head Start over the past five decades we have learned that it is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Patricia Persell
Head Start State Collaboration Director

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

October 6, 2014

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. I have the privilege of coordinating the work of New York Works for Children, our state's early childhood workforce development system and Aspire, New York's Registry for early childhood professionals.

I work very closely with QUALITYstarsNY leadership and I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in this valuable system. It is crucial that programs that serve children with high needs continuously improve the quality of their services- higher quality programs lead to better outcomes for New York's children and families.

In addition, I am thrilled to know that New York's proposal includes a strategy dedicated to improving the knowledge and skills of those that work with young children and those that administer early learning programs. Our state has strong foundational texts such as the Core Body of Knowledge, the Early Learning Guidelines, and the NYS Pre-K Foundation for the Common Core. Teachers and directors deserve access to strong preparation and professional growth opportunities rooted in these texts.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with the highest needs, have the supports and services they need to succeed in school and in life.

I applaud you and your administration for developing this strong proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Louisa Higgins
Project Coordinator, New York Works for Children

PROJECT LAUNCH

September 30, 2014

Governor Andrew Cuomo
Executive Chamber
State Capitol
Albany, NY 12224

Governor Cuomo:

I support New York State's application for a federal Preschool Expansion Grant. This is a unique opportunity to increase access to high-quality comprehensive preschool programs for 4 year old children living in families with low income. In addition, we know the benefit to the staff, families and children when the programs' participate in QUALITYstarsNY (New York's continuous quality improvement system for early childhood education programs). We recognize that optimal experiences in the early years create a critical foundation for success in school and life.

New York's Project LAUNCH contributes to the goals of this proposal at the state and school district levels by working to improve the outcomes of all young children, especially those most in need. NY Project LAUNCH, with funded projects at the community level, specifically in Westchester County and New York City, is designed to test effective ways to assess and address the health, behavior and developmental needs of very young children, from prenatal to age eight, and their families.

At the state and local levels, we are able to demonstrate the benefits of a comprehensive system of health assessment and response for young children, and the synergy that is created with cross-system collaboration. The LAUNCH strategies compliment the plan proposed in New York's Preschool Expansion Grant application and include:

- Implementing an integrated system of health and social-emotional development services for young children;
- Strengthening parenting education resources to engage parents in their relationship with their child and their community;
- Expanding a system of home visiting services;
- Enhancing workforce development opportunities for early childhood teachers, health and mental health professionals, parenting educators, among others; and
- Promoting public health messages of wellness in health, mental health, and childcare settings, home and community.

With assistance from the Preschool Expansion Grant funds and the coordination of the Early Childhood Advisory Council and its work groups, NY Project LAUNCH initiatives will contribute to the strategies to improve the quality of early childhood education and to achieve a high quality early learning system in New York State, particularly as it helps our most vulnerable children and families.

Sincerely,

(b)(6)

Susan E. Perkins
State Coordinator

Honorable Andrew Cuomo
Governor of New York
Executive Chamber
State Capitol
Albany, New York 12224

October 6, 2014

Dear Governor Cuomo:

On behalf of the New York State Association for the Education of Young Children (NYSAEYC), we would like to express our ardent support for New York State's Preschool Expansion Grant application. Providing high quality preschool experiences to New York's children, particularly those with high needs, is critical to their school readiness and future success.

NYSAEYC is a professional association for early childhood educators with more than 4,500 members in New York. Our members represent all aspects of the early care and education field including educators, administrators, teacher educators, researchers and policy makers. We are committed to promoting excellence in early care and education and ensuring that all New York 's children have access to high quality programs with well prepared and effective teachers.

We are pleased to see that New York's proposal focuses both on teacher and administrator preparation and support; and strategies to address program quality. It is essential that teachers and administrators have a strong foundation in early childhood development and pedagogy in order to implement effective preschool programs. Equally important is the goal to increase the number of programs participating in QUALITYstarsNY. This will provide an important measure to ensure that the preschool expansion is providing children access to the high quality experiences they deserve.

NYSAEYC and our members have played an integral role in many of the current initiatives designed to improve the quality of early learning and development programs with a particular focus on the professional preparation and development of the early childhood workforce. NYSAEYC has participated in the development of the standards for QUALITYstarsNY, the Early Learning Guidelines, the Prekindergarten Foundation for the Common Core, and; serves as the co-chair of the Early Childhood Advisory Council workforce development workgroup which is charged with overseeing the development and implementation of our comprehensive workforce development system; New York Works for Children.

New York State Association for the Education of Young Children
230 Washington Avenue Extension, Albany, New York 12203
518-867-3517 Fax 518-867-3520
contactus@nysaeyc.org www.nysaeyc.org

We thank you for your commitment to young children and leadership on the Preschool Expansion Grant application. This will afford New York an important opportunity to build on its significant investment state prekindergarten and to build the critical infrastructure necessary to ensure programs are of high quality.

NYSAEYC stands ready to contribute to the effort and looks forward to working with the state to ensure all New York 's children are ready to succeed in school and life.

Sincerely,

(b)(6)

Kristen Kerr, Executive Director
NYS Association for the Education of Young Children

QUALITY NY
a winning beginning for all our children

October 6, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. QUALITYstarsNY is poised to engage every new prekindergarten program identified through this initiative so that children in these highest needs communities have access to excellence.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Ariel Davis
Project Coordinator, QUALITYstarsNY

QUALITYstarsNY Coordinating Agency
16 Court Street, 31st Floor
Brooklyn, NY 11241
www.qualitystarsny.org
info@qualitystarsny.org

Patti S. Lieberman, Trustee
A.L. Mailman Family Foundation, Inc. 101 Central Park West New York, New York 10023

October 1, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. As the trustee of a family foundation, I have spent the last thirty years working with state and national organizations and government agencies to improve the quality of early care and education. Scientists and economists have joined the choir and provided further evidence to support the needs and the benefits of giving children and their families a healthy start. In addition to my trusteeship, I also chair a pooled fund of private and corporate foundations that supports innovations and collaborations with city and state agencies to improve early childhood systems in this state. In particular, we supported the field test and beginning implementation of QUALITYstarsNY as an efficient, evidence-based approach to ensuring that all children in publically funded childcare receive high-quality care.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by providing strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services, as well as to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Patti S. Lieberman
Trustee,
A.L. Mailman Family Foundation, Inc.
Patti.lieberman@gmail.com
212-799-9611

The New York State Association of
Small City School Districts, Inc.
1280 New Scotland Road
Slingerlands, NY 12159
518-475-9500
518-475-7677 (fax)
@SmallCitySchool

October 6, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated.

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs continuously improve the quality of their services. Work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs to health and mental health services as well as, to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

Dr. Paul J. Padalino
Superintendent of Kingston City School District
President, New York State Association of Small City School Districts, Inc.

cc: Robert Biggerstaff, Esq.

Albany Amsterdam Auburn Batavia Beacon Binghamton Canandaigua Cohoes Corning Cortland Dunkirk Elmira Fulton Geneva Glen Cove Glens Falls Gloversville Hornell Hudson Ithaca Jamestown Johnstown Kingston Lackawanna Little Falls Lockport Long Beach Mechanicville Middletown Mount Vernon New Rochelle Newburgh Niagara Falls North Tonawanda Norwich Ogdensburg Olean Oneida Oneonta Oswego Peekskill Plattsburgh Port Jervis Poughkeepsie Rensselaer Rome Rye Salamanca Saratoga Schenectady Tonawanda Troy Utica Vernon Verona Sherrill Watertown Watervliet White Plains

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12230

Elizabeth M. Hood
Director, Office of Educational Television & Public Broadcasting
10A40 Cultural Education Center
Tel. 518-486-4837
Fax 518-474-2718
E-mail: lhood@mail.nysed.gov

October 1, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber
State Capitol Building
Albany, New York 12224

Dear Governor Cuomo:

I am writing to express the support of my office for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high quality preschool programs cannot be overstated. New York State's investment in a thriving public television and radio system has allowed our public television stations to support teachers and parents of young children with a full range of television programming and online resources proven to help children develop the skills and knowledge necessary for school success.

We are pleased that New York State's proposal would increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs as they continuously improve the quality of their services. We are also pleased that New York's proposal would improve the quality of early childhood education by also including strategies to increase the knowledge and skills of the classroom teachers and program administrators. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, we strongly support proposed efforts to improve linkages between preschool programs and health and mental health services as well as to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life.

We commend you and your administration for developing this bold proposal and offer our support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

New York State
Office of
Children &
Family
Services

http://ocfs.ny.gov

Andrew M. Cuomo
Governor

Sheila J. Poole
Acting Commissioner

Capital View Office Park
52 Washington Street
Rensselaer, NY
12144-2834

October 6, 2014

The Honorable Andrew M. Cuomo
Governor
State of New York State Executive Chamber – State Capitol Building
Albany, NY 12224

Dear Governor Cuomo:

The Office of Children and Family Services (OCFS) strongly supports New York's Preschool Expansion Grant application. Under your leadership, New York State recognizes the value and need for quality early childhood education programs for all of New York State's children. As you know, OCFS is the regulatory agency for all child care in New York State, with the exception of child care centers in New York City. OCFS is responsible for the oversight of over 19,000 programs in center- and home-based settings.

Many of New York State's Statewide Universal Full-Day Pre-kindergarten programs are located in community based child care centers under our regulatory authority. OCFS knows how important it is that young children benefit from safe, secure environments that also support their learning and development. The inclusion of preschool in these settings helps to enhance and build their quality.

We applaud and support expanding participation in QUALITYstarsNY as proposed by our partners in the State Education Department. OCFS supports quality-enhancing activities. That is why we supported, with the use of ARRA funds, the field test of QUALITYstarsNY and why we continue to support the quality-improvement professional development of participants in QUALITYstarsNY. We believe that this will improve the quality of the learning experience of the children in these programs and, in so doing, will improve child outcomes and readiness for future education.

We are eager to partner with the State Education Department in implementation of this exciting and important proposal. I can commit to you that my staff will do whatever they can to make this initiative a success.

Sincerely,

(b)(6)

An Equal Opportunity Employer

Sheila J. Poole
Acting Commissioner

State of New York

Office of Mental Health
44 Holland Avenue
Albany, New York 12229
www.omh.ny.gov

September 29, 2011

The Honorable Andrew M. Cuomo
The Governor of New York
State of New York State Executive Chamber
State Capitol Building
Albany, New York 12221

Dear Governor Cuomo:

As Associate Commissioner of the Division of Integrated Community Services for Children and Families within the Office of Mental Health, I am writing to express my support for New York's Preschool Expansion Grant application. The importance of providing New York's young children, particularly children with high needs, with high-quality preschool programs cannot be overstated. We are committed to a public health approach to the promotion, prevention, and treatment of young children's social emotional well-being and mental health challenges. We have invested in programs such as ParentCorps, an evidence-based, multi-component intervention for Pre-K students that promotes high-quality learning environments at home and school, resulting in meaningful educational and health benefits for all children, especially those who are behaviorally dysregulated (e.g., impulsive, inattentive, overactive).

I am pleased to know that New York State's proposal aims to increase the number of high-quality preschool programs that are participating in QUALITYstarsNY. With this initiative, the state will be able to support programs serving children with high needs, and will allow these programs to continuously improve the quality of their services. This is work that will result in improved outcomes for children. I am also pleased that New York's proposal seeks to improve the quality of early childhood education by including strategies to increase the knowledge and skills of the classroom teachers and program administrators, and by incorporating curriculum that supports children's social emotional development. This combined set of strategies to improve the quality of early childhood education is admirable.

Finally, I strongly support proposed efforts to improve linkages between preschool programs and health and mental health services, so as to better engage and support families in meeting the needs of their children. It is only through this comprehensive approach that we will be able to close the achievement gap and ensure that all children, particularly children with high needs, have the supports and services they need to succeed in school and life. I commend you and your administration for developing this bold proposal and offer my support for the successful implementation of this important initiative.

Sincerely,

(b)(6)

Donna M. Bradbury, MA, LMHC
Associate Commissioner
Division of Integrated Community Services for Children and Families

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between New York State Education Department ("Lead Agency") and _____ ("Subgrantee"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Preschool Development Grants--Expansion Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

1) Agrees to implement those portions of the State Plan indicated in Exhibit I;
2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
3) Is familiar with the State's Preschool Development Grants--Expansion Grant Application and is supportive of and committed to working on all applicable portions of the State Plan;
4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
5) Will comply with all of the terms of the Preschool Expansion Grants--Expansion Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Expansion Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98, and 99), and the debarment and suspension regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Preschool Development Grants--Expansion Grant application, the Subgrantee will:

1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
3) Abide by the State's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private, and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Expansion Grant Plan) and with the Subgrantee's Budget included in Exhibit II of this agreement;
4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants Expansion Grant;
6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws;
8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs;
9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
10) Minimize local administrative costs; and
11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Subgrantee in implementing its tasks and activities described in the Preschool Development Grants--Expansion Grant application, the Lead Agency will:

1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
2) Award in a timely manner the portion of Preschool Development Grants—Expansion Grant funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants--Expansion Grant project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
6) Identify sources of technical assistance for the project; and
7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

1) The Lead Agency and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
2) The Lead Agency and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Expansion Grant;

3) These key contacts from the Lead Agency and the Subgrantee will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
4) Lead Agency and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
5) Lead Agency and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants--Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
6) The Lead Agency and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
7) The Lead Agency and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
8) The Lead Agency and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM
If the Lead Agency determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and the Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and ending upon the expiration of the Preschool Development Grants--Expansion Grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Signature Date

Print Name Title

Authorized Representative of Subgrantee:

Signature Date

Print Name Title

EXHIBIT I: SCOPE OF WORK

Funded programs will meet existing program standards specified in the Statewide Full-Day Universal Prekindergarten Program, the Priority Prekindergarten Program Guidelines, and the Universal Prekindergarten Program regulations (Education Law §§ 3602-e and, 3602-ee and Subpart 151-1 of the Commissioner's Regulations).

Each Subgrantee will implement a High-Quality Preschool Program, to meet the following quality criteria:

1) Comprehensive Early Learning Assessment System: Funded programs will be required to offer a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children's learning and development in order to help teachers make informed instructional and programmatic decisions and that conforms with the recommendations of the National Research Council report on early childhood assessments[1] by including, at a minimum, five types of assessments. To conform with these expectations, SED is offering subgrantees guidance on the use of evidence-based assessment tools that will meet the needs of eligible children, Districts, and the state:
    (a) Screening Measures: A developmental screen must be performed prior to or within the first two weeks of children's enrollment in the High Quality Preschool Program. Subgrantees may select from the following valid and reliable tools:
        a. Ages and Stages Questionnaire (ASQ-SE)
        b. Early Screening Inventory (ESI)
        c. The Early Childhood Screening Assessment (ECSA)
        d. Preschool Kindergarten Behavior Scale (PKBS)

    (b) Formative Assessments: At three times during the year, teachers will complete a formative for each student. The results of the assessment will be used to inform teachers' individualized instructional support and programmatic decision. Funded programs may select from the following valid and reliable tools:
        a. The Work Sampling System® (WSS)
        b. Teaching Strategies GOLD
        c. The High Scope Child Observation Record (COR)

    (c) Measures of Environmental Quality: Funded programs will receive support to participate in QUALITYStarsNY in which each classroom will be assessed using the Early Childhood Environmental Rating Scale- Revised Edition (ECERS-R), a valid and reliable tool for assessing classroom environmental quality.

1 One example of these reports is referenced here.National Research Council (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Available at: www.nap.edu/catalog.php?record_id=12446.

(d) Measures of the Quality of Adult-Child Interactions: Funded programs will receive support to participate in QUALITYStarsNY in which each classroom will be assessed using the Classroom Assessment Scoring System (CLASS), a valid and reliable tool for assessing the Quality of Adult-Child Interactions.

(e) A Kindergarten Entry Assessment: The Subgrantee may meet the requirement for completing a kindergarten entry assessment through the third administration of the formative assessment specified in sub-section (a) above. Subgrantees will be required to complete the assessment within the last month of the prekindergarten year and aggregate the data to inform efforts to close the school-readiness gap and inform instruction.

2) High staff qualifications: Funded programs will have highly qualified staff to include a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field as defined by Commissioner's Regulations, Subpart 151-1.3(e), which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistance with appropriate credentials;
3) High-quality professional development for all staff: Funded programs will receive support to participate in a quality rating system, which provides coaching to classroom teachers to help them meet high quality program standards;
4) A child-to-instructional staff of no more than 10 to 1;
5) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (2).
6) A full-day program, at a minimum, is defined by Commissioner's Regulations;
7) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
8) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are learner-centered across all settings and based on the New York State Prekindergarten Foundation for the Common Core;
9) Encourage the participation, inclusion, and integration of preschool students with disabilities and provide all required supports as well as those necessary to ensure that preschool students with disabilities can access, participate, and progress in the curriculum;
10) Encourage the participation, inclusion, and integration of English language learners and provide all required supports as well as those necessary to ensure that English language learners can access, participate, and progress in the curriculum;
11) Comparable compensation for instructional staff: Funded programs will be expected to demonstrate that prekindergarten instructional staff compensation is comparable to the compensation received by local k-12 instructional staff based on teachers' level of certification.
12) Program evaluation to ensure *continuous improvement*: Funded programs will receive support to participate in a quality rating system, which provides program evaluation and monitoring against an evidence-based set of classroom as and program high quality standards. The results from evaluations of programs' performance are used to inform coaching for teachers and leaders as well as limited financial supports to reach program expectations.
13) On-site or accessible Comprehensive Services: Funded programs will be required to provide high-quality comprehensive services delivered in a responsive learning environment that is

individualized to support children's growth and development in the five essential domains. Additionally, services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.

(a) Screenings for hearing, vision, dental, health (including mental health), and development, as well as referrals and assistance obtaining services, when appropriate;
(b) Culturally and linguistically responsive family engagement opportunities (taking into account home language), such as parent conferences (including parent input about their child's development) and support services, such as parent education, and leadership opportunities, such as a Parent Advisory Committee;
(c) Nutrition services, including nutritious meals and snack options aligned with requirements set by the most recent Child and Adult Care Food Program guidelines promulgated by the Department of Agriculture, as well as regular, age-appropriate, nutrition education for children and their families;
(d) Services coordinated with LEAs and early intervention service providers and other entities providing services under part C and section 619 of part B of IDEA;
(e) Physical activity services aligned with evidence-based guidelines, such as those recommended by the Institute of Medicine,[2] and which take into account and accommodate children with disabilities;
(f) Partnerships with and linkages to community services to enhance family well-being, such as income supports, food pantries, housing, social services, and other services relating to health/mental health, domestic violence, substance abuse, adult literacy, education and training, and financial asset building;
(g) On-site coordination of services, to the maximum extent feasible; and

The Department will work with each school district Subgrantee to ensure the prekindergarten programs have the staff support to provide and support these comprehensive services to include the following personnel who may be district employees or consultants from community-based organizations, to ensure programs meet family needs in the most efficiently and effectively. Staffing for the delivery of comprehensive services may include: (1) One Family Worker per 40 children; (2) One Health Manager per 200 children; (3) One Disabilities Coordinator per district; (4) One Transitions Coordinator per district.

2 www.iom.edu/Reports/2011/Early-Childhood-Obesity-Prevention-Policies/Recommendations.aspx.

EXHIBIT II: BUDGET

Subgrantees Budgets will be developed in consultation with the Department and will consider maximizing existing resources through local community partnerships.

District Allocation

- Per child allocation (estimated at 10K per child and includes meeting all Full-Day Pre-K)
- Administration
- Start up costs (10K per classroom)
- Comprehensive services personnel

State Supported Expenses

- Professional development training
- Program monitoring for continuous improvement

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** Section G USE10 13 2014 10-14-14 final.pdf

Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Tracking Number:GRANT11761994 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T13:15:38-04:00

SECTION G: BUDGET NARRATIVE

Section G: Budget Part II – Narrative

Suggested Guidelines for the Budget Narrative

In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of the each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. We may delete or reduce costs from the budget during this review.

To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

1) Personnel **$965,276**

Provide:

SED will hire three new staff to include in the Office of Early Learning.

- One Project Coordinator, Grade 27

  One full-time position to manage the overall administration of the Pre-K Expansion Grant. This position's duties would include working with Program staff and staff from other State Agencies and the City University of New York Professional Development Institute to ensure compliance with grant objectives, reviewing and monitoring contracts/proposals, and overseeing the execution of professional development and evaluation initiatives associated with the grant. The hiring rate for this position is $(b)(4) per annum and the person hired will be expected to work 37.5 hours per week.

- Two Project Assistants, Grade 22

  Two full-time positions to assist the Project Coordinator with all activities regarding the administration of the grant including overseeing the implementation of QUALITYstarsNY with each subgrantee, if applicable, and all associated contracts; ensuring effective collaboration with other State Agencies and early childhood programs; and reviewing and approving vouchers for payment. In addition, the Project Assistants will provide key administrative support including developing web-based resources, managing data submitted from various projects related to the Prekindergarten Expansion Grant and developing reports to inform decisions and

policy, as well as assisting with the integration of WELS and ASPIRE with TEACH and the SED P-12 database. The hiring rate for each position is $(b)(4) per annum and the persons hired will be expected to work a 37.5 hours per week.

These three positions represent SED's ability to implement this grant program in each of the five school district receiving subgrantes. The three people hired will need to be extremely well organized, develop and manage working and productive relationships with the s, and will need to periodically travel to meet with the subgrantees. Additionally, the Project Coordinator will need to demonstrate leadership qualities, superior communication skills, and work with high level SED staff to relay and provide guidance to the other team members in regard to program implementation.

2) Fringe Benefits **$516,231**

Provide:

- The fringe benefit percentages for all personnel is 53.48%.
- This is the approved rate applied to all SED staff.

3) Travel **$23,745**

Provide:

- These funds will allow the team to visit the subgrantees to perform start-up technical assistance, monitoring through the length of the grant and close-out technical assistance at the end of the grant.

4) Equipment **$6,200**

Provide:

- Computers and related office materials will be required to support the three new staff assigned to this project at SED.
- The cost per unit for the three computers is approximately $1,500 and related technology supplies will amount to an additional $1,700 (printing, communication devices, etc.)

5) Supplies **$10,640**

Provide:

- General office supplies will cost approximately $3,140 the first year and an estimated $2,500 the following three years. This will cover the cost of office supplies for staff.

6) Contractual **$3,000,000**

Provide:

There are two MOUs included in this grant to support the statewide infrastructure. The MOU with the City University of New York (CUNY) amounts to $600,000 per year over the four years of the grant to support the use of the State's Tiered Quality Rating and Improvement System (TQRIS). A secondMOU will be entered into with the Office of Child and Family Services (OCFS) in the amount of $400,000 over four years. The purpose of this agreement will be for the OCFS/ECAC to oversee the execution of several key components of our ambitious and achievable plan, including the Pre-K Leadership Orientation and the provision of training materials, support to school-community partnerships, and the comprehensive assessment analysis. These activities are explained in detail in Section C of this proposal. The following is a table that delineates the major components of the CUNY and OCFS MOUs:

	Year 1	Year 2	Year 3	Year 4
OCFS/ECAC				
ECAC Admin	(b)(4)			
Common Metric				
Pre-K Leadership				
Training Materials				
State TA to School-Community Partnerships				
CUNY				
TQRIS				
Total				

Another contractual component will be for the Early Development Instrument (EDI). The goal is to test a model of developing community partnerships based on data generated by the EDI, a school readiness tool, in four diverse communities. The main costs associated with administering the EDI relate to data collection, data housing, and analysis and the local facilitation of the

community coalition. The use of the EDI is explained in Section C of this proposal. The following details the expenditures associated with EDI, which amounts to $(b)(4) per year for years two and three of the project period:

- School Community Lead Agency Facilitator - facilitation of the community coalition is estimated at $(b)(4) per year.
- The cost of data collection and analysis in each of four pilot sites per year is $(b)(5). EDI data will be collected twice, in Years 2 and 3.
- The data housing costs amount to an estimated $(b)(4) per site in the preparation of database template, creation of passwords, upload to e-EDI system, support documents, EDI training materials and preparation of report, data analysis, cohort support and faculty supervision, and the licensing fee and overhead
- It is estimated that the entity responsible for the community coalition will spend about (b)(4) hours per year at $(b)(4)/hour convening meetings and providing ongoing communications for the coalition. The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 and NY State Finance Law and SED procurement/grant procedures including Budget Bulletin 1184.

	Year 1	Year 2	Year 3	Year 4	Total
School-Community Lead Agency Facilitator		(b)(4)			
Data Collection					
Data House					
Consultants					
Total					

7) Training and Professional Development Stipends **$117,200**

Provide:

- Approximately $29,300 will be spent each year on Professional Development resources to support ongoing orientations for new programs and continued support in the areas of curriculum, instruction, assessment, family engagement;

facilitating smooth transitions into kindergarten; and developing a strong prekindergarten – grade three continuum of developmentally appropriate, engaging, and rigorous instruction.

8) Other **$10,000**

Provide:

- The estimated $15,000 to be spent over the four years will be allocated to the development and dissemination of materials. The amount declines over time after materials are created, they only need to be distributed.
- The estimated $51,100 funds will also be used for SED staff to conduct technical assistance for each school district Subgrantee utilizing processes such as webinars, conferences, and printed materials.

Explain:

- Materials will be developed to achieve our goals for technical assistance, professional development and community forums that both improve quality Pre-K and stimulate community partnerships.

9) Total Direct Costs **$4,649,293**

Provide:

- The sum of expenditures, across all budget categories for each year of the budget are: $1,128,089 in Year 1; $1,201,438 for Year 2; $1,208,771 for Year 3; and $1,110,995 for Year 4.

10) Indirect Costs **$250,707**

Provide:

- The Indirect Costs are based on a rate of 13.20%. Indirect is based Total Direct Cost excluding all costs except the first $25,000 of each contract/MOU.

11) Funds to be distributed to Subgrantees **$95,000,000**

Provide:

SECTION G: BUDGET NARRATIVE

Five sub-grants will be awarded to school districts, the budget for each is estimated based on the number of children expected to be enrolled at a rate of $(b)(4) per full-day slot. The $(b)(4) allocation is based on an estimate of the cost of meeting the requirements of a High-Quality preschool, including hiring staff with high qualifications, maintaining low adult-child ratios, providing full-day education and care, and providing comprehensive services.
Each district will enter into an MOU with SED agreeing to the program goals of the grant.
This allocation is explained in detail in Section D of this proposal.

	Year One	Year Two	Year Three	Year Four	Total
NYC	S9,000,000	$7,500,000	$7,500,000	$7,500,000	$31,500,000
Yonkers	S9,579,234	S7,982,898	$7,982,898	$7,954,754	S33,499,784
Port Chester	S1,787,500	S2,500,000	$3,500,000	$3,500,000	S11,287,500
Indian River	S1,533,081	S1,800,000	$2,700,000	$3,481,635	$9,514,716
Uniondale	S1,878,000	$1,440,000	$2,440,000	$3,440,000	$9,198,000
Total Funds Allocated to Subgrantee	**$23,777,815**	**$21,222,898**	**$24,122,898**	**$25,876,389**	**$95,000,000**

The specific activities to be done by Subgrantees are to implement the Pre-Kindergarten classrooms throughout their respective districts in compliance with the MOUs that will be executed within 90 days of the grant notification. The estimated cost per district is based on an allocation of $(b)(4) per student, per year, plus a set-aside for districts to start up the program in each district to include significant one-time expenses such as recruiting and hiring teachers, developing and dispersing outreach to families and children, and to purchase classroom supplies and materials. The State will allocate start-up funds in the first year of (b)(4)% of their total four-year award.

12) Funds set aside for participation in grantee technical assistance $100,000

Provide:

- In accordance with the program requirements, the budget allocates the minimum $25,000 in order to participate in grantee technical assistance activities facilitated

by the U.S. Department of Education and/or the U.S. Department of Health and Human Services individually or in collaboration with other State grantees, to share effective program practices and solutions and collaboratively solve problems.

13) Total Funds Requested $(b)(4)

Provide:

- The planned budget, across all categories for each year of the grant is $24,996,372 in Year 1; $22,512,886 for Year 2; $25,421,186 for Year 3; and S27,074,556 for Year 4.

14) Total Budget

The total budget for the entirety of the grant, including the portion that SED will allocate to each school district Subgrantee over the four years, is listed below:

	Year One	Year Two	Year Three	Year Four	Total
NYC	$9,000,000	$7,500,000	$7,500,000	$7,500,000	$31,500,000
Yonkers	$9,579,234	$7,982,898	$7,982,898	$7,954,754	S33,499,784
Port Chester	$1,787,500	$2,500,000	$3,500,000	$3,500,000	S11,287,500
Indian River	$1,533,081	$1,800,000	$2,700,000	$3,481,635	$9,514,716
Uniondale	$1,878,000	$1,440,000	$2,440,000	$3,440,000	$9,198,000
Total Funds Allocated to Subgrantee	**$23,777,815**	**$21,222,898**	**$24,122,898**	**$25,876,389**	**$95,000,000**
State Level Infrastructure	(b)(4)				
Total Budget					

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

NYS Education Department

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
NYS Education Department		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11761994 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T13:15:38-04:00

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Renee	L	Rider	

Address:

Street1: 89 Washington Ave
Street2:
City: Albany
County:
State: NY: New York
Zip Code: 12234
Country: USA: UNITED STATES

Phone Number (give area code): 518 474 4817
Fax Number (give area code): 518 474 7558

Email Address: rrider@mail.nysed.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Tracking Number:GRANT11761994 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-15T13:15:38-04:00