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| **School District Lead Grantee:**School District NameStreet Address, City, NY Zip CodeSchool District Main Telephone NumberLink to School District Main WebsiteLink to School District’s PreK Website***School District Lead Grantee PreK Program Administrators:****School District Superintendent:*NameEmail AddressTelephone Number*School District PreK Program Administrator:*NameTitleEmail AddressTelephone Number*School District PreK Fiscal Administrator:*NameTitleEmail AddressTelephone Number***NYSED Reviewer:***NameTitleEmailNYSED Office of Early Learning (OEL)89 Washington Ave., EB 319Albany, NY 12234 | [**State-Administered Prekindergarten Funding Streams:**](http://www.nysed.gov/early-learning/state-administered-prekindergarten-programs-allocations-and-financial-forms)[ ] [Universal Prekindergarten (State)](http://www.nysed.gov/common/nysed/files/programs/early-learning/2021-2022-upk-allocations-list.pdf) Non-competitive Allocation UPK Project #: 0409-22-#### Maximum Allocation Amount: $ FTE Four-year-old Students: # FTE Three-year-old Students: #[ ] [Universal Prekindergarten (Federal)](http://www.nysed.gov/common/nysed/files/programs/early-learning/2021-2022-upk-expansion-grant-allocations-90-million.pdf) Non-competitive Allocation UPK Project #: 5870-22-#### Maximum Allocation Amount: $ FTE Four-year-old Students: #[ ] [Statewide Universal Full-Day Prekindergarten](http://www.nysed.gov/common/nysed/files/programs/early-learning/2021-2022-sufdpk-award-chart.pdf)Competitive Grant  Initially Awarded in 2014-15 SUFDPK Project #: 0545-22-#### Maximum Award Amount: $ FTE Four-year-old Students: #[ ] [Universal Prekindergarten Expansion Grant for New Full-Day Placements for Four-Year-Old Students](http://www.p12.nysed.gov/funding/2021-22-universal-prekindergarten-expansion-grant/home.html)Competitive Grant Initially Awarded in 2022-23 21-22 PreK RFP Project #: 5875-22-#### Maximum Award Amount: $ FTE Four-year-old Students: #**Number of 2022-23 school days PreK program anticipates operating (90-180): ###**  |

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| --- | --- | --- |
| **2022-23 PreK Quality Review / Monitoring Timeline:** | **Anticipated Date** | **Actual** **Date** |
| OEL & School District Initial Orientation Meeting: |  |  |
| School District Submission of QAP Self-Assessment: |  |  |
| OEL Site Visit: |  |  |
| OEL 2022-23 Initial Review QAP Report to School District: |  |  |
| School District QAP Report Status Updates to OEL: |  |  |
| OEL 2022-23 Final QAP Compliance Report to School District: |  |  |

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| **PREKINDERGARTEN PROGRAM OVERVIEW****(Lead Grantee Operation - School District Delivery of PreK Instruction)** |
| **Address and Contact Information** | **PreK Site Location and Teachers** | **# Students** **and Classes** |
| **PreK Program Location Name**Street AddressCity, NY Zip CodeTelephone NumberLocation’s PreK Program WebsiteName of PreK Program Administrator at this LocationTitleTelephone NumberEmail Address[ ] *School District participates in* [*QUALITYstarsNY*](https://qualitystarsny.org/)*If checked provide the name of the QSNY Resource Specialist:*  | [ ] District-located & District-delivery of PreK instructionNumber of District PreK Program Teachers at District location:* NYS Certified: **#**
* Uncertified: **#**

[ ] CBO-located, but District-delivery of PreK instruction Number of District PreK Program Teachers at CBO location:* NYS Certified: **#**
* Uncertified: **#**

*Please see Section III. Staffing Patterns, Qualifications, Performance, and Professional Learning for additional teacher certification reporting requirements.* | Full-day 4-year-oldStudents:**#**Full-day 4-year-oldClasses: **#**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Half-day 4-year-oldStudents:**#**Half-day 4-year-oldClasses:**#**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Full-day 3-year-oldStudents: **#**Full-day 3-year-oldClasses:**#**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Half-day 3-year-oldStudents: **#**Half-day 3-year-oldClasses: **#** |

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| **PREKINDERGARTEN PROGRAM OVERVIEW****(Sub-Grantee Operation – Collaborating Provider / CBO Delivery of PreK Instruction)** |
| **Address and Contact Information** | **PreK Site Location and Teachers**  | **Collaborating CBO Setting:** | **# PreK Students and Classes** |
| **PreK Program Location Name**Street AddressCity, NY Zip CodeTelephone NumberLocation’s PreK Program WebsiteName of PreK Program Director at this LocationTitleTelephone NumberEmail Address[ ] *Collaborating CBO participates in* [*QUALITYstarsNY*](https://qualitystarsny.org/)*If checked provide the name of the QSNY Resource Specialist:*  | [ ] CBO-located and CBO-delivery of PreK instructionNumber of CBO PreK Program Teachers at CBO location:* NYS Certified: **#**
* Uncertified: **#**

[ ] District-located, but CBO delivery of PreK instruction Number of CBO PreK Program Teachers at District location:* NYS Certified: **#**
* Uncertified: **#**

*Please see Section III. Staffing Patterns, Qualifications, Performance, and Professional Learning for additional teacher certification reporting requirements.* | [ ] Child Care and Early Education Program[ ] Early Childhood Center[ ] Family/ Group Family Child Care**☐** Day Care Center**☐** Head Start**☐** 4410 Preschool Special Education**☐** BOCES**☐** Nursery School**☐** Charter School**☐** Non-Public School**☐** Library**☐** Museum | Full-day 4-year-oldStudents:**#**Full-day 4-year-oldClasses: **#**\_\_\_\_\_\_\_\_\_\_\_\_\_Half-day 4-year-oldStudents:**#**Half-day 4-year-oldClasses:**#**\_\_\_\_\_\_\_\_\_\_\_\_\_Full-day 3-year-oldStudents: **#**Full-day 3-year-oldClasses:**#**\_\_\_\_\_\_\_\_\_\_\_\_\_Half-day 3-year-oldStudents: **#**Half-day 3-year-oldClasses: **#** |

### NYS Prekindergarten Quality Assurance Protocol

Pursuant to [New York State Education Law Section 3602-ee](https://www.nysenate.gov/legislation/laws/EDN/3602-EE) (updated in April 2021), this Quality Assurance Protocol (QAP) has been developed to assist in ensuring comprehensive, consistent, and ongoing monitoring of program quality in providers of full-day prekindergarten programs who were initially awarded in the following school years as a result of a competitive RFP process:

* [2014-15 Statewide Universal Full-Day Prekindergarten Program](http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/home.html)
* [2021-2022 Universal Prekindergarten Expansion Grant for New Full-Day Placements for Four-Year-Old Students](http://www.p12.nysed.gov/funding/2021-22-universal-prekindergarten-expansion-grant/home.html).

The use of this QAP is a collaborative program quality self-assessment, technical assistance, support, and evaluation tool between 3602-ee-funded school districts, their sub-contracted collaborating prekindergarten providers, and the New York State Education Department.

### Definitions for NYSED Compliance Evaluation

|  |  |
| --- | --- |
| [x]  Not Applicable | Not all requirements apply to all school districts’ directly-operated and/or collaboratively-operated prekindergarten programs. If “Not Applicable” is selected, an explanation must be in the school district’s self-assessment and confirmed in NYSED’s evaluation. |
| [x]  Non-Compliance | Evidence demonstrates ***no*** adherence to compliance requirement. |
| [x]  Minimal Compliance | Evidence demonstrates ***insignificant*** adherence to compliance requirement. |
| [x]  Limited Compliance | Evidence demonstrates ***inconsistent***adherence to compliance requirement. |
| [x]  Acceptable Compliance | Evidence demonstrates ***adequate***adherence to compliance requirement. |
| [x]  Comprehensive Compliance | Evidence demonstrates***strong***adherence to compliance requirement. |
| [x]  Enhanced Compliance | Evidence demonstrates***exceptional***adherence to compliance requirement. |

### I. Programmatic Oversight and Fiscal Management

***The school district has documented protocols for ensuring adherence to the following program oversight and fiscal management requirements in all school district and collaborating prekindergarten program settings:***

**School District Provision of Oversight and Prekindergarten Program Improvement**

[§3602-ee.I.oversight.1.a.i], [3602-ee.III. staffing.4],

[3602-ee.VI. learning.3] & [CR Part 151-1.3(f) & 151-1.5]

School district leadership has a clearly defined and sufficient infrastructure to ensure school district and collaborating agency/community-based organization (CBO) adherence to all prekindergarten program and fiscal compliance requirements. School district oversight is demonstrated across all school district and collaborating agency/CBO settings by:

* Regularly monitoring and correcting identified school district and collaborating agency/CBO programmatic, staffing, and fiscal deficiencies,
* Regularly conducting classroom observations, professional development, and meetings with school district and CBO administrators and teachers, *and*
* Annually assessing, and applying assessment results to the programmatic, staffing, and fiscal effectiveness of school district-operated and collaborating-operated prekindergarten programs
	+ For quality evaluation and improvement purposes, the school district identifies, selects, and implements the use of [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) measures of prekindergarten program environmental quality and teacher-student interactions across all school district and collaborating prekindergarten program settings.

🕮 OEL Guidance: Assessment results include, but are not limited to, data gathered from this Quality Assurance Protocol, parent surveys, and measures of prekindergarten environmental quality and quality of student-teacher interactions:

|  |
| --- |
| **Measuring Quality of Early Childhood:** |
| **Learning Environments** | **Teacher-Student Interactions** |
| * + The tool used by school districts and collaborating prekindergarten providers/ CBOs to measure the environmental quality of the prekindergarten program is [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf).
	+ Although not required, for purposes of consistent prekindergarten program evaluation, it is beneficial for school districts and their collaborating prekindergarten providers/CBOs to agree to use the same tool to measure the environmental quality of all prekindergarten classrooms in all settings.
 | * + The formal observation tool used by school districts and collaborating prekindergarten providers/CBOs to measure the quality of teacher-student interactions is, at minimum, an [approved teacher practice rubric for New York State](https://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/#ATPR) that is [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) for use in prekindergarten.
	+ Although not required, for purposes of consistent prekindergarten program evaluation, it is beneficial for school districts and their collaborating prekindergarten providers / CBOs to use the same tool to measure teacher-student interactions.
 |
| **Examples of Valid and Reliable Tools Measuring****Both Environmental Quality & Teacher-Student Interactions** |
| * + As reported to NYSED’s Office of Early Learning, the following is a sampling of [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) tools used in school district and collaborating prekindergarten programs across the State that measure both the quality of learning environments and teacher-student interactions in prekindergarten:\*
 |
| * + [Early Childhood Environmental Rating Scale- ECERS-3, ECERS-R](https://ers.fpg.unc.edu/environment-rating-scales)
 |
| * + [Classroom Assessment Scoring System (CLASS)](https://teachstone.com/class/)
 |
| * + [Danielson Group Framework for Teaching](https://danielsongroup.org/framework)
 |
| * + [The Fidelity Tool: The Creative Curriculum for Preschool](https://shop.teachingstrategies.com/products/the-fidelity-tool-preschool-5th-edition)
 |
| * + [High Scope Program Quality Assessment (PQA)](https://highscope.org/our-practice/child-assessment/preschool-pqa-r/)
 |
| * + [New York State United Teachers (NYSUT) Teacher Practice Rubric](https://www.nysut.org/resources/all-listing/2012/september/nysut-teacher-practice-rubric)
 |

\*NYSED does not endorse the use of any particular assessment tool.

* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **School District Self-Assessment:** | **School District Description / Action Plan:** |
| [ ]  Not Implemented[ ]  Planning / In Development[ ]  Partially Implemented[ ]  Fully Implemented | [Date]:  |
| **NYSED Evaluation:** | **NYSED Evaluation Feedback:** |
| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**School District Interface with NYSED’s Office of Early Learning**

[§3602-ee.I.oversight.1.a.ii]

School district fiscal and programmatic leadership demonstrates ability to successfully interface with the New York State Education Department’s Office of Early Learning (OEL) through timely, accurate, and comprehensive submissions of fiscal and programmatic applications and reports.

🕮 OEL Guidance: Program administrators can demonstrate compliance by providing evidence such as the PreK Application, FS-10 Proposed Budget, FS-10A Amendment, FS-10F Final Expenditure Report, Final PreK Program Report, *and/or* the Quality Assurance Protocol.

* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| --- | --- |
| **School District Self-Assessment:** | **School District Description / Action Plan:** |
| [ ]  Not Implemented[ ]  Planning / In Development[ ]  Partially Implemented[ ]  Fully Implemented | [Date]:  |
| **NYSED Evaluation:** | **NYSED Evaluation Feedback:** |
| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**Charter School**

[§3602-ee.I.oversight.1.a.iii]

In the case of a prekindergarten program collaboratively operated by a charter school, all monitoring, programmatic review, and operational requirements pursuant to Education Law §3602-ee are the responsibility of the charter entity for the charter school, consistent with Article 56 of the Education Law.

🕮 OEL Guidance:

* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **School District Self-Assessment:** | **School District Description / Action Plan:** |
| [ ]  Not Applicable – School District has no Charter School PreK collaborators[ ]  Not Implemented[ ]  Planning / In Development[ ]  Partially Implemented[ ]  Fully Implemented | [Date]:  |
| **NYSED Evaluation:** | **NYSED Evaluation Feedback:** |
| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**Accounting**

[§3602-ee.I. oversight.1.b]

School district grant funds and associated expenditures are separately accounted for, and not commingled with other funds. School District funds are maintained in, and expenditures made from, a special revenue (special aid) fund.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance for example by providing school district fiscal policies and procedures.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

|  |  |
| --- | --- |
| **School District Self-Assessment:** | **School District Description / Action Plan:** |
| [ ]  Not Implemented[ ]  Planning / In Development[ ]  Partially Implemented[ ]  Fully Implemented | [Date]:  |
| **NYSED Evaluation:** | **NYSED Evaluation Feedback:** |
| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**Fiscal Controls**

[§3602-ee.I. oversight.1.c]

To safeguard against supplanting funds, and implement checks and balance controls mitigating fraud risks, the school district’s fiscal systems have the mechanisms, processes, and adequate staffing to regularly review school district and collaborating prekindergarten program records, including, but not limited to, hours and days of operation, budgets, expenditure reports, receipts, invoices, and payroll records.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance, for example, by providing the district’s fiscal policies and procedures.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **School District Self-Assessment:** | **School District Description / Action Plan:** |
| [ ]  Not Implemented[ ]  Planning / In Development[ ]  Partially Implemented[ ]  Fully Implemented | [Date]:  |
| **NYSED Evaluation:** | **NYSED Evaluation Feedback:** |
| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**Days of Operation**

[[CR Part 151-1.4(a-b)](https://govt.westlaw.com/nycrr/Document/I36610ef8c22211ddb29d8bee567fca9f?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))] & [3602-ee.III. staffing.3]

The school district has a mechanism, process, and adequate staffing to collect, record, maintain, verify, update, and report data regarding the number of full school days the school district and/or collaborative agency/CBO-operated prekindergarten program has operated. The number of full instructional school days a prekindergarten program operates calculates into a school district’s annual maximum grant award/allocation request and maximum grant/allocation payable.

* Only in its first year of receiving a State-administered prekindergarten award or allocation is a school district permitted to operate a prekindergarten program for between 90 and 180 instructional days. During the school year, for each school day a prekindergarten program operates less than 180 instructional days, the aid per prekindergarten student is reduced by 1/180th.
* In the second year of its award, a school district is required to operate a prekindergarten program for a minimum of 180 instructional days. Pursuant to NYS Education Law section 3604(7) and (8), the 180-day requirement may be waived only by a Governor’s Executive Order in response to such circumstances such as COVID-19.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance, for example, by providing the district calendar that demonstrates the number of instructional days for prekindergarten programming.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| --- | --- |
| **School District Self-Assessment:** | **School District Description / Action Plan:** |
| [ ]  Not Implemented[ ]  Planning / In Development[ ]  Partially Implemented[ ]  Fully Implemented | [Date]:  |
| **NYSED Evaluation:** | **NYSED Evaluation Feedback:** |
| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**Summer-only Prekindergarten Program**

[CR Part 151-1.4(b) & 151-1.5(b)(7)(iv)]

The New York State Education Department will consider a variance request for a school district that is unable to operate the program during the regular school session because of a lack of available space in both school \district buildings and eligible agencies. If approved, a school district may operate a summer only program during the months of July and August. The aid per prekindergarten pupil shall be reduced by 1/180th for each day less than 180 days that the summer program is in session.

* For a summer-only program provided in accordance with the provisions of CR 151-1.4(d) *eligible child* means a child who resides within the School District who is five years of age on or before December 1st of enrolled school year, or who will otherwise be first eligible to enter public school kindergarten commencing with the current school year.

🕮 OEL Guidance:

* School districts who request a summer 2022-only program are not eligible to operate a prekindergarten program from September 2022 to June 2023 per Commissioner’s regulations.
* New York State’s fiscal year is July 1st – June 30th. School Districts operating a prekindergarten program in 2022-23 would have to request to utilize 2022-23 prekindergarten funding to operate a summer-only prekindergarten program in July and/or August 2022. If interested in operating a summer-only program, school districts are to email the Office of Early Learning at OEL@nsyed.gov.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| --- | --- |
| **School District Self-Assessment:** | **School District Description / Action Plan:** |
| [ ]  Not Implemented[ ]  Planning / In Development[ ]  Partially Implemented[ ]  Fully Implemented[ ]  Not Applicable | [Date]:  |
| **NYSED Evaluation:** | **NYSED Evaluation Feedback:** |
| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**Transportation of Prekindergarten Students**

[[§3635]](https://www.nysenate.gov/legislation/laws/EDN/3635)

[Section 3635 of NYS Education Law](https://www.nysenate.gov/legislation/laws/EDN/3635) authorizes school districts to transport prekindergarten students attending a State-administered Prekindergarten Program or another district sponsored, or district run prekindergarten program, within the mileage limits established by the district. If transportation is provided, it must be offered equally to all children in like circumstances residing in the district.

🕮 OEL Guidance: The following responds to questions NYSED receives regarding the provision of transportation to prekindergarten students:

General PreK Questions

1. *Are school districts required to provide transportation to students enrolled in State-administered prekindergarten programs?*
	* Except for children identified as homeless under certain circumstances as identified below, School Districts are not required to transport PreK students to and from school.
	* However, transportation is an allowable expenditure for State-administered Prekindergarten programs.
2. *Are costs of transporting students to State-administered Prekindergarten programs aidable?*
	* The cost of providing transportation to PreK students is a charge upon the school district. PreK students will be considered nonallowable pupils. Thus, the costs of their transportation is not aidable, except under the circumstances of a PreK student being homeless and receiving transportation to a PreK program that is considered the student’s school of origin as described below.
	* Costs are aidable associated with transporting a student who is homeless to a PreK program that is the student’s school of origin. Such students are allowable pupils for purposes of transportation aid.
3. *If a school district transports PreK students who are enrolled in school district-operated PreK classrooms, are they required to provide transportation to students enrolled in the school district’s PreK program who are receiving their PreK services at a collaborating prekindergarten provider / Community Based Organization (CBO) site?*
	* Yes, if a school district provides transportation to prekindergarten students enrolled in district-operated classrooms, the school district must also provide transportation to students placed in collaborating CBO locations who meet the mileage limits established by the school district.

Safety Considerations for Transporting PreK Students

1. *What is the law regarding seat belt use on school buses?*
	* New York State's school bus seat belt law requires all school buses manufactured after July 1, 1987, to be equipped with seat belts. New York State does not currently mandate seat belt use on school buses, but their use is recommended. If you are unsure whether the use of seat belts on school buses is mandated by your locality, check with your school board of education.
2. *Are bus aides or monitors required when transporting PreK students?*
	* The employment of bus monitors is not mandated when transporting PreK students. However, increased transportation of children who are four-years-old or younger leads to an increased need for school bus monitors to assist in loading and managing younger students. Targeted training is conducted to ensure such staff is prepared for the needs of the younger children.
3. *Is specialized training available for drivers who transport PreK students?*
	* Drivers and attendants receive specialized training in dealing with and safely transporting prekindergarten students.
4. *Are safety drills required for PreK students who ride the school bus?*
	* Currently, all students (even those who do not normally ride the bus and non-public students as well) are required to have three safety drills every year. The content and scope are outlined in NYSED regulation, and drivers are instructed on the conduct of the drills. Considerable thought should be given to the content and extent of the drills for three- and four-year-old children, especially those components that deal with evacuation, emergencies, or related incidents. Consideration also needs to be given to instructing other children on the school bus about their interaction with the prekindergarten students in the event of an emergency or evacuation.

Considerations for Transporting Children Under Four Years of Age

1. *Are children under the age of four required to be restrained in a car seat while riding on a school bus?*
	* Yes. The law states that children under the age of four must be restrained in a federally approved car seat while riding on a school bus [Section 1229-c (1-2), NYS Vehicle & Traffic Law]. See section 1229-c (13) for children riding in other school type vehicles. Vehicles of these types include school cars, vans, suburbans and SUVs.
2. *What factors should be considered when selecting car seats to be used to transport PreK students under four years of age.*
	* There are several different types of car seats. The appropriate type of car seat depends on the weight and height of the child. Always read the manufacturer’s instructions for installation and use to ensure the child’s safety. There are three car seat types to consider when transporting students under the age of four years, each appropriate for a certain age, weight, or height.
	* A rear-facing car seat is the best option for young children between the ages of birth and two years. This type of seat moves with the child during a crash to reduce stress on the child’s neck and spinal cord. The rear facing car seat may still be appropriate for children over the age of 2 years until they reach the height and weight requirement for a forward facing car seat as recommended by the manufacturer.
	* Generally, a forward-facing car seat is appropriate for children between the ages of 2 and 3 years. This type of seat reduces the child’s forward movement during a crash.
	* When a child outgrows the forward-facing car seat, a booster seat is the next appropriate restraining system. This is usually reached between the ages of 4 and 7. A booster seat positions the seat belt to fit over the stronger parts of the child’s body. There are two types of booster seats including backless or low-back and high-back seats. Backless or low-back booster seats are best for vehicles with high seat back. The child’s head will be fully supported from the head restraint or the vehicle seat back. The high-back booster seats can be used for vehicles with low seat back, no seat back, or no head restraint to support the child’s head and neck.

Requirements for Transporting Homeless (McKinney-Vento) PreK Students

High-quality early learning programs such as State-administered prekindergarten are very beneficial for young children experiencing housing instability. Such programs stimulate cognitive development and readiness for school. They also provide stability to daily life and reduce the stresses of childcare on families experiencing homelessness. Unfortunately, children who are homeless are less likely to participate in early childhood programs than children who are permanently housed. For example, when families become homeless, there may not be available PreK placements in the school district where their temporary housing is located. To improve stability and access to public prekindergarten programs for young children experiencing homelessness, the federal Every Student Succeeds Act and corresponding changes to State law, require school districts to provide transportation to PreK as detailed below.

1. *When is transportation to/from a PreK program required for a child who is homeless?*
	* A school district is required to provide transportation to/from a PreK program for a student who is homeless if the PreK program is considered a school of origin (42 §§ 11432[g][1][J][iii] & [g][3][I][1][i]; Education Law §§ 3209[1][c]&[1][g]&[1][i]&[4]).
2. *When is a PreK considered a school of origin for a child who is homeless?*
	* A PreK program is considered a school of origin when the child:
		+ Attended the PreK when last permanently housed; OR
		+ Was last enrolled in the PreK program (this applies in situations where the child moves from one temporary housing location to another); OR
		+ Is able to enroll in a PreK program in the school district of origin because they became homeless when they were eligible to apply for, register in, or enroll in the PreK program in the school district of origin or had a school-aged sibling who attended school in the school district of origin (Education Law §§ 3209[1][c]&[1][i]).
	* Here are some examples where the PreK program is a school of origin:
		+ A family was last permanently housed in District A where the child was enrolled in PreK. The family becomes homeless and is now temporarily housed in District B. The PreK program in District A is a school of origin.
		+ A family was last permanently housed in District A, becomes homeless, and doubles up with relatives in District B where the child enrolls in PreK. The shared housing arrangement does not last. They apply for emergency housing and the LDSS places the family in a shelter in District C. The PreK program in District B is a school of origin.
		+ A family had been permanently housed in District A and applied for PreK for the upcoming school year. The child was offered a placement in a PreK program in District A. The family then became homeless before September and is temporarily housed in District B. The PreK program in District A is a school of origin.
	* Here is an example of a PreK that is NOT a school of origin:
		+ A family was permanently housed in District A, becomes homeless, and doubles up with relatives in District B where the child enrolls in PreK. The PreK program in District B is NOT a school of origin.
3. *Must a school district provide transportation to/from a PreK that is considered a school of origin for a child who is homeless, even if the district does not transport any other child who attends PreK?*
	* Yes. A homeless child who attends a PreK program that is considered a school of origin is entitled to transportation even if that service is not offered to other children, including children who are permanently housed who attend the same program (Education Law § 3209[4]).
4. *Which school district is responsible for providing transportation to a child who is homeless to/from a PreK that is a school of origin?*
	* The School District where the child is enrolled (i.e., the designated school district of attendance) is responsible for providing the transportation. In other words, the school district that administers the PreK program that the homeless child attends is responsible for the transportation if the PreK program is considered a school of origin.
	* For example:
		+ A family was last permanently housed in District A where the child was enrolled in PreK.
		+ The family becomes homeless and is now temporarily housed in District B.
		+ District A is responsible for providing transportation to/from the temporary housing in District B to the PreK program in District A, regardless of whether transportation is offered to permanently housed children who attend PreK.
	* For example:
		+ A family was last permanently housed in District A.
		+ The family becomes homeless and is now temporarily housed in District B and enrolls their child in PreK in District B.
		+ The child is not entitled to transportation unless District B offers this service to permanently housed children who attend PreK in the district.
5. *When is a local department of social services (LDSS) responsible for arranging transportation to a child who is homeless to/from a PreK program that is a school of origin?*
	* If a family has been placed in emergency housing by the local department of social services (LDSS) and the emergency housing is located outside of the designated school district of attendance (i.e., outside of the school district where the child is enrolled in PreK), the LDSS is responsible for:
		+ Transporting the child to/from the temporary housing location and the PreK program, OR
		+ Requesting that the designated school district transport the child and promptly reimbursing the school district for the cost of the transportation (Education Law § 3209[4][a]).
	* For example:
		+ A family was last permanently housed in District A where the child was enrolled in PreK.
		+ The family becomes homeless and LDSS places the family in a shelter/motel in District B.
		+ The LDSS is responsible for:
			1. Providing transportation to/from the temporary housing in District B to the PreK program in District A, OR
			2. Requesting that District A provide the transportation and promptly reimbursing District A for the cost of the transportation.
6. *Must a school district transport a homeless child to a PreK program that is a school of origin where the PreK program is located in a community-based organization?*
	* Yes. The transportation obligation is the same regardless of whether the PreK program is in a traditional public school or community-based organization, such as an early childhood education provider (Education Law § 3209[1][g]).
7. *How long is a district required to transport a child who is homeless to/from a PreK program that is a school of origin?*
	* The school district is required to transport a child who is homeless to/from a PreK program that is a school of origin for the entire school year, even if the child becomes permanently housed during that school year (Education Law § 3209[4]).

Additional Questions

Questions regarding transportation of State-administered Prekindergarten Program students may be directed to NYSED’s Pupil Transportation Unit at transportation@nysed.gov.

Questions regarding PreK students who are homeless may be directed to:

* The Homeless Education Program Office: CONAPPTA@nysed.gov or (518) 473-0295
* [NYS-TEACHS](http://www.nysteachs.org/), the Department’s homeless technical assistance center: info@nysteachs.org or (800) 388-2014
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**10% Minimum Set-aside to Deliver Collaborative Prekindergarten Programming**

[§3602-ee.I. oversight.2.a-b] & [CR Part 151-1.4(c) &151-1.6(a-b)]

The school district sets aside no less than 10 percent (10%) of its total allocation and/or grant award to collaborate with high-quality eligible collaborating prekindergarten program providers who demonstrate best practices for the provision of a full-day prekindergarten instructional program for four-year-old students, who, through the school district’s competitive Request for Proposals (RFP) process, have been determined to meet the standards and requirements as set forth in Education Law §3602-e, §3602-ee, and Commissioner’s regulations Subpart 151-1.

🕮 OEL Guidance:

* The 10% minimum set-aside to deliver collaborative prekindergarten programming is calculated from the maximum grant award and/or allocation – not from the school district’s annual proposed budget. For example, if a school district has been awarded $360,000, it’s minimum 10% set-aside to deliver collaborative prekindergarten programming is $36,000. If the school district opts in its annual proposed budget to spend only $200,000 out of its maximum grant award, its minimum 10% set-aside to deliver collaborative prekindergarten programming remains at $36,000 (not $20,000.)
* As a reminder, the 10% set-aside is for collaborative prekindergarten instruction delivered by a prekindergarten provider / CBO. Going to a museum for a field trip is not an example of collaborative prekindergarten instruction. Wraparound programming before and/or after school is not an example of collaborative prekindergarten instruction.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Outreach to Eligible Collaborating Prekindergarten Providers**

[§3602-ee.I. oversight.2.c] & [CR Part 151-1.2(b)]

To identify approved licensed and/or registered full-day prekindergarten providers serving four-year-old children, and ensure all eligible agencies within the school district community are made aware of the annual RFP announcement for collaborative prekindergarten programming, the school district uses a variety of community asset mapping methods, strategies, and resources, including, but not limited to the New York State Office of Children and Families’ [(OCFS) Find Child Care search tool](https://ocfs.ny.gov/main/childcare/ccfs_template.asp), and the New York State Council on Children and Families’ (CCF) Kids’ Indicator Well-being Clearinghouse [(KWIC) Interactive Map Builder](https://www.nyskwic.org/data_tools/map_builder.cfm).

* Eligible collaborating prekindergarten providers include Child Care and Early Education Providers, Day Care Centers, 4410 Preschool Special Education Programs, Charter Schools, Early Childhood Centers, Non-profit Organizations, Non-public Schools, Family Child Care Programs, Group Family Child Care Programs, Head Start Programs, Nursery Schools, Libraries, and Museums.

🕮 OEL Guidance:

*HOW OFTEN DOES A SCHOOL DISTRICT HAVE TO RELEASE AN RFP?*

A school district must issue a new RFP under the following circumstances:

1. If the program expands, and the current contracted CBOs do not have enough space for all the children, an RFP must be issued to solicit additional agencies to partner with.
2. The district and the CBO have good cause to no longer collaborate and the district wants to solicit new agencies to assist in running their program.

If the district has a community partner that they are satisfied with and they currently have a contract with, they can either do a yearly contract that they extend each year, or they can do a multi-year contract. It is recommended that the school district reevaluate as necessary.

* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**District Prekindergarten Collaboration RFP Components and Rankings**

[§3602-ee.I. oversight.3.a-i] & [CR Part 151-1.6(b-d)]

The RFP developed by the school district includes, at minimum, a request for the following information from each eligible collaborating prekindergarten program applicant. The below criteria may be used to rank proposals when the district does not have the capacity to contract with all eligible collaborating prekindergarten program providers submitting proposals:

* Budget of Proposed Expenditures, including budget categories aligned to those in [NYSED’s FS-10 Proposed Budget](http://www.oms.nysed.gov/cafe/forms/documents/FS10_Cert_Word.doc), such as salaries for professional staff and support staff, employee benefits supplies and materials, travel expenses, and employee benefits;
* Program Design and Quality of Programmatic Oversight and Fiscal Management, including a detailed narrative which articulates the applicant agency’s/CBO’s philosophy and mission, describes how the eligible collaborating prekindergarten program proposes to provide services that meets the goals and objectives of the district's collaborative prekindergarten program for new full-day four-year-old placements:
	+ 1. Demonstrated experience, capacity and effectiveness in immediately implementing an innovative, creative, developmentally appropriate, culturally responsive and sustaining full-day prekindergarten program serving four-year-old students, including those who are ability- and language-diverse;
		2. Effective, efficient, and collaborative administrative structure, record management and documentation procedures.
		3. Fiscal solvency and anticipated fiscal share and other resources that will be contributed full-day prekindergarten program for four-year-old students;
* Facility Quality, including, but not limited to, each eligible collaborating prekindergarten program applicant’s documentation that all applicable health and safety codes and licensure or registration requirements are met;
* Teaching Staff Patterns, Qualifications, Performance, and Professional Learning, including, but not limited to, each eligible collaborating prekindergarten program applicant’s stability of staff, rate of turnover and ability to fill vacancies in a timely manner, and capacity to provide ongoing professional learning opportunities;
* Child Eligibility, Screening, Progress Monitoring, and Outcomes, including, but not limited to, each eligible collaborating prekindergarten program applicant’s demonstrated success in assessing and meeting the needs of diverse learners, including children with disabilities in integrated settings and Emergent Multilingual Learners in English and home language development;
* Nutrition, Health, and Well-being, including, but not limited to, the applicant agency’s/CBO’s capacity, current funding sources (if any), resources, and structures to develop fiscal and logistical arrangements with the school district to provide students with appropriate and sufficient meals and snacks.
* Learning Environment and Curriculum, as aligned to NYSED’s requirement of school districts.
* Family Engagement and Support, including, but not limited to each eligible collaborating prekindergarten program applicant’s ease of utilization and accessibility of the program to families, parents, and/or guardians;
* Partnerships with Non-Profit, Community, and Educational Institutions, including, but not limited to, each eligible collaborating prekindergarten program applicant’s relationship with the school district’s in transitioning their four-year-old students and families to kindergarten.

🕮 OEL Guidance:

* Collaborating PreK providers/ CBOs are not permitted to charge parents for tuition or any other expenses such as uniforms, materials, supplies, etc.
* Program administrators can demonstrate compliance for example, by providing the district RFP and Rubric for scoring the RFP for the prekindergarten instructional program.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**RFP Competitive Process and Outcomes**

[§3602-ee.I.oversight.4.a] & [CR Part 151-1.6(e)]

Prior to entering a contract with a prekindergarten provider, the school district is required to conduct a minimum of at least one site visit to each collaborating prekindergarten program applicant’s proposed full-day prekindergarten program.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance for example, by providing observational notes from the initial visit.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**RFP Awards and Contracts**

[§3602-ee.I.oversight.4.b]

Upon the conclusion of a successful competitive process, the school district may award and contract with one or multiple collaborating prekindergarten program providers.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance for example, by providing the contract(s) between the district and CBO.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Collaboration Variance Request**

[§3602-ee.I.oversight.4.c] & [CR Part 151-1.5(b)(7)(i)(a)]

If a school district’s annual competitive process is not successful in contracting with an eligible prekindergarten program provider to deliver collaborative prekindergarten programming, the school district initiates a collaboration variance request by completing the appropriate documentation in the NYSED Application Business Portal.

* The Department will consider a school district’s variance request for the 10% minimum set-aside collaboration requirement valid for one year.
* A collaboration variance request will accurately and comprehensively describe and provide documented evidence of the school district’s due diligence in its efforts to identify, recruit, and contract with eligible prekindergarten program providers.
* After exhausting all resources, allowable reasons for being unsuccessful in establishing a collaboration for prekindergarten programming include a lack of eligible prekindergarten program providers located within the school district’s boundaries, a lack of interest on behalf of existing identified eligible prekindergarten program providers to collaborate with the school district; or good cause for not entering into a contract, such as health and safety concerns after a school district has vetted and visited an applicant prekindergarten program site.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance for example, by providing evidence such as a copy of the school district’s collaboration variance.
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Board of Education Presentation**

[§3602-ee.I.oversight.4.d] & [CR Part 151-1.6(f)

The results of the competitive process to deliver collaborative prekindergarten programming are made public at a regular meeting of the school district’s local Board of Education. The school district’s programmatic and fiscal oversight protocols of awarded collaborating prekindergarten program providers are also presented.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance by providing evidence such as the minutes from the Board of Education meeting
* Program administrators may upload supporting documentation for **I. Programmatic Oversight and Fiscal Management** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **RELATED RESOURCES – I. Programmatic Oversight and Fiscal Management** NYSED’s Office of Early Learning offers these useful resources to facilitate implementation and oversight:  |

* New York State Office of Children and Families’ [(OCFS) Find Child Care search tool](https://ocfs.ny.gov/main/childcare/ccfs_template.asp), and the New York State Council on Children and Families’ (CCF) Kids’ Indicator Well-being Clearinghouse [(KWIC) Interactive Map Builder](https://www.nyskwic.org/data_tools/map_builder.cfm) identify approved licensed and/or registered full-day prekindergarten providers serving four-year-old children.
* [Collaborating with Community-Based Organizations](http://www.nysed.gov/early-learning/collaborating-community-based-organizations)
* [School District and CBO Collaborative Prekindergarten - 6/18/21 Webinar](https://www.ccf.ny.gov/council-initiatives/head-start-collaboration-project/)
* [School District and CBO Collaborative Prekindergarten - Tip Sheet](http://www.nysed.gov/common/nysed/files/programs/early-learning/tip-sheet-for-collaborations-between-sed-and-head-start-and-other-pre-k-providers.pdf) this tool assists School districts in developing partnerships with community-based organizations that includes prekindergarten instructional practices, fiscal management, and family engagement.
* [Blending & Braiding Funds to Support Early Childhood Education Programs: Your "How to" Guide](https://www.ccf.ny.gov/files/7515/7909/7916/BlendBraidGuide.pdf) This guide was created by the New York State Council on Children and Families. It provides information for school districts and early childhood programs on braiding and blending funding sources to provide high-quality prekindergarten services to children.

* [NYSED’s Planning for High Quality Prekindergarten Programs](http://www.nysed.gov/early-learning/planning-high-quality-prekindergarten-programs) This guide provides information on child development, environments, curriculum, and instruction for prekindergarten students.

* [NYSECAC Developmentally Appropriate Briefs](http://www.nysecac.org/resources/resources-main-publications) These briefs comprise a series that addresses leadership, curriculum, classroom environment, instruction, interactions, assessment, family engagement, behavior, and play.

### II. Facility Quality

***The school district has documented protocols for ensuring that all school district and collaborating prekindergarten program facilities funded by §3602-ee grant programs adhere to the following facility quality requirements:***

**School District Health and Safety Oversight**

[§3602-ee.II.facilities.1-2] & [CR Part 151-1.7(a-e)]

The school district provides health and safety oversight of the design, sanitation, maintenance, and repair of district-operated and CBO-operated prekindergarten buildings, classrooms, premises, equipment, and furnishings with the objective of maximizing child development and early learning while protecting the health and safety of students at all times. The school district ensures compliance with all application requirements of the Americans with Disabilities Act (ADA).

The school district ensures that school district and collaborating prekindergarten program classrooms and buildings meet all applicable fire safety and building codes and any applicable facility requirements of a state or local licensing or registering agency, including, but not limited to those related to emergency evacuation plans, and health / medical procedures, and as recorded on documents such as day care licenses, certificates of occupancy, and health inspection reports (if meals are prepared on site.)

Except for schools in the city of New York, buildings and classrooms located on district grounds and operated by the school district shall meet the New York State Uniform Fire Prevention and Building Code, section 155.3 of this Title or its equivalent (notwithstanding the exemption for schools in cities with populations over 125,000 persons) and section 151-2.7 of this Part. Any new construction shall also meet the standards specified in the State Education Department Manual of Planning Standards.

Except for schools in the city of New York, buildings and classrooms operated by the school district, but located off school grounds, shall meet the New York State Uniform Fire Prevention and Building Code (9 NYCRR Parts 600 through 1250), section 151-2.7 of this Part and section 155.7 of this Title or its equivalent (notwithstanding the exemption for schools in cities with populations over 125,000 persons) and Part 418 of the regulations of the Department of Social Services (18 NYCRR Part 418).

In the case of schools in the city of New York, buildings and classrooms operated by the school district shall meet all applicable local fire safety and building codes.

Buildings and classrooms operated by eligible agencies shall meet all applicable fire safety and building codes and any applicable facility requirements of a State or local licensing or registering agency.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance for example, by providing a completed NYSED Prekindergarten Health & Safety checklist.
* Program administrators may upload supporting documentation for **II. Facility Quality** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**NYSED’s Health and Safety Checklist**

[§3602-ee.II.Facilities.4]

Utilizing the New York State Education Department’s [Prekindergarten Health and Safety Checklist](http://p1232.nysed.gov/earlylearning/documents/Guidancememo-PreKHealthandSafetyChecklist.pdf) as one component of a comprehensive physical plant review inspection protocol, the school district performs at least one inspection of a potential collaborating prekindergarten program collaborator’s facility before entering into a contract to provide collaborative prekindergarten programming.

Upon entering a contract, the school district performs at least one additional annual facility inspection of collaborating CBO facilities. The school district also performs one facility inspection per year of each school district-operated prekindergarten site.

At minimum, a second annual facility inspection will be performed by each CBO’s respective licensing, permitting, regulatory, oversight, registration, or enrolling agency. All school district-operated and collaborating-operated prekindergarten programs must provide access to all records, property, and personnel related to the program during all inspections. The New York State Education Department may also perform facility inspections of school district and collaborating prekindergarten program sites.

🕮 OEL Guidance:

* School districts who received grant awards in the 2021-2022 school year **must use** NYSED’s Health and Safety checklist.
* Program administrators may upload supporting documentation for **II. Facility Quality** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Violations by Collaborating Prekindergarten Providers / Community Based Organizations (CBO)**

[§3602-ee.II.Facilities.3]

The school district implements a process to take into account and ensure correction of any record of violations within the past two years of health and safety codes and/or licensure or registration requirements of potential and existing collaborating prekindergarten program providers, including, but not limited to the specific process by which the school district applicant has in place requiring that violations classified as “imminent danger” by the New York State 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 New York State Office of Children and Family Services).

🕮 OEL Guidance:

* Program administrators can demonstrate compliance by providing a completed [NYSED Prekindergarten Health & Safety Checklist](file:///%5C%5Cnysed.gov%5CSED%5CP12%5COCIFS%5CCHILDFAM%5CMonitoring%5CMonitoring%2021-22%5C3602-ee%20Quality%20Assurance%20Protocol%20-%20Districts%5CUtilizing%20the%20New%20York%20State%20Education%20Department%E2%80%99s%20Prekindergarten%20Health%20and%20Safety%20Checklist%20as). It includes an action plan section for items determined to be out of compliance.
* Program administrators may upload supporting documentation for **II. Facility Quality** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **RELATED RESOURCES – II. Facility Quality** NYSED’s Office of Early Learning offers these useful resources to facilitate implementation and oversight: |

* [NYSED’s Prekindergarten Health and Safety Checklist](http://p1232.nysed.gov/earlylearning/documents/Guidancememo-PreKHealthandSafetyChecklist.pdf) This checklist was developed to assist school districts in ensuring school district and CBO facilities are up to date with required health and safety inspections and can be used to document facility quality both indoors and outdoors for the prekindergarten program.
* [NYSED’s Planning for High Quality Prekindergarten Programs](http://www.nysed.gov/early-learning/planning-high-quality-prekindergarten-programs) This guide provides information on child development, environments, curriculum, and instruction for prekindergarten students.
* [NYSECAC Developmentally Appropriate Briefs](http://www.nysecac.org/resources/resources-main-publications) These briefs comprise a series that addresses leadership, curriculum, classroom environment, instruction, interactions, assessment, family engagement, behavior, and play.
* [A Look at Quality Prekindergarten Learning Environments](http://www.nysed.gov/video/look-quality-prekindergarten-learning-environments) This video is a part of a larger series and is designed to support educators in creating quality learning environments for young children in prekindergarten. It illustrates how effective teachers can plan and implement a classroom design that supports children of all abilities and language backgrounds in their early learning stages of development.

### III. Staffing Patterns, Qualifications, Performance, and Professional Learning

***The school district has documented protocols for ensuring adherence to the following requirements related to staffing patterns, qualifications, performance, and professional learning in all school district and collaborating prekindergarten program settings:***

**Staffing Patterns**

[§3602-ee.III.staffing.1 & 5]

To enhance diversity and equity in child development and learning, the school district has a documented staffing pattern policy to recruit, place, and retain a school district and collaborating prekindergarten program workforce that considers the diversity and needs of the school district’s prekindergarten students and families.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance by providing evidence such as the school district’s hiring policies and procedures for district-employed prekindergarten teachers and relevant RFP language required of potential collaborating prekindergarten program providers.
* Program administrators may upload supporting documentation for **III. Staffing Patterns, Qualifications, Performance, and Professional Learning** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Teacher Certification Requirements**

[§3602-ee.III. staffing.2-3] [§3602-ee(8)(a-c)] (Updated April 2022)

 and [CR Part 151-1.3(e)(1) (i-iv)] and [CR Part 151-1.3(e)(2)]

The school district has a mechanism, process, and adequate staffing to collect, record, maintain, verify, update, and report teacher certification compliance and data for:

* NYS Certified Prekindergarten Teachers
	+ All teachers in the universal full-day prekindergarten program shall meet the same teacher certification standards applicable to public schools. Prekindergarten teachers providing instruction shall possess NYS teacher certification pursuant to [CR Part 80](http://www.highered.nysed.gov/tcert/regulations.html) valid for service:
		- in the early childhood grades; or
		- students with disabilities in the early childhood grades
* Uncertified Prekindergarten Teachers
	+ Uncertified teachers employed by collaborating prekindergarten providers are eligible to teach State-administered prekindergarten students when the uncertified teacher:
		- Possesses a bachelor's degree in early childhood education or a related field,
	+ Effective June 2022 per NYS Education Law 3602-e, school districts will be able to employ uncertified teachers to deliver State-administered prekindergarten instruction. The uncertified prekindergarten teachers will be required to meet the same criteria as stated above for current collaborating prekindergarten providers who employ uncertified teachers.
* Prekindergarten Teaching Assistants and Teacher Aides [CR Part 151-1.3(e)(3-4)]
	+ A prekindergarten *teaching assistant* providing instructional support in a prekindergarten classroom shall meet qualifications pursuant to CR Part 80.
	+ A prekindergarten *teacher aide* providing support in a prekindergarten classroom shall meet the requirements prescribed by the local board of education.

🕮 OEL Guidance:

* Program administrators may upload supporting documentation for **III. Staffing Patterns, Qualifications, Performance, and Professional Learning** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp):
	+ For NYS-certified prekindergarten teachers, please upload a document with each teacher’s name (as it appears in [New York State Teacher Certification Lookup](https://eservices.nysed.gov/teach/certhelp/CpPersonSearchExternal.jsp)), type of certification(s) and number(s);

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**Maximum Class Sizes and Minimum Staffing Levels**

[§3602-ee.III. staffing.6] and [CR Part 151-1.3(d)(1)]

The school district ensures maximum four-year-old class sizes across all school district and collaborating prekindergarten provider settings:

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| --- | --- | --- |
| Collaborating Prekindergarten Provider Type | Maximum Class Size (Four-year-old Students) | Minimum Staffing Levels assigned to each class |
| Family Day Care | 6 | 1 Teacher |
| Group Family Day Care | 12 | 1 Teacher |
| Community Based Organization  | 18 | 1 TeacherAnd 1 Paraprofessional[Teaching Assistant or Teacher Aide] |
| 19-20 | 1 TeacherAnd 2 Paraprofessionals[Teaching Assistant(s) and/or Teacher Aide(s)] |

* Program administrators may upload supporting documentation for **III. Staffing Patterns, Qualifications, Performance, and Professional Learning** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp):

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**Maximum Class Size Variance Request**

[§3602-ee.III. staffing.6.a] and [CR Part 151-1.5(b)(7)(ii)]

For one school year, based on a prekindergarten program’s unique characteristics, the New York State Education Department will consider a school district’s written variance request to create a class size beyond the required maximum. Qualifying circumstances would promote the inclusion of ability-diverse preschool children with disabilities, language-diverse Emergent Multilingual Learners (EMLs) and/or or children who are homeless (McKinney-Vento). School districts in such circumstances should initiate the variance request process by submitting the form along with their application on the NYSED Application Business Portal.

🕮 OEL Guidance:

* Program administrators may upload supporting documentation for **III. Staffing Patterns, Qualifications, Performance, and Professional Learning** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp):

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**Teacher Performance and Evaluation**

[§3602-ee.III. staffing.10]

To improve upon school district and collaborating prekindergarten provider instruction and programming, the school district ensures the identification, selection and use of a [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) measure of prekindergarten teacher-student interactions

🕮 OEL Guidance:

* Program administrators can demonstrate compliance by providing examples of [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) tools used for prekindergarten teacher evaluation / teacher-student interactions.
	+ The formal observation tool used by school districts and collaborating prekindergarten providers / CBOs to measure the quality of teacher-student interactions is, at minimum, an [approved teacher practice rubric for New York State](https://usny.nysed.gov/rttt/teachers-leaders/practicerubrics/#ATPR) that is [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) for use in prekindergarten.
	+ Although not required, for purposes of consistent prekindergarten program evaluation, it is beneficial for school districts and their collaborating prekindergarten providers / CBOs to use the same tool to measure teacher-student interactions.
	+ As reported to NYSED’s Office of Early Learning, the following is a sampling of [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) tools used in school district and collaborating prekindergarten programs across the State that measure both the quality of learning environments and teacher-student interactions in prekindergarten:\*
		- [Early Childhood Environmental Rating Scale- ECERS-3, ECERS-R](https://ers.fpg.unc.edu/environment-rating-scales)
		- [Classroom Assessment Scoring System (CLASS)](https://teachstone.com/class/)
		- [Danielson Group Framework for Teaching](https://danielsongroup.org/framework)
		- [The Fidelity Tool: The Creative Curriculum for Preschool](https://shop.teachingstrategies.com/products/the-fidelity-tool-preschool-5th-edition)
		- [High Scope Program Quality Assessment (PQA)](https://highscope.org/our-practice/child-assessment/preschool-pqa-r/)
		- [New York State United Teachers (NYSUT) Teacher Practice Rubric](https://www.nysut.org/resources/all-listing/2012/september/nysut-teacher-practice-rubric)

\*NYSED does not endorse the use of any particular assessment tool.

* Program administrators may upload supporting documentation for **III. Staffing Patterns, Qualifications, Performance, and Professional Learning** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp):

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**Professional Learning**

[§3602-ee.III. staffing.11] & [CR Part 151-1.3(g)]

The school district ensures the planning and provision of quality, research-based, meaningful, sustained professional learning opportunities for all prekindergarten teacher and staff members employed by the school district and collaborating prekindergarten providers.

When planning professional learning opportunities, the school district considers a variety of factors based on the comprehensive instructional and non-instructional needs of its prekindergarten four-year-old students, their families, and communities, such as:

* Aggregated information on prekindergarten student progress;
* Alignment to [NYSED’s Learning Standards](http://www.nysed.gov/curriculum-instruction) and [NYSED’s Resource Guides for Success in Early Learning](http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning);
* The school district’s Kindergarten through Third Grade curriculum;
* Input from the school district and collaborating prekindergarten provider teachers;
* Feedback from families;
* Feedback provided from prior completion of NYSED Office of Early Learning’s Quality Assurance Protocol (would not apply in 2021-2022).

🕮 OEL Guidance:

* Program administrators can demonstrate compliance by providing the district professional learning plan for prekindergarten teachers.
* Program administrators may upload supporting documentation for **III. Staffing Patterns, Qualifications, Performance, and Professional Learning** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp):

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| **RELATED RESOURCES – III. Staffing Patterns, Qualifications, Performance, and Professional Learning** NYSED’s Office of Early Learning offers these useful resources to facilitate implementation and oversight: |

* [The ASPIRE Registry](https://nysed-my.sharepoint.com/personal/michele_kinzel-peles_nysed_gov/Documents/Desktop/The%20ASPIRE%20Registry) is an online system that supports early childhood professionals across New York.
* [NYSED’s Planning for High Quality Prekindergarten Programs](http://www.nysed.gov/early-learning/planning-high-quality-prekindergarten-programs) This guide provides information on child development, environments, curriculum, and instruction for prekindergarten students.
* [NYSECAC Developmentally Appropriate Briefs](http://www.nysecac.org/resources/resources-main-publications) These briefs comprise a series that addresses leadership, curriculum, classroom environment, instruction, interactions, assessment, family engagement, behavior, and play.

### IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes

***The school district has documented protocols for ensuring adherence to the following requirements related to child eligibility, screening, progress monitoring, and outcomes in all school district and collaborating prekindergarten program settings:***

**School District Coordination of Prekindergarten Outreach through Placement**

[§3602-ee IV.child.1]

The school district coordinates and conducts all outreach, recruitment, eligibility, registration, lottery (if necessary), waitlist, enrollment, intake, and placement of students in school district and collaborating prekindergarten programs.

🕮 OEL Guidance:

* Although prekindergarten is not required, once a child is enrolled and placed in a State-administered prekindergarten program, the school district's attendance policy must be applied to both school district and collaborating prekindergarten programs.
* Program administrators can demonstrate compliance by providing examples of outreach and recruitment efforts to families.
* Program administrators may upload supporting documentation for **IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Student Eligibility**

[§3602-ee IV.child.2]CR Part 151-1.2(c)

The school district verifies each eligible student’s age and school district residency. *Eligible child* means a child who resides within the school district who is four years of age on or before December 1st of the enrolled school year, or who will otherwise be first eligible to enter public school kindergarten commencing the following school year.

* For a summer-only program provided in accordance with the provisions of CR 151-1.4(d) *eligible child* means a child who resides within the school district who is five years of age on or before December 1st of enrolled school year, or who will otherwise be first eligible to enter public school kindergarten commencing with the current school year.

🕮 OEL Guidance:

* Children who are age-eligible to enroll in kindergarten within the public school district are not eligible to enroll in a school district’s State-administered prekindergarten program operated by the school district or a collaborating prekindergarten provider.
* Program administrators may upload supporting documentation for **IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Random Method of Selection (Lottery)**

[CR Part 151-1.4(d)]

In a given school year when there may be more eligible children than available placements in school district and collaborating prekindergarten programs, the school district conducts a lottery to randomly select children for prekindergarten placement. When placements are filled, the lottery continues into forming a waitlist.

🕮 OEL Guidance:

* When lottery placements are filled, the lottery continues into a waitlist.
* Before or after a lottery, there is no “balancing” of students, such as reserving slots for specific student demographics or characteristics.
* Program administrators can demonstrate compliance by providing the school district lottery procedures.
* Program administrators may upload supporting documentation for **IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**New Entrant and Prekindergarten Initial Screening**

[§3602-ee IV.child.3-5], [CR Part 151-1.3(b)(1)(i-ii)] and [CR Part 117]

Pursuant to [CR Part 117](https://govt.westlaw.com/nycrr/Browse/Home/NewYork/NewYorkCodesRulesandRegulations?guid=Ifb5a99c0ab3811dd9e3f9b6a3be71c54&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)), the school district screens all new entrants, including those entering school district and collaborating prekindergarten programs to identify those who may need additional diagnostic assessments that could possibly result in the determination of ability-diverse (preschool students with disabilities and/or gifted) and/or language-diverse ([Emergent Multilingual Learners in Prekindergarten](http://www.nysed.gov/bilingual-ed/emergent-multilingual-learners-prekindergarten-programs)).

* Upon prekindergarten enrollment, the school district administers a [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) screening tool that, at a minimum, that assesses each student’s language, cognitive, and social-emotional development.
* Screening results are documented, protected, shared with each student’s family, and used to inform instruction, address the needs of individual children, improve prekindergarten program practice, and inform professional learning.

🕮 OEL Guidance:

* Initial screening tools are administered only once at the beginning of a prekindergarten student’s school experience. Screening tools are not repeatedly administered for the purposes of determining student progress throughout the school year.
* When indicating and documenting he use of [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) initial prekindergarten student screening tools and procedures upon each prekindergarten student’s enrollment, pay careful consideration to documenting compliance with [CR Part 117 Regulations for Screening of New Entrants](http://www.p12.nysed.gov/sss/lawsregs/117-1-3.html) that outlines the requirements for (1) collecting, (2) protecting and (3) sharing screening results with families that identify students who are possibly gifted, with a disability, and/or multilingual.
	+ To identify [Emergent Multilingual Learners (EML) in Prekindergarten Programs](http://www.nysed.gov/bilingual-ed/emergent-multilingual-learners-prekindergarten-programs), NYSED recommends the use of [the EML Language Profile](http://www.nysed.gov/common/nysed/files/emergent-multilingual-learners-language-profile-october-2017.final-accessible.docx) and [Process](http://www.nysed.gov/common/nysed/files/emergent-multilingual-learners-language-profile-process-october-2017.final-a_0.pdf).
* Program administrators may upload supporting documentation for **IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Progress Monitoring Assessments**

[§3602-ee IV.child.4-6] & [CR Part 151-1.3(b)(2)]

After the initial screening process, at least twice thereafter during the school year, the school district and collaborating prekindergarten provider(s) administer [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) progress monitoring assessments to measure the progress of each prekindergarten student’s language, cognitive, and social-emotional development.

* Progress monitoring assessment results are documented, protected, shared with each student’s family, and used to inform instruction, address the needs of individual children, improve prekindergarten program practice, and inform professional learning.
* At the end of each school year, the school district reports aggregate student progress monitoring data to the New York State Education Department via the Final Prekindergarten Program Report. Prekindergarten programs are considered effective students demonstrate significant gains in language, cognitive, and social-emotional development.
* The school district ensures that any measurement of student outcomes in prekindergarten will not be used to make high-stakes educational decisions for individual children. For example, such data is not used to preclude or discourage a child’s enrollment in kindergarten.

🕮 OEL Guidance:

* Progress monitoring assessment tools are administered throughout the school year after a prekindergarten student’s initial screening process has concluded. Screening tools are administered once; not repeatedly in an attempt to determine student progress throughout the school year.
* When indicating and documenting the use of [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) progress monitoring assessment tools and ongoing procedures throughout the prekindergarten school year, school districts include:
	+ A plan to administer progress monitoring assessments in school district and collaborating prekindergarten provider/CBO settings at least twice: a winter administration, then a spring administration. Additional administrations are optional.
	+ Progress monitoring assessment results demonstrate development in, at minimum, language & literacy, cognitive, and social-emotional skills.
	+ Procedures for (1) collecting, (2) protecting and (3) sharing progress monitoring results with families.
* Program administrators may upload supporting documentation for **IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Examples of** [**Valid and Reliable**](https://files.eric.ed.gov/fulltext/ED588476.pdf) **Screening and Progress Monitoring Tools**

Assessment tools should be used in their entirety. Utilizing various parts of multiple [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) assessments removes validity and reliability, thus not an approvable assessment method.

If a school district chooses to use a locally developed assessment, it must partner with an organization, typically, a university, to go through the psychometric process (typically two years of developing targets of measurement, performance level descriptors, field testing, data review, evaluation, and analysis of resulting field test scores.) to deem the assessment valid (measures what it is supposed to) and reliable (consistent scoring results.) Until a school district’s locally-developed assessment is deemed [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf), it is required to use commercially-developed assessments that have already been deemed [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf).

**If the listed tool has a red Asterix (\*) next to it, it indicates that there is more than one version of the tool. For example, the Developmental Indicators for the Assessment of Learning (DIAL) has more than one version that is** [valid and reliable](https://files.eric.ed.gov/fulltext/ED588476.pdf) **such as the DIAL-3, DIAL-4, and Speed DIAL.**

***NYSED does not endorse the use of any particular assessment. The following assessments have been reported to NYSED’s Office of Early Learning. They are a sampling of those being used by prekindergarten programs across the State.***

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| **EXAMPLES OF VALID AND RELIABLE EARLY CHILDHOOD ASSESSMENTS** | **INITIAL****SCREENING****TOOLS****(1x per Year)** | **PROGRESS MONITORING TOOL****(2x per Year)** |
| **Language & Literacy Skills** | **Cognitive****Skills** | **Social-Emotional Skills** |
| * [**Ages and Stages (ASQ)**](https://agesandstages.com/)
 | [x]  | **-** | **-** | **-** |
| * [**Ages and Stages Social-Emotional Questionnaire (ASQ-SE)**](https://agesandstages.com/products-pricing/asqse-2/)
 | [x] Social-emotional only | **-** | **-** | **-** |
| * [**Early Screening Profiles (ESP)**](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Developmental-Early-Childhood/Early-Screening-Profiles/p/100000089.html)
 | [x]  | **-** | **-** | **-** |
| * [**Battelle Developmental Inventory**](https://riversideinsights.com/battelle_3e) **\***
 | [ ]  | [x]  | [x]  | [x]  |
| * [**Battelle Developmental Inventory 3 (BDI3) Developmental Screening Test**](https://riversideinsights.com/battelle_3e)
 | [x]  | - | - | - |
| * [**Bayley Scales of Infant and Toddler Development**](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Behavior/Adaptive/Bayley-Scales-of-Infant-and-Toddler-Development-%7C-Third-Edition/p/100000123.html) **\***
 | [x]  | **-** | **-** | **-** |
| * [**Brigance Early Childhood Screens**](https://www.curriculumassociates.com/programs/brigance/early-childhood)
 | [x]  | **-** | **-** | **-** |
| * [**Brigance Inventory of Early Development**](https://www.curriculumassociates.com/programs/brigance/early-childhood)
 | **-** | [x]  | [x]  | [x]  |
| * [**Teaching Strategies GOLD Developmental Continuum**](https://teachingstrategies.com/)
 | **-** | [x]  | [x]  | [x]  |
| * [**Developmental Indicators for the Assessment of Learning (DIAL)**](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Developmental-Indicators-for-the-Assessment-of-Learning-%7C-Fourth-Edition/p/100000304.html) **\***
 | [x]  | **-** | **-** | **-** |
| * [**Devereux Early Childhood Assessment (DECA)**](https://centerforresilientchildren.org/home/allresources/)
 | [x] Social-emotional only | **-** | **-** | [x]  |
| * [**Early Screening Inventory – Revised (ESIR)**](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Early-Screening-Inventory-Revised-%7C-2008-Edition/p/100000382.html)
 | [x]  | **-** | **-** | **-** |
| * [**HighScope Child Observation Record (COR)**](https://highscope.org/)
 | **-** | [x]  | [x]  | [x]  |
| * [**CIRCLE Progress Monitoring**](https://public.cliengage.org/tools/assessment/circle-progress-monitoring/)
 | **-** | [x]  | [x]  | [x]  |
| * [**Peabody Picture Vocabulary Test (PPVT)**](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Brief/Peabody-Picture-Vocabulary-Test-%7C-Fifth-Edition/p/100001984.html)**\***
 | [x] Language and literacy only | [ ]  | [ ]  | **-** |
| * [**Phonological Awareness Literacy Screening (PALS)**](https://pals.virginia.edu/parents-scores.html)
 | **-** | [x]  | [ ]  | **-** |
| * [**STAR Early Literacy**](https://www.renaissance.com/products/star-early-literacy/)
 | **-** | [x]  | **-** | **-** |
| * [**STAR Math**](https://www.renaissance.com/products/star-math/)
 | **-** | **-** | [x]  | **-** |
| * [**Work Sampling System (WSS)**](https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Developmental-Early-Childhood/Work-Sampling-System-%7C-Fifth-Edition/p/100000755.html)
 | **-** | [x]  | [x]  | [x]  |

**Prohibition on Administration of Traditional Standardized Tests**

[CR Part 151-1.2(e)] & [CR Part 151-1.3(b)(4)]

Notwithstanding the provisions of this subdivision, no school district shall administer traditional standardized tests in a prekindergarten program; provided that nothing herein shall prohibit assessments in which students perform real-world tasks that demonstrate application of knowledge and skills or assessments that are otherwise required to be administered by Federal law.

*Traditional standardized test* shall mean a systematic method of gathering information from objectively scored items that allow the test taker to select one or more of the given options or choices as their response. Examples include multiple-choice, true-false, and matching items. Traditional standardized tests are those that require the student (and not the examiner/assessor) to directly use a "bubble" answer sheet. Traditional standardized tests do not include performance assessments or assessments in which students perform real-world tasks that demonstrate application of knowledge and skills; assessments that are otherwise required to be administered by Federal law; and/or assessments used for diagnostic or formative purposes, including but not limited to assessments used for diagnostic screening required by Education Law section 3208(5).

🕮 OEL Guidance:

* Program administrators can demonstrate compliance by providing evidence such as the district’s prekindergarten assessment policies and procedures.
* Program administrators may upload supporting documentation for **IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **RELATED RESOURCES – IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes** NYSED’s Office of Early Learning offers these useful resources to facilitate implementation and oversight: |

* [NYSED’s Planning for High Quality Prekindergarten Programs](http://www.nysed.gov/early-learning/planning-high-quality-prekindergarten-programs) This guide provides information on child development, environments, curriculum, and instruction for prekindergarten students.
* [NYSECAC Developmentally Appropriate Briefs](http://www.nysecac.org/resources/resources-main-publications) These briefs comprise a series that addresses leadership, curriculum, classroom environment, instruction, interactions, assessment, family engagement, behavior, and play.
* [OEL Website: Supporting Special Populations](http://www.nysed.gov/early-learning/supporting-special-populations) This webpage provides resources for educators for supporting Emergent Multilingual Learners, Preschool Students with Disabilities, and McKinney-Vento Students in prekindergarten programs.

### V. Child Nutrition, Health, and Well-being

***The school district has documented protocols for ensuring adherence to the following requirements related to child nutrition, health, and well-being in all school district and collaborating prekindergarten program settings:***

**Meals and Snacks**

[[§3602-ee V.health.1]](#V_Health_1) [CR Part 151-1.3(c)(2)]

Provided by existing school district and/or collaborating prekindergarten nutrition programs, and if/when necessary, provided by State-administered prekindergarten grant and/or allocational funds, the school district ensures each student’s nutritional needs are sufficiently met through the provision of appropriate meals and snacks.

🕮 OEL Guidance:

* [May 2021 Eligibility of State-Administered PreK Programs for Child Nutrition Programs](http://www.nysed.gov/common/nysed/files/programs/early-learning/upk-child-nutrition-memo.pdf) This memo explains the Eligibility of State-Administered Prekindergarten Programs for Child Nutrition Programs.
* Program administrators can demonstrate compliance by providing evidence such as the classroom daily schedule(s), menus, *and/or mealtime policies or procedures.*
* Program administrators may upload supporting documentation for **V. Child Nutrition, Health, and Well-being** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Family Style Dining**

[[§3602-ee V.health.2]](#V_Health_1) CR Part 151-1.3(c)(2)

The school district ensures that nutritious meals and snacks within school district and CBO settings are provided at appropriate times and for sufficient durations conducive to meaningful student-student and student-staff interactions.

🕮 OEL Guidance:

* [March 2021 Guidance Regarding Mealtimes as part of the Instructional Day](http://www.nysed.gov/memo/early-learning/guidance-regarding-mealtime-part-instructional-day) This guidance provides school districts with information and strategies for counting mealtimes as part of the instructional day.
* Program administrators can demonstrate compliance by providing evidence such as classroom daily schedule(s), menus, *and/or* mealtime policies or procedures.
* Program administrators may upload supporting documentation for **V. Child Nutrition, Health, and Well-being** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Physical Activity**

[[§3602-ee V.health.3]](#V_Health_1)

The school district ensures that the school district and collaborating prekindergarten programs provide students with a variety of daily opportunities to engage in developmentally appropriate activities that are indoor and outdoor, structured and unstructured, and moderately to vigorously physical.

🕮 OEL Guidance:

* Program administrators can demonstrate compliance by providing evidence such as classroom daily schedule(s), *and/or*
* classroom lesson plan(s).
* Program administrators may upload supporting documentation for **V. Child Nutrition, Health, and Well-being** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **RELATED RESOURCES - V. Child Nutrition, Health, and Well-being** NYSED’s Office of Early Learning offers these useful resources to facilitate implementation and oversight: |

* [April 2021 Guidance for Supporting Toilet Learning for Prekindergarten & Kindergarten Students](http://www.nysed.gov/memo/early-learning/guidance-supporting-toilet-learning-prekindergarten-kindergarten-students) This guidance provides Districts with information and strategies for supporting prekindergarten students with toileting needs.
* [March 2021 Guidance for Nap Time of Prekindergarten Students](http://www.nysed.gov/memo/early-learning/guidance-nap-time-prekindergarten-students) This guidance provides information about counting nap time as part of the instructional day.
* [NYSED’s Planning for High Quality Prekindergarten Programs](http://www.nysed.gov/early-learning/planning-high-quality-prekindergarten-programs) This guide provides information on child development, environments, curriculum, and instruction for prekindergarten students.
* [NYSECAC Developmentally Appropriate Briefs](http://www.nysecac.org/resources/resources-main-publications) These briefs comprise a series that addresses leadership, curriculum, classroom environment, instruction, interactions, assessment, family engagement, behavior, and play.

### VI. Learning Environment, Curriculum and Instruction

***The school district has documented protocols for ensuring adherence to the following requirements related to learning environment and curriculum in all school district and collaborating prekindergarten program settings:***

**Schedule and Activities for Student-Centered Learning & Development**

[[§3602-ee VI.learning.1-2]](#V_Health_1) & [CR Part 151-1.3(a)(2)(i-v)]

Utilizing differentiated instruction with an emphasis on language, emergent literacy, early mathematic skills, social and emotional development, physical abilities, and structured and unstructured play, school district and collaborating prekindergarten program space, scheduling, environment, and learning activities advance student-centered learning and development.

* Children are encouraged to be self-assured and independent through an intentionally-planned daily schedule of teacher-initiated learning activities (2/3 of day) and child-initiated learning activities (1/3 of day) that balances active & quiet play, indoor & outdoor gross motor activities, and individual & small group activities.
* Early literacy and emergent reading instruction is based on effective, evidence-based practices with essential components including, but not limited to:
	+ Background knowledge,
	+ Phonological awareness,
	+ Receptive and expressive language,
	+ Vocabulary development, and
	+ Phonemic awareness.

🕮 OEL Guidance:

* Indicators of compliance and quality of student-centered learning in each prekindergarten classroom include, but are not limited to:
	+ Program resources (materials, space, technology, instructional supports) are aligned to, and support the program’s goals.
	+ A private space for each child’s possessions.
	+ A space for whole-group meetings, and opportunities for peer interactions and conversations.
	+ An area set aside where an individual student or a small group of students can engage in a quiet activity.
	+ A daily schedule that is posted, represented in pictures and words, and is displayed at the children’s eye-level.
		- The daily schedule allows morning & afternoon activities that balance teacher-directed (2/3 of day) & child-initiated (1/3 of day) play, indoor & outdoor gross motor activities, and individual & small group activities.
	+ Classroom displays and exhibited student work are authentic, student-created, process-driven, and reflective of an inclusive, culturally, and linguistically diverse classroom environment where students demonstrate understandings and/or questions of their world and surroundings.
* Program administrators demonstrate compliance by providing evidence such as daily schedule, classroom lesson plan(s), classroom floorplan, pictures and/or samples of student work and displays.
* Program administrators may upload supporting documentation for **VI. Learning Environment and Curriculum** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Learning Centers**

[[§3602-ee VI.learning.2]](#V_Health_1) & [CR Part 151-1.3(a)(2)(i-iii)]

The school district ensures that school district and collaborating prekindergarten programs arrange classrooms with clearly-defined, well-equipped learning centers that promote a balance of individual and small group activities. Learning centers include, but are not limited to:

* Blocks and construction;
* Creative Arts;
* Dramatic play;
* Literacy (Language Arts, Reading/Writing, Library, including Home Language Library);
* Mathematics and Manipulatives;
* Media/ Technology;
* Music / Movement;
* Sand and Water play / Sensory;
* Science and Nature;

🕮 OEL Guidance:

* In each prekindergarten classroom, indicators of compliance and quality of an engaging learning center environment include, but are not limited to:
	+ Learning centers are thoughtfully designed, equipped, and supplied to align with theme-based instruction.
	+ Learning centers and components of learning centers are labeled with pictures and words in English and students’ home language(s).
	+ Each learning center:
		- Has an assortment of theme-based materials for small group and independent inquiry and exploration
		- Is well-equipped with an appropriate number and variety of accessible age-appropriate materials (e.g., dolls, puppets, block accessories, books, food, pictures, posters, etc.)
		- Promotes literacy development with appropriate and accessible reading and writing materials.
		- Reflects diverse cultures, languages, and abilities
* Program administrators can demonstrate compliance by providing evidence such as classroom floor plan(s), classroom lesson plan(s), *and/or s*chool district policy or procedure pertaining to prekindergarten learning environments.
* Program administrators may upload supporting documentation for **VI. Learning Environment and Curriculum** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Curriculum and Instruction**

[[§3602-ee VI.learning.4]](#V_Health_1) & [CR Part 151-1.3(a)(1)]

The school district and its collaborating prekindergarten program utilize a developmentally appropriate written curriculum that:

* Is evidenced-based (meaning research has been conducted regarding the relationship between the curriculum and children's learning);
* Aligns to [NYSED’s Prekindergarten Early Learning Standards](http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning)
* Incorporates the key domains of child development as outlined in [NYSED’s Resource Guide School Success in Prekindergarten](http://www.nysed.gov/common/nysed/files/programs/early-learning/pk_standards_resource_web_revised_2021.pdf);
* Emphasizes language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structured & unstructured play;
* Facilitates and supports individualized, differentiated, and responsive and sustaining instruction for diverse abilities, cultures, and languages
* Ensures continuity with instruction in the early elementary grades, and
* Integrates with the school district’s Kindergarten-Grade 12 instructional program.

🕮 OEL Guidance:

* In each prekindergarten classroom, indicators of compliance and quality of prekindergarten curriculum and instruction include, but are not limited to the following:
	+ Using theme-based instruction, teachers use multiple strategies to facilitate student engagement, participation, and learning experiences that cohesively develop skills and concepts in language, math, social-emotional learning, and science.
	+ Transitions throughout each day’s activities are thoughtfully planned and minimize students’ wait time.
	+ Through direct instruction and modeling, teachers encourage students to engage in positive interactions with both peers and adults;
	+ Teachers frequently promote language use by modeling advanced language, repeating and extending student responses, and participating in social conversations with students.
	+ Teachers ask open-ended questions that allow adequate time for students to respond, provide opportunities for students to generate ideas and higher-order thinking.
* Program administrators can demonstrate compliance by providing evidence such as examples of classroom lesson plans and/or a curriculum map. School district curriculum policies and procedures.
* Program administrators may upload supporting documentation for **VI. Learning Environment and Curriculum** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Preschool Students with Disabilities**

[[§3602-ee VI.learning.5]](#V_Health_1) & [CR Part 151-1.4(e)]

The school district ensures that school district and collaborating prekindergarten programs implement adequate and appropriate accommodations, modifications, and supports to enable preschool students with disabilities effective and equitable access, inclusion, and integration in the full range of the program’s curriculum, instruction, activities, goals, and objectives.

Preschool SWD-specific resources include:

* [July 2021 NYSED Memo: School District Responsibilities for Preschool Inclusion in Publicly Funded Prekindergarten Programs](http://www.nysed.gov/early-learning/field-memos)  This memo provides school districts with information on ensuring resident preschool students with disabilities have equal access to enroll and attend the district’s public PreK programs in accordance with NYS and federal expectations for the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE).
* [Blueprint for Improved Results for Students with Disabilities](http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education-june-2019.pdf) This publication is a statewide framework which is intended to clarify expectations for administrators, policy makers and practitioners to improve instruction that will prepare students with disabilities for success, beginning in the preschool years, to lay the foundation for post-secondary readiness and success.
* [New York State Pyramid Model Partnership](http://www.nysecac.org/contact/pyramid-model/general-information)  This partnership promotes the statewide use of the Pyramid Model, an evidence-based framework proven to be an effective approach to building social and emotional competence in early care and education programs.
* [Resource to Support Special Education Services Birth to Third Grade](http://www.p12.nysed.gov/earlylearning/documents/AResourcetoSpecialEducationSupportServices.pdf) This publication provides an overview of special education services including Early Intervention, the Committee on Preschool Special Education and the Committee on School Education.

🕮 OEL Guidance:

* The program administrator can demonstrate program compliance through providing evidence such as lesson plans or a district policy/procedure for serving students in prekindergarten programs who have been identified with a special need.
* Program administrators may upload supporting documentation for **VI. Learning Environment and Curriculum** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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**Emergent Multilingual Learners (EML)**

[[§3602-ee VI.learning.5]](#V_Health_1) & [CR Part 151-1.4(f)]

The school District ensures that school district and collaborating prekindergarten programs implement adequate and appropriate accommodations, modifications, and supports to enable language-diverse [Emergent Multilingual Learners (EML)](http://www.nysed.gov/bilingual-ed/emergent-multilingual-learners-prekindergarten-programs) with effective and equitable access, inclusion, and integration in the full range of the program’s curriculum, instruction, activities, goals, and objectives.

EML-specific resources include:

* [Blueprint for English Language Learners Success](https://www.nysabe.net/wp-content/pdfs/Blueprint-for-ELL/nys-blueprint-for-ell-success.pdf) This publication is a statewide framework of eight guiding principles for administrators, policy makers, and practitioners to prepare English Language Learners (ELLs) for success, beginning in prekindergarten, to lay the foundation for college and career readiness.
* [Determining if an Emergent Multilingual Learner (EML) in Prekindergarten is a Potential English Language Learner (ELL) in Kindergarten](http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire) Teaching teams should include EML students’ records from Prekindergarten that might be helpful or informative as part of the [ELL Screening, Identification, and Placement Process](http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire) that is required for *all* Kindergarten students. As prescribed by CR Part 154-2, the Home Language Questionnaire (HLQ) must be administered to *all* incoming Kindergarteners upon registration. Step 2 of the ELL Screening, Identification and Placement Process set forth by CR Part 154-2.3(a), includes the review of documents, prior assessments, and previous academic experience. Contact the New York State Education Department (NYSED) Office of Bilingual Education and World Languages (OBEWL) at OBEWL@nysed.gov for assistance.
* [Encouraging the Development and Achievement of Dual Language Learners in Early Childhood](https://files.eric.ed.gov/fulltext/EJ1192671.pdf)Espinosa, Linda M. (2018). *American Educator, 42* (3), 10-11, 39. Espinosa presents how research demonstrates the best outcomes for multilingual learners relying heavily on both systematic exposure to the English language and by providing ongoing support for home language maintenance and development.
* [Young Dual Language Learners: A Guide for PreK-3 Leaders](https://www.caslonpublishing.com/titles/14/young-dual-language-learners/) Nemeth, Karen N. (2014) Caslon Publishing. Nemeth provides clear and concise expert responses to questions that early childhood and elementary education administrators ask about educating multilingual children in culturally and linguistically responsive ways.
* [Culturally Responsive-Sustaining Education Framework](http://www.nysed.gov/curriculum-instruction/culturally-responsive-sustaining-education-framework) The CR-S framework helps educators create student-centered learning environments that: affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning, develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

🕮 OEL Guidance:

* The program administrator can demonstrate program compliance through providing evidence such as lesson plans or a district policies/procedure demonstrate how language-diverse students who have been identified as EMLs are integrated into the prekindergarten program.
* It is important to keep up with developments presented in NYSED’s [PreK Emergent Multilingual Learner website](http://www.nysed.gov/bilingual-ed/emergent-mulitilingual-learners-prekindergarten-programs). For example, it conveys that language-diverse prekindergarten students identified by the EML Language Profile are entitled to a combination of supports and instruction in their home language(s) while learning English. Home language development is essential to supporting language-diverse EMLs.
* Program administrators may upload supporting documentation for **VI. Learning Environment and Curriculum** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **RELATED RESOURCES - VI. Learning Environment and Curriculum** NYSED’s Office of Early Learning offers these useful resources to facilitate implementation and oversight: |

* [The New York State Resource Guide for School Success: The Prekindergarten Early Learning](http://www.p12.nysed.gov/earlylearning/documents/new-york-state-prekindergarten-learning-standards.pdf) Standards While full implementation of the NYS Next Generation Learning Standards is being phased in, this resource guide will assist Districts in beginning to implement the New York State Next Generation Learning Standards. This publication consolidates all prekindergarten learning standards for 4-year-old students.
* [The NYS Early Learning Standards Introduction](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-early-learning-standards.pdf) The NYS Next Generation Learning Standards emphasize the importance of ensuring all instructional strategies are appropriate for the age and development of the students being taught. This document is a valuable reference for this shift and is specific to prekindergarten.
* [NYSED’s Planning for High Quality Prekindergarten Programs](http://www.nysed.gov/early-learning/planning-high-quality-prekindergarten-programs) This guide provides information on child development, environments, curriculum, and instruction for prekindergarten students.
* [A Look at Quality Prekindergarten Learning Environments](http://www.nysed.gov/video/look-quality-prekindergarten-learning-environments) This video is a part of a larger series and is designed to support educators in creating quality learning environments for young children in Prekindergarten. It illustrates how effective teachers can plan and implement a classroom design that supports children of all abilities and language backgrounds in their early learning stages of development.
* [Tip Sheets for Practice and Play](http://www.nysed.gov/common/nysed/files/programs/early-learning/tip-sheets-for-practice-and-play.pdf) These Tip Sheets provide ideas for setting up developmentally appropriate learning centers.
* [NYSECAC Developmentally Appropriate Briefs](http://www.nysecac.org/resources/resources-main-publications) These briefs comprise a series that addresses leadership, curriculum, classroom environment, instruction, interactions, assessment, family engagement, behavior, and play.

### VII. Family Engagement & Support, and Partnerships with Non-profit, Community, & Educational Institutions

***The school district has documented protocols for ensuring adherence to the following requirements related to family engagement & support, and partnerships with non-profit, community, and educational institutions in all school district and collaborating prekindergarten program settings:***

**Family Engagement Policy and Practice**

[[§3602-ee.VII.families/partnerships.1&3]](#V_Health_1) & [CR Part 151-1.3(h)]

The school district’s written policies and procedures ensure active engagement of families, parents, and/or guardians in the education of their children at either a school district and/or collaborating prekindergarten programs.

School district policy reflects outreach strategies and how families are engaged free-of-charge in the languages they understand. Examples of active engagement may include, but are not limited to, written communication with families, one-on-one meetings, parent workshops and training on such topics as child development, language development, multilingualism, educational disabilities, and the special education referral process; opportunities for families to volunteer, and opportunities for families, parents, and/or guardians to participate in program- and school-level decisions and program improvement.

🕮 OEL Guidance:

* Program administrators may upload supporting documentation for **Family Engagement & Support, and Partnerships with Non-profit, Community, & Educational Institutions** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**Annual Program Evaluation Completed by Families**

[[§3602-ee.VII.families/partnerships.2]](#V_Health_1)

Families, parents, and/or guardians annually complete a prekindergarten program evaluation and/or survey. The school district applies results to program improvement, and regularly provides updated program quality information to families and the community.

🕮 OEL Guidance:

* The following is a sampling of end-of-year family survey items. For quantitative and qualitative results to consider in prekindergarten program evaluation and improvement, each statement should be followed by objective and subjective responses. For example:
	+ The prekindergarten program made our family feel included. We were always welcome and invited to plan and participate in classroom activities and school events.
		- 🞎 Strongly Agree 🞎 Agree 🞎 Somewhat Agree

🞎 Strongly Disagree 🞎 Disagree 🞎 Somewhat Disagree

* + - Comment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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* + I was greeted warmly every time I had contact with the prekindergarten program.
	+ My child’s teacher gave me helpful ideas about how to support my child’s learning.
	+ The teacher communicated regularly with me.
	+ I feel respected by my child’s teacher.
	+ The school provided support services that were appropriate and useful to my family.
	+ The school provided parent education workshops and activities that were of interest to me.
	+ I had opportunities as a parent to be involved in activities or events in my child’s classroom.
	+ It was apparent that prekindergarten program values diversity in its students and families.
	+ Prekindergarten program staff members made ongoing efforts to build a trusting relationship with me.
	+ My child’s prekindergarten program communicated with me in a language and manner I understand.
	+ Teachers and administrators addressed my questions and concerns in a thorough and timely manner.
	+ The teacher provided “at home” strategies and idea regularly so that I could support my child’s learning.
	+ My child’s teacher often shared information about things happening in the classroom
	+ My child’s teacher frequently showed interest in my child’s activities and interests at home.
	+ My child felt safe at school.
	+ The outdoor play area was appropriate and safe for my child.
	+ Supervision during indoor and outdoor recess was adequate for my child.
	+ The prekindergarten program made me and my child aware of safety procedures for emergencies.
	+ The prekindergarten program’s outdoor and indoor arrival and dismissal procedures were safe and well-organized.
	+ The prekindergarten program provided appropriate, nutritious, and varied snacks and lunches.
	+ I was satisfied with the quality, quantity, diversity and developmental appropriateness of the educational materials, supplies, and resources available in the classroom.
	+ My child found prekindergarten learning activities to be varied, interesting, and engaging.
	+ I have seen most of my child’s projects, artwork, classwork, etc.
	+ To make learning more meaningful, my child’s teacher incorporated diverse races, ethnicities, cultures, and languages in the classroom, curriculum, and lessons.
	+ The prekindergarten program supported my child’s English language development.
	+ The prekindergarten program supported my child’s Home language development.
	+ The prekindergarten program helped my child build social-emotional skills, confidence, and self-esteem.
	+ My child’s prekindergarten experience successfully prepared my child for kindergarten.
	+ I spoke with my child’s teacher at least 3 times this year regarding their progress. Ex: Parent/teacher conferences, progress reports, etc.
	+ I was an active participant in creating my child’s individualized education plan (IEP), and staff members worked diligently to achieve my child’s IEP goals.
	+ My child made significant progress due to support services for speech, English language development, home language development, occupational therapy, etc.
	+ I would recommend the prekindergarten program to other parents in the community.
* The program administrator can demonstrate program compliance by providing evidence such as a copy of the end-of-year parent survey**,** previous years’ completed surveys, and/orschool district policy or procedure for completing, evaluating, and applying results to prekindergarten program improvement.
* Program administrators may upload supporting documentation for **Family Engagement & Support, and Partnerships with Non-profit, Community, & Educational Institutions** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **School District Self-Assessment:** | **School District Description / Action Plan:** |
| [ ]  Not Implemented[ ]  Planning / In Development[ ]  Partially Implemented[ ]  Fully Implemented | [Date]:  |
| **NYSED Evaluation:** | **NYSED Evaluation Feedback:** |
| [ ]  Not Applicable[ ]  Non-Compliance[ ]  Minimal Compliance[ ]  Limited Compliance[ ]  Acceptable Compliance[ ]  Comprehensive Compliance[ ]  Enhanced Compliance | [Date]:  |

**Community Partnerships / Comprehensive Support Services**

[[§3602-ee.VII.families/partnerships.4]](#V_Health_1) & [CR Part 151-1.3(i)]

The school district provides, directly or through partnerships with health and human service providers, non-academic comprehensive services to children and their families necessary to support each child's participation in the prekindergarten program. Whenever possible, comprehensive services are provided in collaboration with other community organizations in a non-duplicative manner. Comprehensive 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.

🕮 OEL Guidance:

* Program administrators may upload supporting documentation for **Family Engagement & Support, and Partnerships with Non-profit, Community, & Educational Institutions** in the **21-22 QAP School District Supporting Evidence** report on the Monitoring & Vendor Performance System within the [NYSED Application Business Portal](https://portal.nysed.gov/abp).

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| **RELATED RESOURCES –** **VII. Family Engagement & Support, and Partnerships with Non-profit, Community, and Educational Institutions** NYSED’s Office of Early Learning offers these useful resources to facilitate implementation and oversight: |

* [New York State Parent Portal](https://www.nysparenting.org/about-us)

The Council on Children and Families (CCF) coordinates New York's health, education and human services systems to provide more effective systems of care for children and families. This NYS Parenting website is funded by the Preschool Development Grant Birth through Five Initiative as a one-stop, digital parent portal for information on parenting, child care options, concerns about child development and how to talk and work together with children’s teachers. CCR worked closely with its member agencies to develop each of these main resources:

* [Every Student Present](https://everystudentpresent.org/)
* [Multiple Systems Navigator](https://www.msnavigator.org/)
* [NYS Parent Guide](https://www.nysparentguide.org/)
* [NYS Child Care and After School Care Locator](https://www.nyschildcare.org/)
* An 8-minute video [Your Child Care Options](https://youtu.be/xpG06O7v-QQ) describes different settings for child care in New York State. This video is from the NYS Office of Children and Family Services.
* [NYSED’s Planning for High Quality Prekindergarten Programs](http://www.nysed.gov/early-learning/planning-high-quality-prekindergarten-programs) This guide provides information on child development, environments, curriculum, and instruction for prekindergarten students.
* [NYSECAC Developmentally Appropriate Briefs](http://www.nysecac.org/resources/resources-main-publications) These briefs comprise a series that addresses leadership, curriculum, the classroom environment, instruction and interactions, assessment and family engagement, behavior, and play.
* [Parent Brochure- Supporting the Home Language](http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/parent-brochure-trifold_english-a.pdf)This brochure was developed for NYSED under the lead of project director Dr. Zoila Morrell of Lehman College. This brochure was developed to inform and empower a community of parents, guardians, and other persons in parental relation and to ensure that all language diverse children continue to develop and maintain their home language.
* [Communicating and Engaging with Families of Multilingual Learners](http://www.nysed.gov/bilingual-ed/resources-obewl-and-ell-leadership-council) This resource was developed by NYSED in conjunction with New York State School District leaders. It focuses on providing high leverage practices for educators on how to maintain and promote an ongoing communication and engagement with the parents of multilingual learners.
* [Ready for La Escuela: School Readiness and the Languages of Instruction in Kindergarten](https://fordham.bepress.com/jmer/vol5/iss1/3) Tazi (Morell), Zoila PhD (2014) Journal of Multilingual Education Research: Vol. 5, Article 3. Morell presents a study of a New York school district that offered both bilingual and English-only instruction to Spanish speaking kindergartners. Children who received bilingual instruction in kindergarten were found to be four times more likely to be rated as Very Ready for School in four out of five developmental domains than the children who received instruction only in English. All the children benefitted from attending kindergarten, but these findings suggest that bilingual instruction for Spanish-speaking children was a more effective approach to enhance their school readiness.

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