

PRESCHOOL DEVELOPMENT GRANTS 2016 ANNUAL PERFORMANCE REPORT

New York





U.S. Department of Education PDG Annual Performance Report Executive Summary

Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Grantee State: NY

PR/Award #: s419B150021

You are required to submit an Executive Summary of up to 3000 words with your Annual Performance Report. This summary should relate to your approved application and summarize the goals and objectives that have been achieved under your grant, what you learned, and any evaluation results. Describe any unanticipated outcomes or benefits from your project and any barriers that you may have encountered. If there have been any changes to the project from the approved application, those should be explained as well.

New York State (NYS) continued to work with the same five districts, Watertown, Uniondale, Port Chester-Rye, New York City, and Yonkers to serve 2,350 students through the Preschool Development Expansion Grant (PDG) in 2016. The State of New York has a deep commitment to advancing a High-Quality and comprehensive approach to early childhood education for all of our young children.

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

PDG has allowed NYS an opportunity to implement our most progressive high-quality approaches to Prekindergarten and supplement programs with innovations to strengthen the quality and capacity of their programs.

Focus Areas

New York uses not more than five percent of PDG funding to strengthen, pilot, and scale up innovative strategies to improve early educational services from birth through third grade. We have focused our resources to achieve three major objectives in implementation of PDG:

- Improve the State's capacity to support local leaders to implement High-Quality Preschool Programs in collaboration with their partners;
- Build State-level support for High-Quality Preschool Programs through systemic linkages; and
- Build community-level support for High-Quality Preschool programs by expanding existing school-community partnerships to assess and strategically improve early childhood program quality.

The **Key Highlights and Major Accomplishments** section below will demonstrate the work done in 2016 to help achieve those goals. The subsequent section, **Challenges and Lessons Learned** will discuss how we are meeting challenges identified as we strengthen our early educational services.

Key Highlights and Major Accomplishments

Leadership Meetings

NYSED's Office of Early Learning (OEL) held two grantee leadership meetings. All PDG sub-grantee districts had representation at those meetings. In May 2016, meeting topics were generated based on

monitoring results in districts using the NYS Prekindergarten Quality Assurance Protocol. The agenda for this meeting included program updates, information about transition practices, the Early Development Instrument (EDI), and a presentation about quality learning environments.

Participants at the May 2016 meeting stayed a second day to participate in a state-wide leadership forum sponsored by NYSED in partnership with the NYS Prekindergarten-3rd Grade Administrators Association. Additional support was provided by the Northeast Comprehensive Center and NYS United Teachers. District leaders across the state were invited to the forum to learn about the five focus areas (focus on robust teaching strategies, prioritize language, create a culture that supports social and emotional development, make practice public, own the continuum) around administering quality prekindergarten to third grade programs. Participants were able to participate in breakout sessions to discuss topics from the *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*.

In November 2016, PDG sub-grantee districts attended a second two day leadership meeting. The agenda included program highlights, a presentation from NYC Department of Education on the Units of Study used in the prekindergarten program, OEL updates, teacher evaluation, and a presentation about collaborations. The panel included members from a\ Community Based Organizations (CBO), Head Start, and a district to discuss obstacles and best practices of collaborations. The Tip Sheet: Community-Based Organization/Head Start/ School District Prekindergarten Collaborations was reviewed as a tool for working through collaborations, and a representative from CEELO provided additional information to districts about collaborations.

Documents

Several documents have been developed for prekindergarten programs that support them in providing quality services to children.

- During the summer of 2016, staff from OEL worked to align the Administrative Review Document and the Quality Assurance Protocol for the 2016-2017 monitoring year. These two documents are now used across all NYS prekindergarten settings regardless of funding stream.
- The series of Developmentally Appropriate Practice Briefs has been expanded to include additional drafts that focus on the topics of special education and social and emotional learning. The six briefs provide research-based practical guidance to support effective early childhood practices that help young learners gain the foundational skills necessary to reach the learning standards.
- A team of individuals representing Head Start programs, CBOs, school districts, the NYS Head Start Collaboration Office, CUNY, and OEL met to develop a tool called: *Tip Sheet: Community-Based Organization/Head Start/ School District Prekindergarten Collaborations* that assists programs in designing effective collaborations.
- A set of tip sheets were developed for classroom learning areas. The tip sheets include information on what the center should offer children, the purpose of the center, and alignment with the learning standards.
- *The Preschool Planning Guide*, a document developed in 1998 for prekindergarten programs in NYS was updated and anticipated to be released to programs in the spring of 2017. It is now called the *Planning for High-Quality Prekindergarten Programs: Building a Foundation for School Success*.

English Language Learners

NYSED's Office of Bilingual Education and World Languages', (OBEWL) Regional Bilingual Education Resource Networks (RBERNs) have officially expanded their K-12 scope of work to include Prekindergarten in assisting school districts to establish, provide, and sustain effective language instruction for language diverse young learners. Additional support includes offering professional development opportunities; an example of which was offered on November 30, 2016 in Albany, NY: *OBEWL's First Annual English Language Learners / Multilingual Learners Literacy Conference: Developing Linguistically and Culturally Diverse Students*. District staff from Port Chester- Rye, NYC, Yonkers, and Uniondale attended this event.

A workshop presented by Dr. Zoila Morell was dedicated to serving language diverse students in prekindergarten. OBEWL and OEL have a strong working relationship with Dr. Morell and are collaborating with her to develop documentation and a protocol to identify language diverse students (tentatively to be designated for Pre-K Emergent Bilinguals) who will be enrolling in Prekindergarten for the 2017-2018 academic year.

Professional Development

During the summer of 2016, four districts, Watertown, Yonkers, Port Chester-Rye, and Uniondale sponsored summer training institutes for prekindergarten teachers, assistants, aides, and administrators that partner with or are employed by the district to provide prekindergarten services. These institutes were a collaborative effort among each individual district, OEL, QSNY, the City University of NY, and New York University.

Session topics included how to set up a quality preschool environment, authentic assessment, using data to drive program improvement, appropriate read aloud sessions, and purposeful transitions. Topics for sessions were determined based on ECERS-R data from QSNY, professional development plans developed between sites and QSNY, Quality Improvement Specialists and information from OEL Quality Assurance visits. Plans are underway for similar summer institutes in each of the four districts during the summer of 2017.

New York City

Starting in 2015-2016 and continuing in the 2016-2017 school year, all Pre-K sites were assigned to one of four instructional tracks based on multiple data sources including CLASS, ECERS-R, field staff recommendation and site preference. "Pre-K for All" instructional tracks support sites in meeting the Program Quality Standards and advancing student learning based on the New York State Prekindergarten Foundation for the Common Core (PKFCC). Each professional learning track included four full-day sessions for teachers and three four-hour sessions for Leaders. See below for the description of topics for each track.

2015-16

- NYC Pre-K Explore. Sites that participate in the NYC Pre-K Explore track use the Building Blocks math curriculum together with the Pre-K for All Interdisciplinary Units of Study created by the DECE in collaboration with outside experts. Building Blocks when integrated into the Units of Study, provides a comprehensive learning experience for children. Building Blocks is an evidence-based math curriculum that focuses on teaching concept development and problem solving through developmentally appropriate practices and scaffolded learning. The DECE research-based Interdisciplinary Units of Study support student learning in all domains using developmentally appropriate practice

- Lane A: Advancing Social Emotional Development. Participants focus on how to support pre-K

learners in developing social emotional skills needed to build a positive sense of self, form positive relationships, self-regulate, and adapt to change.

- Lane B: Using Data to Inform Instruction. Participants focus on how to move each child forward by learning new strategies to identify and meet each learner's needs using authentic assessments and other data points.

- Lane C: Supporting Linguistically & Culturally Diverse Learners. Participants focus on how to build on the diverse backgrounds and languages your children and families bring to the classroom with strategies for developing learning environments where all children can thrive and all families are strong partners.

2016-17

- NYC Pre-K Explore. See above description.

- NYC Pre-K Inspire. In this track professional learning sessions include a variety of topics that address key early childhood instructional and family engagement practices aligned to the Program Quality Standards (PQS).

- NYC Pre-K Thrive. This professional learning track will increase opportunities for pre-K children to realize their potential by building a foundation of social-emotional skills during a critical stage of development. Sites receive targeted support in implementing the DOE's Positive Behavior Guidance by capacity building of leadership, program staff, and families.

- NYC Pre-K Create. In this track participants learn to incorporate the visual arts, dance, theater, and music into their ongoing instruction to promote student learning in multiple PKFCC domains.

Early Development Instrument Implementation

In NYS there is no readiness definition for students entering kindergarten. In partnership with McMaster University, OEL and the NYS Early Childhood Professional Development Institute collaborated in the implementation of the Early Development Instrument (EDI). The EDI is used as a population-based measure for kindergarten children in three communities, Port Chester-Rye, Uniondale, and Watertown and implemented by Dr. Zoila Morell from Mercy College. The instrument is an outcome measure of children's developmental health at school entry in five domains: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. Section 1(c) provides a more in depth overview of implementation of EDI.

Early Childhood Advisory Council

In 2016, the ECAC was codified in state law and was restructured into four focus areas including coordinated and responsive systems, healthy children, strong families, and early learning. These focus areas were defined in mid-2016 and solidified with the codification in the late fall. In December 2016, the focus areas met in person for the first time at the quarterly ECAC membership meeting to discuss their objectives, goals, and priorities as they pertain to the strategic plan. Their first work plans are due in February of 2017 with their primary focus as follows:

- Coordinated and Responsive Systems: Public and private sectors that serve young children and their families are committed to collecting and utilizing data to inform decisions, developing a sustainable infrastructure and a fully-trained, properly-compensated, and well-supported workforce, and establishing policies for accountable approaches that promote healthy children, strong families, and early learning.
- Healthy Children: All young children are healthy and thriving, and have access to comprehensive health care services.
- The Strong Families: All families of young children are supported in their parenting and have the knowledge, skills, confidence, and resources they need to raise their children in healthy and nurturing environments.
- Early Learning: All young children will be successful in school and life.

Supporting Social and Emotional Development

New York State has become a Pyramid Model Partnership State. During the 2016 year, seventy-five Master Cadres were trained in the modules of the Pyramid Model to assist in promoting and training programs statewide in the use of the Pyramid Model, an evidence-based framework proven to be an effective approach to building social and emotional competence in all early care and educational settings. Three of the preschool development grant sites, Watertown, Uniondale, and Port Chester-Rye, have developed a schedule of training for the implementation of the preschool modules in their program. In conjunction with the Pyramid Model, an additional brief has been developed titled, *Behavior, Creating a Positive Climate to Support Social and Emotional Learning Prekindergarten Through 3rd Grade: Building a Strong Foundation for the New York State Learning Standards* which will be released to school district and early childhood programs in NYS in the spring of 2017.

The New York City preschool development sites are able to participate in the Thrive NYC track, an initiative to support the mental health of individuals. Participants will receive instructional and family level tools with evidence-based strategies for supporting children's social emotional development, behavioral regulation skills, and family engagement, as well as support from a social worker in implementing these practices.

The Yonkers School District continues to utilize The *PATHS* curriculum, a comprehensive program that supports social and emotional development of young children.

On-going Quality Improvement

Four of the participating districts, Yonkers, Watertown, Uniondale, and Port Chester-Rye are participating in QUALITYstarsNY (QSNY). QSNY is a voluntary system for all types of regulated early childhood programs that serve children from birth through age 5. Using research-based, culturally responsive program standards, QSNY evaluates program quality based on the following categories: Learning Environment, Family Engagement, Staff Qualifications & Experience and Management & Leadership. Each program receives a rating, from 1 to 5 stars, and the resources and supports needed to improve its star rating and quality over time.

In NYS, the Early Childhood Environmental Rating Scale-Revised (ECERS-R) is one of the tools used by QSNY. During the 2016 year, Uniondale classrooms were provided blocks based on an identified need from the ECERS-R observation. Blocks arrived in November, and classrooms have updated their block centers to include the new materials. Additionally, the *All About ECERS* book has been provided to the principal of the program who is new in her role this year. This has allowed the principal to learn

about the scale and its use in classrooms.

Sixteen Yonkers schools with prekindergarten programs completed a QSNY self-study. This involved a comprehensive reflection of all aspects of programing and identifying areas for growth and development. Three aides at School 30 in Yonkers are attending an online program for their bachelors in early childhood education because of support from QSNY which offers financial support for staff for professional development.

Learning materials were purchased through Quality Improvement Plan Funds for participating Yonkers schools to create and enhance learning centers. These materials included materials for dramatic play, blocks, science, math and manipulatives, books, and musical instruments. Age-appropriate tables and chairs were purchased for classrooms with an identified need for new equipment.

The CBO's in Watertown CSD identified family engagement as another area needing support. They have attributed the challenge of engaging families to many factors such as the transient nature of military families. Additionally, an identified area of concern was a lack of effective transition practices from the CBO early childhood education settings to kindergarten at the public school. The district has begun addressing the issue of transition. During the summer of 2016, the district brought together prekindergarten and kindergarten teachers and administrators to begin discussing transition practices. Also, the district has set up a transition committee that meets regularly.

Programs that partner with the New York City Department of Education (NYCDOE) are given supports and resources from the NYC Division of Early Childhood Education (DECE) through field offices located in Manhattan, the Bronx, Brooklyn, Staten Island, and Queens. Located in each office are Instructional Coordinators and Social Workers who provide support and coaching for teachers and administrators throughout the year. During the school year, the NYCDOE provides ongoing professional development to both leaders and teachers.

Comprehensive Services

Each of the districts has taken a unique approach to the comprehensive services they offer families. Below are highlights of their best practices.

- Uniondale works with Malloy College and the public library to offer family engagement workshops and offers families counseling services through Hispanic Counseling and North Shore Family & Guidance Center. The district partners with Adelphi University for social work services and has an on-site school nurse.
- Watertown partners with Cooperative Extension, The Urban Mission, Fidelis, The Community Action Planning Council, Thompson Park Zoo, and the Watertown Farmers Market to provide a variety of services. In school district buildings, families have access to the nurse and other support staff.
- Port Chester-Rye partners with Head Start. Through this partnership families are assigned a Family Support Advocate who assists the families with services. The district partnered with Open Door Medical Services to provide additional services to families.
- Yonkers has Family welcome centers located in ten of the district buildings that serve prekindergarten students. These centers are equipped with computers, literacy materials, and staffed with an individual that can offer families assistance. Yonkers is also part of the Yonkers Promise.
- NYC has social workers that are available to community based partners in providing support services to families. Social workers are available in each of the NYCDOE field

offices.

Challenges and Lessons Learned

Early Childhood Workforce in New York State

According to the Early Childhood Workforce Index 2016 from the Center for the Study of Child Care Employment from the University of California, Berkley, there are 1,408,752 NYS children ages birth through five years, and of those, 65% live in households where all available family members are currently working. It is estimated that in NYS, there are more than 77,920 members of the early childhood teaching workforce, including prekindergarten teachers.

In ranking median hourly wages across occupations, the median wage for a NYS prekindergarten teacher is \$14.95 per hour. About 59% of childcare workers' families participate in one or more public income support program with a cost of \$192.1 million. Although PDG requires districts to ensure that teachers in partnering CBO's have a comparable salary to public school teachers, districts still struggle with this requirement. Moreover, other NYS grant funded prekindergarten programs are not adequately funded to support comparable salaries for teachers working in CBO partnerships with public school districts. Each district works closely with their partner CBO's to maximize funds to support teacher salaries.

The National Association of State School Boards of Education awarded NYS a stipend to develop work plan for 2016-2018 which would assist in the development of a unified competency-based early education preparation program. Working in collaboration, the ECAC and NYSED will work to increase the knowledge and competencies of the early care and education work force. Activities of the work plan include evaluating and recommending changes to the current coursework required for NYS Birth-Grade Two teacher certification, preparing the workforce to work with at risk families, and establishing recruitment and retention strategies in NYS necessary to implement a high quality early learning system.

Representatives from NYS (including a NYSED OEL staff member) along with representatives from Arizona, Iowa, Minnesota, New Jersey, Utah, and Washington participated in the National Governors Association's *Cross State Convening: Leveraging Workforce Investment Strategies to Improve the Early Care and Education Workforce* forum held on January 25-27, 2017 in National Harbor, Maryland. During this session, state representatives discussed state plans to address the challenges in the early care workforce. NYS set goals which included opportunities to improve the work force, coordination of resources and opportunities across agencies within the state, exploration of new opportunities such as AmeriCorp or unions of workers, and existing training opportunities.

P-3 Continuum Plan of Work

One of the identified areas of need in reviewing our completed NYS Quality Assurance Protocol, the tool used to monitor prekindergarten programs in NYS, is providing instructional alignment with the P-3 continuum. To address this need, Watertown, Port Chester-Rye, and Uniondale were selected to pilot a project for creating a district specific plan for P-3 continuum work at the district level beginning in May 2017. Districts will establish a team which may include: building principal(s), a prekindergarten administrator, teacher representatives from grades P-2, and applicable curriculum specialists.

District teams will set short and long term goals to address issues on the following topics that center on the continuum: joint professional development; faculty meeting mixed grouping; family engagement; transitions between each grade; learning environments; developmentally appropriate instruction; and assessment. Each group will be assigned a mentor from NYSED OEL to assist the group in designing their plan. Additionally, the mentor will check in with the district on an on-going basis to provide

support as activities in the plan are carried out.



**U.S. Department of Education
PDG Annual Performance Report
Grant Status Form
Explanation of Progress (524B Section A)**
Based on ED 524B OMB No. 1894-0003 Exp. 06/30/2017

Grantee State: NY PR/Award #: s419B150021

Section A: Performance Objectives Information and Related Performance Measures Data (narrative)

1. Project Objective

1(a) GPRA Performance Measure: The number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant. Describe the State's progress in meeting this Government Performance and Results Act (GPRA) measure based on enrollment of Eligible Children in High-Quality Preschool Programs funded by the grant as of December 1, 2016.

New York has a long history of providing preschool services. In recent years, preschool services have expanded including new programs that will allocate funding to high needs three year olds. During the second year of the Federal Grant three sub grantee communities were able to expand services to students. In each of these communities, sub grantee districts developed new partnerships with community based organizations. Summer institute trainings and professional development were provided to all of the sub grantee districts to ensure high quality preschool programing.

As of December 1, 2016, 2,350 eligible children (63,658) were served in high-quality preschool programs funded by the grant. This is 3.4% of all Eligible children throughout the five sub grantee districts.

Please describe, as required in Program Requirement (k)(2) in the Notice Inviting Applicants (NIA), how the State established policies and procedures that ensure that the percentage of Eligible Children with disabilities served by the High-Quality Preschool Programs is not less than either the percentage of four-year-old children served statewide through part B, section 619 of IDEA (20 U.S.C. 1400 et seq.), or the current national average, whichever is greater.

Note: The current national percentage of four year-old-children receiving services through part B, section 619 of IDEA is 6.4%. Source: 2012 IDEA Part B Child Count (www.ideadata.org). States should include detailed information on ALL structural elements.

New York State Commissioner's Regulations Subpart 151-4(f) requires that children with disabilities be integrated into prekindergarten programs and that the environment and learning activities of the prekindergarten program shall be designed to promote and increase inclusion and integration of preschool children with disabilities. As such, each school district sub grantee is required to comply with Commissioner's Regulations and each prekindergarten program is required to make appropriate efforts to include children with disabilities in each prekindergarten program. Currently, 200(8.6%) students with disabilities are served with grant funds.

Describe the State's progress in increasing the number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant.

During the 2016-2017 school year three communities funded by the federal grant expanded their program to increase the number of eligible students served. Some of the communities will continue to expand for the 2017-2018 school year. Additionally, communities are planning to expand capacity by collaborating with Community Based Organizations to fund high-quality preschool.

1(b) GPRA Performance Measure: The number and percentage of children served overall in the State Preschool Program. Please describe any increases or decreases in this GPRA measure based on fall enrollment in the State Preschool Program for the 2016-17 school year.

During the 2015-16 school year, New York State served 118,560 four year old students and 1,509 three year old students in state and federally funded prekindergarten programs, with an overall budget of \$806M. For 2016-17, the State allocated an additional \$10.6M to serve 1,530 more three year olds. Therefore, it is anticipated that New York State will serve over 121,500 three and four year old children in prekindergarten during the 2016-2017 school year.

1(c) GPRA Performance Measure: The number and percentage of children in the High-Need Communities served by the grant that are ready for kindergarten as determined by the State's Kindergarten Entry Assessment or, if the State does not yet have a Kindergarten Entry Assessment, other valid and reliable means of determining school readiness.

In the Year 2 APR, grantees will provide disaggregated data on the school readiness of the children served by the grant. This may include information collected about the children served by the grant at the end of their 2015-16 preschool year or in their 2016-17 kindergarten year. States may provide data from a sample of children (e.g., a sample being used for any evaluation).

In the Year 2 APR, grantees must describe their progress towards identifying the measures, methods, and data on the school readiness of children served by the Preschool Development Grant. In the narrative below provide the following information:

- The name of the assessment tool(s) and the Essential Domains of School Readiness measured;
- When the assessment tool(s) is/are given (e.g., in preschool and/or kindergarten);
- Whether the assessment is mandated by the State, and for which children;
- How long the State has been using the assessment tool(s);
- Whether the assessment tool(s) is/are implemented throughout the High-Need Community and/or Statewide;
- Whether the State provides or will provide training for local staff administering the assessment. If so, describe the requirements including processes to ensure continued reliability in the administration of the measure;
- If school readiness data is reported to the State, describe when and how data are reported.

Also, please describe, if applicable:

- The State's definition of "school readiness;"
- Disaggregated information about children's school readiness on individual domains or subsets of the measure;
- School readiness data for children disaggregated by subgroup (e.g., students who are American Indian or Alaskan Native; Asian, not Pacific Islander; Native Hawaiian/other Pacific Islander; Black or African American; Hispanic/Latino; White, not Hispanic; two or more races; with disabilities; English learners; and from any other subgroups the state determines appropriate; and
- How the State will continue to make progress in meeting this GPRA measure.

Assessments and Instruments

Early Development Instrument (EDI)

Port Chester-Rye, Uniondale, and Watertown are utilizing the EDI tool in their respective communities. The EDI serves as a population based measure for interpreting outcomes for groups of children and is completed by kindergarten teachers after several months of observation. The districts are currently collecting information on students enrolled in kindergarten therefore; data will include students in the PDG grant for school year 2015-2016.

The EDI assess children's school readiness across the domains of physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge. Results from the EDI allow communities to mobilize and make plans to improve children's outcomes. The EDI data included 63 teachers completing assessment information on 1,116 students.

Training and Test Quality

Collecting the EDI surveys requires collaboration between parents, teachers, administrators, clerical staff, IT staff, and the evaluation team. In order to gather these groups and organize the data collection, a number of in-person meetings were held at each of the participating districts. The time-line below illustrates the schedule of meetings and tasks conducted in 2016

Initial Tasks

Introduction to the EDI - Federal Grantee Meeting - All Participating Districts-May 4

Meeting with the Administrative Team:

Port Chester-Rye - August 30; Uniondale- August 31; Watertown-August 24

Training on school readiness for teachers:

Port Chester-Rye -This group has collected in the past

Uniondale- November 9

Watertown-September 20

Meetings with data personnel (working from student databases):

Port Chester-Rye- September 27; Uniondale- November 9; Watertown-September 2

In addition to in-person meetings, conference calls were held and memorandum were distributed to organize various elements of the collection, such as: the parent opt-out process, creating a dataset, and disseminating support materials for teachers. In collaboration with the Offord Centre, the creator of the EDI, complete datasets were submitted at the end of December for review.

Data and Usage

The EDI is a rating survey of 104 questions that Kindergarten teachers complete on each of their students in the spring of the Kindergarten year that measures school readiness before Grade One. Scores on the EDI enable comparisons between population groups and differing conditions such as whether or not a child attended Pre-Kindergarten. Since the actual EDI survey is completed by Kindergarten teachers on the entire Kindergarten cohort of any community, it is possible to explore any impact associated with attendance in a Pre-Kindergarten program.

Implementation of the EDI offers a rare opportunity to look at early childhood programming in a community. There may be specific variables that a school may want to introduce to the EDI data collection to analyze later. Additional variables may include scores on an early assessment, participation on a specific program, etc. The Principle Investigator (PI) can work with a school to include additional variables for analysis. This step may prove to be an incentive for school districts to participate in implementing the EDI.

All the activities leading up to data collection are included in this category. These activities include:

- Organizing the parent opt-out and teacher consent processes;
- Working with the IT personnel at a school district to gather student data linked to the EDI survey;
- Collaborating with the School Representative to understand any additional variables collected and what they may mean in an analysis;

- Ensuring that an accurate, useful student dataset is created to link to the EDI surveys;
- Interfacing with the Offord Centre where the licensing for the EDI originates;
- Supporting a reliable, valid collection of EDI surveys.

Plans for Reporting

The EDI surveys were completed in February 2017. The data was processed by the Offord Centre. They returned a de-identified EXCEL spreadsheet that includes scores across developmental domains and percentile rankings, all linked to the original socio-economic characteristics and other variables. The consultant working on this project is preparing reports that will be available to districts in June of 2017.

At this point the PI conducts statistical analyses to explore associations between any of the following:

- Student characteristics and scores on each of the domains;
- Participation in Pre-Kindergarten programs and scores on each of the domains;
- Associations between scores on the domains and other variables identified by the school district.

Since this analysis is largely exploratory, it will be unique for each community. It is strength of the EDI that enables analyses that are both unique to the conditions or circumstances of a community, but still relate back to a norm-referenced framework of school readiness. While the EDI is designed to galvanize communities to make improvements on behalf of their young children, it is possible to assume a strengths-based approach that identifies the areas where children are faring well and demonstrating strengths. The PI will explore associations in each collection from a strengths-based perspective. .

In reporting findings on the EDI collection, it is most effective to present them in reference to what is important and meaningful to a community. Statistical jargon is likely to be off-putting, so it is important to frame findings in everyday language with logical connections to real conditions or situations in the community. At this stage of the EDI implementation, the PI will produce a written report of all findings and their implications in a manner that will be accessible to all stakeholders in the process. Community maps will be produced separately but linked to the report of findings.

A report of the findings will also be presented to the schools and community in person. This step allows for greater understanding, questioning, and exchange of ideas that ultimately promotes action within the community. A full day will be set aside for presenting findings at each community where the EDI will be implemented.

Common Metric

Four PDG districts are participating in the Common Metric Project. Through a subcontract with CUNY, NYU has designed the Common Metric, a system that unites the data from authentic assessment tools which will enable agencies and policy makers to analyze data across geographic and programmatic parameters.

The districts have identified the tools as follows:

- Yonkers - the Work Sampling System
- Uniondale- the Work Sampling System
- Port Chester-Rye:-Teaching Strategies GOLD
- Watertown- Teaching Strategies GOLD

The primary goal of the Common Metric Project is to improve the skills that teachers have to assess the children in their classrooms so they can make effective decisions about curriculum design and implementation, while making it possible to compare findings across these most commonly used online preschool authentic assessment tools.

After completing the cycle of assessment, data from districts is de-identified and transferred to NYU for analysis. Connecting these tools will enable stakeholders, preschool educators and directors, as well as local and state agencies, to strategically inform curriculum and instruction, and will serve to inform the professional development of educators.

Training and Test Quality

During the 2016 Summer Training Institutes, teams of trainers from the NYU Steinhardt Child & Family Policy Center provided trainings to district and CBO teachers and administrators as outlined in the charts that follow. Yonkers City Schools had an additional session in the fall of 2016 for teachers and administrators.

Watertown

- Communicating Data With Families 8/23- 9 Participants
- Overview of Authentic Assessment for New Teachers 8/23- 15 Participants
- Teaching Strategies GOLD Training for New Teachers 8/23-16 Participants

Yonkers

- Overview of Authentic Assessment for New Teachers 8/29-23 Participants
- Introduction to Work Sampling 9/1- 29 Participants
- Strengthening Work Sample Skills 10/25 - 29 Participants

Uniondale

- Overview of Authentic Assessment for New Teachers 8/30 - 26 Participants
- Communicating Data With Families 8/30-24 Participants

Port Chester-Rye

- Communicating Data With Families 8/30- 11 Participants
- Overview of Authentic Assessment for New Teachers 8/30- 24 Participants
- Teaching Strategies GOLD Training for New Teachers 8/31-15 Part

Data and Usage

Authentic assessment is used to monitor students' progress across the Pre-K year in a variety of developmental domains. Pre-K teachers use one authentic assessment tool (i.e., Teaching Strategies GOLD, Work Sampling System, or COR Advantage) to observe their students, collect evidence on their skills, and rate the students' performance three times a year on a developmental checklist. As part of the data quality assurance project, NYU collected authentic assessment data from 4 PDG districts.

Authentic Assessment Hotline specialists created instructions detailing how to download the raw data from programs' respective authentic assessment tools, and how to de-identify the data. Programs then shared the data between July 2016 and September 2016. Ultimately, NYU analyzed demographic

information and ratings assigned to each Pre-K student for the fall, winter, and spring checkpoints for the 2015-2016 school year.

NYU performed a data quality check by assessing and analyzing the ratings supplied to them by the programs. The definition of “good quality” ratings should be: (1) have high variability, (2) be consistent with developmental guidelines, (3) increase over time, (4) accurately represent skills for a particular developmental period, and (5) have minimal missing data.

High variability is ideal in a Pre-K classroom, as low variability would indicate that many students have received the same ratings and for multiple items. This would not reflect the wide array of skills seen in a Pre-K class. Additionally, good quality ratings should be generally consistent with the developmental guidelines (unless the students are genuinely all over- or under-performing), and the ratings should increase throughout the year as students build on their skills.

According to developmental research, older children in the class should receive higher scores than their younger peers. Lastly, good quality data should not have a large percentage of missing ratings.

First, NYU assessed the scores for variability by examining the ranges and standard deviations (SDs) for each item in each program. Then, staff also looked at the means and medians of each item to ascertain whether they were consistent with the developmental guidelines, as well as to see if they increased from the first to the last checkpoint of the year.

Next, NYU calculated the mean differences in the ratings given to older and younger children. Finally, NYU found the percentages of missing data and ran analyses using data from the Port Chester-Rye, Watertown PK, Watertown Family YMCA, Watertown Benchmark Family Services, and Uniondale.

The Port Chester-Rye, Watertown PK, and Watertown Family YMCA programs use Teaching Strategies GOLD (TSG), and the Watertown Benchmark and Uniondale programs use Work Sampling System (WSS). Findings were described for both groups to programs. Basic demographics were provided to NYU, including information given regarding the total number of students, race, ethnicity, gender, primary language, and IEP (special education status).

Plans for Year 3 Reporting

NYU faced challenges that impeded work across all program-sites, and have developed recommendations to effectively implement authentic assessment:

- (1) Host informational session with leaders to increase their engagement in the authentic assessment process;
- (2) Continue teacher-level sessions at the Summer Institute;
- (3) In addition to an administrator-level training, include leaders in teacher-level sessions at the Summer Institute because both and teachers and leaders should be familiar with the purpose, value, and features of the tools;
- (4) Check-in with site leaders on a monthly basis to discuss progress and coordinate coaching calls;
- (5) Regularly and consistently collaborate with Quality Stars representatives who we understand have more regular in-person interaction with educators and leaders; this collaboration with Quality Stars representatives is necessary in order to share information, as well as to advertise and increase engagement in the hot-line; and
- (6) Each educator should be required to take part in a minimum of two coaching calls using online screen sharing software (as necessary) during the project year.



For Preschool Development Grants - Development Grants States ONLY:

1(d) GPRA Performance Measure: The number of States that collect and analyze data on State Preschool Program quality, including the structural elements of quality specified in the definition of High-Quality Preschool Programs.

N/A

Section A: Part B - Selection Criteria

In this section of the APR, States will report on their progress addressing the Preschool Development Grant's selection criteria. The State should read the questions carefully and report in the narrative fields directly below the questions. Please include any data, data notes or formulas to help the readers understand the State's narrative responses.

1. Ensuring Quality in Preschool Programs (Selection Criteria "C" of the application)

Describe the State's use of funds received over the grant period for State Preschool Program infrastructure and quality improvements, including the State's efforts to implement a system of monitoring and support at the State level toward activities such as those described in Section (C)(1)(a-k) of the NIA.

Note: States will report amounts and percentage of funds for State Preschool Program infrastructure and High-Quality Preschool Programs in the Competitive Preference Priority 3 Chart.

Investment in the Structural Elements of Quality

Monitoring Program Quality

Staff assigned to the PDG project in NYS visit classrooms once a year and complete the NYS Prekindergarten Program Quality Assurance Protocol. This protocol is aligned with NYS Universal Prekindergarten Regulations. The purpose of the tool is to engage program providers in creating a high-quality program. The tool looks at indicators of compliance in the areas of facilities; curriculum; learning environments, materials and supplies family engagement and support; staffing patterns, teacher education, and experience; physical well-being and health; partnerships with non-profit, community and educational institutions; program oversight and fiscal management; and screening and assessment. For further information, see pages 23 and 24.

Early Learning and Development Standards

NYS in response to the provisions of the Every Student Succeed Act has formed work groups to revise and develop appropriate learning standards that span prekindergarten students through grade twelve. Representatives from NYSED's OEL participated in content area standard work groups for science, math, and English language arts.

The P-2 math group met during the summer of 2016 for standards review, where teachers, administrators, Math Content Advisory Panel representatives, and parents chose to keep, revise, or remove standards and provide a rationale and impact for all changes. After the review over the summer, there was a public comment period during the fall of 2016.

The Math Content Advisory Panel met on December 1st and 2nd to review the public comments. The OEL staff representative worked with the P-2 group on taking into consideration the comments and ensuring the standards were mathematically sound. They separated examples (which really address instruction) from the standards. The standards will be reviewed by developmental specialists before being presented to the NYS Board of Regents.

The OEL team has worked in collaboration with the SED Curriculum office to develop the new NYS P-12 science standards. The new standards were adopted by the Board of Regents in December 2016. Members of the OEL team meet with the science curriculum team on a monthly basis to discuss the states strategic plan for implementation of the new standards.

The OEL team will work with the Science curriculum team in the coming year to develop guidance and support for implementing adopted standards. Members of the Science curriculum team are scheduled to present during the spring leadership meeting for the PDG sub-grantees.

The English Language Arts Standards revision group met during the week of July 11 - 15, 2016, at the Capital Region BOCES. This group included teachers, administrators, parents and curriculum specialists from across the State. They worked to revise, remove, simplify and clarify ELA learning standards for PreK through grade 12. As there was more work to be completed, some members of the group also met at the beginning of January, to complete the task of revision.

An out-growth of this ELA standards work was the Early Learning Standards Task Force which just recently met for the first time on February 6 and 7. The Task Force was formed to address the concerns coming from the P -2 ELA standards revision group. These concerns included the need for more discussion about developmentally appropriate instruction, and the role of play based learning.

Once content area standards are formerly approved by the Board of Regents, NYSOEL will begin to revise the NYS Prekindergarten Foundation for the Common Core to ensure the document is in alignment with the most up to date set of learning standards.

High Quality Program Standards

Four of the five participating districts are working with QSNY which has developed a set of Standards for each modality of early childhood programs (Centers, Public Schools, Family/Home providers). The Standards were created to define best practice in early childhood settings and guide programs/providers in ensuring the quality of children's daily experiences and promoting positive child outcomes.

There are four categories of standards. The categories are: Learning Environment; Family Engagement; Qualifications & Experience; and Leadership & Management.

Teacher Education

The Early Learning work group of the ECAC has been charged with the following action items which help support the education, professional development and retention of quality teachers on NYS.

- Promoting the use of the NY's Early Learning Frameworks (Core Body of Knowledge, Early Learning Guidelines, and the Prekindergarten Foundation for the Common Core) in all settings serving children birth to age 8 and at all levels of the system (i.e. professional teacher preparation, professional, development, service, delivery, et.) to ensure high quality.
- Developing a unified competency- based professional development system for the early care and education workforce.
- Establishing recruitment and retention strategies to ensure NY has the early childhood workforce necessary to implement a high quality early learning system.

Professional Development

On-going professional development which includes administrators and teachers is an important component of NYSED's PDG. In 2017 grant funds will be used to support the following activities:

- Leadership meetings for PDG administrators in the spring and fall of 2017. The spring forum is planned for May of 2017 and will focus on the P-3 continuum and standards update. Guest speakers from CELO will support this meeting. The fall meeting has not been planned.
- Printing of the special education developmentally appropriate practices brief that is currently being reviewed by the NYS Office of Preschool Special Education. The anticipated release date

for this brief is the summer of 2017.

- Continued training for participating districts in the Pyramid Model (Port Chester-Rye, Uniondale, Watertown).
- QSNY expanded work in districts as follows: Port Chester-Rye in an expansion site, in Watertown with new CBO partners, and in additional Yonkers buildings.
- Funds to support QSNY, to raise program quality, in participating districts and district CBO partners.
- Opportunities for districts to use their grant funds to send participants to professional conferences such as the annual New York State Association for the Education of Young Children Conference and the Long Island Pre-K Initiative professional development sessions.
- Distribution of the Planning for High-Quality Prekindergarten Programs: Building a Foundation for School Success guide to PDG district administrators and staff.

Engaging Parents in Educational Decisions

NYSED has formed an Early Learning Standards Task Force which includes educators and parents from across New York State. The Offices of Curriculum and Instruction and Early Learning will work together to oversee the implementation of the Task Force. Additionally, researchers with expertise in early learning and child development will be involved in the Task Force to share research and guide the discussions.

The main goal for the Task Force will be to discuss concerns about how learning standards affect our earliest learners, specifically students in Prekindergarten through Grade 2. The Task Force will begin by discussing concerns in English Language Arts/Literacy, but will also include the other New York State Learning Standard areas in future discussions.

To address ongoing concerns with New York State's early learners, the Task Force will focus on, but not be limited to, the following questions:

- What is developmentally appropriate practice and what does the research show about how students learn in the early grades?
- Should learning standards in P-2 be grade-specific or structured in a different way (ex: grade-bands or a continuum) to account for developmental concerns?
- What does the research say about how standards are structured in the early grades?
- Should standards in the early grades include “with guidance and support”?
- Are there too many standards/expectations in the early grades?
- How can play and curiosity/inquiry be included as an approach to learning? Does this guidance belong in the standards or as supplementary guidance?
- What is the best approach to teach the “whole child,” keeping in mind both the academic and social/emotional needs?

Helping Families Build Protective Factors

As part of the NYS Pyramid Model roll out, Master Cadre Trainers were trained on the Positive Solutions for Families modules. The six session series for families provides information on how to promote children's social and emotional skills, understanding children's challenging behaviors, and using positive approaches to help children learn appropriate behavior.

Building State and Community Level Support

Funds from PDG support a Preschool Expansion Grant Coordinator who is employed by CUNY. The coordinator is responsible for the following grant activities

- Managing and coordinating the support components of the Preschool Expansion Grant, including developing scope, sequence of deliverables, and ensuring components progress as well as completion
- Generating and overseeing contracts and other agreements for each grant subcontractor
- Working with sub-grantees in efforts of quality assurance, assessment, and compliance as defined by the grant
- Executing high-quality reports in a timely fashion for federal government and various state agencies
- Establishing and maintaining relationships within and outside of project offices and departments
- Supporting the NYS Governor's Early Childhood Advisory Council co-chairs and the steering committee
- Collaborating with the NYS Office of Early Learning and the Office of College and University Evaluation to manage the National Association of State Boards of Education Grant

2. Expanding High-Quality Preschool Programs in Each High-Need Community (Selection Criteria D of application)

Describe the progress the State has made during the reporting year to implement and sustain voluntary high quality preschool programs for eligible children in two or more High-Need Communities (Selection Criteria D(4) of the application) that include **ALL** structural elements listed below that are included in the definition of High-Quality Preschool Programs. States should include detailed information on ALL structural elements.

- High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternative pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- High-quality professional development for all staff;
- A child-to-instructional staff ratio of no more than 10 to 1;
- A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
- A Full-Day program;

- Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

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

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

- Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;

- Program evaluation to ensure continuous improvement;

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

- Evidence-based health and safety standards.

Please describe the progress the State has made in establishing High-Quality Preschool Programs that include ALL structural elements listed above that are evidence-based and nationally recognized as important for ensuring program quality.

Description of Progress

NYS streamlined in 2016 the process for monitoring districts across all NYS prekindergarten funding streams by updating the *NYS Prekindergarten Program Quality Assurance Protocol*. This protocol has been developed to help ensure comprehensive and consistent monitoring of program quality in providers of prekindergarten programs pursuant to New York State Education Law Section 3602-e and 3602-ee.

While this document is intended for use by program monitors, it may be used by school districts and individual entities as a self-assessment tool and to assist in preparing for a smooth monitoring visit. The purpose of the Quality Assurance Protocol is to engage prekindergarten program providers in creating and maintaining a high-quality prekindergarten program, and to be used as an ongoing tool by the Department for technical assistance and support.

The 'Indicators of Compliance' column outlines the indicator to be evaluated. The indicators of quality areas are: *Facility Quality; Curriculum; Learning Environment, Materials, and Supplies; Family Engagement and Support; Staffing Patterns, Teacher Education and Experience; Physical Well-being and Health; Partnerships with Non-Profit, Community and Educational Institutions (including transitions in and out of program); Program Oversight and Fiscal Management; and Screening and Assessment.*

The 'Supporting Documents' column lists documents that may be used to support successful implementation of the applicable indicator. At the end of each Quality Standard Section there is a list of observable practices that indicate quality. These lists, while not totally inclusive, may assist an observer evaluating a program's quality.

Districts are assigned a program performance score for items indicated in the tool. The definitions for program performance are as follows.

0: Non-compliant Evidence shows *negligible effort* in adhering to and meeting compliance indicators and no effort through observable and documented efforts.

1: Minimal: Evidence shows *inconsistent effort* in adhering to and meeting compliance indicators and little effort to be compliant through observable and documented efforts.

2: Acceptable: Evidence shows *consistent effort* in adhering to and meeting compliance indicators and some effort to go beyond minimum compliance through observable and documented efforts.

3: Enhanced: Evidence shows *strong effort* in adhering to and meeting compliance indicators and strong effort to go beyond acceptable compliance through intentional observable and documented efforts.

4: Excels: Evidence shows *outstanding effort* in adhering to and meeting compliance indicators and outstanding effort to go beyond enhanced compliance through intentional observable and documented efforts.

During the 2016 year, NYS OEL staff provided on-site monitoring and technical assistance visits for PDG sites as follows:

(which included assistance at summer institutes which were highlighted in the executive summary)

	Monitoring Visit	District Technical Assistance Visit(s)
NYC	12/12	3/22-3/23
Watertown	8/22-8/24, 11/30	5/24-5/26, 11/29-11/30
Uniondale	8/30, 8/31, 9/1, 10/5, 11/8	1/20-1/21
Port Chester-Rye	8/30, 8/31, 10/6	1/21-1/22
Yonkers	8/23, 8/29, 9/1, 9/2, 10/7	4/12-4/13

After completing the on-site monitoring visit, districts were provided with a completed NYS Prekindergarten Program Quality Assurance Protocol which outlined for them promising practices the district engages in, required corrective actions for program compliance, and recommendations for program quality improvement. For any items that require corrective action, an action plan with a timeline is developed. The NYS Prekindergarten Program Quality Assurance Protocol has been attached to demonstrate the breath of information that is monitored during an on-site visit.

Based on the monitoring results, NYSED works with collaborative partners to plan professional development Summer Institutes. For the Summer of 2017 plans are underway to include sessions in play-based practices vertically aligned with kindergarten in Watertown, techniques in behavioral support in Yonkers, supporting students with Special Needs in Uniondale, and intentional planning in Port Chester.

Evidenced Based Health & Safety Standards

NYSED's OEL has developed a health and safety checklist that all school districts use to evaluate CBO partners annually and then keep these reports on file in their district offices. This measure is to ensure that children enrolled in NYS funded prekindergarten programs are in environments that meet rigorous health and safety standards. During visits to districts with CBO partners, OEL staff monitors districts to ensure they have completed the checklist (see attached New York State Education Department Office of Early Learning Health & Safety Checklist for Prekindergarten Program)

Selection Criteria (D)(4) from NIA

Describe the number and percent of Eligible Children served and the cost per slot.

The cost for high-quality prekindergarten program for this grant is \$10,000 per child per school year. This amount considers the cost of a certified teacher, a paraprofessional, a curriculum that is aligned with the New York State Prekindergarten Foundation for the Common Core, professional development, administrative overhead costs, and other incidental programming requirements. In programs where the

slots are improvement slots the rate is \$6,538 per student. There are currently 948 improvement slots all in the Yonkers Public Schools.

3. Collaborating with Each Subgrantee and Ensuring Strong Partnerships (Selection Criteria E of the application)

Describe the extent to which the State has collaborated with each Subgrantee to ensure that each Subgrantee is effectively implementing High-Quality Preschool Programs (Selection Criteria E (1-9) of the application) and how the State ensures strong partnerships between each Subgrantee and LEAs or other Early Learning Providers, as appropriate.

Overview

NYSED continues to provide extensive technical assistance and monitoring of each sub-grantee. Each sub-grantee has participated in bi-annual leadership meetings and monthly sub-grantee calls. In an effort to improve program quality, members of the OEL team visited each program at the beginning of the 2016-17 school year to provide technical assistance. Each sub-grantee has been scheduled for a review visit during the 2016-17 school year. During these visits members of the NYSED OEL team reviews the program using the NYS Quality Assurance Protocol (QAP). The results from the QAP visit are reviewed to determine individual technical assistance visits during the summer institute. In addition NYSED continues to collaborate with QUALITYstarsNY to provide additional support to each sub-grantee.

1. Establish roles and responsibilities of the State and Sub-grantee toward implementing the State's plan;

CUNY/SED:

In collaboration with New York State Education (SED), CUNY's New York Early Childhood Professional Development Institute (PDI) has hired a staff person who is dedicated to the following: 1. Manage any and all subcontracts pursuant to the grant funds; 2. Coordinate communication and efforts with the Early Childhood Advisory Council, PDI, and SED; 3. Assist in the development, organization, and implementation of the project orientations for each sub-grantee community; 4. In collaboration with SED, provide assistance to the school district sub-grantees;

NYU:

In working with New York University's Child and Family Policy Center the "New York State UPK Expansion: Authentic Assessment Professional Development Project" is designed to provide professional development support related to the Authentic Assessment to educators at the sub-grantee districts. The project aims to increase overall fidelity of authentic assessment implementation at the participating sites.

2. Increasing organizational capacity;

Each sub-grantee is slotted to build capacity throughout the life of the grant. NYS has increased capacity this year by adding additional funds to high-needs districts for 3 -year-olds.

3. Ensuring that each Sub grantee minimizes local administrative costs;

By utilizing the Core Body of Knowledge and having the opportunity to partner with QualityStarsNY, each sub-grantee is able to minimize local administrative costs. When partnering with QualityStarsNY, each participating sub-grantee is assigned a quality improvement specialist who aids in professional development planning and needs.

4. Monitoring early learning providers;

See section 2 for a thorough review of the monitoring process

5. Coordination of plans related to assessment, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development;

From January 1 - December 30, 2016, New York University was responsible for the following:

Professional Development:

Encompasses the professional development and continued support measures related to authentic assessment for educators in Uniondale, Yonkers, Port Chester-Rye, and Watertown.

- Align basic implementation plan, improve fidelity, and communicate with families using pre-existing materials.
- Participants received continued coaching sessions via phone organized around three checkpoint dates.
- The Authentic Assessment Hotline was available for a minimum of 20 hours per week, was advertised for, and utilized by educators for questions pertaining to using the assessment tools.
- Four Summer Institutes took place during the summer which included break-out group work to energize educators and to communicate the importance of the authentic assessment as part of teaching and learning.
- Participants attending a one, full-day on-site session which focused on the schools' chosen authentic assessment tool to reinforce strategies for collecting observations/documentation, writing anecdotes, scoring anecdotes, finalizing checklists, interpreting reports, and navigating the on-line tool.

Data Quality Check:

- NYU guided affiliated programs and schools on how to transfer de-identified data to NYU.
- NYU cleaned the data for statistical analysis for data quality.
- NYU was to produce a meaningful report that can be shared with the affiliated programs and schools to gain insight into the quality of the data produced.

6. Coordination and delivery of High-Quality Preschool programs with state funded programs;

New York state has a substantial investment in High Quality Prekindergarten programs. Currently three of the five sub-grantees coordinate with state funded prekindergarten programs. In addition two sub grantees coordinate services with Head Start funds.

7. Integration of High-Quality Preschool Programs;

Currently only two sub grantees are able to provide classrooms serving students from economically diverse backgrounds. One of the struggles for the sub-grantees that do not have additional state dollars to support full day programing for students who do not meet the income guidelines for the PDG

4. Alignment Within a Birth Through Third Grade Continuum (Section F of the application)

Describe progress the State has made for alignment within a birth through third grade continuum in activities for birth through age five programs ((F)(1)(a-b) in the NIA) and kindergarten through third grade ((F)(2)(a-d) in the NIA).

The Early Childhood Advisory council (ECAC) continues to serve as the hub for collaboration between a wide range of public agencies and private organizations that are invested in child and family development and well-being.

State-wide forums and bi-annual grantee meetings continue to provide professional development of the Prekindergarten to grade three continuum. NYSED OEL has begun to develop its P-3 strategic plan to be implemented with sub-grantees during the spring of 2017. The goals of the plan include, alignment with a clear path to embrace P-3 work, connection of systems to include federal sub-grantee sites, and collaboration (all levels of leadership; state, local, political, funding) to develop P-3 plan.

The state plan includes the development of an initial cohort group of federal sub-grantees to:

1. Select a district based team that will develop a P-3 plan with long and short term goals to address the following:
 - a. Joint professional development P-3
 - b. Professional learning groups, faculty meeting mixed grouping
 - c. Family engagement focus, open houses collaboration with CBO partners
 - d. Transitions between each grade
 - e. Learning environments
 - f. Developmentally appropriate practice / instruction
 - g. Assessments
 - h. Teaching quality / leadership quality
2. The NYSED OEL team will provide support by:
 - a. Leadership meetings for cohort group including PDG sub grantees bi-annually.
 - b. On-site TA visit to set-up team in each community
 - c. Web resources including;
 - i. Quality Classroom environments at K-2 levels; clear message of what does this look like.
 - ii. Project based learning
 - iii. Instructional strategies
 - d. Webinars
 - i. Leadership in early childhood- the principals role
 - ii. Curriculum alignment
 - iii. Family engagement
 - e. Guidance Documents
 - f. Follow-up with districts
 - i. Screening and assessment, purpose and how it guides instruction
 - ii. Curriculum alignment and instruction
 - iii. Social emotional components and classroom environment
 - g. Community Partnerships
 - i. Look at EDI reports for PDG

Section A: Part C - Competitive Preference Priorities

Competitive Preference Priority 1: Contributing Matching Funds (if included in the State's approved application).

Describe the progress the State has made on its credible plan for obtaining and using non-Federal matching funds to support the implementation of its ambitious and achievable plan during the grant period. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period. Please describe any changes made to the data reported in **Table 7(a)**; explain if your *Year 2 Target* differs from the *Year 2 Actual*.

N/A

Competitive Preference Priority 2: Supporting the Continuum of Early Learning and Development (if included in the State's approved application).

Describe progress made in creating a more seamless progression of supports and interventions from birth through third grade, such as high-quality infant and toddler care, home visitation, full-day kindergarten, and before and after care services for, at a minimum, a defined cohort of eligible children and their families within each high need community served by each Subgrantee. For progress *not* made in these areas, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

N/A

Competitive Preference Priority 3: Creating New High Quality State Preschool Slots (if included in the State's approved application).

Describe progress made in using at least 50% of the State's federal grant award to create new State Preschool Program slots that will increase the overall number of new slots in State Preschool Programs that meet the definition of High-Quality Preschool Programs. For progress *not* made in this area, please describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

N/A

Section B: Budget Information

Budget and Sustainability (Section G in the application)

1. Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2016 through December 31, 2016.

The actual number of children served in a few districts was less than anticipated for program year 2016-2017. All appropriate funds for FY 2016 funds have been obligated and final payments are in process. NYSED is working to re-allocate slots that are not being filled in some sub-grantee school districts to another sub-grantee. NYSED is also considering partnering with an additional school district in the 2017-2018 school year.

2. Please describe any substantive changes that you anticipate to the State's Preschool Development Grant budget in the upcoming fiscal year (January 1, 2017 through December 31, 2017).

There are no anticipated changes at this time.

3. Describe the State's progress on its plan for sustainability at the end of the grant period to ensure that the number and percentage of Eligible Children with access to High-Quality Preschool Programs in the State will be maintained or expanded, including to additional High-Need Communities.

New York State remains committed to implementing truly universal prekindergarten. Recent enacted budgets have resulted in total preschool appropriation of over \$800M. It is anticipated that at the end of this grant, the federal program will be absorbed into the State's preschool program infrastructure, to be continues in each school district's preschool allocation.

4. Please provide a brief explanation of any discrepancies, if any, between the Subrecipients' approved budgets and their total expenditures for the reporting year. Explain carry-over funds that have not been expended or obligated from January 1, 2016 through December 31, 2016.

The actual number of children served in a few districts was less that anticipated for program year 2016-2017. All funds from FY 2016 have been obligated and final payments are in process.