

Timeline for Development of NYS Board of Regents' Policy on Early Education  
January 2017

The Board of Regents has a long history of driving early childhood education in New York State. The following dates and actions reflect key policies and initiatives that have transpired over the last several years.

**July 2005: Draft Board of Regents Policy Statement:**

*Early childhood education, for all children ages birth through grade 3, is an integrated system designed to ensure that each child receives a healthy start and attains the skills and concepts to have a successful academic experience in developmentally-appropriate programs. Components of the system include standards-based programs that start early, instruction by highly qualified persons, and an environment that coordinates comprehensive services and provides information and support to families.*

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/July2005/0705brd5.htm>

**December 2005: Board of Regents Policy Statement**

*Early childhood education, for all children from birth through grade 4, is an integrated system that ensures each child receives a healthy start and attains the knowledge and social/emotional skills needed for successful learning. Components of the system are programs that start early and are high quality and developmentally appropriate; standards-based; staffed by highly qualified teachers and administrators; and embracing of the multicultural and diverse communities that they serve. It is a system that promotes coordination of comprehensive services and successful partnerships among families, community-based organizations and schools.*

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2006Meetings/January2006/106emscvesida1.htm>

**February 2010: Early Childhood Workgroup: Update by Commissioner King**

*The New York State Education Department has a long history of supporting early education. In 1966, New York became one of the first states in the nation to create a prekindergarten component to public education. Growth in many early childhood initiatives ensued and in 2006 the Board of Regents once again took a strong leadership role in adopting its comprehensive policy, "Early Education for Student Achievement in a Global Community". In this policy, the Board of Regents provided a framework for focusing on the needs of children ages birth to age 3, concretizing prekindergarten and kindergarten, strengthening grades 1 – 4, aligning standards, curriculum and assessment and increasing parental access and integrated early education programs and settings.*

<http://www.regents.nysed.gov/meetings/2010Meetings/February2010/0210ecd1.htm>

Timeline for Development of NYS Board of Regents' Policy on Early Education  
January 2017

**June 2010: NYS Race to the Top Application (Page 331)**

*The service delivery system for early learning is diverse and extremely varied in New York. New York State will address school readiness and transitions between preschool and kindergarten by building on current initiatives and policies.*

*The goal of the following initiatives is to ensure that transitions to school are focused on school readiness for young children (ages 4 – 6) and preparing a strong foundation for academic success. New York State will assume a leadership role in establishing world class internationally benchmarked early learning standards for prekindergarten and kindergarten to improve school readiness:*

- *Engage content area experts to review standards for alignment with the Common Core K– 3 ELA and math standards.*
- *Benchmark prekindergarten standards to international standards. New York State: Race to the Top: Selection Criteria and Competition Priorities Page 332 of 449*
- *Ensure that 21st century skills are embedded in prekindergarten standards.*

<http://usny.nysed.gov/rttt/application/criteriapriorities.pdf>

**October 2011: Revision to the Prekindergarten Learning Standards**

*New York State is moving forward to ensure high-quality educational environments for all of our youngest learners with the adoption of the Prekindergarten Learning Standards and Common Core Learning Standards. In an effort to provide a clear, comprehensive, and consolidated resource for early childhood professionals, the New York State Prekindergarten Learning Standards have been revised to fully encompass the prekindergarten sections of the New York State Common Core Learning Standards in Language and Literacy, as well as Mathematics. In addition, the construct of the document has been reformatted to more closely resemble the "fewer, higher, clearer" structure of the Common Core. This process has resulted in the creation of one document, the Prekindergarten Foundation for the Common Core.*

*Recommendation It is recommended that the Board of Regents approve and direct staff to release to the field the newly revised Prekindergarten Foundation for the Common Core. Rollout would occur in academic year 2011-12.*

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/October2011/1011p12a3.pdf>

**Prekindergarten Foundation for the Common Core Learning Standards**

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf)

**October 2016: National Association of State Boards of Education State Stipend Proposal**

*The National Association of State Boards of Education (NASBE) issued a request for applications titled "Recruiting Network States to Build a Strong Early Care and Education Workforce." On October 3, New York State was named one of three states to receive a stipend; New York was awarded \$7,000 per year for two years. NASBE asserts that State Boards of Education play a distinct role in developing a well-qualified early learning workforce, which*

Timeline for Development of NYS Board of Regents' Policy on Early Education  
January 2017

*depends on governmental structure and authorities within each state. New York's work plan for this project will address first, educator competencies and certification and second, to ensure that professional development effectively prepares early childhood practitioners to implement high quality early learning opportunities for students. New York's Network Team, which consists of the Board of Regents, the Department's Offices of Higher Education and Early Learning, and the Governor's Early Childhood Advisory Council. Because a significant portion of this proposal builds upon existing initiatives, the most important outcome will be increased coherence, coordination, and communication to enhance the individual efforts of each internal partner and to bolster interagency efforts and efficiency as well as to align statewide and programmatic goals. These efforts will help place all students on a trajectory of success.*