



Our Students. Their Moment.

NYS STATEWIDE FULL-DAY UNIVERSAL PREKINDERGARTEN PROGRAM

NEW YORK STATE BOARD OF REGENTS

APRIL 28, 2014





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“Early childhood education for all children ages birth through grade 3 is an integrated system designed to ensure that each child receives a healthy start and attains the skills and concepts to have a successful academic experience in developmentally-appropriate programs.”

“Components of the system include standards based programs that start early, instruction by highly qualified persons and an environment that coordinates comprehensive services and provides information and support to families.”

New York State Board of Regents, Early Childhood Policy (2006)

AGENDA

I. Overview of the new, Statewide Universal Full-Day Prekindergarten Program

II. Comparison of Other NYSED PreKindergarten Programs

OVERVIEW: STATEWIDE FULL-DAY UNIVERSAL PREKINDERGARTEN PROGRAM

SFY 2014-15 Enacted Budget: \$340 M through a competitive bid process

\$300 Million to New York City

\$ 40 Million to Rest of State

Eligible programs must have at least **five hours of instruction time each day** for the full 2014-15 school year

ELIGIBLE ENTITIES

- I. If a school district chooses to apply, the district must submit **a consolidated application** which includes programs offered by schools, non-profit organizations, community-based organizations, charter schools, libraries and/or museums.

- II. Non-profit organizations, community-based organizations, charter schools, libraries and/or museums **may apply individually** if they have been denied inclusion in the school district's consolidated application.

SOLICITATION

A school district is required to widely solicit all eligible entities:

- non-profit organizations
- community-based organizations
- charter schools
- libraries, and
- museums

The consolidated application submitted by the school district is required to demonstrate:

- geographic diversity within the area to be served
- diversity of providers

If a district chooses NOT to include one of these eligible entities in its consolidated application, it must provide **a written denial letter** to the entity no later than two weeks prior to submission of the application.

PROGRAM STANDARDS

- All programs must comply with the same rules and requirements as Universal Pre Kindergarten programs
- Facilities in this new program must meet all applicable fire safety and building codes and any applicable facility requirements of a state or local licensing or registering agency
- The application process must take into account any record of a violation of health and safety codes and/or licensure or registration requirements of the collaborating non-profit organizations, community-based organizations, charter schools, and/or libraries and museums.

PROGRAM STANDARDS

All teachers in this new program must meet the same teacher certification standards applicable to public schools.

- A NYS Early Childhood Teacher (Birth – Grade 2 or P - 6) Certificate; a NYS Students with Disabilities (Birth – Grade 2) Certificate
- Prekindergarten teachers employed by the other eligible entities must have a bachelor's degree in early childhood education or a related field and must have a written plan to obtain certification valid for service in the early childhood grades within three years
- Prekindergarten teachers employed by charter schools under this program will be included in the teaching staff of a charter school for purposes of the limitations on the employment of uncertified teachers

PROGRAM COMPONENTS

Curriculum

Learning Environment, Materials and Supplies

Family Engagement

Staffing Patterns

Teacher Education and Experience

Facility Quality

Physical Well-Being, Health and Nutrition

Partnerships with Non-Profit, Community and Educational Institutions

Applications shall be evaluated based on merit and the above factors, and student and community need.

FUNDING: PER PUPIL AMOUNT

\$10,000 per pupil enrolled in programs where the teacher of record holds an appropriate teaching certificate

\$7,000 per pupil enrolled in programs where the teacher of record does not hold a teaching certificate

OTHER PERTINENT PROVISIONS

NYSED must establish two application periods prior to the beginning of a school year

NYSED must create a statewide inspection protocol including:

- Annual Inspections
- Quality Assurance Protocol
- Physical Plant Review Protocol

**Each provider shall be inspected no fewer than twice per school year
(This will involve coordination by several entities including, but not limited to, districts, NYSED, NYSOCFS, NYCDOH, charter entities, among others)**

COMPARISON OF PRE-K PROGRAMS

	Targeted PreK (TPK) (began as “Experimental PreK” in 1966)	Universal PreK (UPK) (since 1998)	Priority PreK (PPK) (began in SY2013- 14)	New Full-day UPK (to begin SY2014-15)
Number of Participating Districts	3 BOCES	444 School Districts	26 School Districts	To be determined
Number of Students	2012-13: 308 Students	2012-13: 100,416 Students	2013-14: 5,853 Students (as of 4/1/2014)	To be determined
Total Annual Appropriation	\$1,303,000	\$385,034,734	\$25,000,000	\$340,000,000
Type of Program	Recurring grant subject to annual appropriation language	Formula-based, non-competitive grant	Competitive in year 1; continuation thereafter based on achievement of performance targets and appropriation in the State Budget	Competitive in year 1; continuation thereafter provided the program meets quality standards and all applicable requirements, and is in the State Budget appropriation.

COMPARISON OF REQUIRED PROGRAM COMPONENTS

TPK + UPK

Curriculum
Screening and Progress Monitoring
Programs Monitoring and Reporting
Health and Nutrition
Class Size
Teacher and Staff Qualifications
Fiscal and Program Oversight
Professional Development
Parental Involvement
Support Services

PPK

Classroom Environment
Teaching Staff Qualifications
Curriculum Planning and Implementation
Screening and Progress Monitoring
Professional Development
Family Engagement
Transitions to Kindergarten

New FULL-DAY UPK

- Curriculum
- Learning Environment, Materials and Supplies
- Family Engagement and Support
- Staffing Patterns
- Teacher Education and Experience
- Facility Quality
- Physical Well-Being, Health and Nutrition
- Partnerships with Non-Profit, Community and Educational Institutions

SIMILARITIES OF PROGRAM COMPONENTS

The terminology may vary, but the infrastructure of the program components is similar and fit into the following categories:

- Curriculum
- Classroom/Learning Environment
- Health & Nutrition
- Staff Qualifications
- Family Engagement
- Professional Development
- Collaboration
- Screening and Progress Monitoring

SUPPORTS FOR STUDENTS WITH DISABILITIES & ENGLISH LANGUAGE LEARNERS

Guiding Principles:

- Programs will enable children with Individualized Education Programs (IEPs) effective inclusion in the full range of program activities
- Programs will provide children who are English Language Learners equal access to the program and opportunities to achieve the same goals as other children
- Applications for the new, Statewide Universal Full-day PreK Program shall articulate family support and engagement services to children and families to:
 - Support the child's participation in Prek
 - Provide services in the language or mode of communication which the parents and child best understand, to the maximum extent practicable

GOOD NEWS

Many more 4-year olds across the State will be receiving Universal Full-Day PreK



THANK YOU!