

OEL Newsletter

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Important Information for Prekindergarten Reporting

BEDS Day will be Wednesday, October 5, 2016.

Who?

All Prekindergarten (Pre-K) grantees must collect data pertaining to child enrollment counts as of BEDS Day for Universal Pre-K (UPK), Priority Pre-K (PPK), Statewide Universal Full-Day Pre-K (SUFDPK), Expanded Pre-K for 3 & 4 Year Olds (EPK), and the federal Preschool Development Expansion (PDG) grants.

Where?

- Public school districts must report all prekindergarten students, regardless of funding source, in the Student Information Repository System (SIRS). Districts with PPK, SUFDPK, EPK, and PDG grants must also report data through the SED Monitoring and Vendor Performance System (MVPS).
- Agencies that directly contract with the State Education Department for the SUFDPK grant report only through MVPS.

When?

- SIRS reporting will take place according to district protocol.
- The anticipated publish date for MVPS surveys is Friday, October 21, 2016 with a due date of Wednesday, November 9, 2016.

Questions?

- Guidance on reporting Pre-K children in SIRS was emailed to applicable school districts in September. If you have questions about reporting data in SIRS, please contact the Office of Information and Reporting Services at datasupport@nysed.gov.
- Information regarding child enrollment counts collected through MVPS, including detailed instructions for accessing MVPS/OEL surveys, will be emailed to grantees when the surveys are published. Questions regarding any of the Pre-K grant programs may be directed to our office at OEL@nysed.gov.

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The Long Island Pre-K Initiative conducted a survey of more than 100 Kindergarten teachers to identify skills that help incoming students start off the year. The list of skills can be found at: <http://www.nassauboces.org/cms/lib8/NY01928409/Centricity/Domain/1319/KindergartnersNeedtoKnowEnglish.pdf>

Tell us what you think Kindergarteners need to know to succeed.

What Kindergarteners Need to Know to Succeed

We asked more than 100 teachers what children need to know on the first day of kindergarten. Here are 20 skills that help them get off to a good start:

SOCIAL SKILLS

- Express feelings or wants verbally—that is, use words rather than hitting another child.
- Demonstrate knowledge of basic conversational rules, such as taking turns talking without interrupting.
- Speak clearly and in full sentences, both one-to-one with an adult and in class discussions.
- Share and take turns when playing with other children and use good manners—saying please and thank you, for example.
- Follow class routines with only occasional reminders.

EVERYDAY SKILLS

- Use the bathroom by themselves and wash their hands.
- Take their coats off and hang them up; and put their coats on, including fasteners (zippers, buttons).
- Know and respond to their proper names, rather than just nicknames.
- Have self-help skills, such as opening their own snacks.
- Use scissors, pencils and crayons.
- Understand two or three-step instructions—e.g., “Get your jackets, put them on, and then get into line.”

READING, WRITING & LISTENING

- Enjoy looking at books and imitate reading behaviors such as turning pages one by one.
- Recognize most of the letters of the alphabet by sight, both upper and lower case.
- Can hold a pencil using the correct grip.
- Can write first name using capital and lower case letters; can form letters from the top down.
- Can sit still long enough to listen to a story.

NUMBERS AND COLORS

- Identify and describe squares, circles, triangles and rectangles.
- Name common colors.
- Recognize one-digit numerals and count up to ten objects.
- Sort common objects into groups—e.g., they can “put all the cans together.”

THE KINDERGARTEN SKILLS SURVEY included more than 100 kindergarten teachers and was conducted in the spring of 2014. The teachers came from the following ten school districts: Amityville, Franklin Square, Harborfields, Levittown, Long Beach, Middle Country, North Merrick, Valley Stream #13, Unisdales and Wyandanch. Some survey questions were based on an earlier survey of teachers in Westbury done by The Early Years Institute.

THE LONG ISLAND PRE-K INITIATIVE is a grant-funded project that seeks to strengthen relationships between school districts and community-based organizations and to share information about research, policy and best practices for early learning.



www.nassauboces.org/pre-k

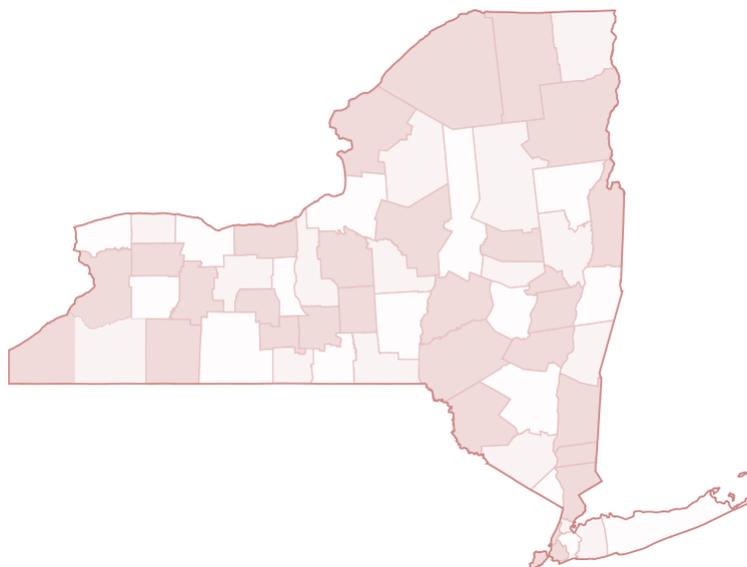


Imagine a prekindergarten class having a discussion about recess. The teacher asks about what took place on the playground. Children begin to list their recess activities, and someone mentions that a classmate cried when she fell and cut her knee. The teacher asks questions about how the child fell, who helped her, and what feelings were present in the moment. The teacher exhibits empathy for the child who cried and ensures the class is ready to move on to the afternoon lessons. A short debrief after an activity is one way that teachers can help children develop social-emotional skills (e.g., empathy).

Social and emotional well-being sets the foundation for the development and learning of infants, toddlers and young children. The New York State (NYS) Early Childhood Advisory Council— comprised of experts in child care, education, health care, family support and mental health— has identified the critical need to better support and teach young children and families social and emotional skills. In response, the NYS Council on Children and Families took the lead in bringing together a team of public and private agencies to form a new partnership to provide more early childhood professional development opportunities. This new leadership team, the NYS Pyramid Model Partnership, is helping to promote the statewide implementation 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.

The Pyramid Model will build capacity in the NYS early childhood system so that infants, toddlers, young children, and their families will be supported in their social-emotional development to promote their success in school and life and to eliminate suspensions and expulsions. There are 47 Master Cadre Trainers who offer local Pyramid Model trainings in every region of the state for administrators, teachers, parents, and other trainers.

For all information, such as the list of upcoming Pyramid Model events, the Master Cadre Trainers and their assignments please visit <http://bit.ly/NYpyramid> or <http://www.nysecac.org/news-and-events/pyramid-model/>. Early Childhood Professionals can access the Pyramid Training Schedule via the ASPIRE Early Childhood Registry by visiting <http://bit.ly/AspireNY> and entering KEYWORD: Pyramid.





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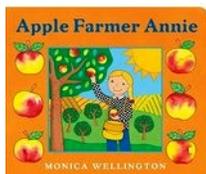
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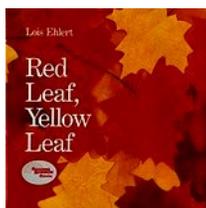
The Office of Early Learning (OEL) is responsible for a wide range of educational programs and works closely with parents, early care and education agencies, schools and state agencies to coordinate programs and resources with the goal of making New York's early learning system as comprehensive and seamless as possible. The OEL is tasked with implementing over \$828 million per year in State and Federal grants for prekindergarten programs with the goal of providing high-quality programs for early learners to all children.

For more information and helpful resources, please visit our website at:
<http://www.p12.nysed.gov/earlylearning/>

Fall Books for Young Children



Apple Farmer Annie
by Monica Wellington
Pre-K and K



Red Leaf, Yellow Leaf
by Lois Ehlert
Pre-K through Grade 3



Why Do Leaves Change Color?
by Betsy Maestro
Pre-K through Grade 3

These books are colorful and engaging. They are great additions to a classroom or home library, and they can initiate discussions about what children may be experiencing and observing this season.

Family Engagement Resources

Schools and programs take great efforts to welcome children and their families at the start of a new academic year. We know there are many benefits to creating a welcoming environment for children. Families who feel welcome are more likely to become involved in a child's educational experience.

Administrators overseeing early learning programs can take advantage of the following resources:

- The National Center on Parent, Family, and Community Engagement (PFCE) and the Office of Head Start (OHS) have developed several resources for programs to promote, evaluate, and plan for family engagement. The *Digital Markers of Progress* (<http://eclkc.ohs.acf.hhs.gov/dmop/en-us/>) is a tool that can be used to track a program's progress in engaging parents, families, and communities.
- The Preschool Development Grants (PDG) program of the US Departments of Health and Human Services and Education provides free resources to assist early childhood programs. Their upcoming October 13th family engagement webinar, *Engaging Parents, Developing Leaders: A Self-Assessment*, asks programs if they have used a lens of racial equity and inclusion when considering their organization's two-generation family engagement and parent participation approach. To register for this webinar and access other resources, go to <https://pdg.grads360.org/>.