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| **I. Programmatic Oversight and Fiscal Management** | *School District Capacity for Oversight* |
| The school district has documented protocols for ensuring adherence to the following program oversight and fiscal management requirements in all directly-operated and collaboratively operated prekindergarten program settings:   * [I.oversight.1.a] - School district leadership has a clearly defined and sufficient infrastructure to regularly monitor and correct any identified deficiencies, ensure adherence to all program and fiscal compliance requirements, annually assess and apply assessment results to the programmatic and fiscal effectiveness of school district-operated and collaborating agency / CBO-provided prekindergarten programs, while regularly, accurately and efficiently interfacing with the New York State Education Department’s fiscal and programmatic mechanisms and staff.   + In the case of a prekindergarten program collaboratively operated by a charter school, all monitoring, programmatic review and operational requirements required by Education Law §3602-ee are the responsibility of the charter entity for the charter school, consistent with the requirements under Article 56 of the Education Law. * [I. oversight.1.b] - School district grant funds and associated expenditures are separately accounted for and not commingled with other funds. School district funds are maintained in, and expenditures made from, a special revenue (special aid) fund. * [I. oversight.1.c] - To safeguard against supplanting funds, and implement checks and balance controls mitigating fraud risks, the school district’s fiscal systems have the mechanisms, processes, and adequate staffing to regularly review school district and collaborating agency / CBO records, including, but not limited to hours and days of operation, budgets, expenditure reports, receipts, invoices, and payroll records. | |
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| **I. Programmatic Oversight and Fiscal Management** | | | *Collaborative Prekindergarten RFP Development* | | |
| * [I. oversight.2.a] - The school district sets aside no less than 10 percent (10%) of its total grant award to collaborate with high-quality eligible agencies / CBOs who demonstrate best practices for the provision of the prekindergarten instructional program, who meet the standards and requirements of this grant program, and as set forth in Education Law §3602-e, §3602-ee, and Commissioner’s Regulations 8 NYCRR 151-1. * [I. oversight.2.b] - he school district annually conducts a competitive Request for Proposals (RFP) process to determine with which eligible agencies / CBOs the school district will contract to implement a collaborative full-day prekindergarten program for four-year-old students. * [I. oversight.2.c] - The school district uses a variety of prekindergarten provider community asset mapping methods, strategies, and resources, including, but not limited to the New York State Office of Children and Families’ [(OCFS) Find Child Care search tool](https://ocfs.ny.gov/main/childcare/ccfs_template.asp), and the New York State Council on Children and Families’ (CCF) Kids’ Indicator Well-being Clearinghouse [(KWIC) Interactive Map Builder](https://www.nyskwic.org/data_tools/map_builder.cfm) to identify approved licensed and/or registered full-day prekindergarten providers serving four-year-old children, and ensure all the following potential eligible collaborating agencies / CBOs within its community are made aware of the annual RFP announcement for the school district’s collaborative prekindergarten programming: | | | | | |
|  | * Child Care and Early Education Providers; | * Early Childhood Centers; | | * Family/ Group Family Child Care; | |
|  | * Day Care Centers; | * Non-profit organizations; | | * Head Start; | |
|  | * 4410 Preschool Special Education Programs; | * BOCES; | | * Nursery Schools; | |
|  | * Charter Schools; | * Non-Public Schools; | | * Libraries; | * Museums |
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| **I. Programmatic Oversight and Fiscal Management** | *Collaborative Prekindergarten RFP Development* |
| The RFP developed by the school district includes, at minimum, a request for the following information from each eligible agency / CBO applicant. The below criteria may be used to rank proposals when the district does not have the capacity to contract with all eligible agencies / CBOs submitting proposals:   * [I. oversight.3.a] - Budget of Proposed Expenditures, including budget categories aligned to those in [NYSED’s FS-10 Proposed Budget](http://www.oms.nysed.gov/cafe/forms/documents/FS10_Cert_Word.doc), such as salaries for professional staff and support staff, employee benefits supplies and materials, travel expenses, and employee benefits; * [I. oversight.3.b] - Program Design and Quality of Programmatic Oversight and Fiscal Management, including a detailed narrative which articulates the applicant agency’s / CBO’s philosophy and mission, describes how the eligible agency / CBO proposes to provide services meet the goals and objectives of the district's collaborative prekindergarten program for new full-day four-year-old placements:   + 1. Demonstrated experience, capacity and effectiveness in immediately implementing an innovative, creative, developmentally-appropriate, culturally responsive and sustaining full-day prekindergarten program serving four-year-old students, including those who are ability- and language-diverse;     2. Effective, efficient, and collaborative administrative structure, record management and documentation procedures.     3. Fiscal solvency and anticipated fiscal share and other resources that will be contributed full-day prekindergarten program for four-year-old students; * [I. oversight.3.c] - Facility Quality, including, but not limited to each eligible agency / CBO applicant’s documentation that all applicable health and safety codes and licensure or registration requirements are met; * [I. oversight.3.d] - Teaching Staff Patterns, Qualifications, Performance, and Professional Learning, including, but not limited to each eligible agency / CBO applicant’s stability of staff, rate of turnover and ability to fill vacancies in a timely manner, and capacity to provide ongoing professional learning opportunities; * [I. oversight.3.e] - Child Eligibility, Screening, Progress Monitoring and Outcomes, including, but not limited to each eligible agency / CBO applicant’s demonstrated success in assessing and meeting the needs of diverse learners, including children with disabilities in integrated settings and Emergent Multilingual Learners in English and home language development; * [I. oversight.3.f] - Nutrition, Health, and Well-being, including, but not limited to the applicant agency’s / CBO’s capacity, current funding sources (if any), resources, and structures to develop fiscal and logistical arrangements with the school district to provide students with appropriate and sufficient meals and snacks. * [I. oversight.3.g] - Learning Environment and Curriculum, as aligned to NYSED’s requirement of school districts. * [I. oversight.3.h] - Family Engagement and Support, including, but not limited to each eligible agency / CBO applicant’s ease of utilization and accessibility of the program to families, parents and/or guardians; * [I. oversight.3.i] - Partnerships with Non-Profit, Community, and Educational Institutions, including, but not limited to each eligible agency / CBO applicant’s relationship with the school district’s in transitioning their four-year-old students and families to kindergarten. | |
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| **I. Programmatic Oversight and Fiscal Management** | *Collaborative Prekindergarten RFP Outcomes* |
| Upon conclusion of the school district’s competitive process to deliver collaborative prekindergarten program with an eligible agency / CBO applicant:   * [I. oversight.4.a] - Prior to entering into a contract with a prekindergarten provider, the school district is required to conduct a minimum of at least one site visit to each agency / CBO applicant’s proposed full-day prekindergarten program. * [I. oversight.4.b] - Upon the conclusion of a successful competitive process, the school district may award and contract with one or multiple agencies / CBOs. * [I. oversight.4.c] - If the school district’s annual competitive process is not successful in contracting with an eligible agency / CBO to deliver collaborative prekindergarten programming, the school district should initiate a collaboration variance request process by emailing OEL@nysed.gov. The Department will consider a school district’s variance request for the 10% minimum set-aside collaboration requirement valid for one year. A collaboration variance request will accurately and comprehensively describe and provide documented evidence of the school district’s due diligence in its efforts to identify and recruit eligible agencies / CBOs. After exhausting all resources, allowable reasons for being unsuccessful in establishing a collaboration for prekindergarten programming include a lack of eligible agencies / CBOs located within the school district’s boundaries, a lack of interest on behalf of existing identified agencies / CBOs to collaborate with the school district; or good cause for not entering into a contract, such as health and safety concerns after a school district has vetted and visited an applicant agency / CBO site. * [I. oversight.4.d] - The results of the competitive process to deliver collaborative prekindergarten programming shall be made public at a regular meeting of the local board of education. The school district’s programmatic and fiscal oversight protocols of awarded collaborating agencies / CBOs are also presented. | |
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NYSED’s Office of Early Learning offers these useful resources to facilitate implementing collaborative prekindergarten programs:

* [Collaborating with Community-Based Organizations](http://www.nysed.gov/early-learning/collaborating-community-based-organizations)
* [School District and CBO Collaborative Prekindergarten - 6/18/21 Webinar](https://www.ccf.ny.gov/council-initiatives/head-start-collaboration-project/)
* [School District and CBO Collaborative Prekindergarten - Tip Sheet](http://www.nysed.gov/common/nysed/files/programs/early-learning/tip-sheet-for-collaborations-between-sed-and-head-start-and-other-pre-k-providers.pdf)
* [Blending & Braiding Funds to Support Early Childhood Education Programs: Your "How to" Guide](https://www.ccf.ny.gov/files/7515/7909/7916/BlendBraidGuide.pdf)

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| **II. Facility Quality** |  |
| The school district has documented protocols for ensuring that all school district-operated and collaborating agency / CBO-operated prekindergarten programs and facilities funded by these grant programs adhere to the following facility quality requirements:   * [II.Facilities.1] - All school district and agency / CBO prekindergarten classrooms and buildings are designed and equipped to advance child development and early learning while maintained in a manner that protects the health and safety of students at all times. * [II.Facilities.2] - All school district and agency / CBO prekindergarten classrooms and buildings meet all applicable fire safety and building codes and any applicable facility requirements of a state or local licensing or registering agency, including, but not limited to those related to emergency evacuation plans, and health / medical procedures, and as recorded on documents such as day care licenses, certificates of occupancy, and health inspection reports (if meals are prepared on site.) * [II.Facilities.3] - The school district implements a process to take into account and ensure correction of any record of violations within the past two years of health and safety codes and/or licensure or registration requirements of potential and existing collaborating agencies / CBOs, including, but not limited to the specific process by which the school district applicant has in place requiring that violations classified as “imminent danger” by the New York State Office of Children and Family Services or as a “public health hazard” by the New York City Department of Health and Mental Hygiene are immediately corrected (unless program suspension or termination is required pursuant to standards developed by the New York State Office of Children and Family Services). * [II.Facilities.4] - Utilizing the Department’s [Prekindergarten Health and Safety Checklist](http://p1232.nysed.gov/earlylearning/documents/Guidancememo-PreKHealthandSafetyChecklist.pdf) as one component of a comprehensive physical plant review inspection protocol, the school district performs at least one inspection of a potential agency / CBO collaborator’s facility before entering into a contract to provide collaborative prekindergarten programming. Upon entering a contract, the school district performs at least one additional annual facility inspection of collaborating CBO facilities. The school district also performs one facility inspection per year of each school district-operated prekindergarten site. The Department may also perform a facility inspections of school district and collaborating agency / CBO sites. At minimum, a second annual facility inspection will be performed by each CBO’s respective licensing, permitting, regulatory, oversight, registration, or enrolling agency. All school district-operated and agency / CBO-operated programs must provide access to all records, property and personnel related to the program during all inspections. | |
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| **III. Staffing Patterns, Qualifications, Performance, and Professional Learning, Cont’d** | |
| The school district has documented protocolsfor ensuring all district-operated and collaborating agency / CBO-operated prekindergarten programs funded by these grant programs adhere to the following requirements related to staffing patterns, qualifications, performance, and professional learning:   * [III.staffing.1] - To enhance diversity and equity, the school district has a documented policy to recruit, place, and retain a school district and collaborating agency / CBO prekindergarten workforce that considers the diversity and needs of the students attending the program. * [III. staffing.2] - The school district has a mechanism, process, and adequate staffing to verify, maintain, and update teacher certification records and plans of study leading to teacher certification for teachers employed by the school district and by collaborating agencies / CBOs. * [III. staffing.3] - The school district has a mechanism, process, and adequate staffing to verify, maintain, and update records regarding the number of full school days (90-180 in 2021-2022) that four-year-old students are taught by certified and uncertified teachers in school district and collaborative agency / CBO settings for purposes, including, but not limited to, calculating the annual maximum grant award request, maximum grant payable, and actual staffing expenditures of $10,000 per student served by NYS-certified teachers valid for service in the early childhood grades, and $7,000 per student served by uncertified teachers on a plan of study. * [III. staffing.4] - The school district has mechanisms, processes, and adequate staffing to monitor compliance with program requirements across all school district and collaborating agency / CBO prekindergarten settings, including, but not limited to regular classroom observations, professional development, and meetings with teachers and administrators. * [III. staffing.5] - The school district ensures staffing patterns in school district and collaborating agency / CBO settings advance child development and learning. * [III. staffing.6] - The school district ensures the maximum four-year-old class size for collaborating family day care prekindergarten programs is six (6) students, group family day care prekindergarten programs is twelve (12) students, and agency / CBO collaborators is twenty (20) students. For collaborating agency / CBO classes up to eighteen (18) students, the school district ensures there is at least one (1) teacher and at least one (1) paraprofessional assigned to each class. For classes of nineteen (19) or twenty students (20), there must be at least one (1) teacher and at least two (2) paraprofessionals assigned to each class.   + [III. staffing.6.a] - The Department will consider school district’s written variance request for class size to promote the inclusion of preschool children with disabilities, Emergent Multilingual Learners and/or or children who are homeless. School districts in such circumstances should initiate the variance request process by contacting [OEL@nysed.gov](mailto:OEL@nysed.gov). | |
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| **III. Staffing Patterns, Qualifications, Performance, and Professional Learning, Cont’d** | |
| The school district has documented protocolsfor ensuring all district-operated and collaborating agency / CBO-operated prekindergarten programs funded by these grant programs adhere to the following requirements related to staffing patterns, qualifications, performance, and professional learning:   * [III. staffing.7[] - The school district ensures all teachers employed by school districts and collaborating agencies / CBOs meet NYS teacher certification requirements pursuant §3602-ee(8). For this grant program, prekindergarten teachers meet *one* of the following criteria:   + NYS Early Childhood Teacher (Birth–Grade 2 or N-Grade 6) Certificate; or   + NYS Students with Disabilities (Birth – Grade 2) Certificate; or   + A Bachelor’s degree in Early Childhood Education or a related field, registration with and a documented plan of study in [The ASPIRE Registry](https://nysed-my.sharepoint.com/personal/michele_kinzel-peles_nysed_gov/Documents/Desktop/2021-22%20Comp%20Grant%20$15m%20ARP%20Full-day%204yo/All%20uncertified%20teachers%20who%20require%20a%20plan%20of%20study%20must%20register%20with%20The%20Aspire%20Registry%20and%20enter%20their%20plan%20of%20study%20as%20directed%20in%20the%20registry.) for becoming a certified NYS Early Childhood Teacher (Birth-Grade 2) by June 30, 2022; or   + For prekindergarten teachers employed by a collaborating agency / CBO that is regulated by another State agency, the qualifications established by the program’s regulatory authority, registration with and a documented plan of study in [The ASPIRE Registry](https://nysed-my.sharepoint.com/personal/michele_kinzel-peles_nysed_gov/Documents/Desktop/2021-22%20Comp%20Grant%20$15m%20ARP%20Full-day%204yo/All%20uncertified%20teachers%20who%20require%20a%20plan%20of%20study%20must%20register%20with%20The%20Aspire%20Registry%20and%20enter%20their%20plan%20of%20study%20as%20directed%20in%20the%20registry.) for becoming a certified NYS Early Childhood Teacher (Birth-Grade 2) by June 30, 2022; or   + For prekindergarten teachers employed by a collaborating agency / CBO that is not regulated by another State agency, evidentiary documentation that the teachers meet the qualifications established by the program’s administration, registration with and a documented plan of study in [The ASPIRE Registry](https://nysed-my.sharepoint.com/personal/michele_kinzel-peles_nysed_gov/Documents/Desktop/2021-22%20Comp%20Grant%20$15m%20ARP%20Full-day%204yo/All%20uncertified%20teachers%20who%20require%20a%20plan%20of%20study%20must%20register%20with%20The%20Aspire%20Registry%20and%20enter%20their%20plan%20of%20study%20as%20directed%20in%20the%20registry.) for becoming a certified NYS Early Childhood Teacher (Birth-Grade 2) by June 30, 2022. * [III. staffing.8] - School districts ensure collaborating agencies / CBOs that employ teachers who are not NYS-certified have a supervisor who is certified for service in early childhood and who is on-site during all hours of prekindergarten operation. An on-site education director may not serve as the teacher of record for a prekindergarten program. The teacher of record is the classroom teacher. Until all prekindergarten teachers at a collaborating agency / CBO site possess a teaching license or certificate valid for services, an education director will be employed, onsite, and responsible for program implementation. | |
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| **III. Staffing Patterns, Qualifications, Performance, and Professional Learning, Concl’d** | |
| The school district has documented protocolsfor ensuring all district-operated and collaborating agency / CBO-operated prekindergarten programs funded by these grant programs adhere to the following requirements related to staffing patterns, qualifications, performance, and professional learning:   * [III. staffing.9] - The Department will consider an awarded school district’s variance request that would allow collaborating agency / CBO teachers on a plan of study leading to NYS certification to extend those plans and certification beyond June 30, 2022. For the purposes of this grant, awarded school districts requesting such an extension would initiate the variance request process by contacting [OEL@nysed.gov](mailto:OEL@nysed.gov) with barriers to certification, if any; the number of uncertified teachers registered in the [The ASPIRE Registry](https://nysed-my.sharepoint.com/personal/michele_kinzel-peles_nysed_gov/Documents/Desktop/2021-22%20Comp%20Grant%20$15m%20ARP%20Full-day%204yo/All%20uncertified%20teachers%20who%20require%20a%20plan%20of%20study%20must%20register%20with%20The%20Aspire%20Registry%20and%20enter%20their%20plan%20of%20study%20as%20directed%20in%20the%20registry.) teaching prekindergarten in the district, including those employed by a community-based organization; the number of previously uncertified teachers who have completed certification, and expected certification completion date of such teachers. Once a Department-approved variance is granted, the school district is responsible for ensuring uncertified teachers follow through on their Department-approved extended timelines. To assist, school districts can review quarterly reports provided by [The ASPIRE Registry](https://nysed-my.sharepoint.com/personal/michele_kinzel-peles_nysed_gov/Documents/Desktop/2021-22%20Comp%20Grant%20$15m%20ARP%20Full-day%204yo/All%20uncertified%20teachers%20who%20require%20a%20plan%20of%20study%20must%20register%20with%20The%20Aspire%20Registry%20and%20enter%20their%20plan%20of%20study%20as%20directed%20in%20the%20registry.). * [III. staffing.10] - To identify and support the use of classroom practices and processes that have the most positive effects on four-year-old children’s learning, the school district ensures the identification, selection and use of valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within school district-operated and collaborating agency / CBO-operated full day classrooms for four-year-old students. * [III. staffing.11] -Within a variety of considerations based on the comprehensive instructional and non-instructional needs of its prekindergarten four-year-old students, their families, and communities, during the planning of prekindergarten professional learning opportunities, the school district considers aggregated information on prekindergarten student progress, alignment to [NYSED’s Learning Standards](http://www.nysed.gov/curriculum-instruction), [NYSED’s Resource Guides for Success in Early Learning](http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning) and the school district’s Kindergarten through Third Grade curriculum, as well as input from school district and collaborating agency / CBO prekindergarten teachers. Directly provided by the school district or otherwise, the school district ensures the planning and provision of quality, research-based, meaningful, sustained professional learning opportunities for all school district and collaborating agency / CBO teachers and staff. | |
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| **IV. Child Eligibility, Screening, Progress Monitoring, and Outcomes** | |
| The school district has documented protocols for ensuring all district-operated and collaborating agency / CBO-operated prekindergarten programs funded by these grant programs adhere to the following requirements related to child eligibility, screening, progress monitoring, and outcomes:   * [IV.child.1] - The school district has mechanisms, processes, and adequate staffing to coordinate recruitment, outreach, eligibility, registration, enrollment, intake, placement, and, if/when needed, a random method of selection (lottery system) to enroll and waitlist students when there are more four-year-old applicants than placements. Under no circumstances should collaborating agencies / CBOs take on these tasks on behalf the school district. * [IV.child.2] - The school district verifies each eligible four-year-old prekindergarten student resides in the school district and will be four years of age on or before December 1 of the current school year, or who is first eligible to attend public school kindergarten in the following school year. Children who are eligible for kindergarten enrollment in current school year are not eligible for prekindergarten in following school year. * [IV.child.3] - Upon enrollment, the school district uses a valid and reliable developmental screening tool that, at a minimum, assesses each child’s language, cognitive, and social-emotional development; establishing a baseline to monitor subsequent developmental progress. Screening results are documented, protected, and shared with each child’s family. * [IV.child.4] - At least twice thereafter in the school year, the school district uses and in collaborative agency / CBO programs, ensures the use of valid and reliable progress monitoring tools, that, at a minimum, assess each child’s language, cognitive, and social-emotional developmental progress. Progress monitoring results are documented, protected, and shared with each child’s family. * [IV.child.5] - The school district implements a process in school district and collaborative agency / CBO programs for using individual and aggregate child screening and progress monitoring results to inform instruction, address the needs of individual children, improve program practice, and inform professional learning. * [IV.child.6] - The school district ensures that any measurement of student outcomes in prekindergarten will not be used to make high-stakes educational decisions for individual children. For example, such data is not used to preclude or discourage a child’s enrollment in kindergarten. | |
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| **V. Nutrition, Health, and Well-Being** | |
| The school district has documented protocols for ensuring all district-operated and collaborating agency / CBO-operated prekindergarten programs funded by these grant programs adhere to the following requirements related child nutrition, health, and well-being:   * [V.health.1] - Each student’s nutritional needs are sufficiently met through appropriate meals and snacks provided by existing school district and/or collaborating agency / CBO nutrition programs, and when necessary, through these grant funds. * [V.health.2] - Meals and snacks that meet the children’s needs are provided at appropriate times and for sufficient durations in an environment conducive to meaningful interaction between staff and children, and amongst children. * [V.health.3] - Students are provided a variety of daily opportunities to engage in developmentally appropriate activities that are indoors and outdoors, structured and unstructured, and moderately to vigorously physical. | |
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| **VI. Learning Environment and Curriculum** | |
| The school district has documented protocols for ensuring all district-operated and collaborating agency / CBO-operated prekindergarten programs funded by these grant programs adhere to the following requirements related to learning environment and curriculum:   * [VI.learning.1] - The applicant’s use of space, scheduling, and other environmental factors advances student learning and development. A balanced daily schedule of teacher-initiated and child-initiated learning activities allows for a balance of intentionally-planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities. Approximately one-third of the daily schedule is designated for children to engage in self-initiated activities. * [VI.learning.2] - The classroom arrangement provides clearly-defined, well-equipped learning centers including, but not limited to: dramatic play; blocks and construction; library, language arts, technology/media; science and nature; mathematics and manipulative materials; writing; creative arts; sand and water play; and music. * [VI.learning.3] - For quality, evaluation, and improvement purposes, the school district identifies, selects, and ensures the use of valid and reliable measures of prekindergarten program environmental quality in school district-operated and collaborating agency / CBO-operated settings. * [VI.learning.4] - The applicant uses a developmentally appropriate written curriculum or curriculum framework that is:   + Evidenced-based (meaning research has been conducted regarding the relationship between the curriculum and children's learning);   + Aligned to [NYSED’s Prekindergarten Early Learning Standards](http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning) and continuity with the school district’s Prekindergarten-Grade 3 curriculum;   + Addresses the key domains of child development as outlined in [NYSED’s Resource Guide School Success in Prekindergarten](http://www.nysed.gov/common/nysed/files/programs/early-learning/pk_standards_resource_web_revised_2021.pdf);   + Emphasizes language, emergent literacy, early mathematics skills, social and emotional development, physical abilities, and structured and unstructured play;   + Facilitates and supports individualized, differentiated, and responsive and sustaining instruction for diverse abilities, cultures, and languages * [VI.learning.5] - The applicant implements adequate and appropriate accommodations, modifications and supports to enable preschool children with disabilities and Emergent Multilingual Learners effective and equitable access, inclusion, and integration in the full range of the program’s activities, goals, and objectives. | |
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| **VII. Family Engagement and Support** | |
| Beyond providing assurances, a quality application will describe the school district’s documented protocols for ensuring all district-operated and collaborating agency / CBO-operated prekindergarten programs funded by this grant program adhere to the following requirements related to family engagement and support:   * [VII.families.1] - The district’s written policies and procedures to ensure active engagement of families, parents and/or guardians in the education of their children. * [VII.families.2] Families, parents, and/or guardians annually complete a program evaluation or survey. The school district applies results to program improvement, and regularly provides updated program quality information. * [VII.families.3] The school district provides opportunities for active engagement of families, parents and/or guardians in the education of their children at school district-operated and eligible agency / CBO-operated sites. The school district does so free-of-charge in a language they understand. Examples of active engagement may include, but are not limited to, written communication with families, one-on-one meetings, parent workshops and training on such topics as child development, language development, multilingualism, educational disabilities and the special education referral process; opportunities for families to volunteer, and opportunities for families, parents, and/or guardians to participate in program- and school-level decisions and program improvement. * [VII.families.4] The school district provides, directly or through partnerships with health and human service providers, non-academic comprehensive services to children and their families necessary to support the child's participation in the prekindergarten program. Whenever possible, comprehensive services are provided in collaboration with other community organizations in a non-duplicative manner. Comprehensive services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand. | |
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| **VIII. Partnerships with Non-Profit, Community, and Educational Institutions** | |
| Beyond providing assurances, a quality application will describe the school district’s documented protocols for ensuring all district-operated and collaborating agency / CBO-operated prekindergarten programs funded by this grant program adhere to the following requirements related to family engagement and support:   * [VII.families.1] - The district’s written policies and procedures to ensure active engagement of families, parents and/or guardians in the education of their children. * [VII.families.2] Families, parents, and/or guardians annually complete a program evaluation or survey. The school district applies results to program improvement, and regularly provides updated program quality information. * [VII.families.3] The school district provides opportunities for active engagement of families, parents and/or guardians in the education of their children at school district-operated and eligible agency / CBO-operated sites. The school district does so free-of-charge in a language they understand. Examples of active engagement may include, but are not limited to, written communication with families, one-on-one meetings, parent workshops and training on such topics as child development, language development, multilingualism, educational disabilities and the special education referral process; opportunities for families to volunteer, and opportunities for families, parents, and/or guardians to participate in program- and school-level decisions and program improvement. * [VII.families.4] The school district provides, directly or through partnerships with health and human service providers, non-academic comprehensive services to children and their families necessary to support the child's participation in the prekindergarten program. Whenever possible, comprehensive services are provided in collaboration with other community organizations in a non-duplicative manner. Comprehensive services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand. | |
| *District Self-Reported Implementation Status:* | *NYSED Review and Feedback:* |
| 🖎 (Date): | 🖎 (Date) |