NEW YORK STATE ADMINISTERED PREKINDERGARTEN
FINAL REPORT
WEBINAR
2022 - 2023

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

OFFICE OF EARLY LEARNING

Provides:

- direction and support for statewide policies and programs related to best practices for PreK to third grade

- support to school districts and direct contract agencies to promote high quality PreK programs

- guidance for Voluntarily Registered Nursery Schools and Kindergartens

- technical assistance to early learning providers, school districts, families, and other stakeholders

Reviews and analyzes research to inform the development of policies related to early childhood education

Administers and monitors State Funded Universal Prekindergarten programs

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WELCOME

OUR DISCUSSION WILL COVER:

- Important Dates
- Who should complete a Final Report
- Purpose of the Final Report
- How to Complete the Final Report
- Contact Information

2022-2023 PREK

IMPORTANT DATES AT A GLANCE

2022-23 State-Administered Prekindergarten (PreK)
Important Dates at a Glance

Date	Required Submission	To Be Submitted By	How	Contact
By 3/15/22	Final Child Counts	Districts With: • UPK (0409), (5870) • SUFDPK (0545), (5875) BOCES With: • TPK (0400) Agencies With: • SUFDPK (0545)	• UPK - Electronic submission through SIRS • SUFDPK - SED Monitoring Portal (MVPS) *(Districts and Agencies will be notified via e-mail when MVPS is open.)* • BOCES - will be provided via e-mail the child count report to complete	OEL@nysed.gov 518-474-5807
3/27/23 through 5/26/23	Weekly Verification Emails from OEL regarding student coding issues	Districts with: • UPK (0409), (5870) • SUFDPK (0545), (5875) BOCES with: • TPK (0400) Agencies with: • SUFDPK (0545)	• Districts should work with their local Regional Information Center (RIC) to fix coding issues. • SUFDPK District and Agencies and BOCES will work with OEL staff to fix coding issues.	DataSupport@nysed.gov OEL@nysed.gov 518-474-5807
By 5/31/23	• Final Budget Amendments (FS-10-A) • Updated M/WBE documents or revised M/WBE Goal Calculation Worksheet [SUFDPK (0545) and (5875) only]	Districts With: • UPK (0409), (5870) • SUFDPK (0545), (5875) BOCES With: • TPK (0400) Agencies With: • SUFDPK (0545)	Send one original and two copies of the FS-10A and one original and one copy, if applicable, of the revised M/WBE documents to: **NYS Education Department** **Office of Early Learning** **89 Washington Avenue, EB 510 West** **Albany, NY 12234**	OEL@nysed.gov 518-474-5807
By 7/31/23	• 2022-2023 Prekindergarten Final Program Report Due • Final Expenditure Report (FS-10F) Due • M/WBE Compliance Report (M/WBE 104-G)	Districts With: • UPK (0409), (5870) • SUFDPK (0545), (0546) (5875) BOCES With: • TPK (0400) Agencies With: • SUFDPK (0545)	• 2022-2023 Prekindergarten Final Program Report in MVPS *(Districts and Agencies will be notified via email when report becomes available.)* • Send one original and two copies of the FS-10F and one original and one copy, if applicable, of the revised M/WBE documents to: **NYS Education Department** **Office of Early Learning** **89 Washington Avenue, EB 510 West, Albany, NY 12234**	OEL@nysed.gov 518-474-5807 MWBEgrants@nysed.gov

KEY TERMS

State-Funded Prekindergarten Programs - refers to the:

- Allocational Universal Prekindergarten (UPK) programs (State 0409 and Federal 5870),

- Targeted PreK program (TPK 0400),

- Statewide Universal Full-Day Prekindergarten (SUFDPK 0545, 0546 and 5875) program and

- 2022-2023 Universal Prekindergarten Expansion Grant

LEA – Local Education Agency

MVPS – NYSED's Business Portal

4410 Program refers to a program that is approved to provide special education services to prekindergarten students. These students qualify for a full day, five-hour special education placement.

Emergent Multilingual Learners (EML): Prekindergarten students identified by the EML Language Profile as a prekindergarten student whose home or primary language is other than English.

Who should complete a final report?

LEAs with State-Administered Prekindergarten programs are required annually to report on prekindergarten programming as per Education Law Section 3602-e(13) and Commissioner's Regulations Subpart 151-1(b)(3).

What is the purpose of the final report?

The purpose of this report is to collect information pertaining to the operation of State-Administered Prekindergarten (PreK) Programs during the 2022-2023 school year.

Question 1

Please indicate the following: total number of sites by type, total number of classes and total number of students.

	Number of Sites *	Number of Half-Day Classes *	Number of Half-Day 3-Yr.-Old Pupils *	Number of Half-Day 4-Yr.-Old Pupils *	Number of Full-Day Classes *	Number of Full-Day 3-Yr.-Old Pupils *	Number of Full-Day 4-Yr.-Old Pupils *
Public School Sites							
Head Start							
Other Public Sites							
Private Sites (Not Faith-Based)							
Faith-Based Sites							
Totals	0	0	0	0	0	0	0

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Question 2

What was the total number of students on a wait list for a prekindergarten slot in a state-funded prekindergarten program for three-year-olds, if applicable?

3-year-old students

Question 3

What was the total number of students on a wait list for a prekindergarten slot in a state-funded or federally-funded prekindergarten program for four-year-olds? If applicable.
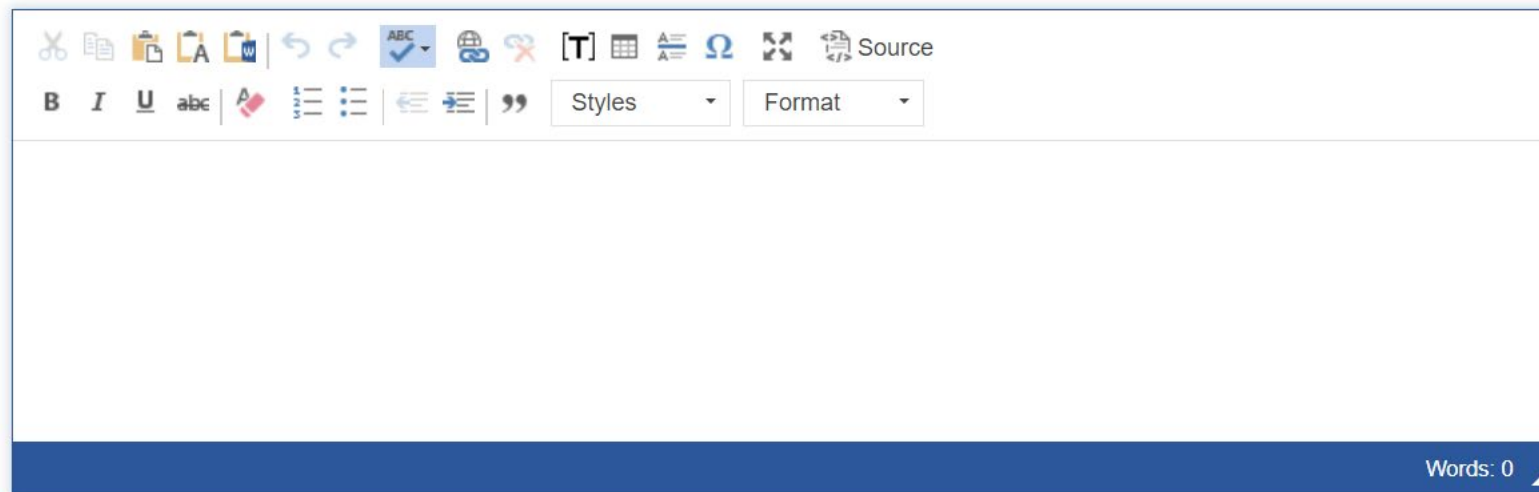
4-year-old students

Question 4 Students with Disabilities

A. Type of SPECIAL ED Program and Service Provided	B. Number of resident preschool students receiving IEP programs and services (reflected in column A) who are attending the school district's regular early childhood PreK program and their attendance in such program is wholly or partially funded by State Administered PreK or local district funds. *	C. Number of resident preschool students receiving IEP programs and services (reflected in column A) who are attending the school district's regular early childhood PreK program but their attendance in such program is not wholly or partially funded by State Administered PreK or local district dollars. *
Related Services Only (e.g., OT, PT, Speech, Social Work)		
Special Education Itinerant Teacher (SEIT) Services Only		
Both Related and SEIT Services		
Half-day (2.5 hours or less) Special Class Integrated Setting (SCIS)		
Full-day (more than 2.5 hours) Special Class Integrated Setting (SCIS)		
Total		

Question 5

If applicable, describe any barriers in providing special education services to students enrolled in the State-Administered Prekindergarten program. If barriers exist, what steps did the LEA implement to address such barriers?

If barriers or plans are not applicable, the LEA may enter "Not Applicable."

Emergent Multilingual Learners (EML)

Hello, *Shalom, Asalaam alaikum, Hola,* Përshëndetje, ھیلو

Question 6

For the 2022-2023 school year, was there a process in place for identifying Prekindergarten EML students whose home or primary language is other than English?

☐ Yes

☐ No

Emergent Multilingual Learners (continued)

Question 6 a

What process did the LEA use to identify PreK EML students whose home or primary language is other than English?

- ☐ NYSED's Emergent Multilingual Learners Language Profile and Process for Prekindergarten (recommended by NYSED)
- ☐ A locally-developed process used during registration for PreK programs that includes specific questions about home languages
- ☐ NYSED's Office of Bilingual Education's Home Language Survey for Grades K-12
- ☐ Other

Question 6 b

How did the LEA maintain its PreK EML identification and home language data? (check all that apply)

- ☐ Digitally in the school district's, BOCES, or direct contract agency's local data systems
- ☐ Manually in each PreK EML student's permanent/cumulative file folder
- ☐ Manually in teacher records for each PreK EML student
- ☐ The school district, BOCES, or direct contract agency does not maintain PreK EML student data

Emergent Multilingual Learners (continued)

How many language-diverse PreK EML students have an IEP?

> |

Question 6 d

How did the LEA support language-diverse PreK EML students and their families in all school district and/or CBO-based settings? (check all that apply)

- ☐ PreK EML students were enrolled in the school district and/or collaborating CBO-based PreK Dual Language Program.
- ☐ PreK EML students were enrolled in the school district and/or collaborating CBO-based PreK Transitional Bilingual Education Program.
- ☐ PreK EML students were placed in classrooms with teachers and/or teaching assistants reflecting the students' language diversity.
- ☐ PreK teachers and/or teaching assistants strategically supported and integrated EML students' diverse languages and cultures into the classroom environment, instruction, and activities.
- ☐ The PreK curriculum was culturally and linguistically responsive, while designed and delivered in a way that promoted each student's emergent English and home language literacy development.
- ☐ The PreK curriculum materials created a learning environment that reflected EML students' language diversity.
- ☐ To the best extent possible before, during, and after class time, the school district, BOCES, or direct contract agency communicated with each multilingual family in their indicated preferred language, such as using translation services for written communication and interpretation services for verbal communication.
- ☐ After implementing its EML identification process in 2022-23, the school district, BOCES, or direct contract agency did not identify PreK EML students in its school district and/or CBO-based PreK programs.

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Emergent Multilingual Learners (continued)

Question 6 e (to be answered if no was selected in 6)

Explain why a process to identify the home languages and linguistic experiences of PreK EML students is not in place. Explain what steps will be taken to ensure a process is in place for the 2023-2024 school year.

Emergent Multilingual Learners (continued)

Question 7

Indicate the languages spoken and the number of PreK EML students speaking each language.

EML Languages	# of PreK EML Students
✏ ☰ Bulk Add Choices ✖	✏ ✖
Please Select ⌄	
	0

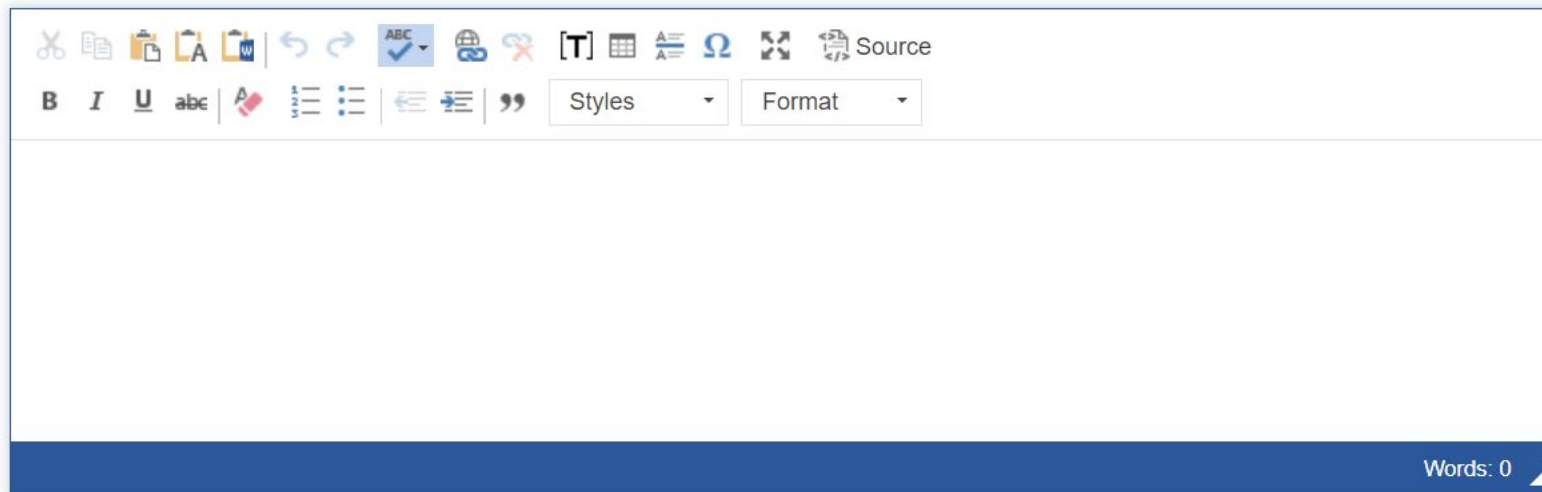**Add Row**

Health and Safety

Question 8

How does the LEA ensure the health and safety of their students and that any identified health and safety issues/violations at district and/or CBO sites are resolved in a timely manner? (check all that apply)

- ☐ Use of SED's Health & Safety Checklist* to evaluate PreK sites
- ☐ Regularly scheduled site visits
- ☐ Review compliance history on the Office of Children and Family Services (OCFS) website
- ☐ Submission of documentation at time of contract development/renewal
- ☐ Development of corrective action plans
- ☐ Other documented process in place to ensure issues/violations are corrected
- ☐ The school district, BOCES, or direct contract agency did not have a process in place during the 2022-2023 school year to monitor health and safety compliance of its PreK classrooms.

Health and Safety (continued)

Question 8 a

Explain why the LEA did not have a process in place for monitoring the health and safety of its prekindergarten settings. Explain what steps will be taken to ensure a process is in place for the 2023-2024 school year.

Documentation of Prekindergarten Spending

Question 9

As required in Ed. Law 3602-e(14)(c), indicate the total spending on prekindergarten programming from local funding sources.

Question 10

Indicate the valid and reliable developmental **screening** tool(s) used to screen at a minimum each prekindergarten student's language-literacy, cognitive, and motor development.

- ☐ Ages and Stages Questionnaire (ASQ)
- ☐ Battelle Developmental Inventory (BDI)
- ☐ Brigance Early Childhood Screens
- ☐ Developmental Indicators for the Assessment of Learning (DIAL)
- ☐ Early Screening Inventory-Revised (ESI-R)
- ☐ Other

If the district or agency uses a listed tool, please choose the corresponding checkbox regardless of the edition. For example, choose Developmental Indicators for the Assessment of Learning (DIAL) if the district/agency uses the DIAL-3, DIAL-4, Speed DIAL, etc.

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If other is checked, please answer 10 a and 10 b

10 a. Please specify the screening tool(s) used.

[   ]

10 b. Which domain(s) did the other screening tool(s) measure?

Please Select   ⌄
Please Select
Language & Literacy Skills
Cognitive Skills
Social & Emotional Skills
Motor Development
All of the Above

Screening and Progress Monitoring (continued)

Question 11 Language and Literacy Skills

Indicate the *primary* valid and reliable prekindergarten **progress monitoring** assessment used at least two times during the school year to monitor children's progress in **language and literacy** skills (8 CRR-NY 151-1.3(b)(1)).

Please Select
Battelle Developmental Inventory
Brigance Inventory of Early Development
Circle Progress Monitoring
HighScope Child Observation Record
Peabody Picture Vocabulary Test
Phonological Awareness Literacy Screening
STAR Early Literacy
Teaching Strategies GOLD Developmental Continuum
Work Sampling System
Other

Question 11 a

If the LEA indicated "Other" as an assessment tool for **progress monitoring** of language and literacy skills, enter information regarding those assessment tools in the chart below. Please see the **Early Learning Assessments webpage** for additional guidance.

Question 12

Using the criteria established by the developers of the assessment used to measure language and literacy skills, what improvement did the majority of students show?

Please Select

Please Select
No Improvement
Little Improvement
Some Improvement
Significant Improvement

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Screening and Progress Monitoring (continued)

Question 13
Cognitive Skills

Indicate the *primary* valid and reliable prekindergarten **progress monitoring** assessment used at least two times during the school year to monitor children's progress in **cognitive skills** (8 CRR-NY 151-1.3(b)(1)).

Please Select

Please Select
Battelle Developmental Inventory
Brigance Inventory of Early Development
Circle Progress Monitoring
HighScope Child Observation Record
STAR Math
Teaching Strategies GOLD Developmental Continuum
Work Sampling System
Other

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Screening and Progress Monitoring (continued)

Question 13 a

If the LEA indicated "Other" as an assessment tool for **progress monitoring** of cognitive skills, enter information regarding those assessment tools in the chart below. Please see the **Early Learning Assessments webpage** for additional guidance.

[   ]

Question 14

Using the criteria established by the developers of the assessment used to measure cognitive skills, what improvement did the majority of students show?

Please Select	˅

Please Select
No Improvement
Little Improvement
Some Improvement
Significant Improvement

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Question 15 Social Emotional Skills

Indicate the *primary* valid and reliable prekindergarten **progress monitoring** assessment used at least two times during the school year to monitor children's progress in **social and emotional skills** (8 CRR-NY 151-1.3(b)(1)).

Please Select ⌄

Please Select
Battelle Developmental Inventory
Brigance Inventory of Early Development
Circle Progress Monitoring
Devereux Early Childhood Assessment (DECA)
HighScope Child Observation Record
Teaching Strategies GOLD Developmental Continuum
Work Sampling System
Other

Screening and Progress Monitoring (continued)

Question 15 a Social Emotional Skills

If the LEA indicated "Other" as an assessment tool for **progress monitoring** of social and emotional skills, enter information regarding those assessment tools in the chart below. Please see the **Early Learning Assessments webpage** for additional guidance.

Question 16 Social Emotional

Using the criteria established by the developers of the assessment used to measure social and emotional skills, what improvement did the majority of students show?

Please Select

Please Select
No Improvement
Little Improvement
Some Improvement
Significant Improvement

Question 17 - Optional

Please describe requests for any future supports from NYSED's Office of Early Learning. Such supports may include, but are not necessarily limited to, the following:

- Professional development/learning opportunities,

- Webinars,

- In-person events, and

- Publications.

- [ ] Professional development/learning opportunities
- [ ] Webinars
- [ ] In-person events
- [ ] Publications
- [ ] Types of funding
- [ ] Explaining conversions and new full day slots
- [ ] Explaining how allocations are calculated
- [ ] Quality indicators
- [ ] Assessments
- [ ] Requirements in laws and regulations
- [ ] P - 3 alignment
- [ ] Other

Select all that apply

? Help

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Common issues that could delay approval

❖ Not having a valid and reliable screening tool

❖ Not having a valid and reliable progress monitoring tool

❖ Not having a process in place to identify Emergent Multilingual Learners

❖ Not having a process in place for monitoring the health and safety of its prekindergarten setting(s)

PLEASE MAIL ALL FS-10F FORMS TO:
NEW YORK STATE EDUCATION DEPARTMENT
GRANTS FINANCE 510W EB
89 WASHINGTON AVE.
ALBANY, NY 12234

For additional information: OEL@NYSED.GOV and/or Sign Up for OEL Updates

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CONTACT INFORMATION

New York State Education Department

Office of Early Learning

Main Office Line: (518) 474-5807

Office Email: OEL@nysed.gov

Website: http://www.nysed.gov/early-learning

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