

Pre-K for All Supports & Resources Overview 2015-2016

This school year marks an historic milestone for our city’s Pre-K for All Initiative. For the first time in the history of New York City, we are providing every four-year-old access to a life-changing opportunity—free, full-day, high-quality pre-K.

We are excited to share an overview of the supports and resources that Pre-K for All New York City Early Education Centers (NYCEECs) will receive from the Division of Early Childhood Education (DECE) in the 2015-2016 school year. These supports and resources are designed to provide a diverse range of professional learning opportunities and tools to assist schools in offering high quality instruction and family engagement.

The DECE has teams of instructional, family engagement, and operations staff who supervise our Instructional Coordinators and Social Workers in each of our Field Offices (Manhattan, Bronx, Brooklyn, Staten Island, and Queens). Together, they will provide support to Pre-K for All leaders and teaching staff throughout the year.

In the 2015-2016 school year, the DECE is committed to strengthening our collaboration with NYCEECs in order to support student learning in the areas of development based on the [New York State Prekindergarten Foundation for the Common Core standards](#) (PKFCC). Our supports, described below, are designed to provide meaningful opportunities for school leaders, teachers, and paraprofessionals to build on existing expertise and learn practical strategies that can be used improve their practice. Points of contact for each component of support are included below. For general inquiries, please contact earlychildhood@schools.nyc.gov.

Supports for Pre-K for All Programs

I: [Teaching & Learning Supports](#)

- 1. [Interdisciplinary Units](#)**
- 2. [On-Site Support & Collaboration](#)**
 - [Foundational Support Visits](#)
 - [Coaching](#)
 - [Peer Learning](#)
- 3. [Professional Learning Opportunities for Leaders and Staff](#)**
- 4. [Instructional Tracks or Lanes](#)**
- 5. [Assessment & Screening Resources](#)**
 - [Developmental Screening](#)
 - [Authentic Assessment](#)

II: [Family Engagement Supports](#)

III: [Operational Support & Policy Guidance](#)

IV. [Key Contacts](#)

- 1. [Points of Contact](#)**
- 2. [Borough Field Office Email Contacts](#)**

V: [Important Dates for 2015-2016 School Year](#)

I. Teaching & Learning Supports

1. Interdisciplinary Units

Throughout the year, the DECE will be releasing interdisciplinary units grounded in the PKFCC. Use of these units is required for sites participating in the NYC Pre-K Explore Track. A new unit, “Welcome to Pre-K!” is available now at <http://schools.nyc.gov/Academics/EarlyChildhood/educators/prekunits>. Resources to support teachers and school leaders in using this new unit, including a webinar, will also be available later this month at <http://schools.nyc.gov/Academics/EarlyChildhood/educators/prekunits>. Instructional Coordinators will work with sites to unpack the unit and assist with implementation.

2. On-Site Support & Collaboration

Foundational Support Visits

Each year, the DECE provides on-site support to pre-K programs. Starting this year, in order to more effectively differentiate support, we are doing initial visits early in the year. Every site will receive a Foundational Support Visit within the first month of school from an Instructional Coordinator or Social Worker. Principals will be contacted with scheduling information for the Foundational Support Visit in early September.

The purpose of the Foundational Support Visit is to facilitate two-way collaboration between the school and the DECE team members, and to ensure that the DECE is able to provide the necessary support to meet the needs of each site. For example, a site that is implementing a new curriculum may need additional support from an Instructional Coordinator or specialized coach, or a site that is serving a new community of children and families may need support from a Social Worker to think about best ways to engage families. Each Foundational Support Visit will include a conversation with the principal, or designee, followed by classroom visits and will last approximately 2 hours.

Coaching

The DECE will provide supports tailored to the needs of each site with Instructional Coordinators and Social Workers. Additionally, in collaboration with partners, the DECE will offer specialized coaching as needed and work closely with the Instructional Coordinators and Social Workers to ensure that necessary supports are provided. The purpose of these coaching visits is to collaborate with site leaders and staff to provide support and resources to ensure high quality instruction and family engagement.

Peer Learning

We also know that schools often learn best from other programs. In addition to the peer learning opportunities offered through the Pre-K Showcase School and Pre-K Learning Partner Schools, Instructional Coordinators and Social Workers facilitate program inter-visitations to support sharing of best practices across Pre-K for All sites. Please reach out to the Manhattan/Bronx, Queens, or Brooklyn/Staten Island office to request Instructional Coordinator and Social Work support. Regular Instructional Coordinator and Social Work coaching visits to all programs will occur starting in October. Schools will receive operational support from their Borough Field Support Centers.

3. Professional Learning Opportunities for Leaders and Staff

The DECE will offer in small groups differentiated learning experiences for teachers and leaders. These groups will be aligned to Instructional Tracks or Lanes at the Citywide Professional Learning sessions. The sessions will build on the professional learning that took place at the Pre-K for All Summer Institute. Please note the updated dates listed below.

4. Pre-K for All Instructional Tracks or Lanes

Earlier this year, the Division of Early Childhood Education introduced a new professional learning model for the 2015-16 school year, Pre-K for All Instructional Tracks or Lanes. The Pre-K for All Instructional Tracks or Lanes build upon evidence-based practices as well as innovative and promising work already being done in NYC pre-K classrooms. Leaders, teachers, and paraprofessionals started participating in their Instructional Tracks or Lanes during Summer Institute. They will continue to delve deeper into content alongside expert facilitators and their colleagues from other Pre-k for All programs in the same Instructional Track or Lane throughout the school year. All Instructional Tracks or Lanes support the PKFCC.

All Pre-K for All sites will participate in one of the following Instructional Track or Lanes for the 2015-16 school year:

- **NYC Explore Track**

Pre-K sites that participate in the NYC Pre-K Explore track will use the Building Blocks math curriculum together with Interdisciplinary Units of Study created by the DECE in collaboration with outside experts. Building Blocks, incorporated into the Units of Study, advances the State Pre-K learning standards. The first Interdisciplinary Unit of Study—*Welcome to Pre-K*, along with related resources and previous units, is posted [here](#) on the DECE website. Remaining units will be posted soon.

- **NYC Pre-K Lanes**

Pre-K sites that participate in a NYC Pre-K Lane will continue to implement a DECE-approved, PKFCC-aligned curriculum of their choice. Sites participating in a NYC Pre-K Lane will be provided with ongoing on-site instructional support and content-specific professional development targeted for their particular lane.

- **Lane A: Advancing Social Emotional Development:** Support pre-K learners in developing social emotional skills needed to build a positive sense of self, form positive relationships, self-regulated, and adapt to change.
- **Lane B: Using Data to Inform Instruction:** Move each child forward by learning new strategies to identify and meet each learner's needs, using authentic assessments and other data points.
- **Lane C: Supporting Linguistically & Culturally Diverse Learners:** Build on the diverse backgrounds and languages children and families bring to the classroom with strategies for developing learning environments, in which all children can thrive and all families are strong partners.

5. Assessment & Screening Resources

Developmental Screening Resources

The DECE requires the use of a valid and reliable screening tool as an initial snapshot of children’s needs. Results should be used in combination with authentic assessments to determine if children require additional assessment and screening in order to identify potential developmental delays and English language acquisition support needs.

The Early Screening Inventory-Revised is approved for use:

	Early Screening Inventory Revised (ESI-R)
TRAINING	Training available via WeTeachNYC.org .
MATERIALS	Available Materials: <ul style="list-style-type: none"> - Examiner’s Manual - Screening Materials - English Parent Questionnaire - Spanish Parent Questionnaire - English ESI-P Scoring Sheets - Spanish ESI-P Scoring Sheets - English ESI-K Scoring Sheets - Spanish ESI-K Scoring Sheets To request materials please email prekscreening@schools.nyc.gov

The DECE requires all teachers to:

1. Administer developmental screening within **45 days of enrollment**.
 - Students enrolled after Dec. 1st should be screened within 15 days of enrollment.
2. Screenings must be administered in the **child's primary home language**.
 - To learn more about ESI-R materials available in languages other than English, please email prekscreening@schools.nyc.gov. If the screening cannot be administered in the child's primary home language, teachers must use authentic assessments to inform instruction and the need for possible support services.
3. Re-screen the student **within 8 to 10 weeks of his or her initial screening date**, if the results indicate that a student should be rescreened.
4. Submit developmental screening outcomes **online within 21 days of each student’s screening**.
 - Instructions on how to submit developmental screening outcomes are available on the Early Childhood website at <http://schools.nyc.gov/Academics/EarlyChildhood/prekscreen>.
5. Communicate screening outcomes to families using DECE Parent Letters.
 - Parent letters are available on the Early Childhood website at <http://schools.nyc.gov/Academics/EarlyChildhood/prekscreen>.

For further information on NYCDOE developmental screening requirements please visit the Early Childhood webpage at <http://schools.nyc.gov/Academics/EarlyChildhood/prekscreen> or email prekscreening@schools.nyc.gov.

Authentic Assessment Resources

The NYCDOE requires the use of a developmentally appropriate, valid, and reliable authentic assessment system to monitor student progress and individualize instruction and engage families. The DECE provides each Pre-K for All program with online leader and teacher accounts, student online subscriptions, resources and on-site support to meet these expectations.

All approved authentic assessment systems align to the Pre-K Foundation for the Common Core and can be used with any developmentally appropriate pre-K curriculum.

The DECE discourages the use of report cards through STARS to communicate the developmental progression of pre-K children. The use of online authentic assessment system reports paired with child portfolio items, such as observations and work samples are strongly encouraged to communicate to families during checkpoint periods.

The DECE requires all teachers to:

1. Collect annotated student work and observations. **Note: teachers and paraprofessionals cannot use personal devices to take pictures for authentic assessment.**
2. Align student portfolio items to all Pre-K Foundation for the Common Core domains and indicators.
3. Rate developmental progression at Fall **(12/11/15)**, Winter **(3/11/16)** and Spring **(6/10/16)** checkpoints.
4. Communicate developmental progression to pre-K program leaders and families.

The DECE recommends that all leaders meet regularly with teachers to:

- Review student portfolio items and developmental progression.
- Use developmental progression to inform ongoing instruction and support.

For further information on NYCDOE authentic assessment requirements, please visit the Early Childhood webpage at <http://schools.nyc.gov/Academics/EarlyChildhood/educators/screening.htm> or email prekassessment@schools.nyc.gov.

II. Family Engagement Resources

The DECE requires all sites to build strong partnerships with families through the building of strong relationships, establishing two-way communication between school and home and building families' capacity to support their children's learning.

Sites should be offering the following engagement opportunities to families, planned with your specific families' language and scheduling needs in mind:

1. Welcome event for new pre-K families to learn about your program and what their child will be learning in pre-K:
 - [School leader](#) and [teacher](#) welcome letter templates are here ([translations available](#)): <http://bit.ly/1GbMjQf> and <http://bit.ly/1ff8D5K>.
2. Parent-Teacher conferences and other ongoing opportunities for families to talk with teachers about their child's progress in pre-K:
 - Sample needs assessment for families are here: <http://bit.ly/1E89ju>.
3. Ongoing opportunities (events, classroom visits, workshops) for families to learn how to support their children's learning in pre-K and beyond.

The DECE provides additional family engagement guidance and tools here: <https://sites.google.com/site/prekreadiness/nyceec-action-areas/family-engagement#Resources>.

Additional resources that include webinars, sample units and guides, and family engagement resources are available on the [NYCDOE website](#) and [WeTeachNYC.org](#).

III. Operational Support & Policy Guidance

The Operations team at the Field Office is comprised of Operations Analysts and Case Managers who provide support to NYCEECs to support compliance with contractual and policy guidelines. In addition to supporting sites through the contracting process, the Operations team works with sites on a variety of contractual tasks, including reviewing enrollments, processing payments and helping to resolve site-related health and safety issues.

- **Enrollment:** Sites must enter all pre-registrations in Pre-KIDS in order to obtain an accurate count for the Field Office. As sites bring their enrollment packets to the field offices, the Operations team reviews and approves enrollments and will be in communication with sites where there are open questions. Sites should contact their Field Office if they need support with Pre-KIDS.
- **Payments:** The Field Office processes and issues payments to sites. In turn, sites produce critical mid-year and end of year expenditure reports, which the Field Office reviews to ensure they are aligned with the program's proposed budget.
- **Health and Safety:** If a site encounters critical health and safety issues, they must contact their Field Office immediately. The Operations Analyst or Case Manager will assist the site in resolving the situation, which may involve communicating with other city agencies or directly with families.

Operations Analysts and Case Managers will conduct site visits throughout the year to identify sites that may need extra operational support. In addition, the Field Offices will host trainings for NYCEEC Operations leaders. For operations related questions, sites should reach out to their Field Office.

Pre-K for All Policy Handbook

To assist in your preparation for the 2015-2016 school year, the DECE has released preview sections of the Policy Handbook—[Pre-K for All Policy Handbook Preview Sections](#). **It is critical that you read these documents to ensure that your Pre-K for All program is in compliance with these key policies.** Please be sure to check the website on an ongoing basis as additional sections will be released this month.

*Please Note: The Policy Handbook is primarily intended for DOE-contracted NYCEEC programs. Programs with DOE contracts **must** adhere to these policies to remain in compliance with their contract. In general, DOE and ACS policies for Pre-K for All programs are aligned; the handbook includes notations in cases where the policies differ for DOE and ACS-contracted providers.*

If you have any questions about the guidance provided, please contact EarlyChildhoodPolicy@schools.nyc.gov.

IV. Key Contacts

1. Points of Contact

- Professional Development Information – prekpd@schools.nyc.gov
- Family Engagement Information – prekfamilyengagement@schools.nyc.gov
- Developmental Screening Resources – prekscreening@schools.nyc.gov
- Authentic Assessment Resources – prekassessment@schools.nyc.gov
- Pre-K Special Education— specialdprek@schools.nyc.gov
- General inquiries about pre-K— earlychildhood@schools.nyc.gov

2. Borough Field Office Contacts

	Teaching & Learning	Family Engagement	Operations
	Program Administrator	Program Specialist	Operation Analysts & Case Managers
Bronx & Manhattan	Alycia Rhinehart: ARhinehart@schools.nyc.gov	Rudene Scipio (B): RScipio@schools.nyc.gov Jodi Samson (M): JSamson@schools.nyc.gov	(718) 741-7861
Brooklyn & Staten Island	Anastasia Kopatsis: AKopats@schools.nyc.gov	Virginia Barile: VBarile@schools.nyc.gov Laura Colavecchio lcolave@schools.nyc.gov	(718) 758-7661
Queens	Kathy Burgess: KBurges@schools.nyc.gov	Therese Buzzeo: TBuzzeo@schools.nyc.gov Melanie Lawrence: MLawrence3@schools.nyc.gov	(718) 642- 5872

V. Important Dates for 2015-2016 School Year

Foundational Support Visits

- These will start on September 16 and finish in October.

Professional Development Dates

Leader Professional Learning Dates (these sessions are for principals and directors):

- October 21 (Wednesday)
- November 18 (Wednesday)
- January 20 (Wednesday)

Teacher Professional Learning Dates (these sessions are for lead teachers, assistant teachers, and paraprofessionals):

- November 3 (Election Day)
- December 3 (Thursday)
- January 28 (Thursday)
- June 9 (Anniversary Day)

Authentic Assessment Checkpoints

- Fall: December 11
- Winter: March 11
- Spring: June 10

Operations Key Dates

- **Certify Previous Month's Attendance:** First of every month from October to July
- **Invoice for Payments:** First of every month from November to July
- **Last day to submit Teacher Incentive Program Applications:** September 2 (Teachers)/ September 9 (Programs)
- **Projected BEDS Date/Last day to submit Enrollment packets:** October 7
- **NYCEEC Training 1:** Week of October 26*
- **NYCEEC Training 2:** Week of January 11*
- **NYCEEC Training 3:** Week of May 2*
- **Submit Mid-Year Expenditure Report:** February 29
- **Submit Final Budget Modification:** May 27
- **Student Record Transfer:** May 15 (Parent Option)/ June 13 (Records Collection)

*Note – Your Field Office will provide more information on the specific dates and locations of these trainings in the weeks leading up to them. These trainings will typically take place over a single morning or afternoon session.