

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Preschool Development Grants - Expansion**

**CFDA # 84.419B**

**PR/Award # S419B150021**

**Grants.gov Tracking#: GRANT11761994**

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

## \*\*Table of Contents\*\*

Form	Page
1. <i>Application for Federal Assistance SF-424</i>	e3
2. <i>Assurances Non-Construction Programs (SF 424B)</i>	e6
3. <i>Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
4. <i>ED GEPA427 Form</i>	e9
... <i>Attachment - 1 (1236-GEPA Statement)</i>	e10
5. <i>Grants.gov Lobbying Form</i>	e11
6. <i>ED Abstract Narrative Form</i>	e12
... <i>Attachment - 1 (1235-Abstract)</i>	e13
7. <i>Project Narrative Form</i>	e14
... <i>Attachment - 1 (1257-Project Narrative)</i>	e15
8. <i>Other Narrative Form</i>	e143
... <i>Attachment - 1 (1237-NYS Gov Signature page)</i>	e144
... <i>Attachment - 2 (1238-List of Statutes, Regulations, and Program Resources)</i>	e146
... <i>Attachment - 3 (1239-New York State Core Body of Knowledge)</i>	e147
... <i>Attachment - 4 (1240-Letter of Intent--New York City Department of Education)</i>	e153
... <i>Attachment - 5 (1241-Letter of Intent--Uniondale Union Free School District)</i>	e156
... <i>Attachment - 6 (1242-Letter of Intent--Indian River Central School District)</i>	e159
... <i>Attachment - 7 (1243-Letter of Intent--Port Chester-Rye Union Free School District)</i>	e163
... <i>Attachment - 8 (1244-Letter of Intent--Yonkers City School District)</i>	e164
... <i>Attachment - 9 (1245-Letter of Support-State University of NY)</i>	e167
... <i>Attachment - 10 (1246-Competitive Preferences 1-3)</i>	e168
... <i>Attachment - 11 (1247-Indirect Cost Page.)</i>	e174
... <i>Attachment - 12 (1248-New York State Early Learning Guidelines)</i>	e175
... <i>Attachment - 13 (1249-NYS Budget Spreadsheet)</i>	e179
... <i>Attachment - 14 (1250-New York State Prekindergarten Foundation for the Common Core)</i>	e186
... <i>Attachment - 15 (1251-Prekindergarten to Kindergarten Self-Assessment Transition Tool)</i>	e193
... <i>Attachment - 16 (1252-Selection of Subgrantees based on High-Need Communities)</i>	e205
... <i>Attachment - 17 (1253-QUALITYstarsNY Public-School-Operated-UPK-Programs-Standards)</i>	e209
... <i>Attachment - 18 (1254-New York Statewide Universal Full-Day Pre-Kindergarten Program Quality Assurance Protocol)</i>	e227
... <i>Attachment - 19 (1255-Letters of Support)</i>	e237
... <i>Attachment - 20 (1256-Preliminary Memorandum of Understanding between the New York State Education Department and Subgrantee)</i>	e284
9. <i>Budget Narrative Form</i>	e292
... <i>Attachment - 1 (1234-Section G USE10 13 2014_10-14-14_ final)</i>	e293
10. <i>Form ED_524_Budget_1_2-V1.2.pdf</i>	e300

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/15/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="NYS Education Department"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="146013200"/>	* c. Organizational DUNS: <input type="text" value="8067821730000"/>

**d. Address:**

* Street1: <input type="text" value="89 Washington Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Albany"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NY: New York"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="12234-1000"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="NYS Education Department"/>	Division Name: <input type="text" value="Office of Student Support Serv"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Renee"/>
Middle Name: <input type="text" value="L."/>	
* Last Name: <input type="text" value="Rider"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Assistant Commissioner"/>	

Organizational Affiliation: <input type="text" value="New York State Education Department"/>
--

* Telephone Number: <input type="text" value="518-474-4817"/>	Fax Number: <input type="text" value="518-474-7558"/>
---	---

* Email: <input type="text" value="rrider@mail.nysed.gov"/>
---

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

S4.419

CFDA Title:

Preschool Development Grants

**\* 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

\* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

**13. Competition Identification Number:**

S4 419B2015 1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

[Add Attachment](#)

**\* 15. Descriptive Title of Applicant's Project:**

Preschool Development Grants--Expansion Grant

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

  **17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="100,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="100,000,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  <input type="text" value="Mary Drzenso"/>	TITLE  <input type="text" value="Chief Financial Officer"/>
APPLICANT ORGANIZATION  <input type="text" value="NYS Education Department"/>	DATE SUBMITTED  <input type="text" value="10/15/2014"/>

Standard Form 424B (Rev. 7-97) Back



# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Elementary Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
--	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a).

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name   
 \* Last Name  Suffix

Title:     Telephone No.:     Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
--------------------------	--

PR/Award # S419B150021

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA\_Statement.pdf

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA)**

In order to ensure equitable access to and participation in the New York State Preschool Development Expansion Grant, the following strategies are implemented:

1. Information materials on the program, including eligibility requirements, are distributed through sub-grants and community based organizations that work with specific target populations, including limited English proficiency learners, new immigrant populations and the State's highest need schools.
2. The State Education Department's Educational Data System is used to provide demographic data on identified populations so that more in-depth information can be provided to targeted populations, particularly in high-need urban schools.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* APPLICANT'S ORGANIZATION

NYS Education Department

\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name: Donald Middle Name: R.

\* Last Name: Tiron Suffix:

\* Title: Chief Financial Officer

\* SIGNATURE: Mary Tiron

\* DATE: 10/15/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **ABSTRACT**

The State of New York has a deep commitment to advancing a high-quality and comprehensive approach to early childhood education for all of our young children. Over the last two decades, New York has taken steps to advance its education system by creating a birth-to-3rd grade continuum that embraces both the importance of High-Quality early education for all children and a priority to meet the specific needs of our most at-risk young learners, including Dual Language Learners and those with special needs. Pre-K in New York has been regarded as a key strategy to improve educational outcomes and narrow the achievement gap. Governor Andrew M. Cuomo has made expansion of full-day high quality Pre-K a major priority of his administration. As a result, the State has greatly increased its support for Pre-K to an impressive \$750 million investment. Just as significant, is the State's extremely robust set of Pre-K program standards that reflect current research on effective early childhood teaching and learning. These standards meet all of the structural elements of High-Quality programs as defined in this grant funding opportunity.

The State's expectations for school readiness, which are laid out in the Prekindergarten Foundation for the Common Core, are the common basis for our strategic efforts to support children's development from birth and expand high-quality programs that meet the needs of young children and families. We will leverage the framework from the state's Tiered Quality and Improvement System, QUALITYstarsNY.

New York will be targeting five geographically diverse communities with high numbers of children who are Dual Language Learners and live in high poverty areas: New York City, Yonkers, Uniondale, Indian River, and Port Chester. These sites include cities, rural parts of the state, and suburban communities with high concentrations of immigrant children, where families face stress factors known to impede school readiness. New York State Education Department (SED) expects to create approximately 1,725 new full-day slots and improve an additional 1,350 existing slots to meet the definition of a full-day High-Quality Preschool Program.

This funding opportunity will allow New York to implement our most progressive high-quality approaches to Pre-K and then supplement programs with innovations to strengthen the quality and capacity of our programs, parent engagement, school-community partnerships, and State partners focused on early education.

## Project Narrative File(s)

---

\* Mandatory Project Narrative File Filename:

---

To add more Project Narrative File attachments, please use the attachment buttons below.

(b)(6)

# Expanding High-Quality Statewide Universal Full- Day Prekindergarten

New York State

Preschool Development Grants—Expansion Grant  
Application for Funding

10/15/2014



## Table of Contents

---

Glossary of Terms and Acronyms ..... 3.

### *Program Narrative*

A. Executive Summary .....5

B. Commitment to State Preschool Programs .....11

    (1) Early Learning and Development Standards .....13

    (2) New York’s financial investment to Preschool .....17

    (3) Current legislation, policies or practices to increase access to High-Quality Preschool ..19

    (4) Measuring quality of existing State Preschool Programs .....21

    (5) Coordination, partnerships and resources for Preschool Programs .....30

    (6) The State’s role in promoting coordination of Preschool Programs .....31

C. Ensuring Quality in Preschool Programs .....34

    (1) Five percent funding for State Preschool Program infrastructure .....37

    (2) System for monitoring and supporting continuous improvement .....56

    (3) Measuring outcomes for school readiness .....65

D. Expanding High-Quality Preschool Programs in each High-Need Community .....71

    (1) Selection of Subgrantees based on high-need communities .....72

    (2) Each high-need community’s demographic and Preschool data .....74

    (3) State’s conducted outreach to potential Subgrantees .....76

    (4) Plan for subgranting 95% of funding award to high-need communities .....78

    (5) Sustainability .....88

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships .....89

    (1) Roles and responsibilities of State and Subgrantees .....91

    (2) State plans to implement High-Quality Preschool Programs .....92

    (3) State plans to minimize Subgrantees’ local administrative costs .....95

    (4) Monitoring Early Learning Providers .....96

    (5) State and Subgrantee plan to coordinate and align Preschool data and quality .....97

    (6) State and Subgrantee coordination of funding with existing Preschool services .....100

    (7) Integration of High-Quality Preschool Programs within economically diverse areas ...100

    (8) Subgrantee plans for delivery of High-Quality Preschool Programs .....101.

**New York State’s Preschool Development Grant-Expansion Application**

(9) State’s plan to ensure Subgrantee implements culturally and linguistically responsive outreach and communication .....103

(10) State’s plan to ensure strong partnerships .....105

F. Alignment within a Birth through Third Grade Continuum .....116

(1) Birth through age-five .....117

(2) Kindergarten through third grade .....122

Glossary of Terms and Acronyms

---

ACS	Administration for Children's Services
BOCES	Board of Cooperative Educational Services
CCDF	Child Care Development Fund
CCR&R	Child Care Resource & Referral agency
CUNY	City University of New York
CLASS	Classroom Assessment Scoring System
CBO	Community Based Organization
CORe	Community Opportunity and Reinvestment initiative
CBK	Core Body of Knowledge
DOE	Department of Education
DOHMH	Department of Health and Mental Health
DLLs	Dual Language Learners
ECAC	Early Childhood Advisory Council
ECERS	Early Childhood Environmental Rating Scale
EDI	Early Development Indicator
ELDS	Early Learning and Development Standards
ELG	Early Learning Guidelines
EYI	Early Years Institute
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ELA	English Language Arts
IEP	Individual Education Plan
IDEA	Individuals with Disabilities Education Act
LEA	Local Educational Agency
MOU	Memorandum of Understanding
MEP	Migrant Education Program
NAEYC	National Association for the Education of Young Children
NYS	New York State
NYSAEYC	New York State Association for the Education of Young C
NYU	New York University
OCFS	Office of Children and Family Services
PDI	Professional Development Institute
QSNY	QUALITYstarsNY
RTTT	Race To The Top
RFP	Request for Proposals
SCIS	Special Class in an Integrated Setting
SED	State Education Department
SIRS	State Information Repository System
SUNY	State University of New York
SAMSHA	Substance Abuse and Mental Health Services
TA	Technical Assistance

**New York State's Preschool Development Grant-Expansion Application**

TQRIS Tiered Quality Rating and Improvement System  
UFSD Union Free School District  
UPK Universal Prekindergarten  
WELS Web-based Early Learning System

**A. Executive Summary (10 points).**

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will—

- A(1). Build on the State's progress to date as demonstrated in selection criterion (B);
- A(2). Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities;
- A(3). Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots, as applicable;
- A(4). Have all the characteristics specified in the definition of High-Quality Preschool Programs;
- A(5). Set expectations for the school readiness of children upon kindergarten entry;
- A(6). Be supported by a broad group of stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils; and
- A(7). Allocate funds between--
  - (a) Activities to build or enhance State Preschool Program infrastructure using no more than five percent of its Federal grant funds received over the grant period on State-level infrastructure including, but not limited to, monitoring and evaluation and other quality-enhancing activities that improve the delivery of High-Quality Preschool Programs to Eligible Children; and
  - (b) Subgrants to Early Learning Providers to implement voluntary, High-Quality Preschool Programs for Eligible Children in one or more High-Need Communities, including how it will--
    - (i) Provide High-Quality Preschool Programs to Eligible Children no later than the end of year one of the grant period;
    - (ii) Subgrant at least 95 percent of its Federal grant funds to its Subgrantee or Subgrantees over the grant period; and
    - (iii) Support each Subgrantee in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs

Evidence for selection criterion (A):

- (A)(3) and (A)(7) Information contained in Table A for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots (See Table A in the application package).
- (A)(4) Documentation of the structural elements in the definition of High-Quality Preschool Program.
- (A)(5) Set of expectations for school readiness.
- (A)(6) Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.
- Any other supporting evidence the State believes will be helpful to peer reviewers.

## A. EXECUTIVE SUMMARY

*"We need more early education. Every expert will tell you that early education makes a difference and it makes the difference for life. The statistics are overwhelming. Children who receive early education perform 25% better on math by the second grade, 20% better on English, 30% are more likely to graduate from high school, 32% are less likely to be arrested as a juvenile."*

Governor Andrew M. Cuomo State of the State Address, January 2013

The State of New York has a deep commitment to advancing a High-Quality and comprehensive approach to early childhood education for all of our young children. Over the last two decades, New York has taken steps to advance its education system by creating a birth-to-3<sup>rd</sup> grade continuum that embraces both the importance of High-Quality early education for all children and a priority to meet the specific needs of our most at-risk young learners, including Dual Language Learners and those with special needs.

This funding opportunity will allow New York to implement our most progressive high-quality approaches to Pre-K and then supplement programs with innovations to strengthen the quality and capacity of our programs, parent engagement, school-community partnerships, and State partners focused on early education. We have developed an ambitious and achievable plan to take a bold step forward toward New York's vision for 2014 Statewide Full-Day High-Quality Pre-K that meets the comprehensive needs of families with young children.

Within the Executive Summary, we share the major points of our ambitious and achievable plan to expand access to High-Quality Preschool Programs in High-Need communities. We briefly describe our State's commitment (Section B), which lays the groundwork for our strategy to enhance the State's infrastructure (Section C) as well as to increase access to High-Quality programs for Eligible children (Section D) in close collaboration with our community partners (Section E).

In New York, Pre-K has long been regarded as a key strategy to improve educational outcomes and narrow the achievement gap. Although our State's first investments in Pre-K occurred almost half of a century ago, the State greatly increased its support for Full-Day High-Quality Pre-K in the last two years. Now, the total state funding for Pre-K reaches an impressive \$750 million investment. Just as significant as our investments is the State's extremely robust

## New York State's Preschool Development Grant-Expansion Application

set of Pre-K program standards that reflect current research on effective early childhood teaching and learning. These standards meet all of the structural elements of High-Quality programs. Notably, for instance, every lead teacher in a Pre-K classroom must hold a New York State Birth to 2<sup>nd</sup> grade certification or a bachelor's degree and a three-year plan to become certified. Our Pre-K programs are required to implement a comprehensive curriculum that is aligned with our comprehensive Pre-K learning standards, the *Prekindergarten Foundation for the Common Core*. This document addresses *all* of the essential domains of early childhood and aligns with the Common Core Learning standards as well as the birth to five-year-old Early Learning Guidelines. Our classrooms cannot exceed a ratio of one teacher to nine four-year old children or a group size of 20 children. Indeed, New York has laid a solid foundation for our ambitious and achievable plan to expand and continue to innovate with early childhood education.

As we look to enhance the State system to expand high-quality programs that meet the needs of young children and families, we strategically build on the incredible work that is taking place at the State level and in communities throughout New York. Importantly, the State's expectations for school readiness, which are laid out in *Prekindergarten Foundation for the Common Core*, are the common basis for our strategic efforts to support children's development from birth. We will leverage the framework from the state's Tiered Quality and Improvement System, QUALITYstarsNY, which is fully aligned with our state's Pre-K program standards and the early childhood workforce professional development goals. Through the rating and quality improvement components of QUALITYstarsNY, the State is demonstrating its commitment to support programs to meet high-quality standards and build a high-quality workforce of early childhood educators and administrators who understand developmentally-appropriate practice. We will also strengthen the State's capacity to support school districts and enhance local capacity through support for school-community partnerships; the hubs for collaboration among a range of stakeholders who are committed to ensuring Pre-K programs are responsive to the needs of children, families, and the community. New York has a commitment to engaging parents in the development of appropriate local solutions and is respectful of the diversity among families and communities. Indeed, the State's recent investments in Pre-K have fostered significant new linkages between local school districts and community programs that can be harnessed in this new federal grant to serve considerably more children with high needs in full-day High-Quality Preschool Programs that offer comprehensive services to address the "whole child."

## New York State's Preschool Development Grant-Expansion Application

Strengthening school-community partnerships through this grant will help align federal, State, and local resources, early childhood and K-12 policies and practices, as well as engage parents, local community leaders, and educators in the project. Because of our comprehensive approach, this proposal has the support of more than 70 partners reflecting a broad cross-section of perspectives, including Head Start, health and mental health services, and our institutions of higher education.

The expansion of our High-Quality full-day program builds on the State's 2014 Statewide Full-Day Universal Pre-K Program expanded services where there is substantial unmet need to provide participating four-year-old children with excellent education. For this federal investment, we will be targeting five geographically diverse communities with high numbers of children who are Dual Language Learners and live in high poverty areas. These sites include cities, rural parts of the State, and suburban communities with high concentrations of immigrant children, where families face stress factors known to impede school readiness.

- **New York City** is the State and nation's largest urban area. Approximately 76% of children in New York City qualify for Free or Reduced Price Lunch and 81% meet the federal definition of economically disadvantaged.<sup>1</sup> In New York City, 13% of children are considered Dual Language Learners and the percentage of children with disabilities is 17%. Furthermore, 65% of kindergarten students live in neighborhoods where the High-Needs Index is greater than the citywide average. Approximately 20,000 of New York City's four-year old children do not receive full-day high-quality Pre-K from the school district.
- **Yonkers** is a mid-sized urban area neighboring New York City. Approximately 67% of children qualify for Free or Reduced Price Lunch and 78% meet the federal definition of economically disadvantaged. In Yonkers, 10% of children are considered Dual Language Learners the percentage of children with disabilities is 15%. 2013 data shows that approximately 526 students are homeless, 94 of whom are between the ages of four and

---

<sup>1</sup>Economically disadvantaged accounts for eligibility for Medicaid; Food stamps; Supplementary Security Income (SSI); Federal public housing assistance or Section 8 (a federal housing assistance program administered by the Department of Housing and Urban Development); Low Income Home Energy Assistance Program.



## New York State's Preschool Development Grant-Expansion Application

eight. As of 2013, 20,043 out of the 25,598 total students were deemed to be residing in poverty. Yonkers was designated a Focus District<sup>2</sup> for the 2012-13 School Year, signaling that Yonkers should take dramatic and systematic actions in support of their schools, especially those school buildings in which the performance of certain measurable groups of students is among the lowest in the State. Approximately 1,959 (97%) of Yonkers' four-year old children do not receive full-day high-quality Pre-K from the school district.

- **Uniondale** is a suburban community located less than thirty miles from New York City in Nassau County. Approximately 60% of Uniondale students are eligible to receive Free or Reduced Lunch, more than quadruple the rate in Nassau County, and 62% meet the federal definition of economically disadvantaged. In Uniondale, 16% of elementary students are considered Dual Language Learners and the percentage of children with disabilities is 8%. Uniondale has also seen a rise in the numbers of homeless students, growing from 111 students in 2004 to 198 in 2010. Uniondale was designated a District in Need of Improvement in 2011-12, which means that it was a school district that did not make annual yearly progress on the same accountability measure for two consecutive years while receiving Title I funds, which then requires the school district to offer public school choice to its residents. Currently, none of Uniondale's 4-year-old children receive Pre-K from the school district.
- **Indian River** is a high-need rural district located in northern New York, approximately 25 miles from the Canadian border. Approximately 54% of Indian River's students are eligible to receive Free or Reduced Lunch. In Indian River, 4% of elementary students are considered Dual Language Learners and the percentage of children with disabilities is 13%. A significant population comes from federal lands associated with Fort Drum, the home of the Army's 10<sup>th</sup> Mountain Division and approximately 66% of the student population comes from military families, which leads to a disproportionately large

---

<sup>2</sup> New York State identifies a district as a Focus District if any of its student subgroups have a combined ELA and mathematics Performance Index that places the subgroup among the lowest five percent of districts in the State for racial/ethnic subgroups, low-income students, students with disabilities, or English language learners. A district will not be identified for that subgroup's performance if that subgroup has a graduation rate above the State average on the four year graduation cohort or the group's median Student Growth Percentile in ELA and mathematics has been above the combined Statewide Median Growth Percentile for that group in the past two years combined.

## New York State's Preschool Development Grant-Expansion Application

prekindergarten-third grade enrollment, making it even more critical that young children in Indian River receive a strong educational base. Currently, none of Indian River's four-year-old children receive Full-Day Pre-K from the school district and approximately 129 receive half-day Pre-K.

- **Port Chester** is a working-class suburban community. Approximately 65% of children qualify for Free or Reduced Price lunch. In Port Chester, 30% of elementary students are considered Dual Language Learners and the percentage of children with disabilities is 11%. It has a large Hispanic population and more than 75% of the Hispanic students are children of recent immigrants, of whom a significant portion do not exhibit literacy in either Spanish or English. Currently, none of Port Chester's 4-year-old children receive Pre-K from the school district.

Across these communities, the New York State Education Department (SED) expects to create 1,725 new full-day slots and improve an additional 1,350 existing slots to meet the definition of a full-day High-Quality Preschool Program. SED has the organizational capacity and system infrastructure to meet expansion goals and implement the innovations proposed in the Preschool Expansion Grant within the first year of the grant. This claim is supported by SED's recent implementation of the 2014 Statewide Full-Day Universal Prekindergarten program that is now serving approximately 37,000 young learners in 53 school districts throughout the State. With the funds from this federal Preschool Expansion Grant, SED will enter into detailed MOU's with the five selected sites that articulate: (1) the shared responsibility for creating High-Quality Pre-K programs based on our rigorous standards and (2) the expectations for school districts to partner with community-based organizations to maximize resources and create a continuum of high-quality services from birth through 3rd grade. Through the Preschool Development Expansion Grant, children living under 200% of poverty, who most stand to benefit from High-Quality Preschool, will have access to the comprehensive innovations that New York has proposed to help young learners achieve success in school and beyond.

**B. Commitment to State Preschool Programs (20 points).**

The extent to which the State has demonstrated its commitment to develop or enhance the State Preschool Program infrastructure and its capacity to both deliver and increase access to High-Quality Preschool Programs for Eligible Children, as evidenced by--

- B(1) State Early Learning and Development Standards (2 points);
- B(2) State's financial investment over the last four years (6 points);
- B(3) Enacted and pending legislation, policies, or practices that demonstrate the State's current and future commitment to increasing access to High-Quality Preschool Programs for Eligible Children (4 points);
- B(4) The quality of existing State Preschool Programs, as evidenced by policies and program data that demonstrate the State's commitment to the components of a High-Quality Preschool Program, which may be accomplished through the use of a TQRIS (4 points);
- B(5) The State's coordination of preschool programs and services, in partnership with its Early Learning Advisory Council, with other State and Federal resources that may be used to serve preschool-aged children (2 points); and
- B(6) The State's role in promoting coordination of preschool programs and services at the State and local levels with other sectors that support the early learning and development of children, including child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (2 points).

**Evidence for selection criterion (B):**

- B(1) Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met.
- B(2) Completed table that describes the State's financial investment and number of children served in State Preschool Programs (See Table B in the application package).
- B(3) Evidence of enacted and pending legislation, policies, or practices.
- B(4) Any other supporting evidence the State believes will be helpful to peer reviewers.

**B. COMMITMENT TO STATE PRESCHOOL PROGRAMS**

Governor Cuomo made expansion of full-day High-Quality Pre-K a major priority of his administration. In last year's legislative session, the State added \$<sup>(b)(4)</sup> in new money to expand full-day High-Quality services, building on a long history of support from prior governors and the state legislature. In New York State, Pre-K has long been regarded as a key strategy to improve educational outcomes and narrow the achievement gap. New York has taken steps over the past 17 years to move toward a P-12 education system embracing both the importance of developmentally appropriate early education for all children and a priority to meet

## New York State's Preschool Development Grant-Expansion Application

the specific needs of our most at risk young learners, including Dual Language Learners and those with special needs.

The move to a universal Pre-K system for all eligible children is an ongoing priority for the state. The New York State Board of Regents, the education policy body for New York State, has strongly supported the inclusion of the preschool years to help children prepare for kindergarten. The Regents' 2005 policy statement, *Early Education for Student Achievement in a Global Community*,<sup>3</sup> called for a continuum of educationally sound high-quality early care and education, starting at birth and continuing through third grade. The Regents, and more recently, the Governor's Education Reform Commission, called for the expansion of Pre-K as the next strategic step in building that continuum.<sup>4</sup>

As a further reflection of this state's commitment to supporting High-Quality programs and the full birth to third grade continuum, New York was one of only a few states that embraced early childhood as part of its federal Race to the Top grant application and invested in New York's Tiered Quality Rating and Improvement standards and systems to strengthen early childhood programs in high-needs communities.<sup>5</sup> With this investment, the State Education Department (SED) took action to enhance the quality of early learning programs and improve the alignment between early care and education programs and the first years of elementary school.

In the following narrative, we elaborate on New York's longstanding commitment to its high-quality State Preschool Programs. Starting with our earliest program in the 1960's, New York has called for qualified teachers, high-quality learning environments, small class sizes, low student to teacher ratios, comprehensive services for children most at risk, and a diverse delivery system to leverage other public investments, including child care and Head Start. With 60% of the Pre-K services currently provided in early childhood programs based in the community, our approach relies on strong partnerships with community-based organizations to provide families with a comprehensive approach to early care and education that meets their needs for extended hours and year-round services, as well as cultural and linguistic diversity.

---

<sup>3</sup> See <http://www.regents.nysed.gov/meetings/2005Meetings/July2005/0705brd5.htm>

<sup>4</sup> See <http://www.governor.ny.gov/press/01142014-new-ny-education-reform-commission>

<sup>5</sup> See <http://usny.nysed.gov/rttt/application/criteriapriorities.pdf>.

## **New York State's Preschool Development Grant-Expansion Application**

To elaborate on New York's commitment to high-quality preschool programs, we begin with a description of our comprehensive Early Learning and Development Standards<sup>6</sup> that are the foundation for our Pre-K services and are aligned with the Common Core Learning Standards.<sup>7</sup> We then describe the recent growth in our financial investments in Pre-K as well as the policies and practices we have in place to ensure communities throughout the state deliver excellent Pre-K programs. Next we explain the structures of our Pre-K programs that leverage resources through strong partnerships with all types of early childhood settings including child care centers, libraries, private, parochial, and charter schools. Linking with Head Start, for example, offers access to health, mental health, family support, nutrition and social services, along with our strong standards and emerging strategies for family engagement. Taken together, the following narrative underscores our state's innovative and comprehensive approach to Pre-K which lays the foundation for our ambitious and achievable plan to expand our High-Quality Preschool Program to serve at-risk and underserved children in New York's highest needs communities.

### **B(1) Early Learning and Development Standards**

New York has developed an aligned set of high-quality Early Learning and Development Standards (ELDS) from birth through kindergarten entry. The alignment of the standards grew from the New York State Board of Regents charge to align standards, assessments, curriculum, and instruction not just across kindergarten through grade 12, but across the more comprehensive and inclusive span of Pre-K through High School graduation. This effort has put the State on track to be sure that we are driving a strategic and coherent effort to support children's development from birth on. Many communities, including the ones chosen for this grant, have active efforts to ensure that early childhood professionals ground their work in the standards and have the competencies and support to implement best practices.

In the following pages, we provide important descriptive information about New York State's Early Learning and Development Standards (ELDS) and how these standards help to shape High-Quality Pre-Kindergarten Programs throughout the State. We share how the ELDS

---

<sup>6</sup> See

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/prekindergarten\\_learning\\_standards\\_jan\\_10\\_2011.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/prekindergarten_learning_standards_jan_10_2011.pdf)

<sup>7</sup> See [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/)

## **New York State’s Preschool Development Grant-Expansion Application**

address all Essential Domains, are aligned from birth through kindergarten entry, and respect and support New York State’s diverse young learners and their families. We then explain the implementation of the ELDS. In this section of the proposal, we show that we have laid the groundwork for our ambitious and achievable plan to expand access to High-Quality Preschool Programs.

### ***B(1)A New York’s aligned standards***

New York’s comprehensive ELDS include two aligned documents: The New York State Prekindergarten Foundation for the Common Core<sup>8</sup> and The New York State Early Learning Guidelines.<sup>9</sup> Both the Early Learning Guidelines (published in 2012) and the Prekindergarten Foundation for the Common Core (published in 2011) were developed to fully align with the K-12 Common Core Learning Standards in literacy and mathematics and then were expanded to include all Essential Domains of School Readiness. They also align with the Head Start Child Development Learning Framework.<sup>10</sup> Combined, the ELDS address the full birth through kindergarten age spectrum and position the State to strengthen the Pre-K through 3<sup>rd</sup> grade curriculum. The Early Learning Guidelines depict the progression of typical child development during three developmental stages: birth to 18 months; 18 months to 36 months; and 36 months to 60 months and the Pre-K Foundation for the Common Core describes expectations for children in Pre-K programs. The five distinct but highly interrelated domains provide the structure for the *Pre-K Foundation for the Common Core*. A brief description of each domain appears below:

1. Approaches to Learning: How children become involved in learning and acquiring knowledge.
2. Physical Development and Health: Children’s physical health and ability to engage in daily activities.
3. Social and Emotional Development: The emotional competence and ability to form

---

<sup>8</sup> See Appendix No. 4, “New York State Prekindergarten Foundation for the Common Core;” and to view in its entirety: [http://www.p12.nysed.gov/ciai/common\\_core\\_standards/pdfdocs/nyslsprek.pdf](http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf).

<sup>9</sup> See Appendix No. 3, “New York State Early Learning Guidelines;” and to view in its entirety: <http://www.earlychildhoodnyc.org/pdfs/eng/ELG.pdf>.

<sup>10</sup> [https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/cccd/Assessment/Child%20Outcomes/HS\\_Revised\\_Child\\_Outcomes\\_Framework\(rev-Sept2011\).pdf](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/cccd/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)

