SCHOOL-COMMUNITY PARTNERSHIPS IN NEW YORK STATE:

Snapshot of Trends as Pre-K Expands

**School Community
Partnerships
Project**

Policy Brief II

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School-Community Partnerships:
Snapshot of Trends as Pre-K Expands

The expansion of Pre-K in early childhood programs both in the community and in schools has the potential to build significant new alignment between the traditional k-12 education system and the preschool year. Yet most communities have only scratched the surface of collaboration between public schools and community programs as prekindergarten expands. Such partnerships hold potential to better align teaching and learning, resources and capacity and to ease the transition to kindergarten leading to improved educational outcomes for children. There is increasing recognition of that these partnerships are a critical component for moving toward a coherent system and continuum of services, birth to age 8. Currently more than half of the children enrolled in Pre-k are in community based settings and this has held steady over the years.

New York's Universal Prekindergarten (UPK) legislation that passed in 1997 created an important new opportunity to build these partnerships. The new Pre-K funding flowed to local school districts to launch and manage the new services. But the law required that at least 10% of the funding be invested in community-based programs. This mandate set the stage for rich, new partnerships with programs serving children from birth to five. Suddenly, it was possible to think and work concretely on how to align and integrate early childhood services in the community with the K-12 public education systems. With nearly two decades of experience in Pre-K implementation, New York offers a rich opportunity to document lessons learned, promising strategies and the challenges that remain.

Initially, the law also required local districts to convene local advisory boards to plan and launch the new Pre-K services with attention to building a coherent strategy aligned with other early childhood services in the community. These advisory boards provided the forum for leveraging other public investments such as Head Start and child care and preschool special education. The new collaborations could also identify opportunities for joint professional development, improved learning opportunities for children beginning at birth and alignment of appropriate assessment and classroom practice. The effort often engaged the higher education community local solutions and strategies. These local advisory boards were expected to review the full range of community services and resources, including those dedicated to children with special needs and English Language Learners. The initial Pre-K effort funded just 2.5 hours of service. Now there is new commitment to full- day Pre-K which makes it increasingly important to plan across these two systems.

In 2007, New York launched a second major Pre-K expansion that kept the mandate for collaboration, but eliminated the requirement that localities establish a local advisory board to plan for Pre-K. Some districts already offering Pre-K continued these boards after the initial planning, others did not and new districts had no requirement to do so. The nature of the partnerships now varies widely among districts, along with the relative alignment of instructional practices and business management.

In the 2014-15 school year, the state committed its most ambitious expansion to date, with the enactment of a new full-day, Pre-K initiative. To date, $340 million has been committed to the effort, with $300 million earmarked for New York City. The stated goal is to reach free full-day service for all four-year-olds in five years. More than 100,000 children are now enrolled in Pre-K and more than half in full school-day programs. The new expansion creates an opportunity to build and strengthen the school-community partnerships and harness their potential. But the challenges are many, and researchers are only beginning to study them.

These partnerships are complicated by a variety of issues that stem from the different contexts, supports and infrastructure available to public schools and their community partners. Public education is free and open to all children and managed by a single system, with its own infrastructure and supports. Most early childhood programs and services operate as a single, autonomous entity, not as part of a system. Many depend on parent fees. Those with public funding may report to several public agencies, and must follow the various eligibility guidelines and regulatory requirements associated with each funding source. Some public funding, such as Head Start and child care, base eligibility on family income or a parent's work status. Head Start requires no parent co-pay; child care does. The locations, hours and range of services are not determined by parents or the community at-large. But early childhood programs in the community do often offer extended-day, year-round services that many families need. Business and management practices thus diverge across these two worlds.

The task ultimately calls for a set of policies and practices to inform and facilitate the work of these new partnerships. It also requires appropriate levels of funding and a mechanism for effective decision-making to support the joint efforts and build true partnerships.

Yet, bridging these worlds holds significant promise of producing better educational outcomes for children and better meeting the needs of and strengthening families. The task ultimately calls for a set of policies and practices to inform and facilitate the work of these new partnerships to assure effective, efficient and coherent delivery of early education services. It also requires appropriate levels of funding and a mechanism for effective decision-making and learning across systems to support the joint efforts

The effort will ultimately require new resources, technical assistance and some system-wide professional development to fill gaps in knowledge in both the early childhood and public school community. This Snapshot offers some new findings on next steps to strengthen these partnerships. Above all, these results indicate a need for common understanding about whether specific policies and practices are in place and understood across all settings.

Why Now?

The Center for Children's Initiatives (CCI) launched its School-Community Partnerships Project to examine the policies and practices as they are understood by the partners in these critical relationships and the next lessons already learned about how to effectively implement Pre-K as part of the birth to age 8 continuum.

CCI has supported Pre-K implementation at both the city and state level with a focus on these partnerships and their potential benefits for children, families, schools and communities for nearly two decades. In 2006, CCI was invited to publish a national report on key lessons about using a diverse system to the roll out of Pre-K, to share with other states that were still in the early stages of scaling up their Pre-K programs.[1] In 2010 CCI published an overview of Pre-K implementation in New York.[2] These reports identified the special opportunities in New York to expand our work in building a strong bridge between early childhood and public education.

In 2013, CCI launched this new project to create a body of information and promote effective practice to support New York's commitment to expanding full-day Pre –K that is high quality and universally accessible. We are working to learn more about the current status of the working relationships between school districts and community as the effort moves forward. As a first step, we developed a working framework of the elements to consider in building community school partnerships, based on our own field work and a new review of the literature (see Policy Brief I Community Level Challenge at www.ccinyc.org).

In the spring of 2014, CCI then added another element to our work by collecting information from around the state about the status of key elements in these partnerships. We both surveyed and conducted structured interviews with school district officials as well as community participants and knowledgeable informants. , CCI engaged a

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[1] A Diverse System Delivers for Pre-K: Lessons Learned in New York State," an invited paper published by Pre-K Now Research Series, an effort supported by Pew Charitable Trusts.

[2] "Strengthening the Pre-K Investment," WinningBeginningNY. Center for Children's Initiatives and Schuyler Center for Analysis and Advocacy, 2010. Available at www.ccinyc.org

researcher to develop our survey instrument (see Appendix A), to gather impressions and quick reports from a variety of stakeholders.

This Snapshot provides an overview of what we learned in our survey and subsequent interviews this spring, along with our ongoing engagement in Pre-K implementation across the state. These findings, in combination with CCI's other policy and advocacy work, contribute to the knowledge about how the issues are emerging across the state. As noted above, this work can help to inform the state's efforts to create a high-quality early childhood system, prenatal to third grade, with an appropriate role for Pre-K as a key building block in such a system.

The Partners in Mixed Delivery: A Rich Framework

CCI's survey was fielded separately with public school officials and early childhood educators outside the public school system. A significant number of Pre-K administrators and child care resource and referral agencies participated in the online survey. Some also volunteered to do follow-up interviews. In addition, CCI sought out informants around the state to supplement the findings and offer more insights. Informants included several individual program directors, BOCES administrators and members of the New York Pre-K-3rd Administrators Association.

The 70 respondents to CCI's survey included 42 Pre-K administrators based in their school district offices, and 28 community-based organizations, from a range of urban, suburban and rural districts. The survey reported that a rich variety of community

programs, from Head Start to child care to special education programs, now offer Pre-K services, in addition to public schools.

The survey was fielded only in communities outside of New York City, since the context for Pre-K implementation in the city is unique; both the size of the City's system and the unique character of governance for both public education and early childhood services differ from the rest of the state.   It is clear the City's Pre-K expansion will have significant implications for best practices in school-community partnerships, starting with its major new initiative already underway to achieve comparable compensation for teachers in public schools and early childhood programs.

Chart 1
Types of Community Programs

Q: If community organizations are included in the district's Pre-K effort, please indicate what types of programs they are?
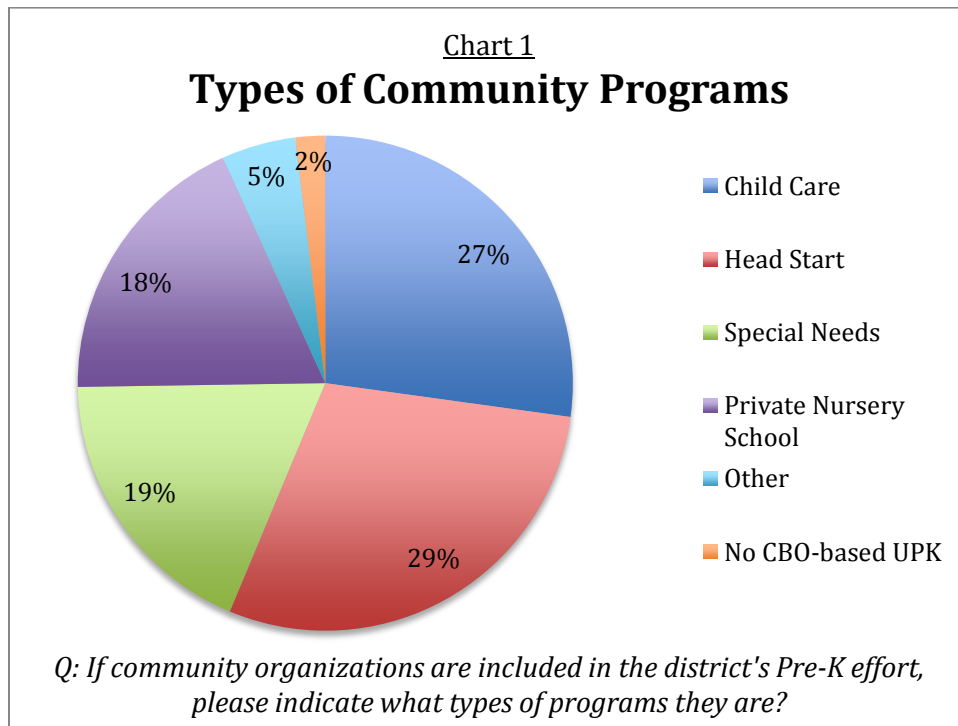
The district administrators and community programs who responded to the survey are not from the same districts, however. This fact makes it impossible to match up and compare the individual responses as representative of how individual districts and community partners may work together locally to forge effective relationships. However, the survey results do offer a quick snapshot of the different knowledge base and perceptions of informants operating in the two worlds, and surfaces some key issues to address as Pre-K continues to expand as part of the state's early learning system.

Top Challenge in Collaboration: Communication

The Snapshot confirmed what CCI and other researchers have learned as they investigate strategies for mixed delivery of Pre-K services – the need for clear communication across systems. This challenge is often complicated by the lack of a shared body of knowledge and practice. Public school administrators tend to see public education as K-12, and may have no background in early education or child development. Early childhood programs in the community may have little knowledge of key public education policies and practice, including the Common Core standards and curricula.

Most notably, and regardless of the type of community or size of district, the survey results revealed a significant disconnect in knowledge and/or understanding of the local district's policies/practices for local Pre-K implementation, even in core areas such as curricula, professional development, selection of community programs, allocation of resources across settings and quality improvement strategies. The majority of local Pre-K administrators in the districts report that a policy or practice exists on the key parameters of the program in their community. But a majority of the community-based respondents indicated otherwise; they reported that a policy or practice did not exist or that they were unsure if it existed.

The survey and subsequent interviews revealed that in addition to the physical separation of public schools and community programs, many school administrators overseeing Pre-K may have other competing roles and responsibilities. This is especially true, and perhaps not surprising, in smaller districts, with relatively few Pre-K students and the district can't afford to dedicate a single administrator to oversee the program full-time. There is also wide variation in how district Pre-K administrators are funded to do the job and how their role is defined. For some, it may be overseeing a few classes in the public schools or what they would describe as contracting with just one or two local community programs. Sometimes, it is a principal, superintendent or assistant superintendent who reports that Pre-K is added to his/her "real" job. Only in rare cases is there a dedicated early childhood administrator in place in small districts. Many larger districts do have a dedicated Pre-K administrator, and often one with significant professional development and knowledge about early childhood education. Some districts, including the Big Five, have had Pre-K in place since 1997 and offer strong leadership in the community as well as the schools.

> *The snapshot confirmed what CCI and other researchers have learned as they investigate strategies for mixed delivery of Pre-K services – the need for clear communication across systems*.

But as Pre-K expands the lack of an administrator with the sole responsibility for Pre-K raises the question of whether there should be infrastructure

in place to support more robust technical assistance and oversight for Pre-K across the state; even whether small districts might share in that role across a region or engage the services of a local BOCES or early childhood agency, such as a child care resource and referral agencies (CCR&Rs), to help support the effort and drive quality supports. Rockland County offers an example of such an approach, with both the CCR&R agencies and the BOCES fully engaged seven districts.

Shared Concerns: Stability of Funding and Increased Need for Extended-Day, Year-Round Services

There is notable common ground among both school administrators and community-based early childhood educators about the need for stable, predictable funding. Both agree that the lack of stability in state Pre-K funding creates significant challenges from year to year. Those challenges make it hard to plan and implement the program on a consistent basis and to meet the needs of all children in the community. In addition, both community-based and school-based educators say that meeting the need for extended day, year-round services remains a key challenge.

Key Differences between Partners

Given those areas of agreement, however, some key differences emerged on how decisions are made and resources are allocated at the local level

1. Funding and Enrollment Priorities

There is a definite difference in perspective about whether the allocations and funding flow from a formal policy or practice. Nearly 65% of the district Pre-K administrators but less than half of the community programs indicated that there is a policy or practice in place for how funding and program slots are allocated across a community.

Nearly 40% of the respondents said that making Pre-K available to children who need it most continues to be a challenge. This may in part be due to districts meeting the requirements under Pre-K to allow equal access for all families and awarding Pre-K slots through lotteries. The survey did not specifically ask for the reason.

Chart 2
How Pre-K Slots & Funding are Allocated across School & Community Settings

■ PreK Administrators ■ CCRR-BOCES

	Policy/Practice	Not Policy/Practice	Not Sure
PreK Administrators	66%	19%	15%
CCRR-BOCES	50%	25%	25%

Q: Is there a policy of practice about how program slots and funding will be allocated across school and community settings?
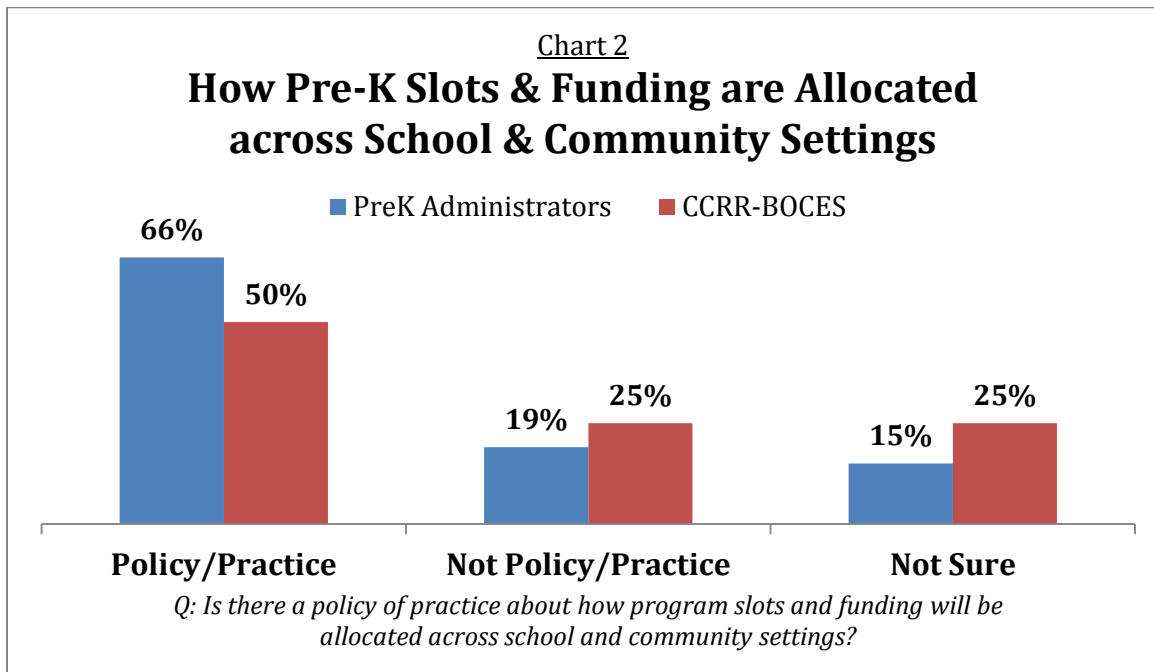
2. *Improving Quality*

Offering high-quality educational services is clearly a top priority for policymakers, as evidenced by the new benchmarks included in New York State's Pre-K programs. Quality improvement is a key concern for many practitioners in the field, yet only half of the respondents based in district offices indicated that clear guidelines or strategies now exist to drive quality improvement across all settings, both in public schools and in community programs. Indeed, about a third of the respondents from the community said there were no formal policies or practices that applied to all settings. Another third were not sure.
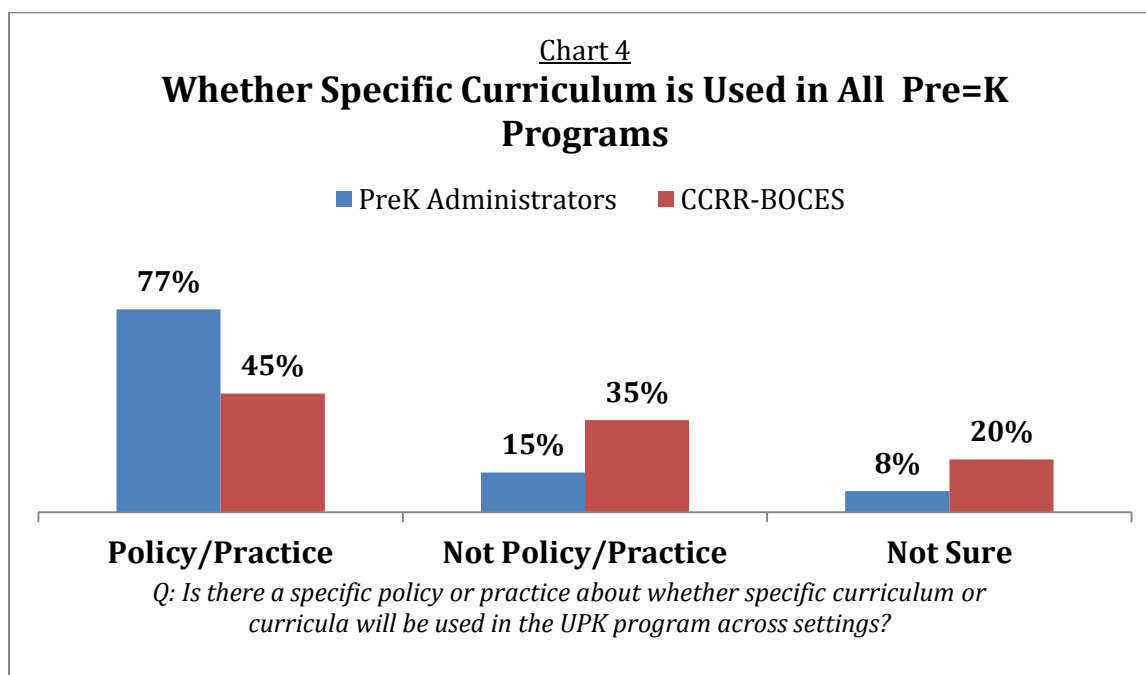
Chart 3
Specific Practices to Assist Pre-K Programs in Quality Improvement

■ PreK Administrators   ■ CCRR-BOCES

Policy/Practice	Not Policy/Practice	Not Sure
54% / 40%	35% / 30%	11% / 30%

Q: Are there specific practices to assist all programs to improve quality across all settings?
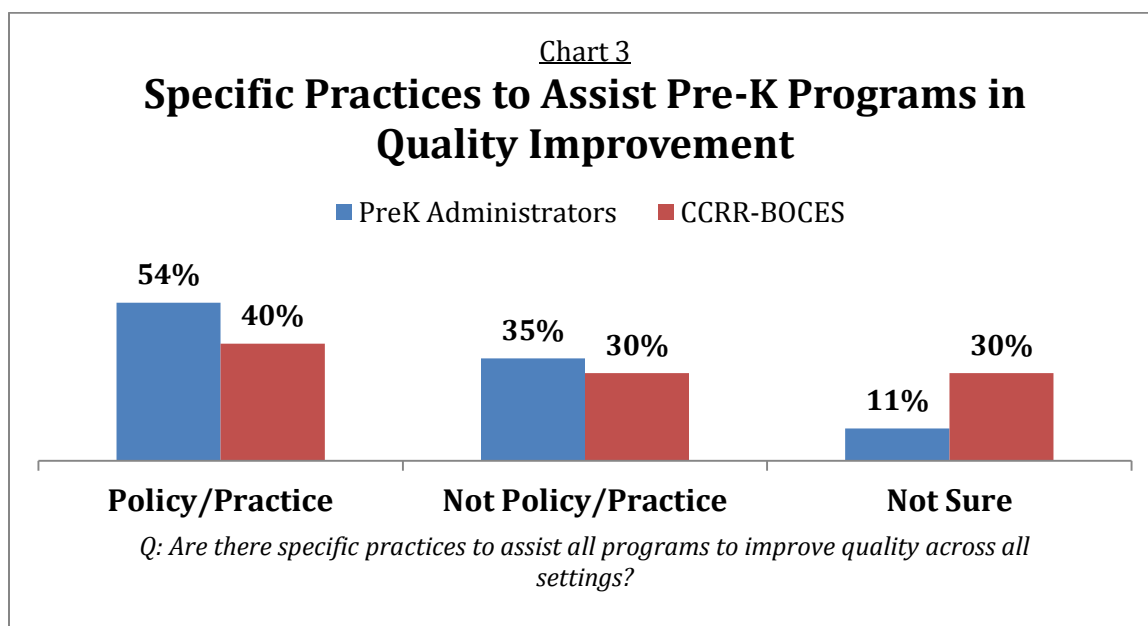
Many of the state's largest districts, with relatively large Pre-K programs underway have adopted strategies and policies for quality improvement which are well-known to community programs. New York City and other districts in the Big Five have a long history of engagement and specific practices and policies for community programs. New York City has also adopted a school readiness rubric that integrates strategies for quality assurance and improvement and for assessing student progress. The work is still relatively new, but the framework is growing more robust each year, along with growing resources to support the strategies.

This survey shows, however, that many districts still fall short in supporting community partners to meeting ongoing quality improvement goals. In one follow-up interview, one administrator in a small district reported that all Pre-K services are provided by community programs and she is aware that these services don't get the attention they needs because the district simply lacks the capacity to provide adequate leadership and oversight. She would personally like to do more, but as Assistant Superintendent of Instruction, Pre-K is a relatively small part of her duties, and there is no budget for professional development or other supports for Pre-K.

3. Curriculum Requirements

Pre-K administrators indicated that their district required use of specific curriculum/curricula to be used in Pre-K programs, regardless of the setting. Nearly 80 percent say this is the case. Yet community programs had little awareness of a district-wide policy or practice about what curricula to use in Pre-K settings, as shown in the graph below:

Chart 4
Whether Specific Curriculum is Used in All Pre=K Programs

- PreK Administrators
- CCRR-BOCES

	PreK Administrators	CCRR-BOCES
Policy/Practice	77%	45%
Not Policy/Practice	15%	35%
Not Sure	8%	20%

Q: Is there a specific policy or practice about whether specific curriculum or curricula will be used in the UPK program across settings?
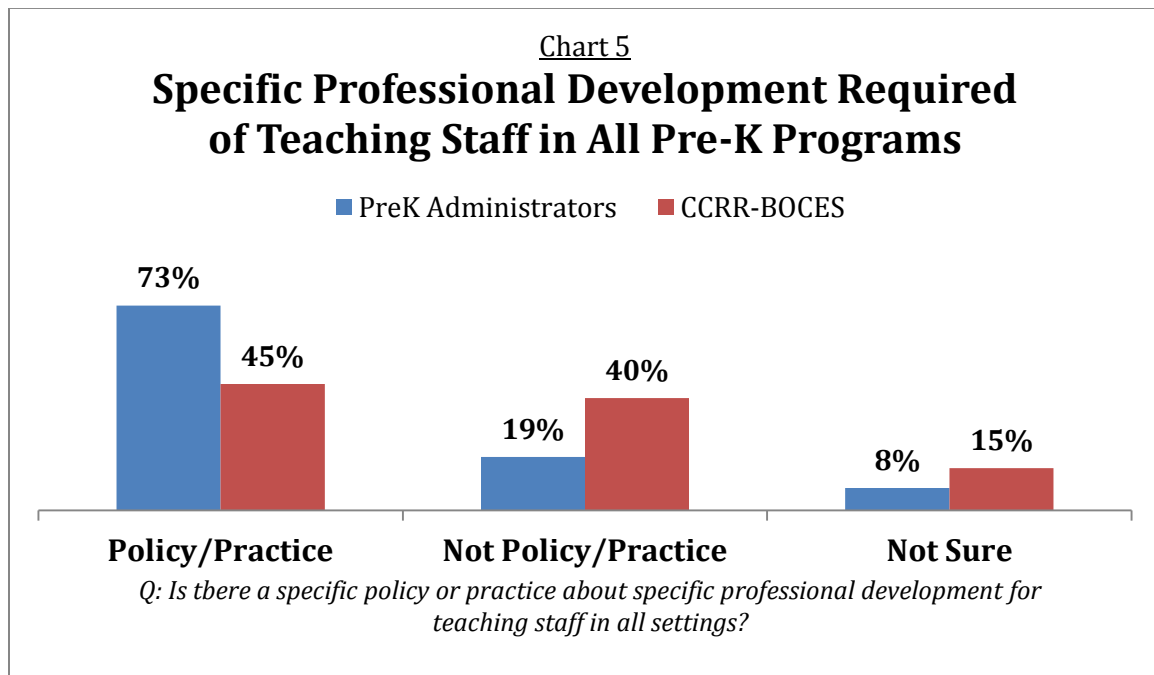
Since the respondents are not matched by district, the wide disparity in responses may not represent individual districts. Still, the responses do show a widespread disconnect around the aspiration for evidence-based curricula in education policy and the common understanding in communities around the stat about approved or recommended curricula. Based on follow-up interviews, it seems that differences in program structures and philosophies create some of the serious challenges in adopting curricula across settings, especially when various types of community programs are participating in the local Pre-K program (e.g. child care, Head Start, Montessori). For example, Head Start programs were more likely to report alignment on curricula and assessment, perhaps due to longer-running collaborations with districts and the alignment of Head Start performance and Pre-K standards.

At the same time, according to interviews with district Pre-K administrators, improving curriculum alignment across Pre-K settings, as well as with Kindergarten and later elementary years is a concern and focus, particularly in the light of Common Core implementation across the state. Certainly, this is a clear goal of state education officials, as well as the state's Pre-K to 3rd Administrators Association.

In some cases, district administrators indicate that informal practices exist that bolster both quality and alignment with elementary education. One principal who oversees Pre-K in two district-based Pre-K programs shared that the teachers often check in with the K-5 teachers on the children and their progress. This helps the teachers continually improve their own teaching practice and work with children.

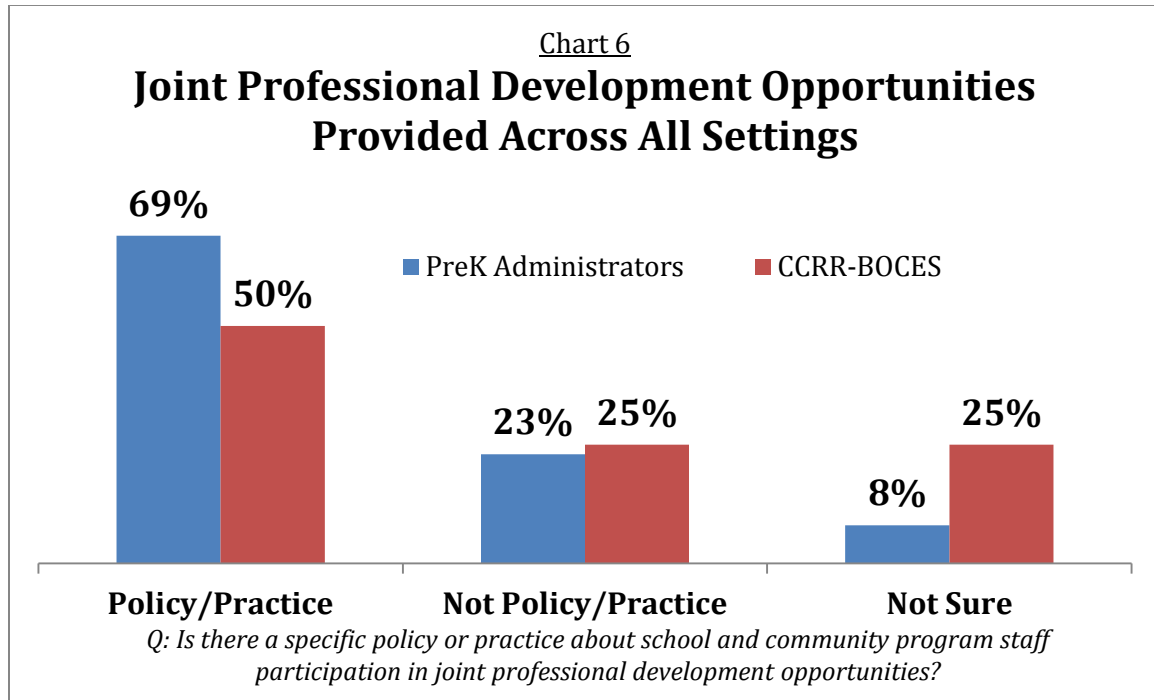### 4. *Professional Development*

There was also a striking difference in responses between district and community program administrators existed around requirements for and delivery of professional development for teaching staff, leadership, and fiscal staff, and providing information about current research and best practices in early care and education.

Chart 5
**Specific Professional Development Required
of Teaching Staff in All Pre-K Programs**

■ PreK Administrators ■ CCRR-BOCES

Q: Is there a specific policy or practice about specific professional development for teaching staff in all settings?

While the majority of the public school administrators indicated that such policies and practices existed in their districts, a significant number of the community programs said that such policies and practices were either nonexistent or they had no knowledge of them.

Follow-up interviews revealed that even when a district has every intention of providing joint professional development for community programs, it was often challenging because of a lack of resources. Additionally, the number of funded days available for professional development in community programs varies from district to district. Many district Pre-K administrators expressed a desire for more opportunities for professional development and some were implementing robust practices. For example,

some of the Big Five districts, including Rochester, reported efforts to include both public school and community-based staff in joint professional development on a regular basis. Other smaller districts are also seeking to strengthen and align their professional development

Chart 6
Joint Professional Development Opportunities Provided Across All Settings

■ PreK Administrators   ■ CCRR-BOCES

69%   50%

23%   25%

8%   25%

Policy/Practice   Not Policy/Practice   Not Sure

Q: Is there a specific policy or practice about school and community program staff participation in joint professional development opportunities?

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5. *Family Engagement*

Family engagement is an ongoing challenge for both district administrators and those in community programs. Only about a third of the Pre-K administrators say they have successfully mounted an effort; about the same number report it is still a serious challenge. Community-based programs reported even less success, with just 15% reporting they had successfully met the challenge.

Chart 7

Engaging Families in Program Experiences and Activities

■ PreK Administrators   ■ CCRR-BOCES

Category	PreK Administrators	CCRR-BOCES
Successfully Met Challenge	31%	15%
Challenge Continues	31%	50%
Not Been a Challenge	27%	5%
Not Sure	11%	20%
Not Answered	0%	10%

Q: Has the expectation to include families in program experiences and activities presented a challenge for the school-community relationship?

Follow-up interviews with respondents revealed that Head Start programs that offer Pre-K services typically have more engagement with parents. That is partly through funding for more comprehensive services (e.g. home visits) and also because the governance structure within Head Start incorporates parents in governance. In addition, Head Start is viewed as a two generation program and the performance standards require active participation by parents and parent supports. Programs in child care settings and district classrooms struggle with a lack of resources for comprehensive family services, as well as a lack of structure and tradition of engaging parents as deeply as Head Start, which requires parents participate in governance and may also even work in the program.

A number of respondents voiced the concern for not effectively meeting the needs of immigrant children and families, either in the classroom or through family supports.
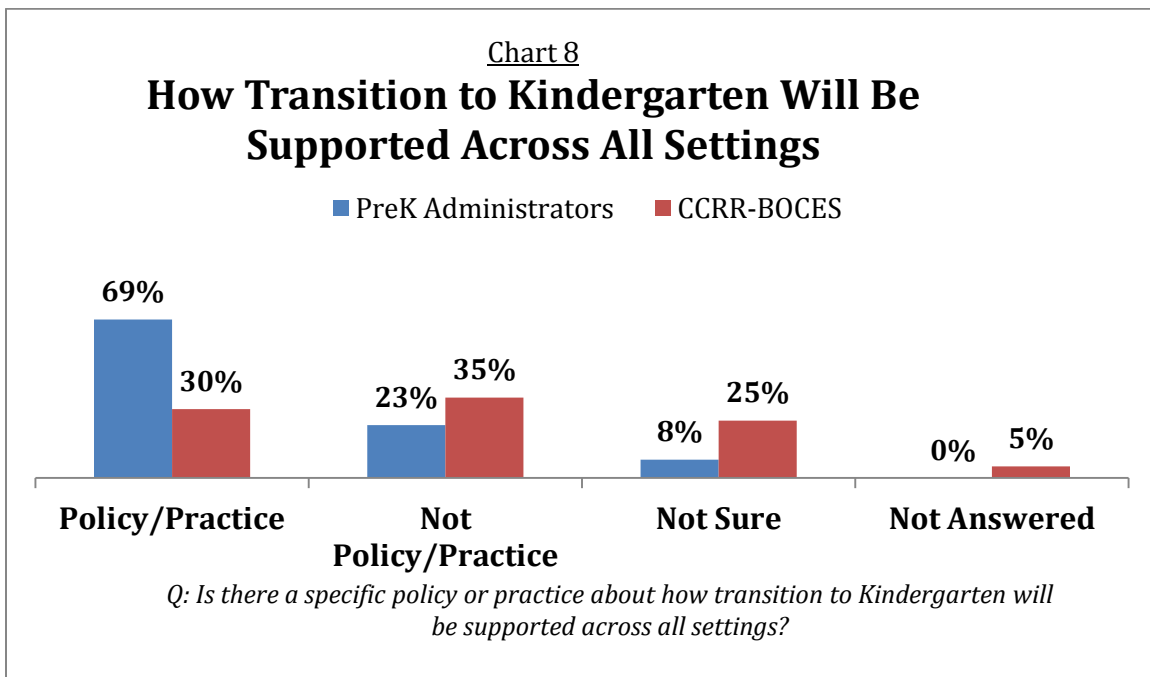
6. *Extended-day and Transportation*

The survey revealed the continuing concern that today's Pre-K services don't always meet the needs of today's families, for extended hours and year-round care. Even when more and more programs offer Pre-K for the full school day, this still leaves even working parents with a "traditional" work schedule without the hours of services that they need. Effective partnerships with the community based early childhood programs can provide an avenue for meeting the challenge, since many child care programs operate extended-day, year-round services. New York City has in fact built this component into its Early Learn model of contracted services, which include Pre-K, Head Start and child care funding.

The current funding for Pre-K does not cover the cost of transportation which presents a continuing challenge for Districts in trying to ensure access. More than half of the district Pre-K administrators – 54% – and an even larger percentage of community programs – 67% – reported that transportation is an ongoing issue. Currently Pre-K is not included in the transportation aid formulas.

7. *Pre-K Transition to Kindergarten*

There is a striking disconnect between community programs and public schools about whether there are adequate supports for families and children to make a smooth transition from Pre-K to kindergarten. Two-thirds of the district respondents reported on-going connections and active efforts to align Pre-K and kindergarten indicating that their districts had adequate supports for children transitioning from a Pre-K setting into kindergarten. By contrast, only a third of the community respondents agreed that Pre-K and kindergarten experiences were aligned. More than a quarter said they simply weren't sure if policies and practices existed to connect Pre-K and kindergarten experiences.

Chart 8
How Transition to Kindergarten Will Be Supported Across All Settings

■ PreK Administrators   ■ CCRR-BOCES

Policy/Practice	Not Policy/Practice	Not Sure	Not Answered
69% / 30%	23% / 35%	8% / 25%	0% / 5%

Q: Is there a specific policy or practice about how transition to Kindergarten will be supported across all settings?

Follow-up interviews revealed that most districts offer few strategies or formal policies to connect community-based Pre-K programs and elementary schools, apart from transition meetings once a year. This disparity in perception was particularly evident in the responses from five community programs in one upstate county which all feed into a single school system. The community programs weren't aware of any formal practices and policies related to the alignment of Pre-K and kindergarten, with the exception, again, of a single Head Start program. That program follows the policy of the federal Head Start program which requires specific supports and services to help assure a smooth entry and success in kindergarten.

The main exception is in cases where a community program operates in the same building, offering more opportunities for both formal and informal communication and practices that help align teaching and learning, as well as support the transition from Pre-K to kindergarten.

Looking to the Future: The Vision is Robust; Best Practices Still Emerging

The survey findings certainly reveal the need for more support and technical assistance for public schools and community programs as they continue to work together in the delivery of Pre-K services to the state's four-year-olds. As this snapshot reveals, there is still not a unified perception among public school administrators and community programs about core policies and practices in their joint work to deliver Pre-K in New York State. These results are hardly surprising, given the challenges that arise when public schools and community programs collaborate in the creation and delivery of a new educational opportunity. They must navigate differing practices and philosophies, as well as fiscal and regulatory frameworks and even different physical space and supporting infrastructure.

Pre-K is still a relative newcomer to the world of public education and managing classrooms outside the conventional public school setting presents continuing challenges. In addition, many education leaders in K-12 have limited knowledge of child development and effective teaching in the early years. Most did not have that preparation either while in school or in their professional years. Districts must develop and promote the policies and practices to make sure the new educational service fulfills its promise for closing the achievement gap.

In addition, attitudes and perceptions, lack of communication and gaps in knowledge can undermine effective collaborations between public schools and community programs in the expansion of Pre-K opportunities for New York's young children. Districts must not only have the formal policies and practices, but also intentionally recognize and support all partners as bringing important and valued experience.

One of the most interesting findings in the survey is that, by and large, district administrators responding to this survey report that they have established many policies and practices to better align the educational services public schools and community programs. Others report that they are eager to do more joint professional development, engage parents, screen children to make sure their learning and health is on track and to build out a more effective parent engagement strategy. District administrators also report a need for the services that are often offered by community programs, such as extended hours, family supports and more supports for immigrant families.

CCI recognizes the importance of sharing these lessons learned with colleagues across the state to provide them with additional tools and understanding about what are the components of a strong partnership. Given the substantially increased investment in Pre-K expansion this year, it is now more important than ever, that the state actively support and encourage school community partnerships. CCI will work to move that agenda forward.

Appendix A

School Community Partnerships: Moving Pre-K Forward Survey

This survey was designed by Sam Stephens, Ph.D., Center for Assessment and Policy Development. Survey administered through Survey Monkey.

The Center for Children's Initiatives (CCI) is collecting information from around the state about relationships between school districts and community-based early childhood programs, as New York's Universal Prekindergarten (UPK) program expands. We know these relationships vary widely. This survey is intended to document current policies and practices in your community.

Your answers will be used to help us identify promising practices, trends and challenges in building effective successful relationships between the public education system and community based early childhood programs.

If you have any questions, contact Betty Holcomb, CCI's Policy Director, bholcomb@centerforchildrensinitiatives.org.

Thank you very much for your response and for all the work you do on behalf of the children and families of New York.

CHARACTERISTICS OF THE DISTRICT/COMMUNITY

FOR CCR&R & BOCES STAFF: We know that you may work with more than one school district. Please choose just one school district that you know best, and answer questions with that district in mind.

How would you describe the district...

□ Rural   □ Suburban   □ Urban   □ Unsure

What region of the state is [the community your district serves/the community you are answering about] located in?

□ Western NY   □ Southern Tier □ Capital Region □ North County □ Long Island Metropolitan New York (including Westchester County) □ Other

About how long has [your district/the district you are answering about] provided the UPK program?

□ Less than 2 years   □ 3 to 5 years □ 6 to 8 years □ 9 years or more □ Unsure

What is the state funding, per-pupil, allocated to your district?

□ $2700   □ $2701-$3500   □ $3501-$5,000   □ More than $5,000   □ Unsure

If community-based programs are included in the districts UPK effort, please indicate what types of programs they are. Please check all that apply.

□ No community- based programs provide UPK for the district □ Child care
□ Head Start □ Special needs □ Private nursery school □ Other

Does the district offer full day kindergarten?

□ Yes □ No □ Unsure

ADVISORY GROUPS OR BOARDS

When UPK was first introduced in New York, participating school districts were required to set up community advisory boards to plan implementation. Was such an advisory board established in this school district?

□ No   □ Not Sure   □ Yes ——→ Does this board still exist?

□ Yes, but meets infrequently or rarely
□ Yes, meets regularly
□ No, does not exist
□ Not sure

Is there currently any other community advisory board or group that is involved in planning or making decisions for the UPK program?

□ No   □ Not Sure   □ Yes

Is there any other community group or board promoting/planning early education/school readiness?

□ No   □ Not Sure   □ Yes

Does your school district's UPK program include enrollment in early childhood programs in the community?

□ No   □ Not Sure   □ Yes

Appendix A

OUTREACH AND ENROLLMENT

For each of the following possible policies or practices about UPK outreach and enrollment, please indicate whether a specific policy or practice has been established.

Policy or Practice	A policy or practice of the partnership	NOT a policy of practice of the partnership	Not sure
How the district and/or community programs will publicize UPK to families			
How and where families will enroll children into the UPK program			
Whether and how waiting lists for the UPK program will be maintained for both community-based and school-based openings			

FUNDING AND PRIORITIES

For each of the following possible policies or practices about allocation of funding and setting of priorities for enrollment in the UPK program, please indicate whether a specific policy or practice has been established.

Policy or Practice	A policy or practice of the partnership	NOT a policy or practice of the partnership	Not Sure
How program slots and funding will be allocated across school and community settings			
How enrollment priorities are determined for both school and community settings			

PROGRAM QUALITY

For each of the following possible policies or practices about UPK program quality, please indicate whether a specific policy or practice has been established in your district/that community.

Policy or Practice	A policy or practice of the partnership	Not a policy or practice of the partnership	Not Sure
Clear guidelines for selecting community programs for participation			
Specific practices to assist all programs to improve quality, regardless of setting			

Appendix A

CURRICULUM AND LEARNING EXPERIENCES

For each of the following possible policies or practices about UPK curriculum and learning experiences, please indicate whether a specific policy or practice has been established for school-community program relationships.

Policy or Practice	A policy or practice of the partnership	NOT a policy of practice of the partnership	Not Sure
Whether specific curriculum or curricula will be used in the UPK program in all settings			
How children's learning and development will be measured in the UPK program in all settings			
How English language learners will be integrated into the UPK program			
How children with disabilities or special learning needs will be integrated into the UPK program			

CHILD SCREENING AND OTHER SERVICES

For each of the following possible policies or practices about child screening and other services connected with the UPK program, please indicate whether a specific policy or practice has been established.

Policy or Practice	A policy or practice of the partnership	NOT a policy or practice of the partnership	Don't Know/ Not Sure
How all children in the UPK program, in both public school and community settings, will be screened for health, development, or learning concerns or needs			
How health and mental health services will be provided in all settings			
How special services will be provided to children in all settings			

PROFESSIONAL DEVELOPMENT

For each of the following possible policies or practices about professional development of teachers and other staff involved with the UPK program, please indicate whether a specific policy or practice has been established for school-community program relationships.

Policy or Practice	A policy or practice of the partnership	NOT a policy or practice of the partnership	Don't Know/ Not Sure
Specific professional development required for teaching staff in all settings			
Strategy to keep program staff in all settings kept abreast of current research and best practices for early childhood education Strategy to keep school leaders, such as principals, abreast of this research and best practices?			
School and community program staff participate in joint professional development opportunities			
School and community program fiscal staff receive training on budgeting, contracting, and financial recordkeeping and reporting for the UPK program			
Both school leaders, such as principals, and community program directors are kept up-to-date on UPK regulations, policies, and practices			

FAMILY ENGAGEMENT

For each of the following possible policies or practices about family engagement in the UPK program, please check whether a specific policy or practice has been established.

Policy or Practice	A policy or practice of the partnership	NOT a policy or practice of the partnership	Not Sure
How all programs are expected to communicate with families			
How all programs are expected to involve families in UPK program experiences and activities			

Appendix A

CONNECTION WITH KINDERGARTEN

For each of the following possible policies or practices about UPK connection with kindergarten, please check whether a specific policy or practice has been established.

Policy or Practice	A policy or practice of the partnership	NOT a policy or practice of the partnership	Not Sure
Whether and how UPK experiences, regardless of setting, will be aligned with the K-2 curriculum			
How transition to kindergarten will be supported across all settings			

CHALLENGES AND SUCCESSES IN UPK PROGRAM QUALITY

For each of the following issues related to UPK program quality, please indicate whether this has presented a challenge for the school-community program relationship.

	Not Been a Challenge	Successfully Met Challenge	Challenge Continues	Not Sure
Maintaining consistently high quality in all UPK program settings				
Addressing all domains of learning, including social-emotional development				

CHALLENGES AND SUCCESSES IN PAYING FOR SPECIFIC SERVICES

For each of the following issues related to payment for specific services in the UPK program, please indicate whether this has presented a challenge for the school-community program relationship.

	Not Been a Challenge	Successfully Met Challenge	Challenge Continues	Not Sure
Paying for meals provided to children who are in full-day UPK programs in all settings				
Whether and how fees are charged for families for extended day services across settings				

Appendix A

CHALLENGES AND SUCCESSES IN FAMILY ENGAGEMENT AND SUPPORT

For each of the following issues related to family engagement and support in the UPK program, please indicate whether this has presented a challenge for the school-community program relationship.

	Not Been a Challenge	Successfully Met Challenge	Challenge Continues	Not Sure
Ensuring access to needed services – family support, social services, health, and mental health – for enrolled children in all settings				
Meeting families' needs for child care before and/or after the UPK program				
Engaging families and supporting them to be involved in their children's learning				

CHALLENGES AND SUCCESSES IN MANAGEMENT AND PLANNING

For each of the following issues related to management and planning in the UPK program, please indicate whether this has presented a challenge for the school-community program relationship.

	Not Been a Challenge	Successfully Met Challenge	Challenge Continues	Not Sure
Managing the administrative or financial requirements of UPK relationship				
Dealing with differences in workload and compensation for UPK staff compared with other teaching staff				
Maintaining stability in funding and program capacity from year to year				

Appendix A

Please describe any other issues or challenges that the UPK relationship has faced and how you believe they have been addressed:

Please indicate whether you believe an in-depth study of the school-community program relationship in [*your district/the district you answered about in this survey*] would provide valuable lessons learned about implementing UPK for other districts and communities in New York.

□ No, I do not believe that this UPK relationship should be studied at this time because…..

□ Yes, I believe that this UPK relationship should be studied because……

↓

Please indicate the name of the school district or community:

In case we need to reach you to clarify any of your responses and to provide you with a summary report from the survey, please provide your name and contact information below (please be sure to include your name, title, organization, phone number and email.)
Name
Title
Organization
Telephone
E-mail

The Center for Children's Initiatives (CCI) champions the right of all children to start life with the best possible foundation of care, health and learning. Realizing the long term benefits-for children, for families and for our society-CCI has provided statewide leadership to promote the expansion of Pre –K in a mixed delivery system that includes early childhood programs in the community and public schools.

To order additional copies of this publication or for more information, please contact Betty Holcomb, Policy Director at bholcomb@ccinyc.org or call 212.381.0009.