

**City School District of Albany**

*Priority Full-Day PreKindergarten Grant Program for High Need Students*

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**Program Abstract:**

The Priority Full-Day PreKindergarten Grant Program for High Need Students (“Priority PreK”) will increase the availability of full-day, high quality prekindergarten placements with the City School District of Albany (CSDA) at no charge to parents. There will be 6 Priority PreK classrooms created and located in targeted, high-need neighborhoods in the City of Albany.

The purpose is to create opportunities for more low-income children to have a quality, prekindergarten experience in a rich early learning environment: to socialize with peers, build character, and understand basic concepts to enter kindergarten. Priority PreK will augment the CSDA’s existing Universal Prekindergarten Program (UPK), using the same thresholds of UPK quality.

Main components of the Priority PreK program include:

- Targeting the highest need, eligible 4 year old children living in the targeted neighborhoods of Arbor Hill, South End, and West Hill. These neighborhoods have the highest concentrations of poverty in the City of Albany and elementary schools connected to these neighborhoods have the greatest number of children on the CSDA’s UPK waiting list.
- Partnering with community-based organizations (CBOs) to operate the Priority Pre-K programs, either in community-based locations or in CSDA schools.

A Quality Priority PreK program is defined as:

- Providing a quality preschool experience with a safe and creative classroom environment.
- Hiring qualified teachers with teaching certifications.
- Implementing an intentionally planned curriculum; developmentally appropriate for children.
- Screening and assessing students to identify additionally needed services, establish baselines and track progress, as well as use results to inform instruction and program effectiveness.
- Delivering appropriate and relevant professional development opportunities for educators to establish needed skills and knowledge to support student learning.
- Establishing reciprocal relationships with families and opportunities for parent involvement and engagement in their child’s classroom.
- Creating and adopting a comprehensive CSDA kindergarten transition plan that strives to make sure young children have a baseline of developmentally appropriate skills and experience a positive transition into school.

	Public School Operated	CBO Operated	# of Days Operating
How many new full-day UPK seats are requested?	0	94	at least 90
How many existing half-day seats will be converted to full-day?	0	0	N/A
How many new half-day seats are requested?	0	0	N/A