

***Building a Unified System for Universal Pre-K in New York City:
The Implementation of Pre-K for All by Setting and Auspice***

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**Appendix B:
Open-ended Responses in the Surveys and Semi-Structured Interviews
on PKA Implementation**

In addition to the administrator and teacher survey, NCCF researchers conducted 30- to 45-minute semi-structured interviews with a sub-sample of 14 teachers and 16 administrators, 19 of whom were from NYCEECs and 11 of whom were from schools. Below, selected quotes from the interviews, as well as the open-ended survey questions, are presented to elaborate upon the findings from the quantitative data. (For further detail on the interview method, see *Section II.2.c.* of the main report, *The Durable Divide: Structural Inequities in the Implementation of Pre-K for All by Setting and Auspice in New York City.*)

Consistent with the main report, this appendix is organized into five topic areas:

- I. Program Characteristics and Experience with PKA
- II. Administrator Characteristics and Well-being
- III. Teacher Characteristics and Well-being
- IV. Instructional Approach, Practice, Content, and Quality
- V. Professional Development

Each section contains findings from the main report in bold font, followed by excerpts from the interviews that elaborate each finding. Because interviewees did not comment on neighborhood differences, the quotes below pertain only to differences in implementation by setting and auspice.

I. Program Characteristics and Experience with PKA

I.1. Child Recruitment: Recruiting children for UPK has been harder for NYCEECs than for schools. NYCEEC administrators cite competition from schools, competition from other sites in general, and families' preference for school-based UPK as the main reasons. (Table 3 in Appendix A)

NYCEEC administrators described the challenges of enrolling children in UPK:

- A Head Start administrator said, “You have a kid who lives across the street. You have a day care center or public school right across the street? They can’t get in. So, they go three blocks down, but they still want to get into the one across the street. And then, just

when you think you've got in all your kids and you've had the beds cut-off day, Mommy comes in and says, 'I'm pulling my kid out.' ...A public school will say to the parent, 'You're on waitlist.' So, the parent needs [a place], and you go, 'Yeah, we've got an opening!' And then, the kid doesn't show up, and you call the parent. 'Oh, I got called by the public school.'"

- Another Head Start administrator described competition with sites in her area and wondered how it may get worse with 3K for All: "We're surrounded by, I think, three different public schools right here, and I'm wondering if, just like with UPK where each public school is asked to put a UPK in, I wonder if that's going to be the same for 3K. Because if that's the case, the majority of our kids that stayed for pre-K here, were because they'd already been with us previously for 3s, and the parents were comfortable, kids were comfortable. If a parent has a choice to start a 3-year-old at an ongoing school and not have to worry about it, I wonder what's going to set us apart."
- A DOE-only administrator said, "Yeah, it's very difficult...I'm just praying at this point that we survive, and if we don't get more [children enrolled] soon, we're not going to."
- A NYCEEC administrator said, "We are in direct competition with UPK and other Community Based Organizations. [The] DOE recruits children/families we serve when they are 3 years old, but will be eligible when they turn 4."
- Another said that the worst part of being a UPK administrator was "the pirating of children and staff."
- And another said, "The worst thing about being a director is that it seems each year we get less and less students."

A school administrator also described the challenge of competing for UPK children:

- "Because of the opening up of different centers, parents have a lot of choices now. So, where I used to have a waitlist of about 20-something kids, right now I just am able to fill one class. And it would be nice if we had two [pre-K classes], because we usually have two kindergartens, and we could just feed those kids from the pre-K into the K program. So sometimes I'm like, wow, we shouldn't have UPK with all of the day cares and things like that, because we lost possible students."

I.2. Teacher Recruitment and Retention: Both recruiting and retaining teachers who meet UPK requirements has been harder for NYCEECs than for schools, and most difficult for Head Start and Child Care sites. NYCEEC administrators cite inadequate teacher compensation, a longer workday, and a 12-month work-year for their teachers as the main reasons. (Table 4 in Appendix A)

NYCEEC administrators described losing teachers to schools:

- A Head Start administrator said, "We lose a lot of staff to DOE... You have a good program. You do your best to maintain it. And then, staff comes to you and says, 'I got a job at DOE.' You can't match it! You can't match the salary, the hours, the vacation, the sick time, the advancement. It's like we're all in this together, but we're fighting against each other at times...I'm in the process now, of trying to get another teacher. It's not easy, and I'm working with DOE teacher recruitment. But they're giving me resumes and

I'm calling, and I'm being very honest. And they're like, you don't follow DOE? And they go, 'Na-uh, I'm not interested. I want my summers off.' Or, 'I don't work until five o'clock or six o'clock. I want a school day.'"

- Another Head Start administrator said, "Last year we actually lost both our UPK teachers to the Department of Ed—actually school-based programs. Again, the money was better, you know. The hours a little bit different."
- A Child Care administrator said, "We lost quite a few teachers last year. I would say, out of UPK only, all four teachers left. Then we...hired teachers, and they literally left the first day of school because they were hired by the DOE...The biggest challenge is that, 1) the high turnover, and 2) the teachers would like the summers off, and it's hard to tell them no. So, it's hard to compete. The biggest challenge is competing with the Department of Ed."
- And another said, "Good, certified teachers do not want to work in our programs. ACS and DOE require a certified person on site at all times. This is unrealistic and sets programs up for failure. They should broaden their definition of who is certified to include LMSW, Ph.D., [and] LMHC...to ensure safety and compliance."

Disparities in salary were identified as a key issue:

- A Head Start administrator said, "We have UPK, but we don't have the same salaries that a teacher working at a UPK classroom in the DOE would have... We pay our teachers nearly \$20,000 less than the average public school teacher when in theory they work longer hours with less support and less coverage/prep periods. This is not okay... On average, our salaries for a certified teacher are \$45,000. Whereas a certified teacher in the Department of Ed makes close to \$55-60,000, as a starting position... An assistant teacher position here is \$24,000 a year. You can make more as a dog walker for my husband, literally. So, you have to be coming at this from, 'I'm here because I love what I do.'"
- Another Head Start administrator said, "Teachers get certified, they go after the money. They need to pay bills. They go to the [public schools] to work. To public schools, actually."
- And another Head Start administrator said, "We have lost great teachers because people have to pay tuition back. They took out loans, whatever the case may be, and when you decide you want to be an educator, you want to make more money! So, if you work so hard to get your master's degree... you want to continue making the same salary. So of course, some of our teachers have left us, and they went to the public school system."
- A Child Care administrator said, "Salaries are not the same, although the requirements are the same. So, we do have to be certified, just as a pre-K teacher at a public school, but we don't get the salary... [So] your heart has to be in it, because if you're looking at salary, you can forget that. ... There's more requirements with ACS that we have to comply with... And one of the issues that we have sometimes is, also, doing paperwork during the downtime, where [public school teachers] have... prep times... we don't really have that. It's kind of difficult to get that, if we don't have the extra staffing for it. So, that becomes an issue."
- Another Child Care teacher said, "Because our salary is not in parity, we have a longer school year, and longer school days, in comparison to the DOE, [so] we are always at risk of losing qualified to teachers to the public school system."

- And another said that the worst part of being a UPK administrator was “having to discuss salary when hiring and [then] June, when all of the teachers you work to develop leave for the DOE or better-paying positions.”
- A DOE-only administrator said, “Teachers put in long hours and they are not paid well in comparison to DOE wages. I had been under the impression that it would be comparable when they were first rolling it out.”

Several administrators also commented on salary disparities *within* their sites:

- A Head Start administrator said, “The teachers that are part of the Pre-K for All, they make more than the teachers who are not part, and working in the same building...If you’re part of Pre-K for All, for example, you can make \$50,000 a year, and for the teachers [who are] not a part of Pre-K for All, for the same job, with the same exact credentials, they make lower. So, teachers are not always happy because it’s not really fair. So, we’ve been trying to work with our elected officials, as well as the powers that be, to let them know that if *this* teacher is receiving \$50,000, why can’t *that* teacher receive \$50,000?”
- A DOE-only administrator said, “It is challenging in that teachers within my same school with same credentials are compensated differently depending upon whether or not they are in a UPK classroom or not. For example, this present year, DOE UPK teachers are compensated more than our special education teachers.”
- Another NYCEEC administrator at a Child Care site with both ACS and DOE contracts for UPK said, “Compensation can be different if one teacher’s funding source comes from ACS and another teacher’s funding source comes from DOE.”

Some NYCEEC administrators described how high teacher turnover creates instability that can hinder the quality of teaching:

- A Head Start administrator said, “[The salary disparity with the public schools] impacts us tremendously because we’re in direct competition [for] the teachers. We can’t compete with what the DOE offers teachers. So, we meet a lot of really good candidates and they say, ‘No, thank you,’ because they’ve gotten better offers. And then we’re kind of left with...second string, third string. And what happens is that then creates instability. People are constantly leaving. For folks [who] are ambitious, this is not the environment they want to continue to grow in. This will always be seen as a stepping stone where they get their foot to the door, and then once they have graduated with a master’s and certification, then they kind of move on. And so, we’re constantly recruiting, retraining, starting over... And it’s costly, because then we’re paying for clearances for folks [who] don’t stay that long.”
- Another Head Start administrator said, “Teachers stay for a year, maybe two years, and then they’re gone because a) Our salaries do not match anything the Department of Ed or even an independent school or charter school would offer them. And b) We run on a 12-month calendar where all we get is bank holidays. It’s not a sustainable position for a teacher. So, I end up having to teach and coach the same way, because I have to start from square one with every teacher that walks in these doors. I can’t get to the next level of, ‘Okay, let’s look at the results from the ESI. What does this tell you about your kid?’”

- A Child Care administrator said, “Last year...out of UPK only, all four teachers left. We hired teachers, [and some] literally left the first day of school because they were hired by the DOE...At that time, we lost 11 staff members to the DOE in total throughout the school. So, in order for our program to run, we had to hire really quickly. We took [one certified teacher] out of the 3s and put her in the 4s. And the others, we just had to hire really fast. It caused chaos, because...you’re hiring within three days. You’re not always hiring someone that you’re going to perceive as quality, you’re just hiring for the sake of hiring.”

I.3. Multiple and Conflicting Agency Requirements: Many school and NYCEEC administrators say that compliance with UPK program requirements is difficult. Head Start administrators report the most difficulty, and both Head Start and Child Care administrators cite conflicts between agency expectations as the main reason. (Tables 8 and 9 in Appendix A)

A Child Care administrator questioned the value of multiple classroom assessments:

- “Let’s just make sure that each classroom is based on what you really need to see, because all of this, doing this to make sure the ECERS score is good, doing this to make sure that we score correctly with CLASS, it’s just a lot. It really is a lot, and I find that I have—in my years of managing centers—I’ve lost a lot of teachers because they’re frustrated. They would rather just go back to teaching infants or teaching toddlers.”

Several NYCEEC administrators described the challenges of complying with the requirements of multiple agencies:

- A Child Care administrator said the worst part of her job was, “time management concerning the different requirements from DOE and [ACS] Early Learn.”
- A Head Start administrator said, “To be a director with UPK funding...I’m going to be really honest, it’s different groups who do not get together who want to run the same program with different expectations and guidelines. So, quite honestly, it causes frustration.”
- Another Head Start administrator said, “We have different lenses watching us: Head Start lens...DOE lens for state ed. integrated program[s], DOE for UPK, and...Department of Health and Mental Health and Hygiene for our licensing. And sometimes...the lenses are different. It’s nice that everyone’s adopting the ECERS...so they all talk a common language. But the blocks of time might be different. This one wants, you know, you have to have this amount of academic time...You have to have rest time for this one. It doesn’t really fit. Sometimes we have three different schedules going on. This one will fit the UPK one, this will fit the Head Start one. So sometimes they don’t align so much.”
- And another Head Start administrator said, “I’ve dealt a lot this year with mixed messaging around what we see as developmentally appropriate practice,” and indicated that the worst part of her job was “managing all the different regulatory bodies and their expectations.”
- A Child Care administrator said, “I think for me the most frustrating thing is that, because we’re working for ACS and DOE, there’s a lot of confusion [between] what ACS wants

and what DOE wants, and we have all these consultants coming from ACS and DOE. This one's saying 'You gotta do this,' [and] this one's saying 'No, you have to get rid of this...you have to do that.'"

- A DOE-only administrator said her greatest challenge as a UPK administrator was "having one UPK [class]...[I]t's a tremendous undertaking for one class...I have to shift my attention between the one UPK class and 10 others that are not following the same curriculum, routines, schedule. So, trying to divide my time fairly among two very separate programs is challenging. There's not enough hours in the day."
- A Child Care administrator said, "Competing requirements by multiple reporting agencies [is difficult.]. It would be best for UPK to be the main agency overseeing UPK where the focus is on one specific curriculum. UPK currently competes with ACS Early Learn and the agencies are overwhelmed by having social workers, implementation specialists, curriculum specific mentors all converging on an already established program under ACS."
- A NYCEEC administrator at a Child Care site with both ACS and DOE contracts for UPK said: "Compensation can be different if one teacher's funding source comes from ACS and another teacher's funding source comes from DOE."

A Head Start administrator described the difficulty of managing the different length of days for UPK and Child Care:

- "We have students embedded in the ACS-UPKs that are DOE-funded, which becomes really tricky when a teacher tries to plan their day, because we run from 8 to 6, whereas the DOE students are supposed to leave at 3. So that's been really fun to not only help a teacher figure out, how do I make the afternoon meaningful for children who are still here 'til 6, but still make sure that [the] 3 o'clock kid feels like there's closure in their day and they're not missing anything...[So] it [is] hard to fit in all the expectations for an 8-3 day and not bleed into the 3-6 time-period."

I.4. Family Engagement in Children's Learning and Program Activities: Schools and NYCEECs engage parents in similar ways, although schools are more likely than NYCEECs to send materials to parents to support their children's at-home learning at least weekly. DOE-only sites are the least likely to use parent boards or councils to engage families in program activities. (Table 10 in Appendix A)

Administrators and teachers described a range of ways that they engage families, including through committees, via newsletters and phone/text/apps, and through activities and workshops related to the curriculum. Head Start administrators and teachers described parent committees as a particularly important component of their efforts to engage families:

- A Head Start administrator said, "I think most successful programs have a strong parent involvement. And here, we have strong parent involvement. We have our parents' meetings every third Thursday of the month; we have a lot of parents that are involved. Part of Head Start is to have parent involvement, so we do have a parent committee... We do have some parents that volunteer, if they can, if they're not going to work or going to school or whatever their responsibilities may be."

- A Head Start teacher described her site's Parent Advisory Committee: "The parents get involved, they go to workshops, they go to meetings, they have some kind of parenting classes, they [organize]...mental health consulting classes for the parents about child abuse, or domestic violence or just general subjects, how to help the child. Different things...The parents are always here volunteering...Every day there's a different parent volunteering from about 11:30, just about lunch time. They come and they help clean the toys and the shelves. And then they stay through rest-time so they can help take kids to the bathroom...so there's an extra person in the classroom."

NYCEEC and school administrators described efforts to engage families in their child's learning:

- A Child Care teacher said, "In the beginning of the year we have an orientation with parents, and I usually have this little list, and I call it 'the family engagement experience,' and I have this paper that I ask the parents to fill out, which asks the name of the activity. It asks, 'Did you learn anything new about your child? Did you learn anything new about the activity? Did you like it? Would you do it again?' So, that always goes home with them when I do an activity, and then I have a list with the month and the activity. Usually the activities are based on a theme. So, for example, we had community helpers one year, so I sent home the materials, and asked the parents to ask their child what they would like to be, and what materials they would need for this profession...I give the parents questions to ask the child while they're engaging in the activity. I have one for every month."
- A Child Care administrator said, "We're not allowed to give the children homework. But we do have what we call family letters, and basically these letters let the parents know, on a monthly basis, the units of study that we're working on, and it gives them ideas and suggestions of things they could do at home with the children...kind of like incorporating the instruction in the class with home."
- A Head Start administrator said, "Our most positive family engagement activities have always been classroom-oriented...For instance, one of our biggest turnouts was the art show this year. I worked my tail off with these teachers to get us excited about an art program. We actually partnered with an organization called 'Studio in a School,' which I got to come here and work with our UPK classrooms, and it was magical. I am most proud of that. That on top of the teachers picking out work—I mounted it on the walls. I don't know if you noticed when you came in that I did make a panel for it, about the importance of art education. And then I was like, 'Okay, I want parents to come to this art show and see it. How do we do it?' We had teachers decide on an art activity in the classroom that exemplified this type of open-ended art exploration and invite parents to participate in the making of art with them. And then we had a ribbon cutting ceremony out here in the hallway, and I did a classic art opening kind of thing. Not wine and cheese, but we did grape juice in little carafes, and I tried to make it kind of cheesy and fancy. It was amazing. We had close to 45 families out of our 70 here."
- Another Head Start teacher said, "I try and be the child advocate with the parents. Like, if I see a child who really needs help with something, I'll try and talk with a parent—through an interpreter, most of the time—and I'll try to help them understand different things that they can do."

- A school administrator said, “We have ‘Mystery Reader,’ and it’s always one of the parents or a cousin, or somebody that’s in the family will come in and read, and the kids don’t know that it’s their family and they get super excited. So, we kind of actually customize to get the parents in.”

School administrators and teachers described how they try to use workshops to engage parents:

- A school administrator said, “There [are] a lot of workshops that happen here...[W]hen [parents] are available, they want to be here with their child. So, having that availability, so they can be here with their child, is instrumental. So, the fact that there’s a lot of workshops that happen here, the parents always know that in the week there’s something for them to do with their child.”
- Another school teacher said, “On Tuesdays, we have time with parents, and we host workshops on kindergarten readiness. We also have an end-of-unit celebration, with parents invited.”
- And another school administrator said, “We had our social worker [come in]...because I wanted to do a thing with the parents where I did a presentation on transitioning to kindergarten, and she was like, ‘I’ll do it.’ And once she said she was doing it, none of my parents came. Zero. Zero parents came. Because they don’t know her, they’ve never seen her before. They’ve never talked to any of them. And she sat down and gave a PowerPoint from her seat. And I feel like if I could have done it and specified it to the kids that I have, it would’ve piqued more interest, and the parents trust me at this point. So, more people would’ve come.”

School administrators also described the challenge of engaging parents in school-based events:

- A school administrator said, “It is difficult to gather all parents because most of them work and cannot leave their jobs.”
- A school administrator said, “It’s so hard to get [parents] in... We have a lot of single-parent families, families with two and three jobs. So, basically, we don’t get to see them... We see them in the morning when they drop their kids off, and we don’t really get to see them when they pick their kids up, because [the kids are] in after-school.”
- Another school administrator said, “Parents sometimes have some struggles there where our day ends at 2:40 pm and there’s no give-and-take with that. In terms of parent relationships, from year to year it changes. So, you’ll have some parents that...drop their kids off and then they come and pick their kids up. And then some years you’ll have them drop the kids off, they stay for an hour, they stay for two hours, they come to every workshop.” She also said, “Is there a way that we could make parents accountable, where they’re coming in for classes? Right now, the workshops are voluntary. If we could have a way that we’d say, ‘No, you have to come in.’ Right? This is a part of the program.”

A Head Start teacher described her efforts to overcome parent perceptions that her program is a “drop-off program” that doesn’t require parent participation:

- A Head Start administrator described strategies she uses to draw parents to participate in center-based events: “We have a large turnout when it comes to, say, assemblies. We had

a big multicultural day assembly, we had a winter show. Huge turnout for those kinds of things. When we get the kids involved and excited about it, they go home and share it with their parents, and they then, kind of, it catches on. The parent engagement piece where it's just a parent coming in to do an activity—where, for instance, we had a workshop about the importance of learning through play: Three parents showed up. I advertised my tail off. I even made an incentive program: If you come, I will put your name in a raffle, and you will get a portable charger. Still only three parents came. We had parent committees every month. We got to a point where only the president was showing up, and then not even he came. So, we're trying actually to think about next year: How do we get kids involved in those moments? Even when they're not invited to the party, how can we get them to know about the party to get the parents excited. So what if we had told the kid, "Every second Tuesday of every month is parent committee!" Like, get the kids maybe making posters about it: "Come Mommy, come Daddy, come Grandma, come Grandpa. Come support my school. Come make plans for my school. We're planning our graduation ceremony. You should come to this meeting." If we get them involved, maybe we can get the parents to come in. So that's something I'm doing a lot of work on right now with our family service coordinator, to try and get her on board with this too. Because that's the only time I've seen parents involved, is when their kids are involved too. 'Cause other than that, we're still looked at as a day care center. And day care means you drop off, you pick up, don't expect me to do anything else. I even have, right now, four parents who still haven't come in for a parent-teacher conference. The excuses I'm getting are, 'I don't have time for that, and I don't have to do that.' Well no, it's mandatory. 'Well I don't have time for that. Figure it out.' So that's the mentality we're trying to fight against, and work with."

NYCEEC teachers described using newsletters, phone/texts, email, and an app called Class Dojo to communicate with parents:

- A Child Care teacher said, "I use 'Class Dojo,' which allows me to communicate with the parents on a daily basis, and they can communicate with me...It's an app. So, they have it on their phone, I have it on mine. And so, I can take pictures and post it, and they get to see what their kids are doing throughout the day. I take videos, I post it so they get to watch it. And then I just tell them, you know, 'Look at the video, you should show them what I sent, and then you guys can have a conversation about that.' I send reminders through it, so 'Don't forget, there's no school,' or we have Spirit Week next week, so I've been reminding them, 'Don't forget it's Spirit Week, don't forget it's Wacky Tacky day.' So, I'm always engaged, 9 o'clock at night, ding off. 'Miss —, I know it's late, but can I ask you a question?' And, you know, I'm okay with it. I'd rather you asked me, if you need to know the day before, than to miss out on something the next day. And it doesn't take much to pick up the phone and answer back."
- A DOE-only teacher said, "I'm very much there for my parents, in that they can get a hold of me anytime, because we have an app called Classroom Dojo, which works kind of like...they can text me, but it's not going to my phone number...it's like a Facebook, like a private Facebook thing just for teachers and the parents, which is great during the day. I can snapshot them playing, and send it to all the parents, like, this is what we're doing... So, I can send a picture of a book, or what they're learning about, but then, it can

be, sometimes for me, 7 o'clock, 8 o'clock at night, and I get a message from a parent saying... 'I need a recommendation letter...'"

School and NYCEEC teachers and administrators said that forging trusting relationships with parents and helping them to understand the value of the pre-K model was a priority:

- A DOE-only teacher said, "I'm setting the tone of the classroom in the beginning of the year, and [they're saying], 'I know what to do and I know what I'm doing.' ... So, when I see something in [a] child, I'm calling [a] meeting, like, 'I want to tell you about your child, abcd, this is what happened here, and this is what you can do to support your child.' So, I help them to orient where is the best place for the child from the September. So, I have my first assessment in the [first] 45 days, and after that I'm starting many meetings with parents, letting them know what can they do for their children. We [are] working together, like partners, and we have a good partnership with parents to focus on [the] child... That's all that I can do."
- Another DOE-only teacher said, "The better the relationship, the better the student's gonna be, and if there's ever a conflict, I try to talk it out, have a meeting, let's fix it. And I also, because I think pre-K is so misunderstood, I make a big effort to send out articles and research. This why we do it this way, and this is the importance of play, this is why they play for this amount of time and it's not just play, or this is why we are going to start teaching them invented spelling, here's the research behind it, or, just because I think it gives the parents something to read."
- A school administrator said, "Getting parents to be on the same page is the biggest challenge, you know. And having them really understand that it's not just play time, that it's serious work. And we want them to play, but what we have seen is that those kids that come in with a good foundation from home... We get to give them some good support, [and] we see them be very successful going up into kindergarten and 1st grade. And so... even though [UPK] isn't mandatory, it should be, 'cause it's so important what they do and what they get. 'Cause most parents are not equipped to give them... They don't know what it is they need to learn, right? And if you're not going to do it at home, then bring your child to someone that does know what they're doing, so that we can give them a leg up."
- Another school administrator said, "I think generally, as a parent, you're concerned for your child and [their] education—that they learn. However, [parents] may not always know the actual age-appropriate learning progression. So, where a parent may be home having a show on for the children like [Baby] Einstein, [or]...they may have a book and they may be reading to their child. And they're doing all this for enjoyment. But when [children] come to school and they learn, well, you can actually start asking questions from that book. You can just use the pictures. You can have the child tell you a story from the pictures. It just opens up a different purpose of the education that they provide. Because every child's first teacher is their parents... They do it for enjoyment, pride, they're happy that they're the ones providing some level of education to their child. But having that different lens, and different strategies, that's the gap."

I.5. Services for Children: NYCEECs and schools offer a similar array of services to children, via on-site provision or referrals, although schools are more likely to provide

children with on-site speech and/or occupational therapy. Child Care sites are the least likely to provide on-site speech and/or occupational therapy. (Table 11 in Appendix A)

NYCEEC administrators described the services for children they provide on site:

- A Head Start administrator said, “We have many challenges, and we know what to do here. We have the mental health clinic... we’ve done everything. We’ve done Response to Intervention, we’ve done every type of service, we’ve done every type of evaluation we needed to do.”
- Another Head Start administrator commented, “We have Music Together, that would be a very expensive service, had we not able to partner with [the providers of that program] to bring music into the classrooms.”
- A DOE-only administrator said, “[Service providers] have great connections with ACS, with outside partnerships, and they make all of those resources available to us. And then in turn, we have a full-time school psychologist and a full-time social worker who makes sure that the parents are getting what they need in terms of services.”

Several NYCEEC administrators and teachers described difficulties getting access to behavioral and special-education specialists for children:

- A Child Care administrator said, “There’s always a barrier [to getting complete services], especially with speech... [We try] to get a speech pathologist to come to our site. They don’t want to... They don’t wanna commute and...we keep on hearing that service providers can’t find parking. Why that factors into them taking a case is beyond me. But they’re like, ‘We can’t find parking, so we can’t go there.’ So, trying to find a speech pathologist, trying to find an occupational therapist to come to our site has been a challenge...So, with providers, we get stuck with the low-quality providers that are left at the bottom that nobody else wanted and then we end up getting them, which we’re having such a challenge with.”
- A Child Care teacher from the same site said, “It’s been an issue of kids not getting IEPs when they need them.”
- A Head Start teacher said of a child, “He was supposed to get speech [therapy], he hasn’t been getting speech...Something happened, he wasn’t getting [it], kept trying to fight for it, but...bureaucracy.”
- Another Head Start administrator said, “They send somebody out once a month. They say they have a psychologist who we’ve never seen.”

Some teachers described navigating difficult discussions with parents concerning their children’s behavioral needs:

- A Head Start teacher said, “I’ve had parents in denial. Like, one of the parents I spoke to today about the academic issues of the child, and the behavior issues...said, ‘Oh, at home he does this,’ and I know he doesn’t do it, because he can’t do it here.”
- A DOE-only teacher said, “I see parents [with]...this fear of a child being diagnosed with something or being pinpointed as different, [and that] really holds these parents back, and they don’t wanna go forward with services...I tell them, ‘There’s no such thing as a

permanent record, they're just evaluated every six months, and then if they still need the services, they get them, and if not, it goes away.”

School and NYCEEC administrators described the family services they offer and the referrals they provide:

- A Head Start administrator said, “We don’t get funding for all the extras. So, we need to make it happen. And in my case, it is developing partnerships within the community, like [the] School of Social Work, like Long Island University School of Nursing, like in-house, our own partnership with our workforce placement program, that’s sort of a pipeline to—within the community—to different job openings. [It’s not just for UPK parents], it is for anyone.”
- A school administrator said, “We’ve been lucky to have a family worker specifically designated to pre-K. So, throughout the years, that family worker has established relationships within the community, and through outside organizations...she’s been able to continue those partnerships. So then that agency knows of someone, and then they refer that other organization to us. So, in that regard there’s a really good, strong connection with the family worker and outside community resources.”

A Child Care administrator described devoting substantial time to forging and sustaining partnerships with outside organizations:

- “Looking and identifying different training supports... We have incredible [organizations] that we’ve been looped with for the entire year. Those, out of pocket, would cost us thousands—like, it would not be doable... Maybe 40% of my job is finding linkages to fill in the gaps. And then to keep them going... So, it’s not just, “Okay, I want interns.” Well, you have to train them. It is a very reciprocal relationship with any of these partnerships. So, you’re not just taking, you have to also give. You give the support, the supervision, all of those things. And that’s with everybody that we partner with. So, it is like 40% of the job, when I think about it.”

I.6. Transitions to Kindergarten: Schools and NYCEECs help their children transition to kindergarten in similar ways, but they meet different challenges in doing so. (Table 12 in Appendix A)

NYCEEC administrators described their transition plans:

- A Child Care administrator said, “I call the schools and the principals, which I have a relationship with already. I call them and we set up tours— we take the children, and kind of let them get a bit of a feel of what it’s going to be like when they go to these new schools. We show them the cafeteria—that now they’re not going to be eating in the classroom anymore, and they’re going to be in a lunch room with a lot more children. So basically, we just set up tours with the children, and we go to the schools—the neighbouring schools—and they give us tours. They get to go into a classroom, a kindergarten classroom, and see what it’s like in a kindergarten classroom...It always

worked very well, and the principals have always been so supportive. And it's also building relationships with neighboring schools."

- Another Child Care administrator said, "In the beginning of June...we read the books about kindergarten, we'll take a walk and even if we can't get into the school, sometimes they don't allow us to, we'll walk and see the school so they see the size differences."
- A Head Start administrator said, "We do tours with the parents. We actually eat lunch in the public schools in the summer, so they get to see that part of it."
- Another Head Start administrator said, "A lot of the stuff that I did this year was getting different kinds of schools here to talk about what they offer. I got charter schools, independent schools, and public schools to come in and talk about, 'What do we have to offer for your child?' And then we supported them in saying, Okay, maybe [Child X] would work great at that charter school, but have you considered this public school as well, because you want to have both, a balance. So, we help a parent through thinking about, 'What would that ongoing school look like for your kid?' and giving them that support."
- A DOE-only teacher described how she uses libraries to support children's transition through the summer: "We also go visit the neighborhood library, and I'm trying to make sure that the parents continue that with them. And we go at least once a month; I schedule a visit with the children's librarian. And they like that."

A school teacher's comment illustrates the experience of transition for pre-K children continuing in the same school:

- "The ones who are coming to stay here, they've actually gone up and went to the classroom, and got screened up there, and spent an hour or so with the kids to see how that was. We took them down to eat at lunch with the kindergarten kids, so they're getting used to not eating in the classroom. Things like that. They've met the kindergarten teacher a lot. Like, we had a play that the kindergarten came down to watch, and when the kindergarten does something our class goes to see it. So, they have a connection with that kindergarten teacher already."

Several administrators said that parents need help with the enrollment process for kindergarten:

- A school administrator said, "A lot of our kindergarten/pre-K parents did not know that they had to go online and fill out the application, even though we handed out the flyers. We had a PD on it. We had a big gigantic poster out there. And we handed the books, the pre-K registration books, like, every month."
- A Head Start administrator also described helping families with enrollment as a challenge: "I think that the parents, when registering, are still not computer savvy, and there's many other ways to do it, but it's still hard for them to make that phone call...For some of our families, it's their first time advocating for their children...So that's been a challenge too."
- Another Child Care administrator said, "We're currently helping a parent now who has two of her kids in a public school, and when she applied for the third one to go, they did not give priority for sibling, so they sent this third child to a totally different school. We've made calls to the district...and they said that it's just the way that it's set up... It's

definitely tough for some of the parents...because they don't always get [their] choice...That's why I always tell parents, 'Apply early. Soon as the application comes out.'...I'll get the list, and I'll say, 'Did you apply? Okay, yes, show me proof,' and I'll check off so I can go after parents who haven't applied."

II. Administrator Characteristics and Well-being

II.1. Administrator Experience, Education, and Compensation: Despite similar levels of experience and education, school administrators receive much higher compensation than NYCEEC administrators. School administrators are also more likely to have employer- or union-sponsored health insurance and/or retirement plans. Administrators at DOE-only sites are the least likely to have employer- or union-sponsored health insurance. A small percentage of NYCEEC administrators receive some type of government assistance, such as cash or housing assistance, FRP lunch for their children, or food stamps. (Table 13 in Appendix A)

Many NYCEEC administrators commented on their low compensation:

- A Head Start administrator said, "You [have] teachers that [are] making more than directors that were a part of the Pre-K for All because of the incentive they would offer the teachers, but they were not offering us anything, and they still haven't, really... [I would like it if] the directors would get a little extra money too, because we are doing extra work...Whatever we do we just do because we care about our program. And whatever salary we're making is blended in together. So, it's not anything additional."
- Another Head Start administrator said, "My salary is \$55,000. When I left the Department of Ed I was making close to \$70,000."
- And another Head Start administrator said, "I think there's got to be a way for directors somewhere within the UPK budget, a small way of appreciating them, with some type of something, you know."
- Describing the most challenging aspect of being a UPK administrator, another Head Start administrator said, "Money issues...We're underpaid and it's always an issue for everybody. So, everybody complains."

II.2. Administrator Stress and Satisfaction: Across all settings and auspice categories, administrators report high levels of job-related stress. Many cite the challenge of managing multiple and sometimes conflicting agency requirements. Yet, administrators in both settings also describe rewarding aspects of their job. (Table 14 in Appendix A)

Administrators identified multiple agency requirements as one of the most challenging aspects of their job:

- A Child Care administrator said, "I think for me the most frustrating thing is that, because we're working for ACS and DOE, there's a lot of confusion [between] what ACS wants and what DOE wants...that can be a little bit confusing, and it becomes frustrating at times, because the teachers become frustrated, because now they have this one person who says, 'Well this is what we want this to look like, and this is what's developmentally

appropriate,’ but then DOE comes in and says, ‘Well we don’t want it this way, we want you to go towards this one.’ So that’s...the only really more frustrating part of UPK.”

- A DOE-only administrator described the challenge of managing a UPK classroom alongside a large special needs program: “It’s a tremendous undertaking for one [UPK] class... I have to shift my attention between the one UPK class and 10 others that are not following the same curriculum, routines, schedule. So, trying to divide my time fairly among two very separate programs is challenging. There’s not enough hours in the day.”
- A Head Start administrator described the worst part of her job: “Having two masters—DOE and ACS under the City Early Learn program—is sometimes confusing.”
- A Child Care administrator said that the worst part was “time management concerning the different requirements from DOE and [ACS] Early Learn.”

A NYCEEC Child Care administrator described the stress of getting teachers to adopt new pedagogies and practices:

- “I’ve had teachers that have been out of college over ten years. So, to reteach them...I can understand why they were combative with me, because I’m combatable. I understand why they were like, ‘Okay, why are we doin’ it this way, because we done it this way and all of our children are doin’ great in charter schools, and in the public schools. Why do we have to change it?’ ‘Okay, well why don’t we write to someone, because I don’t have the answers for you.’ And it’s frustrating. It is.”

Some administrators described structural issues that were a source of stress:

- A school administrator said, “The overall stressors of the job are things that are not in my control. So, again, in this particular district, we share space. So that affects pretty much everything in my school building: when I get to give the teachers their preparation periods, their breaks, their lunchtimes; when the kids have an opportunity to go in the gym; when they have an opportunity to go in the technology lab. I can’t give the kids as much gym time as I would like to, because I have to schedule it around the other school. Also playground, outdoor play—that’s affected. I didn’t have a pre-K school yard for a long time. So, we shared just the Parks Department yard. So, I had to figure that out, write some grants and get that. So, the biggest stress is sharing space.”
- And a pre-K center administrator said, “We have to drive to different centers, and some of them are 45 minutes to an hour away. And the challenges are also that I’m supposed to observe District [#] pre-K classes in the public schools also. So that takes away a lot of my time. I have to be at the superintendent’s office at least three times a day, so that leaves me with only, maybe, two and a half days to deal with...my centers. So that’s the issue with me. I don’t know if that’s in every center, but in this one, that’s what I have to deal with.”

Despite facing challenges in their work, both NYCEEC and school administrators effusively described the joy of working with young children:

- A Child Care administrator said, “I’m going to say that in general it’s not about just for UPK, it’s that I have a love for children. I have a love for children, I have a love for

families. I like to see children readily prepared, because I come from the Department of Education, so I know what's expected, and I like to really get them prepared, so they're not shocked or overwhelmed. You know. Because parents get overwhelmed too. So just, preparing the parents as well as the children, for a lifetime career, because it is 18 years you have to spend in education. So yeah, just getting the children prepared, just in general."

- Another Child Care administrator said, "Well, basically it's wonderful to see how the children come from our younger classrooms and trickle into the UPK classroom, and how much work goes into working with the children, and having them prepared for kindergarten, and having the parents come back after they leave here saying how wonderful the children are doing in school. And, you know, always working in the UPK classroom because you get older children, you get to do so much more. So, for me, I think that, just the overall experience of working with the children and seeing how they progress and transition into the elementary schools is a wonderful experience."
- And another Child Care administrator said, "it's the kids. It's just the overall being with them...at this age there's so much you can do with them. They [are] so open to suggestions and they come up with some of their own suggestions on things, so it's just, it's fun. It's... a really fun time to be with them. The things that come out of their mouths sometimes are hilarious. But just watching them, especially when they're learning something new? Knowing that we're preparing them for—what they call—the big school. Preparing them for that is, it's great. I mean, it's an accomplishment in itself just to see. Right now, out of twenty children, I wanna say we have about a third of them [that] are pretty much on a beginning amount of reading already. So, we have word families that they all know already... they know quite a few sight words. So... to see that is great."
- A Head Start administrator said, "I've always loved children. So just being around the children and watching them grow, and remembering how they were in September, to the totally different individuals that they are now, in late April. And since I've been in this field for so long, seeing how the field has changed, and remembering when I was teaching, and now what's being taught, it's really a 720-degree turnaround. In a good way."
- Another Head Start administrator said, "I tend to look at things from a macro level...I look at the impact [UPK] is having collectively on a community, being able to maintain your employment, or go back to work, or go back to school is huge. And so, being able to provide that service is rewarding. I'm going to always be a social worker at heart, not an educator, in that sense. So I look at the collective gains, I think. So it's rewarding. I mean, that's a good thing to be able to say, well that's your job, and even on the worst day, you're still actually having a positive impact."
- And another Head Start administrator said, "[UPK] gives an opportunity for our families who are of course combatting all the deleterious effects of poverty [to have] an extended day. So that's one particular thing. Two, I think it puts myself and my teachers more in tune of what's expected of our children."
- A DOE-only administrator said, "I get to see the kids grow. There's a lot of growth in a very short amount of time. And the teacher support—I really enjoy being with the teachers, and training them, and sharing my experiences. I've been around a long time. I started teaching when I was 22, and I have seen things that people can't imagine. I worked...for 17 years, with children as young as 3 and as old as 17, and I come with a lot

of experience and knowledge that I can share. And everybody here is really open to hearing what I have to say and taking my suggestions and going with them.”

- A school administrator said, “The best part of being an administrator with UPK students is just watching them grow and blossom throughout the year. My love has always been in early childhood, so the leaps that they make, and also the love of education that they come in with [are the best parts]. They are not jaded, they’re fresh, and actually I try to make it into their classrooms every day just to say hi, just to say good morning, you know, because [of] the warmth and the brightness that you get from them.”
- Another school administrator said, “We feel like it’s brought so much life into our building. Just their playfulness, their curiosity. It’s just wonderful to walk in there and to see that they’re learning something new every day.”
- Another school administrator said, “You are able to connect and establish long-lasting relationships with parents and the student... The best thing about having UPK at [our school] is that it supports community building.”
- And another school administrator said, “Getting to see the early years, the foundation. Looking at what children are absorbing, and then being able to see how that develops over time. So, a lot of just getting to see the exploration, and actually seeing the teachers nurture that, and seeing them apply those skills and what they learn from inquiry.”
- An administrator at a pre-K center said, “The best part? It’s definitely being in the classroom. I like to talk to the students. I like to, not only to play, but even to create little lessons with my students, and also, I like the interaction that I have with the teachers, because I’m learning from them as they are learning from me. So that interaction is what I most enjoy.”

They offered varied advice to anyone considering becoming a UPK administrator:

- A Head Start administrator said, “I guess being more observant and take a lot of notes of everything that goes on. Be in the classrooms more, if you have the time, and observe everything... Provide feedback to your teachers, to your team.”
- Another Head Start administrator said, “Have your teachers’ backs. Be their advocate. Ninety-five percent of the time, the teachers are actually living the same lives as the parents... They also are struggling to put food on their plate. I had to speak to a teacher about taking milk home to her son, because we were running low on milk, and I noticed that particular teacher was always coming up with more milk for her classroom than we knew she needed, and we had to have a little private conversation, and we worked it out, and I’ll definitely help her get some milk. But that’s a huge thing that I didn’t realise was going to be so prevalent. Knowing the salaries we’re giving, knowing the community we’re in. My teachers are in the trenches. I have a teacher who was in a domestic abuse shelter for a little while. So, you have to be their advocate. It’s almost like you have to be their therapist and their boss, all at the same time. So, I’ve tried really hard. You can see from my space in here, I’ve tried to set it up so a teacher could come in here and feel comfortable to talk. A kid could come in here and feel comfortable to talk... We joke, ‘This is Vegas. You’re allowed to come in here and say whatever the hell you want, and it’s not going to get anywhere.’ And I am very, very proud that I would say, out of my 14 staff members, I would say at least 12 of them feel that way, that they could come in here and let fly... That would be my biggest, biggest piece of advice, because they don’t really

have any other advocates. Everybody else is coming in there with their fingers wagging. You know: Why isn't your cleaning solution changed in the morning? Why haven't you done the proper hand-washing procedure? Why is your ed. file not containing this particular parent notification? It's all finger wagging. So, you can't be that person to finger wag. You have to be the person to pump them up. Make sure they feel like the rock stars they really are, 'cause they truly are rock stars. You can't be that other finger-wagger."

- A DOE-only administrator said, "I'd say go for it. It's so rewarding, it really is. I love to watch them blossom and grow. I love the enthusiasm of the coaches and the teachers, the level of interaction at the workshops this year. There's a true camaraderie, it's hands on, it's inventive, it's fun."
- A Head Start administrator said, "Be creative (think out of the box in order to make things happen), be patient. It's OK to challenge ACS and hold on to your convictions and integrity when ACS is wrong—do not ACS bully you or scapegoat you. Partnerships with organizations are essential to providing services which funding cannot provide."
- Another said, "Make sure you have patience, know there will be unpredictable hours, have a sense of humor, be willing to put on different hats, from custodian to cook to teacher to assistant and everything in between. Also... don't expect to get rich."
- A pre-K center administrator said, "They have to be very flexible, definitely. Flexible. They should be able to spread themselves as much as possible. Definitely understand people. Just people. And children. I guess if you understand them, you get along with them, you can talk to them, they'll be receptive to you. And they'll learn. And of course, you need that pre-K background, now, because we don't want to be teaching 1st grade or kindergarten to pre-K students."
- A school administrator said, "I think it's important that the administrator literally gets to know the families. They need to get to know the families personally... and be very, very active in the enrollment process for pre-K and for kindergarten. A lot of our kindergarten/pre-K parents did not know that they had to go online and fill out the application, even though we handed out the flyers. We had a PD on it. We had a big gigantic poster out there. And we handed the books, the pre-K registration books, like, every month. They didn't know, 'cause they believe, since they registered in pre-K, it's automatic. They, in their minds, internalized that it's for other people that are not in pre-K. And then you miss the opportunity to get an offer. So being very active in that regard will support them. Because it was amazing how many parents go, 'But I didn't know.' 'But you came to the meeting, and I spoke.' 'Well I didn't know that was for me, I thought it was for somebody else.' So, that piece is instrumental to make sure the kids have a transition to the next grade."
- A school administrator said, "Have a social worker on site to support scholars and families in the program. One that will work diligently to get needed services for the scholar."
- Another school administrator echoed this, saying, "Get your own social worker!"
- Another school administrator said, "Spend a lot of time in the classroom. Research a lot on child development, and how it applies to now. And don't discard old research... I'm a Vygotsky believer; I believe in the Vygotsky way. And just be open to exploring and being innovative... [But] the biggest thing is the right fit of teachers, and teachers' assistants. If they are not nurturing, they have no place in pre-K. So, I've been fortunate

enough since I've been here to have really, really nurturing people. I've had a couple of assistants who were not, and I got rid of them immediately... You know, pre-K teachers have the biggest impact. People think that's the easiest job. People always want to fight to get into the pre-K classroom... that's [teachers'] first choice. They want to go to pre-K. But that, actually, is the hardest job, pre-K, because you're a mother, and you're responsible for developing a being in the beginning of their years. So, for an administrator, they must, must, must be up on child development, and understand it themselves before they can evaluate and tell someone else how to do it with other people's kids."

III. Teacher Characteristics and Well-being

III.1. Teacher Experience, Education, Certification, and Credentials: While school and NYCEEC teachers have similar years of experience, school teachers are more likely to have post-graduate degrees and to be certified in early childhood teaching. Teachers in Child Care sites are the least likely to have a master's degree, be certified, or have a credential. (Table 15 in Appendix A)

- A Child Care teacher said, "I think it is very unfair that teachers in the Community-Based Organization with their master's and certification make \$10,000 less than those in public school. If you are in an ACS Pre-K for All classroom, you are open all year round with very limited holiday and burn out early on in the year. The expectations of teachers are standard but the compensation for teachers is unbalanced... You do have a student loan you need to pay off, so can you survive on this?"
- A DOE-only teacher said, "To be a pre-K teacher, you need a master's, so why aren't they getting paid just as teachers? We work just as hard, we have to follow a curriculum, [and] we have to follow everything through the DOE."
- Another DOE-only teacher said, "I was a part of the pre-K scholar program from the Professional Development Institute (PDI). I received a scholarship to Hunter for my master's and certification in exchange for teaching three years at a CBO. [But] I was never told the pay gap between DOE and CBOs. I get \$50,000, it's mandated by the state for a CBO. At a public school, same degree, same experience, I would get \$62,000, minimum. So, I don't know how they want teachers to stay in CBOs and have that big gap in salary. They've tried to make it a little better, and if you stay at the same school, they give you a \$3,500 bonus to add, but then I also don't get health benefits here, so after I pay my \$500 a month, I'm getting paid a lot less. And at public school, I would get my 401k [account]... I would get a lot more for what I was doing."
- A Head Start teacher said, "It's not a mystery why there are few certified teachers in agencies like [ours]. They jump to the public school as soon as they get their professional teacher's license. The physical work (moving the tables, the chairs, the sleeping cots, serving meals, cleaning the room after meals) in the classroom is just as hard as the intellectual work we provide to our children. With this kind of work, we don't feel like we're white-collar professional teachers. We feel we're more like blue-collar factory workers."

III.2. Teacher Bilingualism and Cultural Competence: Although NYCEEC teachers are more racially/ethnically diverse than school teachers, teachers in NYCEECs and schools are equally likely to be bilingual in English and Spanish. Teachers in both settings are generally confident in their ability to teach DLLs effectively, but fewer say they adapt their practice to children’s cultural backgrounds. (Table 16 in Appendix A)

Some teachers and administrators described their efforts to get to know families and their cultural backgrounds:

- A Head Start teacher said, “I like going to the home because first of all, the kids get to know me, and because I speak only English, it’s always a little hard for them to get used to me, so I go to their house and they see me in a friendly environment. With the parents, there are some parents who understand a little English, so I try to talk to them and if I see a blank stare, I kind of call [AIDE] over and she’ll help me with translation.”
- A DOE-only teacher said, “We’re very multi-everything: multi-cultural, linguistically, backgrounds of parents. Not the children. Because...[the] majority of the children [were] born here, they’re English-[speaking]... But because we have [different parent] backgrounds, so we [are] trying to bring it in the classroom, and it start[s] from the beginning of the year, when... they bring in their family picture, they see all this variety of different faces... And I ask parents to make... mobiles, with history of their family, and this is where we really see the roots, where they’re coming from, and I ask parents all the time, what language was like for their parents...So on the wall, we have by now more than 10 languages.”
- When asked how she supports diversity in the classroom, a school teacher said, “Singing hello in different languages in the morning. We had a culture celebration where families brought in clothing that’s maybe more traditional to their families, and we have some of that in dramatic play, all sorts of traditional clothing. [And] I make sure that there are books and pencils in all of the centers to help support reading and writing.”
- A school administrator said, “A lot of our parents, the language happens to be something that we can meet. So, we do have some families that are French, and unfortunately, we don’t have any French staff members here, but the majority of them are Hispanic. And we have staff members that can speak to them in their language. So, they always know someone to come to. So, they come here often. And they even come here for items that are not school-related...Because the teachers don’t speak the language of our community, it’s the paraprofessionals that do, so they oftentimes are the translators. So, we have to oftentimes make sure that you’re translating exactly what they’re saying. You’re not paraphrasing, and that you’re not speaking the typical outside version of the language...you’re speaking [academic] language to the parents. So that’s just one little thing we monitor.”
- A Child Care teacher described multicultural practice and what it means to her. “I feel like it really comes from the individual families, and...they know that I’m open to really anything...A parent said, ‘It’s Diwali’—last year— ‘Can we bring in Diwali stuff and have Diwali?’ and I was like, ‘Of course. Please.’...The best part of it was...the kid whose family was Indian-British, he put a bindi on himself. All the little girls were getting bindis, and the little boys were like, ‘Can we have them too?’ and I [said], ‘Of course,’ and he was like, ‘Can I have one?’ And so, he goes up to the mirror, and he

looks at himself wearing a bindi, which...of course has meaning for him, as a, basically it's like cross-dressing, and that, for me, had like, all of the levels of what is supposed to go on in the classroom. I feel like there's always more...I'm more interested in...what does your family know how to do because you're from...[X country]. Those I think are always the more subtle and sometimes the more difficult, but the better. I think one of the most interesting guests, this isn't like a cultural thing, but I think one of the most interesting guest interviews we had, we had our own kitchen worker come in. And this was a kitchen staff member [who came] in, and she was talking to them and I was translating, and...the most interesting thing that came out of it, she was like, 'I'm washing dishes all the time, my hands are rough,' and one kid was like, 'Can I feel your hands?' and so every single kid in the circle, like, felt her hands, and that was truly how they understand what she was telling."

A school teacher described how cultural issues can complicate observations of behavioral issues:

- "Any sort of [behavioral] issues the parents have come in and observed through that little window or like, when we're outside, have observed from outside in the parking lot...There [were] a lot of cultural differences...where things like services are not expected or accepted in the culture. The thing that's been helping us, is we've been meeting as a teaching team—like it's me, my assistant, and my aide [meeting] with the parents."

III.3. Teacher Stress and Satisfaction: Across all settings and auspice categories, teachers report similarly high levels of job-related stress. Many teachers, particularly in NYCEECs, say that not having enough time to prepare lesson plans, document student progress, and complete other paperwork are sources of stress. Yet, once again, teachers in both settings also describe rewarding aspects of their jobs. (Table 17 in Appendix A)

- A Child Care teacher said, "It's tremendously stressful and I feel like it's sometimes, like, the bad stuff is absorbing, but also, just doing the good work is also, when it's good, it's also totally absorbing. I get sucked into a world where...it's a little bit like working in an insane asylum."
- Another teacher commented on stress related to the decision to leave a Child Care site to find a job in a school: "The stress is high. It's very, very high, because I just graduated, and...now I'm looking for a school that will take me in pre-K, because that is the grade that I love and that's what I want to be in. I enjoy this age group, and the stress level is high because I'm like, okay, it's either you just stick it out here [in Child Care] and make lower than what you know you can make in DOE, or you go to DOE and you can end up in 2nd grade, 3rd grade, 1st grade."

Several NYCEEC teachers described a lack of prep time as a source of stress:

- A DOE-only teacher said, "Teaching is a very hard job; it's hard to leave it at school. I would say any time that I get to lesson plan or do my assessments, 90% of it is at home...I don't get prep time. I would say any time I have to prep in the morning is usually just classroom prep, as far as cleaning, or mentally preparing, or trying to align

my day. But actual lesson-planning, that's all at home, and that's hard. I think that they should change that, maybe a half-day on a Wednesday, I know some schools do that, and then the rest of the time could just be teacher collaboration, planning, assessment time. Check-in with your educational coordinator. Something that would just, a little bit of give."

- Another DOE-only teacher said, "[On the] administrative side, like managing the classroom, it's really challenging now, because you have to keep a big balance of being with kids and doing all this paperwork and fielding all these regulations DOE expect[s] you to do, so that is challenging. Not being with kids, it's more like, how to manage your time, and especially in the setting of day cares, it's totally different from public school pre-Ks, because they have more prep time; we don't have it. Like, I don't have any prep time. So, I have to use magic to find the time to do lesson plan[ning], do observation... that [is a] big challenge—doesn't matter how experience you are, it's going to be challenge probably even more every year, because a requirement chang[es] every year, and it's more and more go[ing] on your plate, and you have to balance it."
- A Child Care teacher said, "Our kids, they're on ACS funding. They can be here for 10 hours a day. That's a very long day. And so, we as teachers have to find time in between. There is no prep for us... We have them all day."

A Head Start administrator said that her teachers have less prep time under UPK than they had previously:

- "At one time, they would make whatever money was in the contract, and then they would make additional moneys. So, if they had a 10-hour day, they would get their money, let's say seven and a half hours for the ACS, and then let's say, the hour and a half were coming from additional money. And that would help them with prep time, so they were able to do their paperwork, whatever else they had to do. Now we don't really have prep time... What I hear from the teachers is... it's a lot of paperwork. And... they have to be creative and find the time to make sure that they complete the paperwork that's required from them."

Some teachers also described a lack of vacation time:

- A Child Care teacher said, "There's no actual time—like, I'm on vacation, doing these [assessment] checkpoints."
- Another Child Care teacher said, "OK, it's Christmas break, and my family's here, but I do have to go to work. If I go to DOE I can actually be home with them. Things that might be miniscule to some, [are] big to me... In the summertime, I don't have a problem. I get up and come to work. It's fine, I love the kids. But it would be nice to have that option. Even if they gave day care teachers a month, and it doesn't have to be your dates that you're using. And if you said, "You know what guys? The last day of school is June 28th. You guys have the month of July off, you return back August 1st." I could take it. Give me something that gives me a chance to clear my mind and reboot myself. You don't get a reboot here. The kids stay 'til the very last day, and the next group comes in. There is no reboot for you, so how do you de-stress, and come back with this clear head and just ready to go? And I think that they don't realize what we go through. And I feel

like, If it's not okay for a DOE teacher to go through that and they need that time, why isn't it okay for us to need that same time?... For us in day care, we are literally a 12-month program. There is no break for us...The kids stay 'til the very last day, and the next group comes in."

A Child Care administrator commented on her teachers' stress levels:

- "All of this, doing this to make sure the ECERS score is good, doing this to make sure that we score correctly with CLASS, it's just a lot. It really is a lot, and I find that I have—in my years of managing centers—I've lost a lot of teachers because they're frustrated."

Another source of stress was behavioral issues in the classroom:

- A DOE-only teacher said, "If I see somebody struggling in this class...as in hitting, kicking, biting me, completely disrupting the day and it's taking 100% of my time, I can't be there for my other students...they're fighting with each other, things where I could have used support from the DOE that I didn't receive any support... I just felt so defeated by this job that, for a while, because it was like, 'These kids need help! But I can't...' [pauses, choked up]... When you see a child struggle, and there's nothing you can do because [the DOE is] not supporting you that way. That was hard this year, and I almost considered walking away from this type of job."
- A school teacher said, "Figuring out basically how to differentiate instruction is always challenging, but this year, specifically, I have one student who...has multiple disabilities, medical as well. So, differentiating for him has been challenging...In the past, I've never differentiated instruction for a child not only with academic disabilities, but with medical disabilities as well. I just didn't have experience in that. So, this year that's been a challenge for me."
- A NYCEEC teacher said, "The implementation of UPK has created a wild, wild west of early childhood education in our city... Probably the worst thing my institution does is [to] minimize the number of children who are given IEPs in the UPK year. They use many strategies to go about this: controlling my communication with parents, pointing fingers, performing assessments and never following up. Kids who need IEPs by [age] 4 and do not have them need immediate intervention and often require intense family work, but this process is not lucrative for the institution because they lose the children after a year. This puts teachers and children in dangerous and stressful environments."
- And another said, "In the past three years, I see a big change reflected from DOE. In the past, children [had a] more appropriate and child-friendly schedule that was more flexible for children's needs. Right now, the schedule is so timed and tight that the children don't have time to be comfortable in the classroom. For example, in CBO settings, the new 'recommended' schedule took away a big chunk of students' rest time. This resulted in the students becoming more hyperactive and the afternoons became harder due to the fact that the children were acting out and becoming restless. The rules that are given to DOE public schools cannot be expected in CBO settings because the circumstances are different in each setting. Our students come to school at 7:30 am and leave at 6:00 pm and it is a very long day for students who are only 4 years old."

- A school teacher said, “They expect us to build vocab and... to get ready for kindergarten, as well as work together with the kindergarten teachers. But behaviors of the students interfere with the learning process.”

At the same time, many teachers were effusive about their job:

- A Head Start teacher said, “I like being a UPK teacher because you get the children when they’re young. You give them a good foundation so when they go to public school, ‘Oh, that’s a good school, look how much he knows, and she knows,’ and when you see how much a child is actually catching what you’re trying to teach and their eyes light up and they can spit back to you but in their own word what they’re talking about.”
- A DOE-only teacher said that the best thing about being a UPK teacher was “interacting with those kids, because they’re very verbal, so they can express themselves verbally, and they come in with such ideas you would never expect from the kids, so it’s like, eye-opening work for you every year with this age. So, I love this age. My favorite.”
- A Child Care teacher said, “It’s been a good opportunity... I’ve basically gotten a lead teacher position in a situation...like, I don’t think I would have been a lead teacher if it wasn’t for the rollout of [UPK], and I’ve had the opportunity to do a lot of essentially learning through mistakes, which has been exhausting. But to have that opportunity has been, in some sense, very good...I don’t know if I would go a year up or a year below. I think the age group is perfect, I’ve had a great time with a lot of my families, and I definitely have had situations where I think in retrospect I don’t even agree with my own teaching two years ago...I would keep working in pre-K, I’m not going to quit, which is good. I made it, unlike a lot of people I know.”
- A DOE-only teacher, who taught in the neighborhood where she lived, said, “I serve my community, and that’s what I’m most proud of, I guess. That I’m serving my community.”
- Another DOE-only teacher said, “The best part about being a UPK teacher for me is just, I love this age. I’ve always loved 3- and 4-year-old age. I have a talent for it that I didn’t really know I had until I started to get into it...I love the actual job of being around them all day and influencing. I believe early childhood is the most important time to influence young minds and, so that part of it is my favorite part about teaching UPK.”
- A Head Start teacher said, “The best part is seeing the evidence of learning in the children. That’s the best part. When you hear it, and you know that it was something you delivered, and you can see that it was received well because it’s coming back at you in various forms from the children. That’s the best part. That’s really the best part.”
- Another said, “I have been working in pre-K for 20 years; both parents and students always come back and thanks us because they have been successful and have no difficulty to continue their higher education.”
- A school teacher said, “It’s so great because you really get the kids kind of like a blank slate sort of—some of them come with a little bit more than others, because they all have different levels, but it’s so great because they’re so enthusiastic about learning, and you can just put in so much, and then they can really go with it, and then, you know, they make it their own, which is really great. I personally love the creativity because I love arts, and I love making things and creating, and making everything hands-on.”

- Another school teacher said, “I always feel so much reward because it’s such a year of growth for this age, and the way that the children start off in September is precious, and to see their growth physically, emotionally, intellectually, [is] just extremely rewarding. There’s just so much that happens during this time period.”
- A pre-K center teacher said, “The students are part of the reason why I’m a UPK teacher, in the sense that I get to connect with them. I treat them almost as if they’re my friends, my peers...I learn from them, and they learn from me. Just seeing them happy makes me happy. It betters my day. So those are part of the things that I really, really enjoy about working in pre-K. And to bring it to the pre-K center, what I enjoy about working in [a] pre-K center is that it’s a smaller family. We do receive a lot more support and...we get a lot of time to kind of converse and communicate with each other, whereas sometimes when you’re in a larger school, you don’t have as much time or even the staff to do so.”
- A school teacher said, “I love just seeing the children’s progress. Specifically, I love the pre-K age group, because you really see them grow significantly from September to June, and there’s everything from skill levels, to their language, their vocabulary, their personalities grow. So, I’ve really loved watching the kids grow, and being a part of that.”

III.4. Teacher Support: Both school and NYCEEC teachers generally report that they are supported by supervisors and teachers in their school or center. However, school teachers are more likely than NYCEEC teachers to agree that they discuss challenges and try to find solutions with their peer pre-K teachers. (Table 18 in Appendix A)

Several teachers described feeling well-supported:

- A teacher at a pre-K center said, “Both of my [Assistant Principals], they will bring in material or ideas that they saw at a different pre-K center, and say, ‘Hey, maybe we could try this here.’ And likewise with my classroom. If they find something that they think is a good idea, she’ll ask, ‘Can I take pictures of this?’ or ‘Can we talk about this?’ Perhaps you’ll [design] professional development to share with some of your peers, and we’ll discuss...why you do this.”
- A school teacher said, “I feel like I definitely get along very well with my administrators and they respect me. They’ll come to me and ask me questions about early childhood and I do feel like they think I’m doing a good job and pre-K is very valuable.”
- A Child Care teacher said who was considering leaving for a public school said, “I love my team. That’s kind of what’s almost making me not want to go.”
- A DOE-only teacher said, “Me and [my assistant], we communicate, we need to communicate during the weekend or whatever. So, we’re a good team.”

A DOE-only teacher was more equivocal about her relationship with her administrators:

- “They’re supporting me...I say, ‘I need something to improve,’ [and] they will never say no. They say, ‘Yeah, you need it, OK.’ Like, we got second computer, we got iPad. I came, I said, ‘Hello, we need iPad for observation,’ [and] they bought it for me. So...they’re supporting me in some way because they know I’m not asking extra. I’m

asking what I need. And they trust me on that, and they [say], ‘Yeah, sure. Let’s do it.’ So it’s support.”

Yet, she also said:

- “Supporting in the way of sometimes I need support as a person—like, step in and do something for me—it never comes. For example, we have situation when we know parents [are] wrong. We need our administrative to support us on that because what they want, it’s wrong, and we don’t have it. I will say to [the] parent, ‘Sure, sure, sure,’ just to calm [them] down, but it will not change [the] situation. Because when somebody coming to me and they saying, ‘I don’t like that, that, that,’ if I can change it, I will say, ‘Yes, I will do abcd,’ and when it comes, just as empty promise from [the administration], parents still will come to me, and right now [there is] nothing I can do, so I don’t feel it as a support. I feel it [has] to be more, like, if [the] teacher’s right, you have to support them. Because every parent, they think of their own child. I have to think of 20 kids in the classroom, right? And everybody needs to be equal. Be welcome, and loved, and taken care of, and sometimes it doesn’t work.”

IV. Instructional Approach, Practice, Content, and Quality

IV.1. Use and Monitoring of Curricula: Schools and NYCEECs often use and monitor the use of curricula differently. Among the NYCEECs, DOE-only sites take a different curricular approach than Child Care and Head Start sites. (Table 19 in Appendix A)

NYCEEC and school teachers and administrators said that customizing the DOE Units of Study was an important—and challenging—part of classroom practice:

- A Child Care teacher using the DOE Units of Study said, “It really does have a lot of... elements of emergent curriculum and the prescribed things that they have in there are not bad, but...the thing that they’re missing is you can’t just cart out activity after activity after activity.”
- Another Child Care teacher said, “I think [the Units of Study are] good. I think it could use some tweaking, but I actually like the vocabulary. They give you the ideas for the areas, and the questions you can ask, and I think that it helps a lot of teachers who are starting out. So, I actually, I do like it, with a little tweaking... [For example] sometimes I go over [the recommended one month per unit] if the kids are having a good time and they really like it and they want to know more, then I might stretch one theme out and I might cut another one short. I try to do a little bit of student-direct[ed] learning. Because I feel like if you don’t give them some kind of input, then how will they ever enjoy it?”
- A Head Start administrator said, “The best part about being a UPK director is supporting teachers to think outside of the box when it comes to curriculum standards. So, I come from a place of emergent curriculum, and co-constructed learning. So, when I see those UPK guidelines, I see them as things for teachers to rest their back against, not things to be held as Bible and truth. So, the best part of my job has been this year to help other teachers think that way, ‘cause I feel like once they realize that those standards don’t

have to be things that are binding you, but supporting you, it shifts a teacher to think more creatively and to think to their passions.”

- Another Head Start administrator described the adaptation required as frustrating: “I love how they plan the units...it has all the components of a unit of study, which is great, but...they really want us to do it in the timespan that they want us to do it in. And maybe that works for a UPK in a school. Here it doesn’t. We have so many emotional difficulties, and we like project-based things. Not that it doesn’t fit with our philosophy—the units are really well thought-out—but sometimes they don’t fit the needs of our learners. I know we’re adapting it, we’re differentiating it, but if our kids are not interested in water right now, we’re open for the summer—that’s when I want to do my water thing. Here you have to do it aligned with the Building Blocks. You know, we kind of do what’s best for our kids anyway and cover the objectives and the goals in a different way, and both our Building Blocks coach and our early childhood coordinator—[we] don’t do it, you know, covertly. I’m transparent about it—, and they understand. But it is frustrating that you feel like these things happen, these blocks. ...It doesn’t happen organically for them, and we want it to happen organically.”

On the other hand, most sites using the Building Blocks curriculum (though not all) were positive about it:

- One Head Start administrator said, “We have a wonderful program, Building Blocks, that’s a math program, which didn’t change the way we teach math, but it just sort of gave the teachers more...structure.”
- A school administrator said, “I think that we’re going to see students with a stronger mathematic background that of course is going to help them in K, 1, 2, and 3.”
- A DOE-only teacher said, “I love it, I love it. We use it every day.”
- In contrast, another DOE-only teacher said, “I was taught that I’m not supposed to just sit and do direct instruction for most of the day. And that’s what [Building Blocks] has been: Sit with two kids, and we’re going to sit here, and we’re going to count these cubes, and how many now if I take two away?...I’ve been creative with it to try to be more interesting, like maybe using dance instead, just to get them in their bodies...I would love to see a study on this Building Blocks, of where the students will be in fifth grade, if they’re maybe strong in math and weak in other areas, just because of how math-based it has been.” She went on to say, “One of the good things about Building Blocks is they do have an online program that the parents can use at home.”

A school teacher spoke positively about the Creative Curriculum:

- “The principal gives us freedom—because we picked the Creative Curriculum we can add, take away... I think that has changed a lot, because the other curriculum that we had was very structured, and they expected you to do exactly what it said. And I cannot function like that. I was never able to do that. So being more open-ended, it’s better.”

IV.2. Use and Monitoring of Assessments: Schools and NYCEECs often choose, use, and monitor child assessments differently. NYCEECs in the three auspice categories take different approaches to assessments. (Table 19 in Appendix A)

Teachers' and administrators' comments regarding assessment were varied. Some said they appreciated the online format of assessments:

- A Child Care administrator said, "Now, it's online...with the Teaching Strategies, you can take pictures and upload them, so that's a little bit easier in that sense."
- A DOE-only teacher said of Work Sampling, "The one good change, what happened over the years, [was that] we went to online observation, so it's a little bit easier now. Not easier, but faster."

But some teachers reported finding assessment very time consuming:

- A school teacher said, "I guess the most frustrating part may have been...the assessment part, and I know how important and valuable that is, but I guess I just always had my own kind of way of monitoring that and staying with that. So that was a big change for me to have to adhere to a tool where I had to input data and have reports ready by a certain time period. And I found that hard to juggle in the beginning. Now I'm used to it, but that was probably the most frustrating thing."
- A DOE-only teacher said, "Well, when it comes to the High Scope, we have to enter a lot of anecdotes monthly or weekly, and that takes a lot of your time."

A Head Start administrator commented on the limitations of assessments:

- "There's an incredible document that gets produced [in Teaching Strategies GOLD (TSG)] once they make these checkpoints...it's like a four-page document, which shows on each of those areas of learning where the kids sit. We were told by the Department of Ed we can't share that with parents...So, TSG produces a conference form...where the teacher clicks in to, say, five observations that are supposed to be meaty observations that share where the challenges [and] the child's strengths and weaknesses are. But that's all that the parent gets, [are these] five observations, and then the teacher is supposed to have this really thoughtful conversation, but they can't show the actual spreadsheet that shows where the child is on the continuum of learning."

The same Head Start administrator described the frustration of monitoring her teachers' assessment practices:

- "One of the biggest frustrations I've had with Teaching Strategies [GOLD] is, in order for [it] to be used effectively, a teacher needs to know what's worth documenting, and how you document it. So, the idea of a low-inference observation is something that I have been working on a lot this year: How do you write what a child's doing without judgment? It hasn't been easy."

A school administrator described concerns about over-assessment in pre-K:

- "Our school [uses] Teachers [Strategies] Gold. We have to do...another assessment for the state, separate from the city, because we have a state-funded program for our special

needs kids. And then we have our own assessments that we do in school. And so, the assessments we have to do within a specific time frame. We do have a transient population here as well, because we are surrounded by domestic violence shelters. So, we may get kids in January, we may get kids in September, we may get kids in March, and then they want specific assessments done within 10 days of when the student is coming in, and then we have to also administer the other assessments. So, I feel like sometimes we're over-assessing the students. And there's data we can capture just through observations, anecdotal notes, as opposed to a formal sit-down assessment of a student. And it can be a challenge, time-wise, for the teachers, because I have to also schedule in substitute teachers to come in, so that they will have the opportunity to sit down. They can't just stop their day and say, Let me focus on this one child... You wouldn't think we would have a problem with over-assessing in pre-K, but I almost feel like we're assessing them just as much as we're assessing our 3rd graders."

Another school teacher described misalignment between the pre-K and K-8 assessments:

- "It's kind of a two-piece type situation, because... from pre-K we use the Teaching Strategies GOLD authentic assessment program, so that comes from the [DOE] pre-K department. But then, our administration, because this is a pre-K through 8th grade school, also has feelings about assessment and how to carry that out, so it doesn't always go together so well. So, we're just still trying to work all that out."

Another school teacher said Work Sampling was not useful to her:

- "Work Sampling seems like a big gap. Nobody looks at it; it just feels like, 'This is something we're just doing.' It's unorganized and tedious. It just goes into the computer; it's not helping me as a teacher. It's also always freezing."

IV.3. Administrator Views Regarding School Readiness Skills: With the notable exception of the self-regulatory skill of being able to sit still and pay attention, school and NYCEEC administrators express similar views of which skills are important for children to have to be ready for kindergarten. (Table 21 in Appendix A)

Some teachers expressed a commitment to getting their children ready for kindergarten:

- A Head Start teacher said, "In the back of your mind as a UPK teacher is, 'How ready can I get this child or these children for kindergarten?' That's all you want to know, is how prepared for kindergarten can I get them. That's it. Everything else, you don't want to have anything to do with."
- A school teacher said, "I'm worried for their academic [ability] when they reach kindergarten, because that summer gap where they always take at least a step back, because some parents are working and they're not getting school every day, so I'm worried about that little gap there."

IV.4. Instructional Practices and Pedagogies: Despite some differences in curriculum use, teachers in schools and NYCEECs employ similar instructional practices and pedagogies in their classrooms. (Table 23 in Appendix A)

Teachers commented broadly on their pedagogical and curricular approaches:

- A Child Care teacher said, “The best part of it is being able to teach them without any constrictions. So, I don’t have to do a running record, and ‘How many words do you know,’ and like, pressure them...So, for my kids, some of them are reading, some of them are writing stories, some of them are being creative in different ways, and there’s no pressure. And that’s the best part about teaching for me, in pre-K, is that I get to teach with no pressure, and in turn, I’m not pressuring them. So, we’re having this nice flow of the day, and we’re being creative, we’re getting curious, and it’s just a nice, comforting environment, and that’s where the social-emotional skills [come in]—they get [them] the most in pre-K. I feel like it leaves afterwards, and so that’s a part I like, so that’s why I want to stay in that realm.”
- A pre-K center teacher emphasized structure in her practice: “I think structure for pre-K students is really, really crucial. For a lot of these students, it’s the first time that they’re outside of their home, that they’re in a school setting, that they’re around unfamiliar adults. So, it’s very overwhelming. I spend a really great deal [of time], in the beginning, establishing our classroom as a safe place, because to a lot of these kids, safe is only what they know, and this is something that is unknown. So, that’s first and foremost. And then moving forward, because I come from that background of [Applied Behavior Analysis], I try to keep everything really closely structured and tight knit. Also, for students that may be having a difficult time adjusting, because I come from the special-ed world also, just trying to keep it familiar to them. So, to minimize problem behaviors, to minimize losing students, and to keep them constantly engaged. So, if they know what’s coming, it’s, ‘Alright, I know what to expect,’ you know, ‘I like this. I can do this.’ And that’s important for me. I want the kids to be happy here, and to want to learn.”
- A Child Care teacher said, “Year by year, family by family...it has to be emergent curriculum, there is no curriculum in a box. ...It’s not about, like, ‘Does everyone know what a triangle is?’ or, ‘Does everyone know their ABCs?’ And this is true of any year, in any classroom, [the question is], ‘Are we, am I, serving...all of you guys? Have we done things that you liked and are interested in?’ Here’s one good example: One kid is obsessed with basketball and I kind of gave him the disservice of not really taking his perspective and getting into it for most of the year, but on his birthday, I was like, ‘Okay, what do you wanna read?’ and he was like, ‘Michael Jordan,’ and I was like, ‘Done.’ And we brought this book, and for the first time...he’s usually, like, scooting around during circle time and like, making fun of me, which is like, fine, low-hanging fruit. But he was actually sitting and reminding other kids, ‘It’s story time now,’ which was hilarious, and all that really took was me saying, ‘What do you want to read?’ So, I made a list, after that, of all of the kids, what they wanted to read and I tried to pick that up from the library.”
- A school teacher said, “[It] depends on the time of year. In the beginning of the year I’m getting them used to being in the school environment, so just, them adjusting to routines and some sort of separation skills from their parents, and things like that. As the year

goes on, basically understanding the kind of learner that they are, and setting goals for them that are attainable when it comes to literacy, math, all the different domains. So, just pushing them to their potential, depending on each kid.” She described PKA’s influence on her pedagogy: “When I first was an assistant, they did the dot-to-dot writing, where they traced it over. And when I was told [that in] UPK, it’s just free-write, I was like, ‘How are they going to learn how to do it?’ And then the improvement that you see is insane. They’ve done their research with the techniques. So, I definitely see and support what they’re doing with that.”

Comparing schools and pre-K center programs, a pre-K center administrator explained:

- “Public schools, they try their best, but they don’t do their best for little ones. You know? Sometimes it’s not developmentally appropriate. Students are sitting on the carpet, maybe for a full period, because not all teachers are early childhood. And they believe that they’re doing the best, but sometimes they’re not. So that’s the big difference. With pre-K, all of us are trained. All of us have that...pre-K licence. So, we understand how little ones learn, and we do our best to have always the warm[th], and to have developmentally appropriate lessons, and a day full of play and learning.”

A Child Care administrator and teacher described pedagogical approaches to teaching the arts:

- “One of my teachers has a real big issue with letting the children do the work the way they want to do it. ‘No! The nose has to go...No, no, no! Right here, look at mine!’ No! ‘Whatever they want to do, let them do it.’ I said, ‘Let me show you an example.’ So, one day, we all had a staff development [and] I gave everybody some...construction paper. Draw whatever you want. They were like, ‘What?’ I said, ‘No. This is therapy. Draw whatever you want.’ I said, ‘I’m bringing out the good crayons no one has ever used before. These are fresh markers, colored pencils...Draw whatever you want.’ So, they were just over there...And I watched her. I watched this particular teacher I was talking about. Everything was neat. Nothing out the line. I said, ‘Okay.’ And I put a little timer, because we’re not going to spend all day with this. I gave them about seven minutes, ‘Draw the picture.’ So, when the timer went off, I said, ‘Oh, I didn’t do my picture,’ and I scribbled something down. And I said, ‘You okay?’ She was like, ‘Miss [NAME], what is that?’ I said, ‘This is my masterpiece. How dare you?’ So now, I took out some scissors, and I started making a frame out of construction paper. And...I decorated it. My scribble scrabble. And I presented it to her. And I said, ‘Look how nice this is now. See how I framed it? It doesn’t look like it did before, does it?’ And she was like, ‘Oh.’ I said, ‘What have we learned? Anything can be a masterpiece. Anything. It’s how you present it.’”
- A Child Care teacher said, “I think one of the biggest things that [has] changed [is]...my understanding of not imposing adult ideas about art onto children, which is something I think preschool teachers are notorious for, both...on the one hand...having everyone...put glitter on the thing that’s the same shape, versus, teaching everyone about western art history...They’re both incorrect. And finding a place that is, like, influenced by my love, by my own art practice, but appropriate for 4-year-olds. And, like, productive... [in the sense that] they’re actually making, that they’re discovering things about art in a way that makes sense for them.”

IV.5. Alignment of Teacher Beliefs, Practices, and Expectations: School and NYCEEC teachers similarly report that their current classroom practices “somewhat closely” match their personal beliefs. However, NYCEEC teachers report a bigger discordance between their current classroom practices and what is expected of them. (Table 24 in Appendix A)

Some teachers described discordance between what they perceived is expected of them and what they believe to be good practice:

- A DOE-only teacher who uses Building Blocks said, “The prep time that I used to be able to have to sit and observe and take notes is now being taken up by me doing small groups, because I have to get every 18 kids to have, like, these four and five small groups during the week...to me it was ridiculous. And I have expressed it to my [instructional coach] that I don’t agree with it.”
- A school teacher expressed a low opinion of an expected practice she described as “kid watching,” and described her preferred approach to assessment: “I do assessments, and I take three days to do assessment. But I also organize my classroom when there are other people in the room that are working with those kids. So even though I am assessing, personally I cannot do just ‘kid watching,’ like, ‘Oh, he learned the ‘A’ today.’ I cannot do that...I’m not going to go around each center, which is what they still are teaching PDs on—you know, watching. To me, that’s not working as a teacher, and it’s not quality. You have to have a plan at the beginning of the day: I’m going to do this and this today, and work with the kids that want to work, but you also have a list of kids that you must work with. You let them play, you call them. You chop up the time. Three minutes, two minutes. Go back, play. Pick someone else. But you work with them. Because if you don’t do it like that, their progress is not going to be the same.”
- Another school teacher said she didn’t agree with a requirement she perceived to be “stopping” children from learning: “I don’t believe in stopping children...Oh my God, numbers! You couldn’t teach beyond 5 to 10. Now it’s up to 20. Do I stop at 20? Absolutely not! I have kids in here that know over a hundred already, and they’re able to count, and they love the 100 chart and beyond. We’re going beyond a 100. Yes, I do have kids that are up to 10. And yes, I have kids that are up to 15, and up to 20. But then I also have [kids] that are up to 30, and 40. Am I going to stop them? No. I don’t believe in stopping any child. And there is something out there still, even though they’re more Common Core, that’s like, ‘It’s pre-K, you cannot do [it]. You cannot. You cannot [lightly thumping table].’ That is garbage.”

A Head Start administrator described a mismatch between the UPK emphasis on data collection and what she perceived as good practice:

- “For me as a leader, the times that I have gone to the leadership PDs, it’s been really focused around the use of data to support teachers. It’s not where I come from as an educator. I come from children’s inquiry, and children’s interests and passions as being what drives your curriculum. Yes, ability and differentiation should always be at the backbone of what you’re doing, but it’s not data. It’s not how many times a child has said ‘X,’ or how many letters a child knows. It’s a more holistic way of looking at it. So, I

find myself sitting in those data-oriented leadership meetings feeling frustrated that we're now reducing what a teacher's doing to numbers. And it doesn't feel right to me."

IV.6. Instructional Approach with DLLs: NYCEEC teachers are less likely than school teachers to speak only English in the classroom and are more likely to offer home language pull-out instruction for DLLs. (Table 25 in Appendix A)

Some administrators and teachers described their strategies for working with multiple languages in the classroom or among parents.

- A Child Care administrator said, "We've had support. We've actually done PDs with dual language, and our organization itself is working with Bank Street and doing dual language, doing PDs for dual language learners. So, we've gotten the support. We've gotten the support, which is really great. Because that does help, yeah, it does help a lot."
- A Child Care teacher said, "It's so interesting to work with very young children...who are potentially ELLs. First of all, there's no ELL designation in preschool, and so nobody really knows what they're doing. Second of all...there's an overlap, there's a need for language that goes beyond ELLs, to the kids with speech and language issues that are so common at the age, to the kids with social pragmatic issues, so, I feel like, one of...the ways that I deal with it—I feel like I pay lot of attention to language in my teaching."
- Another Child Care teacher said, "I google everything. So, for my parents, we have a Cantonese-speaking parent, we have Spanish-speaking parents, English-speaking parents. So, when I send home the activities, I put it into three languages, so that mom or dad can go along with the activity. If it's a book... I You-Tube the book in a different language, and I put the URL at the bottom of the paper, so they can google it, and they can read the book with them at home in their language. We listen to things in different languages, and stuff like that. The kid who doesn't speak the language, sometimes they don't really listen to it, but the kids who do, you'll notice that...their attention is very focused to what they hear. We discuss...tolerance, and you know, how to be kind to your friends and things like that. And, 'Oh, why is she wearing that?' 'Oh, well in her culture, this is the dress that they wear,' and we might go on the computer and we might look up some other people, and they get really excited. So, I feel like it's just, if you don't have anything else, you have Google. Google is my best friend. And I use that to help me, to research, and to get more information, so I can feed the kids back the right information."
- A school administrator said, "This school doesn't have a dual language program. So, children are staying in their native language for a very, very long time, because they're trying to learn English as they go. And then the kids in the classroom speak Spanish. So, I'm just going to use Spanish as an example. So, when the children go to centers, they're speaking among themselves in Spanish. So, [I would like to] have a dual language program for pre-K, or a transitional program for pre-K, for children that speak other languages. And also, being able to have—I'm seeing that in this community, French is huge—being able to have somebody that speaks French, you know, to be able to come in and just have that outlet with the children."

V. Professional Development

V.1. Administrator Views on Type and Amount of PD for Teachers: School and NYCEEC administrators say that their teachers receive somewhat different types of PD. Few administrators in either setting say that the amount of PD for teachers has increased since the year before the PKA expansion. NYCEEC administrators also say that lack of coverage for their teachers inhibits their ability to send teaching staff to offsite DOE trainings. (Table 29 in Appendix A)

Some administrators described difficulty with sending teachers to PD because it conflicted with their schedule and/or required substitute staff.

- A Head Start administrator said, “The staff development days...[do] not fit our Head Start calendar... With the first day of school, they expected all our teachers to be out for eight-hour training. We couldn’t do it, we wouldn’t do it... If it’s on Tuesday and our half-day’s on Wednesday, I wanted my teams to go to the staff development, but it was a way big challenge for us. Yes, they say, ‘Oh, we’ll give you substitutes.’ You can’t just pick somebody out of this pool to show up and teach 20 kids who have these secondary trauma and all these other things going on. It’s not like showing up to a classroom with an agenda. It’s not the same thing. So, that is challenging, because we definitely want to take part in those trainings and professional development, but it is challenging to do that.”
- A Head Start administrator said, “[The DOE is] always sending us information, that there’s training offered in different places, so it’s if you have the coverage in your center or you have the money in your budget to always allow your teachers to go to these trainings. Sometimes we don’t have that type of money in our budget, and we don’t have the flexibility as they may have in the public schools, I don’t know, I don’t have a floater, and so on and so forth. We just don’t have that flexibility to do that. So, we try to have the best that we can by getting...interns from different colleges or we work with the Easter Seals...but they still can’t be left alone with the children, because they’re not licensed teachers. So that’s like...can we get that help?”
- Another Head Start administrator said, “It has been nearly impossible to send my teachers to any of the Department of Education professional developments that they’re supposed to be in because of the lack of coverage. So if I send three of my UPK teachers out that means I have three teachers out of the building, which means that we’re out of ratio in our classrooms, which means other teachers have to then take those kids. It becomes a scheduling nightmare.”

And another Head Start administrator described how inadequate teaching staff further disrupts teaching and learning:

- “We don’t have any funding for substitute teachers. So, when a teacher takes a vacation or calls out sick, that means that we have to either move children around, close classrooms, or find alternative sources of coverage, whether it be me, another member of an admin team, or even from another department within our building. So, I find the hardest part of my job is making sure teachers are living sustainable lives and taking care of themselves.”

V.2. Administrator Views on the Quality of PD for Teachers: Administrators generally agree that they can select the PD that best meets their teachers’ needs and that the DOE-provided PD is high quality. (Table 30 in Appendix A)

Several administrators spoke positively about the PD workshops:

- A Head Start administrator said, “Well, [UPK does] offer support for the teachers. We’re doing Trauma Smart (from ACS), Trauma Smart trainings monthly. But they do provide opportunities for workshops and things.”
- A Child Care administrator said of the PD [instructional] tracks: “I think because we’ve been on both tracks already... [This year] we purposely picked Thrive. So, I think it’s a great learning experience. [The teachers] were not too happy with the Explore track. They felt like it was cookie-cutter, they felt like they had to follow this template, especially when the instructor came and she was looking at this template, ‘You have to follow this, you have to.’ So I think they do enjoy Thrive and do enjoy having the option of leading their own lessons.”
- A Head Start administrator said, “I like the trainings that they offer. I think the Department of Education...[offers] pretty good training.”
- A DOE-only administrator said, “We have a lot of people who come in from UPK to support us. The workshops have been wonderful.”

Two school administrators saw value in PD that fostered collaborative learning with other schools:

- A school administrator said, “In the beginning I would say that they would put us in PDs with other [NYCEECs], and I found there was a disconnect there, because we’re not a [NYCEEC]. We’re a school. We’re a pre-K through 8th school. So, I would be talking to other people that were there, and we wouldn’t have the same needs... This past cycle... I’ve actually happened to be in PDs with people from district schools... I just felt more connected to those people. We had similar needs... It was much better.”
- Another school administrator said, “I think [something] that would be very helpful is if the teachers could go out into other schools—but some other school that’s very similar to ours. One that doesn’t have a sink in the classroom, that the bathroom is so far away... and see what they’ve done, to be creative with the systems that they have. ... It also gives [teachers] a sense of community—like, ‘Oh, there are other teachers here that have to do the same thing.’”

But a school administrator and teacher said the timing of PD was not right:

- A school administrator said, “One frustrating thing was that we went to the PD this year for Pre-K Create. And they had a lot of great ideas, and we did a lot of hands-on stuff using a lot of materials, and they had told us from the beginning that we were going to get the materials in the spring, which I thought did not make much sense, because we were working on let’s say, the music, the dance, the theater, and it came with a lot of props and things that we could use in the classroom, or the books... Anyway, we got the materials, all the materials in one shot last week. And it’s the middle of May now.”

Teachers are starting to think about putting things away... You do PD and you get all excited and you get inspired, and you want to do it, and then, you know, after like, a month's passed, if you haven't started what you were shown, you kind of forget it in your mind."

- A school teacher said, "We went to a social-emotional one. That was our last one, and it was good. But that would've been helpful in September. We did it in the end of May. So I was like, 'Great, but it's May 7th.' So those were fine."

V.3. PD Workshops, Coaching, and Changes in Teacher Practice: Overall, teachers are more likely to say that coaching changed their classroom practice "a lot" than did PD workshops. Moreover, the intensity of coaching appears to influence the likelihood that coaching will affect teacher practice. Coaching that occurs at least monthly is positively associated with NYCEEC teacher reports of changes in their practices, particularly among teachers in Child Care sites. (Tables 31 through 36 in Appendix A)

V.3.a. PD Workshops:

Some teachers were positive about the PD workshops.

- A DOE-only teacher said, "It's never new for me, but it's a little refreshing, or I did something 15 years ago and I forgot, it was so good. So it bring[s] a little bit back for me, like, 'Oh yeah, I did it, I have to do it again because it was good!' So it's always good. Any workshop is good. You need it; you can't cook in the same pot without changing the water. You need to do it, so it's good for me, and I have to say, for the past two months, I am visiting this workshop from NYU, and I like them very much. They [are] all based off of assessment, so we are doing Work Sampling for me, and Teaching Strategies for someone else, and it doesn't matter."
- A school teacher said, "I've done most of the DOE-led professional development sessions... and those have been really helpful. Last year was a lot about the Work Sampling system, and how to go about that, because I think it's new to a lot of the teachers, so they want to make sure that we are going about it the right way. This year it's about incorporating the arts—not only drawing and painting and that kind of art, but also, either music and dance into the classroom, which is also, I think, a great idea. ... I didn't learn a lot about how to incorporate art into the classroom [in my master's], other than, you know, some music and songs, and art activities that could be helpful in the classroom. But these activities that are presented to us through the PDs, they're actually coming from artists and dancers and musicians that could be really helpful inside the classroom."

But some teachers commented that the PD tracks became repetitive.

- A Child Care teacher said, "I think during the pre-K PDs, but I feel like sometimes the pre-K PDs are very repetitive. I think that social-emotional is very important... One or two PDs [are] great on helping that out, but I would love to see other PDs—other PDs about math. They have these tracks, but I get social-emotional, somebody [else] gets Building Blocks, and then they get all this math background; they're lacking the social-

emotional. I get all the social-emotional background; I'm missing the math. ...[I'd like] more diversity in topics. How about one PD is all about science and your science area, and the things you can do to bring out your science area and get kids involved in science. Another one could be about your writing area, and all the materials you can use and activities you can do, and songs that you can do to encourage writing... That makes me a more well-rounded teacher. If I go to PDs about the same thing for four or five times in a year, what happens to all the other things?"

- A school teacher said, "We did Work Sampling ones for like, a year. We did five of them. And I understood Work Sampling after the first PD, so it was just a little redundant. And I was literally thinking that I'd rather be at work. Like I know how to do Work Sampling. I know how to take notes. I know how to do observations, like those kind of things. And those are the ones that I feel like my assistant should go to—things like that. That way they can see, because they're not getting that kind of training. And when they were assistants before UPK, the job was [to] take the kids to the bathroom, and clean the tables, and like, play with them, sure, but not taking anecdotal notes and things like that. So I feel like that would be a training more geared to an assistant. But the PDs are okay. At best."
- A school teacher said, "By mistake we got placed in the wrong track for last year, and we ended up with [the] social-emotional track, and it was so boring for me and my group because we're very strong with that. We really wanted data and mathematics, which we're up for next year. So we're really happy with that."

Some teachers described a preference for smaller group workshops:

- A Child Care teacher said, "The Building Blocks workshop...[was] a full-day workshop in a giant auditorium, at a table of like, 12 people who I didn't know, and we were asked to like, do math exercises, and everyone was exhausted and there were people coming literally every two minutes from the DOE putting us on-task, like, 'Are you doing what you're supposed to be?'"
- A DOE-only teacher said, "[Ideally PD would be] small group. [The] first year...you picked from locations that were in your neighborhood, around either where you lived or your schools. I would say, maybe 30 teachers would be there, and then two staff running it. You would sit at tables in small groups, and you would talk about centers, circle time, social-emotional, what do you do for behaviors?...[It was] well-rounded professional development, and all of a sudden, they switched it. [Now] I have to go, sometimes, two hours to get there, and it's a mass-produced at a big school. You're sitting there in an auditorium, you can't even hear the speaker, and you're there from 8 to 3, all about math. Whereas before, you used to go from 12 to 3, and it's these small groups, and you could say, 'Hey, I'm having [these problems]. Help!' and they'd say, 'Oh, I'm going to put you in contact with this social worker, and this person, because they know how to help you, and they will come into the school and help,' and that felt like support."
- A school teacher said, "I would like a PD where you could have more smaller groups, like actual activities. Because I feel like we just sit there and watch [a] PowerPoint. We're supposed to sit there and role play, but no one's actually doing it. They're just talking... Say if you're in a small group of 15 people, and you give the specified issues that you're having and things that you want to improve, and...you role play those specific

things and feed off each other. I feel like that would be more worthwhile. Because even when we had the social-emotional one, which was okay... What if the child can't sit still, and he gets upset and hits himself? Because I have one child who will hit himself when he gets mad. I need the specific thing addressed... I don't care if he can't sit still. Like, he can sit in a chair and he'll be fine. That doesn't bother me. But what about those things that go a little deeper? What's the strategy with that?"

V.3.b. Coaching:

Several NYCEEC administrators and teachers reported finding their instructional coach helpful.

- A DOE-only administrator said, "We do get a tremendous amount of support from the people that they do send in. ... here quite often. [Our instructional coach is] very hands-on, she gets involved, she helps plan out the unit for the upcoming month, she sends tools and resources, constant emails. And then we also have another coach, her name is [NAME]. She's more about outcomes and evaluation. She prepped us for our CLASS review, you know, those kinds of things. So, they're here constantly as well as a social worker... who comes to make sure that their primary needs are being met and if there's any way that she can support the families... I think they're doing a great job."
- A Head Start administrator said, "They come in and they come observe and look at the classrooms, and they give me feedback, what they saw and what needs to improve, and then they say what has improved from the last visit. They're very good, I'm very glad that they come."
- A Child Care administrator said, "We still get some support from the DOE—which is the social worker and the Instructional something, she's called – specialist, I guess. And, yeah, the support is kind of, I would say, matched. The support is matched."
- Another Child Care administrator said, "I think it does make a bit of a difference in terms of the instruction."
- A Child Care teacher said, "They outsourced, like, coaching and PD, meaningful PD, to like this coach, [COACH], I think is her name, she's wonderful, she works for the DOE, you should get in contact with her."

School teachers also found their instructional coach helpful:

- A school teacher said, "She's very good because she comes in, and she looks at the classroom. She stays around, and she'll tell you, "This is what I think you guys need to work at now." She gives you materials, and then the next time—like right now we're supposed to be discussing some stuff that she gave us. She gives us feedback so we can talk about it, and discuss that with her."
- Another school teacher said, "We have been focusing mainly on using assessment [with our instructional coach]—the assessments, and data, and how to kind of make that more manageable, and that's been helpful because we sometimes get messages from our administration within the school about how to use data and assessment but it doesn't usually apply to 4-year-olds, in terms of having to walk around with a clipboard when, you know, we need to be down on our hands and knees and helping and playing with the children. So our instructional coordinator has really helped us this year with how to kind

of make everyone happy and get that assessment piece done but still be pre-K teachers. So she's been very flexible and she's been able to communicate with the administrators here, so she's been a good liaison for us."

But administrators and teachers also described some problems with their instructional coaches.

- A Head Start administrator said, "The people that supervise us, either haven't been in the classroom for a very long time or have always been administrators. They give very little feedback as far as classroom management, and rolling out curriculum, and giving ideas, and setting up the classroom, and things like that."
- A DOE-only teacher said, "I felt very frustrated in the beginning of the year...my Building Blocks comes in, the coach, I spend an hour with her like every two weeks, like, no, almost more than that. She comes for an hour in here, then she watches me teach, like, she's here for two hours. And then, I felt like it was just pointless, like, I was a brand-new teacher, I could have used that help, like, my very first time teaching. But now, it's almost insulting to me as a professional, that I have to sit and listen to someone lecture me for an hour. And she, I know it's her job, she's a very sweet woman, but...this is how you put ten blocks together, and this is how you teach them, it's like, yes, I know, that's what the script says, I can do it...this is a waste of my time. And it's making me feel like I'm not as important as a teacher and not respected as somebody who [has] a master's degree, and I am a certified teacher."
- A Head Start administrator said, "Making sure that when we're thinking this creatively, that we're still meeting those standards so that [when] somebody from the outside—say, the Instructional Coordinator from the Department of Ed—is coming in, they still see those standards being met. Whether they're being met the way that they prescribe them doesn't so much concern me, but they need to know that we're still teaching 'life cycle of plants,' we're still doing 'scientific thinking,' we're still thinking about 'rules and empathy' through a civics lens. And having teachers feel like they can talk to that, and be brave about it, [and] say, 'It might be different than what you wanted, but we're still doing it.' That's really tricky."
- A Head Start teacher said, "My first coach, we butted heads for a little bit and then she realized that I'm an outside-the-box person...And it took a long time for this one [too]... I was so far out of the box that I had to bring it in just a little to compromise but then help her spread her wings a little, you know? But we ended up [meshing], you know?" She also said, "The coach was only for Building Blocks, so she was only supportive with math activities that relate to the Building Blocks...Certain things she was very supportive and forthcoming with, and a lot of the times she would see things and not necessarily communicate with me, but go to [THE DIRECTOR] and say, "This is what I saw, why I liked [it], this is what I didn't like, we need to work on this." I would have liked a little bit more support from her."
- A Child Care teacher said, "When she came in, she didn't listen my reason, it [was] like, 'You have to change that, that, that, that, that.' And I have a reason why I have it like that. So for me, it was like, 'You didn't ask why, and you just telling me how...' So it was really frustrating, like, first visit wasn't good at all for me. But I think she caught it very fast, and again...she observe, she see what going on, and she sees, it's not wrong, it just have to be changed somehow, not even from my side sometimes."

- A school teacher said, “[My instructional coach] told me about a cozy corner. And I know about this, because in ECERS, for example, if you have centers that have two seats and are only for two, those are small groups. You don’t need to have cozy corners. That’s a misunderstanding of what is needed.”

Some administrators and teachers expressed a desire for more frequent coaching.

- A school teacher said, “I just think they need to make sure they have enough resources for each class. They have coaches and things like that. They’re assigned to 20 schools. They’re not going to be able to do that. You can’t run someone ragged like that. So whatever extra budgeting they have to add supports, I feel like that would be a great thing.”
- Another school teacher said, “We meet with our instructional coordinator maybe once every two months, so I wish that it could be more frequent.”
- A Head Start administrator said, “Sometimes, yes, more often we could use [our instructional coach].”

V.4. Choice and Content of Teacher PD: In both settings, teachers report having little choice in the PD they receive. Notably, the content of PD in both workshops and coaching differs between schools and NYCEECs. Teachers in schools are more likely to get workshops on literacy and coaching on cultural diversity and using data, while teachers in NYCEECs are more likely to get workshops on improving teacher-child interactions. (Table 37 in Appendix A)

A school teacher said that she would like more PD on how to talk with families:

- “[I’d] like a PD on the conversation with the parents... The positive things with the parents are fine. Everything is great and dandy, like we have a Shutterfly [account] that we share pictures on, and we have a bunch of events that the parents come in, and they’re great. But those hard conversations, those would be good practice to have as well.”

A few NYCEEC teachers felt that attending PD workshops about a single content area took away from other areas where they feel they need support:

- “The professional development I go to, which was always helpful for me in the past because I would go, meet with teachers, you talk about what’s going on in your classroom, social-emotional, how can we help. This year, every single professional development I’ve gone to has been about math and Building Blocks... That’s been very frustrating for me this year, ‘cause I don’t feel like I’m getting any support from the DOE [on things like] social-emotional, special needs, trying to get children services that need it.”
- “One or two PDs [on social-emotional learning are] great...but I would love to see other PDs... They have these tracks, but I get social-emotional, somebody [else] gets Building Blocks, and then they get all this math background; they’re lacking the social-emotional. I get all the social-emotional background; I’m missing the math... [I’d like] more

diversity in topics...If I go to PDs about the same thing for four or five times in a year, what happens to all the other things?”

V.5. Alignment of Teacher Needs with PD Content: Teachers in schools and NYCEECs describe similar PD needs, though NYCEEC teachers are more likely to say they need PD on differentiating instruction to children with diverse cultural, linguistic, and ability backgrounds. Most school and NYCEEC teachers report that the content of PD workshops and coaching does not match their needs. School teachers who attend workshops that match their needs are more likely to say that the workshops change their practice “a lot.” (Tables 38 and 39 in Appendix A)

Teachers at both schools and NYCEECs described a desire for PD that is more customized.

- A school teacher said, “Some of the workshops, I find, they’re not really teaching the teachers—especially the new teachers—how to do stuff hands-on, how to use creativity ... I think they need to start by doing their own modeling and teaching the teachers, especially the young teachers, how to implement all of this together. I’m going to do an art lesson, but I’m going to also incorporate literacy. I’m going to incorporate art, and I’m going to incorporate, let’s say, music, or math. And do it for them, model it. There’s not enough of that. And I question whether they really know how to do it.”
- A Child Care teacher said, “Some of the PDs are really great, and some of them are just repetitive. Some of them turn out to be...stuff that was already given, whereas...we’ve had coaching where they’ll come in and specifically ask, like, what do I feel needs to be worked on. And they’ll gear it toward that and they’ll assist us in that.”
- A school teacher said, “I have heard that some teachers, especially in the pre-K centers, get great PD based on pre-K, and I feel like here...it can have anything to do with 3rd grade ELA or 5th grade discipline issues, which have nothing to do with pre-K issues.” She went on to comment about choice of PD: “We really don’t have much choice...we have required PD every Monday in this school building from 3 to 4. And we really don’t have much of a choice that way, and so many times, the PD has nothing to do with early childhood or pre-K. When we go outside of the school building for early childhood PD, there’s a little bit more of a choice, but it’s mainly geared toward whatever our school has signed up for, for that year. Which, it could be on assessment, again, or creativity. So overall, there’s not that much choice.”
- A DOE-only teacher said, “This year, every single professional development I’ve gone to has been about math and Building Blocks. I haven’t had one good, positive [PD] where I feel like it’s helping me as a teacher...it’s a very big waste of time. We sit there and play math games. Which, I can read the script. I know how to play the math game, it’s not helpful at all, and that’s been very frustrating for me this year, ‘cause I don’t feel like I’m getting any support from the DOE. Social-emotionally, special needs, trying to get children services that need it.”

Several teachers at both NYCCECs and schools enjoyed the opportunity to connect with, and learn from, other teachers:

- A Child Care administrator said, “I’ve also went around to different sites, which is something that I do miss with us not being right under the direct contract, which is being able to have those direct communities, because it’s a very good networking feeling, and you can find out what works in other people’s centers, versus what you do... And the best network is after the meeting’s over. ‘Cause then you can talk off camera, so to say, ‘Well, where are you?’ ‘I’m a few blocks from you, do you mind if I come? You can come to me...’ You know, just great working relationships that way.”
- A school teacher said, “I would love the opportunity—even if the DOE provides this opportunity—to go to other teachers’ classrooms, other pre-K classrooms around the city, and see how other seasoned pre-K teachers do things.”
- Another school teacher said, “I would love to go to District 2 in Manhattan and see what they’re doing now. It’s a great school district. I would like to see what they’re doing. I would like to go to District 20, 22, 21, and see what they’re doing... The way it is on the system is, if you are X, Y, Z Districts, they give you the centers, and then we’re sent out to nurseries... What could we learn from what the teachers have, if we’re not even looking at pre-K that’s from school?”
- A Child Care teacher said, “[I would like to see the DOE] making sure that teachers have exposure to progressive classrooms.”
- Another Child Care teacher said, “I think [PD is] effective, because... it’s kind of spreading your network, so you’re meeting other teachers. Sometimes when I’m struggling here with something, and I hear people struggling even more, I feel like, okay, [sigh], I feel relief, I am not alone in this situation, so... it’s kind of good.”
- A DOE-only teacher said, “Just knowing that there’s other teachers out there who have the same struggles, and mostly, for me, I just really appreciate it when you meet that one really talented teacher that has that experience that wants to help you... I wish there was more of a community where I could... get together with teachers in the neighborhood and talk to the schools.”

V.6. Application of Teacher PD: Administrators in schools and NYCEECs are equally likely to oversee the application of PD into the practice of their teachers. However, school administrators are more likely than NYCEEC administrators to have additional support in overseeing PD application from a member of their staff. Only about half of administrators in both settings have a master teacher on site. (Table 40 in Appendix A)

Some administrators described a desire for more guidance on supporting teacher practice.

- A Child Care administrator said, “You have to show me how to teach the teachers. Because somewhere along the line, we’re kind of missing the mark.”
- A school administrator said, “I would benefit more from having professional development where I can support specific strategies—how I can support teachers. ... I would love professional development for myself, to see how I could specifically support the teachers with [engaging children in discovery]. I can learn about the curriculum on my own. I don’t need to sit in an eight-hour meeting to say, ‘This is what nap is, this is the learning objective.’ I was a teacher. I get it. I can do that. But more opportunities for supporting the teachers. And also... refreshing myself with child development, even

though I have a degree in early childhood education...it's been a while since I've been in the classroom or taught kindergarten or taught pre-K. And also, if we're using all of this data, we're getting all this assessment, how can we use that data and assessment to improve the experience of the kids.”

V.7. Administrator PD: Administrators in schools and NYCEECs are generally offered similar types of PD, but only about half of administrators in both settings say they can choose the PD that meets their needs. School administrators are almost five times more likely than NYCEEC administrators to report an increase in the amount of PD offered to administrators since the advent of PKA. (Table 41 in Appendix A)

A Head Start administrator said that the PD for administrators should be more in-depth:

- “As far as the directors’ trainings, I like going to them, but...they tried to separate the new directors from the old directors, and questioning and things like that, but the manuals and their online stuff is so comprehensive, if somebody’s just going to read the same PowerPoint they’re going to hand out, I feel like that’s frustrating. I’d rather, you know, let’s get into the cream. Let’s have professional learning communities... I understand the business part of it. But I want to talk about the kids.”

Another Head Start administrator said that the content of PDs was overly focused on using data:

- “The times that I have gone to the leadership PDs, it’s been really focused around the use of data to support teachers. It’s not where I come from as an educator. I come from children’s inquiry, and children’s interests and passions as being what drives your curriculum. Yes, ability and differentiation should always be at the backbone of what you’re doing, but it’s not data. It’s not how many times a child has said “X,” or how many letters a child knows. It’s a more holistic way of looking at it. So I find myself sitting in those data-oriented leadership meetings feeling frustrated that we’re now reducing what a teacher’s doing to numbers. And it doesn’t feel right to me.”