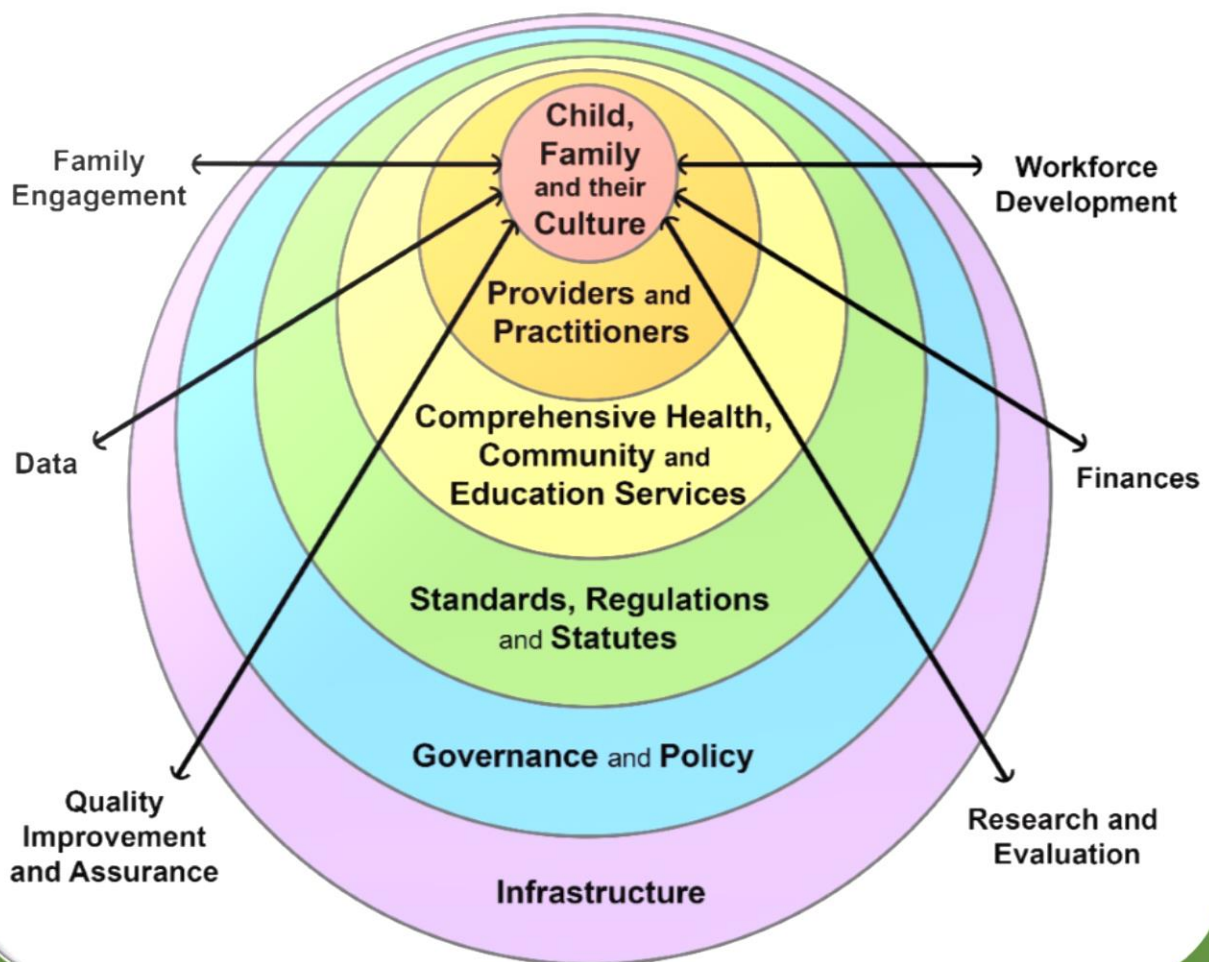


## New York ECAC Early Childhood Systems Approach





## **Early Childhood Advisory Council Vision and Mission**

**Vision:** The ECAC believes every child in New York State should be healthy, learning and thriving in a family that is supported by a full complement of services and resources essential for successful development.

**Mission:** The ECAC will provide strategic direction and advice to the State of New York on early childhood issues. By monitoring and guiding the implementation of a range of strategies, the ECAC supports New York in building a comprehensive and sustainable early childhood system that will ensure success for all young children.

## **Equity Position Statement**

The Early Childhood Advisory Council holds a deep commitment to social justice and racial equity, as a process and a goal, as evidenced by our work across the state. We recognize that, in order to uphold our vision and mission to support young children’s development, we must actively, critically and continuously work to disrupt and dismantle systemic inequities due to race, class, gender, sexuality, ability, legal status and family structure. It is our responsibility to address the inequities impacting the lives of children and families on individual, interpersonal, institutional and structural levels. In doing so we build systems that provide all young children and their families with equitable access to the services, resources and experiences that they deserve in order to thrive.

## **Strategic Plan Goals at a Glance**

The ECAC developed a set of ten Goals, listed below. Each Goal has related Objectives and Activities, as well as Performance Measures and Progress Indicators that span three years (detailed on pages 14-33).

### **GOAL 1**

- ♦ The Early Childhood Advisory Council (ECAC) strengthens its structures and capacity to provide strategic direction and formal recommendations to the Governor, while communicating to and engaging with its stakeholders and other agencies and organizations to ensure that every young child thrives in early childhood, particularly the most vulnerable populations.

### **GOAL 2**

- ♦ Family engagement and leadership are strengthened and inform the ECAC's early childhood system-building efforts.

### **GOAL 3**

- ♦ All New York State ECCE programs and schools are prepared to provide young children and families with high quality settings and have supportive services and resources in place to improve quality.

### **GOAL 4**

- ♦ All system building efforts are informed by a whole child perspective that includes mental health, oral health and physical health as integral for high-quality early care and education programs.

### **GOAL 5**

- ♦ An increased number of successful partnerships will further develop the mixed-delivery system for high-quality early care and education programs.

### **Goal 6**

- ♦ Comprehensive interdisciplinary strategies are in place to grow the workforce and to support children from birth through age five and their families.

### **GOAL 7**

- ♦ New York State's early childhood education workforce system, New York Works for Children, is fully implemented.

### **GOAL 8**

- ♦ Actionable short- and long-term strategies are in place to fund essential elements for New York State's mixed-delivery system.

### **GOAL 9**

- ♦ An early childhood integrated data system is created for tracking service delivery, outcomes and system improvements to drive accountability, policy development, funding and best practices across New York State.

### **GOAL 10**

- ♦ Research findings and evaluation results are used to recommend policy, statutory and regulatory changes, as well as structures and best practices to strengthen the NYS early childhood system.

## ECAC Goals, Objectives, Activities, Performance Measures and Progress Indicators

The ECAC strategic planning process was comprehensive and robust. ECAC members and strategic planning partners anchored the planning process in the systems- building and levers for change approach, affirmed the ECAC role for prompting collaborative leadership for a mixed-delivery system, and committed to adopting a racial equity lens to address disparities within and across New York State’s early childhood systems.

The ten Strategic Plan goals will guide the work of the ECAC in strengthening and building Early Childhood systems across these four essential elements: 1). providers and practitioners; 2). comprehensive health, community, and education services; 3). standards, regulations and statutes; and, 4). policy and governance. These elements are intertwined and often inter-dependent, which can result in either aligned supports and access for families or in disjointed and inaccessible services.

*“The NYSB5 Needs Assessment confirmed that the NYS ECCE system is complex. There are five different agencies with direct oversight responsibility and regulatory authority for ECCE programs in NYS, with multiple others providing additional services and supports to young children and their families. The scale of the system, cross-sector configuration, range of funding mechanisms, and different statutory and regulatory authorities contribute to a fragmented and inequitable system in terms of access, affordability, and workforce and program quality.”*

Recognizing this long-standing, historical condition of the early childhood system, the ECAC Steering Committee identified six levers for change as critical for strengthening the system, removing barriers to access services, and facilitating better child outcomes. These levers are listed below, and the planning process used each lever to prompt dialogue, spark new ideas, invite cross-system thinking, and propose both goals and achievable successes. Each lever is listed here with the primary Goal **bolded** and other aligned goals are listed to indicate interrelatedness.

- Family Engagement (**Goal 2** and 3)
- Quality Improvement and Assurance (**Goals 3, 4, 5**)
- Workforce Development (**Goals 6, 7**)
- Finances (**Goal 8** and 3, 4, 9)
- Data (**Goal 9** and 2, 3, 4)
- Research and Evaluation (**Goal 10** and 2, 3, 4)

The ECAC recognizes that creating lasting change in a complex system calls for flexible, responsive and highly adaptable workgroups, an inclusive table, and shared frameworks to look for strengths and potential areas for alignment across sectors and systems. Therefore, **Goal 1** has been created to bring a dedicated focus to developing the ECAC’s structures, approaches, practices and leadership to implement the Strategic Plan.

## **GOAL 1**

***The ECAC strengthens its structures and capacity to provide strategic direction and formal recommendations to the Governor, while communicating to and engaging with its stakeholders and other agencies and organizations to ensure that every young child thrives in early childhood, particularly the most vulnerable populations.***

### Objectives

**1-A: The ECAC makes recommendations to the Governor's Office to inform and support policy, funding, and innovation that insures a comprehensive early childhood agenda.**

#### Activities:

1. Support workgroups/teams to prioritize recommendations.
2. ECAC staff models a data-informed and evidence-based approach by supplying supportive research and available NYS specific data in an accessible manner to accompany each recommendation.
3. Coordinate ECAC activities with statewide initiatives (and local initiatives where appropriate).

**1-B: Operationalize the ECAC's commitment to equity, diversity, and inclusion in all ECAC structures, strategies, and engagement with stakeholders across New York State.**

#### Activities

1. Conduct an audit of the ECAC membership with regard to dimensions of diversity (race, gender, geographic representation, role and function) and design a recruitment plan to create a more inclusive body, per leadership from the ECAC Co-chairs.
2. Membership is committed to using an equity, diversity and inclusion lens in recommending policies, positions, best practices, and collaborative efforts.
  - Research resources on approaches and strategies for the ECAC to strengthen its use of a racial equity lens to positively impact underserved communities across NYS.
3. Design ECAC meetings and workgroup structures to accomplish each of the Strategic Plan goals using these methods:
  - Establish leadership assignments among ECAC teams and groups, provide staffing and support, and prioritize coordinated activities within and across the ECAC teams and groups to ensure efforts are integrated, aligned, efficient and results-oriented.
  - Establish special topic teams to address challenges families of young children face such as homelessness, parental incarceration, and immigration to make recommendations to the Governor.

**1-C: Promote a constant focus among New York State agencies to enhance system level policies, practices and collaborative activities that will ensure that every young child thrives in early childhood, particularly our most vulnerable populations.**

#### Activities

1. Research and develop a system building framework, prepare examples of financial, administrative and programmatic alignment for leveraging resources within and across services.
2. Engage the Council on Children and Families, Department of Health, Office of Mental Health, NYS Education Department, Office of Children and Family Services (Division of Child Care), and others to

examine and adopt shared system building approaches that includes a racial equity lens to inform policy and practice.

3. Collaborate with agencies and organizations currently working with parents through a cultural lens to support culturally relevant practices.

**1-D: Enhance the ECAC’s role as a communication hub for sharing information with members, New York State agencies, organizations, families and the general public, to ensure messages are received by all audiences.**

Activities

1. Develop structures and resources to implement a comprehensive communications strategy and update communication protocols for members in their role as ambassadors.
2. Expand the ECAC website and utilize it along with social media, print materials, and events to communicate with the wider public about the work of the ECAC.
3. Inventory statewide and community-based initiatives working across sectors to strengthen and expand services for young children and their families and use the ECAC website to highlight innovative strategies and promising ‘scalable’ practices that have been developed to improve child and family outcomes. Coordinate with these initiatives to leverage promising efforts across NYS.

**1-E: Convene an ECAC council for business leaders and philanthropists to inform economic, financing, and communication strategies for large scale system building, developing champions across New York State, and inviting significant investments in early childhood.**

Activities

1. With ECAC partners, research and develop tools for business and philanthropic engagement and awareness, such as return on investment literature that explains the cost benefit of investments in early learning.
2. Host an economic summit on early childhood investments, such as the benefits of a children’s trust endowment.
3. Gather advice on business strategies for early childhood education programs, especially family and group family child care. Include stakeholders from unions representing family childcare, the Early Care and Learning Council, and QUALITYstarsNY to support the development of innovative strategies.

**Performance Measures** that will indicate that the goal has been achieved:

- A. The ECAC membership will be geographically and racially diverse. Parents and business leaders will be added to the membership of the ECAC. Member voices will represent a wide range of expertise, are valued and contribute to successful implementation of the Strategic Plan.
- B. Issues of equity will be elevated and supported through increased coordination and collaboration.
- C. Communication strategies will be comprehensive and accessible.
- D. Recommendations for the Governor’s Office will be developed with appropriate evidence-based support.

| Progress Indicators                                                                                                                                                                                                          |                                                                                                                                                                           |                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year One                                                                                                                                                                                                                     | Year Two                                                                                                                                                                  | Year Three                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>- ECAC co-chairs have analyzed current membership and recruited new diverse members as needed.</li> <li>- Workgroups were established to represent Strategic Plan sections</li> </ul> | <ul style="list-style-type: none"> <li>- Co-chairs continued to seek a diverse membership.</li> <li>- Recommendations were submitted to the Governor’s Office.</li> </ul> | <ul style="list-style-type: none"> <li>- Recommendations were submitted to the Governor’s Office.</li> <li>- Co-chairs continued to diversify membership.</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>and model cross-functional approach.</p> <ul style="list-style-type: none"> <li>- Website was updated. New materials were developed as needed to support workgroup products.</li> <li>- Recommendations were submitted to the Governor’s Office.</li> <li>- Business leaders were added to the ECAC and plan summit.</li> <li>- ECAC wrote and disseminated a paper on equity in a mixed-delivery system.</li> <li>- Outreach plan was made to share resources with underrepresented and vulnerable populations.</li> </ul> | <ul style="list-style-type: none"> <li>- Website analytics indicated a 50% increase in visits and views.</li> <li>- ECAC wrote and disseminated a white paper on a topic determined by the membership (home visiting, developmental screening, early intervention and inclusion etc.).</li> <li>- A toolkit has been designed and disseminated to all early childhood education small businesses in collaboration with NYS partners.</li> <li>- Plan has been implemented to share resources with underrepresented and vulnerable populations via website and other communication vehicles.</li> </ul> | <ul style="list-style-type: none"> <li>- Website analytics indicated a 75% increase in visits and views.</li> <li>- Outreach plan has been executed and resources have been shared with underrepresented and vulnerable populations.</li> <li>- ECAC wrote and disseminated policy brief and recommendations building on the white paper developed and disseminated in year two.</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## **GOAL 2**

### ***Family engagement and leadership are essential to inform ECAC early childhood system building efforts.***

#### Objectives

#### **2-A: Expand and amplify parent voices within the ECAC, ensuring diverse representation.**

##### Activities

1. Engage parents in membership meetings and workgroups, and create forums, such as a parent advisory council, for gathering perspectives and inviting their active involvement in specific ECAC projects.
2. Partner with organizations working in family engagement across NYS, including the Family Resource Centers and the NYS Parenting Education Partnership (NYSPEP), to be an influential perspective in developing an aligned statewide system.

#### **2-B: Encourage best practices in the field to elevate parent engagement and promote family choice in early care and education.**

##### Activities

1. Promote the family engagement practices currently used by Head Start for all ECCE settings.
2. Connect and strategize with workforce development initiatives to ensure all professionals who serve children embody family centered practice.
3. Gather research and develop policy briefs on family centered, two generation frameworks to support families across systems.
4. Support families to find appropriate vehicles for family advocacy and to collaborate with others to make the case for necessary change.

#### **2-C: All New York State agencies model best practices in family engagement and support.**

##### Activities

1. Learn from successful collaborations on family engagement currently underway and identify potential partnerships.
2. Support collaboration among teacher education and professional development to incorporate family engagement and support.
3. Support efforts for infant mental health, maternal mental health, and home visiting services to streamline services.
4. Work with the Council on Children and Families, the Child Care Availability Taskforce, and Regional Economic Development Councils to produce regional maps on the need and availability of child care.
5. Initiate conversations on the integration of family engagement and support competencies and systems for workforce development (Child Protective Services, health care, Office of Mental Health, and Judicial).
6. Identify and promote parent information and education in collaboration with others, such as NYS Parenting Education Partnership (NYSPEP). Invite ideas from parent and family collaborators through focus groups, surveys, and parent cafés. Use the ECAC website and ECAC membership to disseminate information.
7. Target efforts to support new parents (including birth, adoptive, and foster) with parenting information by announcing the new Parent Portal, enhanced New Parent Kit, and collaborate with the Department of Health and community initiatives across NYS to disseminate New Parent Kit at pediatric and OBGYN practices, and with prenatal and postnatal Home Visiting programs.



8. Target efforts in infant and maternal mental health to develop family engagement strategies, resources, and materials with NYS Association of Infant Mental Health and others.
9. Engage parents through expanded partnership with NYS Parent Teachers Association.

**Performance Measures** that will indicate that the goal has been achieved:

- A. Parent Advisory Council (PAC) will be designed, trained and implemented. The PAC will provide input from the parent perspective on ECAC documents and publications, recommendations and priorities.
- B. Up to 6 parents (from across NYS) will be invited to each quarterly ECAC meeting.
- C. Parents representing diverse populations will be active on ECAC workgroups and their perspectives are included in decision-making.
- D. Funding is identified to support parent involvement at key meetings which covers travel, child care and other related expenses.
- E. Embed standards of best practice in family engagement into NYS RFPs, MOUs, and other agreements.
- F. A “best practices” Family Engagement Guide for agencies to use to strengthen their parent engagement strategies is designed and made available on ECAC website.
- G. Accessible opportunities for parents and professionals working with parents to receive leadership training and professional development are created and offered.

| <b>Progress Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year One</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Year Two</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Year Three</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>- ECAC members have created mechanisms within their organizations to formally collect feedback from relevant community-based stakeholders (esp. parents).</li> <li>- 6 parents representing diverse communities, cultures, regions and vulnerable populations were recruited to participate in the ECAC.</li> <li>- These parent representatives were given multiple paths to have their voices included to engage with and inform the ECAC by being present at meetings, attending focus groups and participating in conference calls and remote meetings.</li> <li>- An equity lens drove each step of the recruitment and inclusion process.</li> <li>- Collaboration with partners and agencies has expanded recruitment of parents.</li> <li>- Technology was utilized, including the ECAC website and video calls, in developing accessible and</li> </ul> | <ul style="list-style-type: none"> <li>- Parent leaders were identified and support the expansion of parent participation and voice within the ECAC.</li> <li>- Parent voices were considered in developing policy recommendations for the Governor’s Office.</li> <li>- A guide to parental recruitment and authentic inclusion was developed with partner agencies in order to expand their parent and family engagement.</li> <li>- Partnerships with Early Intervention, child welfare, and community partnerships were developed, supporting family engagement and successful transitions across systems.</li> <li>- Partnerships that support, influence and impact policy to create aligned standards of quality that highlight family engagement have been developed.</li> </ul> | <ul style="list-style-type: none"> <li>- More parents were recruited and more regions were represented at each ECAC meeting.</li> <li>- The ECAC disseminated their best practices family engagement guide created with partner agencies across NYS.</li> <li>- Parent perspectives and feedback informed the development of all recommendations for the Governor’s Office.</li> <li>- With guidance from the national family support network, standards of excellence have been developed to support families preparing to adopt children and to strengthen the transition as it occurs.</li> <li>- A tracking system was explored with NYS agencies to determine quality of transition from Early Intervention to the Committee on Preschool Special Education.</li> <li>- Partnerships with national family support networks were expanded to further develop standards of quality of family engagement practices.</li> </ul> |

|                                                                                                                                                                                                                                          |                                                                                                                                                                       |                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>equitable practices for parent contributions to the ECAC.</p> <ul style="list-style-type: none"> <li>- Formalized strategies were developed, including resources and a checklist, to support authentic parent involvement.</li> </ul> | <ul style="list-style-type: none"> <li>- Family centered models have been developed and disseminated using multiple platforms, including the ECAC website.</li> </ul> | <ul style="list-style-type: none"> <li>- Partnerships with Early Intervention were expanded, supporting parent voice and choice across systems.</li> <li>- Teacher preparation coursework was modified to emphasize strength-based family engagement and support.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**GOAL 3**

***All New York State early childhood care and education programs are prepared to provide children and families with high quality settings, and have supportive services and resources in place to improve quality.***

Objectives

**3-A: Work to expand QUALITYstarsNY across the early childhood system, making it available to all providers who choose to participate.**

Activities

1. Select ECAC members representing health, mental health, family support, workforce, and early learning to support the QUALITYstarsNY standards review when needed.
2. Review QUALITYstarsNY data twice a year to track progress.
3. Support the recruitment of new early childhood sites to participate in QUALITYstarsNY, targeting communities serving vulnerable populations.

**3-B: Informed by a parent and family advisory group, create materials to support parent choice of early childhood education programs, and disseminate widely using the ECAC website, Parent Portal and other vehicles to ensure all families have access to information.**

Activities

1. Create an inventory of materials on parent choice of early childhood education programs that are currently available for families.
2. Identify gaps in information and resources, offer modifications to existing materials where needed, and create new materials to fill gaps. Translate materials as needed.
3. Work with QUALITYstarsNY to develop guidelines for families, including those using legally exempt care and other options, with user friendly, culturally relevant and linguistically responsive information and materials to inform their choice of quality services. This includes developing a checklist for families to identify areas of quality to look for in early childhood programs.
4. Offer recommendations and support for the implementation of communication efforts to inform parents of the importance of quality in early childhood learning environments, and widely disseminate resources across NYS.

**Performance Measures** that will indicate that the goal has been achieved:

- A. QUALITYstarsNY will reach 50% of targeted sites serving vulnerable populations (40% of centers and 25% of family-based providers) in three years.
- B. Materials will be created based on parent and family advisory group input and disseminated widely.
- C. Participating QUALITYstarsNY sites increase quality as measured in re-ratings (Reports generated by QSNY Database).

| <b>Progress Indicators</b>                                                                              |                                                              |                                                                              |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Year One</b>                                                                                         | <b>Year Two</b>                                              | <b>Year Three</b>                                                            |
| - The number of programs participating in QUALITYstarsNY has increased by 10% in high need communities. | - The number of programs participating in QUALITYstarsNY has | - QUALITYstarsNY participation has reached 50% of its long-term goal (40% of |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- The number of ECCE educators receiving culturally competent and appropriate coaching, training, certifications and other support has increased across all 10 REDC regions.</li> <li>- A plan was developed that supports ECCE providers adopting and implementing best inclusion practices.</li> <li>- High quality resources for educators and parents have been made available in languages other than English.</li> <li>- Development of parent feedback and family advisory group input has been put in place to inform the work of the ECAC.</li> <li>- Interest Driven Learning series has been offered in all 10 regions.</li> <li>- Newly designed series-based professional development has expanded to reach all 10 regions.</li> </ul> | <p>increased by another 10% in high need communities.</p> <ul style="list-style-type: none"> <li>- Resources have continued to be provided to support providers in implementing racial equity and inclusion practices.</li> <li>- QUALITYstarsNY standards were reviewed with input from a group of cross-sector ECAC members.</li> <li>- Materials supporting parent choice of early childhood education programs have been made accessible on the ECAC website and partner agencies websites.</li> </ul> | <p>centers 25% of family child care).</p> <ul style="list-style-type: none"> <li>- More ECCE staff have received appropriate training and certifications to support/enable high quality services/education.</li> <li>- Continued and ongoing training, support, and resources for racial equity and inclusion practices have been made available.</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**GOAL 4**

***All system building efforts are informed by a whole child perspective that includes mental health, oral health and physical health as integral for high-quality early care and education programs.***

Objectives

**4-A: Support the implementation of the Pyramid Model, a framework for teaching social and emotional skills to children, teachers, families and other staff that interact with children.**

Activities

1. Work in partnership with the Pyramid Model State Leadership Team (SLT) to support and expand future cohorts of implementing programs/schools/family child care with leadership coaches and data collection. Present data to stakeholders at NYS conferences and at annual SLT meeting.
2. Consider funding strategies for multi-agency collaboration to offer Pyramid Model trainings across NYS.

**4-B: Create partnership forums with the Office of Mental Health and the Department of Health to address ways the ECAC can support whole-child health strategies to meet needs.**

Activities

1. Identify and prioritize system level whole-child health strategies.
2. Support collaborative efforts to disseminate resources widely to families and communities.
3. Examine policies and practices to ensure early auditory screening, obesity prevention, oral health, public health challenges (e.g. measles, Adverse Childhood Experiences), as well as developmental screenings.
4. Early childhood oral health challenges are addressed, and best oral health practices are advanced.

**Performance Measures** that will indicate that the goal has been achieved:

- A. Endorse the use of DC:0-5 by Office of Mental Health/Department of Health (OMH/DOH) as the diagnostic tool for children birth to age 5 to ensure appropriate diagnosis and treatment interventions are implemented.
- B. Partnerships with leading health and mental health organizations are developed and communication pathways are strengthened to support alignment and efficiency of care.
- C. ECCE leadership and workforce will receive training that demonstrates an integrated understanding of ACE's, toxic stress, and protective factors on early and long-term development to support the whole child.
- D. The implementation of the Pyramid Model will be supported and expanded to more programs of all modalities with External Leadership Coaching, classroom coaching, and training for early childhood professionals and parents.
- E. The importance of oral health in early childhood is supported and expanded across ECCE settings and systems.

| Progress Indicators                                                                                                                                                                         |                                                                                                          |                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Year One                                                                                                                                                                                    | Year Two                                                                                                 | Year Three                                                                                                                                    |
| - The Pyramid Model implementation has been expanded to more programs and family child care providers, more module trainings have been delivered to early childhood professionals, and more | - Training events have been conducted in each region of NYS supporting the Pyramid Model implementation. | - Data report produced based on indicators collected over the first three years.<br>- Implementation of the Pyramid Model has been increased: |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>parent workshops have been conducted with parents across NYS.</p> <ul style="list-style-type: none"> <li>- The number of verified Master Cadre trainers have increased, which will in turn expand the reach of Pyramid Model trainings across NYS.</li> <li>- Training around ACE's and protective factors have been disseminated to the ECCE workforce which ensure that the mental and physical health of the children in their care is being supported.</li> <li>- Implementation of the Pyramid Model has been increased: <ul style="list-style-type: none"> <li>• Benchmarks of Quality scores for implementing programs have improved, and the number of programs reaching fidelity (80%) has increased.</li> <li>• TPOT/TPITOS scores for implementing teachers have improved, and the number of teachers reaching fidelity (80%) has increased.</li> </ul> </li> <li>- Challenges to address oral health in early childhood have been explored.</li> </ul> | <ul style="list-style-type: none"> <li>- Implementation of the Pyramid Model has been increased: <ul style="list-style-type: none"> <li>• Professional trainings and parent workshops have continued to expand.</li> <li>• Benchmarks of Quality scores for implementing programs have improved, and the number of programs reaching fidelity (80%) has increased. Programs that have reached fidelity have maintained implementation.</li> <li>• TPOT/TPITOS scores for implementing teachers have improved, and the number of teachers reaching fidelity (80%) has increased.</li> <li>• Teachers that have reached fidelity have maintained implementation.</li> <li>• More Pyramid Model implementing programs were self-sustaining without a state-funded External Leadership Coach.</li> </ul> </li> <li>- Challenges to addressing oral health in early childhood were addressed across the field.</li> </ul> | <ul style="list-style-type: none"> <li>• Professional trainings and parent workshops continue to expand.</li> <li>• Benchmarks of Quality scores for implementing programs have improved, and the number of programs reaching fidelity (80%) has increased. Programs that have reached fidelity have maintained implementation.</li> <li>• TPOT/TPITOS scores for implementing teachers have improved, and the number of teachers reaching fidelity (80%) has increased.</li> <li>• Teachers that have reached fidelity have maintained implementation.</li> <li>• Self-sustaining Pyramid Model programs have increased without a state-funded External Leadership Coach.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## GOAL 5

***An increased number of successful partnerships will further develop the mixed-delivery system of high-quality early care and education programs.***

### Objectives

**5-A: Learn from successful partnerships, actively support newly funded initiatives, and identify stakeholder interest for specific alignment opportunities, such as when children and families experience system transitions.**

#### Activities

1. Raise awareness of and promote the establishment of local Kindergarten Transition Teams to help bridge the transition from early care and education or home into kindergarten. Work with partners to create a parent survey that provides feedback about the transition experience.
2. With partners, devise a pilot to track the family's experience transitioning from Early Intervention (EI) to Committee on Preschool Special Education (CPSE).
3. Support the alignment of Early Intervention, preschool special education and K-12 special education to ensure optimal transition.
4. Feature innovative community-based practices as models on the ECAC website and other communication platforms.

**5-B: Engage early childhood programs and agencies in pursuit of partnership opportunities.**

#### Activities

1. Provide consultation and support to programs to assess ability, and to establish partnerships (i.e. braiding funds from more than one funding stream).
2. Provide technical assistance to programs with regard to program design, budget, and administration.
3. Identify opportunities to align and enhance existing regulations among agencies to ensure that the system is transparent and user friendly to parents and providers.

**5-C: All families have knowledge and choice in high-quality early care and learning programs to meet their needs in health, education, mental health, disability, and family support.**

#### Activities

1. The ECAC website is easily accessible to families as evidenced by increased use of interactive features.
2. Print materials about early childhood programs and resources for parents are made available in pediatric offices, clinics, WIC (supplemental nutrition) offices, and other family centric spaces.
3. The QUALITYstarsNY website and print materials are designed to support parent choice.

**Performance Measures** that will indicate that the goal has been achieved:

- A. Early Childhood Care and Education programs will partner with Early Intervention, Preschool Special Education and K-12 special education to strengthen systems and to create seamless experiences for children. Transition practices are institutionalized across NYS.
- B. Explore opportunity to track the number of children who make the successful transition from Early Intervention to Committees on Preschool Special Education. Parent Survey is developed and administered, and results are shared through ECAC communication vehicles.
- C. School districts will participate on a transition team that involves the local cross-sector partners. Professional Development to support braiding and blending will be available in all 10 regions. Technical assistance is available to support mixed-delivery partnership opportunities as they arise.

- D. Families will know where to get information and help each other in obtaining useful programs and resources. Resources will be further developed and connected to help families navigate complex systems. The referrals made by the homeless navigator will be tracked.
- E. QUALITYstarsNY shares rating information with families, and guidance on selecting high quality programs.

| <b>Progress Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year One</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Year Two</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Year Three</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>- Early childhood and kindergarten district transition teams have been funded and have received opportunities for professional development to further align expectations and practices across NYS.</li> <li>- Parent education, awareness, and support has increased leading to more equitable access to services.</li> <li>- District K transition guidelines have been refined to support implementation.</li> <li>- ECAC workgroups have populated the website and designed interactive features.</li> <li>- The ECAC workgroup has overseen design of print materials.</li> <li>- Baseline data from homeless navigator has been established.</li> </ul> | <ul style="list-style-type: none"> <li>- Successful kindergarten transition strategies that were developed in year one have been utilized as models for communities who have not yet developed and implemented transition practices.</li> <li>- Support for kindergarten transition teams has continued to increase.</li> <li>- Transition policy and practice strategies have been further refined and include a section that offers supports to families whose children did not attend formal early childhood education.</li> <li>- Website interactive features have been added to web capacity.</li> <li>- Materials have been disseminated.</li> <li>- Data on homeless children has been analyzed to inform policy and practice.</li> </ul> | <ul style="list-style-type: none"> <li>- Accessible tools in plain language for parents and pediatricians on the kindergarten transition process have been developed and disseminated.</li> <li>- Partnerships developed by districts have been utilized to leverage policy shifts and develop policy recommendations.</li> <li>- The use/impact of interactive features designed for families has been measured and its value has been analyzed.</li> <li>- A study has been conducted to determine parent perception of ECCE choices/options.</li> </ul> |



## GOAL 6

### ***Comprehensive interdisciplinary strategies are in place to grow the workforce and to support children from birth through age five and their families.***

#### Objectives

#### **6-A: Provide guidance and support for developmentally appropriate and culturally-responsive expectations for all professionals working in contexts with infants, toddlers and young children and their families.**

##### Activities

1. Newly developed career centers help to recruit and support the workforce in career decisions including health, mental health, family supports and early learning.
2. Collaborate with ECAC partners and other stakeholders to support credentials, degrees and certificates that prepare the workforce to serve children and families.
3. Create partnerships with higher education to encourage student recruitment in underserved fields and populations.
4. Explore ways to align professional learning and training requirements across funding streams to identify similar roles and scope of practice for practitioners across NYS.
5. Develop new series-based professional development as needed to include an equity lens, and provide statewide train the trainer preparation to build capacity across NYS.
6. Increase the number of individuals who have earned credentials, particularly the TTAP (coaching and training credential), building capacity across NYS.

#### **6-B: Look for opportunities across all state agencies and systems where successful early childhood workforce strategies can be adopted, integrated or hosted.**

##### Activities

1. Work with partner agencies to better understand regional need for certain providers (ex: Early Interventionists) and draft plans to address challenges.
2. Inform strategies for recruiting and incentivizing a range of early childhood specialists and therapists (e.g. Early Interventionists) in underserved areas to address unmet need.
3. Support the revision of the New York Works for Children career ladder and share with college and university programs to expand career choice to include opportunities across all NYS and local agencies and organizations.

#### **Performance Measures** that will indicate that the goal has been achieved:

- A. ECAC will review employment statistics from the Aspire Registry for ECCE positions.
- B. The career ladder will be revised and disseminated throughout NYS.
- C. Workforce has increased access to trainings, coaching, and professional development with special attention placed on programs serving vulnerable populations.
- D. Workforce pathways to degrees, higher education, and certifications are articulated and expanded across NYS.
- E. An analysis of workforce compensation will be conducted and recommendations for pay equity developed.

| <b>Progress Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year One</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Year Two</b>                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Year Three</b>                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>- The four Career Centers have become fully operational and have made an impact on recruitment.</li> <li>- The ECAC created a public relations campaign on the value of early childhood educators.</li> <li>- ECAC collaborated with the Child Care Availability Taskforce on these issues.</li> <li>- ECCE Trainers have received training in the delivery of new series based professional development, including the use of the new ELGs, which has increased capacity across all 10 REDC regions.</li> <li>- A plan to provide ECCE workforce with opportunities for professional development and leadership training has been created in order to implement race equity and inclusion practices in their sites.</li> </ul> | <ul style="list-style-type: none"> <li>- Career center strategies and best practices have been developed, piloted, and scaled to support recruitment, retention, and to fill gaps in workforce identified by existing data.</li> <li>- The ECAC has made recommendations to address equity in compensation.</li> <li>- Survey has been conducted with faculty to determine usage of the NYS Early Learning Guidelines (ELG).</li> </ul> | <ul style="list-style-type: none"> <li>- Career center strategies and best practices have been developed, piloted, and scaled to support recruitment, retention, and to fill gaps in workforce identified by existing data.</li> <li>- Each region has both a Career Center and a Leadership Initiative.</li> </ul> |

## GOAL 7

### ***New York State's early childhood education workforce system, New York Works for Children, is fully implemented.***

#### Objectives

#### **7-A: Support agreements to require the Aspire Registry for all ECCE programs to enhance practitioner's professional growth and program compliance.**

##### Activities

1. Support the development of linkages between the State Education Department (SED) TEACH System and the Aspire Registry to help streamline qualifications and professional development requirements and data collection on the ECCE workforce.
2. Offer recommendations using the Aspire Registry workforce data to inform policy, practice, and resource development.
3. Distribute the NYS early learning documents to new child care providers (DAP Briefs, ELG, CBK) as part of a "Welcome Kit" for new ECCE providers prompted by the Aspire Registry program profile creation.

#### **7-B: Offer strategies and recommendations to assure a system of competency-based workforce and professional development across all early care and education settings.**

##### Activities

1. Charge *New York Works for Children* and its partner organizations with the task of differentiating professional development opportunities for all adults who, through their employment, interact with young children.
2. Promote use of NYS Core Body of Knowledge and other foundational NYS resources across schools, centers, and family child care.
3. Promote professional development of all ECCE trainers, coaches, and educators on concepts that cut across systems including health, mental health (ACE's, toxic stress and protective factors), and special education.
4. Offer guidance and strategies for legally exempt and informal caregivers to access coaching and comprehensive professional development, and to be integrated into the early childhood professional system.

#### **7-C: Career Center satellites, and the Early Childhood Leadership Initiative satellites, are expanded to all 10 Regional Economic Development Council (REDC) regions in New York State to ensure access to success and career mobility for every member of the workforce.**

##### Activities

1. NYC Career Center and Career Center satellites recruit new individuals to the field and support higher education and career development planning.
2. Strengthen the network of Career Center satellites, and the network of Leadership Initiative satellites to support a communities of practice approach.
3. Further establish the Career Centers satellites on Long Island and in Buffalo, NYC, Albany and Oneida County.
4. Provide guidance on career pathways that support the infant and toddler workforce.
5. Further establish the two Leadership Initiative satellites created in year one on Long Island and in Buffalo.
6. Add two new Leadership Initiative satellites in other regions of NYS in 2020.

#### **7-D: Support policies, practices and resources that improve access across New York State for the ECCE workforce to earn degrees and certifications and model best practice guidelines.**



#### Activities

1. Current and potential students use the Career Centers and other vehicles to plan efficient courses of study.
2. Support public funding for the new CUNY & SUNY scholarship for individuals working 20 hours or more in licensed early childhood settings.
3. Promote system-wide messaging for providers to access professional development through the Aspire Registry calendar.
4. Provide support to ensure that professional development materials and practices are equitable, culturally relevant, and linguistically responsive. Increase availability of series-based professional development across all 10 regions.
5. Identify strategies to connect professionals across the field of early childhood care and education to relevant resources that support programs, staff, educators, families, and the children in their care.

### **7-E: Engage stakeholders to develop policies, practices and collaborative activities that align higher education and early childhood workforce development strategies and best practices.**

#### Activities

1. Encourage all faculty in both public and private institutions of higher education to use the newly revised Early Learning Guidelines (ELG's) and other foundational documents as required texts.
2. In collaboration with institutions of higher education, conduct a survey of early childhood courses across NYS to better prepare the current and future workforce serving children from birth to eight.
3. Promote the use of current research to inform infant and toddler courses and field experience.
4. Offer ideas on strategies to implement yearlong teacher residencies in teacher training.
5. Support the recruitment and professional development of new ECE faculty across NYS.
6. ECAC and NYAECTE (National Association of Early Childhood Teacher Educators) co-host a convening to consider faculty and student recruitment strategies, coursework, alignment, residency opportunities, and other issues to enhance higher education performance.

### **Performance Measures** that will indicate that the goal has been achieved:

- A. Aspire Registry participation will increase to include all early childhood educators. The workforce uses the Aspire Registry calendar to plan professional development. ECAC systematically reviews employment statistics available through the Aspire Registry. TEACH and the Aspire Registry are linked.
- B. Data from the Aspire Registry will be used to inform policy recommendations, to develop policy recommendations for the Governor's Office, and by NYS and local agencies to determine compliance. The Aspire Registry data will be used.
- C. The CUNY/SUNY scholarship becomes state-funded and its use increases each year of the grant.
- D. New providers receive a Welcome Kit. All professional development providers reference the NYS foundational documents. Legally exempt and informal providers are integrated into the professional development system.
- E. Career Centers are further established. Additional Leadership Initiative satellites are added.
- F. Professional development materials are culturally relevant and linguistically responsive. Series based professional development is available across all 10 regions.
- G. Higher education collaborates with the early childhood workforce to improve professional preparation. Diverse faculty are recruited to support higher education in NYS.
- H. Educators of infants and toddlers have access to newly developed and refined professional preparation. Career development and, therefore, credentials for infant and toddlers increase.
- I. ECAC and National Association of Early Childhood Teacher Educators convene meetings every other year.

| <b>Progress Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year One</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Year Two</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Year Three</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>- The Aspire Registry participation has increased to 65,000 active members.</li> <li>- Data analysis of pilot usage of CUNY/SUNY scholarship has been submitted to the Governor.</li> <li>- NYS funding has been allocated for CUNY/SUNY scholarship.</li> <li>- Definition of workforce and outreach for inclusion in registry have been expanded.</li> <li>- A plan to make the Aspire Registry financially self-sufficient with modest public support, within three years, has been developed.</li> <li>- Gaps in PD and teacher training have been identified for educators serving young children with special attention on infants and toddlers and recommendations to fill these gaps have been developed and presented to SED, OCFS and other partners.</li> <li>- Strategies and recommendations to support business development and skill expansion have been developed for registered and informal family childcare providers.</li> <li>- Career center satellites (4) have been fully implemented and data regarding their use has been shared with the ECAC.</li> <li>- Additional Leadership Initiative satellites have been added in two regions.</li> <li>- All newly licensed programs have received the Welcome Kit including: the Core Body of Knowledge, newly revised Early Learning Guidelines and Developmentally Appropriate Practice Briefs.</li> <li>- 40 new coaches have earned the NYS TTAP Coach Designation credential.</li> </ul> | <ul style="list-style-type: none"> <li>- The Aspire Registry participation has increased to 80,000.</li> <li>- Data gaps/system development of the Aspire Registry linkage have been identified for SED TEACH system.</li> <li>- Increased QUALITYstarsNY participation has resulted in more educators and leaders serving vulnerable populations receiving training, coaching and professional development.</li> <li>- Recruitment efforts have targeted communities where the Aspire Registry participation is lower than average.</li> <li>- Four additional career center satellites have been added in other regions across NYS.</li> <li>- The early childhood Leadership Initiative has been expanded to two additional regions across NYS.</li> <li>- Institutes of Higher Education (IHE) addressed recruitment and aligned coursework to strengthen emphasis on infants and toddlers.</li> <li>- 40 new coaches have earned the NYS TTAP Coach Designation credential.</li> <li>- CUNY/SUNY scholarship allocation has been increased which has increased usage.</li> </ul> | <ul style="list-style-type: none"> <li>- The Aspire Registry participation represented at least 85% of the early childhood workforce of NYS.</li> <li>- Infant and toddler educators' credentials have increased per the Aspire Registry.</li> <li>- Policy has been created requiring ECCE workforce participation in the Aspire Registry across NYS.</li> <li>- Career Center satellites have been implemented in every Economic Development Region.</li> <li>- Early Childhood Leadership Initiative has been expanded to all regions across NYS.</li> <li>- 40 new coaches have earned the NYS TTAP Coach Designation credential.</li> <li>- CUNY/SUNY scholarship allocation has increased which has increased usage.</li> </ul> |

## GOAL 8

### ***Actionable short and long-term strategies are in place to fund essential elements for New York State's mixed-delivery system.***

#### Objectives

#### **8-A: Develop and recommend strategies to fully fund the Early Childhood Integrated Data System (ECIDS).**

##### Activities

1. Analyze and develop a fiscal plan to fund the ECIDS in NYS.
2. Convene a group of public agencies and stakeholders to identify essential components of the ECIDS.
3. Propose an implementation plan that results in the creation of the ECIDS.

#### **8-B: Analyze all allocated resources dedicated to young children in NYS to determine duplication, unmet need, and make new funding recommendations that include an emphasis on providing more responsive services to infants and toddlers.**

##### Activities

1. Convene a cross-agency team to identify a full prioritized list of early childhood investments for the analysis and determine appropriate methods for review.
2. Use the Early Head Start Child Care Partnership as a model approach and consider other opportunities to replicate partnerships that maximize funding. This may require legislative changes or waivers to existing regulations.
3. Recommend strategies for redistributing existing funding and identify the new resources needed to fill gaps in resources needed to establish a comprehensive multi-delivery system.
4. Develop a fiscal analysis of the resources needed to increase and sustain high-quality infant and toddler programs in a mixed-delivery system.

#### **8-C: Continue collaborative efforts to develop concepts and white papers for innovative funding strategies, including issues addressing compensation for the early education workforce.**

##### Activities

1. Utilize the Regional Economic Development Council (REDC) and the Child Care Desert Report to support the development of a new funding option that allows philanthropic organizations and businesses to contribute funds to support a high-quality early childhood care and education system.
2. Disseminate infographics to promote employer tax credits and the NYS Child and Dependent Care Credit. *\*B5 funded*
3. Explore additional tax credit options for providers, professional development, and parents such as the Enhanced Child and Dependent Care Credit, as well as tax credits, business loans, facility bonds for Early Childhood Care and Education programs building development and improvements.
4. Investigate social impact bonds for early childhood care and education and the Pyramid Model.
5. Conduct a salary study using Aspire data and identify innovative practices that have been used in NYS and elsewhere to increase compensation for the early care and education workforce.

**8-D: Develop and recommend strategies to fully fund QUALITYstarsNY across New York State; ensuring that all children have access to high quality care and education.**

Activities

1. Work with the Child Care Availability Task Force to submit a request to the Governor’s Office for an increased allocation in year one of the plan that would increase participation to 10%.
2. Create three fiscal plan scenarios that explore approaches to full implementation over 5 years.

**8-E: Develop and recommend funding strategies for enrollment in the Aspire Registry across New York State, and a three-year sustainability plan.**

Activities

1. Identify the total costs for full workforce participation Including an analysis of the cost of current member participation (percentage of workforce by regulatory agency), cost to recruit and enroll new Aspire members, and the cost of retaining current Aspire Registry members.
2. Promote and obtain commitments from NYS and city agencies to fund core elements of The Aspire Registry.
3. Explore future financial plans and new avenues of revenue including sharing cost with users to reach projected sustainability.

**8-F: Develop and implement an infrastructure of funding and support that incentivizes community partnerships and allows programs to blend and braid all applicable funding to increase access for all families.**

Activities

1. Analyze the statutes, regulations, and administrative policies that present barriers to blending and braiding funding for early childhood education, home visiting, mental health consultation and other programs and services to inform specific strategies for making combining funding to strengthen and expand programs and services easier.
2. Design and implement training and technical assistance to early childhood programs to blend and braid funding and utilize other funding strategies.
3. Explore partnerships to create simple, clear, and financially feasible pathways for informal caregivers to get licensed if they are interested.

**Performance Measures** that will indicate that the goal has been achieved:

- A. Scan is conducted of current fiscal status, unmet need and recommendations for systems improvements are developed.
- B. A fiscal analysis is conducted of all allocated resources dedicated to young children in NYS.
- C. A 10-year financing plan is developed for NYS’ mixed-delivery system and submitted to the Governor’s Office as a recommendation.
- D. A plan is created to fully fund the Aspire Registry, and to make the Aspire Registry sustainable in three years.
- E. A plan is developed to fully fund QUALITYstarsNY.
- F. A plan is created to fund the Early Childhood Integrated Data System.
- G. There is an increase in the number of effective partnerships designed to maximize available resources. This data is used to identify opportunities to blend and braid funding. Structural barriers are determined and recommendations are made to mitigate these barriers at the state level.

| Progress Indicators |          |            |
|---------------------|----------|------------|
| Year One            | Year Two | Year Three |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Identify technical assistance resources</li> <li>- A fiscal analysis of current allocations has been conducted.</li> <li>- Clearly identify what the parameters are needed for the two tax credits – Enhanced Child and Dependent Care Tax Credit and the Credit to Support CCR&amp;Rs.</li> <li>- Meet with the NYS Tax and Finance Office of Tax Policy Analysis (OTPA) to get information on decision on how to proceed.</li> <li>- Develop return on investment research on Pyramid Model</li> <li>- Essential public resources have been identified in order to increase participation in the Aspire Registry.</li> <li>- Essential public resources have been identified in order to increase participation in the Aspire Registry.</li> </ul> | <ul style="list-style-type: none"> <li>- Develop cost estimate as part of financing work under 8-B</li> <li>- Develop incremental plan to finance and create the infrastructure needed to establish an ECIDS</li> <li>- Distribution to Regional Economic Develop Council, local chambers of commerce, and CCR&amp;R’s</li> <li>- infographics are distributed to RED-Cs, state, CRRs, and local chambers of commerce</li> <li>- Develop the legislative proposal.</li> <li>- Submit proposal to Governor’s Office.</li> <li>- Develop Social Impact Bond Proposal</li> <li>- A data analysis of workforce compensation using The Aspire Registry workforce data has been completed and recommendations have been developed and shared with the Governor’s Office.</li> <li>- ECAC recommendations for the Governor’s Office to increase participation and funding for the Aspire Registry and QUALITYstarsNY</li> <li>- Increased number of new partnerships have been established to use existing resources effectively</li> <li>- ECAC recommendations for the Gov Office to increase participation and funding for the Aspire Registry and QUALITYstarsNY</li> <li>- Increased number of new partnerships have been established to use existing resources effectively</li> <li>- The total amount of active Aspire Registry accounts has increased by 15%.</li> <li>- ECAC has developed recommendations for the Governor’s Office to increase participation and funding for the Aspire Registry and QUALITYstarsNY.</li> <li>- The total amount of active Aspire Registry accounts has increased by 15%.</li> <li>- ECAC has developed recommendations for the Governor’s Office to increase participation and funding for the Aspire Registry and QUALITYstarsNY.</li> <li>- Recommendations to address barriers to blending and braiding funding have been developed.</li> <li>- Develop the TOT curriculum based on the Blending &amp; Braiding Funds to</li> </ul> | <ul style="list-style-type: none"> <li>- 10-year plan to fully implement strategies has been submitted to the Governor’s Office.</li> <li>- QUALITYstarsNY participation has been increased to 50% overall.</li> <li>- QUALITYstarsNY participation has been increased to 50% overall</li> <li>- Aspire Registry funding has become self-sufficient due to policy recommendations, increased participation, and the implementation of the new funding strategies.</li> <li>- Aspire Registry funding has become self-sufficient due to policy recommendations, increased participation, and the implementation of the new funding strategies.</li> </ul> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                    |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>Support Early Childhood Education Programs.</p> <ul style="list-style-type: none"><li>- Pilot the curriculum &amp; make changes.</li><li>- Implement the TOT training to child care programs</li><li>- Revise the Home Visiting Guide</li></ul> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## GOAL 9

***An Early Childhood Integrated Data System (ECIDS) is created for tracking service delivery, outcomes and system improvements to drive accountability, policy development, funding and best practices across New York State.***

### Objectives

**9-A: Support the development of an Early Childhood Integrated Data System (ECIDS) that tracks all children from birth regarding the services/supports they receive, the programs that provide the services, and the staff and administrators who work in those programs.**

#### Activities

1. Work with representatives of all NYS and NYC early childhood related data systems to develop a plan to build an Early Childhood Integrated Data System. Be informed by the 2019 Data System Feasibility Study results and the experiences of states with existing ECIDS.
2. Identify specific goals and objectives for the ECIDS to drive the use of data collection technology.
3. Explore the feasibility that each child has a unique identifier at birth in NYS to ensure that service delivery tracking translates and transfers across systems, with a family “opt out” feature.
4. Add to existing data systems a child-based registry to collect information on all children including those children receiving early childhood education services that are not funded through public funds. Provide NYS policy makers and program managers data about the children and families we aim to serve.
5. Examine the relationships and areas of opportunity for data that focuses on both health (including mental health) and early learning.
6. Agreements for privacy protection are made and data sharing across agencies and entities are drawn up, reviewed, and executed by agency legal counsels.

**9-B: Use newly available data to inform public policy, communications, and collaboration.**

#### Activities

1. The Aspire Registry currently supports programs and agencies to track and maintain training and qualification records. In collaboration with Office of Children and Family Services and State Education Department, determine the value add and the costs to add a feature to the Aspire Registry for users to track, search and retain background checks and fingerprints for the early childhood workforce.
2. Use data to understand breadth of homelessness affecting young children and service delivery options.
3. Support the Department of Health to enhance the existing new-born hearing screening data system to track follow up services for children testing positive after initial auditory screening.

**Performance Measures** that will indicate that the goal has been achieved:

- A. An integrated early childhood data system is designed and in preliminary stages of use.
- B. NYS Agencies are accessing and using data for policy and planning to inform policy, funding, and to implement best practices.
- C. NYS and local public agencies are accessing data to inform policy and finance with regard to health, early learning, family security and issues of inequity.

| <b>Progress Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year One</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Year Two</b>                                                                                                                                                                                                                                                                                                                                                                            | <b>Year Three</b>                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>- Key information has been identified and shared across systems.</li> <li>- Agency buy-in has increased.</li> <li>- Public agencies have been convened to identify current available data and gaps.</li> <li>- A plan has been created to design and implement an early childhood integrated data system.</li> <li>- The opportunity to integrate background checks and fingerprinting into the Aspire Registry has been analyzed.</li> </ul> | <ul style="list-style-type: none"> <li>- Feasibility of each child born in NYS receiving a unique identifier at birth has been actively explored across NYS agencies.</li> <li>- Feasibility of integrating background checks and fingerprinting into the Aspire Registry has been determined and appropriate recommendations have been prepared to support its implementation.</li> </ul> | <ul style="list-style-type: none"> <li>- Data has been used to develop policy recommendations for the Governor’s Office.</li> <li>- The ECIDS has been made available to all public agencies serving children.</li> <li>- Data systems have provided adequate information to support policy and budget.</li> <li>- Heat maps have been developed to provide pictorial representation of data in NYS.</li> </ul> |

## **GOAL 10**

***Research findings and evaluation results are used to recommend policy, statutory and regulatory changes, as well as structures and best practices to strengthen the NYS early childhood system.***

### Objectives

**10-A: Develop research and evaluation capacity to strengthen our ability to process and disseminate useful research, policy information and resources to inform recommendations and decisions.**

#### Activities

1. Create criteria and protocol for sharing research and establish a dissemination plan to share information back to parents/providers/local programs involved.
2. Share the findings from the NYSB5 Needs Assessment with those involved in the parent, administrator and teacher focus groups on an annual basis.
3. The ECAC reviews and shares available primary research and critical data to support recommendations to change or improve policy, regulation, and statute.
4. Identify partners and opportunities to collaborate with stakeholders to support the expansion of research and analysis.
5. Collaborate with workforce and professional development colleagues to develop strategies and funding streams that consider issues of equity in access to funds and research opportunities to ensure students from diverse communities' access professional development. This could include requests for funding student internships, fellowships and research in every research and grant proposal.
6. Collect and generate research questions for undergraduate and graduate level research scientists, students, and institutions. Develop strategies and funding streams to match graduate students with public and nonprofit agencies to embed and fund their research and secondary analyses.

**10-B: Provide guidance to agencies and individuals on methods and respond to requests for primary research on emerging issues.**

#### Activities

1. Identify other NYS and national models we can learn from and collaborate with to strengthen our use of leading-edge research and evaluation.
2. Utilize the ECAC website and platforms to identify and promote professional development opportunities, resources to educate families, early childhood providers, programs, organizations and agencies around evaluation, data collection, and analysis.
3. Provide technical assistance to agencies and individuals to provide information on how to design and implement evaluation.
4. As ECAC workgroups identify considerations for change and improvement, identify research questions to inform recommendations for policy, statutory, or regulatory changes. Questions like: why are large numbers of family child care providers leaving the field; or what is the impact of the expansion of school-based Prekindergarten for three and four-year-olds on community-based child care and Head Start?
5. Design measures and methods to evaluate the effectiveness of ECAC projects, initiatives and structures to streamline efforts and maximize impact.

**Performance Measures** that will indicate that the goal has been achieved:

- A. Greater use of evidence-based/best practice used in practice.

B. Increase in policies that are research informed.

C. Data is available, accessible and digestible for parents, programs, and all others.

| <b>Progress Indicators</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                               |                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year One</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Year Two</b>                                                                                                                                               | <b>Year Three</b>                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>- Criteria of best practice and dissemination plan have been created.</li><li>- Parents, providers, and impacted communities have been informed on ECAC progress toward these goals.</li><li>- Information from focus groups was used to determine how research and evaluation results inform practice.</li><li>- Recommendations made to the Governor's Office have been accompanied by evidence-based support.</li></ul> | <ul style="list-style-type: none"><li>- The best practice and dissemination plan have been shared.</li><li>- Programs have utilized best practices.</li></ul> | <ul style="list-style-type: none"><li>- More policies have been enacted that are research-informed.</li><li>- Parent/provider access to the related research has increased.</li><li>- Recommendations based on research and evaluation results have been made to the Governor's Office.</li></ul> |