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.

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:	Status of Progress Indicators:
1. Support workgroups/teams to prioritize recommendations to the Governor's Office to inform and support policy, funding, and innovation that insures a comprehensive early childhood agenda.	**Y1: -**Shared list of revised 2019 recommendations to the Governor's Office. -Wrote letter to the Governor in December 2020 about prioritizing the early childhood workforce for vaccine rollout, address race equity in early childhood with our support, & address equitable distribution of technology to mitigate our current resource gap as we rely increasingly on telecommunication for medicine, education, and interpersonal support. **Y2: -**Co-chairs met with the Governor's office in support of the CCATF, discuss ECAC priorities to include in the Governor's State of the State address/book, and joined the Child Care Desert work group. -ECAC co-chairs wrote a letter to Governor Hochul introducing themselves and the ECAC and to position the ECAC to support a comprehensive early childhood agenda. **Y3 Q2**: -The co-chairs have set aside a portion of the Strategic Planning Retreat to create a list of recommendations for the Governor's consideration.
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.	**Y1:** -Utilized supportive research and NYS available data to develop recommendations. **Y2:** -Utilized supportive research and NYS available data to develop recommendations. **Y3 Q2**: -Data on the CUNY/SUNY Early Childhood Workforce Scholarship will be presented to strengthen the case for a state-funded scholarship recommendation once the B-5 funding ends.

3. Coordinate ECAC activities with statewide initiatives (and local initiatives where appropriate).	**Y1:** -Partnered with Ed Trust NY to share information about the Early Head Start Child Care Partnership with the field ahead of the federal expansion opportunity (July 2020). -Kirsten Siegenthaler presented the Title V Needs Assessment findings at the ECAC December Membership Meeting. **Y3 Q2**: -Co-chairs met with the Governor's office to review crosswalk of ECAC, CCATF, and CPRAC.

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:	Status of Progress Indicators:
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.	**Y1:** -Conducted an audit of the ECAC membership on diversity (race, gender, geographic representation, role and function) and designed a recruitment plan to create a more inclusive body. **Y2:** -Co-chairs continued to seek a diverse membership. **Y3 Q1**: -Membership continues to grow and represent dimensions of diversity as specified in the activity. **Y3 Q2**: -On-going – new members have been nominated in this past quarter and the nominations process seems to be moving more quickly.
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.	**Y1: -**Developed a race equity statement across systems and shared it with ECAC networks. **Y2**: -Participated in the NYSB5 Funded Leading with Race Equity Initiative. **Y3 Q1:** -to date: Continued participation and support of Leading with Race Equity Initiative. Invited presentations focus on equity issues.

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. -Especial topic teams to address challenges families of young children face such as homelessness, parental incarceration, and immigration to make recommendations to the Governor.	**Y1: -**Workgroups were established to represent Strategic Plan sections and model cross-functional approach (including ECAC teams and members, 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). -Work Teams were established for all ten goals. -Progress is monitored at ECAC meetings, steering committee meetings, and in between as groups make progress. **Y2**: -Working to ensure that New York State is ready to respond to the Build Back Better (BBB) Plan once it is enacted. **Y3 Q1:** -Structure of ECAC Zoom meetings has improved to include interactive components to amplify member and PAC member voices.

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:	Status of Progress Indicator:
1. Research and develop a system building framework, prepare examples of financial, administrative and programmatic alignment for leveraging resources within and across services.	**Y3 Q1**: -Meeting time has been devoted to explore system-building strategies and preparation to maximize new resources.
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.	**Y2**: -Developed literature review including available data on suspensions and expulsions in Pre-K and innovative strategies grounded in race equity in NY and other states. **Y3 Q2**: -Significant progress has been made in conjunction with the B-5 efforts bringing a wide range of entities together to learn about and support each other's work.

3. Collaborate with agencies and organizations currently working with parents through a cultural lens to support culturally relevant practices.	**Y3 Q1**: -Yvette worked with PAC members and other stakeholders to create a guide for agencies and organizations to engage families through a culturally respectful lens.

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:	Status of Progress Indicator:
1. Develop structures and resources to implement a comprehensive communications strategy and update communication protocols for members in their role as ambassadors.	**Y1**: -Worked with PDI communications team to expand communication strategies including email subscriptions, ECAC website, conferences & events. -Developed targeted resource pages on the website including families/parents and providers. **Y2**: -Developing webpage for parents and caregivers to access relevant information and resources. **Y3 Q1**: -This work continues.
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.	**Y1: -**Website was updated. New materials were developed as needed to support workgroup products. -Targeted COVID-19 resources for our primary audiences were added to the website. These groups are: Families, Practitioners, Programs and Policymakers. **Y2:** -Website has been re-structured to enhance its utility. New sections have been added and analytics are being monitored. **Y3 Q1**: -This work continues; new material has been added. **Y3 Q2:** -Need new opportunities to generate more interest in the website and its value.
3. Inventory statewide and community-based initiatives working across sectors to strengthen and expand services for young children	**Y1:**-Featured the Early Childhood Alliance, Onondaga on the Local Highlights for best practices on the ECAC website. -Featured QUALITYstarsNY on the State Highlights for best practices on the ECAC website. -Featured the EHSCCP on the National Highlights of best practices on the ECAC website in early 2020. -Early Childhood Alliance, Onondaga on the Local Highlights for best practices on the ECAC website.

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.	-Featured the 2020 Census on the Local, State and National best practices on the ECAC website. **Y2:** -Featured The Children's Agenda on the Local Highlights for best practices on the ECAC website. -Featured Raising New York on the State Highlights for best practices on the ECAC website. -Featured the National Workforce Registry on the National Highlights of best practices on the ECAC website. **Y3 Q1:** -Featured the Adirondack Birth to Three Alliance on the Local Highlights for best practices on the ECAC website. -Featured the Child Care Availability Task Force on the State Highlights for best practices on the ECAC website. -Featured the Build Back Better Act on the National Highlights of best practices on the ECAC website.

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:	Status of Progress Indicator:
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.	**Y1**: -Developed a white paper "business case" for the support of early childhood including a ROI. **Y2:** -A paper, targeting business leaders, *Making the Case for the Support of High-Quality Early Childhood Services,* was commissioned and written.
2. Host an economic summit on early childhood investments, such as the benefits of a children's trust endowment.	**Y3 Q2:** -This work may be re-energized as the Pandemic subsides and we can convene people. There is possible opportunity to work with this activity once the CPRAC is convened.
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.	**Y3 Q2:** -This work can be re-energized with a different group of stakeholders and participants (and new members). Possible members include Tara Gardner, Meredith Chimento, Kristen Kerr.

Goal 2: Family engagement and leadership are essential to inform ECAC early childhood system building efforts.

Year:	Overall Progress Indicators:	Status of Progress Indicator:
Y1	Formalized strategies were developed, including resources and a checklist, to support authentic parent involvement.	**Y2**: PAC members collaborated with ECAC members and developed a Family Engagement Best Practices document that will be shared in year 3.

2-A: Expand and amplify parent voices within the ECAC, ensuring diverse representation. *B5 funded*

Activities:	Status of Progress Indicator:
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. (Work with family engagement coordinator to establish and implement the parent advisory council.). *B5 funded*	**Y2: -**6 parents representing diverse communities, cultures, regions and vulnerable populations were recruited to participate in the ECAC. -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. -An equity lens drove each step of the recruitment and inclusion process. -Technology was utilized, including the ECAC website and video calls, in developing accessible and equitable practices for parent contributions to the ECAC. -PAC members reviewed the PAC manual. It is complete and is being disseminated. -Convened a team comprised of PAC parents, state agencies and nonprofits to create a family engagement survey. - Five PAC parents are active in three projects: Two parents took part in the Parent Leadership Conference planning committee, two participating in family engagement framework document formation and one parent involved in developing the family engagement survey.
2. Partner with organizations working in family engagement across NYS, including the Family Resource Centers and the NYS Parenting Education Partnership (NYSPEP), PCANYS and other interested non-profit and state agencies, to be an influential perspective in developing an aligned statewide system.	**Y1: -**Collaboration with partners, non-profits, and agencies has expanded recruitment of parents. **Y2: -**PCANY, under direction of OCFS, is offering a monthly networking call for all Trust Fund Family Resource Centers. This network supports ongoing implementation of the Standards of Quality – a framework for understanding programs integration of family centered parent engagement practices. **-**CCF's ECCS grant was renewed for another five years, it includes family engagement. **Y3 Q1:** -Completed development of a Family Engagement Best Practices document that State agencies can use to implement stronger family engagement practices.

2-B: Encourage best practices in the field to elevate parent engagement and promote family choice in early care and education.	
Activities:	**Status of Progress Indicator:**
1. Promote the family engagement practices currently used by Head Start for state and non-profit agency settings. .	**Y2: -**Head Start Federal Technical Assistance Team presented on the Head Start Family Engagement Framework to a core leadership team of the ECAC. -Convened two teams consisting of PAC members, non-profit and state agencies to create: 1- Best practices document for state agency use; and 2. Family engagement survey for state agencies. First draft of best practices document completed by end of 2021. **Y3 Q1:** –Completed best practices document – will be published and distributed to interested agencies. Best practices document has Head Start concepts in guide. Family engagement survey being revised – PAC parent will lead work on survey.
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.	**Y2**: -Two Parent Leadership Conferences were held on April 2021 and November 2021. -Some of the parents involved with the Parent Leadership Conference have been engaged to comment on legislative proposals including language on bills impacting families. Through this process these parents are joining a workgroup discussion a Primary Prevention Agenda for the legislature.

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

Activities:	Status of Progress Indicator:
1. Learn from successful collaborations on family engagement currently underway and identify potential partnerships.	**Y2: -**The Family Engagement Best Practices first draft document created. Family engagement specialist convened a family engagement meeting with four nonprofit agencies that implement family engagement. Ran out of time for discussion and next steps will be convene another meeting later in 2021. Meeting on hold as three family engagement people no longer work for agencies represented in meeting. **Y3 Q1:** – Five agencies interested in attending family engagement discussion to discuss engagement challenges and achievements. -Best practices document will be published. Distribution plan being developed.
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.	**Y2: -**New York State Association for Infant Mental Health, the Home Visiting Coordination Initiative and NYSPEP are working to enhance cross-provider professional development opportunities. Promotion of events and joint planning efforts are underway.
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. *B5 funded*	**Y2**: -CCF developed the Child Care Desert Map and it is available on the OCFS website and is being used for the Desert RFA. Activity is complete.
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).	**Y2: -**PCANY is working with OCFS to update the NYS mandated reporter training to include information about Protective Factors, Adverse Childhood Experiences, and Equity/ Inclusion issues. Release on revised Training expected in 2022.

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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.	**Y2:** -NYSPEP continues to promote Parent Café Train the Trainer events across the state. To date this year 25 additional community-based providers and two parents have been trained in the approach. -PAC Parents were invited to participate in the CCF/B5 Needs Assessment.
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. *B5 funded* I. Convene a group to discuss how to sustain project after B5 funding has ended.	**Y1**: -Contracts were executed. **Y2**: -Contracts began with 11 baby bundle distribution sites. -As of the end of 2021, 556 Baby Bundles were distributed and over nine thousand are expected to be disseminated by the end of the contract. -10 local agencies in each of the ten NYS economic development regions of the state and the Migrant and Seasonal Head Start program were selected and funded to distribute, track and provide feedback from families on their use of the NYS Baby Bundle. Two more agencies are being added for Year 3. **Y3 Q1**: -Two additional baby bundle distribution sites were contacted. PPEP data is available.
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. i. Make IMH endorsement available to a broader audience.	**Y2:** -The IMH endorsement is established in NYS.
9. Engage parents through expanded partnership with NYS Parent Teachers Association.	**Y1**: -Engaged with NYS Parent Teacher Association, Invited PTA Family Engagement Representative to ECAC Meetings.

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.

Year:	Overall Progress Indicators:	Status of Progress Indicator:
Y1	The number of ECCE educators receiving culturally competent and appropriate coaching, training, certifications and other support has increased across all 10 REDC regions.	Culturally responsive practices if a fundamental element of all series-based professional development and coaching. **Y2 Q2-4:** 3 full 6-part series Core Body of Knowledge Institutes offered; 182 attendees total. **Y3 Q2:** The following have been offered virtually and have been completed or will conclude by the end of Q2: Core Body of Knowledge for Directors Core Body of Knowledge for Professional Development Providers Core Body of Knowledge Intro for Staff Early Learning Guidelines Intro – 2 Sessions Early Learning Guidelines: Culturally Responsive Practices – 2 Sessions Early Learning Guidelines: Social Emotional – 1 Session
Y1	A plan was developed that supports ECCE providers adopting and implementing best inclusion practices.	**Y2:** Began offering Communities of Practice to professional development providers and leaders/administrators in DEI, Social Emotional Learning and NY's Core Body of Knowledge. **Y3 Q1:** Full 2022 calendar published for PD Providers, Leaders and classroom/FCC educators.
Y1	Development of parent feedback and family advisory group input has been put in place to inform the work of the ECAC.	**Y2**: PAC was developed and they are providing input in ECAC Meetings and Activities.
Y1	Interest Driven Learning series has been offered in all 10 regions.	Moved to fully virtual format in 2020 increasing access across the state. **Y2: Q2-4** offered 1 series per quarter in IDL for Infant Toddler, Preschool and Leaders; a total of 118 attendees. **Y3 Q1:** Full 2022 Professional Learning calendar published for both Interest Driven Learning, Core Body of Knowledge and Introduction to Newly Revised Early Learning Guidelines. **Y3 Q2:** The following have been offered virtually and have been completed or will conclude by the end of Q2: IDL for Family Child Care Providers, IDL Preschool, IDL Leaders, IDL Infant Toddler
Y1	Newly designed series-based professional development has expanded to reach all 10 regions.	**Y3 Q1:** All series-based professional development continues to be offered virtually. **Y3 Q2:** See detailed offerings above; all continue to be provided virtually and are available to practitioners across the state.
Y3	More ECCE staff have received appropriate training and	**Y3 Q1:** Currently have 590 registrants for series being offered in 2022

	certifications to support/enable high quality services/education.	**Y3 Q2:** Series offered to date are outlined above; total registration to date is over 200 across the respective sessions. Participation numbers will be provided at the conclusion of each series at the end of Q2 in June.

3-A: Work to expand QUALITYstarsNY across the early childhood system, making it available to all providers who choose to participate. *B5 funded*

Activities:	Status of Progress Indicator:
1. Select ECAC members representing health, mental health, family support, workforce, and early learning to support the QUALITYstarsNY standards review when needed.	**Y1: -**QSNY conducted internal standards review. **Y3 Q1**: -With internal review of standards completed will impanel external review committee. **Y3 Q2**: -Anticipate the review committee being convened late Q3 through Q4.
2. Review QUALITYstarsNY data twice a year to track progress. *B5 funded*	**Y1: -**QSNY provided update at December Membership meeting regarding current participation and ratings. **Y2: -**Internal review of QUALITYstarsNY Standards was completed & initial text edits are being developed as Phase 1 to address immediate updates to the documentation requirement language only, not the actual Standard. Actual Standard revision work is Phase 2 to begin early 2022 & will include ECAC members as described. **Y3 Q2: -**Leslie and Kristen have met and are continuing to work to identify the metrics which would be most helpful to the ECAC and will develop a reporting mechanism to share by the end of 2022.
3. Support the recruitment of new early childhood sites to participate in QUALITYstarsNY, identifying vulnerable communities to be prioritized when funding becomes available. *B5 funded*	**Y1:** -New QSNY programs were recruited. -Provided guidance and support of programs through the pandemic. **Y2:** -QSNY continues to recruit & enroll licensed/regulated programs in high need communities, looking at family choice in and beyond QSNY. **Y2 Q4**: -Presentation at December meeting sharing initial expansion progress to date and QSNY ECAC brief with current participating program data. Brief available on ECAC website under December meeting materials.

	Y3 Q1: -Presentation provided at January ECAC membership meeting laying out plan for scaling expansion of QSNY through 2024.
	Y3 Q2: -Efforts continue to build infrastructure and capacity to support additional programs. Will work to provide updated number of new programs at the conclusion of Q2. Programs applying for and receiving desert grants will be required to participate with Start with Stars; applications closed on May 19th and over 1700 applications were received. Grant award announcements will be made by June 30th, 2022.

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:	Status of Progress Indicator:
1. Create an inventory of information and resources on parent choice of early childhood education programs that are currently available for families.	**Y1**: -Developed placemats. **Y2**: -Revised content. **Y3 Q1**: -Translated in 11 languages available here: https://www.ccf.ny.gov/ppsocialmedia-2/.
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.	**Y1**: Parent Portal website was created: https://www.nysparenting.org/. **Y2**: Media Campaign "Talking is Teaching" was rolled out.
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	**Y2**: -Materials supporting parent choice of early childhood education programs are available on the QSNY website including a check list: https://qualitystarsny.org/wp-content/uploads/2020/03/Early-Childhood-Program-Quality-Checklist-Families-Nov-2020.pdf. **Y3 Q2**: -Parent Page on the ECAC website is in development.

quality to look for in early childhood programs. *B5 funded*	
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.	**Y2**: -Early Childhood Program Quality Checklist & Guide for Families has been made available online: https://qualitystarsny.org/wp-content/uploads/2020/03/Early-Childhood-Program-Quality-Checklist-Families-Nov-2020.pdf.

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.

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. *B5 funded*	
Activities:	**Status of Progress Indicator:**
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. *B5 funded*	**Y1: -**Pyramid Model implementation expanded to more programs and family child care providers, more module trainings have been delivered to early childhood professionals, and more parent workshops have been conducted with parents across NYS. -The implementing sites are using the newly created state data system for Pyramid Model Implementation (PIDS). -Additional parent workshops (Positive Solutions for Families) have been conducted and OMH is supporting more in 2021. 10 more series of 6 workshops have been completed. -20 new Master Cadre have been vetted and selected to attend 14 days of ToT training. Some of the ToT was completed in 2020 and the rest will be completed in 2021. -Benchmarks of Quality scores in implementing programs have improved, and the number of programs reaching fidelity (80%) has increased. -TPOT/TPITOS scores for implementing teachers/classrooms have improved, and the number of teachers reaching fidelity (80%) has increased. **Y2: -**Pyramid Model has been implementing and expanding supported by CCR&Rs as local hubs in 5 Regions. The Pyramid Model Implementation Data system is up and running. -Pyramid Model virtual trainings have been successful and the CCRR hubs have been creating local pyramid implementation teams. -The new 2020 Master Cadre have completed all of the TOT trainings and are starting to deliver module trainings, classroom coaching and classroom observations. This expands the current Master Cadre by 20. -The Pyramid Model implementation has launched Cohort 5 Programs (a group of newly implemented programs and schools) and FCC in three of the five Hub regions, enrolling 22 new sites. -The Pyramid Model Hubs at 5 CCRRs have grant funded contracts to manage the new implementation sites in their region. Cohort 5 includes both centers and FCC/GFCC sites.

	-The Master Cadre 2020 have officially graduated and are providing training, coaching and TPOT/TPITOS in NY. -The API between Aspire and PIDS has been created, tested and is going live. This will send data from Aspire to PIDS. - The first ever Pyramid Model Statewide Summit took place over three weeks and was well attended (virtually). More than 120 participants attended the different offerings. **Y3 Q2**: -The Pyramid Model Training Coordinators modified the Preschool Modules to meet the needs of NYC DOE and we provided 10 rounds of Preschool Module trainings for 400 of DOE Instructional Coordinators and Social Workers. The 5 Hubs are continuing their outreach and support of existing cohorts. Training Coordinators created 2-hour Roadmap series to introduce the Pyramid Model to new programs and FCC. Equity Work Group was formed. Cohort 6 is starting.
2. Consider funding strategies for multi-agency collaboration to offer Pyramid Model trainings across NYS.	**Y2:** -The SLT presented a funding proposal to OCFS/CCDBG for 2024. **Y3:** SLT is in the process of securing sustainability funding for when the B5 grant ends.

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:	Status of Progress Indicator:
1. Identify and prioritize system level whole-child health strategies.	**Y1: -**The CCR&Rs have added Infant and Early Childhood Mental Health Consultants to help support the MDS. **Y2:** -ACEs work is underway: integrating mental health in whole health. **Y3 Q1**: -Better integrating with OMH work on mental health services for young children. Pediatric mental health supports for children in traditional public health programs. In parallel the Cross-Systems meeting is working on some of this too. Workforce, single point of access.
2. Support collaborative efforts to disseminate resources widely to families and communities.	**Y2:** -The Baby Bundle Pilot is testing one idea for reaching all new parents (foster, adoption, birth) with a Baby Bundle full of state and local resources, and cardboard books for the baby. See Goal 2 for more info.
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.	**Y1: - ACEs has been added to the required list of trainings for licensing.** - *Can Your Baby Hear You?* A brochure from the NYS DOH was added to the NYS B5 Baby Bundle pilot project that will go to 7,500 new parents in NY in 2021. **Y2**: -Baby Bundles include information about the importance of hearing screening. **Y3 Q2**: -Information on brushing baby's teeth and a baby toothbrush are included in the B5 Baby Bundles in 2022.
4. Early childhood oral health challenges are addressed, and best oral health practices are advanced.	**Y1: -**Bridget Walsh is supporting the oral health work by applying for a 5-year HRSA grant. **Y2:** -Progress made securing large dental grant entitled <u>HRSA Network for Oral Health Integration grant</u>. -7,500 Baby Toothbrushes are being added to the NYS B5 Baby Bundles, along with a parent friendly one page information sheet with pictures and important facts about brushing baby's teeth. **Y3 Q1:** -Integration of oral health screening and developmental screenings at the pediatric office visit at well baby visits. Looking at electronic medical records

	-Conducted policy conversations across several maternal and child health oral health projects to develop an agenda for consideration.
	Y3 Q2: -This group is planning an Early Childhood Oral Health Summit November 14, 2022.

Goal 5: An increased number of successful partnerships will further develop the mixed-delivery system of high-quality early care and education programs.

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:	**Status of Progress Indicator:**
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.	**Y1:** -Held 3 Kindergarten Transition Summits in 2020 and from those at least 5 new local Kindergarten Transition Teams were formed. 287 people participated in the KT Summits. Strong examples of KT practices were added to the NYSB5 website. **Y2:** -Kindergarten Orientation was conducted, inviting communities across the state to apply for up to $10,000 (*B5 grant Seed Money*) to implement innovative kindergarten transition practices locally with the mixed delivery system. -Nine Kindergarten Transition Seed Money awards made. More Kindergarten transition teams are forming across the state. KT best practice webinars are posted on B5 website. -Conducted 9 Kindergarten Transition community events to help raise the awareness of registering on time for kindergarten and provided community resources and school supplies and books for children entering kindergarten and Pre-K in the fall. -Kindergarten Transition activities for 2021 are completed for $90,000. Activities took place in 9 areas of the state where they piloted innovative practices, and most will find other funding to continue their new practices each year for incoming kindergartners. -On 11/17/2021 the state KT Team recorded a KT Orientation with PDP to use in January to make more communities aware of the funding available for KT activities across the state. **Y3 Q1:** -6 new Kindergarten Transition Teams were created and awarded funding to implement innovative KT practices in their communities. -"The Importance of Kindergarten Transitions" was presented at the April 2022 NYAEYC conference where 50 people attended.

2. With partners, devise a pilot to track the family's experience transitioning from Early Intervention (EI) to Committee on Preschool Special Education (CPSE).	**Y3 Q1**: -This is in early stage of development.
3. Support the alignment of Early Intervention, preschool special education and K-12 special education to ensure optimal transition.	**Y2**: -Invited SED OSE to present at the ECLC Membership meeting of all CCRRs, to teach about the transition from EI to CPSE and how to help parents and providers when a referral is needed. - The TA (Technical Assistance) Group has worked for 2 years to establish alignment and communication among the NYS agencies that provide professional development and technical assistance to the mixed delivery system. **Y3 Q1**: -The "TA Alignment Rainbow Chart" that includes all of the 35 training and professional development organizations that impact the mixed delivery systems updated and available on NYSB5website. -TA Alignment group had a full group meeting on 5/12/22. -An Overview of Early Childhood Special Education: What Every Early Care and Education Provider Needs to Know session was presented at the NYAEYC Conference April 2022, with 52 people in attendance.
4. Feature innovative community-based practices as models on the ECAC website and other communication platforms.	**Y1:** -Added the statewide KT Summit Orientation videos and materials to the NYSB5 website. **Y2**: Uploaded the professionally recorded *Kindergarten Transition Orientation* and all the handouts that accompany it to the CCF NYSB5 website.

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

Activities:	Status of Progress Indicator:
1. Provide consultation and support to programs to assess ability, and to establish partnerships (i.e. braiding funds from more than one funding stream). **B5 funded	**Y1 – Y3:** -The B5 grant has contracted with ECLC to provide *Core Business Training* for child care providers. **Y2:** The materials have been created and the trainings have been delivered. **Y2**: -Director of the SED Office of Early Learning & the NYS Head Start Collaboration Director presented webinars to the field to encourage Prekindergarten and CBO/ Head Start collaborations. **Y3 Q2**: -ECLC is delivering *Core Business series* (via the NYS B5 grant) that addresses core business principals around funding, marketing, and managing multiple funding streams (5-B-2). -ECLC is also providing training on Blending & Braiding of funding for child care centers and family child care homes (5-B-2).
2. Provide technical assistance to programs with regard to program design, budget, and administration.	**Y2**: -The B5 grant has contracted with ECLC to provide Business Training for child care providers. The materials have been created and the trainings have been delivered. See B5 annual APPR for more details. **Y3 Q2**: -ECLC is delivering Core Business series (via the NYS B5 grant) that addresses core business principals around funding, marketing, and managing multiple funding streams (5-B-1). -ECLC is also providing training on Blending & Braiding of funding for child care centers and family child care homes (5-B-1).
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.	**Y1:** -Added some colorful printed materials about free early care and education options to the Baby Bundle new parent kits that will be distributed in 11 regions of the state in 2021. **Y2**: -WIC materials have been added to the baby bundles, they include farmers markets that take EBT/SNAP card. **Y3 Q1:** -The Office of Head Start changed eligibility criteria to include SNAP recipients.

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:	Status of Progress Indicator:
1. The ECAC website is easily accessible to families as evidenced by increased use of interactive features.	**Y1-** Added new features to the ECAC website, which include a targeted page for COVID-19 resources for families. Other features that were updated to make the website more accessible include: adding race equity statement and image in the slider, sharing work from local state and national initiatives with one focusing on the importance of families with young children filling out the census. **Y2: -**Website interactive features have been added to web capacity. **Y3 Q1:** -The PAC page on the ECAC website is ready for content to be added.
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.	**Y2**: -WIC materials and the Placemat were printed and disseminated each year within the Baby Bundles. **Y3 Q2**: -9,080 baby bundles have been purchased for dissemination.
3. The QUALITYstarsNY website and print materials are designed to support parent choice. *B5 funded*	**Y3 Q1**: -QSNY presented at the January 2022 ECAC meeting and collected feedback from a few PAC parents.

Goal 6: Comprehensive interdisciplinary strategies are in place to grow the workforce and to support children from birth through age five and their families.

Year:	Overall Progress Indicators:	Status of Progress Indicator:
Y2	The ECAC has made recommendations to address equity in compensation.	**Y2**: -Revision of the Career Ladder is underway and is accompanied by a regionally sensitive compensation guide, which will be instrumental in developing cost of quality estimations and managing compensation changes once the Build Back Better (BBB) Plan is enacted. **Y3 Q2**: -This work continues and the group is moving forward despite the lack of movement on BBB.

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:	Status of Progress Indicator:
1. Newly developed career centers help to recruit and support the workforce in career decisions including health, mental health, family supports and early learning. *B5 funded*	**Y1:** -The first four Career Center satellites are fully operational and serving the workforce on Long Island, Western New York, Capital District, and Oneida County. **Y2:** -Career centers have been established in all 10 regions of NY. On-boarding includes an orientation and heavy emphasis on recruiting and serving BIPOC populations and creating pathways to success. Career advisors are trained on how to mitigate barriers and address challenges. -Newly developed Career Centers are recruiting new people to the workforce and providing support and professional development to current members of the workforce. -Career centers have processed over 700 applications for the SUNY/CUNY Early Childhood Workforce Scholarship to date. -Relationships with CUNY and SUNY campuses are established with each Career Center; work with SUNY to ensure that 4-year colleges welcome part-time students is on-going. **Y3 Q1:** -All 10 regions now have an operating Career Center. **Y3 Q2**: -Career Centers continue to support participants and make community-based contacts. Each Center is working to increase the number of individuals in the workforce to access the CUNY/SUNY Early Childhood Workforce Scholarship.

2. Collaborate with ECAC partners and other stakeholders to support credentials, degrees and certificates that prepare the workforce to serve children and families. *B5 funded*	**Y1:** -An agreement was reached to use B-5 scholarship funding to support Career Advisor established study plans leading to credentials, degrees, certificates for individuals working at least 20 hours a week in licensed early childhood settings. Recruitment began in January 2021. **Y2**: -The Credit Bearing CDA for infants launched. **Y3 Q1**: -Credit-bearing CDA is expanded to at least 5 different campuses across the state. **Y3 Q2**: -The credit-bearing CDA continues to grow across the state.
3. Create partnerships with higher education to encourage student recruitment in underserved fields and populations.	**Y1:** -Two partnerships have been established: Schenectady Community College and Onondaga Community College. **Y3 Q1:** -Career Centers each have established relationships with local higher education to make connections for advisees. **Y3 Q2**: -Career Centers have expanded their partnerships by establishing local advisory councils for each region that help to recruit new individuals into the field, including high school students.
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.	**Y1, Y2, Y3 –** The TA Alignment group has been meeting over the course of the grant. This group brings together all of the early childhood technical assistance and professional development groups/systems. The group has worked to inform one another about what services and supports each group provides. The group produced the "Rainbow Chart" that is posted on the B5 website and other places. This chart depicts what services and supports each TA group provides to who. Y2:- CCF produced a menu of social and emotional resources and supports that are available in NY. This was shared widely on webinars, websites and by email to all licensed sites when the Stabilization Grant was posted.
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.	**Y1:** -Professional development based on equity in the newly revised Early Learning Guidelines has been developed and is being presented virtually across the state. **Y2:** -The Early Childhood Leadership Initiative held a panel discussion: Advancing Equity in Early Childhood: Putting your Equity Stance into Practice. -Developing PD to be as inclusive as possible throughout the workforce.

	Y3 Q2: -This is on-going wok that has been a focus of the revision of the Core Body of Knowledge, well underway.
6. Increase the number of individuals who have earned credentials, particularly the TTAP (coaching and training credential), building capacity across NYS. *B5 funded*	**Y2: -**Individuals have earned TTAP coaching and training credentials. -With the release of the revised Early Learning Guidelines, a train-the-trainer project was designed and implements to provide series-based training on the new ELG's and their use in all programs, including family child care sites. Professional development is available and being delivered for licensors, registrars, faculty, trainers, and directors as well as educators across the state.

6-B: Look for opportunities across all state agencies and systems where successful early childhood workforce strategies can be adopted, integrated or hosted.	
Activities:	**Status of Progress Indicator:**
1. Work with partner agencies to better understand regional need for certain providers (ex: Early Interventionists) and draft plans to address challenges.	**Y3 Q2**: -Career Centers, through their employment network projects are able to share data about needs.
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.	**Y3 Q1:** -Career Centers work to match community-based need to individuals developing skills and degrees in appropriate areas.
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. *B5 funded*	**Y2:** -A committee focused on revising the career ladder has revised the career ladder & now includes school-age child care, home visiting, and early intervention. **Y3 Q1:** -Career ladder for center-based educators is complete, and has been disseminated to a small audience for feedback. A companion salary structure has been developed for all 62 counties to prepare for BBB and other compensation initiatives that acknowledge qualifications, work experience, etc.

Goal 7: New York State's early childhood education workforce system, New York Works for Children, is fully implemented.

7-A: Support agreements to require the Aspire Registry for all ECCE programs to enhance practitioner's professional growth and program compliance. *B5 funded*

Activities:	Status of Progress Indicator:
1. Support the tracking of professional development obtained by the Early Childhood Education (ECE) workforce to maintain teacher certification through The Aspire Registry. The ECE workforce will be able to easily track Continuing Teacher & Leader Education (CTLE) hours and professional development (PD) requirements set forth by State Education Department (SED) and align them with other initiatives to integrate, track, organize, and easily access all PD activities in one report. *B5 funded*	**Y1:**-Developed plan to connect further with SED to determine possibilities of data coordination. **Y2:** -Increased enrollment in the Aspire Registry. **Y3 Q2:** - Created a proposal to easily track PD activities as it relates to CTLE & have begun this process.
2. Offer recommendations using the Aspire Registry workforce data to inform policy, practice, and resource development. *B5 funded*	**Y2**: -Recommendations from 7.A.2 were made to the ECAC, these recommendations include; 1. That all early childhood professionals be required to have Aspire Personal profiles and organizational accounts for agencies and training agencies. 2. To allow synchronous distance/online learning to satisfy training requirements provided the training meets event approval requirements similar to those for in-person training. -The recommendations were sent to OCFS for official comment and hopefully policy change.
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	**Y1**: -Plan for first set of welcome kits to be distributed monthly including welcome letter from the ECAC, SED booklet on inclusion, NAEYC Early Care and Learning Council, QSNY information, NYS materials (CBK/ELGs), Survive to Thrive book (except for family child care), and other 'swag'/presents.

prompted by the Aspire Registry program profile creation. *B5 funded*	**Y2**: The welcome kits are mailed out to new programs every month. **Y3 Q2: -**Continuing to go out every month to newly licensed programs with Aspire accounts. (NYC: also receive a welcome email, post cards in English and Spanish, and phone calls. NYS: email & postcard).

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:	**Status of Progress Indicator:**
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. *B5 funded….*	**Y1**: -Made the recommendation to <u>OCFS</u> to extend the virtual training allow-ability into the future. -Workforce analysis of courses completed. **Y2**: -Research network conducting briefings about Infant/toddler coursework for policymakers. -Infant-Early Childhood Mental Health Basics Course (NYSAIMH) - free course offered 14 times in 2021. Training funded through PDBG5 grant. 10 trainings funded for 2020. **Y3 Q1:** -Convened NYCDOH, NYAEYC & Aspire to discuss possibility for inputting trainings into Aspire, particularly asynchronous trainings 2022. **Y3 Q2: -**NY Association for Infant Mental Health has developed "Infant and Early Childhood Mental Health offers Response" entry level module, second module is being developed.
2. Promote use of NYS Core Body of Knowledge and other foundational NYS resources across schools, centers, and family child care. *B5 funded*	**Y1**: -CBK books are being distributed in welcome kits. - CBK trainings occurring throughout the state. **Y2**: -"Welcome Kits" for new child care sites are being sent out when new licenses are established. **Y3 Q2: -**NYAEYC in partnership with PDI rolled out ELG trainings for direct care professionals which include: - Introduction to the Core Body of Knowledge - Introduction to the Newly Revised Early Learning Guidelines

	- Using the Revised Early Learning Guidelines to Support Social and Emotional Development - Using the revised Early Learning Guidelines to Support Culturally Responsive Practices
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. *B5 funded*	**Y1:** -Webinars occurring from the New York Center for Child Development (on how to connect with OCFS credit). - Infant/toddler leadership courses are being offered. The Foundations in Healthy Sexual Development: Infants and Toddlers Training of Trainer (PCANY) sessions were held throughout 2020-2021. In total 6 sessions were held. 16 trainers were successfully endorsed and will begin facilitating the training throughout New York State as part of the PDBG5 funding). **Y2:** -We have 62 TTAP credential coaches within New York State. - The ECLC sponsored ACE institute Level 101 TOTs continued this year. To date 112 trainers have taken the TOT and have collectively trained 558 professionals within the state. -ELG webinar was held 1/21. 70 trainers to date attended the Introduction to the Revised NYS Early Learning Guidelines for Trainers (connects to 7-E-1). **Y3 Q2:** ACE 301 have been entered, 201 have been facilitated. -NYAEYC is rolling out a 3-day training: infusing TIP into all PD.
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. *B5 funded*

Activities:	Status of Progress Indicator:
1. NYC Career Center and Career Center satellites recruit new individuals to the field and support higher education and career development planning. *B5 funded*	**Y1: -**Career center satellites (4) have been fully implemented and data regarding their use has been shared with the ECAC. **Y2**: -Four additional career center satellites have been added in other regions across NYS. **Y3 Q2**: -Continuing expansion, continuing hiring process, all 10 regions will be fully staffed, all are currently supported.
2. Strengthen the network of Career Center satellites, and the network of Leadership Initiative satellites to support a communities of practice approach. *B5 funded*	**Y1: -**Career center satellites (4) have been fully implemented and data regarding their use has been shared with the ECAC. **Y2: -**Career Center satellites and Leadership Initiative satellites are connected statewide and work collaboratively with each other in a number of ways. -In each region the regional career and leadership coordinators work closely with their local partners to ensure our work is customized and responsive to the unique needs and dynamics of the region. -Leadership Initiative satellites have each established a local advisory council to provide strategic guidance, furthering the communities of practice approach. -Four additional career center satellites have been added in other regions across NYS. **Y3 Q2**: -(see 7-C-1)
3. Further establish the Career Centers satellites on Long Island and in Buffalo, NYC, Albany and Oneida County. *B5 funded*	**Y1: -**Career center satellites (4) have been fully implemented and data regarding their use has been shared with the ECAC. **Y2**: -Additional Leadership Initiative satellites have been added in two regions. -Four additional career center satellites have been added in other regions across NYS.
4. Provide guidance on career pathways that support the infant and toddler workforce. *B5 funded*	**Y3 Q2:** -Infant Toddler Credit Bearing CDA: 5 cohorts will be graduating in December 2022.

5. Further establish the two Leadership Initiative satellites created in year one on Long Island and in Buffalo. *B5 funded*	**Y2**: -The Long Island and Western NY Leadership Initiatives are fully established and operational. -The Leadership Initiatives have each established a local advisory council to provide strategic guidance, furthering our communities of practice approach. The Long Island and Western NY (formerly known as Buffalo) Leadership Initiatives are fully established and operational. The Long Island Leadership Initiative & the Western NY Leadership Initiatives have grown. Additional Leadership Initiative chapters have been fully established and operational in the Finger Lakes and Southern Tier regions. Launched Leadership Initiative in the Central NY and Mid-Hudson regions in collaboration with regional partners in each region (connects to 7-C-6).
6. Add two new Leadership Initiative satellites in other regions of NYS in 2020. *B5 funded*	**Y2**: -Leadership Initiative chapters have been fully established and operational in the Finger Lakes and Southern Tier regions. -The Leadership Initiatives have each established a local advisory council to provide strategic guidance, furthering our communities of practice approach. The Long Island and Western NY (formerly known as Buffalo) Leadership Initiatives are fully established and operational. The Long Island Leadership Initiative & the Western NY Leadership Initiatives have grown. Additional Leadership Initiative chapters have been fully established and operational in the Finger Lakes and Southern Tier regions. Launched Leadership Initiative in the Central NY and Mid-Hudson regions in collaboration with regional partners in each region (connects to 7-C-5).

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:	Status of Progress Indicator:
1. Current and potential students use the Career Centers and other vehicles to plan efficient courses of study. *B5 funded*	**Y2:** -Career Centers are operational and assist current and potential students plan efficient courses of study. -Looking at advisement circles to recruit people into higher education (connects to 7-E-5). **Y3 Q1:** -Continuing to recruit with career advisors, working closely to advocate for individuals looking for education plans and study plans.
2. Support public funding for the new CUNY & SUNY scholarship for individuals working 20 hours or more in licensed early childhood settings. *B5 funded*	**Y1:** -Data analysis of pilot usage of CUNY/SUNY scholarship has been submitted to the Governor. -NYS funding has been allocated for CUNY/SUNY scholarship. **Y2:** -The CUNY/SUNY scholarship is available.

	Y3 Q2: -The CUNY/SUNY scholarship has received 669 applicants (265 B5 eligible, 103 additional screenings not B5 Eligible, 24 EIP Eligible only, developing other funding sources for the 16 EIP ineligible)
3. Promote system-wide messaging for providers to access professional development through the Aspire Registry calendar. *B5 funded*	**Y2:** -Creation of the Aspire PD Finder guide to support programs in identifying training that counts toward specific regulatory training topics. The finalized guide is located on the Aspire Help Center. **Y3 Q2:** -New electronic toolkit for training providers that has all of the various resources on one PDF.
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. *B5 funded*	**Y3 Q2:** -Communities of Practice are taking place around DEI, social emotional, and the CBK work. Series Based PD continues.
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. *B5 funded*	**Y2:** -PDI updated the Let's Talk about Professional Development section of the New York Works for Children website with two blog articles as part of our strategy to increase the use of the PD Finder (Training Calendar). We plan to continue to create new blog posts highlighting the importance of high-quality PD via the use of the PD Finder. **Y3 Q2**: -Added additional blog to the website.

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:	**Status of Progress Indicator:**
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.	**Y2**: -ELG webinar was held 1/21. 70 trainers to date attended the Introduction to the Revised NYS Early Learning Guidelines for Trainers (connects to 7-B-3).

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.	**Y2**: -Higher Education survey of early childhood coursework in New York State was complete to better prepare the current and future workforce serving children from birth to eight. -Findings shared with Goal 7 workgroup and received thoughtful feedback and suggestions. -Survey was accepted to 2022 conferences: NYAEYC & AACTE **Y3 Q2**: -Presented at NYAEYC, will be presenting at the National Association of Early Childhood Teacher Educators in June. Will use feedback to further develop recommendations for teacher preparation.
3. Promote the use of current research to inform infant and toddler courses and field experience.	**Y2**: Infant-Toddler Community of Practices are operational for 21-22. **Y3 Q2**: -A report is being developed, it will circulate with state ed, the regents, and higher ed, and will request that coursework from birth to grade 2 require course and field work experience in birth to grade 2.
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.	**Y2**:-Looking at recruitment and higher education (doctoral programs specifically). -Looking at advisement circles to recruit people into higher education (connects to 7-D-1). **Y3 Q2: -**Created a Doctorate circle which has had a soft launch, moving those individuals to communities of practice.
6. ECAC and NYSAECTE (New York State 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.	**Y2: -**NYSAECTE for 2022 is being planned, plan to have focus groups and/or panel of speakers related to topics of findings from the Higher Education Survey (Goal 7E-2). **Y3 Q2**: -Held a successful meeting at the NYAEYC conference (preconference).

Goal 8: Actionable short and long-term strategies are in place to fund essential elements for New York State's mixed-delivery system.

8-A: 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:	Status of Progress Indicator:
1, Develop a fiscal analysis of the resources needed to increase and sustain high-quality infant and toddler programs in a mixed-delivery system. 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.2. Convene a cross-agency team to identify a full prioritized list of early childhood investments for the analysis and determine appropriate methods for review. 3. In the event of significant new resources, how can we ensure that all aspects Infant and Toddler care are supported (workforce, facilities, etc.) *(activity updated 2.23.22)*	**Y1**: -A technical assistance plan for completing the fiscal analyses identified throughout goal 8 have been established and technical assistance providers and resources for conducting the analysis have been identified. -A work group to guide the work in this area has been identified and has begun to meet. **Y2**: -Alignment with Raising NY Business Workgroup has begun. -To initiate activity, Goal 8 leads developed materials to map out early childhood funding streams and show how the various early childhood funding streams flow from the federal government to the state and to local government, school districts and service provider organizations. - A closely related initiative the Business Collaboratory completed a fiscal map of ECE programs and analyzed the initiatives that could support quality and developed a financial strategies implementation plan. This includes all the business initiatives that support ECE programs. **Y3 Q2**: -Currently Initiating work in two areas with separate leadership teams that are currently being established: 1) Cost of Child Care Quality first meeting 6/7/22; 2) Statewide fiscal mapping and analysis first meeting summer/22. - The NYS Business Collaboratory and its technical assistance team are developing a report to demonstrate the critical importance of child care on New York's current and future workforce. [1]

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[1] The report will provide an in-depth view of why access to affordable, quality early childhood education programs are essential for working parents to enter, re-enter, and stay in the workforce. This will include an analysis of the economic impact on employers caused unstable child care arrangements resulting in higher rates of staff turnover and absenteeism, employee turnover and the cost to the state and localities by the loss of tax revenue when employees lose wages. The data analysis will look at the:

- benefits provided by high-quality early childhood education for both children and their parents,

2. As the fiscal analysis progresses, consider using 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.	**Y3 Q2**: -Gathering information on how other states use state funding to increase child care by partnering with Head Start. Such partnerships raise the quality of child care services while providing comprehensive services to the families. . Working with Ed Trust on strategies for expanding this model.

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:	Status of Progress Indicator:
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. *B5 funded*	**Y1:** -Contract established with Early Care and Learning Council to support the development of working relationships between CCRRs and others in the early childhood community with the RED-Cs. **Y2:** -Under the leadership of OCFS, the Early Care and Learning Council and the Governor's Office, CCRRs across the state are worked with their RED-C partners to identify priorities for funding for Child Care Desert funding that will be available soon. Each region submitted the specific child care expansion priorities for their regions. This work supports 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. -OCFS is awarding $100M in child care desert funding to support new child care providers and existing providers that want to expand. -OCFS launched an external workgroup to give input on the Child Care Deserts grant process. OCFS and CCF worked together to define and map out the current child care deserts. In addition, OCFS launched an internal work group of state agency representatives to develop the RFP. -RFP has been finalized, made public, and shared with ECAC networks.

- problems parents experience in obtaining high-quality, affordable early childhood education, and the
- annual loss of income caused by this inability to secure adequate care arrangements.

In addition, the report will describe the factors parents consider when selecting early childhood education programs, the types of early childhood education program benefits working parents desire most from their employers.

	Y3 Q2: -Work is underway to support programs receiving child care desert funding including completing one round of braiding and blending infant toddler PD trainings, the second round is beginning. OCFS is submitting a request to continue this as part of the CCRR's work. Core business trainings also are taking place across the state under NYSB5.
2. Disseminate infographics to promote employer tax credits and the NYS Child and Dependent Care Credit. *B5 funded*	**Y1: -**Infographics were designed, approved by the Governor's Office, and printed in English and Spanish and ready for distribution. -Plan in place for distributing infographics to Regional Economic Develop Council, local chambers of commerce, and CCR&Rs. **Y2: -**Efforts to inform/engage employers and parents/care givers about existing tax credits using the B-5 Year 3 media campaign platform which began December 30, 2021. The Child Care Tax Credit info graphic will be distributed at the New York State Fair. If there's an event, contact Stephanie to get copies of the can work with ECLC to distribute the documents if there is an event Child Care Tax Credit. **Y3 -**Develop 2 infographics to inform families of the tax credits they are eligible to receive: 1) Let's Talk about Dependent Child Care Tax Credit, (This will replace the existing infographic that informs families specifically about eligibility for the Dependent Child Care Tax Credit) 2) The second infographic will provide families with information about the other tax credits for which they may be eligible. Both infographics will be made available through the NY Parent Portal. -Develop the "Let's Talk Employer Tax Credits" This infographic will help inform and engage employers on the tax incentives they can receive by supporting child care programs. This infographic will replace the existing NYS Employer-Provided Child Care Tax Credit infographic.
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 to support Early Childhood Education programs building development and improvements.	**Y1: -**The employer tax credit was approved. **Y2: -**There are three tax credit proposals that are being developed as recommendations for State Fiscal Year 2022-2023. -Met with IRS to promote Child Tax Credit. - Work group continues to meet to identify necessary modifications for NYS tax law. **Y3 Q2: -**Bringing together this group Summer/Fall 22 to discuss potential legislative changes for 2023

4. Investigate social impact bonds for early childhood care and education and the Pyramid Model.	**Y1: -**The ROI analyst is making strides. The PM ROI section is complete. The PM team is moving forward by analyzing the behaviors and the policies that result in costs of suspensions and expulsions, juvenile detention, and prison. **Y2: -**Andrew Brodsky has been hired to develop a Social Impact Bond feasibly plan. He has received all the data and reports to get started. Expectations the report will be completed no later than December 30, 2022. **Y3 Q2**: -Brodsky Research has completed the Effectiveness, Implementation and Cost-Benefit Evaluation Return-on-Investment document for implementing the Pyramid Model. This report includes: -a review of available research on the effectiveness of the Pyramid Model; -an analysis of Pyramid Model implementation fidelity in New York; - preliminary analysis of the likely cost-effectiveness of Pyramid Model implementation in New York. **-** The New York State Pyramid Model Social Impact Bond Feasibility Study should be completed this summer.
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.	**Y2: -**Workforce report using Aspire data published in conjunction with Raising NY; provided the basic workforce analysis that will inform the salary study. Includes preliminary analysis on staff turnover. **Y3 Q2**: -Aspire salary data is being analyzed to better understand what we know and don't know based on the data collected. Barriers identified including the national trend of individuals who make a higher salary or begin to make a higher salary elect to stop reporting their salary. Currently cutting the data in a variety of ways to gain a more robust sample. The goal of conducting a salary study is to establish a baseline for our argument for improved compensation (we know we need more but we don't know how much that will cost).

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. *B5 funded*

Activities:	Status of Progress Indicator:
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%. *B5 funded*	**Y1:-** CCATF submitted 5-year expansion template to QUALITYstarsNY. -QUALITYstarsNY completed budget proposal 5-year expansion plan. - QUALITYstarsNY worked with CCATF to develop the request for increased funding to increase participation across the state. -QUALITYstarsNY created the three fiscal plan scenarios and shared with CCATF, that presented different approaches towards full implementation over 5 years (connects to 8-D-2). **Y3 Q2: (8-D-2)** -QSNY is hiring a significant amount of quality improvement specialist team members to ensure every region is served. -QSNY has also developed a PowerPoint and syllabus for the child care desert recipients and developed a syllabus to support their understanding of the process to graduate into quality stars. -QSNY is communicating with OCFS to determine how to onboard the new and expanding programs receiving child care desert funding.
2. Create three fiscal plan scenarios that explore approaches to full implementation over 5 years.	**Y2: -**QUALITYstarsNY created the three fiscal plan scenarios and shared with CCATF, which presented different approaches towards full implementation over 5 years (connects to 8-D-1). -Stimulus funding of $35M awarded over 39 months beginning 7/1/2021 and $5M from NYSED sustained FY22. **Y3 Q2: (8-D-1)** -QSNY is hiring a significant number of new quality improvement specialists to ensure every region is served. -QSNY has also developed a PowerPoint and syllabus to provide child care desert recipients with the information they will need to graduate into quality stars. -QSNY is communicating with OCFS to determine how to onboard the new and expanding programs receiving child care desert funding.

8-E: Develop and recommend funding strategies for enrollment in the Aspire Registry across New York State, and a three-year sustainability plan. *B5 funded*

Activities:	Status of Progress Indicator:
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. *B5 funded*	**Y1: -**Public resources have been identified and procured to support the increase of participation in the Aspire Registry: NYC Department of Health and Mental Hygiene, NYS Office of Children and Family Services (Bureau of Training), QUALITYstarsNY, PDGB5 funding from CCF (connects to 8-E-2). - Allocation of NYSB5 funding over 3 years made to support the Aspire Registry and growing its membership. **Y2: -**Year-over-year growth of 9% in active member accounts from January 2020 (Year 0 baseline) to January 2021.
2. Promote and obtain commitments from NYS and city agencies to fund core elements of The Aspire Registry. *B5 funded*	**Y1: -**Public resources have been identified and procured to support the increase of participation in the Aspire Registry: NYC Department of Health and Mental Hygiene, NYS Office of Children and Family Services (Bureau of Training), QUALITYstarsNY, PDGB5 funding from CCF (connects to 8-E-1).
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:	Status of Progress Indicator:
1. Analyze the statutes, regulations, and administrative policies that present barriers to blending and braiding funding for early childhood	**Y1: -**Blending and braiding guides have been developed for early childhood services, early childhood education, and home visiting and programs are using these guides and are successfully blending and braiding funding across the state. - Training and Technical assistance will be provided through the PDG grant and the Early Childhood Business Collaboratory.

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.	**Y2:** -Webinar with Molly Sullivan and the NY technical Assistance Business Collaboration Team to discuss and develop a plan to address regulations and laws that create barriers to braid and blend focusing on EHS – CC Partnership and SED & CBO partnerships. -The NYS TA Collaboratory Team submitted the 11 financing strategies with four levels of difficulty. -CCF continuing work on these strategies.
2. Design and implement training and technical assistance to early childhood and home visiting programs to blend and braid funding and utilize other funding strategies. *B5 funded*	**Y1:** -Papers have been developed on blending and braiding across early childhood services, early childhood education and home visiting. -Contract was executed with the Early Care and Learning Council to start developing the early childhood education training curriculum. **Y2:** -Training the Trainer trainings will occur in all 7 OCFS licensing regions. Once the trainings are complete, Early Care and Learning Council will follow-up to ensure that each trainer delivers 21 workshops to the early care community with at least 40 participants per training. -The New York Early Learning Alliance is being piloted to support the development and expansion of a shared services alliance. The Alliance is comprised of a diverse group of child care providers coming together to achieve common goals. Each member is provided with five core shared services which stabilize programs by focusing on the child care iron triangle (i.e., full enrollment, revenue that covers per-child expenses, and on-time collection of fees) and supporting directors and owners in a way that ensures longevity of their programs.
3. Explore partnerships to create simple, clear, and financially feasible pathways for informal caregivers to get licensed if they are interested.	

Additional Progress: Y2 Goal team reviewed Annual Performance Progress Report (APPR) for the B5 grant.

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.

Year:	Overall Progress Indicators:	Status of Progress Indicator:
Y3	Data has been used to develop policy recommendations for the Governor's Office.	**Y3 Q2**: -Throughout the year, the ECAC receives early childhood program updates (Child Care, QUALITYstarsNY, UPK, Preschool Special Education, Early Intervention) that inform the policy discussions and helps shape the recommendations that ECAC advances to the governor and informs the work of the ECAC strategic plan
Y3	Data systems have provided adequate information to support policy and budget.	**Y3 Q2**: -Through the development of the ECAC data dashboard, we have begun the process of identifying the data systems and data sets that can inform the policy discussions at the ECAC and can be used to engage families in early childhood system building.
Y3	Maps have been developed to provide pictorial representation of data in NYS. *B5 funded*	**Y3 Q2**: -The ECAC draft data dashboard utilizes maps of NYS to provide visualization of program reach and demographic data – these can continue to be expanded as more data becomes integrated into the dashboard.

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:	**Status of Progress Indicator:**
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.	**Y1: -**Key information has been identified. **Y2**: -Circulated a baseline survey to committee members assessing the common understanding of an ECIDS and collecting input about what data sets are available and what data individuals encourage us to consider. -Identified the early childhood data sets available to serve as a potential start of an early childhood state dashboard. The purpose of the dashboard would be to bring together in one place the various early childhood data that currently exists in a fragmented way throughout the state and help frame the larger picture of early childhood (e.g. child care data, head start data, early intervention, preschool, UPK). **Y3 Q1:** -Met with the ECAC Parent Advisory Council to discuss what data parents would be interested in having access to and describing the existing early childhood data; Goal #9 committee met in January to discuss advancing a data dashboard and discussing potential data sets in NYS for the dashboard. Met with ECCS grant coordinator to discuss data ASQ Hub being developed for HMG and developmental screening in NYS; discussed integration of

	screening Hub with ECAC data dashboard. Ongoing discussions with CCF about the data dashboard and where it would be housed and maintained. A draft of potential data sets for the dashboard has been developed. **Y3 Q2:** -SUNY CHSR has developed a first draft of the NYS ECAC data dashboard utilizing data that has been provided by state partners and agencies.
2. Identify specific goals and objectives for the ECIDS to drive the use of data collection technology.	**Y2: -**Goal 9 held the following presentations to explore how Integrated Data Systems are being used in other States: --Pennsylvania's PELICAN ECIDS from Marci Walter. --Utah's ECIDS from Stephen Matherly shared about Utah's progress in integrating data systems and developing reports to help frame the impact of early childhood programs on child outcomes in Utah. --North Carolina's ECIDS efforts from Tanya Morgan. -Held presentations from the following partners: OCFS on the Feasibility Study, current data systems and next steps, the Aspire Registry, QUALITYstarsNY ECData Works on ECIDS from across the country, Head Start Data collection and PIR reporting by grantee and the NYS Pyramid Model Data system. **Y3 Q1:** -Have begun to identify the population data that would inform the early childhood system and would comprise an early childhood data dashboard. Developing a draft recommendation that the NYS ECIDS might begin with child care and attempt to integrate data from OCFS, Aspire and QUALITYstarsNY to help inform the expansion to universal child care in NYS.
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. 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.	**Y2 & Y3 Q1: -**SUNY CHSR has drafted a report related to unique identifiers and submitted to CCF for review.

4. Provide NYS policy makers and program managers data about the children and families we aim to serve.	**Y3 Q1:** -Discussions around the data dashboard will help move NYS forward in having population data to share with policy makers and program managers.
5. Examine the relationships and areas of opportunity for data that focuses on both health (including mental health) and early learning.	**Y3 Q2**: -The data dashboard includes health data and can continue to be expanded as additional data sets become available.
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:	Status of Progress Indicator:
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 fingerprint results** for the early childhood workforce. *B5 funded*	
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 newborn hearing screening data system to track follow up services for children testing positive after initial auditory screening.	

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.

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:	**Status of Progress Indicator:**
1. Create criteria and protocol for sharing research and establish a dissemination plan to share information back to parents/providers/local programs involved.	**Y1**: -The ECAC leadership has begun to collect research on best practices, nationally, statewide, and locally. - During the pandemic timely COVID-19 resources, information and research were posted on the ECAC website for parents, providers, programs, leaders, and policy makers (connects to 10-A-3).
2. Share the findings from the NYSB5 Needs Assessment with those involved in the parent, administrator and teacher focus groups on an annual basis.	**Y1: -**The ECAC is in the beginning phase of creating a dissemination plan to share information gained from the Needs Assessment and other research conducted in NY back to parents and the field. -CHSR is working on a "Voices from the Field" report that might be a place to start in creating short, illustrated summaries of the feedback provided by parents, ECE administrators and teacher focus groups. **Y2**: -Mailed hard copies of the *NYS Birth – Five Needs Assessment* to all ECAC members. -Voices from the Field was in development. This booklet shares 100s of parents' perspectives about the services in their communities. **Y3 Q2: -**It is anticipated that Voices from the Field will be made public and shared back to the parents and EC administrators who participated in the focus groups. -The PAC parents will be included in the ECAC Strategic Plan revisions.
3. The ECAC reviews and shares available primary research and critical data to support recommendations to change or improve policy, regulation, and statute.	**Y1:** -During the pandemic timely COVID-19 resources, information and research were posted on the ECAC website for parents, providers, programs, leaders, and policy makers (connects to 10-A-1).

4. Identify partners and opportunities to collaborate with stakeholders to support the expansion of research and analysis.	**Y2: -**Supported the collaborative Higher Education survey of early childhood coursework in New York State. The survey was complete to better prepare the current and future workforce serving children from birth to eight. **Y3 Q1**: -Survey findings are being shared with stakeholders which include: Goal 7 workgroup & AACTE conference participants. Will be shared with NYAEYC conference participants.
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.	**Y1**: -Potential partners include PDI, RNY, ECLC, NYAEYC, and the NYC Early Childhood Research Network**.**
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.	**Y2**: -Created, with the ECAC members, a list of early childhood research questions and posted them on ECAC website for doctorial students and researchers to use: http://www.nysecac.org/resources/research-questions.

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

Activities:	Status of Progress Indicator:
1. Identify other NYS and national models we can learn from and collaborate with to strengthen our use of leading-edge research and evaluation.	**Y1**: -Use of research and data was explored in highlighted in the Local, State and National models featured on the ECAC website: http://www.nysecac.org/blog/initiative-spotlight. **Y3 Q2**: -NYS and National Models have been identified as have resources around Research and Policy Partnerships. This group met and identified primary partners and audiences, determined gaps in resources, and developed a dissemination plan.
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**.**	**Y2**: -Collected from ECAC members a list of children's books that embed social justice and race equity and posted on the ECAC website: http://www.nysecac.org/resources/childrens-book-list. **Y3 Q2**: -Continued to utilize the ECAC networks to share relevant professional development opportunities with families, providers, policy makers, and stakeholders.
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?	**Y2**: -The ECAC developed a compendium of research questions that members of the ECAC acknowledge as important to further advance the study of early childhood and the development of the field. All of the questions are grounded in equity and justice and organized them into overarching categories for the ease of graduate students and researchers.
5. Design measures and methods to evaluate the effectiveness of ECAC projects, initiatives and structures to streamline efforts and maximize impact.	**Y1**: -The ECAC Strategic Plan workbook tracks all the people, their roles, and progress on the indicators for each activity in the ECAC Strategic Plan.