

Welcome to the ECAC Membership Meeting

3/18/21





New York State Early Childhood Advisory Council Steering Committee Meeting
 March 18th – 10:00 am to 1:00 pm
 Location: Zoom Meeting ID: 991 8540 1621

Vision: All young children are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development

Agenda Item	Topic	Presenters	Time
Welcome and Announcements	<ul style="list-style-type: none"> Welcome and Announcements CCDF Plan Update CRRSA Update: Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (Public Law 116-260) American Rescue Plan Update Advocacy Update Parent Advisory Council (PAC) Update Local, State and National Highlights Update 	Sherry Cleary, Janice Molnar, Patty Persell, Jenn O'Connor, Yvette James & Alice Blecker	10:00 am – 10:20 am
Strategic Plan Work	<ul style="list-style-type: none"> Goals 2, 3, 4 & 8: Progress, Needs & Alignment 	Pedro Cordero, Tim Hathaway, Kristen Kerr, Kirsten Siegnethaler, Bob Frawley & Meredith Chimento	10:20 am – 11:15 am
NYS Budget	<ul style="list-style-type: none"> Governor's Office Budget Update 	Kerri Neifeld, Assistant Secretary for Human Services and Mental Hygiene	11:15 am – 11:30 am
IDEA NYS Performance Plan	<ul style="list-style-type: none"> IDEA State Performance Plan for New York: stakeholder engagement requirements 	Suzanne Bolling; Manager – Preschool Policy Unit, NYSED Office of Special Education	11:30 am – 11:45 am
Break	<ul style="list-style-type: none"> Break 		11:45 am – 11:50 am
Strategic Plan Work	<ul style="list-style-type: none"> Goals 5, 6, 7 & 9: Progress, Needs & Alignment 	Patty Persell, Sherry Cleary, Jeanne Galbraith & Laurie Black	11:50 am – 12:50 pm
Strategic Plan Activity	<ul style="list-style-type: none"> Brainstorm Research Questions (Strategic Plan Goal 10-A-6) 	Membership	12:50 pm – 1:00 pm
Next Steps and Closing Remarks	<ul style="list-style-type: none"> Next steps Adjourn 	Patty Persell	1:00 pm

Child Care and Development Fund (CCDF) Update



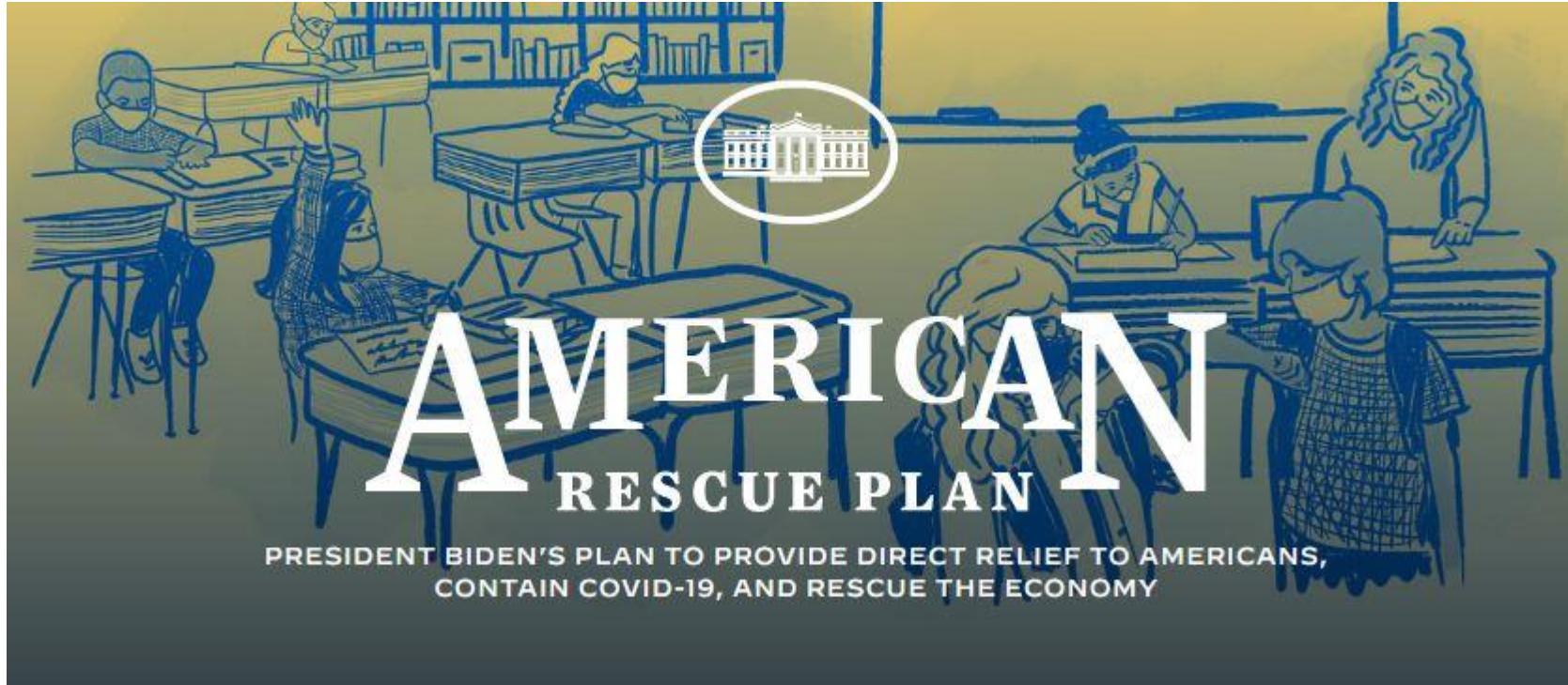
**Office of Children
and Family Services**



Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) Update



American Rescue Plan Update



Advocacy Update



New York State Parent Advisory Council (PAC) Update

- Also known as the PAC
- Family voice for ECAC
- Nine members
- Diverse demographics
- Participation reimbursed
- Free training for members



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ECAC and PAC – Working Together

- Goal Coordinators – can request information and input from PAC
- Goal Coordinator – contacts PAC lead
- PAC Lead (Yvette) – asks PAC member(s) for participation/input



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New York State Parent Advisory Council

Upcoming events

- March 18, 2021 – First PAC meeting - Members meet each other
- April 2021 – Second PAC meeting – PAC orientation
- May 2021 – Third PAC meeting: PAC logo creation
- June 24, 2021 – ECAC Meeting



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For more PAC information:

PAC Lead: Yvette James – Family Engagement Specialist

Yvette.james@ccf.ny.gov

518-473-8081

Thank you!!



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Local, State and National Highlights

Local

The Children's Agenda

An Interview with Larry Marx, CEO

TheChildren'sAgenda
Smart Choices. Bold Voices.



State

Raising New York

An Interview with Hope Lesane, Senior Advisor & Melodie Baker, Steering Committee, Raising NY Co-chair

**RAiSiNG
NEW YORK**



National

National Workforce Registry Alliance

An Interview with Diana Diaz, President and Kimberlee Belcher, Executive Director



**The National
Workforce Registry
Alliance**

Supporting the nation's early childhood and afterschool workforce



Strategic Plan: Goal 2

- 2.A Parent Advisory Council
- 2.B Reviewing Family Engagement Best Practice (i.e. Head Start Family Engagement Framework, ACES, Protective Factors, Pyramid Model)
- Identifying workforce initiatives (i.e. Home Visitors, Infant Mental Health)
- 2.C Ongoing work with State agencies to adopt Best practices



Strategic Plan Goal 3:

- 3-A: Work to expand QUALITYstarsNY across the early childhood system, making it available to all providers who choose to participate.
 - ✓ 2020 QSNY recruitment
 - ✓ Data analysis and collection for future expansion/recruitment
 - ✓ Standards review
- 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.
 - ✓ ECLC Leadership
 - ✓ Compiling and evaluating current resources



Strategic Plan Goal 4:

- Pyramid Model has been implementing and expanding using CCR&Rs as local hubs in 5 Regions
- Pyramid Model Data system is up and running
- Bridget Walsh is supporting the oral health work with a 5-year grant
- Baby Bundles include information about the importance of hearing screening

Strategic Plan Goal 8:

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

8.B.2 Convene a cross-agency team to identify a full prioritized list of early childhood investments

- Review of APPR on March 22
- Needs- add more state agencies to the team

8-D 1 & 2: Develop and recommend strategies to fully fund QUALITYstarsNY across New York State; ensuring that all children have access to high quality care and education.

- Work was completed as part of the development of recommendations for the CCATF report.

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.

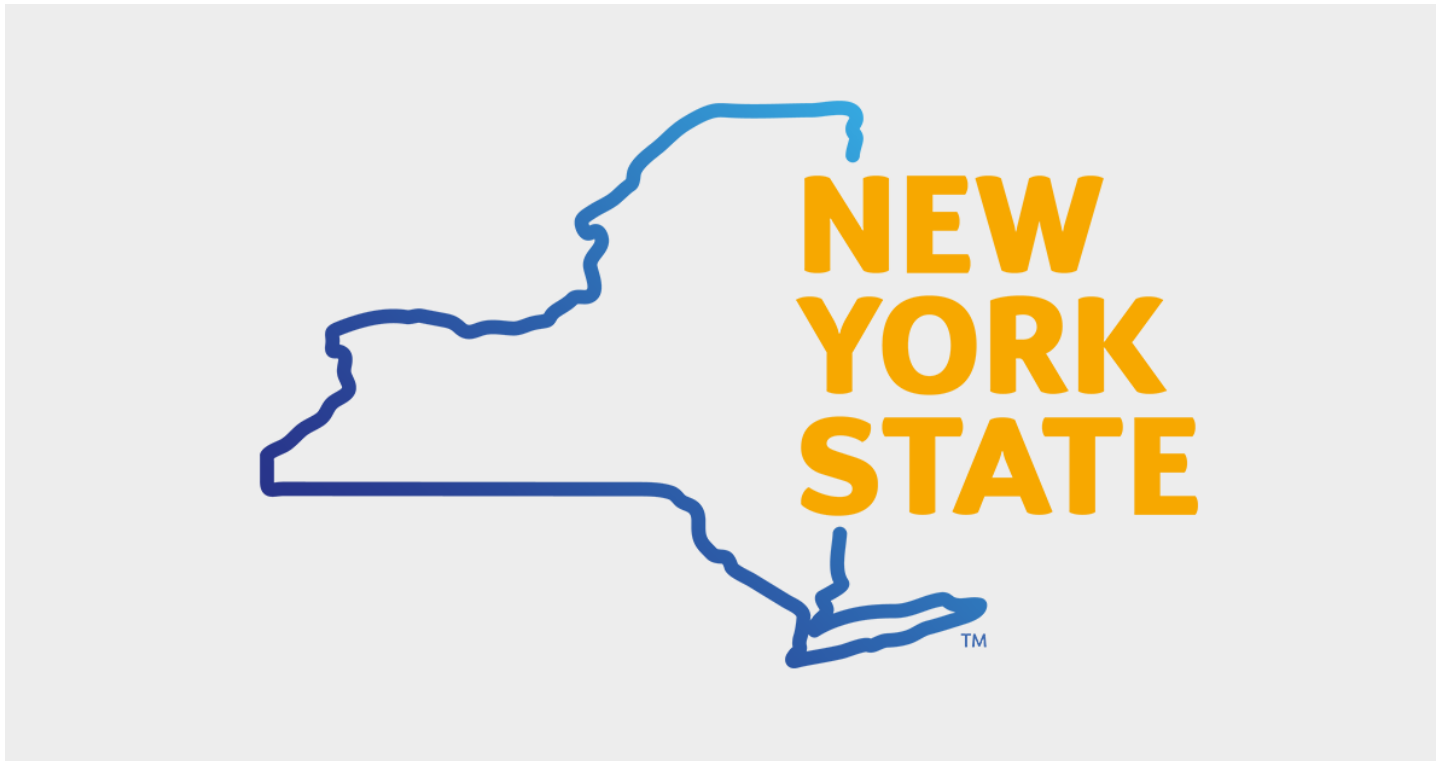
- Blending and Braiding guide created, ECLC and CCR&Rs are working to deliver trainings

Strategic Plan Goal 8:

8.C.1 & 3 Develop concepts and white papers for innovative funding strategies, including issues addressing compensation for the early education workforce & explore additional tax credit options for providers, professional development, and parents such as the Enhanced Child and Dependent Care Credit, as well as tax credits, business loans, facility bonds for ECE programs

- 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.
- Infographics to promote employer tax credits and NYS Child Dependent Care Credit- *Completed*

Governor's Office Budget Update





State Performance
Plan (SPP)/
Annual Performance
Report (APR)
2020-2025
Preschool Indicators

Individuals with Disabilities
Education Act (IDEA)

1

IDEA
SPP/APR

State
Performance
Plan/Annual
Performance
Report

2

Indicator 6

Least Restrictive
Environment –
Preschool

3

Indicator 7

Preschool
Outcomes

4

Indicator 11

Child Find

5

Indicator 12

Early Childhood
Transition

6

Stakeholder
Engagemen
t

Mechanisms for
soliciting broad
stakeholder
input

IDEA state performance plan/annual performance report

- The Individuals with Disabilities Education Act (IDEA) requires each state to develop a **state performance plan/annual performance report** that evaluates the state's efforts to implement the requirements and purposes of the IDEA and describes how the state will improve its implementation.
- States are required to submit a state performance plan (SPP) at least every six years. Each year, states must report against the targets in its SPP in an annual performance report (APR).

The Office of Special Education Programs uses information from the SPP/APR to annually determine if the state:

Meets requirements and purposes of the IDEA	Needs assistance in implementing the requirements of Part B of the IDEA	Needs intervention in implementing the requirements of Part B of the IDEA	Needs substantial intervention in implementing the requirements of Part B of the IDEA
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- [Indicator 1: Graduation Rates](#)
- [Indicator 2: Drop-Out Rates](#)
- [Indicator 3: Assessment](#)
- [Indicator 4: Suspension/Expulsion](#)
- [Indicator 5: Least Restrictive Environment – School Age](#)
- [Indicator 6: Least Restrictive Environment – Preschool](#)
- [Indicator 7: Preschool Outcomes](#)
- [Indicator 8: Parental Involvement](#)
- [Indicator 9: Disproportionality in Special Education by Race/Ethnicity](#)
- [Indicator 10: Disproportionality in Classification/Placement by Race/Ethnicity](#)
- [Indicator 11: Child Find](#)
- [Indicator 12: Early Childhood Transition](#)
- [Indicator 13: Secondary Transition](#)
- [Indicator 14: Post-School Outcomes](#)
- [Indicator 15: Hearing Requests Resolved by Resolution Session](#)
- [Indicator 16: Mediation Agreements](#)
- [Indicator 17: State Systemic Improvement Plan](#)

The SPP/APRs include indicators that measure child and family outcomes and other indicators that measure compliance with the requirements of the IDEA

Early Learning Indicators Include:

- [Indicator 6: Least Restrictive Environment – Preschool](#)
- [Indicator 7: Preschool Outcomes](#)
- [Indicator 11: Child Find](#)
- [Indicator 12: Early Childhood Transition](#)

indicator 6 – Preschool Least Restrictive Environment Targets are established by the State with Stakeholder input

Percent of children with individualized education programs (IEPs) aged 3, 4, and aged 5 who are enrolled in a preschool program attending a:

A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

B. Separate special education class, separate school or residential facility.

C. Receiving special education and related services in the home.

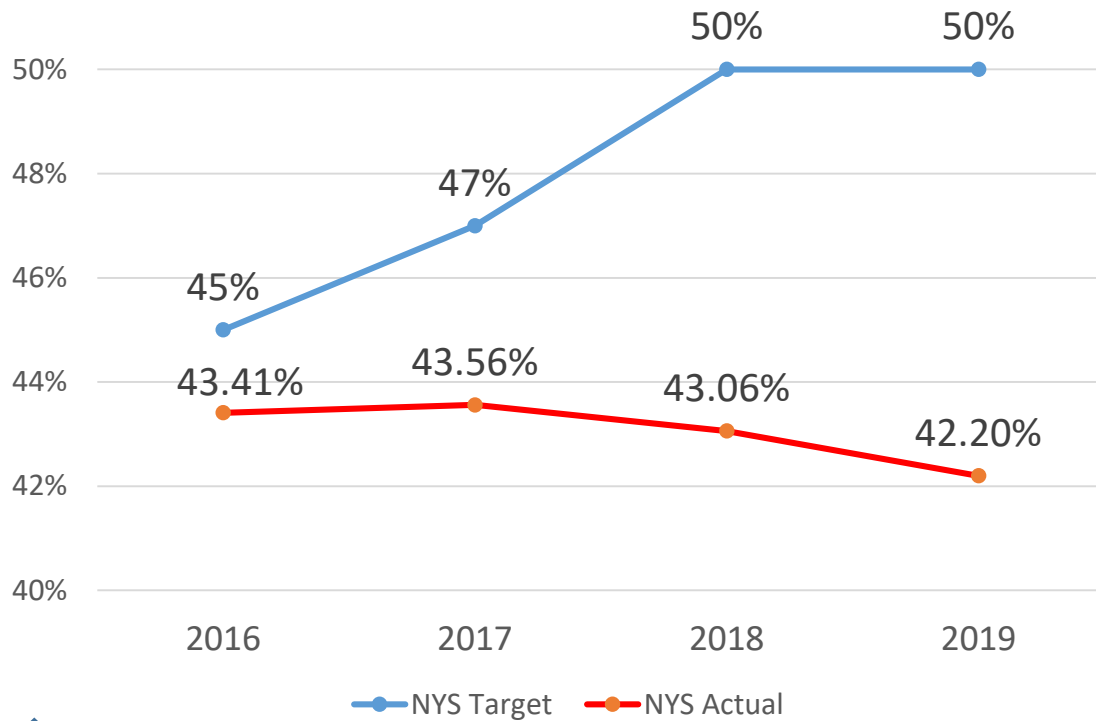
For data collection purposes, a Regular Early Childhood Program is a program that includes a majority (at least 50 percent) of children who do not have IEPs and that may include, but is not limited to:

- Head Start;
- Kindergartens;
- Preschool classes offered to an eligible pre-kindergarten population by the public school system;
- Private kindergartens or preschools; and
- Group child development centers or child care.

“Home” is the “unduplicated total who received the majority of their special education and related services in the principal residence of the child's family or caregivers, and who attended neither a Regular Early Childhood Program nor a Special Education Program provided in a separate class, separate school, or residential facility.

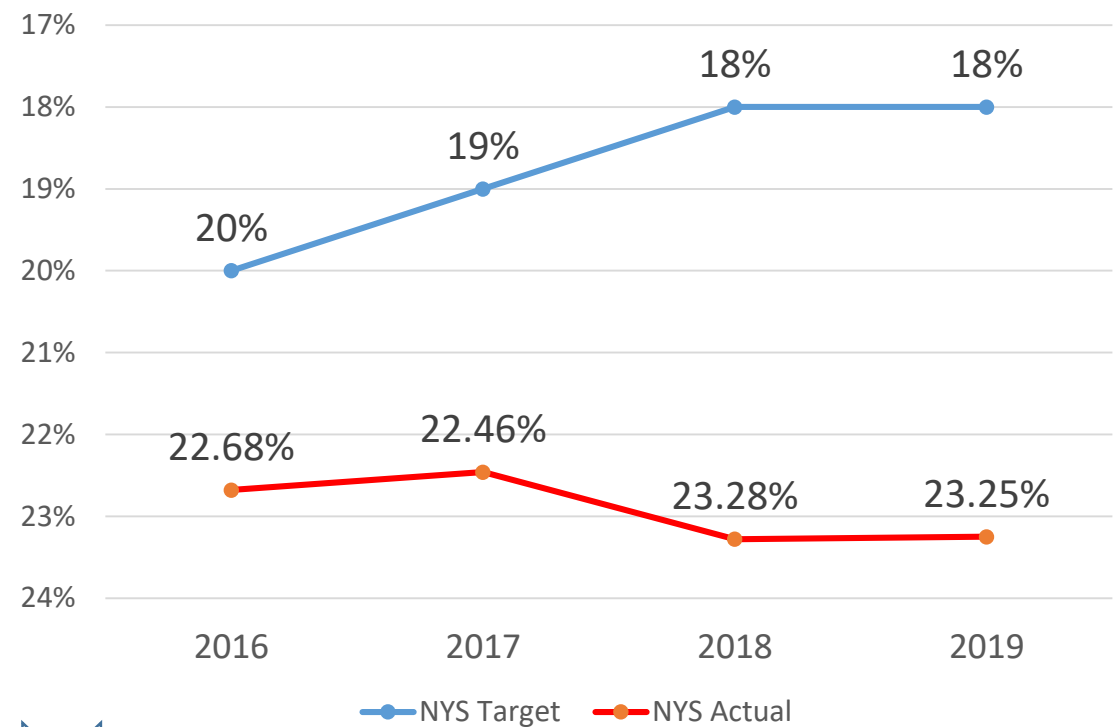
indicator 6 – Preschool Least Restrictive Environment
 % of All children aged 3-5 with IEPs attending a:

Regular Early Childhood Program



The *higher* the percent, the closer to the target

Separate Special Education Class



The *lower* the percent, the closer to the target

indicator 7 – preschool outcomes

Targets Are established by the State with Stakeholder input

Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

A. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

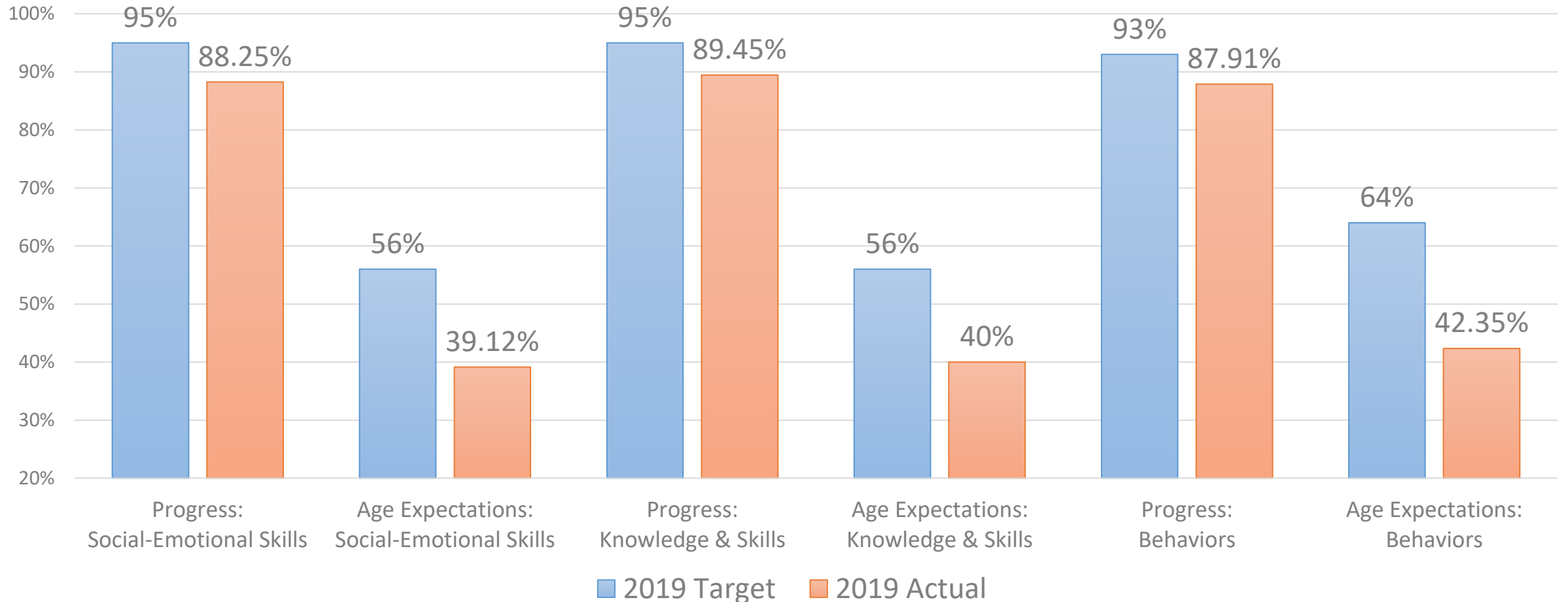
C. Use of appropriate behaviors to meet their needs.

For each outcome, Indicator 7 measures both progress and functioning within age expectations:

- Progress: of those preschool children who entered the preschool program below age expectations in each outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
- Functioning within age expectations: the percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program.

indicator 7 – preschool outcomes

% of preschool children aged 3-5 with IEPs who demonstrate improved:



indicator 11 – Child Find (School-Age & Preschool)

Targets must be 100%.

Indicator 11 measures the percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

For those students whose evaluations were not completed within 60 days (or State-established timeline), Indicator 11 reporting includes the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

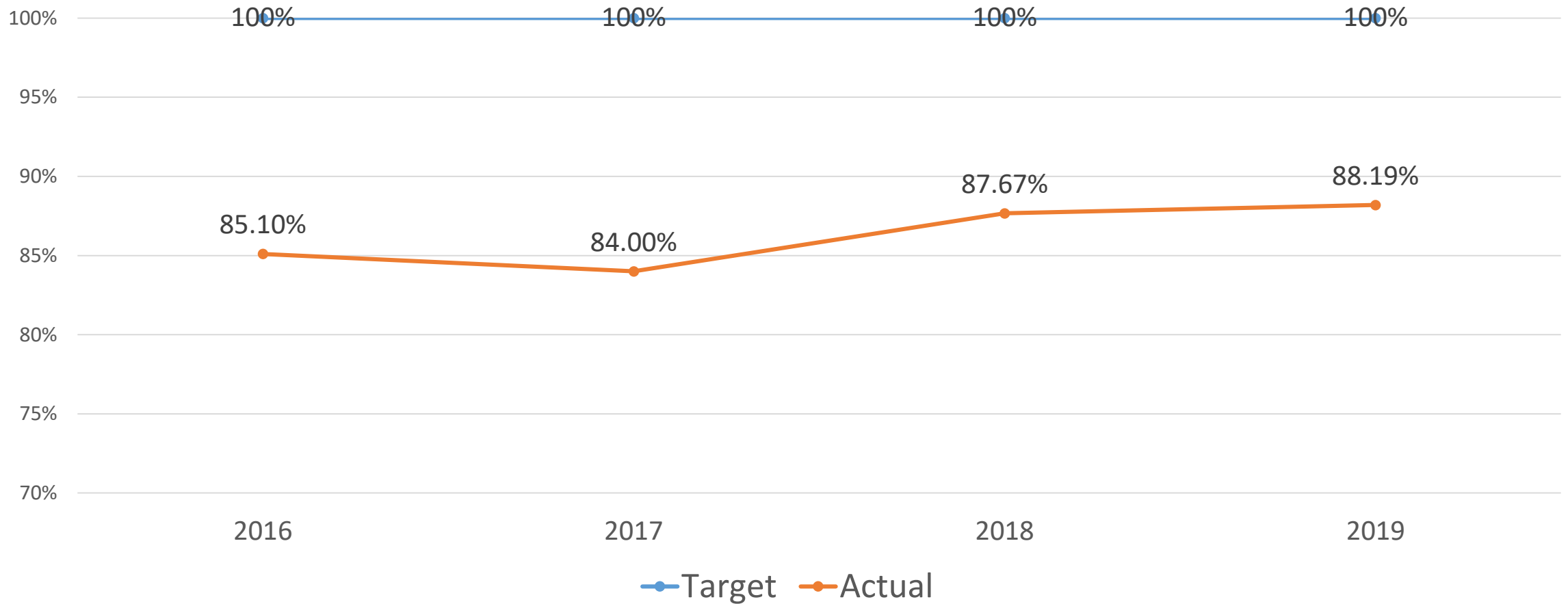
The timeframe set for initial evaluation does not apply to a public agency if:

- the parent of a child repeatedly fails or refuses to produce the child for the evaluation; or
- a child enrolls in a school of another public agency after the timeframe for initial evaluations has begun, and prior to a determination being made.

For both Indicators 11 and 12, States must report detailed information about the timely correction of noncompliance, information regarding the nature of any continuing noncompliance, improvement activities completed, and enforcement actions that were taken.

indicator 11 – Child find (school-age and Preschool)

% of children who were evaluated within 60 days of receiving parental consent for initial evaluation



indicator 12 – Early Childhood Transition

Targets must be 100%.

Indicator 12 measure the percent of children referred by Part C (Early Intervention) prior to age 3, who are found eligible for Part B (preschool special education), and who have an Individualized Education Program (IEP) developed and implemented by their 3rd birthdays.

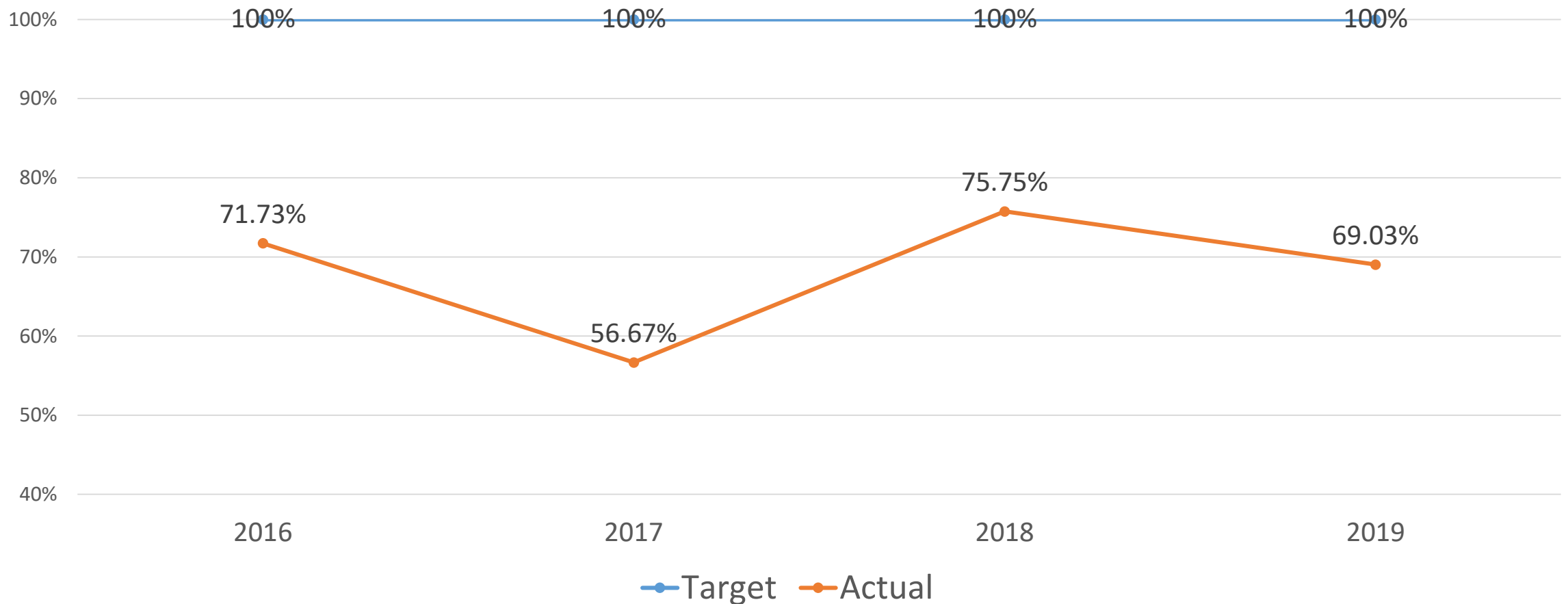
For those students who did not successfully transition, Indicator 12 reporting includes the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.

The Indicator 12 measurement calculation excludes:

- # of children referred determined to be NOT eligible and whose eligibility was determined prior to their 3rd birthdays;
- # of children for whom parent refusal to provide consent caused delays in evaluation or initial services;
- # of children determined to be eligible for early intervention less than 90 days before their 3rd birthdays; and
- # of children whose parents chose to continue early intervention services beyond the child's 3rd birthday.

indicator 12 – Early Childhood Transition

% of children referred by Part C who are found eligible for Part B and who have an IEP developed and implemented by their 3rd birthdays



<u>Indicator 1: Graduation Rates</u>	State Established Targets	States are required to submit targets for Indicators 1-17 that cover the years of the SPP federal fiscal year (FFY) 2020-25
<u>Indicator 2: Drop-Out Rates</u>	State Established Targets	
<u>Indicator 3: Assessment</u>	State Established Targets	
<u>Indicator 4: Suspension/Expulsion</u>	State Established Targets	
<u>Indicator 5: Least Restrictive Environment – School Age</u>	State Established Targets	
<u>Indicator 6: Least Restrictive Environment – Preschool</u>	State Established Targets	
<u>Indicator 7: Preschool Outcomes</u>	State Established Targets	
<u>Indicator 8: Parental Involvement</u>	State Established Targets	
<u>Indicator 9: Disproportionality in Special Education by Race/Ethnicity</u>	Targets must be 0%.	Targets must be: <ul style="list-style-type: none"> • Rigorous, yet achievable
<u>Indicator 10: Disproportionality in Classification/Placement by Race/Ethnicity</u>	Targets must be 0%.	
<u>Indicator 11: Child Find</u>	Targets must be 100%.	
<u>Indicator 12: Early Childhood Transition</u>	Targets must be 100%.	
<u>Indicator 13: Secondary Transition</u>	Targets must be 100%.	

Stakeholder Engagement Requirements

In setting its targets for FFY 2020–2025, New York State must describe its stakeholder input process including:

- *The number of parent members and a description parents from local and statewide advocacy and advisory committees, and individual parents were engaged in target setting, analyzing data, developing improvement strategies, and evaluating progress.*



NYSED Office of Special Education welcomes Early Childhood Advisory Council participation, feedback, and facilitation in obtaining parent voices and input in the develop of the 2020-25 SPP/ARP.

THANK YOU!

Break:



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Ensuring Success for New York

Strategic Plan Goal 5:

- Three **Kindergarten Transition Summits** were held in 2020, each produced many new local KT teams.
- Four Transition Teams were awarded **KT Seed Money** to conduct an “innovative KT strategy” to help the children transitioning into Kindergarten during COVID.
- **Kindergarten Transition Summit Orientation** is being held next week, all who have not already received B5 funding to host KT activities and Summits are encouraged to attend and then apply for funding (up to ten possible awards in 2021).

Strategic Plan Goal 6:

- Career Centers each with Leadership Initiatives
- Working with SED and faculty – Infant Toddler coursework & practicum
- ELG Professional Development through the equity lens
- Career Ladder revisions including compensation guidelines



Strategic Plan Goal 7:

- 7-A-3: "Welcome Kits" for new ECCE providers (created and being distributed) based on Aspire Registry
- 7-B-1: Professional development gaps have been identified and targeted PD focused on infants/toddlers is being delivered
- 7-C: All of the Career Center satellites sites are up and fully operational with a career advisor/coordinator in that region: Long Island, Western NY, Mohawk Valley & Capital District
 - Leadership initiatives are fully operational in Western NY and Long Island
 - Expanding into the Finger Lakes and Southern Tier, Mid-Hudson and Northern Territory. We are in the hiring process at this time for these regions

Strategic Plan Goal 7:

- 7-E-1 & 3 - NYSAECTE sponsored webinars for higher education in 2021 focused on Early Learning Guidelines, Infant/Toddler coursework, and others
- 7-E-2 - Survey developed and distributed to NYS ECE teacher educators - focused on coursework and fieldwork



Strategic Plan Goal 9

- Goal #9 will build upon the decade-long work that has been done to explore Integrated Data Systems for NY and we will build a plan for advancing ECIDS in NY
 - 11+ data systems with potential for IDS projects
- As part of NYSB5, a full review of what it will take to implement an Early Childhood Integrated Data System was conducted in 2019 by SUNY CHSR
 - In 2020, the NYSB5 grant focused on the local level looking at “Strong by Six” as an approach to using screening and linking to services for developing an integrated data system

Strategic Plan Goal 9

- Goal 9 will convene on April 5th with a presentation from Cate Bohn, CCF and Erin Berical, SUNY CHSR to update us on progress of ECIDS in NYS
- In May we will have a presentation from ECDataWorks to provide context on ECIDS best practices and lessons learned from around the country – Utah, Minnesota, Pennsylvania
- May need to phase-in the approach to start with identifying data sets we have and tell the data story of the B-5 system – how are children in NY’s Early Childhood system doing – many states have early childhood-focused dashboards

Strategic Plan Activity: Goal 10-A-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.



Next Steps & Closing Remarks

Thank you!



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