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| Recommendation 5: Develop and enhance programs in higher education for care and education professionals working with children from birth to age 8. |
| 5.1: State Education requires 12 credits of specified early childhood coursework to approve a b-2 extension. |
| 5.2: Scholarship Financing; modify existing scholarships to include part time courses of study for current workforce and work with administration to amend Excelsior Scholarship criteria to betters support low-wage workers or develop a new scholarship program specifically targeted at low- wage workers, who are pursuing an ECE degree from an accredited institution of higher education, supporting both full time and part time students. |
| 5.3: Educational Incentive Program should prioritize support for degree, credential and certificate completion. |
| 5.4: Convene work team of the ECAC E.L. Focus Group to enhance programs in higher education.  |
| **ECAC Strategic Plan Alignment** | **Focus Area: Early Learning****Objective 2:** Increase the knowledge and competencies of the early care and education workforce.**Objective 4:** Support the developmentally appropriate practice in programs birth through grade 2. |
| **Blue Ribbon Committee Alignment** | Adopt and implement a competency-based approach in pre-service teacher preparation programs and in-service professional developmentEstablish five Early Learning Regional Technical Assistance Centers  |
| **1000 Days of Medicaid** | Promote Early Literacy through Local StrategiesNYS Developmental Inventory Upon Kindergarten Entry |
| **CCDF** | 6 – Recruit and Retain a Qualified and Effective Child Care Workforce |

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| Recommendation 6: Support the consistent quality and coherence of professional learning supports during ongoing practice for professionals working with children birth to age 8. |
| 6.1: Increase number of TTAP credentialed PD Specialists and Coaches that represent the diversity of NYS. |
| 6.2: Identify resources to support additional credit-bearing credentialing of ECE providers appropriate for their role and career advancement. |
| 6.3: Identify resources to support PD for educators (birth to age 8) appropriate for their role and advancement. |
| 6.4: Create a new regulation that all center directors, principals, and other school building leaders responsible for young children (0-8) earn the state's CPAC Credential or equivalent. |
| 6.5: FCC placeholder - needs group discussion |
| **ECAC Strategic Plan Alignment** | **Focus Area: Early Learning****Objective 2:** Increase the knowledge and competencies of the early care and education workforce.**Objective 3:** Make recommendations to establish recruitment and retention strategies to ensure New York has the early childhood workforce necessary to implement a high quality early learning system. **Objective 4:** Support the developmentally appropriate practice in programs birth through grade 2. |
| **Blue Ribbon Committee Alignment** | Adopt and implement a competency-based approach in pre-service teacher preparation programs and in-service professional developmentEstablish five Early Learning Regional Technical Assistance Centers  |
| **1000 Days of Medicaid** | Promote Early Literacy through Local StrategiesNYS Developmental Inventory Upon Kindergarten Entry |
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| Recommendation 7: Develop a new paradigm for evaluation and assessment of professional practice for those who work with children from birth to age 8. |
| 7.1 Create and require a pd series supporting site directors, include an approach that supports individuals who have autonomy in their work, use of the CBK to assess professional practice and to be used to design staff pd plans. |
| 7.2: Tie public funding that supports professional development to an endorsed pd plan based on cbk assessment and that meets state training requirements, including CTLE. |
| 7.3: Ensure EC CST teacher certification test are free of racial bias, aligned to the CBK, implemented equitably and revised accordingly. |
| **ECAC Strategic Plan Alignment** | **Focus Area: Early Learning****Objective 2:** Increase the knowledge and competencies of the early care and education workforce.**Objective 4:** Support the developmentally appropriate practice in programs birth through grade 2. |
| **Blue Ribbon Committee Alignment** | Adopt and implement a competency-based approach in pre-service teacher preparation programs and in-service professional development |
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| Recommendation 9: Strengthen collaboration and communication among professionals and systems within the care and education sector and closely related sectors, especially health and social services. |
| 9.1: All new licensed and registered programs are required to join Aspire; and current programs are required to join Aspire upon next renewal.  |
| **ECAC Strategic Plan Alignment** | **Focus Area: Coordinated and Responsive Systems****Objective 4:** Advocate for and support the development of an early childhood integrated data system to track child outcomes and improve the state’s capacity to manage the early childhood services system. |
| **Blue Ribbon Committee Alignment** | Conduct a cost study to validate the actual cost of a high-quality prekindergartenEstablish five Early Learning Regional Technical Assistance Centers Begin the creation of a unified HIPAA and FERPA- compliant data system  |
| **1000 Days of Medicaid** | Pilot and Evaluate Peer Family Navigators in Multiple SettingsData System Development for Cross-Sector Referrals |
| **CCDF** | 7 – Support Continuous Quality Improvement8 – Ensure Grantee Program Integrity and Accountability |

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| Recommendation 10: Support workforce development with coherent funding, oversights, and policies. |
| 10.1: Establish the current 9 training topic areas in regulation instead of in statute. |
| 10.2: Revise state Early Learning Guidelines ….and to include kindergarten through grade 3. |
| 10.3: Recommend that OCFS include QSNY in reimbursement enhancement rate, in new subsidy registration. |
| 10.4: Charge QSNY to develop and present a wage enhancement proposal & strategy for programs earning 4 & 5 stars, provided that the site is receiving at least 75% of the market rate. |
| 10.5 Design policy to ensure all state funded prekindergarten teachers are compensated equitably and commensurate with qualifications across all settings. |
| **ECAC Strategic Plan Alignment** | **Focus Area: Coordinated and Responsive Systems****Objective 2:** Increase public-private investments in early childhood and blend these investments with existing resources to maximize impact.**Objective 3:** Promote policies and statutes that ensure a coordinated and responsive continuum of high quality services that support early learning, healthy children, and strong families.  |
| **Blue Ribbon Committee Alignment** | Expand the Prekindergarten Program Conduct a cost study to validate the actual cost of a high-quality prekindergarten |
| **1000 Days of Medicaid** | Pilot and Evaluate Peer Family Navigators in Multiple SettingsData System Development for Cross-Sector ReferralsExpand the availability of QUALITYstarsNY Adopt and implement a competency-based approach in pre-service teacher preparation programs and in-service professional development |
| **CCDF** | 7 – Support Continuous Quality Improvement8 – Ensure Grantee Program Integrity and Accountability |

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| Recommendation 12: Support comprehensive state- and local- efforts to transform the professional workforce for children from birth through age 8 . |
| 12.1: Fully fund and require Aspire for early childhood educators across the state. |
| 12.2: Connect TEACH system with Aspire and connect background clearances to professional development records to reduce duplication.  |
| 12.3: Conduct scan of local efforts that are addressing workforce for children b-8 to determine application to state work. |
| 12.4: Continue to explore potential funding and other opportunities to professional learning/apprenticeships. (e.g. Workforce Investment Boards) |
| **ECAC Strategic Plan Alignment** | **Focus Area: Coordinated and Responsive Systems****Objective 2:** Increase public-private investments in early childhood and blend these investments with existing resources to maximize impact.**Objective 3:** Promote policies and statutes that ensure a coordinated and responsive continuum of high quality services that support early learning, healthy children, and strong families. **Objective 4:** Advocate for and support the development of an early childhood integrated data system to track child outcomes and improve the state’s capacity to manage the early childhood services system.**Objective 5:** Explore ways the state can promote and support community efforts to build coalitions, collect data, and implement effective strategies for early childhood system building that includes parents and families. |
| **Blue Ribbon Committee Alignment** | Expand the Prekindergarten Program Conduct a cost study to validate the actual cost of a high-quality prekindergartenEstablish five Early Learning Regional Technical Assistance Centers Adopt and implement a competency-based approach in pre-service teacher preparation programs and in-service professional development |
| **1000 Days of Medicaid** | Pilot and Evaluate Peer Family Navigators in Multiple SettingsData System Development for Cross-Sector Referrals  |
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