

Welcome to the ECAC Membership Meeting

9/23/21

Please make your Zoom screenname your full name



Building Success for Children
Ensuring Success for New York



New York State Early Childhood Advisory Council Membership Meeting
 September 23rd – 10:00 am to 1:00 pm
 Location: Zoom Meeting ID: 862 5146 9419

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 	Sherry Cleary Patty Persell	10:00 am -- 10:15 am
State Agency Updates	<ul style="list-style-type: none"> NYS Department of Health (DOH) NYS Office of Children and Family Services (OCFS) NYS Education Department (SED) 	Kirsten Siegenthaler Janice Molnar/ Nora Yates Jason Breslin	10:15 am -- 11:00 am
Strategic Plan, Governor Hochul, & Federal Funding	<ul style="list-style-type: none"> Small group discussions: thinking through new administrations and new opportunity 	ECAC Membership	11:00 am -- 11:40 am
Advocacy Update	<ul style="list-style-type: none"> Advocacy Update 	Jenn O'Connor	11:40 am -- 11:50 am
Break			11:50 am -- 12:00 pm
CDC Initiative on Child Development	<ul style="list-style-type: none"> Report on NYS Project: Learn the Signs. Act Early. 	Melissa Passarelli	12:00 pm -- 12:20 pm
IDEA	<ul style="list-style-type: none"> Presentation of an example of stakeholder engagement NYSED OSE will be conducting during fall 2021 on the IDEA State Performance Plan to seek ECAC participation and assistance in spreading the word to solicit diverse parent voices in joining the discussion 	Suzanne Bolling	12:20 pm -- 12:50 pm
Next Steps and Closing Remarks	<ul style="list-style-type: none"> Next steps Adjourn 	Patty Persell	12:50pm -- 1:00pm

Welcome our Newest ECAC Nominee



Karen Kissinger

Assistant Director, Bureau of Program and Community Development,
New York State Office of Children & Family Services

<https://ocfs.ny.gov/main/>

NYS Parent Leadership Conference

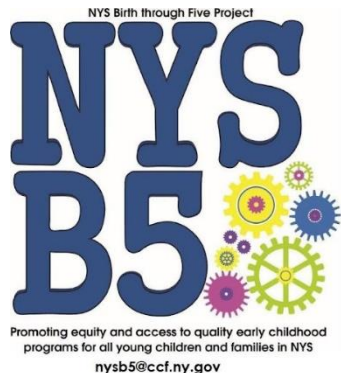
Tim Hathaway

**RESILIENCE:
PERSEVERING TO GO THE
DISTANCE!**

PARENTING IN THE NEW NORMAL

**NYSB5 2021 FALL PARENT LEADERSHIP
CONFERENCE**

November 18-21, 2021
All presentations on November 19th



2021 Advance Child Tax Credit

Meredith Chimento



Child Care Next Grant

Kate Breslin



Early Learning Alliance

Kristen Kerr



Language Access Summit

Cynthia Stewart

September 22, 23 & 24

online via Zoom from 1 p.m. to 4 p.m. each day

**Community of Practice (CoP) in Cultural and Linguistic
Competence in Developmental Disabilities Presents:**

**Improving Language Access in Developmental Disabilities Services:
Bringing Leaders and Advocates Together to Drive Change**

A free summit to bring together leaders, families, and advocates to inform and advance
Language Access in the Developmental Disabilities field in New York State.



**Office for
New Americans**



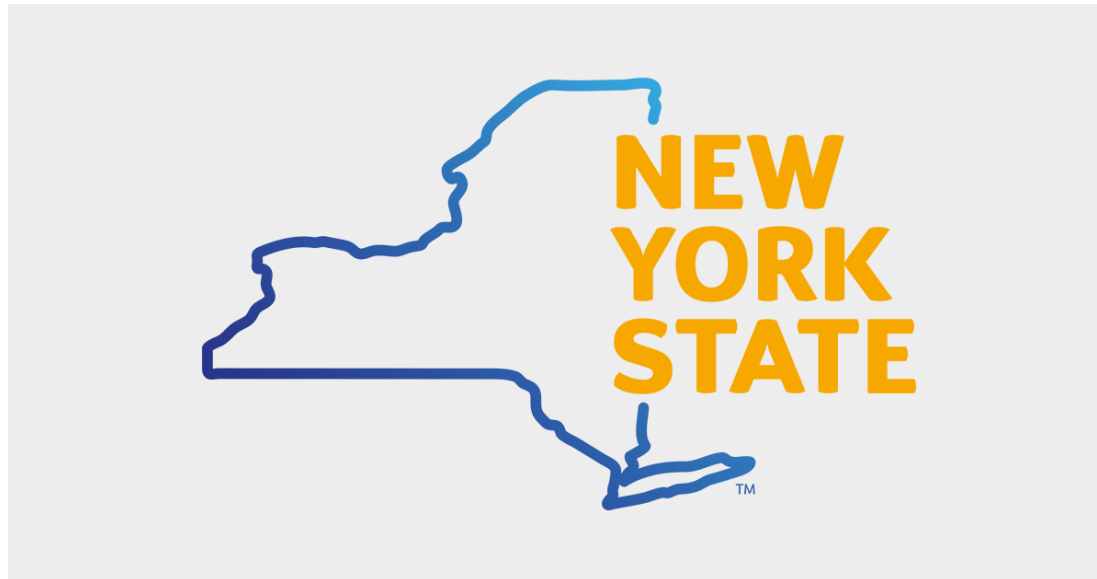
**Developmental
Disabilities
Planning Council**



NYS Pending Legislation:

Patty Persell

- Child Poverty Bill 1160-C
- Child Care Availability Task Force (CCATF) Bill 7721-A



NYS Department of Health (DOH) Update

Kirsten Siegenthaler



**Department
of Health**



NYS Office of Children and Family Services (OCFS) Update

Janice Molnar / Nora Yates



**Office of Children
and Family Services**





**Office of Children
and Family Services**

ECAC Meeting

September 23, 2021

AGENDA

- Child Care Stabilization Grant Update
 - Weekly Dashboard
 - Outreach
 - Technical Assistance Partners and Trainings
- Essential Worker Grants Update
- Child Care Subsidy Update
- Facilitated Enrollment Update



Child Care Stabilization Grant

Child Care Stabilization Grant Update

- Weekly Dashboard posted online Thursdays
 - <https://ocfs.ny.gov/programs/childcare/>
- Outreach to Providers
 - Partnership with CCR&Rs, CSEA, UFT, WHEDco
- Technical Assistance Partners
 - Training for providers who receive the grant
 - Tom Copeland statewide training
 - CCR&R local/regional trainings
 - WHEDco partnership with LIIF

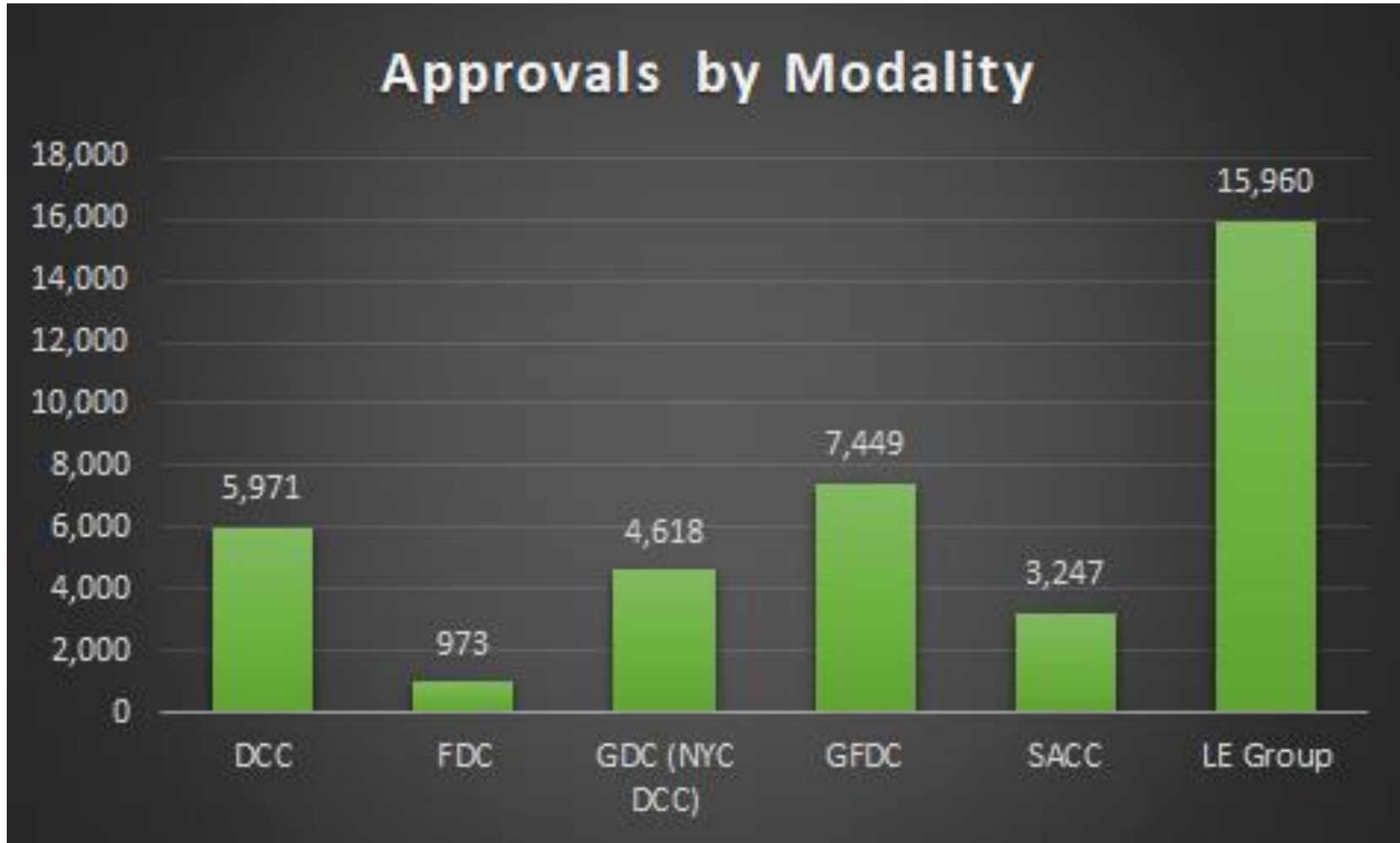


Essential Worker Grant Update

Essential Worker Grant Update

- EWS opened 6/23 for applications from parents who are essential workers to have their child care covered through this grant opportunity.
- Easy, online portal allowed for parents to apply, and indicate their eligible child care provider, who then certified attendance and payment is made directly to the provider
- Due to the overwhelming response, applications were closed on 7/22. OCFS allocated an additional 61.4M in CARES funding.
- OCFS is honored to administer the EWS to 36,000 children for a 12-week coverage period

Essential Worker Grant Update



Child Care Subsidy Update

Emergency Regulations Filed 6/16/2021

Changes to Child Care Subsidy Regulations:

- Family Share
- Applicability of Part 415.0

Communication with Districts:

- 21-OCFS-ADM-14
- Webinars for impacted districts



Notice of Proposed Rule Making to Amend Parts 404 & 415

Regulations Filed

- Published August 4, 2021
- Public Comment closes October 4, 2021
- Available at: <https://ocfs.ny.gov/main/legal/regulatory/pc/>
- 21-OCFS-INF-07 - Notification of Proposed Changes to Child Care Subsidy Regulations 2021



12-Month Eligibility

Requires full 12-month authorization period for all cases

- Family must remain below 85% SMI and remain otherwise eligible
- OCFS has filed regulations that will cover rules around 12-month eligibility including considerations related to case closings
 - Filed July 20th
 - Published August 4th
 - Public Comment closes October 6th

Eligibility for families up to 200% FPL

Eligibility for families up to 200% Federal Poverty Level (FPL)

OCFS has filed regulations and is evaluating program impacts

- Impacts definition of low income
- Maximum threshold for recertification of cases



24 paid absences in a 12-month period

24 absences required by statute

- Retroactive to SFY21, funding provided for 3 years
- OCFS has filed regulations
- OCFS will provide guidance on how to handle the retroactive application of this requirement. Considerations include:
 - Existing district policies related to absences
 - Waivers in place during the period



Facilitated Enrollment Update

Facilitated Enrollment

- Additional \$50M for facilitated enrollment
- Coverage for families in designated areas up to 275% FPL
- Coverage areas: NYC, Onondaga, Erie, Capital Region/Oneida, Monroe County
- Contracts to start by December





New York State Education Department

P-3 Virtual Summer Institute 2021

Jason Breslin, NBCT
Director of Office of Early Learning



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Education Department



P-3 Virtual Summer Institute 2021

July 22, July 29, August 5, August 12

Summer Institute Presenters



Dr. Junlei Li

*Finding More than One Way &
The Power of Simple and
Ordinary Interactions*



Catherine Coons

*An Introduction to the Resource
Guides for School Success:
The Third Grade Early
Learning Standards*



**Omar Etman and Dru Collins-
Minch**

*Early Childhood Professional
Learning Toolkit*



Dr. Anael Alston

*A New Way of Envisioning P-3
Education? An Educator's
Awakening and Insights*



September Gerety

*Predictable Transitions in
Unpredictable Times*



Sarah Hughes and Kyle Snow

*An Introduction to the NYSED
P-3 Instructional Guidance
Toolkit*



THE OVERARCHING VISION NEW YORK STATE BOARD OF REGENTS

- ▶ “We envision a New York where ALL CHILDREN thrive from birth, flourish in preschool, enter the school age program on a trajectory of success, and are academically proficient in third grade by growing up healthy and having opportunities for high-quality early learning experiences that are culturally, linguistically, and developmentally appropriate.”

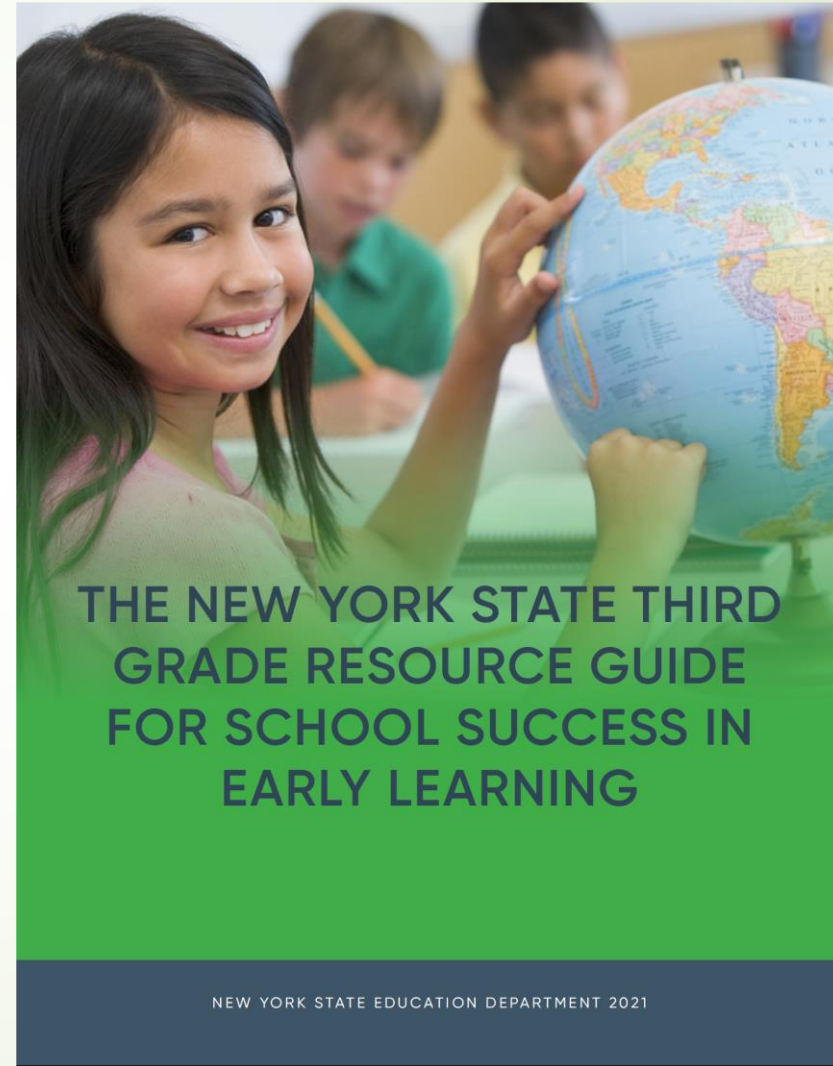
<http://www.p12.nysed.gov/earlylearning/documents/ECBRCFinalReport2018.pdf>

INTRODUCING THE GRADE 3 RESOURCE GUIDE FOR SCHOOL SUCCESS IN EARLY LEARNING



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Resource Guides for School Success



WHAT IS IN THIS GRADE 3 RESOURCE GUIDE?

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- ❖ **GRADE 3 APPROACHES TO LEARNING**
- ❖ **NYS SOCIAL EMOTIONAL LEARNING BENCHMARKS**

- ❖ **GRADE 3 NYS LEARNING STANDARDS in:**
 - ❖ ENGLISH LANGUAGE ARTS
 - ❖ MATHEMATICS
 - ❖ SCIENCE
 - ❖ ARTS
 - ❖ PHYSICAL EDUCATION
 - ❖ COMPUTER SCIENCE AND DIGITAL FLUENCY
 - ❖ SOCIAL STUDIES FRAMEWORK

FIVE DOMAINS OF EARLY LEARNING

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DOMAIN 1: Approaches to Learning

How children become involved in learning and acquiring knowledge.

DOMAIN 2: Physical Development and Health

Children's physical health and ability to engage in daily activities, both outdoors and inside.

DOMAIN 3: Social and Emotional Learning

The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.

DOMAIN 4: Communication, Language, and Literacy Part A and Part B

How children understand, create, and communicate meaning.

DOMAIN 5: Cognition and Knowledge of the World (Mathematics, Science, Social Studies, Arts)

What children need to know and understand about their world and how they apply what they know.

NYSED P-3 VIRTUAL SUMMER INSTITUTE 2021

COMMENTS FROM EVALUATIONS

35

- “Kudos to you all for finding the presenters/topics that seem to have really spoken to the early childhood education population!” -*Early Childhood Collaboration Coordinator*
- “This presentation serves as a call to action to support the early childhood workforce.” - *Child Care Center Consultant/Trainer*
- “I enjoy how the thinking and learning gap between the ages of birth and 2 can develop a lot!” -*Preschool Teacher*

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NYSED P-3 VIRTUAL SUMMER INSTITUTE 2021

COMMENTS FROM EVALUATIONS

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- “Appreciated pace and simplicity of ideas - made it easy to get the gist and go deeper without feeling overwhelmed.” -*K-12 Administrator*
- I only can say how gleefully I feel to participate in this training we so much information that can help us to help better our children’s.” -*Child Care Teacher*
- “It was very informational for ways to help children with trauma.” -*Preschool Teacher*
- “Please continue to provide presentations like this for administrators so that we can continue sharpening and deepening our toolkits.” -*K-12 Administrator*

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UPDATE ON RECENT LEGISLATION



2021-2022
PREKINDERGARTEN
RFP APPLICATIONS
DUE TO NYSED
9/9/2021

The screenshot shows the NYSED.gov website. At the top left is the NYSED.gov logo. At the top right is a 'Select Language' dropdown menu and a 'Google Translate Disclaimer' link. Below the logo is a dark red banner with 'P-12' in large white letters and 'Prekindergarten through Grade 12 Education' in smaller white text. To the right of the banner is a search bar with the text 'Search P-12'. Below the banner is a breadcrumb trail: 'NYSED / P-12 / Funding Opportunities / 2021-2022 Universal Prekindergarten Expansion Grant for New Full-Day Placements for Four-Year-Old Students'. The main heading is 'Announcement of Funding Opportunity' followed by '2021-2022 Universal Prekindergarten Expansion Grant for New Full-Day Placements for Four-Year-Old Students'. A yellow box highlights the 'Recent Updates' section, which includes a sub-heading 'Last Updated on August 25, 2021:' and a list of updates: 'Questions and Answers' (with a PDF icon) posted 8/25/21, and a red 'Note' stating the RFP was updated August 24, 2021 to reflect a change from a mandatory to a non-mandatory notice of intent requirement. Below the yellow box is a grey bar with the text 'Grant Application Documents'. Underneath are several links with document icons: 'Grant Application in PDF' (Updated 8/24/21), 'Grant Application in Word' (Updated 8/24/21), 'Appendix C: Grant Award Request and Collaboration Calculator', 'Appendix D: New York State-Administered Universal Prekindergarten Quality Assurance Protocol', 'Appendix E: Proposal Evaluation Rubric', and 'Questions and Answers' (Posted 8/25/21).



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Contact: Office of Early Learning
(518) 474-5807
OEL@nysed.gov

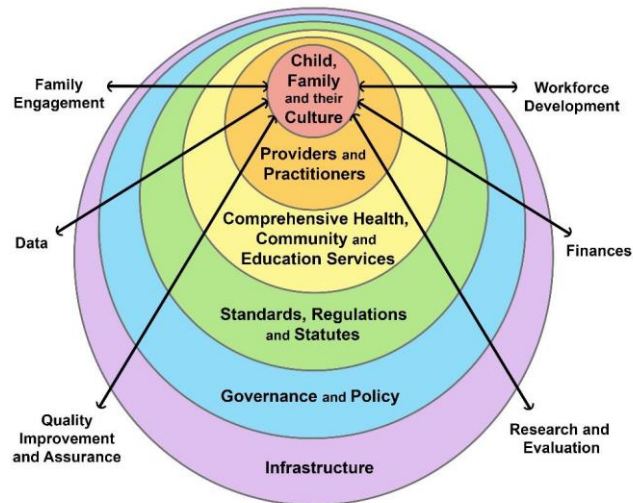
<http://www.nysed.gov/early-learning>

Small Group Discussion

- New Opportunity, New Governor
- ECAC Strategic Plan
- New and energized State Initiatives
- Federal opportunities for children birth to five



New York ECAC Early Childhood Systems Approach



Advocacy Update

Jenn O'Connor



Break



Building Success for Children
Ensuring Success for New York



Learn the Signs, Act Early in New York State

Melissa Passarelli, MA
Director of Programs, Docs for Tots
New York State Act Early Ambassador

Acknowledgment

The Act Early Ambassador project is a collaborative effort of the Centers for Disease Control and Prevention (CDC), Health Resources and Services Administration (HRSA) and Association of University Centers on Disabilities (AUCD) to advance CDC's "Learn the Signs. Act Early." program to improve early identification of developmental disabilities. The project is funded by CDC and HRSA.

www.cdc.gov/ActEarly



Agenda

- What is the “Learn the Signs, Act Early” Campaign?
 - Campaign overview
 - Website tour
 - Materials highlights
 - Trainings and other information for professionals
- Utilizing LTSAE
- What is the role of an Act Early Ambassador?
- Learn the Signs, Act Early in New York State
- Q & A





What is the “Learn the Signs, Act Early” Campaign?



Simply put....

Helping parents and other care providers
learn the signs of typical development and
act early on concerns.



Signs of typical development = Milestones

Act Early =

Talk with the doctor, ask for screening
Get referral to specialist and connect with early
intervention.

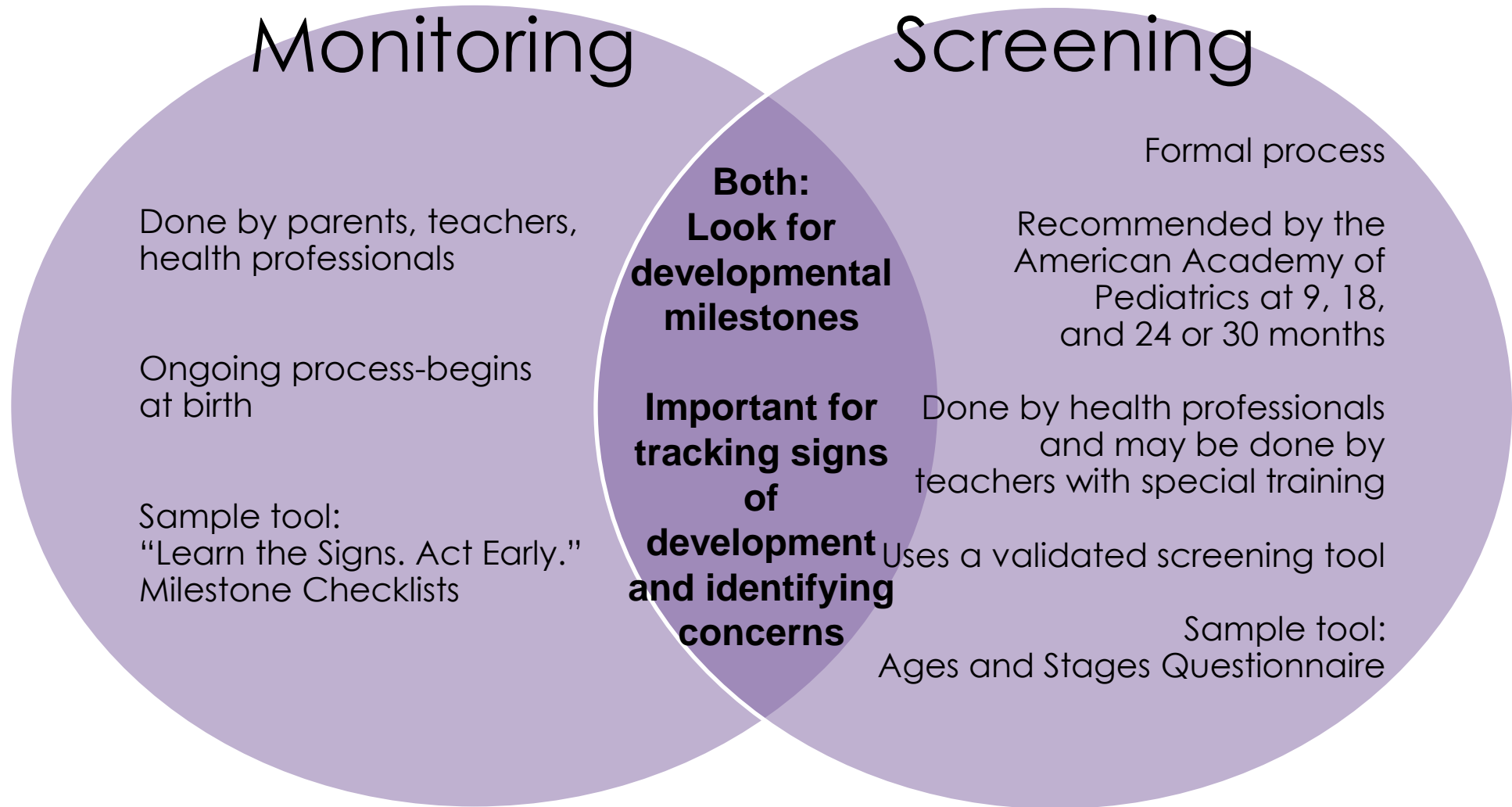


Learn the Signs, Act Early Campaign

- Research-based early childhood public health campaign from the Centers for Disease Control (CDC)
- Aims to improve early identification of children with developmental delays and disabilities by promoting developmental monitoring so children and families can get the services and support they need as early as possible
- Offers free tools to help parents and professionals track developmental milestones
- LTSAE for short!



Developmental Monitoring Developmental Screening



Better together: Developmental screening *and* monitoring best identify children who need early intervention (Barger et al, Disability and Health Journal, 2018)

[cdc.gov/actearly](https://www.cdc.gov/actearly)

- Audiences
 - Parents
 - Health Care Providers
 - Early Childhood Educators
 - WIC Providers
 - Home Visitors
- Materials ordering
- Professional trainings
- Research

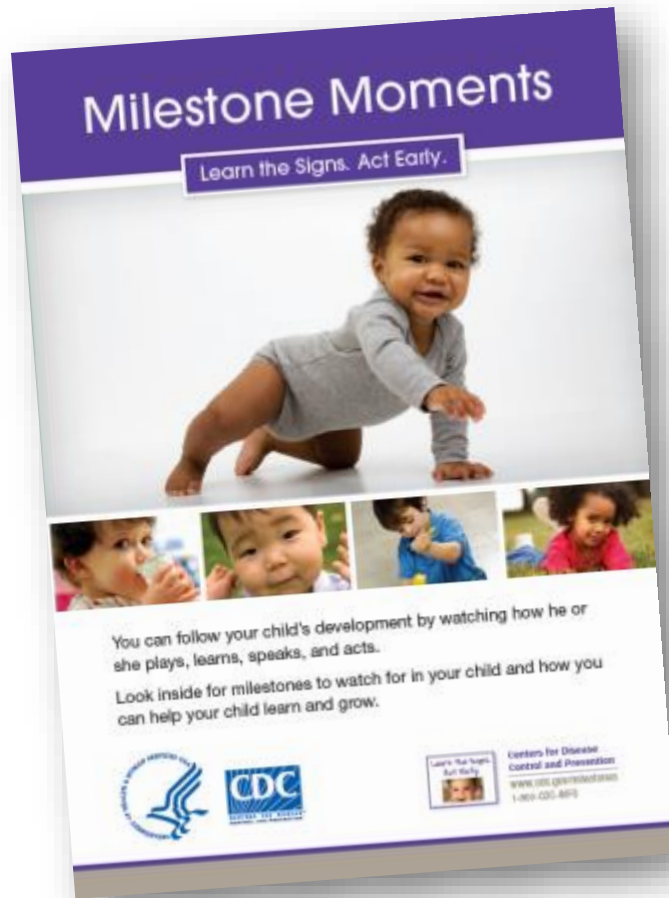


LTSAE Materials

- All are available in English and Spanish to download
- Materials can be ordered for free in limited quantities based on what is available in the warehouse
- Materials can be adapted, translated, and customized to help health professionals, early care and education providers, and other service providers work with parents to track the development of the children they serve



Milestone Moments Booklet



Learn the Signs. Act Early.

www.cdc.gov/ActEarly

Milestone Moments Booklet

- Includes:
 - Complete milestone checklists (2mo – 5yrs)
 - Activities to try at home
 - Space to write down questions
- Intended for parent use throughout a child's early years
- Helps parents prepare for well-child visits; gives you a parent-friendly reference



Learn the Signs. Act Early.

Milestones Brochure

Select milestones at a glance for ages 6 months to 4 years

Your Child's Early Development is a Journey
Check off the milestones your child has reached and share your child's progress with the doctor at every visit.

6 MONTHS

- Starts here
- Copies sounds
- Begins to sit without support
- Likes to play with others, especially parents
- Responds to own name
- Strings vowels together when babbling ("ah," "eh," "oh")

12 MONTHS

- Uses simple gestures such as shaking head for "no" or waving "bye bye"
- Gestures
- Responds to simple spoken requests

18 MONTHS (1 1/2 YEARS)

- Says sentences with 2 to 4 words
- Gets excited when with other children
- Follows simple instructions
- Kicks a ball
- Says several single words
- Walks alone
- Knows what ordinary things are for, for example, telephone, brush, spoon
- Plays simple pretend, such as feeding a doll
- Points to show others something interesting
- Says "mama" and "dada"
- Pulls up to stand

2 YEARS

- Points to things or pictures when they're named
- Copies adults and friends (like running when other children run)
- Carries on a conversation using 2 to 3 sentences
- Climbs well
- Plays make-believe with dolls, animals and people
- Shows affection for friends without prompting

3 YEARS

- Hops and stands on one foot for up to 2 seconds
- Would rather play with other children than alone
- Tells stories
- Draws a person with 2 to 4 body parts
- Plays cooperatively

4 YEARS

These are just a few of many important milestones to look for. For more complete checklists by age visit www.cdc.gov/ActEarly or call 1-800-CDC-INFO.

Learn the Signs. Act Early.

The journey of your child's early years includes many developmental milestones for how he or she plays, learns, speaks, and acts.

Look inside to learn what to look for in your child. Talk with your child's doctor about these milestones.

Not reaching these milestones, or reaching them much later than other children, could be a sign of a developmental delay.

YOU KNOW YOUR CHILD BEST.

If you are concerned about your child's development, talk to your child's doctor.

If you or the doctor is still concerned, ask the doctor for a referral to a specialist and call 1-800-CDC-INFO to learn how to get connected with your state's early childhood system to get the help your child might need.

DON'T WAIT.

Acting early can make a real difference!



For more information about your child's development and what to do if you have a concern, visit:

www.cdc.gov/ActEarly

OR CALL:

1-800-CDC-INFO

to request a FREE "Learn the Signs. Act Early." Parent Kit or to get help finding resources in your area.

Developmental milestones adapted from Caring for Your Baby and Young Child: Birth to Age 5 (AAP, 2009) and Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents (AAP, 2008).

Track Your Child's Developmental Milestones



Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

For parents of children from birth to 4 years



Learn the Signs. Act Early.

Learn the Signs. Act Early.

www.cdc.gov/ActEarly

Milestone Checklists

Your Baby at 9 Months

Child's Name _____ Child's Age _____ Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. Check the milestones your child has reached by the end of 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- May be afraid of strangers
- May be clingy with familiar adults
- Has favorite toys

Language/Communication

- Understands "no"
- Makes a lot of different sounds like "mamamama" and "bababababa"
- Copies sounds and gestures of others
- Uses fingers to point at things

Cognitive (learning, thinking, problem-solving)

- Watches the path of something as it falls
- Looks for things he sees you hide
- Plays peek-a-boo
- Puts things in her mouth
- Moves things smoothly from one hand to the other
- Picks up things like cereal o's between thumb and index finger

Movement/Physical Development

- Stands, holding on
- Can get into sitting position
- Sits without support
- Pulls to stand
- Crawls

Act Early by Talking to Your Child's Doctor if Your Child:

- Doesn't bear weight on legs with support
- Doesn't sit with help
- Doesn't babble ("mama", "baba", "dada")
- Doesn't play any games involving back-and-forth play
- Doesn't respond to own name
- Doesn't seem to recognize familiar people
- Doesn't look where you point
- Doesn't transfer toys from one hand to the other

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from Caring for Your Baby and Young Child: Birth to Age 5, Fifth Edition, edited by Steven Shelton and Teresa Berner Altman © 1991, 1993, 1996, 2004, 2009 by the American Academy of Pediatrics and Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents, Third Edition, edited by Joseph Higgins, Jr., Judith S. Snow, and Paula M. Duncan, 2008, Elk Grove Village, IL, American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

www.cdc.gov/actearly | 1-800-CDC-INFO

Learn the Signs. Act Early.

- Complete checklists address
 - Four domains of development
 - Developmental “red flags”
- How to use
 - Distribute to families at every well-child visit
- Can be printed with Spanish translation on reverse

Learn the Signs. Act Early.

Children's Books

- 3 different ages: 1YO, 2YO, 3YO
- In English and Spanish
- Include tips for caregivers on developmental milestones

Learn the Signs. Act Early.

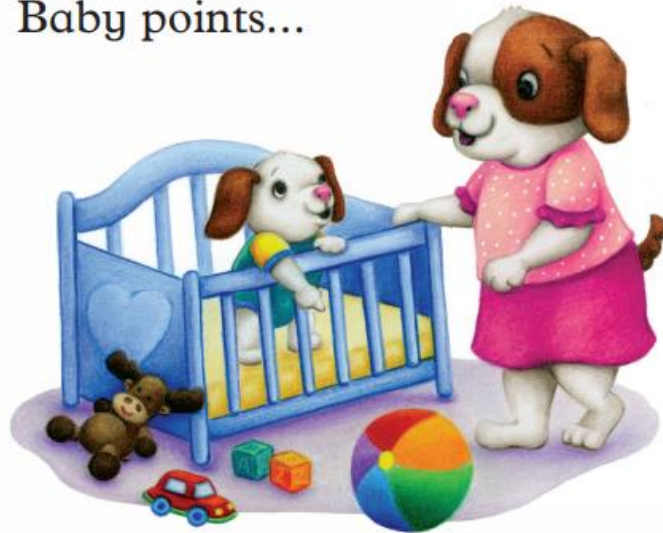
Baby's Busy Day

Being one is So Much Fun!



Baby wakes.
Pulls up tall.
Baby points...

Parents, look for the  to learn what to expect from your baby by age 1, and the  for how you can help.



 **MILESTONE**

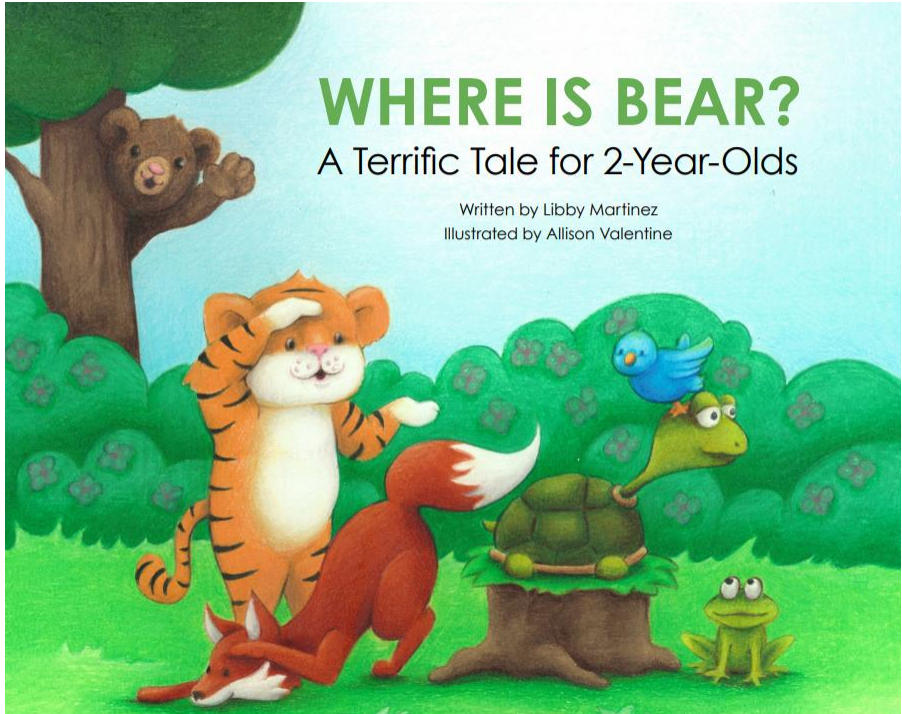
Points to show someone what he wants

Bouncy ball!



 **TIP**

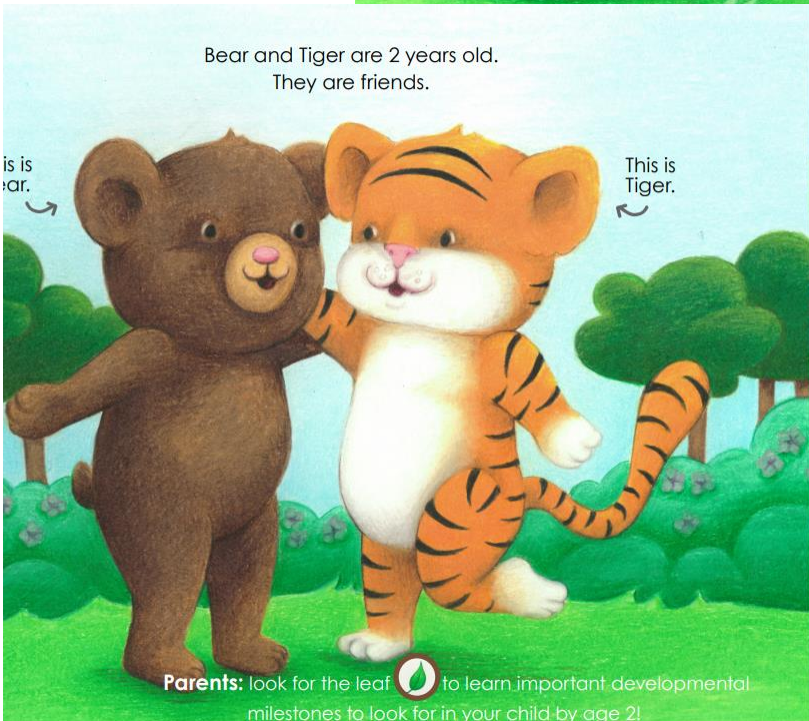
Talk about what your baby wants when he points at something.



WHERE IS BEAR?

A Terrific Tale for 2-Year-Olds

Written by Libby Martinez
Illustrated by Allison Valentine

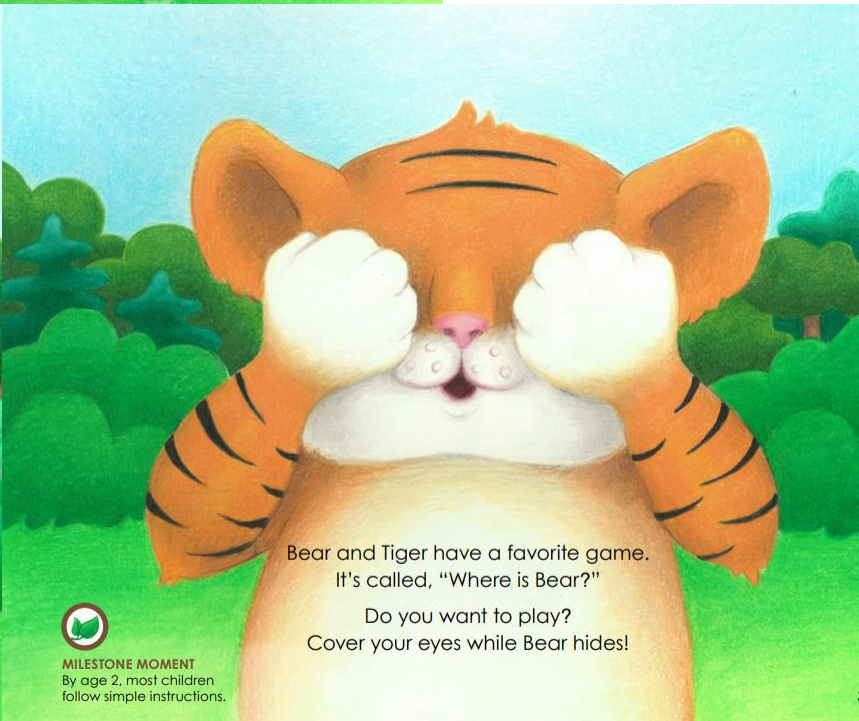


Bear and Tiger are 2 years old.
They are friends.

This is Bear.

This is Tiger.

Parents: look for the leaf icon to learn important developmental milestones to look for in your child by age 2!



Bear and Tiger have a favorite game.
It's called, "Where is Bear?"

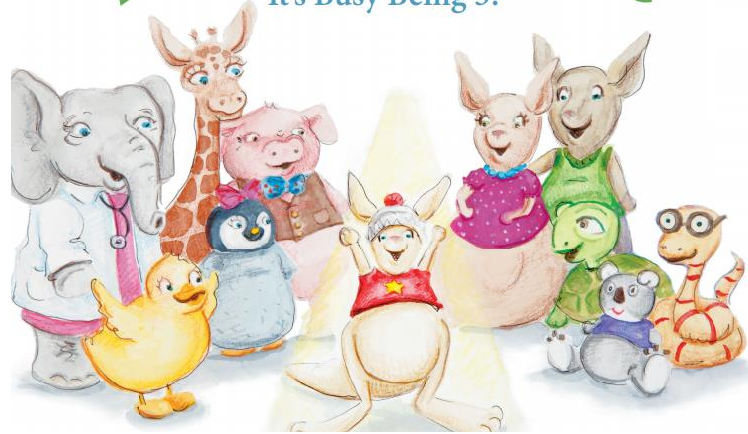
Do you want to play?
Cover your eyes while Bear hides!



MILESTONE MOMENT
By age 2, most children follow simple instructions.

Amazing Me

It's Busy Being 3!



Every day when I wake up, the first thing I do is get dressed.
I can put on my clothes all by myself, and I do an **AMAZING** job.

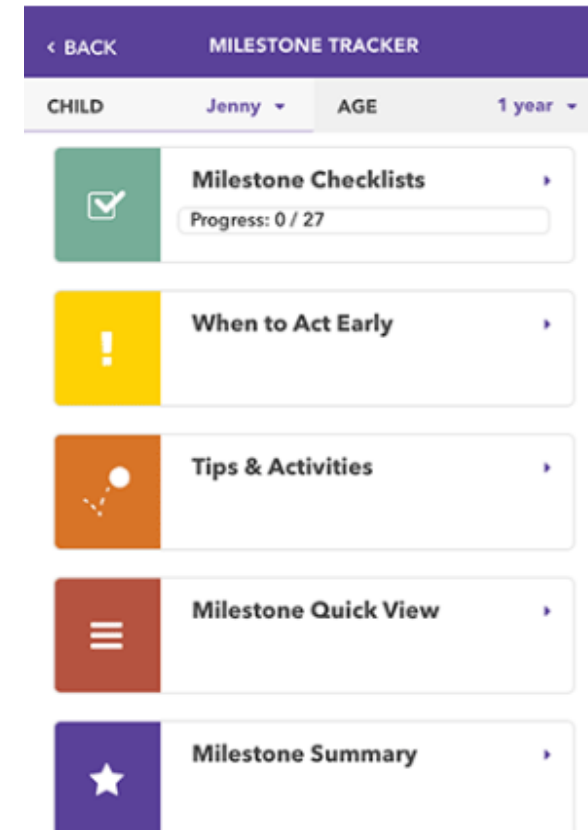
"It's too cold to wear shorts when it's snowing outside, and you shouldn't wear your cowboy boots without socks," says my mom.



Milestone Moment: Joey shows he can do more and more things on his own by dressing himself.

Milestone Tracker App

- Available in English and Spanish for iOS and Android
- Can add multiple children
- Milestones tracker including photos and videos to help understand
- Tips and Activities
- Track appointments



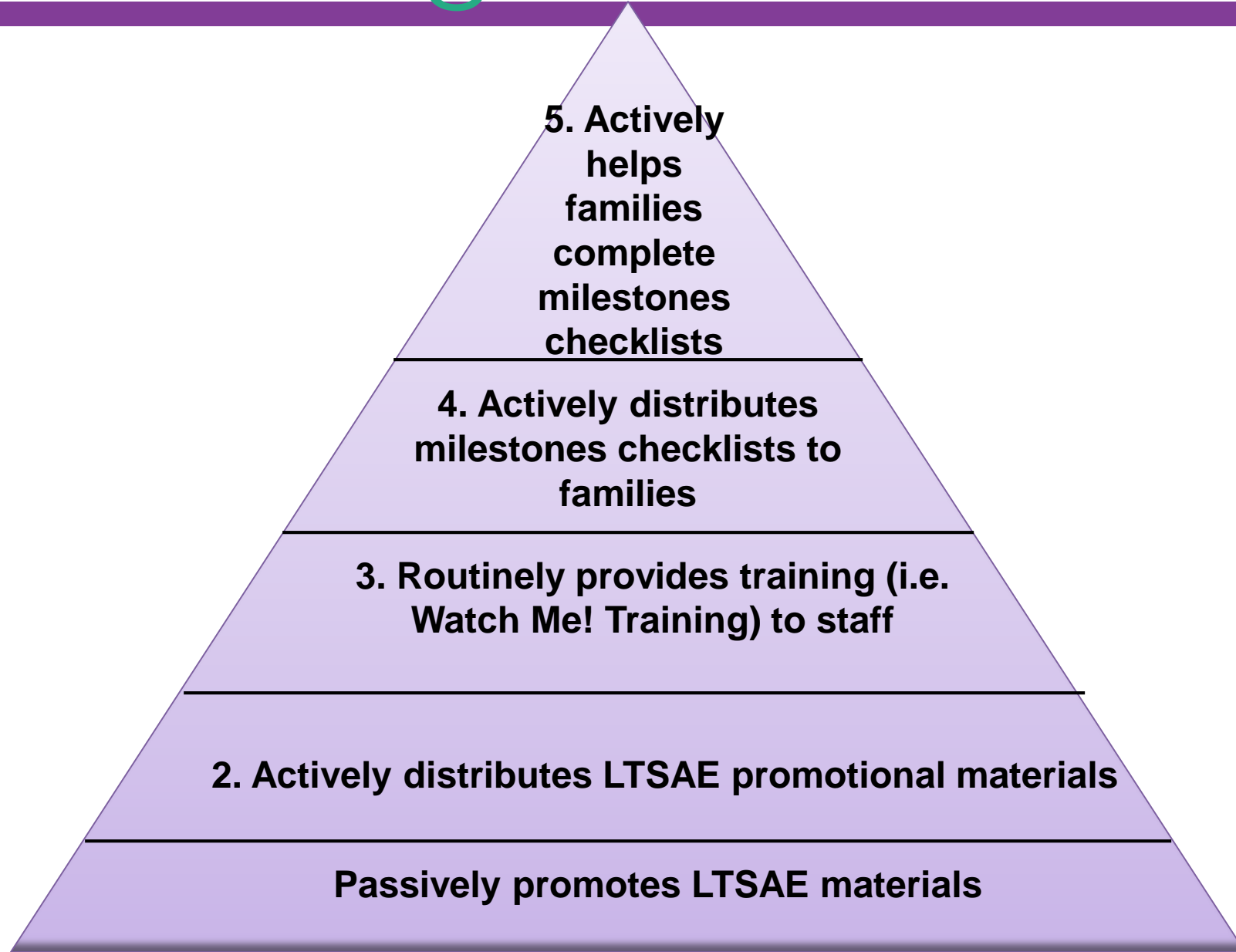
Learn the Signs. Act Early.

Professional Development

- ECE Providers: *Watch Me!* Training
 - Hour-long online course
 - Available in English and Spanish
 - 4 modules
 - Continuing Education credit available
- Physicians: Free online courses for CEUs, MOC
 - MOC (Part 2) Approved
 - Identifying
 - Diagnosing
 - Managing
 - In-Class Curriculum
 - Teaching Guide
 - Video Library



Levels of Integration



Act Early Levels of Integration

<i>Promotion: Does the program promote developmental monitoring (DM) using LTSAE? If so, how?</i>				
<u>Level of Integration</u>	<u>Description</u>	<u>Examples</u>		
		Digital	Print	
1. <i>Passively</i> promotes any LTSAE info/materials	Materials on display or available, little to no staff/provider interaction (or communication) with families about LTSAE materials	<ul style="list-style-type: none"> LTSAE web button on webpage Link to MT app on website 	<ul style="list-style-type: none"> Brochure on display in waiting room. App poster on wall Stack of app flyers on table 	
2. <i>Actively</i> distributes LTSAE promotional materials (promotional materials include: app flyer, brochures, flyers, posters, primers, web buttons, videos, growth chart, tip sheets)	Promotional or awareness materials given to family member by staff/provider reinforced with messaging or language about DM (with some level of frequency, monthly, annually, etc.)	<ul style="list-style-type: none"> Program's social media page posts or shares LTSAE messages State Part C promotes LTSAE materials via email with local EI programs Includes links to LTSAE materials and website in monthly newsletters 	<ul style="list-style-type: none"> Teacher distributes brochure during every parent teacher conference Nurse hands app flyer to family at almost all visits 	
3. <i>Routinely</i> provides Watch Me! training (or an equivalent training on developmental monitoring using LTSAE) with staff	Training is offered or required for program staff at some level of frequency (monthly, annually, etc.)	<ul style="list-style-type: none"> Early childcare system approves Watch Me as an annual training requirement for providers Home visiting system creates e-module training about LTSAE and developmental monitoring 		

Learn the Signs.
Act Early.



Act Early Levels of Integration

Monitoring: Does the program engage in developmental monitoring using LTSAE? If so, how?			
<u>Level of Integration</u>	<u>Description</u>	<u>Examples</u>	
		Digital	Print
4. Actively distributes LTSAE checklists (e.g., showing/downloading app, Milestone Moments booklet, individual milestone checklists, children's books)	Checklist materials or active direction to download the app given to family by staff/provider reinforced with messaging or language about completing a checklist (more than one time)	<ul style="list-style-type: none"> • Early childhood center or WIC clinic helps family download and use the app • Home visitor shows families how to download and use app 	<ul style="list-style-type: none"> • Healthcare providers give Milestone Moments booklet at every newborn visit • WIC provider gives family individual checklist to take home and encourages them to complete it
5. Actively completes/has family member complete LTSAE checklist and reviews with family and takes any needed follow up action (Milestone Moments booklet, individual milestone checklists, Milestone Tracker app)	Provider completes checklist on app or paper or "supervises" family member completing checklist; reviews with family as part of routine program activities (more than one time)	<ul style="list-style-type: none"> • Using the app, WIC staff engage families in completing milestone checklists part of every certification visit • Documentation of checklist completed included in clinic EMR 	<ul style="list-style-type: none"> • WIC staff engage family in completing printed milestone checklist as part of every certification visit • Home visiting program require the visitors to complete checklist at visits

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Utilizing LTSAE

- Does staff need to be trained?
- What are the best ways to share materials with families?
 - “Low-hanging fruit” like waiting rooms or mailings?
 - If you meet on a schedule with families, are there certain visits or times of year that are slower/less packed so that this could be added?
 - Text/email communications with families during which you can send out information?
- How will you measure impact?
 - Is there a way to get feedback from parents?
 - Is there a way to track how often conversations are had with families, and/or how many materials were disseminated?





What is the role of the Act Early Ambassador?

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Act Early Ambassadors

- CDC's Act Early Ambassadors comprise a network of professionals working with the support of federal partners to improve the early identification of developmental disabilities in their states
- The “Act Early Network” is a joint effort of the CDC, Health Resources and Services Administration (HRSA), and the Association of University Centers on Disabilities (AUCD)
- Ambassadors are selected via application process, and serve for 2 years



So what's their role?

- Create and implement work plans to utilize/integrate LTSAE materials in different state and local systems (like WIC, EI, healthcare, Head Start, child care, home visiting, etc.)
 - Outreach: presentations, trainings, etc.
 - Develop relationships with partners to integrate LTSAE
- Assistance in utilizing and integrating LTSAE resources
- Help with obtaining materials, such as in different languages
- Part of national network: can learn from what others have done, find solutions to problems, etc.



NYS Act Early Ambassadors



Melissa Passarelli, MA

- Director of Programs at Docs for Tots
- Coordinator of Help Me Grow – Long Island
- melissa@docsfortots.org



Romina Barros, MD, FAAP

- Chief, Division of Developmental Behavioral Pediatrics, NYU Langone Hospital – Long Island
- actearlyny@gmail.com

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LTSAE in NYS



NYActs

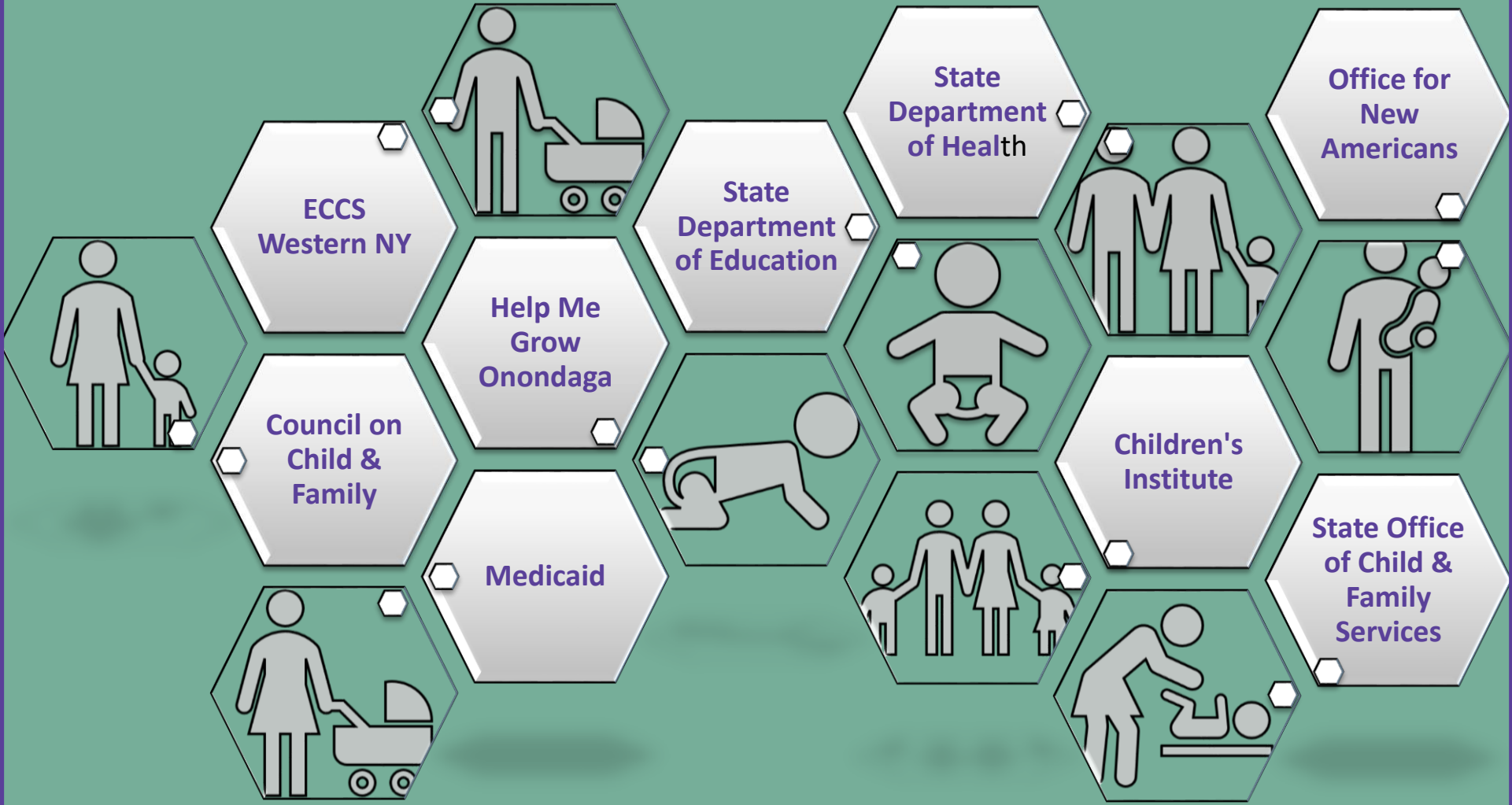
- To bolster the 4 steps of early identification of developmental delays and disabilities, including the first step of parent-engaged developmental monitoring and advance the promotion and distribution of existing, relevant tools, materials, and program to improve resiliency among families with young children during COVID-19 response and mitigation efforts.
- The project is being implemented in US states and territories. Funding from the CDC and overseen by AUCD



New York Act Early Team (NYActs)

- Learning Collaborative led by Ambassadors Melissa Passarelli and Dr. Romina Barros
- Evaluation support from the Schuyler Center for Advocacy and Analysis
- Overall vision: With support from the NY Ambassadors, each participating agency will create and implement a workplan to integrate LTSAE, Bright By Text, or other identified developmental/resilience promotion resources into **existing activities** in a sustainable way





NYActs Results, Year 1:

- All 10 participating entities successfully implemented their workplans
- 700 early childhood staff from different programs trained on the LTSAE resources
- 16,000 materials distributed to families
- 33% increase in statewide Milestone Tracker app downloads from baseline



NYActs Moving Forward

- Integrated into the new Early Childhood Comprehensive Systems Grant workplan
 - Funding to print materials for dissemination through programs across New York
 - Merged the NYActs team with the State Advisory Team for ongoing technical assistance
- Renewed funds will allow us to work with two partners intensively going forward to:
 - Incorporate developmental monitoring, including training up staff to engage families in monitoring
 - Provide tailored materials/resources as needed
 - Establish referral pathways for additional services



Act Today!

- Tell your colleagues and families about LTSAE!
- Connect with your Act Early Ambassador: For help with utilizing LTSAE resources, contact Melissa@docsfortots.org
- View, print, or order FREE “Learn the Signs. Act Early.” resources at www.cdc.gov/ActEarly
- If you'd like to customize these materials for your practice and print them locally, contact ActEarly@cdc.gov





Q & A

Learn the Signs.
Act Early.





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

Individuals with Disabilities
Education Act (IDEA)



**IDEA STATE
PERFORMANCE
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Indicator 6 – Preschool Least Restrictive Environment

Least Restrictive Environment



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A photograph of four diverse preschool children in a classroom. From left to right: a white boy with blonde hair in a blue shirt, a Black girl with curly hair in a yellow shirt, a white boy with blonde hair in a white shirt, and a Black girl with braided hair in a green shirt. They are all smiling and looking towards the camera. In the background, a globe and a chalkboard with the letter 'A' are visible.

A preschool child with a disability is entitled to all the rights and protections guaranteed under Part B of the IDEA, including the right to be educated in the least restrictive environment (LRE).



Preschool LRE requires the consideration of whether supplementary aids and services would enable the child to receive education in the regular early childhood program prior to placement in a separate class, school, or facility.

Part B LRE requirements state a strong preference for educating children with disabilities in regular classes alongside their peers without disabilities.

Indicator 6 – Preschool LRE Measurement

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.



Improvement = Increase over Baseline

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



Improvement = Decrease over Baseline

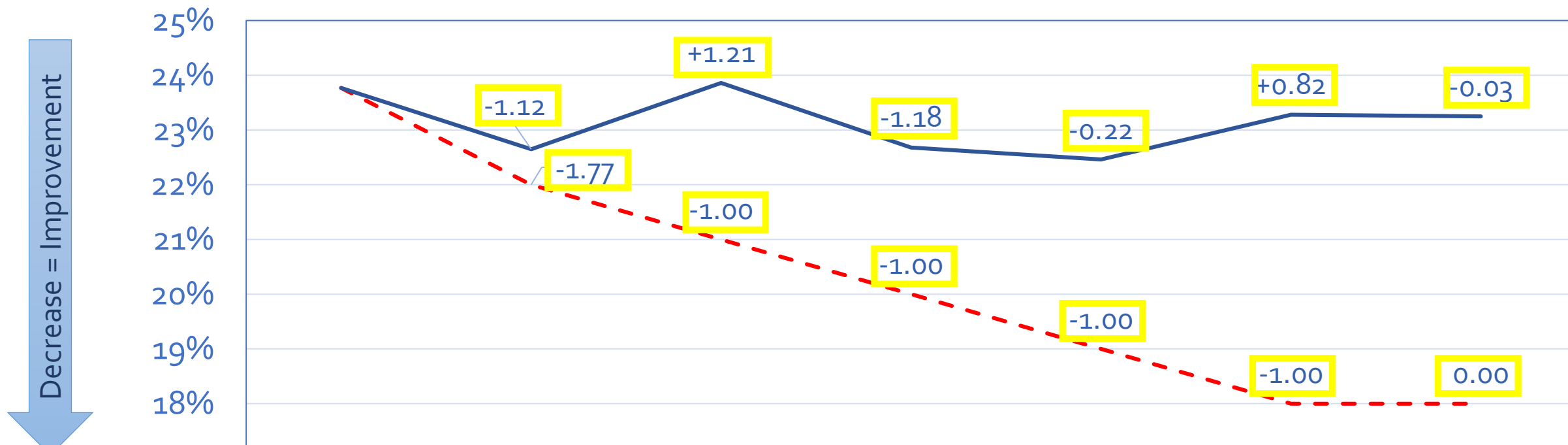
C. Receiving special education and related services in the home.



Improvement = Decrease over Baseline

New York State SPP 2013-19 Targets and Actuals

Indicator 6B: Separate Class, School or Facility

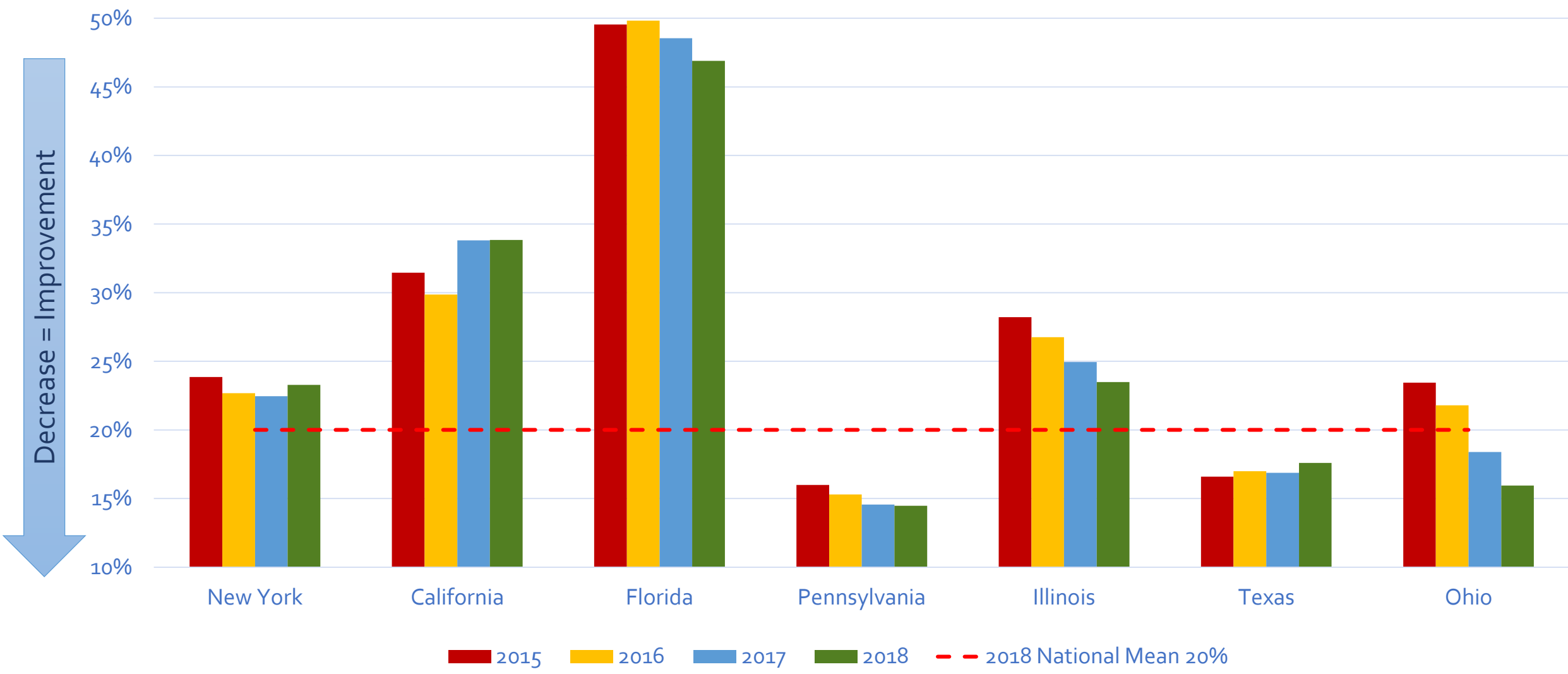


	2013	2014	2015	2016	2017	2018	2019
- 6B: NYS Target	23.77%	22.00%	21.00%	20.00%	19.00%	18.00%	18.00%
— 6B: NYS Result	23.77%	22.65%	23.86%	22.68%	22.46%	23.28%	23.25%
Difference	0	-0.65	-2.86	-2.68	-3.46	-5.28	-5.25

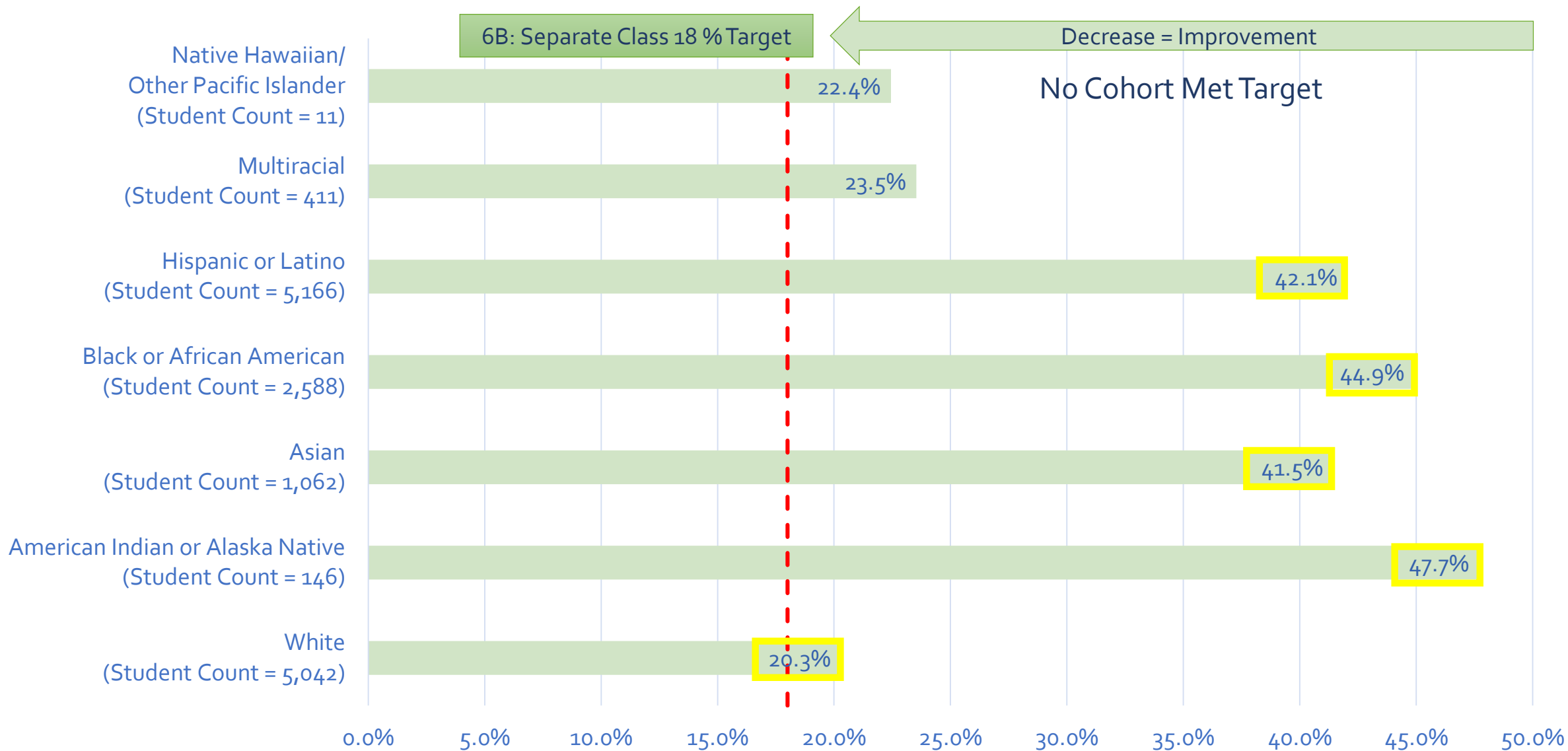


7-PAK States Results Comparison

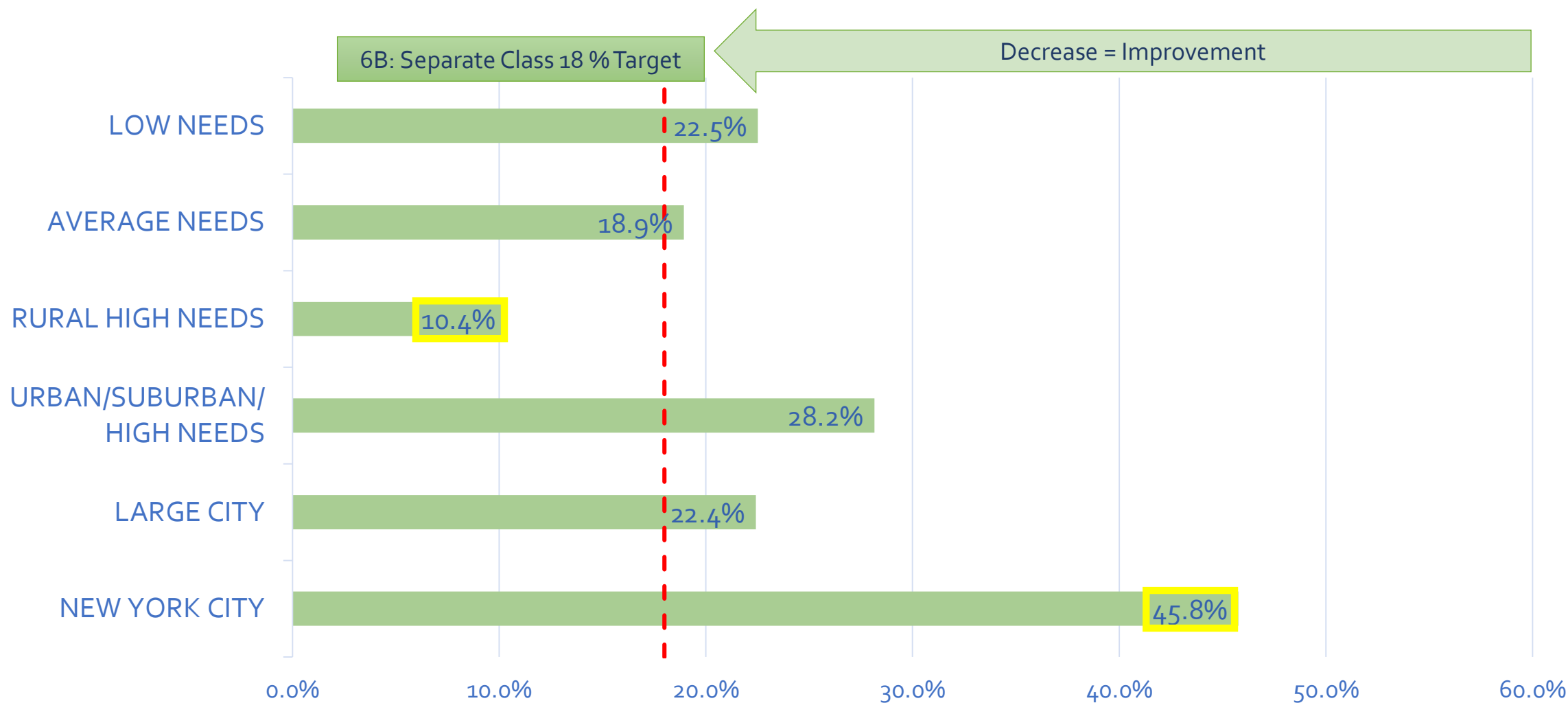
Indicator 6B: Separate Class Setting



Indicator 6B: Separate Class Setting Student Data by Race and Ethnicity (FFY 2019)

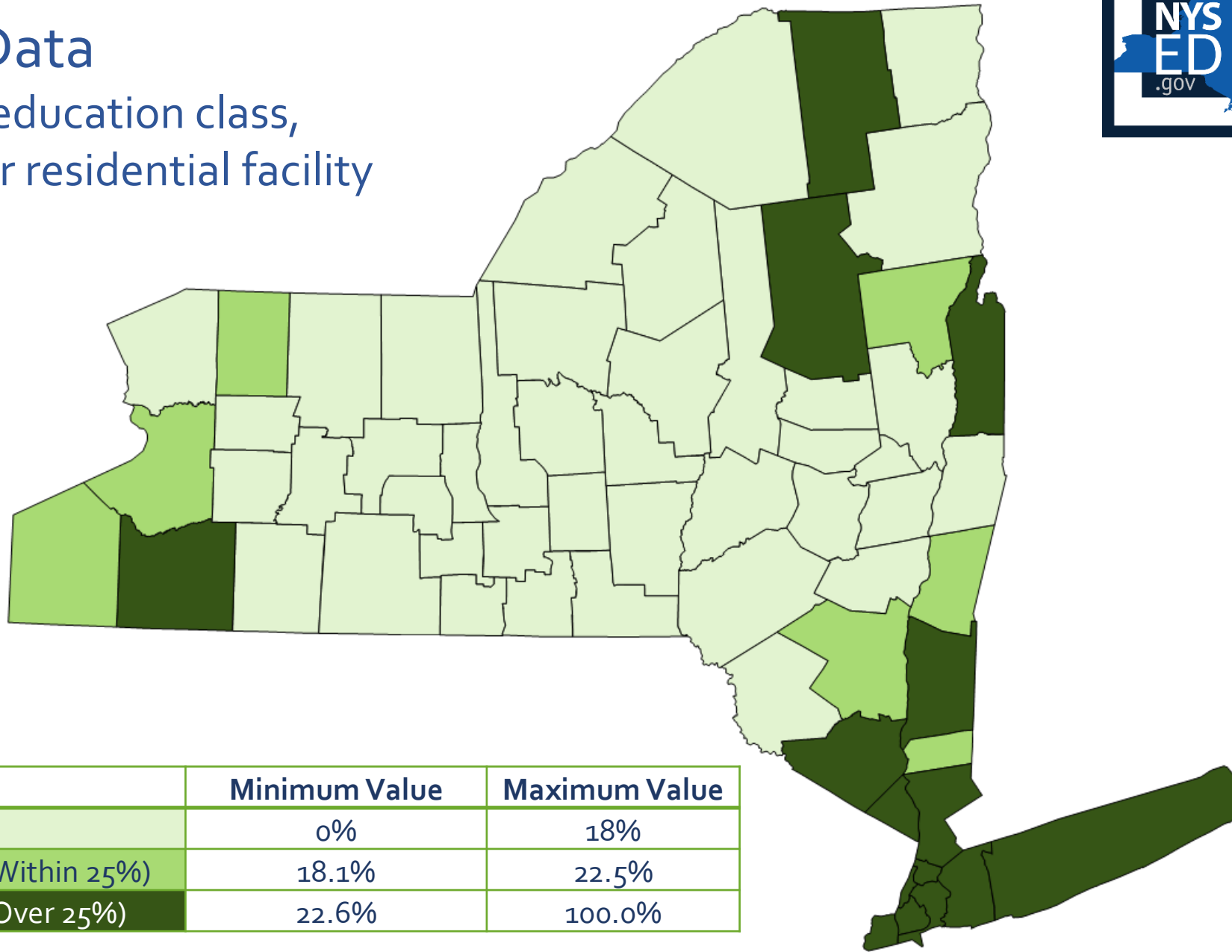


Indicator 6B: Separate Class Setting Needs/Resource Capacity (FFY 2019)



Regional 6B Data

Separate special education class,
separate school or residential facility



County Level Data	Minimum Value	Maximum Value
Met Target	0%	18%
Did not Meet Target (Within 25%)	18.1%	22.5%
Did not Meet Target (Over 25%)	22.6%	100.0%



- 1) What did the Indicator 6B SPP data tell us?
- 2) How should we use the data to inform our target-setting and improvement activities?



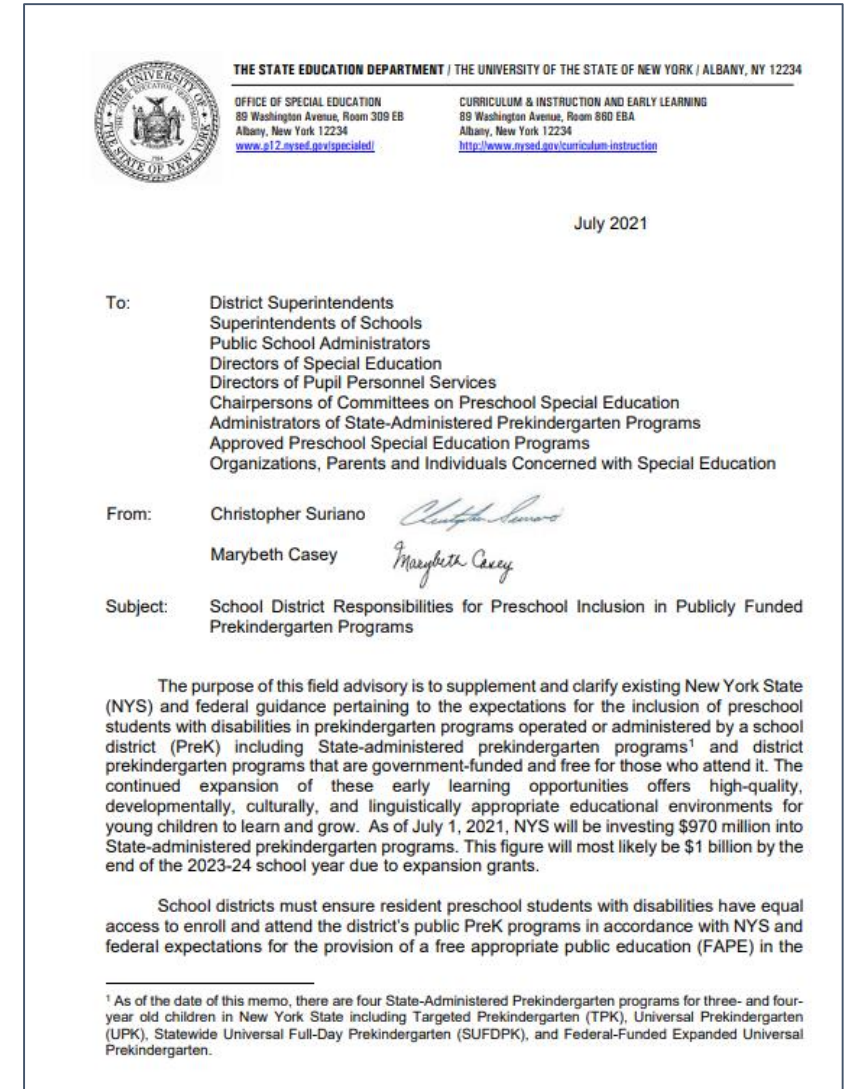
Stakeholder Discussion



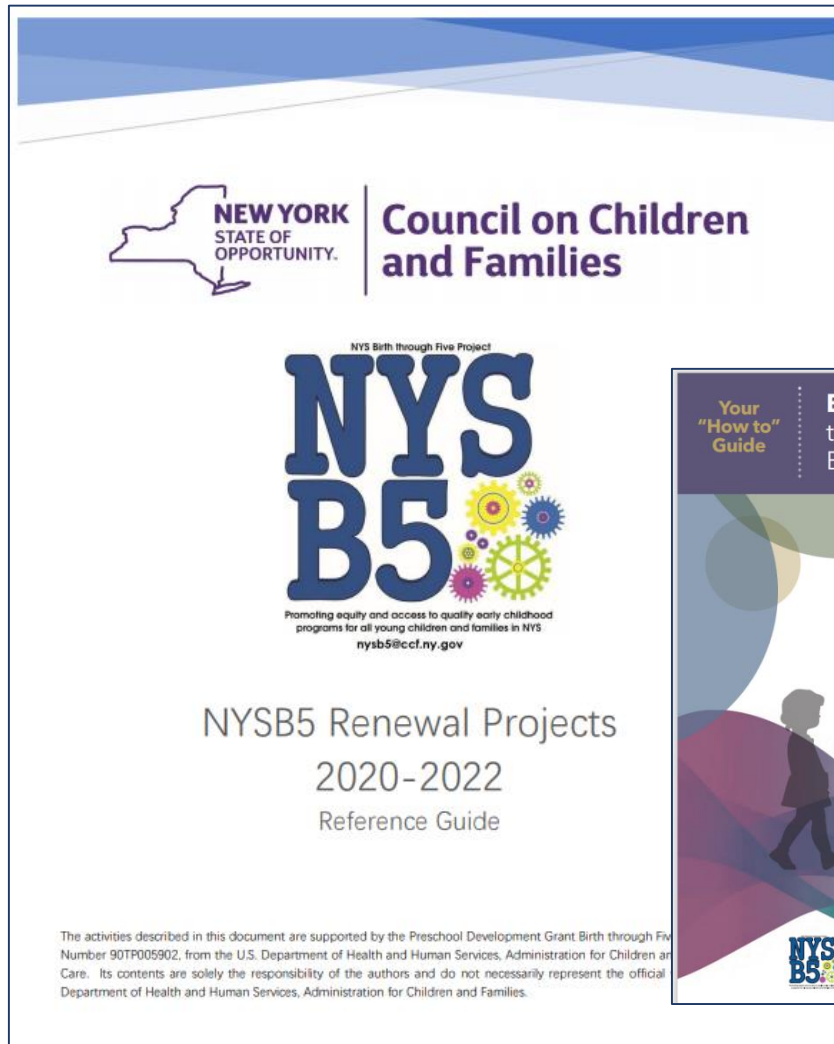
Promoting Preschool Inclusion in PreK Programs



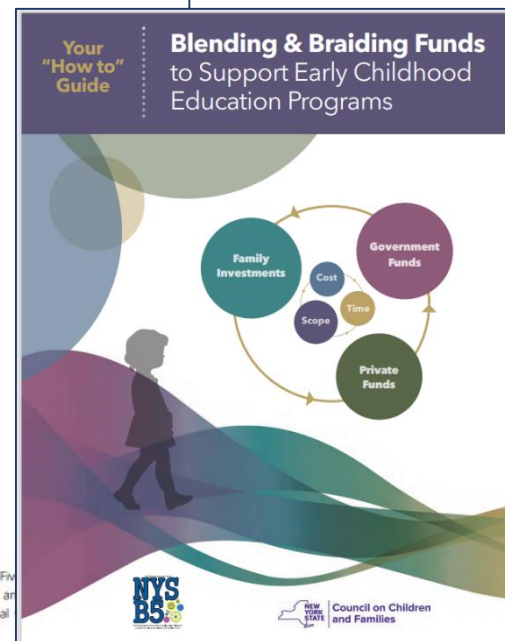
- Joint guidance was issued in July 2021 titled “School District Responsibilities for Preschool Inclusion in Publicly Funded Prekindergarten (PreK) Programs.”
- This guidance outlines that publicly funded PreK programs must be leveraged to meet preschool least restrictive environment responsibilities and ensure meaningful preschool inclusion.
- NYSED plans to support school districts in implementing blended funding and dual enrollment models in publicly funded PreK programs by issuing future guidance based on questions from the field. Questions may be submitted to SPECED@nysed.gov



Early Childhood Cross-System Collaboration



- Partnership with the New York State Council on Children and Families on the New York State Birth – Five Renewal Grant to enhance coordination and more efficiently provide access to high quality, equitable and comprehensive early care and learning environments and services essential for healthy development.



- “How to Guide for Blending and Braiding Funds” was issued to assist early childhood program providers in navigating reimbursement options including integrated general and special education services.



- Participation in the Early Childhood Advisory Council (ECAC) which provides strategic direction and advice to the State of New York on early childhood issues.



Office of Special Education Educational Partnership Tiered Support & Professional Development



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12 Regional
Partnership Centers

14 School-Age Family
and Community
Engagement Centers

14 Early Childhood
Family and Community
Engagement Centers

Systems Change Work Providing a Variety of Supports to Educational Organizations in New York State

1 Regional Learning

2 Targeted Skills/Support Groups

3 Support Plans



Educational Partnership Resources

Targeted Professional Development Improvement Strategies



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Educational Partnership Trainings impacting Preschool LRE include, but are not limited to:

Classroom Management Training

CPSE/CSE Chairperson Training

Creating the Individualized Education Program

Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP) Toolkit

Using the FBA/BIP Process to Support Students Needing Intensive Interventions

Function Based Thinking in Preschool

Introduction to the Behavior Pathways

Specially Designed Instruction Series

Positive Behavior Interventions and Supports Tier 1 & Tier 2 Team Training

Positive Solutions for Families: Pyramid Model

Preschool Special Education Process

Using the Competing Behavior Pathway to Identify Interventions

Potential New Improvement Strategies

1

Amend New York State law to deem school districts approved to provide preschool Special Education Itinerant Services (SEIS) and Special Class in an Integrated Setting (SCIS) program services without separate NYSED approval.

2

Require districts to review their Indicator 6 data in aggregate and also by race and ethnicity. For districts not meeting Indicator 6 targets, or if a discrepancy is found in the race and ethnicity data, districts would be required to complete a [Local District Preschool Inclusion Self-Assessment](#).

3

Create a targeted monitoring activity to review and document Committee on Preschool Special Education decision-making processes pertaining to preschool inclusion. Include documentation that the parent was informed of their child's rights to receive services in the least restrictive environment.



IDEA STATE PERFORMANCE PLAN STAKEHOLDER ENGAGEMENT

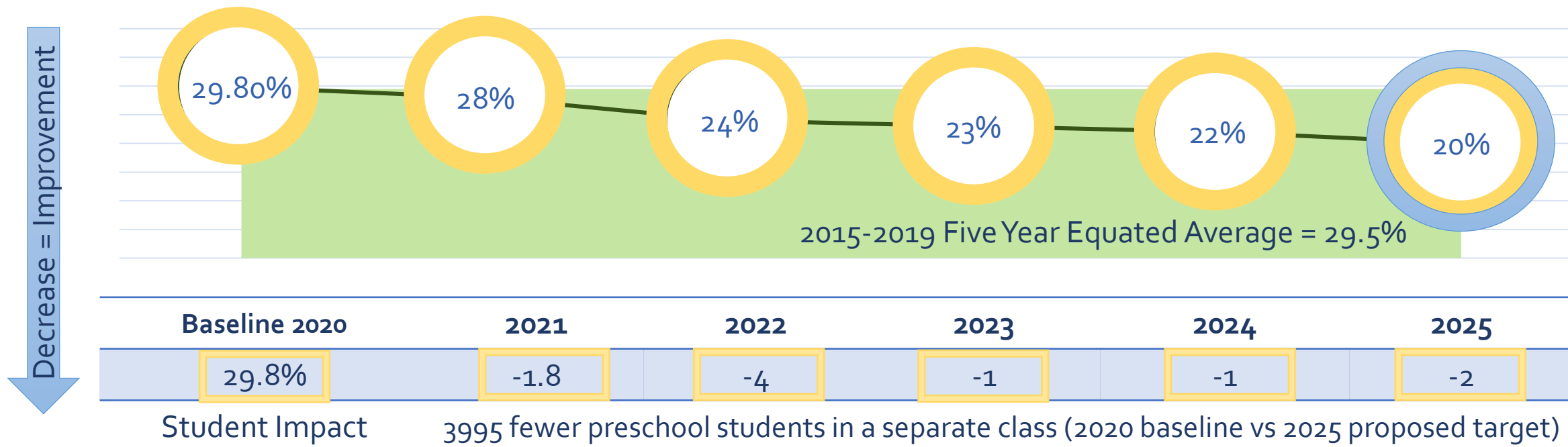
What activities could be considered, maintained, or strengthened to address improvements in preschool least restrictive environment?

Stakeholder Question



Proposed Targets: Indicator 6B

Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending separate special education class, separate school or residential facility



Target Setting Methodology

Recognition that Preschool LRE is a Priority Area

Improvement Over Baseline & Increase over Average Past Trend Data

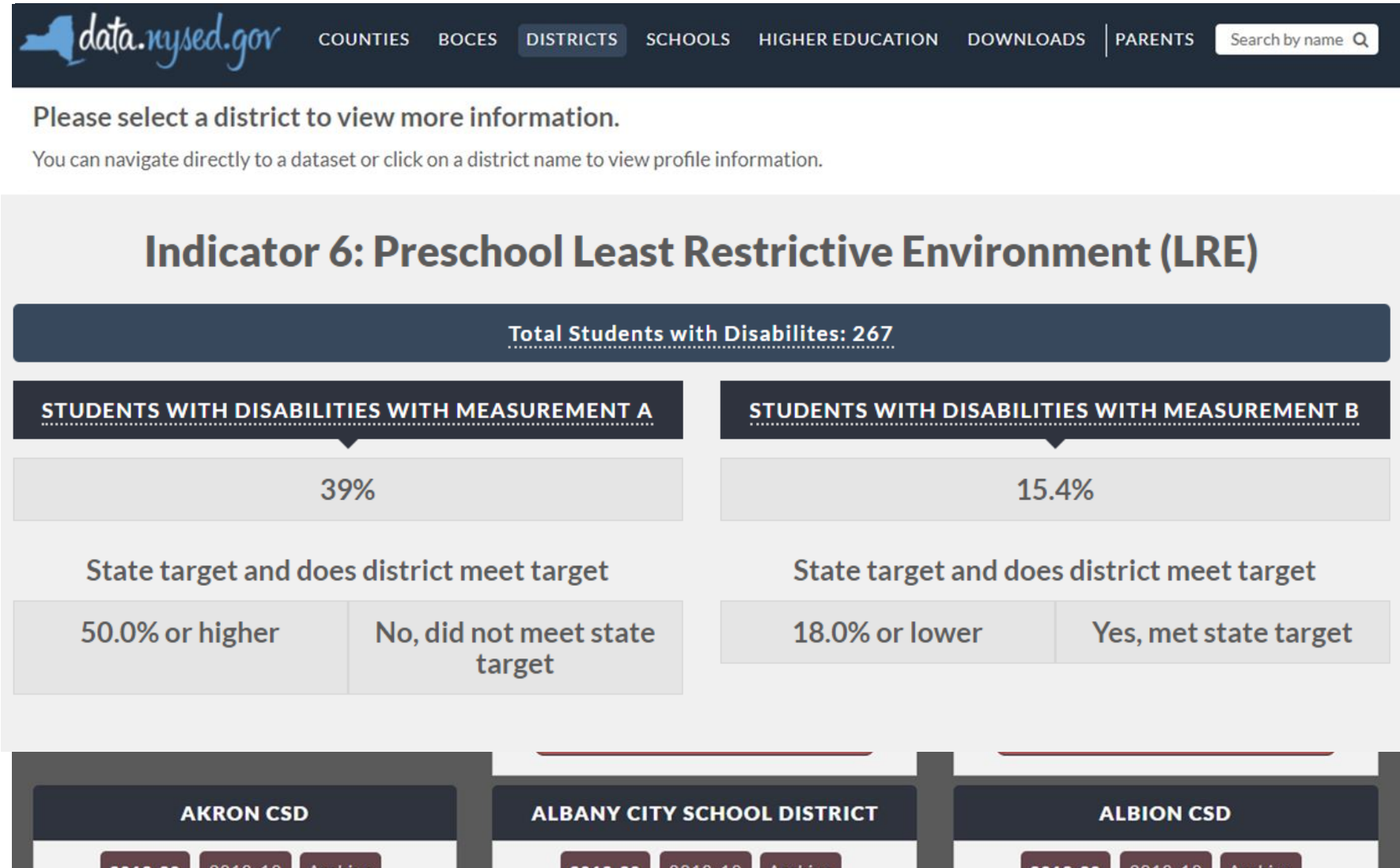
Consideration of Student Impact associated with each Proposed Target



Stakeholder Question: Targets must show improvement over baseline and be rigorous but achievable. Do you feel that the proposed targets are too high, too low, or just right?

New York State School District SPP Data

Additional information on SPP Indicator data may be found in school district "Special Education Data" reports available at data.nysed.gov



THANK YOU FOR YOUR CONTRIBUTION

Your Voice is Important to
New York State's Efforts to
Improve Outcomes for our
Students with Disabilities



Next Steps & Closing Remarks

Thank you!

