**Strategic Plan Workbook (last updated 11/3/22)**

*Key: Participants in Grey have since retired from the ECAC & Progress Indicators highlighted in blue have been complete*

**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.**

**Goal Coordinators: Sherry Cleary and Patty Persell**

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Patty and Sherry** | **Alice** |  |  | **Year 1**   * Recommendations were submitted to the Governor’s Office.   **Year 2**   * Recommendations were submitted to the Governor’s Office.   **Year 3**   * Recommendations were submitted to the Governor’s Office. | **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.  **Y3 Q3:** -The ECAC Membership identified the two policy priorities to raise to the Governor’s office in the ECAC’s 2022 Recommendations:   1. Developmental Screenings 2. Early Childhood Workforce   -These recommendations were developed & shared with the ECAC Steering Committee and Membership for feedback. They were submitted to the Governor’s office accompanied by supportive research on 9/22/22. | | 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. | **Alice** |  |  |  |  | **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.  **Y3 Q3:** 2022 Recommendations were grounded in supportive and accessible data. The first recommendation focused on Developmental Screenings which included data on:   * The percentage of children in NYS receiving developmental screenings in relation to national data * Number of children in the classroom with unidentified learning differences & unmet needs   The Second recommendation focused on the early childhood workforce which included data on:   * Child care provider closures during the COVID-19 pandemic in NYS and the resulting impact on children and families * ECCE workforce salary scales * Early childhood scholarships * Career centers | | 3. Coordinate ECAC activities with statewide initiatives (and local initiatives where appropriate). | **Patty and Sherry** | **Alice and other staff** |  |  |  | **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.  **Y3 Q4: -** The ECAC coordinated 2022 Recommendations to the Governor’s office with the NYS Early Intervention Coordinating Council and the NYS Child Care Availability Task Force. Recommendations were coordinated with local initiatives including Help Me Grow (Onondaga & Long Island) & Kids Can’t Wait.  - ECAC is coordinating race equity work with the NYS Leading with Race Equity Initiative.  -The ECAC is in the early stages of coordinating with statewide developmental screening efforts including Help Me Grow and other initiatives. | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Sherry and Patty** | **Alice** |  |  | **Year 1**   * ECAC co-chairs have analyzed current membership and recruited new diverse members as needed.   **Year 2**   * Co-chairs continued to seek a diverse membership.   **Year 3**   * Co-chairs continued to diversify membership. | **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.  **Y3 Q4**: ECAC Leadership is nominating diverse Strategic Plan leadership in regard to race, gender, geographic representation, role and organizational function.  - Dona Anderson became a new ECAC Co-Chair representing the NY Early Childhood Professional Development Institute. | | 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. | **Patty, Sherry and Alice** |  |  |  | **Year 1**   * ECAC wrote and disseminated a paper on equity in a mixed-delivery system.   **Year 2**   * ECAC wrote and disseminated a white paper on a topic determined by the membership (home visiting, developmental screening, early intervention and inclusion etc.).   **Year 3**   * ECAC wrote and disseminated policy brief and recommendations building on the white paper developed and disseminated in year two. | **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:** - Continued participation and support of Leading with Race Equity Initiative which included training and resources to build more equitable systems by targeting resources on underserved communities. Working to address racial inequities in suspensions and expulsions in early childhood programs.  Invited presentations focused on equity issues.  **Y3 Q2:** 2022 Recommendationswere explicitly developed to help mitigate racial inequity and create accessible and just systems for children, families and the early childhood workforce.  - The 2022 Strategic Plan Revision was developed using a race equity lens:   * Race equity is one of the core values guiding the plan * Race equity is the first goal in the plan * Race Equity is a first focus area and lever for change supporting the plan | | 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.  -Special topic teams to address challenges families of young children face such as homelessness, parental incarceration, and immigration to make recommendations to the Governor. | **Sherry and Patty** | **Alice and select staff** |  |  | **Year 1**   * Workgroups were established to represent Strategic Plan sections and model cross-functional approach. | **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.  **Y3 Q2:** -Transitioned to in person meetings. Work Teams coordinated efforts with staffing support.  **Y3Q3**: ECAC Membership recruited diverse goal leadership.  **Y3 Q4:** -The September Membership Meeting was used as work time to develop a plan to operationalize the Strategic Plan Revision.  - The Steering Committee worked together to propose an implementation structure & plan to populate the Strategic Plan Revision with Members.  - Members are being recruited to lead each Goal in the Strategic Plan Revision. | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Sherry and Patty** | **Steering Committee**  **Melissa Alexander** |  |  |  | **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. | **Sherry, Patty, Jason Breslin & Alice** | **Steering Committee**  **Melissa Alexander** | **Simone Hawkins**  **Hope Lesane**  **Beth Starks**  **Kate Breslin**  **Dede Hill**  **Amy Jimerson** | **Alice** |  | **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. Convened a team of experts and active participants to coordinate efforts around suspensions and expulsions in NYS. Utilized current data and regulations from the Aspire registry, NYSED, Head Start, the Pyramid Model, and OCFS. Collaborated with ECLC to plan the Expulsion & Suspension Summit bringing together experts across the country to develop comprehensive strategies to mitigate developmentally inappropriate punitive discipline disproportionately impacting BIPOC children and their families.  **Y3Q4:** -ECAC Leadership and Staff coordinated efforts to support It Takes A Village: Expulsion and Suspension Summit by developing flyers and visual aids, consulting on the agenda and speakers, and participating in the Summit.  - ECAC staff supported follow-up meetings for the Summit to start to develop a statewide toolkit. | | 3. Collaborate with agencies and organizations currently working with parents through a cultural lens to support culturally relevant practices. | **Pedro C**  **Tim H** | **Melissa Alexander** |  | **Yvette James** |  | **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. | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Alice, Patty and Sherry** |  |  |  | **Year 1**   * Outreach plan was made to share resources with underrepresented and vulnerable populations.   **Year 2**   * Plan has been implemented to share resources with underrepresented and vulnerable populations via website and other communication vehicles.   **Year 3**   * Outreach plan has been executed and resources have been shared with underrepresented and vulnerable populations. | **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.  **Y3Q2: -**Shared relevant information, opportunities and resources from local, state and national partners via e-mail and the ECAC website.  -Developed and shared the ECAC Member Manual on the website outlining protocols for Members and Nominees.  **Y3 Q3**: Continued to share relevant information, opportunities and resources from local, state and national partners via e-mail and the ECAC website.  **Y3 Q4**: Continued to share relevant information, opportunities and resources from local, state and national partners via e-mail and the ECAC website.  -PAC webpage has been developed and will be disseminated as part of the ECAC website. | | 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. | **Alice, Patty and Sherry** |  |  | **Hamish Strong** | **Year 1**   * Website was updated. New materials were developed as needed to support workgroup products.   **Year 2**   * Website analytics indicated a 50% increase in visits and views.   **Year 3**   * Website analytics indicated a 75% increase in visits and views. | **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:** -Relevant materials are shared on the ECAC website. Developing keywords to boost the ECAC website and increase visibility.  **Y3 Q3:** -Timely and relevant materials, opportunities and resources are shared on the ECAC website.  **Y3Q4:** -Timely and relevant materials, opportunities and resources are shared on the ECAC website.  - PAC webpage (as a part of the ECAC website) has been developed & is being populated with materials. | | 3. Inventory statewide and community-based initiatives working across sectors to strengthen and expand services for young children and their families and use the ECAC website to highlight innovative strategies and promising ‘scalable’ practices that have been developed to improve child and family outcomes. Coordinate with these initiatives to leverage promising efforts across NYS. | **Alice, Patty and Sherry** |  |  |  |  | **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.  -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. | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Sherry and Patty** | **Kelvin Chan** | **(Consultant)** | **Alice** | **Year 2**   * A toolkit has been designed and disseminated to all early childhood education small businesses in collaboration with NYS partners. | **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. | **Sherry and Patty** |  | **(Consultant)** | **Alice** | **Year 1**   * Business leaders were added to the ECAC and plan summit (changed to year 2 due to COVID). | **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. | **Sherry and Patty** | **Kelvin Chan** | **(Consultant)** | **Alice** |  | **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.**

**Goal Coordinators: Pedro Cordero & Tim Hathaway**

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| **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. |
| Y2 | Family centered models have been developed and disseminated using multiple platforms, including the ECAC website |  |
| Y3 | The ECAC disseminated their best practices family engagement guide created with partner agencies across NYS. |  |

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| **2-A: Expand and amplify parent voices within the ECAC, ensuring diverse representation.** *\*B5 funded*   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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* | Yvette James | **Lauri Strano**  **Amy Jimerson Louisa Walcott (parent representative)**  **Emily Tallchief** | **PAC parents**  **Laura Gonzales-Murphy**  **Jenny Munoz** |  | **Year 1:**   * 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.   **Year 2**   * Parent leaders were identified and support the expansion of parent participation and voice within the ECAC.   **Year 3**   * More parents were recruited and more regions were represented at each ECAC meeting. | **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.  **Y3Q4: -** PAC now has seven members as one stopped attending meetings.  -Group had a September meeting to discuss more structure.  -There are now two co-chairs and 5 committees.  -Members continue to participate in various activities such as reviewing media campaigns and equity videos.  -The two projects that involved PAC members have been completed – Family Engagement Guidelines for state agencies was completed in 3rd quarter and disseminated to state agencies, non-profits and will be placed on PAC website. | | 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. | **Yvette James** | **Andre Eaton**  **Jacob Dixon Louisa Walcott (parent representative)**  **Tim Hathaway** |  |  | **Year 1:**   * Collaboration with partners and agencies has expanded recruitment of parents.   **Year 2**   * Creation of a PAC guide for parents interested in PAC and family engagement. A guide to parental recruitment and authentic inclusion was developed with partner agencies in order to expand their parent and family engagement. | **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. PAC | |

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| **2-B: Encourage best practices in the field to elevate parent engagement and promote family choice in early care and education.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **Status of Progress Indicator:** | | 1. Promote the family engagement practices currently used by Head Start for state and non-profit agency settings. . | **Yvette James** | **Abbe Kovacik**  **Melodie Baker**  **Carolyn Wiggins**  **Charlene Griffin – OCFS**  **Maggie Evans – ABCD**  **Andre Eaton – ParentChildPlus**  **Tricia Howland- Brightside Up**  **Erika Bezio – PAC**  **Ada Rojas – ABCD**  **Jacquelyn Christensen – PAC**  **Louisa Walcott – ECAC parent**  **Jacob Dixon – Choice for All**  **Krystal Heffney –PAC**  **Laura Gonzales-Murphy – ONA**  **Jenny Munoz - ONA** | **Maggie Evans**  **Louisa Walcott (parent representative)** |  |  | **Y2: -** Created a Parent Advisory Council guideline manual for parents interested in joining the PAC. Manual created by PAC members, technical assistance team and various ECAC members. Head Start Federal Technical Assistance Team presented on the Head Start Family Engagement Framework to a core leadership team of the ECAC.  **Y3**-Convened two teams consisting of PAC members, non-profit and state agencies to create:  1- Best practices document for state agency use completed in August 2022 – distributed at 3rd quarter ECAC meeting; and  2. Family engagement survey for state agencies. Survey distributed in September 2022. 100 people invited to complete survey, received 28 responses. – feedback document will be disclosed at ECAC 4th quarter meeting.  Completed both programs | | 2. Connect and strategize with workforce development initiatives to ensure all professionals who serve children embody family centered practice. | **Pedro Cordero**  **Yvette James** | **Lauri Strano**  **Abbe Kovacik**  **Melodie Baker**  **Carolyn Wiggins** | **Louisa Walcott (parent representative** | **Yvette James** | **Year 3**   * Teacher preparation coursework was modified to emphasize strength-based family engagement and support. |  | | 3. Gather research and develop policy briefs on family centered, two generation frameworks to support families across systems. | **Pedro Cordero**  **Yvette James** | **Melodie Baker**  **Andre Eaton** | **Louisa Walcott (parent representative)** | **Yvette James**  **Alice Blecker**  **Andria Ryberg ECLC** | **Year 2**   * Parent voices were considered in developing policy recommendations for the Governor’s Office.   **Year 3**   * Parent perspectives and feedback informed the development of all recommendations for the Governor’s Office. |  | | 4. Support families to find appropriate vehicles for family advocacy and to collaborate with others to make the case for necessary change. | **Pedro**  **Cordero**  **Yvette**  **James** | **Andre Eaton**  **Abbe Kovacik**  **Louisa Walcott (parent representative)**  **Melodie Baker** | **PAC members**  **Tim Hathaway** |  |  | **Y2**: -Two [Parent Leadership Conference](https://www.preventchildabuseny.org/about-5)s 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.  Y3: PAC members voices are amplified in work teams and ECAC Meetings with the support of the Family Engagement Coordinator.  **Y3 Q4**: PAC has a logo to increase brand awareness in addition to creating a webpage with family engagement information for state agencies and parents interested in elevating family voice and engagement in their communities.  -Creation of parent voice education series is underway. The series provides education to parents seeking information on how to use their voice in education and community issues. There will be seven sessions filmed with a duration of 60 – 90 minutes each. Topics such as what is data, advocacy, DEI, working in teams, the art of communication and others will be featured in this series. The vendor, Choice for All, with a DEI specialist has been chosen and work started in late August. Sessions will be loaded in late December 2022.  - PAC members will be participating in the ECCS grant by promoting the Learn the Signs/Act Early (LTS/AE)– CDC sponsored program. Two parents have already attended program in May, and a few more will be attending trainings scheduled for the end of the year. PAC parents will also promote the LTS/AE program within their own communities. Both actions will provide PAC members stipends for their work. | |

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| **2-C: All New York State agencies model best practices in family engagement and support.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **Status of Progress Indicator:** | | 1. Learn from successful collaborations on family engagement currently underway and identify potential partnerships. | **Tim Hathaway**  **Pedro**  **Cordero**  **Yvette James** | **Andre Eaton**  **Patty Uttaro**  **Kate Breslin**  **Liz Wolkomir** |  | **Yvette James** | **Year 1**   * ECAC members have created mechanisms within their organizations to formally collect feedback from relevant community -based stakeholders (esp. parents). | **Y2: -** 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 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 talk about engagement challenges and achievements. Have not been able to convene group to staffing changes and other work priorities. | | 2. Support collaboration among  teacher education and professional development to incorporate family engagement and support. | **Tim Hathaway**  **Yvette James** | **Lauri Strano**  **Pedro Cordero** |  |  | **Year 3**   * Teacher preparation coursework was modified to emphasize strength-based family engagement and support. |  | | 3. Support efforts for infant mental health, maternal mental health, and home visiting services to streamline services. | **Tim Hathaway**  **Yvette James** | **Abbe Kovacik**  **Pedro Cordero**  **Kate Breslin**  **Bernadette Johnson**  **Karen Kissinger** | **Wendy Bender, IMH** |  | **Year 2**   * Partnerships with Early Intervention, child welfare, and community partnerships were developed, supporting family engagement and successful transitions across systems.   **Year 3:**   * A tracking system was explored with NYS agencies to determine quality of transition from Early Intervention to the Committee on Preschool Special Education. * Partnerships with Early Intervention were expanded, supporting parent voice and choice across systems. | **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* | **Tim Hathaway** | **Abbe Kovacik**  **Kate Breslin**  **OCFS from Janice** | Cate Bohn | **Yvette James** |  | **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). | **Tim Hathaway** | **Pedro Cordero**  **Bernadette Johnson** |  | **Yvette James** | **Year 3**   * Teacher preparation coursework was modified to emphasize strength-based family engagement and support. | **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.  **Y3** – Disseminated Family Engagement Best Practices guide for state agencies. Documents went to state agencies such as DOH, OPWDD, OMH - | | 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. | **Tim Hathaway**  **Pedro Cordero**  **Yvette James** | **Patty Uttaro** | **PAC members** | **Yvette James**  **Kristin Weller, CCF staff** |  | **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.  Y3-PAC Parents continue to participate in surveys (such as CFF Needs Assessment) when possible and when there is interest.  -PAC webpage is under development. The site will contain resources for families, information about family engagement for state agencies and families and parent voice education series. | | 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*   1. Convene a group to discuss how to sustain project after B5 funding has ended. | **Tim Hathaway**  **Yvette James** | **Pedro Cordero**  **Kate Breslin** | **Cate Bohn, CCF staff** | **Nancy Hampton, CCF staff** | **Year 3:**   * With guidance from the national family support network, standards of excellence have been developed to support families preparing to adopt children and to strengthen the transition as it occurs. * Partnerships with national family support networks were expanded to further develop standards of quality of family engagement practices. * Year 3 – New activity – a group will meet to discuss how to sustain project after B5 grant 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.   1. Make IMH endorsement available to a broader audience. | **Tim Hathaway** | **Pedro Cordero**  **Kate Breslin** |  | **Yvette James**  **Sarah Fitzgibbons, IMH**  **Wendy Bender** | **Year 2**   * Partnerships with Early Intervention, child welfare, and community partnerships were developed, supporting family engagement and successful transitions across systems.   **Year 3**   * A tracking system was explored with NYS agencies to determine quality of transition from Early Intervention to the Committee on Preschool Special Education. * Partnerships with Early Intervention were expanded, supporting parent voice and choice across systems. | **Y2:** -The IMH endorsement is established in NYS. | | 9. Engage parents through expanded partnership with NYS Parent Teachers Association. | **Tim Hathaway** | **Pedro Cordero** | **Kyle Belokopitsky, PTA** | **Yvette James** |  | **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.**

**Goal Coordinator: Kristen Kerr**

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| **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  **Y3 Q3:** The following have been offered virtually during Q3 allowing statewide access. Attendance numbers have been very low and a number of scheduled sessions are being rescheduled for 2023. Low attendance is a trend we are seeing across professional development offerings.  -Core Body of Knowledge for Directors  -Intro to the Core Body of Knowledge for staff  -Intro to Revised Early Learning Guidelines (three times) |
| 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.  **Y3 Q3:** The following Communities of Practice are being offered to the following practitioners to provide support tailored to their respective role and work in the field. The number of practitioners participating is low but consistent. Each of the COPs listed below are being offered to educators, professional development providers, and administrators  -COP focused on Diversity, Equity and Inclusion  -COP focused on Social Emotional  -COP focused on the Core Body of Knowledge |
| 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  **Y3 Q3:** The following were offered virtually ensuring statewide access.  -Interest Driven Learning for Preschool Educators (Session 1)  -Interest Driven Learning for Leaders (Session 1)  -Interest Driven Learning for Infant Toddler (Session 1) |
| 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 Q3:** We continue to offer all series-based professional development virtually; as allowed by the new policy for synchronous virtual offerings.Revisions continue to be made based on participant feedback and in response to revised foundational documents including the Early Learning Guidelines and Core Body of Knowledge.  During Q3 NYAEYC worked with PCANY to develop a new series-based professional development focused on Trauma Informed Practices, specifically to help professional development providers grow their knowledge about trauma informed practices and how to integrate it where appropriate into the professional development they are offering. |
| Y3 | More ECCE staff have received appropriate training and certifications to support/enable high quality services/education. | **Y3 Q1:** Currently have 590 registrants for series being offered in 2022  **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.  **Y3 Q3:** Across the respective sessions offered during the third quarter we had 315 registrants, but actual attendance was less than 50% of that number at 121 actual attendees. Again, this is a trend we are seeing across PD offerings. |

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| **3-A: Work to expand QUALITYstarsNY across the early childhood system, making it available to all providers who choose to participate.***\*B5 funded*   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Performance Indicators:** | **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. | **Kristen Kerr** | **Bob Frawley**  **Meredith Chimento**  **Tim H**  **Evelyn Blanck**  **Tina Rose-Turriglio** | **Jason Breslin** | **Leslie Capello, QSNY** | **Year 2**   * QUALITYstarsNY standards were reviewed with input from a group of cross-sector ECAC members. | **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.  **Y3 Q3**: Standards Revision project is moved to 2023 due to alignment with QSNY data system development work. Support from ECAC to review revised Standards will be scheduled in 2023 as needed. | | 2. Review QUALITYstarsNY data twice a year to track progress.  *\*B5 funded* | **Kristen Kerr** | **Bob Frawley**  **Suzanne Sousa**  **Abbe Kovacik**  **Simone Hawkins**  **OCFS Staff TBD**  **Charla Smith** | **Liz Isakson** | **Leslie Capello, QSNY** |  | **Y1: -**QSNY provided update at December Membership meeting regarding current participation and ratings.  **Y2: -**Internal review of [QUALITYstarsNY](about:blank) 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.  -QSNY is reviewing the data quarterly and reporting for NYSB5  (Continued through Y3 Q3 & Q4) | | 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* | **Kristen Kerr** | **Bob Frawley**  **Meredith Chimento**  **Suzanne Sousa**  **Abbe Kovacik** |  | **Leslie Capello, QSNY**  **Charla Smith** | **Year 3**   * QUALITYstarsNY participation has reached 13% of its long-term goal (40% of centers 25% of family child care). | **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.  **Y3 Q3:** QSNY will begin receiving CC Deserts programs in Q4. QSNY currently participating programs as of 9/30/22 is 991 total. Selection Criteria process enhanced in the data system upgrades that went live on 9/16/22, able to capture more detailed data from new applicants related to special populations served. QSNY continues to prioritize enrollment of new programs from identified high need counties/zip codes & special populations served. | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress indicators:** | **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. | **Meredith Chimento** | **Abbe Kovacik**  **(QSNY staff)** | **Patty Persell** | **Rebecca Stahl**  **Charla Smith** |  | **Y1**: -Developed placemats.  **Y2**: -Revised content.  **Y3 Q1**: -Translated in 11 languages available here: [https://www.ccf.ny.gov/ppsocialmedia-2/](about:blank). | | 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. | **Meredith Chimento**  **Alice Blecker (?)**  **Yvette James (?)** |  | **Maggie Evans** | **Rebecca Stahl**  **Alice Blecker** | **Year 1**   * High quality resources for educators and parents have been made available in languages other than English.   **Year 2**   * Resources have continued to be provided to support providers in implementing racial equity and inclusion practices.   **Year 3**   * Continued and ongoing training, support, and resources for racial equity and inclusion practices have been made available. | **Y1**: Parent Portal website was created: [https://www.nysparenting.org/](about:blank).  **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 quality to look for in early childhood programs. *\*B5 funded* | **Kristen Kerr Meredith Chimento**  **Patty Persell** | **Bob Frawley Jason Breslin**  **Tina Rose-Turriglio**  **Meredith Chimento** | **Mark Jasinski** | **Leslie Capello**  **Prabheen Kaur Rebecca Stahl**  **Charla Smith** | **Year 2**   * Materials supporting parent choice of early childhood education programs have been made accessible on the ECAC website and partner agencies websites. | **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](about:blank).  **Y3 Q2**: -Parent Page on the ECAC website is in development.  -Resource page for families is now available on the QSNY website: <https://qualitystarsny.org/families/>  -Created a letter to families about participation in QSNY to include in the new rating packet.  **Y3 Q3**: Rating packets with letter to families are finalized & will be sent out to participating programs beginning in early 2023. | | 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. | **Meredith Chimento** | **Jason Breslin**  **Hope Lesane** |  | **Rebecca Stahl**  **Charla Smith** |  | **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](about:blank). | |

**Goal 4: All system building efforts are informed by a whole child perspective that includes mental health, oral health and physical health as integral for high-quality early care and education programs.**

**Goal Coordinator: Kirsten Siegenthaler**

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Progress Indicators:** | **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* | **Patty Persell** | **Bob Frawley**  **Tim H**  **Vanessa Threatte**  **Patty Uttaro**  **Kristen Kerr**  **Abbe Kovacik**  **Tina Rose-Turriglio**  **Averi Becque (DoE)** | **Rob Corso** |  | **Year 1**   * The Pyramid Model implementation has been expanded to more programs and family child care providers, more module trainings have been delivered to early childhood professionals, and more parent workshops have been conducted with parents across NYS. * The number of verified Master Cadre trainers have increased, which will in turn expand the reach of Pyramid Model trainings across NYS. * Implementation of the Pyramid Model has been increased: * Benchmarks of Quality scores for implementing programs have improved, and the number of programs reaching fidelity (80%) has increased. * TPOT/TPITOS scores for implementing teachers have improved, and the number of teachers reaching fidelity (80%) has increased.   **Year 2**   * Training events have been conducted in each region of NYS supporting the Pyramid Model implementation. * Implementation of the Pyramid Model has been increased: * Professional trainings and parent workshops have continued to expand. * Benchmarks of Quality scores for implementing programs have improved, and the number of programs reaching fidelity (80%) has increased. Programs that have reached fidelity have maintained implementation. * TPOT/TPITOS scores for implementing teachers have improved, and the number of teachers reaching fidelity (80%) has increased. * Teachers that have reached fidelity have maintained implementation. * More Pyramid Model implementing programs were self-sustaining without a state-funded External Leadership Coach.   **Year 3**   * Implementation of the Pyramid Model has been increased: * Professional trainings and parent workshops continue to expand. * Benchmarks of Quality scores for implementing programs have improved, and the number of programs reaching fidelity (80%) has increased. Programs that have reached fidelity have maintained implementation. * TPOT/TPITOS scores for implementing teachers have improved, and the number of teachers reaching fidelity (80%) has increased. * Teachers that have reached fidelity have maintained implementation. * Self-sustaining Pyramid Model programs have increased without a state-funded External Leadership Coach. | **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 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](http://www.nysecac.org/contact/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](http://www.nysecac.org/contact/pyramid-model/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](http://www.nysecac.org/contact/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  **Y3Q3:** Completing the 2021 Annual report.  -Working on plan for DJJOY sites, looking into a SUNY online course for social workers (and others) that will include learning Positive Solutions for Families, and then there will be an internship to present it to DJJOY sites.  -NYAEYC is conducting Roadmap series across the state as needed.  -Patty presented to two groups of BOCES staff and to the FACE centers data leads, they are talking about adapting PIDS to be the data system to hold MTSS data for PreK – 12. | | 2. Consider funding strategies for multi-agency collaboration to offer Pyramid Model trainings across NYS. | **Patty** | **Bob Frawley**  **Abbe Kovacik** | **Mark Jasinski**  **Stephanie Woodard** | **Averi Becque (DoE)** | **Rebecca Stahl** | **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.  **Y3Q3**: CCF is writing Pyramid Model expansion, including 5 more Hubs, into the B5 Planning grant application, if funded would start 1/23 for one year.  -CCDBG funding for the new year started on 10/1/22.  -Submitted a funding request (9/22) to OMH for more DJJOY and other Positive Solutions sessions. | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **Status of Progress Indicator:** | | 1. Identify and prioritize system level whole-child health strategies. | **Kirsten S**  **Megan Tyrrell** | **Tim H**  **Abbe Kovacik**  **Kate Breslin**  **Averi Becque (DoE)**  **Pedro Cordero**  **Cynthia Stewart** | **Alexis Harrington**  **Liz Isakson** |  | **Year 1**   * Training around ACE’s and protective factors have been disseminated to the ECCE workforce which ensure that the mental and physical health of the children in their care is being supported. | **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. | **Kirsten S**  **Megan Tyrrell** | **Patty Uttaro**  **Abbe Kovacik**  **Kate Breslin**  **Cynthia Stewart** | **Alexis Harrington** |  |  | **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.  **Y3Q3**: Working on the idea of including a QR code for eBaby Bundle online in each birth certificate. | | 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. | **Kirsten S**  **Megan Tyrrell** | **Abbe Kovacik**  **Kate Breslin**  **Cynthia Stewart** | **Kate Rose** | **Ciearra Norwood** | **Year 3**   * Data report produced based on indicators collected over the first three years. | **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.  **Y3Q3**: Early Childhood Oral Health Summit is planned for 11/14/22 in partnership with Head Start, DOH, SCAA, CCF, OCFS and others. | | 4. Early childhood oral health challenges are addressed, and best oral health practices are advanced. | **Bridget Walsh Kirsten S**  **Megan Tyrrell** | **Abbe Kovacik**  **Patty Persell**  **Cynthia Stewart**  **Michele Griguts**  **Sherilee Callahan**  **Rachel Mandel** | **Dr. Melinda Clark** |  | **Year 1**   * Challenges to address oral health in early childhood have been explored.   **Year 2**   * Challenges to addressing oral health in early childhood were addressed across the field. | **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 [HRSA Network for Oral Health Integration grant](https://www.hrsa.gov/grants/find-funding/hrsa-19-053).  -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.  **Y3 Q4:** Summit is completed and follow-up virtual meeting is planned for December, 2022. The summit will include 19 resource tables and 17 round table topics led by partner organizations and State agencies. | |

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

**Goal Coordinator: Patty Persell**

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| **Year:** | **Overall Progress Indicators:** | **Status of Progress Indicator:** |
| Y1 | Baseline data from homeless navigator has been established. | Not accomplished |
| Y2 | Data on homeless children has been analyzed to inform policy and practice. | Not accomplished |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Nancy Hampton** | **Kristen Kerr**  **Vanessa Threatte**  **Amy Jimerson Ralph Marino**  **Tina Rose-Turriglio** | **Jason Breslin** | **Nancy Hampton** | **Year 1**   * Early childhood and kindergarten district transition teams have been funded and have received opportunities for professional development to further align expectations and practices across NYS. * District K transition guidelines have been refined to support implementation.   **Year 2**   * Successful kindergarten transition strategies that were developed in year one have been utilized as models for communities who have not yet developed and implemented transition practices. * Support for kindergarten transition teams has continued to increase. | **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.  **Y3 Q4:** Kindergarten Transition Activities for 2022 were completed by 6 vendors across the state to build relationships and to reduce anxiety related to new environments and new experiences as children and their families transition to kindergarten. Coloring books and books about transitioning were given to children and their families. All 6 recipients of the funding plan on implementing transition activities again next year through new funding streams. They all reported great success with their events. | | 2. With partners, devise a pilot to track the family’s experience transitioning from Early Intervention (EI) to Committee on Preschool Special Education (CPSE). | **Nancy Hampton** | **Vanessa Threatte**  **Hope Lesane** |  | **Nancy Hampton** |  | **Y3 Q1**: -This is in early stage of development.  **Y3 Q4-** We are coordinating this work with EI (Early Intervention) since they already have a survey that goes out to families. | | 3. Support the alignment of Early Intervention, preschool special education and K-12 special education to ensure optimal transition. | **Nancy Hampton** | **Mark Jasinski**  **Hope Lesane** | **Averi** will find someone from NYCDoE  **Suzanne Bolling** | **Rebecca Stahl** | **Year 2**   * Transition policy and practice strategies have been further refined and include a section that offers supports to families whose children did not attend formal early childhood education. | **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.  **Y3 Q4:** Our final meeting was held on September 14. We revealed the final graphic for the TA Chart and reflected on the past TA Alignment meetings and discussed future plans to sustain the alignment and coordination. | | 4. Feature innovative community-based practices as models on the ECAC website and other communication platforms. | **Alice Blecker** |  | **Liz Isakson** | **Alice Blecker** |  | **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.  **Y3**: Parent Advisory Council Materials are shared on the ECAC website. | |

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| **5-B: Engage early childhood programs and agencies in pursuit of partnership opportunities.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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* |  | **Tina Rose-Turriglio** | **Stephanie Woodard** | **Andria Ryberg (ECLC)** | **Year 3**   * Partnerships developed by districts have been utilized to leverage policy shifts and develop policy recommendations. | **Y1 – Y3:** -The B5 grant has contracted with ECLC to provide 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. *\*B5 funded* |  | **Tina Rose-Turriglio** | **Pedro**  **Stephanie Woodard** | **Abbe Hahn-Hook (ECLC)** |  | **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. *\*B5 funded* |  | **Simone Hawkins**  **Hope Lesane**  **Tina Rose-Turriglio**  **Jim Hart**  **Shari Gruber** | **PAC**  **Stephanie Woodard** | **Kristin Weller** | **Year 1**   * Parent education, awareness, and support has increased leading to more equitable access to services.   **Year 3**   * A study has been conducted to determine parent perception of ECCE choices/options. | **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.  **Y3 Q3**: Parent feedback was collected annually (2020, 2021, & 2022) to provide the team with parent perspective on the early care and learning system in NYS and access to services | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **Status of Progress Indicator:** | | 1. The ECAC website is easily accessible to families as evidenced by increased use of interactive features. | **Alice Blecker** |  |  | **Alice Blecker** | **Year 1**   * ECAC workgroups have populated the website and designed interactive features.   **Year 2**   * Website interactive features have been added to web capacity.   **Year 3**   * The use/impact of interactive features designed for families has been measured and its value has been analyzed. | **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 has been developed and content has been added.  **Y3 Q3**: -Parent Advisory Council webpage is populated with resources. | | 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. | **Alice Blecker** | **Patty Uttaro** | **(WIC)**  **Misha Marvel, Hunger Solutions** | **Alice Blecker** | **Year 1**   * The ECAC workgroup has overseen design of print materials.   **Year 2**   * Materials have been disseminated.   **Year 3**   * Accessible tools in plain language for parents and pediatricians on the kindergarten transition process have been developed and disseminated. | **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. Coordinating efforts with WIC to ensure families get the most streamlined and updated information.  **Y3Q4:** We have added the WIC/Wanda Postcard to the Baby Bundles. Wanda is an e-WIC friendly customer service avatar. We added 2 new vendors for a total of 13 that are distributing Baby Bundles across the state. To date over 4,300 Baby Bundles have been given to families that have children who were born, adopted or fostered.  -From the Parent Satisfaction Surveys, parents have been very pleased with the Baby Bundle materials. Several of the distribution sites have expressed an interest in sustaining this project after the grant ends (with funding they secure independently). | | 3. The QUALITYstarsNY website and print materials are designed to support parent choice. *\*B5 funded* | **Christina Kelly** |  | **PAC** | **Christina Kelly** |  | **Y3 Q1**: -QSNY presented at the January 2022 ECAC meeting and collected feedback from a few PAC parents.  -Resource page for families is now available on the QSNY website: <https://qualitystarsny.org/families/>  -Created a letter to families about participation in QSNY to include in the new rating packet. | |

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

**Goal Coordinator: Sherry Cleary**

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| **Year:** | **Overall Progress Indicators:** | **Status of Progress Indicator:** |
| Y1 | ECAC collaborated with the Child Care Availability Taskforce on these issues. | **Y2**: Developed a crosswalk of the ECAC Strategic Plan and the CCATF Recommendations to support alignment and collaboration. Presented this work to the ECAC and the Governor’s office.  **Y3**: Aligned ECAC recommendations with the CCATF recommendations to leverage statewide buy-in and support. |
| Y2 | The ECAC has made recommendations to address equity in compensation. | **Y2**: -Revision of the [Career Ladder](https://nyworksforchildren.org/professional-growth/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](https://www.whitehouse.gov/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.  **Y3Q3**: NYWfC compiled a salary comparison chart for each county in the state that showing school kindergarten teacher salaries at each level of credentialing to build the case for equitable increased compensation for the early childhood workforce.  -The ECAC developed recommendations for the Governor’s office focused on increasing compensation for the early childhood workforce. |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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* | **Claudine Campanelli, PDI** | **Lisa Mars**  **Evelyn Blanck**  **Abbe Kovacik**  **Tina Rose-Turriglio**  **Jason Breslin**  **Karen Harkness** |  | **Claudine Campanelli, PDI**  **Lesley Lawrence**  **Cristina Medellin** | **Year 1:**   * The four Career Centers have become fully operational and have made an impact on recruitment.   **Year 2**   * Career center strategies and best practices have been developed, piloted, and scaled to support recruitment, retention, and to fill gaps in workforce identified by existing data.   **Year 3**   * Career center strategies and best practices have been developed, piloted, and scaled to support recruitment, retention, and to fill gaps in workforce identified by existing data. * Each region has both a Career Center and a Leadership Initiative. | **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](https://www.earlychildhoodny.org/cdsc/) are recruiting new people to the workforce and providing support and professional development to current members of the workforce.  -[Career centers](https://www.earlychildhoodny.org/cdsc/) have processed over 700 applications for the [SUNY/CUNY Early Childhood Workforce Scholarship](https://earlychildhoodny.org/cdsc/workforcescholarship.php) 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.  -Career Centers are serving 6,211  **Y3 Q3:** - Currently serving **7454**. An additional 1243 new career clients added in one quarter.  -Leadership Initiative numbers include an additional 6390 members.  -New clients include scholarship seekers, and new individuals seeking CDA supports.  -Staff handbook includes Career Advisor competencies that align with the National Association for Career Development, NYS CBK and the Global Community of Academic Advisement. | | 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* | **Claudine Campanelli** | **Lisa Mars**  **Abbe Kovacik**  **Tina Rose-Turriglio**  **Jason Breslin** | **Jen Gilken**  **Jen Longley** | **Claudine Campanelli, PDI**  **Lesley Lawrence**  **Cristina Medellin** |  | **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.  **Y3 Q3:** Infant -toddler CDA continue across the state. | | 3. Create partnerships with higher education to encourage student recruitment in underserved fields and populations. | **Claudine Campanelli Jeanne Galbraith** | **Jeanne Galbraith**  **Vanessa Threatte**  **Abbe Kovacik**  **Tina Rose-Turriglio**  **Jason Breslin** | **Renee Rider** has offered to connect us with someone from the Higher Ed office at SED | **Claudine Campanelli, PDI**  **Cristina Medellin** |  | **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.  **Y3 Q3:** Partnership with SUNY Empire has been created for Career Center clients. The partnership includes an application fee waiver and a designated landing page and designated campus advisors for early childhood applicants.  -In partnership with QUALITYstarsNY, we now have connected with All 14 CUNY campuses offering early childhood course work, 18 SUNY campuses and 5 private IHE and have collaborated with their financial aid and awards office and Bursar’ office and have system in place to communicate Scholarships, and to award funds to the campuses. | | 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. | **Patty Persell** | **Laurie Black**  **Evelyn Blanck**  **Abbe Kovacik**  **Tina Rose-Turriglio**  **Jason Breslin** | **Mark Jasinski**  **Patty Persell** |  | **Year 2**   * Survey has been conducted with faculty to determine usage of the NYS Early Learning Guidelines (ELG). | **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. | **Helen Frazier** | **Laurie Black**  **Evelyn Blanck**  **Tina Rose-Turriglio**  **Jason Breslin** |  | **Helen Frazier** | **Year 1**   * A plan to provide ECCE workforce with opportunities for professional development and leadership training has been created in order to implement race equity and inclusion practices in their sites. | **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* | **Beth S.** | **Abbe Kovacik**  **Jason Breslin** | **Avril Mills** |  | **Year 1**   * ECCE Trainers have received training in the delivery of new series based professional development, including the use of the new ELGs, which has increased capacity across all 10 REDC regions. | **Y2: -**Individuals have earned [TTAP](http://nyaeyc.org/ttapcoach/) 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. | |

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| **6-B: Look for opportunities across all state agencies and systems where successful early childhood workforce strategies can be adopted, integrated or hosted.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Jenn O’Connor**  **Patty Persell** | **Jenn O’Connor**  **Hope Lesane** | **Mark Jasinski** |  |  | **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. |  | **Hope Lesane**  **Ray Pierce** |  |  | **Year 1**   * The ECAC created a public relations campaign on the value of early childhood educators. | **Y3 Q1:** -Career Centers work to match community-based need to individuals developing skills and degrees in appropriate areas.  **Y3Q3**: Included in Governor’s recommendation: strategies to increase the early intervention workforce. | | 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* | **Sherry and staff**  **(NYWfC Director)** | **Jenn O’Connor**  **Patty Persell**  **Stephanie David** |  | **(NYWfC Director)** |  | **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.** *\*B5 funded*

**Goal Coordinator: Jeanne Galbraith**

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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* | **Jason Breslin**  **Diana Diaz** | **Jeanne Galbraith**  **Kristen Kerr**  **Tina Rose-Turriglio**  **Linda Darrah** | **Jason Breslin** | **(NYWfC Director)** | **Year 1**   * The Aspire Registry participation has increased to 65,000 active members. * Definition of workforce and outreach for inclusion in registry have been expanded. * A plan to make the Aspire Registry financially self-sufficient with modest public support, within three years, has been developed.   **Year 2**   * The Aspire Registry participation has increased to 80,000. * Data gaps/system development of the Aspire Registry linkage have been identified for SED TEACH system. * Recruitment efforts have targeted communities where the Aspire Registry participation is lower than average.   **Year 3**   * The Aspire Registry participation represented at least 85% of the early childhood workforce of NYS. * Infant and toddler educators’ credentials have increased per the Aspire Registry. * Policy has been created requiring ECCE workforce participation in the Aspire Registry across NYS. | **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.  -Increased engagement with Aspire Registry participation post pandemic.  -Participation in virtual training has increased.  -Tracking the changes to ECE field experience as it relates to changes in employment due to the pandemic. | | 2. Offer recommendations using the Aspire Registry workforce data to inform policy, practice, and resource development. *\*B5 funded* | **Patty Persell**  **Diana Diaz** | **Kristen Kerr**  **Simone Hawkins**  **Linda Darrah**  **Abbe Hahn Hook**  **Shanaya John**  **Colleen O'Grady**  **Tinnycua Williams**  **Avril Mills** | **Jason Breslin** | **Diana Diaz**  **Amy Ludwig** |  | **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.  Y3: Aspire data has been used to develop strategies to address suspension and expulsion in Pre-K programs. | | 3. Distribute the NYS early learning documents to new child care providers (DAP Briefs, ELG, CBK) as part of a “Welcome Kit” for new ECCE providers prompted by the Aspire Registry program profile creation. *\*B5 funded* | **Kristen Kerr** | **Meredith Chimento**  **Abbe Kovacik**  **Tina Rose-Turriglio**  **Kristen Kerr**  **Linda Darrah** | **Jason Breslin**  **Patty Persell** | **Alyssa Estremo** |  | **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.  **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). | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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….* | **(NYWfC Director TBD, currently Tinnycua Williams)** | **Karen Harkness**  **Linda Darrah** |  | **Charla Smith**  **Tinnycua Williams** | **Year 1**   * Gaps in PD and teacher training have been identified for educators serving young children with special attention on infants and toddlers and recommendations to fill these gaps have been developed and presented to SED, OCFS and other partners. | **Y1**: -Made the recommendation to [OCFS](https://ocfs.ny.gov/main/) 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.  **Y3 Q3:** PDI continued to provide support to NYSAIMH to enter First Responses Infant and Early Childhood Mental Health First Responses Module 1 and Infant and Early Childhood Mental Health First Responses Module 2 into the Aspire Registry in anticipation of distance learning approval. | | 2. Promote use of NYS Core Body of Knowledge and other foundational NYS resources across schools, centers, and family child care. *\*B5 funded* | **Helen Frazier** | **Abbe Kovacik**  **Linda Darrah** | **Jason Breslin** |  | **Year 1**   * All newly licensed programs have received the Welcome Kit including: the Core Body of Knowledge, newly revised Early Learning Guidelines and Developmentally Appropriate Practice Briefs. | **Y1**: -CBK booklets being distributed in welcome kits.  - CBK trainings occurring throughout the state.  **Y2**: -“Welcome Kits” for new child care sites are being created and 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* | **Avril Mills**  **Tinnycua Williams** | **Tim H**  **Evelyn Blanck**  **Abbe Kovacik**  **Linda Darrah** | **Carly Belmonte** | **Abbe Hahn Hook**  **Charla Smith** | **Year 1**   * 40 new coaches have earned the NYS TTAP Coach Designation credential.   **Year 2**   * 40 new coaches have earned the NYS TTAP Coach Designation credential. * Increased QUALITYstarsNY participation has resulted in more educators and leaders serving vulnerable populations receiving training, coaching and professional development.   **Year 3**   * 40 new coaches have earned the NYS TTAP Coach Designation credential. | **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’s 301 have been entered, 201 have been facilitated.  -NYAEYC is rolling out a 3-day training: infusing TIP into all PD.  - Educators, Leaders and Administrators have accessed training and scholarships to support degree attainment and professional advancement due to their participation in QSNY.  **Y3 Q3:** New York State Department of Health in partnership with Nemours Children’s Health System has been rolling out the Creating Healthy Schools and Communities (CHSC) initiative, **a coordinated, multi-sector plan that is** designed to **increase demand for** and **access to healthy, affordable foods and opportunities** for **daily physical activity** in **high-need school districts** and their **associated communities** to **reduce the risk of obesity and chronic disease. The grant is funded for 5 years and has been awarded to programs in high need communities in five regions** (Western, Central, Capital, Metropolitan Area, and New York City). Aspire provided 2 webinars to grantees on use of the system as well as how to enter course work. Since that time 53 trainers have been trained. Combined they provided training to 409 professionals across the state. | | 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. | **Abbe Kovacik** | **Evelyn Blanck**  **Linda Darrah** | **OCFS Staff TBD** | **Angelica Velazquez** | **Year 1**   * Strategies and recommendations to support business development and skill expansion have been developed for registered and informal family childcare providers. |  | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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* | **Claudine Campanelli, PDI** | **Abbe Kovacik** | **Jen Longley** | **Andria Ryberg (ECLC)**  **Claudine Campanelli, PDI**  **Lesley Lawrence**  **Cristina Medellin** | **Year 1**   * Career center satellites (4) have been fully implemented and data regarding their use has been shared with the ECAC.   **Year 2**   * Four additional career center satellites have been added in other regions across NYS.   **Year 3**   * Career Center satellites have been implemented in every Economic Development Region. | **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.  **Y3 Q3**: We have hired additional staff including an advisor for Mohawk Valley and a bilingual advisor to support our bilingual childcare providers and teachers throughout NYS. The doctoral circle has launched with 22 new members.  Current clients served: 7456 | | 2. Strengthen the network of Career Center satellites, and the network of Leadership Initiative satellites to support a communities of practice approach. *\*B5 funded* | **Claudine Campanelli** | **Abbe Kovacik** |  | **Jenna Pettinicchi**  **Lesley Lawrence** | **Year 1**   * Career center satellites (4) have been fully implemented and data regarding their use has been shared with the ECAC.   **Year 2**   * Four additional career center satellites have been added in other regions across NYS.   **Year 3**   * Career Center satellites have been implemented in every Economic Development Region. | **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)  **Y3 Q3:** Current members served: 6390. All replication sites have moved through the Survive to Thrive series. | | 3. Further establish the Career Centers satellites on Long Island and in Buffalo, NYC, Albany and Oneida County. *\*B5 funded* | **Claudine Campanelli** | **Abbe Kovacik**  **Ira Katzenstein** |  | **Claudine Campanelli, PDI**  **Lesley Lawrence** | **Year 1**   * Career center satellites (4) have been fully implemented and data regarding their use has been shared with the ECAC. * Additional Leadership Initiative satellites have been added in two regions.   **Year 2**   * Four additional career center satellites have been added in other regions across NYS. * The early childhood Leadership Initiative has been expanded to two additional regions across NYS.   **Year 3**   * Career Center satellites have been implemented in every Economic Development Region. * Early Childhood Leadership Initiative has been expanded to all regions across NYS. | **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.  **Y3 Q3:** Career centers are supporting teachers and providers in all regions. | | 4. Provide guidance on career pathways that support the infant and toddler workforce.*\*B5 funded* | **Claudine Campanelli** | **Lisa Mars**  **Abbe Kovacik**  **Karen Harkness** |  |  |  | **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* | **Jenna Pettinicchi** |  |  |  | **Year 1**   * Additional Leadership Initiative satellites have been added in two regions.   **Year** 2   * The early childhood Leadership Initiative has been expanded to two additional regions across NYS.   **Year 3**-   * Early Childhood Leadership Initiative has been expanded to all regions across NYS. | **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* | **Jenna Pettinicchi** |  |  |  | **Year 1**   * Additional Leadership Initiative satellites have been added in two regions.   **Year 2**   * The early childhood Leadership Initiative has been expanded to two additional regions across NYS.   **Year 3**   * Early Childhood Leadership Initiative has been expanded to all regions across NYS. | **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). | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **Status of Progress Indicator:** | | 1. Current and potential students use the Career Centers and other vehicles to plan efficient courses of study. *\*B5 funded* | **Claudine Campanelli** |  |  |  |  | **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.  **Y3 Q3:** Navigated the last cohort through the COVID teacher certification with the due date of September 1, 2022.  Supporting 1246 in study plan, 1993 individual are in application for scholarship and college advisement. | | 2. Support public funding for the new CUNY & SUNY scholarship for individuals working 20 hours or more in licensed early childhood settings. *\*B5 funded* | **Sherry Cleary** | **Jeanne Galbraith** |  |  | **Year 1**   * Data analysis of pilot usage of CUNY/SUNY scholarship has been submitted to the Governor. * NYS funding has been allocated for CUNY/SUNY scholarship.   **Year 2**   * CUNY/SUNY scholarship allocation has been increased which has increased usage.   **Year 3**   * CUNY/SUNY scholarship allocation has increased which has increased usage. | **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* | **Tinnycua Williams** | **Linda Darrah** |  | **Tinnycua Williams**  **Amy Ludwig** |  | **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. | **Avril Mills** | **Tinnycua Williams**  **Helen Frazier** | **Maggie Evans**  **Laura Gonzalez-Murphy**  **Bharati Verma (ONA)** |  |  | **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* | **Tinnycua Williams** | **Helen Frazier** |  |  |  | **Y2:** -PDI updated the [Let's Talk about Professional Development](https://www.nyworksforchildren.org/lets-talk/) 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.  **Y3 Q3:** A new section was added to The Aspire Registry section of the website which offers access to new virtual role-based resources call “[Aspire Toolkits](https://www.nyworksforchildren.org/the-aspire-registry/toolkits-and-resources/)”. These are created for the various users of The Aspire Registry and contain links to help center articles as well as downloadable guides to provide support and instruction when navigating our system. We currently have the toolkit for program directors, teaching staff and professional development providers and we plan to add more virtual resources under this section in the near future. | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Helen Frazier**  **Jeanne**  **Galbraith** | **Jeanne Galbraith** | **Jason Breslin**  **Renee Rider** **Alison Armorgarb, SED** | **Helen Frazier** |  | **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. | **Sherry Cleary**  **Jeanne Galbraith** | **Jeanne Galbraith**  **Jennifer Gilken**  **Kate McCormick**  **Wendy Mcleish Lisa Strahley Yasmin Morales Alexander** |  | **Sherry Cleary**  **Alice Blecker** |  | **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. | **Sherry Cleary**  **SED** | **Jeanne Galbraith**  **Karen Harkness**  **Jennifer Gilken** |  |  |  | **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. | **Sherry Cleary**  **Jeanne Galbraith** | **Jeanne Galbraith**  **Jennifer Gilken** |  |  |  |  | | 5. Support the recruitment and professional development of new ECE faculty across NYS. | **Jeanne Galbraith**  **Claudine Campanelli** | **Jeanne Galbraith** | **Jen Longley** | **Claudine Campanelli**  **Cristina Medellin** |  | **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. | **Jeanne Galbraith** | **Sherry Cleary** |  |  | **Year 2**   * Institutes of Higher Education (IHE) addressed recruitment and aligned coursework to strengthen emphasis on infants and toddlers. | **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.**

**Goal Coordinators: Meredith Chimento & Bob Frawley**

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Progress Indicators:** | **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)* | ***Dia Bryant*** | **Bob Frawley,**  **Meredith Chimento, Jenn O’Connor, Dede Hill,**  **Sally Mayes, Stephanie Woordard,**  **CCRR rep(s) and TBD** | **B-5 Fiscal Strategies (Jeanna Capito, Simon Workman), Stephanie Woodard** |  | **Year 1**   * A fiscal analysis of current allocations has been conducted.   **Year 2**   * Work with Ed Trust NY and consultation made available through Pritzker. | **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]](#footnote-1)  **Y3Q3**: The work group formed to implement this objective met twice to learn about the process for conducting the fiscal analysis and mapping. This included presentations by Jeanna Capito and Simon Workman of PN-5 Fiscal Strategies who were contracted by the Education Trust to conduct this work. During the second meeting agreement was reached on our fiscal vision for New York State and our guiding principles. PN-5 Fiscal Strategies will be presenting on this work to the entire ECAC on November 9th.  **Y3Q3:** The NYS Business Collaboratory team technical assistance from First Children Finance ended with a convening of technical assistance providers and other state teams in September. The team developed a presentation highlighting how we will continue to work together to (1) Plan for Implementing and sustaining business & financing trainings throughout NYS by Child Care Resources and Referral Agencies’; Small Business Development Centers’ (SBDC) and Community Development Financial Institutions’ (CDFI) business trainers; (2) Sustain the Early Childhood Educator Scholarship. (A partnership between City University of New York Professional Development Initiative (CUNY-PDI) and the State University of New York (SUNY) Professional Development Program (SUNY-PDP)). (3) Develop business and financing support including providing training materials for child care desert and stabilization grantees, and family child care networks. (4) Implement the New York Early Learning Alliance. In each case we described the strategy, our progress, how each strategy would support child care businesses. We also discussed the data we have collected to understand the impact of each strategy. | | 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. |  | **Bob Frawley,**  **Meredith Chimento,** | **Patty Persell** |  |  | **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. | |

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| **8-B: Develop and recommend strategies to fully fund the Early Childhood Integrated Data System (ECIDS).**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Performance Indicators:** | **Status of Progress Indicator** | | 1. Convene a group of public agencies and stakeholders to identify essential components of the ECIDS. | **Laurie Black** | **ECAC members (Bob Frawley, Meredith Chimento, Fred Acuri, Kirsten Sigenthaler, Jason Breslin, Simone Hawkins, Laura Strano; CCF (Cate Bohn, Stephanie Woodard); SED (Suzanne Bolling), OCFS (Melinda Denham); NYECPDI (Dona Anderson, Leslie Capello, Sherry Cleary, Diana Diaz) NYC DOH/MH (Simone Watkins, Monica Pollock); Children’s Institute Diana Tretini,** |  |  |  | **Y3 Q2: -**Goal 9 continues look to other states data systems as models for a NY ECIDS.  Working to develop a data dashboard that will provide key data across various systems to support policy and program development. | | 1. Analyze and develop a fiscal plan to fund the ECIDS in New York State. (see Goal 9) | **Bob Frawley** | **Laurie Black**  **Cate Bohn** |  |  | **Year 1**   * Identify technical assistance resources   **Year 2**   * Develop cost estimate as part of financing work under 8-B * Develop incremental plan to finance and create the infrastructure needed to establish an ECIDS | **Y1: -**Identified technical assistance resources.  **Y2:** -SUNY Center for Human Services Research developed feasibility study that serves as a foundation for this work.  -Goal 9 workgroup reviewing New York State and national data systems to determine the resources available and needed to build an ECIDS.  - Exploring the potential for developing an Early Childhood Data Dashboard to show how data can be useful supporting program and policy changes. | | 3. Propose an implementation plan that results in the funding of the ECIDS. | **Laurie Black** | See 8-B step1 | **Cate Bohn** |  | Year 3  - 10-year plan to fully implement strategies has been submitted to the Governor’s Office. |  | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Progress Indicators:** | **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* |  | **Beth Starks**  **Bob Frawley**  **Meredith Chimento** | **Fred Arcuri** |  | -**Child Care Deserts RFA released in 2022, $100M** | **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.  **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* | **Stephanie Woodard** | **Bob Frawley**  **Dede Hill** |  | **Alice Blecker** | **Year 2:**   * Distribution to Regional Economic Develop Council, local chambers of commerce, and CCR&R’s * infographics are distributed to RED-Cs, state, CCRRs, and local chambers of commerce | **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: -**Although 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) were developed, they are in the process of being re-designed. 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.  -Raising NY will release a social media toolkit for child tax credits & child poverty awareness.  -Elected officials continue to work on an updated Empire child Credit, continue to advocate for expansion to children under 4. | | 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. | **Meredith Chimento** | **Bob Frawley**  **Beth Starks**  **Fred Arcuri**  **Meredith Chimento**  **Dede Hill**  **Stephanie Woodard** | **Scott Paladino**  **Emily Badalamente** |  | **Year 1:**   * Clearly identify what the parameters are needed for the two tax credits – Enhanced Child and Dependent Care Tax Credit and the Credit to Support CCR&Rs.   **Year 2:**   * Develop the legislative proposal. * Submit proposal to Governor’s Office. | **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. | **Stephanie Woodard** | **Patty Persell** |  | **Pyramid Intern** (Ian Suleski) | **Year 1:**  Develop the research questions needed to establish return on investment research needed for developing a social impact bond proposal for the Pyramid Model.  **Year 2:**   * Develop Social Impact Bond Proposal for ECAC consideration | **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. | **Dona Anderson** | **Bob Frawley**  **Linda Darrah**  **Kristen Kerr** |  | **Dona Anderson** | **Year 2**   * A data analysis of workforce compensation using The Aspire Registry workforce data has been completed and recommendations have been developed and shared with the Governor’s Office. | **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). | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Progress Indicators:** | **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* | **Kristen Kerr** |  | **Jason Breslin** |  | **Year 2**:   * ECAC recommendations for the Governor’s Office to increase participation and funding for the Aspire Registry and QUALITYstarsNY * Increased number of new partnerships have been established to use existing resources effectively   **Year 3**   * QUALITYstarsNY participation has been increased to 13% overall. | **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. | **Leslie Capello**  **Malika Henriques** |  |  | **Leslie Capello**  **Malika Henriques** | **Year 2**   * ECAC recommendations for the Gov Office to increase participation and funding for the Aspire Registry and QUALITYstarsNY * Increased number of new partnerships have been established to use existing resources effectively   **Year 3**   * QUALITYstarsNY participation has been increased to 13% overall. | **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. | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Progress Indicators:** | **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* | **Dona Anderson** | **Linda Darrah** |  | **Dona Anderson** | **Year 1**   * Essential public resources have been identified in order to increase participation in the Aspire Registry.   **Year 2**   * The total amount of active Aspire Registry accounts has increased by 15%. * ECAC has developed recommendations for the Governor’s Office to increase participation and funding for the Aspire Registry and QUALITYstarsNY.   **Year 3**   * Aspire Registry funding has become self-sufficient due to policy recommendations, increased participation, and the implementation of the new funding strategies. | **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.  **Y3**: -Developed a cost analysis for workforce participation in the Aspire Registry. | | 2. Promote and obtain commitments from NYS and city agencies to fund core elements of The Aspire Registry. *\*B5 funded* | **Dona Anderson** | **Linda Darrah** |  | **Dona Anderson** | **Year 1**   * Essential public resources have been identified in order to increase participation in the Aspire Registry.   **Year 2**   * The total amount of active Aspire Registry accounts has increased by 15%. * ECAC has developed recommendations for the Governor’s Office to increase participation and funding for the Aspire Registry and QUALITYstarsNY.   **Year 3**   * Aspire Registry funding has become self-sufficient due to policy recommendations, increased participation, and the implementation of the new funding strategies. | **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).  **Y3**: -Developed a cost analysis for workforce participation in the Aspire Registry. | | 3. Explore future financial plans and new avenues of revenue including sharing cost with users to reach projected sustainability. | **Dona Anderson** | **Linda Darrah** |  | **Dona Anderson** |  |  | |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Performance Indicators:** | **Status of Progress Indicator:** | | 1. Analyze the statutes, regulations, and administrative policies that present barriers to blending and braiding funding for early childhood education, home visiting, mental health consultation and other programs and services to inform specific strategies for making combining funding to strengthen and expand programs and services easier. | **Stephanie Woodard** | **Meredith Infantino**  **Linda Darrah**  **Amber Rangel**  **Andria Ryberg** | **Molly Sullivan, First Children’s Finance** |  | **Year 2**   * Recommendations to address barriers to blending and braiding funding have been developed. | **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.  **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.  **Y3:** Need to develop a plan on next steps based on the feedback from participants who identified barriers to braiding and blending. | | 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* | **Stephanie Woodard, Andria Ryberg,** | **Jenn O’Connor (HV)** |  |  | **Year 2:**   * Develop the TOT curriculum based on the Blending & Braiding Funds to Support Early Childhood Education Programs. * Pilot the curriculum & make changes. * Implement the TOT training to child care programs * Revise the Home Visiting Guide | **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](https://www.nyearlylearning.org/) 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. | **Meredith Chimento** | **Bob Frawley** | **Angelica Velazquez**  **Brooke Ricci**  **Andria Ryberg**  **CCRRs TBD** |  |  |  | |

**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.**

**Goal Coordinator: Laurie Black**

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| **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. | **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 |

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Laurie Black** | **Goal #9 Committee**  Bob Frawley  Cate Bohn  Kate Breslin  Diana Diaz  Diane Trentini  Donna Fredlund  Elizabeth Isakson  Erin Berical  Fred Arcuri  Hope Lesane  Jason Breslin  Kirsten Siegenthaler  Kristen Kerr  Leslie Capello  Melinda Denham  Meredith Chimento  Monica Pollock  Muriel Singer  Patty Persell  Pedro Cordero  Pete Nabozny  **Sherry Cleary** Simone C. Hawkins  Sophia Jan  Stephanie Woodard  Suzanne Bolling  Rebecca Stahl |  | **Cate Bohn**  **Erin Berical**  **Alice Blecker** | **Year 1**   * Key information has been identified and shared across systems. * Agency buy-in has increased. * Public agencies have been convened to identify current available data and gaps.   **Year 3**   * The ECIDS has been made available to all public agencies serving children. | **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. | **Laurie Black** | **Goal #9 Committee** |  | **Cate Bohn**  **Erin Berical**  **Alice Blecker** | **Year 1**   * A plan has been created to design and implement an early childhood integrated data system. | **Y2: -**Goal 9 held the following presentations to explore how Integrated Data Systems are being used in other States:  --Pennsylvania’s [PELICAN](https://www.pakeys.org/pa-early-learning-initiatives/pelican/) ECIDS from Marci Walter.  --[Utah’s ECIDS](https://ecids.utah.gov/cat) 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](https://www.ncdhhs.gov/north-carolina-early-childhood-integrated-data-system) 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.  **Y3Q3**: Kansas gave a presentation around their ECIDS and shared recommendations for moving towards operationalizing this for 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. | **Laurie Black** | **Goal #9 Committee** |  |  | **Year 3**   * Feasibility of each child born in NYS receiving a unique identifier at birth has been actively explored across NYS agencies. | **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. | **Laurie Black** | **Goal #9 Committee** |  | **Cate Bohn**  **Erin Berical**  **Alice Blecker** |  | **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. | **Laurie Black** | **Goal #9 Committee** |  | **Cate Bohn** |  | **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. | **Laurie Black** | **Goal #9 Committee** |  | **Elana Marton** |  |  | |

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| **9-B: Use newly available data to inform public policy, communications, and collaboration.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/resource person:** | **Staff:** | **Progress Indicators:** | **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 fingerprints for the early childhood workforce. *\*B5 funded* | **Diana Diaz**  **Amy Ludwig** | **Ira Katzenstein**  **Bob Frawley**  **Jason Breslin** | **Linda Darrah**  **OCFS Staff TBD**  **Simone Hawkins** |  | **Year 1**   * The opportunity to integrate background checks and finger printing into the Aspire Registry has been analyzed.   **Year 2**   * Feasibility of integrating background checks and fingerprinting into the Aspire Registry has been determined and appropriate recommendations have been prepared to support its implementation. |  | | 2. Use data to understand breadth of homelessness affecting young children and service delivery options. | **Melanie Faby** | **Jason Breslin**  **Bob Frawley**  **OCFS Staff TBD** | **Cate Bohn** | **Jennifer Pringle** | **Year 3**   * Data has been used to develop policy recommendations for the Governor’s Office. * Data systems have provided adequate information to support policy and budget. |  | | 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. | **Kirsten Siegenthaler** | **Bob Frawley** |  | **Nancy Hampton** |  |  | |

**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.**

**Goal Coordinators: Sherry Cleary & Patty Persell**

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| **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:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Kate Tarrant**  **Alice Blecker** | **Alexis Harrington**  **Patty Uttaro**  **Melissa Alexander** | **Liz Isakson** | **Alice Blecker**  **Cristina Medellin** | **Year 1**   * Criteria of best practice and dissemination plan have been created.   **Year 2**   * The best practice and dissemination plan have been shared.   **Year 3**   * Parent/provider access to the related research has increased. | **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). **Y3**: - Relevant research is shared with ECAC Members, partner agencies, and primary audiences (providers, families, programs, and policymakers) to ensure the ECAC’s work is data driven.  -Protocol for sharing research is included in the ECAC Manual and posted on the website.  -Resources for parents and families are posted on the ECAC website | | 2. Share the findings from the NYSB5 Needs Assessment with those involved in the parent, administrator and teacher focus groups on an annual basis. | **Sherry Cleary**  **Patty Persell**  **Alice Blecker** | **Mark Jasinski** |  | **Alice Blecker** | **Year 1**   * Information from focus groups was used to determine how research and evaluation results inform practice. | **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. | **Patty Persell**  **Sherry Cleary**  **Alice Blecker** | **Alexis Harrington**  **Evelyn Blanck**  **Beth Starks**  **Melissa Alexander**  **Carolyn Wiggins** | **Liz Isakson** | **Alice Blecker** |  | **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).  **Y3 Q3:** 2022 Recommendations were grounded in supportive and accessible data. Recommendation 1 focused on Early Intervention which included data on:   * The percentage of children in NYS receiving developmental screenings in relation to national data * Number of children in the classroom with unidentified learning differences & unmet needs.   The Second recommendation focused on the early childhood workforce which included data on:   * Child care provider closures during the COVID-19 pandemic in NYS and the resulting impact on children and families * ECCE workforce salary scales * Early childhood scholarship   Career centers (1-A-2) | | 4. Identify partners and opportunities to collaborate with stakeholders to support the expansion of research and analysis. | **Patty Persell**  **Sherry Cleary**  **Alice Blecker** | **Jeanne Galbraith**  **Lisa Mars** | **Liz Isakson** | **Research Network** |  | **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.  **Y3Q2:** -Collaborating with NYAECTE to develop resources and share relevant research with professors and student researchers. | | 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. | **Sherry Cleary** | **Kristen Kerr** |  |  |  | **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. | **Sherry Cleary** | **Jeanne Galbraith** |  |  |  | **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>. | |

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| **10-B: Provide guidance to agencies and individuals on methods and respond to requests for primary research on emerging issues.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Activities:** | **Leader/**  **Convener:** | **Active Participant:** | **Expert/ resource person:** | **Staff:** | **Progress Indicators:** | **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. | **Alice Blecker** | **Kelvin Chan**  **Carolyn Wiggins**  **Sherry Cleary** |  | **Alice Blecker** |  | **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. Working with NYAECTE to expand efforts. | | 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**.** | **Alice Blecker** | **Abbe Kovacik** |  | **Alice Blecker** |  | **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.  **Y3** **Q4**: -Shared resources and tools for families on the ECAC website. | | 3. Provide technical assistance to agencies and individuals to provide information on how to design and implement evaluation. | **Alice Blecker** | **Ira Katzenstein** |  | **Alice Blecker**  **Kate Tarrant** |  |  | | 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? | **All ECAC** | **Jeanne Galbraith**  **Hope Lesane** | **Patty Persell** |  |  | **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. | **Patty Persell**  **Sherry Cleary** |  |  | **Alice Blecker** |  | **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.  -Tracking progress on each activity in the workbook in relation to relevant progress indicators. | |

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,

   • 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. [↑](#footnote-ref-1)