



Early Childhood Advisory Council

ECAC Meeting

December 12, 2024



Early Childhood Advisory Council

ECAC Quarterly Meeting

December 12, 2024, 10:00am-1:00pm

Virtual (Webex)

Agenda Item	Topic	Presenters	Time
Welcome & Announcements	<ul style="list-style-type: none"> • Introductions- share your name and organization in the chat • New appointed ECAC members: <ul style="list-style-type: none"> ○ Stephanie David, Common Ground Health ○ Jane Fronheiser, NYSED, Title I & Homeless Education ○ Liz Wolkomir, NYC Administration for Children’s Services ○ Christina Guillén, SUNY Downstate Health Sciences University • New ECAC nominees: <ul style="list-style-type: none"> ○ David Wright, Empire State Development ○ Simone Hawkins, NYC Public Schools • PDGB5 Grant Launch Meeting- January 22nd 10-11am • NYAEYC Conference- April 2-4, 2025 • Governor signed the Fluoride Varnish bill • Advancing Evidence-Based Early Child Policymaking, Prenatal to 3 Policy Impact Center at Vanderbilt University, December 9-11, 2024 	Dona Anderson & Patty Persell	10:00am - 10:30 am
State Agency Updates	<ul style="list-style-type: none"> • NYS Education Department 	Erik Sweet Suzanne Bolling	10:30am - 11:00am
OCFS Office of Diversity, Equity, Inclusion, and Accessibility	<ul style="list-style-type: none"> • Angelica Kang, Director of OCFS Office of DEIA 	Angelica Kang	11:00am - 11:30am
State Agency Updates	<ul style="list-style-type: none"> • NYS Office of Children and Family Services • NYS Department of Health 	Nora Yates Ray Pierce	11:30 am - 12:00 pm
Advocacy Update	<ul style="list-style-type: none"> • Early Childhood Advocacy Updates 	Jenn O’Connor	12:00 pm - 12:05 pm
New Resources	<ul style="list-style-type: none"> • Parity Compensation for New York’s Early Childhood Educators: Recognition and Respect for a Vital Profession 	Annie Schaeffing	12:05pm- 12:35pm
Next Steps	<ul style="list-style-type: none"> • Next Steps • Closing Remarks 	Dona Anderson & Patty Persell	12:35pm-1:00pm

Introductions

- ✓ Name
- ✓ Agency you are representing
- ✓ Something you are looking forward to

Newly Appointed ECAC Members

- **Stephanie David**, Common Ground Health
- **Jane Fronheiser**, NYSED, Title I & Homeless Education
- **Liz Wolkomir**, NYC Administration for Children's Services
- **Dr. Christina Guillén**, SUNY Downstate Health Sciences University



**Early Childhood
Advisory Council**

New ECAC Nominees

- **David Wright**, Empire State Development
- **Simone Hawkins**, NYC Public Schools



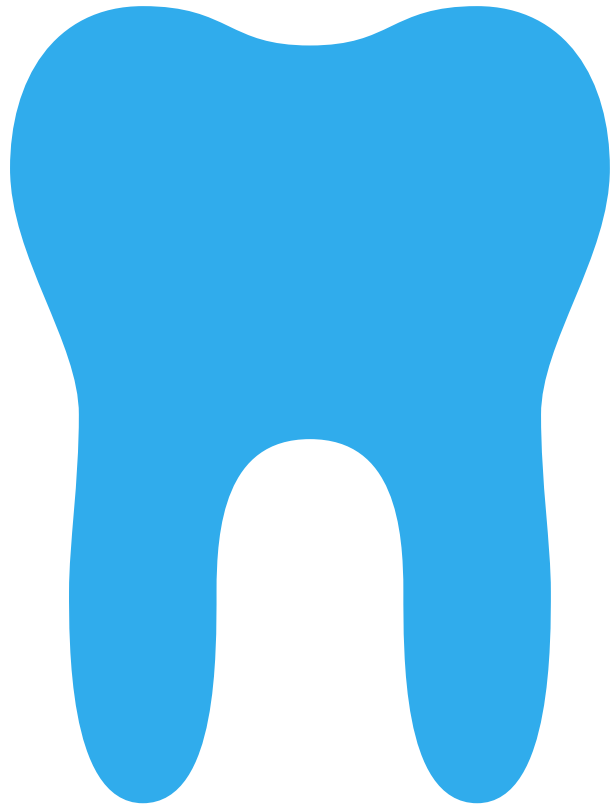
**Early Childhood
Advisory Council**

Preschool Development Grant Birth-5 (PDGB5)



Launch Meeting
January 22nd 10am-11am

[Conference Website](#)



Governor Hochul Signs Pediatric Fluoride Legislation

Legislation S.9308A/A.7402B improves children's dental health by allowing more professionals to provide fluoride treatments in dental offices. This is meant to increase the availability of the treatment and provide greater efficiency in dental services.



Great Progress, Great Opportunities

Advancing Evidence-Based Early Childhood Policymaking

pre-natal-to-3
policy IMPACT CENTER
VANDERBILT UNIVERSITY

national
collaborative
for infants
& toddlers

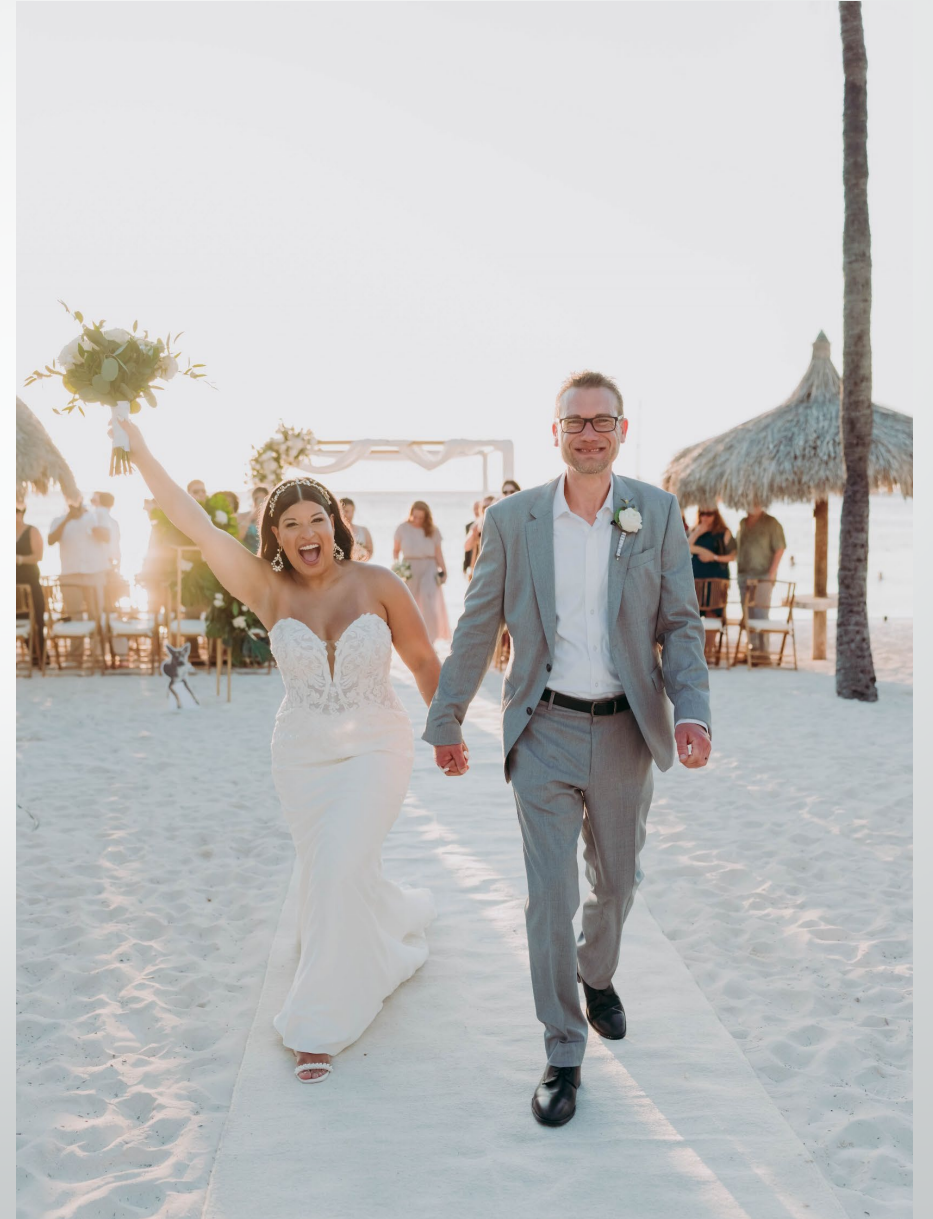
pre-natal-to-3
policy IMPACT CENTER

national
collaborative
for infants
& toddlers

Advancing Evidence-Based Early Childhood Policymaking: Great Progress, Great Opportunities

December 9-11 • Denver, CO

Congratulations,
Alexis!



State Agency Updates

NYS
Education
Department

State Agency Updates



NYS Education Department,
Office of Early Learning



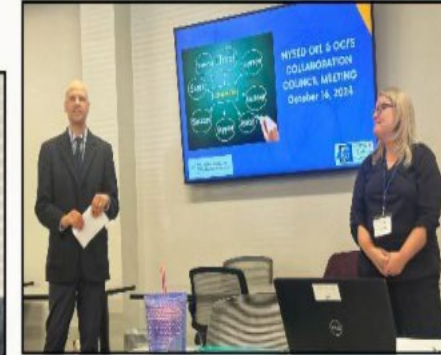
NYS Education Department,
Office of Special Education

NYSED Office of Early Learning: Update to ECAC (Dec 2024)



UPK Collaboration Council

- ✓ A joint committee, put together by NYSED and OCFS; tasked with making recommendations on how to improve the UPK collaboration requirement.
- ✓ Includes over 30 members, representing school districts and childcare/daycare settings.
- ✓ Has met twice and identified several challenges around funding, curriculum alignment, teacher certification/qualifications and laws/regulations.
- ✓ Will put forth final recommendations by the end of summer 2024



**Collaboration
Council Meeting
October 2024**



UPK Consolidation Study

Recommendations

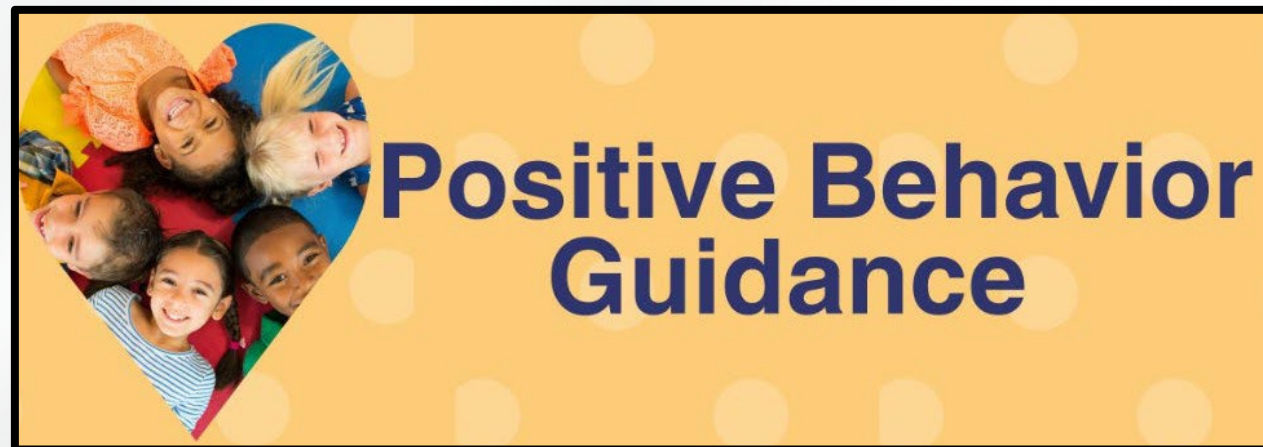
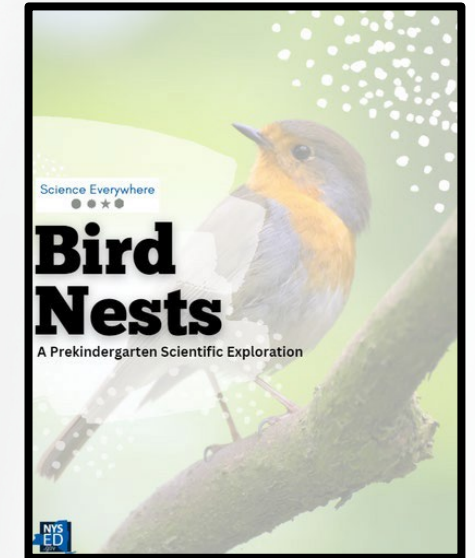
- ✓ Create one law that merges all universal prekindergarten laws
- ✓ The Department will complete an analysis of per pupil rates for UPK
- ✓ Advocate for additional funding for expansion seats, with a priority given to districts that serve the highest amounts of students in poverty and English Language Learners
- ✓ The Department will complete an analysis of funding requirements for both UPK and Special Education PreK funding, to provide guidance in the use of blending and braiding of funds

Resources



SCIENCE EVERYWHERE

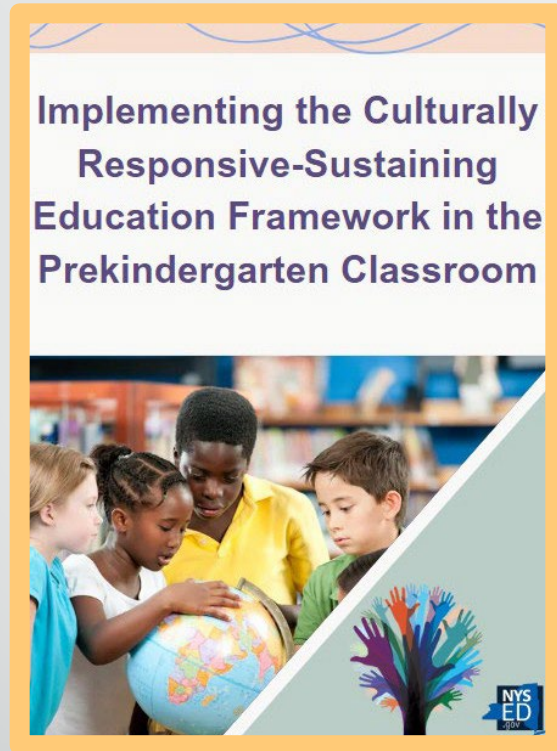
Prekindergarten Inquiry-Based Learning:
Nurturing a child's curiosity while instilling a life-long love of science.

The banner features a light blue background with a black border. On the left is an icon of a globe with orbits and a rocket. On the right is an icon of two laboratory flasks, one containing a green plant. The text is centered in a bold, blue font.

Positive Behavior Guidance

The banner has a yellow background with a pattern of light-colored circles. On the left, there is a circular inset photograph of five diverse young children smiling. The text is in a large, bold, blue font.

Supporting Special Populations



“The results we seek for all our children can never be fully achieved without incorporating an equity and inclusion lens in every facet of our work.” -NYSED Culturally Responsive-Sustaining Education Framework

Upcoming Webinars

 Office of Early Learning

2024-2025
BEST PRACTICES IN PREKINDERGARTEN
WEBINAR SERIES

Click or scan the QR code next to each webinar to register.



**SCIENCE EVERYWHERE**
November 6, 2024 3:00-4:00pm

Science Everywhere is an initiative designed specifically for PreK students that emphasizes Inquiry-Based Learning. Spearheaded by NYSED's Office of Early Learning and Office of Cultural Education, the initiative aims to cultivate a love of science and nature in young children through hands-on learning while fostering important critical thinking and problem-solving skills.



**FOSTERING POSITIVE BEHAVIOR IN PREK**
February 5, 2025 3:00-4:00pm

Fostering Positive Behaviors in the Prekindergarten Classroom. Participants will delve deeper into the implementation of strategies used to address current challenging behaviors and further their understanding of how to build a positive learning environment.



**SUPPORTING EMERGENT MULTILINGUAL LEARNERS IN PREK**
March 5, 2025 3:00-4:00pm

Participants will learn about the importance of cultivating a culturally and linguistically responsive learning environment for Emergent Multilingual Learners (EML), identify practices that nurture language development for EML students, and hear examples of practical applications for supporting EML students from New York State school districts.



**INCLUSION IN PREK: WHY IT MATTERS AND BEST PRACTICE**
May 14, 2025 3:00-4:00pm

Learn why creating inclusive PreK classrooms benefits all children, explore best practices, and gain practical strategies to foster a welcoming and supportive learning environment for every child.



Please Subscribe



UPK Classroom Spotlight: Florida UFSD

While Golden Hill PreK students typically view the world from about 40 inches above the ground, an elevated point of view is not the only thing they gain from field trips to Winslow Therapeutic Riding Center. For these kids, the world looks more than a little different when they sit on the back of a horse. It's a world where anything is possible.

OEL P-3 News letter



UPK News letter



Questions?



NYSED Office of Early Learning 

Contact:




518-474-5807



Erik.sweet@nysed.gov



nysed.gov/early-learning



Office of State Comptroller Report

Access to Preschool Special Education Services

Report 2023-S-1

Preschool Special Education Data Snapshot – Approximately:

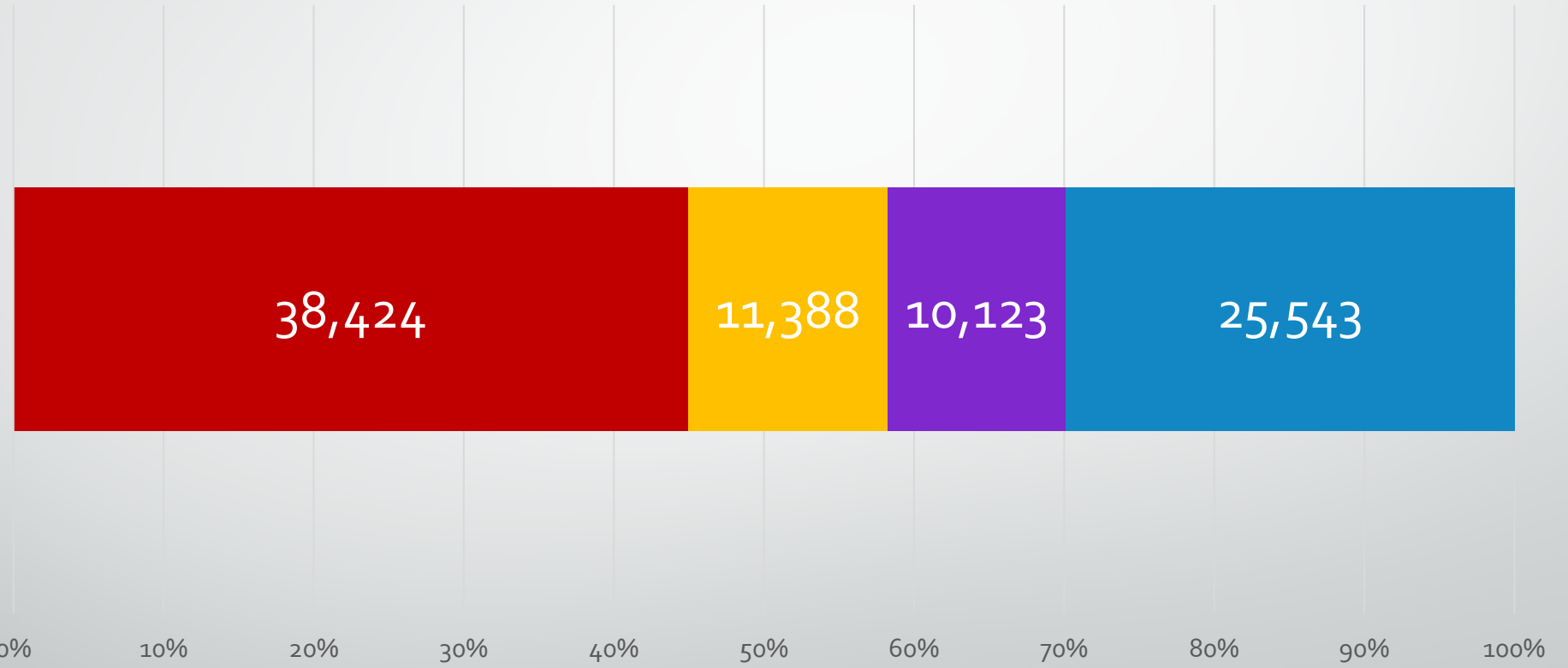
- 45,000 children evaluated annually.
- 41,000 children served by October (BEDS Day) and 80,000 during the school year.
- \$1.3 billion in annual funding.

A close-up photograph of a blue toy car with black wheels on a grey toy road. The road is part of a larger toy set with green grass, white dashed lines, and red stop signs. The background is slightly blurred, showing more of the toy set.

**NYS Preschool
Special
Education**

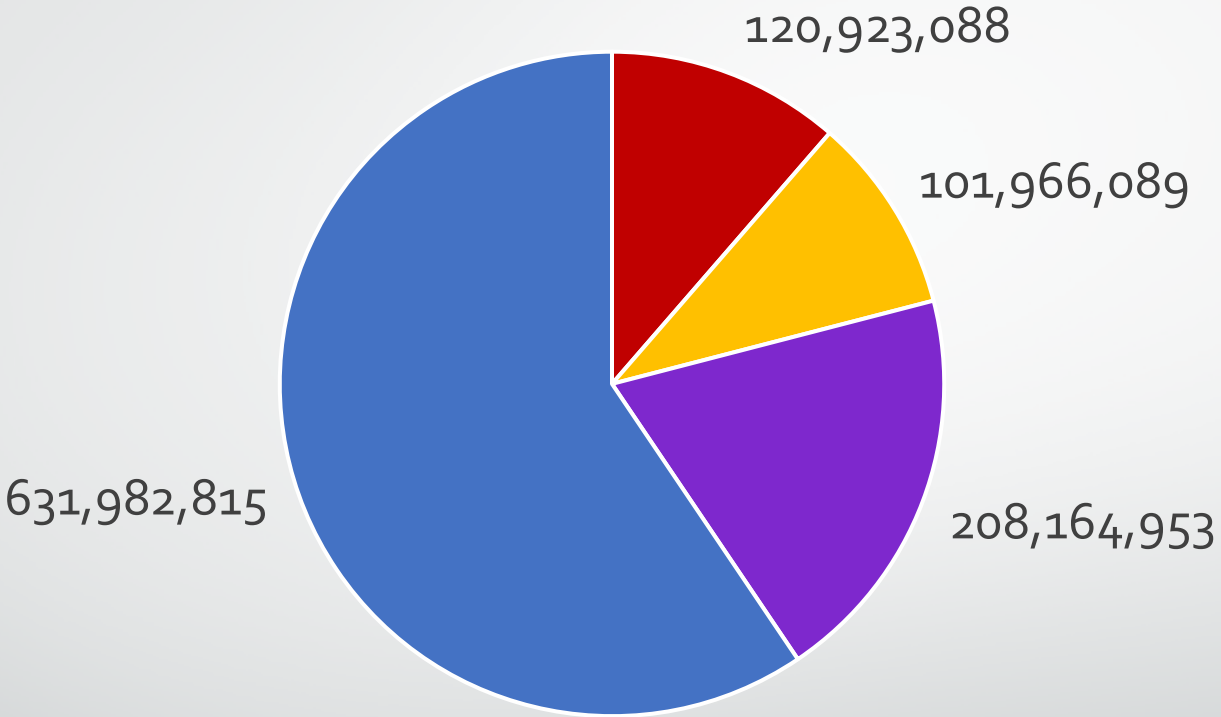
2020-21 Child Count by Program

Student Count



■ Related Services ■ Itinerant Teacher ■ Special Class Integrated Setting ■ Special Class

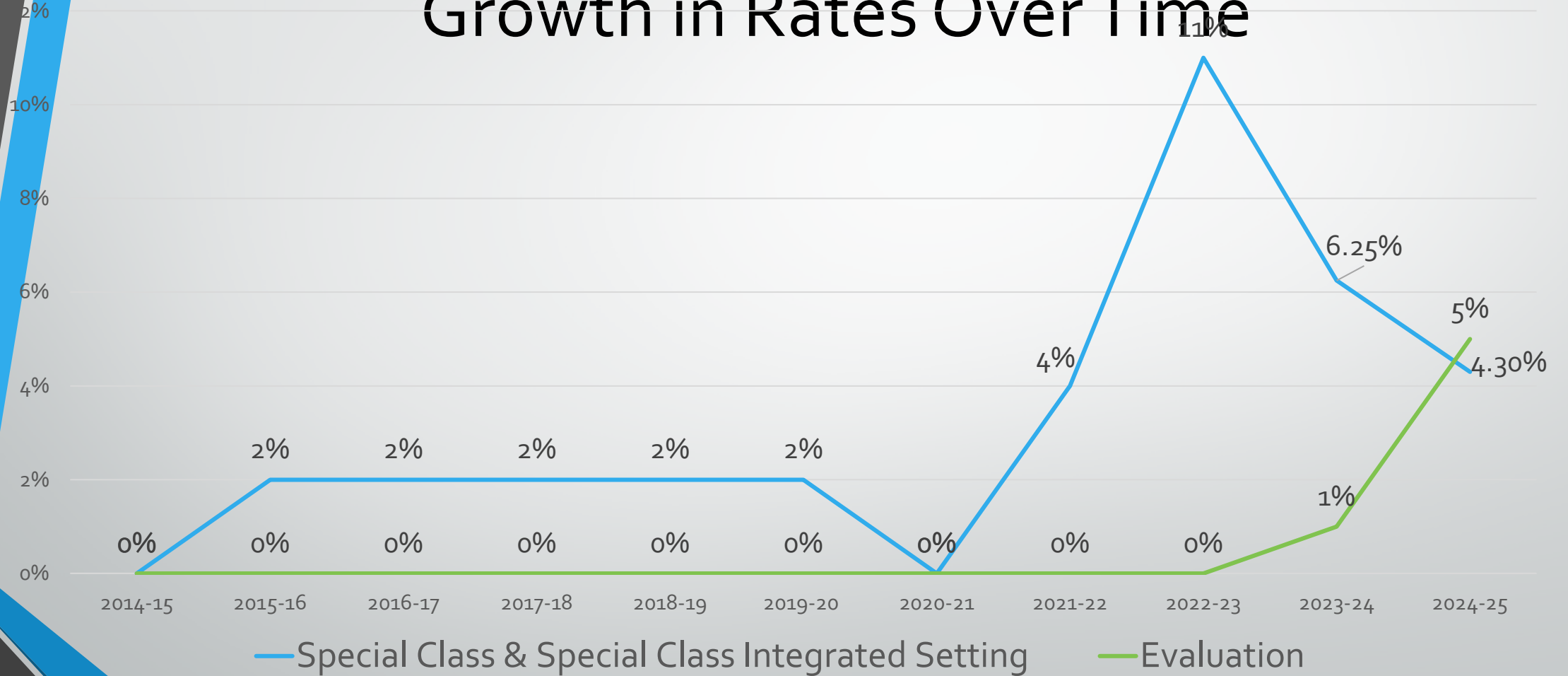
2020-21 Reimbursement by Program




- Related Services
- Itinerant Teacher
- Special Class Integrated Setting
- Special Class

Add a footer

Growth in Rates Over Time





Develop a strategy to address the statewide shortage of preschool special education service providers and work with school districts to identify ways to obtain the necessary services.

Recommendation 1

NYSED Response

- NYSED is conducting a comprehensive study of alternative tuition rate-setting methodologies for preschool special class and special class in an integrated setting programs. This study will consider alternative approaches to reimbursement to ensure preschool students with disabilities receive education and related services in accordance with their IEPs.
- NYSED is working closely with school districts, both through a monitoring and technical assistance capacity, to assist school districts in opening programs in response to resident student needs.

Develop a strategy to address the statewide shortage of preschool special education service providers and work with school districts to identify ways to obtain the necessary services.

Recommendation 1



Review and identify ways to improve the application review process for program approval.

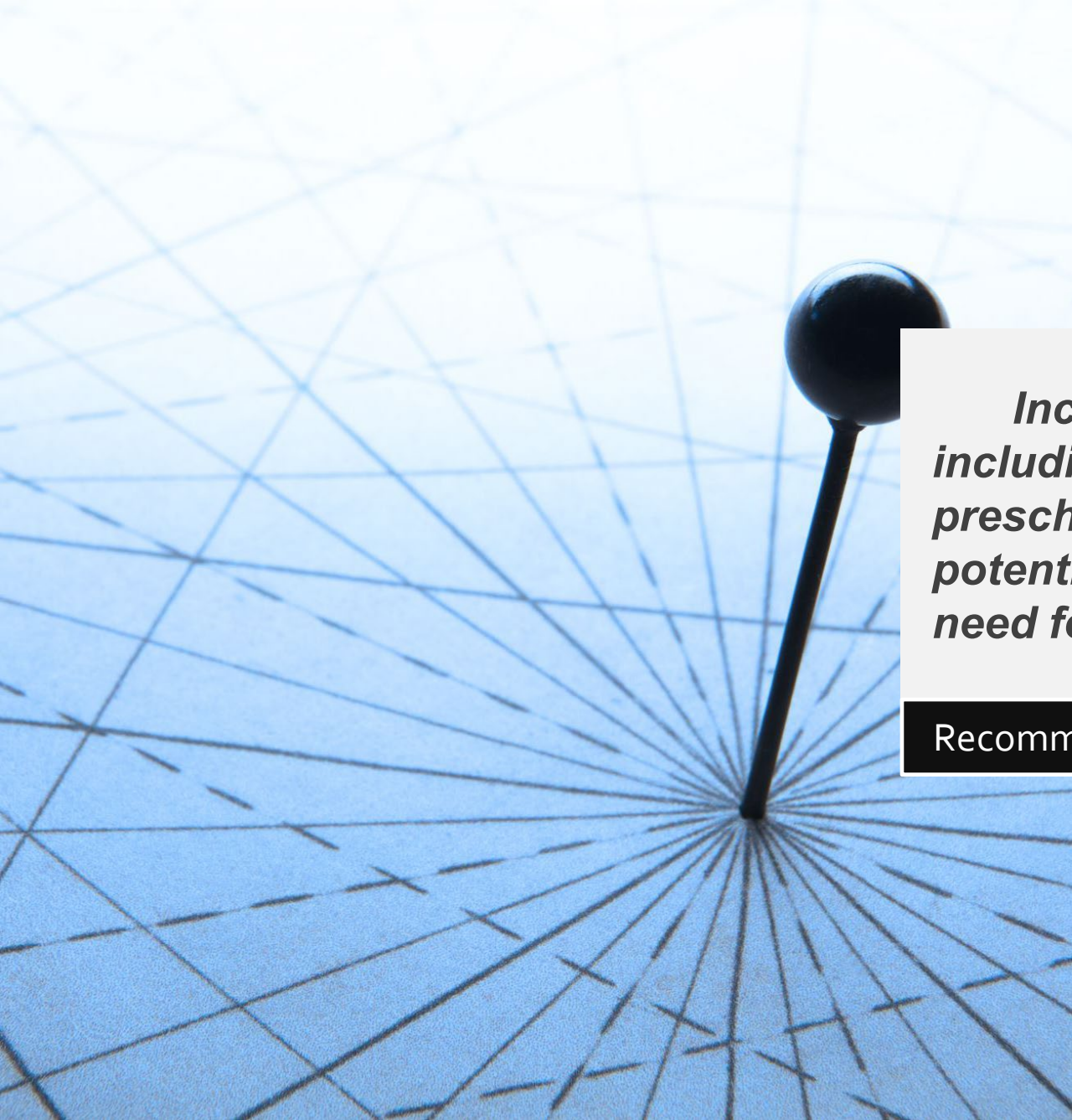
Recommendation 2

NYSED Response

- NYSED will issue an application for school district preschool programs which will significantly reduce the documentation required for submission.
- For private programs, NYSED is in the process of reviewing application standards to also reduce documentation submission requirements for program modifications.
- For both public and private programs, NYSED intends to pivot to an online application format for program modifications and the online publication of program approval to reduce administrative burden and increase access and utility of information relating to approved programs and services for preschool students with disabilities.

Review and identify ways to improve the application review process for program approval.

Recommendation 2



Increase monitoring of school districts, including but not limited to: Timeliness of preschool special education events; Resolutions of potential non-compliance; Determining regional need for providers on a real-time basis.


Recommendation 3

NYSED Response

- NYSED will be increasing its monitoring efforts as it relates to its new methodology for identifying school districts determined to need assistance or need intervention in implementing the requirements and purposes of the IDEA.
- NYSED requires data infrastructure to support and evaluate programmatic and administrative goals of New York State's special education delivery system. Absent this investment, NYSED is not able to collect and integrate the data elements necessary to conduct continuous student needs assessments.
- NYSED will be updating its guidance regarding compensatory services and the prohibition of amending IEPs to reflect only the programs and services that are available and not the programs and services recommended based on the student's individualized needs.

Increase monitoring of school districts, including but not limited to: Timeliness of preschool special education events; Resolutions of potential non-compliance; Determining regional need for providers on a real-time basis.

Recommendation 3



Develop and implement a risk-based method to identify school districts that warrant immediate review.

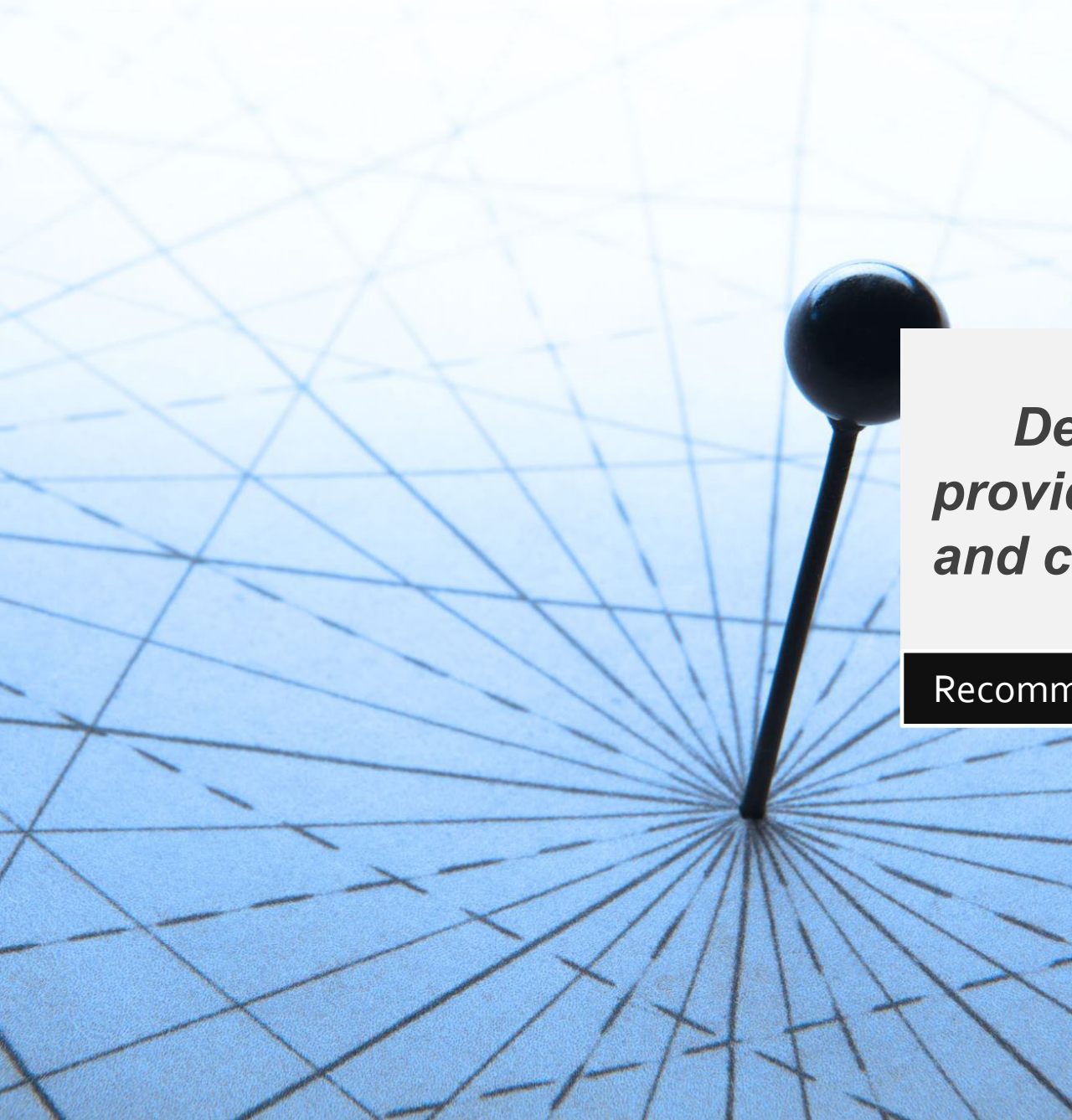
Recommendation 4

NYSED Response

- NYSED is implementing a new methodology for identifying school districts determined to need assistance or need intervention in implementing the requirements and purposes of the IDEA. In addition to other criteria, school district performance in timely evaluation and early childhood transition are components of this methodology. As a result, these factors will be aspects of coordinated intervention activities which consists of monitoring, technical assistance, and professional development provided in response to the identified areas of concern.

Develop and implement a risk-based method to identify school districts that warrant immediate review.

Recommendation 4



Develop data integrity controls to provide greater assurance of the accuracy and completeness of data.


Recommendation 5

NYSED Response

- All districts are now required to submit and verify Special Education Events Data four times a year. This greatly expands prior reporting of student-level information. The annual data submission will enable greater efforts for monitoring and supporting school districts in compliance with regulatory requirements.
- The new methodology for identifying school districts determined to need assistance or need intervention in implementing the requirements and purposes of the IDEA will also include a new component to score school district's submission of timely and accurate data.

Develop data integrity controls to provide greater assurance of the accuracy and completeness of data.

Recommendation 5



Remind school districts of the documentation retention requirements.

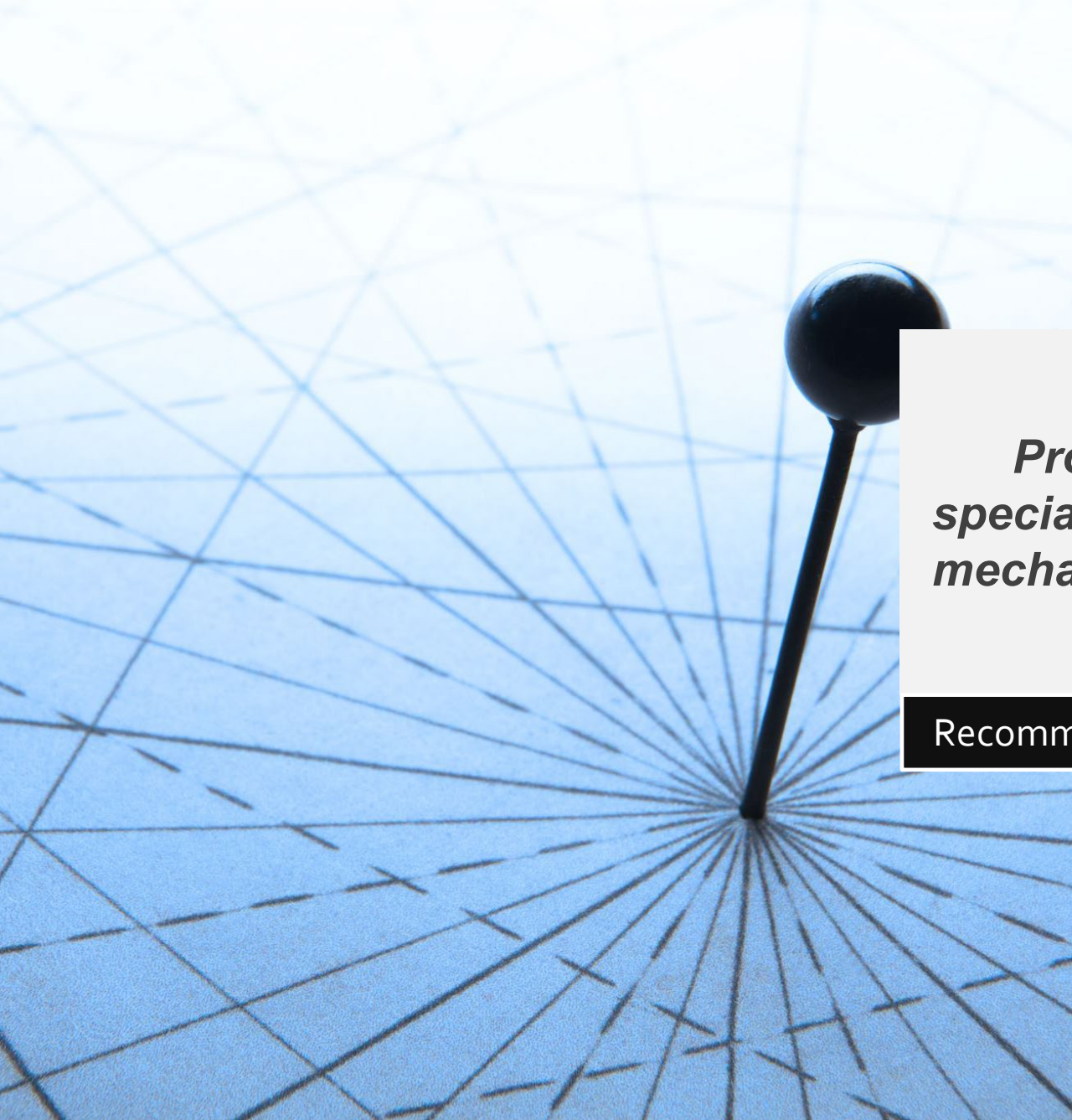
Recommendation 6

NYSED Response

- School districts are reminded that the [Retention and Disposition Schedule for New York Local Government Records \(LGS-1\)](#) includes retention requirements for special education records.
- *“Other special education records including but not limited to attendance record, copy of high school transcript or student progress reports, referral form, individual evaluations, IEP's (except most recent), behavior intervention plan (except most recent) parent communication, agency communication, and attendance/staff reports, behavior/staff changes records, test papers, psychologists' notes and "protocols," regardless of whether or not student is declassified from special education” is 6 years.”*

Remind school districts of the documentation retention requirements.

Recommendation 6



Provide clarification on the available preschool special education programs and reporting mechanisms currently operating in the State.

Recommendation 7

NYSED Response

- NYSED is in the process of developing a web-based posting of all program approval information. This posting will be continuously updated to reflect current approvals and contain more program descriptions/information than is currently on the webpage as this posting is intended to replace paper approval letters.
- NYSED is conducting stakeholder engagement with school district representatives regarding school district data, the reporting mechanisms, and coordinated intervention as part of oversight and monitoring. This aspect is also included within the new IDEA accountability structure.

Provide clarification on the available preschool special education programs and reporting mechanisms currently operating in the State.

Recommendation 7



Questions

Pay Parity Study for NY's Early Childhood Educators



New York
Early Childhood
Professional
Development
Institute



2024



The
Aspire
Registry

PARITY COMPENSATION

FOR NEW YORK'S
EARLY CHILDHOOD
EDUCATORS

**RECOGNITION AND RESPECT
FOR A VITAL PROFESSION**

Prepared by

Annie Schaeffing, Senior Policy Advisor
Joseph Kannegaard, Data Analyst



Angelica Kang

Director of OCFS Office of Diversity, Equity, Inclusion, Accessibility

State Agency Updates

NYS Education
Department

NYS Office of
Children and
Family Services

NYS
Department of
Health



Early Childhood Advocacy Updates



SUMMER - RECS SHARED WITH CHAMBER

JUNE

If approved, recommendation goes to the Governor



Committee Idea Generation

JUNE - SEPTEMBER



Full ECAC reviews ideas

SEPTEMBER

Refine Recommendations



MARCH - MAY

**RECOMMENDATION
PROCESS:
HOW AN IDEA BECOMES
A RECOMMENDATION**



If idea is approved, committee begins to work to develop the recommendation

SEPTEMBER - MARCH

Committees present recommendation to the Full ECAC

MARCH

Co-Leads present work to the Steering Committee



DECEMBER



JANUARY - STATE OF THE STATE

APRIL - NYS BUDGET



Seeking Committee Co-Lead

- **The Goal 3: Workforce Committee** is seeking a new co-lead for 2025.
 - Co-Leads must be a member of the ECAC
 - Please reach out to Dona and Patty if you are interested or want more information

ECAC Next Steps

Next ECAC Meetings:

March 12th 10:30am - 3:30pm The Empire State Plaza
100 S Mall Arterial
Albany, NY 12242

June 12th 10:30am - 3:30pm The Empire State Plaza
100 S Mall Arterial
Albany, NY 12242



**ECAC
Meeting
Survey**