ECAC Meeting

September 26, 2024

Empire State Plaza

NYS Early Childhood Advisory Council

nysecac.org

NEW YORK STATE | Early Childhood Advisory Council

ECAC Quarterly Meeting

September 26, 2024, 10:30 am - 3:30 pm

The Empire State Plaza, Albany, NY

Agenda Item	Topic	Presenters	Time

Welcome & Announcements	• Introductions
	• New appointed ECAC members:
	  ○ Stephanie David, Common Ground Health
	  ○ Jane Fronheiser, NY State Education Department, Title I & Homeless Education
	  ○ Liz Wolkomir, NYC Administration for Children's Services
	  ○ Christina Guillén, SUNY Downstate Health Sciences University
	• New ECAC nominees:
	  ○ Brigit Hurley, The Children's Agenda
	  ○ Dede Hill, Schuyler Center for Analysis & Advocacy
	  ○ Nathan Graber, NYS Department of Health, Division of Medical and Dental Directors, Office of Health Insurance Programs
	• December ECAC Meeting- virtual platform experiment
		Dona Anderson & Patty Persell	10:30 am - 11:30 am

State Agency Updates	• NYS Education Department • NYS Office of Children and Family Services • NYS Department of Health	Erik Sweet Suzanne Bolling Nora Yates Ray Pierce	11:30 am - 12:25 pm
Advocacy Update	• Early Childhood Advocacy Updates	Jenn O'Connor	12:25 pm - 12:30 pm
LUNCH BREAK (please network)			12:30 pm - 1:30 pm
ECAC Recommendations	• Finalization of the Recommendations for the Governor • Reflection & Restart of the Recommendations process (20-30 minutes, members at tables by committee)	Committee Co-Leads	1:30 pm–2:30 pm
NY OCFS Update	• Child Care Quality Impact Project	Nora Yates	2:30 pm - 3:15 pm
Next Steps	• Next Steps • Closing Remarks	Dona Anderson & Patty Persell	3:15 pm - 3:30 pm

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

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New ECAC Nominees

- **Brigit Hurley**, The Children's Agenda
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Head Start Update

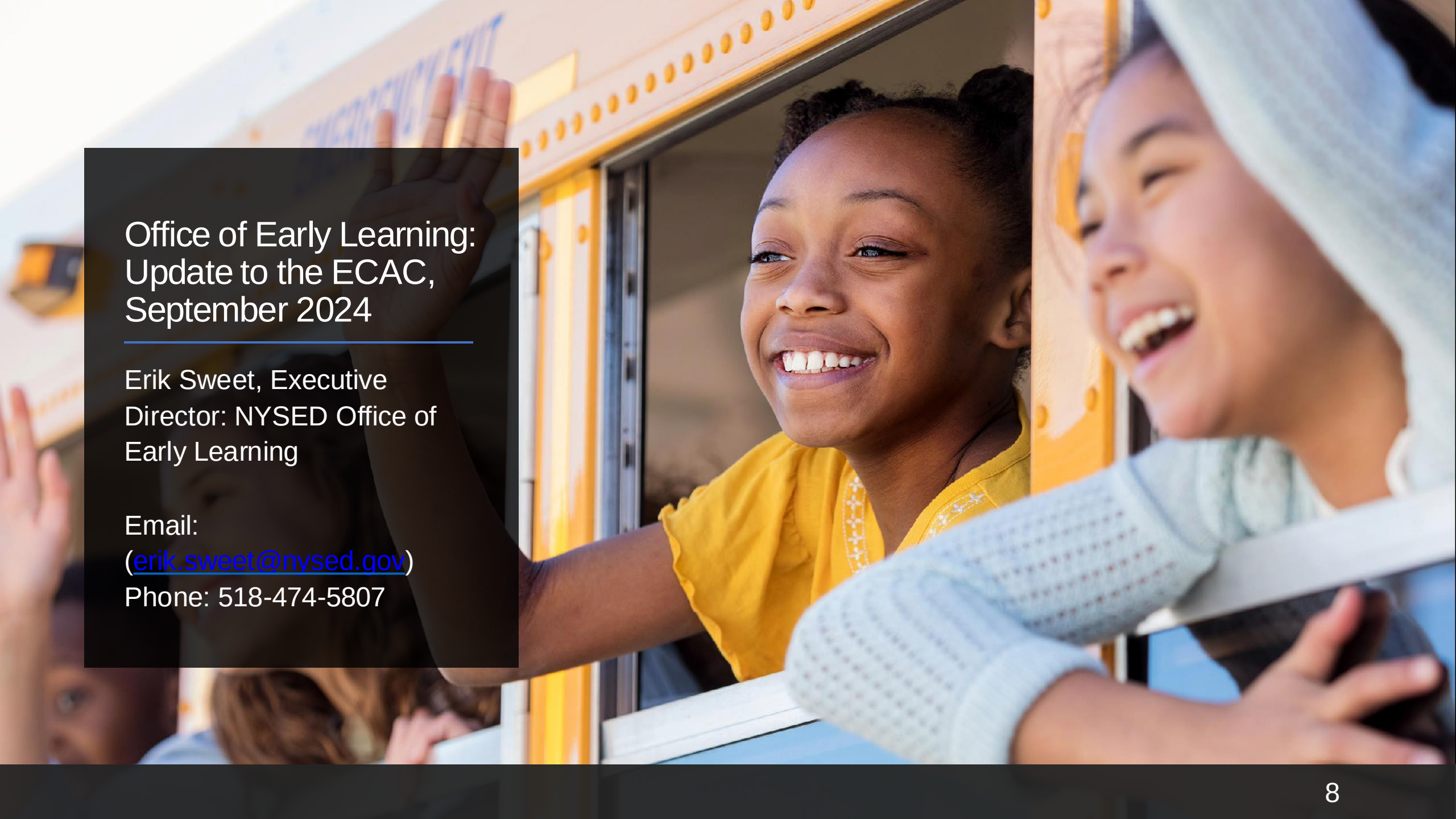
- The Office of Head Start new Final Rule requires Head Start pay parity with local school district (within the next 7 years) based on similar qualifications, hours and experience.
- Meetings are underway across the mixed delivery system to best support and align the system as the programs move toward meeting the new requirements.

State Agency Updates

NYS Education Department

NYS Office of Children and Family Services

NYS Department of Health



Office of Early Learning: Update to the ECAC, September 2024

Erik Sweet, Executive Director: NYSED Office of Early Learning

Email: (erik.sweet@nysed.gov)
Phone: 518-474-5807

P-3 Newsletter: *Fall Edition*

Back to School Literacy Resources

Looking to support early literacy development? We've gathered a selection of resources to help foster a love of reading and build foundational literacy skills in young learners. Explore the links below to access valuable information to enhance early literacy for your students.

NYS Literacy Briefs

131

Monitoring Visits Conducted

344

Sites Visited

1024

Classrooms Visited

UPK News

- UPK Consolidation Report underway
- UPK Collaboration Council update
- 2024-2025 school visits begin
- UPK Child Counts process
- Lottery and RFP guidance out now

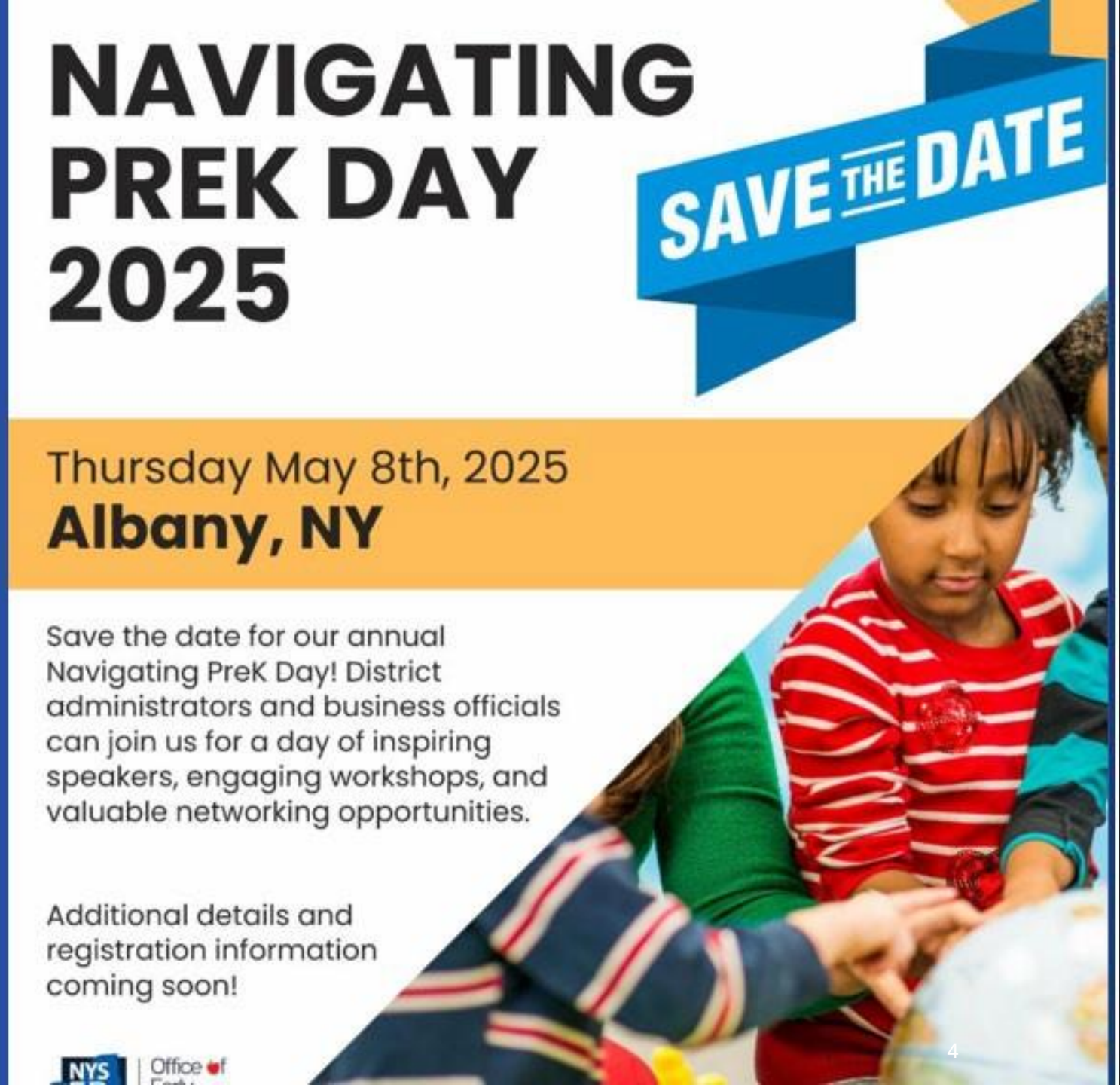
UPK Day: May 2025

~Join us to learn together in 2025!

~More panel and full-group presentations with district presenters ’

~Breakout sessions and chances to meet one-on-one with Early Learning staff

~Registration out soon



2024-2025 Webinar Series

Science Everywhere – November 6th, 2024 (3:00-4:00pm)

- Register here for the Science Everywhere webinar

Fostering Positive Behavior in PreK – February 5th, 2025 (3:00-4:00pm)

- Register here for the Positive Behavior in PreK webinar

Supporting Emergent Multilingual Learners in PreK – March 5th, 2025 (3:00-4:00pm)

- Register here for the Supporting Emergent Multilingual Learners in PreK webinar

Inclusion in PreK: Why it Matters and Best Practices– May 14th, 2025 (3:00-4:00pm)

- Register here for the Inclusion in PreK webinar

Positive Behavior in Prekindergarten

Field Guidance

Guidance for Supporting Positive Behaviors at Home

How do I provide support for my child socially and emotionally?

- Establish strong and predictable family routines at home. A routine is an event that is completed on a regular basis, frequently involving a series of responses. You may want to develop a routine for daily activities such as getting ready in the morning, eating meals, or going to bed at night.
  - Morning Routine
  - Bedtime Routine
- Create family rules at home with your child.

How do I help prevent tantrums from occurring throughout the day?

- Give your child choices and allow him or her to make choices throughout their day when it is appropriate. You can give your child the choice between milk or juice or have them pick out their own clothes for the day. Choices empower your child and allow for control and ownership over their day. Choices will help to avoid tantrums, build confidence, add value, teach responsibility, promote creativity, and develop problem-solving skills.

Science Everywhere!

SCIENCE EVERYWHERE!

INQUIRY-BASED LEARNING: NURTURING A CHILD'S CURIOSITY WHILE INSTILLING A LIFE-LONG LOVE OF SCIENCE.

Children are innately curious and possess a natural desire to discover and explore the world around them. As caregivers or educators, we have a responsibility to nurture this innate curiosity and encourage their natural inclination to ask questions. Science Everywhere is a program that aims to do just that by utilizing inquiry-based learning. This approach empowers children to take ownership of their learning and expand their knowledge by problem-solving and making real-world connections. The best place to start? Right outside your windows and doors! Here are five easy steps to get you started regardless of the topic you choose:

01 Set the Stage!

Inquiry-based learning, or IBL for short, is a student-driven approach to learning that begins with a question. The classroom or outdoors becomes the space for student-led exploration. Students ask questions, investigate, and research in order to answer them. To initiate this process, pay attention to your students, listen and observe them carefully. Record the questions they ask and look for emerging themes such as changes in seasons, different kinds of birds, families, friends, bugs, flowers, etc. Use one of these questions as a starting point for planning and let the students take the lead in their own learning journey.

EXAMPLE You took your class on a walk around the neighborhood and saw a nest in a tree. You overheard the students ask: Why do birds live in nests? What are nests made of? Are all nests the same size? How many colors do birds come in? How do birds fly? Since you saw a nest and many students asked about it, you consider "What are nests?" for your essential question.

02 Prepare for Learning

Once you've decided on your essential question or topic, create a stimulating environment. Set up spaces with open-ended materials and resources that are sensory rich to encourage exploration and (e.g., art supplies, photographs, magnifying glasses, books, natural items, field trips, video clips, music, etc.)

Preparing your classroom with bird-themed items can be both fun and educational. Here are a few ways to incorporate a bird inquiry in your classroom:

EXAMPLE
- Include photos of birds, nests, and natural items to create a visually stimulating environment.
- Leave open wall space to display student art and anchor charts created for use throughout the investigation.
- Provide birdseed (if nut allergies use dyed dry rice or chick peas), nest materials, feathers, and plastic eggs for hands-on exploration.
- Stock up on both fiction and non-fiction books related to the topic to encourage reading and learning.

03 Let the Investigation Begin!

To develop a deep understanding of any topic, it's important to invest time in background research and learning new vocabulary. Give your students ample time to explore their interests and questions through various activities in whole group and small group settings and thematic learning centers.

EXAMPLE Let's shake things up with some hands-on learning!
- Take a hike in nature.
- Blast off on a virtual or in-person field trip.
- Whip up some culinary magic in the kitchen.
- Spark those curious minds by tossing out open-ended questions and making a safe space where students can fire off their own questions like rockets.

Purpose: To develop a prekindergarten science initiative that promotes a love of science and nature for PreK children.

- inquiry-based science and aligned to the NYS Standards
- Developed and informed by multiple stakeholders
- Consists of a webpage, tip sheet, and a bird exploration to aid in implementation
- Child-centered focus – tied to a child's natural curiosity
- Builds problem-solving skills and to make real-world connections

Forthcoming

GUIDANCE ON EMERGENT MULTILINGUAL LEARNERS IN PREKINDERGARTEN

CULTURALLY RESPONSIVE-SUSTAINING GUIDANCE FOR PREKINDERGARTEN

P-3 CULTURAL EDUCATION TOOLKIT

P-3 LITERACY INSTRUCTIONAL BEST PRACTICES (IN JANUARY 2025)

P-3 INSTRUCTIONAL GUIDANCE TOOLKIT AND RECORDED WEBINARS

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NYSED's
Office of Early Learning
(518) 474-5807
oel@nysed.gov

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

Office of Special Education

School District Determinations under the Individuals with Disabilities Education Act (IDEA)

Agenda

01. State Performance Plan/ Annual Performance Report

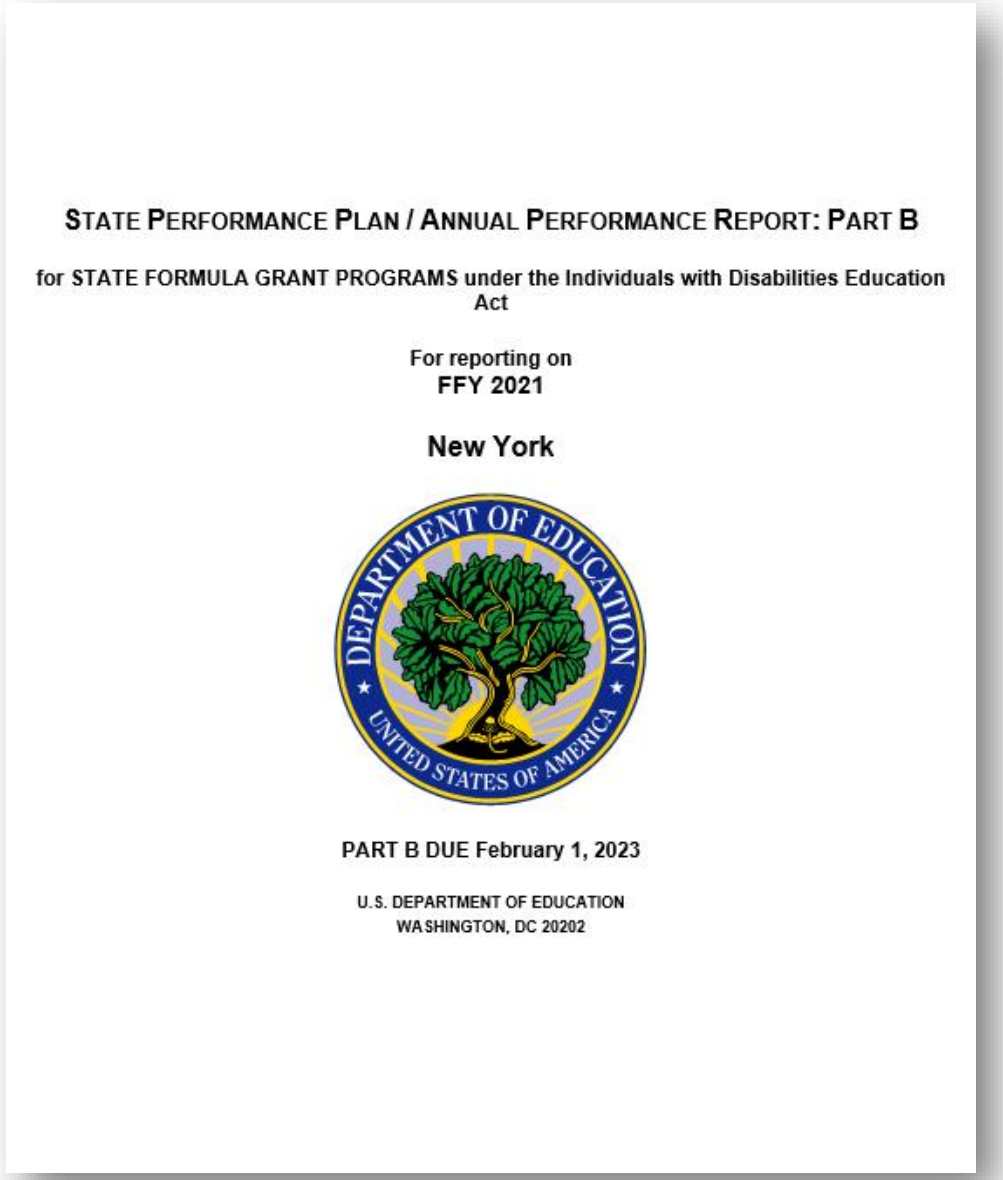
02. School District Determinations under the IDEA

03. Child Find

04. Early Childhood Transition

05. Preschool Least Restrictive Environment

06. Stakeholder Question



STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B

for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education Act

For reporting on
FFY 2021

New York

PART B DUE February 1, 2023

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

State Performance Plan/ Annual Performance Report

- The Individuals with Disabilities Education Act (IDEA) requires each state to develop a State Performance Plan (SPP) and an Annual Performance Report (APR) that:
  - evaluates the state's efforts to implement the requirements and purposes of the IDEA; and
  - describes how the state will improve its implementation.
- States must report annually on their progress against the targets in their SPP/APR.
- A new SPP/APR is developed at least every six years.

https://www.nysed.gov/special-education/spp-apr

School District IDEA Determinations

Title 34 of the Code of Federal Regulations §300.600 requires each state to make determinations annually about the performance of each public school district based on its annual performance relating to special education SPP indicators.

Annual IDEA Determinations for School Districts

NYSED Office of Special Education annually determines if each school district:

Meets Requirements and purposes of the IDEA	**Needs Assistance in implementing the requirements of the IDEA**	**Needs Intervention in implementing the requirements of the IDEA**	**Needs Substantial Intervention in implementing the requirements of the IDEA**

Coordinated Intervention – Support Plan

Needs Assistance in implementing the requirements of the IDEA

Needs Intervention in implementing the requirements of the IDEA

Needs Substantial Intervention in implementing the requirements of the IDEA

Required professional development and targeted technical assistance embedded through a team approach designed to promote systemic improvement.

Change in IDEA Determination Criteria

2024-25 Determinations

1. ESSA Identification
2. Long-Standing Noncompliance
3. Consecutive Years

2025-26 Determinations

1. Compliance Matrix
2. Performance Matrix

2024 NYSED Results Driven Accountability (RDA) Matrix

Compliance Matrix	20 Points
SPP Indicator 4B Suspension and Expulsion	2
SPP Indicator 9 Disproportionate Representation	2
SPP Indicator 10 Disproportionate Representation in Specific Disability Categories	2
SPP Indicator 11 Timely Evaluation	2
SPP Indicator 12 Early Childhood Transition	2
SPP Indicator 13 Secondary Transition	2
Timely and Accurate Data	2
Correction of Noncompliance	2
Timeliness of Due Process Hearing Decisions	2
Audit Finding Resulting in an Outstanding NYSED Enforcement Action or Specific Conditions on the District's IDEA Part B Grant Award	2

Performance Matrix	22 Points
SPP Indicator 1 Graduation	2
SPP Indicator 2 Drop Out	2
SPP Indicator 3B 4th Grade Reading	2
SPP Indicator 3B 4th Grade Math	2
SPP Indicator 3B 8th Grade Reading	2
SPP Indicator 3B 8th Grade Math	2
SPP Indicator 5A School-Age Regular Class > 80%	2
SPP Indicator 5B School-Age Regular Class < 40%	2
SPP Indicator 5C School-Age Separate Setting	2
SPP Indicator 6A Preschool Regular Setting	2
SPP Indicator 6B Preschool Separate Setting	2

Preschool LRE

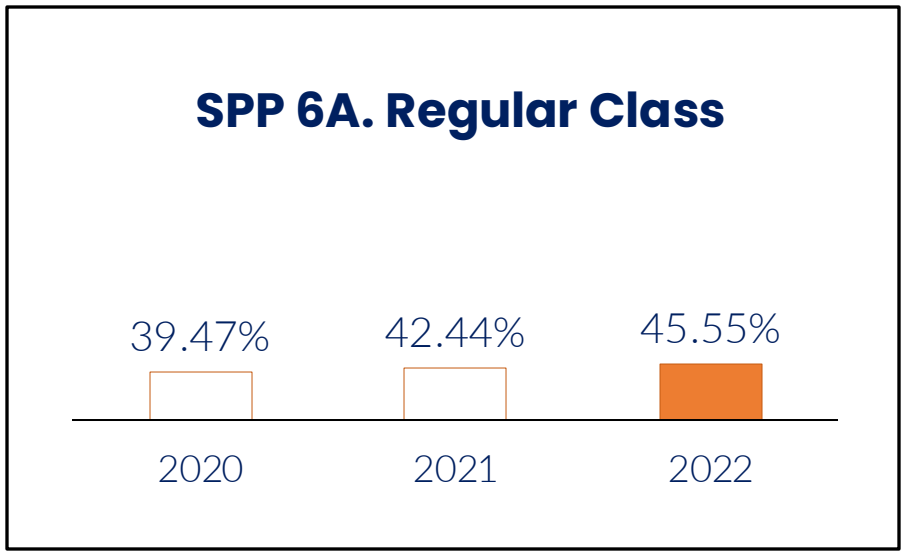
SPP Indicator 6A: Education Environments

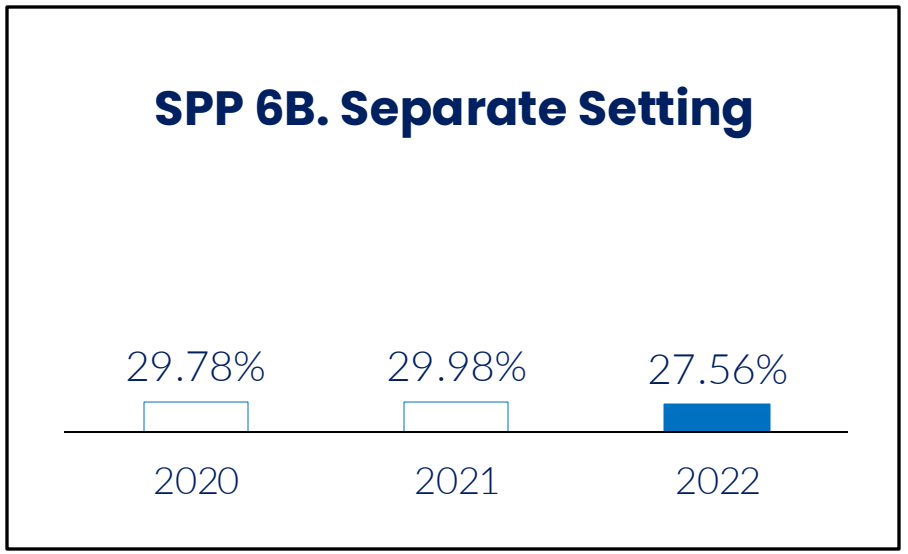
Percent of children with IEPs aged 3, 4, and aged 5 who are enrolled in a preschool program attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

SPP Indicator 6B: Education Environments

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

Preschool LRE – SPP 6A and 6B





Regular Class
Total Points Available
2

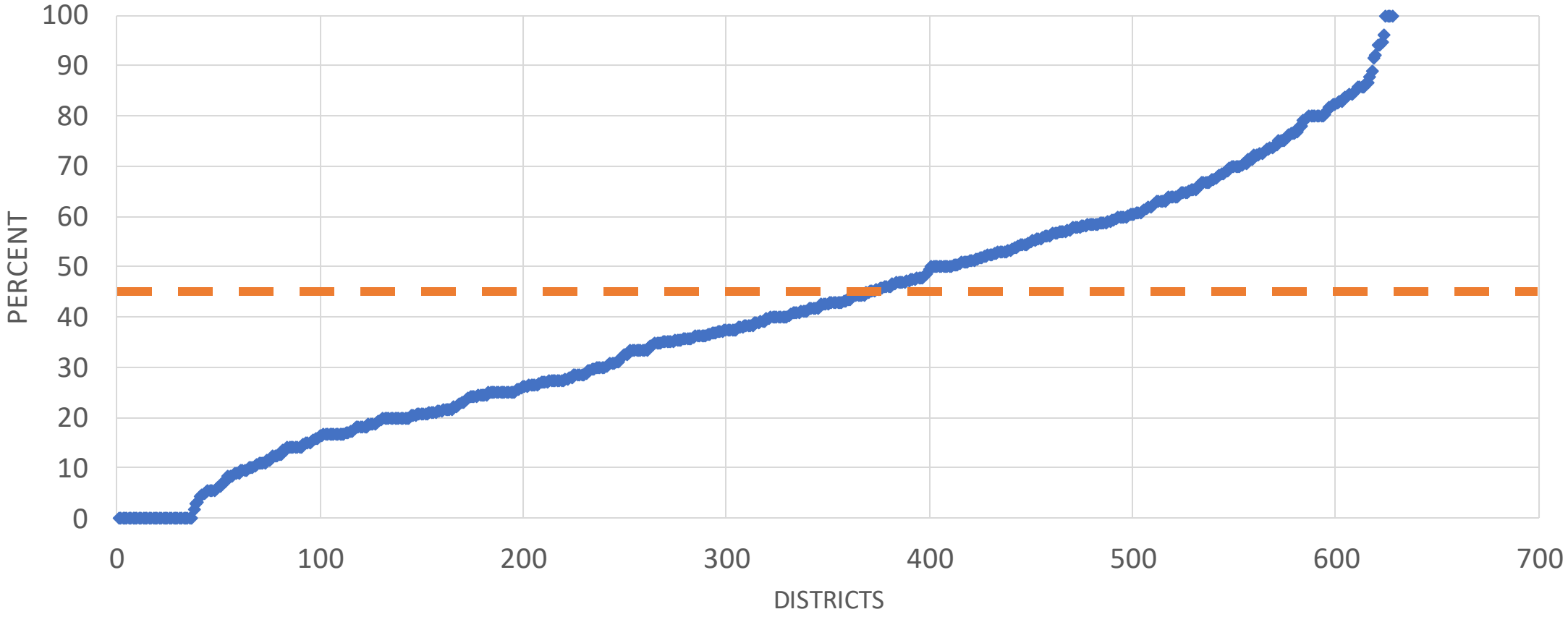
VR4

Separate Setting
Total Points Available
2

VR4

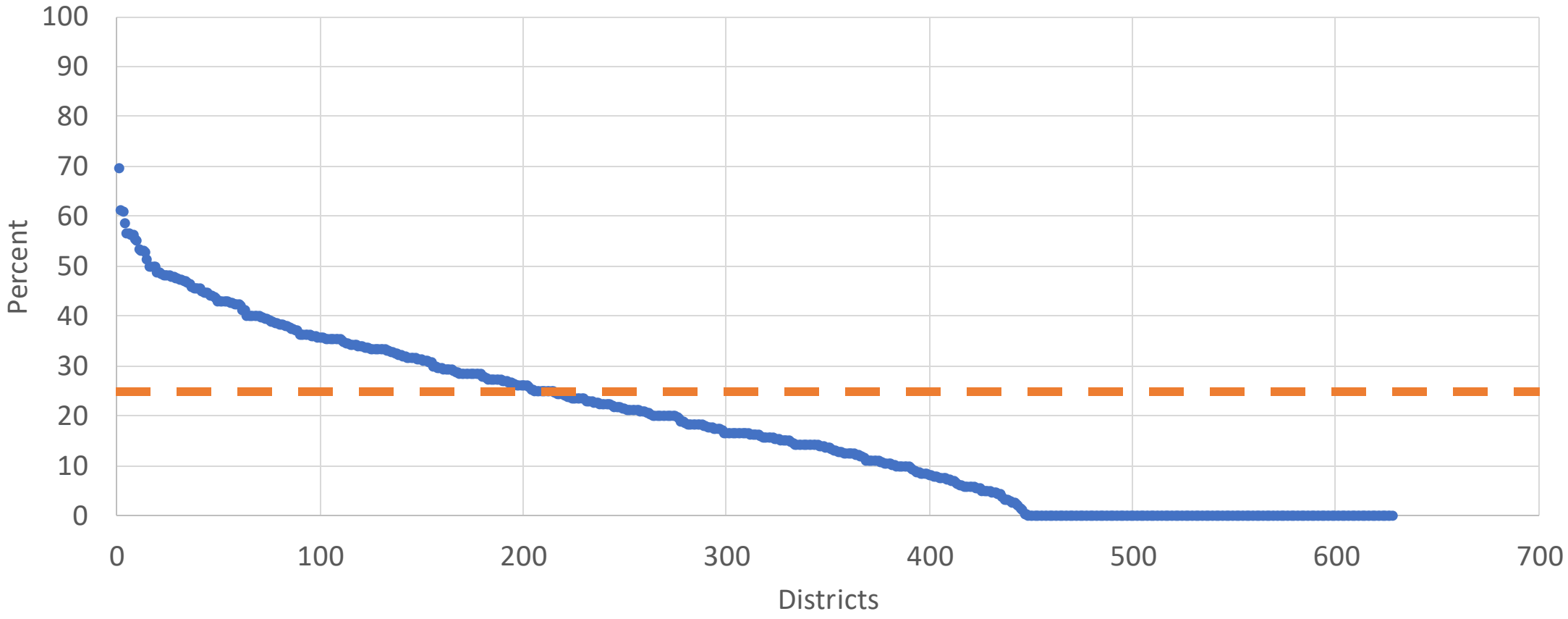
2023-2024 SPP INDICATOR 6A

Preschool Regular Early Childhood Setting by LEA



2023-2024 SPP INDICATOR 6B

Preschool Separate Setting by LEA



Prior Suggestions from Stakeholders to Improve Inclusion

1. Expand the existing preschool offerings to meet the needs of all students;
2. Direct additional funding toward inclusive preschool programs;
3. Determine Root Causes/Perform Self-Assessments;
4. Expand training for educators in regular early childhood settings on a variety of student learning needs;
5. Enhance the training provided to Committees on Preschool Special Education on LRE decision-making.

Evaluation and Transitions

SPP Indicator 11: Timely Evaluations

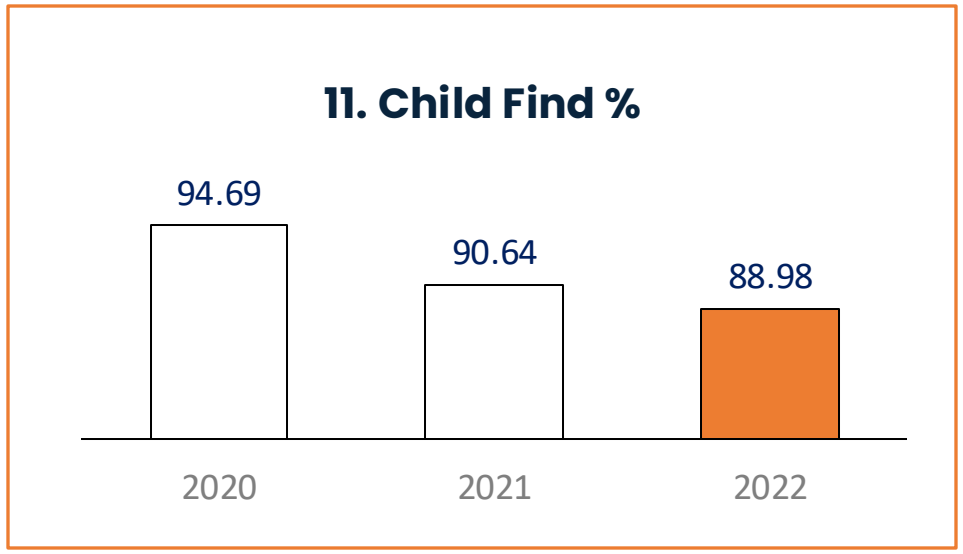
Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation.

SPP Indicator 12: Early Childhood Transition

Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

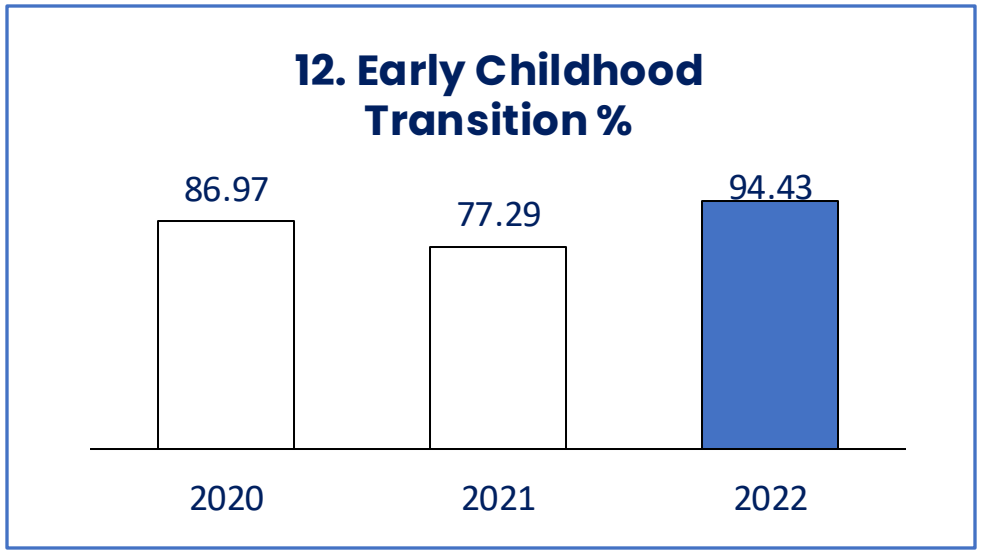
* In New York State, secondary transition begins no later than the first IEP to be in effect when the student is age 15 per regulation 8 NYCRR 200.4(d)(ix)

SPP Compliance Indicators – 11 & 12



Child Find
Total Points Available
2

VR11



Early Childhood Transition
Total Points Available
2

VR12

Timely Evaluation Delay Reasons

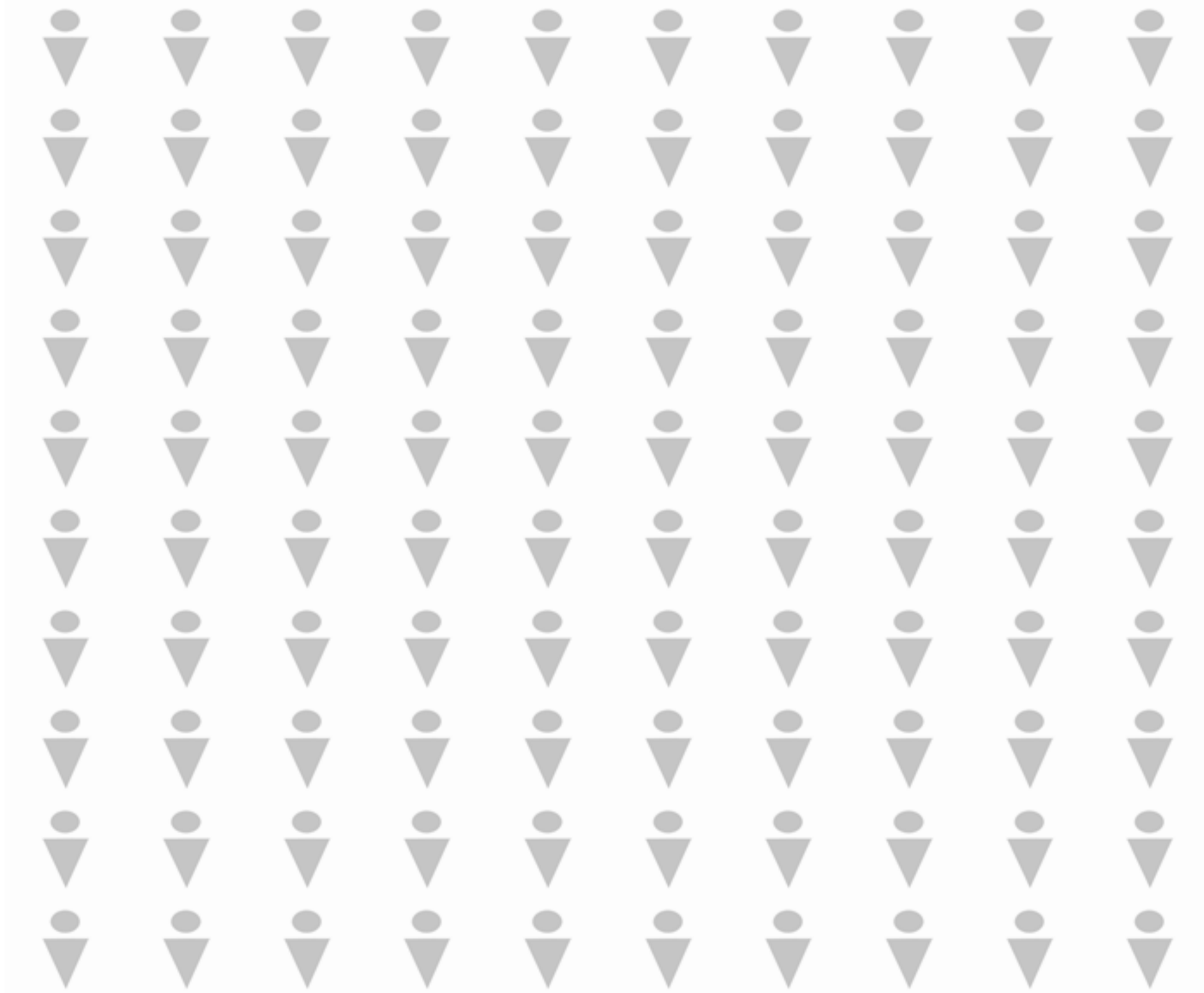
Compliant Reasons
Parents withdrew referral or consent to evaluate
Student moved out of the district
Documented delays in contacting parents to schedule the evaluation
Parents cancelled the scheduled evaluation and/or selected another approved evaluator
Evaluation postponed due to parents documented request
Parents refused or repeatedly did not make the child available for the evaluation

Noncompliant Reasons
Delays in finding an approved evaluator
Evaluator delays in completing the evaluation
An approved multilingual evaluator was not available to provide a timely evaluation

NYS 2022 SPP 12

Early Childhood Transition

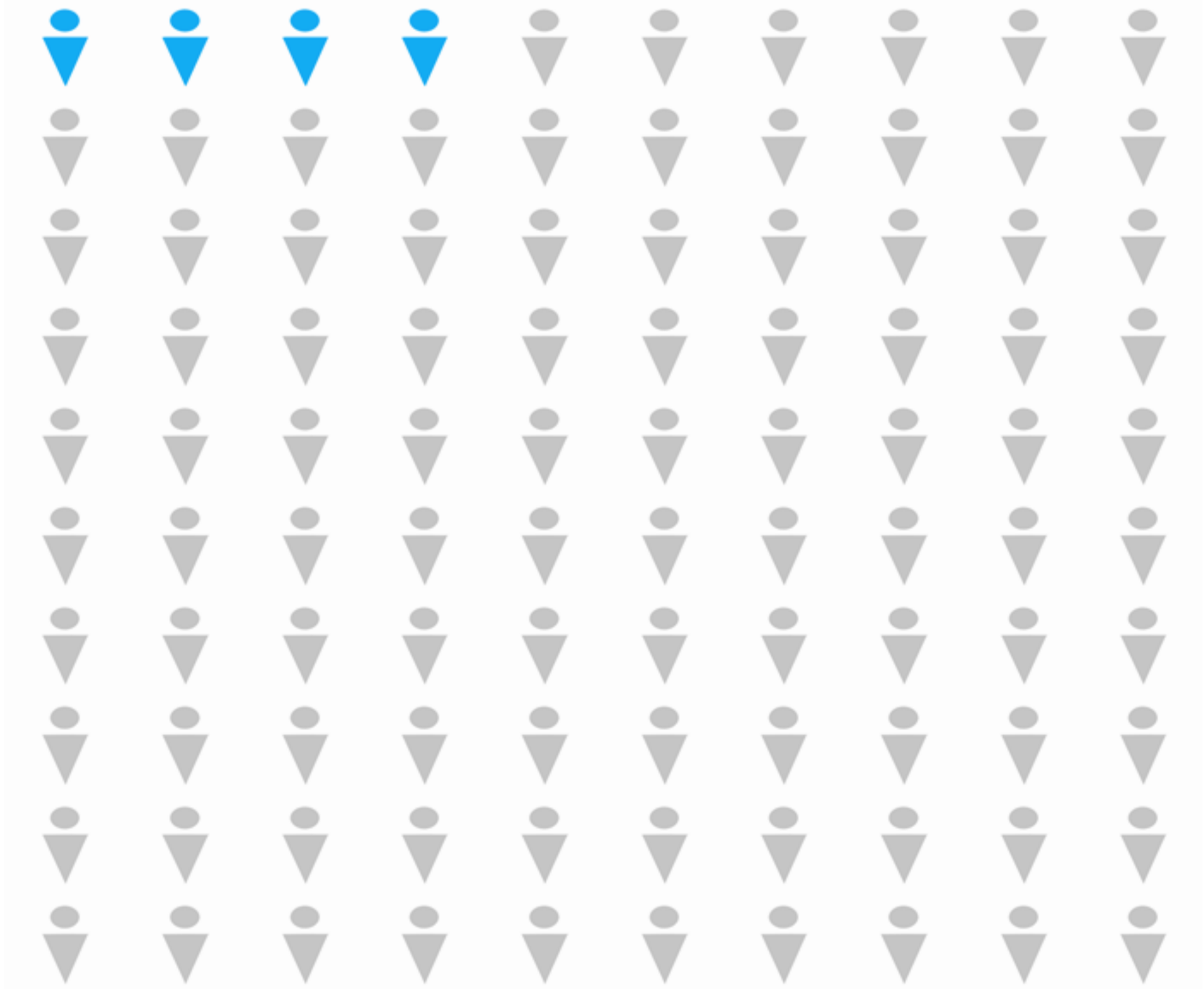
Monitoring was performed for 2,736 children who were served in Early Intervention and referred Preschool Special Education for a determination of eligibility.



NYS 2022 SPP 12

Early Childhood Transition

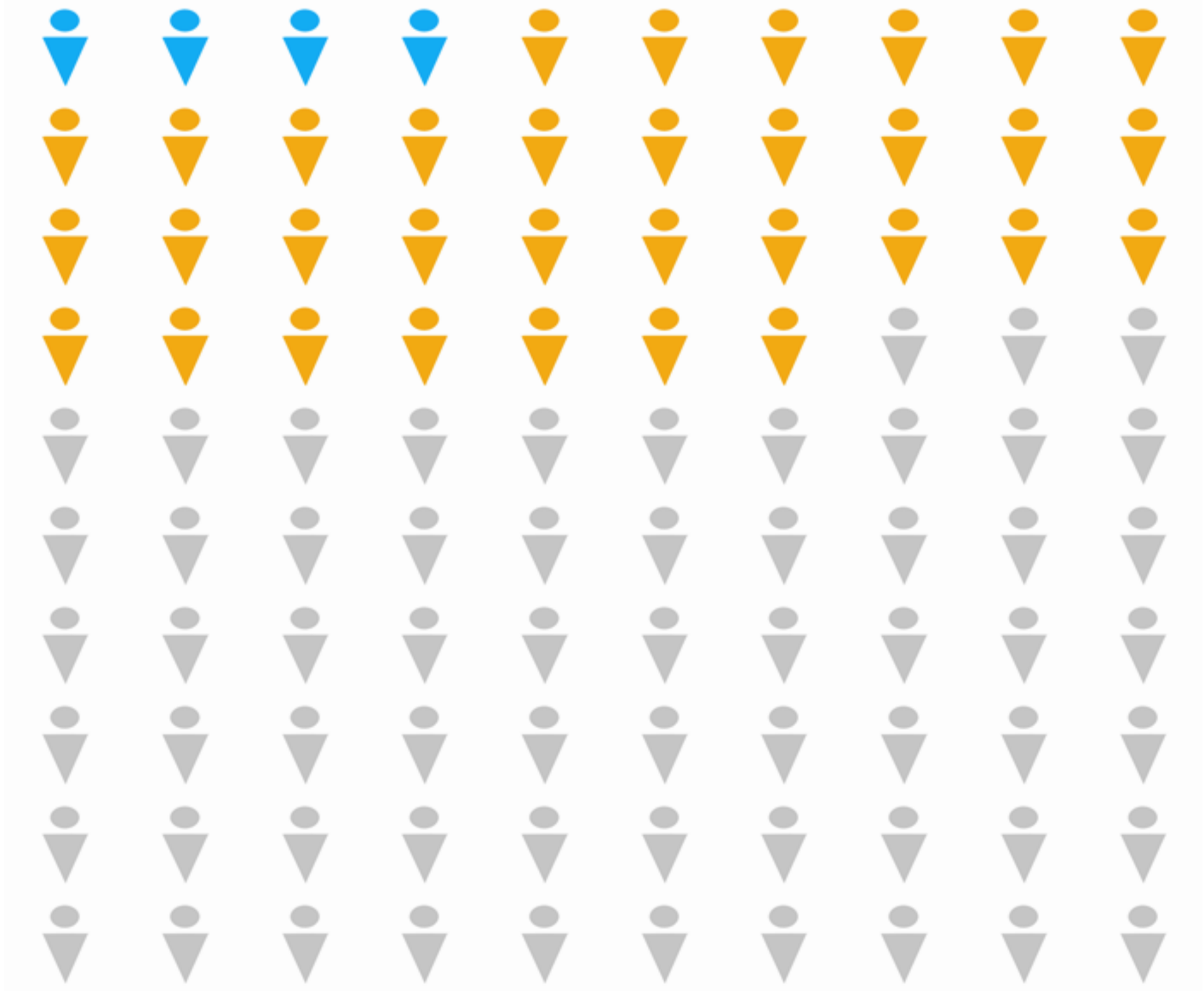
Approximately 4% of the cohort were determined not eligible for preschool special education services



NYS 2022 SPP 12

Early Childhood Transition

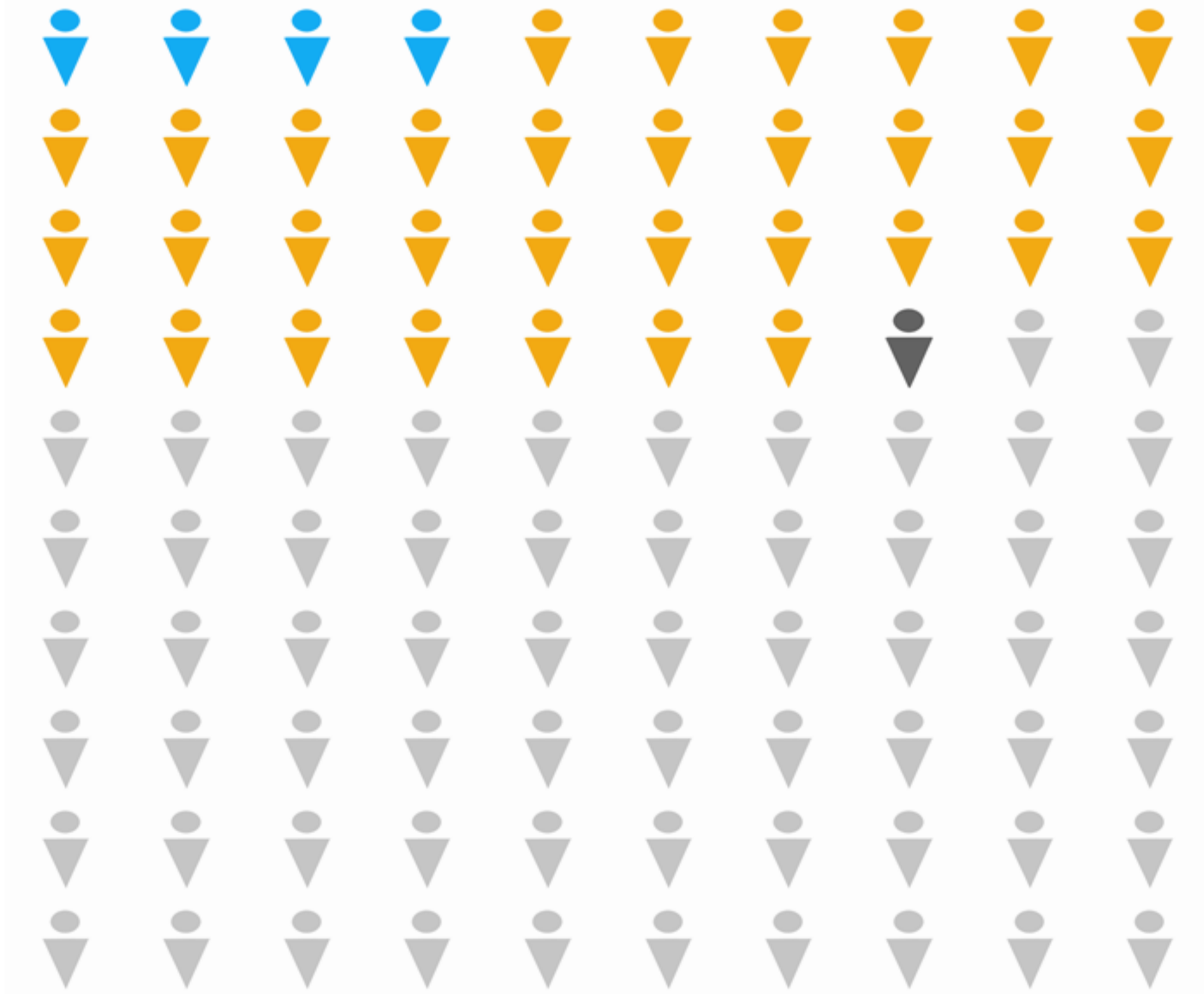
Approximately 33% were impacted by delay in parent consent or child availability for evaluation



NYS 2022 SPP 12

Early Childhood Transition

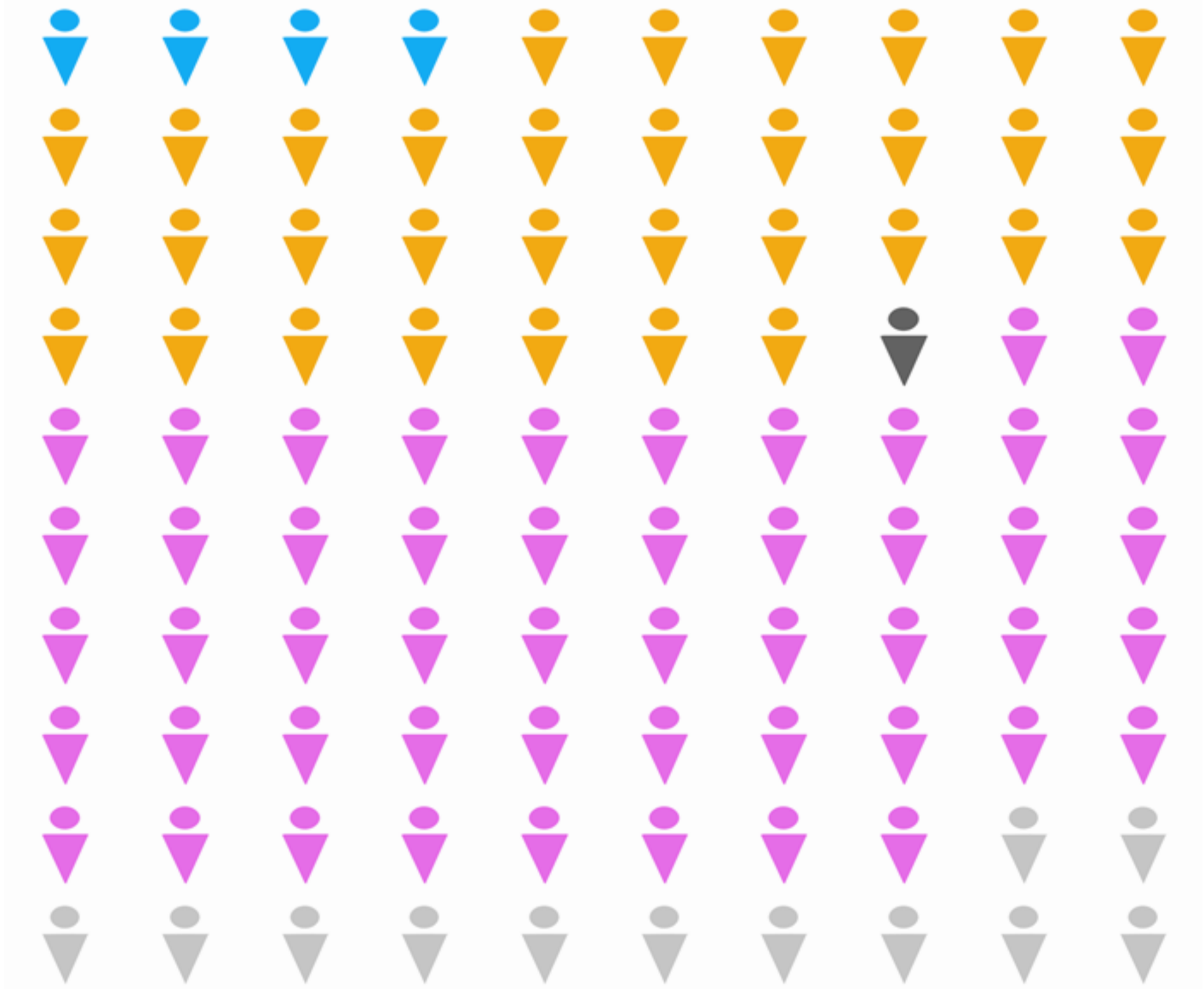
Less than 1% were referred less than 90 days before their third birthday



NYS 2022 SPP 12

Early Childhood Transition

Approximately 50% remained in Early Intervention at parent request



NYS 2022 SPP 12

Early Childhood Transition

11% were found eligible and had their IEP developed and implemented by the third birthday

NYS 2022 SPP 12

Early Childhood Transition

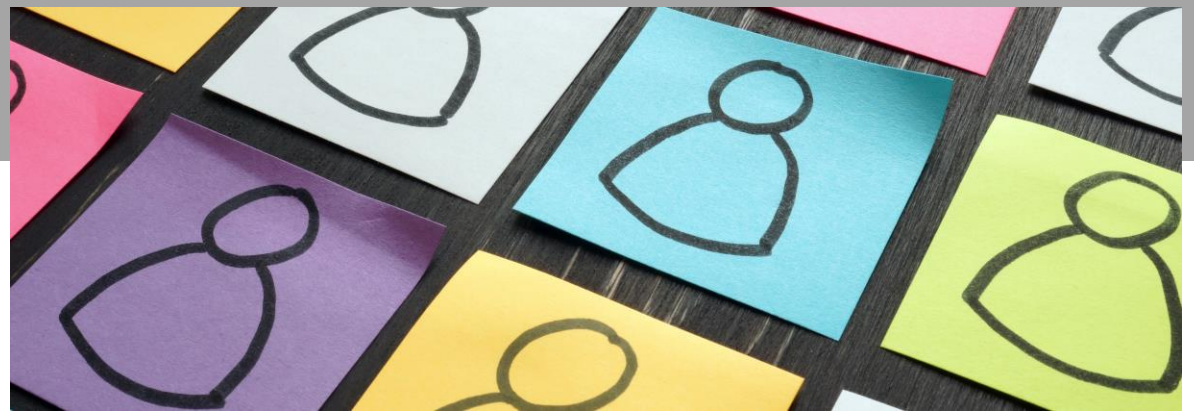
Less than 1% of the 2,736 cohort did not successfully transition resulting in an overall compliance rate for NYS of 94.12%

Prior Suggestions from Stakeholders to Improve Timely Evaluation and Early Childhood Transition

1. Additional funding is needed for preschool evaluations.
2. Update guidance on initial evaluation requirements.
3. Require low performing school districts to conduct a root cause analysis with the OSE Educational Partnership.
4. Greater collaboration is needed to assist in the transition from the EIP to the CPSE.

Stakeholder Question

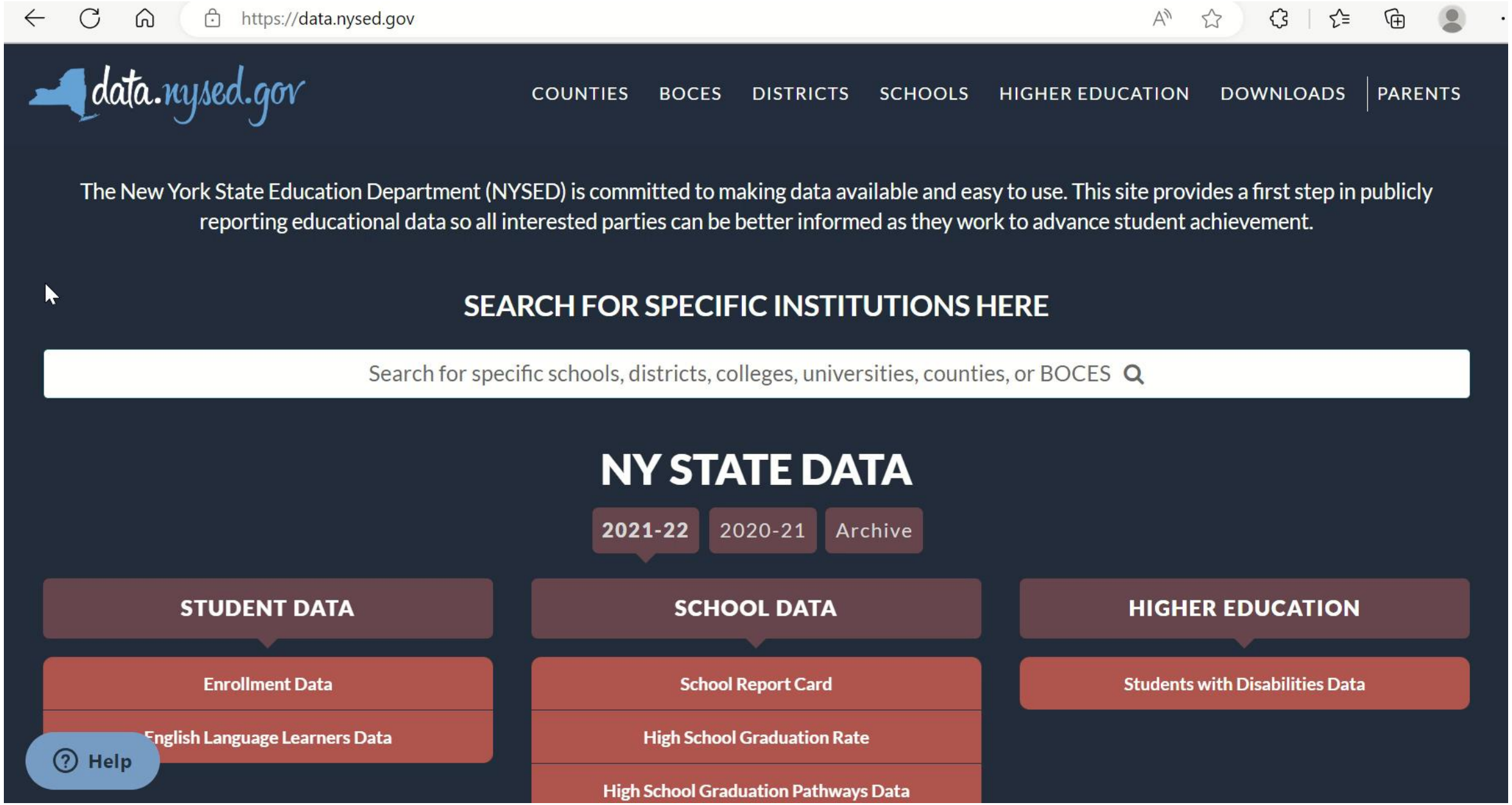
Performance Matrix



Compliance Matrix

- Input on Improvement: Suggestions for activities or focus areas to improve outcomes in districts that do not receive full points.

Survey Link


https://data.nysed.gov
data.nysed.gov
COUNTIES
BOCES
DISTRICTS
SCHOOLS
HIGHER EDUCATION
DOWNLOADS
PARENTS
The New York State Education Department (NYSED) is committed to making data available and easy to use. This site provides a first step in publicly reporting educational data so all interested parties can be better informed as they work to advance student achievement.
SEARCH FOR SPECIFIC INSTITUTIONS HERE
Search for specific schools, districts, colleges, universities, counties, or BOCES
NY STATE DATA
2021-22
2020-21
Archive
STUDENT DATA
SCHOOL DATA
HIGHER EDUCATION
Enrollment Data
English Language Learners Data
School Report Card
High School Graduation Rate
High School Graduation Pathways Data
Students with Disabilities Data
Help

Questions?

NEW YORK STATE | Office of Children and Family Services

Division of Child Care Services ECAC Updates

OCTOBER 1, 2024

AGENDA

- **Welcome Jess!**
- **CCDF Plan Updates**
- **CCAP Updates**
  - Market Rate updates
  - Child Care Assistance Application
  - Direct Deposit
- **Other Announcements**
  - **Child Care Capital Project**
  - **Business Navigator Kick Off Events**

Welcome Jess!!

DR. JESSICA SULLIVAN
SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT FELLOW

- NYS OCFS has been selected for a prestigious fellowship through the Society for Research in Child Development (SRCD)!
  - SRCD offers a U.S. Policy Fellowship Program, with placements in federal agencies, state agencies, and U.S. Congress. The Fellowship offers immersive opportunities for researchers to learn about policy development, implementation, and evaluation, and how to use developmental science to inform public policy.
- Dr. Jessica Sullivan, Associate Professor of Psychology at Skidmore College.
  - PhD in Developmental Psychology from UC San Diego,
  - Has published on a variety of important issues such as gender development in children, talking with children about race and racial equity, and working with bilingual children and families.
- OCFS Impact Project
  - Focused on creating a statewide definition of quality child care that DCCS can implement throughout our programs and services.
- After School Study
- Other projects

CCDF Plan Updates

2025-2027 CCDF PLAN SECTIONS

2. Child and Family Eligibility and Enrollment and Continuity of Care

- CCAA, Adjunctive Financial Eligibility, 2024 Final Rule and relevant waivers

3. 4. Parental Choice, Equal Access, Payment Rates, and Payment Practices

- Market rate, differential payment rate for non traditional hours etc.

5. Health and Safety of Child Care Settings

- Regulations/standards for biohazards, prevention of shaken baby and maltreatment

6. Support for a Skilled, Qualified, and Compensated Child Care Workforce

- ECETP and EIP program, Workforce development, Early Childhood Career Development Centers

8. Lead Agency Coordination and Partnerships to Support Service Delivery

- ECAC, CCRR, Tribal Nations, other state agencies, After school networks, emergency management

9. Family Outreach and Consumer Education

- Parental complaint process, Posting inspection reports for 3 years

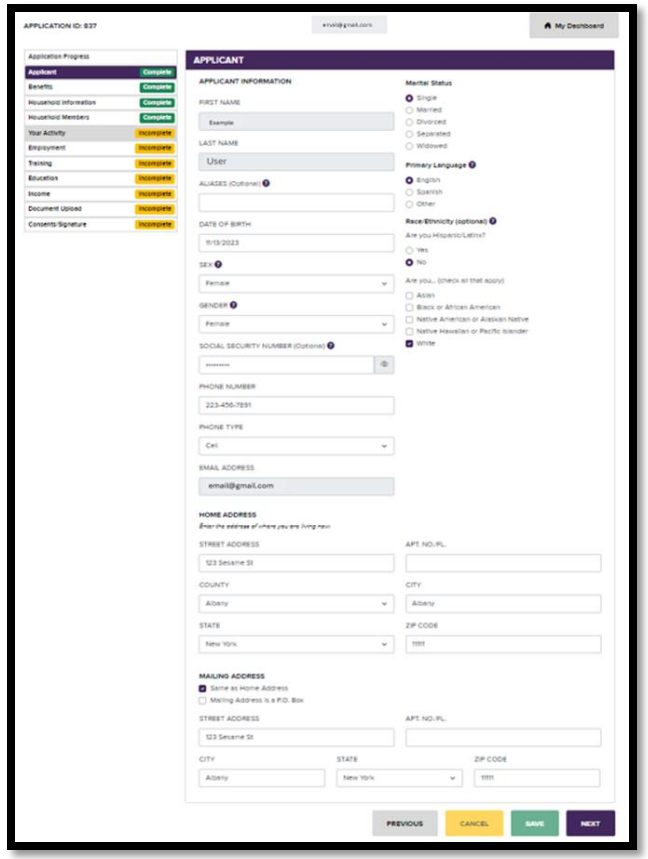
10. Program Integrity and Accountability

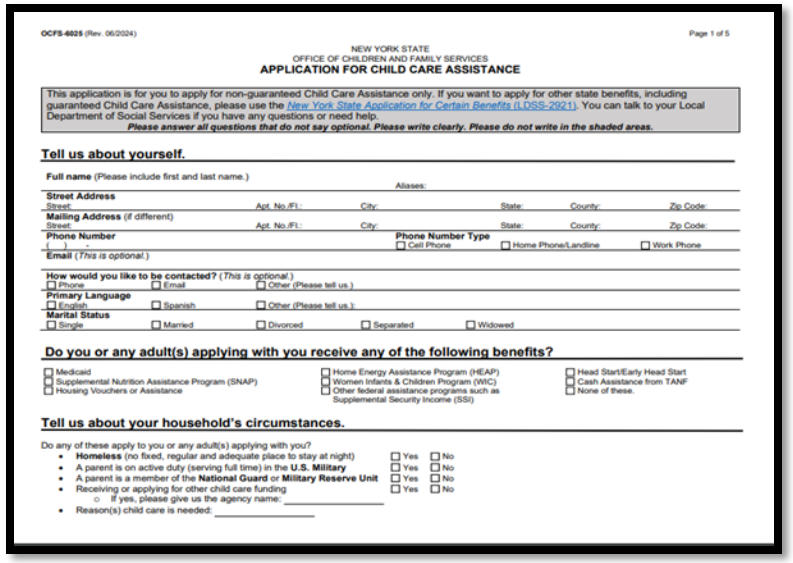
- Internal controls, fiscal management structure, program integrity requirements, fraud investigation

CCAP Updates

CHILD CARE ASSISTANCE APPLICATION (CCAA)

- OCFS has developed an online version of the **OCFS-6025.**
- The CCAA allows bi-directional communication between parent and LDSS staff.
- Applicants can apply using a mobile device or computer.
- Applicants can upload **eligibility documentation** (pay stubs, lease etc.) online.





OCFS-6025 (Rev. 06/2024) Page 1 of 5

NEW YORK STATE
OFFICE OF CHILDREN AND FAMILY SERVICES
APPLICATION FOR CHILD CARE ASSISTANCE

This application is for you to apply for non-guaranteed Child Care Assistance only. If you want to apply for other state benefits, including guaranteed Child Care Assistance, please use the New York State Application for Certain Benefits (LDSS-2921). You can talk to your Local Department of Social Services if you have any questions or need help.
Please answer all questions that do not say optional. Please write clearly. Please do not write in the shaded areas.

Tell us about yourself.

Full name (Please include first and last name.) Aliases:

Street Address Street: Apt. No./Fl.: City: State: County: Zip Code:

Mailing Address (if different) Street: Apt. No./Fl.: City: State: County: Zip Code:

Phone Number ( ) - **Phone Number Type** ☐ Cell Phone ☐ Home Phone/Landline ☐ Work Phone

Email (*This is optional.*)

How would you like to be contacted? (*This is optional.*) ☐ Phone ☐ Email ☐ Other (Please tell us.)

Primary Language ☐ English ☐ Spanish ☐ Other (Please tell us.):

Marital Status ☐ Single ☐ Married ☐ Divorced ☐ Separated ☐ Widowed

Do you or any adult(s) applying with you receive any of the following benefits?

☐ Medicaid ☐ Supplemental Nutrition Assistance Program (SNAP) ☐ Housing Vouchers or Assistance ☐ Home Energy Assistance Program (HEAP) ☐ Women Infants & Children Program (WIC) ☐ Other federal assistance programs such as Supplemental Security Income (SSI) ☐ Head Start/Early Head Start ☐ Cash Assistance from TANF ☐ None of these.

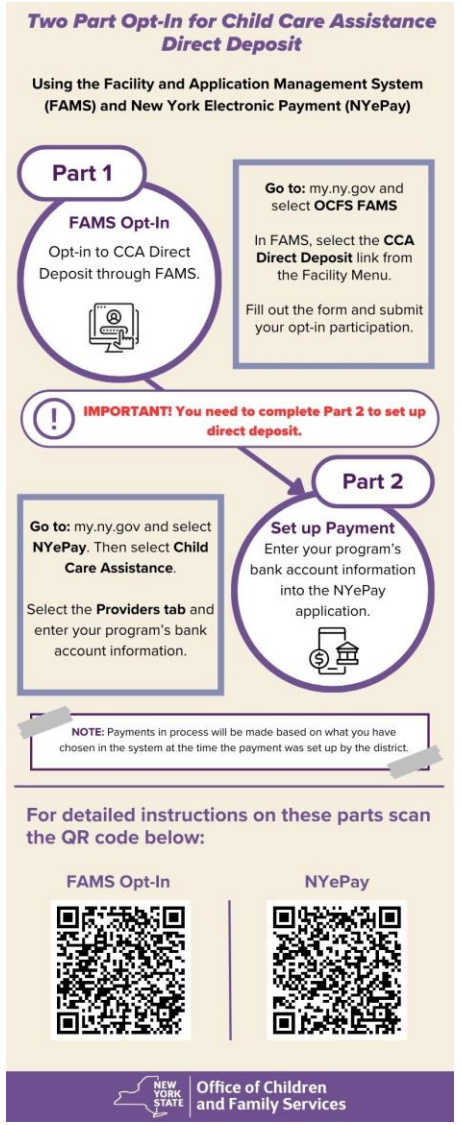
Tell us about your household's circumstances.

Do any of these apply to you or any adult(s) applying with you?

- **Homeless** (no fixed, regular and adequate place to stay at night) ☐ Yes ☐ No
- A parent is on active duty (serving full time) in the **U.S. Military** ☐ Yes ☐ No
- A parent is a member of the **National Guard** or **Military Reserve Unit** ☐ Yes ☐ No
- Receiving or applying for other child care funding ☐ Yes ☐ No
  - If yes, please give us the agency name: _____
- Reason(s) child care is needed: _____

DIRECT DEPOSIT

- Phase 1 began in July 2024
- **398** providers have opted in for direct deposit.
- Direct deposit sign-up is by **invitation**.
- Signing up is a two-step process.
  - Respond to invitation and opt-in through FAMS.
  - Enter banking information in NYePAY.
- Reminder e-mails will be sent out.
- When providers opt into direct deposit, they must enter their banking information right away.
- It will take **6 full business days** once the bank account is entered to go through the pre-note stage, then an **additional 1-3 full business days** to be processed the account.



DIRECT DEPOSIT

Phase 2 is expected to deploy in **October 2024**

1. Cattaraugus
2. Cayuga
3. Columbia
4. Erie
5. Genesee
6. Greene
7. Jefferson
8. Livingston
9. Lewis
10. Madison
11. Monroe
12. Montgomery
13. Niagara
14. Oneida
15. Orleans
16. Rockland
17. Saint Lawrence
18. Seneca
19. Tompkins
20. Wayne

MARKET RATE

24-OCFS-LCM-22 Child Care Assistance Market Rates 2024

- The purpose of this LCM is to advise local social services districts (LSSDs) of new **child care assistance market-related payment rates (market rates) for child care services** funded under the New York State Child Care Block Grant (NYSCCBG) and Social Services Block Grant (Title XX), which will take effect October 1, 2024.

- This LCM also advises LSSDs of updates to
  - the Child Care Provider Attestation of Costs Form (OCFS-6060), and
  - the Notice of Change in Provider Payments (OCFS-7078)

August 23, 2024

Dear Provider Letter

Estimado(a) proveedor(a) de cuidado infantil

MARKET RATE

- The **market rates** are posted on the OCFS website at: https://ocfs.ny.gov/main/policies/external/2024/lcm/24-OCFS-LCM-22-Att-A-CCA-Market-Rates-2024.pdf
- Market rates have been set at no less than the 80th percentile of the prices reported by providers on the most recent market rate survey. In some instances, the market rates were set above the 80th percentile to provide a minimum 5% increase from the 2022 market rates to allow providers to better meet health, safety, quality and staffing requirements for high quality child care.
- Change in the market rate groupings - fewer groups (from 5 to 4)

OCFS Updates

- **Narrow Cost Analysis (NCA)-** CCDF recipients are required to assess the cost of providing child care and to assess the gap between providers' cost of care and child care assistance payment rates.
- OCFS considered two cost modeling options for its NCA:
  - Provider Cost of Quality Calculator (PCQC) using public data sources and some data collected on the MRS
  - Prenatal to Five Fiscal Strategies' (P5) 50-State Child Care Cost Model
- Results:
  - In center-based care the gap between the estimated cost and the market rates is greatest for infants and progressively smaller for each age group, such that the market rates are nearly the same as, ***or greater than***, the estimated cost of providing care for preschoolers, and market rates are ***greater than*** the cost of providing care for school age children.
  - For Group Family Day Care providers, the 2024 market rates exceed all cost estimates for all age groups in all regions.

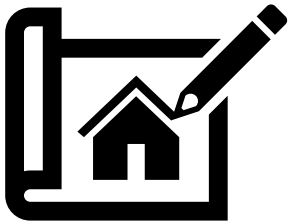
OCFS Updates

- Results:
  - For Family Day Care providers, the 2024 market rates exceed cost estimates for infants and school-age children in all regions and at both baseline and higher quality (except for infants, county group 1, MR is 97%). The toddler and preschool market rates for FDC providers range from 81-102% of cost estimates.
  - Comparison of the estimated cost of care to the 2024 market rates are in the MRS report for each county group. The next two slides show the data for county group 2 (Albany, Columbia, Dutchess, Erie, Monroe, Onondaga, Ontario, Orange, Rensselaer, Saratoga, Schenectady, Tompkins, Ulster, and Warren counties).

Additional Updates

CHILD CARE CAPITAL PROGRAM ANNOUNCEMENT

- $50 million reimbursement grant for the design, construction, reconstruction, rehabilitation, equipment and other capital assets for existing or proposed non-for-profit or for-profit child day care centers licensed pursuant to 18 NYCRR 418-1, school age child care programs registered pursuant to 18 NYCRR 414 and Article 47 permitted programs.
- This grant is administered by the **Dormitory Authority of the State of New York (DASNY),** for any information or questions related to the award or the awardee list, please contact the DASNY team: **CCCP@dasny.org** OR **518-257-3177**
- 45 awards were made across all regions of the state, supporting 5,000 new or expanded child care seats!
- The Awardee list is posted on the OCFS website as of **9/18/2024**
  - Can be found at: https://ocfs.ny.gov/programs/childcare/grants/capital-program/



BUSINESS NAVIGATOR WEBINARS

Supporting Your Employees' Child Care Needs: Introducing the Business Navigator Toolkit

- **October 24, 2024; 10:30 am-11:30 am**
- **November 20, 2024; 3:30 pm-4:30 pm**

Any questions?

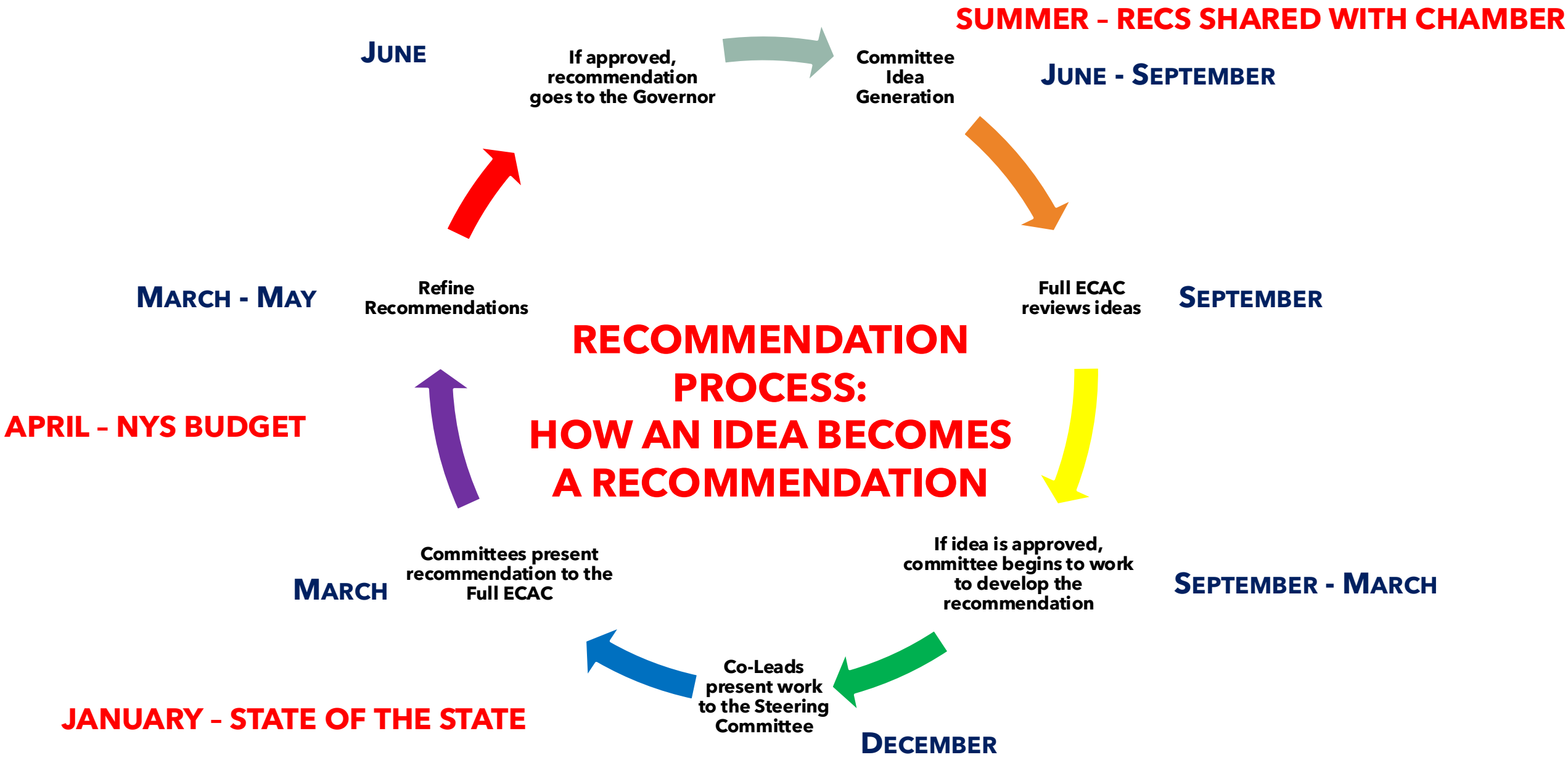
- Next Stakeholder call**: November 19, 2024**
  - Please submit your questions to ocfs.sm.dccsinfo@ocfs.ny.gov
  - Please put "**Stakeholder**" in the subject line.

NEW YORK STATE | Office of Children and Family Services

Early Childhood Advocacy Updates

ECAC Recommendations Consensus

RECOMMENDATION PROCESS: HOW AN IDEA BECOMES A RECOMMENDATION



Reflect on 2024 and Restart

1. What went well in your committee?
2. What were challenges you faced?
3. Can anything be provided to help facilitate the process?
4. What tip would you offer other committees?

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

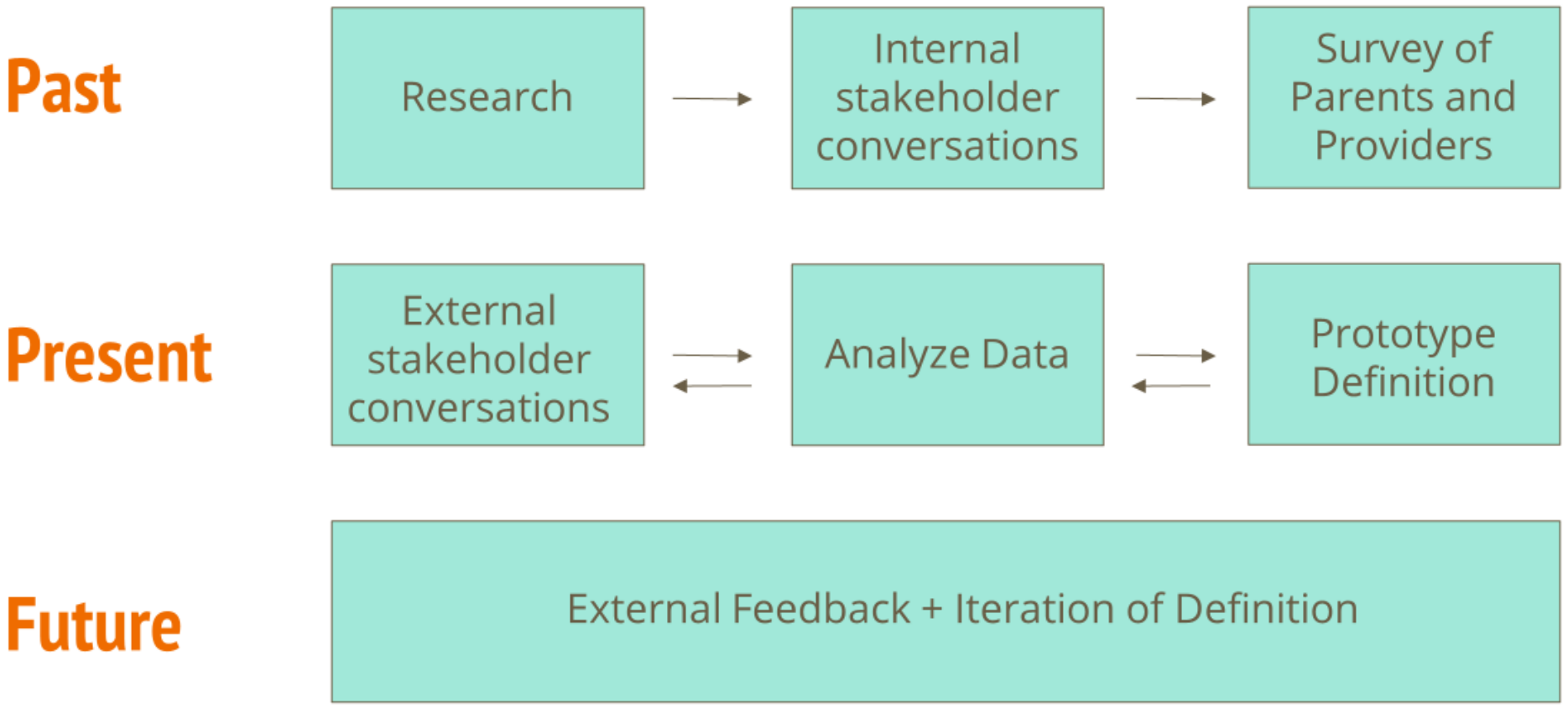
OCFS Impact Project

Goals of the Impact Project

- Create a statewide definition of quality child care to inform programs and services funded by the New York Office of Children and Family Services (OCFS).

- Do this work in a transparent and inclusive manner that involves as many internal and external partners as possible.

Trajectory of the Project



Survey Responses

Parent/Provider Survey Responses

4,967 responses!

Most (>2800) respondents were providers

600+ were parents, and another 600+ were parent-providers

38% from NYC, 92% English-speaking, 50% White, 25% Latino, 91% female, 60% of families never participated in CCAP

Next Steps

- Internal conversations about how to shape our definition of quality
- Ongoing conversations with stakeholders to maintain a transparent and inclusive process
- Potential for more data collection, focus groups, comments
- Pilot version of the definition

ECAC Next Steps

Next ECAC Meetings

- **December 12th** 10:30am - 3:30pm

This meeting will be virtual.

Part of the time can be used for committee meetings. Agenda of the day will come soon so committees can plan for their committee work.

2025 ECAC Meeting Dates

- **March 20th**
- **June 12th**
- **September 25th**
- **December 11th**

10:30am-3:30pm

The Empire State Plaza

100 S Mall Arterial

Albany, NY 12242

ECAC Meeting Survey