



**Early Childhood
Advisory Council**

ECAC Membership Meeting

DECEMBER 11, 2025

Agenda Item	Topic	Presenters	Time
Welcome	<ul style="list-style-type: none"> • Introductions 	Dona Anderson & Patty Persell	10:30 am- 10:35 am
PDGB5 Updates	<ul style="list-style-type: none"> • Unique Identifier Feasibility Study, Cornell University • Developmental Screening Media Campaign • Family Engagement Consultant • County Databook: Early Childhood Focus 	Neil Anthony Lewis Jr. & Talia Berniker Patty Persell Pam Maxstadt Ian Suleski	10:35 am- 11:20 am
Announcements	<ul style="list-style-type: none"> • ECAC Member Updates • ECAC Recommendations Update 	Dona Anderson	11:20 am- 11:30 am
Office of Children and Family Services Update	<ul style="list-style-type: none"> • Quality Impact Project Update- Jessica Sullivan • OCFS Update 	Nora Yates	11:30 am- 12:00 pm
Break 12:00 pm- 12:15 pm			
Advocacy Updates	<ul style="list-style-type: none"> • Early Childhood Advocacy Updates 	Brigit Hurley	12:15 pm- 12:25 pm
Federal Updates	<ul style="list-style-type: none"> • Federal Updates 	Elana Marton	12:25 pm- 12:35 pm
State Agency Updates	<ul style="list-style-type: none"> • NYS Education Department, Office of Early Learning • NYS Education Department, Office of Special Education • NYS Department of Health, Bureau of Early Intervention 	Erik Sweet Suzanne Bolling Ray Pierce	12:35 pm-1:25 pm
Next Steps	<ul style="list-style-type: none"> • Next Steps • Evaluation of ECAC meeting • Closing Remarks 	Dona Anderson & Patty Persell	1:25 pm- 1:30 pm

PRESCHOOL DEVELOPMENT GRANT BIRTH-5 UPDATES



PRESCHOOL DEVELOPMENT GRANT
BIRTH THROUGH FIVE

CCF and Cornell Unique Child Identifier Feasibility Study

Funded by: PDGB5 Renewal Grant 90TP013001



Unique Identifiers Project

- **Scope:** Studying the processes and policies that govern early childhood data systems used by New York State
- **Goal:** Explore the feasibility of implementing a statewide unique identifier assigned at birth. The identifier would also be implemented in the SED K-12 if feasible.
- **Why:** A unique identifier would enable agencies to link data to better coordinate and plan supports and services for children in New York State and to see which interventions and supports are working better than others.

Unique Identifiers in NY

- UIDs can assist with accurate record linkage.
- In New York State, examples of IDs include:
 - Social Security Number (**assigned at birth**)
 - Birth certificate ID (**assigned at birth**)
 - Child EI (early intervention) ID
 - Medicaid recipient ID
 - State education ID (NYSSIS)
 - Other IDs?
- The 2018 ECAC Data Development Work Group ECIDS proposal suggested expanding the (NYSSIS) ID— to young children.
- The NYSSIS ID is currently assigned when a child enters public and private schools in NY and follows the child throughout their education.

UID: Opportunities & Challenges

- Opportunities
 - Help ensure child records are distinct
 - Reduce errors in databases / help with accurate linkage
 - Provide data for NY state to see what is working well to support positive child outcomes
- Challenges
 - Privacy
 - Secure authentication
 - Technical feasibility
 - Costs (including people power and staff time)

State Comparisons

- Pennsylvania
 - Children are assigned two unique identifiers.
 - First, from the Department of Human Services when they begin participating in a government-sponsored childcare program
 - Second, when they enter the school system
- North Carolina
 - Assigned a unique identifier when they enter a government-sponsored early childhood program or service.
 - Neither Pennsylvania nor North Carolina create unique identifiers for all young children.
- Connecticut
 - January 2025 proposed a bill that would assign children's State Assigned Student Identifier (SASID) numbers at birth, instead of at the beginning of schooling.
 - The bill has since been referred to the Joint Committee on Education (H.B. No. 5521)
 - Proposal most closely mirrors the interests of CCF.

Research Design

- Conduct environmental scan of NYS child-serving systems and similar projects in NYS, and other states
- In-depth interviews with key stakeholders across New York State
- Goals:
 - Understand how policymakers in New York State would benefit from data linking and retrieval through UIDs
 - Consider whether it would be best to use an existing NY UID or create a new UID
 - Examine privacy concerns and best data governance practices
 - Assess technical and cost feasibility of implementing UIDs for children 0-5
- Timeline:
 - Currently recruiting interview participants
- Future Steps:
 - Propose processes with the stakeholders to assign, incorporate, sustain, and use statewide unique identifier across systems.
 - Submit a research paper including findings, implications, and recommendations.

Questions?



Thank You!

Contact: Neil (nlewisjr@cornell.edu) Talia (tpb63@cornell.edu)

EARLY CHILDHOOD DEVELOPMENTAL HEALTH PROMOTION MEDIA CAMPAIGN



FAMILY ENGAGEMENT CONSULTANT

Lisa Fasolo Frishman LLC





**Council on Children
and Families**

NYS COUNTY DATA BOOK 2026



**Ian Suleski, NYS Pyramid Model Data
Manager & Analyst**

DECEMBER 17, 2025

NYS County Data Book Overview & Vision

Announcing the 2026 County Data Book

Highlights Early Childhood policies, strategies, and statewide data.

Supported by the PDGB5 grant, the 2026 County Data Book will tell a story about early childhood data in NYS.

Why It Matters

Growing	need for updated early childhood data
Increasing	cross-system collaboration
Identifying	county-level needs and successes
Providing	actionable insights

Key Focus areas for 2026 County Data Book

- Birth-to-five outcomes
- Family engagement, workforce, and access
- Connecting data to policies and strategies
- Ensuring alignment with Early Childhood priorities



How Data Will Be Used & Your Input

Supports local
planning and
decision-making

Strengthens
implementation and
resource allocation

Your insights help
ensure accuracy and
relevance to shape
the County Data Book

Identifies gaps and
opportunities across
counties

History & Reference

- [2024 County Data Book](#)
- [2020 Data Book](#)
- [2013 Data Book](#)
- [2012 Data Book](#)
- [2011 Data Book](#)



Early Childhood
Advisory Council

ECAC MEMBER UPDATES

- **Jennifer Gilken**, New York Association of Early Childhood Teacher Educators
- **Michael Yevoli**, Empire State Development Corp.



Early Childhood
Advisory Council

THANK YOU FOR YOUR ECAC SERVICE!

- **Laurie Black**, United Way
- **Alexis Harrington**, Office for People with Developmental Disabilities
- **Kate McCormick**, New York State Association of Early Childhood Teacher Educators
- **Fred Arcuri**, Corning Incorporated



**Early Childhood
Advisory Council**

ECAC RECOMMENDATIONS UPDATE



**Office of Children
and Family Services**

ECAC MEETING

DECEMBER 17, 2025

AGENDA

- CCAP Updates
- Impact Project Updates
- Empire State Child Care Share
- Child Care Construction Capital Funding Program (4CFP) Update

CCAP UPDATES

CCAP GATEWAY RFP

- On October 6, 2025, a Request for Proposal (RFP# C000918) was released for essential elements of a modernized CCAP system. This RFP was amended on November 14, 2025.
- This new system, which we are calling the CCAP Gateway, will simplify and unify the data currently spread across multiple legacy technology systems so families across New York State can receive more efficient and equitable access to child care assistance.
- The following are implementation goals for the future CCAP System.
 - **Accessible** – Leverage human-centered design to make it easy for families and caretakers (acting as parents) to obtain and retain child care assistance through the new system. Improve enrollment management and documentation processes for providers.

CCAP GATEWAY RFP

- **Efficient** – Automate, integrate, and enhance workflows and communication and provide work management tools to shorten the time to services and payments. Empower users to focus on value-add support to families.
- **Reliable** – Strengthen program integrity through minimizing opportunity for manual error, harmonizing processes, creating statewide visibility, and enabling timely and accurate stakeholder reporting.
- **Future-Ready** – Support future integration needs, regulatory updates, program evolution and wider changes to the child care environment.
- Proposals are due 1/6.
- Q&As about the RFP have been posted. <https://its.ny.gov/system/files/documents/2025/11/c000918-attachment-2-vendor-questions-and-its-responses-11.14.25.pdf>
- Expect updates from OCFS after a vendor has been awarded.

24-OCFS-LCM-16-R4

- On October 29, 2025 OCFS released [24-OCFS-LCM-16-R4](#) which allocated \$7.7M of the \$50M that was supplemental funding appropriated from the SFY 2025-26 Enacted Budget for FFY 2025 to LDSSs located outside New York City, as outlined in [25-OCFS-LCM-14](#)
- This allocation provides immediate fiscal relief to LDSSs by providing half of the FFY 2025 overclaims to date, not to exceed the “up to” amount provided in 25-OCFS-LCM-14.
- Districts have until March 31, 2026 to submit claims so there may be additional allocation revisions to reflect claiming.

Impact Project Update

PROJECT GOALS

- 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).

THEME 1: WHERE HAVE WE BEEN AND WHERE ARE WE GOING?

- 2024
 - Substantial research, beginning to draft the structure and general contents of DCCS's quality definition.
- 2025
 - Detailed expansion of the contents of DCCS's quality definition. Both high-level and 'in the weeds' collaborative editing with stakeholders.
- 2026
 - Jess's fellowship comes to and end :-)
 - Generating a robust handoff document: edited language, updated alignments, resources and other behind-the-scenes content.
 - Creating a continuity plan.
 - Lots of feedback...

THEME 2: WHAT TYPE OF FEEDBACK SHOULD WE GET FROM ECAC IN 2026?

- Last year
 - **Written “brainstorm” feedback:**
 - Received from 20 members of ECAC
 - **From ECAC: 14 requests for follow-up contact**
 - Eight conversations resulted from this request
 - Lots of other ECAC members have been involved in the process via other mechanisms
 - **Moving forward:**
 - Are there individuals who would like to be more involved and who aren't currently working with me?
 - Bigger picture question about how best to use ECAC as a resource.

EMPIRE STATE CHILD CARE SHARE

EMPIRE STATE CHILD CARE SHARE HUBS

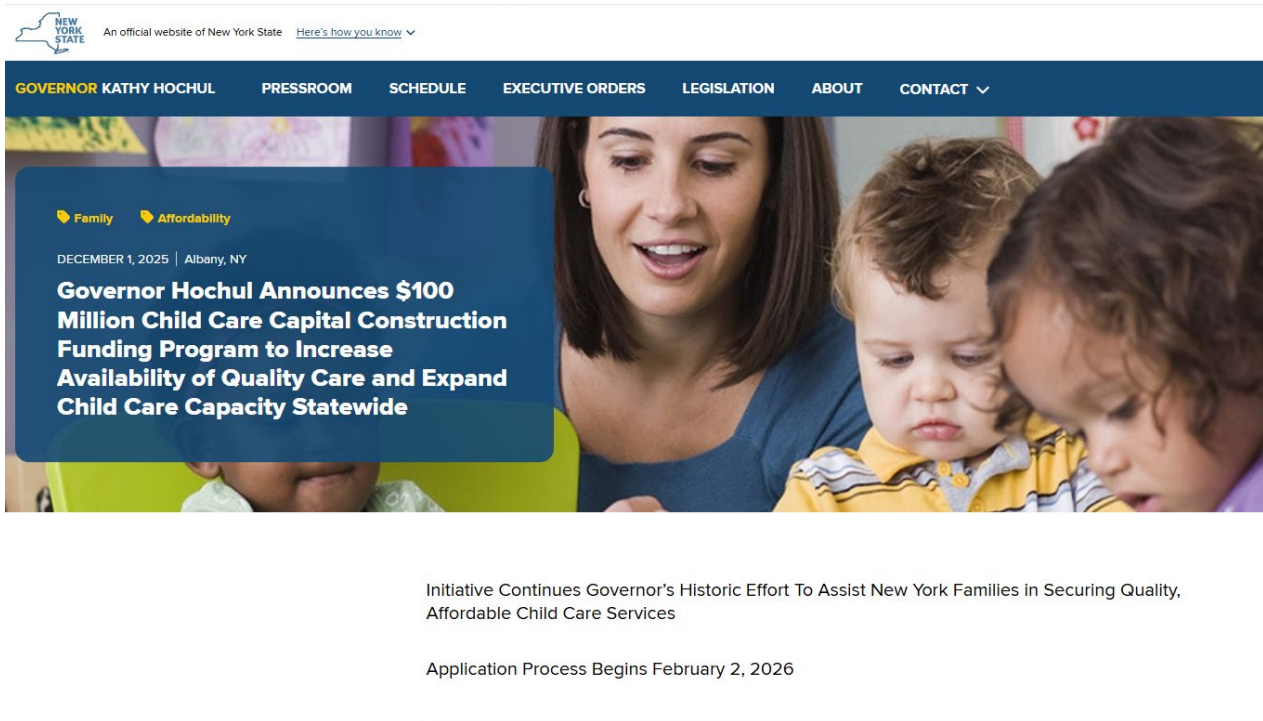
- Empire State Child Care Share Pilot Program is an innovative approach to increasing access to high-quality, affordable child care for eligible families that make between 85% and 100% of the SMI.
- The ESCCS Pilot Program aims to increase eligible families access to safe, affordable, high quality child care; increase employee retention in the overall workforce and improve financial stability for child care providers.
- Through ESCCS, the cost of child care is shared by the family, employer, and the state of New York, with coordination being provided regionally by a Facilitator Hub.

CHILD CARE CONSTRUCTION CAPITAL FUNDING PROGRAM (4CFP)

4CFP ANNOUNCEMENT



4CFP ANNOUNCEMENT



- Announced Dec.1, 2025
- Applications open February 2, 2026 through March 13, 2026
- Awards to be announced no earlier than May 4, 2026

Visit the webpage for more info or to submit a question:
<https://ocfs.ny.gov/programs/childcare/grants/construction-fund/>



Office of Children and Family Services

DECEMBER 17, 2025

**BREAK
SEE YOU AT 12:15**



Advocacy Updates

Brigit Hurley



**Early Childhood
Advisory Council**



**Council on Children
and Families**

ECAC MEETING: FEDERAL UPDATES



ELANA MARTON, DEPUTY DIRECTOR AND COUNSEL

DECEMBER 17, 2025

ECAC LAW HIGHLIGHTS (SSL Section 483-g)

- Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the state.
- Develop recommendations for increasing the overall participation of children in existing federal, state, and local child care and early childhood education programs, including outreach to underrepresented and special populations.
- Identify opportunities for, and barriers to, collaboration and coordination among federally funded and state funded child development, child care, and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering such programs.
- Develop and implement strategies to engage business and civic leaders and organizations in early learning planning and advocacy at the state and local level;
- Increase business, civic and public awareness of the importance of early childhood education.

RECENT ACTIONS & UNCERTAINTIES IMPACTING CHILDREN

Affordability



- Food
- Health
- Housing

Vaccinations



Dept. of Education



Immigration Enforcement



Healthcare



Federal Statistics



2020 Census Undercounted Young Children in Every State and Most Counties

LEGAL CHALLENGES TO FED. ADMIN. ACTIONS (543 CASES)

Cases Closed in Favor of Plaintiff: 0

Blocked: 46

Temporarily Blocked: 95

Blocked Pending Appeal: 29

Temporarily Blocked in Part, Temporarily Denied in Part: 14

Not Blocked Pending Appeal: 43

Cases Closed: 31

Cases Closed/Dismissed in Favor of Government: 10

NY ATTORNEY GENERAL ACTIONS AGAINST FEDERAL GOVT.

Dec. 2: Wins court order preventing the federal government from enforcing a provision in the “One Big Beautiful Act” that would strip **Planned Parenthood** of its **Medicaid** funds.

Nov. 26: Sued federal administration from cutting off **SNAP benefits** for tens of thousands of lawful permanent residents.

Nov. 25: Sued federal government to **protect more than \$3 billion in grants to provide housing and other support services.**

Nov. 21: Wins order to temporarily **halt four federal agencies from being dismantled**, including the U.S. Interagency Council on Homelessness.

Nov. 10: Wins order **temporarily blocking federal government’s attempts to claw back SNAP** benefits and punish states that release them.

THANK YOU....

For staying focused and the work you do to advance the **ECAC's vision**: *Every child in New York State will be healthy, learning and thriving in a family that is supported by a full complement of services and resources essential for successful development.*

State Agency Updates

NYS Education Department

NYS Office of Children and Family Services

NYS Department of Health

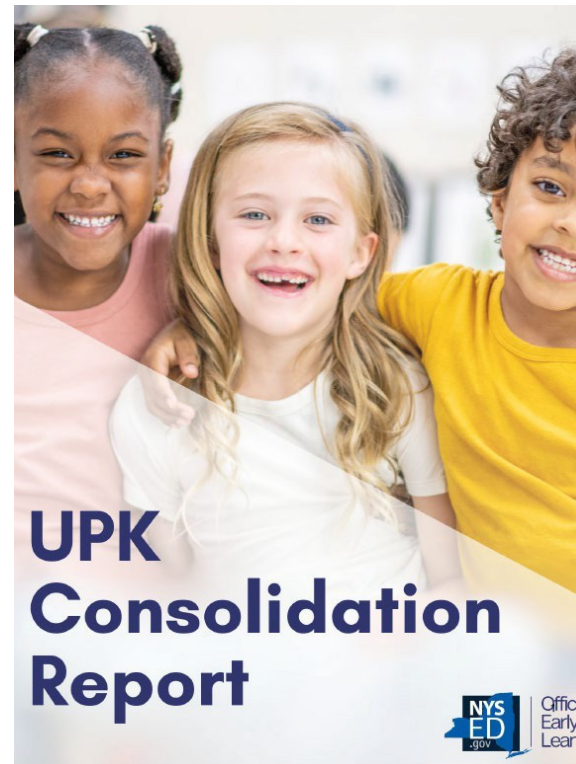
Office of Early Learning: 12/11/25, ECAC

Erik Sweet, Executive Director, Office of Early Learning
New York State Education Department



UPK 2025-2026 Update

- ✓ **UPK Fiscal Study underway**
- ✓ **2025-2026 Budget Priorities**
- ✓ **Navigating PreK Day on May 7, 2026**



Collaboration Report 2025



Webinar Series: 2025- 2026

2025-2026 Early Learning Webinar Series



P-3 Cultural Connections

P-3 Cultural Connections

Date: Wednesday, November 12th, 2025

Time: 3:00-4:00pm

Join us for a webinar introducing the P-3 Cultural Connections Framework and Resource Kit—tools to bring experiential, hands-on learning into early childhood classrooms. Explore how to connect students with cultural opportunities through trips, virtual visits, grants, and more, supporting instruction in arts, science, and social studies using NY State's cultural resources.

[Register Here](#)



PreK to Kindergarten Transition

Prekindergarten to Kindergarten Transition

Date: Wednesday, February 4th, 2026

Time: 3:00-4:00pm

Transitioning from Prekindergarten to Kindergarten is a key step in a child's education, filled with new experiences and expectations. Early childhood educators and leaders play a vital role in supporting this process. In this webinar, explore NYSED OEL resources and hear from school districts and CBOs on best practices for successful transitions.

[Register Here](#)



Learning Centers for PreK and Kindergarten

Learning Centers for PreK and Kindergarten

Date: Wednesday, May 13th, 2026

Time: 3:00-4:00pm

This webinar will focus on creating high-quality, student-centered PreK and Kindergarten classrooms through effective use of learning centers. Explore practical strategies aligned with NYS standards to design and differentiate centers—like blocks, literacy, math, science, and dramatic play. Learn how to integrate centers into daily routines while fostering inclusive environments.

[Register Here](#)



OEL@nysed.gov



nysed.gov/early-learning



518-474-5807

Inquiry-based Learning/ Portrait of a Graduate Hybrid Webinar: 1/14/26



NYS Portrait of a Graduate & Inquiry-Based Learning in PreK-Grade 5

Date: January 14th, 2026

Time: 9:00am - 2:00pm

Location: Designated BOCES or Big 5 site



This event, which will be a hybrid webinar with in-person discussion and presentations, will provide New York State administrators and school leaders with an opportunity to engage in regional discussions about what the NYS Portrait of a Graduate means in PreK to Grade 5, as well as how this connects to inquiry-based learning. Please note that to attend this event, you must attend in person at a BOCES or Big 5 designated site.

**REGISTRATION THROUGH
LOCAL BOCES OR BIG 5**

Prekindergarten to Kindergarten Transition Toolkit



Prekindergarten to Kindergarten Transition Toolkit For Administrators and Educators



The transition toolkit is a resource for administrators and educators providing a structured approach to planning, implementing, and evaluating transition activities. It aims to ensure all stakeholders are prepared, engaged, and working collaboratively to support children's successful entry into Kindergarten and promote positive educational outcomes.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee
FROM: Angelique Johnson-Dingle *Angelique Johnson-Dingle*
SUBJECT: Proposed Addition of Section 136.10 to the Regulations of the Commissioner of Education Relating to Statewide Protocols for Diapering and Toileting

DATE: August 28, 2025

AUTHORIZATION(S): *Don McG* *Betty M*
SUMMARY

Issue for Discussion

Should the Board of Regents adopt the proposed addition of section 136.10 to the Regulations of the Commissioner of Education relating to statewide protocols for diapering and toileting?

Reason for Consideration

Required by State statute (Chapter 361 of the Laws of 2024).

Proposed Handling

The proposed amendment is presented to the P-12 Education Committee for discussion at the September 2025 Regents meeting. A copy of the proposed rule (Attachment A) is attached.

Procedural History

A Notice of Proposed Rule Making will be published in the State Register on September 24, 2025, for a 60-day public comment period. Supporting materials are available upon request to the Secretary of the Board of Regents.

Background Information


Chapter 361 of the Laws of 2024 adds a new subdivision 62 to section 305 of the Education Law, effective March 27, 2026, which directs the Commissioner to promulgate rules and regulations establishing uniform statewide protocols for diapering and toileting of students in public schools. The statute requires that the protocols

New Regulations: Part 136.10

- New regulations for statewide diapering and toileting protocols-based on 2024 law
- Currently in a period of public comment
- Regulations are for P-12

THANK YOU!



Office 
Early
Learning



OEL Website

Contact

Us:



(518) 474-5807



OEL@nysed.gov



Part B:

State Performance Plan

Annual Performance Report

STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT: PART B
for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities Education
Act

For reporting on
FFY 2023

New York



PART B DUE February 3, 2025

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)/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.

IDEA State Performance Plan (SPP)

Preschool Inclusion

Preschool Outcomes

Timely Evaluation

Early Childhood Transition

SPP
Indicator

FFY 2024
Result

SPP 6

No Slippage

SPP 7

Slippage

SPP 11

Slippage

SPP 12

Slippage

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.

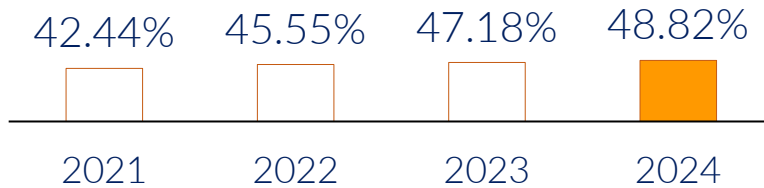
SPP Indicator 6B: Education Environments

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.

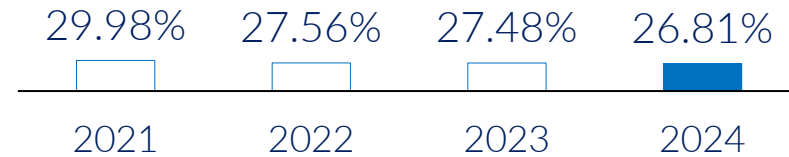
Preschool LRE – SPP 6A and 6B



SPP 6A. Regular Class



SPP 6B. Separate Setting



Regular Class

IDEA LEA Determination Total Points Available

2

VR4

Separate Setting

IDEA LEA Determination Total Points Available

2

VR4

Collaboration to Increase Inclusion:

Office of Special Education, Office of Early Learning, and Rate Setting



- Guidance for how to promote more inclusion in the prekindergarten classroom
- To increase understanding of how 4410 and UPK funding can be used individually and together
- To update guidance for the field on how to use funding

SPP 7

Preschool Outcomes

1. Children have **positive social emotional skills** (including social relationships)
2. Children **acquire and use knowledge and skills** (including early language/communication)
3. Children **use appropriate behaviors to meet their needs**



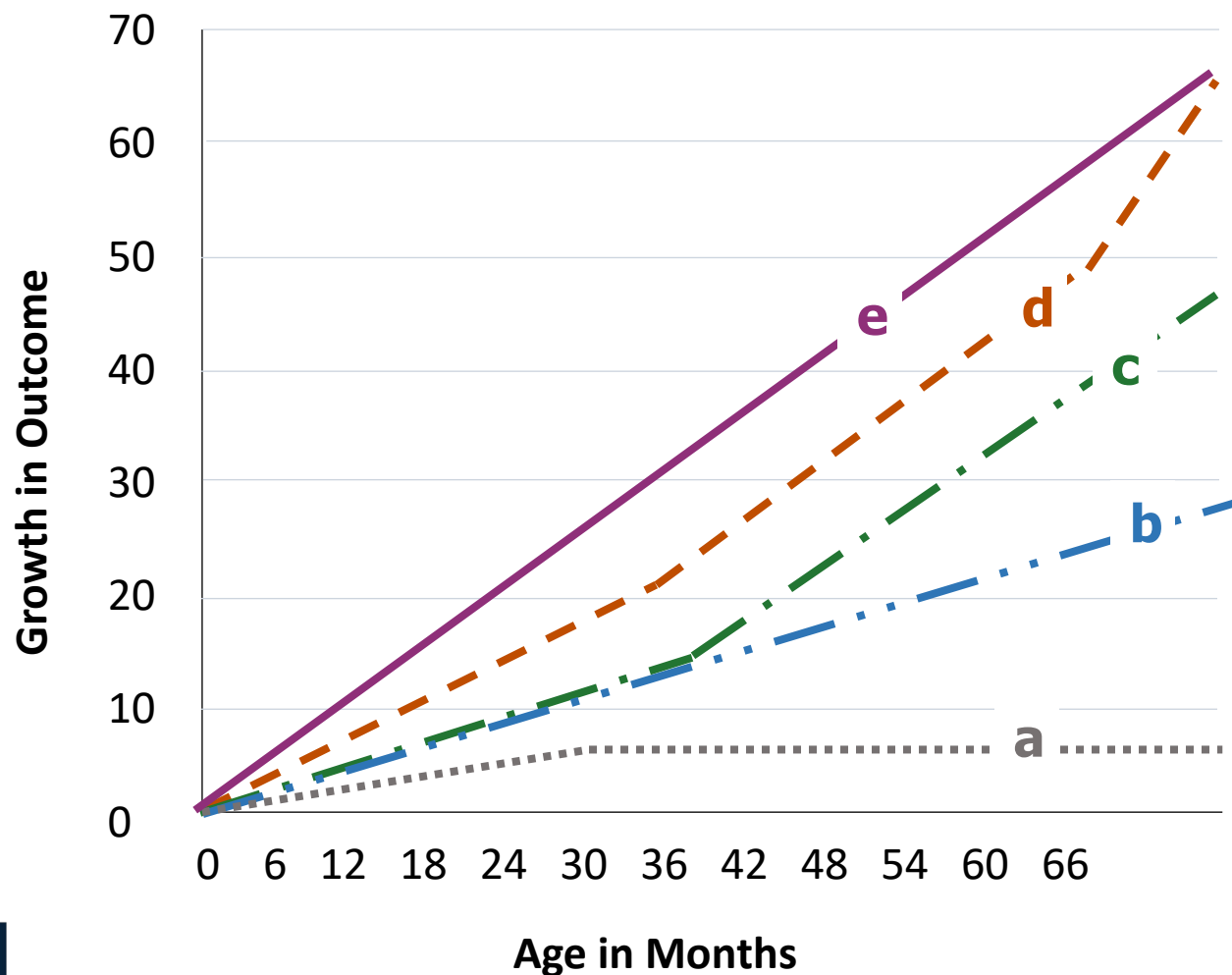


SPP 7 Progress Categories

- **Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.

Summary Statement 2: The percent of preschool children who were functioning within age expectations in each outcome by the time they turned 6 years of age or exited the program.

Reminder: Progress Categories

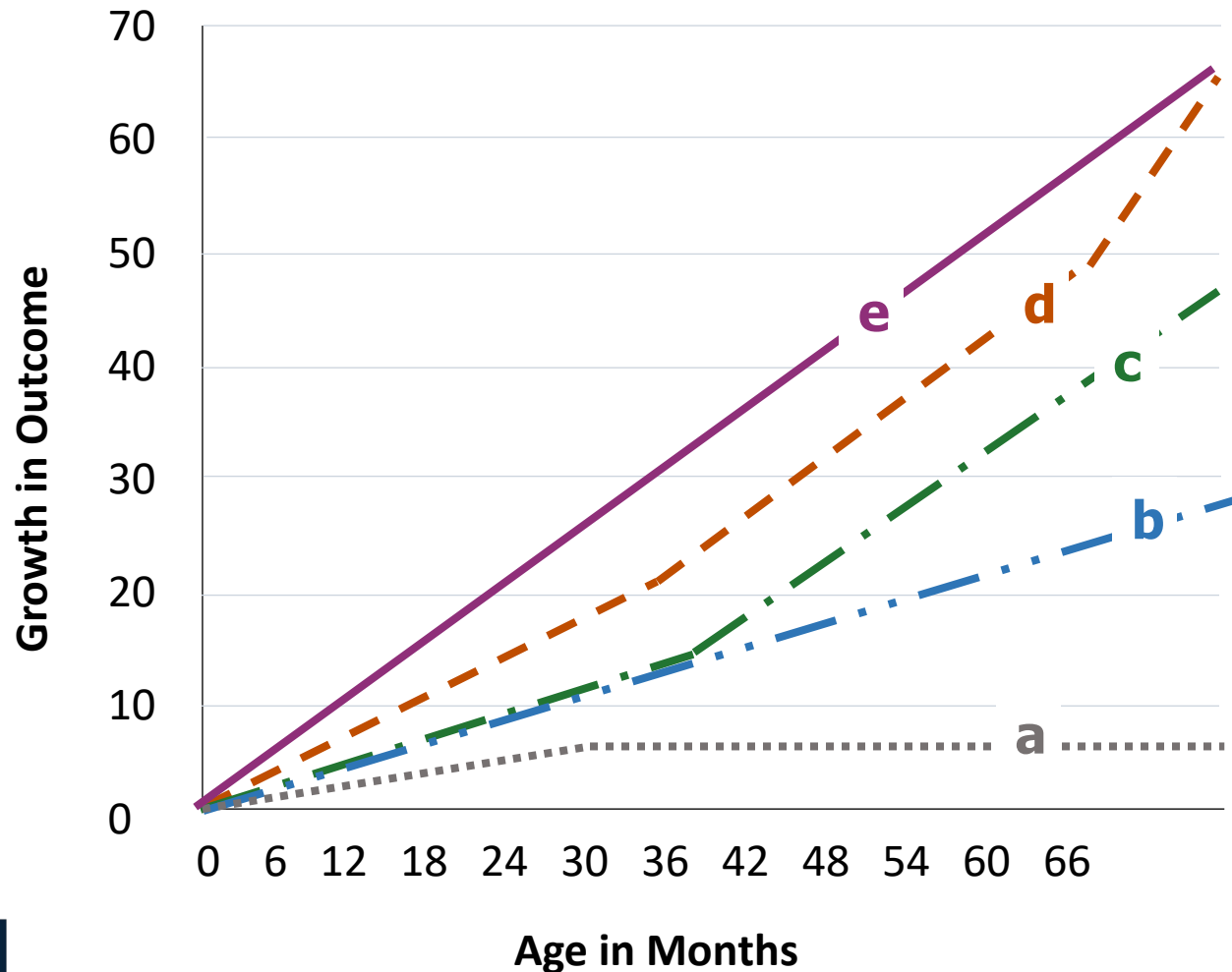


- a. Did not improve functioning
- b. Improved functioning, no change in trajectory
- c. Moved closer to functioning like same-aged peers
- d. Improved functioning to that of same-aged peers
- e. Functioning same-aged peers

Adds up to 100%

New York State 2024-25 Cohort

(Outcome A Example: Social Emotional Skills)



a.1.14%

b.11.83%

c.59.97%

d.21.07%

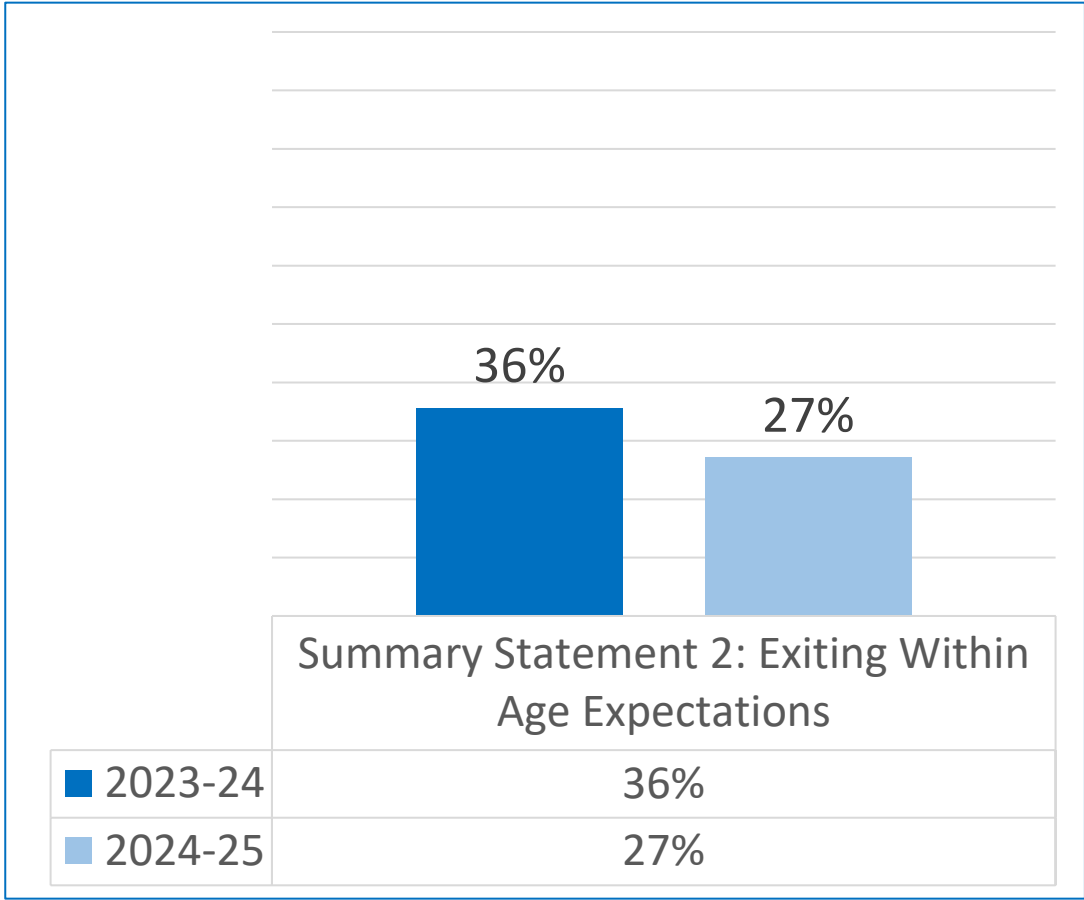
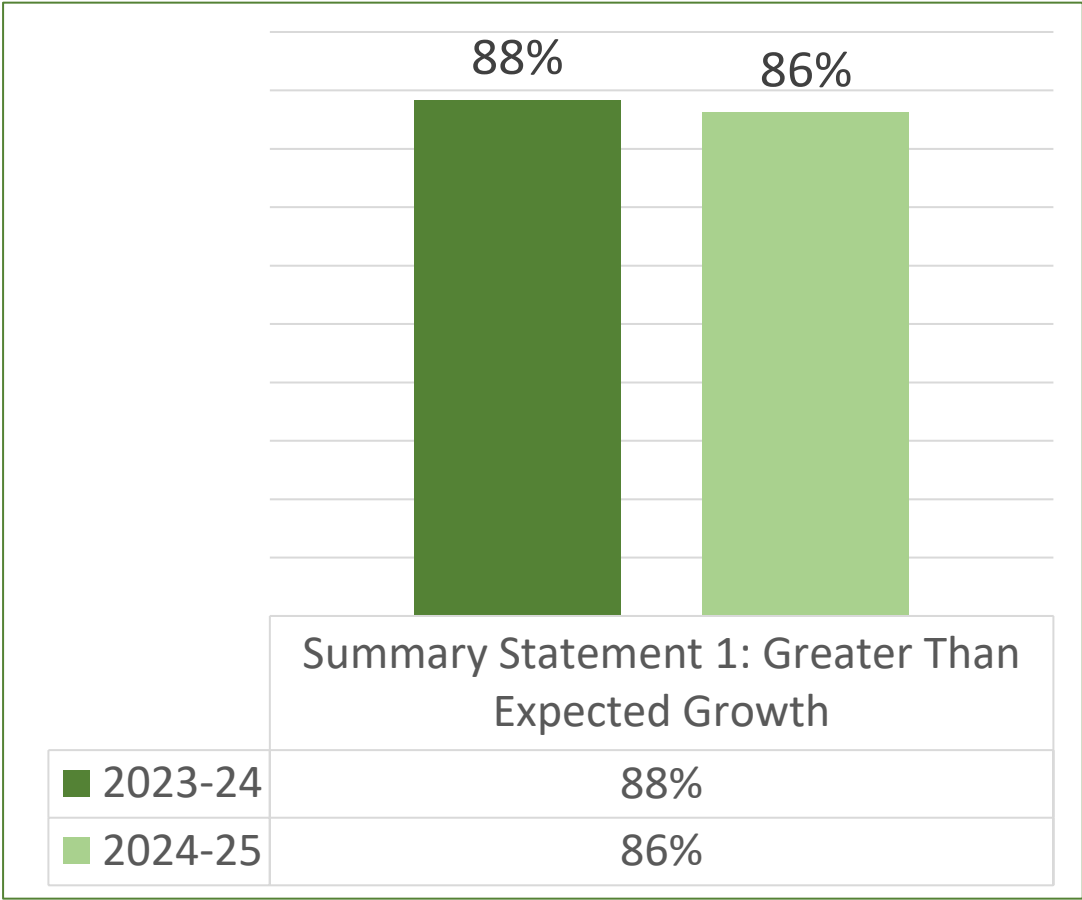
e.5.99%

Adds up
to 100%

Social Emotional Skills

- Relating with Caregivers
- Interacting with Peers (conveying awareness, sustaining interactions, resolving conflicts)
- Participating in Social Games and Communicating with Others
- Following Social Norms & Adapting to Change in Routines
- Expressing Emotions and Responding to the Emotions of Others

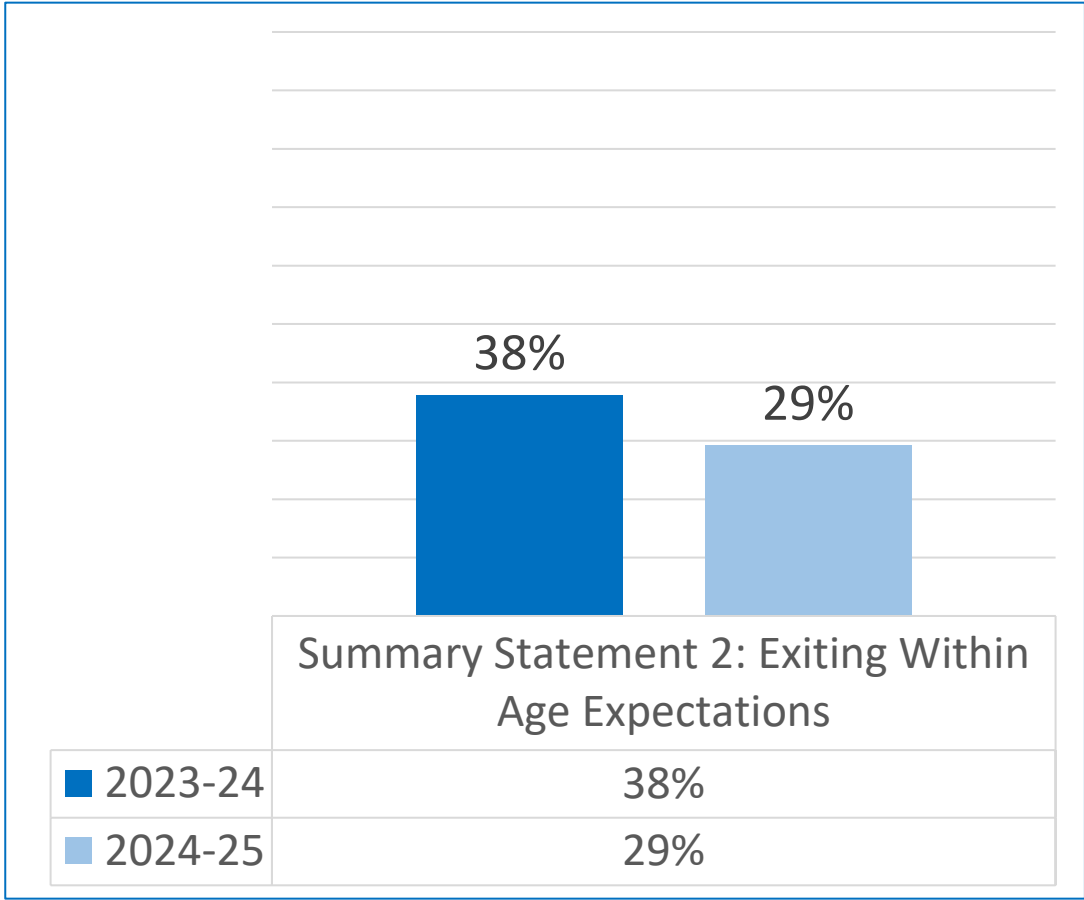
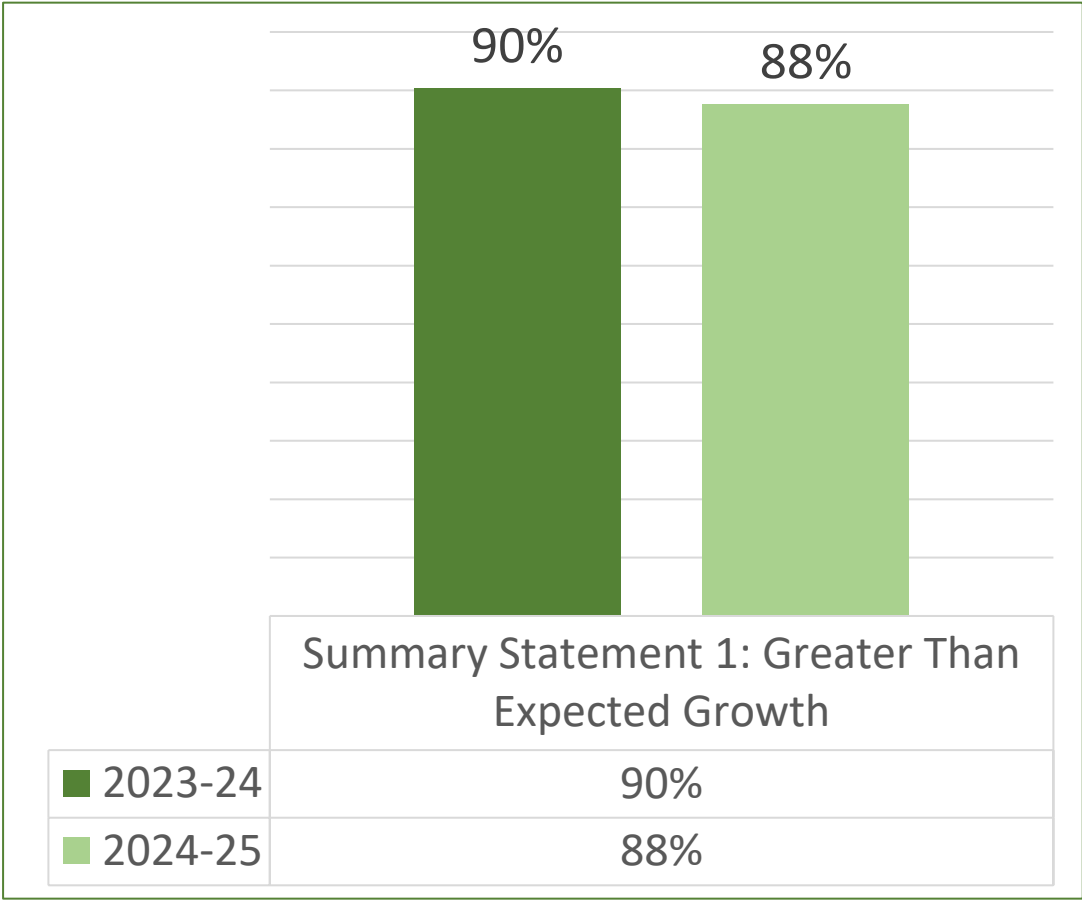
Social Emotional Skills Slippage



Acquisition and Use of Knowledge and Skills

- Showing Interest in Learning
- Using Problem Solving
- Engaging in Purposeful Play
- Understanding Pre-Academics & Literacy
- Acquiring Language to Communicate
- Understanding Questions Asked & Directions Given

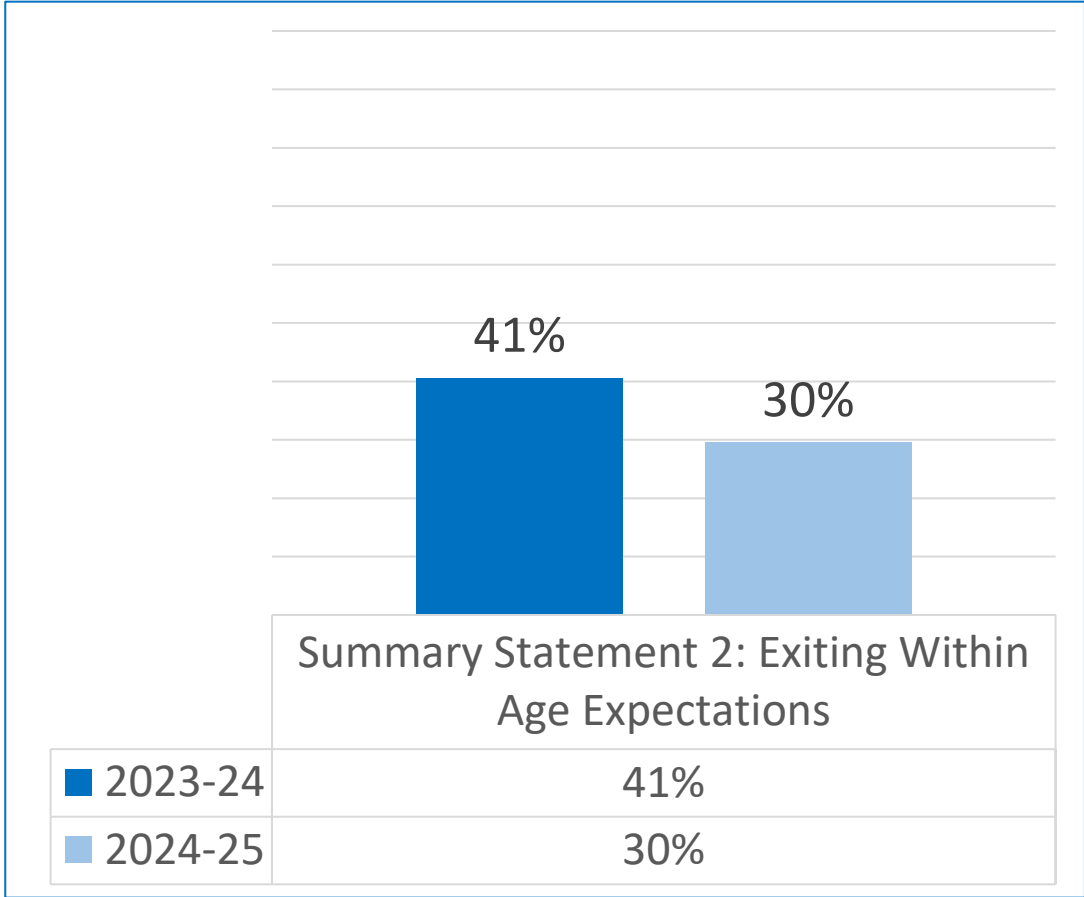
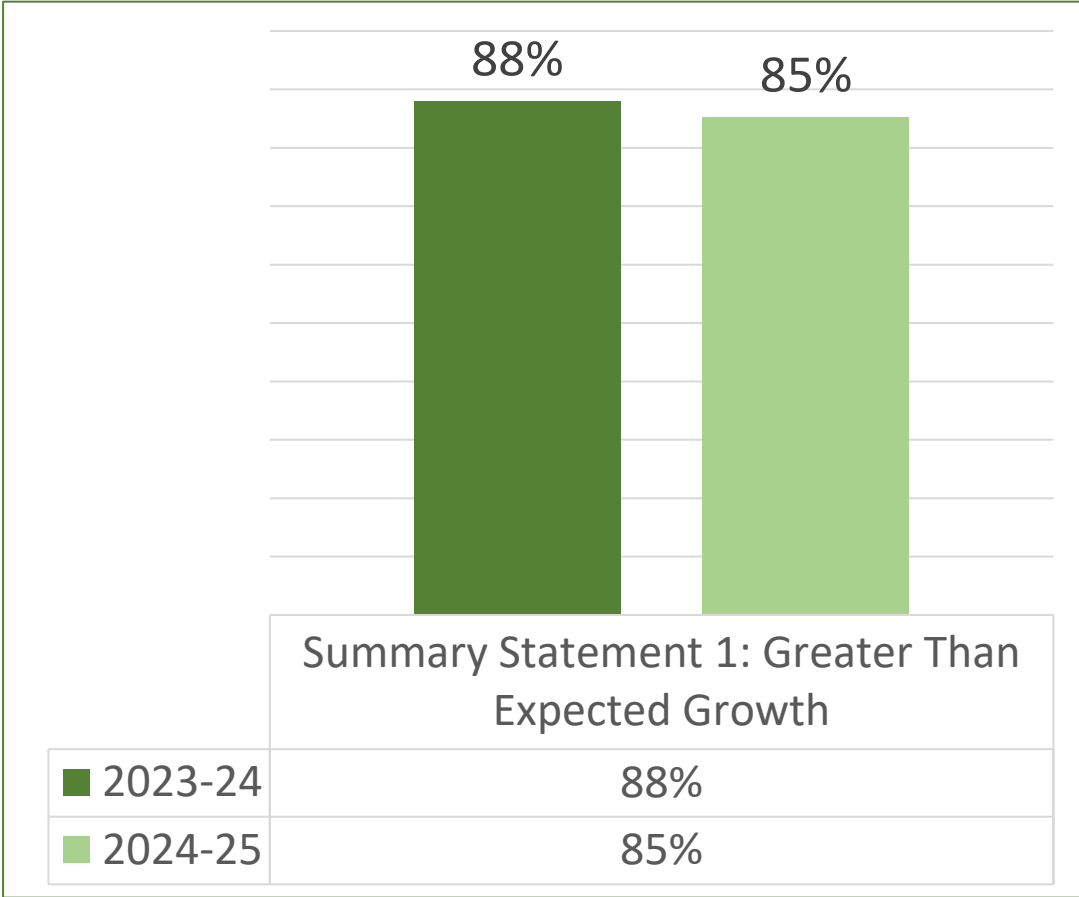
Acquisition and Use of Knowledge and Skills Slippage



Use of Appropriate Behaviors to Meet Needs

- Moving Around & Manipulating Things to Meet Needs
- Eating & Drinking with Increasing Independence
- Diapering/Toileting & Washing with Increasing Independence
- Communicating Needs
- Showing Safety Awareness

Use of Appropriate Behaviors to Meet Needs Slippage



Evaluation and Transitions

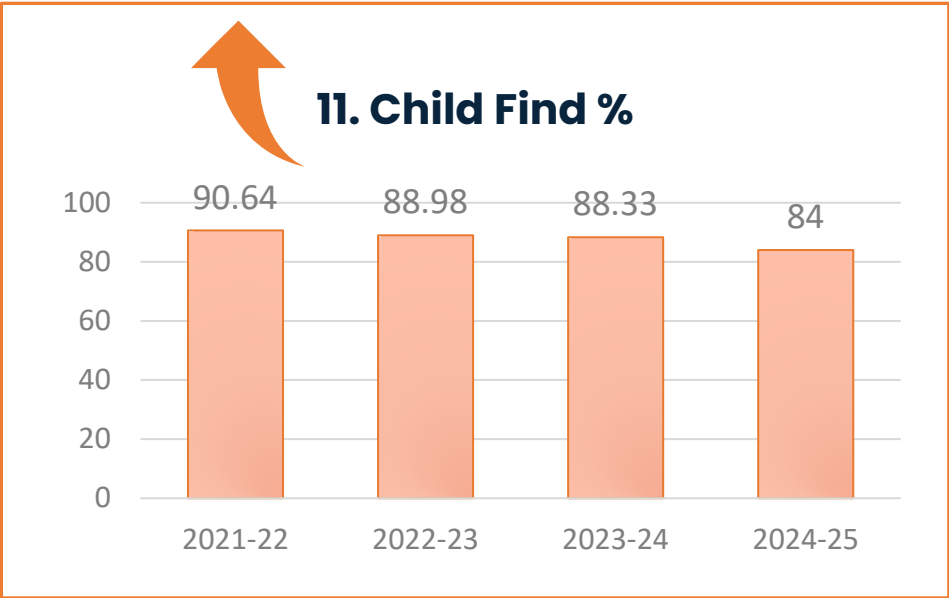
SPP Indicator 11: Timely Evaluations

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

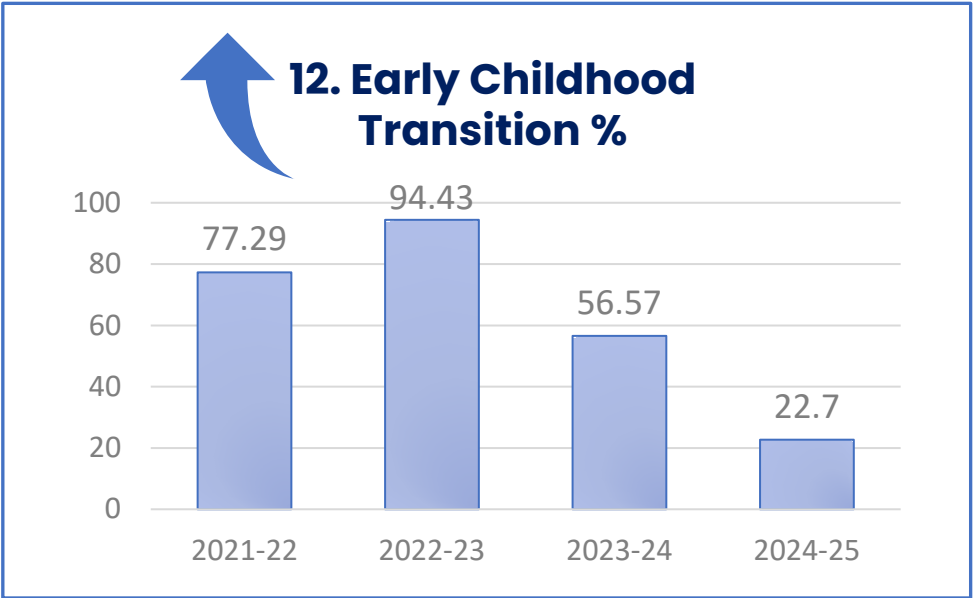
SPP Indicator 12: Early Childhood Transition

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.

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

Early Childhood 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
DOB is July/August and ESY not part of IEP and IEP implemented in September
The program's starting date and/or days of operation were after the child's 3rd birthday
Parents chose to continue their child in EI and transition to preschool after the age of 3
Parent provided consent to evaluate less than 30 school days prior to child's third birthday
Parents did not provide consent for services
Referral to EI less than 90 days from 3rd birthday

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
Additional evaluations were requested
Delays in scheduling CPSE meetings
The recommended Part B program/services were not available when the child turned 3 years of age



Innovative Technology for
Early Childhood Assessment



FRAMEWORK

RESOURCES

EVENTS

ABOUT

TEAM

CONTACT

Virtual Assessment in EI and ECSE: Why to Do It and How to Do It Well

Wednesday, August 27th, 2025

Sheresa Blanchard, Kathy Hebbeler and other staff from the Innovative Technology for Early Childhood Assessment (INTECA) presented on new resources on virtual assessment for early intervention (EI) and early childhood special education (ECSE). INTECA developed a framework to support programs in learning about and implementing authentic assessment when the assessor is not physically present with the child.

This webinar introduced the INTECA framework as well as resources on the benefits and challenges of virtual assessment, what professional associations have to say about virtual assessment, an introduction to virtual assessment for families, and information for practitioners on how to conduct successful virtual assessments. Questions on virtual assessment were answered. Watch the recording now!



Sheresa Blanchard & Kathy Hebbeler

NEXT STEPS

ECAC Meeting Survey



2026 ECAC Meetings

March 19th	10:30 am - 3:30 pm	Empire State Plaza Albany, NY 12242
June 11th	10:30 am - 3:30 pm	Empire State Plaza Albany, NY 12242
September 17th	10:30am- 3:30pm	Empire State Plaza Albany, NY 12242
December 10th	10:30am- 3:30pm	Virtual



**Early Childhood
Advisory Council**



Early Childhood Advisory Council