



ECAC Membership Meeting September 17, 2026



**Early Childhood
Advisory Council**

Welcome



Early Childhood Advisory Council

New York State Early Childhood Advisory Council Quarterly Meeting

September 17, 2026 10:30 AM - 3:30 PM

Location: The Empire State Plaza, Albany, NY, Meeting Rooms 2 and 3

Agenda Item	Topic	Presenters	Time
Welcome & Announcements	• Introduction • NYS Council on Children and Families Update • ECAC Recommendations Update • 2027 ECAC Strategic Planning Retreat • Family Engagement Framework • Head Start Update • NYSUT update- Phil Cleary	Patty Persell & Dona Anderson	10:30am– 11:00am
Empire State Development	• Child care projects supported by Empire State Development via Regional Economic Development Councils • Child Care Connector – CCRCs, ECLC	Michael Yevoli Emma Wallach Fred Arcuri	11:00am- 11:30am
State Agency Updates	• NYS Department of Health, Bureau of Early Intervention • NYS Education Department, Office of Early Learning • NYS Education Department, Office of Special Education • NYS Office of Children and Family Services, Division of Child Care Services • NYS Department of State, Office of New Americans	Ray Pierce Erik Sweet Suzanne Bolling Nora Yates Laura Gonzalez-Murphy	11:30am- 12:20pm
Advocacy Updates	• Early Childhood Advocacy Updates	Brigit Hurley	12:20pm- 12:30pm
Networking Lunch on your own 12:30pm- 1:30pm			
Mental Health Consultation	• Infant Early Childhood Mental Health Consultation Project: Scale, Scope, and Impact	Liz Isakson Jillian Scanlon	1:30pm- 2:30pm
ECAC Committees	• Committee Work Time	Committee Co-Leads	2:30pm- 3:15pm
Next Steps	• Next Steps • Closing Remarks	Dona Anderson & Patty Persell	3:15pm- 3:30pm



Early Childhood
Advisory Council

ECAC Member Updates

New Nominee: **Tamaé Memole**, Prevent Child Abuse NY



**Early Childhood
Advisory Council**

Thank you for your ECAC service!



Simone Hawkins



Michael Yevoli



**Early Childhood
Advisory Council**

2027 ECAC Strategic Planning Retreat

**August 10-12, 2027
Albany**

**Planning Committee
Volunteers:**

Evelyn Blanck	Meredith Chimento
Carolyn Wiggins	Tara N. Gardner
Suzanne Bolling	Bob Frawley
Liz Isakson	Patty, Dona, Rob



Empire State
Development

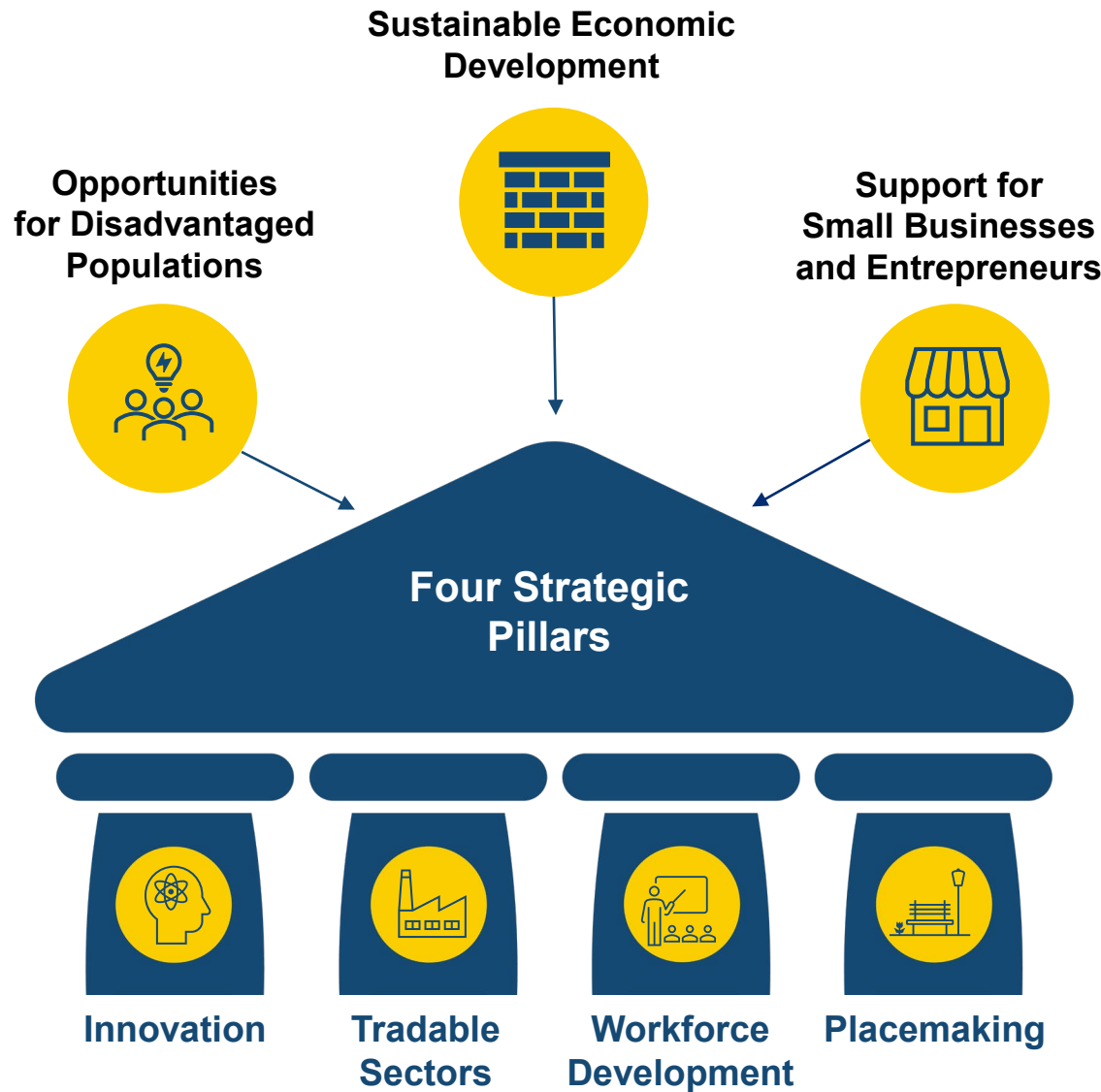
Empire State Development

Early Childhood Advisory Council

Mission Statement

Empire State Development (“ESD”) is to promote a vigorous, inclusive and growing state economy, encourage business investment and job creation, and support diverse, local economies across NYS through the efficient use of loans, grants, tax credits, real estate development, marketing and other forms of assistance.

Strategic Pillars



1. **Innovation:** cutting-edge breakthroughs which grow into cornerstones of the State's tradable sectors
2. **Tradable Sectors:** high job-creating industries where NYS is a leader
3. **Workforce Development:** ensuring the innovation economy and tradable sectors have a pipeline of ready workers
4. **Placemaking:** creating places where businesses choose to locate, and are communities people want to live, work, and recreate

These pillars are implemented through three guiding principles: creating opportunities for disadvantaged populations, fostering sustainable economic development, and supporting small businesses and entrepreneurs.

Existing Childcare Initiatives at ESD



ESD has several initiatives focused on the creation or expansion of childcare access.

Excelsior Childcare Tax Credit

A tax credit to offset costs of employer-provided care.

Workforce Development

Each workforce development grant includes coverage of wraparound services including childcare.

Regional Council Capital Fund

Capital investments into physical childcare facilities. Supported through the Regional Economic Development Councils (REDC).

Excelsior Childcare Tax Credit

- Established FY22 under the Excelsior Jobs Program.
- Utilized as a business attraction tool and offered to businesses as an incentive to grow or come to New York State.
- Up to **6%** of net new childcare service expenditures for the operation, sponsorship, or direct financial support of a childcare program for employees; or
- Up to **5%** of qualified investment costs associated with constructing, expanding, or renovating an employer-sponsored childcare facility in NYS.



Office of Strategic Workforce Development



- The Office integrates wraparound services into all workforce grants, to support trainees.
- Wraparound services include: childcare assistance, transit passes/transportation vouchers, career coaching, housing/food assistance, and stipends to remove barriers to training access and job retention.

REDC Childcare Focus

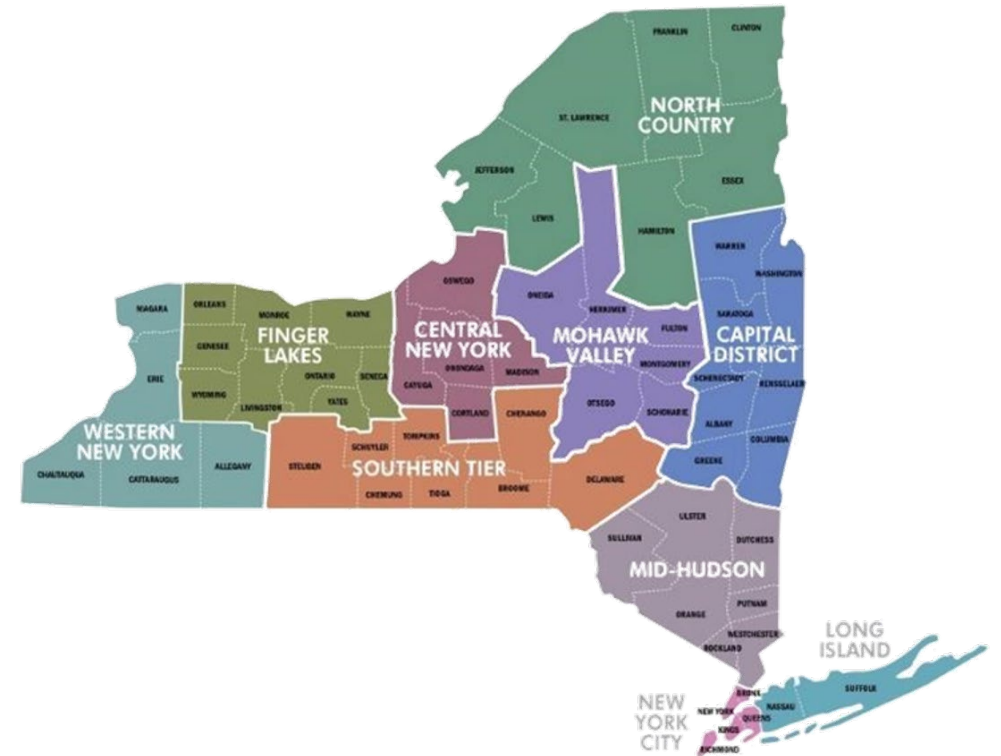


A strategic transition from viewing childcare purely as a social service to recognizing it as essential economic infrastructure.

In 2019, childcare was officially designated as a Statewide Priority within the REDC process.

Regional Economic Development Councils (REDCs) were tasked with identifying specific childcare infrastructure and workforce needs across their respective regions.

Reliable childcare infrastructure directly unlocks workforce participation, enables local business growth, and stabilizes regional economies.



Regional Council Capital Fund Investments

Total Project Awards

\$86M+

78 Projects

Cumulative State Funding allocated since 2019

The REDC focus on childcare projects has resulted in investments to both direct childcare facilities and mixed-use projects including childcare, including expansions and upgrades to existing centers

Range of REDC Investments



Mixed-Use Housing

Residential & commercial developments integrating on-site childcare to support working resident parents.



YMCA & Community Hubs

Comprehensive community wellness facilities featuring early learning centers and after-school programs.



BOCES & Edu-Facilities

Vocational training and educational campuses providing hands-on childcare for trainees and staff.

REDC Example 1: Kelberman Center Promise Preschool

- Oneida County
- \$600,000 ESD Grant
- Repurpose the former Griffiss Institute vacant building
- Estb. a new full-day pre-school for children with autism
- The reuse of this facility aids families in need of autism services for children



REDC Example 2: Rensselaer Polytechnic Institute

- Rensselaer County
- \$2.5M ESD Grant
- RPI is constructing a childcare center on its main campus
- The facility will feature 13 classrooms, 5 for infants, 5 for toddlers and 3 for preschool
- There will also be space for afterschool programs
- While on RPI's campus this facility is open to the public.



REDC Funding

- \$150M is appropriated to the REDC initiative annually to awards grants for business investments, economic growth, tourism, and strategic focus areas, including childcare projects.
- Available during annual REDC Rounds from May – July via the NYS Consolidated Funding Application.
- Advance projects to implement regional priorities.

- Encourage projects that advance strategic state priorities within Strategic Focus Areas.
- Projects supporting Strategic Focus Areas may qualify for enhanced incentives of up to 40% including:
 - Unique Public-Private Partnerships
 - Distressed Communities
 - Childcare

Questions?

Contact:

Emma Wallach, Sr. Director Legislative Affairs

Emma.Wallach@esd.ny.gov



Early Care &
Learning Council
United to Promote Quality

PRESENTED TO THE NYS EARLY CHILDHOOD ADVISORY COUNCIL (ECAC)

Untapped Potential: Child Care as a Workforce Development Strategy

Business Navigator / Business & Child Care Connector And Employer Engagement

From Individual Employee Concern to Table Stakes

The shift in framing that the Business Navigator initiative is driving across New York State



THE OLD FRAMEWORK

Child Care as a Human Services Issue For Employees

- Treated as an HR perk, not as table stakes
- Framed as a private family responsibility
- Absenteeism and turnover costs seen as unavoidable consequences of ever decreasing workforce participation



THE NEW FRAMEWORK

Child Care as Workforce Infrastructure

- A recognized economic development strategy — alongside tax incentives, infrastructure and housing
- A shared responsibility between employers, government, and the CCRC system
- Table stakes for talent recruitment and retention

Nationally, the U.S. Chamber Foundation's Untapped Potential research finds that child care breakdowns cost state economies billions of dollars each year in absences, turnover, and lost tax revenue.

It's Already Happening: Evidence from New York's Employers



REDCs Put Child Care on the Agenda

01

The Business Navigator has been featured at Regional Economic Development Council meetings statewide — Mohawk Valley, Mid-Hudson, Western New York, Finger Lakes, and New York City — framing child care as regional economic infrastructure.



State Labor Leadership at the Table

02

NYS Department of Labor Commissioner Roberta Reardon has joined Business Navigator roundtables directly, in both the Capital Region and Western New York, treating child care as a key workforce policy.



Employers Are Investing (Thoughtfully)

03

The Business Navigator/BCCC project has asked business to “take the next thoughtful step” when it comes to investing in child care. From DCAPs to strategic capital investments, CCRC specialists have been trained to not oversell the impact of investments, but to meet business where they are, and offer “two-way door” solutions that are sustainable.



Employers Are Becoming Champions

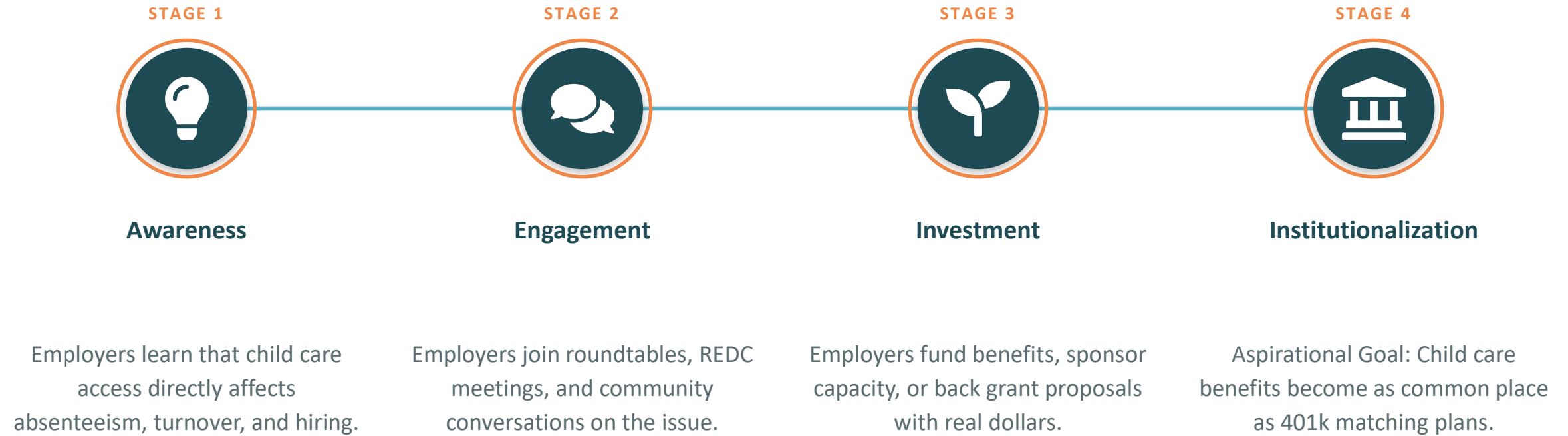
04

From Fiber Instrument Sales in the Mohawk Valley to Catholic Health in Western New York, employers are co-hosting panels, funding outreach, and publicly championing child care as a retention strategy.

“You’re already paying for child care, it just shows up on your books under a different name. We’re offering solutions that can minimize that cost for you long-term.”

Moving Child Care Up the Economic Development Agenda

How the employer conversation evolves once our Business Navigators open the door.



New York's CCRC network is the conduit for moving employers from Stage 1 to Stage 4.

Always Be Closing – Wherein Lies Success?

Three recommendations for scaling this model statewide in a way that sticks.



01

GENERATE

Continue to name child care as a workforce and economic development strategy — not solely a family support service — within statewide policy priorities. If you treat it as commonplace, it will become commonplace.



02

ALIGN

Position the CCRC Network as the conduit for business success in this space — like we do with infrastructure and incentives. You can't force a business to make a decision, but you can be the first person they call when they do.



03

SUSTAIN

CCRCs should remain an integral part of the State's economic development infrastructure long after this project has ended. The goal is to make both CCRCs and child care benefits commonplace in NYS.



Every conversation connecting business to child care is a step towards acceptance.



**Early Childhood
Advisory Council**

State Agency Updates

Ray Pierce- NYS Department of Health, Early Intervention Program

Erik Sweet- NYS Education Department, Office of Early Learning

Suzanne Bolling- NYS Education Department, Office of Special Education

Nora Yates- NYS Office of Children and Family Services, Division of Child Care Services

Laura Gonzalez- Murphy- NYS Department of State, Office of New Americans

ECAC Update: Fall 2026

Erik Sweet

Erik.sweet@nyse.d.gov

The Office of Early Learning



2026 -2027 UPK FUNDING OVERVIEW



Additional \$431
Million in UPK
Funding



All school districts will now
receive UPK funding



One Funding Stream



Higher Per Pupil Rates



Program expansion without a
competitive process

UPK BUDGET GUIDANCE



Universal Prekindergarten (UPK) for 2026-27 and Beyond

WHAT SCHOOL DISTRICTS NEED TO KNOW

Overview

The enacted state budget for the 2026-2027 fiscal year includes notable changes for UPK throughout the state. This guide explains what the budget says about UPK funding and how it will affect UPK programs for the upcoming school year and in the future.

Major Takeaways

- An additional \$431M has been allocated for UPK programming
- All school districts can access funding for UPK
- One funding stream
- Higher per pupil rates for 4-year-olds
- Districts may expand program slots without applying for a NYSED competitive grant. This change does not change the existing 10% collaboration requirement.
- 10% Collaboration requirement remains
- Lottery and waitlist are required when students exceed the number of available seats
- Half-day programming is ineligible for UPK aid beginning in 2028-2029
- In alignment with K-12 reporting requirements, UPK child counts (unduplicated counts of actively enrolled 3- and 4-year-olds) will be collected using the October 7th BEDS day
- By 2028-2029, districts must provide UPK to all eligible four-year-old students who apply.

4-Year-Old UPK: Fiscal and Programmatic Specifics

Per Pupil Rates

- For full-day 4-year-old UPK programs, districts will receive the greater of
 - \$10,000 per pupil, or
 - The district's chosen Foundation Aid per-pupil amount.
 - To confirm these rates, please refer to the district's UPK Output Report in [SAMS](#) or the [UPK Allocation List for 2026-2027](#) on the OEL website.
- For half-day programming, 4-year-old slots will be paid a per pupil rate of ½ of FTE rate for 4-year-olds.

Allocation Amounts/Number of Students to Serve

- UPK funding is no longer limited by a pre-set maximum allocation amount or by a defined number of students.
- Districts can enroll all eligible 4-year-old students and receive State funding for each student served, provided program requirements are met.
- Funding is age-specific and is restricted to its designated group.
 - 4-year-old funding cannot be used to establish or support 3-year-old programs, and 3-year-old funding cannot be diverted to expand 4-year-old programming. Districts must use the funds exclusively for the age group for which they were allocated.

1

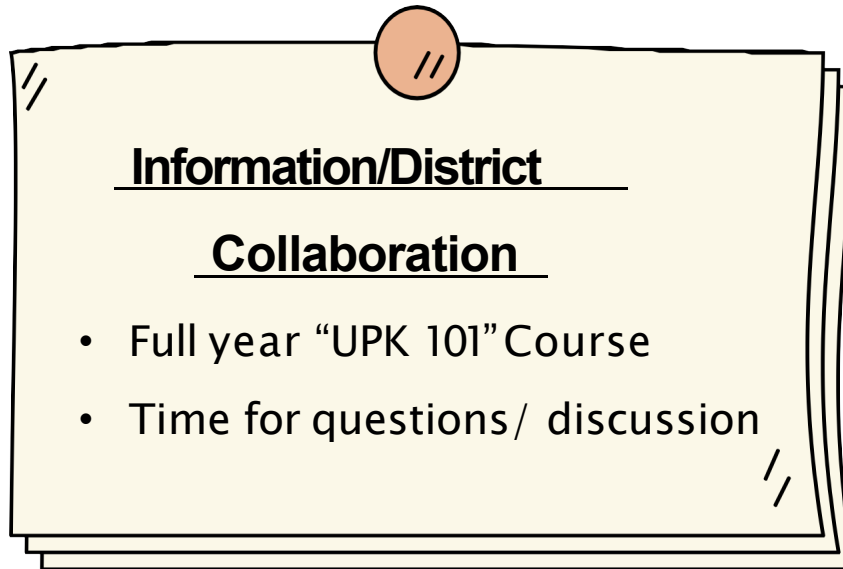


OFFICE OF EARLY LEARNING STATEWIDE UPK MONITORING



UPK Professional Learning Community

Monthly meetings for UPK districts new to UPK



Part 136 Guidance



Diapering and Toileting Protocols FAQ



Regulatory Purpose

Q: What is Section 136.10 and why is it being added?

A: Section 136.10 establishes statewide protocols to ensure safe, hygienic, and developmentally appropriate diapering and toileting practices in schools. The goal is to protect students' health, privacy, and dignity while supporting learning and independence. Chapter 361 of the Laws of 2024 adds a new subdivision 62 to section 305 of the Education Law, effective March 27, 2026.

Q: Does Commissioner's Regulations 136.10 apply only to early childhood grade levels?

A: No, this regulation applies to all students across all grade levels (including ungraded).

Q: What schools are affected by these regulations?

A: School districts and public schools, Boards of Cooperative Educational Services (BOCES), special act school districts, approved private residential or nonresidential schools for the education of students with disabilities, State-supported schools for the blind and deaf, and approved preschool special education programs that are not licensed or otherwise regulated by other state agencies. If any of these schools are subject to more than one set of State requirements, it should ensure compliance with the requirement that sets the higher standard.

UPK Inclusion Guidance

- ✓ Guidance from Offices of Special Education, Early Learning, and Rate Setting
- ✓ Clarifies the coordination of UPK and 4410 funding
- ✓ Background information, guidance, and a FAQ

PROMOTING INCLUSION IN UNIVERSAL PREKINDERGARTEN (UPK)

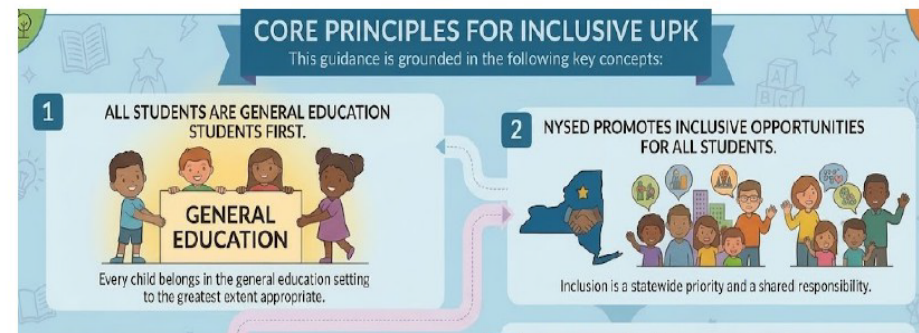


The New York State Education Department's (NYSED) Office of Early Learning, Office of Special Education, and Rate Setting Unit have jointly developed this guidance to ensure that every child, regardless of ability, has access to high-quality early learning experiences that support social, emotional, and academic development. This collaborative effort reflects New York State's commitment to equity, belonging, and excellence in early childhood education.

Inclusive preschool settings play a critical role in establishing these values during a child's most formative years. New York's Universal Prekindergarten (UPK) program currently serves approximately 75% of four-year-olds and 19% of three-year-olds statewide. However, despite this broad reach, 27% of preschool students with disabilities continue to be served in separate, non-inclusive settings. These data highlight both the progress made and the opportunity that remains to expand inclusive learning environments across the state.

Purpose of This Guidance

This guide is designed to clarify the coordination of UPK and 4410 funding in support of inclusive preschool classrooms. It provides administrators, program leaders, and partners with practical guidance related to staffing, collaboration, and funding alignment, while ensuring compliance with applicable regulations.



SAVE THE DATE



OFFICE OF EARLY LEARNING

NAVIGATING PRE-K DAY 2027

Thursday, May 13th 2027

New York State Museum
Albany, NY

**Registration
Coming Soon!**



UPK Classroom Highlights:

Newsletter



Summer Edition: 2026-2027 Program Year

Important Dates and Deadlines:

- [Important Dates and Deadlines Calendar for the 2026-2027 Program Year](#)
- **July 31:** 2025-2026 Final Reports, FS-10Fs, and SUFDPK M/WBE Compliance Reports Due
- **August 31:** 2026-2027 UPK Application due. See the 2026-2027 Application webinar and 2026-2027 FS-10 webinar for additional

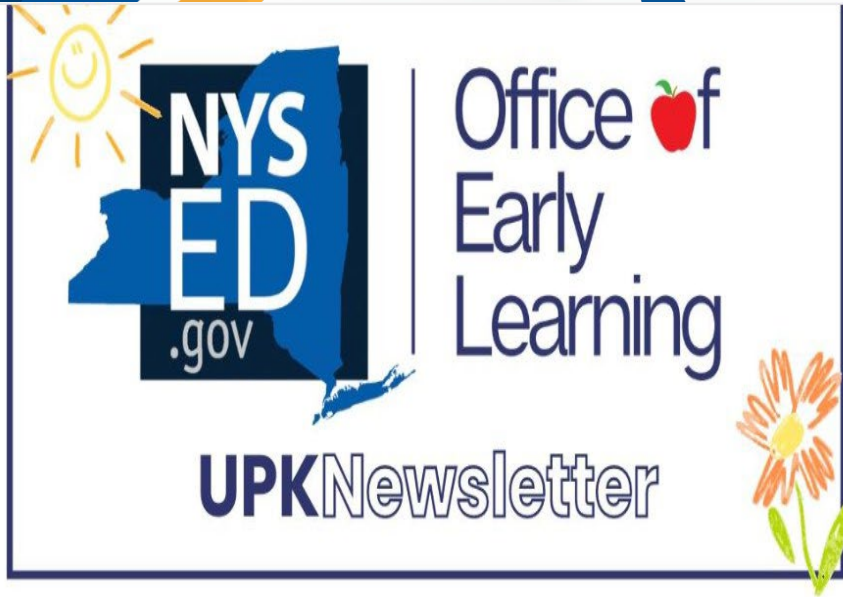


Classroom Spotlight: Ithaca City School District

Every school year, the Ithaca City School District Early Childhood program participates in a field experience at Johnson Museum of Art at Cornell University, where the focus of the visit is "Learning to Look, Looking to Learn."

Prior to the preschool classrooms visiting the museum, a museum docent comes to school to introduce students to the idea of a museum and what they will see there. Educators engage students in extensive hands-on activ-





Summer Edition: 2026-2027 Program Year

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Please Subscribe

OEL P 3 Newsletter



UPK Newsletter





Office of Children
and Family Services

DIVISION OF CHILD CARE SERVICES ECAC UPDATES

SEPTEMBER 24, 2026

AGENDA

- Child Care Assistance Program (CCAP) Update
- First Three Pilots
- Child Care Capital Construction Funding Program (4CFP)
- NYS Literacy Trail

CCAP UPDATES

FFY 2025/2026/2027 ALLOCATIONS

- First round of allocations were released:
 - [26-OCFS-LCM-09](#) -FFY 2026-27 Allocations released June 18, 2026
- First revision to [25-OCFS-LCM-21](#), *New York State Child Care Block Grant Allocations October 1, 2025-September 30, 2026*, for FFY 2025-26, with supplemental funds released June 17, 2026
- [24-OCFS-LCM-16-R7, New York State Child Care Block Grant Allocations October 1, 2024-September 30, 2025](#), was issued on July 9, 2026.
 - The base allocations for Federal Fiscal Year (FFY) 2025 were released on October 31, 2024.
 - As of July 9, 2026, the seventh revision published to allocate an additional \$946,515 of the \$50M that was appropriated from the State Fiscal Year (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 100% of the final FFY 2025 overclaims. OCFS has reallocated unclaimed funds to LDSSs that have demonstrated the need for supplemental funding in excess of their maximum additional amount contained in that LCM.

FIRST THREE PILOTS

FIRST THREE NY CHILD CARE PILOTS

- Total of \$66M available for Broome, Monroe, and Dutchess counties
 - Approximately \$60M will go directly to funding 1000 slots in each county.
 - Each county will receive approximately \$2M for non-service expenses.
 - Counties each contribute approximately \$2M/10%.
 - Counties can partner with their CCRR to administer part/all of the pilot.
- Each county will launch a contracted care initiative for infants and toddlers to achieve 1,000 slots by Year 3.
- Seats will be available without means testing for county residents.

CHILD CARE CAPITAL CONSTRUCTION FUNDING PROGRAM (4CFP)

4CFP OVERVIEW

- To effectively address New York's continuing need for affordable, quality child care services, the Child Care Capital Program (CCCP) was created as part of the 2023 enacted State Budget.
- Administered in partnership with DASNY
- \$105,000,000 awarded to qualified child care programs through this competitive funding opportunity.
- Awarded to 37 organizations for a total new capacity of 4401
 - 19 new child care programs
 - 18 existing child care programs

NYS LITERACY TRAIL

LITERACY TRAIL 2026

- The NYS Literacy Trail – an initiative announced by Governor Kathy Hochul in her 2025 State of the State address – encourages literacy and access to the outdoors.
- In 2026, OCFS, NYS Parks, and NYS DEC picked 10 new books to be featured at 14 NY State Parks and DEC Environmental Education Centers.





Office of Children
and Family Services

THANK YOU!

SEPTEMBER 24, 2026



**Early Childhood
Advisory Council**

Advocacy Update

**Brigit Hurley,
The Children's Agenda**

Networking

Lunch

12:30-1:30



Early Care &
Learning Council

United to Promote Quality

Infant Early Childhood Mental Health Consultation: Scale, Scope, & Impact



Infant & Early Childhood Mental
Health Consultation

Empowering Caregivers to Support Emotional Wellbeing



OUR ECLC TEAM



JILLIAN SCANLON
IECMH Program Director



ALLISON GRAHAM
IECMH Program Associate



MORGAN DESIMONE
Data Analyst



Agenda

- Project Overview
- Scale & Scope
- Reliability & Sustainability
- Impact & Growth
- Q & A

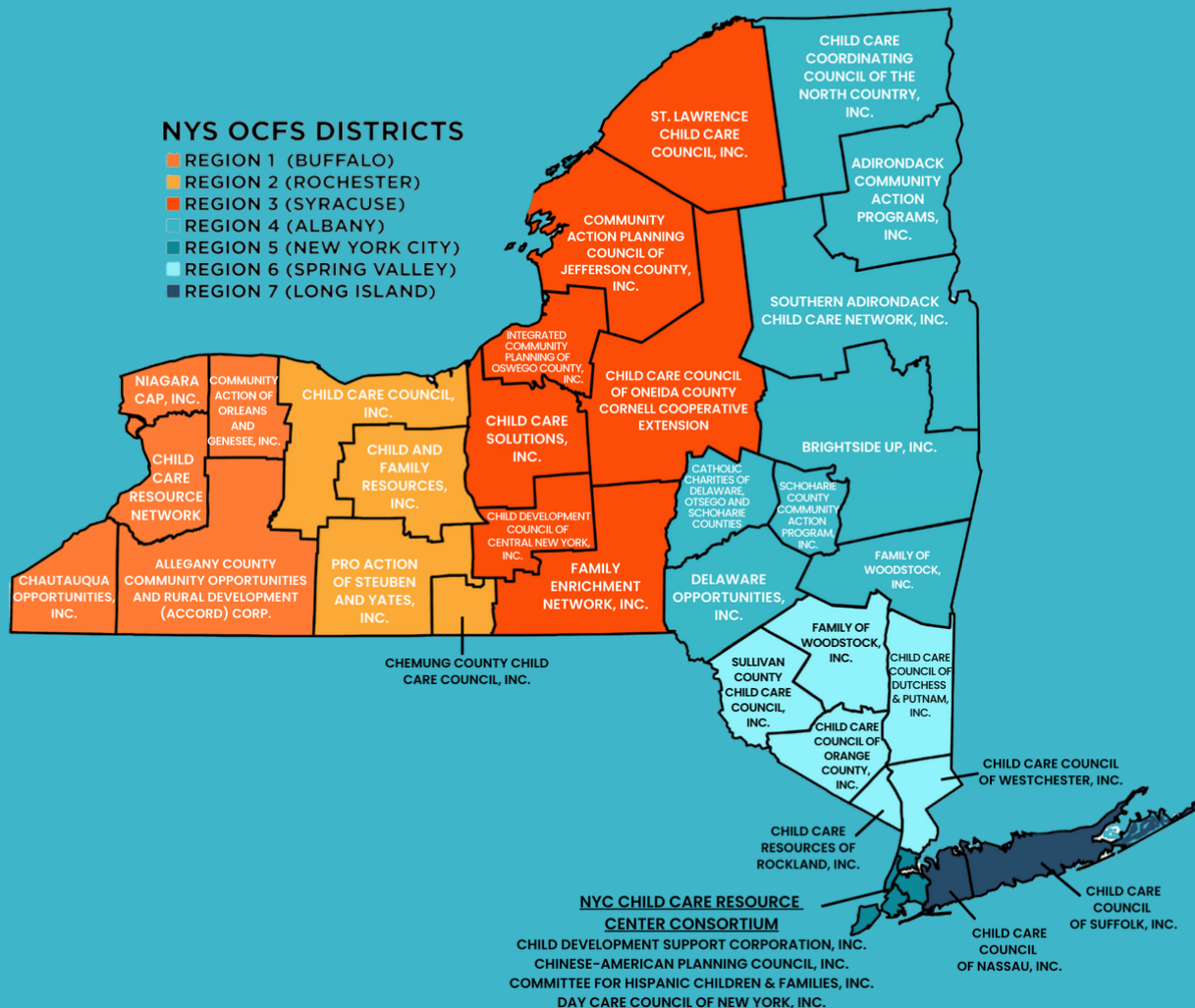


What We Have Learned So Far

- Consultation is
 - scalable
 - effective
 - equitable
 - targets essential aspects of child care that are historically hard to address



NYS Childcare Resource Centers (CCRCs)



- **Assist** families by providing a highly visible, centralized source of information for childcare consumers.
- **Identify** sources of financial aid to help families pay for childcare choices
- **Improve** the quality of available services by providing a broad range of support services to providers
- **Expand** the supply of childcare by recruiting trainers and new providers
- **Educate** parents about high quality childcare and how to evaluate their childcare arrangements on an ongoing basis

Regional Lead Agencies

Infant Toddler Regional Resource Centers (IT Lead Agencies) hold the IT/IECMH contract for the entire region and must coordinate services accordingly



Office of Children and Family Services

**Infant Toddler Contract Manager
Felicia Marra**



Early Care & Learning Council
United to Promote Quality

Meredith Chimento, Executive Director
Abbe Hahn, Associate Executive Director
Jillian Scanlon, IECMH Director
Rachel Roberts, Infant & Toddler Project Specialist
Allison Graham, IECMH Associate
Morgan DeSimone, Data Analyst

CCRC Regional Lead Agencies

Region 1: Buffalo
 NURTURING GREATNESS

Kim Suminski, Executive Director
Kristin Macha, Director of Regional Infant Toddler Services
Kim Ortiz, Regional Coordinator of IT Specialist Services
Sheila Tumiel, IECMH Regional Coordinator

Region 2: Rochester



Rose Shufelt, Executive Director
Kristin Perrone, Director of Professional Development (IT)
Natalie Vasquez, Regional Coordinator

Region 3: Syracuse



Anne Napper, Executive Director
Kris Kline, Director of Professional Development (IT)
Tasha Mallore, IECMH Coordinator

Region 4: Albany



Abbe Kovacik, Executive Director
Kathleen Harland, Regional Director of IT Services
Raquel Saddlemire, Director of Education and Curriculum (IECMH)

Region 5: NYC



Marcia Rowe-Riddick, Executive Director
Valarie Taveras, Interim Regional Coordinator

Region 6:

Westchester/Spring Valley



Laura Newman, Executive Director
Jami Flynn, ITRN Coordinator (IT/IECMH)

Region 7: Long Island



Jennifer Rojas, Executive Director
Lisa Reyling, Director of Professional Development (IT)
Kristina Lacov, IECMH Supervisor



Infant and Early Childhood Mental Health Consultation

IECMH Consultants work collaboratively with adults in child care programs (ages 0–5) to address social emotional development, challenging behaviors, and **help grow adult capacity** to respond effectively to a variety of stressors and challenges in the classroom and program. IECMH Consultants support programs **holistically and collaboratively** to identify goals and strategies with the providers they support.



IECMH is/does

- Indirect service
- Promotion and prevention based
- Provided by master's prepared professional
- Builds capacity of professionals and families
- Supports and sustains healthy social and emotional development in young children
- Delivered in natural or community setting
- Delivered in a variety of child-care settings

IECMH is not/ does not

- Direct service and/or therapy
- Focuses solely on families
- Always provided in a center-based setting
- Group therapy
- Home visiting
- Psychological treatment for staff, families, or children
- Clinical treatment





Georgetown Framework

Types of Consultation

Programmatic



Definition: Consultant works in collaboration with program leadership to assess and address issues related to a program's structure, policies, procedures, professional development, philosophy, mission, and approach as they relate to supporting the mental health of young children and their families.

Outcomes Targeted: The ability of the school policies to support healthy social emotional development and address challenging behaviors with consistent, developmentally appropriate procedures; the climate of the school; the communication among staff; the provision of professional development addressing topics of mental health and wellbeing of the students and staff

Distinction: Supports the whole program and is not focused on specific children, families, classrooms, or teachers

Consultee: Director/administrator

Classroom



Definition: Consultation to teachers about the overall approach to supporting young children social emotional development and effectively addressing young children's challenging behavior. Classroom consultation focuses on issues that impact more than one child or family. In classroom consultation the consultant and the teachers may explore a variety of issues including, but, not limited to: teachers' approach with children; teachers' relationships with each other; teachers' ideas about discipline and behavior; how trauma and toxic stress impacts young children and their families; transitions from one activity to the next; routines; etc.

Outcomes Targeted: Ability of individual teacher to foster social emotional development, effectively and sensitively address challenging behaviors, promote and healthy classroom climate, and understand early childhood development

Distinction: Supports one classroom, rather than one child or the program as a whole

Consultee: Teacher

Child and Family



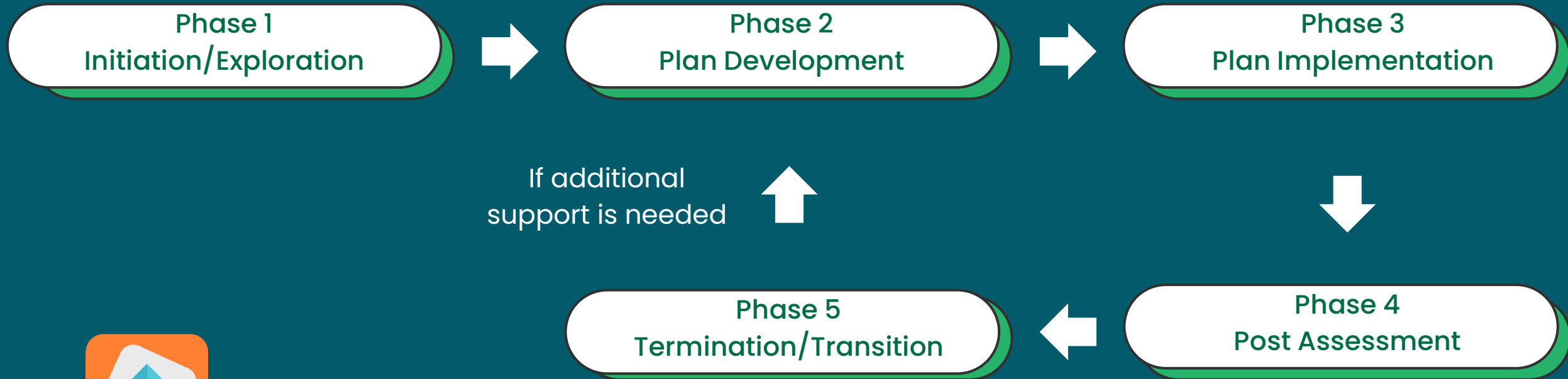
Definition: Addresses the factors that contribute to an individual child's or family's difficulties in functioning well in the early childhood setting. Child and family consultation is provided to families or teachers and is often initiated by concerns about an individual child's problem behavior.

Outcomes Targeted: Reduction in challenging behavior; increased teacher understanding of the behavior and its causes, as well as her reactions to it; provision of appropriate referral to outside resources; facilitation of open communication between teacher and parent/caregiver

Distinction: Focuses on a particular child/family identified as needing additional support

Consultee: Teacher, parent/caregiver

CONSULTATIVE PROCESS



Climate of Healthy Interactions for Learning & Development (CHILD)



1. Transitions
2. Directions & Rules
3. Social & Emotional Learning
4. Adult Awareness
5. Adult Affect
6. Adult Cooperation
7. Adult-Child Interactions
8. Individualized &
Developmentally Appropriate
Practices
9. Child Behaviors

As of 2024, the CHILD is the primary assessment tool to be used in the NYS Infant & Toddler Mental Health Consultation Project. The use of other assessment tools is at the discretion of your CCRC.



AFTER POST ASSESSMENT

Goal was met

Goal was not met

New needs identified

No new needs
identified

New needs identified

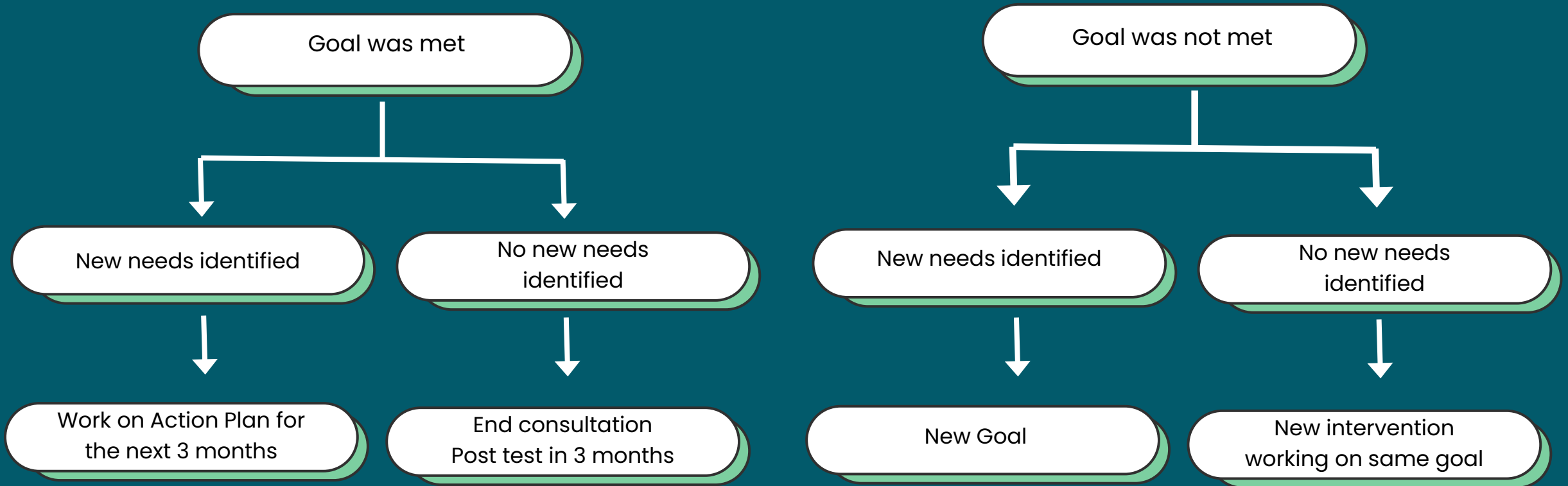
No new needs
identified

Work on Action Plan for
the next 3 months

End consultation
Post test in 3 months

New Goal

New intervention
working on same goal





Assessment:

CHILD

Select a Classroom Case: Sam Test - 1

Classroom

Service Visits

Collaboration Agreement

Parent Notification

Funding

Children

Ethnicity & Language

Staff

CHILD

PSS

PERM

Other Assessments

Surveys

Case Summary

Action Plan

Referrals

Existing CHILD Records

+ Add a CHILD

Start Date	Phase	Completed	Overall Average	Overall Anchor	
03/05/2024	Pre-Test	Yes	-0.12	Undermining	 
07/24/2024	Post-Test	Yes	0.49	Baseline	 

Add CHILD

Start Date: 03/05/2024

Phase: Pre-Test

Start Time: 08:00 AM

of Days: 1

Completed: ☒ Yes ☐ No

Observer:

Bender-Carbuccia, Diana

TR ✓

DR

SEL

AW

AFF

ACO

ACI

IDAP

CB

Summary

	Transitions	Block 1	Block 2	Block 3	Block 4	Average
TR 1	Initiation and pace of transitions	1	1			1.00
TR 2	Availability and support during transitions	0	-1			-0.50
TR 3	Adult-child interactions during transitions	1	0			0.50
TR 4	Readiness of adults and activities at the end of a transition	-1	-2			-1.50
	Transitions Average					-0.13

Transitions Notes

Normal            



CHILD Details

Existing CHILD Records

[+ Add a CHILD](#)

Start Date	Phase	Completed	Overall Average	Overall Anchor	
03/05/2024	Pre-Test	Yes	-0.12	Undermining	✎ 🗑
07/24/2024	Post-Test	Yes	0.49	Baseline	✎ 🗑

Add CHILD

Start Date: Phase: Start Time: # of Days: Completed: ☒ Yes ☐ No

Observer:

TR ✓

DR ✓

SEL ✓

AW ✓

AFF ✓

ACO ✓

ACI ✓

IDAP ✓

CB ✓

Summary

Dimension	# of Blocks	Average	Anchor
Transitions	4	0.38	Baseline
Directions & Rules	4	0.50	Baseline
Social and Emotional Learning	4	0.50	Baseline
Adult Awareness	4	0.62	Baseline
Adult Affect	4	0.50	Baseline
Adult Cooperation	4	0.50	Baseline
Adult-Child Interactions	4	0.50	Baseline
Individualized Developmentally Appropriate Practice	4	0.40	Baseline
Child Behavior	4	0.62	Baseline
Overall		0.49	Baseline
Warmth		0.58	Baseline
Attunement		0.50	Baseline



+ Add a Dimension
Print Action Plan
☒ Bypass Validation

Action Plan

Transitions	+ 🗑
<u>Initiation and pace of transitions</u>	+ 🗑
Directions & Rules	+ 🗑
<u>Encouragement of Positive Behavior</u>	+ 🗑
Adult Affect	+ 🗑
Adult Cooperation	+ 🗑
<u>Quality of relationships between/among adults</u>	+ 🗑
Test	🗑

Intervention

Name of Intervention

Description of Intervention

Person Responsible

☐ Test, Amy

Start Date

📅

Program Level

▼

💾 Save
🚫 Cancel

SCALE: 20222025

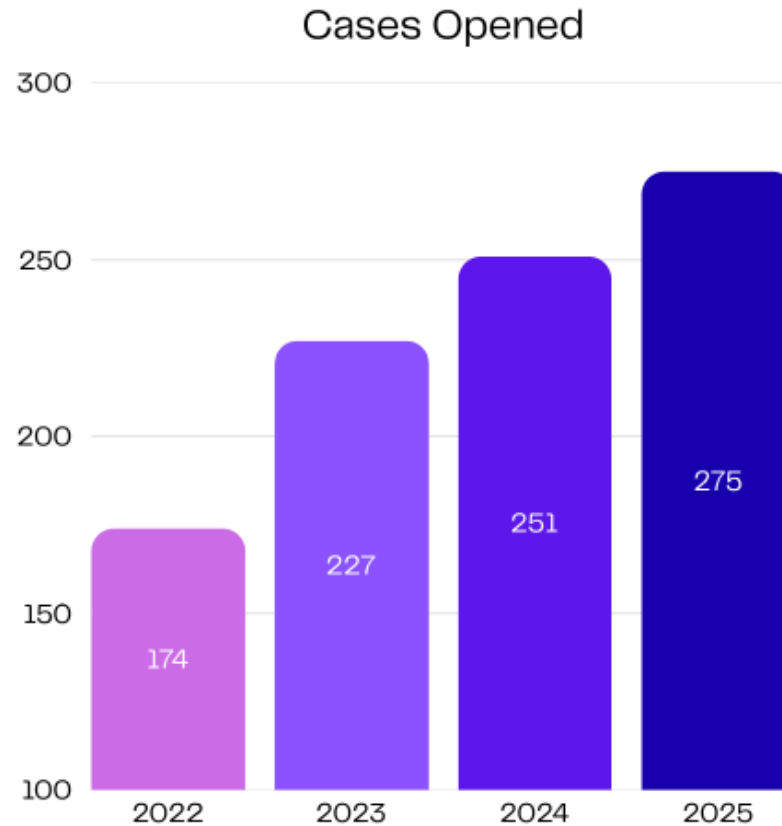


Figure 1. Number of new IECMHC cases opened per year.
Each case represents a unique child care room that initiated the consultation process.

SCOPE:

JANUARY 2022–AUGUST 2026

470 PROGRAMS

960 ROOMS

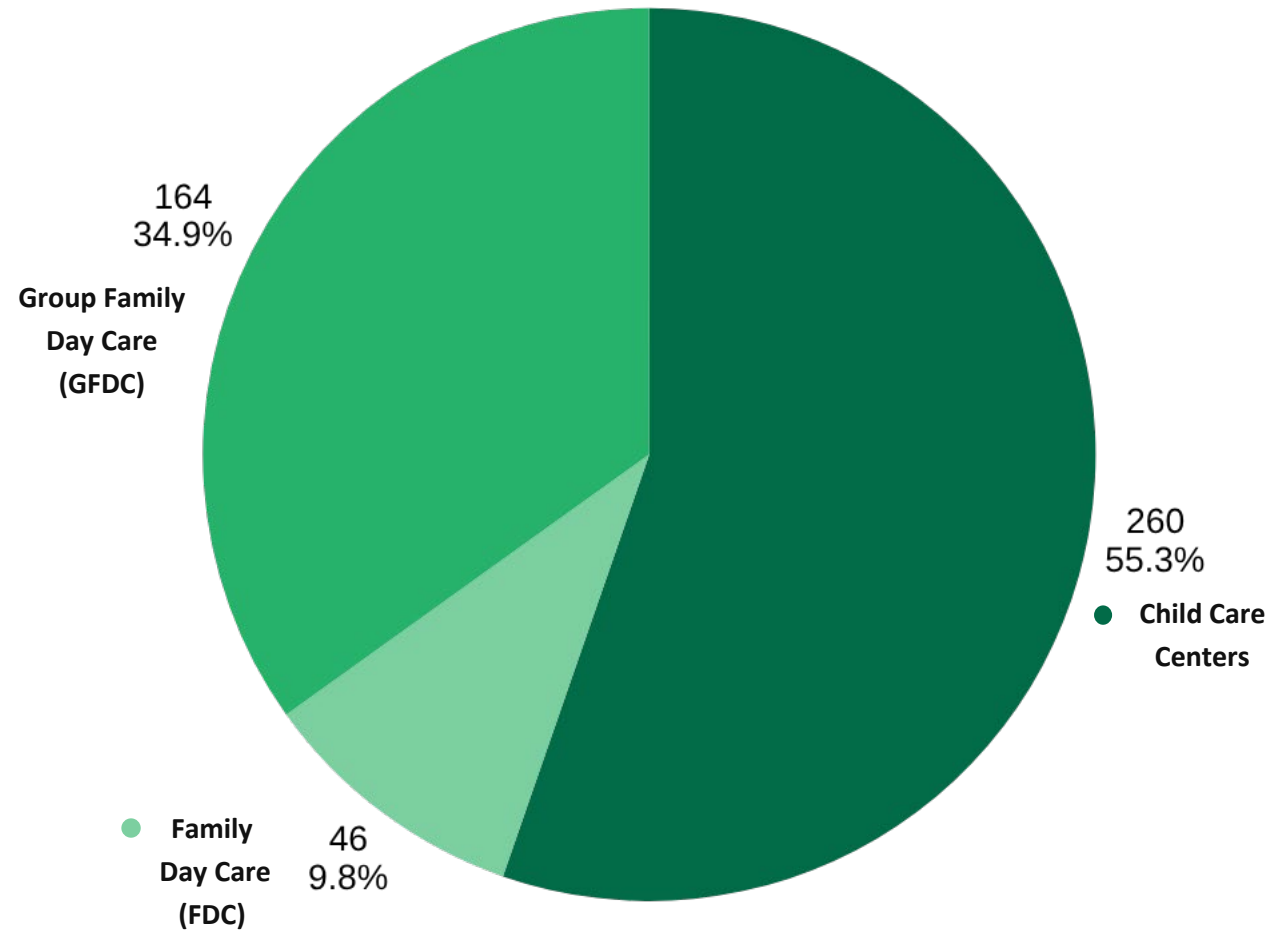
20,114 VISITS

31,490 HOURS OF CONSULTATION



MODALITY:

PROGRAMS SERVED



**Children Served
in Rooms**

12,456

**Children Served
in Programs**

54,789

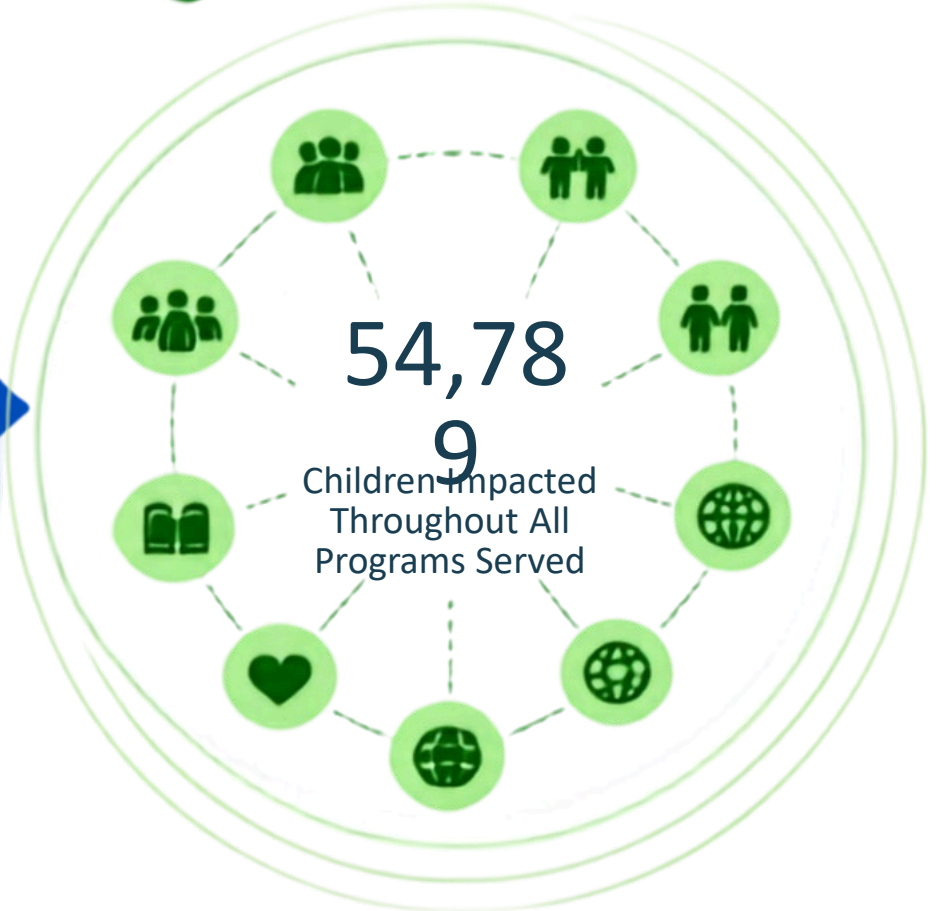
CHILDREN SERVED



Mental Health
Consultants



12,456
Children Served
in Classrooms



54,789
Children Impacted
Throughout All
Programs Served



Of cases show improved CHILD scores after consultation

Programs demonstrated significant increases in CHILD scores from pre assessment to post -assessment, with an average increase of 0.40 points (out of 4).



Supporting Those Who Need Us Most

- Programs with the lowest pre-assessment CHILD scores experienced the greatest growth.
- Consultation was most effective in classrooms with the highest levels of need.
- For example
 - 38 programs began with negative CHILD scores.
 - Average improvement: +0.72 points (Median = 0.66).
 - Most moved from the negative range into the positive range following consultation.
 - This represents a large and meaningful improvement.



Effect Size

The providers who struggled the most at pre-assessment showed an effect size of 1.45, which is an astonishingly large effect.

Similarly, the providers who initially scored the highest on the CHILD showed growth with an effect size of .975.

ASSESSMENT TRAINING

Trained by Yale – directly

Scale Supports

Communities of Practice

Recertification Yearly

DATA FIDELITY & SUSTAINABILITY

Data Quality Improvement

Data Office Hours

Data Expertise At All Levels
of Influence

From DFT to Community
Level

Super Users



PROFESSIONAL DEVELOPMENT

- IECMH Specific Content with NYCCD
- Onboarding of New Staff
- In-Person & Virtual Events
- Needs Assessment Guides Practice

REFLECTIVE SUPERVISION

- Learning Collaborative for Community Leaders
- Supervision for Supervisors
- Cross Regional Support with NYSAIMH
- Continuous Quality Improvement





What We Have Learned So Far

- Consultation is
 - scalable
 - effective
 - equitable
 - targets essential aspects of child care that are historically hard to address



Q & A





Early Care &
Learning Council

United to Promote Quality

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Morgan DeSimone

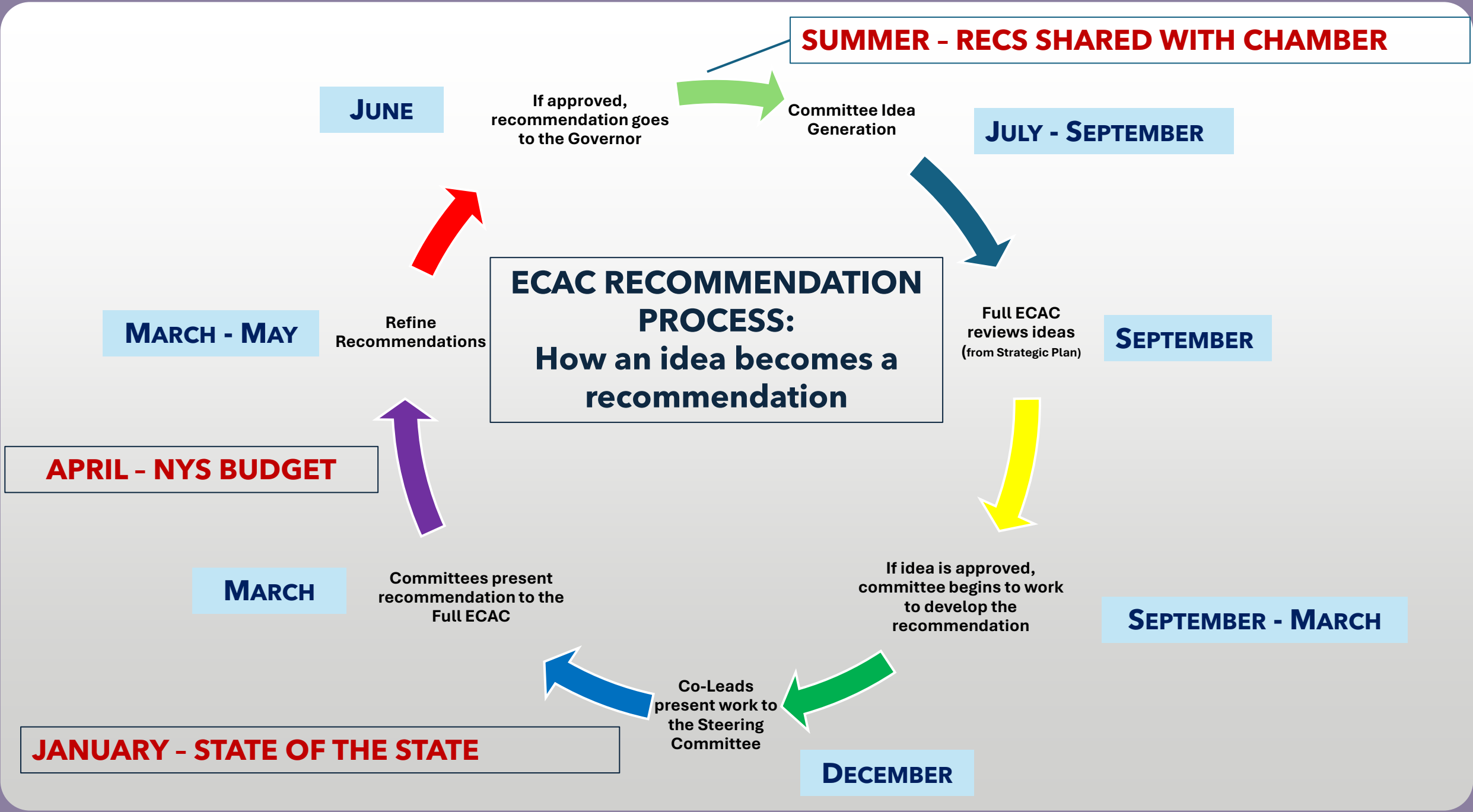
Data Analyst

mdesimone@earlycareandlearning.org

earlycareandlearning.org

ECAC

Committee Work Time



NEXT STEPS

2026 ECAC Meetings

December 10th	10:30am- 1:30pm	Virtual
March 18th	10:30am- 3:30pm	Empire State Plaza (meeting rooms 2-3)
June 17th	10:30am- 3:30pm	Empire State Plaza (meeting rooms 2-3)



**Early Childhood
Advisory Council**



Early Childhood Advisory Council