

Objectives & Need for Assistance

Early childhood experiences set a critical foundation for success in school and in life. Brain development research has documented the importance of early relationships and experiences to building the social-emotional, cognitive, and academic skills that individuals rely upon throughout their lives.¹ While parents remain children's earliest and most important teachers, the significance of early care and education services – including center- and family-based child care, Head Start/Early Head Start programs, prekindergarten programs, and programs in other settings - continues to grow as parents of young children spend more time in the workforce. Preparing young children to succeed in school is a vital investment in our nation's long-term economic success.^{2,3} Research also indicates that young children are best prepared when the early care and education services they receive are of high quality and link together comprehensive health, social-emotional, and family support services.^{4, 5} Historically, New York State's efforts to improve early childhood systems have embraced this broad view – a view that recognizes the interconnectedness of early learning, strong families, healthy children, and coordinated and responsive systems. This view has carried forward into the work of the New York State Early Childhood Advisory Council (ECAC).

At the state level, the New York State Council on Children and Families (CCF) has often led the charge on developing comprehensive systems for children and families. CCF was

¹ Center on the Developing Child at Harvard University (2007). *A science-based framework for early childhood policy: Using evidence to improve outcomes in learning, behavior, and health for vulnerable children*. Retrieved January 15, 2010 from http://developingchild.harvard.edu/files/7612/5020/4152/Policy_Framework.pdf

² Lynch, R.G. (2004). *Exceptional returns: Economic, fiscal, and social benefits of investment in early childhood development*. Washington, DC: Economic Policy Institute.

³ Heckman, J. J. (2008). *The case for investing in disadvantaged young children*. Retrieved January 15, 2010 from <http://www.heckmanequation.org/system/files/Heckman%20Investing%20in%20Young%20Children.pdf>

⁴ Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K. A., McCartney, K., Owen, M.T., and the NICHD Early Child Care Research Network. (2007). Are there long-term effects of early child care?, *Child Development*, 78, pp. 681-701.

⁵ Johnson, K., & Theberge, S. (2007). *Reducing disparities beginning in early childhood* (Short Take No. 4). Retrieved January 15, 2010 from http://www.nccp.org/publications/pub_744.html

established into law in 1977 as an independent state entity charged with coordinating the state health, education, and human services agencies to provide more effective systems of care for children and families. In 2003, CCF was administratively merged with the Office of Children and Family Services (OCFS); however, CCF continues to report directly to the Governor.

OCFS is listed on the application page in Part I as the applicant and has standing, unlike CCF to submit the application. In addition to the ECAC, CCF currently administers three such efforts focused on young children - the Early Childhood Comprehensive Systems Initiative, the New York State Head Start Collaboration Project, and Project LAUNCH. CCF also provides staff support and coordinates activities for the Governor's Children's Cabinet and its Advisory Board.

In response to the federal requirement to form State Advisory Councils on Early Childhood Education and Care, Governor Paterson directed the Children's Cabinet to reorganize its Advisory Board and establish the ECAC. The ECAC includes individuals with early childhood expertise who represent early care and education, health care, child welfare, and mental health, as well as state agencies, advocacy organizations, foundations, higher education, unions, and others involved in the provision of services to young children and their families. In addition to fulfilling the legislative intent of strengthening statewide coordination and collaboration among the wide range of early childhood programs and services in the state, the ECAC expanded its scope to include human service, mental health, and health care supports and services for young children and their families. The opportunity to form the ECAC has allowed New York State an opportunity to harness the collective power of numerous ongoing efforts, including myriad efforts within the nonprofit sector and on the local level, to improve

outcomes for young children and their families. The availability of federal grant funds will be a crucial source of support for the work of the ECAC.

Detailed below is a description of each of the following components of New York's early care and education system: 1) quality and availability of early childhood programs, 2) status of governance among early childhood programs and services, 3) coordination and collaboration among early childhood programs and services, 4) status of early learning standards, 5) status of a statewide career development system for those working in early childhood programs, and 6) status of a statewide early care and education data system.

Quality and Availability of Early Childhood Programs

Over the past 40 years, New York State's early learning programs have developed into a robust system serving hundreds of thousands of young children every year. Components of this system include:

Licensed and registered center- and family-based child care – The NYS Office of Children and Family Services (OCFS) licenses and regulates center-based child care (except in New York City), family child care homes, and group family child care homes across the state. In New York City, the Department of Health and Mental Hygiene licenses all center-based early learning programs. Statewide, there are nearly 4,000 licensed child care centers with the capacity to serve approximately 300,000 children. In addition, there are nearly 7,750 family child care homes serving 58,000 children and 6,850 group family child care homes serving approximately 94,000 children.

Subsidized child care – Child care subsidies are administered by OCFS. Statewide, 212,000 children received subsidized child care in FFY 2008 with more than half of those children receiving child care services in licensed or registered settings. Of those 212,000 children, over 6

in 10 (60.5%) were younger than six years of age. Subsidized child care in New York State is funded through combination of state and local tax dollars, the Child Care and Development Fund, and the TANF program. Combined funding approximates \$867 million in SFY 2009-10.

Early Head Start – The 39 Early Head Start programs in New York State serve more than 5,750 pregnant women and children birth to three years of age. In 2009, the 39 Early Head Start programs in New York State received \$42 million. Through the 2010 Early Head Start expansion, 21 new programs and 14 expanded programs will serve nearly 3,000 additional pregnant women and very young children. The 2010 expansion should result in approximately \$35 million in additional funding.

Head Start – 86 grantees, including two American Indian/Alaska Native Head Start programs, and 92 delegate agencies serve approximately 51,000 New York children annually. These programs receive approximately \$400 million dollars in annual funding. The 12 Migrant and Seasonal Head Start locations in New York serve an additional 600 children.

Universal Prekindergarten – In 1966, New York became one of the first states to create a state funded prekindergarten component of public education. Initially, that program served 15,000 children annually with \$15 million in state funding. More than 30 years later, landmark legislation created a Universal Prekindergarten program (UPK). Currently, 450 of New York's 677 school districts operate pre-kindergarten programs. Together, these programs serve more than 100,000 students, representing approximately 40% of New York's four-year-old population. Settings for UPK include public schools, child care centers, family child care homes, Head Starts, non-public schools, nursery schools, libraries, museums, and preschool special education programs. UPK is currently funded at \$414 million annually. However, the 2010

Executive Budget would set funding at \$399.7 million for both FY2010-11 and 2011-12. This would delay full implementation.

Home Visiting – While there are currently five home visiting programs with measurable outcomes operating at sites in New York State, there are differing eligibility requirements among programs and a lack of statewide availability. Table I details these programs, their availability around the state, and the number of children or families served on an annual basis. Of the five, only two – Healthy Families New York and the Nurse-Family Partnership program – receive state funding.

Table I. Evidence-Based Home Visiting Programs in Operation in New York State

Program Name	Number of Operating Sites or Geographic Scope	Number of Children or Families Served (annually)
Healthy Families NY	39 accredited sites	4,254 families
Nurse-Family Partnership	New York City + 2 counties	2,500 families (approx.)
Parent-Child Home Program	30 sites	1,000 families (approx.)
Parents as Teachers	52 programs	3,000 children (approx.)
Home Instruction for Parents of Preschool Youngsters	3 model sites	500 children (approx.)

QUALITYstarsNY – In an effort to improve the quality of early care and education providers, New York began to explore the development of a Quality Rating and Improvement System (QRIS) in 2005. The impetus for this exploration came from the private sector, including providers, and was funded with foundation dollars. Over the next two years, a diverse, private sector workgroup drafted proposed key elements for New York’s QRIS. In 2007, OCFS committed to the establishment of a statewide QRIS for New York. Through a combination of private foundation funding and significant staffing from OCFS, work continued on the development of draft rating scales; and in 2008, OCFS unveiled *QUALITYstarsNY*.

The QUALITYstarsNY standards (currently in draft form) were developed using information from New York State regulations for child care and prekindergarten, New York City regulations, Head Start Program Performance Standards, assessment tools such as the Program Administration Scale (PAS) and the Environment Rating Scales (ERS), accreditations standards of the National Association for the Education of Young Children, National Association for Family Child Care, National Afterschool Association, among other standards. QUALITYstarsNY has developed two sets of standards – one for center-based programs and one for family-based programs.

New York is currently conducting a field test in 13 communities around the state. The field test is working with 240 programs and providers across the selected communities. The programs and providers reflect the variety of early learning programs in each field test community. These programs include: prekindergarten in public schools; Head Start/Early Head Start; non-profit, center-based child care with and without prekindergarten; for-profit, center-based child care with and without prekindergarten; registered nursery schools; special education schools; independent small family child care; independent large family child care; and networked family child care homes. The field test will also assist in aligning several locally developed quality assessment systems, including New York City's program performance assessment system for publically funded programs. Statewide implementation of QUALITYstarsNY will follow the conclusion of the field test in spring 2011, provided adequate funding exists.

Status of Governance

The governance of early learning programs in New York State is both diverse and multifaceted. New York State maintains state-supervised, locally administered health, education, and

human services systems. The early learning programs in New York State are governed at the state and local level in the following ways:

Child Care – OCFS licenses center-based child care in areas of the state outside of New York City. OCFS also licenses group family child care and registers family and school age programs statewide. New York City’s Department of Health and Mental Hygiene licenses all center-based programs in New York City regardless of the number of hours or days per week the programs operate. Therefore, part-day nursery schools are licensed in New York City, but they are not in the rest of the state. The NYC Administration for Children’s Services (ACS) administers contracts with approximately 200 child care centers that are funded through child care subsidies. ACS is also a Head Start super grantee that administers contracts with 75 delegate Head Start programs.

Child Care Funding – OCFS also administers the Child Care and Development Fund in New York State, including approximately \$975 billion in child care subsidy and quality improvement funding. At the local level, child care subsidies are administered by local social services districts. Child care quality funding is used for a variety of purposes including supporting contracts with 39 child care resource and referral agencies across the state and seven Infant/Toddler Resource Centers.

Early Head Start/Head Start – As in all other states, funding for New York’s Early Head Start and Head Start programs flows directly from the federal Office of Head Start to local programs. Since the majority operate full-day programs and/or include child care as part of their services, most are licensed as child care centers.

Early Intervention Part C – The NYS Department of Health administers the Early Intervention Program, which provides services to children birth to three years of age with

disabilities. At the local level, each county or municipality is required to designate an Early Intervention Official to administer the program. In most cases, that person is located in the county health department.

Preschool Special Education Part 619 – The NYS Education Department (NYSED) administers the Preschool Special Education program, which provides services for children three to five years of age with disabilities. Local education agencies operate the program at the community level.

Universal Prekindergarten (UPK) – NYSED also administers the UPK program. Funding is allocated to school districts through a formula that mirrors the foundation aid formula. However, funding is provided to the districts through grants. Per-pupil allocations are determined based on the amount of poverty and other indicators of need in the district. School districts must use 10% of their allotment to contract with community-based providers to provide service. More than half of UPK classrooms are operated by community-based organizations through contracts with school districts.

Early Childhood Program and Service Collaboration and Coordination

Two state-level structures have been developed for the purpose of coordinating New York's diverse early childhood delivery system – the NYS Council on Children and Families (CCF; described above) and the ECAC. In June 2008, Governor Paterson directed the Children's Cabinet to establish the ECAC to meet the requirements contained in the Head Start Reauthorization Act of 2007. The ECAC is currently comprised of 44 representatives of agencies and organizations involved in early care and education, health care, mental health and related issues. Six work groups have been established to carry out the work of the ECAC:

Quality Improvement, Early Learning Workforce Development, Finance, Data Development, Strong Families, and Promoting Healthy Development.

Despite this established coordination infrastructure, New York faces several barriers in developing a comprehensive system of supports and services for young children and their families. Included among those barriers are problems common to many states and territories, such as services for children and families being siloed and, as a result, very difficult to package in ways that meet the needs of families. While more can be done at the state level to increase the flexibility of funding and services, significant federal assistance is needed to create a system of services that is truly responsive to family needs. Also, as is true with other states, more needs to be done to link early care and education programs with health, mental health, and family support services.

New York faces an additional challenge stemming from the current governance structure of state agencies involved in early learning. While New York's health and human services agencies are under the administrative responsibility of the Governor, the Commissioner of State Education reports to the Board of Regents. The Regents are elected by the members of the state legislature. Though this administrative structure can, at times, present a challenge to creating a comprehensive system for young children, the ECAC is committed to exploring options for creating a consistent approach to early learning for New York State.

Currently, programs designed to meet the needs of young children and their families are spread across several agencies at both the state and local level. New York's health, education, and human services are state supervised and locally administered, which means that efforts to coordinate services need to occur at both the state and local level in order to be successful. Further, in New York, localities are given significantly more leeway in shaping their service

responses than other areas of the country. This benefits communities in shaping service responses specific to the needs of their community, but it is a barrier to developing consistently applied programs and policies across the state.

At the local level, several communities have developed community initiatives to address early childhood issues. The ECAC is currently trying to gather information on the range of community efforts and will need to find ways to support similar community efforts to develop comprehensive services system as it implements its agenda.

Status of Early Learning Standards

In 2007, legislation directed the NYSED to develop prekindergarten learning standards. Work in developing these standards is well underway and drafts have been developed across five domains. Concurrent with this effort, NYSED is revising the K-12 learning standards. To ensure alignment between the prekindergarten learning standards and the K-12 learning standards, release of the draft prekindergarten standards has been postponed.

The NYS Head Start Collaboration Project, in partnership with NYS Association for the Education of Young Children and the New York City Early Childhood Professional Development Institute at the City University of New York, has undertaken an effort to develop early learning standards for children birth through three years of age. In developing these standards, care has been taken to ensure clear alignment with the prekindergarten standards. To accomplish this task, a group of 12 early learning experts was convened to adapt existing guidelines for use in New York State. Guidelines covering the following five domains are currently under review by this working group: 1) physical well-being, health, and motor development; 2) social and emotional development; 3) approaches toward learning; 4) cognition

and general knowledge; and 5) language, communication, and literacy. Work continues and will be completed as part of the scope of the ECAC.

Following publication of the draft early learning guidelines, the NYS Head Start Collaboration Project and its partners will begin a statewide effort to build awareness and obtain comments on the draft. Following a comment period, efforts will begin to develop user-friendly documents for distribution throughout the field. Proposed versions will target three audiences: teacher educators and other professional level educator-trainers, practitioners to reference in center-based and classroom settings, and parents and community members.

Status of Career Development System

New York State's plan for a career development system for professionals in early care and education is a comprehensive approach that begins with recruiting creative, empathetic, intelligent individuals and includes educational preparation of the highest quality. The plan also works to retain and reward professionals as they grow and develop to their fullest potential while providing families and young children with strong, responsive, developmentally appropriate, and accessible programs.

The ECAC established the Early Learning Workforce Development workgroup to provide leadership and coordination of efforts to develop a system for career and professional development in New York State. This workgroup builds on the successful efforts of many, notably the NYS Head Start Collaboration Project, NYS Association for the Education of Young Children and the New York City Early Childhood Professional Development Institute.

Examples of this work include:

- NYS Career Development Initiative – Among the many accomplishments of this initiative are the development of the *NYS Early Care and Education Core Body of Knowledge*

Framework, the establishment of the early childhood teacher certification for teachers of children birth through second grade, the development of several new associate and bachelor degree programs in early childhood education, and the development of the Children's Program Administrator Credential.

- Infant/Toddler Credential – The NYS Association for the Education of Young Children in partnership with a statewide group of infant and toddler experts developed the Infant/Toddler Care and Education Credential.
- Career Development Website – Creation of www.earlychildhood.org, a website that provides a one-stop source of information on careers in early childhood, including a career development resource guide that provides information on early childhood program settings, positions, educational requirements, educational programs, financial aid, and resume, portfolio, and career plan development. The website also provides users with a college and university database, a training resource database, the ability to download the *Core Body of Knowledge Framework*, and information on credentials for the Children's Program Administrator, Infant/Toddler Care and Education, Family Development, Family Child Care, Trainers, and School-age Child Care. A sister website (www.earlychildhoodnyc.org), providing career and professional development information specific to New York City, is housed at the New York City Early Childhood Professional Development Institute.

Recognizing that the current workforce in New York State is educationally and ethnically diverse, the current system also struggles to address substantial gaps in education, certification, professional development, and compensation between teachers at school- and community-

based centers.⁶ The proposed system is competency-based and uses the *Core Body of Knowledge Framework* as its foundation. The system is designed to support the ongoing efforts to implement QUALITYstarsNY. Table 2 details the components of New York State’s early childhood career development system and the status of its development.

Table 2. Components of NYS’s Early Childhood Career Development System

Component & Description	Current Status
Career Ladder/Lattice – Delineates the levels of function for each role in an early childhood center and home	NYS Association for the Education of Young Children Professional Development Committee has developed a draft career lattice. The lattice is currently being revised by ECAC’s Early Learning Workforce Development workgroup
Professional Development Assessment and Planning – Web- and print-based tools based on the <i>Core Body of Knowledge Framework</i> that will assist staff and providers in recognizing their current level of practice and guide their professional development	Elements of these tools exist as part of the Career Development Resource Guide available on www.earlychildhood.org . Further development is needed to make the tools more comprehensive, user-friendly, and linked to program assessment
Career Advisement Services – Recruitment, retention, professional development, job search skills, skill and aptitude assessment, placement, and other related services should be available to the future and current workforce	New York City Early Childhood Professional Development Institute has begun providing career advisement services in New York City. Advisement services are available sporadically in other areas of the state
Workforce Registry – Individuals will be able to track their professional development electronically. Licensing representatives and program directors will be able to monitor professional	Design and development will begin as a project of the ECAC under the leadership of the NYC Early Childhood Professional Development Institute and NYS Association for the Education of Young Children.

⁶ New York City Early Childhood Professional Development Institute. (2007). *Learning about the workforce: A profile of early childhood educators in New York City’s community- and school-based centers*. Retrieved January 15, 2010 from <http://www.earlychildhoodnyc.org/pdfs/eng/FinalReport.pdf>

Component & Description	Current Status
development progress	
Trainer’s Credential – A three-level competency-based credential for people providing training to staff and providers of early care and education programs	A draft of the Trainer’s Credential manual including competencies, application information, and a scoring rubric have been developed and is currently under review
Trainer’s Registry - A statewide registry that will highlight trainers’ areas of expertise and other pertinent information. The site will have a companion section that helps those seeking training to select trainers who best fit their specific needs	CCF, NYS Association for the Education of Young Children and New York City Early Childhood Professional Development Institute have developed the Trainer’s registry. The registry is currently being piloted in New York City. Once the NYS Trainer’s Credential is operational, trainers on the registry will be encouraged to become credentialed and their status will be noted on the website
Live Calendar of Training – A calendar of available training that will be searchable by region, subject, trainer, and Core Body of Knowledge	Currently being development by the New York City Early Childhood Professional Development Institute
Scholarship system – Both credit- and degree-based professional development must be available to the early childhood workforce at the same time that continuing education and training is available and both need to be financially supported	Educational Incentive Program (EIP) which is administered by the SUNY Professional Development Program and funded ny the Child Care and Development Fund provides a statewide source of financial aid for education and training. Combining resources made available through EIP and new programs (e.g., TEACH) represent new opportunities that will help build the workforce
Leadership Development – Increasing the availability of coursework that leads to the Children’s Program Administrator Credential, both in college classrooms and online, throughout the state	Empire College provides coursework in many areas of the state. CUNY has begun to offer the coursework in one-credit classes

While many resources are currently available to early care and education professionals in New York State, significant work remains to ensure that these component pieces are both developed and woven together into a statewide system.

Status of Data Systems

New York State does not have a comprehensive, uniform data system in place to capture early learning data. Data are collected by a variety of federal, state, local, and private entities (see Table 3). The development of these data systems occurred independently with no effort to connect systems to obtain a comprehensive view of early learning across the state.

Consequently, there is no ability to ascertain an unduplicated count of the number of children accessing these programs. Nor can New York State determine how many children do not have access to services. There is also no systemic method for collecting all the data needed for program planning and evaluation purposes.

Table 3. Early Learning Data Systems in New York State and New York City⁷

Agency	Data System	Geographic Scope	Focus/Contents
Federal Office of Head Start	Program Information Report (PIR)	NYS	Head Start programs and participants
NYS Office of Children & Family Services	Child Care Facilities System	NYS	<u>Statewide</u> : Registered family child care homes and licensed group family child care homes, registered school age programs; regulation-exempt providers receiving subsidies. <u>Except NYC</u> : licensed centers
NYS Office of Children & Family Services	Child Care Subsidy Database/Local Departments of Social	NYS	Children and families receiving child care subsidies; regulated providers serving subsidized

⁷ * In addition to the data systems listed above, the NYC Early Childhood Professional Development Institute is currently developing data systems to capture QUALITYstarsNY data and registries for trainers and staff.

Agency	Data System	Geographic Scope	Focus/Contents
	Services		children
NYS Education Department	Universal Prekindergarten Program Database	NYS	State Prekindergarten programs (participant data maintained at the district level)
NYC Department of Health and Mental Hygiene	Bureau of Child Care Licensing Database	NYC	Licensed centers including Head Start, preschools/nursery schools,
NYC Administration for Children's Services	Child Care Database	NYC	Contracted child care centers; family child care networks and Head Start centers; other regulated and informal/legally exempt facilities used by subsidized families
NYC Administration for Children's Services	Head Start Database	NYC	Head Start programs funded through ACS (Plans are in place to further automate this system and integrate it with the ACS Child Care Database.)
Early Care & Learning Council	Child Care Resource & Referral Databases (NACCRRAware)	NYS	Licensed group family child care homes, registered family child care homes; registered school age programs, licensed centers including Head Start; nursery schools/preschool

Recognizing the tremendous gaps in information, the Early Care & Learning Council and CCF joined forces in 2008 to begin an effort to move toward a comprehensive data system for services designed to meet the needs of young children and their families. The ultimate vision established for this project goes beyond the development of an early learning data system to incorporate services for children with disabilities, health care, mental health, family support, and other service data. However, because the issues in developing such a system are so vast and

complicated, it was decided that focusing only on early learning programs was an essential first step.

To gather the information necessary to determine data needs, data elements essential for answering major policy questions were identified. These data elements crossed the following six information domains: supply, demand, cost and financing, workforce, quality, and child and family outcomes. As a second step, agencies maintaining relevant data were asked to report on the extent to which the data needed to answer the policy questions were and were not collected. A subsequent survey obtained additional information on data needs and plans for data development. Researchers at the National Center for Children in Poverty analyzed the data collected through these surveys and developed a draft report summarizing their findings and recommendations for further data system development. A March 2010 data forum conducted with stakeholders determined next steps. These next steps are detailed in the ECAC work plan. The Data Development workgroup will take responsibility for implementation of the work plan.

Priority Objectives

The ECAC's broad vision is that all of New York's young children are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development. To achieve this vision, New York envisions four forms of action:

- A) Optimize current services starting with increasing the alignment of existing programs such as Head Start, child care, and Universal Prekindergarten.
- B) Extend existing programs to un- and under-served young children and families - for example, bringing prenatal and postpartum home visiting programs to more parents.

- C) Create services where none now exist - for example, developing a universal screening tool to identify families of young children in need of additional support.
- D) Infuse support for sustainable infrastructure, including initiatives around workforce development and program quality assessment and improvement, as well as efforts to improve accountability through data systems and financing structures.

From its broader strategic plan (Appendix I), the ECAC has selected eight priority objectives for which federal funds are requested. These objectives are:

- 1) Align the current diverse set of early care and education programs and services to become a unified and integrated system.
- 2) Increase the knowledge and competencies of the early care and education workforce.
- 3) Increase public-private investments in early childhood and blend these investments with existing resources to maximize impact.
- 4) Increase early childhood program accountability through program standards and tracking identified outcome indicators.
- 5) Increase opportunities for all families to gain the knowledge, skills, confidence, and social supports needed to nurture the health, safety, and positive development of children.
- 6) Increase the proportion of vulnerable/at-risk families that are identified and provided with needed supports and services.
- 7) Promote optimal health and development in all domains, including social-emotional development, for young children.
- 8) Provide children with safe and healthy environments in which to grow and develop.

Approach

New York State has many quality services and programs in place to support young children and their families; however, these efforts lack seamless coordination and a shared definition of quality. By improving coordination and defining quality, the ECAC aims to decrease systemic inefficiencies which will, in turn, increase the number of young children programs can serve.

The early work of the ECAC focused on determining the structure and approach best suited to accomplish both the outstanding strategies from the *NYS Early Childhood Plan* and the legislative responsibilities as detailed in the 2007 Head Start Reauthorization Act. Accordingly, the 44 members of the ECAC are organized into six workgroups, as well as a smaller Steering Committee that provides oversight and direction to the larger vision of the ECAC. The six workgroups are: Quality Improvement, Early Learning Workforce Development, Finance, Data Development, Strong Families, and Promoting Healthy Development.

To achieve its vision that all of New York's young children are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development, the ECAC has articulated four broad goals:

- 1) All young children will be successful in school and in life.
- 2) All families of young children are supported in their parenting and have the knowledge, skills, confidence, and resources they need to raise their children in healthy and nurturing environments.
- 3) All young children are healthy and thriving, and have access to comprehensive health care services.

- 4) Public and private sectors that serve young children and their families are committed to collecting and utilizing data to inform decisions; developing a sustainable infrastructure and a fully-trained, properly-compensated, and well-supported workforce; and establishing policies for accountable approaches that promote healthy children, strong families, and early learning.

From its broader strategic plan (Appendix I), the ECAC selected eight priority objectives to include in this request for federal funding. The workplan below provides detail on those priority objectives and associated activities, accomplishments, and timelines.

Implementation of the ECAC's workplan may be decelerated by New York State's current fiscal situation. While the available federal funds represent a significant investment in early childhood systems building, the state and many of our private sector partners continue to face significant budget shortfalls. However, the ECAC has been meeting since May 2009 and has generated support and attention significant enough to successfully contend with this challenge. If the state's budget situation were to improve more rapidly than currently anticipated, progress on the ECAC workplan could be accelerated.

The ECAC represents a strong public-private partnership. In addition to appointing the required members as per the Head Start Reauthorization Act, the Governor appointed a significant number of private partners who represent the advocacy and practitioner arenas. This extraordinary involvement ensures that New York State remains inclusive as it considers the activities and priorities of the ECAC.

Early Childhood Advisory Council Membership

Co-Chairs	
Robert Frawley	NYS Council on Children and Families (*Head Start Collaboration Director)
Karen Schimke	Schuyler Center for Analysis and Advocacy
Members	
Ingrid Allard	Albany Medical College (*Representative of institutions of higher education)
Evelyn Blanck	New York Center for Child Development (*Representative of local providers)
Phil Cleary	NYS United Teachers (*Representative of local educational agencies)
Sherry Cleary	NYC Early Childhood Professional Development Institute
Pedro Cordero	Council of School Supervisors and Administrators (*Representative of local educational agencies)
Rachel de Long	NYS Department of Health - Bureau of Maternal & Child Health (*Representative of the State agency responsible for health)
Chris Deyss	Prevent Child Abuse New York
Denise Dowell	CSEA - Early Learning & Care Programs (*Representative of local providers)
Recy Dunn	New York City Department of Education - Early Childhood Services (*Representative of local educational agencies)
Andre Eaton	Parent Child Home Program (*Representative of local providers)
Maggie Evans	Agri-Business Child Development (*Representative of Migrant & Seasonal Head Start)
Dana Friedman	The Early Years Institute
Doris Fromberg	NYS Association of Early Childhood Teacher Educators (*Representative of institutions of higher education)
Cynthia Gallagher	NYS Education Department - Early Education & Reading Initiatives (*Representative of the State educational agency)
Denise Harlow	NYS Community Action Association (*Representative of local providers)
Melanie Hartzog	New York City Administration for Children's Services – Division of Child Care & Head Start (*Representative of local providers)
Liz Hood	NYS Education Department - Office of Cultural Education (*Representative of the State educational agency)
Mark Jasinski	NYS Prekindergarten Administrators Association (*Representative of local providers)
Jacquelyn Jones	Infant/Toddler Specialist and Early Head Start (*Representative of local providers)
Ira Katzenstein	NYS Head Start Association (*Representative of Head Start)
Kristen Kerr	NYS Association for the Education of Young Children
Debby King	I 199 SEIU and NY Union Child Care Coalition (*Representative of local providers)

Members	
Karen Kissinger	NYS Office of Children and Family Services - Division of Child Welfare Services
Nancy Kolben	Center for Children's Initiatives
Lee Kreader	National Center for Children in Poverty
Trudy Lackner	NYS Family Child Care Association (*Representative of local providers)
Linda Landsman	Rauch Foundation
James Langford	Children's Aid Society (*Representative of local providers & Head Start)
Patti Lieberman	A.L. Mailman Family Foundation
Dina Lieser	Docs for Tots NY (*Representative of local providers)
Karen McGraw	NYS Council of School Superintendents (*Representative of local educational agencies)
Jim McGuirk	Astor Services for Children and Families (*Representative of local providers & Head Start)
Mary McHugh	NYS Office of Mental Health –Division of Children & Family Services (*Representative of the State agency responsible for mental health care)
Anne Mitchell	Early Childhood Policy Research
Janice Molnar	NYS Office of Children and Family Services - Division of Child Care Services (*Representative of the State agency responsible for child care)
Elba Montalvo	Committee for Hispanic Children and Families
Donna Noyes	NYS Department of Health – Early Intervention Program (Representative of the State Agency responsible for administering programs under Part C of IDEA.
Gwen O'Shea	Health and Welfare Council of Long Island
Monique Rabideau	NYS Office of Temporary and Disability Assistance – Division of Child Support Enforcement
Sandy Rybaltowski	NYS Education Department - Vocational & Educational Services for Individuals with Disabilities (*Representative of the State agency responsible for Part C of IDEA)
Carol Saginaw	Early Care & Learning Council (*Representative of local providers)
Maryanne Schretzman	New York City Office of the Deputy Mayor for Health & Human Services
Mary Shaheen	United Way of New York State
Meredith Wiley	Fight Crime Invest in Kids NY

In addition to the membership listed above, appointments are pending for representatives from the New York State Tribal Early Childhood Advisory Council, the American Associate Degree Early Childhood Educators (ACCESS), and the New York Public Welfare Association,

Early Childhood Advisory Council Workplan

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective I: Align the current diverse set of early care and education programs and services to become a unified and integrated system.												
Establish QUALITYstarsNY as the framework for unifying and aligning New York State’s system of early care and education.	X	X	X	X	X	X	X	X	X	X	X	X
Contract with consultant to support multi-phase implementation of QUALITYstarsNY.	X											
Hire a policy analyst, with expertise in quality improvement initiatives in the early childhood arena, to provide primary research, reporting, and staff support to the Quality Improvement workgroup.	X											
Ensure that QUALITYstarsNY incorporates early care and education program standards from OCFS, SED, Head Start/Early Head Start, and relevant New York City regulatory agencies.	X	X	X	X								
Prepare a summary report of training, technical assistance, and program consultation provided at the state and regional levels that have capacity to support QUALITYstarsNY.		X	X									

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Compile information on all child/family-related resource/referral services that are publicly funded, (e.g., ECDCs, CCR&Rs) and other similar publicly funded services. Review the functional cost analysis conducted for/of CCR&Rs and the Early Care & Learning Council and prepare a report detailing how best to utilize those resources in QUALITYstarsNY.		X	X									
Finalize and disseminate Early Learning Standards in versions accessible by teacher educators and other professional level educator-trainers, center-based and classroom practitioners, and parents and community members.		X	X	X								
Conduct QUALITYstarsNY Phase I Implementation to retain current field test participants located in 13 communities across the state.		X	X	X	X	X	X	X				
Provide quality improvement consulting for approximately 150 programs participating in QUALITYstarsNY Phase I.		X	X	X	X	X	X	X				
Establish required criteria that ensure all state early care and education funding opportunities advance the three ECAC early learning objectives.			X	X	X	X	X					

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Establish an interagency process for analyzing early learning program funding and recommending changes to ensure integration and improved access and quality.			X	X	X	X	X					
Propose changes in UPK, child care, and other program funding and legislation to maximize support for more effective service integration.			X	X	X	X	X					
Establish uniform standards for all early care and education programs in New York State.			X	X	X	X	X	X	X			
Establish Early Learning Standards as the foundation for all pre-service and in-service early childhood professional development and for unified program standards.			X	X	X	X	X	X	X	X		
Ensure that Early Learning Standards are integrated into instruction/program practices and aligned with SED learning standards.			X	X	X	X	X	X	X	X		
Conduct a functional cost analysis/workload assessment of the OCFS licensing staff and the SED nursery school and UPK monitoring capacity to determine resource uses for QUALITYstarsNY.					X	X						
Analyze data gathered from Phase I to determine costs and resources necessary for statewide implementation.					X	X	X	X				

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Plan for Phase II Implementation to expand engagement and enrollment of programs in QUALITYstarsNY.					X	X	X	X				
Develop uniform workforce standards that align with the program and Early Learning Standards.					X	X	X	X				
Recommend a common system for early care and education program monitoring by OCFS, SED, Head Start/Early Head Start, and relevant New York City regulatory agencies.									X	X	X	X
Conduct Phase II Implementation with an expanded number of providers.									X	X	X	X

Accomplishments:

Year I -

- An organization will be retained to lead the expansion of QUALITYstarsNY.
- A policy analyst will be hired to support the ongoing work of the ECAC’s Quality Improvement workgroup.
- QUALITYstarsNY standards will be revised, if indicated by the pilot test, to incorporate relevant program standards.
- A report detailing training, technical assistance, and program consultation services available to support QUALITYstarsNY will be produced.
- A report detailing resource and referral services available to support QUALITYstarsNY will be produced.

- Early Learning Standards will be finalized and widely disseminated in versions accessible to: teacher educators and other professional level educator-trainers, center-based and classroom practitioners, and parents and community members.
- QUALITYstarsNY Phase I Implementation will be initiated and quality improvement consulting will be provided to the approximate 150 participating programs.
- A workplan will be developed detailing activities related to early learning program alignment and integration, including new funding opportunities, current program funding and legislation, and program standards.
- A workplan will be developed detailing activities related to integrating Early Learning Standards into pre- and in-service professional development, program standards, and instruction/program practices.

Year 2 –

- Criteria will be established to ensure that new early learning funding opportunities advance the ECAC's objectives.
- An interagency process will be implemented to examine early learning funding and increase/improve integration, access, and quality.
- A set of recommended funding, legislative, and regulatory changes aimed at increasing early learning service integration will be developed.
- Uniform workforce standards, aligned with program standards and Early Learning Standards, will be developed.
- An analysis of the current capacity of state agencies to conduct early learning program monitoring will be conducted and examined for use to support QUALITYstarsNY.

- Resources necessary for statewide QUALITYstarsNY implementation will be determined using data gathered from Phase I Implementation.
- A workplan detailing activities and timelines related to QUALITYstarsNY Phase II Implementation will be developed.

Year 3 –

- Uniform program standards will be finalized.
- Early Learning Standards will be integrated into pre- and in-service early childhood professional development, program standards, and instruction/program practices.
- Uniform workforce standards will be finalized.
- Recommendations for a common system of program monitoring will be developed and advanced.
- QUALITYstarsNY Phase II Implementation will be initiated and quality improvement consulting will be provided to participating programs.

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 2: Increase the knowledge and competencies of the early care and education workforce.												
Develop a unified competency-based career development system for the early care and education workforce.	X	X	X	X	X	X	X	X	X	X	X	X
Build accountability and quality into leadership development and pre- and in-service teacher preparation/education.	X	X	X	X	X	X	X	X	X	X	X	X

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Complete the pilot test of the Trainers' Registry and Trainers' Credential, evaluate, revise and expand the database to include statewide resources.	X	X	X	X	X	X	X	X	X	X	X	X
Establish the infrastructure to support the early learning workforce registry.	X											
Establish and disseminate a career lattice that articulates career pathways.	X											
Identify the target population for the practitioner component of the registry system.	X	X										
Establish an application process for the workforce registry.	X	X										
Establish data partnerships to streamline registry data collection.	X	X										
Form a working group charged with establishing strategies for ensuring that students are able to move from two- to four-year colleges easily and without losing credits.	X	X										
Plan workforce registry recruitment efforts.	X	X	X									
Contract with a consultant or organization with expertise in professional development to lead the planning and development of a statewide career development system, including an early learning workforce registry.		X										

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Form study groups with faculty in two- and four-year programs of higher education to strengthen teacher preparation and to evaluate improvement strategies.		X	X	X	X	X	X					
Revise and disseminate the NYS Core Body of Knowledge.			X									
Conduct a pilot study of the workforce registry that includes participants from QUALITYstarsNY Phase I implementation.			X	X								
Develop a white paper on addressing obstacles to early childhood education students to transfer credits between higher education institutions.			X	X	X							
Revise the Educational Incentive Program (EIP), expand scholarships (e.g., TEACH program) and, other incentives to recruit and retain strong candidates and to encourage them to pursue higher levels of education and practice.			X	X	X	X	X	X	X	X	X	X
Establish recruitment and retention strategies, including recognition and adequate compensation.				X	X	X	X	X				
Refine the workforce registry system					X	X	X					
Engage policymakers in examining how to create a seamless education experience in the early childhood field.					X	X	X	X	X	X	X	X
Implement the early learning workforce registry statewide.								X	X	X	X	X

Accomplishments:

Year 1 -

- The career lattice will be finalized and widely disseminated.
- The NYS Early Care and Education Core Body of Knowledge Framework will be revised and widely disseminated.
- A consultant will be retained to lead the effort on developing a statewide career development system.
- A workgroup will be established to develop strategies for seamless transitions from 2- to 4-year institutions of higher education for early childhood education students.
- Study groups will be formed to begin strategizing improvements to early childhood teacher preparation.
- A pilot of the early learning workforce registry will be completed.

Year 2 –

- A white paper will be developed and conversations with policymakers will begin around obstacles to seamless transitions from 2- to 4-year institutions of higher education for early childhood education students.
- Workforce recruitment and retention strategies will be established.
- The early learning workforce registry will be refined, based on input from the pilot test.

Year 3 –

- The early learning workforce registry will be implemented statewide.

- Access to higher education for early learning professionals will be increased with additional resources allocated for student incentives, support services, scholarships, loan forgiveness and flexible, innovative methods of study.
- Revisions will be made to the training approval system and trainers’ registry based on the experience of first three years of implementation.

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 3: Increase public-private investments in early childhood and blend these investments with existing resources to maximize impact.												
Maintain a finance workgroup charged with maximizing resources for and access to the early childhood system, as well as improving the planning, coordination, and quality of New York State’s early childhood system.	X	X	X	X	X	X	X	X	X	X	X	X
Hire a fiscal analyst, with expertise in the early childhood arena, to provide primary research, reporting, and staff support to the Finance workgroup.	X											
Select and retain a consultant or organization to develop a web-based early childhood cost model for New York State.	X	X										
Develop cost model conceptual framework and finalize domain map.			X									
Create data map for cost model.			X									
Collect fiscal data from key stakeholders.			X	X								

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Review collected data with Finance workgroup.				X	X							
Analyze and prepare data for inclusion in cost model.				X	X							
Develop web-based cost model.					X	X						
Vet cost model design with Finance workgroup and key stakeholders.						X						
Develop cost model specific to New York City.						X						
Identify and retain a consultant to develop strategies for maximizing funding.						X						
Create technical report and user manual for the web-based cost model.						X	X					
Prepare an analysis of the barriers to and opportunities for maximizing use of existing resources to support the goals of a coordinated and comprehensive system of services that meet agreed-upon standards.						X	X	X				
Identify new financing strategies including a mix of public and private resources to increase investments in a comprehensive system.						X	X	X				
Provide technical training to Finance workgroup and key stakeholders.						X	X	X	X	X		
Provide ongoing support and revisions to the web-based model.						X	X	X	X	X		

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Prepare decision analyses to inform policy questions.						X	X	X	X	X		
Develop recommendations for implementing new financing strategies.									X	X	X	X

Accomplishments:

Year 1 -

- A fiscal analyst will be hired to support ongoing work of the ECAC’s Finance workgroup.
- A consultant will be selected and retained to develop a web-based early childhood cost model.
- A conceptual framework of the cost model will be developed and selected domains will be mapped.
- Relevant data maps will be created.
- Fiscal data will be collected from key stakeholders.
- Collected data will be reviewed by the ECAC Finance workgroup for completeness and accuracy.
- Fiscal data will be analyzed and formatted for input into the cost model.

Year 2 –

- An initial version of the web-based early childhood cost model will be developed.
- The cost model will be vetted with the ECAC Finance workgroup and key stakeholders, and changes will be made, if indicated.

- The early childhood cost model will be finalized.
- A cost model specific to New York City will be developed and finalized.
- Technical reports and a user manual for the cost models will be produced.
- Users will receive technical training on using the cost models.
- Decision analyses will be prepared to inform funding and policy decisions.
- An analysis of barriers to and opportunities for maximizing existing resources will be conducted.
- New financing strategies to support a comprehensive, statewide early childhood system will be developed.

Year 3 –

- Recommendations for the implementation of new financing strategies will be developed.
- All groups of potential users will have received technical training on using the cost models.
- Additional decision analyses will be prepared to inform funding and policy decisions.

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 4: Increase early childhood program accountability through program standards and tracking identified outcome indicators.												
Develop recommendations for the creation of a statewide, unified early childhood data system.	X	X	X	X	X	X	X	X	X	X	X	X
Finalize report detailing existing early learning data systems at the federal, state, and local levels	X											

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Hire a data analyst, with expertise in the early childhood arena, to provide primary research, reporting, and staff support to the Data Development workgroup.	X											
Articulate and prioritize policy questions important to each group of anticipated end users.		X	X									
Identify and define the data elements essential to answer those questions.				X	X							
Identify where those data elements are presently tracked.						X	X					
Develop a workplan to engage the technical expertise needed to identify and build processes by which data will be linked.								X	X			
Determine strategies for financing individual program/agency data system development and mechanisms for integrating data across programs.										X	X	X

Accomplishments:

Year 1 -

- The report detailing existing early learning data systems available in New York State will be completed.
- A data analyst will be hired to support the ongoing work of the ECAC Data Development workgroup.
- Policy questions relevant to categories of end users will be developed.

Year 2 –

- Data elements needed to answer identified policy questions will be identified and defined.
- Identified data elements will be mapped to determine current tracking systems and data flow.

Year 3 –

- A workplan detailing the engagement of technical, legal/regulatory, and administrative expertise necessary to create a unified data system will be developed.
- Strategies for financing both agency improvements to current data systems and mechanism/s for cross-system integration will be explored.
- Comprehensive recommendations for the development of a statewide, unified early childhood data system will be issued.

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 5: Increase opportunities for all families to gain the knowledge, skills, confidence, and social supports needed to nurture the health, safety, and positive development of children.												
Increase the availability, quality, and scope of parenting education activities through supporting the New York State Parenting Education Partnership’s (NYSPEP) work to empower parents and caregivers.	X	X	X	X	X	X	X	X	X	X	X	X
Have NYSPEP host a webinar on the proposed parenting education certificate program.	X											

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Help NYSPEP to share the webinar with other interested parties.	X	X	X	X								
Develop content for a New Parent Kit prototype.	X	X	X	X								
Plan dissemination and evaluation of New Parent Kit prototype.	X	X	X	X								
Develop a plan to advance an outreach strategy that promotes parental understanding of child development and QUALITYstarsNY.	X	X	X	X								
Identify an entity to administer the parenting education certification program.				X	X	X	X	X				
Disseminate New Parent Kit prototype.					X	X	X	X				
Investigate funding to scale up dissemination of New Parent Kit.					X	X	X	X				
Revise New Parent Kit content and conduct pilot dissemination projects.									X	X	X	X

Accomplishments:

Year 1 -

- NYSPEP will host a webinar for ECAC membership on the proposed parenting education certificate program.
- The NYSPEP webinar will be shared among interested parties and key stakeholder groups.
- Content for a prototype version of a New Parent Kit will be developed.
- An approach to disseminating and evaluating the prototype New Parent Kit will be finalized.

- An outreach strategy to promote parental understanding of child development and QUALITYstarsNY will be developed.

Year 2 –

- An entity will be identified and selected to administer the parenting education certificate program.
- The New Parent Kit prototype will be disseminated to test sites.
- Possible funding streams for targeted or universal dissemination of the New Parent Kit will be explored.

Year 3 –

- The New Parent Kit prototype content will be revised based on feedback from test sites.
- Pilot dissemination of the New Parent Kit will occur.
- Parenting education activities will be made more available and accessible through the ECAC’s ongoing support of NYSPEP.

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 6: Increase the proportion of vulnerable/at-risk families that are identified and provided with needed supports and services.												
Guide the establishment of a system of universal screening and the expansion of assessment activities that identify families in need of additional supports and services at the earliest possible point.	X	X	X	X	X	X	X	X	X	X	X	X

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Devise and implement a workplan for developing a system of comprehensive home visiting services for vulnerable expectant and new families.	X	X	X	X	X	X	X	X	X	X	X	X
Prepare a report on currently available standardized screening tools.	X	X	X	X								
Select and retain a consultant to develop a universal screening tool to identify families in need of additional support.					X							
Develop recommended standardized screening tools to be used across all child-serving systems or at key points to identify families at risk.					X	X	X	X				
Recommend to the Children’s Cabinet that all state agencies include screening language/guidance in relevant state applications									X			

Accomplishments:

Year 1 -

- A workplan will be developed and implemented around building out New York State’s approach to home visiting for vulnerable expectant and new families.
- A report detailing currently available standardized screening tools will be produced.

Year 2 –

- A consultant will be selected and retained to develop a universal family screening tool.
- A universal screening tool will be developed for use across child-serving systems.

Year 3 -

- Recommendations on including family screening in all relevant state and local applications will be advanced.

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 7: Promote optimal health and development in all domains, including social-emotional development, for young children.												
Build capacity among service providers in all child-serving systems to identify and respond to the social-emotional needs of young children and their families.	X	X	X	X	X	X	X	X	X	X	X	X
Monitor and advise ongoing social-emotional initiatives (i.e., Project LAUNCH, Mental Health Consultation Initiative, and Healthy Child Care).	X	X	X	X	X	X	X	X	X	X	X	X
Conduct an environmental scan to gather resources around existing trainings, practice supports, and public health initiatives and collaborations in health promotion around social-emotional development.	X	X	X	X								
Identify and retain a consultant, with expertise in training and children’s social-emotional development, to develop a social-emotional training model for use in New York State.	X	X										

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Synthesize national and state definition of core competencies in social-emotional development and underlying early childhood core values.	X	X	X	X								
Identify and develop a report on social-emotional training models used in other states and localities and their outcomes.	X	X	X	X								
Develop a social-emotional development training model for use in early learning and child-serving settings.					X	X	X	X				
Develop a fiscal model for social-emotional development projects.					X	X	X	X				
Conduct pilot tests of social-emotional development training model and revise model, as needed.									X	X	X	X

Accomplishments:

Year 1 -

- An environmental scan of existing trainings, practice supports, and public health activities around the social-emotional development of young children will be completed.
- A consultant will be retained to develop a social-emotional training model.
- A report detailing the national and state definitions of core competencies in social-emotional development will be produced.

- A report detailing existing social-emotional development training models and their outcomes will be produced.

Year 2 –

- A social-emotional development training model will be developed.
- A fiscal model for implementing social-emotional development projects will be created.

Year 3 –

- Pilot tests of the social-emotional development training model will be conducted.
- Model contents will be finalized using feedback from the pilot tests.

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 8: Provide children with safe and healthy environments in which to grow and develop.												
Strengthen and expand current efforts to promote health and safety in early care and education settings through the development of standards, training, and consultation.	X	X	X	X	X	X	X	X	X	X	X	X
Investigate learning models for the creation of a web-based training resource center.	X	X	X									
Identify opportunities to collaborate with existing public health programs and initiatives on achieving key outcomes for young children, including healthy weight, nutrition, asthma, and social-emotional development.	X	X	X	X								

Activities	Projected Timeline											
	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Identify and retain a consultant to design and build a web-based clearinghouse of best practice research and training.		X	X	X								
Develop a workplan detailing initial health modules to include in the clearinghouse and steps necessary to expand training topics.			X	X	X	X						
Develop the web-based clearinghouse.						X	X	X				
Develop strategies in collaboration with professionals groups and state agencies on implementation of new training (development, access, credentialing, etc.).						X	X	X	X	X	X	X
Vet the web-based clearinghouse with the ECAC Promoting Healthy Development workgroup; make changes, as indicated; and include additional health modules.								X	X	X	X	X

Accomplishments:

Year I -

- Existing learning models will be explored and assessed for use in creating a web-based clearinghouse for training resources.
- A consultant will be retained to design and build the web-based clearinghouse.
- Opportunities to collaborate with existing health promotion campaigns will be identified.

Year 2 –

- A workplan will be developed detailing the initial health modules to include in the web-based clearinghouse and steps to expand to include additional modules.
- The web-based clearinghouse will be developed.
- A workplan around the implementation of new trainings for professional groups and state agencies will be developed.

Year 3 –

- Strategies to explain trainings across professional groups and state agencies will be enacted.
- The web-based clearinghouse will be vetted and finalized.

Early Childhood Advisory Council Meetings and Public Hearings

ECAC meetings will continue to be held three times per year (typically in January, May, and September). One of the primary purposes at these meetings will be to review the status of the ECAC workplan and update the plan, as necessary. The ECAC will also continue to meet for an annual two-day retreat. The first retreat was held on November 9th and 10th, 2009. The retreat serves as an opportunity to engage in long-term strategic planning and visioning. Between these larger meetings, ECAC workgroups will continue to convene regularly (usually monthly) to implement the activities contained within the workplan. Federal funds are requested to offset the costs of these meetings, including travel expenses for volunteer members, space rental, and meeting facilitation.

The ECAC held an online public hearing from May 10, 2010 through May 24, 2010. The ECAC strategic report, including the above workplan, was posted to the CCF website. Electronic invitations for public comment were sent to the ECAC membership. Members were asked to share the invitation with their networks. Invitations were also distributed to a variety of stakeholder groups using existing means of distribution, such as email distribution lists and listservs. It is estimated that over 10,000 people in early childhood community were notified directly about the opportunity to comment and many more were notified indirectly. Comments received from the public hearing were incorporated into the final version of the report and this application.

Federal funds are requested to support the ECAC in retaining a communication consultant to develop public outreach and build public awareness of the work of the ECAC. This consultant will also advise on holding the required public hearings. These hearings will be held once per year.

Needs Assessment Plan

New York does not currently have a system available to conduct a periodic statewide needs assessment on the quality and availability of programs and services for young children. Just prior to the formation of the ECAC, New York released the *NYS Early Childhood Plan: Ensuring a Great Start for Every Child*. This document reflects over three years of planning effort by a collaborative team of more than 50 participants from state agencies, provider and advocacy organizations, colleges and universities, and parents. It represents the current statewide needs assessment for comprehensive early childhood systems. In developing its strategic plan, the ECAC utilized both the *NYS Early Childhood Plan: Ensuring a Great Start for Every Child* and a document published by Winning Beginning NY, titled *New York's Action Plan for Young Children and Families*.

In conjunction with developing a plan for public hearings, the ECAC will develop a plan for updating our needs assessment during the grant period. Additionally, through the support of this federal grant, New York will continue to expand its ability to gauge the quality of available early learning opportunities. This information will also be used to inform the updated needs assessment.

Organizations, Cooperating Entities, and Key Individuals

CCF (description provided in Organizational Profile section) will provide primary management and administration of this funding opportunity. Additional entities contributing to the work of the ECAC include: Schuyler Center for Analysis and Advocacy (SCAA), The Build Initiative, Organizations and entities represented by ECAC members, McGlynn Associates, Dynamic Research & Evaluation, LLC, Augenblick, Palaich, and Associates, New York City Early Childhood Professional Development Institute, and to-be-determined consultants for various

projects including a communication strategy, social-emotional development training, web-based clearinghouse of best practice research and training, financing strategies, and development of a universal screening tool

As mentioned earlier, the ECAC is a public-private partnership. SCAA's President and CEO, Karen Schimke, co-chairs the ECAC. In addition, the ECAC is jointly staffed by members of CCF and SCAA.

New York proudly joined the BUILD Initiative as the eighth BUILD state. BUILD is a national initiative created in 2002 by the Early Childhood Funders Collaborative (ECFC), a consortium of private foundations. The ECFC recognized that current programs, policies, and services for young children and their families often operate in isolation, at cross purposes, or without enough resources to meet critical needs. In response, the ECFC created BUILD to invest private funds to stimulate public investments in early learning to foster greater coordination of comprehensive programs, services, and policies for young children. As part of its work with the states, BUILD offers a combination of services including evaluation coordinated by the Child and Family Policy Center, technical assistance liaisons, and professional development opportunities.

The responsibilities and contributions of the other parties listed above are detailed in the workplan and the budget detail.

Sustainability

New York is unique in that it has, as a part of state government and the advocacy community, established infrastructures for addressing cross-system issues. As discussed at more length in other sections of this application, CCF was established in 1977 to coordinate the state health, education, and human services agencies on cross system issues. Similarly, in 1872, SCAA

was established to advise policymakers on comprehensive improvements to health, education, and human services. The broad view of health, education, and human service issues that these agencies bring to the ECAC is the reason why Robert Frawley, CCF's Deputy Director, and Karen Schimke, SCAA's President and CEO, were appointed as co-chairs of the ECAC. The existence of these agencies and the commitment that they have to maintaining a strong public-private partnership to build a comprehensive system of supports and services will allow this collaborative effort to continue after grant funds are expended.

In addition, the ECAC has taken every effort to use the federal funding provided through this program strategically in order to ensure that the momentum developed during this three-year period is sustained after funding ends. That is why significant resources are being focused on early childhood financing issues. These efforts will include both identifying ways to use existing funding more effectively and developing and implementing strategies for new financing mechanisms. An important part of this effort will be working with consultants in developing a cost estimation model for the various elements of a high-quality comprehensive system of services. The information obtained using the model will be invaluable in determining methods for financing these services. It will also allow us to consider how to use existing sources of financial support for early childhood more effectively.

In addition, a significant portion of federal funds will be used to develop sustainable infrastructure that will benefit the early childhood community after the funding is no longer available. These infrastructure supports include, but are not limited to:

- Reports on resources that can be used to support the implementation of QUALITYstarsNY, including resource and referral services, and state licensing and program monitoring capacity.

- Early Learning Standards that are firmly established as the foundation for all pre-service and in-service professional development and program standards
- Uniform program and workforce standards for New York’s early learning programs
- A common system for early learning program monitoring and quality improvement
- An early learning workforce registry
- A revised *NYS Early Care and Education Core Body of Knowledge Framework*
- A career lattice for the early learning workforce
- A distinct early childhood cost model for New York City.
- New financing strategies using public and private funding.
- Recommendations and a workplan for creating a statewide, unified data system for early childhood
- A universal screening tool to identify families in need of additional supports
- A model for training the child-serving workforce on the social-emotional development of young children.
- A clearinghouse of best practice research and trainings on a variety of children’s health topics

Finally, New York State will invest significant resources in a communication plan designed to build awareness and support for early childhood. Through the strategic use of federal funding made available through the Head Start Reauthorization Act of 2007, the ECAC feels confident that it can successfully address long standing structural barriers that have prevented the development of a comprehensive system of services for young children.

Staff & Position Data

Title: Project Manager

Incumbent: TBD

Job Description & Responsibilities: The incumbent works under the general direction of the Deputy Director and will provide overall project management for the Early Childhood Advisory Council (ECAC) established under the Governor's Children's Cabinet. The incumbent will respond to requests and provide other assistance to the Chair of the Children's Cabinet and co-chairs of the ECAC. The incumbent will have frequent written and oral communications with a wide variety of people, including executive and management staff, co-workers, program and administrative staff, representatives of businesses and organizations, elected and appointed officials and their staff, and the general public. The incumbent will be responsible for, but not limited to, the following duties:

- Manage all ECAC activities and daily operations, including the implementation of work plans
- Facilitate the definition of project scope, goals, and deliverables
- Develop and manage the project communication plan
- Manage project staff and resources
- Provide direction and support to ECAC membership, Steering Committee, and staff
- Track deliverables and constantly monitor and report on progress of the project to all stakeholders
- Oversee federal grant reporting
- Prepare briefing papers and memos that synthesize and structure issues for the Steering Committee and the ECAC.

- Establish effective working relationships with a variety of stakeholders.
- Serve as the liaison between the ECAC and the Children's Cabinet
- Communicate orally by telephone or in person, including face-to-face dialogue and participation in and present at meetings, seminars, and conferences.
- Schedule meetings, maintain calendar, arrange conferences, assemble and coordinate background materials. Attend such meetings and conferences and prepare summaries of minutes of the meeting's conclusions or agreed upon courses of action.

Minimum Qualifications: A Bachelor's degree in public administration, public policy, public health, sociology, social work, early childhood education, or other related human service degree program and five years experience working in areas related to early childhood, family supports and services, health care, mental health, and education. Demonstrated experience managing large-scale projects involving a variety of high-level stakeholders. Related Master's degree preferred and can be substituted for two years of experience. Knowledge of New York State's health, education, and human services systems preferred. Contract and fiscal management experience preferred. An understanding of policy issues related to young children and their families. Strong writing, oral, and interpersonal skills. Collaborative skills and a team approach to accomplishing work. Able to organize and prioritize tasks and meet deadlines.

Title: Project Assistant

Incumbent: TBD

Job Description & Responsibilities: The incumbent reports to the Project Manager and will provide project support for the Early Childhood Advisory Council (ECAC). The incumbent will coordinate the activities for a small group of parents functioning in an advisory capacity to the ECAC. The incumbent will have frequent written and oral communications with a wide variety

of people, including executive and management staff, co-workers, program and administrative staff, representatives of businesses and organizations, elected and appointed officials and their staff, and the general public. The incumbent will be responsible for, but not limited to, the following duties:

- Assist the Project Manager and ECAC Co-Chairs in the daily operations of the ECAC
- Schedule meetings, maintain calendar, arrange conferences, and assemble and coordinate background materials
- Attend meetings and conferences and prepare meeting summaries, as needed
- Coordinate activities related to parent involvement
- Manage the ECAC online workspace
- Assist in the preparation of informational briefs on timely policy issues and other research synthesis documents

Minimum Qualifications: An Associate's degree in administrative assisting or a related field and four years experience working in areas related to early childhood, family supports and services, health care, mental health, and education. Bachelor's degree in public policy, public health, sociology, social work, early childhood four years of experience. Strong organizational, writing, oral, and interpersonal skills. An understanding of policy issues related to young children and their families preferred. Collaborative skills and a team approach to accomplishing work. Able to organize and prioritize tasks and meet deadlines.

Title: Grants/Contract Manager

Incumbent: TBD

Job Description & Responsibilities: The incumbent works under the general direction of the Project Manager and will manage the federal State Advisory Council grant and all contracts

associated with that grant. The incumbent will perform a wide variety of activities associated with contractual, administrative, and fiscal management services. The incumbent will be responsible for, but not limited to the following duties:

- Discuss program requirements with administrative personnel
- Coordinate and oversee the statutory review and award phase of the grant process
- Confer with personnel affected by the grant to develop program goals and objectives and outline allowable uses of the funds
- Work with fiscal officers in preparing narrative justification for purchase of new equipment and other budgetary expenditures
- Submit proposal to officials for approval
- Write grant application, according to format required
- Meet with representatives of funding sources to work out final details of proposal
- Assist department personnel in writing periodic reports to comply with grant requirements
- Maintain master files on grants.
- Monitor paperwork connected with grant-funded programs
- Serve as agency liaison in negotiating, developing, preparing, implementing, processing, and tracking contracts
- Serve as agency liaison in relationships with subcontractors.
- Write/evaluate Requests for Proposals (RFPs), Invitation for Bids (IFBs), or Sole/Single Source Procurements
- Direct agency activities concerned with contracts for purchase or sale of equipment, materials, products, or services

- Assure contracts are executed in accordance with contract terms
- Request amendments to or extensions of contracts.
- Review and approve contract payments

Minimum Qualifications: A Bachelor's degree and three years of full-time experience in administering grants and managing contracts and related budgets. The managing of contracts must have included experience in one or more of the following areas: contract negotiation with contractors and vendors; fiscal management, including bidding, payment, analysis, and fiscal reporting; contract development; including developing requests for proposals; contract execution, including securing signatory approval from control agencies; or monitoring and review of contract terms. The managing of grants must have included experience in one or more of the following areas: primary responsibility for the preparation of a federal grant application; or oversight and reporting responsibility on a large-scale federal grant.

Title: Data Analyst

Incumbent: TBD

Job Description & Responsibilities: The incumbent works under the general direction of the Project Manager and will provide primary analytical, reporting, and staff support to the Data Development workgroup of the ECAC. The incumbent will respond to requests and provide other assistance to the Co-Chairs of the Data Development workgroup and the Project Manager. The incumbent will be responsible for, but not limited to the following duties:

- Develop strategies to implement action steps recommended by National Center for Children in Poverty's report on the status of New York's early learning data system
- Research and prepare a summary report on state approaches to cross-program, unified early childhood data systems

- Research and prepare a summary report on the implications of FERPA and HIPAA regulations as it pertains to data sharing and unique identifiers.
- Develop recommendations for the inclusion of health, mental health, family data, and other relevant data into a unified data system
- Assist in preparing applications for federal funds that include a quality component
- Schedule workgroup meetings, manage workflow and communication
- Prepare meeting agendas and notes
- Participate in bi-weekly staff meetings

Minimum Qualifications: A Master’s degree in a related field, with two years of professional experience. Knowledge of state-level data systems, preferably New York State systems, and familiarity with issues related to the creation/development of unified data systems. An understanding of policy issues related to young children and their families preferred. Strong writing, oral, and interpersonal skills. Collaborative skills and a team approach to accomplishing work. Able to organize and prioritize tasks and meet deadlines.

Title: Fiscal Analyst

Incumbent: TBD

Job Description & Responsibilities: The incumbent works under the general direction of the Project Manager and will provide primary analytical, reporting, and staff support to the Finance workgroup of the ECAC. The incumbent will respond to requests and provide other assistance to the Co-Chairs of the Finance workgroup and the Project Manager. The incumbent will be responsible for, but not limited to the following duties:

- Serve as liaison to the early childhood system cost model consultants

- Identify and retrieve resource information to document current levels of expenditures and information essential to construction of the early childhood system cost model
- Research and prepare a summary report on state approaches to early childhood system-wide financing
- Update the Early Childhood Program Inventory
- Coordinate with the Data Development workgroup, as needed, and develop strategies to integrate and exchange information with other ECAC workgroups as it pertains to finance
- Schedule workgroup meetings; manage workflow and communication
- Prepare meeting agendas and notes
- Participate in bi-weekly staff meetings

Minimum Qualifications: A Master's degree in a related field, with two years of professional experience. Knowledge of the New York State early childhood system and of federal, state, local, and private funding mechanisms for early childhood and family support services. Strong analytical, writing, oral, and interpersonal skills. Collaborative skills and a team approach to accomplishing work. Able to organize and prioritize tasks and meet deadlines.

Title: Policy Analyst

Incumbent: TBD

Job Description & Responsibilities: The incumbent works under the general direction of the Project Manager and will provide primary research, reporting, and staff support to the Quality Improvement workgroup of the ECAC. The incumbent will respond to requests and provide other assistance to the Co-Chairs of the Quality Improvement workgroup and the Project Manager. The incumbent will be responsible for, but not limited to the following duties:

- Research sources and prepare a summary report of technical assistance and program consultation provided at the state and regional levels that have capacity to support QUALITYstarsNY
- Review and prepare summary report on existing functional cost analyses to determine applicability and best use with respect to QUALITYstarsNY
- Conduct a functional cost analysis/workload assessment of the NYSOCFS licensing staff and the NYSED nursery school and UPK monitoring capacity to determine resource uses for QUALITYstarsNY
- Assist in preparing applications for federal funds that include a quality component (e.g., Early Learning Challenge Fund)
- Schedule workgroup meetings; manage workflow and communication
- Prepare meeting agendas and notes
- Participate in bi-weekly staff meetings

Minimum Qualifications: A Master's degree in a related field, with two years of professional experience. Knowledge of the New York State early childhood system and of Quality Rating and Improvement Systems. Strong writing, oral, and interpersonal skills. An understanding of policy issues related to young children and their families. Collaborative skills and a team approach to accomplishing work. Able to organize and prioritize tasks and meet deadlines.

Organizational Profile

Governor Paterson has designated the NYS Council on Children and Families (CCF) as the lead agency responsible for coordinating the activities of the ECAC (see Appendix 2 for the designation letter). CCF was established into law in 1977 as an independent state entity charged with coordinating the state health, education, and human services agencies to provide more

effective systems of care for children and families. Currently, the Commissioners and Directors of New York's 12 health, education, and human services agencies comprise the Council. In 2003, CCF was administratively merged with the Office of Children and Family Services; however, CCF continues to report directly to the Governor.

CCF provides staff support and coordinates activities for the Governor's Children's Cabinet and its Advisory Board. The Children's Cabinet was established in 2007 to oversee the implementation of then-Governor Spitzer's Early Childhood Agenda. The Deputy Secretary for Human Services chairs the Cabinet and the Deputy Secretary for Education serves as vice-chair. The Children's Cabinet is comprised of the commissioners and directors of 20 state agencies and several staff from the Governor's Office. The Children's Cabinet Advisory Board, a group of representatives from advocacy and provider organizations, higher education, local government, business, and parents, assists the Cabinet in its efforts (see Appendix 3 for an organizational chart).

CCF also administers a number of initiatives aimed at improving early childhood services and supports in New York State, including the Early Childhood Comprehensive Systems Initiative, Project LAUNCH (Linking Actions for Unmet Needs in Children's Health), and the New York State Head Start Collaboration Project. CCF also serves as a co-convenor of the New York State Parenting Education Partnership (NYSPEP).

Third Party Agreements

None at this time. Contracts with several consultants and other organizations will be developed upon receipt of the funds. The purposes and descriptions of these contracts are contained in the budget justification.