



**NYS Early Childhood Advisory Council (ECAC)
Membership Meeting
June 12, 2014**

Members:

Sherry Cleary*	Doris Fromberg	Lee Kreader	Patty Persell
Andrea Eaton	Liz Hood	Karen McGraw	Sandy Rybaltowski
Maggie Evans	Mark Jasinski	Jim McGuirk	Carol Saginaw
Robert Frawley*	Ira Katzenstein	Mary McHugh	
Dana Friedman	Kristen Kerr	Janice Molnar	
* Co-chair			

Guests:

Cate Bohn	Limarie Cabera	Mary de Masi	Sheri Gruber
Giovanna Joseph	Karen Mandel	Melanie Pores	Jocelyn Rodriguez
Zoila Tazi			

Staff:

Ola Friday	Renee Nasadoski	Susan Perkins	Patty Persell
Stephanie Woodard			

Welcome and Introductions

Introductions were made for the following guests:

- Cate Bohn and Mary de Masi from the Council on Children and Families Kids Well-being Indicator Project
- Limarie Cabera from Westchester Children’s Association Early Development Initiative (EDI) in Westchester Project
- Dr. Zoila Tazi from Mercy College Early Development Initiative (EDI) in Westchester Project
- Karen Mandel from Open Door Family Medical Centers Project LAUNCH of Westchester Project
- Giovanna Joseph from the Governor’s Office

Updates and Reports

- **Federal Preschool Development Grants:** Bob provided information on the federal Preschool Development Grants. On May 5th, the US Departments of Education and Health and Human Services released a Request for Public Comment on the Preschool Development Grant Program. There are two types of grants available: 1) Development Grants (\$90m) for states with small or no existing state run prekindergarten program and 2) Expansion Grants (\$160m) for states that have won an Early Learning Challenge Grant or who have large prekindergarten programs. New York State is eligible for a \$25 million grant under the Expansion Grant portion of this program. Funding is for one year, but the intent is that funding would be allocated for an additional three years resulting in \$100 million over the four-year period. The RFP is expected to be released sometime during the summer 2014 with applications due in the fall 2014. Awards are expected in December 2014. (A one page description is posted on the membership section ECAC website.)

- **Higher Education Inventory:** Sherry announced that funding was obtained to conduct a comprehensive survey of all college and university early childhood teacher education programs in the state. This project was a proposed activity included in the Early Learning Challenge Grant. Through this project, the Berkeley University Center for the Study of Child Care Employment will survey all early childhood teacher education programs in the state. This analysis will help us understand more about the education and background of the state's teacher educators, as well as the coursework provided to the early childhood education workforce.
- **Progress of the Early Head Start/Child Care Partnership Task Force New York State:** Patty provided an update on the ECAC's Early Head Start/Child Care Partnership Task Force efforts to support New York State applicants in developing successful applications for funding. The federal Early Head Start/Child Care Partnership makes available \$500 million through a competitive funding opportunity in all states, territories, tribes and migrant and seasonal communities. This funding will allow new or existing Early Head Start programs, states, tribes or local governments, to partner with local child care centers and family child care providers serving low-income infants and toddlers to raise the quality and comprehensiveness of the services to Early Head Start performance standards. There are two priorities for the competition:

- 1) Agencies that partner with local child care providers, including center and family child care providers; and
- 2) Applicants that provide a unified birth-to-school entry continuum.

The new grantees will need to follow all Early Head Start performance standards, and partners will need to be regulated or licensed and monitored. (A one page description is included in the handouts.) Patty provided important dates associated with the FOA:

- Application due date: August 20, 2014
- Estimated award date: November 30, 2014
- Estimated start date: December 1, 2014
- Funding awards must be made by March 31, 2015

- **New York State Education Department Prekindergarten Request for Proposals:** Bob provided information associated with the Prekindergarten Request for Proposals (RFP) that was recently announced by New York State Education Department (SED). The State Fiscal Year 2014 -2015 enacted budget, made \$340 million available to establish a statewide universal full-day prekindergarten in local school districts. Grants will be awarded through an application process. New York City has been allocated \$300 million and \$40 million has been allocated to the rest of state. Programs will receive \$10,000 per pupil enrolled in programs where the teacher of record holds a teaching certificate or \$7,000 per pupil enrolled in programs where the teacher of record does not hold a teaching certificate. Eligible applicants fall into two groups:
 - School Districts: School districts must submit a consolidated application, which includes programs offered by schools, non-profit organizations, community-based organizations, charter schools, libraries and/or museums.
 - Non-Profit Organizations: Non-profit organizations, which include community-based organizations, charter schools, libraries and/or museums, may apply individually if the provider has been denied for inclusion in the school district's consolidated application.
- The RFP outlines the program hours for eligible programs, program requirements, compliances and staff qualifications. Important dates include:

- Q & A's will be posted to SED website: June 13, 2014
- Mandatory notice of intent to apply is due: June 16, 2014
- Applications are due to SED by 3:00pm: July 7, 2014

There is a one page overview and PowerPoint is posted on the Membership section of the ECAC website.

Community Initiatives

At the last ECAC meeting, representatives of 4 community initiative networks (i.e., CORE, Promise Neighborhoods, Campaign for Grade Level Reading, and the Cradle to Career Partnership) presented on their initiatives. Since that meeting, the Steering Committee has been discussing ways to support community initiatives, such as publicizing them on the ECAC website and newsletter and convening them to discuss common problems and strategies for resolving those problems. In addition, the Steering Committee wants to explore ways that the ECAC can support these efforts by linking them to existing resources. As part of this effort, there were three presentations focused on resources to support community planning.

- **Kids Well-being Indicator Project (KWIC):** Cate Bohn presented on the KWIC project and the data and data tools that it provides to support community-level planning and data analysis. During the presentation, she demonstrated ways KWIC can be used to identify the highest need communities and to document their need for services. She also described methods of how to look up data based recognizing that infants & toddlers do not live alone, they live in families and they grow up in neighborhoods and schools. This included demonstrating ways by which you can find data on infant and toddlers by exploring different indicators associated with families and neighborhoods. Cate included a demonstration of KWIC focusing on the number of four year olds and the number of enrolled prekindergarten students for a region, school district, and school. Finally, she provided an overview of what data is currently available via the KWIC website and what data and data tools will soon be available.
- **ECAC Early Childhood Cost Estimation Model:** Stephanie Woodard provided an overview of the ECAC Early Childhood Cost Estimation Model, and a demonstrated how KWIC data can be used to support policy and fiscal analysis. Using KWIC data, Stephanie demonstrated how school district data from KWIC can be used to determine the need for additional prekindergarten slots in a sample district and using that data to determine the estimated cost for expansion by using the cost estimation model.
- **Early Development Instrument Initiative in Westchester County:** Karen Mandel, Limarie Cabera, and Zoila Tazi provided a presentation on their work using the Early Development Instrument (EDI) to support community planning in Westchester County. Karen Mandel provided an overview. She reported that by using the Early Development Initiative (EDI) for child assessments it moves the focus from the individual child to the entire community, delivers actionable information, and provides the opportunity to “shift the curve” for the entire population, which fosters shared community responsibility to assesses change over time. The Westchester Project Launch team is using the EDI to assess children shortly after they begin prekindergarten. To be successful, Karen said that it was important to give school districts the opportunity to buy-in and have the ability to “opt-out”. Key steps in the process they implemented in Westchester included:
 - identifying customized questions to meet community needs;
 - training teachers to collect data and providing support for substitutes to give the teachers the time they need to be trained and complete the assessments;

- analyzing and mapping the data;
- presenting and sharing the results with stakeholders and the general community; and
- following-up and doing additional data collection.

Limarie Cabera acknowledged her organization often uses KWIC as a method of providing new ways to visualize data. They also use data from KWIC to provide a baseline comparison of how a single community is doing as opposed to the rest Westchester County and the state. Limarie presented the data that is collected by using the EDI and outlined the pros and cons of mapping data. She identified mapping as just one tool they use for data analysis. The project team is in the process of collecting more data ensure that their findings are statistically significant and not just one year blips in data.

Dr. Zoila Tazi presented on how they use the EDI data to not just draw a picture of a school district, but to make comparisons using context and population data. Dr. Tazi’s presentation illustrated what they were able to find in two communities in Westchester County in regards to child development as compared to:

- What is occurring nationally;
- How attending Prekindergarten makes a difference; and
- Achievements of Latino Boys.

One important finding was that the data indicated that students who are enrolled in Open Door were 59 percent “Very Ready” for school as it relates to Physical Health & Well-Being; however, only 31 percent of the students who were not enrolled in Open Door were “Very Ready”.

In addition, Dr. Tazi was able to use EDI data to illustrate the comparison of average days absent for:

- Students enrolled in Open Door;
- Students nationally; and
- Students in Westchester County who are not enrolled in Open Door.

They found that students enrolled in Open Door had a lower average days of absences when compared to the national average and with students who were not enrolled in Open Door,

The handouts and PowerPoint for these presentations are included in membership section of the ECAC website.

Strategic Positioning

Sherry provided an update on the progress of our efforts to develop a strategic positioning plan for each of the ECAC’s priority activities. This included reviewing the May 2014 Steering Committee meeting and a discussion of our Strategic Positioning work. During the meeting, Janice Molnar raised the importance of aligning our activities to the Governor’s priorities as a way to move our projects and demonstrate the important role that the ECAC can play in achieving his goals and objectives. The Steering Committee identified several priorities and sought input from the Governor’s Office to make sure the list was accurate. The Governor’s priorities include:

- High quality, Statewide, Universal, Full-Day Prekindergarten;
- Economic Development;
- Innovation;
- Medicaid Redesign;
- Maximizing Federal Funds (ex.: Increase participation in CACFP, supporting EHS/CC grant proposals, etc.);
- CORe Initiative; and

- Community Schools.

After the overview of the Steering committee meeting, Sherry led the membership in a review of the accomplishment diagram that has been developed to show each of the accomplishments of the ECAC since it was established for each of the four focus areas (i.e., Healthy Children, Early Learning, Strong Families, and Coordinated and Responsive Systems). Members reviewed the list of accomplishments and suggested several changes. These changes will be made and a revised diagram will be distributed to members.

Sherry then led the membership on a strategic positioning exercise. The exercise involved assigning the members to one of the following Governor's Priority: Prekindergarten, Economic Development, Medicaid Redesign, and CORE (Community Initiatives). At each table, the members used the ECAC Strategic Plan and the Strategic Positioning Details Chart for a table discussion on:

- What ECAC activities/accomplishments currently align with the priority assigned to your table?
- Do the activities in the Strategic Positioning Details Chart align? and
- Are there other opportunities for the ECAC to align its work going forward, with the assigned Governor's priority?

At each table the members created a message about the value of the ECAC activity within the context of the assigned priority. In doing so, they had to consider these questions:

- What is the value added?
- What particular value does the ECAC bring (e.g., deep knowledge of families and child development, etc.)?

The information gathered from the table discussions was collected and will be added to the Strategic Positioning Details Chart for further discussion at the next ECAC Steering Committee meeting.

QUALITYstarsNY

Ola Friday provided a presentation on the two QUALITYstarsNY legislative messaging documents that can be used for QUALITYstarsNY advocacy. Both documents consist of short key ideas, issues, and solutions. Ola reported that we are continuing to work on developing clear messages as it relates to QUALITYstarsNY. The messaging being developed emphasizes "quality" and defuses the emphasis on "rating." There is also more of a focus on the importance of "high quality" programming and how it benefits the children, families, and early childhood education programs.

Wrap Up

Next meeting: September 16, 2014