

New York State Early Childhood Advisory Committee (ECAC) Membership Meeting Minutes

Thursday, March 31, 2011

In Attendance

Sherry Cleary (Co-chair)

**Marsha Basloe
Christine Deyss
Maggie Evans
Kathy Glazer
Mark Jasinski
Karen Kilbride
James Langford
Maggie McGlynn
Anne Mitchell
Barbara O'Brien
Krystal Reyes
Mary Shaheen
Meredith Wiley**

**Evelyn Blanck
Denise Dowell
Ola Friday
Denise Harlow
Jackie Jones
Nancy Kolben
Patti Lieberman
Karen McGraw
Janice Molnar
Lynnette Pannucci
Amy Rudat
Mary Sontheimer**

Bob Frawley (Co-chair)

**Kate Breslin
DeSylvia Dwyer
Dana Friedman
Doris Hill-Wyley
Ira Katzenstein
Lee Kreader
Dina Lieser
Mary McHugh
Leigh Mountain
Sophia Pappas
Sandra Rybaltowski
Sam Stephens**

**Nancy Cupolo
Andre Eaton
Doris Fromberg
Liz Hood
Kristen Kerr
Linda Landsman
Kimmarie Marquise
Meg McNiff
Donna Noyes
Melanie Pores
Carol Saginaw
Rebecca Valenchis**

Staff:

**Liz Belsito
Renee Nasadoski
Bridget Walsh**

**Regina Canuso
Jenn O'Connor
Stephanie Woodard**

**Barbara Hogan
Susan Perkins**

**Jeff Luks
Patricia Persell**

Welcome and Introductions

- Maggie McGlynn (facilitator) opened the meeting and introduced ECAC Co-chair, Bob Frawley.
- Bob provided a welcome and introduced the two new ECAC members Nancy Cupolo and Stacy Alvord (who was not present) and the ECAC Project Manager, Regina Canuso. He recognized the State Education Department Office of Early Learning team - Meg McNiff, Amy Rudat, Rebecca Valenchis and Leigh Mountain, and the State Education Department Early Education and Reading Initiative team - Lynnette Pannucci and Dee Dwyer; as well as Sophia Pappas from the NYC Department of Education, Krystal Reyes New York City Mayor's Office, and Kathy Glaser, of The BUILD Initiative.
- Maggie instructed participants to introduce themselves and answer what they hoped to get and to give at the meeting, then delineated several themes from participants' remarks: moving forward; learning; integration.

Innovative Strategies

- Dana Friedman from the Early Years Institute provided a presentation on the Early Development Instrument (EDI) frame work, a tool that provides a valid indicator of child well-being during Kindergarten that is predictive of performance through 5th grade.
- Dana provided a brief overview and the goal of EDI and identified the various countries that are currently using the instrument. She described the purpose of the instrument and how the instrument works:
 - School districts' participation is very important. The participating school district in the pilot was the Westbury, Long Island School district.
 - The EDI project included not only the school district, but a Community Leadership Team. The team was diverse as it included school district staff, elected officials, and members of the community. EDI is a "lever for community building".
 - There was an on-line assessment tool with 100 questions that had to be completed for each child in kindergarten. The assessments were to be completed by the teachers between January and March, so teachers had the opportunity to get to know the students before completing the questionnaire. Unlike other school districts participating in the pilot, the Early Years Institute trained the teachers on completing the assessment, and using the on-line system.
 - The rate of the assessment of completion was very high.
 - Based on the collected information, data was reported by neighborhoods and not teacher or child specific. (not a reflection of the teacher or the child)
- A brief overview was provided regarding the EDI domains (Physical Health & Wellbeing, Social Competence, Emotional Maturity, Language and Cognitive Development, and Communication and Community Knowledge), and examples of the sub-domains. The EDI allows for additional domains to be added.
- Based on the data gathered from the on-line questionnaire, both the domain and sub-domain data can be plotted and used as a visual to identify gaps.
- Dana provided an example of the data map of a particular industrial area in Westbury, New York. EDI data was able to first identify an industrial community where people were living that was unknown to the school district. Dana described the data maps for all the domains that were associated with the industrial area. She compared the data of the domains in the industrial area with the data of the domains of other communities within Westbury school district to show contrast and similarities. In addition, Dana was able to drill down to the sub-domains to provide more information regarding this particular area. One particular example Dana provided in which the EDI data was able to plot was Communication and Community Knowledge in which

this particular community was below 10 percent. Since the community has been identified, the school district and the community leaders can begin to identify services to focus there.

- EDI was able to directly link policy and resources and produce reports for all the communities based on domains and sub-domains.
- Some of the positives about EDI:
 - Short and easy to use;
 - Assesses the “whole child” as well as the community
 - Effective in engaging the community
 - Allows the first grade teachers to see the strengths and weakness of the kindergarten population (gave them validation of what they were seeing)
 - Provides striking visuals for policymakers of relationship of community to child assessment

Indicators of School Readiness/Child Dispositions for Learning:

- Lynnette Pannucci and Kristen Kerr led a discussion on identifying indicators for school readiness by conducting two exercises. One exercise was to identify four of the most important readiness factors for children before kindergarten and identify the core values for each one, and the second exercise was to explain and/or identify how the indicators could be assessed.
- Participants had the opportunity to discuss at their table and report out what they thought were the most important indicators; and how the indicators would be assessed.

ECAC Reports

- Putting the Pieces Together: Lee Kreader provided an overview on the Putting the Pieces Together document including:
 - Critical (“Killer”) questions
 - Data domains (Program Provider, Demographic and Demand, Workforce, Program Quality, Outcomes, and Cost and Financing)
 - Work being coordinated with the Data Work Group and Professional Development Institute (PDI) and the State Education Department Office of Early Learning (OEL).
- Early Learning Standards Guidelines: Patty Persell provided an overview of how the New York State Early Learning Guidelines, New York State Education Department Prekindergarten Learning Standards, and tHead Start Child Development and Early Learning Framework are all aligned. The presentation included examples from each, which demonstrated how they were aligned among the domains for all three areas of early learning.

Partner Updates

- Winning BeginningNY: Provided an update of the State budget and reported the following:
 - COPS (which partially funds Nurse-Family Partnership) and the Hoyt Family Trust Fund (which partially funds The Parent-Child Home Program): Funding decreased by about 50 percent.
 - Early Intervention: Provider rate reduction of 5 percent.
 - Healthy Families New York Home Visiting was fully restored.
 - The cost for child care SCR clearances went from no cost to \$25 where the overall cost for a SCR clearance went from \$5 to 25.
 - The SFY 2011-12 budget included cuts for SUNY/CUNY child care and Child Care Demonstration projects.
 - Advantage Afterschool funding was maintained and \$500,000 in TANF was restored.
 - Prekindergarten was flat-funded at \$384M.

-There will be three breakfast forums in Albany, Rochester, and Long Island to court the business community regarding quality child care.

-QUALITYstarsNY Video: There will be seven launch parties; some will happen during the Week of the Young Child (April 10-16). The intent is to reach out to elected officials, seek legislative support, and build new linkages with education advocacy groups. There is a plan to distribute the video to the legislators after the launch parties.

- Office of Children and Families: Janice Molnar, Deputy Commissioner Division of Child Care Services provided a briefing on the Child Care and Development Fund State Plan that is due to the federal government on July 1, 2011. A draft of the plan will be completed in mid-April. There are three public hearings scheduled to get input from the child care community: May 2nd in New York City, May 10th in Albany, and May 18th in Rochester. It is anticipated that at the next ECAC meeting, an update can be provided on the plan. A link to the OCFS website will be provided in an e-mail in the next couple of weeks so that ECAC members and others can make comments online.

- State Education Department Office of Early Learning: The new staff for the Office of Early Learning provided a brief overview of initiatives including Race to the Top. They are working on:
 - Curriculum Development: Working on new curriculum models;
 - School Readiness Assessment – looking at model efforts developed by other states;
 - Workforce and Professional Development: Training and online literature associated with social development;
 - Data Systems: Identifying best practice, developing a matrix of what is currently being used, surveying teachers to find what is most effective, working with other state agencies; and
 - Parent Tool Kit: Looking at what other agencies produce and what is under development.

QUALITYstarsNY

- Ola Friday: Provided the background and historical overview of QUALITYstarsNY. She identified the key objective of QUALITYstarsNY which is to provide a statewide, voluntary quality rating and improvement system which would be available to all regulated early care and learning programs. Eventually, school age child care programs will also be eligible to participate. Ola described the standards and the recent Field Test of QUALITYstarsNY.

- Sam Stephens provided an overview of the key findings from the field test, including:
 - The participants' quality ratings fell mainly in the mid-range.
 - The weighted value on the standards may need to be amended for programs to achieve a five star rating.
 - There may need to be adjustments to the weighting of the standards for family child care homes which typically received the lower ratings.
 - It was difficult for the participants to produce the documentation needed to validate the standards,
 - Many of the participants were not familiar with the Environment Rating Scales (ERS).
 - Participants need supports to help them track progress.

- Barbara Hogan gave an overview of what the Quality Improvement Work Group is doing with the information that has been provided from the field test and readiness activities for moving forward.

- Ola provided a presentation on the WELS data base which tracks the quality rating, maintains the assessment information, and contains the data for QUALITYstarsNY. She described the following screens:
 - Credential and organizational professional development;
 - Quality rating;
 - Program profile;
 - Site Quality Improvement Plan; and
 - Reports.

ECAC members will be able to find the following information online:

- Field Test Evaluation Report and Executive Summary
- QUALITYstarsNY Key Messages and Talking Points

Wrap Up

- Bob Frawley reviewed the meeting and detailed next steps
- Next Steps
 - Staff will send out email with the ECAC temporary website address that will have all the meeting materials and presentations, as well as links to WBNY and Office of Early Learning Websites.

- Link to the OCFS website for responses to the draft CCDBG plan will be sent when available.
- Executive Summary of the Field Test will be sent to membership when available.

Next ECAC Membership Meeting: **June 16, 2011, Empire Plaza Room 4.**