

DRAFT 3-5-13

WORK GROUP	WORK GROUP FOCUS FOR ACTIVITY/PRODUCT	POSSIBLE SYSTEM CHANGE BENCHMARKS UNDER CONSIDERATION BY WORK GROUPS
Promoting Healthy Development	QSNY standards related to nutrition and physical activity	<p>Benchmark met:</p> <ul style="list-style-type: none"> • Inclusion of standards related to health & safety in QSNY <p>Possible additional benchmarks:</p> <ul style="list-style-type: none"> • Percent of QSNY participants meeting nutrition and physical activity standards • Percent of QSNY quality improvement plans that include attention to nutrition and physical activity standards • Reports from QSNY participants & QI specialists on perceived importance of health-related standards
	Resources/tools to help ECE providers meet quality standards related to nutrition and physical activity	<p>Possible benchmarks:</p> <ul style="list-style-type: none"> • Downloads of resources by QSNY participants and QI specialists • Survey of QSNY participants & QI specialists on value of resources • Incorporation of resources into training of OCFS licensors, health consultants, and other practitioners in contact with ECE providers, with the expectation that these practitioners would share with providers • Use of resources by associations/ organizations of practitioners in contact with ECE providers – for example, links on website and/or newsletters, presentations at meetings/conferences, etc.
	Resources/tools to help ECE providers meet quality standards related to social emotional development	<p>Possible benchmarks:</p> <ul style="list-style-type: none"> • Downloads of resources by QSNY participants and QI specialists • Survey of QSNY participants & QI specialists on value of resources • Incorporation of resources into training of OCFS licensors, health consultants, and other practitioners in contact with ECE providers, with the expectation that these practitioners would share with providers • Use of resources by associations/ organizations of practitioners in contact with ECE providers – for example, links on website and/or newsletters, presentations at meetings/conferences, etc. • Incorporation of additional standards around social-emotional health in next QSNY revision
	Resources/tools to help ECE providers participate in CACFP	<p>Possible system change benchmarks:</p> <ul style="list-style-type: none"> • Increased numbers/percentage of centers participating in CACFP • Modification of DOH outreach strategies based on information from Work Group research • Distribution of brochures to ECE providers by associations/ organizations in contact with ECE providers
Quality Improvement	School-age child care program standards	<p>Possible benchmark:</p> <ul style="list-style-type: none"> • Other groups in school-age child care/afterschool/out-of-school-time field endorse and use the school-age standards

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	Resource Guide for QSNY standards	Possible benchmarks: <ul style="list-style-type: none"> • Use of Resource Guide as indicated by reports from QSNY participants and QI specialists and by downloads from website • Commitment by groups/organizations in the relevant fields to identify and forward (to?) additional resources as they become available
	Communication	Benchmarks met: <ul style="list-style-type: none"> • Champions from business sector make public statements recognizing importance of quality in early care and education settings and supporting state-wide implementation of QSNY • Business sector organizations (such as Chambers of Commerce) promote the importance of quality and implementation of QSNY with their members and as part of their organizational agenda Possible additional benchmarks: <ul style="list-style-type: none"> • Comparable activities by champions and organizations in other sectors (such as public schools, parents, providers) • OCFS licensors and registrars have an accurate and up-to-date understanding of QUALITYstarsNY and the program standards.
Strong Families	Family engagement standards in QSNY	Benchmark: <ul style="list-style-type: none"> • Increasing numbers/percent of QSNY participants meet family engagement standards and/or work with quality improvement specialist around family engagement standards
	Webinar on family engagement	Benchmark: <ul style="list-style-type: none"> • The webinar (and associated materials and resources) is used as a training/ orientation tool for staff in agencies and organizations
	Levers for Change summaries with two-pronged definition of family engagement, case for family engagement, and specific strategies for each lever	Benchmarks: <ul style="list-style-type: none"> • State agencies agree on a common definition of family engagement and practice standards based on the Levers for Change framework • Relevant professional /membership associations promote family engagement in their publications, conferences, and trainings, using information from these summaries
Workforce Development	Trainer's Registry & Credential	Benchmark met: <ul style="list-style-type: none"> • Receiving EIP funding for training will require credentialed trainers, beginning in mid-2013 Possible additional benchmark: <ul style="list-style-type: none"> • Next iteration of QSNY requires use of credentialed trainer to meet standards

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	Core Body of Knowledge	<p>Teacher unions, IHE education faculty associations promote the Core Body of Knowledge to their members and recommend its use in pre- and in-service training</p> <p>Possible benchmark: Increasing numbers of faculty in teacher preparation courses to use the Core Body of Knowledge in their courses</p>
	Early Learning Guidelines	<p>Possible benchmarks:</p> <ul style="list-style-type: none"> • Teacher unions and professional associations promote use of Guidelines • Training and professional development opportunities are cross-coded with Guidelines and Core Body of Knowledge • Increasing numbers of programs and providers participating in QUALITYstarsNY meet the standards for use of the EL Guidelines and/or seek support from QI Specialists in using them
Data Development	Recommendations for design (including host agency)	<p>Possible benchmark:</p> <ul style="list-style-type: none"> • Reach agreement on state agency to serve as host • State agencies agree to overall design & iteratively to develop necessary data capacity as possible; participate & possibly build out structure for sharing and linking • Develop agreement on matching individual children across data bases • Link child care data and SED data (with ability to know if student is in specific early education setting operated by either district or CBO) to test out matching algorithm and address some policy questions
	Policy information needs	<p>Possible benchmark:</p> <ul style="list-style-type: none"> • Formalize agreements with agencies to “add” data essential for answering policy questions
Finance	Web-based early childhood cost estimation tool with current data	<p>Possible benchmarks:</p> <ul style="list-style-type: none"> • State agency fiscal and policy staff use the cost model in one program area related to ECAC’s work • There is a state commitment to keep the cost model data current and complete, with authorization for an agency such as CCF to take this on • Other ECAC work groups, advocates, and other policy groups use the cost model in developing their own estimates – see below (Quality Improvement Work Group has done this with QUALITYstarsNY)
	Cost-benefit analysis for what it takes to get outcomes we want	<p>Possible benchmark:</p> <ul style="list-style-type: none"> • Advocates and policy analysts in specific service areas use the cost model and cost-benefit analysis to generate/respond to opportunities for incremental expansion/enhancement with associated estimates of results/savings