

**New York State Early Childhood Advisory Council Steering Committee Meeting, March 19, 2020 – 10:30 am to 12:30, Location: Zoom**

**Vision: All young children are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development.**

<b>Agenda Item</b>	<b>Topic</b>	<b>Presenters</b>	<b>Time</b>
<b>Welcome &amp; Announcements</b>	<ul style="list-style-type: none"> <li>• Welcome and Introductions (Roll Call)</li> <li>• Announcements and Acknowledgements               <ul style="list-style-type: none"> <li>- COVID-19</li> <li>- Census 2020</li> <li>- NYSB5 Grant</li> <li>- PAC (Parent Advisory Council)</li> <li>- Interactive use of ECAC website</li> </ul> </li> </ul>	Sherry Cleary, Patty Persell & Alice Blecker	10:30 am – 10:50 am
<b>Strategic Plan: Race Equity &amp; Social Justice</b>	<ul style="list-style-type: none"> <li>• Equity Statement</li> <li>• Race equity and social justice throughout the plan</li> </ul>	Alice Blecker	10:50 am – 11:00 am
<b>Strategic Plan: Workbook</b>	<ul style="list-style-type: none"> <li>• Developing work plans</li> <li>• Determining teams, roles and responsibilities</li> </ul>	Sherry Cleary & Patty Persell	11:00 am – 12:25 pm
<b>Next Steps and Closing Remarks</b>	<ul style="list-style-type: none"> <li>• Next steps</li> </ul>	Sherry Cleary & Patty Persell	12:25 pm – 12:30 pm

Next ECAC Membership Meeting is June 18, 2020 at the Empire State Plaza

## **COVID-19 Verified Resources:**

- Centers for Disease Control and Prevention
  - <https://www.cdc.gov/>
- New York State Department of Health
  - <https://www.health.ny.gov/>
- New York State Education Department
  - <http://www.nysed.gov/>
- Governor Cuomo's website
  - <https://www.governor.ny.gov/>

NYS 2020 Census



**NEW YORK**  
**COUNTS 2020**

*Working together for a fair  
and accurate Census*

## NYSB5 Updates

NYSB5 positions we are in the process of hiring for.

(Please note this process will take months to complete).

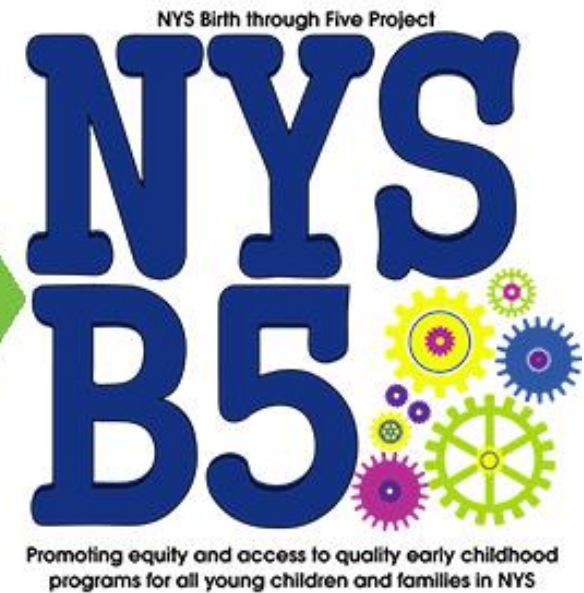
- Family Engagement Coordinator
- Transition Coordinator
- Pyramid Model Training Coordinator
- Early Childhood Collaborator
- Administrative Assistant



## Parent Advisory Council



**Family  
Engagement  
Coordinator**



## ECAC Website: Interactive Uses



## **Equity Statement:**

### **Early Childhood Advisory Council Vision and Mission**

Vision: The ECAC believes every child in New York State should be healthy, learning and thriving in a family that is supported by a full complement of services and resources essential for successful development.

Mission: The ECAC will provide strategic direction and advice to the State of New York on early childhood issues. By monitoring and guiding the implementation of a range of strategies, the ECAC supports New York in building a comprehensive and sustainable early childhood system that will ensure success for all young children.

### **Equity Position Statement (draft 3/16/20)**

**The Early Childhood Advisory Council holds a deep commitment to social justice and racial equity, as a process and a goal, as evidenced by our work across the state. We recognize that, in order to uphold our vision and mission to support young children’s development, we must actively, critically and continuously work to disrupt and dismantle systemic inequities due to race, class, gender, sexuality, ability, legal status and family structure. It is our responsibility to address the inequities impacting the lives of children and families on individual, interpersonal, institutional and structural levels. In doing so we build systems that provide all young children and their families with equitable access to the services, resources and experiences that they deserve in order to thrive.**

## Strategic Plan: Workbook

### Key:

Blue=non-ECAC staff volunteered by ECAC member

(in parentheses): staff that ECAC leadership recommends collaborating with

red: ECAC leadership has confirmed position with participants

**Goal 1: The ECAC strengthens its structures and capacity to provide strategic direction and formal recommendations to the Governor, while communicating to and engaging with its stakeholders and other agencies and organizations to ensure that every young child thrives in early childhood, particularly the most vulnerable populations.**

**1-A: The ECAC makes recommendations to the Governor's Office to inform and support policy, funding, and innovation that insures a comprehensive early childhood agenda.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Support workgroups/teams to prioritize recommendations to the Governor's Office to inform and support policy, funding, and innovation that insures a comprehensive early childhood agenda.				
2. ECAC staff models a data-informed and evidence-based approach by supplying supportive research and available NYS specific data in an accessible manner to accompany each recommendation.				
3. Coordinate ECAC activities with statewide initiatives (and local initiatives where appropriate).				



**1-B: Operationalize the ECAC’s commitment to equity, diversity, and inclusion in all ECAC structures, strategies, and engagement with stakeholders across New York State.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
<p>1. Conduct an audit of the ECAC membership with regard to dimensions of diversity (race, gender, geographic representation, role and function) and design a recruitment plan to create a more inclusive body, per leadership from the ECAC Co-chairs.</p>				
<p>2. Membership is committed to using an equity, diversity and inclusion lens in recommending policies, positions, best practices, and collaborative efforts.</p> <ul style="list-style-type: none"> <li>– Research resources on approaches and strategies for the ECAC to strengthen its use of a racial equity lens to positively impact underserved communities across NYS.</li> </ul>				
<p>3. Design ECAC meetings and workgroup structures to accomplish each of the Strategic Plan goals using these methods:</p> <ul style="list-style-type: none"> <li>– Establish leadership assignments among ECAC teams and groups, provide staffing and support, and prioritize coordinated activities within and across the ECAC teams and groups to ensure efforts are integrated, aligned, efficient and results-oriented.</li> <li>– Establish special topic teams to address challenges families of young children face such as homelessness, parental incarceration, and immigration to make recommendations to the Governor.</li> </ul>				

**1-C: Promote a constant focus among New York State agencies to enhance system level policies, practices and collaborative activities that will ensure that every young child thrives in early childhood, particularly our most vulnerable populations.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Research and develop a system building framework, prepare examples of financial, administrative and programmatic alignment for leveraging resources within and across services.				
2. Engage the Council on Children and Families, Department of Health, Office of Mental Health, NYS Education Department, Office of Children and Family Services (Division of Child Care), and others to examine and adopt shared system building approaches that includes a racial equity lens to inform policy and practice.				
3. Collaborate with agencies and organizations currently working with parents through a cultural lens to support culturally relevant practices.				

**1-D: Enhance the ECAC’s role as a communication hub for sharing information with members, New York State agencies, organizations, families and the general public.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Develop structures and resources to implement a comprehensive communications strategy and update communication protocols for members in their role as ambassadors.				
2. Expand the ECAC website and utilize it along with social media, print materials, and events to communicate with the wider public about the work of the ECAC.				
3. Inventory statewide and community-based initiatives working across sectors to strengthen and expand services for young children and their families and use the ECAC website to highlight innovative strategies and promising ‘scalable’ practices that have been developed to improve child and family outcomes. Coordinate with these initiatives to leverage promising efforts across NYS.				

**1-E: Convene an ECAC council for business leaders and philanthropists to inform economic, financing, and communication strategies for large scale system building, developing champions across New York State, and inviting significant investments in early childhood.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. With ECAC partners, research and develop tools for business and philanthropic engagement and awareness, such as return on investment literature that explains the cost benefit of investments in early learning.				
2. Host an economic summit on early childhood investments, such as the benefits of a children’s trust endowment.				
3. Gather advice on business strategies for early childhood education programs, especially family and group family child care. Include stakeholders from unions representing family childcare, the Early Care and Learning Council, and QUALITYstarsNY to support the development of innovative strategies.				

**Goal 2: Family engagement and leadership are essential to inform ECAC early childhood system building efforts.**

<b>2-A: Expand and amplify parent voices within the ECAC.</b>				
<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/ additional information:</b>
1. Engage parents in membership meetings and workgroups, and create forums, such as a parent advisory council, for gathering perspectives and inviting their active involvement in specific ECAC projects.	<b>Tim H Pedro</b>	<b>Lauri Strano Amy Jimerson</b>		Consider using a co-creating well being approach.
2. Partner with organizations working in family engagement across NYS, including the Family Resource Centers and the NYS Parenting Education Partnership (NYSPEP), to be an influential perspective in developing an aligned statewide system.	<b>Tim H</b>	<b>Andre Eaton Pedro</b>		

**2-B: Encourage best practices in the field to elevate parent engagement and promote family choice in early care and education.**

<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/ additional information:</b>
1. Promote the family engagement practices currently used by Head Start for all ECCE settings.	<b>Pedro</b>	<b>Abbe Kovacik Ira Katzenstein</b>	<b>Maggie Evans</b>	
2. Connect and strategize with workforce development initiatives to ensure all professionals who serve children embody family centered practice.	<b>Pedro</b>	<b>Lauri Strano Abbe Kovacik</b>		
3. Gather research and develop policy briefs on family centered, two generation frameworks to support families across systems.	<b>Pedro</b>			
4. Support families to find appropriate vehicles for family advocacy and to collaborate with others to make the case for necessary change.	<b>Pedro</b>	<b>Andre Eaton Abbe Kovacik</b>		

**2-C: All New York State agencies model best practices in family engagement and support.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Learn from successful collaborations on family engagement currently underway and identify potential partnerships.	Tim H Pedro	Andre Eaton Patty Uttaro		
2. Support collaboration among teacher education and professional development to incorporate family engagement and support.	Tim H	Lauri Strano Pedro		
3. Support efforts for infant mental health, maternal mental health, and home visiting services to streamline services.	Tim H	Abbe Kovacik Pedro		
4. Work with the Council on Children and Families, the Child Care Availability Taskforce, and Regional Economic Development Councils to produce regional maps on the need and availability of child care.	Tim H	Abbe Kovacik Mary Shaheen Simone Hawkins		The 2020 UW ALICE report, out early this summer may be a resource for this work
5. Initiate conversations on the integration of family engagement and support competencies and systems for workforce development (Child Protective Services, health care, Office of Mental Health, and Judicial).	Tim H	Pedro		
6. Identify and promote parent information and education in collaboration with others, such as NYS Parenting Education Partnership (NYSPEP). Invite ideas from parent and family collaborators through focus groups, surveys, and parent cafés. Use the ECAC website and ECAC membership to disseminate information.	Tim H Pedro	Patty Uttaro		

<p>7. Target efforts to support new parents (including birth, adoptive, and foster) with parenting information by announcing the new Parent Portal, enhanced New Parent Kit, and collaborate with the Department of Health and community initiatives across NYS to disseminate New Parent Kit at pediatric and OBGYN practices, and with prenatal and postnatal Home Visiting programs.</p>	<p><b>Tim H</b></p>	<p><b>Pedro</b></p>		
<p>8. Target efforts in infant and maternal mental health to develop family engagement strategies, resources, and materials with NYS Association of Infant Mental Health and others.</p>	<p><b>Tim H</b></p>	<p><b>Pedro</b></p>		
<p>9. Engage parents through expanded partnership with NYS Parent Teachers Association.</p>	<p><b>Tim H</b></p>	<p><b>Pedro</b></p>		<p>Is there a role for NYS Head Start Association? <i>Yes Ira Katzenstein is the rep for the NYSHSA on the ECAC</i></p>



**Goal 3: All New York State early childhood care and education programs are prepared to provide children and families with high quality settings, and have supportive services and resources in place to improve quality.**

**3-A: Work to expand QUALITYstarsNY across the early childhood system, making it available to all providers who choose to participate.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Select ECAC members representing health, mental health, family support, workforce, and early learning to support the QUALITYstarsNY standards review when needed.		Bob Frawley Meredith Chimento Tim H Evelyn Blanck Tina Rose- Turriglio	Jason Breslin	
2. Review QUALITYstarsNY data twice a year to track progress.	Kristen Kerr	Bob Frawley Suzanne Sousa Abbe Kovacik Simone Hawkins	Liz Isakson	
3. Develop guidelines for families, including those using legally exempt care and other options, with user friendly, culturally relevant and linguistically responsive information and materials to inform their choice of quality services.		Bob Frawley Meredith Chimento		
4. Support the recruitment of new early childhood sites to participate in QUALITYstarsNY, targeting communities serving vulnerable populations.		Bob Frawley Meredith Chimento Suzanne Sousa Abbe Kovacik		

**3-B: Informed by a parent and family advisory group, create materials to support parent choice of early childhood education programs, and disseminate widely using the ECAC website, Parent Portal and other vehicles.**

<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/ additional information:</b>
1. Create an inventory of materials on parent choice of early childhood education programs that are currently available for families.	<b>Meredith Chimento</b>	<b>Abbe Kovacik</b>		
2. Identify gaps in information and resources, offer modifications to existing materials where needed, and create new materials to fill gaps. Translate materials as needed.	<b>(Alice Blecker)</b>		<b>Maggie Evans</b>	ABCD would be able to lend support to translation services. Unfortunately we cannot be the sole source but certainly staff can provide some time towards those efforts.
3. Develop a checklist for families to identify areas of quality to look for in early childhood programs.	<b>Meredith Chimento</b>	<b>Jason Breslin Tina Rose-Turrioglio</b>	<b>Mark Jasinski</b>	
4. Offer recommendations and support for the implementation of communication efforts to inform parents of the importance of quality in early childhood learning environments, and widely disseminate resources across NYS.	<b>Meredith Chimento</b>	<b>Jason Breslin Hope Lesane</b>		

**Goal 4: All system building efforts are informed by a whole child perspective that includes mental health, oral health and physical health as integral for high-quality early care and education programs.**

**4-A: Support the implementation of the Pyramid Model, a framework for teaching social and emotional skills to children, teachers, families and other staff that interact with children.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Work in partnership with the Pyramid Model State Leadership Team (SLT) to support and expand future cohorts of implementing programs/schools/family child care with leadership coaches and data collection. Present data to stakeholders at NYS conferences and at annual SLT meeting.	<b>(Pyramid Lead)</b>	<b>Bob Frawley Tim H Vanessa Threatte Patty Uttaro Kristen Kerr Abbe Kovacik Tina Rose- Turriglio</b>		
2. Consider funding strategies for multi-agency collaboration to offer Pyramid Model trainings across NYS.	<b>Beth S.</b>	<b>Bob Frawley Abbe Kovacik</b>	<b>Mark Jasinski</b>	

**4-B: Create partnership forums with the Office of Mental Health and the Department of Health to address ways the ECAC can support whole-child health strategies to meet needs.**

<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/ additional information:</b>
1. Identify and prioritize system level whole-child health strategies.	<b>Kirsten S</b>	<b>Tim H Abbe Kovacik</b>	<b>Alexis Harrington</b>	
2. Support collaborative efforts to disseminate resources widely to families and communities.	<b>Kirsten S</b>	<b>Patty Uttaro Abbe Kovacik</b>	<b>Alexis Harrington</b>	
3. Examine policies and practices to ensure early auditory screening, obesity prevention, oral health, public health challenges (e.g. measles, Adverse Childhood Experiences), as well as developmental screenings.	<b>Kirsten S</b>	<b>Abbe Kovacik</b>		Simone Hawkins: Interested in learning more about this.
4. Early childhood oral health challenges are addressed, and best oral health practices are advanced.	<b>Kirsten S</b>	<b>Abbe Kovacik</b>		

**Goal 5: An increased number of successful partnerships will further develop the mixed-delivery system of high-quality early care and education programs.**

**5-A: Learn from successful partnerships, actively support newly funded initiatives, and identify stakeholder interest for specific alignment opportunities, such as when children and families experience system transitions.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Raise awareness of and promote the establishment of local Kindergarten Transition Teams to help bridge the transition from early care and education or home into kindergarten. Work with partners to create a parent survey that provides feedback about the transition experience.	<b>(Transition Lead)</b>	<b>Kristen Kerr Vanessa Threatte Amy Jimerson Ralph Marino Tina Rose- Turriglio</b>	<b>Jason Breslin</b>	
2. With partners, devise a pilot to track the family's experience transitioning from Early Intervention (EI) to Committee on Preschool Special Education (CPSE).		<b>Vanessa Threatte Hope Lesane</b>		
3. Support the alignment of Early Intervention, preschool special education and K-12 special education to ensure optimal transition.		<b>Mark Jasinski Hope Lesane</b>		
4. Feature innovative community-based practices as models on the ECAC website and other communication platforms.	<b>(Alice Blecker)</b>		<b>Liz Isakson</b>	

**5-B: Engage early childhood programs and agencies in pursuit of partnership opportunities.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Provide consultation and support to programs to assess ability, and to establish partnerships (i.e. braiding funds from more than one funding stream).		Tina Rose-Turrioglio	Andria Ryberg (ECLC)	
2. Provide technical assistance to programs with regard to program design, budget, and administration.		Tina Rose-Turrioglio	Abbe HahnHook (ECLC) Pedro	
3. Identify opportunities to align and enhance existing regulations among agencies to ensure that the system is transparent and user friendly to parents and providers.		Simone Hawkins Hope Lesane Tina Rose-Turrioglio		

**5-C: All families have knowledge and choice in high-quality early care and learning programs to meet their needs in health, education, mental health, disability, and family support.**

<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/ additional information:</b>
1. The ECAC website is easily accessible to families as evidenced by increased use of interactive features.	<b>(Alice Blecker)</b>			Is there an app for 1,2,3?
2. Print materials about early childhood programs and resources for parents are made available in pediatric offices, clinics, WIC (supplemental nutrition) offices, and other family centric spaces.	<b>(Alice Blecker)</b>	<b>Patty Uttaro</b>		
3. The QUALITYstarsNY website and print materials are designed to support parent choice.	<b>(Christine Kelly)</b>			

**Goal 6: Comprehensive interdisciplinary strategies are in place to grow the workforce and to support children from birth through age five and their families.**

**6-A: Provide guidance and support for developmentally appropriate and culturally-responsive expectations for all professionals working in contexts with infants, toddlers and young children and their families.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Newly developed career centers help to recruit and support the workforce in career decisions including health, mental health, family supports and early learning.	(Claudine Campanelli)	Lisa Mars Evelyn Blanck Abbe Kovacik Tina Rose- Turriglio		
2. Collaborate with ECAC partners and other stakeholders to support credentials, degrees and certificates that prepare the workforce to serve children and families.	(Claudine Campanelli)	Lisa Mars Abbe Kovacik Tina Rose- Turriglio		
3. Create partnerships with higher education to encourage student recruitment in underserved fields and populations.	Claudine Campanelli and Jeanne Galbraith	Jeanne Galbraith Vanessa Threatte Abbe Kovacik Tina Rose- Turriglio		Are there areas where there is a labor shortage? <i>Yes there is a shortage of all therapists in birth - 5 programs across the state, especially for bilingual therapists. Also, most parts of the state have a</i>



				<i>shortage of early childhood teachers as well.</i>
4. Explore ways to align professional learning and training requirements across funding streams to identify similar roles and scope of practice for practitioners across NYS.		<b>Laurie Black Evelyn Blanck Abbe Kovacik Tina Rose-Turriglio</b>	<b>Mark Jasinski</b>	Simone Hawkins: Interested in learning more about this.
5. Develop new series-based professional development as needed to include an equity lens, and provide statewide train the trainer preparation to build capacity across NYS.	<b>(Helen Frazier)</b>	<b>Laurie Black Evelyn Blanck Tina Rose-Turriglio</b>		
6. Increase the number of individuals who have earned credentials, particularly the TTAP (coaching and training credential), building capacity across NYS.	<b>Beth S.</b>	<b>Abbe Kovacik</b>		

**6-B: Look for opportunities across all state agencies and systems where successful early childhood workforce strategies can be adopted, integrated or hosted.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Work with partner agencies to better understand regional need for certain providers (ex: Early Interventionists) and draft plans to address challenges.	Jenn O'Connor	Jenn O'Connor Hope Lesane	Mark Jasinski	
2. Inform strategies for recruiting and incentivizing a range of early childhood specialists and therapists (e.g. Early Interventionists) in underserved areas to address unmet need.		Hope Lesane		
3. Support the revision of the New York Works for Children career ladder and share with college and university programs to expand career choice to include opportunities across all NYS and local agencies and organizations.	Jenn O'Connor (Louisa Higgins)	Jenn O'Connor		

**Goal 7: New York State’s early childhood education workforce system, New York Works for Children, is fully implemented.**

**7-A: Support agreements to require the Aspire Registry for all ECCE programs to enhance practitioner’s professional growth and program compliance.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Support the development of linkages between the State Education Department (SED) TEACH System and the Aspire Registry to help streamline qualifications and professional development requirements and data collection on the ECCE workforce.	[Jason Breslin] (Louisa Higgins)	Jeanne Galbraith Kristen Kerr Tina Rose-Turrioglio		
2. Offer recommendations using the Aspire Registry workforce data to inform policy, practice, and resource development.		Kristen Kerr Simone Hawkins		
3. Distribute the NYS early learning documents to new child care providers (DAP Briefs, ELG, CBK) as part of a “Welcome Kit” for new ECCE providers prompted by the Aspire Registry program profile creation.	Kristen Kerr	Meredith Chimento Abbe Kovacic Tina Rose-Turrioglio	Jason Breslin	

**7-B: Offer strategies and recommendations to assure a system of competency-based workforce and professional development across all early care and education settings.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Charge <i>New York Works for Children</i> and its partner organizations with the task of differentiating professional development opportunities for all adults who, through their employment, interact with young children.				
2. Promote use of NYS Core Body of Knowledge and other foundational NYS resources across schools, centers, and family child care.		Abbe Kovacik	Jason Breslin	
3. Promote professional development of all ECCE trainers, coaches, and educators on concepts that cut across systems including health, mental health (ACE's, toxic stress and protective factors), and special education.		Tim H Evelyn Blanck Abbe Kovacik	Carly Belmonte (ECLC)	
4. Offer guidance and strategies for legally exempt and informal caregivers to access coaching and comprehensive professional development, and to be integrated into the early childhood professional system.		Evelyn Blanck Abbe Kovacik		

**7-C: Career Center satellites, and the Early Childhood Leadership Initiative satellites, are expanded to all 10 Regional Economic Development Council (REDC) regions in New York State.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. NYC Career Center and Career Center satellites recruit new individuals to the field and support higher education and career development planning.	(Claudine Campanelli)	Abbe Kovacik	Andria Ryberg (ECLC)	
2. Strengthen the network of Career Center satellites, and the network of Leadership Initiative satellites to support a communities of practice approach.	(TBD)	Abbe Kovacik		
3. Further establish the Career Centers satellites on Long Island and in Buffalo, NYC, Albany and Oneida County.	(Claudine Campanelli)	Abbe Kovacik Ira Katzenstein		
4. Provide guidance on career pathways that support the infant and toddler workforce.		Lisa Mars Abbe Kovacik		
5. Further establish the two Leadership Initiative satellites created in year one on Long Island and in Buffalo.	(TBD)			
6. Add two new Leadership Initiative satellites in other regions of NYS in 2020.	(TBD)			

**7-D: Support policies, practices and resources that improve access across New York State for the ECCE workforce to earn degrees and certifications and model best practice guidelines.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Current and potential students use the Career Centers and other vehicles to plan efficient courses of study.				
2. Support public funding for the new CUNY & SUNY scholarship for individuals working 20 hours or more in licensed early childhood settings.	<b>Sherry Cleary</b>	<b>Jeanne Galbraith</b>		Needs to be available to all throughout NYS.  Simone Hawkins: Interested in learning more about this.
3. Promote system-wide messaging for providers to access professional development through the Aspire Registry calendar.	<b>(Louisa Higgins/ Tinnycua Williams)</b>			Simone Hawkins: Interested in learning more about this.
4. Provide support to ensure that professional development materials and practices are equitable, culturally relevant, and linguistically responsive. Increase availability of series-based professional development across all 10 regions.			<b>Maggie Evans</b>	ABCD peers who have participated in NAEYC Equity workshops and activities and are engaged in this vision would be able to participate.

5. Identify strategies to connect professionals across the field of early childhood care and education to relevant resources that support programs, staff, educators, families, and the children in their care.

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**7-E: Engage stakeholders to develop policies, practices and collaborative activities that align higher education and early childhood workforce development strategies and best practices.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Encourage all faculty in both public and private institutions of higher education to use the newly revised Early Learning Guidelines (ELG's) and other foundational documents as required texts.	<b>(Helen Frazier)</b> <b>Jeanne Galbraith</b>	<b>Jeanne Galbraith</b>	<b>Jason Breslin</b>	This section could possibly align nicely with the recommendations from the Early Childhood Blue Ribbon Committee
2. In collaboration with institutions of higher education, conduct a survey of early childhood courses across NYS to better prepare the current and future workforce serving children from birth to eight.	<b>(Sherry Cleary)</b> <b>Jeanne Galbraith</b>	<b>Jeanne Galbraith</b>		
3. Promote the use of current research to inform infant and toddler courses and field experience.	<b>Sherry Cleary</b> <b>SED</b>	<b>Jeanne Galbraith</b>		Simone Hawkins: Interested in learning more about this.
4. Offer ideas on strategies to implement yearlong teacher residencies in teacher training.	<b>Sherry Cleary</b> <b>Jeanne Galbraith</b>	<b>Jeanne Galbraith</b>		
5. Support the recruitment and professional development of new ECE faculty across NYS.	<b>Jeanne Galbraith</b> <b>(Claudine Campanelli)</b>	<b>Jeanne Galbraith</b>		
6. ECAC and NYSAECTE (New York State Association of Early Childhood Teacher Educators) co-host a convening to consider faculty and student recruitment strategies, coursework, alignment, residency opportunities, and other issues to enhance higher education performance.	<b>Jeanne Galbraith</b>			



**Goal 8: Actionable short and long-term strategies are in place to fund essential elements for New York State’s mixed-delivery system.**

<b>8-A: Develop and recommend strategies to fully fund the Early Childhood Integrated Data System (ECIDS).</b>				
<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/ additional information:</b>
1. Analyze and develop a fiscal plan to fund the ECIDS in NYS.	<b>Bob Frawley Liz Isakson</b>	<b>Laurie Black</b>		Can the benefits be monetized?
2. Convene a group of public agencies and stakeholders to identify essential components of the ECIDS.	<b>Bob Frawley Liz Isakson</b>	<b>Laurie Black Simone Hawkins:</b>	<b>Mark Jasinski</b>	
3. Propose an implementation plan that results in the creation of the ECIDS.	<b>Bob Frawley Liz Isakson</b>	<b>Laurie Black Alexis Harrington</b>		

**8-B: Analyze all allocated resources dedicated to young children in NYS to determine duplication, unmet need, and make new funding recommendations that include an emphasis on providing more responsive services to infants and toddlers.**

<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/ additional information:</b>
1. Convene a cross-agency team to identify a full prioritized list of early childhood investments for the analysis and determine appropriate methods for review.	<b>Bob Frawley</b>			
2. Use the Early Head Start Child Care Partnership as a model approach and consider other opportunities to replicate partnerships that maximize funding. This may require legislative changes or waivers to existing regulations.	<b>Bob Frawley</b>	<b>Bob Frawley</b>	<b>Pedro</b>	
3. Recommend strategies for redistributing existing funding and identify the new resources needed to fill gaps in resources needed to establish a comprehensive multi-delivery system.	<b>Bob Frawley</b>	<b>Bob Frawley</b>		Simone Hawkins: Interested in learning more about this.
4. Develop a fiscal analysis of the resources needed to increase and sustain high-quality infant and toddler programs in a mixed-delivery system.	<b>Bob Frawley</b>	<b>Bob Frawley</b>		

**8-C: Continue collaborative efforts to develop concepts and white papers for innovative funding strategies, including issues addressing compensation for the early education workforce.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Utilize the Regional Economic Development Council (REDC) and the Child Care Desert Report to support the development of a new funding option that allows philanthropic organizations and businesses to contribute funds to support a high-quality early childhood care and education system.	<b>Beth Starks</b>	<b>Bob Frawley Lisa Mars</b>		
2. Develop infographics to promote employer tax credits and the NYS Child and Dependent Care Credit. Explore additional tax credit options for providers, professional development, and parents such as the Enhanced Child and Dependent Care Credit, as well as tax credits, business loans, facility bonds for Early Childhood Care and Education programs building development and improvements.	<b>(Alice Blecker)</b>	<b>Bob Frawley Lisa Mars</b>		Do we know current usage of tax credits?
3. Investigate social impact bonds for early childhood care and education and the Pyramid Model.				
4. Conduct a salary study using Aspire data and identify innovative practices that have been used in NYS and elsewhere to increase compensation for the early care and education workforce.	<b>(Louisa Higgins)</b>	<b>Bob Frawley</b>		What about the fringe benefits? Impact of collective bargaining agreements? <i>an additional comment to add here, Head Start agencies have wage comparability studies that could be shared if helpful.</i>

**8-D: Develop and recommend strategies to fully fund QUALITYstarsNY across New York State; ensuring that all children have access to high quality care and education.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Work with the Child Care Availability Task Force to submit a request to the Governor's Office for an increased allocation in year one of the plan that would increase participation to 10%.	<b>Bob Frawley</b>	<b>Bob Frawley</b>	<b>Jason Breslin</b>	10% of what? Kids? Providers? <i>10% of sites (early childhood sites participating in QSNY).</i>
2. Create three fiscal plan scenarios that explore approaches to full implementation over 5 years.	<b>Bob Frawley</b>	<b>Bob Frawley</b>		

**8-E: Develop and recommend funding strategies for enrollment in the Aspire Registry across New York State, and a three-year sustainability plan.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Identify the total costs for full workforce participation Including an analysis of the cost of current member participation (percentage of workforce by regulatory agency), cost to recruit and enroll new Aspire members, and the cost of retaining current Aspire Registry members.	<b>Bob Frawley (Louisa Higgins)</b>			
2. Promote and obtain commitments from NYS and city agencies to fund core elements of The Aspire Registry.	<b>Bob Frawley (Louisa Higgins)</b>			
3. Explore future financial plans and new avenues of revenue including sharing cost with users to reach projected sustainability.	<b>Bob Frawley (Louisa Higgins)</b>			

**8-F: Develop and implement an infrastructure of funding and support that incentivizes community partnerships and allows programs to blend and braid all applicable funding to increase access for all families.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/ additional information:
1. Convene a cross-agency team to design and conduct a fiscal analysis of the programs and processes for blending and braiding existing sources of early care and education funding such as Home Visiting, Early Childhood Mental Health Consultation, Center based child care, Head Start, and recommendations for training and technical assistance early care and education programs to successfully manage the resources.	<b>Beth Starks</b>	<b>Bob Frawley</b>		
2. Analyze of current governance, laws, funding, regulations, and policies that present barriers to blending and braiding funding, to inform specific improvements or replication of successful strategies.	<b>Bob Frawley</b>	<b>Simone Hawkins:</b>		
3. Design and implement training and technical assistance to early childhood programs to blend and braid funding and utilize other funding strategies.		<b>Bob Frawley Pedro ??</b>		
4. Explore partnerships to create simple, clear, and financially feasible pathways for informal caregivers to get licensed if they are interested.		<b>Bob Frawley</b>		
5. Explore Tax Credits for employers.		<b>Bob Frawley Beth Starks</b>		

**Goal 9: An Early Childhood Integrated Data System (ECIDS) is created for tracking service delivery, outcomes and system improvements to drive accountability, policy development, funding and best practices across New York State.**

<b>9-A: Support the development of an Early Childhood Integrated Data System (ECIDS) that tracks all children from birth regarding the services/supports they receive, the programs that provide the services, and the staff and administrators who work in those programs.</b>				
<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/additional information:</b>
1. Work with representatives of all NYS and NYC early childhood related data systems to develop a plan to build an Early Childhood Integrated Data System. Be informed by the 2019 Data System Feasibility Study results and the experiences of states with existing ECIDS.	<b>Bob Frawley Liz Isakson</b>	<b>Laurie Black Hope Lesane</b>		
2. Identify specific goals and objectives for the ECIDS to drive the use of data collection technology.	<b>Bob Frawley Liz Isakson</b>	<b>Laurie Black</b>		
3. Explore the feasibility that each child has a unique identifier at birth in NYS to ensure that service delivery tracking translates and transfers across systems, with a family “opt out” feature.	<b>Bob Frawley Liz Isakson</b>	<b>Laurie Black</b>		School districts already provide a unique identifying number to students. Is there a way to build upon this system?
4. Add to existing data systems a child-based registry to collect information on all children including those children receiving early childhood education services that are not funded through public funds. Provide NYS policy makers and program managers data about the children and families we aim to serve.	<b>Bob Frawley Liz Isakson</b>	<b>Laurie Black Kristen Kerr</b>		

**9-B: Use newly available data to inform public policy, communications, and collaboration.**

<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/additional information:</b>
1. The Aspire Registry currently supports programs and agencies to track and maintain training and qualification records. In collaboration with Office of Children and Family Services and State Education Department, determine the value add and the costs to add a feature to the Aspire Registry for users to track, search and retain background checks and fingerprints for the early childhood workforce.	<b>Bob Frawley</b>	<b>Ira Katzenstein</b>		
2. Examine the relationships and areas of opportunity for data that focuses on both health (including mental health) and early learning.	<b>Bob Frawley</b>	<b>Jason Breslin</b>		
3. Use data to understand breadth of homelessness affecting young children and service delivery options.	<b>Bob Frawley</b>			
4. Support the Department of Health to enhance the existing new-born hearing screening data system to track follow up services for children testing positive after initial auditory screening.	<b>Bob Frawley</b>			
5. Agreements for privacy protection are made and data sharing across agencies and entities are drawn up, reviewed, and executed by agency legal counsels.	<b>Bob Frawley</b>		<b>Mark Jasinski</b>	



**Goal 10: Research findings and evaluation results are used to recommend policy, statutory and regulatory changes, as well as structures and best practices to strengthen the NYS early childhood system.**

**10-A: Develop research and evaluation capacity to strengthen our ability to process and disseminate useful research, policy information and resources to inform recommendations and decisions.**

<b>Activities:</b>	<b>Leader/ Convener:</b>	<b>Active Participant:</b>	<b>Expert/resource person:</b>	<b>Notes/additional information:</b>
1. Create criteria and protocol for sharing research and establish a dissemination plan to share information back to parents/providers/local programs involved.		<b>Alexis Harrington Patty Uttaro</b>	<b>Liz Isakson</b>	
2. Share the findings from the NYSB5 Needs Assessment with those involved in the parent, administrator and teacher focus groups on an annual basis.		<b>Mark Jasinski</b>		
3. The ECAC reviews and shares available primary research to support recommendations to change or improve policy, regulation, and statute.	<b>Beth Starks</b>	<b>Alexis Harrington Evelyn Blanck Ira Katzenstein</b>	<b>Liz Isakson</b>	
4. Identify partners and opportunities to collaborate with stakeholders to support the expansion of research and analysis.		<b>Jeanne Galbraith Lisa Mars</b>	<b>Liz Isakson</b>	
5. Collaborate with workforce and professional development colleagues to develop strategies and funding streams that consider issues of equity in access to funds and research opportunities to ensure students from diverse communities' access professional development. This could include requests for funding student internships, fellowships and research in every research and grant proposal.	<b>Sherry Cleary</b>	<b>Kristen Kerr</b>		
6. Collect and generate research questions for undergraduate and graduate level research scientists, students, and institutions. Develop strategies and	<b>(Sherry Cleary)</b>	<b>Jeanne Galbraith</b>		

funding streams to match graduate students with public and nonprofit agencies to embed and fund their research and secondary analyses.				
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**10-B: Provide guidance to agencies and individuals on methods and respond to requests for primary research on emerging issues.**

Activities:	Leader/ Convener:	Active Participant:	Expert/resource person:	Notes/additional information:
1. Identify other NYS and national models we can learn from and collaborate with to strengthen our use of leading-edge research and evaluation.	<b>(Alice Blecker)</b>			
2. Utilize the ECAC website and platforms to identify and promote professional development opportunities, resources to educate families, early childhood providers, programs, organizations and agencies around evaluation, data collection, and analysis.	<b>(Alice Blecker)</b>	<b>Abbe Kovacik</b>		
3. Provide technical assistance to agencies and individuals to provide information on how to design and implement evaluation.		<b>Ira Katzenstein</b>		
4. As ECAC workgroups identify considerations for change and improvement, identify research questions to inform recommendations for policy, statutory, or regulatory changes. Questions like: why are large numbers of family child care providers leaving the field; or what is the impact of the expansion of school-based Prekindergarten for three and four-year-olds on community-based child care and Head Start?		<b>Jeanne Galbraith Hope Lesane</b>		
5. Design measures and methods to evaluate the effectiveness of ECAC projects, initiatives and structures to streamline efforts and maximize impact.				