

**NEW YORK STATE PRESCHOOL DEVELOPMENT GRANT
BIRTH THROUGH FIVE RENEWAL APPLICATION
Submitted by the New York State Council on Children and Families**

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PROJECT SUMMARY

- New York State Preschool Development Birth through Five Renewal Grant
- Submitted by the New York State Council on Children and Families
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The vision of the New York State Preschool Development Grant Birth through Five Renewal project is that all young children are healthy, learning, and thriving in families that are supported by and connected to a full complement of services and resources essential for successful development. Building off of the lessons learned from the initial Preschool Development Grant, the 2015 Preschool Development Grant, and other successful early childhood initiatives, the NYS Council on Children and Families will continue to lead this interagency, public-private statewide effort to develop a mixed delivery system that is: informed by parent voice; responsive to race, ethnicity, culture, language, and socio-economic status; and provides access to high-quality and comprehensive services to every young child and family in New York State.

The NYS Preschool Development Birth through Five Renewal Team, in collaboration with the Governor's Early Childhood Advisory Council and Child Care Availability Task Force, a growing number of NYS agencies,¹ parent and community-based organizations,² and most importantly families with young children, especially those who are underserved, most vulnerable and reside in rural communities, will:

- Apply a continuous quality improvement approach based on Needs Assessment findings to inform a responsive Strategic Plan and activities focused on implementing comprehensive early childhood programs and services that are specific, measurable, attainable, relevant, and timely;
- Institutionalize parent voice and transition support, by forming a Parent Advisory Council and hiring a Family Engagement Coordinator and Early Childhood Transition Coordinator to promote connectedness with families and support successful transitions during the early years;
- Implement a community-wide mixed delivery system that brings together early care and education, health, and social services, drawing on cross-sector quality indicators, professional development opportunities (trauma-informed approaches, culturally-responsive practices), and blending and braiding of public and private funds to create higher quality programs;
- Integrate the state's early childhood data to enable better tracking of the early childhood system to promote improved child outcomes, particularly for children who are most vulnerable;
- Expand access to high-quality programs by increasing participation in QUALITYstarsNY, NYS's Quality Rating and Improvement System, to ensure more children, especially the most vulnerable, have access to quality early childhood programs and by establishing indicators of quality across the state's mixed delivery system that can be posted online for parents to use to compare programs and best support their child's development and school readiness; and
- Sustain effective cross-sector practices, leading to improved outcomes, after grant funding ends.

¹ NYSB5-R partner agencies include: Office of Alcoholism and Substance Abuse Services, Office of Children and Family Services, Office of Mental Health, Office of New Americans, Office of Temporary and Disability Assistance, Department of Health, Department of Labor, Department of Taxation and Finance, State Education Department.

² Families Together of NYS, NYS Parent Teachers Association, NYS Parenting Education Partnership, Maternal and Early Childhood Health Foundation, and the United Hospital Fund.

EXPECTED OUTCOMES

The outcomes to be achieved by New York State Preschool Development Grant Birth through Five Renewal (hereinafter “NYSB5-R”) will ensure that 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 by:

- Institutionalizing parent voice in early childhood policymaking through the creation of a Parent Advisory Council and supporting parent engagement and choice by sharing information.
- Aligning and strengthening early childhood interdisciplinary professional development rooted in two-generation approaches, trauma-informed care, and cultural and linguistic competence, and augmenting the Aspire (early childhood workforce) Registry.
- Expanding access to high-quality programs by increased participation in QUALITYstarsNY, the state’s Quality Rating and Improvement System, and developing cross-sector indicators of quality that are easily accessible for parents.
- Designing an integrated early childhood data system to monitor and inform early childhood practices to improve child outcomes, especially for vulnerable/underserved children.³
- Using a continuous quality improvement framework to implement comprehensive early childhood activities that are specific, measurable, attainable, relevant and timely (SMART).
- Applying lessons learned from grant activities, including strategies to maximize funding, to ensure that children are developmentally on track and ready for kindergarten.

The approach to achieving these outcomes and sustaining positive systemic changes to New York’s early childhood system are set forth in this proposal.

³ Underserved and vulnerable children are children who 1) members of minority/ethnic groups; 2) living in low-income households; 3) homeless as defined by McKinney-Vento, 4) receiving early intervention or special education services; 5) living in rural communities; 6) living in multi-language households; and/or 7) immigrants.

PROJECT APPROACH

Activity One: NYSB5 Statewide Needs Assessment

Need Assessment Status and Partners: The NYS Birth through Five (NYSB5) Needs Assessment (NA) was conducted by the Center for Human Services Research (CHSR) at the University of Albany in collaboration with the NYS Council on Children and Families (CCF) (NYSB5 initial year grantee) and other state and local partners. The NYSB5 NA was completed and approved by the Federal Grant Officer, on October 21, 2019, providing rich information to guide future practice and policy. Select key findings of the Needs Assessment (NA) are shown in **Table 1** below.

Table 1: Key Findings of the NYSB5 Needs Assessment

Component	Select Key Findings
Key Terms	A shared lexicon was developed to improve cross system communication and provided direction for the development of the Strategic Plan.
Population Descriptions	A substantial proportion of NYS children are considered to be a member of a vulnerable population and there are differences between urban and rural areas
Quality and Availability	QUALITYstarsNY has increased quality but reach is limited due to limited funds; shortage of qualified early childhood professionals; inequitable access for vulnerable populations; shortage of early intervention and special education specialists, especially in rural areas.
Unduplicated Count	Challenges to obtaining an unduplicated count of children being served includes no centralized cross-systems data system or formalized process to track young children awaiting services.
Gaps about Quality and Availability	NYS ranks fifth in the nation with largest percentage of child care deserts; lack of high-quality programs, especially for vulnerable populations; navigating available resources of services is challenging for families.
Gaps about Collaboration and Parent Choice	Parents report lack of knowledge about location of programs and supports and wanting early childhood providers and pediatricians to serve as informational and referral sources. Greater parent feedback, especially from parents representing vulnerable populations, is needed.
Measurable Indicators of Progress	A logic model was designed to delineate activities, specify outputs, and identify short-term and long-term outcomes that will provide the basis for tracking progress in improving the state's early childhood system.
Facility Concerns	Cost of facility space that meets regulatory standards can be cost prohibitive (especially for infants/toddlers); some schools providing prekindergarten are not properly equipped to serve younger age groups.
Funding and Resources	Child care subsidies do not meet the needs of all low-income families; braiding and blending of funds is hindered by different governing policies, regulations and laws and oversight agencies.
Transitions	Supportive transition practices are inconsistent among programs.

Collaborative Process to Update NA: NYSB5-Initial (hereinafter “NYSB5-I”) grant partner meetings were held monthly to inform the development and implementation of the initial NA. Key informant interviews were conducted to clarify each agency’s role in the ECCE system, understand how each agency defines terms such as “availability” and “quality,” collects data about young children, discuss strengths and barriers to interagency collaboration (including blending/braiding funding) and identify gaps in knowledge about quality/availability of programming and supports for children birth through five and issues related to transition supports for children moving between programs or settings. A mixed methods approach was used to gather data, which included an environmental scan, demographic data analysis, distribution of electronic and paper surveys (translated into six languages⁴), and 32 focus groups (with 77 early childhood administrators, 78 direct care/ instructional staff, and 83 parents of children birth through five). Over 2,200 online surveys were completed, though parents representing vulnerable populations were underrepresented.

Beginning in Quarter 1, the NA team will update the NA measures, protocols, and dissemination strategies with a focus on soliciting input among groups underrepresented in the initial NA: 1) tribal populations;⁵ 2) immigrant families; 3) children at risk of entering the child welfare system;⁶ 4) parents with young children who are not enrolled in early child care and education (ECCE) programs; and 5) legally exempt providers and the families they serve. The updated NA will also solicit feedback on programs and initiatives identified in the SP through an

⁴ Survey was translated into the six most commonly spoken languages other than English in NYS: Spanish, Chinese, Haitian/Creole, Russian, Bengali, and Korean.

⁵ The 2019 NA revealed that there is a need for better collaboration with tribal communities to improve access to high quality child care in accordance with recent changes to the state’s child care subsidy regulations. NY recently updated its child care subsidy regulations, and as part of these changes tribal grantees are now acknowledged within the list of eligible child care subsidy providers pursuant to the authority of the Child Care and Development Fund (CCDF).

⁶ NYSB5-R Team will coordinate with NYS Office of Children and Family Services in its implementation of the Family First Prevention Act.

exploration of access issues, dissemination strategies, and program content that are most relevant to the stakeholder groups. As occurred during the NYSB5-I year, the NA update will be widely distributed based on a broad-based Dissemination Plan (see page 54) that draws on the networks of all NYSB5-R partners, using social media, e-mail blasts, e-newsletters, community outreach, and other recommended means of communication to reach stakeholders, most notably families.

The initial NA identified the need for more comprehensive data on ECCE programs and services and barriers to integrating early childhood data. To address these needs, CHSR will build a database to track requests for child care received by the state's network of Child Care Resource & Referral (CCRR) agencies. Additionally, a pilot project will be initiated to link home visiting data from *Healthy Families NY*,⁷ and the NYS Educational Longitudinal Data System. This will begin the process for broader cross-sector data integration among other ECCE programs. Identified data gaps will be further studied and addressed via a *Strong by Six* community-based pilot that will test an approach to addressing a number of needs identified by the NA, including the need for improved screening and referral systems and better sharing of cross-sector data. With NYSB5-R, links also will be pursued between the state's early childhood workforce and professional development tracking systems. Currently, these data systems collect substantial information, but are siloed, resulting in gaps in gaining a full understanding of the cross-sector workforce strengths and needs.

As was true with the initial NA, NYSB5-R NA updates during the renewal grant years will be coordinated with other state agency NAs in the state's mixed delivery system (MDS)⁸ that

⁷ A program serving families with children birth through five. CHSR currently maintains the Healthy Families NY database.

⁸ New York's MDS includes the state's system of ECCE services that are delivered through a combination of programs, providers, and settings, such as Head Start, licensed family- and center-based care, local schools, and community-based organizations and are supported by a combination of public and private funds.

include the NYS Department of Health (DOH) Title V Maternal Child Health Block Grant NA and the Maternal, Infant, Early Childhood Home Visiting comprehensive NAs,⁹ and the Child Care and Development Fund (CCDF) Plan update by the NYS Office of Children and Family Services (OCFS). Updates also will be carried out in tandem with two advisory bodies to the Governor: the Early Childhood Advisory Council (ECAC) (New York State’s Advisory Council) (described in Activity 2), required by state law to conduct a statewide NAs on the quality and availability of ECCE programs and services and identify opportunities for, and barriers to, collaboration and coordination,¹⁰ and 2) the Child Care Availability Task Force (CCATF) (a cross-sector group focused on addressing child care needs, workforce compensation, and other ECCE issues).¹¹

Parent Engagement: During the initial NA, there was a concerted effort to engage parents across the state. Parent participation in focus groups provided a lot of insights, however, as noted above, some groups were underrepresented. In response, updates to the NA will include better outreach to targeted populations. The NYSB5-R team also will work closely with already connected and established family advocacy organizations to help with this effort. Other means to share information with families will include access to a newly developed and more “parent-friendly” and relevant CCRR database, social media, and a *Parent Portal* that was launched (and will be expanded into a mobile texting application in NYSB5-R). These approaches to information sharing are in response to feedback from parents who shared that they like to access and receive information on their phones. In particular, some parents mentioned that they like apps, such as Class Dojo or HiMama, because they allow them to see how their child is doing and to participate in classroom learning communities based on their own schedules.

⁹ The Title V NA is due to the Health Resources and Services Administration by July 15, 2020, followed by the MIECHV on October 1, 2020.

¹⁰ NYS Social Services Law section 483-g, “Early Childhood Advisory Council.”

¹¹ The Task Force is exploring conducting a one-day sampling of child care in select area(s) of the state.

The NA findings will be analyzed and shared with policymakers to help inform changes to policies, practices, and resource flows that will lead to better outcomes for young children and families, especially those who are underserved and vulnerable. In particular, to assess the state's success in making these changes, the NA will inform the activities and measurable outcomes outlined in the Strategic Plan and Logic Model (see page 51). Quarterly, bi-annual, and annual measures will be collected to assess progress in achieving outcomes and milestones (See **Table 2**).

Table 2: Measurable Outcomes and Milestones for NYSB5 Needs Assessment

Measurable Outcomes	Milestones by Yr/Qtr
Goal 1: Family Engagement	
Increase in the number of parents attending ECAC meetings	Y1/Q1-2
Creation of the Parent Advisory Council	Y1/Q1
Increase in the number of people visiting <i>Parent Portal</i>	Y1-Y3
Increase in number of resource downloads from <i>Parent Portal</i>	Y1-Y3
Goal 2: Workforce	
Increase in ECCE professionals creating and maintaining Aspire Registry profile	Y1-Y3
Creation/dissemination of recommendations to increase pay for ECCE workforce	Y1/Q4
Increase from 4 to 10 Career Centers in underserved rural communities	Y3/Q4
Increase from 2 to 10 Leadership Communities in underserved communities	Y3/Q4
Increased number of individuals accessing Early Childhood Scholarships	Y1-Y3
Increased number of ECCE professionals obtaining the infant/toddler CDA	Y1-Y3
ECCE programs are better able to access statewide and streamlined TA	Y1-Y3
Goal 3: Quality Improvement	
Cross-sector quality indicators are developed	Y1/Q4
QUALITYstarsNY is expanded by 150 sites per year	Y1-Y3
Increase in number of ECCE professionals participating in PD trainings	Y1-Y3
Increase in individuals utilizing the Shared Services Alliance platform	Y1-Y3
Increase number of Pyramid Model hubs and implementation sites	Y1-Y3
Increase number of ECCE professionals participating in Pyramid Model training	Y1-Y3
Increase in ECCE programs and providers updating/repairing facilities	Y1-Y3
Goal 4: Availability and Access to Coordinated Programs and Services	
Successful collaborations and partnerships studied and promoted	Y1/Q4
Increase in strategic recruitment targeting specialized ECCE workforce	Y1-Y3
Incentives provided to specialized ECCE professionals in underserved areas	Y3/Q4
Increase in the number of children successfully transitioning from EI to CPSE	Y1-Y3
Recommendations on aligning ECCE infrastructure published	Y1/Q4
Increase in number of local kindergarten transition teams	Y1-Y3
More child with special needs are educated in regular care/education classrooms	Y1/Q4
Increase supply of infant/toddler care, especially in child care deserts	Y1-Y3

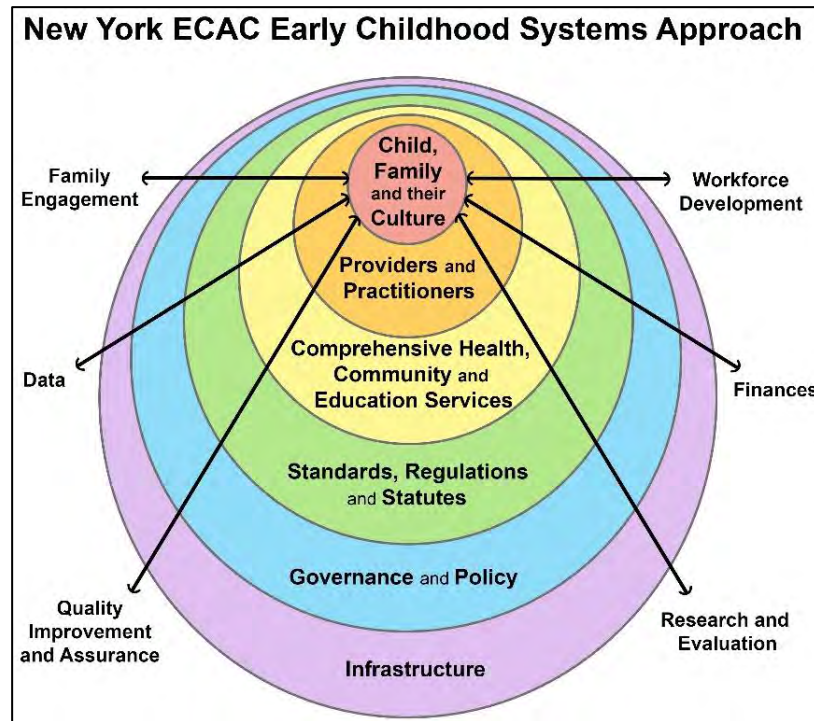
Goal 5: Finance	
Strategies to maximize funding are developed	Y1/Q4
Family child care providers provided with TA to help sustain their businesses	Y2-Y3
Increase in funding for QUALITYstarsNY and the Aspire Registry	Y1-Y3
Increase in ECCE programs and providers braiding and blending funding	Y1-Y3
Increase in individuals and businesses claiming available ECCE tax credits	Y1-Y3
Increase in the reported knowledge about, and use of, Infant and Toddler Care Business Plan strategies	Y1-Y3
Resources related to social impact bonds and ECCE tax credits disseminated	Y1/Q4
Goal 6: Data, Research and Evaluation	
Development and design of ECIDS is completed	Y4/Q4
NYSB5-R NA updated and disseminated to partners	Y1-Y3
NYSB5-R SP and Performance Plan updates are communicated to partners	Y1-Y3
NYSB5-R CQI Management Information System is tested, finalized, published	Y1/Q2
CCR database is tested, finalized, and published	Y2/Q4
ECCE research results and subsequent papers/presentations for publication	Y3/Q4
Research and evaluation results shared with stakeholders	Y3/Q4

Activity Two: NYSB5 Strategic Plan

The NYSB5-R Strategic Planning process began in March 2019 when a NYSB5 Strategic Planning Team was formed from NYSB5-I staff and partners, families, and the ECAC to update the ECAC’s 2016 cross-sector Strategic Plan (SP).¹² Based on partnerships that were strengthened and aligned over the initial grant year, the NYSB5 vision was revised to mirror the ECAC 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.* Over 60 individuals were engaged in strategic planning activities over a seven-month period. A facilitator was selected to aid in the process, and a full-time ECAC Coordinator was hired to support the strategic planning effort and the ongoing work of the ECAC. A series of intensive sessions were convened with the cross-sector partnership to identify initiatives and approaches to address NA findings, and a visual of a “whole system perspective” that illustrates the ECAC vision (**Figure 1**) was created.

¹² The ECAC Member list indicates ECAC members who participated in the NYSB5 SP retreat. See File 2.

Figure 1



The ECAC is co-chaired by the New York Head Start Collaboration Director (housed at CCF) and the City University of New York Dean of Early Childhood Initiatives/Executive Director of the New York Early Childhood Professional Development Institute. ECAC work is governed by its full membership, which includes approximately 50 members representing a range of cross-sector early childhood policymakers and public and private stakeholders, representing state agencies, community partners, unions, higher education, advocacy and philanthropic organizations, businesses, school districts, Head Start, child care, CCRRs, prekindergarten, preschool special education, early intervention, health, mental health, and social services (see Appendix III, File 2 for a complete ECAC membership list). Parents were recruited and received stipends to enable their participation. In alignment with the updated SP goals, a Logic Model (see page 50) was developed that will use continuous quality improvement (CQI) to inform a

responsive SP. Goals of the updated SP, and the corresponding grant year in which each goal will be completed, are provided in **Table 3**.

Table 3: Goals of the 2019 Strategic Plan

Infrastructure to Improve Coordination of ECCE Systems and Services	Year
The ECAC strengthens its structures and capacity for providing strategic direction and formal recommendations to the Governor, while engaging with its stakeholders and other organizations to ensure that every young child thrives in early childhood, particularly the most vulnerable populations.	1
Family Engagement	
Family engagement and leadership are strengthened and inform ECAC systems-building efforts and implementation statewide.	1
A Parent Advisory Council is created to inform the work of the ECAC.	1
Workforce	
All system-building workforce efforts are informed by a whole child perspective that includes mental health and health as integral for high-quality early care and education.	2
Comprehensive interdisciplinary strategies are in place to grow the workforce and to support children from birth through age five and their families.	3
The state's early childhood education workforce system, <i>New York Works for Children</i> , is fully implemented.	3
Quality Improvement	
An increased number of successful partnerships will be developed to further support the mixed delivery system to ensure high quality programs.	1
All NYS ECCE programs offer young children and their families access to high-quality settings and an array of supportive services.	3
Finance	
Actionable short- and long-term financing strategies are in place to sustain the state's mixed delivery system.	1
Data, Research and Evaluation	
An early childhood integrated data system is created for tracking service delivery, outcomes and system improvements to drive accountability, policy development, funding and best practices across the state.	3

Continuous monitoring of goals outlined in the SP will ensure progress in the creation of a more comprehensive ECCE birth through five system in NYS. (Additional details on the monitoring of the SP are set forth in the Program Performance Evaluation Plan (PPEP) (see page 49). Progress to create a more coordinated system also will be advanced by hiring an Early Childhood Collaborator, who will divide their time between three state agencies and assess laws,

regulations, and policies governing ECCE programs with the goal of identifying and addressing roadblocks to create more cross-sector program partnerships at the local level.

Responsiveness of SP to NYSB5-I Activities: The SP was developed in response to the NYSB5 NA and includes attainable goals, action steps and measurable outcomes (as listed in Table 3). The SP also identifies those responsible for each action step and a timeline for completing each over the next three years (to be submitted to the Federal Project Officer in mid-November 2019). **Table 4** below lists the NYSB5-I activities, lessons learned from each (including challenges encountered and milestones achieved), and the implications for future activities during the NYSB5-R grant period. The single most challenging part of implementing a one-year grant was the amount of time it took for start-up (to hire new staff, execute contracts, etc.). However, once these initial steps were completed, NYSB5-I project work began and was widely rapidly advanced (as evidenced by the range of activities described below).

Table 4: NYSB5-I Activities/Timeline

Lessons, Challenges & Milestones	Implications for Future Activities/Timeline
Needs Assessment	
<p><i>Lesson:</i> NYSB5 partners and families were key to NA process.</p> <p><i>Challenge:</i> Understanding the needs of vulnerable and underserved populations.</p> <p><i>Milestone:</i> NA submitted to Federal Project Officers on October 1, 2019 and approved on October 21, 2019.</p>	<ul style="list-style-type: none"> ▪ Updates to NA will be targeted to vulnerable populations & areas of NYS not well-represented in initial NA. (Annually) ▪ NA updates will be coordinated with other state agency NAs (DOH's Title V & MIECHV) and OCFS update to its CCDF Plan. (Annually)

(Table 4 continued on next two pages)

Strategic Plan	
<p><i>Lesson:</i> The 2016 ECAC SP provided a strong base for the NYSB5 SP.</p> <p><i>Challenges:</i> Fully engaging parents; identifying how goals/actions will be measured and monitored; and aligning/ coordinating with other NYS initiatives.</p> <p><i>Milestone:</i> SP updated, with planned submission to the Federal Grant Officer in mid-November 2019.</p>	<ul style="list-style-type: none"> ▪ ECAC will form work groups and assign SP goals, objectives, activities, and performance measures to each workgroup. (Year 1, Q.1) ▪ Family input will be increased by the creation of a Parent Advisory Council. (Year 1, Q.1) ▪ Additional staff support for grant activities is key, including an Early Childhood Transition Coordinator to support successful transitions and an Early Childhood Collaborator to bridge the gap between systems. (Year 1, Q. 1)
Maximizing Parent Choice and Knowledge	
<p><i>Lesson:</i> NYSB5 support enabled many new and promising cross-sector activities to be undertaken.</p> <p><i>Challenge:</i> Additional support needed to bring activities to scale and sustain.</p> <p><i>Milestones:</i> Parent involvement on the ECAC, <i>Parent Portal</i> developed, Home Visiting Coordination Initiative created in 10 communities, Family Navigator in two homeless shelters, statewide media campaign launched & Parent Leadership Conference planned.</p>	<ul style="list-style-type: none"> ▪ A bilingual Family Engagement Coordinator will be hired and a PAC will be created. (Year 1, Q1) ▪ Texting application will be designed based on feedback provided by parents. (Year 1, Q3) ▪ <i>Talking is Teaching</i> campaign will continue and expand based on lessons learned (Year 1, Q2) ▪ Based on lessons learned, a Parent Leadership Conference will be convened. (Annually) ▪ Additional enhanced MDS settings will be created to provide parents with more high-quality care options. (More options each year)
Sharing Best Practices	
<p><i>Lessons:</i> Tremendous excitement in the ECCE field exists to share best practices.</p> <p><i>Challenges:</i> Timely execution of contracts and corresponding activities.</p> <p><i>Milestones:</i> Many best practices activities: addressing child care deserts (9 CRRs funded to work with local Regional Economic Development Councils), expanding Aspire Registry (over 4,000 new participants), advancing Pyramid Model implementation (30 Positive Solutions for Families Parent workshops & 5 Parents Interacting with Infants trainings held), providing Protective Factors Training of Trainers (34 new trainers trained), establishing 4 new Career Centers, 2 Leadership Initiatives & offering statewide PD.</p>	<ul style="list-style-type: none"> ▪ In collaboration with NYSB5-R partners, best practices will be prioritized & selected for continuation in NYSB5-R years to ensure that initiatives are more impactful & lasting systemic change is achieved across the MDS. (Annually reviewed) ▪ Based on the NYSB5-I year, activities to be continued include: providing TA on braiding & blending funding, expansion of the Aspire Registry, coordination of professional development TA, further development of Career Centers & Leadership Initiatives, expansion of the credit-bearing Infant/Toddler CDA, new professional development to increase the cadre of trainers & coaches across the state & further statewide implementation of the Pyramid Model. To better track outcomes, vendors will be required to provide metrics to inform quality improvement activities. (Each quarter)

Quality	
<p><i>Lessons:</i> Absence of a universal definition of quality impedes parent choice and knowledge in NYS. QUALITYstarsNY (NYS's quality rating and improvement system) has been instrumental in advancing quality in the state's most vulnerable communities, focusing on leadership, staff development, family engagement, health, & early learning. While there is support for facility repairs and improvement, it is not enough. Currently, only about 4% of ECCE programs participate in QUALITYstarsNY.</p> <p><i>Challenges:</i> Activities related to improving quality began late in the initial grant year.</p> <p><i>Milestones:</i> Approximately 150 new programs enrolled in QUALITYstarsNY, including one on the St. Regis Mohawk Tribal Nation and 140 sites with non-federal (state) matching funds.</p>	<ul style="list-style-type: none"> ▪ NYSB5-R will focus on aligning quality improvement activities with other activities and requirements (e.g., CCDBG, Family First Prevention Services Act). Cross-sector indicators of quality that are publicly available to help parents make informed decisions will be developed. (Year 1, Q2) ▪ Number of QUALITYstarsNY sites will be expanded each year across the MDS. (Annually expanded) ▪ More children will be enrolled in high-quality ECCE programs because more of the ECCE sites in the state will increase their quality and their braiding/blending of funds and programs. ▪ NYSB5-R Team will work with partners to address facility issues (e.g., explore tax credits, low-interest loans), leverage public-private partnership opportunities to allow ECCE program to access and use available public space. (Year 1, Q3)

Changes in ECCE Spending: NYSB5-I funds supported a number of new cross-sector professional development activities: Pyramid Model for Supporting the Social and Emotional Competence of Infants and Young Children (Pyramid Model) trainings and coaching, Career Development Centers, and the Leadership Initiative are a few examples. The state also used federal CCDBG funds to hire specialists for each CCRR to provide infant early childhood mental health consultation (IECMHC) for child care sites across the state. Additionally, the NYS DOH's First 1,000 Days on Medicaid Initiative explored making IECMHC at the classroom level a reimbursable Medicaid service in all early childhood settings and will partner with the NYSB5-R Team to implement this innovative approach to financing a prevention service, along with incorporating Pyramid Model trainers and home visiting programs into the delivery of IECMHC. In addition, the *NYS Early Childhood Blending and Braiding Guide* was developed and in the

NYSB5-R grant will be distributed by the Early Care and Learning Council (ECLC) (a statewide CCRR membership organization) to CCRRs. In turn, the NYSB5-R Team will provide related training and technical assistance on this guide. Other financial strategies, such as early childhood tax credits and Social Impact Bonds, will be explored. The Program Performance Evaluation Plan (page 49) will track cost measures to assess the efficiency and effectiveness of financial investments in ECCE programs and services, commonly referred to as *Return on Investment* (ROI).¹³ NYSB5-R will provide support for this research and corresponding recommendations to be implemented to more strategically allocate early childhood funds.

Activity Three: Maximizing Parent and Family Knowledge, Choice, and Engagement in Their Child’s Early Learning and Development

Informing and Learning from Parents: The NYSB5 NA highlighted the value of soliciting parent voice to strengthen and inform ECCE program development and the need to better inform parents about available ECCE programs. It also highlighted successful practices to be replicated with NYSB5-R. For example, one mother shared that because her son’s prekindergarten program was located in the elementary school, the transition to kindergarten was smooth: he knew the schedule, the school, and the teachers. Additionally, many parents participating in focus groups across the state indicated that technology is a preferred means to get information. In response, an online *Parent Portal* and corresponding mobile application were developed with NYSB5-I support. This portal, created in consultation with NYSB5 partners, most notably families, helps families of children with disabilities navigate multiple systems, find nearby child care, and easily access guidance on parenting during the first five years of life (based on best practices provided by state

¹³ Nobel Laureate James Heckman’s cites a 13% ROI for investments in high quality birth to five programs. www.heckmanequation.org (accessed November 2019).

agency partners).¹⁴ Based on parent feedback, a texting service platform will be added to the *Parent Portal*, allowing families to opt in to receive free text messages (translatable into over 100 languages) about a variety of topics, including healthy pregnancy, child development, ECCE programs, social services, and nutrition programs, and provide a means for state partners to easily stay in contact with parents. Information sharing with parents is also being facilitated by a statewide Parent Leadership Conference, which is aimed at improving parents' knowledge about the NYS early childhood system and helping the system better understand their needs.¹⁵ The conference will be held each year, with the goal of developing future parent leaders. Summaries and live webcasts of the conferences will be added to the ECAC website, which will have a parent section created, to encourage and facilitate parent participation.

Engaging Parents: NYS has a number of existing parent leadership and advocacy groups, including the NYS Parenting Education Partnership which is co-chaired by the NYSB5-R Project Manager.¹⁶ The need to coordinate the efforts of these different groups was made apparent by NYSB5 NA findings. In response, a Family Engagement Coordinator will be hired to work with regional parent leadership agencies and committees to support the development of a statewide Parent Advisory Council (PAC). The PAC will begin its work by recruiting parent leaders from the NYSB5-I grant to attend a two-day parent engagement training and reach out to other parents, with a concerted effort to reach typically "hard to reach" populations, such as those families who speak English as a second language or who live in rural and remote areas. The Family Engagement Coordinator and

¹⁴ The NYS *Parent Portal* (www.nysparenting.org) and app include CCF parent-centered websites designed to assist and inform families.

¹⁵ The conference will provide an opportunity to gather information from parents about how to improve access to transition practices, high-quality ECCE programs, home visiting programs, financial supports, Early Intervention services, and generally to the state's early care and education system. The conference was planned with the expertise of existing parent advocacy groups and state agencies (NYS PTA, Families Together of NYS, SED Office of Early Learning, Office of Temporary and Disability Assistance, NYS Parenting Education Partnership, Parent to Parent).

¹⁶ Parent Teacher Association of NYS, the New York State Early Intervention Coordinating Council (EICC) and local EICCs, and the SED Office of Community Engagement.

PAC will work with the ECAC to develop roles and expectations for the PAC, and stipends will be available to encourage parent participation. Over the course of the grant period, the PAC will be solidly established, and parent voice engrained in early childhood policymaking. Another approach to engaging parents will be through the continuation of the statewide multi-lingual *Talking is Teaching* media campaign, which aims to empower parents and caregivers by promoting “serve and return” interactions. The public awareness and action campaign materials encourage parents to talk, read, and sing in their home language during everyday actions with their children to support early brain and language development. The “talk, read, sing” tagline on the *Talking is Teaching* materials was chosen by parents and caregivers during a focus group in New York City during the NYSB5-I grant year. *Talking is Teaching* resources are being translated into the six most common languages other than English spoken in NYS¹⁷ and displayed in laundromats, salons, barber shops, convenience stores and bodegas, subways, waiting rooms, buses, and public changing stations and public restrooms. In the NYSB5-R years, the *Parent Portal* and corresponding app and *Talking is Teaching* parent education campaign will continue to raise awareness and reach more parents.

Two-Generation Approaches: A number of two-generation approaches that focus on family well-being were supported by the NYSB5-I and will continue during the NYSB5-R grant years.

- A series of 30 *Pyramid Model Positive Solutions for Families* workshops were conducted, providing valuable lessons on how to promote healthy social and emotional development and prevent and manage challenging behaviors. These workshops will be continued in NYSB5-R years and will expand to include specific groups, such as fathers and grandparents who

¹⁷ The six most common languages spoken in NYS other than English are: Spanish, Chinese, Russian, Haitian Creole, Bengali, and Korean. NYS Executive Order 26 requires state agencies providing direct services to offer language assistance services (translation and interpretation) to individuals who speak a language other than English.

expressed interest in having a group of their own during the initial grant year. Feedback from parents included comments such as, “I have been so frustrated with his behavior; I had forgotten how to have fun with him. If I don’t learn anything else, I am thrilled to have a relationship with my son again.”

- Five *Pyramid Model Parents Interacting with Infants* trainings for professionals working directly with families in ECCE programs, including home visiting were provided. In renewal years, expanded access to these Pyramid Model trainings, including for parents experiencing housing instability and those participating in fathers’ groups, will continue to support the healthy development of infants and toddlers by strengthening parent-child relationships.
- Train the trainer *Strengthening Protective Factors Training* was provided during NYSB5-I and will be continued in renewal years with the trained trainers providing training to the MDS.
- A *Home Visiting Coordination Initiative* (HVCI) was advanced to better coordinate home visiting. The HVCI included 10 regional home visiting summits with research-based home visiting programs,¹⁸ each with a different funding source and eligibility requirements. Each region convened two summits during the grant year to assess the local continuum of home visiting services for families with children prenatal through five, develop an understanding of service eligibility across programs, identify service gaps and shared training opportunities. To further this work, during NYSB5-R, a statewide forum and additional regional convenings will be held. As well, the Ounce of Prevention will provide technical assistance, research will be disseminated on how home visiting can support the federal Family First Prevention

¹⁸ Home Visiting programs in NYS are administered and funded by the NYS Department of Health (Nurse Family Partnership), NYS Office for Children and Family Services (*Healthy Families NY*), Head Start/Early Head Start, Parent Child Home Plus, counties and private funds.

Services Act goals, and a guide on braiding and blending funds to support home visiting will be produced and promoted in collaboration with the First 1,000 Days on Medicaid Initiative.

Addressing Parents' Concerns about their Child's Development: Support for transitions with families and state partners at the SED Office of Early Learning, SED Preschool Special Education Policy Unit and DOH Division of Family Health (Early Intervention) (EI) were a focus of activities during NYSB5-I. This focus was in response both to NA findings that highlighted the challenges some families have with transitioning between EI to preschool special education services and in turn to kindergarten. With NYSB5-R funds, an Early Childhood Transition Coordinator will be hired to work at the state level to support the creation of local cross-sector transition teams and provide resources to the ECCE workforce on transitions for children with special needs and best practices at 10 local Transition Summits each year. The Coordinator will also share and discuss *Welcome Baby Kits* with new parents in select communities to help build nurturing, healthy relationships and provide the foundation for successful development.

Partnerships to Ensure Parents are Informed and Connected to Other Services: By bringing together early childhood stakeholders, the NYSB5-I grant provided an opportunity to build and strengthen a coordinated communication system with existing state/federal programs for young children, including food programs (WIC, CACFP, SNAP), public assistance benefits (TANF), child care subsidies, Head Start, home visiting, health benefits (Child Health Plus, Medicaid), early intervention, and preschool special education. During NYSB5-I, the NYSB5 Team worked closely with NYS OCFS to implement the CCDBG-funded Infant Toddler Mental Health Project, aimed at creating community connections for parents whose children are in need of additional services.

The renewal grant will continue to broaden partnerships with new agencies to ensure that all families with young children, especially the most vulnerable, are connected to needed services.

For instance, the addition of representation on the NYSB5-R Team from the NYS Office for New Americans will help reach families who speak languages other than English and representation from the NYS Office of Alcoholism and Substance Abuse Services (OASAS) will better connect families struggling with opioid and other substance use disorders with needed services. Another unique partnership to connect families of young children with services relates to the promotion of NYS existing child care tax credits by the distribution of jointly developed infographics by the child-serving state agencies, NYS Department of Taxation and Finance, and the NYS Volunteer Income Tax Assistance Program. In NYSB5-R years, ECCE program staff will play a key role in informing parents about how to access federal and state Child and Dependent Care tax credits. As parents become more aware of tax credit options to help pay for child care, they will be better able to select the setting that works best for their family. Other tax credits to expand benefits to parents also will be explored, drawing upon many resources including “Funding our Future.”¹⁹

Efforts to Improve the Availability and Use of Information on Quality ECCE Programs for Families: QUALITYstarsNY distributes materials to build community awareness about quality ECCE indicators. Additionally, programs that participate in QUALITYstarsNY are encouraged, though not required, to share their quality ratings with the families they serve. There is a plan to share ratings publicly when there are more participating programs. Concurrently, the NYSB5-R will enable coordination with the state’s CCDF implementation to study the development and implementation of cross-sector quality indicators to provide easy to access information for families about programs. Activity 5 provides more information on QUALITYstarsNY and ways it supports program quality and the sharing of information with families.

¹⁹ *Funding for Our Future: Generating State and Local Tax Revenue for Quality Early Care and Education*, by the Build Initiative, Center for American Progress, Children’s Funding Project, Institute of Taxation and Economic Policy, and the University of Maryland. (2019).

Coordinated Referral/Resource System to Promote Efficient Access to Services: NYS is committed to building on local efforts that make referrals for families to secure needed services (e.g., the Single Point of Entry in Albany, Help Me Grow in several communities, 211, Rochester Grow). The federal Early Childhood Comprehensive Systems (ECCS) Impact grant, administered by CCF, is also working to promote developmental screenings (in ECCE settings and medical practices) and create and strengthen coordinated referrals in two communities in NYS.²⁰ As well, the state's network of CCRRs offer information to parents, child care providers, and businesses on child care in the area. In the future, the use of the CCRR network will be explored to promote developmental screening awareness and training for ECCE providers. This exploration will dovetail with the supports provided by the new IECMHCs (housed at CCRRs) and the seven Infant/Toddler Resource Centers across the state.

Opportunities to Improve Family Engagement, Peer-to-Peer Networks, and Support and Engage Culturally and Linguistically Diverse Communities: In response to the NA finding that families who identify as members of minority groups experienced more challenges related to connecting to their ECCE providers than white families, equity and inclusion training and coaching will be provided during NYSB5-R. These trainings will address racial bias and teach effective strategies for reaching families from culturally and linguistically diverse communities, families with children with disabilities, and families who are economically disadvantaged across all geographic regions. In addition, parent participation at the ECAC meetings has been a long-standing goal of the ECAC and is included in the updated Strategic Plan (SP). As discussed earlier in this section, to further support and ultimately institutionalize parent engagement and leadership, a PAC will be created, and a bilingual Family Engagement Coordinator hired to integrate the work of the PAC and the

²⁰ Community-based sites are located on Long Island and in Western NY. Both communities are creating systems to track child developmental screens and connect families to needed services in the community.

ECAC Family Engagement Work Group. The idea of the PAC stemmed from parent feedback at ECAC meetings in NYSB5-I. The Family Engagement Coordinator will focus on identifying parents across geographic regions and culturally/linguistically diverse communities to participate on the PAC and building a peer-to-peer network to support parent and family engagement. The Parent Leadership Conference will also provide an opportunity to create and sustain peer-to-peer networks that support information exchange and the development of leadership and advocacy skills among families with an emphasis on reaching vulnerable populations, including families with English as a second language and families with children with disabilities.

Activity Four: Sharing Best Practices and Professional Development for The Early Childhood Workforce

NYS has a blueprint for the creation of an integrated ECCE workforce development system known as *New York Works for Children* (NYWFC). The system was designed by the ECAC and includes all components needed to build and sustain a well-educated, trained and compensated workforce, see **Figure 2**. The state (with NYSB5-R funding and other support) continues to work toward statewide implementation of this comprehensive early childhood professional development system.

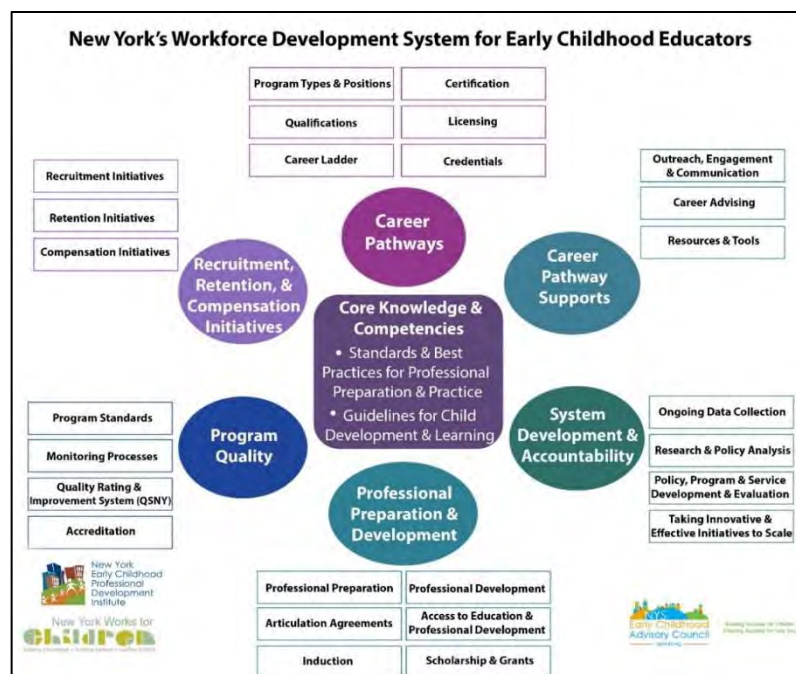


Figure 2

During NYSB5-I, challenges and issues that prevent the ECCE workforce from jointly participating in professional development and forming more service delivery partnerships were identified. At the same time, many successful initiatives to build and strengthen an MDS were advanced. The lessons learned are described below, along with plans to build on successes. Additionally, **Table 5**, below, describes efforts in the initial grant year and those to be continued, expanded, and launched during for the renewal years.

Table 5: NYSB5-R Best Practice Efforts

Best Practices & Professional Development (PD) for the Early Learning Workforce	
Initial Grant Year and Continuation/Expansion/New in Renewal Years 1-3	
Evidence-Based Practices	<ul style="list-style-type: none"> ▪ Expansion of Pyramid Model Implementation to fidelity. ▪ Pyramid Model Positive Solutions for Families & Parents Interacting with Infants workshops conducted. ▪ Strengthening Protective Factors Training of Trainers conducted. ▪ Strategies to maximize ECCE funding explored. <p>NEW: Add a state-level Pyramid Model Training Coordinator position; Expand Strengthening Protective Factors TOT; Study/advance strategies to maximize funding, including braiding and blending.</p>
Improved Training Experience for ECCE Workforce: Practice Based Coaching and Assessing Professional Development Needs	<ul style="list-style-type: none"> ▪ Training and TA Systems Alignment – annual statewide summit conducted. ▪ Expand the Aspire Registry. ▪ Promote Training/TA Professional (TTAP) and Coaching Credentials. ▪ Practice-Based Coach training offered in three locations. ▪ P-3 Summer Institute held to jointly train schools and community-based organizations administrators. ▪ Expand Early Childhood Workforce Scholarships to enable low-income ECCE teachers, assistants, directors and those joining the field in MDS programs to receive professional development at no cost. ▪ Produce/disseminate series of seven early learning documents for the ECCE workforce and other NYSB5-R resources. ▪ Series-based PD and TOT on the <i>Core Body of Knowledge</i> and the <i>Early Learning Guidelines</i> (in English and Spanish) offered. <p>NEW: Expand Quality Scholars Scholarship program to support MDS; provide training on early learning documents; include PD question on the updated NA surveys/focus groups; develop and deliver training to support inclusion of preschool students with disabilities in partnership with SED.</p>

Table 5: NYSB5-R Best Practice Efforts (*continued*)

Initial Grant Year and Continuation/Expansion/New in Renewal Years 1-3	
Identifying Workforce Turnover	<ul style="list-style-type: none"> ▪ NYSB5 NA identified staff turnover & compensation as a critical need. <p>NEW: ECAC & CCATF will explore challenge of workforce turnover with the NYSB5-R Team and explore approaches to address.</p>
Aligning Credentials and PD Registry	<ul style="list-style-type: none"> ▪ Expanded number of Aspire Registry participants and added mental health professionals and home visitors as participants. <p>NEW: Partner with SED to align early childhood workforce credentials; explore data sharing to link Aspire and TEACH (professional registry for teachers) to better track professional development of ECCE workforce.</p>
Strategies to Identify Qualified Providers	<ul style="list-style-type: none"> ▪ Career Development Centers created in two rural areas. ▪ Leadership Initiative created in two rural areas. ▪ Child Care Deserts Partnerships with CCRRs and Regional Economic Development Councils in all 10 regions of the state.
Sharing Best Practices and PD to Meet the Needs of Infants/Toddlers and Inclusion of Children with Disabilities Across the MDS	<ul style="list-style-type: none"> ▪ Pyramid Model Hub Pilot created in 3 communities. ▪ Development of the Shared Services Alliance Platform to savings from economies of scale and administrative efficiencies. <p>NEW: Support Infant/Toddler credit-bearing CDA; Create/deliver Intensive Infant/Toddler Care Business Development Course; Create/deliver Equity & Inclusion Training of Trainers; Support NYS Infant Mental Health Endorsement; Provide Reflective Supervision for IECMHCs. These activities support the growing recognition of the importance of providing early childhood supports that lay the foundation for later success, especially for children at risk of developmental delays or behavioral challenges due to adverse life experiences.</p>
Provide Interdisciplinary PD to Build Shared Understanding and Connections	<ul style="list-style-type: none"> ▪ Training on Diagnostic Classification of Mental Health & Developmental Disorders of Infancy and Early Childhood (DC:05) ▪ NYSB5-I training opportunities offered open to the full MDS. <p>NEW: Implement <i>Strong by Six</i> pilot; Create/train on new <i>Home Visiting Braiding & Blending Guide</i>; Offer Early Childhood Mental Health Basics course across the state; Provide Reflective Practice to new IECMHCs who will work with the MDS; Provide training on ACEs and Trauma-Informed Care for MDS; Expand <i>Healthy Steps</i> in partnership with OMH; Hire Early Childhood Collaborator to help bridge the gap between OCFS/SED.</p>
Enhance PD to Support Transitions (particularly for those caring for children in before/after care programs)	<ul style="list-style-type: none"> ▪ Kindergarten Transition (KT) Practices Orientation. ▪ KT Summits offered in ten regions. ▪ Formation of local cross-disciplinary KT teams. <p>NEW: Hire Early Childhood Transition Coordinator to support successful transitions and to support <i>Welcome Baby Kit</i> pilot; Include <i>Afterschool Works</i> on local KT Teams.</p>

As described above, a number of best practices and professional development activities were advanced during the NYSB5-I grant to address the need to have a well-qualified ECCE workforce that is best prepared to care for children and families, especially families who have experienced trauma or other adverse life events. These practices will be continued in subsequent years to reach additional families and others in the ECCE workforce.

Activity Five: Improving Overall Quality and Service Integration, Expanding Access and Developing New Programs

The NYSB5-R Team will implement the following activities to improve overall quality, service integration, and expand access to the MDS based on identified needs. The activities, all of which are designed to have the greatest impact, include: 1) Hiring an Early Childhood Collaborator; 2) Piloting *Strong by Six*; 3) Expanding *Healthy Steps*; 4) Collaborating to better meet the needs of young children with disabilities; 5) Providing technical on how to better meet the needs of children who are experiencing homelessness; 6) Providing technical assistance on how to braid and blend funding streams and programs; 7) Exploring variation in parent co-payments for children receiving child care subsidies; 8) Studying how to meet the transportation needs of prekindergarten children, especially those who live in rural areas; 9) Addressing ECCE Facility Issues; 10) Expanding QUALITYstarsNY; and 11) Developing and implementing cross-sector quality ECCE indicators. Specific objectives and deliverables for these system improvements will be included in the updated Strategic Plan and the aggressive timeline set forth in this application for each of these activities (page 44) to ensure the most impactful use of the NYSB5-R grant.

NYSB5 Needs Assessment Findings: The NYSB5 NA found that NYS does not have the necessary data to comprehensively analyze ECCE needs across the MDS. It also revealed that the state does not have a sufficient supply of ECCE programs and support services, especially in rural areas and

for certain populations (e.g., infants and toddlers, young children with disabilities). The NA also found that NYS has many high-quality ECCE programs, but these programs remain inaccessible to some of the state's most vulnerable young children and families. Challenges faced by parents such as seeking non-traditional hours of care, transportation to care (especially in rural areas), and the rising cost of care forcing some parents to choose unregulated care out of necessity and not by choice but out of necessity were other NA findings. As well, the NA found that more special education and early intervention providers are needed throughout the state, and there is a shortage of bilingual special education teachers and other services and therapists in the state's largest school districts and rural areas. In addition, the NA found that NYS has many parent-friendly resources, yet many families participating in the NA reported not being aware of available resources. Similarly, pathways to connect families to support services exist and are being expanded, but a need to strengthen and standardize service connections was identified, especially for families living with risk factors such as poverty or other chronic stressors. With respect to providers, the NA found that child care subsidy reimbursement rates, payment processes, facility repairs, and maintenance costs make it difficult for some providers to remain solvent.

Plans for Improving the State's ECCE System:

1) To help bridge the gap between ECCE programs, with NYSB5-R funds, an Early Childhood Collaborator will be hired and assigned to multiple state agencies: SED's Office of Early Learning, OCFS's Division of Child Care Services, and CCF. This Collaborator will be in the unique position of gaining direct experience from multiple perspectives, enabling collaboration and cross-systems linkages of state agency work to occur and interagency relationships to be strengthened vis-a-vis daily work. Additionally, this Collaborator will help identify and address barriers to cross-systems partnerships, such as conflicting practices, policies, and regulations.

2) At the community level, a *Strong by Six* pilot located in an ECCE program will ensure that every young child is developmentally on track, receiving the appropriate services and supports, and ready for kindergarten. Specifically this pilot will: a) provide comprehensive screenings including developmental screenings recommended by the American Academy of Pediatrics, as well as screenings for Social Determinants of Health and Education, Adverse Childhood Experiences, and Protective Factors; b) refer and connect children and families to needed services; c) use technology to collect, integrate and share data and information with parents and other cross-sector partners to test the feasibility of implementing an early childhood integrated data system; and d) build and strengthen relationships with elementary school administrators and staff; pediatricians, home visitors, and ECCE providers (including early intervention and preschool special education). This pilot will build on recommendations by the ECAC, the First 1,000 Days on Medicaid Initiative, and the Board of Regent's Early Childhood Workgroup Blue Ribbon Committee. Additionally, in the pilot locations, the National Zero to Three *Healthy Steps* program will be available. *Healthy Steps* is a unique evidence-based intervention that provides enhanced child well-visits, typically in a medical setting, to families with children prenatal through age five who may be experiencing stress factors. With the *Strong by Six* model, a *Healthy Steps* provider will be located at the pilot site to provide families with the knowledge, support, and resources they need to better support their child's social, emotional, cognitive, and behavioral development. Lessons learned from the pilot will be used to inform future efforts in the state.

3) *Healthy Steps* will be expanded to 25 new pediatric care sites, working in partnership with OMH (in addition to implementing *Healthy Steps* in the *Strong by Six* pilot sites). Because services may be reimbursable by insurance and result in improved health outcomes and corresponding cost

savings, innovative arrangements with insurance companies will be explored to support this program becoming self-sustaining in the future.

4) To better meet the needs of children with disabilities, and as part of a Least Restrictive Environment Initiative, SED and OCFS will continue to collaborate to reduce the number of preschool students with disabilities placed in separate settings by making ECCE systems more responsive to their learning and developmental needs. Preschool inclusion may be supported by increasing the availability of specialized services and supports and optimizing the distribution of providers, materials, and equipment among a variety of ECCE settings. For other children and families who need support services, training and technical assistance will be available to ECCE providers on ways to connect to health, mental health and social services.

5) Technical assistance on braiding and blending of funding streams will be provided to ECCE programs. In partnership with the First 1,000 Days on Medicaid Initiative, NYSB5-R will continue to advance recommendations to use existing resources (such as Medicaid) to improve and expand access to IECMHC in ECCE settings, use Pyramid Model trainers in IECMHC, and improve connections between home visiting programs and IECMHC in home-based settings.

6) Technical assistance on reaching and enrolling children experiencing homelessness in ECCE programs will be provided based on lessons learned from the NYSB5-I pilot that placed Family Resource Navigators in two homeless shelters. This TA will be provided in partnership with SED's McKinney-Vento coordinator for homeless education and shelter oversight staff at the NYS Office of Temporary and Disability Assistance (OTDA).²¹

²¹ *Early Care and Education Services in New York State for Young Children Experiencing Homelessness*, NYS ECAC (May 2019).

- 7) Parent child care co-payments will be explored to address issues of access among families receiving child care subsidy assistance. Recommendations will be coordinated with the CCATF.
- 8) A study led by SED on how to better meet the transportation needs of prekindergartners, particularly in rural areas, will be conducted and recommendations shared.
- 9) To help address ECCE facility issues, the NYSB5-R Team will explore ways to work with financial institutions to allow ECCE providers to access low-interest loans and other financial incentives to support improvements to facilities.
- 10) In NYSB5-I, the need to improve quality among programs and providers and for more even access to quality assessments was identified. Accordingly, with initial funding, QUALITYstarsNY (New York's quality rating and improvement system) was expanded to serve approximately 150 new sites, serving 10,000 children, and an additional 140 sites (impacting 8,732 children) with the state's non-federal matching funds in the initial year. It is anticipated that the renewal grant will support 150 new sites each year (a total of 450 sites over the three-year period). Special effort will be made to enroll programs that serve infants and toddlers, children with special needs, tribal populations, and children who are experiencing homelessness.²² Once a program is enrolled, a Quality Improvement Specialist is assigned to work with program staff to create a Quality Improvement Plan that may address: purchase of curriculum, materials, and equipment, professional development, college coursework, minor repairs to facilities, improvements of outdoor space, developmental screening training, and use of data to inform curriculum decisions. Funds are also used to provide leadership and classroom coaching. Family engagement standards represent 25 percent of the QUALITYstarsNY standards. In the renewal grant, QUALITYstarsNY

²² QUALITYstarsNY will target the Southern Tier, North Country, Mohawk Valley and the Finger Lakes regions, as well as high-need communities in the Mid-Hudson and NYC (South Bronx, Washington Heights, East Harlem, Brownsville, East NY and the North Shore of Staten Island).

will redesign its materials for families to better support families in their search for high-quality programs that meet their particular needs. A goal of the NYSB5-R grant is to have QUALITYstarsNY, with its intensive continuous quality improvement, reach at least 10 percent of all licensed and regulated ECCE sites across the state's MDS. Another goal is to ensure that improvements are tracked by the QUALITYstarsNY database, including improvement action steps taken, dollars spent on improvements, and the rate of improvement over time. As well, the programs aims to ensure that the programs that participate in QUALITYstarsNY are able to maintain their high quality after the grant period ends. To help with this, sites participating in QUALITYstarsNY will engage in reflective groups, or Communities of Practice, where participants support one another by sharing lessons learned. Notably, all staff enrolled in QUALITYstarsNY programs are in the ECCE workforce registry, Aspire, and that data is useful in helping to build supports for the entire ECCE workforce.

11) At the same time as QUALITYstarsNY participation is increased, OCFS will spearhead the design and development of a system to identify cross-sector indicators of quality for child care and early education regulatory staff to use when doing on-site inspections. By creating a short list of indicators of quality, the state will have an agreed-upon basis for assessing quality indicators across ECCE programs and this information will be posted online for parents to use to compare programs and will benefit all young children and families in the state as the state continues to scale QUALITYstarsNY over the next few years.

Proposed Project Period: The NYSB5-R Team, led by the Project Manager, will ensure that NYSB5-R project deliverables are met within the established timeline (set forth on page 45). The ECAC Co-chairs and workgroups will ensure that Strategic Plan goals are met on time.

SMART Objectives and Deliverables for Systemic Improvement: The Program Performance Evaluation Plan (page 48) identifies specific and measurable objectives that can be attained within the grant project period and are relevant to yielding sustainable quality improvements to the state's early childhood system. These specific, measurable, attainable, relevant and timely objectives also are included in the updated Strategic Plan described in Activity Two.

In short, the importance of high-quality ECCE programming cannot be overstated. Similarly, it is essential to note that investment in the professional development of the ECCE field cannot be separated from quality. To comprehensively strengthen ECCE programs and providers, and to best support children and families, activities four and five must be advanced in concert.

Activity Six: Monitoring, Evaluation, Data Use for Continuous Improvement, Meaningful Governance & Stakeholder Engagement

Data Integration, Management, and Use

Status of Data Collection, Management, and Use: Currently, NYS's ECCE data systems function primarily to satisfy reporting requirements for different local, state, and federal agencies and programs. The need for an early childhood integrated data (ECID) system has been a goal of the ECAC and was recently highlighted as a top priority by two state task forces charged with identifying strategies for improving child outcomes – the NYS DOH's First 1,000 Days on Medicaid Initiative and the Board of Regents' Early Childhood Workgroup Blue Ribbon Committee. During NYSB5-I, a feasibility study on data integration identified one early childhood system that has the most potential for integration into the larger PreK-12 SED data system. Accordingly, a pilot project is being undertaken to explore linking data from *Healthy Families NY* (HFNY) – a home visiting program - with data maintained in the SED Longitudinal Data System. This data match will be the first phase of a long-term data integration effort to inform the development of a unique identifier across child-serving programs, foster future linking of other

early childhood datasets, and demonstrate the usefulness of data integration to other systems and programs. All data sharing agreements will be reviewed by legal counsel from the respective state agencies to ensure that privacy and confidentiality are protected. Additionally, all data sharing mechanisms will be reviewed by the Information Technology Team at CHSR to assure that maximum data safeguards are in place.

To date, there have been preliminary discussions about assigning unique identifiers to children in *Healthy Families NY* to be linked to SED data. Currently, SED provides a unique statewide identification number to all students in prekindergarten through 12th grade, but to date has only been linked to higher education at the State University of New York and City University of New York campuses, although there may be future longitudinal research across prekindergarten through “20” (higher education) groups, including collaborations on workforce development initiatives.²³ **Table 6**, below, has additional information on the status of the state’s childhood data systems. As indicated, cross-sector data linkages are limited.

Table 6: Status of State’s Early Childhood Integrated Data Systems

Not Yet Planned	<ul style="list-style-type: none"> ▪ Cross-sector criminal history background check process & database ▪ Link EI & preschool special education to SED Longitudinal Data System
Envisioned	<ul style="list-style-type: none"> ▪ Early Childhood Integrated Data System ▪ Preschool Special Education Provider Data System
In the Planning Process	<ul style="list-style-type: none"> ▪ Pyramid Model Implementation Data System (launching 11/2019 NYSB5-I) ▪ Link <i>Healthy Families NY</i> to SED Longitudinal Data System ▪ Link Aspire & TEACH professional development registries ▪ Preschool Students with Disabilities data management system
Already Operational	<ul style="list-style-type: none"> ▪ <i>Help Me Grow</i> developmental screening data in several NY communities ▪ Kids Well-being Indicators’ Clearinghouse (KWIC) ▪ Immunization Registry ▪ Hearing/Screening Data ▪ Medicaid Billing System ▪ SED State Longitudinal Data System ▪ SED Student Information Repository System (SIRS) ▪ QUALITYstarsNY Tracking Database

²³ NYS Student Identification System. <http://www.p12.nysed.gov/irs/nyssis/home.html> (accessed November 2019).

Table 6: Status of State’s Early Childhood Integrated Data Systems (continued)

Already Operational (continued)	<ul style="list-style-type: none">▪ Aspire – NYS’s early childhood workforce and training database/registry▪ Tracking systems on use/effect of Leadership Initiative and Career Centers▪ OCFS Child Care Time and Attendance▪ OCFS Child Care Facility Application Management System (FAMS)▪ Head Start Program Information Report (PIR)▪ 211 Referral System
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Use of Data by Local Communities to Inform Transitions: There are a growing number of local pilot programs to improve data sharing, largely focused on using developmental screening data to connect young at-risk children with EI services and to help ensure that children are developmentally on track for kindergarten. These local pilots align with the First 1,000 Days on Medicaid Initiative, which is advancing a plan to develop a cross-sector referral data system to coordinate and connect low-income families with young children to needed community-based services. With the implementation of the community-based *Strong by Six* pilot that will include a local ECIDS system, it is anticipated that the possibility and promise of integrating early childhood data will be advanced and replicated at the state level.

Data Literacy: CCF, as the KIDS COUNT grantee, promotes data literacy by linking data and research to policy development and planning, specifically promoting awareness and use of child well-being data through webinars, data visualizations such as infographics, and multi-layered interactive maps.²⁴ Increasingly, the ECAC also will be using data to inform policy. At the same time, through a NA tool developed by CHSR, CCRRs will assess the data literacy of local providers and parents that will be administered on an annual basis. Additionally, in updates to the NA, focus groups and interviews will explore topics of data literacy with providers and parents.

²⁴ CCF promotes sharing information and educational materials on how to interpret data and how data are protected. All 12 of CCF’s member agencies have data sharing protections to protect privacy and confidentiality.

Other ECCE Data Linkages: Efforts are underway to explore ways to link ECCE workforce databases, specifically the Pyramid Model Implementation Data System with the Aspire Registry, and to link the Aspire Registry and TEACH (SED's certified workforce) system to inform policies about the state's ECCE workforce (qualifications, education, etc.). The possibility of linking other data (TANF, SNAP, CACFP, Medicaid, child welfare, WIC, etc.) to early childhood data (child care, early intervention, preschool special education, prekindergarten, Head Start, Early Head Start, kindergarten) remains on the horizon for exploration. Meanwhile, as part of its performance evaluation work, CHSR will track costs associated with supporting ECCE programs and services and develop a methodology to compute return on investments based on existing programs to help inform future policies and program investments.

Unduplicated Count of Children in ECCE Programs: NYS tracks the capacity of licensed and registered child care programs that serve children (through its Child Care Facility System) and the number of children receiving a child care subsidy (through its Child Care Time and Attendance System). The state, however, does not have a data system to collect a complete count of children receiving child care. Yet, efforts are underway to address a recommendation from the CCATF to conduct a one-day statewide sampling of providers to further policymaker's collective understanding of patterns of service, resource allocation and continuous quality improvement. This data collection mechanism is used in NYS's education system to allocate funds to school districts across the state. NYSB5-R partners will support activities and reports related to the unduplicated count and one-day census of participation in the state's MDS.

Monitoring, Evaluation, and Continuous Improvement

Tools and Methods to Promote Accountability: Different methods and tools for accountability are used by NYS agencies overseeing or administering ECCE programs and services; no universal

system of accountability currently exists across all child serving agencies. NYS, however, has developed a number of cross-cutting tools and methods to monitor programs and systems. For example, QUALITYstarsNY standards measure quality for ECCE programs including center-based programs (child care, Head Start, Early Head Start, preschool special education), family child care providers, and school-based prekindergarten classrooms, and there are standards for school-age child care as well. Additionally, the *Early Childhood Framework for Quality* establishes quality standards for NYC early learning programs. SED monitors the compliance of approved preschool special education providers in accordance with applicable regulatory and statutory requirements for the provision of programs and services to preschool students with disabilities. **Table 7**, on the next page, provides a list of the various and yet similar tools and methods currently used to promote accountability, broken down by setting.

Table 7: Tools and Methods to Promote Accountability Across the MDS

Setting	Tools and Methods
Child Care	<u>Tool</u> : OCFS Division of Child Care Services (DCCS) requires quarterly fiscal & program reports. ²⁵ CCDF Annual Quality Progress Reports track progress toward meeting state indicators/benchmarks for improvement.
Child Care (continued)	<u>Method</u> : Regulatory staff conduct on-site visits to monitor compliance. OCFS conducts quarterly & annual documentation reviews of CRRs to validate claims & review contract compliance
Early Intervention Program and Preschool Special Education	<u>Tool for EI</u> : DOH collects child outcomes data, develops performance plans, annually reports progress on the State Performance Plans for EI. <u>Tool for Preschool Special Education</u> : SED oversees preschool and school-age special education services (Part B of IDEA) using a quality assurance review process.
	<u>Method</u> : Both EI and preschool special education services are monitored by the US DOE Office of Special Education Programs.
Head Start and Early Head Start	<u>Tool</u> : The Head Start Act and Head Start Program Performance Standards are implemented at each grantee site and monitored by the Federal Monitoring Protocol.

²⁵ The Child Care Program Integrity (CCPI) system is used to monitor child care attendance, billing, & other practices for programs that serve subsidized children. The OCFS Child Care Facility System tracks complaints, compliance/inspection/enforcement history & populates an online searchable directory on OCFS's website with inspection & violation history for all child care programs under the regulatory authority of OCFS.

Table 7: Tools and Methods to Promote Accountability Across the MDS (continued)

Head Start and Early Head Start (continued)	<u>Method</u> : OHS conducts monitoring on a five-year cycle, using established protocols to assess grantee program operation and performance.
SED Prekindergarten	<u>Tool</u> : School districts & agencies providing prekindergarten services are required to implement approved quality indicators. A NYS Pre-K Self-Assessment & Quality Improvement Action Plan is available as a guide.
	<u>Method</u> : The completed self-assessments and quality improvement action plans are submitted to SED for review.

Examples of Fragmentation and Overlap in State’s MDS: There are five different public agencies with responsibility for early care and education with numerous funding streams and oftentimes conflicting regulatory and statutory requirements in NYS. The agencies are as follows: Office of Children and Family Services (child care), State Education Department (prekindergarten and preschool special education), Department of Health (early intervention), New York City Department of Health and Mental Hygiene (NYC child care centers), and the US Department of Health and Human Services’ Office of Head Start (Head Start, Early Head Start, Migrant and Seasonal Head Start, American Indian and Alaska Native Head Start).

NYSB5-I activities focused on augmenting and strengthening cross-system processes: aligning TA, advancing cross-sector professional development opportunities, coordinating home visiting services, and braiding and blending funding streams to support ECCE programs. These coordinating activities are being further supported by community-based collective action pilots supported by the First 1,000 Days on Medicaid Initiative and the NYS Board of Regents Early Childhood Workgroup Blue Ribbon Committee. In addition, the CCATF is studying cross-system connections and analyzing regulatory similarities and discrepancies to support alignment of the programs within the state’s MDS, with a goal of reducing redundancies and mitigating the fragmentation that currently exists. Meanwhile, Pyramid Model Implementation is an exemplary model of a cross-systems effort, led by CCF, to promote the social and emotional of development

of young children in all ECCE settings. To date, center-based and family child care, school-based and community-based prekindergarten, preschool special education, and Head Start have jointly participated in trainings and have been funded by a combination of funds (NYSB5 initial year funds, CCDBG, PDG – 2015, OMH, Head Start, unions, and foundations). The success of this cross-systems’ effort is being tracked by shared metrics and has been highlighted by the Office of Head Start as a model of local school districts successfully working with Head Start to combine resources, professional development, promote efficiencies, and build lasting connections.²⁶

Funding Alignment to Promote Greater Efficiencies: CCDBG funds were recently reallocated to support the creation of new IECMHCs at CCRRs. The allocation of these funds has strengthened the existing infrastructure of the CCRRs and in partnership with NYSB5 activities serves to increase their local capacity and in turn efficiency. The CCRRs have been crucial to the success of several NYSB5 projects including working with the Regional Economic Development Councils to address the shortage of child care in certain areas of the states. In NYSB5-R year one, the CCRRs will once again be tapped to support their local community by providing TA to the ECCE workforce to support braiding and blending of funds to increase access to quality care. Another example of a successful MDS model that combines funding is the Early Head Start-Child Care Partnership (EHS-CCP) where state child care subsidy dollars are layered with federal EHS funds to raise the quality of the whole classroom or family child care setting.

Additional Funding Possibilities to Create a More Unified/Holistic Program Delivery System:

Braiding and blending of funds is key to creating a more aligned system with increased access for all children. During NYSB5-I, the *NYS Early Childhood Braiding and Blending Guide* was updated and in renewal years training and TOT opportunities will be offered across the state to

²⁶ *Three Models of Local School Districts Working with Head Start*. Office of Head Start (2019)

increase community capacity to respond to early care provider interest in these strategies to maximize limited funds. The ECAC also will convene a workgroup comprised of fiscal staff from member agencies to inventory all local, state, federal and private funding streams devoted to supporting early care programs. The workgroup will be tasked with examining regulatory mandates and identifying possible mechanisms to braid and blend funds. In addition, the workgroup will identify where there is duplication of funding and programs and make recommendations for more efficient use of already existing funding. The NYSB5-R Team also will regularly conduct online searches for new funding opportunities and will connect with foundations that support early childhood programs to inform them of NYS innovations and solicit interest in providing private support.

Program Performance Evaluation Plan (PPEP):

Approach and timeline: Updating and aligning the PPEP with NA findings is a streamlined process since CHSR is conducting both activities. One example of alignment might be if the NA discovers certain groups or populations feel underrepresented in programs and services. The PPEP will then be revised to oversample these groups to solicit continual feedback over the course of the grant and ascertain progress in access. Additionally, there may be certain initiatives in the SP that are delayed or encounter implementation barriers. The PPEP will be revised to explore in depth the challenges that are faced and guide recommendations to practice. CHSR evaluators attend ECAC meetings and report regularly to the NYSB5-R Team to foster communication among partners about the NA and SP and provide feedback to direct updating and alignment of the PPEP. The timeline of evaluation activities is set forth below in **Table 8**.

Table 8: Timeline of Evaluation Activities

TIMELINE OF EVALUATION ACTIVITIES*(NOTE: FOR YEARS 2 AND 3- “X” INDICATED ACTIVITIES WILL OCCUR QUARTERLY)	YEAR ONE				Y2	Y3
	Q1	Q2	Q3	Q4		
Evaluation Planning and Initial Setup						
Establish data sharing agreements	X					
Identify administrative data sources	X					
Submit IRB protocol	X					
Establish confidentiality guidelines	X					
Develop data collection tools		X				
Develop data dashboards		X				
Data Collection and Reporting	Q1	Q2	Q3	Q4	Y2	Y3
Collect process indicators			X	X	X	X
Report process indicators			X	X	X	X
Collect baseline for outcomes			X			
Collect outcome data					X	X
Report outcome data					X	X
Data Collection and Reporting (continued)	Q1	Q2	Q3	Q4	Y2	Y3
Report cost of activities				X	X	X
Technical Assistance	Q1	Q2	Q3	Q4	Y2	Y3
Provide a webinar for data sharing support			X			
Provide ongoing support collecting & reporting data indicators			X	X	X	X

Purpose, Audience, and Evolution: The evaluation will track progress toward outcomes specified in the Strategic Plan (SP) and Logic Model (LM). The primary goal of evaluation activities will be to establish a valid and reliable system of CQI, such that program administrators can make timely and informed decisions regarding mid-course corrections or resource allocations. The intended audience of the evaluation are the agencies participating in the NYSB5-R grant activities, state policymakers and advocates, federal grant administrators, and families. The LM identifies short-term and long-term outcomes developed from activities and initiatives included in the SP. The Program Performance Evaluation Plan (PPEP) identifies specified indicators for the implementation of NYSB5-R activities and expected outcomes which will be measured throughout the year. **Table 9** aligns the SP with the PPEP.

Table 9: PPEP Indicators Aligned with the NYSB5-R Strategic Plan Activities & Goals

AIM/GOAL	QUESTION	INDICATORS
NEEDS ASSESSMENT		
1. NA is updated annually, includes outreach to vulnerable populations and addresses areas for further strengthening	<ul style="list-style-type: none"> How is the ECCE landscape changing? Is the CCRR NA database helping determine need? 	1a: Annual surveys and focus groups with users of the ECCE to assess ongoing need and inform evolution of SP 1b: CCRR NA database is tested, finalized and published
STRATEGIC PLAN		
2. Ongoing CQI informs SP implementation	<ul style="list-style-type: none"> Is progress being made on the SP goals? Is a change of course needed? 	2a: SP is updated regularly in response to the NA updates 2b: SP implementation progress reported quarterly to ECAC
PARENT CHOICE AND KNOWLEDGE		
3.1. Increase parent knowledge/engagement in ECCE programs	<ul style="list-style-type: none"> Are parents accessing the <i>Parent Portal</i>? Is the <i>Talking is Teaching</i> media campaign working? 	3.1a: Number of visits to the <i>Parent Portal</i> 3.1b: Measurement of the statewide impact of <i>Talking is Teaching</i> campaign
3.2. Increase parent engagement in ECCE and ECAC meetings	<ul style="list-style-type: none"> Is there an increase in parents attending ECAC meetings and PAC? 	3.2a: Number of parents attending ECAC meetings and PAC
3.3. Institutionalize parent voice	<ul style="list-style-type: none"> Is parent voice being used by the ECAC? 	3.3a: Number of policy recommendations reviewed by PAC
BEST PRACTICES		
4.1 MDS maximizes financing strategies	<ul style="list-style-type: none"> How can funding increase access for families? 	4.1a: Strategies developed to address funding gaps
4.2. MDS includes cross -sector partnerships	<ul style="list-style-type: none"> Does NYSB5-R have the cross-sector partners needed to support ECCE alignment? 	4.2a: Cross-sector NYSB5-R partners include early education, health, social services as well as ECCE providers and families.
4.3. Increase local transition teams across the state	<ul style="list-style-type: none"> Are local transition teams in NYS increasing? Is there a change in the number of children successfully transitioning (from EI to preschool special education and into kindergarten)? 	4.3a: Number of communities with transition teams. 4.3b: Number of schools/school districts implementing new transition policies 4.3c: Number of children successfully transitioning from EI to preschool special education
4.4. Increase staff implementation of best practices strategies	<ul style="list-style-type: none"> Does an increase in training opportunities impact best practices implementation? Are providers accessing resources disseminated to programs? 	4.4a: Number of providers attending PD training 4.4b: Number of resources disseminated to ECCE programs

Table 9 (continued)

AIM/GOAL	QUESTION	INDICATORS
QUALITY	· Are more children participating in quality programming with QUALITYstarsNY and cross-sector quality indicators?	5.1a: Number of children participating in quality ECCE programs 5.1b: Number of programs participating in QUALITYstarsNY
5.1. Increase quality of ECCE programs		
5.2. Providers' access to high-quality low-cost PD	· Do ECCE providers access PD opportunities?	5.2a: Number of providers that access PD
DATA	· Does the CQI management system measure what is intended?	6.1a CQI Management Information System is developed to track indicator data
6.1. Increase access to cross system data to inform QI		
6.2. Early Childhood Integrated Data System (ECIDS) to track outcomes	· How to begin to implement an ECIDS?	6.2a: Development and design of ECIDS based upon feasibility and data match study

The key CHSR personnel who will be involved in the performance evaluation and their responsibilities are described below, in **Table 10**.

Table 10: Key PPEP Personnel and Responsibilities

Personnel	Responsibilities
Moiria Riley, PhD, Research Scientist	Provide leadership for project deliverables; manage IRB approval; determine and monitor data transmission procedures; oversee quantitative and qualitative data analysis; update the PPEP.
Erin Berical, MA, Project Staff Associate	Establish data sharing agreements; train and supervise staff and assign staff to project components; oversee survey administration
Rose Greene, MA, CHSR Director	Serve as liaison between CCF and CHSR; review all documents; ensure deliverables are comprehensive and submitted on time.
Terese Lawinski, PhD, Research Scientist	Develop interview and focus group protocols; conduct key informant interviews, focus groups and qualitative research.
Brian Fisher, PhD, Sr. Research Scientist	Ensure that entities reporting data have the capacity to share data; assist with cleaning/analyzing data; develop data dashboard.
Samantha Gerken, PhD Candidate, Project Staff	Develop surveys; facilitate focus groups and conduct interviews; oversee data collection and conduct follow up.
Holly Meredith, PhD Candidate, Research Scientist	Develop data management system to track outputs and outcomes; conduct interviews, convene focus groups assist with facilitation of advisory group meetings.
Nicole Neu-Baker, MPH, Research Scientist	Provide administrative support for all CHSR deliverables.

In addition to the above CHSR personnel, Jeff Luks, MPA, will be engaged as a project consultant to oversee a pilot study to test the feasibility of linking data systems. The ECAC Data Work Group also will be regularly engaged to provide feedback and recommendations on the development of an early childhood data system.

Data Sources: Existing Data and New Data Collection: To minimize added burden on staff and to eliminate redundancy in data collection requirements, the NYSB5-R project will be informed by data collected from existing systems. If a metric identified in the SP is not currently being collected, the evaluation team will identify ways to collect data and establish baselines. A newly developed data collection system for this grant will be administered quarterly; focus groups and interviews will be conducted; and measures to track service utilization such as attendance logs and social media hits are among data that will be analyzed.

Approach and Findings to show progress and inform improvement: Both qualitative and quantitative data will be collected and analyzed to show progress in meeting objectives and identify barriers to achieving goals. Baseline data will be established during the winter of 2020, and change will be tracked and reported quarterly following program implementation. Regression models of process indicators will be used to predict longer-term outcomes and identify program activities that are the most predictive of program outcomes. Through the aggregation of data from the online platform and from administrative databases, data dashboards will be created for agencies to assist them in identifying trends to assist with continuous quality improvement. Focus group and interview protocols will be developed after an analysis of the quantitative metrics to explore areas of success and explore the barriers to achieving goals. These findings will be reviewed with CCF to interpret findings and develop action plans for quality improvement. When the data findings point to a barrier with a specific program or service, CCF will facilitate meetings between

the involved agencies, programs, and evaluators to discuss specific challenges and advance modifications to improve practice and achieve objectives. Further details on the PPEP are provided on page 49 of this application.

Meaningful Governance and Stakeholder Involvement

Governance Structure: The NYSB5-I grantee, CCF, plays a unique role in state government. Pursuant to NYS Social Services Law, CCF is responsible for convening the state’s human services, education, and health agencies to improve services and outcomes for children and families; CCF member agencies include the 12 child-serving state agencies.²⁷ The CCF Executive Director reports directly to the Governor’s Office. The ECAC, comprised of approximately 50 early childhood experts, is codified under CCF, and serves in an advisory capacity to the Governor’s Office.²⁸ While there were no major structural governance changes since the initial grant application, a few notable changes occurred over the last year. First, a new CCF Executive Director was appointed, bringing a wealth of cross-systems’ experience to elevate the interagency work of CCF by serving as a bridge between all the child-serving systems and initiatives to create a more comprehensive ECCE system. Based on her experience and position, CCF’s Executive Director is chairing a Cross-Systems Work Group to align ECCE regulations. Secondly, the CCATF is actively working to develop innovative solutions to improve access to quality, affordable child care in the state. Like the ECAC, this Task Force serves in an advisory capacity. The “*NYS Early Childhood Decision-Making Map*” (**Figure 3**) shows the decision-making path, including who serves in advisory and decision-making capacities.

²⁷ NYS Social Services Law § 483, “Council on Children and Families” member agencies: Department of Health, Department of Labor, Education Department, Division of Criminal Justice Services, Justice Center for the Protection of People with Special Needs, Office for the Aging, Office of Alcoholism and Substance Abuse Services, Office of Children and Family Services, Office of Temporary and Disability Assistance, Office of Mental Health, Office for Persons with Developmental Disabilities, and Office of Probation and Correctional Alternatives.

²⁸ NYS Social Services Law § 483-g, “Early Childhood Advisory Council.”

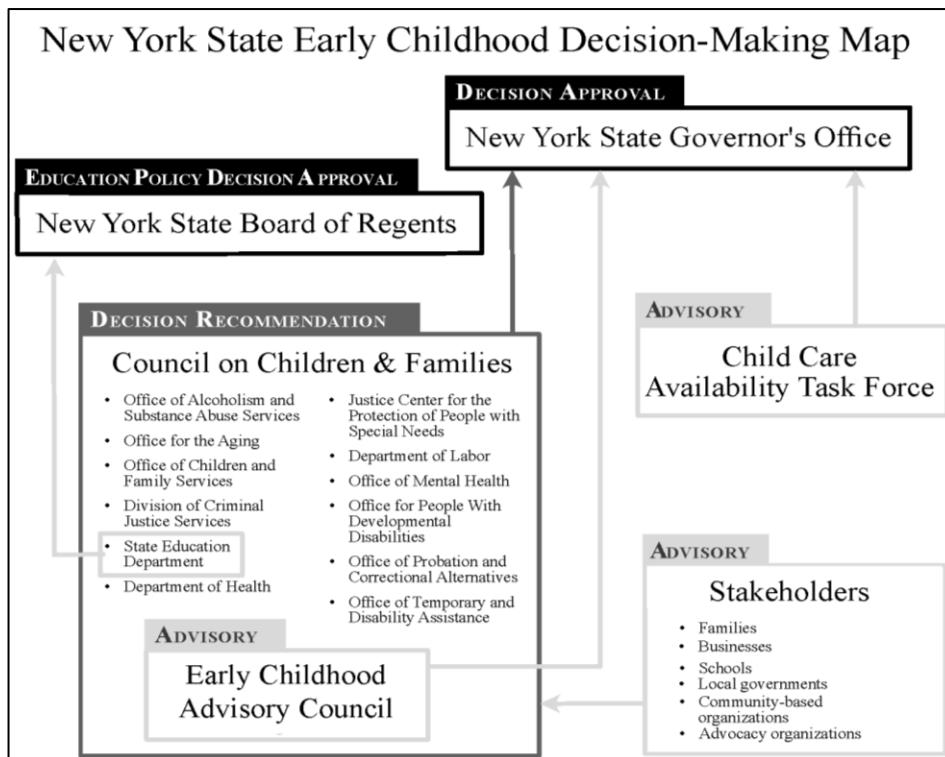


Figure 3

Stakeholder Involvement: The NYSB5 partners (including their names, office or organization and/or role they represent) that have participated in system-building activities in the NYSB5-I grant year and who will be involved in NYSB5-R grant activities are included in the *NYSB5 Renewal Grant Organizational Capacity Chart* (Appendix IV, File 2) and listed in **Table 11** below by involvement in the renewal grant process (assessment, planning, implementation). There is representation from stakeholders across the birth through five system, including health, mental health, early intervention, early childhood education, preschool special education, social services, higher education, labor, parent advocacy organizations, and universities.

Table 11: Key Stakeholders Involvement in NYSB5-I

KEY: "A"- Assessment "P"- Planning "I"- Implementation * - New Partner				
Stakeholders	Agency	A	P	I
Renée Rider	NYS Council on Children and Families	X	X	X
Suzanne Bolling	NYS Education Department, Office of Special Education	X	X	X
Donna Bradbury	NYS Office of Mental Health	X	X	X
Sherry Cleary	NYS ECAC & City University of New York	X	X	X
Cheryl Contento	NYS Office of Temporary and Disability Assistance	X	X	X
DeSylvia Dwyer	NYS Education Department, Office of Early Learning	X	X	X

Table 11: Key Stakeholders (continued)

Stakeholder	Agency	A	P	I
Rose Greene	Center for Human Services Research, SUNY	X	X	X
Tim Hathaway	Prevent Child Abuse NY/NYS Parenting Education Partnership	X	X	X
Ciearra Norwood	NYS Council on Children and Families, ECCS Coordinator	X	X	X
Patricia Persell	NYS ECAC & NYS Head Start Collaboration Director	X	X	X
Kyle Belokopitsky	NYS Parent Teacher Association *	X	X	
Meredith Chimento	Early Care and Learning Council	X	X	
Bernadette Johnson	NYS Office of Children and Family Services	X	X	
Janice Molnar	NYS Office of Children and Family Services	X	X	
Kathryn Russell	NYS Department of Health, Office of Health Insurance Programs	X	X	
Chad Shearer	United Hospital Fund *	X	X	
Lauren Tobias	NYS Department of Health, Division of Family Health	X	X	
Stephanie Woodard	NYS Pyramid Model State Leadership Team	X	X	
Francina Kitchen-Hill	NYS Department of Labor *		X	X
Jennifer Pringle	NYS Technical & Education Assistance Center for Homeless Students		X	X
Pat Zuber-Wilson	NYS Office of Alcoholism & Substance Abuse Services *		X	X
Wendy Bender	NYS Association for Infant Mental Health			X
Evelyn Blanck	NY Center for Child Development			X
Leslie Capello	QUALITYstarsNY			X
Jacob Dixon	Choice for All			X
Cindy Gallagher	School Administrators Association of NYS*			X
Louisa Higgins	NY Works for Children and Aspire Registry			X
Brenda Episcopo	United Way of NYS*			X
Ricardo Torres	Westhab (Homeless) Shelter			X

In addition to the above stakeholders, families from focus groups, ECCE providers, administrators and parenting support organizations (i.e., Young Parents United, NYS Parenting Education Partnership) were crucial in helping with the NYSB5 NA and will continue to be engaged in renewal grant years. The state's Regional Economic Development Councils, NYS Community Action Planning Councils, and NYS Pyramid Model Master Cadre Trainers also were key to implementation of NYSB5-I activities. As illustrated, there has been extensive work by state agencies and many public and private partners in the early childhood field to align and strengthen the state's early childhood system, demonstrating a collective commitment to providing high-quality and comprehensive services to support young children. NYSB5-I funds have helped

build momentum to spur this systems-building work forward and with the strategic use of the NYSB5-R grant these activities will further solidify and ensure the sustainability of these efforts.

PROJECT TIMELINE AND MILESTONES

The timeline and milestones to administer the NYSB5-R grant, broken down by quarter for renewal year one and the latter two years, are provided in **Table 12** below.

Table 12: Project Timelines and Milestones

Administrative	Q1	Q2	Q3	Q4	Y2-3
Hire & orient new NYSB5-R staff	X	X			
Identify baselines for SP indicators	X				
Monitor SP implementation by tracking PPEP indicators	X	X	X	X	X
Update grant product/accomplishment dissemination plan	X	X	X	X	X
Convene quarterly in-person NYSB5-R partner meetings	X	X	X	X	X
Attend NYSB5-R meeting in Washington, D.C. (4 people)	X				X
Attend quarterly ECAC meetings	X	X	X	X	X
Administrative (continued)	Q1	Q2	Q3	Q4	Y2-3
Manage grant spending & tracking	X	X	X	X	X
Meet with Federal Project Officer & Technical Assistance lead	X	X	X	X	X
Submit federal report (quarterly & year-end)	X	X	X	X	X
ACTIVITY ONE: Needs Assessment (NA)	Q1	Q2	Q3	Q4	Y2-3
Plan methodology to update NA & target populations	X	X			X
Develop NA data collection instruments/protocols with CHSR	X	X			
Conduct annual one day census count of ECCE participation	X				X
Create standardized data platform to assess supply/ demand			X	X	X
Develop method for collecting ECCE program waitlists	X				X
Work w/CCATF to address staff turnover & compensation	X				
Update NA annually (in collaboration w/ECAC & ECAC law)			X		X
Gather parent voice via survey/focus groups		X		X	X
ACTIVITY TWO: Strategic Plan (SP)	Q1	Q2	Q3	Q4	Y2-3
Monitor progress of SP implementation using CQI framework	X	X	X	X	X
Report on SP implementation at quarterly ECAC meetings	X	X	X	X	X
Coordinate w/ECAC Coordinator to support SP implementation	X	X	X	X	X
Create Parent Advisory Council		X	X	X	X
Create partnerships with parents and community-based parent groups with support from Family Engagement Coordinator		X	X	X	X
Update SP in response to at least annual NA updates				X	X
ACTIVITY THREE: Parent Choice & Knowledge	Q1	Q2	Q3	Q4	Y2-3
Develop parent texting app/other technology resources		X			
Convene Statewide Parent Leadership Conference				X	

Table 12: Project Timelines and Milestones (continued)

ACTIVITY THREE: Parent Choice & Knowledge (continued)	Q1	Q2	Q3	Q4	Y2-3
Strengthen and align parent leadership activities statewide	X	X	X	X	X
Promote <i>Talking Is Teaching</i> media campaign	X	X	X	X	X
Promote <i>Parent Portal</i>	X	X	X	X	X
Expand Pyramid Model Positive Solutions for Families trainings		X	X	X	X
Convene Home Visiting Coordination Initiative (HVCI) forum		X	X	X	X
Work with the Ounce of Prevention re: TA on HVCI				X	
Develop white paper on home visiting and the Family First Act				X	
Promote child care tax credits infographics from NYSB5-I	X	X	X	X	X
Work w/CCRRs to explore developmental screening promotion		X	X	X	X
Invite parents who are culturally and linguistically diverse to participate on the PAC (support with stipends)	X	X	X	X	X
Build Peer to Peer parent and family support network		X	X	X	X
ACTIVITY FOUR: Sharing Best Practices	Q1	Q2	Q3	Q4	Y2-3
Convene training & TA Alignment Summit & regional mtgs.		X	X	X	X
Provide training & TA on ECCE Braiding and Blending Guide			X	X	X
Provide TA on Braiding and Blending for home visiting				X	X
Research new tax incentives to support ECCE programs			X	X	X
Create Shared Services Alliance pilot in 1-2 communities			X	X	X
Explore the development of a child care business plan model			X	X	X
Deliver Protective Factors training using NYSB5-I certified trainers		X	X	X	X
Provide <i>Core Body of Knowledge and Early Learning Guidelines</i> foundational trainings (English and Spanish) to ECCE workforce	X	X	X	X	X
Expand Pyramid Model hubs & implementing programs	X	X	X	X	X
Expand ECCE workforce Aspire Registry		X	X	X	X
Work with SED to deliver P-3 Professional Development Institute			X		X
Expand Education Incentive Program with SUNY/CUNY		X	X	X	X
Disseminate ECCE guidance documents for the ECCE workforce	X	X	X	X	X
Explore data sharing between Aspire & TEACH			X	X	X
Support NYS Infant Mental Health Endorsement		X	X	X	X
Provide equity & inclusion TOT training & coaching		X	X	X	X
Deliver Parents Interacting with Infants Training		X	X	X	X
Support Infant Toddler CDA in new communities		X	X	X	X
Design & deliver Infant Toddler Business Development Course		X	X	X	X
Expand DC:0-5 Trainings statewide		X	X	X	X
Deliver cross-sector training on ACEs & Trauma-Informed Care		X	X	X	X
Promote & provide TA on innovative financing strategies		X	X	X	X
Hold KT Orientation & regional KT Summits	X	X	X	X	X
Pilot <i>Welcome Baby</i> kit in select communities			X	X	
Further expand Career Centers in underserved rural areas	X	X	X	X	X
Expand leadership mentoring initiatives in 2 underserved areas	X	X	X	X	X
Address child care deserts by supporting partnerships between Regional Economic Development Councils & CCRRs	X	X	X	X	X

Table 12: Project Timelines and Milestones (continued)

ACTIVITY FIVE: Improving Quality	Q1	Q2	Q3	Q4	Y2-3
Hire Early Care and Learning Collaborator		X	X	X	X
Implement <i>Strong by Six</i> Pilot		X	X	X	X
Expand evidence-based <i>Healthy Steps</i> sites		X	X	X	X
Collaborate with SED and OCFS on Preschool Inclusion Efforts	X	X	X	X	X
Provide TA on braiding and blending of funding streams		X	X	X	X
Provide TA on how to reach children experiencing homelessness		X	X	X	X
Explore child care parent co-payment child subsidy disparities	X	X	X	X	X
Conduct study on prekindergarten transportation (rural focus)		X	X	X	
Expand QUALITYstarsNY		X	X	X	X
Redesign QUALITYstarsNY standard materials to be culturally and linguistically appropriate		X	X	X	X
Work with OCFS to develop cross-sector indicators of quality			X	X	X
ACTIVITY SIX: Monitoring, Evaluation and Data Use	Q1	Q2	Q3	Q4	Y2-3
Create data management information system to support CQI, online data submission & tracking SP implementation	X				
Develop data governance policy with CHSR	X				
Develop data sharing & privacy agreements w/agencies	X				
Submit IRB Protocol for PPEP and establish confidentiality	X				
Collect baseline data for measures		X			
Develop data dashboard and collection tools	X				
ACTIVITY SIX: Monitoring, Evaluation and Data Use	Q1	Q2	Q3	Q4	Y2-3
Collect process, outcome and cost tracking at regular intervals as indicated on timeline of activities		X	X	X	X
Monitor implementation regularly		X	X	X	X
Explore linking home visiting & SED longitudinal data		X	X	X	
Link Pyramid Model Implementation Data System w/Aspire		X			
Explore linking Aspire Registry with TEACH		X	X	X	
Develop a ROI methodology to assess ECCE programs		X	X	X	
Develop child-level data integration plan		X	X	X	

ORGANIZATIONAL CAPACITY

Experience and Expertise of NYSB5-R Grantee (CCF)

For over four decades, CCF has led the charge to develop comprehensive service systems for children and families. CCF administers many federal grants and projects that demonstrate the capacity to administer federal funding and develop, implement, manage and sustain complex cross-system changes. The successful assessment, planning, and implementation of activities during the NYSB5-I grant year demonstrated CCF's current organizational capacity to accomplish

critical cross-systems work. CCF also is home to the NYS Head Start Collaboration Project, the ECAC, the federal ECCS Impact project, statewide implementation of the Pyramid Model, and the Kids' Well-being Indicators' Clearinghouse. In addition, CCF co-convenes the multi-agency, public-private NYS Parenting Education Partnership, and CCF staff participate in many cross-agency initiatives, including Parent to Parent of NY's texting campaign to reach families with special needs, a DOH Obesity Prevention in Child Care Partnership, and a statewide Home Visiting Coalition. CCF's demonstrated experience to successfully administer, implement, fiscally manage, and evaluate the NYSB5-I grant is evident. Refer to Appendix IV, File 2 for the *NYSB5 Renewal Organizational Capacity Chart* for the partner agencies.

Partnering Organizations Capacity: Successes of the initial grant point to the ability of each partnering organization to effectively fulfill their roles. The specific capacity of the primary partners is indicated by the third-party agreements (pages 56-60) and the *NYSB5-Renewal Partner Letter of Support* (Appendix V, File 2). The range of public and private stakeholder support and involvement illustrates the partnership of other stakeholders (*Key Stakeholder Involvement in NYSB5-I*, Table 11, page 44).

PROGRAM PERFORMANCE EVALUATION PLAN

Evaluation activities for the NYSB5-R project will be led by the Center for Human Services Research (CHSR) at the University at Albany. The evaluation is designed to establish a valid and reliable system of continuous quality improvement, such that program administrators and policymakers can make timely and informed decisions regarding mid-course corrections and resource allocations. The evaluation is closely aligned with the activities in the SP and the outputs and outcomes from the LM. Consequently, the evaluation will evolve along with the SP and LM such that when any changes are made to the SP and/or LM, the evaluation will be updated.

The evaluation uses a mixed method approach that consists of both qualitative and quantitative data. Evaluators will collect three types of measures: 1) process measures to assess the degree to which activities are conducted with fidelity; 2) outcome measures to track progress towards outcomes; and 3) cost tracking to establish relationships between spending and impact, including return on investments.

The NYSB5-R project will be informed by data collected and aggregated from existing systems. This approach minimizes added burden on staff and represents an initial step toward eliminating redundancy in data collection requirements. New data sources will also be collected to augment existing administrative data that include quarterly administrative surveys from a newly developed data management system administered for the NYSB5-R grant; focus groups and interviews involving parents, educators, and program administrators; measures to track service use and satisfaction (social media hits, attendance records, meeting participation, and TA provided); and budgets and other project-related documentation.

CHSR will collect and analyze process data quarterly and outcome and cost data annually. Results will be presented to CCF along with recommendations in a timely fashion. A data dashboard will be developed as part of the program's data management system to display outputs and outcomes over time. This will allow NYSB5-R partners to visualize their data metrics and monitor their progress. When barriers to progress are identified, the CHSR evaluation team will work with CCF to discuss corrective actions. Corrective action outcomes will be tracked. Presentation of results will be given to the ECAC Data Work Group and NYSB5-R partners and data briefs will be prepared upon request. The timeline includes the following stages: Quarter 1: finalize evaluation plan, identify data sources, develop data sharing agreements, establish partner advisory committee; Quarter 2: develop project data management system and other data collection

tools, collect baseline data, Quarter 3: conduct ongoing data collection including surveys, focus groups, and interviews; Quarter 4: present findings, prepare reports and research briefs. Key personnel involved in the evaluation and their responsibilities are provided in **Table 10** (page 41). The total PPEP budget is \$770,187, which equates to 5.1 percent of the total funding request for this project and meets the required amount to refine and implement the PPEP.

Work performed on the NYSB5-R grant will at all times be conducted in a manner that ensures the strictest confidentiality of data. CHSR will utilize appropriate physical and electronic procedures/processes when receiving or transmitting data. All automated files will be password protected, encrypted, and behind firewalls limiting access to the research team assigned to the NYSB5-R grant. All staff will be required to complete the University's Institutional Review Board (IRB) online training course and be certified in the protection of human research subjects.

LOGIC MODEL

The logic model for the NYSB5-R grant is on the following page.

NEW YORK STATE BIRTH THROUGH FIVE RENEWAL – LOGIC MODEL				
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.				
NEEDS		TARGET POPULATIONS		
Gaps in system building, data/workforce development, access to quality ECCE programs and services that are responsive to race, culture, ethnicity, language, and socio-economic status, especially for vulnerable populations.		Children and families (especially vulnerable populations), ECCE Workforce, Local and State Government Agencies, Schools, Community-based Organizations, and Other B-5 Early Childhood System Stakeholders.		
GOALS				
<ul style="list-style-type: none">·Use CQI to inform a responsive SP and activities to implement comprehensive ECCE programs and services using SMART goals.·Institutionalize parent voice and support parent knowledge/choice by forming a Parent Advisory Council (PAC) that represents all families and supports successful early childhood transitions.·Integrate NYS early childhood data to enable better tracking of outcomes.·Expand access to high-quality programs by increasing participation in QUALITYstarsNY (QSNY) and establishing cross-sector quality indicators.				
Inputs	Activities	Outputs	OUTCOMES	
			Short Term	Long Term
<ul style="list-style-type: none">·Strong foundation of cross-sector partnerships·Parent input·Expertise in ECCE programs·Existing training infrastructure·Established communications infrastructure·Existing IT/Web Platform	<ul style="list-style-type: none">·Update NA & SP·Monitor SP implementation using CQI and PPEP·Create PAC·Expand technology to reach families·Promote <i>Talking is Teaching</i> and <i>Parent Portal</i>·Conduct best practice activities to promote an aligned, efficient, high quality MDS·Expand QSNY·Expand Aspire·Track progress using PPEP with regular intervals for reporting and dissemination	<ul style="list-style-type: none">·NA and SP updates annually·Regular program monitoring using PPEP·# parents on PAC·# of hits on websites·# providers attending professional development training·#resources disseminated·# programs in QSNY·# districts implementing new transition policy	<u>Family/Parent</u> <ul style="list-style-type: none">·↑ Parent knowledge and engagement in ECCE programs·↑ Parents attending ECAC/ ECCE meetings representing PAC <u>Providers</u> <ul style="list-style-type: none">·↑ Staff knowledge of best practices promote quality·↑ QSNY/Aspire participation· ↑ Local transition teams <u>State/Systems</u> <ul style="list-style-type: none">·↑ Access to cross systems data to inform quality improvement	<u>Family/Parent</u> <ul style="list-style-type: none">·Institutionalized parent voice <u>Providers</u> <ul style="list-style-type: none">· Access to high-quality PD <u>State/System</u> <ul style="list-style-type: none">·MDS maximizes financing strategies·ECCE system is a mix of early care & education, medical, mental health and other supports.·Ongoing CQI to inform SP implementation and NA updates·Early Childhood Integrated Data System created

SUSTAINABILITY PLAN

New York will use NYSB5-R funding strategically to ensure that the momentum from the parent knowledge and choice activities, best practices, and quality improvements developed are sustained after funding ends. For this reason, grant resources are focused on identifying strategies to braid and blend early childhood funding streams to maximize limited funding, connect with and engage families as partners, coordinate cross-sector and invest in lasting ECCE professional development opportunities, such as those provided by coaching and training of trainer models. With NYSB5-R funding, the state's updated SP will help build a stronger mixed delivery system that can be sustained after the grant period ends. Highlights of these sustainable activities include:

- Regular updates to the state's NA to inform practices and ensure the availability of high-quality MDS programs and services in all areas of the state, especially those currently underserved.
- Expanded participation in the Aspire Registry, the state's ECCE workforce registry, and the inclusion of a user fee for sustainability.
- Technical Assistance on braiding and blending of funding, and other financing strategies, to support and sustain the state's mixed delivery system and promote high-quality programs.
- The creation of a statewide early childhood integrated data system to enable better tracking of children and programs to inform policy decisions and improve child outcomes.
- An increased number of trained trainers on the *Core Body of Knowledge* as well as on Protective Factors and Pyramid Model Parents Interacting with Infants trainings to increase use of a two-generational approach to strengthen families and enhance child well-being.
- The alignment of Technical Assistance efforts, professional development opportunities, and sharing of best practices to better support the learning and development of all children, with a particular emphasis on addressing the needs of vulnerable and underserved populations.

- Increased parent voice on the ECAC and ongoing parent engagement to inform the state’s early childhood system, including the continuation of the Parent Advisory Council.
- Increase in Pyramid Model implementation across the state including Pyramid Model Hubs and use of the newly developed and cross-sector Pyramid Model Implementation Data System, which will allow programs to analyze their own data and the state to follow trends and needs.
- Expansion of Kindergarten Transition teams throughout the state, which will be self-sustaining based on the formation of new relationships and the development of action plans.
- Replication of the cross-sector ECCE Hub pilot that brings the ECCE programs together with healthcare, social services, and other supports based on lessons learned, which are used to inform recommendations to state policymakers to consider replicating in other high-need areas of the state with high concentrations of vulnerable populations.
- Increased participation in QUALITYstarsNY, along with new Career Centers and Leadership Initiatives, will collectively support a sustainable supply of high-quality programs. Communities of practice and mentoring will ensure sustainability for these investments as well.
- Sustained collaborative relationships with a range of cross-sector partners that result in comprehensive and aligned early child care and education programs and services to most efficiently and effectively support young children and families.

In sum, the New York State Council on Children and Families is confident that, with the strategic use of Preschool Development Birth through Five Renewal funding, New York will address long-standing structural, regulatory, and statutory barriers to ensure that there will be access to high quality, equitable, comprehensive programs and services for all young children in the state.

DISSEMINATION PLAN

Dissemination Goals and Objectives: The NYSB5-R Team is committed to disseminating information (reports, products and other grant outputs) to partners and families on a regular and timely basis to ensure that knowledge gained is widely shared to benefit as many children and families in NYS as possible, with an emphasis on families most in need of high-quality services and comprehensive supports. The Team also will work to increase partner engagement and distribute resources and key findings to stakeholders to help inform policy.

Strategies to Identify and Engage with Target Audience: The NYSB5-R Team will work with partners to continuously identify and engage target audiences that are interested in grant work products. For example, community-based partners, including families, local libraries, health clinics, local social services departments, and ECCE fiscal staff, will be asked to participate in engaging additional local stakeholders to be added to the dissemination plan. Furthermore, the NYSB5-R Team will be vigilant in assuring that items for dissemination are widely promoted and available in languages other than English. Materials will be distributed via newsletters, social media, public postings, agency websites, in-person at conferences, in local doctor's offices, faith-based organizations, social services providers, schools, child care programs, barber shops, laundromats, local children's museums, and other settings children and families frequent.

Allocation of Staff Time and Budget: The dissemination plan will be a shared responsibility among the NYSB5-R partners, led by NYSB5-R staff with assistance from the CCF Executive Director and Deputy Director. Funding will be included to support printing and mailing costs, the online dissemination of materials, and other identified means of communication, as well as presentations at national and state conferences and community meetings. CCF listservs and

websites will be a means of communication as well. All materials will be readily available on the CCF, ECAC, and NYSB5-R partner agencies' websites.

Plan to Evaluate the Extent to Which Target Audiences Have Received Information: The number of materials distributed and to whom will be tracked. Additionally, Google Analytics will be used to measure the number of people accessing the new *Parent Portal* and mobile application as well as social media engagement, and Constant Contact will be used to provide data on the audience receiving email updates and newsletters.

Timeline for Dissemination: Ongoing and frequent dissemination of grant products will occur.

Updates to the dissemination plan will be made on at least a quarterly basis as indicated in Table 12 (page 45), *Project Timeline and Milestones*.

THIRD-PARTY AGREEMENTS

On the following pages, third-party agreements that describe the roles and responsibilities for NYSB5-R project activities are provided from the following partners:

- Four state agencies: NYS Office of Children and Family Services, NYS Office of Mental Health, NYS Department of Health, and NYS Education Department.
- Center for Human Services Research at the University of Albany, State University of New York.
- Professional Development Program, Rockefeller College at the University of Albany, State University of New York.
- New York Early Childhood Professional Development Institute, City University of New York.
- Pyramid Model Consortium.

BUDGET AND BUDGET JUSTIFICATION

The NYSB5-R budget request for December 31, 2019 through December 30, 2020 is **\$15,000,000**. **Section One** has line-by-line detail, broken down by object class categories and justification for the administrative and coordinating activities by CCF, including the required travel for four staff to attend the 3-day meeting in Washington, D.C. This section also itemizes contractual costs for state agency partners and vendors. **Section Two** provides budget details for each of the grant's six required activities, the amount to support technical assistance, and the 5.1% allocation for the program performance evaluation plan. For all budget items, detail regarding their necessity, reasonableness and allocation of proposed costs are provided. The approved non-Federal 30% match is included. The match is current state funding that supports the state's tiered quality rating and improvement system, QUALITYstarsNY, and will be available for the entire grant period (see Appendix II, File 2).

TOTAL GRANT REQUEST	\$15,000,000
NON-FEDERAL MATCH (30%) from NYSED to cover expenses for 500 QUALITYstarsNY sites (see Appendix File 2)	\$4,500,000
TOTAL REQUEST INCLUDING NON-FEDERAL MATCH	\$19,500,000

SECTION TWO: BUDGET BY ACTIVITY*		
ACTIVITY 1: NEEDS ASSESSMENT	TOTAL	\$455,725
ACTIVITY 2: STRATEGIC PLAN	TOTAL	\$454,260
ACTIVITY 3: PARENT CHOICE & KNOWLEDGE	TOTAL	\$2,896,986
ACTIVITY 4: BEST PRACTICES	TOTAL	\$6,194,954
ACTIVITY 5: IMPROVING QUALITY	TOTAL	\$3,350,000
ACTIVITY 6: DATA AND PERFORMANCE EVALUATION	TOTAL	\$885,416

*Activity amounts do not include administrative costs.

BONUS SECTIONS

Coordinated Application, Eligibility, Enrollment

In a continuing effort to streamline and ensure better access to needed programs and services, the NYSB5-R Team will take three actions to better coordinate application, eligibility, and enrollment practices by strengthening and expanding existing – but localized – efforts in the state. First, NYSB5-R will expand an existing coordinated application used by some Head Start programs and school districts. This combined application provides an easier pathway for parents to learn about all available programs, including home visiting options, for their young child and make the best possible care decisions. Second, to streamline application, eligibility determination, and enrollment for low-income parents of young children, the co-location of WIC offices in Head Start/ Early Head Start sites will be promoted. Co-locating programs has the dual benefit of promoting enrollment for eligibility families and allowing children to have the educational component of WIC delivered in their regular classroom with their teachers and friends. As only 47% of enrolled Head Start/Early Head Start families are enrolled in WIC in NYS, this co-location partnership has dramatically increased participation in this federal nutrition program for families in need and will be supported by NYSB5-R. Third, technology will be used to supplement other outreach efforts as another and increasingly popular means to connect families to services.

Infant/Toddler Emphasis

The NYSB5 NA confirmed that there is a need to expand and increase supports for infant/toddler services, especially in rural areas and for other vulnerable populations. NYSB5-R funds will enable a number of existing initiatives related to infant/toddler services to be supplemented and expanded statewide. Notably, the network of infant/toddler specialists located in the seven Infant/Toddler Resource Centers to offer support to child care programs and families

across the state was doubled in 2019 with CCDBG funding. To further enhance the knowledge of these professionals, NYSB5-R funds will be used to provide training to these staff on early childhood mental health basics, Protective Factors, and Equity and Inclusion. Additionally, infant/toddler mental health consultants are being hired at CCRRs throughout the state with CCDBG funds, and NYSB5-R funds will further support these new staff through reflective supervision and advanced training. Infant/toddler specialists and mental health consultants also will be connected to Pyramid Model Implementation statewide training, specifically Parents Interacting with Infants (PIWI) to strengthen parent-child relationships through dyadic and triadic strategies and developmental observation topics. Building on existing family child care (FCC) networks, statewide connections to services and supports are being and will continue to be supplemented. An example of existing FCC partnerships are the Pyramid Model Hubs, which are located at select CCRRs to teach professionals who care for young children about foundational social and emotional skills; two of these Hubs are supporting FCC providers in implementing the Pyramid Model to fidelity by providing professional development and TA on data measures to track provider- and child-level outcomes. Pyramid Model Hubs will be expanded in the renewal years, and Pyramid Model data (benchmarks of quality, coaching outcomes and child developmental and social/emotional screenings) will be monitored using the Pyramid Model Implementation Data System (PIDS), which was built with NYSB5-I funding. PIDS will be expanded and connected to the Aspire Registry to track professional development. Additionally, the ECAC will review a study underway by the NY Early Childhood Professional Development Institute's Research Network, which is analyzing the coursework at the state's institutions of higher education to determine the fidelity of infant/toddler coursework and make recommendations to SED and individual campuses to strengthen opportunities for the infant/toddler workforce. The same organization, housed at

CUNY, has launched a successful credit-bearing Infant/Toddler CDA and will work with two new community colleges to replicate the program. To date, about 60 Head Start parents have earned their credit-bearing Infant/Toddler CDA, enabling them to teach in Early Head Start programs.

In short, increased coordination of infant/toddler services emphasized in this initiative will help address the need for highly qualified infant/toddler care across the state.

Collaborative Transition and Alignment from Birth to the Early Grades

With NYSB5-R support, an Early Childhood Transition Coordinator will implement a pilot to support transitions during the birth through five continuum. *Welcome Baby Kits* will be shared and discussed with new parents to help promote family engagement and build relationships with community providers right from the start, which will help build community and family readiness for transitions. The kits will include the *NYS Parent Guide*, the *NYS Family Resource Placemat* (that colorfully displays resources on child care, home visiting, early intervention, prekindergarten, parenting support), *Talking is Teaching* materials, and information about the *Parent Portal*. NYSB5-R will also support the expansion of Kindergarten Transition practices that were implemented with NYSB5-I support, including the local Kindergarten Transition teams that will be strongly encouraged to apply for funding to distribute the kits to vulnerable families, with an emphasis on serving tribal families and families experiencing homelessness. The health representative on the transition team will distribute the *Welcome Baby Kits* not only to share and connect families with information about local resources, but to build relationships and give new parents confidence about caring for their child. By engaging families early, and drawing on a range of partners, from local hospitals, pediatricians, child care programs, home visiting, preschool programs, local government agencies, parents will be informed and connected right from the start.

This will enable their child and their whole family to be prepared for upcoming transitions and kindergarten long before their child's first day of school.

In sum, these NYSB5-R activities will ensure that all young children in New York are healthy, learning, and thriving in families that are supported by a full complement of services and resources essential for successful development.



STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY 12224

ANDREW M. CUOMO
GOVERNOR

October 22, 2019

Mr. Richard Gonzales
U.S. Department of Health and Human Services
Administration for Children and Families
Office of Child Care
330 C Street, S.W., Suite 4010A
Washington, D.C. 20201

Dear Mr. Gonzales:

I am writing to designate the New York State Council on Children and Families (CCF) as the lead applicant for the Preschool Development Grant Birth through Five (PDGB5) Renewal Application (HHS-2019-ACF-OCC-TP-1567) for New York State.

In CCF's leadership role as a convener of New York's twelve child-serving agencies, including health, education and human services, CCF has successfully overseen and managed the PDGB5 Initial Project. Specifically, CCF has collaborated with key local and state agencies and community partners to execute grant activities and deliverables in accordance with federal requirements. Designating CCF to be the lead applicant for the PDGB5 Renewal Application will enable New York State to strengthen and build upon the activities committed to in our state's PDGB5 Initial Project and ensure that the State's goal of transforming the early care and education system by improving its mixed delivery system serving children from birth through age five is met.

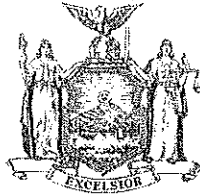
New York State has been working diligently to grow an expansive early childhood system and remains committed to finding new and creative ways to better bridge programs to build a more comprehensive and sustained mixed delivery system of care for New York's young children and families. With this federal funding, New York will be able to continue to improve the quality of early care and education services, engage parents in their child's learning and development, strengthen parents' understanding of the availability of services and child care and education choices, improve transitions for children from early care and education into school, and achieve better outcomes for every child in New York. On behalf of all involved in this important work, please be assured of our continuing support and thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Kerri Neifeld".

Kerri Neifeld
Assistant Secretary for Human Services and
Mental Hygiene

WE WORK FOR THE PEOPLE
PERFORMANCE ★ INTEGRITY ★ PRIDE



STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY 12224

ANDREW M. CUOMO
GOVERNOR

October 31, 2019

Non-Federal Resources

To determine the best match of state dollars for the federal Preschool Development Grant Birth through Five (PDG B-5) Renewal Grant, extensive conversations were held with the following individuals during the month of October 2019.

In the Governor's Administration:

- Dan Fuller, Deputy Secretary for Education
- Kerri Neifeld, Assistant Secretary for Human Services
- Administrative staff in the Division of Budget

In the State Education Department:

- Beth Berlin, Acting Commissioner

For the FY 20 Enacted Budget, \$4.5 million has been set aside as a match for the PDG B-5 Renewal Grant. This is current state funding that supports the state's tiered quality rating and improvement system.

The NYS Division of Budget and Secretaries of Education and Human Services have identified and committed \$4.5 million of state funding for QUALITYstarsNY (the state's tiered quality rating and improvement system) to provide the state match for this initiative, as documented in Chapter 53 of the Laws of 2019.

Sincerely,

A handwritten signature in black ink, appearing to read "Dan Fuller".

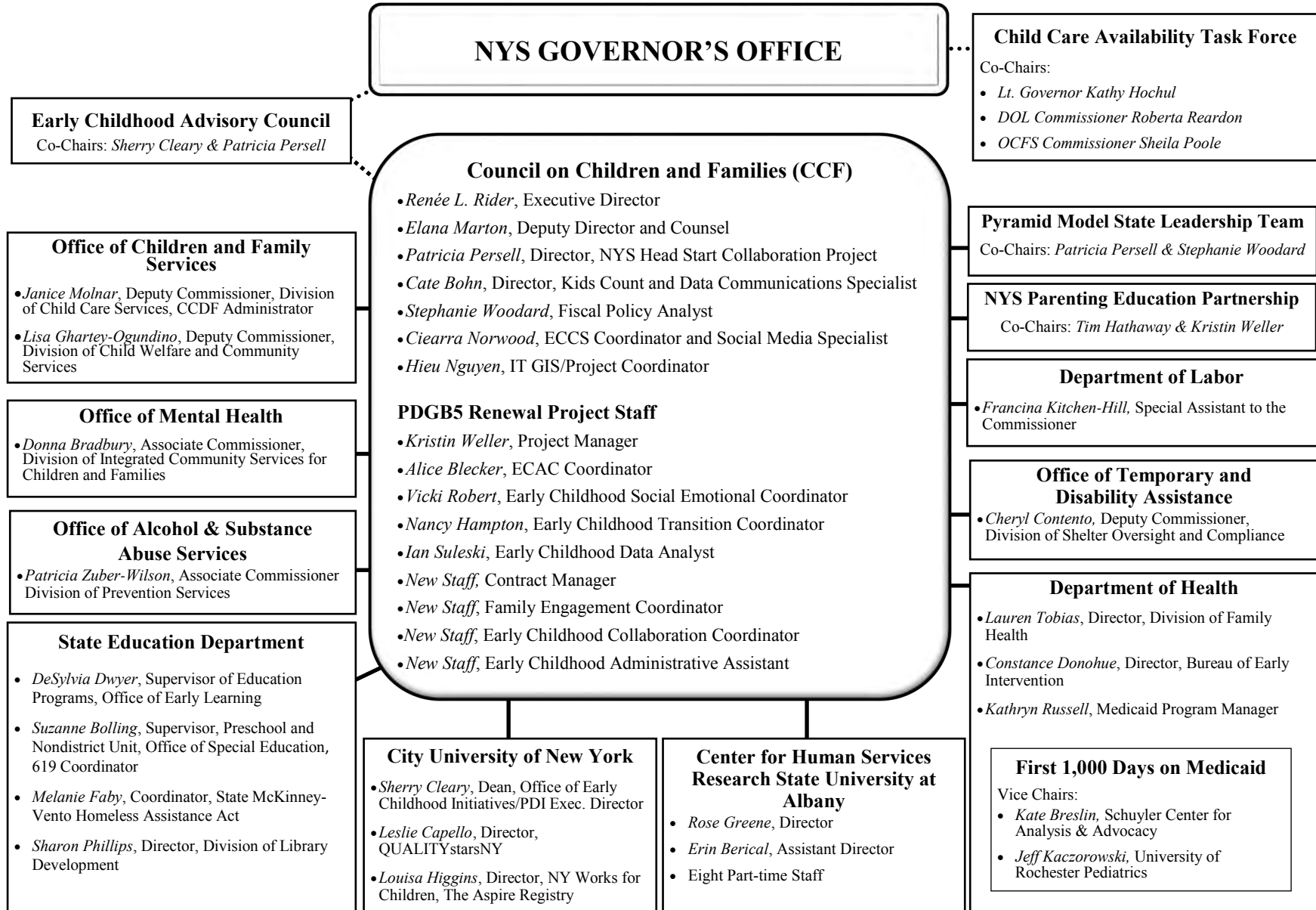
Daniel Fuller

Deputy Secretary for Education

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Organizational Capacity Chart New York State Preschool Development Renewal Grant Birth through Five



NEW YORK STATE EARLY CHILDHOOD ADVISORY COUNCIL	
Member	Organization
Sherry Cleary, Co-Chair ^{SP}	NY Early Childhood Professional Development Institute
Patricia Persell, Co-Chair ^{SP}	NYS Council on Children & Families, NYS Head Start Collaboration Project
Melissa Alexander	NYS Office of Temporary and Disability Assistance
Melodie Baker ^{SP}	Rockefeller Institute of Government Early Childhood Research Initiative
Laurie Black	Early Childhood Alliance
Evelyn Blanck ^{SP}	New York Center for Child Development
Kate Breslin ^{SP}	Schuyler Center for Analysis and Advocacy
Meredith Chimento ^{SP}	Early Care and Learning Council
Phillip Cleary	NYS United Teachers
Pedro Cordero ^{SP}	Region II NY Head Start Technical Assistance Team
Constance Donohue*	NYS Department of Health
Andre Eaton ^{SP}	Parent Child Home Program
Maggie Evans	Agri-Business Child Development
Melanie Faby	NYS Education Department – Title 1 and Homeless Education
Bob Frawley ^{SP}	Early Childhood Consultant
Jeanne Galbraith ^{SP}	NYS Association of Early Childhood Teacher Educators
Timothy Hathaway ^{SP}	Prevent Child Abuse New York
Simone Hawkins* ^{SP}	NYC Department of Health and Mental Hygiene
Elizabeth Isakson ^{SP}	Docs for Tots
Mark Jasinski	NYS Prekindergarten - 3 rd Grade Administrators Association
Bernadette Johnson*	NYS OCFS, Division of Child Welfare
Ira Katzenstein	NYS Head Start Association
Kristen Kerr ^{SP}	NY Association for the Education of Young Children
Abbe Kovacik	Brightside Up (formerly Capital District Child Care Coordinating Council)
Hope Lesane*	Education Trust New York
Larry Marx ^{SP}	Children's Agenda
Barbara Ann Mattle	Child Care Council, Inc.
Anne Mitchell	Early Childhood Policy Research
Janice Molnar ^{SP}	NYS OCFS, Division of Child Care
Jenn O'Connor ^{SP}	Prevent Child Abuse New York
Matthew Perkins*	NYS Office of Mental Health
Rebecca Sanin*	Health and Welfare Council of Long Island
Mary Shaheen	United Way of New York State
Suzanne Sousa*	Stella and Charles Guttman Foundation
Elizabeth Starks ^{SP}	Chautauqua Lake School
Lauri Strano	Children's Institute
Vanessa Threatte	SUNY Charter Schools Institute
Tina Rose-Turrioglio	NYS Education Department
Patricia Uttaro	Rochester Public Library
Joshua Wallack* ^{SP}	NYC Department of Education

*Members pending appointment by the Governor

^{SP} Serves on the NYSB5 Strategic Planning Team




Council on Children and Families

ANDREW M. CUOMO
Governor

RENEÉ L. RIDER
Executive Director

November 2019

This letter serves as an interagency and public-private partnership agreement between the New York State Council on Children and Families, the lead Preschool Development Grant Birth through Five (NYSB5) Renewal project applicant, and all the agencies and organizations below. Working in collaboration, each of the partners below commit to working together under the leadership of CCF to achieve the collective vision of creating a mixed delivery early childhood system that is informed by parent voice, provides access to high-quality, equitable and comprehensive services for all young children and families, and ensures that project activities result in sustainable improvements and improved child and family well-being.


Meredith Chimento

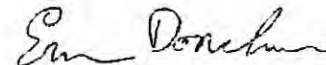
Executive Director, Early
Care and Learning Council


Paige Pierce


Chief Executive Officer,
Families Together of New
York State



Kristen Kerr

Executive Director, New
York Association for the
Education of Young Children

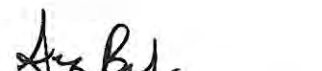

Erin Donahue


Executive Director, Maternity
Early Childhood Health
Foundation



Wendy Shutts Bender
Executive Director, New
York State Association for
Infant Mental Health

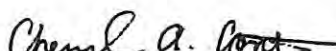

Kathryn Russell
Medicaid Program Manager,
NYS Department of Health

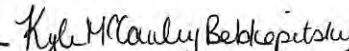

Francina Kitchen-Hill
Special Assistant to the
Commissioner, NYS
Department of Labor



Suzanne Bolling
Supervisor, Office of Special
Education, 619 Coordinator,
NY State Education
Department

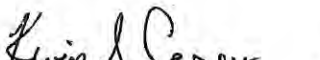

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